A court is divided into 2 with a player in each half. The server serves the ball into the receiver’s half – the receiver tries to catch the ball after one bounce. (Play 1 v 1.)

**What you need**
- One volleyball or similar per pair
- A court surface that allows the ball to bounce
- 6 markers per court

**What to do**

**SETTING UP**
- Form pairs – see e.g. Form a Group
- Players in position as shown – player with the ball serves.

**PLAYING**
- The ball must cross the line above waist height.
- Play continues until one player cannot return the ball after one bounce, or the ball is thrown out of court, or the receiver drops the ball.
- The serve alternates between players.
- Play to a specified number of points, (e.g. 5) or a set time limit (e.g. 3 minutes).

**Scoring**
One point is scored for winning the rally. Points scored if:
- ball is not returned after one bounce
- ball is thrown out of court
- receiver drops the ball.

**Change it**
- Play 3 v 3 – alternate serves between teams. Ensure each player has an opportunity to serve.
- Restrict the time in possession depending on the ability of the players, e.g. 3 seconds or more.
- Provide a ‘no-go’ or bounce-free zone.
- Restrict the type of passes that players can use e.g. chest pass, one handed pass, overhead pass, underarm pass.

**LEARNING INTENTION**
2 square bounce aims to develop the concepts of finding space, anticipation, teamwork and deception.
change it...

Coaching

> Demonstrate the activity using players from the group.
> Let the game run a little before any intervention – ‘let the kids play!’
> Use player role models to help players understand the concepts of the game – finding space, anticipation, teamwork and deception.
> Try different combinations, e.g. 2 v 1.
> Use a smaller court area to balance play.

Game rules

> **Easier** – allow 2–3 bounces, or use slower balls.
> **Harder** – bonus points for catching/hitting the ball on the full. Players use a small bat or their hand.

Equipment

> **Smaller ball**
> **Bat** – use hand as a bat, or use a paddle bat.

Playing area

> **Vary the pass** – allow players to choose or specify the type of pass.
> **Choose player pairs** (similar ability) carefully, use uneven combinations, e.g. 3 v 2, where necessary.
> **Ball must cross centre of court above waist height.**
> **Allow underarm throws.**

Safety

> Start with passes that are not too vigorous.
> Ensure the playing area is free of obstructions.
> With more than one player on the same court, encourage communication.
> Ensure sufficient space between courts.

ASK THE PLAYERS

Server

> ‘Where is the best place to bounce the ball?’
> ‘How can you get your opponent out of position so you can win the point?’
> ‘How can you deceive your opponent so they don’t know where the ball will bounce?’

Receiver

> ‘Where should you stand so you’re ready to catch the ball after it bounces?’
> ‘How could you modify the rules to allow all players to be successful?’
> ‘Can you anticipate where your opponent will bounce the ball? How will this help?’
> 2 v 2 or 3 v 3 games – ‘How can you work as a team to cover the court to make scoring difficult for your opponent?’
In pairs, players try to make as many passes to each other as they can in 60 seconds. To add a challenge, the pass has to be across a different boundary line every pass.

What you need
- Any suitable ball, e.g. volleyball or similar
- A playing area suitable for the activity and free of obstructions
- Sufficient space between games
- Markers

What to do
- Start within the marked area near the centre.
- All move in the same direction, e.g. clockwise.
- Passes can only be made across a boundary line.
- Each pass has to be over a different boundary line.
- Change partners on each round.

Scoring
- Highest number of passes in the set time (60 seconds).
- Play for several rounds.

TEACHING TIPS
- Provide individual skill instruction if required off-court e.g. catching technique for catching whilst on the move OR passing the ball ahead of partner so they can meet the pass whilst running.

LEARNING INTENTION
Boundary pass supports students to develop their passing and catching skills whilst in motion and under time pressure.
**Coaching**
- Provide individual skill instruction, if required, off court, e.g. if players need assistance with an option such as hitting to each other with a paddle bat and ball.
- Use player role models to highlight effective passing.

**Game rules**
- Allow more than one pass across a boundary.
- **Vary the pass** – throwing is an option.
- Alternate which side of the boundary the player takes, e.g. receive pass on the inside, move to receive next pass on the outside.
- **Play in groups of 3** – ensure playing area is large enough.
- **Include all** – Use a smaller playing area and smaller group. Allow more than one pass across a boundary.
- **Passing options** – hockey sticks (one per player) and soft hockey ball, paddle bats (one per player) and tennis ball, soccer ball

**Playing area**
- Change the dimensions of the playing area. This is an important safety measure (to allow sufficient space between players) as well as a method to vary the challenge.
- If using a paddle bat and ball, start with a smaller area.
- Use up to 4 areas to increase active participation.

**Equipment**
- Vary the type, size, colour and sound of the ball according to players’ abilities.

**Safety**
- Ensure adequate space for the number of players and safe spacing between groups.
- Encourage players to be aware of others around them – use peripheral vision while keeping an eye on the ball.
- Hockey sticks must not be raised above waist height.
- Only retrieve out-of-area balls from another area if play has stopped.

**ASK THE PLAYERS**
- What passing technique did you find to be the most accurate?
- What passing technique did you find to be the fastest?
- How did you combine speed and accuracy to get the highest number of passes in the set time?
- How can you make quick passes while making sure you don’t bump into other players?
Defend the zone

Runners start in the middle, move to one end and try to hit a target. After 4 steps they must either bounce the ball or pass it. Interceptors must prevent the ball from hitting the target. (Teams of 3 or more.)

**What to do**

The game starts in the middle of the court – 4 v 4.

**Runners** (attack)

- Players are not permitted to enter the ‘no-go’ zone.
- Players must pass if tagged.

**Interceptors** (defence)

- Must prevent the ball from hitting the target.
- If the interceptors gain possession of the ball, they become runners and pass towards their cone.

**Scoring**

- **Runners** – One point for reaching and hitting their target.
- **Interceptors** – one point if they intercept a ball.

**LEARNING INTENTION**

Defend the zone combines passing, catching, running and bouncing with the need to evade defenders ‘interceptors’ and hit a target. Interceptors have to ‘read the play’ and anticipate the runners’ throws.

**What you need**

- Target – large cone or cricket wicket or alternative
- One ball per pair (volleyball size)
- Markers or tape to mark ‘no go’ zones
- Suitable indoor or outdoor playing area (basketball court size)
Defend the zone

Coaching
- ‘Freeze-frame’ games (i.e. stop the play at key moments) to highlight good examples of attack and defence. But use the ‘freeze-frame’ sparingly and let the kids play!

Rules and roles
- Vary the number of steps allowed by the runner.
- Change the method of travelling with the ball, e.g. hop or jump.
- Try uneven teams, e.g. 4 v 3 or 4 v 2.
- Easier for runners – interceptors must stay 1m or more from runners.

Equipment
- Use different balls: vary size, shape and hardness depending on the ability of the players.

Playing area
- Separate cones – use 2 cones, 2 metres apart.
- Change the dimensions of the playing area to make it easier or harder.

Safety
- Ensure a smooth playing area with adequate space between groups.
- No contact between players.
- The ball cannot be taken from another player’s possession.

ASK THE PLAYERS

Runners with the ball (attackers)
- ‘If you don’t have the ball, how can you help your partner?’
- ‘Is it better to pass to your team-mate when you are close to the defender or further away?’

Interceptors (players without the ball)
- ‘Where will you move to defend the cone?’
- ‘How can you put pressure on the person with the ball?’
Defenders on the line

2 teams of 4 – the playing area has a score line at each end. The team with the ball aims to pass or dribble the ball (basketball style) over their opponents’ scoreline. Teams are allowed 3 minutes possession.

What you need
- Indoor or outdoor playing area (netball or basketball size – this can vary with the size and skill of the players)
- Medium-sized ball
- 4 bibs or alternative to distinguish players
- Harder variation – hockey or softcrosse sticks; soccer balls or footballs

What to do
- Form 2 teams of 4 (see Form a group for forming teams).

Team with the ball
- Maintain possession for 3 minutes and cross their scoreline as many times as possible. After 3 minutes, possession changes. Vary the time to suit the group.
- After scoring, the ball is thrown from the goal-line to a team-mate. Defenders must stay back 3 metres until the ball is in play.

Team without the ball
- Try to intercept the ball or tag a player with the ball.

Ball out-of-court
- Possession is maintained but the ball is taken from the sideline.

Variations
1. Divide the court into two – allow a maximum of 3 players per team in each half.
2. 3 hoops for the scoring zone – the ball must be bounced or placed in one of the hoops.
3. Players must take turns to score.

Scoring
- Players in possession catch and run or dribble the ball across their own scoreline – score 2 points.
- Score as many points as possible in 3 minutes.
- Defenders (team without the ball) can tag attackers and receive one point – but attackers keep the ball for their 3 minutes.

Note – No contact between players (except for tagging). Ball cannot be taken out of the hands of a player.

LEARNING INTENTION Defenders on the line links to activities requiring defending, marking and teamwork. It can lead on to invasion games such as basketball, football codes, handball, hockey, netball, softcrosse/lacrosse, touch.
Defenders on the line

Coaching

> Ask the players for ideas to promote inclusion.
> If players become fatigued, use rest times between games to discuss options.

Game rules

> 3 hoops scoring zone.
  *Ask the players* – ‘How can you maintain quick scoring with the smaller targets?’

> Everyone scores – players take it in turn to score.
  *Ask the players* – ‘How can you work as a team to enable each player to score in a set order?’

> Change the team size – try different combinations: 3 v 4, 4 v 5 etc. (This can be a good way to promote inclusion.)
> Dribble with feet – using this as an indoor option helps to contain the ball.

Equipment

> Use different balls – vary size, shape and hardness.

> Use equipment to send the ball
e.g. hockey sticks or softcrosse sticks and an appropriate ball.

> Kicking – the ball may be kicked instead of thrown.

Playing area

> Promote inclusion by creating ‘exclusion zones’ where only designated players are allowed.
> Experiment with different-sized playing areas.
> Divide the court into 2 halves – allow a maximum of 3 players per team in each half.

Safety

> Ensure adequate space for the number of players. If a kicking version is played, there should be enough space between designated playing areas.

> If a hockey stick is used, it should not be raised above waist height.
> For the kicking version, start with a soft/slow ball.
> No physical contact except for tagging – between knees and shoulders only.
> Players should have done space/player awareness activities before playing. See All in tag and Look out for others!

ASK THE PLAYERS

Attackers (team with ball)

> ‘Is it better to dribble or pass the ball to score quickly?’
> ‘When is it worth risking the long pass?’
> ‘Where can you position yourself in relation to the ball carrier and your team-mates so that you can assist?’

Defenders (team without the ball)

> ‘Is it better to go for the intercept or protect the scoring zone?’
> ‘How can you work together to stop a pass from getting through?’
> ‘Is it better to pressure the thrower or the receiver? Why?’
Players (dribblers) with a ball move around the court dribbling. One or 2 players are robbers and they attempt to intercept dribblers’ balls without making body contact. (Play with one robber per 4 dribblers, for example).

**What you need**

- 4 balls per 5 students (basketballs, volleyballs, soccer balls or soft hockey balls)
- A playing area suitable for dribbling and free of obstructions for 5-6 groups of 5 students.
- Sufficient space between games
- Markers

**What to do**

**Dribblers**

- Try to maintain possession.
- Dribblers must dribble the ball as they move around the court.

**Robbers**

- Robbers try to win possession of a ball.
- Dribblers who lose possession become robbers and try to gain possession of another dribbler’s ball – but not the ball they have just lost.

**Coaching**

- The kicking and hockey dribbling options can be used with groups who have some familiarity with these methods.
- Set personal targets for the players.

**TEACHING TIPS**

- When dribbling the ball always keep the ball close to you to protect it from the robbers.
- Use short kicks, low bounces when dribbling to avoid the ball getting too far out of reach.
- Practising changing directions while dribbling so that you can avoid running towards robbers who might steal your ball.

**LEARNING INTENTION**

*Dribblers and robbers* is an invasion game where ball-control skills and accurate dribbling are developed. Robbers practise defensive techniques required to regain possession of the ball.
**Game rules**

- **Dribbling rule** – relax the ‘dribble when travelling’ rule. Allow a combination of running and dribbling, e.g. dribble every third or fourth step. Be prepared for some liberal interpretations of the rule!
- Vary this rule according to ability.
- If using a basketball or volleyball, the ball is dribbled by bouncing.
- **Fewer balls** – e.g. one ball per pair of dribblers. Allow dribblers to pass the ball as well as dribble.
- **End to end** – all dribblers start at one end and have to get to the other end while avoiding robbers.
- Robbers – vary the number.
- Provide a ‘no-go’ zone for a player if their ability level makes this necessary. Robbers are not permitted into the ‘no-go’ zone.

**Equipment**

- Vary the type of ball/sticks according to players’ abilities.

**Playing area**

- Change the dimensions of the playing area according to the ability of the group.

**Safety**

- Ensure adequate space for the number of players.
- Encourage players to be aware of others around them – i.e. keep an eye on the ball while looking around.
- Body contact is not permitted.
- Hockey sticks must not be raised above waist height.

**ASK THE PLAYERS**

- Which part of the foot did you use to dribble the soccer ball in order to maintain control?
- Where did you bounce the ball when dribbling the basketball in order to maintain control?
- What technique did you use to prevent the robbers from stealing your ball?
- When you were a robber how did you try to “get in close” so that you could steal the ball?
- How did you know where to run in the space in order to avoid the robbers?
Cooperative passing. Players form a circle with 2 balls. The balls are thrown from player to player. The aim is for one ball to catch up to the other. An easy version starts with hand to hand passing. (Play with 6 or more.)

**Change it**
- A player with less advanced coordination and motor skills can be included by having another player standing close and sending a short throw or simply passing the ball.

**Game rules**
- **Vary the pass** – an easy version starts with the players close to one another and passing the ball, hand to hand. Use different levels, e.g. knees, shoulder or above the head.

What to do

**Setting Up**
- Play on dry land or in a suitable pool.
- Use 2 balls for each circle of 6–8 players – separate the balls by several players.

**Playing**
- Pass the balls around the circle, trying to overtake the ball in front.
- Call ‘change’ to change the direction.
- Players should be spaced to suit the pass being used.

- **Catch, do something and throw** – e.g. bounce, around the body, through the legs.
- **Three balls**
- **Beat the ball** – the coach calls a player ahead of receiving the ball. The nominated player passes the ball and runs the circle trying to beat the ball. The size of the circle may need adjusting.

**From a sit** – throw or roll.

**Catch ½ turn**

**Playing area**
- Bigger or smaller circle

**Safety**
- Choose a ball and distance to suit the level of the players.

**Learning Intention**
*Run the circle* is an introductory passing and catching activity. Different ability groups can be accommodated by the variations.
This is a variation of *Run the circle*. Cooperative passing. Players walk or run around a circle receiving a ball from a feeder at the centre of the circle. An easy option starts with walking and rolling the ball.

**What to do**

**SETTUP**
- Form groups with a safe separation between circles.
- One ball for each circle.
  Vary the type of ball depending on the ability of the group.

**PLAYING**
- Select a player to stand in the middle.
- Start slowly and build up speed.
- The players on the circle have to run in a clockwise direction whilst the feeder throws the ball to each in turn.
- Receivers return the ball as they run.
- Call ‘change’ to change the direction of run.
- Vary the feeder frequently.

**Change it**
- **Receive, bounce and return** – what else can you do with the ball before returning it?
- **Other** – type of ball | type of throw including bounce pass | size of circle | maximum number in a given time | speed around the circle | type of locomotion.

**Safety**
- Player 2, with limited mobility or less developed throwing/catching skills, stands just off the circle – distance and type of pass will depend on ability.
- The receiver closest to player 2 (i.e. player 1 in the illustration) passes or hands over the ball to player 2.
- Player 2 returns the ball to player 3, who in turn sends it back to the feeder.
- The activity continues.

**Choose a ball to suit the ability of the players.**
Gates are set up over a course. Players in relay teams hit, push/roll or dribble a ball around the course passing between each gate.

What you need

- Field markers or cones set out as shown
- One hockey stick or similar per person
- One ball (sponge ball, softball, soccer ball or volleyball) per person
- Stopwatch

What to do

- Start by pushing/rolling the ball around the course from a start gate.
- Allow children to choose their own starting gate
- The game finishes when time is up, e.g. 30 seconds.

Scoring

- Winning team is the team that has passed through the most gates.

Learning Intention

Target relay combines basic ball sending/passing with the competitive element of a relay.
Coaching

- Use players as role models to highlight effective skills, e.g. players who hit long and hard compared with players who hit the ball softly.
- Use role models to reinforce dribbling skills with a hockey stick or soccer ball.

Game rules

- **Sending variations** – whether players push/roll, hit or kick the ball will depend on ability.
- **Hit opponent’s ball** – when players have passed through the first gate, they may knock their opponents’ ball away.
- **Time limit** – e.g. 60 seconds.
- **Around the gate** – instead of passing through the gate, players send their ball around it in a circle.
- **Buddy system** – Using a goalball (makes a noise) or larger ball will assist players with limited vision, or a sighted partner can call direction.

Equipment

- **Different balls** – vary size, colour contrast shape and weight.
- **Different hitting implement** – hockey stick, paddle bat or similar.

Playing area

- **Gates** – vary the distance from one gate to the next, vary the width of the gate, vary the number of gates, use different configurations of cones.
- **Vary the size of the markers.**

Safety

- **Rolling/pushing option** – players should be aware of their opponent so as to avoid collisions.
- ‘**Around the gate**’ option – players should move around in the **same** direction.
- Hockey sticks must be kept close the ground.
- No physical contact between players.
- Watch out for other players when moving from gate to gate.

**ASK THE PLAYERS**

- ‘How did you control the ball to avoid your opponent kicking or hitting it?’
- ‘When did you decide to knock your opponent’s ball away and when was it better to concentrate on your own?’
- ‘What is the quickest way to get around the course?’