

Horizons

Physical Education
Grades 3 - 5



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Striking or Batting

- ✓ Weight transfers from rear leg to front leg.
- ✓ Contralateral (opposite) foot strides forward as arms extend and move forward powerfully in a plane parallel to the ground.
- ✓ Hips rotate forward.
- ✓ Contact is in line with front foot.
- ✓ On contact, wrists “roll over” the bat as the follow-through is initiated.
- ✓ Weight is on front foot; bat is touching or almost touching opposite shoulder on completion of pattern.
- ✓ Key learning cues: step with front foot, rotate hips and arms, contact ball in line with front foot, follow through.

Hand Dribbling

- ✓ Push the ball toward the floor with fingertips; let fingers, wrist, and arm “ride up” with the ball.
- ✓ Key learning cues: push down, pull up.

Foot Dribbling

- ✓ Push the ball along the ground with the side of the foot; toes are pointed out or in.
- ✓ Emphasize pushing not kicking; the ball should remain close to the body.

Trapping

- ✓ “Give” as the ball hits to prevent pain and the rebounding of the ball too far forward. Cushion the ball by relaxing the foot (thigh, stomach, or chest) and pulling it back slightly to absorb the force.

PRACTICE AND ASSESSMENT

Spend at least part of each physical education class on object control skill patterns. Spend time on refining each skill with students who are still in immature patterns. Let more advanced students help those who are less advanced, or give more advanced students enrichment activities while you help those with lower-level skill patterns.

Mastering a skill involves repeating a mature pattern until that pattern becomes fixed and automatic. Once students have mastered mature patterns, they can add quantity to quality. Trial tests work well as enrichment activities and can help motivate students to practice skills. Consider using the Body and Object Control Skills Proficiency Record and Profiles in chapter 5 (p. 546) to help fix manipulative object control skill patterns. You may elect to use all or some of the tests. If you have daily physical education periods, you may wish to repeat the tasks several times. The tests can also be used in grade 4 as a continued learning experience.

SOCCER

Note that certain specialized skills were introduced in grade 3. See pages 166–168 for soccer instep kicking and soccer foot dribbling.

Terms

1. **Goal**—a ball kicked completely over the goal line, under the horizontal post, and between the vertical posts.
2. **Goal lines**—the end lines of the field.
3. **Penalty area**—the large rectangular area in front of the goals where a defense foul can result in a penalty kick and where the goalkeeper can use his or her hands to play the ball.
4. **Touchlines**—the sidelines of the field.
5. **Fullbacks/Backs**—defensive type players (usually four) who are positioned in front of the goalkeeper.
6. **Halfbacks/Links**—midfield players (usually three or four) who help pass the ball away from their team’s defense goal and move it to the forwards.
7. **Forwards/Strikers**—players (usually two or three) who try to score goals and are closest to a team’s offensive goal.
8. **Defense**—the team without the ball.
9. **Offense**—the team with the ball.
10. **Foul**—an attempt to push, trip, hold, kick, or strike an opponent; results in a penalty.
11. **Corner kick**—a direct free kick given to the offensive team from the corner arc when the defensive team kicks the ball over the end line but not into the goal.
12. **Goal kick**—a free kick to the defensive team used to put the ball in play after the offensive team kicks the ball over the end line but not into the goal.
13. **Penalty kick**—a direct free kick taken from the 11 m (12-yard) line with only the goalkeeper defending.
14. **Throw-in**—the technique used for restarting the game when the ball goes out of play on the sidelines or touchlines.

Equipment

1. **Soccer balls.** Having one ball per student is ideal; one per pair is minimum. You may want to have students practice with inexpensive rubber or plastic playground balls as opposed to regulation balls. You may wish to ask students to bring their own balls if you need extra balls.

FLOOR (BALL) HOCKEY

Intellectual Learning

Floor hockey or ball hockey is a non-ice adaptation to ice hockey. It is popularly played throughout North America on streets, on parking lots, on tennis courts, in arenas, and in gymnasiums.

Terms

See the grade 4 curriculum (p. 266).

Equipment

1. **Stick.** Hockey sticks can be made of wood, aluminum, fiberglass, or plastic. The handles can be any of the above, but they should not be flexible. Straight, removable, plastic blades are recommended. Stick length should not exceed a student's toe-to-nose height when the stick is held upright resting on the toe of the blade.
2. **Ball.** The ball should have as little bounce as possible and be about the size and weight of a tennis ball. The official bright orange floor hockey balls are recommended. Whiffle balls can also be used, but they are difficult to feel on the stick because of their light weight. Tennis balls are good for learning but are too bouncy for some activity and game purposes. A yarn ball or plastic puck can also be used.
3. **Goal/Net.** Two 1.2 m x 1.8 m (4 foot x 6 foot) nets with tubular frames are recommended. You could also mark nets on the wall with tape.
4. **Protective gear.** Goalies often equip themselves like a baseball catcher with a mask, a chest pad, glove guards, leg guards, and a goalie stick. All other players might use soccer shin guards and ringette gloves, depending on the level and intensity of play.

Playing Area

Play in the gymnasium or an area 10 x 20 m to 40 x 80 m in size. The game uses only four lines. The goal line is usually located 2–5 m from the end board or line. At the midpoint of the goal line a 2 m arc is drawn to mark the goal crease area. A half-court line with a 6 m diameter circle is in the center of the playing area; the game is started and restarted here.

Game Length

The game is rather informal and has no official time periods. Some leagues adopt ice hockey's three periods, setting period length at 10–20 minutes and switching ends after each period.

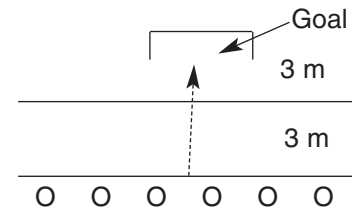
Scoring

One point is awarded for each goal.

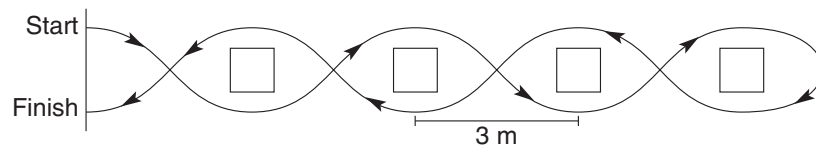
Players and Positions

Generally, hockey is played with five players plus the goalkeeper on each side. This can be adjusted to fit the size of the area available. Students will have more learning opportunities if two minigames are played with no more than five on a side. Floor hockey positions

- ☑ SHOOTING (stickhandling, shooting). Place six whiffle balls on a line 6 m from a goal. Have students stickhandle one ball to a line 3 m from the goal, and shoot at the goal. Ask students to return to the starting line, take another ball, and repeat. Score students by the time taken and/or the number of shots that make it into the goal.

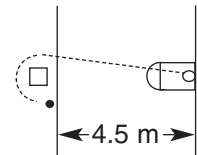


- ☑ STICKHANDLING AGILITY COURSE (stickhandling). Place four chairs 3 m apart, and mark a starting/finish line 3 m from the first chair. Have students stickhandle a ball between the chairs and return to the starting/finish line. Score students with the time it takes them to complete the course.

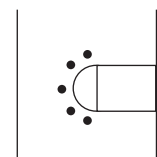


Basketball

- ☑ STATIONARY LAY-UP (shooting). Have students stand near a basketball hoop and make as many lay-ups as possible in 60 seconds. Score by the number of baskets made.
- ☑ DRIBBLE AND LAY-UP (dribbling, shooting). Set a chair 4.5 m from a basketball hoop as shown in the diagram. Ask students to start at the chair, dribble to the basket, and make a lay-up. (If students miss the lay-up, have them stay and keep trying until they make one.) After the lay-up, have students dribble back around the chair and repeat the cycle. Score students by the number of baskets they made in 60 seconds.



- ☑ SET SHOTS (set shooting). Mark five spots around a basketball hoop as shown in the diagram. Ask students to attempt two shots from each spot. Each basket counts as two points; each ball that hits the rim counts as one point. The score is the accumulated points after 10 attempted shots.



- ☑ SPEED PASS (chest passing). Mark a line 1.5 m from a wall. Have students stand behind the line, chest pass a basketball, and catch the rebound from the wall. The score is the number of catches made in 15 seconds.
- ☑ OBSTACLE DRIBBLE (dribbling). Place four chairs 3 m apart, and mark a starting/finish line 3 m from the first chair. Have students dribble through the course as fast as possible. Score students with the time it takes them to complete the course.