

Materials	Paper, markers, piece of rope or string, 3 objects that do not roll (e.g., bean bags, pairs of socks, small stuffed animals, etc.)
Learning Outcome	Demonstrate how to throw for accuracy and practice implementing a consistent, pre-throw routine.

Description

Use markers to create a small target on a piece of paper (about $\frac{1}{4}$ of an 8 ½ by 11 inch paper) and place it on a wall. Ensure there is enough space to do the activity away from any safety hazards.

Invite the child to choose the distance from which they feel comfortable throwing and place the rope or string down in that spot. Review how to perform the overhand throw movement skill or refer to [Movement Skills Cues](#) to support you.

The child chooses the soft objects they would like to throw. Brainstorm together different conditions to apply before the child throws. Some examples are:

- throw without moving your feet
- take a deep breath before each throw
- throw the three objects in a 10 second limit
- count slowly to 10 before each throw
- do five tuck jumps before each throw
- visualize hitting the target before each throw

Choose the condition to apply before each throw. After throwing the three objects, the child collects the objects and allows other players to take a turn (if applicable).

If there are multiple throwers, they can rotate between calling out conditions and throwing.

Throwers score 1 point for every three hits in a row on the target.

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 activity. Consider asking the child the reflection questions below and discuss the answers together.

- *How did the different conditions affect your shot?*
- *What can you do before you throw to increase your chance of hitting the target?*



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.		The child uses an implement to strike an object on a tee toward a large target area.		The child plays the activity in a seated position with the conditions being modified (e.g., punch the air 5 times before throwing, etc.) so they can be completed in a seated position.		With permission, use physical cues to manually move the child's arm through the throwing motion.