

Underarm Rolling

Underarm rolling is a fairly easy propulsive skill for a child. A good underarm roll involves stepping forward with the foot opposite to the ball-hand (hand holding the ball). This is followed by bending of the knees as the ball-hand swings forward in a downward arc to release the ball. Underarm rolling is used in games such as bowling, bocce and lawn bowling.

Children enjoy rolling activities because it is fun to release an object and watch it travel, especially to topple other objects (e.g., bowling pins or targets).



Developmental Phases

Underarm Rolling

Initial



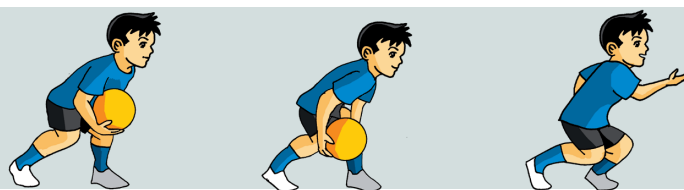
- Feet apart.
- Hands hold ball on both sides with palms facing each other.
- Arms straighten, swinging backward-forward.
- Trunk is bent at waist. Body straightens up upon release of ball.
- Eyes on ball.

Transition



- One foot steps forward. One hand is on top of ball and other on bottom.
- Arms on opposite side of forward foot swing backward-forward.
- Limited knee-bend.
- Eyes alternate between ball and target.
- Arms swing forward as ball is released between knee and waist level.

Mature



- One foot steps forward. Ball held in hand on opposite side of forward foot.
- Ball-hand swings backward, then forward. Knees bend and body weight transfers from back to front foot during swing.
- Ball is released smoothly at or below knee level.
- Eyes on target throughout.

Approximate Age of Development (in years)

Initial	1	2	3	4	5	6	7	8	9	10
Transition	1	2	3	4	5	6	7	8	9	10
Mature	1	2	3	4	5	6	7	8	9	10

Teaching Strategies

for Skill Development – Underarm Rolling

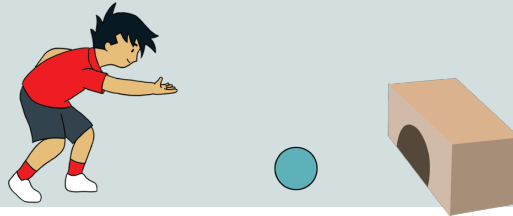
What to do if the child...

... is unstable when rolling from a standing position?



- Child to sit down and roll underarm.
- Sit with legs straddled, then roll ball towards target with both hands.

... is not rolling ball far or with force?



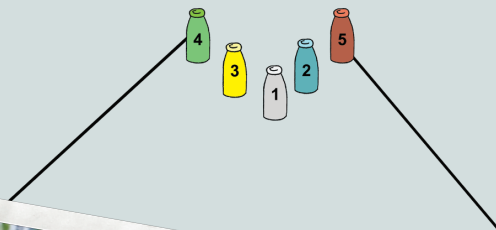
- Child to stand with feet shoulder-width apart.
- Bend knees, lower body, swing hands and release ball with two hands.
- Progress to rolling with one hand when child is able.

... needs cues for the rolling sequence?



- Place a marker or footprint on floor to indicate where to step. Give step-by-step cues: “Step, swing, bend, and roll”.
- Cues can be verbal or written on word cards. If latter, pin up on wall at child’s eye level.

...needs practice in the rolling movement?



- Use colourful bottles/empty beverage cartons as targets. Number targets with permanent markers.
- To prevent ball from rolling far off at random, place targets against a wall.
- Create lanes (ropes/benches) as guide for child.



Skill Building Activities

“Can you roll a ball underarm...?”

MOVEMENT CONCEPTS

EFFORT AWARENESS

FORCE/EFFORT

- with a strong backswing
- that is light (beach ball)/heavy (basketball)
- with both hands

TIME

- slowly/quickly
- forward and have your partner chase it
- so that it travels smoothly on the ground

FLOW

- as if it is a heavy bowling ball
- from a stationary position
- after taking three steps

SPACE AWARENESS

LOCATION

- between two rows of cones
- between two lines on the floor
- to hit the wall on the opposite side of the room

DIRECTION/PATHWAYS

- to the left/right
- to hit a moving object coming towards/going away from you
- backward

LEVELS/EXTENSIONS

- standing tall like a pole
- from different body positions (sitting/kneeling/feet apart/feet together)

RELATIONSHIP AWARENESS

SELF (BODY PARTS)/PEOPLE

- to a partner nearby/at a distance
- through your partner's straddled legs
- with hands straightened out

OBJECTS

- through the legs of a chair
- through a paper tunnel (a holed-out cardboard box)
- to hit cones placed at a distance away



COMBINATIONS (MOVEMENTS WITH EFFORT, SPACE AND RELATIONSHIP AWARENESS)

- through partner's straddled legs from different body positions
- to hit some targets at the end of the room from stationary position

LET'S PLAY

“KinderBowling”

RECOMMENDED FOR

AGES 3 and Above

Activity Objectives

- To hit targets at a distance with a ball using underarm roll.
- To engage in cooperative play.

Before You Start

- Open space/big room
- Cones/ropes to define ‘bowling lanes’ for each team
- Two balls per team
- Six plastic bottles per team* placed at one end of space, in front of wall (if available)

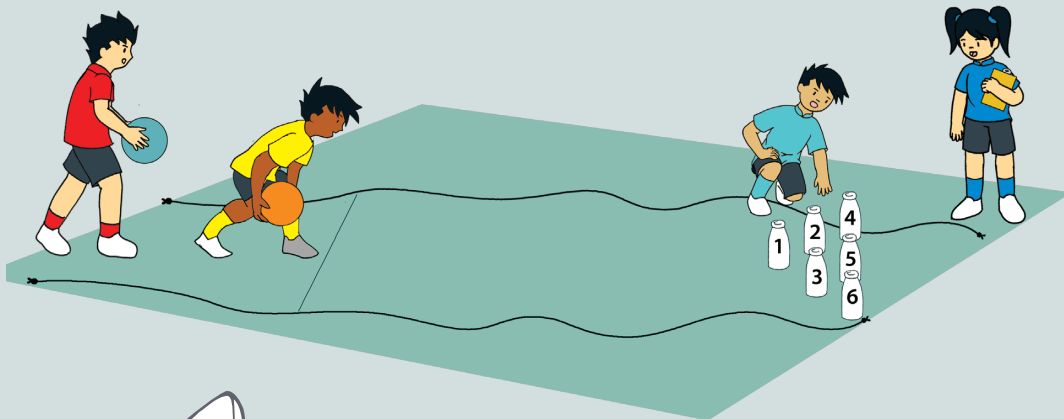
*Form teams of twos or fours depending on space. For teams of two, one child to be Bowler, the other to be Bottle Manager/Scorer. For teams of four, two to be Bowlers, one Bottle Manager and one Scorer.



Integrated Learning

Numeracy

Develops counting skills through active exploration, adding of targets knocked down.

Teaching Moments
Encourage...

- stepping forward of foot opposite the ball-hand
- backswing of ball-hand and bending of knees



Ensure ample space between each lane of the different teams.

How to Play

- Each child gets to bowl twice.
- Count the number of knocked-over bottles.
- Bottle Manager arranges bottles back into position after Scorer has done the scoring.
- Rotate roles between Bowler, Scorer and Bottle Manager.

Variations of Play

Younger children

- Start from a seated position.
- Use a bigger ball or colourful/empty bottles.

Older children

- Bowlers to stand further from the bottles.
- Fill bottles a quarter-full with water/sand.
- Number bottles so Scorer adds up numbers marked on knocked-over bottles.



LET'S PLAY

“Modified Bocce”

RECOMMENDED FOR

AGES **4** and Above

Activity Objectives

- To roll a ball with control and precision towards a distant target.
- To engage in cooperative play.

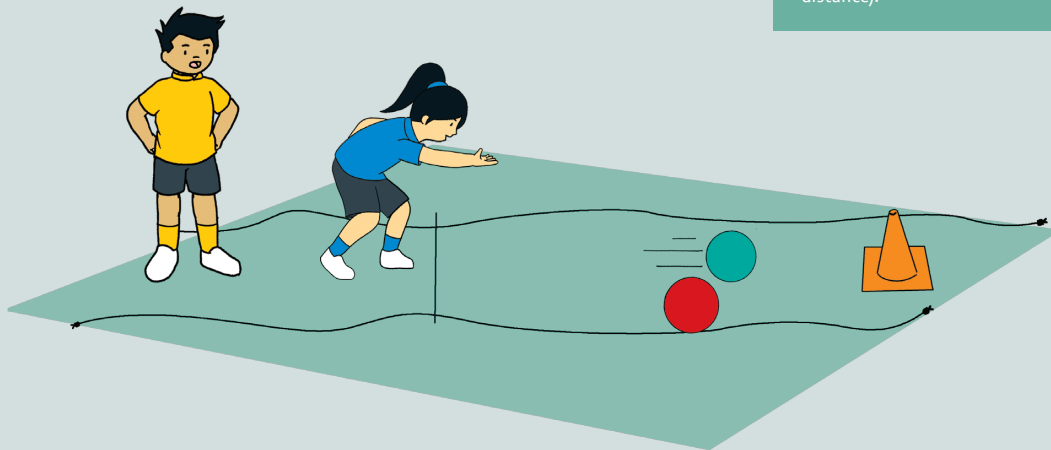
Before You Start

- Open space/big room
- Two balls and a small jack (golf ball or cone) for every pair of children
- Cones/lines to define boundary lanes for each team



Integrated Learning

Environmental Awareness
Develops awareness of cause and effect relationships (e.g., stronger force for a greater distance).



Teaching Moments

Encourage...

- alignment of body for accurate pathway
- different force/effort to hit target by varying how far arm swings back



Create lanes by lining bags/shoes to minimise the need for children to chase runaway balls.

How to Play

- Pair children up, positioning them at one side of the space.
- Each pair gets two balls and a jack, the latter to be placed at opposite end of their respective lanes.
- Partners take turns to roll their balls to hit their jack.
- Each pair to total up number of times they hit the jack.

Variations of Play

Younger children

- Place jack nearer to children, so that they roll a shorter distance.
- Instead of balls, children to underarm throw bean bags or rolled up socks.

Older children

- Place jack further from children, so that they roll a longer distance.
- Children may also hit partner's ball to help steer it nearer the jack, or even hit it.
- Children may also roll the ball as close to the jack as possible, but not hit it.

LET'S PLAY

“Bump!”

RECOMMENDED FOR

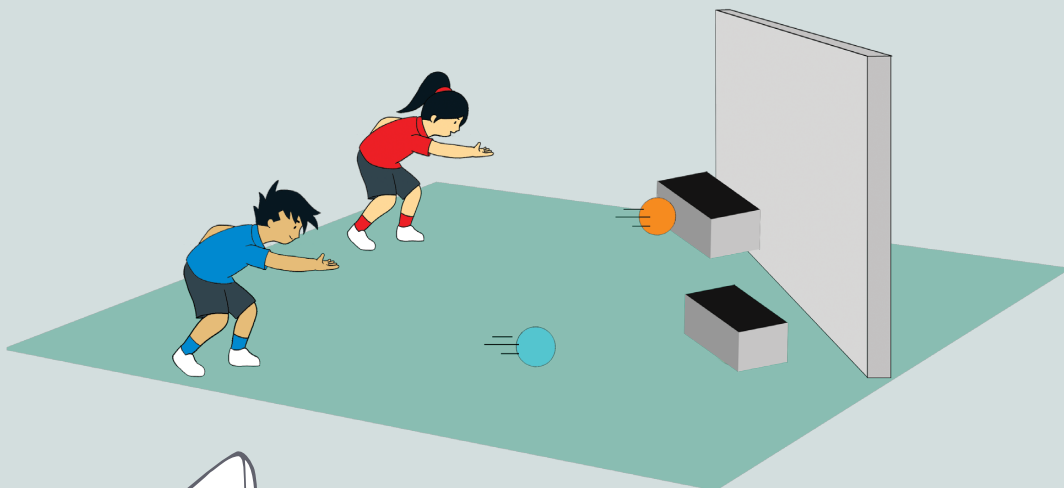
AGES 4 and Above

Activity Objectives

- To roll a ball with control and precision to hit a target.
- To be aware of others within a given space.

Before You Start

- Open space/big room
- Children spaced out at one end of the room, each to be given a ball
- Place boxes at other end, about a metre away from a wall (if available)



Teaching Moments

Encourage...

- precise path of rolled ball (cue: point your ball-hand at box as you release ball)
- good body control and balance during and after ball release

How to Play

- Children to hit the boxes with their balls.
- Award scores each time the boxes are hit.
- Children to total scores achieved after three or four attempts.

Variations of Play

Younger Children

- Children to sit in a circle, each given a ball. Place two paper boxes in the centre of the circle, at which the children will take turns to roll.

Older Children

- Pair children up. Let them take turns to hit the boxes.
- Replace boxes with big balls (bumper balls).
- Increase distance between start line and target.



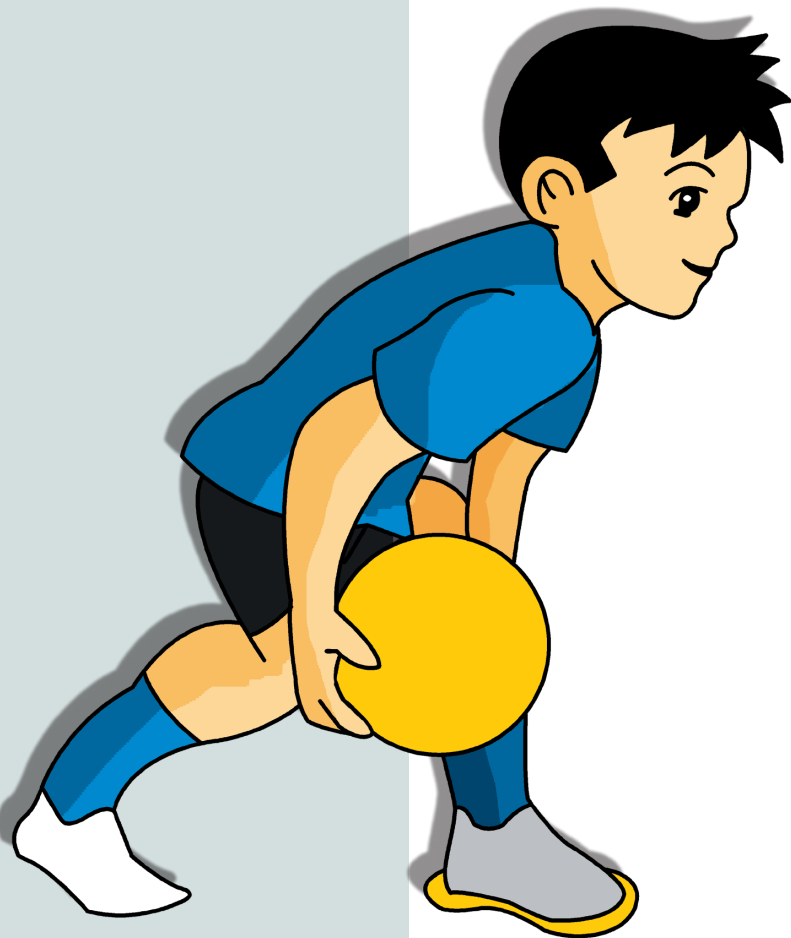
Always begin with a shorter distance to prevent balls from rolling away in all directions.



Underarm Rolling

Verbal Cues

**“Step & Swing,
Bend & Roll!”**



“Eyes on Target”

To ensure body is balanced & facing target

“Swing Ball Backward & Forward”

To create force & momentum for the roll

“Step Forward with Opposite Foot”

To maintain balance

“Bend Knees & Roll Ball”

To ensure smooth ground contact of the ball

Underarm Throwing

Underarm Throw, like the underarm roll, involves a backward-forward swing of the hand to release an object – a ball in the case of the former and any object in the latter.

Unlike the underarm roll where the release is low and close to ground level, the release of the underarm throw can be at any angle or level depending on the purpose of the throw (e.g., whether it is to land object near or far).

Underarm throws help children make perceptual judgments on distance, space and the release strength. The developmental phases of underarm throwing is similar to those of underarm roll (see page 104).

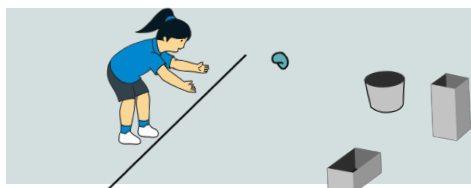


Teaching Strategies

for Skill Development – Underarm Throwing

What to do if the child...

... needs to develop judgement for distance and strength of throw?



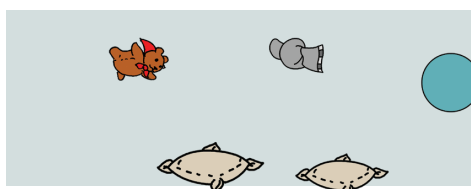
- Place three containers of different heights and shapes at different distances.
- Child to throw bean bags or rolled up socks into each, starting with the one closest to him.

... needs cues for the throwing sequence?



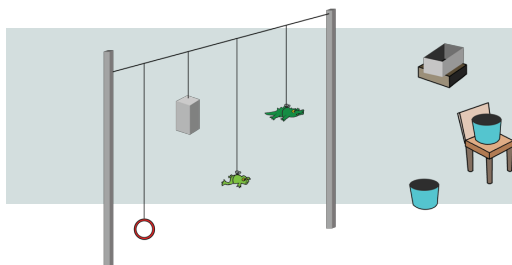
- Place a footprint marker on floor to indicate where to step.
- Give step-by-step cues: “Step, swing, throw and point” for child to follow accordingly.

... needs to develop awareness of different strength required for throwing different objects?



- Child to practise throwing different objects (e.g., small soft toys, rolled up socks/towels, bean bags, frisbees)

... needs to develop awareness of different strength required for throwing at different levels?



- Child to practise throwing to hit different targets (e.g., quoits, soft toys), for different purposes (e.g., to land far or near) and at different levels.

Approximate Age of Development (in years)

Initial	1	2	3	4	5	6	7	8	9	10
Transition	1	2	3	4	5	6	7	8	9	10
Mature	1	2	3	4	5	6	7	8	9	10

Skill Building Activities

“Can you throw an object underarm...?”

MOVEMENT CONCEPTS

EFFORT AWARENESS

FORCE/EFFORT

- as far as possible (e.g., to end of room)
- to hit a near/far target
- using dominant/non-dominant hand

TIME

- slowly/quickly
- after two or three backswings
- after you make two jumps

FLOW

- without moving your free hand
- swinging free hand in opposition to ball-hand
- standing inside a hoop

SPACE AWARENESS

LOCATION

- to land over/in between the lines
- to land on targets placed at different distances
- to hit bottles hanging overhead

DIRECTION/PATHWAYS

- to the left/right
- upward
- at an angle close to/at a distance from the ground

LEVELS/EXTENSIONS

- so that it ‘draws’ a rainbow
- upward near/far
- at waist level

RELATIONSHIP AWARENESS

SELF (BODY PARTS)/PEOPLE

- with left/right hand
- for it to touch your partner’s legs
- to land on/near partner’s thrown object

OBJECTS

- such as a face towel or a pair of rolled up socks
- into a basket/box placed near/far on a chair
- to hit a rolling ball



COMBINATIONS (MOVEMENTS WITH EFFORT, SPACE AND RELATIONSHIP AWARENESS)

- gently but quickly without moving your free hand
- upward from a seated position for it to land on the left



LET'S PLAY

“Throw And Learn”

RECOMMENDED FOR

AGES **4** and Above

Activity Objectives

- To underarm throw for distance.
- To reinforce literacy skills.

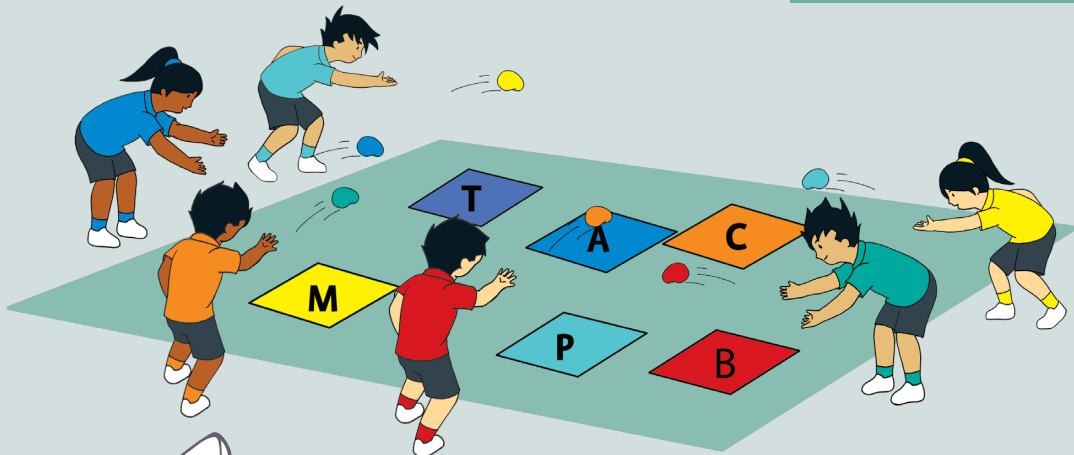
Before You Start

- Open space/big room
- About three to six foam letter mats (A, C, B, M, P, T). Choose letters that can make simple words.
- Soft objects for throwing (bean bags/small soft toys, etc)



Integrated Learning

Language and Literacy
Develops print-letter
recognition and spelling skills.



Teaching Moments Encourage...

- gentle backward-forward swing before release
- appropriate release strength for different target mats through variation of backswing

How to Play

- Children to underarm throw to land on letters that form words they know (e.g., C-A-T/ M-A-T/B-A-T).
- Children to announce prior to their throws, the word they plan to form.
- Children to wait for signal before retrieving their bean bags to throw again.

Variations of Play

Younger children

- Children to stand closer to the mats.
- Start with two-letter words (e.g., me, go, do, at).

Older children

- Replace letters with sight words or try these variations:
 - **‘Travel the World’**
 - Label mats with names of different countries.
 - Children to first tell the class their favourite countries, before proceeding to throw onto mats marked respectively.
 - Children to describe these countries (e.g., landmarks, flowers, food, etc).
 - **‘Super Sandwich’**
 - Print common sandwich ingredients (e.g., egg, cucumber, cheese) on A4-size paper and stick these on to mats.
 - Each child names his three favourite ingredients, then throws to land onto the respective ingredients.

LET'S PLAY

“Hole-in-One!”

RECOMMENDED FOR

AGES **4** and Above

Activity Objectives

- To underarm throw for distance.
- To develop numeracy (counting).

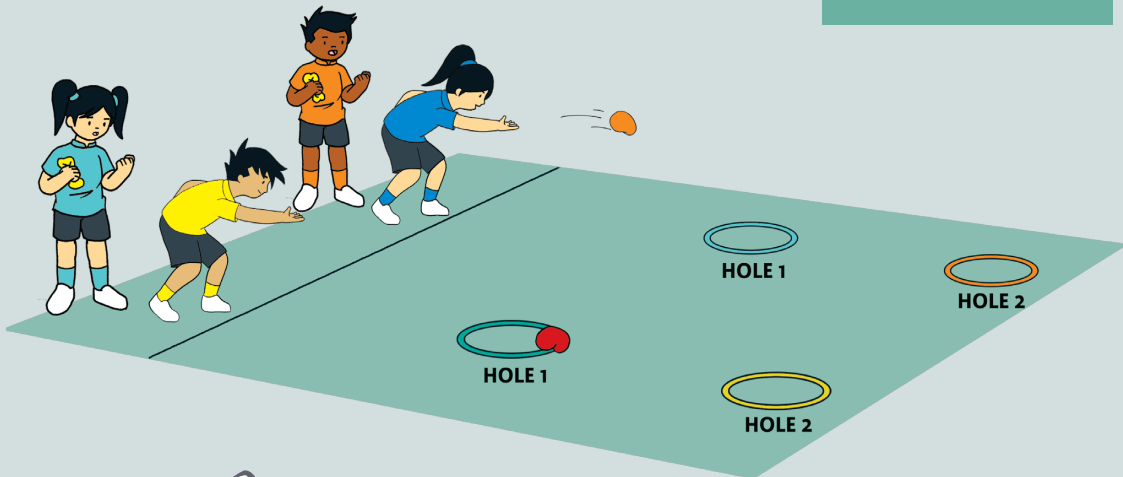
Set-Up

- Open space/big room
- Pair children up, each with a bean bag. Space them at one end of the room behind start line.
- Two flat markers or hoops for every pair of children



Integrated Learning

Numeracy
Develops addition skills through adding of scores.



Teaching Moments

Encourage...

- appropriate release angle to achieve desired distance of throw with controlled backswing
- good body control and balance during and after release

How to Play

- Children to throw and land bean bags in the holes with as few throws as possible.
- Partners of each team to take turns to throw their bean bags to land into Hole 1. If they succeed to land into hole with one throw, they score a hole-in-one!
- If bean bag lands outside Hole 1, thrower picks it up and tries again from that spot.
- Count number of throws each team needs to land their bean bags into Hole 1.
- From Hole 1, throw to Hole 2.
- Children to total the number of throws needed to complete the two holes.
- The team with the fewest number of throws, or the most ‘holes-in-one’ wins.

Variations of Play

Younger children

- Children to throw shorter distances and ensure markers are sufficiently large.
- Begin with only one hole per child/pair.
- Use rolled up socks/face towels instead of bean bags.

Older children

- Space markers further apart.
- Use smaller markers.



Underarm Throwing

Verbal Cues

“Step & Swing; Throw & Point”



“Eyes on Target”

To face direction of throw

“Swing Backward & Forward”

To control timing of release – critical when determining how far object should be thrown

“Follow Through with Straight Arm”

To ensure accuracy of throw

“Step Forward with Opposite Foot”

To develop force for the throw & to maintain balance

Overarm Throwing



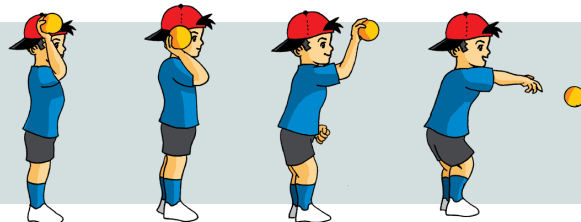
The overarm throw, also known as the overhand or overhead throw, is a skill most commonly used in sports for throwing far and for making quick accurate passes. Variations of the overarm throw are used in many athletic field events, in throwing and catching activities, and in ball games (e.g., basketball, netball).

Most children will not instinctively know how to throw overarm efficiently. To reach the mature phase of the skill, they need a variety of fun and engaging practice opportunities.

Developmental Phases

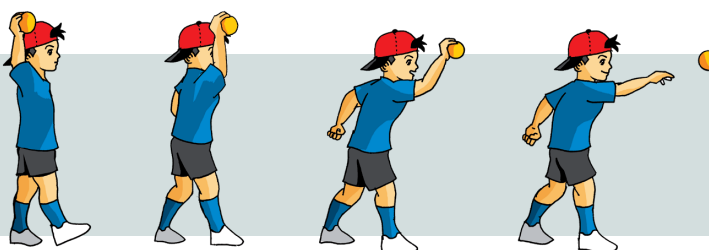
Overarm Throwing

Initial



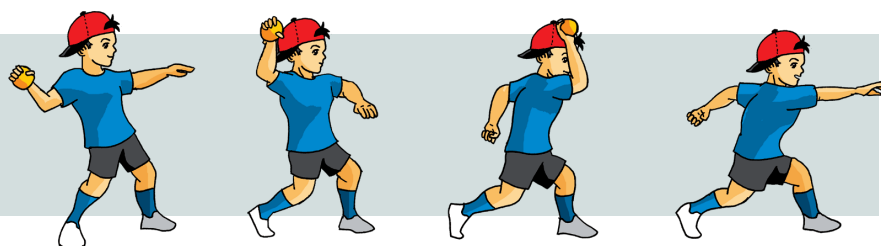
- Throw resembles a push. Movement is limited to front of body and only elbow is used to push the object.
- Fingers are spread out at the point of release.
- Body remains straight with little or no trunk-shoulder rotation.
- Legs are straight and stationary.

Transition



- During preparation, throwing arm swings and brings ball to head level.
- Body turns (rotates) slightly towards throwing side.
- Foot on the same side as throwing arm steps forward.
- During throw, arm swings high over shoulder with body leaning forward.
- Throwing arm reaches forward and downward after ball is released.

Mature



- During preparation, throwing arm swings backward and upward.
- Elbow moves close to ear level, leading the throw.
- A forward step is taken with the foot opposite the throwing arm.
- During throw, body rotates to face forward and body weight transfers from back to front foot.
- Elbow straightens before release, with throwing arm reaching forward and downward in follow-through.

Approximate Age of Development (in years)

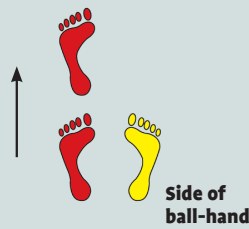
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Teaching Strategies

for Skill Development – Overarm Throwing

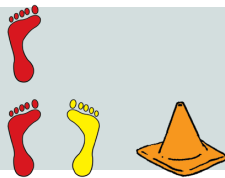
What to do if the child...

... is unable to throw far?



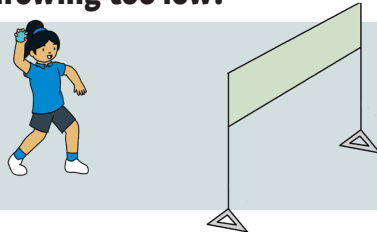
- Place two footprint markers, about shoulder width apart. Place a similarly colour marker in front of foot opposite throwing hand (ball-hand).
- Child to begin by standing on the pair of markers.
- He then steps forward with foot opposite throwing hand and throw.

... is unable to throw with force?



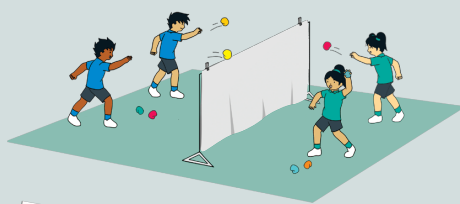
- Place a cone in line with the footprint markers.
- Child to turn belly button to face cone when swinging hand to back. Then rotate body to face direction of throw.

... is throwing too low?



- Set up a net about his height at a short distance away.
- Child to throw object over the line.
- Gradually move child further away from net to increase throw distance.

... needs to develop proficiency in the skill?



- Children to engage in fun activities such as, “Hurry, Send The Presents Over” (see page 121) to allow them to practise overarm throw without the need to hit targets.
- Focus on distance of the throw, then speed, and lastly, precision of throw.



Skill Building Activities

“Can you throw an object overarm...?”

MOVEMENT CONCEPTS

EFFORT AWARENESS

FORCE/EFFORT

- with/without a backswing
- that is heavy/light
- that is small/medium-sized

TIME

- quickly/slowly
- standing still/following a short run
- continuously for 30 seconds

FLOW

- continuously as fast as you can
- like a robot with heavy arms
- standing on tiptoe like a flamingo

SPACE AWARENESS

LOCATION

- to the end of the court
- near/far or low/high
- to hit targets (at different distances and heights)

DIRECTION/PATHWAYS

- leaning forward/backward
- to the left/right
- over a net

LEVELS/EXTENSIONS

- at a low/medium/high level
- straight towards a wall
- upward to touch the clouds

RELATIONSHIP AWARENESS

SELF (BODY PARTS)/PEOPLE

- using your left/right hand
- keeping time with a group
- when signal to throw is given

OBJECTS

- such as a bean bag/quoit/hoop/towel
- into the baskets/pails
- at a target on the wall



COMBINATIONS (MOVEMENTS WITH EFFORT, SPACE AND RELATIONSHIP AWARENESS)

- slowly without a backswing and standing on tiptoe on both feet
- to a partner standing in a hoop at a distance away, and then run to tag him before he releases the object

LET'S PLAY

“Hurry, Send The Presents Over!”

RECOMMENDED FOR

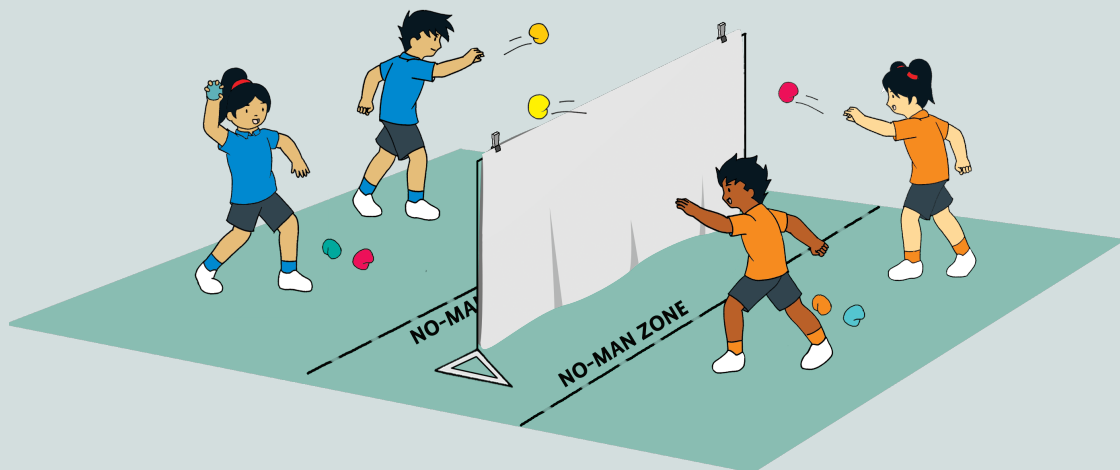
AGES 3 and Above

Activity Objectives

- To develop overarm throw with effort over a medium height line while moving among others in defined space.
- To engage in cooperative play to achieve a common goal.

Before You Start

- Open space/big room
- String a line/raffia/net across the space, just above children’s heads. Peg a ground sheet or light plastic tablecloth over the line so that children on one side of the sheet cannot see those on other side.
- Rolled up socks/soft towels, small soft toys, soft sponge balls

Teaching Moments
Encourage...

- eyes to look over the net
- throwing elbow to be above shoulder level



Look out for safety hazards in the play space such as ceiling fixtures (e.g., fans).

How to Play

- Divide class into two teams, one team on each side of the net.
- Each child to be given one or two objects (Presents).
- Children to throw Presents over the net to their friends on the other side.
- Give the signal to stop after one minute and count the presents landed on each side.
- The side with fewer presents, deemed the more generous team, wins.

Variations of Play

Younger children

- Hang the net low, just above the head of children.

Older children

- Introduce the ‘No-Man Zone’:
 - Mark out a narrow strip along the net on each side as the No-Man Zone.
 - No throwing is allowed in the No-Man Zone.
 - Appoint one child to be Zone Master in the No-Man Zone. He may retrieve Presents that have landed in this zone and pass them to his teammates who in turn will throw them back to the other side.



LET'S PLAY

“High Scores”

RECOMMENDED FOR
AGES **4** and Above

Activity Objectives

- To throw overarm for distance.
- To establish importance of appropriate body rotation and forward step of opposite foot (to throwing arm) to achieve distance.

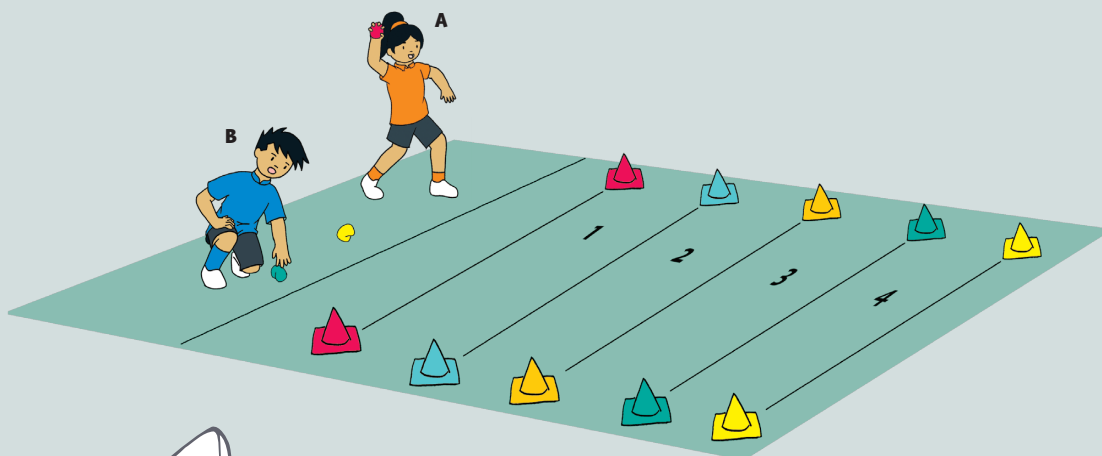
Before You Start

- Open space/big room
- Draw lines at different intervals on the floor at far end of playing space (or use cones/rope to define the different distances)
- Indicate number sets at each lane (e.g., consecutive numbers: One, two, three, four)
- Bean bags/rolled up socks/towels, etc



Integrated Learning

Numeracy
Develops addition skills by adding up the scores.



Teaching Moments Encourage...

- stepping forward of foot opposite throwing arm
- twisting of the trunk

How to Play

- Pair children up (A, B), each pair to be given three bean bags/objects.
- Child A throws one bean bag at a time for it to land into one of the numbered lanes.
- Remind children to throw far in order to achieve high scores.
- Child B totals up Child A's scores from his three throws according to where the bean bags landed each time.
- Child B's turn now to throw likewise, while Child A does the adding up.
- Initiate a round of applause for all the teams.

Variations of Play

Younger children

- Keep the lanes closer to the children so they throw shorter distances.

Older children

- Where object landed, multiply the number by itself (e.g., 2x2; 4x4), before adding up.
- Children to land objects on odd/even numbers only.

LET'S PLAY

“Volcano Eruption”

RECOMMENDED FOR

AGES **5** and Above

Activity Objectives

- To develop overarm throw for distance and accuracy.
- To engage in cooperative play within a given space, retrieving objects quickly.

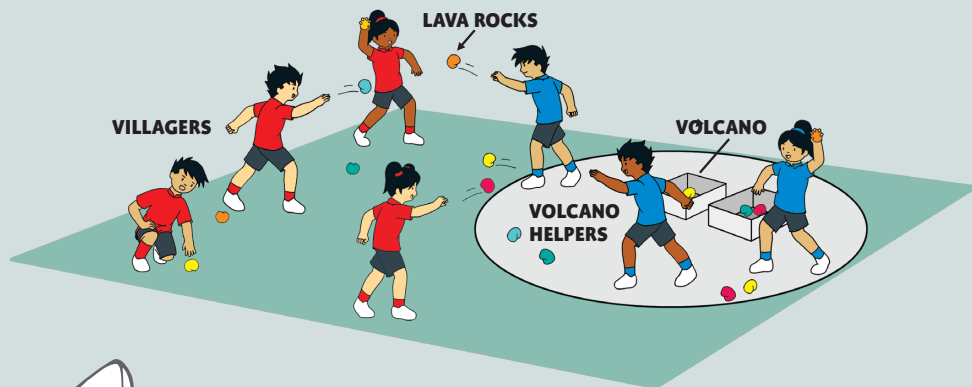
Before You Start

- Indoor space/big room
- Mark a circular zone (using chalk, tape or flat markers)
- Place two or three big empty boxes or baskets inside the circle (Volcano)
- Put rolled up socks/soft towels, small soft toys, soft sponge balls into the boxes/baskets (Lava Rocks)



Integrated Learning

Self and Social Awareness
Help children understand cooperation and working together as a team.



Teaching Moments Encourage...

- use of appropriate throwing pattern – underarm throw when near volcano/overhand throw when far
- cooperation among villagers (e.g., passing between children)



Ensure light and soft objects for throwing, and discourage anyone from throwing at each other.

How to Play

- Four or five children to be in the circle (Volcano Helpers).
- Rest of children to be outside the circle (Villagers).
- At the “Volcano Eruption” signal, Volcano Helpers must pick up one bean bag (Lava Rocks) at a time from the Volcano and overarm throw towards Villagers outside.
- Likewise, Villagers to pick Lava Rocks fallen outside the circle and throw them back into the Volcano.
- Allow one minute of play. Rotate the Volcano Helpers and Villagers.
- Praise children who show good team cooperation.

Variations of Play

Younger children

- Locate the Volcano at one corner of the room to reduce the directions of throws.

Older children

- Introduce the ‘No-Throw-Zone’. Mark a bigger circle as the ‘No-Throw Zone’. Here, no throwing is allowed. Villagers may go into the zone to pick Lava Rocks landed in it but they must step out of the Zone to throw the lava back into the Volcano.



Overarm Throwing

Verbal Cues

“Stand Sideways to Target”



“Swing Arm Backward”

To create force & momentum for forceful throw

“Turn Body to Face Target”

To face direction of throw

“Ball to Ear” (elbow bent)

To keep hand high & ensure object is released at an angle to achieve distance

“Step Forward with Opposite Foot”

To enable body to rotate to direction of throw & allow thrower to transfer weight

“Follow Through”

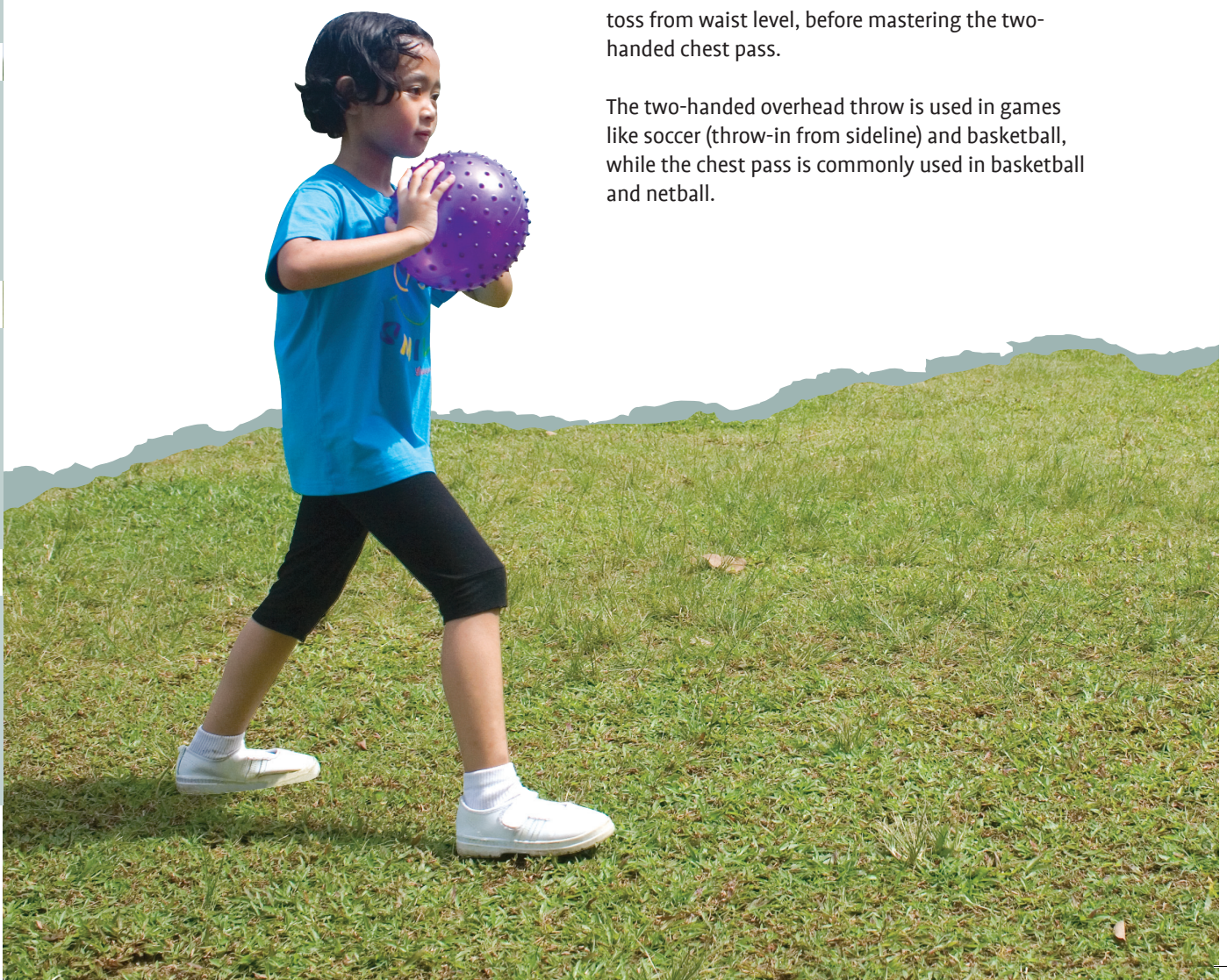
To apply force to throw & prevent muscles & joints from sudden stop-jam injuries

Two-Handed Throwing

The two-handed throw

is commonly used when young children have to handle a larger-sized ball as this movement allows them a better grip of the ball. They tend to use the two-handed overhead throw or two-handed forward toss from waist level, before mastering the two-handed chest pass.

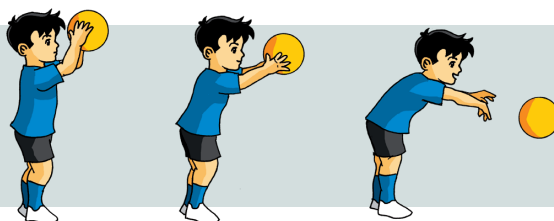
The two-handed overhead throw is used in games like soccer (throw-in from sideline) and basketball, while the chest pass is commonly used in basketball and netball.



Developmental Phases

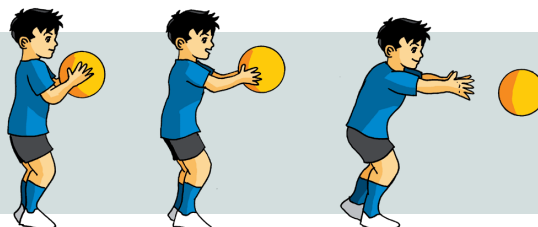
Two-Handed Throwing

Initial



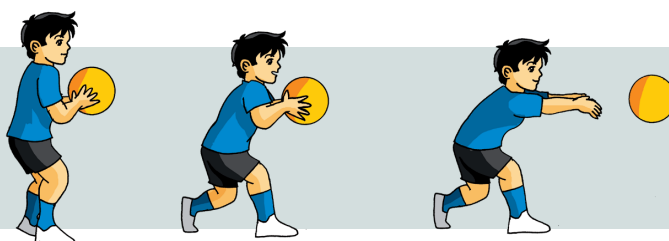
- Feet stationary. Ball is held high near the head with both hands elbows slightly bent.
- During throw, body leans backward before flexing forward.
- Arms straighten and ball is released high by both hands.
- No weight transfer during throw.

Transition



- Feet stationary. Ball is held near to chest with bent elbows pointing downward.
- During throw, body leans slightly backward before arms are straightened and ball is released.
- Little or no weight transfer during throw.

Mature



- Feet stationary. Ball is held with fingers spread around it. Elbows are bent and held just below shoulder level (winged outward).
- One foot steps forward to initiate throw.
- During throw, arms are pushed out strongly at chest level, transferring force from shoulder to arms to hand.
- Legs are slightly bent to absorb force and weight transfers to front foot as ball is released.

Approximate Age of Development (in years)

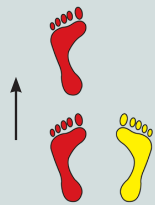
Initial	1	2	3	4	5	6	7	8	9	10
Transition	1	2	3	4	5	6	7	8	9	10
Mature	1	2	3	4	5	6	7	8	9	10

Teaching Strategies

for Skill Development – Two-Handed Throwing

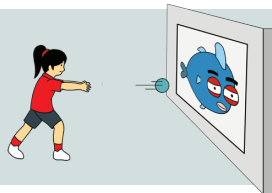
What to do if the child...

... is not throwing far?



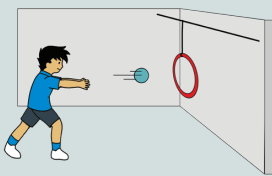
- Place two foot markers, about shoulder width apart. Place another marker in front (either foot) for child to step forward. Use verbal cues: “Step and push”.
- Child to practise stepping forward with left and right foot to develop versatility with both feet.

... has difficulty throwing with force?



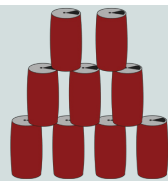
- Place a marker/target on wall at child’s chest level. Child to stand a short distance away and throw to hit target.
- Gradually move child further from wall to increase throw distance.

... needs practice to throw with accuracy?



- Hang a hoop at child’s chest level. Child to stand a short distance away and throw ball through hoop.
- Gradually move child further from wall to increase throw distance.

... needs motivation to practise the skill?



- Stack drink cans (or place plastic bottles) on a table top. Child to stand a distance away and throw to knock cans over.
- Gradually move child further from table to increase throw distance.



Skill Building Activities

“Can you throw a ball with two hands...?”

MOVEMENT CONCEPTS

EFFORT AWARENESS

FORCE/EFFORT

- as if pushing a rock away
- with/without bending at the waist
- gently as if handling an egg

TIME

- quickly/slowly
- straight ahead/upward to ‘draw’ a rainbow
- with a short/long forward step

FLOW

- as if feet were glued to floor
- smoothly with forward step and follow through

SPACE AWARENESS

LOCATION

- clockwise in a group
- through a hoop and into the basket
- to hit targets (at different distances and height)

DIRECTION/PATHWAYS

- straight and forward
- overhead
- over a line

LEVELS/EXTENSIONS

- at medium/high level
- downward so that it bounces
- from a seated position

RELATIONSHIP AWARENESS

SELF (BODY PARTS)/PEOPLE

- to a friend nearby/far away
- when your friend tells you to throw
- to a friend who calls your name

OBJECTS

- into a basketball net
- to hit a wall and catch the rebound
- through a hoop hanging upright in front



COMBINATIONS (MOVEMENTS WITH EFFORT, SPACE AND RELATIONSHIP AWARENESS)

- a medium-sized ball quickly and smoothly with one forward step
- through a hoop, hanging at chest level, to a friend on the other side of the hoop

LET'S PLAY

“Bull’s Eye!”

RECOMMENDED FOR

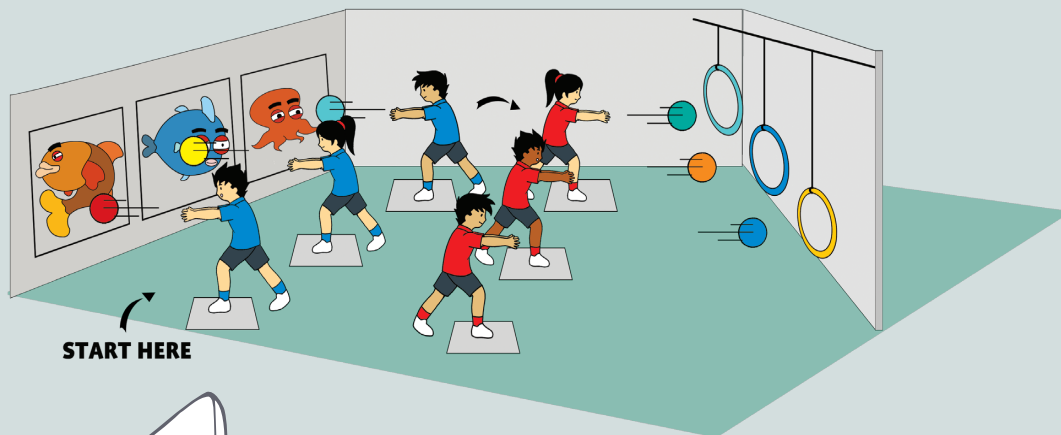
AGES **4** and Above

Activity Objectives

- To throw accurately at targets with two hands at chest level.
- To engage in cooperative play, and learn to rotate station with other teams.

Before You Start

- Open space/big room
- Set up two stations within the room:
 - Tie a line/rope across the room and hang several hoops from it, well-spaced out
 - Stick (use Blu-Tack/sticky tape) several flat targets at children’s chest level on a wall
- All stations to have flat markers at different distances in front of each hoop/target to define throwing positions
- A big or medium-sized ball per team (avoid balls that are heavy or too hard)



Teaching Moments

Encourage...

- fingers to spread out behind ball
- ‘chicken wing arms’ (elbows out at the sides, just below shoulder level)



Use slightly deflated balls to minimise children having to chase runaway balls.

How to Play

- Children to use two-handed throw to hit wall targets or get ball through hoops, progressing from throwing short to long distances.
- Call “Next!” for all children to move to the next target.
- Note number of ‘bull’s eye’ targets hit (ball hits wall targets or goes through hoop).

Variations of Play

Younger children

- Use interesting wall targets (e.g., cartoon figures)
- Instead of hoops, hang big trash bags containing empty drink cans. Children will love the clanging sound when these bags are hit!

Older children

- Appoint Hoop Holder for each team of two or three children.
 - Hoop Holder holds up a hoop with one hand outstretched to his right.
 - Teammates to throw such that the ball goes through the hoop.
 - Hoop Holder is allowed to move the hoop to help ‘catch’ his teammate’s ball.
 - Take turns to be the Hoop Holder.
 - Discourage any behaviour of targetting Hoop Holder.



LET'S PLAY

“Bouncing Off The Wall”

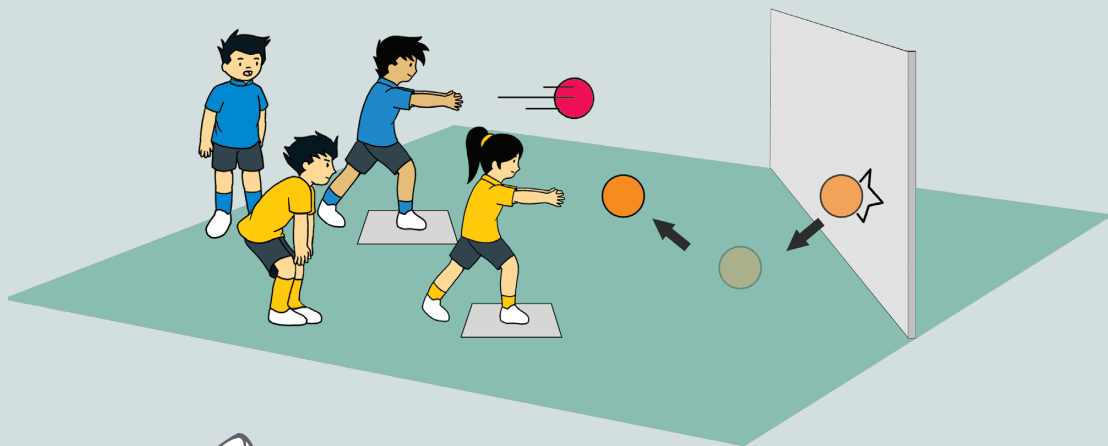
RECOMMENDED FOR
AGES **5** and Above

Activity Objectives

- To execute a two-handed throw of a ball against a wall with appropriate strength.
- To track and catch a rebound.

Before You Start

- Open space/big room with at least one wall at one end
- Markers or cones to define throwing position
- One medium-sized lightweight ball per team



Teaching Moments

Encourage...

- identifying where the ball bounces to determine how close to move to catch
- extension and straightening of elbows during release

How to Play

- Depending on wall space, children can play individually or work in pairs.
- Assign one marker/cone per child or team.
- Children to throw ball at wall using the two-handed chest pass.
- Children to quickly move into position to catch the ball as it bounces off the wall.
- Scores two points for catching the ball each time.

Variations of Play

Younger children

- Use light medium-sized balls (e.g., beach balls); keep distance from wall short.
- Children need not catch the ball after throwing – have teammates help to pick it up.

Older children

- Besides the chest pass, get children to explore using the two-handed overhead throw.
- Get children to move further from the wall to throw from a distance.

LET'S PLAY

“Circle Chest Pass”

RECOMMENDED FOR

AGES **5** and Above

Activity Objectives

- To develop accurate two-handed chest pass.
- To learn to wait in line for turn and stay alert to retrieve a rolling ball.

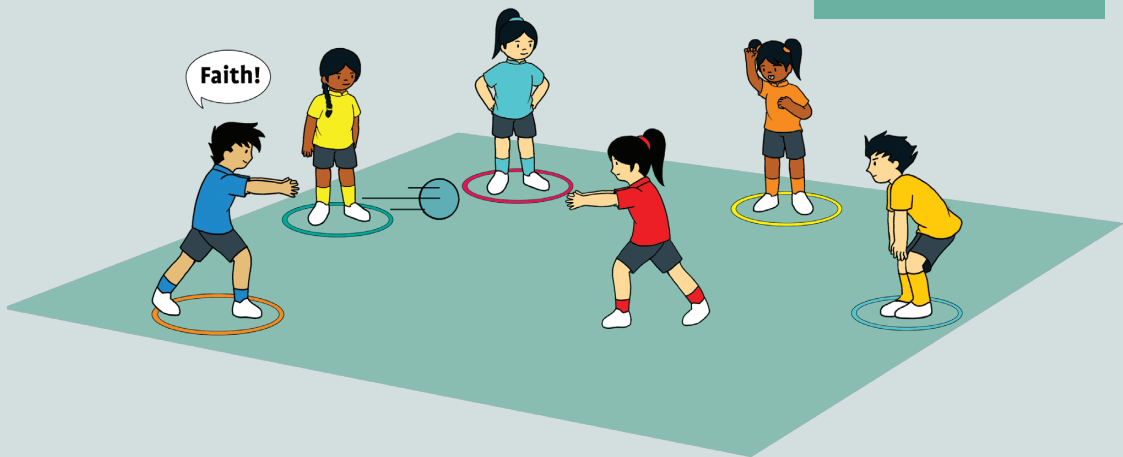
Before You Start

- Indoor space/big room
- Five to eight hoops/markers arranged in a circle
- A medium-sized ball



Integrated Learning

Self and Social Awareness
When child calls out friend's names, they learn to respect others as individuals.



Teaching Moments

Encourage...

- straight and strong elbow extension at ball release
- stepping forward of foot during throw
- link with catching skills



Only the centre child to pick up runaway balls, all other children to stay in their positions.

How to Play

- Children to stand in a circle, each child inside a hoop (form more circles if class is big).
- For every circle, appoint one child to take centre position.
- Centre child calls out name of anyone in his circle, rolling ball underarm to that child.
- That child quickly picks up the ball, and in turn calls out name of centre child, passing ball back to him using the two-handed chess pass.
- On catching the ball, centre child calls the name of another child. Repeat.
- Children take turns to be in the centre.

Variations of Play

Younger children

- Keep circles small and/or pack more children to a circle to keep pass distance short.

Older children

- Spread children further apart and have fewer children per circle.
- Get children to stand and pass in a zigzag V formation (instead of in a circle). Reverse direction when ball reaches the end person.



Two-Handed Throwing

Verbal Cues



“Fingers Around Ball”

To enable better grip & control of ball

“Chicken Wing Arms”

To keep elbows bent for forceful extension during throw

“Push & Straighten Elbows”

To generate force for a strong throw

“Step One Foot Forward”

To generate force for throw & maintain body balance

“Follow Through” (bend knees)

To absorb & transfer body weight

Catching



Catching is an important skill in most ball games but is challenging for many young children, as the catcher is not in control of the speed of the oncoming object. The child has to track the object (keep his eye on it) and move his body and hands in response, before catching it.

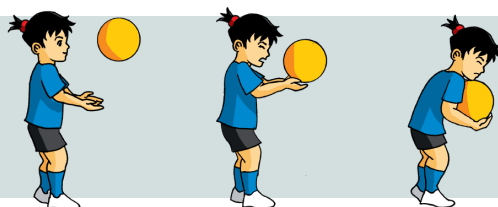
The 'avoidance tendency' is common among younger children who instinctively turn the face away or close their eyes to avoid being hit. For beginners, start with objects that are bright, light and travel slowly (e.g., scarf, soft toy, balloons).

This skill may need to be taught together with throwing skills.

Developmental Phases

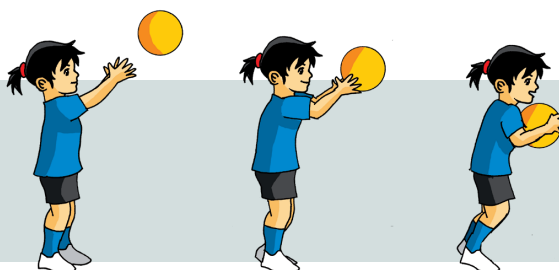
Catching

Initial



- Both hands are held out straight, palms facing upward.
- Face turns away to avoid oncoming object or reflexive raising of arms and hands to shield head.
- Elbows extend for arms to trap object close to chest by 'scooping' it.

Transition



- Arms are bent in front of body, palms facing each other, thumbs pointing upward.
- Eyes may close as object travels towards arms.
- Hands make brief contact with object. Arms clasp object close to body due to poor timing.

Mature



- Eyes focus on and track the oncoming object.
- Elbows are bent and arms held relaxed at the sides or in front of the body.
- Arms and feet make adjustments according to the flight path of oncoming object.
- Hands grasp object in a well-timed motion. Arms pull in upon contact with object to absorb its force.

Approximate Age of Development (in years)

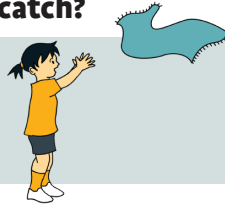
Initial	1	2	3	4	5	6	7	8	9	10
Transition	1	2	3	4	5	6	7	8	9	10
Mature	1	2	3	4	5	6	7	8	9	10

Teaching Strategies

for Skill Development – Catching

What to do if the child...

... is unable to catch?



- Begin with objects that are colourful, soft and light (e.g., scarf).
- Allow child to play with object first before dropping it from a height for him to catch.

... turns face away or closes eyes when catching?



- Begin with objects that are colourful, soft and light (e.g., soft toys, rolled up towels).
- Allow child to play with objects first.
- Start by passing object before tossing them to children (e.g., “Chase Teddy”, see page 137).

... is slow to react to oncoming objects?



- Cue the throw (“Ready? It’s coming!”) before tossing object to child.
- Count down with child before tossing “five, four, three, two, one, catch!”
- Gradually shorten the intervals between cues to quicken the child’s response.

... needs to practise catching small objects?



- Child to practise tossing object upward and catching them.
- Now, try placing object on her shoe and have her kick it upward to catch.
- Gradually decrease size of object.



Skill Building Activities

“Can you catch...?”

MOVEMENT CONCEPTS

EFFORT AWARENESS

FORCE/EFFORT

- as softly as possible
- with arms straightened out like a robot
- with different hand positions

TIME

- quickly/slowly
- a soft toy you tossed, only after clapping twice
- as many balls as possible in 30 seconds

FLOW

- while moving freely in the playing space
- with one foot in a hoop
- while running sideways

SPACE AWARENESS

LOCATION

- without colliding with anyone
- from different body positions (e.g., seated/kneeling/standing/running)

DIRECTION/PATHWAYS

- an object coming from the front/side
- an object coming from above/below
- an object that has bounced off a wall

LEVELS/EXTENSIONS

- while seated on the floor/chair
- while jumping up high
- with hands above the head

RELATIONSHIP AWARENESS

SELF (BODY PARTS)/PEOPLE

- when your friend shouts “Ready?”
- a towel you tossed using different parts of body (e.g., elbow, knee, wrist)
- a ball/bean bag tossed by a partner standing near/far

OBJECTS

- a floating scarf
- a big soft teddy bear
- balloon with a rubber/small object stuffed inside



COMBINATIONS (MOVEMENTS WITH EFFORT, SPACE AND RELATIONSHIP AWARENESS)

- a scarf you tossed with different body parts other than your hands (e.g., elbows, wrists, knees, etc)
- different objects with a hand/two hands, with arms straightened out while seated, when your friend shouts “Ready?”

LET'S PLAY

“Chase Teddy!”

RECOMMENDED FOR

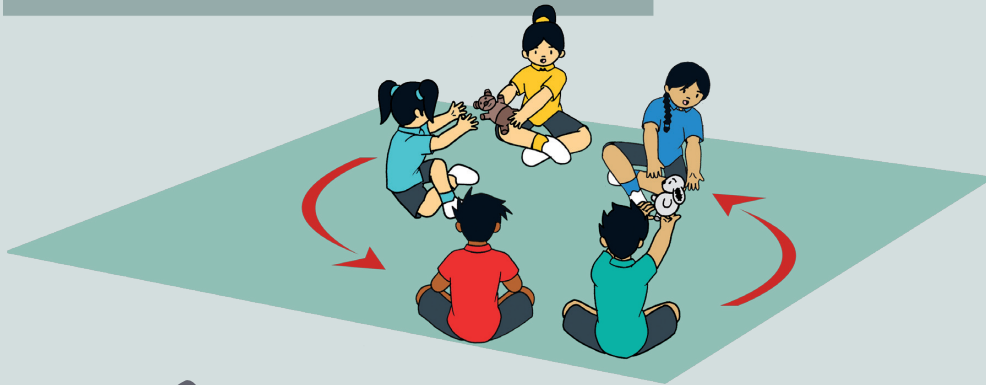
AGES **2** and Above

Activity Objectives

- To catch an object being passed at waist level from the left/right.
- To develop turn-taking skills in a group setting.

Before You Start

- Open space/big room
- Children seated in a circle
- Two to three animal soft toys (e.g., Teddy bear, Snoopy, etc)

Teaching Moments
Encourage...

- hands to reach out when passing or receiving toy
- body to turn in direction of pass (whether giving or receiving)

How to Play

- Role-play with the children: Holding and looking at toy (e.g., Teddy), say: “Hello, Teddy, my name is _____ (your name).”
- Then pass the toy to the child, anti-clockwise.
- Children receiving toy must say “thank you” to the one who passed it to him.
- Then, looking at Teddy, he must say: “Hello, Teddy, my name is _____ (child’s name).”
- He then passes toy to the next child.
- Continue until everyone has introduced himself to Teddy.
- Now get children to pass the toy around the circle quickly.
- When children are starting to have fun, introduce a second toy (e.g., Rabbit), saying: “Teddy is going to chase Rabbit around the circle so let’s help Rabbit run quickly.”
- Remember, “Don’t drop Teddy/Rabbit. You don’t want them to get hurt!”

Variations of Play

Younger children

- Children to sit closer to each other and use bigger toys.

Older children

- Try these variations:

‘Hot Potato’

- Get children to stand in a circle and pass the ‘hot potato’ (bean bags) around.
- Have one colour (e.g., red bean bag) ‘chase’ another colour (e.g., blue).
- Introduce a third colour if many children are playing.

‘Reverse Chase’

- Give the “reverse” signal for children to change the direction of the pass. For example, if Teddy was chasing Rabbit around the circle, Rabbit now chases Teddy.



Pass the toy when receiver is ready, and do not throw for speed.



LET'S PLAY

“Guard The Sandcastle”

RECOMMENDED FOR

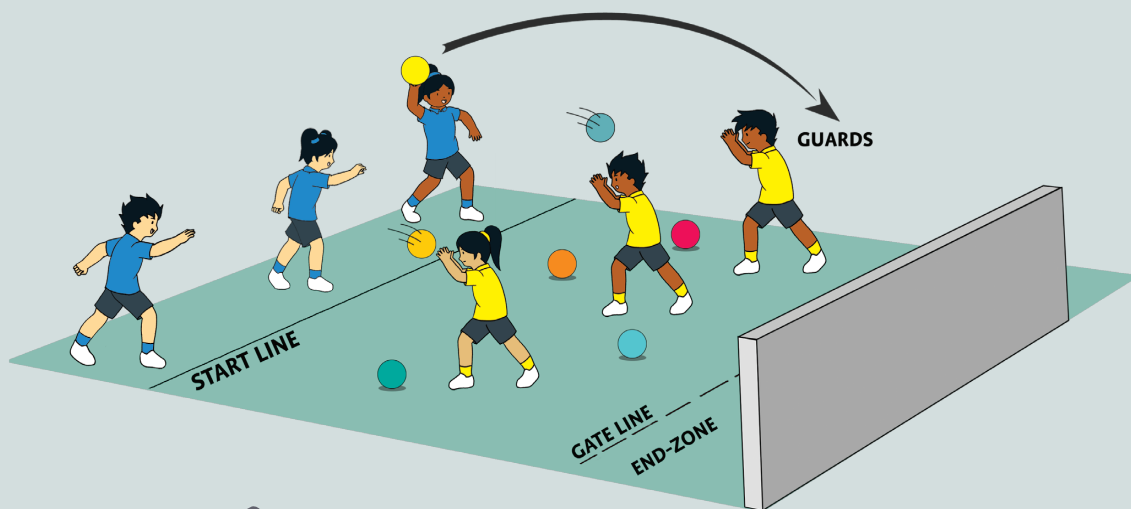
AGES **5** and Above

Activity Objectives

- To move into position to catch an object overhead confidently without colliding into others.
- To engage in cooperative play as a team and defend a space.

Before You Start

- Open space/big room with wall at one end as the sandcastle (stick picture of sandcastles on the wall if available)
- Draw/mark a line ('Gate Line') and End-Zone in front of sandcastle
- Rolled up socks/towels/light medium-sized beach balls, etc



Teaching Moments Encourage...

- Throwers: stepping forward of foot opposite throwing arm
- Guards: close tracking of thrown objects and moving body into flight path of object



Use slightly deflated balls to minimise children having to chase runaway balls.

How to Play

- Position four or five children in front of Gate Line (Guards), and rest of children at Start Line (Throwers).
- Give signal for three Throwers to throw at the sandcastle to 'destroy' it.
- Guards must try to catch or stop these objects to prevent them from hitting the sandcastle or landing in the End-Zone.
- The End-Zone is out of bounds to the Guards.
- Count number of objects that have landed in the End-Zone.
- Then the next three Throwers take up position to try to 'destroy' the sandcastle.
- Continue until all Throwers have done their throws.

Variations of Play

Younger children

- Move Throwers closer to wall to shorten the throw distance.
- Place line barrier above Guards' head level at Gate Line (e.g., tie a string across) to guide Throwers on recommended height to throw.

Older children

- Provide smaller objects for throwing.
- Increase the distance between the start and Gate Lines to increase throw distance.

LET'S PLAY

“Pass And Catch”

RECOMMENDED FOR

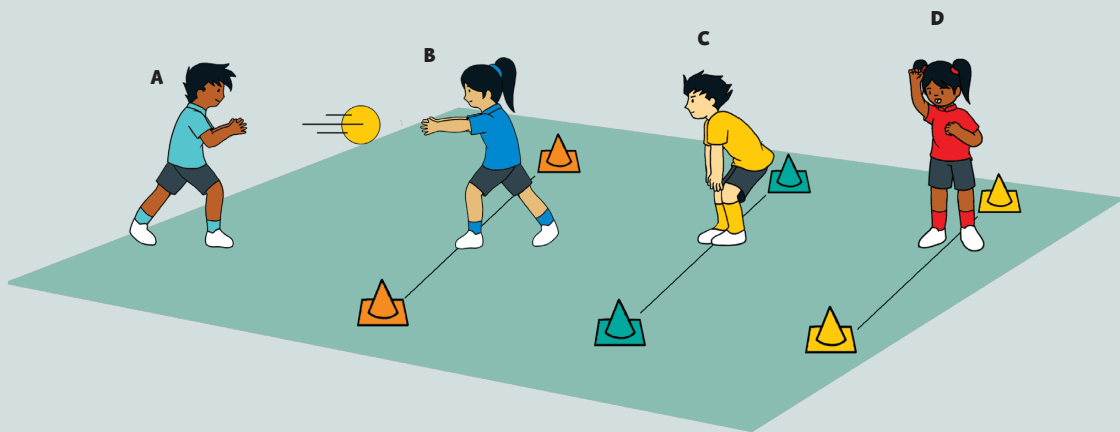
AGES 5 and Above

Activity Objectives

- To catch an object tossed in one's direction.
- To toss an object with accuracy to a partner at a distance.

Before You Start

- Open space/big room
- A soft toy/bean bag/medium-sized ball for each team

Teaching Moments
Encourage...

- release of object with control
- good tracking of thrown objects
- stepping forward to pass

How to Play

- Organise teams of four into straight lines, each child about two-arm's length from each other.
- At “Go”, Child A tosses object to Child B, Child B to catch before tossing to Child C, and Child C to Child D.
- Then reverse direction of the pass from Child D to Child A.
- Continue until stop signal is given.

Variations of Play

Younger children

- Limit to three children in a team, arranging them closer to one another.
- Use bigger objects for passing.

Older children

- Create more distance between teammates.
- Specify the format for catching (e.g., both hands, one hand).



Catching

Verbal Cues



“Eyes on Target”

To focus & track the object

“Fingers Around Object”

To ensure a good grip of the object

“Reach & Catch”

To ensure hands reach forward to catch object

“Bend Elbows & Bring Object In”

To absorb impact of object to slow it down

“Quick Feet”

To move into object’s oncoming path to catch it

Kicking

In kicking, force is applied to an object with the foot. The skill requires good dynamic balance as the body weight needs to be balanced on one foot when the kicking foot is lifted off the ground during the kick. Kicking is used in soccer and other daily activities like kicking a stone out of one's pathway.

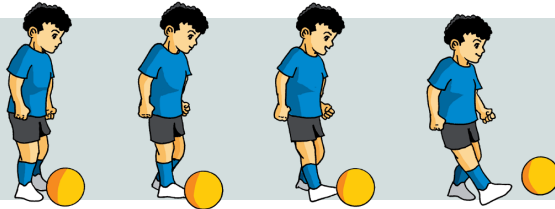
Young children generally do 'toe kicking' (pushing the object with their toes) which does not get the object far. For force and distance, children need to kick with their instep, which is the area on top of the foot where the shoelace is tied. Kicking with the inside of the foot (the area between the big toe and the side of the mid-foot) is also useful as it gives the kicker control of the object.



Developmental Phases

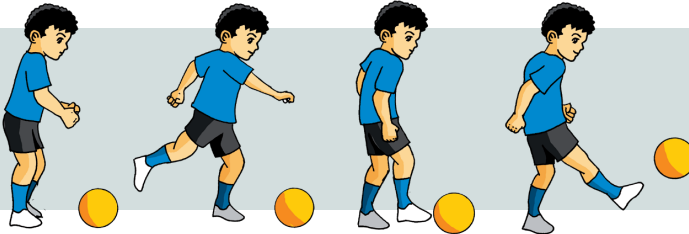
Kicking

Initial



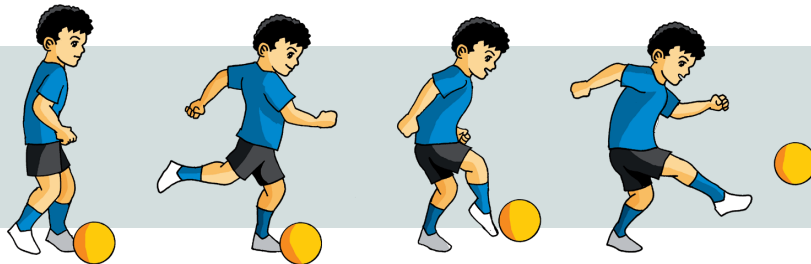
- Body is upright and stationary, with arms either at sides or in front of body for balance.
- Kicking leg swings backward during the preparatory phase.
- Forward swing is short and stops once ball is kicked.
- Tends to kick with the toes (toe-kicking) or with front of the foot.

Transition



- Body is upright, with arms either at sides or in front of body for balance.
- Kicking leg swings backward during preparatory phase. Leg remains bent during forward swing and straightens to contact the ball.
- Tends to kick with toes or front of foot.

Mature



- Non-kicking foot is placed next to ball.
- Kicking leg swings back with high knee-bend before swinging forward to kick ball.
- As top of foot (shoelace area) contacts ball, the arms swing in opposition to legs to maintain balance.
- After the kick, the trunk bends forward slightly (follow-through).

Approximate Age of Development (in years)

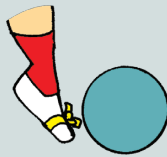
Initial	1	2	3	4	5	6	7	8	9	10
Transition	1	2	3	4	5	6	7	8	9	10
Mature	1	2	3	4	5	6	7	8	9	10

Teaching Strategies

for Skill Development – Kicking

What to do if the child...

... tends to kick with toes?



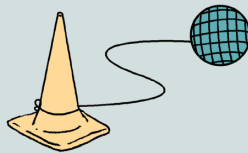
- Tie a coloured ribbon/piece of cloth at the shoelace area of the shoes. Show child how the ribbon (top of foot) should contact the ball.
- Child to practise kicking from a stationary position.

... is not able to kick far and accurately?



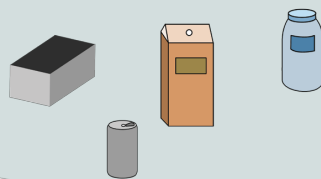
- Provide a marker next to the ball and a target line some distance away.
- Give step-by-step cues for child to step onto marker and kick: “Step, swing and kick”.

... needs to practise kicking independently?



- Put ball into a netting and tie end to a long string/rope (adjust length according to room space available).
- Tie other end of rope around a strong support (e.g., leg of a chair/pole/cone).
- Child to kick the ball, after which he only needs to pull the string to retrieve it and start again.

... needs to develop awareness of different strength required for kicking different objects?



- Child to practise kicking different objects (e.g., drink cans, plastic bottles, beverage cartons, shoeboxes).
- Kick towards a wall to keep them contained within space or tie a string/rope to the objects for easy retrieval.



Skill Building Activities

“Can you kick...?”

MOVEMENT CONCEPTS

EFFORT AWARENESS

FORCE/EFFORT

- as light/hard as you can
- with your instep (area on top of the foot where the shoelace is)
- with inside-of-foot

TIME

- and make object go slowly/quickly
- object into the air before it reaches the wall/cone
- in slow motion

FLOW

- with a leg straightened out
- with a knee bent
- with arms next to body

SPACE AWARENESS

LOCATION

- from a stationary position
- to hit a target nearby/at a distance
- and run to stop the ball

DIRECTION/PATHWAYS

- forward/backward
- diagonally

LEVELS/EXTENSIONS

- the ball high to make it travel in the air
- and make ball roll along the ground
- over a low obstacle/line

RELATIONSHIP AWARENESS

SELF (BODY PARTS)/PEOPLE

- with left/right foot
- to a partner who is walking towards you slowly
- backward to a partner standing behind

OBJECTS

- over the lines/cones at a distance
- into a pail lying on its side
- through the legs of the chair



COMBINATIONS (MOVEMENTS WITH EFFORT, SPACE AND RELATIONSHIP AWARENESS)

- hard with the instep and make the ball travel at different heights to reach a partner standing at a distance between two cones
- after walking up to the ball so that it hits any of the two baskets in front of the wall

LET'S PLAY

“World Cup Champ”

RECOMMENDED FOR

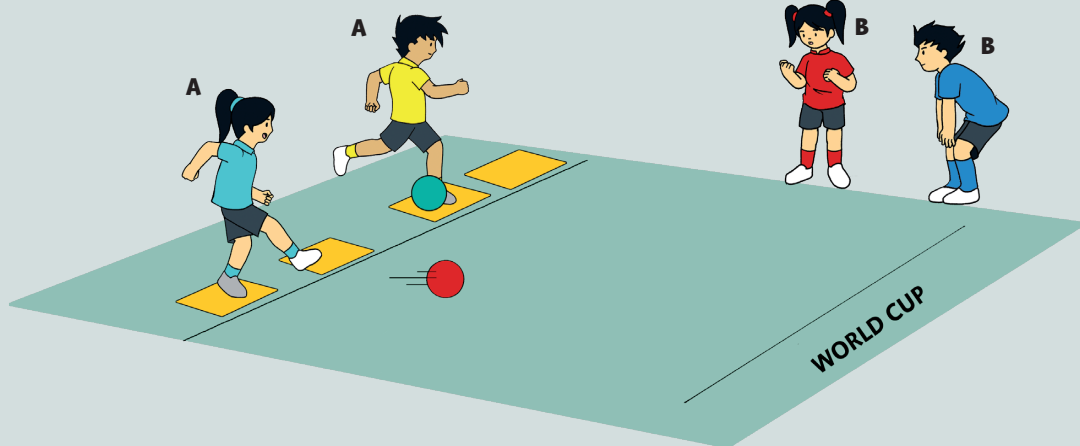
AGES **4** and Above

Activity Objectives

- To develop kicking for distance with effort and space awareness.
- To engage in cooperative play and rotate roles between partners.

Before You Start

- Open space/big room
- Create a World Cup Zone at far end of space (by marking or use cones/ropes)
- One medium-sized ball placed on a marker for each pair of children (place ball on a flat marker/anti-slip mat if available)

Teaching Moments
Encourage...

- backswing of kicking foot (bending at the knee)
- shoelace or instep of kicking foot to contact centre of ball



Deflate the ball slightly to prevent it from rolling too far.

How to Play

- Pair children up: Child A to stand at kicking end; Child B at the World Cup Zone, on the sides.
- At “Go”, Child A to try and kick ball as far as possible to the World Cup Zone.
- Wait a few seconds for balls to settle, then give signal for Child B to retrieve respective balls of partners.
- Child B rolls the ball back, underarm, to his partner, and moves to the end of the lane where his partner’s ball had landed. This is to mark the distance achieved.
- Child A kicks again to try and land the ball further than the last try. Child B repeats as above.
- Child A and Child B rotate roles after every two tries.
- Praise children for their efforts.

Variations of Play

Younger children

- Keep lanes closer together.
- Get children to play individually (so they pick up their own ball when signal is given).

Older children

- Use heavier balls and mark lanes further apart.
- Encourage a run-up approach to the kick to achieve a greater distance.



LET'S PLAY

“Dominos!”

RECOMMENDED FOR

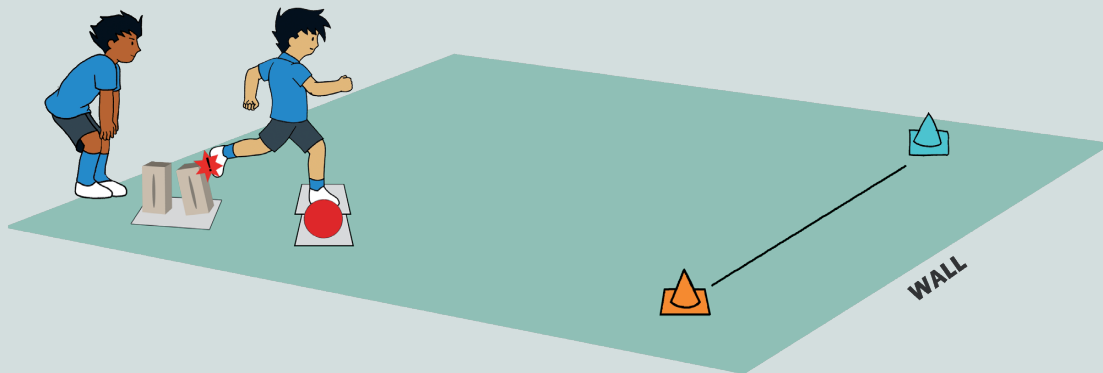
AGES **4** and Above

Activity Objectives

- To develop high backswing of kicking leg to achieve a strong kick.
- To develop body stability on one foot and effective use of arms to maintain balance.

Before You Start

- Open space/big room
- Mark a line with cones (near wall if possible)
- Three flat markers, one medium-sized ball and two empty plastic bottles/tissue box per pair of children



Teaching Moments Encourage...

- forward step of non-kicking foot to be just next to ball
- kicking foot to follow through after ball is kicked



Place the line in front of a wall/fence to minimise running after the balls.

How to Play

- Place ball on a marker.
- Child to stand on marker next to ball, about one small step to the left.
- Place the third marker about half a foot-length away from the child's kicking foot.
- On this, place two tissue boxes or two plastic bottles (one behind the other about a palm space in between).
- At “Go”, the child must aim to kick the ball to the line.
- Encourage child to swing kicking foot backward enough (topple the tissue boxes) to achieve a further kick.

Variations of Play

Younger children

- Encourage kicking with instep.
 - Mark child's instep (area on top of foot where shoelace is) with chalk/ribbon.
- Use bigger plastic bottles (1.5 ml bottles) and place them next to each other.

Older children

- Move the tissue boxes further back.
- Replace line with targets for aiming (e.g., bottles).

LET'S PLAY

“Kick And Score”

RECOMMENDED FOR

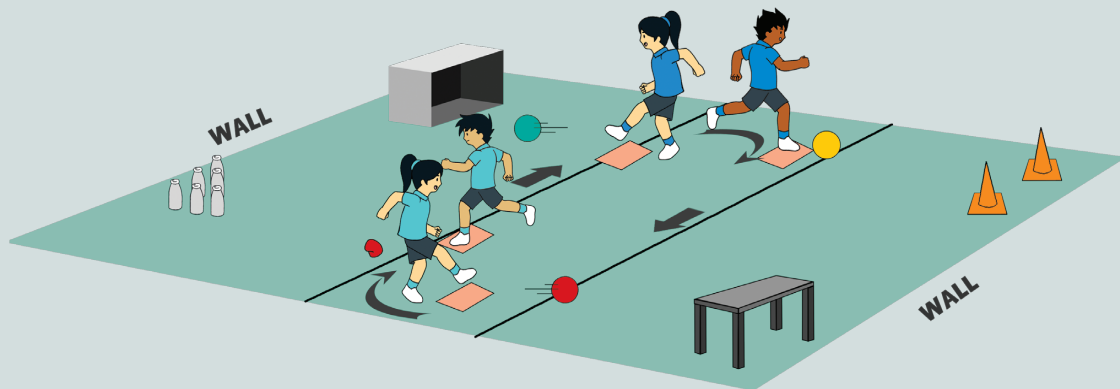
AGES 5 and Above

Activity Objectives

- To develop kicking for accuracy with pathway awareness.
- To develop proficiency in kicking different objects with control and accuracy.

Before You Start

- Big room with clear walls on opposite sides
- Set up four kicking stations using cones, benches, plastic bottles, carton boxes, etc
- Four markers as start point at each kick station
- Floor directional arrows
- One medium-sized ball and one bean bag for each pair of children

Teaching Moments
Encourage...

- kicking with control, with outside or inside of foot
- kicking with alternate foot so as to develop kicking flexibility



Mark directional arrows clearly on the floor to ensure smooth flow of movement between groups.

How to Play

- Pair children up (Ball Kicker and Bean Bag Kicker).
- Walk through and demonstrate the route to the children.
- Station each pair at the various stations.
- Children take turns to kick their ball/bean bag to hit the targets.
- On signal, children collect their ball/bean bag, then move on to the next station.
- Rotate roles between Ball Kicker and Bean Bag Kicker.
- Follow the directional arrows at all times.

Variations of Play

Younger children

- Position children nearer the kicking station and make goal posts wider.
- Children to kick objects that are bigger (e.g., plastic blocks, tissue boxes).

Older children

- Position children further from the kicking station and make goal posts narrower.
- Children to try kicking plastic bottles instead of bean bags.
- Children to do a three-step walk or a run-up before kicking.



Kicking

Verbal Cues

**“Step, Swing
& Kick”**

**“Non-Kicking Foot
Beside Ball”**

To prepare for weight
transfer during kick

**“Swing Arms”
(in opposition
to feet)**

To maintain body
balance

**“Bend Knee &
Swing Backward”**

To generate force &
momentum for the kick

**“Kick with Shoelaces”
(for distance)**

For better control &
a stronger kick

**“Kick with Inside/
Outside of Foot”
(for accuracy)**

To allow for more precise
& accurate passing



Dribbling with Foot

Dribbling with foot, commonly used in soccer, involves controlling a ball and travelling with it. It is a foot-eye coordination skill that requires visual tracking, dynamic balance and spatial awareness. This skill also necessitates lower limb muscular control which is a challenge for young children (see page 12).

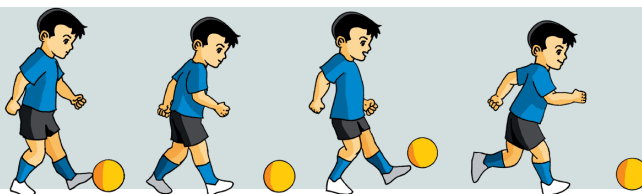
To dribble well, a child needs to be able to use either side (inside or outside) of the foot to track and move the ball forward. Beginners generally kick at the ball with toes and have little or poor control of it. They also have little awareness of direction and effort, often kicking the ball too far ahead. Hence they end up chasing the ball instead of dribbling it.



Developmental Phases

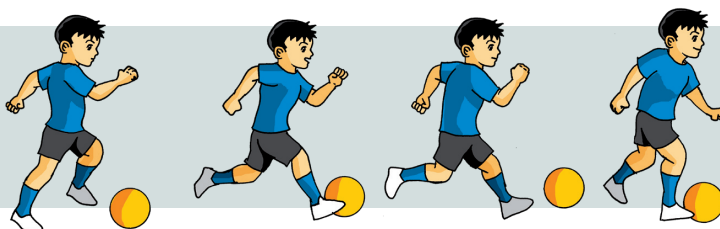
Dribbling with Foot

Initial



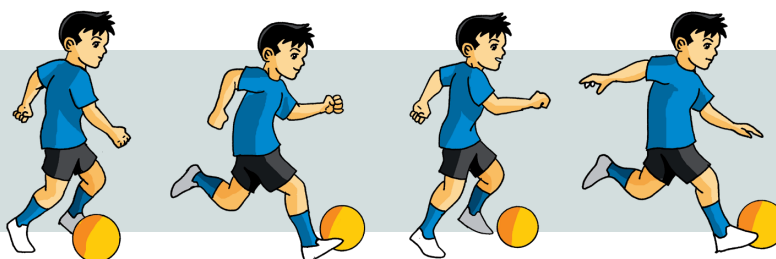
- Walks or runs and kicks at ball with toes/front of foot.
- Ball is usually kicked far away. Child ends up chasing ball, only to kick it again in random directions.

Transition



- Runs and kicks at ball with toes or side of foot.
- Ball remains near foot after being kicked. Child chases ball, attempting to gain control of it.
- Eyes on ball, looking ahead occasionally.

Mature



- Runs with control.
- Pushes ball forward or to the side with the inside/outside of foot.
- Ball is kept near to foot during the dribble, with foot controlling direction of ball.
- Eyes alternate between ball and looking ahead.

Approximate Age of Development (in years)

Initial	1	2	3	4	5	6	7	8	9	10
Transition	1	2	3	4	5	6	7	8	9	10
Mature	1	2	3	4	5	6	7	8	9	10

Teaching Strategies

for Skill Development – Dribbling with Foot

What to do if the child...

... is unable to control ball?



- Mark the inside/outside of foot with tape or tie a cloth band around the shoe near the front section.
- Child to tap ball on the spot using the inside/outside foot.

... can only dribble with one dominant foot?



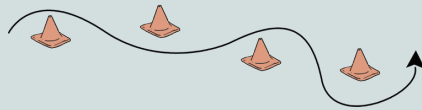
- Tie a plastic bottle and hang it just touching the ground.
- Child to practise tapping bottle with inside/outside of foot.
- Practise tapping using left and right foot to develop versatility of both feet.

... tends to kick the ball far away?



- Get child to imagine he is 'walking the ball' (i.e., to walk while keeping ball next to his feet).
- Child to progress to walking briskly with the ball, if able.

... has little control of ball during dribble?



- Set up a simple obstacle course (using cones or markers). Child to walk and dribble around obstacles.
- Child to progress to walking briskly with the ball, if able.



Skill Building Activities

“Can you dribble with foot...?”

MOVEMENT CONCEPTS

EFFORT AWARENESS

FORCE/EFFORT

- an empty plastic bottle
- a plastic bottle filled with sand
- a juice/milk carton that is half-filled

TIME

- quickly
- and make ball go slowly
- in and out of a row of cones

FLOW

- with legs straightened out
- without swinging leg to kick
- and freeze when you hear the whistle

SPACE AWARENESS

LOCATION

- keeping ball just in front of your foot
- in between two lines
- along lines of basketball court

DIRECTION/PATHWAYS

- along a straight line
- following a curved/zigzag line
- then stop and change direction

LEVELS/EXTENSIONS

- with your hands outstretched like an aeroplane
- keeping the ball rolling along the ground all the time
- with body leaning forward/backward

RELATIONSHIP AWARENESS

SELF (BODY PARTS)/PEOPLE

- with alternate left, then right foot
- and pass to partner on your left/right
- and high-five anyone who passes by

OBJECTS

- an empty tissue box
- around cones
- and stop the ball in a hoop



COMBINATIONS (MOVEMENTS WITH EFFORT, SPACE AND RELATIONSHIP AWARENESS)

- slowly following the straight line on the floor, keeping ball next to your foot
- with the right foot only, till you reach a cone at the other end and then dribble back with the left foot

LET'S PLAY

“Drivers And Tyres”

RECOMMENDED FOR

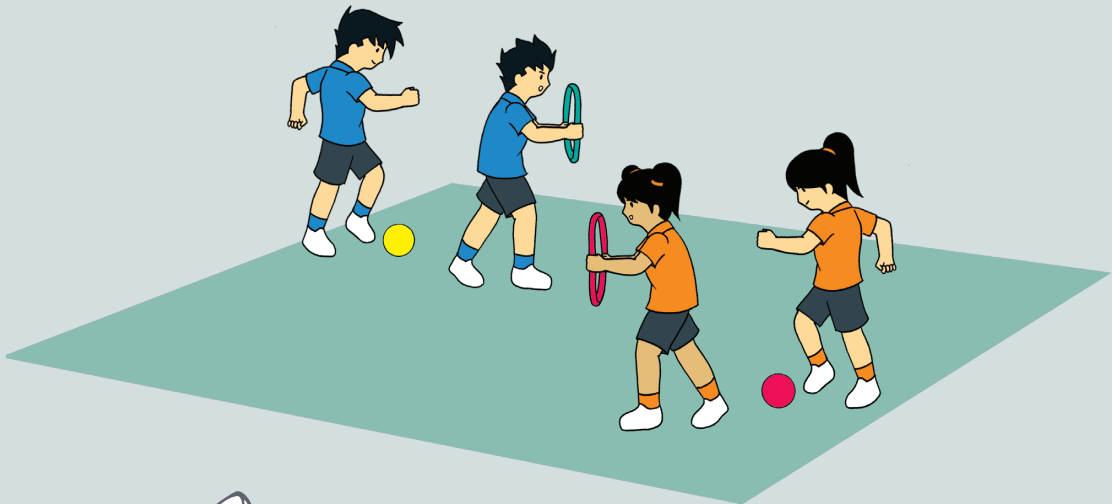
AGES **5** and Above

Activity Objectives

- To dribble along different pathways and at different speed behind a partner.
- To develop appreciation for different road signals, rules and travelling conditions.

Before You Start

- Open space/big room
- One medium-sized ball and a hoop for each pair of children



Teaching Moments

Encourage...

- Tyres to control ball, yet look up at Drivers occasionally
- Drivers to ensure Tyres are keeping up



Beware of collisions. Encourage responsible driving (e.g., slow down on busy roads, sound the horn when other vehicles get too near).

How to Play

- Pair children up (Drivers and Tyres) and spread them out.
- Driver to be in front with hoop, while Tyre to be an arm's length behind with the ball.
- Drivers to walk slowly, turning the hoop as a steering wheel.
- Tyres to dribble closely behind. The ball must not get in front of Driver.
- Be creative. Encourage children to imagine different road conditions:
 - different pathways (e.g., drive straight, follow a right/left bend, etc)
 - different speeds (e.g., caught in a bad jam, slow traffic on a busy road, on a clear highway, etc)
 - traffic light changes (green – average speed, amber – slow down, red – stop)
- Rotate roles between Drivers and Tyres.

Variations of Play

Younger children

- Assign pairs to designated traffic lanes (markers/cones).
- Dribble empty tissue boxes.

Older children

- Allow Driver to pair with a different Tyre after the first rotation.
- Encourage dribbling with left/right foot, then alternating foot.



LET'S PLAY

“Dribble And Say Hello!”

RECOMMENDED FOR

AGES **5** and Above

Activity Objectives

- To dribble slowly and stop with control in general space.
- To develop appropriate social skills at play.

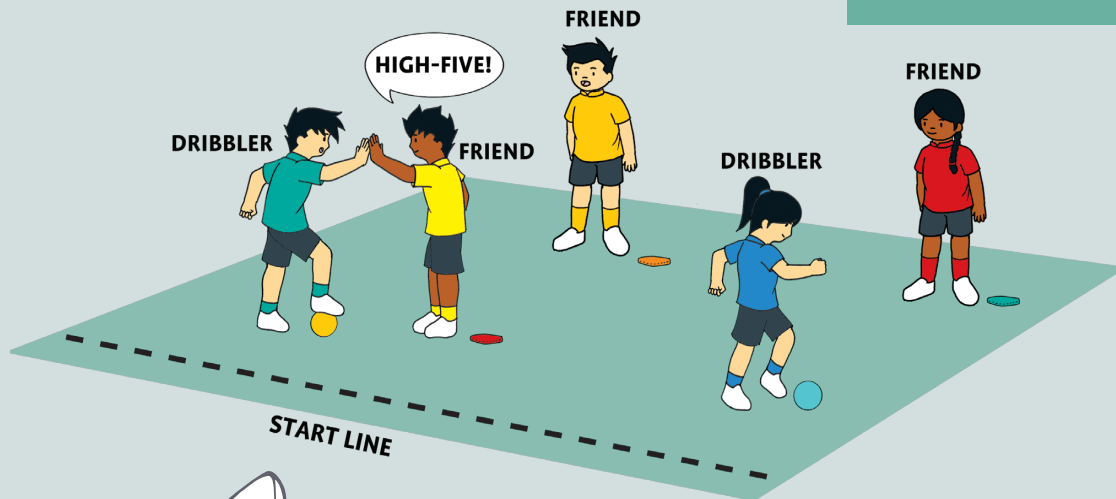
Before You Start

- Open space/big room
- One medium-sized ball and one bean bag/marker for each pair of children



Integrated Learning

Language and Literacy
Create a story to keep children interested and engaged in the activity.



Teaching Moments

Encourage...

- dribblers to keep ball close to them while dribbling
- dribblers to place foot gently on top of ball when they want to stop dribbling

How to Play

- Scatter bean bags or flat markers around space.
- Divide children into two groups (Friends and Dribblers).
- Friends stand at a bean bag each. Dribblers at the start line with their balls.
- At “Go”, about four Dribblers start dribbling slowly towards a Friend.
- As Dribbler approaches a Friend, latter says to Dribbler: “Hello, ___ (Dribbler’s name)”.
- Dribbler stops ball (place foot on ball) and responds: “Hello, _____ (Friend’s name)”.
- Dribbler and Friend high-five each other.
- Dribbler moves on to another Friend.
- Rotate Dribblers and Friends.

Variations of Play

Younger children

- Children to walk the ball or tissue box (instead of dribbling) slowly.
- Pair Friend and Dribbler up, one at each end of room. This way, children need not go looking for their own partners.
- Create story plots to engage children in the activity. For example, get them to imagine:
 - they are Pizza Men on their delivery rounds.
 - they are Buses on their routes to pick up passengers.



Ensure adequate spacing between friends to avoid collisions

LET'S PLAY

“Dribble And Connect the Dots”

RECOMMENDED FOR

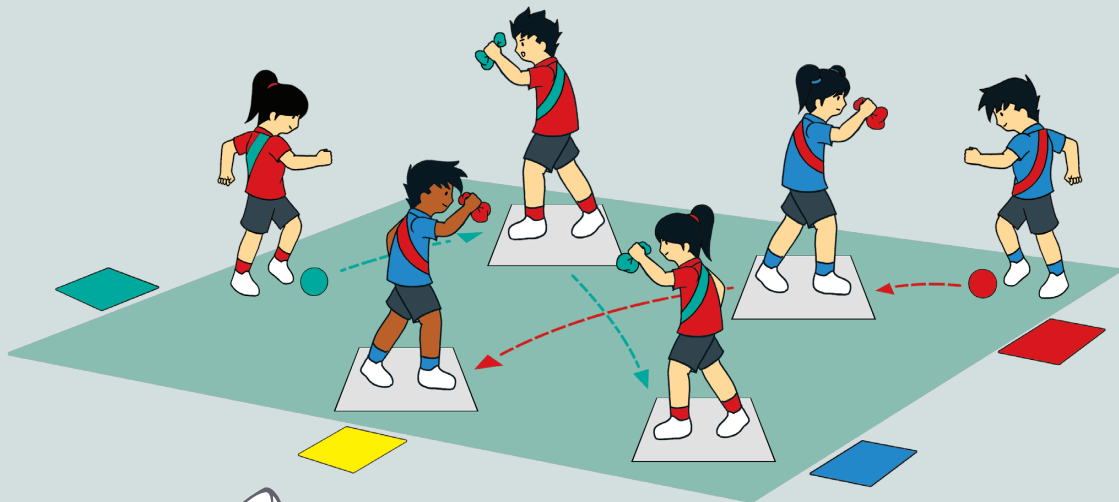
AGES 5 and Above

Activity Objectives

- To develop dribble-and-stop with control within a space.
- To develop space and relationship awareness.

Before You Start

- Open space/big room
- Four medium-sized balls, four sets of three bean bags of the same colour (or big pieces of coloured paper), flat markers

Teaching Moments
Encourage...

- dribblers to keep ball close and to look up when dribbling



Place markers with adequate space between one another.

How to Play

- Scatter markers. Place a coloured bean bag on each marker (ensure the same colours are well-spread out).
- Four children (Dribblers), each wearing a different coloured sash, stand outside the play area with balls at their feet.
- Rest of children to be the Dots. They stand at a marker each, holding matching coloured bean bags high.
- At “Go”, Dribblers to dribble to the nearest Dot of his sash colour.
- They then swop roles. The Dribbler takes over the bean bag and stands at the marker.
- Dot starts dribbling towards the next similarly coloured Dot nearest him.
- To complete, the last Dribbler must dribble back to his marker outside the area.

Variations of Play

Younger children

- Allow Dribblers to stop the ball with the hand, or Dots can help to stop the ball.
- Reduce number of Dots per colour.

Older children

- Dribblers to connect with Dots of a different colour (i.e., green Dribbler cannot go to any green Dots, etc).



Dribbling with Foot

Verbal Cues



“Look Up”

To avoid collision & to focus on direction of travel

“Light Taps with Inside/ Outside of Foot”

To ensure good ball control

“Keep Ball Close”

To prevent ball chasing

“Feet Slightly Apart” (when travelling)

To maintain balance & to enable quick change of direction



Overarm Striking



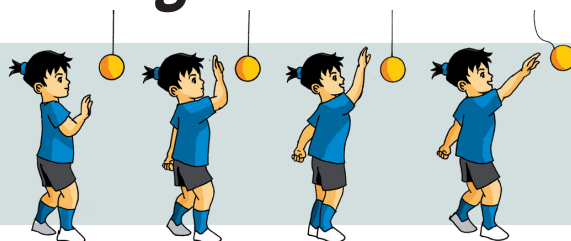
Overarm striking is similar to the overhand or overarm throw. It occurs when the arm or hand, with or without an implement, applies force to send an overhead object away.

Overarm striking is a challenging hand-eye coordination skill as the child has to track the oncoming object while looking upward. This requires good body control and stability skills. Generally young children can only perform at the initial phase of this skill. To progress to the mature stage will require formal instruction and plenty of opportunities for exploration and practice.

Developmental Phases

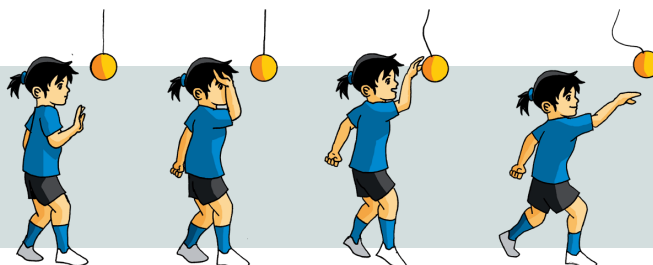
Overarm Striking

Initial



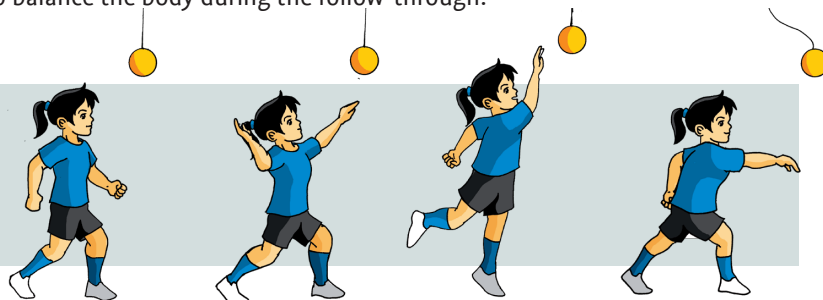
- Feet are stationary.
- Striking elbow is bent in front of body before strike.
- Elbow straightens during strike, generating limited force from the extension of flexed joint.
- Body faces direction of the strike. No body rotation during the strike. Body may move from back to front, bending at the waist.

Transition



- Elbow is bent slightly and held at shoulder level.
- Body trunk turns to side of striking shoulder in preparation for the strike.
- Trunk rotates to face object as hand extends at the elbow to strike at the object.
- Back foot moves forward to balance the body during the follow-through.

Mature



- Foot opposite striking hand steps forward. Body weight shifts to the back foot.
- Striking arm swings to the back and elbow is brought near head level.
- Shoulder and trunk rotate to striking side in preparation for the strike.
- Body rotates back to face object. Weight transfers to front foot as striking arm straightens to strike at object.
- Back foot moves forward to balance body after the strike.

Approximate Age of Development (in years)

Initial	1	2	3	4	5	6	7	8	9	10
Transition	1	2	3	4	5	6	7	8	9	10
Mature	1	2	3	4	5	6	7	8	9	10

Teaching Strategies

for Skill Development – Overarm Striking

What to do if the child...

... has difficulty maintaining balance when striking?



- Hang a target slightly above eye level of child when seated.
- Child to reach out and strike target using one hand at a time.

... does not reach up when striking?



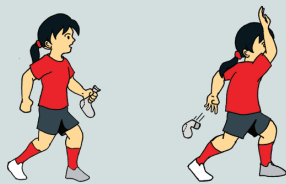
- Hang targets above child's outstretched arm.
- Child to hit target with an implement in hand (e.g., paper roll, toilet roll, short shaft racquet).

... needs visual cues for correct weight transfer?



- Place footprint markers on floor as visual cues for weight transfer from back to front foot.

... tends to keep non-striking arm still and next to the body?



- Child to hold a pair of rolled up socks in non-striking hand.
- During the overarm strike, child to swing non-throwing hand backward to drop the socks to the back. This backswing of non-throwing hand helps to generate force for the strike.



Skill Building Activities

“Can you strike overarm...?”

MOVEMENT CONCEPTS

EFFORT AWARENESS

FORCE/EFFORT

- like a badminton player
- without moving your non-striking arm
- as if striking a mosquito

TIME

- quickly
- standing still (feet apart)
- a ballon/shuttlecock

FLOW

- repeatedly
- like a robot with heavy arms
- on tiptoe like a fairy

SPACE AWARENESS

LOCATION

- while standing in a hoop/on a marker
- to land object over a line
- on one side of net

DIRECTION/PATHWAYS

- to the left/right
- upward/downward
- to land the object across the court

LEVELS/EXTENSIONS

- at an object hung slightly above your head while seated
- an object just above your outstretched hand
- while lying flat on the ground

RELATIONSHIP AWARENESS

SELF (BODY PARTS)/PEOPLE

- with both hands
- higher than your friend
- to your partner on other side of net

OBJECTS

- to burst soap bubbles
- with a small/big paper plate or a roll of newspaper
- with a flat-faced racquet



COMBINATIONS (MOVEMENTS WITH EFFORT, SPACE AND RELATIONSHIP AWARENESS)

- a hanging beach ball lightly/with great force, while seated on a low bench/stool with both feet apart and planted firmly on the ground
- to burst bubbles above your head, without moving from a defined boundary

LET'S PLAY

“Burst The Bubbles!”

RECOMMENDED FOR

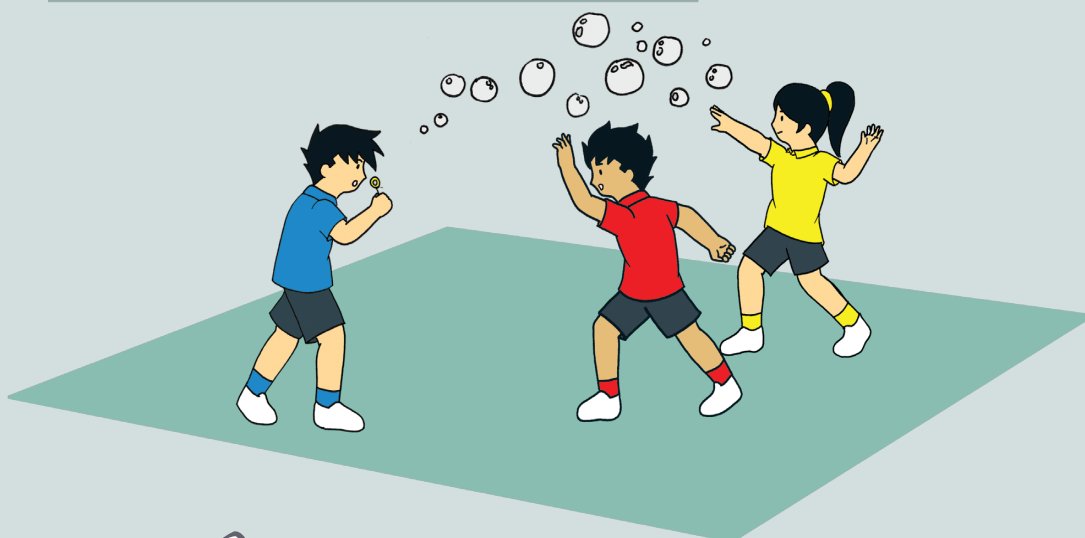
AGES **2** and Above

Activity Objectives

- To overarm strike at soap bubbles while moving about with stability.
- To engage in cooperative play without colliding into others.

Before You Start

- Open space/big room
- Soap bubble liquid



Teaching Moments Encourage...

- close tracking of bubbles
- elbow of striking arm to be kept above shoulder level

How to Play

- Blow soap bubbles upward.
- Children to overarm strike at the bubbles to burst them. Encourage using both arms.
- Count number of bubbles burst.

Variations of Play

Younger children

- Blow more and bigger bubbles.

Older children

- Girls to overarm strike at the bubbles, boys to do so with their elbows. Rotate roles after a minute of play.
- Blow soap bubbles from a height.



Ensure ample running space for children.



LET'S PLAY

“Fly Butterflies Fly!”

RECOMMENDED FOR

AGES **3** and Above

Activity Objectives

- To track and strike at objects hanging overhead with the hand.
- To maintain body stability while striking.

Before You Start

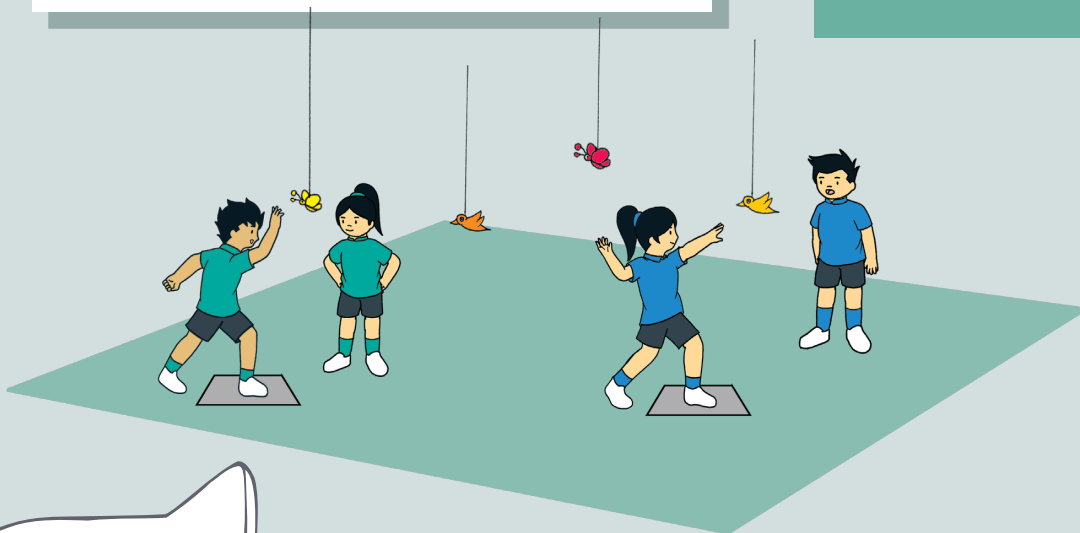
- Open space/big room
- Hang light, medium-sized laminated picture cut-outs of butterflies (or birds/moths/flies; include toy models if available) just above the reach of children when their hands are outstretched
- Floor directional arrows



Integrated Learning

Language and Literacy

To promote word recognition, hang different word cards for children to strike at.



Teaching Moments Encourage...

- stepping forward of foot opposite striking arm
- elbow of striking arm to be kept above shoulder level

How to Play

- Team children into twos or threes (depending on availability of space).
- Each child gets two turns to overarm strike at cut-outs to make them 'fly'.

Variations of Play

Younger children

- Use bigger butterflies and hang them within easier reach.
- Hang other light objects (e.g., beach balls, soft toys, towels).

Older children

- Hang cut-outs higher so that children have to tip-toe or jump to reach them.
- Children to strike with their non-dominant hands (e.g., right-handed children to strike with their left hands and vice-versa).
- Child strikes at cut-outs with a racquet.



Ensure that cut-outs are hung with adequate space in between.

LET'S PLAY

“Balloon-minton”

RECOMMENDED FOR

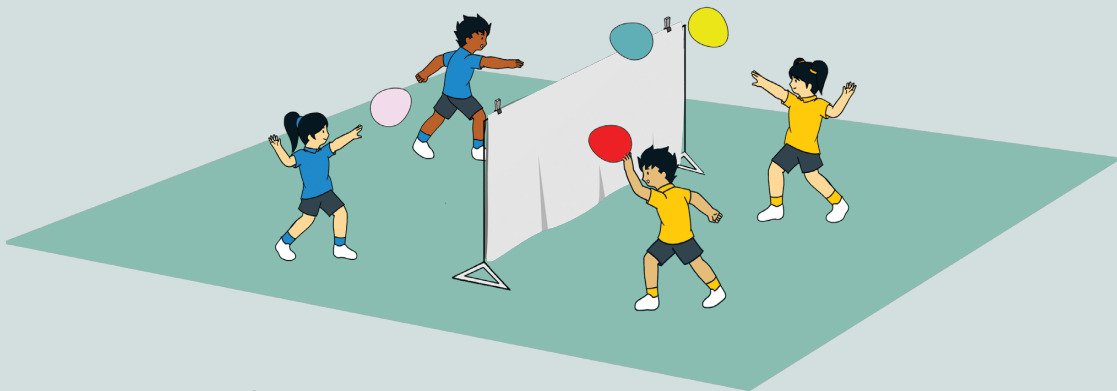
AGES 4 and Above

Activity Objectives

- To track moving objects and strike them over a mid-high net.
- To engage in cooperative play without colliding into anyone while striking the objects.

Before You Start

- Indoor space/big room
- String a line/raffia/net across the space, just above children's heads. Peg over it a light plastic tablecloth or some newspaper sheets.
- A balloon between each pair of children

Teaching Moments
Encourage...

- balloons to be directed upward and forward
- stepping forward of foot opposite striking arm



Ensure that the fan is switched off when playing indoors.

How to Play

- Divide class into two teams, one team on each side of the net.
- Distribute balloons evenly to both sides.
- At “Go”, children of both teams strike the balloons with an overarm action, over the net.
- Children to continue sending balloons over to other side until the “stop” signal is given.
- Try to keep balloons from falling to the ground.

Variations of Play

Younger children

- Do away with the net:
 - Children to keep the balloons in the air by overarm striking.
 - Allow them to use different parts of the arm (e.g., hands, elbows) to keep balloons in the air.
- Give children a balloon each:
 - Hang balloons overhead, one per child, or tie the balloon to the child's wrist.
 - Children to keep their balloons above their heads by tapping lightly on them.

Older children

- Use smaller balloons.
- Children to play singles against a partner on other side by striking with hand or short-shaft racquets.



Overarm Striking

Verbal Cues



164

“Eyes on Target”

To ensure tracking of moving object

“Swing Hand Backward”

To create force & momentum for the striking arm

“Elbow to Ear”

To enable arm to stretch upward to contact object

“Step Forward with Opposite Foot”

To enable a longer strike time & maintain forward momentum of strike

“Stretch & Hit” (straighten elbow)

To transfer striking force from upper to lower arm, then to hand

“Follow Through”

To maintain forward momentum

FuN start **MOVE** smart!

Two-Handed Sidearm Striking

The two-handed sidearm strike is commonly used in ball games such as rounders, teeball, softball and baseball. Young children delight in the experience of batting a ball and sending it away with force.

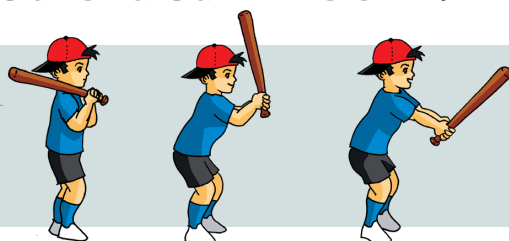
This is a challenging hand-eye and foot coordination task for a young child, especially if the ball is travelling towards him. Start by allowing young children to strike a stationary ball, or one that is hung at waist level. Also try striking with the hand or fist first, before progressing to the use of bats or racquets (e.g., rolled-up newspapers, foam bats, short-shaft badminton racquets).



Developmental Phases

Two-Handed Sidearm Striking

Initial



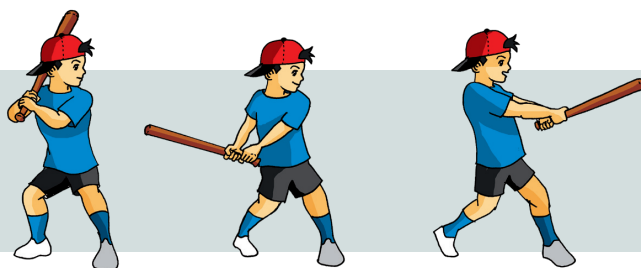
- Feet are stationary.
- Elbows are bent and arms swing bat from back to front.
- Body faces direction of oncoming object.
- Force is produced by straightening the elbows and swinging bat downward.

Transition



- Hands hold bat close to the body.
- Prior to the strike, trunk turns to side, away from direction of oncoming object.
- Body turns to direction of object, with minimal body weight transfer from back to front foot.
- Force is produced when elbows straighten and the bat is brought to strike downward at object.

Mature



- Hands hold bat near shoulder level with elbows bent at about 90°.
- To generate force, trunk rotates to side as body weight transfers to back foot prior to the strike.
- As trunk rotates, bat is swung parallel to ground and body weight shifts from back to front foot.
- Bat strikes at object as body continues to rotate.
- Body weight on front foot at contact. Arms follow through, swinging bat over opposite shoulder.

Approximate Age of Development (in years)

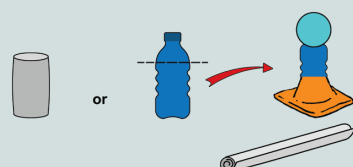
Initial	1	2	3	4	5	6	7	8	9	10
Transition	1	2	3	4	5	6	7	8	9	10
Mature	1	2	3	4	5	6	7	8	9	10

Teaching Strategies

for Skill Development – Two-Handed Sidearm Striking

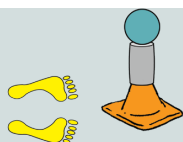
What to do if the child...

... is unable to strike an oncoming object?



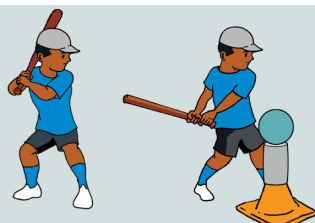
- Create a simple tee. Cut top off plastic bottle or roll a vanguard sheet and place over a cone.
- Put a medium-sized beach ball on it.
- Child to strike with the palm/fist first before using a shorter, wider bat or a newspaper roll.

... needs to learn the pre-strike position?



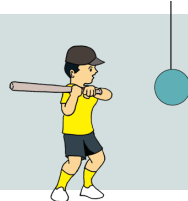
- Place footprint markers as visual cues.

... tends to keep arms close to the body during the strike?



- Pre-strike, child to hold bat with arms flapped outward or 'chicken wing arms'.
- To strike, child to stretch arms out. A useful cue could be: "Lock your elbows and throw the key. Keep elbows straight throughout strike!"

... is learning to strike an oncoming ball?



- Hang a beach ball at child's chest level. Child to bat the stationary ball.
- If child is able, progress to gently swinging the ball towards him, and using big to medium-sized balls.



Skill Building Activities

“Can you do a two-handed sidearm strike...?”

MOVEMENT CONCEPTS

EFFORT AWARENESS

FORCE/EFFORT

- and send ball far away
- at a ball gently
- at a hanging empty milk carton (waist level) with a racquet

TIME

- only when you hear the whistle
- slowly
- in fast-forward motion

FLOW

- with arms straightened out like a robot
- without moving your feet
- while taking a step forward as you strike

SPACE AWARENESS

LOCATION

- with feet on the footprint markers
- at a ball on the tee (see page 167)
- a ball towards the wall

DIRECTION/PATHWAYS

- to hit the smiley face poster
- downward
- to land the object on the line

LEVELS/EXTENSIONS

- at objects placed at/ slightly below waist level
- with your hands swinging from the waist

RELATIONSHIP AWARENESS

SELF (BODY PARTS)/PEOPLE

- with both hands
- with left/right hand
- and send an object over your partner's head

OBJECTS

- at the hanging plastic bottles
- with an implement (newspaper roll)
- to send an object over the net



COMBINATIONS (MOVEMENTS WITH EFFORT, SPACE AND RELATIONSHIP AWARENESS)

- at an empty milk carton on a tee lightly with the newspaper roll
- at a ball on a tee with great force to land it across a line marked by two cones at a distance, without moving your feet

LET'S PLAY

“Bat To Score”

RECOMMENDED FOR
AGES **5** and Above

Activity Objectives

- To strike a stationary object with great force using the fist/hand.
- To maintain body stability during the strike.

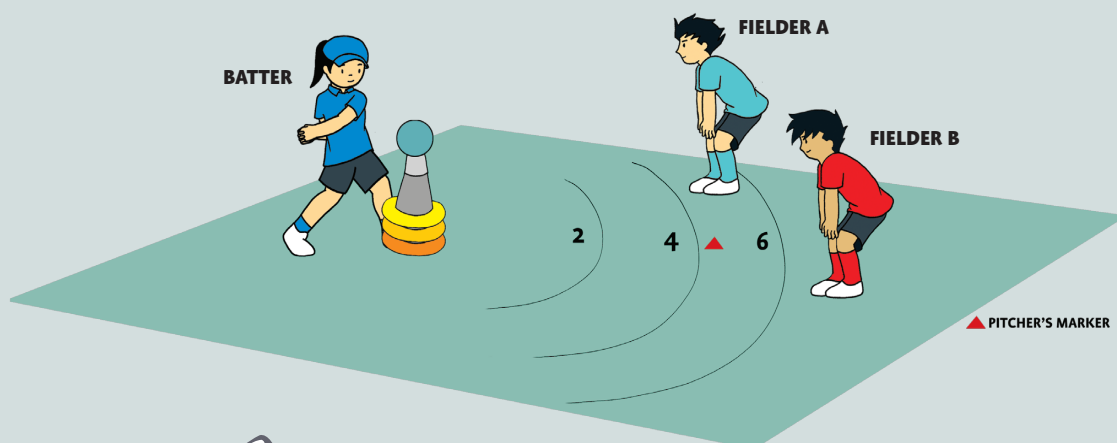
Before You Start

- Open space/big room
- Make a simple tee. See page 167.
- Mark out three scoring zones (using ropes/hoops, etc)
- One light/medium-sized beach ball (slightly deflated if possible)



Integrated Learning

Numeracy
Get children to help you measure specific distances.



Teaching Moments

Encourage...

- backswing of striking arm
- rotation of trunk away from the ball prior to striking the ball

How to Play

- Set out area as above.
- Explain and demonstrate the sidestrike using the fist:
 - Rotate shoulder of front foot to face Pitcher's marker.
 - Stand with feet apart, knees slightly bent.
 - Straighten arms, swing them backward and then forward to strike.
- Team children into threes or fours (one Batter and two Fielders, whose role is to catch or retrieve the batted ball).
- Each Batter gets three tries at striking the ball. Determine furthest distance achieved.
- Rotate Batter and Fielders.
- Teams score points according to the zone their strikes land.

Variations of Play

- Use bigger balls for younger children and smaller for the older ones.



Deflate the ball slightly to prevent it from rolling far.



LET'S PLAY

“Bat And Run I”

RECOMMENDED FOR

AGES **5** and Above

Activity Objectives

- To strike a stationary object with two hands or with a short bat, run quickly and change direction during the run.
- To track a moving ball and move into position to catch it.

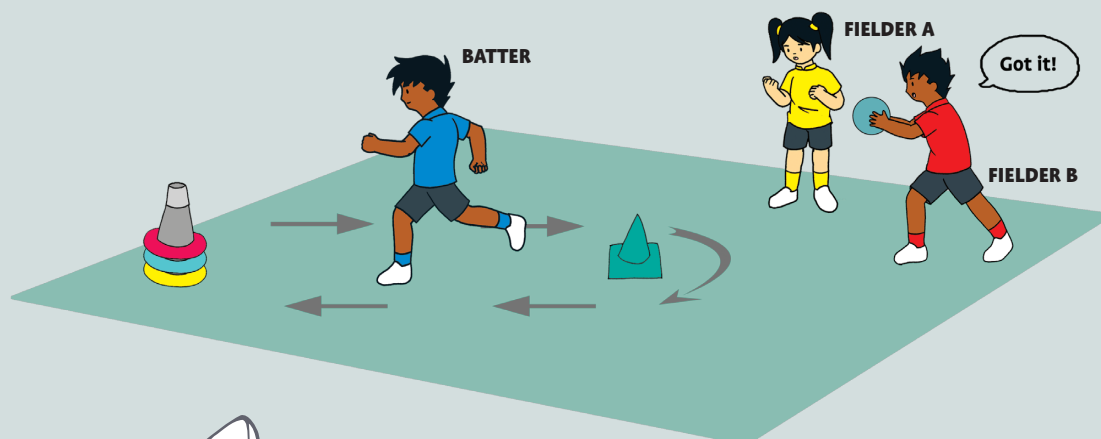
Before You Start

- Open space/big room (If indoor, play against walls; if outdoors, against fences)
- One batting station per team comprising a tee, a cone and a large ball. See page 167 on how to make a simple tee.



Integrated Learning

Numeracy
Develops concept of sequencing by stressing the correct order of the activity.



Teaching Moments Encourage...

- fielders to visually track ball closely and move to stop/catch it
- batter to bat into open spaces

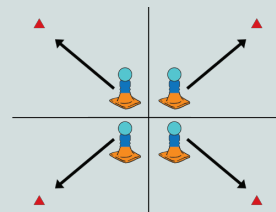
How to Play

- Team children into threes (one Batter and two Fielders), one Fielder on each side of base or cone.
- At “Go”, Batter strikes ball on tee with hands.
- He quickly runs around the base placed at a distance away, then runs back to the tee.
- Fielders, meanwhile, try to catch the ball before Batter reaches tee.
- Once ball is caught, shout “Got It!” and hold it high overhead.
- Each Batter gets two tries at batting. Batter and Fielders then rotate roles.

Variations of Play

For older children

- Use a medium-sized ball.
- Bat with a newspaper roll or a short foam bat if there is sufficient playing space.
- If there are four teams playing, use a clover layout:



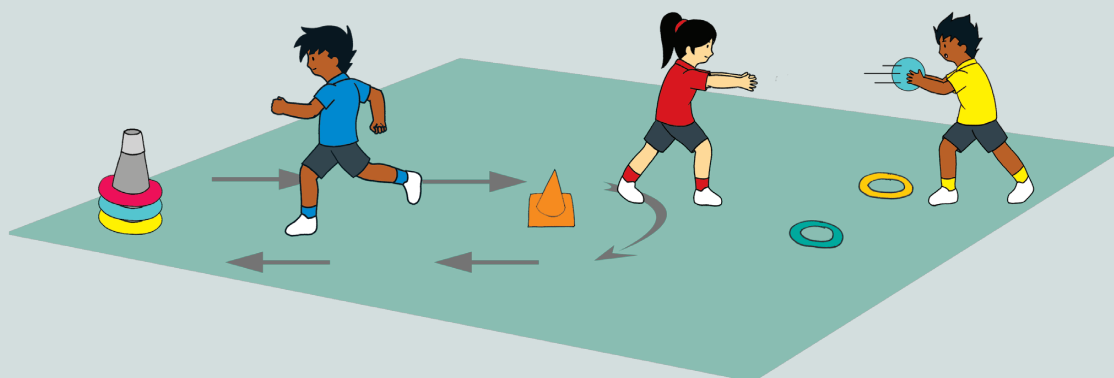
LET'S PLAY

“Bat And Run II”RECOMMENDED FOR
AGES **6** and Above**Activity Objectives**

- To strike a stationary object with two hands or with a short bat, run quickly and change direction during the run.
- To track a moving ball, move into position to catch it and return to a defined spot.

Before You Start

- Open space/big room (If indoor, play against walls; if outdoors, against fences)
- One batting station per team comprising a tee, a cone, a large ball and two hoops or quoits. See page 167 on how to make a simple tee.

**Teaching Moments**
Encourage...

- batter to run with control around first base and back
- fielders to move to catch the ball and pass it to fielder nearest hoop

How to Play

- Team children into threes (one Batter and two Fielders), one Fielder on each side of base or cone.
- At “Go”, Batter strikes ball on tee with hands.
- He quickly runs around the base placed at a distance away, then runs back to the tee.
- Fielders, meanwhile, try to catch the ball before Batter reaches tee.
- When ball is caught, Fielder who caught the ball can run to place it into the hoop/quoit nearest him or throw it to the other Fielder.
- Each Batter gets two tries at batting. Batter and Fielders to rotate roles.

Variations of Play

- Use a medium-sized ball once children are able to strike the big ball.



Two-Handed Sidearm Striking

Verbal Cues



“Stand Sideways to Target”

Body rotates to generate force for the strike

“Chicken Wing Arms”

To allow arms to straighten & rotate, generating force during the rotation

“Feet Apart” (shoulder width)

Maintains balance & prepares body for weight transfer during the strike

“Rotate & Swing” (face direction of strike)

Uncoiling of the trunk to generate force for a strong strike

“Keep Arms & Bat Straight” (below head)

To generate force from the upper arm to the lower, then to the bat

“Follow Through”

To maintain balance & forward momentum of the strike

Bouncing

Bouncing requires a child to track the up and down movement of a ball, and to push it downward firmly so that it will rebound. Bouncing can be done on the spot (stationary), or on the move (see next section on Dribbling with Hand, page 181).

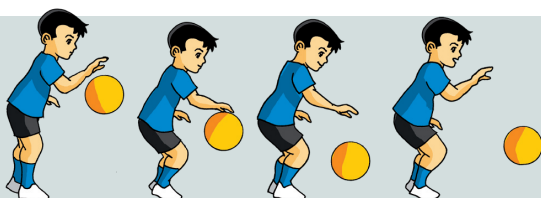
The challenge this skill presents for a young child is the short time lag between the up-down motion of the ball, requiring him to react fast enough to keep up with the repetitive movement pattern. Bouncing, needed in games like basketball, develops hand-eye coordination and responses to rebounding objects.



Developmental Phases

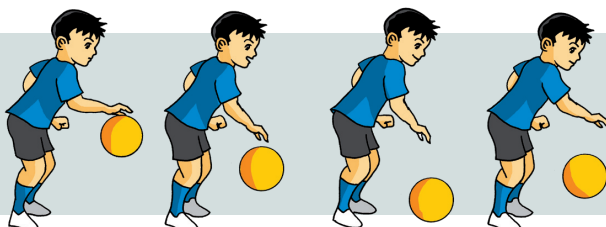
Bouncing

Initial



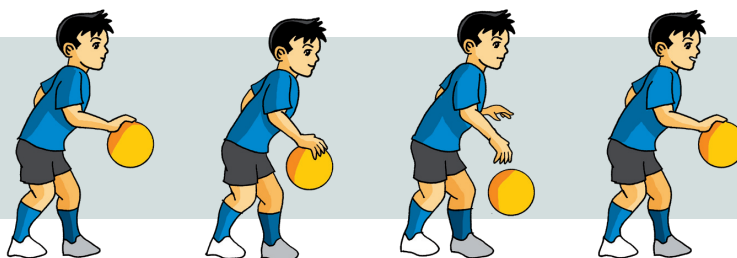
- Holds ball with palms facing each other.
- Body weight is on both feet.
- Arms drop ball downward and palm attempts to slap at ball as it rebounds.
- Ball bounces close to body. Height of bounce decreases with each unsuccessful slap at ball.
- Eyes focused on the ball.

Transition



- Holds ball with one hand on top and the other near bottom of ball.
- Body leans forward slightly with body weight on both feet.
- Top hand and arm push ball downward with an inconsistent force.
- For subsequent bounces, elbow extends and palm slaps at ball.
- Unable to control ball after the first two to three bounces.
- Eyes focused on the ball looking up occasionally.

Mature



- One foot behind the other, with foot opposite bouncing hand in front.
- Body leans forward slightly, with ball maintained at or near waist level.
- Ball is pushed towards ground by finger-tip pads with flexion at wrist.
- Arm straightens during follow-through, with good control on ball.
- Able to apply consistent force for continuous bounces, and bounce with either hand.
- Able to look up occasionally while bouncing.

Approximate Age of Development (in years)

Initial	1	2	3	4	5	6	7	8	9	10
Transition	1	2	3	4	5	6	7	8	9	10
Mature	1	2	3	4	5	6	7	8	9	10

Teaching Strategies

for Skill Development – Bouncing

What to do if the child...

... tends to slap at ball?



- Child to sit and practise “drop, catch” a few times, slowly at first and building up speed progressively.
- Ensure his fingers are spread out on top of ball during catch.

... is unable to bounce continuously?



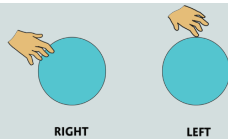
- Child to “drop, push, catch”; “drop, push, push, catch”.
- Place hand on top of child’s hand to guide and help him experience the pushing action.

... needs reminder to bounce with finger pads?

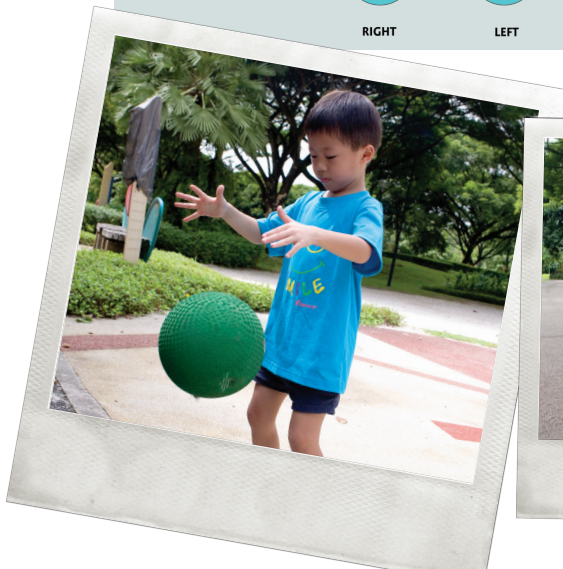


- Child to stand with feet shoulder-width apart, knees slightly bent.
- Give cues to “drop catch”, followed by “drop, push, catch”, then “drop push, push, catch” and so on.
- Increase “push” cues progressively for continuous bounce.

... tends to bounce only with one dominant hand?



- Child to bounce with alternate hands (e.g., right, left, right, left).



Skill Building Activities

“Can you bounce...?”

MOVEMENT CONCEPTS

EFFORT AWARENESS

FORCE/EFFORT

- forcefully with fingers straightened out
- a small/medium-sized ball
- gently as if the ball were fragile

TIME

- quickly/slowly
- in alternating quick-slow rhythms
- and hold ball for three seconds before bouncing again

FLOW

- three times and then catch the ball
- and catch accordingly to odd/even counts
- as many times in 30 seconds

SPACE AWARENESS

LOCATION

- while seated/standing
- on the spot
- with the ball near/far from the body

DIRECTION/PATHWAYS

- against the wall and catch the ball when it rebounds
- to one side
- in a circle on the spot

LEVELS/EXTENSIONS

- below the hip
- above shoulder level
- at alternating low-high levels

RELATIONSHIP AWARENESS

SELF (BODY PARTS)/PEOPLE

- with fingers spread out on ball
- with left/right hand
- five times and then pass ball to partner standing nearby/far away

OBJECTS

- to land the ball on a flat marker/chalk mark
- inside a hoop



COMBINATIONS (MOVEMENTS WITH EFFORT, SPACE AND RELATIONSHIP AWARENESS)

- a medium-sized ball as quietly as possible and call out the number of fingers held up by your partner
- below the hip, alternating with the left and right hand

LET'S PLAY

“Statues can Bounce?”

RECOMMENDED FOR

AGES 4 and Above

Activity Objectives

- To bounce a ball with control in a defined space and catch it on signal.
- To listen and respond with different effort and body levels.

Before You Start

- Open space/big room
- One medium-sized ball per child or pair



Integrated Learning

Aesthetics and Creative Expressions

Encourage children to create interesting statues and be confident about expressing themselves.

Teaching Moments
Encourage...

- downward pushing (not slapping) of ball
- catching with control upon hearing the “freeze” signal

How to Play

- Spread children out. At “Go”, they start to bounce the ball.
- After a few seconds, call out “Freeze! Happy Statue!”
- Children must stop bouncing immediately, catch the ball and freeze into ‘happy’ statues.
- Wait five to ten seconds before calling, “Unfreeze!” Children then start again.
- For variations, substitute with other emotives (e.g., *sad/angry/frightened*).
- Children to act out these emotions while they stand ‘frozen’.
- To play this activity in pairs:
 - Partners to face each other.
 - Child without the ball keeps count of the number of bounces made by his partner.
 - At the “Freeze” signal, the pair freezes together.
 - Pair to take turns to bounce the ball.

Variations of Play

Younger children

- Allow drop-catch instead of bounces, before moving on to bouncing.

Older children

- With the help of cue cards, designate sections of the room for different emotions or themes:
 - Emotions: “Freeze! ____ Statue” (*Sad/Angry/Frightened*, etc)
 - Levels: “Freeze! ____ Statue” (*Short/Medium/Tall*)
 - Children can start at any section. At the “Freeze” signal, they freeze as specified on the cue card.
 - At the “Unfreeze” signal, they move to another section and start over.



Ensure adequate space between children.



LET'S PLAY

“Number Call-out”

RECOMMENDED FOR

AGES **5** and Above

Activity Objectives

- To bounce a ball and be aware of others in same general space.
- To reinforce numeracy (number addition) skill through play.

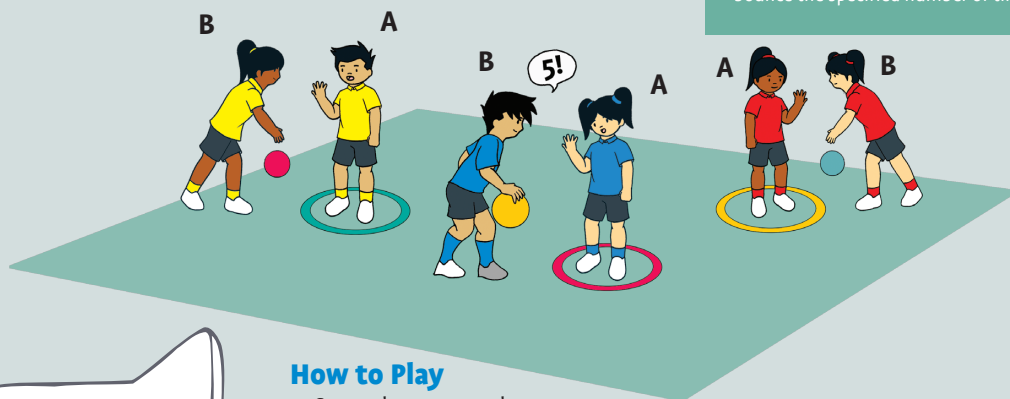
Before You Start

- Open space/big room
- One medium-sized ball and a hoop for each pair of children



Integrated Learning

Numeracy
Provide each team with a set of number cards. Child with ball to identify the number on the card, then proceed to bounce the specified number of times.



Teaching Moments Encourage...

- downward pushing of ball with fingers spread out over top of ball
- looking up at partner while completing last bounce

How to Play

- Scatter hoops around space.
- Pair children up (A and B). Facing each other, Child A stands inside a hoop and Child B outside.
- At “Go”, Child B to bounce the ball five times, counting aloud.
- As Child B is bouncing, Child A to hold up any number of fingers on his hand (one to five).
- Child B to catch the ball after five bounces, then call out the number of fingers held up by Child A.
- Child A and Child B add five (bounces) to the number of fingers held up by Child A. You may then integrate numeracy skills here.
- On the “Change” signal, Child B to move on to a new partner, carrying the ball with him.
- After three sets of bounces, Child B changes place with Child A. It is now Child A's turn to bounce. Repeat.

Variations of Play

Younger children

- Allow children to do three sets of drop-catches instead of bounces, before progressing to bouncing.
- Children to play individually without partners:
 - Hold up a large cue card with a number or word on it.
 - Children to read out accordingly, and bounce.

Older children

- Increase number of bounces.
- Other variations include:
 - Child A to use both hands to indicate a number from one to 10.
 - Partners to subtract number of bounces from number shown on fingers.



Scatter the hoops with adequate space in between.

LET'S PLAY

“Bounce And Bowl Relay”

RECOMMENDED FOR

AGES 6 and Above

Activity Objectives

- To bounce with control in a defined space followed by bowling at targets.
- To engage in cooperative play and reinforce numeracy (number addition) skills.

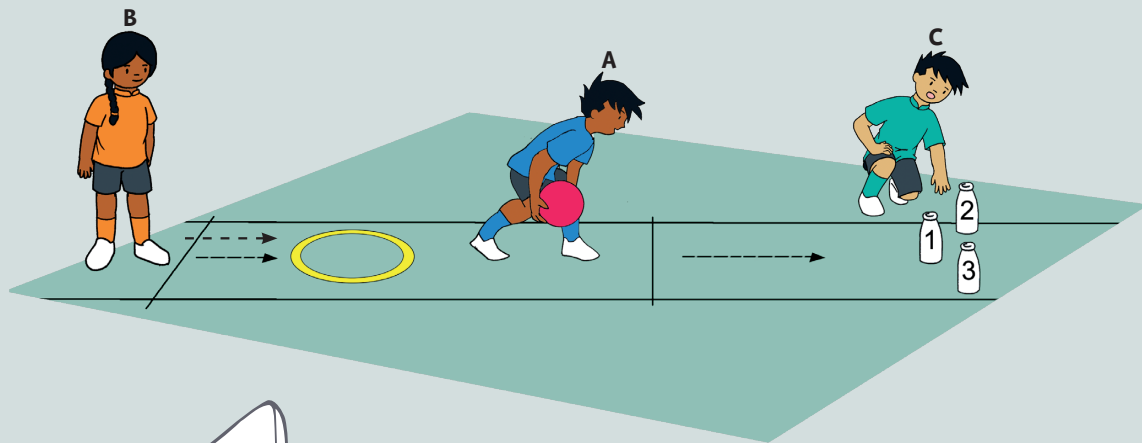
Before You Start

- Open space/big room
- Place a hoop or flat marker as indicated. Mark a line (using chalk, ropes or cones).
- One medium-sized ball and three plastic bottles for each team of three children



Integrated Learning

Numeracy
Children can practise adding scores.

Teaching Moments
Encourage...

- balancing at a lowered body position
- children to bounce the required number of times quickly before the underarm bowling

How to Play

- Team children up into threes (A, B and C).
- Child A and Child B to be at one end of play area, Child C at the opposite end, in charge of the bottles.
- At “Go”, Child A to do the following:
 - Run with ball to the hoop, bounce it five times inside the hoop and catch it.
 - Then run with ball to the mid-line.
 - Use underarm roll to try and knock down the three numbered bottles.
- Child C to add up numbers indicated on bottles that are toppled and shout out the total. Place bottles back into position.
- Meanwhile, Child A to pick up ball and to run back to Child B who repeats the relay.
- At the “stop” signal, Child C to add up total score for Child A and Child B.
- Child A rotates role with Child C and relay starts over again.

Variations of Play

Younger children

- Children to do three sets of drop-catches instead of five bounces, or just bounce three times, and shorten relay distance. Progress later to bouncing if doing drop-catches.

Older children

- Try any of these variations or a combination of them:
 - Children to use heavier balls.
 - Increase number of bounces progressively.
 - Bounce five times around hoop instead of standing still.



Bouncing

Verbal Cues



180

“Look Up” (but still ‘see’ the ball)

To avoid collision

“Spread Fingers & Push Down”

To ensure control of bouncing action, minimise slapping at ball

“Ball at Waist”

To enable better ball control

“Feet Apart”

To ensure balance & movement agility in any direction

FuN start **MOVE** smart!

Dribbling with Hand

Dribbling with hand occurs when the ball is pushed in a forward-and-downward movement. It requires good dynamic balance and space awareness as the child needs to travel with a ball that is usually leading. Generally, only children who have achieved some proficiency with the bounce can dribble with hand.

Although dribbling with hand is a skill used primarily in the game of basketball, many children are drawn to the inherent attraction of moving with a ball. The developmental phases of this dribbling skill are similar to those of bouncing (see page 174).



Teaching Strategies

for Skill Development – Dribbling with Hand

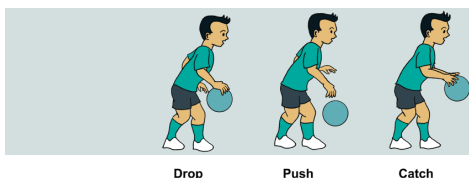
What to do if the child...

... has difficulty travelling with the ball?



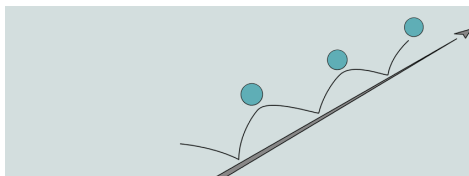
- Child to walk and “drop, catch” ball, always dropping it a little forward and catching it at about waist level.
- Walk with child and prompt him to stay close to ball.

... is unable to dribble continuously?



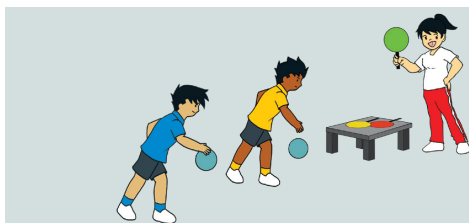
- Child to “drop, push, catch”; “drop, push, push, catch” and so on.

... does not look ahead when dribbling?



- Child to practise dribbling along a marked line from one end to the other.
- Progress to directional changes if child is able.

... tends to collide with others when dribbling?



- Prepare two or three differently coloured bean bags/“traffic lollipops”.
- Children to dribble freely around space.
- At regular intervals, call out for children to look up and name the colour on display.

Approximate Age of Development (in years)

Initial	1	2	3	4	5	6	7	8	9	10
Transition	1	2	3	4	5	6	7	8	9	10
Mature	1	2	3	4	5	6	7	8	9	10

Skill Building Activities

“Can you dribble with hand...?”

MOVEMENT CONCEPTS

EFFORT AWARENESS

FORCE/EFFORT

- a heavy/light ball
- small/medium-sized ball
- quietly/loudly

TIME

- quickly/slowly
- in alternating quick-slow timing
- from one cone to another taking big/small steps

FLOW

- stopping at every third bounce to change direction
- following a drum beat
- and travel freely around space

SPACE AWARENESS

LOCATION

- and turn around on the spot
- to the wall and back
- up a ramp

DIRECTION/PATHWAYS

- forward/backward
- diagonally
- along a straight/zigzag line

LEVELS/EXTENSIONS

- below the knee level
- in varying low-medium-high levels
- keeping ball close to/far from your body

RELATIONSHIP AWARENESS

SELF (BODY PARTS)/PEOPLE

- with both hands
- with alternating left-right hand
- to a partner standing nearby/at a distance

OBJECTS

- around a hoop
- in and out of a hoop
- to and from between two cones spaced apart



COMBINATIONS (MOVEMENTS WITH EFFORT, SPACE AND RELATIONSHIP AWARENESS)

- a medium-sized ball below the hip, along the lines on the basketball court, and changing direction when you reach a cone on the line
- lightly, slowly, and between two wide lines on the floor



LET'S PLAY

“Traffic Lights”

RECOMMENDED FOR

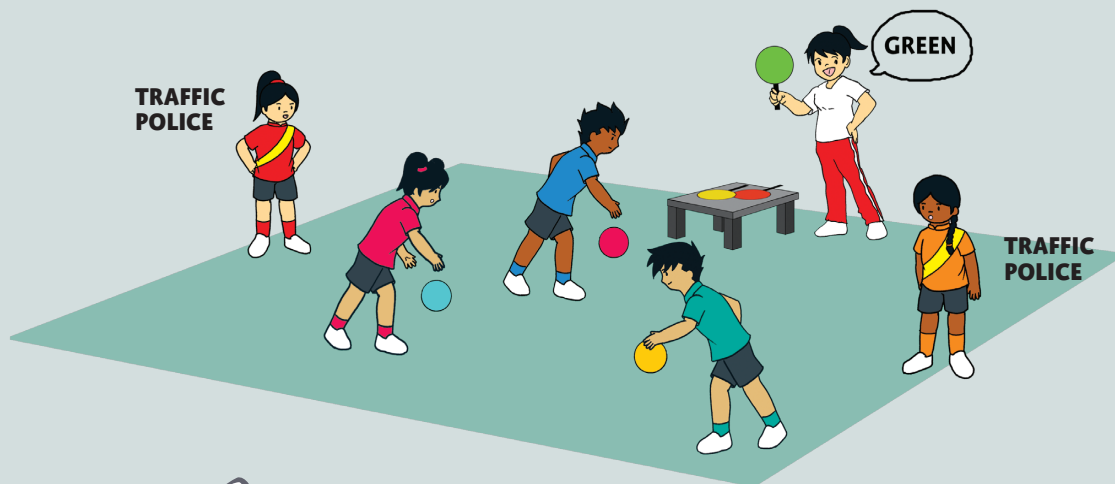
AGES **5** and Above

Activity Objectives

- To dribble at different speed along different pathways with changes in directions.
- To be alert to different ‘traffic’ conditions and make appropriate responses.

Before You Start

- Open space/big room
- One ball for each child (except for two who play Traffic Police)



Teaching Moments Encourage...

- dribbling with control and spatial awareness
- listening out for instructions and respond to specified conditions accordingly



Children to walk and dribble. Keep an eye out for others and do not run.

How to Play

- Explain the required actions for the different traffic conditions:
 - Green – dribble with hand without colliding into anyone.
 - Amber – bounce on the spot.
 - Red – stop, holding ball in front of chest.
- Two children to be Traffic Police, rest of them to imagine they are driving on a busy road. Encourage children to look up at the ‘light’.
- Begin with ‘green light’ to get children dribbling.
- At appropriate intervals, call out different traffic light conditions.
- Children must respond with the required actions or expect to be ‘booked’.
- The Traffic Police are on the lookout for those not obeying traffic conditions.
- Offenders will be called out and each offence receives one demerit point.
- Total up demerit points. Children to take turns to be Traffic Police.

Variations of Play

Younger children

- Allow drop-catches (instead of dribbling) on the spot.
- Encourage bouncing with both hands.

Older children

- Vary order of traffic lights (e.g., amber–red–green; amber–green–red).
- Encourage children to change directions after each signal.

LET'S PLAY

“Who’s Got The Harvest?”

RECOMMENDED FOR

AGES **5** and Above**Activity Objectives**

- To dribble and travel with a ball along a straight pathway.
- To learn to wait for one’s turn.

Before You Start

- Open space/big room
- Three well-inflated medium-sized balls per team, placed on markers/quoits
- One flat marker and one basket for each team of three

**Teaching Moments****Encourage...**

- foot opposite dribbling hand to be always kept slightly ahead
- ball to be kept at waist level for easy forward push of ball

How to Play

- Team children up into threes (A, B, C).
- At “Go”, Child A to run to his team’s centre marker to retrieve a ball.
- Child A dribbles back and puts the ball into the basket in front of Child B.
- Child A tags Child B with a high-five.
- Child B and Child C complete the relay doing likewise.
- Team members sit down when all members have their turn.

Variations of Play**Younger children**

- Shorten distance between the centre marker and the basket.
- Allow minimum number of drop-catches/stationary bouncing instead of dribbling.
- Allow walking instead of running.

Older children

- Increase distance between the two markers.
- Vary dribbling conditions (e.g., dribble with both hands or only with right/left hand).



Dribbling with Hand

Verbal Cues



“Look up”

To focus on direction of travel so as to avoid collisions

“Body Leans Forward”

To maintain momentum of travel

“Push Ball Forward”

To enable ball to travel forward & rebound at appropriate angle. To prevent ball slapping

“Ball at Waist”

To enable better ball control when travelling

“Slight Knee-Bend”

To maintain balance when travelling and to be able to make quick changes in directions

Dribbling with Long Implement

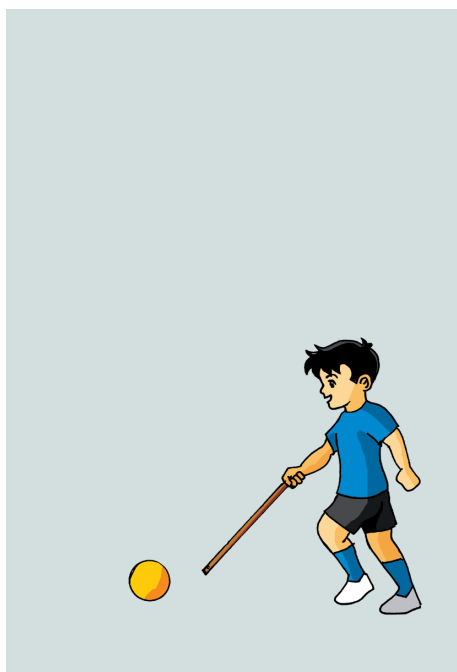
Dribbling with long implement involves controlling an object with an implement (usually a stick) and travelling with it. It is a common skill in games like hockey and floorball.

This is a good hand-eye coordination movement skill that requires the child to track and control a moving object on the ground while maintaining stability of his moving body. Dribbling with an implement can be a fun and engaging activity for a toddler. It hones his walking and running skills, while building his awareness of effort, space and relationship.



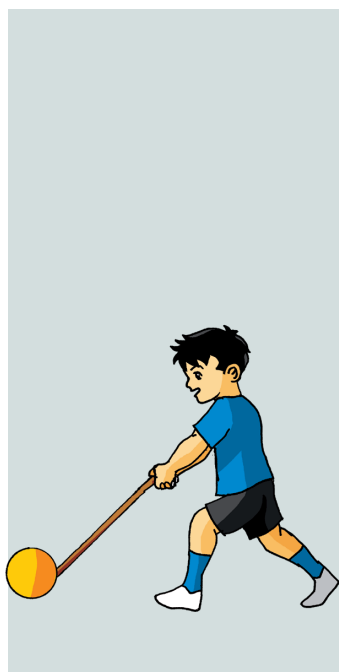
Developmental Phases

Dribbling with Long Implement



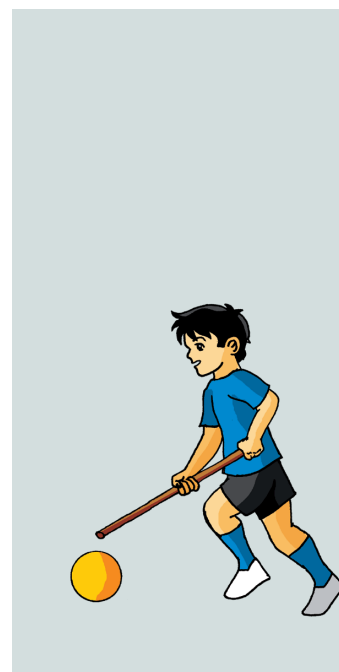
Initial

- Tends to hold implement with one hand.
- Implement is held in front of body, hitting (instead of pushing) ball at a distance in front.
- Tends to chase object with no directional control of ball.
- Eyes focused on the object or implement.



Transition

- Holds implement with both hands at top of implement.
- Attempts to push object forward, occasionally contacting ball on either side with implement.
- Tends to chase object with some directional control of ball.
- Eyes focused on the object or implement.



Mature

- Holds implement with non-dominant hand on top of implement while dominant hand is about a quarter way down on implement.
- Knees are bent slightly with forward body lean during the dribble.
- Implement contacts ball on either side, pushing ball gently forward. Ball is well controlled and kept close to implement throughout the dribble.
- Able to look up occasionally.

Approximate Age of Development (in years)

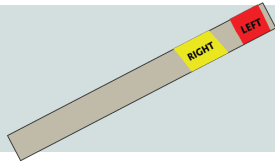
Initial	1	2	3	4	5	6	7	8	9	10
Transition	1	2	3	4	5	6	7	8	9	10
Mature	1	2	3	4	5	6	7	8	9	10

Teaching Strategies

for Skill Development – Dribbling with Long Implement

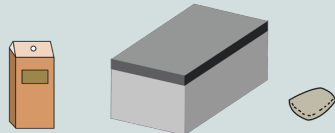
What to do if the child...

...needs to learn to hold the implement properly?



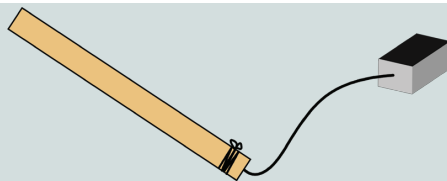
- Tape two markers in different colours on the implement (for right-handers: write LEFT on top mark and RIGHT on bottom mark). The reverse for left-handers.

... has difficulty controlling a ball?



- Child to practise dribbling objects that do not roll (e.g., shoebox, beverage carton, bean bag)

... has poor control of object during dribble?



- Attach object to the implement with a string that is about half-metre-long. This helps ensure that the object stays close to child.

... tends to hit object away instead of dribbling object?



- Line three to four cones at short distances apart. Child to walk and dribble, weaving in and out of cones slowly.



Skill Building Activities

“Can you dribble with long implement...?”

MOVEMENT CONCEPTS

EFFORT AWARENESS

FORCE/EFFORT

- an empty tissue box
- a deflated ball
- a heavy object

TIME

- slowly/quickly
- slowly before a cone and quickly after it
- in slow motion

FLOW

- while balancing a small towel on your head
- and change direction at every cone/marker
- to other end of room without stopping

SPACE AWARENESS

LOCATION

- in a square space marked by four cones
- between two lines
- to a line nearby/far away

DIRECTION/PATHWAYS

- forward/backward?
- left/right/diagonally
- in a straight/zigzag/curved line

LEVELS/EXTENSIONS

- with a stiff and straightened body
- with knees bent
- with trunk slightly bent

RELATIONSHIP AWARENESS

SELF (BODY PARTS)/PEOPLE

- around a partner
- following a partner
- with hands close to body

OBJECTS

- using a taped newspaper roll
- around the outside of a hoop
- between two cones



COMBINATIONS (MOVEMENTS WITH EFFORT, SPACE AND RELATIONSHIP AWARENESS)

- a shoebox (taped up) slowly with your partner following behind
- a plastic bottle half-filled with water along a zigzag line while balancing a small towel on your head

LET'S PLAY

“Dribble The Letter”

RECOMMENDED FOR

AGES **4** and Above

Activity Objectives

- To dribble an object slowly with control.
- To change direction and speed while dribbling.

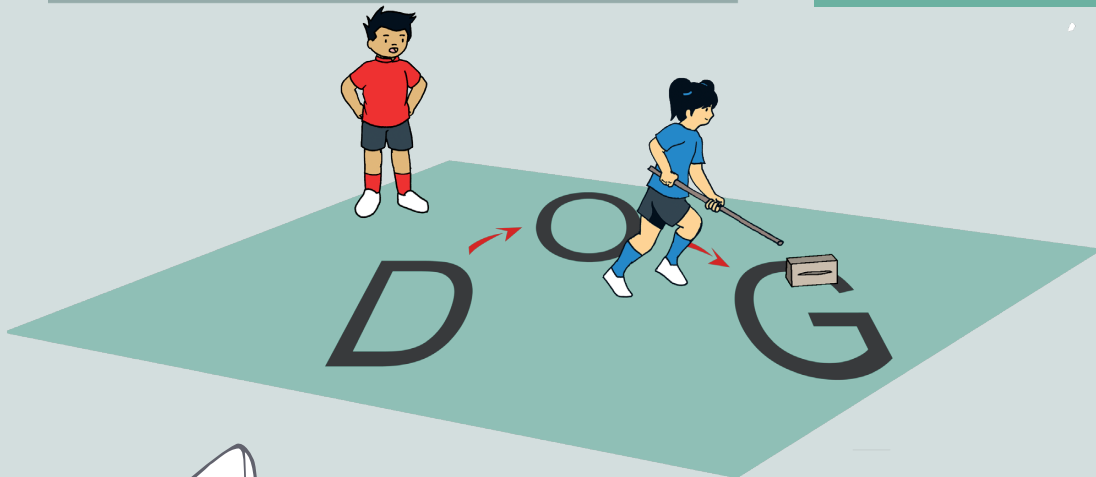
Before You Start

- Open space/big room with directional arrows on floor
- Empty tissue- or shoeboxes (taped up), milk cartons or equivalent
- Newspaper rolls/mini golf sticks/foam sticks/long plastic clappers
- Write different letters of the alphabet on the floor with chalk to form words



Integrated Learning

Language and Literacy
Encourage word-recognition and spelling by dribbling out letters in sequence.



Teaching Moments

Encourage...

- pushing of object instead of hitting it
- changing direction of movement by changing face of contact with object

How to Play

- This can be played individually or in pairs.
- Each child (or pair) is assigned to a letter, a dribbling stick and an object.
- At “Go”, children to start dribbling, following the outline of the respective letters assigned.
- If dribbling in pairs, take turns.
- At “Change”, all children to move to the next letter, following the directional arrows. Dribble again, this time following outline of the new letter.
- Children to recall the letters they have traced and challenge them to form words that begin with some of those letters.

Variations of Play

Younger children

- Use letters with simple outlines (e.g., J, L, N, M, V, W, Z) or those that do not require back-tracking (e.g., C, D, G).
- Use numerals, ‘one’ to ‘nine’.

Older children

- Dribble smaller or circular objects (e.g., soap box, gift box, balls).
- Children to form their own three-letter words/draw shapes and dribble around those.



Length of implement used should just be above or near the child’s waist when held upright from ground.



LET'S PLAY

“Dribbling Through The Gates”

RECOMMENDED FOR
AGES **5** and Above

Activity Objectives

- To dribble with speed and control in straight and zigzag pathways.
- To learn to wait one's turn.

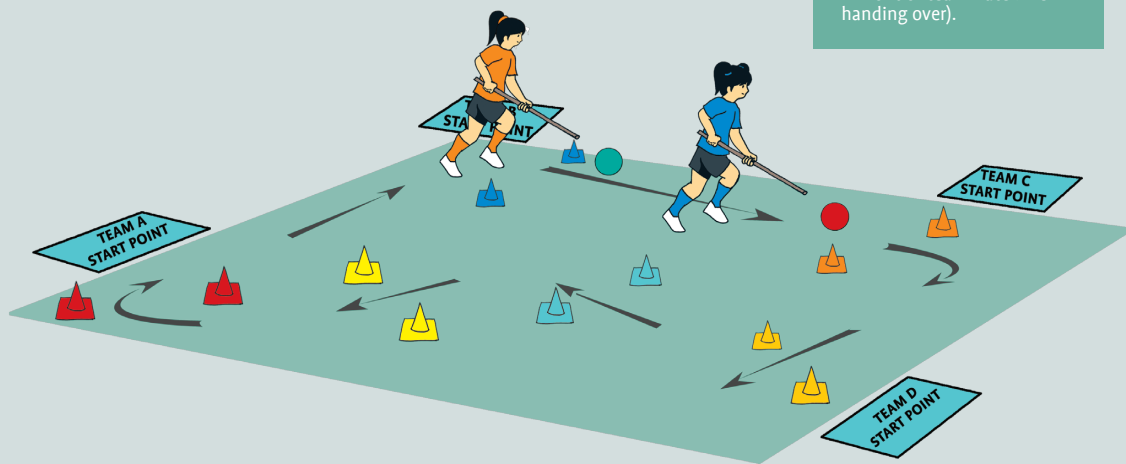
Before You Start

- Open space/big room
- Set up dribble stations or 'gates' using cones, sticks, markers
- Sticks and objects for dribbling (e.g., flat pucks, big jar lids, taped foam food boxes)



Integrated Learning

Self and Social Awareness
Encourage children to come up with ways to help teammates (e.g., stopping object exactly in front of teammate when handing over).



Teaching Moments

Encourage...

- stick to be held with right hand below left (for right-handed child). The reverse, for left-handed child
- keep the long implement close to object

How to Play

- Divide children into four teams, each at a corner of the room and the team members, one behind another.
- Explain and demonstrate the route to the children.
- If necessary, allow them to walk through the route once or twice.
- At “Go”, first members of each team to start dribbling from station to station.
- Upon completion of all stations, they re-join their respective teams by standing at the back of the line so the second teammates can continue the relay.
- Repeat until all teammates have their turn.
- No overtaking of the person ahead and follow the directional arrows.
- If time permits, reverse direction of travel.

Variations of Play

Younger children

- Reduce dribbling stations to a minimum number of one or two.

Older children

- Children to dribble smaller or circular objects (e.g., soap box, gift box, balls).

LET'S PLAY

“U-turn Dribble Relay”

RECOMMENDED FOR

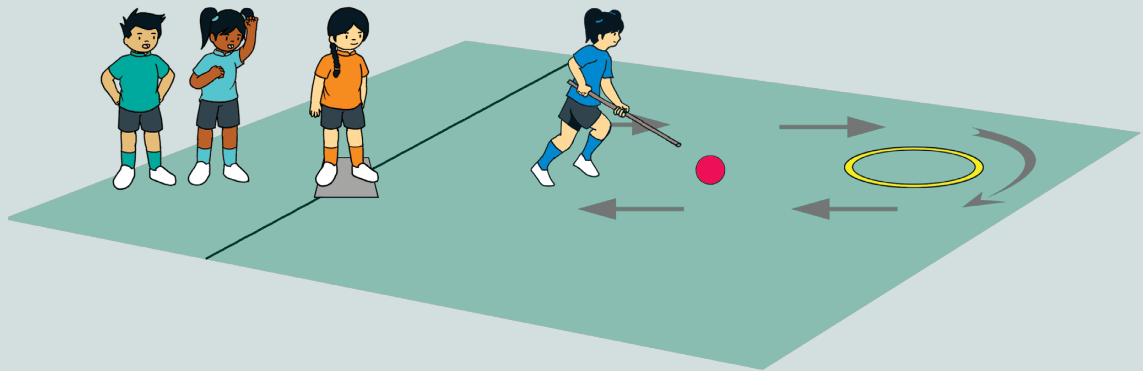
AGES **5** and Above

Activity Objectives

- To dribble with control in straight and curved paths.
- To engage in cooperative play and to develop an awareness of others.

Before You Start

- Open space/big room
- One medium-sized object for dribbling (box, puck or ball) and one dribbling stick per team
- One hoop per team



Teaching Moments Encourage...

- turning with control when dribbling with small steps around hoop
- dribblers to keep their object close to them



Ensure sticks and objects are handed over to teammates gently, no throwing.

How to Play

- Team children up into threes or fours and station them at one end in a straight line.
- At “Go”, Child A dribbles over to hoop, circles around it and then dribbles back (make a u-turn). He then passes stick and object to Child B who continues the relay, dribbling over to hoop. And so on.
- At “Stop”, teams total the number of times each member has completed the relay.

Variations of Play

Younger children

- Instead of relay, each child to dribble around his assigned hoop.
- At “Change”, the children must move over to another hoop and start dribbling again.

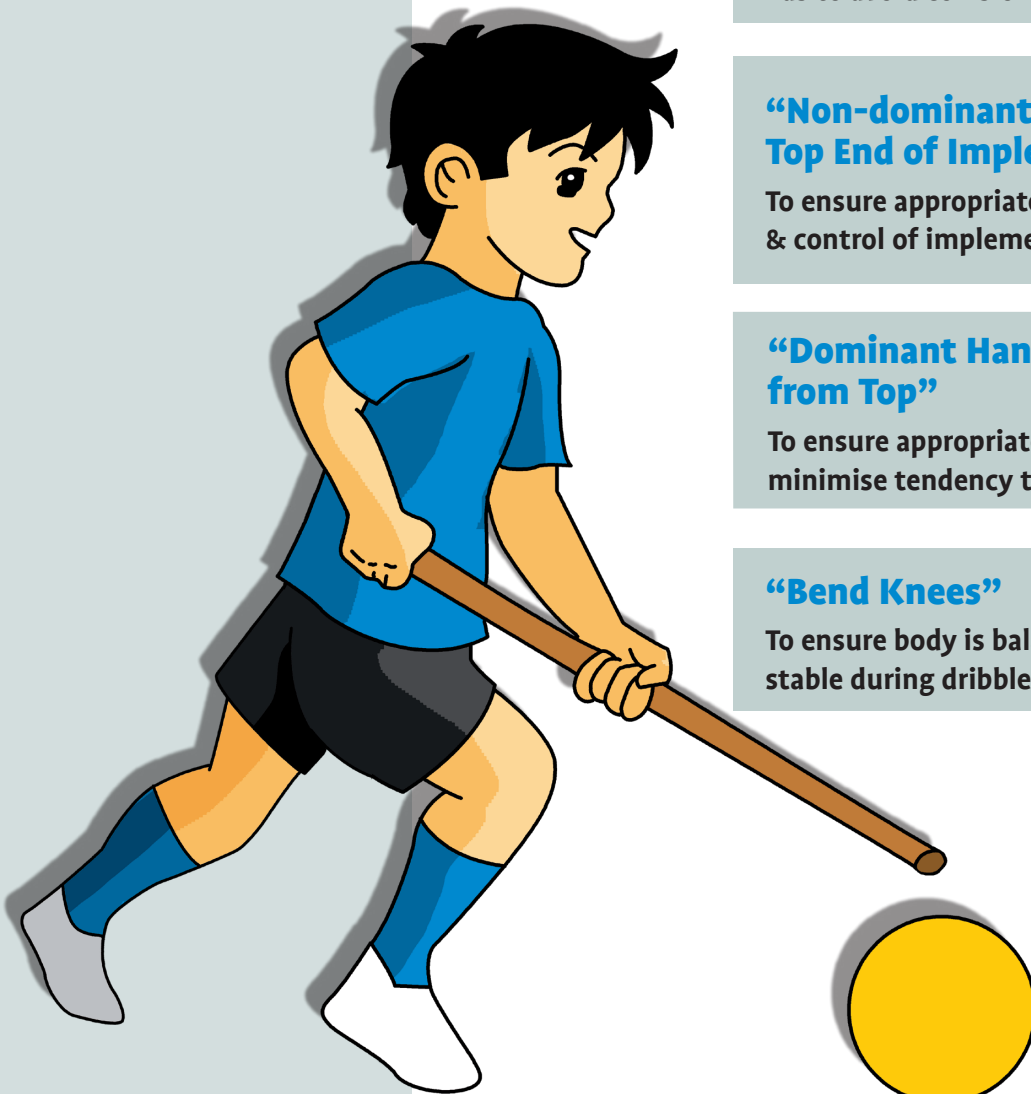
Older children

- Use smaller balls.



Dribbling with Long Implement

Verbal Cues



“Look Ahead”

To focus on direction of travel so as to avoid collisions

“Non-dominant Hand at Top End of Implement”

To ensure appropriate grip & control of implement

“Dominant Hand Away from Top”

To ensure appropriate grip and to minimise tendency to hit object

“Bend Knees”

To ensure body is balanced & stable during dribble

“Tap & Push”

To keep object close & under control during dribble