



Move up a level

PSSI Homepage

Curriculum Objectives

Venue

Equipment

Reference

Strand Unit: Sending, receiving and travelling

- Develop and practise a range of carrying and striking skills:
 - racket grip;
 - bouncing a ball on a racket in the air and on the ground;
 - developing forehand and backhand.

Strand Unit: Creating and playing games

- Create and develop games with a partner:
 - 1 v 1 rally play;
 - Introduce own variations.

Strand Unit: Understanding and appreciation of games

- Discuss and improve control of movement skills relevant to games.
- Hall/yard
- Short-handed plastic bats/rackets, foam balls or tennis balls if outside.
- Primary School Curriculum (1999) Physical Education, page 43.
- Buntús Cards: Striking a Ball – Hit and Catch; Striking a Ball – Hit and Run; Striking a Ball – With a Partner; Striking a Ball – Outback; Striking a Ball – Quash;



ORGANISATION

Give each child a racket/bat and sponge ball.

If space is limited, halve your class.

Place one half of the class around the perimeter practising bouncing the ball while stationary.

Allow the second group to walk while bouncing.

Alternate.

ACTIVITY

Warm up and stretching: Visit your warm up bank.

1 Racket grip

Shake hands.

Hold the racket sideways in the non-striking hand.

Grip the racket with the other hand.

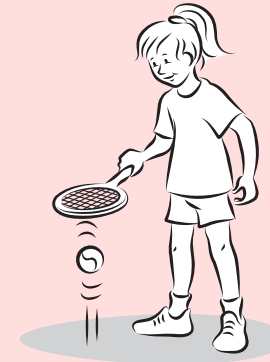


2 Bounce the ball on the ground

Follow the lines on the floor.

Trace simple letters on the floor while bouncing, e.g. L C D I J O P.

Trace numbers on the floor.



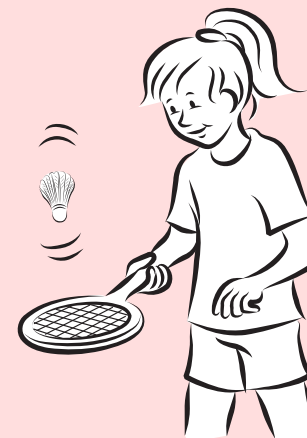
3 Bounce the ball in the air using

- forehand: fingers to the ceiling
- backhand: fingers to the floor.

Carry out above activity while

- stationary
- walking

Now, if available, allow the children to experiment bouncing a shuttlecock on the bat/racket.



TEACHING POINTS

Q Can you see the V between your thumb and first finger on the side of the racket?

- The fingers face the floor.
- The face of the racket should be flat.

- Always check the grip.

Q What happens if you do not keep the face of the racket/bat flat?

Q Was it easy or difficult to use the shuttlecock?

Q Has anyone played with a shuttlecock before?

Q Was the feel of the bounce different?

ORGANISATION

Return the shuttlecocks and balls.

ACTIVITY

4 Shadowing

This is a good exercise to practise the correct stance for the forehand and backhand strokes.

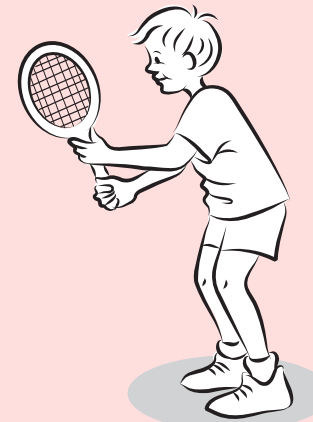
The teacher stands in front of the children (back to the class) in a ready position as shown.

The teacher steps sideways as if to hit

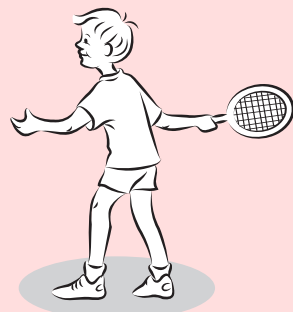
- a forehand stroke
- a backhand stroke.

The children mirror the movement.

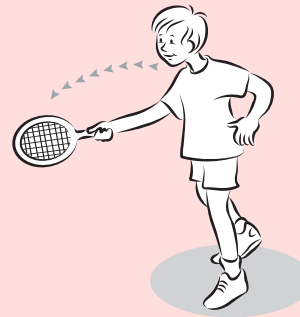
Keep this as a short activity, e.g. one or two minutes, which can be repeated.



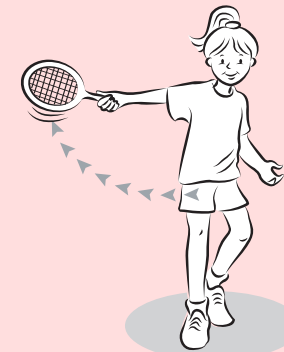
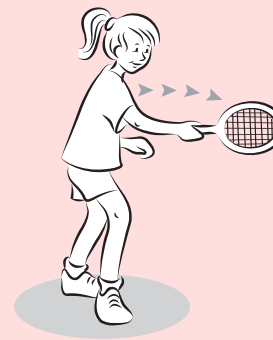
Ready position



Forehand



Backhand



TEACHING POINTS

- **Forehand**
 - Step forward onto the left foot to be positioned sideways.
 - Bring the racket back.
 - Follow through with the swing.
- **Backhand**
 - Step forward onto the right foot to be positioned sideways.
 - Hold the racket back across the body.
 - Follow through with the swing.
- Reverse the footwork for left-handed players.

N.B. Ensure that all children are well spaced away from one another.

ORGANISATION



Leave all bats/rackets in a safe place. If space allows, place the children in pairs and line them up as in the diagram.

There must be one to two metres between each pair. Each pair takes one ball.

Having practised how to throw the front feed, one child goes to collect a bat/racket to practise Activity B

Place the children in pairs and line them up as in the diagram in Section 5.

The pairs are approximately five metres apart – one bat/racket each and one ball each.

Place a rope or three or four beanbags between each pair to mark out the net.

ACTIVITY

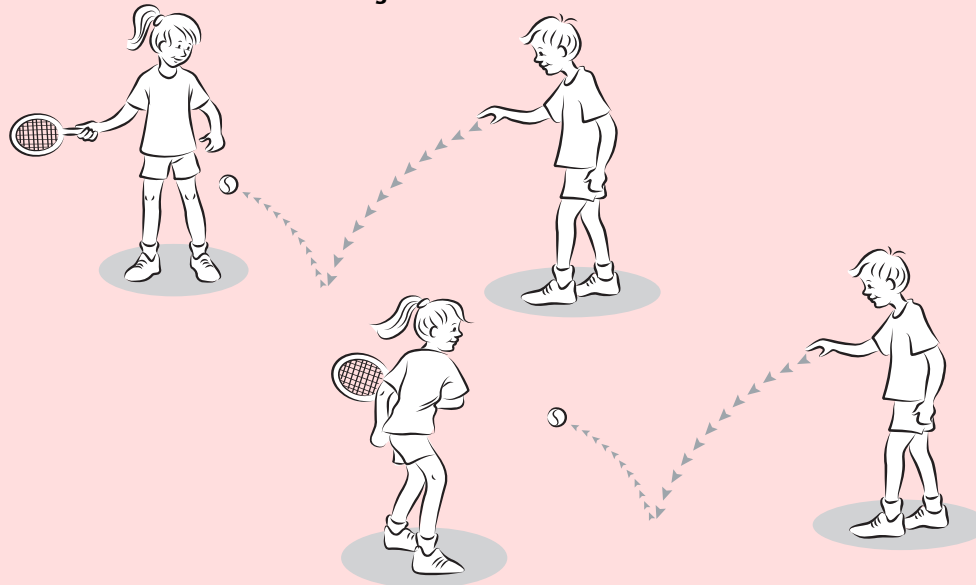
5 Striking the ball to a target – front feed

(a) In turn, each child practises feeding the ball with a gentle downward bounce to a partner.

(b) One child **A** takes the racket.

B takes the ball and bounces it to **A** to arrive at waist height. **A** bats the ball gently back to **B** who catches it.

Use forehand and backhand. Change over after five hits.



Now choose from the activities outlined below.

6 1 v 1 rally play

To start the rally players should

- stand sideways
- drop the ball
- hit.

Player 2 returns. The ball must bounce at least once between each hit.

Discuss with the children the aim of the 1 v 1 rally – an understanding of the need to work cooperatively to keep the rally going.

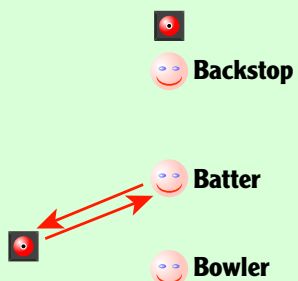
TEACHING POINTS

- Emphasise gentle action.
- The ball must bounce more than half way.
- The striker must stand sideways when hitting the ball.
- **B** bounces the ball with a gentle downward action.
- **A** holds the bat at the start of the back swing, standing sideways to **B**.
- **A** brings the bat gently forward to hit the ball and continue the swing upwards.
- **A** should try to hit the ball directly back to **B**.
- **B** must throw accurately so that hitting is possible.
- Throw only to the forehand or the backhand at any one time. Ensure that the children practise both.

- Remember to use the correct grip.
- Hit the ball gently and follow through
- At this point, stress cooperation to keep the rally going and to make a **best score**.
- Choose a high scoring pair.

Q Why is this pair so successful?

ORGANISATION



Fielder Fielder

Equipment: three cones/markers, one bat, one ball.

ACTIVITY

7 Striking against the Wall

If a wall can be used, allow some children to practise their striking skills against a wall.

Phase 1: Play the cooperation game to keep the rally going

Phase 2: As skill levels improve some pairs can compete.

- Take turns to start the game.
- Hit the ball to beat your partner.
- One point scored each time the ball is missed.
- First to score five or six is the winner.

Phase 3: Introduce a line on the wall. Now the ball must hit the wall above this line.

8 Game – Non-stop rounders

The batter receives five underarm bowls.

To score a **rounder** the batter must run to the cone and back before the fielders throw the ball back to the bowler.

If the ball reaches the bowler while the batter is on the way back there is a half score.

The batter cannot be called out.

After five bowls each player moves around one place.

N.B. This game promotes healthy co-operation and encourages even the weakest batter to achieve a score.

9 Cool down

Visit your cool down bank.

TEACHING POINTS

- Ask the children to identify the areas of **good practice**:
 - Correct grip.
 - Allowing the ball to bounce.
 - Striking the ball sideways on.

- Q** How will you start the rally?
R The leader begins the rally by bouncing the ball on the ground before hitting it.
Q What kind of shot will help to keep the rally going?
R A controlled, upward shot.

- Look for:
 - the batter standing sideways to receive;
 - the backstop standing one metre back behind a cone;
 - the fielders having hands cradled ready to field and returning the ball to the bowler with an over arm throw;
 - the bowler calling **stop** and the batter calling how many **rounders** s/he has scored.
- A two-handed catch by a fielder does not prevent the batter from continuing.
- If a weak batter does not hit the ball after two opportunities, allow that child to run.

DEVELOPMENT

ORGANISATION

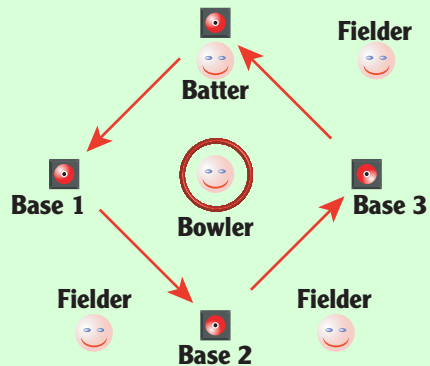
The children line up as outlined above at Activity 5c.

Choose your most skilful child to act as the **coach**.

Insist that no child moves to the striking/ batting point until the player in front has hit the ball.

Form groups of five or six.

The children are placed as in the diagram.



ACTIVITY

Repeat all of the above, looking for improved skills.

1 Keep the kettle boiling

This is an activity for the more skilful children. The groups attempt to keep the rally going.

One child acts as the **coach** out in front.

In turn, each member of the team moves forward to strike the ball and immediately goes to the back of the line.

2 Diamond Rounders – 4 v 4 Rounders

The batter must hit the ball and reach base 3 before the bowler standing in the hoop receives the ball from the fielders – Score 1 rounder.

Each batter receives three bowls in turn then the team change around.

Rules

- No-one can be caught out.
- The batter must hit the ball to run.
- If the batter has not reached base 3 there is no score.

TEACHING POINTS

Look for:

- the batter standing sideways to receive;
- the fielders having hands cradled ready to field and returning the ball to the bowler with an over arm throw;
- the bowler shouting **stop** when the ball arrives into his/her hands.