

# Catching and Throwing Circuit

## Learning Objectives

- Students will be able demonstrate catching and throwing skills with a variety of tossables.
- Students will be able to move safely and independently through a circuit.
- Students will be able to cooperate with a partner to successfully complete challenges.

## Learning Targets

- I can perform catching and throwing skills with different tossables.
- I can be responsible and safe going through a circuit.
- I can cooperate with my partner.

## Teaching Cues

- Cooperate and take turns with your partner.
- On the signal place the equipment next to the cone.
- Quickly rotate to the next station.

## PREP

- 6-10 cones (1 per station)
- 6-10 hoops (1 per station)
- Choose 6-10 *Catching and Throwing Skill Cards* (SPARKfamily.org) to use as stations (1 per station)
- Read through the *Catching and Throwing Skill Cards* for specific equipment needs (e.g., beanbags, scarves, hoops, etc.)
- Music: *Interval music* (SPARK K-2 Music on SPARKfamily.org)
- Music player

## SET

- Create a circuit by placing cones and hoops around the perimeter with at least 15 paces between stations. The greater the distance, the more aerobic the activity.
- Place 1 Catching/Throwing Circuit Skill Card on each cone.
- Set necessary equipment inside the hoop at each station.



## TEACH

### 1. Lesson Objective

- The object of **Catching and Throwing Circuit** is to practice catching and throwing skills in a fun and active way.

### 2. Instructions

- (*Disperse pairs equally among stations and begin.*)
- (*Do a practice run through each station. Have students demonstrate proper technique.*)
- Back to back! When you have a partner, move to a low level so I know you're ready.
- Show how well you can share, take turns, and help your partner.
- While the music plays, be active at your station. When it stops, rotate to the next station (*point*).
- Continue until you hear my stop signal.

## REFLECTION QUESTIONS

- Show me a thumbs up if you:
- Cooperated with your partner.
- Tried your best in each activity.
- Encouraged your partner and were respectful of our equipment.
- What did you enjoy most about the Catching and Throwing Circuit? Explain.
- What did you do to throw your tossable farther? With greater accuracy?



# Catching and Throwing Circuit

## Standards Alignment

### Standard 1: Outcome 13

Throws underhand with opposite foot forward.

### Standard 1: Outcome 16

Catches a self-toss or well-thrown large ball with hands, not trapping or cradling against body.

### Standard 4: Outcome 4

Works independently with others in partner environments.

### Standard 5: Outcome 3

Describes positive feelings that result from participating in physical activities.

## SEL Competencies

### Self-Awareness

Peer interaction

### Self-Management

Self-discipline

### Relationship Skills

Cooperation

## Vocabulary

- focus
- rotate
- station

## Teaching Suggestions

- Vary the skills used for rotating to the next station. Try a different locomotor pattern, animal walks, etc.
- Alternate an individual skill card with a partner skill card from station to station.
- Remind students to focus on their beanbag/ball, but if another rolls toward them, they may pick it up and give it back.
- For larger class sizes, increase the number of students per group or add more stations.
- Use fun music to motivate students.
- Students should focus on quality rather than quantity.
- Choose different Catching and Throwing Circuit Skill Cards each time to keep it fresh.

## SPARK It Up!

### 1. Individual Challenge Circuit

- *(Select individual challenges rather than partner challenges.)*

### 2. Own Pace

- Move through the stations at your own pace and in any order. You may stay longer at stations you need to focus on or enjoy the most. If a station does not have enough equipment available, move to another and come back later.
- *(Provide any guidelines you see fit. Use upbeat music.)*

## Integrations

Incorporate math questions and answers into the stations.

- Toss and catch your beanbag  $2 + 3$  times.
- How many balls can you throw into a hoop *(or other target)* out of  $4 + 5$  tries?
- How many rolls will it take you to topple  $6 - 2$  pins?

## Teacher Reflection

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