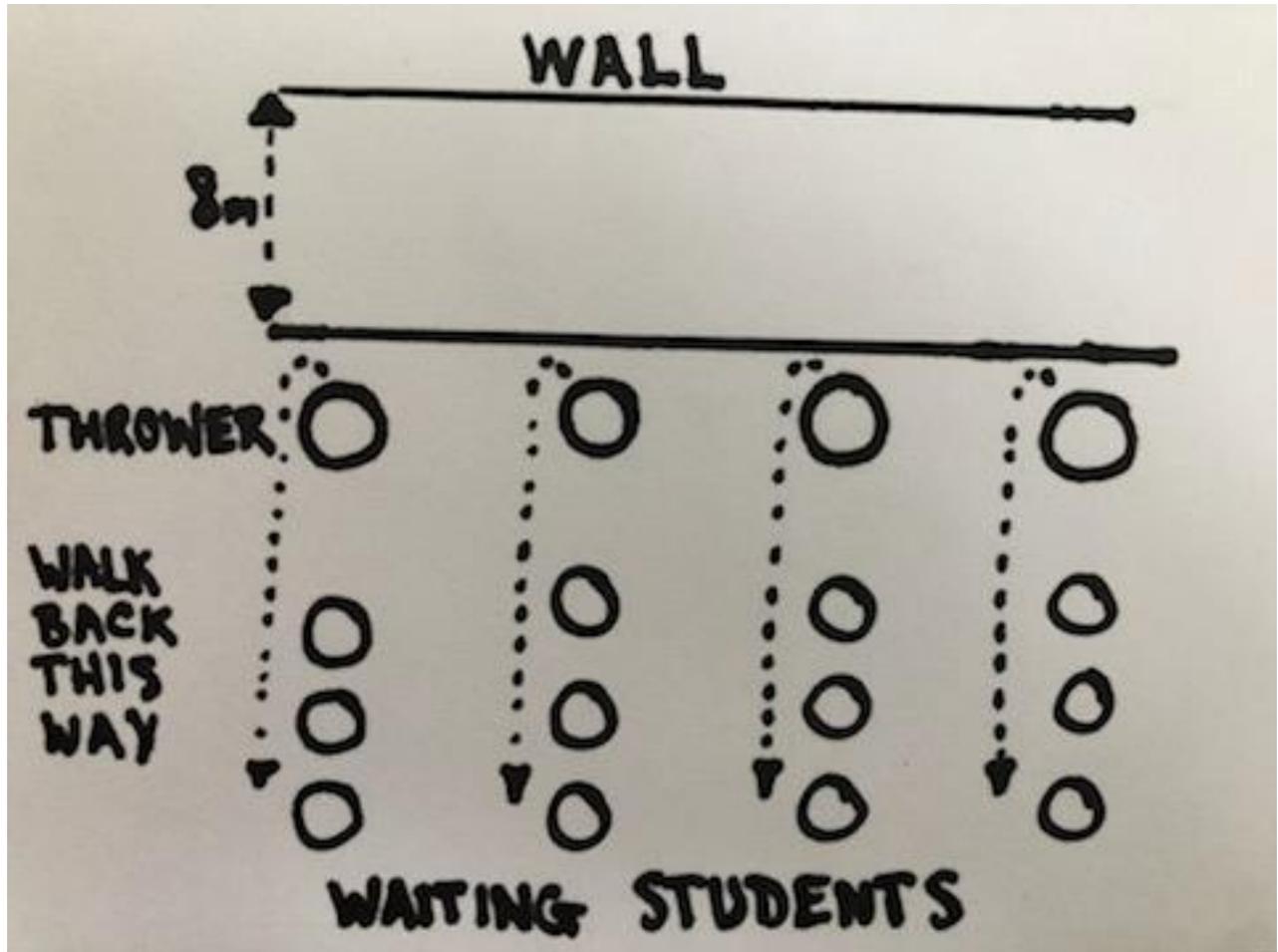
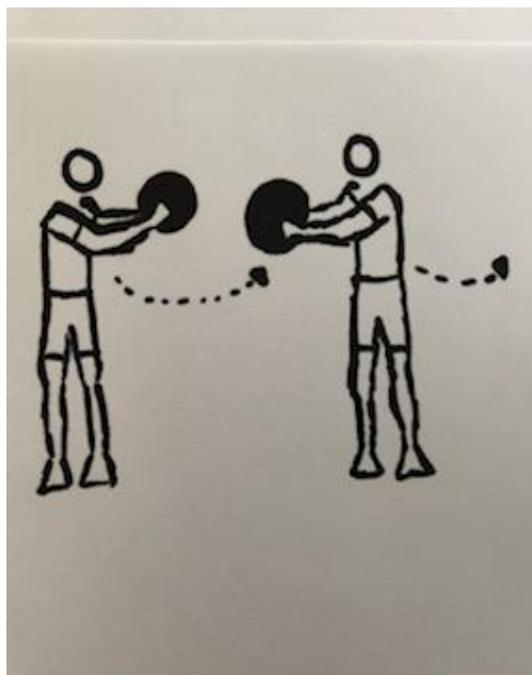


SKILL DEVELOPMENT



OPPOSITE ACTION RELAY



ACTIVITY:	LEVEL:	BASIC MOVEMENT PATTERN:	Equipment Required:
	1.1 Exploring throws	Sending – pre-stretch, range of motion Receiving – visual tracking, absorption, control	1 small ball for each person, 1 bean bag for each person

INTRODUCTION:

Ask the students about different types of objects that can be thrown. Ask the students about different ways of throwing objects. “In which other sports do you need to throw?” (Have students demonstrate different types of throws: fastball, baseball, basketball, football.) “Today we are going to explore different throwing methods.”

WARM-UP:

Skipping Drills - Have the students skip between two lines on the gym floor (10-15m apart) making sure that there is 2m between each student and have them move their arms while skipping – sideways, circular motions (forward and backward), alternating, together, etc. – 6 repetitions

SKILL DEVELOPMENT:

<ol style="list-style-type: none"> Form groups of 4-6 students in lines, 3 meters apart and 8 meters from the wall. The first person throws a small ball underhand towards the wall and retrieves their throw then goes to the back of the line. Continue until each person has thrown. Inquire students about other ways to throw the ball. Have a student demonstrate other throwing option, and repeat taking turns following the same instructions as #1. Repeat with another method (e.g. two-handed overhead throw) Switch to bean bags and try another throwing method (e.g. sideways fling) Repeat with another method (e.g. pushing from shoulder) Repeat with another method (e.g. overhand throw) 	TEACHING CUES: <ul style="list-style-type: none"> instruct students to throw and retrieve on the command of the teacher SKILLS TO LOOK FOR <ul style="list-style-type: none"> pre-stretch range of motion feet stationary
--	---

CULMINATING ACTIVITY:

Opposite action relay – have the students split into two lines, each student has a ball in their hands and students should be spaced out by 2m. On the teachers “go”, the first student in each line does one of 4 actions: 1. lifting the ball above their head 2. lowering it between their legs 3. twisting it to their left 4. Or right. The next student in the line does the opposite action and so on down the line. The last student in each line runs to a cone at the front of the line after their exercise & sits down. First team to have their runner sit down wins.	It’s important to remember that the students are not passing the balls off to their teammates. Each student must have their own ball the entire time.
---	--

COOL-DOWN/CLOSURE:

Gently run 1 lap around the gym with students touching three walls of the gym with their foot and then sitting in big circle centred around the teacher. Remind them to keep 2m distance between each person. Verbally review the throwing methods learned in the lesson.

SAFETY ELEMENTS:

SAFETY Elements:

- Make sure the students stand at an appropriate distance from the wall so that the ball does not bounce back to them
- Stress safety and controlled speed when throwing
- Ensure the students have a specific Waiting area and Throwing area

ACTIVITY: LEVEL: BASIC MOVEMENT PATTERN:

	<p>1.1 Exploring throws</p>	<p>Sending – pre-stretch, range of motion Receiving – visual tracking, absorption, control</p>	<p>Equipment Required: 1 small ball for each student, 1 bean bag for each student</p>
---	--	--	---

INTRODUCTION:

-  no modifications.
-  no modifications.
-  no modifications.
-  no modifications.
-  no modifications.

WARM-UP:

-  The student who is blind can do this if guided properly and verbal cues are provided.
-  **Have** the students skip around the gym with skipping ropes. Have the SIAWC skip by holding the rope in front of the wheelchair. Rotate the rope backwards (opposite of skipping forwards) until it hits the back wheels. Wheel backwards over the rope. Repeat & continue skipping with faster transition between movements. Have other students try skipping backwards as well as forwards
-  **Take** their time-go slow to start till they get onto it. SWID could watch first and then join in. Could mirror with peer helper.
-  no modifications.
-  SWLLA may replace skipping with walking. Encourage students to warm up their shoulder joints by swinging their arms.

SKILL DEVELOPMENT/TEACHING CUES:

-  The student who is blind can do this, however they may need assistance retrieving the ball. A ball that makes a sound as it rolls would facilitate the activity. verbal cues will be necessary.



if SIAWC cannot grab the ball have a teacher that is wearing gloves walk up with her/him



Demonstrate slowly and walk SWID through it first. Be careful for lack of accuracy to start e.g.—sideways fling. Peer helper could walk up with them to get balls until SWID understands.



It may be worth adding something like having a wide variety of balls, textures, bean bags for the student to try to grasp – students in a power chair can also be included in throws! Students with cP may choose to sit on a chair if balance is a challenge or if fatigue is an issue.



In addition to pebble balls, provide a variety of equipment for SWULA to experiment throwing with (different sizes/ textures to explore grasping objects).

CULMINATING ACTIVITY/TEACHING CUES:



Have the students say their actions e.g. “up” and have a guide for the running section



Have one member sit in a regular chair, when the SIAWC wheels to the front have the opposing person carry the chair and sit down in the chair.



Demonstrate slowly and walk through with SWID



No modifications.



Provide different equipment options for the SWULA.
If student is having trouble balancing they can sit in a chair.

COOL-DOWN:



The student who is blind will need to be guided to the walls and back.



SIAWC and students with chairs touch two walls rather than three.
Students with chairs bring them to the circle and sit in their chairs around the teacher.



no modifications.



Students in a walker or with crutches can touch 2 walls.



no modifications.

SAFETY ELEMENTS

- 
 Extra care should be taken when spacing out groups to reduce the risk of the student who is blind being hit by any errant throws.
- 
 Choose students to use chairs who are physically able to move chairs.
- 
 Lack of accuracy-heads up. CvS (constant visual supervision)
- 
 no modifications.
- 
 no modifications.

EQUIPMENT REQUIRED:

- 
 no modifications.
- 
 Chair / skipping ropes
- 
 8 red 10" pylons
- 
 no modifications.
- 
 variety of objects for throwing (different sizes of balls, partially deflated beach balls, smaller squishy balls, etc.)

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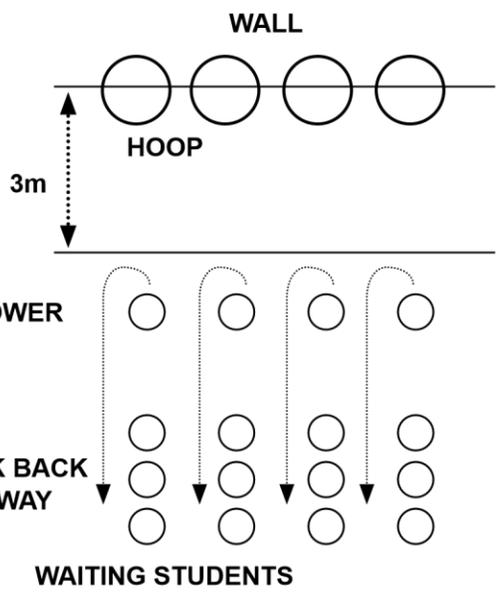
LESSON PLAN/ T:1²



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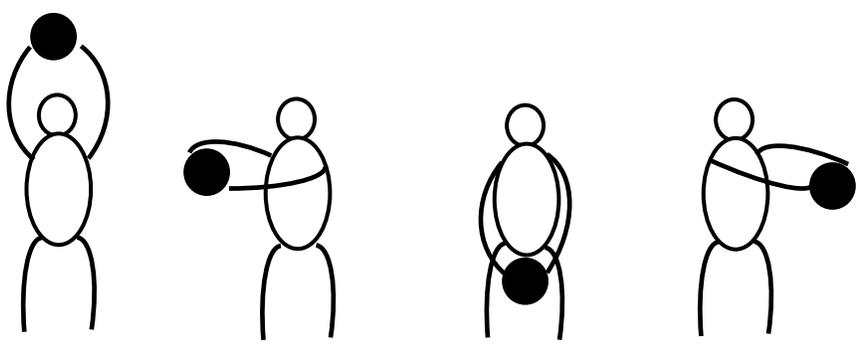
SKILL DEVELOPMENT

SKILL DRILL



CULMINATING ACTIVITY

SIMON SAYS W/ OBJECT



ACTIVITY:	LEVEL:	BASIC MOVEMENT PATTERN:	Equipment Required: 1 small ball for each person, 1 bean bag for each person
	1.2 ACCURACY & DISTANCE	Sending – pre-stretch, range of motion	

INTRODUCTION:

Ask the students about ways to throw an object for accuracy. “In which sports do you need to throw an object a long way and be accurate with your throw?” “Today we are going to practice throwing skills that will help you in other sports.” (Use examples from the ones named earlier; baseball, football, track & field javelin)

WARM-UP:

Rock, paper, scissors elimination: Set up 8 cones in a straight line and at the first cone have two lines of students facing each other. The first student in each line plays rock, paper scissors; the winner goes on to the second cone up & the loser goes to the back of the line. This continues at each level with each winner moving up to the next cone and playing against the other winner. This continues until someone makes it to the final cone.

SKILL DEVELOPMENT:

<p>ACCURACY</p> <ol style="list-style-type: none"> Pushing: Form groups of 4-6 students in lines (3 meters apart) with the first person standing behind a line on the gym floor, located 3m away from a hoop taped to the wall. Have the students take turns pushing the small ball to the hoop, holding the ball with two hands at chest height and pushing it vigorously, trying to hit the wall in the centre of the hoop. Throwing: Repeat, as above, but with the students throwing from above their heads with two hands. <p>Distance</p> <ol style="list-style-type: none"> Pushing: move the groups back to a line 9 meters from the wall. Use skipping ropes to mark distances at 4, 5, 6, and 7 meters from the line. <ul style="list-style-type: none"> Have the students take turns pushing the pebble ball to the hoop, holding the ball with two hands at chest height and pushing it vigorously, trying to throw it as far as they can. The ropes indicate how far they have thrown. Throwing: Repeat, as above, but with the students throwing from above their heads with two hands. 	<p>TEACHING CUES:</p> <ul style="list-style-type: none"> - instruct students to throw and retrieve on the command of the teacher - the students face the direction they are throwing with both feet behind the line - students retrieve their own ball <p>SKILLS TO LOOK FOR</p> <ul style="list-style-type: none"> - pre-stretch - elbow up when pushing - follow through
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CULMINATING ACTIVITY:

<p>Simon Says w/ object – have each student hold a ball or beanbag. The teacher will instruct the students to do various actions by saying “Simon says twist to your right” for example. If the teacher doesn’t say “Simon Says” before the action and a student does the action they would sit down.</p>	<p>TEACHING CUES:</p> <ul style="list-style-type: none"> - Instruct the students to go to different throwing positions - You can use this to clean up too, by instructing the students to bring in their objects as the last part of the game.
--	---

COOL-DOWN/CLOSURE:

<p>Shadow tag – choose one student to be “it” to start. They will “tag” another student by stepping on their shadow. When a student gets their shadow stepped on, they are now “it” and the student that tags them sits down.</p>	<p>SAFETY Elements:</p> <ul style="list-style-type: none"> - Make sure the students stand at an appropriate distance from the wall so that the ball does not bounce back to them - Stress safety and controlled speed when throwing - Ensure the students have a specific Waiting area and Throwing area
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ACTIVITY: LEVEL: BASIC MOVEMENT PATTERN:

	<p>1.2 Exploring throws</p>	<p>Sending – pre-stretch, range of motion Receiving – visual tracking, absorption, control</p>	<p>Equipment Required: 1 small ball for each student, 1 bean bags for each student</p>
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INTRODUCTION:

	<p>no modifications.</p>
	<p>no modifications.</p>
	<p>no modifications.</p>
	<p>no modifications.</p>
	<p>no modifications.</p>

WARM-UP:

	<p>Have students say their choice of rock, paper or scissors out loud while doing the action.</p>
	<p>No modifications</p>
	<p>No modifications</p>
	<p>No modifications</p>
	<p>No modifications</p>

SKILL DEVELOPMENT/TEACHING CUES:

	<p>The student who is blind can participate if given appropriate verbal instructions and feedback.</p>
	<p>Accuracy 1. Pushing -the SIAWC completes the drill from 1.5m away from the wall</p>

2. Throwing

-repeat using the modification above
distance

1. Pushing

-have two groups of students push the pebble ball from a seated position
-have skipping ropes for this group placed at 1, 2, 3, & 4 meters from the line

2. Throwing

-repeat using the modifications above



Demonstrate slowly for the SWID – till they master. Peer coach/helper only if needed.



No modifications.



In addition to pebble balls, provide a variety of equipment for SWULA to experiment throwing with (different sizes/ textures to explore grasping objects). SWLLA may want to try activity from sitting position if they are having difficulty balancing.

CULMINATING ACTIVITY/TEACHING CUES:



Make sure students are spread out enough so that they will not collide



Make actions doable while in a wheelchair



Demonstrate the actions and go slowly with directions



No modifications



SWLLA if balance is an issue provide a chair.

COOL-DOWN:



The student who is blind can participate if guided properly



If the SIAWC is it he/she can use a towel to increase reach. The “Its” are only allowed to tag the SIAWC from the front



no modifications.



No modifications



no modifications.

SAFETY ELEMENTS



Extra care should be taken when spacing out groups to reduce the risk of the student who is blind being hit by any errant throws.



Choose students to use chairs who are physically able to move chairs.



Lack of accuracy-heads up. CvS (constant visual supervision)



no modifications.



no modifications.

EQUIPMENT REQUIRED:



no modifications.



Chair / skipping ropes / towel



8 red 10" pylons

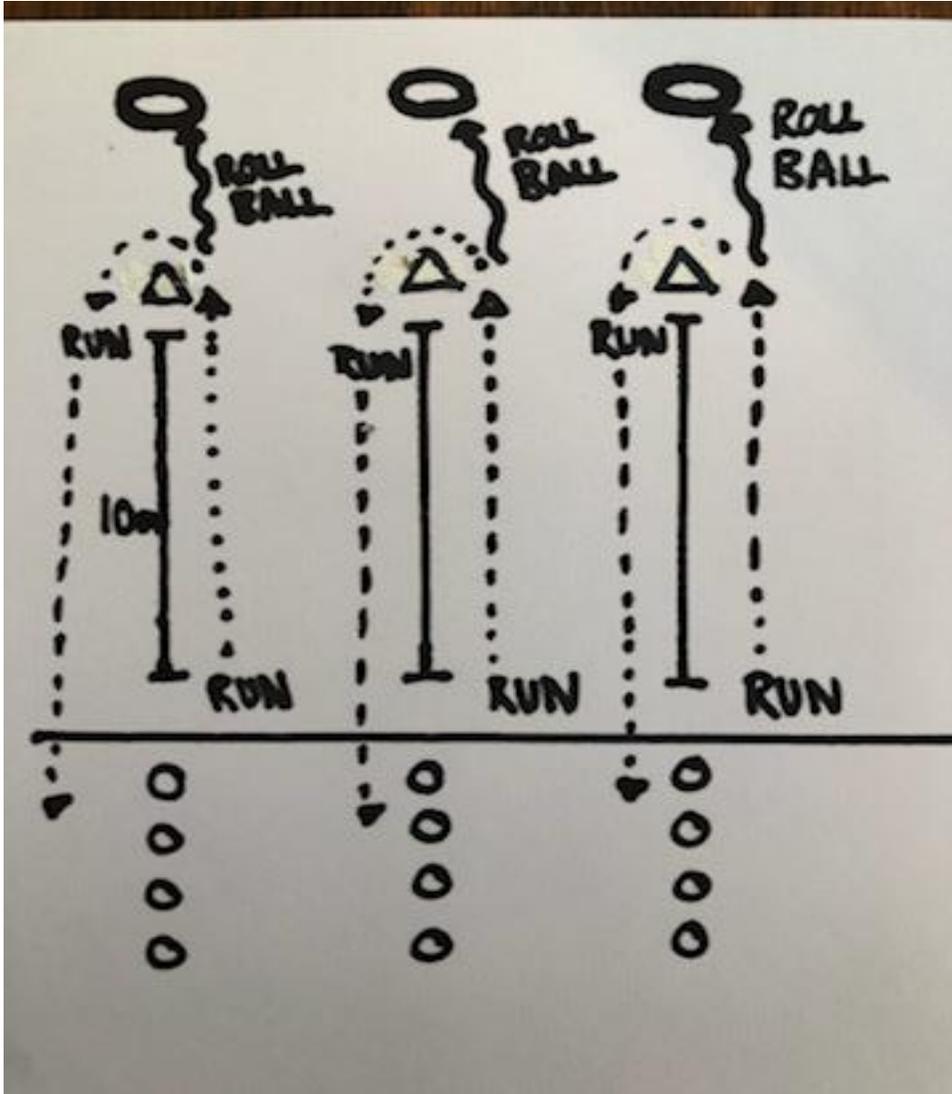


no modifications.



variety of objects for throwing (different sizes of balls, partially deflated beach balls, smaller squishy balls, etc.)

TUNNEL RELAY



ACTIVITY: LEVEL: BASIC MOVEMENT PATTERN:

	2.1 Two hands	Sending – pre-stretch, range of motion, weight transfer Receiving – visual tracking, absorption, control	Equipment Required: 1 ball for each person, 2 hula-hoops, 2 cones
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INTRODUCTION:

Ask the class about different positions from which objects can be thrown (sitting, kneeling, lying down, standing and stepping). [Refer to trying different positions from which to throw a ball far with two hands.] Which positions are best for accuracy? Which ones for distance? Today we are going to work on throwing with two hands.

WARM-UP:

Each student has a ball (playground balls, volleyballs or pebble balls). Instruct them to toss the ball up to themselves and catch it. Practice from various positions (sitting, kneeling, lying on back, standing) - 4 throws from each position. variation: Fancy tosses and catches (behind the back, between legs)

SKILL DEVELOPMENT:

<ol style="list-style-type: none"> 1. With the students facing the wall, have them sit down with outstretched legs, feet touching the wall and at least 2m between them <ul style="list-style-type: none"> - use chest passes of a ball and pass off the wall 5 times 2. Have the students move back 1m and kneel <ul style="list-style-type: none"> - repeat chest passes from the kneeling position 5 times 3. Have the students move back another 1m and use a standing position <ul style="list-style-type: none"> - repeat chest passes from the standing position 5 times 4. Have the students move back until they are 7-8m away and throw a ball with both hands to the wall 5 times Repeat #4 using underhand throws with two hands 	TEACHING CUES: <ul style="list-style-type: none"> - Throw should be quick but controlled (at a safe speed) Skills to Look For: <ul style="list-style-type: none"> - Follow through - Absorb ball when receiving - Elbows up
---	---

CULMINATING ACTIVITY:

Tunnel Relay - have two lines of students, each student has a ball and are spaced out 2m between each student. The students will 10m away to a cone and once there, they will roll their ball towards a hula-hoop against a wall. If the ball goes in, they collect their ball and sit down at the back of the line & if the ball doesn't go in the hula-hoop they collect their ball and try again. The first team to have everyone successfully roll their ball and sit-down wins	
--	--

COOL-DOWN/CLOSURE:
SAFETY ELEMENTS:

Run to one wall of the gym, skip to the next wall, hop to the third wall and walk to the fourth. Have the students sit in the center of the gym. Discuss with the class: "What was the easiest way to throw far?" "What was the easiest way to throw accurately?"	SAFETY Elements: <ul style="list-style-type: none"> - During the Warm up and Development Sections, arrange the distance between the students so that the ball will bounce once when thrown to the wall.
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ACTIVITY: LEVEL: BASIC MOVEMENT PATTERN:

	<p>2.1 Two Hands</p>	<p>Sending – pre-stretch, range of motion, weight transfer Receiving – visual tracking, absorption, control</p>	<p>Equipment Required: 1 pebble ball or playground ball for each person, 2 hula-hoops, 2 cones</p>
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INTRODUCTION:

-  no modifications.
-  Ask students who had tried seated throwing in previous exercises about their experiences throwing from that position. What were the comparisons between seated and standing throws for accuracy and distance? no modifications.
-  no modifications.
-  no modifications.
-  no modifications.

WARM-UP:

-  Use a ball that makes noise if possible, if not have a person to catch the throws for them
-  SIAWC can try throwing and catching ball from lying back in his/her chair, tilting forward, to the side, crouching, etc. Try fancy tossing from upright position and catching in crouched position or tilted to the side, backward, etc.
-  No modifications
-  No modifications
-  If SWULA has difficulty catching, they can choose to use a towel to trap the ball rather than catch with two hands (student would hold either end of the towel and fold it in to trap the ball).

SKILL DEVELOPMENT/TEACHING CUES:

-  The student who is blind can participate if they have a guide to catch and retrieve the throws
-  Have SIAWC do chest passes, two hand overhead passes, two hand passes from either side rather than changing their stance.

-  Demonstrate slowly for the SWID – till they master. Peer coach/helper only if needed.
-  No modifications.
-  If SWLLA needs support for kneeling, they may choose to sit on a chair to perform the activity

CULMINATING ACTIVITY/TEACHING CUES:

-  Make sure students are spread out enough so that they will not collide and have a guide to collect their ball if they miss or if you have balls that make noise use that.
-  Have a student on the opposing team have to carry a chair and sit down in it to roll the ball or make the SIAWC’s team have one less person.
-  Demonstrate the actions and go slowly with directions
-  No modifications
-  SWLLA if balance is an issue provide a chair.

COOL-DOWN:

-  The student who is blind can participate if guided properly
-  The SIAWC weaves to one wall, wheels backwards to another wall, and wheels forwards to a third wall (only three walls).
-  no modifications.
-  No modifications
-  no modifications.

SAFETY ELEMENTS

-  Extra care should be taken when spacing out groups to reduce the risk of the student who is blind being hit by any errant throws.



Choose students to use chairs who are physically able to move chairs.



Lack of accuracy-heads up. CvS (constant visual supervision)



no modifications.



no modifications.

EQUIPMENT REQUIRED:



Bell ball/goal ball



Chair



No modifications



no modifications.

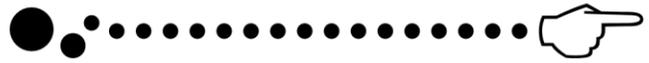


variety of objects for throwing (different sizes of balls, partially deflated beach balls, smaller squishy balls, etc.)

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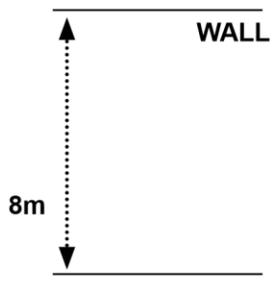
LESSON PLAN/ T:2²

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SKILL DEVELOPMENT

SKILL DRILL

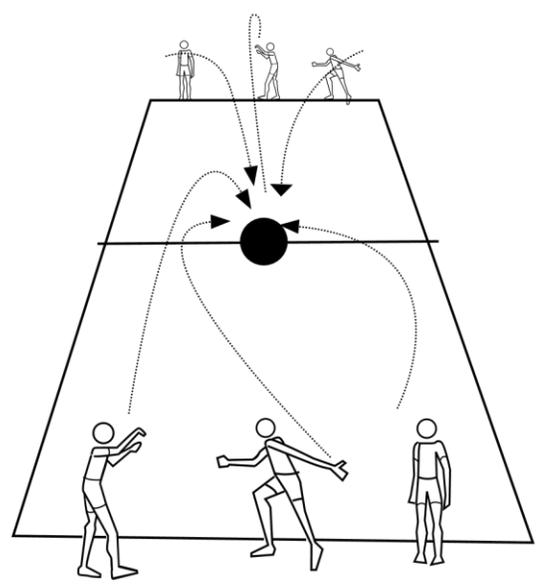
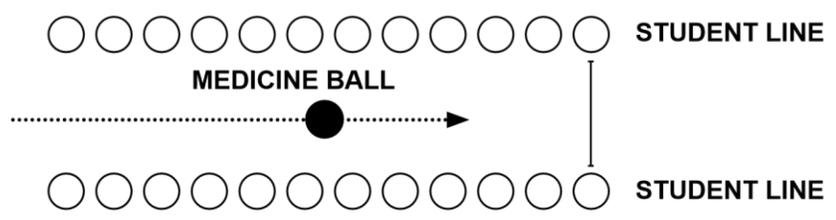


THROWING STATION ○

○ WAITING AREA
○
○

CULMINATING ACTIVITY

ROLLER DERBY RELAY



ACTIVITY: **LEVEL:** **BASIC MOVEMENT PATTERN:**

	<p>2.2 One hand</p>	<p>Sending – pre-stretch, range of motion, weight transfer, limbs in opposition</p>	<p>Equipment Required: 1 bean bag for each person, 1 medicine ball</p>
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INTRODUCTION:

Ask the class about different positions from which objects can be thrown with one hand (sitting, kneeling, lying down, standing and stepping). “Can you throw farther with one hand or two hands?” “Which is more accurate?” [Refer to trying different positions from which to throw a bean bag far with one hand. What sports do we use one hand throws in?] Today we are going to work on throwing with one hand.

WARM-UP:

Students each have a bean bag. Instruct them to toss the bean bag up to themselves and catch it with one hand. Students should practice catching and throwing with both hands. Practice from various positions (sitting, kneeling, lying on back, standing). 4 throws from each position. variation: Fancy tosses and catches (behind the back, between legs)

SKILL DEVELOPMENT:

<p>Arrange the students so that they are 8m from the wall around the whole gym. Depending on gym space, there may need to be a couple partners that alternate turns.</p> <ol style="list-style-type: none"> Have the students throw the bean bag with one hand from a kneeling position; then underhand; then overhand. Repeat each type 4 times with each hand. Have the students repeat from a standing position, first underhand, then overhand, then out to the side (flinging with a straight arm). Repeat each type 4 times with each hand. Have the students throw after stepping forward with the foot opposite to the throwing hand, first underhand, then overhand, then out to the side. Repeat each type 4 times with each hand. 	<p>TEACHING CUES:</p> <ul style="list-style-type: none"> -Throw and retrieve on the command of the teacher. -Throw should be quick but controlled (at a safe speed) -All throws should be attempted with both hands- Students throw and retrieve on command <p>Skills To Look For:</p> <ul style="list-style-type: none"> - Follow through - Weight transfer - Arms and legs move in opposition
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CULMINATING ACTIVITY:

TEACHING CUES:

<p>Roller Derby Relay - With the students in two rows facing each other 6m apart and 2m space between students, roll a rubber medicine ball or basketball down the middle of the rows.</p> <ul style="list-style-type: none"> - The first time, the students throw bean bags to try to hit the medicine ball by throwing from the shoulder (repeat using throw from the hip; then throw from above head). - Students retrieve bean bags as per instruction and must retrieve the bean bag they threw. 	<ul style="list-style-type: none"> - Throw in front of the direction the medicine ball is traveling - if possible, have a way to distinguish the bean bags apart, by writing numbers on them so that the students only touch one bean bag
--	---

COOL-DOWN/CLOSURE:

SAFETY ELEMENTS:

<p>Run to one wall of the gym, skip to the next wall, hop to the third wall, walk to the fourth wall and, then, return to a large circle around the teacher. Instruct the students to do reverse push-ups (lie on their backs and push their hands up to the roof and grunt on instruction). Ask the students about which throwing method(s) worked best for throwing far... “Why?”</p>	<p>SAFETY Elements:</p> <ul style="list-style-type: none"> - All the objects must be thrown before they are retrieved. - never throw while someone is in the area where the objects land.
---	--

ACTIVITY: 	LEVEL: 2.2 One Hand	BASIC MOVEMENT PATTERN: Sending – pre-stretch, range of motion, weight transfer, limbs in opposition	Equipment Required: 1 bean bag for each person, 1 medicine ball
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INTRODUCTION:

-  no modifications.
-  What wheel chair sports utilize one handed throwing? (shot, discus, javelin)
-  no modifications.
-  no modifications.
-  no modifications.

WARM-UP:

-  Give the student who is blind a slightly larger bean bag, or an object that makes some noise when thrown.
-  SIAWC can try throwing and catching ball from lying back in his/her chair, tilting forward, to the side, crouching, etc. Try fancy tossing from upright position and catching in crouched position or tilted to the side, backward, etc.
-  No modifications
-  No modifications
-  If SWLLA finds it difficult to catch from kneeling position, they may choose to use a mat to support their knees.
SWULA may choose to use object which moves slower to increase their time to track and grasp the object (ex. scarf, partially deflated beach ball).

SKILL DEVELOPMENT/TEACHING CUES:

-  Give individual help to the student who is blind. Hand over hand assistance, physical prompts, and verbal instructions, will help him/ her to understand what is required. The student who is blind will need a guide to assist in retrieving the thrown beanbag.

-  1. SIAWC throws bean bag with one hand from lying back position
-  2. SIAWC throws bean bag with one hand from seated upright position, underhand, overhand, out to the side
-  3. Have the SIAWC throw after one push forward with the opposite hand -repeat with non-dominant hand
-  Demonstrate slowly and stand beside the SWID to help and coach. (peer coach/helper) if necessary.
-  No modifications.
-  If SWLLA needs support for kneeling, they may choose to sit on a chair to perform the activity

CULMINATING ACTIVITY/TEACHING CUES:

-  The student who is blind will need a ball that makes a sound as it rolls. For example, a bell ball or a goal ball.
-  If the SIAWC is too far to hit the rolling ball move him/her in closer as the first student in the line (watch that the rolling ball does not hit her/him).
-  Demonstrate slowly and walk through with SWID.
Watch for wild throws. Put lines facing the wall so wild throws hit the wall—not the other row of kids
-  No modifications
-  SWLLA if balance is an issue provide a chair.

COOL-DOWN:

-  The student who is blind can participate if guided properly
-  The SIAWC weaves to one wall, wheels backwards to another wall, and wheels forwards to a third wall (only three walls). SIAWC mimics push up motion by lying back in his/her chair and pushing hand to the roof.
-  no modifications.
-  No modifications



no modifications.

SAFETY ELEMENTS



Extra care should be taken when spacing out groups to reduce the risk of the student who is blind being hit by any errant throws.



Choose students to use chairs who are physically able to move chairs.



Lack of accuracy-heads up. CvS (constant visual supervision)



no modifications.



no modifications.

EQUIPMENT REQUIRED:



Bell ball/goal ball



Chair



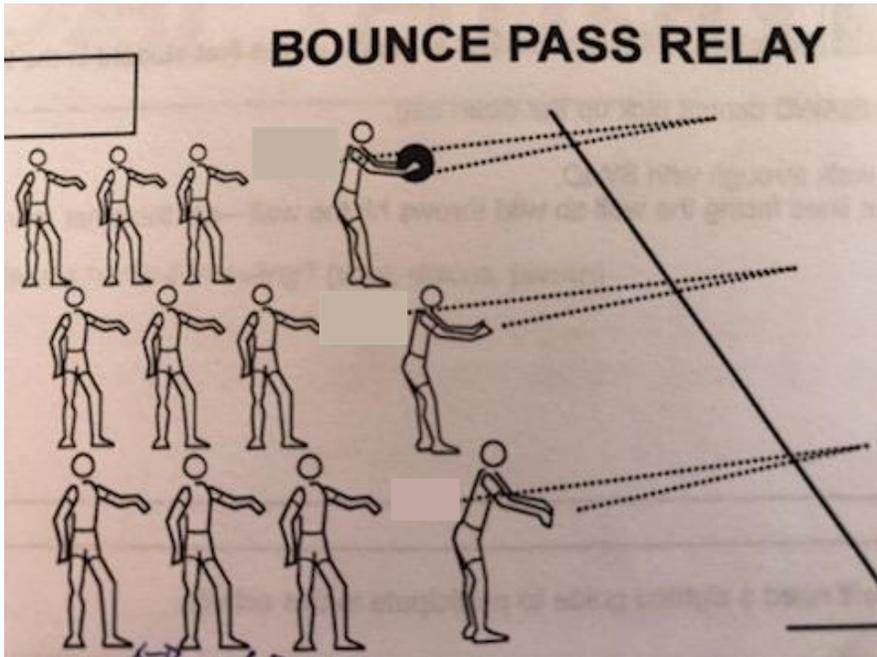
1 extra medicine ball for roller derby relay.



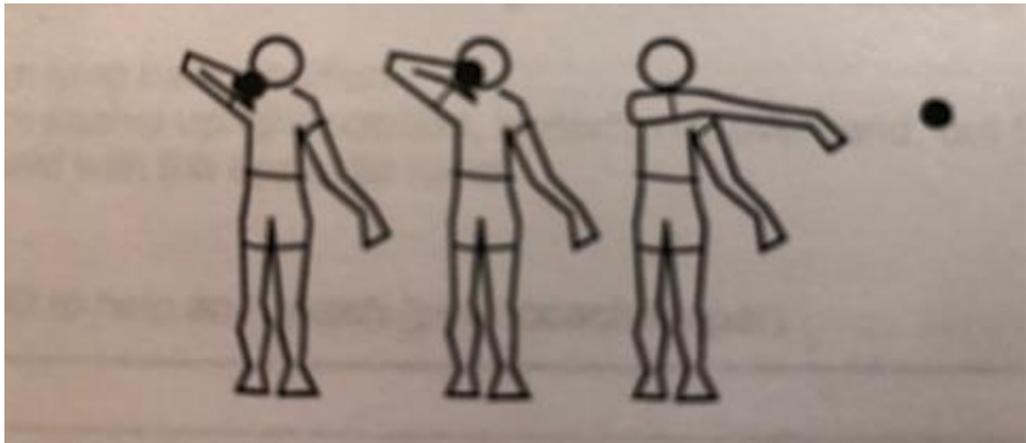
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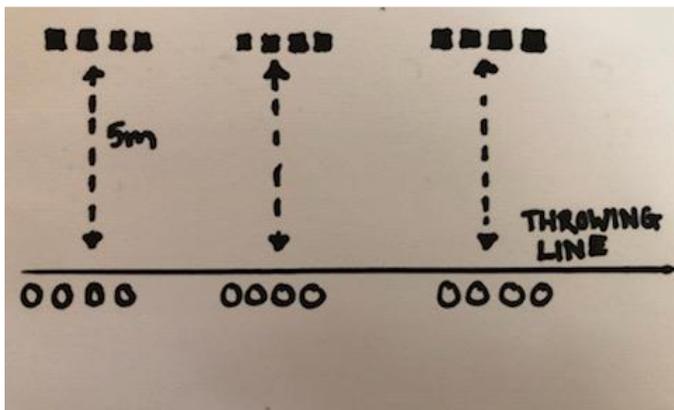
variety of objects for throwing (different sizes of balls, partially deflated beach balls, smaller squishy balls, etc.)



CORRECT BODY POSITION



KNOCK YOUR BLOCKS OFF



ACTIVITY: LEVEL: BASIC MOVEMENT PATTERN:

	<p>3.1 Pushing</p>	<p>Sending – pre-stretch, range of motion, weight transfer, limbs in opposition Receiving – visual tracking, absorption, control</p>	<p>Equipment Required: 1 ball for each person, 1 bean bag for each person, 1 coloured block each</p>
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INTRODUCTION:

Pushing is a common action people use everyday, not only in sports. Ask the students: “What are some examples of pushes (doors, lawnmowers, swings, baby carriages, toboggans).” “What do you do to open up a big door? (lean into it - weight transfer).” Then, tell them: “Today we are going to learn about a type of throw that is a push.”

WARM-UP:

Bounce Pass Relay - Teams of four line up single file facing a wall. The teams should be about 5m apart and about 3m-5m from the wall. on the command “go!” the first person throws the ball at the wall and catches it as it bounces back. The first person quickly moves to the end of the line. And the second person goes. The first team to get through one rotation is the winner.

SKILL DEVELOPMENT:

TEACHING CUES:

<p>Tape 4 hoops to the wall 3m apart at about the same height as the heads of the students. Organize the students into four groups behind a gym line located 3m away from the hoops on the wall.</p> <p>Accuracy</p> <ol style="list-style-type: none"> Students take turns pushing the bean bag from their shoulder to the hoop. <ul style="list-style-type: none"> Face sideways to the wall, feet shoulder width apart and their throwing hand farthest from the wall Hold the bean bag in one hand against the neck, elbow at shoulder height out to the side opposite arm is pointed towards the hoop push the bean bag with a vigorous pushing action towards the hoop [The throwing action should occur as the upper body turns to face the direction of the hoop. Each student takes several throws.] <p>Distance</p> <ol style="list-style-type: none"> move each group to a new position 8m away from the wall. The objective, now, is to push for distance, to see how close they can push the bean bag to the wall. Instruct the students to start with their weight on their back foot (farthest from the wall) and to push the beanbag in a high arc, as far as possible. 	<ul style="list-style-type: none"> - Throw and retrieve on the command of the teacher. - If the students are bending forward at the waist as they throw, instruct them to “push with the stomach”. <p>Skills to Look For</p> <ul style="list-style-type: none"> - Elbows are up - Push the bean bag with shoulder - Shift weight in the direction of the throw - Rotate shoulders in the direction of the throw- Follow through
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CULMINATING ACTIVITY:

TEACHING CUES:

<p>Knock Your Blocks off Relay - Using the coloured blocks as targets, the students try to throw for accuracy. Use the pushing method of throwing. Divide the class into four teams each with a different set of coloured blocks. At the signal, each team runs up and places the blocks vertically on a line 3-5m away (the blocks not touching each other) one at a time. The team runs back to the throwing line and each one picks up their bean bag. The bean bags are thrown, one at a time, in an attempt to knock down the blocks. When all the blocks are knocked down, the team sprints to collect the bean bags, sprints back to the throwing line and sits down. If there are still blacks standing students collect their bean bags and continue</p>	<ul style="list-style-type: none"> - Remind them to face sideways with the arm opposite to the throwing arm pointed in the direction of the block aimed at. - Each person only touches one block and one bean bag
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COOL-DOWN/CLOSURE:



SAFETY ELEMENTS:

Throws Lesson Plan

instruct students to balance bean bags on their heads, touch three walls of the gym and return to the center of the gym. If the bean bag drops more than three times, the student must go the center of the gym without touching the walls. Discussion: What was learned today? Draw similarities between the pushing action and what you learned today.

SAFETY Element:

- Always stand behind the thrower.
- All the objects must be thrown before they are retrieved.
- never throw while someone is in the area where the objects land.

ACTIVITY:

LEVEL:

BASIC MOVEMENT PATTERN:



3.2
Pushing

Sending – pre-stretch, range of motion, weight transfer, limbs in opposition
Receiving – visual tracking, absorption, control

Equipment Required:
1 pebble ball or playground ball for each student, 1 bean bags for each student, 1 coloured block each

INTRODUCTION:



no modifications.



Pushing example: pushing a wheelchair



no modifications.



no modifications.



no modifications.

WARM-UP:



The student who is blind will bounce the ball off the ground into the wall to have better control and if possible, use a ball that makes noise



IAWC can be closer to the wall for the drill (1-3m) if desired.



Use a fairly large ball for SWID so it is easy to catch-Basketball, all-purpose ball. Use a light weight ball.



A student with cP may choose to let the ball bounce on the ground before catching



If SWULA has difficulty catching, they can choose to catch the ball after a bounce to slow down its velocity

SKILL DEVELOPMENT/TEACHING CUES:



give individual help to the student who is blind. Using hand over hand demonstration, show positions of the fingers, hands, arms, head etc. Have the student attempt the movement with verbal cues and then assist in refining the motion



Tape hoop lower for SIAWC (at head height) accuracy

1. Have one group take turns pushing the bean bag from their shoulder while seated distance

1. move the seated group 5m away from the wall

-instruct the seated students / SIAWC to transfer weight forward during the throwing action -ensure balance by holding the armrest with the non-throwing arm -follow through with the throwing arm



Demonstrate more slowly and mirror until mastered by the SWID (peer coach/helper could help also).



No modifications



Hoops can be set at a variety of heights to provide choice for SWULA.

CULMINATING ACTIVITY/TEACHING CUES:



Directional cues are required for the student who is blind to participate. Have another student stand behind a spot and clap hands or call “here” continuously. Lessen the throwing distance for the student who is blind. Since the front arm is pointing towards the blocks, as the blocks are knocked off, have the student giving direction move behind the remaining blocks, to give the student who is blind a better chance of success.



SIAWC can go 2m closer to the blocks when pushing bean bag towards target if desired.



Demonstrate slowly and walk through with SWID, SWID can be a little closer



No modifications.



No modifications

COOL-DOWN:



The student who is blind will need to be guided to the walls and back.

-  SIAWC and students with chairs touch two walls rather than three.
-  no modifications.
-  If the student with C.P. has difficulty balancing the bean bag on their head, try using to balance on a different part of the body (i.e. Shoulder, under arm, foot etc.).
-  no modifications.

SAFETY ELEMENTS

-  Extra care should be taken when spacing out groups to reduce the risk of the student who is blind being hit by any errant throws.
-  Choose students to use chairs who are physically able to move chairs.
-  Lack of accuracy-heads up. CvS (constant visual supervision)
-  no modifications.
-  no modifications.

EQUIPMENT REQUIRED:

-  no modifications.
-  Chair / skipping ropes
-  No modifications
-  no modifications.
-  variety of objects for throwing (different sizes of balls, partially deflated beach balls, smaller squishy balls, etc.)

THIS DIAGRAM RELATES TO:

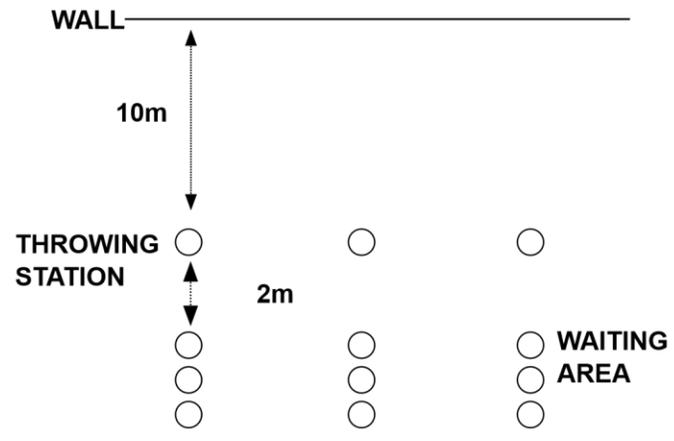
LESSON PLAN/ T:3²



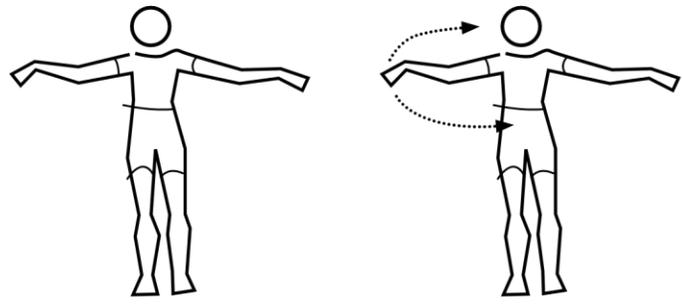
ON THE FOLLOWING PAGE

SKILL DEVELOPMENT

SKILL DRILL

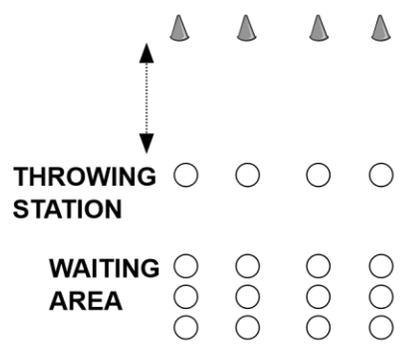


T BODY POSITION



CULMINATING ACTIVITY

FLYING SAUCERS



ACTIVITY:	LEVEL:	BASIC MOVEMENT PATTERN:	Equipment Required:
	3.3 flinging	Sending – pre-stretch, range of motion, weight transfer, follow through	1 bean bag for each person, 1 small hoop for each person

INTRODUCTION:

What sport is associated with the word Wimbledon? Tennis is a racquet sport. What are other racquet sports? (badminton, squash, racquetball) The arm action in racquet sports is similar in motion to the Track and Field event called Discus. This motion is called a side arm fling. Today we are going to practice this skill.

WARM-UP:

- 20m skip forwards while swinging arms out to the side; skip while swinging arms over the head forward; skip but now swinging arms backwards
- skip sideways while swinging arms low and high to the side- 10 wall push-ups

SKILL DEVELOPMENT:

<ol style="list-style-type: none"> 1. Demonstrate flinging skill (as per instructions below) <ul style="list-style-type: none"> - hold beanbag or hoop palm down - hold beanbag or hoop at shoulder height, arms extended forming a T - flinging arm back and fling beanbag or hoop forward 2. Each student gets a beanbag and a hoop and lines up 10m away from a wall. Students should be standing 3m apart along the line (students may take turns) 3. Students stand, feet slightly apart, facing forward and fling objects (palm down) towards the wall, starting with bean bags and, then, trying hoops. The objective is to throw with one hand and fling the objects out from the side at shoulder height. 4. Flinging objects from different positions <ul style="list-style-type: none"> - from a kneeling position, facing the wall - from a standing position, feet apart with the foot opposite the throwing hand closer to the wall than the other 	<p>TEACHING CUES:</p> <p>Throw and retrieve on the command of the teacher.</p> <ul style="list-style-type: none"> - Release the objects as far from the body and out to the side as possible <p>Skills to Look For</p> <ul style="list-style-type: none"> - Palm down - “T” position with arms - Rotate shoulders in the direction of the throw - Follow through (“high”) - Finish tall
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CULMINATING ACTIVITY:

<p>Flying Saucers – Flinging hoops over a pylon. Arrange students in four teams the same distance from their pylon. Each team member takes a turn, one at a time flinging their hoop at the pylon. After 3 minutes the team to get the most hoops over the pylon wins.</p>	
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COOL-DOWN/CLOSURE:

Use playground balls, each student stands 1m away from the wall facing away and twists their torso to throw the ball to the wall behind them and catch it. Do this 6 times each side.

SAFETY ELEMENTS:

- SAFETY Elements:**
- Always stand behind the thrower.
 - All the objects must be thrown before they are retrieved.
 - never throw while someone is in the area where the

ACTIVITY: LEVEL: BASIC MOVEMENT PATTERN:

	<p>3.3 Flinging</p>	<p>Sending – pre-stretch, range of motion, weight transfer, follow through</p>	<p>Equipment Required: 1 bean bag for each person, 1 hoop each and one ball each</p>
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INTRODUCTION:

-  no modifications.
-  mention the sport of wheelchair tennis.
-  no modifications.
-  Balance will come into play when flinging objects, this is where having a student try to sit down to throw may come into play
-  no modifications.

WARM-UP:

-  The student who is blind will likely need to be taught the skipping motion.
-  SIAWC can do arm circles and arm swings in place
-  SWID walk beside teacher or peer helper.
-  Student in a walker or using crutches can do arm swings from a stationary position.
-  Depending on the type of prosthesis, SWLLA may have difficulty with the push off element of skipping. They may choose to warm up their arms by swinging them freely as they walk around the space.

SKILL DEVELOPMENT/TEACHING CUES:

- 

Give individual help to the student who is blind. Hand over hand assistance, physical prompts, and verbal instructions, will help him/ her to understand what is required. The student who is blind will need a guide to assist in retrieving the thrown beanbag.
- 
 1. no modifications.
 2. SIAWC sits 5 m away from the wall
 3. SIAWC positions the wheelchair at a slight angle to the wall (try different angles to see which works best)
 4. Practice flinging from different stances (crouched in chair, leaning back in chair, tilting sideways out of chair) -SIAWC can obtain maximum trunk rotation by orienting the wheelchair at the best angle to the direction of the throw
- 

Demonstrate slowly and stand beside the SWID to help and coach. (peer coach/helper) if necessary.
- 

No modifications.
- 

using disc like objects of different material will provide choices for SWULA- For example, flexible discs made of material may be easier to grip.
If kneeling position is uncomfortable for SWLLA, they may choose to sit on a chair, or use a padded cushion.

CULMINATING ACTIVITY/TEACHING CUES:

- 

The student who is blind must be given directional assistance to fling the hoops accurately. Lessen the distance to the pylons for him/her so there is a better chance for success. A partner could stand behind the pylons and call here, etc. Another method involves having the student who is blind point to the pylon before making the throw
- 

SIAWC can move up to 5m away from the pylon (shorten the distance for the SIAWC if desired)
- 

Demonstrate slowly and walk through with SWID.
Watch for wild throws.
- 

No modifications
- 

SWLLA if balance is an issue provide a chair.

COOL-DOWN:

- 

The student who is blind can tap the ball against the wall instead of throwing it

- 
 SIAWC may rotate the chair if they cannot twists enough.
- 
 no modifications.
- 
 Those students in a walker or crutches may choose to sit on a chair.
- 
 For SWULA use a ball that is easily grasped in one hand.

SAFETY ELEMENTS

- 
 Extra care should be taken when spacing out groups to reduce the risk of the student who is blind being hit by any errant throws.
- 
 Choose students to use chairs who are physically able to move chairs.
- 
 Lack of accuracy-heads up. CvS (constant visual supervision)
- 
 no modifications.
- 
 no modifications.

EQUIPMENT REQUIRED:

- 
 No modifications
- 
 Chair
- 
 No modifications
- 
 no modifications.
- 
 variety of objects for throwing (different sizes of balls, partially deflated beach balls, smaller squishy balls, etc.)