

**Theme : Games – Manipulative Skills:
Projecting & Receiving (4-6)**

Theme: Games - Manipulative Skills: Projecting and Receiving (4-6)

Grade 1

Grade 2

Grade 3

Note: There are no outcomes for Grades 1-3 with this theme.

Theme: Games - Manipulative Skills: Projecting and Receiving (4-6)**Grade 4****IN MOVEMENT**

1. Project a range of objects in a variety of games and activities. (GCO 1, KSCO 3, 6, 7)
2. Receive a range of objects in a variety of games and activities. (GCO 1, KSCO 3, 6, 7)

ABOUT MOVEMENT

3. Demonstrate an understanding of the importance of correct techniques in games and activities. (GCO 2, KSCO 4)

THROUGH MOVEMENT

4. Demonstrate concern for the safety of self, others and physical surroundings. (GCO 5, KSCO 1, 2, 3)
5. Demonstrate leadership in encouraging the participation of others. (GCO 6, KSCO 1, 3, 4)

Grade 5**IN MOVEMENT**

1. Project a range of objects in a variety of games and activities. (GCO 1, KSCO 3, 6, 7)
2. Receive a range of objects in a variety of games and activities. (GCO 1, KSCO 3, 6, 7)

ABOUT MOVEMENT

3. Demonstrate an understanding of the simple mechanics of projecting and receiving with or without implements. (GCO 2, KSCO 4)

THROUGH MOVEMENT

4. Demonstrate concern for the safety of self, others and physical surroundings. (GCO 5, KSCO 1, 2, 3)
5. Demonstrate leadership in encouraging the participation of others. (GCO 6, KSCO 1, 3, 4)

Grade 6**IN MOVEMENT**

1. Project a range of objects in a variety of games and activities. (GCO 1, KSCO 3, 6, 7)
2. Receive a range of objects in a variety of games and activities. (GCO 1, KSCO 3, 6, 7)

ABOUT MOVEMENT

3. Demonstrate an understanding of the simple mechanics of projecting and receiving with or without implements. (GCO 2, KSCO 4)

THROUGH MOVEMENT

4. Demonstrate concern for the safety of self, others and physical surroundings. (GCO 5, KSCO 1, 2, 3)
5. Demonstrate leadership in encouraging the participation of others. (GCO 6, KSCO 1, 3, 4)

Grade 4

Theme: Games - Manipulative Skills: Projecting and Receiving (4-6)

Outcomes

It is expected that students will:

IN MOVEMENT

1. Project a range of objects in a variety of games and activities. (GCO 1, KSCO 3, 6, 7)
2. Receive a range of objects in a variety of games and activities. (GCO 1, KSCO 3, 6, 7)

ABOUT MOVEMENT

3. Demonstrate an understanding of the importance of correct techniques in games and activities. (GCO 2, KSCO 4)

THROUGH MOVEMENT

4. Demonstrate concern for the safety of self, others and physical surroundings. (GCO 5, KSCO 1, 2, 3)
5. Demonstrate leadership in encouraging the participation of others. (GCO 6, KSCO 1, 3, 4)

Sample Learning and Teaching Strategies

Projecting and receiving objects with or without implements are important skills to be developed through participation in modified games and activities. With a partner, **throw and catch** a bean bag or beach ball **using one and two-hand overhand and underhand motions, two-hand volley, and forearm pass** over a net. **Throw and receive** a frisbee for distance and speed, to the left and right, and at various heights. Using scoops and lacrosse sticks: **toss and catch** a small ball; toss to wall, to a stationary partner and to a moving partner with underhand and overhand motions; **catch** a ball at various levels; **throw** a small ball with an overhand motion at a wall, a target, to a stationary and moving partner. Using a paddle, **bounce and hit** a small ball using one-hand underhand and overhand hits. **Move to catch and intercept** a small ball in games. **Bounce** a medium to large ball while stationary, walking and running obstacles. **Kick or throw** a medium to large ball to: a stationary and moving partner; a basket or wall target, and goal. **Trap** a ball using the foot, shin and body in a low organized game.

Activities:

Use a variety of equipment such as bean bags, beach balls, frisbees, scoop balls (small, medium, large), bats and rackets, practice projecting and receiving to stationary and moving targets at the wall, in pairs and groups.

Work in pairs or small groups to practice throwing and catching in simple games, e.g., “Keep Away”, “3 on 3”, “Follow Your Throw”.

Have groups create a simple game or activity to demonstrate projecting and receiving an object of their choice. Present to the whole class.

Practice projecting and receiving in pairs first, then incorporate into modified games, e.g., “Monkey in the Middle” and “Keep Away”.

Play a game of modified soccer, shooting at pylons, 3 on 3. Hit the pylon to score a point, no guarding pylons.

Dribble continuously while playing tag games, e.g., “Frozen Tag”.

Hit a shuttle using various grips until students realize the correct grip, then practice using correct grip only.

Theme: Games - Manipulative Skills: Projecting and Receiving (4-6)

Student Assessment

Teacher Observation: Observe student performance for correct execution of projecting and receiving techniques. Analyze individually and correct where necessary.

Observe performance in modified games to ensure correct technique.

Student Performance: Have students perform skills tests for throwing and catching using various implements and record the number of times they hit a target.

Evaluate games created by students for a variety of criteria: proper technique, inclusion of all students, demonstration of skills taught, clear rules, and safety practices.

Self-Evaluation/Reflection: Reflect on the effectiveness of retrieving and returning equipment and taking responsibility for this during class.

Discuss why some techniques may be better than others for projecting and receiving objects, e.g., stepping ahead while hitting or throwing.

Peer Evaluation: In pairs, test each other on sport-specific skills, e.g., number of times to score a goal in a specified number of shots. Emphasize proper technique and encourage students to set realistic goals for themselves.

In pairs, analyze partners performance of each skill with a different manipulative. Write a short report on any difference in execution with a different manipulative.

Resources and Notes

Demonstrate projecting and receiving using incorrect and correct technique. Get students to try both ways. Discuss which was more successful.

Play music while students are practicing.

When introducing any new game or sport, keep in mind that modifications of sports and games are often necessary to match student capabilities and levels of motor development. It is important to modify games to ensure that all students are able to participate. For example, in volleyball, you may have to allow students to catch and hold the ball for a short period of time before releasing it as a volley. When learning to use implements, keep in mind that shorter implements are easier to strike with than are longer implements. As skills improve, lengthen the implements.

Print Resources

Teaching Responsibility Through Physical Activity:

Ready-to-Use P.E. Activities for Grades 3-4, pp. 236-306.

Equipment: bean bags, frisbees, scoops or lacrosse sticks, bats, paddles, scoop balls, soccer balls, basket balls, floor hockey balls, hockey sticks, badminton shuttles and rackets

Grade 5

Theme: Games - Manipulative Skills: Projecting and Receiving (4-6)

Outcomes

It is expected that students will:

IN MOVEMENT

1. Project a range of objects in a variety of games and activities. (GCO 1, KSCO 3, 6, 7)
2. Receive a range of objects in a variety of games and activities. (GCO 1, KSCO 3, 6, 7)

ABOUT MOVEMENT

3. Demonstrate an understanding of the simple mechanics of projecting and receiving with or without implements. (GCO 2, KSCO 4)

THROUGH MOVEMENT

4. Demonstrate concern for the safety of self, others and physical surroundings. (GCO 5, KSCO 1, 2, 3)
5. Demonstrate leadership in encouraging the participation of others. (GCO 6, KSCO 1, 3, 4)

Sample Learning and Teaching Strategies

This theme focuses on skills of projecting and receiving using a wide variety of equipment in modified and game situations. Using a medium-large lightweight ball: **two-hand volley** to a partner, **forearm pass** over a net, and **intercept** in games and activities. Using a scoop and small ball: **toss** to a stationary and moving partner using overhead and shoulder motion, **receive and intercept** at various levels, and throw to a moving partner using **one-hand overhand motion**. With a paddle: **hit** small- and medium- sized balls to wall and to partner using one-hand overhand hit; **throw** to a moving partner, a basket and a goal. **Kick** a ball to a moving partner; and **trap** using foot, shin and body.

Activities:

In small groups, play modified games such as “Keep Away”, “Monkey in the Middle”, “Dribble Tag”, “Follow the Leader”.

Set up targets such as cones and hoops on walls for projection of hockey puck and soccer ball. Practice for accuracy in throwing, shooting, and kicking while standing still or when moving.

Play paddle ball against the wall with a partner. Player one hits the ball then moves for player two to hit it. Play continues until the ball cannot be hit.

Play in a circle to keep a volley ball in the air, then try to complete the alphabet without letting the ball drop.

Practice dribbling using start and stop on signal games such as playing “Dribble Tag” and “Follow the Leader”.

Practice short and long serves over a net. Discuss with the class, the advantages of short serves, long serves and being able to do a drop shot. Demonstrate each for students.

Rally with a partner over a net using half of the court as boundary lines. Play a game of indoor tee-ball and indoor softball with the teacher or a student who can toss very well. A good toss is required for a good hit.

Work in pairs with a volleyball, first with no instruction, then when a student is spotted doing a particular skill, stop the class for a demonstration and get others to try it.

Theme: Games - Manipulative Skills: Projecting and Receiving (4-6)

Student Assessment

Teacher Observation: Observe students for proper execution of skills in practice and game situations. Stop games at various points to reinforce proper technique in performance of skills and ask students to devise ways to ensure proper execution of skill at all times.

Note the extent to which students verbally communicate the mechanics of projecting and receiving in their analysis of others' performance.

Student Performance. Skill tests or task challenges can be used for each sport specific skill but emphasis should be on technique rather than, for example, on the number of baskets made.

Have students demonstrate correct throwing technique with and without implements, for short and long distance, stationary and moving.

Have students create cooperative games to demonstrate skills of projecting and receiving objects. Evaluate games for creativity, inclusion of all students, appropriate use of skills and equipment, and enjoyment level.

Self-Evaluation/Reflection: Work with others in pairs and discuss progress during this theme. Did you include others often? Can a team achieve more if everyone is included in the play?

Peer Evaluation: Have students work in pairs to analyse partner's performance and provide helpful comments and encouragement.

Resources and Notes

When introducing any new game or sport, keep in mind that modifications of sports and games are often necessary to match student capabilities and levels of motor development. It is important to always modify games to ensure that all students are able to participate. For example, in volleyball, you may have to allow students to catch and hold the ball for a short period of time before releasing it as a volley. When learning to use implements, keep in mind that shorter implements are easier to strike with than are longer implements. As skills improve, lengthen the implements.

Demonstrate projecting and receiving using incorrect and correct technique. Get students to try both ways. Discuss which was more successful.

Use beach ball to introduce volleyball skills.

Practice all skills in pairs or small groups before trying to incorporate in a simplified game situation.

Encourage students to demonstrate respect for equipment and surroundings, proper behavior when retrieving and returning equipment, to take turns, no pushing, etc. and encourage maximum participation. Stress the importance of adequate space, team work, fair play, and following rules.

Print Resources

Teaching Responsibility Through Physical Activity.

Ready-to-Use P.E. Activities for Grades 5-6, pp. 227-329.

Equipment: bean bags, frisbees, scoops or lacrosse sticks, bats, paddles, scoop balls, soccer balls, basket balls, volley balls, floor hockey balls, hockey sticks, badminton shuttles and rackets

Grade 6

Theme: Games - Manipulative Skills: Projecting and Receiving (4-6)

Outcomes

It is expected that students will:

IN MOVEMENT

1. Project a range of objects in a variety of games and activities. (GCO 1, KSCO 3, 6, 7)
2. Receive a range of objects in a variety of games and activities. (GCO 1, KSCO 3, 6, 7)

ABOUT MOVEMENT

3. Demonstrate an understanding of the simple mechanics of projecting and receiving with or without implements. (GCO 2, KSCO 4)

THROUGH MOVEMENT

4. Demonstrate concern for the safety of self, others and physical surroundings. (GCO 5, KSCO 1, 2, 3)
5. Demonstrate leadership in encouraging the participation of others. (GCO 6, KSCO 1, 3, 4)

Sample Learning and Teaching Strategies

Previously learned skills for projecting and receiving objects are being refined and should be expanded on for use in specific game situations. **Throw** a light-weight or small ball using one-hand and two-hand underhand and overhand motions; **intercept** a large light-weight ball in an activity; **throw** to target or moving partner; with a ball and scoop: **toss** to a moving partner using overhand hand motion, **receive** at all levels, and **intercept** in a game or activity; with a paddle and partner: **rally** inside boundaries and in games; and use a **pushing** motion to put a shot.

Activities:

Work individually, in pairs, then in groups to volley a ball. Use a circle formation to keep the ball in the air. Have students call out the name of the person who is to volley next. Start with a beach ball, then use a volley ball. Increase the difficulty by using more than one ball. Begin with an underhand serve. See who can keep the ball or balls in the air the longest.

Practice passing in pairs using two lines and moving down the floor, or in a circle with one person in the middle. The outside circle can move or the inside person can pivot. Play games such as “Hoopball”, “Skittleball” where three passes have to be made before a point can be scored.

Work in small groups at a basket to practice shooting or to play games such as “Around-the-World”. Ensure players are close enough to the basket to be successful.

Set up targets for students to shoot at on a wall or in a net.

Use pylons or other obstacles for students to move around while carrying a puck or ball on a stick.

Rally with a partner without a net at first. See if pairs can complete the alphabet or see who can make the most hits in a row. Using nets, practice various shots and serves. Rally, this time, attempting to outplay a partner by using some of the techniques practiced.

Create 2-on-1 or 3-on-2 situations to encourage passing and moving around objects. Use of stations, game situations and modified games for any of the sports covered is recommended.

Theme: Games - Manipulative Skills: Projecting and Receiving (4-6)

Student Assessment

Teacher Observation: Observe students for use of the correct technique in projecting and receiving a variety of objects in a variety of situations. Provide feedback to students on where improvements can be made.

Note the degree to which students used critical thinking skills to develop games or activities.

Keep a record of students skill development, effort, participation, and attitude.

Student Performance. Use skills tests, e.g., record number of baskets out of 10 foul shots. Emphasis should be on technique and improvement of the technique not on the number of successful baskets. These skill tests could test accuracy in throwing to stationary and moving targets with emphasis on technique and improvement.

Analyze performances of projecting and receiving a variety of objects such as a ball, puck, or badminton shuttle. Discuss the mechanics of each technique.

Have students identify similarities and differences in the mechanics of projecting and receiving various objects such as soccer ball in soccer and hockey puck in hockey.

At stations with different equipment, have students demonstrate ways of projecting and receiving.

Self-Evaluation/Reflection. In a journal, have students convey feelings on the importance of maximum participation and the inclusion of everyone regardless of abilities. Have them propose strategies to ensure this for the class.

Peer Evaluation: Encourage students to help others in making improvements. Note the extent to which students offer help to others.

Resources and Notes

When introducing any new game or sport, keep in mind that modifications of sports and games are often necessary to match student capabilities and levels of motor development. It is important to always modify games to ensure that all students are able to participate. For example, in volleyball, you may have to allow students to catch and hold the ball for a short period of time before releasing it as a volley. When learning to use implements, keep in mind that shorter implements are easier to strike with than are longer implements. As skills improve, lengthen the implements.

Demonstrate projecting and receiving using incorrect and correct technique. Get students to try both ways. Discuss which was more successful.

Working in pairs to project and receive is an excellent way to develop skills. Stress the importance of participation, individual development, and improvement. Compliment students on their willingness to participate and efforts to improve.

When necessary, improvise and make adjustments by using indoor softball for the shot put; a frisbee as a discus; a beach ball in the air for required techniques.

To develop accuracy in projecting an object, use stationary targets such as a wall, cones, hoops, and people and moving targets. These targets could be used for throwing, shooting and kicking.

Print Resources

Teaching Responsibility Through Physical Activity.

Ready-to-Use P.E. Activities for Grades 5-6, pp. 227-329.

Equipment: variety of balls, scoops, hockey sticks, badminton, shuttles and rackets, frisbees, shots

