

Object Control Skills

Object control skills require your child to control an object using a part of the body or using an implement. There are two types of object control skills:

- Propulsive – sending an object away (e.g. throwing, kicking, striking, batting)
- Receptive – receiving an object (e.g. catching, dribbling a ball, receiving a shuttlecock)

Propulsive skills are easier because your child is in control of the object that he sends away. In contrast, receptive skills require perceptual and coordination skills to move one's body into position to receive the oncoming object.

In daily living, as well as in many games and sports, there is often a need for both propulsive and receptive skills (e.g. catching a tossed pillow and passing it on or receiving a shuttlecock and sending it back).

Object control skills include:

- **Throwing**
 - Underarm Rolling
 - Underarm Throwing
 - Overarm Throwing
 - Two-handed Throwing
- **Catching**
- **Kicking**
- **Dribbling with Foot**
- **Striking**
 - Overarm Striking
 - Two-handed Sidearm Striking
- **Bouncing**
- **Dribbling with Hand**
- **Dribbling with Long Implement**







Underarm Rolling

Underarm rolling is a fairly easy propulsive skill for your child. A good underarm roll involves stepping forward with the foot opposite to the ball-hand (hand holding the ball). This is followed by bending of the knees as the ball-hand swings forward in a downward arc to release the ball. Underarm rolling is used in games such as bowling, bocce and lawn bowling.

Your child will enjoy rolling activities because it is fun to release an object and watch it travel, especially if it topples other objects (e.g. bowling pins or targets).

Developmental Phases

Underarm Rolling

Initial



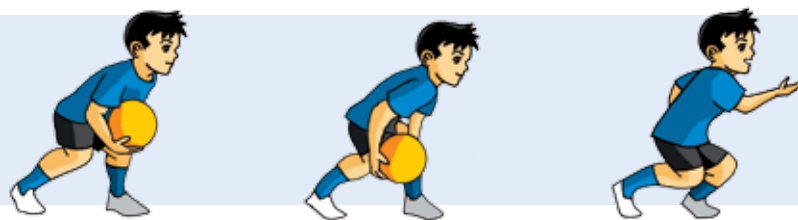
- Feet apart.
- Hands hold ball on both sides with palms facing each other.
- Arms straighten, swinging backward-forward.
- Trunk is bent at waist. Body straightens up upon release of ball.
- Eyes on ball.

Transition



- One foot steps forward. One hand is on top of ball and other on bottom.
- Arms on opposite side of forward foot swing backward-forward.
- Limited knee-bend.
- Eyes alternate between ball and target.
- Arms swing forward as ball is released between knee and waist level.

Mature



- One foot steps forward. Ball held in hand on opposite side of forward foot.
- Ball-hand swings backward, then forward. Knees bend and body weight transfers from back to front foot during swing.
- Ball is released smoothly at or below knee level.
- Eyes on target throughout.

Approximate Age of Development (in years)

Initial	1	2	3	4	5	6	7	8	9	10
Transition	1	2	3	4	5	6	7	8	9	10
Mature	1	2	3	4	5	6	7	8	9	10

Teaching Strategies

Underarm Rolling

What to do if your child...



... is unstable when rolling from a standing position?

- Get your child to sit down and roll underarm.
- Get your child to sit with legs straddled, then roll the ball towards the target with both hands.



... needs cues for the rolling sequence?

- Place a marker or footprint on the floor to indicate where your child should step. Give step-by-step cues: “Step, swing, bend, and roll”.
- Cues can be verbal or written on word cards. If latter, pin up on wall at your child’s eye level.



... is not rolling ball far or with force?

- Get the child to stand with feet shoulder-width apart.
- Bend knees, lower body, swing hands and release the ball with both hands.
- Progress to rolling with one hand when your child is able.



...needs practice in the rolling movement?

- Use colourful bottles/empty beverage cartons as targets. Number the targets with permanent markers.
- To prevent the ball from rolling far off at random, place the targets against a wall.
- Create lanes (using ropes/benches) as a guide for your child.

Variations

“Can your child roll a ball underarm...?”

How the body moves	Force/Effort	Time	Flow
	<ul style="list-style-type: none"> • with a strong backswing • that is light (beach ball)/heavy (basketball) • with both hands 	<ul style="list-style-type: none"> • slowly/quickly • forward and have his partner chase it • so that it travels smoothly on the ground 	<ul style="list-style-type: none"> • as if it is a heavy bowling ball • from a stationary position • after taking three steps
	<hr/>		
Where the body moves	Location	Direction/Pathways	Levels/Extensions
	<ul style="list-style-type: none"> • between two rows of cones • between two lines on the floor • to hit the wall on the opposite side of the room 	<ul style="list-style-type: none"> • to the left/right • to hit a moving object coming towards/going away from him • backward 	<ul style="list-style-type: none"> • standing tall like a pole • from different body positions (sitting/kneeling/feet apart/feet together)
With whom/What the body moves	Self (body parts)/People		Objects
	<ul style="list-style-type: none"> • to a partner nearby/at a distance • through his partner’s straddled legs • with hands straightened out 		<ul style="list-style-type: none"> • through the legs of a chair • through a paper tunnel (a holed-out cardboard box) • to hit cones placed at a distance away

COMBINATIONS

- Through his partner’s straddled legs from different body positions
- To hit some targets at the end of the room from a stationary position

Activity 1

Underarm Rolling

OBJECT CONTROL SKILLS



- Ensure that the play area is free of obstacles to prevent collisions, especially when your child changes directions.

WHAT YOU NEED

- Two chairs
- A ball



HOW TO PLAY



- Create a goal post by placing two chairs against a wall, a distance apart from each other. You are the goal keeper, your child the roller.
- Position the roller three giant steps away from the goal post. The roller must roll the ball towards the goal, using the one-handed underarm roll. The goal keeper must stop the ball, using his bare hands only, no kicking is allowed.
- Switch roles and repeat the activity.



- Challenge your child by positioning him (roller) further and further away from the goal.
- Challenge him by re-positioning the goal such that the ball has to pass under the two chairs.

BE AWARE

- Place cut-out footprints on the floor to show your child how to step forward with his opposite foot. This will help him maintain his balance.
- With increased distance between your child and the goal, ask your child to swing the ball back and forth before he releases the ball. This will help him generate momentum and force for the roll.

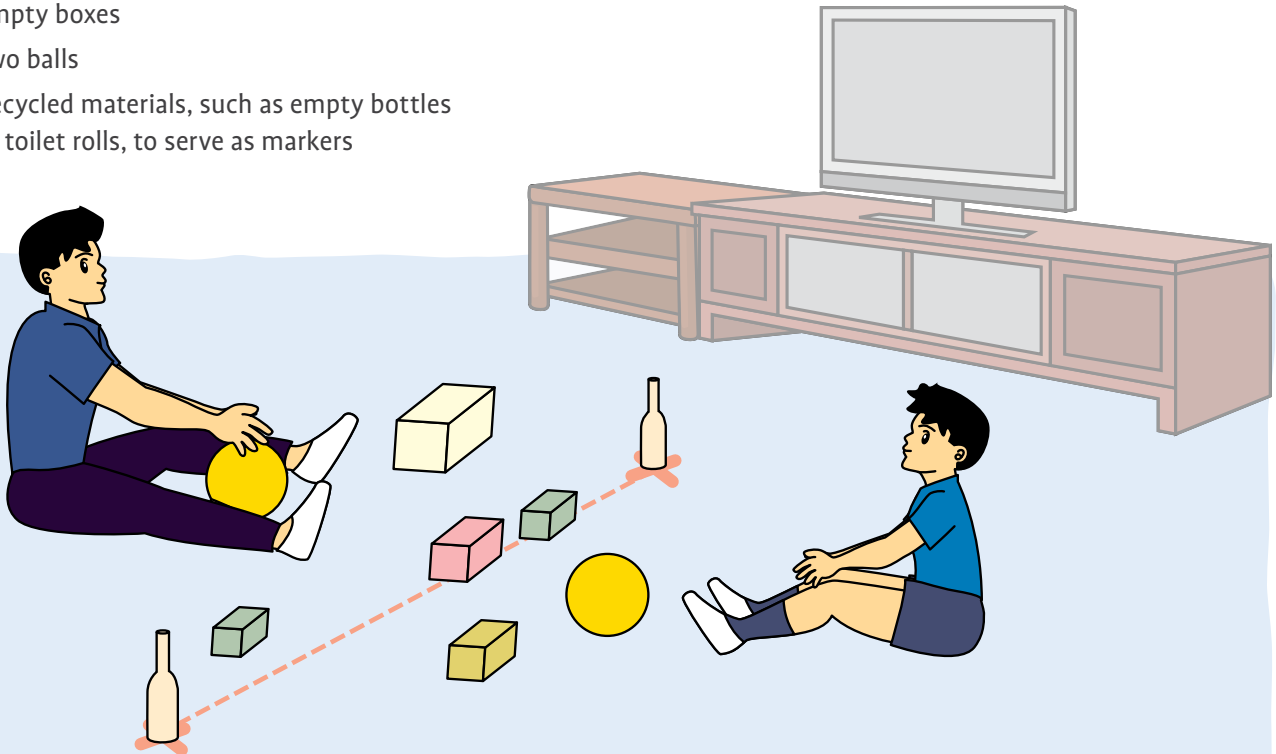
Activity 2

Underarm Rolling

OBJECT CONTROL SKILLS

WHAT YOU NEED

- Empty boxes
- Two balls
- Recycled materials, such as empty bottles or toilet rolls, to serve as markers



HOW TO PLAY



- Create a mid-line with two recycled materials. Arrange empty boxes along this line.
- Sit facing your child, with the boxes between both of you.
- Roll the balls to bump the boxes away from each other.
- The side with fewer boxes after two minutes wins!

- Challenge your child to repeat the activity standing up. Stand five big steps away from the mid-line, and do not move from your respective points during play.
- Remind your child that he can only roll his ball to push the boxes away from himself and towards you, his opponent.

BE AWARE

- Help your child to see that the ball must roll on the ground, whether players are sitting or standing.



Underarm Throwing

Underarm throw, like the underarm roll, involves a backward-forward swing of the hand to release an object – a ball in the case of the former and any object in the latter.

Unlike the underarm roll where the release is low and close to ground level, the release of the underarm throw can be at any angle or level depending on the purpose of the throw (e.g. whether it is to land an object near or far).

Underarm throws help your child make perceptual judgments on distance, space and the release strength. The developmental phases of underarm throwing are similar to those of underarm roll.

Teaching Strategies

Underarm Throwing

What to do if your child...



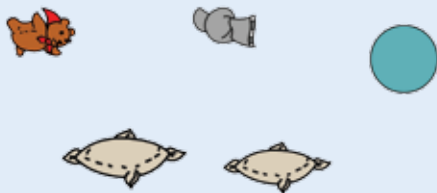
... needs to develop judgement for distance and strength of throw?

- Place three containers of different heights and shapes at different distances.
- Get your child to throw bean bags or rolled up socks into each, starting with the one closest to him.



... needs cues for the throwing sequence?

- Place a footprint marker on the floor to indicate where he should step.
- Give step-by-step cues: “Step, swing, throw and point” for your child to follow accordingly.

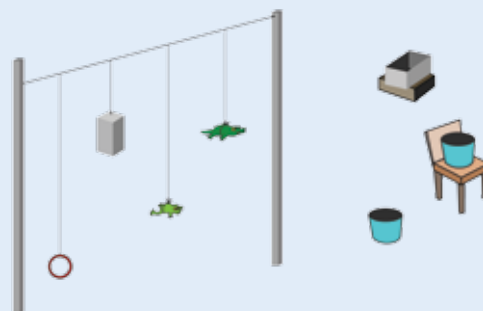


... needs to develop awareness of different strength required for throwing at different levels?

- Get your child to practise throwing to hit different targets (e.g. quoits, stuffed toys), for different purposes (e.g. to land far or near) and at different levels.

... needs to develop awareness of different strength required for throwing different objects?

- Get your child to practise throwing different objects (e.g. small stuffed toys, rolled up socks/towels, bean bags, frisbees).



Approximate Age of Development (in years)

Initial	1	2	3	4	5	6	7	8	9	10
Transition	1	2	3	4	5	6	7	8	9	10
Mature	1	2	3	4	5	6	7	8	9	10

Variations

“Can your child throw an object underarm...?”

How the body moves	Force/Effort	Time	Flow
	<ul style="list-style-type: none"> • as far as possible (e.g. to end of room) • to hit a near/far target • using his dominant/non-dominant hand 	<ul style="list-style-type: none"> • slowly/quickly • after two or three backswings • after he make two jumps 	<ul style="list-style-type: none"> • without moving his free hand • swinging his free hand in opposition to his ball-hand • standing inside a hoop
	<hr/>		
Where the body moves	Location	Direction/Pathways	Levels/Extensions
	<ul style="list-style-type: none"> • to land over/in between the lines • to land on targets placed at different distances • to hit bottles hanging overhead 	<ul style="list-style-type: none"> • to the left/right • upward • at an angle close to/at a distance from the ground 	<ul style="list-style-type: none"> • so that it ‘draws’ a rainbow • upward near/far • at waist level
With whom/What the body moves	Self (body parts)/People		Objects
	<ul style="list-style-type: none"> • with left/right hand • for it to touch his partner’s legs • to land on/near his partner’s thrown object 		<ul style="list-style-type: none"> • such as a face towel or a pair of rolled up socks • into a basket/box placed near/far on a chair • to hit a rolling ball

COMBINATIONS

- Gently but quickly without moving his free hand
- Upward from a seated position for it to land on his left

Activity 1

Underarm Throwing

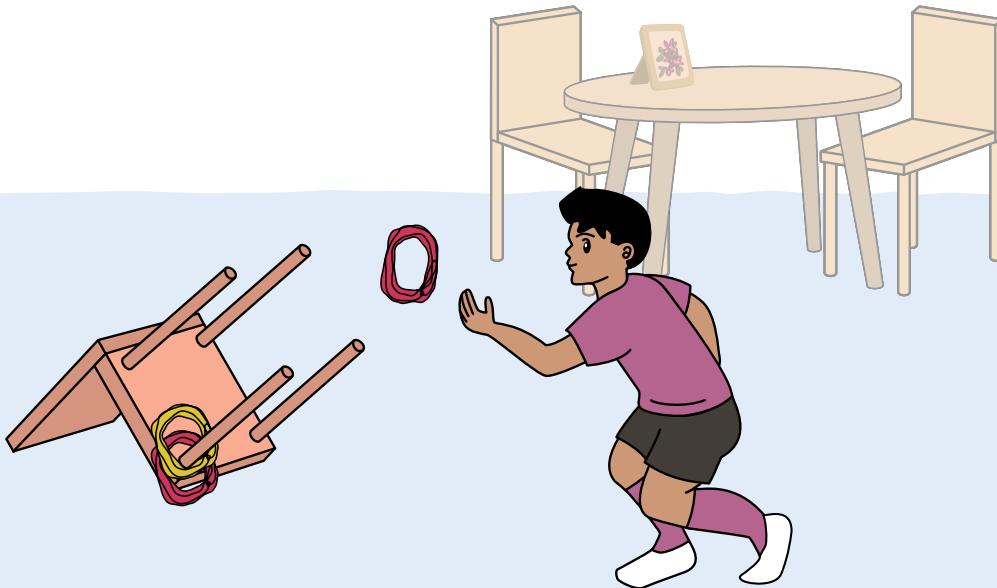
OBJECT CONTROL SKILLS



- An inverted chair can be hazardous. You must keep a watchful eye on your child during this activity.

WHAT YOU NEED

- Newspapers, rolled up to make rings
- A chair



HOW TO PLAY



- Together with your child, roll up newspapers and tape them together to form rings. Invert a chair so that its four legs are pointing upwards.
- Position your child a distance away from the chair. Get him to throw the newspaper rings, aiming for any of the legs of the chair.



- Challenge your child to repeat the activity by standing further away from the chair.

BE AWARE

- Teach your child to aim. Ask him to pick one leg of the chair, and to keep his eyes fixed on that leg while he is throwing the ring.
- Make sure your child straightens his arms as he throws the rings. This will help with the accuracy of his throw.

PRACTICE MAKES PERFECT

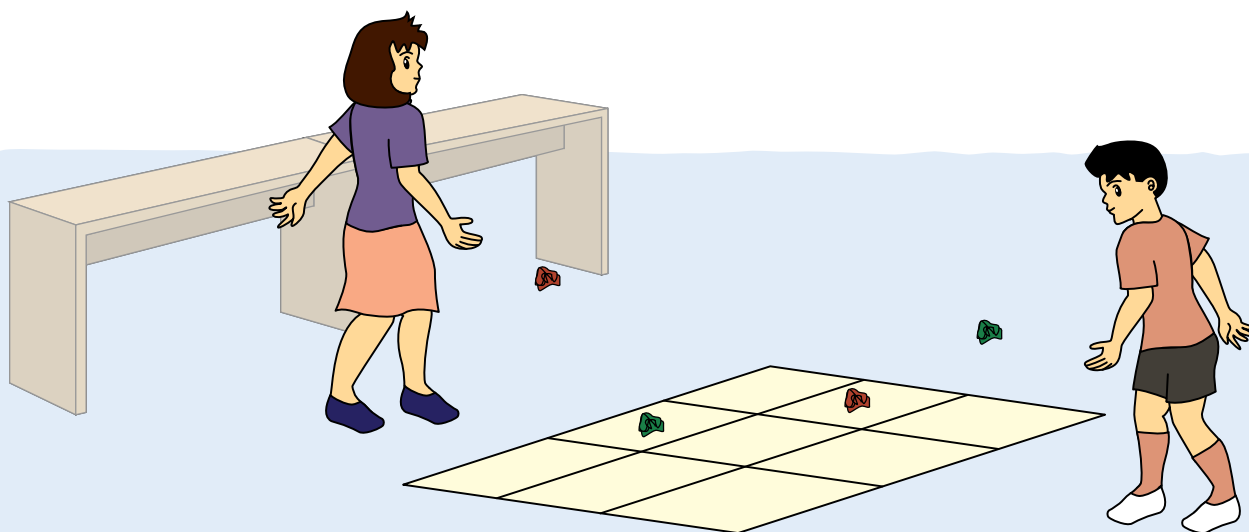
- Your child can look around the house for objects to aim at with his newspaper rings.

Activity 2


OBJECT CONTROL SKILLS

WHAT YOU NEED

- A sheet of “mahjong” paper
- Small and soft objects suitable for throwing, such as stuffed toys, erasers or small pillows



HOW TO PLAY

- Lay a sheet of “mahjong” paper on the floor. Draw a 3x3 grid (“Tic-tac-toe” grid) on it.
-  Play “Tic-tac-toe” on it with your child. Use small objects found at home as markers to throw on your chosen space on the grid.



- Challenge your child by increasing the distance between the thrower and the “mahjong” paper.

BE AWARE

- For younger children who may not know how to play “Tic-tac-toe”, you can put an item in each grid square and simply get them to aim at the items, one at a time.
- Encourage your child to lift and straighten his arms before releasing the object. This will help with the accuracy of his throw.

PRACTICE MAKES PERFECT

- In place of the “mahjong” paper, you can use foam mats to form the 3x3 grid. You can even use the floor tiles in your home.



Overarm Throwing

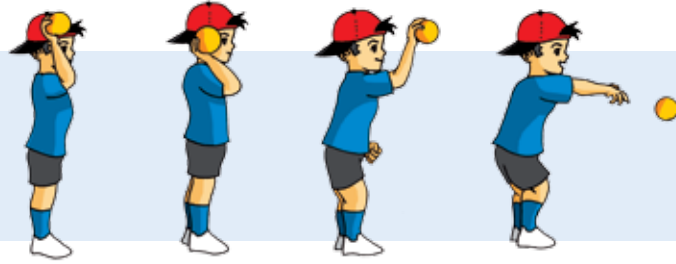
The overarm throw, also known as the overhand or overhead throw, is a skill most commonly used in sports for throwing far and for making quick accurate passes. Variations of the overarm throw are used in many athletic field events, in throwing and catching activities, and in ball games (e.g. basketball, netball).

Most children will not instinctively know how to throw overarm efficiently. To reach the mature phase of the skill, they need a variety of fun and engaging practice opportunities.

Developmental Phases

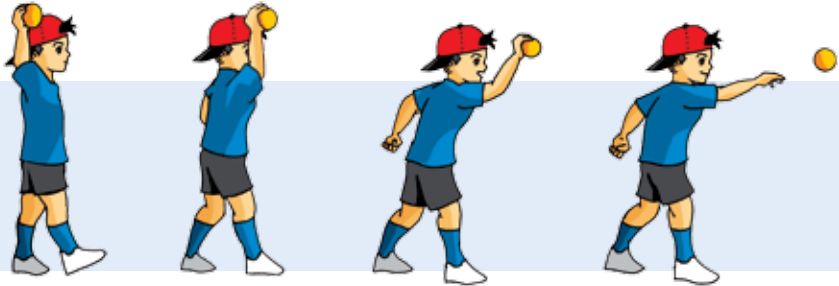
Overarm Throwing

Initial



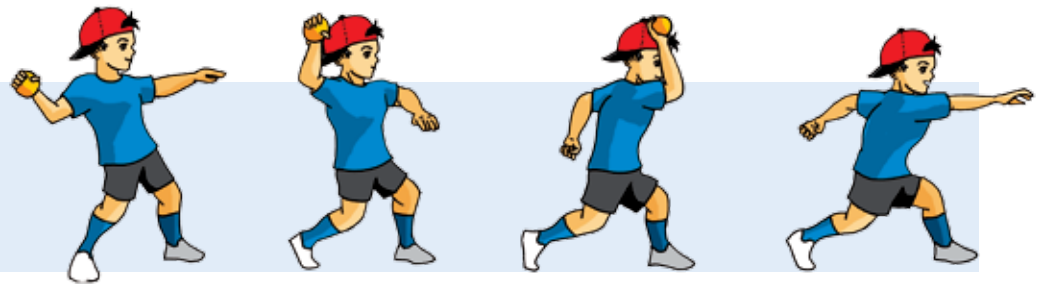
- Throw resembles a push. Movement is limited to the front of body and only the elbow is used to push the object.
- Fingers are spread out at the point of release.
- Body remains straight with little or no trunk-shoulder rotation.
- Legs are straight and stationary.

Transition



- During preparation, the throwing arm swings and brings the ball to the head level.
- Body rotates slightly towards throwing side.
- Foot on the same side as throwing arm steps forward.
- During the throw, arm swings high over shoulder with body leaning forward.
- Throwing arm reaches forward and downward after ball is released.

Mature



- During preparation, throwing arm swings backward and upward.
- Elbow moves close to ear level, leading the throw.
- A forward step is taken with the foot opposite the throwing arm.
- During the throw, body rotates to face forward and body weight transfers from back to front foot.
- Elbow straightens before release, with throwing arm reaching forward and downward in follow-through.

Approximate Age of Development (in years)

Initial	1	2	3	4	5	6	7	8	9	10
Transition	1	2	3	4	5	6	7	8	9	10
Mature	1	2	3	4	5	6	7	8	9	10

Teaching Strategies

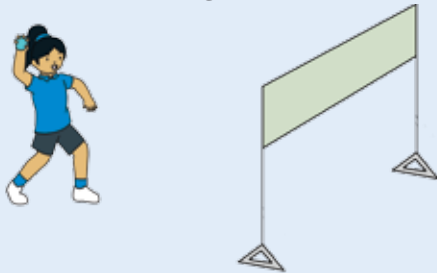
Overarm Throwing

What to do if your child...



- Place two footprint markers, about shoulder width apart. Place a similarly colour marker in front of the foot opposite the throwing hand (ball-hand).
- Your child begins by standing on the pair of markers.
- Then, get your child to step forward with the foot opposite his throwing hand and throw the ball.

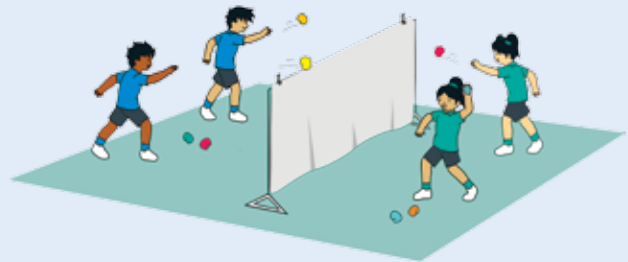
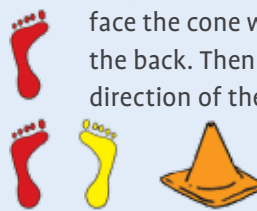
... is throwing too low?



- Set up a net about his height at a short distance away.
- Get your child to throw object over the line.
- Gradually move your child further away from net to increase the throw distance.

... is unable to throw with force?

- Place a cone in line with the footprint markers.
- Get your child to turn his belly button to face the cone when swinging his hand to the back. Then rotate his body to face the direction of the throw.



... needs to develop proficiency in the skill?

- Your child to engage in fun activities such as, “Hurry, Send The Presents Over” to allow them to practise overarm throw without the need to hit targets.
- Focus on the distance of the throw, then speed, and lastly, precision of throw.

Variations

“Can your child throw an object overarm...?”

How the body moves	Force/Effort	Time	Flow
	<ul style="list-style-type: none"> • with/without a backswing • that is heavy/light • that is small/medium-sized 	<ul style="list-style-type: none"> • quickly/slowly • standing still/following a short run • continuously for 30 seconds 	<ul style="list-style-type: none"> • continuously as fast as he can • like a robot with heavy arms • standing on tiptoe like a flamingo
	<hr/>		
Where the body moves	Location	Direction/Pathways	Levels/Extensions
	<ul style="list-style-type: none"> • to the end of the court • near/far or low/high • to hit targets (at different distances and heights) 	<ul style="list-style-type: none"> • leaning forward/backward • to the left/right • over a net 	<ul style="list-style-type: none"> • at a low/medium/high level • straight towards a wall • upward to touch the clouds
With whom/What the body moves	Self (body parts)/People		Objects
	<ul style="list-style-type: none"> • using his left/right hand • keeping time with a group • when a signal to throw is given 		<ul style="list-style-type: none"> • such as a bean bag/quoit/hoop/towel • into the baskets/pails • at a target on the wall

COMBINATIONS

- Slowly without a backswing and standing on tiptoe on both feet
- To a partner standing in a hoop at a distance away, and then run to tag him before he releases the object

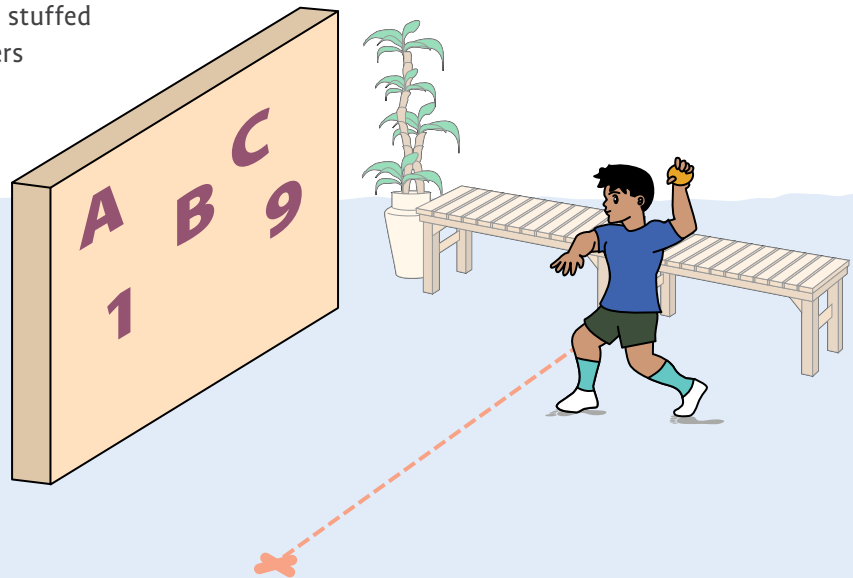
Activity 1

Overarm Throwing

OBJECT CONTROL SKILLS

WHAT YOU NEED

- Different targets, such as big numbers or letters
- Rope or tape, to mark a line on the floor
- Safe objects for throwing, such as balls, stuffed toys, erasers and small pillows or bolsters



HOW TO PLAY

- Stick different targets high up on a wall. This is to bring out the overarm action. Place a rope or tape in a line on the floor, about 10 steps away from the wall. Have your child stand behind this line. Get your child to toss various safe objects at the different targets on the wall.
- Specify a number or letter. Your child must aim at the corresponding target on the wall.



- Increase the throw distance by shifting the line further away from the wall.
- Challenge your child to achieve a goal such as complete hitting all the targets on the wall within 20 seconds.
- For older children, say a word. Your child must aim at the right targets on the wall to spell out the word.

BE AWARE

- Your child must select and aim at a specific target. His body should face the direction of the throw.
- Use cut-out footprints to prompt your child to step forward with his foot on his non-throwing side. This will help his body rotate in the direction of throw, and allow him to transfer his body weight between his front and back feet.

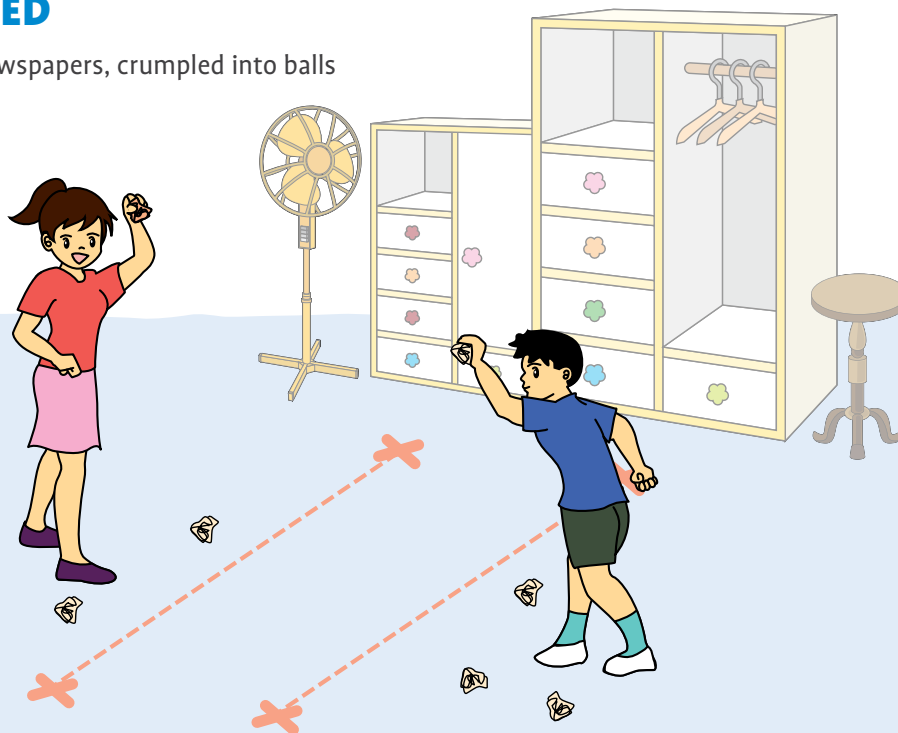
Activity 2

Overarm Throwing

OBJECT CONTROL SKILLS

WHAT YOU NEED

- Recycled papers or newspapers, crumpled into balls



HOW TO PLAY

- Help your child explore different ways of throwing a “ball”.

Ways to throw a ball

- Over the shoulder
- Under the leg
- Toss while standing, catch on sitting



- With five “balls” on each side, stand 10 steps from each other. Try hitting each other’s toes with your respective “balls” without moving around.



- Increase the challenge by allowing movement. Both parent and child can move around without going into the centre zone. Child has to aim, throw and avoid being hit – all at once!

BE AWARE

- Stand a distance away from each other. When throwing, aim at each other’s toes. This will ensure elbows are raised to ear level, necessary for the overarm-throwing action.



Two-handed Throwing

The two-handed throw is commonly used when young children have to handle a larger-sized ball as this movement allows them a better grip of the ball. They tend to use the two-handed overhead throw or two-handed forward toss from waist level, before mastering the two-handed chest pass.

The two-handed overhead throw is used in games like soccer (throw-in from sideline) and basketball, while the chest pass is commonly used in basketball and netball.

Developmental Phases

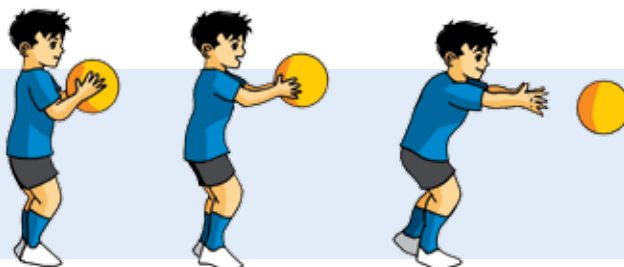
Two-handed Throwing

Initial



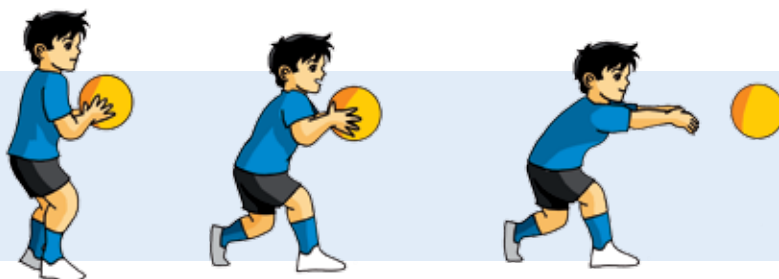
- Feet stationary. Ball is held high near the head with both hands/elbows slightly bent.
- During the throw, body leans backward before flexing forward.
- Arms straighten and ball is released high by both hands.
- No weight transfer during the throw.

Transition



- Feet stationary. Ball is held near to chest with bent elbows pointing downward.
- During throw, body leans slightly backward before arms are straightened and ball is released.
- Little or no weight transfer during the throw.

Mature



- Feet stationary. Ball is held with fingers spread around it. Elbows are bent and held just below shoulder level (winged outward).
- One foot steps forward to initiate the throw.
- During the throw, arms are pushed out strongly at chest level, transferring force from shoulder to arms to hand.
- Legs are slightly bent to absorb force and weight transfers to front foot as ball is released.

Approximate Age of Development (in years)

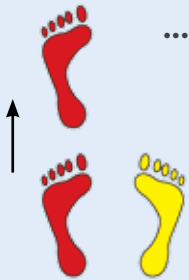
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Teaching Strategies

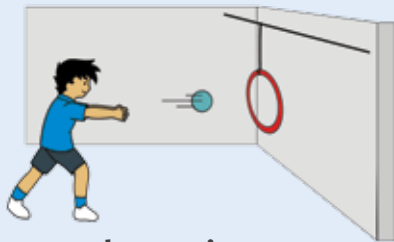
Two-handed Throwing

What to do if your child...

... is not throwing far?



- Place two foot markers, about shoulder width apart. Place another marker in front (either foot) for your child to step forward. Use verbal cues: “Step and push”.
- Child to practise stepping forward with left and right foot to develop versatility with both feet.

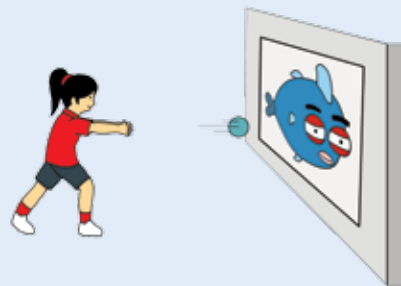


... needs practice to throw with accuracy?

- Hang a hoop at your child’s chest level. Get your child to stand a short distance away and throw a ball through the hoop.
- Gradually move your child further from the wall to increase the throw distance.

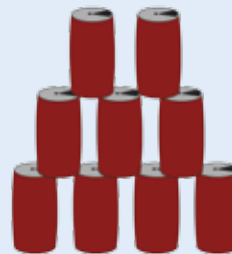
... has difficulty throwing with force?

- Place a marker/target on wall at your child’s chest level. Get your child to stand a short distance away and throw to hit target.
- Gradually move your child further from wall to increase throw distance.



... needs motivation to practise the skill?

- Stack drink cans (or place plastic bottles) on a table top. Get your child to stand a distance away and throw to knock cans over.
- Gradually move your child further from the table to increase the throw distance.



Variations in

“Can your child throw a ball with two hands...?”

How the body moves	Force/Effort <ul style="list-style-type: none"> • as if pushing a rock away • with/without bending at the waist • gently as if handling an egg 	Time <ul style="list-style-type: none"> • quickly/slowly • straight ahead/upward to ‘draw’ a rainbow • with a short/long forward step 	Flow <ul style="list-style-type: none"> • as if feet were glued to the floor • smoothly with a forward step and follow through 	
	Where the body moves	Location <ul style="list-style-type: none"> • clockwise in a group • through a hoop and into the basket • to hit targets (at different distances and height) 	Direction/Pathways <ul style="list-style-type: none"> • straight and forward • overhead • over a line 	Levels/Extensions <ul style="list-style-type: none"> • at medium/high level • downward so that it bounces • from a seated position
		With whom/What the body moves	Self (body parts)/People <ul style="list-style-type: none"> • to a friend nearby/far away • when his friend tells him to throw • to a friend who calls his name 	Objects <ul style="list-style-type: none"> • into a basketball net • to hit a wall and catch the rebound • through a hoop hanging upright in front

COMBINATIONS

- A medium-sized ball quickly and smoothly with one forward step
- Through a hoop, hanging at chest level, to a friend on the other side of the hoop

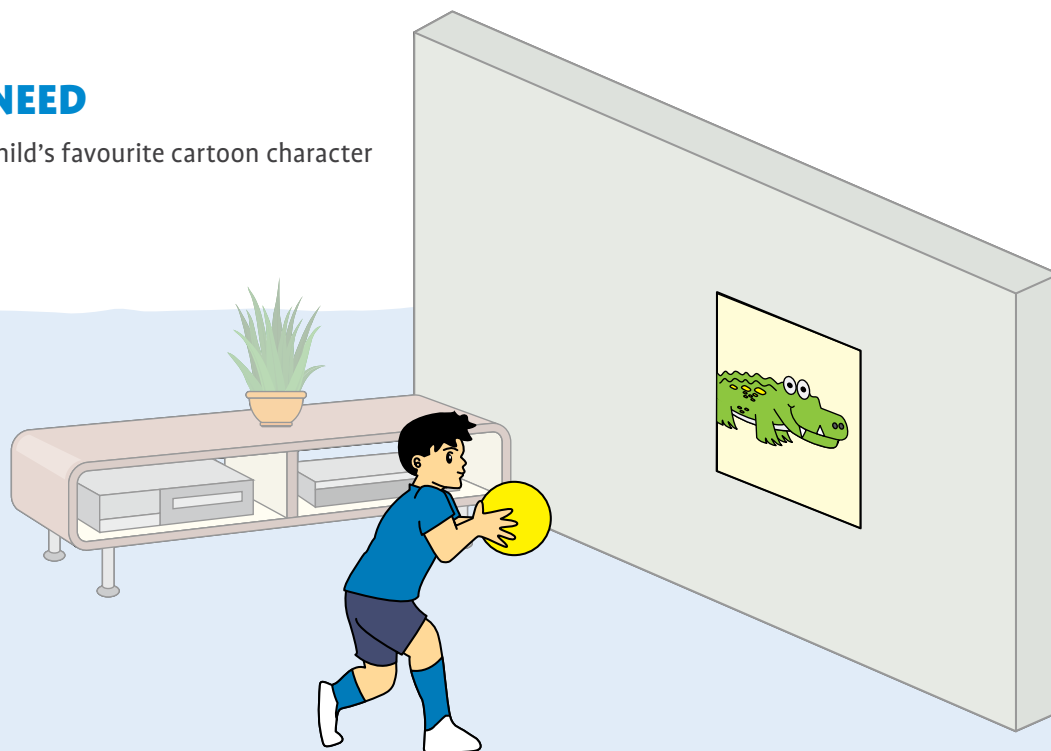
Activity 1

Two-handed Throwing

OBJECT CONTROL SKILLS

WHAT YOU NEED

- A picture of your child's favourite cartoon character
- A ball



HOW TO PLAY

- Stick a picture of your child's favourite cartoon character on a wall, at your child's chest level.
- Stand your child a distance away.
- Have him hold a ball with both hands as he throws it to hit different parts of the target.
- Get your child to hit the target at least 10 times within 20 seconds.

- Add in more cartoon characters and stagger them at various heights, not going beyond your child's chest and head levels.
- Encourage your child to complete hitting all the targets within a specific time frame.

BE AWARE

- Ensure that your child fixes his eyes on the target.
- Remind him to step forward with one foot when throwing. This will help him maintain his balance.

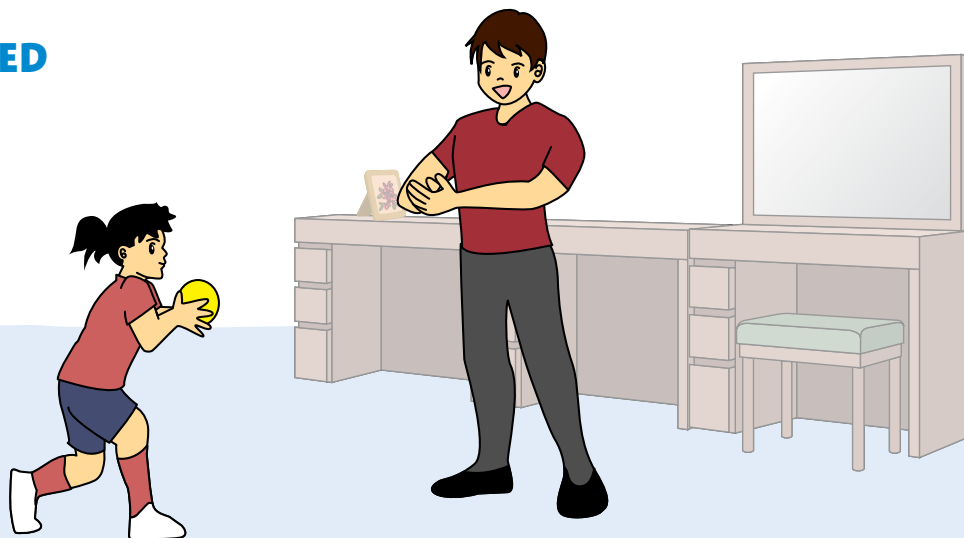
Activity 2

Two-handed Throwing


OBJECT CONTROL SKILLS


WHAT YOU NEED

- A ball



HOW TO PLAY

-  • Stand five steps away while facing your child. Form a circle with your arms. Have your child throw a ball through the circle.

-  • Challenge your child with another dimension to the game. Anticipate your child's throw, and use your knees to hit the ball before it goes through the circle. Get your child to try catching the returning ball.

BE AWARE

- Encourage your child to lift up both arms, and bend his elbows in front of his chest (like chicken wings). This will help him throw more forcefully.



Catching

Catching is an important skill in most ball games but is challenging for many young children, as the catcher is not in control of the speed of the oncoming object. The child has to track the object (keep his eye on it) and move his body and hands in response, before catching it.

The 'avoidance tendency' is common among younger children who instinctively turn their faces away or close their eyes to avoid being hit. For beginners, start with objects that are bright, light and travel slowly (e.g. scarf, stuffed toy, balloon).

This skill may need to be taught together with throwing skills.

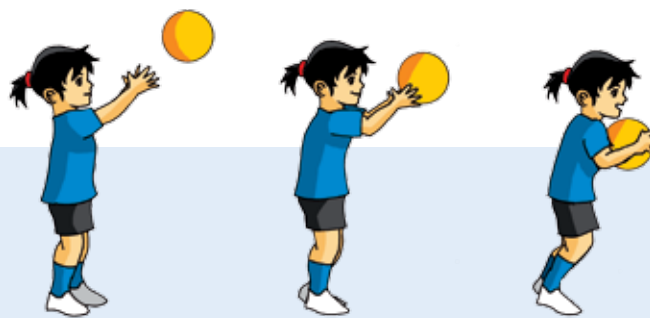
Developmental Phases

Catching



Initial

- Both hands are held out straight, palms facing upward.
- Face turns away to avoid oncoming object or reflexive raising of arms and hands to shield head.
- Elbows extend for arms to trap object close to chest by 'scooping' it.



Transition

- Arms are bent in front of body, palms facing each other, thumbs pointing upward.
- Eyes may close as object travels towards arms.
- Hands make brief contact with object. Arms clasp object close to body due to poor timing.



Mature

- Eyes focus on and track the oncoming object.
- Elbows are bent and arms held relaxed at the sides or in front of the body.
- Arms and feet make adjustments according to the flight path of the oncoming object.
- Hands grasp object in a well-timed motion. Arms pull in upon contact with object to absorb its force.

Approximate Age of Development (in years)

Initial	1	2	3	4	5	6	7	8	9	10
Transition	1	2	3	4	5	6	7	8	9	10
Mature	1	2	3	4	5	6	7	8	9	10

Teaching Strategies

Catching

What to do if your child...



... is unable to catch?

- Begin with objects that are colourful, soft and light (e.g. scarf).
- Allow your child to play with the object first before dropping it from a height for him to catch.



... turns face away or closes eyes when catching?

- Begin with objects that are colourful, soft and light (e.g. stuffed toys, rolled up towels).
- Allow your child to play with the objects first.
- Start by passing the object before tossing them to your child.



... is slow to react to oncoming objects?

- Cue the throw (“Ready? It’s coming!”) before tossing the object to your child.
- Count down with your child before tossing “five, four, three, two, one, catch!”
- Gradually shorten the intervals between cues to quicken your child’s response.



... needs to practise catching small objects?

- Get your child to practise tossing the object upward and catching it.
- Try placing the object on his shoe and have him kick it upward for him to catch.
- Gradually decrease the size of the object.

Variations in

“Can your child catch...?”

How the body moves	Force/Effort	Time	Flow
	<ul style="list-style-type: none"> • as softly as possible • with arms straightened out like a robot • with different hand positions 	<ul style="list-style-type: none"> • quickly/slowly • a soft toy you tossed, only after clapping twice • as many balls as possible in 30 seconds 	<ul style="list-style-type: none"> • while moving freely in the playing space • with one foot in a hoop • while running sideways
	Location	Direction/Pathways	Levels/Extensions
Where the body moves	<ul style="list-style-type: none"> • without colliding with anyone • from different body positions (e.g. seated/kneeling/standing/running) 	<ul style="list-style-type: none"> • an object coming from the front/side • an object coming from above/below • an object that has bounced off a wall 	<ul style="list-style-type: none"> • while seated on the floor/chair • while jumping up high • with hands above his head
	Self (body parts)/People	Objects	
With whom/What the body moves	<ul style="list-style-type: none"> • when his friend shouts “Ready?” • a towel he tossed using different parts of his body (e.g. elbow, knee, wrist) • a ball/bean bag tossed by a partner standing near/far 	<ul style="list-style-type: none"> • a floating scarf • a big soft teddy bear • balloon with a rubber/small object stuffed inside 	

COMBINATIONS

- A scarf he tossed with different body parts other than his hands (e.g. elbows, wrists, knees, etc)
- Different objects with a hand/two hands, with arms straightened out while seated, when his friend shouts “Ready?”

Activity 1

Catching

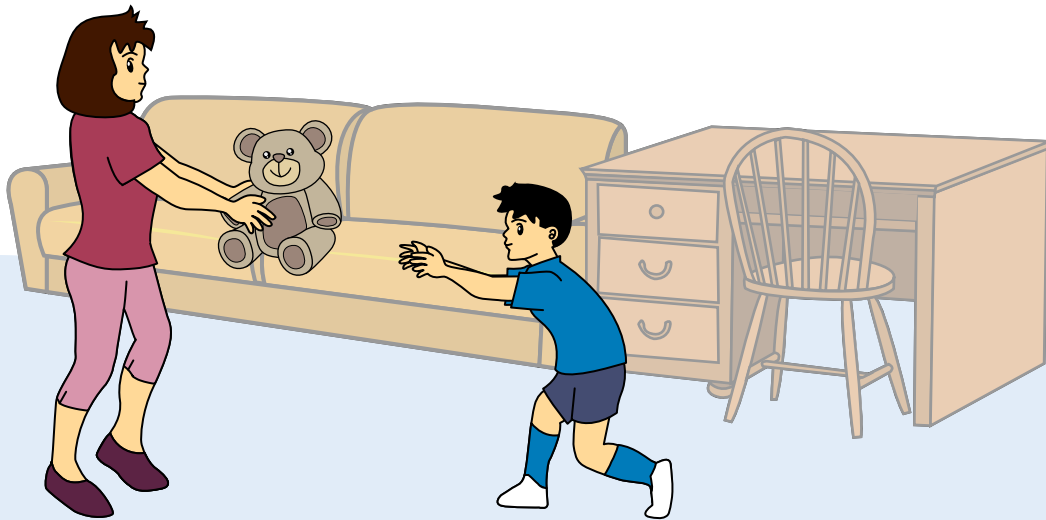
OBJECT CONTROL SKILLS



- Ensure there are no fragile objects nearby during play.

WHAT YOU NEED

- Objects safe for throwing, such as stuffed toy, bean bag or a small pillow



HOW TO PLAY

- Stand a short distance away, while facing your child. Toss a small object back and forth between the two of you.
- If no one drops the object after five consecutive tosses, take a step back each and commence tossing again.



- Challenge your child with different ways to toss the object.

Ways to toss

- Toss with preferred hand, and catch with two hands
- Toss with other hand, and catch with two hands
- Toss with one hand, and catch with the same hand
- Toss with one hand, and catch with the other hand

BE AWARE

- Help your child understand that his hands should always be on standby. Position his palms to face upward and reach forward for easy catching.
- Train him to respond swiftly to the travelling object. He must not just stand on a spot and wait for the object.

Activity 2

Catching

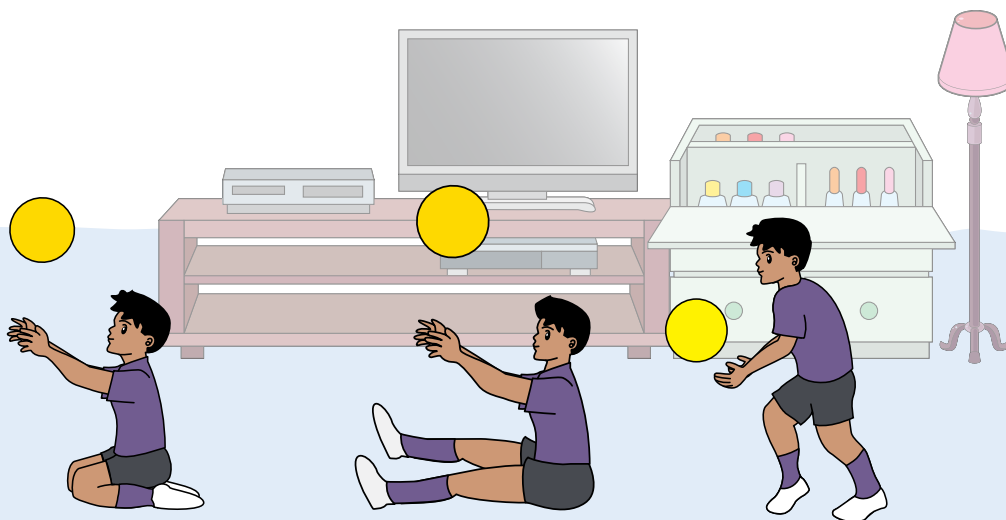
OBJECT CONTROL SKILLS



- This activity involves horizontal throwing. Hence, it should be done at spacious venues, such as playgrounds or parks.

WHAT YOU NEED

- A ball



HOW TO PLAY

- Have your child sit on the floor, alternating between a kneel-sit and a wide-sit. On the kneel-sit, he must toss a ball up. He must then get into the wide-sit position before catching the descending ball.
- Keep encouraging your child to toss the ball a little higher.
- Try other positions and movements.

Positions and movements

- Kneel-sit and toss the ball, then quickly stand up before catching the descending ball.
- Stand and toss the ball, then make a turn before catching the descending ball.
- Stand and toss the ball, then clap once before catching the descending ball.
- Gradually increase the number of claps before catching the descending ball. Determine the most number of claps your child can achieve without missing the descending ball.



- Put on some music and control the volume. Whenever the music plays, your child must march around, tossing and catching the ball with both hands. Whenever the music stops, he must stand on the spot, tossing and catching the ball.

BE AWARE

- Attach cut-out handprints on the ball. This will help your child understand that his fingers must always be kept around the ball for better grip and control of the ball.

Activity 3

Catching

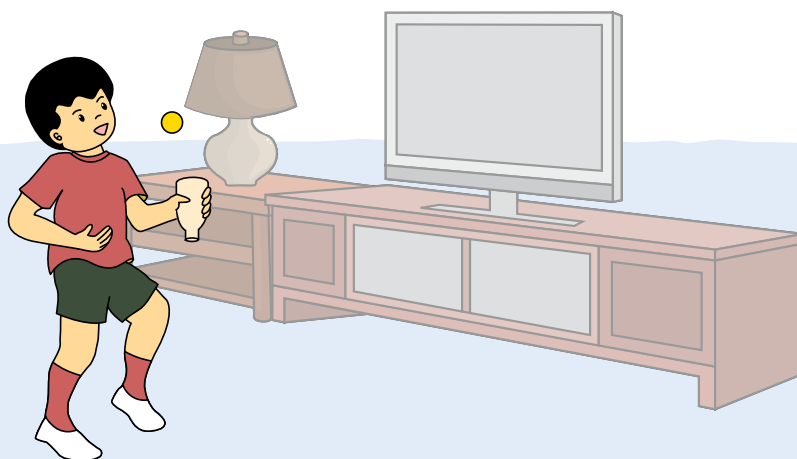
OBJECT CONTROL SKILLS



- Ensure there are no fragile objects nearby during play.

WHAT YOU NEED

- Recycled bottles from shower gel, shampoo or mineral water
- A ball, small enough to be contained within the body of the bottle



HOW TO PLAY



- Together with your child, cut a recycled bottle in half, and decorate it.
- Have your child hold the bottle and a ball, one in each hand. Your child must toss the ball and catch it with the bottle while staying on the spot.



- Challenge your child by adding another action to this activity.

Action sequence

- Walk while tossing and catching the ball.
- Toss the ball, let it bounce once, then catch it.

BE AWARE

- Your child must keep his eyes on the ball, and track its motion. This will allow him to anticipate the travel path of the ball, and shift the bottle to catch the ball.

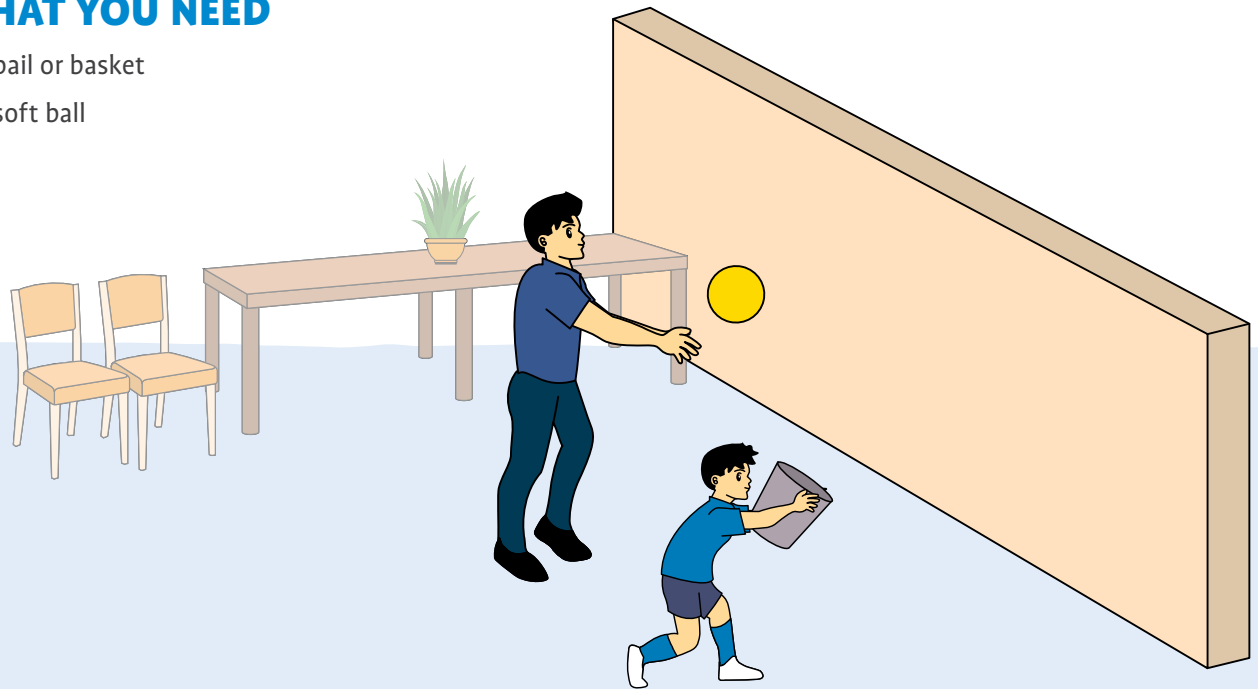
Activity 4

Catching

OBJECT CONTROL SKILLS

WHAT YOU NEED

- A pail or basket
- A soft ball



HOW TO PLAY

- Stand facing a wall, with your child beside you.
- Have your child hold a pail or basket. Bounce a ball against the wall. Your child must catch the ball with the pail or basket.
- Switch roles.



- Gradually increase the distance from the wall as your child's throwing skill improves.

BE AWARE

- Your child must keep his eyes on the ball, and track its motion.
- He must then move swiftly into the oncoming path of the ball to catch it. This will let him practise quick feet movement.



Kicking

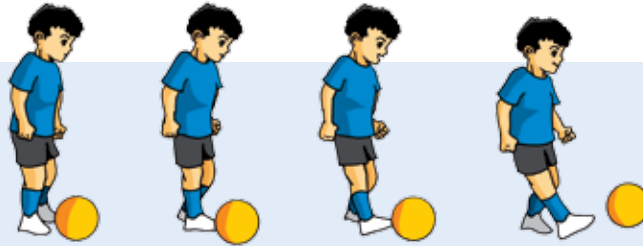
In kicking, force is applied to an object with the foot. The skill requires good dynamic balance as the body weight needs to be balanced on one foot when the kicking foot is lifted off the ground during the kick. Kicking is used in soccer and other daily activities like kicking a stone out of one's pathway.

Young children generally do 'toe kicking' (pushing the object with their toes) which does not get the object far. For force and distance, children need to kick with their in-step, which is the area on top of the foot where the shoelace is tied. Kicking with the inside of the foot (the area between the big toe and the side of the mid-foot) is also useful as it gives the kicker control of the object.

Developmental Phases

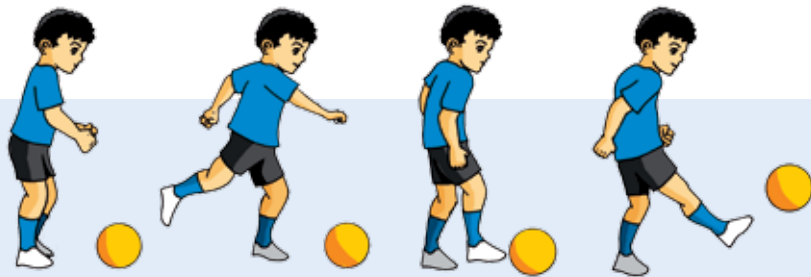
Kicking

Initial



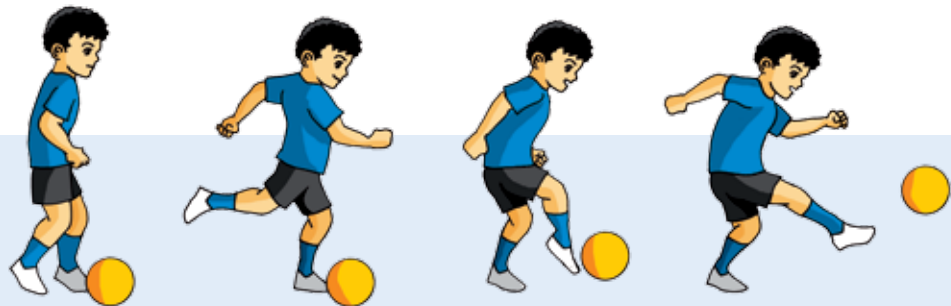
- Body is upright and stationary, with arms either at sides or in front of the body for balance.
- Kicking leg swings backward during the preparatory phase.
- Forward swing is short and stops once the ball is kicked.
- Tends to kick with the toes (toe-kicking) or with the front of the foot.

Transition



- Body is upright, with arms either at the sides or in front of the body for balance.
- Kicking leg swings backward during the preparatory phase. Leg remains bent during the forward swing and straightens to contact with the ball.
- Tends to kick with toes or front of foot.

Mature



- Non-kicking foot is placed next to ball.
- Kicking leg swings back with high knee-bend before swinging forward to kick the ball.
- As the top of the foot (shoelace area) contacts ball, the arms swing in opposition to the legs to maintain balance.
- After the kick, the trunk bends forward slightly (follow-through).

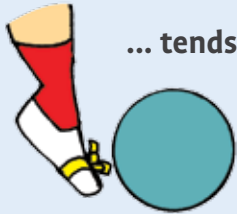
Approximate Age of Development (in years)

Initial	1	2	3	4	5	6	7	8	9	10
Transition	1	2	3	4	5	6	7	8	9	10
Mature	1	2	3	4	5	6	7	8	9	10

Teaching Strategies

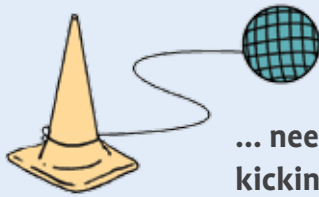
Kicking

What to do if your child...



... tends to kick with his toes?

- Tie a coloured ribbon/piece of cloth at the shoelace area of the shoes. Show your child how the ribbon (top of foot) should make contact the ball.
- Get your child to practise kicking from a stationary position.



... needs to practise kicking independently?

- Put ball into a netting and tie the end to a long string/rope (adjust the length according to room space available).
- Tie the other end of the rope around a strong support (e.g. leg of a chair/pole/cone).
- Get your child to kick the ball, after which he only needs to pull the string to retrieve it and start again.



... is not able to kick far and accurately?

- Provide a marker next to the ball and a target line some distance away.
- Give step-by-step cues for your child to step onto marker and kick: "Step, swing and kick".



... needs to develop awareness of different strength required for kicking different objects?

- Get your child to practise kicking different objects (e.g. drink cans, plastic bottles, beverage cartons, shoeboxes).
- Kick the objects towards a wall to keep them contained within a space or tie a string/rope to the objects for easy retrieval.

Variations in

“Can your child kick...?”

How the body moves	Force/Effort	Time	Flow
	<ul style="list-style-type: none"> • as light/hard as you can • with his in-step (area on top of the foot where the shoelace is) • with the inside of his foot 	<ul style="list-style-type: none"> • and make the object go slowly/quickly • an object into the air before it reaches the wall/cone • in slow motion 	<ul style="list-style-type: none"> • with a leg straightened out • with a knee bent • with arms next to his body
	<hr/>		
Where the body moves	Location	Direction/Pathways	Levels/Extensions
	<ul style="list-style-type: none"> • from a stationary position • to hit a target nearby/at a distance • and run to stop the ball 	<ul style="list-style-type: none"> • forward/backward • diagonally 	<ul style="list-style-type: none"> • the ball high to make it travel in the air • and make ball roll along the ground • over a low obstacle/line
With whom/What the body moves	Self (body parts)/People		Objects
	<ul style="list-style-type: none"> • with his left/right foot • to a partner who is walking towards him slowly • backward to a partner standing behind him 		<ul style="list-style-type: none"> • over the lines/cones at a distance • into a pail lying on its side • through the legs of the chair

COMBINATIONS

- Hard with the in-step and make the ball travel at different heights to reach a partner standing at a distance between two cones
- After walking up to the ball so that it hits any of the two baskets in front of the wall

Activity 1

Kicking

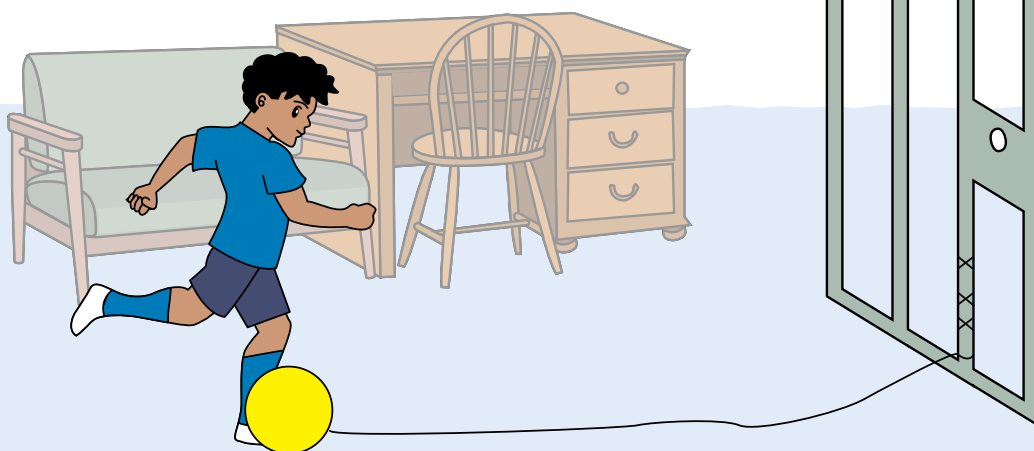
OBJECT CONTROL SKILLS



- Ensure there are no fragile objects nearby during play.

WHAT YOU NEED

- Tapes
- A ball
- A rope



HOW TO PLAY

- Tie a ball with one end of a rope. Loosely tie the other end of the rope around a pillar. Attach three crosses at three different heights on the pillar.
- Stand your child near the pillar, and have him kick the ball towards the first (lowest) cross.
- Increase his distance from the pillar, and have him kick the ball towards the second cross.
- Further increase his distance from the pillar, and have him kick the ball towards the third cross. The increased distance will allow your child to aim before a kick.

BE AWARE

- The rope must be long enough for your child to try kicking at various heights.
- Remind your child to aim at the cross using different parts of his kicking foot. He will discover that accurate kicking comes only by kicking with the in-step or dorsum of his foot.
- With the ball tied to the rope, kicking can be done indoor safely.

PRACTICE MAKES PERFECT

- Do this activity at the void deck or a park. At the park, you may tie the ball to a tree!

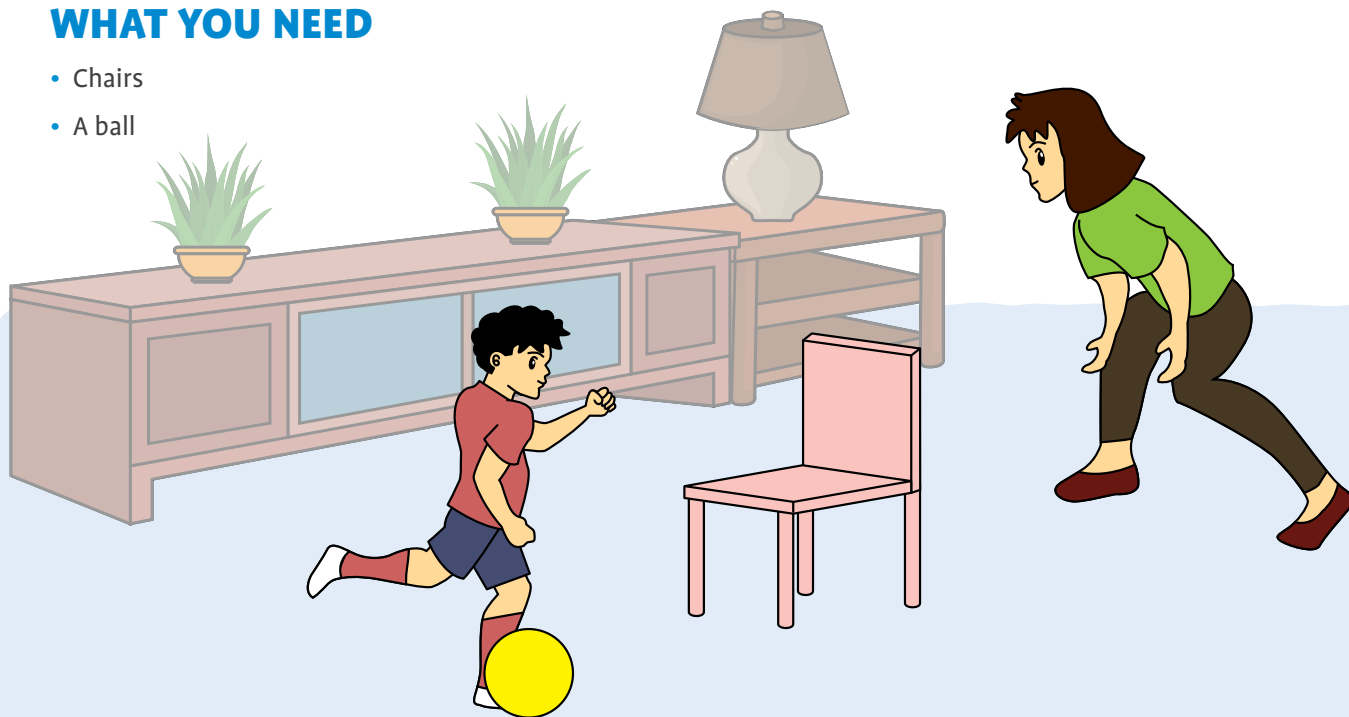
Activity 2

Kicking

OBJECT CONTROL SKILLS

WHAT YOU NEED

- Chairs
- A ball



HOW TO PLAY

- Place a chair between you and your child. Your child must kick a ball so that it passes under the chair to you.
- Gradually add more chairs in a linear arrangement.

- ! • Challenge your child. With each successful kick-and-receive, you and your child must run to each other's current position and switch roles.

BE AWARE

- For the ball to successfully pass under the chairs, encourage your child to bend and swing his kicking knee backward to produce more momentum and force.



Dribbling with Foot

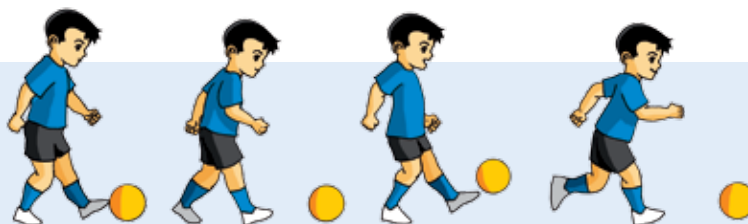
Dribbling with foot, commonly used in soccer, involves controlling a ball and travelling with it. It is a foot-eye coordination skill that requires visual tracking, dynamic balance and spatial awareness. This skill also necessitates lower limb muscular control which is a challenge for young children.

To dribble well, your child needs to be able to use either side (inside or outside) of the foot to track and move the ball forward. Beginners generally kick at the ball with toes and have little or poor control of it. They also have little awareness of direction and effort, often kicking the ball too far ahead. Hence they end up chasing the ball instead of dribbling it.

Developmental Phases

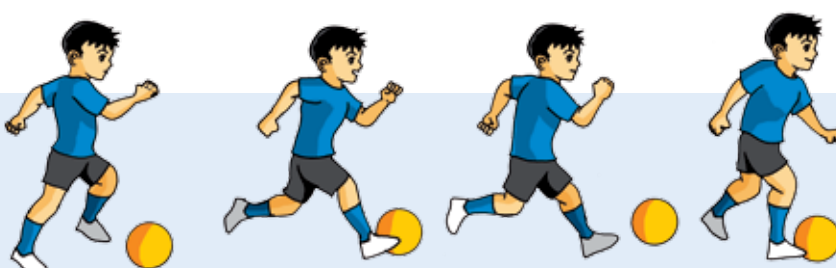
Dribbling with Foot

Initial



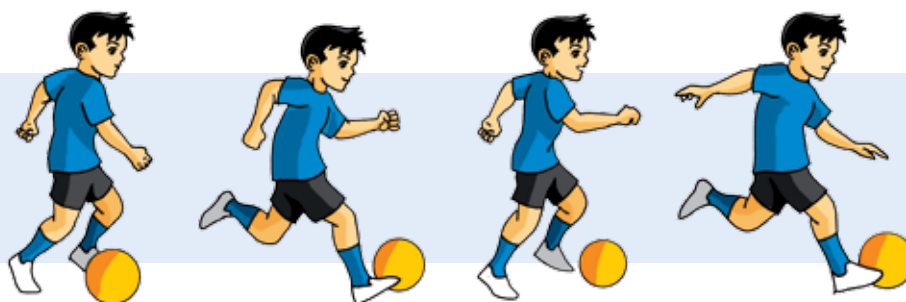
- Walks or runs and kicks at the ball with toes/front of foot.
- Ball is usually kicked far away. Child ends up chasing ball, only to kick it again in random directions.

Transition



- Runs and kicks at the ball with toes or the side of the foot.
- Ball remains near foot after being kicked. Child chases ball, attempting to gain control of it.
- Eyes on ball, looking ahead occasionally.

Mature



- Runs with control.
- Pushes the ball forward or to the side with the inside/outside of the foot.
- Ball is kept near to the foot during the dribble, with the foot controlling the direction of the ball.
- Eyes alternate between the ball and looking ahead.

Approximate Age of Development (in years)

Initial	1	2	3	4	5	6	7	8	9	10
Transition	1	2	3	4	5	6	7	8	9	10
Mature	1	2	3	4	5	6	7	8	9	10

Teaching Strategies

Dribbling with Foot

What to do if your child...

... is unable to control ball?

- Mark the inside/outside of foot with tape or tie a cloth band around the shoe near the front section.
- Get your child to tap the ball on the spot using the inside/outside foot.



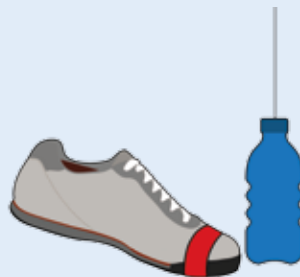
... tends to kick the ball far away?

- Get your child to imagine he is 'walking the ball' (i.e. to walk while keeping the ball next to his feet).
- Have your child progress to walking briskly with the ball, if he is able to.



... can only dribble with one dominant foot?

- Tie a plastic bottle and hang it just touching the ground.
- Get your child to practise tapping the bottle with inside/outside of foot.
- Practise tapping using left and right foot to develop versatility of both feet.



... has little control of ball during dribble?

- Set up a simple obstacle course (using cones or markers). Get your child to walk and dribble around the obstacles.
- Have your child progress to walking briskly with the ball, if he is able to.



Variations in

“Can your child use his foot to dribble...?”

How the body moves	Force/Effort	Time	Flow
	<ul style="list-style-type: none"> • an empty plastic bottle • a plastic bottle filled with sand • a juice/milk carton that is half-filled 	<ul style="list-style-type: none"> • quickly • and make the ball go slowly • in and out of a row of cones 	<ul style="list-style-type: none"> • with his legs straightened out • without swinging his leg to kick • and freeze when his hears the whistle
	<hr/>		
Where the body moves	Location	Direction/Pathways	Levels/Extensions
	<ul style="list-style-type: none"> • keeping the ball just in front of his foot • in between two lines • along the lines of a basketball court 	<ul style="list-style-type: none"> • along a straight line • following a curved/zigzag line • then stop and change direction 	<ul style="list-style-type: none"> • with his hands outstretched like an aeroplane • keeping the ball rolling along the ground all the time • with his body leaning forward/backward
	<hr/>		
With whom/What the body moves	Self (body parts)/People		Objects
	<ul style="list-style-type: none"> • with alternate left, then right foot • and pass to partner on his left/right • and high-five anyone who passes by 		<ul style="list-style-type: none"> • an empty tissue box • around cones • and stop the ball in a hoop
	<hr/>		

COMBINATIONS

- Slowly following the straight line on the floor, keeping the ball next to his foot
- With the right foot only, till he reaches a cone at the other end and then dribble back with the left foot

Activity 1

Dribbling with Foot

OBJECT CONTROL SKILLS

WHAT YOU NEED

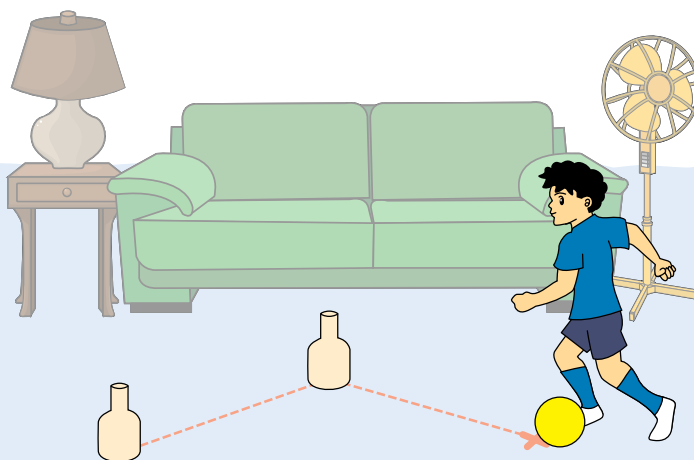
- Recycled materials, such as empty bottles and toilet rolls, to serve as markers
- A ball
- Objects found at home, such as stuffed toys or empty boxes, to serve as obstacles

HOW TO PLAY

- Ask your child to dribble a ball with his feet at the sound of music. He must try to gently stop the ball with one foot when the music stops. Have him repeat the activity using his other foot to stop the ball.
- Encourage your child to explore moving the ball with different parts of his foot.

Parts of foot

- Inside
 - Outside
 - Toes
 - Heel
 - Front
- Use the recycled materials (markers) to form different shapes, numbers and paths (zig-zag, curved, circular) for your child to dribble along.
 - Place more recycled materials (obstacles) around the markers to serve as obstacles. Your child must dribble past these obstacles.
 - Get your child to stay on the same spot, and make a turn while dribbling a ball with one foot. Have him repeat the activity using his other foot.



BE AWARE

- This activity helps your child practise his ball control skills. Your child will discover that the ball should be kept close to him for uninterrupted dribbling.
- Ensure his feet are slightly apart to maintain balance and to change direction quickly.

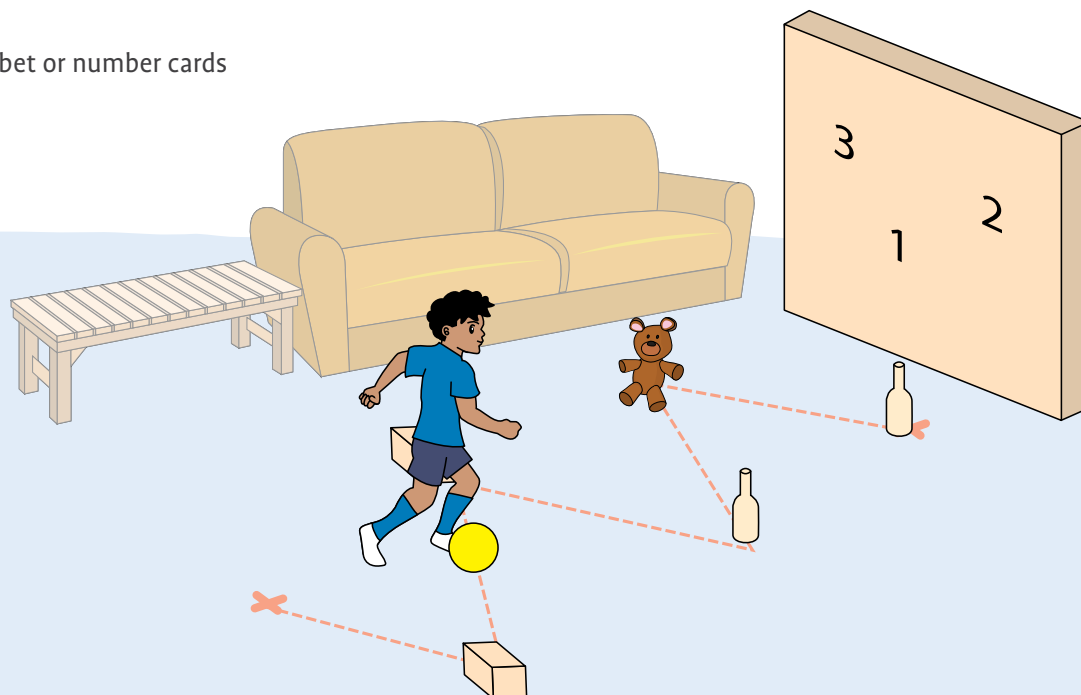
Activity 2

Dribbling with Foot

OBJECT CONTROL SKILLS

WHAT YOU NEED

- Recycled materials, such as empty bottles and toilet rolls, to serve as markers
- A ball
- Alphabet or number cards



HOW TO PLAY

- Place two recycled materials (markers) approximately 20 metres apart. Have your child dribble a ball from one marker to the other.
- Place more recycled materials (obstacles) in the path. As he dribbles the ball from one end to the other, he must dribble past the obstacles.
- Use a stopwatch to record the time your child takes to dribble from one marker to the other. Encourage him to break his own record with each subsequent attempt.
- Form different pathways such as a zig-zag line using the recycled materials. This will serve as a guide for your child to dribble a ball along.
- Stick number cards on one wall. Get your child to dribble a ball towards this wall, pick one card, and dribble towards an adjacent wall to stick the card on. Continue until all the cards have been transferred. The game ends when all the cards are arranged in ascending order.

- **Challenge your child by using alphabet cards instead. Specify a word for him to spell out such as “cat”. Dribbling between the adjacent walls, he must transfer the correct alphabet cards, one at a time. The game ends when the cards are arranged in the right order.**



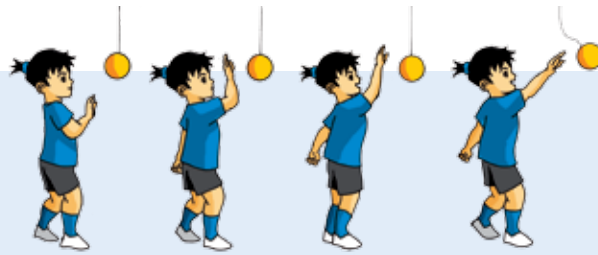
Overarm Striking

Overarm striking is similar to the overhand or overarm throw. It occurs when the arm or hand, with or without an implement, applies force to send an overhead object away.

Overarm striking is a challenging hand-eye coordination skill as your child has to track the oncoming object while looking upward. This requires good body control and stability skills. Generally young children can only perform at the initial phase of this skill. To progress to the mature stage will require formal instruction and plenty of opportunities for exploration and practice.

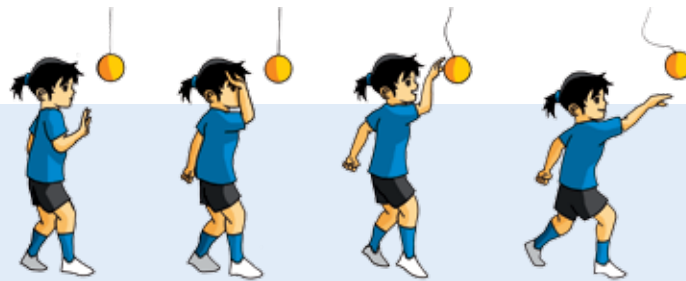
Developmental Phases

Overarm Striking



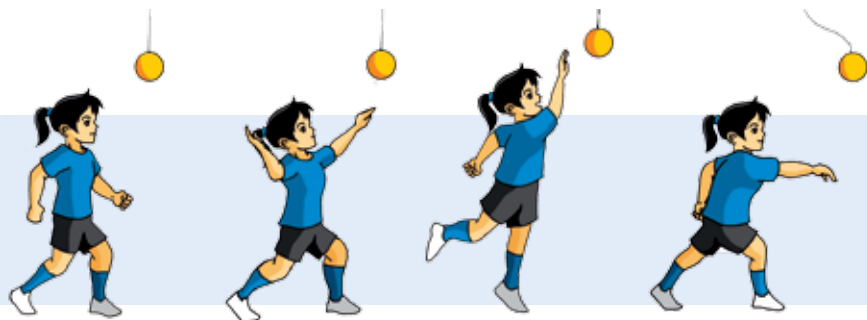
Initial

- Feet are stationary.
- Striking elbow is bent in front of body before strike.
- Elbow straightens during strike, generating limited force from the extension of the flexed joint.
- Body faces the direction of the strike. No body rotation during the strike. Body may move from back to front, bending at the waist.



Transition

- Elbow is bent slightly and held at shoulder level.
- Body trunk turns to the side of the striking shoulder in preparation for the strike.
- Trunk rotates to face object as hand extends at the elbow to strike at the object.
- Back foot moves forward to balance the body during the follow-through.



Mature

- Foot opposite striking hand steps forward. Body weight shifts to the back foot.
- Striking arm swings to the back and elbow is brought near head level.
- Shoulder and trunk rotate to the striking side in preparation for the strike.
- Body rotates back to face object. Weight transfers to the front foot as the striking arm straightens to strike at the object.
- Back foot moves forward to balance the body after the strike.

Approximate Age of Development (in years)

Initial	1	2	3	4	5	6	7	8	9	10
Transition	1	2	3	4	5	6	7	8	9	10
Mature	1	2	3	4	5	6	7	8	9	10

Teaching Strategies

Overarm Striking

What to do if your child...



... has difficulty maintaining balance when striking?

- Hang a target slightly above eye level of your child when he is seated.
- Get your child to reach out and strike the target using one hand at a time.



... does not reach up when striking?

- Hang targets above your child's outstretched arm.
- Get your child to hit the target with an implement in his hand (e.g. paper roll, toilet roll, short shaft racquet).



... needs visual cues for correct weight transfer?

- Place footprint markers on the floor as visual cues for weight transfer from the back to front foot.



... tends to keep non-striking arm still and next to the body?

- Get your child to hold a pair of rolled up socks in his non-striking hand.
- During the overarm strike, get your child to swing the non-throwing hand backward to drop the socks to the back. This backswing of the non-throwing hand helps to generate force for the strike.

Variations

“Can your child strike overarm...?”

How the body moves	Force/Effort	Time	Flow
	<ul style="list-style-type: none"> • like a badminton player • without moving his non-striking arm • as if swatting a mosquito 	<ul style="list-style-type: none"> • quickly • standing still (feet apart) • as if hitting a ballon/shuttlecock 	<ul style="list-style-type: none"> • repeatedly • like a robot with heavy arms • on tiptoe like a fairy
	<hr/>		
Where the body moves	Location	Direction/Pathways	Levels/Extensions
	<ul style="list-style-type: none"> • while standing in a hoop/on a marker • to land an object over a line • on one side of net 	<ul style="list-style-type: none"> • to the left/right • upward/downward • to land an object across the court 	<ul style="list-style-type: none"> • at an object hung slightly above his head while seated • an object just above his outstretched hand • while lying flat on the ground
With whom/What the body moves	Self (body parts)/People		Objects
	<ul style="list-style-type: none"> • with both hands • higher than his friend • to his partner on other side of the net 		<ul style="list-style-type: none"> • to burst soap bubbles • with a small/big paper plate or a roll of newspaper • with a flat-faced racquet

COMBINATIONS

- A hanging beach ball lightly/with great force, while seated on a low bench/stool with both feet apart and planted firmly on the ground
- To burst bubbles above his head, without moving from a defined boundary

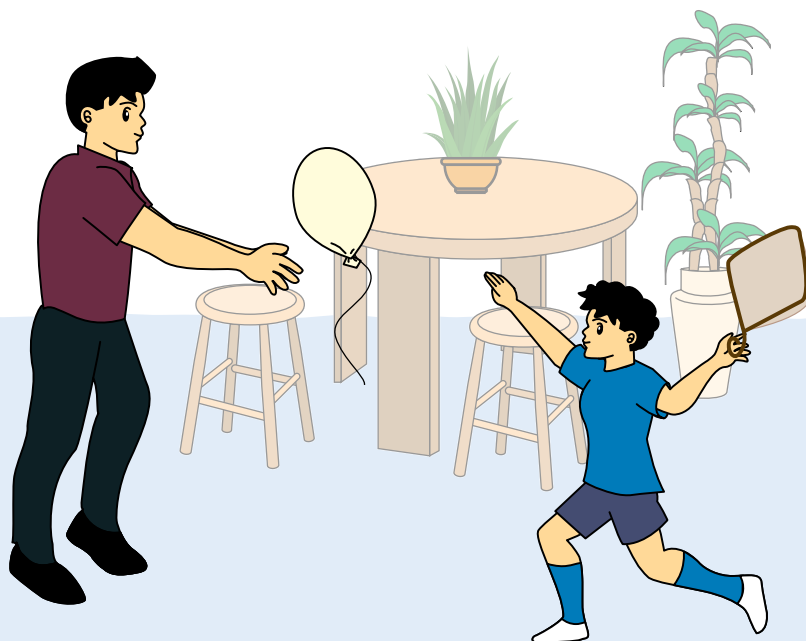
Activity 1

Overarm Striking




OBJECT CONTROL SKILLS

WHAT YOU NEED

- Unwanted stockings
- A hanger
- A balloon



HOW TO PLAY

-  • Get your child to hit a balloon towards you. Do this five times, using only his right hand. Repeat, using only the left hand. Next, alternate between right and left hands for five strikes each.
-  • Wrap unwanted stockings around a hanger. This will be your child's "racquet".
 - Repeat by getting your child to hit the balloon towards you for five times, using the "racquet" held only in his right hand.
 - Continue with the "racquet" held only in his left hand.
 - Next, alternate between right and left hands for five strikes each.
-  • Have your child keep the balloon up in the air by patting it with his racquet. Count the number of pats he can accumulate before missing the balloon.

BE AWARE

- Overarm striking is not random hitting of an object. It involves several movements, including swinging the striking hand backwards and near the ears for better momentum and accuracy.
- Repetitive striking to prevent a balloon from dropping to the floor will help your child learn to straighten his elbow and generate striking force.

Activity 2

Overarm Striking

OBJECT CONTROL SKILLS

WHAT YOU NEED

- A stuffed toy
- A box



HOW TO PLAY

- Hold and lift a box slightly above your child's head. Have him hold a stuffed toy in his hand. He must then jump and put the stuffed toy into the box.



- Challenge your child by holding the box at various heights.

BE AWARE

- Encourage your child to swing his hand backwards, close to his ear, to gain the momentum and accuracy to put the toy into the box.



Two-handed Sidearm Striking

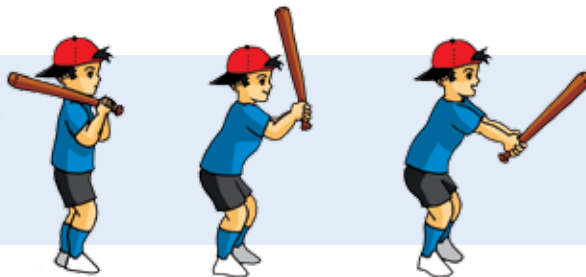
The two-handed sidearm strike is commonly used in ball games such as rounders, teeball, softball and baseball. Young children delight in the experience of batting a ball and sending it away with force.

This is a challenging hand-eye and foot coordination task for your young child, especially if the ball is travelling towards him. Start by allowing your child to strike a stationary ball, or one that is hung at waist level. Also have your child to try striking with the hand or fist first, before progressing to the use of bats or racquets (e.g. rolled-up newspapers, foam bats, short-shaft badminton racquets).

Developmental Phases

Two-handed Sidearm Striking

Initial



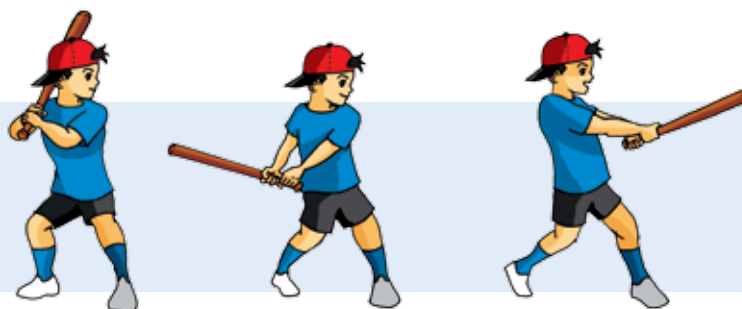
- Feet are stationary.
- Elbows are bent and arms swing bat from back to front.
- Body faces direction of oncoming object.
- Force is produced by straightening the elbows and swinging the bat downward.

Transition



- Hands hold bat close to the body.
- Prior to the strike, trunk turns to side, away from the direction of the oncoming object.
- Body turns to the direction of the object, with minimal body weight transfer from the back to the front foot.
- Force is produced when elbows straighten and the bat is brought to strike downward at an object.

Mature



- Hands hold bat near shoulder level with elbows bent at about 90°.
- To generate force, trunk rotates to the side as the body weight transfers to the back foot prior to the strike.
- As trunk rotates, bat is swung parallel to ground and body weight shifts from the back to the front foot.
- Bat strikes at the object as the body continues to rotate.
- Body weight on front foot at contact. Arms follow through, swinging bat over opposite shoulder.

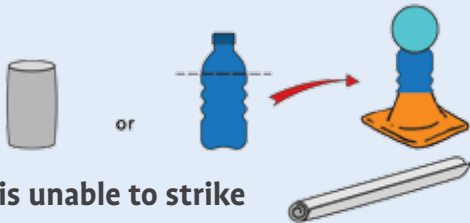
Approximate Age of Development (in years)

Initial	1	2	3	4	5	6	7	8	9	10
Transition	1	2	3	4	5	6	7	8	9	10
Mature	1	2	3	4	5	6	7	8	9	10

Teaching Strategies

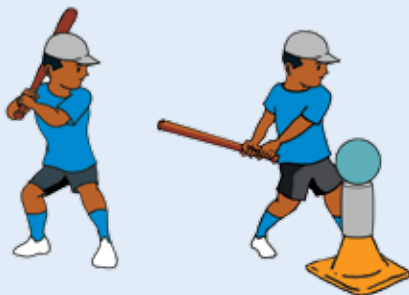
Two-handed Sidearm Striking

What to do if your child...



... is unable to strike an oncoming object?

- Create a simple tee. Cut top off plastic bottle or roll a vanguard sheet and place over a cone.
- Put a medium-sized beach ball on it.
- Get your child to strike with the palm/fist first before using a shorter, wider bat or a newspaper roll.

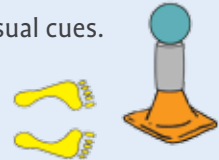


... tends to keep arms close to the body during the strike?

- Pre-strike, get your child to hold the bat with his arms flapped outward or 'chicken wing arms'.
- To strike, get your child to stretch arms out. A useful cue could be: "Lock your elbows and throw the key. Keep your elbows straight throughout the strike!"

... needs to learn the pre-strike position?

- Place footprint markers as visual cues.



... is learning to strike an oncoming ball?

- Hang a beach ball at child's chest level. Child to bat the stationary ball.
- If child is able, progress to gently swinging the ball towards him, and using big to medium-sized balls.

Variations in

“Can your child do a two-handed sidearm strike...?”

How the body moves	Force/Effort	Time	Flow
	<ul style="list-style-type: none"> • and send the ball far away • at a ball gently • at a hanging empty milk carton (waist level) with a racquet 	<ul style="list-style-type: none"> • only when he hear the whistle • slowly • in fast-forward motion 	<ul style="list-style-type: none"> • with his arms straightened out like a robot • without moving his feet • while taking a step forward as he strikes
	Where the body moves		
Where the body moves	Location	Direction/Pathways	Levels/Extensions
	<ul style="list-style-type: none"> • with feet on the footprint markers • at a ball on the tee • a ball towards the wall 	<ul style="list-style-type: none"> • to hit the smiley face poster • downward • to land the object on the line 	<ul style="list-style-type: none"> • at objects placed at slightly below waist level • with his hands swinging from the waist
With whom/ what the body moves	Self (body parts)/People		Objects
	<ul style="list-style-type: none"> • with both hands • with left/right hand • and send an object over his partner's head 		<ul style="list-style-type: none"> • at the hanging plastic bottles • with an implement (newspaper roll) • to send an object over the net

COMBINATIONS

- At an empty milk carton on a tee lightly with the newspaper roll
- At a ball on a tee with great force to land it across a line marked by two cones at a distance, without moving his feet

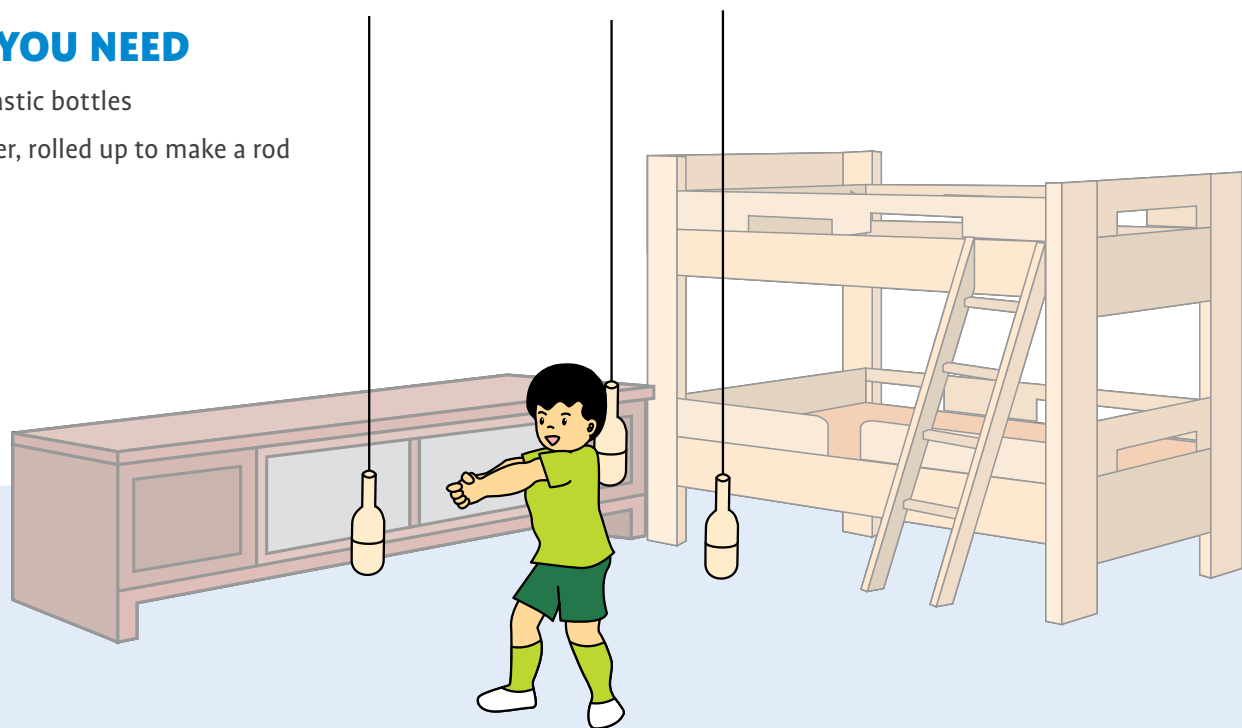
Activity 1

Two-handed Sidearm Striking

OBJECT CONTROL SKILLS

WHAT YOU NEED

- Empty plastic bottles
- Newspaper, rolled up to make a rod



HOW TO PLAY

- Hang a few empty plastic bottles at your child's waist level.
- Have your child bat at the bottles with his hands. He must put his hands together, with arms interlocked and outstretched.
- Repeat the activity, using a newspaper rod.

- Challenge your child to complete batting at all the bottles within a specific time frame.

BE AWARE

- Get your child to stand sideways to the empty bottles.
- He should keep his feet shoulder-width apart to maintain balance.

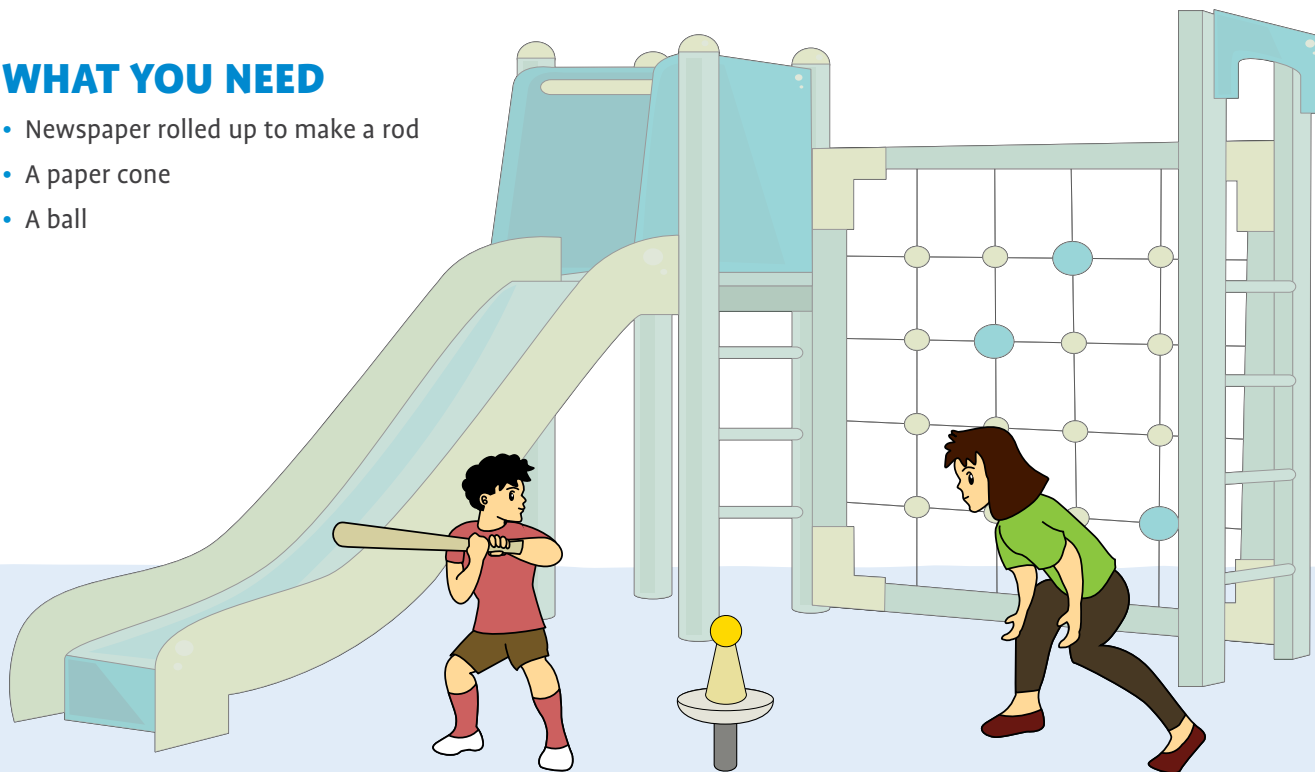
Activity 2

Two-handed Sidearm Striking

OBJECT CONTROL SKILLS

WHAT YOU NEED

- Newspaper rolled up to make a rod
- A paper cone
- A ball



HOW TO PLAY

- Place a ball on top of a paper cone. Position the cone at your child's waist level.
- Get your child to use a newspaper rod to hit the ball towards you, the catcher.
- Have him count the number of successful strikes within a specific time frame.



- For an older child, increase the distance between you and your child.

BE AWARE

- Your child should first lift his arms and bend his elbows like chicken wings. As he bats, he should allow his arms to straighten and rotate. Arm rotation will generate force for effective batting.
- Prompt your child to always keep his arms and bat straight, and below his head.



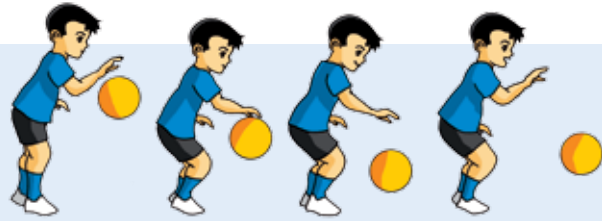
Bouncing

Bouncing requires your child to track the up and down movement of a ball, and to push it downward firmly so that it will rebound. Bouncing can be done on the spot (stationary), or on the move.

The challenge this skill presents for your young child is the short time lag between the up-down motion of the ball, requiring him to react fast enough to keep up with the repetitive movement pattern. Bouncing, needed in games like basketball, develops hand-eye coordination and responses to rebounding objects.

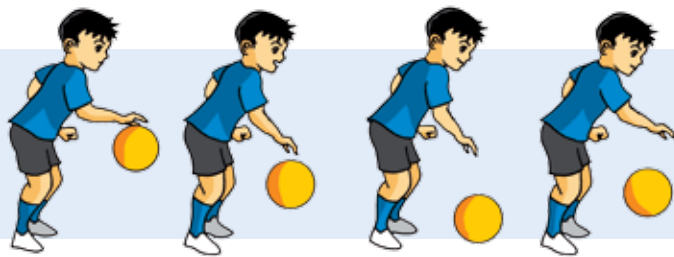
Developmental Phases

Bouncing



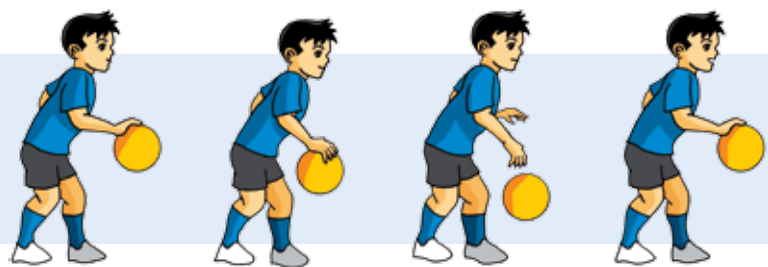
Initial

- Holds ball with palms facing each other.
- Body weight is on both feet.
- Arms drop ball downward and palm attempts to slap at ball as it rebounds.
- Ball bounces close to body. Height of bounce decreases with each unsuccessful slap at ball.
- Eyes focused on the ball.



Transition

- Holds ball with one hand on top and the other near bottom of ball.
- Body leans forward slightly with body weight on both feet.
- Top hand and arm push ball downward with an inconsistent force.
- For subsequent bounces, elbow extends and palm slaps at ball.
- Unable to control ball after the first two to three bounces.
- Eyes focused on the ball looking up occasionally.



Mature

- One foot behind the other, with foot opposite bouncing hand in front.
- Body leans forward slightly, with ball maintained at or near waist level.
- Ball is pushed towards ground by finger-tip pads with flexion at wrist.
- Arm straightens during follow-through, with good control on ball.
- Able to apply consistent force for continuous bounces, and bounce with either hand.
- Able to look up occasionally while bouncing.

Approximate Age of Development (in years)

Initial	1	2	3	4	5	6	7	8	9	10
Transition	1	2	3	4	5	6	7	8	9	10
Mature	1	2	3	4	5	6	7	8	9	10

Teaching Strategies

Bouncing

What to do if your child...



... tends to slap at ball?

- Get your child to sit and practise “drop, catch” a few times, slowly at first and building up speed progressively.
- Ensure his fingers are spread out on top of ball during the catch.



... is unable to bounce continuously?

- Get your child to “drop, push, catch”; “drop, push, push, catch”.
- Place your hand on top of your child’s hand to guide and help him experience the pushing action.

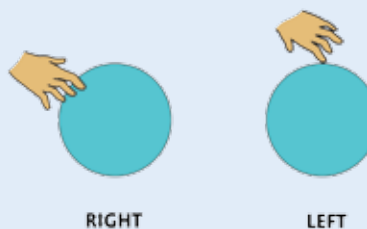
... needs reminder to bounce with finger pads?

- Get your child to stand with his feet shoulder-width apart, and with knees slightly bent.
- Give cues to “drop catch”, followed by “drop, push, catch”, then “drop push, push, catch” and so on.
- Increase “push” cues progressively for continuous bounce.



... tends to bounce only with one dominant hand?

- Get your child to bounce with alternate hands (e.g. right, left, right, left).



Variations

“Can your child bounce...?”

How the body moves	Force/Effort	Time	Flow
	<ul style="list-style-type: none"> forcefully with fingers straightened out a small/medium-sized ball gently as if the ball were fragile 	<ul style="list-style-type: none"> quickly/slowly in alternating quick-slow rhythms and the hold ball for three seconds before bouncing again 	<ul style="list-style-type: none"> three times and then catch the ball and catch accordingly to odd/even counts as many times in 30 seconds
	Where the body moves	Location	Direction/Pathways
<ul style="list-style-type: none"> while seated/standing on the spot with the ball near/far from the body 		<ul style="list-style-type: none"> against the wall and catch the ball when it rebounds to one side in a circle on the spot 	<ul style="list-style-type: none"> below the hip above shoulder level at alternating low-high levels
With whom/ what the body moves		Self (body parts)/People	Objects
	<ul style="list-style-type: none"> with his fingers spread out on ball with his left/right hand five times and then pass ball to a partner standing nearby/far away 	<ul style="list-style-type: none"> to land the ball on a flat marker/chalk mark inside a hoop 	

COMBINATIONS

- A medium-sized ball as quietly as possible and call out the number of fingers held up by his partner
- Below the hip, alternating between the left and right hand

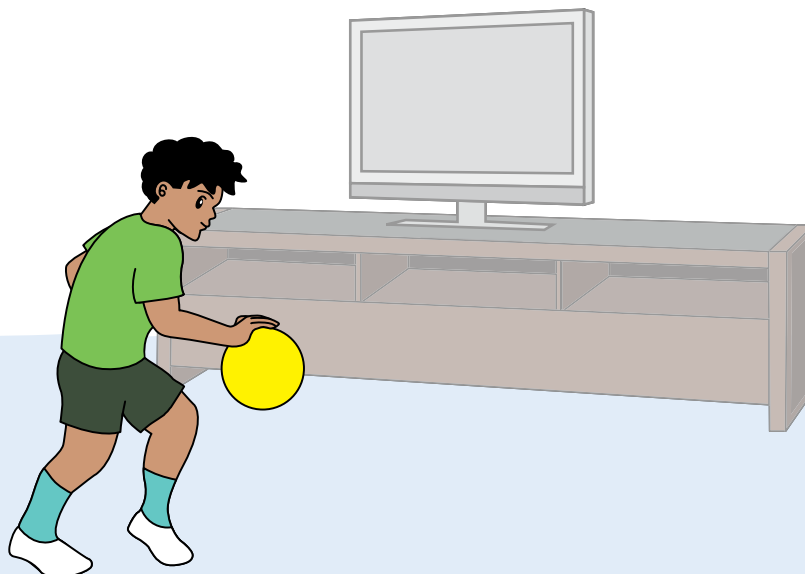
Activity 1

Bouncing

OBJECT CONTROL SKILLS

WHAT YOU NEED

- A ball



HOW TO PLAY

- Ask your child to drop a ball once and try catching it (Drop-catch).
- Gradually increase the number of drops. Drop-drop-catch, drop-drop-drop-catch, etc.
- Add in variations to the drop-catch activity.

Ways to drop-catch a ball

- While kneeling on one knee.
- While kneeling on both knees.
- In a wide sitting position.
- With each consecutive bounce, alternate between standing and kneeling positions.
- while walking in a circle.



- Do the drop-catch in a static position.
- Your child must look up and shout out the number of fingers you hold up. He must simultaneously bounce to the number.

BE AWARE

- Remind your child to keep the ball at waist level. This is for better control of the ball.
- Train your child to look up and shout out the number of fingers you hold up, while he is bouncing the ball. This will help prevent collisions when he plays team sports in the future.

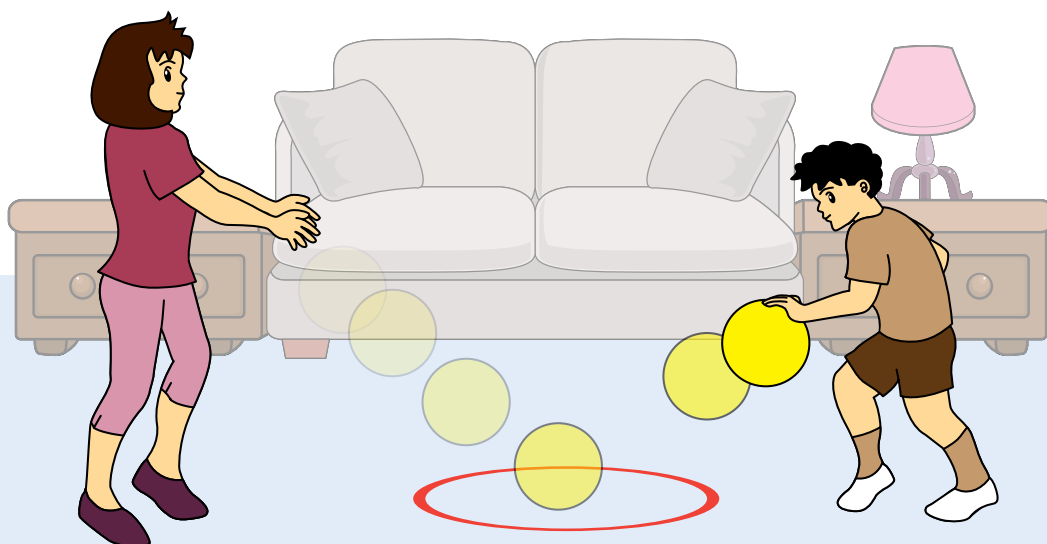
Activity 2

Bouncing

OBJECT CONTROL SKILLS

WHAT YOU NEED

- A hula hoop or tape
- A ball



HOW TO PLAY



- Place a hula hoop between you and your child, or use the tape to form a circle on the floor.
- Stand two giant steps away from the hula hoop, opposite to each other.
- Bounce a ball to each other. With each bounce, the ball must hit the floor inside the hula hoop or circle.

BE AWARE

- Encourage your child to tap the ball with greater strength. This will help the ball bounce in the centre of the hula hoop, and then out to the catcher.
- Make sure the fingers of the hand bouncing the ball is spread, open and apply consistent force on the ball.
- This activity will train your child to straighten his arms and have good control on the ball.



Dribbling with Hand

Dribbling with hand occurs when the ball is pushed in a forward-and-downward movement. It requires good dynamic balance and space awareness as your child needs to travel with a ball that is usually leading. Generally, only children who have achieved some proficiency with the bounce can dribble with hand.

Although dribbling with hand is a skill used primarily in the game of basketball, many children are drawn to the inherent attraction of moving with a ball. The developmental phases of this dribbling skill are similar to those of bouncing.

Teaching Strategies

Dribbling with Hand

What to do if your child...



... has difficulty travelling with the ball?

- Get your child to walk and “drop, catch” ball, always dropping it a little forward and catching it at about waist level.
- Walk with your child and prompt him to stay close to the ball.



Drop

Push

Catch

... is unable to dribble continuously?

- Get your child to “drop, push, catch”; “drop, push, push, catch” and so on.



... does not look ahead when dribbling?

- Get your child to practise dribbling along a marked line from one end to the other.
- Progress to directional changes if child is able.

... tends to collide with others when dribbling?

- Prepare two or three differently coloured bean bags/“traffic lollipops”.
- Children to dribble freely around space.
- At regular intervals, call out for the children to look up and name the colour on display.



Approximate Age of Development (in years)

Initial	1	2	3	4	5	6	7	8	9	10
Transition	1	2	3	4	5	6	7	8	9	10
Mature	1	2	3	4	5	6	7	8	9	10

Variations

“Can your child dribble with hand...?”

How the body moves	Force/Effort	Time	Flow
	<ul style="list-style-type: none"> • a heavy/light ball • small/medium-sized ball • quietly/loudly 	<ul style="list-style-type: none"> • quickly/slowly • in alternating quick-slow timing • from one cone to another taking big/small steps 	<ul style="list-style-type: none"> • while stopping at every third bounce to change direction • following a drum beat • and travel freely around space
	<hr/>		
Where the body moves	Location	Direction/Pathways	Levels/Extensions
	<ul style="list-style-type: none"> • and turn around on the spot • to the wall and back • up a ramp 	<ul style="list-style-type: none"> • forward/backward • diagonally • along a straight/zigzag line 	<ul style="list-style-type: none"> • below the knee level • in varying low-medium-high levels • keeping ball close to/far from his body
With whom/What the body moves	Self (body parts)/People		Objects
	<ul style="list-style-type: none"> • with both hands • with alternating left-right hand • to a partner standing nearby/at a distance 		<ul style="list-style-type: none"> • around a hoop • in and out of a hoop • to and from between two cones spaced apart

COMBINATIONS

- A medium-sized ball below the hip, along the lines on the basketball court, and changing direction when he reached a cone on the line
- Lightly, slowly, and between two wide lines on the floor

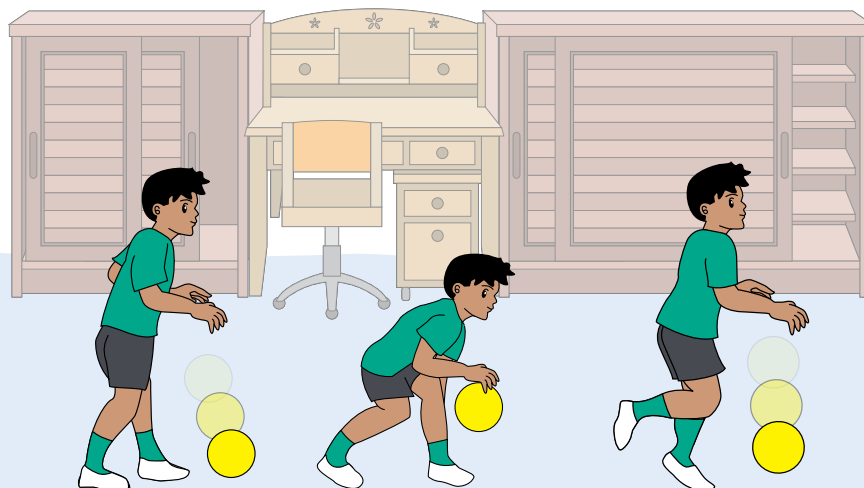
Activity 1

Dribbling with Hand

OBJECT CONTROL SKILLS

WHAT YOU NEED

- A ball



HOW TO PLAY

- Have your child sit down and drop-catch a ball.
- Get your child to do the activity in different ways.

Ways to drop-catch a ball

- With both hands while standing.
- With both hands while walking around the entire house.
- With one hand while standing.
- With one hand, while alternating between sitting and standing with each bounce of the ball.
- While hopping.
- While skipping.
- While jumping.



- Challenge your child to dribble using other parts of his body, such as his wrist or elbow.



- Do this activity with your child. He has to try and match your bouncing rhythm.

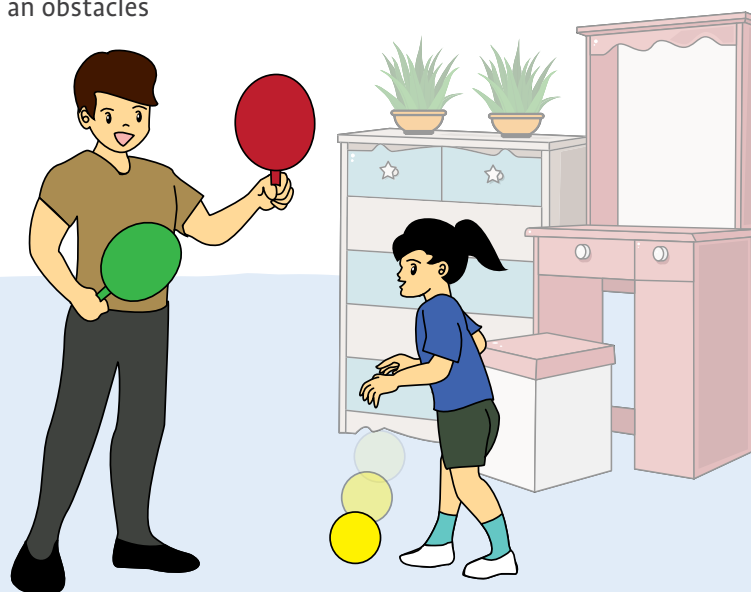
Activity 2

Dribbling with Hand

OBJECT CONTROL SKILLS

WHAT YOU NEED

- A ball
- Big cut-out circles in three colours, green, yellow and red
- Objects found at home to serve as obstacles



HOW TO PLAY

- Get your child to explore dribbling with a ball.
- Encourage him to walk around while dribbling.



- Have him dribble to your instructions.

Instructions

- Start dribbling around when the light is green.
- Prepare to stop when the light is yellow.
- Stop and freeze when the light is red.



- Challenge your child. Randomly place objects found at home within the play area. Ask your child to continue dribbling to your instructions while avoiding the obstacles.
- Challenge your child further. Have him repeat the activity while jogging, hopping, skipping or jumping.

BE AWARE

- Flashing different colours will train your child to look up and avoid collisions while travelling.



Dribbling with Long Implement

Dribbling with long implement involves controlling an object with an implement (usually a stick) and travelling with it. It is a common skill in games like hockey and floorball.

This is a good hand-eye coordination movement skill that requires your child to track and control a moving object on the ground while maintaining stability of his moving body. Dribbling with an implement can be a fun and engaging activity for a toddler. It hones his walking and running skills, while building his awareness of effort, space and relationship.

Developmental Phases

Dribbling with Long Implement



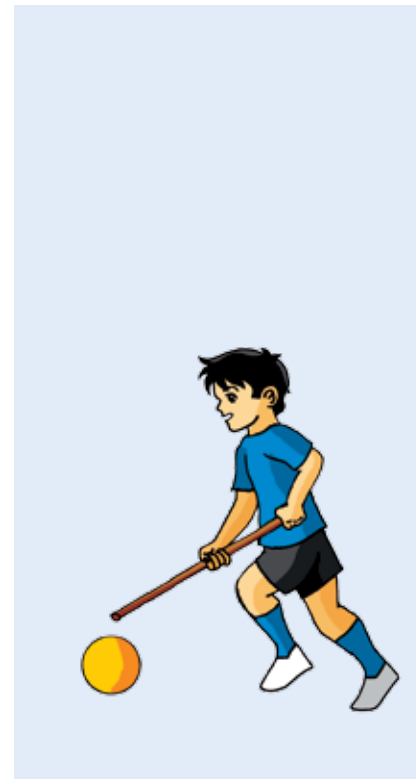
Initial

- Tends to hold the implement with one hand.
- Implement is held in front of body, hitting (instead of pushing) the ball at a distance in front.
- Tends to chase object with no directional control of ball.
- Eyes focused on the object or implement.



Transition

- Holds the implement with both hands at the top of the implement.
- Attempts to push object forward, occasionally contacting with ball on either side with implement.
- Tends to chase object with some directional control of ball.
- Eyes are focused on the object or implement.



Mature

- Holds the implement with his non-dominant hand on top of implement while his dominant hand is about a quarter way down the implement.
- Knees are bent slightly with forward body lean during the dribble.
- Implement contacts ball on either side, pushing ball gently forward. Ball is well controlled and kept close to the implement throughout the dribble.
- Able to look up occasionally.

Approximate Age of Development (in years)

Initial	1	2	3	4	5	6	7	8	9	10
Transition	1	2	3	4	5	6	7	8	9	10
Mature	1	2	3	4	5	6	7	8	9	10

Teaching Strategies

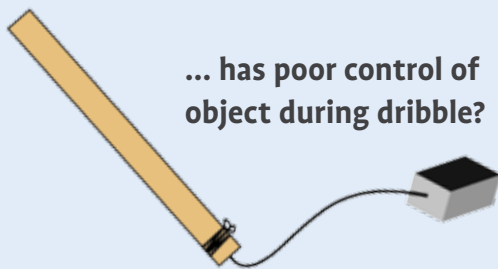
Dribbling with Long Implement

What to do if your child...



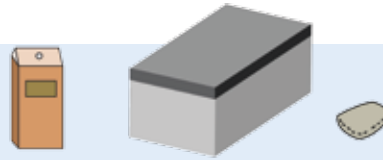
...needs to learn to hold the implement properly?

- Tape two markers in different colours on the implement (for right-handers: write LEFT on the top mark and RIGHT on the bottom mark). The reverse for left-handers.



... has poor control of object during dribble?

- Attach object to the implement with a string that is about half-metre-long. This helps ensure that the object stays close to your child.



... has difficulty controlling a ball?

- Get your child to practise dribbling objects that do not roll (e.g. shoebox, beverage carton, bean bag).



... tends to hit object away instead of dribbling object?

- Line three to four cones at short distances apart. Get your child to walk and dribble, weaving in and out of cones slowly.

Variations

“Can your child use a long implement to dribble...?”

How the body moves	Force/Effort	Time	Flow
	<ul style="list-style-type: none"> • an empty tissue box • a deflated ball • a heavy object 	<ul style="list-style-type: none"> • slowly/quickly • slowly before a cone and quickly after it • in slow motion 	<ul style="list-style-type: none"> • while balancing a small towel on his head • and change direction at every cone/marker • to other end of room without stopping
	Where the body moves		
Where the body moves	Location	Direction/Pathways	Levels/Extensions
	<ul style="list-style-type: none"> • in a square space marked by four cones • between two lines • to a line nearby/far away 	<ul style="list-style-type: none"> • forward/backward? • left/right/diagonally • in a straight/zigzag/curved line 	<ul style="list-style-type: none"> • with a stiff and straightened body • with knees bent • with trunk slightly bent
With whom/What the body moves	Self (body parts)/People		Objects
	<ul style="list-style-type: none"> • around a partner • following a partner • with hands close to his body 		<ul style="list-style-type: none"> • using a taped newspaper roll • around the outside of a hoop • between two cones

COMBINATIONS

- A shoebox (taped up) slowly with his partner following behind
- A plastic bottle half-filled with water along a zigzag line while balancing a small towel on his head

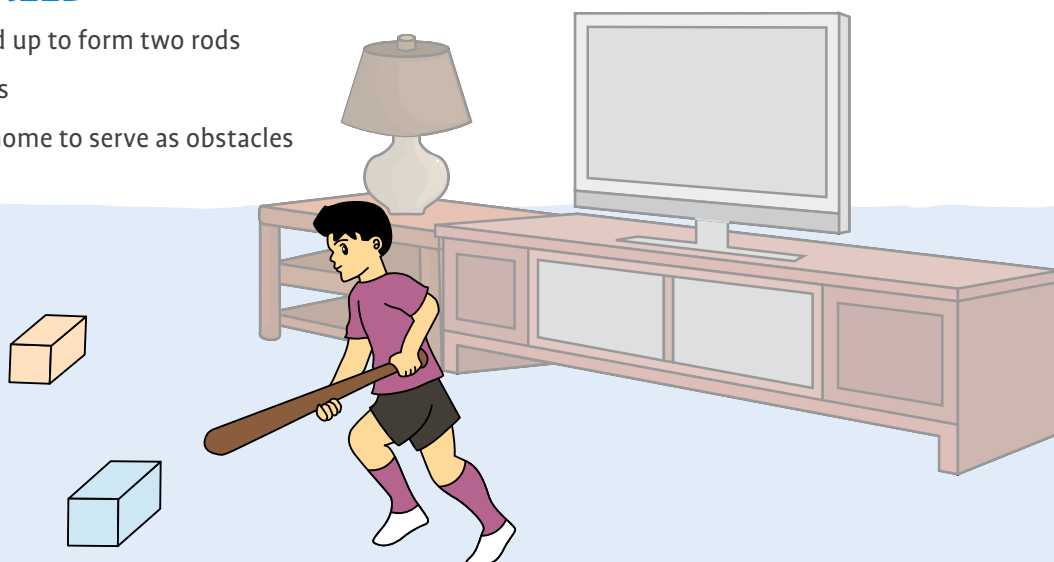
Activity 1

Dribbling with Long Implement

OBJECT CONTROL SKILLS

WHAT YOU NEED

- Newspapers, rolled up to form two rods
- Empty tissue boxes
- Objects found at home to serve as obstacles



HOW TO PLAY

- Have your child dribble empty tissue boxes around the house with a newspaper rod.
- Repeat the activity, this time placing obstacles around the house for your child to dribble past.



- Challenge your child further. You and your child must hold a rod each and compete who can dribble the empty box towards a specific area first (eg. bedroom).

BE AWARE

- Ask your child to hold the newspaper rod with both hands, with his non-dominant hand at the top end and his dominant hand away from the top.

Activity 2

Dribbling with Long Implement

OBJECT CONTROL SKILLS

WHAT YOU NEED

- Newspapers, rolled up to form a rod
- An empty carton
- Rolled-up socks



HOW TO PLAY

- Lay out as many rolled-up socks as possible. Place an empty carton on its side on the floor to act as the goal.
- Have your child use a newspaper rod to dribble as many rolled-up socks into the carton as possible, within a specific time frame.