**North East School Division**



**Unpacking Outcomes**

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| **Outcome (stated in its entirety) to be unpacked** | | |
| **Outcome 3.5 Manipulative Skills**  **Explore, express, and apply, with guidance, a variety of ways to skillfully move objects while participating in movement activities, including at a:• utilization level of skill when:• throwing• catching (collecting, gathering)• kicking• control level of skill when:• hand dribbling• foot dribbling• striking objects with hands• striking objects with short-handled implements (e.g., short-handled racquets, paddles)• progressing-towards-control level of skill when:• volleying (to send an object in the air before it comes to rest)• striking objects with long-handled implements (e.g., bats, golf clubs, hockey sticks).** | | |
| **Outcome Unpacked** (circle the verb and underline the Nouns/Qualifiers) | | |
| **Explore throwing, catching and kicking at utilization level.**  **Express throwing, catching and kicking at utilization level.**  **Apply throwing, catching and kicking at utilization level.**  **Explore hand dribbling, foot dribbling, striking objects with hands and/or short handled implements at control level.**  **Express hand dribbling, foot dribbling, striking objects with hands and/or short handled implements at control level.**  **Apply hand dribbling, foot dribbling, striking objects with hands and/or short handled implements control level.**  **Explore volleying and striking objects with long-handled implements at a progressing towards control level.**  **Express volleying and striking objects with long-handled implements at a progressing towards control level.**  **Apply volleying and striking objects with long-handled implements at a progressing towards control level.** | | |
| **KNOW** | **UNDERSTAND** | **BE ABLE TO DO** |
| **Progressing towards Control:** This level of performance “is characterized by lack of ability to either consciously control or intentionally replicate a movement …. Successful skill performances are a surprise!” (Graham, Holt/Hale, and Parker, 2007, p. 107).  **Control:** The body appears to respond somewhat accurately to the child’s intentions but the movement requires intense concentration. A movement that is repeated becomes increasingly uniform and efficient.  **Utilization:** The skill performance is somewhat automatic with the student performing the skill without thinking much about how to perform the skill. The skill can be used in multiple contexts.  UTILIZTION LEVEL   1. Throwing Cues   bulletPoint non-throwing side/shoulder to the target (i.e., if left handed thrower, point right shoulder/side towards target)  bulletThrowing arm way back behind head  bulletStep with your opposite foot towards target (i.e., if throwing with left hand, step towards target with your right foot)  bulletFollow through by letting your throwing arm come across the opposite side of your body  bulletTo get the feel of the full throwing motion throw at something that is far away or throw hard   1. Catching Cues   bulletKeep eye on ball  bulletReach arms towards ball  bulletGive with ball as ball hits hands (bring ball into body)  bulletPinkies together if ball is below waist  bulletThumbs together if ball is above waist   1. Kicking Cues   bulletNon-kicking foot next to the ball  bullet Pull kicking foot back like a Bow when shooting an arrow  bullet Contact ball below the middle of the ball bulletContact ball with shoelaces (i.e., instep of foot)  bulletFollow through  CONTROL LEVEL   1. Hand Dribbling   bulletEyes up  bulletUse your finger pads--not your fingertips  bulletKeep ball at your side for control  bulletKeep ball at waist level or lower  bulletKeep the ball in your "foot pocket" which is done by dropping the right foot behind your left foot (right handers).   1. Foot Dribbling   bulletPush the ball forward gently with the inside or the outside of the foot. Alternate feet.  bulletAs you travel, keep the ball closer than your fingertips when our arm is extended.  bulletUse peripheral vision to look at the ball as you look where you are traveling.  bulletAs you travel, match your speed to your skill. Allow students to self monitor speed based on their ability to keep the ball close.   1. Striking with Hands   bulletFace your target  bulletHold the ball in medium space with your non-striking hand (imagine the ball sitting on a batting tee)  bulletUse a bowling motion (step with the opposite foot and bring your striking hand back)  bulletAs your open hand comes forward, strike the ball with the heel of your hand  bulletDo not toss the ball in the air during the striking motion  bulletFollow through toward your target   1. Striking objects with short-handled implements   bulletEyes on object you are striking  bulletKeep a stiff wrist ("pretend it is in a cast")  bulletKeep your side to the target  bulletStep with the opposite foot  bulletFollow through  PROGRESSING TOWARDS CONTROL LEVEL   1. Volleying   bulletFeet shoulder width apart  bulletBend your knees  bulletMake a diamond (hands together) with index finger and thumbs touching  bulletStrike the ball with your fingerpads  bulletExtend arms and hands upward and "reach for the sky"   1. Striking objects with long-handled implements   bulletGRIP: Hands apart with your least favorite hand (the one you don't write with) holding the top of hockey stick. Your favorite hand grips the stick about a foot below that hand  bulletTurn your side to the target (i.e., if right handed turn left side/shoulder to target)  bulletStick should go no higher than waist level on back swing and follow through  bulletFollow through with stick pointed at the target | Throw   * There are consistent elements to throwing that must always be attended to. * We can throw for accuracy, velocity, height and distance, which can be changed by * Arm speed * Follow through * Use of feet * Angle of arm and release * Throwing motions can be somewhat altered depending upon what kind of item that is being used.  1. Catch  * Basic understanding of catching can be used for all types of catching. * Controlled catching means that we “absorb” the item being sent to us.   C.)   * Kicking with accuracy requires attention to a number of cues. * Kicking with accuracy allows us to get greater enjoyment out of activities that involve kicking.   D. & E)Hand and Foot Dribbling   * Dribbling can be difficult because they combine the body moving and travelling while controlling an item that must also move. * Dribbling enables the individual to travel during game situations in a manner that allows a person to enact other required skills with the context of the game (ie; shooting and passing)   F ,G.,I)   * Striking of objects is similar to throwing in that it requires: * Limbs in opposition. * Transfer of weight * Follow throw * Striking of objects is different in that it requires: * Eye-hand coordination to time the sending of the object, which makes it more difficult.   H.) Volleying   * The same components used in effective receiving and sending are critical in order for volleying to occur. * Effective Volleying requires the use of a variety of body parts working in sync with one another. | a. Explore and discuss a variety of ways to volley balloons and lightweight balls with hands and with various body parts (e.g., with two hands over head, with two hands underhand, with head, with inside of right foot, with inside of left foot) to determine how the body movement changes when volleying in different ways.  b. Explore and propose how the body positioning and movement changes to strike different objects using various long-handled implements [e.g., shuttlecocks (badminton birdies), whiffle balls, foam balls, tennis balls; tennis racquet, bat, badminton racquet]; holding with one hand, with two hands, underhand, overhead.  c. Use performance words (e.g., “head up looking forward”, “ball out in front”, “step forward”, “backswing”, “follow through”) to demonstrate understanding of performance cues language associated with skillful sending and receiving of objects.  d. Say performance cues (think-aloud) while performing hand dribbling, foot dribbling, striking objects with hands, striking objects with short-handled implements, volleying, and striking objects with long-handled implements.  e. Describe how the body will move in control while hand dribbling, foot dribbling, striking objects with hands, and striking objects with short-handled implements skillfully and safely.    **Utilization Level of Skill**  f. Throw (toss) and catch with hands, maintaining control, a variety of objects (e.g., bean bags, hoops) and different sized and shaped balls, with different combinations of movement (stationary thrower to stationary receiver, stationary thrower to moving receiver, moving thrower to stationary receiver, and moving thrower to moving receiver).  g. Throw and catch objects that rebound off a surface (e.g., off the floor, off a wall).  h. Throw a ball at a target, such as a net, while body is in the air (jumping).  i. Throw a frisbee to a stationary target, such as a partner.  j. Catch objects thrown to different levels, both with the hands and with implements such as a scoop.  k. Catch small objects with one hand utilizing both the right hand and the left hand.  l. Pass (send) and receive soccer balls with different combinations of movement (stationary sender to stationary receiver and stationary sender to moving receiver, and progressing towards moving sender to stationary receiver, and moving sender to moving receiver).  m. Kick a ball at a target, such as a net, using a running approach towards a stationary ball.  n. Kick a ball that is stationary on the ground and raise it so it travels through the air to a partner.  **Control Level of Skill**  o. Self-assess ability to control manipulative skills such as throwing, catching, and kicking, to move as many balls as possible in a given amount of time (e.g., throw and catch with a partner, counting successful completions; kick a line-up of balls at a target, counting number of kicks).  p. Dribble on the spot with one hand using the pads of the fingers to make contact on top of the ball and holding wrist firm yet flexible; bending knees slightly and keeping back straight as if sitting down a little; positioning feet with foot opposite to dribbling hand forward; holding head up looking for open spaces in the direction of potential travel.  q. Dribble with one hand through general space without losing control while keeping the hand on top of the ball and keeping the ball a little in front and to the side of the body.  r. Dribble with feet by gently tapping the ball with the inside of the foot – left and right – so that it stays within one metre of the body at all times, holding head up looking for open spaces in the direction of potential travel, and trapping the ball to stop movement by placing a foot on top and slightly behind the ball to stop the dribble.  s. Dribble with feet around stationary objects (e.g., pylons) while moving slowly.  t. Strike a ball forward with one hand by holding the ball in the non-striking hand, positioning feet with foot opposite to striking hand forward, hitting arm swings backward with weight shifting backward at the same time, swinging arm forward with weight shifting forward and upper body leaning forward slightly from the waist, striking the ball from underneath with an open palm, contacting the ball out in front of the hips, extending the body motion forward and following through with the striking arm towards the target.  u. Strike a small ball (e.g., low-bounce tennis ball, foam ball) with a short-handled paddle repeatedly upwards holding the paddle level and the wrist stiff, keeping eyes on the object at all times, focusing on a consistent contact point, and following through upward slightly.  v. Strike a self-dropped foam ball or low-bounce tennis ball, with a short-handled paddle by starting with the paddle back behind the hip, stepping forward with the foot opposite to paddle hand, swinging paddle forward watching the object at all times, slanting paddle slightly upwards, making contact slightly in front of the body, and following through towards a target.  **Progressing-towards-control Level of Skill**  w. Explore and practise volleying a balloon, beach ball, or soft touch ball to self in the air repeatedly using a variety of body parts (e.g., hands, arms, head, knees) while trying to remain in personal space.  x. Explore and practise striking stationary objects (e.g., bean bags, foam/plastic balls, tennis balls, plastic/foam pucks) at large targets using a plastic bat, hockey stick, and/or plastic golf club.  y. Explore and practise striking shuttlecocks (badminton birdies) and tennis balls, using long-handled racquets. |
| **ESSENTIAL QUESTIONS** | | |
| 1. **Throwing**  * How do we throw for accuracy? * How can throwing with accuracy be altered when using different equipment?  1. **Catching**  * How can we catch for control?  1. **Kicking**  * How do we kick for accuracy? * Why is it important to learn how to kick with accuracy?  1. **Hand Dribble and Foot Dribble**  * Why do we call it dribbling? * What makes dribbling so difficult? * How does dribbling support performance in (basketball, soccer, etc …)?  1. **Strike with hands, short handled and long handled implements**  * How is striking similar to and different from throwing?  1. **Volleying**  * What is required for effective volleying to occur? | | |