



Move up a level

PSSI Homepage

Curriculum Objectives

Venue

Equipment

Reference

Strand Unit: Sending, receiving and travelling

- Carrying and striking:
 - Develop and practise carrying and striking skills;
 - Racket grip, striking the ball with the hand and the racket/bat;
 - 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.
- Hall/yard.
- Short-handled light plastic bats, rackets, foam balls and flat hoops.
- Primary School Curriculum (1999) Physical Education, page 31.
- Buntús Cards: Striking a Ball – On your Own; Striking a Ball – With a Partner; Striking a Ball – Go for Goal; Striking a Ball – Quash.



ORGANISATION

If facilities allow, the children can practise striking a ball against a wall.

Give each child/pair a racket or bat.

ACTIVITY

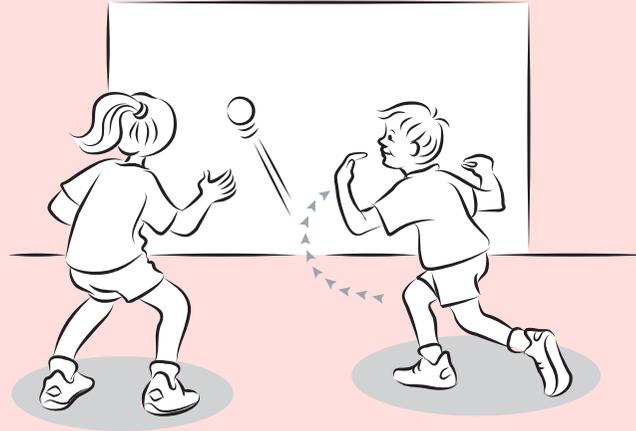
Warm up and stretching: Visit your warm up bank.

1 Striking a ball with the hand

- Throw the ball underarm against the wall, allow it to bounce and catch it.
- Drop the ball, strike it with the hand against the wall, allow it to bounce and catch it.

Repeat.

Use large foam balls if possible.



2 Racket grip

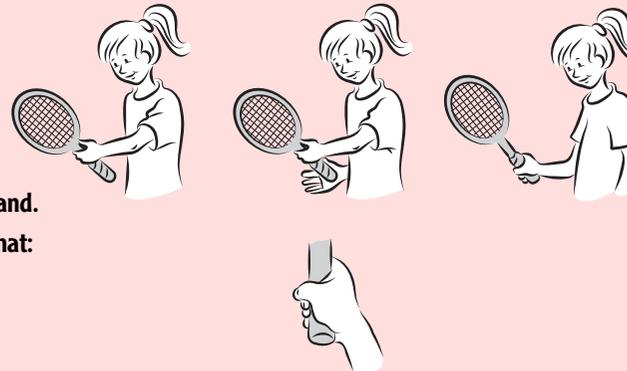
The children grip the racket using the **shake hand** grip.

- Hold the racket sideways in the non-striking hand.
- Grip the racket with the other hand.

Ask the children to turn the wrist so that:

- fingers are facing the floor
- fingers are facing the ceiling.

Repeat several times.



3 Carrying the ball on the racket

Ask the children to jog/run while carrying the ball on the racket.



TEACHING POINTS

- Stand sideways. Drop the ball to start.
- Swing the arm back and follow through.

Q Can you see the **V** between your thumbs and first finger on the side of the handle?

- The racket must not move in the hand.

Q What must you do to make sure the ball does not fall off the racket?

R Keep the face of the racket flat.

ORGANISATION

Give each child/pair a flat hoop.

The children should work individually or in pairs depending on the amount of equipment available.

ACTIVITY

4 Bounce the ball on the ground

Using a hoop bounce the ball.

- in the hoop
- round the hoop
- with one bounce inside
- with one bounce outside.

Following lines on the floor

Tracing simple letters

Ask the children to trace the first letter of their name.



5 Bounce the ball on the racket/bat

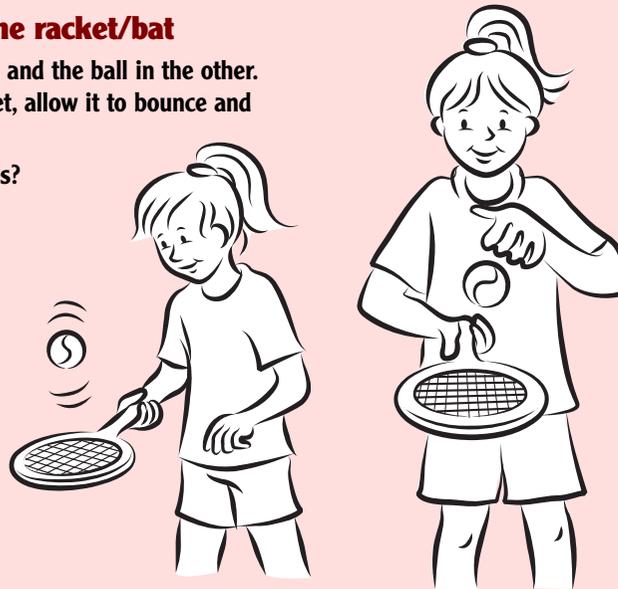
Hold the racket in one hand and the ball in the other. Drop the ball onto the racket, allow it to bounce and catch it again

Can you make three bounces?

Beat your record?

Bounce the ball into the air, let the ball bounce once on the ground and then keep it in the air for once bounce.

Now try **once** on the ground and **twice** in the air.



6 Explore the racket face

Ask the children to explore the different ways of hitting the ball with the racket face, i.e. racket face up, down or sideways.

TEACHING POINTS

- Keep the fingers facing the floor.
- Keep the wrist firm.
- Keep the bat **level** with the ground.
- It is helpful to have the letters posted on a wall or blackboard.
- Tracing the letters is an activity providing a challenge.

- Keep the fingers facing the ceiling.
- Hit the ball gently.

Q Which activity do you find easier – bouncing the ball in the air with the racket or bouncing the ball on the ground with the racket?

ORGANISATION

Place the children in threes, organised as below.



ACTIVITY

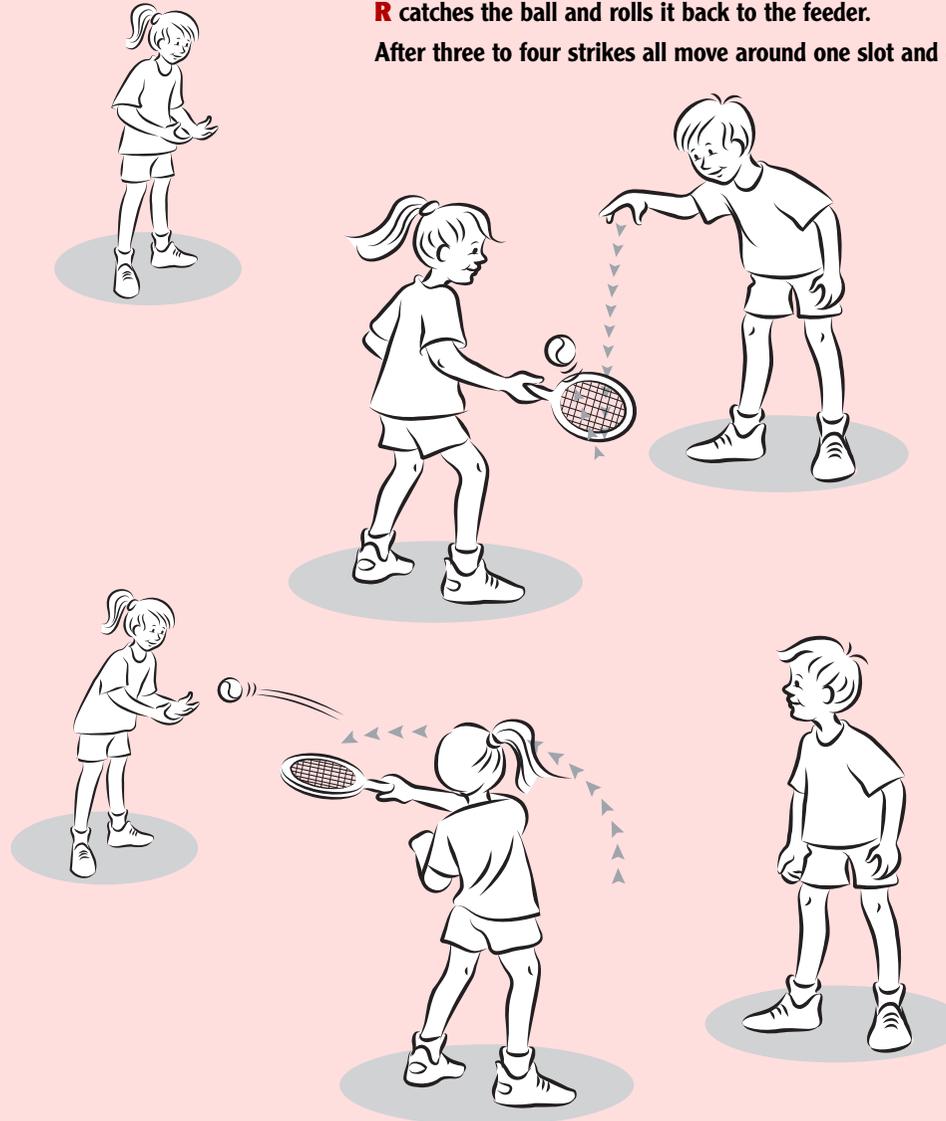
7 Striking the ball to a target – drop feed

The feeder **F** drop feeds the ball to the striker **S**.

S hits the ball gently to the receiver **R**.

R catches the ball and rolls it back to the feeder.

After three to four strikes all move around one slot and continue.



TEACHING POINTS

- The striker stands sideways to the feeder, racket back ready to hit the ball.
- The feeder drops the ball from chest height in front of the striker.
- The receiver makes a cradle with the hands ready to catch.
- Discuss with the children the best way to return the ball so that the practice can continue without interruption, e.g., roll the ball back along the ground.

- Q Why should you strike the ball gently?
- Q Which is the best way to hold the racket face?

- Encourage the children to use the term forehand when practising this.

ORGANISATION

The groups of three now line up as below.
Each child has a bat and ball.

**ACTIVITY****8 Bat and ball relay**

Each team member runs to the marker/cone and back to the starting point, bouncing the ball with the bat off the ground.

To make the relay more difficult ask the children to bounce the ball on the racket/bat.

9 Cool Down

Visit your cool down bank.

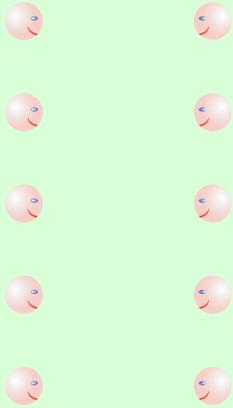
TEACHING POINTS

- If using only one racket and ball per team, insist that both should be **handed** not thrown to the next child in the line.

DEVELOPMENT

ORGANISATION

Divide the children into pairs. Each pair has one bat and ball. The children line up as in diagram.



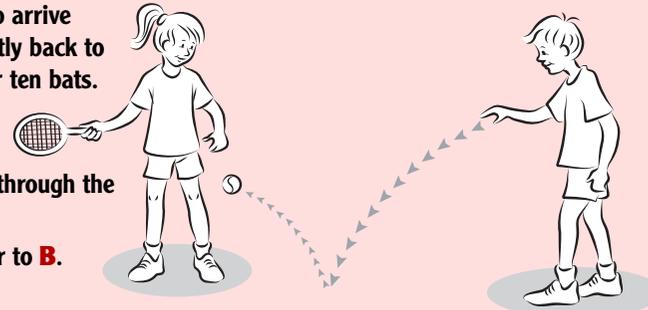
ACTIVITY

1 Striking the ball to a target – front feed

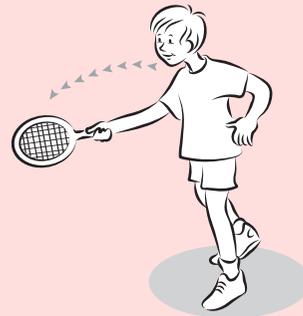
B takes the ball and feeds it to **A** to arrive at waist height. **A** bats the ball gently back to **B** who catches it. Change over after ten bats.

Underarm feed: The children repeat Activity 1 but this time **B** throws the ball gently underarm through the air to arrive at waist height.

A bats the ball back through the air to **B**. Change over after ten bats.



Forehand



Backhand



TEACHING POINTS

- **B** feeds the ball by bouncing it with a 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 continues the swing upwards.
- Discuss with the children the aim of the activity.

Q How can **B** help his/her partner?
R **B** must throw accurately so that hitting is possible.

- Encourage the children to use the terms forehand and backhand

DEVELOPMENT

ORGANISATION

Equipment:

Three cones/markers, one bat, one ball.



 Backstop



Batter



Bowler



Fielder



Fielder

ACTIVITY

2 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 en route **back** s/he scores a half run.

The batter cannot be called out.

After five bowls each player moves around one place.

TEACHING POINTS

- Look for:
 - the batter standing sideways to receive.
 - the backstop standing one metre back.
 - the fielders have their hands cradled ready to field.
 - the fielder returns the ball with an over arm throw.