

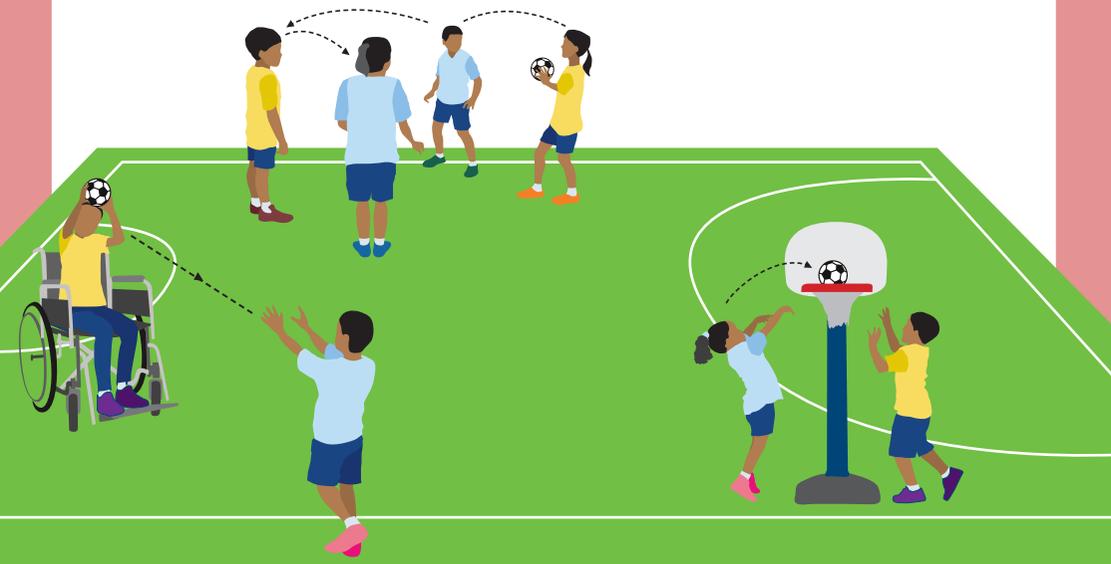
## ACTIVITY CARD 5

## THROWING - GRADE 1

## OBJECTIVE / LEARNING OUTCOME

By the end of each lesson the learners will be able to perform, practice and appreciate throwing for strength, coordination, endurance, balance, space awareness, excellence, and self-esteem.

## Activities



- throw an object in lots of different ways.
- choose which type of throw to use to throw a short distance or a long distance.
- throw a ball to a partner then move to a different place.
- throw the ball underarm/overarm between two cones.
- throw to hit a target.

## Learning Points

- Side on
- Step forwards onto the opposite foot
- Follow through in the direction of the target
- Focus on the target

## Progress activities and challenge learner's thinking and understanding

**How you do it:**  
Force • Time • Flow

**Where you do it:**  
Level • Direction • Range

**Who or what you do it with:**  
Objects • People • Combined

**Can you throw...?**

so that the ball makes a loud noise when it hits a wall - alternating hard and soft throws - as if you were a giant - moving your arm as fast as you can - using as much of your body as possible - using only a small amount of your body - without using your legs.

**Can you throw...?**

High - low - sitting down - kneeling down - forwards - backwards - to the side - as far/near as you can - with both hands.

**Can you throw...?**

Lots of different balls - at a target - over a target - to a partner - in three different ways to a partner.



## Safety tips

- Make sure balls are a suitable size and weight for the learners
- That you are away from windows or other fragile objects
- Ensure there are 2 adults of different genders supervising the activities



## Assessment Criteria

- Ability to demonstrate throwing for strength, coordination, endurance, balance, space awareness, excellence, and self-esteem



## Space

- Sports hall or field
- Modify space for inclusivity



## Equipment

- Balls, bean bags and frisbees
- Adapt equipment to suit learners with special needs in



## Core Competencies

**Communication & Collaboration** • Set throwing activities where learners must work with a partner or in small groups.

**Self-efficacy** • Ask learners to praise each other when objects are successfully hit. Facilitators to praise good form demonstrated by learners.

**Critical Thinking & Problem Solving** • Ask learners what they can do differently to make sure they hit the objects. Moving closer to the objects. Ask them how they can make the activity harder if they are easily hitting the objects. Move further away from the targets.

**Creativity & Imagination** • Ask learners to come up with different types of throw – overarm, underarm, chest pass, backwards throw, etc.

**Citizenship** • Encourage learners to support each other in completing the throwing tasks.

**Digital Literacy** • Ask learners to find & watch videos online of athletics throwing events.

**Learning to Learn** • Encourage learners to keep score of successful throws or to throw for distance and measure how far they have managed to throw an object.



## TREE Framework

### Easier

Use a tactile ball, suitable to the hand size of the learner. Bring targets closer. Keep the activities static, so not throwing to or at a moving target.

### Harder

Move targets further away. Decrease size of target. Put in a defender to defend the target. Ask for a specific type of throw.

### Inclusivity

A runner retrieves the ball for the less mobile. Allow for wheelchair users to take part by ensuring hard surface. Signal targets for learners with a visual impairment by shouting from location to guide. Encourage boys and girls to mix during activities.



## Game

### Leader ball

Approximately seven learners line up behind each other spaced about 1 metre apart.

The Leader stands in front about 2 metres from the first child holding a ball the size of a softball.

The Leader throws the ball to the first learner who places it on the ground then runs around the Leader and the last player and back to their position.

They return the ball to the Leader then sit down. The Leader then throws the ball to the second child and the action is repeated.

Continue until all children have had a turn.



## Sport4Development Approach

- Use the Sport4Development approach to teaching life skills.

### Sample life skill learning outcome

Learners can talk about the importance of friendship and some qualities of good friends.

Facilitator asks learners if they have friends in the class and if they have other friends in the school or at home who are not in this class.

Facilitator asks learners what they like about their friends.

Facilitator asks learners to reflect on what makes a good friend. How should you behave if you are a good friend? Behaviours like helping them, encouraging them, not being mean to them, sticking up for them.

