



Move up a level

PSSI Homepage

Curriculum Objectives

Equipment

Reference

Venue

Strand Unit: Sending, receiving and travelling

- Carrying and striking – develop and practise carrying and striking skills:
 - Dribbling a ball with the stick;
 - Striking the ball with the stick;
 - Striking to a target.

Strand Unit: Creating and playing games

- Apply simple rules to activities.

Strand Unit: Understanding and appreciation of games

- Develop problem-solving and decision-making strategies:
 - Making choices.

- Yard/hall.

- Olympic-sized balls, hurleys/hockey sticks or unihoc sticks, junior size.
ALL TEACHERS PLEASE NOTE: IF USING HURLEYS CHILDREN MUST WEAR HELMETS.

- Primary School Curriculum (1999) Physical Education, page 31.



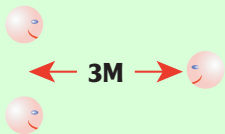
ORGANISATION

Give each child/pair a hurley or hockey stick and a tennis ball.

Place the children in groups of three with one ball per group and line them up facing the cones, as below.



Remove the cones. One child moves out to face the other two who now stand side by side.



ACTIVITY

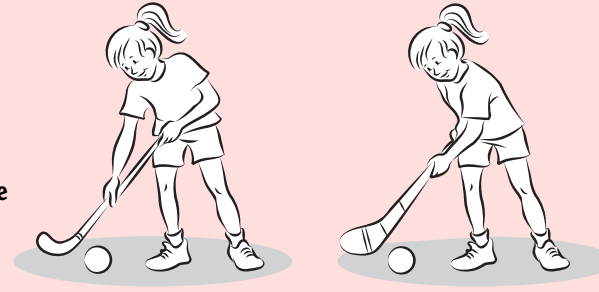
Warm up and stretching: Visit your warm up bank.

1 Dribbling

Revise dribbling around the area

- at a walking pace
- at a slow jog.

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



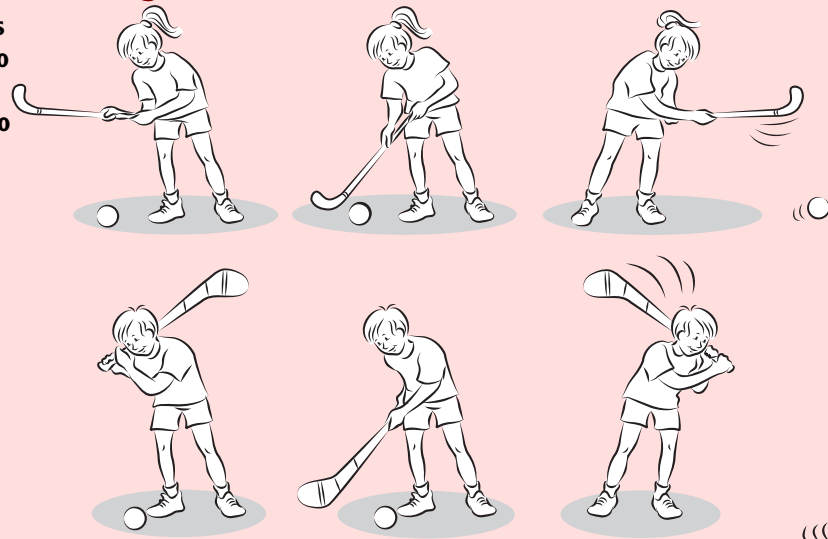
2 Slalom dribbling

In turn, each child dribbles the ball between the cones and back.

3 Striking the ball on the ground

In turn, **A1** strikes the ball to **A2** who returns it to **A1** who then shoots to **A3** who returns it again.

Change the front child often.



TEACHING POINTS

- Keep the ball close to the stick.

Q How will you use the stick to stop the ball?

R Place the flat area of the stick in the path of the ball.

- Encourage the children to slow down and emphasise control of the ball.
- **This is not a race.**

- 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 backwards then forwards to hit the ball.
- Do not swing the stick above the waist.
- Keep your eyes on the ball.

Q When practising, why do you stop the ball before returning it?

R To encourage control.

ORGANISATION

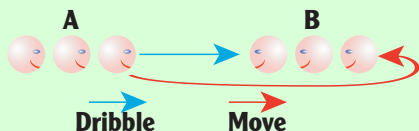
Place two beanbags as shown:



A1 stands behind the bags to act as a retriever.

Remove the beanbags.

Place the children 3 v 3 as below.



ACTIVITY

4 Striking to a target

A2 and **A3** in turn aim to strike the ball through the goals. **A1** stops the ball and returns. Change the front child after each has had three turns.

5 Shuttle relay

A1 dribbles the ball to **B1**.

A1 goes to the end of that line and sits.

When all the children have switched sides the game is over.

6 Cool Down

The children jog to the spot to leave the sticks back then skip, walk, stretch high, breathing in and out.

TEACHING POINTS

- The children should watch the ball when striking.
- Encourage accuracy rather than force
- Decrease the width of the goals as skill level improves.

Q What happens if you lift your head when striking the ball?

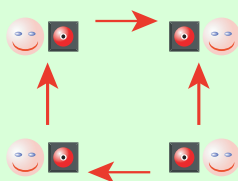
R You lose track of the ball.

Q Where should the ball be to maintain control?

R Close to the stick.

DEVELOPMENT

Use a grid structure.



1 Striking on the ground

Pass the ball around the area.

Pass in any direction.

Play 3 v 1 in the area.

2 Dribbling

Introduce more cones in slalom dribbling.

Q When you receive the ball what should you do with your body before making a return strike?

R Turn side-on in the direction in which you are sending the ball.