

**Theme : Games – Manipulative Skills:  
Projecting & Receiving Large  
Objects (1–3)**

**Theme: Games - Manipulative Skills: Projecting and Receiving Large Objects (1-3)****Grade 1****IN MOVEMENT**

1. Project a large ball in a variety of ways. (GCO 1, KSCO 3, 6)
2. Receive a large ball in a variety of ways. (GCO 1, KSCO 3, 6)

**ABOUT MOVEMENT**

3. Demonstrate cooperation in working with others. (GCO 3, KSCO 1, 3)

**THROUGH MOVEMENT**

4. Respect the personal space of others. (GCO 5, KSCO 1)
5. Demonstrate concern for the safety of self and others and surrounding environment. (GCO 5, KSCO 2)

**Grade 2****IN MOVEMENT**

1. Project a large object in a variety of ways. (GCO 1, KSCO 3, 6)
2. Receive a large object in a variety of ways. (GCO 1, KSCO 3, 6)

**ABOUT MOVEMENT**

3. Demonstrate cooperation in working with others. (GCO 3, KSCO 1, 3)

**THROUGH MOVEMENT**

4. Respect the personal space of others. (GCO 5, KSCO 1)
5. Demonstrate concern for the safety of self and others and surrounding environment. (GCO 5, KSCO 2)

**Grade 3****IN MOVEMENT**

1. Project a large object in a variety of circumstances. (GCO 1, KSCO 3, 6)
2. Receive a large object in a variety of circumstances. (GCO 1, KSCO 3, 6)

**ABOUT MOVEMENT**

3. Propose solutions to playing in crowded space. (GCO 2, KSCO 2)

**THROUGH MOVEMENT**

4. Respect the personal space of others. (GCO 5, KSCO 1)
5. Demonstrate concern for the safety of self and others and surrounding environment. (GCO 4, KSCO 1, 2; GCO 5, KSCO 2)

**Theme: Games - Manipulative Skills: Projecting and Receiving Large Objects (1-3)**

**Grade 4**

**Grade 5**

**Grade 6**

**Note: There are no outcomes for Grades 4-6 with this theme.**

## Grade 1

### Theme: Games - Manipulative Skills: Projecting and Receiving Large Objects (1-3)

#### Outcomes

It is expected that students will:

#### IN MOVEMENT

1. Project a large ball in a variety of ways. (GCO 1, KSCO 3, 6)
2. Receive a large ball in a variety of ways. (GCO 1, KSCO 3, 6)

#### ABOUT MOVEMENT

3. Demonstrate cooperation in working with others. (GCO 3, KSCO 1, 3)

#### THROUGH MOVEMENT

4. Respect the personal space of others. (GCO 5, KSCO 1)
5. Demonstrate concern for the safety of self and others and surrounding environment. (GCO 5, KSCO 2)

#### Sample Learning and Teaching Strategies

Students learn skills of projecting and receiving large objects by participating in a wide range of activities. Using a large ball: **toss up, let bounce, catch, dribble and kick** with each hand or foot while stationary; **toss** with two-hand underhand; **throw** overhand. **Roll, toss, throw or kick** a ball to a low target, to a partner, and to a wall target. **Two-hand catch** a ball tossed by a partner below, at, or above head level; **roll a hula hoop** forward, to a stationary partner, to a moving partner, and **catch** a rolling hula hoop. Create a simple game with a partner utilizing projecting and receiving skills; and retrieve wandering equipment without interfering with the play of others; and appreciate the need for rules in games.

#### Activities:

Individually and with a partner, explore throwing a large ball upward using a two-hand underhand motion.

Play a variety of target games while using various projection techniques. Devise target games in small groups.

Play cooperative dribbling with partners doing alternate contacts on the ball.

Engage in target rolling and bowling-type games with large balls. Vary the size of targets and the distance from the targets. (Use both hands and feet).

Relay-type activities involving rolling balls to partners and throwing and catching games such as “Hot Potato” and “One-Step-Two Step”. Cooperative challenges, such as throwing the ball from one person to another to move it across the gym without dropping it, can improve concentration.

Work with partners and in groups to experience throwing and catching at various levels. Play a variety of throwing and catching games and have students devise their own games with partners and in large groups. Issue cooperative challenges, such as getting a set number of catches in a group without dropping the ball.

Experiment with hula hoops: rolling hoops as individuals; walk and run while rolling; roll, stop and catch rolling hoops while working with a partner; improvise stunts, such as jumping through a rolling hoop, and perform them for the group; play games such as relay races while rolling hoops or cooperative efforts to make a hoop roll all the way around the gym.

**Theme: Games - Manipulative Skills: Projecting and Receiving Large Objects (1-3)****Student Assessment**

*Teacher Observation:* Track improvement as students practiced and played target-throwing games. Recording could be done quickly on a pre-made form.

Use anecdotal records of individual performance of skills.

Observe occurrences of interference with play by students who disregard the space of others. Make note of how often students deliberately break the rules of games. Keep anecdotal records of your observances for discussions with students.

*Student Performance:* Have students demonstrate projecting and receiving in activities using underhand rolls and throws.

*Self-Evaluation/Reflection:* Have students record the number of continuous bounces that could be done on first try and the number of continuous bounces that could be done after a number of classes of bouncing activities and games. Note difference in proficiency.

Discuss why a backspin causes a hula hoop to return to the thrower.

**Resources and Notes**

Challenge students to achieve a set number of bounces with each hand without losing the ball.

Throughout classes, continue to stress the importance of not interfering with the play of others. At the end of each class, hold a quick discussion of what happened in the class and what can be done to improve for the next class. Point out the effectiveness of games played and the need for rules. This should serve as a brief reminder and encouragement. It should also stimulate thought about what students are doing and why they are doing it.

**Print Resources**

*Movement with Meaning: Physical Education K-4*, pp. 109-150; 165-178.

*Ready-to-Use P.E. Activities for Grades K-2*, pp.151-157; 176-208.

*Teaching Responsibility through Physical Activity*, pp. 19-31.

**Equipment:** large balls, hula hoops, bowling pins

## Grade 2

### Theme: Games - Manipulative Skills: Projecting and Receiving Large Objects (1-3)

#### Outcomes

It is expected that students will:

#### IN MOVEMENT

1. Project a large object in a variety of ways. (GCO 1, KSCO 3, 6)
2. Receive a large object in a variety of ways. (GCO 1, KSCO 3, 6)

#### ABOUT MOVEMENT

3. Demonstrate cooperation in working with others. (GCO 3, KSCO 1, 3)

#### THROUGH MOVEMENT

4. Respect the personal space of others. (GCO 5, KSCO 1)
5. Demonstrate concern for the safety of self and others and surrounding environment. (GCO 5, KSCO 2)

#### Sample Learning and Teaching Strategies

Students learn skills of projecting and receiving large objects by participating in a wide range of activities. **Toss, throw and kick** a large ball to a wall, to stationary and moving partners, at various heights; **toss and throw** with 2-hand overhand and underhand motions; **continuously bounce** a ball with each hand; **catch** a ball thrown high, medium, low and along the floor; **catch** a rolling hula hoop; **roll** a hula hoop forward, to a stationary and moving partner, with a backspin and for distance. Create a simple game with a partner utilizing projecting and receiving skills; retrieve wandering equipment, and improvise rules for simple games without interfering with the play of others.

#### Activities:

Individually and with a partner, explore throwing a large ball upward using a two-hand underhand motion. Introduce hand position on the ball and arm motion in throwing.

Play a variety of target-throwing games while using various projection techniques. Devise throwing games in small groups.

Engage in target rolling and bowling-type games with large balls. Vary the size of targets and the distance from the targets. (Use both hands and feet).

Relay-type activities with throwing balls to partners and throwing and catching games such as “Hot Potato” and “One-Step-Two Step”. Cooperative challenges, such as throwing the ball from one to the other to move it across the gym without dropping it, can improve concentration.

Experiment with hula hoops rolling individually and with stationary and moving partners. Walk and run while rolling; roll, stop and catch rolling hoops while working with a partner; improvise stunts such as jumping through a rolling hoop, and perform them for the group.

Play games such as relay races while rolling hoops or engage in cooperative efforts to make a hoop roll all the way around the gym. Play throwing games, such as throwing the hoop over a target, as in playing horseshoes. Catch rolling hoops.

**Theme: Games - Manipulative Skills: Projecting and Receiving Large Objects (1-3)****Student Assessment**

*Teacher Observation:* Observe students as they participate in activities using throwing skills. Use a checklist to note components of throwing skills which they execute consistently in body position, weight transfer, and follow through.

Video tape students playing the games which their groups devised. Have students watch short sections of the tapes and assess for effectiveness, safety, and enjoyment of each game. Suggest how the games can be made more effective and enjoyable.

*Student Performance:* Have students demonstrate projecting and receiving in activities. Use a checklist to track problems that students are having with performing these skills.

*Self-Evaluation/Reflection:* In the first throwing class, have students record the number of times the target was hit. Repeat in the last class and record the number of hits. Enter results on a wall chart or graph. Note improvement.

Students record the number of continuous bounces that could be accomplished on first try and the number that could be accomplished after a number of classes of bouncing activities and games. Note the difference.

Discuss why a backspin causes a hula hoop to return to the thrower.

**Resources and Notes**

Challenge students to achieve a set number of bounces with each hand without losing the ball.

During classes emphasize the importance of returning lost equipment to its rightful owner cheerfully and not interfering with the play of others. Briefly discuss this and praise efforts during class sharing sessions.

Rules of games can be modified to ensure that no one is eliminated from games. For example, provide a method of getting back into a game like dodge ball after the player has been struck with the ball: complete a task before rejoining the game. The task should be brief and not seen as a punishment.

**Print Resources**

*Movement with Meaning: Physical Education K-4*, pp. 109-150; 165-178.

*Ready-to-Use P.E. Activities for Grades K-2*, pp.151-157; 176-208.

*Teaching Responsibility through Physical Activity*, pp. 19-31.

**Equipment:** large balls, hula hoops, bowling pins

## Grade 3

### Theme: Games - Manipulative Skills: Projecting and Receiving Large Objects (1-3)

#### Outcomes

It is expected that students will:

#### IN MOVEMENT

1. Project a large object in a variety of circumstances.  
(GCO 1, KSCO 3, 6)
2. Receive a large object in a variety of circumstances.  
(GCO 1, KSCO 3, 6)

#### ABOUT MOVEMENT

3. Propose solutions to playing in crowded space. (GCO 2, KSCO 2)

#### THROUGH MOVEMENT

4. Respect the personal space of others. (GCO 5, KSCO 1)
5. Demonstrate concern for the safety of self and others and surrounding environment.  
(GCO 4, KSCO 1, 2; GCO 5, KSCO 2)

#### Sample Learning and Teaching Strategies

Students learn skills of projecting and receiving large objects by participating in a wide range of activities. **Throw and catch with** two-hand overhand and underhand to a wall, basket, goal, over a net, to moving and stationary partners; **one-hand bounce and strike** a large light-weight ball to a wall; **two-hand volley** large light-weight ball to a partner; **catch** a large ball thrown at high, medium, low and floor levels; **continuously bounce** a large ball at various heights and speeds with each hand while walking and running and while walking around obstacles; **kick a large ball with side of foot** to a wall, to a stationary partner and to a goal; **trap** a kicked ball with the sole of the foot, the shins, and the side of the foot; use feet to **dribble** a ball along straight lines; and **roll a hula hoop** with a backspin to return to thrower; and propose solutions to problems of projecting and receiving objects in crowded areas.

#### Activities:

Explore two-hand throwing to a wall and a partner and one-hand and two-hand striking of a large ball. Introduce the idea of volleying a ball to a partner.

In small groups, play a variety of volleying games such as “Keep it Up”. Devise other volleying games.

Play dribbling games such as relays and pursuit games while dribbling a ball.

Play relay-type activities with throwing balls to partners.

Throw a ball to a basket or a goal and keep track of the number of goals scored.

Introduce students to kicking and trapping techniques, then practise kicking skills with a large ball. Play a number of kicking games, such as target kicking, “Kick Bowling”, “Monkey in the Middle”, relays and obstacle courses.

Experiment with a hula hoop: try to throw a hoop away from them with a backspin causing it to return.

Plan and participate in an activity that would result in improvement of the school surroundings.

Plan and carry out a special event for the enjoyment of another class or classes. Guide students in planning an event that would require input from everyone in the class in order for it to be a success. There should be a job for each student in the class during the event.



**Theme: Games - Manipulative Skills: Projecting and Receiving Large Objects (1-3)****Student Assessment**

*Teacher Observation:* Observe students performing kicking and receiving skills and note the level of performance. Use a checklist to keep track of the skills mastered by each student.

*Student Performance:* Demonstrate components of throwing and volleying skills with consistency. Examples of skills are body position, weight transfer and follow through.

Work in small groups to make up a new game which uses projecting and receiving skills with large objects.

*Self-Evaluation/Reflection:* Keep track of the number of volleys or dribbles completed with a partner the first time tried and in subsequent tries. Track any improvement that was made as games were practised and played.

Watch short sections of video tapes and assess using a brief checklist. Brainstorm how the rules can be made more effective while maintaining the enjoyment of playing.

Discuss examples of leadership exhibited by the students in planning and conducting an event for another class. Discuss how the event could have been improved.

Discuss why a backspin causes a hula hoop to return to the thrower.

**Resources and Notes**

Introduce students to hand position on the ball and arm motion in throwing.

Challenge students to achieve a set number of bounces with each hand while walking, jogging and running without losing the ball.

Discuss problems of projecting and receiving objects in crowded areas. Have students devise rules that would allow them to play in a crowded area without interfering unduly with others. Try these rules while engaging in a kicking activity.

**Print Resources**

*Ready-to-Use P.E. Activities for Grades 3-4*, pp. 236-238; 247-254; 280-284.

*Movement with Meaning: Physical Education K-4*, pp. 109-150; 165-178.

*Teaching Responsibility Through Physical Activity*, pp. 19; 31.

**Equipment:** large balls, hula hoops

