

Materials	Ball(s) and other equipment of choice
Learning Outcome	Apply knowledge and creativity to demonstrate a variety of ways to send an object.

Description

Challenge the child to brainstorm as many ways to send a ball (or object of choice) as they can. Sending refers to releasing an object away from the body. The object can be released to another individual, to a target, or to a wall and then received back to the individual. If the child needs support in brainstorming ideas, provide them with some of the examples from below.

- Throw to a wall and let the ball bounce once before catching it.
- Kick to a goal.
- Throw over a roof to another individual on the other side.
- Roll a ball down a ramp to knock over pins.
- Turn around and throw a ball through your legs to another individual.
- Roll a ball down a hill following a zig zag pattern by setting up walls with pool noodles or similar objects.
- Punt a ball off of a small plastic bowl through a hoop.
- Use a golf club or other implement to send the ball to a target.

Ask the child to demonstrate what they brainstormed. Discuss how many physical activities use similar types of sending and, if possible, ask the child to make the connection between their examples and a physical activity.

If the child wants an extra challenge, they can combine some of their examples and create a game. They will have to develop the game objective and rules.

Physical Education Competencies



MOVE

Develop psychomotor skills, tactics, and strategies that facilitate a variety of physical activities across diverse environments.



THINK

Develop cognitive skills and strategies for a variety of movement contexts that facilitate critical thinking, decision-making, and problem solving.



FEEL

Develop affective skills and strategies that facilitate healthy and safe relationships with themselves, with others, and with their environment.



ACT

Practice behaviour skills and strategies that facilitate movement competence and confidence.



Inclusion Considerations

Modifications can be made to a variety of activity components to ensure inclusion. As you plan activities, consider how everyone can be involved and how to modify or adapt the activities to ensure the full inclusion of all. The STEP framework provides modifications to the following activity components — space, task, equipment, and people.

S	Space	T	Task	E	Equipment	P	People
	Complete the activity in a space with minimal distractions.		The child brainstorms one way to send the ball (object) and is provided the required support to brainstorm. The child practices sending the ball (or object) with the required support to achieve success.		The child uses the equipment needed to send the ball (or object) to achieve success.		The child holds onto another individual for stability while sending the ball (or object).



Reflection Questions

Reflection is important to support learning during physical activity. Consider asking the child the reflection questions below and discuss the answers together.

- What was the most creative way you brainstormed to send the object? Why?
- What was similar about some of the ways you brainstormed to send the object? Different?