

# OBJECT MANIPULATION ACTIVITIES

## LESSON PLAN OBJECTIVES

PHYSICAL DOMAIN	PSYCHOLOGICAL DOMAIN	COGNITIVE DOMAIN	SOCIAL DOMAIN
Develop manipulative movement abilities and hand-eye coordination, enhance ball control and targeting with a racket through a range of dynamic actions	Draw confidence and motivation from movement experiences in object manipulation contexts, perceive motor environments as satisfactory, enjoyable and fun, enhance participation in play and willingness to participate and persist in PA	Encourage teamwork and communication With peers	Develop the understanding and knowledge of foundational movement patterns, boost movement memory, enhance strategic thinking, decision-making under pressure and effective problem solving, develop adaptability

## LINKS TO CURRICULUM, TEACHING UNITS AND TOPICS

OBJECT MANIPULATION  
MANIPULATIVE MOVEMENTS WITH A RACKET

### AGE GROUP

5 - 7

### ENVIRONMENT

Terrestrial  
Both Gymnasium and Playground  
Both Indoor and Outdoor

### EQUIPMENT

20 rackets (badminton, table tennis, tennis, padel, pickleball), 40 balls of various sizes and pressures, 2 equipment storage sacks, 20 marking caps, 15 hoops, 15 buckets, 30 cones



HEAD

## CLASS OPERATIONALISATION

**METHODOLOGICAL AND ORGANIZATIONAL FORMS OF WORK**  
Group work

**TEACHING METHODS**  
Oral presentation  
Demonstration  
Setting up and solving motor tasks

**LEARNING METHODS**  
Synthetic  
Combined

**PRACTICING METHODS**  
Standard repetitive practicing  
Combined practicing

**TEACHING STYLES**  
Teacher-centered: Practice, Reciprocal  
Student-centered: Guided discovery, Convergent  
Discovery

**UNIT DURATION**  
35 min

**SAFETY ADVICE**  
Ensure a spacious, obstruction free activity area. Make available multiple working stations with sufficient space between them. Always check the playing surface for hazards. Ensure sufficient spacing between pupils. Select appropriate rackets and balls to match pupils' abilities, lessen injuries, enhance maneuverability, reduce arm fatigue and benefit from slow optimum ball speed with minimum bounce. To ensure the safe learning and performance of the skill apply observation and handling techniques. In case of stray balls in the playing area immediately stop the game. For safety reasons, entering the playing area during game time is not allowed.

## ACTIVITIES OVERVIEW

### MATCHING EQUIPMENT

Pupils are divided into teams (subsequently pairs) and positioned 10 meters from storage sacks filled with various rackets and matching balls (badminton, table tennis, tennis, padel and pickleball rackets, birdies, pressureless balls, rubber balls, sponge balls). At the given mark, pairs run in parallel towards the sacks, pick one racket and matching ball each, turn around and move in the opposite way while holding a racket and balancing the ball on it. The teacher assigns 1 point for each correct pairing and 3 points if the pair as a whole matched all the equipment collected. The group with the most points wins the challenge.

Ask pupils how they worked together to get the best result. Did they use some strategies to match the equipment? Was the game challenging? Why? Could it be changed in any way? How?

Game variations: 1- to make the game easier walk the entire length first; 2- to make the game more complex, perform the activity with the non-dominant hand; 3- additionally, complete the relay with linked arms and/or run in a zig-zag pattern rather than in a straight line; 4- to increase the challenge even further, provide an additional item that will change or limit the movement e.g. second ball, obstacles to navigate through; 5- to make the activity easier or more complex, vary distance and time.

Duration: 10 min

Safety advice: 1- ensure a spacious playing area; 2- maintain safe spacing; 3- select appropriate rackets and balls to match one's abilities; 4- in case of stray balls on the ground immediately stop the game.

### KEEP IT UP

Divide pupils into groups of four and allocate a racket and corresponding ball to each of them. Initially, each pupil individually lightly taps the ball up in the air controlling the hit while keeping eyes on the ball. The more consecutive taps pupils manage to perform the better. After, pupils work together to keep the ball in the air with as many consecutive taps as possible. Which group can keep the ball in the air the longest?

Ask pupils whether they liked the game and if they were satisfied with their ball control and accuracy. Was there something that could've made their hits better (alternating arm/leg, eyes on the ball, control)? Additionally, let them propose ideas on further game progressions.

Game variations: 1- to make the game easier select lighter rackets and pressureless balls as to enhance maneuverability, reduce arm fatigue and benefit from slow optimum ball speed with minimum bounce; 2- to make the game more complex, pupils should try flipping rackets; 3- to make the activity easier or more complex, vary distance and time challenges.

Duration: 10 min

Safety advice: 1- ensure a spacious playing area; 2- always check the playing surface for hazards; 3- maintain safety distance from peers; 4- select appropriate rackets and balls to match pupils' abilities; 4- take time to position; 5- in case of stray balls in the playing area immediately stop the game.

### ICE CREAM

Group pupils in pairs and delineate a 4 x 4 meter playing area per pair with a visible central line. Position players on opposite court sides (determine distances according to ability) providing a racket and a big inflatable ball to the hitter and a cone to the catcher. The objective of the game is to control the ball during hitting and catching i.e. for the hitter to hit the ball in the air with the racket towards the catcher and for the catcher, keeping the cone upside down, to catch the ball making it look like an ice cream. With the help of markings, emphasize where the ball should land. Initially, the ball may bounce once, after, pupils should try to catch it in the air. After 5 hitting attempts, players change roles. Points: - within marked area + ice cream shape = 3 points, outside marked area + ice cream shape = 2 points. Ask pupils was the game hard and why. In their opinion, what did they do well/less well during different roles and what could've made their performance better (hitter - alternating arm/leg, stop-look-swing, hit ball in front of the body at waist height, always keep eye on the ball; catcher - balanced stance with bended knees, arms in the air, keep eyes on the ball at all times, adjust body position to arrive under ball, soft catching). How did pairs work together to successfully complete the challenge and collect the most points?

Game variations: 1- to make the game easier, introduce balloons rather than inflatable balls; 2- prior to introducing rackets, send the ball on the opposing side with an underarm throw; 3- when catching, allow more than one bounce; 4- to make the game more complex, install a height adjustable portable net; 4- to make the activity easier or more complex, decrease or increase distance, ball size and pressure; 4- additionally, vary point and time challenges according to ability.

Duration: 15 min

Safety advice: 1- ensure a spacious playing area; 2- make available multiple courts; 3- ensure sufficient space between courts; 4- always check the playing surface for hazards; 5- be aware of object and peers' positions and movements; 6- retrieve balls after each attempt; 7- select appropriate rackets and balls to match pupils' abilities.