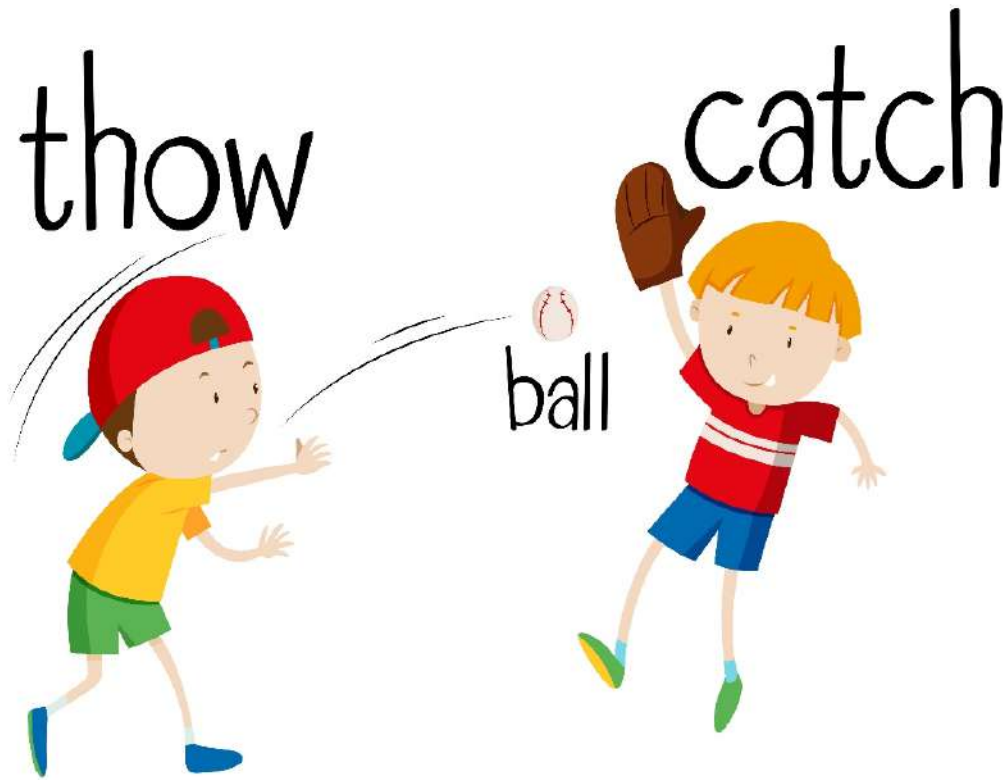


Overhanded Throwing & Catching

Skills, Challenges and Games



SarrattsystemsPE.com

Dale H. Sarratt

Activities and Games

- **Catching Skills**
- **Big Ball Drills and Skills**
 - **Mr. / Ms. Wall**
 - **Partner Drill and Skills**
- **Overhand (OH) Throwing Skills**
 - **CAPS: consistency, accuracy (proper) power & spin**
 - **Throwing Cues**
 - **Catching Cues**
- **Mr. / Ms. Wall:**
 - **Skill Checklist**
 - **Booklets/programing/progressions/ self-assessment**
- **Partner T & Catching Challenge-Catcher**
 - **Throw it high, make it fly, throw it low, and it doesn't go!**
- **Collective Score Catch– Partner Collective Score Challenge**
- **Have One, Need One (HONO) Game**
- **Intensity Line**
- **Keep Away**
 - **Three/Four Small Group Games: six-eight teams**
 - **Larger Group Games: three teams**
- **Bonus Drill/Challenge/Game**
 - **Football patterns/tree routes**



Introduction

Welcome to overhand throwing (OH) and catching. For many, this may be the core section of the website and their PE program. Why is that? It's simple. Throwing and catching a ball/object is basic to sports and games. The specific skill of OH throwing is the foundation to many sports. Throwing a ball in baseball/softball, football, handball, water polo and others. OH release forms the basic movement of the lacrosse throw. And it serves as the fundamental motion of the OH tennis serve, badminton smash, and volleyball serve/swing. I'm missing many, but the point is clear. If we teach youngsters to learn an OH throw we have set the foundation for many skills and sports.

Along with OH throwing, catching automatically improves as well. They go together like Lennon and McCarthy. You get it, the two skills are inextricably linked. Both are taught and practiced simultaneously even though they are separate entities.

Programming note: The underhanded bowling, basketball, lacrosse information ties in with OH throwing and catching. On this website the information is separate, however, when teaching and presenting activities, they often merge and taught comprehensively.

Also, please note, like in other units, I'm not attempting to provide a comprehensive review of all the skills and games of throwing and catching. There are, of course, complete books and workshops on the matter. However, like with all the units, my hope some of the included information and activities may enhance your program.

Goals/Purpose:

- ✓ to review underhanded tossing skills and catching
- ✓ to practice lots of catching skills with a variety of equipment and activities
- ✓ to learn opposition OH throwing with a variety of equipment and activities
- ✓ to practice cooperation and teamwork through challenges and lead-up games

Catching Skills Grades (K-2)

For youngsters, review UH tossing and catching. There are lots of bags, balls that work wonders. However, bean bags are one of the PE teacher's best friend for many reasons. Safe, inexpensive, easy to toss and fairly easy to catch, and best yet, they don't roll away. **Koosh Balls/rubber band balls** are great too. (see below)

First, when gripping a bean bag, the youngster should grip in it hand and not the finger tips. This may seem overly simple, but I and many of us over-look this tip. Larger quality BB work well. After using bean bags and **Koosh Balls** it is best to quickly progress to smaller softer balls and then larger balls. (See below for a couple sample balls)



Every PE text book and curriculum guide has the basic tricks of UH tossing and catching. So we pass on this and only cover a few basic/essential skills/tricks.

UH toss and catch: Bean bag or Koosh Ball, toss and catch tricks.



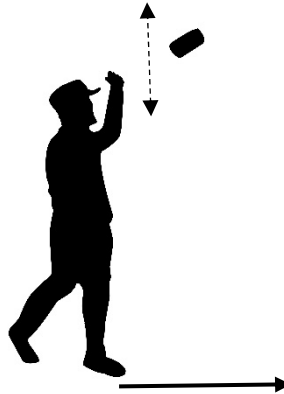
UH toss clap and catch: Waking-up the hands! Toss clap catch tricks.



UH toss and spin around and catch!

- Toss spin to the left and catch
- Toss spin to the right and catch

UH toss, walk and catch! Personal spacing skills and tossing/catching.



Big Ball Drills and Skills

For younger students, review tossing and catching skills from above, this time using a bigger ball as shown. Hand catches. Can the students toss and catch with hands? Can they toss, bounce and catch the ball with hands?



- **Sportime Big Blue VB Trainer ball**-used for decades, T&C, soccer & VB
- **Sportime Blue II Foam Cover VB Trainer Ball**
- 7" and 8 1/2 " PG balls

Mr. / Ms. Wall: learning to push pass and catch (Grades K-2)

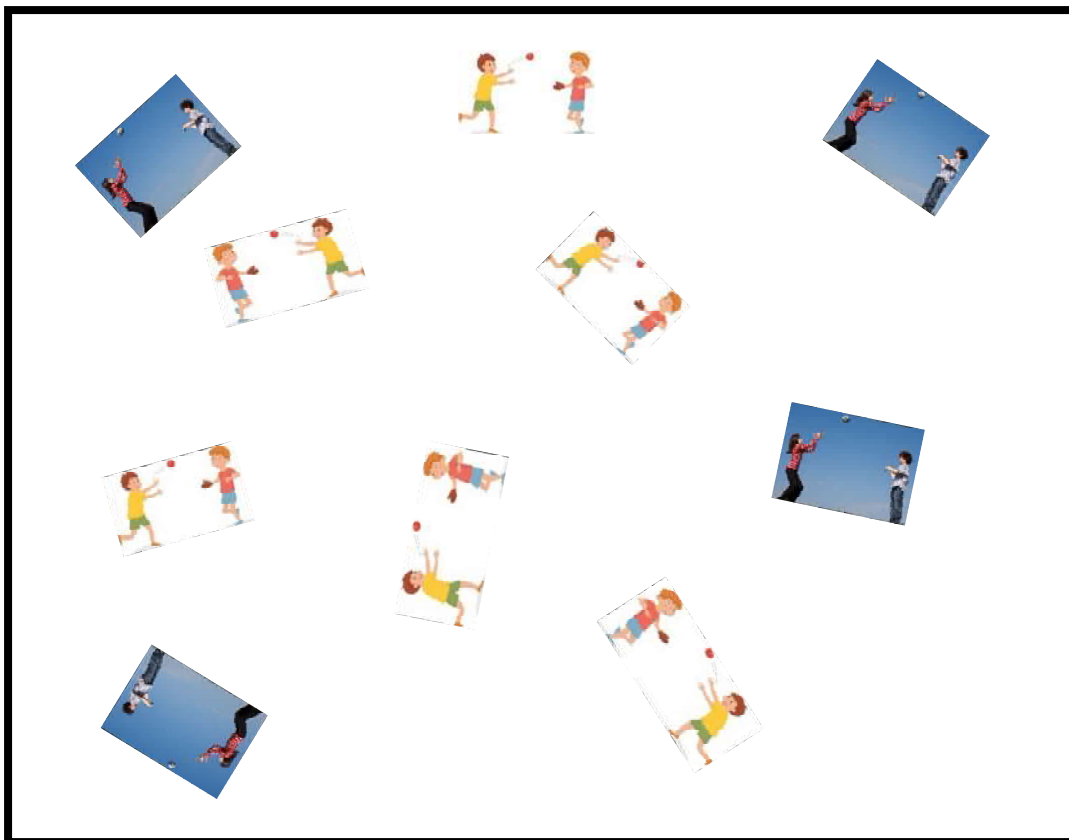
The following activity could be in the basketball unit, but I include it here.

For youngsters, practicing wall passing and most importantly, controlled catching is foundational for ball handling and skill development. Students need the time to push, throw and bounce while learning ball control and confidence. I recommend very short and frequent play episodes. Using guided discovery and exploratory teaching works well at this phase. At this time, students are not learning oppositional skills. The focus is mostly on catching.

Equipment recommendations

- Wall posters: Target posters taped to the walls, creates learning stations/spaces.
- Blue VB Trainer Ball or 7" or 8 ½ inch PG ball. (See above)
- Each student with a ball or working in pairs/threes.
- **Skill challenges:**
 - Catch with hands, and not a body catch.
 - Push to wall, one or two bounces and catch.
 - Add a couple claps!
 - Push to wall, air ball, and catch.

Partner Big Ball Drill and Skills: (Grades K-2) Students form pairs and scatter out in the play area. Each pair with ball such as shown below.



Partner Big Ball Drills and Challenges

1. Roll and Catch
2. Bounce Pass and Catch
3. Chest Pass and Catch
4. Underhand Toss and Catch
5. Overhead (soccer throw-in)
6. OH Throw and Catch-try it
7. Dribble and Pass and Catch
8. Student creative choice tricks!



Overhead Throwing and Catching Skills- time for opposition

- **#1 Hand?** First, the teacher needs to discover the player's #1 hand and #2 hand? Which hand is their dominate hand? Sometimes you have to ask a youngster to show you which hand they write, brush teeth, hit, and strike with, etc. It's not a bad idea to document in your grade book. Some students are ambidextrous, it is a chore to figure it out what's the young pupil's dominate throwing hand. Sometimes students will throw with both hands until they discover their better side. Patience is needed.
- **Review, what is opposition?** Sideways to target, scissors position. Students must learn and constantly practice this. OH oppositional throwing. Adding rotation. (See below)

Why OH Throwing Skills? Why throwing a ball with OH oppositional skill?

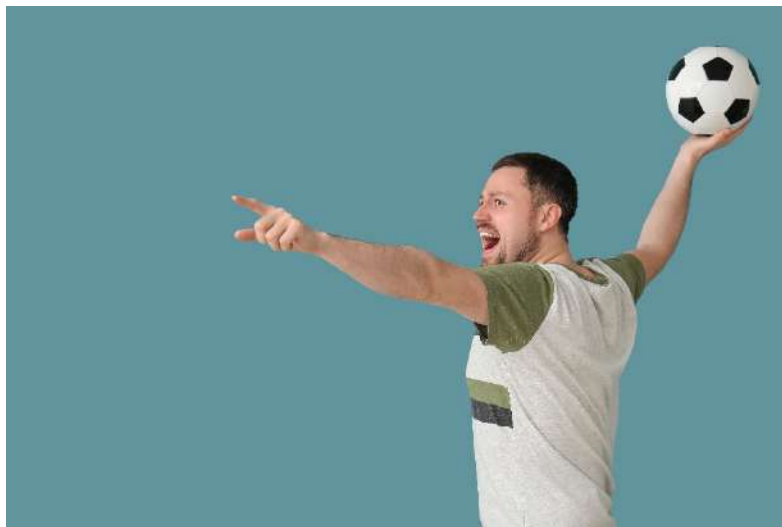
- More power and distance
- Very good accuracy
- Helps learn other skills like with tennis serve and smash and volleyball serve and spike
- **Throwing and Catching Concepts: CAPS**=formula to a good throw!
 - **Comfort Zone:** The distance to the wall, not too far or close
 - **CAPS:** consistency, accuracy (proper) power & spin
 - **Putting CAPS to work:** Four concepts.
- **Learn and practice:** Each skill at a time, part, part > whole.
 - **Consistency:** Throwing and catch over and over; repeatability
 - **Accuracy:** Able to throw at what you are looking and aim at. Point at it.
 - **Power:** Proper power, not too hard or soft.
 - **Spin:** *Backspin* on a round ball, *side spin* on a football.



Maybe the perfect wall T & C ball

7 Cues & Skills to a Good Throw

1. **“turn sideways”** closed position
2. **“close leg”** able to step forwards for power
3. **“ball above head”** elbow is bent at 90 degrees (see below)
4. **“point and look at target”** both eyes open
“Think, where is the target & how hard do I throw?”
5. **“side/gallop step”** towards target with opposite foot
6. **“high hand and throw”** like giving a high five, backspin & release it
7. **“follow through”** twist, finish with toe down, heel up and balanced



“Point, step and throw!”

4 Cues and Skills to a Good Catch

1. "track the ball with eyes"
2. "turn body open/square to wall"
3. "move to the ball, if needed, stay balanced on both feet"
4. "catch with two hands, out front of body, as one unit"

Higher Catch: Thumbs together, fingers up, pinkies out

Lower Catch: Pinkies together, fingers down, thumbs out



Throwing and Catching

"Mr. Wall"

Created and written by Dale H. Sarrott
Elementary Physical Educator
MVES - AACPS - USA

The 7 cues / skills to a good throw...

Forces:

Comfort Zone and Ball Grip:

CAPS: Consistency, Accuracy, Power, Spin

1. "turn sideways" closed position - rotational force
2. "close legs" able to step forwards - for force
3. "ball above head" elbow is bent at 90 degree angle
4. "point and look at target" both eyes open, stop and think; "Where's my target? How much force?"
5. "side/gallop step" towards target with opposite leg / foot
6. "high hand and throw" high five, back spin! Release it...
7. "follow-through" with "back toe down & heel up" "balanced"

The 4 cues / skills to a good catch...

1. "track the ball with your eyes"
2. "turn body open / square to wall"
3. "move to the ball, if needed, staying balanced on feet"
4. "catch with two hands, out front of body, as one unit"
 - a. higher catch: "thumbs together, fingers up, pinkies out"
 - b. lower catch: "pinkies together, fingers down, thumbs out"

...on your way to being a good thrower and catcher...

T & C Mr. / Ms. Wall Skills

T & C Wall Skill Learning Lines

With skill lines, in the beginning, I recommend having the students work through each phase of the above skills, especially younger and new students to T & C. Yes, it takes valuable time, but the students become highly proficient when the skills/cues are broken step by step and then, they are able to perform the whole skill fluidly and efficiently.

Why are we performing T & C wall skill lines?

- ✓ to learn how to throw a ball step by step
- ✓ to learn how to catch a ball using good skills

Equipment

- 6 Poly PG ball - 6" one for each size-may be the perfect ball
- Six traffic cones, creates a wait line
- Tape lines, creates various challenges/comfort zones
- Teacher poster with cues/skills. (preview with students)
- 8 ½ X 11" Cardstock double laminated wall targets. A - F



Organization (See diagram below)

- Student in skill line waiting to perform.
- Teacher calls each flight up to performance area, each student finds comfort zone.
- Teacher stands between lane E and F the "**leftie line**." The **leftie line** is what it sounds like, all the students in class that are **left handed**. All the students that are right and left handed in this structure/system is able to see the teacher.

How we perform the T & C Skill Lines

Teacher calls out a flight of students, the front person in each line, and demonstrates. Next, the students perform each skill. Teaching and explaining each cue of the throw while the students perform the skill. With Mr. Ms. Wall, reverse learning/skill order, first throwing skills, then catching skills.

- *Point (at target) step and throw! Ball one!*
- *Point (at target) step and throw! Throw ball two!*
- *Point (at target) step and throw! Throw ball three!*
- *Point (at target) step and throw! Throw ball four!*
- *Point (at target) step and throw! Throw ball five!*

After each throw, the students perform throwing skill as best as possible. Drops and mistakes are common, keep going, the kids will get it!

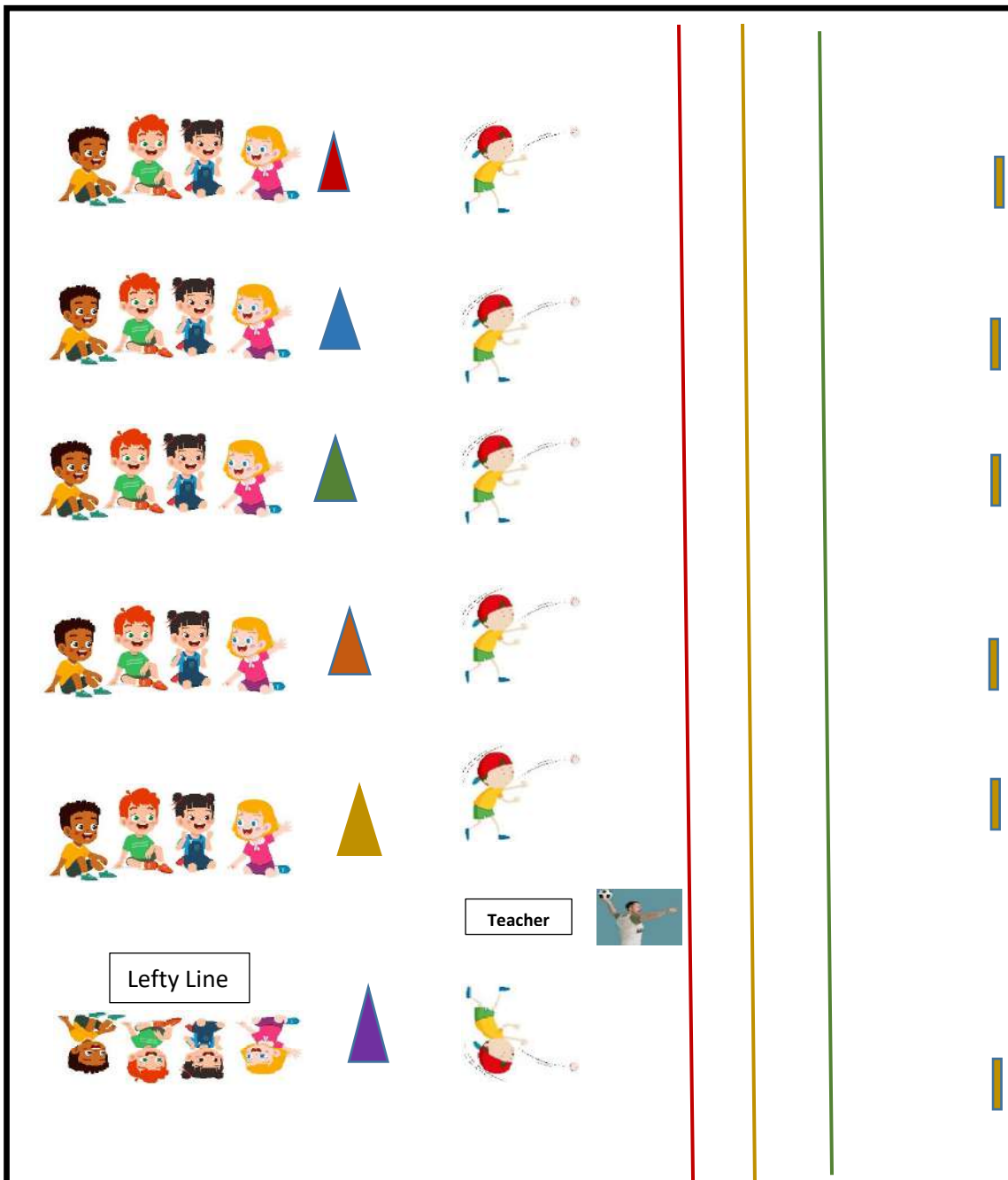
After a few rounds, change call to:

- *Throw ball one!*
- *Throw ball two!*
- *Throw ball three!*
- *Throw ball four!*
- *Throw ball five!*

Self-pace: After a period of time, maybe next class, the teacher and students can concentrate on catching cues/skills. After a bit of time, when you see better OH oppositional and catching skill, then the students; **self-pace**. With **self-pacing**, each turn, each group, the player throws 5 five wall balls; including mistakes/drops. Turns and practice opportunities speeds up. With ample Mr. / Ms. Wall practice, the students are able to throw and catch with good opposition skill.

Throwing and Catching Skill Lines

Practicing and Learning



Throwing and Catching Skill Lines

Wall Throwing and Catching Skill Challenges-Rebounder

Introduction

Wall Throwing and Catching Skills Challenges are quite complicated, but let's keep it brief and move on. I call my wall OH T & C program; **Rebounder**. After students have worked through cues and practiced, skill challenges are in order. Time to test the T & C skills!

As discussed, the wall is the perfect partner Mr. / Ms. Wall, doesn't make a mistake; how one throws a ball, it rebounds with the effort and angle and gives instant feedback to the performer-instant information. Throw it low, comes back low, throw it high-comes back high. Throw it soft or hard, you got it-instant feedback/information for problem solving learning.

All of this instant feedback is fast and fantastic, except, for one thing, it is tiresome for most kids to perform this for too long. Kids don't enjoy the solitude of wall drills and sitting in lines having to wait for a turn. Nope, they mostly desire to play with a buddy and groups of friends in games. Kids are social beings.

The question is, do we throw the throwing and catching challenges out with the bath water? Of course not, but keep the wall drills and challenges to a minimum per class. (See below for more social structures and systems that offer skill development.)

Why are we playing Wall Throwing and Catching Skill Challenges?

- ✓ to practice basic throwing and catching skills in simple structure
- ✓ to learn and practice new throwing skills
- ✓ to work and assist partners
- ✓ to document information

Equipment (sample)

The equipment needs for T & C Skill Challenge is based on what the PE teacher is able to acquire. All of us have different PE budgets. It takes years for most of us to get the exact wall balls desired. Some equipment is no longer sold and available, forcing new equipment. That's the way it goes... Also, the equipment, especially the T & C balls, can change per grade level. All this is again, dependent on the teacher choice.

Whatever balls you end up with how do we assemble it for each group?

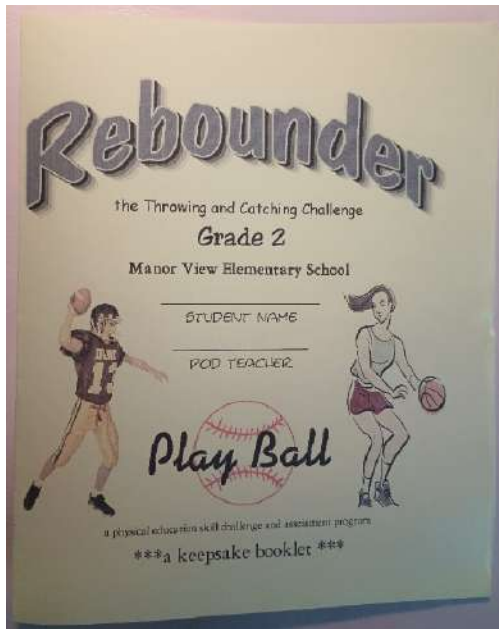
Organization (See above for skill lines)

- Place groups into skill lines. Use one *leftie line* if needed.
- Each student with an assessment sheet or booklet & pencils. (See samples below)
- Preview rules and procedures, of the T & C Skill Challenge Program. One of the keys that students must know, is that this is a long term program, multiple days and over the school year. It is not one and done.
- Once skill testing gets started, it goes smoothly. The teacher is able to float around and assist testers.

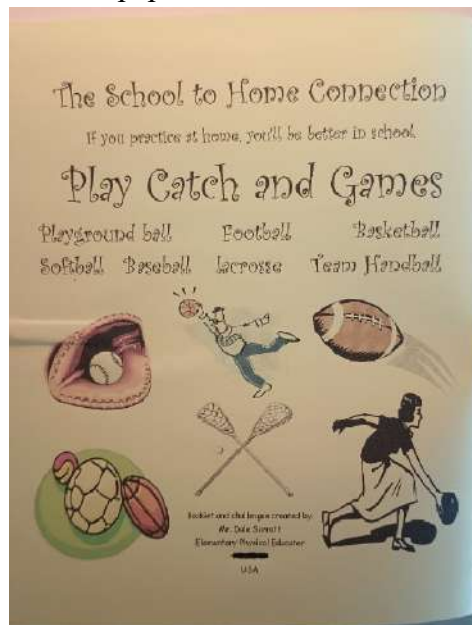


Pro Tip: Use milk crates that hold all the balls. They stack and store perfectly.
You will need one for each T & C lane.

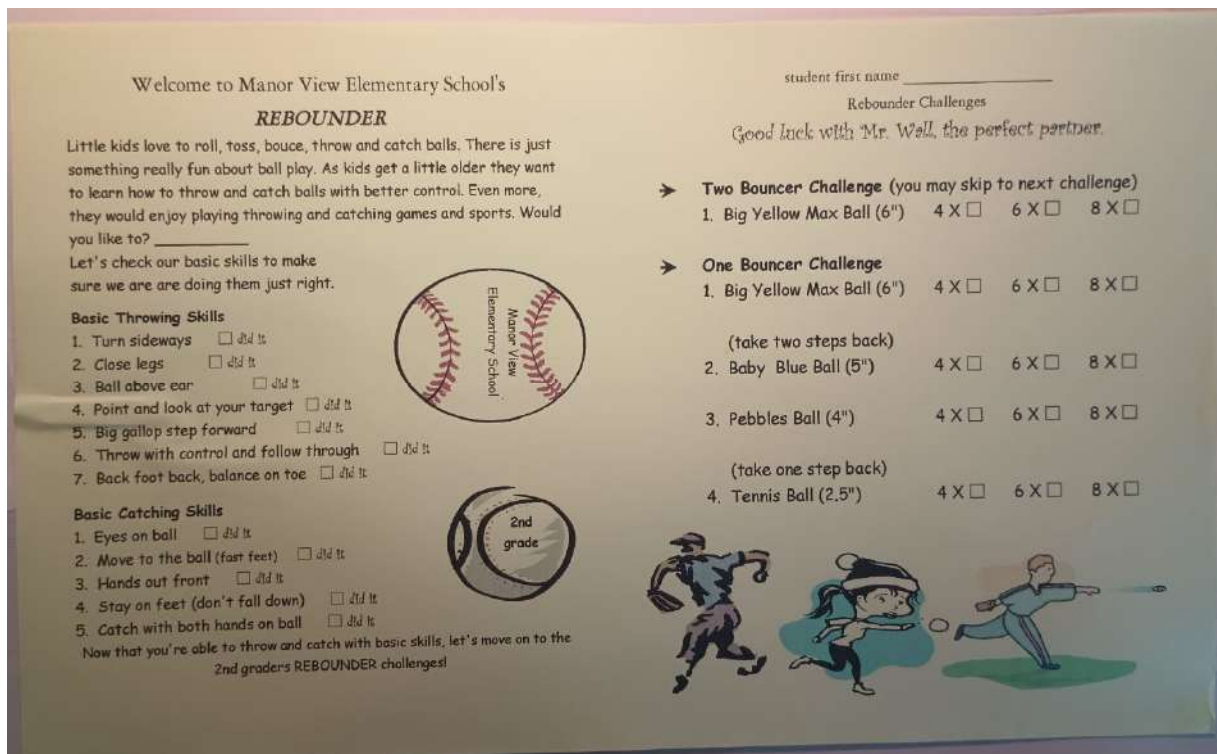
Sample Test Booklets
8 ½ X 14 inch colored paper



Front Cover of Booklets



Back Cover of Booklets



Grade 2 inside-checklist and challenges

Welcome to Manor View Elementary School's

Rebounder

Little kids love to roll, toss, bounce, throw and catch balls. There is just something really fun about ball play. As kids get a little older they want to learn how to throw and catch balls with better control. Even more, they would enjoy playing throwing and catching games and sports. Would you like to? _____

Let's check our basic skills to make sure we are doing them just right.

Basic Throwing Skills

1. Turn sideways ☐ did it
2. Close legs ☐ did it
3. Ball above ear ☐ did it
4. Point and look at your target ☐ did it
5. Big gallop step forward ☐ did it
6. Throw with control and follow through ☐ did it
7. Back foot back, balance on toe ☐ did it



Basic Catching Skills

1. Eyes on ball ☐ did it
2. Move to the ball (fast feet) ☐ did it
3. Hands out front ☐ did it
4. Stay on feet (don't fall down) ☐ did it
5. Catch with both hands on ball ☐ did it

Now that you're able to throw and catch with basic skills, let's move on to the 3rd grader's REBOUNDER challenges!



student first name _____

Rebounder Challenges

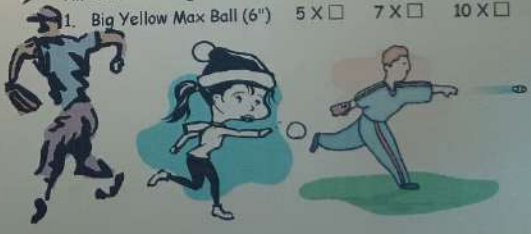
Good luck with Mr. Wall the perfect partner.

➤ **One Bouncer Challenge**

1. Big Yellow Max Ball (6") 5 X ☐ 7 X ☐ 10 X ☐
(take two steps back)
2. Baby Blue Ball (5") 5 X ☐ 7 X ☐ 10 X ☐
3. Pebbles Ball (4") 5 X ☐ 7 X ☐ 10 X ☐
(take one step back)
4. Tennis Ball (2.5") 5 X ☐ 7 X ☐ 10 X ☐

➤ **Air Ball Challenge**

1. Big Yellow Max Ball (6") 5 X ☐ 7 X ☐ 10 X ☐



Grade 3 inside-checklist and challenges

Welcome to Manor View Elementary School's

Rebounder

Kids love to throw and catch balls. There is just something really fun about ball play. As kids get a little older they want to learn how to throw and catch balls with better control and more speed. Even more, they would enjoy playing throwing and catching games and sports. Would you like to? _____

Let's review our basic skills to make sure we are doing them just right.

Basic Throwing Skills

1. Turn sideways ☐ did it
2. Close legs ☐ did it
3. Big gallop step forward ☐ did it
4. Throw with controlled power ☐ did it
5. Throw with accuracy ☐ did it
7. Balanced finished ☐ did it



Basic Catching Skills

1. Eyes on ball ☐ did it
2. Move to the ball (fast feet) ☐ did it
3. Hands out front ☐ did it
4. Stay on feet (don't fall down) ☐ did it
5. Catch with both hands on ball ☐ did it

Now that you're able to throw and catch with good skills, let's see how you do with your 4th grade REBOUNDER challenges!



student first name _____

Rebounder Challenges

Good luck with Mr. Wall the perfect partner.

➤ **One Bouncer Challenge**

1. Big Yellow Max Ball (6") 5 X ☐ 7 X ☐ 10 X ☐
(take two steps back)
2. Baby Blue Ball (5") 5 X ☐ 7 X ☐ 10 X ☐
3. Small Yellow Max Ball (4") 5 X ☐ 7 X ☐ 10 X ☐
(take one step back)
4. Tennis Ball (2.5") 5 X ☐ 7 X ☐ 10 X ☐

➤ **Air Ball Challenge**

1. Big Yellow Max Ball (6") 5 X ☐ 7 X ☐ 10 X ☐
2. Baby Blue Ball (5") 5 X ☐ 7 X ☐ 10 X ☐

➤ **Target Challenge**

↑ student ball choice



➤ **Baseball Glove**

Challenge with tennis ball 5 X ☐ 7 X ☐ 10 X ☐




Grade 4 inside-checklist and challenges

Welcome to Manor View Elementary School's

Rebounder

Kids love to throw and catch balls. There is just something really fun about ball play. As kids get a little older they want to learn how to throw and catch balls with better control and more speed. Even more, they would enjoy playing throwing and catching games and sports.

Would you like to? _____

Let's review our basic skills to make sure we are doing them just right.

Basic Throwing Skills

1. Turn sideways ☐ did it
2. Close legs ☐ did it
3. Big gallop step forward ☐ did it
4. Throw with controlled power ☐ did it
5. Throw with accuracy ☐ did it
7. Balanced finished ☐ did it

Basic Catching Skills

1. Eyes on ball ☐ did it
2. Move to the ball (fast feet) ☐ did it
3. Hands out front ☐ did it
4. Stay on feet (don't fall down) ☐ did it
5. Catch with both hands on ball ☐ did it

Now that you're able to throw and catch with good skills, let's see how you do with your 5th grade REBOUNDER challenges!

Rebounder Challenges

Good luck with Mr. Wall, the perfect pitcher.

One Bouncer Challenge

1. Baby Blue Ball (5") 5 X ☐ 7 X ☐ 10 X ☐
(take two steps back)
2. Small Yellow Max Ball (4") 7 X ☐ 10 X ☐
3. Tennis Ball (2.5") 7 X ☐ 10 X ☐

Air Ball Challenge

1. Big Yellow Max Ball (6") 7 X ☐ 10 X ☐
2. Baby Blue Ball (5") 7 X ☐ 10 X ☐

Target Challenge

↑ student ball choice  How many out of 10? _____

Baseball Glove Challenge

with tennis ball 5 X ☐ 7 X ☐ 10 X ☐



Grade 5 inside-checklist and challenges

Rebounder Assessment Sheets

Grade 3 & 4

Rebounder

Mr. Sarratt - Elementary Physical Educator
METS - ACPIS - USA
a Mr. Wall Throwing and Catching Challenge...
Skill Checklist and Assessment
3rd & 4th grade

Student Name - G/T _____

One Bouncer Challenges

1. 5 X 7 X 10 X 6" Yellow Max Ball
2. 7 X 10 X 5" Poly PG Ball
3. 10 X 4" Poly PG Ball
4. 10 X Tennis Ball

Mr. Wall / Air Ball Challenges

1. 10 X 5" Poly PG Ball
2. 10 X 4" Poly PG Ball

Now, performers, take two steps back/behind next line for an additional skill challenge and power throw. See instructor/Mr. Sarratt.

Student Name _____

One Bouncer Challenges - (harder and lower)

1. 15 X 5" Poly PG Ball _____
2. 15 X 4" Poly PG Ball _____
3. 15 X Tennis Ball _____

Mr. Wall / Air Ball Challenges - (harder and lower)

Two steps back- power throw challenge!

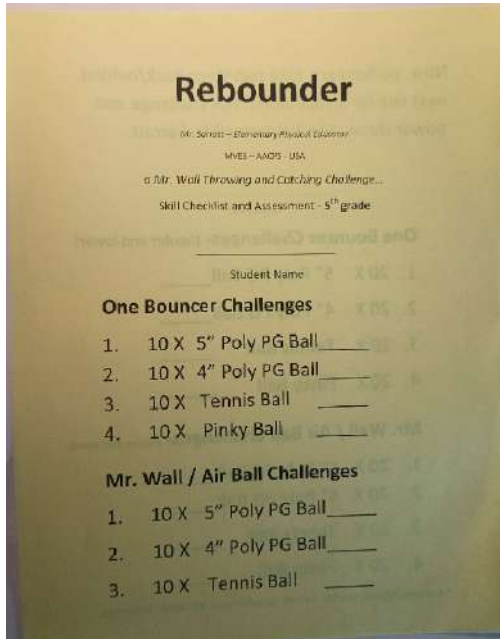
1. 15 X 5" Poly PG Ball _____
2. 15 X 4" Poly PG Ball _____
3. 15 X Tennis Ball _____

* Congratulations! see Mr. Sarratt for additional Mr. Wall Challenges.

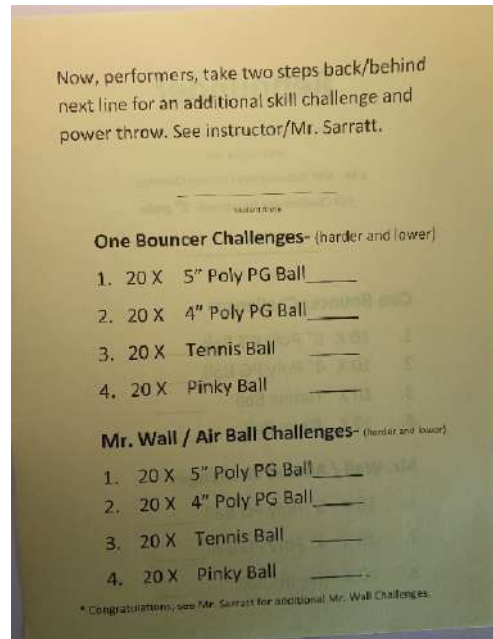
Cover-Level 1

Back Page-Level 2

Grade 5



Cover-Level 1



Back Page-Level 2

How we play Wall Throwing and Catching Skill Challenges

- The exact method on how to teach and run the programs is determined by the individual instructor. It is complicated and beyond the scope of the website, and each teacher has his/her style of teaching with data collection and assessment.
- For clarity of good T/L communication. Two required programming aspects are needed.
 - Create Rules and Procedures: how you run it.
 - Create/define what a mistake/out is.
- As the students work through the skill challenges, the art is in progressions and modifications. **Note:** each grade level, the program is progressive by grades.
- Progressions and Modifications-sample
 - Different ball
 - Different skill
 - Amount of throws and catches- in order, no mistakes
 - Adding accuracy: wall targets
 - Adding additional distance-level 2
 - Adding additional equipment-baseball glove catch

Variations

Included are two simple systems, one with challenge booklets, and the other with typical checklist paper assessments. These are just an example, not the example.

Teaching Tips

Only with time and acquiring the desired equipment, and mostly trial and error experience using T & C Skill Challenges does the instructor feel content. I found that it took years to get in down. I wish you good luck!

Partner Throwing & Catching Challenge-Catcher (Gr. 3-5) (Sarratt)

Introduction:

Throw it high, make it fly, throw it low, and it doesn't go!

Once learners have spent some time on Wall Challenges, it's time for Partner Throwing and Catching Challenges. To be honest, I spend much more time on this program than with Wall Challenges. I find it is more authentic, and for sure, the students enjoy the structure better. Both are important, the latter being key to good game play. The next several programs are based on partner T & C skills and challenges.

The key is collecting progressive equipment from simple to complex and allowing the students to enjoy the cooperative OH throwing and catching journey. Be patient, I worked on this program for decades and tested it at multiple schools. The concept and system stayed the same; however, the equipment, balls have evolved over the years. Some equipment worked better and some equipment was no longer available. We are always on the hunt for the perfect balls.

Why are we playing Partner Throwing and Catching Challenges?

- ✓ to improve OH throwing and catching skills using a variety of balls and equipment
- ✓ to work cooperatively with classmates

Equipment (See samples with photos)

- Lots of storage bins/crates/laundry baskets
- Mini posters of the balls
- Throwing and Catching Skills cues poster (see above)
- Throwing & Catching Partner poster (see below)
- Rules and Procedure mini poster (how we play it)

Sample balls/equipment

1. 6" **Ultra Skin Playball**-red (this ball is a tad more dense than a softi ball)
(*Ultra Skin Playball: Great Lakes Sports: # PBSET 6 Color Set*)
(Also the **GOPHER, DURACOAT Versa ball** is excellent-# GL71-595)
2. 6" **Hydro Ball** (these are available at marine/sporting goods stores-fantastic!)
3. 4" **HD Fleece ball**
4. 4" **Mini Pebbles ball** (no longer available)
5. Medium size **Gripper** football
6. Large size **Gripper** football
7. Sportime **Softip** Football/Trainer
8. M/L **Leather football**
9. **IncreadiBall & Baseball glove**

Pro Tip

- Round balls start out with slightly larger and softer (6" seems to be ideal size), and progress to smaller and slightly firmer size. All round balls are safe.
- Footballs, the *opposite* functions well, start with slightly smaller and lighter "**Gripper**" type and progress to larger and firmer. Safety must be insured with FB throwing.

Organization

Set equipment along one wall, from beginning to end challenge. Each piece of equipment has mini poster above it. Example: **4" Fleece Ball**. The main big poster, list/progression of balls/skills should be visible.



First day, no *IndrediBalls* or BB gloves yet



Round T & C Balls



Footballs!

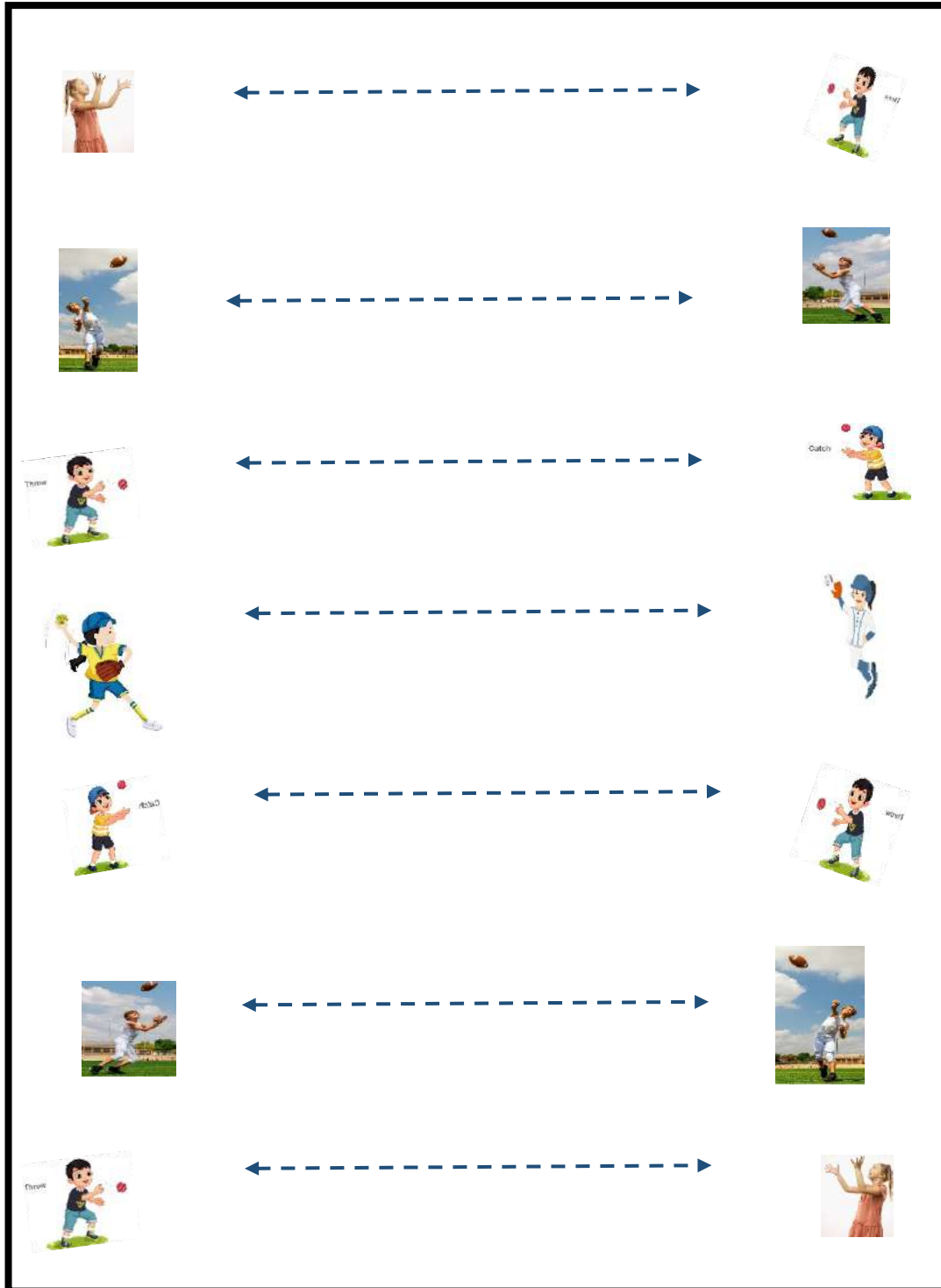
Throwing and Catching Challenge

Progressive & Cooperative
Partner Challenge System
*Dale H. Savari
MVES - AACPS
USA*

1. Playball
2. Hydroball
3. HD Fleece ball
4. Mini Pebbles
Are you ready for some football?
5. Med. Gripper Football
6. Large Gripper Football
7. Softip FB-Trainer Football
8. Leather Football
Spring yet?
9. **IncrediBall & Glove Challenge!**

Throw it high, and make it fly..

Partner Throwing and Catching System



How we play Partner T & C Challenges?

- **Partnership:** Students form partnerships, use your best judgement on forming partnerships.
- **Opposition:** All throws are OH with good opposition. All students know this and able to perform from above skills/challenges.
- **Comfort Zone:** Pairs spread out, away from partner, they are not to do tiny little tosses just to complete the challenge/ball.
- **First ball:** Students start with first round ball, the **Ultra Skin Playball/DuraSkin Versa**, and progress through all the balls/challenges. The learning ball.
- **Hand catch:** A catch is air ball, with hands, while staying on feet, not falling down.
- **Goal number:** Choose a goal number that the pairs must make. Complete throws and catches. 7, 10 or 15 in a row, to close out the ball.
- **Mistake:** It's okay! Start back at zero and keep trying! You got this!
- **Only one, not both:** When a pair completes the ball/number challenge, only one player needs to switch it out for the next ball. The catcher is the one who switches to the next ball. It does not take two kids running up the equipment bins to switch the balls out.
- **Not in front, behind:** Also, the child walks behind the other students performing. (This is by far the hardest aspect to teach and reinforce-they all mess it up!)
- **One step back:** Encourage players to take step back, for further challenge if they feel they are too close to each other. The Hydro ball flies far faster than the Ultra Skin Playball; the partners need to back up for the Hydro ball.

Variations/Progressions

- **Finished:** If a pair completes all the T & C with all the equipment there are several additional challenges for these few pairs. They can start over, like with all the footballs. If the pairs are attempting to catch 15 last time, now they can go for 25 in row!
- **New buddy:** Switch to another partner that also completed the challenge, try it with a new buddy!

Teaching Tips

It may seem daunting and too difficult, but the Partner T & C Challenge is simple and all the kids get it, and for sure, love it. It's authentic and skills improve immensely. Set-up is the tough part.

Keeping it simple

- **Skills:** What are they performing-OH throws and catches
- **Equipment:** various balls in ascending order of difficulty
 - **Round balls**
 - **Footballs**
 - **Baseball Glove and *IncrediBall***
- **Challenge number:** Like 10 in a row or so
- **Completion:** New ball and start over. Try to make it through the entire program, working at own level. See teacher if finished all the balls/challenges. Learning never ends.

Pro Tip: for the inflatable balls, taking a tad bit of air out them creates a safer, softer and slightly easier to catch.

Collective Score OH Throwing and Catching Game (Grades 2-4)

Introduction

Let's transition from partner challenge to a class cooperative T & C challenge. All players are now attempting to complete a successful T & C for an individual score, but also a class score. The teacher counts all the partners caught passes-add them up for a *collective score*.

Why are we playing the OH Throwing and Catching Collective Score Game?

- ✓ to practice T & C with a tad bit of time pressure

Equipment

- Each pair with an *Ultra Playball*
- Teacher timer.
- Scoreboard/dry wipe board.

Organization (See diagram above)

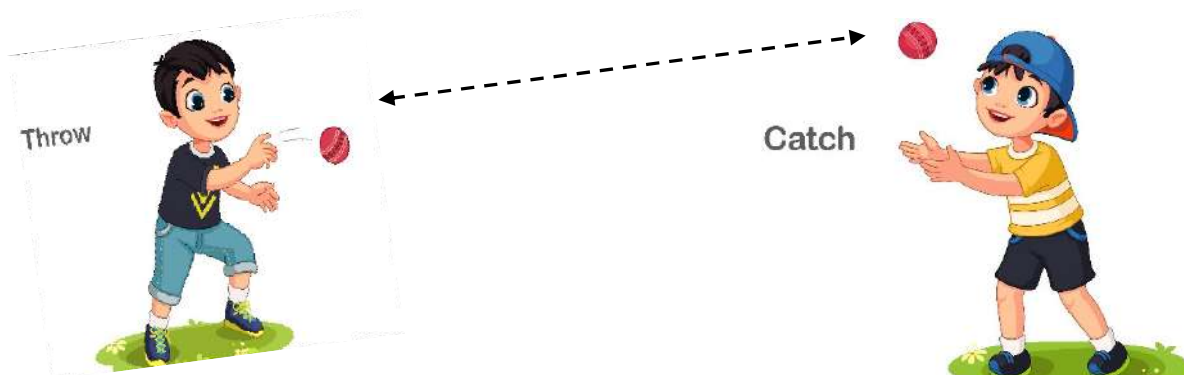
- Setup identical to above game.
- Each player with a partner.
- They find a **Comfort Zone** that stills challenges both players.

How we play Collective Score Lacrosse Game?

- On the start signal, players start throwing the ball back and forth attempting to make a "clean T & C."
- A **clean T & C** is when the throw is an air ball, does not bounce off the floor, wall, ceiling or players head. The catch is by hands or body.
- When a player catches the ball there is one other critical process: He/she holds the up the ball high, turns to teacher, and loudly say, "**Got one Mr. / Ms. Gym!**"
- **Catch and count:** Teacher sees the catch, and replies and gives the new class score, "**10!**" (Whatever the new score is.)
- After the score report, the partners continues the T & C challenge.
- On the timer signal, the contest is complete and teacher notifies the class the collective score! How many did the entire class get? "**You all got ___!**"
- A good play time is, brief between 1-2 minutes.

Variations/Progressions

- Switch partners after a game or two.
- Partner's choice of ball (partners choose, like using a FB).
- **Collecting the collecting:** Adding up all the game scores for a *grand total*.



Have One, Need One-OH Throwing and Catching: (Grades 2-3)

Introduction

Moving time! In Have One, Need One (HONO), the players are OH passing and catching to many different players. They often are on the move throwing and catching. It is a simple and quite fun and gets players moving. My guess you will be playing this game tomorrow!

The game works well when a clean catch is possible, as well as safety considerations are implemented. Works great for OH throwing and games like OH T & C and lacrosse; clear possession, however not all sports/games is this possible (such as floor hockey). Good luck, and see how it goes!

Why are we playing Have One, Need One Game?

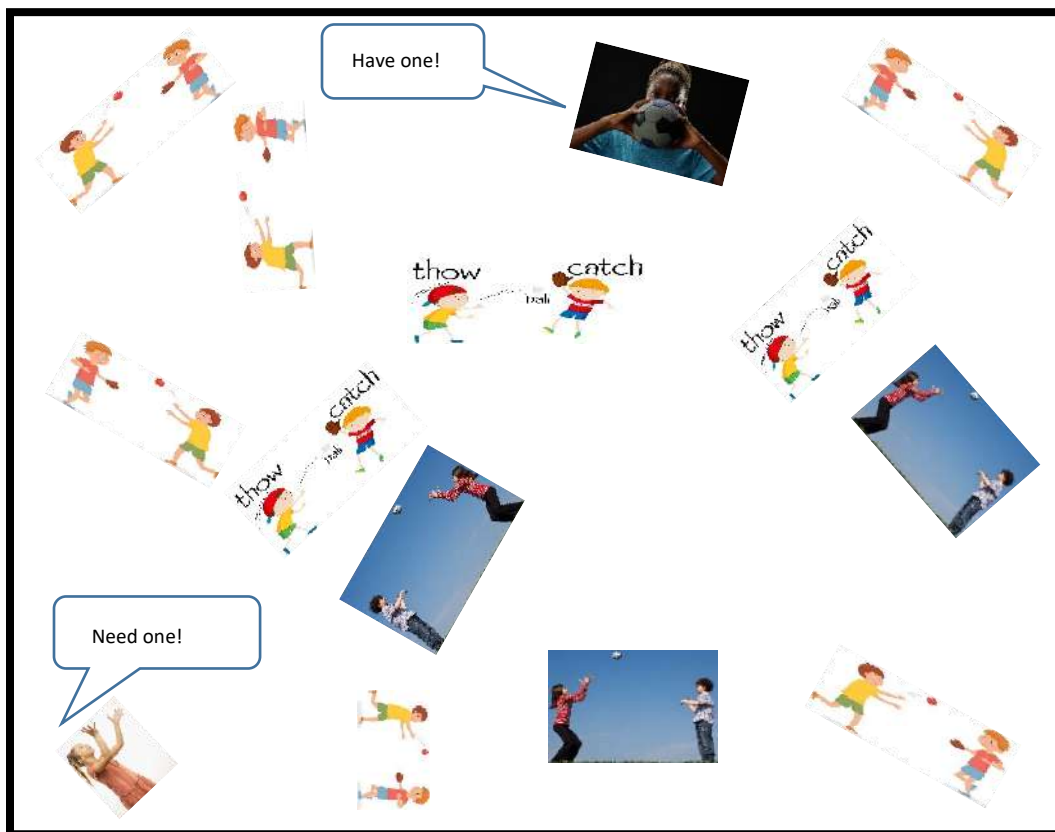
- ✓ to challenge the students to T & C in various spaces
- ✓ to challenge the students to T & C on the move
- ✓ to challenge the students to T & C with various, new players; how many new throws and catches is the player able to make!

Equipment:

- ½ of the students with a ball

Organization: (See diagram below)

- Use a slightly larger court or field if possible.
- All players are scattered out in space.
- ½ of the students start with a ball and will be looking for a player to pass to.



Have One, Need One Game

How we play Have One, Need One OH Throwing and Catching Game?

- ½ of the players start with possession of the **Ultra Skin Playball** or other soft safe ball.
- They spread out and game goal is looking for a player to throw to and make a completed pass.
- Player with a ball looks for a pass and calls out loudly, ***“Have one!”***
- Player without a ball, looks for a passer and calls out loudly, ***“Need one!”***
- Passer eye scans and throws to the student that needs one. Players tries to complete the catch.
- Catcher, now the passer, must move to new space and look for a new receiver.
- Constant moving of passers and new receivers. On the ball and off the ball movement.
- Any loose, floor ball is available to be scooped-up; first to touch it, gets it.
- After throw and catch attempt, both players move to another space and eye scans for new pass or catch attempt/a new buddy. Must be new partners.
- Throwing to player, catch attempt, and moving is the game.

Variations / progressions:

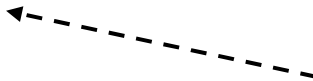
- After a game or so, challenge the students to keep score of their completed T & C.
- Remind players they must have a new player to T & C with each turn. They cannot keep throwing to the same buddy.

Teaching tips:

- Encourage passers to throw a tad higher, at the catcher’s hands/shoulder area.
- Encourage players to use good spatial awareness, search for big personal space in the big/general space while using good quality eye contact for a new player throw. Running hard while looking for completed pass.
- **Sharing and taking turns:** remind players to share the ground balls with other students. First player to touch it gets it. No knee slides. No fighting for a ball. It is okay, in fact, good sportsmanship, to share/give up the ball to a player in need.



Need one!



Have one!

Overhand Throwing Intensity Lines: (Grades 4 & 5)

In the **Soccer section** and **Basketball section**, **Intensity Lines** are discussed and diagramed. Now adapted for OH Throwing and catching. It's time to turn up the intensity for *on the ball* and *off the ball* movement. Once students are able to handle Intensity Lines, they are capable of more difficult throwing games. Progressing the program.

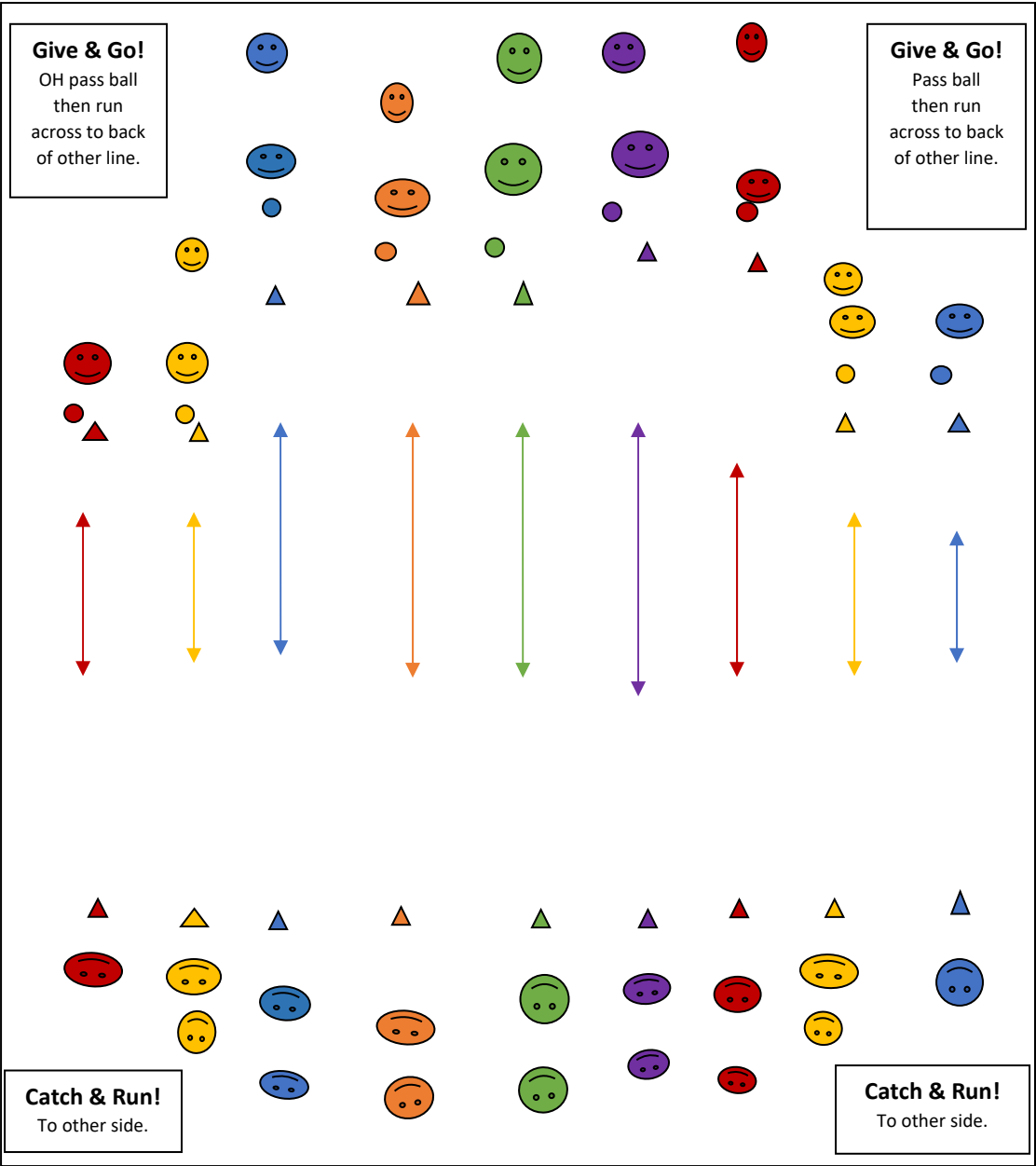
Goal of Intensity Lines: Conveys additional intensity of quality passing, catching, running with the ball and teamwork. Requires kids to hustle. It is an excellent sports drill, transported to PE and make no mistake, kids enjoy being coached and challenged. They love the *intensity* of it!

Point, step and throw!



Throw it high, and it flies!

Intensity Lines



Intensity Lines

Equipment (see diagram above)

- Rainbow color sets of cones
- **Various type of balls**
 - **Ultra Skin Playball** or **GOPHER *DuraSkin Versa* ball**
 - **Hydro Ball**
 - Medium or large size **“Gripper”** type football.



Ultra Skin Playball



Hydro Ball



Fun Gripper FB –med.



Fun Gripper FB –lg.

How we play the Intensity Lines?

Procedure & Progressions

- **Give and Go Side:** This is the pass, jog and follow the ball side. The goal is a *quality pass* to the opposite side so that his/her partner is able to make a clean catch. Think accuracy in the pass then hustle to the other side. Back of the line.
- **Catch and Run Side:** This is *aggressive receiving side*, and possibly while moving, not standing still side. The ball pass may not come perfectly to the receiver, she/he must be on her/his toes, hands out front and ready to move to catch it. Catch with hands, not a body catch if possible. Once caught, she/he tucks the ball (see below) and runs across and hands off the ball in front of the cone for next player in line (to pass). Hands to hands, handoff.
- There is beauty, rhythm and artistry with good speed to the drill. Stunning to see when done well!
- Which group is able to perform Intensity Lines well? Encourage and challenge them!
- **Wall posters:** (see sample diagram above) Make two large posters and tape to the walls for each side indicating:
 - **Give and Go Side/Pass & Run>>>**
 - **Catch and Tuck and Run/Switch Sides >>>**
 - Hang these on the sides-clearly helps teacher/students understand the drill/challenge.

Variation/progressions

- Run around both sides of the cones, to left/right. Change pattern.
- Faster with great control.

Teaching Tips

- It's great to use the quarterback and receiver concept in OH Intensity Lines. Kids love it!
- Using the medium and larger "*gripper*" type footballs are safe and super fun.
- Encourage higher throws, hand/shoulder area, not low passes at the receiver's feet.
- Teaching the receiver to catch, tuck and run to the other side is a super fun and critical skill.



Tuck and Run!

Keep Away (Grades 4 & 5)

Introduction

With the above skills and game played, the learners are prepared for Keep Away.

Keep Away is a super fun, fast action game that reinforces the concept of **on the ball**, and **off the ball** movement while T & C. Kids are always surprised how much a blast it is. It is the fundamental game for players to introduce offensive and defensive play positions of many sports. Interesting there is no goal upon to shoot. Points are with a completed T & C. Therefore, its primary function is excellent ball possession and defense.

Note: The game has been inappropriately taught, over the years I've seen PE teaches and college professors at state conferences doing problematic presentations on Keep Away. Let's fix it now!

Why are we playing Keep Away?

- ✓ to practice on the ball and off the ball movement
- ✓ to practice offensive passing and defensive guarding
- ✓ to practice cooperative teamwork skills in a game

Equipment

- Various size and type of balls: teacher/student choice
 - 6" / 7" Ultra Skin Play Balls/Dura Coat
 - **Sportime:** Blue II Foam Cover VB Trainer Ball
 - 8 1/2" PG Balls
 - Medium/Large Gripper FB



Ultra Skin Playball



Blue II VB Trainer Ball



8 1/2" Poly-PG Ball



Fun Gripper FB –med.



Fun Gripper FB –lg.

- 13 Traffic Cones
- Tape Lines
- Rules and Procedures / Safety Posters and Diagrams
- 6 Colors: **Pinnies/Vests**, Sportime ***Sports Raps***/ GOPHER ***Waist Pro/team belts***
- Pinnies/vests work fine; however, Sports Raps and Team Belts are far superior-much faster on and off. Highly recommended.



Sports Raps/Team Belts



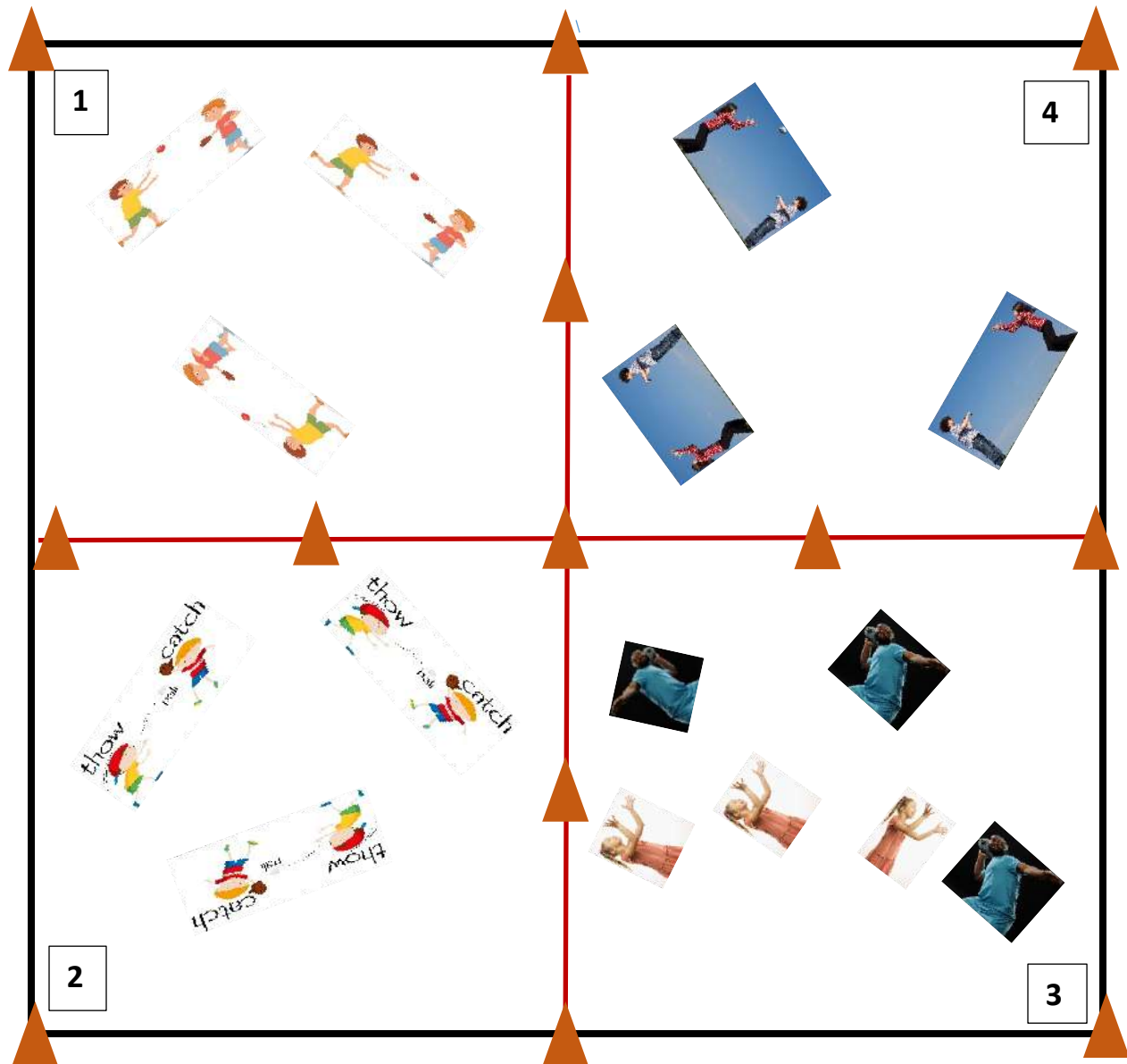
Waist Pro/Team Belts

Organization

There are two systems and structures in Keep Away: Each has advantages. I have used both before. First is the game changer/fixer approach; second is when space is limited.

1. **Four Small Group Games:** Eight teams using the multi game and small team approach. With this system, DI and equipment modification is recommended and is easily applied. This is where some instructors/professors miss the boat. (see diagram below)
2. **Larger Group Games:** Three larger teams, one bigger game. Two teams play, while one team is on deck in the waiting area. If a smaller teaching space is only available, this method may be the way to go. For example, I used this approach for decades when I was required to teach in a Café during the winter months. (see diagram below)

The rules and procedures for both methods are very similar, but for clarity let's address each system/structure separately.



Fixing it-four learning leagues!

How do we play Keep Away: Multi group/team approach- Learning Leagues

- **Two teams per area/quadrant:** Two teams are placed in a play area; quadrant above. The eight teams are smaller like size of 3 or 4 students per team. Each team wears a color pinnie or team belt to identify themselves. Each mini game, two different colors.
- **Learning Leagues:** The recommended way to structure it is by ability / experience grouping. I call it **Learning Leagues**. Students with lots of football/basketball/soccer experience are placed in group 1. Kids with a less athletic experience are placed in groups 2 & 3. Naturally, pupils that are beginners, less athletic experience are placed in quadrant 4.

- Ability grouping creates comfortable game play at all play levels. All groups feel at home and are able to play at their level and not feel frustrated that the game is way too easy or difficult for them. Quadrant 1 is athletic with more fierce competition. While quadrate 4 is more fun and social oriented. There is a *Learning League* for all students. All groups learn.
- **Offensive player:** Allowed one step to the throw the ball.
- **How many passes?** One team starts with a ball, and attempts to pass the ball to a teammate. Start out easy with just a few passes in a row to complete/win a game.
- **Play in your quadrate:** all four games play in proper area.
- **Dropped or intercepted pass:** When a pass is not complete or intercepted. (It happens all the time), the other team instantly gains possession of the ball and passes to teammates. There is no need to check the ball. It creates a faster/action packed game.
- **Cold Defense:** With cold defense, the defender is not permitted to touch, slap at the ball, or any pushing and shoving the offensive player. **Hot Defense** is much more aggressive, is played at rec leagues all over the world, but not in in this game or PE. With Cold Defense the defender does not reach into the personal space of the offensive player. Hands out to the sides is fine, hands inside the player's bubble is not safe.
 - Use a large Hula Hoop to demo the bubble space.



Personal Bubble Space



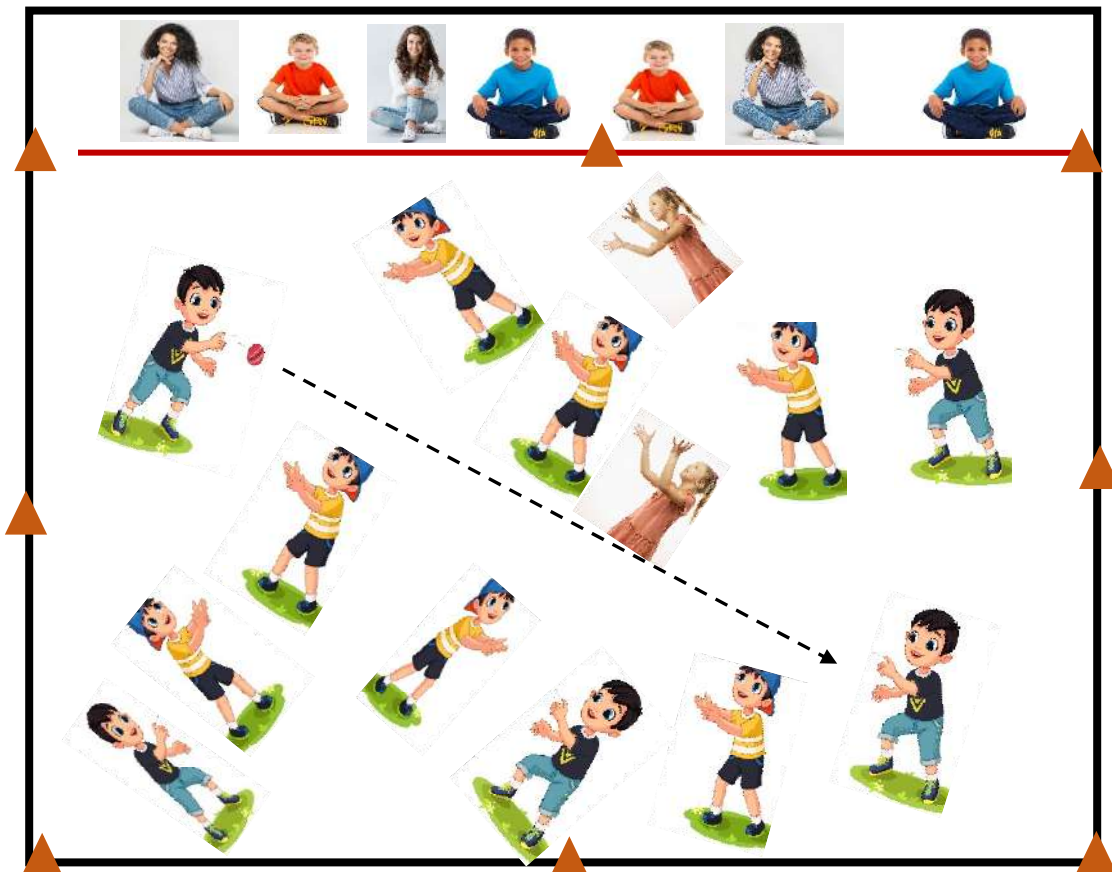
Cold Defense not Hot Defense

- **Feet, not falling:** All students play on their feet, and no diving, knee slides for the ball. There is no need for uncontrolled play; recall any incomplete pass, possession instantly goes to the other team.
- **A win?** When a team completes the game by (3 or 5 passes in row); teacher or students set the amount of passes per league.
- **In they go:** New players enter the game as soon as there is a win. Losing team exits and enters the wait area. (See diagram below)
- **Winning team starts the game:** Has ball possession, checking the ball to start the match.

Variations/progressions:

- Each level can choose the game ball
- Change the game/rules: 8 ½" PG ball allows
 - **Dribbling**
 - **Bounce passes**
- All players must possess the ball for a win
- Switch teammates to balance teams
- **Willing Winner & Lucky Loser Rule:** just like with *BB Challenge Ball Rule*, if a team wins three mini games in row, the team is a *Willing Winner*, they exit and allow the next players/team to play. The losing team is the *Lucky Loser*, stays and starts the next game with the new players/team.

Three Team Keep Away



Three Team Keep Away

How we play Three Team Keep Away (see diagram above)

- All the rules and procedures from multi group/team approach remains, except one team sits out for a brief period while two teams play.
- Out team watches the action and encourage all the players in a positive appropriate manner. LPE is the policy. Listen, praise and encourage other.
- The three teams wear a different color pinnie or team belt. No switching pinnies/vests.
- The new/waiting team rotates into the game in a flash when a team loses.
- **Winning team** stays and the **losing team** sits out, become the encouragers.
- **Willing Winner & Lucky Loser Rule:** Just like in **Basketball Challenge Ball**, after a team wins three consecutive games, the team is a **Willing Winner**, and graciously exits the game. The losing team stays, is the **Lucky Loser**, and starts the next game with the new opponents. **Willing Winner & Lucky Loser** policy fosters positive character and good sporting conduct.
- **Loser, who me?** Remind students, the term “loser” is *not* personal or directed at any one player, it describes a result of a game. We all lose a game. It is part of the challenge and fun of it!

Variation / progression

- How many passes generates a win:
- Teacher/students sets the passing/catching goal number.
- All the players must catch the ball to create a win!
- Change the type of ball, winner's choice!
- Change the type of passes, like adding bounce pass and/or dribbling.

I throw LIKE A
GIRL
(you should probably back up)



Bonus activity: >>>

Football patterns/route tree (Grades 4 & 5)

Introduction:

Are you ready for some football! I have my students learn and practice football T & C as part of my lessons. Over the years girls have expressed that they are not offered an opportunity to learn and throw football. As you saw, FB are used in Partner OH T & C and Intensity Lines-even Keep Away. Now, we take it one phase up. For the older students being able to run football patterns also known as route tree- it is a blast. However, my advice is keep the patters/routes simple. It is difficult for the few students with little football experience.

Why are we playing football patterns?

- ✓ to learn how to throw a football to a receiver
- ✓ to learn how to run a few football patters/route tree

Equipment

- Traffic cones
- Various size and type of footballs
- Route tree diagrams on cardstock paper
- Use one diagram per paper, keeps it simple and clear
- Clipboards: For each group

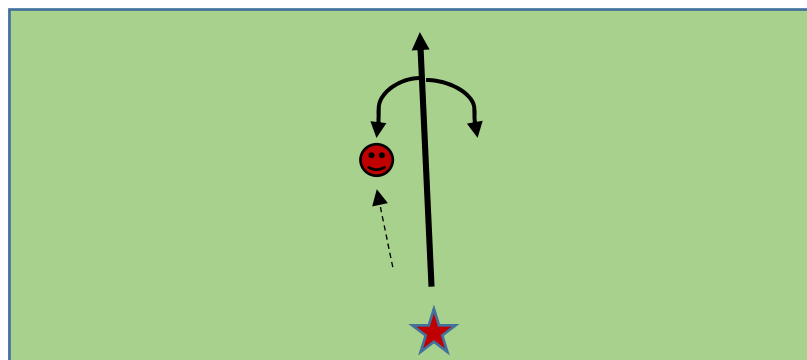
Organization (See diagrams below)

- For added safety, play outside, performed on grass/sports turf.
- Use ample space between each line for safety, sideways across fields is a good option.
- Create 4-6 *Skill Lines* / *Learning Leagues*.

How do we play Football patterns?

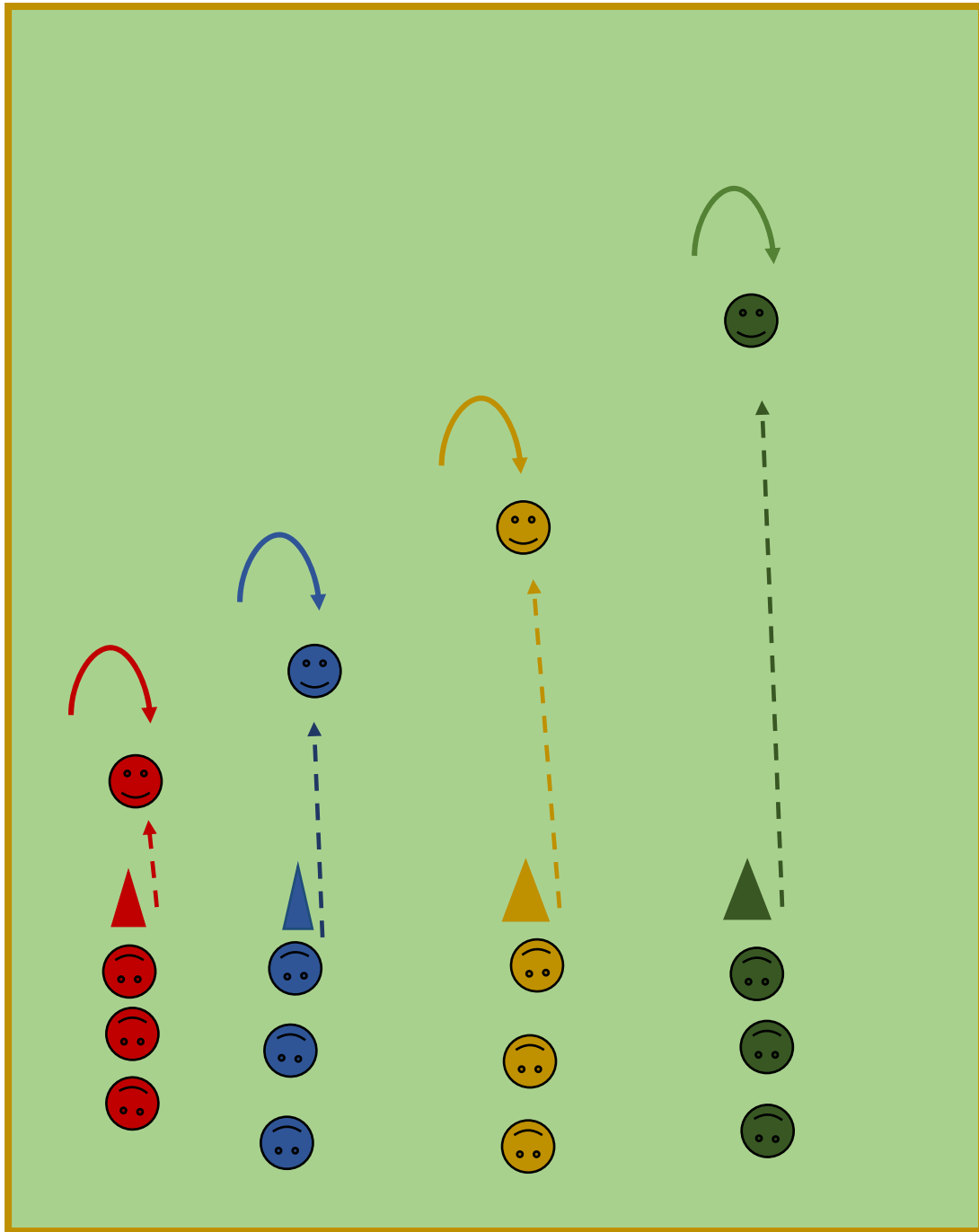
- Students form *Skill Lines*. Students know the structure and system from many units.
- They are fired up for the challenge!
- Several types of footballs per group/in crate.
- Teacher passes out intended football pattern/cardstock/clipboard. Challenge Card (see below)
- Teacher may choose to demo the pattern or allow the students to problem solve it.
- Each group performs the pattern.
- Groups take turns sharing jobs/roles.
- Receiver>back of line to rest, quarterback, receiver.

Button Hook Pattern



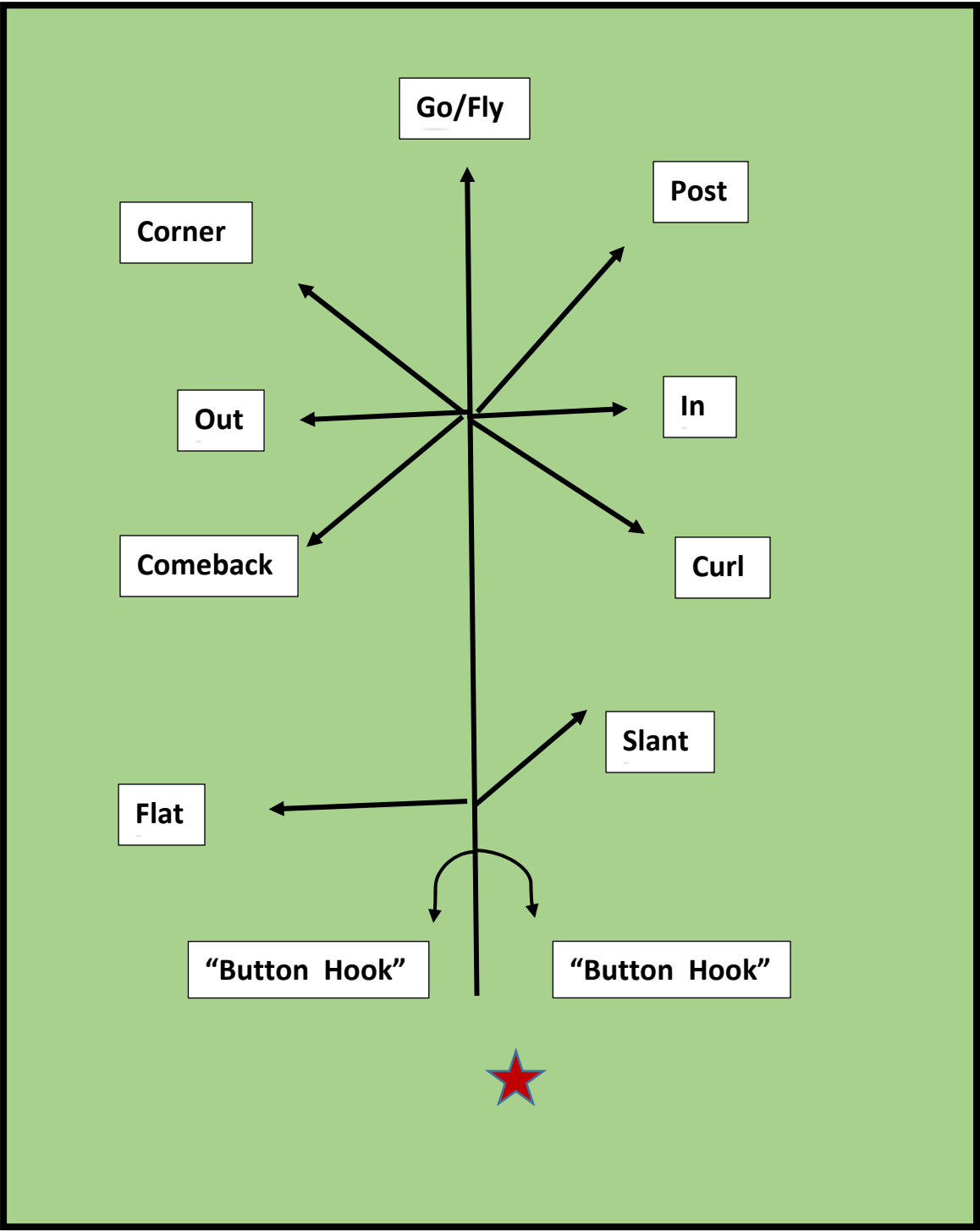
Football pattern on cardstock/clipboard

Students running a “button hook” pattern



Students running a “button hook” pattern *Learning Leagues*

Sample Route Tree/Patterns



Sample Route Tree/Patterns

Variation/Progressions

- **Poly Spots:** Use poly spots to create FB patterns. (See below)
- **Pro Tip:** Note the different color spot, that's when the receiver and looks for the pass/quarterback throws the ball. Kids working on "timing."
(Vernon Brumfield setup. Way to go!)



Flat pattern



Curl in/button hook

Learning Leagues: DI in action

- Each groups can use a different challenges/patterns.
- Based on prior experience
- Different length pattern/throwing distance
- Faster/slower running speeds
- Different types of footballs (see below)



Gripper FB- Med. Size



Gripper FB- lg. Size



Franklin FB- Smaller/Jr. Size



Franklin FB- "Leather" / Jr. Size

Teaching Tips

- Keep the patterns simple to start the FB patterns.
- Allow the kids to use the equipment that best matches OH throwing and catching skills. When in doubt, use the **Gripper FB**.
- As PE policy, taking a tad bit of air out increases safety and efficacy (the football are not too hard and intimidating.)
- When outside, plenty of safe play space is available, the kids like trying the fly/go route! Give it a go!
- Encourage good safety, cooperation and teamwork. **LPE: listening, praising and encouraging others.**

Closure

That's it, OH skills, drills, challenges and a few lead-up games. My hope, like with all units, you were able to find an activity for your program. All the best, Dale

Now the students are ready for **Guard Dog!** Taking T & C and game play to the next levels. Possibly their favorite T & C game of the year! Maybe their favorite game of all!