

Equipment	One target per pair of students, one bean bag per student
Learning Outcome	Participate in a modified ParaSport and practice a modified overhand throw for accuracy.
COVID-19 Safety Precautions	Remind students to keep a safe physical distance from each other. Clean or sanitize the equipment before and after the activity.

Flipped Classroom Strategy (Optional)

A flipped classroom is an instructional model where direct instruction is delivered to students *outside of and before* instructional time. Students are introduced to content that supports the introduction, comprehension, and recall of content and then instructional time is utilized to apply, analyze, synthesize, or evaluate content.

Before implementing this activity during instructional time, create a video or written instructions to share with students providing an overview of Para Archery. To support you, visit the [Canadian Paralympic Committee's Para Archery](#) page for more information. Share the movement skill cues for the overhand throw with students. Refer to the [Movement Skills Cues](#) document to support you. Ask students to consider how the movement skill cues will change if they are seated while throwing. Students can practice throwing while seated in a safe space available to them.



Activity Description

Set up different targets around the playing area so that there is a target for every pair of students. If possible, place bullseye targets on the walls with different points for each ring of the bullseye. If use of walls is not possible, place bullseye targets on pylons.

If utilizing a flipped classroom approach, ask students to consider what they learned or reviewed before the activity while participating in the activity. If not utilizing a flipped classroom approach, provide students with an overview of Para Archery. To support you, visit the [Canadian Paralympic Committee's Para Archery](#) page for more information. Share the movement skill cues for the overhand throw with students. Refer to the [Movement Skills Cues](#) document to support you. Ask students to consider how the movement skill cues will change if they are seated while throwing.

Divide students into pairs and provide each student with a bean bag. Assign each pair to a target and invite each pair to choose a distance to throw from. Explain to students that the throwing distance should both challenge them but also allow them success in throwing for accuracy.

Students take turns throwing their bean bag three times in a row at the target from a seated position on the ground.

Students collect their own bean bags after each throw and keep track of their scores. As a group, decide how many rounds each pair of students will throw before ending the game and rotating to a new target. Targets can be set up at different heights or in different ways to challenge students as they rotate to new targets.

Physical Education Competencies



MOVE

Develop psychomotor skills, tactics, and strategies that facilitate a variety of physical activities across diverse environments.



THINK

Develop cognitive skills and strategies for a variety of movement contexts that facilitate critical thinking, decision-making, and problem solving.



FEEL

Develop affective skills and strategies that facilitate healthy and safe relationships with themselves, with others, and with their environment.



ACT

Practice behaviour skills and strategies that facilitate movement competence and confidence.



Reflection Questions

Reflection is important to support learning during physical education. Consider asking students the reflection questions below and discuss the answers together.

- *What different things did you have to think about when throwing the bean bag?*
- *How did being seated affect your throw?*



Inclusion Considerations

Modifications can be made to a variety of activity components to ensure inclusion. As you plan activities, consider how everyone can be involved and how to modify or adapt the activities to ensure the full inclusion of all. The STEP framework provides modifications to the following activity components — space, task, equipment, and people.

S Space	T Task	E Equipment	P People
Divide students into different areas to complete the activity where they can still be supervised (e.g. half of the students in the hallway and half in the classroom).	Students use a ramp to roll a ball to a target box on the ground or against the bottom of the wall.	Students sit in a chair to throw to the target.	Provide verbal and visual cues to support students with overhand throwing in a seated position.



Observing Learning Outcomes

Use the overhand throw cues for the upper body provided in the [Movement Skills Cues](#) resource to observe student learning. Sample questions to observe learning outcomes include:

- Is the student able to successfully demonstrate how to follow through by pointing their throwing hand at the target?
- Is the student able to successfully demonstrate how to release the bean bag just in front of their head?

Connecting to PHE At Home Learning

The following PHE At Home Learning activity can be utilized by students at home or modified for use during instructional time in order to extend learning.

[Ramp Boccia](#)