

BALL HANDLING

SKILLS



Ball Handling

Ball skills are an important activity for children of all interests and abilities to practice consistently. Ball skills not only prepare children for physical education class at school and extracurricular activities, but they help to address bilateral skills, hand-eye coordination, timing, sequencing, motor planning, and attention. Ball skills can include, but are not limited to: throwing and catching, dribbling, kicking, and aiming for a target.

HEALTH AND PHYSICAL EDUCATION DOMAIN

LEVEL 1 – Students perform basic motor skills and movement patterns, with or without equipment, in a range of environments.

LEVEL 2- Students demonstrate basic motor skills and some more complex skills. They combine motor skills and movement patterns during individual and group activities.

LEVEL 3- Students perform a broad range of complex motor skills. They demonstrate a wide variety of motor skills and apply them to basic, sport-specific situations. They create and perform coordinated movement sequences that contain a variety of motor skills and movement patterns.

LEVEL 4- Students perform confidently and efficiently in a range of movement environments (indoor and outdoor). They refine basic and complex motor skills and apply these skills in increasingly complex games and activities.

MANIPULATIVE SKILLS

Manipulative skills are those that involve control of an object such as ball, beanbag, hoop, rope, ribbon and frisbee. Most of these skills involve the hand and feet but other parts of the body can be used. Manipulative skills develop hand-eye and foot-eye coordination which are particularly important for tracking objects in space. Manipulative skills include throwing, catching, kicking, trapping, striking, volleying, rolling, and dribbling. The development of manipulative skills leads to students becoming more actively involved in games and play activity. Competence in manipulative skills can improve a student's self-esteem, peer acceptance, and ease transition into local community and other outside school environments.

QUESTIONING AND PROBLEM SOLVING

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

BALL HANDLING

STANDARDS

GRADE LEVEL	STANDARD	DESCRIPTION
2ND	2.M.1.7	Move in different directions to catch a variety of objects softly tossed by a stationary partner.
	2.C.2.2	Identify safety rules and procedures for selected physical activities
	2.R.5.1	Identify ways to cooperate with others regardless of personal differences during physical activity
	2.R.5.2	List ways to safely handle physical activity equipment
	2.R.6.3	Identify ways to contribute as a member of a cooperative group
3RD	3.M.1.7	Move in different directions to catch objects of different sizes and weights thrown by a stationary partner
	3.C.2.2	Understand the importance of safety rules and procedures in all physical activities
	3.R.5.1	List ways to work cooperatively with peers of differing skill levels
	3.R.5.2	Describe ways to appreciate the good physical performance of others
	3.R.6.3	Identify ways to celebrate one's own physical accomplishments while displaying sportsmanship
4th	4.M.1.5	Dribble and pass to a moving partner
	4.M.1.8	Throw balls of various sizes and weights to a stationary partner from varying distances using a correct overhand motion
	4.R.6.1	Discuss how physical activity can be a positive opportunity for social and group interaction
	4.R.6.2	Describe the connection between skill competence and enjoyment of physical activity
5TH	5.M.1.5	Apply dribbling skills in modified games, focusing on offensive strategies
	5.M.1.7	Catch a variety of objects while traveling and being defended
	5.R.5.1	Describe a benefit of working productively with a partner to improve performance

TABLE OF CONTENTS

GAMES/ACTIVITIES

Ball Handling Skills	1
Battle Bowl	2
Beanbag Pass	3
Four Corners	4
Four Down	5
Goal Zone Ball	6
The Grouch	7
Group Juggling	8
Line-Up Ball	9
Line Up Behind	9
Moon Ball	10
Over There	11
Quick Bowl	12
Quick Throw	13
Sinkerball	14
Team Handball	15
Ten Laps	16
Throw and Run Challenge	17
Twist and Turn/Bend and Stretch	18

BALL HANDLING SKILLS

Throwing

- Try throwing the ball with your feet together
- Now throw and step forward with the same leg as your throwing arm
- Now throw and step forward with the opposite foot

Catching

- What should your arms do when you catch a ball?
- Should they stay straight?
- Should they stay bent?
- Should they be straight at first and then bend?
- Why do our arms bend as we catch a ball?

Dribbling

- Try dribbling with the while standing still
- Now try it while walking around
- Now try it while walking around and looking where you are going
- Try dribbling the ball with a flat hand, with your fingers and slapping it, and pushing down

Rolling

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

BALL HANDLING ACTIVITIES AND SKILLS



BATTLE BOWL

Space: Field or Hardcourt

Equipment: 16 playground balls and 8 plastic bottles filled with sand or water

- Sixteen players line up on opposite end lines, with one captain from each team on the sideline who will retrieve the balls that remain in the middle
- Eight plastic bottles are placed in the middle of the court about 4' apart
- All players on team A receive a playground ball
- The Captain says, "Ready, aim, roll!"
- On "roll", the players bowl the balls at the club
- The number of pins knocked down will be the first-round score for Team A
- Team B will repeat the same process
- At the end of the game, the team who has knocked down the most pins will be the winner

BEANBAG PASS

Equipment: 4 beanbags

Skills: Passing a beanbag in various ways

Space: Field or Hardcourt

- Four teams line up on one side of a square
- By placing teams in a square, it makes it possible for the students to watch each other
- The first player on the right in each team is the leader
- Each leader is given a beanbag
- The leaders say (Example: John (or any student), how shall we pass the beanbags?)
- The student may suggest any one of many ways such as:
 - Pass it with the left hand
 - Pass it from your own right hand to your own left hand and then to the next one
 - Toss it with your right hand
 - Hand it under your left knee
- Then, the leader says, “Pass it with your left hand (or whatever it was), ready, go!”
- The beanbag is passed up the line and back again
- The first Captain to get the bag back, hold it up and call “Finished!” gets a point for their team.
- Each time the leader asks a different student on a different team how to pass the beanbag
- The team getting the most points wins

FOUR CORNERS

Space: Field Area

Equipment: 4 goals (up to 24 players)
1 ball per pair
24 spot markers

- Create a large activity area and place a goal in each of the 4 corners of the area
- Place 8 spot markers in a circle around each goal, approximately 5 paces from the goal
- Pair students
- Send 1 pair to each of the 4 goals as goalies
- All other pairs scattered in area with locked elbows and a ball at their feet
- The first round of play will be soccer style
- You'll dribble and pass the ball soccer style between you and your partner toward a goal and then shoot the ball from behind the spot markers.
- If you score a goal, switch places with the goalies
- They'll lock arms and dribble your ball to a new goal while you and your partner defend the goal you just scored on
- Goalies do not have to lock elbows
- If goalies block a shot, the shooting team must go get their ball and dribble to a different goal before taking another shot

FOUR DOWN

Space: Hardcourt

Equipment: 8 bowling pins and 8 playground balls per circle

- Formation: 2 single circles, facing inward (no more than twenty students per circle)
- The basketball court is the best area for this game
- The players form 2 large circles
- 4 bowling pins are placed in the center around a 3' circle, where two players who are pinsetters stand
- Eight playground balls are given to each circle
- They attempt to roll the ball, to knock over 1 or more of the pins
- The pin-setters must not interfere with the ball in any way
- They may continue to be pin-setters as long as there are never 4 pins down at the same time
- Whenever there are 4 pins down at the same time, the group calls out "4 down!"
- All play stops and the pin-setters choose two new players to take their place

GOAL ZONE BALL

Space: Field or Hardcourt

Equipment: Various types of soft balls (12) and cones (10)

- Divide the class into two teams each scattered on their own half of the basketball court
- The object of the game is to throw, roll or bounce a ball into the opponent's goal zone, which extends 6-8 feet from the end line
- A point is scored whenever this occurs
- Students may enter the goal zone to stop a ball
- They can use their hands and feet to stop the ball
- The ball can only be thrown from behind the center line
- If a ball goes out of bounds, the nearest student may retrieve the ball and give it to a teammate
- Set a time limit and the team with the highest points is the winner
- Variations: Set up a smaller playing area with less students on a team

THE GROUCH

Space: Field or Hardcourt

Equipment: 2 goals

1 yarn ball per student

16 spot markers

4 large cones

- Create a large rectangular activity with the 4 large cones
- Set 2 goals up 5 to 10 paces from each end line
- Place 8 spot markers in a circle around each goal, approximately 5 paces from the goal
- Choose 2 students to be “Grouches” each standing inside one of the goals
- All other students scattered throughout the activity area with a yarn ball
- On the start signal, players with a yarn ball can shoot at either goal from behind the spot markers
- If a ball goes inside the goal, it’s the Grouch’s job to toss it back out as quickly as she/he can
- If the ball doesn’t go inside the goal, players can move to pick up any ball that’s on the floor

GROUP JUGGLING

Space: Field, Hardcourt, or Shelter Area

Equipment: 1 ball per group of 5-7 students

- Students get into circles of 5-7, scattered within boundaries
- Each group has a ball
- The object is to cooperate with others in the group by passing a toss able object in sequence
- Play begins with a toss across the circle to anyone not next to you
- Passing continues until everyone has received a pass and the ball returns to the 1st person
- Repeat, using same sequence
- Once you have successfully passed in sequence 3 times, add a 2nd ball
- When you are successful with 2, try it with 3 balls simultaneously

LINE-UP BALL

Space: Field Area

Equipment: 8 ½ playground ball

- Formation: 2 or more teams, maximum of 10 on each team
- The first team kicking has each student get a chance to kick the ball.
- Runs are scored when the student kicks the ball and runs a complete circle around his/her own team
- The runner stops running when the fielding team secures the ball, lines up single file and passes the ball under everyone's legs until the last person in line holds up the ball and yells "Stop!"
- The student stops running, and runs are added to score
- After the last person has kicked, teams switch, and the process is repeated

LINE UP BEHIND

Space: Field or Court Area

Equipment: 1 Ball per group

- Have students form a circle in groups of 5
- Give each group a ball
- The ball is passed around the circle until a signal to stop is given
- When the signal is given, the student with the ball freezes and everyone else lines up behind that student
- The ball is passed over their heads to the last one in line
- That student runs to the front and sits down
- The first team to accomplish this is the winner

MOON BALL

Space: Field or Hardcourt

Equipment: Beach Ball

- Anyone in the group may hit the ball in the air
- Each hit is counted unless the same person hits it twice
- The total does not increase unless a new person hits the ball
- If the ball touches the ground, that is the total for that round and the group is given the opportunity to try and increase their score
- Allow time for strategy change and input

OVER THERE

Space: Field or Hardcourt

Equipment: 2 goals per group of 16 students
3 or more foam balls per student
1 long foam noodle per student
4 cones per group of 16 students
Pennies/flags for half of the students

- Using cones, create a court for each group of 16 students
- Set goals at the ends of each court approximately 5 yards from the court's end line
- Scatter 24 foam balls at one end of each court and 24 at the other
- Create teams of 8 students, each with a noodle
- Send 2 teams to each court, 1 team at each court wearing pinnies/flags
- Use the noodle and safe striking rules to move the ball from your side of the area to the goal
- After shooting your ball into the goal, hustle back to get another ball from inside your goal
- Freeze when you hear the stop signal (whistle) and listen for instructions
- Variations: Move the ball soccer style with the feet. Move the ball by rolling it with the hands. Add goalies and/or defensive players

QUICK BOWL

Space: Court Area

Equipment: 10 Bowling Pins, 10 Nerf/Soft balls

- The court is divided into two sides, with one team on each side
- Five pins are set-up on each side, 4 feet from the end line
- Students are not allowed to cross the center line or the end line in front of the pins
- Each team is given five balls
- On the “go” signal, students will roll the balls towards the other team’s pins
- Balls can be blocked, knocked out of the way, or picked up and rolled
- The object of the game is to knock the other team’s pins over before they knock yours
- A time limit may also be set and the team that has knocked over the most pins at the end of the time limit is the winner

QUICK THROW

Space: Hardcourt

Skills: Throwing at a target

Equipment: Basket or milk crates and tennis balls

Set of four or five milk crates or baskets on a hardcourt.

The object of Quick Throw is for a group (30-50) to try and throw as many tennis balls as possible into a crate or basket during a two-minute time period. Each crate has a different point value, with the closet scoring one point, the second 3 points, third 5 points, and the farthest 9 points.

The group is competing against itself in trying to score as high a point total as possible, either by shuffling thrower and retriever positions or deciding as to which crates should be targeted.

The group must choose who are going to be throwers and who will be the retrievers. The throwers must remain behind the throwing line. The retrievers may stand any place they wish, but they may not "help" the balls in the crates; their job is simply to retrieve missed shots and get the balls back to the throwers as fast as possible.

Once the clock starts, the throwers and retrievers may not exchange positions. This is a decision-making game and should be played more than once so that players have an opportunity to change their tactics and positions.

SINKERBALL

Space: Field, Hardcourt, or Shelter Area

Equipment: Scooters, pins, jump ropes, and cones

- 1 team starts along one end as the “tugboats” pulling their cargo (a plastic pin balanced on a scooter, pulled by a jump rope)
- Each player on that team has their own cargo to pull
- The other team is along the sides in a designated throwing area (use cones for boundaries)
- Team 2 each has a foam ball or 2 to start with
- On the “GO” signal, the tugboats try to travel back and forth from wall to wall as many times as possible, keeping their pin alive
- The pin cannot fall over, either by self-mistake by pulling too fast or from a ball hitting it down
- Team 2 (throwers) will try to knock off the pins from the scooters
- When a player’s pin is knocked over, that player isn’t out
- He/she can go and block/guard one of their teammate’s pin as they continue traveling along
- At the end, the whole team will surround the last member’s pin/cargo trying to keep it up until it finally falls, and the 2 groups switch roles for the next round
- Points can be earned every time a player makes it safely to an end or which team lasts the longest before all pins are down

TEAM HANDBALL

Space: Field or Hardcourt Area

Equipment: 2 goals per 12 students, 1 ball per 12 students, 12 spot markers per goal, 4 large cones

- Play begins with a throw-off from midfield
- The starting player stands at midfield and passes to a teammate
- This starts the game and is the way players should restart play after each goal
- If the ball goes out of bounds, restart with a throw-in
- A player standing on the side line or end line throws to a teammate who is in bounds
- Defense must be 5 paces away from the player performing every throw-off and throw-in
- No contact between players is allowed
- Defense must stay an arms-length from the player with the ball
- Defense cannot touch the ball when an offensive player has control
- Passes and shots can be intercepted/knocked down with hands and arms
- Offense can take 3 steps with the ball and/or hold the ball for no more than 3 seconds
- Change possession if the ball hits the ground after a pass
- Shots are not considered passes
- Offense may get a rebound from a shot

TEN LAPS

Space: Field, Hardcourt, or Shelter Area

Equipment: Any ball

- Formation: 4 or more single circles, facing inward
- No more than 8 students per team
- Divide the class into four or more equal teams
- Each team makes a circle
- Once in the circle, the team takes one step backward
- One player on each team is given a ball
- The object of the game is to pass the ball around the circle 10 times before the other teams can do so
- When the player who started the ball, gets it back the first time
- That player calls out "First Lap"
- Next time, that player calls out "Second Lap" and so on
- The first team to call "Ten Laps" wins

THROW AND RUN CHALLENGE

Space: Field Area

Equipment: One ball and 4 cones per group

- Divide class into groups of 3
- Each group will choose 4 cones and a ball to throw
- The 4 cones need to be set down as if on a line(20-30 feet apart)
- Two cones will be used for the throwers and two cones for the runner
- The runner's cones should be a few feet closer
- On the signal, the throwers begin to play catch, counting how many throws they make
- Also, at the signal, the runner counts how many times he/she can run back and forth from cone to cone
- After 30-40 seconds, have students stop and compare scores and then rotate positions

TWIST AND TURN/BEND AND STRETCH

Space: Field Area

Equipment: 4 cones and 1 ball per pair

- Create a medium activity area (20x20 paces)
- Students are paired up, standing back to back, scattered in area
- One ball per pair
- The object is to cooperate with your partner and pass the ball back and forth by twisting, turning, bending and stretching
- Twist and Turn
 - Feet stationary
 - Turn to 1 side
 - Hand the ball (using both hands) to your partner
 - The partner receives ball, turns in opposite direction and hands it back to you on the other side
 - The ball should “orbit” your waists
- Bend and Stretch
 - Both take 1 small step apart
 - The partner with the ball bends down and passes it between their legs
 - The other partner bends down to receive it, then stretches overhead to pass it back to partner
 - Continue until a signal is given
- If you drop the ball, pick it up and keep going
- When you hear “ Switcheroo!” change your passing direction
- Give signal randomly every 3-8 seconds