

**Theme : Games – Manipulative Skills:  
Projecting & Receiving with  
Implements (1-3)**

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

1. Project a variety of objects using an implement.  
(GCO 1, KSCO 3, 5, 6)
2. Receive a variety of objects using an implement.  
(GCO 1, KSCO 3, 5, 6)

**ABOUT MOVEMENT**

3. Discuss the direction of projected objects in relation to body position. (GCO 2, KSCO 4)

**THROUGH MOVEMENT**

4. Demonstrate an understanding of the effectiveness of group cooperation. (GCO 6, KSCO 2)
5. Demonstrate safety and concern for self and others.  
(GCO 5, KSCO 1, 2)

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

1. Project a variety of objects using an implement.  
(GCO 1, KSCO 3, 5, 6)
2. Receive a variety of objects using an implement.  
(GCO 1, KSCO 3, 5, 6)

**ABOUT MOVEMENT**

3. Discuss the importance of grip when using implements.  
(GCO 2, KSCO 4)

**THROUGH MOVEMENT**

4. Demonstrate respect for individual differences. (GCO 4, KSCO 2)
5. Demonstrate safety and concern for self and others.  
(GCO 5, KSCO 1, 2)

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

1. Project a variety of objects using an implement.  
(GCO 1, KSCO 3, 5, 6)
2. Receive a variety of objects using an implement.  
(GCO 1, KSCO 3, 5, 6)

**ABOUT MOVEMENT**

3. Discuss the effect of body position on travel of an object. (GCO 2, KSCO 4)

**THROUGH MOVEMENT**

4. Demonstrate respect for individual differences.  
(GCO 4, KSCO 2)
5. Demonstrate safety and concern for self and others.  
(GCO 5, KSCO 1, 2)

**Theme: Games - Manipulative Skills - Projecting and Receiving with Implements (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 with Implements (1-3)

#### Outcomes

It is expected that students will:

#### IN MOVEMENT

1. Project a variety of objects using an implement.

(GCO 1, KSCO 3, 5, 6)

2. Receive a variety of objects using an implement.

(GCO 1, KSCO 3, 5, 6)

#### ABOUT MOVEMENT

3. Discuss the direction of projected objects in relation to body position. (GCO 2, KSCO 4)

#### THROUGH MOVEMENT

4. Demonstrate an understanding of the effectiveness of group cooperation. (GCO 6, KSCO 2)

5. Demonstrate safety and concern for self and others.

(GCO 5, KSCO 1, 2)

#### Sample Learning and Teaching Strategies

Introduce proper stance and efficient gripping of implements. Use and practice striking skills in various activities and games that target specific implements and styles of striking.

**Toss up and catch a bean bag** on a paddle and with a scoop; **strike a large stationary ball** with a paddle, along the floor to a partner, and from a tee; **carry a beanbag in a scoop** while walking and while running; using a plastic bat, **strike a large ball** from a tee; perform **two-hand grip** on a bat with effective body positioning; using a hockey stick, **carry a ball** and **strike a ball**; demonstrate the effect of body position on direction of travel of a projected object; devise strategies to enhance cooperation in group activities; and demonstrate the effectiveness of group activities under various conditions.

#### Activities:

Engage in activities that involve hitting objects such as bean bags and balls with a plastic bat. Allow students to practice until they are able to achieve a set number of hits or hit the bean bag or ball a set distance.

Improvise games using various implements and objects. Examples are bowling by striking objects at the pins with an implement and target games using implements to strike objects at the target. Pose cooperative problem-solving activities which require use of implements in the solution.

Explain and demonstrate effective grips on a hockey stick. Have students experiment with grips to carry and strike a ball or puck. Play a number of relay and target games using hockey sticks to carry or strike a ball. Play group striking and carrying games using hockey sticks.

Ask selected students to be uncooperative in a group activity without letting the other students know that they are being asked to do so. After doing the activity without teacher interference, discuss the problems with the class. Have each group devise strategies to solve the problems. After trying the strategies discuss their effectiveness with the class.

## Theme: Games - Manipulative Skills: Projecting and Receiving with Implements (1-3)

### Student Assessment

*Teacher Observation:* Observe individual mechanics of striking with implements and use of striking skills in games.

Record the effectiveness of each student's grip and execution of carrying and striking skills with implements.

Observe students during play for evidence of efforts to include students who are experiencing difficulties. Note any modifications which students make to activities in order to facilitate participation by everyone. Praise student efforts.

*Student Performance:* Using a checklist, record the effectiveness of each student's grip and execution of carrying and striking skills with implements.

*Self-Evaluation/Reflection:* Discuss the effectiveness of strategies used to enhance cooperation. Record suggestions of what can be done to require others to be more cooperative. Discuss how it felt when someone was so uncooperative that the task could not be completed. This could be done as a one to two minute large group discussion at the end of the class.

*Peer Evaluation:* Work in pairs or small groups to evaluate each other's performance and tutor each other to help improve. Video taping swinging actions of each student can be very helpful in showing students what their swing looks like.

Play games that classmates have improvised and evaluate them for enjoyment, skill value and fitness value.

### Resources and Notes

During classes on striking with implements, ask students to stand in various locations in relation to the object to be struck and strike the object. Note the direction of travel of the object. Discuss body positioning and how it affects where an object goes if it is struck. Suggest reasons why this is so.

Set up stations to provide opportunities for students to try each skill. Music could be used to guide rhythm and to add interest.

Discuss special safety considerations that must be taken into account when using implements. Have students prepare a list of precautions in a poster for display.

Discuss the importance of including everyone in play and have students devise strategies to include anyone who may have a physical challenge. Implement the strategies during activities in classes.

Rate student-improvised games according to student evaluations. Note student use of knowledge in making their evaluations.

### Print Resources

*Movement with Meaning: Physical Education K-4*, pp. 151-164.

*Ready-to-Use P.E. Activities for Grades K-2*, pp. 46-49; 204-208; 235-248.

**Equipment:** bean bags, balls, hockey sticks, paddles, plastic bats, tees, scoops

## Grade 2

### Theme: Games - Manipulative Skills: Projecting and Receiving with Implements (1-3)

#### Outcomes

It is expected that students will:

#### IN MOVEMENT

1. Project a variety of objects using an implement.  
(GCO 1, KSCO 3, 5, 6)
2. Receive a variety of objects using an implement.  
(GCO 1, KSCO 3, 5, 6)

#### ABOUT MOVEMENT

3. Discuss the importance of grip when using implements.  
(GCO 2, KSCO 4)

#### THROUGH MOVEMENT

4. Demonstrate respect for individual differences. (GCO 4, KSCO 2)
5. Demonstrate safety and concern for self and others.  
(GCO 5, KSCO 1, 2)

#### Sample Learning and Teaching Strategies

Students learn to use implements for projecting and receiving objects through participation in a wide range of activities and games. **Toss up and catch** a bean bag on a paddle; using a paddle, **strike** a large stationary ball, a large ball along the floor to a partner, and from a tee; **strike** a large ball bounced on the floor and tossed upward; using a scoop, **toss up and catch** a ball, **toss** a ball to a wall target, **toss and catch** a ball with a partner, and **throw** a ball for distance; using a plastic bat, **strike** a ball from a tee, demonstrate **two-hand grip**, and demonstrate effective **body positioning**; with a hockey stick **carry a ball**, and **pass and receive** a ball.

Discuss the importance of: good grip when using implements, safety strategies for large group activities, strategies for including everyone, and individual performance differences.

#### Activities:

Use a paddle to strike a large ball along the floor to a partner. Try to hit it continuously for as many times as possible.

Engage in baseball-type games using a paddle to strike a large ball from a tee, from a bounce and from a toss up.

Play throwing and catching games with partners and in groups using a scoop and ball, and/or hockey stick and ball.

Play a variety of target games using a scoop and ball.

Engage in batting activities such as hitting for accuracy and distance from a tee and baseball-type games using a bat and large ball.

Play relay-type games using carrying, striking and receiving skills with hockey sticks.

Students learn to use implements for projecting and receiving objects through participation in a wide range of activities and games.

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

*Teacher Observation:* Observe individual mechanics of striking with implements and use of striking skills in games.

Record the effectiveness of each student's grip and execution of carrying and striking skills with implements.

Observe students during play for evidence of efforts to include students who are experiencing difficulties. Note any modifications which students make to activities in order to facilitate participation by everyone. Praise student efforts.

*Student Performance:* Use a checklist to keep a record of the level of performance of each student in projecting and receiving skills with implements.

*Self-Evaluation/Reflection:* Discuss the effectiveness of strategies used to enhance cooperation. Record suggestions of what can be done to require others to be more cooperative. Discuss how it felt when someone was so uncooperative that the task could not be completed. This could be done as a one to two minute large group discussion at the end of the class.

*Peer Evaluation:* In pairs or small groups, evaluate each other's performance and tutor each other to help improve performance.

**Resources and Notes**

During classes on striking with implements, ask students to stand in various locations in relation to the object to be struck and strike the object. Note the direction of travel of the object. Discuss body positioning and how it affects where an object goes if it is struck. Suggest reasons why this is so.

Set up stations to provide opportunities for students to try each skill. Music could be used to guide rhythm and to add interest.

Use voice cues to guide the class through trying a number of different grips on hockey sticks. Discuss the grip that they find most comfortable to use. Explain principles of good grip.

Discuss special safety considerations that must be taken into account when using implements. Have students prepare a list of precautions in a poster for display.

Discuss the importance of including everyone in play and have students devise strategies to include anyone who may have a physical challenge. Implement the strategies during activities in classes.

**Print Resources**

*Ready-to-Use P.E. Activities for Grades K-2*, pp. 204-208; 235-248.

*Movement with Meaning: Physical Education K-4*, pp. 151-164.

*Teaching Responsibility Through Physical Activity*, pp. 15-16; 86-88.

**Equipment:** bean bags, balls, hockey sticks, paddles, plastic bats, tees, scoops

## Grade 3

### Theme: Games - Manipulative Skills: Projecting and Receiving with Implements (1-3)

#### Outcomes

It is expected that students will:

#### IN MOVEMENT

1. Project a variety of objects using an implement.  
(GCO 1, KSCO 3, 5, 6)
2. Receive a variety of objects using an implement.  
(GCO 1, KSCO 3, 5, 6)

#### ABOUT MOVEMENT

3. Discuss the effect of body position on travel of an object.  
(GCO 2, KSCO 4)

#### THROUGH MOVEMENT

4. Demonstrate respect for individual differences.  
(GCO 4, KSCO 2)
5. Demonstrate safety and concern for self and others.  
(GCO 5, KSCO 1, 2)

#### Sample Learning and Teaching Strategies

Using a small ball and a paddle, **toss up and strike** with underhand and overhand motion, **continuously strike** to a wall and to a partner allowing one bounce on the floor before each strike; using a paddle, **strike a badminton shuttle** to a partner with an underhand motion; using a ball and scoop, **toss and catch** with a partner, **receive** at a variety of levels (high, medium, low and floor levels), **toss** to a wall target, and **throw** underhand for distance and accuracy; using a plastic bat, demonstrate a **two-hand grip** and effective body positioning to **strike** from a tee for distance and accuracy; with a hockey stick, demonstrate **effective grip**, **carry** a ball around obstacles, **shoot** a ball and puck at a target; and solve movement problems when working in large groups.

#### Activities:

Following a discussion of body position and grip on a paddle, toss a small ball upward and strike it to a wall using underhand and overhand motions; continuously strike a small ball to a wall alone and with a partner; play baseball-type games using a paddle to strike a small ball from a toss up; and rally a badminton shuttle with a partner using paddles.

Using a scoop and ball, play target and baseball-type games, and engage in a variety of batting activities.

Play relay-type games using carrying, striking and receiving skills with hockey sticks.

Experiment with various body positions for striking with a bat and record the direction of travel of the ball. Ask students to form conclusions about how body position affects direction of travel of the ball.

Devise a plan for area coverage and communication between participants during play in order to minimize overlap and the possibility of collisions in baseball-type games. For example, suggest a method of determining who will get the ball if it is located between two players.



## Theme: Games - Manipulative Skills: Projecting and Receiving with Implements (1-3)

### Student Assessment

*Teacher Observation:* Note the effectiveness of communication during a game and track incidents of more than one player covering the same area of the floor. Use a checklist to keep records of progress in cooperation during a game.

*Student Performance:* Use a checklist to keep a record of the level of performance of each student in projecting and receiving skills with implements.

Record the effectiveness of each student's grip and execution of carrying and striking skills with implements.

Have students indicate, in a drawing, the direction of travel of the ball when hit by a person standing in various locations around a tee.

*Self-Evaluation/Reflection:* Students reflect on the effectiveness of efforts to sustain a rally with paddles and a badminton shuttle and make notes in a portfolio.

Students write about their favorite games and activities and indicate how often they play them. State why they like those activities and whether they think they have good skills for playing them.

Discuss the importance of keeping implements used for activities in good repair.

Discuss the role that personal preference plays in skill development for various activities.

Students list preferred games and how often they play them. Discuss the role of frequent participation in an activity in developing skill in that activity. Discuss how preference helps keep a person interested and involved in particular activities.

*Peer Evaluation:* Work in partners or small groups to evaluate each other's performance and make suggestions for improvement.

### Resources and Notes

Journal entries or other writing activities might best be integrated into a writing class in language arts.

Games designed or created by students can be used throughout this theme.

Explain principles of good grip. Use voice cues to guide the class through trying a number of different grips on hockey sticks. Discuss the grip which they find most comfortable to use.

Ensure that equipment is inspected for safety and kept in good repair. Involve students in this process by having them identify items which should not be used due to possible safety problems.

Discuss the importance of including everyone in play and have students devise strategies to include anyone who may have a physical challenge. Implement the strategies during activities in classes.

### Print Resources

*Ready-to-Use P.E. Activities for Grades 3-4*, pp. 259-263; 274-278; 290-297.

*Movement with Meaning: Physical Education K-4*, pp. 151-164.

**Equipment:** balls, paddles, badminton shuttles, scoops, plastic bats, tees, hockey sticks

