



Equipment	Equipment to create one target per student (e.g., paper, hula hoops, etc.), one bean bag per student, pylon or skipping rope for each target
Learning Outcome	Demonstrate how to adjust the trajectory of an overhand throw to hit targets at different heights and from various distances and provide encouragement and feedback to a partner.
COVID-19 Safety Precautions	Remind students to keep a safe physical distance from each other and other groups. Ensure students only touch their own equipment. 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 to share with students providing an overview and movement skills cues for overhand throwing. Refer to the to the [Movement Skills Cues](#) document to support you. If access to internet or technology is not available, consider providing students with a paper copy of the [Movement Skills Cues](#) document to practice the skill. Encourage students to practice overhand throwing at a target in a safe space using equipment that is available to them (e.g., pair of socks, foam ball, etc.)



Activity Description

Set up the targets around the playing area. In groups so that there are two targets per pair of students— one target being higher than the other. Set up pylons or skipping ropes away from the targets to represent throwing lines. Each throwing line should be a different distance away from the target.

As a large group, review and practice the movement cues for overhand throwing and discuss how to adjust trajectory of the throw for targets at different heights and distances. If utilizing a flipped classroom strategy, remind students to apply what they learned or reviewed in advance of the activity. Divide students into pairs, provide each student with a bean bag, and assign each pair to a set of targets. Each student will throw their bean bag at each target in their area three times. One partner starts at one of the targets and throws their bean bag. Students must collect their own bean bag after each throw. The other partner encourages them and provides feedback. Pairs switch roles and the other partner throws. Pairs then follow the same process for the other target within their area. Each time a partner hits the target, the pair receives a point. Partners tally their points together. Rotate pairs to each set of targets reminding them to tally the points they achieve at each set of targets.

For older students, consider using smaller targets and move the throwing line further away from the 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.

- How did your throw change when aiming at a high target compared to a low target?
- How did the encouragement and feedback that your partner provided you support you?



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
Complete the activity in a space with minimal distractions.	Students underhand throw to the targets.	Use bins or buckets as targets.	Provide students with verbal cues and gestures for where to aim their throw.

Observing Learning Outcomes

Consider the following when observing student learning:

- Is the student able to successfully adjust the trajectory of their throw to reach (not hit) the targets at different heights and distances?
- Is the student able to successfully demonstrate how to provide their partner with encouragement and feedback?

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.

Target Time