

FOCUS► **STRIKING WITH SHORT IMPLEMENTS (SIDEARM PATTERN)**

Subfocus► **Force, Directions, Partner Relationships**

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 short-handled implement while demonstrating a mature pattern (S1.E24.4a)
- Strikes an object with a short-handled implement, alternating hits with a partner over a low net or against a wall (S1.E24.4b)
- Strikes an object consecutively, with a partner, using a short-handled implement, over a net or against a wall, in either a competitive or cooperative game environment (S1.E24.5)

Critical Elements for Striking With Short Implements

- Racket back in preparation for striking.
- Step on opposite foot as contact is made.
- Swing racket or paddle 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

The learner will:

- Strike a ball with a sidearm striking pattern, using a mature pattern in a nondynamic situation
- Strike a ball with a sidearm striking pattern, maintaining a mature pattern for two consecutive hits (grade 5)
- Strike a ball, alternating hits with partner over a low net
- Strike a ball, alternating hits in a 1v1 competitive game over a low net (grade 5)

Safety Concerns

- Ensure that space is sufficient for sidearm striking.
- Ensure that students are aware of others when striking and retrieving balls.

Materials and Equipment

- Short-handled rackets, one per student
- Small high-density foam balls, one per student
- Low-compression tennis balls, one per student
- Tape lines on wall at heights of 3 feet and 7 feet (90 cm and 210 cm)
- Tape line on floor at distance of 10 feet (3 m) from wall, optional
- Nets, stretch ropes, standards at height of 3 feet (90 cm), sufficient number and space to accommodate half of students per side with personal striking space

Introduction

In the previous lesson on sidearm striking, you practiced single and consecutive hits to the wall. Today, you will practice the skill of sidearm striking to send a ball over a net to a partner. (You will both cooperate and compete with a partner—grade 5). Personal space will become larger as you move to be always in position to strike the ball. Challenges will increase as you attempt consecutive hits while controlling force and being aware of your space and the space of your partner.

Let's review the critical components of the sidearm striking pattern. I will model the skill as you tell me the component that matches these cues: ready position, opposite foot, racket back, low to high, coil and uncoil, follow-through.

Face your neighbor and watch as he or she models the sidearm striking pattern (with pretend ball and pretend racket). Did your neighbor score a 5 with all the components?

LEARNING EXPERIENCE: REVIEW OF SIDEARM STRIKING

Position partners around the perimeter of the work area, each with a racket and foam ball. Standing approximately 5 feet (150 cm) from the wall, partner A assumes the ready position of side to target and performs five single hits; partner B observes one critical element per single hit (ready position, opposite foot forward, follow-through). After five single hits, partners switch positions.

- Grade 4: Determine a critical element for observation.
- Grade 5: Observer tells partner the critical element for observation.

Players perform consecutive hits at distance of 5, 7, or 10 feet (1.5, 2.1, or 3 m). Partner B begins consecutive hits; partner A counts the number of hits above the tape line. Partners switch positions when a mistake is made, such as ball not contacting wall above tape line, ball not bouncing in front of player striking, ball bouncing more than one time, or ball being missed completely. Allow several minutes for this practice as students engage cognitively and physically in practicing the striking skill.

LEARNING EXPERIENCE: STRIKING OVER A NET (INDOORS)

Partners face each other across the net at a distance of no more than 6 feet (180 cm) from the net and alternate hits with the partner so that the ball bounces in front of the partner.

Partner who starts the hits stands side to target for first contact.

Cues: Control of force. Gentle hits. Quick feet to be in position.

Safety Check: Ensure that students have spatial awareness as they strike, move to contact balls, and retrieve balls.

- Students alternate hits with partner for personal or partner best. Each time they begin anew, they attempt to match or better previous score.

Note: When students first engage in a game-like experience (hitting over a net), the skill level drops drastically. Stop the class every 30 seconds and provide a focus cue.

- When partners are successful for 10 consecutive hits (5 each without a mistake), they take a giant step backward and begin the consecutive challenge.

Cues: Increased distance. Swing low to high.

- Switch from foam balls to low-compression tennis balls and repeat task.
- Students try Cooperative Game With Partner (choice of foam or tennis ball).

At distance chosen by partners, they cooperate to see how many consecutive hits they can achieve with one bounce before hit. **Note:** Ball must bounce; sidearm striking only.

LEARNING EXPERIENCE: COMPETITIVE GAME WITH PARTNER (GRADE 5)

Partners choose either foam ball or tennis ball.

The cooperative game you just played with a partner now becomes a competition with your partner for striking over the net. The rules are the same as those used for the cooperative game: one bounce before hit, ball must bounce, sidearm striking only, players are within boundaries. Players try to avoid making the first mistake.

- Students use changes in force to make the ball travel to the back of the opponent's space or to the front of the opponent's space.
- They use changes in directions to send the ball to the right or left of the opponent.

Note: Fifth graders greatly benefit from practice of skills in a dynamic environment with 1v1 situations. Students not only enhance their skills but also, as partners, establish boundaries, determine rules of the game, score, and settle any disagreements within the context of the game (Standard 4). Refer to Handball Challenges for appropriate competitive challenges for fifth graders.

LEARNING EXPERIENCE: SIDEARM STRIKING (OUTDOORS)

- Low-compression tennis balls, one per set of partners
- Grades 4 and 5: Cooperative hits with partners over a net

Cues: *Low-to-high swing. Control of force.*

Assessment

- Ongoing formative assessment of critical elements
- Authentic assessment with cooperative and competitive game environments
- Journal entry for self-evaluation of sidearm striking skills

Closure

- What new component did we add to our sidearm striking today?
- What is different about striking over a net compared with striking to the wall?
- Tell your neighbor which is easier for you—striking by yourself to the wall or striking with a partner over a net? Why?

Reflection

- Did students maintain the same skill level when striking over a net compared with striking to the wall?
- What critical elements still need attention for mastering the skill?
- Were there any issues of partners working cooperatively and competitively that need my attention?