

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

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

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

ABOUT MOVEMENT

3. Demonstrate an understanding of teamwork.
(GCO 3, KSCO 3)

THROUGH MOVEMENT

4. Demonstrate safety and concern for self and others.
(GCO 5, KSCO 1, 2)
5. Cooperate with a partner.
(GCO 6, KSCO 2, 3)

Grade 2**IN MOVEMENT**

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

ABOUT MOVEMENT

3. Demonstrate an understanding of concepts related to catching and throwing. (GCO 2, KSCO 1, 4)

THROUGH MOVEMENT

4. Demonstrate safety and concern for self and others.
(GCO 5, KSCO 1, 2)
5. Cooperate with a partner.
(GCO 6, KSCO 2, 3)

Grade 3**IN MOVEMENT**

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

ABOUT MOVEMENT

3. Demonstrate an understanding of concepts related to catching and throwing. (GCO 2, KSCO 1, 4)

THROUGH MOVEMENT

4. Demonstrate safety and concern for self and others.
(GCO 5, KSCO 1, 2)
5. Cooperate with others.
(GCO 6, KSCO 2, 3)

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

Outcomes

It is expected that students will:

IN MOVEMENT

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

ABOUT MOVEMENT

3. Demonstrate an understanding of teamwork. (GCO 3, KSCO 3)

THROUGH MOVEMENT

4. Demonstrate safety and concern for self and others.
(GCO 5, KSCO 1, 2)
5. Cooperate with a partner.
(GCO 6, KSCO 2, 3)

Sample Learning and Teaching Strategies

Students learn skills of carrying, projecting and receiving small objects by participating in a wide range of activities. **Carry** a beanbag on various body parts; **project** a bean bag: into the air, to a wall target, to a partner, to a floor target using two-hand and one-hand underhand motions; **catch** a beanbag: with two hands, with one hand approaching at various levels; using a small ball: **throw** to varying heights and distances using a one-hand underhand throw, and **toss up, let bounce and catch; roll** a small ball to the wall or to a partner using a one-hand underhand motion; and with two hands **catch a toss** made by a partner.

Introduce the mechanics of throwing: body position, arm action and weight transfer. Provide opportunities to throw and catch small balls. Discuss the concept of stepping ahead as the throwing arm comes forward for the release. Try it by rolling a ball to a wall. Play various target throwing, partner catch, and large group catching games. Challenge students to improvise a throwing and catching stunt, such as toss up and turn around as the ball bounces, then catch. Perform it for the class. Concentrate on force and accuracy in throwing.

Activities:

Work in groups to find and demonstrate novel ways of carrying bean bags.

Carry beanbags in ways that do not include the hands. If a bean bag is dropped, it must be replaced by another student.

Experiment with tossing small objects upward using two hands and one hand. Emphasize maintaining control in throwing.

Target throwing games with targets drawn on the wall or held by a partner.

Catch and throw with a partner. Emphasize control in throwing.

Play one-step, two-step curling or bowling-type games.

Engage in cooperative activities such as relaying a ball all the way around a set area or trying to achieve a set number of catches by throwing it from one to the other without dropping it.

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

Teacher Observation: Record students' non-participation and work with them to set goals for improvement.

Note each student's level of proficiency in throwing and catching a small ball.

Student Performance: Keep a record of students' personal best in accuracy activities like target throwing to a wall, a partner, and floor targets.

Self-Evaluation/Reflection: Discuss the effect of continuous effort on the improvement of personal performance.

Peer Evaluation: Toss a bean bag to a partner and record whether they can catch it a set number of times with each hand. Recommend partner for a success card when the skill is accomplished.

Peer coach a partner.

Resources and Notes

Throughout the theme, use games that require selection of partners and opponents. Discuss with students the feelings associated with being left out and encourage them to recognize situations where some are left out. Brainstorm rules to ensure that all students in the class are included in playing games.

Bean bag curling is played with two teams positioned on opposite sides of a circle at a set distance. Each team member has an opportunity to throw a bean bag along the floor and into the circle. When everyone has tried, the number of bean bags in the circle for each team is counted. Players can attempt to knock the other team's bean bags outside of the circle by striking them with their bean bags.

Success cards, made by the teacher, state that a student has mastered a particular skill. They could be read to students and awarded on a partner's recommendation.

Discuss Hellison's levels of participation outlining simplified characteristics of each level. Focus on the need for safety and cooperation when performing potentially dangerous skills. Then, work with students to create safety rules. Students can demonstrate their understanding of the rules by putting them into practice in activities and policing each other to make sure that the rules are followed.

Print Resources

Movement with Meaning: Physical Education K-4, pp. 81-108; 123-150.

Ready-to-Use P.E. Activities for Grades K-2, pp. 158-163; 176-208.

"Hellisms' Levels of Participation in Teaching" in *Responsibility Through Physical Activity*, Chapter 1, pp. 10-21.

Equipment: bean bags, small balls

Grade 2

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

Outcomes

It is expected that students will:

IN MOVEMENT

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

ABOUT MOVEMENT

3. Demonstrate an understanding of concepts related to catching and throwing. (GCO 2, KSCO 1, 4)

THROUGH MOVEMENT

4. Demonstrate safety and concern for self and others.
(GCO 5, KSCO 1, 2)
5. Cooperate with a partner.
(GCO 6, KSCO 2, 3)

Sample Learning and Teaching Strategies

Students learn skills of projecting and receiving small objects by participating in a wide range of activities. **Project** a bean bag to a partner, to a floor target, to varying distances using two-hand and one-hand underhand motions; **catch** a bean bag thrown at various heights and distances; using a small ball, **toss up, let bounce and catch; throw** underhand to varying heights and distances; **throw** overhand with one hand to a wall target and to a partner; **continuously bounce** with each hand; **roll** to stationary and moving partners; **catch** at high, medium, low and floor levels; and, **catch** with two hands and one hand.

Introduce the mechanics of throwing: body position, arm action and weight transfer. Provide opportunities to throw and catch a small ball. Discuss the concept of stepping ahead as the throwing arm comes forward for the release. Try it by rolling a ball to a wall. Play various target throwing, partner catch, and large group catching games. Challenge students to improvise a throwing and catching stunt, such as toss up and turn around as the ball bounces, then catch. Perform it for the class. Encourage students to concentrate on force and accuracy in throwing.

Discuss the concept of absorbing the impact when catching a ball that is travelling fast. Try this skill with a partner and in small groups.

Activities:

Experiment with tossing small objects upward using two hands and one hand. Emphasize maintaining control in throwing.

Play target-throwing games with targets drawn on the wall or held by a partner.

Play catch with a partner. Emphasize control in throwing. Play circle-throwing games such as “Hot Potato”, three or four-against-one games such as “Monkey in the Middle”, and curling or bowling-type games.

Encourage cooperative activities such as relaying a ball all the way around a set area or trying to achieve a set number of catches by throwing it from one to the other without dropping it.

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

Teacher Observation: Note students' proficiency in throwing and catching a small ball.

Observe and note how students make adjustments to accommodate others as they attempt to accomplish a goal in a large group.

Keep track of all violations of established safety procedures for projecting objects powerfully. Track any changes in number of violations over time and inform students of their progress.

Student Performance: Evaluate students' ability to improvise and perform a ball stunt, such as throw the ball up in the air, turn around twice, then catch the ball after one bounce on the floor.

Self-Evaluation/Reflection: Reflect on levels of participation and discuss the benefits of participation in activities with others.

Peer Evaluation: Toss a bean bag to a partner and record whether they can catch it a set number of times with each hand. Recommend partner for a success card when the skill is accomplished.

Observe a partner to note whether a skill is being performed as described and/or demonstrated.

Resources and Notes

Encourage students to cooperate in projecting and receiving activities and to devise strategies to include all class members in play.

Success cards, made by the teacher, state that a student has mastered a particular skill. They could be read to students and awarded on a partner's recommendation.

Discuss Hellison's levels of participation outlining simplified characteristics of each level. Focus on the need for safety and cooperation when performing potentially dangerous skills. Then, work with students to create safety rules. Students can demonstrate their understanding of the rules by putting them into practice in activities and policing each other to make sure that the rules are followed.

Experiment with throwing to a moving partner. Discuss the idea of leading a moving partner with the ball to compensate for the moving speed of the partner.

Print Resources

Movement with Meaning: Physical Education K-4, pp. 81-108; 123-150.

Ready-to-Use P.E. Activities for Grades K-2, pp. 158-163; 176-208.

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Equipment: bean bags, small balls

Grade 3

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

Outcomes

It is expected that students will:

IN MOVEMENT

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

ABOUT MOVEMENT

3. Demonstrate an understanding of concepts related to catching and throwing. (GCO 2, KSCO 1, 4)

THROUGH MOVEMENT

4. Demonstrate safety and concern for self and others.
(GCO 5, KSCO 1, 2)
5. Cooperate with others.
(GCO 6, KSCO 2, 3)

Sample Learning and Teaching Strategies

Students learn skills of projecting and receiving small objects by participating in a wide range of activities. With a partner using one hand underhand and overhand motions and at various distances and heights, **throw and catch** a beanbag, a small ball, and a frisbee.

Review the concepts of body position, arm action and weight transfer in throwing with the class. Emphasize the importance of good mechanics when throwing for power and distance. Discuss the concept of absorbing the impact when catching a ball that is travelling fast. Try this skill with a partner and in small groups. Encourage students to concentrate on force and accuracy in throwing.

Experiment with throwing to a moving partner. Discuss the idea of leading a moving partner with the ball to compensate for the moving speed of the partner.

Activities:

Play target-throwing games with targets drawn on the wall or held by a partner.

Play catch with a partner. Emphasize control in throwing. Play circle-throwing games such as “Hot Potato”, play three or four-against-one games such as “Monkey in the Middle”, and curling or bowling-type games. Include a field trip to a bowling alley where possible.

Encourage cooperative activities such as relaying a ball all the way around a set area or trying to achieve a set number of catches by throwing it from one to the other without dropping it.

Have students improvise and perform a ball stunt such as throw the ball up in the air, turn around twice, then catch the ball after it bounces on the floor once.

Play throwing and catching games with a partner and in groups using a frisbee.

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

Teacher Observation: Note the level of proficiency of each student in throwing and catching. Video tapes of student performances can give them insight into levels of proficiency and help them in their efforts to improve.

Observe students' concentration on the ball when playing group catching games.

Observe and note how students make adjustments to accommodate others as they attempt to accomplish a goal in a large group.

Keep track of all violations of established safety procedures for projecting objects powerfully. Track any changes in number of violations over time and inform students of their progress.

Student Performance: Have students demonstrate accuracy in activities such as target throwing to a wall, a partner, and floor targets.

Have students plan and lead the class in a drill that would help develop manipulative skills. They should demonstrate awareness of the need to adjust intensity of play to accommodate the needs of other participants, devise strategies to help others improve on their skills, and make adjustments while playing games to accommodate participation of everyone.

Self-Evaluation/Reflection: Discuss the effect of continuous effort on the improvement of personal performance.

Peer Evaluation: Toss a bean bag to a partner and record whether they can catch it a set number of times with each hand. Recommend partner for a success card when the skill is accomplished.

Peer coach a partner.

Resources and Notes

Encourage students to identify their level of participation at the end of each class. Remind them to work toward participating at a higher level, to track their progress, and to keep records in their portfolios.

Success cards, made by the teacher, state that a student has mastered a particular skill. They could be read to students and awarded on a partner's recommendation.

Discuss Hellison's levels of participation outlining simplified characteristics of each level. Focus on the need for safety and cooperation when performing potentially dangerous skills. Then, work with students to create safety rules. Students can demonstrate their understanding of the rules by putting them into practice in activities and policing each other to make sure that the rules are followed.

Print Resources

Ready-to-Use P.E. Activities for Grades 3-4, pp. 176-181.

Movement with Meaning: Physical Education K-4, pp. 81-108; 123-150.

"Hellisms' Levels of Participation in Teaching" in *Responsibility Through Physical Activity*, Chapter 1, pp. 10-21.

Equipment: bean bags, small balls, frisbees

