



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, throwing to a target.

Strand Unit: Creating and playing games

- Create and develop games in small groups:
 - playground game: **Pass and Duck**.

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;
 - develop an understanding of defence.

- Hall/yard.

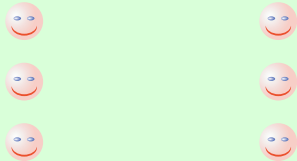
- Light plastic balls for First Class.
- Mini-basketballs for Second Class.

- 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; Receiving – Twopass.

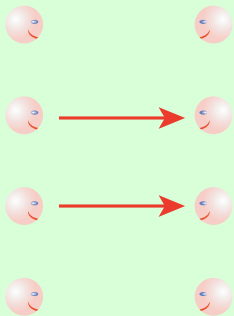


ORGANISATION

Spread the children out around the area.



The children line up in pairs – one ball each.



The children remain in pairs – one ball per pair.

ACTIVITY

Warm up and stretching: Visit your warm up bank.

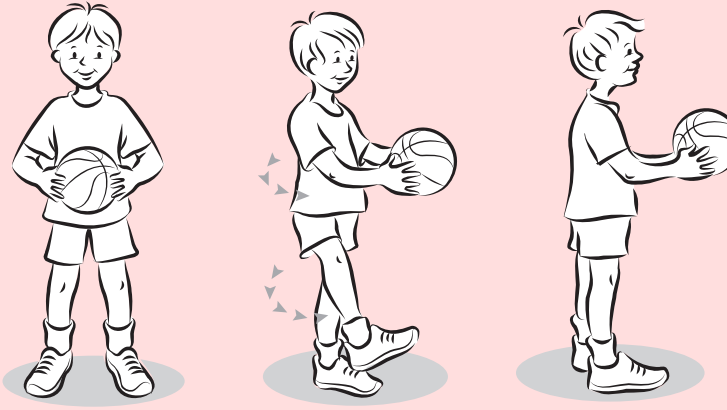
1 Footwork

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 the children must run again.

Repeat five to ten times.



2 Repeat ball awareness activities

Ask the children to:

- pass the ball around the waist, neck, one leg and two legs;
- alternate passing from back to front and from front to back.

3 Pass and defend

The children use chest pass, bounce pass or overhead pass.

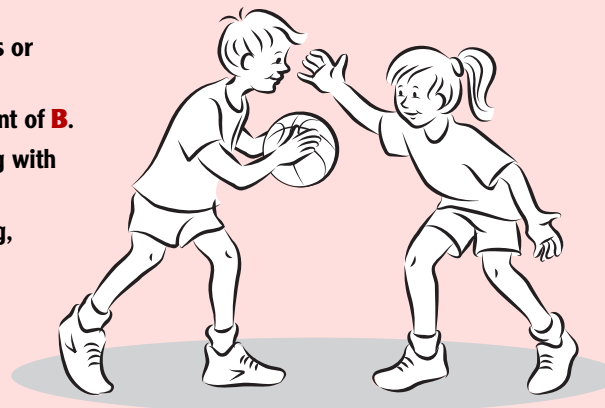
A passes to **B** and moves to stand in front of **B**.

A then prevents **B** from passing standing with arms wide.

B tries to make room to pass by pivoting, i.e. moving on one foot.

A retreats to his/her own place.

B passes to **A**, moves and repeats the defensive practice.



TEACHING POINTS

- When stopping bend the knees.
- Place the feet shoulder width apart.
- Pivot (turn) on the ball of the foot.
- Do not lift the pivot foot.

- Having made the pass move quickly.
- Defensive stance:
 - Feet shoulder width apart;
 - Knees bent;
 - Keep hands in the air;
 - Shine the windows.

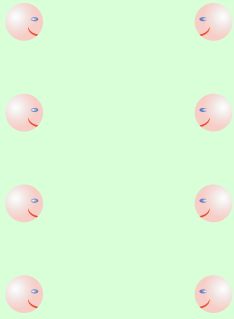
Q Where should you hold the ball when pivoting?

R Away from the defender.

- Discuss what rules to apply when defending.

ORGANISATION

The children remain in pairs – one ball per pair.



The children remain in pairs with a ball each, if possible. If not, each takes turns to carry out the activity.

ACTIVITY

4 Developing the technique of shooting into a target i.e. a hoop

(As in mini-basketball/netball.)

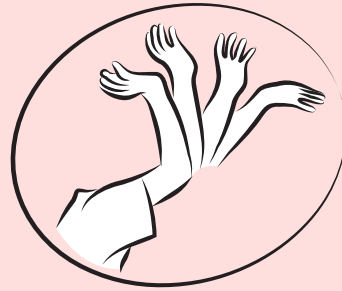
In turn, the children **shoot** the ball high to one another.

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**.



5 Dribbling

The children revise dribbling the ball to the side.

To change the ball from one hand to the other they must make a **V** bounce in front of the body from the right hand to the left hand and back.

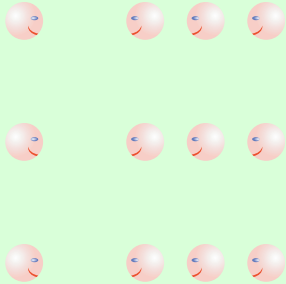


TEACHING POINTS

- When shooting:
 - place the shooting hand behind and under the ball with the 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, knees 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.
- Keep the hand cupped. Don't slap the ball.
- Push the ball down with the pads of the fingers.
- Keep firm pressure on the ball.
- Make the **V** bounce as fast as you can.

ORGANISATION

Place two pairs together to make a group of four and line up one behind the other. The leader faces the team.



The space between the leader and the first person should be very short.

ACTIVITY

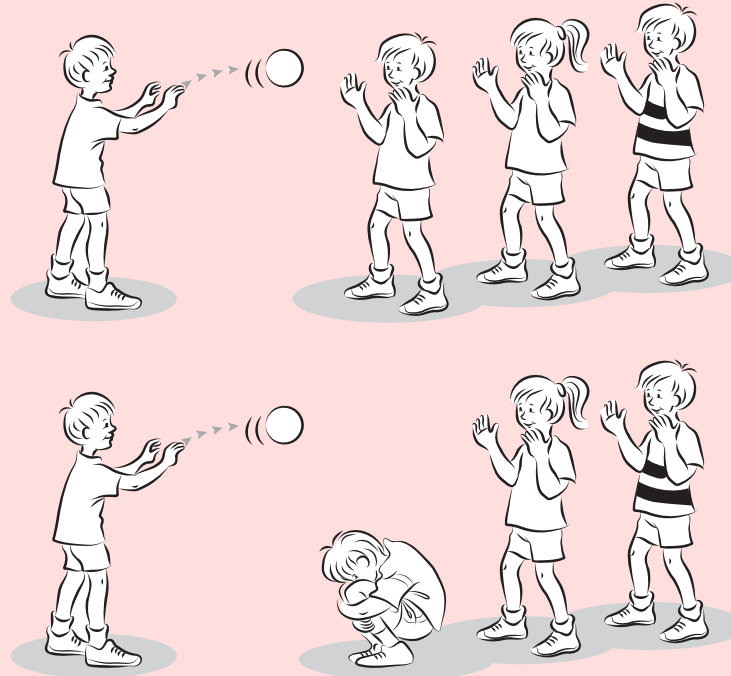
6 Pass and duck (group activities)

The leader faces the team.

When the signal is given he/she passes to the first child in the line.

This child passes the ball back and ducks down.

This continues until the line is finished and the leader holds the ball above his/her head.

**7 Cool down**

Visit your cool down bank.

TEACHING POINTS

- Use light plastic balls when introducing this activity.
- Remind children to be ready to catch the ball.
- Keep the distance between the leader and the front player very short.

Q Why is speed so important when passing the ball?

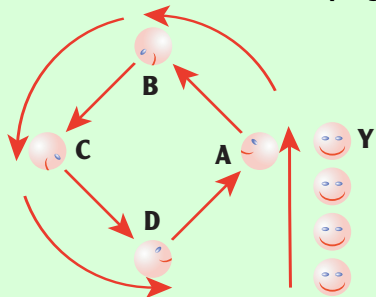
DEVELOPMENT

ORGANISATION

The children remain in pairs as in Section 3.

Place two pairs together to make a team of four and line them up as in Section 6.

Two groups work together. One forms a circle, the other a line – one ball per group.

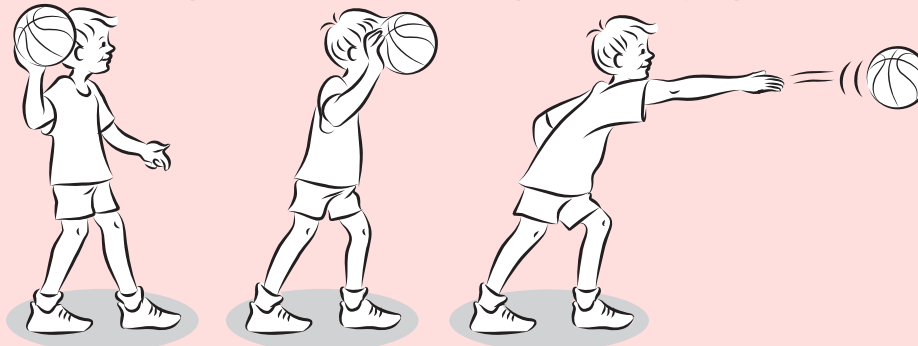


ACTIVITY

1 Passing: Introduce the javelin or shoulder pass

Ask the children to experiment with throwing the ball with one hand. Which is the best way to stand? What do you notice about a one-handed throw?

The children should discover that this pass is used to pass to a team-mate who is too distant to receive a chest pass. The ball is not lobbed but passed as directly as possible.



2 Progression of pass and duck

The leader faces the team and passes to each child in the line. When finished, the leader leaves the ball on the ground and runs to join the end of the line. The next child in the line is the leader.

When all the team members have finished the first leader holds the ball above his/her head. The first team to do this is the winner.

3 The clock

Both groups operate at the same time.

The group **ABCD** makes as many passes as they can, counting the passes while the **Y** group take it in turns to dribble around the circle.

When all four of the **Y** group have dribbled, the **ABCD** group stops passing.

On completion the groups change places and repeat the activity.

The group with the greatest number of passes is the winner.

This activity can be repeated using small balls.

TEACHING POINTS

- Depending on the skill level use a mini-basketball or a plastic ball.
- Hold the ball at shoulder height
- For right-handed children step onto the left foot.
- Pass the ball, extending the arm
- Flick the wrist and fingers
- Do not lob the ball.
- **Reverse the footwork for left handed children.**

- Depending on skill level, use a mini-basketball or a plastic ball.

- Q Is your throw accurate?
- Q Are you ready to catch?

- The dribblers push the ball out in front of themselves. Encourage right-handed dribblers to move to the right and left-handed to the left.
- The children passing make chest passes.