



Sport Readiness



**Preparing Young Children
for Sports Participation**



Bernadette Murphy and Gerry Surridge

Sport Readiness

**Bernadette Murphy
and Gerry Surridge**

**Original concept by
Christopher Harms**



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Book design and composition by Studio Montage, St. Louis, MO.

Original text illustrations by Chris Lynch; additional illustrations by Nancy Rudd.

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Originally published in Australia as *The Cross Sport Program*. This edition, published 2000 by Good Year Books. Adapted by permission of Addison Wesley Longman Australia.

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Printed in the United States of America.

978-1-59647-381-2

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Sport Readiness

Sport Readiness is a flexible approach to developing hand-eye coordination through basic locomotion and ball-sense activities. The emphasis is on fun, success, and learning by doing. The activities are presented sequentially and build on children's successes. The immediate goal of the program is to provide children with basic skills that will make later sports accessible and enjoyable. The ultimate goal is lifelong participation in a healthful lifestyle that includes sports, fitness, and active leisure activities.

Who Uses *Sport Readiness*?

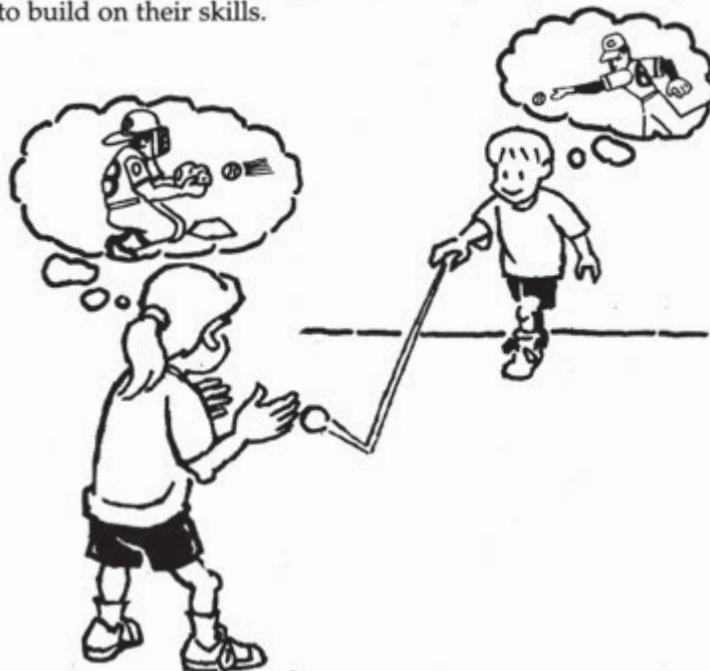
Sport Readiness is targeted primarily at children who are from five to nine years of age. Older children can also benefit from the support provided in this program as they enter modified and traditional sports in upper elementary grades.

Sport Readiness is intended to be used in a variety of teaching situations. For classroom teachers, the program is incorporated into daily activities. Even if a teacher is a novice in teaching physical skills, the extensive guidance throughout the program makes the program accessible.

The program has been implemented by camp counselors, special education teachers, and others in various instructional and fitness settings. Physical education teachers use the program typically in units of instruction that supplement the current curriculum.

When Do You Use *Sport Readiness*?

A series of lessons presented over a four- to six-week period has shown the greatest impact on improving children's skills. The remaining lessons may be used in blocks of four- to six-week instructional periods throughout the year. Children may revisit the program in subsequent years as they continue to build on their skills.



Goals

The goals of *Sport Readiness* include:

- improving hand-eye coordination;
- promoting safe and healthy play at school and home;
- introducing and building on skills for later participation in organized sports;
- systematically enhancing the skills of exceptional athletes;
- using non-threatening situations to develop willing participation in physical education activities;
- motivating children to include sports in their lives to improve their health, well-being, and self-esteem; and
- developing skills that give all students access to a lifelong pursuit of fitness through sports and other fitness activities.

How Does *Sport Readiness* Meet These Goals?

Sport Readiness success is based on a variety of factors, such as: 1) Sound Teaching of Basic Ball and Locomotion Skills, 2) Practiced Hand-Eye Coordination, 3) Flexible Models of Instruction, and 4) Simple Materials.

Basic Ball and Locomotion Skills

The simple, sequential skill development found in this program links gross motor development with particular skills. Many of these skills require ball sense, which is an important precursor to participation in many modified and traditional sports. The activities using balls range from rolling and kicking them to catching, throwing, and striking them. Children also focus on basic movements—forward, backward, and sideways—that build body and space awareness and contribute to the development of quick multidirectional movements.

Hand-Eye Coordination

Strategies for strengthening hand-eye coordination are inherent in all tasks. Teachers are provided with useful lists of coaching tips and a troubleshooting guide. These specific suggestions will help all teachers guide children in their hand-eye coordination development.

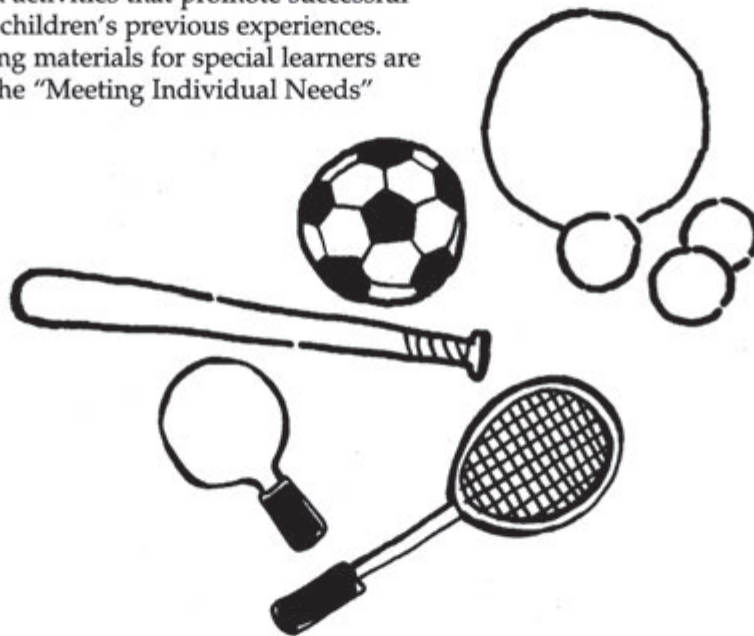
Flexible Models of Instruction

Sport Readiness provides a flexible model of instruction for meeting the needs of various groups because the choice of activities is left to the teacher's discretion. The teacher observes the children's physical skills and selects activities based on the needs of each group. The instructional model provides:

- opportunities to meet the needs of a variety of children and build on a variety of learning styles and individual attributes;
- a variety of activities for teachers to choose from that build distinct skills;
- guidance on teaching practices useful in the instruction of physical skills; and
- cross-curricular opportunities for practice and extension of the skills.

Simple Materials

The materials suggested are simple and appropriate for young children. The foam balls and other easy-to-use materials engage children actively in fun activities that promote successful experiences, whatever children's previous experiences. Suggestions for adapting materials for special learners are often incorporated in the "Meeting Individual Needs" section of each unit.



Guiding Principles

The implementation of *Sport Readiness* depends on the same basic principles underlying solid teaching in any curriculum area. There are, however, some principles that have particular relevance to teaching physical skills. While *Sport Readiness* provides teaching strategies specific to the skills in each unit, the following are general guidelines to keep in mind while implementing the program.

Meet the Needs of All Children

- Challenge and extend more competent children.
- Encourage and support less competent children.
- Do not insist on perfection at the expense of self-esteem or enthusiasm.
- Praise risk-taking and encourage learning by mistakes.
- Acknowledge success.
- Value differences consistently.

Plan Based on Children's Particular Needs

- Ensure that activities and materials are safe and appropriate for the group.
- Protect children from environmental factors, such as sun glare, wind, and variables in the physical setting.
- Provide a recommended minimum of three sessions per week for the acquisition, consolidation, and improvement of skills.
- Keep the lesson moving quickly with numerous activity changes and variations in the repetitions.
- Plan activities that allow all students to experience success.
- Allow the opportunity to return to skills requiring further development through games, challenges, or revision.
- Actively participate in the lesson. Circulate and assist.
- Use a simple method (e.g., a whistle) to signal that all activity stops immediately.
- Vary the delivery style by introducing a game before practicing the skills required to play it.

Develop Skills Sequentially and Comprehensively

- Allow students to experiment and learn by doing.
- Use multiple repetitions of each structured activity.
- Introduce an achievable number of new skills or activities during each lesson.
- Acknowledge correct techniques before suggesting refinements.
- Break complex skills down into subskills.
- Encourage the development of skills using both sides of the body.

Provide Clear and Purposeful Instruction

- Use demonstrations frequently to clarify activities.
- Follow instructions and demonstrations immediately by practice.
- Have children provide demonstrations whenever possible to acknowledge success and promote self-esteem.
- Ensure that all students can see demonstrations and hear instructions.
- Use the “feedback sandwich” that highlights the positives while identifying aspects for further work (make a positive statement, then a suggestion for improvement, then another positive comment).
- Use cues, key words, phrases, and imagery to highlight important aspects of a skill (e.g., “Catch the ball as if it’s an egg.”).
- Give concise explanations and clear instructions.
- Rephrase misunderstood instructions.
- Use your manner to generate confidence and enthusiasm.

Sportsmanship

Practicing good sportsmanship is an integral part of achieving success in sports. Young children who learn to play by the rules, accept victory and defeat gracefully, show respect, and maintain self-control will be valuable members on and off the court or field. At all times encourage sportsmanship that allows children to support each other and make the activity enjoyable for everyone involved. Discourage all comments, actions, or signs that are derogatory toward opposing teams, officials, or coaches and teachers.

Learn Good Team Sportsmanship

- Use the Learning Strategies in each unit as springboards to promote good sportsmanship.
- Post the Sportsmanship Guidelines as found in Appendix 11 on page 168 as children play games and enter into activities.
- Role-play supportive comments and behaviors children can use as they talk to winning and losing team members, such as "Help each other out," "Work together as a team," and "That's a good effort!"

Promote Positive Spectator Sportsmanship

- Inform spectators, children and adults alike, that only positive comments will be tolerated.
- Discuss with children the need for everyone to feel safe as they try out new skills. Remind spectators that booing or making fun of others' attempts can hurt feelings and make it feel unsafe to try new things.

Model Coaching Sportsmanship

- Emphasize the words and phrases that you use to complement both successful and unsuccessful attempts, such as "You held your hands in a strong position to block that ball," or "Your catching is getting so much better because you are using soft hands to catch the ball."
- Always focus on the positive and instruct, rather than criticize, performance. For example, you might say: "Pull your arm back before you throw the ball," rather than saying "Don't throw the ball with such a jerky motion."

Materials

The program uses simple and readily available materials appropriate to the developmental stages of young children.

Basic Materials

The basic, required materials include:

- foam balls (a variety of colors, sizes, and densities)
- beanbags (brightly colored and durable)
- bats and paddles (required for the advanced skills in Units 8 to 10 only)

Optional Materials

Some activities require additional materials. These activities are optional. Optional materials occasionally suggested include items such as:

- hoops
- cones
- gym mats
- foam Frisbees®
- targets
- movable nets

Ball Selection

A variety of foam balls are used throughout the program to ensure that children have experiences with a broad range of ball sizes. Using appropriate balls will build confidence and allow children to develop skills without fear of being hurt. Foam balls are safe and non-threatening to children in initial stages of skill development.

Children's early skill development is enhanced by the use of:

- brightly colored balls
- lower density foam balls that bounce less and travel more slowly than high-density balls
- balls in a variety of sizes, including sizes of:
 - junior soccer balls
 - bouncy play balls
 - tennis balls

Bat and Paddle Selection

The advanced skills taught in Units 8 to 10 establish a basic level of skill competency in hitting a ball. Sport-specific bats, paddles, and racquets are introduced in Units 8 to 10 after the basic throwing and catching skills have been introduced and practiced.



Three Important Variables



Working
Space

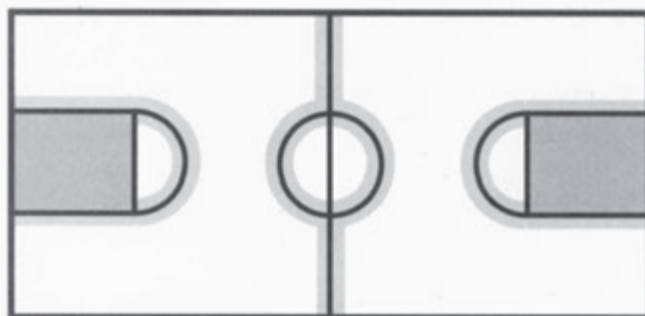


Movement



Path of
the Ball

In each unit, graphic symbols are used to represent three important variables: Working Space, Movement, and Path of the Ball. The symbols serve to remind teachers of the scope for extending or simplifying each activity sequence by the manipulation of one or more variables.



Working Space

Children benefit from working within clearly defined boundaries. *Sport Readiness* can be most effectively implemented when children are able to work within a simple grid system of line markings on the playing surface. This may involve using existing basketball, volleyball, and tennis lines from existing courts; or, taping or marking a grid where each square measures approximately 2 yards by 2 yards. While not essential, a line grid can enhance individual and partner activities as well as minor games.

The working space progressions are:

Individual work

Child uses:

1. one square
2. multiple squares in a row to move forward, backward, and laterally
3. any free spaces

Partner Work

Partners use:

1. adjacent squares
2. three squares, with one between
3. any set number

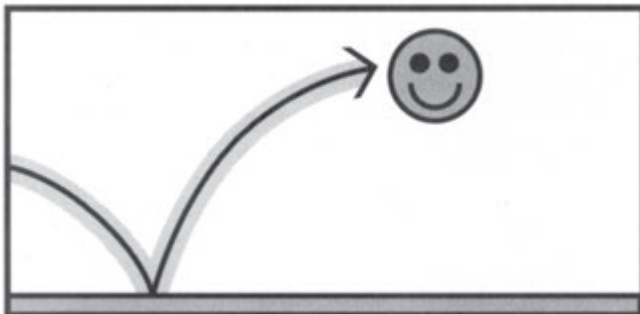


Movement

Children's movement progression in relation to the ball are to:

- begin in a stationary position
- move forward and then backward to the ball in a narrow channel
- move laterally (i.e., from side to side) to intercept the ball
- move randomly (i.e., forward, backward, laterally, diagonally)

Path of the Ball



Children more readily develop the skills of tracking, trapping, catching, and hitting balls when the flight of the ball follows the following progression:

- rolling the ball at ground level
- tossing the ball with a bounce
- lobbing the ball
- throwing directly on a level plane (i.e., chest to chest)

Use in the Physical Education Curriculum

Physical education teachers can supplement current programs with units of instruction from *Sport Readiness*. Using these units in the physical education curriculum will:

- provide a direct and effective approach to the acquisition of essential hand-eye coordination skills through systematic building on strengths.
- encourage the consolidation of a wide range of physical skills as a means to increase fitness levels of children. Many of the activities promote improvement in a range of fitness areas, including aerobic capacity, speed, agility, strength, and flexibility.
- promote problem solving, effective communication, and teamwork as well as aid in the acquisition of language and mathematical skills.
- support personal growth through enhanced self-esteem, perseverance, and development of a positive attitude gained from successful acquisition of skills and participation in sports.
- challenge physically talented students to expand their skills and potential. *Sport Readiness* also encourages the development of positive and healthful attitudes in dealing with success and disappointment.

Beyond Basic Skills Presented in This Program

Although hand-eye coordination and ball-sense skills are important, they are by no means the only physical skills children require. Clearly, other major areas of the physical education curriculum must also be addressed. These materials are only part of the broad range of activities and skills required by a full physical education program.

Implementation

Unit Format

The unit is divided into 1) the skill objectives, followed by 2) strategies to improve learning (Learning Options: Learning Strategies, Teaching Practices, and Meeting Individual Needs; and, Support Strategies: Coaching Tips and Troubleshooting Guidelines), and finally 3) the actual unit activities (including warm-up and cool-down activities, skill-development, extensions, games, and cross-curricular applications.)

Skill Objectives

Generally, the skills in each unit are presented in sequence of difficulty. The activities and games throughout each unit directly enhance the development of each skill.

Learning Options

Learning Strategies

Learning strategies give children insight into how successful learners acquire new skills. Teachers are encouraged to choose and articulate a learning strategy that children can focus on throughout an activity. Appendix 4, page 155, provides a comprehensive list of learning strategies cited in the program text. The list is not intended to be exhaustive and should be modified to address particular situations and needs.

Teaching Practices

Teaching Practices is a flexible offering of common sense, simple, and direct strategies that often make the difference between success and frustration in the introduction of physical skills. Teachers choose one or two practices on which to focus while teaching each activity. Appendix 5, p. 156, offers a comprehensive list of the effective teaching strategies suggested throughout this program.

Meeting Individual Needs

Suggested adaptations are provided for a variety of special needs. Appendix 6, p. 158, offers a comprehensive list of the suggestions for meeting individual needs suggested throughout this program.

Support Strategies

Coaching Tips

Coaching Tips explore ways to highlight key elements and techniques for each skill.

Troubleshooting Guide

This section highlights problems often experienced in the development of each skill. Simple ways to diagnose common problems and techniques for correcting them are included in this feature.

Activities

Warm-Up Activities

The warm-up activities are simple activities designed to energize, enthuse, and focus children on the tasks ahead. Teachers are encouraged to develop their own repertoire of activities that are short, vigorous, success-oriented, and fun. Emphasis should be placed on keeping instructions brief and uncomplicated and using minimal equipment.

Cool-Down Activities

The cool-down activities suggest a simple approach to cooling and calming down at the end of the lesson.

Skill-Development Activities

The skill-development activities in each unit are generally presented in a sequence of increasing difficulty and challenge. Although this sequence will work for the majority of the group, not all children will necessarily follow these learning patterns. Individual differences must be acknowledged, valued, and accommodated in planning lessons.

There are a variety of suggested tasks and methods provided within the skill-development activities. Strategies are also suggested to enhance the effectiveness of the program. For example, partners may work together to practice different skills. One child could be trapping a falling ball with one hand while the other uses two hands. It is important that teachers provide repeated opportunities for children to consolidate the skills they are learning and those they have already mastered.

Extensions

Suggested activities are listed to extend and challenge the physical skills of students who are capable of progressing very quickly through the requirements of a particular lesson. They are designed to stimulate problem solving and showing initiative. Guided and free play is integral to the program. Children are encouraged to be creative in the design and organization of their play and learning and, as the program develops, children can be shown how to design and organize their own Learning Centers and Sevens challenges. Details of these concepts are found in relevant units and Appendices 2 and 3 on pages 152 and 153.

Games

The games section describes common and novel games that consolidate the skills of the unit. They can be used readily to address the developmental differences of children. The games selected for each lesson should relate specifically to the skills developed during that lesson. The games described in the units are listed in Appendix 8 on page 161.

Cross-Curricular Applications

The activities presented in this book may be used across the curriculum to strengthen the use and understanding of the skills from this program. The cross-curricular applications may be incorporated or used as springboards to alternate ideas. Other curriculum areas may also be used to practice the learning strategies identified in this program.

Formal Lesson Planning

When a formal lesson plan is required, or the program is being used as part of a physical education program, the following lesson guidelines and planner may be helpful. Formal lessons are intended to be divided into:

- Introduction and Warm-Up (3 minutes)
- Skill-Development Activities (15 minutes)
- Extensions/Games (10 minutes)
- Cool-Down and Calm Down (2 minutes)
- Cross-Curricular Applications (Apply as time permits.)

The ten developmental units of work in this manual provide detailed suggestions for each of the above lesson components. Student Profiles presented in Appendix 9, page 162, list significant skills in order of difficulty. Use this checklist to monitor children as they build competency in various skills. Use the checklists as a guide to select activities appropriate to children's needs.

Lesson Planner

The following sample lessons provide an example of choices a teacher might make to achieve particular skills for Unit 1. The structure of a lesson will vary based on whether the focus is on the skill-development activities, enrichment activities, or games. More than one activity is encouraged for each part of the lesson, but not all parts must be implemented for every lesson.

Additional lesson planners may be photocopied from Appendix 10, page 167. One lesson planner appears near the beginning of each unit. Here, a lesson planner for the first two skill objectives of Unit 1 is detailed.

Session 1	Session 2
Skill Objectives	Skill Objectives
<i>Pushing and rolling balls along the ground.</i>	<i>Tracking a ball rolled along the ground.</i>
Learning Strategy	Learning Strategy
<i>Taking turns and listening carefully.</i>	<i>Listening carefully.</i>
Teaching Practice	Teaching Practice
<i>Provide time for guided practice and free play.</i>	<i>Do a "Think-aloud" for tracking a ball.</i>
Warm-Up	Warm-Up
<i>Jumping in place (3-4 minutes): high, low, fast, slow; Walking and running: follow the leader in small groups; dodge in and out of objects.</i>	<i>Copy-cat or mirror jumping.</i>
Skill Development	Skill Development
<i>Activity 1-2: Body Rolls, Variety Rolls Activity 4: Routines</i>	<i>Activity 5: Follow that Ball Activity 6: Roller Rebounding</i>
Extensions	Extensions
<i>Encourage children to create their own stylized walk.</i>	<i>Showing silly, funny, tired, happy, disciplined, and loose walking.</i>
Games	Games
<i>Game 5: Push a Goal</i>	<i>Game 3: Body Trappers</i>
Cross-Curricular	Cross-Curricular
<i>Mathematics: Number Sentences</i>	<i>Art: Marble Painting</i>
Cool-Down	Cool-Down
<i>Move ball without touching it with your hands. Roll the ball around corners.</i>	—

UNIT

1

Projecting,
Tracking, and
Trapping at
Ground Level

Projecting, Tracking, and Trapping at Ground Level



Lesson Planner

There may be times when a complete lesson plan is required, such as when the program is part of a physical education curriculum. The lesson planner provides a way to record the activities you choose. Additional lesson planners can be photocopied from Appendix 10, page 167. Not every blank space in a lesson planner must be filled in for each lesson, although warm-up and cool-down periods are recommended. See a sample of this planner completed for parts of Unit 1 on page 15 of the Introduction.

Session 1	Session 2
Skill Objectives	Skill Objectives
Learning Strategy	Learning Strategy
Teaching Practice	Teaching Practice
Warm-Up	Warm-Up
Skill Development	Skill Development
Extensions	Extensions
Games	Games
Cross-Curricular	Cross-Curricular
Cool-Down	Cool-Down

Skill Objectives

The first step in developing excellent ball skills is to learn to project, track, and trap a rolling ball. These skills are prerequisites to successful and rewarding partner and team work. This unit provides activities to build the following specific skills.

- Push and roll a ball along the ground.
- Track a ball rolled along the ground.
- Block a ball rolled along the ground.
- Trap-stop and hold a ball rolled along the ground.

Learning Options

Choose among Learning Strategies and Teaching Practices to focus children as they work to acquire each skill.

Learning Strategies

Select one or two strategies from the following categories to emphasize in each lesson.

Cooperative Learning

Moving to a space

Taking turns

Moving into pairs readily

Social Skills

Encouraging others

Listening carefully

Teaching Practices

Select one or two of the following to apply during each lesson.

Actively Involve Children in Learning

Provide time for guided practice and free play.

Help children identify their own strengths and learning styles.

Allow children to experiment with other children's strategies.

Provide Security

Establish and implement a simple set of agreed-upon class rules based on rights and responsibilities.

Use set procedures and routines.

Use a simple, effective cue to attract the entire group's attention.

Meeting Individual Needs

Physically challenged children may need an adaptation of materials, such as larger foam balls, Velcro® mitts and balls, or perhaps a table for children in wheelchairs to roll the balls. See a comprehensive list of "Meeting Individual Needs" suggestions in Appendix 6, page 158.



UNIT 1

Projecting, Tracking, and Trapping at Ground Level

Support Strategies

Read Coaching Tips and Troubleshooting Guide prior to beginning the unit and refer to this section as needed.

Coaching Tips

Use these tips to encourage children in each of the major skill areas.

Pushing and Rolling

Hold the ball between fingers and thumbs.

Watch the ball all the way.

Release the ball close to the ground.

Follow the path of the ball with eyes.

Tracking, Blocking, and Trapping

Move to the line of the ball.

Reach arms and hands toward the ball.

Watch the ball as it enters a trap made with hands.

Bend knees.

Troubleshooting Guide

If children are having difficulty acquiring a skill, use the following chart to provide a strategy for remedying the problem.

Potential Problems/Support Strategies

Potential Problem	Skill Adjustment
1. Holding ball in palm of hand before throwing.	1. Hold ball with fingers and thumb.
2. Ball bounces rather than rolls.	2. Release ball close to the ground.
3. Ball misses target.	3. Take aim and follow through.
4. Failing to block or trap the ball.	4. Watch the ball into a trap made with hands. Move quickly to the line of the ball. Bend knees to get down to the ball.

Warm-Up Activities

The warm-up session should be short (3 to 4 minutes), vigorous, success-oriented, and fun. It energizes, enthuses, and focuses children on the tasks ahead. Refer to Appendix 7, page 160, for a comprehensive list of warm-up activities suggested throughout this book.

Jumping and Hopping

Have fun with children while warming up with the following action words. Encourage children to contribute their own action words and demonstrations for others to copy. Ensure a safe play area.

- Jump in place, high, low, fast, slow, loud, quiet.
- Hop side to side, backward, forward.
- Jump while making shapes, standing broad jumps, counting jumps.
- Do copy-cat or mirror jumping in pairs and larger groups.
- Bound like a kangaroo, jump and sound like a frog.



Walking, Marching, and Running

- March in place, high, low, fast, slow, loud, quiet.
- Walk or march side to side, backward, forward.
- Walk or run with silly, funny, tired, happy, disciplined, or loose movements.
- Trot, prance, or gallop like a horse.
- Strut like a peacock, waddle like a duck, scratch like a chicken.
- Charge like a bull, run like an ostrich, walk like a penguin.
- Follow the leader in small groups, regularly changing leaders.
- Dodge and weave between objects.

UNIT

1

**Projecting,
Tracking, and
Trapping at
Ground Level**

Cool-Down Activities

Allow children a cool-down period at the end of the session by walking, gently stretching, and breathing deeply. This will help them recover from the activities and calm down before their next class or activity.



Suggested Walking Patterns

- Move along lines, in figures of eight, randomly.
- Follow the leader, or follow no one.
- Change direction on a signal.
- Move in place, high, low, fast, slow, loud, quiet.
- Move forward, backward, side to side.
- Have children create action words to describe a walk.
- Have children create a stylized walk.

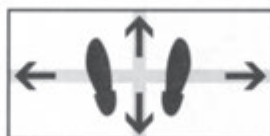
Skill-Development Activities

Give children the opportunity to experience rolling, pushing, tracking, trapping, and blocking in many different ways. These skills are meant to be developed concurrently. Familiarity with the entire section before planning the lesson will enable smooth progression based on children's skills and abilities.

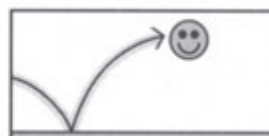
Pay Close Attention to...



Working
Space



Movement



Path of
the Ball

Pushing and Rolling (Individual Work)

Children work in individual spaces (about 6 feet by 6 feet) with a foam ball the size of a tennis ball.

1 Body Rolls

Encourage children to develop skills on both sides of their bodies by modeling or guiding them to try some of the activities from the following list.

- While in a squatting position, roll the ball around and over the body. Use two hands, one hand, roll it with eyes open and then closed.
- Repeat in a kneeling position.
- While in a standing position, roll the ball around the body, between the feet, in front, behind, and from one side to the other.
- Push the ball along court line markings.
- Push the ball away, run after it, and squash it with an open palm.
- Have children make up interesting positions and body rolls.

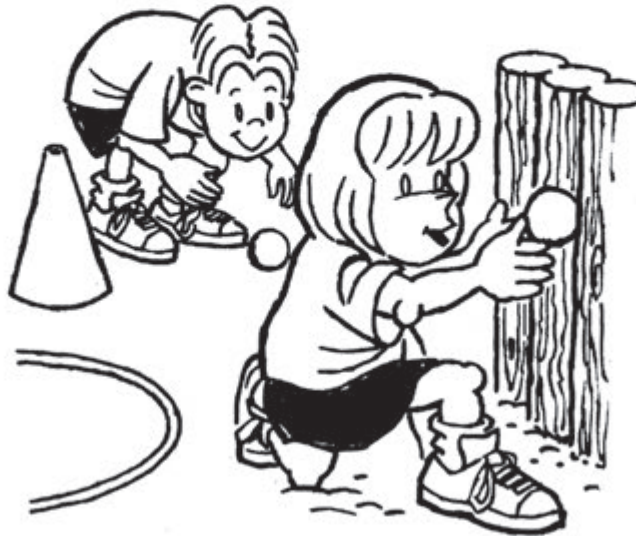


UNIT 1

Projecting, Tracking, and Trapping at Ground Level

2 Backhand Rolls

- Repeat some of the above activities using the back of the hand in an open palm position.



3 Have Ball Will Travel

Allow children many opportunities for free and guided play in rolling and pushing balls.

Have children roll the ball:

- up and down hills, along, across, between, to;
- on lines, paths, around, over, under, out of, into;
- a long way, a short way, fast, slow, gently;
- against walls, at targets;
- lying down, sitting, squatting, kneeling, standing;
- individually, in pairs, in small groups; or
- in other ways the children invent.

4 Routines

Encourage children to develop their skills in the areas of listening, following directions, and persevering to complete tasks, as they follow routines that include multiple directions. Keep instructions clear and simple, such as in the following examples.

- "Push the ball away along the path with both hands. Wait until it stops before running and sitting on it."
- "Using your right hand, push the ball along the line. When I call out 'Freeze!' squash the ball and stand still like an icicle."

Create your own routines. Try to include the use of imagery.

Tracking, Blocking, and Trapping

Children practice tracking a ball traveling along the ground and blocking or trapping it. Encourage them to watch the ball carefully and move to the ball when trapping or blocking.

5 Follow That Ball

Children work on their own with one foam ball the size of a tennis ball. Ensure a safe play area and clearly define out-of-bounds areas.

- Create a vignette to encourage participation: "Take the ball (give it a name) on an exciting journey around the play area by pushing and rolling it. Let it get away from you, and then run ahead of it to block its path by putting your hand or foot in front of it."
- Encourage children to use left hand, right hand, and both hands to block the ball.
- Whenever children get close to each other, have them pretend the ball is in danger and trap it to protect it. Once it is *quiet* in the trap, start to roll it again.

6 Roller Rebounding

Children work on their own, about 6 feet in front of a rebound wall. Each child will need a ball. Have them try the following activities, in order.

- Roll the ball toward the rebound wall and catch it with both hands as it rebounds.
- Repeat with one hand and then the other.
- Repeat, but this time block or trap the ball with one hand and push it back to the wall with the other hand. Change hands.
- Roll the ball toward the rebound wall and trap it with one foot stomping on it, with the other foot stomping on it, and with both feet jumping on it.

7 Partner Push

Children work cooperatively with a partner. They need one ball to share between each pair. Begin 6 to 8 feet apart. Have them follow these rules.

- Kneel on the ground facing partner. Using two hands, push the ball to partner, who traps and returns it.
- Repeat in a squatting position.
- Trap the ball with one hand and return it with the other.
- Repeat, moving further apart.
- Encourage children to create their own novel ways of rolling, pushing, blocking, and trapping the ball to each other. Acknowledge all efforts, and encourage demonstrations and learning from each other's methods.



UNIT 1

**Projecting,
Tracking, and
Trapping at
Ground Level**

Extensions

Encourage creative play and risk-taking by introducing these challenging tasks.



- Work with a partner to trap a rolling ball with different parts of the body (e.g., chest, stomach, knees, elbows, and so on).
- Create a silly rolling-and-trapping action with a partner.
- Without touching the ball with your hands:
 - let it play on a slide,
 - let it climb a fort or play house,
 - take it for a ride in a lunch box, and
 - create other imaginative ideas.
- Roll the ball up a hill or ramp so that it does not come back down.
- Roll the ball around corners.

Create a simple Learning Center to practice skills developed in this unit. Suggestions are listed in Appendix 2, page 152.

Games

Include games frequently to maintain enthusiasm, consolidate skills, and reinforce organizational, cooperative, and problem-solving skills.

Push a Goal

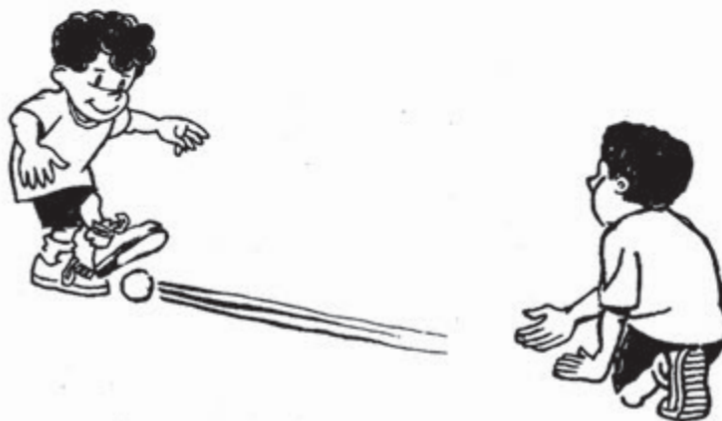
- Objective** Children will push and trap a rolling ball.
- Materials** You will need one ball per pair of children.
- Directions** Partners sit facing each other about 10 feet apart with legs open wide. They take turns pushing the ball to each other with the back of their hands. Challenge by encouraging children to increase the speed of the passes or to move further apart.

Target Roll

- Objective** Children will roll a ball through an open target.
- Materials** You will need two cones and one ball per pair of children.
- Game Space** Partners stand about 15 feet apart.
- Directions** Partners have two cones between them to form a goal. Alternatively, a third player may act as the goal by standing with legs apart. Roll the ball backward and forward to go through the goal.
- Variations** —Challenge by having the partners stand, sit, lie down, kneel, or squat while they roll the ball.
- Have children try facing away from the goal.

Body Trappers

- Objective** Children will trap and roll balls.
- Materials** You will need one ball per pair of children.
- Game Space** Children work in pairs 10 to 15 feet apart.
- Directions** Children have one ball between them. One partner is the trapper and the other is the roller. The trapper uses different body parts to trap the ball. Trappers and rollers listen and react to the specific instructions. An example might be: "Trappers use your left foot. Rollers roll on the count of 10...ready ...2...4...6...8...10...roll!" Swap every five turns.



UNIT

1

Projecting, Tracking, and Trapping at Ground Level

Table Rollers

- Objective** Children will push and trap a ball across a table.
- Materials** You will need one foam ball and one tabletop area per pair of children.
- Directions** Children work in pairs at each end of a classroom table. They will need one foam ball between them. Children push the ball to each other and trap it, keeping it on the table. Count the number of shots before it falls off.
- Variations**
- Trap the ball with one hand and push it with the other.
 - Try to keep the ball moving in a rally without trapping it. Set targets (e.g., ten pushes) and practice to achieve them. Establish class records.

Tunnel Ball

- Objective** Children will roll a ball through a tunnel.
- Materials** You will need one ball per four or more children.
- Game Space** Room for groups of four or more children to line up in a straight line with legs apart.
- Directions** The first player in each line faces the team and rolls the ball through the tunnel to the last player in the line, who traps the ball. This last player runs to the front of the line and becomes the roller. Repeat the process until everyone is back in starting positions.
- Variations**
- Vary the ball size, rolling hand, and trapping hand.
 - Trap the ball with bare hands.
 - Trap the ball with a designated body part (e.g., knees, elbows).
 - Increase the length of the tunnel by moving players further apart.



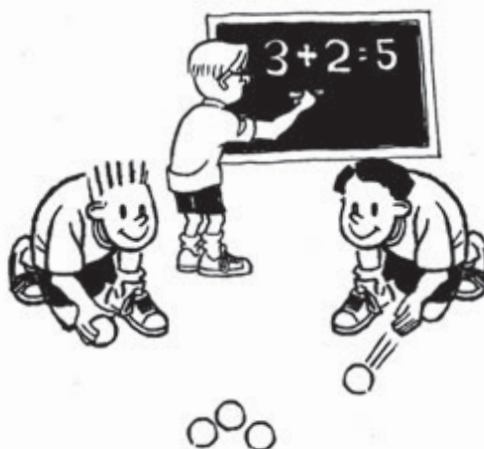
Cross-Curricular Applications

Incorporate these activities throughout the day in the following curriculum areas to review, extend, and practice each skill.

Mathematics

Rolling Together and Apart

Use balls to tell joining and separating stories. Show three balls. Roll two more balls into the group of three balls. Have children tell what happened, including how many in all. Depending on children's skills, you might write a math sentence together (3 balls and 2 balls is 5 balls; 3 and 2 is 5) or if children are ready ($3 + 2 = 5$).



Music

Rhythmic Rolling

Pairs roll balls rhythmically to music. Play a variety of speeds, vary from slow lullabies to quick-moving Scottish reels. Extend by playing some of the slow music loud and some of the fast music softly to accentuate that the tempo of music is not based on volume.

Art

Marble Painting

Provide a box with approximately 3-inch sides and no cover. Put a piece of paper on the bottom of the box and toss in two or three marbles that have been dipped in various colors of paint. Have a child tip the box to make the marbles roll. Take out the paper and dry. Discuss the kinds of lines the marbles made as they rolled across the paper. Children can take turns making their own pictures and discussing how they made the kinds of lines they see.



UNIT

1

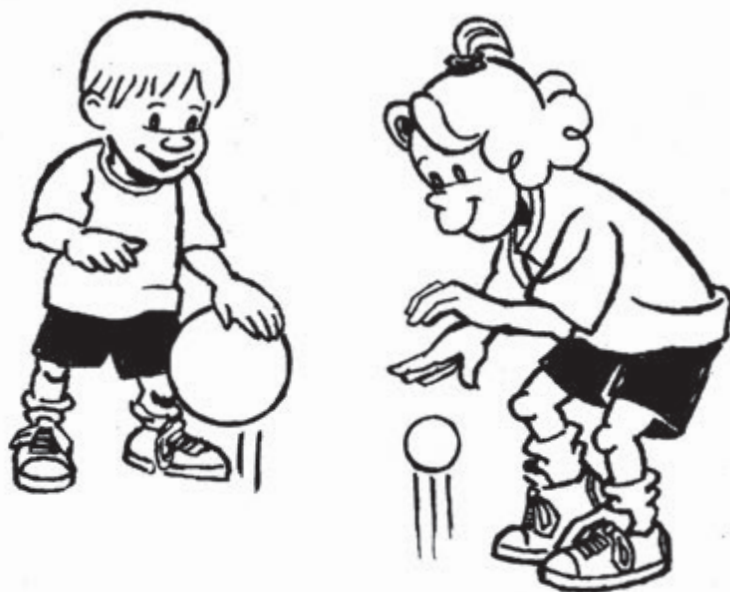
Projecting,
Tracking, and
Trapping at
Ground Level

UNIT

2

Tossing,
Tracking, and
Trapping a
Bouncing Ball

Tossing, Tracking, and Trapping a Bouncing Ball



Lesson Planner

There may be times when a complete lesson plan is required, such as when the program is part of a physical education curriculum. The lesson planner provides a way to record the activities you choose. Additional lesson planners can be photocopied from Appendix 10, page 167. Not every blank space in a lesson planner must be filled in for each lesson, although warm-up and cool-down periods are recommended. See a sample of this planner completed for parts of Unit 1 on page 15 of the Introduction.

Session 1	Session 2
Skill Objectives	Skill Objectives
Learning Strategy	Learning Strategy
Teaching Practice	Teaching Practice
Warm-Up	Warm-Up
Skill Development	Skill Development
Extensions	Extensions
Games	Games
Cross-Curricular	Cross-Curricular
Cool-Down	Cool-Down

UNIT 2

Tossing, Tracking, and Trapping a Bouncing Ball

Skill Objectives

This unit develops the skills of anticipating, moving to, and gaining control of a bouncing ball. The eye requires training to track a ball that travels on a curved path through the air. This unit provides activities to build the following specific skills.

- Track a ball projected on a curved path through the air.
- Trap a ball that has been tossed.
- Toss a ball into the air.

Learning Options

Choose among Learning Strategies and Teaching Practices to focus children as they work to acquire each skill.

Learning Strategies

Select one or two strategies from the following categories to emphasize in each lesson.

Cooperative Learning

Staying in groups
Using a quiet voice
Staying on task

Social Skills

Playing fairly
Accepting victory or defeat graciously

Teaching Practices

Select one or two of the following to apply during each lesson.

Actively Involve Children in Learning

Share leadership and responsibility among children.
Break down skills into easy-to-master subskills.
Provide open-ended learning opportunities.

Foster Communication and Cooperative Learning

Set common goals.
Seek children's opinions.
Show positive methods of dealing with conflict.

Meeting Individual Needs

ESL children will likely concentrate on the demonstration and modeling aspect of the introduction of a skill. Link verbal directions to clearly shown demonstrations, to build children's vocabulary and to ensure that all children know exactly what to do. See a comprehensive list of "Meeting Individual Needs" suggestions in Appendix 6, page 158.



Support Strategies

Read Coaching Tips and Troubleshooting Guide prior to beginning the unit and refer to this section as needed.

Coaching Tips

Use these tips to encourage children in each of the major skill areas.

Tossing

Hold the ball with fingers and thumb.

Swing back and follow through.

Step forward onto the opposite foot.

Tracking and Trapping

Move to the line of the ball.

Watch the ball as it enters the trap.

Bend knees to get down to the ball.

Troubleshooting Guide

If children are having difficulty acquiring a skill, use the following chart to provide a strategy for remedying the problem.

Potential Problems/Support Strategies

Potential Problem

1. Uncontrolled tossing.
2. Slow to trap ball.
3. Ball bounces free of trap.

Skill Adjustment

1. Try to smooth arm action and release.
2. Track the ball and move to it before it lands.
3. Watch the ball all the way into the trap.
Bend to trap ball close to ground.

UNIT 2

**Tossing,
Tracking, and
Trapping a
Bouncing Ball**

Warm-Up Activities

The warm-up session should be short (3 to 4 minutes), vigorous, success-oriented, and fun. It energizes, enthuses, and focuses children on the tasks ahead. Refer to Appendix 7, page 160, for a comprehensive list of warm-up activities suggested throughout this book.



Skipping

Encourage children to have fun while warming up with the following action words. Encourage children to contribute their own action words and demonstrations for others to copy. Ensure a safe play area. Have children skip:

- with tiny steps, giant steps, with arms like eagle's wings;
- in place, in time to music, in time to a beat;
- with hands clapping high, low, fast, slow, over, under;
- along a path, along a line, in circles; and
- with a partner, with a small group.

Routines

Combine two or more instructions:

- "Walk like a camel until I call 'Change!' Become a lion stalking its prey."
- Create your own imaginative two-part routines for children to follow.
- Choose children to suggest action words and give demonstrations for others to copy.

Cool-Down Activities

Allow children a cool-down period at the end of the session by walking, gently stretching, and breathing deeply. This will help them recover from the activities and calm down before their next class or activity.

Suggested Walking Patterns

- Move like a crab, a dinosaur, a tiger, an elephant.
- Move like a giraffe, a butterfly.
- Create a funny walk, a sad walk, a sneaky walk, a moon walk.
- Create an angry walk, a jellyfish walk, a marching band march.
- Create your own action words to describe a walk.
- Encourage children to create their own stylized walk.



UNIT 2

Tossing, Tracking, and Trapping a Bouncing Ball

Skill-Development Activities

Tracking a ball is directly related to being able to trap it. Provide ample opportunities and guidance as children learn to track the ball with their eyes.

Pay Close Attention to...



Working
Space



Movement



Path of
the Ball

Tracking

Balloons are an excellent nonthreatening way to develop tracking skills and to experiment with flight paths. First ensure the play area is safe and clearly define boundaries.

1 Balloon Play

- Move around the play area tapping a balloon gently to keep it in the air without losing control or touching anyone else.
- Repeat using two hands, one hand only, and then the other hand only.
- Repeat using different body parts (e.g., head, elbows).
- Repeat using body parts in a sequence: "Head, fingers, chest...head, fingers, chest." Encourage students to create their own routines.
- Repeat above activities with a partner.
- Count the taps before the balloon touches an object or the ground.
- Demonstrate clever stunts and teamwork.



2 Fancy Flight Paths

This indoor activity is excellent for exploring and tracking flight paths.

- Blow bubbles and track them through the air until they burst.
- Make paper planes of varying designs and experiment with their flight paths.
- Decorate the planes with bright colors or symbols to improve tracking.



UNIT 2

Tossing, Tracking, and Trapping a Bouncing Ball

Tossing Underhand

Children develop the skill of tossing a ball into the air at the same time as they learn to track and catch it. It is therefore advised that the total skill-development section in this unit be read prior to proceeding.



3 Tossing (Individual Work)

Children each need one beanbag or one tennis-sized foam ball. Encourage children to stand with feet slightly apart and knees slightly bent.

- Toss the beanbag with two hands to eye level, to 3 feet above head, 6 feet above head, and as high as possible above head.
- Repeat with one hand and then the other.
- Repeat with a ball.

4 Experimental Ball-Tossing

Allow children many opportunities for guided and free play to toss and chase balls and beanbags. Emphasize controlled tossing and carefully watching the flight path until the tossed object lands and stops.

Have children throw the ball or beanbag:

- over obstacles, nets, barriers, playground equipment;
- up and down hills, against a wall;
- quickly, slowly, gently, a long way, a short way;
- at targets, hoops, goals, chalk circles drawn on the walls;
- with two hands, one hand, the other hand; and
- alone, with a partner, in small groups.



5 Routines

Develop children's ability to listen and follow directions by building simple routines, adding or slightly varying instructions. Demonstrate to clarify the sequence. Each child will need a ball.

- "Toss the ball as high as possible with both hands, clap hands together, then trap the ball before it stops moving."
- "Toss the ball as high as possible with one hand, clap hands together, then trap the ball before it stops moving."
- Create your own routines, varying each series of directions slightly.
- Encourage children to create their own routines.
- Encourage demonstrations and mirroring of others.

UNIT 2

Tossing, Tracking, and Trapping a Bouncing Ball

Trapping

Children work in their own space and toss balls and beanbags in a variety of ways before trapping them.

6 Quick Trap

- Give each child a beanbag to toss up high with both hands, then run and trap it as soon as possible after it lands. Encourage students to watch the flight path carefully and begin moving to their own beanbag before it lands.
- Repeat with a variety of tosses.
- Repeat with children using only their right hands, then only their left hands.

7 Ball Trap

- Try some of the activities in "Quick Trap" with a ball.
- Have each child block the progress of the ball with their hands as soon as it lands.
- Have children trap the ball with one foot, the other foot, then both feet.

8 Routines

Combine some of these activities in a routine.

- Give directions, such as, "Toss the ball high with both hands, then trap it with the right foot by stomping on it."
- Encourage children to create their own routines.
- Choose children to demonstrate and explain their routines for others to copy.

9 Partner Quick Traps

- Repeat Activities 6 through 8 with children working cooperatively in pairs.
- Vary the distance between partners. Begin close together.
- Toss the ball against a rebound wall to a partner who traps it after it bounces. Vary the methods for tossing and trapping.



Extensions

Encourage creative play and risk-taking by introducing challenging tasks.



- Have children keep an inflatable beach ball in the air without using their hands.
- Set individual, group, class, and world records.
- Develop a game of “Sevens” (see Appendix 3, page 153) using the Skill-Development Activities 1 and 2. This game will consolidate and extend children’s skills.
- Encourage children to make up their own “Sevens” games. This can be promoted in such a way as to invite a safe, healthy, and beneficial playground craze.

UNIT 2

**Tossing,
Tracking, and
Trapping a
Bouncing Ball**

UNIT 2

Tossing, Tracking, and Trapping a Bouncing Ball

Games

Include games frequently to maintain enthusiasm, consolidate skills, and reinforce organizational, cooperative, and problem-solving skills.

Back-Up Beanbag Toss

- Objective** *Children will toss beanbags onto a target.*
- Materials** *You will need one beanbag and one gym mat per pair.*
- Directions** *Children take turns tossing the beanbag onto a mat. Players who are tossing start with their toes against the mat. They each take a step back every time their own toss lands on the mat. Children watching return the beanbags to their partners. Players repeat until the beanbag misses the mat. Partners switch roles. Start each new turn back at the mat.*
- Variations**
- Count the number of steps back. Encourage individual and team improvement.*
 - Use the nonpreferred hand to toss the beanbag.*
 - Replace the mat with a smaller target (e.g., a base marker or a paper plate).*

Hey, Hey!

- Objective** *Children will listen for cues and will catch a high-thrown ball.*
- Materials** *You will need one ball per large group of children.*
- Directions** *Players stand in a circle with one player in the middle. The middle player tosses the ball high into the air and calls out: "Hey, Hey...(name)." The named player runs to trap the ball before it bounces twice. This player becomes the middle-of-the-circle player.*
- Variations**
- Vary the number of bounces allowed before the ball has to be caught: "Hey, Hey...James! Four bounces!"*
 - Vary the methods for tossing and trapping the ball.*

Bucketball

- Objective** *Children will toss a ball into a target (bucket).*
- Materials** *You will need a ball for each child and a bucket for each team of eight children.*
- Directions** *Divide children into teams of about eight. Each team forms a circle around a team bucket. On the call of "Bucketball!" players attempt to toss their balls into the bucket. Balls that miss the bucket may be trapped by other players, who try to toss them into the bucket. First team to get all the balls into their bucket wins.*

UNIT 2

Tossing, Tracking, and Trapping a Bouncing Ball

- Variations**
- Set a time limit and count the balls in the bucket after the set time. Encourage players to cooperate and improve the team score.
 - Increase the difficulty by increasing the size of the circle.
 - Decrease the bucket size.
 - Vary the methods for tossing and trapping (e.g., toss and trap the ball with two hands, toss and trap the ball with one hand).



Moon Ball

- Objective** Children will use cooperation as they hit a balloon.
- Materials** You will need a beach ball or balloon and a movable net or barrier per group of eight to fourteen children.
- Directions** This introductory game is safe, fun, and perfect for limited indoor spaces. Divide the group into two teams. Each team tries to keep the "moon ball" safely in the air when it is on their side of the net. It can be hit a maximum of five times on each side before it must be sent over to the other side. Players may not perform consecutive hits. A point is scored when the opposite team drops the moon ball. First team to score fifteen points wins the game.
- Variations**
- If playing indoors, allow children to rebound the moon ball off the walls and ceiling.
 - Encourage a cooperative approach between players by setting records for the most continuous hits.



UNIT 2

**Tossing,
Tracking, and
Trapping a
Bouncing Ball**

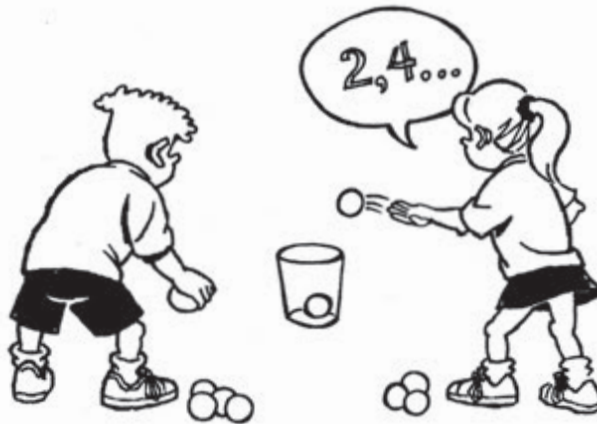
Cross-Curricular Applications

Incorporate these activities throughout the day in the following curriculum areas to review, extend, and practice each skill.

Science

Ball Call

Have children stand in a circle with one ball. Shout out a science-related category, such as "Animals." The child holding the ball names an animal, saying for example, "Ball Call-Dog." If successful in naming something in the category, the child tosses the ball to someone else in the circle. The person now holding the ball says "Ball Call-Dog" and names another kind of animal. The ball is tossed until a player can no longer name an animal. Then call out another science-related category (e.g., plants, colors of people's hair, kinds of weather, planets, or parts of a computer).



Mathematics

Score Two Points!

Have two children stand an equal distance from a bucket. Give each child five balls. The first child tosses as many as possible into the bucket, and scoring is two points for each ball in the bucket. The partner takes a turn, and children compare their scores.

Music

Beat the Drum and Toss the Ball

Beat a drum as the group counts out the beat: "1...2...3...4...; 1...2...3...4...", and so on. Have the group stand in a circle with four or five balls. Each time the group says "1," each ball must be passed one person to the right. Repeat using $\frac{3}{4}$ time, counting "1...2...3...; 1...2...3" and reversing the direction of the passes.

UNIT
3

Catching a
Bouncing Ball

Catching a Bouncing Ball



Lesson Planner

There may be times when a complete lesson plan is required, such as when the program is part of a physical education curriculum. The lesson planner provides a way to record the activities you choose. Additional lesson planners can be photocopied from Appendix 10, page 167. Not every blank space in a lesson planner must be filled in for each lesson, although warm-up and cool-down periods are recommended. See a sample of this planner completed for parts of Unit 1 on page 15 of the Introduction.

Session 1	Session 2
Skill Objectives	Skill Objectives
_____	_____
Learning Strategy	Learning Strategy
_____	_____
Teaching Practice	Teaching Practice
_____	_____
Warm-Up	Warm-Up
_____	_____
Skill Development	Skill Development
_____	_____
Extensions	Extensions
_____	_____
Games	Games
_____	_____
Cross-Curricular	Cross-Curricular
_____	_____
Cool-Down	Cool-Down
_____	_____

Skill Objectives

This unit develops the skills of anticipating, moving to, and gaining control of a bouncing ball. The eye requires training to track a ball that travels on a curved path through the air. This unit provides activities to build the following specific skills.

- Catch a bouncing ball
- Bounce and catch a ball while standing still.
- Bounce and catch a ball while moving.

Learning Options

Choose among Learning Strategies and Teaching Practices to focus children as they work to acquire each skill.

Learning Strategies

Select one or two strategies from the following categories to emphasize in each lesson.

Cooperative Learning

Following directions

Participating enthusiastically

Moving readily into groups

Social Skills

Respecting others

Approaching a group with ease

Teaching Practices

Select one or two of the following to apply during each lesson.

Foster Communication and Cooperative Learning

Focus on desired behaviors and skills.

Treat children consistently.

Invite and act upon children's ideas.

Build on Children's Experiences and Interests

Model a "Think Aloud," telling children what you are thinking as you model a skill.

Relate the lesson to something familiar to children.

Follow up on children's personal needs and issues.

Meeting Individual Needs

Distractible children may require additional guidance as they complete the activities. Look for ways to provide a place for distractible children to work and to minimize the distractions caused by others in the group. For example, invite distractible children to help model or demonstrate a skill rather than always learning by watching others. Offer a less congested area for practice to help children focus. See a comprehensive list of "Meeting Individual Needs" suggestions in Appendix 6, page 158.



UNIT

3

Catching a Bouncing Ball

Support Strategies

Read Coaching Tips and Troubleshooting Guide prior to beginning the unit and refer to this section as needed.

Coaching Tips

Use these tips to encourage children in each of the major skill areas.

Bouncing

Lean slightly forward.
Push, don't slap the ball.
Create a rhythm.
Watch the ball.

Catching

Watch the ball.
Use "big, soft hands."
Move to the ball.
Spread fingers loosely.

Troubleshooting Guide

If children are having difficulty acquiring a skill, use the following chart to provide a strategy for remedying the problem.

Potential Problems/Support Strategies

Potential Problem	Skill Adjustment
1. Slapping at the ball when bouncing.	1. Bend the arms and push gently rather than slapping quickly.
2. Can't quite catch it.	2. Watch the ball go "into the nest," meaning into children's ready hands.
3. Ball bounces free.	3. Catch the ball with "soft hands," meaning using flexible, cupped hands rather than stiff fingers and flat palms. Hug the ball into the body.

Warm-Up Activities

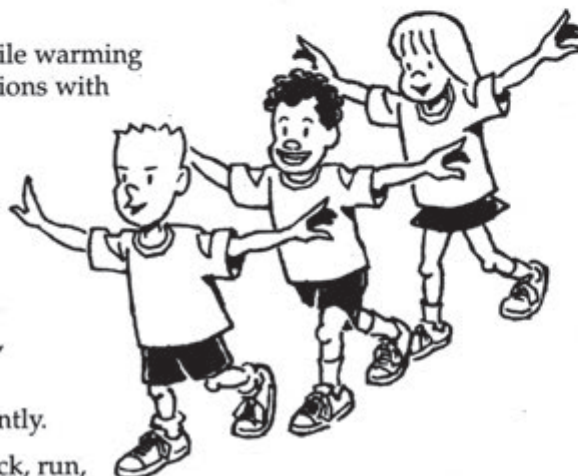
The warm-up session should be short (3 to 4 minutes), vigorous, success-oriented, and fun. It energizes, enthuses, and focuses children on the tasks ahead. Refer to Appendix 7, page 160, for a comprehensive list of warm-up activities suggested throughout this book.

Moving Body Parts

Encourage children to have fun while warming up by performing the following actions with the body parts suggested.

Encourage children to contribute their own action words for others to copy.

- Arms and hands: push, pull, shake, swing, circle.
- Trunk: shake, stretch, twist, curl, sway, bend.
- Head: nod side to side, circle gently.
- Legs: jump, hop, crawl, slide, kick, run, skip, bend, stamp.
- Shoulders: shrug, shake, circle, squeeze.
- Combine movements: shrug shoulders, wiggle hips, and stamp feet; wiggle fingers, twist trunk, and bend knees.



Obstacle Course

Create a simple obstacle course around the play area that incorporates running, jumping, climbing, balancing, and weaving appropriate to the children's abilities. Make sure the course is achievable, fun, and safe. Remember, this is only a warm-up activity, not a demanding workout. Children should feel positive, energetic, and enthusiastic at the end of it.

Follow the Leader

Name a leader and have the rest of the group follow, mimicking the leader's movements (e.g., galloping like horses, flying like airplanes or birds).

Warm-Up to Music

Introduce students to simple line-dancing routines to any music. Make the routines very easy to follow initially, gradually building more complex patterns in later lessons as children become familiar with the format. Encourage children to contribute ideas to build the routines. Suggested movements include stamping, stepping, clapping, turning, and kicking.

Cool-Down Activities

Allow children a cool-down period at the end of the session by walking, gently stretching, and breathing deeply. This will help them recover from the activities and calm down before their next class or activity.



Suggested Dancing Patterns

Have students dance as though they are:

- rag dolls,
- leaves being blown by a gentle wind, or
- the tooth fairy, gliding through the night.

Skill-Development Activities

Allow children many opportunities for guided and free play in bouncing and catching balls. Encourage them to explore, experiment, and create their own challenges and activities. Children will each need a foam ball the size of a tennis ball.

Pay Close Attention to...



Working
Space



Movement



Path of
the Ball

1 Mirrors

Introduce catching and bouncing techniques with a ball. Demonstrate the following catching and bouncing techniques and have children mirror the movement patterns. Use the following phrases to describe what you are doing.

- Catching Practice: "Little fingers together...catch...thumbs together to close the trap."
- Bouncing Practice: "Ball held in the trap...keep thumbs together and push with little fingers apart."

2 Low Catches

Demonstrate how to catch and bounce the ball in a squatting position. Have children try the following actions.

- Drop the ball from knee height and then catch it after it bounces.
- Repeat from shoulder height, eye level, and above-the-eye level.

3 Higher Catches

Have children try these activities while standing.

- Drop the ball from waist height and then catch it after it bounces.
- Repeat from shoulder height, eye level, and above-the-eye level.

4 Line Walking

Have children bounce and catch the ball from varying heights while walking along line markings on the ground. Children must avoid contact with others.



UNIT 3

Catching a Bouncing Ball

5 Bounce, Clap, Catch

Ask children to try the following actions while bouncing a ball.

- "Bounce, clap, clap, catch."
- "Bounce, clap hands on thighs, clap hands together, catch."
- Create your own challenges for the children.
- Encourage imaginative and fun efforts. Encourage children to lead others in their own patterns.

6 Wall Toss

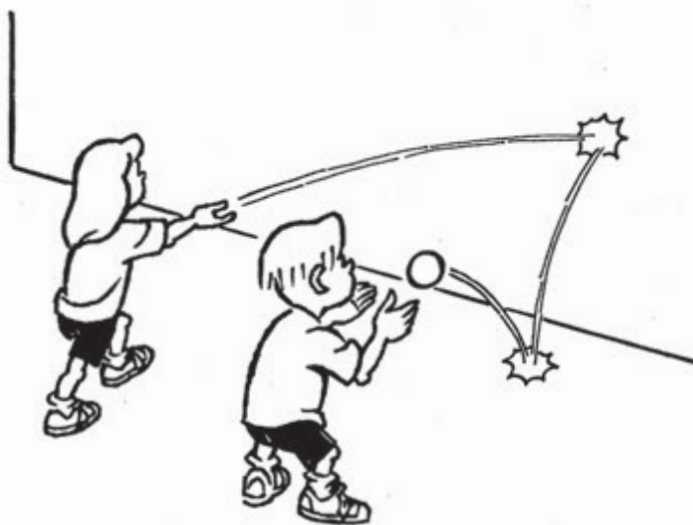
Have children stand near a wall for these activities. Demonstrate the following for children to copy.

- Toss a ball against a wall and catch the rebound after it bounces.
- Toss a ball against a wall, clap hands, and then catch the rebound after it bounces.
- Repeat with two claps.
- Create your own challenges for children to try. Encourage children to create their own as well.

7 Partner Hoop Bounces

Pair children and provide a hoop to be placed on the ground between each pair as they follow these directions.

- Bounce the ball into the empty square or hoop so that it rebounds to a partner.
- Move further apart and make the ball reach a partner after one bounce, two bounces, three bounces.
- Bounce the ball high to a partner.



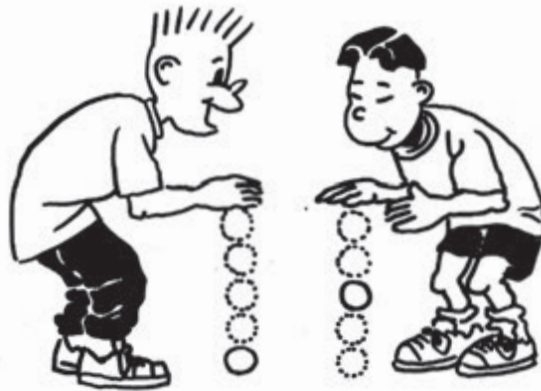
Extensions

Beginning Racquet Skills

Use a ball that will bounce, or extend this activity by providing short-handled paddles or racquets such as table tennis paddles, racquetball racquets, or other short-handled materials. Encourage children to experiment and explore different ways to bounce a ball using their own hands. They might also try "pat-bouncing," which is tapping a ball with a paddle. Pat-bouncing is similar to dribbling, but done with a paddle.

Have children bounce or pat-bounce in the following manner.

- Use the dominant hand, then the other.
- Bounce on every second bounce or every third bounce.
- Bounce high, low, fast, slow, loudly, softly.
- Follow lines and paths while bouncing or pat-bouncing the ball.
- Go up ramps, down stairs, up and down hills.
- Bounce on a variety of surfaces.
- Bounce along, over, under, through, and between playground and classroom objects.
- Mirror another child's bouncing.
- Bounce or pat-bounce to music while dancing or clapping.
- Bounce for a set time, such as in, "Bounce in your own way until I call 'Catch!' "

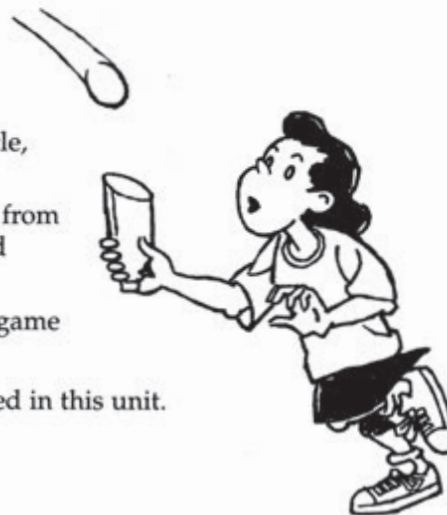


Bounce, Bounce, Bounce

Encourage children to practice bouncing and catching in many ways.

- Dribble the ball by bouncing it around an obstacle course.
- Using a scoop made from a large plastic soft-drink bottle, experiment with catching and tossing a ball.
- Create a game of "Sevens," (see Appendix 3, page 153) from some of the activities detailed in this unit. Set goals and encourage children to practice to achieve them.
- Encourage children to create their own versions of the game "Sevens" (see Appendix 3, page 153).

Create a simple Learning Center to practice skills developed in this unit. Suggestions are listed in Appendix 2, page 152.



Games

Relays are an excellent way to practice new skills. However, children need the opportunity to develop skills without the pressures imposed by highly competitive situations. Introduce frequent noncompetitive relays where the emphasis is on skill development, team play, and improving their own performance, rather than beating other teams. Restrict team sizes to a maximum of four so that each child has plenty of time to perform each activity and minimal time waiting for a turn. Vary the way teams are formed.

Bouncing Relay I

Objective *Children will practice repeatedly bouncing a ball.*

Materials *You will need one 6-inch play ball, one cone, and one hoop or chalk circle drawn on the ground per team.*

Game Space *You will need a wide lane for each team.*

Directions *Line team members up behind a cone that is approximately 10 yards from the hoop. The first player runs with the ball out to the hoop and bounces the ball five times in the hoop and runs back to hand the ball to the next player. Continue in an out-and-back relay format.*

Variations

- Vary the activities and repetitions performed in the hoop.
- Perform the activities for the duration of a song in time to the music so that the emphasis is initially on timing and rhythm.
- As skills improve, introduce competition between teams.
- Increase awareness of external stimuli by having children catch the ball, stop, and perform an interesting pose, such as standing like a palm tree when the music stops.



Bouncing Relay II

Objective *Children will practice bouncing balls with alternate hands.*

Materials and Game Space *Same as for "Bouncing Relay I."*

Directions *Using an out-and-back relay format, bounce the ball all the way to the hoop with the right hand. Bounce the ball five times in the hoop, using alternate hands. Return to the team while bouncing the ball with the left hand. Hand the ball to the next team member.*

Variations

- Use activities suggested under variations of Relay I.
- Dribble by bouncing around an obstacle course (e.g., cones set out in an interesting pattern).
- Dribble by bouncing along line markings on the ground (e.g., basketball court or tennis court lines).

Bounce and Catch Relay

Objective Children will practice bouncing a ball at a target and catching a bouncing ball.

Materials You will need one ball, two cones, and one hoop or chalk circle drawn on the ground per group. Group sizes should not exceed six children.

Game Space You will need an area that can serve as a lane for each team.

Directions Place the cones 5 yards apart with the hoop between cones. Line up half the group behind each cone, with the first person facing the hoop. The first player with the ball bounces it into the hoop and up to the opposite player. Once the ball has been passed, that player runs to the end of the opposite line.

Variations

- Move the cones further apart.
- Perform the relay to music with children skipping in time to the music when they move to the end of the opposite line.
- Replace the hoop with a net and have the first player bounce the ball over the net to be caught and then bounced back by the next player.
- Vary which side of the net the ball must bounce on:
 - The player must bounce it on his or her side of the net before it goes over to be caught by the next player.
 - The player must toss it over the net so that it bounces on the other side before being caught by the next player.

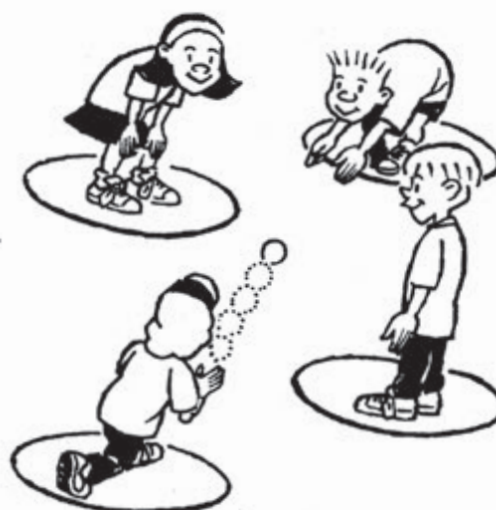


Tortoises

Objective This game helps children learn to follow rules that strengthen catching skills.

Materials You will need one ball for each group of four players, and one hoop or chalk circle per player.

Game Space Each group (tortoises) stands in their hoops (shells) in an area about five yards square.



UNIT 3

Catching a Bouncing Ball

Directions Children stand in hoops pretending to be tortoises. The players roll or bounce the ball around the larger area to each other. They try to trap or catch the ball without leaving their shells. As with a tortoise, only the arms and legs are free of the shell.

Variations

- Make the ball bounce twice before it reaches the next tortoise.
- Perform the activity to music. When the music stops, the ball must be caught and the tortoises must run to a new shell in their area.
- Make the group size much larger and add extra balls.

100 Up

Objective Children will work together to achieve team goals and practice bouncing a set number of bounces.

Materials You will need one ball per team of about four players.

Game Space You will need an area about 3 yards square per team.

Directions The first player performs five bounces and catches the ball before passing it to the next team member. Teams should attempt to reach 100 cumulative bounces as the ball is passed around, without the ball being dropped. Record each team's best efforts and subsequent improvements.

Variations

- Make the tasks more challenging but the target score more attainable (e.g., 40 up).
- Bounce with both hands.
- Bounce with right hand, then bounce with the left.
- Bounce with alternate hands.
- Encourage children to create their own routines.

One-Bounce Volleyball

Objective Children will pass a ball with a bounce and toss overhead.

Materials You will need one junior-sized volleyball and net per group of six to ten players.

Game Space You will need an area about the size of a volleyball court.

Directions Divide the group in half and have them spread out on their own side of the court. The ball must always bounce once before it is caught. The ball should be handled by three team players before it goes over the net.

For example: Player A catches the ball after it bounces and then bounce-passes it to Player B, who bounce-passes it to Player C. Player C tosses it over the net without a bounce, but it must be allowed to bounce on the other side before someone from the opposing team catches it. The child who catches the ball from the opposing team repeats the sequence, beginning before tossing it over the net.

A team wins a point when the opposition drops a catch. First team to ten points wins the game.

Variations

- Create a neutral or "no go" zone, about a yard from the net on both sides, with cones or chalk lines. Players or the ball must not enter this zone.
- Play the game with a ball the size of a tennis ball.

Cross-Curricular Applications

Incorporate these activities throughout the day in the following curriculum areas to review, extend, and practice each skill.

Language Arts

Reading Directions

Write directions for some of the games or activities on the board or on paper to be photocopied. Read through them with children before beginning the activity. Use rebus pictures to help children identify materials or steps.

Science

Sound Travels

Discuss the sound when balls are bounced or hit. What happens when different-sized balls are used? Which ones make a louder sound? Which sound softer? Discuss why. Repeat with balls made from different materials.

Mathematics

Long Catches

Have partners stand close to one another and toss a ball back and forth. With each catch, the catcher takes a step backward. When the ball is missed, children put a marker where they were each standing and measure the distance from which they were able to successfully catch. Suggestions for nonstandard measurement include footsteps, bats, racquets, or paddles. Have pairs record the distance, such as "12 footsteps," and then try to beat their own records.



UNIT

3

**Catching a
Bouncing Ball**

UNIT
4

Passing and
Catching

Passing and Catching



Lesson Planner

There may be times when a complete lesson plan is required, such as when the program is part of a physical education curriculum. The lesson planner provides a way to record the activities you choose. Additional lesson planners can be photocopied from Appendix 10, page 167. Not every blank space in a lesson planner must be filled in for each lesson, although warm-up and cool-down periods are recommended. See a sample of this planner completed for parts of Unit 1 on page 15 of the Introduction.

Session 1	Session 2
Skill Objectives	Skill Objectives
_____	_____
Learning Strategy	Learning Strategy
_____	_____
Teaching Practice	Teaching Practice
_____	_____
Warm-Up	Warm-Up
_____	_____
Skill Development	Skill Development
_____	_____
Extensions	Extensions
_____	_____
Games	Games
_____	_____
Cross-Curricular	Cross-Curricular
_____	_____
Cool-Down	Cool-Down
_____	_____

Skill Objectives

Children will learn to track a ball thrown and caught at chest level. Learning to accurately pass and catch a ball thrown at this level will provide children with successful access to many group activities and games.

- Track a ball projected at chest level.
- Catch balls of various sizes, using two hands.
- Pass a ball accurately using two hands.

Learning Options

Choose among Learning Strategies and Teaching Practices to focus children as they work to acquire each skill.

Learning Strategies

Select one or two strategies from the following categories to emphasize in each lesson.

Cooperative Learning

Sharing materials
Observing
Demonstrating

Social Skills

Joining in
Negotiating

Teaching Practices

Select one or two of the following to apply during each lesson.

Encourage Learning from Errors

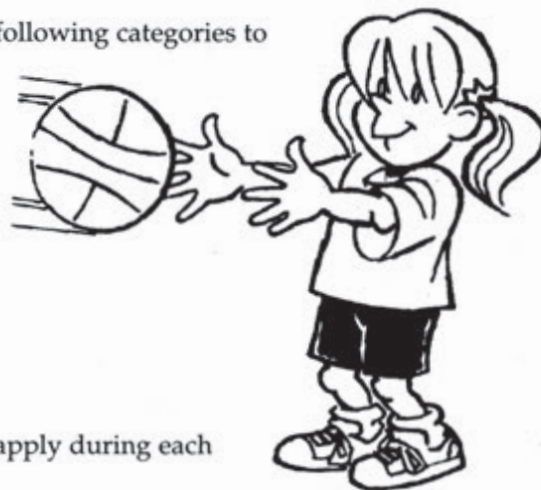
Encourage individuals to strive to do their best.
Discuss the skills with children rather than simply telling children what to do.
Give constructive criticism.

Provide Security

Provide feedback.
Use children's names prior to giving directions.
Establish eye contact prior to giving messages.

Meeting Individual Needs

Children who are less experienced with the skills in this unit can be teamed up with a partner who has well-developed skills. Instruct the peers on how to share tips and give positive feedback. See a comprehensive list of "Meeting Individual Needs" suggestions in Appendix 6, page 158.



Support Strategies

Read Coaching Tips and Troubleshooting Guide prior to beginning the unit and refer to this section as needed.

Coaching Tips

Use these tips to encourage children in each of the major skill areas.

Tracking

Move to the line of the ball.

Watch the ball into the trap.

Bend the knees to get down to the ball.

Passing

Keep eyes focused on the target.

Spread fingers.

Follow through in the direction of the target.

Step toward the target.

Catching

Watch the ball until it is all the way in your hands.

Extend the arms to receive the ball and "give with the ball."

Start with little fingers together for balance.

Spread fingers and keep the hands "soft."

Start with thumbs together for overhead catches.

Troubleshooting Guide

If children are having difficulty acquiring a skill, use the following chart to provide a strategy for remedying the problem.

Potential Problems/Support Strategies

Potential Problem	Skill Adjustment
1. Late in moving to the ball.	1. Stand ready on the balls of the feet. Watch the ball closely.
2. Slow to get hands into catching position. Catches frequently dropped.	2. Hold hands in a ready position. Watch the ball into the hands. Keep hands together and "give with the ball."
3. Passes lack power.	3. Step toward the target. Draw the ball back and follow through.
4. Passes are ill-directed.	4. Watch the target more carefully. Follow through toward the target.

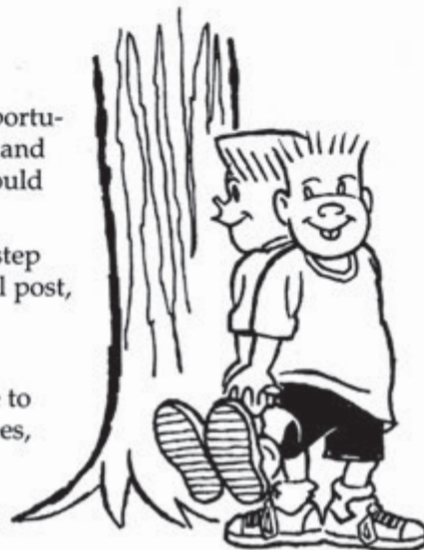
Warm-Up Activities

The warm-up session should be short (3 to 4 minutes), vigorous, success-oriented, and fun. It energizes, enthuses, and focuses children on the tasks ahead. Refer to Appendix 7, page 160, for a comprehensive list of warm-up activities suggested throughout this book.

Partner Play

The following activities provide an excellent opportunity to promote social skills, extend friendships, and teach cooperation. Children of similar builds should team up to try these activities.

- Standing back to back, grip hands and slide-step sideways together around an object (e.g., goal post, tree) and back.
- Repeat at a faster pace, skipping, running.
- Hold hands at shoulder height and turn: side to side, to reach high, to reach low, to touch knees, toes.
- Grip hands above heads. Turn to face partner without letting go.
- Standing with legs apart: reach between legs to clap partner's hands, or stretch up and back to clap hands.
- Standing back-to-back and locking elbows together:
 - one partner bends forward until just lifting the other's toes off the ground, then partners switch roles;
 - try to sit and then stand up again together;
 - walk, one partner stepping forward, the other backward, then swap;
 - walk sideways in a small area, avoiding other pairs by changing direction cooperatively.
- Encourage children to create a simple footwork pattern. Select demonstrations for others to copy.
- Repeat some of the above activities facing each other.



Toe-Tapping

This activity is very vigorous and encourages concentration and fast footwork.

- Pairs face each other and hold hands. Partners simultaneously try to tap each other's toes while avoiding being tapped themselves. Partners must not drop hands. First player to land three taps wins the round. Note: Quietly discourage overly aggressive actions.



Cool-Down Activities

Allow children a cool-down period at the end of the session by walking, gently stretching, and breathing deeply. This will help them recover from the activities and calm down before their next class or activity.

Creating Patterns

Encourage children to create a simple footwork pattern. Provide soft or slow music to encourage gentle movements. Remind children that this will help them cool down. Ask children to create something simple enough that they can each teach it to a partner or small group. Suggest these cool-down movements: toe tapping, sliding feet across the floor, heel-to-toe or toe-to-heel movements, and twirls.



Skill-Development Activities

The tracking, passing, and catching skills addressed in this unit are best developed concurrently. It is important to use the variations during skill-development activities to challenge all children. As competence and confidence develop, gradually increase the level of difficulty by varying one or more of the following factors. Also, remember to return children to an easier task if they are experiencing difficulties with an activity. Children work in pairs.

Pay Close Attention to...



Working
Space



Movement



Path of
the Ball

Skill Level Variations Guide

Ball Size	Vary ball size for each of the skill-development activities in this section from larger play balls to smaller balls the size of tennis balls.
Distance	Have children begin close together. As their skills improve, they can move further apart.
Movement Patterns	Have children begin in a stationary position. Move forward and then backward to the ball. Move from side to side to the ball. Finally, move at random (i.e., forward, backward, sideways, diagonally).
Ball Trajectory	Have children begin with the ball rolling at ground level. Next, lob or loop the ball on the bounce and then without a bounce. Finally, encourage children to try chest-to-chest passes, which are often more difficult.

1 Practice, Practice, Practice

Children should first review and be able to use the skills learned in previous units before tackling the more difficult tasks suggested in this unit. The following activities provide practice in skills children have been exposed to in the preceding units. Children will need one play ball per pair as they try the following actions.

- Sit with legs apart and roll the ball backward and forward to a partner.
- Stand with legs apart, pass or roll the ball from the knees so it bounces to a partner.

UNIT 4

Passing and Catching

- One partner stands with back turned and rolls the ball through their own legs to a partner.
- Stand back-to-back with a partner, pass a ball backward and forward through your legs.
- From hip level, lob the ball high for a partner to catch at hip level after it has bounced one or more times.
- Toss the ball for a partner to catch at eye level after one or more bounces.
- Repeat the above activities with partners moving further apart.



2 Follow Through

Ask children to work with a partner for the following activity. Give partners the following directions.

- Begin with both hands holding the ball on the right side of the body and pass the ball, following through toward the partner. Step forward onto the left foot during the action as you pass the ball to your partner using a two-handed pass. Now pass the ball from the left side of the body while stepping forward onto the right foot.
- Catch the ball on the bounce initially. Later catch without a bounce.



3 Overhead Pass

Model for children how to throw these overhead passes.

- Pass the ball from above the head so that it bounces before reaching a partner.
- Repeat, but now pass the ball without a bounce.
- Pass the ball from above one shoulder. Next pass the ball from above the other shoulder.



4 Two-Handed Chest Pass

Encourage children to try these more challenging throws.

- Stand about 2 yards apart, bounce-pass the ball from chest level to chest level.
- Pass the ball from chest to chest without a bounce.
- Repeat, moving further part.

UNIT 4

Passing and Catching

5 One-Handed Shoulder Pass

Encourage children to practice passing with these directions.

- Bounce-pass the ball from shoulder height to reach a partner at waist level.
- Pass the ball from shoulder height to reach a partner at shoulder level without a bounce.
- Repeat with the other hand.
- Repeat, moving further apart.

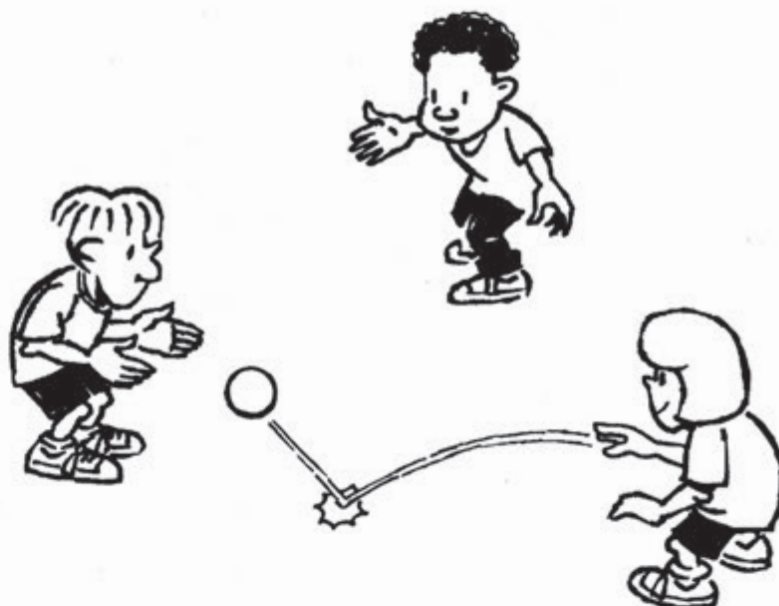
6 Repetitions

Encourage children to try these variations.

- Repeat some of the activities in this section with beanbags where possible.
- Repeat with a smaller ball, such as a tennis ball.
- Encourage children to create their own passing-and-catching drills. Select children to demonstrate their drills for others to try.
- Adapt drills suggested in previous units. Practicing the drills allows children to focus on skill development without the added focus on game skills.

Extensions

- In groups of three, develop a demonstration involving catching, bouncing, and passing.
- As children learn to cooperate readily, increase group sizes to encourage more complex patterns.
- Find the quickest way for a group of three or four children to pass a ball over a distance of 100 feet. Does the same technique still apply if the ball is changed to one of a different size and density?
- Create a "Sevens" game (see Appendix 3, page 153) from activities in this and previous units.
- Create a Learning Center from activities in this and previous units. See Suggestions listed in Appendix 2, page 152.



Games

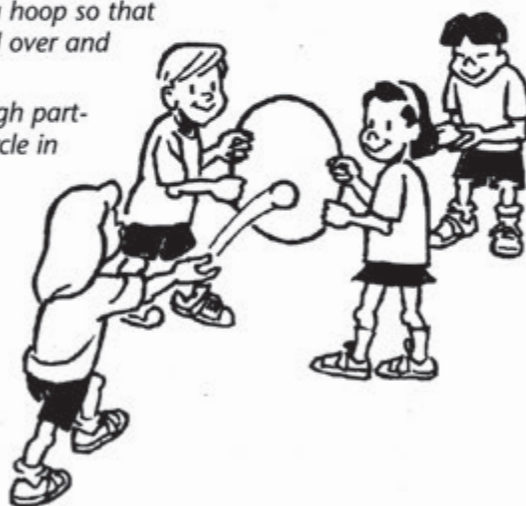
There are many games that involve using targets to encourage accurate passing. Pairs in two lines facing each other, and circles are useful formations to reinforce passing and catching skills.

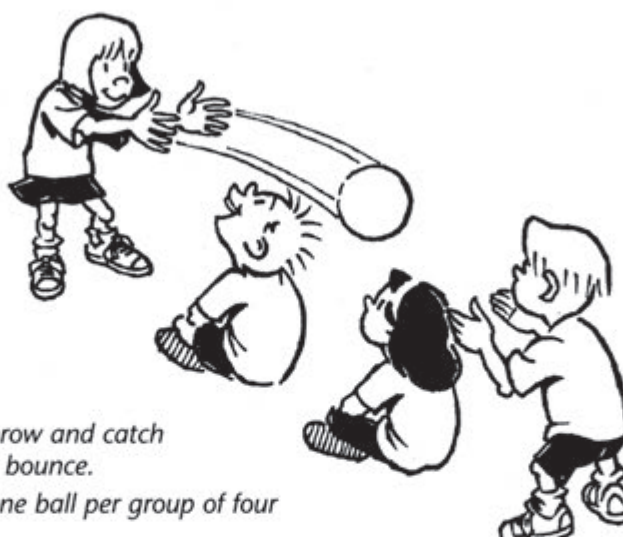
Target Ball

- Objective** Children will throw balls in a variety of ways into a target.
- Materials** You will need a target such as a bucket, hoop, or cone, and one ball per pair.
- Game Space** You will need an area large enough for pairs to stand 5 yards apart with a target halfway between them.
- Directions** Using different types of passes, try to hit the target. Score a point each time the target is hit. Set records and encourage challenges.
- Variations**
- Increase the difficulty by increasing the distance from the target, or decreasing the size of the ball or target.
 - Work in small groups standing in a circle around the target.

Hoop Ball

- Objective** Children will work cooperatively to pass a ball through a hoop.
- Materials** You will need one ball and one hoop per group of four players.
- Game Space** You will need an area large enough for children to stand in pairs 5 yards apart.
- Directions** Partners attempt to score goals by passing and catching the ball to each other through a hoop held between them by the other two players. Score a goal every time the ball goes through the hoop. Swap roles after ten attempts.
- Variations**
- Hoop holders can move the hoop to assist shooters.
 - Use a variety of passes.
 - Increase the distance between the players.
 - Use a rope instead of a hoop so that the ball may be passed over and under varying heights.
 - Toss a ball to go through partners' arms held in a circle in front of their chests.





Captain Ball

- Objective** *Children will throw and catch balls without a bounce.*
- Materials** *You will need one ball per group of four to six players.*
- Game Space** *You will need an open area with a line for children to stand on. Have children stand about a yard apart, all facing Player A. Vary the distance between Player A and the other players based on children's skills.*
- Directions** *Player A passes to Player B, who catches it, passes it back, and then sits down. Player A then passes to Player C, and so on. The last player in the line catches the ball and runs to replace Player A, who goes to the front of the line. All others move back one space. Allow practice and set team challenges such as, "Perform one round with no dropped catches," or, "Your team has three lives. Once the ball has been dropped three times, sit down."*
- Variations** —Use a variety of passes and catches. Vary ball sizes.
—Introduce a more competitive atmosphere by conducting a relay race between teams.

Relay Games

Introduce traditional ball relays to consolidate passing and catching skills. Keep the number of players in each team small to maximize each child's use of the materials. Objectives, materials, and space will vary based on the relay chosen.

Relay Suggestions

- Always allow children to practice each skill required in a race before starting the relay.
- Emphasize a team's improvement rather than winning and losing.
- Set each team a different challenge by varying the tasks to be performed, the repetitions required, or the time limit: "Team 1, do one-handed bounce-passes and two-handed catches. Team 2, do one-handed tosses and catches."
- Engage children in actively inventing, practicing, and demonstrating relay games to enhance skill development.
- Set guidelines such as, "Create a game for four players using a ball and two cones and overhead passes."
- Provide children with a pool of equipment and allow them to create their own relays.

UNIT 4

Passing and Catching

New York Ball

Objective *Children will pass without traveling—moving their feet—while carrying a ball.*

Materials *You will need one play ball and one net per group of about eight children.*

Game Space *You will need a net across a court area, such as a volleyball court.*

Directions *Four children spread out as a team on each side of the net. The ball must be passed to all four team members before being passed over the net. The team on the other side of the net repeats the process. Players must not travel—move their feet—while holding the ball. Teams score a point each time the ball goes over the net. If the ball is dropped, the other side gains possession, and the game is resumed.*

Variations —Vary the type of passes and throws or the size of the ball.
—Set a goal of preventing the ball from hitting the ground on the other side of the net. Score one point per hit. The opponents try to stop the ball from hitting the ground by catching it. This encourages children to move quickly to the ball.

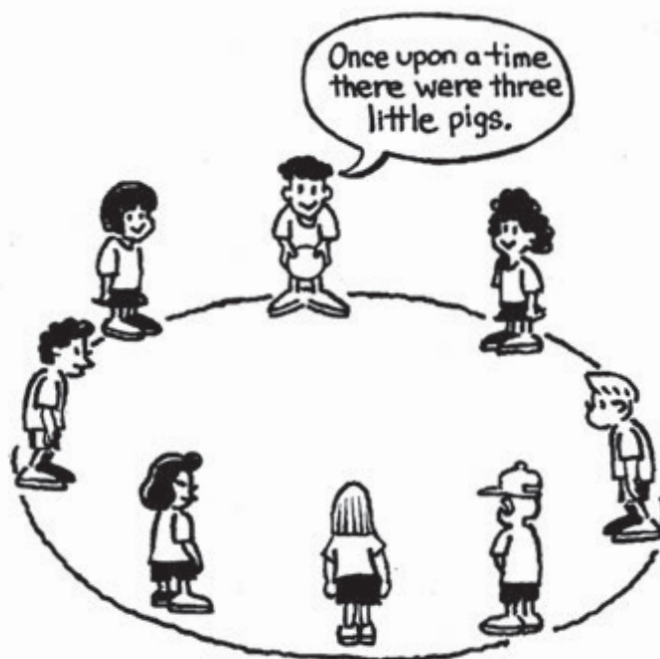
Cross-Curricular Applications

Incorporate these activities throughout the day in the following curriculum areas to review, extend, and practice each skill.

Language Arts

Story Retelling

Children stand in a circle. Pass a ball around the circle as children retell a story they all know. Each child tells one part of the story while holding the ball. When that child passes the ball to another child, it is the child holding the ball who continues the story. Decide whether the ball should be passed one-by-one around the circle or if children will be allowed to pass the ball to any other player. Allow all children to pass the ball without adding to the story, if they prefer.



Mathematics

Weigh and Measure Various Balls

Give a group of children 4 to 5 balls to put in order from smallest to largest. Have them measure each with string and compare the lengths of the strings. Repeat comparing the weights of each ball using a balance scale.

Music

Catch Me

Give each child a ball to throw in the air and catch to the beat of music. Count out the beat and allow children to choose to catch every fourth beat, every eighth beat, or every other beat, depending on the rhythm and tempo of the music.

UNIT 5

Throwing
Underhand

Throwing Underhand



Lesson Planner

There may be times when a complete lesson plan is required, such as when the program is part of a physical education curriculum. The lesson planner provides a way to record the activities you choose. Additional lesson planners can be photocopied from Appendix 10, page 167. Not every blank space in a lesson planner must be filled in for each lesson, although warm-up and cool-down periods are recommended. See a sample of this planner completed for parts of Unit 1 on page 15 of the Introduction.

Session 1	Session 2
Skill Objectives	Skill Objectives
_____	_____
Learning Strategy	Learning Strategy
_____	_____
Teaching Practice	Teaching Practice
_____	_____
Warm-Up	Warm-Up
_____	_____
Skill Development	Skill Development
_____	_____
Extensions	Extensions
_____	_____
Games	Games
_____	_____
Cross-Curricular	Cross-Curricular
_____	_____
Cool-Down	Cool-Down
_____	_____

UNIT 5

Throwing Underhand

Skill Objectives

Children learn the skill of throwing a ball underhand. This skill is used in formal sports such as softball, but it is also a common way for children to pass balls of various sizes to one another in a variety of games. This unit provides activities to build the following specific skills.

- Accurate throwing underhand while standing still.
- Accurate throwing underhand while moving.
- Accurate throwing underhand to a moving target.

Learning Options

Choose among Learning Strategies and Teaching Practices to focus children as they work to acquire each skill.

Learning Strategies

Select one or two strategies from the following categories to emphasize in each lesson.

Cooperative Learning

Completing a task

Calling others by name

Remaining calm

Social Skills

Congratulating others

Receiving compliments graciously

Teaching Practices

Select one or two of the following to apply during each lesson.

Link Theory to Practice

Encourage children to plan, monitor, and reflect on their performances.

Ensure that everyone has a valued role.

Help children apply their learning to other situations.

Actively Involve Children in Their Learning

Ask children for feedback on activities.

Encourage questions.

Meeting Individual Needs

Multi-age groups can work together to improve their own and each other's skills. Vary the groupings so that children with a well-developed ability to throw underhand and catch are sometimes paired with each other, and sometimes paired with less-able children. For a comprehensive list of "Meeting Individual Needs" suggestions, see Appendix 6, page 158.



Support Strategies

Read Coaching Tips and Troubleshooting Guide prior to beginning the unit and refer to this section as needed.

Coaching Tips

Use these tips to encourage children in each of the major skill areas:

Take aim at the target.

Step forward onto the opposite foot.

Follow through toward the target.

Take a controlled swing backward.

Keep wrist firm.

Troubleshooting Guide

If children are having difficulty acquiring a skill, use the following chart to provide a strategy for remedying the problem.

Potential Problems/Support Strategies

Potential Problem

1. Throw goes wide of target.

2. Ball goes too high.

3. Throw lacks power.

Skill Adjustment

1. Step forward onto opposite foot.
Follow through toward target.

2. Release ball earlier.

3. Swing back and follow through.
Step forward onto opposite foot.

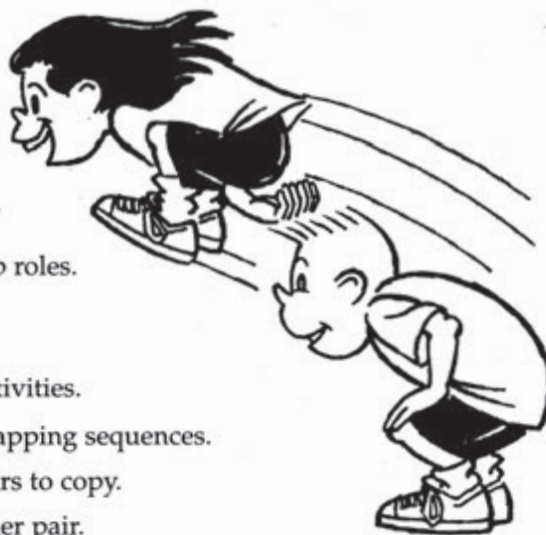
Warm-Up Activities

The warm-up session should be short (3 to 4 minutes), vigorous, success-oriented, and fun. It energizes, enthuses, and focuses children on the tasks ahead. The following warm-up activities focus on working cooperatively in pairs. Refer to Appendix 7, page 160, for a comprehensive list of warm-up activities suggested throughout this book.

Running, Hopping, Jumping, Skipping, Walking, Crawling

Have pairs of children use any of the following movements in isolation, or combined to form a simple routine.

- Run five laps around a partner, giving a "high five" at the end of each lap. Swap roles.
- Face a partner, crawl between the partner's legs, hop around to face partner again, then give partner a "high five." Repeat five times, then swap roles.
- One partner bends forward with hands on knees. The other leapfrogs over the top. Repeat five times. Swap roles.
- Both walk, Player A chasing Player B until the leader calls "Stop!" Player A tries to touch Player B without moving his or her feet. Swap roles.
- Partners face one another. Player A trots backward steered by Player B holding Player A's shoulders. Swap roles.



Hand-Clapping

Practice rhythm with the following activities.

- Pair children to make up simple clapping sequences.
- Select demonstrations for other pairs to copy.
- Encourage two pairs to copy another pair.

Feet-Clapping

Give these directions for children to vary the above activity.

- Children are paired and face one other. In a sitting position, clap left foot to partner's left foot, right to right, and left to right to create a routine.
- Children create their own patterns sitting, standing, and lying down.

Dancing

Create sequences of clapping and stomping for children to begin simple dance patterns.

Cool-Down Activities

Allow children a cool-down period at the end of the session by walking, gently stretching, and breathing deeply. This will help them recover from the activities and calm down before their next class or activity. Give these directions as you model each action.



Suggested Breathing Activities

- Reach arms overhead while breathing in and hold for the count of three. Let air out as arms swing wide and drop to sides. Repeat.
- Have the group circle the room, walking quickly while breathing deeply. Slow the walk and let breathing return to normal.
- Have children lie on the floor face up, and reach arms toward one wall with legs stretching toward the opposite wall. Breathe deeply and relax.

UNIT

5

Throwing Underhand

Skill-Development Activities

In planning and presenting this particular unit, keep in mind that there will be substantial variations in the performance levels of children. Some children will require intensive instruction and support. Applying the general principles below will ensure that this unit is enjoyable and successful for both teachers and children. These principles are good teaching strategies that are particularly relevant to physical education.

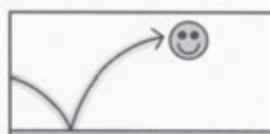
Pay Close Attention to...



Working
Space



Movement



Path of
the Ball

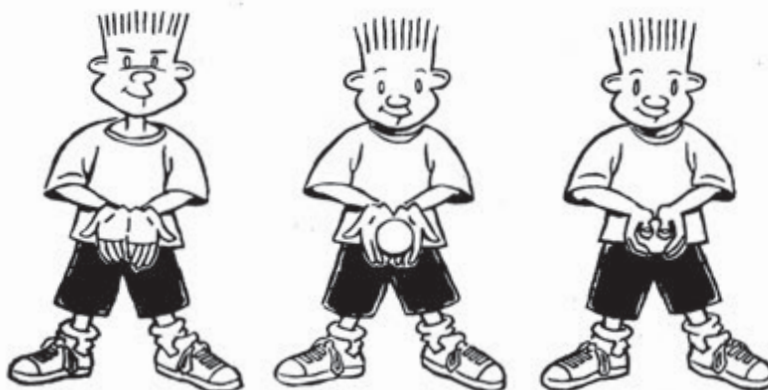
General Principles for Effective Skill Development

- Use multiple repetitions of each structured activity.
- Adhere to the developmental progressions.
- Demonstrate frequently, using children where possible.
- Follow demonstrations immediately by practice.
- Use child demonstrations to acknowledge success and promote self-esteem.
- Ensure that all children can see demonstrations and hear instructions.
- Allow children to experiment and learn by doing.
- Praise risk-taking and encourage learning from mistakes.
- Plan activities that allow all children to experience success.
- Acknowledge successes and value differences regularly.
- Use the "feedback sandwich," which highlights the positives while identifying aspects for further work (make a positive statement, then a suggestion for improvement, followed by another positive comment).
- Challenge and provide extensions for children who are ready.
- Encourage and support children who struggle to complete tasks.
- Allow children to practice before attempting new skills.
- Keep instructions clear and simple.
- Break a skill down into sub-skills if difficulties are experienced.

1 Review (Individual Work)

The following activities provide children with a quick review of skills from previous units.

- Toss a beanbag three feet into the air and catch it with two hands.
- Toss the beanbag, clap hands once before catching it.
- Repeat, tossing the beanbag higher and higher. Increase the number of claps with each new toss.



Remind children that when catching a ball, "little fingers together...catch...close the nest."

2 Review (Partner Work)

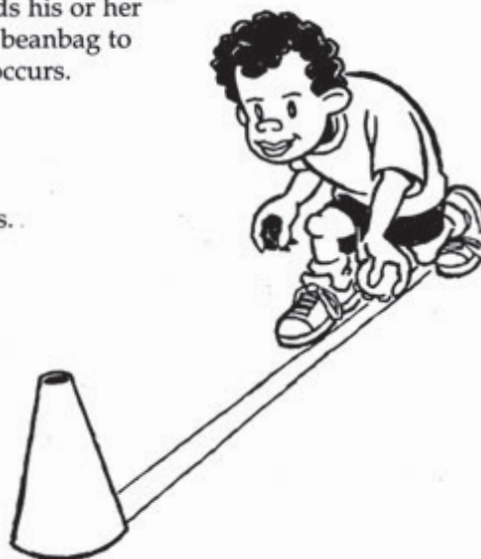
Children should work in pairs, with one beanbag per pair.

- Standing three yards apart, partners gently throw the beanbags underhand, back and forth.
- Standing three yards apart, Player A throws the beanbag underhand to hit Player B's outstretched hand. Player B holds his or her hand very still (as a target) and allows the beanbag to drop to the ground when a successful hit occurs.
- Repeat, gradually moving further apart.

3 Accurate Rolling

Have children try the following rolling actions.

- Roll a ball along a line to hit a target (e.g., a block, cone, plastic bottle).
- Repeat, moving further back from the target.
- Roll a ball to hit a target without using line markings.
- Create your own targets.



UNIT 5

Throwing Underhand

4 Accurate Throwing Underhand

Challenge children to follow these actions as they learn to throw underhand.

- Throw a beanbag or ball underhand to hit a stationary target.
- Throw a beanbag or ball underhand into a container or goal.
- Create targets (e.g., a basketball balanced on a cone) from children's suggestions.
- Throw the ball underhand to land in a hoop, or in a chalk circle drawn on the ground.
- Repeat, moving further apart.

5 Cooperative Targets

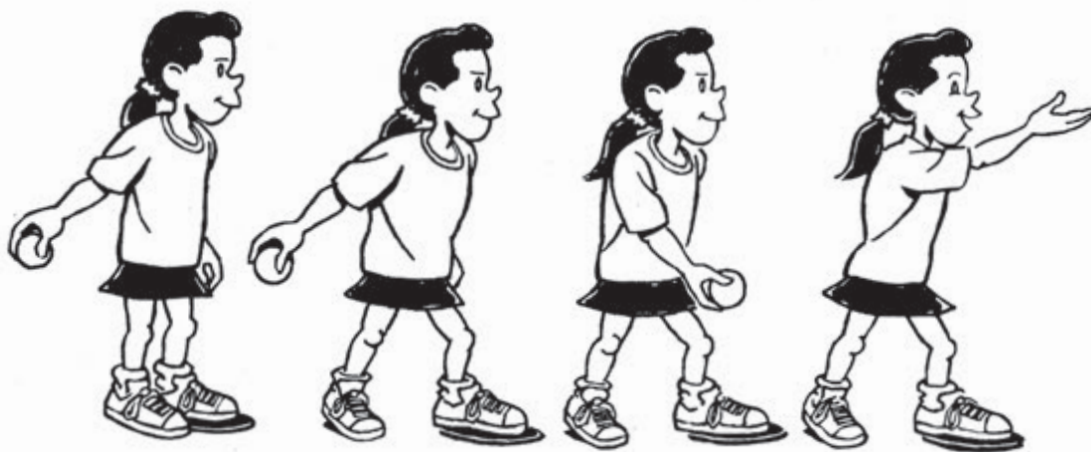
Have children aim at targets using these guidelines.

- Work in groups of four. One pair throws a ball underhand through a hoop held at waist height by the other pair. Holders can move the target to ensure a goal is always scored.
- Repeat, but keep the target stationary.
- Repeat, but move the target constantly at a slow, predictable pace. The throwers throw the ball through the slowly moving hoop.

Throwing Underhand Technique

Begin with feet together, arms at sides, ball in hand.

1. Draw the ball backwards, to hip height.
2. Step forward with the opposite foot.
3. Bring hand forward to release the ball toward the target.
4. Follow through with throwing hand facing target.



⑥ Field and Throw

Partners start together with one ball per pair. Player A gently throw the ball underhand a few yards into the field. Player B runs after the ball to field it, then turns and throws the ball underhand back to Player A. Children should be encouraged to find their balance before throwing the ball back. Repeat, increasing the distance of the throw.

⑦ Hoop Throw

Have children throw a ball underhand through a hoop that is slowly rolled along the ground by a partner.

⑧ Underhand Relays

- Create a simple relay game to consolidate the throwing underhand action.
- Gradually introduce a more competitive approach when skill levels have been consolidated.

Extensions

Allow children many opportunities for guided and free play.

- Create a simple throwing underhand game that can be played by four people.
- Create a throwing underhand game that can be adapted to include a child who is visually or physically impaired in another way.
- Create a Learning Center to practice and consolidate the skills developed in this and previous units. Refer to Appendix 2 on page 152.
- Encourage children to contribute ideas to create Learning Center activities.
- Create a "Sevens" game using the skills developed in this and previous units. Refer to Appendix 3 on page 153.
- Encourage children to develop their own "Sevens" games using underhand throws.
- Create a golf course around the school and play underhand golf. Throw the ball underhand toward each tree or other consistently found target. Establish records for the lowest course-score and for the fastest time around the course. Encourage children to participate in the course design.



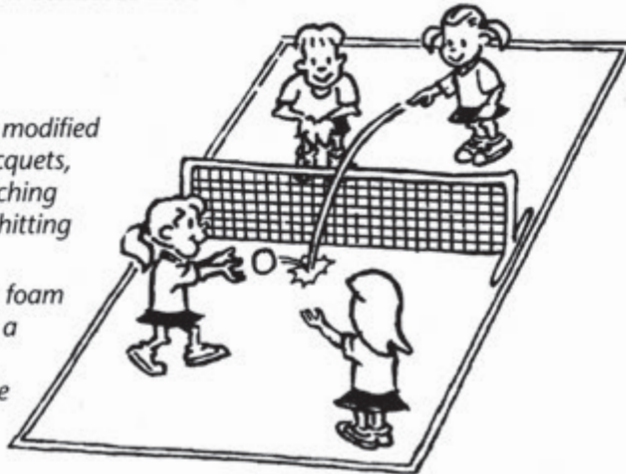
Games

The modified games listed below reinforce the skills developed in this unit.

Underhand Tennis

Objective Children will play modified tennis without racquets, throwing and catching balls rather than hitting them.

Materials You will need one foam ball per pair, and a foam ball and a barrier or movable net per group of four players.



Game Space You will need a tennis court with a net.

Directions The game is a modified tennis game with throw-catch-throw rather than hitting with a racquet. Catches are made either before the ball bounces, or after one bounce. Children try to keep the ball in play rather than to beat the other team or single opponent.

Variations

- Count the number of successful catches in each rally.
- Use balls of different sizes and densities.
- Skilled children may enjoy the more competitive tennis rules and scoring approach among themselves. Be aware of the need for success in children with marginal skills before introducing the more competitive games to them.

Dodge Ball

Objective Children will throw balls at moving targets.

Materials You will need three foam balls distributed randomly to the class.

Game Space A relatively small, enclosed space, such as the corner of a tennis court.

Directions The three players with the balls throw underhand to try to hit the other players below the waist, who dodge the balls. Hit players become throwers, and the throwers become dodgers. Note: "Dodge Ball" is also a good warm-up activity.

UNIT 5

Throwing Underhand

Moving Targets

- Objective** Children will throw balls at moving targets.
- Materials** You will need one or two foam balls.
- Game Space** You will need a large circle or square approximately 15 yards across.
- Directions** Four players stand outside the circle, with the remaining children inside the circle. The players outside the space try to hit those inside the space below the waist by throwing the ball underhand at them. Hit players join the throwers. The last five in the circle are the winners.

Name Ball

- Objective** Children will throw and catch balls thrown high in the air.
- Materials** You will need one foam ball per team of about ten players each.
- Game Space** You will need an open space with defined boundaries for each team.
- Directions** Start the game with each team of ten in a small circle with one player in the middle. Player A stands in the middle and throws the ball underhand, high into the air, and calls the name of another player (Player B). Player B fields the ball while the others run away within the defined boundaries. When the ball is trapped, Player B calls "Stop!" and the runners must stand motionless. Player B then throws the ball underhand in an attempt to hit one of the other players below the waist. If the throw is successful, the player who has been hit goes into the middle to start the next round. If unsuccessful, Player B goes to the middle for a second attempt before giving someone else a turn.

Leap Ball

- Objective** Children will throw balls, leap over moving balls, and catch balls thrown against a wall.
- Materials** You will need one foam ball per team.
- Game Space** You will need an open area in front of a rebound wall.
- Directions** Teams of approximately five players line up single file facing the rebound wall at a distance of about 30 feet. Player A throws the ball underhand against the wall and leaps over the ball on the rebound. Player B attempts to catch the ball on the first bounce. Player A runs to the end of the line, and Player B repeats the throwing process. Continue with all players taking a turn at throwing, leaping, and catching. Allow teams to practice to attempt to create their own record number of consecutive catches.



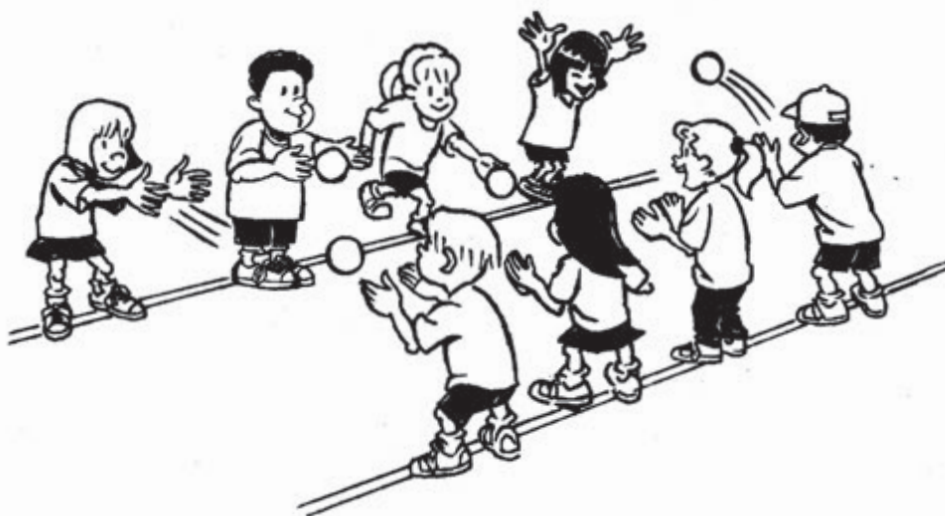
Cross-Curricular Applications

Incorporate these activities throughout the day in the following curriculum areas to review, extend, and practice each skill.

Mathematics

Time Toss

Have children stand in two rows facing one another. Each pair has a ball to toss and catch as many times as possible in one minute. Start time for the entire group as pairs count their own catches. Stop the group and compare the number of catches made in the time allotted. Each catch is one point.



Music

Swing Time

Without balls, have children swing their throwing arm to music, practicing a pull-back and carry through action. These repetitions of movement will encourage more fluid throws while developing a rhythmic sense.

Social Studies

Map Toss

Tape a large map of the world on the floor. Have children take turns tossing a beanbag underhand and naming the continent or ocean on which it falls. Encourage children to try to land on all continents and oceans.

UNIT 6

Throwing
Overhand

Throwing Overhand



Lesson Planner

There may be times when a complete lesson plan is required, such as when the program is part of a physical education curriculum. The lesson planner provides a way to record the activities you choose. Additional lesson planners can be photocopied from Appendix 10, page 167. Not every blank space in a lesson planner must be filled in for each lesson, although warm-up and cool-down periods are recommended. See a sample of this planner completed for parts of Unit 1 on page 15 of the Introduction.

Session 1	Session 2
Skill Objectives	Skill Objectives
_____	_____
Learning Strategy	Learning Strategy
_____	_____
Teaching Practice	Teaching Practice
_____	_____
Warm-Up	Warm-Up
_____	_____
Skill Development	Skill Development
_____	_____
Extensions	Extensions
_____	_____
Games	Games
_____	_____
Cross-Curricular	Cross-Curricular
_____	_____
Cool-Down	Cool-Down
_____	_____

UNIT 6

Throwing Overhand

Skill Objectives

Throwing a ball overhand using the correct technique is a skill many children and adults never really master. Children should be exposed to a comprehensive range of experiences and drills to develop this skill, which is fundamental to many games.

- Throwing a ball overhand accurately while standing still.
- Throwing a ball overhand for distance while standing still.
- Throwing a ball overhand while moving.



Learning Options

Choose among Learning Strategies and Teaching Practices to focus children as they work to acquire each skill.

Learning Strategies

Select one or two strategies from the following categories to emphasize in each lesson.

Cooperative Learning

Sharing ideas

Giving directions

Listening to others

Social Skills

Making group decisions

Handling conflict

Teaching Practices

Select one or two of the following to apply during each lesson.

Actively Involve Children in Learning

Encourage children to invent, experiment, question, and imagine.

Use peer-tutoring.

Use children's demonstrations as opportunities to give children praise.

Build on Children's Experiences and Interests

Start with children's abilities.

Show children that differences are valued.

Use a variety of teaching strategies to accommodate different learning styles.

Meeting Individual Needs

Children who have mobility challenges may find learning to throw in a small space helps cut down the time they need to retrieve balls. A racquetball court is especially helpful. See a comprehensive list of "Meeting Individual Needs" suggestions in Appendix 6, page 158.

Support Strategies

Read Coaching Tips and Troubleshooting Guide prior to beginning the unit and refer to this section as needed.

Coaching Tips

Use these tips to encourage children in each of the major skill areas.

Grip the ball lightly in the fingers and thumb.

Take aim at the target.

Swing down, back, and up to above ear level.

Step toward the target with the opposite foot.

Rotate from one side facing the target, to chest facing the target.

Snap the wrist forward as the ball is released.

Follow through once the ball is released.

Troubleshooting Guide

If children are having difficulty acquiring a skill, use the following chart to provide a strategy for remedying the problem.

Potential Problems/Support Strategies

Potential Problem	Skill Adjustment
1. Inaccurate throw.	1. Aim at target. Step onto opposite foot toward target. Smooth preparation and follow-through.
2. Lack of power in throw.	2. Take a full swing back and follow through. Transfer weight by stepping onto opposite foot.

Warm-Up Activities

The warm-up session should be short (3 to 4 minutes), vigorous, success-oriented, and fun. It energizes, enthuses, and focuses children on the tasks ahead. Simple relay activities can provide an excellent means of warming up. Refer to Appendix 7, page 160, for a comprehensive list of warm-up activities suggested throughout this book.

Relay Activities

Use simple instructions and small teams to avoid confusion and inactivity. Challenge teams to improve upon their previous performances rather than to compete directly against other teams. Encourage children to design their own relays.

Shuttle Relays

- Teams of four line up approximately 10 yards from a cone. The first person runs, hops, or skips around the cone and back to tag the next team member. After each turn, children go to the end of the line. Count the number of children who complete the relay in 60 seconds.
- Using the same format, vary the activities by asking children to:
 - hop one way, roll back;
 - pick up a ball on the way and put it in a hoop on the way back; or
 - create their own variations.

Hoop Drop

Give each team of four children three beanbags. Place three hoops flat on the ground randomly in the relay space. The first runner takes the beanbags one at a time and places one in each of the hoops. The next runner retrieves them one at a time. Repeat until everyone has had a turn.

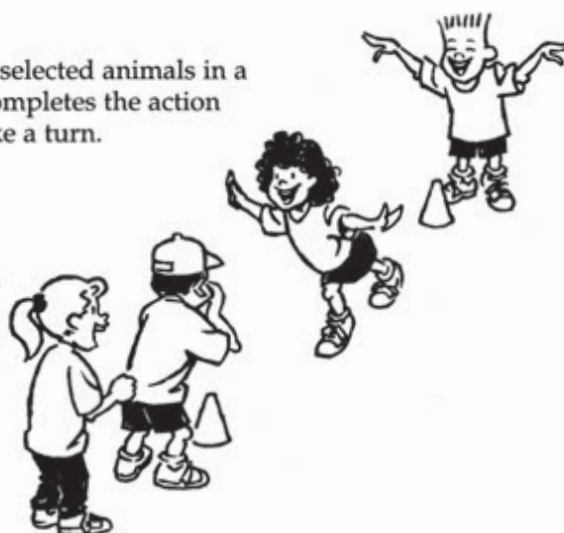
Animal Relays

Children can simulate movements of selected animals in a relay format where the first person completes the action and tags the next person in line to take a turn.

Pair Relays

Pair children within each relay team. Have pairs complete an activity before tagging the next pair on their team to take a turn.

- Run with elbows linked.
- Walk with backs touching.
- Player B skips behind Player A, holding Player A's hips.



Cool-Down Activities

Allow children a cool-down period at the end of the session by walking, gently stretching, and breathing deeply. This will help them recover from the activities and calm down before their next class or activity.



Stretches

Play soft, slow music while children follow these directions.

- Reach one arm up and over to touch top of same shoulder, with elbow pointing toward ceiling. Use other arm to gently push back on elbow to stretch the upper arm. Hold for a count of 5 and repeat with the other arm.
- Reach one arm across the body at shoulder height. Use back of the other hand to push against elbow to stretch the arm muscles. Hold for a count of 5 and repeat with the other arm.
- Swing arms loosely as if swinging an invisible baseball bat back and forth several times.

Skill-Development Activities

Practice, check, and correct the action before a ball is introduced for each of the activities listed in the section. Children should work in pairs with one ball between them.

Pay Close Attention to...



Working
Space



Movement



Path of
the Ball

1 Sitting Throw

Pairs should sit on the floor facing each other, about 5 yards apart, as they follow these guidelines.

- Keep the forearm still by holding it tightly against the upper arm with the non-throwing hand. Throw the ball to a partner by flicking the wrist. It does not matter whether the ball reaches the partner with or without bouncing. Emphasis is simply on technique.
- Hold the upper arm against the body. Throw using only forearm and wrist.
- Use the whole arm and wrist to throw. Encourage children to use down, back, and up to swing back. Have them follow through, all in one smooth action.



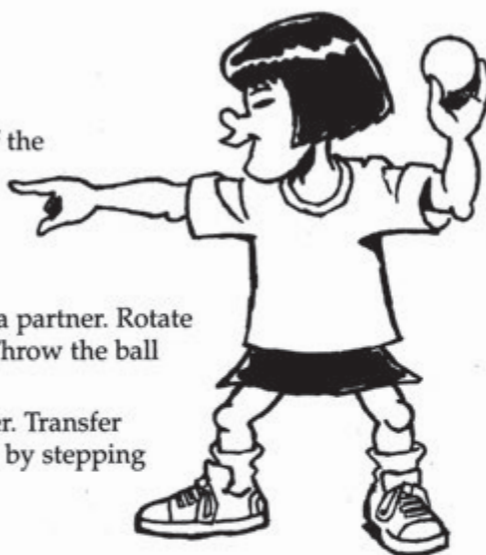
2 Kneeling Throw

- Repeat the progression in the first activity, with the thrower in a kneeling position.
- Repeat with the thrower on one knee, the opposite foot on the ground.

3 Standing Throw

Refer to the coaching points at the start of the unit to focus on key techniques.

- Repeat the progressions listed in the first activity, with the thrower now in a standing position with feet together.
- Repeat, standing with one side facing a partner. Rotate from side to chest facing the partner. Throw the ball without moving the feet.
- Stand next to partner with feet together. Transfer weight toward the target (i.e., partner) by stepping forward onto the opposite foot.



4 Free Play

Allow children many opportunities for guided and free play in overhand throwing. The activities should involve individual, partner, and small group work. The activities should initially be attempted in a stationary position. Gradually, the correct technique can be extended to a walk-up, then a run-up approach. Learning to throw for accuracy and distance activities can be done separately. Eventually have children throw for accuracy and distance concurrently.

Encourage children to throw a ball:

- up and down hills, as high as you can, against a wall;
- over obstacles and nets, along and across lines and paths;
- fast, slow, gently, a long way, a short way;
- at targets, basketball nets, elevated hoops;
- in pairs and groups;
- with one hand, with the other hand;
- in different directions; or
- in other ways children invent.

5 Target Throw

Have children practice their throwing skills with the following practice activities.

- Practice throwing overhand by throwing at targets. Use a variety of stationary targets, including wall targets or markings, basketball backboards, trees, or containers.
- Play a simple rebound game against a wall with a partner, using the overhand throwing technique.
- Practice throwing and catching with a partner, using the overhand throwing technique. Repeat ten times from a distance of 5 yards.
- Increase the distance between partners, one giant step at a time.

UNIT 6

Throwing Overhand



⑥ Rolling Ball Throw

Challenge children to throw a ball at a rolling basketball or try to throw a ball through a rolling hoop.

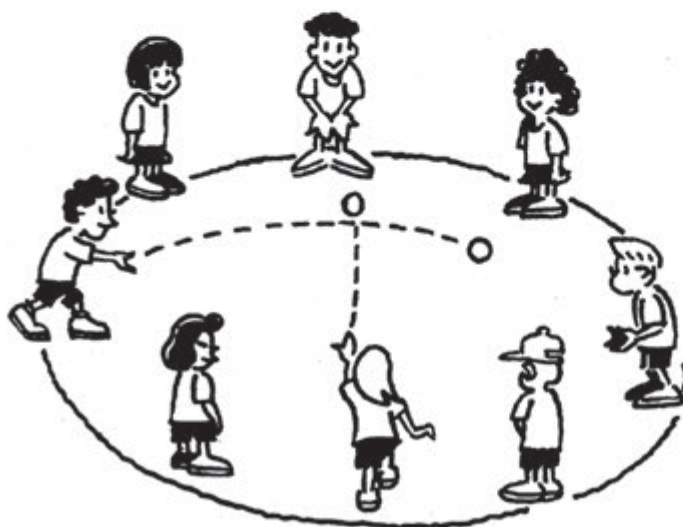
⑦ On the Move

- Work in pairs, with children divided into designated throwers and fielders. The thrower rolls, bounces, or throws the ball into the playing area. The fielder chases and fields the ball. The fielder then turns and throws the ball back to the partner.
- The thrower may move a few paces to a new position when the fielder is chasing the ball. This will encourage the fielder to look for the "target" before throwing the ball back.

Extensions

Learning Centers and "Sevens"

- Challenge children to create Learning Centers and "Sevens" activities based on the skills developed in this unit and in other units. Refer to Appendices 2 and 3 on pages 152 and 153.



Group Juggling Circles

This activity is fun and easily accommodates children of all skill levels.

- Use a circle formation of eight to ten children with a bouncy play ball. Challenge children to create novel passing games. Start with double-handed underhand passes.
- Progress to overhand throws with beanbags and foam balls.
- Introduce more than one passing object.

Games

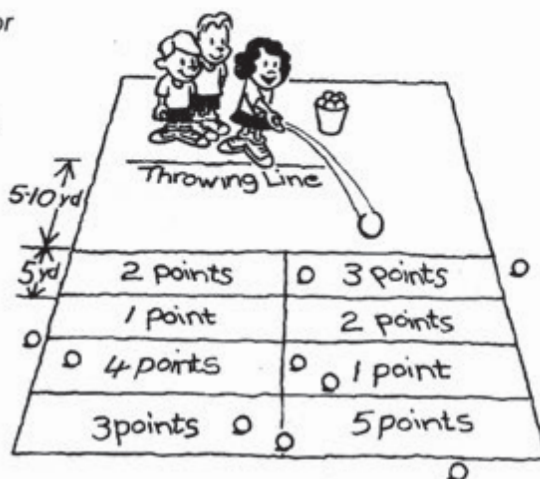
Carnival Cans

- Objective** Children will aim and throw balls at targets.
- Materials** You will need balls and aluminum cans or other light, stackable objects.
- Directions** Set up a number of carnival-type pyramids of aluminum cans. This also can be a creative drama activity with a child playing the part of the carnival "hawker" trying to attract players. The throwers can pay for their turns with play money and receive prizes for knocking down the stack of six cans with three shots.
- Variations**
- Increase the difficulty level by increasing the throwing distance.
 - Put sand or water in the cans.



Line Ball

- Objective** Children will throw balls for distance and accuracy.
- Materials** You will need many balls, chalk to draw lines on the ground, and cones.
- Game Space** Set up a series of lines 5 yards apart, approximately 5 to 10 yards from a throwing line. Each target area between the lines is given a specific value.



Directions *Players each have five throws. Players add up their scores. Partners can retrieve the balls from the field. Encourage children to use the correct technique to throw for distance and accuracy.*

Variations *Children name their target areas before throwing and receive double points if the ball lands successfully within the target. If the ball lands in another target area, they receive the points allocated to that area.*

Hoop Throw

This game is set up as for Line Ball, except that hoops laid flat on the ground are used in place of the lines. This will challenge accuracy and distance. Hoops can be placed in a line or randomly in the playing area. Varied colors of hoops could also represent certain values.

Cross-Curricular Applications

Incorporate these activities throughout the day in the following curriculum areas, to review, extend, and practice each skill.

Mathematics

4th and Ten

Have children throw a ball overhand on a football field, starting at the goal line. Explain that children can use the 10-yard lines to estimate how far they have thrown their balls. Give each child 2 to 3 throws to compare their distances. Ask questions such as, "About how far was your farthest throw?" "How much farther is your longest throw from your shortest throw?" Estimate by using the yard lines closest to their balls.

Science

Water Balloons

Fill balloons with various levels of water. Have children estimate which balloons will break most easily and why. Test the estimates by throwing each water balloon overhand at an outdoor target, such as a part of the playground.



Language Arts

Web and Write

Begin by demonstrating pitching, or watching a video of a baseball pitcher winding up and throwing a baseball. Have children create a web of words and phrases that describe the pitching action. As a group, write a paragraph describing a baseball pitcher's throw. Children can illustrate with sketches of a pitcher throwing.

UNIT
7

Advanced
Catching

Advanced Catching



Lesson Planner

There may be times when a complete lesson plan is required, such as when the program is part of a physical education curriculum. The lesson planner provides a way to record the activities you choose. Additional lesson planners can be photocopied from Appendix 10, page 167. Not every blank space in a lesson planner must be filled in for each lesson, although warm-up and cool-down periods are recommended. See a sample of this planner completed for parts of Unit 1 on page 15 of the Introduction.

Session 1	Session 2
Skill Objectives	Skill Objectives
Learning Strategy	Learning Strategy
Teaching Practice	Teaching Practice
Warm-Up	Warm-Up
Skill Development	Skill Development
Extensions	Extensions
Games	Games
Cross-Curricular	Cross-Curricular
Cool-Down	Cool-Down

Skill Objectives

In this unit children experience a range of catching activities. They also participate in modified games that promote a natural and successful transition to standard games. Children will work on the following skill objectives.

- Judge the flight path and speed of a ball.
- Move into position to catch a ball.
- Catch a ball with one hand.
- Catch a ball in a distracting environment.
- Catch balls of varying sizes and densities.

Learning Options

Choose among Learning Strategies and Teaching Practices to focus children as they work to acquire each skill.

Learning Strategies

Select one or two strategies from the following categories to emphasize in each lesson.

Cooperative Learning

Reporting out from the group

Asking for help

Expressing feelings

Social Skills

Requesting adult support

Speaking up

Teaching Practices

Select one or two of the following to apply during each lesson.

Encourage Learning from Errors

Present problems or challenges in noncompetitive activities.

Focus on positive acceptance of everyone's contributions.

Use mistakes as learning devices.

Link Theory to Practice

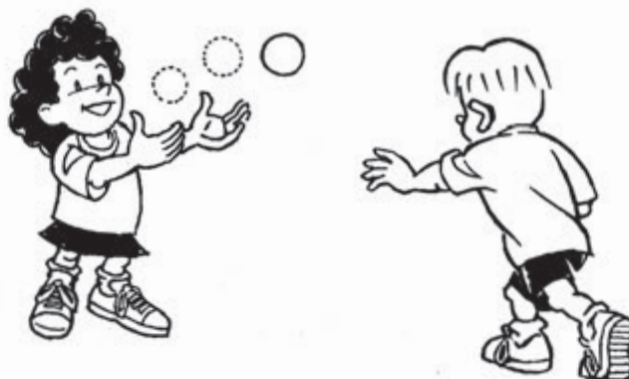
Look for and use incidental teaching opportunities.

Encourage children to plan, monitor, and reflect on their performances.

Ensure that everyone has a valued role.

Meeting Individual Needs

Children who seem to have very few experiences with catching may find it helpful to repeat several of the activities from previous units. Catching is extremely important in many sports and may be revisited often for children of all levels of experience. See a comprehensive list of "Meeting Individual Needs" suggestions in Appendix 6, page 158.



Support Strategies

Read Coaching Tips and Troubleshooting Guide prior to beginning the unit and refer to this section as needed.

Coaching Tips

Use these tips to encourage children in each of the major skill areas.

Spread fingers into "big hands."

Point fingers up, down, or sideways, but never directly at the ball.

Use "soft hands" and give with the ball.

Watch and predict the flight path of the ball. Move quickly to the catching zone.

Troubleshooting Guide

If children are having difficulty acquiring a skill, use the following chart to provide a strategy for remedying the problem.

Potential Problems/Support Strategies

Potential Problem	Skill Adjustment
1. Failing to get to the "drop" of the ball.	1. Watch the ball through the air. Start moving to the catching zone earlier.
2. Ball bounces out of hands.	2. Watch the ball all the way into the hands. Use "soft hands" that give with the ball. Don't snatch at the ball.
3. Dropping catches when distracted.	3. Watch ball all the way into hands. Return to simpler activities before increasing difficulty level.

Warm-Up Activities

The warm-up session should be short (3 to 4 minutes), vigorous, success-oriented, and fun. It energizes, enthuses, and focuses children on the tasks ahead. Refer to Appendix 7, page 160, for a comprehensive list of warm-up activities suggested throughout this book.

Partner Warm-Up

Warm-up activities can provide teachers with the opportunity to encourage children to work with partners they would not normally play with by choice. These partner warm-ups can enhance class unity and the social development of children.

- Children jog around in a defined area (e.g., a basketball court or soccer field). Encourage them to quickly find a partner who has the:
 - same color socks;
 - same color shorts, shirt;
 - same birthday month;
 - adjoining birthday months;
 - same hair color, or different hair color;
 - same number of brothers, sisters;
 - same color eyes; or
 - same favorite sports team.



Simple Games

Use simple familiar games from the previous units. Examples of appropriate games are listed below.

- Unit 1: *Body Trappers*
- Unit 2: *Back-Up Beanbag Toss, Moon Ball*
- Unit 3: *Catch and Bounce Relays*
- Unit 4: *Captain Ball, Relay Games*
- Unit 5: *Dodge Ball, Name Ball*
- Unit 6: *Carnival Cans*

Cool-Down Activities

Allow children a cool-down period at the end of the session by walking, gently stretching, and breathing deeply. This will help them recover from the activities and calm down before their next class or activity.



Suggested Walking Patterns

Repeat these suggestions from an earlier unit to help children cool down.

- Move along lines, in figures of eight, randomly.
- Follow the leader, or follow no one.
- Change direction on a signal.
- Move in place, high, low, fast, slowly, loudly, quietly.
- Move forward, backward, side to side.
- Create your own action words to describe a walk for children to act out.
- Encourage children to create their own stylized walk.

Skill-Development Activities

As in previous units, children need to experience a wide range of free and guided play activities. Encourage them to create their own activities and recognize those who are able to do so.

- Support children who lack confidence to use their physical skills in their play.
- Join in with children as they practice these skills.
- Throughout all catching activities, encourage children to “give with” the ball. This means that as the ball lands in the hands, move the hands in the direction the ball was going, minimizing the impact.
- Also encourage children to soften their hands, rather than holding them stiffly as they catch.

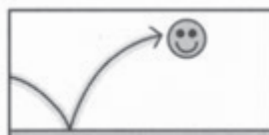
Pay Close Attention to...



Working
Space



Movement



Path of
the Ball

Catching Experiences

1 “So Long,” Partner

- Partners begin 5 yards apart. Throw and catch a beanbag to each other.
- Increase the distance by 5 yards after each set of catches.
- Repeat, using a ball.
- Repeat, varying the types of throws and catches:
 - throw underhand, one-handed catch;
 - throw overhand, two-handed catch.
- Encourage confident children to throw and catch with their nonpreferred hand.

2 Individual Throw and Catch

Children work with a partner in an open area with one ball between them. Follow these guidelines as they practice catching.

- Using care not to bump into others, children throw the ball high, wide, forward, or back.
- Use a variety of balls and beanbags.
- Catch with two hands, one hand, other hand.



UNIT 7

Advanced Catching

3 Egg Flip

Children work on their own with an egg for this activity. This activity will reinforce the concept of catching with "soft hands" and giving with the ball as it lands.

- Toss the egg gently up and catch it.
- Increase the height of the toss.



4 Get the Yolk

Children work in pairs first with a beanbag, next with a ball, and finally with an egg.

- Working in pairs starting close together, gently toss a beanbag underhand to each other.
- Repeat, this time using a ball.
- Repeat, now using the egg.
- Take a step back after each successful catch.
- Create challenges to find the greatest distance over which the egg can be kept safe.
- Set class records for the highest number of successful catches.

5 One-Handed Catch

- Partners stand about 5 to 10 yards apart, tossing a beanbag to each other. Encourage children to track the beanbag carefully through the air and to give with it as they catch it.
- Vary the hand used for tossing and for catching.
- Establish records for the longest toss and for catching with preferred and non-preferred hands.

6 Beanbag Fling

- Repeat the tossing and catching activities of Activity 5, but now deliberately fling the beanbag wide or high to increase the challenge for one-handed catching.
- Vary the hand used for flinging and catching.

7 Classic Catches

Children work in pairs with one ball between them. They throw and catch the ball with the intention of making "spectacular" catches.

8 Group Juggling Circles

Group juggling circles are an excellent way of applying skills in a distracting environment. Children should initially work in pairs with one beanbag each.

- Standing about 5 yards apart, simultaneously toss the beanbags to each other.
- Repeat, moving further apart.
- Join two groups together to form a spread-out circle of four children. Pass two beanbags around the circle in order, keeping all of them in motion.
- Increase the number of objects being passed.
- Use a variety of objects (e.g., different density and size balls, beanbags, plastic bottles, eggs).
- Vary the type of throwing and catching.
- Attempt to break "world records" for speed, the number of objects, or the variety of objects being thrown.



Hitting and Catching

9 Hit and Catch Rotations

These activities introduce children to a wide range of catching activities common to modified and traditional sports. Choose activities based on the developmental stages of children and the availability of suitable materials. Ensure that children are safety conscious at all times.

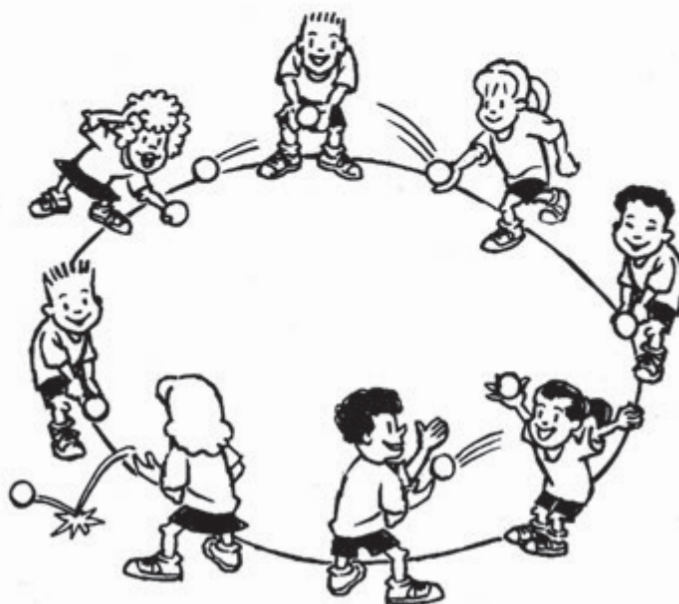
- Divide children into small groups to practice some of the following catching activities:
 - catch a ball hit by a tennis racquet,
 - chest-pass a basketball,
 - catch a ball hit off a T-ball tee,
 - catch a soccer ball kicked off the ground,
 - catch a shuttlecock hit by a badminton racquet, or
 - catch a Frisbee® (expert thrower required).
- Set up a simple Learning Center by selecting three or more of the catching activities listed above. Refer to Appendix 2 on page 152. Rotate children around the stations.

UNIT 7

Advanced Catching

Extensions

Encourage creative play and risk-taking by introducing challenging activities.



Catch Plus One

- In groups of varying sizes, experiment with ways of both throwing and catching the same number of balls as there are children in the group. All balls must be thrown at the same instant: "One, two, three...throw!"
- After children have had the opportunity to explore and become reasonably proficient, introduce one more ball than there are children in the group (e.g., a group of three must throw and catch four balls).
- Try balls of different sizes and densities.
- Vary the objects being thrown.

Learning Centers and Sevens

- Encourage children to create and participate in Learning Centers and games of "Sevens." Refer to Appendices 4 and 5 on pages 155 and 156.

Games

Games in this section consolidate skills developed in this unit and in previous units.

UNIT 7

Advanced Catching

Six-Catch Pass

Objective Children will pass the ball numerous times without dropping it.

Materials You will need one ball and two sets of identifying colors to wear, such as color bands.

Game Space You will need a full or half-basketball court.

Directions The group is evenly divided into two teams distinguished by color. To score a goal, a team must make six consecutive passes without the ball being dropped or intercepted by the other team. After each goal, the other team takes possession. Players must not walk with the ball before passing, and no body contact is allowed.

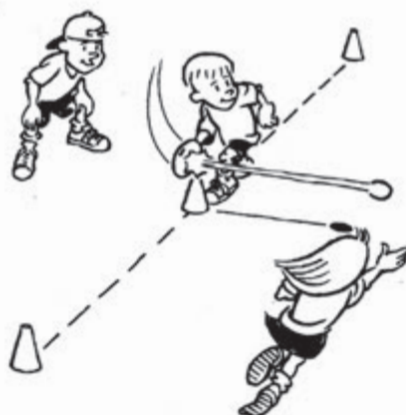
Counting T-Ball

Objective Children will hit, throw, and catch a ball.

Materials You will need one ball, a plastic bat, and two cones per group of ten children.

Game Space A basketball court or similar-sized open grassy area.

Directions Divide the group into a batting and a fielding team. The first batter hits the ball (either rolled or from a tee) into the playing area and runs around one of two cones placed approximately 10 yards away from the batting base, on either side. The fielding team must retrieve the ball and pass it to each fielder in a predetermined order. The last fielder throws the ball to the umpire who calls "Out!" All players on the team have a turn before the teams change roles. The batter scores the number of runs completed before "Out!" is called. The batting team adds its total score.

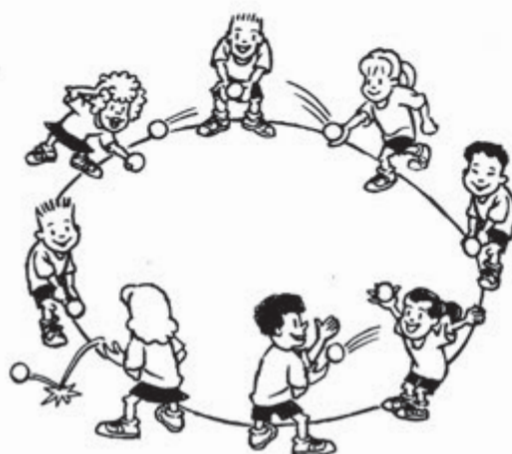


All Up

Objective Children will throw and catch beanbags.

Materials You will need one ball or beanbag per player.

Directions Children may be divided into groups of any size. On the count of three, all players throw their beanbags into the air. They then try to catch another player's beanbag before it strikes the ground. Count the number of beanbags caught in each round. Establish class records. The ultimate goal is to have all beanbags caught. Encourage players to develop strategies to improve their team score.



Throwing Home Runs

Objective Children will run around baseball-style bases, trying to outrun a thrown ball.

Materials You will need one foam ball and four bases set out in a diamond.

Game Space Any open area is suitable.

Directions Divide the group into a fielding team and a batting team. The fielding team has a player on each of the four bases and the rest of the team scattered throughout the playing area. The first "batter" starts the game by standing at home base and throwing the ball into the playing area, then running around the bases. The fielding team must get the ball to a base player before the runner passes that base. A point is scored each time a runner passes a base. A home run is worth five points.

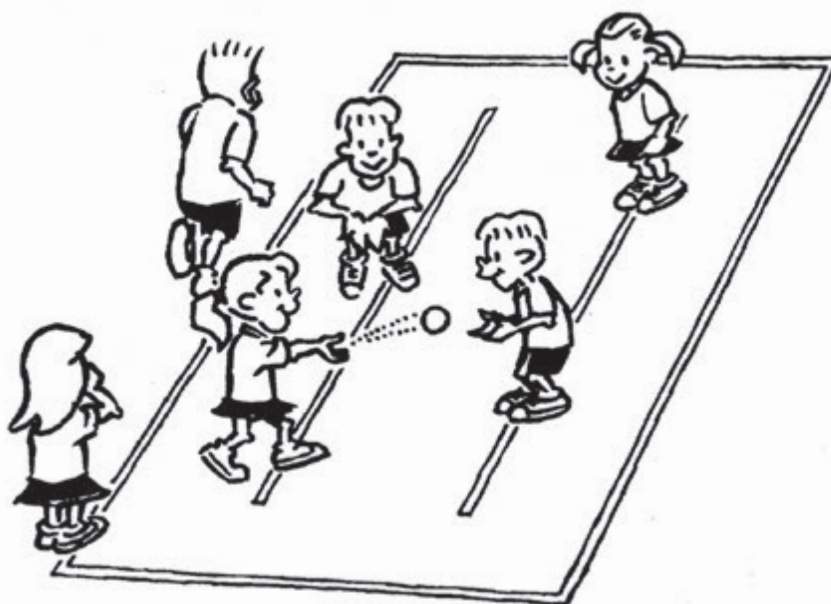
King Ball

Objective Children try to outrun another team's passing efforts.

Materials You will need one ball (e.g., play ball, soccer ball, basketball).

Game Space You will need an area drawn on the ground of 15 square yards with two parallel chalk lines, approximately 8 yards apart, drawn inside it.

Directions Divide the group into a running team and a passing team. The running team members run around the outside of the square, one at a time until all have had a turn. Meanwhile, the passing team stands on the two lines inside the square, passing the ball diagonally up and down the lines in a cross-ball format, counting the number of passes out loud. When all the runners have completed their circuit, the number of passes is recorded and teams swap roles. The team with the highest number of passes wins.



Cross-Curricular Applications

Incorporate these activities throughout the day in the following curriculum areas to review, extend, and practice each skill.

Art

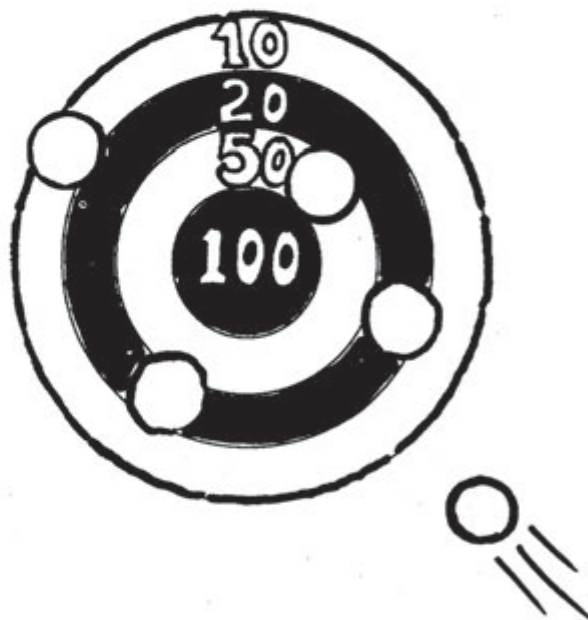
Catch Me

Children draw themselves throwing and catching balls. Help them incorporate what they've learned about arm and body movements into details of their pictures.

Math

Darts

Use a Velcro® or other safe dartboard with scores all multiples of 10. Encourage children to add the scores, counting by tens and doing mental math.



Social Studies

Game Name

Name games from various countries that use balls. Have children include games their parents, grandparents, and friends have played, noting countries where the games may have originated.

UNIT

7

Advanced
Catching

UNIT
8

Forehand-
Striking

Forehand- Striking



Lesson Planner

There may be times when a complete lesson plan is required, such as when the program is part of a physical education curriculum. The lesson planner provides a way to record the activities you choose. Additional lesson planners can be photocopied from Appendix 10, page 167. Not every blank space in a lesson planner must be filled in for each lesson, although warm-up and cool-down periods are recommended. See a sample of this planner completed for parts of Unit 1 on page 15 of the Introduction.

Session 1	Session 2
Skill Objectives	Skill Objectives
Learning Strategy	Learning Strategy
Teaching Practice	Teaching Practice
Warm-Up	Warm-Up
Skill Development	Skill Development
Extensions	Extensions
Games	Games
Cross-Curricular	Cross-Curricular
Cool-Down	Cool-Down

Skill Objectives

The forehand strike is an advanced skill best learned using paddles before trying with longer racquets or bats. This unit provides a sequential approach to consolidating and building striking skills in order to encourage confidence and ensure that sound basic techniques are developed. These skills can then be transferred successfully to racquet sports, softball, and other games. This unit provides activities to build the following specific skills.

- Putt a ball along the ground.
- Forehand-strike a ball after it bounces.
- Forehand-volley a ball in the air.
- Serve a ball to start a rally.

Learning Options

Choose among Learning Strategies and Teaching Practices to focus children as they work to acquire each skill.

Learning Strategies

Select one or two strategies from the following categories to emphasize in each lesson.

Cooperative Learning

Thanking others
Contributing to a team effort
Accepting others' contributions

Social Skills

Ignoring teasing
Tolerating differences

Teaching Practices

Select one or two of the following to apply during each lesson.

Actively Involve Children in Learning

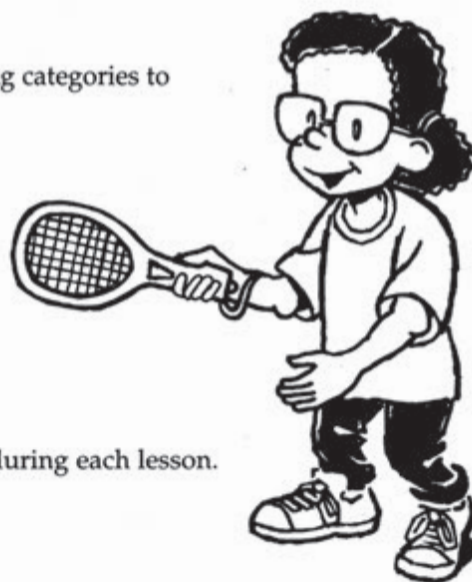
Develop mutually high expectations.
Share decision making with children.
Allow students to develop a variety of ways to reach a goal.

Provide Security

Work at the child's physical level when talking directly to a child.
Move toward children when talking directly to a child or small group.
Discover personalized ways of cueing particular children.

Meeting Individual Needs

Give children who are physically challenged numerous balls. This will allow them to practice striking without worrying about chasing their balls after every hit. See a comprehensive list of "Meeting Individual Needs" suggestions in Appendix 6, page 158.



Support Strategies

Read Coaching Tips and Troubleshooting Guide prior to beginning the unit and refer to this section as needed.

Coaching Tips

Use these tips to encourage children in each of the major skill areas.

Develop “dancing feet” (bounce and move lightly on the balls of the feet in readiness for rapid changes of direction).

Watch the ball all the way onto the paddle or racquet.

Step forward onto the opposite foot.

Follow through toward the target.

Move feet to the ball.

Point opposite shoulder to target before striking.

Keep wrist firm.

Play the forehand strike with horizontal fingers.

Troubleshooting Guide

If children are having difficulty acquiring a skill, use the following chart to provide a strategy for remedying the problem.

Potential Problems/Support Strategies

Potential Problem	Skill Adjustment
1. Missing the ball.	1. Watch the ball onto the paddle or racquet. Move “dancing feet” to the ball. Bend knees to get under the ball.
2. Ball goes too high when hit.	2. Keep the paddle vertical.
3. Ball goes wide of the target.	3. Follow through toward target. Step forward onto opposite foot. Stand with side of body facing the target.
4. Shots lack power.	4. Step forward onto opposite foot. Swing back and follow through.

Warm-Up Activities

The warm-up session should be short (3 to 4 minutes), vigorous, success-oriented, and fun. It energizes, enthuses, and focuses children on the tasks ahead. Use one of the simple team games listed below or one of your favorite activities. Refer to Appendix 7, page 160, for a comprehensive list of warm-up activities suggested throughout this book.

Snake's Head

This game is vigorous, simple to organize, and lots of fun. Groups of four to six children line up holding the hips of the player in front to make a "snake." The "head" of the snake (the first child in the line) drops off and tries to grab onto the snake's "tail" (last child in line). Once this move has been made successfully, the new head drops off to chase the tail and the game continues. Cycle through the entire line so that every child has a turn being the snake's head.



Stick Together

This game encourages cooperation. Players jump, hop, walk, or skip around the game space. As soon as a player touches another player, the two "stick." "Sticking" players now move as one, continuing to "stick" to other groups or individuals they touch. The game continues until all of the children are stuck together and moving as one large cooperative group.

Circular Poison Ball

This variation on poison ball is easy to organize. Half the group forms a circle around the remaining children, who stand in no particular order. The fielding team (the children forming the circle) has two foam balls that they toss underarm to hit players inside the circle. Once hit, children join the circle. The game continues until only two players are left inside the circle. Swap starting positions and repeat the game.

Touch Tag

This game is enhanced when played to music. Children move randomly within a designated area. When the music stops, the leader calls out the instructions. The children form groups of a certain number with specified body parts touching. Examples include:

- "Groups of three with hands touching!"
- "Groups of four with elbows touching!"
- "Groups of six with toes touching!"

Cool-Down Activities

Allow children a cool-down period at the end of the session by walking, gently stretching, and breathing deeply. This will help them recover from the activities and calm down before their next class or activity.



Swinging Patterns

- Suggest that children swing their arms as if they are holding a paddle or racquet. Have them swing high, low, to the right, left, and overhead.
- Have students breathe deeply as they trot, then walk briskly, then walk casually, and finally do a slide-step around a circle.

Skill-Development Activities

Children should be encouraged to concentrate on form as they develop forward-striking skills.

Pay Close Attention to...



Working
Space



Movement



Path of
the Ball

Forehand Pushing

The following putting activities review and consolidate of skills developed in previous units.

1 Forehand Push

Have children work in pairs about 3 yards apart, with one ball per pair of children.

- Partners sit facing each other with right knee on the ground. One child in each pair uses the right hand to push the ball along the ground toward the partner. The partner traps the ball with either hand and returns the ball with a right-hand push.
- Repeat with the left knee and the left hand.
- Repeat with pairs working further apart.



2 Paddle Putt

Children work in pairs about 3 yards apart, with one ball and two table tennis paddles per pair of children.

- Using one hand and then the other, putt the ball—tap the ball, as if putting in golf—with the paddle into the “V” formed by a partner’s feet positioned with heels together and toes apart.
- Increase the distance between the “putter” and the “hole.”

3 Roller Rallies

This activity gives children the opportunity to develop their decision-making skills. Work in pairs about 3 yards apart, with one ball and two paddles per pair of children.

- Partners should try to rally by using a paddle to roll the ball along the ground to each other. Encourage children to keep the ball in play. If a child is not confident in returning a moving ball, the ball may be trapped and returned. Deciding which balls to rally and which to trap will develop children's decision-making skills.
- Increase the distance between the partners.
- Join two pairs together to have a game of doubles.



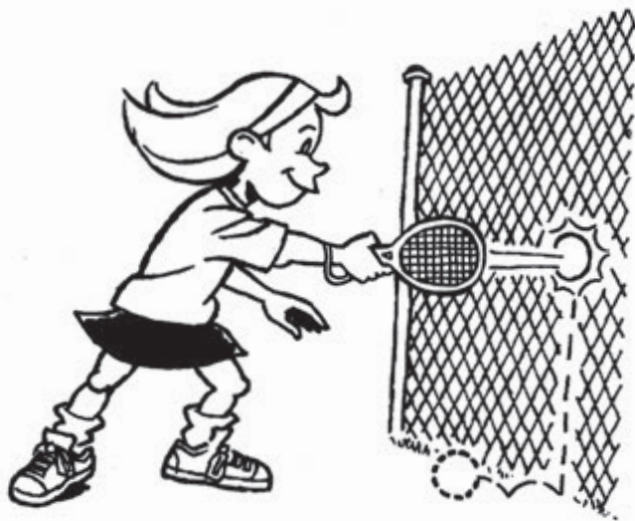
Forehand-Striking a Bouncing Ball (Individual Work)

Children should practice this skill on their own before working with a partner. Practice each activity several times before progressing to the next drill. A quick review of the previous drill often helps children who are struggling with a new task. Each child will need a ball and a paddle.

4 Forehand Stopper

Model for children the following directions.

- Holding a paddle, stand 1 to 2 yards away from a wire fence or other surface that will not rebound the ball very well. Facing the fence, throw the ball straight up in the air, let it bounce once on the ground, and strike the ball. It is important to keep the racquet facing the fence (rather than facing down) during the striking action. Follow through by sweeping the racquet toward the fence.
- Repeat with the racquet in the other hand.
- Repeat with the side of the body toward the fence. When the paddle is in the right hand, point the left shoulder to the fence.
- Encourage children to step onto the opposite foot as they hit the ball.



UNIT 8

Forehand- Striking

Stepping Forward onto the Opposite Foot

The concept of stepping forward onto the opposite foot is essential for many striking, pitching, and throwing activities. It provides greater balance and therefore improves accuracy. Transferring the weight toward the target will also assist children as they develop accuracy and power.

5 Rebound Forehand

Show children how to do the following.

- Holding a paddle, bounce the ball and strike it against a rebound wall. Catch the ball after it bounces up.
- Bounce and strike the ball into a target or a circle drawn on the wall. Catch the ball as it rebounds off the wall.



6 Forehand Rebound Rally

Each child will need a racquet and a ball. Give children the following directions.

- Bounce the ball to forehand-strike it against a rebound wall. Try to keep a rally going with continuous hits. Catch the ball if it is too difficult to hit. Again, deciding which balls to hit and which to catch will develop decision-making skills.
- Set individual goals (e.g., ten continuous hits).
- Rally the ball against a target drawn on the rebound wall.



Forehand-Striking a Bouncing Ball (Partner Work)

Children should now practice the skill by working cooperatively with a partner. Children will need a racquet and one ball per pair of children for each of these activities.

7 Bounce, Strike, Catch Rally

Guide children with these directions.

- Standing about 4 yards apart, bounce the ball and forehand-strike it with a racquet to a partner. Partners then return the balls in the same manner.
- Repeat the above activity over a net or barrier.

8 Continuous Bounce and Strike Rally

This activity is best played over a net or barrier. Instruct children in the following manner.

- Standing about 4 yards apart, bounce the ball and forehand-strike it with a racquet to partner, who strikes it back after it has bounced. Rally the ball continuously using either hand. The ball may be caught if it is too difficult to strike.
- Set goals and practice to achieve them (e.g., ten continuous hits).
- Establish class records for continuous hits.
- Move further apart and repeat the above activities. Encourage children to move to the ball with "dancing feet."

9 Bounce and Strike Rebound Rally

This activity is played in pairs against a rebound wall.

- Using a rebound wall, take turns using forehand strikes to hit a ball against the wall. The ball may be caught if it is too difficult to strike.
- Set goals (e.g., ten continuous hits) and establish class records.

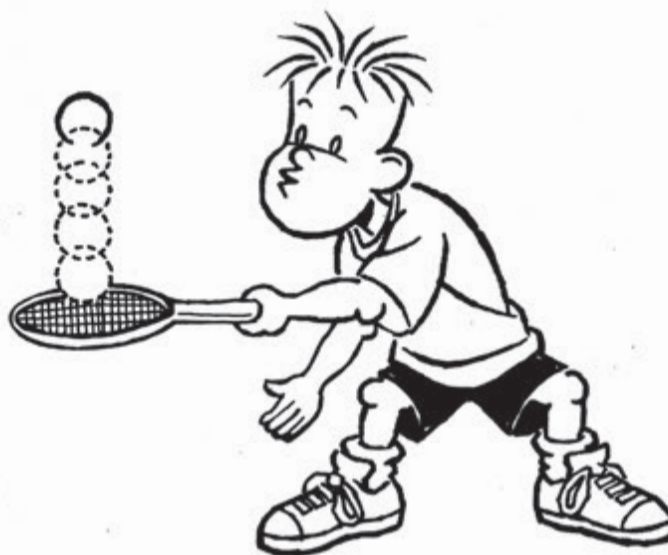
Forehand-Volleying

The following skill-development activities are provided to challenge children who are managing easily with activities presented so far in this unit. Children who have not yet consolidated the basic skills should continue to practice them rather than move on to the next drills. It is important that children be given every chance to experience success, rather than experience failure caused by proceeding too fast. At the same time, it is important that children who are ready to tackle more difficult tasks do not become bored by being held back. Use the following activities to challenge these children.

10 Trampoline Ball

This activity introduces children to forehand-striking the ball before it bounces. Each child will need a ball and a racquet and will work individually. This introductory activity reinforces watching the ball and meeting it before it bounces.

- Bounce the ball upward continuously on the racquet. Vary the bounces from little to big (i.e., above eye level) and from quick to slow. Encourage children to watch the ball carefully and to move their feet to the ball.
- Walk around the area bouncing the ball on the paddle.
- Set a goal (e.g., ten continuous bounces). Establish class records.
- Create a trampoline ball relay.



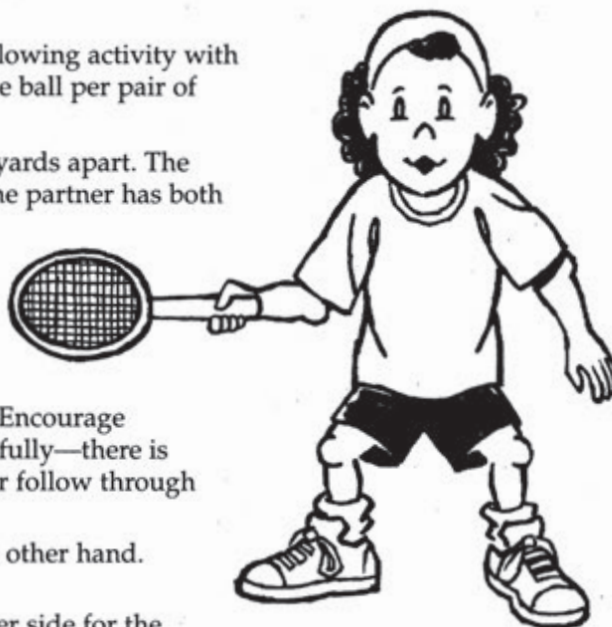
UNIT 8

Forehand- Striking

11 Toss and Volley

Children work in pairs for the following activity with one racquet for each child and one ball per pair of children.

- Children stand in pairs 2 to 3 yards apart. The hitter holds a racquet, while the partner has both hands free. The partner tosses the ball gently toward the outstretched hitter's racquet. Without letting the ball bounce, the hitter volleys the ball back to the partner, who catches it. Encourage children to watch the ball carefully—there is no need for a big backswing or follow through for this action.
- Repeat with the racquet in the other hand. Change roles.
- Randomly toss the ball to either side for the hitter.
- Toss the ball at varying heights, from knee to eye level.
- Repeat the above activities with the hitter volleying the ball into the ground so that it bounces once before it returns to the person who tossed the ball. It may be necessary to move further apart for this activity.



12 Rebound Volleying

This activity is played in pairs against a rebound wall. Children will need a racquet and one ball per pair.

- Stand about 2 to 3 yards from the wall. Begin a continuous forehand rally in pairs. When the ball arrives without bouncing, volley it. If it arrives after bouncing, forehand-strike it. The ball may be caught at any time if it is too difficult to strike or volley. Encourage children to move their feet to the ball.
- Draw a chalk circle (1 yard in diameter) on the rebound wall. The bottom of the circle should be about 3 feet above the ground.
- Repeat the above activities by rallying with a partner at the target.
- Place a net against the rebound wall. Rally the ball with forehand strikes and volleys with a partner by hitting the ball against the wall above the net.
- Set goals (e.g., ten continuous hits) and establish class records.

13 The Bounce-and-Strike Serve

This activity introduces children to the concept of serving the ball to start a rally. Children will work with a partner, sharing one ball. Each child will need a racquet. Model the following directions.

- Stand 2 to 3 yards in front of the rebound wall. With the free hand, bounce the ball in front and to the right of the body and strike it at the wall without bouncing. Catch the ball before or after it bounces back. Encourage children to watch the ball, point the opposite shoulder to the wall, and to step forward onto the opposite foot.
- Begin a solo rally against a rebound wall by bounce-and-strike serving the ball and forehand-striking and volleying it. Catch the ball when it is too difficult to hit and restart the rally with a new serve.
- Rally against a rebound wall with a partner, beginning with a serve.



UNIT 8

Forehand- Striking

Extensions

Allow children many opportunities for guided and free play.

- Using the activities detailed in this unit, create a game of "Sevens" to challenge children to set goals and practice to achieve them. Refer to Appendix 3 on page 153.
- Encourage children to create their own "Sevens" games using racquets.
- Create a Learning Center using simple, familiar activities from this unit. This will encourage children to improve their own performances with racquet skills. Refer to Appendix 4 on page 154 for suggestions.
- Encourage partners to play handball by rallying the ball against a rebound wall without racquets.
- Play doubles handball, with one pair playing against another. Partners take turns hitting the ball. This activity encourages children to move their feet to get to the ball and to practice turn-taking. It is a lot of fun once mastered.
- Skilled children can be challenged by playing with faster, more bouncy balls (e.g., racquetballs).



Games

The modified games listed below reinforce the skills developed in this unit.

Moon Ball

This introductory game is played with a balloon or an inflatable beach ball. It is safe, fun, and perfect for limited indoor spaces. It also encourages cooperation between players. Refer to Unit 2, page 152, for details.

Ambidextrous Doubles

Objective Children will serve a ball and use left and right hands to forehand-strike and volley it.

Materials You will need a racquet for each player. You will also need a net or barrier and one ball per group of four children.

Game Space You will need an area 10 yards by 3 yards, with a net dividing the court in half.

Directions Two pairs of children play a doubles game by rallying the ball over the net using forehand-strikes and volleys. One pair begins the rally by serving the ball from behind their own end lines with a bounce-and-strike serve. The opponents can receive the ball before or after one bounce. The ball may be caught if it is too difficult to hit. Whoever has the ball at the end of a rally begins the next point with a serve. Score a point if an opponent drops the ball or fails to control it after one bounce. The first pair to score ten points wins the game.

Variations

- Have teams work together cooperatively to set continuous rallying records.
- Eliminate catching as a legitimate part of the rally.



UNIT 8

Forehand-Striking

Racquet Golf

This activity promotes aerobic fitness. Take extra care that the play area is safe before starting.

Objective Children will strike a ball toward distant, stationary targets.

Materials You will need one racquet and one ball per child. Use cones or fixed objects, such as tree trunks and small containers for "holes." You may also wish to have scorecards and pencils.



Game Space A large interesting play area with "fairway" lengths varying from 20 to 80 yards. Encourage children to design the course.

Directions "Tee off" toward the first hole with a bounce-and-forehand-strike action. Jog after the ball and play the second shot from wherever the ball has stopped. As in traditional golf, score the number of hits per "hole."

Variations

- Establish course records and encourage challenges.
- Play in pairs, taking turns hitting the ball.
- Signal a start, with pairs spread out around the course ready to start. All pairs start at the same time on the signal (e.g., a whistle). Each pair is finished after completing every hole. Score by the number of hits per hole, or by the number of holes completed in a set time limit. The time-limit challenge encourages children to run faster.

Grid Ball

This game encourages children to watch the ball and concentrate. It should be played on a grid with each child standing in their own square.

Objective Children will serve and forehand-strike the ball to each other, in a restricted space.

Materials You will need one ball and four racquets for each group of four children. Each child holds a paddle.

Game Space Each child stands in his own grid space of approximately 6 square feet.

Directions Serve the ball with a bounce-and-forehand-strike action. Players hit the ball with a forehand strike if it bounces into their square. Set records for continuous rallies before the ball is hit out of the grid or dropped. Encourage children to cooperate with each other.

Variations

- Allow under-confident children to catch the ball before striking it.
- When Player A hits the ball to Player B, Player A runs to stand in Player B's square, and so on. Avoid contact with the other players and the ball while moving around the grid.

Cross-Curricular Applications

Incorporate these activities throughout the day in the following curriculum areas to review, extend, and practice each skill.

Math

Four Out of Four!

Assign one child as point keeper for each team of 4 players. Four teams can play on one tennis court, two teams per side. Give each child a racquet and provide four balls for each team. The first player bounces and strikes one of the balls over the net. The point keeper keeps score by saying "0 for 1" if the player does not get the first ball over the net and "1 for 1" if it is successful. Each child gets four hits with the "X out of 4" being the final score. The player with the highest score becomes point keeper for the next round.

Art

Shape Sort

Have children go to a tennis court and look for shapes. Where do they see squares? rectangles? circles? Have children draw a court for an imaginary game using various shapes.

Language Arts

Talk About Sports

Children choose a sport that uses a ball to research. They can ask people who play the sport questions, design a poster, or bring in the equipment as background for speeches they will give on their topics.



UNIT

9

Backhand-
Striking

Backhand- Striking



Lesson Planner

There may be times when a complete lesson plan is required, such as when the program is part of a physical education curriculum. The lesson planner provides a way to record the activities you choose. Additional lesson planners can be photocopied from Appendix 10, page 167. Not every blank space in a lesson planner must be filled in for each lesson, although warm-up and cool-down periods are recommended. See a sample of this planner completed for parts of Unit 1 on page 15 of the Introduction.

Session 1	Session 2
Skill Objectives	Skill Objectives
Learning Strategy	Learning Strategy
Teaching Practice	Teaching Practice
Warm-Up	Warm-Up
Skill Development	Skill Development
Extensions	Extensions
Games	Games
Cross-Curricular	Cross-Curricular
Cool-Down	Cool-Down

Skill Objectives

Children and adults who play tennis and other racquet sports often have weak backhand skills. These simple skill-development activities will encourage a sound technique for this essential point-making action. This unit provides activities to build the following specific skills.

- Backhand-putt a ball along the ground.
- Backhand-strike a ball after it bounces.
- Backhand-volley a ball without letting it bounce.
- Move into position to use the backhand strike and volley.
- Rally with a partner using backhand and forehand shots.

Learning Options

Choose among Learning Strategies and Teaching Practices to focus children as they work to acquire each skill.

Learning Strategies

Select one or two strategies from the following categories to emphasize in each lesson.

Cooperative Learning

Moving to a space

Calling others by name

Using a quiet voice

Social Skills

Thanking others for a game

Listening carefully

Teaching Practices

Select one or two of the following to apply during each lesson.

Foster Communication and Cooperative Learning

Promote the concept of a team.

Encourage individuals to work together for the good of the group.

Recognize individual and group success and effort.

Actively Involve Children in Learning

Give children the opportunity to make decisions about the activities.

Allow children to evaluate the lesson activities.

Guide children's feedback of their peers' performances.

Meeting Individual Needs

Any children who do not have the prerequisite skills of throwing, catching, and forehand-striking are encouraged to continue working on these skills before continuing with the backhand-striking skills. See a comprehensive list of "Meeting Individual Needs" suggestions in Appendix 6, page 158.



Support Strategies

Read Coaching Tips and Troubleshooting Guide prior to beginning the unit and refer to this section as needed.

Coaching Tips

Move feet to ball and bend the knees.

Keep the wrist firm.

Transfer weight forward.

Watch the ball all the way onto the racquet.

Point shoulder of striking hand toward the target.

Play the backhand strike and volley with horizontal fingers.

Troubleshooting Guide

If children are having difficulty acquiring a skill, use the following chart to provide a strategy for remedying the problem.

Potential Problems/Support Strategies

Potential Problem	Skill Adjustment
1. Missing the ball.	1. Watch the ball onto the racquet. Move "dancing feet" to the ball. Bend the knees to get down to the ball.
2. Ball goes wide of target.	2. Stand with side of body directly toward target. Transfer weight forward. Follow through toward target.
3. Shot lacks power.	3. Transfer weight forward. Take a backswing and follow through.
4. Tangled arm action.	4. Return to basic backhand strike against a rebound wall to consolidate correct action.

Warm-Up Activities

The warm-up session should be short (3 to 4 minutes), vigorous, success-oriented, and fun. It energizes, enthuses, and focuses children on the tasks ahead. Refer to Appendix 7, page 160, for a comprehensive list of warm-up activities suggested throughout this book.

Chasing Games

Chasing games are vigorous and easily organized as fun warm-up activities. Modify the traditional tag games so that all children can enjoy success—make sure no child spends too much time either “being caught” or chasing with negligible chance of catching. Play on a grass surface if possible. Examples listed below can complement children’s or your own favorite versions.

Scarecrow Freeze Tag

This game is similar to traditional freeze tag except that tagged players turn into scarecrows who must stand with legs astride and arms in the air. Free players can release scarecrows by crawling between their legs. Begin with a ratio of one chaser to five runners. The game is over when all runners have become scarecrows or an established time limit is up.

Sharks and Islands

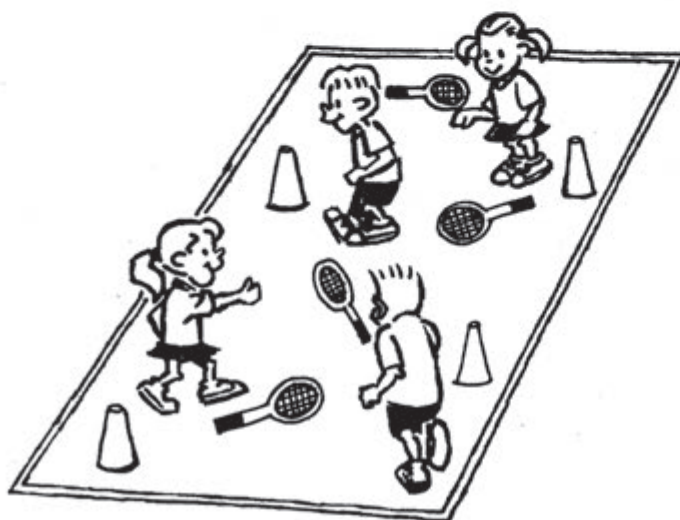
You will need approximately one gym mat and one hoop or chalk circle drawn on the ground for every four players. Any open play area will work. Scatter the hoops (i.e., islands) randomly over the game space. Choose two children to be “sharks.” The sharks patrol the waters between the islands. The sharks can “eat” (i.e., tag) any player who is not on an island. The eaten players then become sharks.

Only one player is allowed on an island at a time. Players can run to any island, forcing the current player to leave to find another island. No player may return to an island they have just left. The game is over when all survivors have an island to themselves.



Cool-Down Activities

Allow children a cool-down period at the end of the session by walking, gently stretching, and breathing deeply. This will help them recover from the activities and calm down before their next class or activity.



Obstacle Course

Set up a simple course for children to walk through using racquets, cones, and the net to guide children through a simple maze.

Skill-Development Activities

Children should be encouraged to develop the backhand-striking skill on both sides of the body.

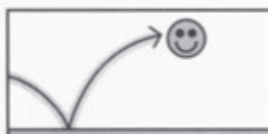
Pay Close Attention to...



Working
Space



Movement



Path of
the Ball

Backhand-Putting

1 Backhand Push

Have children work in pairs about 3 yards apart with one tennis ball per pair and a racquet for each child. Give them the following directions.

- Start with a racquet in the right hand. In a crouching position, push the ball along the ground in a backhand manner to a partner. The partner traps the ball and returns it in the same manner.
- Repeat with the left hand. Encourage children to keep fingers extended and wrists firm.
- Repeat with pairs working further apart.

2 Racquet Backhand-Putt

Work in pairs about 3 yards apart with one tennis ball per pair and a racquet for each child.

- Putt the ball backhand along the ground into a "V" formed by the partner's feet, positioned with heels together and toes apart.
- Change roles.
- Increase the distance between the "putter" and the "hole."



3 Backhand Roller Rallies

This activity further develops decision-making skills. Work in pairs about 3 yards apart with one tennis ball per pair and a racquet for each child.

- Partners try to rally by backhand-putting the ball along the ground to each other with either hand. Encourage children to keep the ball in play. If a child is not confident of returning the moving ball, the ball may be trapped and then returned.
- Repeat in a standing position.
- Increase the distance between partners.
- Join two pairs together to have a continuous game of doubles.

**Backhand-Striking a Bouncing Ball (Individual Work)**

Children should practice this skill on their own before working with a partner.

4 Kneeling Rebound Backhand

Children should practice this drill in a kneeling position, about 3 feet from a rebound wall. Each child should have a racquet and a tennis ball. Give them the following directions.

- Bounce the ball in front of your stomach with your free hand. As it bounces up, backhand-strike the ball toward the rebound wall. Catch or trap the ball as it rebounds off the wall.
- Repeat with the other hand.
- Try to rally the bouncing ball against the rebound wall with a backhand-striking action. The ball may be trapped or caught at any time.
- Set goals (e.g., five strikes). Repeat with the other hand.
- Repeat with racquets in each hand.

5 Standing Rebound Rally

Children will need one or two racquets and a small ball.

- In a standing position about 1 to 2 yards from the rebound wall, backhand-strike the ball continuously. The ball may be caught or trapped at any time and the rally resumed.
- Repeat with the other hand.
- Rally the ball backhand at a target or chalk circle drawn on the rebound wall. Set goals for hitting the ball into the target (e.g., six strikes).

Backhand-Striking a Bouncing Ball (Partner Work)

Children now learn to rally with a partner using the backhand strike.

6 Bounce, Strike, Catch Rally

You will need a racquet for each child and a ball for each pair of children.

- Standing about 3 to 4 yards apart, bounce the ball in front of the body and backhand-strike it to a partner. The partner catches it either before it bounces or after only one bounce. The partner then returns the ball in the same manner. Encourage children to use their right hands to point their right shoulders at the target. Have each child practice stepping a right foot forward as to play a shot. Left-handed children should do the opposite.
- Repeat the above activity over a barrier or net.

7 Continuous Bounce and Strike Rally

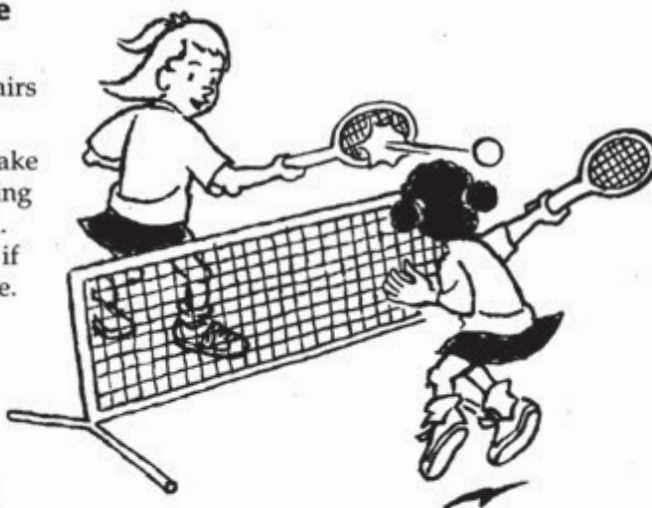
This activity is best played over a movable net or barrier with partners.

- Standing about 4 yards apart, bounce the ball and backhand-strike it to a partner, who strikes it back after it has bounced. Rally the ball continuously if possible. The ball may be caught if it is too difficult to strike.
- Set goals and practice to achieve them (e.g., ten continuous hits).
- Establish class records for continuous hits.

8 Bounce and Strike Rebound Rally

This activity is played in pairs against a rebound wall.

- Using a rebound wall, take turns at backhand-striking the ball against the wall. The ball may be caught if it is too difficult to strike.
- Set goals (e.g., ten continuous hits) and establish class records.

**Backhand-Volleying (Individual Work)**

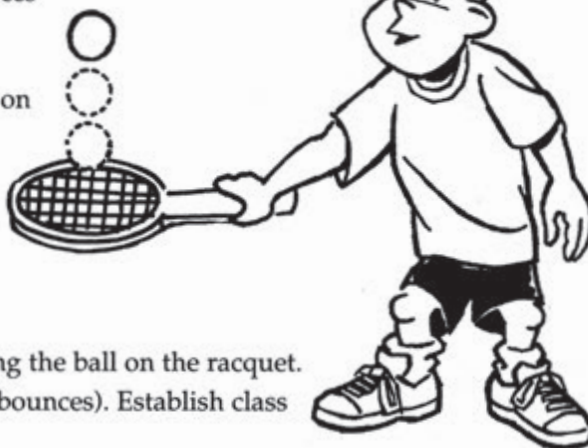
The following skill-development activities are provided to challenge children who are coping easily with activities presented so far in this unit. Children who have not yet consolidated the basic skills should continue to practice them rather than proceed with the next drills. It is important that children be given every chance to experience success, rather than experience failure caused by proceeding too fast. At the same time, it is important to challenge children who are ready to tackle more difficult tasks. Challenge these children with the remaining activities.

9 Trampoline Backhand Ball

This activity introduces children to backhand-striking the ball. Each child will need a ball and a racquet.

This introductory activity reinforces watching the ball and meeting it without letting it bounce.

- Bounce the ball continuously on the back of the racquet. Vary the bounces from little to big (i.e., above eye level) and from quick to slow. Encourage children to watch the ball carefully and to move their feet to the ball.
- Walk around the area bouncing the ball on the racquet.
- Set goal (e.g., ten continuous bounces). Establish class records.

**10 Rebound Backhand Volley**

Have children stand facing a rebound wall holding racquets. Encourage them to hit forehand and backhand toward the wall. Have them count their own points—one point for forehand, two points for backhand.

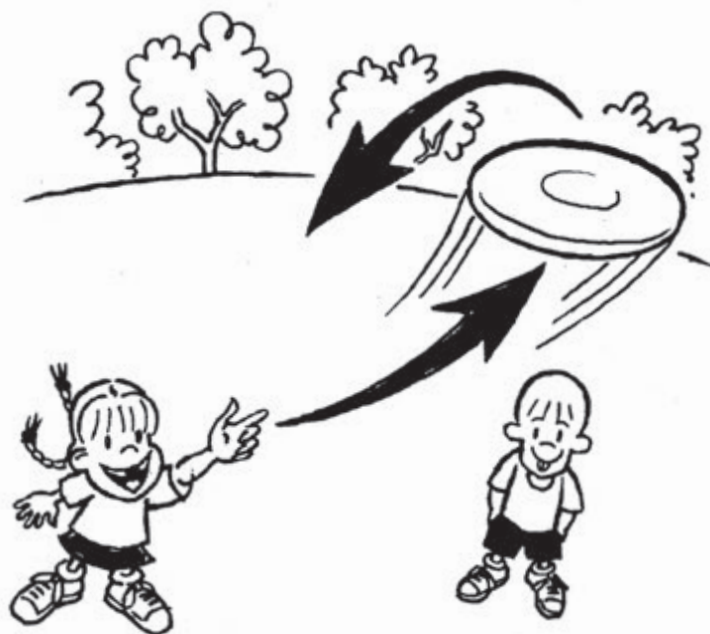
Extensions

Allow children many opportunities for guided and free play.

- Have children work in pairs about 4 yards apart with one Frisbee® per pair. Have them fling the Frisbee® to each other and catch it. Encourage children to keep the backs of their throwing hands pointed toward the target. Right-handers should step their right foot toward the target as they throw. Left-handers should do the opposite.
- Experiment with high and low throws.
- Try to get the Frisbee® to boomerang back to the thrower.

Introduce Balls

Have children work in pairs about 4 yards apart. They can rally a ball with a racquet using both forehand and backhand shots. Create a "Sevens" game with backhand strikes and encourage children to do the same. Create a simple set of Learning Centers from favorite skills and activities. See Appendix 3, page 153.



Games

The games listed below reinforce the skills developed in this and previous units.



Dominant-Hand Doubles

Objective Children will hit a ball over a net, using backhand and forehand actions.

Materials You will need one ball and movable net per court. Each child needs a tennis racquet.

Game Space With cones or chalk, mark a court about 8 yards by 3 yards. The net divides the court in half.

Directions Rally the ball over the net with forehand and backhand strikes and volleys. Begin each rally with a bounce-and-strike action or a serve. The ball may be caught at any time and the rally resumed. Encourage children to move to the ball. A team wins a point if their opponents fail to return the ball over the net after one bounce, or fail to catch it. The first team to score ten points wins the game.

Variations —Encourage longer rallies and greater cooperation by setting records for continuous rallies (e.g., ten hits).
—Establish class records for continuous hits.

Frisbee® Golf

This activity promotes aerobic fitness. Ensure the play area is safe before starting.

Objective Children will toss a Frisbee® to distant, stationary targets.

Materials You will need one Frisbee® per pair of children. Use cones or fixed objects such as tree trunks and containers for "holes." You may also wish to have a scorecard and a pen.

Game Space You will need a large, interesting play area with "fairway" lengths varying from 20 to 80 yards. Encourage children to design the course.

UNIT 9

Backhand- Striking

Directions Children play in pairs. Player A “tees off” by throwing the Frisbee® toward the first hole. Player A jogs or runs to where the Frisbee® landed and tries to hit the hole from the new location. Player A keeps going until the Frisbee® has hit the hole. Player B then tees off toward the first hole. When Player B has succeeded in hitting the first hole, Player A tees off toward the next hole. As in traditional golf, score by the number of hits per hole, trying for a low score.

Variations —Score by the number of holes completed in a set time limit to encourage faster running to improve fitness.
—Start with pairs spread out around the course ready to start. All pairs start at the same time at a whistle signal. Each pair is finished after completing every hole. Score by the number of hits per hole, or by the number of holes completed in a set time limit.

Boiling Racquets

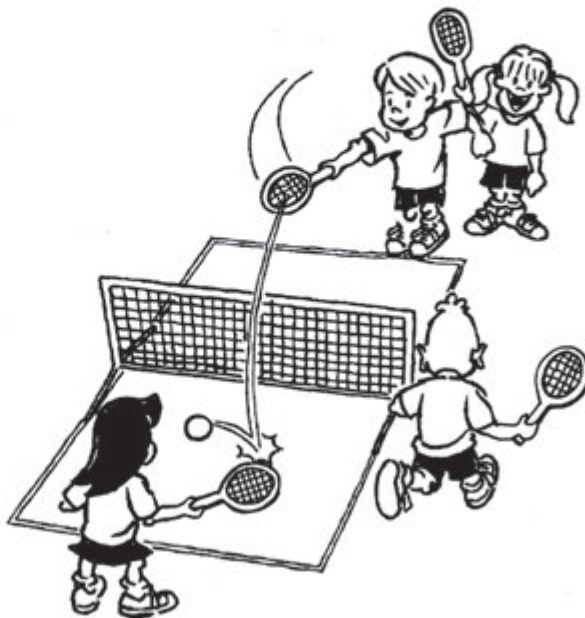
Objective Children will use their forehand and backhand skills while on the move.

Materials You will need one racquet for each child, and one ball and one net per group of four to eight players.

Game Space You will need a court of about 10 yards by 3 yards, divided in half with the net.

Directions Players divide into two equal groups and line up behind the end line of their half of the court. The first player uses the racquet to bounce-and-strike serve the ball over the net. The server runs to the end of the line in the opposite court. The first player in this line returns the ball and runs to the end of the line on the opposite court. The rally should be continuous, with players taking turns hitting and running. To encourage cooperation between players, establish records for the longest rally.

Variation —Allow the ball to be caught at any time by players who are not confident of striking the ball successfully.



Cross-Curricular Applications

Incorporate these activities throughout the day in the following curriculum areas to review, extend, and practice each skill.

Math

About How Many Balls?

Give small groups of children 20 tennis balls and a basket. Ask one child in each group to put some of the 20 balls into a basket or other container. The other children estimate how many balls are in the basket. To check their estimates, have another volunteer take the balls out of the basket one at a time and hit each over a net as the other children count the balls. The child closest to the correct number of balls in the basket gets to choose how many to put in for the next estimate.

Art

Ball Crazy!

Have children draw balls with geometric patterns and designs. Or, give children markers to decorate tennis balls. Provide books, posters, or other media with various designs and patterns for children to observe.

Science

Bouncy Balls

Give partners a tennis ball and ask them to drop their balls onto different floor and ground surfaces to compare how high the balls bounce. For consistency, children might drop their balls out of a container at a specified height (e. g., waist high, or as high as a yardstick) as partners determine the height of each bounce. Children try to find the bounciest place in the school. Discuss their findings.



UNIT
10

Two-Handed
Hitting

Two-Handed Hitting



Lesson Planner

There may be times when a complete lesson plan is required, such as when the program is part of a physical education curriculum. The lesson planner provides a way to record the activities you choose. Additional lesson planners can be photocopied from Appendix 10, page 167. Not every blank space in a lesson planner must be filled in for each lesson, although warm-up and cool-down periods are recommended. See a sample of this planner completed for parts of Unit 1 on page 15 of the Introduction.

Session 1	Session 2
Skill Objectives	Skill Objectives
Learning Strategy	Learning Strategy
Teaching Practice	Teaching Practice
Warm-Up	Warm-Up
Skill Development	Skill Development
Extensions	Extensions
Games	Games
Cross-Curricular	Cross-Curricular
Cool-Down	Cool-Down

UNIT 10

Two-Handed Hitting

Skill Objectives

Students work through a range of progressions that begin to develop the skill of two-handed hitting. Two-handed hitting is used in many modified and major sports, such as baseball, softball, and golf. This unit provides activities to build the following specific skills.

- Hit a stationary ball from a tee using a short-handled bat.
- Use a baseball grip with a baseball bat to hit a moving ball.
- Use a baseball grip to hit a ball with control and accuracy.

Learning Options

Choose among Learning Strategies and Teaching Practices to focus children as they work to acquire each skill.

Learning Strategies

Select one or two strategies from the following categories to emphasize in each lesson.

Cooperative Learning

Explaining ideas

Giving feedback appropriately

Time-keeping

Social Skills

Saying "no" appropriately

Sharing

Teaching Practices

Select one or two of the following to apply during each lesson.

Encourage Learning from Errors

Encourage children to ask questions and seek answers.

Encourage children to set challenges.

Give meaningful praise.

Provide Security

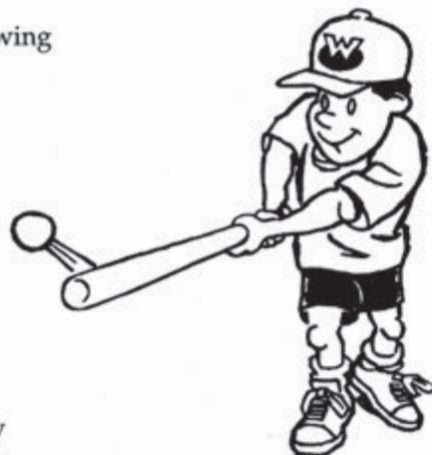
State behavior expectations clearly.

Use clear and consistent consequences.

Provide positive feedback for appropriate behavior.

Meeting Individual Needs

Some physically challenged children may be able to become "designated hitters" when playing baseball and other similar hitting and running games. After the child hits, another child runs the bases or completes the mobile part of the play for the physically-challenged child. See a comprehensive list of "Meeting Individual Needs" suggestions in Appendix 6, page 158.



Support Strategies

Read Coaching Tips and Troubleshooting Guide prior to beginning the unit and refer to this section as needed.

Coaching Tips

Stand in a "batter's position." (See Skill-Development Activities for full explanation.)

Check grip and stance in the "batter's position."

Carefully watch the flight of the ball.

Transfer the weight forward by stepping toward the ball.

Follow through with the bat.

Troubleshooting Guide

If children are having difficulty acquiring a skill, use the following chart to provide a strategy for remedying the problem.

Potential Problems/Support Strategies

Potential Problem	Skill Adjustment
1. Missing the ball.	1. Check grip and stance in "ready position." Practice the hitting action. Watch the flight path of the ball. Transfer weight toward the ball.
2. Lack of power and control in hitting.	2. Smooth swing and follow-through. Transfer weight by stepping toward the ball.

UNIT 10

Two-Handed Hitting

Warm-Up Activities

The warm-up session should be short (3 to 4 minutes), vigorous, success-oriented, and fun. It energizes, enthuses, and focuses children on the tasks ahead. Refer to Appendix 7, page 160, for a comprehensive list of warm-up activities suggested throughout this book.

Review

The warm-up session can be used as a fun way to review and consolidate the skills and games already learned.

- Select a vigorous activity or game from a previous unit to begin the session.
- Children should be encouraged to lead the warm-up activities.



Plan Ahead

- Allow children to plan ahead to lead warm-ups by giving them prior notice.
- Allow children to lead the warm-ups in pairs or small groups.

Cool-Down Activities

Allow children a cool-down period at the end of the session by walking, gently stretching, and breathing deeply. This will help them recover from the activities and calm down before their next class or activity.



Suggested Movement Patterns

Have children orient themselves to the baseball field by playing follow the leader around the diamond, beginning at home plate. Call out the bases—in order beginning with first base—for children to walk toward.

UNIT 10

Two-Handed Hitting

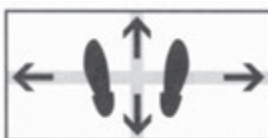
Skill-Development Activities

Children will develop batting skills in this unit. Note that the “batter’s position” means to stand facing the plate with the left side (or right side for left-handed batters) of the body toward the pitcher; spread legs and put weight evenly on both feet. Bat should be pointed back and up over the right shoulder with the elbows away from the body.

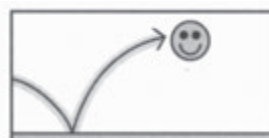
Pay Close Attention to...



Working
Space



Movement



Path of
the Ball

1 Newspaper Bats

Initially work in pairs with each student using a rolled newspaper as a bat. Maintaining a two-handed grip, children hit a baseball-sized foam ball back and forth to each other:

- from inside their own space,
- through targets, or
- while jogging down a court.

Progress to more complex play by having children hit the ball:

- around a triangle (i.e., groups of three children), or
- around a square (i.e., groups of four children).

2 Baseball Grip

This activity introduces children to the concept of two-handed hitting. Give children the following guidance.

- Grip a baseball bat properly by holding the bat with the trademark up. Place the left hand (right hand for left-handers) at the base of the bat, and place the right hand on top of it. Introduce children to the terms *top hand* and *bottom hand*.
- Practice “shadow hitting” an imaginary ball.



UNIT 10

Two-Handed Hitting

3 Find the Fielder

- Work in groups of three with a batter, a fielder, and a pitcher. The batter tries to direct the hit to the fielder.
- After two hits, the fielder moves to a new position.
- Players rotate through roles.



4 Target Hitting—Hockey Stick

- Using a low tee or cardboard cone and a short-handled, broad-faced hockey stick, practice hitting balls from the tee into a target area such as two baskets or buckets placed 5 yards apart.
- Narrow the target area as the hitter becomes more skilled.



5 Target Hitting—Baseball Bat

- Repeat the format for Activity 4, but now use a higher T-ball tee and a baseball bat.



6 Mega Hits

- Using a T-ball tee, a bat, and a foam ball, see how far the ball can be hit. Stress watching the ball and using a smooth swing when trying to hit the ball hard. Keep groups small and ensure that no one stands within 10 yards of the batter.

UNIT 10

Two-Handed Hitting

Extensions

Learning Centers and "Sevens"

Children should be encouraged to design and participate in the Learning Centers and "Sevens" activities with bats, as found in Appendices 2 and 3 on pages 152 and 153.

Hockey Stick Golf

Encourage a small group of children to design a golf course for the rest of the class. Hits toward the holes may be made using:

- a short-handled, wide-faced hockey stick;
- a junior-sized tennis racquet;
- a plastic bat; or
- a racquetball paddle.

Beanbag on the Ready

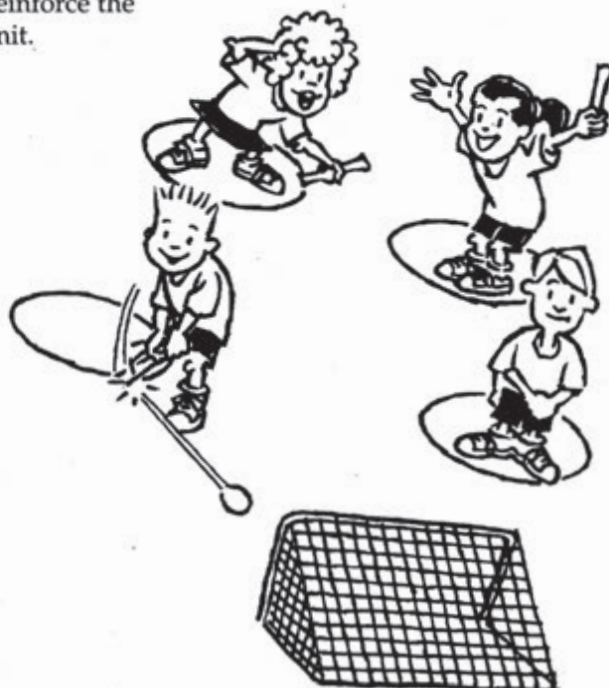
In this activity, children use a beanbag to learn how to anticipate an actual ball being thrown. Players toss and catch a beanbag on the palm of one hand and then on the back of that same hand. Practice the sequence using the palm and the back of the other hand.

- Change the sequence.
- Increase the speed of the action.
- Move around the play area while performing the sequence.
- Repeat, using a paddle.
- Work with a partner to create a routine.
- Work in a small group to create a routine.



Games

The games listed below reinforce the skills developed in this unit.



UNIT 10

Two-Handed Hitting

Newspaper Hockey

Objective Children will hit (pass) a ball to each other and into a goal.

Materials You will need one newspaper bat and one hoop or chalk circle the size of a hula hoop per player. This game also requires a foam ball and two goals (you may use soccer or hockey goals, or four cones).

Game Space You will need an open area of approximately basketball-court size. Arrange individual hoops evenly over the court surface. Half of the circles should be one color and the other half a different color. Allow ample space between the circles.

Directions Two teams are spread out evenly over the court. Each player has a newspaper bat and stands in a hoop or circle. Players from the same team hit the ball to each other until they score a team goal. A player must have at least one foot in a hoop when hitting or intercepting the ball. Players always remain on the same team, but after each goal all players move to a different circle. The game resumes after a goal when an umpire rolls the ball randomly into the court area. A penalty hit is awarded against the team that hits the ball out of play. Penalty hits are taken by an opposition player close to where the ball goes out of bounds.

UNIT 10

Two-Handed Hitting

Cross-Curricular Applications

Incorporate these activities throughout the day in the following curriculum areas to review, extend, and practice each skill.

Language Arts

Video Magic

First, brainstorm baseball words with children. Also build background by asking children what they already know about baseball. Then, show a videotape, with no sound, of an actual game. Encourage children to use descriptive words to explain what is happening. Listen to the audio portion to see if any of their descriptions were used.

Social Studies

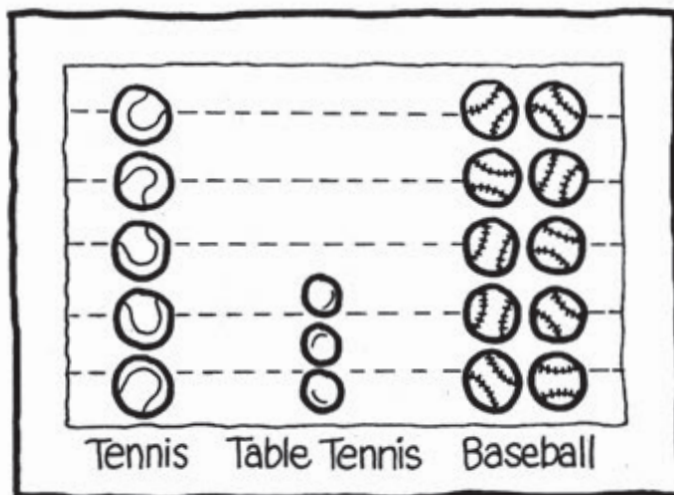
Ball Games Around the World

Explore popular ball games played around the world. Discuss cricket and soccer or other games popular in various countries, such as the beautifully illustrated (cut-paper) book about a Mayan ball game called *The Rain Player* by David Wisniewski.

Math

Ball Game Picture Graph

Discuss various sports that use bats, racquets, sticks or paddles. Make a picture graph using balls to show which of these sports the class prefers.



Assessment

Appendix

1

Methods teachers use in assessment have a dramatic effect on children's learning. Assessment throughout this program supports children as they improve their proficiency. The assessment profiles can also be used by teachers to focus skill instruction and practice. They can also be shared with parents to support children at home.

Learning Goals

Assessment is based on realistic learning goals that are clear to children. It needs to be particularly remembered in physical education that the focus of assessment should not be dependent on competition. Competition may effectively motivate some children in some situations, but competitive forms of assessment erode the self-esteem of many children. It will not help them to improve and may turn them away from physical activity. The accent needs to be on improving rather than on comparing.

Performance

Performance in physical education and sporting environments is often open to public scrutiny. In order to ensure that children gain a positive self-image, it is essential that this continual public assessment by peers, teams, and adults is always supportive and encouraging.

Student Profiles

The program's student profiles relate directly to the program and consist of a series of short descriptive statements. These provide indications of progress in developing significant skills and competency levels. The student profiles are detailed in Appendix 9.

Appendix 2

Learning Centers

The skills developed in the units are ideally suited to Learning Centers (i.e., a series of activity stations with a variety of skill challenges conducted over a set period of time). Children should be divided into groups and be given the opportunity to rotate through each Learning Center provided at any given time.

Key elements of an effective learning center include:

- small group size to maximize task time,
- simple activities that consolidate skills,
- activities that promote success for all children,
- activities that are appropriate to the children's developmental stages,
- challenging and safe activities and equipment,
- task time sufficient to complete the activities,
- stations that follow a logical sequence,
- preparation that is thorough,
- instructions that are simple and concise, and that
- children have meaningful roles in planning, organizing, and participating in the Learning Centers.

The Learning Center experience should promote:

- co-operative learning,
- social interaction,
- sequential skill development,
- a challenge to improve,
- a healthy attitude toward competition,
- adaptability across sports,
- having fun and building self-esteem,
- coordination and quick reaction time,
- problem-solving, and
- fitness.

Rules for the Game of "Sevens"

Appendix 3

The skills developed in this book lend themselves ideally to the concept of the Australian "Sevens" game. "Sevens" is a game that can accommodate variations of play based on the skill children need to practice.

"Sevens" is a game played with seven rounds, hence the name. Players can play individually or on a team. If playing individually, the child attempts to complete each of the seven rounds, as described by a leader (see sample below). When a child cannot complete the round successfully, the child starts the round from the beginning.

Team play requires the first child on each team to attempt the direction in the first round. Once the first player cannot complete a round, the next player begins the same round the previous player was unable to complete. This continues until all seven rounds have been completed by a combined effort of the team members.

Sample Activity

"Sevens—Underhand Rebound"

Objective Children will throw underhand in various ways.

Materials Rebound wall and foam balls.

Game Space An open area in front of a wall.

Directions "Sevens—Underhand Rebound" can be played individually in teams of up to four or five players. The game has seven rounds. In each round the ball is thrown against the wall from about 2 to 5 yards away. All rebound catches must be caught before they hit the ground or on the first bounce. More competent children may be challenged by having to catch the ball before it touches the ground. All throws must be underhand. When playing alone and a miss occurs, start the game again. When playing as a team and a miss occurs, the next player takes over and starts the round where the miss occurred.

Round 1: Throw and catch. Repeat seven times.

Round 2: Throw, clap in front of body, catch. Repeat six times.

Round 3: Throw, clap behind body, catch. Repeat five times.

Round 4: Throw, clap under one knee, catch. Repeat four times.

Round 5: Throw, clap in front of body, clap behind body, catch. Repeat three times.

Round 6: Throw, clap under one knee, clap under other knee, catch. Repeat twice.

Round 7: Throw, turn around, catch.

Appendix

3

Challenges and modifications can be made for each player based on individual abilities. For example, some members may be allowed to stand closer to a target than others.

Lead children to create, organize, and participate in these games of "Sevens." It may be possible to arrange an inter-class, whole school, or inter-school event.

You can create a "Sevens" Learning Center by asking children to use throwing, catching, trapping, tracking, and hitting skills with balls and beanbags. Choose from any of the following to define a Learning Center:

- against a rebound wall,
- through a target,
- into a soccer goal,
- in free space,
- into a hoop,
- into a clean trash can, or
- over a net.

Learning Strategies

Appendix 4

The following is a comprehensive list of Learning Strategies suggested throughout *Sport Readiness*. Specific strategies are suggested as a focus of learning for each unit. However, the strategies can be combined to suit the needs of particular individuals and groups of children.

Cooperative Learning

- Moving to a space
- Taking turns
- Moving into pairs readily
- Staying in groups
- Using a quiet voice
- Staying on task
- Following directions
- Participating enthusiastically
- Moving readily into groups
- Sharing materials
- Observing
- Demonstrating
- Completing a task
- Calling others by name
- Remaining calm
- Sharing ideas
- Giving directions
- Listening to others
- Reporting out from the group
- Asking for help
- Expressing feelings
- Thanking others
- Contributing to a team effort
- Accepting others' contributions
- Explaining ideas
- Giving feedback appropriately
- Time-keeping

Social Skills

- Encouraging others
- Listening carefully
- Playing fairly
- Accepting victory or defeat graciously
- Respecting others
- Approaching a group with ease
- Joining in
- Negotiating
- Congratulating others
- Receiving compliments graciously
- Making group decisions
- Handling conflict
- Requesting adult support
- Speaking up
- Ignoring teasing
- Tolerating differences
- Thanking others for a game
- Saying "no" appropriately
- Sharing

Appendix

5

Teaching Practices

The following is a comprehensive list of Teaching Practices suggested throughout *Sport Readiness*. These suggestions are the basis of solid teaching and have been chosen because they are particularly helpful in teaching physical skills.

Actively Involve Children in Learning

- Provide time for guided practice and free play.
- Help children identify their own strengths and learning styles.
- Allow children to experiment with other children's strategies.
- Share leadership and responsibility among children.
- Break down skills into easy-to-master subskills.
- Provide open-ended learning opportunities.
- Ask children for feedback on activities.
- Encourage questions.
- Encourage children to invent, experiment, question, and imagine.
- Use peer-tutoring.
- Use children's demonstrations as opportunities to give children praise.
- Develop mutually high expectations.
- Share decision making with children.
- Allow students to develop a variety of ways to reach a goal.
- Give children the opportunity to make decisions about the activities.
- Allow children to evaluate the lesson activities.
- Guide children's feedback of their peers' performances.

Link Theory to Practice

- Encourage children to plan, monitor, and reflect on their performances.
- Ensure that everyone has a valued role.
- Help children apply their learning to other situations.
- Look for and use incidental teaching opportunities.

Build on Children's Experiences and Interests

- Model a "Think Aloud," telling children what you are thinking as you model a skill.
- Relate the lesson to something familiar to children.
- Follow up on children's personal needs and issues.
- Start with children's abilities.
- Show children that differences are valued.
- Use a variety of teaching strategies to accommodate different learning styles.

Foster Communication and Cooperative Learning

- Set common goals.
- Seek children's opinions.
- Show positive methods of dealing with conflict.
- Focus on desired behaviors and skills.
- Treat children consistently.
- Invite and act upon children's ideas.
- Promote the concept of a team.
- Encourage individuals to work together for the good of the group.
- Recognize individual and group success and effort.

Provide Security

- Establish and implement a simple set of agreed-upon class rules based on rights and responsibilities.
- Use set procedures and routines.
- Use a simple, effective cue to attract the entire group's attention.
- Provide feedback.
- Use children's names prior to giving directions.
- Establish eye contact prior to giving messages.
- Work at the child's physical level when talking directly to a child.
- Move to children when talking directly to a child or small group.
- Discover personalized ways of cueing particular children.
- State behavior expectations clearly.
- Use clear and consistent consequences.
- Provide positive feedback for appropriate behavior.

Encourage Learning from Errors

- Encourage individuals to strive to do their best.
- Discuss the skills with children rather than simply telling children what to do.
- Give constructive criticism.
- Present problems or challenges in non-competitive activities.
- Focus on positive acceptance of everyone's contributions.
- Use mistakes as learning devices.
- Encourage children to ask questions and seek answers.
- Encourage children to set challenges.
- Give meaningful praise.

Meeting Individual Needs

Unit 1

Physically challenged children may need an adaptation of materials, such as larger foam balls, Velcro®, mitts and balls, or perhaps a table for children in wheelchairs to roll the balls.

Unit 2

ESL children will likely concentrate on the demonstration and modeling aspect of the introduction of a skill. Link verbal directions to clearly shown demonstrations, to build children's vocabulary and to ensure that all children know exactly what to do.

Unit 3

Distractible children may require additional guidance as they complete the activities. Look for ways to provide a place for distractible children to work and to minimize the distractions caused by others in the group. For example, invite distractible children to help model or demonstrate a skill rather than always learning by watching others. Offer a less congested area for practice to help children focus.

Unit 4

Children who are **less experienced with the skills** in this unit can be teamed up with a partner who has well-developed skills. Instruct the peers on how to share tips and give positive feedback.

Unit 5

Multi-age groups can work together to improve their own and each other's skills. Vary the groupings so that children with a well-developed ability to throw underhand and catch are sometimes paired with each other and sometimes paired with less-able children.

Appendix

6

Unit 6

Children who have **mobility challenges** may find learning to throw in a small space helps cut down the time they need to retrieve balls. A racquetball court is especially helpful.

Unit 7

Children who seem to have very **few experiences** with catching may find it helpful to repeat several of the activities from previous units. Catching is extremely important in many sports and may be revisited often for children of all levels of experience.

Unit 8

Give children who are **physically challenged** numerous balls. This will allow them to practice striking without worrying about chasing their balls after every hit.

Unit 9

Any children who **do not have the prerequisite skills** of throwing, catching, and forehand-striking are encouraged to continue working on these skills before continuing with the backhand striking skills.

Unit 10

Some **physically challenged children** may be able to become "designated hitters" when playing baseball and other similar hitting and running games. After the child hits, another child runs the bases or completes the mobile part of the play for the physically challenged child.

Warm-Up Activities

Unit 1

Jumping and Hopping
Walking, Marching, and Running

Unit 2

Skipping
Routines

Unit 3

Moving Body Parts
Obstacle Course
Follow the Leader
Warm-Up to Music

Unit 4

Partner Play
Toe-Tapping

Unit 5

Running, Hopping, Jumping,
Skipping, Walking, Crawling
Hand-Clapping
Feet-Clapping
Dancing

Unit 6

Relay Activities
Shuttle Relays
Hoop Drop
Animal Relays
Pair Relays

Unit 7

Partner Warm-Up
Simple Games

Unit 8

Snake's Head
Stick Together
Circular Poison Ball
Touch Tag

Unit 9

Chasing Games
Scarecrow Freeze Tag
Sharks and Islands

Unit 10

Review
Plan Ahead

Games

Unit 1

Push a Goal
Target Roll
Body Trappers
Table Rollers
Tunnel Ball

Unit 2

Back-Up Beanbag Toss
Hey, Hey!
Bucketball
Moon Ball

Unit 3

Bouncing Relay I
Bouncing Relay II
Bounce and Catch Relay
Tortoises
100 Up
One-Bounce Volleyball

Unit 4

Target Ball
Hoop Ball
Captain Ball
Relay Games
New York Ball

Unit 5

Underhand Tennis
Dodge Ball
Moving Targets
Name Ball
Leap Ball

Unit 6

Carnival Cans
Line Ball
Hoop Throw

Unit 7

Six-Catch Pass
Counting T-Ball
All Up
Throwing Home Runs
King Ball

Unit 8

Ambidextrous Doubles
Racquet Golf
Grid Ball

Unit 9

Dominant Hand Doubles
Frisbee® Golf
Boiling Racquets

Unit 10

Newspaper Hockey

Appendix 8

Student Profiles

The principles of assessment for the program are outlined on page 151. Use the student profiles to record the improvement within an individual or class. The series of descriptive statements below relate directly to the skill objectives in each unit. Next to each statement there are four columns. Record the date of achievement in the appropriate column. Enter checks indicating proficiency only when the technique is performed correctly.

Habits of incorrect technique, which children are led to believe are satisfactory, can be difficult to remedy at a later date. This approach of high expectations, when undertaken with sensitivity, will enhance the long-term success in sports and leisure activity for children.

There are four columns for completion. The level of experience or competency indicated by checking off each column is:

Column A: *The child has attempted activities designed to address the objective.*

Column G: *The child can perform the skill with guidance or support from another person.*

Column S: *The child can perform the skill independently sometimes.*

Column R: *The child can perform the skill independently on a regular basis.*

Checking of any box in a particular row indicates that the boxes to the left are also achieved.

In promoting the physical skill of the children, the other skills that will allow the ongoing enjoyment and participation in the benefits of social interaction and healthy leisure time are as important as the acquisition of the actual physical skills. The student challenges sections of each unit identifies some of the social and personal skills that need to be addressed.

The "Comments" space should include observations on these attributes as well as on the specific strengths or needs of the child.

Year:

A G S R

[illegible]

Student Name: _____

Year: _____

	A	G	S	R
Unit 7				
Judge the flight path and speed of a ball.				
Move into position to catch a ball.				
Catch a ball with one hand.				
Catch a ball in a distracting environment.				
Catch balls of varying sizes and densities.				
Comments:				

Unit 8				
Putt a ball along the ground.				
Forehand-strike a ball after it bounces.				
Forehand-volley a ball in the air.				
Serve a ball to start a rally.				
Comments:				

Unit 9				
Backhand-putt a ball along the ground.				
Backhand-strike a ball after it bounces.				
Backhand-volley a ball without letting it bounce.				
Move into position to use the backhand strike and volley.				
Rally with a partner using backhand and forehand shots.				
Comments:				

Student Name: _____ Year: _____

Unit 10

Hit a stationary ball from a tee using a short-handled bat.

Use a baseball grip with a baseball bat to hit a moving ball.

Use a baseball grip to hit a ball with control and accuracy.

Comments:

A	G	S	R

Sample Class Profile

Unit 1: Project, Tracking & Trapping—Ground Level

Column A: The child has attempted activities designed to address the objective.

Column G: The child can perform the skill with guidance or support from another person.

Column S: The child can perform the skill independently sometimes.

Column R: The child can perform the skill independently on a regular basis.

Student Name: _____ Year: _____

Push

Track

Block

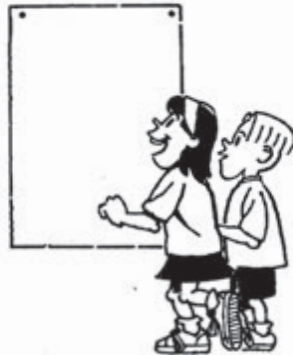
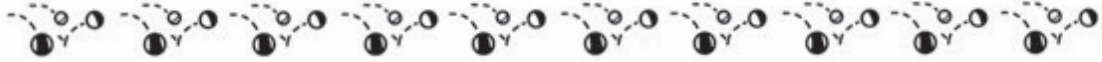
Trap

A	G	S	R

Lesson Planner

Session 1	Session 2
Skill Objectives	Skill Objectives
_____	_____
Learning Strategy	Learning Strategy
_____	_____
Teaching Practice	Teaching Practice
_____	_____
Warm-Up	Warm-Up
_____	_____
Skill Development	Skill Development
_____	_____
Extensions	Extensions
_____	_____
Games	Games
_____	_____
Cross-Curricular	Cross-Curricular
_____	_____
Cool-Down	Cool-Down
_____	_____

Sportsmanship



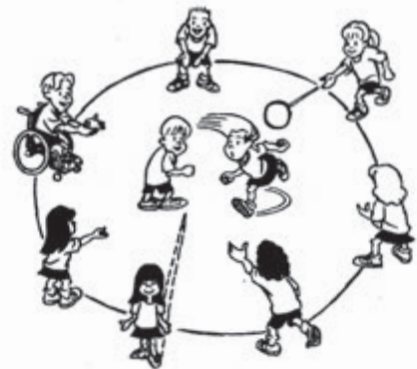
Follow Rules



Show Respect



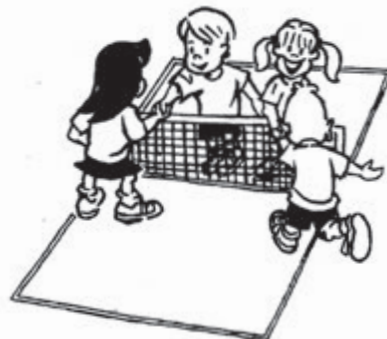
Give Only Positive Messages



Cooperate with Others



Use Self-Control



Congratulate Others

