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.

![Alternatives](image)

- **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?’
Dribblers and robbers

Players (dribblers) with a ball move around the court dribbling. One or 2 players are robbers and they attempt to intercept dribblers’ balls without making body contact. (Play with one robber per 4 dribblers, for example).

What you need

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

What to do

**Dribblers**

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

**Robbers**

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

Coaching

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

What to do

**Dribblers**

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

**Robbers**

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

TEACHING TIPS

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

LEARNING INTENTION

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

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

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

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

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

ASK THE PLAYERS
- Which part of the foot did you use to dribble the soccer ball in order to maintain control?
- Where did you bounce the ball when dribbling the basketball in order to maintain control?
- What technique did you use to prevent the robbers from stealing your ball?
- When you were a robber how did you try to “get in close” so that you could steal the ball?
- How did you know where to run in the space in order to avoid the robbers?
**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.

**AShK 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.)

**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!).

**Playing area**
- Bigger or smaller
- Different widths for goal
- Different goals: e.g., plastic bucket, netball goal ring

**Alternatives**

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Find the goal line

**Coaching**
- Because players don’t run with the ball, the activity accommodates a wide range of ability levels;
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**Alternatives**

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**Hit the target**

Targets are set up away from a throwing line. Players score points by throwing, kicking or rolling a ball at the targets. Play in small groups (3–4 per group).

**What you need**
- A variety of targets – such as 2-litre (or larger) plastic bottles with a little sand in the bottom, cricket wickets or buckets
- Objects to throw – softballs, beanbags, tennis balls, soccer balls – 2 per player

**What to do**
- Players throw, roll or kick a ball to hit or land in targets.
- Each player has a set number of throws, e.g. 2.
- Play is stopped to re-position targets that have been knocked over.

**Scoring**
- Consider a bonus point if a ball lands inside a target.
- Set a target, e.g. 15. The team with the smallest number of throws or the most points in a set time (e.g. 45 seconds) wins.

**LEARNING INTENTION**
*Hit the target* supports students to develop their shot placement, accuracy and strategy in relation to scoring zones in target games.
Hit the target

Coaching

- Use players as role models to highlight effective sending skills and coaching points.

Game rules

- **Sending variations** – cater for varying ability levels by varying the method of delivery (roll or kick), implement used and target size and distance.
- **Cooperative pairs** – one sender and one fielder. Players alternate turns. The aim is to score as many points as possible in 60 seconds.
- **Ask the players** – ‘How can you work cooperatively to maximise your score?’

Equipment

- Vary size and shape of balls according to player ability.
- Vary the type or size of target.

Playing area

- Vary the arrangement of targets to suit the sending method, e.g. if players are kicking, initially stagger the targets.
- Vary the distance of the targets from the throwing line.
- Set a ‘no-go’ boundary. If the ball goes beyond the boundary, no points are scored. Don’t be too stingy – allow for some roll on!

Safety

- With multiple groups have players throw away from one another. Balls are gathered but not thrown back.
- Alternatively, use a line-up configuration and have all players throw in the same direction.

Players do not leave the throwing line until all players have finished.

**ASK THE PLAYERS**

- ‘Did you choose low-scoring or high-scoring targets? Will you change your targets next time?’
- ‘What strategy did you use and would you alter it next time?’
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
- Divide players into groups of 6 or 8.
- Each group stands on opposite sides of the playing area.
- Give each player a number (with a corresponding number on the other team).
- 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.
**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?’

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**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.

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**Pass and run**