

FOCUS➤

STRIKING WITH LONG IMPLEMENTS (HOCKEY, BADMINTON, TENNIS)

Subfocus➤

Space Awareness

Hockey: Grades 3-5; Badminton, Tennis: Grades 4, 5

Standard 1

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Grade-Level Outcomes

- Strikes an object with a long-handled implement (e.g., hockey stick, bat, golf club, tennis or badminton racket), while demonstrating three of the five critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane and follow-through) (S1.E25.4)
- Combines traveling with the manipulative skills of dribbling, throwing, catching and striking in teacher- and/or student-designed small-sided practice-task environments (S1.E26.4)
- Combines striking with a long implement (e.g., bat, hockey stick) with receiving and traveling skills in a small-sided game (S1.E25.5b)
- Combines manipulative skills and traveling for execution to a target (e.g., scoring in soccer, hockey and basketball) (S1.E26.5)

The manipulative skills of striking with hockey sticks, badminton rackets, and tennis rackets each have unique skill components and direct links to previously learned skills. The critical elements for each focus on grip, stance, body orientation, swing, and follow-through. The skills of striking for each will be presented in the next sections with a suggested outline for addressing the Grade-Level Outcomes.

FLOOR HOCKEY

Critical Elements for Striking With Long Implements (Hockey Stick)

- Grip the hockey stick with hands 3 to 4 inches (8 to 10 cm) apart, preferred hand on the bottom, and thumbs down.
- Stance is forward–backward.
- Body orientation is side to target.
- Swing is a tap/dribble for traveling, passing and increased force for shooting for a goal.
- Follow-through is low to middle level to target.

Lesson Objectives for the Series

The learner will:

- Dribble a puck in general space with control of puck, stick, and body
- Dribble in different pathways and directions
- Dribble with changes in speed
- Combine dribbling with shooting for a goal
- Dribble a hockey puck, sending and receiving passes from a partner
- Control puck and body in small-sided practice tasks or game environment

Materials and Equipment

- Hockey sticks and pucks, one each per student
- Hockey balls, optional
- Marker cones (the more cones, the more goals for practice)

Introduction

Who can remember the skill you learned in first grade that used a tap dribble? The skill was soccer. The skill for today is floor hockey; the tap dribble will be with a hockey stick.

Safety Concerns

- Ensure that students have spatial awareness for striking with hockey sticks.
- Hockey sticks must be kept below shoulder height at all times.

Task Progression

Follow the task progression for soccer:

- Using proper grip, tap dribbling in self-space without pucks
- Tap dribbling in general space with control of puck, stick, and body
- Gaining control by checking the forward travel of the puck
- Shooting for a goal with increased force and swing
- Combined dribbling in general space and shooting for a goal
- Changes in direction, pathways, speed
- Passing and receiving
- Dribbling and shooting for a goal against defense (1v1, 2v1)

Note: High sticks is a rule violation in all forms of hockey and a safety concern for all participants. Students must be taught the correct form of striking for the dribble and for increased force so that they can maintain sticks below shoulder height.

Assessment

- Observe critical elements.
- Authentic assessment can be done in small-sided practice tasks and games.

Closure

- What new skill did you learn today?
- What components of the skill were the same as those used in soccer? Did the similarity make learning the skill easier or more difficult?
- Discuss with the class the entertainment component of ice hockey versus the sport.
- Why is high sticks a violation that cannot be ignored?

Reflection

- Are students developing the skills and critical elements for floor hockey?
- Are they able to dribble with control of body, stick, and puck?
- Do they accept differences in skill levels for small-sided practice and play (Standard 4)?

BADMINTON

Critical Elements for Striking Upward With Long Implements (Badminton Racket)

- Opposite foot forward.
- Shake-hands grip with palm up and firm wrist.
- Flat surface for contact.
- Swing racket or paddle from low to high.
- Follow through to target.

Lesson Objectives for the Series

The learner will:

- Strike a shuttlecock with a badminton racket sending it upward and forward over a net
- Strike a shuttlecock with a racket over a net, to and from a partner, cooperatively
- Strike a shuttlecock with a racket sending it over a net, to and from an opponent, competitively
- Strike a shuttlecock with changes in force and direction as strategies in a dynamic game

Materials and Equipment

- Badminton rackets, one per student
- Shuttlecocks, one per student
- Hoops and tape lines on floor for targets
- Nets suspended at height of 6 to 7 feet (180 to 210 cm)
- Tape lines on wall at height of 7 feet (210 cm)

Introduction

Earlier in the year, we worked on striking with short implements. You practiced hitting balloons, foam balls, and shuttlecocks. We talked about the racket as an extension of your arm. Today, you will be striking shuttlecocks with badminton rackets, so the extension of the arms is much longer today. The focus will be on striking the shuttlecock so that it travels forward in an arch, like a rainbow.

Safety Concern

Ensure that students have spatial awareness for striking with long implements.

Learning Experiences

Many of the tasks for striking with a badminton racket relate directly to striking with a short implement to send an object forward. The critical elements for striking upward with short and long implements are the same.

- Review of proper grip, flat surface, low to high and forward and backward swing in self-space without shuttlecocks
- Drop, not toss, of shuttlecock and sending it forward to the wall with your observation of critical elements
- Single hits of shuttlecock for accuracy to hoops on floor
- Single hits of shuttlecock for distance to hoops or tape lines
- Cooperative hits over a net to a partner
- Competitive hits over a net with a partner (opponent)
- Changes in force and direction for strategy against opponent
- Student-designed cooperative or competitive 1v1 games

Assessment

- Observe critical elements.
- Perform authentic assessment in dynamic situations.

Closure

- What new skill did you learn today?
- How is striking with the badminton racket different from striking the shuttlecock with the short racket?
- Tell your neighbor whether you prefer cooperative or competitive games. Why?

Reflection

- Are students developing the skills and critical elements for badminton?
- Do they accept differences in skill levels for small-sided games when partners are switched and new ones are assigned (Standard 4)?

TENNIS

Critical Elements for Striking With Long Implements (Tennis Racket)

- Racket back in preparation for striking.
- Step on opposite foot when contact is made.
- Swing racket from low to high.
- Coil and uncoil the trunk for preparation and execution of the striking action.
- Follow through for completion of the striking action.

Lesson Objectives for the Series

The learner will:

- Strike a ball using sidearm striking pattern and demonstrating a mature pattern
- Strike a ball using sidearm striking pattern to send the ball to a wall for consecutive hits
- Strike a ball using sidearm pattern to send the ball over a low net to a partner
- Strike a ball using sidearm pattern to send and receive the ball over a low net with a partner
- Strike a ball using sidearm pattern to send the ball over a low net with a partner, cooperatively
- Strike a ball using sidearm pattern to send the ball over a low net with a partner (opponent), competitively
- Strike a ball using sidearm pattern with changes in direction and force as strategies in a dynamic situation

Materials and Equipment

- Tennis rackets, combination of junior and regular, one per student
- High-density foam balls, one per student
- Low-compression tennis balls, one per student
- Nets at height of 3 feet (90 cm), indoors and outdoors
- Tape lines on wall at height of 3 feet (90 cm)

Safety Check: Spatial awareness is critical with sidearm striking.

Learning Experiences

Follow the task progression for sidearm striking with short rackets or paddles. This task progression provides instruction for the forehand in tennis.

- Review of grip and sidearm striking pattern without balls
- Single hits to the wall, increasing distance with success, with your observation of critical elements (side to target, racket back)
- Consecutive hits to the wall with emphasis on coiling and uncoiling
- Outdoors: Single hits to partner with bounce, hit, catch. Consecutive hits or cooperative game with partner over a low net

Note: We recommend that you contact the United States Tennis Association (USTA) for in-service and tennis instruction beyond the basic striking skills of the forehand. The USTA Tennis in Schools program provides tennis rackets as well as professional development for teachers.

Assessment

- Conduct formative assessment by observing critical elements; provide individual feedback and challenge as needed.
- Have students make journal entries about their favorite skill or sport in physical education and the reasons they like it. Have them identify the most difficult skill and explain why it is difficult.

Closure

- What new skill did we begin to learn today?
- Let's look at all the striking skills you have learned this year (list on whiteboard). (Class discussion of favorites, most challenging, most likely to play after school with friends.)
- Why do you think we study many different skills in physical education?

Reflection

- Are students mastering the skill beyond hitting to the wall?
- Are they developing control of the ball and the racket to direct the ball to the target or partner (distance, force, direction, height)?
- Which students need extra assistance? Which students need challenge?