A court is divided into 2 with a player in each half. The server serves the ball into the receiver's half – the receiver tries to catch the ball after one bounce. (Play 1 v 1.)

What you need

- One volleyball or similar per pair
- A court surface that allows the ball to bounce
- 6 markers per court

What to do

SETTING UP

- Form pairs – see e.g. Form a Group
- Players in position as shown – player with the ball serves.

PLAYING

- The ball must cross the line above waist height.
- Play continues until one player cannot return the ball after one bounce, or the ball is thrown out of court, or the receiver drops the ball.
- The serve alternates between players.
- Play to a specified number of points, (e.g. 5) or a set time limit (e.g. 3 minutes).

Scoring

One point is scored for winning the rally. Points scored if:
- ball is not returned after one bounce
- ball is thrown out of court
- receiver drops the ball.

Change it

- Play 3 v 3 – alternate serves between teams. Ensure each player has an opportunity to serve.
- Restrict the time in possession depending on the ability of the players, e.g. 3 seconds or more.
- Provide a ‘no-go’ or bounce-free zone.
- Restrict the type of passes that players can use e.g. chest pass, one handed pass, overhead pass, underarm pass.

Learning Intention

2 square bounce aims to develop the concepts of finding space, anticipation, teamwork and deception.
coaching

> Demonstrate the activity using players from the group.
> Let the game run a little before any intervention – ‘let the kids play!’
> Use player role models to help players understand the concepts of the game – finding space, anticipation, teamwork and deception.
> Try different combinations, e.g. 2 v 1.
> Use a smaller court area to balance play.

Game rules

> Easier – allow 2–3 bounces, or use slower balls.
> Harder – bonus points for catching/hitting the ball on the full. Players use a small bat or their hand.

Equipment

> Smaller ball
> Bat – use hand as a bat, or use a paddle bat.

Playing area

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

Game rules

> Vary the pass – allow players to choose or specify the type of pass.
> Choose player pairs (similar ability) carefully, use uneven combinations, e.g. 3 v 2, where necessary.
> Ball must cross centre of court above waist height.
> Allow underarm throws.

Equipment

> Use a net or a net substitute to establish a ‘no-bounce’ area.

Safety

> Start with passes that are not too vigorous.
> Ensure the playing area is free of obstructions.
> With more than one player on the same court, encourage communication.
> Ensure sufficient space between courts.

Ask the players

Server

> ‘Where is the best place to bounce the ball?’
> ‘How can you get your opponent out of position so you can win the point?’
> ‘How can you deceive your opponent so they don’t know where the ball will bounce?’

Receiver

> ‘Where should you stand so you’re ready to catch the ball after it bounces?’
> ‘How could you modify the rules to allow all players to be successful?’
> ‘Can you anticipate where your opponent will bounce the ball? How will this help?’
> 2 v 2 or 3 v 3 games – ‘How can you work as a team to cover the court to make scoring difficult for your opponent?’
8 players are divided into 2 teams. A playing area is divided into 4 and a player from each team goes into a square. The team in possession of the ball passes it to team-mates in any of the 4 squares, trying to avoid interception. Players remain in their square.

**What you need**

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

**What to do**

**PLAYING**

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

**Scoring**

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

**Learning Intention**

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

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

**Game rules**

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

**Equipment**

Use different balls to create different challenges, e.g.

- smaller/larger ball
- sports-specific – netball, basketball, hockey, rugby ball.

**Playing area**

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

**Safety**

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

**ASK THE PLAYERS**

‘How can we ensure everyone is included?’

_**Receivers**_

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

_**Interceptors**_

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

Invasion Games

Att ackers 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

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

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

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

LEARNING INTENTION

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

- ‘Freeze-frame’ games (i.e. stop the play at key moments) to highlight good examples of attack and defence. But use the ‘freeze-frame’ sparingly and let the kids play!

**Game rules**

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

**Equipment**

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

**Playing area**

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

**Safety**

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

**ASK THE PLAYERS**

**Attackers (runners with the ball)**

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

**Defenders (players without the ball)**

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

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

What you need

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

What to do

Batters

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

Fielders

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

Scoring

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

Learning Intention

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

Coaching

> Use player role models to emphasise effective batting and fielding plays.

> The activity provides an opportunity to talk about ‘risk-taking’ – is it best to run for the ‘safe 2’ or the ‘riskier 6’?

Game rules

> Fielders vary the pass – allow any pass or vary the pass between fielders. With beginning players an underarm pass is suitable.

> Bowling – more experienced players could hit an underarm fed ball from a team-mate. The bowler should be on the opposite side to the hoop – swap over if necessary. Or use a batting tee if required.

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

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

Equipment

> Vary – the type size and weight of the balls and bats used according to ability.

> Allow player choice.

> Use a batting tee – allow player choice.

Playing area

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

Safety

> Batters must run with the bat and not drop it on the ground.

> Batters should be aware of the position of fielders and the ball being passed around.

> Fielders must not interfere with the batter.

> Fielders should call ‘mine!’ when fielding the ball.

> Fielders are not allowed to run across the path of the batter.

ASK THE PLAYERS

Fielders

> ‘Where is the best place to stand?’

Batters

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

> ‘Will you hit for 2 or 6?’
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

classified... 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.

> Rolling – use rolling or kicking to pass between fielders.
> Distance between fielders – vary the distance and position, e.g. all fielders along the line.
> Hitting direction – add a bonus gate. The batter receives a bonus point if the ball goes along the ground and through the gate.

> Scoring variations
  – One point for each base before ‘STOP!’ is called.
  – Batter can run around bases more than once.
  – If the ball beats the batter home, the fielders get one point.
  – Batter is out if ball is caught on the full.

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

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

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

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

**What to do**

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

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

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

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

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

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

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

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

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

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

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

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

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

**ASK THE PLAYERS**

**Runner**
- ‘Where is the best place to throw?’

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

Birth dates are used in a variety of ways to form groups.

What to do

PLAYING

> Day–month line-up – players line up in order of increasing birth date (day and month).

> Form groups by going down the line and ‘peeling off’ groups of the size required.

> By month, no talking – players line up by month from January to December. The catch is they can’t talk to one another. Use with older players who know the months and work out where each other fits within the sequence of months.

> Date only line-up – in this variation, players line up in order of the date of their birthday irrespective of the month.

> Financial year line up – use for dividing a larger group into 2. If the group is not even, ask the larger group to put one hand onto an opposite shoulder – separate RH-on-shoulder from LH-on-shoulder players. Choose the required number of players from one of the new groups to make up the numbers in the original uneven split.

> Use the table below to form 3 or 4 groups.

> Alphabetical order – use given names or family names and then ‘peel off’ into groups.

> Choose an area away from walls and other obstructions.

LEARNING INTENTION

This activity is a group management tool that can be linked to learning in Mathematics (ACMMG007, ACMNA289, ACMMMG040, ACMMMG041) and History (ACHHK003, ACHHK029)
Blanket ball

A court game where a ball is passed over a net using a blanket. The receiving team tries to keep the ball off the floor. (Play with 6 or more.)

**What you need**
- Lightweight ball or beach ball
- Suitable indoor or outdoor playing space
- Net or ‘no-go’ barrier
- Blankets, sheets or large plastic bags

**What to do**

**Cooperative warm-up**
- Work either in pairs (smaller blanket) or 4s.
- Teams begin with a ball each.
- Each team practises tossing and catching their ball in their blanket.
- Progress to working with another team – the ball is passed between teams. A barrier is not required for this stage.

**Scoring**
- One point if opponents fail to catch the ball, or if they pass the ball out of court.

**Over-the-net play**
- The ball is passed over the net between teams.

**LEARNING INTENTION**

*Blanket ball* requires players to work cooperatively to pass the ball from ‘blanket to blanket’ without the ball hitting the ground.
Coaching

- This activity requires a high level of cooperation both in moving with the blanket and in tossing the ball. Use the cooperative warm-up to allow players to explore this aspect fully.

Warm-up variations

1. Use a slower-moving beach ball.
2. Toss for height.
3. Toss the ball, then everyone moves in a clockwise direction before the ball is caught.
4. Use 2 balls.
5. Teams each take a step back after a successful toss and catch.

6. Pass it on – several teams line up in a row and the ball is passed down the line and back.
7. The ball is tossed off-centre and the group moves to recover the ball. Ensure sufficient free space without other players or obstructions.

Game variations

- Court size and shape.
- Net height or size of ‘no-go’ barrier.
- Variations where teams try to maximise their separation can be played competitively with parallel teams.

Safety

- A smooth surface and playing area free from obstructions.
- The court should be an appropriate size for the number and ability of players with adequate separation between groups.
- In activities where players move with the blanket, adopt an appropriate class management strategy to avoid collisions/falls.

- ‘What is the best way to toss the ball?’ Combine the question with a role-model demonstration.
- ‘How much separation can be gained without dropping the ball?’ (Warm-up variation 5)
Boccia

Pronounced ‘botch-ya’. A target game requiring players to lob as many of their balls as close to a target ball as possible.

What you need
- Any suitable indoor or outdoor playing area. Choose suitable balls if an indoor surface is used. Choose dimension to suit your situation
- Playing area marked as shown
- For team Boccia – 13 balls: 1 jack, 6 red and 6 blue
- Boccia balls or alternative – bean bags, paper and tape balls, Koosh balls

What to do

**SETTING UP**
- Play 2 v 2, 3 v 3 or individually. Allocate a team colour, red or blue. Red throws first.

**PLAYING**
- The red team throws the target ball (called a ‘jack’) anywhere onto the ‘valid area’.
- The side throwing the jack also plays the first coloured ball.

Scoring
- The opposite side then plays their first coloured ball into court, then the teams take turns for a nominated number of bowls or until everyone has had a bowl.
- If the jack is thrown or knocked out of court, it is placed on the cross and play continues.
- A tie-breaker is used if scores are level at the end. The jack ball is placed on the cross and sides toss a coin to determine the order of play.

**LEARNING INTENTION**
Boccia requires students to roll/throw their ball towards a target with accuracy whilst also taking into account the placement of their opponent’s balls.
**Coaching**

> Players choose a team captain. Rotate the role. The captain decides on the playing order.

**Game rules**

> Propel the ball with a foot or use an assistance device such as a ball-sending ramp, if necessary.

**Equipment**

> Use different types of balls.

> Use an implement to propel the ball, e.g. rolled-up newspaper secured with tape.

**Vary the order of play** – the side furthest from the jack continues playing their balls until they get nearer (or run out of balls), then the other team plays.

**Play 6 ends** – a round is called an ‘end’ and each player has a chance to throw the jack.

**Number of rounds** – vary.

**Playing area**

> Adjust the playing area and distances to make the game easier or harder.

**Safety**

> No one enters the target area during play.

> Throwing is confined to the designated area.

**ASK THE PLAYERS**

**Throwers**

> ‘How can you make it difficult for your opponents to get closer to the jack than you?’

> ‘Will you throw long or short? Which of these options provides the best opportunity to be closest to the jack at the end of the game?’
TARGET GAMES

Bombard

2 or more teams working in parallel throw tennis balls at a large target ball and try to move the target ball over a goal line. (4 or more players.)

What you need

➢ Playing area about the size of a volleyball court divided into separate areas
➢ 2 tennis balls per player
➢ 1 target ball – a slightly deflated beach ball is best for hard surfaces. An inflated ball is suitable for grassed areas.

What to do

SETTING UP

➢ Target balls are placed 2–3 metres from the start line.
➢ Teams move in parallel and in the same direction.

PLAYING

➢ Players may roll, throw or kick the tennis balls at the target.
➢ If necessary, call ‘STOP!’, allowing players to retrieve balls that are in their playing area – this may include some opposition balls. Restart play once all players have moved back out of the playing area.
➢ Allow time-outs to discuss tactics.

Scoring

➢ First target ball to cross the goal line scores a point.

LEARNING INTENTION

Bombard is a target activity that combines accuracy, tactics and fun.
Coaching
>
Allow players some time to experiment and use role models to share findings with the class as a whole.

Game rules
>
Throwing variations – overarm throwing, underarm one-handed (like a tenpin bowling action), side-on stance, using both hands.
>
Play for a set period, e.g. 3 minutes.
>
Vary team sizes to make the activity more equal.
>
If a player is not able to throw/roll a ball, allow kicking.

Equipment
>
Vary the target ball – test different target balls before session to ensure they will move when hit.
>
Vary the throwing ball – choice will depend on availability. Try a mixture, e.g. tennis balls and softballs. For a larger target such as a Swiss ball, use larger/heavier throwing balls such as volleyballs or soccer balls.

Playing area
>
Vary the starting distance (player to target ball).
>
Vary the position of the goal line (closer/further).

Safety
>
Ensure sufficient space between groups.
>
No one goes into the throwing area during play.
>
At no time should balls be thrown at or in the direction of other players unless soft balls are used.
>
Re-read the instruction about retrieving lost balls.

Ask the Players
>
‘What is the best way to make the target ball move?’ (e.g. keep the target moving with a constant barrage of balls)
>
‘What type of throw works best?’
>
‘Where is the best position to hit the target ball from?’
>
‘Is throwing more effective than rolling?’
>
‘Is a horizontal throw better than an oblique one?’
**Bowler goaler**

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

**What you need**

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

**What to do**

**SETTING UP:**

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

**PLAYING:**

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

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**Change it**

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

**Safety**

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

**Ask the players**

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

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**LEARNING INTENTION**

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

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

What you need

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

What to do

**Hitters**

- 6 hits, then rotate roles.

**Collectors**

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

**Feeders**

- Feed with drop shots as shown.

Scoring

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

Learning Intention

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

Bucket and hoop

**ASK THE PLAYERS**

**Hitters**

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

**Feeders**

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

**Collectors**

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

**TEACHING TIPS**

**Hitters**

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

**Feeders**

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

**Collectors**

> Watch the direction of the hitter’s arm swing and the position of their body to predict where the ball will go.
**Players without the buroinjin (defenders)**

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

### Scoring

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

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**What you need**

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

**What to do**

**Players with the buroinjin (attackers)**

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

- Play to 6 touches before possession changes. The referee/coach will call ‘one’, ‘two’, ‘three’, ‘four’, ‘five’, ‘six’ – change over as the touches are made.
- If a player is touched by a defender while running with the buroinjin they must pass the ball within 3 steps from being touched.
- If a player drops the buroinjin, they can pick it up again provided they have not been touched.

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

Change it…

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

Game rules
> No offside rule and players may run with the buroinjin and pass in any direction;
> If an attacking player is touched while stationary, they have to pass the ball within 3 seconds.
> Play doesn’t stop if the buroinjin is dropped – players must not dive on a buroinjin that is on the ground.
> Holding an opponent is not permitted.
> If a ball goes out, it is thrown in to a team-mate.
> Allow passing by hitting with an open hand.
> Lead in to the full game playing in smaller groups.
> Vary the number of touches, particularly with smaller teams allowing fewer touches.
> Play for a set period of time, e.g. 2 minutes before changing possession – that is, don’t count the number of touches.
> Scoring options - allow players to be over the score line to receive a pass – you may wish to impose a restriction such as the player over the score line has to keep running up and down the score line or is limited to a set-time behind the line, e.g. 10 seconds.
> This rule change is useful in making the game inclusive, e.g. with a player whose mobility is restricted might be allowed to stay behind the goal line without any restrictions.

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

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

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

Ask the players
> ‘How can you score in the shortest time?’
Catch me!

The whole group walks around the movement space. A nominated player stops, puts their hands in the air and yells out ‘CATCH ME’. Once the group has arranged themselves behind the player, the player then goes into a stiff body position and the group holds them, supports them down to the ground, and helps them up again. (Play in groups of 8-10.)

What you need
> Floor mats, crash mats or scatter mats.

What to do
> The whole group walks around the room.
> Tap one player on the shoulder who then, stops, puts their hands in the air and yells ‘CATCH ME!’.
> The player then goes into a stiff body position and the group holds them, supports them down to ground, and then helps them back up.
> The group tells a player if their body position is too floppy.

Change it
> Vary the locomotor movement that players use when moving around the area (e.g. skipping, hopping, jumping).

Safety
> The teacher will need to be physically involved in all catches at the beginning to ensure the safety of the children being lowered to the ground.
> Use a surface such as crash mats or scatter mats to ensure a soft landing space.

ASK THE PLAYERS
> How can you make sure the balance is safe?
> What is the best body position to have when being caught and balanced by others?
> How can you include everyone?
> When you are supporting a student to the ground, what is the best position to have your hands and body in so that it is safe?
> What parts of your body do you need to tighten in order to hold a stiff body position?

LEARNING INTENTION:
Catch me! is a cooperative warm up activity that also makes players aware of core stability and how to hold a basic shape. This helps to develop the muscle control required for static and dynamic balances.
3 players – a feeder, a collector and a fielder work cooperatively. The feeder rolls 3 balls in quick succession into the target area. The collector has to gather the balls with the assistance of the fielder, running against the clock, and return them to a hoop.

**What you need**

- Cones to mark a starting line and target area
- 3 tennis balls per group
- One hoop or container for returned balls
- Stopwatch

**What to do**

- Allow the collector a set period to collect balls, e.g. 60 seconds.
- Rotate roles.
- Balls out of the target area are not collected for scoring – the fielder returns them to the hoop.
- If all balls roll out, the feeder has a second attempt.

**Scoring**

- Number of balls returned in the set time.

**Change it**

Talk to players about the cooperative aspect of accurate feeding (target rolling) and efficient fielding and how they interrelate for a good result.

- **Cooperative team challenge** – add each player’s score together to give a team total.
- **Number of balls** – use 2 balls (easier), 4 balls (harder).
- **Balls** – use different rolling balls (slow v fast rolling).
- **Target area** – vary the size and shape. Mark a zone within the target area for bonus points if the feeder rolls balls into the zone.

**Safety**

- If a player has limited mobility they could be located in the target area facing the feeder. Collected balls are then passed to a buddy to return to the hoop.
- Ensure there is sufficient space between groups.
- If a ball enters another group’s area, play must stop before the ball is retrieved.
- The fielder does not enter the playing area.

**ASK THE PLAYERS:**

- What strategies did you use to collect each of the balls as quickly as possible?
- How did you work together as fielder and collector to return the balls as quickly as possible to the hoop?
- When you were the feeder, where did you roll the ball to try and make it slower for the fielders to retrieve the ball?

**LEARNING INTENTION**

Collect 3 develops accuracy in rolling objects towards a target as well as fielding and retrieving objects.
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 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.

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.

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.

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?’
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.
Corner bowls

2 players work together to out-score opponents by accurately placing balls close to the target and displacing opponents’ balls to deny access to the target. (Play in groups of 4.)

What to do

PLAYING

➢ Each player in turn rolls one ball at a time towards the target until all players have had 2 turns.
➢ Complete 4 games, with each player taking a turn to play first.

Scoring

➢ Points are awarded to each team based on the 4 balls that finish closest to the target.
➢ 4–3–2–1 points depending on position.

What you need

➢ A smooth playing surface, e.g. grassed area or bitumen
➢ 4 marker cones
➢ Mark a square 4 metres X 4 metres
➢ 2 balls per player, e.g. tennis balls
➢ Balls marked with a shape, colour or number
➢ 1 cricket ball as the target

LEARNING INTENTION

Corner bowls is an introduction to Bocce. It requires students to roll/throw their ball towards a target with accuracy.
Corner bowls

Coaching

> Look–swing–release. Keep it smooth!
> Highlight to the whole class good examples of rolling.

Game rules

> **Starting position** – all players roll their balls from the same starting point.

Scoring

> Only the ball closest to the target scores, or all 8 balls score: 8–7–6–5–4–3–2–1.
> **Circle around target** – balls have different values depending on where they finish.

Easier – allow players to roll from anywhere on the square.

All together – all players roll at the same time on the word ‘GO’.

Equipment

> For players with limited vision, use a goalball (makes a noise when it rolls) and a caller to assist.
> Propel the ball with a foot or use an assistance device such as a rolling ramp.

Playing area

> Vary the area of the square.
> Vary the distance of the line from the target (when players roll from the same position).
> As an inclusive measure, vary the starting position of the target.

Safety

> Only one player rolls the ball at a time.
> Balls must be rolled and not thrown, e.g., the ball must contact the ground close to the player.
> Have adequate space between games.

> ‘What do you do if your opponent’s ball is closer to the target than yours?’
> ‘How can you work with your partner to restrict your opponent’s scoring opportunities?’
> ‘How can you and your partner get the most balls next to the target?’
> ‘Is it better to roll a ball short of the target or past the target?’
**Target Games**

**D1 and D2**

Two teams with a skittle-defender and a skittle in a goal circle at each end. The team with the ball passes it to team-mates until one is close enough to a skittle to knock it down with a throw.

### What to do

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

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

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

Ask the players:

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

### Scoring

> One point for each strike

### Change it

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

### Safety

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

### Learning Intention

D1 and D2 requires accurate throwing to hit a target and invasion games skills of finding or creating space.
TARGET GAMES

Defend the zone

Runners start in the middle, move to one end and try to hit a target. After 4 steps they must either bounce the ball or pass it. Interceptors must prevent the ball from hitting the target. (Teams of 3 or more.)

What to do
The game starts in the middle of the court – 4 v 4.

Runners (attack)
- Players are not permitted to enter the ‘no-go’ zone.
- Players must pass if tagged.

Interceptors (defence)
- Must prevent the ball from hitting the target.
- If the interceptors gain possession of the ball, they become runners and pass towards their cone.

What you need
- Target – large cone or cricket wicket or alternative
- One ball per pair (volleyball size)
- Markers or tape to mark ‘no go’ zones
- Suitable indoor or outdoor playing area (basketball court size)

Scoring
- Runners – One point for reaching and hitting their target.
- Interceptors – one point if they intercept a ball.

LEARNING INTENTION
Defend the zone combines passing, catching, running and bouncing with the need to evade defenders ‘interceptors’ and hit a target. Interceptors have to ‘read the play’ and anticipate the runners’ throws.
Defend the zone

Coaching
- ‘Freeze-frame’ games (i.e. stop the play at key moments) to highlight good examples of attack and defence. But use the ‘freeze-frame’ sparingly and let the kids play!

Rules and roles
- Vary the number of steps allowed by the runner.
- Change the method of travelling with the ball, e.g. hop or jump.
- Try uneven teams, e.g. 4 v 3 or 4 v 2.
- Easier for runners – interceptors must stay 1m or more from runners.

Equipment
- Use different balls: vary size, shape and hardness depending on the ability of the players.

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

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

ASK THE PLAYERS

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

Interceptors (players without the ball)
- ‘Where will you move to defend the cone?’
- ‘How can you put pressure on the person with the ball?’
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 · HOW TO SCORE · PLAYING AREA · NUMBER OF PLAYERS · GAME RULES · EQUIPMENT · INCLUSION · TIME

**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?’
Engage all

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

**What 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.
change it...

**Coaching**

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

**Game rules**

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

**Equipment**

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

**Playing area**

- Bigger or smaller.

**Safety**

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

**ASK THE PLAYERS**

- **Batters**
  - ‘Where is the best place to hit or kick the ball?’
  - ‘How can you complete your run as quickly as possible?’
- **Fielders**
  - ‘Where is the best place to stand?’
  - ‘How can you pass the ball to a team-mate as quickly as possible?’
Find the goal line

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

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

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

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

Team without the ball (interceptors)
- Interceptors may run.
- Try to intercept the ball without making body contact.

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

LEARNING INTENTION

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

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

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

**Equipment**
- Use different balls: vary size, shape and hardness.

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

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

**ASK THE PLAYERS**

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

**Passers**
- ‘How can you make it less likely that your ball will be intercepted?’
- ‘How do you communicate with your team-mates?’
- ‘What are the advantages/disadvantages of the long throw?’ (Remember – everyone has to touch once before scoring.)

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**Alternatives**

- [Image of different balls: red, yellow, blue, and yellow with green cross]

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**Find the goal line**

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

2 groups. Each player has a marker. Half the players place their markers with the round side up and the other half with the round side down (dish up). On a signal, players run around trying to flip over the other group’s markers to match their own.

**What you need**
- A marked playing area
- One dome shaped marker per player or alternative (e.g. skittles or cones)

**What to do**
- Divide the players into 2 groups, see Form a group and Birthday groups for group formation ideas.
- Play for a set time, e.g. 45 seconds.

**Learning Intention**
The focus of this activity is on spatial awareness and peripheral vision e.g. knowing where other players are in relation to the direction they are moving.

**Scoring**
- Whichever group has the most domes or dishes standing at the end wins.

**Change it**
- **Playing area** – bigger or smaller.
- **Separation** – vary the separation between markers.
- **Teams** – partition the playing area and have smaller teams, e.g. 4 v 4.
- **Uneven numbers** – use the first round as a basis for changing numbers.
- **Flip and run** – flip the marker and run to a corner.
- **Vary the locomotion.**

**Safety**
- Players should adopt actions to avoid bumping heads – look short and look long.
- Use a ‘braking’ activity – as a player approaches a marker, they do something to slow down, e.g. jump and clap.
- In a confined area, restrict players to walking.

**ASK THE PLAYERS**
- How did you know which dome you should head for to turn over/up?
- How did you avoid running into other players?
- Demonstrate different ways that you can warn other players that you are going to change direction or stop.
- Why is it important to know when someone is going to change direction or stop?
Players run around in random directions avoiding body contact with other players. The coach calls a number and players form groups of that size.

**What to do**

**SETTING UP**

- Mark an area free of obstructions – disperse the players.

**PLAYING**

- Start with slow jogging.
- Try several group sizes before you get to the number you would like for a subsequent activity, e.g. start by calling 2s, then 6s, and finally the group size you want, such as 4s – you may wish to add a ‘new people in the group’ rule for the second and third calls.
- As an option, use some bright music as a backdrop. Stop the music and call the number for the group size.

**Change it**

- **Vary the locomotion** – e.g. short bursts of running, hopping and fast walking before calling a group size.
- Players have to run to the nearest boundary and touch it with their feet before forming the group.

**Safety**

- Walk rather than run.
- Use at least 2 large zones – this will channel players into a zone. Call ‘freeze’ – players freeze on the spot. Now call the group size – players closest to a player whose mobility may be restricted form a group.
- Choose an area away from walls and other obstructions.
- Players should be familiar with space and other player awareness activities.
- Start with slow running.

**LEARNING INTENTION**

*Form a group* combines running with cooperative throwing and catching. It also requires players to be aware of others and emphasises ‘space finding’. See cards *All-in tag* and *Look out for others!*. 
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.
STRIKING & FIELDING

Hit 4 and go

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 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.

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)

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.

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?’
Hoop races

Players in groups race each other by passing a hoop up and down their line while making up and down noises. (Play in groups of 4–6.)

What you need
> 1 hula hoop per group

What to do
> In groups, players form a line, one behind the other approximately 1 metre apart.
> The first player in the line steps into the hoop, takes it over their head and then passes it to the next person at head height.
> The next player takes it over their head, lowers the hoop, steps through it and passes it to the next player.
> Each group agrees on an ‘up noise’ and a ‘down noise’ and makes these noises as the hoop travels up and down.
> This pattern continues until the hoop reaches the end of the line.
> The end player runs to the beginning of the line and starts again.
> Play until the original leader is back at the front of the line.

Change it
> The hoop must travel down the line without players breaking the link with their hands. Practise a few times to get the best technique and the fastest speed.
> Challenge the teams to see how many times their hoop can travel up and down their line in 1 minute.

Safety
> Check there is enough space between players/groups and that players are away from walls or obstacles.

Ask the players
> How can you work together to get the best result?
> What are some different ‘up and down’ noises you can make?

LEARNING INTENTION:
Hoop races is a fun energiser that encourages teamwork and coordination. It also gives players an idea for an activity they can use in a circus show.
How many bean bags?

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

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

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

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

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

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

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

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

Game rules

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

Equipment

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

Playing area

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

Safety

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

How many bean bags?

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

ASK THE PLAYERS

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

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

What to do

Team in possession

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

What you need

> A marked playing area about the size of a netball court
> A ball such as a volleyball or size 3–4 soccer ball
> Passes must be a minimum of 2m (from player to player).
> Players in possession of the ball are allowed up to 4 steps after receiving the ball before they pass the ball.
> Players may not hold the ball for more than 3 seconds while they are standing still.

Team seeking possession

> A team gains possession if the opposing team with the ball drops it or by intercepting the ball.
> Possession changes if a player steps out of the area with the ball.
> No physical contact and guarding must be from 1m away.
> All players are free to move around without obstruction.

Neither team is allowed to kick the ball.

Scoring

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

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

Coaching

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

Change it

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

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

Safety

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

Aboriginal and Torres Strait Islanders histories and cultures

Keentan is a catching game from the north west central districts of Queensland. The jumping action of the players to catch the ball resembled the movements of a kangaroo resulting in the Kalkadoon people describing the game as the ‘kangaroo-play’. The ball was made of a piece of possum, wallaby or kangaroo hide tied up with twine. The name is taken from ‘play’ (keentan) in the Wik-Mungkan language of north Queensland.

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INVASION GAMES

Keep the ball

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

What you need

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

What to do

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

The team with the ball

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

The team without the ball

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

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

Scoring

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

LEARNING INTENTION

Keep the ball links to activities requiring defending, marking and teamwork. Keep the ball can lead to invasion games such as: basketball, football codes, handball, hockey, netball, softcrosse/lacrosse, touch.
Coaching

- Ask the players how they can ensure all players are included.
- After letting play run, spot any children who may need assistance on the side with throwing and catching skills.

Game rules

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

Equipment

- **Use different balls** – vary size, shape and hardness.
- **Use equipment** to send the ball, e.g. hockey sticks or softcrosse sticks and an appropriate ball that is sufficiently soft.

Playing area

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

Safety

- Ensure adequate space for number of players. If a kicking version is played, there should be sufficient space between designated playing areas.
- If a hockey stick is used, it should not be raised above waist height.
- For the kicking version, start with a soft/slow ball.

- No physical contact except for tagging, between knees and shoulders only.
- Players should have done space/player awareness activities before playing (see e.g. All in tag and Look out for others!).

**ASK THE PLAYERS**

**Attackers (team with ball)**

- ‘Where will you pass the ball?’
- ‘How can you get away from your defender?’

**Defenders (team without the ball)**

- ‘How can you make it hard for your opponent to make a pass?’
- ‘How can you make it hard for your opponent to receive a pass?’
- ‘How can you work together to stop a pass from getting through?’
- ‘Is it better to pressure the thrower or the receiver? Why?’
- ‘Is it better to play one-on-one or to have two defenders guarding one player with the ball?’
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.)

King/Queen of the court

**What you need**

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

**What to do**

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

**LEARNING INTENTION**

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

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

Game rules
> When one team wins 5 points, they become King/Queen and stay on court.
> The challengers 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?
A ball rolling game that requires players to try to hit a target at the end of the court or other balls that are being rolled towards them.

What you need

**INDOOR OPTION**
- An area about the size of a basketball court
- Tennis balls, Kanga cricket balls or larger balls for the koolchee (ball) – one per player
- A wall (for the ‘challenge’ variation)
- 3 skittles per player

**OUTDOOR OPTION**
- A smooth surface that will allow the koolchees to roll without deviation

What to do

**Warm-up – hit a koolchee (cooperative play)**
- Teams at each end of an area roll the koolchees (tennis balls) toward each other – no scoring.
- The aim is to hit another koolchee. Depending on the ability level of the players, children start by rolling balls to each other.

**Competition koolchee**
- A team game (4–6 per team) where players roll a ball attempting to knock down an opponent’s skittle at the other end. Skittles are placed 2–3 metres in front of each team. The winning team is the one that knocks down all the opponent’s skittles.
- Teams avoid hitting their own skittles.
- Players may ‘defend’ their own skittles by rolling koolchees to hit other koolchees that might knock over their own skittles.
- Koolchees can’t be recovered from the playing area.

Change it

- **Vary** – the size of the skittles, the distance to the skittles, the type and size of balls used, the size of the activity area.

Aboriginal and Torres Strait Islander histories and cultures

Koolchee was played by people in the Lake Eyre district of South Australia. The balls were 8-10cm and made of gypsum, sandstone or mud.

Players in two teams line up on each side of a dry claypan. Each team rolled the balls along the ground to the other side, the aim being to break up an opponent’s ball by hitting it while it was moving. Balls were left where they came to rest until the stock of balls was used up. The balls were called ‘koolchees’.

**Scoring**
- Best of 3 games
- Sets of 5 games for older players

LEARNING INTENTION

The koolchee variations require accurate rolling, team communication and an understanding of how to rebound a ball (koolchee challenge). A useful lead-in to games like bowls, ten-pin bowling and any sport where a fielder can return a ball by rolling.
Practice koolchee

Players roll koolchees attempting to knock down skittles. Play individually or in teams.

**SETTING UP**
- Individual game – 3 skittles and 3 koolchees per player
- Team game (3–4 per team) – 5 or more skittles per team and at least 4 koolchees per team
- Skittles 5 metres from players

**PLAYING**
- Team variation – allow each player 5 attempts. Increase the distance and repeat, e.g. 10 metres then 15 metres – teams keep a total of skittles knocked down.
- Individual variation – the player who knocks down the highest number of skittles is the winner.
- Players are not allowed to retrieve koolchees from the area between the throwing line and the skittles.

Cooperative koolchee

Two teams facing each other work together to knock the skittles over.

**SETTING UP**
- One koolchee per player
- Around 10 skittles placed between 2 facing teams 10 metres apart

**PLAYING**
- Players communicate and work together to achieve the end result.
- Players are not allowed to retrieve koolchees from the area between the throwing line and the skittles. Other koolchees can be retrieved without running onto the playing area.
- Repeat for 2 or 3 rounds.

**SCORING**
- Time taken to knock the skittles over – attempt to set a record.

Koolchee challenge

A koolchee is rolled to a wall where it rebounds. The aim is to knock over a skittle.

**PLAYING**
- Use a larger koolchee (soccer ball size).
- Skittles are placed 5 metres from the wall and players stand 10 metres from the wall. Adjust distances to suit the group.
- 3 attempts allowed. If the skittle is knocked over the skittle is moved back one metre.
- If the skittle is missed on all 3 attempts, it is moved closer to the wall.

**CHANGE IT**
- Vary – the angle of the rebound, roll with non-preferred hand, the time/number of hits, size of skittles or balls, distance to walls or skittles.

**Safety**
- Ensure adequate space for the number of players.
- Rebound variation – ensure that children roll the ball along the ground and don’t bounce it at the wall.
- In face-to-face variations, players should keep an eye out for oncoming koolchees.
A cooperative game in which a ball is thrown between two players. If the ball reaches the catcher on the full, both the catcher and the thrower step back. If it is dropped, both take a step forward. The winning pair is the one that has retreated the furthest. (One or more pairs.)

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

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

- **Other** – vary the type of throw, left or right hand, vary the ball, vary the size of the circle.

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

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

**LEARNING INTENTION**
*L-o-n-g throw* develops throwing and catching skills, with a reward for successful catches. It provides a good introduction to the skills of net and court games.
Loose carriage

Players in groups of 3 form a train (engine and 2 carriages). A few ‘loose carriages’ (taggers) are dispersed and try to join the end of a train. If successful in joining, the loose carriage calls ‘GO’ and the engine uncouples and becomes a loose carriage.

**What to do**

**SETTING UP**

> Form into groups, see e.g. *Form a group.*

> Disperse trains (groups) and ensure sufficient distance between trains and loose carriages.

**PLAYING**

> Call ‘go!’ and each of the trains move safely around the playing area trying to avoid the loose carriage from joining the end of their train.

**Change it**

> Have more carriages in a train.

> Use more or fewer loose carriages.

> Change the size of the playing area.

> If space is restricted, slow down the loose carriages by having them hop, fast shuffle or spring from both feet.

> Provide ‘safe zones’ for trains – allow a 5-second rest. Loose carriages have to keep running.

**Safety**

> Choose an area away from walls and other obstructions.

**LEARNING INTENTION**

*Loose carriage* is an activity that develops cooperative behaviours as students work together to move around the playing area without ‘uncoupling’.
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

What to do

- Set up a course outside, with around 5–9 holes (depending on the time available).
- Each hole should be the length of around 2–3 shots to reach the green, based on the ability of the players and the hitting implement used. Vary this between holes.
- For each hole, set up a tee (marker cones), hazards (ropes or mats), obstructions (chairs or bins) and a green (hoops or a roped area).
- Each team starts at a different tee.

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

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?
In groups of 4, players build a mini pyramid. One player is on top of two others, and one player is a spotter. Once they are in position, players in the pyramid put their heads up to the audience and yell 'HO!'.

**What you need**
- Floor mats for each group

**What to do**
- Players form groups of 4 and nominate 2 players as a base, 1 player as the flyer and 1 player as the spotter.
- Two base players form the bottom of the pyramid and are side-by-side on their hands and knees, with their wrists directly under their shoulders, their knees directly under their hips, with their feet and back flat.
- With the assistance of the spotter, the third player (the flyer) forms the same position but on top of the base.
- The flyer stands at the back of the bases, with a foot between each of the inside legs (calves) of the bases.
- The flyer carefully places their hands on the inside shoulder of each of the bases, then places their knees gently and carefully on the base’s lower hip and bottom area (not on the spine).
- When in position, all 3 players put their heads up to the audience and yell 'HO!'.
- Change roles and repeat.

**Safety**
- Use a surface such as acromats or scatter mats.
- Check there is enough space between players/groups and that players are away from walls and obstacles.
- Reinforce straight line rules (i.e. hands under shoulders, flat backs, knees under hips, flat feet, no toes tucked under).
- Always have smaller players on top and a larger player on the bottom, or have players of a similar size working together.
- Players on top should not put weight onto the base player’s spine.
- Make sure the group stays focused.
- Spotters must never take their eyes off the flyer.
- Take care in guiding the flyer down — one foot down first, then climb off carefully.
- If anyone feels uncomfortable or unsure about performing the pyramid, don’t make them.

**LEARNING INTENTION:**
*Mini pyramids* is an activity that develops teamwork and encourages safe entry and exit for balancing activities.
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.

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.

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).

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 should aim to hit the ball so it travels below head height.
> Fielders call 'MINE!' or their own name if they are fielding the ball.
> Batters should avoid contact with fielders while running the bases.

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?
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.

**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?
Newcombe ball

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

What you need

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

What to do

PLAYING

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

Change it

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

Scoring

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

LEARNING INTENTIONS

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

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

**Game rules**

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

**Playing area**

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

**Safety**

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

**ASK THE PLAYERS**

**Receivers**

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

**Servers**

- ‘Where might you throw/hit the ball to make it hard for your opponents?’
- ‘What will you do to avoid your opponents blocking the ball?’

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

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

- Allow ‘hot potato’ passes (instant pass without holding).
On-court off-court rapid pass

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

What to do

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

PASSING

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

TAGGERS

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

Scoring

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

What you need

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

Learning Intention

On-court off-court rapid pass is a fast, inclusive passing game. Passers learn to simultaneously bring into view team-mates and taggers.
Coaching
The game will provide many ‘coachable moments’ for you to highlight invasion-game fundamentals by using player role models:

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

Game rules

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

Equipment

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

Playing area

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

Safety

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

ASK THE PLAYERS

Passers (on-court)

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

Taggers

- ‘How can you work with another tagger to be more effective?’
**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 lob 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.

**What to do**

- 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?’
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 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

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
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.

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.
Rebound ball

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

What to do

SETTING UP

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

PLAYING

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

Change it

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

Safety

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

LEARNING INTENTION

Rebound ball allows students to practise and refine the fundamental movement skills of throwing and catching and develops teamwork skills.
COOPERATIVE PLAY

Run the circle

Cooperative passing. Players form a circle with 2 balls. The balls are thrown from player to player. The aim is for one ball to catch up to the other. An easy version starts with hand to hand passing. (Play with 6 or more.)

**What to do**

**SETTING UP**

- Play on dry land or in a suitable pool.
- Use 2 balls for each circle of 6–8 players – separate the balls by several players.

**PLAYING**

- Pass the balls around the circle, trying to overtake the ball in front.
- Call ‘change’ to change the direction.
- Players should be spaced to suit the pass being used.

**Change it**

- A player with less advanced coordination and motor skills can be included by having another player standing close and sending a short throw or simply passing the ball.

**Game rules**

- Vary the pass – an easy version starts with the players close to one another and passing the ball, hand to hand. Use different levels, e.g. knees, shoulder or above the head.

**From a sit** – throw or roll.

**Catch ½ turn**

**Playing area**

- Bigger or smaller circle

**Safety**

- Choose a ball and distance to suit the level of the players.

**LEARNING INTENTION**

*Run the circle* is an introductory passing and catching activity. Different ability groups can be accommodated by the variations.
This is a variation of *Run the circle*. Cooperative passing. Players walk or run around a circle receiving a ball from a feeder at the centre of the circle. An easy option starts with walking and rolling the ball.

**What to do**

**SETTING UP**
- Form groups with a safe separation between circles.
- One ball for each circle. Vary the type of ball depending on the ability of the group.

**PLAYING**
- Select a player to stand in the middle.
- Start slowly and build up speed.
- The players on the circle have to run in a clockwise direction whilst the feeder throws the ball to each in turn.
- Receivers return the ball as they run.
- Call ‘change’ to change the direction of run.
- Vary the feeder frequently.

**Change it**
- **Receive, bounce and return** – what else can you do with the ball before returning it?
- **Other** – type of ball | type of throw including bounce pass | size of circle | maximum number in a given time | speed around the circle | type of locomotion.

- The receiver closest to player 2 (i.e. player 1 in the illustration) passes or hands over the ball to player 2.
- Player 2 returns the ball to player 3, who in turn sends it back to the feeder.
- The activity continues.

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

- Player 2, with limited mobility or less developed throwing/catching skills, stands just off the circle – distance and type of pass will depend on ability.
A cooperative game. A ball is thrown to a catcher. The thrower runs to take the place of the catcher and the catcher in turn runs to join players at the thrower’s line. (Teams of 3 or more.)

**What to do**

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

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

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

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

**LEARNING INTENTION**
*Shuttle ball* combines introductory throwing and catching with agility. See also *Run the circle.*
One team called Ninja tries to steal the sacred jewels of the Emperor (the treasure) from the Imperial Palace which is guarded by another group, the Samurai warriors. The Ninja try to fight their way past the Samurai guards by one point sparring matches. (Play in teams of 4–6.)

What you need

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

What to do

> Form 2 equal teams of 4–6.
> One team is a band of Ninja assassins who plan to attack the Imperial Palace and steal the sacred jewels of the Emperor (the treasure).
> The other team is a group of noble Samurai warriors whose job it is to guard the Imperial Palace.
> The Samurais line up around the treasure and each one faces a different Ninja opponent.
> Both players spar with one another, trying to score a point by lightly tagging their opponent’s arm between the elbow and the shoulder.
> If the Ninja wins, they can steal a ball and return it to their stores. If the Samurai wins, they may reclaim a ball from the Ninja’s stores.
> Players swap partners and then try again.
> Set a time limit for teams to steal or reclaim as much treasure as possible.
> Swap roles regularly.

LEARNING INTENTION:

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

Change it

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

Safety

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

Ask the players

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

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## Untie the knot

Each player holds the hands of 2 different players. The aim is to untangle the knot without letting go! Encourages communication and cooperation.

### What to do

- Ask students in groups of 8-10 to stand in a circle and place their hands into the centre of the circle and join hands with two different people.
- Once the knot is formed students have to work together to untangle the knot.

### Change it

- Add rope – provide short (60–80 centimetres) pieces of rope for each player. This will spread players out.
- Disentangle slowly, one at a time if necessary, and communicate.

### Calls

- ‘Here’ – players run toward the teacher.
- ‘There’ – players run away from the teacher.
- ‘Nowhere’ – players bounce on the spot.

### 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!

### LEARNING INTENTION

Untie the knot is a cooperative activity that develops critical and creative thinking as groups try to solve the movement challenge.

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**Here, there, nowhere**

On a call from the teacher, players run towards the teacher (here), away from the teacher (there) or do an activity on the spot (nowhere). (Play with 6 or more.)

### What to do

- Establish a playing area – larger for children learning space-player awareness skills.
- Explain the calls.
- Start slowly, e.g. shuffling, crazy walks, tip-toes.

### Change it

- Add extra calls, e.g. ‘high-5s’ – children ‘high-5’ three other children; feet must be off the ground when hands touch. Call a ‘balance’ – on one leg, one leg and one hand, two hands and one leg...
- Use different travelling skills – hop, skip, long steps, jumps, high steps.

### Calls

- ‘Here’ – players run toward the teacher.
- ‘There’ – players run away from the teacher.
- ‘Nowhere’ – players bounce on the spot.

### 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!

### LEARNING INTENTION

Here, there, nowhere builds on introductory awareness activities. Depending on the “calls” that you make, students can practise locomotor skills and static and dynamic balances.
Two teams on either side of a court hit (volley) the ball back and forth with the palms of their hands as many times as possible. The aim is to set a record for the whole group. Wulijini can also be played with the aim being to get the ball to hit the ground in the opposition’s half.

**What you need**

> A small inflated ball or a covered sponge ball
> Markers to set out playing areas

**What to do**

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

**Team cooperative play**

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

**Pairs cooperative play**

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

**Scoring**

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

**LEARNING INTENTION**

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

- The cooperative activities can be used as warm-ups which lead to a range of activities where the object of the game is to keep the ball up in defence and ‘ground it’ in attack.
- Use instances of effective play to highlight teaching points. Let the players do the ‘teaching’!

Change it

- **Lighter ball** – including a balloon.
- **Team sizes** – try different combinations. Use uneven numbers to make teams more even, e.g. if differences are due to age or ability.
- **Serve** – variations include throwing the ball into play, any kind of ‘hot-potato’ (not a ‘carry’) hit with one or two hands or a side-on volleyball type serve.

Use a net – either volleyball or badminton net.

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

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

Safety

- Encourage players to call ‘mine’ to help prevent collisions;
- Players should be familiar with space and other player awareness;
- Ensure the playing area is free of obstructions and that there is sufficient distance between groups.