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| Materials | Paper, markers, soft throwing objects (e.g., bean bags or socks) |
| Learning Outcome | Demonstrate how to overhand throw and practice throwing for accuracy. |

Description

Use paper to create two different targets and post them on a wall or place them somewhere on the floor or ground 3-6 metres apart if possible. Modify the size of the playing area to fit the available space. Ensure safety hazards are moved out of the way before beginning the activity.

Review how to perform the overhand throw movement skill or refer to [Movement Skills Cues](#) to support you. Start by standing by one of the targets. Ask the child to throw the object aiming for the other target. If there is more than one player, all players throw one at a time, and the player who throws closest to the target scores a point.

Players retrieve their throwing object from the first target and turn around to throw their object at the other 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.

- What did you do with your body to practice throwing accurately (e.g., stepped with the opposite foot, looked at the target, released the ball just in front of the head, etc.)?
- Were you more successful at hitting the target the more you played? Why or why not?



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 |
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| Decrease the distance between the targets. | Make a large hoop (tie plastic bags together and duct tape the outside) or hold a laundry basket close to the child and have them throw an object through the hoop or into the basket. | The child rolls the ball down a ramp aiming to roll the ball into cardboard boxes lying on their sides. | With permission, use physical cues to manually move the child's arm through the throwing motion. |