

A female volleyball player in a blue jersey with the number 15 is jumping high, reaching for a volleyball. The background is a solid light green.

FIFTH EDITION

HILDA FRONSKE

TEACHING
CUES FOR
SPORT
SKILLS

FOR SECONDARY SCHOOL STUDENTS

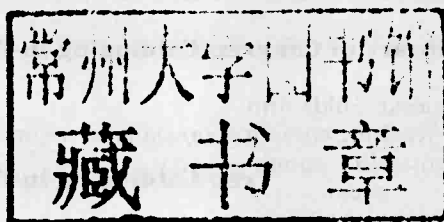


Teaching Cues for Sport Skills for Secondary School Students

FIFTH EDITION

Hilda Ann Fronske

UTAH STATE UNIVERSITY



Benjamin Cummings

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I would like to dedicate this book to Lori Olsen, her husband Tom, and their two daughters Jordan and Kylee, who have supported Lori in her position as a physical therapist for Utah State University athletes.

Preface

Have you ever dreamed of a book that would cover teaching cues, rules, drill progressions, and mini-games for a variety of sport skills and activities for secondary and high school students? The wait is over! Featured in this unique and exciting book are teaching cues and activities for 30 sports and physical activities. This book also features live-action pictures of athletes executing the cues.

Teaching Cues for Sport Skills for Secondary School Students, Fifth Edition, will save you hours of planning time by providing you with a user-friendly format. The cues will also establish credibility with your students because you can tell them why a particular cue works and you can analyze a skill better to speed up student learning.

WHAT'S NEW TO THIS EDITION?

Students will benefit from a variety of new content in this edition, including:

- A new Chapter 2 titled The Foundation of Sport Skills that goes “back to the basics” with fundamental sport skills cues that can apply to any sport. This core chapter connects every sport skill in the book by explaining how honing the most important, basic skills and techniques (like jogging, sprinting, throwing right side/left side, kicking, jumping, etc.) supports the mastery of more complicated sports skills.
- Consistent additions to the cues tables throughout the book, filling in the Why and Common Error sections for nearly every activity.
- New Rules of Play section for 14 sports.
- Consistent updates to the Safety, FYI, and Equipment Tips sections throughout the chapters, resulting in the addition of 25 percent new content.

- A new Using Technology section in Chapter 1 that provides instructors with hints on how to use PowerPoint® and YouTube videos in a classroom setting.
- New content for two new sports, indoor hybrid ball and water polo, that have been added to existing team handball and swimming chapters.
- A new eText CourseSmart version of the book is now available. CourseSmart eTextbooks are an exciting new choice for students looking to save money. As an alternative to purchasing the print textbook, students can subscribe to the same content online and save 40% off the suggested list price of the print text. Access the CourseSmart eText at www.coursesmart.com.

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Edward Heath and his family, wife Megan and children Daniel, McKinley, and Megan. Thank you Ed for all of the time and detail you put into this book and to your family to support you in this endeavor.

I would like to thank our President of our University, Stan Albrecht, for the outstanding leader he is at Utah State University.

Additionally, I would like to thank Carolyn Brooks and Debbie Tidwell, our Staff Assistants, for their time and talents that went into the process of this book.

Lastly, I appreciate the time, effort, and suggestions of the reviewers for this edition: Louis Dugas, Southeastern Louisiana University; Sara Hocking, Coastal Carolina University; Ferman Konukman, The College at Brockport; Ellen Martin, Columbus State University; Thomas Parry, Southern Illinois University—Carbondale; and Thomas Roberge, Norwich University.

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Teaching Physical Education Is Fun with the Right Tools

Have you ever found yourself asking these questions: How can I do a good job teaching physical education and have fun at the same time? What is the quickest and most efficient way to teach sport skills in the time I have been allotted? What tools do I have available to provide a positive learning environment in the sports arena and to build lasting relationships with my students?

This book answers these questions and provides a wealth of teaching cues for physical education activities in your curriculum. The benefits of this book are distinct from the skills text.

- The text answers *why* a cue is appropriate for a skill.
- The text includes photographs of students and athletes, with each cue labeled.
- The text provides cues for successfully teaching fundamental sport skills that are developmentally appropriate.
- The text reinforces the National Standards for Physical Education (NASPE, 2004).
- The text provides a resource for enrichment of the state core curricula.
- Using teaching cues addresses the three learning domains: psychomotor, cognitive, and affective.
- The cues are broken down by components and are easily modified for students with disabilities.
- The cues provide a framework for authentic assessment by teachers and students.
- The cues provide an opportunity to integrate other curricular areas.

TOOL 1: WHAT AM I SUPPOSED TO TEACH?

The National Association for Sport and Physical Education (NASPE) established six content standards and numerous benchmarks that provide curricular objectives for a physically educated person. The National Standards for Physical Education are:

1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
3. Participates regularly in physical activity.
4. Achieves and maintains a health-enhancing level of physical fitness.
5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
6. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction (National Association for Sport and Physical Education [NASPE], 2004).

The NASPE (2004) content standards and your state core curriculum provide a curricular foundation for teaching physical education.

TOOL 2: WHAT ARE TEACHING CUES?

A *cue* is defined as a guiding suggestion or a stimulus that excites the imagination to action. Cues are short, catchy phrases that call the student's attention to key components of a skill. A cue projects a clear description of a skill component into the student's mind.

Cues may be verbal, serving as a short reminder of more complete information presented about a skill. A cue developed around rich visual imagery, or related to the student's previous experience, remains in cognition much longer than a lengthy discourse on the fine points of technique. A mind cluttered with many technical concepts cannot direct the muscles to achieve flawless coordination. At best, a mind concentrating on one visual or kinesthetic prompt may direct that one body part to obey the command. For example, a verbal cue for shooting a basketball is "palm up." Phrases may be more visual, with the intent of creating a picture in the learner's mind that results in correct skill performance. The "palm up" cue could be followed by "like holding a waiter's tray." These are prompts that provide a rich visual imagery for students to identify the skill component. By visualizing these familiar patterns, students are able to develop skill patterns, and if they begin to show poor form, a cue serves as a quick reminder of proper form.

Too often when teaching sport skills, the teacher overloads the student with too much information and technical jargon, which may make little sense to the student. Motor learning specialists have long noted that the simpler the instructions, the easier it is for the student to concentrate on the skill at hand. The KISS principle, "keep it short and simple," is applied.

TOOL 3: WHY DO STUDENTS NEED TO GET A CUE?

Cues are used to motivate students. Research has determined that students who receive cues appear to be more motivated to improve their performance than students who do not receive them. The self-confidence of the cued students seems to increase steadily with improved skill ability, as they work to



FIGURE 1.1 Cues Poster

improve each day. Students who do not receive cues appear to be frustrated and bored and have a difficult time staying on task (Fronske, Abendroth-Smith, & Blakemore, 1997).

Cues can help students set higher goals in skill performance. Cues arouse students to direct their efforts toward improving their performance and provide a foundation for setting goals. When students feel the success of learning one cue at a time, you can introduce other cues without intimidation until they become proficient at the complete skill component. Mastering one cue at a time gives students very specific goals to work for. By providing a cue, or a few alternative cues, students are able to choose one and work at their own pace. Create cues posters and display them in your facility for your students to refer to as they practice the skills (Figure 1.1). Cues help all students experience success with sport skills.

Physical education teachers have students for a short period of time during the week. It is imperative that this time be utilized to the fullest. The use of material, such as found in this book, on short, accurate, qualitative teaching cues can save teachers hours of preparation. Research indicates that the combination of accurate, qualitative cues; appropriate numbers of cues; and use of visual demonstrations along with verbal explanations seems to produce greater skill development gains (Rink, 1993). The cues in this book have been developed by experts in their respective areas to help teachers give accurate, qualitative cues regarding a specific sport skill. These cues *work*!

Cues also address the psychomotor, cognitive, and affective learning domains. They

- Enhance the learner's memory (cognitive).
- Compress information and reduce words (cognitive).
- Encourage focus on one specific component of a skill (psychomotor).
- Help teachers and students analyze a skill performance by helping them focus on a particular component of the skill (psychomotor).
- Strengthen correct performance (psychomotor).
- Help teachers give positive, corrective feedback (affective and cognitive).
- Help peers give positive, corrective feedback (affective and cognitive).
- Motivate students to develop and refine skills (affective and cognitive).

TOOL 4: HOW DO STUDENTS GET A CUE?

Students are visual learners and need three to five demonstrations. The use of demonstrations is the best way to teach with cues. Cues used with demonstrations help students develop a strong visual image of the skill. When demonstrating a skill, the teacher focuses the students' attention on one specific component of the skill through the use of a good verbal or visual cue. To avoid confusing students, it is important to keep verbalization to a minimum. For example, having students make an upside-down L when performing skipping A's gives them a picture upon which to base their skill. By picturing the correct pattern, they are able to develop the correct skipping patterns. If they begin to show improper form, a cue, a demonstration, or both can serve as a quick reminder of proper form.

Do not overload students with too many cues. Here are some helpful tips when teaching with cues:

- Research in motor learning indicates that students can best learn with a limited amount of new material.
- Giving students too much information or progressing to new information before students have grasped a concept may hinder the learning process.
- Too much information is worse than no information at all.
- For each component of a skill, practice the whole skill, but focus on each part in turn.
- Give students no more than one to three cues at a time.
- Following the acquisition of the motor pattern targeted to the first cue (e.g., in the football punt, "kick the fish in the belly"), teachers then move to the next phase of the motor skill.
- Additional cues should build on the previously learned skills, with no more than three cues for each teaching episode.
- Students need short bits of information that they can quickly apply to their skill.
- Practice, practice, practice; repetition, repetition, repetition.

Provide students with lots of opportunities to respond (OTRs), such as touching the ball. You want maximum activity with minimum wait time. Each student or pair is provided with a piece of equipment. This increases a student's OTRs. This book provides great drill progressions and mini-games to assist you when teaching sport skills and games that offer lots of OTRs.

Providing feedback to your students is a critical tool to help them learn sport skills. To earn your credibility as an educator, you must work hard during each class session. Giving appropriate feedback is the "heartbeat" of the class. Is it tough to give feedback in each class session? Yes. Why? Because it takes focus, intensity, time, and effort to pay attention to the performance of the students. When teachers are in tune and give appropriate corrective feedback, it helps to maintain the supportive climate. Why? Because, as Thomas Dewey states, "The deepest urge in human nature is the desire to be important" (Carnegie, 1981, p. 18). William James states, "The deepest principle in human nature is the craving to be appreciated" (Carnegie, 1981, p. 18). When teachers pay attention to students, students feel important, and when teachers give feedback, students feel appreciated.

Teachers need to notice details about their students. "What kind of details?" you might ask. Start with the effort the individual is giving when performing a skill or participating in a game. Study each student's face and body language. This takes hard work on your part, but if the students know you are

paying attention to them and that you notice the small details, they will develop trust in you because they sense you care about them as individuals.

But this tool is not enough for you to earn credibility with your students. You must know the correct movement patterns to analyze the skills of your students and give technical feedback. Using the cues in this book will give you a jump start in earning credibility with your students. Teaching sport skills is easier and more effective when you focus on one to three cues and then give feedback on those cues.

Just as important as technical feedback is positive communication between you and a student. Eighty percent of what a teacher communicates to students is through nonverbal behaviors, such as body language: for example, thumbs up or down, clapping, the “yes” arm pump, the raise-the-roof motion, the OK sign, facial expressions, “The Look,” raising the eyebrow, a wink, the with-it-ness body stance, hands in pockets, or folded arms.

The smile is a very powerful nonverbal tool in teaching. Why? Dale Carnegie states, “Actions speak louder than words and a smile says, ‘I like you, you make me happy, I am glad to see you’” (Carnegie, 1981, p. 66). People who smile, he said, “tend to manage, teach and sell more effectively and to raise happier children. There is far more information in a smile than a frown. That’s why encouragement is a much more effective teaching device than punishment of other people. People rarely succeed unless you are having fun doing it” (p. 67). “The smile enriches those who receive it without impoverishing those who give it, happens in a flash and the memory of it sometimes lasts forever” (p. 70).

Another communication technique is appropriate touch, such as high fives, low fives, side fives, backward fives, and a jump with two-handed fives. Appropriate places to touch students may be the arms, shoulders, and back. Be sensitive to other cultural customs regarding appropriate touch.

There is one more tool that works when giving feedback: The Challenge. This tool is rarely discussed in the literature. The best coaches in the United States—John Wooden, Pat Summit, Phil Jackson, and many others—challenge their athletes. A Challenge is stimulating, thought provoking, something that incites or quickens actions, feelings, and thoughts; and it arouses action or effort by encouragement. The Challenge is usually disguised. It comes with risk, but it can become a major tool for taking your students beyond what they think is their potential.

The Challenge happens only after you have built positive relationships with your students. To issue a challenge, you must know the student’s backgrounds, dreams, and goals. Then and only then will The Challenge be effective.

To review, the following are five examples of feedback:

- *Effort*: “Abby, great effort on trying to throw the ball left-handed. Try making a better L for me.” Or “Great effort running the bases.”
- *Technical*: Give positive, specific feedback on a cue, and then correct an error. “Amanda, great L throwing on the ball. Now try to take a longer step on the target.” (Figure 1.2, page 6).
- *Nonverbal*: Clear across the gym, you notice that Abby is practicing making an L with her left arm. Give her a thumbs-up and a big smile. (Figure 1.3, page 6).
- *Appropriate touch*: “Amanda, I like your long step to the target.” You give Amanda a high five (Figure 1.4, page 6).
- *Challenge*: John already knows how to throw. You say to John, “Is that the hardest or farthest you can throw the ball?” Another example might be found in a game situation. You notice John jogging around the bases.

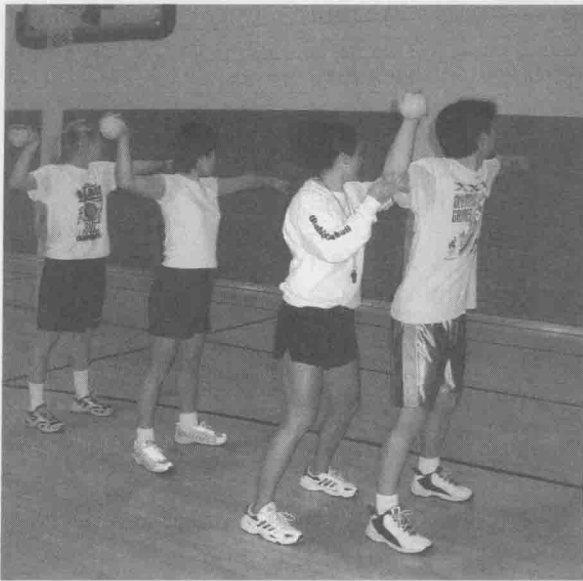


FIGURE 1.2 Technical Feedback

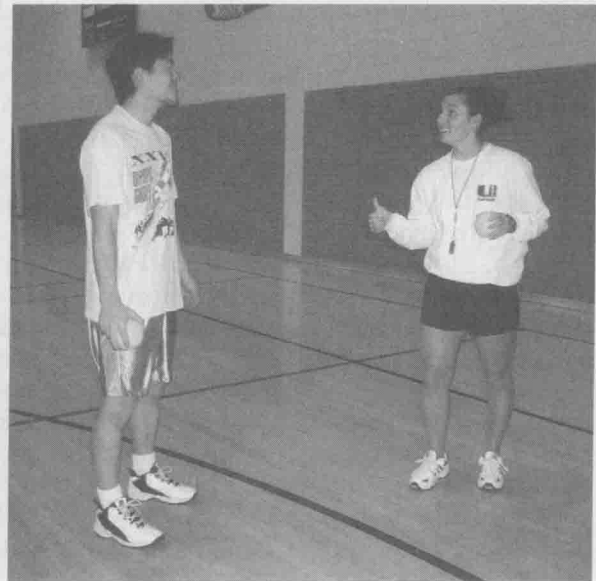


FIGURE 1.3 Nonverbal Feedback

You might say, "John, is that the fastest you can go around the bases? I noticed you are quite a sprinter and you outrun everyone in class. Show me how fast you can run."

Carnegie (1981) sums up the importance of providing feedback: "You want the approval of those with whom you come in contact. You want recognition of your true worth. You want a feeling that you are important in your little world. You don't want to listen to cheap, insincere flattery but you do crave sincere appreciation. How? When? Where? The answer is: All the time, everywhere" (p. 101).

If you use these specific feedback tools, will it help you become a better teacher? Absolutely! Start today.

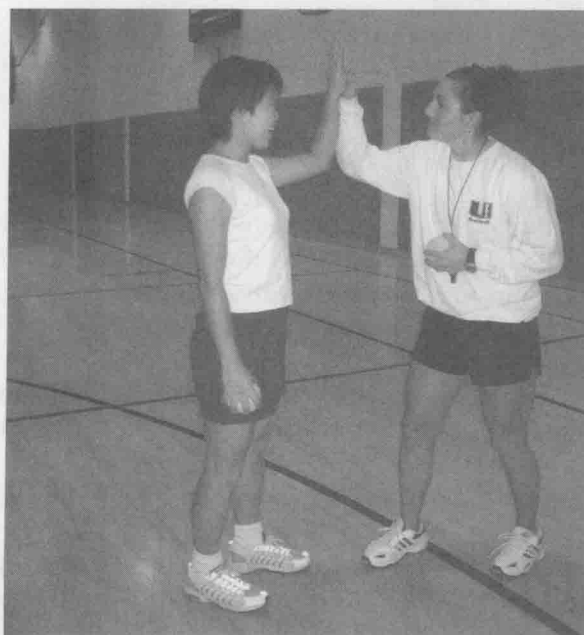


FIGURE 1.4 Appropriate Touch