

Physical Education and Wellness Resource

Object Manipulation Progressions Resource

By Paul Marlett 2022

Object Manipulation Progressions Resource

Created by Paul Marlett in conjunction with the ARPDC

Your task as a Physical Educator in these skills is akin to that of a story editor. Observe what you see, watching both individuals and the group to assess their current position in the scope and sequencing below. Once you can identify where they are currently performing, shift one thing, add the next level of complexity, and let them work on it until it is natural. Just like punctuation and spelling. Repetition. If you have a strong athlete, rinse and repeat the process for that one student. There is always the NEXT LEVEL to practice. If you have a student who throws, stepping with the same leg as their throwing arm... correct it. Their success will grow exponentially.

This resource will not cover the minutiae of the skills and is intended to provide an overview and a starting point. Each sport has specific skills, but they all start here. Also, this is not a resource with adapted lesson ideas for students with challenges; however, you can use the scope and sequence to advance their skills one step at a time.

Once you get to the scope and sequencing, they are designed to be printed off double-sided for you to use while you're teaching - Notes on the front, sequence on the back.

OVERARCHING IDEAS - IN ALL SKILLS!

1. EYE CONTACT
2. BEND YOUR KNEES
3. BE BIG and VOCALIZE

Sending

- Body Position (visual contact)
- Rotation
- Release
- Follow Through
- Perpendicular to target (95% of the time)

Receiving

- Orientation - Position (arms out)
- Anticipation (visual contact)
- Above or Below /Waist
- Absorption
- Parallel to the target (95% of the time)

Note:

- Perpendicular refers to the thrower's opposite shoulder facing the target - Side on
- Parallel refers to the receiver's torso facing the sender - Face on

KUSP:

- 1) Prep Phase: Face target, stable, lower center of gravity**
- 2) Carryout Phase: gathering momentum, rotation**
- 3) Completion Phase: follow through, slow down, regain stability**

Feedback to improve performance will be impactful when students can feel and see the progress.

- Perfect - WRONG - Perfect
 - Both show and have students do a run-through with a perfect step-point-throw, then one that is horrible, then a perfect one, so they can feel what it does not feel like.
- The DEERE method of teaching is great for these skills, so you can see what they can do without much instruction.
- Working on the basic movement flow will also be an asset to build the transfer of weight and the generation of power in all sending skills.
- Having students evaluate your skills and point out what is working and what is not (yes, you will have to make very OBVIOUS mistakes or make none at all to see if they can pick up on the key movement patterns)

Transfer of skills is the fun part of this process. Throwing is pretty much the same across sports (Ultimate Frisbee and rugby are two exceptions). Talk about body positioning, weight transfer, and rotation... practice it without any objects, and get it into their bodies so they understand the vocabulary when you need to correct their technique.

Sending - Throwing Overhand (Underhand is very similar)

Note: The underhand throw is the initial skill to develop. With very young students, it is beneficial to start with rolling a ball—it requires them to bend their knees more.

Overhand throw is a KEYSTONE SKILL... it leads to badminton swing, volleyball striking, and defending in basketball... it is the foundation of

- It is recommended that there is always a target to aim for... hoop, dot, bucket, wall, partner, paper taped to the wall... from the very start. Very young can start with a hand throw (large ball)
- ALWAYS EYES LOOKING AT THE TARGET
- The goal is STEP - POINT - THROW
- Always Bilateral movement patterns
- If teaching cricket, starting in grade 3 and up, you can use the full cricket pitch (straight arm)

Sending: Throwing Overhand Progression

	Preparation	Carry Out	Completion
Emerging (Throw)	Parallel to the target Feet together Arm at side	Only the shoulder, elbow, and wrist move	Often bend at the waist and arm points to target The body faces the target
Developing (Point-Throw)	Parallel to the target Same side foot forward Slight bend in the front knee - weight in the middle Arm starts up	Slightly bent forward with weight in the middle Small rotation Mostly the shoulder, elbow, and wrist	Faces slightly past the target Follow through in front
Acquired (Point-Throw) Or (Point-Step-Throw)	Opposite foot forward, pointing at the target Weight more on the back foot Rotation in the proper direction Opposite hand pointing at the target The arm starts in the front	Weight transfer and small rotation (may have a step) Push from the back foot to initiate the throw Arm circles back and over	Torso twisted with the back foot on the toes Follow through across the body Eyes stay on target
Accomplished (Step - Point - Throw)	Legs slightly apart and perpendicular to the target	Initiates with a step toward the target The opposite arm points to the target Throwing arm circles Power builds with rotation	The Opposite Arm pulls around Follow through down and across the body The back leg may come off the ground Eyes stay on target

Receiving - Catching

Notes:

- Start with soft and large objects when learning to catch - modify for students as needed for challenge
- Each Phase can be taught and follow the scope and sequence - small steps
- Two main hand positions for MOST objects
 - **BASKET** - Pinkies together - below the belly button
 - **DIAMOND** in the Sky - Thumb and index fingers together - above the belly button
- Get Students Presenting BIG TARGETS (arms out) as early as possible.
- Each sport has specific elements of catching, but all have these basics (eg, cricket has a drop knee stop of a rolling ball... Basket on the ground)

Note:

Rugby is a great sport for two-handed throwing and has some unique rules of play.

One-handed catching is another advanced skill and requires repetition and one-handed skills, such as juggling, to master. It is not a priority in elementary school, in my opinion, as few sports require one-handed, bare-handed catches.

Receiving: Catching

	Preparation	Carry Out	Completion
Emerging (Catch)	Parallel to the target Legs straight Arms out in front with hands apart, Fingers stiff	Watch the ball hit hands or miss arms - always below the belly button When an object is closed, arms and hands stay stiff	Get lucky and the object stays in your hands, or watch it bounce off and land on the floor.
Developing (Reach-Catch)	Parallel to the target Knees slightly bent Elbows bent and hands down low Fingers like worms (relaxed)	Slight foot adjustment to predict object path Arms may reach or pull back Fingers have some absorption	Hands may close Arms may start to cradle Anticipation of impact
Acquired (Move - Catch)	Athletic Stance - Parallel to target Hands up around the sternum with bent elbows, fingers relaxed Eyes watch the release of the object	Makes adjustments to intercept the object path Attempts at the Diamond catch Arms may reach toward an object	Arms start to absorb objects to smooth out the catch Eyes stay on the object the entire time Start to protect objects (Tuck - Tap)
Accomplished (Move - Catch - Protect)	Athletic Stance - on the balls of the feet and moving Parallel to the target Hands up around the sternum with a bent extended arm to absorb Fingers relaxed and making a big target	Quickly makes adjustments even before the release of the object Smoothly moves between the basket and the diamond catch Catches on the move Can catch while moving	Arms and body absorb force objects to smooth out the catch Eyes stay on the object the entire time Protects the object after the catch

	Eyes watch the release of the object		
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Sending - Kicking (different than dribbling)

Notes:

- Start using all sorts of balls for kicking (tennis, soccer, dodge, utility, quince, yarn...) and BILATERAL practice.
- You will see similarities to the throwing skills above, with the reverse of power generation - Arms down to the foot.
- Foot placement is the key skill to get to the Accomplished level
- As with all skills, it is best to lead up to the kicking phase
- Starting with some dribbling with small balls (tennis is my go-to favorite) and encouraging the use of ALL parts of the foot to move the ball around
- Once students are used to moving the ball, it is much easier to have them orient themselves to the placement of the lead foot for kicking
- This is not an intuitive skill for most elementary students who have never played on a team before
- If you can add targets, it always helps the brain to start to make adjustments early in the process

Sending: Kicking

	Preparation	Carry Out	Completion
Emerging (Kick)	Parallel to the target Feet behind the ball Arms down	Body Lean to lift the leg Pendulum leg movement with straight leg Kick with the toe	Leg returns to the same spot
Developing (Step-Kick)	Starting one step behind the ball Body behind the ball Arms static	First step next to the ball Pendulum leg movement with some knee bend Kick with the toe	Kicking leg takes a full step
Acquired (Step-Step- Kick)	Starting one or two steps behind the ball, knees bent, leaning forward Lined up at an angle to the ball	Arms initiate movement Steps build momentum toward the ball Rotation from shoulders - spin - hips - leg - foot Kicks with instep, with follow-through, and knee bend	Arms finish kick Steps taken after the kick with follow-through in the direction of the kick
Accomplished (Hop - Step - Kick)	Leaves run up to the ball at an angle Knees bent in an athletic stance	Run-up is quick and builds momentum. Adjusts to the distance from the ball Arms initiate rotation and power generation with the body leaning back initially. The leg is pulled back and whips forward, kicking with the instep across the body.	The foot finishes towards the target before taking a step Follow through across the body in a strong kick Foot angle adjusted for the desired outcome (top, mid, or bottom of the ball) and part of the foot adjusted (laces - shooting, instep - passing...)

Receiving - Trapping a ball with the Feet

Notes:

- Start with a variety of balls of different sizes. Larger balls will be easier to coordinate with young students. Dribbling skills will help student' intuition on their “touch” on the ball
- Each Phase can be taught and follow the scope and sequence - small steps
- Two main trapping positions for MOST objects
 - **Top Trap** - Stop the ball by angling your heel down to wedge the ball
 - **Side Trap** - Use the inside of the foot to stop the momentum of the ball
- Once students reach the acquired phase, encourage more movement and linking skills together

Receiving - Trapping a ball with the Feet

	Preparation	Carry Out	Completion
Emerging (Stop)	Parallel to the target Legs straight and feet flat	Can put a foot on top of the ball when it comes to the perfect spot Using a side trap - the ball bounces off the foot flat on the ground or over the foot	The foot remains on top of the ball OR moves to retrieve the ball
Developing (Move-Stop)	Parallel to the target Legs slightly bent and feet flat	Will reach with legs to stop the ball The top trap is still one motion The side trap foot is off the ground to stop the middle of the ball	The foot remains on top of the ball OR side trap, the ball stays in front of the foot
Acquired (Move - Stop/Prep)	Parallel to the target Knees bent and feet moving before the pass Shoulders over knees	Makes adjustments to intercept the object path The top trap is a touch-to-stop A side Trap is a touch to move the ball forward slightly Shoulders are over the ball	Top trap - the ball is ready to be passed back or kicked in front of the foot Side trap - the ball is gently pushed to the side to set up a kick or pass, or to protect
Accomplished (Move - Prep - Protect)	The student is moving with a light jog in an athletic position to move in any direction. Watching passer to anticipate before passing (shoulders, hips, etc.)	Quickly makes adjustments even before the release of the object Can adjust for both left and right leg traps Can receive while moving	Trap sets up the next play and is more of a "touch" The ball never fully stops <ul style="list-style-type: none"> a) Dribble b) Pass c) Shoot d) Protect

Sending: Batting - Two-handed

Baseball - Cricket

Notes:

- Double-handed striking is NOT intuitive... It is the cause of a great deal of stress in students at a young age. I am going to be a bit controversial in this one. While I appreciate the game of baseball, I do not believe it is an appropriate game for elementary (my opinion and experience). The bat requires a level of accuracy that is frustrating. If you are using baseball bats, it is important to use Stationary balls (t-ball posts or similar) while learning.
- Repetition is what makes the difference in these skills. Setting up groups of three is ideal with quick turnovers and lots of time for brains to adjust to the skill.
- Using alternative games (quick cricket, backyard cricket, continuous cricket, Lapta, Bete Ombro) will give students lots of success and practice with their throwing and catching skills as well.
- It is recommended to use some one-handed striking games as well (Bete Ombro is my favorite)
- Two main batting types (both in scope and sequence)
 - **Side Swing** - Standard Baseball and Bete Ombro
 - **Under Swing** - Cricket
 - (Over Head Swing) - Lapta

Note:

- One-armed batting (Bette Ombro) is similar to the above but also includes skills like hitting a rolling ball - the difference is the preparation of the swing and how deeply the knee is bent. This is also true for sports like floor hockey and field hockey, where the hand power transfer is similar, but the hands are apart due to the longer implement being used. Also, a game like Footie (Australian Rules Football) requires students to hit the ball out of their hands with a fist instead of throwing it to their players, and is an amazing game for building this type of coordination. They all force the brain to pay attention to small changes in where you strike, how hard you strike, and how you change those two factors to determine where the object will end up.

Sending: Batting - Two-handed

	Preparation	Carry Out	Completion
Emerging (swing)	<p>Side Swing: Stand angled to the sender Bat held low Hand apart, flat foot, legs straight</p> <p>Under Swing: Standing angled to the sender The bat rests on the ground Hands apart, flat feet, straight legs</p>	<p>Arms pull the bat around Shoulders only Behind the ball</p> <p>Arms push the bat up and horizontally Shoulders and elbows Usually behind the ball</p>	<p>The bat hangs by the opposite side.</p> <p>The bat stays up in a horizontal position</p>
Developing (Swing) (Bounce - Hit)	<p>Side Swing: Perpendicular to the target A bat resting on the shoulder Hands together, straight legs</p> <p>Under Swing: Perpendicular to the target Bat checked on the back foot Hands together, knees bent, and leaning forward - weight in the middle</p>	<p>Rotation from the hips to drop the bat off the shoulder Minimal extension of the elbows Feet remain planted Making some contact without power</p> <p>Minimal weight transfer The lead elbow initiates the swing The bat is pushed horizontally Making contact, and the ball goes high</p>	<p>Feet face the same direction Bat follows through to the front hip Body remains perpendicular</p> <p>Forward follow-through, and the bat ends in the horizontal plane</p>
Acquired (Step - Swing)	<p>Side Swing: Perpendicular to the target A bat resting on the shoulder Hands together, legs bent, shoulders forward</p>	<p>Swing initiated with weight transfer from the back foot with rotation up to the hips and shoulders. Rotation initiates the bat swing Arms fully extended at contact</p>	<p>Wrists turn bat after impact The back foot is rotated, and on the toes Bat follows through over the opposite shoulder</p>

<p>(Bounce - Step - Hit)</p>	<p>Weight mostly on the back foot</p> <p>Under Swing: Perpendicular to the target Bat checked on the back foot Hands together, knees bent, and leaning forward away from the wickets Weight mostly on the back foot</p>	<p>Swings at most pitches</p> <p>Swing initiated with weight transfer (slide or even a step) Rotation in the hips carries power to lead the elbow drive The bat is between vertical and horizontal Ball path is more of a drive</p>	<p>Movement is towards the ball path Follow-through is high with the lead elbow Remains in the batter box</p>
<p>Accomplished (Move - Step - Swing)</p> <p>(Bounce - Step - Hit)</p> <p>Bounce - Hit works for all levels in cricket</p>	<p>Side Swing: Perpendicular to the target - lead foot slightly forward The bat is held above the shoulder Hands together, legs bent, shoulders forward Weight mostly on the back foot with slight weight transfer before the pitch. (loaded)</p> <p>Under Swing: Perpendicular to the target Bat checked and tapped on the back foot Hands together, knees bent, and leaning forward away from the wickets Weight mostly on the back foot</p>	<p>Explosive weight transfer from the back foot with rotation up to the hips and shoulders Rotation initiates the bat swing Arms fully extended at contact with lean back for additional power Adjusts to the height of the ball Leaves balls out of the zone Can place the ball in different places</p> <p>Swing initiated with weight transfer (slide or step for power) Rotation in the hips carries power to lead the elbow drive The bat angle is dependent on the desired strike (vertical for the ground ball) and the bowler The ball path is intentional and controlled</p>	<p>Wrists turn bat after impact The back foot is rotated, and on the toes Bat follows through over the opposite shoulder Maintains two hands on the bat Able to place the bat before running</p> <p>Movement is towards the ball path. Follow through intentionally based on the desired placement Remains in the batter's box and can predict the likelihood of a run before hitting</p>

Striking: Badminton Overhead Clear

Note:

- The best thing is this... it is the same as throwing BUT, the brain has to adjust to the extra length of the racquet. This is not intuitive and takes lots of repetitions.
- The only key change is learning to teach proper grip on the Badminton racquet. Using the Emerging pan-handle grip will make proper form nearly impossible.
- Accomplished sending will have the full Step - Point - Swing with the same rotations as in the throw.
- Introducing the POINT at the shuttle early on in the process will dramatically improve accuracy.
- Having students put the racquet behind their back (back scratch) early in the process will also increase accuracy, eliminating the prep swing phase.

Racquet sports - all sending, no receiving

Or another way to think about it is an instant receive to re-send... skill transfer still applies.

Striking: Badminton Overhead Clear

	Preparation	Carry Out	Completion
Emerging (Hit)	Parallel to the target Legs straight - Butt out Hands laced and arms bent	Reach with arms only Hit with bent elbows	Follow through with arms up The ball usually goes vertically
Developing (Point-Hit)	Parallel to the target Knees slightly bent Elbows bent and hands laced and down low	Slight foot adjustment to predict object path The late movement to adjust to the ball path Arms may reach or pull back Swing from arms only	Some use of legs Arms only swing Adjust the impact angle to get the ball forward
Acquired (Move - Point-Hit)	Athletic Stance - Parallel to target Hands apart and sternum level (similar to catching)	Makes adjustments to intercept the object path Hands connected after positioning is set Arms lock into a straight position with thumbs pointing down The transfer of power starts with the legs initiated	Eyes on the ball until impact A shrug of the shoulders at impact
Accomplished (Prep-Point-Hit)	Athletic Stance - on the balls of the feet and moving Parallel to the target Hands up around the sternum with a bent extended arm to absorb Feet moving before the ball is sent Eyes watch the release of the object	Quickly makes adjustments even before the release of the object Smoothly builds momentum from ankles to knees to hips Hands connect before contact and adjust arm position for the desired outcome	Eyes remain on the ball until impact Strong shoulder shrug to send the ball to the desired location Follow-through includes steps toward the target

Volleyball: The Bump

Notes:

- Volleyball is one of the most intimidating sports for young students new to the game
- Using extra soft balls is a key component of success
- Using beach balls is a good introduction idea; however, by grades 4 to 6, soft touch balls should be introduced so students get the specific motor skills for the sport. Beach balls allow for little or no form of success.
- Breaking down the skill is best after students have some experience with the skill, and using micro teaching will help make subtle adjustments.
- Starting with the D.E.E.R.E method is helpful
- It takes a long time to build this skill, which is not intuitive
- Using the “stand up from the bench” method is great to move from developing to acquired
- Make it fun and start with a short practice session, interspersed with other game-type activities or tasks

Arms: Transfer of power is unique in these sports as they require a generation of force that is more vertical than horizontal. We are not trying to get the ball as far as we can, but to send it vertically to a teammate.

This will be a look at the key skill of the Forearm pass (aka the bump) to provide a scope for the skill. Setting, blocking, and hitting are not covered in this introduction.

Volleyball: The Bump

	Preparation	Carry Out	Completion
Emerging (Hit)	Parallel to the target Legs straight - Butt out Hands laced and arms bent	Reach with arms only Hit with bent elbows	Follow through with arms up The ball usually goes vertically
Developing (Move-Hit)	Parallel to the target Knees slightly bent Elbows bent and hands laced and down low	Slight foot adjustment to predict object path The late movement to adjust to the ball path Arms may reach or pull back Swing from arms only	Some use of legs Arms only swing Adjust the impact angle to get the ball forward
Acquired (Move-extend -Hit)	Athletic Stance - Parallel to target Hands apart and sternum level (similar to catching)	Makes adjustments to intercept the object path Hands connected after positioning is set Arms lock into a straight position with thumbs pointing down Transfer of power initiated in legs	Eyes on the ball until impact A shrug of the shoulders at impact
Accomplished (Move-Hit-Shrug)	Athletic Stance - on the balls of the feet and moving Parallel to the target Hands up around the sternum with a bent extended arm to absorb Feet moving before the ball is sent Eyes watch the contact	Quickly makes adjustments even before the release of the object Smoothly builds momentum from ankles to knees to hips Hands connect just before contact and adjust arm position for the desired outcome	Eyes remain on the ball until impact Strong shoulder shrug to send the ball to the desired location Follow-through includes steps toward the target

Quince:

Making a case for a non-traditional game that changes how students learn to manipulate objects in real time

One of the best games I have ever come across for object manipulation skills. See the attached resource for specifics. It allows hitting with both hands, legs, and feet, and all the while forcing you to use the spatial awareness tools we have been talking about in other sessions.

Retain / Protect

Catch - Tuck - Tap...

- The classic protection. Once the object is obtained, how do you protect and keep it? Tuck it in and add this to your catching drills.
- For basketball and soccer, this includes skills of dribbling and handling.
- These skills are outside the scope of this resource. Please reach out if you would like further information on these skills.

Typical progression of Skills

From Inspired Thinkers: <https://inspiringtalkers.com/category/motor-skills/>

- **Around 12 Months** – Begins experimenting with throwing, often throwing food down from a high chair
- **14 months**- Can throw a ball overhead
- **2 years old**- Able to throw a ball at least 3 feet in the air
- **3-5 years old**- Begins to use a dominant hand to throw

Advancing Throwing Skills

If your child is having difficulty coordinating throwing overhand, you can cue them to bring the ball close to their ear and then push it forward.

Step and Throw

Once they have mastered throwing overhand, you could introduce stepping forward before throwing:

- Start with feet together

- Place the ball by the ear
- Step forward with the opposite foot
- Throw the ball (verbal cue can be to push the ball forward)

Target Practice

Place a target on the wall (a piece of paper or taped square) and have them practice throwing the ball against the target. Start 3ft away from the wall and then move back 4ft, 5ft, 6ft.

Introducing Variability

- Move side to side to have your child throw the ball toward you in different positions.
- Try throwing with different types of balls.

Batting

https://www.google.com/search?q=batting+progression+toddler&oq=batting+progression+toddler&gs_lcrp=EgZjaHJvbWUyBggAEEUYOTIHCAEQIRigATIHCAIQIRigAdIBCDQxMzJqMGo3qAllsAIB&sourceid=chrome&ie=UTF-8#fpstate=ive&vld=cid:b69784b9,vid:GckkeKUZljk,st:239

Basic Skill Progression Videos'

<https://kiddo.edu.au/school/skills>

Kiddo is a group out of Australia who have put together some amazing resources that I found. I wanted to include some of the work from their publicly free website for you.

Kiddo Catching and Receiving Progressions

<https://kiddo.edu.au/school/skills/catching#:~:text=We%20don't%20normally%20see,and%20reaching%20out%20for%20it.>

We don't normally see fully developed catching skills until the ages of 6-9 years. Children need a lot of opportunities to attempt to catch as they learn to track the trajectory of a ball. This may take the form of rolling a ball and chasing after it, or passing a ball around a circle and reaching out for it. These types of activities help build confidence as children develop their ball-tracking skills.

Teaching cues

1. Eyes on the ball
2. Soft fingers
3. Butterfly hands: thumbs together and fingers pointing up for balls being caught above the waist
4. Wiggly worms: fingers pointing down for balls being caught below the waist
5. Move your hands to the ball

Summary from Kiddo Website

Overhand Throw

Teaching cues

1. Ready: Stand like a surfer (side-on)
2. Aim: Make a muscle man (throwing arm bent up above the shoulder)
3. Point the non-throwing arm at the target
4. Fire: Step on the star (step with the opposite foot onto the star marker) and throw

Skill criteria

1. Eyes focused on the target
2. Stands side-on to the target
3. Weight on the rear foot
4. Stepping forward on the opposite foot to the throwing arm
5. Hips then shoulders rotate forward
6. Follow through with throwing the arm towards the target
7. The ball should be gripped with fingers like rabbit ears

Common errors

- Standing front on to the target
- Stepping with the foot on the same side as the throwing arm
- No weight transfer
- No follow-through

Underhand Throwing

Teaching cues

- Face your target
- Step, swing, and throw
 - Step - step forward with your opposite foot to the throwing arm
 - Swing - straight arm, starts behind and body and swings forward (like a swing)
 - Throw - release the ball
 - Point - throwing arm follows through in a straight line

Skill criteria

1. Stands face in to direction of the throw
2. Stable head and trunk, eyes focused on the target area
3. The ball is held in front of the body
4. Steps forward with the opposite foot to the throwing arm

5. Well-timed release
6. Follows through with a straight arm

Common errors

- Stepping forward with the same foot as the throwing arm
- Not stepping at all
- No follow-through
- Releasing the ball too soon or too late

Catching

Teaching cues

1. Eyes on the ball
2. Soft fingers
3. Butterfly hands: thumbs together and fingers pointing up for balls being caught above the waist
4. Wiggly worms: fingers pointing down for balls being caught below the waist
5. Move your hands to the ball

Skill criteria

- Eyes focused on the ball
- Feet move to place the body in line with the ball
- Hands move to meet the object
- Hands and fingers relaxed and slightly cupped to catch the ball
- Catches and controls the ball with hands only (well-timed closure)
- Elbows bend to absorb the force of the ball

Common errors

- Trapping the ball on the chest
- Turning the head away from the ball or closing the eyes

- Stiff and extended arms

Kicking

Teaching cues

1. Eyes on the ball
2. Kicking foot like a penguin (twist it outwards)
3. Step next to the ball (non-kicking foot)
4. Swing and kick (with your penguin foot)

Skill criteria

1. Eyes focused on the ball throughout the kick
2. Forward and sideward swing of the arm opposite the kicking leg
3. A non-kicking foot placed beside the ball
4. Hips then shoulders rotate forward
5. Contact the ball with the inside or top (shoelaces) of the foot
6. Kicking leg follows through toward the target area

Common errors

- Kicking with the toe – poking the ball
- Non-kicking leg behind the ball or too close to the ball
- The opposite arm is not used for balance

Striking

Teaching cues

1. Hands together
2. Ready: stand side on to the ball (use markers to assist)
3. Eyes on the ball
4. Step & Swing – step with the front foot towards the target (use a marker to step onto)

Skill criteria

1. Stand side-on to the target

2. Eyes on the ball
3. Hands next to each other, bottom hand matches the front foot (tee-ball)
4. A step towards the target with the front foot
5. Hips then shoulders rotate forward
6. Ball contact was made on the front foot with straight arms
7. Follows through with the bat around the body

Common errors

- Incorrect grip – hands apart or the wrong way around
- Standing front on to the target
- Not stepping
- No weight transfer
- No follow-through
- Not watching the ball