

November in Motion: Inspiring Confidence Through Manipulative Movement Skills

As we move into November, it's a great time to focus on developing manipulative movement skills. The essential abilities that involve controlling objects with our hands, feet, or equipment. These skills, such as throwing, catching, kicking, dribbling, and striking, form a key part of physical literacy and help students gain confidence in active play and sport.

This month's resources and activities are designed to help you integrate manipulative skills focusing on striking into your physical activity sessions in fun, engaging ways. Whether it's through small-sided games, skill stations, or creative challenges, you'll find opportunities to help your students strengthen coordination, teamwork, and self-expression through movement.

Let's continue to inspire our learners to move, play, and grow one skill at a time.

With appreciation,

The Learning in Motion Program Team

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About the Artist

Claire Shannon-Akiwenzie is an Anishinaabe digital artist and beader from the Chippewas of Nawash Unceded First Nation. She is also a teacher in the Vancouver School District and a dedicated leader to I•SPARC's FitNation, Healthy Living, Indigenous Cultural Safety and Learning in Motion Program.

What's New

**In-School Support Resource
Empowering Educators ... Inspiring Active Learners**

The In-School Support Resource provides personalized, one-on-one mentorship for educators working in First Nations schools and district schools with a high number of Indigenous students.

Through continuous guidance from a Physical Literacy Lead, educators develop the skills, confidence, and cultural understanding needed to create inclusive, engaging, and culturally safe physical activity and physical literacy opportunities throughout the school day.

This mentorship approach supports educators in weaving movement into everyday learning honouring Indigenous perspectives and fostering active, supportive environments where all students can move, learn, and thrive together.

To book your **FREE** In-School Support school visit, contact:

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Content at a Glance

Welcome to the month of November, we are excited to share this month's featured content, filled with new ideas, resources, and activities to support your teaching and student engagement.

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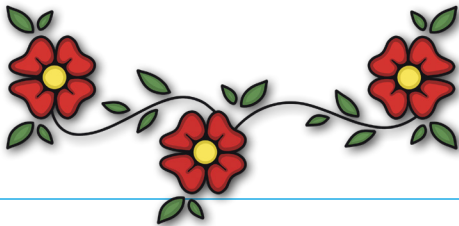
Movement Without Limits—Get Active Anywhere

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Daily Classroom Activity Calendar

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We Value Your Feedback

Integrating Physical Literacy For Life

It is important to us to achieve our goals of supporting teachers within First Nations schools, and B.C. elementary school educators (K-7). Submitting your feedback is vital to the growth of the program, to assist fellow teachers, and to guide the program to success. Let’s make it happen together. We look forward to hearing from you. Please send your feedback to droberts@isparc.ca.

Striking Skills with Balloons

Grades K-7

Balloons are a fun, engaging way to teach manipulative skills, and every student can experience success while participating. These activities help students develop control, coordination, and teamwork through playful, hands-on movement.

Skills Students Develop through Balloon Activities:

- Manipulative control using hands, feet, and other body parts.
- Hand-eye and foot-eye coordination.
- Balance, body control, and spatial awareness.



Balloon Activities:

Individual

- Each student finds a space. When the music starts, call out different body parts. Students keep their balloon in the air using only that part.
- Examples—hand, nose, pinky finger, head, fist, toes, elbow, chest, knee, heel, shoulder, foot.

4 Stations

- Divide students into 4 groups. Each student keeps their balloon. Set up 4 stations with different equipment (foam paddles, pool noodles, pins, rackets, hula hoops). Students keep their balloon in the air using the equipment. Rotate every 2 minutes.

Partner Challenge

- Students work in pairs to keep the balloon in the air:
 - No one can hit twice in a row.
 - Count how many times the pair keeps the balloon up.
 - Students hold the hula hoop and hit the balloon back and forth through the hula hoop.
 - Combine two pairs for an added challenge.

Passing Over

- Place benches in the middle. Partners stand on opposite sides and pass the balloon over the bench. Count how many successful passes occur before it drops.
- Challenge: Two groups side by side—who can get the highest score?

Passing Over with Objects

- Using a chosen object (paddle, pool noodle, pin, racket), partners pass the balloon over the bench. Count the successful passes.

Beat the Deck

Grades K-7

Equipment/Material

- Playing cards, volleyball, soft foam balls or balloons.

Fundamental Movement Skill (FMS)

- Striking, tossing and catching.



Activity Description

Objective

- Students work in groups to keep the ball in the air and “beat” the number on the playing card. This game builds teamwork, passing or tossing skills, and hand-eye coordination.

How to Play

- **Draw a Card**—one student from each group runs to the center of the gym, selects a card from the deck, and brings it back to their group.
- **Beat the Card**—the group must keep the ball in the air for as many times as the card’s value, before it touches the floor.

Card Values

- 1–10 = number on the card (ideal for younger students).
- Jack = 11 passes.
- Queen = 12 passes.
- King = 13 passes.
- Ace = 1 pass.

Example—if a group draws an 8, they must complete 8 consecutive passes without dropping the ball.

- **Skill Progression**—younger students can focus on simple tossing and catching, while older students can work on volleyball skills like passing and volleying.
- **Success or Retry**—if the group meets or exceeds the card’s number, they keep the card and send a new student to draw the next card. If they do not reach the number, the card goes back into the pile, and the group pulls another card to continue.
- **Scoring**—each card successfully beaten earns the group the same number of points as the card value. Groups compete to see who can accumulate the most points by the end of the game.

Tips for Teachers

- Adjust the deck based on grade level and skill ability.
- Encourage communication and strategy within each group.
- Use soft balls or balloons for younger students to ensure success and engagement.

4-Square Volleyball

Grades 2-7

Equipment/Material

- Volleyballs, soft foam balls or balloons, court markings (cones, ropes, or painted lines).

Fundamental Movement Skill (FMS)

- Striking.

Activity Description

- 4-Square Volleyball combines the classic playground game of 4-square with volleyball skills like forearm pass (bumping) and overhead pass (setting). With as few as four players, students can have fun while practicing control, accuracy, and teamwork.

Set Up

- Create four squares using cones, painted lines, skipping ropes, or any available markers.
- Each player starts in a square. The bottom-right square is the King’s square.

Objective

- Players aim to advance to the King’s square by making successful shots and avoiding mistakes.

Game Play

- The player in the King’s square starts with a small serve to any other square.
- Each player has one hit (overhead or forearm pass) per turn to send the ball to another square.

Game Play (con’t)

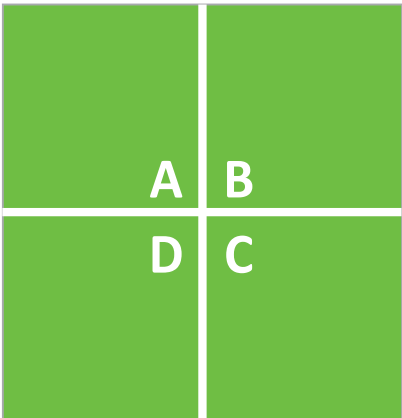
- A failed shot (e.g. if the ball lands in own square it goes out of bounds) sends the player to the starting square or end of the line if more than four players are participating.

Rotation

- Players rotate up the order as they successfully make shots, aiming to reach and maintain the King’s square.

Teaching Tips

- Adjust the court size(smaller) and ball type (balloon, beach ball, foam balls) to match skill level and grade.
- Encourage players to communicate and anticipate the ball.
- Focus on volleyball skills like bumping, setting, and controlled serving.



YouTube Resources

- [Video Demonstration 1](#)
- [Video Demonstration 2](#)

Recess Game

Grades K-7

Gaga Ball

Equipment/Material

- Gaga balls.



Fundamental Movement Skills (FMS)

- Striking, dodging and hand-eye coordination.

Activity Description

Objective

- The object of the game is to be the last player left in the pit.

Game Play

- All players start in the pit touching the wall with one hand.
- Players may only hit the ball with your hand in an open position or fingers folded in.
- One player starts the game by throwing the ball in the air and everyone else yells “GA...GA...BALL” and the game begins with any player hitting the ball at other players.
- Players are out if they:
 - hit the ball with 2 hands.
 - hit the ball out of the pit.
 - get hit below the knee.
 - hit the ball two times in a row.
 - hold, throw, stop or scoop the ball.
- If players are out, they exit the pit at the entrance and wait for their next round.
- The wall can be used at any point to rebound off to get other players out.

Moving in the Classroom

Grades K-7

Body Count Game

Equipment/Material

- No equipment required.

Fundamental Movement Skill (FMS)

- Walking and balance.

Activity Description

Objective

- Players work together to form a group that matches the number of body parts called out by the teacher.

Game Play

- The teacher calls out a number and a body part (e.g., “6 elbows”).
- Players must quickly form a group where the total number of that body part equals the number called.
- Once a group is formed, they freeze in place.
- The teacher checks and confirms the count.
- Repeat with different combinations.
- Players must work with others—no solo answers unless the number allows.
- Encourage safe movement and respectful touch.

Example Calls

- 6 fingers and 4 knees.
- 10 toes and 2 hands.
- 8 elbows.
- 5 feet.
- 2 backs.
- 7 hands.
- 9 shoulders.
- 12 thumbs.

Variations

- Timed Challenge—Set a timer for each round to increase excitement.
- Silent Mode—Players must form groups without speaking.
- Math Twist—Call out a math problem instead (e.g. “3 x 2 fingers”).



Book of the Month

Grades K-7

Be a Good Ancestor

Leona Prince and Gabrielle Prince.

Illustrated by Carla Joseph.

Rooted in Indigenous teachings, this beautifully illustrated picture book invites readers to reflect on the ways they live in connection with the world around them. It encourages thoughtful consideration of our actions and their lasting impact.



Through themes of environmental stewardship, animal welfare, self-esteem, self-respect, and the power of community, the authors share a poignant and universal message in a way that is both accessible and inspiring: Be a good ancestor to the world around you.

Connecting to the Land

Grades K-7

Sensory Nature Game

Equipment/Material

- Natural items found in the surrounding outdoor space.

Fundamental Movement Skill (FMS)

- Walking, running, and squatting.

Activity Description

- The objective of this game is to foster a deeper connection with the land and encourage sensory exploration through touch, smell, and sound.
- One player in each pair is blindfolded or has their eyes closed. The other player collects five natural items from the area (e.g. leaves, twigs, stones, pine cones).
- The blindfolded player holds out their hands as their partner places one item at a time into them. They may feel, smell, or listen to each item before guessing what it is.
- Award one point for each correctly identified item.
- After all five items are guessed, partners switch roles and repeat the activity.

Rules & Safety Reminders

- Do not use anything sharp, dangerous, or potentially harmful.
- Ensure items are appropriate for handling and free of allergens or irritants.

Extensions

- Draw What You Felt—After the guessing round, each player draws one or more of the items they explored using only their memory of how it felt, smelled, or sounded.
- Sensory Journaling—Players write a short reflection describing how they felt during the activity, what surprised them, and which senses were most helpful.
- Nature Storytelling—Invite players to create a short story or poem inspired by one of the items they explored.



November 2025

Sun	Monday	Tuesday	Wednesday	Thursday	Friday	Sat					
	 Remembrance Day honours the courage and sacrifice of those who served. A time for reflection, gratitude, and peace for all.					1					
2	Exercise Make 4 Stations • Jumping jacks/star jumps. • Wall sit/chair squat. • High knees/marching in place. • Push-ups/modified push-ups (hands on desk/knee).	3	YouTube Desk Drumming Have students use their hands or pens/pencils to drum along.	4	Exercise Make A Paper Plane • Mark 3 zones on the floor: Zone: A—10 jumping jacks; B—5 squats; C—10 high knees. • Students fly planes—wherever it lands, do the movement for that zone.	5	Exercise Stretch Circle • Stand in a circle. • Each student leads a stretch for 10 seconds. • End with 3 deep breaths together.	6	YouTube The Warm Up	7	8
9	YouTube Just Dance Despicable Me	10	Remembrance Day No School. 	11	Exercise Chair Squats • Have students stand up from their chair, squat down like they are sitting, then back up. • Repeat 15 times.	12	YouTube Disney Stomp	13	Exercise Class Plank Competition • Get in a standard plank position. • Start a timer and hold the position. • Who can last the longest?	14	15
16	Exercise 1 Minute Movement Challenge Set a timer for 1 min each: • Jumping jacks. • Arm circles. • March in place. • Touch toes • High knees.	17	YouTube Jungle Run	18	Exercise Make a Paper Ball • Toss back and forth with a partner. • How many sucessful tosses can students complete in one minute?	19	Exercise Jump Spelling • Call out a word. • Students spell it aloud while jumping once for each letter.	20	YouTube 5 Minute Brain Break	21	22
23	Exercise Invisible Jump Rope • Students pretend to jump rope for 30 sec. • Add variations such as double jumps or side-to-side hops.	24	Exercise Alphabet Movement • Stand in a circle. • Recite the alphabet. • A student suggests a movement for each letter (e.g. A—arm circles, B—bunny hops).	25	YouTube Waka Waka!	26	Exercise Traffic Light Call Out • “Green light”—run in place. • “Yellow light”—walk. • “Red light”—freeze. • Add fun commands like “Speed bump”—jump.	27	YouTube Spider Man Stomp	28	29
/30											

Volleyball Teaching Cues—Striking an Object



Striking is a manipulative skill that involves using hands, arms, or an implement to apply force to an object, sending it in a desired direction. It requires coordination, timing, and control. In volleyball, striking is used in actions such as overhead pass (setting) and forearm pass (bumping). Players use their hands or forearms to hit the ball with precision and force, aiming to keep it in play or score points. This skill helps develop hand-eye coordination, spatial awareness, and motor control.

Volleyball Teaching Cues

Overhead Pass

- Elbows high.
- Make a looking window with your forefingers and thumbs with your hands at forehead height.
- Ready position—knees slightly bent with one foot slightly ahead.
- Quick “catch” to absorb the ball and push up with your fingertips and knees.
- Extend your arms and wrists.

Forearm Pass

- Arms out in front, place one hand on top of the other, palms facing up.
- Fold both thumbs in and push your arms flat to make a platform.
- Ball will be contacted above your wrist and below the elbow.
- When contacting the ball —thumbs down and thumbs to target (do not swing arms).
- Using shoulders and arms as a pendulum without swiveling the hips.
- Hips and legs are quiet- arms push the ball to target.