

OBJECT MANIPULATION ACTIVITIES

LESSON PLAN OBJECTIVES

PHYSICAL DOMAIN

Develop manipulative movement abilities, hand-eye coordination and precision through a range of ball rolling actions

PSYCHOLOGICAL DOMAIN

Draw confidence and motivation from movement experiences in object manipulation contexts, perceive motor environments as enjoyable and fun

COGNITIVE DOMAIN

Encourage teamwork, communication and nurture trusting relationships leading to more efficient performance

SOCIAL DOMAIN

Develop the understanding and knowledge of foundational movement patterns, boost movement memory, enhance strategic thinking, effective problem solving and focus

LINKS TO CURRICULUM, TEACHING UNITS AND TOPICS

OBJECT MANIPULATION
ROLLING

AGE GROUP

3 - 7

ENVIRONMENT

Terrestrial
Both Gymnasium and Playground
Both Indoor and Outdoor

EQUIPMENT

40 balls of various sizes and pressures (tennis balls, sponge balls, inflatable balls), 15 hoops, 15 skittles, 20 cones, 30 marking caps, delineation tape



PLEY

CLASS OPERATIONALISATION

METHODOLOGICAL AND ORGANIZATIONAL FORMS OF WORK

Group work

TEACHING METHODS

Oral presentation
Demonstration
Setting up and solving motor tasks

LEARNING METHODS

Synthetic

PRACTICING METHODS

Standard repetitive practicing

TEACHING STYLES

Teacher-centered:
Practice, Inclusion
Student-centered:
Guided discovery

UNIT DURATION

45 min

SAFETY ADVICE

Ensure multiple working stations. Be aware of trip hazards during play. When on the course apperceive object and peers' positions and movements. Ensure the ball is rolled on the ground rather than thrown. Entering the playing area during game time is not allowed.

ACTIVITIES OVERVIEW

THROUGH THE GATE!

Gates are set up over a delineated course with curved lines. Four stations are set as starting gates, each team starting from its own station. Pupils, grouped in teams, need to push, roll or hit the ball around the course passing through all set gates, return to their stations and hand the ball to their team members to advance to the second and following legs. The fastest team wins.

Ask pupils whether they've liked the game and how they managed to control the ball when on the course. Did they discover a more practical way for ball manipulation during or after the game to make them faster?

Let pupils propose new ways of movement and ball manipulation.

Game variations: 1- to make the game easier, vary course dimensions, gate distance, number of gates and their width, ball sizes; 2- to make the game more complex, use different course configurations (e.g. zig-zag lines), increase course dimensions and gate number; 3- additionally, increase level of difficulty of movement and object manipulation (moving backwards, sideways, dribbling, hitting); 4- set a time limit.

Duration: 10 min

Safety advice: 1- ensure sufficient distance between gates; 2- when on the course, maintain safety distance from other players; 3- be aware of other pupils' positions and movements on the course; 4- select appropriate balls to match pupils' abilities.

THE MOST ACCURATE ROLL

Hoops are set up on a delineated playing area at a three-meter distance from the throwing line. Pupils, grouped in teams, try to roll as many tennis balls as possible into the hoops.

If successful, one picks up the targeted hoop and brings it next to his/her team side thus reducing the number of available hoops on the playing area. If unsuccessful, balls should be immediately retrieved. The group with the highest number of collected hoops at the end of the game wins.

Ask pupils whether they liked the game and if they were satisfied with their rolling accuracy. Did they find a way to successfully roll the ball into the hoop (alternating arm/leg, underarm roll, posture).

Game variations: 1- to make the activity easier or more complex and match pupils' abilities, decrease or increase targeting distance and ball sizes; 2- additionally, vary point and time challenges according to ability.

Duration: 10 min

Safety advice: 1- ensure a hazard-free playing area; 2- always stay a safe distance away while waiting your turn; 3- ensure the ball is rolled on the ground rather than thrown.

THE LONGEST SNAKE

Pupils are grouped into four teams each having a big ball (snake's head) and four smaller balls (snake's body). At the given mark, all first throwers in a separate lane each roll the big ball i.e. the snake's head followed by 4 smaller tennis balls (snake's body) with the goal of placing each of the four balls behind the previous one. The team to form the longest snake wins (measured in a straight line from head to tail). Ask pupils whether they've discovered new ways of ball manipulation leading to more controlled and accurate rolling and collaborated to devise a plan on how to create the longest snake. Was their plan successful?

Game variations: 1- to make the game easier or more complex, vary dimensions and lane lengths, minimum distances from starting line to landing point, ball sizes and type of surfaces.

Duration: 15 min

Safety advice: 1- ensure a spacious playing area with multiple lanes; 2- always stay a safely distance away while waiting your turn; 3- pupils should always be aware of peers and objects around them; 4- for safety reasons, all balls are only retrievable at the teacher's all clear signal. Entering the playing area prior to that is not allowed.

TOPPLE THE SKITTLES

Pupils are grouped into teams and positioned at opposite playing sides. Parallel lanes separated by markings are then delineated and skittles placed on each lane, 2 meters in front of each player. At a given mark, pupils roll the tennis ball from the throwing line in an attempt to topple the opponent skittle on the other end. Once rolled, balls cannot be retrieved from the playing area. The first team to knock down all the opponents' skittles is considered the winner of the challenge.

Ask pupils whether they liked the game and if they were satisfied with their rolling accuracy. Did they enforce some successful strategies while trying to knock down the opponent skittle and worked together to get the best possible result? Have emotions affected execution? How? Could the game be changed in any way? Let pupils propose game modifications.

Game variations: 1- to make the activity easier or more complex and match pupils' abilities, decrease or increase targeting distance, ball sizes, skittle sizes and separation, number of skittles per lane, size of playing area; 2- additionally, vary point and time challenges according to ability.

Duration: 10 min

Safety advice: 1- ensure a spacious playing area with multiple lanes; 2- make available multiple working stations with sufficient space between them; 3- work in a separate lane safely distanced from other team members and always be aware of movement of peers and object; 4- ensure the ball is rolled on the ground rather than thrown.