

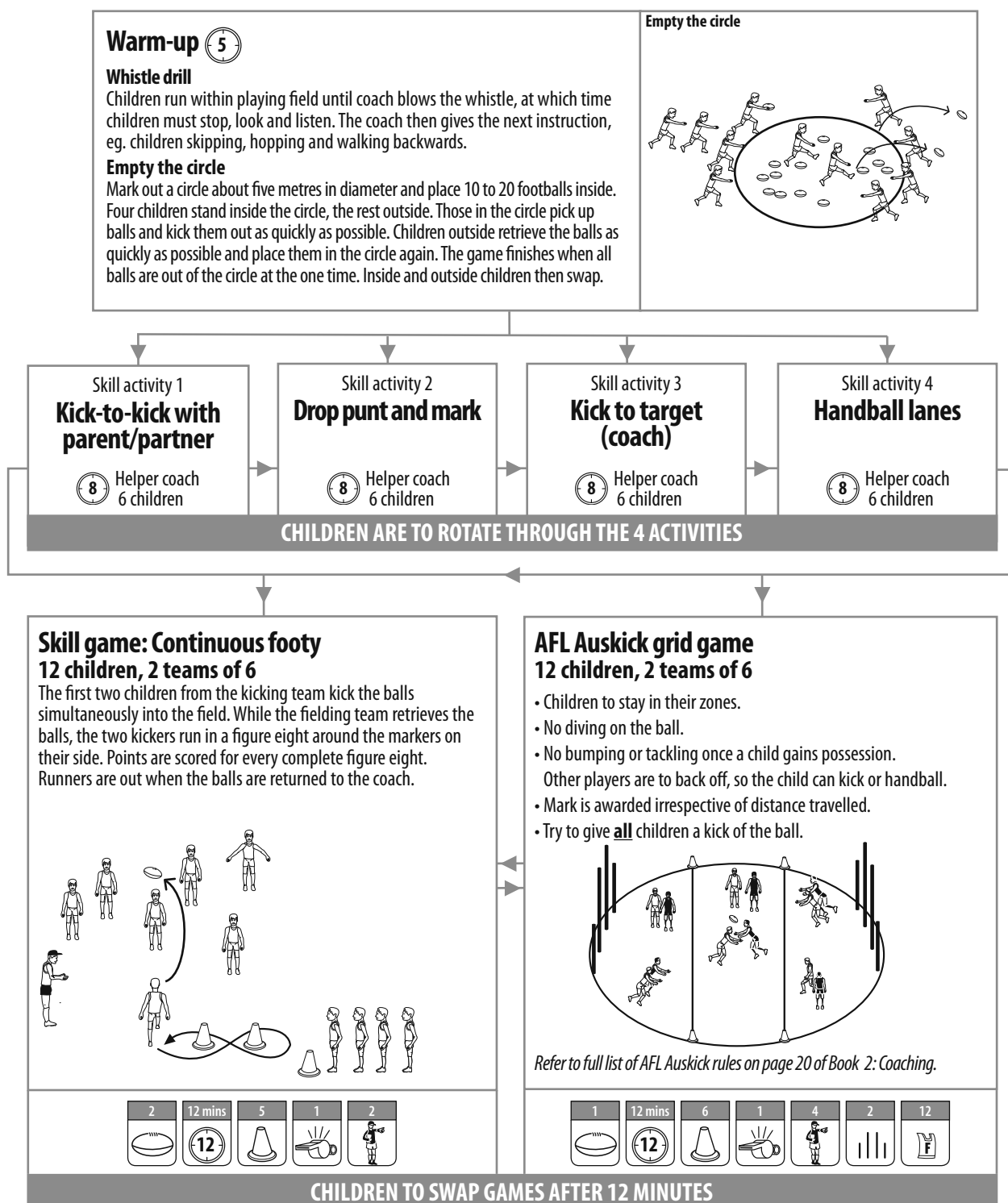
SESSION **1**

Kicking: Drop punt

Teaching points for kicking a drop punt

1. Line up the ball with your target. Have your head bent slightly over the ball. Hold the ball over the thigh of the kicking leg.
2. Guide the ball down with one hand.
3. Point your toes at your target – see the ball hit the foot.
4. Follow through straight towards the target.

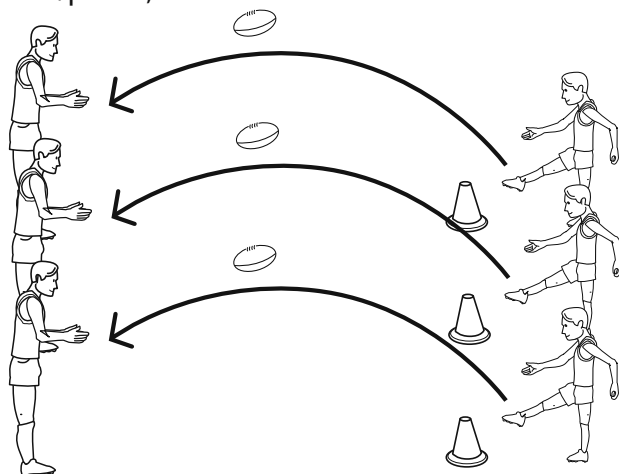
Session overview



Kicking: Drop punt

Skill activity 1: Kick-to-kick with parent/partner

Child holds the ball with two hands and faces his/her parent/partner. Child takes one step and kicks to the parent/partner, who catches the ball and kicks it back.



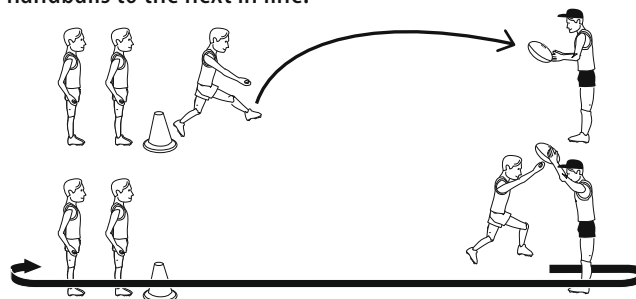
Teaching points

- Hold the ball in both hands with fingers spread evenly along each side.
- Step and kick the ball.



Skill activity 2: Drop punt and mark

The child walks/runs and kicks the ball to the helper coach. The child then follows the ball forward. The helper coach holds the ball high, the child leaps off the ground to take a high mark. The child runs around the helper coach and handballs to the next in line.



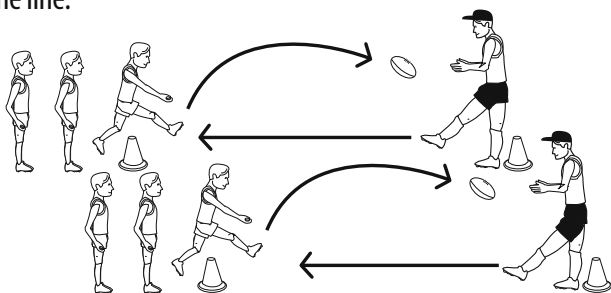
Teaching points

- Hold the ball in both hands with fingers spread evenly along both sides.
- Move in a straight line towards the target.
- Guide the ball down with one hand.
- Point your toes at the target.
- Follow through straight towards the target.



Skill activity 3: Kick to target (coach)

Helper coach kicks the ball along the ground to the first child in line, who picks up the ball and kicks it back to the helper coach. If the ball is kicked away from the helper coach, the child runs to retrieve the ball, handballs to the helper coach and tags the next child in line before returning to the end of the line.



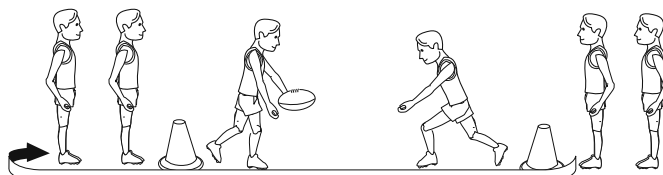
Teaching points

- **Kicking:** Hold the ball in both hands with fingers spread evenly along each side. Step and kick the ball.
- **Picking up:** Body in line with the path of the ball in a semi-crouched position. Pick up the ball cleanly with both hands.
- **Other:** If you kick away from the helper coach, *run hard to retrieve the ball.*



Skill activity 4: Handball lanes

Children begin by handballing with a partner. Encourage children to use both hands. Progressing to lane work, children line up in two groups of three. Facing each other about five metres apart, first child takes ball, runs towards the other line and handballs to the first child in line. For variations, increase speed and/or distance and use left and right hands.



Teaching points

- Hit the ball with a clenched fist of the platform hand.
- 'Catch' the fist.



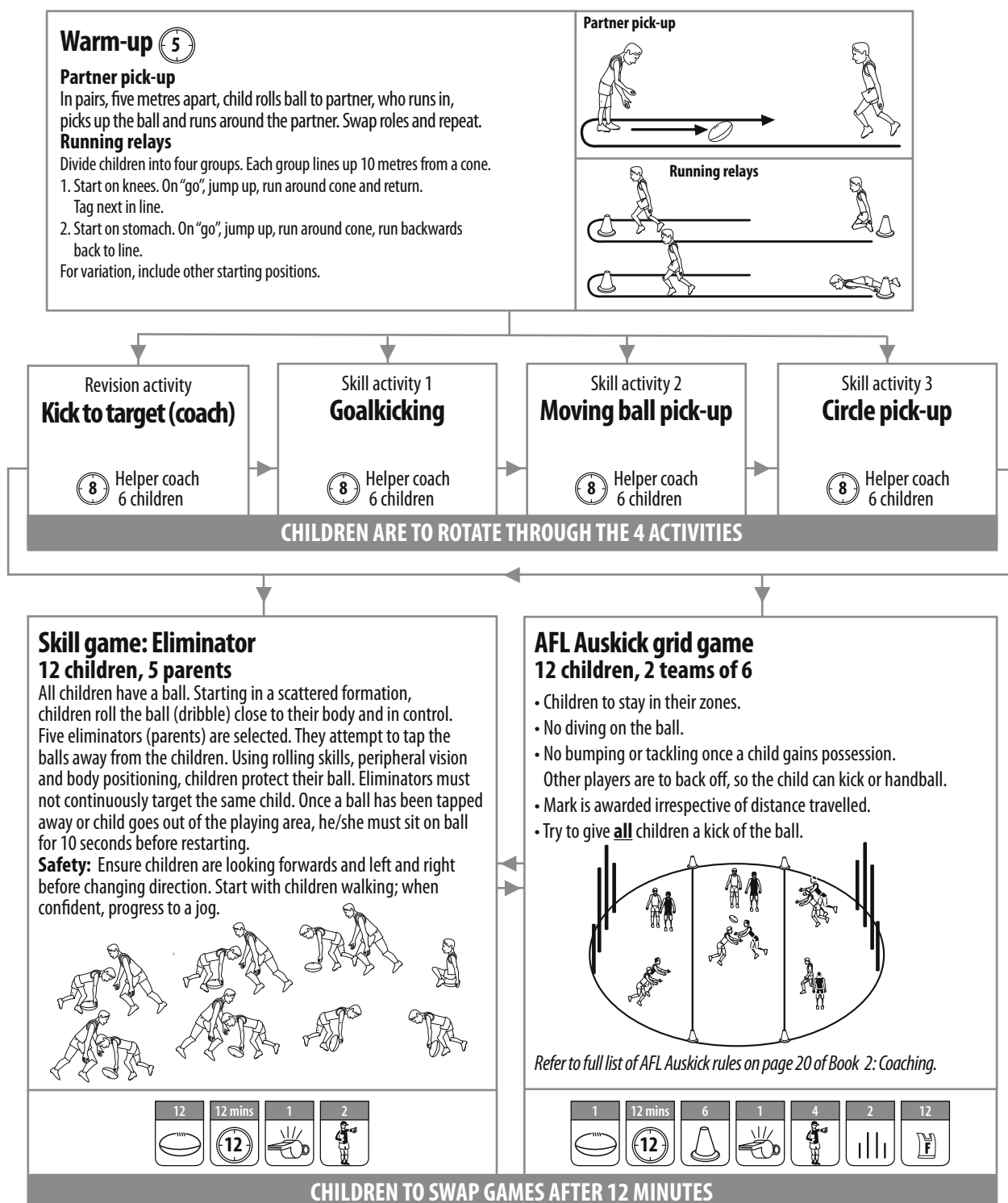
SESSION **2**

Ground skills: Rolling, hitting and dribbling

Teaching points for rolling, hitting and dribbling

1. Keep eyes on the ball at all times.
2. Body in line behind the ball in a semi-crouched position.
3. Extend arms with fingers almost touching the ground, palms towards the ball.
4. Pick up the ball by placing fingers underneath, with knuckles scraping the grass.

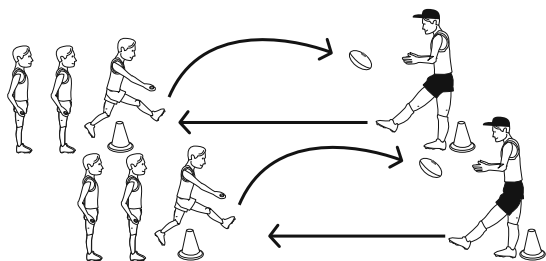
Session overview



Ground skills: Rolling, hitting and dribbling

Revision activity: Kick to target (coach)

Helper coach kicks the ball along the ground to the first child in line, who picks up the ball and kicks it back to the helper coach. If the ball is kicked away from the helper coach, the child runs to retrieve the ball, handballs to the helper coach and tags the next child in line before returning to the end of the line.



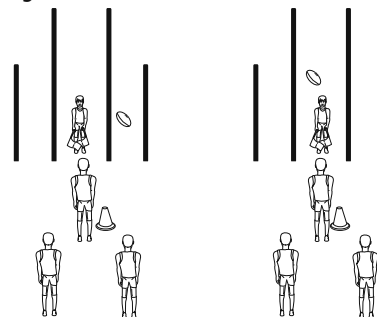
Teaching points

- **Kicking:** Hold the ball in both hands with fingers spread evenly along each side. Step and kick the ball.
- **Picking up:** Body in line with the path of the ball in a semi-crouched position. Pick up the ball cleanly with both hands.
- **Other:** If you kick away from the helper coach, *run hard to retrieve the ball.*



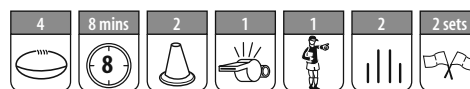
Skill activity 1: Goalkicking

Divide children into two groups with a set of portable goals and two balls for each group. Children take it in turns to shoot for goal from various distances and angles. Each child retrieves their ball. A child from each group is required to be the goal umpire, who signals the score and waves the flags (rotate children).



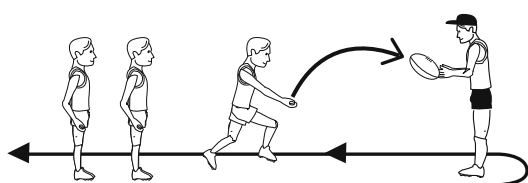
Teaching points

- Choose target behind the goals.
- Run straight towards the target.
- Follow through with your kicking leg towards the target.



Skill activity 2: Moving ball pick-up

Child jogs to meet ball rolled by helper coach. Using two hands, child picks up the ball, handballs back to the helper coach and runs around him/her before returning to the end of the line. Variations include helper coach rolling the ball in different ways, eg, on its side, end over end, on an angle. and the child picking up the ball and bouncing it before handballing to the helper coach.



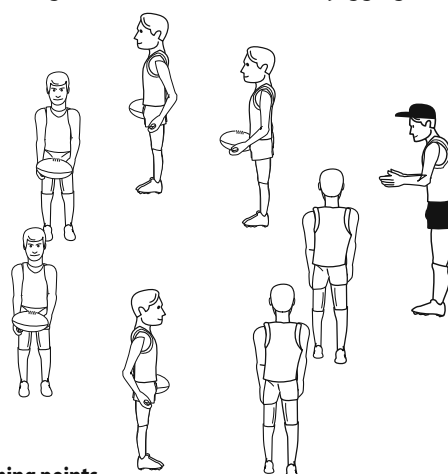
Teaching points

- Keep your eyes on the ball at all times.
- Body in line with the path of the ball in a semi-crouched position.
- Extend arms and hands with fingers almost touching the ground, palms towards the ball.
- Pick up the ball cleanly with both hands.
- Bring ball to handball position.



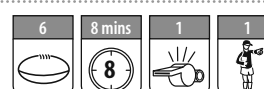
Skill activity 3: Circle pick-up

Children each hold a ball as they walk in a circle. On a signal, they place the ball on the ground and pick up the next ball while continuing to walk. Variations include jogging and running.



Teaching points

- Keep your eyes on the ball at all times.
- Body in line with the path of the ball in a semi-crouched position.
- Extend arms with fingers almost touching the ground, palms towards the ball.
- Pick up the ball by placing fingers underneath it, with knuckles scraping the grass.



SESSION 3

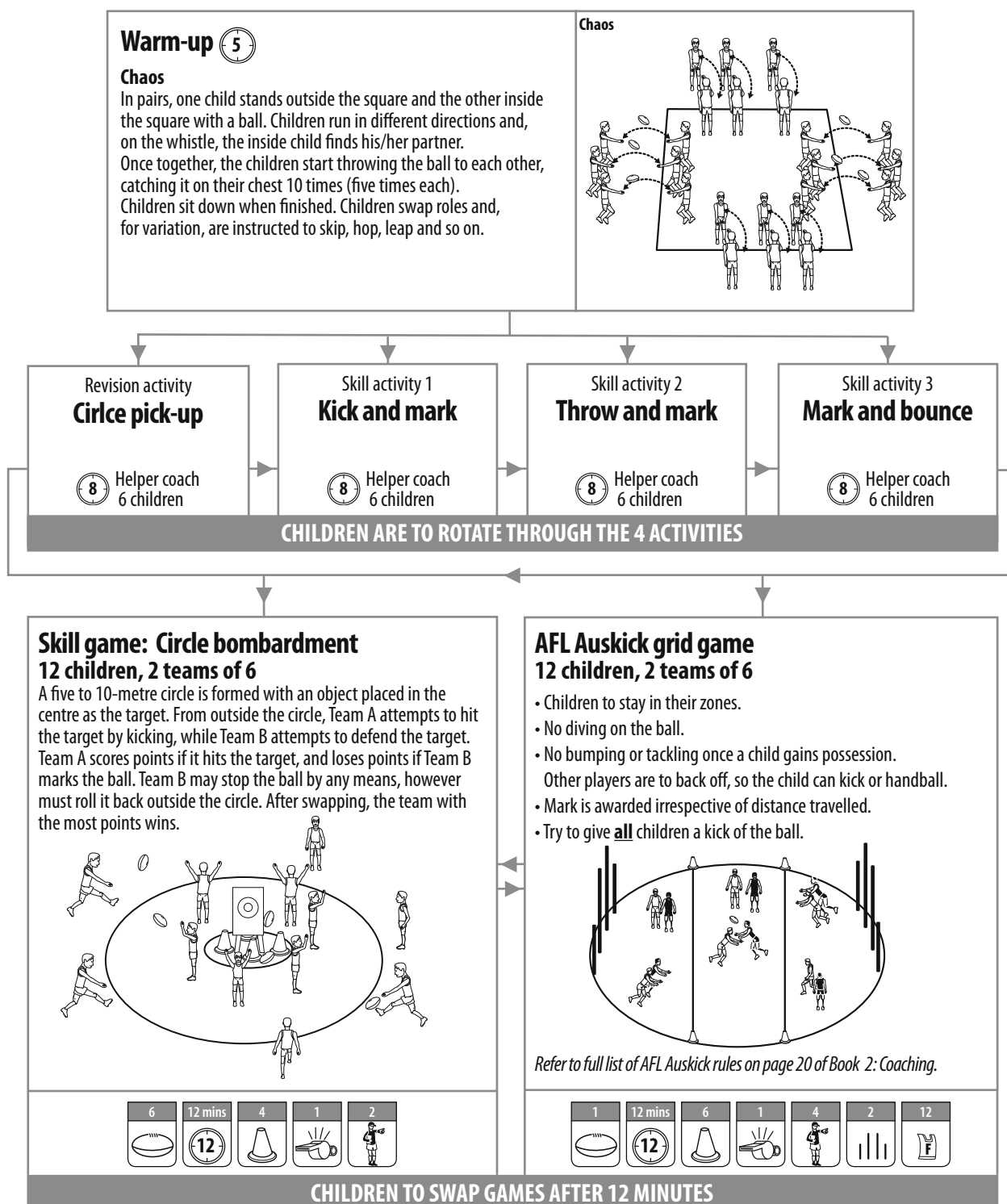
Marking: Chest mark

Teaching points for chest marking

1. Keep your eyes on the ball and line up the body with the flight of the ball.
2. The fingers and hands are extended – palms up. Tuck the elbows in to the side of the body.
3. The ball is taken on the hands and arms and guided to the chest.
4. The ball is hugged tightly to the chest.

Note: The chest mark is an effective marking style for beginners and if the ball is wet or muddy.

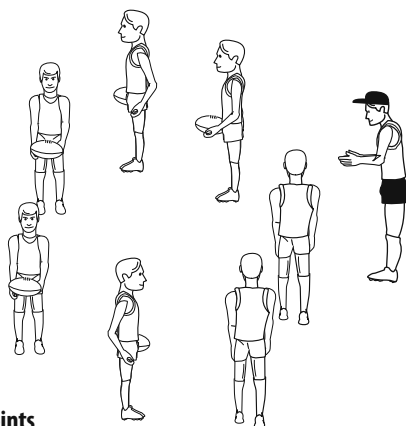
Session overview



Marking: Chest mark

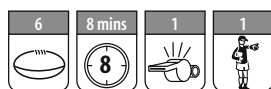
Revision activity: Circle pick-up

Children each hold a ball as they walk in a circle. On a signal, they place the balls on the ground and pick up the next ball while continuing to walk. Variations include jogging and running.



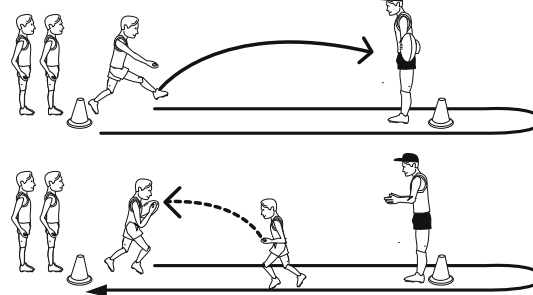
Teaching points

- Keep eyes on the ball at all times.
- Body in line behind the ball in a semi-crouched position.
- Extend arms with fingers almost touching the ground, palms towards the ball.
- Pick up the ball by placing fingers underneath it, with knuckles scraping the grass.



Skill activity 1: Kick and mark

Child stands and kicks a drop punt to the helper coach. The helper coach holds the ball out to the side. The child runs in, jumps and takes a chest mark (taking the ball out of the helper coach's hand), runs around the helper coach and handballs to the next child in line. For progression, helper coach throws ball out for child to mark.



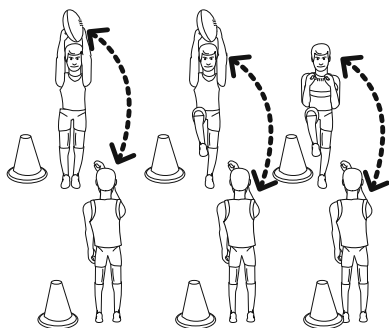
Teaching points

- Line up the ball with your target. Have your head bent slightly over the ball. Hold the ball over the thigh of the kicking leg.
- Point your toes at the target – see the ball hit the foot.
- Follow through straight towards the target.



Skill activity 2: Throw and mark

Child throws the ball to partner, who catches the ball using a chest mark and throws it back. Variations include throwing and marking while kneeling or cross-legged sitting and throwing to chest, shoulders, waist and feet. Finish with a game of "10 up" – children must catch the ball five times each and then sit down.



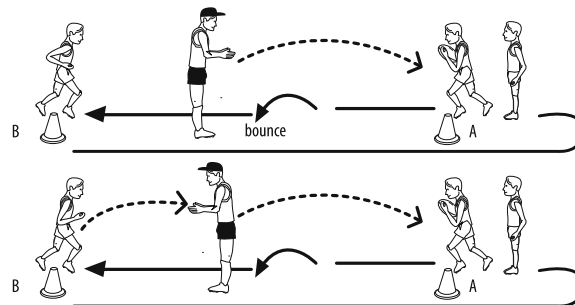
Teaching points

- Keep your eyes on the ball and line up the body with the flight of the ball.
- The fingers and hands are extended – palms up. Tuck the elbows in to the side of the body.
- The ball is taken in the hands and arms and guided to the chest.
- The ball is hugged tightly to the chest.



Skill activity 3: Mark and bounce

Helper coach handballs to first child A in line, who catches the ball on the chest, then runs, bounces the ball and handballs to child on the end marker B. Child B catches the ball on the chest, runs and handballs to the helper coach before returning to the back of the line. Child A replaces child B at the end marker.



Teaching points

- Keep your eyes on the ball and line up the body with the flight of the ball.
- The fingers and hands are extended – palms up. Tuck the elbows in to the side of the body.
- The ball is taken on the hands and arms and guided to the chest.
- The ball is hugged tightly to the chest.



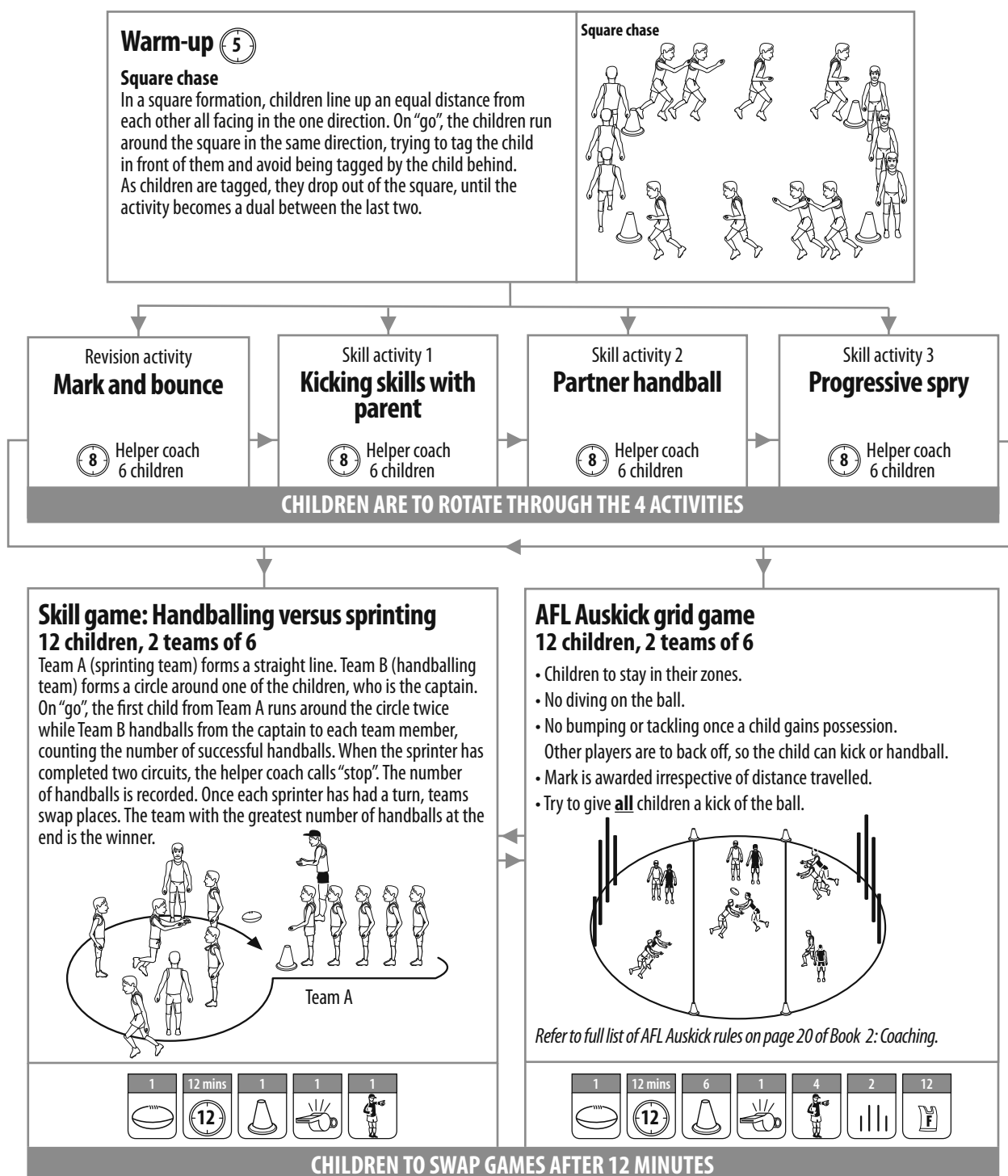
SESSION **4**

Handballing

Teaching points for handballing

1. The ball must rest on the platform hand and be hit with a clenched fist. Players should have their eyes on the ball.
2. The punching fist is formed by placing the thumb outside, not inside, the fingers.
3. The stance is nearly side on to allow the punching arm to swing through freely. Keep knees bent to maintain balance.
 - For a right-handed handball, the left foot is forward, and vice versa for a left-handed handball.
 - Punching arm is slightly bent.
 - After contact is made with the ball, the fist remains on the platform hand – “catch the fist”.

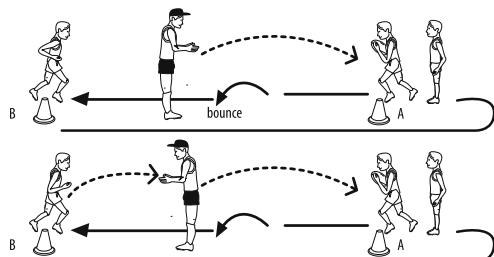
Session overview



Handballing

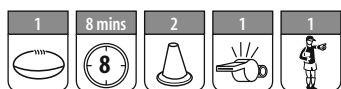
Revision activity: Mark and bounce

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Teaching points

- Keep your eyes on the ball and line up the body with the flight of the ball.
- Fingers and hands are extended – palms up. Tuck the elbows in to the side of the body.
- Ball is taken in the hands and arms and guided to the chest.
- Ball is hugged tightly to the chest.



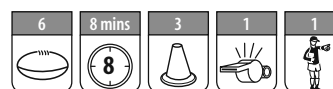
Skill activity 1:

Parent and child face each other and complete the following kicking activities:

1. **Foot flip:** Put toes up against the underside of the ball and flip it up off the ground into the air.
2. **Step and kick:** Stand one step behind the ball. Take one step and kick the ball. Take three steps and kick the ball.
3. **Three steps and kick:** Walk three steps and kick a drop punt. Mark the ball, take three steps and kick it back. Use alternate feet.
4. **Five steps and kick:** As before, but walk five steps. Use alternate feet.

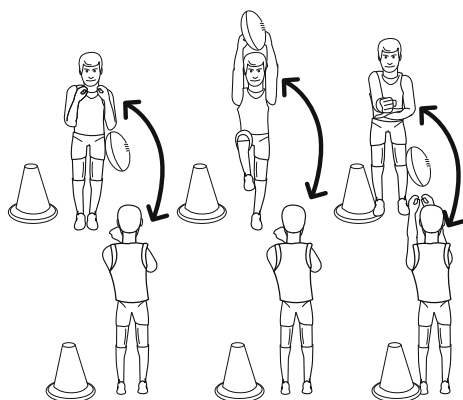
Teaching points

- Line up the ball with your target. Have your head bent slightly over the ball.
- Hold the ball over the thigh of the kicking leg.
- Guide the ball down with one hand
- Point your toes at the target – see the ball hit the foot.
- Follow through straight towards the target.



Skill activity 2: Partner handball

Pairs stand one to two metres apart and handball back and forth 20 times each, 10 times with each hand. Once all children have completed 20 handballs, children walk side by side, one to two metres apart, and handball to each other. Change direction so that alternate hands can be used. Encourage children to progress from a walk to a jog and a run (if capable).



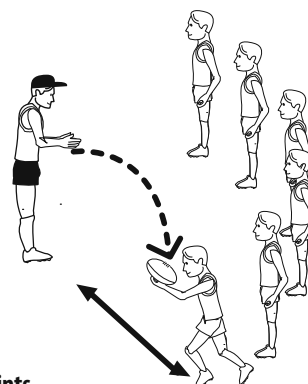
Teaching points

- When handballing, hit the ball with a clenched fist off the platform hand.
- Follow through in the direction of the target (catch your fist).



Skill activity 3: Progressive spry

Children form a semi-circle about one to two metres in front of the helper coach. Helper coach handballs to the first child and they swap places. Child in front handballs to next in line and the pair swap places. This continues until all children have been out in front. Variations include using alternate hands, catch and bounce when swapping positions, races against a second group and increasing the distance.



Teaching points

- When handballing, hit the ball with a clenched fist off the platform hand.
- Follow through in the direction of the target (catch your fist).



SESSION **5**

Landing and falling

Teaching points for landing and falling

Landings are an important safety issue in sports and teaching children how to fall will help prevent injuries.

The aim is to absorb the forces sequentially to cushion the landing.

Landing on feet: Contact with balls of feet, then heels; flex knees, then hips. Finish with feet shoulder width apart, body in motorbike position. When leaping (moving forward), land on whole foot.

Landing on hands: Make contact with fingers and palms, flex elbows and shoulders to absorb the force

Falling: When rolling, keep chin tucked in to the chest and allow the body to roll freely.

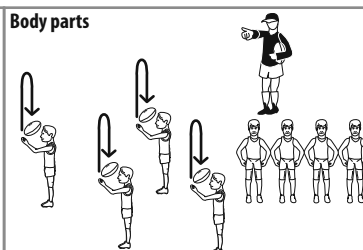
Session overview

Warm-up 5

Body parts

Each child has a ball and on "go", all move about the designated area while throwing and catching the ball and handballing to themselves. The coach calls out a number and a body part. Children must form a group and place those body parts together. (Example, four and elbows – children must form groups of four and connect elbows.)

Body parts



Revision activity Progressive spry

8 Helper coach
6 children

Skill activity 1 Goalkicking

8 Helper coach
6 children

Skill activity 2 Under and over (with roll)

8 Helper coach
6 children

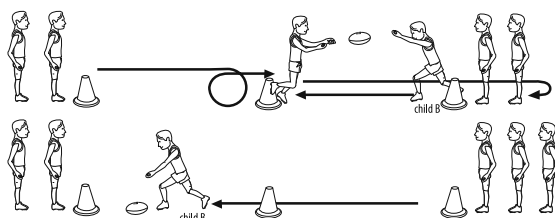
Skill activity 3 Front fall

8 Helper coach
6 children

CHILDREN ARE TO ROTATE THROUGH THE 4 ACTIVITIES

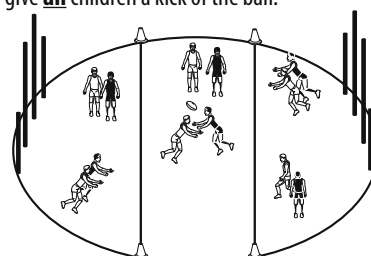
Pick up and roll relay 12 children, 2 teams of 6

Two teams of six, three children at each end. On "go", the first child picks up the ball from the middle, does a commando roll and handballs to the child at the other end (child B). Child B then replaces the ball back in the middle, tags the next person in line and the process is repeated. Variations include kicking the ball and relay races.

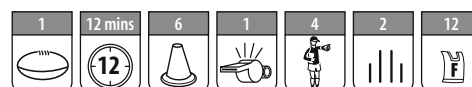


AFL Auskick grid game 12 children, 2 teams of 6

- Children to stay in their zones.
- No diving on the ball.
- No bumping or tackling once a child gains possession. Other players are to back off, so the child can kick or handball.
- Mark is awarded irrespective of distance travelled.
- Try to give **all** children a kick of the ball.



Refer to full list of AFL Auskick rules on page 20 of Book 2: Coaching.

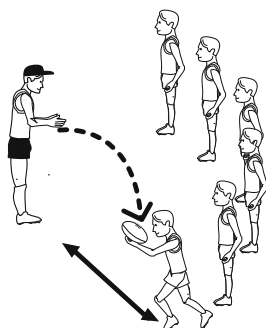


CHILDREN TO SWAP GAMES AFTER 12 MINUTES

Landing and falling

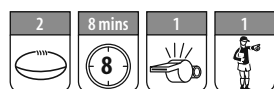
Revision activity: Progressive splay

Children form a semi-circle about one to two metres in front of the helper coach. Helper coach handballs to the first child and they swap places. Child in front handballs to next in line and the pair swap places. This continues until all children have been out in front. Variations include using alternate hands, catch and bounce when swapping positions, races involving parents and increasing the distance.



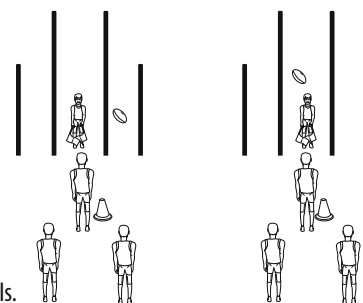
Teaching points

- When handballing, hit the ball with a clenched fist off the platform hand.
- Follow through in the direction of the target (catch your fist).



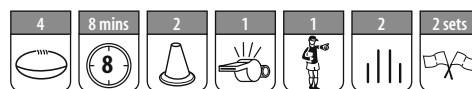
Skill activity 2: Goalkicking

Divide children into two groups with a set of portable goals and two balls for each group. Children take turns to shoot for goal from various distances and angles. Each child retrieves their ball once it has been kicked. A Child from each group is required to be the goal umpire, who signals the score and waves the flags (rotate children). Extension: Count the number of goals each child (or group) kicks in an allocated time, for example, two minutes.



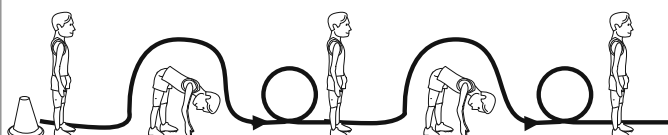
Teaching points

- Choose target behind the goals.
- Run straight towards the target.
- Follow through with your kicking leg towards the target.



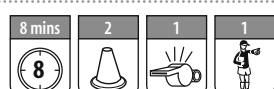
Skill activity 2: Under and over (with roll)

Children form a line about three metres apart with hands and feet on the ground, feet apart and hips high. Carrying the ball, the child at the back of the line goes under the first child, leaps over the next child, completes a commando roll and continues this until he/she reaches the front of the line. The ball is then handballed back along the line to the child at the rear of the line. A variation includes forward rolls.



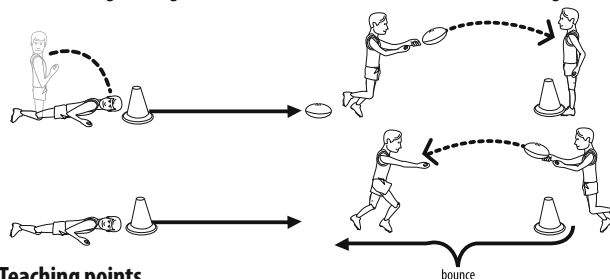
Teaching points

- **Commando roll:** Keep chin tucked in to chest and body as tightly tucked as possible.



Skill activity 3: Front fall

1. Children kneel with arms stretched out (slightly bent) in front at shoulder level. Child slowly falls forward and uses hands and arms to break the fall. Chest should end up flat on the ground with head to one side. Repeat a couple of times until children are comfortable with the technique.
2. First child does a front fall, bounces up, runs to pick up a ball located halfway between each line and handpasses to the child at the other end. Child receiving the handpass runs back towards the other end, bouncing the ball once and placing it back on the ground between the two lines. Variations include lengthening the distance between the two lines and kicking the ball.



Teaching points

- Helper coach should clearly demonstrate the front fall action and spot children if necessary during early attempts.
- A controlled fall is essential to reduce impact. Ensure you bend your elbows when you make contact with the ground with your hands to absorb the force.
- Turn your head to the side when you first make contact with the ground.



SESSION **6**

Kicking: Distance and accuracy

Teaching points for kicking

1. Line up the ball with your target. Have your head bent slightly over the ball.
2. Hold the ball over the thigh of the kicking leg.
3. Guide the ball down with one hand.
4. Point your toes at your target – see the ball hit the foot.
5. Follow through straight towards the target.

Session overview

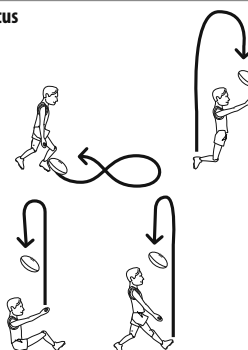
Warm-up

Footy circus

Children practise a number of ball-handling skills including:

- Tap ball along the ground, around feet in a figure eight. Change pace.
- Pass ball in a figure eight around and through your legs.
- Handball above your head and catch the ball. Kick above your head and mark the ball.
- Sit on the ground, toss ball in the air, get up quickly and catch the ball. Try chest marks, overhead marks and jumping for a high mark.
- More difficult: Place ball between feet, toss it up with your feet and catch it in front and behind.
- Invent and demonstrate your own tricks.

Footy circus



Revision activity **Front fall**

 Helper coach
6 children

Skill activity 1 **Set goal shots**

 Helper coach
6 children

Skill activity 2 **Mark and goal kick**

 Helper coach
6 children

Skill activity 3 **Force them back**

 Helper coach
6 children

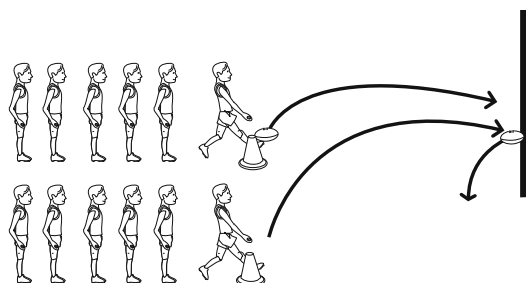
CHILDREN ARE TO ROTATE THROUGH THE 4 ACTIVITIES

Skill Game: Hit the target

12 children, 2 teams of 6

In teams, children try to hit a single portable goalpost.

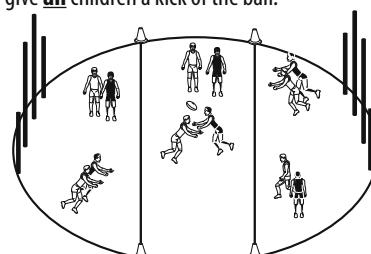
Two points are scored for a direct hit, one point is scored for a bounced hit. Once ball is kicked, child retrieves the ball and handballs to the next person in line. Team with the most points wins. Vary the position the team is to kick from.



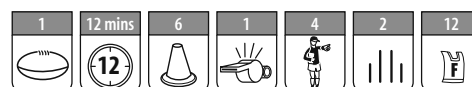
AFL Auskick grid game

12 children, 2 teams of 6

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- No diving on the ball.
- No bumping or tackling once a child gains possession. Other players are to back off, so the child can kick or handball.
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Refer to full list of AFL Auskick rules on page 20 of Book 2: Coaching.

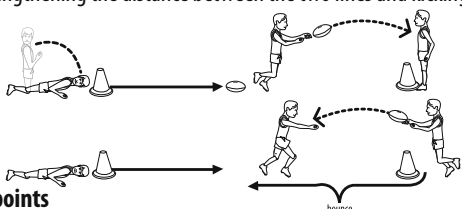


CHILDREN TO SWAP GAMES AFTER 12 MINUTES

Kicking: Distance and accuracy

Revision activity: Front fall

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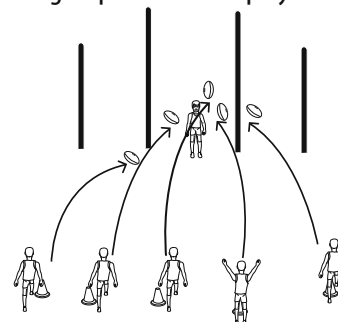
Teaching points

- Helper coach should clearly demonstrate the front fall action and spot children if necessary during early attempts.
- A controlled fall is essential to reduce impact. Ensure you bend your elbows when you make contact with the ground with your hands to absorb the force through your body.
- Turn your head to the side when you first make contact with the ground.



Skill activity 1: Set goal shots

Helper coach places eight markers at varying distances and angles from the goalposts. Children take shots from each marker, one at a time, and count their successful shots. Each child retrieves his/her own ball and, after taking all shots, has a turn at goal umpiring before returning to the end of the line. For variation, allocate a set marker to each child and have the group kick on the "play on" command.



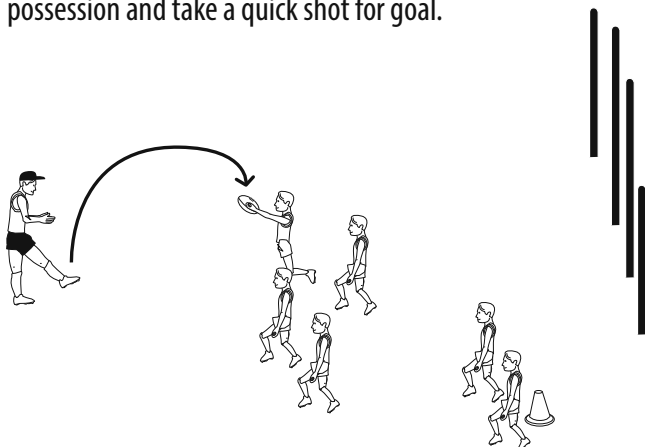
Teaching points

- Choose target behind the goals.
- Run straight towards the target.
- Follow through with your kicking leg towards the target.



Skill activity 2: Mark and goal kick

Children form pairs in front of goals (5-10 metres). The helper coach kicks to one pair at a time and the children try to mark the ball. If the mark is taken, the child has a set shot for goal. If the ball goes to ground, children try to gain possession and take a quick shot for goal.



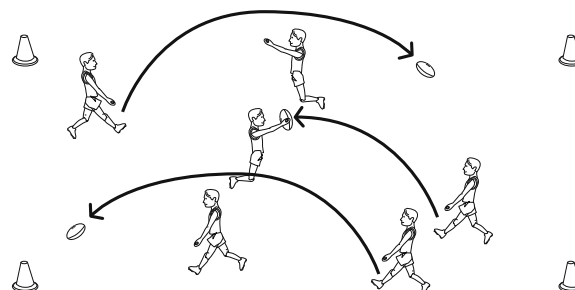
Teaching points

- Choose target behind the goals.
- Run straight towards the target.
- Follow through with your kicking leg to the target.



Skill activity 3: Force them back

In pairs, 10 metres apart, first child with ball tries to kick directly over partner's head. Partner tries to mark the ball. If the ball goes over the head or past him/her, he/she must stop it as quickly as possible. Partner must then take the return kick from where ball was marked or stopped. The aim is to force the partner over a back boundary/marker (for example, 20-30 metres behind).



Teaching points

- Run straight towards partner.
- Aim to kick as far and as straight as possible.
- Strong follow-through with your kicking leg.



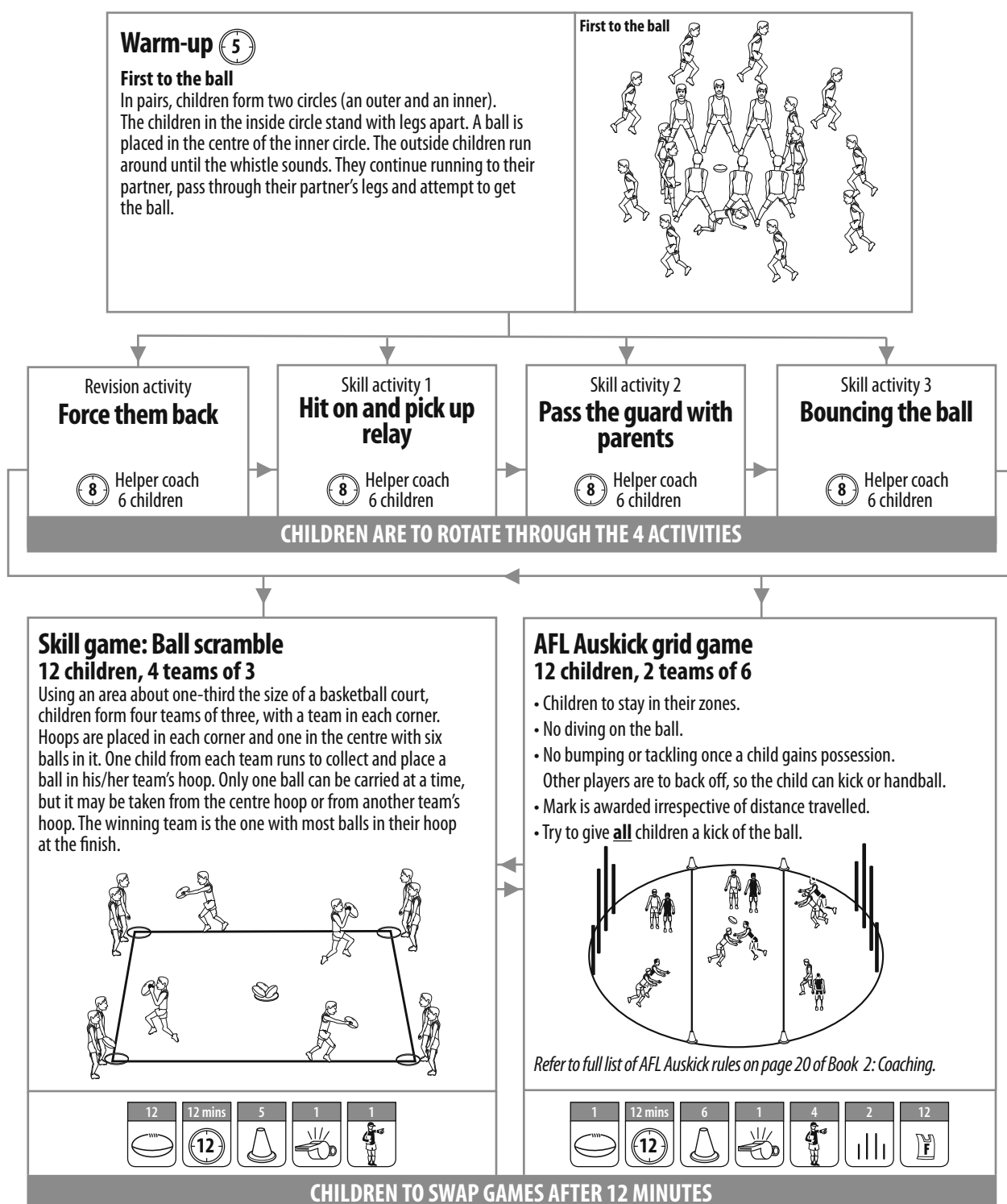
SESSION **7**

Ground skills: Ball moving away and bouncing

Teaching points for ball moving away and bouncing

1. Keep eyes on the ball at all times.
2. Body in line behind the ball in a semi-crouched position.
3. Extend arms with fingers almost touching the ground, palms towards the ball.
4. Pick up the ball by placing fingers underneath, with knuckles scraping the grass.

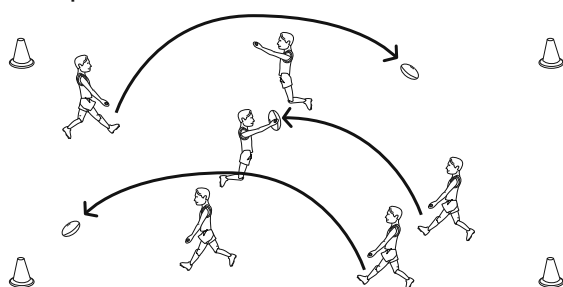
Session overview



Ground skills: Ball moving away and bouncing

Revision activity: Force them back

In pairs, 10 metres apart, first child with ball tries to kick directly over partner's head. Partner tries to mark the ball. If the ball goes over the head or past him/her, he/she must stop it as quickly as possible. Partner must then take the return kick from where ball was marked or stopped. The aim is to force the partner over a back boundary/marker (for example, 20-30 metres behind).



Teaching points

- Run straight towards partner.
- Aim to kick as far and straight as possible.
- Strong follow-through with your kicking leg.



Skill activity 1: Hit on and pick up relay

In relay formation, place half the players at either end and a marker in the middle. On "go", first child places the ball on the ground and hits towards marker. When both ball and runner pass the marker, ball is picked up and handballed to the next child. For variation, introduce races against the clock.



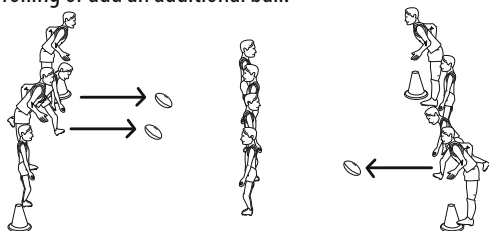
Teaching points

- Keep eyes on the ball at all times.
- Body in line behind the ball in a semi-crouched position.
- Extend arms with fingers almost touching the ground, palms towards the ball.
- Pick up the ball by placing fingers underneath it, with knuckles scraping the grass.



Skill activity 2: Pass the guard with parents (minimum of 2 parents required)

Team of equal numbers, including children and parents. Using a space about the size of one-third of a netball court, one team lines up across the middle. The other team mans both ends and attempts to roll the ball past the guards in the centre. One point is scored each time the ball passes the guards. Vary the game by using handball to hit the ground instead of rolling or add an additional ball.



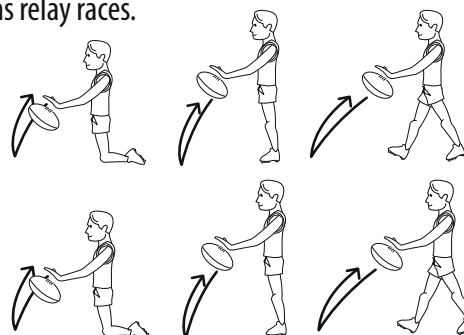
Teaching points

- Keep eyes on the ball at all times.
- Body in line behind the ball in a semi-crouched position.
- Extend arms with fingers almost touching the ground, palms towards the ball.
- Pick up the bottom half of the ball by placing fingers under it, with knuckles scraping the grass.
- When rolling the ball, bend your knees to get down low and follow through with your arm and body (like tenpin bowling).



Skill activity 3: Bouncing the ball

Each child has a ball. Children kneel, bounce ball on ground in front of them and then catch the ball. Progress to standing and walking. Extension activity includes children jogging and bouncing the ball twice to a marker, returning to the start and handballing to the next in line. Repeat as relay races.



Teaching points

- The ball is held slightly on top by the bouncing hand.
- The ball is pushed down with one hand.
- The ball strikes the ground at an angle of about 45 degrees.
- The ball is bounced far enough in front so that it will bounce into the child's hands as he/she runs forward.



SESSION **8**

Marking

Teaching points for marking

1. Keep your eyes on the ball and line up the body with the flight of the ball.

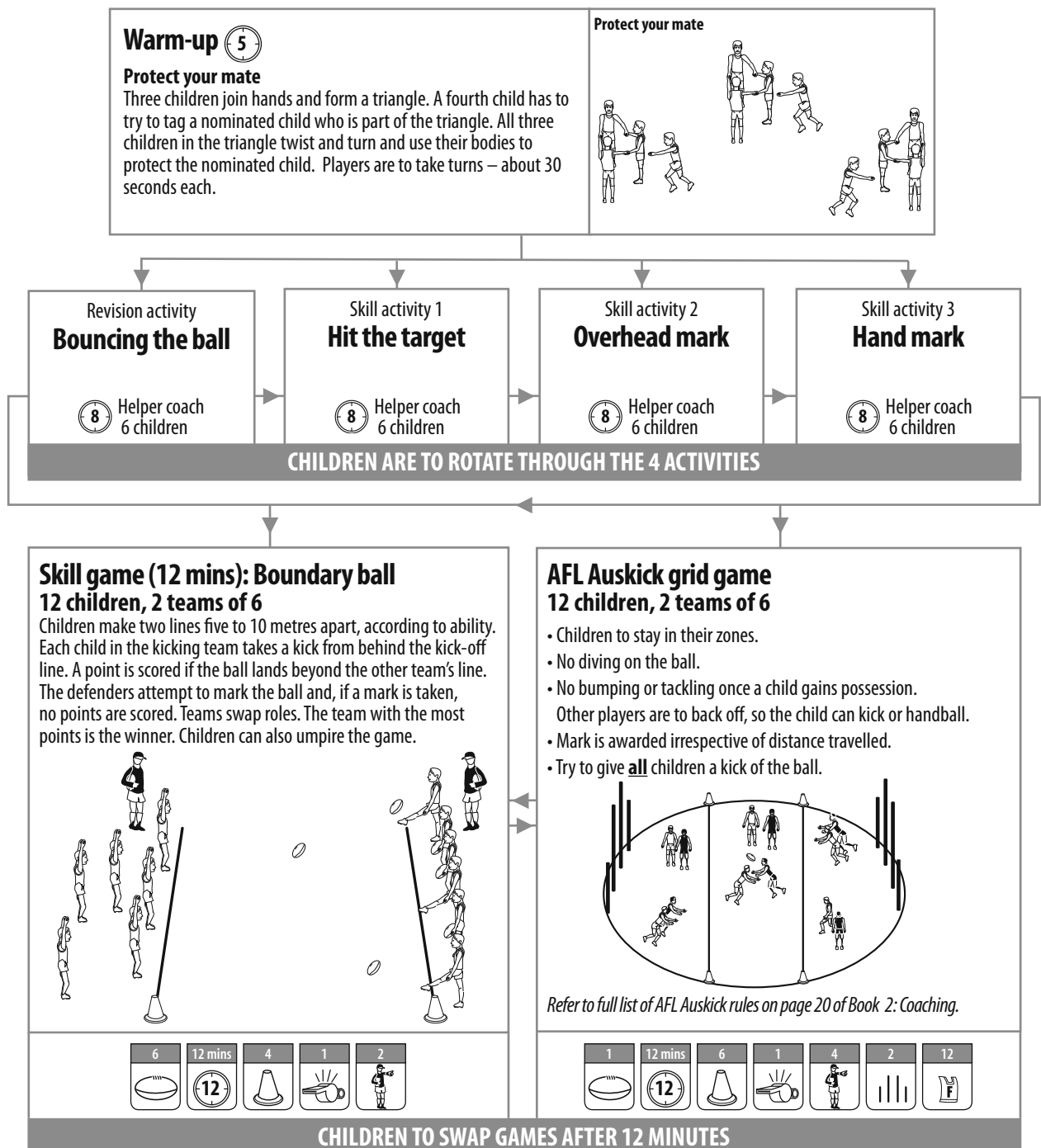
Hand mark:

- The fingers should be outstretched, pointing towards the ball. The thumbs are positioned behind the ball.
- The arms must be extended – “long arms”.
- The ball is firmly gripped with the fingers.

Overhead mark:

- Jump off one foot and swing the other knee up to gain maximum height.
- Fingers outstretched and thumbs almost together – W position.
- The ball is met slightly in front of the head with arms extended – “long arms”. It should be firmly gripped in the fingers.

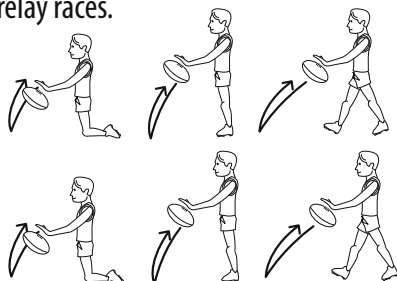
Session overview



Marking

Revision activity: Bouncing the ball

Each child has a ball. Children kneel, bounce ball on ground in front of them and then catch the ball. Progress to standing and walking. Extension activity includes children jogging and bouncing the ball twice to a marker, returning to the start and handballing to the next in line. Repeat as relay races.



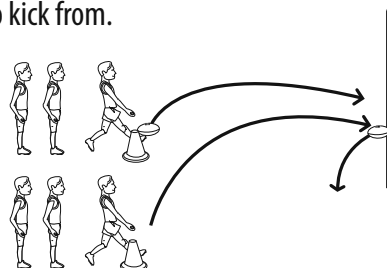
Teaching points

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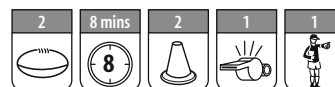
Skill activity 1: Hit the target

In teams, children kick the ball and aim to hit a single portable goalpost. Two points are scored for a direct hit, one point for a bounced hit. Child retrieves the ball and handballs to the next person in line. The team with the most points wins. For variation, alter the position the team is to kick from.



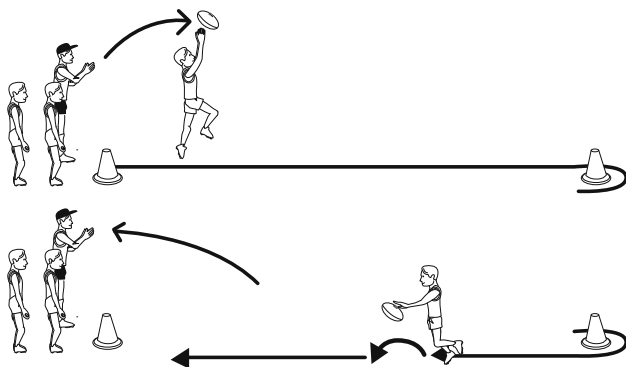
Teaching points

- Line up the ball with your target. Have your head bent slightly over the ball. Hold the ball over the thigh of the kicking leg.
- Guide the ball down with one hand.
- Point your toes at your target – see the ball hit the foot.
- Follow through straight towards the target.



Skill activity 2: Overhead mark

Helper coach stands beside the line of children and throws the ball up high. First child runs out to mark ball above his/her head. Child runs around the marker and bounces the ball before handballing back to the helper coach.



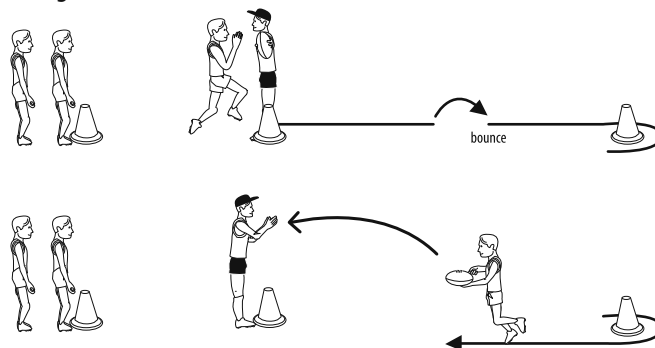
Teaching points

- Keep your eyes on the ball and line up the body with the flight of the ball.
- Jump off one foot and swing the other knee up to gain maximum height.
- Fingers outstretched and thumbs almost together – W position.
- The ball is met slightly in front of the head with arms extended – “long arms”.
- Ball should be firmly gripped in the fingers.



Skill activity 3: Hand mark

Helper coach holds the ball out to the side of the body. Child runs and takes the ball out of the helper coach's hands at about chest height, continues running, bounces the ball, goes around the cone, handballs back to the helper coach and goes to the end of the line.



Teaching points

- Keep your eyes on the ball and line up the body with the flight of the ball.
- Fingers should be outstretched, pointing towards the ball. Thumbs are positioned behind the ball.
- Arms must be extended – “long arms”.
- Ball is firmly gripped with the fingers.



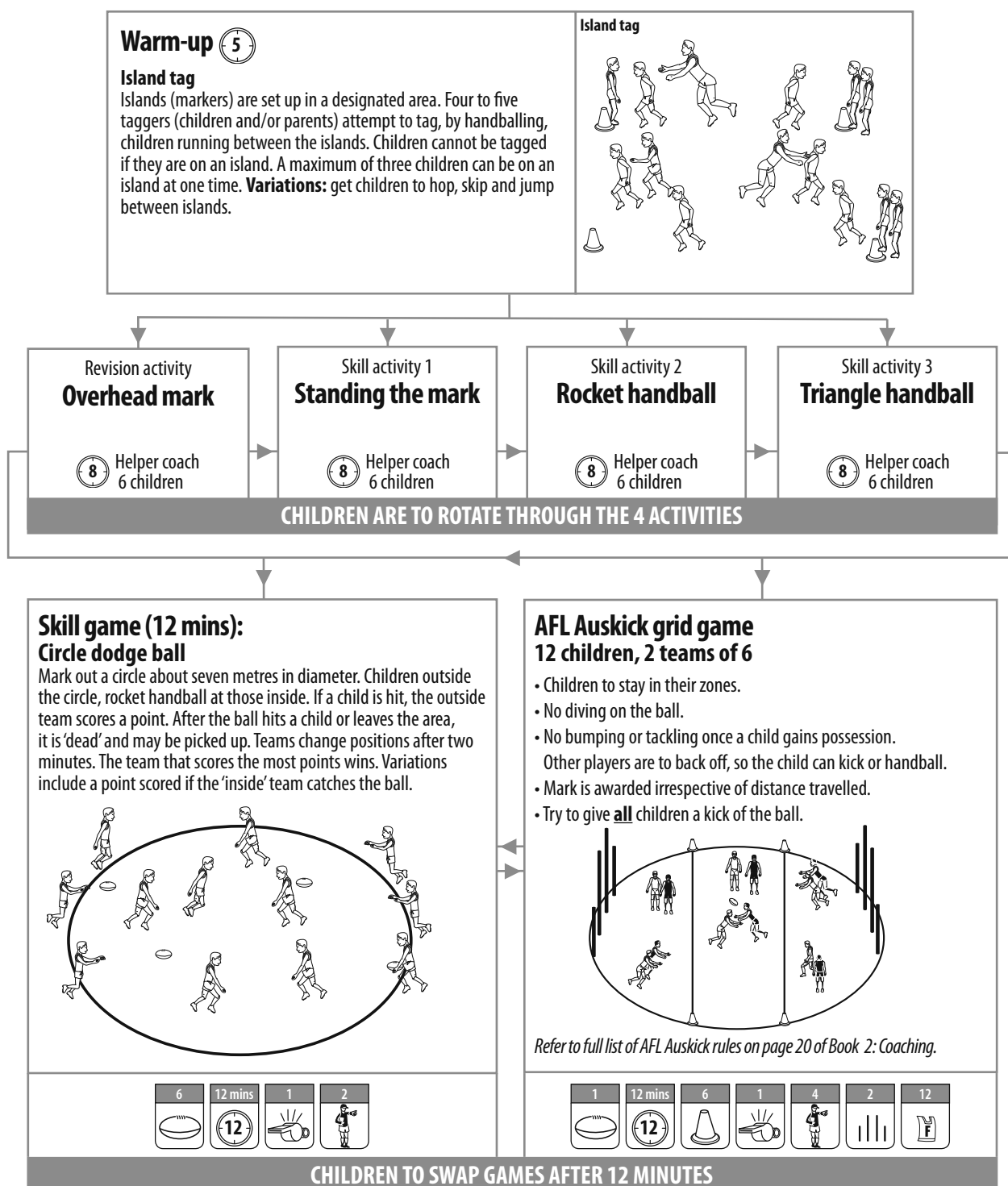
SESSION **9**

Handball: Rocket

Teaching points for rocket handball

1. The ball must rest on the platform hand and be hit with a clenched fist. Beginning players should have their eyes on the ball.
2. The punching fist is formed by placing the thumb outside, not inside, the fingers.
3. The stance is nearly side on to allow the punching arm to swing through freely. Keep knees bent to maintain balance.
4. For a right-handed handball, the left foot is forward and vice versa for a left-handed handball.
5. Punching arm is slightly bent.
6. After contact is made with the ball, the fist remains on the platform hand – “catch the fist”.

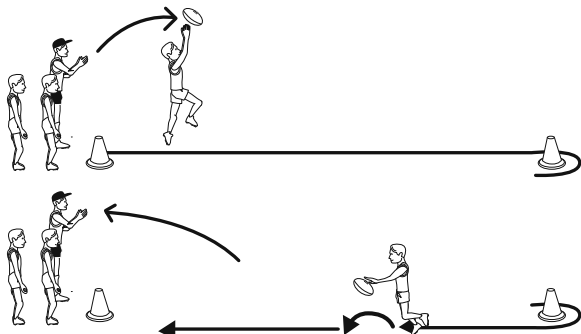
Session overview



Handball: Rocket

Revision activity: Overhead mark

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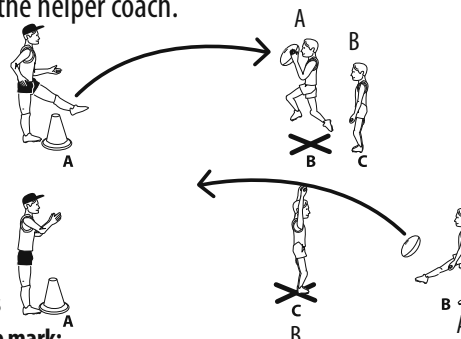
Teaching points

- Keep your eyes on the ball and line up the body with the flight of the ball.
- Jump off one foot and swing the other knee up to gain maximum height.
- Fingers outstretched and thumbs almost together – W position.
- The ball is met slightly in front of the head with arms extended – “long arms”.
- Ball should be firmly gripped in the fingers.



Skill activity 1: Standing the mark

In pairs, child A leads and marks the ball kicked by the helper coach. Child B then stands on the mark with arms raised above his/her head, at the position where child A marked the ball. Child A goes back behind the mark and kicks back to the helper coach.



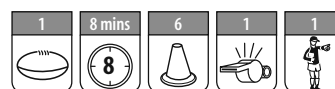
Teaching points

Standing on the mark:

- Stand directly where the ball was marked with your arms raised above your head
- Keep your eyes on the player kicking the ball.

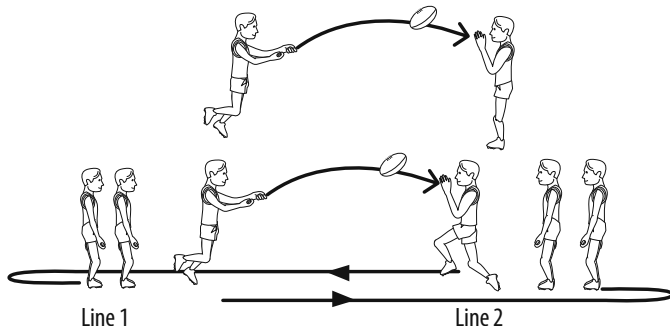
Kicking from behind the mark:

- Push back quickly from the mark.
- Give yourself room to clear the player standing on the mark.



Skill activity 2: Rocket handball

In pairs, children practise rocket handballs from distances of one and three metres using both left and right hands. The ball must spin backwards and be taken in partners' hands. In lanes, 5 to 10 metres apart, a child from line 1 runs and rocket handballs to a lead player from line 2.



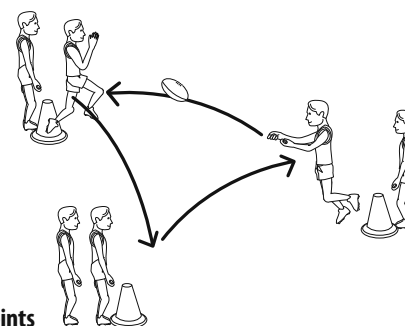
Teaching points

- For a right-handed handball, the left foot is forward and vice versa for a left-handed handball.
- Punching arm is slightly bent.
- After contact is made with the ball, the fist remains on the platform hand – “catch the fist”.



Skill activity 3: Triangle handball

Form a triangle with two children on each marker. In turn, child receives the handball, runs and delivers a rocket handball to the child on the next marker and joins the end of that line. Variations include changing direction and using the opposite hand, bouncing the ball before handballing and changing the size of the triangle.



Teaching points

- For a right-handed handball, the left foot is forward and vice versa for a left-handed handball.
- Punching arm is slightly bent.
- After contact is made with the ball, the fist remains on the platform hand – “catch the fist”.

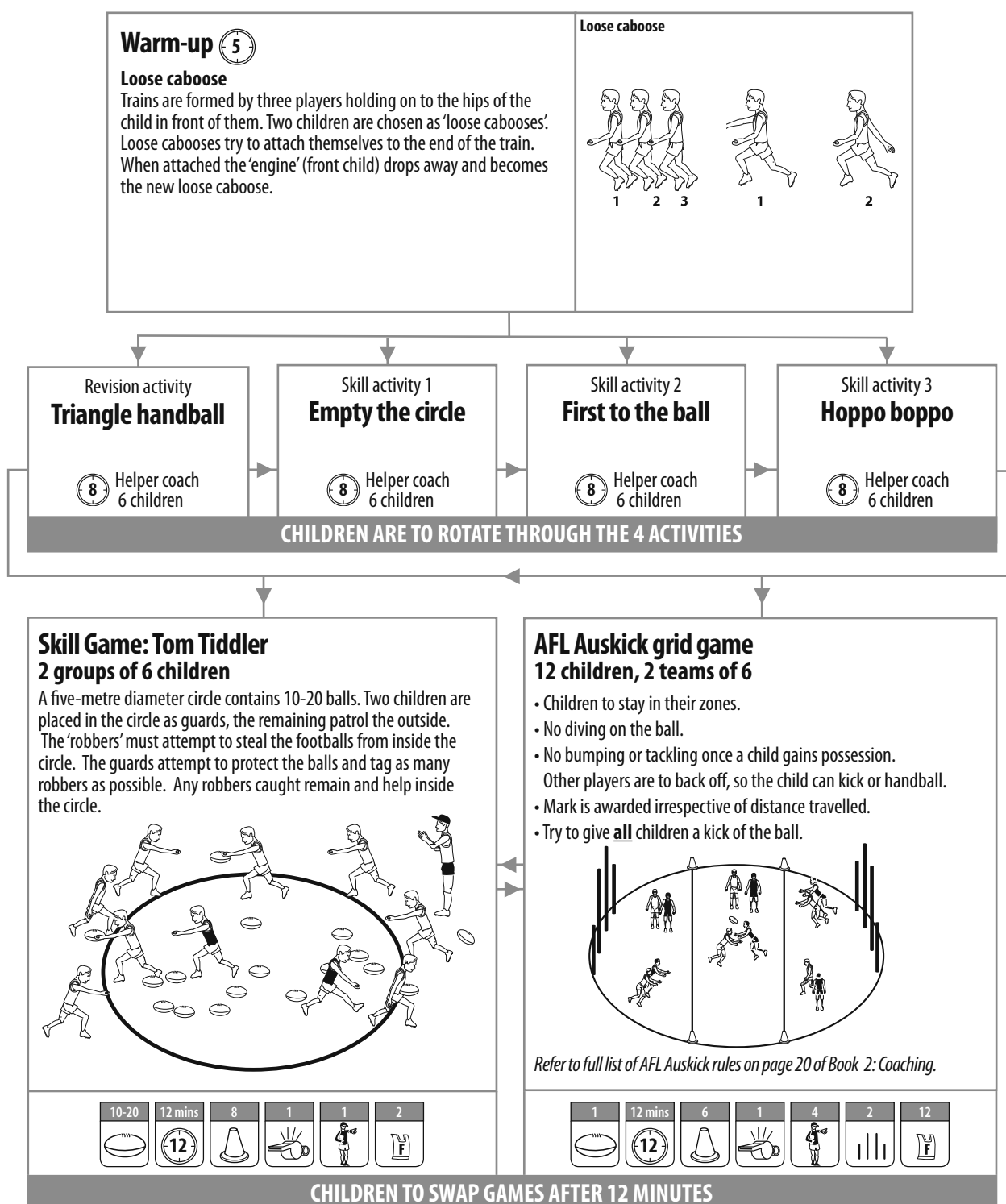


10 Being first to the ball

Teaching points for being first to the ball

1. Start in front of your opponent
2. Watch the ball closely
3. Be quick off the mark (when the ball is in your area)
4. Keep your body in line with the ball
5. Stay on your feet

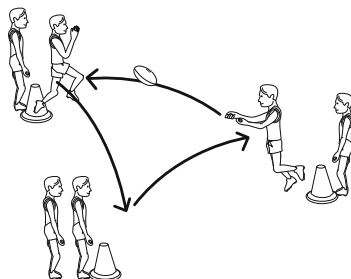
Session overview



Being first to the ball

Revision activity: Triangle handball

Form a triangle with two children on each marker. In turn, child receives the handball, runs and delivers a rocket handball to the child on the next marker and joins the end of that line. Variations include changing direction and using the opposite hand, bouncing the ball before handballing and changing the size of the triangle.



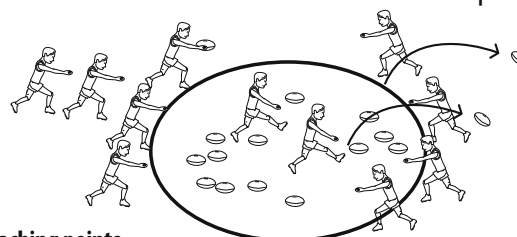
Teaching points

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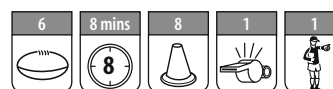
Skill activity 1: Empty the circle

Mark out a circle with a diameter of approximately five metres, placing the balls inside the circle. One child stands inside the circle, the rest outside. The child in the circle picks up the balls one at a time and kicks them out as far as possible. Children outside retrieve the balls as quickly as possible and handballs them back inside the circle. The game finishes when all balls are out of the circle at the one time. Children swap around.



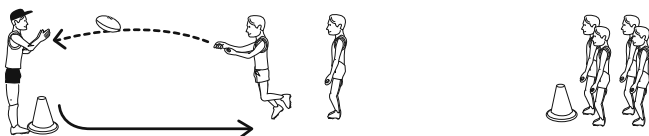
Teaching points

- Line up the ball with your target. Have your head bent slightly over the ball. Hold the ball over the thigh of the kicking leg.
- Guide the ball down with one hand.
- Point your toes at your target – see the ball hit the foot.
- Follow through straight towards the target.



Skill activity 2: First to the ball

In pairs, children line up behind a boundary marker. The helper coach rolls out the ball to the first pair who run to pick up the ball and handball it back to the helper coach. First child to touch the ball is allowed to pick it up without interference. Progress to throwing up the ball between the pair who compete for an overhead mark. If a mark is taken, the ball is handballed back to the helper coach. If the ball hits the ground, the first to the ball picks it up and handballs back to the helper coach.



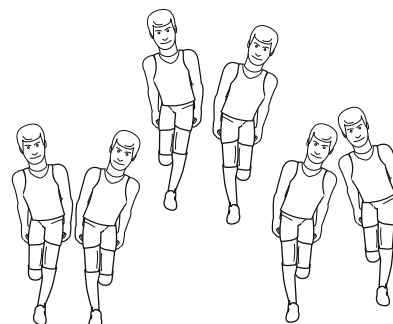
Teaching points

- Be first to the ball.
- Watch the ball closely.
- Quick off the mark (when the ball is in your area).
- Keep your body in line with the ball.
- Stay on your feet.



Skill activity 3: Hoppo boppo

Hopping on one leg, children try to unbalance each other by bumping with the side of their body. When the foot hits the ground the children rejoin the game on the other foot. Variations include children counting the number of successful unbalances they create in one minute and children holding a ball.



Teaching points

- Keep arms tucked in at your side at all times.
- Watch the side (target area) of the child you are trying to unbalance.
- Use small hops to make you more balanced.

