

Games: 'Magic Ball'

Team games require more than knowledge of the rules and a willingness to join in: these resources address some of the ball handling skills that individuals need to acquire as they move towards technical competence.

Objectives

Training of game/play skills in basketball

Competencies

Catching, passing, dribbling with the ball

Preparation

5 minutes

Duration

20-30 minutes

Number of pupils/participants

15 to 30

Material/equipment

Sufficient number of balls (adequate size related balls)

Environment/space

Basketball court

Additional staff

No need of additional staff

Description of the activity

The very first activity of the class is an appropriate warm-up (e.g. chase game). After this initial part, participants should be "introduced" to the basketballs (size, surface, material, stiffness). The first set of the tasks are flexibility exercises with a basketball - this activity develops better ball sensation/feeling - all of this is realized on one spot. We can perform following activities:

Pupil passes the ball from left hand to right hand;

Pupil turns the ball around his/her body;

Pupil turns the ball around his/her legs;

Pupil passes the ball over his/her head;

Pupil holds the ball in front of his/her head, claps with hands and catch the ball before it will touch the court;

Pupil throws the ball above his/her head and makes squat (turn around, semi-squat ...) before catching the ball;

Pupil bounces the ball off the court with both hands/one hand then catches the ball;

Pupil bounces the ball off the court with his/her dominant hand and then he catches the ball with both hands;

Pupil bounces the ball off the court with his/her weaker hand and then he/she catches the ball with both hands;

Pupil bounces the ball off the court 10 times with his/her dominant/weaker hand

Key teaching points and cues for assessment

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Pupils should be provided with balls that are of an appropriate size for them to be able to fulfil the variety of ball handling tasks.

Variety

Game/task modifications based on group/space size - age-related activities - difficulty level in order from the simplest task to the most difficult one - various ball types can be used (football, volleyball, handballs, tennis balls ...).

What happens next?

Control of task completion - positive feedback - sensitive showing of essential motor discrepancies - focus on positive aspects of performed activity. - Participants can suggest their own way of performing each task.

Links

https://www.achper.vic.edu.au/sitebuilder/resources/knowledge/asset/files/26/a44foundation_sballskillsmodule.pdf