FOUNDATIONS

Ball Skills

www.achper.vic.edu.au
What are ball skills?

Acquisition of manipulative skills is a core component of a comprehensive physical education program

→ Skills that involve the control of an object such as a ball, beanbag, hoop, bat, rope, ribbon, frisbee
→ Skills that develop hand-eye coordination
→ Skills include throwing, catching, kicking, trapping, striking, volleying, dribbling
→ Manipulative skills do not develop automatically
→ Mastery of fundamental motor skills is necessary if children are to reach higher level skills necessary to participate in sports and physical activities
Mastery of ball skills enables participation in a wide range of games and sports.

Mastery of ball skills assists students meet daily physical activity recommendations.

Reference: Go for your life.
The Victorian Essential Learning Standards

→ Participation in a ball skills program will assist students to meet standards in the Movement and Physical Activity and Health Knowledge and Promotion Dimensions

→ Links can be made to other domains and dimensions through the manipulative skills program
The process of skill acquisition

Teaching tips

Beginner level of skill learning

- Introduce major aspects of skill only
- Provide a demonstration of the skill to help form a mental picture
- Let the learner try out the skill
- Provide plenty of opportunity for exploration of the skill and self-discovery of the general principles
- Provide immediate, precise, and positive feedback
- Focus on the skill technique, not the result
The process of skill acquisition

Intermediate level of skill learning

→ Provide numerous opportunities for practice and skill application
→ Devise practice opportunities that progressively focus on greater skill refinement
→ Be able to analyse skills and provide constructive feedback
→ Allow for individual differences in the rate of skill learning
→ Practice at the rate and in the manner that the skill will be used during “real life” performance
The process of skill acquisition

Advanced level of skill learning

→ Structure practise sessions that duplicate game like situations
→ Structure practice sessions that promote intensity
→ Provide encouragement, motivation and positive support
→ Offer tips on strategy and tactics
→ Provide feedback that focuses on specific aspects of the skill
→ Allow for individual differences in technique
→ Focus on outcomes rather than process
Teaching Considerations

→ A variety of teaching approaches should be used to cater for student learning styles

→ Direct teaching (traditional) – teacher directed

→ Indirect teaching (more student centred)
  → Task cards
  → Guided discovery
  → Problem solving
  → Exploratory teaching
  → Teacher questioning
  → Peer teaching
Teaching and learning experiences

→ Students require quality instruction and opportunities for practice
→ Learning experiences need to be planned in a sequential manner
→ Meaningful feedback, visual demonstrations and verbal cues are important to the learning process
THROWING
Develop skills in a sequential manner:
*Throw for distance*
*Throw for accuracy*
*Throw for distance and accuracy*

<table>
<thead>
<tr>
<th>Large/medium ball/object</th>
<th>Small ball/object</th>
</tr>
</thead>
<tbody>
<tr>
<td>→ two hand underarm throw</td>
<td>→ one hand underarm throw</td>
</tr>
<tr>
<td>→ two hand overhead throw</td>
<td>→ one hand overhead throw</td>
</tr>
<tr>
<td>→ side arm throw</td>
<td>→ one hand throw with spin</td>
</tr>
<tr>
<td>→ two hand side pass</td>
<td></td>
</tr>
<tr>
<td>→ one hand shoulder pass</td>
<td></td>
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</tbody>
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Teaching tips

→ Non-competitive
→ Use demonstrations to help communicate key features
→ Give teaching cues or tips
→ Allow time for practice
→ Provide specific feedback
→ Make sure students know what they are practicing
→ Provide opportunity for students to apply the skill in game situations
→ Students with poor coordination benefit from one-on-one instruction
Safety

Teachers should ensure;

- students wear appropriate clothing and footwear
- activity surface is suitable
- adequate space is provided
- a correct warm up to prepare students for activity
- appropriate formations and target directions
- retrieval procedures are set in place
- proper supervision at all times
- caution must be exercised when using striking implements with regard to swinging space and the dropping or throwing of the bat or racquet
Equipment and class management

- Where possible use equipment which does not ‘travel’ when it hits the ground, yet can be thrown or kicked with full force
- Kick empty cardboard boxes and milk cartons, very soft toys, light bean bags
- Strike suspended and swinging targets (e.g., a ball in a stocking)
- Kick/throw elastic or string tethered balls
- Throw crumpled up paper, soft toys, balloons, scarves, shuttlecocks
Formative and summative assessment

→ The standards are the basis for assessment
→ Build assessment into lessons
→ Use a variety of strategies to assess student progress in manipulative skills
  → structured observation
  → peer/self assessment
  → quizzes/tests
  → video analysis
  → goal setting
→ Assess in game type settings where possible - authentic assessment