

Manipulative Skills



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Throwing and Catching

Description

Throwing and catching are complementary skills, yet are quite different in terms of their movement focus. In **catching** or **receiving**, the body controls a ball or object, relying on the ability of the eyes to track the ball into the receiving part of the body. **Throwing** involves propelling a ball away from the body and is a target skill. These skills are difficult to practise in isolation from each other, and both require specific attention in practice activities.



Throwing and catching actions for small balls differ from those for large balls. Throwing and catching skills in this resource include: overarm throw, underarm throw and roll, as seen in cricket and softball games; and a variety of two-handed passes, like the chest, bounce, spiral pass that are prevalent in netball, basketball and rugby.

Applying movement principles

Momentum: If you bring your throwing arm as far back as possible and transfer your weight to your back foot, more force will be transferred to the ball as it leaves your hand while you smoothly bring the arm forward and transfer your weight to your front foot in a swinging action (i.e. when throwing, transfer your weight from your back to front foot).

Speed: The straighter your arm in the forward swinging motion, the greater the force and therefore the faster the ball. The longer your arm is in the overarm throw, the faster it will swing and the further the ball will go.

Absorption of force: To absorb the force of an incoming object, spread the force over a large surface area and for as long as possible. In catching a ball, reach for the ball

with your hands, spread your fingers or cup your hands together and 'give' with the ball, (i.e. bring the ball into your body).

Balance: To catch or receive a ball, your body should be behind the line of the ball, with your legs or body presenting a wide, firm base of support. To establish a more secure base of support lower your centre of gravity. For example, to field a ground ball in cricket, you kneel to one side, which provides a firm, low and wide base of support.

Learning cues

Throwing

These learning cues are for the overarm throw, some of which could be applied to other throwing skills included in this resource.

- grasp the ball in one hand
- position yourself side on to target
- take your arm way back so that momentum builds for the throw
- step forwards with opposite foot towards target
- swing through – long arm at release
- follow through with your throwing arm – in the direction of the target

Catching/receiving

- move your body directly in the path of the ball
- secure a wide base of support
- adjust your hand position (for catching) for the height of the ball:
 - thumbs in for balls above the waist
 - thumbs out for balls below the waist
- present a large surface area for catch or field, (e.g. fingers spread, hands in cup formation, body presents a low, stable surface when fielding a grounded ball)
- keep eyes on the ball until contact is made
- pull the ball/object into your body – body 'gives' with the catch

Learning phases

Discovering phase

Activities in this phase focus on exploration of a variety of throwing and catching experiences involving a variety of balls. Characteristics of the throwing and catching performance include the following.

Throwing

- body faces the target
- swing back with the arm and the weight transfer to back foot are limited
- body rotates very little during the throw
- no transfer of weight forwards
- follow-through is forwards and downwards

Catching/receiving

- body may turn away to avoid catch
- arms held straight out in front of the body
- body movement is passive until the point of contact
- the body, rather than the hands, is used to catch the ball
- palms of the hands are face up and the catch is more like a scoop

Developing phase

Areas of focus in this phase are practising a variety of throwing and catching actions in different and relatively static contexts, varying the distance of the throw and throwing at a stationary target. The characteristics of throwing and catching at this phase are listed below.

Throwing

- arm is swung back and then forwards, high over the shoulder
- the body, including trunk and shoulders, turns towards the throwing side
- definite weight transfer from back foot to front foot
- children tend to step forward on the same foot as their throwing arm

Catching/receiving

- eyes may close at contact with the ball
- arms tend to trap the ball – ‘crocodile’ catch
- children tend to hold out their hands in opposition to each other, with thumbs up
- hands attempt to squeeze the ball
- catching is poorly timed and uneven

Consolidating phase

Applying different throwing actions to changing environments, like throwing to a moving target, is the focus of learning in this phase. Characteristics of this phase are listed below.

Throwing

- throwing arm is swung far back in preparation for forward swinging action
- opposite arm is raised for balance/direction
- there is a definite turning of the body through legs, hips and shoulders
- weight transfers from back foot to front foot, with a step with the opposite foot to the throwing arm

Catching/receiving

- body positioned directly in path of the ball
- eyes follow the flight path of the ball into the hands
- arms ‘give’ on contact to absorb the force of the ball
- hands and fingers spread to receive the ball, with thumbs in opposition to each other

Overview

Learning phase	Activity name	Movement skills/concept	Suggested group size	Suggested space	Page
Discovering	Catching Solo	Catching a variety of objects, catching while moving around in different pathways and at different levels and speeds.	1	Hard flat area	164
	The Wonderful World of Passing and Throwing	Exploring passing, throwing, catching and rolling, time and energy, and body awareness.	1-2	Hard or grass area	166
	Let's Roll the Ball	Rolling a ball along the ground, at a target, in different pathways and directions, and relationships (with others).	2, 3 or 5	Smooth flat surface	168
	How to Throw Underarm	Exploring underarm throwing, space awareness (direction) and relationships (with others).	2	Hard or grass area	170
	Exploring Overarm Throwing	Throwing overarm, time and energy, and relationships (with others).	1 or 2	Indoor or outdoor area with a wall	171
	Catching with a Partner	Catching a ball rolled or thrown from different angles and levels and at different speeds.	2	Hard flat area	172
Developing	Circle Catch	Catching a ball approaching from different levels, angles and at different speeds, passing and throwing.	6-7	Grass or hard area	174
	Spider Ball	Rolling to a target, space awareness and relationships (with others).	6-8	Smooth hard surface	175
	Unders	Throwing underarm for accuracy.	2-3	Grass or hard area	176
	Wall Passing	Passing to a stationary target, passing and catching a ball on the rebound, judging the flight path of the ball.	2-3	Indoor or outdoor area with a wall	177
	Corner Spry	Quick passing, running and reaction time, relationships (with others).	4	Grass or hard area	178
	Passing in Circles	Passing to a moving target, receiving a pass while moving.	4-7	Grass or hard area	179
	Diagonal Running and Passing	Running with the ball, passing and running into space.	8	Grass or hard area	180
	Force Back	Overarm throwing for distance, and catching.	2	Large grass area	181
	All Against One	Throwing a ball at a moving target, dodging evading and space awareness.	4-5	Hard or grass area	182

Learning phase	Activity name	Movement skills/concept	Suggested group size	Suggested space	Page
Developing	Three Court Ball	Throwing a ball for accuracy and distance, and fielding a thrown ball.	6-8	Hard or grass area	183
	Long Chase Ball	Passing and receiving the pass, running and dodging to evade a throw.	10+	Hard or grass area	184
Consolidating	Catch It	Catching a ball approaching at different angles, levels and speeds, and throwing a high ball.	3	Hard or grass area	185
	Five Catches	Throwing and catching, fielding a ball and running.	12+	Hard or grass area	186
	Moving Target	Throwing at a moving target.	16+	Hard flat area	187
	Rolling Rounders	Rolling a ball into space, running as a team and fielding a ground ball.	12+	Smooth surface area	188
	Corner Ball	Throwing at a stationary target, passing and receiving while moving, running, dodging, moving into space.	12+	Marked hard surface area	189
	Scatter Ball	Overarm throwing, running, fielding or catching a small ball.	10+	Hard or grass area	190
	Skittle Ball	Passing a large ball, moving into space, defending, evading and relationships (with others).	16+	Hard surface area	191
	Aranga Touch	Passing and catching, moving into space, defending, passing for accuracy.	10+	Hard or grass area	192

Discovering Throwing and Catching

Catching Solo

Movement skills/concepts

Catching a variety of objects, catching while moving in different pathways and at different levels and speeds.

*Children learn
by discovering
for themselves*



Set-up

A variety of balls (small, large, soft, hard, spiky) and objects (beanbags, quits).

Children, with a ball/object each, are spread out in a defined hard flat area.

Activity

Can you ...?

- describe how the ball/object feels – think of the texture/hardness
- roll the ball/object over your body – up and down, round and round, down a leg or arm
- roll it along the ground slowly, run round in front of it and pick it up
- holding the ball/object in a two-hand 'nest', drop it and catch it while standing/kneeling/walking along
- drop the ball/object from one hand and catch it in the two-hand 'nest'
- throw the ball/object up, a little higher each time, and catch it – how high can you go?
- throw the ball/object up with one hand and catch it in the two-hand 'nest'
- bounce or throw the ball/object and clap your hands then catch it
- see which ways you can catch as you move around (e.g. one hand and then the other)

Can you see ...?

- relaxed fingers forming a 'nest' about the size of the ball/object
- eyes on the ball/object
- reaching for the ball/object

You could ask ...

Which way of catching was easy? Why was this?

Which way of catching was difficult? Why was this?

The Wonderful World of Passing and Throwing

Movement skills/concepts

Exploring passing, throwing, catching and rolling, time and energy, and body awareness.

Set-up

A wide variety of balls to throw and pass (small balls, large round balls, oval balls, foam balls, sea urchin balls).

The children and balls are spread out in a defined hard or grass area.

Activity

Children select one or more balls. They begin to practise the following tasks with the ball, before changing to a different type of ball for the later tasks.

Can you throw/pass ...?

- in the air with one hand, two hands, the other hand, from hand to hand
- forwards, backwards, to the side, at an angle
- as far/near as you can, moving your throwing arm(s) as fast as you can, twisting your body as fast as you can
- up high, down low, bouncing off the ground, at a target
- sitting down, kneeling, lying down
- along the ground, on a line, along the ground to a target/line, to stop between two lines or in hoop
- overarm/underarm with one hand
- with two hands at chest level, making the ball bounce to the ground and catching it
- along the ground to a partner, bouncing high/low to a partner
- to a partner who is a long way away, to a partner who is very close
- using/without using your legs/trunk
- smoothly, using as little movement as possible
- using as much movement as possible or as jerkily as you can
- using a bounce-catch action, on the spot, while moving, turning around

Can you see ...?

- children enjoying themselves
- trying out different types of balls
- keeping eyes on the ball

You could ask ...

Which was your favourite throw? Show me.

Which throw went the furthest?

Which types of throw made it easy for your partner to catch?

Which was the easiest ball to throw?

How did you throw the larger balls? Did you use different throws with the small balls?

Variations

Vary equipment: Complete the tasks with other objects like beanbags, frisbees, quoits, plastic containers, juggling balls and scarves.

Let's Roll that Ball!

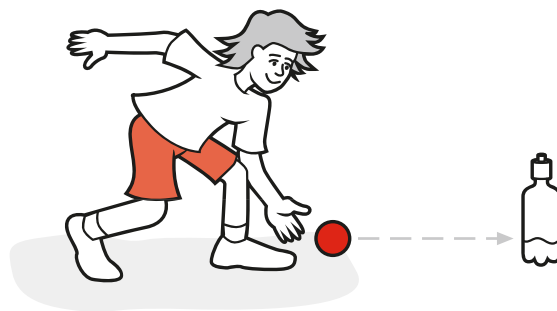
Movement skills/concepts

Rolling a ball along the ground, at a target, in different pathways and directions, and relationships (with others).

Set-up

Small and large balls, cones, hoops, skittles, ropes and chairs.

Children work in pairs, threes and fives, with one ball per pair or group, in a smooth, hard area.



Activity

In pairs

Can you ...?

- roll the ball to your partner through a target or obstacle, (e.g. between two cones, through a hoop, at a skittle, at another ball, along a line, under a chain, between ropes)
- take turns at rolling the ball to a wall target
- roll the ball to your partner, varying the distance between 3 and 10 metres
- roll it to your partner, then change places
- roll it as many times as you can in 30 seconds

In threes

Can you ...?

- roll the ball for the middle child to jump over
- play 'piggy in the middle', in which the middle player attempts to intercept the rolled ball

In fives

Can you ...?

- roll the ball around/across a circle towards your partner or other players
- roll it to hit a skittle in the centre of a circle
- have one player in the centre who rolls the ball to others in turn

Can you see?

- holding a small ball in the fingers, holding beneath a large ball with fingers spread
- stepping with opposite foot into roll
- long arm action, following through

You could ask ...

What did you like about rolling a ball?

How could you use the action of rolling a ball in a playground game?

Is rolling a ball for distance different from rolling a ball for accuracy?

How to Throw Underarm

Movement skills/concepts

Exploring underarm throwing, space awareness (direction) and relationships (with others).

Set-up

A variety of small balls or beanbags, net/rope and hoops.

Children in pairs, with one ball per pair, are spread out in a defined hard or grass area that includes a wall for throwing against.

Activity

Using an underarm throw, who can ...?

- bounce the ball to your partner
- bounce the ball in a hoop/on a line
- bounce the ball to your partner and move to a new place
- throw the ball to your partner and move to a new place
- throw the ball to your partner on the full
- throw non-stop for 1 minute



Still using an underarm throw, can you ...?

- use your other hand to do all the tasks you've just done
- throw high, medium and low
- throw against a wall
- throw over a net/rope
- throw through a hoop

Can you see ...?

- holding ball in fingers
- eyes on target
- swinging back with straight arm
- stepping forward on opposite foot to throwing arm
- swinging arm forward and towards target
- following through

You could ask ...

What is different about throwing underarm compared to other throws you have tried?

What are some of the similarities with other throws or passes?

Exploring Overarm Throwing

Movement skills/concepts

Throwing overarm, space awareness (levels and direction), time and energy, and relationships (with others).

Set-up

Small balls, cones/markers, targets (containers, hoops, bins, lines, skittles, gutter board).

Targets and pairs of cones are set out in a defined area that includes a wall.

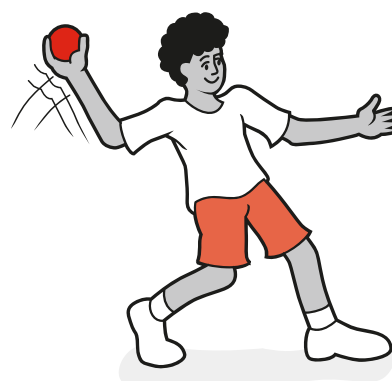
Children, working individually and in pairs, are spread out with a ball each.

Activity

Individually

Can you throw the ball overarm...?

- as far as possible
- as hard as possible
- up high
- at a ground target (hoop/circle/line/bin)
- at a wall/wall target
- over a rugby post
- between cones/markers



In pairs

Can you throw the ball overarm...?

- and bounce to your partner
- so that your partner can catch it without moving
- over an ever-increasing distance
- at a wall and catch it on the rebound
- with right/left hand
- at a target (hoop/skittle/line/gutter board)
- from different levels – high/low/shoulder height
- as high as you can

Can you see ...?

- ball in fingers
- eyes on target
- side on – weight on the rear foot
- stepping forward on opposite foot to throwing arm
- following through

You could ask ...

How do you throw the ball a long way? How do you throw it very high?

Catching with a Partner

Movement skills/concepts

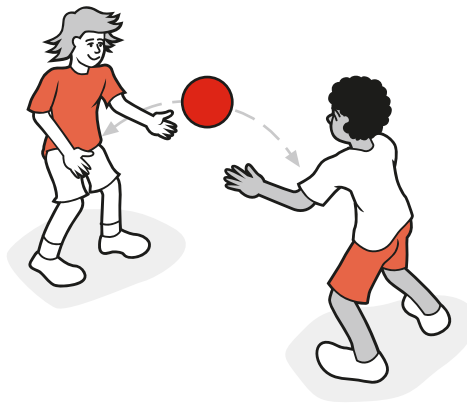
Catching a ball rolled or thrown from different angles and levels and at different speeds.

Set-up

A variety of balls.

Children in pairs are spread out in a hard flat area.

*Are children
working
together?*



Activity

Can you ...?

- pick up a ball rolled by your partner with two hands/one hand/the other hand
- step across and pick up a ball rolled a little to one side, then on the other side
- catch a ball bounced to you down low/up high
- catch a ball thrown to you down low/up high
- move around, bouncing and catching with your partner
- move around, throwing and catching
- make 5–10 catches without dropping the ball
- catch as many times as possible in 30 seconds
- move further apart and still catch the ball
- throw the ball over a net/goalpost and catch it

Can you see ...?

- relaxed fingers pointing up for catches above the waist and down for catches below the waist
- moving to the path of the ball
- relaxed reach for the ball
- 'giving' with arms
- eyes on the ball

You could ask ...

What should your arms do when they catch a ball?

How did you have your hands when you caught a high ball? Were your hands different when catching a low or bounced ball along the ground?

Why do your hands 'give' when you catch a ball?

Variations

Vary equipment: Try the throwing and catching activities with different types of ball/objects.

Developing Throwing and Catching

Circle Catch

Movement skills/concepts

Catching a ball approaching at different levels, angles and at different speeds, passing and throwing.

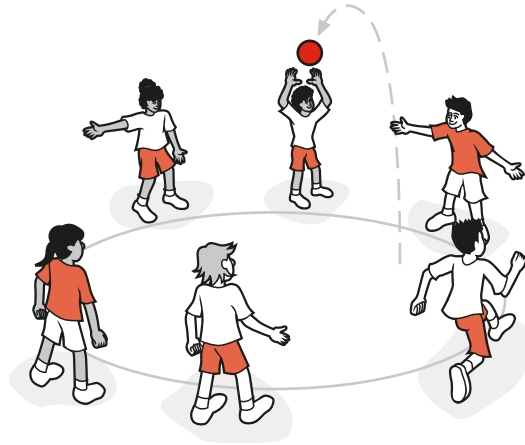
Set-up

A variety of small and large balls.

Each group of six–seven, with one ball, stands in a circle in a grass or hard area.

Activity 1: Throw and catch

The player with the ball throws it to anyone in the circle other than an adjacent player. The thrower then runs round the circle to the catcher's position while the catcher throws and runs.



Activity 2: Catchers against runners

The child with the ball throws it to one of the adjacent players, then runs around the circle back to their place. The remaining players pass the ball around the circle to see how many catches they can make before the runner gets back. If the first pass is dropped, the runner starts again.

Activity 3: Your ball

The thrower with the ball stands in the middle of the circle and throws the ball high, calling a player's name. That player moves into the circle and the thrower takes up the player's position outside the circle. The named player catches the ball, then throws it up while naming another player to catch. Continue.

Can you see ...?

- eyes on the ball
- catch with soft fingers
- fingers pointing up for a ball above the waist, pointing down to catch a ball below the waist
- getting under the ball to catch it

You could ask ...

How will you have your hands to catch a high ball?

Sometimes the ball pops out of our hands. How can you keep the ball in your hands?

Where should you position your body to receive a catch?

Spider Ball

Movement skills/concepts

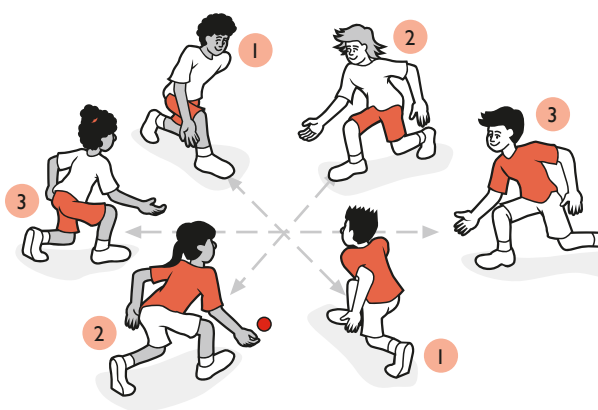
Rolling to a target, space awareness and relationships (with others).

Set-up

Balls.

Smooth surface.

Each group of six or eight stands in a circle about 4 metres in diameter. Opposite players are a pair: they have the same number and have one ball between them.



Activity

The player who has the ball rolls it across the circle to their partner, and then the other pairs of players do the same in quick succession. See how quickly they can complete this task.

Can you see ...?

- ball in fingers
- stepping and rolling
- following through

You could ask ...

What do you do to make your pass go quickly, smoothly and straight to your partner?

Variations

Change the order of the rolls: The sequence goes from the pair with the highest to the pair with the lowest numbers, or from odds to evens, or in random order.

Increase the number of balls: Every player has a ball, with partners rolling to each other at the same time.

Vary equipment and skills: For example, in soccer, kick pass or hockey push pass/hit.

Unders

Movement skills/concepts

Underarm throw for accuracy.

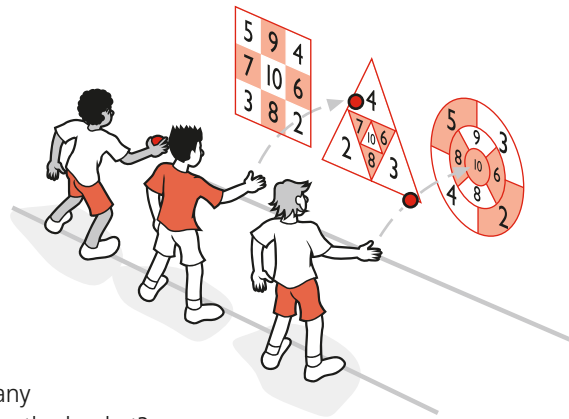
Set-up

Small balls, bucket/bin/box, targets on wall, ground targets like hoops, rope circles, bases, discs, markers as tees.

Activity 1: Frogs

Each group of two–three, with one ball, is spaced around a bucket.

Players take turns throwing the ball into the bucket. How many times can you throw the balls into the bucket?



Are the children thinking about what they are doing?

Activity 2: Underarm darts

In a group of two–three, each player has a ball and stands in front of a wall target (numbers in a square, or a circle with several rings, like a dartboard).

Throw underarm five times and count your score.

Activity 3: Underarm golf

Ground targets (holes) are arranged as a 'golf' course, positioned at varying distances from one another and with a marker (tee) near each one.

Players throw from the starting tee until they can land the ball on the full on the first target. They continue in this way round the rest of the course, following the correct sequence.

Can you see ...?

- eyes on target
- long arm swing
- stepping towards target
- following through

You could ask ...

If you increase the distance from the target, what happens to your arm swing?

To hit the target consistently, what do you need to focus on?

Variations

Increase difficulty: Increase the distance between tee and target.

Play with a partner: Have a competition to see who can score the most points with a limited number of throws.

Wall Passing

Movement skills/concepts

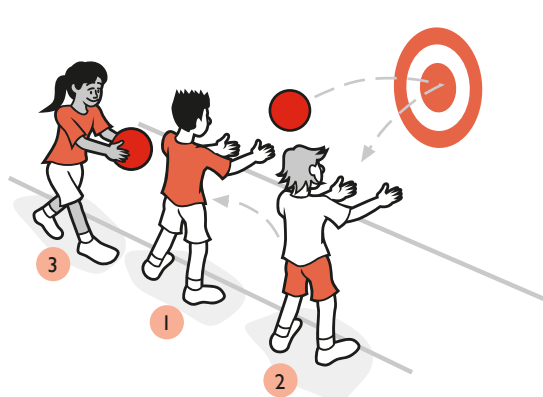
Passing to a stationary target, passing and catching a ball on the rebound, judging the flight path of the ball.

Set-up

Large or small round balls.

Open area next to a wall that is marked with a target.

Pairs and groups of three.



Activity

In groups of three

Player 1 stands between the other two players, who have a ball each.

Player 2 passes the ball to Player 1, who turns and passes at the target (Player 2 collects the ball). Player 3 passes to Player 1, who turns and passes at the target (Player 3 collects the ball).

Change the player in the centre after about five of these sequences.

In pairs

Players stand 1–2 metres from the wall. Player 1 passes against the wall, then Player 2 catches the ball and passes it back as fast as possible.

Challenge each other to complete as many passes as possible in a set time.

Can you see ...?

- fingers spread behind the ball
- balanced position
- eyes on the ball

You could ask ...

What can you do to pass as fast as you can?

How will you have your hands to catch the ball?

Variations

Vary distance: Players stand closer to or further from the wall.

Corner Spry

Movement skills/concepts

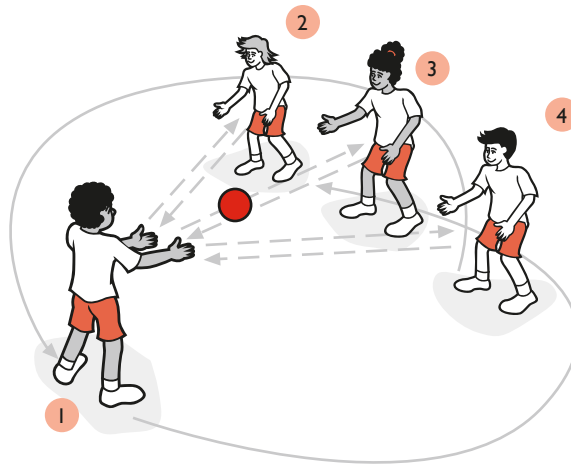
Quick passing, running, and reaction time, relationships (with others).

Set-up

Large round balls.

Grass or hard surface area.

Groups of four, with one ball per group: three players stand in a line side by side facing Player 1, who is 2–3 metres in front of them and holding the ball.



Activity

Player 1 passes the ball to each other player in turn.

When Player 4 receives the pass, they carry the ball round the back of the team and take Player 1's place in the front. At the same time, Player 1 chases Player 4 round the back but stops in what was Player 2's position, ready to take the first pass from Player 4. Players 2 and 3 become Players 3 and 4 respectively.

Can you see ...?

- eyes on the ball
- fingers spread
- quick catch and pass

You could ask ...

How can you use your fingers to keep the quick passes going?

Variations

Vary passing distance: Player 1 stands closer or further away.

Vary the type of pass: For example, players tap or bounce the ball.

Passing in Circles

Movement skills/concepts

Passing to a moving target, receiving a pass while moving.

Set-up

Large round or oval balls.

Groups of four–seven, with one ball per group: each group forms a circle in a grass or hard area.

Activity 1: Running circle pass

Player 1, standing in the centre with the ball, throws to three–five other players as they walk or jog around the circle, and each player returns the pass. Player 1 can change the direction of the jog or throw in any sequence.

Is everyone involved?

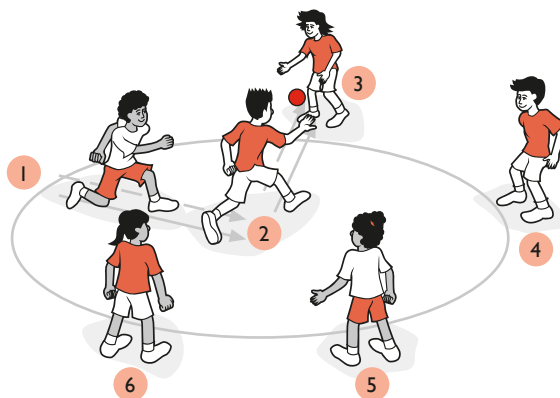
Activity 2: Circle gap passing

Player 1 stands in the centre with a ball, with five–six other players in a surrounding circle. Player 7 runs around the outside of the circle, receiving and passing back to Player 1 in each gap between two players. Change Players 1 and 7 regularly.

Activity 3: In and out

Player 2 stands in the centre, with five–six other players in a surrounding circle.

Player 1, starting with the ball, passes to Player 2, then runs to the centre. Player 2 passes to Player 3, then follows to Player 3's place. Player 3 passes to Player 1, then goes to the centre. Player 1 passes to Player 4, then goes to Player 4's place, etc.



Can you see ...?

- ball passed in front of the runner
- fingers spread
- following through
- continuous running

You could ask ...

Where do you aim to pass the ball when you are passing?

Variations

Vary equipment: For example, use soccer balls and kicking, hockey sticks and push passing.

Vary skills: Increase size of the circle.

Diagonal Running and Passing

Movement skills/concepts

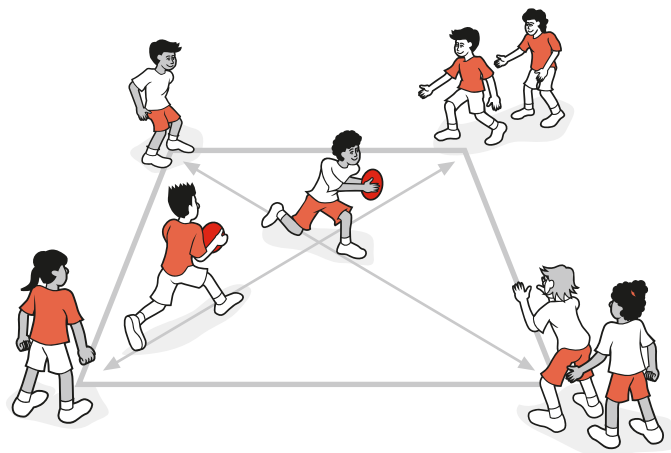
Running with the ball, passing and running into space.

Set-up

Large balls and markers.

Groups of eight: two players stand at each corner of a marked square; the front player in two of the corners (one from each of the diagonally opposite pairs) has a ball.

Children try something different



Activity

The first player in each pair with the ball runs diagonally across the grid while passing the ball to the first player in the opposite pair, who then runs with the ball back across the diagonal while passing to the second player in the pair that started.

Can you see ...?

- carrying the ball in two hands
- eyes on the ball, all-round vision
- safety when crossing the grid

You could ask ...

Why is it important to hold the ball in two hands when running?

Variations

Vary pass: Pass the ball at different heights (high/low) and speeds.

Increase number of balls: Play with a ball in each corner. Place the ball down and pick the partner's ball up while running across the grid.

Force Back

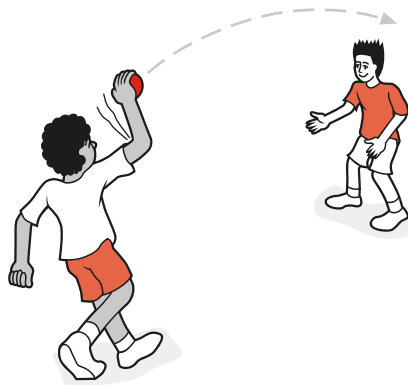
Movement skills/concepts

Overarm throwing for distance, and catching.

Set-up

Small balls.

Similarly skilled pairs, with one ball per pair. Each partner faces the other at an equal distance from a centre line in a large grass area.



Activity

One partner throws the ball as far as they can towards the other. The retriever catches or stops the ball and returns the throw from that spot. This continues until the stronger thrower has forced the other back to the end of the area.

Go back and start again.

Can you see ...?

- finger grip
- side on throw
- driving through hip, shoulder, arm, elbow, wrist, fingers
- following through

You could ask ...

How will you achieve maximum distance when throwing the ball?

How will you get into position to catch or stop the ball?

Variations

Vary equipment and skills: Use a rugby ball and punt, or a soccer ball and kick.

All Against One

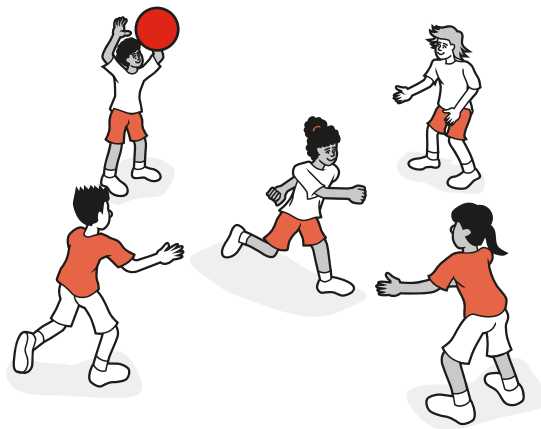
Movement skills/concepts

Throwing a ball at a moving target, passing, dodging, evading and space awareness.

Set-up

Large foam balls.

Each group of four–five has a ball in a marked grass or hard surface area; one player is the dodger, the others are throwers.



Activity

Throwers try to hit the dodger below the knees with the ball. They may move freely except when in possession of the ball.

When the dodger is hit, name a new dodger.

Can you see ...?

- quick passing
- moving to receive a pass close to the dodger
- balancing the size of the area with the skill of the players

You could ask ...

Throwers: How will you work as a team to get in a position to hit the dodger with the ball?

Dodger: What strategies will you use to evade the throwers?

Variations

Vary type of throw and ball: Use an underarm/overarm throw and a small soft ball.

Change rules: In addition to not travelling with the ball, throwers can hold the ball for 3 seconds only.

Three Court Ball

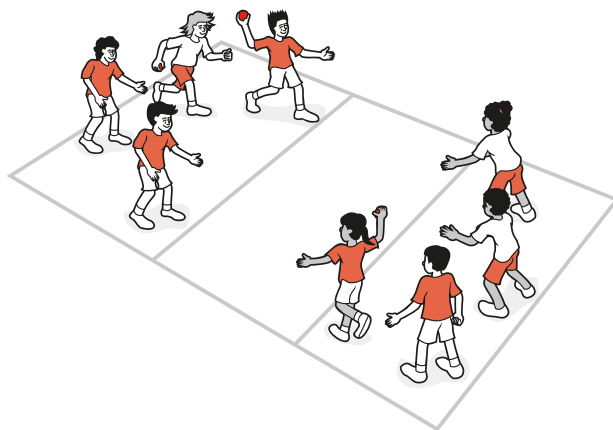
Movement skills/concepts

Throwing a ball for accuracy and distance, and fielding a thrown ball.

Set-up

Tennis balls.

Two even teams of six–eight, with three balls between them: each team occupies one end third of a netball court or similar area.



Activity

A player from one team attempts to bounce the ball in the centre third and make it cross the opponent's goal line to score a point. The opposing players try to intercept and bounce it back. Throwers may move to the line to throw but not into the centre court.

After a time, introduce a second and then a third ball.

Can you see ...?

- step, throw, follow-through
- wrist and finger flick
- covering space

You could ask ...

What helps you to get more force behind the throw?

How do you work as a team to stop the ball from crossing your goal line?

Variations

Vary skills: Roll the ball instead of bouncing it.

Long Chase Ball

Movement skills/concept(s)

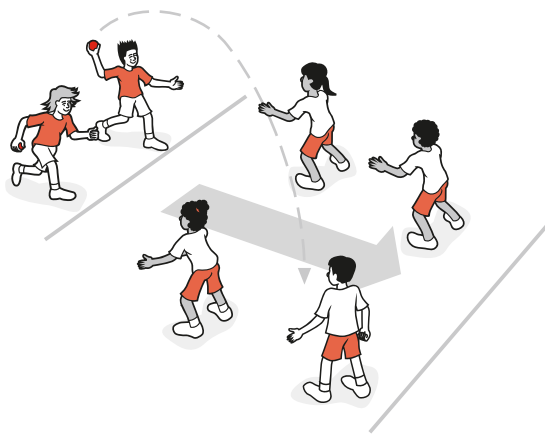
Passing and receiving, running and dodging to evade a throw.

Set-up

Large soft balls.

Two teams in a marked grass or hard area: the team of fielders is spread out in the area; the team of runners is lined up in pairs behind an end line, the front pair with the ball.

Children learn
by playing



Activity

The front pair of runners throw the ball into the area, then attempt to run to the end line and back without being hit on the legs with the ball.

Fielders may move freely without the ball but must keep one foot still when in possession. Runners who go up and back without being hit on the legs score a point for their team.

Can you see ...?

- quick passing
- moving to receive a pass
- passing to a fielder in front of the runner

You could ask ...

Fielders: How will you work together to tag the runners?

Runners: How will you work together to evade the fielders?

Variations

Modify rules: Make it a tag instead of a throw at the runners.

Allow the next pair to start running as soon as the first pair have both scored, are both tagged, or one is tagged and one has scored.

Consolidating Throwing and Catching

Catch It

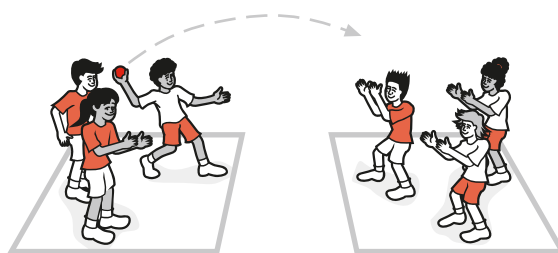
Movement skills/concepts

Catching a ball approaching at different angles, levels and speeds, and throwing a high ball.

Set-up

Small balls.

Two teams of three each, one team with the ball; teams stand in marked zones (10 metres or more apart) of a grass or hard surface area.



Activity

A player in one team throws the ball in an attempt to hit the ground in the opponents' zone and score a point.

If an opposing player catches the ball on the full, they score a point.

Can you see ...?

- calling 'mine' when taking a catch
- covering a space (zone)
- positioning under the ball
- correct hand position

You could ask ...

How will your team work together to get into position to catch the ball?

Where will you aim to throw the ball to hit the ground?

Variations

Vary type of ball and throw: For example, use a soccer ball and kick.

Increase number of balls: Introduce a second ball.

Vary difficulty level: Increase or decrease the size and distance of zones to suit the skill level of the group.

Five Catches

Movement skills/concepts

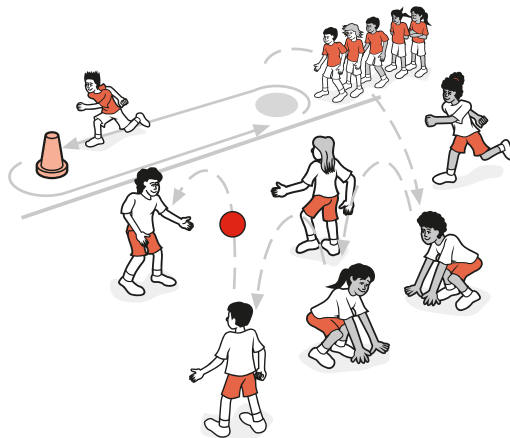
Throwing and catching, fielding a ball and running.

Set-up

Ball, marker, hoop.

Two teams of six players each: the throwing team is lined up behind a baseline; the fielding team is spread out across a grass or hard surface area.

A marker is placed 5–10 metres from a throwing base (hoop).



Activity

The first person in the throwing team throws the ball forward of the baseline and runs around the marker and back to the base. They continue running, counting each circuit as a run, until the fielding team calls 'Stop'.

The player who fields the ball throws to another team member, then bobs down. The ball continues to be thrown round the team in this way until all have made a successful catch (i.e. five catches in total).

The last fielder to receive the ball calls 'Stop'. The next thrower then throws.

Can you see ...?

- good hand position
- moving into the catch

You could ask ...

Fielders: How will you position yourselves to field the ball quickly? How will you speed up the throw–catch sequence?

Throwers: Where will you throw the ball to allow more time to score runs?

Variations

Vary type of ball and pass: Use a rugby ball and a punt kick.

Moving Target

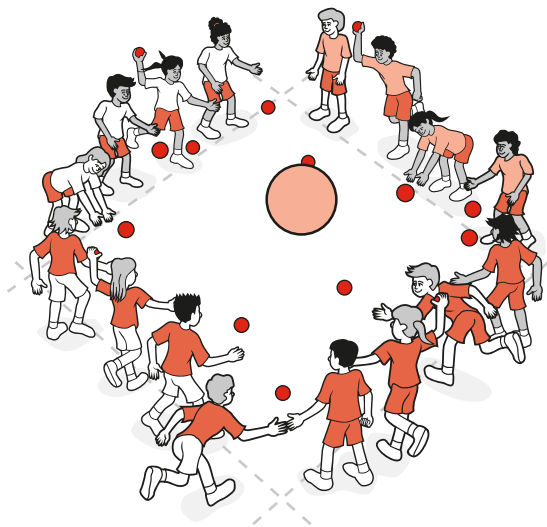
Movement skills/concepts

Throwing at a moving target.

Set-up

Small balls, large ball (Swiss ball).

Four teams of approximately four–five players each: each team stands on one side of a large marked square in a hard flat area, with three or four small balls per team and a large ball in the centre of the square.



Is everyone involved?

Activity

Each team throws balls at the large ball and attempts to drive it over another team's line. Throwers must keep behind their line when throwing. They may go into the square to retrieve a ball.

Can you see ...?

- pointing at the target with non-throwing hand
- full arm action
- following through

You could ask ...

What kind of throw will you use to hit the ball?

How will you work as a team to move the ball across an opponent's goal line?

What strategies will you put in place to defend your goal line?

Variations

Change set-up: Instead of a square, play with two teams behind parallel lines.

Rolling Rounders

Movement skills/concepts

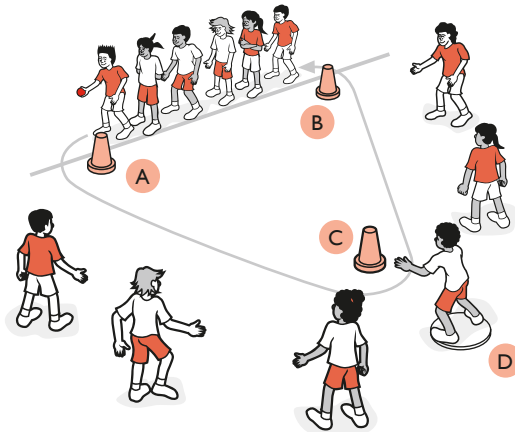
Rolling a ball into space, running as a team and fielding a ground ball.

Set-up

One ball, three markers and one base.

On a smooth surface area, two markers (A and B) are placed on a line, a third marker (C) forms a triangle; outside it is a base (D).

Two teams of six–eight each: the rolling team lines up between A and B; the fielding team spreads out in front, with one player on D.



Activity

The first player in the rolling team rolls the ball anywhere in front of the line, then leads the team, running in order round the markers A, C, B until the fielding team calls 'Stop'. Fielders field the ball and roll it to the player at D who calls 'Stop' when holding the ball with a foot on the base.

A point is scored for each member of the rolling team who passes B before 'Stop' is called. The next player then rolls.

Rules:

- fielders may not run with the ball
- the ball must be rolled at all times
- change over when all rollers have had a turn

Can you see ...?

- rolling into space
- field coverage

You could ask ...

Rollers: Where will you aim to roll the ball to give you time to run round the bases?

Fielders: How will you get the ball back quickly to the base?

Variations

Vary difficulty level: Change the size of the triangle to suit the skill level of the players.

Vary ball, pass and skill: For example, play with soccer kick, hockey hit, or softball tee shot and throw underarm back.

Corner Ball

Movement skills/concepts

Throwing at a stationary target, passing and receiving while moving, running, dodging and moving into space.

Set-up

Large ball, hoop, team bands/bibs.

A marked hard surface area (one third of netball court) with a throwing line and a target area (hoop).

Two teams of six–eight each.

Activity

To start the game, the thrower attempts to land the ball on the full in the target area. If successful, that team's backstop takes possession. If unsuccessful, possession goes to the opposing backstop.

The teams then move onto the court and the team with possession attempts to tag (with the ball) a member of the other team. The player in possession may pivot, take one step and hold the ball for no longer than 3 seconds. Players who are not holding the ball may move freely but cannot go outside the area during play.

If the attacking team infringes any of these rules or if the ball touches the ground, the umpire calls 'Change' and possession is taken by the other team. The ball must be held when a tag is made.

The non-scoring team restarts the game with a toss into the hoop.

Can you see ...?

- accurate, rapid passing
- positioning to receive a pass

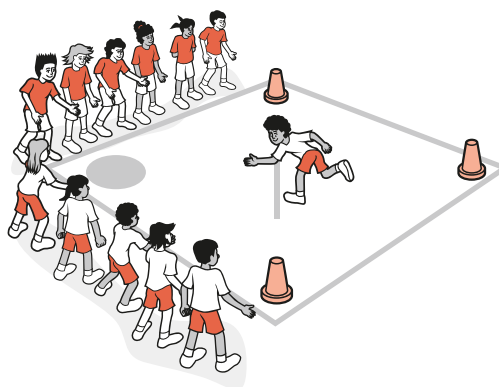
You could ask ...

Attacking team: How will you work together to tag a player?

Defending team: How can you avoid being tagged with the ball?

Variations

Vary implement and skill: Use soccer ball and passing, hockey stick and push pass, underarm/overarm throw and small ball.



Teamwork

Scatter Ball

Movement skills/concepts

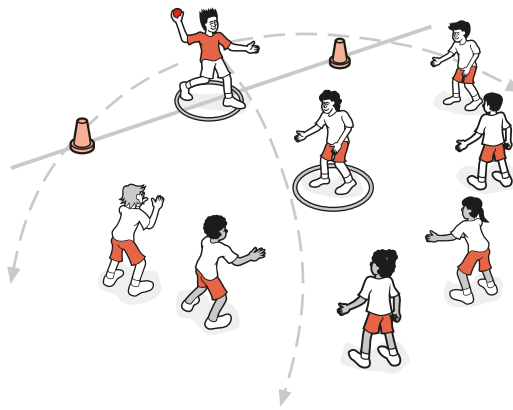
Overarm throws, fielding or catching a small ball and running.

Set-up

Three small balls, markers, two bases (hoops).

Markers along a line about 20 metres apart, with a home base in between them on the line and a retriever's base in front.

Two teams: a fielding team spread out with a player on the retriever's base; a throwing team behind the line with three balls.



Activity

The first thrower throws the three balls one after the other, then runs round the marker and home base until 'Stop' is called. Each time round the marker is a run.

Fielders return the balls to the retriever, who puts them on the retriever's base and calls out 'Stop' when all three balls are returned. A ball caught on the full can be carried to the retriever; otherwise it must be thrown in.

Can you see ...?

- finger grip
- throwing to space
- accuracy by the fielders

You could ask ...

Throwers: Where will you throw the ball to allow yourself more time to score runs?

Fielders: Where will you stand in the field? Why?

Variations

Vary equipment and skills: Use a soccer ball and kick, a softball bat, tee and strike, or a hockey stick and ball.

Skittle Ball

Movement skills/concepts

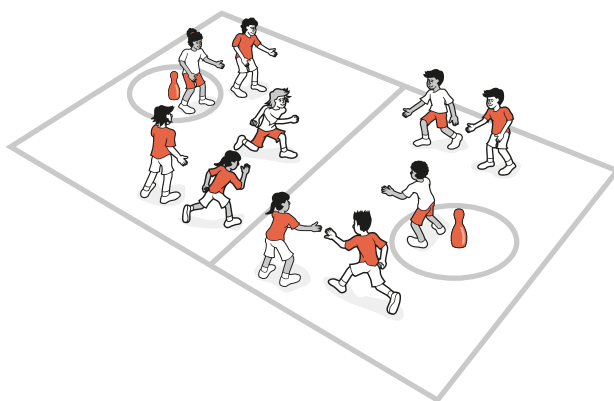
Passing a large ball, moving into space, defending, evading and relationships (with others).

Set-up

Large balls, skittles, team bands/bibs.

A defined hard surface area with a 3–5 metre circle marked at each end and a skittle in the centre of each circle.

Two teams of six–eight each: one player on each team is the guard and the others are rovers.



Activity

From a toss-up at the centre, the team with possession passes the ball and attempts to knock down the opponents' skittle.

Use netball and basketball rules as needed for stepping, ball holding, contact and obstruction. A free pass for infringements. Rovers may not enter the circle.

Can you see ...?

- using space, no crowding
- the right pass for the situation, e.g. bounce, lob
- fair play

You could ask ...

When will you pass the ball?

How can you stop your opponents from receiving the ball?

Variations

Change Set-up: Put in a centre line and restrict players to half of the court.

Increase number of balls: Introduce a second ball.

Aranga Touch

Movement skills/concepts

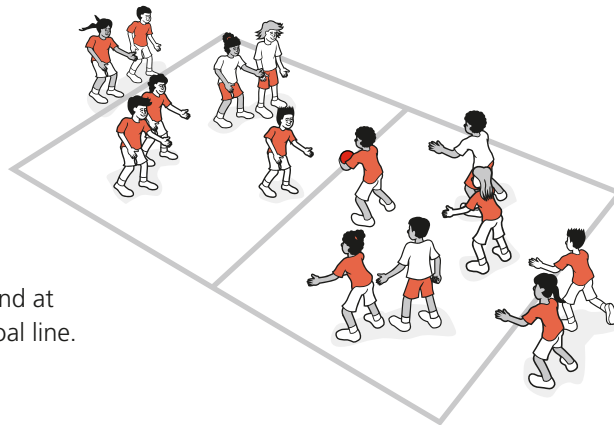
Passing and catching, moving into space, defending, passing for accuracy.

Set-up

Large ball.

Grass or hard surface area about the size of a netball court.

Two teams of about eight players each: a goaler from one team and a defender from the other stand at opposite ends behind the goal line.



Activity

On the signal, one team passes from the centre line and attempts to score by making a clear pass to their goaler. They may run anywhere on the court with or without the ball but a penalty pass is given to the opposition if they are tagged with both hands while holding the ball.

After a tag, all players must retire 3 metres from the player taking the penalty pass. A player must retire to the sideline until a goal is scored if the ball is kicked or an opponent is contacted in any way other than a light touch with both hands. If the ball is thrown or carried over the sideline, the opponents throw in.

The goaler and defender cannot enter the playing area. If a goaler drops a pass, no goal is scored and a free pass is given to the defender. A goal cannot be scored directly from a penalty pass. When a point is scored, the game is restarted at the centre.

Can you see?

- rapid passing
- passing and moving into space
- defending the ball
- defending a player off the ball
- getting free for the ball

You could ask ...

How can you get away from your defender?

How can you make it hard for the other team to make a pass (no contact allowed)?

How can you work together to stop a goal from being scored?

What can you do if you move into a space before your teammate is ready to pass?

Variations

Vary equipment and skills: Use a hockey stick and small ball, a soccer ball and push pass, striking with the hand.

Striking

with the Hand(s)

Description

Striking an object with the hand(s) includes controlling a ball in an upward motion, which is involved in skills like the overhead volley in volleyball, and controlling a ball in a downward (hand bounce) direction, which is associated with hand dribbling in basketball or handball. Striking the ball with the hand(s) is a more advanced skill and requires coordination of the hands and eyes, being able to track an incoming ball and strike that ball in one motion. Younger children can enjoy this skill if it is learned in a developmentally appropriate manner, starting with the use of lightweight objects like balloons.



Applying movement principles

Stability: Balance or stability is achieved when your feet and/or legs are comfortably spread to provide a wide, stable base of support. Bending your knees will lower the centre of gravity, further increasing stability.

Accuracy: If you strike a ball in line with its centre of gravity (middle), the ball will travel in a straight line. If you hit a ball above or below its centre of gravity, the ball will spin away, losing distance and speed.

Inertia: When an object like a ball is not moving, it has its greatest inertia. To keep the ball bouncing, a force needs to be applied, (e.g. continuous pushing motion/bouncing).

Learning cues

Volleying with the hands

- keep eyes on the ball
- position body directly underneath and in line with the ball
- strike the ball by extending the arms and legs
- striking surface should be flat – like a pancake
- follow through in the direction the ball is to go

Hand dribbling

- fingers are spread and relaxed
- push the ball down, with the wrist and fingers controlling the bounce
- follow through
- push the ball slightly forward
- keep the ball below the waist

Learning phases

Discovering phase

Children in this phase find it difficult to contact the ball in one motion, and need to explore striking a variety of lightweight objects that are easy to track and strike. Characteristics of this phase are described below.

Volleying with the hands

- children find it difficult to track or judge the path of the ball/balloon
- they find it difficult to move underneath the line of the ball
- they tend to slap the ball on contact

Hand dribbling

- children use both hands to hold the ball at the sides, with their palms facing each other
- they bounce the ball with both hands, keeping their fingers stiff with a downward push
- they have little control of the ball, bouncing it at varied heights
- they use a 'bounce, catch' action

Developing phase

Children in this phase are able to consistently control the direction as well as the force of the strike. Activities in this phase focus on practising striking in a range of contexts, working with a partner or striking a ball after it rebounds from a wall. Characteristics of this phase are described below.

Volleying with the hands

- children still find it difficult to track the ball
- they move to the line of the ball
- the striking action is mainly from the arms and hands, with little follow-through from the legs
- they have little control over the direction of the flight of the ball

Hand dribbling

- children hold the ball with one hand on top and one hand underneath
- top hand pushes the ball down
- hand slaps the ball when bouncing
- eyes are on the ball
- bounce of the dribble is inconsistent and not greatly controlled

Consolidating phase

Children in this phase can control the ball with consistency in more unpredictable environments. They are able to judge the flight path of the ball, and position their body to hit the ball and to pass accurately. Characteristics of performance in this phase are described below.

Volleying with the hands

- children move consistently underneath and to the line of the ball
- good contact with fingertips or hand
- effective use of extension of legs and arms – force summation
- control the direction of the flight of the ball

Hand dribbling

- children hold the ball at waist height
- they push the ball down, following through with arm, wrist and fingers
- relaxed fingertips control the dribble

Overview

Learning phase	Activity name	Movement skills/concept	Suggested group size	Suggested space	Page
Developing	The Bouncing Ball	Bouncing, dribbling, space awareness and moving at different speeds.	1	Level hard area	197
	Clock Dribble	Bouncing a ball in a stationary position, throwing a large ball in different directions.	4-6	Hard or grass area	199
	What is Volleying?	Striking upwards with the hands, space awareness, relationships, body awareness and time and energy.	1	Hard or grass area	200
	Look, I am Volleying!	Two-handed overarm pass (volley), underhand pass (serve, bump), personal space, body awareness.	1	Hard or grass area	201
Developing	Underhand Striking	Underhand strike, space and body awareness.	1	Hard or grass area	202
	Underhand Striking Against the Wall	Volleying a rebound ball, judging speed and direction of rebound, and using body parts.	1	Hard or grass area	203
	Over it Goes	Underhand volleying over a line/net, space awareness, and judging flight path, speed and direction.	2	Hard or grass area	204
	Overhead Volleying	Overhead volleying (set), space and body awareness.	1	Hard or grass area	206
	Tyrannosaurus	Dribbling a ball with the hands while moving, space awareness and evading a tagger.	5-8	Hard or grass area	207
	Brooms and Brushes	Dribbling a ball with the hands while stationary or moving, running, evading and dodging taggers.	8+	Hard area	208
Consolidating	Burglars	Dribbling a ball with the hands, throwing or passing, space or body awareness.	4	Hard area	209
	Circle Volley	Volleying to a stationary target, moving into space, changing direction and speed.	4-5	Hard or grass area	210
	Four Square Volleyball	Underhand strike (bump, or hand bounce) to an area, judging speed and direction, and moving into position to play the ball.	2 or 4	Hard area	211
	Keep It Up	Striking a ball in the air (volley, serve, bump), body awareness and judging flight path.	5-6	Hard area	213

Discovering Striking with the Hand(s)

The Bouncing Ball

Movement skills/concepts

Bouncing, dribbling, space awareness and moving at different speeds.

Set-up

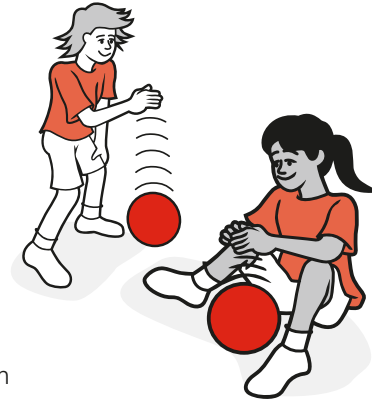
Large balls, markers, hoops, music.

Children, each with a large ball, are spread out in a defined level, hard surface area.

Activity

Can you ...?

- feel the ball, run your fingers over it, push the ball with your hands, try to squash it out of shape
- roll the ball with your hand, foot, knee, shoulder, elbow, head, nose
- roll the ball over your body, head to toe, make your body into the shape of a ball
- bounce the ball while sitting – holding the ball in both hands, push it down using a pushing motion with relaxed fingers and catch return
- progress to bouncing the ball while kneeling then standing, maintaining eye contact with the ball



*Children learn
by exploring*

Holding the ball in both hands at waist height and placing your feet a shoulder width apart, can you bounce the ball ...?

- continuously from a stationary position
- while stepping side to side, then while turning
- with one hand only – change to the other hand
- with one hand, varying the height
- around your body
- through your legs front to back, then back to front
- while walking/jogging/running
- with alternate hands while travelling
- the ball along a line, then inside hoops
- in a restricted space with others
- to music/rhyme/song
- and move with a fast dribble and slow feet
- and move with a slow dribble and fast feet

Can you see ...?

- relaxed fingers
- a pushing action with the finger pads
- head up, looking around
- meeting the ball with the fingers, not chasing it

You could ask ...

Which ways of bouncing did you enjoy the most?

Which was the easiest or most effective way of dribbling? Why was this?

Variations

Create a sequence: Make up your own bouncing sequence individually or with a partner.

Clock Dribble

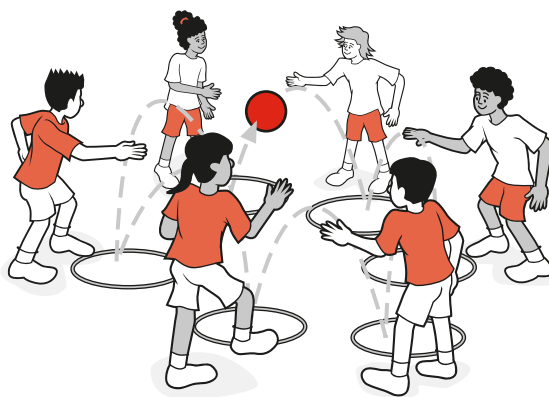
Movement skills/concepts

Bouncing a ball in a stationary position, throwing a large ball in different directions.

Set-up

One ball and one hoop per child. A hard or grass surface.

Groups of approximately four–six: children stand outside a circle of hoops, one at each hoop.



Activity

Each child bounces the ball continuously in their hoop. On the call of a number and 'left' or 'right', (e.g. 'Three right') they pass the balls around the circle, person to person, for the number of places and in the direction called. Then they continue to bounce in their own hoop.

Can you see ...?

- fingers spread and relaxed
- balanced body position

Variations

Add music: Bounce the ball to a musical rhythm, then pass it when the music stops.

Vary rules: Bounce the number of times called, then pass in the identified direction, (e.g. for 'Three left', bounce the ball three times and then pass to the left).

What is Volleying?

Movement skills/concepts

Striking upwards with the hands, space awareness (directions and levels), relationships (with objects), body awareness, and time and energy.

Set-up

Soft, large balls, balloons, or lightweight objects; rope; net.

Children, each with a ball, are spread out in a defined grass or hard surface area.

Activity

Can you volley the ball ...?

- very hard/softly, high/low
- from a seated/kneeling/lying position
- so that it goes above your head and as high as possible
- forward/backwards/to the side/in a circle
- alternating hard and soft
- with different body parts, e.g. head, knees, feet
- and relax/tense your fingers
- 'giving'/without 'giving' with the ball
- so that it drops inside/outside your personal space
- from directly underneath it/off to one side
- over a line/rope/net
- as many times as you can in 30 seconds
- as few times as you can in 30 seconds



Can you see ...?

- enjoyment and participation
- safe control of the ball or object

You could ask ...

Which type of volley did you find the easiest? Why?

Did any of the volleys hurt your hands or arms? Why do you think this happened?

Look, I am Volleying!

Movement skills/concepts

Two-handed overarm pass, underarm serve, two handed forearm pass (bump), space and body awareness.

Set-up

Balloons, large soft balls or light volleyballs, coloured discs/bases.

Children, each with their own space, are scattered in a grass or hard surface area.

Activity

Can you ...?

- strike the balloon/ball up with open palm so it stays in the air – try to prevent it from touching the floor without leaving your spot
- strike the balloon/ball high above your head – practise striking with both left and right hands so you can be equally good with each hand
- volley the balloon/ball above your head and jump up in the air and meet it as it drops – as if you are giving it a 'high five'
- volley the balloon/ball with your hand once and catch it, then twice and catch it
- see if you can volley the balloon/ball 10 times without letting it touch the floor



Are the children enjoying themselves?

Can you see ...?

- body underneath the balloon/ball
- flat volleying surface
- upward follow through

You could ask ...

What do you need to do to keep your balloon/ball in the air?

Where do you have to place your body to keep your balloon/ball in the air?

Variations

Strike while travelling: Children volley the balloon/ball above their heads while moving around the defined area.

Use different body parts: For example, strike with the head, elbow or foot. Try a combination of body parts.

Developing Striking with the Hand(s)

Underhand Striking

Movement skills/concepts

Underhand strike, space and body awareness.

Set-up

A variety of large light balls.

Children are spread out in a designated area, each with a lightweight ball.

Activity

Can you ...?

- strike the ball upward using a flat palm
- strike the ball directly upward so that you can catch it without moving from your own space
- volley underhand five times, never leaving your space
- volley underhand continuously, moving your feet to get in position if you need to – how many volleys can you do without making a mistake?
- repeat the above sequence, but this time volley the ball with your forearms (bump) – to do this, straighten both your arms and bring your forearms together to form a flat surface



Can you see ...?

- flat volleying surface
- body underneath the ball
- upward follow through

You could ask ...

Where will you need to strike the ball to ensure that the ball travels in a straight pathway upward?

What do you need to do with your body to hit the ball upward?

Variations

Work with a partner: One partner tosses the ball to the other, who then volleys underhand back; partners volley to each other.

Underhand Striking Against a Wall

Movement skills/concepts

Volleying a rebound ball, judging speed and direction of rebound, and using body parts.

Set-up

Lightweight balls.

Gymnasium or hall, or an outside area that has a wall.

Children, each with a ball, spread out, facing the wall approximately 2 metres (two of a child's giant steps) away from it.

Activity

Using a one-handed underarm action, can you ...?

- bounce the ball and volley it against the wall, when the ball returns from the wall, let it bounce and then catch it
- repeat this sequence five times – bounce, volley, bounce, catch
- practise the sequence without catching the ball (i.e. bounce, volley, bounce, volley) as many times as you can without making a mistake (i.e. without letting it bounce twice in a row or hit the wall)
- practise striking the ball with either hand – so, if the ball comes to your right side, strike it with your right hand; if the ball rebounds on your left side, use your left hand
- repeat all of the above activities, but this time with the bump (two forearms) pattern

Can you see ...?

- staying behind the line of the ball
- using quick feet to get into position
- striking with the palm of the hand
- extending legs and arms, and following through to the target

You could ask ...

Where do you need to strike the ball for it to travel forwards to the wall?

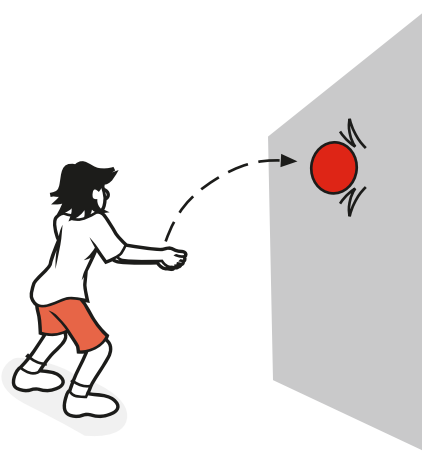
How should you have your hand/arm when striking the ball?

Why do you need to keep behind the line of the ball?

Was it easier to volley the ball with one arm or two arms?

Variations

Work with a partner: Practise underhand striking to the wall, alternating the volley and bounce (i.e. your partner will volley the ball to the wall and, once the ball has bounced, the next volley is yours).



Are all the children succeeding?

Over it Goes

Movement skills/concepts

Underhand striking over a line/net, space awareness, and judging flight path, speed and direction.

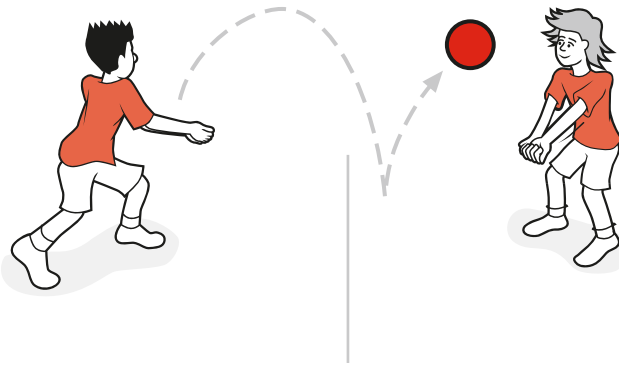
Set-up

Ropes, elastic, chairs, cones, lightweight balls, tape.

Lines are taped on the floor or indicated with ropes.

Children in pairs, with one line per pair. Partners begin by standing on either side of their line, approximately two of a child's giant steps away from it and facing each other across the line.

*Children
modify activity
to increase
challenge*



Activity

Can you ...?

- practise one-handed strike with your partner – hit the ball with the underhand striking pattern so that it crosses over the line and bounces on the other side, then your partner returns the ball to you so that it bounces on your side of the line
- practise striking with either hand over the line
- see how many times you and your partner can strike the ball back and forth over the line – the ball bounces once each time before you volley it back over
- repeat the activities above, but this time with the bump (two forearms) pattern

With a low net

(The low net could be elastic tied between two chairs, two pole uprights or two tall cones with a rope drawn between them).

Repeat the sequence of tasks described above, and:

- slant your net from high to low, so that you are practising volleying the ball over the net at differing heights
- practise varying the force and the angles at which you volley the ball to your partner – let the ball bounce once on each side of the court before contact
- see how many volleys you and your partner can achieve without making a mistake (i.e. without letting the ball bounce twice in a row or hit the ceiling)

Can you see ...?

- eyes on the ball
- arms straight – flat surface
- body in the path of the ball
- following through in the direction of the strike

You could ask ...

What happened to the speed of the ball when you used more or less force?

Why was this?

What happened to the direction of the ball when it was struck at different angles?

Why was this?

Variations

Vary skills and equipment: Use a soccer ball and kicking.

Overhead Volleying

Movement skills/concepts

Overhead volleying, space and body awareness.

Set-up

Lightweight balls (balloons/foam balls/volleyballs).

Children, each with a lightweight ball, are spread out in a defined grass or hard area.

Activity

Can you ...?

- toss the ball up in the air and, using the pads of your fingers, volley the ball upward above your head so that the ball returns directly to you, then catch the ball after each volley
- repeat and see if you can volley the ball upward twice in the air and then catch the ball; try volleying three times and catch, then gradually increase the number of times you volley the ball in the air and catch it – how many times can you volley the ball before it touches the ground?
- stand facing a wall, toss the ball above your head and volley it upward to the wall using both hands, then catch it after it rebounds from the wall; repeat, this time with two volleys in a row and catch, then gradually increase the number of times you volley in a row before you catch it
- with a partner standing one metre away, pass the ball back and forth with the overhead volley pattern – each person gets two strikes on each side
- still with your partner, see if you can keep the ball going with only one strike on each side



Can you see ...?

- eyes on the ball
- bending knees to get underneath the line of the ball
- following through with arms and legs in an upward motion
- contacting the ball using the finger pads

You could ask ...

Where should your body be when you volley the ball?

How do you have your fingers when you contact the ball in the overhead volley?

Variations

Introduce a net: Children toss a ball up and volley over a net to a partner on the other side, who catches it. Partner repeats the sequence. Children gradually build up to volleying the ball back and forth over the net as many times as possible without making a mistake.

Tyrannosaurus

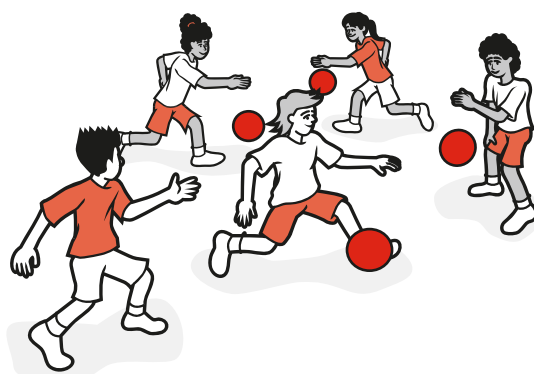
Movement skills/concepts

Dribbling a ball with hands stationary or moving, space awareness and evading a tagger.

Set-up

Large round bouncy balls.

Children are spread out in a defined grass or hard surface area with a safe line. All children have a ball except one child, who is the tyrannosaurus.



Are all
children
involved?

Activity

Children, move around the area, dribbling the ball for as long as possible. If a child loses control of the ball, they call, 'Tyrannosaurus'. All then run holding their ball and trying to cross the safe line before being tagged by the tyrannosaurus. Choose a new tyrannosaurus and the game continues.

Can you see ...?

- relaxed dribbling
- head up looking around
- not touching others

You could ask ...

How can you avoid losing control of the ball while dribbling?

What can you do to evade the tyrannosaurus?

Variations

Vary action of tyrannosaurus: The tyrannosaurus tries to steal the ball from dribblers while they are dribbling.

Vary action of dribblers: On the call of 'Tyrannosaurus', dribblers continue to dribble the ball while evading the tyrannosaurus.

Brooms and Brushes

Movement skills/concepts

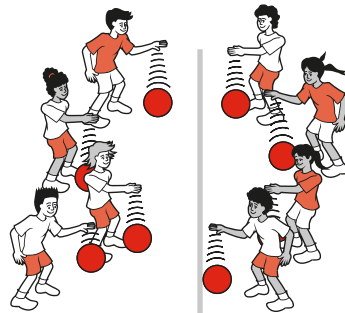
Dribbling a ball with the hands while stationary or moving, running, evading and dodging taggers.

Set-up

Large balls.

A defined hard surface area is divided in two with a safe line at each end.

Two even teams, one in each half of the area: one team is Brooms and the other is Brushes. Everyone has a ball.



Activity

All players on each team dribble the ball within their area. On the call of 'Brooms' or 'Brushes', each player on the team named stops bouncing, gathers their ball and runs over their end safe line before the opposing team can tag them. When a player is caught, they join the opposing team. The pursuers can drop their own ball to chase.

Can you see ...?

- safety when chasing
- head up looking around
- pushing action with fingers when dribbling

You could ask ...

How can you best keep control of the ball?

How will you evade the taggers in the other team?

Variations

Modify game: Players move around while bouncing then, on the call of 'Brushes' or 'Brooms', both teams continue to dribble while running away or chasing.

Consolidating Striking with the Hand(s)

Burglars

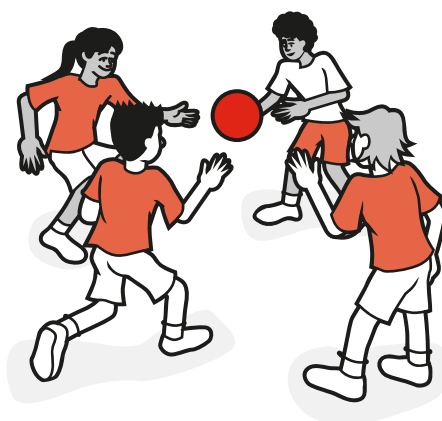
Movement skills/concepts

Dribbling a ball with the hands, throwing or passing, space and body awareness.

Set-up

Large balls.

Groups of four (three dribblers and a burglar), with one ball per group, in a defined grass or hard surface area.



Are children
thinking and
playing?

Activity

The three dribblers dribble and pass the ball to see how long they can keep it away from the burglar, who tries to steal it. If the ball is stolen, the person who lost the ball becomes the new burglar. No body contact is allowed.

Can you see ...?

- head up looking around
- low dribbling – ball no higher than waist height
- relaxed fingertips control the dribble

You could ask ...

Dribblers: When will you decide to dribble and when will you decide to pass the ball?

How were you able to keep the ball away from the burglar?

Burglar: When was a good time to try to steal the ball?

Variations

Modify rules: Play two on two, or three on three.

Vary size of area: Decrease or enlarge the area.

Add goals: Place several markers about 1 metre apart as gates. See how many gates the dribblers can get through in a set time.

Vary skill and equipment: Use soccer or hockey dribbling skills.

Circle Volley

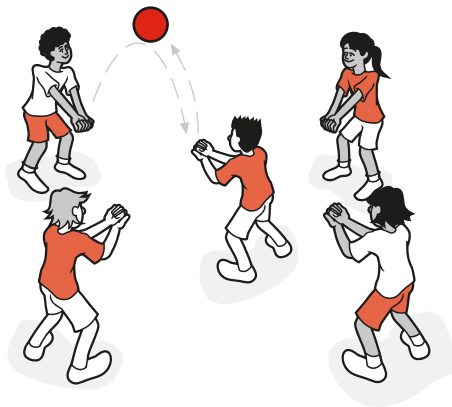
Movement skills/concepts

Volleying ball to a stationary target, moving into space, changing direction and speed.

Set-up

Lightweight balls.

Groups of four–five, with one ball per group, are spread out in a circle in a grass or hard surface area, with about 2 metres between each child. One child stands in the centre of the circle and has the ball.



Activity

The child in the middle throws a high lob to one child in the circle, who volleys it back to the first child. This is repeated until each child has had a turn. The child in the middle is replaced by another child.

Can you see ...?

- moving the body under the ball
- fingers spread – contact with pads of fingers
- bending and extending – bending knees to receive, and extending legs and arms upward on contact
- following through

You could ask ...

How can you keep the ball up in the air?

How effective is your volley? Why is this?

Variations

Pass around the circle: The first child in the circle throws the ball to the child on their left, who then volleys it in the air and catches it before throwing it to the next child on their left.

Increase challenge: Players try to volley around the circle without catching the ball.

Four Square Volleyball

Movement skills/concepts

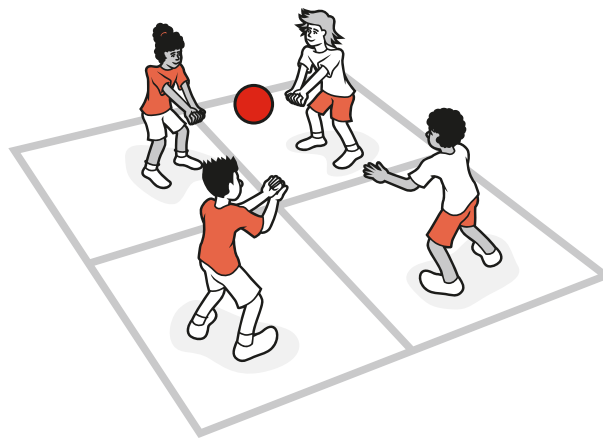
Underhand strike (serve), two handed forearm pass (bump), judging speed and direction, and moving into position to play the ball.

Set-up

Lightweight balls that will bounce.

Hard court area marked out in squares (2 metres wide approximately): some sets of four squares and some sets of two squares.

Groups of either two or four, each group with a ball: a player stands in each square.



*Children lead
activity*

Activity

Children play Four Square or Two Square.

One player starts the game by serving the ball underhand after one bounce and, for Four Square, hitting it to any player in the other three squares or, for Two Square, hitting it to the other player.

The player receiving the ball must keep it in play by striking the ball with an underhand strike (bump) to any square on the full.

Play continues until a mistake is made, such as where a player is not able to return the ball, hits the ball by sidearm or overarm, or catches the ball and steps into a square occupied by another player.

After each rally, rotate positions and change the server.

Play the game:

- cooperatively, by counting the number of volleys made by your group before a mistake
- competitively, by hitting the ball to others in your group (Four Square) so that it makes it hard for them to return the ball

Can you see ...?

- arms straight – flat surface
- quick feet – to get the body in line with the oncoming ball
- following through to target

You could ask ...

What was different about the way you hit the ball for the cooperative game compared to the competitive game?

How could you modify this game to score points? How will this change the way you play the game?

Variations

Develop game: Children modify the game to include scoring and rules.

Keep it Up

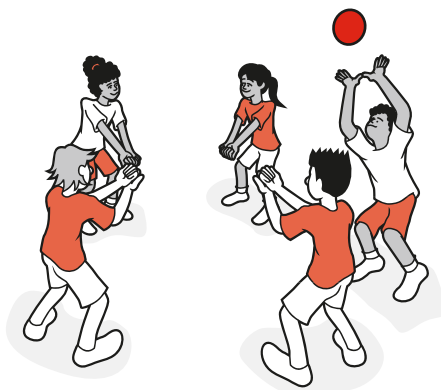
Movement skills/concepts

Striking a ball in the air (volley, serve, bump), body awareness and judging flight path.

Set-up

Lightweight balls.

Teams of five–six, with one ball per group, spread out in circle formation in a hard court area.



Activity

Each team tries to keep its ball in the air by volleying it from player to player. The ball may be hit to any player in the circle. The winners are the team that makes the highest number of volleys in a row without the ball bouncing. Players may use any kind of volley: underarm strike, bump or overhead volley.

Can you see ...?

- communication among team members
- moving feet to get into position
- hitting ball with flat surface upward
- following through

You could ask ...

How can you work as a team to keep the ball in the air?

What do you need to do with your arms/hands to keep the ball in the air?

Variations

Simplify the game: Allow one bounce between each hit. Place a player in the middle.

Extend skills: Allow only one kind of pass.

Striking

with the Feet

Description

Kicking, foot dribbling, trapping and punting are examples of striking skills using the feet. These striking skills involve applying a force to an object with the foot or leg, and require good eye-foot coordination. Striking with the feet can include: kicking a stationary or moving object, like a small can or a ball; tapping a ball under control, as in soccer dribbling and trapping; and punting, which is kicking a ball while it is in the air. These fundamental striking skills are used in sports like soccer, rugby union and rugby league.



Applying movement principles

Acceleration: When a force is applied to a ball, the ball moves in the direction of the force and the change in the speed will be proportional to the force acting on it. That is, when kicking a ball, it is important that the kicking foot is directly behind the ball and moving in the direction in which the ball is intended to move.

Increasing speed and distance: The speed and distance a ball travels can be increased by increasing the force applied to the ball. This can be achieved by taking more steps prior to kicking the ball or by swinging the lower leg of the kicking foot back further to create a longer lever.

Absorption of force: To absorb the force of an incoming object, force should be spread over a large surface area and for as long as possible. In trapping or receiving a ball, the foot should be at right angles and side on to the ball, presenting a flat surface.

Learning cues

Striking with the feet (kicking)

These learning cues for kicking can be applied to all skills involving striking with the feet that feature in this resource:

- stand behind the ball and slightly to one side
- keep eyes on the ball
- step forward placing non-kicking foot next to the ball
- swing kicking leg back, bent at knee, and bring through fast to contact ball
- hit ball on the shoelaces for a low ball, with the toe for a high ball, and with the inside of the foot for a ground ball
- follow-through in the direction of the target

Trapping with the feet (or body)

- move the body directly in the path of the ball
- present a large surface area, (e.g. flat surface, side of foot, or trunk of body) to trap the ball
- trapping – let the ball meet your body and deflect the ball downwards
- keep eyes on the ball until contact is made
- body 'gives' with the trap

Learning phases

Discovering phase

Activities in this phase focus on exploration of kicking a variety of stationary balls, kicking at large targets, and tapping or controlling a ball along the ground. Children at this phase find it difficult to make contact with the ball. Characteristics of striking with the feet and trapping for the discovering phase are listed below.

Striking with the feet

- movements are stiff, the trunk remains erect
- backswing of the kicking leg is limited
- there is very little follow-through
- pushing rather than striking action is displayed
- contact with the ball is inconsistent

Trapping

- children have difficulty in getting in line with the object
- the body is stiff and there is no 'give' with the ball as it makes contact

Developing phase

The focus of learning in this phase is on practising kicking a variety of balls (stationary and moving) with different parts of the foot, at various speeds and directions and developing accuracy and distance. Characteristics are listed on the following page.

Striking with the feet

- kicking leg tends to remain bent throughout action
- follow-through is limited to forward movement of the knee
- steps are taken towards the ball

Trapping

- movements lack fluidity, and are poorly timed and sequenced
- eyes don't track the ball
- children 'give' with the ball and can trap a rolled ball

Consolidating phase

Children in this phase enjoy applying their striking skills to more unpredictable situations. Combining striking skills with dodging, running and strategy provides the focus for learning in this phase. Characteristics are listed below.

Striking with the feet

- approach to the ball is from a run or a leap
- leg swing is longer, the kicking action is initiated at the hip
- trunk bends at the waist with a slight lean backwards
- follow-through is high and in the direction of the path of the ball

Trapping

- eyes track the ball
- body 'gives' on contact
- children can trap objects approaching from a variety of levels and at various angles and speeds

Overview

Learning phase	Activity name	Movement skills/concept	Suggested group size	Suggested space	Page
Discovering	Fancy Feet	Dribbling and controlling a ball with the foot (feet), trapping a ball with the body and feet and space awareness.	1-2	Hard or grass area	219
	Tricky Trapping Techniques	Trapping a ball with the body, body awareness (control), and relationships (with objects and others).	1-2	Hard or grass area	220
	Let's Discover Kicking	Exploring kicking, space and body awareness.	1	Hard or grass area	221
	Kicking at a Target	Kicking ball into the air, judging speed and direction.	5-6	Hard or grass area	222
	What is Punting?	Dropping the ball to punt, kicking ball up in air, space awareness – different levels and body parts, and body awareness.	2	Hard or grass area with wall or net	223

Learning phase	Activity name	Movement skills/concept	Suggested group size	Suggested space	Page
Developing	Lotto	Dribbling with the feet, moving at different speeds and in different directions.	1	Hard or grass area	225
	Twister	Receiving a moving ball and kicking a ball along the ground under control while moving.	3	Hard or grass area	226
	Landing in the Zone	Kicking a stationary ball for distance, ball control, balance and relationships (with others and equipment).	1-2	Hard or grass area	227
	Passing on the Move	Receiving a pass, ball control, kicking to a stationary target and kicking to a moving target.	4	Hard or grass level area	228
	Kicking for Goal	Controlling a ball in space, kicking for accuracy, body control, foot dribbling, space awareness (pathways and direction).	1	Hard or grass area	229
	Introducing Goalie	Kicking a stationary ball for accuracy, ball control and defending a goal.	2	Hard or grass area	230
	Soccer Golf	Dribbling in pathways, kicking for accuracy (goal), kicking over a low height and relationships (with others).	1	Hard or grass area	231
	One on one Soccer	Dribbling with the feet and stealing the ball with the feet.	2	Hard or grass area	232
	Moving Wall	Kicking a moving ball, kicking to a moving player, relationships (with others) and moving into space.	3	Hard or grass area	233
Consolidating	Spiders	Dribbling and controlling a ball with feet, trapping and kicking a ball, varying speed and direction.	6	Hard or grass area	234
	Keep it Away	Kicking to avoid a defence, intercepting a kicking pass, kicking to a moving target and faking opponent.	3	Hard or grass area	235
	Guarding the Cone	Kicking to a stationary target, and kicking and moving into space.	4	Large open space	236
	Let's Play Football	Moving into space, defence and attacking strategies, kicking, dribbling and passing skills and relationships (with others).	6-10	Hard or grass area	237
	Alley Soccer	Kicking at an angle to an open space, kicking and moving to an open space, defending an open space, kicking for accuracy, and dribbling.	12+	Hard or grass area	238

Learning phase	Activity name	Movement skills/concept	Suggested group size	Suggested space	Page
Consolidating	Cone Soccer	Kicking for accuracy, kicking and moving to open space, kicking to open spaces closing down space, and dribbling.	12+	Hard or grass area	239
	Punting Relays	Punting for accuracy and space awareness.	3-4	Hard or grass area	240
	Goal Kicking	Kicking a stationary ball for accuracy.	2	Hard or grass area	242
	Skydivers	Punting for accuracy, judging direction and force of movement.	3	Large open space	243
	Punt Tennis	Punting for accuracy, catching, judging flight path and relationships (with others).	8-12	Hard or grass area	244
	Punting Rounders	Punting, catching, throwing at a target and running.	10+	Hard or grass area	245
	Punt end Zone	Punting for distance and for accuracy.	8+	Large open space	246
	Wicket Grubbers	Grubber kicks (bouncing along the ground), ball control and accuracy.	3	Hard or grass area	247
	Chips	Chip kicking, space and body awareness.	3	Large open space	248

Discovering Striking with the Feet

Fancy Feet

Movement skills/concepts

Dribbling and controlling a ball with the foot (feet), trapping a ball with the body and feet, space awareness.

Set-up

Large balls and markers/cones.

Children are spread out in a defined area, each with a large ball.

Activity

Can you ...?

- move the ball slowly, keeping it close to you, and stop it on the signal
- using the inside/outside of your foot, tap the ball along the ground, stop on a signal and dribble in a different direction
- roll the ball, run around in front and stop it
- dribble along lines and stop the ball on each corner
- dribble freely and stop the ball on every line you come to
- dribble around cones spread out in the area in various patterns, (e.g. full circle, reverse direction, zigzag in and out of circle)
- when you meet someone, both stop your ball and give each other a 'high five', then dribble the other person's ball away

In pairs with a large ball:

- stop a ball passed by your partner and pass it back
- stop a ball passed by your partner to your left/right and pass it back
- stop a ball passed by your partner, pass it back and move to a different place for the next pass
- see how many passes and stops you can do in 30 seconds
- with a ball each, pass and stop without the balls colliding
- one partner rolls the ball to try to score a goal (set up with two markers) and the other defends by trapping/stopping the ball; keep the competition fair by adjusting the width of the goal and the distance rolled

Can you see ...?

- keeping the ball close
- touching the sides of the ball
- using the inside, outside and sole of the foot
- using both left and right feet
- balance and control
- control before speed

You could ask ...

Which part of the foot do you use to control the ball?

How can you cause the ball to stop immediately after it hits your feet?

Variations

Vary equipment: Use a hockey stick and a small ball.

Tricky Trapping Techniques

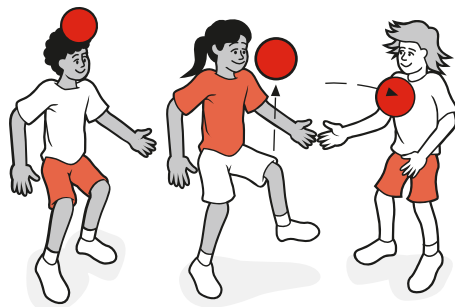
Movement skills/concepts

Trapping a ball with the body, body awareness (control) and relationships (with objects and others).

Set-up

Large balls.

Children spread out with a large ball each in a grass or hard area.



Activity

Let's see ...

- who can throw the ball up before catching it
- how many parts of your body you can use (other than your hand) to control the ball
- who can touch the ball with two body parts (not hands) before catching it

With a partner, let's see ...

- how many ways you can use to stop a ball bounced or lobbed on the full
- if you can stop the ball with your shins, thighs, abdomen, chest (hands crossed over), forehead
- if you can make the ball drop straight to the ground
- if you can stop a ball that has been lobbed over a net or other obstacle

Can you see ...?

- eyes on the ball
- moving to the path of the ball
- presenting the body part for the trap
- relaxing
- 'giving' with the ball on contact

You could ask ...

What can you do to get the ball to drop and stop immediately after it contacts your body?

Is it better to trap the ball with a small body part or a large body part? Why is this?

Let's Discover Kicking

Movement skills/concepts

Exploring kicking, space and body awareness.

Set-up

Large round balls, markers or cones.

Children, each with a ball, are spread out in a defined grass or hard area.

Activity

Can you kick a ball ...?

- forwards/backwards/sideways/diagonally
- as hard/softly as you can
- with a big leg swing/with no leg swing
- so that it goes very quickly/slowly
- without using your arms or while swinging arms backwards/forward
- as far/near as you can
- as high as you can/so it stays on the ground
- with a forceful leg swing but a light hit
- with a lazy leg swing for a forceful hit
- to hit a target, (e.g. wall, large target, small target)
- over/under the goal
- with your feet wide apart/with your other foot

Can you see ...?

- everyone participating
- fun and enjoyment
- awareness of others when having a go

You could ask ...

Which ways of kicking did you enjoy the most? Why was this?

Which were funny ways of kicking? What made that kick funny or difficult to do?

Which ways felt right? What was it about this way of kicking that felt right?

Variations

Work in pairs: Kick to a partner while walking (passing), at different levels/speeds and different degrees of force.

Kicking at a Target

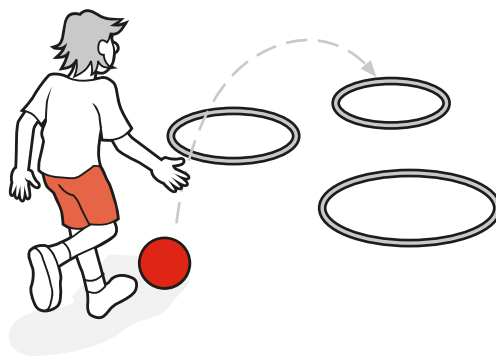
Movement skills/concepts

Kicking a ball into the air, judging speed and direction.

Set-up

A variety of balls for kicking, hoops, cones, rope for kicking line.

Children in groups of five–six stand behind the kicking line, with a ball each and hoops spread out in a target area in front of them.



Activity

The object of the game is to kick the ball so that it goes over the line and lands in one of the hoops in the target area. Each group gets a point for each time the ball lands in a hoop on the full. Balls must be kicked in the air. Children retrieve their ball when everyone has kicked the ball.

Keep practising until the group gets 10 points.

Can you see ...?

- striking the ball underneath its centre
- run-up, planting the non-kicking foot beside the ball
- following through with the kicking foot, leg moving upwards

You could ask ...

Did anyone kick the ball away from the target area? What do you think happened?

Who got two to three kicks into the target? Why do you think your kicks were successful?

How will you retrieve the balls safely?

Variations

Vary scoring: Set a class or group total to aim for.

Have a time trial: How many points can you and/or your group score in 1 minute?

What is Punting?

Movement skills/concepts

Dropping a ball to punt, kicking a ball up in the air, space awareness (levels and body parts) and body awareness.

Set-up

Balloons, lightweight kicking balls, goals (rope or elastic suspended between two uprights/chairs).

Wall or netting fence around the perimeter of grass or hard court area.

Children work in pairs, sitting and then standing.



Activity

Sitting

Children in pairs discuss the following questions:

- What is punting?
- Which games/sports use punting skills?
- What words would you use to describe what a punt is?
- Which sportspeople do you know who are good at punting?
- Why do you think they are good at punting? What have you seen them do?
- What do they do with their legs, feet, body?

Standing up, pretending

Let's pretend we are punting a ball:

- How high did it go? Did it go over a goal?
- What did we do with our arms, legs, feet?

Standing up, having a go

Let's have a go at punting: stand up, with a ball, spread out in the playing area and face a wall, netting fence or partner.

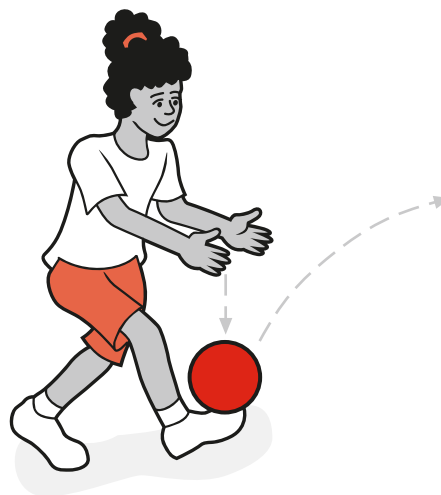
Can you ...?

- holding the ball in two hands, drop it to the ground in front of you, then, after the first bounce, contact the ball with your shoelaces (top of shoe), kicking it to the wall or your partner
- try kicking with your left and right feet to find out which foot you prefer to kick with
- with your preferred kicking foot, drop the ball in front of you and make contact with it before it touches the ground. Practise this a few times. Try to kick it towards the wall or your partner – you are now **punting!**
- punt over a low height? Stand three giant steps behind the goal (this is your kicking line) and punt the ball so that it travels over the rope. Count how many times you have a go and how many times you are successful. Using our maths brain, what do we call this?
- take a series of quick steps up to the kicking line and punt over the goal

*Children
discover for
themselves
how to punt*

Can you see ...?

- holding the ball in two hands
- guiding the ball onto foot
- swinging from the hip
- contacting the ball with the shoelaces
- keeping head down
- following through
- using both left and right feet to kick the ball

**You could ask ...**

What did you like about punting?

What did you find hard about punting?

Variations

Explore space: Can you punt the ball so that it comes back to you, goes behind you, goes high/low/along the ground?

Developing Striking with the Feet

Lotto

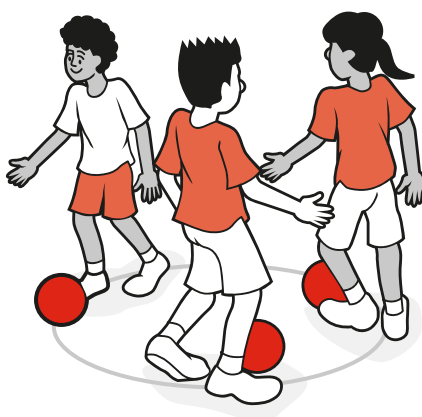
Movement skills/concepts

Dribbling with the feet, moving at different speeds and in different directions.

Set-up

Large balls.

Children, each with a ball, are freely spaced in a defined grass or hard area.



Children
modify activity
to increase
challenge

Activity

The players dribble freely. When the leader:

- calls a number, they form groups of that number and dribble in a small circle
- tells them to spread out, they dribble freely until another number is called

Can you see ...?

- using all parts of the feet
- keeping the ball close
- seeing the ball, seeing others

You could ask ...

How well are you controlling the ball? What can you do to improve or to challenge yourself?

Variations

Change pattern: Dribble in a circle or a square, reverse and go the other way or follow the leader.

Change speed: Dribble while walking, jogging, running.

Vary equipment and skills: Hand dribble, or hockey dribble with a stick and small ball.

Twister

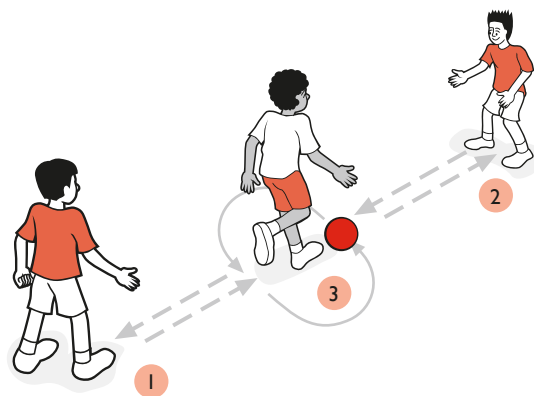
Movement skills/concepts

Receiving a pass and kicking along the ground under control while moving.

Set-up

A variety of large balls.

Each group of three spreads out in a line on a level grass or hard area; the end player (Player 1) has a ball.



Activity

Player 1 passes to Player 3 (in centre) who controls the ball and returns it. Player 1 passes to Player 2, while Player 3 turns to receive the ball from Player 2 and return it. After a given number of passes, change the centre player.

Can you see ...?

- controlling before passing
- contacting with the inside of the foot
- swinging from the hip
- following through in the direction of the ball

You could ask ...

How do you control the ball in the middle when you return it?

Which part of your foot do you strike the ball with?

How do you control the ball along the ground?

Variations

Provide one ball per player: Players 1 and 3 exchange balls, then Player 3 turns and exchanges with Player 2.

Landing in the Zone

Movement skills/concepts

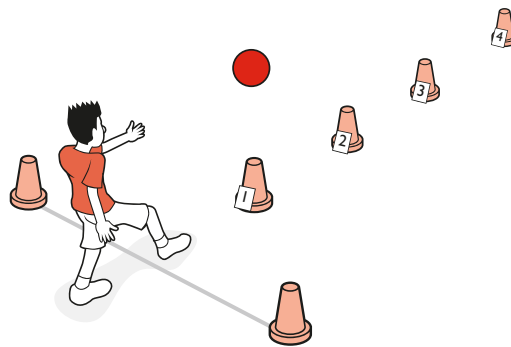
Kicking a stationary ball for distance, ball control, balance and relationships (with others and equipment).

Set-up

Cones/markers, large round or oval balls, rope for kicking line.

Starting from the kicking line, cones/markers are spaced at 3 metre intervals across a playground or field area, and are numbered in sequence so that children can see their distance and score higher for further distances.

Children work individually and in pairs, with one ball each.



Activity

Working by yourself, can you ...?

- place your ball at the kicking line, step back about two giant steps, run in and kick the ball as far as you can – note which zone your ball landed in
- practise again and try to increase your distance

Working with a partner, let's see ...

- how far each of you can kick in five kicks; add up your scores – who can kick the furthest?
- if you can kick the ball to land on the full in each of three zones that your partner chooses for you – how many attempts does this take?

Can you see ...?

- introducing step-hop on the non-kicking leg
- contacting under the centre of the ball

You could ask ...

Where do you contact the ball to lift it for maximum distance?

What adjustments do you need to make to your kicking action to land your ball in the three different zones selected by your partner?

Variations

Add targets: Include targets, (e.g. cones, bases, hoops) in each of the zones so children are aiming for accuracy and distance.

Passing on the Move

Movement skills/concepts

Receiving a pass, ball control, kicking to a stationary target and kicking to a moving target.

Set-up

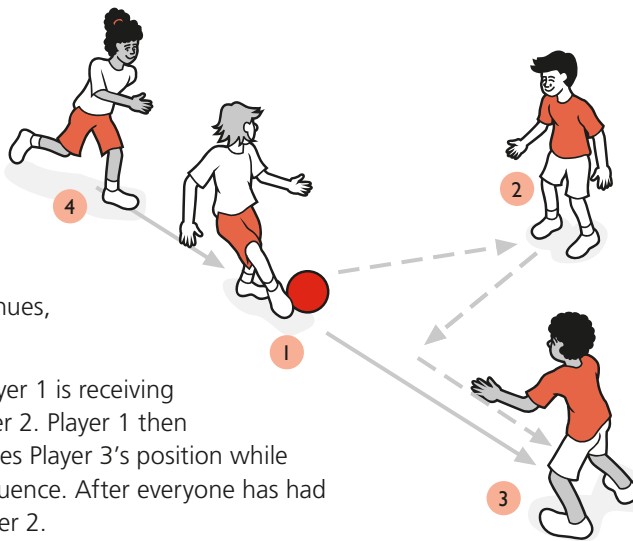
Large balls.

Each group of four has a ball and works in a level grass or hard area.

Activity

Player 1 passes to Player 2, runs, takes a return pass, then passes to Player 3. Player 3 passes to Player 2, runs, takes a return pass and passes to Player 4. Player 4 continues, following this sequence.

In the above diagram, Player 1 is receiving the return pass from Player 2. Player 1 then passes to Player 3 and takes Player 3's position while Player 3 performs the sequence. After everyone has had several turns, change Player 2.



Children
modify activity
to challenge
learning

Can you see....?

- looking at the receiver, looking at the ball
- bent knee, swinging from hip
- the non-kicking foot beside the ball
- well 'weighted' pass
- 'attacking' the ball

You could ask ...

How will you control the ball when you receive the pass from Player 2?

When receiving the pass from Player 2, where are you looking?

Variations

Add defence: Introduce a fifth player in the centre as a defender who challenges each player as they start. Start with passive defence, then change to more active defence (trying to steal the ball).

Kicking for Goal

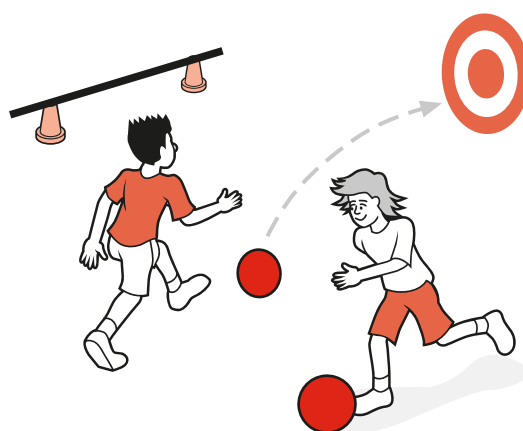
Movement skills/concepts

Controlling a ball in space, kicking for accuracy, body control, foot dribbling, space awareness (pathways and directions).

Set-up

Balls, targets/goals (cones, ropes, milk bottle containers, sticks, hoops).

Children, with one ball each, spread out in a defined grass or hard surface area where a variety of goals are laid out at different levels.



Children
modify activity
to create
a game

Activity

Each child dribbles with their ball at their own speed in the designated space, avoiding other people and obstacles. On the whistle, the children dribble to an open space and kick for a goal. They then retrieve the ball and begin dribbling again, listening for the signal to kick for a goal.

Can you see ...?

- head up to avoid collisions with other people
- gentle tapping of ball
- following through after kicking

You could ask ...

Were you successful with your kicking for goal? What do you think was the reason for this?

What do you need to do to be consistently accurate when kicking for goal?

Variations

Vary speed: Children move around the space faster or slower.

Introduce a new role: Add a goalie.

Introducing Goalie

Movement skills/concepts

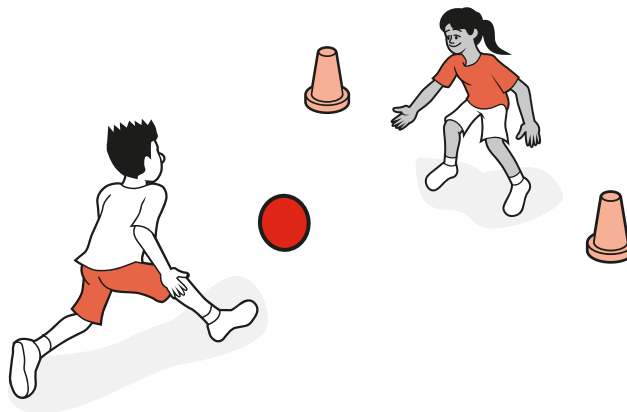
Kicking a stationary ball for accuracy, ball control and defending a goal.

Set-up

Goals (cones) and large soft balls.

In a grass or hard surface area, children work in pairs: one kicker and one goalie; one ball per pair.

*Children
modify to
increase
challenge*



Activity

To score a goal, the kicker must kick from a stationary position and kick the ball along the ground.

The goalie is allowed to use any part of their body to stop the kicker from scoring a goal.

The kicker has five tries at goal, then the partners swap roles.

Can you see ...?

- placing the non-kicking foot beside the ball
- following through after the kick

You could ask ...

Goalies: How might you anticipate where the ball is going to be kicked?

Kickers: Why is it important to follow through when you kick the ball?

Soccer Golf

Movement skills/concepts

Dribbling in pathways, kicking for accuracy, kicking over a low height and relationships (with others).

Set-up

A variety of obstacles and targets, (e.g. rubbish bins, storage boxes, marker cones, discs/bases, hoops, benches, chairs).

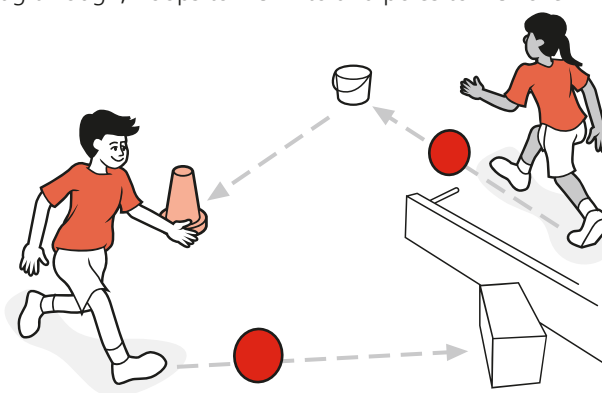
A hard surface or grass area is set out like a golf course, with bins and boxes to dribble around, cones to zigzag through, hoops to kick into and poles to kick over.

Activity

The object of the game is to complete the course with the fewest number of kicks possible.

Children count the number of kicks it takes to complete the course.

When they have finished the course, they go again trying to lower their score.



Is everyone involved?

Can you see ...?

- gentle tapping of ball for dribbling
- contacting ball directly behind it for kicking along ground
- contacting ball below its centre for kicking over a low height

You could ask ...

Which kind of kick did you select for the large obstacles like the bin?

To lower your score, what do you need to do?

Variations

Introduce a partner: Alternate kicks with a partner and have a challenge with another partner.

One-on-one Soccer

Movement skills/concepts

Dribbling with the feet and stealing the ball with the feet.

Set-up

Large balls, markers and cones.

In a defined hard surface or grass area, children work in pairs, with one ball per pair.

Activity

Children select a partner who has similar skills. Each pair decides its own boundaries; a smaller area requires more practice.

Partner 1 begins to travel and dribble the ball within the defined area; Partner 2 attempts to steal the ball by using their feet to trap the ball or tap it away. If Partner 2 gains possession of the ball, they become the attacker and Partner 1 becomes the defender.

Rules include: no body contact; gain possession of ball; don't kick it away.

Repeat activity, and include a goal. The object of the game is for the attacking player to score a goal, while the defender tries to keep the attacker from scoring using the rules above. If the defender gains possession of the ball before the attacker scores a goal, the defender dribbles the ball to a designated spot on the boundary and then becomes the attacker. If a goal is scored, the attacker and defender switch roles.



Children are
matched in
ability

Can you see ...?

- gentle tapping of the ball when dribbling
- head up looking around
- ball control with inside/outside of foot
- offence – looking for open spaces to move into
- defence – trapping or tapping to gain possession

You could ask ...

When you are the attacker, what can you do to keep the ball away from your partner?

When you are defending, what can you do to gain possession of the ball?

Variations

Create own game: Work with your partner to design a game using the skills of soccer. Consider the rules, how you will score, what the boundaries will be and a name for your game.

Play two-on-two: Partners play the game they have designed against another pair.

Moving Wall

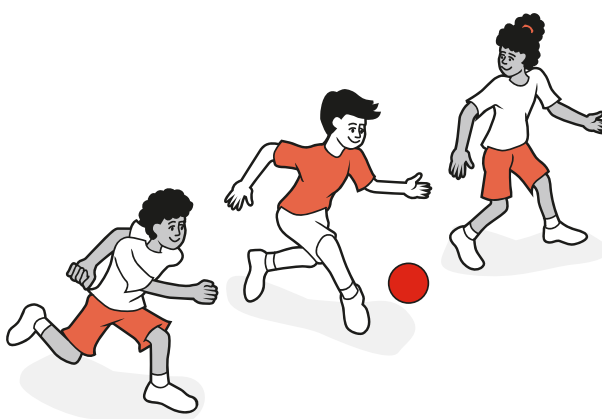
Movement skills/concepts

Kicking a moving ball, kicking to a moving player, relationships (with others) and moving into space.

Set-up

Large balls.

Each group of three works in a level grass or hard surface area; the centre person (Player 1) has the ball.



Activity

Player 1 passes to Player 2, who returns the pass.

Player 1 then passes to Player 3, who returns it.

Start from a stationary position, then increase the speed as skill improves – to walking, to jogging, to running.

Rotate positions.

Can you see ...?

- looking at the receiver, looking at the ball
- pushing with the inside of the foot
- following through with the kicking foot
- passing ahead of the receiver

You could ask ...

Where do you aim to pass the ball when you are walking? What about when you are running?

Why is the follow-through important in kicking the ball?

Variations

Vary area: Increase the distance between the players.

Spiders

Movement skills/concepts

Dribbling and controlling a ball with feet, trapping and kicking a ball, varying speed and direction.

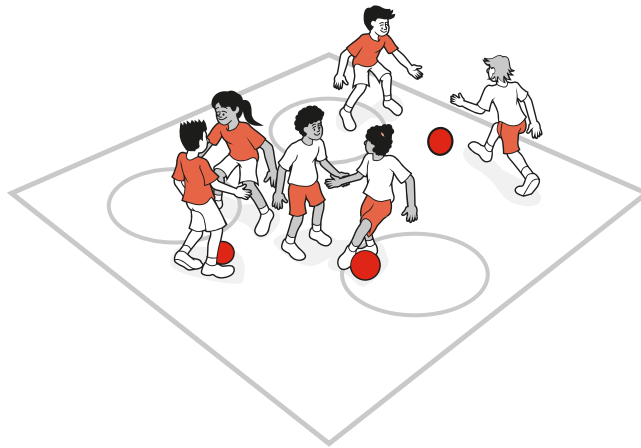
Set-up

Balls, hoops.

Grass or hard surface area with a boundary.

Groups of 6: three spiders, each standing in a hoop (web); three dribblers, each with a ball.

Adults have
a go with the
children



Activity

On 'Go', the three dribblers dribble around the area. The spiders try to steal the ball from the dribblers. They are allowed to kick the ball away as long as one foot remains in the web.

On 'Stop', the dribblers stop the ball dead. On 'Go', they move in a different direction. On 'Change', all players change roles.

Can you see ...?

- using both the outside and inside of the foot to touch the ball on both sides
- seeing the ball, seeing others
- keeping the ball close

You could ask ...

How can the dribblers protect the ball from the spiders?

What can the spiders do to steal the ball from the dribblers?

Variations

Vary equipment and skills: Hand dribble with a large ball, or hockey dribble with small ball.

Vary Set-up: Place the hoops in a circuit, which the dribblers attempt to complete without the spiders kicking/hitting away their ball.

Keep it Away

Movement skills/concepts

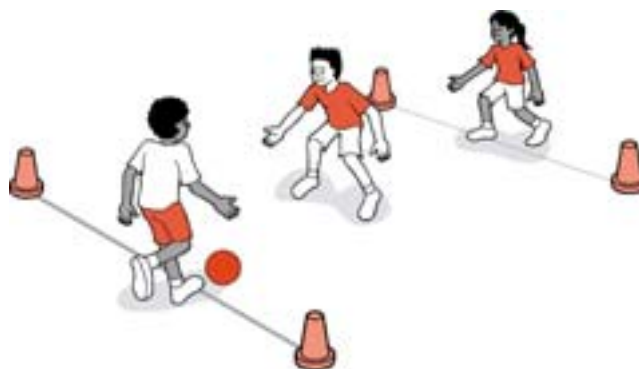
Kicking to avoid a defence, intercepting a kicking pass, kicking to a moving target and faking opponent.

Set-up

Large balls, markers/cones.

A defined grass or hard surface area is marked out by markers/cones.

Groups of three: two kickers and one defender, with one ball per group, are spread out in the area.



Activity

The aim of the game is for the kickers to keep the ball away from the defender in the middle. If the defender in the middle gets the ball, they switch positions with the person who last kicked the ball.

Can you see ...?

- use of inside and outside of the foot
- use of fakes

You could ask ...

When we looked at dodging, what were some of the ways we could evade an opponent?

How could we use those skills in this activity?

Variations

Change Set-up: Increase the size of the area the group is working in.

Set a time limit: See how many times the defender can touch the ball in 30 seconds. Swap positions after that time.

Guarding the Cone

Movement skills/concepts

Kicking to a stationary target, and kicking and moving into space.

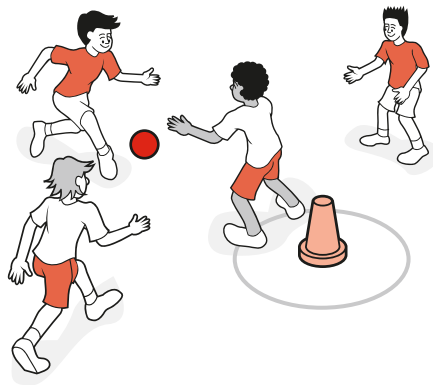
Set-up

Markers/cones, soccer balls, rope/chalk.

Groups of four: one defender and three offence; one marker/cone and one ball per group.

Children spread out in a large outdoor space: the group's marker/cone is surrounded by a 1 metre circle (marked out with rope or chalk).

Are children
working
together?



Activity

The defender defends the cone while the other three players attempt to pass and kick the soccer ball in order to hit the cone. One point is scored when the offence hits the cone with the ball. No one is allowed in the 1 metre buffer zone. The defender may use any body part to stop the ball from hitting the cone.

The defender is changed after a designated time.

Can you see ...?

- passing and moving to an open space
- passing to an open space

You could ask ...

How can the attacking team work together to score?

Variations

Increase the number of players: Have more players and add another defender.

Let's Play Football

Movement skills/concepts

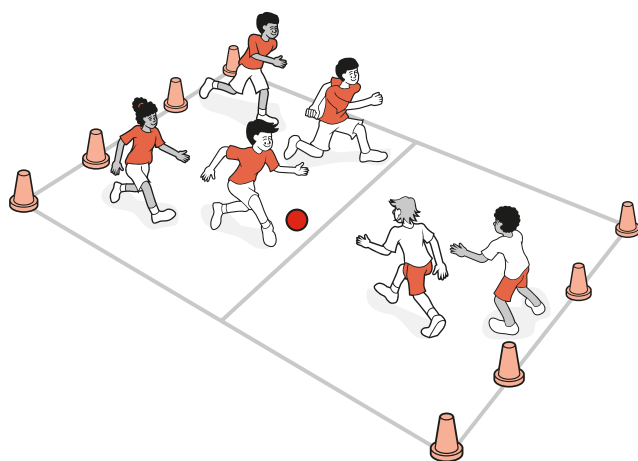
Moving into space, defence and attacking strategies, kicking, dribbling and passing skills and relationships (with others).

Set-up

Cones/markers and large balls.

A marked grass or hard surface area of about 10 square metres, with a goal at each end. Adjust the size of the area to suit the level of skill and the number of players.

Two teams of three–five each.



*Friendly
competition*

Activity

Teams attempt to score in the opponents' goal. Apply no contact and safe tackling rules.

Can you see ...?

- control of the ball before passing
- use of space
- teamwork

You could ask ...

On attack, what can you do to get into a good position to receive a pass?

On defence, how can you work as a team to defend your goal?

Variations

Vary Set-up: Introduce a second ball.

Alley Soccer

Movement skills/concepts

Kicking at an angle to an open space, kicking and moving to an open space, defending an open space, kicking for accuracy, and dribbling.

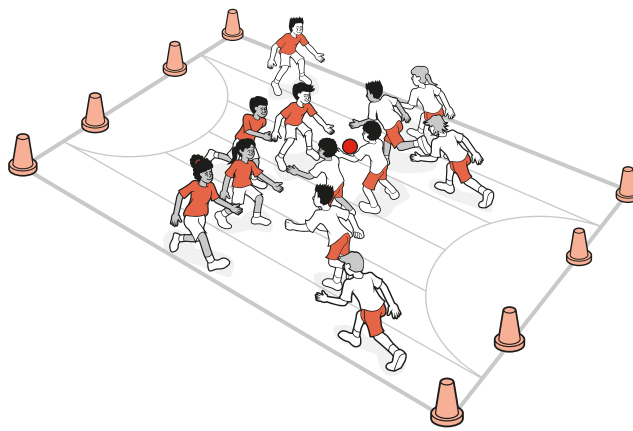
Set-up

Markers/cones (goals) and chalk (to mark alleys).

Large hard area/large round ball.

Two teams of six each: one player for each alley plus a goalie.

Are children
working
together?



Activity

The aim of the game is to work as a team, using your soccer skills to score a goal.

Soccer rules apply: alley players can only use their feet; goalies can use any body part; no body contact allowed. Alley players may travel the length of their alley but can't move into another alley.

After a designated time, players rotate alleys and the role of goalie is rotated.

Can you see ...?

- offence – kicking on an angle, to an open space, protecting ball with body
- defence – closing open spaces
- head up, looking around

You could ask ...

How can you work as a team to best get into position to kick for goal?

Variations

Vary Set-up: Include another ball.

Cone Soccer

Movement skills/concepts

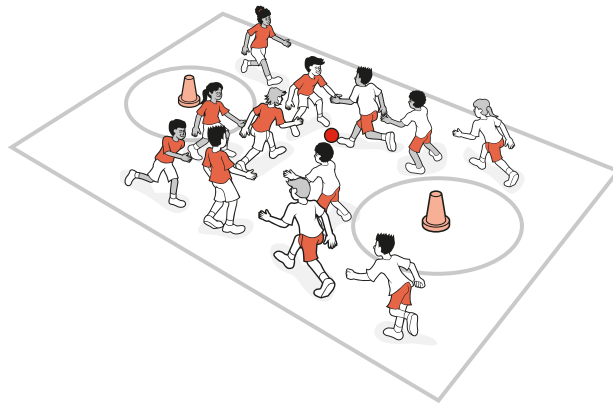
Kicking for accuracy, kicking and moving to open space, kicking to open space, closing down space, and dribbling.

Set-up

Soccer balls, boundary cones, a large cone and chalk/spray-paint.

The boundary of the playing area is marked with cones; drawn at the end is a circle 3 metres in diameter, which has a large cone inside.

Two even teams of approximately six–eight players each.



Activity

The aim of the game is to kick or dribble the ball to knock over the other team's cone while protecting your own cone. No one is allowed inside the circle to kick or defend.

No body contact is allowed. A free kick is awarded for a body contact infringement. Everyone must be 1 metre away from the free kick.

Can you see ...?

- kicking on an angle to open space
- tapping gently when dribbling
- closing open space

You could ask ...

What will be your team strategy for this game?

What positions might you have? Why?

Variations

Change team size: Increase the number of players per side.

Add another ball: Have two balls in play.

Punting Relays

Movement skills/concepts

Punting for accuracy, punting over a line and space awareness.

Set-up

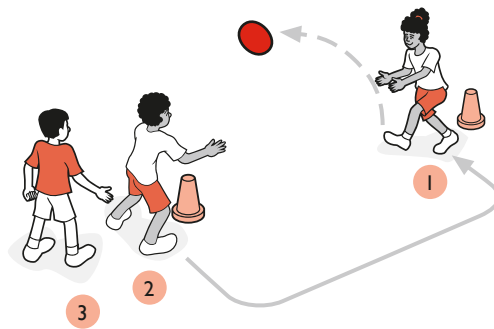
Rugby/oval balls, markers.

Grass or hard surface area.

Relay teams of three–four, with two balls per team.

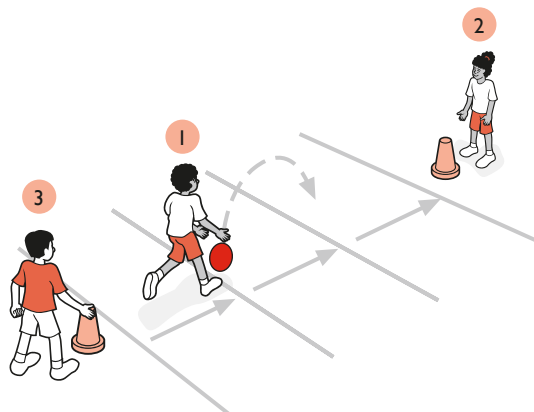
Activity

Relay 1



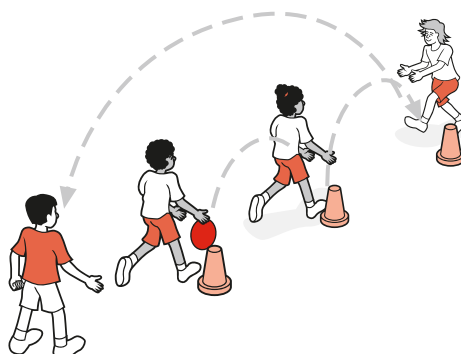
Player 1 runs out with a ball to a marker and kicks to Player 2, who then runs and kicks, etc.

Relay 2



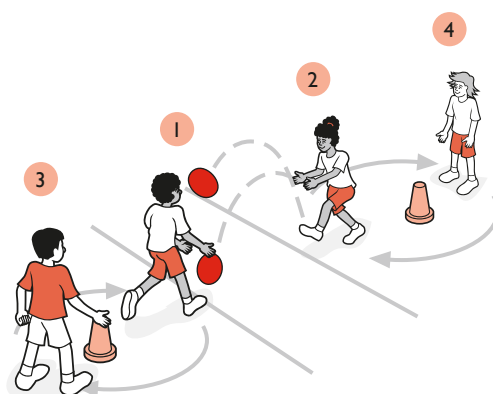
Player 1 runs out with a ball, kicks over a marked gap, retrieves the ball and gives it to Player 2, who then runs and kicks, etc. Player 1 takes Player 2's place.

Relay 3



Players 1 and 2 run with a ball each to the line, kicking their balls to each other, then return and give the new balls to Players 3 and 4 respectively.

Relay 4



Player 1 kicks to Player 2 and runs to Player 2's place; Player 2 kicks to Player 3 and runs to Player 3's place; Player 3 kicks to Player 4 and runs to Player 4's place.

Can you see ...?

- holding the ball in two hands
- eyes on the ball
- guiding ball onto the top of the foot
- following through

You could ask ...

What is different about punting an oval/rugby ball compared to punting a round ball?

Variations

Vary the distance: Players run and/or kick over a shorter or longer distance.

Change rules: Designate the kick or foot to be used in each relay.

Goal Kicking

Movement skills/concepts

Kicking a stationary ball for accuracy.

Set-up

Large round and/or oval balls, goal posts/markers, low tees.

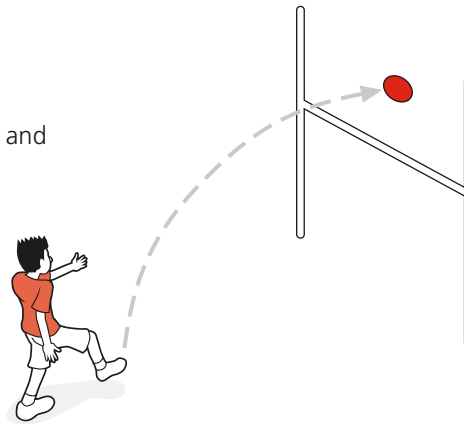
Grass or hard court area.

Pairs, with one ball per pair.

Activity

Can you ...?

- put the ball on the ground/a low tee and kick to your partner, striking with your shoelaces (top of shoe)
- kick it high to your partner
- kick while getting further and further away from your partner
- kick between goal posts/markers
- kick over the posts
- kick from different angles and distances
- try kicking with the other foot



Children lead activity

Can you see ...?

- eye on the target, eye on the ball
- a short, angled approach
- non-kicking foot beside ball
- swinging from hip
- contacting with top of foot
- following through

You could ask ...

Which ways of kicking for goal were the easiest? Why was this?

Kicking goals is one way of scoring points in rugby union/league. What do you need to do to be consistently accurate?

Variations

Use large round balls: Is it different when kicking for goal with a round ball?

Play Goal Kicking Game – 'Rugger': Partner 1 in the pair places the ball on a low tee or the ground anywhere they like and kicks for goal. If successful, Partner 2 has to kick for goal from where that goal was kicked. If Partner 2 is unsuccessful, they receive an 'R' (i.e. the first letter of 'Rugger'). If Partner 1 is unsuccessful, Partner 2 gets to choose where to kick from.

The partner who spells 'Rugger' last is the winner.

Skydivers

Movement skills/concepts

Punting/kicking for accuracy, judging direction and force of movement.

Set-up

Hoops and large balls.

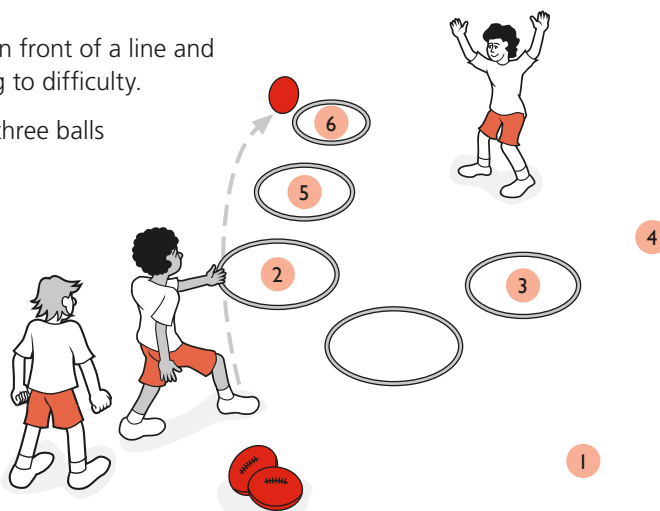
Hoops are spread out in front of a line and given a value according to difficulty.

Groups of three, with three balls per group.

Activity

Each player in turn punts the three balls, scoring the allocated points for any target they hit on the full.

Repeat and see if you can improve on your score.



Can you see ...?

- eyes on the ball
- swinging the leg from the hip
- kicking with the top of the foot
- following through

You could ask ...

Which hoops will you aim for? Why is this?

Were some hoops easier or harder to hit? Why was this?

How can you improve on your score?

Variations

Vary rules: Punt around the targets in order.

Change equipment and skills: Replace the hoops with two markers as goals. Grubber kick through the goals.

Adjust the distances: Punt a longer or shorter distance to suit children's level of skill.

Punt Tennis

Movement skills/concepts

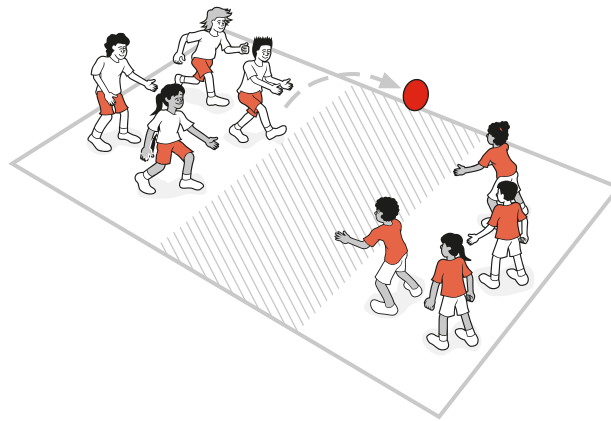
Punting/kicking for accuracy, catching, judging flight path and relationships (with others).

Set-up

Large balls.

A marked grass or hard surface area with a neutral zone in the centre (or a high net or rope).

Two teams of four–six players each, one team in each end of the court.



Activity

The aim is to punt the ball to land it in the opponents' court on the full. Your team concedes a point if the ball hits the ground in your court, if one of your players punts a ball out of bounds or if the ball fails to clear the neutral zone (net).

After a team scores a point, the non-scoring team puts the ball back into play by punting it from the end line.

Can you see ...?

- the team spread out over the whole court
- calling for the ball
- eyes on the ball

You could ask ...

How can your team get in the best position to receive the ball?

Where will you aim to punt the ball on your opponents' side of the court?

Variations

Vary equipment: Use different types of ball.

Vary area: Increase or decrease the size of the area to suit the skill level.

Punting Rounders

Movement skills/concepts

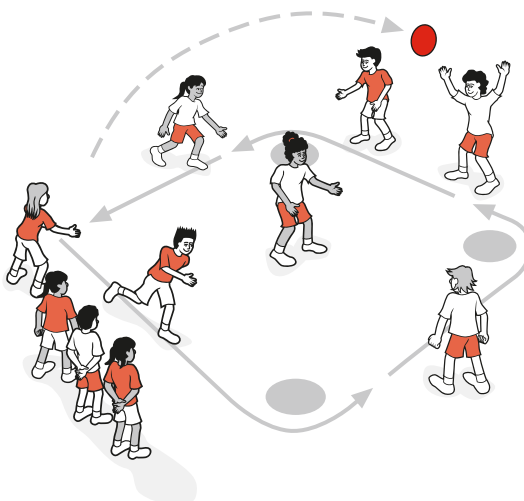
Punting, catching, throwing at a target and running.

Set-up

A large round or oval ball, three markers, a hoop and a storage bin/bucket.

In a grass or hard surface area, a diamond is set out using the storage bin and three bases, with the hoop in the centre.

Two teams of five–six players each: one fielding team with a player in the hoop and the others spread out; one kicking team lined up behind the bin.



Activity

The first kicker punts the ball in front of the line, then runs round the bases. The fielders field the ball and pass it to the player in the hoop, who throws it at the bin. One foot must remain in the hoop. If the kicker gets round the bases and touches the bin before the bin is hit with the ball, the kicking team scores a point. If the bin is hit first, the fielders score a point.

Teams swap over once everyone has had a turn.

Can you see ...?

- fielders spread out, covering all angles and spaces
- punting with the top of the foot

You could ask ...

When you are in the kicking team, where will you aim to punt the ball?

When you are in the fielding team, what is the best position to be in to cover the field?

Variations

Vary skills: Make all throws/passes kicks.

Vary equipment: Use a variety of balls, (e.g. rugby balls, tennis balls).

Punt End Zone

Movement skills/concepts

Punting for distance and accuracy.

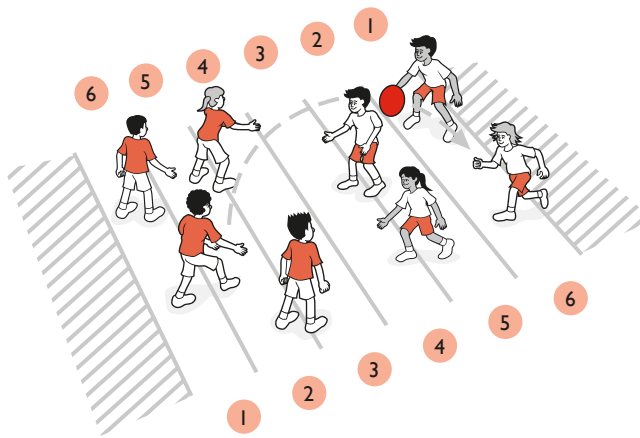
Set-up

Spray-paint or marker dust (for target end zones), children's choice of ball.

Grass area, marked out approximately 3 metres in length.

Two teams of four–six each.

Are all the
children
succeeding?



Activity

The object of the game is to punt the ball over your opponents so that it lands in the end zone.

Play begins in the team's first zone (in front of the end zone they are guarding); one player punts the ball as far down towards their opponents' end zone as possible.

If the opponents catch the ball, they advance one zone before they punt the ball. If the opponents retrieve the ball short of the end zone, they punt from that spot.

The game continues with teams alternating punts. The number of points awarded for landing in the end zone corresponds to the zone from which the ball was punted.

Can you see ...?

- running approach
- step, hop on non-kicking leg

You could ask ...

What are the important things to remember when punting for distance?

How will your team cover the available space to catch the ball?

Variations

Vary rules: Include running to score at the end zone if the ball is caught on the full.

Add the strategy that the opposite team can rush the punter after the punter has received the pass.

Wicket Grubbers

Movement skills/concepts

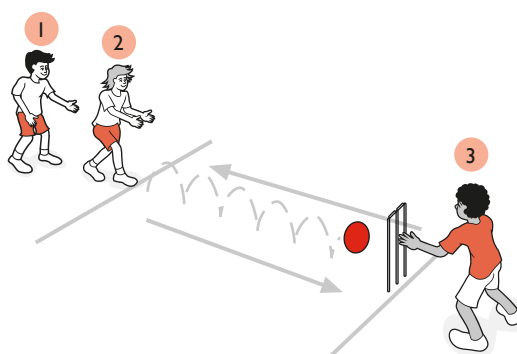
Grubber kicks (bouncing along the ground), ball control and accuracy.

Set-up

Sets of wickets, large balls.

On a grass or hard surface area, there is a set of wickets with a kicking mark about 10 metres away.

Groups of three: one wicketkeeper and two kickers.



Activity

Player 2 grubber kicks the ball at the wickets, then goes to the wicketkeeper. Player 1 retrieves the ball, gives it to Player 3 to kick and waits for the next turn.

Players score a point each time they hit the wickets.

Can you see ...?

- pointing the toe downwards
- contacting the ball with the shoelaces (top of shoe)
- keeping the head down
- kicking the ball onto the ground
- short stab of the foot

You could ask ...

What is different about kicking a grubber kick compared with a punt for distance?

Variations

Extend skills: Increase the distance of the kicking mark as skill develops.

Chips

Movement skills/concepts

Chip kicking, space and body awareness.

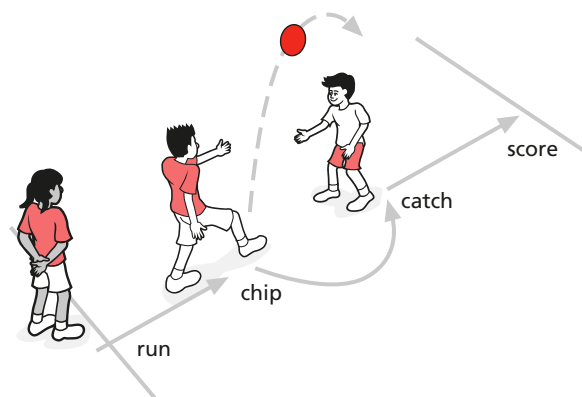
Set-up

Markers, large balls.

Grass area with markers showing start and score lines.

Groups of three: one player halfway between the start and score lines, two behind the start line; one ball per group.

Children
modify activity
to increase
challenge



Activity

Player 2 runs with the ball, chips it over Player 1, catches it or toes it on over the score line and scores a try.

Player 1 remains stationary.

After scoring, Player 2 returns the ball to Player 3, then takes Player 1's place. Player 1 goes behind Player 3, who then runs and chips over Player 2, etc.

Can you see ...?

- watching the centre player, watching the ball
- kicking with the shoelaces (top of shoe)

You could ask ...

When would you use the chip kick in a game?

Variations

Vary equipment: Use a variety of balls.

Striking with an Implement

Description

Striking and controlling a ball with an implement (racquet, stick or bat) can occur in many forms. As a result, its application to sports varies. For example, the horizontal striking pattern occurs in softball, while a more vertical pattern is found in golf, cricket and hockey. Many sports, (e.g. tennis, badminton) include striking in several planes, and share the same movement concepts as striking with the hand.



Applying movement principles

Stability: Balance or stability is achieved when your feet and/or legs are comfortably spread to provide a wide, stable base of support. Bending your knees will lower the centre of gravity to further increase stability. Balance is important to provide a secure base of support for the strike.

Production of force: More force is gained by increasing the distance of your backswing and cocking your wrist at the top of the backswing, (e.g. in golf). Straightening your arms as the bat/stick is moved towards the ball also adds force.

Accuracy: If you strike a ball in line with the ball's centre of gravity (middle) and at a right angle to the direction you want it to go in, the ball will travel in a straight line. If you hit the ball above or below the centre of gravity, the ball will spin away, losing distance and speed.

Absorption of force: To absorb the force of an incoming object, the force should be spread over a large surface area and for as long as possible. For example, in striking or trapping with an implement (bat or stick), a flat, angled surface is presented.

Learning cues

Striking with an implement (bat, stick or racquet)

- grip depends on the implement (refer to the 'Can you see ...?' section in specific activities)
- eye on the ball
- start with feet spread apart and knees flexed – shift weight from back to forward adjusting the swing
- contact made with the ball at the point of complete arm extension
- follow through in the direction of the swing

Trapping/blocking with an implement

- move body directly in the path of the ball
- wide base of support
- present a large surface for trap/block, (e.g. implement presents a flat, angled surface)
- eye on the ball until contact is made
- body 'gives' on contact

Learning phases

Discovering phase

Children at this phase find it difficult to make the implement contact the object. The focus for this phase is on exploring striking with a variety of implements (bats, sticks) and stationary objects (large and small balls). The following are some of the characteristics of striking and controlling an object with an implement for this learning phase.

Striking with an implement

- feet tend to be stationary
- body tends to face the direction of the ball, and there is no trunk rotation
- force of the strike comes from the straightening of bent joints

Trapping/blocking with an implement

- difficulty getting in line with the object
- body is stiff and there is no 'give' with the ball as it makes contact

Developing phase

Children at this phase demonstrate more consistency in striking and controlling an object with an implement. The focus for activities in this phase is on practising striking a rebound ball or a tossed ball, striking in a desired direction (accuracy) and varying the force (speed) applied to it (distance). The following are some characteristics of this learning phase.

Striking with an implement

- body is side on to strike
- weight shifted forwards, before the point of contact with the ball
- force of the hit comes from the combined extension of flexed joints, and combined trunk and body rotation

Trapping/blocking with an implement

- movements lack fluidity, and are poorly timed and sequenced
- eyes don't track the ball
- children 'give' with the ball and can trap a rolled ball

Consolidating phase

Children at this phase consistently apply the skills of striking and controlling an object with an implement in a variety of changing contexts, moving into different positions to play a shot or to control a ball in varying directions and force. The following are some characteristics of this phase.

Striking with an implement

- body is side-on, with the weight on the back foot
- children shift their weight forwards as the ball is moving towards you
- strike with a complete straightening of arms like a long arc – in either a horizontal or a vertical pattern

Trapping/blocking with an implement

- eyes track the ball
- body 'gives' on contact
- children can trap objects approaching from a variety of levels, angles and speeds

Overview

Learning phase	Activity name	Movement skills/concept	Suggested group size	Suggested space	Page
Discovering	Exploring Short Implements	Bouncing, balancing and striking a ball with a short implement (racquet/bat) while moving, space awareness (levels and pathways) and relationships.	1	Hard area	254
	Racquet Relays	Bouncing and striking a ball with a bat/racquet while running.	4	Hard area	255
	Dribble Fun	Controlling a small ball with a long implement (hockey stick), space awareness (pathways and direction) and different speeds.	1	Hard or grass area	256
	Having Fun with Hockey	Controlling a ball with a long implement (hockey stick), pushing and hitting a stationary ball, space awareness, body awareness, time and energy and relationships (with others).	1	Hard or grass area	257
	Hitting Off a Tee	Striking a stationary ball off a tee, relationships (with others), time and energy.	4	Large open grass area	259
	Spot On	Striking a stationary ball at a stationary target.	4	Large open grass area	260
	Exploring Striking with a Long Implement	Striking with a long implement (golf club), in different directions and speeds, body awareness and relationships (with objects).	1	Large open hard or grass area	261
Developing	Bus stop	Trapping a moving ball, dribbling with a long implement (hockey stick), changing speed and direction.	2-3	Level hard or grass area	262
	Target the Area	Striking a ball to a stationary target, underhand serve, and judging distance.	4-5	Hard area	263
	Call Ball	Striking a ball up in the air, judging flight path and moving under ball to receive it.	5	Hard or grass area	264
	Another Go	Striking off a tee into space, running and fielding a small ball.	4	Hard or grass area	265
	French Cricket	Blocking and directing a rolling ball into space, rolling a ball to a stationary target.	5-6	Hard or grass area	266
	Rocket Range	Striking a stationary ball for accuracy, and fielding a ground ball.	4	Large grass area	267

Learning phase	Activity name	Movement skills/concept	Suggested group size	Suggested space	Page
Developing	Line Strike	Striking a stationary ball with long implement (cricket bat) for distance and accuracy, and fielding a ball.	4-5	Large grass area	268
	Chair Ball	Striking with a long implement for accuracy and trapping/controlling a ball.	5-6	Level grass or hard area	269
	Target Golf	Striking a stationary ball with a long implement (golf club) varying distances, and accuracy.	3-4	Hard or grass area	270
Consolidating	Racquet Square	Underhand serve, striking with a short implement (bat/racquet) to target, and receiving a ball.	5-6	Hard area	271
	Caught Out	Underhand striking, fielding and catching.	8-10	Hard area	272
	Around the World	Striking a moving ball with a short implement (racquet/bat), space and body awareness.	6	Hard area with a net	273
	Wall Ball	Striking (forehand and backhand), receiving a ball, space awareness and relationships (with objects and others).	2	Hard area with a wall	274
	Golf Fun	Striking a stationary ball with a long implement (golf club, hockey stick) to targets at various distances, accuracy.	1-2	Large open area	275
	One Goal	Passing and striking with a long implement (hockey stick), intercepting or tackling, space awareness and relationships (with others).	3	Level grass or hard area	276
	Three Times Two	Passing and striking with a long implement (hockey stick), striking for accuracy, attack and defence skills, dribbling, trapping and tackling, space awareness and relationships (with others).	6	Level grass or hard area	277
	Six Against Six	Passing and striking with a long implement (hockey stick), dribbling, trapping, striking for accuracy, attack and defence strategies, space awareness and relationships (with others).	12	Level grass or hard area	278

Discovering Striking with an Implement

Exploring Short Implements

Movement skills/concepts

Bouncing, balancing and striking a ball with a bat/racquet, space awareness, (levels and pathways), and relationships.

Set-up

Racquets, padder tennis bats, small balls/balloons, hoops.

In a defined hard area, children spread out with a ball and racquet/bat each.

Activity

Can you ...?

- put your racquet on the ground and pick it up
- balance the ball on one side of the racquet
- balance the ball and move around
- without changing grip, balance the ball on the other side of the racquet
- hit the ball up to head height with palm up/down, then alternating palm up/down
- try the above with the other hand
- hit the ball up moving forwards/backwards/sideways/along specified lines and in a circle
- hit the ball up 10 times without letting it hit the ground
- using the racquet bounce the ball on the ground standing still/running

In pairs, who can ...?

- drop the ball and hit it a short distance for your partner to catch
- drop the ball and hit it to bounce to your partner
- hit the ball backwards and forwards with a partner
- find a wall and take alternate hits against it
- hit the ball backwards and forwards over a net/bench/rope
- continue the above while facing side on to the direction of your hit
- continue the above alternating forehand and backhand

Can you see ...?

- eyes on the ball
- 'shake hands grip'
- swing straight back, weight on back foot
- swing forward transferring weight onto front foot
- following through in the direction of the hit

You could ask ...

Which activities were easy/hard?

What makes the activity easy/hard?

Variations

Vary the type of implement: Try different racquets, bats, balls and shuttlecocks, modifying activities to suit.

Are all the children involved?

Racquet Relays

Movement skills/concepts

Bouncing and striking a ball with a bat/racquet while running.

Set-up

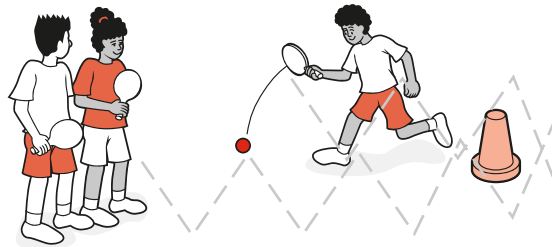
Hard area with a start line, a return line about 3 metres away and a marker 10 metres away.

Racquets/bats, small balls, markers/cones.

Each group of four children stands one behind the other, with a racquet/bat each and a ball for the group, behind a start line.

Activity

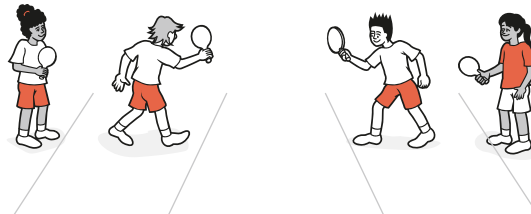
From the start line, the first player runs and bounce dribbles the ball around the marker and back to the return line. They then stop and bounce hit the ball to the next player in line.



Now each group changes position. Two players stand at each end, with a ball and a neutral space between. The front player at each end bounce dribbles to the neutral space, stops, hits the ball across to the other player, then bounce dribbles back to the waiting player.

Can you see ...?

- eyes on the ball
- swinging with whole arm
- wrist up



You could ask ...

Where do you aim to bounce the ball when you are moving forwards?

How will you make it easy for the player to receive the ball at the neutral zone?

Variations

Vary action: Bounce the ball on the racquet instead of dribbling.

Vary hit: Designate backhand or forehand.

Vary type of implement/object: Use a shuttlecock, a table tennis bat and ball, or a hockey stick and ball.

Dribble Fun

Movement skills/concepts

Controlling a small ball with a long implement (hockey stick), space awareness (pathways and direction) and different speeds.

Set-up

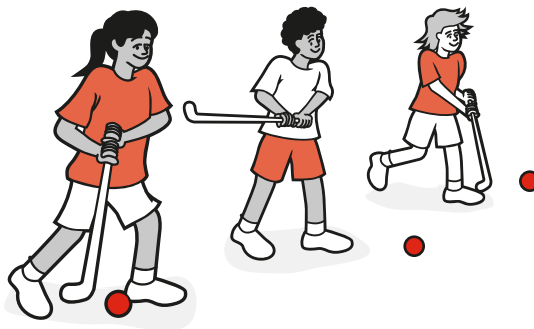
Hockey sticks, small balls, markers.

Children are freely spaced in a defined grass or hard area, each with a hockey stick and ball.

Activity

'Can you ...?'

- move the ball with your stick and keep it close to you while standing still/walking/jogging
- stop the ball and then continue
- change direction
- dribble along a line
- change speed without stopping
- dribble in circles, squares, zigzags, etc
- stop and turn in different ways



Can you see ...?

- keeping the ball close
- touching the sides of the ball
- balance and control
- control before speed
- trapping – angle stick down, head over ball

You could ask ...

How do you best control the ball with the stick?

What part of the stick do you use to control the ball?

How do you use your stick to stop the ball dead?

Variations

Dribbling pathways: Set out cones in different shapes, (e.g. triangle, circle, zigzag), dribble in a given direction, forward, reverse, in and out of the cones.

Vary speed: On a signal, change speed.

Vary equipment: Carry out above activities with hand/foot dribbling.

Praise
dominates

Having Fun with Hockey

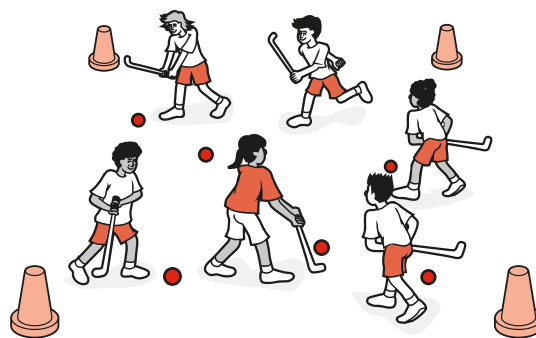
Movement skills/concepts

Controlling a ball with a hockey stick, pushing and hitting a stationary ball, space awareness, body awareness, time and energy, and relationships (with others).

Set-up

Small balls, (e.g. soft/tennis balls), hockey sticks, markers/cones.

Children are spread out in a defined level grass or hard area, each with a stick and ball.



*Be safe with
equipment*

Activity

Who can ...?

- push the ball a short distance, follow and stop it
- push the ball to a space, stop it, then push it to another space in a different direction
- push the ball as softly/firmly/quickly as you can
- push the ball in different pathways (forwards, backwards, in a straight line, in a circle)
- push the ball with jerky/smooth movements
- hit the ball with everyone else, when all are facing the same way

In pairs with a stick each and one ball, can you ...?

- push the ball gently to each other
- move back, approximately 5 metres apart, and see how many pushes you can do in 30 seconds
- hit the ball to each other
- put a marker between you and push/hit the ball at the marker
- push/hit the ball to your partner, then move to a new place to receive the return

Can you see ...?

Pushing

- hands apart, left hand on top
- low stance with stick on ball
- transfer of weight from back to front foot and follow through

Hitting

- hands together with left hand on top
- eyes on ball and easy swing
- left shoulder pointing in direction of ball
- hitting bottom half of ball and follow through

NB: Remember ball can only be hit with flat side of stick.

You could ask ...

What are some important safety rules we need to have for this activity?

What is the difference between a push and a hit in hockey?

Variations

Vary equipment: Use different implements, (e.g. golf club or cricket bat).

Accuracy: Include a variety of stationary targets for the children to aim for by either pushing or hitting the ball.

Hitting off a Tee

Movement skills/concepts

Striking a stationary ball off a tee, relationships (with others), time and energy.

Set-up

Softball bat or bat shapes, small balls, batting tees, markers.

Batting tees are spread out along a line in a defined grass area.

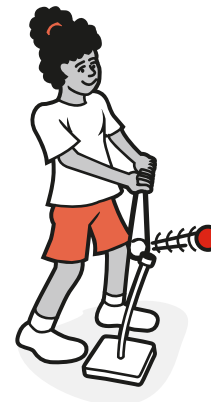
A group of 4 children is at each tee, with a bat and three balls.

Activity

One person in the group is the batter; the other three are the fielders.

In turn, the batter hits the three balls:

- in the direction of the fielders
- in different directions
- for distance
- between two markers
- along the ground
- to the same place



Can you see ...?

- gripping the bat with both hands
- standing side on slightly behind the tee, bat back, hands level with the shoulders
- taking a small step forwards and swinging the arms while rotating the body
- following through

You could ask ...

Which activities did you enjoy?

What do you like about striking a ball off a tee?

Variations

Extend skills: As skill level improves, try the same activities with the ball lobbed for the batter to hit on the full.

Spot On

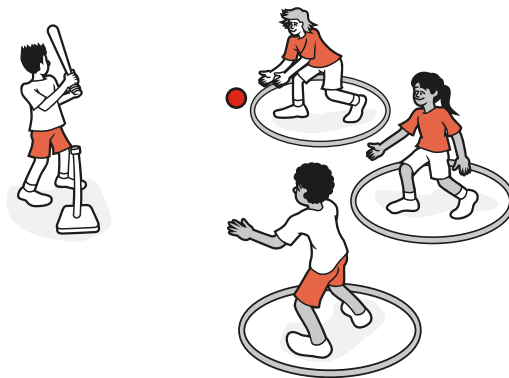
Movement skills/concepts

Striking a stationary ball at a stationary target.

Set-up

Batting tees (cricket or softball), bats or sticks, small balls, hoops.

In each group of four, a batter stands at the tee and the others are fielders in hoops spread in front of the tee in a large grass area.



Activity

As the batter hits the ball off the tee, they name the fielder they are hitting to. That fielder must keep one foot in the hoop and attempt to field the ball.

The batter scores a point if the fielder is successful. The batter has three turns, then changes roles with a fielder.

Can you see ...

- gripping with hands together
- back swing, hands level with the shoulder (softball bat)
- step and swing
- following through

You could ask ...

How can you ensure the fielder is successful in fielding the ball?

Variations

Toss ball: Skilled players can hit a moving ball, (e.g. toss the ball up and hit, or hit a slow-pitched ball or bowl).

Vary equipment and skill: Use a golf club or hockey stick.

Exploring a Long Implement

Movement skills/concepts

Striking with a long implement (golf club) in different directions, at different speeds and towards a stationary target, relationships (with objects) and body awareness.

Set-up

Golf clubs, a variety of small light (foam or plastic) balls, hoops, a variety of objects for targets (targets suitable for wall include masking tape, chalk marks and suspended hoops; possibilities for the ground include bins, seats/chairs/trees, playground equipment and markings).

Children are spread out in a hard or grass area with a wall.

If inside, have mats on the ground to protect the floor.

Activity

Children have a club each and a variety (about five) of small lightweight balls. They practise the following tasks:

- swing the club back and forth like a pendulum, scuffing the grass/mat – check there is no one behind you or in front of you
- stand approximately four giant steps away from a hoop, stand beside your ball and swing your club (pendulum motion) to see how many balls you can get into a hoop
- find a space approximately four giant steps away from a wall or fence, stand beside the wall/fence and strike the ball so that it travels to the wall/fence; if it comes back to you, stop it before you hit it again
- strike the ball to the wall, so that it goes along the ground, and then try to hit it in the air
- see how many times you can hit the range of targets on the wall, fence or ground

Can you see ...?

- having a go
- being safe – enough space to swing stick
- seeing others
- standing side on to target
- knees bent

You could ask ...

What makes the ball go along the ground?

What makes the ball go up in the air?

Variations

Vary skill and equipment: Strike the ball with feet/hand(s), softball/cricket bats or hockey sticks.

*Children lead
the activity*

Developing Striking with an Implement

Bus Stop

Movement skills/concepts

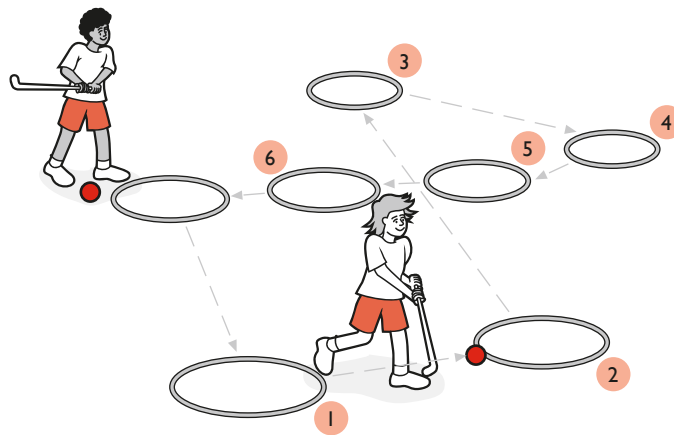
Dribbling with a long implement, trapping a moving ball, stick, changing speed and direction.

Set-up

Hockey sticks and small balls, hoops/chalk.

Groups of two–three, with one ball per group and one stick per player.

A course (level grass or hard surface) is marked out with hoops or chalked circles, which function as 'bus stops' and are numbered in order.



Activity

In each group, each player in turn dribbles the ball around the course, stopping on each bus stop.

How quickly can you do it?

Can you see ...?

- controlling the ball with the implement
- placing stick over the ball to stop it

You could ask ...

How will you position your body to stop the ball?

How will you position your stick to stop the ball?

Variations

Vary equipment: Try hand or foot dribbling.

Vary Set-up: Put a ball at each bus stop. When players get to a bus stop, they exchange their ball with the one that is there and move on to the next bus stop. The second player starts when the first reaches bus stop 3.

Target the Area

Movement skills/concepts

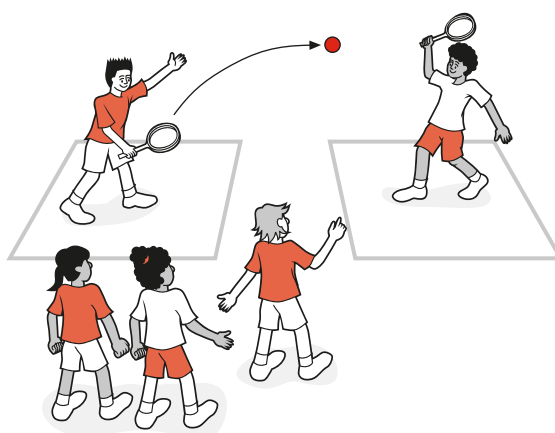
Striking a ball with a short implement (bat/racquet), underhand serve, and judging distance.

Set-up

Racquets/bats, balls.

Teams of four–five, with two rackets and one ball per team.

In a hard area, each team works within two target areas about 5 metres apart.



Activity

A player stands at each target area, a third player is designated umpire and the other team members wait. The player with the ball drop serves to the opponent's court and the opponent plays it back on the first bounce. A player who misses the ball and opponent's court places the bat on the ground and becomes the umpire. The umpire joins the waiting line, and the next waiting player picks up the bat ready to receive a serve.

Can you see ...?

- quick positioning of feet for forehand or backhand
- eyes on ball
- full backswing and following through

You could ask ...

How will you hit the ball so it will bounce in the square?

What will you do to get in position to return the ball?

Variations

Extend skills: As skill develops, reduce the size of the targets and/or increase the distance between them.

Vary team organisation: Play doubles, taking alternate hits.

Vary equipment and skill: Use a table tennis bat and ball or shuttlecock.

Call Ball

Movement skills/concepts

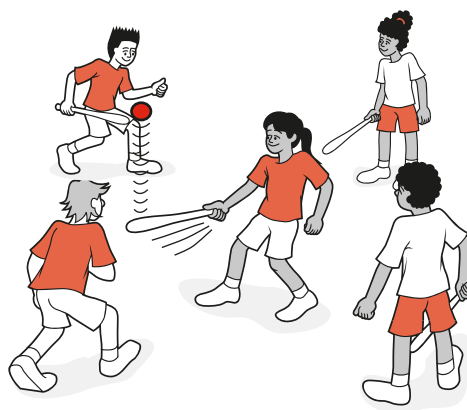
Striking a ball up in the air, judging flight path, and moving to receive a ball.

Set-up

Bats/racquets, small balls.

Children in groups of five, with one bat each and one ball per group, form a circle in a hard or grass area.

Children
modify activity
to increase
success



Activity

One person stands in the middle of a circle, hits the ball straight up in the air and calls out the name of another person in that group.

The named person runs to the middle, hits the ball up in the air before it touches the ground and calls out another person's name. Meanwhile, the caller moves to the outside of the circle, taking the place of this named person.

How many hits in a row can your group do?

Can you see ...?

- eyes on ball
- keeping bat flat – flat surface
- moving quickly to get in position

You could ask ...

Where should you position yourself to hit the ball up?

How will you keep the ball up in the air?

Variations

Vary skill: Use striking with hand(s).

Vary difficulty level: Increase or decrease, the size of the circle.

Another Go

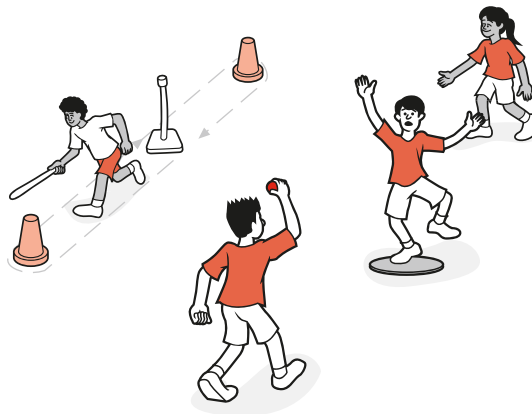
Movement skills/concepts

Striking off a tee, running and fielding a small ball.

Set-up

Batting tees, small balls, choice of implement (hockey stick/cricket or softball bat), markers, hoops.

Each group of four has: a bat, ball, tee, hoop and marker; one batter and three fielders, including one base player, who is standing inside a hoop.



Activity

The batter hits the ball forward of the tee, and then must run round the marker and back before the base player holds the ball with a foot in the hoop and calls 'Stop'.

If the batter cannot score a run or hit the ball, the next player has a turn at batting.

If the batter scores a run, they have another turn but now must score two runs. Continue to add a run each turn until the batter is unsuccessful.

Can you see ...?

- gripping with hands together
- standing side on to tee, feet apart, relaxed
- step and swing
- following through

You could ask...

Where will you aim to hit the ball to give you more time to run round the marker?

Variations

Include underarm pitch: As skill develops, batters may toss the ball up and hit it, or hit a slow-moving ball,, (e.g. slow pitch, roll or bowl).

French Cricket

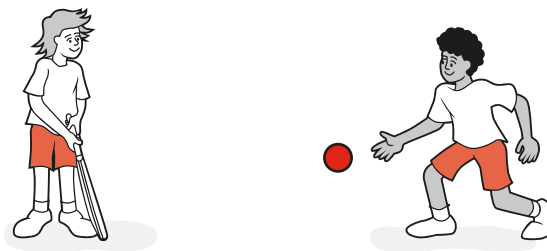
Movement skills/concepts

Blocking and directing a rolling ball into space and rolling a ball to a stationary target.

Set-up

Bats/sticks, small soft balls.

Groups of five–six, with a bat and ball per group in a defined hard or grass area.



Are the children enjoying the activity?

Activity

The player with the bat stands in the centre of a circle made up of the other players. The player with the ball bowls underarm to try to hit the batter on the legs. The batter must keep their legs still while the ball is bowled.

If the batter hits the ball, the player fielding the ball has the next bowl. The batter has a maximum of five turns.

If the bowler is successful in hitting the batter on the legs, the bowler becomes the batter.

Can you see ...?

- keeping the bat vertical, tip of the bat at feet
- turning to face the next bowler

You could ask ...

How will you swing your bat to block the underarm ball?

Variations

Vary skills: The batter may move to a new spot after hitting, but must stop as soon as the ball is fielded.

Rocket Range

Movement skills/concepts

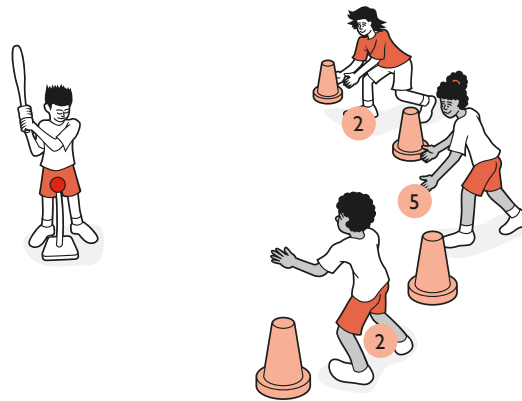
Striking a stationary ball for accuracy and fielding a ground ball.

Set-up

Markers, tees, small soft balls and softball bats.

Groups of four: one batter and three goalkeepers. Each player has a bat/stick and each group has a ball.

In a large grass area, four markers are spaced out in a line in front of a batting tee to form three goals.



Activity

The batter attempts to hit the ball through the goals. The middle goal is worth five points and each outside goal is worth two points.

The goalkeepers try to stop the ball with their bats/sticks before it goes through a goal. The batter attempts to score as many points as possible in five hits.

Can you see ...?

- side on to direction of hit
- hands together, relaxed swing
- step in direction of hit
- following through

You could ask ...

How will you try to hit the ball into the five-point goal?

Variations

Vary difficulty level: Adjust the distance and size of the goals to match skill.

Vary the implement: Use a cricket bat and small tee, golf club or hockey stick with the ball on the ground.

Line Strike

Movement skills/concepts

Striking a stationary ball with a long implement (cricket bat) for distance and accuracy, and fielding a ball.

Set-up

Cricket bats, small balls in container, tees or foam blocks, spray-paint/marker dust/chalk and cones, markers.

Groups of approximately four–five: one as batter and the rest as fielders, including one keeper.

Extending out in a funnel shape from a batting mark, pairs of markers are placed at set intervals.

Activity

The batter hits a ball between markers, and scores runs for the distance gained.

Fielders attempt to keep the score as low as possible and return the balls to the keeper. Caught balls do not score. Batter has five hits. Runs per hit are added together to give a total score. Rotate players.



Children lead activity and modify to increase challenge

Can you see ...?

- side on to direction of hit
- straight backlift
- stepping front foot beside ball
- vertical bat
- following through

You could ask ...

To strike for distance, what do you need to adjust in your striking action?

Variation

Vary implement: Use a softball tee and bat, hockey stick or golf club.

Lob ball: Instead of a tee, have a player drop the ball for the hitter or lob the ball to the hitter.

Other striking skills: Include kicking, punting and striking with the hands.

Chair Ball

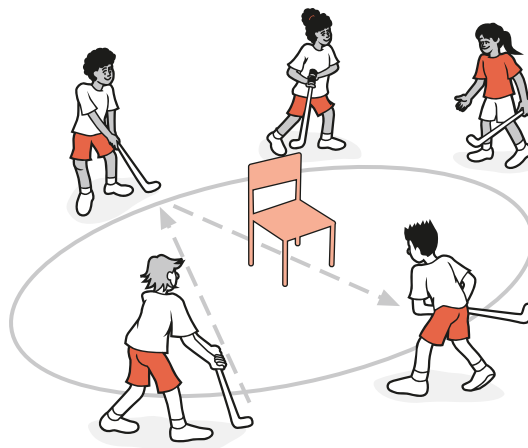
Movement skills/concepts

Striking a stationary ball with a long implement for accuracy, and trapping/controlling a ball.

Set-up

Long implement (hockey stick, golf club), small balls and chairs.

In a level grass or hard area, each group of five–six, each with a stick or club, stands in a circle with a chair in the centre.



*As a teacher/
coach, join
in with your
group*

Activity

One player with the ball tries to push/hit the ball under the chair. The player who stops the ball must pass to another player, who then has a shot at the chair. The sequence of stopping, passing and shooting continues.

How many goals can you get in a set time?

Can you see ...?

- control before passing
- eyes on the ball
- contacting the ball with only the flat side of the implement

Variations

Vary area: Adjust the size of the circle to suit skill level and chosen action (pushing or hitting).

Add role: A goalkeeper stands in front of chair to stop goals – pushing only.

Target Golf

Movement skills/concepts

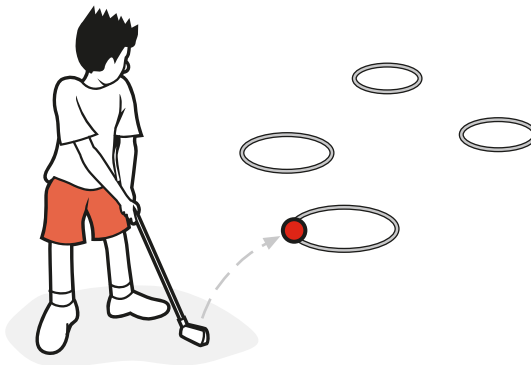
Striking a stationary ball with a long implement (golf club) with accuracy.

Set-up

Golf clubs, small plastic balls and a variety of targets: small and large hoops, cones/markers, buckets, bins, boxes.

Targets, each with points allocated to it, are set out at varying distances from the striker, in a defined grass or hard area.

Small groups of three–four, with a club for each player.



Activity

In turn, players hit five balls, scoring points if the ball hits or lands in the target. The aim of the game is to get the highest possible score.

In the next round, players aim to increase their score.

Can you see ...?

- hitting under the ball for short distance
- hitting behind the ball for longer distance
- following through in the direction of target

You could ask ...

Which targets were the easiest to hit? Why was this?

Which targets did you aim for? Why was this?

How did you adjust your swing for targets close to you and for those furthest away?

Variations

Vary aim: Achieve the score of 21 with the fewest hits possible.

Vary skill: Use beanbags and throwing, soccer ball and kicking, softball bat and ball, and striking off a tee.

Consolidating Striking with an Implement

Racquet Square

Movement skills/concepts

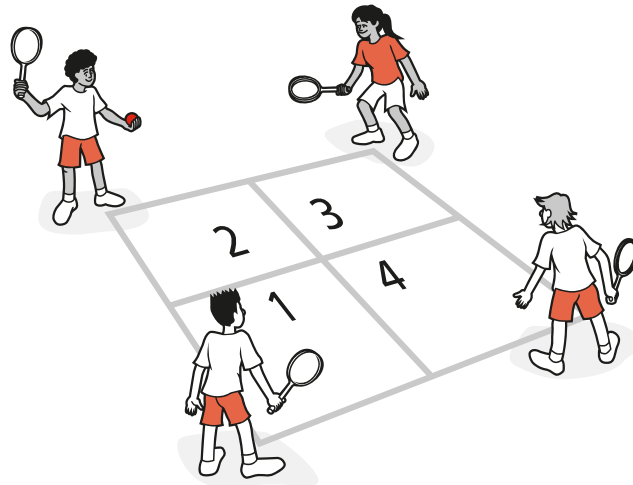
Underhand serve/strike with a short implement (bat/racquet) to target, and receiving a ball.

Set-up

Racquets/bats, balls.

A large square in a hard area is divided into four, with a semicircle in one corner (square 1) as a service area.

Each group of five–six has a player with a bat/racquet at each square; the other players are waiting.



Activity

The player at square 1 drops the ball in the service area and hits to any other square. The next player lets it bounce and hits to any square. When a ball misses a square, the player who hit it gives their racquet to the next waiting player, who joins in at square 4 while the other participating players move towards square 1 to fill the gap. The player at square 1 then serves.

The ball must be hit upwards at all times.

Can you see ...?

- side on to hit
- eyes on ball
- repositioning with every hit

You could ask ...

What should you do to get ready to receive the ball when it comes into your square?

Variations

Vary area and equipment: Divide the square with four benches to act as nets, and increase the size of the squares.

Introduce umpire: Use a waiting player as an umpire.

Vary skill: Strike with the hand(s).

Caught Out

Movement skills/concepts

Underhand striking with a short implement (racquet/bat) fielding and catching.

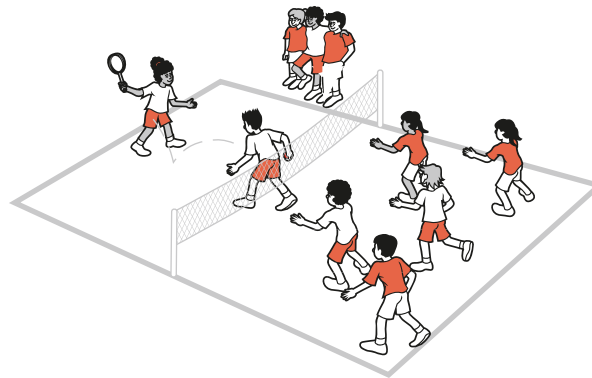
Set-up

Racquet/bat, small ball.

A hard court with a net or neutral space.

Two teams of four–five players each: one team batting and the other fielding.

Are all
children
involved?



Activity

A feeder from the batting team lobs the ball to the first batter, who attempts to hit it into the opponents' court to score a point. If unsuccessful or if the ball is caught on the full, the batter is 'out'. The batting team continues hitting in rotation, including the feeder, for a set number of outs (five–six).

The other team then starts its innings. Play an even number of innings.

The feeder will need to duck to avoid being hit.

Can you see ...?

- side on to direction of hit
- transferring weight from back to front foot
- contacting the ball slightly in front of the body

You could ask ...

What will you do to avoid the ball going out or being caught on the full?

Variations

Vary rules: Score two 'outs' for a catch on the full and one 'out' for a catch on the first bounce.

Vary equipment: Play on a table tennis table, with the hitter bounce serving and scoring a run for any ball that hits the other end of the table then hits the floor.

Around the World

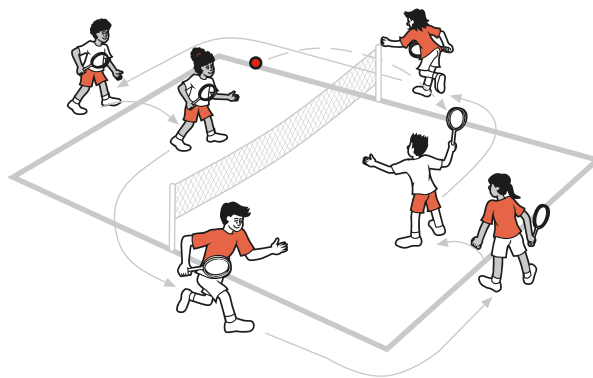
Movement skills/concepts

Striking a moving ball with a short implement (racquet/bat), space and body awareness.

Set-up

Racquets/bats, small balls.

Group of six: three players at each end of a court with a net.



Activity

The first player serves, then runs round the outside of the court to wait at the other end.

The player who receives the ball hits it, then runs to the other end.

How many hits can you do before someone makes an error?

Can you see ...?

- side on to hit
- full backswing and following through

You could ask ...

What will you do to ensure the person receiving your pass is able to hit it?

Variations

Vary equipment: Use a shuttlecock, play on a table tennis table.

Vary rules: A player can make two hits before moving to the other end.

Vary skill: Strike with the hand(s).

Wall Ball

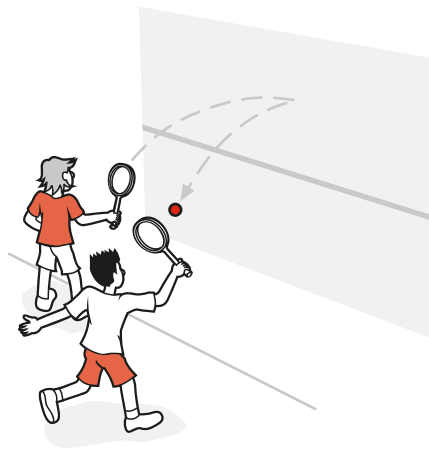
Movement skills/concepts

Striking (forehand and backhand), receiving a ball and relationships (with objects and others).

Set-up

Bat or racquet, small ball.

Children in pairs, with a racquet/bat each and one ball, face a wall with a line on it that is 1 metre high. They stand behind a line that is 1 metre from the wall (marking the 'no volley' zone).



Activity

The object of the game is to hit the ball against the wall, above the line, so your opponent is unable to return it. Partners alternate hits, and the ball may be returned either after one bounce or before the bounce. No one can enter the 'no volley' zone to hit the ball.

Can you see ...?

- moving feet to get into receiving position
- eyes on ball
- following through

You could ask ...

When was it the hardest to return the ball?

How will you use this information to decide on where you will hit the ball on the wall?

Variations

Vary the rules: In a cooperative activity, try to keep the rally going for as long as possible. In a competitive activity, try to make it hard for partner to return the ball. A point is scored if partner misses the return. Points scored only when you serve.

Golf Fun

Movement skills/concepts

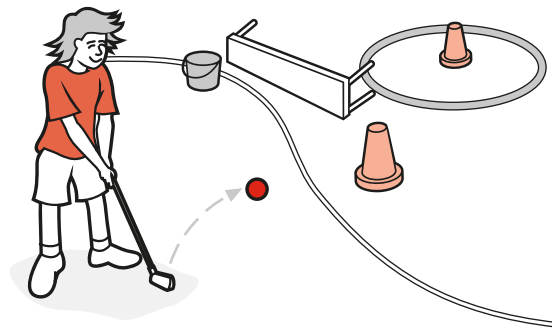
Striking a stationary ball (golf club, hockey stick) to targets at various distances, accuracy.

Set-up

Golf club and small plastic ball for each child, hoops and other targets as 'holes', cones or markers.

Holes (hoops/targets) are placed around a large open defined area, with two markers/cones indicating the start of each one.

Children play individually or in pairs.



Activity

This game is like golf. For each hole, children aim to land the ball inside a hoop, or hit target, using a minimum number of hits. Keep a count of your score for each hole, adding together for a total score.

If playing in pairs, children alternate hits.

Can you see ...?

- hitting under the ball for short distance
- hitting behind ball for long distance
- following through in direction of shot

You could ask ...

How many strikes do you think it will take to complete the hole?

How will you vary your strike for targets a long way away and for targets closer to you?

Variations

Vary equipment: Use beanbags, frisbees, soccer balls.

Vary rules: Add hazards, like ropes for a sand bunker or buckets for a water hazard, and add a point to the score if the ball lands in a hazard or goes out of bounds.

One Goal

Movement skills/concepts

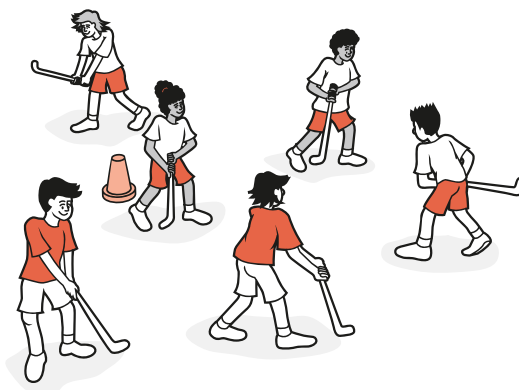
Passing and striking with a long implement (hockey stick), intercepting or tackling, space awareness and relationships (with others).

Set-up

Hockey sticks, balls, markers, team bands/bibs.

Two even teams of approximately three children each.

Markers are set up as a goal in the middle of a level grass or hard area.



Activity

Each team is given one side of the goal to score from.

One team starts with the ball on its side at a distance from the goal and attempts to score. If the other team intercepts/tackles successfully, its players work together and move the ball around to their side to try to score.

After a goal is scored, the non-scoring team restarts from its side.

Can you see ...?

- safety
- eyes up, looking around
- quick passing
- ball kept on ground

You could ask ...

What are some of the team strategies you will use on attack/defence?

Variations

Vary rules: Play a continuous game, where there is no stopping after a goal.

Three Times Two

Movement skills/concepts

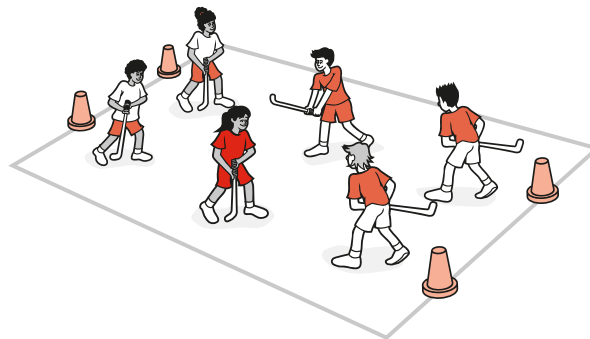
Passing and striking with a long implement (hockey stick), striking for accuracy, trapping and tackling, space awareness and relationships (with others).

Set-up

Hockey sticks and small balls.

A defined level grass or hard area with a goal at each end.

Three teams of two: one team defending each goal, and an attacking team.



Activity

The attackers start from the centre and attack one goal. If they score or the ball crosses the goal line or the defenders gain possession, the defenders take the ball to the centre and attack the other goal. The previous attackers take over the defence of the vacated goal.

Can you see ...?

- use of space
- quick passing and moving

You could ask ...

How will you and your partner work together in this fast-reaction game?

Variations

Vary rules: Do not take the ball back to the centre to restart. The new attackers start from the goal line.

Six Against Six

Movement skills/concepts

Passing with a long implement (hockey stick), dribbling, trapping, striking for accuracy, space awareness and relationships (with others).

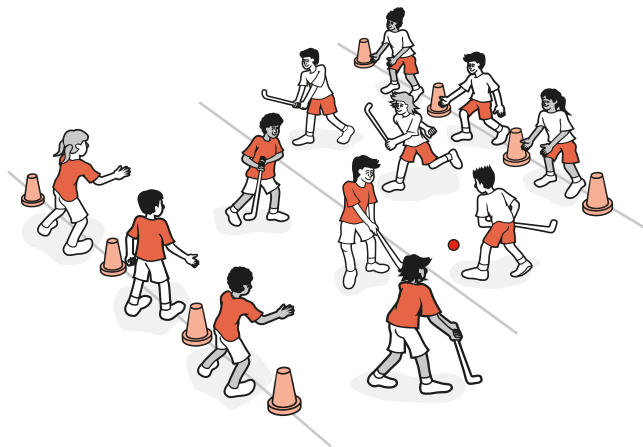
Set-up

Markers, hockey sticks and small balls.

Two teams of six: three are 'goalies' and three are 'rovers'.

In a level grass or hard area, markers divide a goal line at each end into three goals.

For safety, use
no-contact
rules for
tackling and
dribbling



Activity

One team starts with the ball at the centre and the rovers try to score a goal in any of the opponent's three goals. On the opposing team, the rovers try to intercept while the goalies aim to stop goal attempts. After a goal is scored, the non-scoring team takes the ball from its goal line. When a ball is intercepted, the other end is attacked. Change goalies and rovers after about 3 minutes.

A goal can only be scored along the ground.

Can you see ...?

- quick passing
- use of space
- teamwork

You could ask ...

To defend all the goals, will your team play one-on-one or cover space?

How will you work as a group to make defending hard for your opponents?

Variations

Vary skill: Use large balls and striking with the feet (e.g. soccer). Increase/decrease goals and/or field size.

Vary rules: Adjust area to suit skill, have only four goals (one in each corner), have four rovers and introduce a second ball.

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<http://gameskidsplay.net/>

PE Central:

<http://pe.central.vt.edu/>

Play Sport:

<http://www.playsport.org>

Sport and Recreation New Zealand:

<http://www.sparc.org.nz>