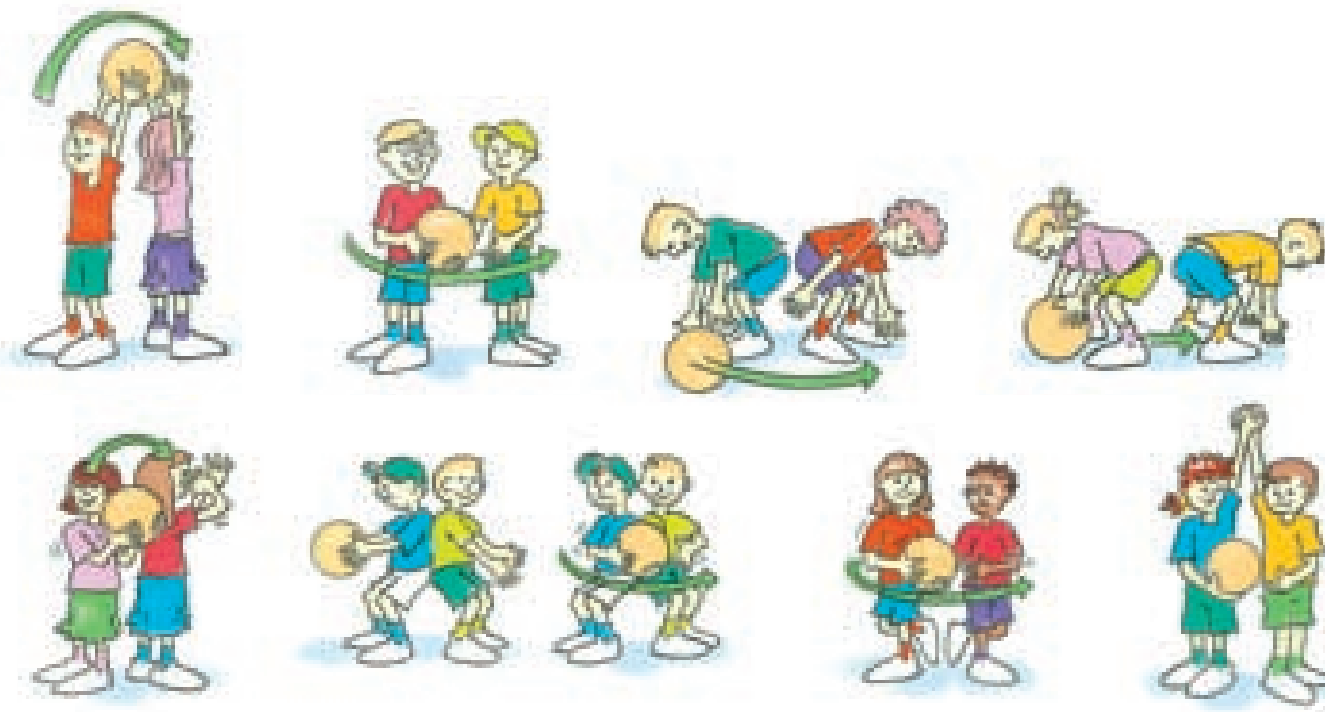


Back to back pass

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

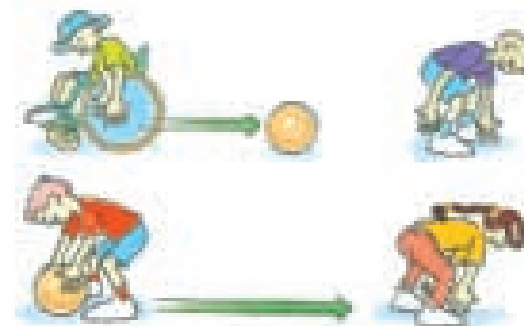


What to do

- > 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.

LESSON LINK

An example of a 'fun' activity that has some disguised stretching, balance and basic ball-handling skills.

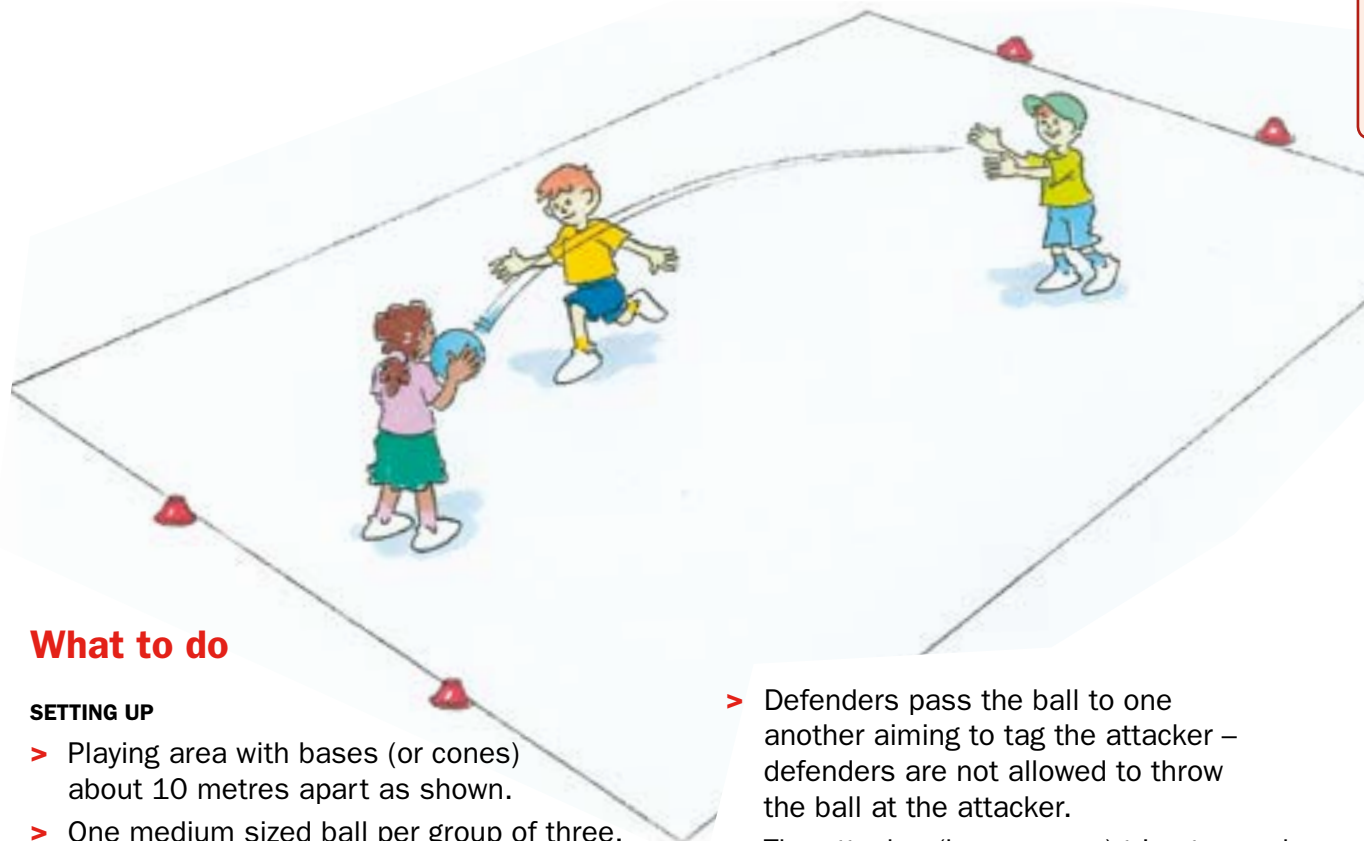




Base run

A

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 bases (or cones) about 10 metres apart as shown.
- > 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.



LESSON LINK *Base run* develops base running skills and relies on passing skills. Defenders have to 'close down' space and attackers have to find space and choose between options (bases).

SESSION PLANS

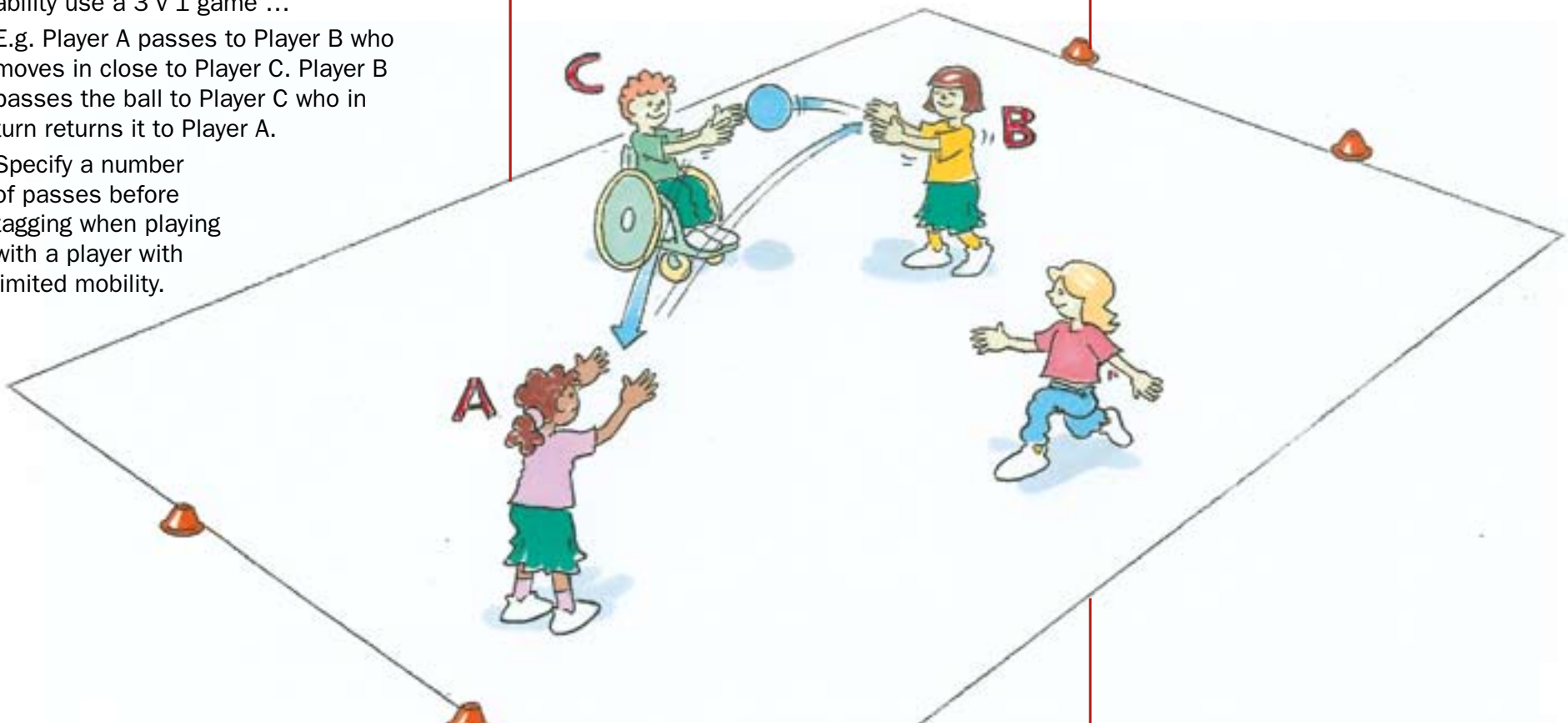
Mixed combo > Start out INV 01 + Get into it TG 12 + Get into it INV 07b

change it...

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

- > Ask the group to set rules for this play. Does player C have to be involved in every play?
- > Allow use of a helper where appropriate.





Birthday groups

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

What to do

PLAYING

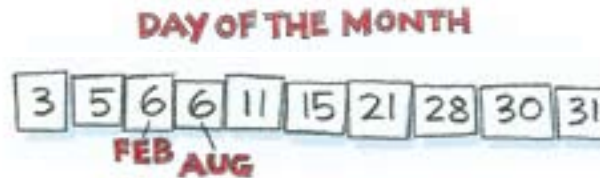
- > **Day-month line-up** – players line up in order of increasing birth date (day and month).



- > Form groups by going down the line and ‘peeling off’ groups of the size required.
- > **By month, no talking** – players line up by month from January to December. The catch is they can’t talk to one another. Use with older players who know the months and work out where each other fits within the sequence of months.



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



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



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



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



- > Choose an area away from walls and other obstructions.

LESSON LINK

Birthday groups is a fun class management tool that requires thinking. See also cards Start out WC 01a and WC 02a,b.



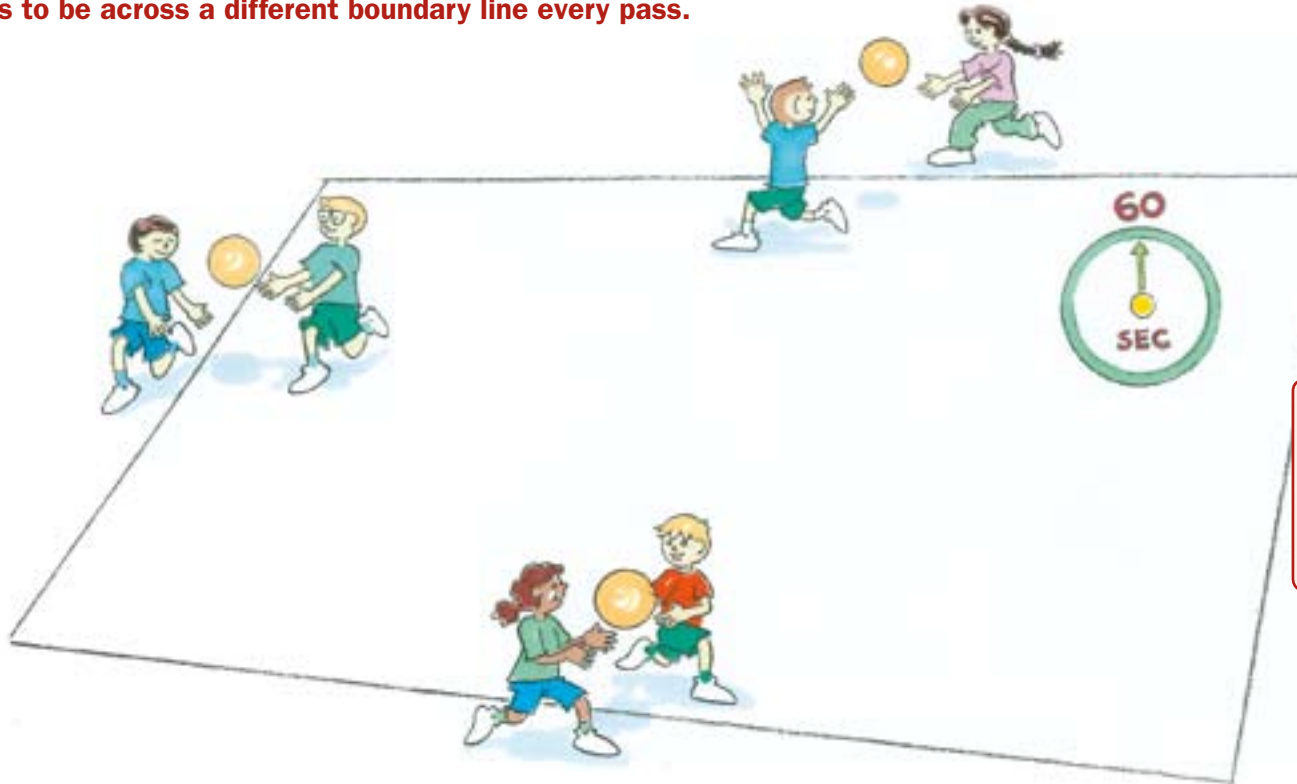
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EASY MED HARD



Boundary pass

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

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.

Scoring

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



LESSON LINK

Boundary pass adds a challenge to a drill that might otherwise become boring. It has the potential to generate high activity levels.

SESSION PLANS

Combo > Start out WC 06 + Start out INV 04 + Get into it INV 08

Boundary pass

Skills > Passing under time pressure · Awareness of other players

change it...

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.

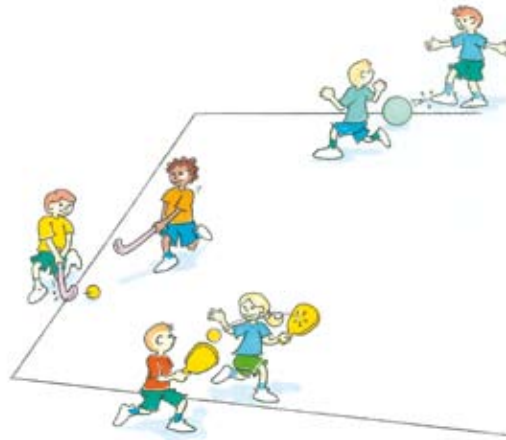
Game rules

- > 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

- > 'How can you make quick passes while making sure you don't bump into other players?'



Bullseye

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
- > One small ball or similar per player, e.g. sponge ball, softball, tennis ball, bean bags. A non-rolling ball or object is best.

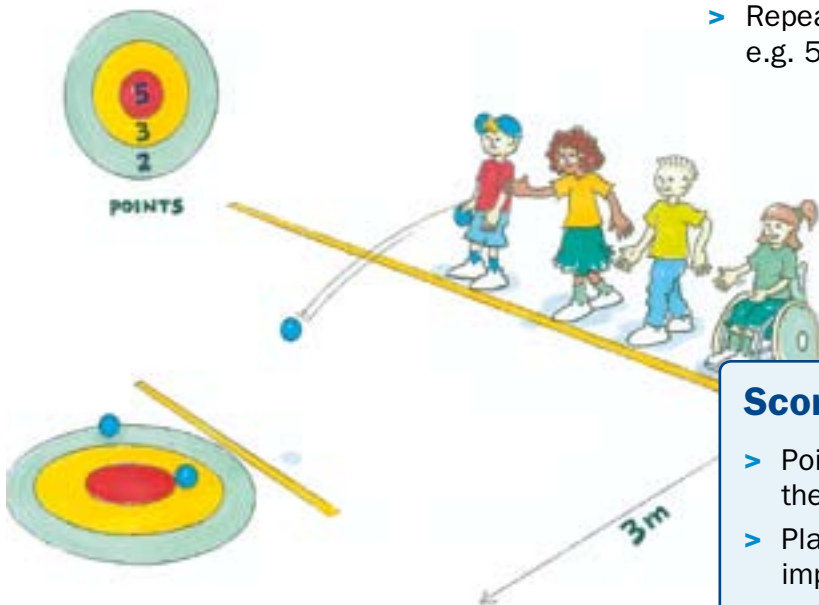
What to do

SETTING UP

- > Form small groups, e.g. 4 per group.

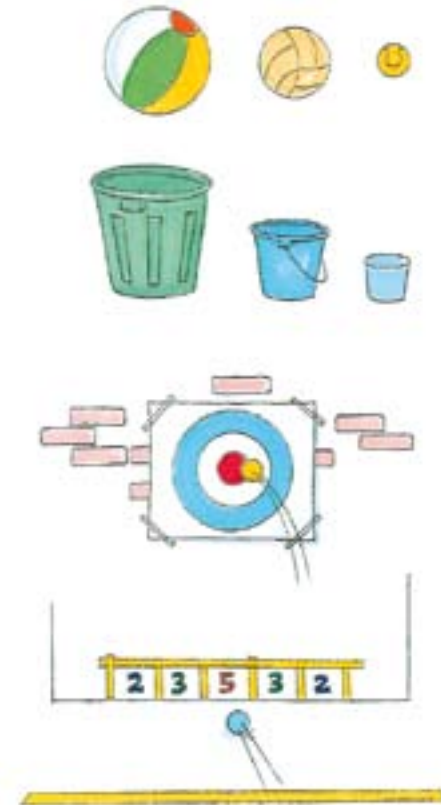
PLAYING

- > 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.



DIFFERENT TARGETS

LESSON LINK

Use *Bullseye* as an inclusive activity to encourage players to try different sending techniques, reflect on the result and to change if necessary.

SESSION PLANS

Mixed combo > Start out WC 04b + Start out TG 02 + Get into it INV 04

change it...

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.

**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.

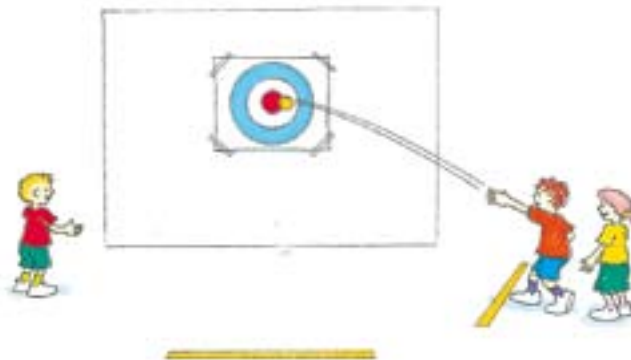
- > If buckets are used as targets, the activity can be made harder by requiring the ball to land in the bucket.
- > Vary the method of sending the ball, e.g. throw, roll, kick, strike.

Equipment

- > 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.

Playing area

- > Making the target size bigger, or the distance to the target smaller, makes the activity easier.
- > If a wall target is used, the activity can be made harder by requiring players to stand *side-on* to the 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?'



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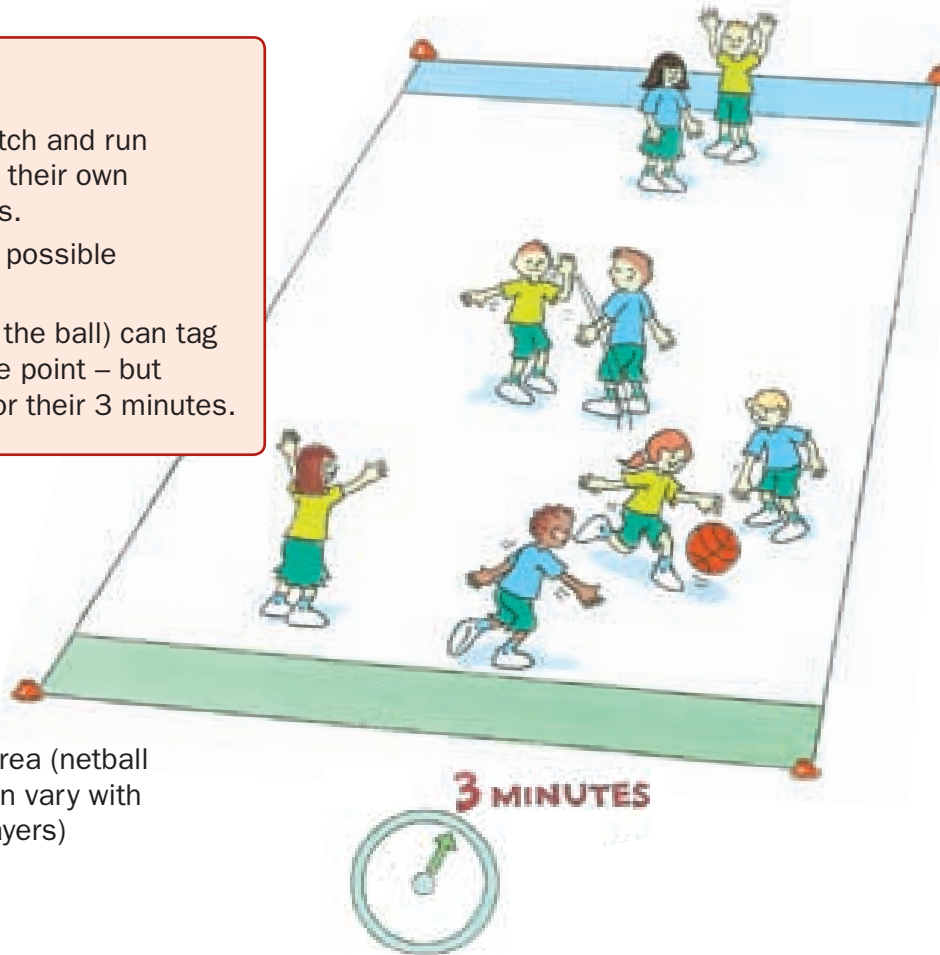


Defenders on the line

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.

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 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

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

What to do

- > Form 2 teams of 4 (see e.g. Start out WC 01a 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.**

LESSON LINK *Defenders on the line* links to activities requiring defending, marking and teamwork. It can lead on to invasion games such as basketball, football codes, handball, hockey, netball, softcrosse/lacrosse, touch.

SESSION
PLANS

Combo > Start out WC 9b + Start out INV 06 + Get into it INV 05
Mixed combo > Start out WC 9b + Start out SF 01b + Get into it INV 05

Defenders on the line

Skills > Interception/close marking · Understanding zones & off-side rules · Space – finding & closing · Communication between players/deception

change it...

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



- > **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 e.g. Start out WC 03a,b.



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?’



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EASY MED HARD



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.

LESSON LINK

End ball links to activities requiring defending and marking. End ball can lead on to netball, basketball, rugby or soccer.

SESSION PLANS

Combo > Start out WC 06 + Start out INV 04 + Get into it INV 08
Mixed combo > Start out WC 05a + Get into it TG 11 + Get into it INV 08

Passing/catching · Interception/defending · Marking/escaping a marker · Finding space to receive & make a pass · Communicating & cooperating

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.



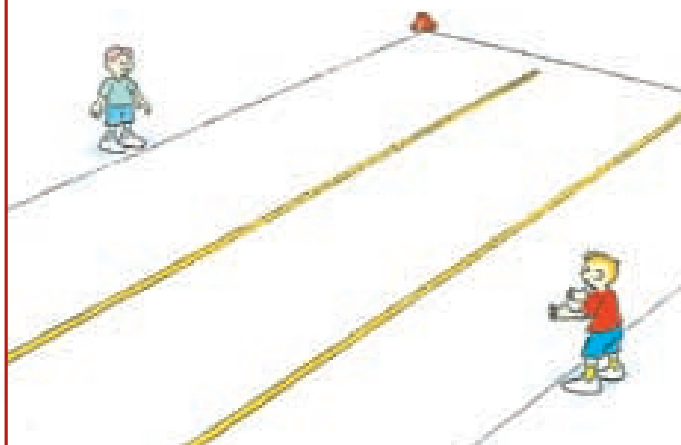
Equipment

- > **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?'



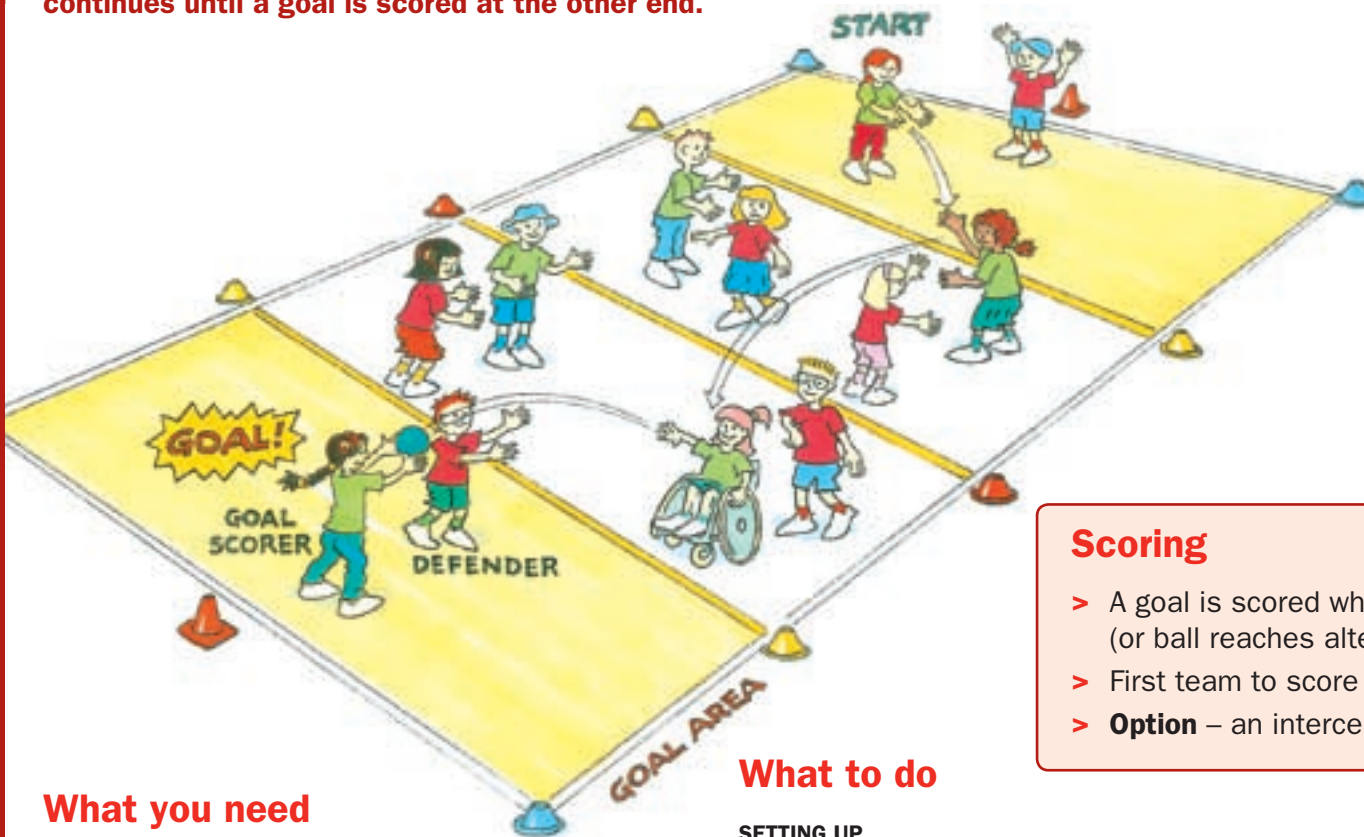
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EASY MED HARD



End to end

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.

LESSON LINK

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.

SESSION
PLANS

Combo > Start out WC 04b + Start out INV 03 + Get into it INV 04
Mixed combo > Start out WC 04b + Start out TG 02 + Get into it INV 04

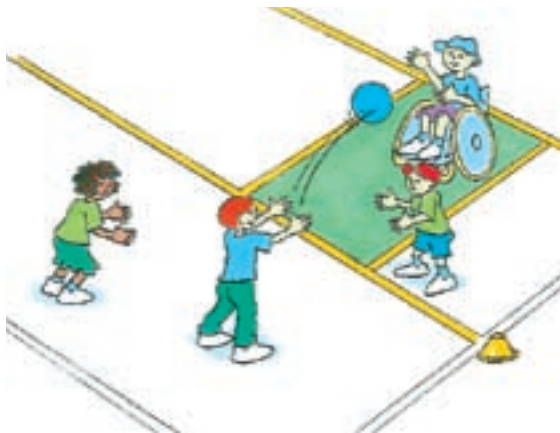
change it...

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.



- > Experiment with a variety of passes – tell players which pass to use, or allow players to choose.
- > Scoring is changed so that, provided the ball reaches a player at the scoring end (catch optional), the goal is counted.

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.

ALTERNATIVES**Playing area**

Adjust the size and number of zones to suit the size of the group.

Safety

- > Ensure adequate space for the number of players.
- > Players should have done space/ player awareness activities before playing (e.g. Start out WC 03a,b). 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?’



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EASY MED HARD



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.

LESSON LINK

Find the goal line links to activities requiring throwing, catching and intercepting. It is an introductory invasion game without any body contact. A useful lead-in to games like basketball, netball and football codes.

SESSION PLANS

Combo > Start out WC 10c + Start out INV 05 + Get into it INV 09
Mixed combo > Start out WC 10c + Get into it SF 08 + Get into it INV 09

Find the goal line

Skills > Throwing/catching basics · Space & player awareness · Intercepting/defending · Invasion lead-in without body contact

change it...

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.

ALTERNATIVES



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. Start out WC 03a,b).

ASK THE PLAYERS

Interceptors

- > 'How can you increase your chance of intercepting the ball?'
- > 'Would you prefer a smaller playing area or a larger one?'

Passers

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



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Finish up

Finish up activities bring a session to an end

They provide opportunities for reviewing key points, performing a cooperative activity, giving feedback, communicating with parents and carers, putting away equipment and signalling coming events.

Keep the *Finish up* short. It is a part of the session plan, so plan for it just as you would for any other part of the session.

Finish up guidelines

- > Briefly reinforce key messages from the session.
- > Cover just 2 or 3 things – there is no need to fit everything into a single *Finish up* segment.
- > Vary your *Finish up* according to needs at the time.
- > *Finish up* may or may not include physical activities.
- > Keep within time.
- > Use the *Finish up* activity cards below as a checklist of possible activities.
- > End on a positive note.
- > Try and make as much eye contact as you can with each participant.
- > Encourage home practice.

Here are two sample *Finish ups* from a coach's diary. Notice the 'Friday' *Finish up* doesn't include any physical activity. Each *Finish up* is written for the specific needs of the day.

See the remaining *Finish up* cards for lots more ideas.



Example 1 Finish up – Wednesday

- > Play *Blind run*
- > 60 sec parent/carer update

Teams to gather equipment

- > markers and bibs
- > benches
- > mats

Example 2 Finish up – Friday

- > Feedback re progress on attacking and defending
- > Hand out notes and remind class about star athlete visit next week

Teams to gather equipment

- > markers and bibs
- > balls



What did you learn?

FORMAT > Q & A

Reinforce key skill or tactical points.

Use:

- > **cue words**, e.g. 'When you... keep it smooth.'
- > **tactical tips** – these can relate to *Ask the players* questions, e.g. 'Remember when I asked Mary, Kate and John to show us.... What did you learn?'

Link back to previous sessions.



Great work!

FORMAT > 'PAT ON THE BACK FEEDBACK AND ENCOURAGEMENT'

Examples

- > 'When you played... I saw some great examples of... '(Feedback could relate to kids fielding well, moving into space, anticipating the opposition etc. Use *Ask the players* as a guide.)
- > 'Today I saw lots of examples of players keeping an eye on the ball AND their team-mates. Well done!'

- > **Individual feedback.** Use when appropriate. Emphasise improvement rather than best all-round performance.



Let's see it!

FORMAT > SHORT FOCUSED DEMONSTRATION

Highlight a skill or tactical play.

Similar to 'What did you learn?' but practical.

- > Whisper to individuals or groups to be ready at the end of the session for a demonstration.

- > Gather everyone together. Say e.g., 'This group will demonstrate...'
- > Emphasise one key point and keep it short.



Put it away!

FORMAT > USE PHYSICAL ACTIVITY TO PUT AWAY EQUIPMENT SUCH AS MARKERS AND MATS

Write this into your session plan.

The usual safety rules apply such as safe 'traffic-flow', acting sensibly and being aware of others. Use it for:

- > gathering markers, balls and other small equipment
- > putting away mats, benches etc.

Use teams. For this to work well, you need to be organised.

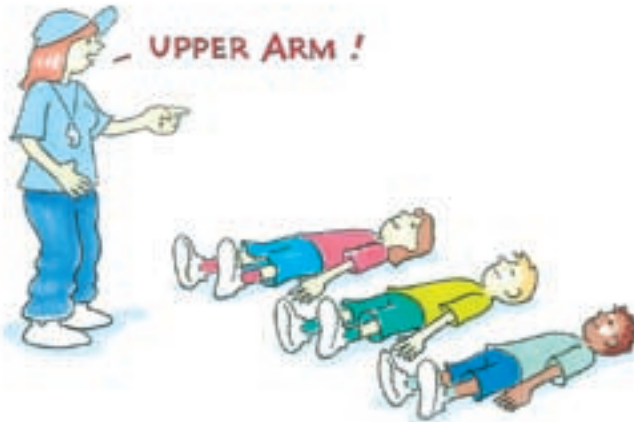




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Relaxation

Body parts – players shift their awareness with relaxed breathing to body parts: Starting on the right side – hand, lower arm, upper arm, shoulder, chest, back, hip, buttock, upper leg, knee, lower leg, foot. Then repeat on the left side.

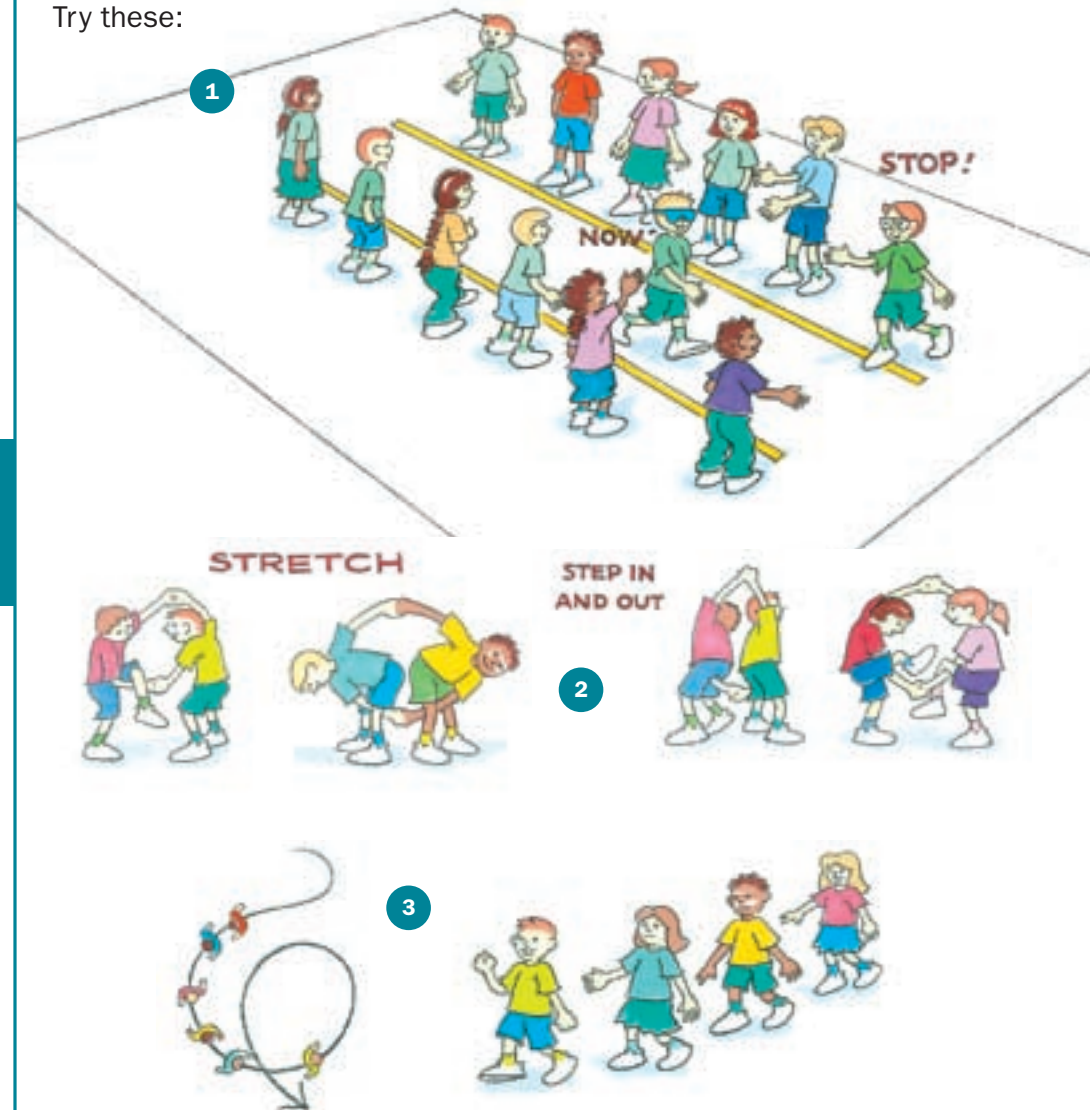


Trust me!

FORMAT > LOW-INTENSITY TRUST OR COOPERATIVE ACTIVITY

Choose one activity and keep it short.

Try these:



Circle and push or retreat

An activity of anticipation – players can do any of the following in attempt to get their partner off balance:

- > gently circle, hands touching
- > push rapidly without warning
- > pull arms away rapidly without moving.

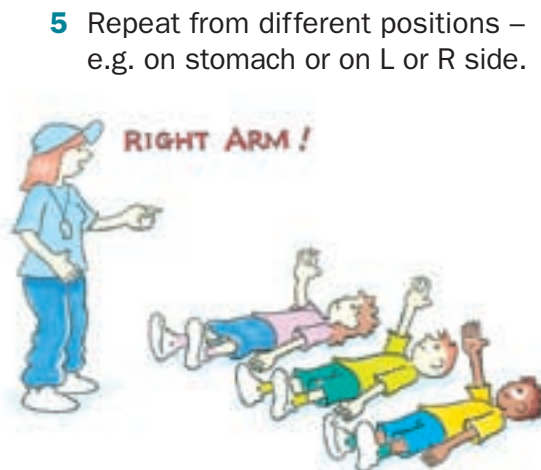


It's a good idea to have a minimum number of slow and relaxed circles before pushing or receding, e.g. 10 circles.

Left or right

For young kids learning their left and right sides

- 1 Children lie on their backs – move L or R arm or L or R leg.
- 2 Move R arm and L leg together.
- 3 Various movements: hand, arm, foot or leg circles (independently or together).
- 4 Touch opposites – e.g. R hand to L knee.



Left, right & more

Move body parts – players perform limb movements lying on their stomachs, backs or sides. The activity combines L-R awareness and the moving of limbs.

- 1 Lying on back – raise one leg and one arm off the ground or one leg and both arms.
- 2 Lying on side – one foot to one hand in front or behind.



Circle sit

Start with a circle – players stand in a circle facing the back of the person in front of them. Players are close to each other with toes of each player touching the heels of the player in front. After a count of 3, all players sit down **slowly** on the knees of the student behind. Players **slowly** stand up on a count of 3.



S-T-R-E-T-C-H

Disguise it! – stretching for range of movement is not a *Playing for Life* objective. Choose activities where the stretching is disguised in an engaging activity.





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Stay tuned...

FORMAT > SHORT ANNOUNCEMENTS AND HANDOUTS

- > Key dates, terms, holidays
- > Forthcoming events – e.g. ‘In the last week of term we will have a special open day for parents and carers...’
- > Distribute notes and newsletters. Handing out notes can be a good excuse for bringing parents and kids together and to reinforce key messages.



What did you like?

FORMAT > ASK PLAYERS

This is your chance to do some ‘customer surveying’. Ask for feedback during sessions or at the end.

- > ‘What didn’t you like?’
- > ‘What would you like to do again?’

Make a note of the feedback on your session planner.

- > ‘What were your favourite activities?’ (They will probably need reminding about what they did!)

WHO WANTS TO
PLAY ENDBALL
NEXT TIME?



Meet the parents & carers on the run!

FORMAT > CALL PARENTS & CARERS TOGETHER FOR A 60-SECOND CHAT

Choose one small announcement to ‘break the ice’.

- > ‘Hi, my name is...’
- > ‘All the kids are making good progress.’
- > ‘By the way, don’t forget your entries have to be in by...’
- > ‘See me at the end if you want a chat. Thanks.’



If you have more time!

FORMAT > Q & A: SITTING INSIDE IS IDEAL BUT NOT ESSENTIAL

Parents and carers often just need an opportunity to open up.

Go into the session thinking what might be of concern or interest to parents and carers. Be prepared for:

- > 'How is my child progressing?'
- > 'Can I help?'
- > 'Is my child ready to play a sport, what would you recommend?'
- > 'Can you include my child more?'
- > Health/medical concerns may be raised.

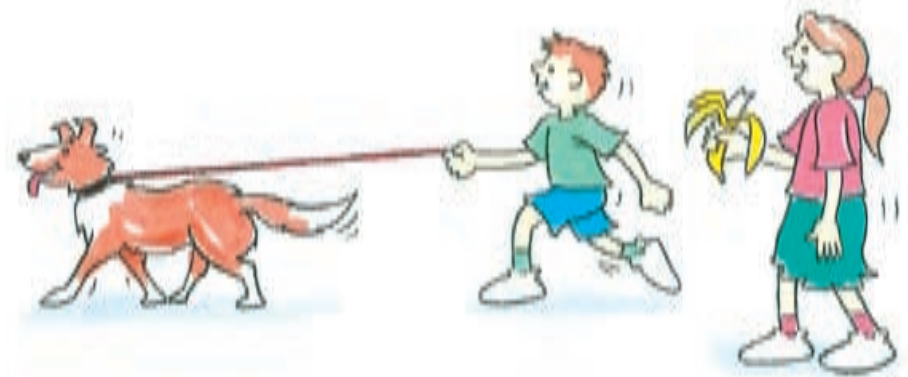
Prompt with an agenda if necessary. Try and set yourself a 15–20 minute limit. Talk one-to-one if necessary. This is a good opportunity to send a friendly challenge to parents – 'What will you do to support your child's development?'



Short, healthy life-style messages. Challenge the group. 'Who did something last week?'

Try these:

- > Challenge players to eat a piece of fruit they normally wouldn't.
- > From 'seat to feet'. Challenge kids to try any activity such as walking the dog.
- > 'Time out' – Challenge players to have a break from watching TV or playing electronic games – and report back next week! 'What did you do in your break?'
- > Encourage players to do something active with their parents/carers, siblings or friends. Provide positive feedback to children who engage others for the first time.
- > Help to make links to community activities.
- > Direct children to www.ausport.gov.au/aasc/kids to create a game.



playing for life

> SHORT, HEALTHY LIFE-STYLE MESSAGES

CLASS MANAGEMENT



Fish in the net

CLASS MANAGEMENT



Hospital tag

SESSION
PLANS

B 3 players form the net by holding hands. They catch others by surrounding them. Caught players join the net and the game continues. (Play with 6 or more.)

What to do

- > Play on dry land or in a suitable pool. Establish boundaries.
- > Nominate 3 players to be the net. Other players disperse. Start the game on a signal.



Change it

- > Vary the size of the playing area.
- > Vary the methods of locomotion.
- > **Larger groups** – start with two or more 3-person nets.

- > **Free players** – pair off and have to evade the net by running in pairs.
- > **Pool option** – if you are playing in a pool, experiment with the size of the starting net, e.g. start with a 5-person net.
- > Ask the players to make up new rules.

Safety

- > If indoors, boundaries should be away from walls or freestanding objects.
- > Players should be familiar with space and player awareness activities such as Start out WC 03a,b.
- > In a pool, the water depth should be suitable for the activity level of all players.

LESSON LINK *Fish in the net* builds on introductory awareness activities (Start out WC 03a,b) and provides a way to 'disguise' vigorous activity while maintaining interest. Cooperation and communication are important.

C A nominated player tags any other player. The tagged player becomes the new tagger but has to hold the part of the body that was tagged. (Play with 6 or more.)

What to do



- > Establish boundaries.
- > Nominate a player to be the tagger – disperse the other players over the playing area.
- > Start the activity with jogging.

Change it

- > Every player has to mirror the tagger who is holding a body part (i.e. hold the same body part as the tagger). Players will have to be extra alert because everyone else looks like a tagger!

Safety

- > If indoors, boundaries should be away from walls or freestanding objects.
- > Players should be familiar with space and player awareness activities such as Start out WC 03a,b.
- > Encourage players holding a body part to be on the lookout for other players.

LESSON LINK *Hospital tag* builds on introductory awareness activities Start out WC 03a,b. Provides a way to 'disguise' vigorous activity while maintaining interest.



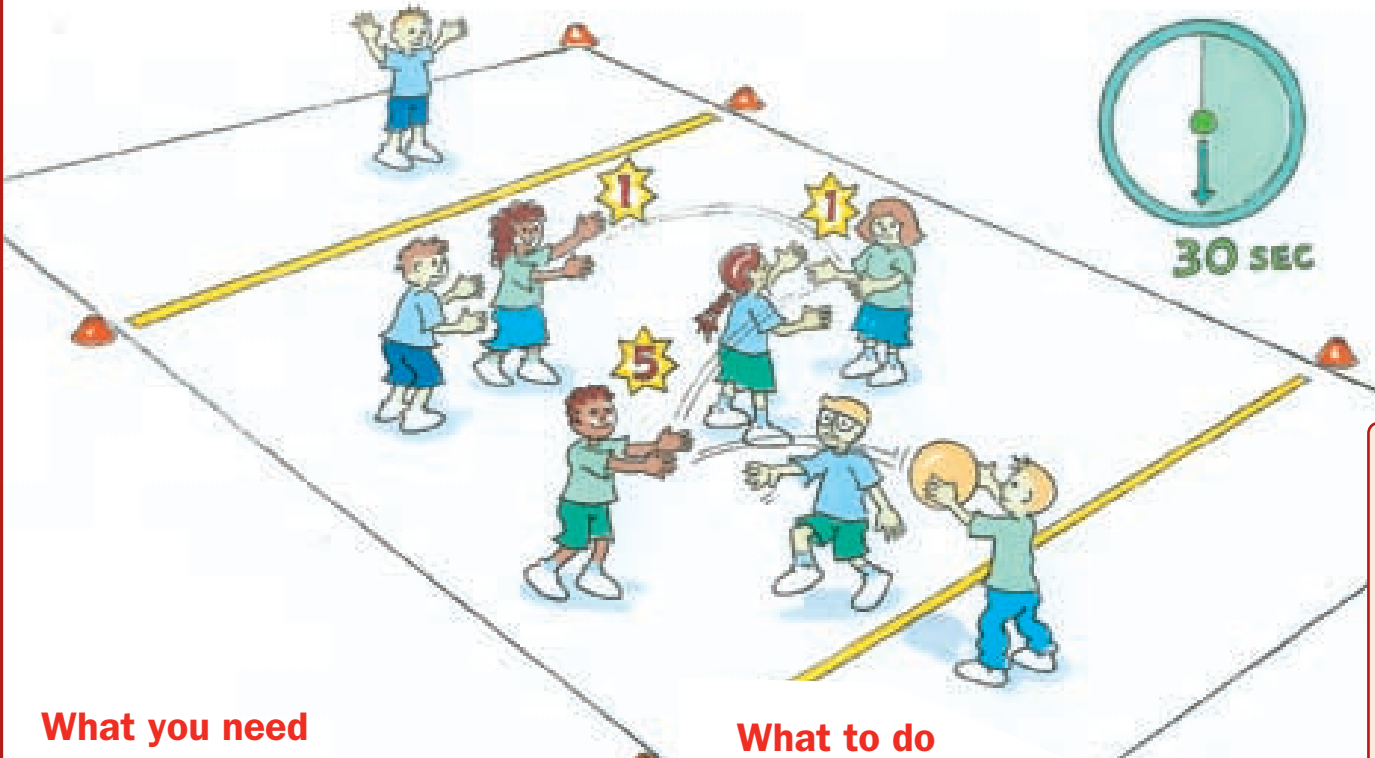
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EASY MED HARD



5-point player

Attackers score points by passing to each other for 30 seconds. For bonus points the ball is passed to a team-mate in one of the 2 end-zones. Defenders try to intercept the ball. The game is readily adapted to a wide range of ability levels.



What you need

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

What to do

Attackers

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

Defenders

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

Scoring

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

LESSON LINK

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

SESSION
PLANS

Combo > Start out CP 04b + Get into it INV 08 + Get into it INV 06
Mixed combo > Start out CP 04b + Get into it NC 05 + Get into it INV 06

5-point player

Skills > Interception, close marking · Space – finding & closing · Communication between players/deception · Decision-making – low score or high score?

change it...

Coaching

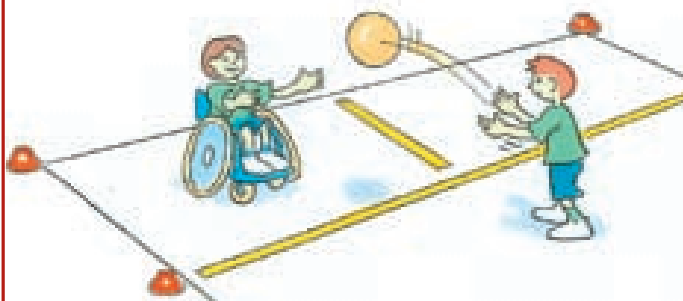
- > 'Freeze-frame' games (i.e. stop the play at key moments) to highlight good examples of attack and defence. But use the 'freeze-frame' sparingly and let the kids play!

Game rules

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



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

**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.



NO CONTACT



NO STEALING

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?'

Flip it

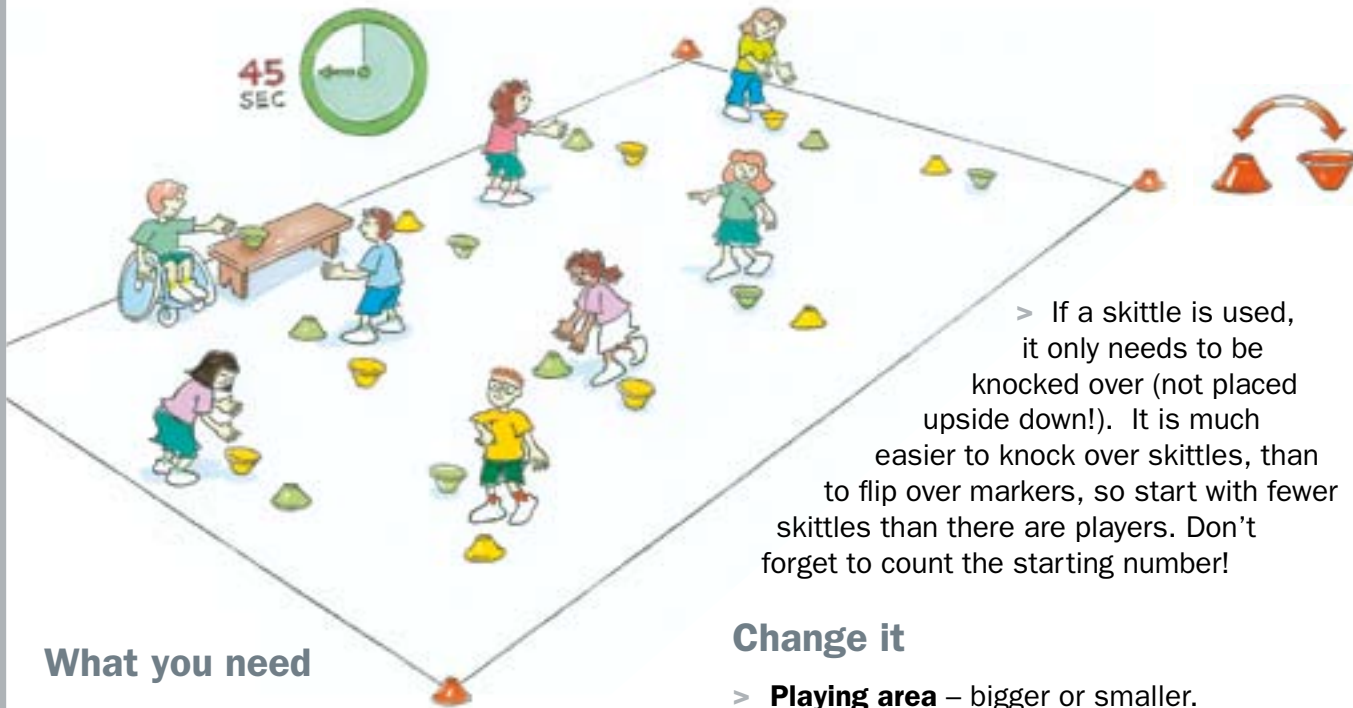
Skills > Energiser · Agility · Looking ahead

EASY MED HARD



B

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



> If a skittle is used, it only needs to be knocked over (not placed upside down!). It is much easier to knock over skittles, than to flip over markers, so start with fewer skittles than there are players. Don't forget to count the starting number!

> **Vary the locomotion.**



Safety

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



Scoring

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

LESSON LINK

Flip it is a high-energy warm-up activity that requires agility and the ability to look one step ahead. A good lead-in to fielding games.

What you need

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

What to do

- > Divide the players into 2 groups, see e.g. Start out WC 01b, 02a.
- > Play for a set time, e.g. 45 seconds.

Change it

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



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EASY MED HARD

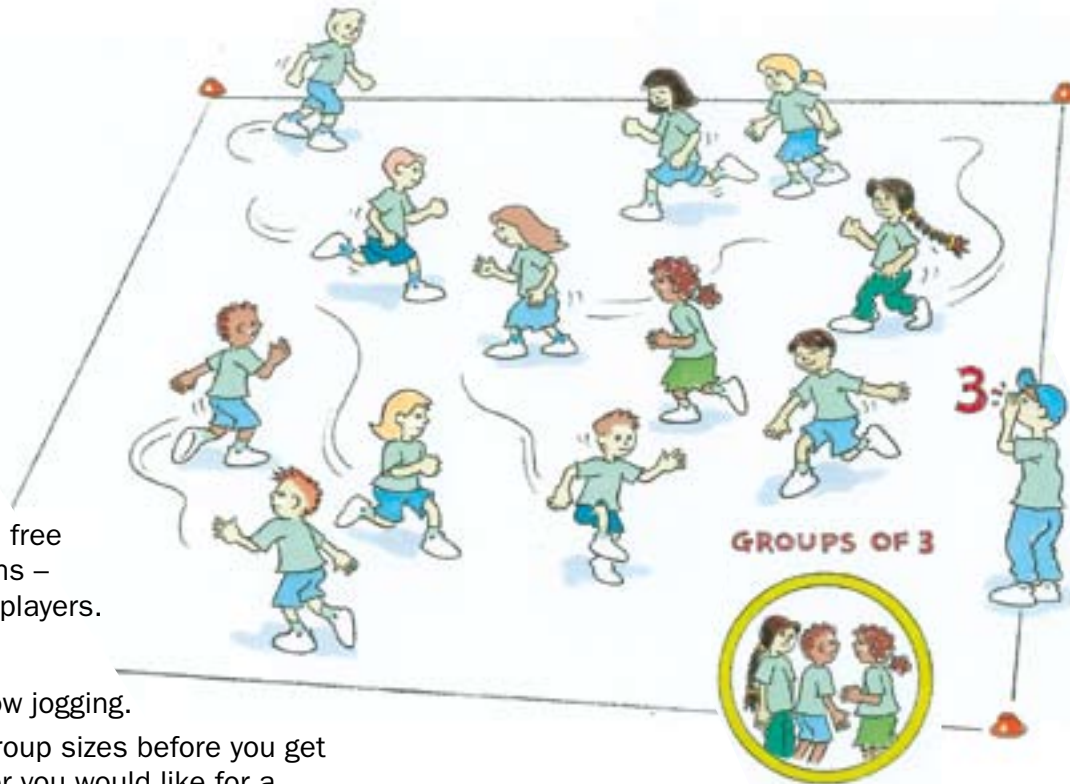


CLASS MANAGEMENT

Form a group

A

Players run around in random directions avoiding body contact with other players. The coach calls a number and players form groups of that size.



What to do

SETTING UP

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

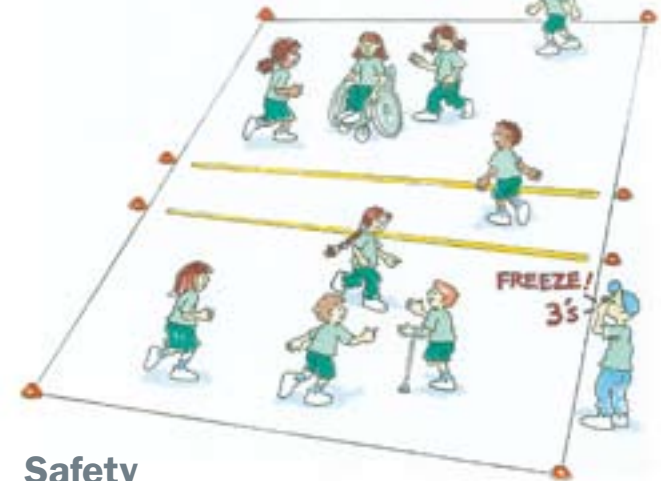
PLAYING

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

Change it

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

- > Walk rather than run.
- > Use at least 2 large zones – this will channel players into a zone. Call ‘freeze’ – players freeze on the spot. Now call the group size – players closest to a player whose mobility may be restricted form a group.



Safety

- > Choose an area away from walls and other obstructions.
- > Players should be familiar with space and other player awareness activities.
- > Start with slow running.

LESSON LINK

Form a group combines running with cooperative throwing and catching. It also requires players to be aware of others and emphasises ‘space finding’. See cards Start out WC 03a,b.



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EASY MED HARD



4 square

8 players are divided into 2 teams. A playing area is divided into 4 and a player from each team goes into a square. The team in possession of the ball passes it to team-mates in any of the 4 squares, trying to avoid interception. Players remain in their square.

What you need

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

Scoring

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



What to do

PLAYING

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

LESSON LINK

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

SESSION
PLANS

Combo > Start out WC 10b + Get into it INV 07a + Get into it INV 02
Mixed combo > Start out TG 06 + Get into it INV 01 + Get into it INV 02

4 square

Skills > Interception · Close marking & evading · Space finding · Communication between players

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.

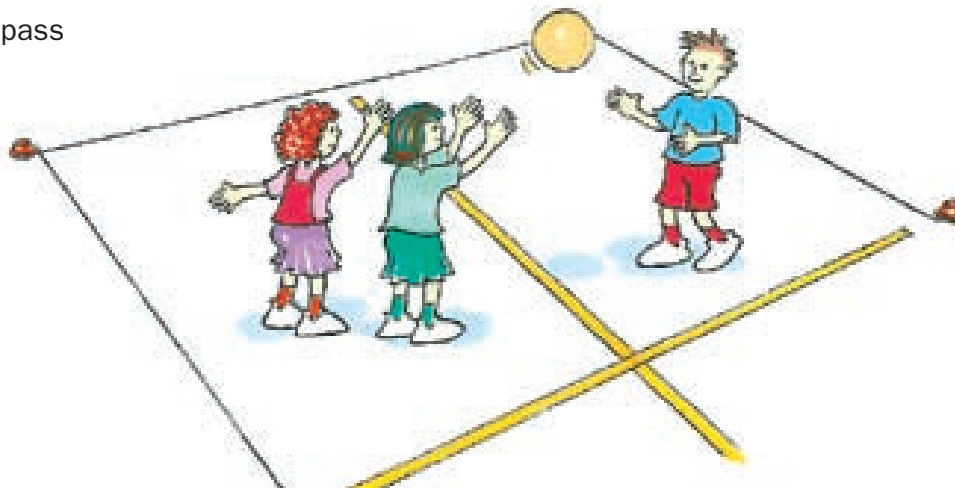
Equipment

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

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

ALTERNATIVES**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?’

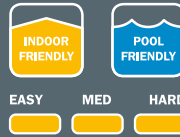
Interceptors

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



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ENERGISER



Fun on the spot

A A quick energiser. 3 or 4 running on the spot variations are called. The emphasis is on short bursts of fun.



Change it

- > Fun on the spot can be adapted to an arms-only activity, if necessary.

What to do

SETTING UP

- > You need an unobstructed playing area. Most variations can be played in a pool.

PLAYING

- > Players are dispersed.
- > Call the variations – short burst, e.g. 15 seconds each.
- > **Random fun** – players can start with easy ‘all over the place’ jogging and on the call of a ‘fun on the spot’ variation do the nominated on-the-spot activity.
- > When players get to know the variations, have them call the variation.



Safety

- > Choose an area away from walls and other obstructions.
- > If *Fun on the spot* is combined with random running, ensure players have completed space/ player awareness activities, e.g. Start out WC 03a,b.

LESSON LINK *Fun on the spot* is an activator that disguises short bursts of activity.

B One player is *Frost* and is the chaser. Another is *Thaw*. *Frost* tries to tag as many of the other players as possible. Once tagged, they must freeze on the spot. *Thaw* can melt these players by touching them. They can then rejoin the game. (Play with 6 or more.)

What to do

- > Play on dry land or in a suitable pool. Establish boundaries.
- > Start with running.
- > Encourage frozen players to call out for *Thaw*.

Change it

- Vary the travelling skills** – all players have to use the chosen locomotion.



- Two Frosts** work together but must hold hands throughout – encourage players to choose their own partner.



- Pool option** – a player can't be tagged if they are completely immersed.



- Harder for Thaw** – one *Thaw* but two *Frosts* moving independently.
- Harder for Frost** – one *Frost* with two *Thaws* moving independently.
- If you are playing in a pool, experiment with the number of *Frosts* and *Thaws*, because it is harder to move through the water.

Safety

- > If indoors, boundaries should be away from walls or freestanding objects.
- > Players should be familiar with space and player awareness activities such as Start out WC 03a,b.

LESSON LINK *Frost and Thaw* builds on introductory awareness activities (Start out WC 03a,b) and provides a way to ‘disguise’ vigorous activity while maintaining interest.

SESSION PLANS

Combo > Start out WC 10a + Get into it INV 1.2
Combo > Start out WC 10b + Get into it INV 07a + Get into it INV 02



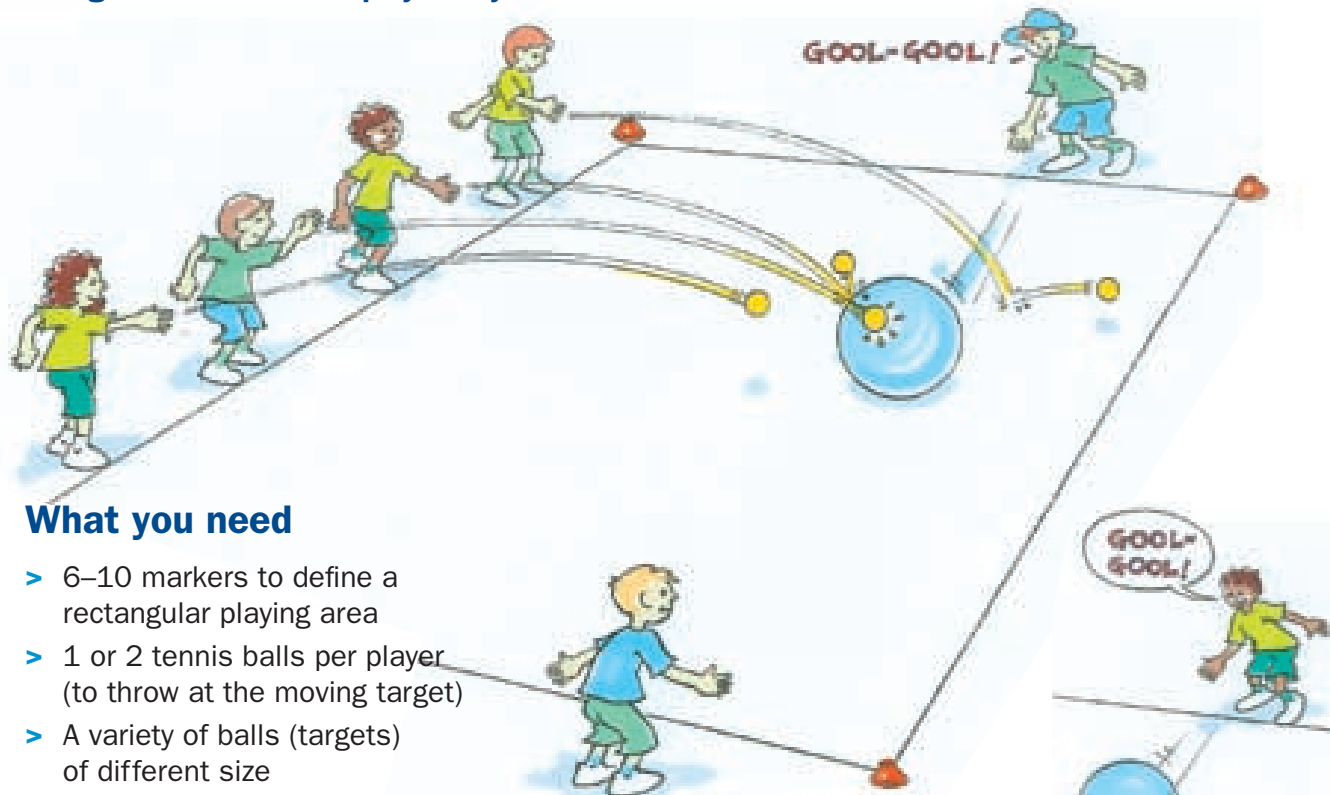
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EASY MED HARD



Gorri

Bowl ball or disc games were played by Aboriginal boys and men in all parts of Australia. For example in Western Australia a piece of rounded bark (disc) was rolled and used as the target. Accuracy of eye and speed in casting the spear were easily learned from the disc game. A large ball is rolled and players try to hit it with a 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



EXERCISE BALL



BEACH BALL



SOCCER BALL

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.

- > An important safety measure is to have a signal to let players know when it is OK to retrieve balls.
- > Another player at the other end acts as a *fielder* and stops the ball, then returns it to the first 'roller' after dispersed balls are gathered.
- > When a player makes a hit they are greeted with applause and cheering. Successful players are expected to be modest about their achievement.

Scoring

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



LESSON LINK

Gorri is a target activity where the target *moves*. This requires a combination of throwing skills and anticipation.

SESSION PLANS

Combo > Start out CP 02a + Get into it TG 07 + Get into it TG 08
Mixed combo > Start out CP 02a + Get into it INV 07a + Get into it TG 07

change it...

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.)





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Interceptor

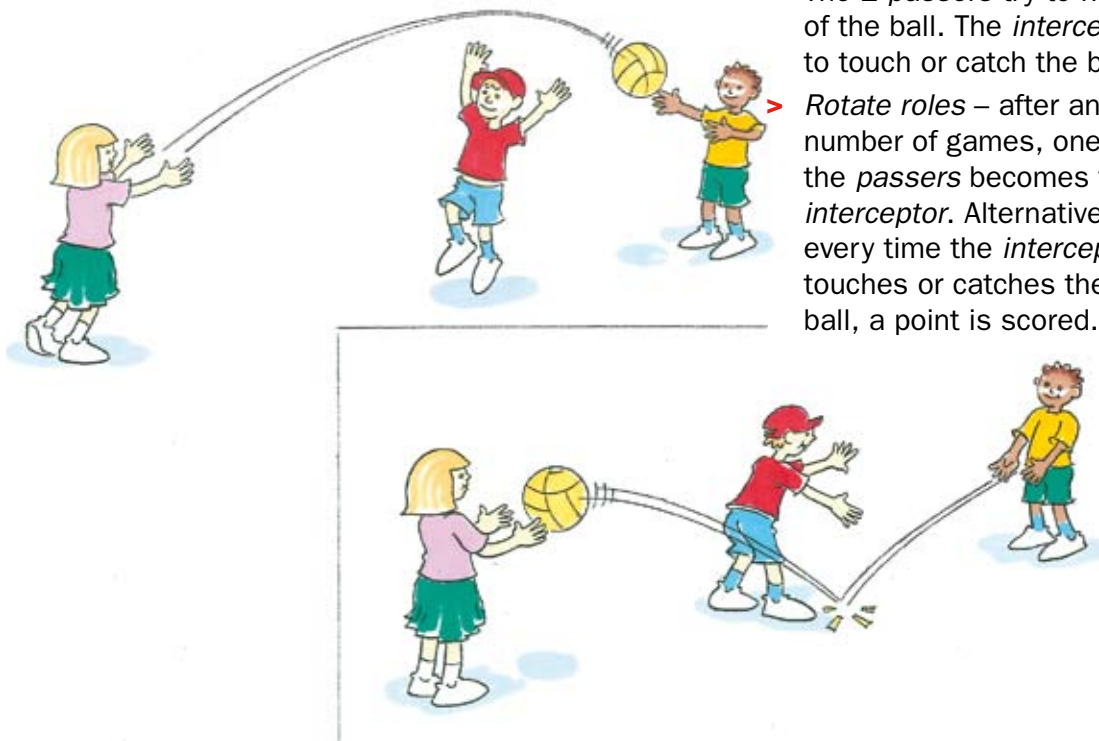
2 players pass a ball to one another. An opponent between the 2 players attempts to intercept the ball. Players change roles frequently.

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 e.g. Start out WC 01a).
- > 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.



If you're playing in a pool you may need to adjust distances to make it easier for the interceptor or play 2 v 2.



Fun in the water

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.

LESSON LINK

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

SESSION PLANS

Combo > Start out CP 02a + Get into it INV 01 + Get into it INV 07b
Mixed combo > Start out WC 08a + Start out CP 07a + Get into it INV 01

change it...

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

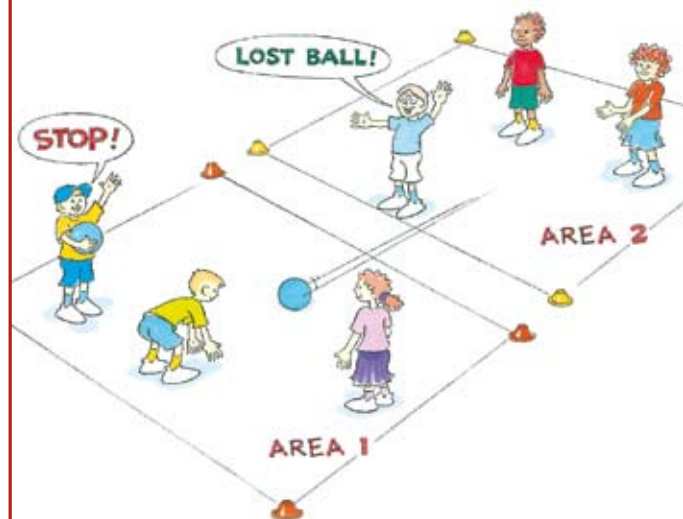
- > **Use different balls** – what happens to the game when a smaller ball is used?
- > **Sport-specific focus** – change the ball/ implement (basketball, soccer or hockey versions). Allow dribbling.

Playing area

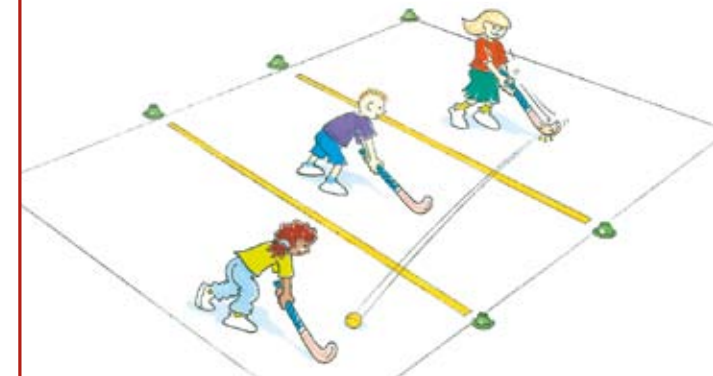
- > **Allow a bigger space for each group** – e.g. bigger may help the passers, smaller gives the interceptor more chance of success.
- > **Restrict the space for each group to play in.**

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.



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

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?'



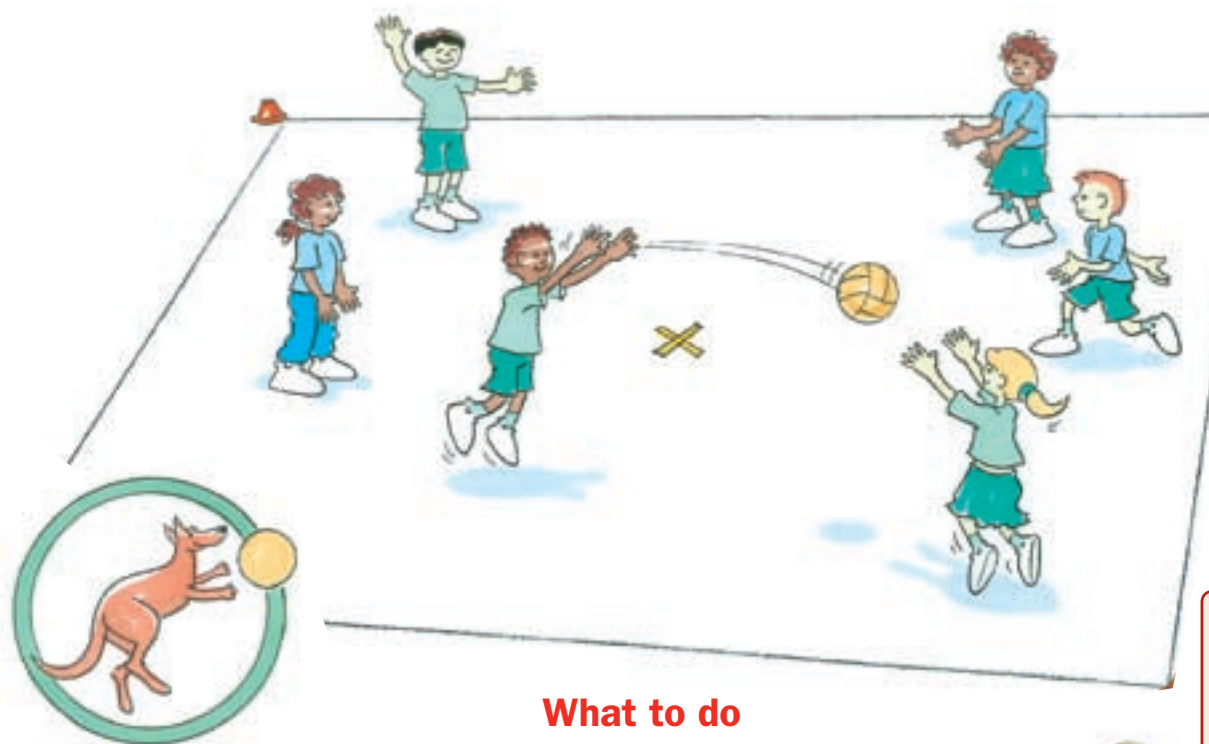
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EASY MED HARD



Keentan

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



What 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*.



- > Passes must be a minimum of 2m (from player to player).
- > Players in possession of the ball are allowed up to 4 steps after receiving the ball before they pass the ball.
- > Players may not hold the ball for more than 3 seconds while they are standing still.

Team seeking possession

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

Neither team is allowed to kick the ball.

Scoring

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

LESSON LINK *Keentan* adds a jumping dimension to a basic invasion game involving passing. This adds an extra dimension of timing and agility.

SESSION PLANS

Combo > Start out WC 10a + Get into it INV 12

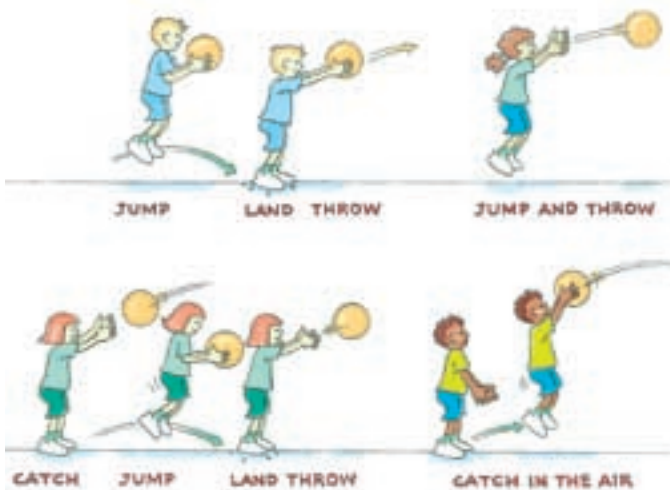
change it...

Coaching

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

Change it

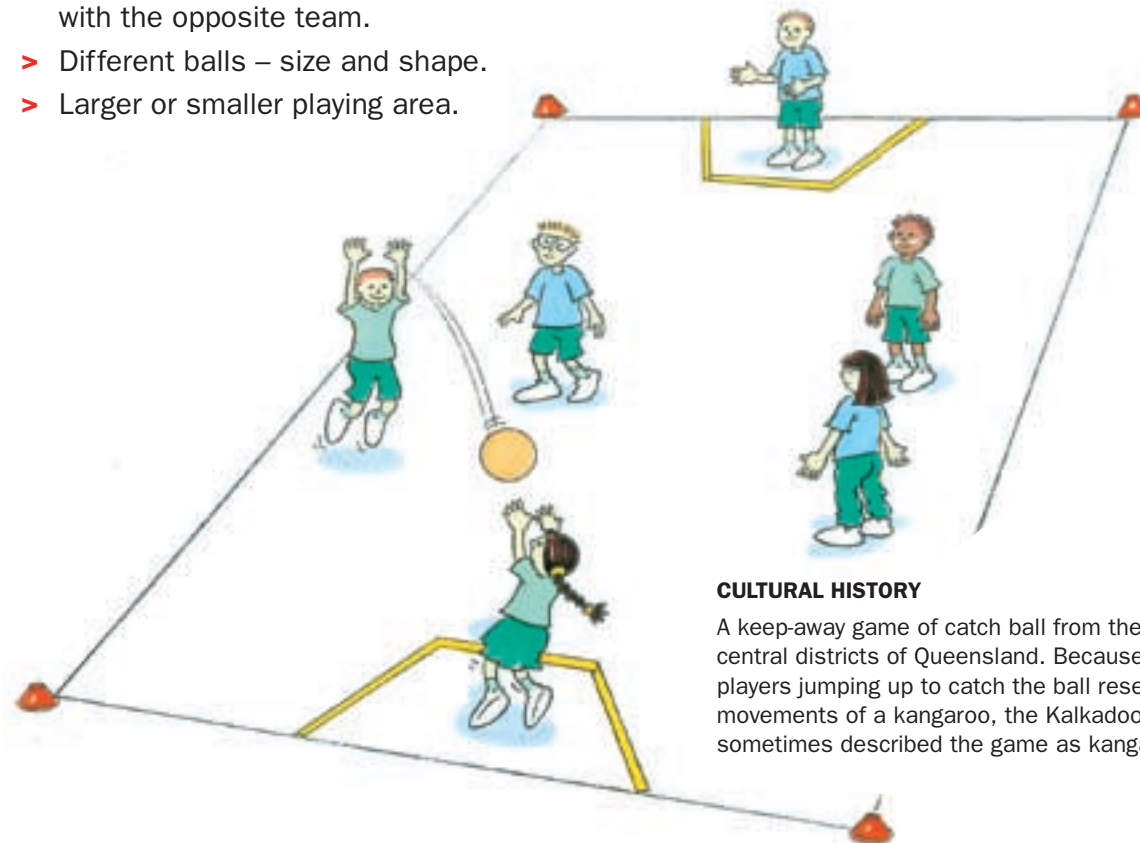
Simplify the activity! Introduce players gradually to executing the pass or catch in the air, e.g. a player might simply jump with the ball, land and then pass it. Or a receiving player might catch the ball first and then jump and land, before passing it on.



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

Safety

- > Ensure separations between players as described are observed.
- > No diving on loose balls.
- > Ensure familiarity with space and player awareness activity prerequisites e.g. Start out WC 03b.

**CULTURAL HISTORY**

A keep-away game of catch ball from the north-west central districts of Queensland. Because the action of players jumping up to catch the ball resembled the movements of a kangaroo, the Kalkadoon people sometimes described the game as kangaroo-play'.



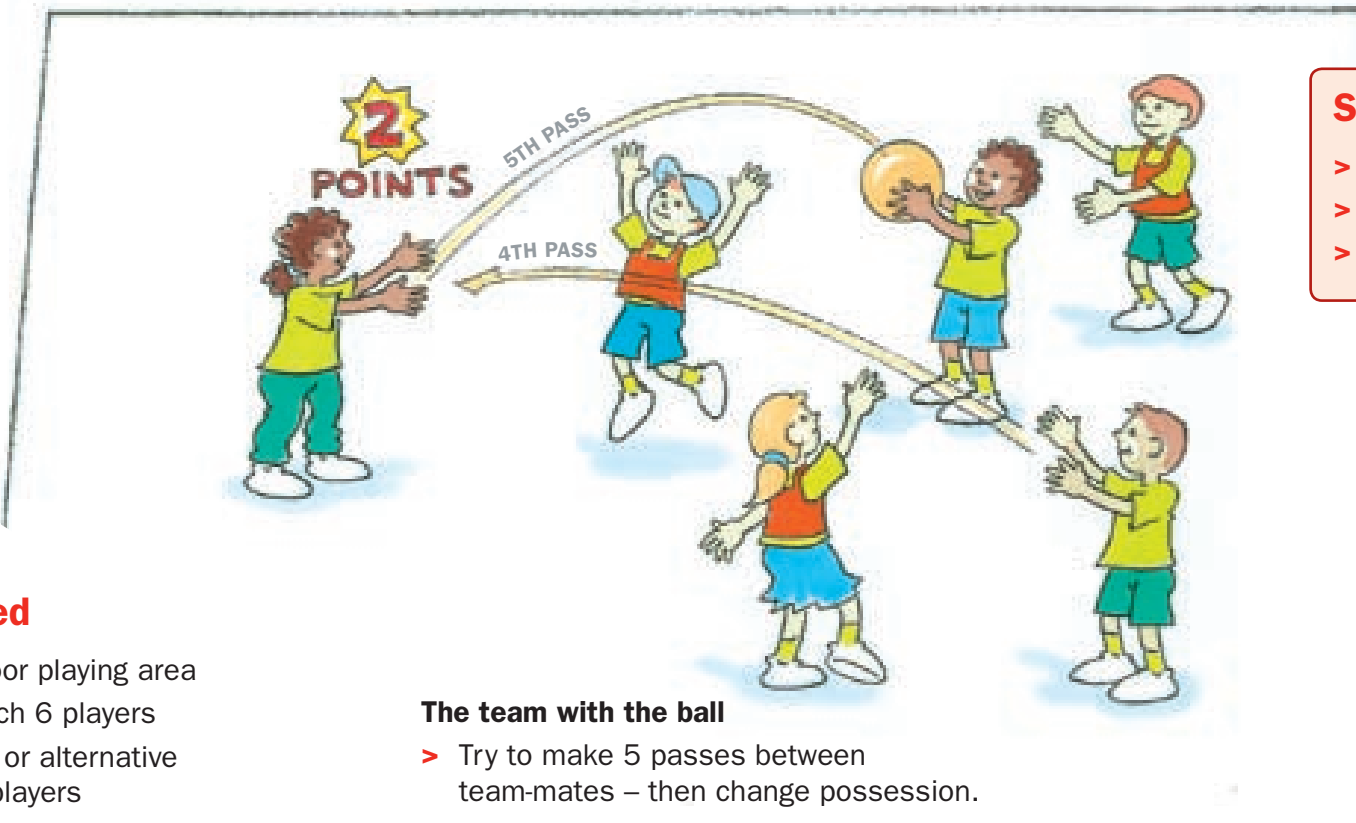
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EASY MED HARD



Keep the ball

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



Scoring

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

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 Start out WC 01a for forming teams)

The team with the ball

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

The team without the ball

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

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

LESSON LINK

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.

SESSION PLANS

Combo > Start out WC 09a + Get into it INV 01 + Get into it INV 10
Mixed combo > Start out WC 09a + Start out TG 06 + Get into it INV 10

Keep the ball

Skills > Interception · Close marking · Spacing, finding & closing · Communication between players/deception

change it...

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. Start out WC 03a,b).



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?’



L-o-n-g throw

B

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.)

What to do

- > Play on dry land or in a suitable pool.

SET UP

- > Distribute one ball per pair.
- > Use 2 markers to establish a 'gate' that the ball has to pass through.
- > Players are equidistant from a marker. Pool variation: use a marker on the side of the pool as shown.

Scoring

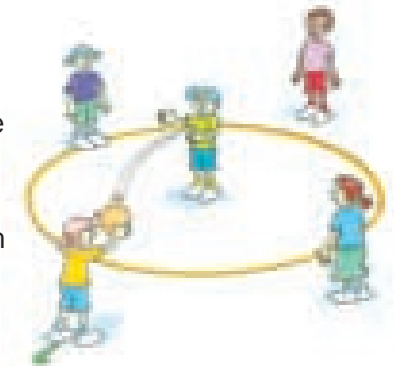
- > The winner is the pair who are the greatest distance from the gate markers when the stop signal is given.

Safety

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

Change it

- > **Cooperative circle challenge** – 4 catchers on a circle with a thrower in the centre. Catchers step back if they catch the ball. If the ball is dropped the catcher stays on the circle or makes one step towards the circle if they are further out. After each round, the centre person changes place with the next person in the rotation and goes to that person's position, either on the circle or further out.
- > **Other** – vary the type of throw, left or right hand, vary the ball, vary the size of the circle.



LESSON LINK

L-o-n-g throw develops throwing and catching skills, with a reward for successful catches. It can be adjusted to all levels of players using **Change it**. See also Start out cards CP 03, 07 and 08. Also use with Net+Court games.

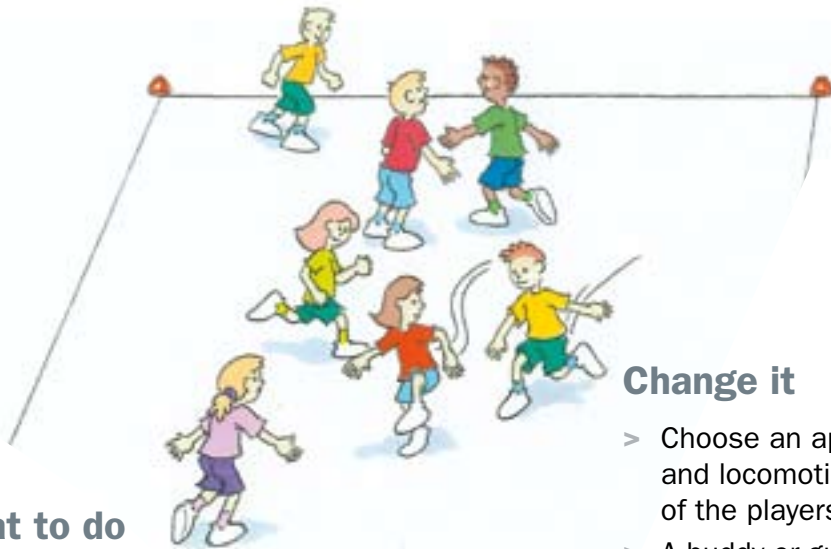




Look out for others!

B

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



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



Safety

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

LESSON LINK

Look out for others! is an important prerequisite to almost all activities in the *Playing for Life* kit. Effective player and space awareness is a key preventive skill and should be continually reinforced.

What to do

Setting up

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

PLAYING

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

Change it

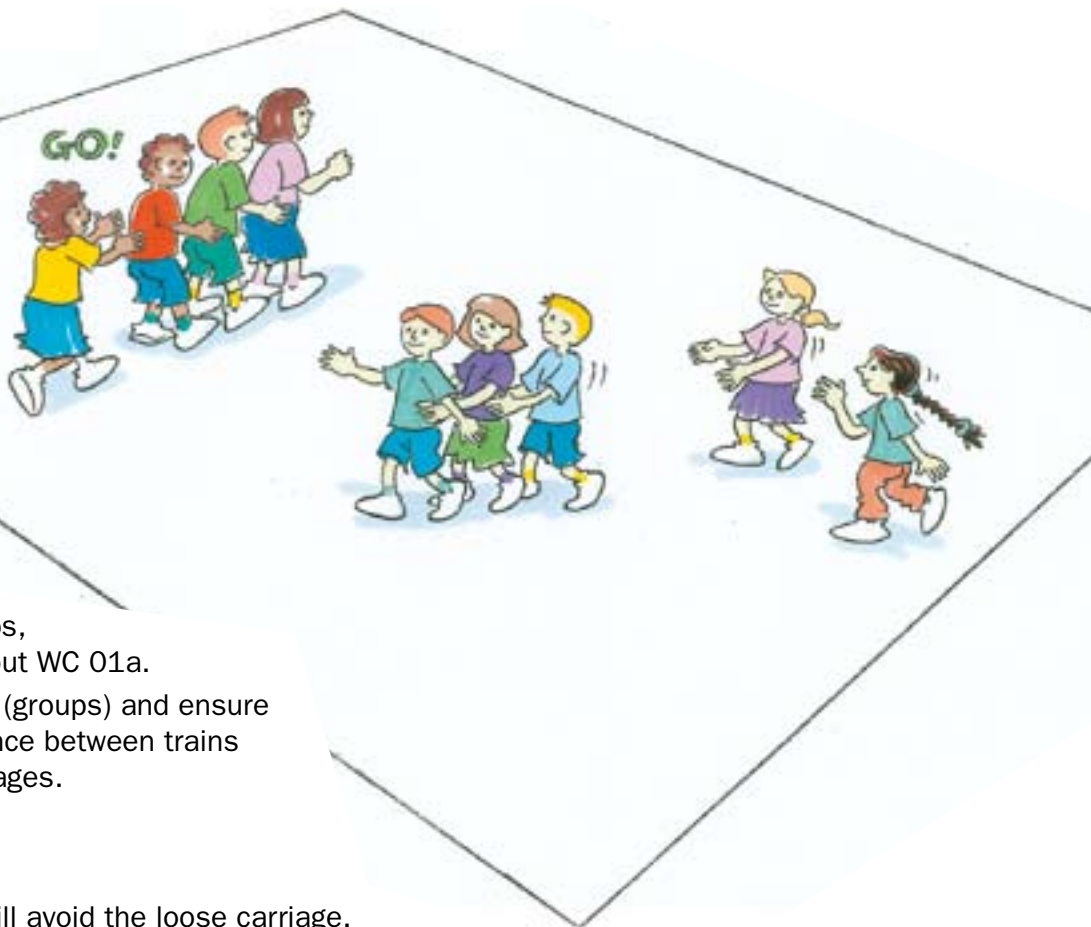
- > Choose an appropriate playing surface and locomotion appropriate to the ability of the players.
- > A buddy or guide may be appropriate. Adjust the activity so all players experience the modification.
- > **How many ways can you...?** – every locomotion has its variations, e.g. for *running*, vary the speed, length of stride, noise made by feet, body low or high, funny variations, on the spot, height of knees, height of feet at the back, direction, arm position, clap in various positions.
- > **Run and balance** – players run randomly as above. The coach calls 'freeze!' and the players have to balance – either one of their own choice or a nominated balance (e.g. balance on 1 to 4 body parts).



Loose carriage

C

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



What to do

SETTING UP

- > Form into groups, see e.g. Start out WC 01a.
- > Disperse trains (groups) and ensure sufficient distance between trains and loose carriages.

PLAYING

- > **Go!**
- > An agile train will avoid the loose carriage.
- > Observe the group to judge how long to play. Remember, 'kill a game before it dies!'

Change it

- > Have more carriages in a train.
- > Use more or fewer loose carriages.
- > Change the size of the playing area.
- > If space is restricted, slow down the loose carriages by having them hop, fast shuffle or spring from both feet.
- > Provide 'safe zones' for trains – allow a 5-second rest. Loose carriages have to keep running.

Safety

- > Choose an area away from walls and other obstructions.
- > If performed in the pool, the activity should not come within one metre of a wall – call '**STOP**' if necessary.



LESSON LINK

This is an energiser that could be performed at any time.



Low 5s – High 5s

B

A quick energiser. Players perform the nominated 'low 5s' or 'high 5s' with 4 other players. (Play with 8 or more.)



What to do

SETTING UP

- > An area free of obstacles
- > Players dispersed over the playing area

PLAYING

- > If it is the first time the activity is performed, call on different pairs to demonstrate the choices.
- > **Call the action** – remember players do it with 4 other players. If different 'low 5s' variations are executed, that's fine.
- > **Challenge** – how quickly can you do it?

Change it

- > Choose an appropriate option from those shown – feet/hands combinations are useful.
- > Try eyes closed (or use eye shades), players use voice, clapping or tapping to find one another and locate hands/feet.



- > **Call a name** – players call to someone on the opposite side of the playing area. Be prepared for some noise!
- > **Birthday 5s** – find someone born in February, March or April, etc.

Safety

- > Choose an area away from walls and other obstructions.
- > Encourage soft contact when hands or feet come together.
- > If the activity starts with random running, players should have completed space awareness activities.



LESSON LINK

Low5s – High 5s is a session energiser that is useful for transitions. See also cards Start out WC 09b, 10a.



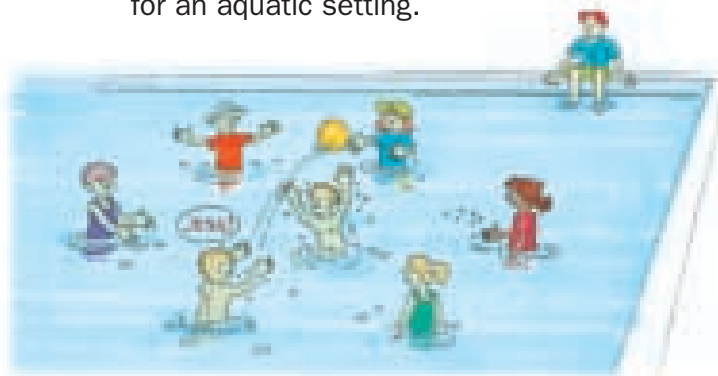
Names

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

- > This activity is also suitable for an aquatic setting.



What to do

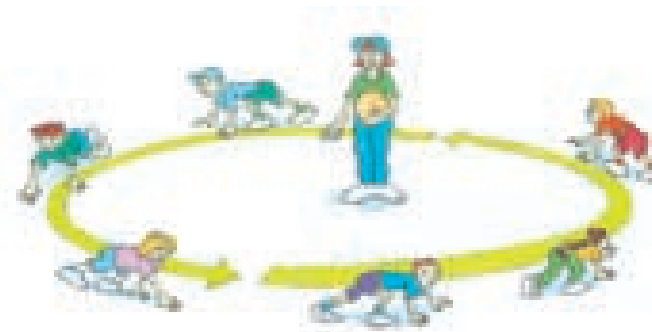
- > Players on the circles can't move.
- > The player throwing the ball calls out a name (the receiver) and passes the ball to that player.
- > If the ball is intercepted, the thrower changes places with the interceptor, or change after 4 throws.

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.



LESSON LINK

Names links to activities requiring throwing, catching and intercepting. It is an introductory activity for invasion and striking/fielding games.

change it...

Coaching

- > Because players don't run with the ball, the activity accommodates a wide range of ability levels.
- > 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 coach calls out the numbers.**
- > **Use more interceptors.**

Equipment

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

ALTERNATIVES**Playing area**

- > Bigger or smaller circles.

**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 (see Start out WC 03a,b).

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.)



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EASY MED HARD



Numbers

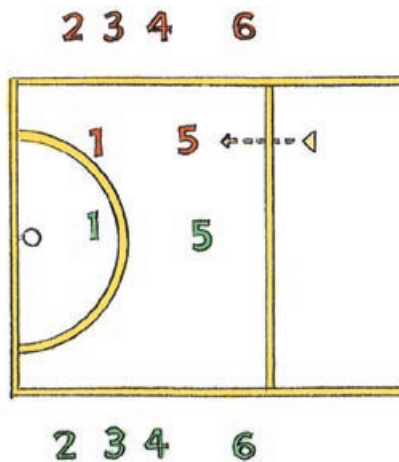
Two even teams play. Each team stands in the goal third on the opposite sideline of the court and each player receives a number. Call out 2 numbers. The players with those numbers then run into the playing area and contest the ball you have thrown or rolled onto the court. The player who gains possession, and their partner, become the attackers, while the others become defenders. The attackers try to score a goal. (Play in 2 teams of 6 or 8 players.)

What you need

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

What to do

- > Divide players into groups of 6 or 8.
- > Each group stands on opposite sides of the playing area.
- > Give each player a number (with a corresponding number on the other team).



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

Scoring

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

LESSON LINK

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

SESSION
PLANS

Combo > Start Out WC 09A + Get Into It INV 10 + Get Into It INV 14
Mixed combo > Start Out CP 03 + Get Into It TG 11 + Get Into It INV 14

change it...

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).

ALTERNATIVES**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.

**NO CONTACT****NO STEALING****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?



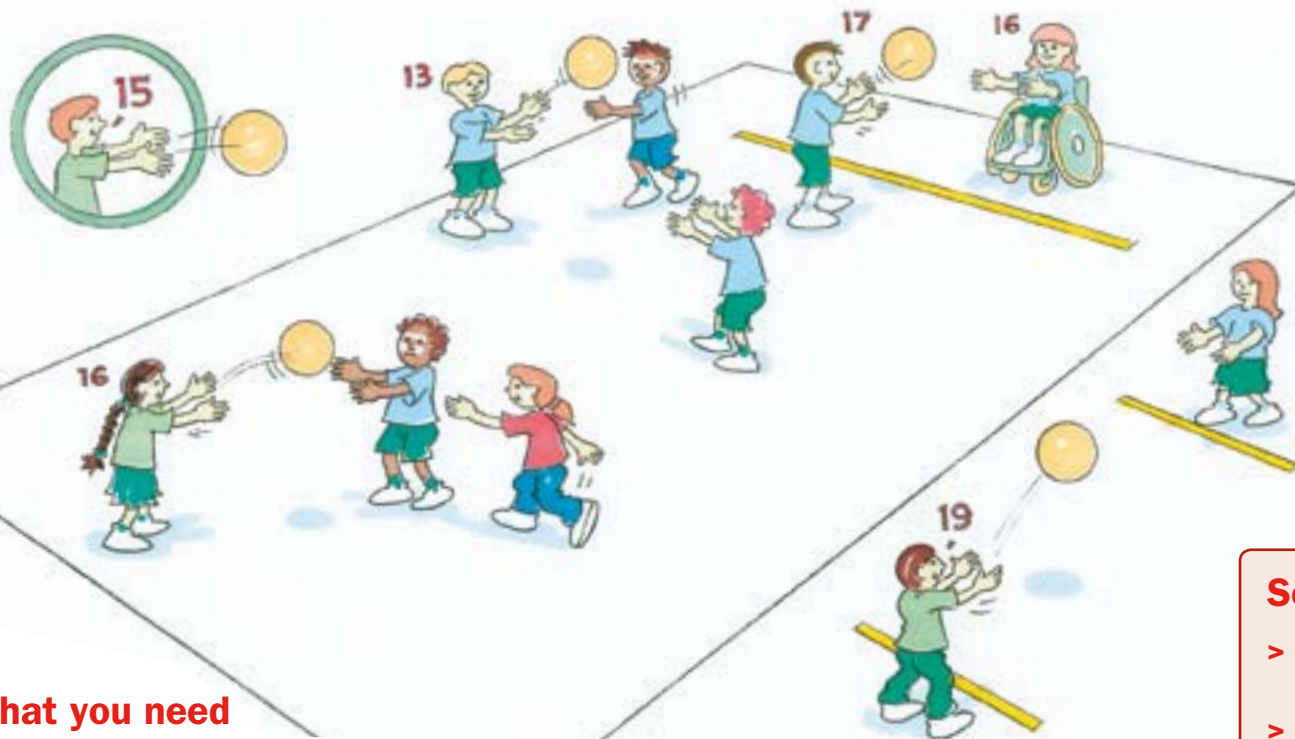
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EASY MED HARD



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 you need

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

What to do

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

PASSING

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

TAGGERS

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

Scoring

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

LESSON LINK

On-court off-court rapid pass is a fast, inclusive passing game. Passers learn to simultaneously bring into view team-mates and taggers.

SESSION PLANS

Combo > Start out WC 05b + Get into it INV 01 + Start out INV 05

On-court off-court rapid pass

Skills > Interception, close marking · Space: finding & closing · Communication between players/deception · Decision-making: 'pass long' or 'pass short'?

change it...

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.

ALTERNATIVES



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.



NO CONTACT

NO STEALING

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?'

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.

LESSON LINK

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

Throwing/catching basics · Space & player awareness · Intercepting/defending

change it...

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 (see Start out WC 03a,b).

ASK THE PLAYERS

Throwers

- > 'What can you do to ensure you get more passes?'

Catchers

- > 'What can you do to help your partner?'





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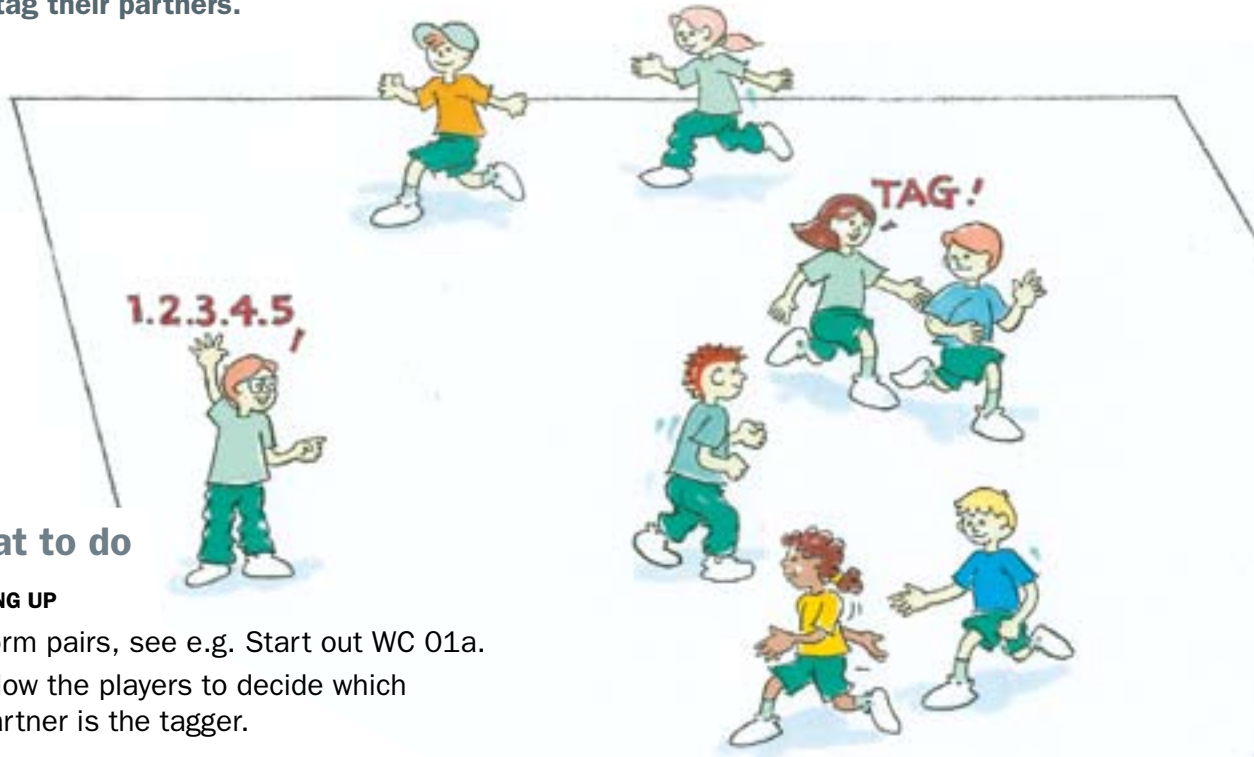


ENERGISER

Partner tag

A

Players are paired off. On a signal, one player, the tagger, tries to tag the other player. At the same time, all the other pairs are doing the same thing – taggers are trying to tag their partners.



What to do

SETTING UP

- > Form pairs, see e.g. Start out WC 01a.
- > Allow the players to decide which partner is the tagger.

PLAYING

- > The tagger counts to 5 to give the other player time to get away.
- > If space is restricted, or on the first occasion, restrict movement to a fast shuffle (2 feet on the ground or pretty close to it).
- > When a person is tagged, roles swap – don't forget the count to 5.

Change it

- > **Vary the locomotion.**
- > **Change partners.**
- > **Add a challenge** – e.g. the player being chased could try to run to each boundary line before being tagged (boundaries should be away from walls).

- > **Equalise players** – e.g. long walking steps followed by knee to chest could be used to restrict the mobility of players.



Safety

- > Choose an area away from walls and other obstructions.
- > Other player awareness is very important; see e.g. Start out WC 03a,b, which might be played first.
- > If performed in a pool, the activity should not come within one metre of a wall – call **'STOP'** if necessary.

LESSON LINK

Partner tag is an energiser or warm-up that can be performed at any time.

SESSION PLANS

Mixed combo > Start out WC 08a + Start out CP 07a + Get into it INV 01



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EASY MED HARD



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

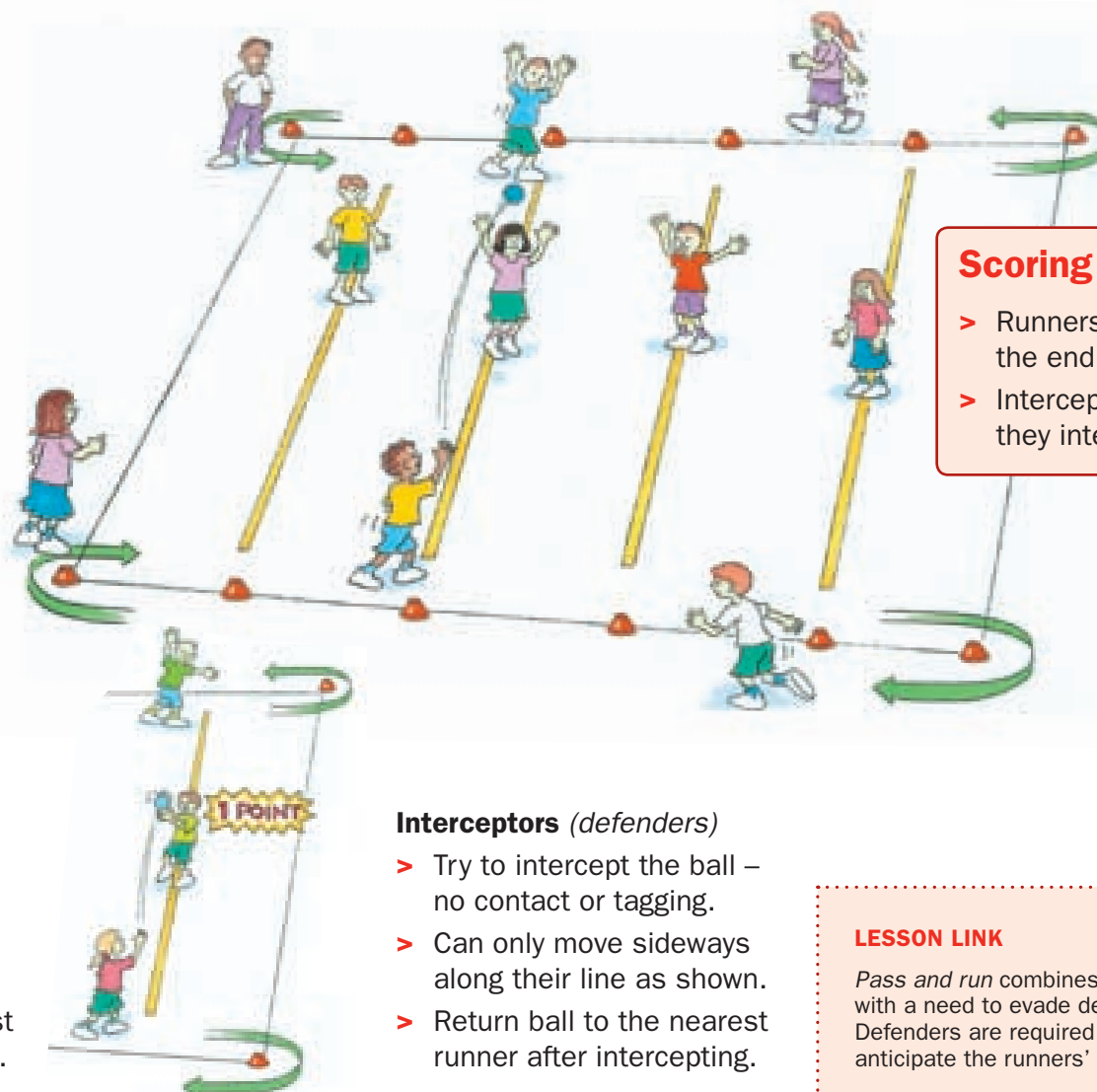
- > Indoor or outdoor playing area, e.g. basketball court divided as shown
- > One ball per pair (volleyball size)
- > 8 markers to designate interceptors' narrow zones
- > **Harder variation** – optional: hockey or softcrosse sticks (2–4); soccer or rugby balls

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.



Scoring

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

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.

LESSON LINK

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.

SESSION PLANS

Combo > Start out INV 03 + Get into it INV 08 + Get into it INV 03
Mixed combo > Start out WC 06 + Start out CP 06b + Get into it INV 03

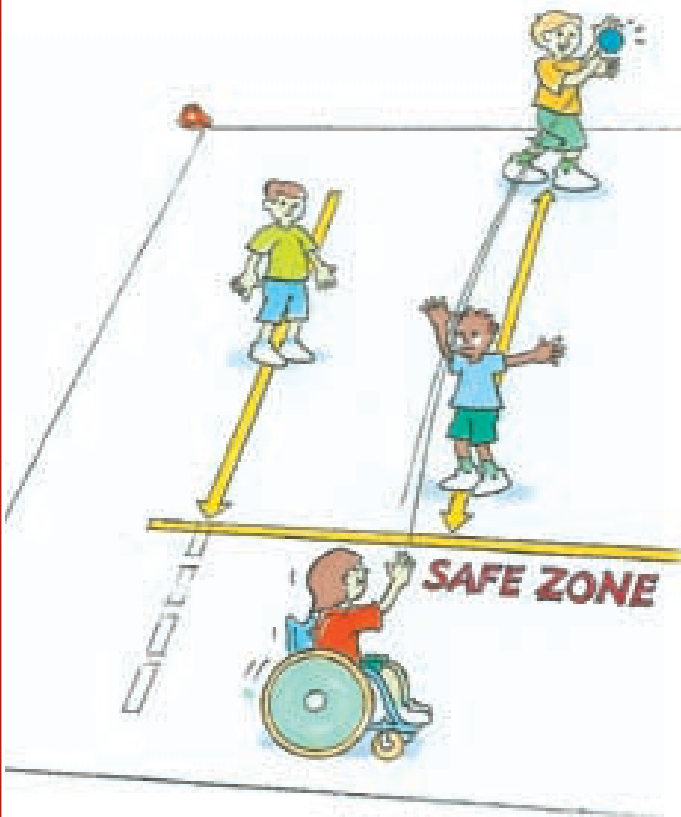
Pass and run

Skills > Interception/close marking · Space – finding & closing · Communication between players/deception

change it...

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.

ALTERNATIVES



- > **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?'



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.)



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.



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.

- > **Catch, do something and throw** – e.g. bounce, around the body, through the legs.
- > **Three balls**
- > **Beat the ball** – the coach calls a player ahead of receiving the ball. The nominated player passes the ball and runs the circle trying to beat the ball. The size of the circle may need adjusting. (This would be difficult in a pool.)

- > **From a sit** – throw or roll.
Not a suitable pool activity!



- > **Catch ½ turn**



Playing area

- > Bigger or smaller circle

Safety

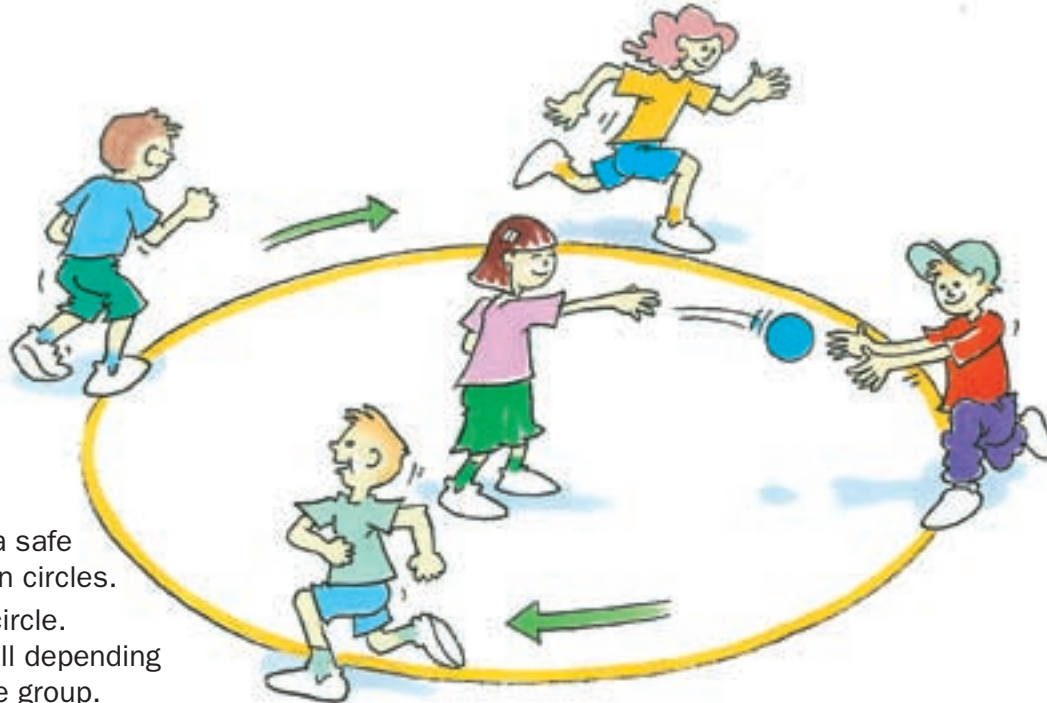
- > Choose a ball and distance to suit the level of the players.
- > Pool variations are chosen to suit the water readiness of the children.

LESSON LINK *Run the circle* is an introductory passing and catching activity. Different ability groups can be accommodated by the variations.

Run the circle

Skills > Passing · Ball handling · Cooperation

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.

- > 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.

Safety

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

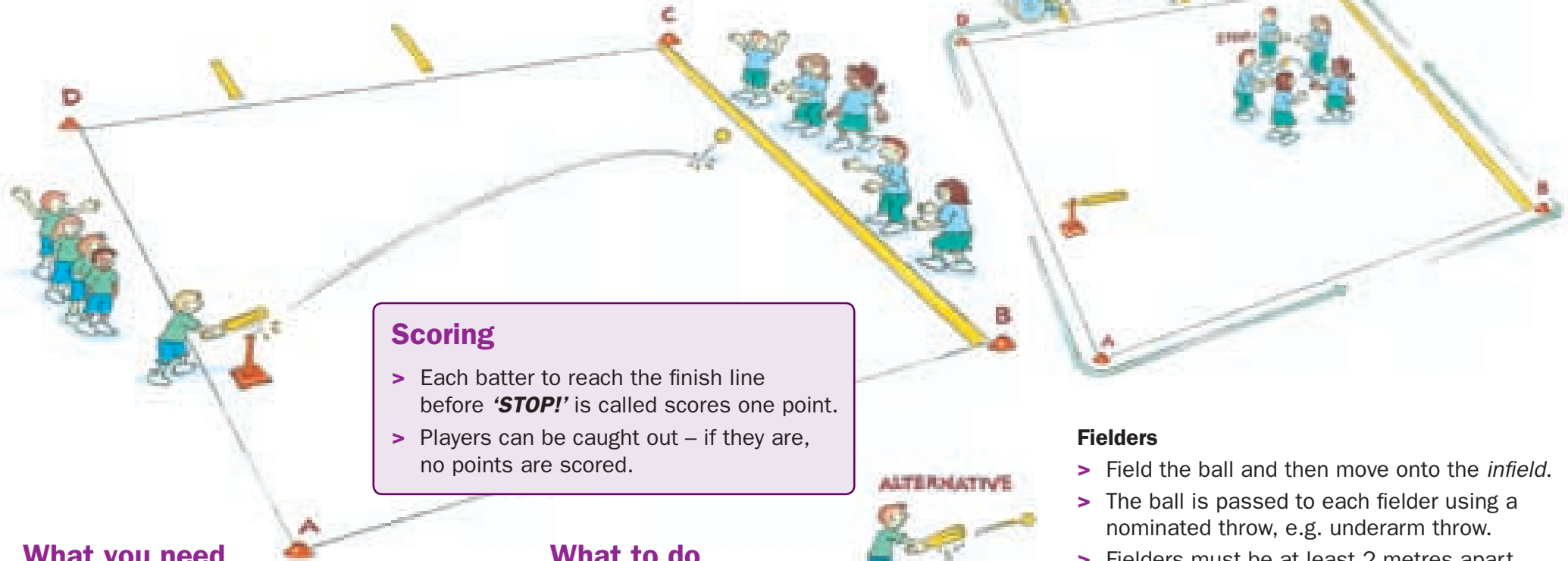


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Runners v passers

A batting team and a fielding team. The first batter hits the ball and the entire team runs around markers. The fielders gather the ball and pass it to everyone in their team. When all the fielders have touched the ball, they call out 'STOP!' (4 or more per team.)



Scoring

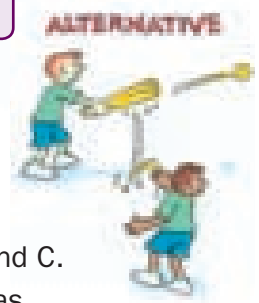
- > Each batter to reach the finish line before 'STOP!' is called scores one point.
- > Players can be caught out – if they are, no points are scored.

What you need

- > A suitable indoor or outdoor playing area as shown
- > Any suitable lightweight bat, tennis ball or similar
- > Marker cones
- > **Option:** batting tee

What to do

- Batters**
- > Using a tee or drop shot, the ball is hit between B and C.
 - > All batters attempt to run as a group to the *finish* position.
 - > If the ball goes 'wide' (A-B or C-D), the shot is taken again.



Fielders

- > Field the ball and then move onto the *infield*.
- > The ball is passed to each fielder using a nominated throw, e.g. underarm throw.
- > Fielders must be at least 2 metres apart.
- > The last fielder to receive a pass calls 'STOP!'
- > The ball is passed to the next batter.

LESSON LINK

Runners v passers is a striking and fielding game that gets everyone active. The game encourages teamwork and thoughtful placing of the ball.

SESSION PLANS

Combo > Start out CP 07b + Get into it SF 04 + Get into it SF 03
Mixed combo > Start out WC 09b + Get into it INV 11 + Get into it SF 03

Runners v passers

Skills > Throwing, catching, batting · Finding 'space' · Best fielding positions, teamwork · Running

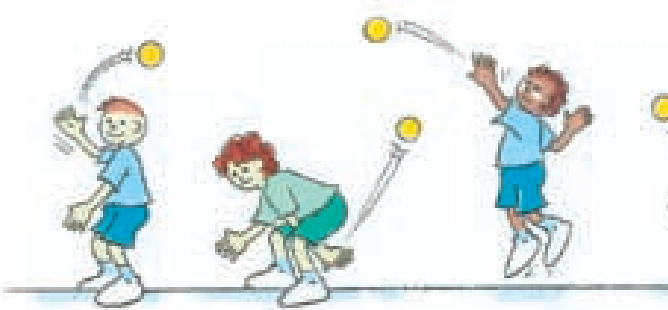
change it...

Coaching

- > Use player role models to emphasise an effective side-on batting stance, good ball placement and effective fielding plays.

Game rules

- > **Vary the pass** – allow any pass or vary the pass. Include novelty passes, e.g. under a leg.



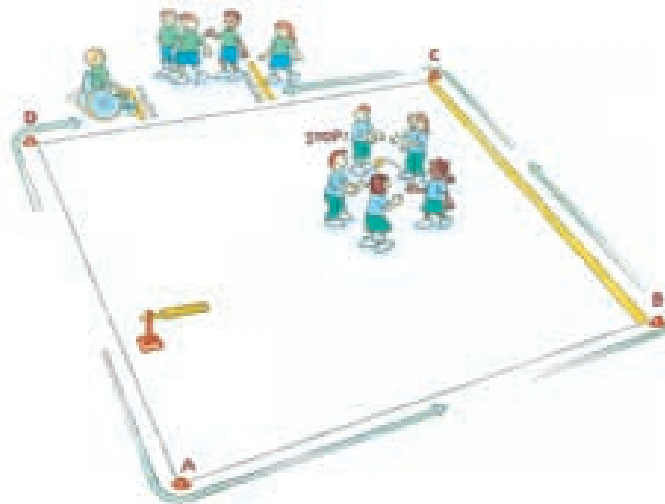
- > **Rolling** – use rolling to pass among fielders.
- > **Distance between fielders** – vary the distance and position, e.g. all fielders along line A–B.
- > **Hitting direction** – specify one or more allowable sides, e.g. D–C, or B–C, or A–B, or any combination of these.
- > **False calls** – provide bonus points to a runner if '**STOP!**' is called too soon.

Equipment

- > **Use different bats** – allow player choice.
- > **Use different balls** – size, weight, flight speed.
- > Use different heights of tee or a cooperative bowler.

Playing area

- > **Field size** – increase or decrease.
- > **Finish line** – adjust to make easier or harder. Provide a second, closer finish line for players with limited mobility or allow running to the finish line via the shortest route, e.g. around D as shown.



Safety

- > Ensure a safe distance between groups.
- > Batters must drop and not throw the bat.
- > Batters should avoid contact with other batters during their run.
- > Batters should hit the ball *below* head height.
- > Fielders should be at least 10 metres from the batter.
- > Fielders call '*mine!*' if they are fielding the ball.

ASK THE PLAYERS

Fielders

- > 'What will you do to ensure you pass around to your team-mates as quickly as possible?'
- > 'Will your fielding positions allow you to field and pass the ball around quickly?'
- > 'Where will you stand to field the ball and pass it around quickly?'

Batters

- > 'Where will you aim to place the ball?'



Shuttle ball

A 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.

- > Vary the locomotion between lines (see e.g. *Rally around*, Start out NC 04).
- > **Other** – vary the distance between the lines, vary type of pass, roll the ball, use preferred or non-preferred hand.
- > Vary the type of ball.

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.



LESSON LINK

Shuttle ball combines introductory throwing and catching with agility. See also Start out CP 03.



Take a seat!

B

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

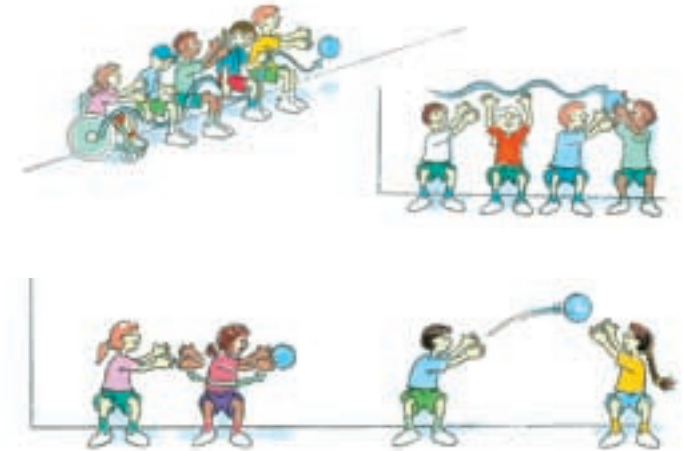
- > Try the activities shown.
- > These activities can be demanding on the 'skiing muscles' (quadriceps) – start with 15–20 second bursts.
- > Mix up individual, pair and group ('down the line') activities to provide rest breaks.
- > Players can be grouped in small teams of 3–4 and compete against each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

LESSON LINK

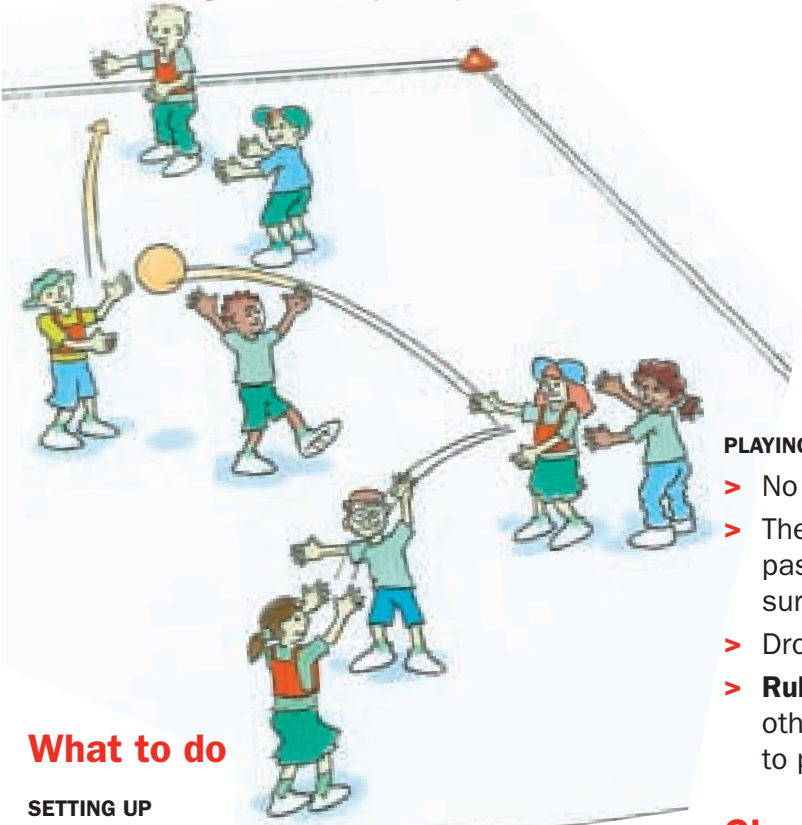
Take a seat! disguises demanding physical activity while providing fun ways to hand-over or pass a ball.



Team passing

B

2 teams each with 2 or more players. The team with the ball makes as many passes as possible before the opposing team intercepts. (Play with 4 or more – break into discrete games as required.)



PLAYING

- > No running with the ball.
- > The team with the greatest number of passes in a set time is the winner – make sure someone on each side keeps score.
- > Dropped passes do not score.
- > **Rule** – players cannot stand next to each other unless one of the players is unable to pass/catch.

Change it

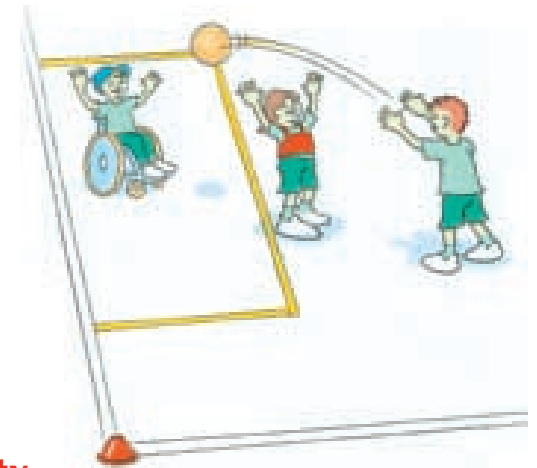
- > **Various throws** – e.g. underarm, overarm, two-handed, side arm.
- > **Use non-preferred hand.**
- > **Roll the ball** – the receiver has to trap the ball and retain it to score.

What to do

SETTING UP

- > Open area with a safe distance between groups – use cones to mark playing areas.
- > May be adapted for a suitable pool.
- > One ball for each 2 teams. Vary the type of ball depending on the ability of the group.
- > Bibs for one team for the dry-land game.

- > **Vary** – throwing pass or hand to hand pass, type and size of ball, uneven team size, 2–3 steps allowed for throwers, allowable distance between thrower and interceptor. Establish an intercept free-zone. Interceptors are excluded from the zone



Safety

- > Choose a ball to suit the ability of the players – vary size and weight.
- > No snatching or body contact.
- > If a ball goes out of the area, retrieving players should signal they are entering another group's area.

LESSON LINK

Team passing is a simple invasion game that can be modified to suit a wide range of abilities. The game builds on simple passing and catching activities such as Start out CP 03.

SESSION
PLANS

Combo > Start out WC 03a + Get into it INV 09 + Get into it INV 07b
Mixed combo > Start out WC 03a + Get into it TG 12 + Get into it INV 07b



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ENERGISER

Throw, throw, throw!

A

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.



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 e.g. Start out WC 02a.
- > 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'!

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).



- > **Increase the distance from the mid-line** – use a 'no-go' zone.



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.

LESSON LINK

Throw, throw, throw! is a short and sharp energiser. The sitting variation is a useful energiser for *Sitting volleyball* (Get into it NC 02).

SESSION PLANS

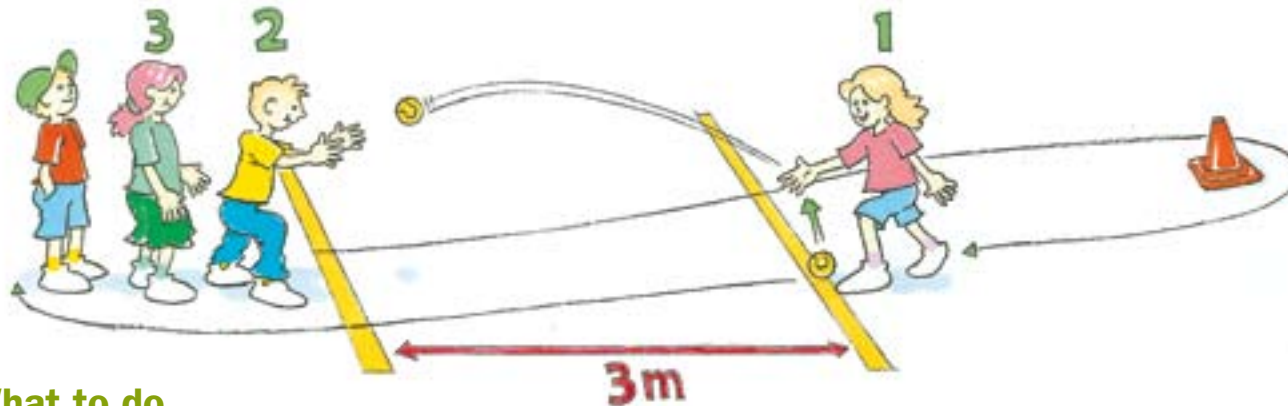
Mixed combo > Start out WC 04a + Get into it! INV 01 + Get into it! TG 12

EASY
MED
HARD

Underarm return relay

B

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.

Playing area

- > 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.

LESSON LINK

Underarm return relay is a passing and catching activity that requires agility and the ability to pass accurately while running. Use **Change it** variations for different ability groups.



Here, there, nowhere



Untie the knot

Skills > Cooperation · Communication



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

What to do

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

Calls

- > **'Here'** – players run toward the coach.
- > **'There'** – players run away from the coach.
- > **'Nowhere'** – players bounce on the spot.



Change it

Add extra calls, e.g. 'high-5s'
– children 'high-5' three other children; feet must be off the ground when hands touch. Call a 'balance' – on one leg, one leg and one hand, two hands and one leg...

Use different travelling skills

– hop, skip, long steps, jumps, high steps.



Safety

- > If indoors, boundaries should be away from walls or freestanding objects.
- > Players should be familiar with space and player awareness activities such as Start out WC 03a or b.

LESSON LINK

Here, there, nowhere builds on introductory awareness activities (Start out WC 03a or b). Space and player awareness is important for all indoor and outdoor games and sports.

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



What to do

- > Form groups using activities such as Start out WC 01a.

Change it

- > **Use eye shades.**
- > **Add rope** – provide short (60–80 centimetres) pieces of rope for each player. This will spread players out.

Safety

- > Disentangle slowly, one at a time if necessary, and communicate.

LESSON LINK

Untie the knot is a cooperative game that may require some flexibility.

SESSION PLANS

Combos > Start Out CP 02a + Get into it INV 01 + Get into it INV 07b
Mixed combos > Start Out CP 02b + Get into it TG 06 + Get into it SF 05



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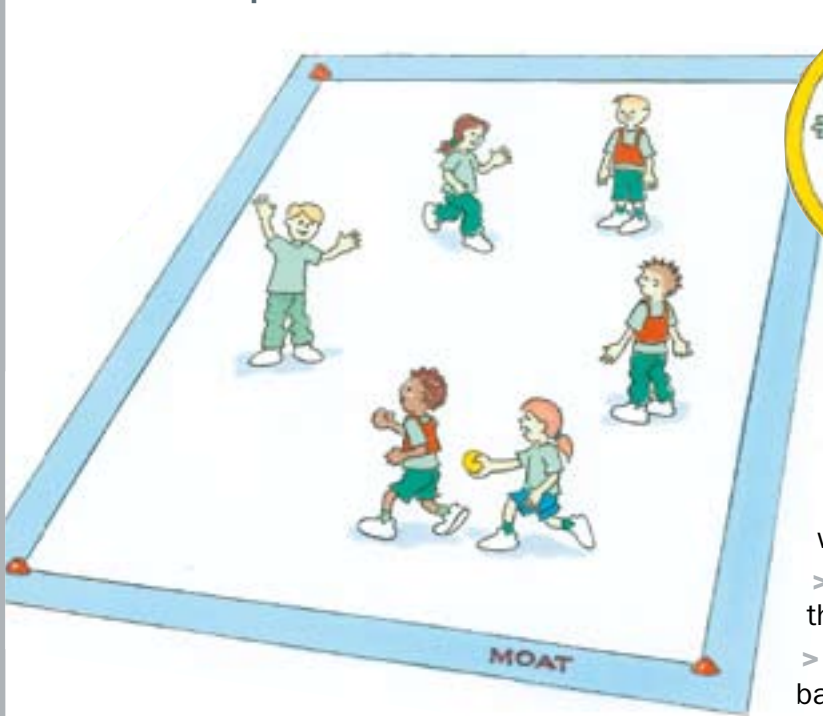


ENERGISER

Warriors and dragons

A

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.



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.

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.

- > 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.



Safety

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

LESSON LINK

Successful play requires anticipation and evasion skills in defence or teamwork in attack. For related cards see e.g. *Base run*, Start out INV 01.

SESSION PLANS

Mixed combo > Start out WC 09a + Start out TG 06 + Get into it INV 10