

## FOCUS►

### Subfocus►

## THROWING OVERHAND

### Accuracy, Force

### *Grades 4, 5*

#### Standard 1

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

#### Grade-Level Outcomes

- Throws overhand using a mature pattern in nondynamic environments (closed skills) (S1.E14.4a)
- Throws overhand using a mature pattern in nondynamic environments (closed skills), with different sizes and types of balls (S1.E14.5a)
- Throws overhand to a partner or at a target with accuracy at a reasonable distance (S1.E14.4b)
- Throws overhand to a large target with accuracy (S1.E14.5b)

#### Critical Elements for Throwing (Overhand Pattern)

- Side to target in preparation for throwing action.
- Arm back and extended, and elbow at shoulder height or slightly above in preparation for action; elbow leads.
- Step with opposite foot as throwing arm moves forward.
- Hip and spine rotate as throwing action is executed.
- Follow through toward target and across body.

#### Lesson Objectives

The learner will:

- Throw an object for force with an overhand throwing action using hip and spine rotation, placing arm back in preparation, stepping with opposition, rotating hip and spine while executing the throw, and following through to target (grade 4)
- Throw with varying degrees of force to match distance from target
- Explain the concept of adjusting force for accuracy and distance
- Throw with accuracy to targets and partners
- Throw with accuracy and proper force, demonstrating a mature pattern of execution to targets and partners (grade 5)
- Throw balls of different sizes and types with the critical elements of a mature pattern (grade 5)

#### Safety Concern

Ensure that spacing is adequate for throwing and retrieving equipment.

#### Materials and Equipment

- Hand-size, limited-bounce balls (e.g., indoor softballs, Wiffle balls), one per student
- 5- to 7-inch (13 to 18 cm) high-density foam balls, one for each set of partners
- Balls of different sizes and types
- Paper wall targets

#### Equipment for Stations

- Four sticky hand paddles with felt tennis balls
- Four hoops and hoop stands

- Paper wall targets, each target with three different colors—large, 4 feet by 4 feet (120 cm by 120 cm); medium, 2 feet by 2 feet (60 cm by 60 cm); small, 1 foot by 1 foot (30 cm by 30 cm)
- 12 bowling pins
- Two benches

## Introduction

*In the previous throwing lesson, you worked on throwing overhand with force and distance. Who can share the critical elements that we learned? Today, we will continue to practice force, but now we will combine force and accuracy.*

*Sometimes, you might need to alter your throwing form to be accurate. Watch as I demonstrate throwing to someone close compared with throwing to someone far away. (Have students focus on your arm position for a throw to someone close, when you take your arm just beyond your head, compared with your arm position way back when throwing far.) Was my throwing form and arm position the same for each throw? Why not?*

Altering the form to meet the task goal: After students have the mature pattern of a manipulative skill, they are ready for tasks that might require altering the form of the skill. The goal of the task (e.g., accuracy to ensure that a partner can receive an object) might require a reduction of force, which alters the form of the skill. These alterations are often necessary when students perform skills in dynamic environments.

## LEARNING EXPERIENCE: THROWING FOR FORCE

- Focus on preparation and execution. Using a limited-bounce ball, students throw hard against the wall at the large targets (lines or spots on the floor for distance of approximately 15 feet [4.5 m]).
- Allow several minutes of practice to review critical elements: rotating side to target as arm goes back, uncoiling, and stepping with opposite foot.

Cue: *Overexaggerate the coiling motion.*

(Observe and offer individual assistance as needed.)

## LEARNING EXPERIENCE: THROWING FOR ACCURACY AND FORCE

Focus on follow-through. Students throw from the 15-foot (4.5 m) line at the medium targets with force, emphasizing following through across the body.

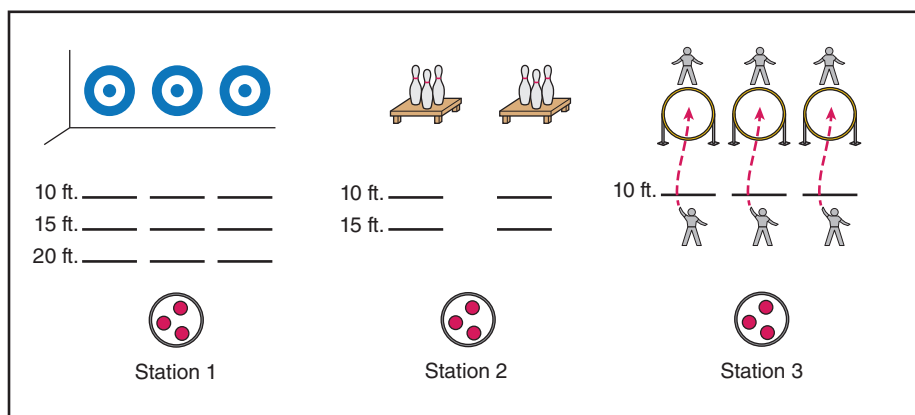
- Self-challenge and assessment: If successful on three or more of five throws, students continue throwing from this distance. If not, they move closer and reduce force to find distance for accuracy. Students take a step back when successful. Have students continue to explore distance needed for both force and accuracy with the medium target.
- Students repeat the previous task with the small target.
- Grade 5: Students try the two previous learning experiences with different types and sizes of balls for throwing.

## LEARNING EXPERIENCE: VARYING FORCE TO MATCH DISTANCE

Students, in pairs, stand approximately 4 feet (120 cm) across from each other in the middle of the gym or work area. Using a 5- to 7-inch (13 to 18 cm) high-density foam ball, they throw overhand to partner, who attempts to catch it. After each person throws, both partners take a step back. They continue throwing and stepping backward to the distance of the gym or work area; they reverse direction and move forward while continuing throwing until back in starting space. If a catch is missed, practice continues from that distance point. The emphasis is matching force to distance. (If the teaching space does not allow space for the entire class, have half the students observe for critical elements and then change roles.)

- Discuss with students how the distance changed the amount of force used and the need for the mature pattern of an overhand throw. (If space dictates dividing the class into groups, this question is excellent for observers.)

## LEARNING EXPERIENCE: STATIONS FOR PRACTICE



- Station 1: Students make five throws from each starting distance to wall targets. They have their choice of size of target (large, medium, small) or distance (grade 4). They use the designated target size and five throws from each distance to compare accuracy (grade 5).
- Station 2: Students throw with force to knock down the bowling pins.
- Station 3: Pitching station. From a distance of 10 to 12 feet (3 to 3.5 m), students throw so that the catcher can be successful—pitcher to catcher. Place a hoop standing upright in a hoop stand. One partner is the catcher and squats behind the hoop with the sticky paddle. The other partner is the pitcher and throws overhand until the batter strikes out (in the hoop three times) or walks (outside the hoop four times). Hitting the hoop is a foul ball.

If sticky paddles and hoop stands are not available, use a ball that the catcher will be able to catch safely with partners in position as pitchers and catchers. The catcher places hand where the throw is to come for accuracy. If the catcher successfully catches the ball without moving the hand, the pitch is a strike. If the catcher moves the hand to catch the ball, the pitch is a ball.

### Assessment

- Peers assess critical elements. (Focus on single element for assessment.)
- Use a checklist to identify what critical elements are evident consistently.

### Closure

- What skill did we focus on today?
- What changed about your throw when you were close to your partner or the target? Why?
- Name a sport in which throwing hard or far is important. Be specific about why throwing for distance is important in this sport.
- When is it more important to be accurate? When are both equally important?
- Becoming a good thrower takes lots of practice. Practice at home and at recess.

### Reflection

- What critical elements are consistently evident?
- Do students demonstrate functional understanding of adjusting force for accuracy?