



Move up a level

PSSI Homepage

Curriculum Objectives

Venue

Equipment

Reference

Strand Unit: Sending, receiving and travelling

- Ball handling: practise skills previously experienced:
 - throwing and catching using a large ball;
 - chest pass, bounce pass, overhead pass, dribbling a ball.

Strand Unit: Creating and playing games

- Create and develop games in small groups:
 - playground game: **Three-headed monster**.

Strand Unit: Understanding and appreciation of games

- Apply simple rules to activity.
- Discuss and develop control in movement skills relevant to games:
 - footwork: changing speed and stopping.

- Yard/hall.

- Oval balls, large plastic balls.
- Introduce mini-basketballs for Second Class.

- Primary School Curriculum (1999) Physical Education, page 31.
- Buntús Cards: Throwing and Catching – With a Partner, Throwing and Catching – 1-2-3-4; Throwing and Catching – Catch Up.



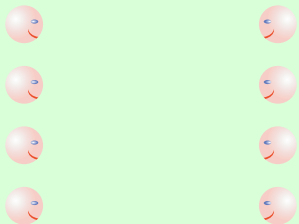
ORGANISATION

The children are spaced around the hall/yard.

The children line up in pairs – one ball per pair.

The children may choose any type of ball but when practising bounce pass they must use a round ball.

Pairs face each other.



ACTIVITY

Warm up and stretching: Visit your warm up bank.

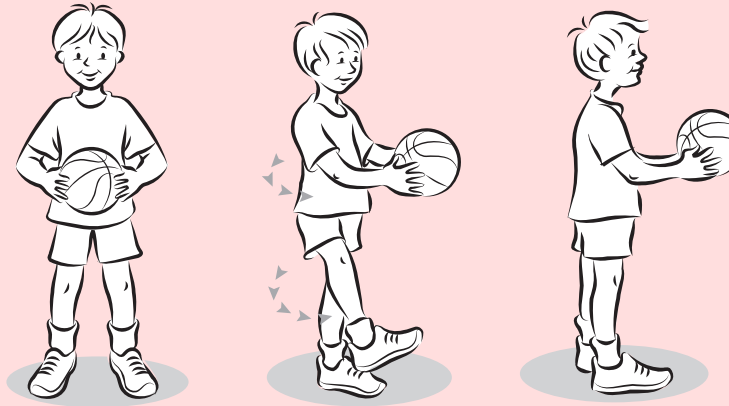
1 Footwork

Ask the children to run while dodging and weaving around the area.

On a signal, they must jump stop, choose one foot and pivot (turn), moving forwards and backwards a quarter turn at a time.

On a signal from the teacher, run again.

Repeat five-ten times.



2 Throw and catch

Practise the chest pass and the bounce pass.

Challenge: How many passes can be made in 10/15 seconds?

The teacher calls *chest pass* or *bounce pass* and the child with the ball passes it using the required pass. Increase the speed of the calls as the children become familiar with the passes.

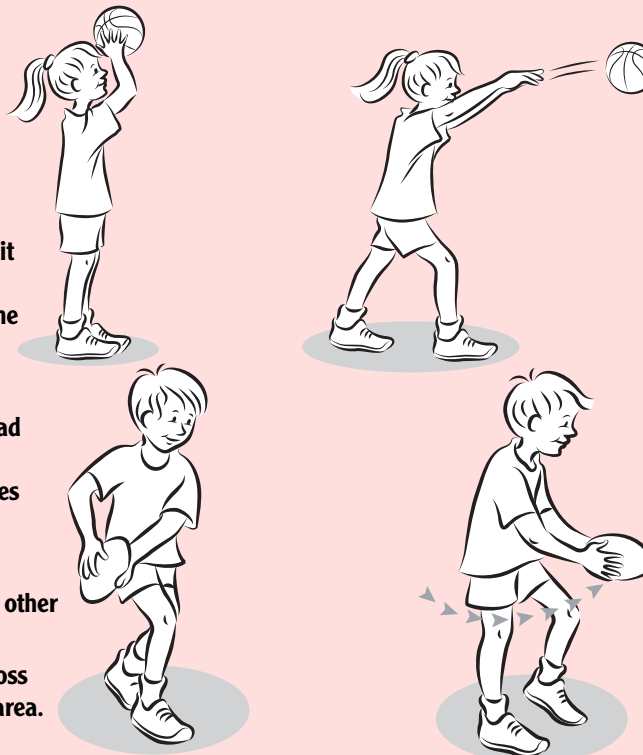
Overhead pass

The children hold the ball above the head and pass it to each other to arrive at chest height. Count the number of passes that can be made in 30 seconds.

Swing pass with an oval ball

The children stand sideways on to each other with two hands underneath the ball.

Swing the arms from the shoulders across the body and pass to the partner's hip area.



TEACHING POINTS

- When stopping bend the knees.
- Place the feet shoulder width apart.
- Pivot (turn) on the ball of the foot.
- The pivot involves transferring weight onto the ball of one foot and turning to face in another direction while keeping this foot **glued** to the floor.

Q Why is this skill so useful?
R It allows you to turn away from the defender to protect the ball.

- **W** grip/fingers spread. Elbows in.
- Extend the arms after passing. Flick the wrist and fingers. Step into the pass.
- Check the teaching points and encourage the development of speed among children displaying good techniques.

Overhead pass

- Hold the arms above the head and slightly in front of the body, keeping the fingers behind the ball.
- Move the wrists downward to direct ball to the target, i.e. chest area.
- Receiver technique: hands are held out with the fingers spread. Return the ball with an overhead throw.
- Ensure that the sender holds the ball above the head and not behind it (soccer throw).

ORGANISATION

The children remain in pairs as in Section 2 of the lesson.

The children remain in pairs.

ACTIVITY

3 Developing the technique of shooting into a hoop (mini-basketball/netball)

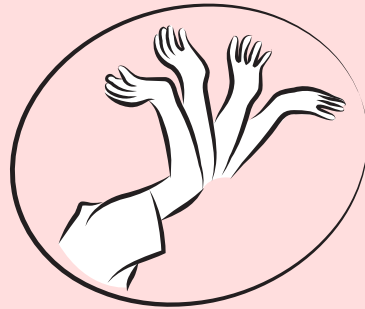
In turn, the children **shoot** the ball high to one another.

Partner one shoots.

Partner two, the target, stands with hands outstretched above the head.

The children aim to make a high arc so that the ball drops down into the partner's hands.

This has been described as a **rainbow shot**.

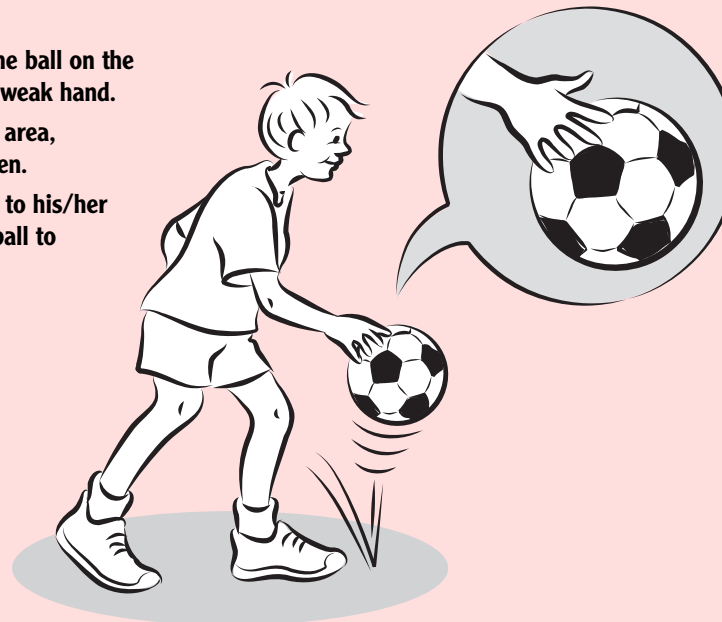


4 Dribbling

(a) The children dribble the ball on the spot using the strong/weak hand.

(b) **A** dribbles around the area, changing direction often.

On a signal, **A** returns to his/her place and passes the ball to **B** who repeats.



TEACHING POINTS

When shooting into a hoop:

- place the shooting hand behind and under the ball, fingers pointing back to the body;
- the other hand is at the side to support the ball;
- face forward;
- the arm makes a U-shape;
- the legs are slightly apart, the knees are bent with one foot in advance of the other (on the same side as the shooting hand);
- follow through, i.e. extend the shooting arm into the air, flick the wrists and fingers.

- Spread the fingers. Keep the hand cupped. Don't slap the ball.
- Push down with the pads of the fingers.
- Keep the ball to the side of the body – at waist height or below.
- Keep the head up.

Q Why should you learn to dribble with both hands?

ORGANISATION

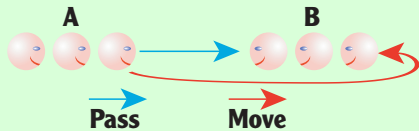
Place three pairs together to make groups of six.

The children line up as in the diagram, one behind the other behind the beanbag.

Place a cone approximately two metres away.



Each group splits up and lines up – **A** and **B** – with three facing three.



ACTIVITY

5 Dribble and pass (group activities)

In turn,

- each child dribbles to the cone,
- jump stops,
- pivots to face the team
- passes the ball back to the next person.
- S/he then runs to the end of the line.

6 Shuttle relay

The first child in Line **A** passes the ball to the first child in Line **B** and runs to join the end of Line **B**.

The first child in Line **B** passes the ball and runs to join the end of Line **A**.

7 Cool Down

Repeat footwork activity.

Slowing it down from a run, jog and walk.

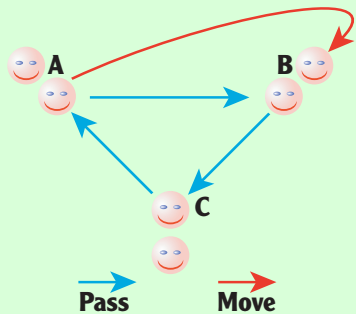
TEACHING POINTS

- Remind the children to pass and then run.

DEVELOPMENT

ORGANISATION

The children are in pairs – one ball per pair.



Mark points **A**, **B** and **C** with beanbags.

ACTIVITY

1 Dribbling: Call the number

Number 1 dribbles while the partner holds up a certain number of fingers.

The dribbler must call out the number shown.

Remind the children to dribble slightly to one side and to keep the head up.

Each child has a turn dribbling using both the right and the left hand.



2 Passing in pairs

Invite the children to suggest ways to make the throw and catch more challenging, e.g.:

- Increase the distance between the pairs.
- Increase the speed of the pass.

3 Group activity

Three-headed monster

The children line up in stations **A**, **B** and **C**. **A** passes to **B** and follows.

Then **B** passes to **C** and follows as **C** passes to **A** and follows, etc.

4 Using small balls

Repeat the throwing, catching and dribbling activities in the main body of the lesson using small balls.

TEACHING POINTS

- Control with the wrist and fingers using the pads of the fingers.
- Push the ball down.
- Bend the knees.
- Low bounce.

Q Why are you practising the skill of dribbling the ball without looking at it?

- Keep the elbows in.
- Extend the arms.

- Crisp passes, no lobs – use the chest bounce or overhead passes. The catchers must be watching.
- Encourage the children to verbalise the action, *pass right*, *move left*, etc.
- Follow the direction of the ball.
- Move on the outside.

Q Why should you remember to move on the outside?