2 square bounce

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.

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
> Create a bounce zone to ensure the ball is directed within easy reach of the player.
> Make bigger or smaller – a long skinny court provides a challenge.
> Make shorter and wider – this will encourage use of ‘side-to-side’ space.

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?’

Use a net or a net substitute to establish a ‘no-bounce’ area.
8 players are divided into 2 teams. A playing area is divided into 4 and a player from each team goes into a square. The team in possession of the ball passes it to team-mates in any of the 4 squares, trying to avoid interception. Players remain in their square.

**What you need**
- Indoor or outdoor playing area
- Variety of balls of different size, weight and density
- 10 marker cones
- Coloured bibs

**Scoring**
- Winners are those who score the highest number of consecutive passes.

**What to do**

**PLAYING**
- One team takes possession of the ball (receivers) and tries to make as many passes as possible between themselves. The other team (interceptors) tries to intercept the ball.
- Players can pass in any direction – no running with the ball.
- All players must remain in their own square.
- If the interceptors catch the ball or knock it out of play, they take possession.

**Learning Intention**
4 square links to activities requiring defending and marking. 4 square can lead into invasion games such as netball, basketball, rugby or soccer.
change it…

Coaching

- Try to match abilities in each square.
- Make sure all players are included – ask the question: ‘How can we play the game so everyone is included?’

Game rules

- Vary the time each player has in possession before passing the ball on.
- Easier – some players who are intimidated by close marking can play on their own in a square as shown. They play for a specific team or whichever team is in possession.
- Roll the ball – allow rolling. An option is for all players to wear eye shades. A ball rolled in plastic secured with tape makes more noise as it rolls.
- Vary the pass, e.g. high pass only, bounce pass only.
- Pass in one direction around the squares.

Equipment

Use different balls to create different challenges, e.g.
- smaller/larger ball
- sports-specific – netball, basketball, hockey, rugby ball.

Playing area

- Easier for receivers – bigger area
- Easier for interceptors – reduced area

Safety

- If you’re using a hockey stick, an appropriate soft ball/puck should be used. The head of the hockey stick should not be raised above waist height.
- No physical contact.

ASK THE PLAYERS

‘How can we ensure everyone is included?’

Receivers

- ‘How can you make room to receive more passes?’

Interceptors

- ‘How can you get more balls without making contact with the receivers?’
5-point player

Attackers score points by passing to each other for 30 seconds. For bonus points the ball is passed to a team-mate in one of the 2 end-zones. Defenders try to intercept the ball. The game is readily adapted to a wide range of ability levels.

What you need

> Volleyball/netball court or similar area with end-zones marked
> One ball per group (volleyball size)
> Markers to mark playing area/end-zones
> Option – bib or cap as ID for roving 5-point player
> Stopwatch

What to do

Attackers

> Have 30 seconds to score as many points as possible.
> End-zone – one attacking player only, all team members have a turn.
> Option – the player passing the final ball has a turn in the end-zone.

Defenders

> Must stand 1m from attackers; no body contact.
> No restriction on the number of defenders in the end zone.
> If the defenders intercept the ball it is placed on the ground for an attacker to resume play. Play continues for attackers until 30 seconds elapses, then the ball changes over.

Scoring

> One point for each successful pass in the large playing area.
> An additional 5 points for successful passes to the end-zone.
> If the ball is intercepted or deflected, 3 points are deducted.
> Maintain a running total for each side.

Learning intention

5-point player is a fast, inclusive passing game. Defenders are required to ‘read the play’ and anticipate the attackers’ throws.
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!

Game rules

- Remove the end-zone, but still have a roving 5-point player. Provide some ID, e.g. bib or cap.
- 5 v 5 – remove the end-zones and have 2 players who are ‘scoring players’. Points are only gained (e.g. 5 points) when one of these players receives the ball.
- Limit the number of defenders in the end-zone, e.g. only one at any given time.
- Vary the passing method – e.g. bounce pass only, roll the ball, kick the ball.

Equipment

- Use different balls – vary size, shape, colour contrast and hardness depending on the ability of the players.

Playing area

- Change the size of the end-zone. A bigger end-zone with fewer defenders permitted in it allows more 5-point scores.
- Change the dimensions of the playing area according to players’ ability.

Safety

- Ensure a smooth playing area surface with adequate space between players and other games.
- Enforce the ‘no contact’ rule.
- The ball cannot be taken from another player’s possession.

ASK THE PLAYERS

Attackers (runners with the ball)

- ‘How can you score the most points?’
- ‘How can you work as a group to make it harder for your opponents to defend?’

Defenders (players without the ball)

- ‘How can you work together to make scoring difficult?’
- ‘Is it better to play one-on-one or to cover zones or various spaces on the court?’
**6 or safe**

2 teams – 4 batters and 4 fielders. The batting team, hitting off a tee, has 6 hits. Batters have the choice of running to a safe zone for 2 points or completing the round trip for 6 points.

**What you need**
- 2 tennis balls or similar per group
- Markers to set out the safe zone
- Kanga cricket bat or other lightweight hitting implement
- Batting tee or alternative

**What to do**

**Batters**
- The batting team has 6 hits.
- The batter hits off a tee and has 2 choices:
  - **Run to safety zone** – if the safety zone is reached before the ball is caught in the hands of a fielder in the safety zone, 2 points are scored. The batter walks back for the next ball.
  - **Run to safety zone and back** – before the ball is placed in the hoop. Score 6 points.

**Fielders**
- Return the ball to a fielder in the safety zone. If the batter makes the return run, the ball is thrown to a fielder who runs along C–A.
- Rotate fielding positions.

**Scoring**
- Batters score 2 points if they reach the safety zone before the ball does or
- 6 points for running to the safety zone and back before the ball is placed in the hoop.

**LEARNING INTENTION**

*6 or safe* is an introductory striking and fielding activity. The activity develops batting, fielding and decision-making skills.
COACHING · HOW TO SCORE · PLAYING AREA · NUMBER OF PLAYERS · GAME RULES · EQUIPMENT · INCLUSION · TIME

6 or safe

change it...

Coaching

> Use player role models to emphasise effective batting and fielding plays.
> The activity provides an opportunity to talk about ‘risk-taking’ – is it best to run for the ‘safe 2’ or the ‘riskier 6’?

Game rules

> **Fielders vary the pass** – allow any pass or vary the pass between fielders. With beginning players an underarm pass is suitable.
> **Bowling** – more experienced players could hit an underarm fed ball from a team-mate. The bowler should be on the opposite side to the hoop – swap over if necessary. Or use a batting tee if required.

Kicking – kicking a bigger ball into the field of play is another option. If a player has limited mobility, use a buddy system and share roles, e.g. share kicking and running if necessary.

Rolling – use rolling to pass between fielders. This will assist players with less developed throwing and catching skills.

Equipment

> **Vary** – the type size and weight of the balls and bats used according to ability.
> **Allow player choice.**
> **Use a batting tee** – allow player choice.

Playing area

> **Safe zone** – increase or decrease the distance to the safe zone.

Safety

> Batters must run with the bat and not drop it on the ground.
> Batters should be aware of the position of fielders and the ball being passed around.
> Fielders must not interfere with the batter.
> Fielders should call ‘mine!’ when fielding the ball.
> Fielders are not allowed to run across the path of the batter.

ASK THE PLAYERS

Fielders
> ‘Where is the best place to stand?’

Batters
> ‘Where is the best place to hit the ball?’
> ‘Will you hit for 2 or 6?’
In pairs, players are back to back and pass a ball to one another. (Play with 4 or more.)

**What to do**
- With one ball per pair, players pass the ball back and forth.
- Ball must change hands completely.
- Explore different passes – make up new ones. A pool provides extra scope for inventiveness.
- After exploration – set a time period, e.g. number of passes in 20 seconds.
- Highlight successful passes. Ask children to show their successful passes.

**Change it**
- Swap partners.
- **Easier** – passer or receiver can move feet around.
- **Harder** – move apart.
- Move apart and introduce new passes or positions – e.g. rolling along ground, bounce pass.

**Safety**
- Waist-height water for the pool option.

**ASK THE PLAYERS**
- Which technique allowed you to make the most successful passes?
- Ask students to demonstrate to the rest of the class.
- How did you cooperate with your partner to pass the ball without dropping it?

**TEACHING TIPS**
- Encourage students to try passing over, under and around their body.
- Remind students about balancing technique (e.g. wide base of support, low centre of gravity) when attempting the counter-balance examples.

**LEARNING INTENTION**
This activity supports students to practise upper body stretching, balance and ball handling skills.
Two players with one ball try to stop a third player from reaching a base at either end of a playing area. Warm-up by playing without the bases.

**What to do**

**SETTING UP**
- Playing area with cones at either end (about 10m apart) to indicate the base for attackers.
- One medium sized ball per group of three.

**PLAYING**
- Start – one ball between the two defenders who start at opposite ends, the attacker (without ball) in the middle.
- Defenders can change position but cannot run with the ball.
- Defenders pass the ball to one another aiming to tag the attacker – defenders are not allowed to throw the ball at the attacker.

- The attacker (base runner) tries to reach either base.
- If the base runner reaches one of the two bases without getting tagged, one of the defenders becomes the new base runner.
- Rotate so each player has a chance to be a base runner.

**Scoring**
- One option is not to score, another is for the attacker to score a point by successfully reaching either base.

**Safety**
- Choose an area away from wall and other obstructions.
- Don’t throw the ball at the attacker.
- Tagging must be confined to the area between the opponents shoulders and knees.

**LEARNING INTENTION**
Base run develops skills of moving into space and relies on passing and catching skills. Defenders have to ‘close down’ space and attackers have to find space and choose between options (bases).
**Change it**

- **Vary the** – type of ball, size of playing area, type of pass, size and shape of base, time ball is held e.g. 3 seconds maximum.

  **Other combinations** – 3 v 1; 2 v 2; 4 v 1, 4 v 2 or 3;

- For players with limited mobility or throwing ability use a 3 v 1 game …

  E.g. Player A passes to Player B who moves in close to Player C. Player B passes the ball to Player C who in turn returns it to Player A who has moved into the path of the base runner and will now be able to attempt to make a tag.

- Specify a number of passes before tagging when playing with a player with limited mobility.

- Ask the group to set rules for this play and to explain why they have changed the rules and what outcome they expect the new rules will achieve. Does player C have to be involved in every play?

- Allow use of a helper to assist the player with low mobility to catch the ball or move around the playing area where appropriate.

**ASK THE PLAYERS**

- How did you work as a team to successfully stop the attacker from crossing the line?

- Which sort of passes helped you move the ball around the court quickly?

- What other games have you played where you used similar techniques to try to stop a defender from moving down the court/field?

- What tactics worked best for the attacker in order to avoid the defenders?
Beat the bucket

A base runner and up to 6 fielders. A base runner throws 3 balls into the field and then attempts to run around 4 markers before fielders place all 3 balls in a bucket and call ‘STOP!’ (6–10 per group).

What you need

- Indoor or outdoor playing area
- 3 small to medium-sized balls depending on the skills of the group
- 4 markers to define a playing diamond
- A plastic bucket in the middle of the diamond (or use a hoop)
- Harder variation: use a bat to hit the ball off a tee

FIELDERS

- Gather balls and throw them to one of the fielders on the bases.
- Base-fielders run the ball to bucket in the centre of the diamond.
- When all 3 balls have been returned to the bucket, a fielder calls ‘STOP!’

Scoring

- Each base = 1 point before a fielder calls ‘STOP!’
- Runners keep track of their own score.
- Player who finishes with the most points wins.

Change it

- Place 2 fielders near the bucket and the other fielders in any suitable fielding position.

What to do

SETTING UP

- Players to their positions as shown; no fielders in the in-field

BASE RUNNER

- Throws 3 balls to either the out-field or in-field.
- Runs to first base as soon as the third ball is thrown and continues to the next base until a fielder calls ‘STOP!’
- Changes places with someone in the field when ‘STOP!’ is called. The new runner starts at home base.

LEARNING INTENTION

Beat the bucket is a fielding game that develops teamwork. Runners are challenged to place balls tactically and fielders to position themselves effectively and to return the balls in the shortest possible time. The game links to softball and baseball.
Beat the bucket

Change it...

Coaching
> Players with less developed throwing/catching/fielding skills can be coached on the side.
> Ask the players how they can ensure everyone is included.

Game rules
> Fielders – allow a player to be positioned in the in-field and require at least one ball to be thrown to the in-field area; require at least one ball to be touched by a player with restricted coordination or mobility, or require all fielders to touch at least one ball.
> 2 players work in tandem, e.g. the ball must be relayed to the bucket using at least 2 players.

Scoring
> Scoring – provide bonus points for 2nd, 3rd and home base. e.g. 2nd base = 2 points, 3rd base = 3 points, home base = 4 points.

Field anywhere
> Field anywhere – allow fielders to choose their own positions.

Roll return
> Roll return – return the ball by rolling it.

False calls
> False calls – provide bonus points to a runner if ‘STOP!’ is called too soon.

Equipment
Use different balls:
> Harder for runner – use a bat to hit the ball off a tee.
> Easier for runner – increase the number of balls thrown into the field.

Playing area
> Harder for runner – increase the distance between bases.
> Harder for fielders – decrease the distance between bases.

Safety
> All fielders should keep an eye out for the balls as well as other running fielders.
> Players should communicate when retrieving a ball or throwing a ball.
> If only one fielder is located at the bucket, consider the alternative of fielders rolling the ball or using an agreed signalling procedure.
> Players should have done space/player awareness activities before playing (see e.g. Start out WC 3a,b).
> Ensure sufficient space between different games.

Ask the players
Runner
> ‘Where is the best place to throw?’

Fielders
> ‘Where will you position yourself?’
> ‘How can you work as a team to return the ball to the base-fielders who will run the balls to the bucket?’
Boundary pass

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 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.

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

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

LEARNING INTENTION
Boundary pass supports students to develop their passing and catching skills whilst in motion and under time pressure.

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.
Boundary pass

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?
Bowler goaler

Attackers pass the ball among team-mates, aiming to pass it to their bowler goaler. The bowler goaler scores points by bowling the ball and hitting the stumps. (Play in 2 teams of 4–6.)

What you need

> 1 ball, 10 marker cones and 2 sets of stumps per game

What to do

SETTING UP:

> Divide players into teams of 4–6.
> Designate the bowler goaler area with 3 markers at each end.

PLAYING:

> One player from each team should be in the bowler goaler area.
> Attackers may take a maximum of 5 steps before passing to a team-mate.
> If the ball hits the ground, or is intercepted, the opposing team takes possession, and become the attackers.
> Attackers pass the ball to the bowler goaler in the designated area (where no other players can enter) who then bowls the ball at the stumps.

> Once the ball has been bowled, it may not be intercepted until after it passes the stumps.
> If the stumps are hit, a goal is scored and the ball is returned to the centre for the opposing team to restart the game.
> If the bowler goaler misses the stumps, the opposing team begins with the ball from the baseline.
> Rotate the bowler goaler after each point.

Change it

> Use either an overarm or underarm bowling action or roll the ball when bowling.
> Specify the type of pass the attackers must use e.g. overarm, underarm, bounce.
> Move the stumps closer to the bowler to encourage success.
> Vary the type of ball and target depending on the activity e.g. basketball and bin, football and goals.

Safety

> Try to avoid any contact between players.
> The ball cannot be taken out of the hands of a player.

Ask the players

> How can you increase your chance of intercepting the ball?
> When passing, how can you make it less likely that your ball will be intercepted?
> How do you communicate with your team-mates?

LEARNING INTENTION

Bowler goaler is a game that keeps players moving. The game develops fielding, bowling and teamwork skills.
**Bucket and hoop**

From a drop shot, a ball is hit with a bat into a hoop or a bucket to score points. Play in groups of 3 players – a feeder, a hitter and a collector.

**What you need**

- Hoops, bins or buckets
- Markers
- Paddle bat or racket ball or tennis racket
- 4 tennis balls or similar per group

**What to do**

**Hitters**

- 6 hits, then rotate roles.

**Collectors**

- Collect balls and return using a nominated path and type of return, e.g. roll down the side.

**Feeders**

- Feed with drop shots as shown.

**Scoring**

- Bucket – 3 points.
- Hoop – one point.
- Total score after every 6 hits.

**Learning Intention**

*Bucket and hoop* supports students to further develop their fielding, throwing, striking skills in an activity that requires accuracy and control.
Bucket and hoop

Coaching
> Use player role models to highlight particular skills. Follow up with individual coaching to one side if necessary.

Game rules
> **Easier serve** – the feeder places the ball on the racket for a hit; or tosses it, depending on ability.
> **2-bounce rule** – allow 2 bounces if necessary.
> **Hit a bucket** – an easier option is to allow one point for hitting the bucket.
> **Time challenge** – how many points in 3 minutes?
> **Team challenge** – how many total points (best of 2 rounds)?
> Vary the time/team challenge according to ability.

Equipment
> Vary the type, size and weight of the balls and bats/rackets used according to ability
> Allow player choice.

Safety
> Ensure adequate space for the number of players. Allow enough space between groups.
> Players must ensure play has stopped before running into another group’s area.

ASK THE PLAYERS

Hitters
> What technique was most accurate in scoring points?
> Where was the ball positioned when you were striking it most accurately? e.g. at hip/waist height and slightly in front of me.

Feeders
> How did you work out where to bounce the ball in order for it to be in the right position for the hitter?

Collectors
> What cues could you use to work out which direction the hit was going to go? position of hitter’s feet, shoulders, direction of their arm swing, position of the bat.

TEACHING TIPS

Hitters
> Keep your eye on the ball and hit the ball when it gets to waist height and is slightly in front of your body.
> Swing your arm so that the bat follows through in the direction you want the ball to go.

Feeders
> Aim your passes slightly in front of the hitter and at waist height. Bounce the ball half way between you and the hitter.

Collectors
> Watch the direction of the hitter’s arm swing and the position of their body to predict where the ball will go.
Players pass the ball to one another in an attempt to run across a goal line and score a point. The opposition can intercept to gain possession or lightly touch a player with the ball.

**What you need**

- A marked playing area
- A size 3 soccer ball or equivalent or touch ball as the buroinjin

**What to do**

**Players with the buroinjin (attackers)**

- Start the game at the half-way mark.
- Run and pass the ball – bounce passes are allowed.

**Players without the buroinjin (defenders)**

- Players call out ‘touch’ when they touch a player with the buroinjin.
- During a change of possession, defenders must stand back 3 metres until the pass is made.

**Scoring**

- A player scores 1 point if they run over the score line with the buroinjin, without being touched by an opponent.
- Most touches or most points in 2 minutes.

**LEARNING INTENTION**

*Buroinjin* is a fast moving invasion game. It requires a high level of cooperation between team members and calls on good timing, effective space finding and tactical risk taking.
**Coaching**

Ensure enough time has been spent on developing confidence with running and passing using easier activities.

**Game rules**

- No offside rule and players may run with the buroinjin and pass in any direction;
- If an attacking player is touched while stationary, they have to pass the ball within 3 seconds.
- Play doesn’t stop if the buroinjin is dropped – players must not dive on a buroinjin that is on the ground.
- Holding an opponent is not permitted.
- If a ball goes out, it is thrown in to a team-mate.
- Allow passing by hitting with an open hand.

- Lead in to the full game playing in smaller groups.
- Vary the number of touches, particularly with smaller teams allowing fewer touches.
- Play for a set period of time, e.g. 2 minutes before changing possession – that is, don’t count the number of touches.
- **Scoring options** - allow players to be over the score line to receive a pass – you may wish to impose a restriction such as the player over the score line has to keep running up and down the score line or is limited to a set-time behind the line, e.g. 10 seconds.
- This rule change is useful in making the game inclusive, e.g. with a player whose mobility is restricted might be allowed to stay behind the goal line without any restrictions.

**Safety**

- Players must bend over to pick up a dropped buroinjin and not dive on it.
- When competing for loose buroinjin, players must avoid contact.
- Holding an opponent is not permitted.

**Aboriginal and Torres Strait Islanders histories and cultures**

Buroinjin is a ball game that was played by the Kabi Kabi people in southern Queensland. The game was played with a ball made of kangaroo skin called buroinjin. The rules are simple, limited and easily understood which allowed for a unique social cohesion to be formed through organised play.

For those not taking part, spectating formed another important element, with onlookers marking their applause by calling, ‘Ei, ei’.

**ASK THE PLAYERS**

> ‘How can you score in the shortest time?’
Catching challenge

Players try progressively harder catching challenges and tricks on their own, in pairs and in groups of 3.

What you need
> 1 ball per player

What to do
> Players spread around the playing area with their ball.
> On your call, issue different catching challenges such as:
  – how many times can you clap your hands while the ball is in the air?
  – throw the ball between your legs and catch it.
  – bowl the ball overarm into the ground and catch it after it bounces.
> Ask players to come up with their own challenges.
> Form pairs or groups of 3 and create new challenges.

Change it
> Vary the size and weight of the ball according to players’ ability.
> Act as a judge and give scores out of 10 for each trick.
> Provide discrete coaching on the side.
> Introduce different skills like hopping, jumping or clapping while players are throwing their balls.

Safety
> Check there is enough space between players and away from walls or other obstacles.

ASK THE PLAYERS
> How high can you throw the ball in the air and then catch it?
> Where is the best place to aim to throw the ball to your partner so they can catch it?
> How do you need to position your hands ready to catch the ball?
> What is the best technique to use to throw the ball as high as possible?

TEACHING TIPS
> Keep your eyes on the ball when it is in the air.
> Throw the ball using an underarm throw to get it as high as possible above your head.
> When throwing to a partner aim for the ball to reach them at chest height to make it easier to catch.

LEARNING INTENTION
Catching challenge is a fun cooperative activity that develops the fundamental movement skill of catching.
Continuous cricket

A ball is bowled underarm to a batter who hits the ball and runs between 2 wickets. The bowler can bowl at any time. A rolling and kicking alternative may be played. (Play with groups of 6 or more.)

What you need

> Boundary markers and a marker to show bowling distance
> One bat and ball (choose to suit ability level of the group)
> 2 bins for wickets (or alternatives)
> Options – batting tee, size 3–4 soccer ball.

What to do

Bowler

> The ball is bowled underarm from the marker.
> The bowler can bowl whenever the ball is available.

Batters

> The batter must attempt to hit the ball after one bounce and, if successful, must run to the other bin/wicket and back.
> Batters are out if they are caught or bowled out.
> Once the batter is out, players rotate positions until everyone has had a go at bowling, batting and fielding.

Fielders

> Return the ball to the bowler ready for the next delivery.

Scoring

> One point is scored for each run to the bin/wicket and back.

Learning Intention

Continuous cricket is an age-old game that keeps players moving. The game develops fielding skills and encourages thoughtful placing of the ball by the batter.
Continuous cricket

change it…

Coaching
> Use a player role model to emphasise effective batting and fielding plays.

Game rules
> Batting action – kick into the field of play from a rolled ball.
> Bowling action – allow an overarm bowl.
> Fielders vary the pass – allow any pass, or vary the pass between fielders.

> Rolling – use rolling to pass between fielders, e.g. if a soccer ball and kick are used.
> Buddy batter – use 2 batters who change places. The ball must be hit from the ‘batting wicket’ (easier for batters – who run half the distance).

Equipment
> Use different bats – allow player choice.
> Use different balls – allow player choice.
> Use a batting tee – if required.

Playing area
> Wickets – increase or decrease the separation between them.
> Zones – bonus points are scored if the ball reaches a zone.

Safety
> Batters must run with the bat and not drop it on the ground.
> Batters should hit the ball below head height.
> Batters keep to the left when running – use markers if required.
> Fielders must not interfere with running batters.
> Fielders call ‘mine!’ when fielding the ball.

ASK THE PLAYERS

Fielders
> ‘Where is the best place to stand?’
> ‘How can you be ready to back-up if a team-mate misses a ball?’

Batters
> ‘Where is the best place to hit the ball?’
> ‘What do you do if the fielders have your “best place” covered?’
Two teams with a skittle-defender and a skittle in a goal circle at each end. The team with the ball passes it to team-mates until one is close enough to a skittle to knock it down with a throw.

What to do

**SETTING UP**
- Teams of up to 4 players, one team with bibs.
- Establish a playing area with two goal circles, each with a skittle as shown.
- Use a medium sized ball.

**PLAYING**
- One team (attackers) starts with possession at the centre.
- Attackers move the ball around by passing without running and must attack from outside the circle.

Ask the players:
- **Attackers** – ‘Where can you move to score a point quickly?’
- **Defenders** – ‘Where can you go to make interceptions?’
- **D1 and D2** – ‘What position do you need to be in to stop a goal?’

> Attackers – can only hold the ball for up to 5 seconds.
> **Defenders, D1 and D2** – each team has one defender inside a circle, who guards their marker. Defenders are not allowed to touch the markers.
> The other defenders try to intercept the ball.

**Scoring**
- One point for each strike

**Change it**
- **Easier** – a good warm-up is to start without nominated defenders in the goal circles – that is, all players are dispersed over the court.

**Safety**
- Choose a flat, smooth obstacle free surface.
- Use Change it to accommodate different player abilities.

> Vary the size of ball, easier for attackers – defenders at least 1m away from player with ball, reduce time allowed to hold ball, vary the pass, roll the ball, vary the target – size and type, vary the size of the playing area, or goal circle.
> **Restrict passing** – e.g. below shoulder height.
> **Roll ball** to score.
> The goal circle provides a good opportunity to involve all players. In some cases two defenders may be placed in a goal circle.
> A less coordinated or mobility restricted attacker might work in close proximity to a goal. If necessary, reduce the number of defenders to make unequal team sizes.

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> A less coordinated or mobility restricted attacker might work in close proximity to a goal. If necessary, reduce the number of defenders to make unequal team sizes.

**Learning Intention**
* D1 and D2 requires accurate throwing to hit a target and invasion games skills of finding or creating space.
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 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)

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.
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.

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?’
Invasion Games
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

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.

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.

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.

Note – No contact between players (except for tagging). Ball cannot be taken out of the hands of a player.
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?’
One player starts in the centre zone of the court with the ball, and passes the ball to team mates in each zone. The object is to get the ball to the end player.

**What you need**
- Indoor or outdoor playing area
- Variety of balls
- Marker cones
- Coloured bibs

**What to do**

**SETTING UP**
- Form 2 teams and a playing area with 3 zones. Players are paired off in each zone as shown.
- Each team sends a player to patrol the opposite end line (behind the line). Rotate this position.
- The game starts with one player in the centre zone in possession.

**PLAYING**
- Players can pass in any direction – no running with the ball.
- Begin by using ‘netball’ rules – pass and move, no travelling with the ball.
- No end-to-end passing – ball must pass through each zone.

**Scoring**
- A point is scored if the end player catches the ball on the full.
- Alternative – to promote inclusion, make the catch optional.

**LEARNING INTENTION**
*End ball* links to activities requiring defending and marking. *End ball* can lead on to netball, basketball, rugby or soccer.
**Coaching**

- Pair players with opponents of similar ability to increase participation.
- Monitor ball movements through the zones.

**Game rules**

- A set number of passes must be made before the ball can be passed to the end player.
- Match players in ability zones to increase their participation.
- **Use sport-specific rules** – e.g. basketball, rugby.
- **Harder for passer** – vary the pass according to player ability.

**Equipment**

- **Use different balls** – what happens to the game when a smaller ball is used?
- **Sports-specific equipment** – basketball, rugby or soccer ball.
- Instead of having end-line players, use targets such as hoops or skittles behind the line.

**Playing area**

- Play ‘cross court’ – e.g. end players stand on the long line of the court and play is ‘across’ the court. How is this likely to influence scoring?
- How can the playing area be configured to maximise participation?

**Safety**

- Ensure the players understand the need to play sensibly so as to avoid physical contact.
- Match player roles to player abilities.

**ASK THE PLAYERS**

- ‘How does decreasing the playing area change the play?’
- ‘What can the passers do to keep possession if the space is restricted?’

**When a passer has the ball**

- ‘Where will you aim to pass the ball?’
- ‘How close will you get to the interceptor before passing the ball?’

**When your team-mate (passer) has the ball**

- ‘Where will you move to receive the ball?’
Players from 2 opposing teams are paired off and spread the length of the court. On a signal, the player with the ball at one end passes the ball to a team-mate in the next zone. This continues until a goal is scored at the other end.

**What you need**
- Indoor or outdoor playing area as shown
- 12 zone markers
- 2 goals such as witch’s hats, plastic bins, netball goal rings
- 1 medium-sized ball

**What to do**

**SETTING UP**
- Form 2 even teams, one with bibs.
- Players pair up with a member of the opposing team.
- Players distribute themselves in pairs – one pair in each goal area and the other pairs evenly distributed across the zones.

**PLAYING**
- The goal defender of the attacking team starts with the ball.
- The ball must be passed to a team member in each zone.
- Defenders try to intercept the ball.
- The goal scorer (attacking player) is the only player who can shoot for a goal. Rotate this position after each goal is scored.
- No running with the ball; alternatively, a player can run with the ball until tagged, then must pass within 5 seconds.

**Scoring**
- A goal is scored when a cone is hit (or ball reaches alternative target).
- First team to score 3 goals wins.
- Option – an intercept scores a point too.

**LEARNING INTENTION**
*End to end* builds on introductory invasion activities requiring passing. The game requires close marking, creating space and anticipation. A useful lead-in to games like basketball, netball and football codes.
Coaching

- Highlight to the whole group good examples of passing and space finding/interception.
- Ask the players for ideas to ensure all players are included.

Game rules

- Include everyone – use an interceptor-free zone to assist in this, if required.

EASIER

- Defenders (without ball), must stay at least 1m from the player with the ball.
- Allow up to 3 steps with the ball – who is this easier for?
- Play with uneven teams: fewer defenders.

HARDER

- The ball can only be thrown in the direction of the goal – i.e. it cannot be passed backwards in a zone.
- Limit the time for passing the ball to 3 seconds.

Equipment

- Use different balls – vary size, shape, density and hardness.

Playing area

Adjust the size and number of zones to suit the size of the group.

Safety

- Ensure adequate space for the number of players.
- Players should have done space/player awareness activities before playing (e.g. All in tag and Look out for others!). This is important if the zones are made smaller.
- No body contact.
- Ball cannot be taken out of the hands of a player.

ASK THE PLAYERS

Throwers

- ‘What can you do to ensure your team keeps possession?’
- ‘How can you deceive the interceptors?’

Catchers

- ‘What can you do to ensure you receive the ball?’
**Engage all**

A batting team and a fielding team. A ball is hit into the field. The batter runs around team-mates and all fielders run to the ball to touch it at the same time. The batter keeps on running until someone from the fielders calls ‘STOP!’ (Play with no more than 5 per team.)

### What you need

- One bat
- A suitable soft ball.
- Markers to show boundaries on a playing area free of obstructions.
- A batting tee (if required)

### What to do

**Batters**

- Choose batting options suitable for the ability of the children.
- The batting team feeds the ball to the batter or the batter uses a tee, depending on ability.

**Fielders**

- Allowing teams to pitch/bowl to themselves can save time.

### Scoring

- Once around the batter’s team = one run.

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**LEARNING INTENTION**

*Engage all* is a striking and fielding game that gets everyone involved. The game encourages teamwork and thoughtful placing of the ball by the batter.
Coaching

- Match the pitching/bowling method and type of batting to suit the player ability levels.
- Highlight effective ball hitting/placement or effective fielding using player role models.

Game rules

- **Batter weaves and runs** – teamwork is required to keep the group compact while allowing enough space for weaving.
- **Fielders pass the ball** – the ball is passed from player to player until everyone has ‘touched’ it. To ensure everyone touches, players call the catches, ‘1–2–3…STOP’.
- **Fielders vary the pass** – allow any pass, or vary the pass between fielders. Include novelty passes, e.g. under a leg or hand to hand.
- **Rolling** – use rolling or kicking to pass between fielders.
- **Include all** – share roles, e.g. hitting and running, vary the pass used.
- **Through the tunnel** – the ball returns to the bowler via a tunnel.

Equipment

- **Use different bats** – allow player choice.
- **Use different balls** – e.g. size 3–4 soccer ball for kicking option.

Playing area

- Bigger or smaller.

Safety

- The batting team must be well clear of the batter until the ball is hit.
- **Batters** – must drop the bat, not throw it.
- **Fielders** – must not interfere with running batters.
- **Fielders** – take care when reaching down for a ball to avoid collisions.

ASK THE PLAYERS

**Batters**

- ‘Where is the best place to hit or kick the ball?’
- ‘How can you complete your run as quickly as possible?’

**Fielders**

- ‘Where is the best place to stand?’
- ‘How can you pass the ball to a team-mate as quickly as possible?’
Find the goal line

2 teams of 6. The team with the ball passes it among team-mates aiming to get it over their goal line. All team-mates must touch the ball at least once before the team scores. Running with the ball is not permitted.

What you need

- 4 cones to mark goals
- Bibs or alternative to distinguish between players
- 1 medium-sized ball

What to do

- Players are distributed as shown. One player from each team should be within stepping distance of their goal line.

Team with the ball

- Bibbed team starts with the ball.
- Pass the ball from player to player without running.

Team without the ball (interceptors)

- Interceptors may run.
- Try to intercept the ball without making body contact.

Scoring

- 1 point when the ball is placed over the team’s goal line
- Use intercepts to change possession. Alternatively, intercepts can be used to change possession and score a point.

Learning Intention

*Find the goal line* supports students to develop throwing, catching and defending skills. It is an introductory invasion game without any body contact. A useful lead-in to games like basketball, netball and football codes.
Coaching

> Because players don’t run with the ball, the activity accommodates a wide range of ability levels;
> Use an ‘interceptor-free’ zone.
> With the intercept option, ask the players for ideas to promote inclusion.
> Highlight good examples of throwing and catching. Ask the group why they think the pair has been chosen as a role model.

Game rules

> **Smaller game** – 2 v 2 or 3 v 3. Use uneven combinations, e.g. 2 v 3, to even up play where necessary, or to experiment. How does this impact on the amount of ball contact?
> **Time limit on ball contact** – e.g. ‘hot potato’ or 3 seconds before throwing the ball.
> **Passing** – restrict type of pass or allow a variety of passes.
> **Goal line** – allow the player near the goal line to run the full width of the goal line. Establish a *goal zone* and restrict the area to the goal scorer.

Equipment

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

Playing area

> Bigger or smaller
> Different widths for goal
> Different goals: e.g. plastic bucket, netball goal ring

Safety

> Ensure adequate space for number of players.
> No contact between players.
> Ball cannot be taken out of the hands of a player.
> Players should have done space/player awareness activities before playing (see e.g. All in tag and Look out for others!).

ASK THE PLAYERS

Interceptors

> ‘How can you increase your chance of intercepting the ball?’
> ‘Would you prefer a smaller playing area or a larger one?’

Passers

> ‘How can you make it less likely that your ball will be intercepted?’
> ‘How do you communicate with your team-mates?’
> ‘What are the advantages/disadvantages of the long throw?’ (Remember – everyone has to touch once before scoring.)
The batter stands with feet together and holds the bat in front of the legs. Fielders throw the ball underarm and the batter hits in any direction. The batter is out if the ball is caught on the full or they are hit on the legs.

**What to do**

**SETTING UP**

- One bat and a soft ball per group
- An area free of obstructions

**PLAYING**

- Establish a fielder-free zone in front of the batter.

**Scoring**

- How many hits before being caught or hit on the legs?
- Not scoring is an option.

**Variation**

- Use 2 balls.

**Safety**

- Adjust the size of the fielder-free zone to suit the standard of the players.
- Start with slow underarm bowling and only build up speed as the players demonstrate mastery.
- Encourage players to call ‘mine’.

**French cricket**

*Change it*

**Batter**

- Use a larger bat such as a paddle bat.
- Require the bowler to bounce the ball once.
- Increase the size of the fielder-free zone.
- Allow the bowler to move in or out and bowl from any suitable distance to ensure a hittable ball.

**Fielder/bowler**

- Take it in turns to bowl, e.g. a set number of balls per over.
- More mobile players pass the ball to a less mobile player so everyone has a ‘touch’ of the ball over the course of the game.

**Safety**

*French cricket* combines hand–eye coordination, accurate underarm throwing and hitting to ‘find space’.
How high?

Players line up in 2 equal lines facing one another. One line throws their juggling object as high as possible and then runs to a designated line behind them. Each person’s partner tries to catch the object before their partner reaches the line. (Play in pairs.)

What you need

- 1 juggling object per pair
e.g. scarves, plastic shopping bags (easier), bean bags, juggling balls or juggling rings (harder)

What to do

**SETTING UP:**

- Arrange the players into 2 even lines approximately 2 metres apart, facing each other, making sure each player is facing their partner.
- Each pair has a juggling object.
- Each line chooses a team name.

**PLAYING:**

- Call the name of one of the teams.
- The members of that team throw their juggling object straight up as high as possible and then run to their designated line.
- Each player’s partner tries to catch the object before their partner reaches the line.

**Scoring**

- A point is scored each time a player makes it to the line before their partner catches the juggling object.

**Safety**

- Check there is enough space between each pair.
- Make sure players run in a straight line when running to the line.

**ASK THE PLAYERS**

- What's the best way to throw the juggling object high?
- Are some objects easier to throw high than others?
- Why do you think this is the case?

**LEARNING INTENTION:**

*How high?* is a simple energetic and fun activity that teaches proper throwing and catching technique and helps develop hand-eye coordination.
How many bean bags?

Players work in pairs. One player from each pair runs to a central point to collect one ball at a time and throw the ball back to their team-mate at their base and then tag the next player. The aim is to collect the most number of balls.

What you need

- 15–20 balls of different size
- 4 cone markers for each playing area
- Chalk or removable tape

What to do

- Form 4 groups of 2 for each game area
- Use an activity such as Form a group to group the players.

Use other combinations as required, e.g. 6 groups of 4 or 5, but adjust the playing space so it is not too crowded.

Playing the game

- Teams collect as many balls as possible in the allotted time, e.g. 60 seconds.
- When all the balls have been removed from the centre, the coach calls ‘STOP!’

Variation

- Replay the game, allowing all players to simultaneously collect and deposit balls without passing balls to a team-mate.

LEARNING INTENTION

How many bean bags can be used as a warm up for catching, throwing and fielding skills.
Coaching

- Encourage players to communicate with their team-mates.
- Fielding requires chasing, retrieving, changing direction and returning. Warm-up activities like Start Out CP2a help to develop agility.
- Replace the ‘throwing back to home base rule’ with ‘run back to home base and hand the ball over’.
- Work in pairs – roll the ball back to home base, receiving player calls the direction if a player has limited vision.
- Mobility-restricted players can be stationed at a base and receive thrown balls.

Game rules

- First group to collect 5 balls.
- Vary the locomotion – e.g. springing from 2 feet. You may need to reduce the time for collecting (e.g. 30 seconds).
- Vary the method of transporting the ball – e.g. use legs to hold the ball, carry the ball under the armpit, hold the ball above the head.
- Require a fun activity before returning to home base, e.g. figure of ‘8’ with the ball between the legs.

Equipment

- Easier – use soft balls, bean bags or a suitable light object, e.g. a teddy bear.
- Harder – a mix of balls, which might include a light medicine ball, a large exercise ball or a rugby ball.

Playing area

- Smaller space – makes it more ‘crowded’.
- Larger space – achieves increased activity levels.

Safety

- Players should be familiar with space and other player awareness games with activities such as Here, there, nowhere.
- Players should look out for other players. Pause the game to remind players if necessary.

How many bean bags?

- Use a braking activity to slow players as they approach the circle.
- The circle in the middle should be large enough to avoid head collisions as shown.

- Both players retrieve, but they form a train and maintain contact all the time.
- Use a braking activity to slow players as they approach the circle.
- The circle in the middle should be large enough to avoid head collisions as shown.

- ‘How do you avoid collisions?’
- ‘What can you and your partner do to gather the most balls?’ (e.g. players raid agreed bases)
- ‘Which pass will help you return most balls to your partner?’
In the zone

A ball is bowled underarm to a batter who attempts to hit the ball into a zone that will maximise points.

**What you need**

- One paddle bat and sponge ball for each group of 6
- Sufficient cones to mark out a playing area as shown

**What to do**

- Players take positions – one batter, one bowler and 4 fielders.
- The bowler bounces the ball or throws underarm to the batter.
- Fielders return the ball to the bowler each time.
- 5 hits are allowed before the players rotate.

**Scoring**

- The batter hits the ball, aiming for a zone that will maximise points as shown in the illustration (left).
- No points if the ball is caught on the full.

**Change it**

1. After each hit, allow the batter to score bonus points by running to a marker as shown.
2. Arrange players into 2 teams (e.g. 4 v 4) – add runs to obtain a team score.
3. Allow cooperative bowling from a team-mate.

**LEARNING INTENTION**

In the zone supports students to develop fielding and shot placement skills.
In the zone

Coaching

- Batting skills may vary within the group – conduct one-on-one batting skills ‘clinics’ off to the side as required.
- ‘Freeze-frame’ good examples of play – use players as role models to repeat an activity or tell the group what they were thinking.
- Ask the group how they can ensure all players are included.

Game rules

**Easier for batter** – ball is bowled with a bounce.

- Identify specific target areas where points are scored, or count double.
- Work in pairs – one player hits and the other runs.
- For a visually impaired runner, use a guide runner or caller.

**Equipment**

- A selection of bats of different sizes helps to tailor the game to individual needs.
- **Harder for fielders** – use a faster ball.
- Use different striking implements, e.g. bat, tee ball bat or tee.

**Playing area**

- **Run to a set point** to earn a bonus point – one point is awarded if the batter reaches the cone before the ball is thrown to a fielder at the cone.
- **Use different target zones.**

**Safety**

- Position the bowler a safe distance from the batter – out of hitting direction is a good option.
- 2 or more players fielding a ball need to be aware of each other and to call ‘mine’.
- Restricting players to a fielding zone is a way to restrict movement on the field.
- Ensure sufficient space between groups.

**ASK THE PLAYERS**

**Batters**

- ‘What type of shot will help you score high points – along the ground, in the air, a hard hit well timed?’
- ‘Where is the best space to place the ball to score most points?’

**Fielders**

- ‘What are the consequences of fielding in the 2-point zone?’
- ‘If the batter is scoring freely, what options do you have for reducing the score?’
- ‘How can fielders help each other to get the ball to the fielder at the cone?’
Interceptor

2 players pass a ball to one another. An opponent between the 2 players attempts to intercept the ball. Players change roles frequently.

What you need

- Any kind of light ball
- Indoor or outdoor playing space (or pool)
- 8 markers

What to do

- Divide the players into groups of 3 (see Form a group).
- Each group chooses an interceptor – the other 2 are passers. The interceptor must stay on the line.
- The 2 passers try to keep possession of the ball. The interceptor tries to touch or catch the ball.
- Rotate roles – after an agreed number of games, one of the passers becomes the interceptor. Alternatively, every time the interceptor touches or catches the ball, a point is scored.

Scoring

- Not scoring is an option.
- How many passes can be made in a specific time?
- How long before the interceptor gets the ball?
- How long can passers keep possession?

Variations

Restrict the kind of pass, e.g. bounce pass only.

LEARNING INTENTION

Interceptor links to activities requiring defending and marking, and can lead on to netball, basketball, soccer or hockey. Try soccer hockey versions – allow dribbling.
Interceptor

Coaching

> Ask each group to come up with its own system of communicating.
> Include everyone – the principle to guide modifications is: how can the game be modified so everyone can be included?

Game rules

> **Harder for the interceptor** – must catch the ball.
> **Easier for the interceptor** – use zones for each passer. This enables them to pass without being challenged too closely by the interceptor.
> **Harder for the passer** – restrict the kind of pass, e.g. bounce pass.

Try different combinations of passers and interceptors, e.g. 2 interceptors and one passer at each end.

Equipment

> **Use different balls** – what happens to the game when a smaller ball is used?
> **Sport-specific focus** – change the ball/implement (basketball or soccer or hockey versions). Allow dribbling.

Play area

> **Allow a bigger space for each group** – e.g. bigger may help the passers, smaller gives the interceptor more chance of success.
> **Restrict the space for each group to play in.**

Safety

> Ensure there is sufficient distance between groups.
> Ensure that players are aware of other groups.
> Players should signal to others if they are retrieving ‘lost’ balls.

If a hockey stick is used, choose a slow soft ball. Use zones for the passers to ensure safety. Restrict the height of swing of the hockey stick.

If a soccer ball is used, use zones and restrict the movement of kickers to 2 steps.

Ensure players are aware of the movement capabilities of everyone in the group.

ASK THE PLAYERS

Passers

> ‘What can you do to keep possession if space is restricted?’
> **When a passer has the ball**
> ‘Where will you aim to pass the ball?’
> ‘How close will you get to the interceptor before passing the ball?’
> **When your team-mate (passer) has the ball**
> ‘Where will you move to receive the ball?’
Players stand in a circle and hit a ball up in the air with the palm of the hand. The aim is to try to make the most number of successive hits without the ball hitting the ground.

PLAYING
The activities below are described using a volleyball-like hitting action. An alternative for beginners is to allow passing and catching, with players attempting to return the ball as quickly as possible.

Cooperative variation

> **Letters of the alphabet** – each team attempts to make as many hits as they can without dropping the ball, calling out a consecutive letter of the alphabet or number on each hit. An alternative is for players to call out their name on each hit – a good ice-breaker where players are unfamiliar with each other.

> **Hitting the ball** – players hit the ball with the palm of either hand or both hands in an underarm action. Alternatively, with beginners, allow players to pass and catch, reducing the time the ball is held (‘hot potato’ action).

> **Rules** – the team starts from the letter ‘A’ again if players:
  - miss the ball and it hits the ground
  - hit the ball twice in succession
  - hit the ball back to the player who previously hit it to them
  - do not keep their hands open and flat when contacting the ball.

> **More on rules** – if the rules are not working, change them! For example, with beginners allow players to start again at the last letter of the alphabet they reached rather than returning to ‘A’. If 2 hits per player is appropriate (one to check the ball and the next to pass it), then use 2 hits. Use the rules to change the game to suit the players. That makes game sense!

What you need

> Inside or outside playing area free of obstructions

> A small beach ball or soft sponge ball for each team

What to do

SETTING UP

> Distribute groups a safe distance apart over the available area.

> Players stand about 1m apart.

**LEARNING INTENTION**

*Kai* is a game that requires players to work together to hit the ball into the air in the centre of the group and to keep it from hitting the ground.
Aboriginal and Torres Strait Islanders histories and cultures

In this game from the Torres Strait, a number of players stood in a circle and sang the ‘kai wed’ (ball song) as they hit the ball up in the air with the palm of their hands. The game was played using the thick, oval, deep red fruit of the kai tree, which is quite light when dry.

Competitive variation

- Play for 2–3 minutes. The winning team is the one that has worked furthest through the alphabet.
- Alternatively, teams start at the same time and work for a set period of time noting the highest letter they reached without dropping the ball.

Change it

- Vary the distance between players.
- Vary the size and type of ball.
- A buddy system with two players working in tandem will ensure everyone is included.

Safety

- Choose an area away from walls and other obstructions.
- Ensure players have completed other space awareness activities, e.g. All-in-tag and Look out for others!
- Enforce a ‘lost ball’ strategy. Players signal their intent to enter another playing area.
- Use Change it to accommodate different player abilities.
Invasion Games

Keentan

Two teams play. The team in possession throws the ball between team-mates. In Keentan both the passer and receiver must be off the ground when the ball is passed or received. An easier version requires only the passers or the receivers to be off the ground. (Teams of 4 or more.)

What you need

> A marked playing area about the size of a netball court
> A ball such as a volleyball or size 3–4 soccer ball

What to do

Team in possession

> Start play from the centre of the court.
> Players jump and attempt to pass the ball to a team-mate while they are in the air.

Scoring

> One point is scored if possession is retained for a set number of passes, e.g. 5.
> The first team to a set number of points is the winner, e.g. 5.

Learning Intention

Keentan adds a jumping dimension to a basic invasion game involving passing. This adds an extra dimension of timing and agility.
Coaching

Combining jumping and throwing or jumping and catching takes some practice. Be lenient if the timing of a jump and pass are not perfectly coordinated. Remember the essence of the game is passing to team-mates without interception.

Change it

Simplify the activity! Introduce players gradually to executing the pass or catch in the air, e.g. a player might simply jump with the ball, land and then pass it. Or a receiving player might catch the ball first and then jump and land, before passing it on.

➤ Jump with pass or jump with catch or both;
➤ Vary the team sizes, e.g. 3 v 4.
➤ While in possession; alternate jump passes with regular passes.
➤ Allow players to run freely.
➤ Teams score in their goal area. The point is won when the ball is passed to a designated player in the goal area. Play recommences from the base-line with the opposite team.
➤ Different balls – size and shape.
➤ Larger or smaller playing area.

Safety

➤ Ensure separations between players as described are observed.
➤ No diving on loose balls.
➤ Ensure familiarity with space and player awareness activity prerequisites e.g. Look out for others

Aboriginal and Torres Strait Islanders histories and cultures

Keentan is a catching game from the north west central districts of Queensland. The jumping action of the players to catch the ball resembled the movements of a kangaroo resulting in the Kalkadoon people describing the game as the ‘kangaroo-play’. The ball was made of a piece of possum, wallaby or kangaroo hide tied up with twine. The name is taken from ‘play’ (keentan) in the Wik-Mungkan language of north Queensland.
A group of players try to keep a ball off the ground by passing it to each other. (Groups of 3 or more).

**Scoring**
- Not scoring is an option, alternatively, how many consecutive passes without the ball touching the ground?

**What to do**

**SETTING UP**
- Choose a medium sized ball. A beach ball or similar is suitable for beginners.

**PLAYING**
- Start with a free-play version – rules can be decided later.
- Introduce rules as required with Change it.
- Encourage a variety of passes – ‘hot potato’, where the ball is immediately hit away is a useful variation.

**Change it**
- **Play 2 v 2** – decide whether you want the no-go space between pairs to be out of bounds. Decide whether both players must touch the ball before it is returned. Is a 3rd or 4th touch allowed before return?
- **Other combinations** – 2 v 3, 2 v 4.
- **Vary the** – type and size of ball including balloons, type of pass, allowable number of consecutive hits per person. A smaller playing area assists players with coordination or mobility restrictions.

**Safety**
- Choose a flat, obstacle-free playing surface
- Ensure players know what to do if a ball strays into another group.
- Encourage players to call ‘mine’.

**Learning Intention**
This activity emphasises a variety of strategies for keeping a ball off the ground, particularly overhead passing.
**Keep the ball**

2 teams of 3 are distributed over the court. The team with the ball aims to make 5 passes between team-mates without the ball being intercepted.

### What you need

- Indoor or outdoor playing area
- One ball for each 6 players
- 3 bibs/sashes or alternative to distinguish players
- **Harder variation** – hockey or softcrosse sticks

### What to do

- 2 teams of 3 (see Form a group for team formation ideas)

#### The team with the ball

- Try to make 5 passes between team-mates – then change possession.
- Travelling with the ball is limited to 2 steps.

#### The team without the ball

- If the defenders prevent 5 passes being made, they score one point and become the attacking team.

**Note** – No contact between players. Ball cannot be taken out of the hands of a player.

### Scoring

- 5 passes = 2 points
- 3 passes = 1 point
- Vary the number of passes

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**LEARNING INTENTION**

*Keep the ball* links to activities requiring defending, marking and teamwork. Keep the ball can lead to invasion games such as: basketball, football codes, handball, hockey, netball, softcrosse/lacrosse, touch.
Coaching
> Ask the players how they can ensure all players are included.
> After letting play run, spot any children who may need assistance on the side with throwing and catching skills.

Game rules
> **Time in possession** – vary the time each player has in possession before passing it on, e.g. ‘hot potato’ (no holding) up to 5 seconds. (What variations in play may be necessary?)
> **Moving with the ball** – allow running or bouncing but a tag by a defender causes a change in possession. (When will you run and when will you try to pass?)
> **How many passes in a set time?** – possession stays with the same team for the set time limit (e.g. 45 seconds). The team without the ball counts how many times they can tag a player or intercept the ball.
> **Change the team size** – try different combinations, e.g. 3 v 4, 2 v 3 etc. (this can be a good way to promote inclusion).
> **Kicking** – the ball may be kicked instead of thrown.

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 that is sufficiently soft.

Playing area
> Promote inclusion by designating ‘safe zones’ if required.
> Experiment with different sized playing areas.

Safety
> Ensure adequate space for number of players. If a kicking version is played, there should be sufficient 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 e.g. All in tag and Look out for others!).**

ASK THE PLAYERS

**Attackers (team with ball)**
> ‘Where will you pass the ball?’
> ‘How can you get away from your defender?’

**Defenders (team without the ball)**
> ‘How can you make it hard for your opponent to make a pass?’
> ‘How can you make it hard for your opponent to receive a pass?’
> ‘How can you work together to stop a pass from getting through?’
> ‘Is it better to pressure the thrower or the receiver? Why?’
> ‘Is it better to play one-on-one or to have two defenders guarding one player with the ball?’

Keep the ball
A cooperative game in which a ball is thrown between two players. If the ball reaches the catcher on the full, both the catcher and the thrower step back. If it is dropped, both take a step forward. The winning pair is the one that has retreated the furthest. (One or more pairs.)

**What to do**
- Play on dry land or in a suitable pool.

**SET UP**
- Distribute one ball per pair.
- Use 2 markers to establish a ‘gate’ that the ball has to pass through.
- Players are equidistant from a marker.

**Scoring**
- The winner is the pair who are the greatest distance from the gate markers when the stop signal is given.

**Safety**
- Type of ball and throw should be appropriate to the group.

**Change it**
- **Cooperative circle challenge** – 4 catchers on a circle with a thrower in the centre. Catchers step back if they catch the ball. If the ball is dropped the catcher stays on the circle or makes one step towards the circle if they are further out. After each round, the centre person changes place with the next person in the rotation and goes to that person’s position, either on the circle or further out.
- **Other** – vary the type of throw, left or right hand, vary the ball, vary the size of the circle.

**Learning Intention**
*L-o-n-g throw* develops throwing and catching skills, with a reward for successful catches. It provides a good introduction to the skills of net and court games.
Players in a circle throw a ball to other players in the circle. An interceptor inside the circle tries to intercept the ball. Only the interceptor can move. (Groups of 6–8 players.)

What you need

- A playing area big enough for the circles of players
- One medium-sized ball per group

What to do

- Players on the circles can’t move.
- The player throwing the ball calls out a name (the receiver) and passes the ball to that player.
- If the ball is intercepted, the thrower changes places with the interceptor, or change after 4 throws.

Scoring

- The group with the highest number of consecutive passes in a set time wins.

Variations

1. **Players decide on names** – cars, pop groups, movies, sports people.
2. **More than one interceptor**
3. **New circle positions** – After 2 successful consecutive passes, play is stopped and players move around the circle in the same direction 2 times to a new position. Play recommences. Vary the locomotion around the circle.

Learning Intention

*Names* develops throwing, catching and intercepting skills. It is an introductory activity for invasion and striking/fielding games.
Coaching

> Highlight good examples of throwing and catching. Ask the group why they think the pair has been chosen as role models.
> Highlight good tactical passing or intercepting.

Game rules

> Type of pass – vary the pass, e.g. include rolling.
> Restrict passing – discuss with the group whether they would like to disallow passes to the person either side of them. Allow only certain passes.
> Bonus – if passing to the person on either side is allowed and the ball is intercepted, this could give the interceptor a credit of one false call when in the throwing role.
> Time limit on ball contact – e.g. ‘hot potato’ or 3 seconds before throwing the ball
> Restrict interceptor position – the interceptor must stand at least one metre from the thrower.
> The teacher calls out the numbers.
> Use more interceptors.

Equipment

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

Playing area

> Bigger or smaller circles.

Safety

> Ensure adequate space for number of players.
> Ensure adequate space between circles.
> Agree on a ‘lost ball’ strategy, i.e. play stops until the ball is retrieved.
> Players should have completed space/player awareness activities before playing.

ASK THE PLAYERS

Interceptors

> ‘How can you increase your chances of intercepting the ball?’

Passers

> ‘How can you keep possession?’
> ‘How do you communicate with your team-mates?’
> ‘When will you use the long throw?’ (Remember – longer means more air time.)
Newcombe ball

2 teams on a court with or without a net. A net is preferable. The serving team sends the ball over the net from the back of the court. The opposing team has to catch the ball and keep it off the floor. The receivers become the servers and return the ball. (Play with 8 per court, 4 v 4.)

What you need

- Tennis, badminton or volleyball court with a net. Each half is divided into four – use masking tape as shown.
- Net at medium height
- If you don’t have a net, mark out a ‘no-go’ zone and require balls to be served above head height of teammates in the front row.
- One soft volleyball or similar
- Markers as required.

What to do

PLAYING

- The game starts with one player tossing the ball from the back half of their court across the net for an opponent to catch.
- Each player must stay within their own playing area.
- A maximum of 3 passes can be made between players before the ball is returned across the net.
- Alternate serves and rotate server each time a point is won.

Change it

- Use equipment – e.g. paddle bat and sponge ball, softball and glove or racquet and shuttle. Use with 1 v 1 or 2 v 2.

Scoring

- Servers – a point is scored if the ball touches the ground in the receivers’ area.
- Receivers – a point is scored if the servers hit the ball outside the receivers’ court.
- Score to a set number of points (e.g. 10) or set time limit (e.g. 4 minutes).
- Cooperative emphasis – make the length of the rally the objective.

LEARNING INTENTION

Newcombe ball requires players to work as a team to cover court space on receiving a ball. Servers work on ‘finding space’ and deception. The receivers combine catching, passing and attacking play.
Coaching

- Use player role models to help players understand the concepts of the game – working as a team to cover court space (in defence), finding space in attack (servers), and combining catching and passing leading to attacking play.
- Encourage cooperative play from the beginning, with players aiming for long periods without a dropped ball.

Game rules

- Supporting a team-mate – this involves the player in square #1 receiving support. Players can assist the player in square #1 by moving out of their square to work in tandem with this player.

A player can only move out of their square if the ball goes directly to the player in square #1. The player in square #1 can either send the ball over the net or return it to a team-mate. Allow 4 touches of the ball before returning it.

- Allow players access to all court space.
- Relax the 3-ball rule and allow a ball to be returned directly or passed to a team-mate.
- Allow serving by a hit over the net.
- Allow blocking – but not reaching over the net.

- Allow ‘hot potato’ passes (instant pass without holding).

Newcombe ball

Playing area

- Vary the size and shape of the court – bigger/smaller; skinnier/wider.
- Vary the width of the ‘no-go’ area if playing without a net.

Safety

- A smooth surface and playing area free of obstructions.
- Encourage players to call ‘mine’ and remind players to keep an eye on the ball and their team-mates.
- Only use a bat with 1 v 1 or 2 v 2 combinations.

ASK THE PLAYERS

Receivers

- ‘How can you avoid too many players in one area?’
- ‘If you are allowed to move out of your area, what different formations can be used to cover the court? And how can you work together and avoid confusion about ball ownership?’

Servers

- ‘Where might you throw/hit the ball to make it hard for your opponents?’
- ‘What will you do to avoid your opponents blocking the ball?’
No-go

Players are divided into 2 teams separated by a ‘no-go’ barrier. The ball is thrown across the barrier. The opposing team must catch the ball and send it back.

What you need

- Indoor or outdoor court
- Variety of balls of different size, weight and hardness
- 14 marker cones

What to do

- Set up the playing area as shown. The ‘barrier’ between the 2 teams is the no-go area.
- Divide the players into 2 teams.
- The ball is thrown across the barrier above waist height.
- The opposing team must catch the ball on the full or after one bounce and send it back.
- Players must catch and throw in one movement.

Scoring

Teams score points when:
> the ball touches the ground twice on the opponent’s side
> the opponents send the ball out of court
> the ball lands in the ‘no-go’ area from an opponent’s last touch.

Score to an agreed number of points (e.g. 10) or set a time limit (e.g. 5 minutes).

Change it

Introduce passing – maximum of 3 touches – ball must cross the barrier on the third touch.

Learning Intention

Use No-go as an inclusive activity to develop throwing and catching skills, ‘court sense’ and ball placement.
Coaching
> Players should visually track the ball as early as possible.
> Players try different formations to cover their side of the court.

Game rules
> Remove the ‘one bounce allowed’ rule – as players’ reactions improve.
> Identify specific target areas where points are scored, or count double.

Equipment
Easier – use slower balls, e.g. beach balls or even large balloons.
Harder – use smaller/faster balls.

Environment
> Vary the size of the court according to the number and ability of players – a small court makes it easier to get to a ball but needs more player communication.
> Change the size of the ‘no-go’ area – a larger ‘no-go’ area makes it harder, a smaller ‘no-go’ area requires greater accuracy.

Safety
> Make sure players are aware of the capabilities of others in the group.
> Encourage players to call ‘mine!’ when taking a catch.
> Ensure sufficient space between courts.

ASK THE PLAYERS
Ask the players to agree to rules that ensure everyone is included and has a role in the game.

Catchers
> ‘What can we do to ensure the whole court is covered?’

Throwers
> ‘How do you throw the ball to ensure a long rally?’ (cooperative play)
> ‘How can you use passing to your team-mates to help you score?’
INVASION GAMES

Numbers

Two even teams play. Each team stands in the goal third on the opposite sideline of the court and each player receives a number. Call out 2 numbers. The players with those numbers then run into the playing area and contest the ball you have thrown or rolled onto the court. The player who gains possession, and their partner, become the attackers, while the others become defenders. The attackers try to score a goal. (Play in 2 teams of 6 or 8 players.)

What you need

- An indoor/outdoor area
- Markers to define the playing area
- 1 goal (e.g. a netball ring, basketball hoop, bin or wall target)
- 1 netball/basketball (or similar ball)
- Bibs for each team

What to do

- Randomly call 2 numbers (e.g. 1 and 5). Those two players from each team run into the playing area while all other players stay on the sideline.
- The first number called is the only player allowed to contest the ball.
- Roll or throw the ball into the playing area. The nominated players contest the ball to gain possession.
- The team with the ball become the attackers and the other team the defenders. The attacking team tries to score a goal.
- If defenders intercept the ball, they pass it back to you. Defenders then become attackers.

Scoring

- The attacking team scores 1 point for 5 consecutive passes without the ball being intercepted, or for shooting a goal.
- The first team to score 10 points wins.

LEARNING INTENTION

Numbers links to activities requiring defending, marking and shooting and can be modified for netball, basketball, soccer or hockey.
Coaching

> Introduce new game rules as situations arise, as players can easily learn any new rules in the course of play.
>
> Use players as role models to highlight competent skills.

Playing area

> Use the whole court when all players are involved.

Game rules

> The attacking team must make one pass to team members on the sideline, who then pass the ball back.

> When a team gains possession at the start of the game, all players join in using a full court. Only 2 attackers are allowed in the goal circle. The team that gains possession chooses which goal to shoot for.

Equipment

> Have a sport-specific focus — change the ball/implement to suit the sport (e.g. basketball, soccer, hockey).

Safety

> Players waiting on the sideline should be a safe distance away to avoid interference with play.

> Allow players to clear the court before calling new numbers.

> No contact is allowed between players.

> The ball cannot be taken from another player’s possession.

ASK THE PLAYERS

> When attacking, what tactics could you use to improve the chances of getting the ball into the goal circle?

> When defending, what should you do to have a better chance of intercepting the ball?
On-court off-court rapid pass

4 passers on-court pass the ball around, each player trying to receive as many passes as possible. 2 other on-court players are taggers who try to tag a passer with the ball. Off-court, 2 players pass the ball to each other trying to reach a record total. The game is readily adapted to a wide range of ability levels. (8 or more players.)

What to do

Play for a set period, e.g. 30 seconds.

PASSING

- If a passer is tagged in possession of the ball they lose 2 points.
- Tag by lightly touching a passer – no touching on the head.
- End-zone – depending on player ability, designate a ‘no-go’ end-zone, which is out of bounds to other players.

TAGGERS

- Change roles frequently – after short periods of play, e.g. 30 seconds, taggers become passers and 2 on-court passers become off-court passers.

What you need

- Suitable playing area without obstructions with space between other groups
- 2 balls per group (volleyball size) or alternative
- Markers

Scoring

- On-court passers – attempt to catch as many balls as possible before being tagged.
- Off-court players – attempt to receive as many passes as possible in the set time.

Learning Intention

On-court off-court rapid pass is a fast, inclusive passing game. Passers learn to simultaneously bring into view teammates and taggers.
Coaching

The game will provide many ‘coachable moments’ for you to highlight invasion-game fundamentals by using player role models:

> team-mates positioning themselves to receive
> passers evading taggers
> players moving about without bumping into team-mates or opposition
> communicating
> deceiving the opposition.

Game rules

> Taggers – vary the number of taggers (more or fewer).
> Vary the passing method.

> Taggers/passers can only walk – vary according to ability levels.
> Call ‘freeze’ and ‘unfreeze’ – taggers have to stand on the spot until ‘unfreeze’ is called (easier for passers).

Equipment

> Use different balls – vary size, shape and hardness depending on the experience of the players.

Playing area

> Change the dimensions of the playing area.
> Create one or 2 in-court ‘islands’ where passers can move to (5 seconds maximum) without being tagged.
> Change the distance – between off-court passers.

Safety

> Ensure a smooth playing area with adequate space between players and other games.
> Create tag-free zones to equalise play as required.
> Overarm throws should be soft.
> The ball cannot be taken from another player’s possession.

ASK THE PLAYERS

Passers (on-court)

> ‘How can you help your team-mates?’
> ‘If you have the ball, is it best to “pass long” or “pass short”?‘

Taggers

> ‘How can you work with another tagger to be more effective?’
Players form pairs. On the signal players pass to each other for 30 seconds. At the end of 30 seconds the player without the ball moves to form a new pair. Passing starts again.

What you need:
- 2 cones per pair or alternative such as skipping ropes or tape
- Indoor or outdoor playing area with pairs of cones 60 centimetres apart, distributed as shown
- 1 medium-sized ball per pair

What to do:
- Pairs distribute themselves and wait for the signal 'go'.
- Pairs pass to each other at their own rate for 30 seconds.

Change over:
- At the end of 30 seconds the player without the ball moves to find another player with a ball. The activity is repeated.

Scoring:
- Not scoring is an option.
- Score as many passes as possible in 30 seconds but don’t ask pairs to call out their scores.
- Try beat your partner’s best score.

Change it:
1. **Move from cones to cones** – the aim is to pass through every pair of cones. Walk or run to cones depending on player abilities. Extra pairs of cones will avoid congestion.
2. **Catch and do something** – e.g. catch, bounce and throw to partner or catch, throw high, catch and return.
3. **Add to variation 1** – players attempt to intercept other pairs’ balls – interceptors must be moving for the intercept to count. No body contact.

**Note** – Ball cannot be taken out of the hands of a player.

**LEARNING INTENTION**
*Pairs passing* links to activities requiring throwing and catching, and builds to running while throwing, catching and evading other players. A useful lead-in to games like basketball, netball and football codes.
### Coaching
- Ask the players how they can ensure everyone is included.
- Highlight good examples of throwing and catching. Ask the group why they think the pair has been chosen as a role model.

### Game rules
- Vary the type of pass. Ask class for suggestions after providing options.
- Do the activity in 3s – adjust cones so players don’t bump into each other.

### Equipment
- Use different balls – vary size, shape, density and hardness.

### Playing area
- Bigger or smaller
- Change the distance between pairs of cones.

### Safety
- Ensure adequate space for number of players.
- Players should have completed space/player awareness activities before playing.

### Ask the Players
#### Throwers
- ‘What can you do to ensure you get more passes?’

#### Catchers
- ‘What can you do to help your partner?’
Pass and run

Runners run in parallel down opposite sides of the court passing the ball to each other. Interceptors try to intercept the ball but are restricted in their movements. Interceptors can only run up and down their designated line as shown. (8 or more players per group.)

What you need

> Indoor or outdoor playing area, e.g. basketball court divided as shown
> One ball per pair (volleyball size)
> 8 markers to designate interceptors’ narrow zones
> **Harder variation** – optional: hockey or softcrosse sticks (2–4); soccer or rugby balls

What to do

> Start: arrange players as shown – runners start in a staggered line at one end of the court.
> Play for a set period, e.g. 2 minutes, or a set number of points, e.g. 8, before rotating roles.

Runners **(attackers)**

> Runners pass, catch and run with the ball as they try to get to the other end of the court.
> Runners then jog around the outside of the court back to the start – start the second pair of runners as the first pair approaches the end of the court.

Interceptors **(defenders)**

> Try to intercept the ball – no contact or tagging.
> Can only move sideways along their line as shown.
> Return ball to the nearest runner after intercepting.

**Scoring**

> Runners – one point if they reach the end without an interception.
> Interceptors – one point if they intercept a ball.

**LEARNING INTENTION**

Pass and run combines passing, catching and running with a need to evade defenders and find a small space. Defenders are required to ‘read the play’ and anticipate the runners’ throws.
Pass and run

change it…

Coaching

> Ask the players for ideas to promote inclusion, e.g. use 2 runners on one side, or provide a ‘safe zone’ for a runner as shown.

Game rules

> More defenders along each line – start with 2 defenders; allow intercepting only. Add tagging later.
> Interceptors – allow both intercepting and tagging.
> Restrict the time in possession – e.g. ‘hot potato’ (immediate release) or 3 seconds.
> Allow tagging – as well as intercepting the ball, the interceptor can tag a runner to earn a point.
> Restrict passing – backwards only.

Equipment

> Use different balls – vary size, shape and hardness according to player ability.
> Use equipment to send the ball, e.g. hockey or softcrosse sticks, and an appropriate ball.
> Kicking – the ball may be dribbled and kicked instead of thrown.

Playing area

> Experiment with the distance between interceptors’ lines.

Safety

> If a hockey stick is used to send the ball, it should not be raised above waist height.
> For the kicking version, start with a soft/slow ball.

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?’
> ‘If you can’t pass a high ball to your team-mate, what other passes could you use?’

Interceptors (players without the ball – defenders)

> ‘Where is the best place to stand to intercept the ball?’
Pepper

One batter and dispersed players. Whoever fields the ball pitches, throws or bowls the ball immediately to the batter. The game can be set up quickly. (Groups of 5 or more.)

PLAYING
> Establish a fielder-free area in front of the batter.
> Play cooperatively (the batter tries to hit to fielders)
> Start with a one-bounce delivery and advance to a no-bounce delivery.
> After a pre-determined number of hits, the batter changes place with one of the fielders.

What to do

SETTING UP
> Suitable striking instrument – modified bat, paddle bat, racket
> Suitable ball – sponge ball (slow), tennis ball (faster)

Ask the players
‘Freeze-frame’ the activity to discuss fielding options to minimise long hits, and batting options to find space. Use role models and explore with questions.

Change it
> Modify the game by having the fielder pass the ball to a nominated bowler.
> The nominated bowler stands in a position that will allow a delivery appropriate to the ability of the batter.

Safety
> Choose a ball to suit the ability of the players.

> Receive, bounce and return – what else can you do with the ball before returning it?
> Other – type of ball; type of throw; speed of throw; size of fielder-free area.

ASK THE PLAYERS

> How do you need to position your hands ready to catch the ball?
> Where is the best place to aim to throw the ball to your partner so they can catch it?
> Should you hit the ball soft or hard to make it easy for the fielders to catch it?

LEARNING INTENTION
Pepper combines different throwing techniques with striking and fielding skills.
Rally around

Cooperative play – working in pairs, players complete a hit-and-rally circuit with 60 seconds at each station. The aim is to rally for as many shots as possible. Pairs move from station to station on a signal.

What you need

- Parallel playing areas and sufficient space between courts
- 4 paddle bats
- 3 tennis balls
- One larger ball, e.g. volleyball
- Markers or tape
- Stopwatch

What to do

- Warm-up with individual activity against a wall or pairs cooperative play.
- An underarm throw may be used to start play.
- Players move in an orderly manner to the next station on a signal.

Scoring

Cooperative play

- Help your partner achieve their best score.
- 5-point bonus for any pair that keeps the rally going for the 60 seconds

LEARNING INTENTION

Rally around combines fundamental movement skills with challenges to pairs working against the clock.
**Coaching**

- Use player role models to highlight skilful play.

**Game rules**

- **Two bounces allowed** – for less skilled players.
- **Vary the delivery** – e.g. use a bounce pass.
- **Vary the locomotion** between stations.

**Equipment**

- **Type of ball** – use a slower ball with less skilled players. Other variations include, size, colour, contrast with background and speed.

**Playing area**

- Vary the width of the ‘no-go’ areas.
- Use a wall. Players work in pairs or individually.

**Safety**

- Provide sufficient space between groups.
- Balls are retrieved from another group’s courts only after play there has stopped.

---

**Include all** – rather than rotate around, a player with limited mobility might stay in one place and take a new partner on each rotation.
Rebound ball

A player throws a ball at a wall and stands back for a second player to catch the ball – the activity continues this way. (Play with 2 or 3.)

> Allow a period for players to experiment with the best method of throwing – stop the practice and share ideas with the whole group, recommence play.

**CHALLENGE**

> Play against the clock, e.g. which team has given its players the highest number of turns in 40 seconds?

**Safety**

> Choose a ball, type of throw and distance to suit the ability level of the players.
> Start with softer balls and slow underarm throws.
> If a ball goes out of the playing area, retrieving players should signal they are entering another group's area and play should stop.

**Change it**

> **Practise individually** – allow individual practice to build skill and confidence.
> A player with less advanced coordination and motor skills can be included by another player standing close and sending a short throw or simply passing the ball.
> Players may use a softball glove or Velcro® mitt and suitable ball as an inclusive strategy.

**What to do**

**SETTING UP**

> Any type of ball depending on the experience and ability level of the players. One per 3 players.
> Optional – towels as shown.
> Open space near a wall, players at least 2 metres away.

**PLAYING**

> The first player throws the ball at the wall and moves quickly to the end of the team, allowing the second player to move up and catch the ball – continue down the line.

**CONTENT DESCRIPTIONS**

**SKILL FOCUS**

<table>
<thead>
<tr>
<th>CATCHING</th>
<th>TEAMWORK</th>
<th>THROWING</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACPMP025</td>
<td>ACPMP043</td>
<td>ACPMP043</td>
</tr>
</tbody>
</table>
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**

**SETTING UP**

> 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.

**Safety**

> Choose a ball to suit the ability of the players.
A cooperative game. A ball is thrown to a catcher. The thrower runs to take the place of the catcher and the catcher in turn runs to join players at the thrower's line. (Teams of 3 or more.)

What to do

**SETTING UP**
- One ball per team of players
- Markers or tape to identify 2 lines about 3 metres apart

**PLAYING**
- Player 1 throws the ball to Player 2 and then runs to Line B.
- Player 2 throws the ball to Player 3 and then runs to Line A.
- Repeat this pattern until the ‘stop’ signal is given.

**Change it**
- A player with limited mobility or passing ability (player 2) could start at line B with a team-mate (player 3). The first throw is sent to player 2, who passes it to player 3.
- The game continues with player 3 running back to line A with the ball and player 4 passing to player 2 and running to line B to repeat the pattern.
- Throw at any time between lines A and B – *underarm* and *slow* is better.

**Safety**
- Vary the locomotion between lines (e.g. *Hopping*, *skipping* and *jumping*).
- **Other** – vary the distance between the lines, vary type of pass, roll the ball, use preferred or non-preferred hand.
- Vary the type of ball.

**LEARNING INTENTION**
*Shuttle ball* combines introductory throwing and catching with agility. See also *Run the circle*. 

> Use *Change it* to adjust activity to the ability of the group.
> Ensure players are not close to walls or other obstructions.
> Players should know what to do if a ball escapes their group.

> Vary the locomotion between lines (e.g. *Hopping*, *skipping* and *jumping*).
> **Other** – vary the distance between the lines, vary type of pass, roll the ball, use preferred or non-preferred hand.
> Vary the type of ball.
Stork tag

Taggers chase runners. If runners are tagged, they have to stand on the spot in a stork stand. A tagged runner can be freed by a fellow runner by exchanging a ball with an underarm throw. Either a stork or a free runner can throw the ball. (Play with 8 or more.)

What to do

**SETTING UP**

- 2 or more taggers wear bibs.
- Half the runners have balls – which can be different shapes and sizes.
- Establish a playing area with markers. Ensure there are no obstructions.

**PLAYING**

- The game stops after a set period of time or when all the runners are tagged.
- Change runners and taggers frequently.
- **Runners** – if the ball is dropped in the underarm pass, both players become storks.
- The ‘no drop’ catching rule requires players to work cooperatively, as both thrower and catcher have a stake in the outcome. For players still learning to throw and catch, allow one bounce.

**Scoring**

- How many consecutive passes without the ball touching the ground?
- No scoring is an option.

**Change it**

- **All runners with balls** – to free a stork, both stork and runner have to successfully throw and catch their balls, otherwise both become storks.
- Tag-free islands, bounce pass or non preferred hand pass, size of playing area, replace the stork with another position, e.g. sit with legs tucked and off the ground.
- Use tag-free islands and, depending on the mobility of the player, allow different amounts of time on the island, e.g. as needed or for the duration of the game.

**Safety**

- Choose an area away from walls and other obstructions.
- Enforce the underarm throw and build up speed from a slow speed.
- Ensure players have completed other space awareness activities, e.g. All-in tag and Look out for others!
- Use Change it to accommodate different player abilities.

**LEARNING INTENTION**

Stork tag combines running with cooperative throwing and catching. It also requires players to be aware of others and emphasises ‘space finding’.
Take a seat!

Players lean against a wall in a ‘seated’ position and do a variety of ball-handling activities.

What to do

**SETTING UP**
- Free wall space without obstructions
- Individual activity – one medium-sized ball each
- Pairs activity – one ball per pair
- Group activity – one ball per group

**PLAYING**
- Try the activities shown.
- These activities can be demanding on the ‘skiing muscles’ (quadriceps) – start with 15–20 second bursts.
- Mix up individual, pair and group (‘down the line’) activities to provide rest breaks.
- Players can be grouped in small teams of 3–4 and compete against each other or pairs can compete against other pairs...

**Scoring**
- How many consecutive throws/catches in a set time?
- Not scoring is an option.

**Change it**
- This activity can accommodate different ability levels – use a chair if required.
- Vary the type of ball, distance between players and type of pass, e.g. in ‘down the line’ the distance between some of the players can be adjusted for throwing variations.

**Down the line** – try all mixed up, players try to make every pass different.

**Pairs activity** – after one throw and catch, partners quickly change places.

**A second ball between the knees** works the ‘horse-riding muscles’ (adductors).

**Safety**
- Ensure no attachments on the wall space used.
- Start with gentle passes and throws.

**LEARNING INTENTION**

Take a seat allows students to practise balancing, catching and throwing skills and apply them in different movement situations.
Target throw & run

A ‘thrower’ throws a ball at a target and then runs to a base and back before fielders place the ball on the ‘thrower’s’ area. (Play with 5 or more.)

**What to do**

**SETTING UP**

- Marked area (‘launch pad’) for the thrower.
- Fielders spread out but not on the line between the thrower and the target.
- Set up a base about 3 metres away to run around, e.g. cone marker.
- **Target** – choose an ‘achievable’ target. Experiment according to the group.
- Any balls suitable for throwing or rolling.

**PLAYING**

- Ball is thrown at target and the thrower runs around the base. A bonus point is received for a hit.
- The fielders collect and throw the ball to team-mates and attempt to place it on the ‘launch pad’ before the thrower returns.
- If fielders beat the thrower, the thrower becomes a fielder and the fielder the new thrower – ensure all fielders have a turn.

**Change it**

- **Roll the ball**
  - Provide targets at different distances. Each has a ‘strike value’, e.g. 5, 3 and 2 points.
  - Vary the distance to target and base, type of throw, vary the target, (type and size), fielding positions, instead of running try an on-the-spot activity, e.g. tuck jumps.

**Safety**

- Other player awareness during fielding.
- The thrower should look out for fielders on return to the ‘launch pad’.

**LEARNING INTENTION**

Target throw & run refines accurate throwing/rolling and develops fielding skills including communication with other fielders.
Throw, throw, throw! 2 groups of equal size face each other. Each player has a scrunched-up paper ‘ball’. On a signal, players throw their paper ball over a line in the direction of the opposite team. After a set period, balls are counted to see who has the fewest balls.

**What you need**
- Markers to separate groups
- Recycled sheets of A4 paper
- Optional – a marking pen

**What to do**
- Divide the group into 2 teams, see *Form a group*.
- Play for a set period, e.g. 30 seconds. That can be a lot of throwing!
- Encourage different strategies, e.g. gatherers and throwers work together.
- Players should ‘throw fast and throw smart’!

**Scoring**
- The winning team is the one with the fewest paper balls.

**Change it**
- Each player writes their name – when the throwing is over, players find the person whose name is on the ball. A good ice-breaker with new groups whose players don’t know each other.
- Sitting – players remain seated for the activity.
- Backwards – players throw backwards over their heads.
- Between the legs – players throw between the legs (face forward or backward).

**Safety**
- Paper balls should be sufficiently loose so as not to cause hurt.
- A ‘no-go’ zone ensures players are separated.
- Players should not cross the ‘no-go’ zone until the game stops.

**LEARNING INTENTION**
*Throw, throw, throw!* is a short sharp energiser that involves throwing, quick movements and spatial awareness.
Players in 3s stand on the points of a triangle and roll a ball to one another. (Play with 3 or more.)

What to do

SETTING UP

> Players spaced 3–5 metres apart.
> Any ball and surface suitable for rolling.

PLAYING

> The ball is rolled along the sides of the triangle.
> Experiment with ways of trapping the ball – foot, hands.

COOPERATIVE PLAY

Triangle roll

**Scoring**

> Not scoring is an option, alternatively how many times ‘around the world’ in 30 seconds?

> Vary the – size of triangle, speed of ball, size of ball, scoring method, type of activity performed after release, size and placing of the gate.
> Use eye shades and a ‘goal ball’, which makes a noise when it rolls, add an interesting dimension to the activity and will include children with limited vision. Encourage communication between team-mates.
> A player with limited balance can use a chair. A player with poor hand function can use a rolling ramp.

**Safety**

> Do not throw balls.

**Change it**

> Roll and perform an activity – how many side-to-side run/lunge combinations can you perform? Cones are used to mark the agility-run area – start with a small area.
> Through the gate – 2 cones are used to make a ‘gate’. The gate may be placed closer to one player depending on ability.

**Learning Intention**

This is a beginning rolling and trapping activity that leads to fielding skills. By adding an activity to be performed after release the intensity of the activity can be increased.
Underarm return relay

Players run to a point, return and on the way back pick up a ball and throw it underarm to the team-mate next in line. This pattern continues. (Play with 4 or more.)

What to do

**SETTING UP**

- Mark a starting line and a midway line, and place a distant marker to run around (turning point).
- Form teams of 4–6 players.
- Place the ball on the midway line.

**PLAYING**

- Play cooperatively
- Player 1 runs around the turning point and back towards the team, picking up the ball on the midway line.
- The ball is thrown underarm to player 2, player 1 joins the end of the team.
- Player 2 runs to the midway line, deposits the ball and continues to the turning point, then runs back, picks up the ball and throws it underarm to player 3.
- Continue until player 1 is again at the head of the line.

**Change it**

- Instead of placing the ball on the midway line, a player with limited mobility or ball-throwing ability is situated at the midway line and an appropriate pass or handover is made.

**Game rules**

- Do a turning point activity – e.g. the runner has to move between 2 markers with a novelty activity, e.g. seal drag.
- Vary the pass, e.g. chest pass, roll the ball.

**Playing area**

- Vary distance to midway line and turning point.

**Safety**

- Choose a ball and distance to suit the ability of the players.
- The pass should be chosen to match the ability of the players, e.g. a chest pass is likely to have more force than an underarm pass.

**LEARNING INTENTION**

*Underarm return relay* is a passing and catching activity that requires agility and the ability to pass accurately while running.
Wall tennis

2 players face a wall. Each player is restricted to half the playing area. The server throws the ball to the wall above a line to start play – the receiver tries to catch the ball after one bounce or on the full. (Play 1 v 1.)

What you need

> One volleyball or similar per pair. Progress to a tennis ball with increasing competence
> A wall area and court surface that allows the ball to bounce
> Wall marked with a horizontal line about 1m from the floor (e.g. with masking tape)
> Markers, rope, tape, chalk as required

What to do

PLAYING

> The ball is served to the opponent’s court.
> Players stay in their own half of the court.
> A rally of alternating throw/catch continues until one player cannot return the ball onto the wall above the line before the ball bounces a second time.
> Players serve alternately.
> If the serve does not land in the receiver’s court the receiver scores one point and the server scores again (up to a maximum of 3 unsuccessful serves). Play to a specified number of points, (e.g. 5) or for a set time (e.g. 3 minutes).

Scoring

> A point is scored by the player who wins the rally.
> The receiver scores a point for a misplaced serve.
> Cooperative emphasis – for a great warm-up option, make the length of the rally the objective.

Change it

1. Use full court – allow players to play freely anywhere on the court as in squash.
2. Pairs play – use 2 adjoining walls and play in pairs. The ball can be served off either wall and can rebound a second time off the other wall. Allow one bounce before catching.

LEARNING INTENTION

Wall tennis refines serving and catching skills. It requires heightened anticipation and an ability to place a ball out of reach of the opponent.
Wall tennis

Coaching

> Use players as role models to help players understand the concepts of the game – serving in-court, anticipation, positioning for catching, and finding space.

> From the beginning encourage cooperative play, with players aiming for long rallies – use slow serves, repetitive patterns or serving an appropriate distance.

> Ask the players for ideas to ensure everyone is included.

> Dividing the court into 2 halves is a useful strategy. You may further develop this strategy by marking out an area where the ball has to go when served. You may need to experiment.

Game rules

> 2–3 bounces – make the activity easier by allowing 2–3 bounces.

> Bonus zones – award bonus points if the ball lands in a specified area of the court, even if play continues.

Equipment

> Bats – hand serve, paddle bat racquets

> Balls – foam balls, tennis balls or other suitable ball

Playing area

> Remove the dividing line on the court to ‘open’ the play.

Safety

> Discourage players from throwing the ball too hard.

> If a bat or racket is used in a game variation, discuss safety measures; particularly if the court is not divided.

> Ensure sufficient space between courts.

ASK THE PLAYERS

> Highlight back of court play – ‘What are the advantages/disadvantages?’

> ‘Can you position yourself so it’s difficult for your opponent to see the ball/hit the wall?’

> 2-wall game – ‘Which wall should you bounce the ball off to get it away from your opponent?’

Server

> ‘How can you angle the serve?’

> ‘Where should you move so it’s difficult for your opponent to win a point?’

> ‘How can you disguise your shot to make it difficult for your opponent to return?’
Wana is a striking and fielding game where the batter defends an object placed in the centre of the circle by hitting away balls thrown towards the object by the fielding team.

What you need

- Tennis balls to throw – alternatively, coloured softball sized airflow balls work very well and are useful when several games are played side by side.
- Rounders bat, racquet ball racket or small cricket bat as a wana.
- A set of wickets, a skittle or large plastic bottle with some sand in the bottom as the nhoba (baby).
- Large hoop (or alternative) around the nhoba – the batter may not step in this area.
- Rope or markers to define a 3 metre circle which defines the batter’s area.

What to do

- Players are placed as shown.
  
  **FIELDERS**
  - On the signal to start, a player with the ball attempts to hit the nhoba with an underarm or sidearm action – below shoulder height.
  - Players may throw the ball to another player to have a throw.
  - Throwers are allowed to baulk but cannot delay a throw.

- Balls can be retrieved from within the batters circle but can’t be thrown from there – they must return to the larger playing area.
- The player who is able to hit or knock over the nhoba becomes the new batter.

**Batter with wana**

- The batter with the wana attempts to hit or tap the ball away. The player’s body cannot be used to block the ball.
- The batter is out – if caught on the full (a variation is to require the ball to be hit above waist height) – the batter hits or knocks over the nhoba.
- The game may be played with a set batting order and players are not out until they hit at least one ball.

**Scoring**

- Play as an individual challenge with players rotating.
- Play as a competitive game with two teams. Each player scores point for hits and these are added to the team total.

**LEARNING INTENTION**

Wana supports students to further develop catching, underarm throw and striking skills in an activity that requires accuracy and control.
Change it

Increase the challenge by introducing a second ball. Players should throw the ball as soon as they field it and must not wait until two balls are in hand.

Require a bounce on the ground if a wicket is used.

Vary these according to ability levels – size of the nhoba, size of throwing objects, distance of fielders from nhoba, type of bat.

Safety

If 2 balls are used, play must stop if a fielder wants to field a ball from the batter’s circle. The fielder must signal an intention to field the ball and the game stops until the fielder is back in the playing area.

Aboriginal and Torres Strait Islanders histories and cultures
The young noongar (or nyungar) girls in south-west of Western Australia had many games they played just among themselves, because after a certain age they were not permitted to play with the boys of the camp. In one of their games a short piece of stick was placed on the ground to represent a ‘nhoba’ (baby). Each girl had to defend her ‘nhoba’ from the ‘wanas’ (digging sticks) of the other girls. The girl defending the ‘nhoba’ held her ‘wana’ between her thumb and forefinger and used it to hit away any incoming ‘wanas’ to prevent her ‘nhoba’ from being hit. In real adult fights women sometimes stood beside their husbands and warded off the ‘kidjas’ (spears) of their enemies.
One team called *Warriors* pass a ball to other Warriors and try to tag an opposition called *Dragons*. If Dragons are tagged they become Warriors. When all the Dragons are caught the teams swap over.

### What to do

**SETTING UP**
- Establish a playing area. A moat surrounds the playing area. A moat is not required in the pool version of the game.
- Two teams: Warriors and Dragons
- One medium sized ball
- Bibs for the dragons. In a pool use caps.

**PLAYING**
- Dragons can run but not into the moat because dragons can’t swim.
- In the pool game, Dragons can avoid being tagged by ducking under the water.
- Warriors are not allowed to step with the ball or throw it at a dragon.
- Warriors are not allowed to hold the ball for any longer than 3 seconds.

**Change it**
- Team size – uneven team sizes. More Warriors speeds up the game and makes it harder for Dragons.
- Vary type and size of ball, type of pass, size of playing area, safe zones, immediately pass the ball – ‘hot potato’, vary the locomotion.

**Safety**
- Tagging on the head is not permitted.
- Encourage players to call ‘mine’.
- Pool version – no holding or tagging under water.

**LEARNING INTENTION**
Successful play requires anticipation and evasion skills in defence or teamwork in attack. For related cards see *Base run*. 

- If a Warrior or Dragon has limited mobility all players must hop or jump.
- If necessary establish two adjacent safe zones. A Dragon can’t be tagged in a safe zone but must not stay in a safe zone for more than a specified time, e.g. 10 seconds.
Wulijini

Two teams on either side of a court hit (volley) the ball back and forth with the palms of their hands as many times as possible. The aim is to set a record for the whole group. Wulijini can also be played with the aim being to get the ball to hit the ground in the opposition’s half.

What you need
- A small inflated ball or a covered sponge ball
- Markers to set out playing areas

What to do
The activities below are performed using a volleyball-like hitting action. An alternative for beginners is to allow passing and catching, with players attempting to return the ball as quickly as possible – the quick catch and return action becomes a ‘hot potato’ action with minimal holding of the ball.

Team cooperative play
- Two teams. Increase the ‘no-go’ area to separate the teams by 3–5 metres.
- Two teams face each other and hit (volley) the ball back and forth with the palms of their hands as many times as possible. The aim is to set a record for the whole group.

Pairs cooperative play
- Two players face each other and hit (volley) the ball back and forth with the palms of their hands as many times as possible.

Scoring
- First pair to a nominated number of points, e.g. 11.
- A team scores if the opposition cannot return the ball.
- If a ball is served out of court, the receiving team scores the point and then serves.

LEARNING INTENTION
Wulijini provides cooperative play or competition options. The competition option relies on teamwork to cover a court in defence or to ‘find space’ and ground the ball in attack.

What you need
- A small inflated ball or a covered sponge ball
- Markers to set out playing areas

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Coaching

> The cooperative activities can be used as warm-ups which lead to a range of activities where the object of the game is to keep the ball up in defence and ‘ground it’ in attack.

> Use instances of effective play to highlight teaching points. Let the players do the ‘teaching’!

Change it

> **Lighter ball** – including a balloon.

> **Team sizes** – try different combinations. Use uneven numbers to make teams more even, e.g. if differences are due to age or ability.

> **Serve** – variations include throwing the ball into play, any kind of ‘hot-potato’ (not a ‘carry’) hit with one or two hands or a side-on volleyball type serve.

> **Use a net** – either volleyball or badminton net.

> **Playing area** – adjust the playing area. A long skinny court for example forces one player to the front.

Safety

> Encourage players to call ‘mine’ to help prevent collisions;

> Players should be familiar with space and other player awareness;

> Ensure the playing area is free of obstructions and that there is sufficient distance between groups.