

**Curriculum Objectives****Strand Unit: Sending, receiving and travelling**

- Begin to develop carrying and striking skills using a stick:
 - dribbling a ball, striking a ball.

Strand Unit: Creating and playing games

- Striking a ball at a target.

Strand Unit: Understanding and appreciation of games

- Apply simple rules to game/activity.

- Hall/yard.

- Hockey sticks or hurleys (junior size), Olympic-sized balls and cones.

- Primary School Curriculum (1999) Physical Education, page 21.

- Buntús Cards: Striking a Ball – On your Own; Striking a Ball – With a Partner.

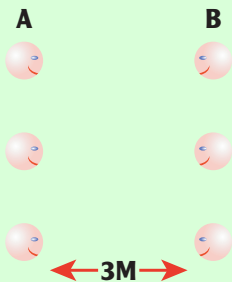
Move up a level**Venue****PSSI Homepage****Equipment****Reference**

ORGANISATION

Give each child/pair a hurley or hockey stick and an Olympic-sized ball.

If feasible, allocate each child a space facing a wall.

The children line up in pairs as below.



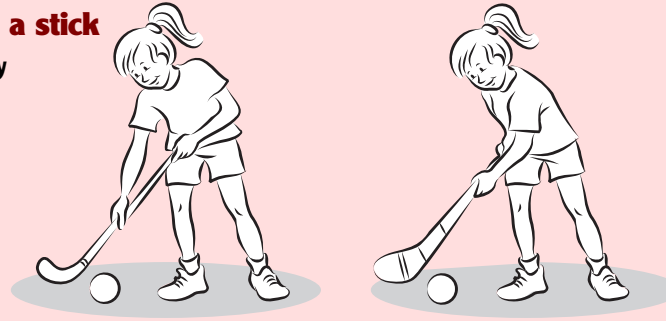
ACTIVITY

Warm up and stretching: Visit your warm up bank.

1 Dribbling the ball with a stick

Children dribble the ball freely around the area (walking).

On a signal, each child stops the ball with the stick. If in pairs, **B** follows **A** and they switch roles.



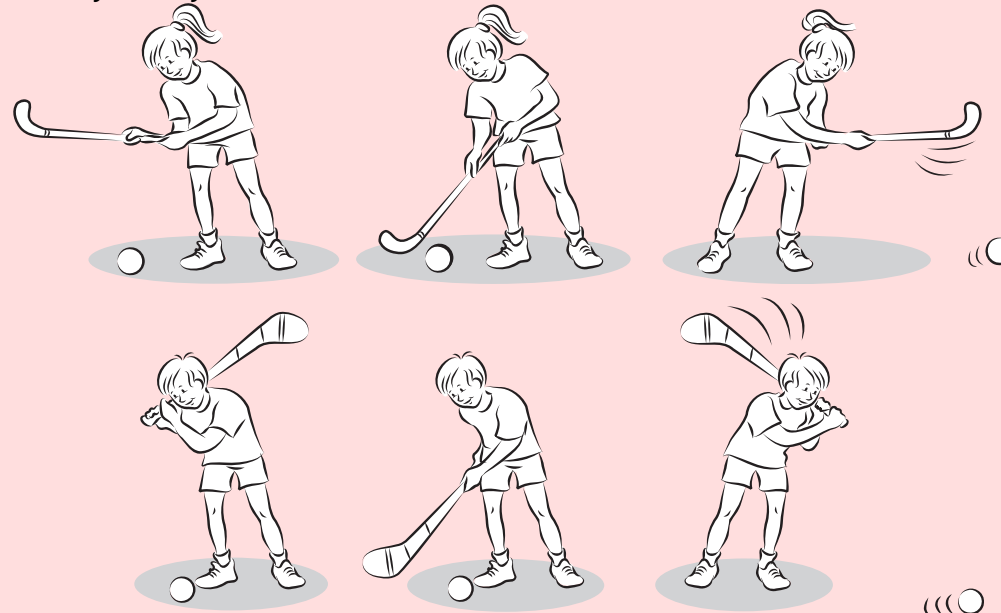
2 Striking the ball with a stick

(a) Against a wall

Strike the ball against the wall. Stop the ball each time before striking it again.

(b) On the ground

A hits the ball along the ground to **B**. **B** stops the ball before returning it. Can you make four/five/six passes without losing control? Try to beat your record.



TEACHING POINTS

- Keep the ball close to the stick.
- Bend the knees.
- Ask the children to try holding the stick with one hand lower on the stick.
- If using a hockey/uni-hoc stick, the strong hand is the lower hand.
- If using a hurley, the strong hand is at the top of the stick.
- Stand sideways to the ball.
- Swing the stick back then forwards to hit the ball.
- Do not raise the stick above the shoulder if using a hockey or uni-hoc stick.

- Q** Why are we stopping the ball before hitting it back?
R To keep it under control.

ORGANISATION

The children line up as below.
The children in line **A** leave their sticks down behind them. Each child in Line **A** has two beanbags to make a goal.



A places the beanbags together and goes over to stand behind **B**.

ACTIVITY

3 Striking the ball with a stick to a target

The children in Line **A** stand behind the goals.
Each child in line **B** shoots at goal (five shots).
The children in line **A** roll the ball back to **B**.

4 Dribble relay

On a signal from the teacher, the first child from each pair dribbles a ball to the beanbags, around the beanbags and back and then passes the ball to his/her partner.
The second child then does the same.
Pairs must sit down or crouch down when finished.
This activity can be repeated several times.

5 Concluding activity

Choose a playground game.

6 Cool Down

Visit your cool down bank.

TEACHING POINTS

- Initially, make goals big enough to ensure success.
- The children in Line **A** must not block the ball.
- Widen/narrow the goal according to ability.
- Insist that the second child must not move until his/her partner has returned.
- Remind the children to keep the ball close to the stick.

DEVELOPMENT

The children work individually or in pairs.
If in pairs, they take turns to perform.

The children line up as in Section 2 in the lesson.

1 Dribbling with sticks

- Dribble the ball while walking. On a signal, change direction, or stop the ball with the stick.
- Place cones around the area. The children must dribble in and out of cones.

2 Hitting the ball on the ground

Increase the distance between pairs.
Try to beat your record.

Q Why is it important to keep the ball close to the stick?

- Encourage the more skilful children to jog.