

Level

F	<b>I</b>	2	3	4	5	6	B6
---	----------	---	---	---	---	---	----

# Bats, balls and body bits

## Strands

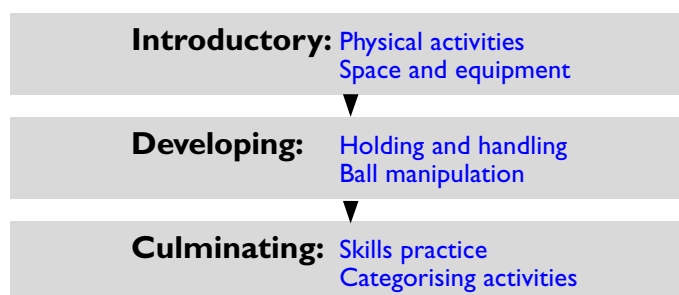
Developing Concepts and Skills for Physical Activity  
Enhancing Personal Development

## Purpose

Students develop manipulative skills to send objects away from the body, receive and maintain possession of objects using a variety of body parts and implements. They demonstrate their listening, sharing and cooperation skills as they explore movement challenges individually and with a partner. Students identify games, sports and physical activities that use the skills they are developing and categorise these under a range of different headings.

## Overview of activities

Activities in this module are based on a learner-centred approach with an emphasis on decision making and problem solving. As the following diagram shows, activities are sequenced in **introductory**, **developing** and **culminating** phases.



## Core learning outcomes

This module focuses on the following core learning outcomes from the Years 1 to 10 Health and Physical Education Syllabus:

### Developing Concepts and Skills for Physical Activity

1.2 Students demonstrate a variety of manipulative skills using a range of implements and different parts of the body.

1.4 Students categorise the physical activities that they and others watch or play.

### Enhancing Personal Development

1.4 Students demonstrate basic speaking, listening, sharing and cooperation skills to interact effectively with others.

## Core content

This module incorporates the following core content from the syllabus:

### Developing Concepts and Skills for Physical Activity

- fundamental movement skills, particularly locomotor and manipulative skills;
- components of movement, particularly body awareness, space awareness and relationships with people and objects;
- safe behaviours in physical activities;
- factors that influence attitudes towards, and participation in, physical activities;

### Enhancing Personal Development

- interpersonal skills, particularly in relation to communication — including rules of conversation, listening and responding — cooperation, making decisions and solving problems.

## Assessment strategy

The following are examples of assessment tasks that provide opportunities for students to demonstrate the core learning outcomes identified in this module.

### Developing Concepts and Skills for Physical Activity 1.2

- **Students demonstrate the following manipulative skills in a circuit of activities: rolling, fielding, kicking and dribbling a ball with their feet, striking an object with the hand and with other parts of the body, striking an object with a bat and other implements using a one-handed action. They each complete a self-assessment sheet to indicate their proficiency in these activities.**
  - Can the student demonstrate the range of manipulative skills using different parts of the body?
  - Can the student demonstrate the use of different implements to manipulate objects?
  - Does the student demonstrate an awareness of others when manipulating objects?

#### Developing Concepts and Skills for Physical Activity 1.4

- Students engage in a think, pair, share activity to propose ways of categorising the physical activities that they have identified during the module. They categorise these activities and explain reasons for their choices.
  - Can the student identify physical activities that they and others watch or play?
  - Can the student identify appropriate categories to organise physical activities?
  - Can the student explain his or her choices of categories for the physical activities named or illustrated?
  - Can the student select appropriate categories for the physical activities that he or she has identified?

#### Enhancing Personal Development 1.4

- Students demonstrate basic speaking, listening, sharing and cooperation skills to plan and practise manipulative skills with a partner. They then use these skills in small group games to interact effectively with others in a game situation.
  - Does the student demonstrate basic speaking and listening skills when working with a partner?
  - Does the student willingly share equipment with a partner and with others in the group?
  - Can the student cooperate with a partner and with team members in a game situation?

## Background information

### Skill acquisition

The acquisition of fundamental skills forms the movement foundation upon which more complex game, dance and gymnastic activities are developed. Successful movement experiences enable students to develop feelings of competence which assist them to develop positive attitudes towards their physical abilities. Such positive attitudes are necessary if students are to develop a lifelong commitment to an active, healthy lifestyle.

### Equipment

Students should be given opportunities to use a variety of balls of different textures, shapes, weights and sizes and to explore the use of a variety of striking implements, including body parts, sticks, short-handled bats and racquets.

The use of beanbags, foam balls or under-inflated balls in initial throwing, catching and kicking activities is recommended as these are non-threatening and travel short distances. Rolling, batting, hitting or kicking towards a fence, rebound net, wall or sloping ground reduces time spent retrieving balls.

## Progression

Students should practise skills individually before working with a partner and should practise them while stationary before travelling. Both left and right sides of the body should be used for all activities. Include activities in lessons that extend more able students, such as increasing the difficulty of the task or changing the equipment being used.

## Modifications

Rules for games should be modified to ensure that all students are able to participate fully in activities. Examples of modifications that could apply to activities in this module include:

- providing equipment that is lighter, shorter or more brightly coloured than that commonly used;
- using equipment containing bells;
- providing alternative goals or targets.

## Terminology

Activities in this module involve use of the following language in the context of Health and Physical Education:

backwards	games	low	roll
categories	hand	outdoors	sideways
competition	heel	oval	sole
field	high	palm	space
fingers	indoors	personal space	sports
foot	inflated	physical activities	strike
forwards	levels	retrieve	toe

## School authority policies

Teachers need to be aware of and observe school authority policies that may be relevant to this module.

Safety policies are of particular relevance in this module. Some safety issues that teachers should consider are:

- including appropriate stretching exercises in warm-up and cool-down activities;
- ensuring the area for the physical activities is suitable — for example, flat and free of stones and loose objects, non-slippery, large enough for the number of students participating;
- ensuring activities are appropriate to the students' skill levels;
- ensuring equipment is in good condition.

## Social justice principles

This module provides opportunities for students to increase their understandings and appreciation of supportive environments and diversity. It includes activities that encourage students to:

- understand and demonstrate actions that show an awareness and consideration of others when moving in defined spaces;
- work cooperatively with others in a range of activities;
- acknowledge and value the interests and abilities of others.

Students with disabilities or learning difficulties may require some activities to be modified to optimise both their participation and their ability to demonstrate the outcomes. Teachers should consult with parents/carers and specialist support staff to determine whether modification is necessary.

## Support materials and references

---

Australian Sports Commission 1991, *Sportstart: Developing Your Kids' Skills at Home*, Canberra.

Australian Sports Commission 1994, *Sport It: Towards 2000: Teacher Resource Manual*, Canberra.

Logsdon, B., Alleman, L., Straits, S., Belka, D. & Clark, D. 1994, *Physical Education Unit Plans for Grades 1–2*, Human Kinetics, Lower Mitcham, South Australia.

## Activities

### Introductory

#### PHYSICAL ACTIVITIES

#### Sharing knowledge of physical activities

► Students share with a partner their knowledge of the physical activities that they and others watch or play. They describe the area in which the activity takes place and the type of equipment used — for example, tennis is played on a court and a racquet, tennis ball and net are needed. Activities identified are then shared with the whole group so students develop an understanding of the range of physical activities that are available to them.

#### Focus questions could include:

- What physical activities do you play? Whom do you play with?
- What physical activities do you watch? Where do you watch them? Whom do you watch them with?
- Where do these activities take place — for example, on a grassy field, indoors, in a pool?
- What equipment is used?
- What are some other physical activities that you know other people watch or play?

#### Teaching considerations

Explain to students that physical activities usually involve vigorous movement of the whole body and skills such as running, jumping, twisting, turning, and throwing, kicking, hitting and catching a ball.

Remind students of the rules of conversation when sharing information with their partner — for example, taking turns in speaking and listening, not interrupting, looking at the person to whom they are speaking or listening.

Keep a list of the physical activities that students identify for use later in this module.

#### SPACE AND EQUIPMENT

#### Exploring the general space and equipment to be used

► Students explore the general space that has been defined for activities. They travel around the perimeter or within the space in response to teacher instructions.

#### Challenges could include:

- Show me how you can travel around the outside of the area moving forwards/sideways.
- Find a space of your own and make a wide/small/narrow/tall shape.
- Travel quickly/slowly around the outside of the space and, on the signal, travel quickly/slowly to a space of your own.

**Teaching considerations**

Define the area to be used with playground markers or physical features of the area, such as ground markings or trees.

Ensure students travel safely by controlling their movements and watching where they are going to avoid contact with others.

To encourage exploration in this and other activities, use verbal challenges such as: Can you ...? How many ways can you ...? How fast/slowly can you ...? Show me how you ...? Is there another way to ...?

- ▶ Students select a piece of equipment provided for the lesson and, keeping within their personal space, explore ways in which it can be used.

**Teaching considerations**

Have available some beanbags and balls of different sizes, weights and textures.

Observe students during free play to gauge individual skill levels handling various equipment. This information will influence the choice of activities offered.

Where a variety of equipment has been used, have students exchange it after a period of time.

If there is a large space available, invite students to explore ways of playing with the equipment while moving in an open area.

Each lesson drawn from this module could begin with free play or free practice of previously learned skills.

**Developing**

**HOLDING AND HANDLING**

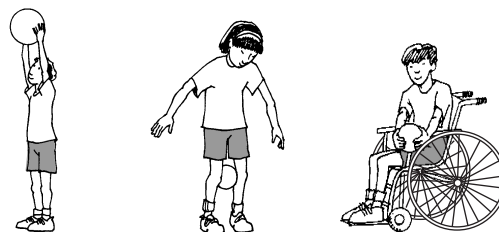
**Exploring ways of holding and handling equipment**

- ▶ Students explore different ways of holding a beanbag or small or medium-sized ball while remaining stationary in their personal spaces — for example, with one and two hands, between ankles, between knees. They also explore holding the ball at different levels — high, medium, low — and in various positions in relation to their bodies, such as above their heads, behind their backs, below their knees.

**Teaching considerations**

At this stage of a student’s development, the ball or beanbag should be gripped with the fingers and not held in the palm of the hand.

It may be necessary to differentiate between holding the equipment and balancing it on different parts of the body, such as on top of the head.



- ▶ Students travel in the general space, remaining within the defined area, while holding a ball or beanbag in the various positions they explored while they were stationary. They change the position of the ball or beanbag on a signal, such as a clap or verbal command, from the teacher.

---

**Teaching considerations**

Encourage students to keep their heads up and their eyes open when they are moving to avoid collisions.

Challenge students to use different ways of travelling, such as jumping, hopping, skipping, while holding the equipment.

---

- ▶ Students respond to teacher directions to pass the ball or beanbag from hand to hand while stationary and then while moving.

---

**Teaching considerations**

Directions could include passing the ball hand to hand, around the head, around the body, around the knees or in a figure of eight around the legs.

They could carry out the movements slowly or quickly and gradually increasing or decreasing speed.



- 
- ▶ In pairs, students pass a ball or beanbag between each other:
    - with two hands or one hand while facing;
    - with two hands or one hand while back to back;
    - with two hands or one hand while standing side by side.

---

**Teaching consideration**

Challenge students to vary the speed and invent different ways of passing the ball or beanbag to each other.

---

- ▶ Students travel with a partner, handing a ball or beanbag between each other as they travel. They change their positions in response to teacher directions, such as ‘Travel side by side’, ‘Travel facing your partner’.

---

**Teaching considerations**

Stress that students are to hand, not throw, the ball/beanbag between each other and that cooperation will be necessary to successfully complete the challenge.

Ensure students travel safely by controlling their movements and watching where they are going to avoid contact with others.

---



**BALL  
MANIPULATION****Exploring controlling, receiving and releasing different types of balls using different body parts**

► Students explore ways of moving a ball around on the ground in their personal space using different parts of their bodies to control the movement of the ball and to stop it.

**Focus questions could include:**

- How many body parts can you find to move the ball along the ground without letting it get away from you?
- How many body parts can you use to stop the ball?

**Teaching considerations**

Medium-sized balls are recommended for this activity.

Encourage students to use a range of body parts such as hands, feet, knees, elbows, fingers, toes, heels, soles of the feet.

Encourage students to share equipment if different types of balls are used.

► Students identify and describe physical activities that require people to move and control a ball using parts of body other than the hands.

**Focus questions could include:**

- Which physical activities do people watch or play where players use parts of the bodies other than their hands to play a ball?
- In what ways do they play the ball?
- What types of balls do they use? Do they have any protection on their bodies?

**Teaching consideration**

Add any physical activities not previously mentioned to the list compiled at the start of this module.

► Students explore rolling and fielding a small or medium-sized ball they are able to hold. Using a one-handed action, they roll the ball along the ground:

- into a space;
- along a marked line;
- between rows of markers;
- at different speeds;
- as far as possible.

They field the rolled ball with their hands:

- from behind, running after it once it stops;
- from behind while it is still moving;
- from in front of the ball by running ahead of it and fielding it as it rolls towards them;
- as it rebounds after being rolled at a wall, rebound net or fence.

**Focus questions could include:**

- What are some activities that involve rolling a ball along the ground?
- What types of balls are used for these rolling activities? Why?
- What do you need to do to make the ball travel faster/slower?
- What physical activities involve fielding a ball as it rolls along the ground?

**Teaching considerations**

The key teaching points for a one-handed roll include:

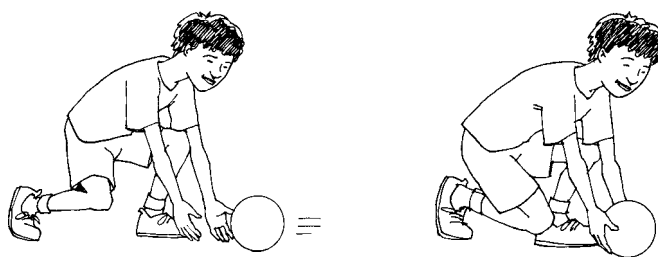
- holding the ball in the fingers and not in the palm;
- looking at the target;
- having a relaxed and fairly straight arm swing;
- stepping forward on to the foot opposite the rolling arm, to transfer the body weight forward;
- releasing the ball close to the ground with a final wrist action;
- allowing the arm follow the direction of the ball.

The key teaching points for fielding a ball include:

- looking at the ball;
- moving the body to be in line with the oncoming ball;
- bending the body at hips and knees;
- forming a 'scoop' with the hands, fingers pointing down and spread, little fingers together;
- having a flexible, rather than rigid, grip;
- closing fingers around the ball to gather it.



**Rolling a ball with one hand**



**Fielding a ball**

► Students practise rolling a ball with a partner. They use a one-handed action to roll a ball:

- between their partner's feet;
- to their partner's feet;
- along a bench or seat to their partner;
- at the same time their partner rolls a ball to them.

**Focus questions could include:**

- How can you help your partner practise rolling?
- How does it feel when your partner offers you encouragement?

---

### Teaching considerations

Instruct students to concentrate on their partners during the activity, rather than on the pairs working near them. Encourage cooperation skills during these activities.

Observe students during partner activities to note whether they work cooperatively, share equipment and offer encouragement to each other.

---

► Students face a partner in a sitting or standing position and use different body parts to move the ball away from them and to stop the ball when rolled to them by their partner.

► Students use their feet to explore ways of moving a ball on the ground in their personal spaces. They use different parts of their feet to move the ball in different directions and to stop it. Once they have explored using toes, heels, instep, inside, outside and the soles of their feet, students explain which part of the foot they prefer to use and why.

---

### Teaching considerations

It may be necessary to name the different parts of the foot for students so they are able to follow directions.

The size of personal space used by each student should allow safe movement. Most students at this level will not have well-developed skills in ball control and will need more space to work in.

Challenge students to use each part of the foot to move the ball a certain distance and to stop it.

---

► Students practise kicking a stationary ball along the ground. They begin by using different parts of the foot to propel the ball away from them before being instructed how to kick using the inside of the foot. Students practise kicking a ball:

- along a line;
- between rows of markers;
- in different directions;
- across a wide/narrow space;
- to stop near a marker;
- to hit a stationary target.

### Teaching considerations

Use medium-sized to large balls for kicking activities.

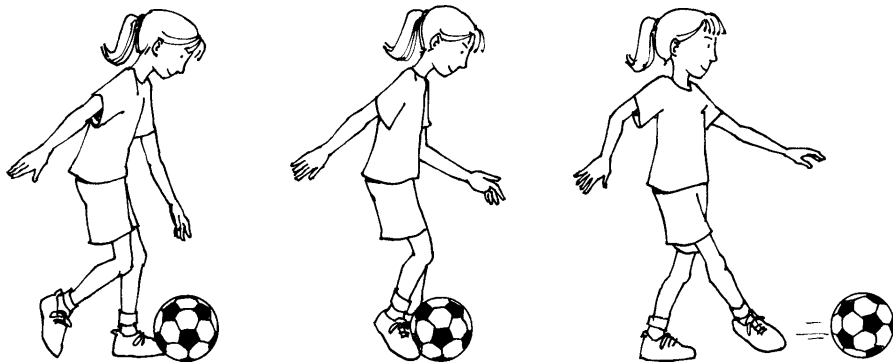
For initial kicking practice in order to not hurt students' feet, use soft balls, such as beach balls, foam balls or under-inflated balls.

Have students kick balls towards a fence, wall or incline so they do not waste time retrieving them.

Kicking for accuracy is a difficult skill for beginners.

Key teaching points for kicking using the inside of the foot include:

- keeping eyes focused on the ball;
- extending arms sideways for balance;
- stepping forward and placing the non-kicking foot slightly behind and to the side of the ball, with the kicking foot pointed towards the target;
- flexing the kicking leg at the knee and turning the foot slightly outwards;
- swinging the kicking leg through so that the inside of the foot makes contact behind the ball;
- extending the kicking leg to follow through in the direction of the kick.



► Students use different parts of their feet to explore dribbling a medium-sized or large ball in their personal spaces. Students practise this skill before dribbling the ball around the general space. They use the sole of the foot to stop the ball when required. Students practise dribbling a ball while:

- walking in the general space;
- jogging in the general space;
- travelling along a straight line;
- travelling around a circle;
- changing directions while they travel;
- moving in and out of markers.

#### Focus questions could include:

- Show me how you can dribble the ball using your toes, heels, instep and the inside, outside or sole of your foot. Which part of the foot gives you the best control? Why?
- Show me how you can use your left foot and then your right foot when dribbling the ball. Which foot do you prefer to use to dribble the ball?
- How can you best keep control of the ball — by using big kicks or small kicks?

### Teaching considerations

Ensure there is sufficient space between students to allow them to move safely.

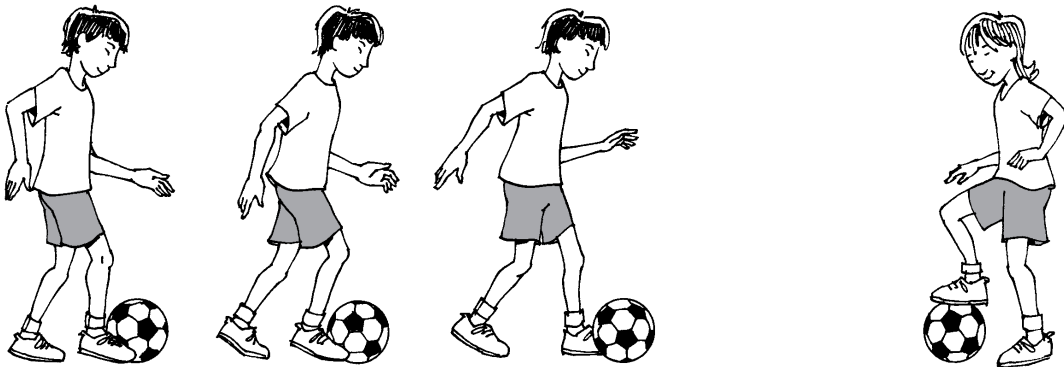
Discuss with students the most efficient part of the foot to use before demonstrating the technique for dribbling.

Key teaching points for dribbling with the feet include:

- leaning the body towards the ball;
- pushing the ball forward a short distance with the inside of the foot;
- keeping the ball close to the feet;
- using alternate feet to propel the ball;
- keeping the head up, glancing down at the ball occasionally.

Key teaching points for trapping with the foot include:

- moving in line with the ball;
- lifting the trapping foot high enough for the ball to go under the sole;
- using the front of the foot, rather than the heel, to apply pressure to the top of the ball.



- Students share a ball to practise dribbling, passing and trapping with a partner. They develop their own practice routines or respond to teacher challenges.

#### Challenges could include:

- Show me how you and your partner take turns to dribble a ball.
- Show me how you can dribble the ball and then kick it to your partner so he or she can trap it.

### Teaching considerations

This activity provides an opportunity to gather information about students' manipulative skills as well as their sharing and cooperation skills.

Encourage students to plan their practices with their partner before beginning.

Ensure the activity area is large enough to allow all students to participate safely.

- Students use a ball each to practise dribbling and trapping in pairs.

#### Challenges could include:

- Show me how you can travel side by side each dribbling a ball.
- Show me how you can play follow the leader while each dribbling a ball.

► Students use their personal space to explore how they can move a medium-sized ball along the ground by striking it with their hand in various ways — for example, using an open palm, fist, fingers or the back or side of the hand. They also experiment to find out the effects of holding their hand firm and then relaxed as they strike the ball.

**Focus questions could include:**

- How many different parts of your hand can you use?
- Which are the best parts of the hand to use? Why?
- How should you hold your hand when using it as a bat — firm or relaxed? Why?

► Students use their hand(s) to hit a balloon or a medium-sized or lightweight ball into the air — bouncing it upwards to varying heights while remaining within their personal space. They try striking the ball using different parts of their hands, using one hand or two hands and hitting it with varying degrees of force.

---

**Teaching consideration**

Ensure there is sufficient personal space for each student taking part in the activity.

---

► In free space, students explore striking balls with parts of their bodies other than their feet — for example, with a fist, elbow, forearm or knee. They use balls of varying shapes, sizes and pressures, hitting them upwards or forwards after letting them bounce or tossing them into the air. They could also hit them off a hand.

**Focus questions could include:**

- What safety rules apply when everyone is playing with a ball?
- How many different body parts can you use to strike the ball?
- How many ways can you find to strike the ball so that it travels forwards? Travels upwards?
- How many times can you hit the ball into the air before missing it?

---

**Teaching considerations**

Ensure sufficient space is available before engaging students in this activity.

Outline safety rules, such as hitting the ball into spaces or away from others.

Students should avoid others when following their ball.

---

► Students use one hand to hit a small to medium-sized ball off their non-striking hand towards a fence or wall. They practise using both their left and right hands to hit.

### Teaching considerations

Have students stand so that they all hit in the same direction, such as into a wire fence.

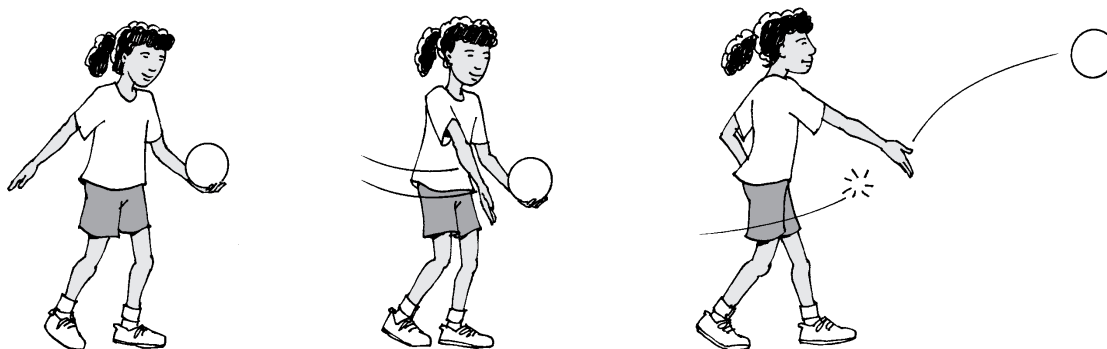
Hoops could be attached to fencing to give students a target at which to aim.

Where batting tees are available, use these to practise hitting a stationary ball before hitting off the hand.

Allow time for students to experiment before demonstrating the appropriate technique.

Key teaching points for striking the ball with one hand include:

- standing side-on to the direction of the hit;
- placing the ball on the non-striking hand;
- positioning the ball about hip height in front of the body on the side of the striking arm;
- drawing the striking arm back in preparation to hit;
- focusing the eyes on the ball;
- using the foot opposite to the striking arm to step towards the target;
- keeping the striking arm straight and swinging it through to contact the ball;
- using a firm, open hand to hit the ball in line with the front foot;
- allowing the striking arm to follow through towards the target.



► Students progress to hitting a small to medium-sized ball forwards with their hands as it rebounds after having been dropped. They drop the ball from a height that will cause it to rebound high enough for them to hit and use the phrase ‘Drop, step, hit’ to develop a rhythm for their action.

► Students use a paddle bat in a one-handed striking action to hit a ball they have dropped. They practise hitting:

- towards a fence;
- for distance;
- up in the air;
- along the ground;
- for accuracy.

► Students then try hitting balls they have dropped using other implements such as rolled-up newspapers, short thick sticks, relay batons or other short-handled bats or racquets.

---

**Teaching considerations**

Use an area where the ball will bounce evenly.

Use a variety of balls, including low-bounce balls.

Ensure sufficient space is available before students engage in this activity. They should be well spaced to avoid hitting others with striking implements.

Instruct students to grip the striking implements firmly to maintain control.

Outline safety rules, such as when to hit and when to retrieve balls.

Position students so that they hit in the same direction.

---

► Students form pairs to plan and practise one-handed striking using different implements. They work out ways to share one bat or other striking implement and one ball and how to cooperate when they each have a bat but only one ball.

**Focus questions could include:**

- Can you drop the ball for your partner to hit? Where should you stand to do this safely?
- What different ways are there to practise hitting when you both have a bat?

---

**Teaching considerations**

Ensure that student pairs are well spaced for this activity.

Remind students of the safety requirements of the activity and the need to consider others.

This activity provides opportunities for gathering information about students' manipulative skills using a variety of implements and about communication and cooperation skills.

---



## Culminating

### SKILLS PRACTICE

**Using manipulative skills that involve the use of different body parts and implements in challenge and game activities individually and in groups**

► Students progress through a number of activity stations where they use the skills they have developed throughout the module. As they progress through the activities, they complete a self-evaluation sheet assessing their ability to perform the skills.

**R** Resource Sheets 1, 2

#### Teaching considerations

See Resource Sheet 1 for examples of suitable skills for activity stations.

See Resource Sheet 2 for an example of a self-evaluation sheet.

Explain the evaluation sheet before students start the activities.

Ensure activities are sufficiently spaced to allow students to participate safely.

► Students form groups of four or five players to play games that utilise the skills they have practised in this module.

**R** Resource Sheets 3a, b

#### Teaching considerations

Examples of games that utilise some of the manipulative skills practised in this module are listed on Resource Sheets 3a and 3b, 'Skills games for small groups'.

### CATEGORISING ACTIVITIES

**Sorting physical activities into different categories**

► Students engage in a think, pair, share activity to propose ways of categorising the physical activities they identified earlier in the module. Once a range of categories is identified, charts with the category headings (written or illustrated) are displayed around the teaching area. On a slip of paper, such as a Post-it note, students write the name, or draw an illustration, of a physical activity that they or others watch or play. Students then place their slips in the appropriate categories and explain to a partner, teacher or other adult their reasons for choosing a particular category.

#### Focus questions could include:

- Which areas are used to play some of the physical activities we have talked about?
- Which pieces of equipment are used in different physical activities?
- Are there different environments in which physical activities take place? Which are these?
- Do people take part in physical activities only for fun? What other reasons might there be for taking part?
- Is there a way of grouping physical activities according to the age of the players? Which categories would we use?

---

### Teaching considerations

An alternative to students writing the names of the activities is to distribute slips of paper on which are written the names or illustrations of the physical activities students identified during the module. Students could then place these in the appropriate categories.

The activity could be repeated a number of times with different categories being provided each time. These could include:

- for children, for teenagers, for adults, for older people;
- outdoor physical activities, indoor physical activities;
- field activities, court activities, water activities, bush and road activities.

Students could use the slips that appear in a particular category to write about that grouping of physical activities.

---

# Activity station examples



*The following activities utilise some of the skills students have practised in this module. These could be used for activity stations in a circuit.*




























1. Move a ball around on the ground using different parts of your body.
2. Roll a ball along a line.
3. Roll a ball between markers.
4. Roll a ball to a partner so that it passes between markers.
5. Roll a ball to hit a target.
6. Field a ball rolled by a partner with your hands.
7. Stop a ball rolled by your partner with different parts of your body.
8. Kick a stationary ball along the ground across the marked distance.
9. Kick a stationary ball to stop near a marker.
10. Kick a stationary ball along a line.
11. Kick a stationary ball along the ground with the inside of your foot.
12. Stop a ball rolled by your partner with your foot.
13. Stop a ball kicked along the ground by your partner with your foot.
14. Dribble a ball along a line using the inside of your feet.
15. Dribble a ball in and out of markers using the inside of your feet.
16. Hit a balloon into the air with an open hand as many times as possible while you stay within the marked area.
17. Hit a suspended ball with a paddle bat.
18. Hit a suspended ball with a short-handled bat without stopping.
19. Keep hitting a small ball into the air with a small bat.
20. Drop a ball and hit it to a target.

# Self-evaluation sheet



Name: \_\_\_\_\_

Date: \_\_\_\_\_

<b>My ball-handling skills</b>			
<i>Tick the smiley that shows how well you do the activity.</i>			
I can move the ball on the ground with different parts of my body.	Very well 	Well 	Not so well 
I can roll a ball along the ground.	Very well 	Well 	Not so well 
I can field a ball that is rolling along the ground.	Very well 	Well 	Not so well 
I can kick a ball along the ground.	Very well 	Well 	Not so well 
I can dribble a ball using the inside of my foot.	Very well 	Well 	Not so well 
I can hit a stationary ball using my hand as a bat.	Very well 	Well 	Not so well 
I can hit a stationary ball with a paddle bat.	Very well 	Well 	Not so well 
I can hit a bouncing ball with a rolled-up newspaper.	Very well 	Well 	Not so well 
I can hit a ball to my partner.	Very well 	Well 	Not so well 

# Skills games for small groups



The following games utilise some of the physical and interpersonal skills practised in this module.

## Side pass

**Equipment:** An inflated ball for each team of four or five players

**Skill:** Handling

**Game:** Players stand side by side in a line with the first player holding the ball. The ball is handed down the line from player to player to the last player who runs to the top of the line. The activity is repeated until all players are in their original positions.

## Rolling relay

**Equipment:** One small to medium-sized ball for each team

**Skills:** Rolling and fielding

**Game:** Teams of four or five players line up in relay formation either side of a marked area.



Player 1 rolls the ball to player 2 and runs to a position behind player 4. Player 2 fields the ball, rolls it to player 3 and runs behind player 5. The game continues until all players have rolled the ball a set number of times. Alternatively, players score how many times their team fields the ball cleanly in a set period of time.

(continued)

## Skills games for small groups (continued)

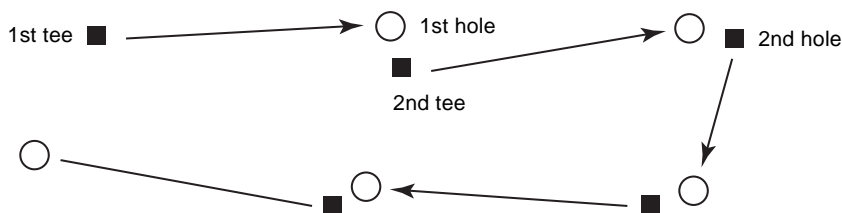


### Rolling golf

*Equipment:* Four small to medium-sized balls — a different colour for each player in a group of 4, a hoop for each golf hole, a mat for each tee.

*Skills:* Rolling for distance and accuracy

*Game:* Groups of four players travel the course together. They start at the 'tee' for each hole and roll their ball to the marked holes (hoops), counting the number of times they take to reach the hole (hoop). Players should wait for their ball to come to a stop each time. The player with the lowest score is the winner.



*Modifications:* The same game could be played with participants using their foot to kick the ball along the ground or using their hand or other implement to strike the ball through the air or along the ground.

### Obstacle dribble

*Equipment:* A medium- to large-sized ball per group of four or five players, a number of obstacles (at least the same number as there are players) such as mats, chairs, playground markers, cardboard boxes

*Skills:* Dribbling with the inside of the foot

*Game:* Obstacles are set out in an open area. Each player is positioned at a different obstacle on the course with one player designated to start the game.

Challenges could include dribbling the ball over a mat, through an open box, under a rope, in and out of markers, under the legs of a chair, along a line on the ground.

Each player dribbles the ball through the section of the course to the next player who takes over dribbling the ball. The game continues until players are back to where they started. There is no competition between players; the challenge is to negotiate all the objects.



**This sourcebook module should be read in conjunction with the following Queensland School Curriculum Council materials:**

*Years 1 to 10 Health and Physical Education Syllabus*

*Years 1 to 10 Health and Physical Education Sourcebook: Guidelines*

*Health and Physical Education Initial In-service Materials*

ISBN 0 7345 2003 4

© The State of Queensland (The Office of the Queensland School Curriculum Council) 2000

Queensland schools are permitted to make multiple copies of this module without infringing copyright provided the number of copies does not exceed the amount reasonably required for teaching purposes in any one school. Copying for any other purposes except for purposes permitted by the Australian *Copyright Act 1968* is prohibited.

Every reasonable effort has been made to obtain permission to use copyright material in all sourcebook modules. We would be pleased to hear from any copyright holder who has been omitted.

The State of Queensland and the Queensland School Curriculum Council make no statements, representations, or warranties about the accuracy, quality, adequacy or completeness of, and users should not rely on, any information contained in this module.

The State of Queensland and the Queensland School Curriculum Council disclaim all responsibility and liability (including without limitation, liability in negligence) for all expenses, losses, damages and costs whatsoever (including consequential loss) users might incur to person or property as a result of use of the information or the information being inaccurate, inadequate, or incomplete.

Any inquiries should be addressed to:  
Queensland School Curriculum Council  
PO Box 317  
Brisbane Albert Street, Q 4002  
Australia

Telephone: (07) 3237 0794  
Facsimile: (07) 3237 1285  
Website: <http://www.qscc.qld.edu.au>  
Email: [inquiries@qscc.qld.edu.au](mailto:inquiries@qscc.qld.edu.au)

Illustrations by Stephen Francis

PIP 991198

---