**North East School Division**



**Unpacking Outcomes**

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| **Outcome (stated in its entirety) to be unpacked** | | |
| **5.5 Complex Manipulative Skills - Refine manipulative (sending, receiving, and accompanying objects) skills used in increasingly complex movement activities such as lead-up games, including:**  **• throwing• catching (collecting, gathering)•kicking• hand dribbling• foot dribbling• striking with hands and short-handled implements (short-handled racquets and paddles).** | | |
| **Outcome Unpacked** (circle the verb and underline the Nouns/Qualifiers) | | |
| **Refine Manipulative Skills in complex movement activities** | | |
| **KNOW** | **UNDERSTAND** | **BE ABLE TO DO** |
| 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  bulletPull 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   1. Hand Dribbling   bulletEyes up  bulletUse your fingerpads--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  **How To:**   * **Use performance cues to strengthen the ability to skillfully move objects.** * **Incorporate self-talk** * **Create a juggling sequence** * **Throw, catch, kick, dribble and strike (w hand and short-handled implements)** * **Replicate techniques for field events using different more user friendly equipment** | * Regardless of skill level, attention to performance cues allows the individual to pay attention to all the necessary components required to perform the skill consistently and effectively. * Movement activities are not static, and require quick skill reactions according to varying circumstances so that they can be carried out properly. | a. Use performance words (e.g., “extend foot downward”, “backswing”, “shift weight”, “look at the ball”) to demonstrate understanding of the performance cues used in refined manipulative skills performance.  b. Incorporate “talk-aloud” self-learning methods (e.g., while performing manipulative skills saying the performance cues words out loud) to strengthen the ability to skillfully move objects.  c. Throw and catch a ball/object while being guarded by opponents.  d. Throw and catch a frisbee, varying force, levels, and directions.  e. Throw quickly at a target immediately after catching a ball/object.  f. Kick a stationary ball to a moving target such as a partner by approaching the ball from various angles and making contact with both the side and outside of the foot.  g. Kick a stationary ball accurately at small stationary targets such as pylons.  h. Throw/strike a ball or object demonstrating both accuracy and distance.  i. Perform a continuous foot dribble while following given directions (e.g., dribble forward using the inside of the foot, the outside of the foot; change direction of travel by sole tapping the ball and switching feet).  j. Hand/foot dribble, maintaining control of the ball, through teacher and/or student designed obstacle courses.  k. Hand/foot dribble while trying to prevent an opponent from stealing the ball.  l. Strike lightweight balls (e.g., soft touch volleyball, beach balls) both underhand and overhand at targets and over nets.  m. Strike balls (e.g., tennis, whiffle, ping-pong) with racquets and paddles, both underhand and overhand, at targets and over nets.  n. Strike birdies with a badminton racquet using and adjusting performance cues to practice various introductory strokes including short serve, long serve, forehand overhead clear, and underhand drop shot.  o. Create and perform a juggling sequence, with a partner or small group, using items such as scarves, balls, and sticks.  p. Replicate recommended technique for field events, such as shot put and discus, using frisbees, softballs, and other objects. |
| **ESSENTIAL QUESTIONS** | | |
| 1. **Why is attention to performance cues always important regardless of skill level?** 2. **Why practice manipulative skills in a variety of different ways?** | | |