

Sample [Physical Education] Learning Plan

Big Idea/ Topic

What are the critical elements of an underhand throw and catch?

Standard Alignment

PE2.1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of activities

- b. Demonstrates the underhand throw/underhand strike.
- c. Applies concepts of weight transfer in a variety of ways.

PE2.2: Demonstrates an understanding of movement concepts, principals, strategies, and tactics as they apply to the learning and performance of a physical activity

- b. Identifies critical elements of an underhand throw and when it is used.
- d. Identifies concepts of weight transfer.

PE2.3: Participates regularly in physical activity

- a. Demonstrates involvement in physical activities that use the skill and knowledge learned in physical education.

PE2.4: Achieves and maintains a health-enhancing level of physical fitness.

- a. Participates in fitness and conditioning-related activities.

PE2.5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

- a. Has self-control and begins to take personal responsibility for their actions and participation.

Connection Standards

ELAGSE2W8: Recall information from experiences or gather information from provided sources to answer a question.

ELAGSE2W3: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Instructional Design

***This lesson has a flexible timeline and will cross over several days.**

This lesson is intended to reach students in a virtual setting, whether plugged or unplugged. See the bottom of the lesson for a list of unplugged supplies.

Part 1: Before starting the lesson, have the students perform a warm-up activity. You can do your own recording or select from the following “Would You Rather” versions:

- **Favorite Character Fitness** - <https://www.youtube.com/watch?v=hsfheb5UwdE>
- **Would You Rather Roblox 1** – <https://www.youtube.com/watch?v=G3y5rmgHBqs>
- **Coach Meger Tabata** - <https://www.youtube.com/watch?v=jUJ9wHWxTh4>
- **Marshmello Workout.mp4** Link: https://youtu.be/4v6Zcc1_tR0

*Unplugged variation to read aloud – Full Name Workout Sheet – see below.

Part 2: Talk with the students about what sports or activities involve throwing and catching. Discuss the characteristics of a proper throw and catch with them. Have the students brainstorm what they think the correct responses are first. Then, demonstrate the correct response.

- **Underhand Toss Cues** – see below
- **Catching Cues** – see below
- **Show introducing the Underhand Throw YouTube Video by Ben Landers or create one of your own** <https://www.youtube.com/watch?v=-4O1vpM0ZI>

***Unplugged variation** – give the students the cue sheets for reference. Have students brainstorm about throwing and catching. Use the brainstorming handout below.

Part 3: Students are now ready to practice their throwing/tossing and catching. Students can choose from a beanbag, scarf, or ball to complete the various tasks. Teachers can use the task cards or demonstrate the skills and have the students copy the instructor.

- **Throwing & Catching Skill Cards by Spark PE** – included in this packet
- **Bean Bag Activity Progression by OPEN** – see below
- **Juggling Scarves Skill Card by OPEN** – see below
- **Hand Skills Skill Card by OPEN** – see below
- **Tossing and Catching Challenges Part 1** - YouTube Video by Ben Landers - <https://www.youtube.com/watch?v=FYS9o-MwI>
- **Tossing and Catching Challenges Part 2** – YouTube Video by Ben Landers - <https://www.youtube.com/watch?v=T3kvqbiohC8>

***Unplugged variation** - print out the skill cards for the students.

Part 4: Sample Assessments

- Underhand Throwing Assessment - located below.
- Students can create a podcast or video demonstrating the critical cues for throwing and catching.

Unplugged Supplies:

- Ball, Scarf, Beanbag – something to toss/catch/throw
- Print Out Full Name Workout Sheet
- Print Out Underhand Toss Cues Sheet
- Print Out Catching Cues Sheet
- Brainstorming Sheet
- Print Out Skill Sheets for Beanbag, Ball and Scarves
- Underhand Assessment
- Throwing & Catching Skill Cards

Evidence of Student Success

- Underhand Throwing Assessment - located below.
- Students can create a podcast or video demonstrating the critical cues for throwing and catching.

Student Learning Supports

Ideas for Differentiation:

Our goal is for all students to be actively engaged. Below are changes to the lesson to help achieve that goal for students who need additional support. *Note: Be careful using these lessons for all students. If students can complete the activities on their own, it would be best to let them do this independently.*

- Consider allowing students to go through the activities at their own pace without pressuring them to move onto the next skill until they are ready.
- Allow students to choose which type of ball/scarf/beanbag they would like to use to complete the activities.
- If some of the activities are too easy for a student, encourage them to change the speed or make the activity more challenging.

Opportunities for Extension:

- Create a tossing and catching trick/challenge video to showcase their talents. Share with other students and have them try out the challenges.
- Do all three of the skills sheets below – beanbags, ball, and scarves!

Engaging Families

- **Tossing and Catching Challenges Part 1** - YouTube Video by Ben Landers - <https://www.youtube.com/watch?v=FYS9o-MwI>
- **Tossing and Catching Challenges Part 2** – YouTube Video by Ben Landers - <https://www.youtube.com/watch?v=T3kvqbiohC8>

***All activities and resources should be previewed before student use. Adjustments should be implemented to provide for individual abilities, needs, and safety.*

Throwing & Catching Skill Cards

UNDERHAND THROWING



KEYS TO SUCCESS

- STAND FACING YOUR TARGET.
- BRING YOUR THROWING ARM BACK BEFORE YOU THROW.
- STEP WITH YOUR OPPOSITE FOOT AS YOU THROW.
- RELEASE THE BALL BETWEEN YOUR KNEE & WAIST LEVEL.
- FOLLOW THROUGH TO YOUR TARGET.

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CATCHING



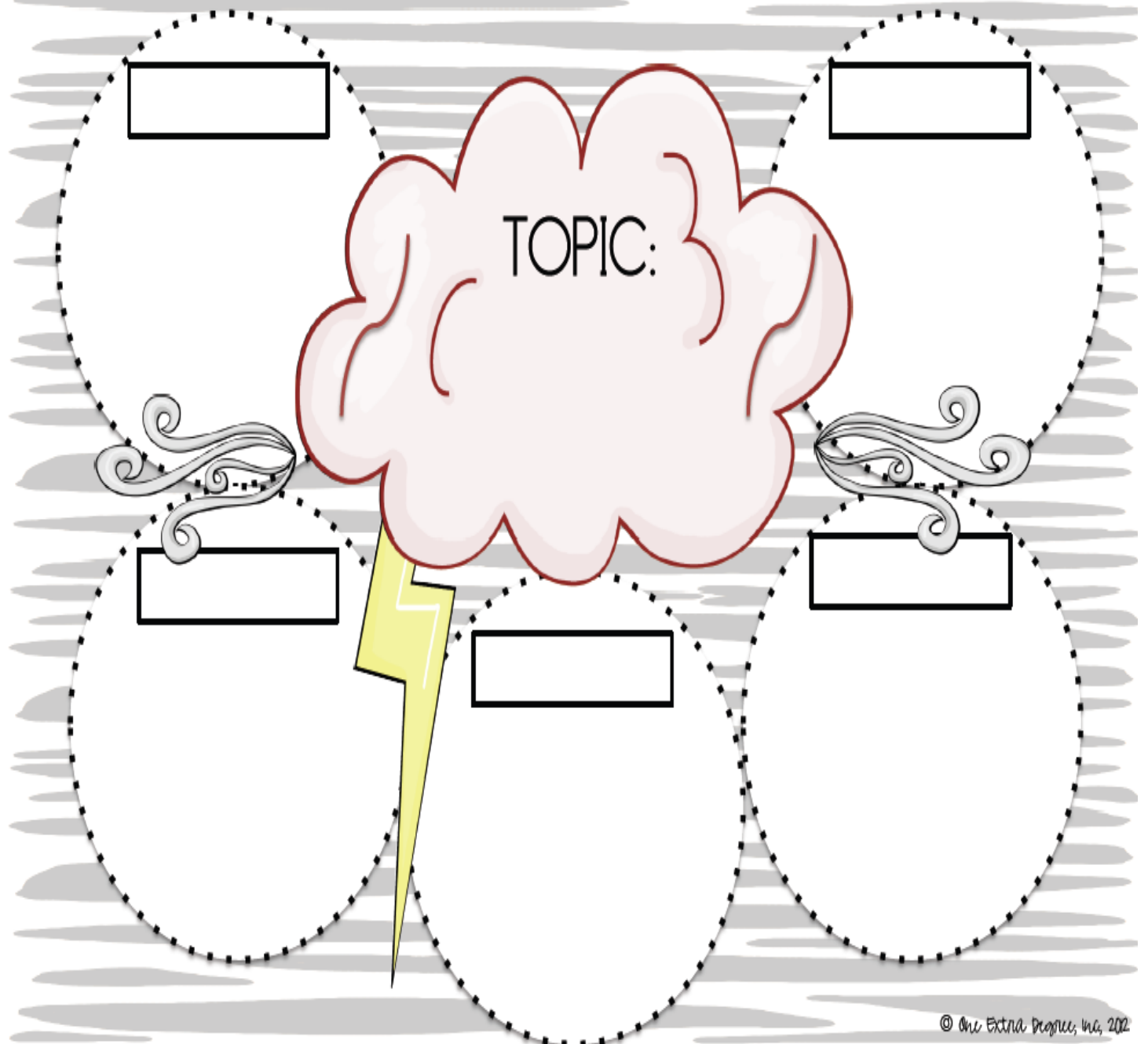
KEYS TO SUCCESS

- EXTEND YOUR ARMS OUTWARD TO REACH FOR THE BALL.
- WATCH THE BALL ALL THE WAY TO YOUR HANDS.
- CATCH WITH YOUR HANDS ONLY.
- PULL THE BALL TO YOUR BODY AS YOU MAKE THE CATCH.
- CURL YOUR BODY AROUND THE BALL TO SECURE YOUR CATCH.

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Brainstorm

BrainStorm



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Bean Bag



GAMES FOR LEARNING LOCOMOTOR & MANIPULATIVE SKILLS



ACTIVITY CARD

BEAN BAG

Activity Name	Description	Outcome Focus
PART 1		
Locomotor Moves	<p>With bean bag on the floor in personal space:</p> <ul style="list-style-type: none"> Walk around the activity area and count all of the bean bags. Jog in the area. On signal, freeze and point to any beanbag. Gallop in the area. Freeze, listen for a color, and then find a beanbag that color and touch it with your toe. Leap over beanbags in area. Slide (jump, hop, skip) in the area. When music stops, find a new bean bag and stand on it. 	Travels in Relationship with Objects
Toss and Try	<p>Toss bean bag straight up and then:</p> <ul style="list-style-type: none"> Clap 1 time before it hits the floor. Clap 1 time and then try to catch it. Clap as many times as you can before it hits the floor. Clap as many times as you can and then try to catch it. Toss with right hand only (repeat tasks above) Toss with left hand only (repeat tasks above) Toss and turn 360 degrees before the bean bag hits the floor. Start with the beanbag on top of your foot. Flip it into the air and try to catch it. 	Catches a Soft Object
Super Moves	<p>With bean bag on the floor:</p> <ul style="list-style-type: none"> Stretch your body and log roll over it back and forth. Start low like a frog, and then jump over it backward and forward; side-to-side. Sit on the floor. Stretch and curl by picking the beanbag up with your feet, reaching and touching it with your hands, and then stretching and setting it back down. 	Demonstrates Twisting, Bending, Stretching
PART 2		
Balancing Act	<p>With bean bag balancing on head, shoulders, or back:</p> <ul style="list-style-type: none"> Balance on one foot. Shift to balance on the other foot. Sit and then stand again. If the beanbag falls, try again. In plank position, slowly slide your feet around in a circle. 	Weight Transfer and Balance/Stability
Slow and Fast	<ul style="list-style-type: none"> Use your foot to slowly slide the bean bag around the activity area. Slide the bean bag on the ground, back and forth from hand to hand. How fast can you make the bean bag slide while keeping it under control? 	Differentiates between fast and slow speeds and strong and light force.
Target Practice	<p>Each student finds a spot on the wall as a target (e.g., a brick, piece of paper, etc.) Toss the bean bag underhand to:</p> <ul style="list-style-type: none"> Hit the center of the target. Hit the edges of the target. Hit just above (below, to the sides) of the target. 	Throws Underhand Using a Mature Pattern
Partner Fun	<p>Using 1 beanbag per pair:</p> <ul style="list-style-type: none"> Toss and catch the bean bag. Slide it back and forth on the ground. Pass it back and forth like a soccer ball, using your feet. Try all of the above using 2 bean bags 	Working With Others

Juggling Scarf



GAMES FOR LEARNING **LOCOMOTOR & MANIPULATIVE SKILLS**



ACTIVITY CARD

JUGGLING SCARF

Activity Name	Description	Outcome Focus
PART 1		
Shapes & Directions	<ul style="list-style-type: none"> Scarf in front of body, make giant clockwise circles. Scarf over head, make small counterclockwise circles. Scarf out to the right side, make a square. Scarf out to the left side, make a triangle. Switch hands and repeat all of the above. 	Understands Directions and Relationships with Objects
Locomotor Moves	<ul style="list-style-type: none"> Scarf like a horse's tail, gallop in open space. Scarf scrunched like a rabbit's tail, jump in open space. Fold in half like a deer's short tail, leap in open space. Scarf long like a cheetah's tail, run in open space. 	Performs Locomotor Skills
Levels	<ul style="list-style-type: none"> Waive scarf at a high level, skip in open space. Waive scarf at a medium level, side-slide in open space. Waive scarf at a low level, walk in open space. 	Travels Demonstrating Low, Middle, and High Levels
Pathways	<ul style="list-style-type: none"> Hold scarf in front, draw a straight pathway in the air. Draw a curved pathway like a rainbow. Draw a zig-zag pathway. Now use each of these pathways to march in open space. 	Travels in 3 Different Pathways
Letters & Numbers	<ul style="list-style-type: none"> The scarf is a pen. Write the letters of the alphabet in the air. Write words from our word wall. Write numbers. Write the answers to math questions that I ask. 	Academic Integration
Tail Tag	<ul style="list-style-type: none"> Tuck scarf 2 or 3 inches into your belt loop or waistband. On the start signal, try to pull off others' tails without your tail being pulled. If you pull a tail, hand it right back to the person you pulled it from. They will do 5 jumping jacks and then get right back in the game. Start at a speed walk pace (can progress to a run). 	Demonstrates Locomotor Skills Using Mature Patterns
PART 2		
Toss & Catch	<ul style="list-style-type: none"> Experiment with different ways of tossing and catching 1 scarf (e.g., low/high, different body parts, spin and catch). Move to the rhythm of the music. 	Moves in Self-Space in Response to a Rhythm
Toss Two	<ul style="list-style-type: none"> Hold 1 scarf in each hand. Experiment with different ways of tossing and catching 2 scarves. Move to the rhythm. 	Moves in Self-Space in Response to a Rhythm
Partner Mirror	<ul style="list-style-type: none"> Face a partner. One partner is a performer, the other is a mirror. Emphasize slow and controlled movements. Move to the rhythm. 	Differentiates Between Self and General Space
Partner Lead	<ul style="list-style-type: none"> It's a 2 person parade. Line up and then follow the leader in the activity area. Waive each scarf like a flag. Move to the rhythm. On signal, change locomotor skills. 	Moves in General Space/Combines Locomotor Skills to a Rhythm
Partner Juggle	<ul style="list-style-type: none"> Face each other. Start with 1 scarf each. Both partners toss across to each other at the same time. Progress to 2 scarves each. Move to the rhythm. 	Moves in Self and General Space to a Rhythm
Group Juggle	<ul style="list-style-type: none"> In groups of 3 to 5, each student with 1 scarf. On start signal, toss to the student on your right. Quickly catch the scarf coming from your left, then repeat. Move to the rhythm. 	Moves in Self and General Space to a Rhythm

Hand Skills



GAMES FOR LEARNING **LOCOMOTOR & MANIPULATIVE SKILLS**



ACTIVITY CARD

HAND SKILLS

Activity Name	Description	Outcome Focus
PART 1		
Toss and Try	<p>With ball in personal space:</p> <ul style="list-style-type: none"> Bounce the ball and catch it. Toss the ball up and catch it. Toss the ball up, clap and catch it. Toss and catch with the right hand only. Toss and catch with the left hand only. Toss from hand to hand. 	Catches a soft object/ball from a self-toss.
Sorta Sporty	<ul style="list-style-type: none"> Dribble with hands and then feet, moving in different pathways. Shoot like a basketball so it arcs and lands right in front of your feet. Bowl (roll) the ball against the wall. Toss against the wall and catch on a bounce off the floor; without a bounce. Kick against the wall so it bounces straight back to you. 	Travels Demonstrating Low, Middle, and High Levels, as well as a Variety of Relationships with Objects
Rolling Around	<p>Standing, roll the ball around your body:</p> <ul style="list-style-type: none"> In a circle, clockwise around both feet together; counterclockwise. Back and forth in front of the body; behind the body. In a circle around 1 leg and then the other. <p>On the floor:</p> <ul style="list-style-type: none"> In plank position, back and forth from hand-to-hand. In sit-up position, between feet and then up overhead. 	Transfers Weight, Changes Directions and Understands Relationships with Objects
PART 2		
Partner Passes	<p>With a partner:</p> <ul style="list-style-type: none"> Roll the ball back and forth. Bounce the ball to each other. Try light and strong bounces. Toss and catch with an underhand throw. Toss the ball high and jump to make a catch. Toss the ball low and bend to make a catch. 	Throws Underhand Using a Mature Pattern, Catches a Well-Thrown Ball with Hands, Works with Others
Double Trouble	<p>With a partner, each partner with a ball:</p> <ul style="list-style-type: none"> Roll the balls at the same time so they crash into one another. Roll the balls at the same time so they pass each other and make it to the opposite side. One partner bounce passes, the other tosses across. Mirror: One partner moves the ball in personal space while the other mirrors the movements. Follow the leader: With one partner in front and the other in back, the front partner will move through the activity area performing ball "tricks" while the other follows and copies the movements. 	Differentiates Between Self and General Space, Works with Others

Full Name Workout

FULL NAME WORKOUT!!!

Created by:
Jason Steele
@PerkettPE

A	10 Jumping Jacks	N	Plank for 20 Seconds
B	10 Crunches	O	Run in Place for 1 Minute
C	15 Squats	P	Side Plank for 30 Seconds
D	15 SHOULDER-TOUCH PUSH-UPS	Q	20 Jumping Jacks
E	Run in Place for 30 Seconds	R	10 Crab Kicks
F	15 Seconds of Arm Circles	S	15 Shoulder-Touch Push-Ups
G	30 Second Wall Sit	T	10 Crunches
H	15 Jumping Jacks	U	10 Squats
I	Plank for 15 Seconds	V	PLANK FOR 30 SECONDS
J	20 Shoulder-Touch Push-Ups	W	1 Set of ABC Push-Ups
K	Side Plank for 30 Seconds	X	Run in Place for 20 Seconds
L	5 Squats	Y	5 Power Jumps
M	20 Jumping Jacks	Z	REST FOR 30 SECONDS

Start with the first letter of your name and spell out your name while performing the exercises. Students can choose their level of workout.

LEVEL 1 = FIRST NAME

LEVEL 2 = FIRST and LAST NAME

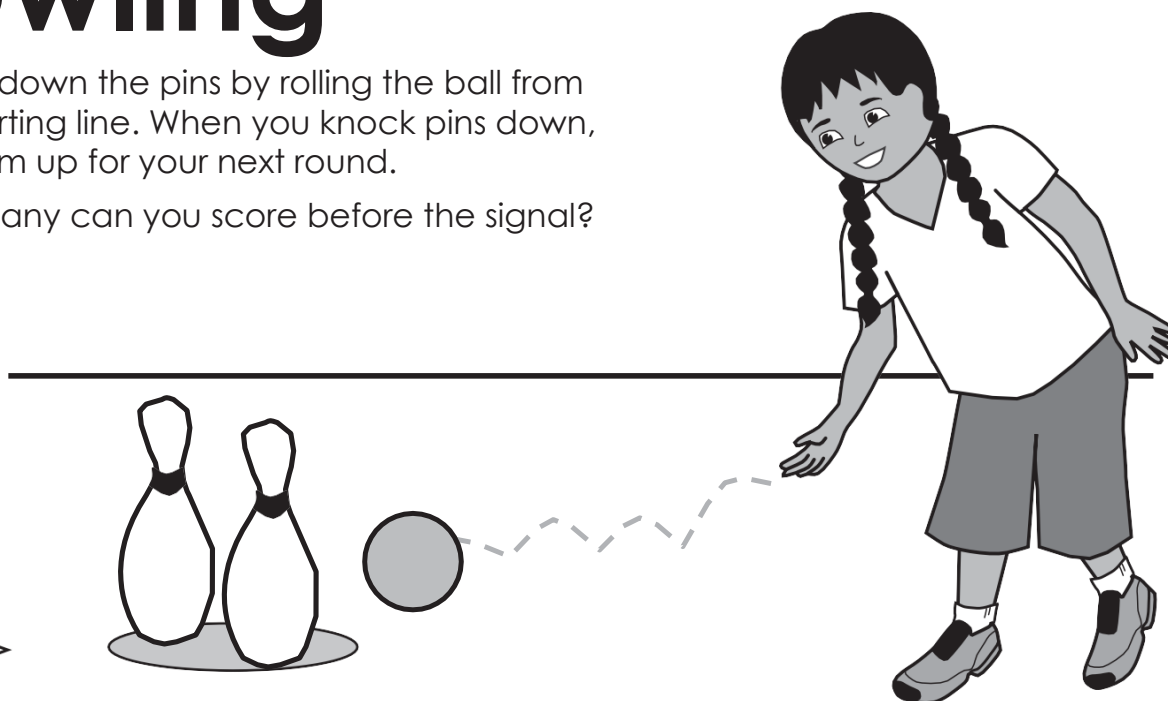
LEVEL 3 = FIRST, MIDDLE, and LAST NAME

Bowling

- ★ Knock down the pins by rolling the ball from the starting line. When you knock pins down, set them up for your next round.
- ★ How many can you score before the signal?



CATCHING AND THROWING

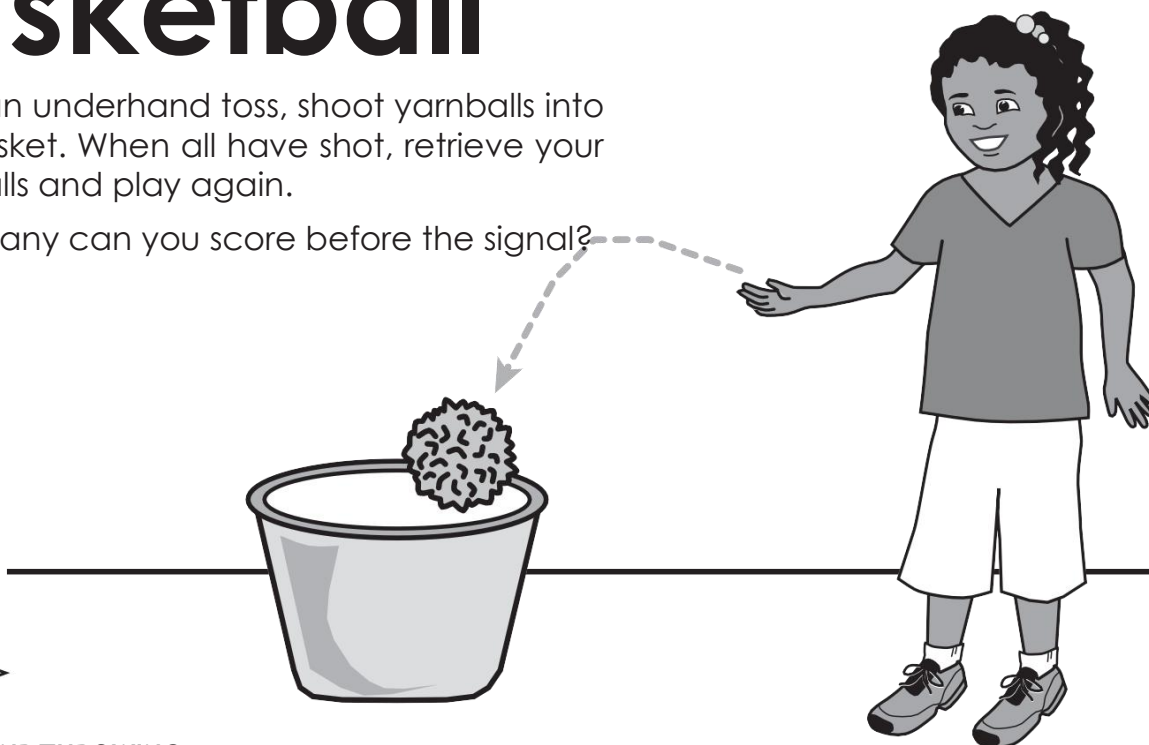


Basketball

- ★ Using an underhand toss, shoot yarnballs into the basket. When all have shot, retrieve your yarnballs and play again.
- ★ How many can you score before the signal?



CATCHING AND THROWING



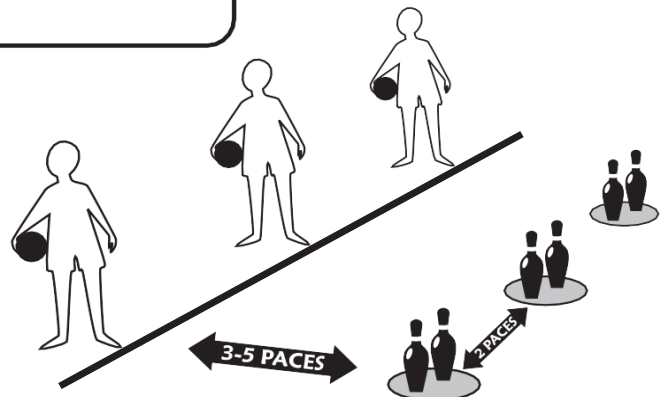
Bowling

Ready

- ★ 1 place-holder for pins (spot markers work well) per student at station
- ★ A starting line (spot marker, line on floor, etc.)
- ★ 1 small ball per student at station
- ★ 2 bowling pins (or cones, water bottles, etc.) per student at station

Set

- ★ Lay place-holders 3-5 paces from the starting line and 2 paces apart. Place 2 bowling pins on each.
- ★ Students stand at the starting line to bowl, each with a ball.



CATCHING AND THROWING

Basketball

Ready

- ★ 5 yarnballs per student at station (or balled-up paper, fluffballs, etc.)
- ★ 1 basket (or box, trashcan, etc.)
- ★ 1 spot marker per student at station

Set

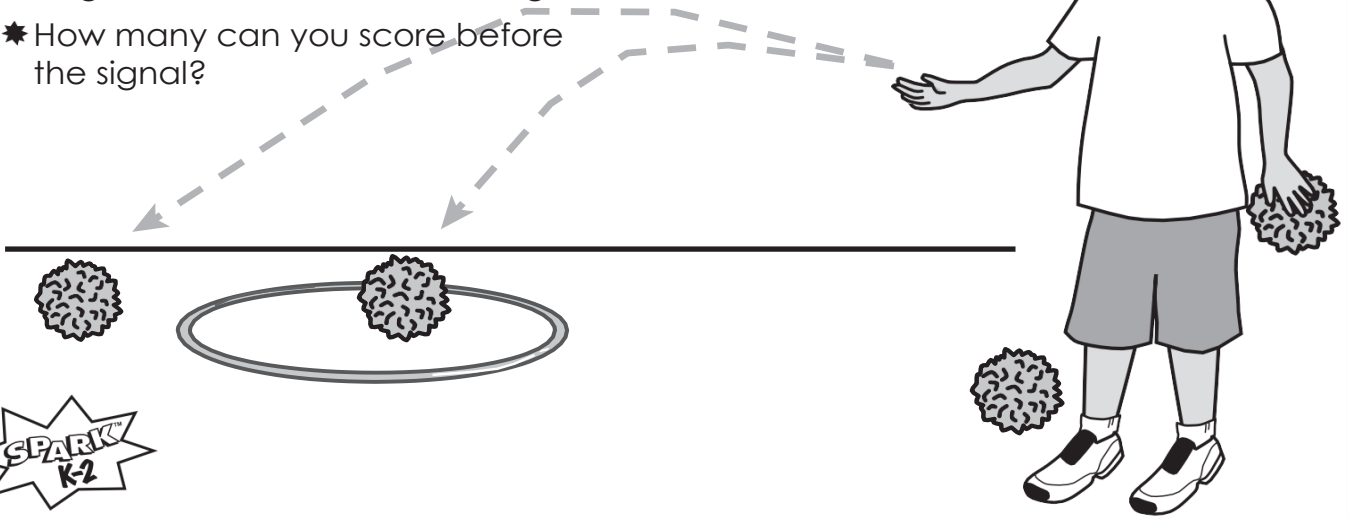
- ★ Place target in center of station.
- ★ Place spot markers in a circle 5-7 paces from target. Distribute yarnballs to spot markers.
- ★ Students stand on spot markers and throw to target.



CATCHING AND THROWING

Target Tossing

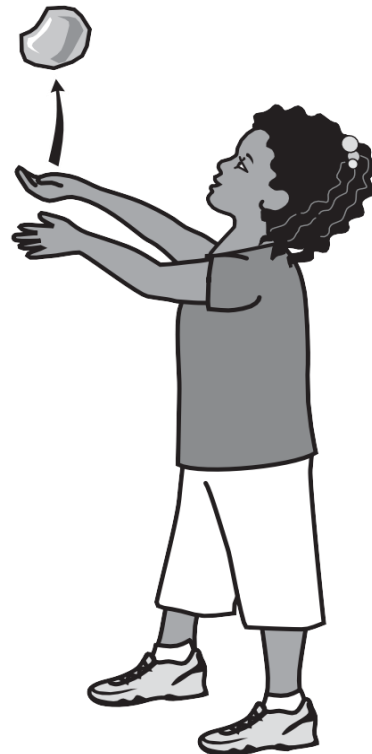
- ★ Stand on a spot marker and aim at the hoop. Throw 1 ball **over** the target. Throw 1 ball **into** the target.
- ★ How many can you score before the signal?



CATCHING AND THROWING

Self-Toss and Catch

- ★ Toss the beanbag and catch it without leaving your spot.
- ★ Toss with 1 hand and catch with 2 hands. Now try to catch with 1 hand.
- ★ Can you alternate hands?



CATCHING AND THROWING

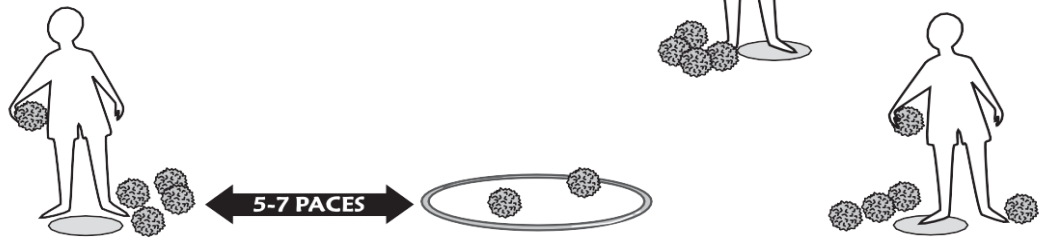
Target Tossing

Ready

- ★ 1 spot marker per student at station
- ★ 3-5 yarnballs (or beanbags) per student at station
- ★ 1 hoop

Set

- ★ Place target (hoop) in center of station.
- ★ Place spot markers in a circle 5-7 paces from target. Distribute yarnballs to spot markers.
- ★ Students stand on spot markers and throw to hoop.



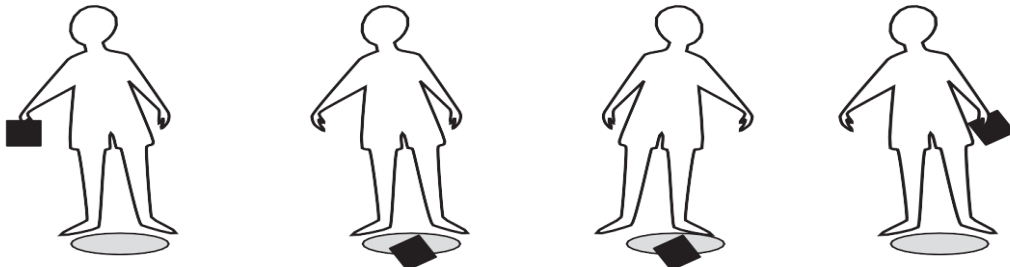
Self Toss and Catch

Ready

- ★ 1 beanbag per student at station
- ★ 1 spot marker per student at station

Set

- ★ Place spot markers in station area, each with a beanbag on it.
- ★ One student per spot.

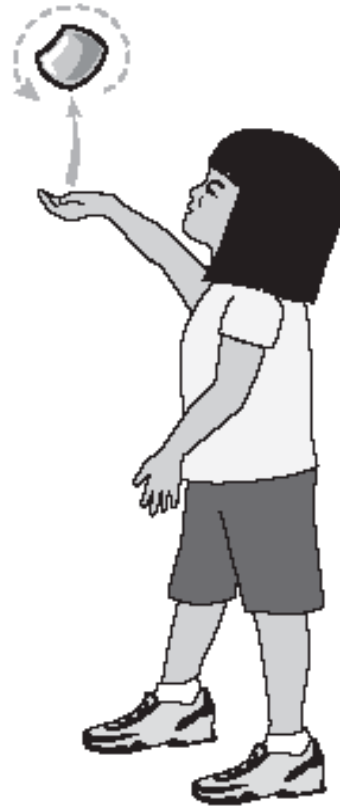
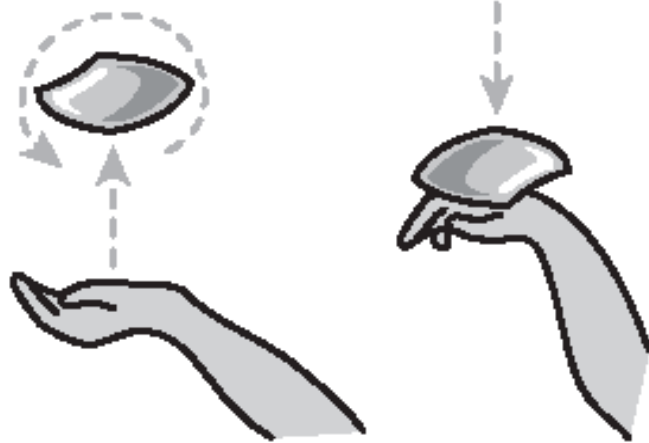


Pancake Flip

- ★ Put the beanbag on the palm of your hand. Flip it like a pancake and catch it.
- ★ Now try to catch it on the back of your hand.



CATCHING AND THROWING



Toss, Clap and Catch

- ★ Toss beanbag and clap your hands before you catch it.
- ★ How many times can you clap before catching the beanbag?
- ★ Try to stay on your spot.



CATCHING AND THROWING



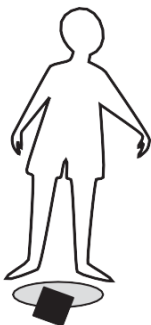
Pancake Flip

Ready

- ★ 1 beanbag per student at station
- ★ 1 spot marker per student at station

Set

- ★ Place spot markers in station area, each with a beanbag on it.
- ★ One student per spot.



CATCHING AND THROWING

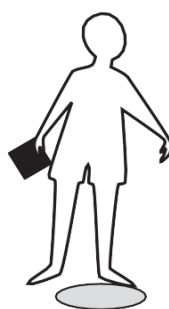
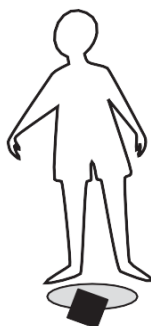
Toss, Clap and Catch

Ready

- ★ 1 beanbag per student at station
- ★ 1 spot marker per student at station

Set

- ★ Place spot markers in station area, each with a beanbag on it.
- ★ One student per spot.




Evidence of Student Success: Underhand Throwing Assessment

Name: _____

Teacher: _____

Draw a picture that illustrates the critical elements of an underhand throw in the box below.



Write in the space below at least 4 critical elements of an underhand throw that you have shown in the picture above.

Scoring Rubric

Level 4 – Picture clearly shows at least 4 critical cues, at least 4 critical cues are correctly identified in commentary, and paper is neat.

Level 3 – Able to identify 3 critical cues in picture, 3 critical cues are correctly identified, and paper is neat.

Level 2 – Able to identify 2 critical cues in picture, 2 critical cues are correctly identified, and paper is fairly neat.

Level 1 – No picture or no written commentary, and paper is messy.