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Warm-Up: *For Tennis, Squash, Racquet Ball or Badminton.*

Teaching Styles: *Command, Practice, and Guided Discovery (Castle Game)*

Warm-Up Formats: *Partner, Minor Games, & Fitness Blasts.*

Cognitive Operations: -Initially in the Castle Game we see the students trying to analyze ways to hit the cone with the ball. Also, there is decision-making and copying (seeing others doing it). Once some instruction about movement is given we see them trying to develop methods of reading their partner and focus on producing a point of reference (sequencing) for their movements (Mosston & Ashworth, 2002).

Affective/Social Operations: - In both the castle game and the beanbag toss, there is teamwork and cooperation involved. Also, decision-making and feedback are important in the success of the skills.

Activity #1: *Beanbag version of loose your partner.*

Objective/Purpose: To loose your partner. Split-step (preparing for weight transfer and next shot), and to be in the ready position for quick movement around the court.

-Groups of 2

-1 grabs a beanbag

-2 finds a space in the gym

-2 follows 1 ~ teacher yells ‘toss’ and 1 tosses bean bag over their head and 2 catches it. Now 2 leads.

-Increase speed and do the same thing.

Tactical Questions:

1) How do could you get away from your partner?

A: Faking your partner (ie. Head movements), change of direction and change of speed.

2) What enables us to change directions quickly?

A: -staying low, and split stepping (which prepares you for the next shot).

Continue activity with the above knowledge.

Activity #2: *Castle Game (Hopper, 2002) Refer to Attached diagrams*

Three initial Rules:

- 1) The ball must be sent up above head height
- 2) The ball must bounce once
- 3) The ball must be sent alternatively

Objective: To get a tossed or struck ball to hit a pylon.

-The Key to this game is to get the students to *read* the situation. To do this, the students consider their *recovery* position after they send the ball. This positioning is based on where their ball is going and where their partner will send the ball.

-Groups of 2

-1 grabs pylon

-2 grabs tennis ball and scoop

-1 will toss (with scoop) the ball high over their head, aiming for the small target.

-After one bounce, 2 will return the ball the same way.

Initially, let them just aim for the target and get used to the game.

-Then call them in and ask the following question(s):

1) Where should you go after you have sent a ball?

A: We want the players to understand that they should go opposite their partners, in line with the target, and then adjust as their opponents send the ball. So, relocating to the opposite side of their opponent's target.

Aim: To create a situation where they are maximizing their chances to succeed.

-The goal of the player should not be to hit the castle too often; instead they should focus on keeping the ball going and on player movement off the ball.

Provide a demonstration with a group that has successfully shown the proper movements.

Let them continue with the game, and observe the changes to their play.

Some Cues: -Wide base, flat surface area in which to strike the ball, and let the ball drop (this allows adjustment, and transferring of weight).

Adaptations:

-Instead of everyone using racquets or scoops, one partner could use a scoop and the other could use their hands.

-Also, after a certain period of time the teacher could yell switch and the students without the scoops could rotate to a new partner. Now, the partner without the scoop would get a chance to use the scoop. The switching of partners allows the students to experience partners with different skill levels. This now provides the students with more skill, the

opportunity to assist (provide feedback) the other. *This variation (switching partners) can be used with our method also.*

Conclusion:

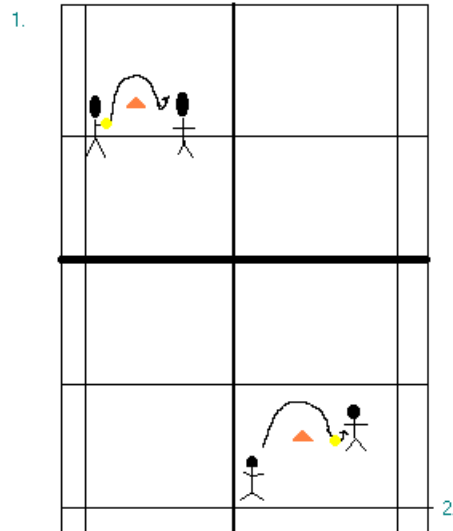
- Describe the teaching styles used.
- The activity it was for.
- The Warm-up Formats used.
- Maybe ask questions on how some of these games can be changed for other activities or for other age groups?

Reference:

Hopper, T. (2002). *Four R's for tactical awareness: Applying game performance assessment in net/wall games.* (Paper PE 352). Victoria: University of Victoria.

Mosston, M., & Ashworth, S. (2002). *Teaching Physical Education.* San Francisco: Benjamin Cummings.

The Castle Game



Court #1 shows the initial play of the castle game. The figures are in front of each other, and are more focused at hitting the castle than where they are supposed to be positioned.

Court #2 shows players playing the castle game after questions and cues about positioning have been addressed. Now they are positioning themselves after the ball has been sent. Therefore, they are opposite their partner, in line with the target. They are learning to read the play and recover to where the ball is being sent. Also, their stance is the ready position.

Hopper, 2002.

For Activity #1, the partners just run around the gym trying to loose each other. Therefore, a diagram was difficult to draw.