**North East School Division**



**Unpacking Outcomes**

|  |
| --- |
| **Outcome (stated in its entirety) to be unpacked** |
| **4.6 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:• hand dribbling• foot dribbling• striking objects with hands and/or short-handled implements (racquets and paddles)• control level of skill when:• volleying (to send an object in the air before it comes to rest)• striking objects with long-handled implements (bats, golf clubs, hockey sticks)• progressing-towards-control level of skill when:• punting.  |
| **Outcome Unpacked** (circle the verb and underline the Nouns/Qualifiers) |
| **Explore hand dribbling, foot dribbling, striking objects with hands and/or short handled implements at utilization level.****Express hand dribbling, foot dribbling, striking objects with hands and/or short handled implements at utilization level.****Apply hand dribbling, foot dribbling, striking objects with hands and/or short handled implements at utilization level.****Explore volleying and striking with long-handled implements at control level.****Express volleying and striking with long-handled implements at control level.****Apply volleying and striking with long-handled implements at control level.****Explore punting at a progressing towards control level.****Express punting at a progressing towards control level.****Apply punting 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.1. **Hand Dribbling:**

bulletEyes up bulletUse your finder 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). This will help control the ball and protect it from defenders1. **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 objects with hands and/or short handled implement (Underhand):**

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 target1. **Striking objects with hands and/or short handled implement (Overhand):**

bulletAlign shoulders square to the net facing the target area. Step forward with the foot opposite the striking/serving hand bulletToss the ball, 3-4 feet above your head and in front of the serving shoulder bulletStrike the ball with an open hand in one continuous motion ("Swing through the ball") bulletKeep your eyes on the ball ("See actual contact take place") bulletFollow through with the striking hand in the direction of the ball bulletTransfer weight from your back foot to the front foot.1. **Volleying with hands (Setting):**

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. **Ready Position for Volleying**

bulletWeight equally distributed on the balls of the feet bulletMaintain feet shoulder width apart bulletKeep knees slightly bent bulletArms slightly bent and in front of the body bulletKeep the head up and eyes on the ball.1. **Striking with Long Handled Implements (Racquets)**

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 through1. **Striking with Long Handled Implements (Bat)**

bulletGrip the bat so the hands are close together and your favorite hand is on top bulletStand with knees bent and your side to the pitcher, and put your back elbow up, like stretching when you yawn bulletSwing the bat nice and level (pretend you are clearing the top of a table), while "squashing the bug" with the back foot bulletBreak the wrists (top hand comes over the top of the other hand) on contact of the ball1. **Striking with Long Handled Implements (Golf Grip)**

bulletHold one hand straight ahead like a stop sign. Trace the V formed by your first finger and thumb. bulletShake hands with the golf club with your non-favorite hand. Turn your hand slightly back so you can see 3 knuckles and the V points to your back shoulder. bulletPlace your favorite hand lower on the golf club, covering your non-favorite thumb. The V points towards your back shoulder. bulletThis grip is a 10 finger, or a baseball grip which is easy for beginners and people with smaller hands.1. **Striking with Long Handled Implements (Golf club)**

bulletSide to target bulletTurn front shoulder behind the ball bulletArms reach back bulletTurn back shoulder past the ball and reach forward bulletSwing smoothly bulletFerris wheel swing keeping head steady1. **Striking with Long Handled Implements (Stick)**

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 target1. **Punting**

bulletHold ball at waist level with two hands bulletDrop the ball on your foot. Do not toss it bulletContact ball with shoelaces (e.g., top of foot) bulletStep once towards target with non-kicking foot bulletKicking leg follows through to the ceiling or sky | 1. **It is important to use finger tips when dribbling a ball because:**
* Using our fingertips when hand dribbling allows one to absorb the ball, which lends itself to greater control and the quick ability to pass or shoot the ball when needed.
1. **It is important to use the sides of our feet when dribbling a soccer ball because:**
* Using the insides of our feet when foot dribbling allows us to keep the ball close to us so as to allow for:
1. Easier protection of the ball
2. Easier access to pass
3. Easier access to kick
4. **The single most important thing to remember when attempting to strike objects with our hand or with implements is:**

Keeping one’s eye on the item to be hit.1. **Throwing and striking with hands and implements are similar because:**
* The same principles used in effective throwing apply to striking objects with hands and implements.
1. **Volleying is a difficult skill because:**
* Volleying requires a combining of receiving and sending objects all in one motion.
1. **For effective volleying to occur the following is required:**
* 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.
1. **When punting it is better to drop the ball at one’s foot as opposed to tossing it up because:**
* When punting, dropping the ball at one’s foot as opposed to tossing increases the likelihood of punting the ball effectively, because:
1. There is less space between foot and ball.
2. When ball is extended straight in front of kicking leg laces of shoe will meet ball in correct location.
 | a. Use performance words (e.g., “hips at 90 degrees to target”, “backswing”, “transfer weight”) to demonstrate understanding of performance cues associated with skillful sending and receiving of objects.b. Say performance cues (think-aloud) while volleying, striking objects with long-handled implements, and punting. c. Describe how the body will move when in control of volleying and striking objects with long-handled implements skillfully and safely. **Utilization Level of Skill:**d. Dribble with one hand a given number of times, then switch to dribble with the other hand the same number of times, without losing control of the ball.e. Dribble with one hand, and then the other, varying the height of the dribble without stopping the dribble (e.g., low level bouncing - to knee height, medium level bouncing - between knee and waist height, high level bouncing - up to waist height).f. Dribble with hands (one at a time) and feet to move through general space, starting and stopping on signal, without losing control of the ball.g. Dribble with hands (one at a time) and feet around objects, covering general space.h. Strike a ball (e.g., beach ball, playground ball, soft-touch volleyball) accurately at targets, with each hand separately, varying force, point of contact, and body positions (e.g., underhand, overhand). **Control Level of Skill:**1. Volley a ball (e.g., beach ball, nerf ball, soft-touch volleyball) continuously upwards using various body parts (e.g., knee, foot, hand) moving feet quickly to be in position behind and/or under the ball, keeping the striking surface as flat as possible, extending upward as soon as contact is made.

j. Volley a ball (that is gently tossed by another person such as an older student) with two hands by moving body to get into position to receive the ball at forehead height; balancing body weight with one foot slightly ahead of the other, with hips, feet, and shoulders facing the target, knees bent; holding hands above the forehead with fingers rounded and thumbs towards the eyes, and elbows slightly bent; contacting the ball above the forehead with pads of all 10 fingers with hands strong but relaxed; passing the ball by generating movement through the entire body, starting at the feet, to knees, hips, torso, arms, and then hands; transferring weight forward; extending arms fully in a follow-through that goes up and towards the target.k. Strike self-dropped shuttlecocks (badminton birdie) and balls using long-handled racquets by starting with the racquet extended behind the hip, stepping forward with the opposite foot to racquet hand, swinging racquet forward watching object at all times, slanting racquet slightly upward, making contact slightly in front of the body, and following through towards a target. l. Strike stationary objects (e.g., sponge balls, whiffle balls, sponge pucks, felt rings) with long-handled implements (e.g., bats, golf clubs, floor hockey sticks) to a target by:* (sidearm – bat) gripping the bat close to its base, with hands close together, knuckles of both hands lined up, and wrists firm, standing in a ready position with feet shoulder width apart, knees slightly bent, and hips at a 90 degree angle to target; pulling bat back with elbows high; stepping forward with front foot; focusing eyes on the ball through the entire swing; rotating hips, trunk, and arms quickly forward, pushing arms on a horizontal plane; contacting the ball, and snapping the wrists forward immediately after contact
* (underhand – golf club) gripping the club with a comfortable grip (e.g., interlocking, overlapping, or “baseball” grip); standing in a ready position with feet shoulder width apart, knees slightly bent and hips at a 90 degree angle to target; focusing eyes on the ball through entire swing; swinging arms back and upward with front arm remaining firm at the top of the backswing and wrists bending up and back; shifting weight to back foot at top of backswing while keeping knees bent, rotating hips and trunk away from the ball; shifting weight forward, rotating hips and spine forward as downward swing begins; upon contact, keeping front arm straight and releasing the bend in the back arm and wrist, as the arms follow through towards target.
* (underhand – with a floor hockey stick to pass to a partner) gripping the stick with a firm grip, hands apart with hand opposite to forward hip lower on the stick; standing in a ready position with feet shoulder width apart, knees slightly bent and hips at a 90 degree angle to target; starting puck near back foot; shifting weight from back foot to front foot; moving arms forward while focusing eyes on the target; keeping stick in contact with the puck as long as possible and following through towards partner.

**Progressing-towards-control Level of Skill:**m. Practise punting a ball in a forward and upward direction by dropping (not tossing) a lightweight ball to the floor (ground), letting it bounce once and then kicking it while it is in the air. n. Explore punting, a dropped lightweight ball, with various parts of the foot (e.g., top of foot, toes), both before and after it bounces. |
| **ESSENTIAL QUESTIONS** |
| 1. **Why is using finger tips so important to dribbling a ball?**
2. **Why is using the sides of our feet so important when dribbling a soccer ball?**
3. **What is the single most important thing to remember when attempting to strike objects with our hand or with implements?**
4. **How are throwing and striking with hands and implements similar?**
5. **What makes volleying a difficult skill?**
6. **What is required for effective volleying to occur?**
7. **When punting, why is it better to drop the ball at one’s foot as opposed to tossing it up?**
 |