

## Example Lesson Plan

**Focus of lesson:** Throwing (overhand)

**Skill Theme:** Throwing

**Movement Concept (secondary):** Speed (fast/slow), Levels (low/high), Force (strong/light), Near/Far

**Class/Date:** Day #1 in throwing unit

**Equipment/Facility:** large gym, whistle, clock, small foam balls (one per student), small plastic balls (one per student), fabric targets on gym walls, tape for walls,

**Source:** Graham, Holt/Hale & Parker, 1993

**Class Skill Level:** 4<sup>th</sup> grade-5 students at precontrol (SSN included), 20 students at control, 5 students at utilization, and 1 child with mild autism (SSN-Student with special needs)

### SOL: Skilled Movement

4.1 The student will refine movement skills and demonstrate the ability to combine them in increasingly complex movement activities.

### Movement Principles and Concepts

4.2 The student will understand and apply movement concepts and principles in complex motor skills.

- a) Recall and demonstrate movement principles and concepts for selected motor patterns and combination skills (e.g., trajectory, force, speed).
- c) Use movement principles to improve personal performance and provide feedback to others.

### Work Responsible Behaviors

4.4 The student will demonstrate positive interactions with others in cooperative and competitive physical activities.

- a) Work toward positive solutions in resolving disagreements.
- b) Demonstrate appropriate etiquette and application of rules and procedures.

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**Objectives:** TSW demonstrate a basic throwing pattern at the control level (M-90%)  
 TSW follow all directions of the teacher (A-100%)  
 TSW verbally state 3 of the 4 components of the overhand throw (C-75%)

Time	Activity or Movement Concept	Observation Cues & Task Analysis	Organization	Problems & Solutions	Individual Instruction
0-1	<u>Introductory Set:</u> Today we are going to learn about the overhand throw. We	Children seated: <u>Hands</u> in laps,		All children seated, make sure they are	SSN—assign one or two students to be peer tutors.

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<p>&gt;10</p>	<p>are all going to work really hard to throw with the correct form and I bet by the end of class will even be able to tell me the 4 important parts of the overhand throw!</p> <p><u>Question:</u> What sports do you think of when we talk about the “overhand throw”?</p> <p><u>Question:</u> Does anyone already play one of these sports?</p> <p>Today we’re going to begin learning:</p> <ol style="list-style-type: none"> <li>1- the basic components of the overhand throw</li> <li>2- How to use these components to throw an object:             <ol style="list-style-type: none"> <li>a) fast or slow</li> <li>b) close or far</li> <li>c) at a target.</li> </ol> </li> </ol> <p><u>Transition</u></p> <p>When I say Go I want everyone to spread out so that they can swing their arms in</p>	<p><u>Eyes on teacher</u> <u>Lips closed</u></p> <p><u>Answers:</u> -baseball -softball -football</p> <p><u>Answers:</u> -probably some yes and some no</p>		<p>listening—use aggressive waiting</p> <p>Don’t let children call out answers -raise hands to answer -only one child talking at a time Don’t let children brag about how they have been playing “little league” their whole lives. Let such students know that they are going to play a very important role in this lesson by helping the less experienced students learn the overhand throw.</p>	<p>(ie-they will demonstrate the acceptable behavior and activity for the current moment. Also, make sure the child is seated at the edge of the group but near the front so that they can see your body language and you can see their body language. If signs of a break-down show, tell the student to go sit in a quiet corner of the gym until they are ready to rejoin class. Also-the schedule for the day will be posted on the wall.</p>
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<p>1-16</p>	<p>any direction without hitting anyone.</p> <p>“Ready, Go”</p> <p><b><u>Content Development:</u></b></p> <p>Slowly demonstrate the overhand throw, while pointing out and describing each of the 4 qualitative components.</p> <p>Are there any questions?</p>	<p><u>Side to Target:</u> make sure the side of your body away from the hand that you are throwing with is toward the wall. If you were to walk straight ahead then you would be walking along the wall. (not toward it) <b>R</b></p> <p><u>Arm Way Back:</u> bring your throwing arm way back so that your elbow is almost above your ear and your hand is behind your head. <b>R</b></p> <p><u>Step with Opposite Foot:</u> step forward on the foot opposite the hand that you are using to throw. <b>R</b></p> <p><u>Follow Through:</u> after you throw, make your arm follow the ball. Your hand should end up almost at your</p>		<p>All children spread apart going through the components while I demonstrate.</p> <p>-raise hands to ask questions</p> <p>-only one child talks at a time</p>	<p>SSN-make sure they can see your movements. Also, provide them with written instructions and visual models for the components and cues to the overhand throw.</p>
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<p>&lt;:20</p>	<p><u>Question:</u> Who can tell me one part of the overhand throw? -make sure to quickly review the 4 parts</p> <p><u>Transition</u></p> <p>I'm going to put you into two groups, one will be called the Cardinals, and one will be called the Orioles. These are the names of two professional baseball teams, which also happen to be types of birds. I'm going to call out your names and then tell you which group you will be in-make sure to remember what bird you are!! If you forget your group, check the two lists on the wall.</p> <p>"When I say go", I want all of the children in the Cardinal group to get a small <b>red</b> plastic ball (PC and half of C level children) and go to a polyspot on the half of the gym that has red squares hung up on the wall. When you get to a</p>	<p>knee. <b>R</b></p> <p><u>-Side, Arm, Step, Follow</u> <b>Rs</b></p> <p>There will be 2 pieces of paper on the wall telling students which type of bird they are.</p>		<p>Don't let children call out answers -raise hands to answer -only one child talks at a time</p> <p>Children gather around teacher standing</p> <p>Have balls spread out, and already separated into red and black balls. ½ children get balls at a time Also have polyspots evenly spread apart</p>	<p>SSN-make sure they can see your gestures as to what they are going to do.</p>
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	<p>polyspot, put the ball between your legs and wait.</p> <p>Check for understanding by asking who can tell you what the Cardinals are supposed to do when “I say go”?</p> <p>“OK, Ready Go”</p> <p>“When I say go”, I want all of the students in the Oriole group to get a small <b>black</b> plastic ball (1/2 C level and U level children) and find a polyspot on the side of the gym that has black circles hung on the walls.</p> <p>“OK, Ready GO”</p> <p><u>Activity 1:</u> Throwing against the wall</p> <p>We are going to begin learning about the overhand throw by concentrating on the 4 important steps to the throw, while trying to hit the wall.</p> <p>Stand at your own polyspot</p>	<p>Answers:</p> <ul style="list-style-type: none"> <li>-cardinals get a small, red plastic ball</li> <li>-find a polyspot</li> <li>-ball between feet and wait</li> </ul> <p>If you forget the 4 steps than just look around for the pieces of paper that say:</p>		<p>so that students have a safe amount of personal space.</p> <p>Use countdowns and verbal hustling to get the children quickly through the transition.</p>	<p>SSN-make sure they have a buddy who will show them to grab a ball and go to a polyspot on the correct side of the gym.</p> <p>SSN-Still has a peer partner, maybe a different person now though, who demonstrates the current activity. I will come by</p>
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	<p>and throw the ball overhand toward the wall. Don't throw the ball with all of your force; you will have the opportunity to use more power later in the lesson.</p>	<p>1-<u>SIDE</u> to target <b>R</b> 2-<u>ARM</u> way back <b>R</b> 3-<u>STEP</u> with opposite foot <b>R</b> 4-<u>FOLLOW</u> through <b>R</b> If you still can't remember with these cues than ask a friend or ask me.</p> <p>Make sure to throw with your dominant arm, which for most of you will be the arm that you would write with. <b>E</b></p> <p>Keep your <u>eyes</u> on the <u>wall</u>, the wall is your target. <b>R</b></p> <p>Remember that with the overhand throw your <u>arm</u> comes <u>above</u> your <u>shoulder</u>. <b>R</b></p>		<p>Make sure the children know that they should not throw with all of their power-just enough to get the ball forcefully to the wall. I don't want balls flying all over the gym and possibly hitting students' heads. (However, the balls are small and plastic and should not hurt if they hit a student.)</p> <p>Tell children to be aware of where the students near them are and make sure that when they are retrieving their balls that they don't run into each other. Also, when retrieving balls the students should never run in front of another students throwing line.</p>	<p>and make sure the activity is clear.</p> <p>PC and C level-(Ss with red balls): Use Dominant arm <b>E</b> If you can't hit the wall from your polyspot then take one step forward with each throw until you can hit the wall with some speed. <b>E</b> If it is too easy to hit the wall then take a step backward until it is a little harder but you are still throwing with speed. <b>E</b> Move closer to the wall and compensate by throwing with less power, or throwing slower. <b>E</b> If you are feeling comfortable with the overhand throw at different distances from the wall then try using your non-dominant arm, make sure to start out at the polyspot and move forward or backward from there. <b>E</b> How many times in a row can you hit the wall with</p>
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					<p>your dominant hand, from a distance that is challenging to you? <b>C</b></p> <p>Can you do it 10 times, 20 times? <b>C</b></p> <p>See if you can throw the ball at different heights on the wall. Can you throw the ball high and low? <b>C</b></p> <p>C and U level-(Ss with black balls):</p> <p>If it is too easy for you to hit the wall from your polypspot, than take a step backward with each throw until it is more challenging to hit the wall. <b>E</b></p> <p>Use dominant arm <b>R</b></p> <p>Return to your polypspot and try throwing with your non-dominant arm. <b>E</b></p> <p>Take forward or backward steps with each throw depending on how hard it is for you to use your non-dominant arm. <b>E</b></p> <p>Can you throw the ball below the red tape on the wall? <b>C</b></p> <p>Can you throw the ball above the black tape on the wall? <b>C</b></p>
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<p>&gt;3s</p>	<p><u>Transition</u></p> <p>Freeze and blow whistle-put your ball down between your feet and listen</p> <p><u>Activity 2:</u> Throwing at, above, or below stationary targets.</p> <p>We are now going to work on using the overhand throw to throw at a target on the wall.</p> <p>If you have a <b>red</b> ball then you are going to be throwing at the large (approximately 3ft by 4ft) pieces of red fabric on the walls. These squares also have a smaller white circle painted inside them.</p> <p>If you have a <b>black</b> ball then you are going to be throwing at the black circles of fabric, which have a white circle painted in the middle, on the walls. (Approximately the size</p>	<p>REMEMBER-the same 4 components: SIDE, ARM, STEP, and FOLLOW are still the most important parts of the throw. <b>R</b></p> <p>Keep your <u>eyes on the target</u>. <b>R</b></p> <p><u>Side</u> to target <b>R</b></p> <p><u>Arm</u> way back <b>R</b></p> <p><u>Step</u> with opposite foot. <b>R</b></p> <p><u>Follow through</u> with your arm pointing at the target. <b>R</b></p> <p>When you feel comfortable hitting the target form a certain distance start taking</p>			<p>Pick a distance that you can comfortably hit the wall from and alternate throwing fast and then slow. <b>E</b></p> <p>SSN-if child does not like loud noises, make sure that when you blow the whistle you are far away from them.</p> <p>SSN-make sure the student can see the teacher demonstrating the activity. He/she will still have a peer buddy to help them understand the current activity. The two children will share a target and take turns throwing at it. When he/she is throwing the teacher should come by to personally give them extensions.</p> <p>PC and C level- Start at your polyspot and try to hit the red piece of</p>
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	of a car tire)	one step backward with each throw. <b>E</b>			<p>fabric. If the polyspot is too far away than take a step forward with each throw until you can hit the fabric. <b>E</b></p> <p>How many times in a row can you hit the target? <b>C</b></p> <p>Can you hit the white circle painted inside of the square? <b>C</b></p> <p>How many times can you hit the white circle? <b>C</b></p> <p><b>C and U level:</b></p> <p>Start at your polyspot and try to hit the black circle of fabric. If the polyspot is too far away, or too close, then take a step in either direction to make the throw more or less challenging. <b>E</b></p> <p>Can you hit the fabric piece 10 times in a row? <b>C</b></p> <p>Try to hit the smaller white circle painted inside the black circle. How many times can you hit the white circle in a row. <b>C</b></p> <p>Try taking a step backward with each throw until you can't hit the</p>
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<p>&gt;3s</p> <p>&gt;10s</p> <p>16-28</p>	<p><u>Transition</u></p> <p>Freeze and blow whistle-put your ball down between your feet and listen.</p> <p>“When I say go” I need everyone to partner up with the person to their right. “OK, Ready GO”</p> <p><b><u>Culminating Activity:</u></b></p> <p>Partner Evaluation- Now we are going to do some of the same throwing activities, but this time you will have a partner as your coach. You will throw 4 times, at whatever target you choose for yourself (i.e.-the large box or smaller circle inside the box for red balls and large black circle or smaller circle for black balls). Use whichever hand/arm is easiest for you. After each throw your partner</p>	<p><u>Side</u>                    <b>R</b></p> <p><u>Arm</u>                    <b>R</b></p> <p><u>Step</u>                    <b>R</b></p> <p><u>Follow</u>                    <b>R</b></p> <p>Use Partner Checklist that I have previously passed out as walking around the gym giving feedback.</p>			<p>target anymore, how far away can you get?    <b>C</b></p> <p>SSN-check for understanding by demonstrating a throw with 1 or 2 wrong components and ask him/her to point them out to you. He/she will continue the activity with the same partner that they have been working with throughout the lesson-unless they want to switch.</p> <p>PC and C level: If you are having difficulty stepping with the opposite foot than let</p>
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	<p>will either “check”, if done correctly, or “X”, if done incorrectly, one of the components on the checklist. It is important that everyone get the first component, <u>Side to target</u>, because without this component your partner should not go on to the following components, <u>Arm, Step, Follow</u>.</p> <p>After throwing 4 times, throw 2 more times concentrating on one of the components that you got an “X” on from your partner, then switch positions as the thrower, and the checker.</p>				<p>me know and I will give you a sweatband to put around the foot that you are supposed to step with. <b>E</b></p> <p>If you are having difficulty hitting your chosen target, try picking a larger target, or move closer to the target. <b>E</b></p> <p>Can you hit your chosen target 3 times in a row, and get a “check” on each of the components that your partner is looking at.? <b>C</b></p> <p>C and U levels: If you are having trouble, or it is too easy, hitting your target than move forward or backward to make the difficulty level appropriate. <b>E</b></p> <p>Can you hit your chosen target 3 times in a row, while taking two steps backward with each throw? <b>C</b></p> <p>While doing these throws, can you also get a “check” from your partner for having the components? <b>C</b></p>
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<p>&gt;3s</p>	<p><u>Transition</u></p> <p>Freeze and blow whistle-put your ball down between your feet and listen.</p> <p>Throwing Freeze Tag- We are now going to play a version of freeze tag. There will be 3 “it” students, who will have pinneys on to designate themselves. All students whom are not “it” will have a small plastic ball with them, it doesn’t matter which color ball you have. When I blow the whistle you can all spread out around the gym. When you are tagged by</p>	<p>Use the four components to have good, accurate overhand passes to unfreeze yourself.</p> <p><u>Side</u>                   <b>R</b></p> <p><u>Arm</u>                   <b>R</b></p> <p><u>Step</u>                   <b>R</b></p> <p><u>Follow</u>               <b>R</b></p>		<p>Make sure that “it” students know that they cannot guard the frozen students, but must move around the gym.</p>	<p>If this exercise is too easy for you than try jogging slowly forward and then throwing at your target- you are now throwing while moving!               <b>E</b></p> <p>SSN-if this game is too overwhelming, ask them to simply practice their overhand throw some more at a target near the edge of the gym.</p>
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	<p>an “it” student you have to go stand on one of the polypots in front of one of the targets, it doesn’t matter which kind! You are then “frozen” at this polypot you throw 5 times at the wall. We will play for a couple of minutes and then switch the “it” students. When you hear my whistle blow I want you to freeze and hold your ball still.</p>				
28-30	<p><b><u>Closure:</u></b></p>				
>3s	<p><u>Transition:</u> Freeze and blow whistle</p>				
>15s	<p>When I say GO I want everyone to put their balls in the correct bin and come stand in front of me.</p> <p>“Okay, ready go”</p> <p>Review the qualitative components of the overhand throw.</p>				

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	<p><u>Question:</u> Can you tell me the 4 qualitative components of the overhand throw?</p> <p><u>Question:</u> When you are throwing at a target, where should your eyes be looking? Where should your arm be pointed after you release the ball?</p> <p>Does anyone have any questions about the overhand throw? Do you feel pretty comfortable trying to hit a large target with the overhand throw? How about a smaller target?</p> <p>Thanks for being such great students today, we will continue with our throwing and catching unit when I see you next. Have a great day.</p>	<p><u>Answer:</u> 1-<u>Side to Target</u>     <b>R</b> 2-<u>Arm way back</u>     <b>R</b> 3-<u>Step with Opposite Foot</u>     <b>R</b> 4-<u>Follow Through</u>     <b>R</b></p> <p><u>Answer-</u> At the target. At the target.</p>		<p>Don't let children call out answers; ask them to raise their hands. Also, have them demonstrate the components when they answer.</p>	<p>SSN-make sure that the student is close to you, but at the edge of the group, and can see your body language while you review and ask questions.</p>
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**Example Lesson Plan**

Name:

# *Throwing Checklist*

Throw #	Side to Target	Arm Way Back	Step with Opposite Foot	Follow Through
1				
2				
3				
4				

\*REMEMBER- Make sure you partner gets their SIDE to the target before moving on to other components!!!

\*Each time your partner throws, concentrate on ONE of the components and either “CHECK”, or “X”, the appropriate box.