

Learning Snapshots

STANDARD 1

1.13 Strike, with a paddle or racket, a lightweight object that has been tossed by a partner.

Striking with a paddle or racket is a skill used in sports such as tennis, badminton, pickleball, and paddle tennis. The goal is for students to demonstrate the forehand, backhand, overhand, and underhand striking patterns by using the proper form. The proper form for forehand striking is:

- Use a handshake grip.
- Watch the ball.
- Turn side to the target.*
- Step forward with the foot opposite the striking hand.*
- Swing the racket or paddle back.*
- Swing the racket or paddle forward.
- Keep the arm straight as the racket or paddle contacts the ball.
- Follow through in the direction of the target.



During the lesson, the teacher demonstrates the correct technique for striking a lightweight object with a paddle or racket. The teacher also describes two or three cues that students should focus on first (items marked with an asterisk). Students work in pairs: one student tosses the ball (a skill first learned in grade one), and the second student strikes the ball. The teacher circulates through the class, providing feedback on the two or three specific cues.⁹ As students' performances improve, the teacher focuses on additional cues. It is important that students focus on generating a forceful strike rather than strive for accuracy and that they perform the skill in one smooth motion rather than practice the cues separately. For example, a forceful strike calls for the paddle to travel at a high speed, which calls for not only increasing the speed of the arm relative to the body, but also the speed of the body relative to the ground, so students need to swing the arm forward and step forward at the same time. During lesson closure, the teacher asks students to name the cues for performing a strike. To link with Standard 2.4 (Describe the appropriate body orientation to strike a ball, using the forehand movement pattern), emphasis should be placed on students noting the correct body orientation when striking a ball. The teacher reviews striking skills, and students practice them throughout the school year.

⁹ Feedback is most effective when it is specific and positive or specific and corrective.

ILLUSTRATION CREDIT

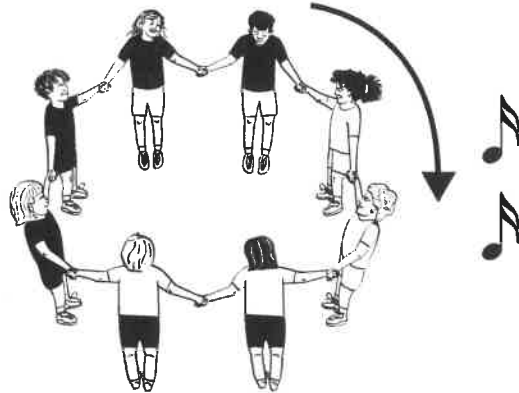
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1.21 Perform a series of basic square-dance steps.

During a square-dance unit the students are divided into four groups. All students in each group receive one of the four cards listed below.

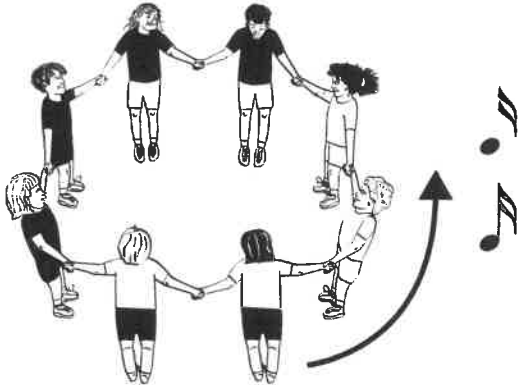
CARD #1

Circle left
All students join hands, forming a circle, and walk to the left.



CARD #2

Circle right
All students join hands, forming a circle, and walk to the right.



CARD #3

Alemande left
Students turn to their corners.
Students join left hands.
Students walk counterclockwise once around their corners, returning to the starting position.

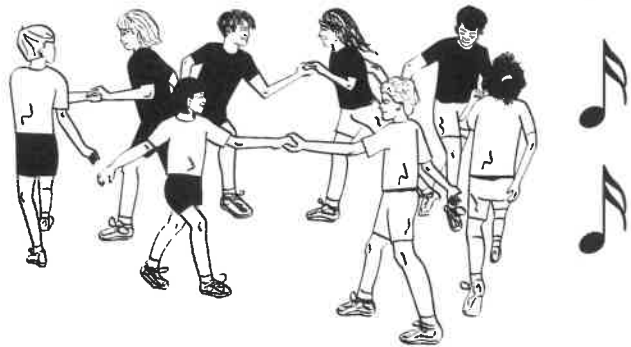
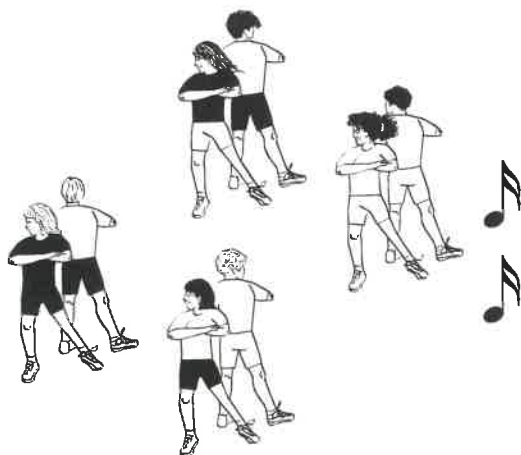


ILLUSTRATION CREDITS

CARDS #1-4
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CARD #4

Do-si-do

Students face their partners.
Students walk forward toward
their partners passing right
shoulders.

Students walk around their
partners back to back.

Students walk backward away
from their partners passing
left shoulders.

Grade Four

Each group walks through the dance step on its card. Then new groups are formed with one student from each of the original groups. Students teach their new group the dance step they learned in their original group, so that everyone learns all four steps. The teacher then asks the students to perform all four steps in sequence. The teacher circulates throughout the class, providing feedback.

STANDARD 2

2.6 Distinguish between punting and kicking and describe the similarities and differences.

Kicking and punting are similar skills. Both involve striking a ball with the foot. The critical steps for a punt are as follows:

- Hold one side of the ball with each hand.
- Tip front end of the ball up (if it is a football).
- Watch the ball.
- Take a short step with the kicking foot.
- Take a long step with the nonkicking foot.
- Drop the ball.
- Use arms for balance.
- Swing the kicking foot forward and upward.
- Contact the ball with the instep of the kicking foot.
- Follow through with the kicking foot.

The critical steps for a kick are as follows:

- Place the ball on the ground.
- Stand behind the ball.
- Step forward on the nonkicking foot.
- Swing the kicking leg back.
- Use arms for balance.

- Swing the kicking leg forward.
- Straighten the knee.
- Contact the ball with the instep of the foot.
- Follow through with the kicking foot.

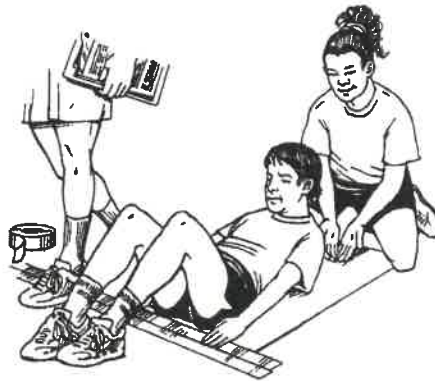
As the teacher introduces each skill with an explanation and demonstration, the teacher also points out the differences between the two skills. After a lesson when the students practice kicking and punting, the teacher asks each student to complete a Venn diagram for class work or homework that illustrates the similarities and differences between kicking and punting.

STANDARD 3

3.4 Perform increasing numbers of each: abdominal curl-ups, oblique curl-ups on each side, modified push-ups or traditional push-ups, and triceps push-ups.

For students to perform increasing numbers of an exercise, they must increase their muscular endurance. Muscular endurance is improved by performing each exercise two to three days per week. Students perform each exercise for six to 15 repetitions. Once the students can perform the exercise for 15 repetitions, then they should work toward two sets. A set is a group of repetitions (15 for endurance) performed without rest. So, two sets mean performing 15 repetitions, resting or performing a different exercise, and performing 15 more repetitions (*Physical Education for Lifelong Fitness 2005*, 88–91). Each of the exercises in this standard is illustrated below.

ABDOMINAL CURL-UPS



OBLIQUE CURL-UPS

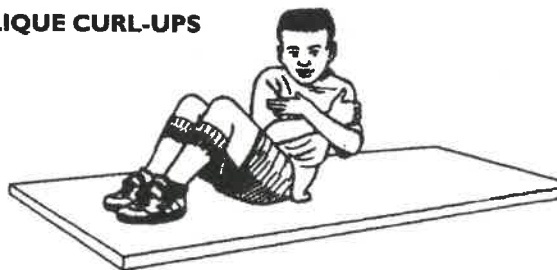
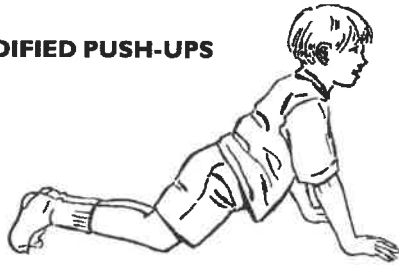


ILLUSTRATION CREDITS

ABDOMINAL CURL-UPS
Illustration reprinted with permission from B. S. Mohsen, *Teaching Middle School Physical Education* (Champaign, IL: Human Kinetics), 164. ©1997.

OBLIQUE CURL-UPS
Illustration reprinted with permission from S. J. Virgilio, *Fitness Education for Children: A Team Approach* (Champaign, IL: Human Kinetics), 154. ©1997.

MODIFIED PUSH-UPS



TRICEPS PUSH-UPS



TRADITIONAL PUSH-UPS



STANDARD 4

4.2 Explain the principles of physical fitness: frequency, intensity, time, and type.

Students must follow a protocol that includes a specific frequency, intensity, time, and type (of exercise) to improve their fitness. Table 2.1 shows the protocol for each principle of fitness (F.I.T.T.).

If students are asked to follow these protocols when exercising during physical education, they will learn the principles of physical fitness quickly. Specific learning activities can also be provided. For example, students are given 3-inch by 5-inch cards with the information that goes in each cell of the chart. Students are then asked to create a chart like Table 2.1. Students review this information throughout the year during the warm-up and cool-down.

ILLUSTRATION CREDITS

MODIFIED PUSH-UPS
TRICEPS PUSH-UPS
Illustrations reprinted with permission from ©Bonnie's Fitware, Inc.

TRADITIONAL PUSH-UPS
Illustration reprinted with permission from B. S. Mohnsen, *Teaching Middle School Physical Education* (Champaign, IL: Human Kinetics), 165. ©1997.

Table 2.1 Protocols for the Principles of Fitness

Frequency (times per week)	Intensity	Time	Type
CARDIORESPIRATORY ENDURANCE¹			
Developmentally appropriate physical activity on all or most days of the week. Several bouts of physical activity lasting 15 minutes or more daily.	Mixture of moderate and vigorous intermittent activity. Moderate includes low-intensity games, low-activity positions, some chores, and yard work. Vigorous includes games involving running or chasing and playing sports.	Accumulation of at least 60 minutes and up to several hours of activity. Up to 50% of accumulated minutes should be accumulated in bouts of 15 minutes or more.	Variety of activities. Activities should be selected from the first three levels of the activity pyramid. Continuous activity should not be expected for most students.
MUSCULAR STRENGTH¹			
Two or three days per week.	Very light weight.	At least one set (may do two sets), 6–15 reps, at least 20–30 minutes.	Major muscle groups, one exercise per muscle of muscle group.
MUSCULAR ENDURANCE¹			
Two or three days per week.	Very light weight.	At least one set (may do two sets), 6–15 reps, at least 20–30 minutes.	Major muscle groups, one exercise per muscle of muscle group.
FLEXIBILITY¹			
Three times per week, preferably daily and after a warm-up to raise muscle temperature.	Slow elongation of the muscle to the point of mild discomfort and back off slightly.	Up to four to five stretches per muscle or muscle group. Hold each stretch 10–30 seconds. Always warm up properly prior to stretching.	The preferred stretch for the classroom is slow, static stretching for all muscles or muscle groups.
BODY COMPOSITION²			
Three to six days, daily preferred.	Light aerobic activity. 45–65% of maximum heart rate. “Talk test”: talking should be relatively easy.	30 to 60 plus minutes.	Light aerobic exercise.

¹Sources: *Physical Education for Lifelong Fitness: The Physical Best Teacher's Guide* (Second edition, page 69, Table 5.1; page 90, Table 6.1; and page 116, Table 7.1. © 2005 by National Association for Sport and Physical Education. Reprinted with permission from Human Kinetics, Champaign, IL).

Charles B. Corbin. *Fitness for Life Physical Activity Pyramid for Children Poster*. Champaign, IL: Human Kinetics, 2003

²Source: Charles B. Corbin et al. *Concepts of Fitness and Wellness: A Comprehensive Lifestyle Approach* (Seventh edition). New York: McGraw-Hill, 2008, page 285.

STANDARD 5

5.5 Include others in physical activities and respect individual differences in skill and motivation.

Students, in groups of six, are participating in a tag game wearing football “flags.” The teacher asks students to design a tag game to play with students who are in wheelchairs or who use crutches. The students determine that these students can participate in the game of tag with a few modifications: (1) each student in a wheelchair or with crutches has an able-bodied partner she or he must stay in contact with; and (2) everyone walks instead of runs. Students may suggest other modifications, such as everyone has a partner, not just the students who have to use aids to walk or move. To meet this standard, students need to actually demonstrate inclusion of others in the activities.

Chapter 2
Standards-Based
Physical Education:
Kindergarten
Through
Grade Five

Grade Four