

FLAGHOUSE Activity Guide TM

Geo-Targets

Item #11737

What Are the Educational Applications?

Throwing activities are an important component at any level in Physical Education. When teaching these types of activities, an important component of discussion is accuracy. By focusing students on the target area to throw, when stagnant or moving, a higher level of success is usually achieved. Moreover, throwing successfully and accurately translates into daily routine. Sometimes it simply easier and faster to "toss" an item to someone than to walkover and hand it to the person, but what is the point if a student cannot master the relative accuracy component? Throwing is used in almost every aspect of activity from dance routine props to typical sport movements such as baseball or football. Some even consider a one-handed roll a variation of an underhand throw because of the same principals used to roll.

How Can I Use This Product With My Students?

Geo-Targets are great for teaching children throwing skills and can be used with Easy-Roll and other standards. The targets attach to a rope hung between 2 standards or even basketball nets. An advantage to Geo-Targets is that instead of bouncing off the targeted area when successful, the Geo-Target captures the objects in the heavy-duty nylon-mesh bottom. Collecting the objects in the mesh bottom eliminates the need to run after balls when a successful toss is made. Set comes complete with two 3' x 5' targets with 12 interchangeable geometric target faces (6 large and 6 small). Before a student can successfully throw, one needs to start with the building block basics. Different students require a different amount of time to master these skills. The Geo-Target allows for the necessary differentiated instruction to overcome this hurdle. Some sample activities are described below.

Activity #1

Make the Grade Version 1

Set up Geo-Targets so that there are four of them lined up side by side. Have a tape line about two feet away from the first target; then for the subsequent targets, increase the distance between the tape line and the target. Students are told to line up behind cones that are slightly behind the tape line. The closest line is the lowest grade and the grade increases as the distance increases. Have all students start at the lowest grade. To advance to the next grade (the next Geo-Target) the student must throw the ball so it is caught in the Geo-Target. At this point, the student can get in line at the next target. If the student misses, he or she stays at that target's grade level by going to the back of that line and waiting for his or her next turn to try and advance.

Variation-Change size, shape, or weight of object thrown to Geo-Target. Once a student goes through all grades, have him or her try using their non-dominant arm.

Activity #2

Make the Grade Version 2

Set up Geo-Targets so there are four lined up side by side. Have a tape line about two feet away from each target. Behind each of those initial lines make a line farther back until there are four

lines behind each Geo-Target. Students are told to line up behind cones that are slightly behind the tape line. The closest line is the lowest grade and the grade increases as the distance increases. Have all students start at the lowest grade. To advance to the next grade (the next tape line back), the student must throw the ball so it is caught in the Geo-Target. At this point, the student can get back in line at the same Geo-Target, but on the next turn start at the next grade line back. If the student misses, he or she stays at that same grade level tape line by going to the back of the line and waiting for his or her next turn to try to advance. Variation-Change size, shape, or weight of object thrown to Geo-Target. Once a student goes through all grades, have him or her try using their non-dominant arm.

Activities #1 and #2 focus on throwing from a stationary position to a designated target. In each situation, the distance between the individual and the target increases. Throwing from a stationary position is an important lead-up to throwing while static or moving, because it helps emphasize positioning and gives ample time to work on cues. By standing still and throwing, a student with or without an instructor's aid can evaluate the biomechanics behind proper release time and the effect of reaching a target successfully. By changing the size, shape, or weight of the object being thrown and repeating the same movement, a child understands how much force is necessary to propel varying objects. One way to emphasize cues is to have the student say the cue as he or she is doing the movement. This kinesthetic and auditory combination helps the brain connection a child needs to correctly do a movement, because it combines two out of three learning styles instead of just using one. Another benefit to these activities is that students who are at different levels can only do the same activity while being challenged at the appropriate level.

Activity #3

Throw the Yard

Divide the area, and students in the class, into four (or more) equal-sized "yards" (use cones if needed) and teams, respectively (hint: place students on teams so that each team has students with differing throwing abilities-for example, don't put all the "good" throwers on the same team). This same game can be played with 2 team yards instead of four, if equipment or space is limited.

Place the same number of crates, large and small boxes, Geo-Targets, and large garbage cans in similar places in each of the "yards". Give each team the same number of objects to use for throwing (e.g., yarn balls, "gator" balls, bouncy foam balls, etc.). On the "go" signal, students try to throw balls from their area into the containers and Geo-Targets in the others' yards. Students may pick up balls from the ground but may not remove objects from Geo-Targets or containers. On the teachers "stop" signal, have students divide the balls up so each team once again has an equal number of balls, and begin the game again.

This is a great time to assess a large number of students' ability to use cues to correctly throw since there are multiple opportunities for students to throw and for you to observe. An example of assessment is: As the game progresses, observe students on one team at a time. Record whether they are throwing using the cue you are looking for "most or all of the time"; "some of the time"; "almost none of the time".

This activity is another throwing building block. Students are given the option of throwing an object while moving or standing still, even though the target remains stationary. In addition, this is an opportunity to work on offense and defense because both sides are aiming for the other team's target while guarding their own. A benefit to this activity is that it is an opportunity for students at varying levels to work simultaneously with plenty of attempts, without drawing attention to the individual. Also, the instructor can tie environmental awareness into the lesson and discuss why it is important to keep the Earth clean.

How Do I Make This Product Developmentally Appropriate For My Students?

- Prior to using Geo-Targets teachers should teach underhand and/or overhand throwing cues.
- Make sure if practicing throwing from a stagnant position, the Geo-Target is hanging at a height that the majority of students are able to successfully aim and get the object inside.
- Make sure that if giving a set distance to throw from, it is an appropriate distance for the given age group.
- Can be used with any grade school and older age and skill level

How Does This Product Relate to Current Educational Thinking?

Throwing to a target is a skill used not only in sports, but in everyday life. It is often more efficient to toss and object to someone then to walk it over and hand it to the individual. By giving an opportunity to practice throwing accuracy the teacher is helping develop a life skill as well as a basis for many different sports. The Geo-Target helps practice throwing underhand or overhand skills in more of a game, than a traditional sport setting.

In view of COPEC'S (Council on Physical Education of Children) position that all activities have both appropriate and inappropriate practices, please list and describe a few appropriate practices regarding how this item or these activities are valuable to a physical education program.

- Teaching underhand throwing with accuracy
- Teaching overhand throwing with accuracy
- Practices throwing skills in non-sport setting
- Can be used indoors or outdoors
- Appropriate for a variety of age ranges
- Appropriate for a variety of skill ranges
- Allows individual development in a group activity session
- Helps teach shapes to younger students

Safety Issues & Concerns

- Make sure Geo-Target is securely suspended in place
- Do not allow students to pull or get inside Geo-Target when hanging
- Student should be aware and alert when retrieving objects from areas where others are throwing objects
- Students should only aim objects at Geo-Target, not others.
- When assembling, make sure plastic rods that give the Geo-Target space are securely locked into place



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