

## Bean Bag Exploration 2

### STUDENT TARGETS

- ✔ **Skill:** I will use the cues for underhand tossing in order to hit a target with the beanbag.
- ✔ **Cognitive:** I will be able to repeat the cues for underhand tossing.
- ✔ **Fitness:** I will work to stay actively engaged during all of the beanbag activities.
- ✔ **Personal & Social Responsibility:** I will share my beanbag with a partner with no reminders from the teacher.

### TEACHING CUES

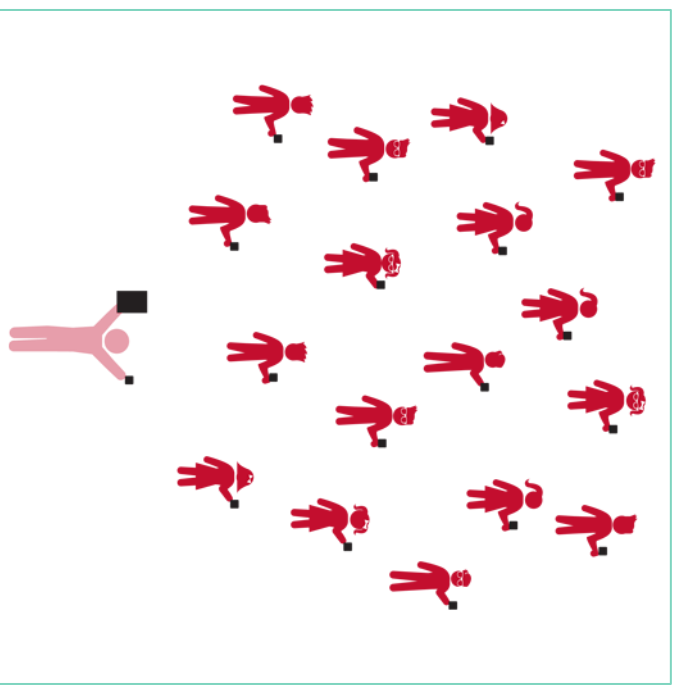
- ✔ Work Safely
- ✔ Respect Self-Space
- ✔ Actively Engage
- ✔ See Skill Cue Teach Sheets for Skill-Specific Cues

### ACTIVITY SET-UP & PROCEDURE

- Equipment:**
- ✔ 1 bean bag per student
  - ✔ Bean Bag Activity Card
  - ✔ Up-tempo music

**Set-Up:**

1. Students scattered in activity area, each with a bean bag.
2. Bean Bag Activity Card ready on clipboard or tablet.



**Activity Procedures:**

1. Today we're going to have more fun exploring movement with Bean Bags.
2. I will show you a movement activity, and then you'll repeat after me.
3. Teachers, use the following activity sequence: 1) Balancing Act; 2) Slow and Fast; 3) Push Passes; 4) Target Practice; 5) Partner Fun (Grades 1 & 2).

**Grade Level Progression:**

**K:** Focus on safe movement and travel at different speeds. During Target Practice focus on stepping toward the target with the opposite foot.

**1<sup>st</sup>:** Introduce strong and light force during push passes. Emphasize the critical elements of an underhand throw.

**2<sup>nd</sup>:** Prompt students to focus on a mature underhand throwing pattern along with gradual variations in both speed and force.

**Bean Bag Exploration 2****CHALLENGE PROGRESSIONS**

- ✔ Allow skilled students to act as peer coaches.

**MODIFICATIONS**

- ✔ Provide a towel or net to students during catching activities. Students hold the towel out in front of them and use it to catch gently tossed beanbags.

**ACADEMIC LANGUAGE**

Balance, Effort, Mature, Movement Concepts, Relationship, Transfer of Weight

**STANDARDS & OUTCOMES ADDRESSED**

- ✔ **Standard 1 [E8.1-2]** Transfers weight from one body part to another in self space (1); Transfers weight from feet to different body parts/bases of support for balance and/or travel (2).
- ✔ **Standard 1 [E13.K-2]** Throws underhand with opposite foot forward (K); Throws underhand, demonstrating 2 of the 5 critical skill elements of a mature pattern (1); Throws underhand using a mature pattern (2).
- ✔ **Standard 2 [E3.1-2]** Differentiates between fast and slow speeds (1a); Differentiates between strong and light force (1b); Varies time and force with gradual increases and decreases (2).
- ✔ **Standard 4 [E4.K-2]** Shares equipment and space with others (K); Works independently with others in a variety of class environments (1); Works independently with others in partner environments (2).
- ✔ **DOK 1:** What are the cues for underhand tossing?
- ✔ **DOK 2:** What do you know about the word mature?
- ✔ **DOK 3:** How are skill cues related to mature skill performance?
- ✔ **DOK 1:** How do you recognize when people are sharing equipment in physical education?
- ✔ **DOK 2:** How does sharing equipment affect our ability to learn new skills in physical education class?

**DEBRIEF QUESTIONS****TEACHING STRATEGY FOCUS**

**Help students practice skills:** In order to develop mature skill patterns students need time to practice and develop their abilities. Although you may feel like you need to cover a certain amount of content in a short timeframe, sometimes it pays to be patient, practice and review skills and cues in order to help students to progress toward desired outcomes. Underhand tossing is a good example of a skill that might be covered quickly with few students truly reaching set targets and outcomes. However, if students are provided an ample amount of deliberate practice time, skill and concept transfer will strengthen future development down the road.