

Games: Passing and Possession

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve and learn how to evaluate and recognise their own success. Pupils should be taught to play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. This implies that the teaching of games needs to do more than merely replicate the technique based teaching that continues to dominate practice in schools.

Learning Outcomes/Objectives

- Pupils will consolidate and improve the quality of their techniques of passing and their ability to link with team members.
- Pupils will improve their ability to choose and use simple tactics and strategies of retaining possession.
- Pupils will be able to describe and evaluate the effectiveness and quality of their own work and the performances of others.
- Pupils will use what they have learned to improve their work.

Duration: 45 minutes

Material/Equipment: Bibs, cones and a balls

Environment/Space: 10 metre squares

Additional Staff: Learning support as appropriate

Health and safety

- Do the pupils' clothing and footwear help their learning and keep them safe?
- Is the space safe and clear enough to work in?
- Are the pupils aware of others when they are moving and working?
- Have all the pupils warmed up and cooled down properly?

Description of Activities

Warm Up/Recap

- Groups of 6 play within a 10 metre square. Pupils are allocated to groups and numbered 1,2,3,4,5 and 6.
- A ball is passed from numbers 1-2, 2-3, 3-4, 4-5, 5-6, 6-1 etc... Starting with one ball per group but gradually increasing to 2 then, possibly, 3.
- Pupils are encouraged to adjust their positions to maximise the efficiency of receiving and sending passes. Pupils are not allowed to run with the ball but are allowed to step in the direction of their pass.
- Encourage pupils to move to a new position as soon as they have passed the ball. Pupils have to get in the best position to receive a pass; can they see the player in possession and can the player in possession see them? How far away do they need to be for the player in possession to be able to pass the ball accurately? Do they know where the next pass is to be made? Have they adjusted their position accordingly? Hopefully, this will prevent the group from merely passing the ball around a circle of 5.

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- Within the 10 metre square, one player is selected as a defender and his/her task is to disrupt the passing sequence by intercepting the ball or by marking one of the players 'out of the game'. The 'attackers' aim to complete three successful rounds of passing. They have two 'lives' in which to reach their target. They lose a life if the ball is forced out of the area or has been intercepted by the defender.

As a group discuss how successful they are. How could they improve? Play again.

Fox and Hounds

- Groups of 6 play within a 10 metre square.
- One player is nominated as the fox. The remaining five members of the group represent the hounds.
- Staying within the 10 metre square, the hounds attempt to 'tag' the fox with the player in possession tagging with two hands on the ball. Players in possession of the ball are not allowed to travel but are allowed to step in the direction of their pass. Once tagged, another fox is nominated and the game is repeated.
- Using the same organisation 2 foxes attempt to intercept/win the ball back from 4 hounds. The hounds receive a point for every three consecutive passes and have two lives in which to record the highest number of points possible. The hounds attempt to reach a target of 5 points. A life is lost if the foxes intercept a pass or the ball goes out of the playing area. Tackling/physical contact is not allowed. Once the task is completed, two new foxes are selected.

Keep Ball

- The groups progress onto a 3v3 game of 'keep ball' with points scored for every successful sequence of 3 passes.
- Possession is lost if the ball is dropped (2 bounces) or passed out of the playing area.

Assessment Cues

- Have pupils improved?
- What are they doing differently?
- Pupils evaluate their own performance and alter what they are doing accordingly.

Teaching points:

- Encourage the pupils to make a target with their hands to show they are ready to receive/catch the ball.
- Show the pupils a variety of passing techniques (chest pass/shoulder pass/bounce pass).
- Encourage the pupils to move after they have made a pass.
- Remind pupils to keep their eyes on the ball to get ready for their turn.

What Happens Next: To bring directional play and scoring as a progression from possession games.