

UNDERHAND THROWING

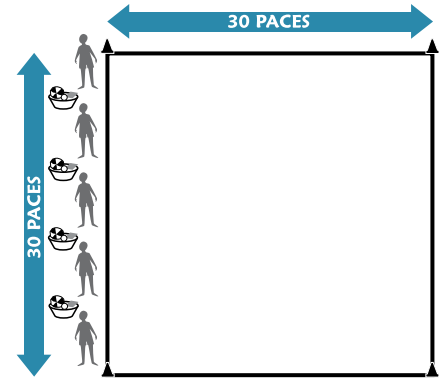
The object is to use an underhand throw to accurately throw a ball towards a target.

Ready:

- 6-12 tossables per student (various sizes, shapes, densities, etc.). Use items that can't roll away (e.g., beanbags, spider balls, success balls, sock balls, paper balls, etc.)
- 1 bucket, basket or similar to hold tossables per student
- Hoops and spot markers (as place markers and targets)
- Visuals (photos, demos, or videos) of the catch
- Stopwatch or interval music for start/stop signals

Set

- Create large (30X30 paces) activity area. Scatter hoops and spots inside area for targets
- Distribute beanbags (6-12 in baskets) to students
- Scatter students along a sideline, facing activity area and hoop/spot targets



GO!

1. OBJECTIVE

- The object is to throw an object towards a target using an underhand throw. You do that by reaching back with your throwing arm, then as you swing it forward toward your target/partner, step forward with the opposite foot. Let go of the object when your hand points at your target/partner.

2. CHALLENGES

- How many times can you hit the target you are aiming for?
- Can you and a friend throw at and hit the same target?
- What is the farthest target you can aim for and still hit?

3. GENERAL INCLUSIVE STRATEGIES:

- Throwing toward a target is easier than to a partner. However, if tossing with peers or aides who can catch and toss back, that works well too
- Use tossables that don't roll, but stop where they are tossed

4. SPECIFIC CHALLENGES and INCLUSIVE STRATEGIES

◆ Difficulty focusing on task or staying in assigned area

- Use place markers on the sideline for students to have as "home base" (spot markers, an "X" from tape or chalk, a hoop, etc.)
- Use a stopwatch or interval music to count down and signal when practice begins and ends

- Use challenges such as: “How many X can you make before the signal?” or “How quickly can you make x# in the target?”
- Use a counting board with numbers. After every toss, a number comes down from the board or gets put up. Numbers have Velcro on the back
- Use clear, concise instructions
- Be sure start and stop signals are clear as far as when to throw and when to retrieve. Possible cue words: “tick-tock”, “ready-toss”, “throw.... go”, “throw...retrieve”
- Keep students engaged. Expect them to retrieve their own tossables
- Use peer buddies to help count, keep them focused, retrieve, etc

◆ Lack of technique

- Instruct them to step over the line with opposite foot on throw. Use footprints to show where to place feet. Tie a twist-tie or string on the opposite shoe to cue student as to which foot to use when stepping with opposition
- Allow 2-handed toss, sideways toss or backward toss as needed due to limitations
- Provide heavier beanbag/ball for better proprioceptive feedback
- Lightweight objects such as a scarf or crumpled up paper provide more time when doing self-toss and catch
- If no left or right hand preference, ask the classroom teacher which hand they use for writing
- Use a picture, photo, peer demo, or video to help them visualize the skill

◆ Difficulty aiming at targets

- Position student near a wall or at the end of the line to help “corral” throws
- Use only tossables that don’t roll away
- Tie beanbag/ball to a string with one end looping around wrist or to a belt-loop
- Provide a purpose for the toss such as counting, tossing it in a bucket, box or basket, knocking something over, or have the tossable stick to the target (e.g., Velcro) Students on the autism spectrum may enjoy cleaning up, lining up items, etc.
- Provide low targets at a short distance

◆ Limited vision

- Use large, brightly colored tossables. Ask the student what they can see. In most cases, yellow and orange are good colors. This makes them easier to retrieve.
- Use tossables with sound such as a bell
- Use targets with sound such as a beeper or music, or use a partner who makes noise at the target
- Use larger and closer targets
- Ask permission to move their arm through the motion
- Keep music off during instructions and demonstrations so they can clearly hear important instructions / cues
- Tape rope on the floor to mark personal space perpendicular to the target so students know the direction to throw

UNDERHAND THROWING continued

- Walk student to the target to help them understand the distance to the target
- Allow student to touch the target to learn about it

◆ **Limited mobility**

- Tie a string to tossable for easy retrieval
- Allow wider stance or provide a chair to help with balance issues
- Adjust distance of target
- Take armrest off wheelchair to allow arm to swing back
- Use a peer buddy to help retrieve items

◆ **Limited grasp**

- Use a ramp to roll ball down
- Push ball out of lap, or push beanbag off wheelchair tray
- Use tossables that are easier to grasp: O-balls, yarn balls, deck-tennis rings, beanbags, etc
- Allow for alternate technique (e.g., 2-handed toss, chest pass, etc.)

POST LESSON NOTES: