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.
4 square

**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.

**Alternatives**

**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.
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

- Vary the time attackers have to score according to their ability level.
- The end-zone can be effectively used for a player with limited mobility (attackers or defenders).

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?’
Balancing act

Players try balancing different objects to see which shapes are easiest to balance.

What you need

> Various balancing objects, such as balancing poles (made from rolled up newspaper and sticky tape), feathers (easier), shoes, plastic chairs, baseball caps and broom handles (harder)

What to do

> Players balance various objects to see which shapes are easiest to balance.
> Players use different body parts to balance the objects, such as the palm or back of their hand, or their knee, foot, elbow or chin.

Scoring

> How long can you hold a balance for?

Safety

> Check there is enough space between players/groups and that players are away from walls or obstacles.
> When balancing objects on the head, the chin or the forehead are the safest places. Objects balanced on the nose can slip and fall into the eye.
> Players should not run around while balancing objects.

Ask the players

> What objects balance the best, or the worst?
> How could you ‘act’ to make your balancing act look dangerous and exciting? (e.g. pretending that an object is very heavy or very precious and cannot be dropped or broken).

Change it

> Emphasise the need to look out for others (i.e. leave lots of space for balancing activities).
> Players try walking or lying down and getting back up again while trying to balance their object.
> Players ‘jump’ the balancing object from one body part to another (e.g. one hand to another).
> Players work in pairs to pass balanced objects to each other using the ‘jump’ method.

LEARNING INTENTION:

Balancing act is an introduction to balancing objects, which encourages spatial awareness. It combines well with plate-spinning activities.
Base run

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.

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.

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

TEACHING TIPS
> Encourage defenders to pass the ball and quickly move to a new position ready to receive next pass.
> Encourage attackers to move into space away from the defender receiving the pass.

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.

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**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?
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

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?’
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 groups of 5 students.
- Sufficient space between games
- Markers

What to do

**Dribblers**

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

**Robbers**

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

Coaching

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

TEACHING TIPS

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

LEARNING INTENTION

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

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?’
Find the goal line

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.

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.

What you need

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

What you need

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 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.
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.)
Players on opposite sides of a playing area each have 3 bean bags. Players run to the other side and steal one bean bag at a time. The winner is the first player to increase their total to 5. Can be an individual or team activity. (Play with 6 or more.)

**What you need**

- Sufficient bean bags for each team, markers to designate lanes and boundaries
- Establish boundaries.

**PLAYING**

- Players can steal bean bags one at a time from any player opposite.
- Bean bags cannot be stolen if the owner is standing there. An alternative is to have a ‘no guarding’ rule.

**Scoring**

**Individual game:** the first player to accumulate 5 bean bags is the winner.

**Team game:** all the players on one side of the square are a team. When any one player scores 5, the game stops. All the bean bags on that side are tallied and the side with the most bean bags is the winner.

**Change it**

- Set a time limit, e.g. 30 seconds.
- Give a bonus point to the team that scores the first individual 5 points.
- Vary the size of the playing area.

**Safety**

- If indoors, boundaries should be away from walls or freestanding objects.
- Players should be familiar with space and player awareness activities such as *All-in tag* and *Look out for others*!
- Emphasise safety when players cross over each other’s paths.
- After depositing a bean bag, players should check for other players before running back.

**ASK THE PLAYERS**

After some initial play, try the team game and ask the teams to individually discuss strategies for stealing the maximum number of bean bags – play and stop again to share strategies.

**LEARNING INTENTION**

Get the Bean bag builds on introductory space and player awareness activities and develops locomotor skills.
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.

A player on the King/Queen team serves the ball to start the rally.

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.

Winning the rally gives that team the right to serve.

The winner of the rally stays on the court (if they are not King/Queen, they move to the King/Queen end), and the losing team is replaced by the next team.

Play for a set period of time.

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 serve 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?
Players run in random directions in a defined area. Players are made aware of the fact that the activity is focused on learning to play safely in the presence of others.

What to do

Setting up
>
> Define the playing area – a key step in any player/space awareness activities.
> Disperse the players.

PLAYING
>
> Players move around, mindful of other players, the boundaries and the surface. For example, if playing outdoors, are there any holes in the ground?
> If indoors, an option is to use a backdrop of music.
> Change the locomotion – e.g. run, walk, hop, skip, gallop.

Change it

> How many ways can you...? – every locomotion has its variations, e.g. for running, vary the speed, length of stride, noise made by feet, body low or high, funny variations, on the spot, height of knees, height of feet at the back, direction, arm position, clap in various positions.
> Run and balance – players run randomly as above. The coach calls ‘freeze!’ and the players have to balance – either one of their own choice or a nominated balance (e.g. balance on 1 to 4 body parts).

Run and groups – the coach calls a number (e.g. ‘5!’) and players quickly form groups of 5. A fun variation is to call a number and body part, e.g. ‘5 hands!’. Players come together with 5 hands touching. Use the final number called for the next activity – this assists in a quick transition.

Safety
>
> Choose an area away from walls and other obstructions.
> Start simply – add new challenges over time.
> Start with a slow locomotion (walking if necessary).
> Only add variations when players demonstrate effective space and other player awareness. For first-time players, this may take several sessions.

LEARNING INTENTION

Look out for others! is an important prerequisite to ensure that students are able to move around a playing area without running in to other students or objects. Effective player and space awareness is a key preventive skill and should be continually reinforced.
**NET & 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.
Mini volleyball

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?
**Learning Intention:**

Pick some spots, join the dots is an activity that aids decision-making, spatial recall, spatial length and distance. It is a good introduction to many dance activities.

**What you need**

- Optional: Music player and music

**What to do**

- Players walk around the room and identify and name 4 spots e.g. 1, 2, 3, 4.
- Call out a sequence e.g. 1, 2, 4, 3.
- Players then link the spots called.
- Vary the way players move between spots e.g. running, skipping, jumping, animal walks.

**Change it**

- Increase the number of spots.
- Identify harder ways of moving from one spot to another (e.g. turning).
- Change the sequence e.g. even numbers 2, 4, 6, 8, followed by odd numbers 1, 3, 5, 7.
- Halve the amount of space and adjust the direction and distance of established spots.
- Allow players to repeat the same spatial pattern until they can remember it.
- Introduce music.

**Safety**

- Players must be aware of others when moving between spots.
- Start with slow walking before experimenting with variations in travel speed or style.

**Ask the players**

- How many different combinations can you make with 4 spatial placements?
- What kinds of things do you do to remember exactly where the spots (spatial placements) are in the room?
Shapes in space

In a group, players make a basic shape in the middle of the room then skip clockwise. When the music stops, players run away from the basic shape. When the music starts again, players run back together and form another basic shape.

What you need

> Music player and music

What to do

> Call a shape e.g. a circle, square or rectangle.
> In a group, players make the nominated shape in the middle of the room, and the music begins.
> Players start skipping clockwise while the music is playing.
> When the music stops, all players run away from the shape.
> Call another shape e.g. a square.
> The music starts again and players run to the middle to form the new shape.
> Players begin skipping anti-clockwise.
> Repeat this pattern.

Change it

> Vary the method of travel around the shape and away from the shape, according to ability (e.g. walking or sliding the feet instead of skipping, or hopping instead of running).
> Divide players into groups of 5 or 6 to make more shapes.
> Have one shape move inside the other shape, moving in the opposite direction.
> Vary the time between movement in the shape and free movement into open space.

Safety

> Start off slowly then gradually increase the pace.

Ask the players

> What do you need to do to maintain the shape?

LEARNING INTENTION:

Shapes in space is an activity that teaches the use of formal and random spatial patterns, the cooperative use of common space, decision-making and kinetic recall.