



Curriculum Objectives

Strand Unit: Creating and Playing Games: Focus on Ball Handling

- 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.

Move up a level

Venue

- Yard/hall.

PSSI Homepage

Equipment

- Equipment suitable to the game chosen/domes.

Reference

- Teacher Guidelines, pages 88, 89.



ORGANISATION

Divide the children into teams of five or six. Give each team a set of distinguishing bibs.

Each team decides on a team leader/manager.

Select two teams to start the game.

Select the order in which the remaining teams will participate.

If indoors place benches one metre away from the sideline. All other children sit on the benches with their own teams.

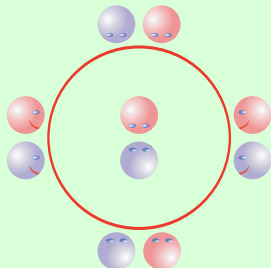


Waiting teams



Two teams on court

Jump Ball positions



ACTIVITY

Warm up and stretching: Visit your warm up bank.

The Non Stop Game

This is particularly suitable to any invasion game which is played indoors.

The one adaptation that is made refers to the restart when the teams rotate.

Game Shooting into a Target i.e. a hoop

(using a round ball)

To Start a Game

The game may be started in the middle of the court with a jump ball between two players, or possession is given to one team. They start the game with a pass to one of the team members.

Jump Ball

Organise the children as in the diagram: two in the middle and all others around the circle. (If there are no markings, ask the children to stay more than an arm's length away from the jumpers.)

Two players, one from each team, stand facing each other in the circle.

Match the children in the jump ball for height.

The teacher throws up the ball between them. Throw the ball a little higher than their outstretched arms.

Children try to tip the ball with an open hand to one of their team mates.

N.B. Children may not fist the ball or catch the ball

Playing the Game

Children should pass and/or dribble the ball to reach the target.

Rules

State clearly the few rules which must be followed in all games.

- No pushing
- No pulling
- No dragging

Hand the ball to the other team:

- if the ball is out of bounds, i.e. ball over sideline
- after a score
- 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.

TEACHING POINTS

- Q** When marked closely by an opposing player, what must you do to receive the ball?
- R** The receiver must step/move into space to receive the ball.

- Encourage the children to discuss among themselves what roles should the leader/manager should have.

- Q** Should a second team member act as coach?

- Discuss with the children how best to ensure that all team members are involved in the games. Conditions such as those below should be explored
 - There must be five passes before an attempt to score.
 - **X** must be the one to make the next score (don't always choose the weakest link – vary it).
- **Attacking advice for games shooting into a target**
 - Look ahead
 - Pass ahead
 - Move ahead
 - Spread out

ORGANISATION

If outdoors, organise two or more games to run concurrently if possible.

If it is not possible, the teams waiting can practice the activities outlined in Lesson 1.

ACTIVITY

Rotating the teams

After three minutes play, one team retreats to the half way line.

The other team leaves the court/field and is replaced by the first team on the sideline.

The incoming team is given a limited amount of time to come on.

The incoming team restarts the game by taking the ball in from the end line.

All teams on the side move up and the outgoing team joins the end of the line.

Cool down

Visit your cool down bank.

TEACHING POINTS

- **Defensive advice for games shooting into a target**
 - Remind the children of correct defensive footwork to block the progress of an attacker dribbling the ball
 - Feet shoulder width apart
 - Knees bent
 - Hands raised shoulder height
 - Palms facing the attacker
- Encourage them to try to stop a player making a pass by standing in front of them, arms in the air, palms flat like shinning the window.
- If they can gain possession of the ball i.e. intercept, without physical contact, they may do so.

DEVELOPMENT

Repeat the above format. Encourage the children to manage all aspects of the organisation.