

**Theme : Games – Manipulative Skills:  
Accompanying Apparatus (1–6)**

**Theme: Games - Manipulative Skills: Accompanying Apparatus (1-6)****Grade 1****IN MOVEMENT**

1. Manipulate various apparatus individually and in a large group. (GCO 1, KSCO 3, 4, 6, 9)

**ABOUT MOVEMENT**

2. Demonstrate an understanding of the mechanics of using an apparatus. (GCO 2, KSCO 1, 3, 4)

**THROUGH MOVEMENT**

3. Demonstrate the ability to cooperate and work with others. (GCO 6, KSCO 1, 2, 3)

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

1. Manipulate various apparatus individually and in a large group. (GCO 1, KSCO 3, 4, 6, 9)

**ABOUT MOVEMENT**

2. Demonstrate an understanding of efficient movement while using an apparatus. (GCO 2, KSCO 1, 3, 4)

**THROUGH MOVEMENT**

3. Demonstrate the ability to cooperate and work with others. (GCO 6, KSCO 1, 2, 3)

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

1. Manipulate various apparatus individually and in a large group. (GCO 1, KSCO 3, 4, 6, 9)

**ABOUT MOVEMENT**

2. Demonstrate an understanding of efficient movement while using an apparatus. (GCO 2, KSCO 1, 3, 4)

**THROUGH MOVEMENT**

3. Demonstrate the ability to cooperate and work with others. (GCO 6, KSCO 1, 2, 3)

**Theme: Games - Manipulative Skills: Accompanying Apparatus (1-6)****Grade 4****IN MOVEMENT**

1. Manipulate various apparatus individually and in a large group. (GCO 1, KSCO 3, 4, 6, 9)

**ABOUT MOVEMENT**

2. Demonstrate an understanding of factors that contribute to skills in using an apparatus. (GCO 2, KSCO 4, 5)

**THROUGH MOVEMENT**

3. Demonstrate the ability to cooperate and work with others. (GCO 6, KSCO 1, 2, 3)
4. Demonstrate concern for the care and safety of others and for equipment. (GCO 5, KSCO 1, 2, 3)

**Grade 5****IN MOVEMENT**

1. Manipulate various apparatus individually and in a large group. (GCO 1, KSCO 3, 4, 6, 9)

**ABOUT MOVEMENT**

2. Demonstrate an understanding of factors that contribute to skills in using an apparatus. (GCO 2, KSCO 4, 5)

**THROUGH MOVEMENT**

3. Demonstrate the ability to cooperate and work with others. (GCO 6, KSCO 1, 2, 3)
4. Demonstrate concern for the care and safety of others and for equipment. (GCO 5, KSCO 1, 2, 3)

**Grade 6****IN MOVEMENT**

1. Manipulate various apparatus individually and in a small group. (GCO 1, KSCO 3, 4, 6, 9)

**ABOUT MOVEMENT**

2. Demonstrate an understanding of factors that contribute to skills in using an apparatus. (GCO 2, KSCO 4, 5)

**THROUGH MOVEMENT**

3. Demonstrate the ability to cooperate and work with others. (GCO 6, KSCO 1, 2, 3)
4. Demonstrate concern for the care and safety of others and for equipment. (GCO 5, KSCO 1, 2, 3)

## Grade 1

### Theme: Games - Manipulative Skills: Accompanying Apparatus (1-6)

#### Outcomes

It is expected that students will:

#### IN MOVEMENT

1. Manipulate various apparatuses individually and in a large group. (GCO 1, KSCO 3, 4, 6, 9)

#### ABOUT MOVEMENT

2. Demonstrate an understanding of the mechanics of using an apparatus. (GCO 2, KSCO 1, 3, 4)

#### THROUGH MOVEMENT

3. Demonstrate the ability to cooperate and work with others. (GCO 6, KSCO 1, 2, 3)

#### Sample Learning and Teaching Strategies

This theme allows students to build on previously learned manipulative skills using a variety of apparatus. **Twirl** a hula hoop around each arm and around hips; **jump** a rope which is swung slowly by others; **rotate and jump** an individual rope; in a large group: **shake, billow and rotate** a parachute; rotate a parachute by walking, running and skipping; **change places** on command underneath a billowing parachute and create an igloo and multi-headed turtle with a parachute.

#### Activities:

Have students take a hula hoop and find a space where there is room to move. Start the class by saying “look what I can do” and demonstrate a twirl around one arm. Allow students to demonstrate “look what I can do” movements with hula hoops. Point out the kind of arm movement that keeps the hoop moving and that the movement can be applied to twirling hoops around any body part. Experiment with twirling hula hoops around the waist.

Work in groups of three with two students swinging a rope and one jumping. Progression can go from rocking the rope back and forth to full swings, according to student ability. Use a variety of skipping games and rhymes to play with skipping ropes. Progress from group to individual ropes. Discuss the mechanics of swinging an individual rope and have students work in pairs to tutor each other.

Do set movements with the parachute. Ask students to suggest other things that can be done. Try each of the suggestions.

Discuss the need for communication when working in large groups with a parachute. Ask students to devise strategies to help them all start a movement at the same time. Use their suggestions in doing activities with a parachute.

**Theme: Games - Manipulative Skills: Accompanying Apparatus (1-6)****Student Assessment**

*Teacher Observation:* Note each time that students approach and help other students. Record when this is done without prompting. Give students who voluntarily help others a recognition note to place in their portfolio.

*Student Performance:* Have students demonstrate the ability to twirl a hula hoop around one body part. Note whether the motion of the hoop can be maintained for a set period of time.

Have students indicate, in a picture of a person jumping a rope, the position of the rope when the person jumps so that the rope passes under the jumper's feet. This should take no more than a few minutes and the drawing should be simple stick figures to communicate the idea.

*Self-Evaluation/Reflection:* Have trios record the number of jumps each student can do over a rope that is rocked back and forth and that is swung all the way over the head. Students can set goals for themselves and record whether these were achieved.

Discuss the effectiveness of student suggestions for the parachute activities. Suggest reasons why some did not work well and others did. Think about doing parachute activities with a large group and identify the most difficult thing about it and the least difficult thing. Suggest strategies to make the most difficult things less difficult.

*Peer Evaluation:* Have students work in pairs to coach each other.

**Resources and Notes**

Encourage students to help those who are experiencing difficulties with performing a skill. They can make suggestions or give a demonstration.

Have students work in small groups to discuss the optimum position that the rope should be in when the jump begins so as to allow the rope to pass under the feet. Have them try this while jumping and note that the rope is always in about the same position when the jump is initiated.

**Print Resources**

*Movement with Meaning: Physical Education K-4*, pp. 67-80.

*Teaching Responsibility Through Physical Activity*.

*Ready-to-Use P.E. Activities for Grades K-2*, pp. 151-157; 209-224; 225-230.

**Equipment:** hula hoops, skipping ropes, parachute

## Grade 2

### Theme: Games - Manipulative Skills: Accompanying Apparatus (1-6)

#### Outcomes

It is expected that students will:

#### IN MOVEMENT

1. Manipulate various apparatus individually and in a large group. (GCO 1, KSCO 3, 4, 6, 9)

#### ABOUT MOVEMENT

2. Demonstrate an understanding of efficient movement while using an apparatus.

(GCO 2, KSCO 1, 3, 4)

#### THROUGH MOVEMENT

3. Demonstrate the ability to cooperate and work with others.

(GCO 6, KSCO 1, 2, 3)

#### Sample Learning and Teaching Strategies

This theme allows students to build on previously learned manipulative skills using a variety of apparatus. **Twirl** a hula hoop around each arm, around hips, around each ankle, and around the neck; **rotate** an individual rope; **jump** a rope which is swung by others using single jumps and double jumps; perform single jumps, double jumps, and **skip** forward while turning an individual rope; in a large group: **shake, billow** and **rotate** a parachute; **rotate** a parachute by walking, running and skipping; **change places** on command underneath a billowing parachute and create an igloo and multi-headed turtle with a parachute.

#### Activities:

Students experiment with twirling hula hoops around as many body parts as possible. Practise twirling around particular body parts. Have students do demonstrations for the class.

Introduce various jumping techniques with a long rope and have students work on perfecting them in groups of three.

Discuss the mechanics of swinging an individual rope with students and have them work in pairs to help tutor each other. Work on moving around the gym while swinging a rope and performing double and single jumps.

Discuss the need for communication when working in large groups and ask students to devise strategies to help them all start a movement at the same time. Test these in doing activities with a parachute. Do set movements with the parachute then have students suggest other things that can be done. Try the suggestions.

Secretly ask two or three students in the class to deliberately be uncooperative in a large group activity with the parachute. When frustration in the group is evident because of this uncooperativeness, stop the group and ask them to brainstorm solutions to the problem. In the discussion introduce the idea that if just one or two people do not cooperate, large groups cannot function well together and their tasks can not be completed. Ask them to try it again with the cooperation of everyone.

Experiment with different qualities of movement while jumping ropes. Discuss the effect of different qualities of movement on the ability to jumping “light and bouncy”.

**Theme: Games - Manipulative Skills: Accompanying Apparatus (1-6)****Student Assessment**

*Teacher Observation:* Observe students in their parachute activities and note how they communicate with each other for the purpose of enhancing cooperation. Note how well they can carry out particular movements and the changes in their level of cooperation after suggestions are made to improve.

Observe students jumping into and out of a turning rope and keep a record of their progress.

*Student Performance:* Have students demonstrate the various jumping techniques that were learned.

*Self-Evaluation/Reflection:* Have students keep track of the number of rotations of a hoop around a targeted body part. Note the improvement after a period of time working on the skills.

Have trios record the number of jumps each student can do over a rope that is rocked back and forth and that is swung all the way over the head. Students can set goals for themselves and record whether these were achieved.

Discuss the effectiveness of student suggestions for parachute activities. Suggest reasons why some strategies did not work well and others did.

Discuss the kind of movement that keeps a hoop twirling.

*Peer Evaluation:* Have students work in pairs to coach each other.

**Resources and Notes**

Encourage students to help those who are experiencing difficulties with performing a skill. They can make suggestions or give a demonstration.

Have students work in small groups to discuss the optimum position that the rope should be in when the jump begins so as to allow the rope to pass under the feet. Have them try this while jumping and note that the rope is always in about the same position when the jump is initiated.

Using jumping rhymes, games and music makes activities more enjoyable.

Challenging the number of jumps students can do without stopping can motivate students to improve.

**Print Resources**

*Movement with Meaning: Physical Education K-4*, pp. 67-80.

*Teaching Responsibility Through Physical Activity*.

*Ready-to-Use P.E. Activities for Grades K-2*, pp. 151-157; 209-224; 225-230.

**Equipment:** hula hoops, skipping ropes, parachute

## Grade 3

### Theme: Games - Manipulative Skills: Accompanying Apparatus (1-6)

#### Outcomes

It is expected that students will:

#### IN MOVEMENT

1. Manipulate various apparatuses individually and in a large group. (GCO 1, KSCO 3, 4, 6, 9)

#### ABOUT MOVEMENT

2. Demonstrate an understanding of efficient movement while using an apparatus. (GCO 2, KSCO 1, 3, 4)

#### THROUGH MOVEMENT

3. Demonstrate the ability to cooperate and work with others. (GCO 6, KSCO 1, 2, 3)

#### Sample Learning and Teaching Strategies

This theme allows students to build on previously learned manipulative skills using a variety of apparatus. **Twirl** a hula hoop around each ankle, hips, and neck; **roll** a hula hoop while running; single **jumps** and double jumps in a long rope and in an individual rope; **skip** forward while turning an individual rope; **jump** into and out of a turning rope, double and single jump while turning rope backward; **rocker step** forward and backward; using a parachute: **change places** on command underneath; create an igloo and multi-headed turtle; **rotate** by walking, running and skipping; **float** in a large group; throw a ball into the air; and roll a ball around the perimeter.

#### Activities:

Ask students to experiment with twirling hula hoops around as many body parts as possible. Demonstrate their twirling movements for the class.

Have students try running while rolling a hula hoop. Play a relay game using running and rolling a hula hoop.

Play jumping-in-and-out skipping rope games that require performing single and double jumps.

Work on double jumps and single jumps while swinging a rope forward and backward.

Discuss the mechanics of swinging an individual rope with students and have them work in pairs to tutor each other.

Discuss quality of movement and its effect on performance. Have students work on making their jumping as light as possible and note its effect on ability to continue jumping for longer periods of time.

Perform set movements with the parachute, then ask students to suggest other things which can be done. Try their suggestions.

Discuss the need for communication when working in large groups with a parachute. Ask students to devise strategies to help them all start a movement at the same time. Use their suggestions to help cooperate in doing activities with a parachute.



**Theme: Games - Manipulative Skills: Accompanying Apparatus (1-6)****Student Assessment**

*Teacher Observation:* Observe students in jumping into and out of a turning rope and keep an anecdotal record of their progress.

Observe students in their parachute activities and note how they communicate with each other for the purpose of enhancing cooperation. Note how well they can carry out particular movements and the changes in their level of cooperation after suggestions are made to improve.

*Student Performance:* Assess the various jumping techniques practised in class. Note the competence of each student including the quality of movement used in the jumping.

*Self-Evaluation/Reflection:* Have students keep track of the number of rotations of a hoop around a targeted body part. Note the improvement after a period of time working on the skills.

Have trios record the number of jumps each student can do over a rope that is rocked back and forth and that is swung all the way over the head. Students can set goals for themselves and record whether these were achieved.

Have students comment in their journals why they feel it is important to have a good system of communication when carrying out complicated movements in large groups.

Discuss the kind of movement that keeps a hoop twirling.

Discuss timing the turn of a rope to allow a person to jump into and out of the rope.

*Peer Evaluation:* Have students work in pairs to coach each other.

**Resources and Notes**

Encourage students to help those who are experiencing difficulties with performing a skill. They can make suggestions or give a demonstration.

Challenging the number of jumps a student can do without stopping can motivate students to work on improvements.

**Print Resources**

*Ready-to-Use P.E. Activities for Grades 3-4*, pp. 170-175; 209-229.

*Movement with Meaning: Physical Education K-4*, pp. 67-80.

*Teaching Responsibility Through Physical Activity*.

**Equipment:** hula hoops, skipping ropes, parachute

## Grade 4

### Theme: Games - Manipulative Skills: Accompanying Apparatus (1-6)

#### Outcomes

It is expected that students will:

#### IN MOVEMENT

1. Manipulate various apparatuses individually and in a large group. (GCO 1, KSCO 3, 4, 6, 9)

#### ABOUT MOVEMENT

2. Demonstrate an understanding of factors that contribute to skills in using an apparatus. (GCO 2, KSCO 4, 5)

#### THROUGH MOVEMENT

3. Demonstrate the ability to cooperate and work with others. (GCO 6, KSCO 1, 2, 3)
4. Demonstrate concern for the care and safety of others and for equipment. (GCO 5, KSCO 1, 2, 3)

#### Sample Learning and Teaching Strategies

This theme allows students to build on previously learned manipulative skills using a variety of apparatus. **Twirl** a hula hoop around each ankle, hips, and neck; **throw** a hula hoop for distance; and **throw and catch** a hula hoop; perform single jumps and double jumps in both long and individual ropes; **skip forward** and backward while turning an individual rope; and cross arms while skipping and turning an individual rope; **push and pull** objects and people; and pull oneself up a climbing rope; **juggle** using scarves and juggle cubes; and in a large group: **shake and billow** a parachute; **float** a parachute; **rotate** a parachute by walking, running and skipping; **change places** on command underneath a billowing parachute; create an igloo and multi-headed turtle; and **bounce** several balls into the air using a parachute.

#### Activities:

Allow students to get a rope, go to their own space and begin jumping. Watch for students to display a certain jump. Stop class, ask the student to demonstrate the jump, then get others to try it.

Students throw hula hoops concentrating on accuracy and distance.

Use a parachute to create shapes, movements, and cooperative games.

Students work in pairs to practice juggling using scarves and juggle cubes. Coach each other.

Using scooters, push and pull each other around the gym, while watching out for others.

Students participate in races using scooters pushing as well as pulling with ropes. Play a game of hospital tag using the scooters as an ambulance.

Students practice juggling using different body parts, e.g., hacky sack, individually and in groups.

**Theme: Games - Manipulative Skills: Accompanying Apparatus (1-6)****Student Assessment**

*Teacher Observation:* Observe how students use their knowledge of concepts to improve their performance of certain skills.

Observe students as they demonstrate jumps with an individual rope. Note the number of times or length of time each can jump without stopping.

Observe how students work in large groups. If difficulties arise, discuss and suggest ways to improve working in large groups.

Record the length of time each student can juggle using various items. Discuss why one may be easier than another.

Observe students for spatial awareness during scooter activities. Emphasize safety.

Note students' adherence to rules when using equipment.

*Student Performance:* Have students perform 2-3 ways of jumping rope.

Record how accurately and how far students can throw a hula hoop.

*Self-Evaluation/Reflection:* Have students reflect on the physical fitness benefits of skipping. Set goals and keep a record of achievement.

*Peer Evaluation:* Have students work in pairs to coach each other.

**Resources and Notes**

Discuss the concept of eye-hand coordination and its importance in juggling. Get students to verbally communicate this to you and to others.

When discussing skipping techniques, show importance of strength and eye-hand coordination related to sports such as boxing and wrestling.

Allow free play with hula hoops, then demonstrate a variety of activities to be performed.

Use stations to provide practice in different skills.

Videos can be used to demonstrate proper technique and routines.

**Print Resources**

*Ready-to-Use P.E. Activities for Grades 3-4*, pp. 170-175; 209-229.

*Teaching Responsibility Through Physical Activity*,

**Equipment:** hula hoops, skipping ropes, parachutes, bean bags/hacky sacks, balls, juggling cubes, scooters

## Grade 5

### Theme: Games - Manipulative Skills: Accompanying Apparatus (1-6)

#### Outcomes

It is expected that students will:

#### IN MOVEMENT

1. Manipulate various apparatuses individually and in a large group. (GCO 1, KSCO 3, 4, 6, 9)

#### ABOUT MOVEMENT

2. Demonstrate an understanding of factors that contribute to skills in using an apparatus. (GCO 2, KSCO 4, 5)

#### THROUGH MOVEMENT

3. Demonstrate the ability to cooperate and work with others. (GCO 6, KSCO 1, 2, 3)
4. Demonstrate concern for the care and safety of others and for equipment. (GCO 5, KSCO 1, 2, 3)

#### Sample Learning and Teaching Strategies

Students are given an opportunity to perfect manipulative skills while gaining valuable experience with accompanying apparatus. This adds fun and fitness to the demonstration of the following skills: a **variety of jumps** with an individual skipping rope including jump the shot; **throw and catch** a hula hoop; **float a parachute** in a group; bounce several balls into the air using a parachute; **change places** on command under a **floating parachute**; **push** and **pull** objects and people; pull oneself up a climbing rope; and **juggle** using scarves, juggle cubes, balls and batons.

#### Activities:

Students skip individually, performing a jump of choice. Ask students to try jumps being performed by others.

Play “Jump the Shot” with variations. This is played by having a student in the centre of a circle of students, swing a rope at floor level around the circle. Students forming the circle jump over the rope as it approaches.

Jump continuously for a set period of time. Record changes in the body: heart rate, breathing, appearance.

Practice juggling using a variety of objects. Students should be given an opportunity to practice individually with a variety of objects.

Push and pull objects of increased weight while playing relay games.

**Theme: Games - Manipulative Skills: Accompanying Apparatus (1-6)****Student Assessment**

*Teacher Observation:* Note the creativity of students and the variety of jumps performed in the routines.

Observe the extent to which students show a willingness to participate in activities using a variety of apparatus such as hula hoops, parachute and skipping rope, and demonstrate a positive attitude towards participation.

*Student Performance:* Have students perform 3-4 ways of jumping efficiently and for a specified period of time.

Have students juggle any two objects.

*Self-Evaluation/Reflection:* Discuss the importance of strength in performance of movement skills.

Discuss the use of skipping as a means to help improve fitness levels.

Discuss how boxers and wrestlers use skipping ropes to improve fitness.

Discuss the importance of strength in pushing and pulling.

*Peer Evaluation:* Have students work in pairs to coach each other.

**Resources and Notes**

When playing in groups, for example with a parachute, discuss the components of a cooperative activity.

Use demonstrations and/or videos of the various activities performed in the theme to enhance discussion.

Allow for explanation of different jumps as students create jumping routines individually or with partners. Routines may be done to music.

When using any manipulative apparatus, allow students time to explore the variety of things that can be done with the apparatus. The teacher can observe and point out any new or significant movements.

The parachute provides an opportunity for the whole class to cooperate in an activity. This apparatus can be used in many different ways.

**Print Resources**

*Ready-to-Use P.E. Activities for Grades 5-6*, pp. 171-175; 181-204.

*Teaching Responsibility Through Physical Activity*.

**Equipment:** hula hoops, skipping ropes, parachute, bean bags, balls, juggling cubes, scooters, scarves

## Grade 6

### Theme: Games - Manipulative Skills: Accompanying Apparatus (1-6)

#### Outcomes

It is expected that students will:

#### IN MOVEMENT

1. Manipulate various apparatuses individually and in a small group. (GCO 1, KSCO 3, 4, 6, 9)

#### ABOUT MOVEMENT

2. Demonstrate an understanding of factors that contribute to skills in using an apparatus. (GCO 2, KSCO 4, 5)

#### THROUGH MOVEMENT

3. Demonstrate the ability to cooperate and work with others. (GCO 6, KSCO 1, 2, 3)
4. Demonstrate concern for the care and safety of others and for equipment. (GCO 5, KSCO 1, 2, 3)

#### Sample Learning and Teaching Strategies

Development of manipulative skills with a variety of apparatus provides students with an enjoyable way to improve their skills while working individually, in pairs and in a group. They are able to develop cooperation while working toward an objective in a large group. Incorporating manipulative skills into the program is very important for the development of hand-eye coordination, strength and fitness. Skills include: a **variety of jumps** using an individual skipping rope; **throw and catch** a hula hoop; **float a parachute** in a group; **change places** underneath a floating parachute; **pull** objects and people using a rope; pull oneself up a climbing rope; and **juggle** using scarves, juggle cubes, balls and batons.

#### Activities:

Use a wide variety of apparatus to aid in the development of manipulative skills: skipping ropes, hula hoops, parachute, scooters and items for juggling (balls, scarves, batons).

Have students observe someone skipping for a certain length of time. Have them record physical changes they see in themselves as a result of skipping and relate these to the impacts of skipping on fitness. This could be a journal activity.

Provide opportunities for students to explore the different uses for the apparatus being used and expand on previously learned skills.

**Theme: Games - Manipulative Skills: Accompanying Apparatus (1-6)****Student Assessment**

*Teacher Observation:* Note the degree to which students cooperate in large group activities such as using the parachute.

Keep an anecdotal record of student proficiency in using an apparatus.

*Student Performance:* Organize skipping challenges, individual or team events. Record students' performance in terms of completions of tasks, proper technique and level of effort.

Assess individual performance using a variety of apparatus. Note techniques used in skipping (variety of jumps used), juggling techniques (variety of items used to juggle).

*Self-Evaluation/Reflection:* Relate eye-hand coordination to other sports such as golf, softball, and racket sports.

Have students briefly discuss factors such as: cooperation in group activities, benefits of participation in physical activity, and fun and fitness. Responses could be posted on gym or classroom walls for use as review and/or as reminders.

Think about problems with communication in large groups and propose strategies to overcome them.

*Peer Evaluation:* Evaluate the performance of other students in the skipping challenges.

**Resources and Notes**

Reinforce previously learned benefits of rope jumping by asking a high school team to use skipping as part of their training. Get feedback from the team of the impacts over an extended period of time. Discuss as a group.

**Print Resources**

*Ready-to-Use P.E. Activities for Grades 5-6*, pp. 171-175; 181-204.

*Teaching Responsibility Through Physical Activity*.

**Equipment:** hula hoops, skipping ropes, parachute, bean bags, balls, juggling cubes, scooters, scarves

