



Individual-Performance Activities

This document is one piece in a series of Special Olympics Unified Champion Schools resources to conduct Unified Physical Education. Each document may be used individually or in combination with others as the course is implemented. They outline strategies to support educators with inclusive school environments. These resources are designed as examples and samples that can be modified to meet the needs of each individual classroom or school district.

**Special
Olympics**
Minnesota



Special Olympics
Unified Schools

UNDERHAND THROW/TOSS LESSON PLAN

Lesson Topic: Use an underhand throwing pattern to send an object forward through the air to a large target.

Underhand Throw Activities:

- Bean Bag Toss
 - Horseshoe
 - Bowling
 - Ladder Golf
 - Washer Toss
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UNIT OBJECTIVES

The student objectives below are followed by specific reference to SHAPE America National Physical Education Standards and Grade-Level Outcomes.



Students will be able to...

- Throw underhand using a mature pattern. (S1.E13.2)
- Applies the terminology associated with exercise and participation in selected individual-performance activities. (S2.H1.L1).
- Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity. (S4.H2)
- Applies best practices for participating safely in physical activity. (S4.H4)
- Identifies the opportunity for social support in a self-selected physical activity. (S5.H4.L1)

Note: S= standard number; H=high school outcome number; L= level number [level 1 indicates the minimum knowledge and skills that students must attain to be college/career-ready; level 2 allows students to build on Level 1 competencies by augmenting knowledge and skills considered desirable for college/career readiness] (Society of Health and Physical Educators, 2014).



Special Considerations

It is important to give students an opportunity to choose appropriate games, sports and events. However, the health and safety of all students is paramount. Games, sports and events must provide safe, meaningful and challenging opportunities for all students.

Equipment Considerations

- **Manipulatives:** 3 to 5 for each student
 - **Targets:** no more than 4 students per target.
 - **Modifications:** ramps, catapults, PVC tubes, varied distance for students if needed.
 - Varying distance of targets if needed.
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Safety Considerations

- Allow plenty of space for each target
- Have safe and clear expectations of when students are allowed to toss

UNIT SCHEDULE

This unit is segmented into 6 sessions, however instructors can decide to extend or shorten skill instruction time-frames based on what best serves their students. As with many activities/games, skills and understanding of the game only get better with practice, therefore the more students practice playing games, the better they will become.

SESSION 1: LESSON TOPIC INTRODUCTION

Objectives

Students will be able to...

- Face target in preparation for throwing.
- Identify throwing arm and opposite foot.
- Arm back in preparation for action.
- Step with opposite foot as throwing arm moves forward.
- Release ball between knee and waist level.
- Follow through to target (make sure to explain and model how releasing the ball at different points will influence the direction it travels).

Materials

- A variety of balls or beanbags
- Bucket or hoops for targets

Vocabulary

- **Backswing:** A movement away from a target to prepare to throw.
 - **Release:** An act of letting go of an object.
 - **Follow Through:** A movement after a throw where the arm continues to move toward the target.
 - **Dominate Hand:** Your throwing hand.
 - **Opposite Foot:** The foot farthest away from your throwing hand.
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Task Analysis: Underhand Toss

| Movement Sequence | Verbal Cues |
|--|---|
| Grasp ball | <ul style="list-style-type: none">• Palm up |
| Backswing | <ul style="list-style-type: none">• Arm back |
| Step with opposite foot as arm moves forward | <ul style="list-style-type: none">• Forward |
| Release | <ul style="list-style-type: none">• Let go |
| Follow through | <ul style="list-style-type: none">• Hand by ear |

Session 1 Content

Game overview & vocabulary (*see vocabulary with definitions above*)

Underhand Toss Instruction

- Correct grasp, palm up
- Back-swing
- Step with opposite foot as
- Arm moves forward
- Release toward target
- Follow through

Toss to target

- Allow initial practice tosses toward target
- Underhand toss and catch with partner

Toss/Roll practice challenges

- Get 3 in a row in the target.
- How many can you get in one minute?
- Get one ball in each target in the gym.

Assessment

| Student Demonstrated... | Attempt #1 | Attempt #2 | Attempt #3 | Attempt #4 |
|---|------------|------------|------------|------------|
| Grip Ball in hand, palm up | | | | |
| Backswing Bring ball back keeping arm straight | | | | |
| Toss & Step Bring ball straight forward while stepping with opposite foot | | | | |
| Release & Follow Through Release ball in correct position & follow through | | | | |

SESSION 2: BOWLING

Objectives

Students will be able to...

- Demonstrate correct underhand rolling toward pins
- Identify important equipment and materials
- Apply the terminology and etiquette while participating in bowling appropriately.

Materials

- Bowling Balls
- Pins
- Pin set-up stencil
- Ramp for students who cannot roll independently
- Marked area for alley

Vocabulary

- **Alley:** The bowling surface that you roll the ball on.
- **Ball Return:** The track between the lanes that brings the ball back to the rack.
- **Foul Line:** The line you need to stay behind to throw the ball.
- **Gutter:** The drop off on both sides of the alley.
- **Gutter ball:** A ball that lands in the gutter.
- **Perfect game:** A score of 300.
- **Spare:** all pins knocked down with two balls
- **Strike:** all pins knocked down with one ball

SESSION 3: BEAN BAG TOSS (CORNHOLE)

Objectives

Students will be able to...

- Demonstrate correct underhand tossing toward Cornhole boards
- Identify important equipment and materials
- Apply the terminology and etiquette while participating in the game appropriately.
- Keep score correctly

Materials

- Boards
- Bean Bags
- Court

Vocabulary

- **Ace:** A bag that lands on the board, worth one point.
- **Blocker:** An ace that lands on the board in front of the hole, blocking the hole from sliders.
- **Cornhole:** A bag that falls in the hole, worth 3 points.
- **Hanger:** An ace on the lip of the hole ready to drop.
- **Jumper:** A bag that strikes another bag on the board causing it to jump into the hole.
- **Slider:** A cornhole that slides into the hole.
- **Swish:** A bag that goes directly into the hole without touching the board.

Scoring

- Through the hole = 3 points
- On the board = 1 point
- Scoring is net or cancellation = the highest scorer gets the difference of the two scores.
- First to score or go over 21 points wins

SESSION 4: LADDER GOLF

Objectives

Students will be able to...

- Demonstrate correct underhand tossing toward the ladder
- Identify important equipment and materials
- Apply the terminology and etiquette while participating in ladder golf appropriately
- Keep score correctly

Materials

- Ladder
- Bola

Vocabulary

Bola: two golf balls attached with a nylon rope 13" apart

Ladder: a structure that has 3 steps each spaced 13" apart

Steps or Rungs: the 3 horizontal steps on the ladder

Toss line: the line players must toss from, 15' apart

Scoring

- Top rung = 3 points
- Middle rung = 2 points
- Bottom rung = 1 point
- Game is won at 21 points exactly
- Any score above 21 results in all points for that round not being counted

SESSION 5: HORSESHOES

Objectives

Students will be able to...

- Demonstrate correct underhand tossing toward the stake
- Identify important equipment and materials
- Apply the terminology and etiquette while participating in horseshoes appropriately
- Keep score correctly

Materials

- Horseshoes
- Stakes - 40 feet apart
- Lawn (sandbox area)

Vocabulary

Ringer: a shoe that encircles the stake

Heel: the ends of the prongs on the open end of the shoe

Leaner: shoe that leans against the stake

Pitcher's Box: the area where the pitching platform and the pit

Inning: the pitching of two shoes by each player

Scoring

- The shoe closest to the stake if it's within 6" of the stake = 1 point
- Two shoes closer than the opponents shoe = 2 points
- A ringer = 3 points, 2 ringers = 6 points
- No points if shoes are the same distance from the stake
- A leaning shoe is the same value as a shoe lying on the ground and in contact with the stake
- Games are played to 21 points

SESSION 6: WASHER TOSS

Objectives

Students will be able to...

- Demonstrate correct underhand tossing toward the board
- Identify important equipment and materials
- Apply the terminology and etiquette while participating in washer pitching appropriately
- Keep score correctly

Materials

- Washer pit boards
- Washers
- Playing area

Vocabulary

- **Ringer:** a pitched washer that goes through the hole
- **Leaner:** a pitched washer that rests partly over the hole
- **Pitch:** toss
- **Skunk:** when a score reaches 11-0, the player wins

Scoring

- A washer lands on the board = 1 point
- A leaner = 3 points
- A ringer = 5 points
- Scoring is net or cancellation = the highest scorer gets the difference of the two scores
- Games are played to 21 points

Activity Protocol & Etiquette

Whether during practice or competition, individuals should be encouraged to abide by the following:

Bowling Etiquette

- Stay off the approach area unless you're bowling.
- The bowler to the right has the right of way and should bowl first.
- Don't bring food or drink near the approach area.
- Be ready when it's your turn.
- Use appropriate language.
- Have only one ball on the ball return.
- Don't talk to someone who is about to bowl.

Horseshoe Etiquette

- Don't distract your opponent.
 - Walk together from pit to pit.
 - Be mindful of people playing on nearby courts.
 - Remove foul shoes.
 - Offer encouragement.
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BIKING LESSON PLAN

“Nothing compares to the simple pleasure of riding a bike.” — John F. Kennedy

Biking is important in Minnesota!

- Students have learned the skills necessary to participate in a variety of physical activities.
- Students know the implications and the benefits of involvement in various types of physical activities.
- Students participate regularly in physical activity.
- Students are physically fit.
- Students value physical activity and its contributions to a healthy lifestyle.



STANDARDS & UNIT OBJECTIVES

The student objectives below are followed by specific reference to SHAPE America National Physical Education Standards and Grade-Level Outcomes .



Students will be able to...

- **Standard 1**

Objective 9.1.1.1 Demonstrate competency and refine activity-specific movement skills in two of the following lifetime activity categories: individual performance activities, outdoor pursuits.

- **Standard 2**

Objective 9.2.1.1 Apply terminology associated with exercise and participation in selected individual performance activities.

- **Standard 3**

Objective 9.3.1.5 Evaluate physical activities that can be pursued in the local environment for their benefits, social support network, and participation requirements.

- **Standard 4**

Objective 9.4.4.1 Apply best practices for safe participation in physical activity, exercise or dance. For example: injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection.

- **Standard 5**

Objective 9.5.3.1 Select and participate in physical activities that meet the need for self expression and enjoyment.



Special Considerations

It is important to give students an opportunity to choose appropriate games, sports and events. However, the health and safety of all students is paramount. Games, sports and events must provide safe, meaningful and challenging opportunities for all students.

Equipment Considerations

- Staff will prepare a bike fleet that includes adapted bikes (see below)
 - Consider bike and helmet sizes
 - Traffic Signs and cones
 - Bike Journal
 - Bike safety videos from [Walk!Bike!Fun!](#)
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Safety Considerations

- Students will demonstrate traffic signs and signals.
 - Students will complete bike safety checks prior to biking.
 - Students will wear a helmet while biking.
 - Students will bike on an adapted or appropriate sized bike.
 - Students will pedal, brake, and steer safely.
 - Students will demonstrate turning hand signals and safe steering.
 - Students will bike safely with a peer.
 - Handout parent letter and inform teachers, nurses, and paraprofessionals in safety information.
 - Review Level of Support information
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Types of Bikes and Adapted Bikes

Lee, David. **Adaptive Cycling Instructor's Manual**. Durham: Northeast Passage, 2015.

- Bikes, Trikes, Tandoms
- Hand Bikes
- Stider

UNIT SCHEDULE

This unit is segmented into 8 sessions, however instructors can decide to extend or shorten skill instruction time-frames based on what best serves their students. As with many activities/games, skills and understanding of the game only get better with practice, therefore the more students practice playing games, the better they will become.

SESSION 1: BIKE SAFETY, BIKE FLEET PREPARATION & PEDAL/BRAKE/STEER

Objectives

Students will be able to...

- Choose and fit an appropriate helmet and a bike/ adapted bike
- Identify and follow traffic signs and signals
- Identify the five key rules for bicycling related to traffic laws
- Review "Bike Safe, Bike Smart" video from bikeMN.org
- Listen and discuss bike safety with peers and Bike Safety Guest speaker
- ABC Quick Check
- Practice Pedal/Brake/Steer with peer
- Students will take home the parental bike agreement form.

Materials

- Bike and helmet for each student
- Cones
- Stop signs
- Open space for biking course
- Ropes (if needed)

Vocabulary

- **History of bicycles/adapted bicycles**
- **Bicycle Clubs in Minneapolis**
 - [Hiawatha Bicycling Club](#)
 - [More Kids on Bikes](#)
- **Bike Anatomy:** Frame, Pedals, Cranks, Seat, Chain, Tires, Spikes, Rim, Handlebars, Brake Cables, Shift Levers
- **Dominant Hand:** Your throwing hand
- **Opposite Foot:** The foot farthest away from your throwing hand.
- **Bike Safety Terms:** ABC Quick Check & Adjustment, Review Traffic Signs, Scanning, and Rules of the Road

Task Analysis: Hand Signals, Helmet Fit Test, ABC Quick Check, Pedal/Brake/Steer

| Movement Sequence | Verbal Cues |
|--|---|
| Demonstrate hand signals for left turn, right turn, and stopping without being on a bicycle/ adapted bike. | <ul style="list-style-type: none"> • Stop - left arm down • Left Turn - Left straight arm • Right Turn - Left arm up • Adapt the hand signals |
| Helmet fit test | <ul style="list-style-type: none"> • Level on your head - covering your forehead • Sliders position in a V or Y under earlobes • Able to talk |
| ABC Quick Check | <ul style="list-style-type: none"> • Air Pressure Check • Brake Check - hand and foot • Chain and crank review |
| Pedal/Brake/Steer | <ul style="list-style-type: none"> • Power Pedal Position - get started Right pedal is at the 2 o'clock position and left pedal is at the 10 o'clock position. • Rear brake is the right hand brake. • Review Adapted Bikes brake systems • Steer - handle bar(s) hold and drive like a car |

Session 1 & 2 Content

- Overview & vocabulary Introduction (computer and projection of videos)
- Hand Signals Skill Instruction and Review of Traffic Signals/Signs
 - Practice the hand signal with a peer. Practice the hand signals on a walking course while following traffic signs/signals. Practice the hand signals while riding a bike through course while following traffic signs/signals.
- Helmet Skill Instruction
 - Select a helmet and complete a helmet fit test with a partner
- ABC Bike Check
 - Check: Air Tire pressure, Brake Check, and Chain and Crank Set Check before getting on your bike
- Select a Bike and Pedal/Brake/Steer on a course set up in the gym
- Bike Anatomy Worksheet - Students fill in quiz sheet with partner or individually
- Students complete bike journal entry on the topic of My Strengths and Weaknesses

Assessment

- [Helmet Fit Test with a peer](#)
- [Bike Safety Check: Air, Brakes, Chain and Crank Set](#)
- [Bike Anatomy Worksheet](#)
- [Self Assessment in bike journal - My Strengths and Weaknesses](#)
- [Peer Review of hand signals](#)

| Student Demonstrated... | Attempt #1 | Attempt #2 | Attempt #3 | Attempt #4 |
|--|---|---|---|----------------------|
| Skill 1 Helmet Fit Test with a peer | Eyes - helmet must be level covering forehead | Ears - sliders should be positioned in a V or Y under your earlobes | Mouth - Open your mouth wide and talk normally and open you mouth | |
| Skill 2 Peer review of hand signals | Stop | Left Turn | Right Turn | Adapted hand signals |
| Skill 3 ABC Bike Safety Check | A - stands for air in the tires | B - stands for brakes | C - stands for chain and crank set | |
| Skill 4 Self Assessment in Bike Journal | Writes strengths | Writes weaknesses | Writes weaknesses | |

SESSION 3 & 4: INDOOR BIKING/ADAPTED BIKING & PUTTING ON A CHAIN

Objectives

Students will be able to...

- Students will try and choose a bike/adapted bike and pedal safely around the gym.
- Students will complete or participate in a Name the Bike Quiz.
- Students will replace a slipped chain ([Put On a Chain Link](#))
- Review MN Statues: 169.222 Operation of bicycle

Materials

- Bikes and Adapted Bikes
- Bike Course set up in the gym
- Bike Part Diagram

Vocabulary

- **Frame**
- **Drive Train**
- **Tire**
- **Spokes**
- **Rim**
- **Seat Post**
- **Handlebars**
- **Brake Cables**
- **Brake Levers**
- **Shift Levers**

Session 3 & 4 Content

Divide students into 3 groups and explain tasks of each group. Rotate after 20 minutes

Group 1 will complete Bike Part Quiz as a class or individually

Group 2 will choose a bike and helmet and practice biking safely through the course

Group 3 will practice replacing a slipped chain on a bike

Assessment

| Student Demonstrated... | Attempt #1 | Attempt #2 | Attempt #3 | Attempt #4 |
|---|---------------------------------------|-----------------------------------|--|------------|
| Skill 1 Students will complete Bike Part Quiz | Small group working together | Quiz format with questions | Individuals working alone to complete the quiz | |
| Skill 2 Students will replaced a slipped chain | Students in pairs replacing the chain | Individual replacing of the chain | Student giving verbal directions to another student on replacing the chain | |

SESSION 5: FIXING A TIRE - PREP FOR OUTDOOR BIKING

Objectives

Students will be able to...

- Students will review how to communicate and be courteous to drivers while riding a bike.
- Students will practice fixing a tire. BikeMN - Fixing Flats Guide
- Students will practice braking on the indoor bike course.

Materials

- Bikes
- Helmets
- Air Pump
- Extra Bike Tubes
- Tire Levers

Vocabulary

- **Bike Tube**
- **Tire Levers**
- **Schrader Valve**
- **Presta Valve**
- **Frame**
- **Drive Train**
- **Tire**
- **Spokes**
- **Rim**
- **Seat Post**
- **Handlebars**
- **Brake Cables**
- **Brake Levers**
- **Shift Levers**

Session 5 Content

How to fix a flat tire:

1. Remove wheel
2. Deflate tire
3. Remove one side of tire from the rim
4. Remove tube
5. Inspect inside of tire
6. Install new or patched tube
7. Re-seat tire bead
8. Inflate tire
9. Install on bike

Assessment

| Student Demonstrated... | Attempt #1 | Attempt #2 | Attempt #3 | Attempt #4 |
|--|------------|------------|------------|------------|
| Skill 1 Students will work in pairs to fix a flat tire | | | | |
| Skill 2 If time allows, students will take turns biking on indoor course. | | | | |

SESSION 6: OUTDOOR BIKING ON AN OBSTACLE COURSE OR BIKING/ADAPTED BIKING ON THE TRACK

Objectives

Students will be able to...

- Students will practice courtesy and communication while riding a bike.
- Students will bike outdoors on a confirmed bike route/path.
- Students will return parent agreement form.
- Students will complete a bike journal entry.

Materials

- Bikes/Adapted Bikes
- Helmets

Safety Flashcards

1. What should you always check before riding your bike?

Answer: Air, Chain, Brakes

2. What should you always check for when you enter the street?

Answer: Traffic

3. On which side of the road should you always ride your bike?

Answer: Right

4. What color traffic light does it have to be to go?

Answer: Green

5. What should you always do before entering a road

Answer: Stop, listen for traffic, look left-right and then left again

Session 6 Content

Topic: Outdoor biking on an obstacle course for safety or practice biking on a track

Assessment

| Student Demonstrated... | Attempt #1 | Attempt #2 | Attempt #3 | Attempt #4 |
|---|------------|------------|------------|------------|
| Skill 1 Students will bike on a high school track for 40 minutes. | | | | |
| Skill 2 Students will bike around an obstacle course to demonstrate bike safety, communication, and inclusion. | | | | |

SESSION 7 & 8: SCHOOL AND COMMUNITY BIKING

Objectives

Students will be able to...

- Students will bike on a tracker or out in the community.
- Students will transfer knowledge and bike skills to biking community.
- Students will review riding on the road.
- Students will review bike path rules and etiquette.
- Students will review route.
- Students will review group riding rules.

Materials

- Bikes/Adapted Bikes
- Helmets
- First Aid Kit
- Safety Vests
- Bike Route

Vocabulary

- **Community Biking**
- **Bike Paths**
- **Group Riding**

Session 7 & 8 Content

1. Group riding in community, bike path, or high school track area
Organize into groups of 5-8 students. Complete ABC check, helmet check, safety vest check
2. Students complete bike journal entry on community biking.

| Student Demonstrated... | Attempt #1 | Attempt #2 | Attempt #3 | Attempt #4 |
|---|--|---------------|---|----------------------------------|
| Skill 1 Group riding skills | Permission slip or bike parental agreement | Follow adults | Stay with the group and follow | Student leader on the bike route |
| Skill 2 Students map community bike ride | How many blocks | Surfaces | Safety kit (cell phone, first aid kit, bike fix-it kit) | Communicating as you bike |

Activity Protocol & Etiquette

- Communicate with all bicyclists about safety, turning, surfaces, and speed.
- Group biking

Resources

Society of Health and Physical Educators. (2014). National standards & grade-level outcomes for K-12 physical education. Champaign, IL: Human Kinetics.



Special Olympics Unified Schools

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