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

**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.

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

**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

Attckers 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

Attckers

- 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.
change it…

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?’
TARGET GAMES

D1 and D2

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.

> 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.

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?’

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.

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

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.

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 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.

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)

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.

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

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

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

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

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

What you need

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

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.
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?’
**End ball**

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

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?’
INVASION GAMES

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.
Find the goal line

**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.)
Invasion Games

Interceptor

Two players pass a ball to one another. An opponent between the two 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.

> 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.

Playing 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.

> ‘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?’
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.

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.

Scoring

- 5 passes = 2 points
- 3 passes = 1 point
- Vary the number of passes
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?’
A modified version of volleyball, played on a smaller court. The team that wins the rally stays on the court and becomes King/Queen. The losing team leaves the court to be replaced by the next challenger. When a team beats the King/Queen, they move to the other side of the net to replace the King/Queen. (Play with 3 teams of 4.)

**What you need**

- A suitable indoor or outdoor area
- A mini volleyball court (14m x 7m) with a net at a height of 2 metres (a rope or no-go zone are suitable alternatives)
- One mini-volleyball (or similar) per court

**What to do**

- Have 2 teams of 4 on the court, with 1 team on each side.
- One end of the court is designated the King/Queen end.

**LEARNING INTENTION**

*King/Queen of the court* requires players to work as a team to cover the court when defending and to pass the ball reliably to gain the advantage when attacking. It works well following any activity that includes some or all of these skills, as it encourages players to further develop the skills.
King/Queen of the court

Playing area

> Lower the net height or use a no-go zone until players develop the skills of serving and spiking.

Game rules

> When one team wins 5 points, they become King/Queen and stay on court.
> The challengers server to start the rally.
> Allow teams to serve the ball for the next rally as soon as possible, forcing teams to get on court quickly.

Equipment

> Use different types of balls or balloons, depending on the ability of the players

Time

> Instead of playing to a particular score (e.g. 5 points), play for a set period of time.
> The winning team is the one with the most points scored when time runs out.

Safety

> Teams must wait off-court at a safe distance to avoid interference with play.

ASK THE PLAYERS

> How can your team get on court and be ready straight away?
> What is the advantage of staying as King/Queen of the court?
Mini volleyball

A modified version of volleyball played on a smaller court with no designated positions. (Play in teams of 4.)

**What you need**

- A suitable indoor or outdoor area
- A mini volleyball court (14m x 7m) with a net at a height of 2 metres (a rope or no-go zone are suitable alternatives)
- One mini-volleyball (or similar)
- Cones or markers to define the court area (if needed)

**What to do**

- Have 2 teams of 4 on the court, with one team on each side.
- Players serve the ball over the net from behind the baseline.
- The opposing team may take up to 3 hits to return the ball.

- Rallies continue where both teams try to return the ball to the other side.
- A rally is won when:
  - the ball is not returned over the net within 3 hits
  - the receiving team lets the ball hit the ground
  - a player makes contact with the net, or
  - the returned ball lands outside the court boundaries.

- If the receiving team wins the rally, they win the right to serve.
- Players rotate clockwise after winning the right to serve.
- A player is allowed a maximum of 3 serves in a row.

**Scoring**

- A point is scored by the team that wins the rally.
- The first team to score 25 points wins the set.
- A team must win with a minimum margin of 2 points e.g. 25–21, 28–26.

**LEARNING INTENTION**

*Mini volleyball* requires players to work as a team to cover the court in defence and to pass the ball reliably to gain an advantage in attack. It works well following any activity that includes some or all of these skills, as it encourages players to further develop the skills.
Coaching

> Start playing the game and introduce new game rules as situations arise. Players can easily learn new rules in the course of play.
> Use players as role models to highlight competent skills.

How to score

> Score a bonus point each time a team uses its maximum 3 hits before returning the ball.
> If you want to encourage players to relax and try new skills, do not keep score.

Playing area

> Lower the net height or use a no-go zone until players develop the skills of serving and spiking.

Game rules

> Allow the server to serve from inside the court (closer to the net) to improve their chances of success.
> Allow the ball to be caught on first contact.
> Allow the ball to bounce once before first contact.
> Service can be either underarm or overarm.
> Change the maximum number of hits allowed before returning the ball over the net.

Equipment

> Use different types of balls or balloons, depending on the ability of the players

Time

> Instead of playing until a set is completed, play for a defined period of time.
> The winning team is the one with the most points scored when time runs out.

Safety

> Players are not permitted to make contact with the net.
> Playing the ball with any part of the body, including the feet, is permitted in volleyball but kicking the ball is discouraged for safety reasons.
> Make sure players or teams waiting off-court are a safe distance away to avoid interference with play.
> When players are going for a ball, encourage them to call ‘MINE!’ to avoid collisions with team-mates.

ASK THE PLAYERS

> When defending, where should you stand on the court to defend your area?
> When attacking, what tactics could you use to improve the chances of winning the point?
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.
Newcombe ball

**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).

**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**

**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?’

**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?’
INVASION GAMES

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?
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

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?’
One team called Ninja tries to steal the sacred jewels of the Emperor (the treasure) from the Imperial Palace which is guarded by another group, the Samurai warriors. The Ninja try to fight their way past the Samurai guards by one point sparring matches. (Play in teams of 4–6.)

**What you need**

- 4 markers to define a square playing area
- A hoop with several tennis balls inside (the treasure)

**What to do**

- Form 2 equal teams of 4–6.
- One team is a band of Ninja assassins who plan to attack the Imperial Palace and steal the sacred jewels of the Emperor (the treasure).
- The other team is a group of noble Samurai warriors whose job it is to guard the Imperial Palace.
- The Samurais line up around the treasure and each one faces a different Ninja opponent.
- Both players spar with one another, trying to score a point by lightly tagging their opponent’s arm between the elbow and the shoulder.

- If the Ninja wins, they can steal a ball and return it to their stores. If the Samurai wins, they may reclaim a ball from the Ninja’s stores.
- Players swap partners and then try again.
- Set a time limit for teams to steal or reclaim as much treasure as possible.
- Swap roles regularly.

**Change it**

- Let the game run a little before any intervention — let the kids play.
- Manipulate the make-up of teams so that all players have the opportunity to experience winning.

**Safety**

- Players must only touch each other lightly.
- Players may only tag with an open hand.

**Ask the players**

- What do you need to do/remember to have the best chance of success?
- What are the key points for successful sparring?
- How can you work together to get the best results?

**LEARNING INTENTION:**

*Treasure* is a fun and fast-paced game that involves strategy and teamwork while developing the martial arts skills of attacking and blocking.
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.
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.