

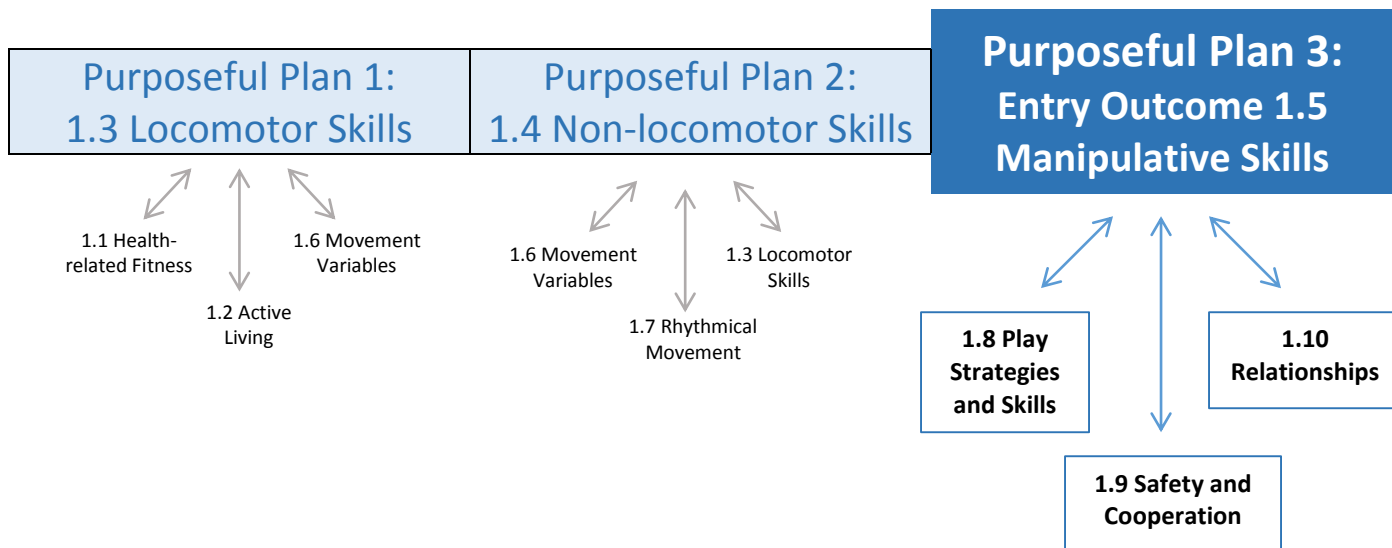
Purposeful Plans in Physical Education

Developed by Kathy Fowler and Shelley Barthel

Grade 1

A purposeful plan:

- Is a curriculum-based sequence of learning intended to occur over several class periods
- Models how to integrate outcomes in a meaningful way to support student learning
- Provides ideas and strategies for ongoing assessment that reflects the outcomes
- Includes three detailed learning experiences as well as suggestions for progressions in learning.



Developed with the support of:



GRADE 1: Purposeful Planning 3 – Manipulative Skills

Developed by: Kathy Fowler and Shelley Barthel

Guiding Question: Why do we want to be able to move many different objects in many different ways?

Grade 1: Purposeful Plan 3 – Manipulative Skills	
Setting the Context for the Students	
<p>The entry point for this learning experience focuses on manipulative skills. Grade one students are beginning to move and gather objects with their hands and feet. Through repetition of these actions, the students will gain confidence in their skills and will feel support to continue to grow in their ability to engage in play activities that involve moving objects. At the grade one level, students will be progressing towards control of throwing, catching, and kicking. While experiencing multiple opportunities to use these movement skills, students will engage in authentic learning which will require them to consider play strategies and skills, safety and cooperation, and relationships.</p> <p>As teachers, we can support our students in understanding that:</p> <ul style="list-style-type: none"> • We will get better at throwing, catching, and kicking when we regularly play and explore using these skills. • We will have more fun playing alone and with others when we are better at throwing, catching, and kicking balls and other equipment. • It is important that we learn rules and strategies for play so we can get better at playing. • We always want to plan ahead for safety. • We will have more fun when we play with others in safe and cooperative ways. 	
Outcomes and Indicators	
<p>Entry Outcome: 1.5 Manipulative Skills: Explore, express, and apply, with guidance, a variety of ways to skillfully move objects, including at a progressing towards control level when: throwing (rolling), catching (collecting, gathering), and kicking. Indicators: c., e., f., g., h. i., j., k., l., m., n., o., q.</p> <p>Interconnected Outcomes: 1.8 Play Strategies and Skills: Build a repertoire of strategies and skills, with guidance, for and through active participation in a variety of movement activities including low-organizational games involving travelling ..., target games ..., and alternate environment activities and games Indicators: a., b., c., d., e., f. 1.9 Safety and Cooperation: Demonstrate, with little or no support, safe and cooperative behaviours while participating in physical education activities. Indicators: a., b., c., d., i., j., k. 1.10 Relationships: Communicate and demonstrate an understanding of self-control, a consideration for others, and a respect for differences among people (e.g., abilities, interests, likes and dislikes, gender, culture) while participating in physical education settings. Indicators: b., c., d., e.</p>	
Evidence of Learning	Assessment Strategies
<p>I can explore and practice moving objects like balls, beanbags, and scarves. I can show that I know what movement words mean. I can use performance words to describe how I move objects. I can change the way I move objects based on what others say about how to move. I can try to get better at controlling how I throw, catch, and kick objects I can explore a variety of ways to participate in activities and play games that involve moving objects. I can follow rules for playing games. I can tell others my ideas of new ways to play games that involve throwing, catching, and kicking. I can share equipment and take turns with others when being active. I can help make and carry out a plan for how we will work together to keep everyone safe. I can show others what it looks like when we are safely using equipment. I can cooperate while being active with others. I can control my words and actions so I can get along with others when we are moving and playing. I can be nice to others when we are moving and playing.</p>	<p>Use checklists and grid charts to record observations and conversational evidence; gather product evidence: Outcome 1.5 – performing manipulative skills at a progressing towards control level. Outcome 1.8 – engaging in play and practice experiences, trying to use skills and strategies to improve performance and enjoyment. Outcome 1.9 – demonstrate, describe, and make adjustments to behaviours that support self and others in safe and cooperative movement activities. Outcome 1.10 – recognize, talk about, and demonstrate self-control and consideration of others when participating in movement activities.</p>

Grade 1: Purposeful Plan 3 - Manipulative Skills

Detailed Learning Experience #1

Outcome 1.5: c., e., q.
 Outcome 1.8: a., b.,
 Outcome 1.9: a., b., c., i., k.
 Outcome 1.10: c., d.

Assessment Suggestions:

Pre-assessment (1.5) – Observe each student to determine which hand they prefer to use when throwing objects. Retain this information for future reference.

Formative Assessment (1.5) – While students are throwing objects, observe students’ engagement in exploring different ways to throw objects and their ability to occasionally have success at throwing (at a progressing towards control level). Use a checklist to retain individualized information for future reference.

Formative Assessment (1.8) – Through conversation and observation, gain information on students’ understanding of and ability to move safely and cooperate with others. Retain this information to inform future plans for full-class and individual support.

Summative Assessment (1.9) – Students can tell (e.g., words, actions, pictures) you what it will look like when they are cooperating to gather and put equipment away.

- As students enter the active learning space, they see a few bins containing beanbags and a variety of soft, no bounce balls (e.g., yarn balls, smaller nerf balls, beach balls), plus polypots/carpet squares (one per student) spread out around the space. Invite them to each stand on their own polypots/square. Challenge them to try to freeze like a statue that can listen and speak but cannot move. (They could also be asked to sit on their spot).
- Tell students, “Today we will explore throwing objects. We are also going to practice cooperation and safety when gathering, playing with, and putting equipment away.” Pose a question such as ‘If we all need to get a ball or beanbag and there are only three containers, how can we all get one quickly but in a safe way that shows we can cooperate?’ Discuss their ideas (and suggest your own) and then try one or two of the ideas. As a class, conclude what process you will use, and practice it being sure to have them all return to their own polypot, holding ball/beanbag while being a statue.
- Discuss safety issues that can arise when many people are throwing and running at the same time. Engage students in decision-making about what it will look like and sound like when everyone is trying to cooperate and be safe during this activity. Invite them to explore ways to throw ball/beanbag (e.g., throw underhand straight up, throw overhand far ahead, throw with right hand, throw with left hand, throw with two hands). After a few minutes of exploration, call out, “Freeze. When I say ‘Go’, gather your ball/beanbag and quickly return to your spot. Be a statue when you get there. ‘Go’.”
- Tell students to sit on their spot and place the ball/beanbag on the ground behind them. Engage them in conversation about safety and then about how they threw the ball. Point out that some used their right/left hand, some used both, some threw it really high, some very far, some very low.
- Tell students they are going to explore again but this time you are going to give them instructions about how and where to throw (e.g., Say and demonstrate ‘throw underhand with your best throwing hand, throw straight up and try to hit the ceiling’). Make a variety of changes in instructions, engaging them in the exploration for a few minutes.
- End exploration saying, “Freeze. When I say ‘Go’, gather your ball/beanbag and quickly return to your spot; place the ball/beanbag on the ground behind you and then be a statue. ‘Go’.”
- Tell students, “Now we need to figure out a way to cooperate so we can put all of the equipment away while keeping everyone safe.” Pose questions such as ‘What should we do if there are lots of us trying to put our ball in the bin at the same time?’ and ‘What should we do to make sure all of the polypots/carpet squares are put away?’ Create a class plan for putting everything away and then try the plan.
- As students line up to leave, comment on the success of their cooperation to gather and put away equipment. Conclude by commenting about all the different ways you saw them throw.

What Next?

A condensed description of a learning experience to follow Detailed Learning Experience #1 and further support student learning related to:

Outcome 1.5: c., e., f., k., q.

Outcome 1.8: a., b., d., e.

Outcome 1.9: a., b., c., i, j., k.

Outcome 1.10: c., d.

- Prior to moving to the active learning space, use previously gathered information regarding students' hand preference when throwing with one hand. Place a sticker (small piece of coloured tape) on the toe of each student's shoe on the opposite foot to preferred throwing hand.
- As students enter the active learning space, they see bins containing balls and beanbags. Tell them to cooperate so that everyone gets one object to throw and to safely explore throwing like they did last day.
- While students explore, set up an example 'Target Rolling' game area (about 2 metres from wall, place skipping rope parallel to wall to represent boundary line. Tape a large 'X', a coloured piece of paper, or similar target on wall at ground level in line with middle of skipping rope). Have skipping ropes, small nerf balls, and targets (one of each per two students) gathered close to the example game area.
- Use previously created class plan for stopping play and putting equipment away. Assemble students close to example game area. Explain how the equipment for the game is set up and that their first task is to work with their partner to set up a 'Target Rolling' game area for two of them to share. Assign partners. Say 'Go'. If some partnership complete set-up quickly, encourage them to help others.
- Reassemble all students; verbalize and demonstrate first version of game – one student holds ball and stands behind the skipping rope; 'sticker foot' is placed close to the line with toes facing the target; front knee bends, and back leg knee-to-foot is on the floor; student swings arm back then forward towards the target, rolling the ball along the floor towards the target; partner waits by target, gathers ball after it hits the wall and then switches places with partner. If they ask, tell them they can count how many times they hit the target.
- Before dispersing to play, ask safety question, "What should you do if the ball you are playing with rolls towards or through another game area?" (Warn others of rolling ball; ask for own ball back, say thank you; don't run through middle of others' game area). Ask them, "How would it make you feel if someone gets mad at you because your ball entered their play space even though you tried to stop it?" Talk about what self-control looks like and sounds like. Also emphasize cooperation, and taking turns, within partnership (gather ball quickly after it contacts the wall and switch roles after each person rolls the ball).
- Pause games to discuss how different parts of their body are moving when they roll the ball and where they are looking when they let go of the ball. Ask students to suggest body position changes they can make when rolling the ball. Lead them to roll the ball with their preferred hand while standing up, making sure to emphasize 'sticker foot only' at the line. Extend learning further by having them switch to using non-preferred throwing hand with 'non-sticker foot' at the line and trying two hands rolling together with both feet at the line.
- End with questions such as:
 - How does your arm move before you let go of the ball?
 - Where do you look when trying to hit the target?
 - What does it look like and sound like when you cooperate with others?
 - Why is it important to try to follow the rules when playing a game?
- Practice class plan for putting equipment away. As students line up to leave, ask them to place their 'sticker foot' forward and then ask them to hold their best throwing hand in the air. Do a quick check to see that the foot and hand are opposites.

Additional Ideas:

In the active learning space:

- Plan learning experiences similar to Detailed Learning Experience #1 that focus on further exploration of throwing objects in a variety of ways, as well as rules, safety plans, and cooperation for when playing with objects and others:
 - 1.5 e. Throw various small objects (e.g., balls, beanbags) from varying distances, both underhand and overhand, under, over, through, and at obstacles such as nets and hoops, using one hand and then the other.
 - Play ‘Target Rolling’ with plastic bowling pins (two-litre milk jugs/pop bottles) with an emphasis on both the basic performance cues for throwing (e.g., ‘sticker foot’ forward, look at target, swing arm back, swing arm forward, let go by ground, and reach for target). Emphasize willingness to help with equipment (reset the pins). Change the game to throw beanbags at the pins.
 - 1.8 b. Practise teacher-described strategies for play that will support enjoyment in specified movement activities (e.g., tag games – move into open spaces, hide behind other people, move only when the ‘it’ person is getting close; bocce ball – release the ball close to the ground so it will roll on the ground and not fly through the air).
 - 1.8 f. Take turns setting up equipment (e.g., plastic bowling pins, a pylon, hoops) to support one another in participating in games and activities.
 - 1.9 e. Suggest rules for safe use of equipment used in a specified location (e.g., playground) after participating in and/or viewing activity.
- Plan learning experiences that involve more exploration of how and when to throw objects:
 - 1.5 p. Explore and share ways to move objects (e.g., balloons, balls of various sizes) using various body parts such as arms, legs, and head.
 - 1.6 i. Explore and demonstrate ways to move a ball, hoop, or another object through space using various body parts.
 - 1.1 d. Explore physical movement activities to determine what types of movements and activities will cause increased heart and respiration rates.
 - 1.2 h. Express feelings and sensations about participation in movement activities through the use of words, symbols (e.g., happy faces, tear drops), and other media, including technology (e.g., music, digital pictures).

In the classroom:

- Incorporate repeating of throwing performance cues before, during, and after participating in activity breaks that involve sending objects (e.g., play ‘Bucket/Bin Ball’ throwing crumpled paper/tape balls into containers from various distances, underhand, overhand; play ‘Throw my Toque/Mitts Away’ into bins placed on higher shelves; play toss-to-self and catch using balloons)
- Tape boundary line around garbage can and make a class rule that students have to stay outside the boundaries when putting things in the garbage can.
- When reading stories, watch for opportunities to pose questions and discuss the movements of the characters in the story (e.g., What would it look like when, ‘Sally threw the toy’? What would you tell Sally about how to throw the toy?).
- Use questions posed during Physical Education Learning Experiences as prompts for storytelling, drama, and conversation.

Grade 1: Purposeful Plan 3 - Manipulative Skills	
Detailed Learning Experience #2	
<p>Outcome 1.5: c., g., i. Outcome 1.8: b., c., d. Outcome 1.9: a., b., c., i Outcome 1.10: c., e.</p>	<ul style="list-style-type: none"> • Pre-arrange to have enough balloons/small beach balls blown-up for each student (e.g., ask ‘Moving Buddies’ - older students who are helpers, mentors, role-models for moving - similar to Reading Buddies). <p>Note: If the majority of your students have already demonstrated both the understanding of how to catch, plus are experiencing some success with catching objects, you could give them choice of objects (e.g., balloons, beach balls, scarves, nerf balls, beanbags) to use during the experience.</p> <ul style="list-style-type: none"> • As students line up to move to the active learning space, give each student one balloon/beach ball/scarf to carry with them as they move to through the hallway. Talk about proper handling of play equipment and ask them to show you what it will look like when they carry the balloon in control. • As students enter the active learning space, encourage them to play, throwing and catching their own balloon/beach ball/scarf. As needed, ‘Stop’ them and ask questions about how to cooperate and be safe when moving through space while others are doing the same thing. • While they practice their throwing and catching, spread polyspots/carpet squares (one per student) throughout the space. • After a few minutes of play/practice time, tell students to ‘Stop’; instruct them to gather their balloon/beach ball/scarf and then find and stand on in their own space (polyspot/square). Ask them, “What are the different ways you can throw a balloon or beachball, or other objects?” Lead them to conclude ‘with one hand, with two hands, underhand, overhand’. Then ask them, “What are the different ways you can catch a balloon/beach ball/scarf and other objects?” Invite them to try some of their ideas to catch the balloon/beach ball/scarf, then provide instructions (e.g., throw the balloon/beach ball/scarf gently with one hand and try to catch it with two; throw the balloon/beach ball above you head with two hands and try to catch it with one). • ‘Stop’ throwing and catching periodically, instructing them to return to their own space (polyspot/square), and pose performance questions such as ‘Where should you look when you want to catch the balloon/beach ball/scarf?’ (at the balloon/beach ball); ‘What should you do if the balloon/beach ball moves away from you? (move your feet); and What should you do with your hand(s) to get ready to catch the balloon/beach ball (open them wide, meet the balloon/beach ball, pull in towards body). • Continue this play/practice until most students are experiencing some success. Pair the students up and have them stand on own space facing partner (about one metre apart). Tell them, “We are going to play a game. When I say go, try to throw your balloon/beach ball/scarf high in the air and towards your partner and then see if you can catch your partner’s
<p>Assessment Suggestions: Formative Assessment (1.5) – While students are catching objects, observe students’ engagement in exploring different ways to catch objects and their ability to occasionally have success at catching (at a progressing towards control level). Use a checklist to retain individualized information for future reference.</p> <p>Formative/Summative Assessment (1.5) – While students are throwing objects, observe their ability to occasionally replicate skillful throws (at a progressing towards control level). Use a checklist to identify students who will need more direct instruction and additional practice so as to perform the movement skill. Other students will meet the criteria (summative assessment).</p> <p>Formative/Summative Assessment (1.8) – Through conversation and observation, gain information on students’ understanding of and ability to move safely and cooperate with others. Use a checklist to identify students who will need more direct instruction and additional practice to achieve the outcome. Other students will meet the criteria (summative assessment).</p> <p>Summative Assessment (1.9) – Students can tell (e.g., words, actions, pictures) you what it looks like and sounds like when everyone is cooperating to gather and put equipment away.</p> <p>Formative Assessment (1.10) – Students can describe what self-control looks like when participating in movement activities.</p>	

	<p>balloon/beach ball.” (If this is too advanced for your students, gather half of the balloons/beach balls/scarves and have them try to play catch with their partner using one balloon/beach ball/scarf). Ask students, “Why should we try to throw it high in the air?” (So our partner has time to see it and catch it before it touches the floor). Invite them to play for a few minutes.</p> <ul style="list-style-type: none"> • Use class plan for putting equipment away (if using balloons, save in large bag(s) and use for activity breaks in the classroom). • End with questions such as: <ul style="list-style-type: none"> ○ How many different ways can you use your hands to catch an object? ○ Where do you look when trying to catch an object? ○ What can you do when you throw that will help your partner catch? ○ Why is it important to cooperate with others and think about where you are moving when sharing space with others? ○ What will it look like and sound like when everyone is cooperating to gather and put equipment away? • As students line up to leave, ask them to think about who they would like to play catch with and where they can play catch.
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What Next?

A condensed description of a learning experience to follow Detailed Learning Experience #2 and further support student learning related to:

Outcome 1.5: g., h., j., k.
 Outcome 1.8: d., e.,
 Outcome 1.9: a., c., j.
 Outcome 1.10: d.

- Pre-arrange for the Moving Buddies (older students who are helpers, mentors, role-models for moving, similar to Reading Buddies) to be a part of this grade one Physical Education class. If Moving Buddies are not available, invite adult volunteers to join the class, serving as the Buddies. If you are alone, partner students and try to move from pair to pair, briefly fulfilling role of buddy for those pairs that are struggling with accurately sending the object, thus making it difficult for partner to practice catching.
- As students line up to move to the active learning space, ask them to put their ‘sticker foot’ forward and best throwing hand in the air. Check to see if any students will need further assistance with recognizing (and feeling) which foot is opposite to their throwing hand.
- As students enter the active learning space, they see their Moving Buddies, who are all holding a medium size ball, standing throughout the space. Tell the grade one students to run and stand beside their Buddy.
- Invite grade one students to share with Buddies what the plan is for cooperation and safety when using equipment and sharing space with others. Highlight for students that today their Buddies are going to be the leaders and that they need to try to follow what their leaders ask them to do.
- Describe, demonstrate, and practice a variety of ‘grade one catching’ activities that sees the Buddy serving as ‘an experienced thrower’. Remind all students of the performance cues for both throwing (opposite foot forward, look at target, swing arm back and forward, reach for target) and catching (look at the ball, have your hands in front of you and wide open, meet the ball, put in towards your body). Ask the Buddy to use these words when giving feedback to the students. Chunk the instructions (e.g., Buddies, watch to see if their hands are ready; Buddies, remind them to look at the ball as you are throwing it).
 - Buddy and student sit facing each other about 1 metre apart. Both students roll ball back and forth to one another.
 - Student sits on floor facing (then with back towards) Buddy. Buddy stands holding ball. Buddy drops the ball; student catches it.

- Buddy and student stand side by side; Buddy gently rolls ball on floor. Student runs, picks up ball and carries it, running to Buddy.
- Buddy and student stand facing each other about 1 metre apart. Buddy gently throws ball underhand to student. Student tries to catch (or gathers if catch is unsuccessful) and throws ball underhand to Buddy.
- Buddy and student stand side by side, about two metres away from wall, facing wall. Buddy underhand throws ball at wall and student tries to catch it before it bounces and then after it bounces on the floor. Student catches (or gathers) and then throws ball to Buddy. Can increase or decrease the distance, change the ball size and type, have the student throw the ball at the wall after catching.

Additional Ideas:

In the active learning space:

- Plan learning experiences similar to Detailed Learning Experience #2 that focus on further exploration and practice of catching objects, so as to reach a progressing towards control level of skill performance:
 - 1.5 a. Use performance words (e.g., “look at the ball”, “step forward”) to demonstrate understanding of performance cues language related to skillful sending and receiving of objects.
 - 1.5 b. Repeat teacher-stated performance cues (think-aloud) while performing manipulative skills.
 - 1.5 d. Move objects such as small balls, bean bags, and scarves by transferring one, two, or three objects between hands (e.g., juggle two bean bags).
 - 1.5 i. Practise repeatedly tossing medium size balls to self and trying to catch them while not traveling.
 - 1.6 i. Explore and demonstrate ways to move a ball, hoop, or another object through space using various body parts.
 - 1.8 b. Practise teacher-described strategies for play that will support enjoyment in specified movement activities (e.g., tag games – move into open spaces, hide behind other people, move only when the ‘it’ person is getting close; bocce ball – release the ball close to the ground so it will roll on the ground and not fly through the air).
 - 18 h. Identify, describe, and try to use the skills and strategies needed to participate in teacher-selected, self-selected, and peer-selected games and activities.
- Plan learning experiences that involve continued practice of using manipulative skills within the context of playing with and amongst classmates:
 - 1.8 b. Practise teacher-described strategies for play that will support enjoyment in specified movement activities (e.g., tag games – move into open spaces, hide behind other people, move only when the ‘it’ person is getting close; bocce ball – release the ball close to the ground so it will roll on the ground and not fly through the air).
 - 1.8 c. Demonstrate a willingness to try to apply discussed strategies for playing a variety of games (e.g., take turns being the leader in follow-the-leader).
 - 1.8 d. Demonstrate attempts to use appropriate skills when playing games (e.g., hopping on one foot when appropriate while playing hopscotch).
 - 1.8 e. Assume responsibility for various roles (e.g., leader, follower, “it”, “not it”) while participating in low-organizational games and activities.
 - 1.9 f. Express insights on own behaviours and actions related to safe and cooperative behaviours associated with participation in movement activities.
 - 1.9 j. Create, share, and follow simple rules of play for cooperative movement activities and games involving one or two other people.
 - 1.10 a. Identify ways to vary the use of equipment to support a peer in being included in a given movement activity (e.g., a ball with a bell in it for students who cannot see).
 - 1.10 b. Invent new rules that would support peers being included in a given movement activity (e.g., each person has to be the leader).

In the classroom:

- Incorporate repeating of catching performance cues before, during, and after participating in throwing and catching activity breaks (e.g., play 'Over My Desk' – two students stand on either side of desk facing either other, playing catch and counting successes; play 'Catch Me if You Can' – one student sit on floor with partner standing behind holding bean bag, partner drops bean bag in front of sitting student, sitting student tries to catch it)
- Invite students to share stories of playing catch with friends and family at home and in the community.
- When reading stories, watch for opportunities to pose questions and discuss the movements of the characters in the story (e.g., What would it look like when, 'Sally threw the toy'? What would you tell Sally about how to throw the toy?).
- Use questions posed during Physical Education Learning Experiences as prompts for storytelling, drama, and conversation.

Grade 1: Purposeful Plan 3 – Manipulative Skills

Detailed Learning Experience #3

Outcome 1.5: l., m., o.
 Outcome 1.8: b., c., d.
 Outcome 1.9: a., c., d., k.
 Outcome 1.10: e., f.

Assessment Suggestions:

Formative Assessment (1.5) – While students are moving object with feet, observe students’ ability to control object and their ability to occasionally have success at kicking the object (at a progressing towards control level). Use a checklist to retain individualized information for future reference.

Formative/Summative Assessment (1.8) – Through conversation and observation, gain information on students’ understanding of and ability to move safely and cooperate with others. Use a checklist to identify students who will need more direct instruction and additional practice to achieve the outcome. Other students will meet the criteria (summative assessment).

Formative/Summative Assessment (1.10) – Make anecdotal records of students’ behaviour that demonstrate a lack of self-control and/or a lack of consideration for others. Use a grid of students’ name to record information. Make plans to provide individual support and instruction to those students who need to grow in this area. Consider recording positive example as well to gain balanced information. If students have no data, or only positive data, they will be achieving the outcome.

- As students enter the active learning space, they see a bin of nerf balls and are invited to get a ball and explore throwing and catching it. Review the class plan for cooperation and safety when using equipment and sharing space with others before and/or during this activity.
- Signal ‘Stop’ and tell students, “We are all going to become statues, but not just any statues. We are going to become ‘On the Ball’ statues. Place your ball on the ground and stand on one foot with the other foot on top of the ball holding it in place. Hold your arms like you just finished running and then freeze.” Demonstrate the statue and then have the students practice by walking towards their stationary ball and you call ‘On the Ball’. Comment on their success.
- After a few ‘On the Ball’ practices, ask students to remain in their statue as you show them what it looks like to walk around and move the ball with you as you ‘gently tap’ (foot dribble) it with one foot. As you demonstrate say, “Tap, tap, tap...” each time you make contact with the ball.
- After demonstration, ask students what it will look like when they tap the ball with a foot and how far they think the ball will roll if they have tapped it gently. Emphasize that they want to keep the ball close to their feet at all times.
- Invite students to try to move the ball emphasizing that they walk and gently tap the ball, staying behind it, saying ‘tap’ each time they contact the ball with a foot. Periodically call out ‘On the Ball’. Comment on their success at becoming statues who are in control of the ball, as well as all of the ‘tapping’ you are seeing and hearing. Eventually, challenge the students to try to use one foot and then the other, alternating foot used to move the ball. Invite them to try this calling out ‘On the Ball’ a few times to stop their movement.
 - If the majority of students are demonstrating that they are able to move the ball and stop it with repeated success, you could add in, “I am now going to move amongst you and if I see that your ball is far away from your feet I am going to try to kick it away. But if you can stop your ball ‘On the Ball’ style, I cannot touch your ball.”
- Select one side of the learning space and tell all the students that they need to foot tap their ball to that side and spread out in a line when they get there, showing their best ‘On the Ball’ statue.
- Watch for teachable moments while students move to the line to highlight students demonstrating self-control and consideration of others (e.g., one student helping another student regain possession of a ball; student saying ‘sorry’ after accidentally bumping into another student) as well as opportunities for the class to problem-solve when frustrating situations are occurring (e.g., students are bumping into each other and are getting mad).

	<ul style="list-style-type: none"> • Tell the students that when you say ‘Go’ they are all going to explore kicking their ball straight ahead and then run after their ball to stop it ‘On the Ball’ style. Demonstrate what this will look like and then ask them to share what being safe and cooperating will look like when they kick their ball and then run after it. • Say “Go”. After all students have stopped their ball, tell them to tap (foot dribble) the ball back to the line. Repeat the kick, stop the ball and tap (foot dribble) the ball back. Repeat, challenging them to try to kick the ball as far as they can. • After final ‘On the Ball’, tell students that they need to gather the ball with their hands and then follow the class plan for putting the equipment away in a safe and cooperative way. • End with questions such as: <ul style="list-style-type: none"> ○ Why is it important for us to learn how to stop and control a ball with our feet? ○ What part of your foot did you use to tap the ball? ○ What part of your foot did you use to kick the ball? ○ Why is it important for to make sure there is no one in front of you when you kick a ball? ○ How should we act if we are having trouble controlling the ball? ○ What should you do if someone else accidentally knocks your ball away from you or if you accidentally knock the ball away from someone else? • As students line up to leave, ask them to see if they can hold an ‘On the Ball’ statue pose even though they do not have a ball. Invite them to compliment others on the quality of their statues.
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What Next?

A condensed description of a learning experience to follow Detailed Learning Experience #3 and further support student learning related to:

Outcome 1.5: k., l., m., n.,

Outcome 1.8: e., f.

Outcome 1.9: j.

Outcome 1.10: b.

- As students line up to move to the active learning space, ask them to tell you how the game ‘Target Rolling’ is played (see Learning Experience #1 – What Next). Tell them that when they get to the gym they need to cooperate to set up ‘Target Rolling’ game areas (enough for one per two students).
- As students enter the active learning space, they see pylons to use a target and skipping ropes to use as the boundary line. Assign partners and tell them to set up their game area. Review safe and cooperation plans (e.g., what should you do if the ball you are playing with rolls towards or through another game area?). Start by assigning the type of ball that all students will and have students play a few rounds of ‘Target Rolling’ with their partner.
- Re-assemble students and ask them review questions such as ‘What part of your foot did you use to contact the ball?’ and ‘Why is it important to stay behind the line when throwing the ball?’ Tell them that you want them to play the game again only this time they need to kick the ball. Ask them, ‘Where should you look when trying to kick a ball at a target?’ Through questioning, lead them to conclude that when they send the ball, whether with their hand or their foot, there are many things that they do that are the same.
- Also review what it will look like when the partner gathers the ball and have students agree on who (e.g., person who kicked the ball or person who gathers the ball) will be responsible to stand up any pylons that get knocked over.

- For the first few rounds, the ball is placed right behind the line. Students begin by standing behind the ball and explore how they will kick the ball at the target. Periodically, instruct them on changes they must make in how they try to kick the ball (e.g., using inside of foot, outside of foot, toes, top (laces) of foot, other foot; approaching the ball while walking, running). You can also adjust the distance the boundary line (skipping rope) is away from the wall, the size and type of ball (e.g., nerf ball, playground balls, indoor soccer ball), and the size of the target they try to hit.

Additional Ideas:

In the active learning space:

- Plan learning experiences that involve kicking as well as other manipulative skills in combination with locomotor and non-locomotor skills:
 - 1.6 f. Perform movement sequences involving locomotor, non-locomotor, and manipulative skills, as described by the teacher (e.g., “roll a ball forward gently, jump in the air, land and then skip forward to collect the ball”).
 - 1.6 i. Explore and demonstrate ways to move a ball, hoop, or another object through space using various body parts.
 - 1.6 k. Create, demonstrate, and verbally share movement patterns that include two to four movements (e.g., “I moved quickly on a low level under objects”).
 - 1.8 e. Assume responsibility for various roles (e.g., leader, follower, “it”, “not it”) while participating in low-organizational games and activities.
- Plan learning experiences that involve playing games using manipulative skills (e.g., [Capture the Cone, Strike Away](#)) and then invite students to make decisions related to skill performance adjustment (e.g., kick rather than throw the ball), as well as create new rules/games to play that challenge manipulative skills:
 - 1.8 a. Explain and try to follow the main purpose or objective of games and activities while participating.
 - 1.9 j. Create, share, and follow simple rules of play for cooperative movement activities and games involving one or two other people.
 - 1.10 b. Invent new rules that would support peers being included in a given movement activity (e.g., each person has to be the leader).

In the classroom:

- Incorporate moving-objects-with-feet games into activity breaks (e.g., try to ‘tap, tap, tap’ mittens around objects in classroom; while sitting, try to pick up objects between two feet and place them on a specified spot).
- Design and construct a ‘kickable’ ball (Science OM 1.2 – useful object) from recycled materials and then use that ball for further integrated learning experiences (e.g., student can kick balls over tiles on classroom or hallway floor, count the number of tiles the ball crossed and then add the number to the number that a partner got after doing the same thing)
- Prior to going outside for recess, suggest to students that they play ‘Target Rolling’ games.

Additional Resources:

- [Growing Young Movers](#) website
- Physical and Health Education Canada (PHE Canada) [Fundamental Movement Skills Video Collections](#)
- [Physical Education Online Interactives](#) (videos of movement skills with teaching tips)