



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.
- Striking and dribbling a ball using a stick.

Strand Unit: Creating and playing games

- Create and develop games with a partner:
 - discuss and agree on the rules necessary;
 - develop team games.

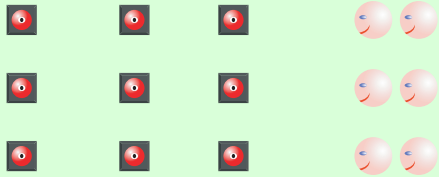
Strand Unit: Understanding and appreciation of games

- Discuss and improve control of movement skills relevant to games.
- Yard or large hall.
- Tennis balls, olympic sized balls, hurleys or hockey sticks or unihoc sticks.
- Primary School Curriculum (1999) Physical Education, page 43.

ALL TEACHERS PLEASE NOTE: IF USING HURLEYS CHILDREN MUST WEAR HELMETS.



ORGANISATION



Divide the children into groups of six. Each child has a hockey stick or hurley.

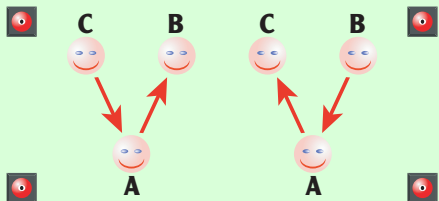
Consider grouping children of similar ability.

Mark out grids ten metres square – one group to each grid with three balls.

Change the activities after four or five minutes.

Place a set of three cones in each grid for Activity 1.

Remove the middle set of cones and ask the children to break into two groups of three and to face each other, two opposite one – one ball per group.



ACTIVITY

Warm up and stretching: Visit your warm up bank.

The teacher can decide to revise skills in Sections 1, 2 and 3 in a grid setting or go straight to playing the game in Section 7.

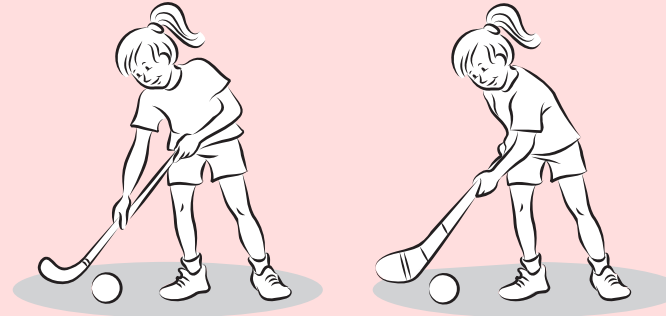
1 Slalom dribbling

- (a) In three groups of two, each child in turn dribbles the ball between the cones and back.

After three or four practice runs ask the pairs to compete against one another.

Winner: the best of three races.

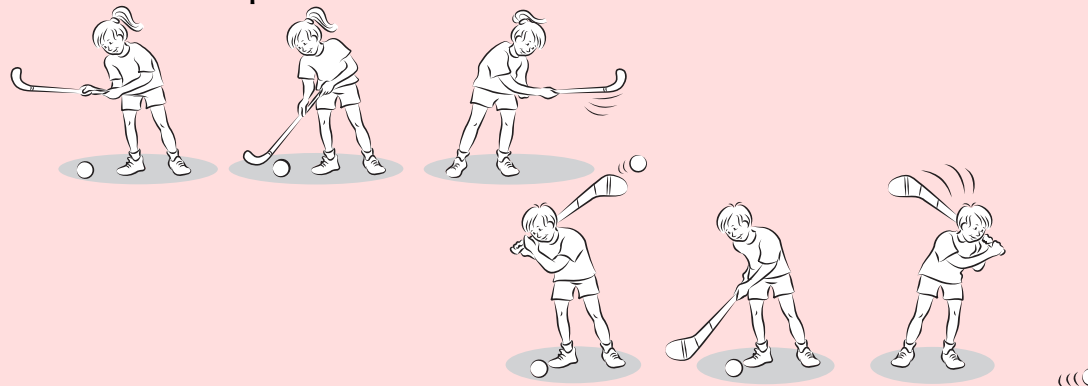
- (b) Beat the clock: How many runs can a pair complete in two minutes?
- (c) If using hurleys, the children can solo. Balance the ball on the hurley while running to the last cone and back. Run up one side of the cones and down the other.
- The children can then be challenged to perform this activity by running in and out of the cones.
- (d) The first player in each line dribbles the ball to the last cone, strikes it back to the next team mate and sits down. The first team to have transferred across are the winners.



2 Pressure Passing

A passes the ball to **B** who blocks it and passes it back to **A** who then passes it to **C**.

Alternate the front person after two or three minutes.

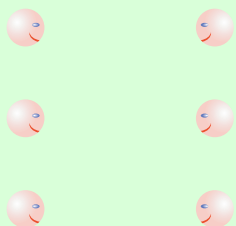


TEACHING POINTS

- Bend the knees.
 - Grip:
 - 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.
 - Emphasise control of the ball.
 - Encourage the children to develop rules which will favour good control e.g. loss of control of the ball means you must go back to the nearest cone before continuing.
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- Emphasise control, e.g. stop the ball, then hit the ball back to your partner. Briefly discuss with the children why this is necessary.
 - Emphasise the speed of movement: stop and hit immediately.

ORGANISATION

The children return to pairs and line up as below.



ACTIVITY

3 Games: 3 v 3 – A and B

Team A is given possession of the ball and tries to make four or five passes without interception by **Team B**. If successful they earn one point. Now **Team B** have possession and try to do the same.

Rules:

- Play must remain within the grid.
- If the ball goes outside the grid or if the ball is intercepted possession is given to the other team.
- No pushing, pulling or dragging.

If using hurleys, other skills which could be included are the following:

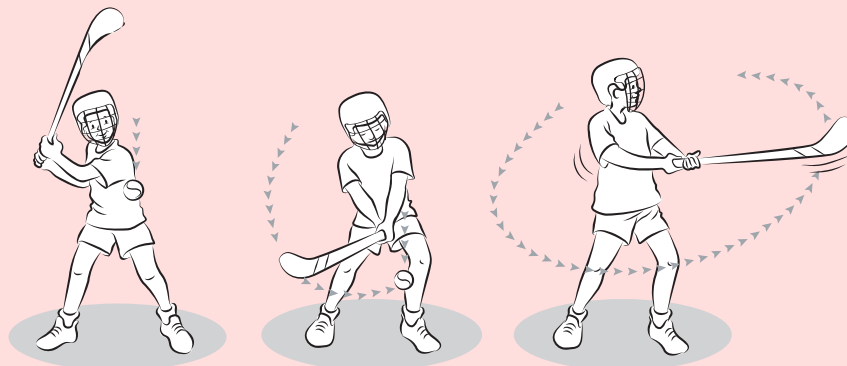
4 Striking from the hand using a hurley (Advanced skill)

The children practise striking the ball from the hand.

The following are instructions for right-handed players:

- Hold the ball in the left hand.
- Hold the hurley upright in front of the right shoulder with the bas (top of hurley) above head height.
- Throw the ball up to shoulder height.
- Swing through with the hurley hitting the ball at a height between the knee and hip.

Practise without a ball then with a ball.

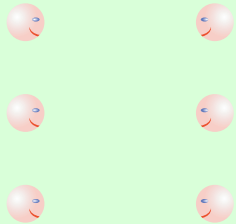


TEACHING POINTS

- If a child continues to miss, shorten the grip on the hurley gradually moving back to the full length grip as the skill level improves.
- Don't throw the ball too high.

ORGANISATION

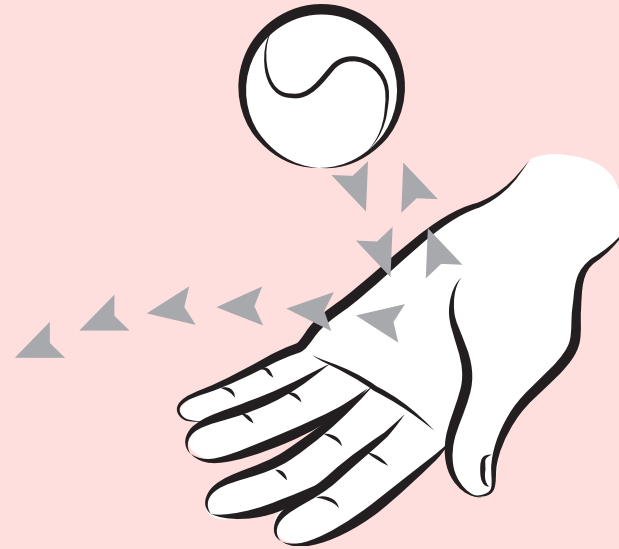
The pairs stand two metres apart as below.



ACTIVITY

5 Passing from the hand

- (a) Holding the hurley in the dominant hand the child has the ball in the non-dominant hand. Throw the ball a short distance in the air and hand pass with the palm of the hand to partner.
- (b) A balances the ball on the hurley for 10 seconds. On the whistle toss the ball into the air and palm it to the partner who catches it and repeats the exercise.



6 Blocking and striking (advanced skill)

Blocking a high ball

Stage 1

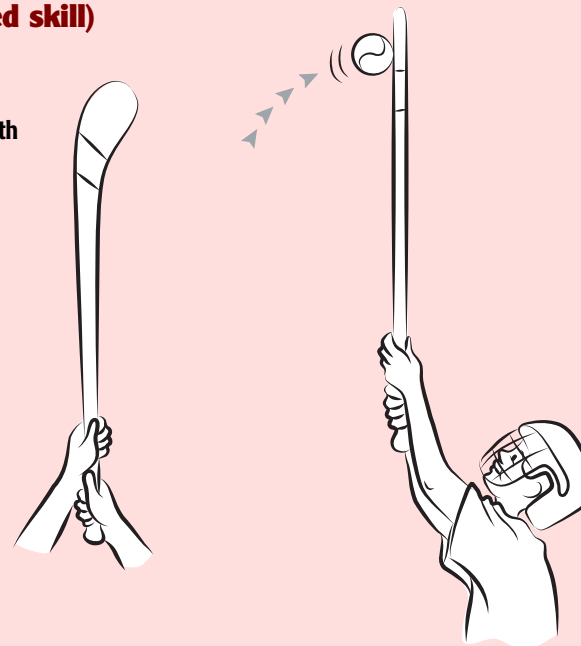
Practise the sequence outlined across with an imaginary ball.

Stage 2

Partner 1 throws the ball above head height to **Partner 2**.

Partner 2 blocks the ball in the air and strikes it back.

After five turns switch roles.



TEACHING POINTS

- Do not throw the ball too high
- Keep the striking hand close to the ball.
- Extend the hurley overhead.
- Slide the weaker hand down the handle of the hurley to meet the stronger hand at the top of the handle.
- Keep the eyes on the ball at all times.
- Relax the grip to deaden the ball on impact.
- Allow it to fall to the ground.

ORGANISATION



Mark out two pitches.

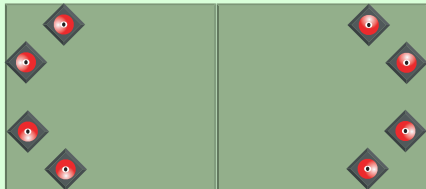
Divide the children into four teams.

Each team fields seven children at a time.

Rotate the substitutes regularly.

The teacher should be in a position to have a view of all the children.

If playing indoors use uni-hoc sticks or indoor hurleys and implement the rotation of teams suggested in Lesson 2.



ACTIVITY

Games should be ground striking only but if you have skilful players, one pitch could be organised to allow striking from the hand and hand passing.

7 Games: 6 v 6 striking games

If you have decided to devote the lesson to playing the game, watch out for opportunities to make important teaching points, e.g. accurate passing, movement into space, good technique.

To start the game:

- The ball is passed off/thrown in from the centre of the field.
- Each player may remain in his/her own half of the field or take up attacking and defensive positions at the beginning of play.

Playing the Game

- The emphasis is on interception, blocking and moving into space for a pass.

Rules:

- The teams play with no goalkeeper but with two goals to defend and two goals to attack.
- No player may stand within three metres of the goals.
- Play begins as above.
- Depending on space available this can be played as described above.

ALL TEACHERS PLEASE NOTE: IF USING HURLEYS CHILDREN MUST WEAR HELMETS.

IF USING HOCKEY STICKS, ONLY USE THE BALL DESCRIBED ABOVE IN THE EQUIPMENT SECTION. DO NOT USE A STANDARD HOCKEY BALL.

8 Games: four goal game

Rules:

- The teams play with no goalkeeper but with two goals to defend and two goals to attack.
- No player may stand within three metres of goals.
- Play begins as above.
- Depending on the space available this can be played as described above.

9 Cool down

Visit your cool down bank.

TEACHING POINTS

Discuss:

- Q How will we start the games, restart after a goal?
- Q Will tackling be allowed?
- Q What happens if the ball goes out at the end line?
- Q What does **mark a player** mean?
- Q How can we avoid bunching together?
- Q What should the penalty be for anyone who pushes or drags an opponent?

- Encourage the children to:
 - move into space to receive a pass;
 - mark a player.

- Penalise the team if a player attempts to act as a goalie.
- Encourage short accurate passing.
- Encourage **give and go**.

DEVELOPMENT

Repeat the game only, looking for greater understanding of tactics and an awareness of positions, e.g., forwards and backs.