

NHAAPERD PRESENTS

**COOL CUES
FOR
SKILL
BUILDING**

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Foreword

In the past, in order to share our knowledge, New Hampshire Association for Health, Physical Education, Recreation and Dance (NHAHPERD) has offered to teachers, coaches and recreation leaders, "The NHAHPERD Family Cookbook-A Favorite Activities Guide". This year, when we sat down with the task of organizing an updated "Cookbook of Activities", we decided to change the format a bit and to share not only some activity ideas, but also some cues for teaching basic skills.

Using cues to teach motor skills is an effective way for a teacher to help a student understand the components that make up the skill. Cues, by the very nature of what they are, help with assessment. Cues help the teacher answer the question: Can a child do it and, if not, what does the child need to do in order to get closer to learning the skill? There are numerous ways to organize curriculum or to think about how to best teach students to become competent and confident movers. Whatever approach one takes, we hope that these cues can be helpful to you sometime in that process.

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Introduction

An elementary school physical education curriculum provides the fundamental movement skills necessary to be a lifelong, skillful mover. Children in the elementary grades have a natural urge to move. Physical educators can provide for viable learning experiences that aid in the development of the whole child. The Cues Book has been compiled to assist New Hampshire elementary school teachers in developing effective lessons that enhance student learning through a common vocabulary. The motor skills chosen for the book are based on the definition of a Physically Educated Person (NASPE, 1990). If quality learning opportunities are provided in physical education, students will graduate as physically educated people!

A Physically Educated Person

- Has learned skills necessary to perform a variety of physical activities
- Is physically fit
- Does participate regularly in physical activity
- Knows the implications of and the benefits from involvement in physical activities
- Values physical activity and its contribution to a healthful lifestyle

(NASPE, 1990)

Movement Learning

According to Hannaford, eighty-five percent of school age children are natural kinesthetic learners. The benefits of quality physical education programs have been espoused by researchers, physicians, and educators. The following are some of the documented benefits of movement:

- Movement allows children to retain and retrieve information more efficiently (Hannaford, 1995; Jensen, 1998).
- Movement prepares the brain for optimal learning. When children move, blood flow increases to the brain, which promotes the growth of neural connections. This greater connectiveness readies the brain for learning (Newsweek, 2/19/96).
- Research suggests that active, physical education classes can reduce stress and anxiety and increase self-esteem (Jensen, 1998).

- Through exercise brain chemicals can achieve a state of balance. When the brain is out of balance due to poor nutrition or lack of activity, the student is not prepared for learning (Jensen, 1995).
- The effects of a bout of physical activity can last as long as 30-60 minutes.
- Repetitive gross movement balances the brain chemicals and can calm behavior which can help with your ADD and ADHD students (Begley, 1996).

Skill Cues

What?

Instructional cues-words that quickly and efficiently communicate to the learner proper technique and performance of skills or movement tasks. To ensure student learning a common vocabulary has been presented. It is assumed that by using a common vocabulary with students, educators can quickly and efficiently communicate to the learner the proper technique and performance of skills or movement tasks.

Why?

Instructional accountability mechanism. Learners need a clear understanding of the critical skill points because motor learning and cognitive understanding of the skill must be developed simultaneously. Teachers often plan carefully for the skill and movement activities, yet they fail to plan for the instructional cues they are going to use. The result is ineffective learning; as students do not clearly understand technique and key points of the performance.

Assessment:

Teaching cues can be used to assess student learning. The teacher can evaluate student progress by using the cues as an assessment tool. Students are aware of the criteria of the assessment and therefore the expectations of the teacher. By using skill cues for assessment, subjective grading is minimized. For example, place the skill cues onto a checklist (See Figure).

Skills Checklist Example			
Name _____			
Skill: Jumping			
		Satisfactory	Needs Improvement
1.	Push Up	_____	_____
2.	Feet Together	_____	_____
3.	Soft Landing	_____	_____
Comments:			

Motivation:

Skill cues can help motivate students by eliminating incorrect instruction. Students stay on task longer and are therefore motivated to continue to practice.

Feedback:

Feedback has been identified as a specific teaching variable that enhances student learning in physical education. Feedback provides the learner with information about his/her performance. Skill cues allow the teacher as well as peers to provide corrective, congruent feedback to the learner. Feedback that is specific to the skill being performed enhances learning. Werner and Rink (1989) reported that in a 30 minute lesson with 30 students in a class, teachers would only provide 3 specific feedbacks per student for the entire lesson. In comparison in a 30 minute lesson when peer observation was employed for 10 minutes, students received 15 specific feedbacks. Additionally, student cognitively engaged in analyzing a motor skill (by use of a checklist, rubric, or task sheet) were better at self-correction (Byra & Marks, 1993).

How?

For every task, the teacher might repeat the cues prior to practice time. Constant cue repetition allows the student to eventually incorporate this information into his/her motor pattern. Repetition is not often valued by students, especially the young. Teacher then provides challenges or applications to keep them interested and focused on the cue until it is internalized. One challenge might include verbal pre-training, which requires the student to verbally state the cue in proper sequence during execution of the movement. Verbal repetition of the skill cues assists the learner in forming visual image of the skill. For example, while dribbling a basketball children can be verbally stating: head up, finger pads, bent knees. The verbal repetition serves two purposes: 1) to keep the students focused on the task versus socializing with friends, and 2) to help internalize the critical components of skill execution.

Characteristics of Skill Cues

- 1) **Accurate:** By selecting critical cues that are accurate, the educator can elicit the desired response from students. The ability to develop these cues comes from preparation and practice.
- 2) **Critical to task being presented:** Skill cues include the fundamental aspects of the movement being practiced. The terminology used throughout this book to teach motor skills includes: preparation, execution, and follow through. By breaking the skill into manageable parts, the teacher can encourage the student in to focusing on one component of the skill.
- 3) **Few in number:** Skill cues should be few in number. It is recommended that no more than 3 to 5 cues for each teaching episode be used.

4) Appropriate to the learner's age & stage of learning: As the ability of your students increases, the nature of the cues should be adjusted to continue improvement (refinement) of the skill

Stages of Learning a Motor Skill (Fitts and Posner):

- 1) Cognitive (beginner): The first stage of learning is the cognitive stage. During this stage the learner is getting the idea of the movement. Demonstration is critical at this stage. According to Fronskey (1997), teaching cues along with demonstration help students develop a strong visual image of the skill.
- 2) Associative Stage (intermediate). This is often the longest stage of learning and in many situations where most students remain. When skill cueing is utilized, the student will begin to self-correct.
- 3) Autonomic Stage (advanced): During this stage the learner is able to perform the skill, self-correct, and make decisions in advance. The student is able to focus on other aspects involved to the success of the sport/skill (i.e.: strategy, the environment, the opponents, etc.). Few students achieve this level of proficiency.

When selecting teaching cues, the age and stage of learning of the student will influence the type of cues chosen and how the teacher communicates the cues to the learner. Action-oriented words are most effective with children, especially if they have exciting sounds (i.e.: Pop up at end of the forward roll, explode off the starting line.) A teacher's voice can influence the effectiveness of the cue (i.e.: move smooooothly across the beam.). Cues are most effective when teacher uses voice inflections, body language, and action words to signal the desired behavior.

Develop effective cues

1. Short, descriptive phrases that call learner's attention to key points of skill technique.
 2. Must be precise and accurate.
 3. Guides the learner and is part of the comprehensive package of cues that enhance quality of learning.
 4. Cues should complement each other making it easy for the learner to sequence a number of new motor patterns.
- Beware of the temptation to tell the students too much at once.
 - Teachers must study activity and design cues that will focus student learning on correct performance of skills.

How to develop skill cues (practice and experience).

1. Use textbooks and media aids as references -- key points of skill will often be delineated. This book is a good beginning for developing skill cues.
2. Talk with other teachers who have strengths in different activities. Networking may be done within your district (In-Service Workshops) or by attending conferences (NHAHPERD, EDA, AAHPERD) and workshops.
3. Videotape an activity and analyze points of performance where students have most difficulty.
4. Try to come up with catchy phrases (Wave goodbye for follow through in basketball set shot), metaphors (buckle the seat belt on follow through for throwing), and short phrases (throw as hard as you can).
5. Cut pictures out of magazines, newspapers, and/or books and attach the cue phrases with them. Hang these pictures up in your teaching area.

Integrate Cues/Summary Cues

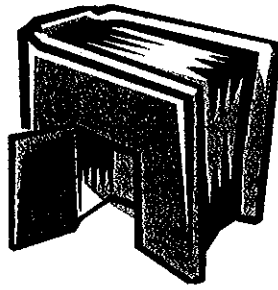
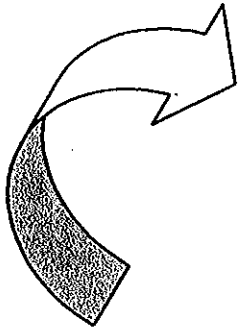
A set of words that focus on the skill as a whole. These cues depend upon prior cues used and assume learner understands the concepts delineated in earlier phases of instruction. For example for throwing, the summary cues could be: Side to target, Step, Throw, Point. Putting the cues together allows for proper sequencing.

Editors:

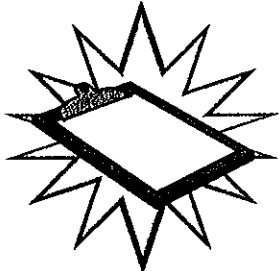
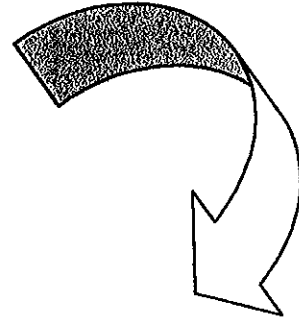
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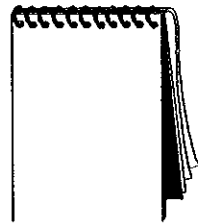
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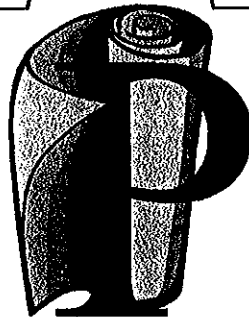
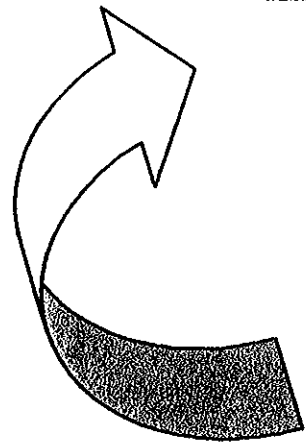
National Standards



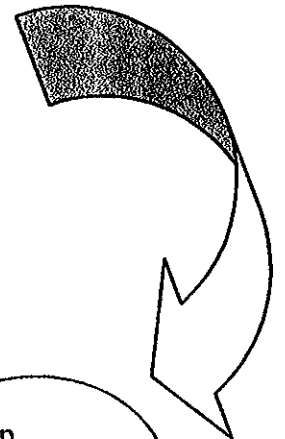
Assessment



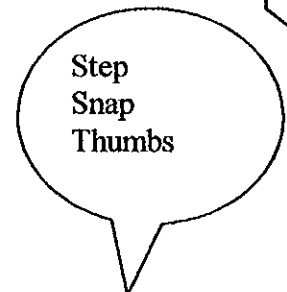
Performance Objectives



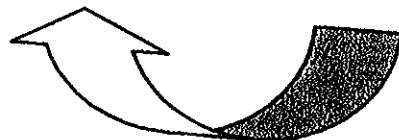
Physically Educated Person



Related Activities



Cues



Section I: Locomotor Skills

Chasing, Fleeing, Dodging

Gallop

Hop (one foot)

Jump (two feet)

Leap

Run/Jog

Side Step/Slide

Skip

Walk in Good Posture

Chasing, Fleeing, Dodging

I. Chasing

Preparation Cues:

Eyes forward

Execution/Action Cues:

Arms pumping

Follow target

Follow Through Cues:

Stay close to whatever target you are chasing.

Summary Cues:

Look

Pump

Follow

Teacher Adaptations:

II. Fleeing

Preparation Cues:

Eyes forward

Execution/Action Cues:

Arms pumping

Move away from “chaser”

Follow Through Cues:

Keep distance from “chaser”

Summary Cues:

Look

Pump

Move away

Teacher Adaptations:

III. Dodging

Preparation Cues:

Eyes forward

Legs shoulder width apart

Execution/Action Cues:

Push off with outside foot

Keep body low

Change direction in one step

Follow Through Cues:

Balance maintained

Knee of supporting leg bent

Summary Cues:

Look

Push off

Change Direction

Balance

Teacher Adaptations:

Gallop

Preparation Cues:

Stand tall

Feet begin side-by-side

Execution/Action Cues:

Step forward with one foot

Second foot steps towards front foot,
but stops when toe is even with heel

Front foot continues to lead the stepping action

Follow Through Cues:

Swing arms

Summary Cues:

Step

Toe to heel

Teacher Adaptations:

Hop (one foot)

Preparation Cues:

Head up

Non-supporting leg bent with foot behind body

Execution/Action Cues:

Supporting foot lift up off the floor

Arms swing up

Follow Through Cues:

Soft landing on ball of supporting foot

Weight moves back to the heel at end of landing

Knee bends to absorb force of landing

Summary Cues:

Lift up

Land softly

On one foot

Teacher Adaptations:

Jump (two feet)

Preparation Cues:

Stand tall

Execution/Action Cues:

Bend knees

Swing arms upward

Push off floor with legs

Keep two feet together

Follow Through Cues:

Land softly

Feet together

Summary Cues:

Push up

Feet together

Soft landing

Teacher Adaptations:

Leap

Preparation Cues:

Stand tall

Face the direction of movement

Execution/Action Cues:

Push off the balls of one foot

Arms swing forward and up in opposition
to legs

Stretch one leg forward

Take off on one foot, landing on
opposite foot

Follow Through Cues:

Land softly on outstretched foot

Knees bend slightly for balanced landing

Summary Cues:

Push

Giant step

Soft landing

Teacher Adaptations:

Run/Jog

Preparation Cues:

Head up, eyes look forward

Toes pointed forward

Trunk slightly forward

Execution/Action Cues:

Arms swing in large arc in opposition, pump arms, soft hands

Shoulders relaxed

Knee of support leg bends slightly

Both feet are off the ground for a short time

Follow Through Cues:

Support leg moves from flexion to extension on take-off

Recovery knee swings forward quickly

Swing leg flexes until nearly in contact with buttocks in recovery stage

Summary Cues:

Step fast

Heel to Toe

Swing arms

Teacher Adaptations:

Side Step/Slide

Preparation Cues:

Head up

Knees slightly bent

Weight on balls of feet

Center of gravity low

Arms out to side for balance

Execution/Action Cues:

Step with lead foot sideways – spring from floor

Second foot follows

Weight is on ball of foot

Follow Through Cues:

Legs straighten after step

Summary Cues: Practice to the right and the left

Step, Together

Or

Step, Close

Teacher Adaptations:

Skip

Preparation Cues:

Look forward

Stand tall

Execution/Action Cues:

Step forward with one foot

Hop on this foot

Step forward with second foot

Hop on second foot

Follow Through Cues:

Arms swing in opposition to legs

Land softly on balls of feet

Summary Cues:

Step-hop

Teacher Adaptations:

Walk in Good Posture

Preparation Cues:

Stand tall – Head to ankles, everything in alignment

Shoulders back

Stomach in

Execution/Action Cues:

Step forward – toes facing forward

Place heel down first

Place toe of foot down last

Follow Through Cues:

Swing arms in opposition to legs

Summary Cues:

Heel down

Then toe

Swing arms

Teacher Adaptations:

Section II:
Manipulative Skills –
Eye-Hand Coordination
Skills

Bounce Pass
Catching – High Level
Catching – Low level
Catching – Ground Balls
Chest Pass
Dribbling with Hands
One Hand Set Shot
Rolling (bowling)
Striking with Hands (underhand)
Striking with Hands (overhead)
Throwing – Underhand
Throwing – Overhand

Bounce Pass

Preparation Cues:

Ready position, ball held at waist height

Elbows in

Thumbs behind ball, fingers spread on sides

Execution/Action Cues:

Step toward partner, keeping back foot in place

Push ball with both hands down and out so it bounces 3/4 way to target

Follow Through Cues:

End with arms extended and thumbs pointing down

Summary Cues:

Elbows in

Step

Push

Bounce

Thumbs down

Teacher Adaptations:

Catching – High Level

Preparation Cues:

Staggered stance - one foot in front of the other

Eyes on incoming object

Fingers to the sky - thumbs pointing toward each other

Execution/Action Cues:

Hands out to meet the object

Grab with fingers

Follow Through Cues:

Pull to chest

Summary Cues:

Look

Fingers to sky

Reach

Grab

Pull in

Teacher Adaptations:

Catching – Low Level

Preparation Cues:

Feet shoulder width apart

Eyes on incoming object

Basket hands - fingers down - pinkies close

Execution/Action Cues:

Reach for the ball

Grab the ball

Wrap fingers around the ball

Follow Through Cues:

Pull ball into body

Summary Cues:

Basket

Reach

Grab

Pull in

Teacher Adaptations:

Catching - Ground Balls

Preparation Cues:

Head up - eyes on incoming object

Body square to the object - in crouch position

Feet shoulder width apart

Monkey arms (arms hanging to the ground)

Fingers down - pinkies close

Execution/Action Cues:

Hands meet ball

Scoop up

Follow Through Cues:

Bring in to the body

Summary Cues:

Square up

Grab

Pull in

Teacher Adaptations:

Chest Pass

Preparation Cues:

Stand in ready position

Hold ball in two hands at chest level

Thumbs behind ball, fingers spread on sides of ball

Elbows close to body

Execution/Action Cues:

Step forward

Extend arms out at chest level, and snap ball to partner

Follow Through Cues:

Finish with arms extended and thumbs pointing down

Summary Cues:

Step

Snap

Thumbs down

Teacher Adaptations:

Dribbling With Hands

Preparation Cues:

Stand with knees and trunk slightly flexed
Eyes forward, use peripheral vision to see ball

Execution/Action Cues:

Extend elbow and use finger pads to push ball to the floor
Keep ball slightly in front, out to side

Follow Through Cues:

Finger pads meet ball at waist level

Summary Cues:

Ready

Fingers

Push

Teacher Adaptations:

One Hand Set Shot

Preparation Cues:

Face basket

Square up

Bend knees

Elbows in

Execution/Action Cues:

Ball in palm of one hand (sitting on top of world)

Ball at forehead

Ball on finger pads

Elbows parallel to floor

Stand up

Follow Through Cues:

Snap the wrist

Wave goodbye

Summary Cues:

B-alance

E-lbows

E-yes

F-ollow through

Teaching Adaptations:

Rolling (bowling)

Preparation Cues:

Square up body--face target
Ball supported by non-throwing hand
Feet slightly apart
Eyes focused on target

Execution/Action Cues:

Take ball back with elbow straight
Ball swings back to shoulder height
Take a step onto opposite foot
Swing arm forward like a pendulum
Release ball on floor beside forward foot

Follow Through Cues:

Eyes remain on target
Arm points at target
Weight is mostly on front foot

Summary Cues:

Arm back
Step
Pendulum (Tick Tock)
Point

Teacher Adaptations:

Striking with Hands (underhand)

Preparation Cues:

Eyes on target

Feet apart in staggered position

Ball in non-striking hand

Ball in front of body – slightly off center

Execution/Action Cues:

Lean shoulders forward

Hitting hand back (tick)

Step with opposite foot

Swing hand forward hitting with
palm of hand (tock)

Follow Through Cues:

Hand swings up toward target

Summary Cues:

Ready position

Tick

Step

Tock

Teacher Adaptations:

Striking with Hands (overhead)

Preparation Cues:

Knees bent

Hands above head

Window - Thumbs/fingers (make a triangle)

Elbows out

Execution/Action Cues:

Hit with finger pads

Straighten elbows and legs

Follow Through Cues:

Fingers follow the ball

Summary Cues:

Ready position

Triangle

Finger pads

Stand up

Teacher Adaptations:

Throwing - Underhand

Preparation Cues:

Face the target

Eyes on target

Execution/Action Cues:

Arm way back

Step with opposite foot

Swing arm down and forward (Tick Tock)

Follow Through Cues:

Point throwing hand to target

Summary Cues:

Face target

Tick

Step

Tock

Point

Teacher Adaptations:

Throwing - Overhand

Preparation Cues:

Non-throwing side to target

Eyes on target

Straddle the line

Execution/Action Cues:

Arm way back – tickle your ear

Elbow past ear

Make an L with arm

Step with opposite foot

Belly button to target (turn and throw)

Follow Through Cues:

Point throwing hand to target

Follow through to opposite hip (pocket)

Summary Cues:

Side to target

Step

Throw

Point – “Buckle your seat belt”

Teacher Adaptations:

**Section III:
Manipulative Skills –
Eye-Foot Coordination
Skills**

Dribbling with Feet
Kicking (using shoelaces)
Kicking with the Inside of Foot
Punting (stationary)

Dribbling With Feet

*****Remember to try different size balls**

Preparation Cues:

Head up

Inside of foot contacts the ball

Execution/Action Cues:

Head up

Tap, tap, push

Inside to direction (inside of foot faces direction ball is intending to go)

Follow Through Cues:

Face the direction moving toward

Summary Cues:

Head up

Tap, tap, push

Face forward

Teacher Adaptations:

Kicking (using shoelaces)

Preparation Cues:

Stand behind the ball
Ready position
Eyes on ball
Arms out to side for balance

Execution/Action Cues:

Step with non-kicking foot beside the ball
Swing striking foot back (leg back)
Swing foot forward to strike the ball with shoelaces (boom)

Follow Through Cues:

Point foot at target
Step onto kicking foot

Summary Cues:

Ready position
Look
Boom
Target

Teacher Adaptations:

Kicking with the Inside of Foot

Preparation Cues:

Place non-kicking foot beside ball

Toes pointed forward

Head over ball

Eyes focused on ball

Arms out for balance

Execution/Action Cues:

Bring kicking leg back

Kicking foot turned so inside of foot faces ball (like a golf putter)

Strong leg

Contact ball with inside of foot

Follow Through Cues:

Inside of kicking foot faces the target

Summary Cues:

Leg back

Putter

Target

Teacher Adaptations:

Punting (stationary)

Preparation Cues:

Stand facing target with feet together
Hold ball in front of body – hip height
Eyes focused on ball

Execution/Action Cues:

Step forward onto non-kicking foot with toes pointed towards target
Take back kicking leg with bent knee
Guide ball towards foot
Drop onto shoelaces as kicking foot swings forward

Follow Through Cues:

Body leans back on contact
High follow through

Summary Cues:

Step
Swing
Drop
Point

Teaching Adaptations:

**Section IV:
Manipulative Skills
Using an Implement**

Push Pass with a Floor Hockey Stick
Striking with a Bat
Striking with a Racquet – Forearm

Push Pass with a Floor Hockey Stick

Push Pass

Preparation Cues:

Shake hands with the top of the stick

Place the other hand comfortably down the handle of the stick

Place stick behind ball--NO contact noise

Firm bottom hand

Execution/Action Cues:

Take a step forward

Bottom hand pushes puck or ball forward

Follow Through Cues:

End with arms extended and stick no higher than knee level

Summary Cues:

Shake hands

Step

Push

Teacher Adaptations:

Striking with a Bat

Preparation Cues:

Grip bat close to end

"Writing" hand above other hand (boss hand on top)

Side to the pitcher

Feet apart

Back elbow up

Knees bent

Eyes on ball

Execution/Action Cues:

Step towards the pitcher with the foot nearest to the pitcher

Swing bat parallel to the ground

Contact the ball in front of the plate

Follow Through Cues:

Swing even

Keep back foot on the ground

Summary Cues:

Side

Step

Swing

Teacher Adaptations:

Striking with a Racquet - Forearm

Preparation Cues:

Face the net

Weight on balls of feet

Legs shoulder width apart with knees bent

Eye on the ball

Execution/Action Cues:

Turn so the side is to the target

Racquet back

Step

Swing

Follow through (hit an imaginary line of balls over the net)

Follow Through Cues:

Return to ready position

Summary Cues:

Ready

Turn

Step

Swing

Teacher Adaptations:

Section V: Tumbling Skills

Backward Roll
Backward Straddle Roll
Cartwheel
Dive Forward Roll
Egg Roll
Forward Roll
Front Straddle Roll
Handstand with Spotters
Headstand with Spotters
Log Roll
Mule Kick
Tripod

Backward Roll

Preparation Cues:

Squat and tuck with back to mat

Chin to chest

Round back

Execution/Action Cues:

Roll backward like a ball

Palms flat and thumbs to ears (Pizza man hands)

When hands contact mat, push

Follow Through Cues:

Land on feet

Stand and extend

Summary Cues:

Squat

Tuck

Pizza man hands

Push

Extend

Teacher Adaptations:

Cartwheel

Preparation Cues:

Arms extended up over the head (strong arms)

Execution/Action Cues:

Push off

Reach out to mat using the following rhythm: hand, hand,
foot, foot

Look like a windmill

Follow Through Cues:

Arms extended up over the head

Summary Cues:

Strong arms

Hand, hand, foot, foot

Extend

Teacher Adaptations:

Egg Roll

Preparation Cues:

Squat and tuck

Eyes open

Execution/Action Cues:

Roll sideways onto shoulder to knees

Follow Through Cues:

Stand and extend

Summary Cues:

Squat

Tuck

Roll sideways

Extend

Teacher Adaptations:

Front Straddle Roll

Preparation Cues:

Stand and straddle legs

Bend at waist

Hands flat on mat

Execution/Action Cues:

Tuck chin and roll forward

Hands on mat in between straddled legs

Push with hands

Roll in straddle position throughout

Follow Through Cues:

Push down on hands

Rock forward onto heels to stand

Summary Cues:

Straddle

Bend and tuck

Reach

Roll

Extend

Teacher Adaptations:

Headstand with Spotters

Preparation Cues:

Performer is in tripod position – Weight on hands and forehead, knees balanced on elbows

Spotters on either side ready to support hips and legs

Execution/Action Cues:

Performer raises legs slowly

Maintain inverted position

Legs together

Point toes

Weight is mostly on hands not on forehead

Follow Through Cues:

Performer returns feet to floor

One foot then the other

Extend

Summary Cues:

Tripod

Raise legs

Extend

Teacher Adaptations:

Mule Kick

Preparation Cues:

Stand with arms up and strong
One foot in front of the other (stride position)

Execution/Action Cues:

Hands take weight
Kick backwards with back foot
Back foot up, front foot up
Front foot down, back foot down

Follow Through Cues:

Extend

Summary Cues:

Strong arms

Step

Kick up

Extend

Teacher Adaptations:

Related Activities for Tumbling Skills:

- **Individual:**
Using a small mat, perform the designated skill.
- **Partner:**
Using a small mat have a performer and an assessor. Assessor will give feedback using cues. Switch.
- **Group:**
Set up Gymnastic skill stations.
Have students create routines using the skills.

**Section VI:
Health-Related
Fitness Components**

Back-Saver Sit and Reach

Curl-Up

Push-Up

Trunk Lift

Back-Saver Sit and Reach

Preparation Cues:

Sit with one leg extended (like a highway) with foot flat against box

The other leg bent at knee (like a mountain) with foot flat on floor

Arms extended out straight, one hand covering the other

Execution/Action Cues:

Stretch forward from waist

Reach hands out, palms down

Keep extended leg straight

Relax

Stretch forward three more times

Hold fourth stretch

Follow Through Cues:

Relax

Change legs

Summary Cues:

Mountain

Highway

Reach

Hold

Teacher Adaptations:

Curl-Up

Preparation Cues:

Lie on mat with knees bent, feet on floor

Extend arms out straight on mat with palms down

Execution/Action Cues:

Curl off floor lifting head and upper back

Keep arms straight and slide fingers forward

Feet flat on floor

Follow Through Cues:

Curl back down until head touches mat

Summary Cues:

Mountain

Flat hands

Slide and curl

Return

Teacher Adaptations:

Push-Up

Preparation Cues:

Lie on stomach with hands under the shoulders, fingers spread, legs straight, toes tucked under

Execution/Action Cues:

Push off mat until arms are straight

Body is in plank position

Keep back and legs straight

Lower the body until the elbows bend at 90 degrees –Table position

Upper arms parallel to floor

Follow Through Cues:

Straighten arms and return to up position

Summary Cues:

Plank to Table

Teacher Adaptations:

Trunk Lift

Preparation Cues:

Lie on stomach on a mat, hands under thighs

Point toes down touching floor

Eyes on a place on floor, slightly in front of mat

Execution/Action Cues:

Slowly lift upper body off floor, no higher than 12 inches

Hold

Follow Through Cues:

Slowly return to starting position

Summary Cues:

Flat

Lift

Look

Teacher Adaptations:

Section VII: Assessment

ASSESSMENTS TO BE USED WITH SKILL CUES

So, why assess? What's the point? Assessment allows the students to be monitored and teachers to critique lessons to ensure that the needs of all their students are being met. There are many types of assessments that can be used that not only hold teachers accountable for quality instruction, but also hold students accountable for their own learning. The following are examples of several assessments using the underhand and overhand throw. These types of assessments can be applied to any skill and their cues.

ASSESSMENT TYPE: Teacher-Student

Example: Throwing Assessment –underhand and overhand

Name of Student: _____

Grade: _____

Goal: Student is able to verbalize the cue words related to the underhand throw (face target-tick-step-tock-point) _____

Comments:

Goal: Student is able to list the cue words related to the overhand throw (side to target-step-throw-point) _____

Comments:

Goal: Student is able to execute the skill pattern of the underhand throw with 80-85% accuracy when using the throw at a target (partner, wall, object on wall, floor object such as a crate).

- a. Faces target _____
- b. Steps with opposite foot _____
- c. Swings arm down and forward _____
- d. Follow through is made with hand pointing to target _____
- e. Number of times out of five target is hit _____

Comments:

Goal: Student is able to execute the skill pattern of the OVERHAND THROW with 80-85% accuracy when using the throw at a target (partner, wall object, etc)

- a. Opposite side to target _____
- b. Steps with opposite foot _____
- c. Displays hip rotation as throw is being made _____
- d. Follow through of throwing hand points to target then opposite hip _____
- e. Number of times out of five target is hit _____

Comments:

Physical Educator Signature _____

Date: _____

ASSESSMENT TYPE: Student-Student (partner)

Example: Throwing Assessment - underhand and overhand

Performing Partner _____

Grade: _____

a. My partner can tell me the words that help me learn how to throw UNDERHAND. These words are: face target-tick-step-tock-point.

Yes – all five _____

2 out of 4 _____

3 out of 4 _____

1 out of 4 _____

b. My partner can tell me the words that help me learn how to throw OVERHAND. These words are: side to target-step-throw-point.

Yes-all four _____

2 out of 4 _____

3 out of 4 _____

1 out of 4 _____

c. Out of 5 UNDERHAND throws my partner hit the target _____ times.

d. Out of 5 OVERHAND throws my partner hit the target _____ times.

Assessing Partner's

SIGNATURE _____

Date: _____

3. ASSESSMENT TYPE: SELF

Example: Throwing Assessment – underhand and overhand.

Student's Name: _____

Grade: _____

The cue words related to the UNDERHAND throw are:

Out of five tries I:

Faced target _____ times

Stepped with the opposite foot _____ times

Swung my arm down and forward _____ times

Had my hand pointing toward the target _____ times.

The words related to the OVERHAND THROW are:

Out of five tries I:

Had the opposite side of my body facing the target _____ times.

Stepped with my opposite foot _____ times.

Rotated my hip as the throw was being made _____ times.

Had my throwing hand pointing at the target then opposite
hip _____ times.

My signature _____

Date: _____

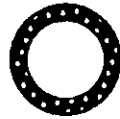
Assessment – Student/Student Sample

Name: _____

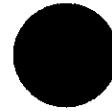
Coach: _____

Skill: _____

Circle the correct symbol:



Not Yet



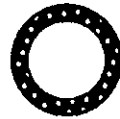
Most of the
Time



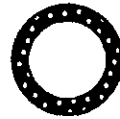
Awesome
All the Time

Skill
Cues:

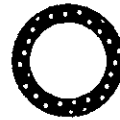
1.



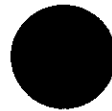
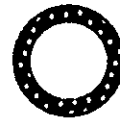
2.



3.



4.



5.




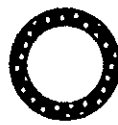





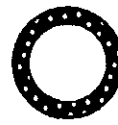










Assessment – Student/Student Sample

Name: Sara Coach: Joe

Skill: Underhand Throw

Circle the correct symbol:

Skill Cues:	 Not Yet	 Most of the Time	 Awesome All the Time
1. My partner faced the target			
2. My partner brought arm back (Tick)			
3. My partner stepped with opposite foot			
4. My partner swung arm forward (Tock)			
5. My partner pointed at target			

Assessment – Student/Student Sample

Name: Sara

Coach: Joe

Skill: Underhand Throw for Accuracy

If target is hit, circle the “Awesome” symbol

If target is missed, circle the “Not Yet” symbol



Not Yet



Awesome

1. Underhand Throw #1



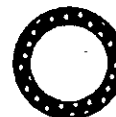
2. Underhand Throw #2



3. Underhand Throw #3



4. Underhand Throw #4



5. Underhand Throw #5



Assessment – Student/Student

Name: _____

Coach: _____

Skill: _____

If target is hit, circle the “Awesome” symbol
If target is missed, circle the “Not Yet” symbol



Not Yet



Awesome

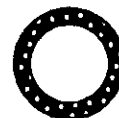
1.



2.



3.



4.



5.



**Section VIII:
Resource Index**

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