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.

2 square bounce

- 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.

Leaning Intention

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

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

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

Equipment
Use different balls to create different challenges, e.g.
> smaller/larger ball
> sports-specific – netball, basketball, hockey, rugby ball.

Playing area
> Easier for receivers – bigger area
> Easier for interceptors – reduced area

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

ASK THE PLAYERS
‘How can we ensure everyone is included?’

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

 Interceptors
> ‘How can you get more balls without making contact with the receivers?’
Attckers score points by passing to each other for 30 seconds. For bonus points the ball is passed to a team-mate in one of the 2 end-zones. Defenders try to intercept the ball. The game is readily adapted to a wide range of ability levels.

**What you need**
- Volleyball/netball court or similar area with end-zones marked
- One ball per group (volleyball size)
- Markers to mark playing area/end-zones
- **Option** – bib or cap as ID for roving 5-point player
- Stopwatch

**What to do**

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

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

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

**LEARNING INTENTION**

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

**Coaching**

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

**Game rules**

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

**Equipment**

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

**Playing area**

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

**Safety**

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

**ASK THE PLAYERS**

**Attackers (runners with the ball)**

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

**Defenders (players without the ball)**

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

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.

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.
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?’
Back to back pass

In pairs, players are back to back and pass a ball to one another. (Play with 4 or more.)

What to do
- With one ball per pair, players pass the ball back and forth.
- Ball must change hands completely.
- Explore different passes – make up new ones. A pool provides extra scope for inventiveness.
- After exploration – set a time period, e.g. number of passes in 20 seconds.
- Highlight successful passes. Ask children to show their successful passes.

Change it
- Swap partners.
- Easier – passer or receiver can move feet around.
- Harder – move apart.
- Move apart and introduce new passes or positions – e.g. rolling along ground, bounce pass.
- Match players for size in back-to-back activities.

Safety
- Waist-height water for the pool option.

ASK THE PLAYERS
- Which technique allowed you to make the most successful passes?
- Ask students to demonstrate to the rest of the class.
- How did you cooperate with your partner to pass the ball without dropping it?

TEACHING TIPS
- Encourage students to try passing over, under and around their body.
- Remind students about balancing technique (e.g. wide base of support, low centre of gravity) when attempting the counter-balance examples.

LEARNING INTENTION
This activity supports students to practice upper body stretching, balance and ball handling skills.
Two players with one ball try to stop a third player from reaching a base at either end of a playing area. Warm-up by playing without the bases.

**What to do**

**SETTING UP**
- Playing area with cones at either end (about 10m apart) to indicate the base for attackers.
- One medium sized ball per group of three.

**PLAYING**
- Start – one ball between the two defenders who start at opposite ends, the attacker (without ball) in the middle.
- Defenders can change position but cannot run with the ball.
- Defenders pass the ball to one another aiming to tag the attacker – defenders are not allowed to throw the ball at the attacker.
- The attacker (base runner) tries to reach either base.
- If the base runner reaches one of the two bases without getting tagged, one of the defenders becomes the new base runner.
- Rotate so each player has a chance to be a base runner.

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

**Safety**
- Choose an area away from wall and other obstructions.
- Don’t throw the ball at the attacker.
- Tagging must be confined to the area between the opponents shoulders and knees.

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

**LEARNING INTENTION**
Base run develops skills of moving into space and relies on passing and catching skills. Defenders have to ‘close down’ space and attackers have to find space and choose between options (bases).
Change it

- **Vary the** – type of ball, size of playing area, type of pass, size and shape of base, time ball is held e.g. 3 seconds maximum

**Other combinations** – 3 v 1; 2 v 2; 4 v 1, 4 v 2 or 3;

- For players with limited mobility or throwing ability use a 3 v 1 game …
  
  E.g. Player A passes to Player B who moves in close to Player C. Player B passes the ball to Player C who in turn returns it to Player A who has moved into the path of the base runner and will now be able to attempt to make a tag.

- Specify a number of passes before tagging when playing with a player with limited mobility.

- Ask the group to set rules for this play and to explain why they have changed the rules and what outcome they expect the new rules will achieve. Does player C have to be involved in every play?

- Allow use of a helper to assist the player with low mobility to catch the ball or move around the playing area where appropriate.

**ASK THE PLAYERS**

- How did you work as a team to successfully stop the attacker from crossing the line?
- Which sort of passes helped you move the ball around the court quickly?
- What other games have you played where you used similar techniques to try to stop a defender from moving down the court/field?
- What tactics worked best for the attacker in order to avoid the defenders?
A batting team, a fielding team and 4 bases. A bowled ball is hit into the field. The batter runs around the bases while the fielders pass the ball around the bases in the opposite direction. Many variations are possible. (Play 5 v 5.)

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

**What to do**

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

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

The bat is passed to the next batter.

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

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

Coaching

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

Game rules

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

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?’
Beat the bucket

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

**What to do**

**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.

**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.

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?’
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 side with the most balls closest to the jack scores one point for each scoring ball (i.e. each ball closer than the opposing team’s closest ball). If two or more balls are equally close, they score one point each.
- **The winning team** – highest total number of points.

**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.
**Boccia**

**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.

**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.

**Equipment**
- Use different types of balls.
- Use an implement to propel the ball, e.g. rolled-up newspaper secured with tape.

**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?’
In pairs, players try to make as many passes to each other as they can in 60 seconds. To add a challenge, the pass has to be across a different boundary line every pass.

**What you need**
- Any suitable ball, e.g. volleyball or similar
- A playing area suitable for the activity and free of obstructions
- Sufficient space between games
- Markers

**Scoring**
- Highest number of passes in the set time (60 seconds).
- Play for several rounds.

**What to do**
- Start within the marked area near the centre.
- All move in the same direction, e.g. clockwise.
- Passes can only be made across a boundary line.
- Each pass has to be over a different boundary line.
- Change partners on each round.

**TEACHING TIPS**
- Provide individual skill instruction if required off-court e.g. catching technique for catching whilst on the move OR passing the ball ahead of partner so they can meet the pass whilst running.

**LEARNING INTENTION**
*Boundary pass supports students to develop their passing and catching skills whilst in motion and under time pressure.*
Boundary pass

**Coaching**
- Provide individual skill instruction, if required, off court, e.g. if players need assistance with an option such as hitting to each other with a paddle bat and ball.
- Use player role models to highlight effective passing.

**Game rules**
- Allow more than one pass across a boundary.
- Vary the pass – throwing is an option.
- Alternate which side of the boundary the player takes, e.g. receive pass on the inside, move to receive next pass on the outside.
- Play in groups of 3 – ensure playing area is large enough.
- Include all – Use a smaller playing area and smaller group. Allow more than one pass across a boundary.
- Passing options – hockey sticks (one per player) and soft hockey ball, paddle bats (one per player) and tennis ball, soccer ball

**Playing area**
- Change the dimensions of the playing area. This is an important safety measure (to allow sufficient space between players) as well as a method to vary the challenge.
- If using a paddle bat and ball, start with a smaller area.
- Use up to 4 areas to increase active participation.

**Equipment**
- Vary the type, size, colour and sound of the ball according to players’ abilities.

**Safety**
- Ensure adequate space for the number of players and safe spacing between groups.
- Encourage players to be aware of others around them – use peripheral vision while keeping an eye on the ball.
- Hockey sticks must not be raised above waist height.
- Only retrieve out-of-area balls from another area if play has stopped.

**ASK THE PLAYERS**
- What passing technique did you find to be the most accurate?
- What passing technique did you find to be the fastest?
- How did you combine speed and accuracy to get the highest number of passes in the set time?
- How can you make quick passes while making sure you don’t bump into other players?
Bowler goaler

Attackers 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.
- Attackers 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.
- Attackers 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.

**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?

**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.
Bucket and hoop

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

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

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

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

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

**ASK THE PLAYERS**

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

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

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

**TEACHING TIPS**

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

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

**Collectors**
> Watch the direction of the hitter’s arm swing and the position of their body to predict where the ball will go.
Players in small groups roll or throw a ball to a target aiming to score maximum points.

**What you need**
- Indoor or outdoor playing area
- Chalk, hoops, markers or ropes to form 3 concentric circles on the ground
- Throw-line 3 metres from target
- 3 bean bags (or similar non-rolling object) per player.

**What to do**

**SETTING UP**
- Form small groups, e.g. 4 per group.

**PLAYING**
- Each player rolls or throws the ball to the target area.
- One throw per player before balls are retrieved.
- Repeat for a given number of rounds, e.g. 5 throws for each player.

**Scoring**
- Points are scored depending on where the ball stops in the target area.
- Players note whether their score improves from round to round.
- You may wish to set a target score, such as 20 or more, for the 5 rounds.

**TEACHING TIPS**
- Swing your arm in the direction of the target so you end up pointing at the target after you release the bean bag.
- Adjust the direction and force of your throw based on your previous attempt/s.

**LEARNING INTENTION**
*Bullseye* supports students to explore different ways that they can throw the ball for accuracy and control.
COACHING · HOW TO SCORE · PLAYING AREA · NUMBER OF PLAYERS · GAME RULES · EQUIPMENT · INCLUSION · TIME

**Coaching**

- Try pairing players and provide some ‘what to look for’ throwing or rolling tips. The ‘observer’ provides the ‘thrower’ with feedback.
- The leg opposite the throwing/rolling arm is in front. A good way of coaching this is to select a role model and ask the players questions.

![Coaching Image](image)

**Game rules**

- Include everyone by allowing kicking. Remember the object of the game is to send a ball to a target. A kicking option opens the game to players who may not be able to throw the ball.
- Increase or decrease the distance from the throw-line to the target. This adjustment helps to accommodate different player abilities. This option may be offered from the start.

**Equipment**

- If buckets are used as targets, the activity can be made harder by requiring the ball to land in the bucket.
- Vary the method of sending the ball, e.g. throw, roll, kick, strike.

**Playing area**

- Slower ball/faster ball; larger ball/smaller ball. Which is best for rolling/throwing?
- A non-rolling object, such as a bean bag, may be used with a wall target.

**Safety**

- Players do not retrieve balls until the round is finished.
- If a target is placed on a wall, players should be aware of the rebound.
- Ensure sufficient space between groups.

**ASK THE PLAYERS**

- ‘Which rolling or throwing technique gives the most accuracy?’
- ‘Will your throwing technique change for a wall target?’
- ‘What changes can you make if the ball goes too far/too short?’

![Safety Image](image)
**Buroinjin**

Players pass the ball to one another in an attempt to run across a goal line and score a point. The opposition can intercept to gain possession or lightly touch a player with the ball.

**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’ – ‘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.

**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.

**Learning Intention**

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.
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?’
Catching challenge

Players try progressively harder catching challenges and tricks on their own, in pairs and in groups of 3.

What you need
> 1 ball per player

What to do
> Players spread around the playing area with their ball.
> On your call, issue different catching challenges such as:
  – how many times can you clap your hands while the ball is in the air?
  – throw the ball between your legs and catch it.
  – bowl the ball overarm into the ground and catch it after it bounces.
> Ask players to come up with their own challenges.
> Form pairs or groups of 3 and create new challenges.

Change it
> Vary the size and weight of the ball according to players’ ability.
> Act as a judge and give scores out of 10 for each trick.
> Provide discrete coaching on the side.
> Introduce different skills like hopping, jumping or clapping while players are throwing their balls.

Safety
> Check there is enough space between players and away from walls or other obstacles.

ASK THE PLAYERS
> How high can you throw the ball in the air and then catch it?
> Where is the best place to aim to throw the ball to your partner so they can catch it?
> How do you need to position your hands ready to catch the ball?
> What is the best technique to use to throw the ball as high as possible?

TEACHING TIPS
> Keep your eyes on the ball when it is in the air.
> Throw the ball using an underarm throw to get it as high as possible above your head.
> When throwing to a partner aim for the ball to reach them at chest height to make it easier to catch.

LEARNING INTENTION
Catching challenge is a fun cooperative activity that develops the fundamental movement skill of catching.
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.

Scoring
- One point is scored for each run to the bin/wicket and back.

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.

LEARNING INTENTION

Continuous cricket is an age-old game that keeps players moving. The game develops fielding skills and encourages thoughtful placing of the ball by the batter.
Continuous cricket

Coaching
> Use a player role model to emphasise effective batting and fielding plays.

Game rules
> Batting action – kick into the field of play from a rolled ball.

> Bowling action – allow an overarm bowl.
> Fielders vary the pass – allow any pass, or vary the pass between fielders.

> Rolling – use rolling to pass between fielders, e.g. if a soccer ball and kick are used.
> Buddy batter – use 2 batters who change places. The ball must be hit from the ‘batting wicket’ (easier for batters – who run half the distance).

Equipment
> Use different bats – allow player choice.
> Use different balls – allow player choice.
> Use a batting tee – if required.

Playing area
> Wickets – increase or decrease the separation between them.
> Zones – bonus points are scored if the ball reaches a zone.

Safety
> Batters must run with the bat and not drop it on the ground.
> Batters should hit the ball below head height.
> Batters keep to the left when running – use markers if required.
> Fielders must not interfere with running batters.
> Fielders call ‘mine!’ when fielding the ball.

ASK THE PLAYERS

Fielders
> ‘Where is the best place to stand?’
> ‘How can you be ready to back-up if a team-mate misses a ball?’

Batters
> ‘Where is the best place to hit the ball?’
> ‘What do you do if the fielders have your “best place” covered?’
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 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

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.

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**
- Highlight to the whole class good examples of rolling.

**Game rules**
- **Starting position** – all players roll their balls from the same starting point.
- **Easier** – allow players to roll from anywhere on the square.
- **All together** – all players roll at the same time on the word ‘GO’.

**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.

**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.

**ASK THE PLAYERS**
- ‘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?’
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.

>> Attacking – 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
- 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.
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.

**Scoring**

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

**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)

**LEARNING INTENTION**

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

Coaching

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

Rules and roles

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

Equipment

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

Playing area

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

Safety

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

ASK THE PLAYERS

Runners with the ball (attackers)

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

Interceptors (players without the ball)

- ‘Where will you move to defend the cone?’
- ‘How can you put pressure on the person with the ball?’
Defenders on the line

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

What you need

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

Scoring

- Players in possession catch and run or dribble the ball across their own scoreline – score 2 points.
- Score as many points as possible in 3 minutes.
- Defenders (team without the ball) can tag attackers and receive one point – but attackers keep the ball for their 3 minutes.

What to do

- Form 2 teams of 4 (see Form a group for forming teams).

Team with the ball

- Maintain possession for 3 minutes and cross their scoreline as many times as possible. After 3 minutes, possession changes. Vary the time to suit the group.
- After scoring, the ball is thrown from the goal-line to a team-mate. Defenders must stay back 3 metres until the ball is in play.

Team without the ball

- Try to intercept the ball or tag a player with the ball.

Ball out-of-court

- Possession is maintained but the ball is taken from the sideline.

Variations

1. Divide the court into two – allow a maximum of 3 players per team in each half.
2. 3 hoops for the scoring zone – the ball must be bounced or placed in one of the hoops.
3. Players must take turns to score.

Note – No contact between players (except for tagging). Ball cannot be taken out of the hands of a player.
Defenders on the line

**Coaching**
- Ask the players for ideas to promote inclusion.
- If players become fatigued, use rest times between games to discuss options.

**Game rules**
- **3 hoops scoring zone.**
  - Ask the players – ‘How can you maintain quick scoring with the smaller targets?’
- **Everyone scores** – players take it in turn to score.
  - Ask the players – ‘How can you work as a team to enable each player to score in a set order?’
- **Change the team size** – try different combinations: 3 v 4, 4 v 5 etc. (This can be a good way to promote inclusion.)
- **Dribble with feet** – using this as an indoor option helps to contain the ball.

**Equipment**
- Use different balls – vary size, shape and hardness.
  ![Alternatives](image)
- Use equipment to send the ball e.g. hockey sticks or softcrosse sticks and an appropriate ball.
- **Kicking** – the ball may be kicked instead of thrown.

**Playing area**
- Promote inclusion by creating ‘exclusion zones’ where only designated players are allowed.
- Experiment with different-sized playing areas.
- **Divide the court into 2 halves** – allow a maximum of 3 players per team in each half.

**Safety**
- Ensure adequate space for the number of players. If a kicking version is played, there should be enough space between designated playing areas.
- If a hockey stick is used, it should not be raised above waist height.
- For the kicking version, start with a soft/slow ball.
- No physical contact except for tagging – between knees and shoulders only.
- Players should have done space/player awareness activities before playing. See All in tag and Look out for others!

**ASK THE PLAYERS**

**Attackers (team with ball)**
- ‘Is it better to dribble or pass the ball to score quickly?’
- ‘When is it worth risking the long pass?’
- ‘Where can you position yourself in relation to the ball carrier and your team-mates so that you can assist?’

**Defenders (team without the ball)**
- ‘Is it better to go for the intercept or protect the scoring zone?’
- ‘How can you work together to stop a pass from getting through?’
- ‘Is it better to pressure the thrower or the receiver? Why?’
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.
End ball

change it...

**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?’
Players from 2 opposing teams are paired off and spread the length of the court. On a signal, the player with the ball at one end passes the ball to a team-mate in the next zone. This continues until a goal is scored at the other end.

What you need
- Indoor or outdoor playing area as shown
- 12 zone markers
- 2 goals such as witch’s hats, plastic bins, netball goal rings
- 1 medium-sized ball

What to do

**SETTING UP**
- Form 2 even teams, one with bibs.
- Players pair up with a member of the opposing team.
- Players distribute themselves in pairs – one pair in each goal area and the other pairs evenly distributed across the zones.

**PLAYING**
- The goal defender of the attacking team starts with the ball.
- The ball must be passed to a team member in each zone.
- Defenders try to intercept the ball.
- The goal scorer (attacking player) is the only player who can shoot for a goal. Rotate this position after each goal is scored.
- No running with the ball; alternatively, a player can run with the ball until tagged, then must pass within 5 seconds.

**Scoring**
- A goal is scored when a cone is hit (or ball reaches alternative target).
- First team to score 3 goals wins.
- **Option** – an intercept scores a point too.

**LEARNING INTENTION**
*End to end* builds on introductory invasion activities requiring passing. The game requires close marking, creating space and anticipation. A useful lead-in to games like basketball, netball and football codes.
Coaching

- Highlight to the whole group good examples of passing and space finding/interception.
- Ask the players for ideas to ensure all players are included.

Game rules

- Include everyone – use an interceptor-free zone to assist in this, if required.

Easier

- Defenders (without ball), must stay at least 1m from the player with the ball.
- Allow up to 3 steps with the ball – who is this easier for?
- Play with uneven teams: fewer defenders.

Harder

- The ball can only be thrown in the direction of the goal – i.e. it cannot be passed backwards in a zone.
- Limit the time for passing the ball to 3 seconds.

Equipment

- Use different balls – vary size, shape, density and hardness.

Safety

- Ensure adequate space for the number of players.
- Players should have done space/player awareness activities before playing (e.g. All in tag and Look out for others!). This is important if the zones are made smaller.
- No body contact.
- Ball cannot be taken out of the hands of a player.

Ask the players

Throwers

- ‘What can you do to ensure your team keeps possession?’
- ‘How can you deceive the interceptors?’

Catchers

- ‘What can you do to ensure you receive the ball?’
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 you need

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

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.

Scoring

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

LEARNING INTENTION

*Engage all* is a striking and fielding game that gets everyone involved. The game encourages teamwork and thoughtful placing of the ball by the batter.
Engage all participants with these engaging ideas:

**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.

- **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.

- **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.

- **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’.

**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.
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.)
Four bowler cricket

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

**What to do**

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

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

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

**Variation**
- Use 2 balls.

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

**French cricket combines hand–eye coordination, accurate underarm throwing and hitting to 'find space'**.

**Change it**

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

**Fielder/bowler**
- Take it in turns to bowl, e.g. a set number of balls per over.
- More mobile players pass the ball to a less mobile player so everyone has a ‘touch’ of the ball over the course of the game.
Gorri is a target game that requires players to throw a ball to hit a moving target. A large ball is rolled past a line of players who try to hit it as it goes past with their tennis ball.

**What you need**

- 6–10 markers to define a rectangular playing area
- 1 or 2 tennis balls per player (to throw at the moving target)
- A variety of balls (targets) of different size

**What to do**

- A player designated as the *roller* calls out ‘gool-gool’ (going-going) and rolls the ball in front of the other players, who attempt to hit it with their tennis balls.

**Scoring**

- Not counting hits is an option. Another option is to set players a personal challenge with players aiming to score a personal best.

**Learning Intention**

Gorri is a target activity where the target moves. This requires a combination of throwing skills and anticipation.
This activity can be modified to suit players with varying abilities. By choosing a suitably sized target, rolling speed and distance from the target all players can be accommodated.

**Change it**

- Vary the size of the target ball.
- Vary the type of target ball – e.g. players with limited vision can be included by using a target ball that makes a noise as it rolls such as a goalball or a ball wrapped in plastic secured by tape.

Other players could use eye-shades with this option to equalise play.

- Roll more than one target ball.
- Vary the size of the balls that are thrown. A bean bag is a good option for a player with limited grip strength or hand function.

- Vary the speed the ball is rolled.
- Vary the distance from the line of the rolled ball.

- Vary the type of throw – rolling is also an option.
- Bouncing the target ball provides an interesting challenge.

**Safety**

- Balls are not retrieved until all the balls have been thrown and an ‘OK’ signal given.
- If using eye-shades, they should be removed before retrieving balls.
- A signal is given to let the players know it is safe to gather the thrown balls and return to the starting line. (This could provide another challenge activity with the task being to take 2 balls back to the starting line! Players should be mindful of others.)
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.

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

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 (see e.g. Start out WC 03a,b).

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

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

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

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

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

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

**Game rules**

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

**Equipment**

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

**Playing area**

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

**Safety**

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

**ASK THE PLAYERS**

- ‘Did you choose low-scoring or high-scoring targets? Will you change your targets next time?’
- ‘What strategy did you use and would you alter it next time?’
MOVEMENT EXPLORATION

How high?

Players line up in 2 equal lines facing one another. One line throws their juggling object as high as possible and then runs to a designated line behind them. Each person’s partner tries to catch the object before their partner reaches the line. (Play in pairs.)

What you need

> 1 juggling object per pair
e.g. scarves, plastic shopping bags (easier), bean bags, juggling balls or juggling rings (harder)

What to do

SETTING UP:

> Arrange the players into 2 even lines approximately 2 metres apart, facing each other, making sure each player is facing their partner.

> Each pair has a juggling object.

> Each line chooses a team name.

PLAYING:

> Call the name of one of the teams.

> The members of that team throw their juggling object straight up as high as possible and then run to their designated line.

> Each player’s partner tries to catch the object before their partner reaches the line.

Scoring

> A point is scored each time a player makes it to the line before their partner catches the juggling object.

Safety

> Check there is enough space between each pair.

> Make sure players run in a straight line when running to the line.

LEARNING INTENTION:

How high? is a simple energetic and fun activity that teaches proper throwing and catching technique and helps develop hand-eye coordination.
**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?’
**In the zone**

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

### What you need

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

### What to do

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

### Scoring

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

### Change it

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

**LEARNING INTENTION**

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

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

**Game rules**

**Easier for batter** – ball is bowled with a bounce.
- Identify specific target areas where points are scored, or count double.
- Work in pairs – one player hits and the other runs.
- For a visually impaired runner, use a guide runner or caller.

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

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

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

**ASK THE PLAYERS**

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

**Fielders**
- ‘What are the consequences of fielding in the 2-point zone?’
- ‘If the batter is scoring freely, what options do you have for reducing the score?’
- ‘How can fielders help each other to get the ball to the fielder at the cone?’
2 players pass a ball to one another. An opponent between the 2 players attempts to intercept the ball. Players change roles frequently.

What you need
- Any kind of light ball
- Indoor or outdoor playing space (or pool)
- 8 markers

What to do
- Divide the players into groups of 3 (see Form a group).
- Each group chooses an interceptor – the other 2 are passers. The interceptor must stay on the line.
- The 2 passers try to keep possession of the ball. The interceptor tries to touch or catch the ball.
- Rotate roles – after an agreed number of games, one of the passers becomes the interceptor. Alternatively, every time the interceptor touches or catches the ball, a point is scored.

Scoring
- Not scoring is an option.
- How many passes can be made in a specific time?
- How long before the interceptor gets the ball?
- How long can passers keep possession?

Variations
Restrict the kind of pass, e.g. bounce pass only.

LEARNING INTENTION
Interceptor links to activities requiring defending and marking, and can lead on to netball, basketball, soccer or hockey. Try soccer hockey versions – allow dribbling.
Interceptor

Coaching

> Ask each group to come up with its own system of communicating.
> Include everyone – the principle to guide modifications is: *how can the game be modified so everyone can be included?*

Game rules

> **Harder for the interceptor** – must catch the ball.
> **Easier for the interceptor** – use zones for each passer. This enables them to pass without being challenged too closely by the interceptor.
> **Harder for the passer** – restrict the kind of pass, e.g. bounce pass.

Try different combinations of *passers* and *interceptors*, e.g. 2 *interceptors* and one *passer* at each end.

Equipment

> **Use different balls** – what happens to the game when a smaller ball is used?
> **Sport-specific focus** – change the ball/implement (basketball or soccer or hockey versions). Allow dribbling.

> If a *hockey stick* is used, choose a slow soft ball. Use zones for the passers to ensure safety. Restrict the height of swing of the hockey stick.

> If a *soccer ball* is used, use zones and restrict the movement of kickers to 2 steps.

Safety

> Ensure there is sufficient distance between groups.
> Ensure that players are aware of other groups.
> Players should signal to others if they are retrieving ‘lost’ balls.

> Ensure players are aware of the movement capabilities of everyone in the group.

Playing area

> Allow a bigger space for each group – e.g. bigger may help the passers, smaller gives the interceptor more chance of success.
> **Restrict the space for each group to play in.**

ASK THE PLAYERS

Passers

> ‘What can you do to keep possession if space is restricted?’

When a passer has the ball

> ‘Where will you aim to pass the ball?’
> ‘How close will you get to the interceptor before passing the ball?’

When your team-mate (passer) has the ball

> ‘Where will you move to receive the ball?’
Players stand in a circle and hit a ball up in the air with the palm of the hand. The aim is to try to make the most number of successive hits without the ball hitting the ground.

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

Cooperative variation

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

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

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

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

What you need

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

What to do

SETTING UP

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

LEARNING INTENTION

*Kai* is a game that requires players to work together to hit the ball into the air in the centre of the group and to keep it from hitting the ground.
Kai

Aboriginal and Torres Strait Islanders histories and cultures

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

Competitive variation

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

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

Change it

> Vary the distance between players.

> Vary the size and type of ball.

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

Safety

> Choose an area away from walls and other obstructions.

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

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

> Use Change it to accommodate different player abilities.

Aboriginal and Torres Strait Islanders histories and cultures

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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 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

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**.

**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 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.
A group of players try to keep a ball off the ground by passing it to each other. (Groups of 3 or more).

Scoring

> Not scoring is an option, alternatively, how many consecutive passes without the ball touching the ground?

What to do

SETTING UP

> Choose a medium sized ball. A beach ball or similar is suitable for beginners.

PLAYING

> Start with a free-play version – rules can be decided later.
> Introduce rules as required with Change it.
> Encourage a variety of passes – ‘hot potato’, where the ball is immediately hit away is a useful variation.

Change it

> **Play 2 v 2** – decide whether you want the no-go space between pairs to be out of bounds. Decide whether both players must touch the ball before it is returned. Is a 3rd or 4th touch allowed before return?
> **Other combinations** – 2 v 3, 2 v 4.
> **Vary the** – type and size of ball including balloons, type of pass, allowable number of consecutive hits per person. A smaller playing area assists players with coordination or mobility restrictions.

Safety

> Choose a flat, obstacle-free playing surface
> Ensure players know what to do if a ball strays into another group.
> Encourage players to call ‘mine’.

Keep the ball up

> Modify the game by allowing any suitable pass to and from a player with less developed skills or restricted movement …
> E.g. Player 1 passes to Player 2 who catches the ball, makes an appropriate pass to Player 3 who immediately returns the ball to Player 2 and the game continues.

LEARNING INTENTION

This activity emphasises a variety of strategies for keeping a ball off the ground, particularly overhead passing.
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.

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

**Scoring**
- 5 passes = 2 points
- 3 passes = 1 point
- Vary the number of passes
Keep the ball

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?’
Players work in teams of two to throw objects towards a designated target, such as a mat. For each successful throw teams are awarded a point. The first team to a set number points wins.

**What you need**
- Targets for each pair: softball bases, rubber mats or towels
- Objects to represent kolaps – bean bags, coins or large buttons
- Set up the playing area and pairs in teams as shown. Notice how the pairs are split
- Each player has 4 kolaps.

**Scoring**
- Play until a nominated combined score is reached by one of the teams, e.g. 20.
- A kolap must land completely on the target to count.

**What to do**
- Players attempt to throw their kolaps onto the mat in front of them.
- One player starts the game and throws 4 kolaps. A player from the second team throws next.

**Aboriginal and Torres Strait Islanders histories and cultures**
This object throwing game was observed being played on Mer Island in the Torres Strait late in the 19th century. The game is named after the beans of the kolap tree, which were used as the throwing objects.

**LEARNING INTENTION**
A target game that provides interest and variety to other games like bocce.
> Change the distance and size of the target.
> Vary the type of throw – front on, side on, 1 or 2 hands.
> Set a time limit for each round of 4 kolaps thrown.
> Match the kolap substitute to the ability of the group, e.g. bean bags and bigger targets for beginners.
> Provide targets at different distances, with different values.
> **No standing around** – each player has their own target (the same distance for each player). Players can throw simultaneously and avoid waiting around.

**Safety**

> Ensure adequate space for the number of players.
> Players wait for others to finish their round before moving onto the playing area.
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.

**CHANGE IT**
- Change the separation between skittles, use different sized koolchees, use a bean bag or similar, adjust the distance between teams.

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.
**L-o-n-g throw**

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.)

**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.

**What to do**

- Play on dry land or in a suitable pool.
- 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.
- Scoring: The winner is the pair who are the greatest distance from the gate markers when the stop signal is given.

**Safety**

- Type of ball and throw should be appropriate to the group.
- Cooperate 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 catcher 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.

**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 catcher 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.
Mini tee-ball

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

What you need

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

What to do

BATTERS

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

Scoring

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

A batter is out when

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

FIELDERS

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

LEARNING INTENTION

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

Safety

➤ Make sure there is a safe distance between groups.

➤ Batters must drop the bat, not throw it.

➤ Batters must wear helmets.

➤ No fielder can stand in front of the pitching plate/marker at the start of each play.

➤ Make sure there is a safe distance (at least 10 metres) between the batter and other batters and fielders.

➤ Fielders call 'MINE!' or their own name if they are fielding the ball.

➤ Batters should avoid contact with fielders while running the bases.

Coach

➤ 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?
Players in a circle throw a ball to other players in the circle. An interceptor inside the circle tries to intercept the ball. Only the interceptor can move. (Groups of 6–8 players.)

What you need

- A playing area big enough for the circles of players
- One medium-sized ball per group

What to do

- Players on the circles can’t move.
- The player throwing the ball calls out a name (the receiver) and passes the ball to that player.
- If the ball is intercepted, the thrower changes places with the interceptor, or change after 4 throws.

Scoring

- The group with the highest number of consecutive passes in a set time wins.

Variations

1. **Players decide on names** – cars, pop groups, movies, sports people.
2. **More than one interceptor**
3. **New circle positions** – After 2 successful consecutive passes, play is stopped and players move around the circle in the same direction 2 times to a new position. Play recommences. Vary the locomotion around the circle.

LEARNING INTENTION

*Names* develops throwing, catching and intercepting skills. It is an introductory activity for invasion and striking/fielding games.
Coaching

> Highlight good examples of throwing and catching. Ask the group why they think the pair has been chosen as role models.
> Highlight good tactical passing or intercepting.

Game rules

> Type of pass – vary the pass, e.g. include rolling.
> Restrict passing – discuss with the group whether they would like to disallow passes to the person either side of them. Allow only certain passes.
> Bonus – if passing to the person on either side is allowed and the ball is intercepted, this could give the interceptor a credit of one false call when in the throwing role.
> Time limit on ball contact – e.g. ‘hot potato’ or 3 seconds before throwing the ball.
> Restrict interceptor position – the interceptor must stand at least one metre from the thrower.
> The teacher calls out the numbers.
> Use more interceptors.

Equipment

> Use different balls – vary size, shape and hardness.

Safety

> Ensure adequate space for number of players.
> Ensure adequate space between circles.
> Agree on a ‘lost ball’ strategy, i.e. play stops until the ball is retrieved.
> Players should have completed space/player awareness activities before playing.

Playing area

> Bigger or smaller circles.

Alternatives

ASk The players

Interceptors

> ‘How can you increase your chances of intercepting the ball?’

Passers

> ‘How can you keep possession?’
> ‘How do you communicate with your team-mates?’
> ‘When will you use the long throw?’ (Remember – longer means more air time.)
Newcombe ball

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

What you need

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

What to do

PLAYING

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

Change it

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

Scoring

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

LEARNING INTENTION

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

Coaching

> Use player role models to help players understand the concepts of the game – working as a team to cover court space (in defence), finding space in attack (servers), and combining catching and passing leading to attacking play.

> Encourage cooperative play from the beginning, with players aiming for long periods without a dropped ball.

Game rules

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

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

> Allow players access to all court space.

> Allow serving by a hit over the net.

> Allow blocking – but not reaching over the net.

> Allow ‘hot potato’ passes (instant pass without holding).

Playing area

> Vary the size and shape of the court – bigger/smaller; skinnier/wider.

> Vary the width of the ‘no-go’ area if playing without a net.

Safety

> A smooth surface and playing area free of obstructions.

> Encourage players to call ‘mine’ and remind players to keep an eye on the ball and their team-mates.

> Only use a bat with 1 v 1 or 2 v 2 combinations.

ASK THE PLAYERS

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?’
No-go

Players are divided into 2 teams separated by a ‘no-go’ barrier. The ball is thrown across the barrier. The opposing team must catch the ball and send it back.

**Scoring**

Teams score points when:
- the ball touches the ground twice on the opponent’s side
- the opponents send the ball out of court
- the ball lands in the ‘no-go’ area from an opponent’s last touch.

Score to an agreed number of points (e.g. 10) or set a time limit (e.g. 5 minutes).

**Change it**

**Introduce passing** – maximum of 3 touches – ball must cross the barrier on the third touch.

**What to do**

- Set up the playing area as shown. The ‘barrier’ between the 2 teams is the no-go area.
- Divide the players into 2 teams.
- The ball is thrown across the barrier above waist height.
- The opposing team must catch the ball on the full or after one bounce and send it back.
- Players must catch and throw in one movement.

**What you need**

- Indoor or outdoor court
- Variety of balls of different size, weight and hardness
- 14 marker cones

**LEARNING INTENTION**

Use No-go as an inclusive activity to develop throwing and catching skills, ‘court sense’ and ball placement.
Coaching

> Players should visually track the ball as early as possible.
> Players try different formations to cover their side of the court.

Game rules

> Remove the ‘one bounce allowed’ rule – as players’ reactions improve.
> Identify specific target areas where points are scored, or count double.

Equipment

Easier – use slower balls, e.g. beach balls or even large balloons.
Harder – use smaller/faster balls.

Environment

> Vary the size of the court according to the number and ability of players – a small court makes it easier to get to a ball but needs more player communication.
> Change the size of the ‘no-go’ area – a larger ‘no-go’ area makes it harder, a smaller ‘no-go’ area requires greater accuracy.

Safety

> Make sure players are aware of the capabilities of others in the group.
> Encourage players to call ‘mine!’ when taking a catch.
> Ensure sufficient space between courts.

ASK THE PLAYERS

Ask the players to agree to rules that ensure everyone is included and has a role in the game.

Catchers

> ‘What can we do to ensure the whole court is covered?’

Throwers

> ‘How do you throw the ball to ensure a long rally?’ (cooperative play)
> ‘How can you use passing to your team-mates to help you score?’

No-go
Two even teams play. Each team stands in the goal third on the opposite sideline of the court and each player receives a number. Call out 2 numbers. The players with those numbers then run into the playing area and contest the ball you have thrown or rolled onto the court. The player who gains possession, and their partner, become the attackers, while the others become defenders. The attackers try to score a goal. (Play in 2 teams of 6 or 8 players.)

**What you need**
- An indoor/outdoor area
- Markers to define the playing area
- 1 goal (e.g. a netball ring, basketball hoop, bin or wall target)
- 1 netball/basketball (or similar ball)
- Bibs for each team

**What to do**
- Randomly call 2 numbers (e.g. 1 and 5). Those two players from each team run into the playing area while all other players stay on the sideline.
- The first number called is the only player allowed to contest the ball.
- Roll or throw the ball into the playing area. The nominated players contest the ball to gain possession.
- The team with the ball become the attackers and the other team the defenders. The attacking team tries to score a goal.
- If defenders intercept the ball, they pass it back to you. Defenders then become attackers.

**Scoring**
- The attacking team scores 1 point for 5 consecutive passes without the ball being intercepted, or for shooting a goal.
- The first team to score 10 points wins.

**LEARNING INTENTION**
*Numbers* links to activities requiring defending, marking and shooting and can be modified for netball, basketball, soccer or hockey.
Coaching

- Introduce new game rules as situations arise, as players can easily learn any new rules in the course of play.
- Use players as role models to highlight competent skills.

Playing area

- Use the whole court when all players are involved.

Game rules

- The attacking team must make one pass to team members on the sideline, who then pass the ball back.
- When a team gains possession at the start of the game, all players join in using a full court. Only 2 attackers are allowed in the goal circle. The team that gains possession chooses which goal to shoot for.

Equipment

- Have a sport-specific focus — change the ball/implement to suit the sport (e.g. basketball, soccer, hockey).

Safety

- Players waiting on the sideline should be a safe distance away to avoid interference with play.
- Allow players to clear the court before calling new numbers.
- No contact is allowed between players.
- The ball cannot be taken from another player’s possession.

ASK THE PLAYERS

- When attacking, what tactics could you use to improve the chances of getting the ball into the goal circle?
- When defending, what should you do to have a better chance of intercepting the ball?
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.

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

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.

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.
- Taggers/passers can only walk – vary according to ability levels.
- Call ‘freeze’ and ‘unfreeze’ – taggers have to stand on the spot until ‘unfreeze’ is called (easier for passers).

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

**FIELDERS**

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

**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?’
Pairs passing

Players form pairs. On the signal players pass to each other for 30 seconds. At the end of 30 seconds the player without the ball moves to form a new pair. Passing starts again.

**What you need**

- 2 cones per pair or alternative such as skipping ropes or tape
- Indoor or outdoor playing area with pairs of cones 60 centimetres apart, distributed as shown
- 1 medium-sized ball per pair

**What to do**

- Pairs distribute themselves and wait for the signal ‘go’.
- Pairs pass to each other at their own rate for 30 seconds.

**Change over**

- At the end of 30 seconds the player without the ball moves to find another player with a ball. The activity is repeated.

**Scoring**

- Not scoring is an option.
- Score as many passes as possible in 30 seconds but don’t ask pairs to call out their scores.
- Try beat your partner’s best score.

**Change it**

1. **Move from cones to cones** – the aim is to pass through every pair of cones. Walk or run to cones depending on player abilities. Extra pairs of cones will avoid congestion.
2. **Catch and do something** – e.g. catch, bounce and throw to partner or catch, throw high, catch and return.
3. **Add to variation 1** – players attempt to intercept other pairs’ balls – interceptors must be moving for the intercept to count. No body contact.

**Note** – Ball cannot be taken out of the hands of a player.

**LEARNING INTENTION**

Pairs passing links to activities requiring throwing and catching, and builds to running while throwing, catching and evading other players. A useful lead-in to games like basketball, netball and football codes.
Pairs passing

**Coaching**
- Ask the players how they can ensure everyone is included.
- Highlight good examples of throwing and catching. Ask the group why they think the pair has been chosen as a role model.

**Game rules**
- Vary the type of pass. Ask class for suggestions after providing options.
- Do the activity in 3s – adjust cones so players don’t bump into each other.

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

**Playing area**
- Bigger or smaller
- Change the distance between pairs of cones.

**Safety**
- Ensure adequate space for number of players.
- Players should have completed space/player awareness activities before playing.

**ASK THE PLAYERS**

**Throwers**
- ‘What can you do to ensure you get more passes?’

**Catchers**
- ‘What can you do to help your partner?’
Pass and run

Runners run in parallel down opposite sides of the court passing the ball to each other. Interceptors try to intercept the ball but are restricted in their movements. Interceptors can only run up and down their designated line as shown. (8 or more players per group.)

What you need

- Indoor or outdoor playing area, e.g. basketball court divided as shown
- One ball per pair (volleyball size)
- 8 markers to designate interceptors’ narrow zones
- Harder variation – optional: hockey or softcrosse sticks (2–4); soccer or rugby balls

What to do

- Start: arrange players as shown – runners start in a staggered line at one end of the court.
- Play for a set period, e.g. 2 minutes, or a set number of points, e.g. 8, before rotating roles.

Runners (attackers)

- Runners pass, catch and run with the ball as they try to get to the other end of the court.
- Runners then jog around the outside of the court back to the start – start the second pair of runners as the first pair approaches the end of the court.

Interceptors (defenders)

- Try to intercept the ball – no contact or tagging.
- Can only move sideways along their line as shown.
- Return ball to the nearest runner after intercepting.

Scoring

- Runners – one point if they reach the end without an interception.
- Interceptors – one point if they intercept a ball.

Learning intention

Pass and run combines passing, catching and running with a need to evade defenders and find a small space. Defenders are required to ‘read the play’ and anticipate the runners’ throws.
Pass and run

Coaching

> Ask the players for ideas to promote inclusion, e.g. use 2 runners on one side, or provide a ‘safe zone’ for a runner as shown.

Game rules

> More defenders along each line – start with 2 defenders; allow intercepting only. Add tagging later.
> Interceptors – allow both intercepting and tagging.
> Restrict the time in possession – e.g. ‘hot potato’ (immediate release) or 3 seconds.
> Allow tagging – as well as intercepting the ball, the interceptor can tag a runner to earn a point.
> Restrict passing – backwards only.

Equipment

> Use different balls – vary size, shape and hardness according to player ability.
> Use equipment to send the ball, e.g. hockey or softcrosse sticks, and an appropriate ball.
> Kicking – the ball may be dribbled and kicked instead of thrown.

Playing area

> Experiment with the distance between interceptors’ lines.

Safety

> If a hockey stick is used to send the ball, it should not be raised above waist height.
> For the kicking version, start with a soft/slow ball.

ASK THE PLAYERS

Runners with the ball (attackers)

> ‘If you don’t have the ball, how can you help your partner?’
> ‘Is it better to pass to your team-mate when you are close to the defender or further away?’
> ‘If you can’t pass a high ball to your team-mate, what other passes could you use?’

Interceptors (players without the ball – defenders)

> ‘Where is the best place to stand to intercept the ball?’
Pepper

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

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

**What to do**

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

Ask the players

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

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

**Safety**

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

**ASK THE PLAYERS**

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

**LEARNING INTENTION**

*Pepper combines different ball delivery methods, striking and fielding.*
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.

> Allow a period for players to experiment with the best method of throwing – stop the practice and share ideas with the whole group, recommence play.

CHALLENGE

> Play against the clock, e.g. which team has given its players the highest number of turns in 40 seconds?

> Towel catch – allow each person several throws.

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.

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.

LEARNING INTENTION

Rebound ball is an intermediate throwing and catching activity. The activity allows players to explore the effect of different ball trajectories. Player experimentation, observation and understanding can be facilitated.
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.

**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.
> 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.
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.*
Stork tag

Taggers chase runners. If runners are tagged, they have to stand on the spot in a stork stand. A tagged runner can be freed by a fellow runner by exchanging a ball with an underarm throw. Either a stork or a free runner can throw the ball. (Play with 8 or more.)

What to do

SETTING UP

- 2 or more taggers wear bibs.
- Half the runners have balls – which can be different shapes and sizes
- Establish a playing area with markers. Ensure there are no obstructions.

PLAYING

- The game stops after a set period of time or when all the runners are tagged.
- Change runners and taggers frequently.
- Runners – if the ball is dropped in the underarm pass, both players become storks.
- The ‘no drop’ catching rule requires players to work cooperatively, as both thrower and catcher have a stake in the outcome. For players still learning to throw and catch, allow one bounce.

Change it

- All runners with balls – to free a stork, both stork and runner have to successfully throw and catch their balls, otherwise both become storks.
- Tag-free islands, bounce pass or non preferred hand pass, size of playing area, replace the stork with another position, e.g. sit with legs tucked and off the ground.
- Use tag-free islands and, depending on the mobility of the player, allow different amounts of time on the island, e.g. as needed or for the duration of the game.

Safety

- Choose an area away from walls and other obstructions.
- Enforce the underarm throw and build up speed from a slow speed.
- Ensure players have completed other space awareness activities, e.g. All-in tag and Look out for others!
- Use Change it to accommodate different player abilities.

Scoring

- How many consecutive passes without the ball touching the ground?
- No scoring is an option.

LEARNING INTENTION

Stork tag combines running with cooperative throwing and catching. It also requires players to be aware of others and emphasises ‘space finding’.
Players lean against a wall in a ‘seated’ position and do a variety of ball-handling activities.

What to do

**SETTING UP**
- Free wall space without obstructions
- **Individual activity** – one medium-sized ball each
- **Pairs activity** – one ball per pair
- **Group activity** – one ball per group

**PLAYING**
- Try the activities shown.
- These activities can be demanding on the ‘skiing muscles’ (quadriceps) – start with 15–20 second bursts.
- Mix up individual, pair and group (‘down the line’) activities to provide rest breaks.
- Players can be grouped in small teams of 3–4 and compete against each other or pairs can compete against other pairs...

**Scoring**
- How many consecutive throws/catches in a set time?
- Not scoring is an option.

**Change it**
- This activity can accommodate different ability levels – use a chair if required.
- Vary the type of ball, distance between players and type of pass, e.g. in ‘down the line’ the distance between some of the players can be adjusted for throwing variations.

**Down the line** – try all mixed up, players try to make every pass different.

**Pairs activity** – after one throw and catch, partners quickly change places.

**A second ball between the knees** works the ‘horse-riding muscles’ (adductors).

**Safety**
- Ensure no attachments on the wall space used.
- Start with gentle passes and throws.

**LEARNING INTENTION**
*Take a seat* allows students to practise balancing, catching and throwing skills and apply them in different movement situations.
Target and intercept

What to do
> Play for a set period, e.g. 90 seconds.
> Discourage delays in throwing.
> Allocate more points for more distant targets.
> Restrict the distance between a player’s and an opponent’s target, e.g. 1m in front.

LEARNING INTENTION
Target and intercept combines the attacking and defending skills of an invasion game with accurate target-throwing.

Scoring
> Number of targets scored in the period.

What you need
> Indoor or outdoor playing area – marked as shown
> Targets as shown
> One throwing object for each pair – choice will depend on targets chosen. An option requires additional throwing objects

One player with a bean bag attempts to throw it past an interceptor to hit or land on a target. (Play in pairs or other combinations.)
Coaching
- Set up the playing area to facilitate smooth player ‘traffic flow’ from one activity to the next.
- Use this activity as a warm-up or transition to a variety of target or invasion games.

Include all
- Zone the thrower – restricting the thrower to a zone will make it easier for a player with limited mobility.

Game rules
- Play 2 v 1.
- Allow the thrower to move to any position.
- 2 balls – provide a throwing object for each player who will simultaneously attack and defend. The round stops when the first target is hit. Resume with each player having a throwing object.

Playing area
- Vary the distance between targets.
- Vary the target (bigger, smaller).
- Use more targets.

Safety
- Allow sufficient distance between pairs.
- If a player needs to go into other players’ areas, the player should wait for the game to stop.

ASK THE PLAYERS
THROWERS
- ‘What will you do to hit the most targets?’

INTERCEPTORS
- ‘What will you do to defend your targets?’
Target throw & run

A ‘thrower’ throws a ball at a target and then runs to a base and back before fielders place the ball on the ‘thrower’s’ area. (Play with 5 or more.)

**What to do**

**SETTING UP**

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

**PLAYING**

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

**Change it**

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

**Safety**

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

**LEARNING INTENTION**

Target throw & run refines accurate throwing/rolling and develops fielding skills including communication with other fielders.
As in golf, a course with ‘holes’ is established. Players move around the course attempting to reach the target in the least number of throws.

**What you need**
- A range of 5–6 targets, set up at different heights over a course (indoor or outdoor)
- Small bean bags or hacky sacks, one per player, or any other suitable object that ‘stops where it drops’ (scrunched-up paper and tape makes a useful ‘ball’)
- Objects to create obstacles and barriers, such as towels, gym mats or benches
- A numbered flag or card for each ‘hole’

**What to do**

**SETTING UP**
- Establish the course and spread the players out on it.

**PLAYING**
- Players throw from a start line (‘tee’) next to each target.
- The next shot is taken from where their bean bag (or similar) lands.

**Scoring**
- Score = total number of throws to reach all targets
- The lower the score the better

**Variation**
- Work in 2s or 3s and count the lowest score for each target.
- Allocate different scores to the targets.

**Change it**
1. Roll instead of throw
2. With a small group, players are blind-folded. Use sound or verbal cues and bigger targets.

**LEARNING INTENTION**
*Throlf* puts measured throwing and rolling skills into a fun context. A useful lead-in to games like bocce, bowls, tenpin and golf.
Coaching
- Ask the players how they can ensure everyone is included.
- Highlight to the whole group good examples of throwing or rolling.

Game rules
- The player furthest from the target after the opening throw plays first – this mirrors golf and bocce.
- Set a maximum number of throws per target and/or the whole course (like ‘par’ in golf). Involve the players in this decision after the first round.

Easier
- Shorter distances
- Bigger targets
- No obstacles or barriers

Harder
- Longer distances
- Smaller targets
- More obstacles or barriers

Equipment
- Vary the throwing object.
- Use skittles or empty plastic milk bottles instead of targets.
- Vary the targets.

Playing area
- Adjust the course so that players rolling the ball can participate equally.
- Create the equivalent of water hazards and bunkers, e.g. a blue blanket for a water hazard or an old gym mat for a sand bunker.
- Vary the distance from the throwing line (‘tee’) to the target.

Safety
- Don’t start play if players are still around the target.

ASK THE PLAYERS
- ‘How can you approach the target from an obstacle like a bunker?’ (e.g. take the shot sitting down).
- ‘What different throwing/ball sending techniques have you used?’
**Throw, throw, throw!** 2 groups of equal size face each other. Each player has a scrunched-up paper ‘ball’. On a signal, players throw their paper ball over a line in the direction of the opposite team. After a set period, balls are counted to see who has the fewest balls.

### Scoring
- The winning team is the one with the fewest paper balls.

### Change it
- Each player writes their name – when the throwing is over, players find the person whose name is on the ball. A good ice-breaker with new groups whose players don’t know each other.
- Sitting – players remain seated for the activity.
- Backwards – players throw backwards over their heads.
- Between the legs – players throw between the legs (face forward or backward).

### Safety
- Paper balls should be sufficiently loose so as not to cause hurt.
- A ‘no-go’ zone ensures players are separated.
- Players should not cross the ‘no-go’ zone until the game stops.

### LEARNING INTENTION
*Throw, throw, throw!* is a short sharp energiser that involves throwing, quick movements and spatial awareness.

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**What you need**
- Markers to separate groups
- Recycled sheets of A4 paper
- Optional – a marking pen

**What to do**
- Divide the group into 2 teams, see *Form a group*.
- Play for a set period, e.g. 30 seconds. That can be a lot of throwing!
- Encourage different strategies, e.g. gatherers and throwers work together.
- Players should ‘throw fast and throw smart’!
Triangle roll

Players in 3s stand on the points of a triangle and roll a ball to one another. (Play with 3 or more.)

**What to do**

**SETTING UP**
- Players spaced 3–5 metres apart.
- Any ball and surface suitable for rolling.

**PLAYING**
- The ball is rolled along the sides of the triangle.
- Experiment with ways of trapping the ball – foot, hands.

**Change it**

- **Roll and perform an activity** – how many side-to-side run/lunge combinations can you perform? Cones are used to mark the agility-run area – start with a small area.
- **Through the gate** – 2 cones are used to make a ‘gate’. The gate may be placed closer to one player depending on ability.

**Scoring**

- Not scoring is an option, alternatively how many times ‘around the world’ in 30 seconds?
- **Vary the** – size of triangle, speed of ball, size of ball, scoring method, type of activity performed after release, size and placing of the gate.
- Use eye shades and a ‘goal ball’, which makes a noise when it rolls, add an interesting dimension to the activity and will include children with limited vision. Encourage communication between team-mates.
- A player with limited balance can use a chair. A player with poor hand function can use a rolling ramp.

**Safety**

- Do not throw balls.

**LEARNING INTENTION**

This is a beginning rolling and trapping activity that leads to fielding skills. By adding an activity to be performed after release the intensity of the activity can be increased.
Players run to a point, return and on the way back pick up a ball and throw it underarm to the team-mate next in line. This pattern continues. (Play with 4 or more.)

What to do

**SETTING UP**
- Mark a starting line and a midway line, and place a distant marker to run around (turning point).
- Form teams of 4–6 players.
- Place the ball on the midway line.

**PLAYING**
- Play cooperatively
- Player 1 runs around the turning point and back towards the team, picking up the ball on the midway line.
- The ball is thrown underarm to player 2, player 1 joins the end of the team.
- Player 2 runs to the midway line, deposits the ball and continues to the turning point, then runs back, picks up the ball and throws it underarm to player 3.
- Continue until player 1 is again at the head of the line.

**Change it**
- Instead of placing the ball on the midway line, a player with limited mobility or ball-throwing ability is situated at the midway line and an appropriate pass or handover is made.

Game rules

- Do a turning point activity – e.g. the runner has to move between 2 markers with a novelty activity, e.g. seal drag.
- Vary the pass, e.g. chest pass, roll the ball.
- Vary distance to midway line and turning point.

Safety

- Choose a ball and distance to suit the ability of the players.
- The pass should be chosen to match the ability of the players, e.g. a chest pass is likely to have more force than an underarm pass.

**LEARNING INTENTION**

*Underarm return relay* is a passing and catching activity that requires agility and the ability to pass accurately while running.
Wall tennis

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

What you need

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

What to do

PLAYING

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

Scoring

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

Change it

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

LEARNING INTENTION

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

Coaching

> Use players as role models to help players understand the concepts of the game – serving in-court, anticipation, positioning for catching, and finding space.

> From the beginning encourage cooperative play, with players aiming for long rallies – use slow serves, repetitive patterns or serving an appropriate distance.

> Ask the players for ideas to ensure everyone is included.

> Dividing the court into 2 halves is a useful strategy. You may further develop this strategy by marking out an area where the ball has to go when served. You may need to experiment.

Game rules

> **2–3 bounces** – make the activity easier by allowing 2–3 bounces.

> **Bonus zones** – award bonus points if the ball lands in a specified area of the court, even if play continues.

Equipment

> **Bats** – hand serve, paddle bat racquets

> **Balls** – foam balls, tennis balls or other suitable ball

Playing area

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

Safety

> Discourage players from throwing the ball too hard.

> If a bat or racket is used in a game variation, discuss safety measures; particularly if the court is not divided.

> Ensure sufficient space between courts.

ASK THE PLAYERS

> Highlight back of court play – ‘What are the advantages/disadvantages?’

> ‘Can you position yourself so it’s difficult for your opponent to see the ball/hit the wall?’

> 2-wall game – ‘Which wall should you bounce the ball off to get it away from your opponent?’

Server

> ‘How can you angle the serve?’

> ‘Where should you move so it’s difficult for your opponent to win a point?’

> ‘How can you disguise your shot to make it difficult for your opponent to return?’
Wana is a striking and fielding game where the batter defends an object placed in the centre of the circle by hitting away balls thrown towards the object by the fielding team.

**What you need**

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

**What to do**

- Players are placed as shown.

**FIELDERS**

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

- Batter with wana

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

**Scoring**

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

**LEARNING INTENTION**

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

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

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

Safety

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

Aboriginal and Torres Strait Islanders histories and cultures

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

**Warriors and dragons**

One team called *Warriors* pass a ball to other Warriors and try to tag an opposition called *Dragons*. If Dragons are tagged they become Warriors. When all the Dragons are caught the teams swap over.

**What to do**

**SETTING UP**
- Establish a playing area. A moat surrounds the playing area. A moat is not required in the pool version of the game.
- Two teams: Warriors and Dragons
- One medium sized ball
- Bibs for the dragons. In a pool use caps.

**PLAYING**
- Dragons can run but not into the moat because dragons can’t swim.
- In the pool game, Dragons can avoid being tagged by ducking under the water.
- Warriors are not allowed to step with the ball or throw it at a dragon.
- Warriors are not allowed to hold the ball for any longer than 3 seconds.

**Change it**

- **Team size** – uneven team sizes. More Warriors speeds up the game and makes it harder for Dragons.
- Vary type and size of ball, type of pass, size of playing area, safe zones, immediately pass the ball – ‘hot potato’, vary the locomotion.

**Safety**

- Tagging on the head is not permitted.
- Encourage players to call ‘mine’.
- Pool version – no holding or tagging under water.

**Learning Intention**

Successful play requires anticipation and evasion skills in defence or teamwork in attack. For related cards see *Base run*.

- If a Warrior or Dragon has limited mobility all players must hop or jump.
- If necessary establish two adjacent safe zones. A Dragon can’t be tagged in a safe zone but must not stay in a safe zone for more than a specified time, e.g. 10 seconds.
Weme is a target game where one player rolls or throws a ball into an area and the second player tries to hit the first player’s ball. Players then alternate turns each aiming to hit the other player’s ball. A point is scored for each hit.

What you need

- A marked playing area
- The throwing line and a distant line up to 10 metres away. The lines are about 5 metres long
- Bocce balls or softballs

What to do

**Hit the ball variation**

- The first player (toss of a coin) rolls a ball underarm along the ground towards the distant line.
- If the ball passes beyond the line, the other player scores a point.
- After a ‘fair roll’ which stops before the line, the second player rolls their ball to try to hit the first ball. A point is scored for a hit.
- Both players then collect their balls and the game starts from the other end.
- Players alternate turns. The second player has the first turn.

**2 v 2 variation** – one player from each pair stays at each end. The game that is played from each end is the same as the 1 v 1 variation except partners share and add their points together. Teams alternate turns.

Scoring

- One point is scored for each hit.
- The first player or team to reach 11 points is the winner.
- Play a set number of rounds (called ‘ends’), e.g. 20.
- An alternative is not to score and just play for the fun of the activity.

**LEARNING INTENTION**

Weme is a target game requiring accuracy of rolling. The game is easily adapted to suit players with a wide range of abilities.
Weme

Coaching
In these activities players can easily ‘learn the skills of the game’ in the course of play. Occasional role modelling using competent players can be used to emphasise smooth and accurate bowling techniques. Useful cue words include:

Change it
> Shorter distances make the activity easier.
> A bigger target ball is easier to hit but may be harder for the player attempting to roll it towards the line.
> Allow either a rolled ball or an underarm throw. If this is played with players at either end, the non-rolling/throwing players field the balls.

Roll to the circle variation
> A playing area is set up as shown. The circle is about 1–2 metres in diameter and contains 3 balls.
> The first player rolls a ball underarm attempting to knock one or more balls out of the circle. Play alternates between players.
> If one or more balls are knocked out of the circle, they are replaced before the next player’s turn.
> After a set number of attempts, e.g. 10, the player with the highest total number of balls knocked out of the circle is the winner.
> Alternatively play a set number of ends, e.g. 20.

Safety
> In any variation where players face one another, a playing order should be established and a clear signal given to retrieve balls. Explain these procedures before play starts.
> Balls must be thrown below waist height.
> Overly vigorous throws are not permitted.
> Balls are retrieved only when play stops and the ‘return balls’ signal is given.

Aboriginal and Torres Strait Islanders histories and cultures
Weme was a stone bowling game played by the Walbiri people of central Australia. One player threw a stone, which was used as a target by a second player. Players alternated aiming at each other’s stone. The game is named Weme after a word from the Eastern Arrernte language of central Australia, which refers to ‘throwing something at something else and hitting it’.

ASK THE PLAYERS
> ‘What do you need to do to score the most points?’
> The further the first player rolls the ball, the harder it is for the second player to hit it, but if it goes over the line a point is lost. Ask players what strategy they will use.
Wulijini

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.
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’!

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.

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.

Safety