Name/Title: Striking: Accuracy and Power

Purpose of Event: To make sure the students gain an understanding of the concept of accuracy and power as it relates to the length of striking implements used. Longer implements allow you to get more power and distance and a shorter implement will allow you to get more accuracy.

Prerequisites: The students should already be able to make contact with various objects (tennis balls, badminton shuttles, softballs, golf balls, etc.)by using various implements (rackets, bats, clubs, etc.).

Suggested Grade Level: 8-10

Materials Needed: You can use just about any object that students can strike in your activity area as long as it is safe. For example, softballs, golf balls, tennis balls and badminton shuttles. You will also need implements to strike the objects like bats, rackets, clubs, hockey sticks, etc. It may be a good idea to have some batting tees and some targets. Hula hoops and cones work well as targets.

Description of Idea

The main purpose of this lesson is to make sure the students walk away from it with an understanding of the concept. The concept is that a longer implement will allow you to get more power and distance and a shorter implement will allow you to get more accuracy. When you go for more power and distance, you sacrifice accuracy. When you go for more accuracy, you sacrifice power and distance.

Set up many stations using the equipment you have. Please make sure your activity area is set up with safety in mind and that you discuss this with your class. I use the following stations:

Station 1 has golf drivers (can get plastic ones for safety reasons), golf balls, golf tees and some targets set up far away from the tees.

Station 2 has golf 9-irons, golf balls, golf tees and some targets set up close to the tees.

Station 3 has long softball bats, softballs, batting tees and targets set up far away from the tees.

Station 4 has short softball bats, softballs, batting tees and targets set up close to the tees.

You can set up as many stations as you like using this concept.

Rotate the students through each station. Make sure they know that they are aiming for the targets. Have the students take note of how close they get to the targets at each station. You can have them record this on paper and pencil if you wish. If you really want to be specific, you can set up a scoring system. If everything was done properly, the students should come closer to the

close targets than the far targets.

When you talk to the students after they all got a few chances at each station, make the connection that the smaller implements were used at the stations where the targets were close and the longer implements were used at the stations where the targets were far. Discuss how close they got to the targets. For the most part, you hope they will say that they got closer to the close targets.

Assessment Ideas:

Ask these questions either verbally or in writing. It can be a written assessment or a homework assignment.

1. What does a baseball/softball player do with the bat during a bunt? Why do they do it?
2. Why is a ping-pong paddle so much smaller than a tennis racket?
3. Why is a 9-iron so much smaller than a driver?

Teaching Suggestions:

Best to use this activity outdoors for safety reasons.

Submitted by **Bob Wright** in Richboro, PA. Thanks for contributing to PE Central! **Posted on PEC: 10/28/2002**
.

Visit S&S Discount for all your physical education equipment and supplies!