



Sixth Edition

TEACHING CUES FOR
**SPORT
SKILLS**

FOR SECONDARY SCHOOL STUDENTS

Hilda A. Fronske
Edward M. Heath

Teaching Cues for Sport Skills for Secondary School Students

SIXTH EDITION

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UTAH STATE UNIVERSITY

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Library of Congress Cataloging-in-Publication Data

Fronske, Hilda Ann.

Teaching cues for sport skills for secondary school students/Hilda Ann Fronske, Utah State University, Edward M Heath, Utah State University, Benjamin Cummings.—Sixth edition.
pages cm.

Includes bibliographical references and index.

ISBN-10: 0-321-93515-2

ISBN-13: 978-0-321-93515-1

1. Sports—Study and teaching (Secondary) 2. School sports—Coaching. I. Title.

GV361.F66 2014

796.077—dc23

2014000891

ISBN-10: 0-321-93515-2

ISBN-13: 978-0-321-93515-1

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www.pearsonhighered.com

1 2 3 4 5 6 7 8 9 10—EBM—18 17 16 15 14

I would like to dedicate this book to my good friend Wasel Lambert, Karl Lambert (husband), and her 5 children: Melissa, (husband) Bo Oldroyd and Ruby Gene (daughter), Amy, Jared, Jefferson, and Daniel.

—Hilda Fronske

This book is dedicated to all of those teachers and coaches who, like Dr. Fronske, have a passion for their job to instill their same enthusiasm for physical activity and sport in students. These teachers truly realize the joy that comes from a lifetime of physical activity and the important role physical activity plays in the quality of our lives.

—Edward Heath

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Preface

Have you ever dreamed of a book that covered teaching cues, equipment tips, safety, etiquette, teaching progressions, mini-games, rules, strategy, scoring, and assessment for a wide variety of sports and activities? The wait for dedicated teachers who want to expose their students to a host of physical activities is over! Featured in this unique and exciting book are teaching cues and other helpful information to enhance the teaching of 29 different sports and activities.

Teaching Cues for Sport Skills for Secondary School Students, Sixth Edition, will save teachers and coaches hours of planning time with this user-friendly format. The cues will also establish your credibility with students because you can tell them why a particular cue works and you can better analyze skills and accelerate student learning. Teachers can make use of the authors' and sport consultants' years of experience to enhance their ability to teach these activities.

WHAT'S NEW TO THIS EDITION?

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

- Additions and reorganization of each activity chapter to include, in order, equipment tips, safety, etiquette, teaching progressions, mini-games, updated rules, strategies, updated scoring, and assessment ideas.
- Chapter 22 on Strength Training with Free Weights has been completely rewritten.
- New pictures and extensive revisions to Chapter 26 on Track and Field Events.
- Addition of several diagrams of fields and courts.
- Consistent additions to the cues tables throughout the book, filling in the Why? and Common Error sections for nearly every activity.

ACKNOWLEDGMENTS

My thanks to the incredible crew at Pearson Education, Benjamin Cummings, Susan Malloy, Tu-Anh Dang-Tran, and Sandra Lindelof; thank you for all your time, insights, editing skills, and making this whole process fun.

Edward Heath and his family, wife Megan and children Daniel, McKinley, and Emma. 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 Brittain and Debbie Phippen, 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: Brian Culp, Indiana University-Purdue University Indianapolis; Ferman Konukman, State University of New York; Ellen Martin, Columbus State University; Bennie Prince, University of Arkansas at Little Rock; Peter Rattigan, Rowan University; Thomas Roberge, Norwich University; and Katelyn Smither, Old Dominion University.

Sport Consultants

Teaching Physical Education Is Fun with the Right Tools: Ed Heath, professor in HPER, Utah State University, Logan, Utah.

Aerobic Kickboxing: Chris Erickson, certified aerobic kickboxing instructor, second-degree black belt, elementary physical education teacher, Adams Elementary School, Logan, Utah. Shelley Dawson, Sports Academy and USU Aerobic Kick Boxing Instructor, Utah State University, Logan, Utah. Chandra Salmon, soccer player, Utah State University, Logan, Utah.

Archery: Joyce Harrison, associate dean, Brigham Young University, Provo, Utah. Derek Lindley, archery manager at pro shop, Al's Sporting Goods, Logan, Utah. Val Spillet, vice president of Al's Sporting Inc., Logan, Utah.

Badminton: Peggy Savosik, Jim Leete, and Jim Stabler, USA Badminton, Colorado Springs, Colorado. Gord Smith, Badminton Canada, Gloucester, Ontario, Canada. Richard Jones, Brigham Young University, Provo, Utah. Edward Heath, professor in physical education, Utah State University, Logan, Utah. Benji Skinner, graduate student, Utah State University, Logan, Utah.

Baseball: Justin Jensen, associate scout for Milwaukee Brewers, Rocky Mountain School of Baseball, Logan, Utah. Jonathan Howell, Health, Physical Education, and Recreation Department, Utah State University, Logan, Utah. Rick Thorne, Skyview High School head baseball coach, Smithfield, Utah. Ryan Zimmerman, pitcher for AA baseball, Tampa Bay Rays, assistant football coach, Utah State University, Logan, Utah.

Basketball: Coach Al Brown, assistant basketball coach for Lady Volunteers, University of Tennessee, Knoxville. Shanna Stevens, Utah State University club basketball coach, Logan, Utah. Jacob Smith, Student, Utah State University, Logan, Utah. Jaycee Carroll, basketball player, Utah State University, Logan Utah. Kyle Straatman, basketball coach, Mt. Crest High, Hyrum, Utah. Casey Richardson, undergraduate student, Utah State University, Logan, Utah.

Bowling: Richard Jones, professor in pedagogy and sports, Brigham Young University, Provo, Utah. Russell Boyer, undergraduate student, Utah State University, Logan, Utah.

Cycling—Mountain Biking: Quinn Bingham, bicycle technician, Al's Sporting Goods, Logan, Utah. Jeff Keller, Sunrise Cycle, Logan, Utah. Steven Gudmundson, graduate student, Utah State University, Logan, Utah. Emily Watkins, graduate student, Utah State University, Logan, Utah. Gerald Smith, professor in HPER, Utah State University, Logan, Utah. Eadric Bressel, Professor in HPER, Utah State University, Logan, Utah.

Cycling—Road Biking: Jeff Keller, Sunrise Cycle, Logan, Utah. Steven Gudmunson, graduate student, Utah State University, Logan, Utah. State Stowers, bicycle technician, Al's Sporting Goods, Logan, Utah. Emily Watking, undergraduate student, Utah State University, Logan, Utah. Gerald Smith, Professor in HPER, Utah State University, Logan, Utah. Eadric Bressel, Professor in HPER, Utah State University, Logan, Utah.

Field Hockey: Laura Darling, United States Field Hockey Association, Colorado Springs, Colorado. Katie Harris and Deanie Stetson, Falmouth

High School, Falmouth, Maine. Lauren Eichenberger, SUNY, Cortland Field Hockey, New York.

Fitness Equipment Workout: Edward Heath, professor in physical education, Utah State University, Logan, Utah. Rod Hammer, MS, Icon Health and Fitness, Logan, Utah. Dayna Barrett, Assistant Wellness Coordinator, Utah State University, Logan, Utah.

Floor Hockey: Ross Keys, physical education undergraduate student, and Michael Burggraf, physical education undergraduate student, Utah State University, Logan, Utah. Gianni Maddalozzo, instructor in physical education, Department of Exercise and Sport Science, Oregon State University, Corvallis, Oregon.

Football: Bill Bauer, facility coordinator, Utah State University, Logan, Utah. Jeff Berg, football player, Utah State University, Logan, Utah. Art Erickson, player and coach, Utah State University, Logan, Utah. Ryan Allred, undergraduate physical education, Utah State University, Logan, Utah. Jacob Smith, student, Utah State University, Logan, Utah. Jesse Parker, Intramural Supervisor, Utah State University, Logan, Utah. Jarett Tauiliili, Utah State University Football, Logan, Utah. Kyle Strattman, physical education major, Utah State University, Logan, UT. Casey Richardson, physical education major, Utah State University, Logan, UT.

The Foundation of Sport Skills: Dominique Gaisie, football player, Utah State University, Logan, Utah. Paul Igboeli, football player, Utah State University, Logan, Utah. Anthony Porras, soccer player and student, Utah State University, Logan, Utah. Julie Douglas, student, Utah State University, Logan, Utah. Dayna Barrett, Assistant Wellness Coordinator, Utah State University, Logan, Utah. Jacob Smith, student, Utah State University, Logan, Utah. Christopher Curtis, student, Utah State University, Logan, Utah.

Golf: Robert Fronske, amateur golf player, Tempe, Arizona. Dan Roskelley, golf professional, Logan Golf and Country Club, Logan, Utah. Brett Wayment, assistant professional, Logan Golf and Country Club, Logan, Utah. Ed Heath, Professor in HPER, Utah State University, Logan, Utah.

Lacrosse: Roger Allen, lacrosse coach, Logan, Utah. Mason Goodhand, Utah Lacrosse Association, Salt Lake City, Utah. Heriberto "Eddie" Vega, head lacrosse coach, Utah State University, Logan, Utah. Erin Smith, US Lacrosse, Baltimore, Maryland. Nick Baker, Lacrosse Player, Utah State University, Logan, Utah. Lauren Eichenberger, Suffern High School lacrosse, New York. Photography: Erin Smith.

Pickleball: Sarah Lowe, Angela Kimball, Amy Thatcher, and Jackie Ellis, tennis team at Utah State University, Logan, Utah. Tedi Searle, physical education undergraduate student, Utah State University, Logan, Utah. Doug Smith, general manager, Pickle-Ball Inc., Seattle, Washington.

Racquetball: Chris Atkins, head racquetball club coach, Utah State University, Logan, Utah. Jim Hiser, American Amateur Racquetball Association, Colorado Springs, Colorado. Susan Hill, graduate student, Health Department, Southern Illinois University, Carbondale, Illinois. Benji Skinner, graduate student, Utah State University, Logan, Utah.

Recreational Walking, Running, and Hiking: Patrick Shane, head women's cross-country/distance coach, Brigham Young University, Provo, Utah. Kevin Prusak, assistant professor, elementary physical education, Brigham Young University, Provo, Utah. Sue Vincent, assistant professor, elementary physical education,

Brigham Young University, Provo, Utah. Jesse Nelson, undergraduate student, Utah State University, Logan, Utah. Loretta Cide, undergraduate student of physical education, Utah State University, Logan, Utah.

Soccer: Chris Agnello, men's soccer coach, Department of Exercise and Sport Science, University of Utah, Salt Lake City, Utah. Brent Anderson, assistant soccer coach, Heather Carins, head women's soccer coach, Utah State University, Logan, Utah. Charles Dudschus, Health, Physical Education, and Recreation Department, Utah State University, Logan, Utah. Kelli Brooke Parsons, undergraduate physical education student, Utah State University, Logan, Utah. Jin Wang, men's soccer coach, Rockford College, Rockford, Illinois. Brian Hopkinson, student, Utah State University, Logan, Utah.

Softball, Fast-Pitch and Slow-Pitch: Lloydene Searle, women's fast-pitch head softball coach, Utah State University, Logan, Utah. Ann Schulz, softball coach, Sandridge Junior High School, Layton, Utah. Emily Watkins, graduate student; Stephanie Vasarhely, graduate teaching assistant; Nicole Downs, physical education undergraduate student; Kelly Warner, physical education undergraduate student, Utah State University, Logan, Utah. Hailey Fronton, Dakota Monarrez, Ambur Orozeo, Jo Koons, Utah State University Softball, Logan Utah.

Strength Training with Free Weights: Evan Simon, Head Strength Coach, University of Wisconsin, Madison, Wisconsin.

Swimming and Water Polo: Katrina Bingham, swimming and water aerobics instructor, Utah State University, Logan, Utah. Lisa Klarich and Steven Dunn, Health, Physical Education and Recreation Department, Utah State University, Logan, Utah. Christopher Hudson, Assistant Aquatics Coordinator, Utah State University, Logan, Utah. Zachary Miller, Head Water Polo Coach, Bear River High School, Tremonton, Utah. Danny Espin, Head Water Polo Coach, Bear River High School, Tremonton, Utah. Breanna Studenka, Health, Physical Education and Recreation, Utah State University, Logan, Utah.

Team Handball and Indoor Hybrid Ball: Mary Phyl Dwight, cochair, Coaching and Methods Committee, United States Team Handball Federation, Kansas City, Missouri. Reita Clanton, assistant coach for women's team handball, Atlanta, Georgia. Peter Mathesius, physical education instructor, Utah State University, Logan, Utah. Randy Webb, helps with Police Athletic League (PAL), former teacher, coach, parks and recreation for 30 years, Knoxville, Tennessee. Lauren Eichenberger, SUNY Cortland Team Handball, New York.

Tennis: Janet Carey, tennis professional, Neversink, New York. Dan Clifton, tennis instructor for campus recreation instructional program, Utah State University, Logan, Utah. Steven Dunn, former assistant professor in physical education; Rolayne Wilson, associate professor of physical education; Joy Hartung, tennis athlete and undergraduate student; Tedi Searle, physical education undergraduate student; and Clay Stevens, former graduate student, Utah State University, Logan, Utah. Sarah Lowe, Angela Kimball, Amy Thatcher, and Jackie Ellis, tennis team at Utah State University, Logan, Utah. Christian Wright, head tennis coach, Utah State University, Logan, Utah. Edward Heath, professor of physical education, Utah State University, Logan, Utah.

Track and Field Events: Curtis Collier, track technician, Utah State University, Logan, Utah. Dayna Barrett, track and field heptathlete, and Jamie Bennion, heptathlete and graduate student, Utah State University, Logan, Utah. Jon Goble, Utah State University Track, Logan, Utah.

Ultimate Frisbee: Ann Asbell, activity specialist, Department of Exercise and Sport Science, Oregon State University, Corvallis, Oregon. Janenne Graff, player/coach, Ultimate Frisbee Club, Utah State University, Logan, Utah. Steven Noorda, student, Utah State University.

Volleyball: Carl McGown, Department of Physical Education, Brigham Young University, Provo, Utah. Lana Moser, head volleyball coach, Preston High School, Preston, Idaho. David Cuthbert, head coach for Wessex Volleyball Club Junior Women, Poole, UK. Stormy Schuler, Volleyball Player, assistant coach, Utah State University, Logan, Utah. Lori Karaghoulis, head women's volleyball coach for 20 years, Mountain Crest High School, Hyrum, Utah. Paige Neves, Utah State University Volleyball, Logan, Utah. Jacob Christofferson, student, Utah State University.

Yoga: Rachel Hebert, yoga practitioner and model, San Francisco, California. Denise "Deni" Preston, certified group exercise fitness instructor for American Council on Exercise, Brigham Young University, Provo, Utah. Jennifer Fallon, M.S., yoga instructor, Utah State University, Logan, Utah. Kylie Cardon, student, Utah State University, Logan, Utah. Julie Christenn, student, Utah State University, Logan, Utah. Photography: Christina Pierson.

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? 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 (AAHPERD, 2013).
- 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.

NATIONAL STANDARDS & GRADE-LEVEL OUTCOMES FOR K-12 PHYSICAL EDUCATION

The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.

To pursue a lifetime of healthful physical activity, *a physically literate individual*:

- Has learned the skills necessary to participate in a variety of physical activities.
- Knows the implications of and the benefits from involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle.

Standard 1–The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2–The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3–The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4–The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5–The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

The AAHPERD, 2013 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.

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 improve each day. Students who do not receive cues appear to be frustrated and bored and have a difficult time staying on task (Fronsk, 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 opportunities to work toward specific goals. 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 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!*



FIGURE 1.1 Cues Poster

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 movements, 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. 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, avoid hands in pockets or folded arms.

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 and 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).
- *Nonverbal*: Clear across the gym, you notice that Adam is practicing making an L with her left arm. Give her a thumbs-up and a big smile. (Figure 1.3).
- *Appropriate touch*: “Amanda, I like your long step to the target.” You give Amanda a high five (Figure 1.4).
- *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.”

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

Mini-Games Increase Feedback Opportunities

Mini-games with three to six students on each team are recommended so that students have an opportunity to respond. Feedback is easier to give when your class is divided into smaller groups. More is better! More students with



FIGURE 1.4 Appropriate Touch



FIGURE 1.5 Mini-Game

their own equipment. More opportunities to practice. More feedback gives the students more skill development and more confidence to succeed (Figure 1.5).

Feedback on the cues should be given during these games. Teachers usually do not give technical feedback in the game situation but get caught up watching the game, or if they do give feedback, it is in the form of “nags” (negative feedback). Mini-games provide a great opportunity to gain credibility with your students. Remember: it takes effort, hard work, observation, focus, and timing to give precisely the right feedback. Try to use a variety of feedback techniques, and always give the students something to work on. Your class will be full of exciting options to help your students learn skills, have fun playing games, and develop lifetime sport skills. You will also be so absorbed in the class that time will pass very quickly, and your passion for your work will increase. The students will feel your fervor, enthusiasm, and passion when you teach. Watch the best teachers and see what *they* do.

Using Technology

Using PowerPoint Presentations and YouTube videos to teach sport skills can be a valuable teaching tool for teachers and coaches. Students and athletes can be highly motivated by PowerPoints and YouTube. Virtually anyone can make a PowerPoint presentation and access a YouTube clip to help teach sport skills since the information on the Internet is vast. Utilize these technologies in the classroom when students are fatigued or on rainy days before competition. The following is a link to view examples of PowerPoint presentations: <https://hper.usu.edu/htm/faculty-resources>. The PowerPoints provide the instructor with ideas to supplement and improve future classes and teams. Using technology in this way has effectively enriched the learning experience of students, athletes, teachers, and coaches.

TOOL 5: HOW DO I ORGANIZE A SUCCESSFUL CLASS?

Develop a Supportive Climate on the First Day

On the first day of class, the teacher needs to get to know each student—and the students need to get to know each other—before anything else is done (Figure 1.6). How do you set the stage for the first hour of class? The first rule is that no one talks when a student or teacher is “onstage.” Ask each student to stand and talk about something they carry with them each day, or perhaps to imagine some piece of sports equipment they would like to be. Why is this activity critical on the first day? It breaks the ice between the students and the



FIGURE 1.6 Supportive Climate on the First Day

teacher. The students begin to feel comfortable with each other. They begin relating to each other's experiences. First impressions and judgments—good or bad—are replaced by feelings of warmth for the individual. The students feel more comfortable talking with each other, and they learn specific facts about their classmates. They can use this information to open a conversation. Walls come down. Relationships start to form. The teacher also benefits and has information with which to spark a later conversation.

Another reason this activity is so effective is that all students must be quiet when not onstage. This teaches respect for each other, and the teacher can begin to work on management skills, setting the tone for the rest of the year.

On the second day, have students network with a partner for about five minutes. Each student stands with a partner, and they share with the group what they have learned about each other. Once again, emphasize the rule that no one else is to talk when partners are sharing their experiences about their new friend. Respect is reinforced. You will be amazed at how well the students listen during this time. Perform this type of activity throughout the year whenever you feel a need to bond with your class. Remember, the first few days are critical in terms of what you will do the rest of your year. The benefits of a supportive climate (Patton & Griffin, 1981) include the following:

- Group members more easily accept others' influence.
- Members of the group are less suspicious of the motives of others.
- A greater degree of tolerance of deviant behavior occurs.
- When conflicts arise, the group is able to focus on the group goals rather than on defending egos.
- The group develops trust, which allows more freedom for group risk-taking.
- Members of the group feel better about themselves.

Establish a Supportive Climate When Teaching Sport Skills

Teachers need to establish a framework of support in order to implement teaching cues successfully. Students need to feel safe in order to reach out and try new behaviors. Creating a supportive climate promotes a safe learning environment for students. The supportive climate happens verbally, with positive, clear cues and reinforcing phrases. It also happens in a safe, nonverbal physical environment.

Nonverbal behaviors, which accompany verbal cues, also communicate to students. A teacher who says, "Nice dive," accompanied by a harsh tone of voice and disapproving facial expression, communicates, "Bad dive." The way

teachers present cues—the tone of their voice, their body language, their manner of touch, or the way they dress (such as a teacher not wearing a swimsuit in a swim class)—can enhance or detract from a positive comment.

Great teachers and coaches are skillful at giving the most appropriate cue at the appropriate time, using verbal and/or nonverbal signals. Combining verbal cues and positive nonverbal cues becomes a powerful tool for providing feedback from the teacher. By creating a supportive climate, you can help students feel comfortable and become motivated to explore and learn a variety of sports.

Build Relationships and Still Get the Work Done

Hunter (1998) states this about building relationships: “If we focus only on tasks and not on the relationship, we may experience turnover, rebellion, poor quality, low commitment, low trust and other undesirable symptoms” (40). Being an excellent leader maximizes the teacher’s effectiveness. The first thing one must do is value those leading and strive to develop healthy and mutually respectful relationships. Hunter continues, “The key then to leadership is accomplishing the tasks at hand while building relationships” (41).

How does a teacher continue to build relationships (Figure 1.7) and still get the work done? Teachers have many opportunities to learn each day about students’ lives and what they treasure. Here are some options to think about: Take time before school, at lunch, and after school to visit with your students. Interview them about their interests, dreams, and goals. Attend school functions to let them know you care about them. Let them talk about what they did over the weekend, on spring break, or during their summer vacations.

Expending the effort to build relationships with your students develops their respect and trust. They will be more willing to work for you, so work on building relationships daily. The best teachers do, and the work gets done in a supportive climate.

Establish Protocols and Use Management Skills

Protocols are necessary to provide a safe learning environment and to provide structure for your students. Just like any other sport skill, the protocols need to be practiced repeatedly. For further information, refer to Graham, Holt/Hale, and Parker (2000) and Pangrazi (2007a, 2007b). The following protocols are just a few to get you started:

1. Establish start and stop signals. The signals need to be different from each other. They can be auditory or visual, or a combination of both—for example, one whistle blow to start and two whistle blows to stop.



FIGURE 1.7 Building Relationships