

OBJECT MANIPULATION ACTIVITIES

LESSON PLAN OBJECTIVES

PHYSICAL DOMAIN

Develop manipulative movement abilities, hand-eye coordination and precision through a range of dynamic object propelling actions

PSYCHOLOGICAL DOMAIN

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

COGNITIVE DOMAIN

Encourage teamwork and communication, build relationships and positive social interactions with peers, work cooperatively

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
THROWING AT TARGETS

AGE GROUP

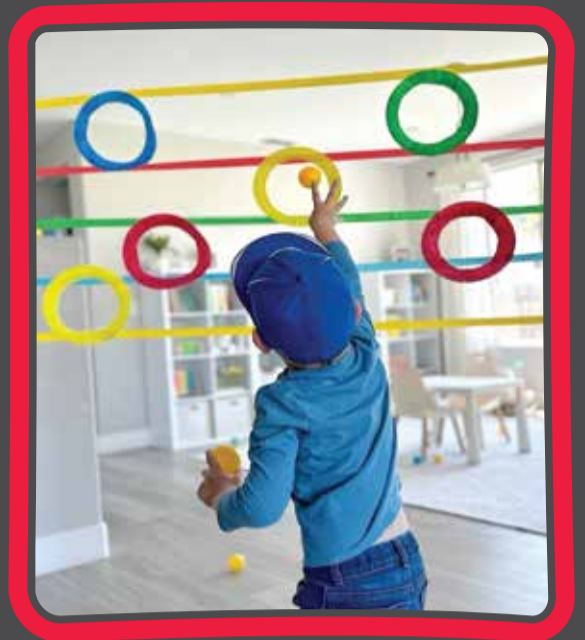
5 - 7

ENVIRONMENT

Terrestrial
Both Gymnasium and Playground
Both Indoor and Outdoor

EQUIPMENT

4 large balls, 40 tennis balls, 40 additional balls of various sizes and pressures (mini lightweight balls, medium sponge balls, large basketballs), 3 gymnastic crate modules, 100 bean bags, 3 balloon racks, 21 balloons, 40 delineation and marking caps



Kids Kubby

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
Combined practicing

TEACHING STYLES

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

UNIT DURATION

45 min

SAFETY ADVICE

Ensure ample activity areas and adequate spacing for pupils to position when propelling objects. Select appropriate targeting objects to match pupils' abilities. Launch of objects at teacher's signal only. Always be aware of object and peers' positions and movements. Entering the playing area during game time is not allowed.

ACTIVITIES OVERVIEW

TARGET THE SQUARE

After setting up the playing area (marking five working stations and delineating 1x1 meter quadrants two meters from the starting line) divide pupils into teams of five, split them (one per working station) and allocate four bean bags to each. At a given mark, pupils throw the bean bags towards the quadrant in front of them attempting to land it within the delineations. For each successful throw the team is awarded one point. The first team to get 20 points is the winner. Throwing modes and positions are completely elective (under arm throw, over arm throw, throwing with both hands, straight forward or sideways throw) and totally depend on pupils' abilities. Ask pupils which strategies they applied to successfully target the square and how did they worked together to get the best result. Was the game challenging? How? Could it be changed in any way?

Game variations: 1- to make the game easier or more complex, include multiple quadrants with higher value, vary distance and size of quadrants, as well as point and time challenges.

Duration: 10 min

Safety advice: 1- ensure a spacious playing area; 2- make available multiple working stations; 3- maintain safe spacing; 4- always be aware of object and peers' positions and movements; 5- balls retrievable at the teacher's all clear signal only. Entering the playing area prior to that is not allowed.

BOMBARDING THE BALLOONS

After setting up the playing area (marking three working stations and placing a rack with seven balloons two meters from the starting line) divide pupils into teams of five and allocate a ball to each player. The objective of the game is to successfully hit all the balloons prior to the opponent teams. As the throwers gradually hit the balloons, the teacher removes them from the rack. Each thrower has one attempt per round. After all balls have been launched at the balloons, the teacher stops the game letting the players collect their balls for the next round. The team to bombard all balloons first is the winner.

Ask pupils was the challenge demanding and why. In which phase was the game most exciting? What was most enjoyable? Let pupils propose new game variations to increase enjoyment.

Game variations: 1- to make the activity easier or more complex, modify target distance, player distance and ball size; 2- additionally, vary point and time challenges according to ability and age.

Duration: 15 min

Safety advice: 1- make available multiple playing areas; 2- ensure sufficient space between groups and pupils within; 3- launch of object at teacher's signal only; 4- launch of objects at or in the direction of other players strictly forbidden; 5- always be aware of object and peers' positions and movements; 6- balls retrievable at the teacher's all clear signal only. Entering the playing area prior to that is not allowed.

HIT THE BIG BALL

Place a large ball in the center of a 3-to-4-meter square. Delineate multiple parallel squares (one ball per area). Two equally sized groups of pupils stand at the base line with two tennis balls in their hands ready to hit the big target ball simultaneously, each in their area, working in parallel and in the same direction. On a mark, for 3 straight minutes, all pupils start throwing tennis balls at the target ball trying to push it over the finish line. After throwing their own balls, pupils may pick up another ball in their part of the square and again shoot towards the big ball from the base line (for ball retrieval and to discuss tactics allow frequent time-outs). The first group to push the big ball over the finish line is the winner of the game.

Ask pupils what was, in their opinion, the most efficient way to keep the big ball moving (in terms of launch/rolling, throwing, kicking/, launch frequency /more or less frequent/ and trajectory /horizontal, parabolic path/). Was a plan devised to make the big ball cross the finish line before the opponents? In which phase was the game most exciting? Why? What was most enjoyable? Let pupils propose new game variations to increase enjoyment.

Game variations: 1- to make the game easier, allow rolling and/or kicking movements; 2- instead of winning first attempt, try with scoring points; 3- modify target ball distance, player distance and finish line distance; 4- work in opposition (one team towards the other) rather than in parallel.

Duration: 10 min

Safety advice: 1- ensure multiple hazard-free playing areas; 2- ensure sufficient space between groups and pupils within; 3- launch of object at teacher's signal only; 4- launch of objects at or in the direction of other players strictly forbidden; 5- always be aware of object and peers' positions and movements; 6- balls retrievable at the teacher's all clear signal only. Entering the playing area prior to that is not allowed.

FOUR BALLS

After having delineated multiple rectangular playing areas, place one gymnastic crate module per sector. Group pupils in fours and determine distances of the throwing lines according to their abilities. Allocate 4 balls to each group (lightweight ball - mini, tennis ball - small, sponge ball - medium, basketball - large). The objective of the game is to throw more balls into the crate than the opponent, i.e. Throw all the balls into the crate. Throwing attempts are made by a single player with all available balls, tossing one ball after the other, at the teacher's mark. After reaching the 4 throwing attempts, players change roles and positions. Ask pupils whether they liked the game, what they did well/less well, and was there something that could've made their performance better (alternating arm/leg, stop-look-swing, weight shift accuracy)? Did emotions affect their execution? How? What was their favorite throw? And the easiest one? How did they throw the larger balls? And the smaller ones: did they use different throws? Let pupils propose new ideas and variations of further game progressions.

Game variations: 1- to make the activity easier or more complex, modify tossing distance, size of target and ball size; 2- additionally, vary point and time challenges according to ability and age.

Duration: 10 min

Safety advice: 1- ensure spacious working stations and sufficient width between them; 2- assure safe spacing between groups and pupils within; 3- take time to position; 4- launch of ball at the teacher's signal only; 5- always be aware of object and peers' positions and movements; 6- all balls are only retrievable at the teacher's all clear signal.

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.