

Tossing Up New Skills and Catching Them with Open Arms

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Helpful Links:

- Ontario Physical and Health Education Association - <https://www.ophea.net/>
- Physical and Health Education Canada - <https://phecanada.ca/>



Summary of Lesson (Elementary - Grade 7)

Our lesson will begin with the students grabbing a ball of their choice and getting into small groups. They will first be asked to practice throwing and catching the ball. As their comfort level increases, they will start by moving further away from each other and throwing overhand, underhand, throwing with their dominant hand and non-dominant hand etc. We will then set up a small area to practice their kicking skills. We will divide the class into four groups and line them up facing the wall (about 10 feet away from it). We will place small targets on the wall and ask the students to take turns gently kicking the ball and trying to hit various targets on the walls. This exercise will focus on accuracy rather than power. Finally, we will move into one group and using up the whole gymnasium practice on kicking the ball as far as they can. We will reconvene in the centre of the gym and divide the class into two teams using the colour of their shirt or another arbitrary, yet inclusive method of choosing teams without leaving anyone feeling not included. We will quickly explain the rules of soccer baseball and begin playing. First with as much instruction as needed to ensure the visual and kinesthetic learners understand the game play in a way that is more suited to their learning style. If the class quickly progresses, we can add some additional rules such as changing the method of locomotion. We could also provide some regression or additional rules to help the students that are struggling. We will however ensure that everyone has to play by rules that help them succeed to promote team cohesiveness and enjoyment for all of the students. As a wrap up activity, we will ask the students what their favourite part of the exercise was and ask them how they believe they could modify it to challenge themselves in their next class. We will also ask how students felt they did and try to assess what worked and what did not.

Our lesson plan encompasses the idea of manipulative skills which include tasks associated with throwing, catching and striking. According to the Ontario curriculum this means that the student is able to:

C1. perform movement skills, demonstrating an understanding of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities

C2. apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities.

-Above is from the Ontario Curriculum, Grade 1-8

Ophea Safety Guidelines Summary

Equipment

1. Check all equipment so that it is safe to use (no sharp corners, cracks, or splinters)
2. Choose the appropriate size and weight ball for the age group
 - Since grade 7/8 (>12 y/o) can use a size 5 soccer ball
3. The activity will be in the gym so cannot use an outdoor soccer ball
 - Will use a sponge, futsal or indoor soccer balls

Clothing/Footwear/Jewelry

1. Ensure all students are wearing appropriate clothing and footwear
2. No exposed jewelry
3. Tie back long hair

Facilities

1. The facility must be safe for use, in a gym setting this includes ensuring the floor is free from tripping hazards and there are no slippery spots. Students should be encouraged to report any issues to the teacher.
2. The playing area has to have established boundaries that are a safe distance away from any walls, stages, or equipment.
 - We will ensure that the 'bases' are at least 5 feet away from any walls/bleachers
3. If playing the game outside ensure there are no holes or hazards in the playing area (glass, rocks, severely uneven surfaces)

Environmental Considerations

1. We will be doing this activity in the gym, however if you wanted to play it outside you have to ensure the weather does not pose a risk to student safety i.e. thunderstorms

Special Rules/Instructions

1. Be aware of students who may not be able to participate due to a medical condition i.e. asthma, casts, previous concussions
2. Ensure that the students are informed on concussion prevention and the importance of reporting symptoms related to a suspected concussion
3. Modify the activity according to age, ability level, language, and experience of students

4. Activities must be based on skills that are taught
5. Skills must be taught in proper progression
6. A proper warm-up and cool-down must be included
7. Never ask the students to close their eyes while moving or blindfold them
8. If asking a student to walk or run backwards emphasize body control
9. No slide tackling or tackling from behind
10. If the student is hesitant to participate offer a more basic skill or allow them to choose a challenge, they are comfortable with
11. Make appropriate accommodations/modifications to provide a safe learning environment for students with special needs
12. Water bottles or fountains must be accessible to students always to prevent dehydration

Supervision

1. All activities must be supervised, and the level of supervision depends on the level of risk associated with the activity
2. Students must be informed that the facility and equipment are not to be used without supervision. To prevent this the school can lock the doors and post signs.

First Aid

1. A fully stocked first aid kit must be readily accessible
2. A working communication device must be accessible
3. Follow the school's first aid emergency response and the concussion protocols
4. An emergency action plan and response to deal with evacuations and lock downs must be followed and communicated to students

<https://safety.ophea.net/elementary/curricular/soccer-baseball>

Adaptations for Inclusion

Easier/Adapted	Advanced Learners
Change locomotor: <ul style="list-style-type: none"> - only walking - work in partners, one kicks and the other runs Change ball: <ul style="list-style-type: none"> - If students are having a hard time kicking the ball, use something larger such as an exercise ball or beach ball Change game rules:	Progressions: <ul style="list-style-type: none"> - change gait- hopping, skipping - kick with non-dominant leg - use a different ball (tennis racquet and tennis ball) - dedicate specific positions with rules similar to baseball

<ul style="list-style-type: none"> - Focus on one aspect of the game at a time. Break it down into kicking or fielding. 	
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Instructions

- Verbal: explain the rules, how fielding works and how kicking works. Explain how to score points and what ‘outs’ are.
- Kinesthetic: Get the students up and moving and recruit the students who have played before to demonstrate to the class. Play a round with lots of instructions so the students can learn through their actions.
- Visual: Briefly explain the instructions of the game and then demonstrate the movements and game play.

Teacher Prompts:

1. Good morning students, who has ever played soccer baseball before? Quickly ask students’ general knowledge of the sport and the skills they believe to be most important. Additionally, ask what the skills are that are needed to successfully play soccer baseball. For example, running, kicking, catching, technique, teamwork, striking, throwing. Allow the students a few minutes to practice that skill before leading them through a warm up of the skills we believe to be most important for soccer baseball. Have drills which showcase each of the individual skills. Start with throwing/catching and then kicking. Focus on accuracy and then power. Use all of these skills together to play a game at the end of the lesson.
2. Ask students to determine a goal for themselves to accomplish by the end of the lesson. Ask them to think about their movements and think ahead to how they believe they can accomplish it. Ask them to reflect on their previous inquiry and if their initial tactics worked for them during game play.
3. Get the team to work on a quick cheer to boost team morale initially and to further excite the team and motivate them during game play. Through team cohesiveness, students will learn to play as a unit and understand that they will play more effectively together than alone.

Assessments:

Assessment FOR Learning	Assessment AS Learning	Assessment OF Learning
<ul style="list-style-type: none"> - Warm-up in groups of 3 or 4 - Grab any ball/object that can be thrown and start 	<ul style="list-style-type: none"> - Upon exit say 1 area that they believe they improved on and why (i.e. catching - only missed 	<ul style="list-style-type: none"> - In the last few days of the unit assess ~ 10 students per class - Grade based on:

<p>throwing it around your group</p> <ul style="list-style-type: none"> - If you are comfortable you can spread farther away from one-another - Instructors (us) can move around the room to get an idea of who is good at throwing/catching - Assessment tool = quick rubric using a level 1(needs improvement), 2(capable), 3(does with ease/excels) for catching, throwing and kicking 	<p>one catch today when previously has missed 4)</p> <ul style="list-style-type: none"> - Assessment tool = vocal exit card 	<ul style="list-style-type: none"> ● Improvement from day 1 in all three areas ● Students ability to recognize what they are doing wrong and correct it ● How inclusive and supportive they are of other students
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Homework:

- Everyday do 30 underhand or overhand tosses with any ball (against a wall or with sibling/parent) and record successes i.e. how many in a row before dropping (can see progress after 2 weeks). If you can complete all 10 throws/catches without dropping the ball, increase the number of throws per hand and record.
 - 10 left hand
 - 10 right hand
 - 10 two-handed
- Everyday complete 10 hand-eye & 10 foot-eye coordination exercises. Find something to use to strike an object (tennis racquet, baseball bat, stick, foot) and something to strike (ball, socks, rock). Have someone toss you the object and try to make contact with your striking object. If no one is available throw the object in the air and attempt to make contact with your manipulative and your foot. Record how many times out of ten you make contact.

Conceptual Connections:

1. This particular website discusses the development of catching skills. It reinforces the importance of understanding the developmental process of this manipulative skill and what proficient catching looks like. This resource connects to our lesson, and is useful for physical education teachers, as it states the importance of developing the skill of catching and how it can apply to a variety of environments. This resource can be used when teaching manipulative skills, as it discusses the relevance to sport performance and specific things to watch for when observing and assessing catching patterns.

Understanding the development of catching skills. Human Kinetics. 2019.

<https://canada.humankinetics.com/blogs/excerpt/understand-the-development-of-catching-skills>

2. This journal article titled, “Effects of a Physical Education Program on Children’s Manipulative Skills” is a great resource to have as a physical educator. Although the assessments were done on 4th and 5th graders, the important take-away from this article was that the development of manipulative skills was heavily influenced by the instruction methods of various physical educators. PE programs need to have teachers who know how to teach these movement skills, as they are pertinent to success in diverse environments (sports, military, theater acting, construction, etc.). This article is related to our lesson because even at a grade 7 (or higher) level, we understand the importance of including manipulative skills in a PE class and how proper technique needs to be assessed in order to experience success with these particular movement skills.

McKenzie, T., Alcaraz, J., Sallis, J, and Faucette, F. (1998). Effects of a Physical Education Program on Children’s Manipulative Skills. Journal of Teaching in Physical Education, 17, 327-341. <https://journals.humankinetics.com/view/journals/jtpe/17/3/article-p327.xml>
<https://web.b.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=1&sid=0b83a840-944d-4a2f-b680-376f3192d794%40pdc-v-sessmgr04>

Manipulative Skills Lesson - Monday Nov. 4, 2019

Abbey, Liz, Jane (40 minutes)

Tossing up new skills, and catching them with open arms	
Minds On	<p>Questioning: ~5 minutes</p> <ul style="list-style-type: none"> - Who has ever played soccer baseball before? - General knowledge about the sport, what are important skills? <p>Ask students to determine a goal for themselves to accomplish by the end of the lesson. Ask them to think about their movements and think ahead to how they believe they can accomplish it. Ask them to reflect on their previous inquiry and if their initial tactics worked for them during game play.</p> <p>** think about how we are moving: body awareness</p> <p>Get into groups</p> <ul style="list-style-type: none"> ● Get the students to line up based on something and then pair them with the person beside them (they will be in groups of 2 or 3 if there is an odd number of people in the class) ● Give each group and number 1 or 2
Action <u>Materials</u> - Balls of all sorts	<p>1. MUSIC - Warm up ~3 minutes</p> <ul style="list-style-type: none"> ● Get into groups of 2 or 3 and grab a ball, start throwing a ball back and forth with one partner on one line and the other partner across from them ● As they get more comfortable - move further away from each other (throwing underhand, overhand, dominant, non-dominant, etc.) ● Keep moving but only in your spot, not all around the gym because do not want collisions with other students ● When the music stops you stop

<p>- music set up - targets and other posters - pylons</p>	<p>2A. Target kicking: ~5 minutes</p> <ul style="list-style-type: none"> - divide the class into six groups of 4 and line them up facing the wall (about 10 feet away from it) - We will place small targets on the wall and ask the students to take turns gently kicking the ball and trying to hit various targets on the walls (focus on accuracy rather than power) - While they are kicking, we will circulate around and ask students what techniques they are using for aiming to the close targets versus the further away ones <p>2B. As a whole group: focus on power</p> <ul style="list-style-type: none"> - 5 line ups (5 people at a time) are going to have the chance to practice kicking the ball as far down the gym as they can - relates to the game of soccer baseball practice through competition - go one at a time, after everyone has kicked, kicker goes to retrieve a ball to bring back to their line. - once everyone is back, go again <p>3. Game play and rules: ~15 minutes -Focus on the skills instead of running to bases and getting people out</p> <p>MODIFIED GAME RULES</p> <ul style="list-style-type: none"> ● Kick/hit/move the ball that is pitched to you and move around the 4 bases to get to home plate and score a point ● Once you have the ball in your hand, you cannot run and must throw the ball from where you are standing ● Hula hoops (taped to the ground) are the 'bases' and there can be a maximum of two people in each one. You can work with your hoop partner to get from base to base ● Instead of immediately getting an 'out', if your team completes 1 burpee (for first base), 2 pushups (second base), 3 situps (third base) or 4 jumping jacks (fourth base) then they can stay on the base. <ul style="list-style-type: none"> ○ Rather than focusing on running and an individual's ability to play baseball, the game is more group focused. Each team has 3 minutes up to bat, so the goal is to get as many runs in that period of time. The faster your group works to get their teammates around the bases, the more chances they have to get more runs. ● Each team is up to bat for ~3 minutes which means they will get 2 (3 if we have time) turns to bat <p><u>Other Rules</u></p> <ul style="list-style-type: none"> ● The pitcher can be chosen so that a student pitches for their own team OR the teacher (or the same person for the whole game) can pitch for both teams. ● No tagging of the players, an 'out' can only occur when the ball gets thrown to a base ● The teammates on the bench must jog on the spot, or do some other sort of movement continuously. For example: stamp, stamp, clap. ● Everyone on the bench must do the exercise to keep their teammates from getting an 'out'. Modifications ARE allowed, and can be discussed prior to game play. ● The more cheering and team spirit, the better!
<p>Wrap-Up</p>	<p>Cool down: 3 minutes</p> <ul style="list-style-type: none"> ● In teams from the game - find a space in the gym and get into a big circle

- Take turns leading a stretch with your group
- Each stretch should be counted out for 10 seconds
- Go around the circle until everyone has lead a stretch (or until 3 minutes is up)

Homework 2 minutes

Exit Activity

- Have a clipboard with all students names on it and they give themselves a mark for how they felt they did that day on the way out the door, either verbally or with a hand signal