

Intermediate-Advanced Presentation
Hawaiian Games with Spears/Javelins
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Grade Level: K-12

National Standards:

#1:

#2:

#5:

#6:

Learning Objectives:

- The student will practice proper overhand throwing pattern.
- The student will practice proper safety precautions while participating in this type of activity.
- The student will work cooperatively in a shared space and maintain proper personal responsibility.
- The student will use proper social support.

Space Needed:

- A large grassy area is best; however a cafeteria, blacktop, or any flat surface is acceptable.

Equipment & Materials Needed:

- One noodle per student.
- Two lines per student, may be a line drawn from chalk; taped on gym floor; edge of sidewalk.
- Cones to divide student's individual space (optional).

Set-Up:

- Mark the ground with two lines, one as the line the student's feet should not go over; the second line should be three steps back, as the beginning line. These lines should be parallel to one another.
- Use the cones to designate student's self spaces by placing them in between where the students will be standing.
- Place a noodle in each student's space.

Description of Learning Activities:

Throwing Pattern:

- Students all stand in a line, two arms lengths away.
 - Non-throwing arm should be shoulder height; pointing to the target; with a arm straight out; palm down.
 - Standing throw has the same foot pattern as overhand throwing pattern: same foot, same hand; "Rock", Step, and Throw with follow through pointing to the target.
- Moving throw: start with same foot, same hand; shuffle forward, keeping same foot, same hand in front; shuffle 1, 2, 3, then step opposite; throw spear/javelin; follow through pointing to the target.
- May practice running from a distance, shuffling, then "Rock", Step, and Throw.

Group Presentation:

- Students are in groups of four (4).

- Each group is given a card containing one Hawaiian spear activity.
- The group reviews the information, sets up the game, and practices the game.
- The group designs and develops their teaching lesson plan, which will be written and turned in to the teacher.
- Each group teaches the class their game including the history and where it came from. (Their “students” must be participating in the activity).

Authentic Assessment:

- Teacher observation of students’ overhand throwing pattern.
- Teacher observation of students’ social support.
- Teacher observation of students practicing the safety regulations.
- Teacher may design a check-off sheet of the proper overhand throwing technique and while observing students, mark the check sheet.

Assessment Rubric:

Mastery (4): Written lesson plans submitted on or before their teaching day; apparent knowledge of tribe and culture; instruction clear and concise; their “students” actively engaged in activity; “teachers” handle any disciplinary needs, etc. with no intervention from instructor.

Proficient (3): Written lesson plans submitted on or before their teaching day; somewhat knowledgeable of tribe and culture; “students” understand instruction with questions; their “students” are engaged in activity with reminders; “teachers” need some intervention from instructor to handle any disciplinary needs, etc.

Developing (2): Written lesson plans submitted after their teaching day; little knowledge of tribe and culture; “students” are confused about the instructions; their “students” are off-task the majority of the time; “teachers” need instructor intervention to handle all disciplinary needs, etc.

Needs Improvement (1): Written lesson plans are not submitted; no knowledge of tribe and culture; “students” are confused about the instructions; their “students” are off-task; “teachers” need instructor intervention to handle all disciplinary needs, etc.

Figure 5.2.1