



**Move4Life**



The Commonwealth

# **Session 12**

## **Ball Skills**

### **Vision Goal Setting**

WELCOME TO SESSION 12 OF THE MOVE4LIFE SERIES

This session will focus on **ball skills** and the life-skills of **vision and goal setting**. Ball skills are fundamental movement skills important for a range of sports. Vision is about having a picture in your mind of how the future can look and goal setting is about writing down how that vision can be realized. Being able to look to the future and set goals is important both in sport and life. Move4Life sessions link with several personal development dimensions and contribute to the Sustainable Development Goals. In this session we have chosen to link to the physical and cognitive dimensions and SDG11 – Sustainable Cities and Communities.



Physical Dimension



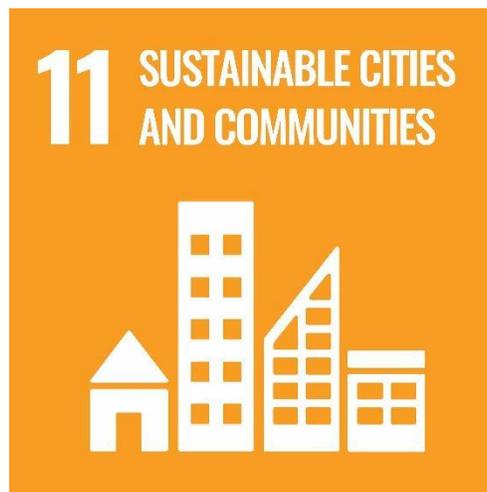
Cognitive Dimension

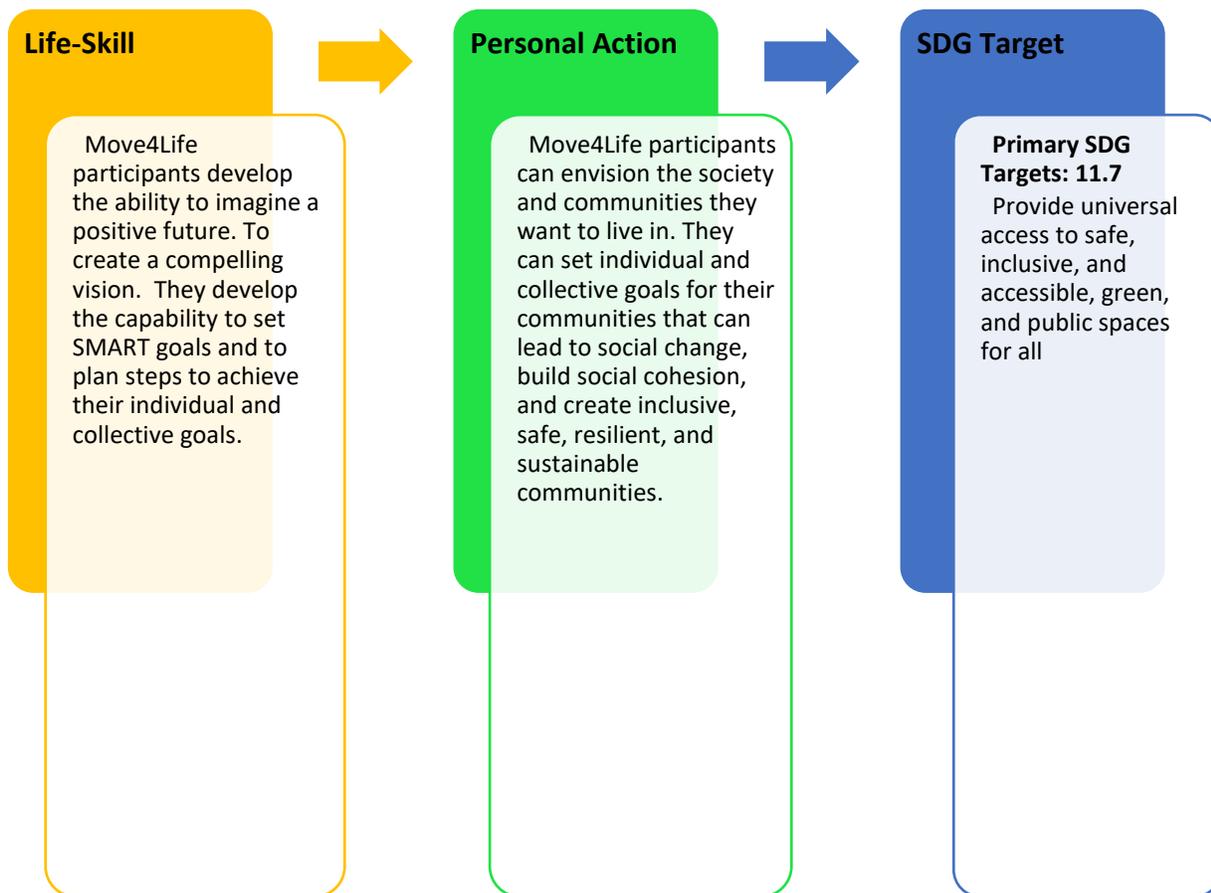


Emotional Dimension



Social Dimension





Click here [Move4Life and the Sustainable Development Goals](#) for further information on Move4Life and the Sustainable Development Goals:

Move4Life is a proud supporter of the International Safeguards for Children in Sport and believes it is important that all children taking part in physical education, sport, and physical activity should be safeguarded from harm. Children should be able to take part in safe and inclusive activities whether at home, at the sports field, or online.

Click here [Move4Life Safeguarding Advice](#) for further advice on Move4Life and Safeguarding.

## SESSION OUTCOMES

By the end of the session, participants will be able to:

- (i) Practice more advanced ball control skills.
- (ii) Complete challenges to perform ball control skills.
- (iii) Explain the importance of having a vision and goals in life.
- (iv) Identify short term and long term goals.

## KEY MESSAGES

### MOVEMENT SKILLS

- Balls are one of the most useful pieces of equipment with which you can learn various physical skills.
- Playing with balls can improve your movement skills, hand-eye coordination, concentration, and focus.
- Ball control skills are useful in many sports including football, netball, basketball, and volleyball.
- You will learn different skills playing with large balls.

### LIFE SKILLS

- Your vision is what you imagine yourself to be in the future.
- Goal setting is about planning what you want to achieve in life.
- You may want to achieve at school, in sport or in your job one day.
- It is important to take actions which will help you achieve your goals.
- Setting and achieving goals from a young age will help you become successful in life.
- It is important to set realistic goals.

## At Home Activity

### HEALTH & SAFETY

- In this session we will play with larger balls. Balls are fun, but they can also cause damage to property and hurt people.
- Avoid playing with balls in the house.
- Never throw balls as weapons at people. Only throw or kick a ball at somebody if they know the ball is coming and they are prepared to receive the ball.
- Take care not to damage plants, break windows, or harm animals with the balls.
- Find a space where you can practice safely. Make sure your balls do not land in somebody else's property when playing with the balls.



## SAFEGUARDING

Safeguarding refers to actions we take to ensure that all children and young people are safe from harm when involved in sport and physical activity. It means we must proactively do everything possible to minimise risk and prevent the abuse, harassment or exploitation of children and young people.

Move4Life wants all participants to be safe from harassment, abuse, or exploitation whether practicing at home or at the sports field.

Everyone has a role to play in safeguarding the facilitator (teacher, coach, or activator), parents and guardians and participants themselves.

The following are some safeguarding tips for participants practicing Move4Life sessions at home:

- It is not acceptable to be ridiculed, bullied, or abused whilst practicing at home. If you feel this is happening to you, talk to a parent, guardian, or a trusted adult about what you are experiencing and how it makes you feel.
- When you are spending time at home you may be keeping up with your friends on social media. Be aware that there are dangers online. That people you do not know may not be who they say they are. Only connect to people online that you know in real life.
- If you are being bullied or abused online, it is not okay. Tell your parents, guardian, or a trusted adult about it.
- Never share personal information with people you do not know in real life, especially not your name, address, school, clubs you attend, photographs. Alert your parents or a trusted adult if someone is asking you for such information.
- If you feel uncomfortable about communications from anyone online, including your teacher or coach or another participant, tell your parents or a trusted adult
- Avoid meeting up with or being alone again with any person who makes you feel uncomfortable or has tried to harm you either in person or online.

For further advice on keeping yourself safe whilst participating in the Move4Life sessions at home and whilst you are online [click here](#).



## OPENING REFLECTIONS

On your own or with a family member take five minutes to reflect before you start the session. Hold a ball in both your hands. Imagine yourself in five years on the same date and at the same time.

- Where are you? What colours are you wearing?
- What have you achieved?
- Are you successful at something?
- Do you still have the same friends? Are you well liked or are you always in trouble?



## WARM UP

### TIME

5 Minutes



### EQUIPMENT

A larger ball which is not too hard and can bounce easily.



## SET UP

Enough space in which to perform the activities. A wall if you are doing the activities on your own.

## ACTIVITY

### MOBILITY STRETCHING ACTIVITIES

- Shrug shoulders up and down 10 x
- Bend left with right arm up and bend right with left arm up 10 times
- Circle hips with hands on hips Left 10 x then Right 10 x
- With hands on knees bend both knees Left then Right 10 x
- Circle Left ankle 10 x then Right ankle 10 x

## MAIN PART

### TIME

15 - 20 Minutes



### EQUIPMENT

1 large ball for 2 people at home.

## SET UP

Mark out enough space with household objects e.g. water bottles, shoes etc to perform the activities safely. Find a partner to work with. If there is only an older person available, like a parent or guardian, this person can feed balls to you if necessary but many of the exercises can be done on your own.

## ACTIVITIES

1. On your own or with a partner. Bounce the ball on the inside of your arms together. After practicing for a minute, set yourself a goal of how many times you can “dig” the ball without the ball falling to the ground. Now try to reach your goal. Did you reach your goal? Yes/No? Ask your partner or parent/guardian for their feedback.



- Try to keep the ball off the ground using 1<sup>st</sup> one foot, then both feet. Which was easier? Once again set a goal. Try to achieve your goal.
- Now try to keep the ball off the ground using your head. This may be more difficult. Set yourself a realistic goal.
- Now try to keep the ball off the ground using your head and feet.



2. Sit down with your feet together. Roll the ball from your hips to your feet and back again without letting the ball fall on the ground.
  - Stand in a bent position, place the ball in the back of your neck, try to hold the ball in that position for as long as you can.
  - Try to combine any means to keep the ball off the ground for as long as you can, on your own or with siblings or friends joining you.

For a demonstration of these skills [click here](#)

## COOL DOWN

TIME: 5 MINUTES

### Perform some of these cool down exercises.

1. The Boxer Shuffle (15 seconds)- Jog lightly, moving your feet backwards and forward stepping on the ball of your foot.
2. Round About Toe Touch (15 seconds) - Legs apart, make a circle with your body and touch your toes. Left to right and right to left.
3. Torso Twists (15 seconds). - Stand straight up, rotate your shoulders from left to right and right to left. Keep your feet slightly wider than your shoulders.
4. Shoulder Rolls (15 seconds)- Roll your shoulders behind your ears, backwards and forward.

5. Arm Pull and Hip Flexor - One arm comes across your body, grab your elbow with your free hand. Go into a half lunge position, switch sides, do the same for 15 seconds.
6. Shoulder Stretch (15 seconds) - Get to a wall. Put your hands up against the wall, slightly above head height. Push your chest towards the wall with one leg forward, switch legs.
7. Chest Stretch (15 seconds) - Hold one hand behind you against the wall, rotate your shoulders gently away until you feel the stretch. Switch sides for 15 seconds.
8. Toe Touch Stretch (15 seconds) - Keep your feet shoulders apart, stretch down between your legs, get down as low as you can.
9. Quad stretch (15 seconds) - Hold 1 leg up behind you with your hand, the other hand against the wall. Tuck the heel against your body as close as you can. Lean forward. Switch sides for 15 seconds.
10. Standing Glute stretch (15 seconds) - Put one leg on top of the other. Hold the leg with one hand while steadying yourself with the other. Lower your body into a squat position. Balance yourself against the wall but try to balance yourself. Switch sides for 15 seconds.

## CLOSING REFLECTIONS

- Write down a few notes in your “Move4Life” Diary.
- Write down what movement activities you did during this session.
- How do you feel about the movement activities? What was easy and what was difficult?
- What life skills did you learn?
- Write down your vision. Where do you see yourself in five years and ten years?
- Write down a few goals for the rest of this year. Write down some goals for next year.
- How can you make sure you reach your goals?
- Maybe share your goals with your best friend and let him/her share their goals with you. Check on each other from time to time.

## ADAPTATIONS

- Ball games are relatively easy to adapt and vary. You can make the exercise easier or more difficult for yourself.
- Difficulty can be adapted by using one or two hands, one or two feet, the head etc.
- The size of the area can also be increased or decreased.

## At the Sports Field

### HEALTH & SAFETY

- The facilitator must mark out a space where the participants can perform the activities safely.
- Identify participants who can “specialise” in marking out areas. These are typically participants who do not excel at physical activities, but they are good with numbers. Let them take charge of the “Measuring tape” and mark out your required area with cones, ropes etc. This will build their self-esteem.
- The facilitator should check that the playing area is free of any hazards such as broken glass, wet floors, holes in the grass, etc. Involve the participants.

### SAFEGUARDING

Safeguarding refers to actions we take to ensure that all children and young people are safe from harm when involved in sport and physical activity. It means we must proactively do everything possible to minimise risk and prevent the abuse, harassment or exploitation of children and young people.

Move4Life wants all participants to be safe from harassment, abuse, or exploitation whether practicing at home or at the sports field.

Everyone has a role to play in safeguarding the facilitator (teacher, coach, or activator), parents and guardians and participants themselves.

The following are some safeguarding tips for facilitators delivering Move4Life sessions at the sports field:

- Facilitators (teachers, coaches, or activators) should never be alone at the sports field with children or young people. There should always be another adult present and where you are working with a mixed-sex group there should be an adult of both sex present. This is known as the rule of 2.
- Facilitators should have knowledge of and be able to recognise indicators of different forms of harassment, abuse, and exploitation. You should also know where and how to report concerns.
- Children and young people should never share changing accommodation and showers with adults. If there are no suitable changing and shower facilities, they should arrive and depart in their sports attire.
- Facilitators should never abuse or discriminate against children and young people attending Move4Life sessions and should conduct themselves in a manner that makes them a positive role model for all participants.

- Facilitators should make sure that children and young people are never left on their own at the sports field. They should arrive before the participants and ensure that all participants have departed safely before they depart the field.

For further advice on safeguarding children and other vulnerable groups participating in Move4Life sessions at the sports field [click here](#).

## OPENING REFLECTIONS

- Form a circle with the participants. (Remember, you are part of the circle, NOT in the middle)
- Welcome the participants and create a friendly, safe environment.
- Facilitate a brief CONNECTED CONVERSATION with and amongst the participants.
- Using the THINK, PAIR and SHARE method
- Imagine yourself in five years on the same date and the same time.
  - Where are you? What colours are you wearing?
  - What have you achieved?
  - Are you successful at something?
  - Do you still have the same friends? Are you well liked or are you always in trouble?

Facilitator explains to the participants what a VISION is. Explain a goal is that something you will do to achieve your vision. Again, using Think, Pair and Share:

- What goals do you have for this year?
- What goals do you have for next Year?

The facilitator explains that this session is about ball skills, vision, and goals.



## WARM UP

### TIME

5 Minutes



### EQUIPMENT

Cones, 4 Hoops, 1 Ball in each hoop.

## MOBILITY STRETCHING ACTIVITIES

### ACTIVITY 1

- Shrug shoulders up and down 10 x
- Bend left with right arm up and bend right with left arm up 10 times
- Circle hips with hands on hips Left 10 x then Right 10 x
- With hands on knees bend both knees Left then Right 10 x
- Circle Left ankle 10 x then Right ankle 10x



## SET UP

Mark an area of about 15 x 15 meters square with cones. Place hoops randomly on the ground, approximately 1 hoop for every 4 learners.

## ACTIVITY 2

- Jog randomly in the play area: when facilitator blows the whistle, you need to find a hoop as soon as you can. Those who managed to get inside a hoop, must run on the spot with knees up as fast as possible, bounce the ball in one hand.
- Those who did not manage to get inside a hoop must do jumping jacks (jump to straddle) with arms above your head, clap hands, then jump with feet together with arms out) 5 x.
- When the facilitator blows the whistle, find a hoop. Participants in the hoops must leave the hoops to give others a chance.
- Your “Goal” must be to find a hoop as much as you can during the exercise, but you must help others to achieve their goals. Repeat at least 5 times

## MAIN PART

### TIME

15 - 20 Minutes



### EQUIPMENT

1 large ball between 2 people and cones

### SET UP

Mark out enough space with cones to perform the activities safely.

## ACTIVITIES

### BALL SKILL PAIRS CHALLENGE

1. Let the participants pair up. Bounce the ball on the inside of your arms together. (Volleyball dig) and pass to your partner.
2. After practicing for a minute, agree on a goal with your partner and see how many times you can “dig” the ball to each other, without the ball falling to the ground. Did you reach your goal? Why? Why not?
3. You and your partner try to keep the ball off the ground using 1st one foot, then both feet. Which was easier? Once again set a goal. Try to achieve your goal.
4. Now try to keep the ball off the ground using your head. This may be more difficult. Set yourself a realistic goal.
5. Now try to keep the ball off the ground using your head and feet.
6. Sit down with your feet together. Roll the ball from your hips to your feet and back again without letting the ball fall on the ground.
7. Finally, stand in a bent position, place the ball in the back of your neck, try to hold the ball in that position for as long as you can.

For a demonstration [click here](#)

### BALL SKILL TEAMS CHALLENGE

Form teams of 5 or 6 participants. The challenge is to see how long they can keep the ball in the air without touching the ball touching the ground. Appoint a “referee” to count per team.

## COOL DOWN

TIME : 5 MINUTES

The Facilitator facilitates the following cool down and stretching exercises, preferably to music. Find out if any of the participants know any of these stretches and let them lead the stretch. Ensure that it is executed properly.

1. The Boxer Shuffle (15 seconds) - Jog lightly, moving your feet backwards and forward stepping on the ball of your foot.
2. Roundabout Toe Touch (15 seconds) - Legs apart, make a circle with your body and touch your toes. Left to right and right to left.
3. Torso Twists (15 seconds). - Stand up straight, rotate your shoulders from left to right and right to left. Keep your feet slightly wider than your shoulders.
4. Shoulder Rolls (15 seconds) - Roll your shoulders behind your ears, backwards and forward.
5. Arm Pull and Hip Flexor - 1 arm comes across your body, grab your elbow with your free hand. Go into a half lunge position, switch sides, do the same for 15 seconds.
6. Shoulder Stretch (15 seconds) - Get to a wall. Put your hands up against the wall, slightly above head height. Push your chest towards the wall with one leg forward, switch legs.
7. Chest Stretch (15 seconds) - Hold one hand behind you against the wall, rotate your shoulders gently away until you feel the stretch. Switch sides for 15 seconds.
8. Toe Touch Stretch (15 seconds) - Keep your feet shoulders apart, stretch down between your legs, get down as low as you can.
9. Quad stretch (15 seconds) - Hold 1 leg up behind you with your hand, the other hand against the wall. Tuck the heel against your body as close as you can. Lean forward. Switch sides for 15 seconds.
10. Standing Glute stretch (15 seconds) - Put one leg on top of the other. Hold the leg with one hand while steadying yourself with the other. Lower your body into a squat position. Balance yourself against the wall but try to balance yourself. Switch sides for 15 seconds.

## CLOSING REFLECTIONS

- Form a circle, this time you may be seated.
- Review the session outcomes. Ask the participants to tell you what they learnt about the movement skills. Which skills were easy? Which were difficult?
- Let the participants work in pairs. Follow the Think, Pair and Share Method. First the participants think about the questions, then they pair with a partner, then they share with their partner.
- The facilitator calls out the questions one at a time. Each time they can choose a different partner.
  - Your vision – Where do you see yourself in 5 years.
  - What would you like to achieve at school, in sport? i.e. what are your goals?
  - What actions will you take to achieve your goals?
  - What problem in your community would you like to solve? How will you do it?
- Bring the participants back into the circle. Remember, the facilitator is part of the circle. Reflect on the session.
  - What did you learn about a Vision?
  - What did you learn about goals?
  - What are some of the challenges in your community you can help to solve?
- How do you feel about the session? Practice your ball control skills at home.
- How did you find the stretching at the beginning and end of the session?
- Ask the participants to give you feedback on the session. What did they enjoy, what did they find difficult? Do they have any suggestions?
- Close the session, make any announcements, confirm time of next session, etc.

## ADAPTATIONS

- Learners with learning difficulties and other physical disabilities are likely to have poorer ball control skills. They might feel discouraged if they are unable to control the ball. Communicate constantly with the participants, encouraging them to make mistakes, and point out to them that the best way to learn is by making mistakes.
- Ball games are relatively easy to adapt and vary. Difficulty can be adapted by allowing participants to use one or two hands, one or two feet, the head etc. The size of the area can also be increased or decreased to make activities easier or more difficult.
- Facilitators on the sports field should be aware of each participant's individual needs and abilities and adapt their communication style to ensure the inclusion of all children.
- Age appropriate specific sports balls are ideal but if they are not available other balls can be substituted.
- Everyday objects such as shoes, plastic water bottles can be substituted for cones if none are available.

