

Workshop 4

Large and small ball skills

Workshop focus

Large or small balls form the basic pieces of equipment for many individual and team games, sports or physical activities. If there is a ball available, many people will instinctively pick it up and play with it. There are ways to throw, catch, kick and hit balls that achieve different purposes (eg speed, distance, height) and which minimise the possibility of any injury. Knowledge of ball skills could be useful when assisting teachers with team games, lunch time activities or relaxation activities.

Balls can be manipulated using the hands (eg netball or basketball), the feet (eg soccer, football) or using an implement such as a racquet or stick (eg tennis, hockey). The effective use of balls in organised or non-organised activities requires a certain level of hand-eye, foot-eye or implement-eye coordination.

Balls are also very useful in developing other knowledge and skills in students apart from physical activity. For example catching, throwing, bouncing all encourage students to count and multiply. Moving balls to a rhythm can encourage development of musical understandings.

During this workshop, participants will gain an understanding of the following aspects of ball skills:

- body awareness
- relationships with objects
- projectiles
- force
- stability
- individual and team games, sports and other physical activities

Pre-workshop requirements

There is nothing to prepare in advance for this workshop.

Suggested pre-reading:

Australian Sports Commission (1996) *Play Pack*, *Sportstart* and playshop equipment and activity ideas for parents, available on the website www.ausport.gov.au.

Australian Sports Commission (1997) *Sport It Teacher Resource Manual*. Available on the website www.ausport.gov.au.

Sport and Recreation Queensland (2003) *Daily physical activity guide for schools, Section 4 - Sample activities* has some good ideas for alternative activities using large and small balls.

Materials required

- Copy of Workshop 4 from the *Participant's Handbook*

Activity sheet

- 4.1 Illustrations of ball skills

Overhead transparency masters

- 4.1 - Overview of Workshop 4 - Workshop outcomes
- 4.2 - Overview of Workshop 4 - Sequence of activities

Plus the following:

- enough large balls of different shapes and sizes, allowing for one ball per person eg netballs, basketballs, volleyballs, footballs;
- enough tennis balls or similar size ball that bounces, allowing for one per participant;
- hoops, baskets, markers or similar to act as targets;
- a large open space, including flat area suitable for bouncing balls (eg netball court, basketball court); and
- a whistle.

Note that photocopy master sheets for activities and overhead transparencies are found at the end of each workshop section.

Workshop outcomes

1. Participants should be able to demonstrate a basic level of ball skills, including throwing, catching and dribbling with the hands and feet.
2. Participants should be able to describe why some ball skills are more difficult than others, and how particular ball skills can be used in games, sports or physical activities.

Orientating phase

Sequence of learning experiences

Show OHT 4.1

Overview of Workshop 4 - Workshop outcomes

Show OHT 4.2 - Sequence of activities

Activity 1 - Understanding the breadth of ball skills and in what contexts they might be used

Ask participants to brainstorm all ball skills they can think of eg one and two handed bouncing/throwing/catching, rolling the ball along body parts or along the ground, kicking, dribbling with the feet, etc. Ask them to suggest where they might see some of these ball skills being used, in structured and non-structured settings. Participants can record these in their *Participant's Handbook*.

Activity 2 - Warming up for ball skills

Slow jog

Ask the participants to go for a slow jog around a defined area, jogging for approximately two minutes. When the whistle blows, every five to 10 seconds, they need to change direction.

Pig in the middle

Ask participants to form groups of three, one ball between three, and play 'pig in the middle'.

Notes for workshop facilitators

Explain to participants that the focus of this workshop will be on ball skills.

It is important for participants to have an understanding of the breadth of ball skills and their application to various games, sports or physical activities, whether they are in formal or play settings.

Approximate timeframe - five minutes

Review for participants the purpose of a warm up (from Workshop 3) is:

- to raise the heart rate, raise the body temperature and prepare the body parts prior to more vigorous physical activity;
- to ease the body into physical activity; and
- to lessen the likelihood of injury.

Explain that *Pig in the middle* is a fun activity that is good for getting students to think about offensive and defensive game strategies. It requires two people to throw, bounce, pass or roll the ball to each other, without the third person getting it. If the third person intercepts the ball, then the person who threw it goes into the middle. When doing this activity with students, it is necessary to impose some rules. For example restricting the space in which the game is played, restricting the type of pass, enforcing a change over of the *pig* after a certain period of time, defining how close the defending player (*pig*) can get to the attackers.

Orientating phase

Sequence of learning experiences

Activity 2 (continued)

Moving a ball around the body

Provide each participant with a ball, ask them, starting with the ball on their head, to move the ball around the body, down to the feet and back up to their head again, making sure the ball maintains contact with the body at all times. Once participants have had a chance to practise, see who can do this the fastest without losing control of (dropping) the ball. This could be repeated to make a best-of-three series.

Invite participants to reflect on the warm up in Activity 2 in their *Participant's Handbook*.

Refer participants to Activity Sheet 4.1 Illustrations of ball skills provided in their *Participant's Handbook*. This sheet provides some possible warm up activities.

Notes for workshop facilitators

Participants might be asked whether the size of the ball, how inflated it is, the type of ball (eg smooth, spiked) makes a difference to how easy/difficult this activity is. Remind participants that they should be having fun, and that it is important to try and make the activities fun for students.

Suggest to participants that once students have a piece of equipment in their hands it is difficult for them not to play with it. Invite them to suggest what implications this might have for working with students, and how it might help in behaviour management. Responses might include:

- give instructions prior to giving out equipment;
- suggest strategies such as requiring the students to fold their arms or sit with their hands in their laps whilst instructions are being given; and
- use a warm up that involves the equipment

It is important to remind participants that it is important not to do a warm up and then give more instructions before moving on to the active part of the lesson because it allows the body to cool down again.

Approximate timeframe - 10 minutes

Enhancing phase

Sequence of learning experiences

Activity 3 - Participating in ball skill activities individually

Ask participants to each take a large ball. Ask them to find a space of their own where they still have a clear view of you and where they can still hear you, and do the following activities:

- Bouncing the ball with right hand, whilst in a stationary position. Repeat with left hand.
- Bouncing the ball with right hand whilst walking. Repeat with left hand.
- Bouncing the ball with right hand to a height not greater than 30 centimetres (or knee, or waist depending on age group). Repeat with left hand.
- Bouncing the ball with either hand, but with eyes shut.
- Bouncing the ball between their legs (start with ball behind them, and bounce it between their legs to catch it at the front, then repeat starting with the ball at the front, and bouncing to catch it behind their body).
- Bouncing the ball in a figure of eight pattern around both legs.
- Throwing the ball about a metre into the air above their head and catching it.

Ask participants to swap their ball for a small ball, such as a tennis ball. Repeat some of the activities.

Facilitate a discussion with participants about what made each activity easy or difficult, and how this might relate to working with students. In particular point out the behaviour management issues that may arise if a task is too difficult for children to manage.

Notes for workshop facilitators

Try and keep participants involved in each skill-based activity for about one minute before changing activity. Use the whistle to signal a change of activity. Ensure that you clearly demonstrate each new activity.

Remind participants that keeping students engaged in lots of activities where they can be successful makes the experience a lot more fun. If success is not being experienced, the activities should be modified to better meet their needs.

Refer to Activity Sheet 4.1 Illustrations of ball skills.

During this activity, and the following activity, feedback should be provided to participants on their technique, keeping in mind the elements of good feedback.

Remind participants to make notes on Activity 3 in their *Participant's Handbook*.

Participants might suggest that using the dominant hand made the activity easier, that working on your own minimised the level of decision making about where the ball might be thrown or bounced, being able to see the ball made it easier.

Approximate timeframe - 20 minutes.

Enhancing phase

Sequence of learning experiences

Activity 4 - Working in pairs using balls

Invite participants to form pairs, giving each pair one large ball and one hoop to share. Ask them to face each other, standing about two metres apart, and do the following:

- bounce the ball to their partner, using two hands, ensuring the ball bounces only once each time;
- bounce the ball to each other using a one handed pass;
- chest pass the ball to each other;
- shoulder pass the ball to each other;
- pass the ball to each other using a two handed overhead pass;
- pass the ball to each other using only the feet;
- roll the ball to each other using hands;
- repeat the bouncing activities, placing a hoop about half way between each pair, asking that the ball be bounced in the hoop; and
- pass the ball to each other whilst moving around within a grid (keeps participants at a safe distance from one another).

In between each activity ask questions that develop understandings about each type of pass. Invite participants to repeat the activity, but modifying it by using a piece of information from the discussion (eg changing their technique, changing the size of the ball, changing the speed with which the activity is carried out, throwing to a moving target/person, using an additional piece of equipment).

Ask participants to record their reflections on Activity 4 in their *Participant's Handbook*.

Notes for workshop facilitators

Organise this activity in a similar way to the previous one. Participants get to practise each activity for about one minute following a demonstration of each individual activity. This time, incorporate a discussion after each activity, then get them to repeat the activity incorporating information from the discussion.

Questions that could be asked include:

- What makes this activity easy/difficult?
- How could this activity be changed to make it easier/more difficult (eg different ball size, increasing/decreasing distance between pairs, changing the speed, changing size of target, introducing an implement eg hockey stick)?
- What is the correct way of making a one/two handed chest/bounce/shoulder pass (refer them to the *Participant's Handbook* for tips on how to throw correctly)?
- What makes a pass successful (eg other person receives it as intended, correct technique is used, angle of release, trajectory)?
- What other body parts are used and why, when throwing/passing a ball (eg use of non throwing arm for aim, balance, using torso to add speed/strength, eyes, alternate leg to throwing hand)?
- Where might you see this type of throwing/passing technique being used?
- What might make this activity more fun for students, but still keeps it safe?
- What differences are there in passing to a moving target (eg passing the ball ahead of the person, keeping an eye out for other people/obstacles)?

Approximate timeframe - 20 minutes

Synthesising phase

Sequence of learning experiences

Notes for workshop facilitators

Activity 5 - Concluding activity / warm down

Divide participants into groups of approximately five, using a grouping strategy that is inclusive of all. Invite them to participate in a game of *Overs and Unders* whereby they stand in a line and pass the ball under their legs or alternately over their heads, back to the next person. When the ball gets to the end of the line the last person moves to the front of the line as in tunnel ball.

Invite participants to suggest some variations on this activity (eg passing the ball from side to side).

Ask participants to collect all the equipment being used and help sort it into the correct storage container. This is something they should encourage the students whom they work with to do also. Remind them to try and use student management of equipment as a reward/responsibility for students, rather than packing up equipment as some sort of punishment for poor behaviour. A roster might be developed.

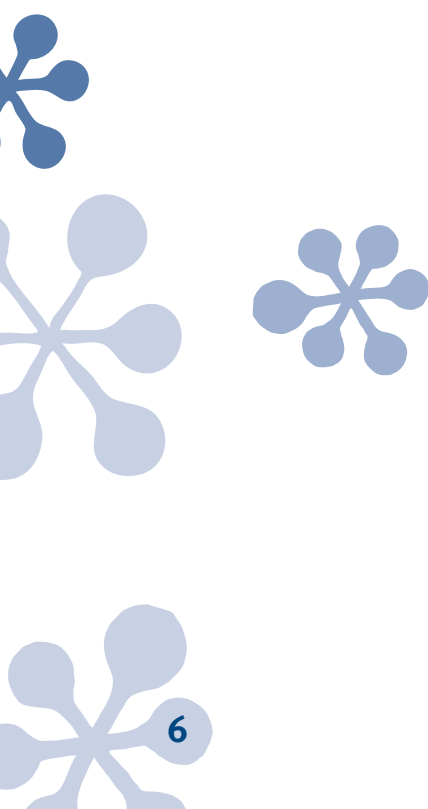
Approximate timeframe - 10 minutes

Activity 6 - Applying skills in real life contexts

Ask participants to practise some of the activities they have tried today at home with their own/other people's children. Ask them to make notes in their *Participant's Handbook* according to the questions in Activity 6.

Remind participants that there is some additional information at the end of *Workshop 4* in their *Participant's Handbook*. This includes information on catching, throwing, dribbling, stopping, rolling, striking and kicking. This information is for their interest and reference. Encourage the participants to read this information in their own time and to ask any questions that arise.

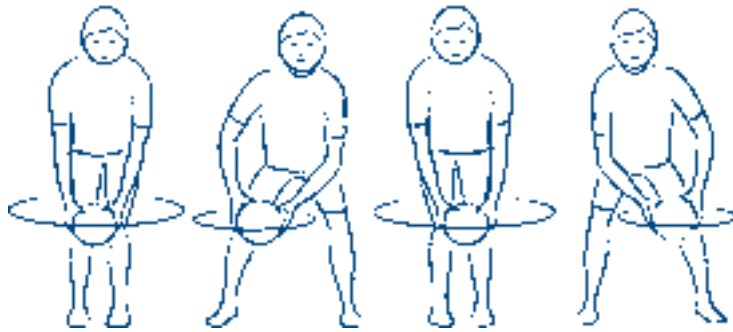
Participants interested in different ways of modifying equipment at home may wish to refer to the Australian Sport Commission's *Play Pack*. (Available from the website www.ausport.gov.au.)



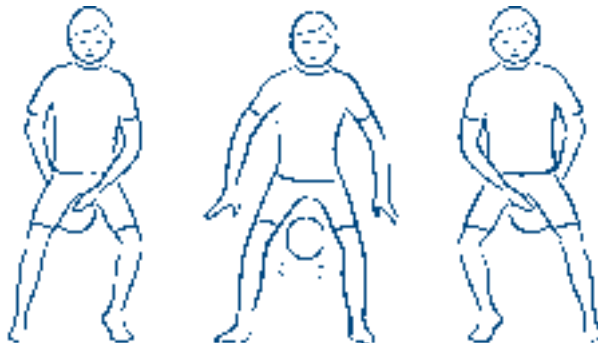
Illustrations of ball skills

Activity Sheet 4.1

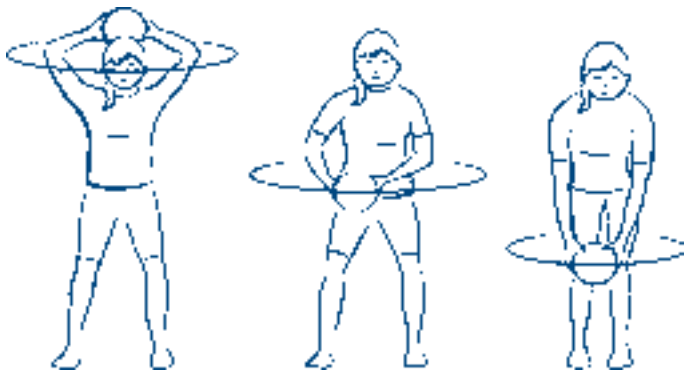
Warm up activities using large balls



Double leg, single leg



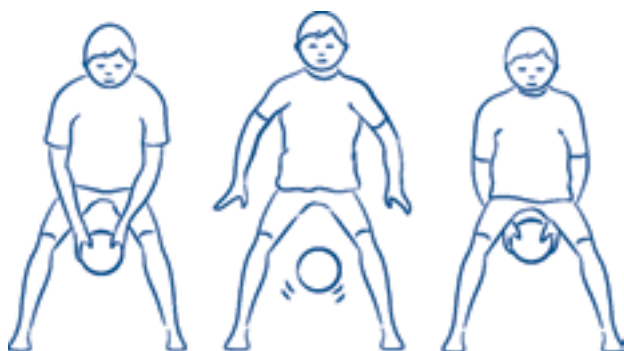
Catching activity called *Blur*



Around the head, waist, legs



Ball skills using large or small balls



Bouncing the ball between the legs

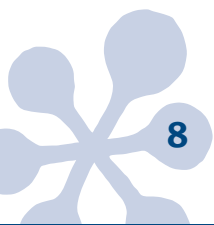


Bouncing the ball in a figure of eight

Bouncing the ball in a figure of eight with **one** bounce



Two handed



OHT 4.1 - Overview of Workshop 4

Workshop outcomes

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2. Participants should be able to describe why some ball skills are more difficult than others, and how particular ball skills can be used in games, sports or physical activities.

OHT 4.2 - Overview of Workshop 4

Sequence of activities

Activity 1 - Understanding the breadth of ball skills and what contexts they might be used in

Activity 2 - Warming up for ball skills

Activity 3 - Participating in ball skill activities individually

Activity 4 - Working in pairs using balls

Activity 5 - Warm down

Activity 6 - Applying skills in real life