



Move up a level

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### Curriculum Objectives

- This lesson is a revision of the batting skills dealt with in Lesson 5 through the station teaching approach.

### Venue

- Hall/yard.

### Equipment

- Rackets, sponge balls, tennis balls (if outdoors) and cones.

### Reference

- 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 – Quash; Striking a Ball – With a Partner; Striking a Ball – Outback.
- Teacher Guidelines, pages 86, 87.



## ORGANISATION

Divide the children into groups of four, five or six.

**Station teaching:** it is advisable to limit the number of stations to four or five.

Lay out equipment for each activity.

Place a task card at each station.

The groups alternate every six or seven minutes.

Rackets and balls are required.

Select equipment of your choice.

Cones, rackets, balls, paper and pencils are required and a stopwatch if one is available.

## ACTIVITY

**Warm up and stretching: Visit your warm up bank.**

Decide on the activities you would like to have.

The following are suggestions.

### 1 1 v 1 rally play

To start the rally the children should:

- stand sideways;
- drop the ball;
- hit the ball.

Player 2 returns the ball.

The ball must bounce at least once between each hit.

### 2 Create your own game/activity

Leave a small amount of selected equipment available.

Ask the children to create and develop an activity or short game.

The children must play it.

Ask one child to volunteer to explain the activity/game to the rest of the class.

### 3 Shuttle runs

Place two cones approximately ten metres apart.

In turn, holding a ball on a racket, the children run between the cones for a pre-decided length of time, e.g. 20 seconds.

One child counts the number of runs made in the time allowed.

In turn, the children act as timekeeper, counter and recorder.

## TEACHING POINTS

- Select activities suitable to the space available to you and to the skill levels of your class.
  - Remind the children of the correct grip.
  - Hit the ball gently and follow through.
  - Stress cooperation to make a **best score**.
  - Ask the children to create their own activity using the equipment provided.
  - Encourage them to look critically at what they design.
- Q What is best about the game?
  - Q Are there problems/faults with it?
  - Q Can it be improved?
- Ask the children to create their own shuttle run activity.

## ORGANISATION

Rackets and balls are required.



Batting Point



Coach



R

The children are in pairs – one ball per pair.

## ACTIVITY

#### 4 Bounce the ball on the ground

Follow 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.

#### 5 Keep the kettle boiling

This is an activity for the more skilful children.

The teacher could act as the coach or one child acts as **coach** out in front.

The children line up behind the beanbag, each with a racket.

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

The ball is fed to each team member by the coach with the racket.

The retriever collects the balls and keeps the box full for the coach.

The groups attempt to keep the rally going.

The teacher or the child should feed the ball to the right and to the left so that the children will practise both forehand and backhand.

#### 6 Quash (if a wall is available)

(a) **Cooperating with your partner**

How many times can you hit the ball in turn without missing?

**OR**

(b) **Competing with your partner**

Take turns to start the game. Hit the ball to beat your partner. Play to five points.

#### 7 Cool down

Visit your cool down bank.

## TEACHING POINTS

- The fingers face the floor.
- The face of the racket is flat.
- If using a child to lead the activity choose the most skilful child in each group to act as the **coach**.
- The children line up behind a beanbag to remind them to allow the child in front to strike unimpeded.
- Insist that no child moves to the striking/batting point until the player in front has hit the ball.
- Set a target and ask the children to try to beat this target.

## DEVELOPMENT

These activities or activities suggested by the children can be repeated in fourth class. Encourage the children to suggest ways to make the activities more challenging or easier, as appropriate.

**ACTIVITY CARD****STATION 1****Tasks: 1 v 1 rally play**

- **To start the rally players should**
  - **stand sideways**
  - **drop the ball**
  - **hit.**
- **Player 2 returns the ball.**
  - **The ball must bounce once between each hit.**

**ACTIVITY CARD****STATION 2****Task: Group activity**

- **Create and develop your own activity or short game.**
- **Play it.**
- **One of you must volunteer to explain the activity/game to the rest of the class.**

**ACTIVITY CARD****STATION 3****Tasks: Individual activity – shuttle runs**

- (a) In turn, holding a ball on a racket, run between the cones for 20 seconds.  
Count the number of runs made in the time allowed.  
In turn, act as time keeper, counter and recorder.
- (b) Create your own shuttle run activity.

**STATION 4****Racket activities**

- Bounce the ball on the ground.
- Follow 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.

**ACTIVITY CARD****STATION 5****Tasks: Pair activity – Quash****Cooperating with your partner**

- How many times can you hit the ball in turn without missing?

**Competing with your partner**

- 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.

**ACTIVITY CARD****STATION 6****Task: Group activity – Keep the Kettle Boiling**

- **One of you is the coach out in front and you begin the rally.**
- **In turn, each member of the team moves forward to strike the ball and immediately goes to the back of the line.**