

Materials	Plastic bottle partially filled with water, individual socks laid flat to make two circles
Learning Outcome	Demonstrate underhand throwing skills and throw for accuracy in a target game.

Description

Ensure there is enough space to do the activity away from any safety hazards. Create two circles (rings) on the floor or ground using socks. The rings should be approximately two metres apart from each other. One ring will be used as the throwing ring and the other will be used as the target ring.

The throwing ring should be big enough for the youth to stand inside of it and take a step forward. Ask the youth to make the target ring a size that will provide them with both a challenge but also allow them to achieve success. The youth starts by standing in the throwing ring.

They perform an underhand throw with the bottle, flipping the bottle in the air, and try to have it land standing upright in the target ring. The youth cannot step outside of the throwing ring when they perform their throw or they receive zero points for that throw. There are three ways to earn points:

- The bottle lands upright in the ring (3 points)
- The bottle lands touching the outside of the ring but is not upright (2 points)
- The bottle lands in the ring but is not upright (1 point)

This activity can be played alone or with multiple players. If multiple players are playing, provide each player with two throws, alternating players, until one player reaches 15 points.

To make the activity more challenging, spread the rings further apart, create a smaller target ring, or have players perform different actions before their throw (e.g., five tuck jumps, five hops, etc.).

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.



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
	Reduce the amount of space between the two rings.		The youth releases a ball and has it roll, bounce, or make direct contact with objects (e.g., cups, pins, etc.) attempting to knock down as many objects as possible.		The child uses a sensory ball (e.g., bell ball, tactile ball, etc.) to throw.		With permission, use physical cues to manually move the child's arm through the underhand throw motion.



Reflection Questions

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

- *How could you modify this game to be played with other types of equipment?*
- *What did you have to do to be successful at flipping the bottle upright inside of the ring?*