

Throwing, Catching & Coordination

✓ classroom

✓ gymnasium

Action Schools! BC

✓ outside



K to 3

Healthy Minds

Use bean bags, scarves, balls and balloons to explore a variety of ways to throw and catch. These activities promote the development of hand-eye co-ordination, and the ability of the eyes to track and focus. Throwing and catching from left hand to right hand, and left hand to right hand, also enhances cross-lateral brain activity..

HEALTH
COMPONENTS
OF FITNESS

FLEXIBILITY
STRENGTH

THROWING
CATCHING

FUNDAMENTAL
MOVEMENT
SKILLS

CURRICULUM CONNECTIONS



BIG IDEAS

- Daily physical activity helps us develop movement skills and physical literacy, and is an important part of healthy living (K-1).
- Learning how to participate and move our bodies in different physical activities helps us develop physical literacy (2).
- Movement skills and strategies help us learn how to participate in different types of physical activity (3).

CURRICULAR COMPETENCIES:

- Develop and demonstrate a variety of fundamental movement skills in a variety of physical activities and environments.
- Apply a variety of movement concepts and strategies in different physical activities (3).
- Identify and describe opportunities to be physically active at school, at home, and in the community (K-2).
- Identify and describe opportunities for and potential challenges to being physically active at school, at home, and in the community (3).

CONTENT

- Proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills.
- How to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games.
- Movement concepts and strategies (3).
- Effects of different activities on the body (1).
- Effects of physical activity on the body (2).

FIRST PEOPLE'S PRINCIPLES OF LEARNING FOR ALL STUDENTS



- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves patience and time.

COMPREHENSIVE SCHOOL HEALTH CONNECTIONS



RELATIONSHIPS AND ENVIRONMENTS

- Use an outdoor field or playground and set up targets at different heights and distances to challenge students of all ability levels.

TEACHING AND LEARNING

- Teaching students how to throw and catch with different objects allows them to build confidence and develop movement skills that are a part of many different activities.

COMMUNITY PARTNERSHIPS

- Have older students in the school plan and lead this activity and/or have pairs within the class do the same.

OUR SCHOOL POLICIES

- Students discuss and follow school/class guidelines on how to speak and treat each other, and how to use the playground.



EQUIPMENT AND RESOURCES

- Music player, balls, foam balls, balloons
- Bean bags, scarves

IMPLEMENTATION



- Lead students through an exploration of ways to throw or catch objects. See *Throwing, Catching, Coordination, Top 10 Progressive Challenges* (following pages) and Action Tips below for teaching tips.
- Have students create their own ways of throwing or catching in small or large groups.
- Include throwing and catching activities as part of a classroom circuit or centre.
- Create dances with scarves, balls or bean bags by setting sequences, routines or patterns to music.
- Teach in physical education and practise in play time.
- Have students reflect on and explain how this activity can help them in their development of movement skills (e.g., It allows them to practise their throwing and catching skills, it allows them to work on their coordination, etc.).
- Have students identify and explain areas of the activity that they could do well and areas that they might need to practice (e.g., They could throw the object to their partner but not consistently, they could catch their partner's throw, etc.).

ACTION TIPS

- **Catching** – follow the object with the eyes, make a basket with the hands to catch balls and bean bags.
- **Underhand Throwing** – eyes on target, opposite foot forward to hand that throws, hand follows the object pointing in the direction of the target.

SAFETY CONSIDERATIONS

- Ensure students warm up before the activity and cool down and stretch afterwards.
- Ensure teacher is present and can observe students at all times during the activity.
- Ensure students have enough space to throw and catch without bumping into objects or others.
- Ensure that students are facing the objects being thrown with hands up and open, shoulders facing the thrower, and tracking the object with their eyes.

EXTENSION OF LEARNING

- Have beanbags on hand in the classroom. For a movement break, have children toss and catch beanbags at their desks, or with a partner. Ensure that there is enough space to do this. Can also progress to Frisbee.

Throwing, catching & coordination Activities

Action Schools! BC



classroom



gymnasium



outside



K - 3

Healthy Minds

BEAN BAGS OR SCARVES

TOP 10 PROGRESSIVE CHALLENGES

1. Throw and catch with two hands.
2. Throw a little higher, catch with two hands.
3. Throw, clap your hands, catch – how many times can you clap before you catch?
4. Throw, touch the ground, catch.
5. Throw, turn around, catch.
6. Throw, catch in different positions – sitting, lying, kneeling.
7. Throw and catch with one hand only, then with the other hand.
8. Throw with one hand, catch with the other.
9. Rainbow toss – toss from hand to hand over the head in an arching pathway.
10. Throw under one leg and catch – right side, left side, throw under the leg from left to catch right, then from right to catch left.

Repeat above challenges with a partner.

BEAN BAGS

BEAN BAG TARGET UNDERHAND TOSS:

- Use classroom objects as targets: pieces of paper, wastebaskets, chairs, milk crates, spot markers, or skipping ropes made into circles, shapes, numbers or letters.
- Practise counting by 2s, 3s, or 5s for each successful throw.
- **Back Away** – students gradually increase the distance by stepping back from the target or partner with each successive throw.
- **Shower Curtain Target** – shower curtain liners can be drawn on to create numbered or lettered targets. Practise math skills and spelling with targets.
- **Alphabet Game** – play as a class, in small groups, or with partners. Students pass a bean bag, paper ball or foam ball to each other. For each successful catch the group recites the letters of the alphabet, or spells words.

ACTION TIPS

- Underhand Throwing – eyes on target, opposite foot forward to hand that throws, hand follows the object pointing in the direction of the target.

COORDINATION – BEAN BAG GAMES:

- **Balancing Bean Bags** – balance the bean bag (or other object) on different parts of the body, move around the room. Change body position while balancing a bean bag on different body parts.
- **Bean Bag Sandwich** – carry a bean bag by sandwiching it between two students – do races or relays.
- **Enchanted Castle Game** – students balance a bean bag on their heads, and using no hands, move around the area designated as the enchanted castle. If the bean bag falls off, the students are enchanted and frozen. Students may save others by picking up their bean bag and putting it on their head. Students can only move if their bean bag is on their head.
- **Red Hot Bean Bag Tag** – “Its” hold a red bean bag. If they can touch another student with the bean bag (holding on, not throwing) they give the bean bag to that student who becomes “it”. Play outdoors with running. For classroom activities use different locomotion like hopping, jumping, crab walking, etc.
- **Jumping Beans** – practise jumping skills and Bounce-at-the-Bell jumps using bean bags to jump over. Jump holding the bean bag between the knees.

SCARVES

THROWING AND CATCHING:

- Throw and catch the scarf on different parts of the body.
- Juggling lead ups:
 - throw and catch with same hand, practise right and left.
 - throw with one hand, catch with the other (throw the scarf upward and across the front of the chest).
 - throw and catch 2 scarves – explore possible variations and patterns.
 - continuous throw and catch with two scarves tracing an “x” pathway: throw right, throw left, catch right, catch left.
 - use verbal cues “throw, throw, catch, catch”.

COORDINATION – EXPLORING PATHWAYS:

- Encourage total body action with these explorations, not only arm action.
- Imagining the scarf is a paint brush, paint different patterns or pathways in the air – circles, zigzags, straight lines, figure 8s, words.
- Use imagination to create and identify pathway ideas such as dragons, rainbows, rivers, clouds, tornadoes, mountains, waterfalls.

- Trace numbers and letters using scarves, e.g. telephone numbers or names.
- Explore the pathway size and place (front, back, side, high, low).
- Create sequences of pathways.
- Accompany scarf pathways with music to create dances.

Inspired by Pat Parker, Action Schools! BC Regional Trainer

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