

SUGGESTED BASIC CHALLENGES

SHOW ME HOW YOU CAN:

1. hold the ball in front of you with both hands.



2. lift the ball above your head using both hands.
3. hold the ball behind your back.
4.
 - a) hold the ball on the left side of your body.
 - b) hold it on your right side.
5.
 - a) hold the ball in both hands.
 - b) place it under your chin.
6.
 - a) hold the ball in your hands between your knees.
 - b) let go with your hands and use *only* your knees to hold it.
7. use only your *elbows* to hold the ball.
8. hold the ball with just your wrists.
9.
 - a) use only the *backs* of your hands to hold the ball.
 - b) hold it by using the back of *one* hand and the *palm* of the other.
10.
 - a) use just the *four* fingers of each hand to hold the ball.
 - b) hold it with only *three* fingers of each hand.
 - c) use only *two* fingers of each hand to hold it.
 - d) use only *one* finger of each hand to hold it.
11.
 - a) hold the ball in your left hand.
 - b) lift it as high as you can above your head.
12. hold the ball as *low* as possible with your *right* hand.
13. find other body parts to hold the ball.

problems. The goal is to keep adding to their ability to make judgments and to perform in response to these judgments. The goal is to help children think and do and, in the process, learn! The teacher is constantly encouraging, praising, and noting progress and watching for evidences of creative thinking on the part of the children.

Success

The evaluation of success is made at once by the child and as he adds one small success to another, one new skill to another, grows in his ability to listen, follow cues, and create, he becomes what each one of us would have him become: an alert, confident, thinking, sharing, creating individual, a whole person.

GOALS

1. To develop perceptual-motor abilities of eye-hand and eye-foot coordination, laterality, directionality, body image, and space awareness.
2. To enhance sensory functioning involving visual, tactile, kinesthetic and auditory modalities.
3. To develop basic skills which can lead to successful participation in game and sport activities.
4. To develop self-confidence and a positive self-image.

GETTING STARTED

1. Each child should have his own ball.
2. Ball size may vary between 6" – 8" in diameter.
3. A scatter formation is the best type of organization. Each child should have enough space around him so that he can move comfortably – perhaps at least 3 feet of personal space.
4. Each child should be close enough to hear the teacher. Use a whistle for class control. When the whistle blows *stop* all activity, *hold* the ball and listen for the new challenge.
5. Allow adequate time to practice a skill. The children's responses are the best barometer for gauging the length of an activity before blowing the whistle.
6. Establish a system for distributing and retrieving the balls.
7. Allow a warm-up or experimental period before challenges are presented. As soon as they receive a ball they can begin.
8. Do *not* demonstrate skills or tasks. It is important for children to listen, to interpret and respond with motor control.
9. Encourage positive behavior and performance by commending individual achievement and group cooperation.

INTRODUCTION

A ball is a marvelous piece of equipment for children. It is the most commonly used equipment in physical education programs as well as in natural play experiences. Its versatility allows it to be manipulated in so many ways. It can be bounced, thrown, rolled, kicked, butted and socked. From infancy, children are eager to be challenged by that round elusive object — the ball.

It promises excellent opportunities for developing hand/eye coordination and visual tracking skills necessary for general academic achievement. The ability to handle and control a ball is an important skill for all children. Children who do not have the opportunity to develop these competencies tend to perform poorly and as a result avoid participating in games and sport activities. By implementing a comprehensive program arranged by skill levels that progress from simple to difficult based on sound mechanical principles, the children have more opportunity to be successful.

As the child matures, games and sport activities become increasingly popular and an integral part of regular play and recreation. The child's relationship with his peers and his basic self-image can be strongly influenced by his ability to successfully handle a ball.

Basic ball skills insure the proper application of force, accuracy and balance. Children can participate in more advanced and demanding games if they first master basic skills.

Verbal Challenge

The primary method of movement education is that of exploration and problem solving in response to a verbal challenge. The verbal challenges stimulate language development, thinking, and creativity in planning basic body movements. Each challenge allows for creative variability by the child and therefore allows every child a degree of success. It is the instructor's responsibility to see that each child experiences success and feelings of accomplishment as he solves the perceptual motor problems presented by the verbal challenge.

Suggested Basic Challenges

On the following pages in Parts I, II, and III, we have given you numerous *Suggested Basic Challenges* for each motor skill. (The challenges have been written in the same kind of simple explanatory language that you might use with your pupils.) And we have prefaced each one with "Show me how you can:". However, other prefaces such as "Can you:", "How would you:", can be used just as well. The goal or point is to keep challenging children to solve

	Page
PART III HOOP ACTIVITIES	39
Introduction	41
Goals	41
Getting Started	42
Equipment	42
Teaching Strategy	43
LEVEL 1 ACTIVITIES	43
LEVEL 2 ACTIVITIES	45
LEVEL 3 ACTIVITIES	47
LEVEL 4 ACTIVITIES	49
LEVEL 5 ACTIVITIES	51

CONTENTS

	Page
PART I BALL ACTIVITIES	1
Introduction	3
Goals	4
Getting Started	4
Equipment	5
Teaching Strategy	5
LEVEL 1 ACTIVITIES	5
LEVEL 2 ACTIVITIES	7
LEVEL 3 ACTIVITIES	9
LEVEL 4 ACTIVITIES	11
LEVEL 5 ACTIVITIES	13
LEVEL 6 ACTIVITIES	15
LEVEL 7 ACTIVITIES	17
PART II ROPE ACTIVITIES	21
Introduction	23
Goals	23
Getting Started	24
Equipment	24
Teaching Strategy	24
Skills to Stress	25
LEVEL 1 ACTIVITIES	25
LEVEL 2 ACTIVITIES	28
LEVEL 3 ACTIVITIES	30
LEVEL 4 ACTIVITIES	32
LEVEL 5 ACTIVITIES	34
LEVEL 6 ACTIVITIES	36