



Move up a level

PSSI Homepage

Curriculum Objectives

Venue

Equipment

Reference

Strand Unit: Sending, Receiving and Travelling Equipment and Facilities

- Develop and practise a range of ball handling skills:
 - chest pass;
 - bounce pass;
 - overhead pass;
 - shoulder pass;
 - dribbling.

Strand Unit: Creating and Playing Games Reference

- Develop an understanding of the tactics and strategies for use in mini-games:
 - dispossession skills, evading and marking an opponent.

Strand Unit: Understanding and Appreciation of Games

- Develop an increased understanding of use of space:
 - moving to receive a ball.
- Discuss and improve control of movement skills relevant to games:
 - starting;
 - stopping;
 - turning;
 - changing speed.

- Yard/hall.

- Minibasketballs,/Netballs, Minirugby balls, Beanbags/Domes.

- Primary School Curriculum (1999) Physical Education, page 56.
- Teacher Guidelines, pages 88, 89.



ORGANISATION

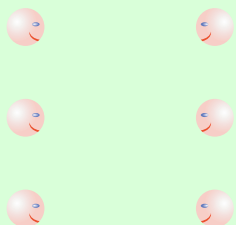
The children find a space all facing the teacher

Revise these passing skills for a **brief** period.

The children line up in pairs as below – one ball per pair.

Some children use a round ball, others an oval ball.

Switch around after two to three minutes.



ACTIVITY

Warm Up and Stretching: Visit your Warm up Bank

1 Practices for footwork

Waves

When the word *defence* is called the children will jump into a defensive position (See teaching points). At a signal from the teacher the children will side skip/step:

- to the right;
- to the left;
- backwards;
- diagonally back to the left and right.

Continually change the direction of movement.

Repeat in short bursts

2 Ball Handling Activities

Pass the ball:

- (a) using bounce, chest, overhead, javelin/shoulder and swing passes. Limit the time for the exercise to approximately 15 seconds. How many passes can you make? Can beat your own record/the class record.



TEACHING POINTS

- Keep the feet shoulder-width apart. Keep the knees bent. Do not cross the feet over during the movement.
- Raise the hands shoulder height, with the palms facing the teacher.

- When using mini basketballs/netballs:
 - spread the fingers in a **W** Grip;
 - keep the elbows in behind the ball;
 - step into the pass;
 - extend the arms;
 - flick the wrist and fingers.
- When using the bounce pass bounce the ball more than half way.
- When using the overhead pass hold the ball above the head, slightly in front.

- Q** What should the receiver do?
R Give a target for the hand.

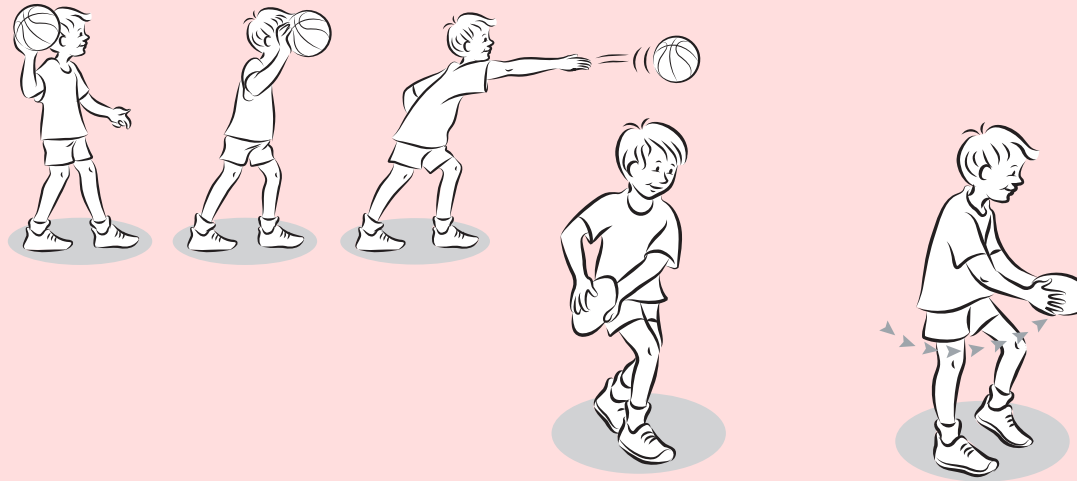
- **Ask the children to suggest suitable challenges for passing in pairs.**

ORGANISATION

Revise these dribbling skills for a **brief** period.

The children remain in the above formation and work in turn.

ACTIVITY



(b) Now ask the children to pass the ball slightly to the side or slightly short of their partner. The receiver must move to receive.

3 Dribbling with the hands

Dribble the ball (for use with a round ball only). Dribble around one leg.

Make the figure of 8 between the legs

Dribble forwards/backwards, (two/three steps) to the side.

Encourage the children to carry out these movements without stopping.

Remind the children to use both their left hand and their right hand.



TEACHING POINTS

- When using oval balls swing the arms across the body and follow through. The receiver should give a target with the hand.

Q Which pass might not be successful with the oval ball?

- Discuss what action should be taken if the ball does not come straight to you.
- You are looking for an understanding that the receiver must step to the side or forward to receive the ball.

- Keep the eyes off the ball.
- Keep the head up
- Control the ball with the wrist and fingers using pads. Push the ball down.
- Keep the knees bent and the ball's bounce low.
- Dribble slightly to one side.
- Use both hands.

- **Discuss with the children the value of these dribbling activities.**

ORGANISATION

Revise the shooting practice for a **brief** period.

The children line up in pairs at one end of the hall/yard – one ball per pair, one-two metres between them.

In turn they move along the area passing and catching.

ACTIVITY

4 Shooting practice (as in mini-basketball/netball)

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

Partner 1 shoots

Partner 2, the target, stands with hands outstretched above the head

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 Moving Pairs

The pairs pass the ball between each other as they move forward.



TEACHING POINTS

When shooting:

- place the shooting hand behind and under the ball with the fingers pointing back to the body;
- place the other hand at the side to support the ball;
- face forward;
- the arm makes a **U** shape;
- keep the legs slightly apart and the knees bent with one foot in advance of the other (on the same side as your shooting hand);
- follow through, i.e. extend the shooting arm into the air and flick the wrists and fingers.

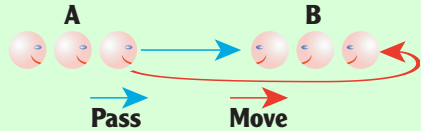
- Remind the children to keep the distance between them as they move.
- When using the round ball pass the ball slightly ahead of your partner.
- When using the oval ball pass the ball sideways on or slightly back to your partner.
- The receiver should give a target i.e. hand outstretched.

- Q** What is the best way to move forward when using a round ball?
- R** Side skip.
- Q** When using an oval ball what is the best way to travel?
- R** Running forward.

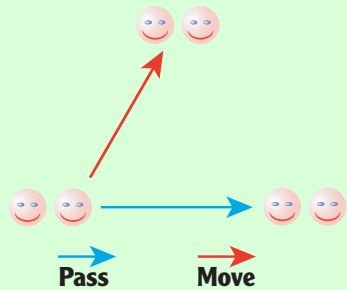
ORGANISATION

Place three pairs together to make groups of six. Most of the activities are suitable for round or oval balls.

The children line up in two lines **A** opposite **B**



The children line up, two at each point of the triangle.



The children are in groups of six lined up one behind the other.

One player from each group is out in front as the “coach”.



ACTIVITY

Choose some of the following group activities in any one lesson.

6 Shuttle relay

The player in Line **A** passes to Line **B** and runs to join the end of Line **B**.
The player in Line **B** does likewise.

7 Three-headed monster

This is a progression of this activity from 1st/2nd class.

- A** passes **right** to **B** and moves **left** behind line **C**
- B** passes **right** to **C** and moves **left** behind line **A**
- C** passes **right** to **A** and moves **left** behind line **B**

8 Stop and receive

A1 runs forward and:

- indicates with an arm for a pass and receives a pass from the coach;
- jump stops;
- pivots 360°;
- passes the ball back to the **coach**;
- returns to the end of the line.

TEACHING POINTS

- Discuss which activities are best suited to the oval ball.
- Let the children make a decision or decide to experiment.

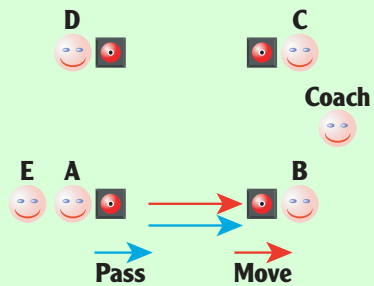
- Give crisp passes, i.e. no lobs.
- The catchers must be watching with hands ready to catch.

Q Why should you make sure that you move on the outside of the passing lanes?

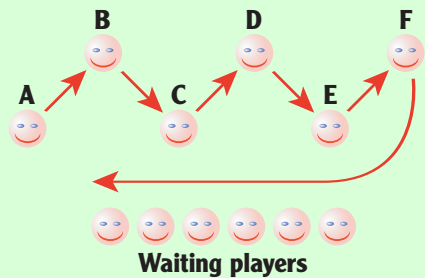
- Choose children with good passing ability to act as the **coach**.
- Begin with bounce passes
- Give crisp passes, i.e. no lobs.
- The receiver must pivot correctly, making four definite turns, i.e through 90° each time.

ORGANISATION

Place a child at each of three points of a square, and two at the last point. The sixth child acts as the coach and blows the whistle.



Join two groups together.



ACTIVITY

9 Square Passing

The ball starts at the corner with two children.

A passes to **C** and runs to follow the ball to that position.

C passes to **D**, etc.

When the players are familiar with the movement introduce the reverse pass.

On a whistle the child holding the ball reverses the passing pattern.

Each group chooses a different type of pass using either a round or an oval ball.

Alternate.

10 Zigzag

A passes to **B** and follows the ball to take **B**'s place. This continues along the line.

When the ball is halfway along the line (i.e. at player **D**) player **G** steps into **A**'s place and restarts the passing pattern again. When **F** receives the ball you can include the following options depending on the facilities and space available to you.

F could

- Dribble back and join the line of waiting players.
- Dribble to a basket and shoot the ball before dribbling back to the line of waiting players.

11 Cool Down

Visit the cool down bank.

TEACHING POINTS

- Never pass to the child moving.

Q When moving forward after the pass, where should you move?

R The child moving must move in the outside lane.

- Remind the children to move immediately after passing the ball.
- Ask the children to identify the skills required in this activity.
- The children should understand that they must keep watching where the ball is coming from and remain alert.

DEVELOPMENT

ORGANISATION

Mark out two, three or four courts.

Place the children in teams of three or four.

The game must be played within the area designated.

One child in each group could act as the referee

ACTIVITY

Keep the Ball

3 v 3 or 4 v 4 playing in a restricted area

This is a passing game only.

Objective of the game

When in possession of the ball each team tries to make five passes in a row.

When not in possession a team is trying to intercept the ball.

If successful in making five passes a team gains one point.

The first team to score five points is the winner.

To keep the process simple start the game by giving the ball to one team.

Hand the ball to the other team:

- if the ball is intercepted.
- if the ball is out of bounds i.e. ball over sideline.
- after one point won.
- if there is a **violation** e.g. running with the ball.
- if there is a **foul** e.g. someone is pulled or pushed or hit on the arm, etc.

This can be played with a round or oval ball.

TEACHING POINTS

Encourage good defence

Remind the children that in this game

- You cannot run with the ball in hand
- You can only run if you have **NOT** got the ball.