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

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

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

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

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

**LEARNING INTENTION**
*6 or safe* is an introductory striking and fielding activity. The activity develops batting, fielding and decision-making skills.
Coaching

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

Game rules

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

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

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

Equipment

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

Playing area

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

Safety

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

ASK THE PLAYERS

Fielders

> ‘Where is the best place to stand?’

Batters

> ‘Where is the best place to hit the ball?’
> ‘Will you hit for 2 or 6?’
Each player has a suitable batting implement and ball. The aim is to keep tapping the ball into the air with the bat for as long as possible. Many variations are possible.

**What you need**

- 1 ball and batting implement per player (suitable to player ability)

**What to do**

- Players tap their ball up and down on their bat, and count the number of consecutive taps they get.
- If a player drops their ball, they start counting from the beginning.

**Scoring**

- Award 1 point per successful hit.

**Change it**

- Vary the bat and ball.
- Play cooperatively in pairs or groups of 3 and vary the distance between players according to ability.
- See how many times players can tap the ball on different parts of the bat.
- Players try to hop/jump as many times as they can while the ball is in the air.
- Players see how long they can keep the ball on their bat without it rolling off.

**Safety**

- Use bats and balls suitable for players’ ability.
- Check there is enough space between players and away from walls or other obstacles.
- Bats must not be swung around or raised more than chest high.

**ASK THE PLAYERS**

- Which part of the bat do you need to hit the ball with so that it will go straight up in the air?
- What technique did you find was the best for making the most consecutive hits?
- How high did you need to hit the ball in the air to make sure you had time to get ready for the next hit?
- Which bats/balls make this easier/harder?

**TEACHING TIPS**

- Keep your eyes on the ball.
- Keep the face of the bat parallel to the ground so that you can hit it straight up in the air.
- Hold the bat at the bottom of the handle to have greater control and accuracy.

**LEARNING INTENTION**

*Bat tapping* supports students to develop hand-eye coordination and striking skills.
Beat the ball

A batting team, a fielding team and 4 bases. A bowled ball is hit into the field. The batter runs around the bases while the fielders pass the ball around the bases in the opposite direction. Many variations are possible. (Play 5 v 5.)

What you need

- 4 softball bases/markers
- Boundary markers and a marker to show bowling distance
- One bat and ball (choose to suit ability level of the group)
- Option: batting tee

What to do

**BATTERS**
- The batter hits a bowled ball (underarm throw, one bounce).
- All batters attempt to run around the bases as a group to the finish position (1–2–3–4).
- The ball must be hit within the boundary area, otherwise the hit is re-taken.
- The batter is not out if the ball is caught on the full.

**FIELDERS**
- Initially, fielders must stand at least 1m away from a base in the outfield.
- A fielder retrieves the ball. This is the signal for the other fielders to run to a base. The ball is passed in the direction fielder–3–2–1–4.
- The last fielder to receive a pass calls ‘STOP!’.
- A penalty applies if ‘STOP!’ is called too early – the batters receive a point irrespective of position.

The bat is passed to the next batter.

**Scoring**
- One point is scored for the batting team if the batter reaches home before the fielders pass the ball around the bases.
- An extra point is scored if the ball passes through the ‘bonus gate’.

**LEARNING INTENTION**

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

Coaching

- Use player role models to emphasise effective batting and fielding plays.
- Variations allow adaptation to a wide range of player ability levels.

Game rules

- Batting action – throw or kick into the field of play.
- Bowling action – self feed, cooperative feeder, hit from a batting tee, an overarm bowl.
- Fielders vary the pass – allow any pass or vary the pass between fielders. Include novelty passes, e.g. under a leg.

Equipment

- Use different bats – allow player choice.
- Use different balls – e.g. size 3–4 soccer ball for kicking option.
- Use a batting tee – if required.

Playing area

- 4 bases – increase or decrease the separation.
- Outer field size – increase or decrease.

Safety

- Batters must drop and not throw the bat.
- Batters should hit below head height.
- Fielders must not interfere with running batters.
- Fielders should call ‘mine!’ when fielding the ball.
- The batter should know where the ball is at all times.

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

**What you need**

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

**What to do**

**Hitters**

- 6 hits, then rotate roles.

**Collectors**

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

**Feeders**

- Feed with drop shots as shown.

**Scoring**

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

**LEARNING INTENTION**

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

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

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

**Playing area**
- Change the position of the hoops and buckets. Have scoring zones.

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

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

**ASK THE PLAYERS**

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

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

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

**TEACHING TIPS**

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

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

**Collectors**
- Watch the direction of the hitter’s arm swing and the position of their body to predict where the ball will go.
Continuous tennis

Players in small groups hit a ball over an obstacle and run to the back of the line making way for the next player to receive a ball and hit it. Loads of fun in the water!

**What you need**

- Playing area with net or alternative, such as a marked ‘no-go’ area or a bench
- One paddle bat per player
- Tennis ball or similar for each group
- Markers or tape
- For the pool option, water should be waist-deep

**What to do**

This activity assumes some proficiency in hitting a ball with a bat.

- Start with underarm hits.
- After the first ball is hit, the player moves to the right and then to the back of the line.

**Scoring**

**Team challenge – more skilled players**

- Total points scored after 2 rounds.

**Individual challenge – less skilled players**

- The first person to 4 points calls ‘FOUR!’
- Only count successful returns.

**LEARNING INTENTION**

Continuous tennis is a rallying activity that requires students to practice hitting accurate shots to the team on the other side of the court.
Continuous tennis

Coaching

> The racket/bat option assumes some proficiency with hitting a ball with a racket/bat.

Game rules

> **Throwing, rolling or kicking** – provide an alternative for less skilled players or as a warm-up (use a larger ball).

> **Cooperative play** – each player runs to the right to join the back of the opposite team. How long can the rally be maintained?

> 2 bounces allowed – for less experienced players.

> **Include all** – vary the racket size, use a slower ball, don’t use a net, decrease the size of the playing area.

Safety

> Provide sufficient space between groups.

> A clear strategy to control player/space movements is important. Hitting players peel off to the right and team-mates stand behind a marker, e.g. tape on the ground.

> The next player waits until the hitter has moved to the right before stepping up.

> Balls are retrieved from another group’s court only after play there has stopped.
A batting team and a fielding team. A ball is hit into the field. The batter runs around team-mates and all fielders run to the ball to touch it at the same time. The batter keeps on running until someone from the fielders calls ‘STOP!’. (Play with no more than 5 per team.)

What to do

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

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

What you need

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

Scoring

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

Learning Intention

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

Coaching

> Match the pitching/bowling method and type of batting to suit the player ability levels.

> Highlight effective ball hitting/placement or effective fielding using player role models.

Game rules

> Batter weaves and runs – teamwork is required to keep the group compact while allowing enough space for weaving.

> Fielders pass the ball – the ball is passed from player to player until everyone has ‘touched’ it. To ensure everyone touches, players call the catches, ‘1–2–3...STOP’.

> Fielders vary the pass – allow any pass, or vary the pass between fielders. Include novelty passes, e.g. under a leg or hand to hand.

> Rolling – use rolling or kicking to pass between fielders.

> Include all – share roles, e.g. hitting and running, vary the pass used.

> Through the tunnel – the ball returns to the bowler via a tunnel.

Equipment

> Use different bats – allow player choice.

> Use different balls – e.g. size 3–4 soccer ball for kicking option.

Playing area

> Bigger or smaller.

Safety

> The batting team must be well clear of the batter until the ball is hit.

> Batters – must drop the bat, not throw it.

> Fielders – must not interfere with running batters.

> Fielders – take care when reaching down for a ball to avoid collisions.

ASK THE PLAYERS

Batters

> ‘Where is the best place to hit or kick the ball?’

> ‘How can you complete your run as quickly as possible?’

Fielders

> ‘Where is the best place to stand?’

> ‘How can you pass the ball to a team-mate as quickly as possible?’
Footy golf

Players aim to score by hitting a ball through goal posts. (Play in teams of 2–4.)

What you need

> Posts (flags, cricket stumps, stakes etc)
> 1 club, 5 balls, 1 goal per team of 2–4
> Optional: a wall, chalk, frisbees

What to do

> Set up the goals (use 4 sticks, as for Aussie Rules goals).
> Form teams of 2–4.
> Each player has five hits for goal using a full golf swing.
> Players retrieve their own balls only, upon instruction.
> As an alternative, make chalk markings on the wall for posts.

Scoring

> The ball must go through the goals on the full.
> Score 6 points for a goal (passes between the centre sticks).
> Score 1 point for a behind (passes between the goalpost and the behind post).

Learning Intention

Footy golf introduces the skills of striking and accuracy. It easily leads into other target activities, such as Hit the target, as well as striking and fielding activities, such as Hit 4 and go, or Over the pit.
Footy golf

Coaching
- Use role models to highlight good technique.
- Players may be coached on the side to develop their skills.

Game rules
- Add an out-of-bounds area behind the goals and penalties to encourage players to learn distance control.
- Allow points to be scored if the ball rolls through goals.

Equipment
- Vary the ball used (e.g. a tennis ball or frisbee) according to ability.
- Vary the goals used (both size and design e.g. soccer or rugby goals) according to ability and interests.
- Vary the method of sending the ball according to ability (e.g. rolling, throwing or kicking).
- Vary the type of hitting implement used (e.g. racquet, bat, hockey stick).

Playing area
- Vary the distance to the target and/or the distance between posts according to ability.

Safety
- Check the playing surface for hazards.
- Players must not take a practice swing unless instructed to do so.
- Enforce a ‘Stop – look – swing’ rule.
- No-one retrieves the ball before the ‘ALL CLEAR!’ signal is given.
- Players who are waiting must stay at least 3 metres behind the hitter.

ASK THE PLAYERS
- How can you control the distance the ball goes?
- What strategy will get you or your team the most points?
**Batters attempt to score points by running around a marker. Bowlers attempt to get batters out by bowling or catching them out. (Play in 2 teams of 6.)**

**What you need**
- 1 ball, 4 marker cones, 3 bats and 3 sets of stumps per game

**What to do**

**SETTING UP:**
- Divide players into 2 teams of 6.
- Position the 3 sets of stumps to face the 4 directions of bowling.
- The fielding team has 4 bowlers (1 placed on each marker) and 2 fielders.

**PLAYING:**
- The batting team bats one at a time.
- A bowler bowls the ball to the batter.
- When the batter hits the ball, they must run around the marker from where the ball was bowled and return to the batting position.
- The ball is returned by a fielder to any of the bowlers, where they can bowl immediately — even if the batter has not returned.
- The batter may be out by being bowled or caught only.
- Rotate the bowlers and fielders regularly.
- Teams change over when all batters have been dismissed.

**Scoring**
- 1 run is scored each time a batter successfully runs around a marker and back to the stumps.

**Change it**
- Vary the type of ball and bat according to players’ ability.
- Allow players to bat from a tee.
- Use either an underarm or overarm bowling action or roll the ball when bowling.

**Safety**
- If using a hard cricket ball, protective padding must be worn by the batter i.e. helmet, leg pads and gloves.

**Ask the players**
- When batting where can you hit the ball to score the most points?
- Where should you bowl to try and get the batter out?
- Where is the best place to stand when fielding?
- How can you work together to get batters out/stop batters scoring?

**Learning Intention**
*Four bowler cricket* is an energetic game that keeps players moving. The game develops fielding, bowling, batting and teamwork skills.
French cricket

The batter stands with feet together and holds the bat in front of the legs. Fielders throw the ball underarm and the batter hits in any direction. The batter is out if the ball is caught on the full or they are hit on the legs.

What to do

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

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

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

Variation
- Use 2 balls.

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

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

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

Learning Intention
French cricket combines hand–eye coordination, accurate underarm throwing and hitting to ‘find space’.
A batter hits 4 consecutive balls into the field and then runs between marker cones as many times as possible. When the fielders have returned all 4 balls they call out ‘STOP!’ (4–5 per group).

What you need
- A suitable indoor or outdoor playing area as shown
- Range of bats/rackets and balls (sponge balls, softballs or tennis balls)
- Marker cones (for running and playing area)
- Option – batting tee(s)

What to do

**SETTING UP**
- 2 teams – batters and fielders

**Batter**
- Hits 4 balls, one after the other, into the playing space.
- The balls can be hit from the ground, or off tees, you can toss the ball and hit it yourself, or have a team mate toss the ball to you.
- When the last ball is hit, the batter runs between the marker cones as many times as possible.

**Fielders**
- Fielders return the balls to the home base – balls must be inside the hoop to count.
- Fielders call ‘STOP!’ when the last ball reaches home base.

**Scoring**
- From cone to cone = one point.
- Points are totalled for the team.

**LEARNING INTENTION**
*Hit 4 and go* is a fielding game that develops teamwork. Students develop throwing, catching, fielding and striking skills with focus on shot placement and positioning.
Coaching

> To manage large groups, have 2 or more groups playing at the same time using a ‘fan’ system. Balls must be hit forward.

Include all

> Batters – 2 players work in tandem, e.g. one player hits and the other runs.

Players with less developed throwing/catching/fielding/batting skills can be assisted on the side.

Game rules

> Harder for fielders
  – fielders cannot move until the last ball is struck
  – fielders must take the ball to the home base and not throw.

> Harder for batters
  – batter must hit the ball forward of the batting position.

> Scoring gates – batters gain extra runs if the ball passes through the gates.

> Running alternative – batters who have limited mobility can score by hitting into these gates, or by using a ‘runner’.

> Rolling – use rolling to pass among fielders.

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

Equipment

> Use different bats and balls – allow player choice.

> Use different heights of tee or alternative.

Playing area

> Harder for runner – increase the distance between cones.

> Harder for fielders – increase the size of the playing area.

Safety

> Bowlers sending a cooperative feed should be located to one side.

> Fielders should be at a safe minimum distance from the batter.

> All fielders should keep an eye out for balls as well as other running fielders.

> Players should communicate when retrieving a ball or throwing a ball.

> Ensure the batter’s running area is away from fielders.

> Players should have done space/player awareness activities before playing.

ASK THE PLAYERS

Fielders

> ‘How can you get the ball back to home base quickly?’

Batters

> ‘Where will you place the balls you hit?’

> ‘Will you scatter them or hit them in one direction?’

> ‘Will you hit them high or low or make them bounce?’
In the zone

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

What you need

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

What to do

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

Scoring

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

Change it

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

Learning Intention

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

Coaching

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

Game rules

Easier for batter – ball is bowled with a bounce.

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

Equipment

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

Playing area

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

Safety

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

ASK THE PLAYERS

Batters

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

Fielders

- ‘What are the consequences of fielding in the 2-point zone?’
- ‘If the batter is scoring freely, what options do you have for reducing the score?’
- ‘How can fielders help each other to get the ball to the fielder at the cone?’
Players stand in a circle and hit a ball up in the air with the palm of the hand. The aim is to try to make the most number of successive hits without the ball hitting the ground.

**PLAYING**

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

**Cooperative variation**

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

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

**Rules**

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

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

**What you need**

- Inside or outside playing area free of obstructions
- A small beach ball or soft sponge ball for each team

**What to do**

**SETTING UP**

- Distribute groups a safe distance apart over the available area.
- Players stand about 1m apart.

**LEARNING INTENTION**

*Kai* is a game that requires players to work together to hit the ball into the air in the centre of the group and to keep it from hitting the ground.
In this game from the Torres Strait, a number of players stood in a circle and sang the ‘kai wed’ (ball song) as they hit the ball up in the air with the palm of their hands. The game was played using the thick, oval, deep red fruit of the kai tree, which is quite light when dry.

**Competitive variation**

> Play for 2–3 minutes. The winning team is the one that has worked furthest through the alphabet.

> Alternatively, teams start at the same time and work for a set period of time noting the highest letter they reached without dropping the ball.

**Change it**

> Vary the distance between players.

> Vary the size and type of ball.

> A buddy system with two players working in tandem will ensure everyone is included.

**Safety**

> Choose an area away from walls and other obstructions.

> Ensure players have completed other space awareness activities, e.g. All-in-tag and Look out for others!

> Enforce a ‘lost ball’ strategy. Players signal their intent to enter another playing area.

> Use Change it to accommodate different player abilities.

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

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

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.

What you need

- 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?
Mini golf

Players play a course set out like a real course. Scoring is in Ambrose format.
(Play in teams of 3 or 4.)

What you need

- Marker cones for the teeing area
- Hoops, ropes or similar to act as greens, and stakes/flags
- A boundary line at the edge of the playing area to mark out-of-bounds
- Roped areas or mats to act as hazards
- Obstructions e.g. milk crates, bins, chairs
- 1 hitting implement per team
- 1 ball per player
- Optional: 1 frisbee per player

Ambrose

- All players hit their first shot.
- Players then pick the best shot and all hit their second shot from that spot.
- This continues until the ball is on the green.

Ambrose scoring

- The number of ‘selected’ (best) shots count (individual shots do not).
- A ball is considered ‘holed out’ when it lands on the green.
- One penalty stroke is scored if the ‘selected’ shot is in a hazard area.

LEARNING INTENTION

Mini golf builds on introductory target and striking and fielding activities. The game develops hitting accuracy and shot selection. It is a great introduction to golf.
Mini golf

change it...

**Coaching**
- Use role models to highlight good technique.
- Players can be coached on the side to develop their skills.

**Game rules**
- Vary the scoring format e.g. players score individually.

**Equipment**
- Vary the hitting implement and ball according to ability. (Easier — lightweight racquet or bat with a larger, lighter ball.)
- Use a frisbee or allow players to roll, throw or kick a ball.

**Playing area**
- Vary the length and design of holes according to ability.
- Include more or fewer obstacles or hazards — around trees, garden beds, areas marked as out-of-bounds.
- If space is restricted, set up shorter holes that only require chipping or short game shots.

**Safety**
- Make sure the 'holes' are not too close to each other.
- Players waiting to hit must be at least 3 metres from the hitter.
- If a ball strays onto another hole, it must be dropped back in play.

**ASK THE PLAYERS**
- What strategy will give you the best score as a team?
- How can you work together to achieve the best score?
Mini tee-ball

Play with a batting team, a fielding team and 4 bases. Each batter hits the ball into the field from a batting tee, then tries to run around the bases while the fielders field the ball. (Play in teams of 4.)

What you need
>
An area approximately 50m x 50m per group of 8
>
4 bases
>
Boundary markers
>
1 bat and ball
>
1 batting tee
>
1 glove per player
>
Batting helmets
>
Optional: a fun base (a base with a horn inside, used at 1st base)

What to do

BATTERS
>
The goal is to run around all 3 bases to the home-plate to score a run.
>
Using a tee, hit the ball into the playing area.
>
Batters have 3 attempts at hitting the ball off the tee.
>
The ball must be hit into the fair area i.e. inside the extended boundaries of 1st and 3rd base.

Scoring
>
Batting teams score 1 point for each base touched.
>
Fielding teams score 1 point for each person they get out.

A batter is out when
>
a fielder catches a batted ball on the full
>
a batted ball is fielded and thrown to the 1st base player, who touches the base before the batter arrives
>
a fielder with the ball touches a base before a runner reaches the base, or
>
a fielder tags a runner with the ball (whether the ball is held in the tag play or dropped).

FIELDERS
>
The teacher fields at the home-plate and batters cannot get ‘out’ at home.
>
Players in the field rotate positions after each batter.
>
Play stops after the ball is fielded and thrown to a base (the player does not have to catch the ball properly).
>
The ‘3 out, all out’ rule does not apply.
>
Each team will bat for 5 minutes, then swap over.

LEARNING INTENTION

Mini tee-ball is a modified softball game that builds on striking and fielding skills and encourages teamwork and thoughtful ball placement. It provides a good introduction to softball and baseball.
Mini tee-ball

Safety
- Make sure there is a safe distance between groups.
- Batters must drop the bat, not throw it.
- Batters must wear helmets.
- No fielder can stand in front of the pitching plate/marker at the start of each play.
- Make sure there is a safe distance (at least 10 metres) between the batter and other batters and fielders.

Coaching
- Use role models to demonstrate good technique. Follow up with individual coaching to one side if necessary.

Game rules
- Vary the innings length according to player ability and time constraints.
- Allow batters to have a runner if needed or vary the method of travel according to ability.
- The coach could pitch to the batters, rather than hitting off a tee.

Playing area
- Vary the playing area size or surface according to player ability/mobility. A smaller playing area makes the activity easier, and a hard surface is easier for wheelchair users.

Equipment
- Vary the bat and ball used according to player ability/mobility. Sponge balls, softcore balls and foam bats are easier at the beginning.
- Use a fun base instead of a marker at first.

ASK THE PLAYERS

BATTERS:
- Where do you need to hit the ball to give yourself the best chance of making first base? How can you make sure you do not get out running between bases?

FIELDERS:
- How can you limit the number of runs the batters get? Where should you all stand?
**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?
Newspaper hockey

Using rolled-up newspapers to hit a soft ball, 2 small teams try to score goals.

What to do

SETTING UP
> Select teams of up to 4 players.
> Make bats out of rolled-up newspaper (rolled diagonally for longer bats), stuck together with tape.
> Use a soft ball and narrow goals.

PLAYING
> Pass, trap, hit and score – that’s it!
> Introduce rules as required with Change it.

Change it
> Vary the team sizes, e.g. 4 v 2 to cater for varying ability levels.
> Introduce a zone for a mobility-restricted player that is out of bounds to opposition players.
> Ask the players for ideas to ensure the game is fair for all.

Game rules
> Other combinations – 1 v 1, 2 v 3, 2 v 4
> Interceptor – play as an interception game (see Interceptor).
> Other – rule disallowing forward passing, use plastic hockey sticks, scoring zones – attacking players must strike for goal outside of the zone, have a goal-keeper.

Safety
> Choose an area away from walls and other obstructions.
> The ball must be hit below waist height.
> Encourage players to call ‘mine’.
> Use Change it to accommodate different player abilities.

Scoring
> How many consecutive passes can players make without the ball touching the ground?
> Number of goals scored.
> Not scoring is an option.

LEARNING INTENTION
Newspaper hockey is a fun and fast-moving invasion game played with a minimum of rules. It can be modified to introduce ‘invasion games’ concepts or to make it more inclusive.
STRIKING & FIELDING

Over the pit

Batters hit a pitched ball from a team-mate and try to direct the ball over a marked area called the ‘pit’. Fielders try to catch the ball. (Play 4 v 4.)

What you need

- Ball suitable for striking with the hand or a paddle bat
- 8 markers to define a playing area and a ‘pit’

What to do

SETTING UP

- Batters and fielders move to positions as shown.
- Fielders stand behind the front line of the pit. A batter and pitcher from the batting team stand in place.

BATTERS

- One of the batting team lobs a ball to the batter – change pitchers for each new batter. Alternatively, the batter bounces a ball and hits it.
- The batter hits the ball with a hand or paddle bat – this will depend on the ability of the group. It’s easier with a bat.

FIELDERS

- Attempt to catch the ball.
- A fielded ball is passed back to the pitcher via other fielders. The ball is rolled to the pitcher.

The ball must pass OVER the pit and must be below head height.

Batter is out if the ball does not go over the pit, or is caught on the full.

Batting team bats until there are 3 outs (vary if required, e.g. 5 outs).

If 3 outs are not reached after each batter has 2 hits, the innings automatically stops.

Scoring

- Batters score a point if the ball goes over the pit and into the playing area without being caught.
- Extra point – the ball crosses the pit and the ball continues to run through or past fielders.
- Tally points for the innings.

Change it

Rapid fire over the pit – the batters have 5 balls and the batter is fed balls as quickly as can be hit. Fielders return balls by rolling them down one side through a gate to a collector from the batting team.

If the ball misses the gate, the batters get an extra point. Fielders are not allowed to hold on to balls.

LEARNING INTENTION

Over the pit is a striking and fielding game that emphasises accurate ball placement. A variation provides a rolling challenge for fielders.
Coaching

- After some initial play use role models to highlight effective striking actions, e.g. swing of arm and what part of hand is used to hit the ball.
- Conduct remedial batting practice on the side if required.

Game rules

- Change the number of fielders, e.g. more fielders than strikers.
- Fielders – all fielders must touch the ball before it goes back to the batters.
- Fielders – in the rapid fire variation, a fielder might be placed close to the gate.

Equipment

- Use a variety of balls:
  - Easier for fielders – slower ball
  - Harder for fielders – strikers use a paddle bat and tennis ball to hit a lobbed ball
  - Use a tee and softball bat/ball.

Playing area

- Strikers – a second special pit close to the batter may be set out.
- Establish a variety of pits with different scoring values.
- Make the playing area bigger/smaller.

Safety

- Select appropriate balls and bat (if used) to match the ability of the players.
- Ensure that the fielder who sends the ball back to the hitting area rolls the ball.
- Give fielders space awareness reminders. Fielders should call out ‘mine!’ when fielding a ball.
- Ensure sufficient space between groups.

ASK THE PLAYERS

Fielders

- ‘How can you cover the most area/stop the batters scoring points?’

Batters

- ‘How can you score the most points?’
Pepper

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

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

**Safety**
- Choose a ball to suit the ability of the players.

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

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

**What to do**

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

**Ask the players**

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

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

**LEARNING INTENTION**

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

What you need

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

What to do

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

Scoring

Cooperative play

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

LEARNING INTENTION

Rally around combines fundamental movement skills with challenges to pairs working against the clock.
change it…

Coaching

> Use player role models to highlight skilful play.

Game rules

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

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

Equipment

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

Playing area

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

Safety

> Provide sufficient space between groups.
> Balls are retrieved from another group’s courts only after play there has stopped.
A ‘thrower’ throws a ball at a target and then runs to a base and back before fielders place the ball on the ‘thrower’s’ area. (Play with 5 or more.)

**What to do**

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

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

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

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

**LEARNING INTENTION**
Target throw & run refines accurate throwing/rolling and develops fielding skills including communication with other fielders.
STRIKING AND FIELDING

Tunnel and laps

A member of the striking team hits a lobbed ball then runs around team-mates, who are standing shoulder-to-shoulder, to score points. At the same time, the fielders come together to make a tunnel. The ball is rolled through the tunnel; the last person runs to the front with the ball and calls ‘STOP!’ (Play with 8 or more.)

What you need

> One volleyball or similar
> 4 markers to define a playing area

What to do

SETTING UP

> Strikers and fielders go to positions as shown.
> One fielder is positioned to pitch a ball that must bounce once before being hit, and one striker stands in position to receive and hit the ball.

STRIKERS

> The striker hits the ball and runs around the team as many times as possible until a fielder calls ‘STOP!’

FIELDERS

> All the fielders line up behind the player who fields the ball.
> They form a tunnel – legs apart – and the original fielder rolls the ball through the tunnel.
> The last person making the tunnel gathers the ball, runs to the front and calls ‘STOP!’
> The game continues this way until everyone has had a turn as striker and then there’s a changeover. A new pitcher is chosen for each new striker.

Scoring

> Strikers = 1 point for each lap around team-mates before ‘STOP!’ is called.
> A cumulative score is maintained for the innings.

LEARNING INTENTION

Tunnel and laps combines fielding with hitting a pitched ball. Finding space is a key challenge for the striker. Activity levels are increased in a fun way for both strikers and fielders.
Tunnel and laps

change it…

Coaching

> After some initial play, use role models to highlight effective striking actions, e.g. swing of arm and what part of hand is used to hit the ball.
> Ask the players for ideas to ensure everyone is included.

Game rules

> **Fielders** – a player who may be restricted in movement becomes the head of the tunnel irrespective of who fields the ball.
> **Strikers** – one person strikes the ball and a second person runs the laps.

> Change the number of fielders, e.g. twice as many fielders as strikers.
> **Harder for fielders** – set a minimum starting distance between the closest fielder and the striker (use cones). Fielders can move in once the ball has been hit.
> **Easier for strikers** – tunnel variations or fewer fielders.
> **Harder for strikers** – increase the distance between players in the batting line-up.
> Make different tunnels.

Equipment

> **Harder for fielders** – strikers use a paddle bat and tennis ball to hit a lobbed ball.
> **Easier for fielders** – use a slower ball.

Safety

> For the *push up* and *legs raised* tunnels – ensure all fielders line up side by side first and then go down together;
> If a bat is used, make it a rule that the ball must be hit along the ground or high (above head height).

ASK THE PLAYERS

**Fielders**

> ‘Is there a formation that allows you both to field all balls and come together quickly to form tunnel?’

**Strikers**

> ‘Where will you hit the ball – will a short ball help you score laps?’
> ‘If you hit a lob, can you score more runs?’
Wall tennis

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

What you need

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

What to do

PLAYING

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

Scoring

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

Change it

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

LEARNING INTENTION

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

**Coaching**

- Use players as role models to help players understand the concepts of the game – serving in-court, anticipation, positioning for catching, and finding space.
- From the beginning encourage cooperative play, with players aiming for long rallies – use slow serves, repetitive patterns or serving an appropriate distance.
- Ask the players for ideas to ensure everyone is included.
- Dividing the court into 2 halves is a useful strategy. You may further develop this strategy by marking out an area where the ball has to go when served. You may need to experiment.

**Game rules**

- **2–3 bounces** – make the activity easier by allowing 2–3 bounces.
- **Bonus zones** – award bonus points if the ball lands in a specified area of the court, even if play continues.

**Equipment**

- **Bats** – hand serve, paddle bat racquets
- **Balls** – foam balls, tennis balls or other suitable ball

**Playing area**

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

**Safety**

- Discourage players from throwing the ball too hard.
- If a bat or racket is used in a game variation, discuss safety measures; particularly if the court is not divided.
- Ensure sufficient space between courts.

**ASK THE PLAYERS**

- Highlight back of court play – ‘What are the advantages/disadvantages?’
- ‘Can you position yourself so it’s difficult for your opponent to see the ball/hit the wall?’
- 2-wall game – ‘Which wall should you bounce the ball off to get it away from your opponent?’

**Server**

- ‘How can you angle the serve?’
- ‘Where should you move so it’s difficult for your opponent to win a point?’
- ‘How can you disguise your shot to make it difficult for your opponent to return?’
Wana is a striking and fielding game where the batter defends an object placed in the centre of the circle by hitting away balls thrown towards the object by the fielding team.

What you need

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

What to do

- Players are placed as shown.

**FIELDERS**

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

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

**Batter with wana**

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

**Scoring**

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

**LEARNING INTENTION**

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

- Increase the challenge by introducing a second ball. Players should throw the ball as soon as they field it and must not wait until two balls are in hand.
- Require a bounce on the ground if a wicket is used.

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

Safety

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

Aboriginal and Torres Strait Islanders histories and cultures

The young noongar (or nyungar) girls in south-west of Western Australia had many games they played just among themselves, because after a certain age they were not permitted to play with the boys of the camp. In one of their games a short piece of stick was placed on the ground to represent a ‘nhoba’ (baby). Each girl had to defend her ‘nhoba’ from the ‘wanas’ (digging sticks) of the other girls. The girl defending the ‘nhoba’ held her ‘wana’ between her thumb and forefinger and used it to hit away any incoming ‘wanas’ to prevent her ‘nhoba’ from being hit. In real adult fights women sometimes stood beside their husbands and warded off the ‘kidjas’ (spears) of their enemies.