

Mini-Ballschool



The „ABC of learning to play“
for toddlers and pre-schoolers

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and pre-schoolers

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Hit the balloon

Complexity II	HITTING	COMPLEXITY – TIME & PRECISION	SECURING BALL POSSESSION COOPERATIVELY	
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Material: cones, balloons



Free play – experiences:

- The children play alone with a ball
- The children hit, kick or throw a balloon to each other

Stimulus-evoked play:

- Allow the children enough time for trying out and experimenting
- Let the children perform their ideas

Task-oriented play:

There are two teams of an equal number of players. Each team obtains the same number of balloons. It is their task to hit the balloons over a certain distance into a target (zone). It is only allowed to hit but not to hold or catch the balloons by any means. Which team hit its balloons into the target (zone) first?

Possible activity (imagery) story: The balloons are leaves which have been blown from the trees and which have to be scraped together. There are two scrapers (two teams) who try to scrape the leaves as fast as possible from the street to prevent an accident.



Advices:

- Mark the track with cones
- The distance should be long enough so that the children can unfold own strategies for acting

Variations:

- In order to support the feeling for the ball, allow techniques with the foot, arm, hand, fist, head (III)
- Children have to move around small obstacles or markings (II/III)
- Use small obstacles or markings as turning points (II/III)

When the Music Stops

Complexity II	COMPLEXITY– PRECISION	BOUNCING	CATCHING	
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Material: hoops, different balls, music

Free play – experiences:

- The children play with either only the hoops or only the balls
- The children place the hoops on the ground and jump into it
- The children collect balls in the hoop on the ground
- The children kick and throw a ball to each other
- The children kick/throw balls into/through the hoops

Stimulus-evoked play:

- “Who can dance with the ball to the music?”
- “Play with the ball (without music) while singing a song”

Task-oriented play (see Gulden & Scheer, 2011):

There is one ball (in a hoop) for every child. The children run and jump around randomly while music is playing. When the music stops, the children are to choose a ball and perform different tasks, e.g. running or jumping around a ball, taking up and bouncing a ball, throwing and catching a ball, touching a ball with different part of the body etc. The trainer can allocate a number to each exercise, which indicates the number of repetitions of the respective task. After each task the music continues and the children run randomly through the gym again. When the music stops, the children are to perform the next task.

Possible activity (imagery) story: The children are in “ball paradise”, in which many different balls live in their little houses (hoops). The balls love it when children visit and play with them. As the balls want to get to know as many different children as possible, they are always very happy when the music stops and a different child comes round.

Advice:

- Use different balls (size, weight, bouncing characteristics)

**Variations:**

- To make the task more difficult, place obstacles in the gym, which need to be overcome while the music is playing (cones, gymnastic mats, gymnastic benches, which the children have to jump over (truck jump) etc.) (III)

Target Hoop

Complexity II	PRECISION PRESSURE			
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Material: hoops, different balls, music

Free play – experiences:

- The children play with either only the hoops or only the balls
- The children place the hoops on the ground and jump into it
- The children collect balls in the hoop on the ground
- The children kick and throw a ball to each other
- The children kick/throw balls into/through the hoops

Stimulus-evoked play:

- “Who can dance with the ball to the music?”
- “Play with the ball (without music) while singing a song”

Task-oriented play:

A and B stand several meters away from each other? In between there is C with a hoop. A tries to roll a ball so that it rolls to B through the hoop. Then vice versa.

Possible activity (imagery) story: The children are Easter bunnies and jump around in thy gym. There is one nest (hoop) for every child on the ground. Music is playing. When the music stops, every Easter bunny tries to sit or stand in a nest. After each round, a nest is removed, which means that two or three etc. bunnies have to share a nest, until all bunnies are in the remaining nest at the end.





Advices:

- Do not use balls which are too small and could bounce away when touching the hoop
- Agree upon when to change the part of holding the hoop

Variations:

- C has two balls (II)
- Instead of another child who stands behind the hoop and catches the ball, roll a ball through the hoop and catch it yourself as fast as possible (II/III)
- Kick a ball with the foot, roll it with the hand, play it with a stick or throw it through the hoop (hoop is held a little bit higher) (I/II/III)
- All children stand at the longer side of the gym with a ball respectively. The trainer rolls a Pezzi ball or hoop through the hoop and the children try to hit the Pezzi ball by rolling, throwing or kicking their balls or to roll/throw/kick their balls through the hoop