

Dual Strike Paddles

Item #12538

What Are the Educational Applications?

Tennis, badminton, and racquetball are just a few of the sports that require the player to strike an object with a short-handled implement. Striking an object with an implement is considered to be a fundamental manipulative skill in which force is received from the object and immediately imparted back to the object. Compared to other fundamental manipulative skills (i.e., throwing, catching, rolling a ball) striking is very complex and challenging. To become proficient at striking with an implement, your students must coordinate a number of skill components. Side orientation, opposition, and follow through are just a few of the skill components found in most fundamental manipulative skills that are necessary for the development of a mature striking pattern. In addition, there are a number of skill components that are specific to any skill that has both a receiving and sending phase such as striking.

Class use of the Dual-Strike Paddles enables your students to self practice several of the receiving and sending components that often can only be experienced in partner play. Tracking a moving object, adjusting body position to the flight of the object, selecting an appropriate striking pattern, selecting an appropriate contact spot on the paddle face, and controlling the flight of the object are just a few of the components refined by practicing with the Dual-Strike Paddles.

How Can I Use the Dual-Strike Paddles With My Students?

Initially you should provide your students with a number of self-paced challenges using the Dual-Strike Paddles. The following challenges are designed to develop the components of receiving and sending found in striking, while providing the students with an opportunity to develop confidence prior to game play.

Activity #1: Self-Paced Challenges

Balance a ball on top of the right paddle while standing in one place. Students must learn to keep the paddle face level in order to maintain the ball on top of the paddle. Progress to balancing the ball on top of the left paddle and then balance a ball on each of the paddles. For a higher-level challenge, have the students balance a ball/s on the paddle/s while walking.

Repeatedly strike a ball (hi-bounce foam ball, plastic whiffle ball) on the floor (bouncing/dribbling) using just the right paddle. As the student becomes proficient using the right paddle, switch to repeated striking using the left paddle. How many times can the student bounce/dribble the object with the right/left paddle? How fast can the student bounce/dribble the object using each paddle? Can the student walk and bounce/dribble the ball using the right/left paddle?

Repeatedly strike an object (balloon, hi-bounce foam ball) in the air (volley) using just the right paddle. As the student becomes proficient using the right paddle, switch to repeated striking using the left paddle. How many times can the student volley the object with the right/left paddle? How fast can the student volley the object using each paddle? Can the student walk and strike the object using the right/left paddle?

Repeatedly strike an object (hi-bounce foam ball) that is rebounding off a stationary target (wall volley). Begin by using just the right paddle to strike the ball to the wall. Then, progress to using the left paddle to return the ball to the wall and then, alternately use the right and left paddles to return the ball to the wall.

In each of the above challenges, students may wish to compete against a previous personal performance or you may have an already established record that the students are competing against. Since these activities are self-paced, it is not necessary or appropriate to compete against another student.

Activity #2: Dual-Strike Paddles Air Ping Pong

Repeatedly strike an object (balloon, hi-bounce foam ball, ping pong ball) in the air (volley while alternately using the right and left paddles. How many times can the student volley the object while alternately striking with each paddle? How fast can the student strike the object while alternately using each paddle? Once again, students may wish to compete against a previous personal performance or an already established record. One point can be scored for each successful strike.

Activity #3: Dual-Strike Paddles Think Fast

This is a partner activity in which one partner serves as the Striker (using the Dual-Strike Paddles) and the other

partner serves as the Sender (bounce/toss the ball). The Sender bounces/tosses a hi-bounce foam ball and calls out which paddle he/she would like the Striker to use when returning the ball. Partners switch roles when the Striker misses the ball (no return to Sender) or uses the incorrect paddle. To increase the skill level of this activity, have the Striker start with his/her back to the Sender. The Striker will need to execute a quick turn and then strike the ball with the appropriate paddle.

Students may wish to compete against a previous personal performance or an already established record. One point can be scored for each successful strike based on the call of the Sender.

Activity #4: Dual-Strike Paddles Partners

This is another partner activity, however, both partners have Dual-Strike Paddles and strike the ball back and forth within a designated playing area. You can use serving, scoring, and boundary rules similar to tennis for this activity. For beginner players with little experience in the game of tennis, one point can be awarded to the last person returning a playable ball.

How Do I Make the Dual-Strike Paddles Developmentally Appropriate For My Students?

Use the following list of ideas to vary the complexity of the skill in order to meet the differing developmental levels of the students in your physical education classes.

- Change the object the students are striking—balloons, vinyl play balls, beach balls, hi-bounce foam balls, small floater volleyballs, plastic whiffle balls, and ping pong balls.
- Change the position of the hands on the Dual-Strike Paddles. Possible hand positions include: overhand grip, underhand grip, mixed grip, hands close together, or hands far apart.
- Change the environment. Striking against the wall provides a predictable environment while striking with a partner can be very unpredictable. Different ground surfaces will change the environment especially if you are allowing a bounce prior to striking the ball.
- Require all return strikes to occur with/without a bounce.
- Add a net in between any partner play activities. Change the level of the net from low (tennis) to high (badminton).

How Do the Dual-Strike Paddles Relate to Current Educational Thinking?

The Council on Physical Education for Children (COPEC) and Middle and Secondary School Physical Education Council (MASSPEC) developed separate position statements “Appropriate Practices for Elementary School Physical Education” and “Appropriate Practices for Middle School Physical Education”. In both documents, components of an elementary and middle school physical education program have been identified, and appropriate and inappropriate examples are provided as guidelines for recognizing best practices (appropriate) and counterproductive practices (inappropriate). These guidelines are useful as a decision-making tool for developing quality elementary and middle school physical education programs. When working with the Dual-Strike Paddles activities contained within this Activity Guide, appropriate practices for the following components are supported.

Designing Learning Experiences—Appropriate Practice
Teachers design lessons that provide frequent practice opportunities that are both meaningful and appropriate based on previous movement experiences and maturation. These experiences enable individuals to develop a functional understanding or movement concepts (body awareness, space awareness, effort, and relationships) and provide opportunities for children to build competence and confidence in their ability to perform a variety of motor skills (locomotor, non-locomotor, manipulative).

Use of Competition—Appropriate Practice
Teachers demonstrate understanding of the nature of competition by teaching students an appreciation of competition beyond individual or team contests. Teachers help students understand competition with inanimate objects, competition against a record, or competition against a previous performance. Competition is celebrated as a way to increase student motivation and interest. It is seen as a way for students to demonstrate competence and personal accomplishments.



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