Ball Skills (Manipulation Skills)

At the completion of this module, participants will:

• understand how the acquisition of and knowledge about manipulative skills fits into the health and physical education domain

• understand the links between the HPE domain and other domains relative to the acquisition of manipulative skills

• understand the importance of the need to master manipulative skills to enable participation in sports and games

• understand the process of skill acquisition and the progressive and sequential development of motor skills

• have knowledge of how to teach and assess manipulative skills

• be aware of resources designed to assist teachers to implement the ball handling component of the primary school physical and sport education program.
Participation in the ball handling program can contribute to students meeting standards in the Movement and Physical Activity Dimension and the Health Knowledge and Promotion Dimension.

**HEALTH AND PHYSICAL EDUCATION DOMAIN - LEARNING STANDARDS**

<table>
<thead>
<tr>
<th>Level</th>
<th>Movement and physical activity</th>
<th>Health knowledge and promotion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>At Level 1 students perform basic motor skills and movement patterns, with or without equipment, in a range of environments.</strong> They regularly engage in periods of moderate to vigorous physical activity. They use simple vocabulary to describe movement, the physical responses of their bodies to activity and their feelings about participation in physical activity. <strong>When participating in movement and physical activities, they follow rules and procedures and use equipment and space safely.</strong></td>
<td>In this domain, standards for the Health knowledge and promotion dimension are introduced at Level 3.</td>
</tr>
<tr>
<td>2</td>
<td><strong>At Level 2, students demonstrate basic motor skills and some more complex skills.</strong> They combine motor skills and movement patterns during individual and group activities. They demonstrate control when participating in locomotor activities requiring change of speed, direction and level. They create and perform simple rhythmic movement sequences in response to stimuli. They regularly engage in sessions of moderate to vigorous physical activity and describe the link between physical activity and health. <strong>They explain the contribution rules and procedures make to safe conduct of games and activities. They use equipment and space safely.</strong></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td><strong>At Level 3, students perform a broad range of complex motor skills.</strong> They demonstrate a wide variety of motor skills and apply them to basic, sport-specific situations. They create and perform co-ordinated movement sequences that contain a variety of motor skills and movement patterns. They participate regularly in physical activities for the purpose of improving skills and health and describe the components of health-related fitness. They begin to use basic games’ tactics. They work with others to achieve goals in both co-operative and competitive sporting and games’ situations, explain the concepts of fair play and respect the roles of officials. <strong>Students follow safety principles in games and activities.</strong></td>
<td><strong>At Level 3 students describe the stages of human development across the human lifespan. Students explain basic concepts of identity and use simple strategies to maintain and support their self-worth. They identify basic safety skills and strategies at home, school and in the community and describe methods for recognising and avoiding harmful situations. They describe how physical and social components in the local environment contribute to wellbeing and identify how health services and products address the health needs and concerns of the local community. They identify healthy eating practices and explain some physiological and economic reasons for people’s food choices.</strong></td>
</tr>
<tr>
<td>4</td>
<td><strong>At Level 4 students perform confidently and efficiently in a range of movement environments (indoor, outdoor and aquatic).</strong> They refine basic and complex motor skills and apply these skills in increasingly complex games and activities. They maintain regular participation in moderate to vigorous physical activity and monitor exercise intensity. They explain the process for improving health-related fitness. Students effectively use strategic thinking and work with both more- and less-</td>
<td><strong>At Level 4 students identify the likely physical, emotional and social changes that will occur during puberty. They identify and discuss the validity of the ways in which people define their own and other people’s identity. They describe the actions they can take if they feel unsafe at home, school and in the community. They describe the physical, social and emotional dimensions of health and establish health goals and plan strategies for improving their personal health. They describe a range of health services, products and information that can be accessed</strong></td>
</tr>
</tbody>
</table>
skilled peers to improve game performance. **Students**
work independently to improve performance. They
evaluate the performance of a partner and provide
constructive feedback based on performance criteria
to assist skill development. **Students** describe and
analyse the various roles required in competitive
sports. They **work in a group to create a game and**
establish rules and procedures for its safe conduct.

The standards in bold are directly linked to the acquisition of manipulative skills.
What are manipulation skills?

Manipulative skills are those that involve control of an object such as a ball, beanbag, hoop, rope, ribbon and frisbee. Most of these skills involve the hand and feet but other parts of the body can be used. Manipulative skills develop hand-eye and foot-eye coordination which are particularly important for tracking objects in space. Manipulative skills include throwing, catching, kicking, trapping, striking, volleying, rolling, dribbling. They are referred to as complex motor skills. Competence in manipulative skills generally occurs at a later stage than locomotor skills because of the need for complex hand eye and foot eye patterns required to track and intercept a moving object. Manipulative skills do not develop automatically. Lots of opportunities for instruction and practice are essential if students are to become competent with manipulative skills. The development of manipulative skills leads to students becoming more actively involved in games and play activity. Competence in manipulative skills can improve a student’s self esteem, peer acceptance and ease transition into local community and other outside school environments.

The acquisition of manipulative skills is a core component of a comprehensive school physical and sport education program.

The foundation of manipulative skills can be begin in the early years of schooling through exploratory activities with a wide range of equipment. Skills can be further developed and refined in the middle years. Activities and games of increasing complexity can be structured so that students progressively use the skills learned and reinforce them in play situations. Lead up activities and modified games are particularly useful for this purpose and can be continued into the upper grades where advantage can be taken of community interests in the major team sports.

Teaching and Learning Experiences

Students require quality instruction, opportunities for practice and lots of encouragement if they are to experience early success in manipulative skills. Teachers need to plan learning experiences in a logical manner and combine skills into more and more complex activities, drills and games as students improve. The use of teacher/student demonstrations, peer teaching, verbal cues, meaningful feedback, a variety of teaching approaches, attention to students learning styles, skills progression, different equipment and teachable moments should all be implemented to enhance this important area of learning in the physical and sport education program.

Games and activities should be commensurate with the skill level of participants therefore teachers will need to be able to cater for individual differences in their lessons. In games and activities where players are eliminated it is critical that re-entry or skill related tasks are available, to ensure continued and motivated involvement.
Student Centred Teaching and Learning Approaches

The Victorian Essential Learning Standards and the Principles of Learning and Teaching encourages teachers to use student centered learning and teaching approaches. What does this mean in a physical education context? Traditional physical education classes tend to treat a class of students as if it were a single child. The lesson format of warm-up, skill demonstration, skill practice, feedback, followed by a class game takes little account of students’ motor abilities, learning styles, and intellectual development. This type of teaching approach requires a high level of teacher support.

Learning how to learn and learning through movement are important objectives of student centred teaching approaches. They allow for individuals to respond at their own level of ability and provide more opportunities for a degree of success.

Varying the way teachers present the curriculum content during class can provide the learner with greater responsibility by becoming more involved in the learning process, having opportunities to explore and experiment with movement in a variety of ways. This in turn increases student motivation.

The teaching approach chosen will depend on:

- Teacher philosophy
- Teacher knowledge of level of support needed
- Students’ age, maturity, experience and motor ability
- Topic covered
- Time available

A lower level of teacher support and increased student involvement occurs where the teacher works closely with the students, guiding the learning as they begin to apply the skills, knowledge and understandings being taught.

During independent work, the student is practising, consolidating and applying skills, knowledge and understandings being taught, so there is a high level of student involvement with the teacher acting as the facilitator.

Exploratory Teaching

Exploratory teaching for movement skill learning requires the teacher to present broad based movement challenges or questions without requiring a specific solution. The students are not required to perform the skill with correct technique, at this stage, it offers them the opportunity to find their own solution to the challenge. It is particularly useful at the beginning of a manipulative skill unit and during the early years of school.

Examples:

- Can you kick the ball...
  - as hard as you can
  - so it travels very slowly
  - so it stays on the ground
  - through the hoop
  - with your opposite foot
  - with no backswing
  - with no knee bend
Can you catch the ball/frisbee...
- keeping your arms straight
- with one eye closed
- keeping your arms bent
- while you are sitting down
- near your feet
- above your head

Can you throw...
- as high as you can
- so the ball makes a loud noise when it lands
- and hit the wall
- forward
- without moving your feet
- over the rope
- moving your arm as fast as you can

**Questioning and Problem Solving**

Movement is used as a catalyst to stimulate thinking. There are many opportunities for the learner to incorporate thinking skills as they are encouraged to find solutions to problems in different ways. Convergent problem solving (*discovering answers to a problem*) and divergent problem solving (*searching for a variety of alternatives*) are ways teachers can involve the students in higher level thinking skills in physical education.

**Throwing**

- Try throwing the ball with your feet together
- Now throw and step forward with the same leg as your throwing arm
- Now throw and step forward with the opposite foot
- Which way was best? Why?

**Catching**

- What should your arms do when you catch a ball?
- Should they stay straight?
- Should they stay bent?
- Should they be straight at first and then bend?
- Which is the best way?
- Why do our arms bend as we catch a ball?
- Try catching a softly thrown ball, a hard thrown ball.
- What happens to your arms as you catch the ball? Is there a difference?

**Dribbling**

- Try dribbling the ball whilst standing still.
- Now try it while walking around. Which is more difficult?
- Now try it while walking around and looking where you are going. Which is more difficult?
- Try dribbling the ball with a flat hand, with your fingers, and slapping it, and pushing down.
- Which works best for you? Why?
Rolling

- How can you make the ball roll straight?
- How can you stop the ball bouncing before it rolls?
- How can you make the ball roll quickly?

The following are examples of teacher questioning in a physical education context using Bloom’s Taxonomy of thinking skills.

**Remembering**

- Should the arms be straight or bent when catching a ball?
- Which foot should you step forward with when you throw overarm?

**Understanding**

- What should you do if you want to throw the ball as far as possible? Why?
- Try dribbling the ball in different ways. What do we do with fingers, wrist, arm? Do we push down or slap at the ball? Why?

**Applying**

- How can you get away from your opponent so you can take the pass from your team mate?
- What sort of pass should you make so that your opponent can’t intercept?
- How can this game be modified so there is more opportunity for activity?

**Analysing**

- Watch the girl kick the ball each time. How was the second kick different from the first? Which kick went further? Why?
- How can you help a person who is having trouble striking a ball off a tee?

**Synthesizing**

- In your group of three create a ball game where players must co-operate with each other.
- How can you modify this ball game so that team members can practise kicking more?

**Evaluating**

- What changes would you suggest that Jane makes to her striking technique in order to get more power?
- Assess this group on their passing skills according to the following criteria.

It takes time and practice to incorporate these techniques into physical education teaching. The aim should always be to provide children with an *intellectually* as well as a *physically* stimulating learning environment.
**Task Cards**

Task cards can be successfully used to give some of the control of the learning to the students. They reinforce vital literacy skills, allow students to progress at their own pace, promote decision making and self-assessment. They reduce the need for repetitive instructions from the teacher. They can be especially helpful for activities that are of a self-testing nature. They may be composed of individual or group skills and challenges.

The teacher provides:

A series of tasks related to a skill at sequential degrees of difficulty. The student is able to choose a task that matches their ability level so promoting self-assessment and decision making. The student may then decide when to progress to a more complex task.

<table>
<thead>
<tr>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dribble the ball ten times each at a low, medium and high level</strong></td>
</tr>
<tr>
<td><strong>Dribble the ball around the obstacle course</strong></td>
</tr>
<tr>
<td><strong>Dribble the ball changing directions when you reach a ground marker</strong></td>
</tr>
<tr>
<td><strong>Dribble the ball, changing speed from fast to slow when you reach a ground marker</strong></td>
</tr>
<tr>
<td><strong>Dribble the ball ten times and pass to your partner</strong></td>
</tr>
<tr>
<td><strong>Dribble the ball and try to keep it away from you partner for one minute. Swap over</strong></td>
</tr>
</tbody>
</table>

**Peer Tutoring and Assessment**

Students are more likely to be engaged if they have opportunities to reflect on their own progress and think about their learning. Peer tutoring and assessment provides advantages for both tutors and learners. The learner has the opportunity to receive immediate feedback from their partner relating to their performance. The tutor is encouraged to observe and analyse their partner’s movement and decide which feedback to provide their partner with in order to improve skill performance. Further it provides the tutor with the opportunity to gain a greater understanding of the key components of the skill.
Manipulative Skills

Throwing

In throwing an object is propelled into space and is accelerated through the movement of the arm and the total co-ordination of the body. The throw may be performed in many forms

- two handed underarm throw
- one handed underarm throw
- overarm throw
- shoulder pass
- sidearm throw
- chest pass.

The underarm throw and the overarm throw form the basis for many other throwing forms and emphasis should be placed upon mastery during the primary school years.

Whilst many students will master the elementary pattern of the over arm throw as a function of maturation they will not progress to the mature form without instruction and practice. Many adolescents and adults fail to master the over arm throw which limits opportunities for participation in a wide range of games and sports.

Sequence of development:

1. Throw for distance      2. Throw for accuracy      3. 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 overhand 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>
</tr>
</tbody>
</table>
**Catching**

Catching uses the hands to stop and control a moving object. In theory catching is more difficult than throwing because the object must be tracked and the body moved into the flight path simultaneously. Another element that makes catching more difficult is fear of being hit by the object, resulting in the avoidance reaction of closing the eyes or turning the head. The size of the object should get smaller as young children improve catching skills.

The difficulties of the student learning to catch can be broken into three distinct areas:

**Ocular Maturity**

In simple terms, ocular maturity/inexperience means the catcher is not tracking the ball in its flight path.

The following activities practice tracking and have been proven to develop the elementary skills of catching.

1. A partner hides different coloured balls in their hands and drops one to the floor. The watcher has to nominate the colour of the dropped ball before it hits the ground.

2. A partner hides different coloured bean bags behind their back and throws one to the catcher who must nominate the colour prior to the catch and as early as possible.

3. Place different marks on a variety of balls. Hide the balls behind the back and throw one ball asking the catcher to nominate which mark is on the ball prior to the catch and as soon as possible. To increase the complexity, increase the number of balls from which to choose (ie throw a number of balls and ask the watcher to catch a specific one). The throws specified here are short, soft, looping underarm throws.

4. Drop a ball from shoulder height and the 'watcher' claps as the ball bounces. This practices the coincidence anticipation ability that transfers to hitting at the correct time in striking and closing the hands at the correct time when catching. This can be combined with nominating marks on the ball as in activity 3.

   The height of dropping the ball can also be varied to decrease the amount of information available to predict the bounce (ie drop from waist height and then knee height or throw the ball up or against a wall).

5. To further complicate matters and combine both tracking and manipulation, use balls of different weights and or size, so the catcher must attend to the specific ball and make a decision in regard to using an appropriate catching grip.

Manipulation Difficulties

This refers to the catcher having problems intercepting the flight path of the object so he/she will not close the hands at the appropriate time or to the size of the ball.

The following manipulation activities assist the development of hand-eye coordination and ball awareness. Many of the activities are self-regulating by nature so they will enrich the experience of the elite player while providing the learner with appropriate challenges for their stage of development. They can be used either as a complete lesson or as a warm up for any ball handling session.

1. The student tosses a ball from hand to hand; they start watching the ball carefully. Increase the speed as confidence grows.

2. The student creates a figure 8 around their legs. They reverse the direction and increase the speed.

3. The student holds the ball with two hands behind their legs. They toss the ball up between the legs and catch the ball in front of their legs and reverse.

4. The student holds the ball between their legs with one arm behind the legs and one in front. They drop the ball, swap hands and catch.

5. The student circles the body with the ball around their
   - ankles
   - knees
   - hips
   - neck
   They complete the circuit clockwise and anti-clockwise.

6. Students clench both fists and hit the ball from fist to fist.

7. Students place the ball on the ground between the feet (towards the front of the feet) and squeeze the feet together and flip the ball up at the front to be caught.

8. Same as No. 7, except the ball is placed towards the heels. The student flips the ball up behind and catches the ball.

9. Students close their eyes and place the ball on their head. They roll the ball off their head and try to catch it as close to the ground as possible. This can be done one-handed as well.

10. Students place the ball on the back of their hand and roll the ball to be caught on the palm. The ball must stay in contact with the hand at all times. Roll over the little finger, the middle finger or the thumb. Once comfortable with this activity, students complete with their eyes closed.

11. Students throw the ball up in the air and clap as many times as possible. Only successfully completed catches register. Students throw the ball higher and catch it lower to improve their score.

12. Students throw the ball up in the air and catch it in a 'nest' (formed by cupped hands held under the chin). Students must not move the nest to catch the ball but move their feet to reposition the nest under the ball. Note: This activity is designed to ensure children learn to move their feet (not just hands) to catch a ball. It is not designed as a catching technique drill.

13. Students throw the ball up in the air and catch it with their hands on the ground.
14. Students throw the ball up in the air and catch it above their eyes. (Which is easier, 13 or 14?)

15. Students drop the ball from shoulder height and catch it before it hits the ground (remember to bend their knees).
   - Students turn their hand around so they catch the ball with their hand coming down on top of the ball.
   - Students drop the ball, clap and then catch the ball with the hand still on top.
   - Students complete a circle around the ball with their hand and then catch it before it hits the ground (try it in both directions).

16. Students stand in pairs, back to back each with a ball. They circle their waists using the balls, handing the ball to each other going in a clockwise direction:
   - Circle - ankles
   - knees
   - neck
   change direction of rotation.

17. Paired Activities:
   Students stand in two lines, 5 metres apart and opposite one another
   - one ball - short catches
     - side to side
   - two balls - double catching:
     * Each student has a ball which they throw underarm to one another simultaneously.
       One partner throws low, one throws higher.
     * One bounces while the other throws straight to the chest.
     * Reverse the process.
     * Throw and catch one handed, right then left.

REMEMBER:

To assist 'watching the ball', place a cross on the ball (X) and constantly remind players to watch the cross.

Reprinted and edited from Victorian Cricket Coaching handout (Victorian Cricket Association, 1994)

Fear of Being Hit

When teaching in the early stages use objects that cannot hurt the receiver such as beanbags, balloons, soft balls, fleece balls. These objects move more slowly than balls, make tracking easier and do not hurt if they hit the child
## Catching Skill Progressions

<table>
<thead>
<tr>
<th>LARGE AND MEDIUM BALL</th>
<th>SMALL BALL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Catching a ball with arms and chest</td>
<td><strong>1.</strong> <em>Increase the size of the catching receptacle</em></td>
</tr>
<tr>
<td>- bounce and catch</td>
<td>- small witches hat</td>
</tr>
<tr>
<td>- throw in the air, bounce and catch</td>
<td>- fishing net</td>
</tr>
<tr>
<td>- throw in the air and catch</td>
<td>- dome markers</td>
</tr>
<tr>
<td>- throw onto wall on full bounce and catch</td>
<td>- ice cream containers</td>
</tr>
<tr>
<td>- throw onto ground to rebound off the wall, bounce and catch</td>
<td>- small rubbish bins</td>
</tr>
<tr>
<td>- throw onto ground to rebound off the wall and catch</td>
<td>- paper/aluminium foil plates</td>
</tr>
<tr>
<td>- underarm throw onto wall and catch (start a short distance and gradually work back)</td>
<td>- hats/caps</td>
</tr>
<tr>
<td><strong>2.</strong> Catching a ball with hands only</td>
<td><strong>• Throw small objects that ‘float’ to increase tracking time (use looped trajectory)</strong></td>
</tr>
<tr>
<td>- see bouncing activities.</td>
<td>- badminton shuttles</td>
</tr>
<tr>
<td><strong>3.</strong> Catching in a distracting environment.</td>
<td>- blackboard dusters</td>
</tr>
<tr>
<td><strong>4.</strong> Catching a ball with hands only</td>
<td>- very soft toys</td>
</tr>
<tr>
<td>(fingers up - high ball; fingers down - low ball)</td>
<td>- foam balls</td>
</tr>
<tr>
<td>- stationary</td>
<td>- ‘stocking’ balls</td>
</tr>
<tr>
<td>- using footwork</td>
<td>- tupperware containers and lids</td>
</tr>
<tr>
<td><strong>5.</strong> Catching a ball with hands only (fingers up and/or down) in a distracting environment.</td>
<td>- frisbees</td>
</tr>
<tr>
<td>- stationary</td>
<td>- ‘Frog’ type bean bags</td>
</tr>
<tr>
<td>- using footwork</td>
<td><strong>• Use excitement -</strong></td>
</tr>
<tr>
<td></td>
<td>- eg imitation (or real) eggs</td>
</tr>
<tr>
<td></td>
<td>- balloon with a small amount of water.</td>
</tr>
<tr>
<td></td>
<td>- Partner throws gently over short distances initially.</td>
</tr>
<tr>
<td></td>
<td><strong>2.</strong> Catch with both hands</td>
</tr>
<tr>
<td></td>
<td>- stationary</td>
</tr>
<tr>
<td></td>
<td>- using footwork</td>
</tr>
<tr>
<td></td>
<td>- over increasing distances</td>
</tr>
<tr>
<td></td>
<td>- fingers up - above waist level</td>
</tr>
<tr>
<td></td>
<td>- fingers down - below waist level.</td>
</tr>
<tr>
<td></td>
<td><strong>3.</strong> Catch with one hand</td>
</tr>
<tr>
<td></td>
<td>- stationary</td>
</tr>
<tr>
<td></td>
<td>- using footwork</td>
</tr>
<tr>
<td></td>
<td>- diving - ‘classic catches’</td>
</tr>
<tr>
<td></td>
<td>- over increasing distances</td>
</tr>
<tr>
<td></td>
<td><strong>4.</strong> Catching in distracting environment.</td>
</tr>
<tr>
<td></td>
<td><strong>5.</strong> Overhead catching</td>
</tr>
</tbody>
</table>

### Suggested Objects

**LARGE AND MEDIUM BALL**
- Foam balls, balloons, Gator Skin large and medium balls, soft and non-tightly inflated volleyballs, beach balls, soft playballs, basketballs.

**SMALL BALL**
- Eggs, soft gator skin balls, tennis ball size, waterbombs, sofscrosse balls, baseballs, Incrediballs, Kanga cricket balls, jugglers' balls, crumpled paper in stocking.
Stopping/Trapping

Stopping or trapping is a skill that requires various part of the body to stop the forward momentum of a moving object. With young students stopping a rolled ball should be taught before stopping a thrown object. The lesson focus should be on gaining control of the ball and being able to make adjustments relative to the speed of the ball and level of contact.

Trapping/Stopping skills

- Stopping a ball using different body parts.
- Stopping a ball using one hand (traveling in the same direction)
- Stopping a ball using two hands (meeting the ball front on).
- Stopping a ball using two hands (traveling in the same direction).
- Stopping a ball using one hand (meeting the ball front on).
- Stopping a ball using the sole of the foot.
- Stopping a ball with a bat or stick.
- Stopping a ball bounced by a partner using hands.
- Stopping a ball bounced by a partner using foot/chest.

<table>
<thead>
<tr>
<th>BALL SIZE</th>
<th>LEVEL</th>
<th>BODY PART</th>
<th>APPROACH</th>
<th>SPEED</th>
</tr>
</thead>
<tbody>
<tr>
<td>small</td>
<td>high</td>
<td>leg</td>
<td>stationary</td>
<td>slow ball</td>
</tr>
<tr>
<td>medium</td>
<td>medium</td>
<td>foot</td>
<td>moving</td>
<td>fast ball</td>
</tr>
<tr>
<td>large</td>
<td>low</td>
<td>chest</td>
<td>towards</td>
<td>away</td>
</tr>
<tr>
<td></td>
<td></td>
<td>hand</td>
<td>using equipment</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>eg bat</td>
<td></td>
</tr>
</tbody>
</table>
**Striking**

Striking occurs when an object is hit with an implement. It is a movement pattern that may be performed in different planes, with or without the use of equipment. Striking may involve contact with a stationary or moving object. Striking takes many forms

- two handed sidearm strike
- forehand strike
- backhand strike
- overarm strike

Lead-up progressions could include:

<table>
<thead>
<tr>
<th>OBJECT TO BE HIT</th>
<th>STRIKING IMPLEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>i) large stationary and soft</td>
<td>i) hand</td>
</tr>
<tr>
<td>eg balloon, toy on ‘T’, Gator Skin ball</td>
<td></td>
</tr>
<tr>
<td>ii) medium stationary and soft</td>
<td>ii) plate on hand</td>
</tr>
<tr>
<td>eg medium gator skin ball</td>
<td>eg ‘Grip’ ball disc</td>
</tr>
<tr>
<td>iii) small and stationary</td>
<td>iii) small light bat</td>
</tr>
<tr>
<td></td>
<td>eg paddle bat</td>
</tr>
<tr>
<td>iv) suspended ball</td>
<td>iv) light racquets with short handles and large striking surface</td>
</tr>
<tr>
<td>v) swinging ball</td>
<td>v) wide surface long bats</td>
</tr>
<tr>
<td></td>
<td>eg tennis racquet, Kanga Cricket bat, fat T-ball soft bat</td>
</tr>
<tr>
<td>vi) vertically dropped ball</td>
<td>vi) baseball/softball bat</td>
</tr>
<tr>
<td>vii) ball bounced towards striker</td>
<td>vii) badminton racquet</td>
</tr>
</tbody>
</table>
**Rolling**

The movement pattern of ball rolling involves imparting force to an object in such a way that it travels along the ground.

**Rolling Skills**

- Two-hand roll.
- One-hand roll.
- Rolling with different body parts.
- Rolling with either hand.
- Rolling a ball with spin.

<table>
<thead>
<tr>
<th>DIRECTION</th>
<th>SPEED</th>
<th>VARIATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>forwards - one hand</td>
<td>fast to knock over object</td>
<td>between two lines over various distances against a wall to hit a moving target accuracy from different body positions using various approaches</td>
</tr>
<tr>
<td>backwards - two hands</td>
<td>slow to stop at a point</td>
<td></td>
</tr>
<tr>
<td>along a line</td>
<td>slow to chase and retrieve</td>
<td></td>
</tr>
<tr>
<td>at a target/object</td>
<td></td>
<td></td>
</tr>
<tr>
<td>in various directions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Dribbling**

Dribbling is a movement pattern that involves receiving force from an object and immediately imparting force in a downward, or horizontal direction without the use of an implement.

**Dribbling Skills**

- hand dribble,
- foot dribble
- implement dribble

Exploration with various types of balls, body parts and pieces of equipment.

<table>
<thead>
<tr>
<th>Body Part</th>
<th>Equipment</th>
<th>Speed</th>
</tr>
</thead>
<tbody>
<tr>
<td>hand</td>
<td>stick</td>
<td>slow</td>
</tr>
<tr>
<td>foot</td>
<td>bat</td>
<td>fast</td>
</tr>
<tr>
<td>foot and hand</td>
<td></td>
<td>medium</td>
</tr>
<tr>
<td></td>
<td></td>
<td>change of pace</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Direction</th>
<th>Height</th>
<th>Ball</th>
</tr>
</thead>
<tbody>
<tr>
<td>along a line</td>
<td>ground eg. hockey</td>
<td>small</td>
</tr>
<tr>
<td>around a circle</td>
<td>knee eg football (ball along the ground)</td>
<td>medium</td>
</tr>
<tr>
<td>stop under control</td>
<td>hip eg basketball</td>
<td>large</td>
</tr>
<tr>
<td>weaving</td>
<td></td>
<td></td>
</tr>
<tr>
<td>dribble and shoot for goal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>rapid change to avoid opponent</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Kicking**

Kicking involves imparting force to an action with foot or leg, it is a striking action executed with the feet.

**Kicking skills**

- Place kick
- Punt kick
- Soccer kick

**Sequence of Development:**

1. Kick for distance
2. Kick for accuracy
3. Kick for distance and accuracy

Encourage kicking with the non-preferred foot **after** technique has been mastered with the preferred foot.

Exploration with various types of balls

<table>
<thead>
<tr>
<th>STILL BALL</th>
<th>MOVING BALL</th>
<th>DIRECTION</th>
<th>TARGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>body stationary</td>
<td>ball in the air</td>
<td>inside of foot</td>
<td>distance</td>
</tr>
<tr>
<td>body moving</td>
<td>ball on the ground</td>
<td>outside of foot</td>
<td>stationary partner</td>
</tr>
<tr>
<td></td>
<td>ball bouncing along the ground</td>
<td>top of foot forwards</td>
<td>moving partner</td>
</tr>
<tr>
<td></td>
<td>ball dropped from hands</td>
<td>top of foot - over the head</td>
<td>along a line</td>
</tr>
<tr>
<td></td>
<td></td>
<td>heel of foot - backwards</td>
<td>rebound off wall</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>over an opponent to a partner</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>between objects</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>into objects</td>
</tr>
</tbody>
</table>
Innovative Equipment

One class management concern that arises when teaching ball handling is the very fact that balls are being used. Problems such as space, retrieval time and balls rolling once they land, cause some class management difficulties. Below are a few suggestions which may alleviate some of these concerns.

Use a confined space, eg enclosed tennis court, indoor area, rebound wall area.

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 (eg a ball in a stocking)
- kick/throw elastic or string tethered balls
- throw crumpled up paper, soft toys, shuttlecocks scarves, juggling balls

SAFETY

Teachers are responsible for ensuring the safety of their students.

The use of equipment such as that described above reduces the risk of injury to students.

Teachers should ensure that adequate space is provided, retrieval procedures are set in place and the appropriate formations and target directions are utilised to maximise the provision of a safe working environment.

When using striking implements caution must be exercised with regard to swinging space and the dropping or throwing of the bat or racquet.

Pay careful attention to the suitability of any activity surface.

Encourage students to wear appropriate clothing and footwear

Provide proper supervision at all times

Ensure a correct warm up to prepare students for activity
Additional Minor Games and Activities to assist teaching Manipulative Skills

Throwing and Catching Chaos

Students: Whole class divided into two teams.
Equipment: soft balls
Area: Rectangular area approx one third of a netball court in size
Activity: Team A stands around the boundary of the rectangle. Team B each has a soft ball and stands inside the rectangle. On the “Go” signal Team B must make as many passes as possible to someone in Team A within a given time frame. Team A members cannot pass to consecutive Team B members.

Star Passing

Students: Groups of five
Equipment: tennis balls/bean bags/ small soft balls
Area: Open space
Activity: With five players in a star formation, each player passes underarm to a second person on the left. As skill increases add a second ball. Call the player’s name to be passed to.

Birdies in the Cage

Students: groups of 8-15
Equipment: Basketball/soft ball
Area: Large Open Area
Activity: Players stand in a circle formation. Two/three students stand in the centre of the circle. The object of the game is for the centre players to try to touch the ball while circle players are passing it. After a brief time choose new players to enter the circle. If scoring is desired centre players can count the number of touches they made. The ball should move rapidly. Passing to a neighbouring player is not allowed. Play can be limited to a certain type of throw (underarm, bounce pass, overarm)

'LET'S ELIMINATE ELIMINATION GAMES' - alternative ideas

Elimination games eg Poison Ball, usually eliminate students who most need to practice the skill involved in the game/activity. It is therefore essential that teachers provide suitable skill practices for 'eliminated' students, who return to the game immediately after completing the required task.

WHO'S GOT ME OUT?

A 'brandy' game using a soft nerf type ball. Everyone is against everyone in a defined area (the size depends on the number of participants). If branded the student is 'eliminated' and leaves the playing area, returning to the game when the person who eliminated them is branded and therefore is temporarily eliminated.
**DRIBBLE TAG**

Designed as an open skill practice for various game skills eg the basketball dribble. Each player dribbles a ball (nominate which hand etc) within a defined area (the size depends on the number of participants). Everyone tries to knock everyone else's ball away and at the same time keep control of their own.

A student is 'eliminated' if control of the ball is lost, but rejoins the game after having dribbled the ball twice around the perimeter of the court. This gives students who are eliminated some valuable practice in a more closed situation. This activity can be adapted for soccer, hockey etc.

**RUN THE GAUNTLET**

A 'brandy' game using a soft nerf type ball. Two teams - the branders and the runners. The branding team lines up along both sides of a running corridor and tries to eliminate (by branding) each runner as they individually try to score a run by running the length of the corridor. Keep score until everyone is eliminated and then change over. Second innings - 2 balls etc. (Think of other variations to this activity).

**PASS TAG**

Players spread out in a defined area (the size depends on the number of participants). Nominate 'it' who then has to escape being tagged by the other players. These players pass a ball around and can only make a tag if they are in possession of the ball and can tag 'it' without stepping with the ball. Time how long 'it' can stay untagged ('World Record'). Note: taggers need to learn to move into space to receive the pass and try to make the tag.
## BENCHMARK SKILLS

<table>
<thead>
<tr>
<th></th>
<th>P</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rolling</strong></td>
<td></td>
<td>• exploring different ways of rolling various types of balls</td>
<td>• two hand roll - rolling with</td>
<td>• rolling with one hand</td>
<td>• rolling with either hand</td>
<td>• rolling a ball with spin</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Stopping</strong></td>
<td></td>
<td>• exploring different ways of stopping a ball using various body parts</td>
<td>• using two hands to stop a ball</td>
<td>• using one hand</td>
<td>• using sole of the foot</td>
<td>• stopping a bounced ball using foot and or chest</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Bouncing</strong></td>
<td></td>
<td>• bounce and catch - two hands</td>
<td>• two hand continuous bounce</td>
<td>• one hand continuous bounce</td>
<td></td>
<td>• bounce using alternate hands</td>
<td>• bounce using a piece of equipment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Kicking</strong></td>
<td></td>
<td></td>
<td></td>
<td>• kick stationary ball</td>
<td>• punt - dominant foot</td>
<td>• kick a ball in flight with either foot</td>
<td></td>
</tr>
</tbody>
</table>
## BENCHMARK SKILLS

<table>
<thead>
<tr>
<th></th>
<th>P</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Throwing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• two hand underarm throw</td>
<td>• chest pass</td>
<td>• overhand throw (FMS)</td>
<td>• one hand shoulder pass</td>
<td>• throwing a ball with spin</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• one hand underarm throw</td>
<td>• two hand overhead throw</td>
<td>• two hand underarm throw from the side</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• two hand overhead throw</td>
<td>• sidearm throw</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Catching</strong></td>
<td>• catching a ball with arms and chest</td>
<td>• two hand tennis ball catch (FMS)</td>
<td>• two hand catch - chest height</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• two hand catch at student's own height level</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• one hand catch at high and low level (either hand)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Dribbling</strong></td>
<td></td>
<td></td>
<td>• walking while continuously bouncing or kicking, changing direction and side of the body</td>
<td>• dribbling a ball using either hand or foot or with a stick</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• dribbling using either hand or foot or with a stick in a distracting environment</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Striking</strong></td>
<td>• two hand underhand strike</td>
<td>• underarm strike - either hand</td>
<td>• heading a ball</td>
<td>• forehand strike (FMS)</td>
<td>• striking a ball with flat/top/backspin</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• striking a stationary ball</td>
<td>• underarm strike - holding a bat</td>
<td></td>
<td></td>
<td>• two hand side-arm strike (FMS)</td>
<td></td>
</tr>
</tbody>
</table>
Assessment of Manipulative Skills

To effectively assess against the Victorian Essential Learning Standards a combination of summative and formative assessment is required.

Summative (assessment of learning) is required to determine what the student has achieved. Formative (assessment for learning and assessment as learning) is required to inform the next stage of learning that will occur, and to encourage students to reflect on their own learning. Both forms of assessment need to include authentic assessment tasks which are those in which students are asked to perform real world tasks demonstrating the application of knowledge and skill.

Assessment of students must also evaluate in an integrated way rather than treating each and every standard as discrete. Assessment in this manner more clearly reflects how students actually learn and develops deep understanding in learners which can be transferred to new and different contexts.

Effective assessment practices can assist students to learn more effectively if they develop student’s capacity to reflect on their learning, develop deeper understanding and cultivate higher order thinking skills.

Assessment for improved student learning and deep understanding requires a range of assessment practices to be used with three overarching purposes:

Assessment of Learning (summative)

Is the product of ‘on-balance’ judgement based on an accumulated range of assessment sources to determine what the student has achieved at the end of a learning sequence or unit. Conducting summative assessment at the end of a unit enables teachers to ascertain student’s development against the unit goals and to set future directions for learning. Summative assessment can be referred to as assessment of learning.

Assessment for Learning (formative)

Are assessment tasks which occur during the teaching and learning activities.

Assessment for learning occurs when teachers make inferences about student learning to inform their teaching. It provides continuous feedback to both students and teachers which enables them to monitor progress, identify and address gaps and errors in learning.

Assessment as Learning (formative)

Occurs when students reflect on and monitor their progress to inform their future learning goals. The purpose is to involve students in their own assessment as they learn. When students become proficient at self assessment it helps understand the purpose of their learning and clarify learning goals.

Authentic Assessment

“An authentic assessment task is one that is performed in a real life context that approximates as much as possible, the use of that skill or concept in the real world. (Elementary Physical Education Teaching and Assessment, Hopple,C p11)

Authentic assessment is based on the development of a meaningful product, performance or process over time. Students develop and demonstrate the application of their knowledge and skills in real world situations which promote and support the development of deeper levels of understanding. Authentic assessment stems from clear criteria of which students are aware and involved in the development and evaluation of.
The more authentic the context or situation the more motivational the assessment is for the students. As an example consider the 1.6km run/walk fitness test for cardiovascular health and the setting in which it takes place. On a specific day students are required to run the 1.6k around a course usually the school grounds or play area. This is not authentic. How many children typically run this distance as part of their normal lives? Can you suggest a way of making this type of activity more authentic in nature? (eg as part of an orienteering course, a bushwalk, the 10,000 steps program, meeting the National Physical Activity Guidelines) It is not possible to make every assessment task authentic in nature but it is worthwhile asking the question when considering assessment tasks.

Authentic assessments meets all/some of the following criteria. It refers to assessment that:

- looks at students actively engaged in completing a task that represents the achievement of a learning goal or standards;
- takes place in real life situations;
- asks students to apply their knowledge in lifelike situations
- intertwines assessment and teaching making it difficult to tell them apart
- students are given/negotiate the criteria against which they are being assessed
Assessment rubric: Ball skills

Assessment Task (Level 3)
There are three parts to the assessment task:
Part 1: During minor games, students perform an overhand throw from a stationary position.
Part 2: During minor games, students perform a catch from a stationary position.
Part 3: During minor games, students move into position and perform an overhand throw or catch.

Suggested duration: 8 lessons.
Assessment can be integrated throughout the teaching and learning sessions.

<table>
<thead>
<tr>
<th>Assessment criteria</th>
<th>Towards the level</th>
<th>At the level</th>
<th>Beyond the level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overarm throw in stationary position</td>
<td>Attempts skill but lacks correct technique or control.</td>
<td>Demonstrates skill with the correct technique and control.</td>
<td>Performs skill with correct technique and control in a complex skill development activity.</td>
</tr>
</tbody>
</table>
* Eyes focused on target
* Stand side on to target
* Step forward with opposite foot during the throw
* Throwing arm follows through down and across body
| Catch in a stationary position. | Attempts skill but lacks correct technique or control. | Demonstrates skill with the correct technique and control. | Performs skill with correct technique and control in a complex skill development activity. |
* Eyes are focused on the ball
* Hands move to meet the ball
* Catch and control the ball with hands only
* Elbows bend to absorb the force of the ball
| Ability to move into position to proficiently perform the overhand throw or catch. | Does not move into the correct position or moves into the wrong position, and/or performs skills without the correct technique or control. | Demonstrates skills with the correct technique and control after moving into correct position. | Moves into correct position to perform skills with the correct technique and control in response to demands in a complex skill development activity. |
* Tracks the ball speed and direction
* Anticipates ball trajectory
* Moves towards the ball with correct footwork
* Positions body behind the ball
* Hands are in correct position to receive ball

Sample Record Sheet

Student Name: ______________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Session 1</th>
<th>Session 2</th>
<th>Session 3</th>
<th>Session 4</th>
<th>Session 5</th>
<th>Session 6</th>
<th>Session 7</th>
<th>Session 8</th>
<th>On balance judgement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Criterion 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Criterion 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Adapted from VCAA Assessment Advice
**DRIBBLING THE BALL FOR SPEED CHECKLIST**

Directions:
As your partner dribbles the ball across the floor and back, make sure that you are in a good position so that you can clearly see your partner dribble and you can correctly observe his/her performance.

Use the checklist provided to record your observations. Place a tick (✓) in the space in front of each performance element that you observed your partner consistently demonstrate.

Remember this is not being used to grade your partner. It is used to help him/her improve his/her performance. You are the teacher or the coach.

**PEER ASSESSMENT- SOCCER DRIBBLE**

<table>
<thead>
<tr>
<th>Date Completed:</th>
<th>Name of Observer:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**..........................................................................................................................
..................................................................................................................................................

<table>
<thead>
<tr>
<th>Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Upright body position</strong></td>
</tr>
<tr>
<td><strong>Head up, looks down field</strong></td>
</tr>
<tr>
<td><strong>Looks at the ball occasionally</strong></td>
</tr>
<tr>
<td><strong>Taps the ball with the inside or top of the foot, pushing it about three feet in front of dribbler</strong></td>
</tr>
<tr>
<td><strong>Maintains control of the ball</strong></td>
</tr>
</tbody>
</table>
Create a Game

Names

In a group of four, create and play a game that:

1. contains dribbling, passing, receiving, running and dodging
2. has no more than 8 rules
3. is safe to play
4. provides all team members lots of opportunity to participate

Use the rubric below as you work so you can be sure your game can meet the criteria

<table>
<thead>
<tr>
<th>Score</th>
<th>Score</th>
<th>Score</th>
<th>Score</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent work! You went above and beyond!</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good work! Everything is here!</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good Attempt! Just a few things are missing. Would you like another try?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Let’s be sure that you understand. I recommend that you try this one again. See me for more explanation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Let’s be sure that you understand.
I recommend that you try this one again. See me for more explanation.
Kicking the Ball Around

☆ What is a hint to remember when you are dribbling with your feet?

☆ What is a hint to remember when you kick the ball with either foot?

☆ What is a game or activity that uses punting the ball?

Figure 11.2 Portfolio task assessment sheet for kicking, grades 3 to 4.
Each partner gets three underhand throws to the target. Watch your partner throw; if he or she steps with the opposite foot when throwing, mark a smiley face in the circle. If your partner does not step with the opposite foot for a throw, mark an X in the circle.

Example:

- Did step with opposite foot
- Did not step with opposite foot

Partner 1's name

Partner 2's name

Partner 1

Partner 2

Partner 1

Partner 2

Figure 11.5 Performance task assessment sheet for throwing, grades 1 to 2.

Resources

Fundamental Motor Skills Resources
Manual for Classroom Teachers
Activities Resource
Instructional CD
Posters

ACHPER Victorian Branch
GPO Box 412, Melbourne 3001
Tel: (03) 9851 6966
Fax: (03) 9851 6163

Dynamic Physical Education for Elementary School Children
Robert Pangrazi

Pearson Education 2004

Motor Skills & Movement Stations
Lesson Plans for Young Children
Landy and Burridge

Centre for Applied Research in Education 2000

Developmental Physical Education
For all Children
Gallahue, D.

WCB McGraw Hill 2002

PE Teachers Pre-Sport Skills
Lessons, Activities and Games for Grades 4-6
Landy, J

Centre For Applied Research in Education 2002