



## **Workshop 4**

### Large and small ball skills

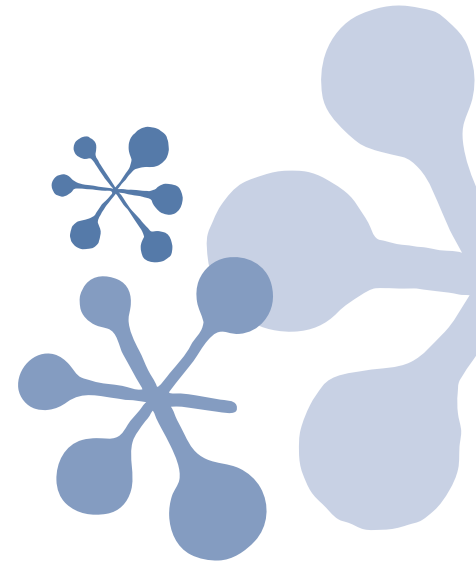
# Workshop 4

## Large and small ball skills

### Purpose

Participants should be able to:

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



### Activity 1

#### Contexts for ball skills

Record in the table below, both the formal and non-formal settings in which you might see the following ball skills being used:

Ball Skill	Structured	Non-structured
One and two handed bouncing		
Throwing/catching		
Rolling the ball along body parts or along the ground, kicking		
Dribbling with the feet		



## Activity 2

### Introductory / warm up activities

#### *A slow jog*

What are your thoughts on this as a warm up activity?

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How could a slow jog be made more interesting?

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#### *Pig in the Middle*

What are the advantages and disadvantages of using *Pig in the middle* as a warm up activity?

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What rules would you make particularly clear to young people playing this game?

(For example would you make restrictions on how hard the ball is thrown?)

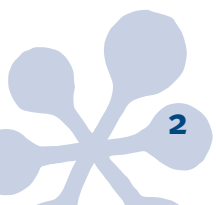
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***Moving the ball around the body***

How did you feel about this warm up activity?

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How could you make this activity more difficult or easy for young people?

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Describe below the stretches that were demonstrated that you found particularly effective in warming up the muscles for ball activities?

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Another possible warm up activity is for students to have their own ball and do small tosses into the air and catch the ball to establish their hand-eye coordination. They may start from sitting, to kneeling, to squatting to eventually standing.

What possible problems might be encountered using this warm up activity with young people?

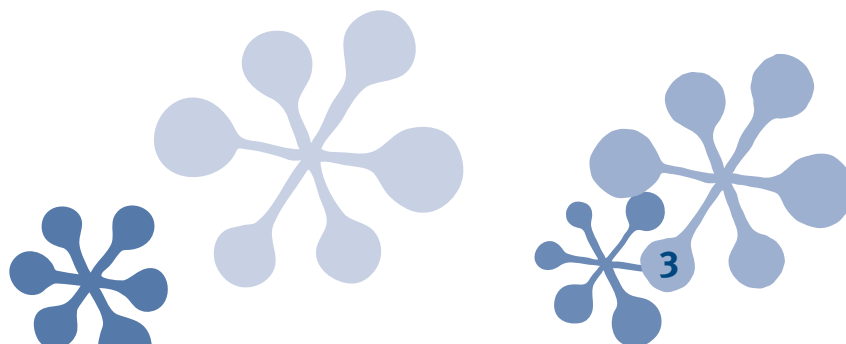
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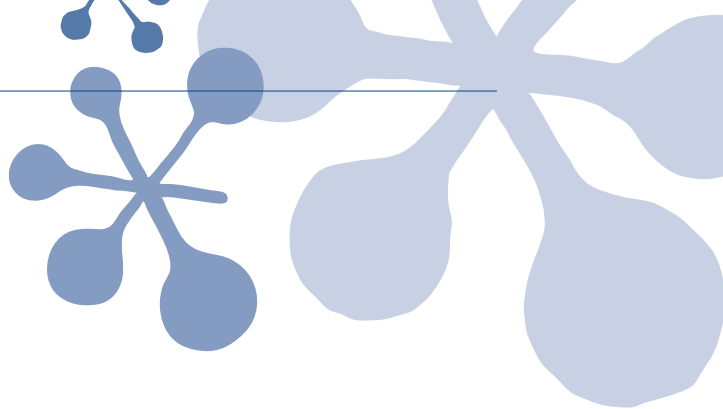
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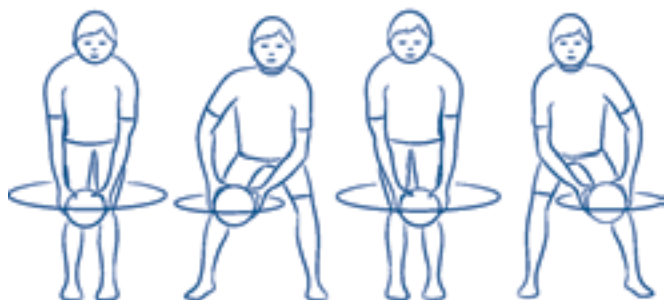




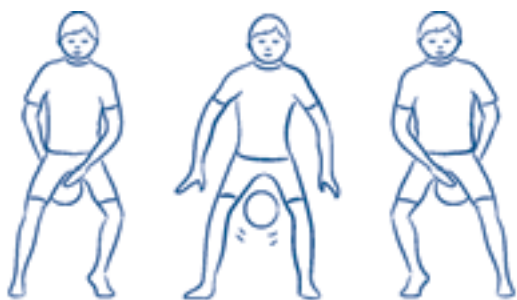
### Activity Sheet 4.1 Illustrations of ball skills

Illustrations of ball skills for some possible warm up activities are provided as a reference for you below.

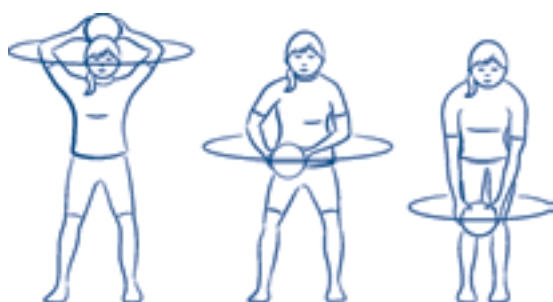
#### *Warm up activities using large balls*



*Double leg, single leg*



*Blur*

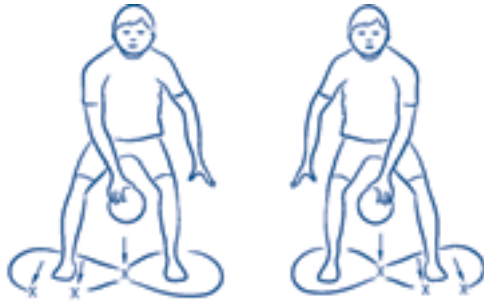


*Around the head, waist, legs*

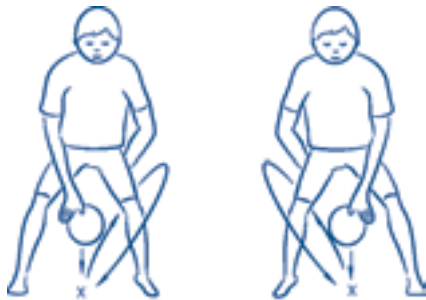
*Ball skills using large or small balls*



*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*





## Activity 4

### Working in pairs using balls

Think carefully about the following questions and record your answers. Modify your comments if necessary after the discussion.

What makes the activity of passing from one to another easy or difficult?

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How could passing a ball from one to another be changed to make it easier or more difficult?

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What is the correct technique for making a one handed chest pass?

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What is the correct technique for making a shoulder pass?

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What makes a pass successful?

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What other body parts are used and why, when throwing/passing a ball?

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What might make this activity more fun for young people, but still keeping it safe?

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What differences are there in passing to a moving target?

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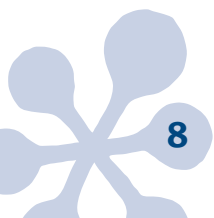
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## Activity 6

### Applying skills in real life contexts

Complete the questions below after working with young people at home on some of the activities using ball skills.

Description of activities

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What difficulties were encountered?

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Suggestions for improving the activity?

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Provide reasons why you think some activities were more fun than others.

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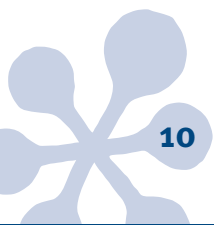
How did equipment have to be modified for use at home?

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## Reference material

The following points are provided as additional information for participants. Please read and keep for future reference. If you have any questions about these points please see the facilitator.

### *Catching*

For catching, the hands and upper body stop an object that is travelling through the air. Catching is a fundamental gross-motor manipulation skill. It is not unusual before 2 1/2 years to 3 years that a child cannot catch an object tossed into the air.

### *5-7 years*



### **Technical description**

General body appearance:

- Some body movement during the action.
- Body is straight.
- Arms extended and higher than waist level.
- Elbows are bent and hands held close together at about waist height.

Lower limbs:

- Feet slightly apart one foot may be in front of the other.
- Knees are bent.
- Semi-squat position to catch the ball.

Upper limbs:

- The arms are extended before catching the ball.
- Elbows are bent.
- Hands are close together and at about waist height.
- On contact with the ball, the hands are drawn in close to the body.

## 8-10 years



### Technical description

- Person faces the thrower, alert and with knees slightly bent.
- Arms are held at waist level, elbows are bent and the fingers angled ready to receive the ball.
- There may be extensive leg movement to ensure the flight of the ball is intercepted.
- The ball is often caught with the legs wide apart, or one leg in front of the other - either way the ball is caught in a semi-squat position.
- The ball is caught with extended arms well away from the body.
- The ball is caught with a symmetrical arm action, and an asymmetrical or sideways leg action.

### When catching large balls



### Technical description when catching large balls

- Balanced body position.
- Hands out ready to meet the ball or ready for a pass.
- Fingers point in the direction of receiving the ball:
  - straight balls - straight ahead
  - high ball - upwards to the sky
  - low ball - downwards to the ground.
- Fingers spread to meet the ball (about the size of the ball to be received).
- Hands and arms will cushion the speed of the ball by bending at the elbows.
- Eyes are to stay on the ball at all times.

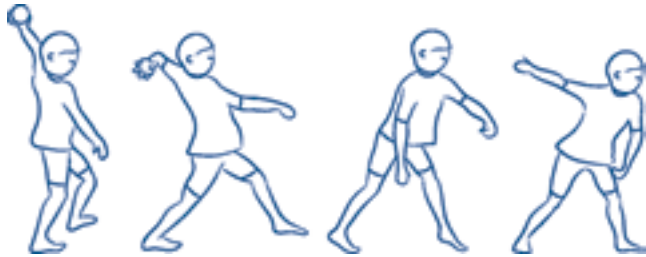
### Practice

- Correct body position without the ball.
- Catching the ball with a partner demonstrating correct technique.

## Throwing

Projecting an object into space using one or two arms may be defined as throwing. This is a gross-motor manipulation skill.

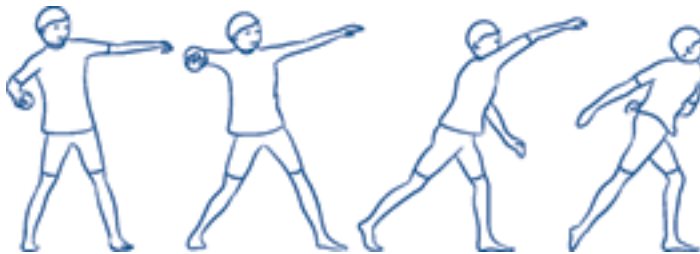
### 5-6 years



#### Technical description

- At the start of the throw the body faces square on to the target.
- Feet parallel and together at the start of the throw; apart at the end of the throw.
- characteristic step forward in the throwing action is on the same side as the throwing arm.
- Arm action is accompanied by trunk rotation.
- Forearm is extended straight in front of the body before the object is released.

### 7 years+ boys; older age group of girls



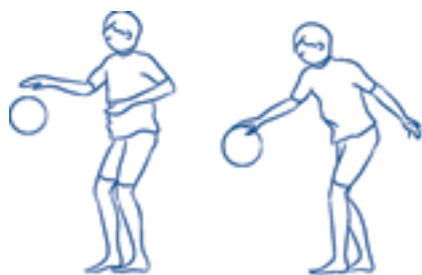
#### Technical description

- Unilateral, side-on position of the person to the target prior to the start of the throw.
- Feet apart at the start and completion of the throw.
- Stepping action is in opposition to the throwing arm.
- Marked trunk rotation and horizontal adduction of the arm during the throwing action.
- The forearm is parallel to the ground and the elbow is flexed at about 90 degrees during the forward swing, and is then fully extended before the ball is released.
- Ball is held in the fingers.
- Elbow is high and leads the throw.
- Opposite arm points in the direction of the throw.
- Throwing shoulder moves forward.
- Release to be at an appropriate level depending on the distance of throw.
- Follow through with the arm and leg.

## Drills

1. Young people practise the technique learnt by throwing a beanbag. When they are using the correct technique, they should progress to a small ball and practise throwing. No partner is required for this. Young people can throw at a wall or at a basket or a mark on the ground.
2. Young people practise throwing a small ball demonstrating the correct technique.
3. They can practise throwing for distance, then practise throwing accurately.
4. Then they may practise throwing to a partner or a wall.

## Dribbling



*Dribbling with hands*

### Technical description

- Eyes on the ball.
- Push the ball down with your fingers not the palm of the hand.
- Arm is extended to provide strength of movement downwards.
- Body lean slight and towards the ball.
- Base stable.
- Should attempt to dribble the ball without watching the ball as soon as possible.

## Drills

1. Starting position of the body needs to be established as above.
2. Demonstrate the skill first by walking it through (always good to start at a slow speed and progress when the technique is accurate).
3. Demonstrate skill by jogging.
4. When young people can jog, they may then attempt to run quickly while dribbling.

### *Dribbling with stick or foot*



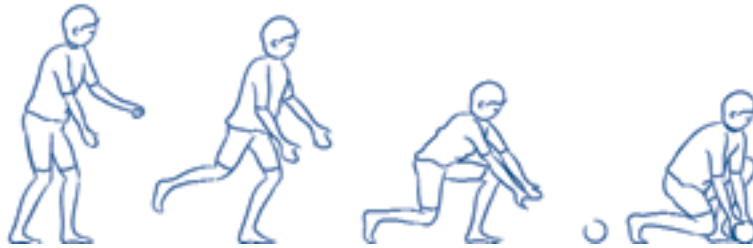
#### **Technical description**

- Eyes on the ball.
- Keep the ball in close vicinity of the stick or foot.
- Body position has a slight lean forward.
- Make contact with stick or foot keeping close but in front of body.

#### **Practice**

- Practise using a soft ball or something similar (not a hard hockey ball) for safety.

### *Stopping*



#### **Technical description**

- Keep your eyes on the ball at all times.
- Move to position yourself behind the ball and in line with the ball.
- Fingers are pointing down because it is a low ball.
- Let the ball come to your hands close to your foot.
- Hands cushion the impact of the ball.

#### **Drills**

1. Demonstrate the body position without the ball.
2. Demonstrate the moving phase to position yourself for the ball.
3. Attempt to stop a ball from straight in front.
4. Attempt to stop a ball from differing positions.

#### **Practice**

- Practise all of the above phases - body position, moving to position and then to stop a ball.

## Rolling



### Technical description

- Ball is held in the fingers.
- Step forward with the foot on the opposite side to the ball, bend your knees so the ball comes to meet ground.
- Arm is extended so the ball can be released in front of the forward foot.
- Arm follows through in the direction of the ball.
- Fingers still pointing down.
- Palm upwards.

### Drills

1. Demonstrate holding the ball correctly first.
2. Demonstrate the correct body position so the knees bend and the ball comes to meet the ground.
3. Work out the correct point of release but do not release yet.
4. When all of the above is correct, move to next stage - release the ball, make sure to follow through with your palm facing upwards.

### Practice

- Practise holding the ball correctly.
- Practise the step forward phase.
- Practise the release phase of the roll - make sure the ball does not bounce.
- Practise the follow through phase.

## Hitting / striking



### Technical description

- Keep your eyes on the ball.
- Hold the striking implement appropriately and comfortably.
- Body side on to hit the ball.
- Watch the ball as it comes towards the implement.
- Transfer your body weight forward in the direction of the hit.
- Follow through with the hitting implement.

### Drills

1. Hold the striking implement correctly (depending on what they are using this will vary).
2. Practise the movement without the ball first.
3. Introduce the ball to make contact only.
4. Then hit accurately and with control.
5. Then attempt to hit for distance.

### Practice

- Practise the holding, contact and striking phases independently.
- Practise the accuracy component, then the distance part of striking.

## *Kicking*



### **Technical description**

- Keep your eyes on the ball.
- Place the ball at the appropriate distance ready to kick - about a step in front of your body.
- Body in line with the ball.
- Step towards the ball with the non-kicking foot, finishing just before and to the side of the ball.
- Swing the kicking foot through and make contact with ball while maintaining eye contact with ball.
- The kicking foot should follow through in the direction of the kick.

### **Drills**

1. Position of the ball needs to be determined, set the ball up first.
2. Maintain balance and eye contact.
3. Practise stepping into ball without striking it to check if the position is correct.
4. Then attempt to strike ball by walking it through first, then jogging, then running.

### **Practice**

- Practise the correct body and ball position.
- Practise striking the ball at different speeds - walking, jogging and running.
- Practise striking the ball from different directions.