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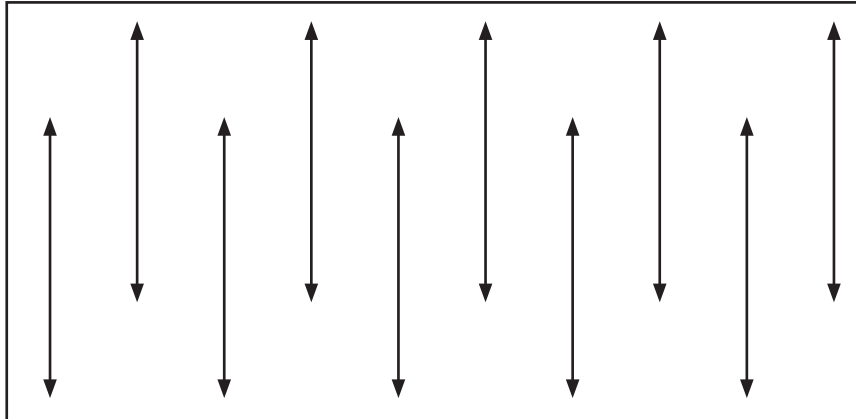
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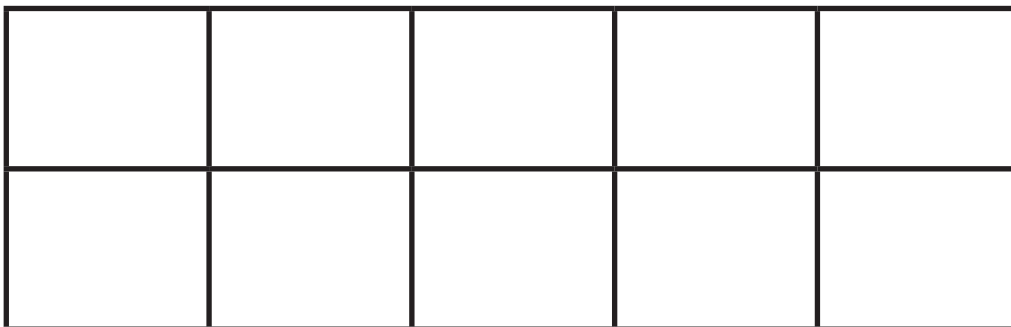
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(c) Organisation of the playing area

- (i) If children, particularly younger children are asked to roll / throw / hit a ball to a partner, they should be organised so they are all **sending the ball in the same alignment** - this will help to avoid confusion and chaos when balls are missed and increase the level of SAFETY.
(With very young children, markers can be used to guide them where to stand as they have very little spatial awareness.)



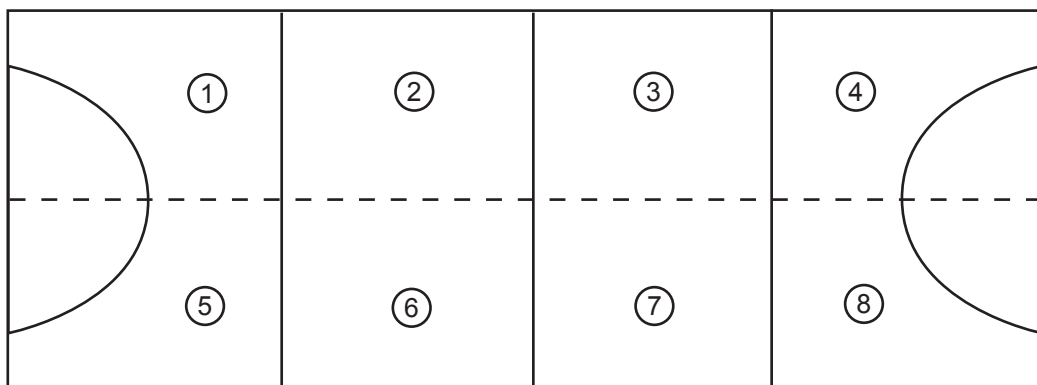
- (ii) Skittles, cones or markers can be used to identify divisions of the working areas.
- (iii) Once children have reached the stage of working in small groups it is very useful for organisational purposes to be able to separate them into smaller defined areas, i.e. **grids**.
(N.B. Very young children will not recognise a grid which is just marked at the corners-they will need at least one more cone on each side of the grid so they can “see” the line.)



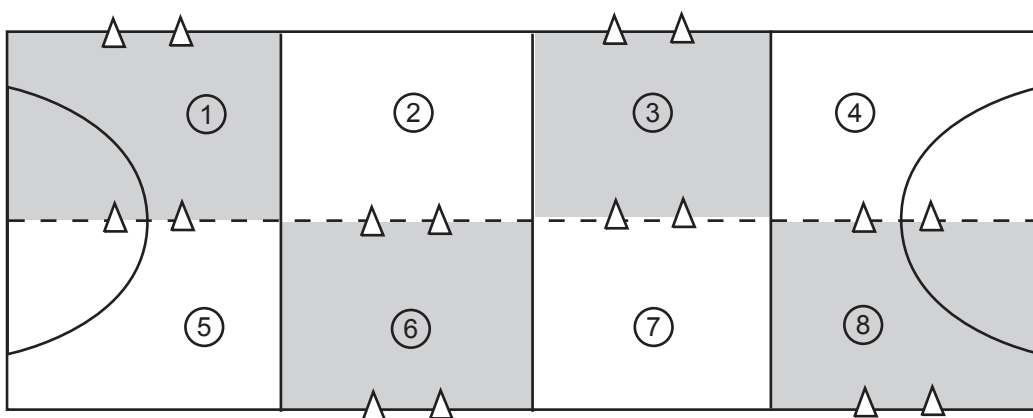
- (a) Grids enable the coach to position him / herself where s/he can see all the children and give teaching points.
- (b) In those small areas a skill can be put under pressure or mini-game situations can be explored.

- (c) Two or more of these small grids can be joined together to make an extended playing area once the basic principles have been understood.
- (d) The lines can be useful for a number of activities such as definite racing distances, aiming at objects on different lines etc.

- (iv) It is important to look at the markings that are already in existence on the pitch because the shooting circle or other sections marked out on the pitch can be utilised **as they are** for practices or easily **sub-divided** using cones. E.g. just by placing a line of cones straight down the centre of the length of the pitch you can immediately create **8 larger grids**.



- (v) **N.B.** If you are playing overload or mini games in the grids make sure you use **alternate** ones as in the pattern below to minimise dangerous intrusions of the ball into another group's game.



6 THE GAMES UMBRELLA AND ASSOCIATED SKILLS



It is important for coaches to have a broad view of the “families” of games, because in Phases 1 and 2 in particular, children need to experience **fundamental** movement and sports skills.

There is a common core of skills which applies across all games and the teaching points and biomechanics of the movements are surprisingly similar. So to give our young children the best opportunity of performing well and playing a range of games which develop these skills, it is important for the coach to recognise and understand the connections.

Although there are always exceptions to the rules, the general descriptions of the four classifications of games are as follows:-

INVASION

Usually played end to end attacking a “goal” or a line target. Essentially, one team **invades** the other team’s space in order to score e.g. hockey, soccer, basketball, rugby, netball.

NET / COURT / WALL

A game played within a designated area - usually across a net or above a line. Players play on their own area of the court (*e.g. tennis, badminton, volleyball*) or on a shared court (*e.g. squash*).

Teams strike alternately (*exception - volleyball*).

A WARM-UP



- (i) **Jogging challenge** with a partner, jog around the hockey pitch / playing area. How many of the following can you see? **(c)** birds **(d)** people?



- (ii) Move in and out of each other in different ways without bumping into anyone. *(Keep reducing the space to increase the difficulty.)*

- (iii) – on a signal STOP *(remind and praise children for stopping in the correct position – as in session 1 and teach the pivot p176.)*

- (iv) Play traffic lights. Call out GREEN *(children run about the space fast)*
Call out AMBER *(children walk quickly)*
Call out RED *(children stop sharply in the correct position)*
(Call out the colours in any order and see if children can respond quickly and correctly.)



- (v) Spell out the word “AMBER” by drawing the letter “A” **very** large in the air with both hands together, then giant stride the shape of the letter ‘A’ very large on the floor. Repeat with each of the remaining letters “M”, “B”, “E”, “R”. *(Coach calls out the letters, one-at-a-time.)*

FROST AND SKIP *(tag game in a restricted area)* Three “taggers” *(or whatever number is appropriate)* are “frost”. When tagged by “frost”; children “freeze” into a spiky shape. Anyone else being chased can “melt” the frozen children to rejoin the game. **TAGGERS CAN RUN** – everyone else **SKIPS** *(Chasers wear bibs, and games should only last about a minute before changing taggers. The winners are those who have the largest number of “frozen” children at the end of the game.)*



B SKILL DEVELOPMENT – SEND / RECEIVE / CHANGE SPEED / COLLECT AND DIRECT A BALL

- (i) Collect a beanbag and practise all the different ways of making throwing and catching harder *(Reminders and demonstrations.)*



- (a) Try out different ways of carrying or gripping the bean bag as you move about *(show demonstrations of different ways of carrying/gripping combined with different ways of travelling. Try the ideas and recognise when the travel and carry go together well – e.g. holding in the hand and skipping; balance on head and slower, careful steps etc.)*

- (b) Hold the bean bag in one hand and run about the space at speed, *(bring knees up high and make arms work hard.)* Practise several times to get the action efficient – change hands with the bean bag.

- (ii) **BEAN PICKING**



Jog/run about the playing space. Carry your bean bag in your hand. Dodge and weave so you don’t bump into anyone. When the whistle blows **once**, bend down to put your bean bag on the floor and continue running. When the whistle blows **twice** pick up the nearest bean bag and continue running. *(Bring out the teaching points. Children will need to slow down slightly to put the bean bag down and to pick it up. This gives them more control of movements. Develops observation – i.e. looking for the ball amongst a sea of moving bodies!)*

A WARM-UP



- (i) **Jogging and Jogging challenge.** Jog around the hockey pitch or the playing space in 2's. For each letter of the alphabet can you and your partner think of a **fruit or vegetable** e.g. a – apple, b-broad bean etc.



- (ii) Pick up a cone each and jog to place it in a space then jog in and out of the cones, touching each one you pass with **alternate** hands.

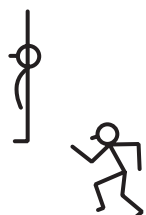


- (iii) Stand beside a marker and on a signal **bounce over and back** from 2 feet to 2 feet. How many jumps over or back in 10 seconds? Repeat and try to beat your own record.



- (iv) **Up and down cones** (*Number each child 'one' or 'two'.*) Number 'ones' turn your cone **upside-down**. On a signal all the number 'ones' run and try to turn cones upside-down and number twos try to turn all the cones the **right way up**. When the signal to 'stop' is given, count the number of upside-down and right-way-up cones and see which 'team' has won! (*Repeat.*) Put the cones away.

- (v) As the coach calls out a letter, children show how they interpret the letter with their bodies. (*Choose a word like 'HOCKEY' or 'WARM-UP' and ask if anybody can identify the word at the end :- Make sure children hold each letter for approximately 3 secs.*)



- (vi) **Stuck in the mud – high** (*Tag game in a restricted area.*) Two, three or four catchers wearing bibs/bands. The catchers attempt to 'tag' all free runners. When runners are caught, they stand with one arm and hand stretched high above their heads. They can be released by a free runner reaching up to touch the high hand. (**Safety Point – right hand up and released by right hand!** *To avoid collisions. Change the taggers regularly after about 1-1½ minutes and give plenty of children the opportunity to be a "tagger".*)

B SKILL DEVELOPMENT – DIFFERENT WAYS OF TRAVELLING ON FEET AND CONTROLLING THE BALL

- (i) Respond to the coach who calls out different ways of travelling (e.g. walk, skip, gallop, creep, jog, hop, giant strides etc.)



- (ii) Stand side-by-side with a partner and **giant-stride**, matching. Can you make the giant strides into leaps and still match each other? (**Teaching Points** – *push hard from the floor – stretch legs forward and back – swing arms to help.*) p168



- (a) Can you join **3 leaps** together without a pause?
(**Safety Point:** *make sure everyone is leaping in alignment to avoid collisions.*)
- (b) Can you join **5 leaps** together without a pause?



- (iii) Collect a large ball each and practise throwing and catching to yourself – how can you make it harder? (*Reminder of claps, turns, touch floor etc.*)

- (a) Pass the ball **around your body** e.g. neck, shoulders, waist, legs etc. – keep it moving and pass it from hand to hand in these different ways as you move without dropping it.

A WARM UP

- (i) **Jogging Challenge.** Jog around the playing space / hockey pitch with a partner and find out your partner's birthday, favourite food and favourite television programme. Keep jogging.
- (ii) **"Whistle Alert"** Respond to the different whistle signals: -
 - (1) Short whistle = **STOP**
 - (2) Long whistle = **GO**
 - (3) Two short whistles = **change direction**

Play this game with instructions in any order. (*Remind them about the **pivot** and emphasise how changing direction is much quicker and more effective if you pivot and push hard off one foot*)



- (iii) Take out a skipping rope and show how you can use it (*ideas could be feet together, feet apart; "spotty dog" with feet forward and back; hopping; backwards etc. Look at some ideas and try them.*)



- (iv) **"Copy Cat"** Copy the coach who makes shapes for the word "C" "O" "P" "Y". (*Can children identify which letters you are doing with them?*)

- (v) **STUCK IN-THE-MUD-HI 5'S** (*Tag game in a restricted area.*)

Appropriate number of chasers for the size of group. When "tagged" children stand still with their **right hand** high above their heads and may be released by any other "free children stretching to touch the raised right hand **with their own right hand**. (*This is a **safety point** to help prevent collisions. Games should last no longer than approximately 30 sec so everyone can have a turn at being a "chaser"*)



B SKILL DEVELOPMENT - TRAVEL WITH....AND SEND ON THE MOVE

- (i) Take out a hockey stick and ball each and **practise dribbling**. (*... how to stop the ball efficiently, then practise "dribble and stop" several times.*) Play "whistle alert" with a stick and ball.

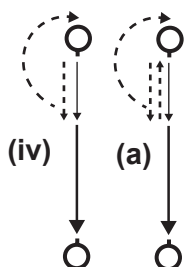


- (ii) Stand with a partner and **follow my leader, dribbling**. Turn and change the leader when the coach calls "CHANGE". (*This will emphasise the efficiency of the pivot to change direction.*)

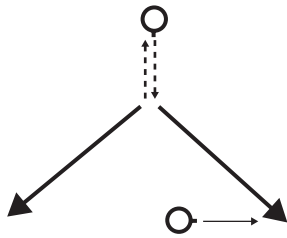
- (iii) Put one ball away and practise passing and receiving the ball. Can you do it quickly as we did last session?



- (iv) Stand further away from your partner. Dribble a little way forward and then push the ball to your partner – **turn and run back** to your starting place. Make this a continuous practice.

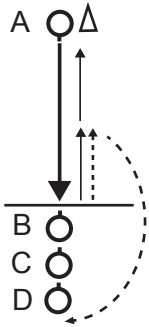


- (a) Remember when we were moving backwards in traffic policeman? Can you dribble forwards, send the ball to your partner, then **move backwards** to your original position. (*This means the child is having to keep their eye on the ball and look forwards in the game.*)



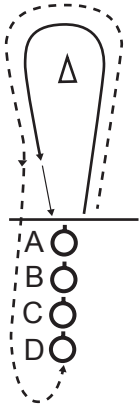
- (b) For further challenge can you dribble forward and push the ball **to either side of your partner** so they have to move to receive the ball.

G GAME ACTIVITY



- (i) **TEAM DRIBBLE 'N PASS.** 2 pairs join together to make a group of four. Put one ball away and collect 2 cones. A stands beside a cone facing B, C & D in a line opposite approximately 8 big paces away. A passes the ball to B who dribbles it half way across the gap and then passes back to A. When B passes the ball he/she turns and runs to the back of the line. A passes to C etc. etc. When B,C D have had 2 turns each – change the feeder.

- (a) When children are familiar with the structure can the “feeder” pass the ball **slightly to either side of the receiver** to make them move and collect the ball before dribbling and passing.



- (ii) **DRIBBLE 'N PASS COMPETITION.** Same set up, but all **four team members are in one line, the front one with the ball.** A dribbles the ball up to and around the cone and half-way back to them push pass to B. This sequence is repeated for each team member. Once children are familiar with the sequence – how many times does a team member pass the end cone in 1 minute. Repeat and try to BYOR. (*Teach/reinforce nimble foot work and passing on the move.*)

D CONCLUDING ACTIVITY

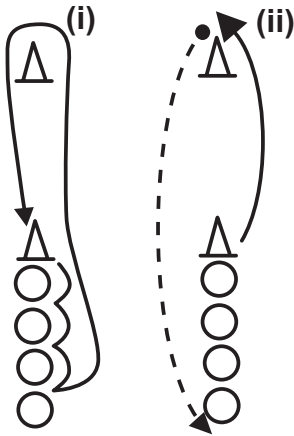


- (i) Stand in a space – **jog** a few paces in one direction and back again. Repeat this in lots of different directions.
- (ii) Stretch with the coach.

G GAME ACTIVITY - "RABBIT RELAY"

F5

- (i) **2 PAIRS JOIN TOGETHER TO FORM 4'S. ONE LARGE BALL AND 2 CONES PER TEAM.** Stand in a line behind one cone **facing** the other cone which is 10m away. Pass the ball over heads from front to back. **Back** one receives the ball-carries it and runs all round the second cone and joins the line at the **front** to continue the sequence. RACE or BYOR



- (a) Repeat the game but each 'runner' uses **hops and jump** to travel round the line and back. How many times does someone pass round the end cone in 1/1½ runs. Repeat and BYOR.

- (ii) **FAST FEET.** Collect a **hockey stick each and a small ball for each team.** No. 1 dribbles the ball to the cone, **stops it and leaves** it to run back and touch the hand of No. 2 who runs to **collect** the ball and dribble back to give it to No. 3....and so on...(this could also be BYOR)

- (iii) If children are dribbling efficiently each person dribbles the ball **completely round** to come back to hand on to the next one.

D COOL DOWN

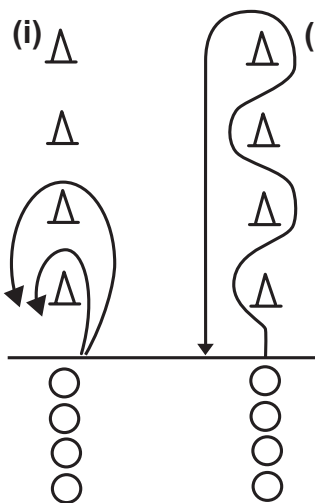
- (i) Put equipment away-**side-step** across the play space changing the leading shoulder - **walk** back.
 (ii) Stretch high/bend low (x3)

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G GAME ACTIVITY - "THERE AND BACK"

F6

- (i) **PICK UP A CONE EACH. TEAMS OF 4 WITH ONE BALL PER TEAM AND 4 CONES IN A LINE SET ABOUT 5M APART.** From the start line No. 1 dribbles the ball round the **first cone** and back - repeated by the whole team. **Repeat** the dribble round the **2nd cone**, then to **3rd cone** and finally to **4th cone**. Any of these could be BYOR.



- (ii) **WIGGLING THERE AND BACK.** **Without the ball**, first of all, weave in and out of the cones, round the end one and back again. Take it in turns to weave in and out of the cones **dribbling the ball with the stick** round the end cone and straight back down **one side** (work it out so everyone comes back down the **same side**. Have lots of practice.)

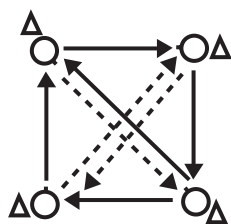
- (a) This could go through much more quickly - **a ball each** and when No. 1 passes the 3rd cone, No. 2 starts, and so on.....
 (This course be made more challenging by re-arranging the cones)

D COOL DOWN

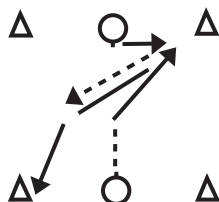
Side step for 10 steps - stand on one leg for 10 seconds - keep repeating with alternate shoulders leading and standing on alternate legs. On a signal from the coach, walk about.
 Spell the word "COOL" with with your body making the shapes of the letters.

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G GAME ACTIVITY "STRAIGHT & DIAGONAL"



- (i) **STAND ON ADJACENT CONE** "A" passes to "B" then runs diagonally across the square the opposite cone. B receives the ball and passes to the next cone where A has just arrived then runs diagonally across the square to the opposite one. This continues WITH THE BALL IS PASSED AROUND THE EDGES OF THE SQUARE AND THEN PLAYER DIAGONALLY ACROSS IT. *(If they come familiar with it, can they do it in the opposite direction?)*

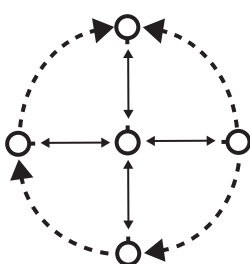


- (ii) **END TO END SCORING** – re arrange your cones to make 2 goals 4 big paces wide and 8 big paces away from each other. Each player stand in their goal mouth and try to score past each other. You can dribble or move the half way to theno tackling!

D COOL DOWN

FML with the front one holding the ball. How can you pass the ball and change the leader – keep running

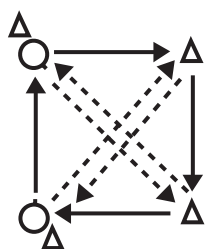
G GAME ACTIVITY



- (i) **COMPASS GAME** In 2's SET UP A 5-6M SQUARE OF CONES. "A" puts his/her stick to one side and rolls the ball to "B" at cone 1. "B" receives with his/.her stick and passes back before running to cone 2. Repeat round all the cones then the opposite direction before changing roles.

- (ii) Pick up the other stick so both have sticks and repeat the practice. "A" pushes the ball to B who receives it controls it and send it back etc.

- (iii) Same game with 2 hockey sticks and a ball but this time, as soon as "B" receives the ball at cone 1 he/she passes back to the centre and runs to cone 2. As soon as "A" receives the ball, he/she passes immediately to cone 2 as B is running towards it. B receives the ball on the move, passes and moves on again. *(It is easier to go anti-clockwise first!)*



- (iv) **STRAIGHT AND DIAGONAL** as from last session – PASS THE BALL ALONG THE SIDE OF THE SQUARE AND THEN RUN DIAGONALLY ACROSS THE SQUARE TO THE OPPOSITE CONE *(Let children practise, then do a BYOR – how many passes do you make in 30 seconds?)*

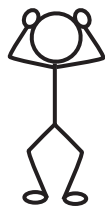
D COOL DOWN

Jog to write your name very large with your feet. Repeat, but walking

EXPLORING TAKE-OFF POSITIONS

A

With a partner can you try jumping into the air from one foot and then two feet the following ways:-



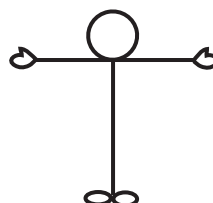
(a) Hands on ears



(b) Hands on hips



(c) Hands on knees



(d) Arms outstretched



(e) Arms close to sides



(f) From bent knee



(g) From straight leg



(h) Bend knees to push up and swing arms as you move into the air.

Which way felt the best? Which made you go the highest?

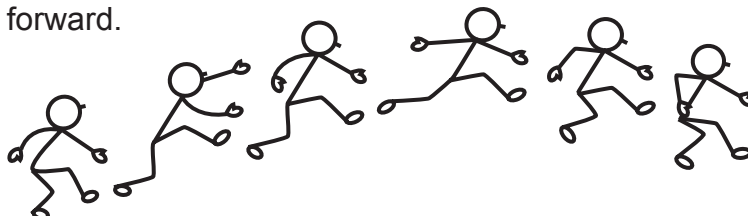
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1 FOOT TO THE OTHER FOOT JUMP (LEAP) SKILL

B

TEACHING POINTS

- Push hard from the take off leg - swing arms vigorously.
- Swing the other leg through strongly.
- Reach as far as possible with the front leg.
- Move through the air in a stretched-out shape.
- Land the lead foot and 'give' in the ankle, kneel and hip joint to prevent "jarring".
- Pull the back foot through to land in front of the 1st foot.
- Keep head up - look forward.



CHALLENGE

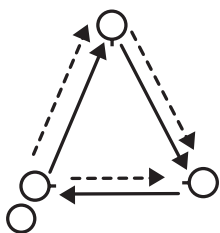
- Can you do 3 leaps without a pause. How far do the leaps take you?
- Can you do 5 leaps without a pause. How far do the leaps take you?

N.B. With continuous leaps, as the firm foot lands and pushes off again the following leg swings through vigorously to aid the take-off

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TRIANGLE MOVE

25

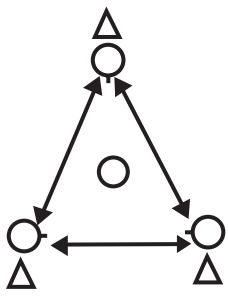


- Groups of 4. 3 cones arranged in a triangle with one child at each cone and a second child at one of the cone.
One stick each and one ball to each group.
- (i) The ball is with the front one of the two. No. 1 pushes the ball to No. 2 and **runs straight after it**. No. 2 receive the ball then **pushes** it to No. 3 and runs straight after it. No. 3 receives the ball and pushes to No. 4 etc.(do this **clockwise**).
- (ii) When children are confident, can they start again and make the movement **anti-clockwise**.
How many passes can they make in 30 seconds? Repeat, and can you beat your own record?
- (iii) Make the triangle bigger and dribble half way to the next cone before passing the ball.

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KEEP BALL

26

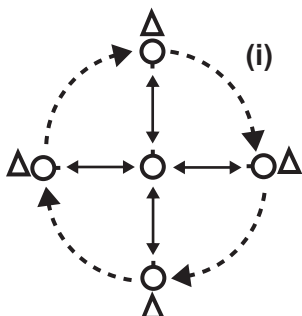


- (i) “**KEEP BALL**” Groups of 4 and 3 cones arranged in a triangle with 8-10m sides. 3 children stand just inside each of the three cones and the fourth child stands in the middle of the triangle. The three **roll** a ball to each other in any order and the centre child tries to intercept. 6 turns then change the centre person. Every time the centre child intercepts, they score a point. **KEEP THE SCORE!!**
- (ii) Can you play it with hockey sticks and a hockey ball? Do you need to change the side of the triangle to be more successful?

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COMPASS GAME

27



- 4 cones in an 8m square and a medium/large ball to each pair.
- (i) **COMPASS GAME 1.** Using the **chest pass** play the “COMPASS GAME” No. 1 stands in the middle with the ball and throws to No. 2 at one cone who throws back and runs to the **next cone** to receive the next throw, then to the 3rd cone and finally to the last cone. Then repeat in the **opposite direction**. Change the centre person after moving **clockwise**, then **anticlockwise**. (These cones can be named points of the compass to make it more interesting. N.S.E.W)
- (ii) Collect a hockey stick and ball to each pair - put the large ball away. Can you play the game with the centre person (a) rolling the ball to B at a cone who controls it, then pushes it back to the centre before moving to the next cone to receive the ball. Complete the game going clockwise, then anti-clockwise before changing over role.

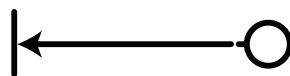
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8. HITTING THE BALL – STATIONERY AND ON THE MOVE

A. Initial stage is hitting a stationary ball.

- Basic **body position** means that the child stands with feet apart, left foot nearest the direction of the hit.
- **Grip** – double “V” on the top of the shaft – hands together, no gap between hands (*“hands together” grip need not be right at the end of the shaft – let children/players experiment with hand positions up and down the stick*)
- **Head** shoulders be steady and positioned over the left foot throughout the swing.
- **Ball** – level with, or slightly in front of the left foot and almost a stick’s length away.
- **Swing** should be flat and around the body. The hands should be almost level or in front of the left knee on contact with the ball.

- (i) As an individual, standing about 10m away from the surrounding netting



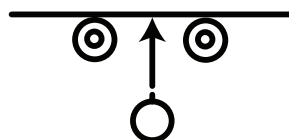
- (ii) In pairs, practise hitting the ball to each other



- (iii) In pairs with a “target” or cone between you - practise hitting the ball firmly but accurately.



- (iv) Create a “goal” against the netting and take it in turns to strike a ball to score.



- (v) In 2's create a “goal” with two cones between you and hit to each other between the goalposts. How far away can you get and still be hitting accurately?



B. Passing – HITTING ON THE MOVE

The teaching points for hitting a stationary ball are still necessary for when players begin to hit on the move, with the following points in addition.....

- Players should use the cross-over step where the penultimate step is the **right** foot crossing **behind the left foot**. This motion allows the player to stay in a low position throughout the hit.
- To maintain balance thought out the action, it is helpful to keep both feet on the ground.
- Keep the head over the ball.
- It will be necessary for the players to bend the knees to almost 90° to achieve a low hitting position