

# I Teach More Than Gym 2k18: Teaching Striking Skills

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## A Typical 50-Minute Class

Entering The Gym (1-2 minutes) - The classes enter and are either walking or skipping (teacher's choice). From here, we move into our fitness section of our class.

Fitness Section (15-17 minutes) - The classes complete about 5 minutes of interval walking and jogging (we typically do this as boys and girls). The students then participate in a variety of fitness activities designed to increase their heart rate and engage the major muscle groups. This may include student or teacher-led activities, partner activities, and or large group activities. When completed with the exercises, we all move to the stage and have a 1-2 minute health/fitness tip.

Lesson (25-30 minutes) - We will spend about 25 minutes on the standards-based physical education lesson. It may be a demonstration and then working through a skills progression or a large group activity (depending on the unit).

Clean-Up & Exiting The Gym (1-2 minutes)

MS.18.0 Strike a lightweight object (balloon) with a paddle.

MS.18.1 Strike a lightweight object with a short-handled implement sending it upward.

MS.18.2 Strike an object with a short-handled implement sending it forward using an underhand pattern.

MS.18.3 Strike an object with a short-handled implement sending it forward using an underhand pattern with accuracy.

MS.18.4 Strike an object with a short-handled implement sending it forward using a forehand pattern with side to target and implement back in preparation.

MS.18.5 Consecutively strike a ball with a short-handled implement against a wall using a mature forehand pattern.\*

## K-2 Striking Progression

The learner will:

\_\_\_\_\_ discuss balloon care (don't squeeze, how hold it, etc.)

\_\_\_\_\_ toss up with 2 hands and catch with 2 hands

Continuously strike balloon:

\_\_\_\_\_ \*\*back and forth using their hands while kneeling

\_\_\_\_\_ \*\*back and forth using their hands while standing in a stationary position ("nail" foot down) \*if you have to move both feet you are out of control\*

Common Mistake: hitting balloon out versus up

\_\_\_\_\_ while walking in general space

\_\_\_\_\_ with one hand

\_\_\_\_\_ with one finger

\_\_\_\_\_ \*\*HOTS\*\* Can you continuously strike a balloon that involves at least three different body parts? - Make a PATTERN!

\_\_\_\_\_ toss, head, catch

\_\_\_\_\_ lay down and strike

Continuously strike a balloon with a partner:

\*if you have to move both feet you are out of control\*

\_\_\_\_\_ \*\*self-toss, hit, and let your partner catch it (THC)

Common mistakes: hit balloon down, hitting balloon up versus out >>The teacher can do the tossing to speed the assessment up<<

\_\_\_\_\_ \*\*Self-toss, hit, hit, hit, catch with a partner (THHHC)

\_\_\_\_\_ back and forth while standing in a stationary position (THH...)

\_\_\_\_\_ Keep It Up on a 4-Sq. court (try to get through the alphabet)

Striking with a paddle

\_\_\_\_\_ grip (frying pan, shaking hands)

\_\_\_\_\_ care of equipment (don't drop, pick at rubber, etc.)

\_\_\_\_\_ \*\*while standing in a stationary position (forehand) ("nail" foot down)

Common Mistake: hitting balloon out versus up

\_\_\_\_\_ while moving in general space

\_\_\_\_\_ (HOTS) Can you hit with another part of paddle? (Side or handle)

\_\_\_\_\_ with a ½ noodle - stationary, general space

\_\_\_\_\_ BALLOON BASH (see below)

Continuously strike a balloon with a partner using a paddle:

\_\_\_\_\_ \*\*self-toss, hit, and let your partner catch it (THC)

Common mistake (hit balloon down, hitting balloon up versus out) >>The teacher can do the tossing to speed the assessment up<<

\_\_\_\_\_ \*\*Self-toss, hit, hit, hit, catch with a partner (THHHC)

\_\_\_\_\_ back and forth while standing in a stationary position (THH...)

\_\_\_\_\_ Keep It Up on a 4-Sq. court (try to get through the alphabet)

From here, we begin the basics of ping-pong with balancing a ball as well as indiv. & partner striking.

## 3rd-5th - Striking (Ping Pong) Progression

Similar progression - start with balancing, indiv striking, partner striking, groups of 4, and then 4-square ping pong

## 3rd-5th Striking (Tennis) Progression -

(Modified from a USTA book)

The learner will discuss:

\_\_\_\_\_ care of equipment (i.e., don't drop, slam, pick at the grip, etc.)

\_\_\_\_\_ safety (spatial awareness when striking or when retrieving equipment)

Individual skills - TLW:

\_\_\_\_\_ Roll a ball around the edge of the racket

\_\_\_\_\_ Balance the ball on the racket

\_\_\_\_\_ Self-progression - if count to 5 while keeping the ball balanced, they can try backhand, turn in a circle, down on 1 knee, etc.

\_\_\_\_\_ Self toss a beanbag and catch on racket

\_\_\_\_\_ \*\*forehand

\_\_\_\_\_ backhand

\_\_\_\_\_ flip bean bag like a pancake

\_\_\_\_\_ flick the bean bag up, catch it on the other side of the racket

\_\_\_\_\_ \*\*Toss, tap down, catch (“nail” foot down) \*if you have to move both feet you are out of control\*  
*Common Mistakes: poor toss, striking the ball out versus down, not enough force, not moving racket out of the way to catch the ball*

\_\_\_\_\_ Self-progress like School (i.e., do it once, if successful you passed 1<sup>st</sup> grade and try 2<sup>nd</sup>, if successful try 3<sup>rd</sup>, if not successful stay in that grade until you are successful)

\_\_\_\_\_ \*\*toss, tap up, bounce, catch (“nail” foot down) \*if you have to move both feet you are out of control\*  
*Common Mistakes: poor toss, striking the ball out versus down, not enough force, not moving racket out of the way to catch the ball*

\_\_\_\_\_ School with bounce  
 \_\_\_\_\_ School with no bounce

Partner Skills - TLW:

\_\_\_\_\_ \*\*Partner - Drop, hit, bounce, catch (DHBC)

\_\_\_\_\_ \*\*DHHHBC (3 hits)

\_\_\_\_\_ 1v1 on 4-Sq court (groups of 3+) - If it bounces 2x's on your side, you hit it way out, or it bounces through your court, the other person gets the serve and a point (Play to 3)  
 \_\_\_\_\_ King of the court - Designate three distinct areas of 4-square courts for 1v1

-Level 1 - ALL START HERE - Play to 3 as described above.  
 If you get 2 wins you move up a level.

-Level 2 - two wins & move up/2 losses and move back down

-Level 3 - If you get 2 wins you get a ring (sliced pool noodle) and start all over at level 1. If you lose you move back down a level.

### **Mr. & Mrs. Noodle (K-5<sup>th</sup>)**

We use two characters we created to lead the little ones in fitness exercises. The students will mimic the moves the Mr. & Mrs. Noodle perform. Sorry, this one is too hard to describe...

### **Balloon Bash** (Grades: K and above)

**Equipment:** 8 wide buckets (I use tubs that are approx. 30" W x 24" H), 1 balloon and ½ pool noodle per pair, and several bagels (2" sliced pool noodles inside each bucket), slow motion buttons

#### **Organization:**

- Students will pair up and sit around the perimeter of the basketball court (solid black line).
- The tubs should be spread out on the floor. The tubs are about 15-20' away from the students.

#### **Procedure:**

##### **Level One**

- On the signal to begin, the first student of each pair will toss up their balloon and begin to strike it with the ½ pool noodle. The student will continue to strike the balloon with the noodle in an attempt to get it to go into one of the tubs.
  - If the balloon goes into the bucket, the student will retrieve their balloon, get a bagel, and return to their partner.
  - If the balloon touches the floor, the student simply picks up the balloon, returns to their partner.
- K-1 students are allowed an unlimited number of strikes / 2<sup>nd</sup> + students are allowed 5 or less strikes to get it into the tub.

##### **Level Two**

- The teacher will become a Balloon Basher. That is, they move around and attempt to strike the balloons.
- If the balloon touches the floor OR the Balloon Basher strikes your balloon, the student simply picks up the balloon, returns to their line, hands the equipment to their partner, and then waits their turn.
- All students are now allowed an unlimited number of strikes to get it into the tub.

##### **Level Three (2<sup>nd</sup> +)**

- The teacher will select a handful of Balloon Basher. I select about 2-3 per homeroom.
- Each Balloon Basher is allowed to strike three balloons and then they should give their noodle to someone else.

Use a slow motion button as needed

## **Please check out Mark B's blog & eBook**

<https://iteachmorethangym.wordpress.com>

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I Teach More Than Gym

### **Volume I: A Collection of Elementary Physical Education Activities**



This collection contains complete lesson plans and easy to understand diagrams for 30 large group activities that my students love! Available at

<http://www.teacherspayteachers.com/Store/I-Teach-More-Than-Gym>

You can also browse through other free or individually priced resources!