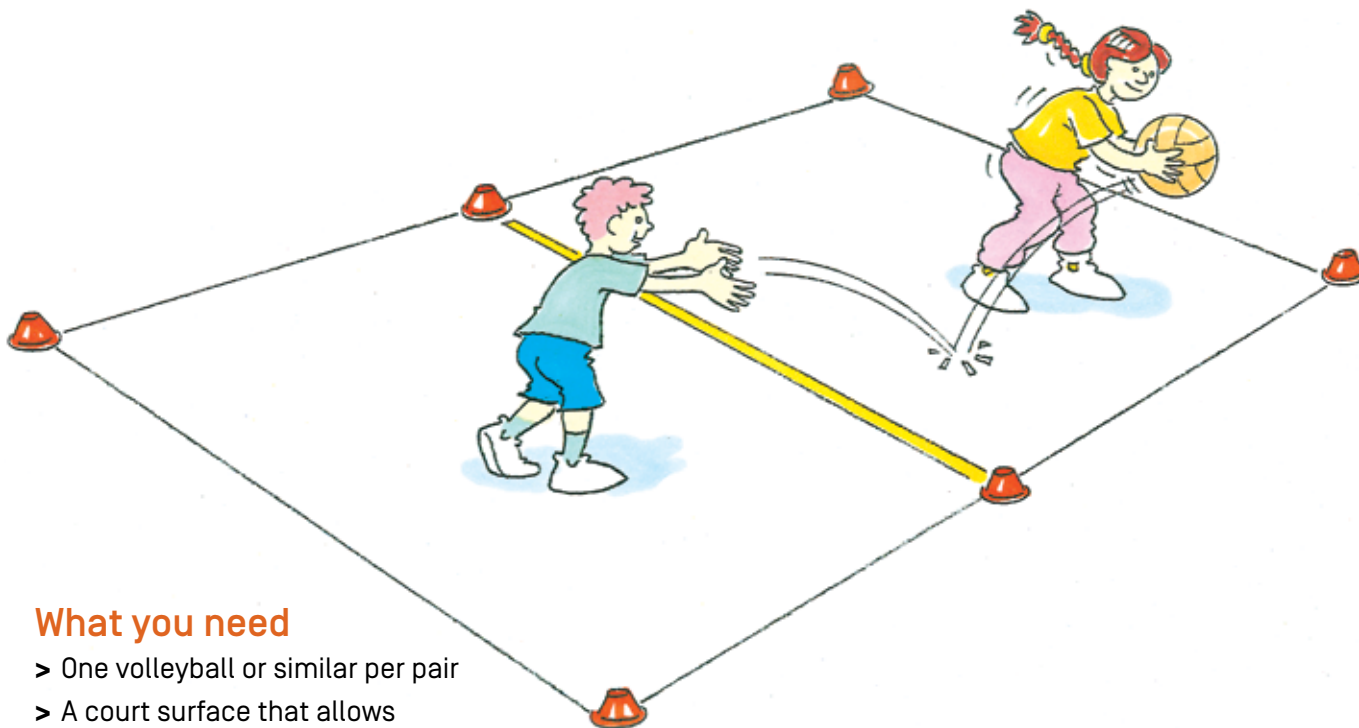




2 square bounce

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



What you need

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

What to do

Setting up

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

Playing

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

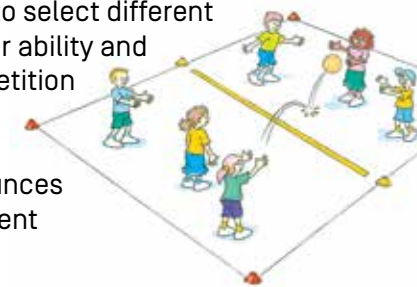
Scoring

One point is scored for winning the rally. Points scored if:

- > ball is not returned after one bounce
- > ball is thrown out of court
- > receiver drops the ball.

Change it

- > Play 3 v 3 – alternate serves between teams. Ensure each player has an opportunity to serve.
- > Restrict the time in possession depending on the ability of the players (e.g. 3 seconds or more).
- > Provide a 'no-go' or bounce-free zone.
- > Restrict the type of passes that players can use (e.g. chest pass, one handed pass, overhead pass, underarm pass).
- > Allow students to select different rules to suit their ability and make the competition more even (e.g. one student is allowed two bounces and their opponent only one).



LEARNING INTENTION

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

PHYSICAL LITERACY ELEMENTS

OBJECT MANIPULATION
AGILITY

ENGAGEMENT AND ENJOYMENT
MOTIVATION

STRATEGY AND PLANNING
COLLABORATION

AC:HPE CONTENT DESCRIPTIONS

ACPMPO25
ACPMPO43
ACPMPO61

change it...

2 square bounce

Coaching

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

Game rules

- > **Easier** – allow 2–3 bounces, or use slower balls.
- > **Harder** – bonus points for catching/hitting the ball on the full. Players use a small bat or their hand.
- > **Vary the pass** – allow players to choose or specify the type of pass.
- > Choose player pairs (similar ability) carefully, use uneven combinations [e.g. 3 v 2, where necessary].
- > Ball must cross centre of court above waist height.
- > Allow underarm throws.



Equipment

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



Playing area

- > Create a bounce zone to ensure the ball is directed within easy reach of the player.



- > Make bigger or smaller – a long skinny court provides a challenge.
- > Make shorter and wider – this will encourage use of ‘side-to-side’ space.
- > Use a net or a net substitute to establish a ‘no-bounce’ area.



Safety

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

Ask the players

- > Which part of the game did you enjoy the most? Why?

Server

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

Receiver

- > Where should you stand so you're ready to catch the ball after it bounces?
- > How could you modify the rules to allow all players to be successful?
- > Can you anticipate where your opponent will bounce the ball? How will this help?
- > 2 v 2 or 3 v 3 games – How can you work as a team to cover the court to make scoring difficult for your opponent?



3 hands, 2 feet

Pairs hold hands and run randomly around the room then, on your call, perform a specified balance.



What you need

- > 1 scatter mat per pair or a soft grassed area

What to do

- > On 'GO!', pairs move freely around the room holding hands until they hear your signal.
- > Call out combinations including any of the following: feet, bottom, shoulders, knees, hands, backs, elbows.
- > Players find a mat and assume the position called [e.g. if you call out 'THREE HANDS, TWO FEET!', pairs form a balance with only these number of body parts touching the ground].
- > Players hold their position for a set time [e.g. 10 seconds].
- > Players must always be in contact with one another to maintain balance.

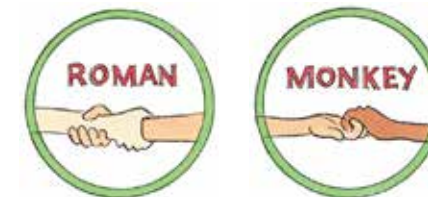


Change It

- > Balance with a partner who is a different size.
- > Introduce equipment (such as hoops, balls and bean bags) that must also be used in the balance.

Safety

- > Make sure players are performing their balance on their mat or soft grass.
- > Do not allow players to use their head as a balance option.
- > Ensure players securely 'brace' one another with appropriate hand grips [e.g. the monkey grip or Roman grip]. These must be firm and strong.



- > Match participants appropriately.
- > Make sure players are controlling their exits from the balance.

Ask the players

- > Is it easier to balance closer to the ground or further away?
- > How many body parts do you need to have in contact with the floor to feel balanced?
- > Can players of different sizes counter-balance?
- > What is flexibility? Which balances require greater flexibility?
- > What made you feel more confident to tackle a specific balance?

LEARNING INTENTION

3 hands, 2 feet extends players' ability to hold a basic shape and introduces making and holding shapes in groups, which is needed for many balancing activities. It can be followed by an activity such as *Mini pyramids* which further develop this skill.

PHYSICAL LITERACY ELEMENTS

STABILITY/BALANCE FLEXIBILITY

CONFIDENCE COLLABORATION

STRATEGY AND PLANNING

AC:HPE CONTENT DESCRIPTIONS

ACPMPO43

ACPMPO61

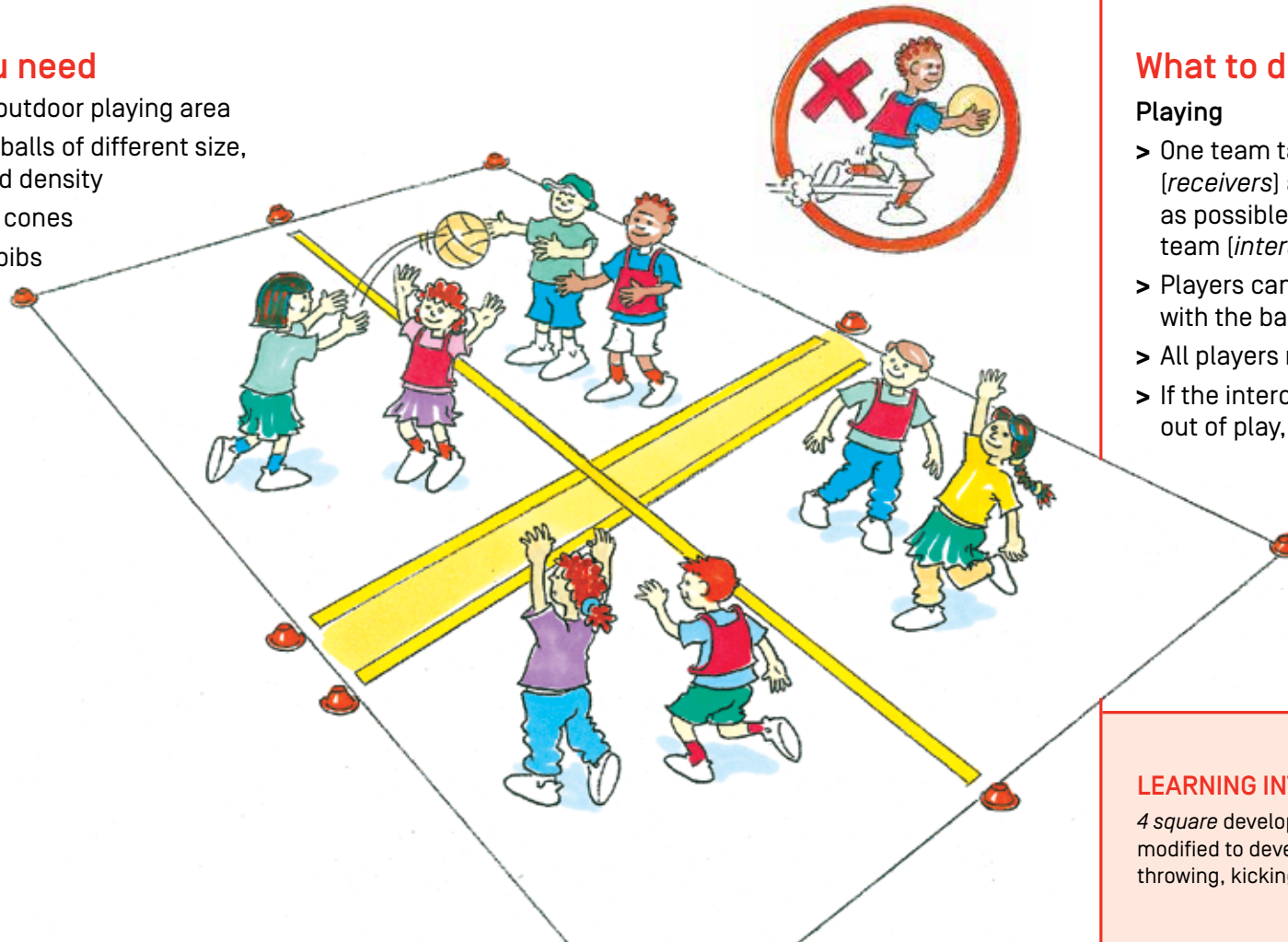
F-2 3-4 5-6 SKILL DEVELOPMENT GAME CONCEPTS

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.

LEARNING INTENTION

4 square develops defending skills and can be easily modified to develop the object control skills of catching, throwing, kicking and striking.

PHYSICAL LITERACY ELEMENTS

OBJECT MANIPULATION
AGILITY

ETHICS

TACTICS
PERCEPTUAL AWARENESS

AC:HPE CONTENT DESCRIPTIONS

ACPMPO25
ACPMPO43
ACPMPO45

change it...

4 square

Coaching

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

Game rules

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

Equipment

Use different balls to create different challenges. For example:

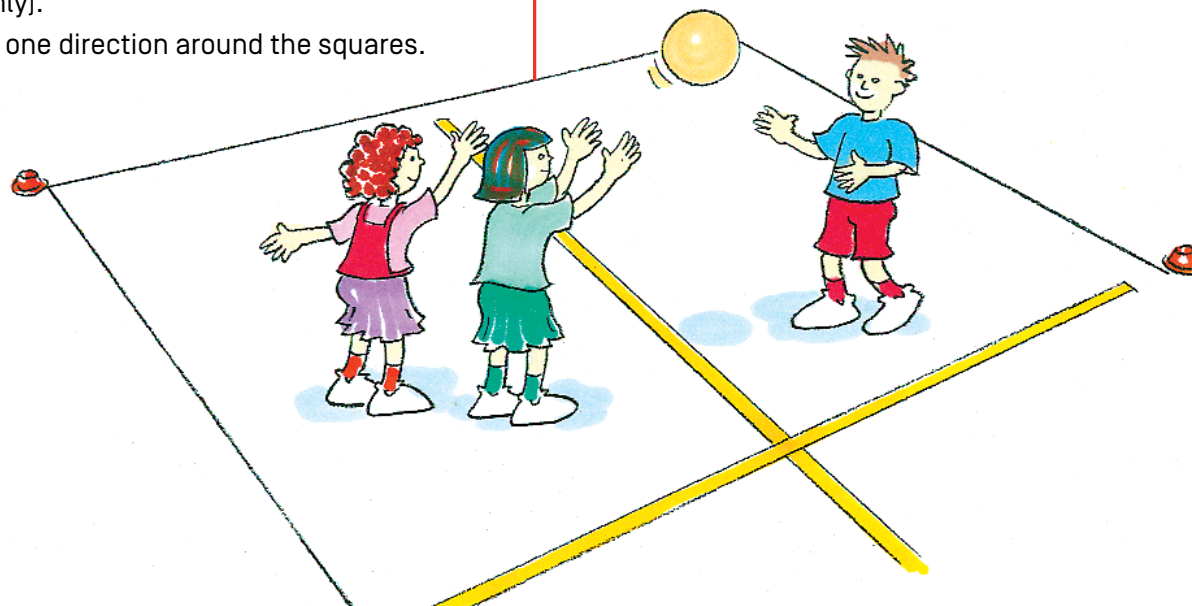
- > smaller/larger ball
- > sports-specific – netball, basketball, hockey, rugby ball.

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?
- > When did you see fair play being demonstrated (e.g. inclusion, good sportsmanship, appropriate language)?

Receivers

- > How can you make room to receive more passes?

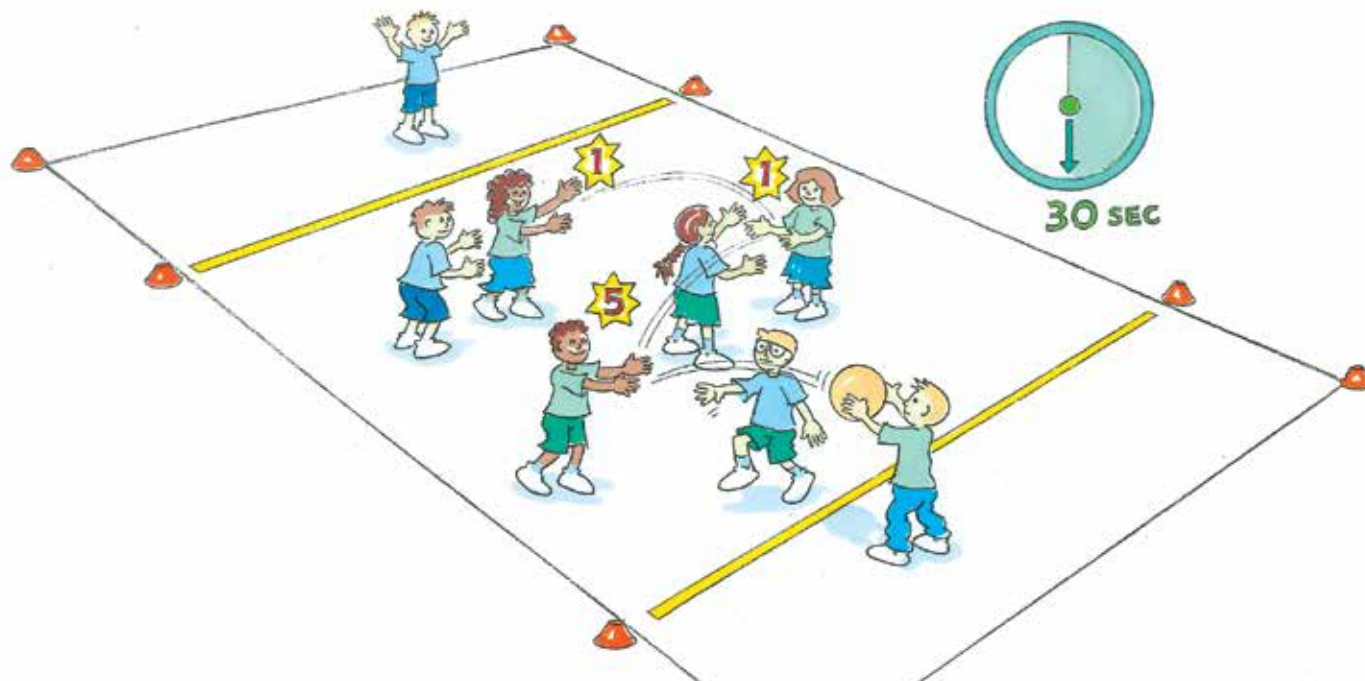
Interceptors

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



5-point player

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



What you need

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

What to do

Attackers

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

Defenders

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

Scoring

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

LEARNING INTENTION

5-point player is a fast inclusive passing game. This game develops key defending concepts such as anticipation and spatial awareness.

PHYSICAL LITERACY ELEMENTS

SELF-REGULATION (EMOTIONS) AGILITY

ETHICS COLLABORATION

STRATEGY AND PLANNING

AC:HPE CONTENT DESCRIPTIONS

ACPMPO43

ACPMPO45

ACPMPO61

ACPMPO63

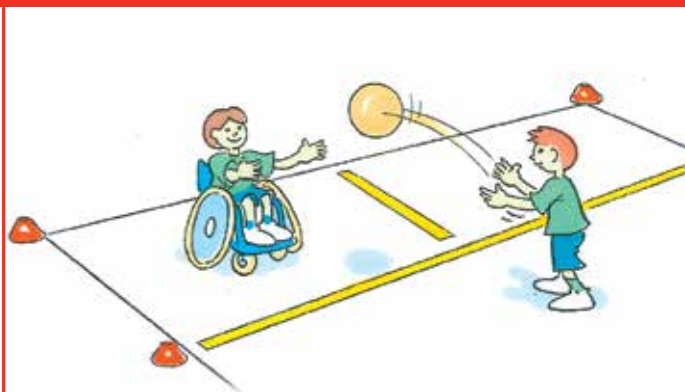
change it...

Coaching

- > 'Freeze-frame' games (i.e. stop the play at key moments) to highlight good examples and question students on attack and defence.

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** – 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.

5-point player

Safety

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



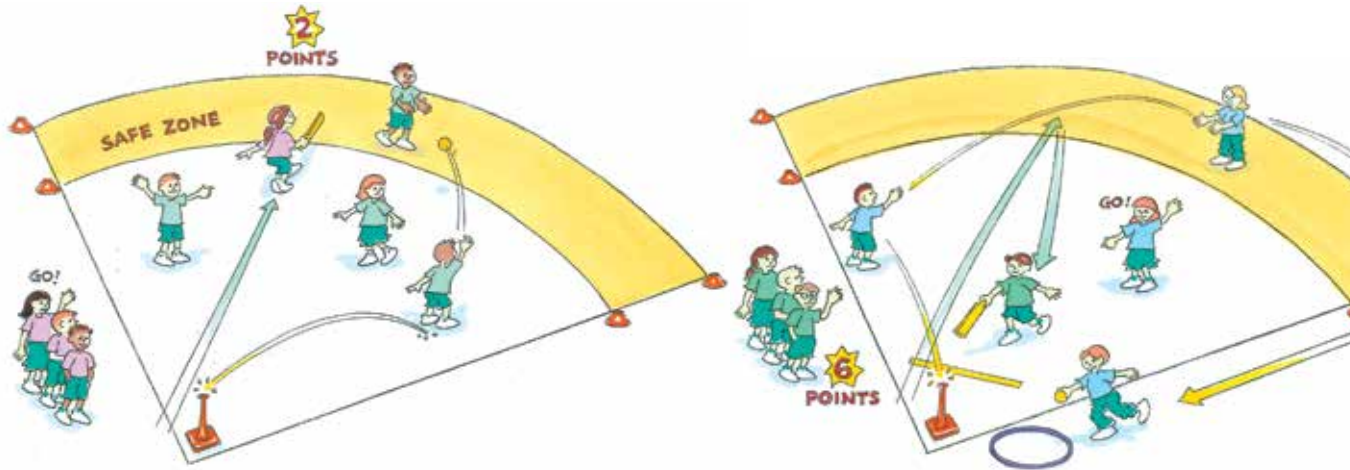
Ask the players

- > If you intercepted the ball or lost the ball for your team, how did you feel?
 - > How can you include all team members in the game?
- 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?



6 or safe

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



What you need

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



- > Batting tee or alternative

What to do

Batters

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

Fielders

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

Scoring

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

LEARNING INTENTION

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

PHYSICAL LITERACY ELEMENTS

OBJECT MANIPULATION COORDINATION

CONFIDENCE RULES

STRATEGY AND PLANNING SAFETY AND RISK

AC:HPE CONTENT DESCRIPTIONS

ACPMPO43 ACPMP061

Coaching

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

Game rules

- > **Fielders vary the pass** – allow any pass or vary the pass between fielders. With beginning players an underarm pass is suitable.
- > **Bowling** – more experienced players could hit an underarm fed ball from a team-mate. The bowler should be on the opposite side to the hoop – swap over if necessary. Or use a batting tee if required.
- > **Kicking** – kicking a bigger ball into the field of play is another option. If a player has limited mobility, use a buddy system and share roles (e.g. share kicking and running if necessary).
- > **Rolling** – use rolling to pass between fielders. This will assist players with less developed throwing and catching skills.



Equipment

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

Playing area

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

Safety

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



Ask the players

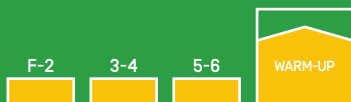
- > What strategies can you use to keep you motivated if you get out or misfield (e.g. positive self-talk)?

Fielders

- > Where is the best place to stand?

Batters

- > Where is the best place to hit the ball?
- > Will you hit for 2 or 6?



All-in tag

Everyone tries to tag everyone else! Players who are tagged continue to tag others from a standing position. Play with 8–30.

What to do

- > Establish a playing area.
- > Players tag whoever is nearest.
- > Tagged players crouch and can continue to tag others, but can't change position.



Change it

- > A player with limited mobility may have to be tagged twice. Alternatively, use a 'buddy' pairing for all players – both players in a pair have to be tagged within 5 seconds. Vary the locomotion according to the ability of the players.
- > Walk, shuffle, skip, jump...

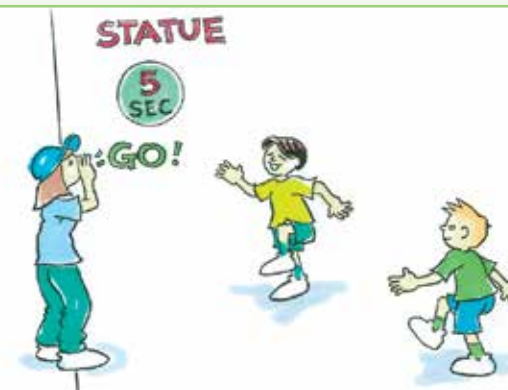
- > **Statues** – the coach signals 'statue' and all the running players have to freeze in a one-legged statue. Play resumes after 5 seconds on the signal 'go'.
- > Repeat the statue freeze when about half the players have been tagged. On the signal 'go', all the crouchers become runners and the runners become crouchers.

Safety

- > When you are playing indoors, boundaries should be away from walls or free-standing objects.
- > Taggers should tag players with their hands, between shoulder and hip height.
- > When tagging, tap lightly, DON'T PUSH.

Ask the players

- > What part of the game did you enjoy the most?
- > What strategies did you use to make sure you were aware of everyone around you?



LEARNING INTENTION

All-in tag builds on introductory spacial awareness activities (see the walking and shuffling variations). Space and player awareness is important for all indoor and outdoor games and sports.

PHYSICAL LITERACY ELEMENTS

MOVEMENT SKILLS
AGILITY

ENGAGEMENT AND ENJOYMENT

SAFETY AND RISK
PERCEPTUAL AWARENESS

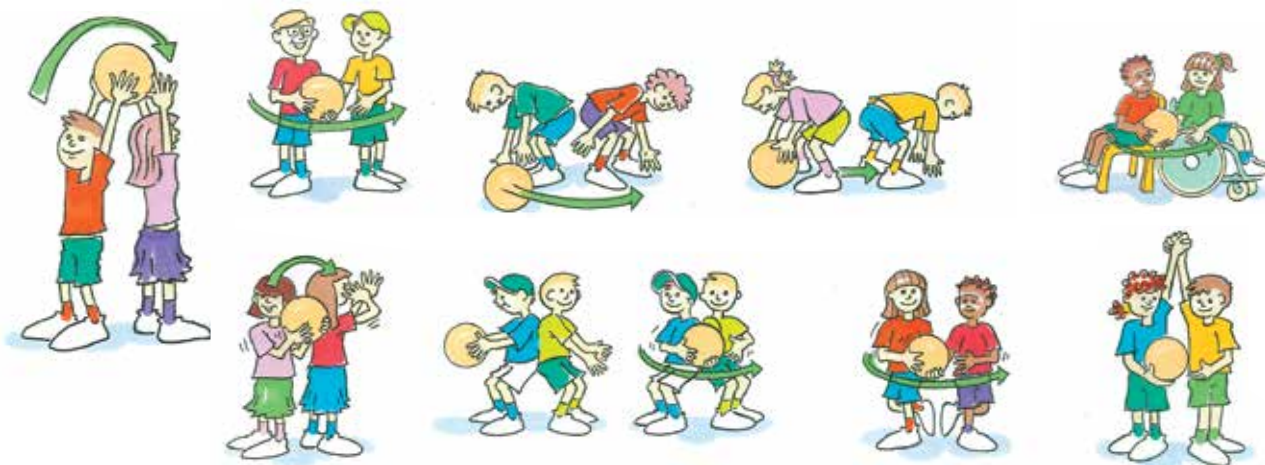
AC:HPE CONTENT DESCRIPTIONS

ACPMPO08
ACPMPO25
ACPMPO43
ACPMPO61



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.
- > Highlight groups which were able to meet their goal (or beat it).

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.
- > Ask students to develop new challenges for their peers to try.
- > Ask students to change the direction of the pass.



Ask the players

- > Which technique allowed you to make the most successful passes?
- > How did you cooperate with your partner to pass the ball without dropping it?
- > How could being flexible help you perform the challenges?
- > Which challenges were difficult? Why?

Teaching tips

- > Ask students to demonstrate to the rest of the class.
- > Encourage students to try passing over, under and around their body.
- > Remind students about balancing technique (e.g. wide base of support, low centre of gravity) when attempting the counter-balance examples.
- > Reinforce mastery of the task and achieving own goals over competing or comparing with others.

LEARNING INTENTION

This activity supports students to practise upper body stretching, balance and ball handling skills.

PHYSICAL LITERACY ELEMENTS

STABILITY/BALANCE FLEXIBILITY

ENGAGEMENT AND ENJOYMENT MOTIVATION

COLLABORATION

AC:HPE CONTENT DESCRIPTIONS

ACPMPO08 ACPMP025



Balancing act

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



Scoring

- > How long can you hold a balance for?



What you need

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

What to do

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

Change it

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

Safety

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

Ask the players

- > What objects balance the best, or the worst?
- > How could you 'act' to make your balancing act look dangerous and exciting (e.g. pretending that an object is very heavy or very precious and cannot be dropped or broken)?
- > What strategies did you use when you found it challenging (e.g. positive self-talk)?
- > What can affect your focus in this activity?

LEARNING INTENTION

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

PHYSICAL LITERACY ELEMENTS

COORDINATION STABILITY/BALANCE

MOTIVATION SELF-REGULATION (EMOTIONS)

REASONING

AC:HPE CONTENT DESCRIPTIONS

ACPMPO43 ACPMP061



Base run

Two players with one ball try to stop a third player from reaching a base at either end of a playing area. Warm-up by playing without the bases.

What to do

Setting up

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

Playing

- > Start with one ball between the two defenders on opposite bases. The base runner (without the ball), starts on the base next to the defender without the ball.
- > Defenders can change position but cannot run without the ball. Defenders pass the ball to one another, aiming to tag the attacker with the ball (they cannot throw the ball at the attacker).
- > The base runner attempts to run between the bases without being tagged.

- > If the base runner reaches one of the bases without getting tagged, one of the defenders becomes the new base runner.
- > Rotate so each player has a chance to be the base runner.

Scoring

- > One point for each time a base runner reaches the base without being tagged.
- > Give base runner a time frame (e.g. 1 minute). The base runner gets one point for each time they reach the base without being tagged and defenders get one point for each time they tag the base runner.
- > Another option is not to score, and just rotate when tag/base run is made.



Safety

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

Teaching tips

- > Encourage defenders to pass the ball and quickly move to a new position ready to receive next pass.
- > Encourage attackers to move into space away from the defender receiving the pass.
- > Encourage defender without the ball to move towards the base runner to receive the ball.

LEARNING INTENTION

Base run develops skills of moving into space and relies on passing and catching skills. Defenders have to 'close down' space and attackers have to find space and choose between options (bases).

PHYSICAL LITERACY ELEMENTS

OBJECT MANIPULATION
SPEED

MOTIVATION
COLLABORATION

STRATEGY AND PLANNING

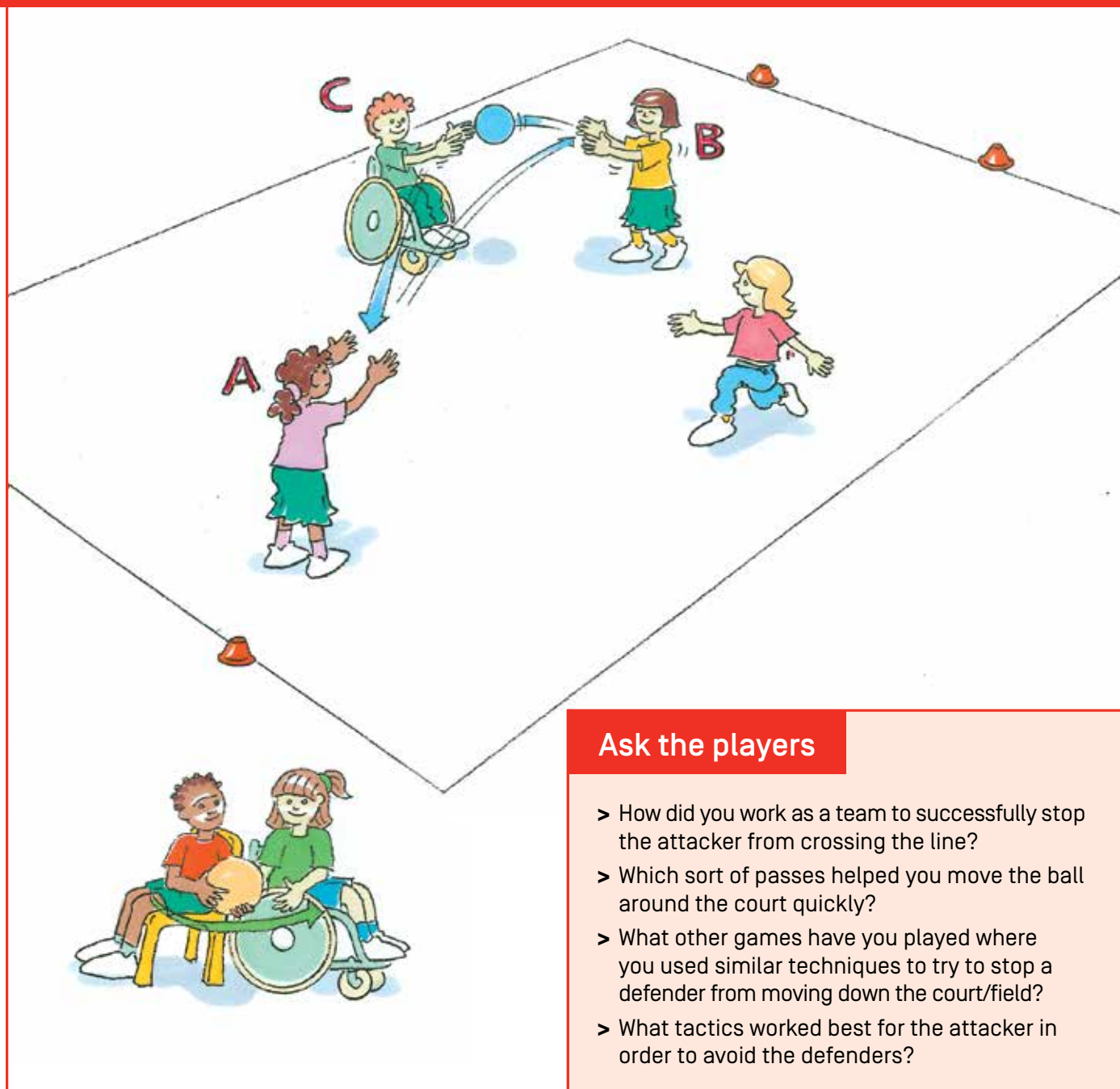
AC:HPE CONTENT DESCRIPTIONS

ACPMPO43
ACPMPO61

change it...

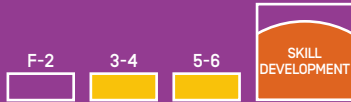
Base run

- > **Vary the** – type of ball, size of playing area, type of pass, size and shape of base, time ball is held (e.g. 3 seconds maximum) **other combinations** – 3 v 1; 2 v 2; 4 v 1, 4 v 2 or 3
- > For players with limited mobility or throwing ability use a 3 v 1 game (e.g. Player A passes to Player B who moves in close to Player C. Player B passes the ball to Player C who in turn returns it to Player A who has moved into the path of the base runner and will now be able to attempt to make a tag).
- > Specify a number of passes before tagging when playing with a player with limited mobility.
- > Ask the group to set rules for this play and to explain why they have changed the rules and what outcome they expect the new rules will achieve. Does player C have to be involved in every play?
- > Allow use of a helper to assist the player with low mobility to catch the ball or move around the playing area where appropriate.



Ask the players

- > How did you work as a team to successfully stop the attacker from crossing the line?
- > Which sort of passes helped you move the ball around the court quickly?
- > What other games have you played where you used similar techniques to try to stop a defender from moving down the court/field?
- > What tactics worked best for the attacker in order to avoid the defenders?



Bat tapping

Each player has a suitable batting implement and ball. The aim is to keep tapping the ball into the air with the bat for as long as possible. Many variations are possible.

What you need

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



What to do

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

Change it

- > Vary the bat and ball.
- > Play cooperatively in pairs or groups of 3 and vary the distance between players according to ability.
- > See how many times players can tap the ball on different parts of the bat.
- > Players try to hop/jump as many times as they can while the ball is in the air.
- > Allow players one bounce on the ground in between taps.

Safety

- > Check there is enough space between players and away from walls or other obstacles.
- > Bats must not be swung around or raised more than chest high.

Scoring

- > Award 1 point per successful hit.

Ask the players

- > How do you persist with a task when at first you aren't successful?
- > How many taps can you get in a row? Ask players to set a goal and try to reach it.
- > Which part of the bat do you need to hit the ball with so that it will go straight up in the air?
- > What technique did you find was the best for making the most consecutive hits?
- > How high did you need to hit the ball in the air to make sure you had time to get ready for the next hit?
- > Which bats/balls make this easier/harder?

Teaching tips

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

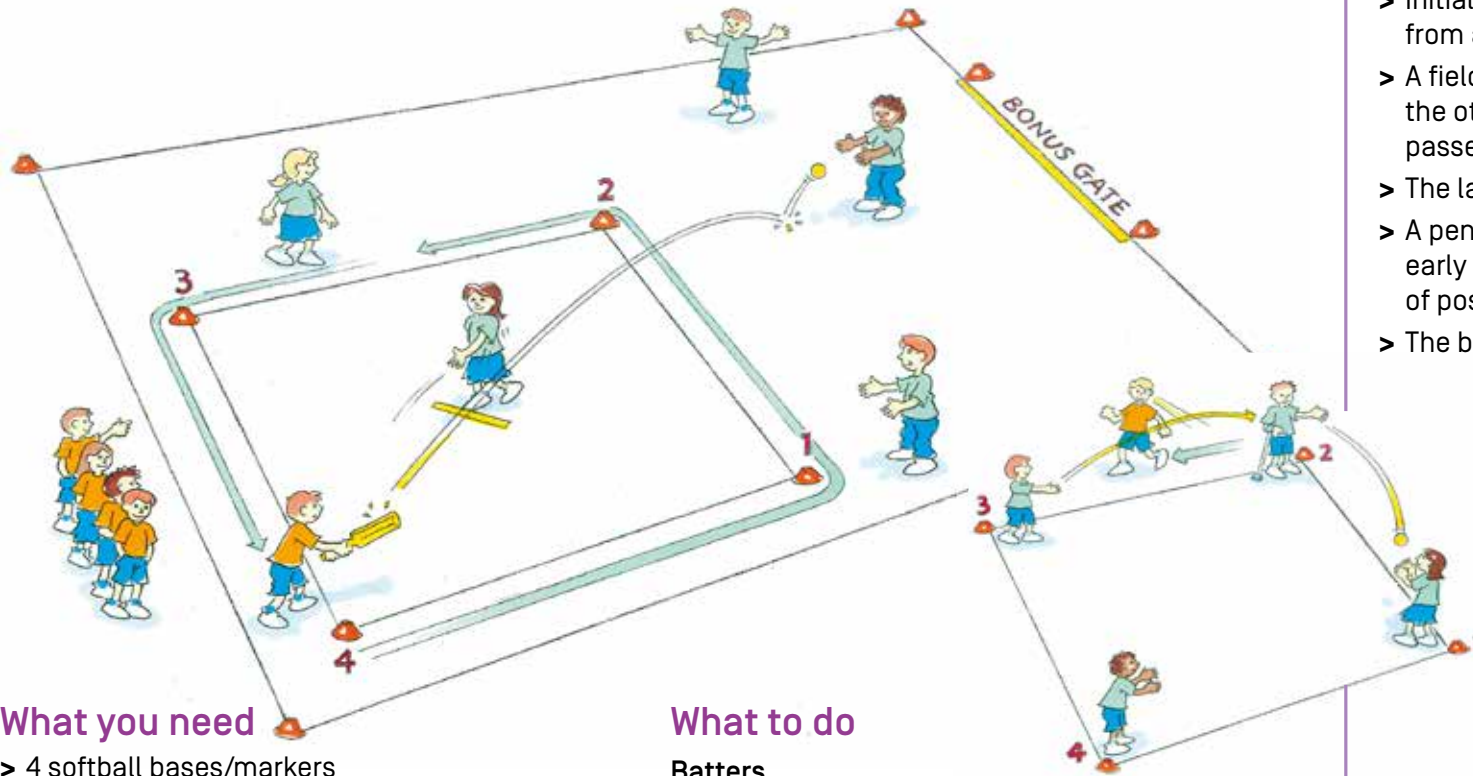
LEARNING INTENTION

Bat tapping supports students to develop hand-eye coordination and striking skills.

F-2 3-4 5-6 SKILL DEVELOPMENT GAME CONCEPTS

Beat the ball

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



What you need

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

What to do

Batters

- > The batter hits a bowled ball (underarm throw, one bounce).
- > All batters attempt to run around the bases as a group to the finish position [1-2-3-4].
- > The ball must be hit within the boundary area, otherwise the hit is re-taken.

- > The batter is not out if the ball is caught on the full.

Fielders

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

Scoring

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

LEARNING INTENTION

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

PHYSICAL LITERACY ELEMENTS

OBJECT MANIPULATION COORDINATION

SELF-PERCEPTION COLLABORATION

STRATEGY & PLANNING

AC:HPE CONTENT DESCRIPTIONS

ACPMPO43 ACPMP061

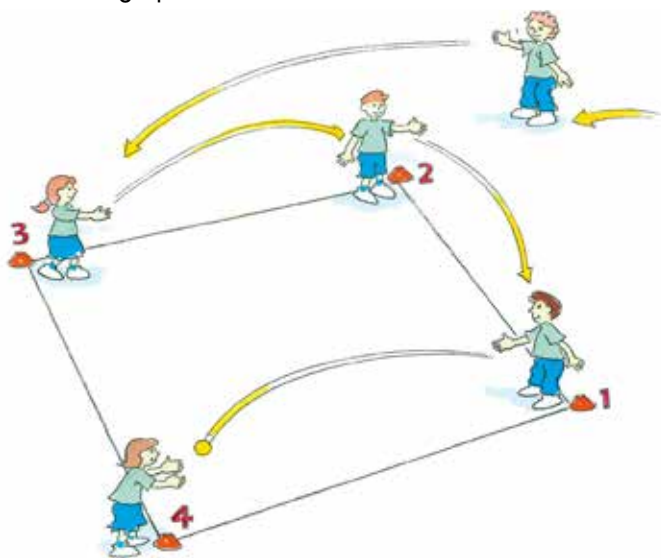
change it...

Coaching

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

Game rules

- > **Batting action** – throw or kick into the field of play.
- > **Bowling action** – self feed, cooperative feeder, hit from a batting tee, an overarm bowl.
- > **Fielders vary the pass** – allow any pass or vary the pass between fielders. Include novelty passes (e.g. under a leg).
- > **Rolling** – use rolling or kicking to pass between fielders.
- > **Distance between fielders** – vary the distance and position – try a size 3-4 soccer ball for the kicking option.



- > **Hitting direction** – add a bonus gate. The batter receives a bonus point if the ball goes along the ground and through the gate.
- > **Scoring variations**
 - One point for each base before 'STOP!' is called.
 - Batter can run around bases more than once.
 - If the ball beats the batter home, the fielders get one point.
 - Batter is out if ball is caught on the full.

Equipment

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

Playing area

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

Beat the ball

Safety

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

Ask the players

- > What are your individual strengths in batting and fielding? How could your strength contribute to the team?

Fielders

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

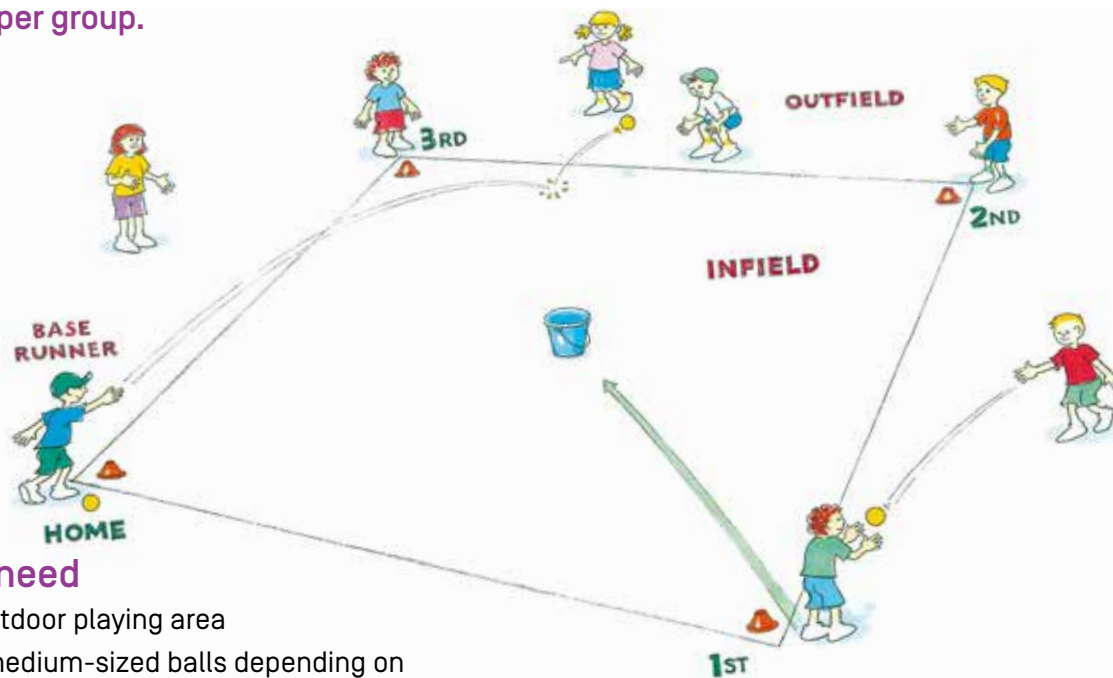
Batters

- > Where is the best place to hit the ball?
- > What do you do if the fielders have your "best place" covered?



Beat the bucket

A base runner and up to 6 fielders. A base runner throws 3 balls into the field and then attempts to run around 4 markers before fielders place all 3 balls in a bucket and call 'STOP!' 6-8 per group.



What you need

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

What to do

Setting up

- > Players to their positions as shown; no fielders in the in-field

Base runner

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

Fielders

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

Scoring

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

Change it

- > Place 2 fielders near the bucket and the other fielders in any suitable fielding position.

LEARNING INTENTION

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

PHYSICAL LITERACY ELEMENTS

REACTION TIME SPEED

COLLABORATION

STRATEGY AND PLANNING

AC:HPE CONTENT DESCRIPTIONS

ACPMPO43

ACPMPO45

ACPMPO61

ACPMPO63

change it...

Coaching

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

Game rules

- > **Fielders** – allow a player to be positioned in the in-field and require at least one ball to be thrown to the in-field area; require at least one ball to be touched by a player with restricted coordination or mobility, or require all fielders to touch at least one ball.
- > 2 players work in tandem (e.g. the ball must be relayed to the bucket using at least 2 players).
- > **Scoring** – provide bonus points for 2nd, 3rd and home base (e.g. 2nd base = 2 points, 3rd base = 3 points, home base = 4 points).

- > **Field anywhere** – allow fielders to choose their own positions.
- > **Roll return** – return the ball by rolling it.
- > **False calls** – provide bonus points to a runner if 'STOP!' is called too soon.

Equipment

Use different balls:

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

Playing area

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



Beat the bucket

Safety

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



Ask the players

Runner

- > Where is the best place to throw?

Fielders

- > Where will you position yourself?
- > How can you work as a team to return the ball to the base-fielders who will run the balls to the bucket?

SPORTAUS



Birthday groups

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

What to do

Playing

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

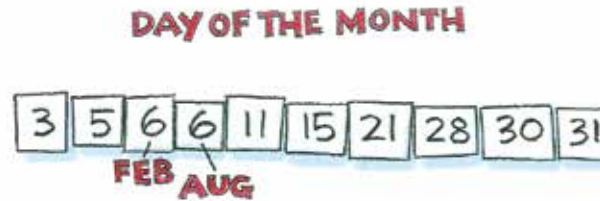


- > Form groups by going down the line and 'peeling off' groups of the size required.

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



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

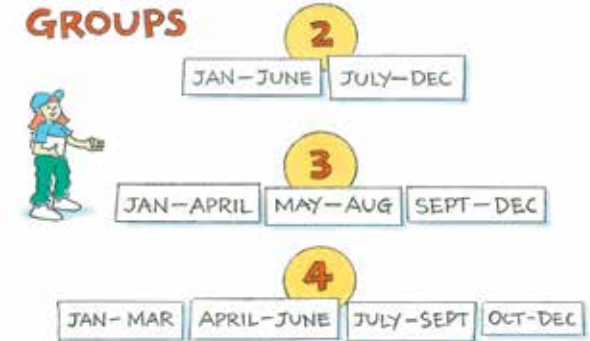


- > **Financial year line up** – use for dividing a larger group into 2.

BEFORE 30 JUNE AFTER 30 JUNE



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



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



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

LEARNING INTENTION

This activity is a group management tool that can be linked to learning in Mathematics [ACMMG007, ACMNA289, ACMMG040, ACMMG041] and History [ACHHK003, ACHHK029]



Blanket ball

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

What you need

- > Lightweight ball or beach ball
- > Suitable indoor or outdoor playing space
- > Net or 'no-go' barrier
- > Blankets, sheets or large plastic bags

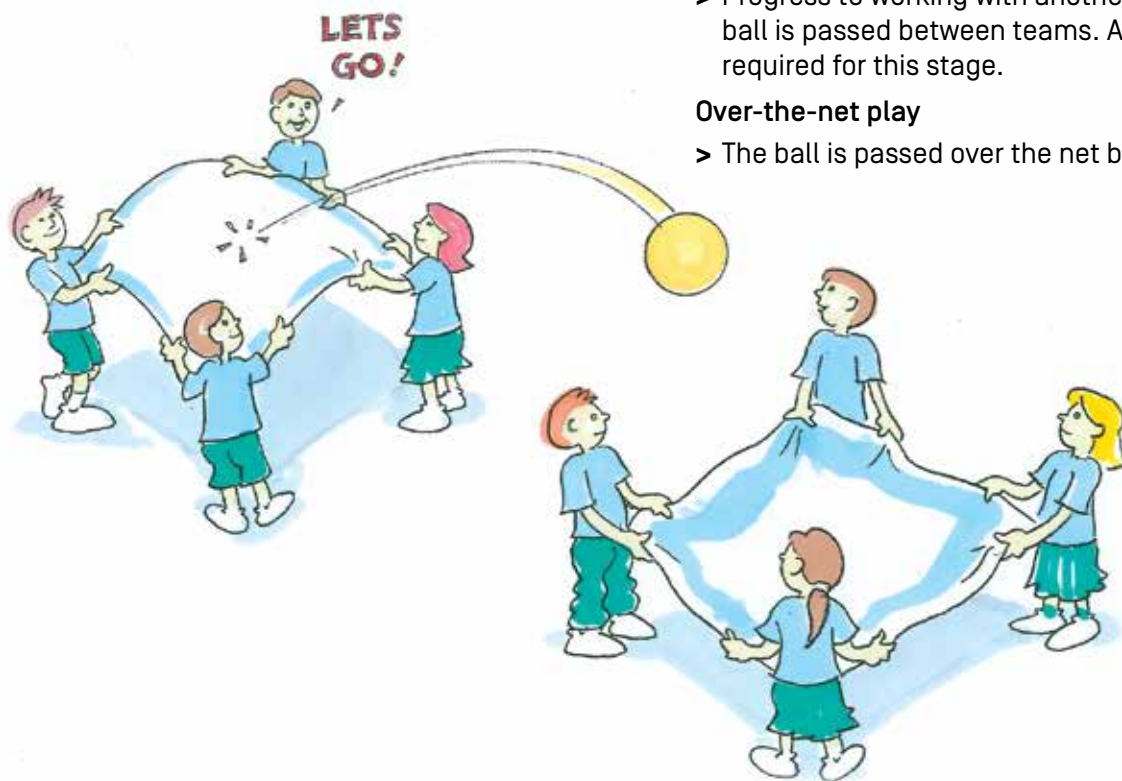
What to do

Cooperative warm-up

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

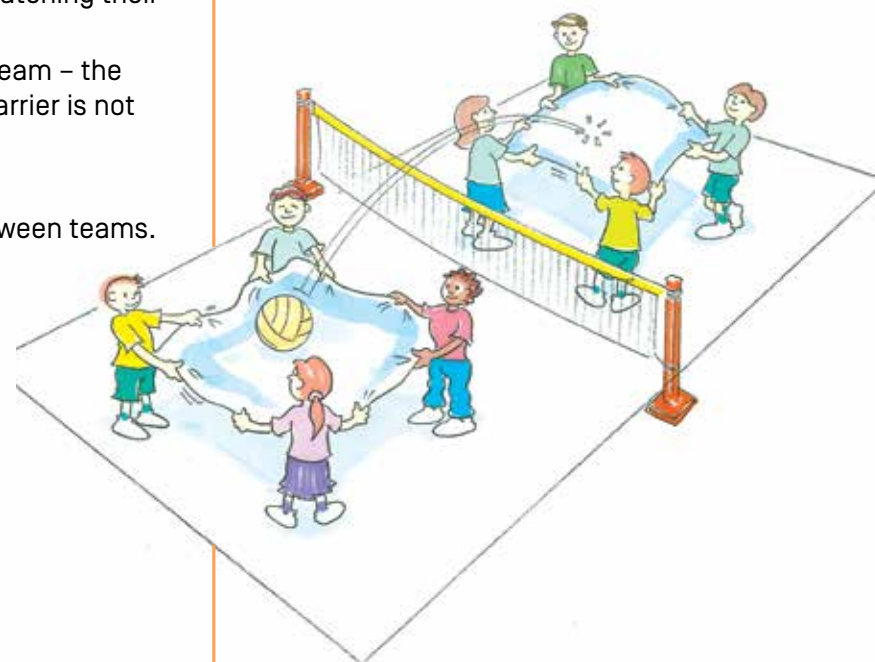
Over-the-net play

- > The ball is passed over the net between teams.



Scoring

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



LEARNING INTENTION

Blanket ball requires players to work cooperatively to pass the ball from 'blanket to blanket' without the ball hitting the ground.

PHYSICAL LITERACY ELEMENTS

OBJECT MANIPULATION
MUSCULAR ENDURANCE

SELF-REGULATION (EMOTIONS)
COLLABORATION

TACTICS

AC:HPE CONTENT DESCRIPTIONS

ACPMPO43

ACPMPO48

ACPMPO61

ACPMPO67

change it...

Coaching

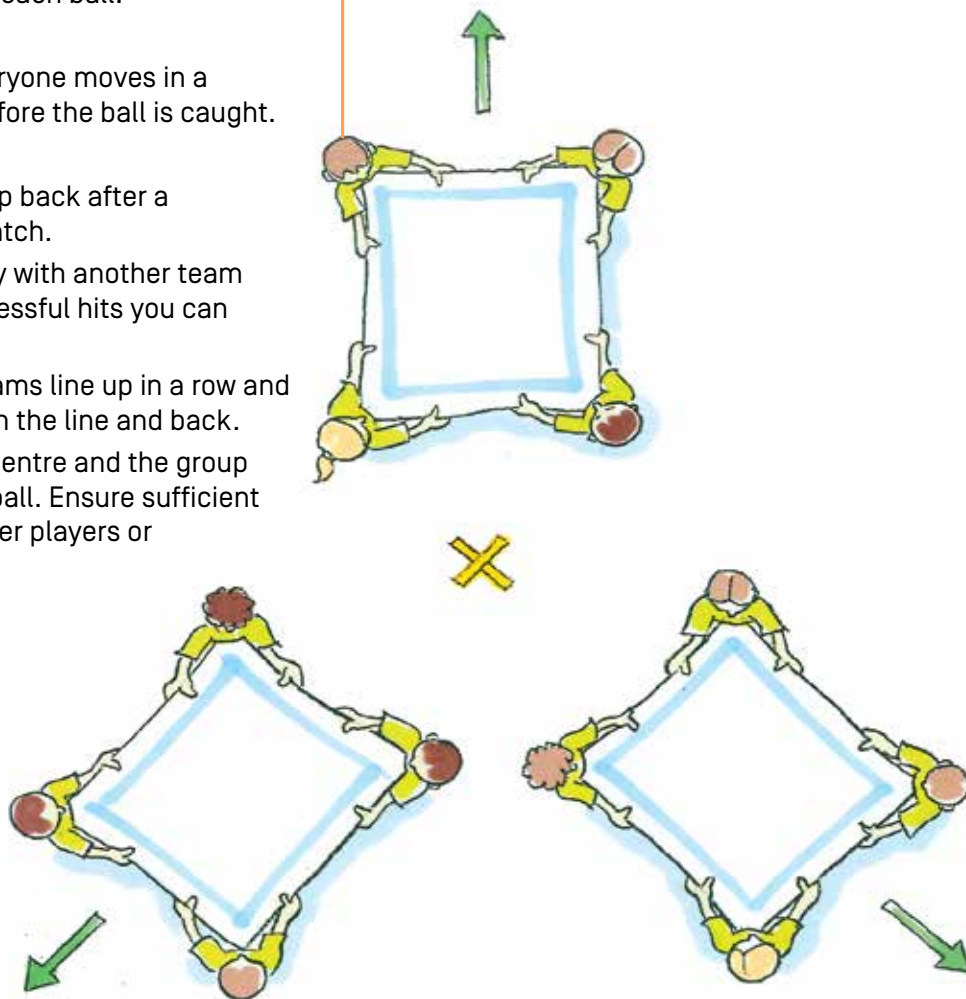
- > This activity requires a high level of cooperation both in moving with the blanket and in tossing the ball. Use the cooperative warm-up to allow players to explore this aspect fully.

Warm-up variations

- > Use a slower-moving beach ball.
- > Toss for height.
- > Toss the ball, then everyone moves in a clockwise direction before the ball is caught.
- > Use 2 balls.
- > Teams each take a step back after a successful toss and catch.
- > Play a cooperative rally with another team to see how many successful hits you can get in a row.
- > Pass it on – several teams line up in a row and the ball is passed down the line and back.
- > The ball is tossed off-centre and the group moves to recover the ball. Ensure sufficient free space without other players or obstructions.

Game variations

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



Blanket ball

Safety

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

Ask the players

- > How do your actions influence the emotions of others in your team?
- > Which parts of your body get tired after long rallies?
- > What is the best way to toss the ball? Combine the question with a role-model demonstration.
- > How much separation can be gained without dropping the ball? See fifth warm up variation.



Boccia

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

Boccia is a modified version of the game Bocce, which was founded in the Roman Empire during ancient times. Many cultures have since taken the game and evolved it into their own versions. Boccia was developed for wheelchair users and is a competitive Paralympic sport.



What you need

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

What to do

Setting up

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

Playing

- > The red team throws the target ball (called a 'jack') anywhere onto the 'valid area'.
- > The side throwing the jack also plays the first coloured ball.
- > The opposite side then plays their first coloured ball into court, then the teams take turns for a nominated number of bowls or until everyone has had a bowl.
- > If the jack is thrown or knocked out of court, it is placed on the cross and play continues.
- > A tie-breaker is used if scores are level at the end. The jack ball is placed on the cross and sides toss a coin to determine the order of play.

Scoring

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

LEARNING INTENTION

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

PHYSICAL LITERACY ELEMENTS

OBJECT MANIPULATION SOCIETY AND CULTURE

ENGAGEMENT AND ENJOYMENT CONNECTION TO PLACE

RULES STRATEGY AND PLANNING

AC:HPE CONTENT DESCRIPTIONS

ACPMPO25 ACPMP043

Coaching

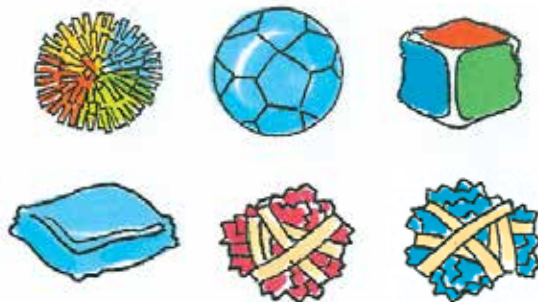
- > Players choose a team captain. Rotate the role. The captain decides on the playing order.

Game rules

- > Propel the ball with a foot or use an assistance device such as a ball- sending ramp, if necessary.
- > **Vary the order of play** – the side furthest from the jack continues playing their balls until they get nearer (or run out of balls), then the other team plays.
- > **Play indoors, outdoors and on different surfaces** – discuss which environments students enjoy playing in.
- > **Play 6 ends** – a round is called an ‘end’ and each player has a chance to throw the jack.
- > **Number of rounds** – vary.

Equipment

- > Use different types of balls.
- > Use an implement to propel the ball (e.g. rolled-up newspaper secured with tape).



Playing area

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

Safety

- > No one enters the target area during play.
- > Throwing is confined to the designated area.

Ask the players

- > Where in your home or community could you play this game?
- > Who could play in this game with you at home?

Throwers

- > How can you make it difficult for your opponents to get closer to the jack than you?
- > Will you throw long or short? Which of these options provides the best opportunity to be closest to the jack at the end of the game?

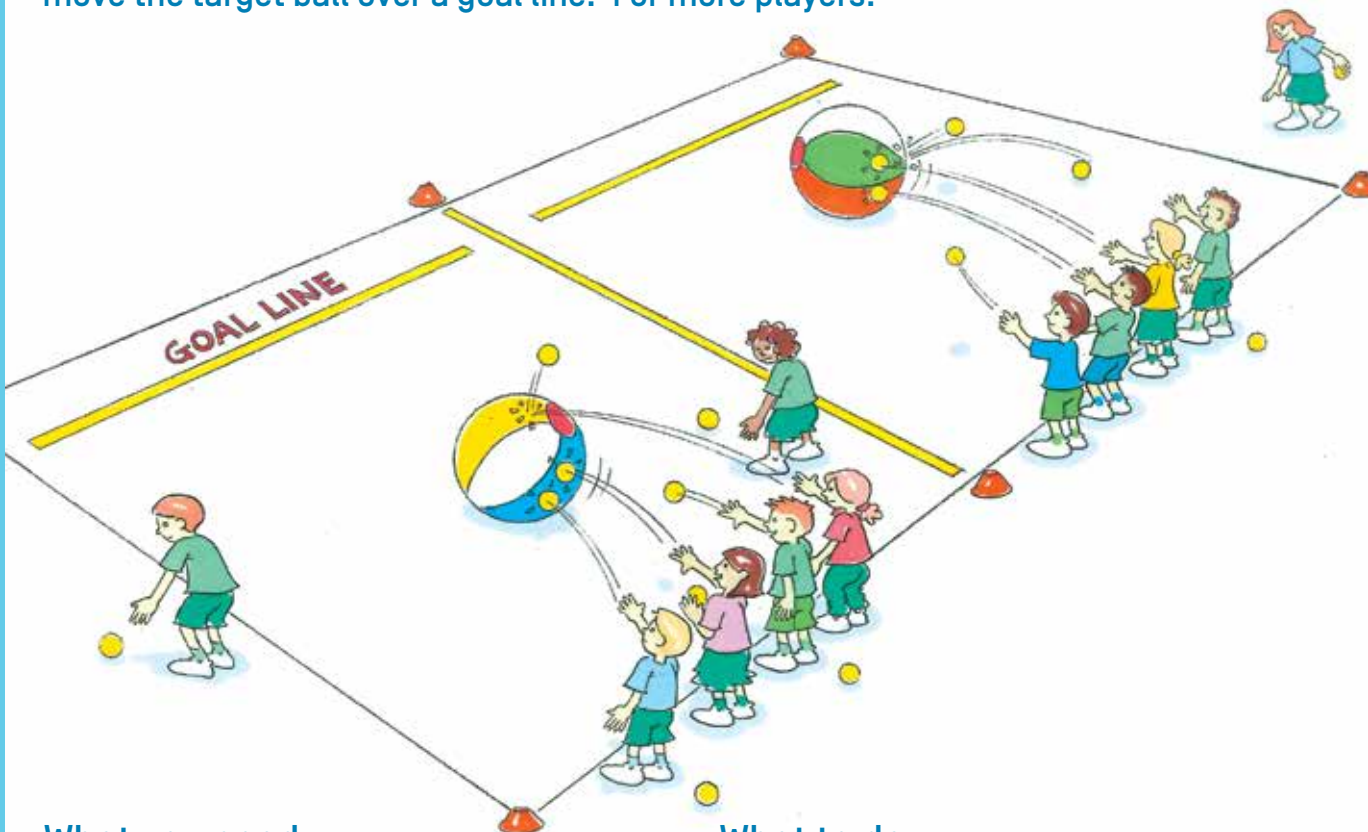


SPORTAUS



Bombard

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



What you need

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

What to do

Setting up

- > Target balls are placed 2–3 meters from the start line.
- > Teams move in parallel and in the same direction.

Playing

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

TIME OUT



LET'S ROLL MORE BALLS!



Scoring

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

LEARNING INTENTION

Bombard is a target activity that combines accuracy, tactics and fun.

PHYSICAL LITERACY ELEMENTS

OBJECT MANIPULATION

ENGAGEMENT AND ENJOYMENT

CONTENT KNOWLEDGE TACTICS

AC:HPE CONTENT DESCRIPTIONS

ACPMPO43
ACPMPO63

Coaching

- > Allow players some time to experiment and use role models to share findings with the class as a whole.

Game rules

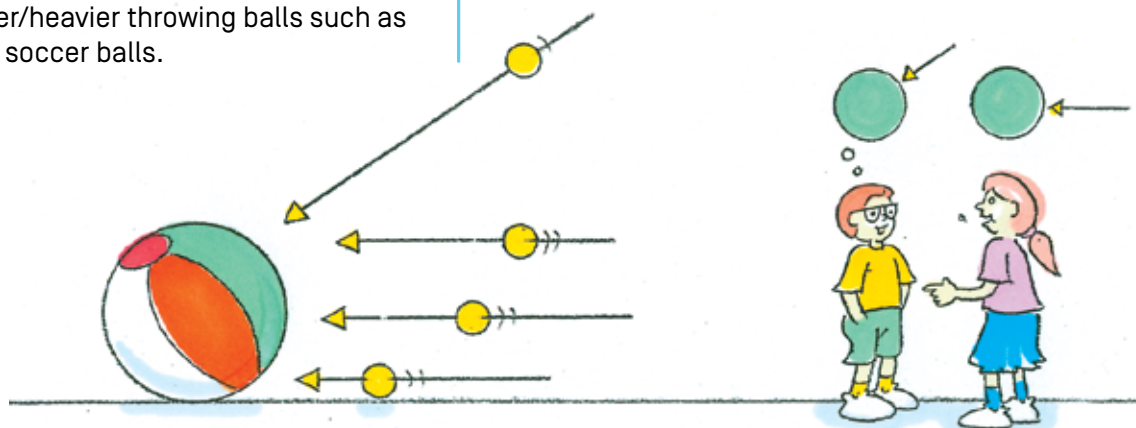
- > **Throwing variations** – overarm throwing, underarm one-handed (like a tenpin bowling action), side-on stance, using both hands.
- > Play for a set period (e.g. 3 minutes).
- > Vary team sizes to make the activity more equal.
- > If a player is not able to throw/roll a ball, allow kicking.

Equipment

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

Playing area

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



Safety

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

Ask the players

- > What is the best way to make the target ball move (e.g. keep the target moving with a constant barrage of balls)?
- > What type of throw works best?
- > Where is the best position to hit the target ball from?
- > Is throwing more effective than rolling?
- > Is a horizontal throw better than an oblique one?
- > What did you most enjoy when playing this game?
- > How could you change this game to increase enjoyment?
- > How can you adjust the amount of force you produce when throwing? How can this help your team?



Boundary pass

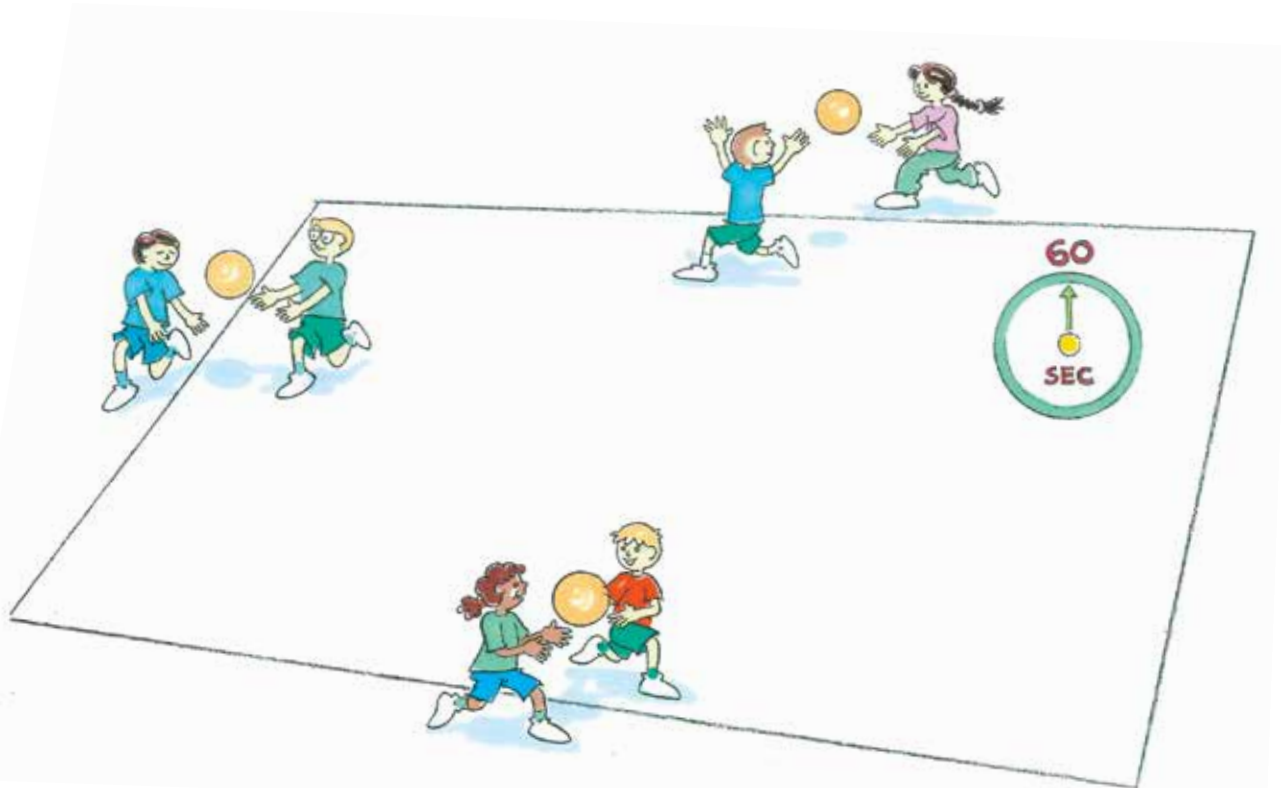
In pairs, players try to make as many passes to each other as they can in 60 seconds. To add a challenge, the pass has to be across a different boundary line every pass.

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.

Teaching tips

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



LEARNING INTENTION

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

PHYSICAL LITERACY ELEMENTS

MOVING WITH EQUIPMENT
OBJECT MANIPULATION

COORDINATION
COLLABORATION

CONTENT KNOWLEDGE

AC:HPE CONTENT DESCRIPTIONS

ACPMPO43
ACPMPO61

change it...

Boundary pass

Coaching

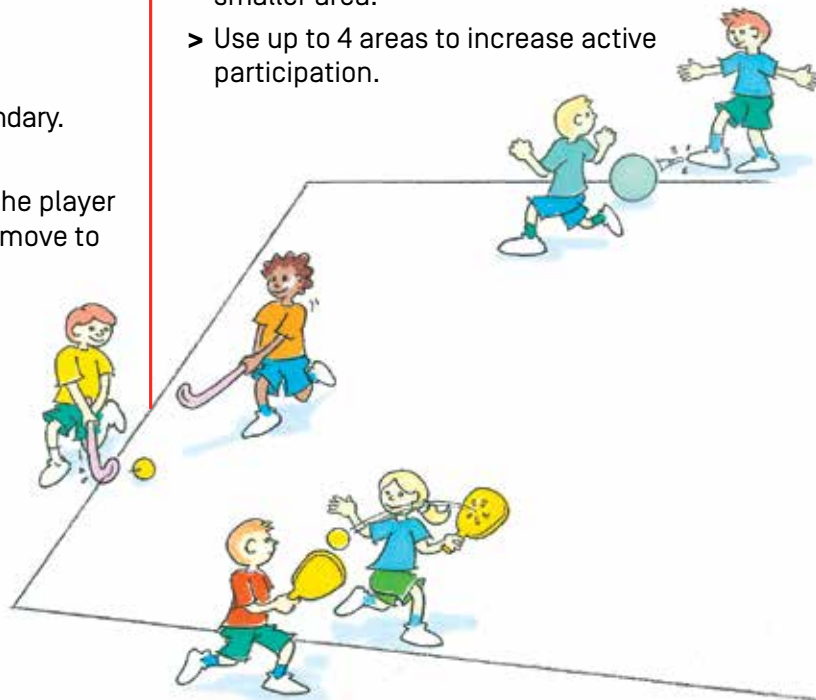
- > Provide individual skill instruction, if required, off court (e.g. if players need assistance with an option such as hitting to each other with a paddle bat and ball).
- > Use player role models to highlight effective passing.

Game rules

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

Playing area

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



Equipment

- > Vary the type, size, colour and sound of the ball according to players' abilities.

Safety

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

Ask the players

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

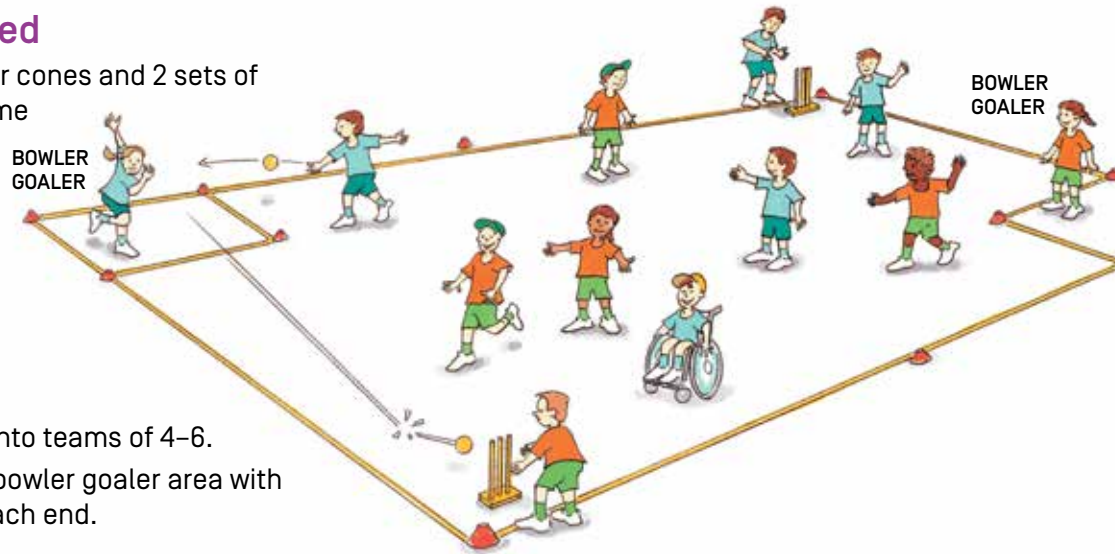


Bowler goaler

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

What you need

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



What to do

Setting up

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

Playing

- > One player from each team should be in the bowler goaler area.
- > Attackers may take a maximum of 5 steps before passing to a team-mate.
- > If the ball hits the ground, or is intercepted, the opposing team takes possession, and become the attackers.
- > Attackers pass the ball to the bowler goaler in the designated area (where no other players can enter) who then bowls the ball at the stumps.
- > Once the ball has been bowled, it may not be intercepted until after it passes the stumps.
- > If the stumps are hit, a goal is scored and the ball is returned to the centre for the opposing team to restart the game.
- > If the bowler goaler misses the stumps, the opposing team begins with the ball from the backline.
- > Rotate the bowler goaler after each point.

Change it

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

Safety

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

Ask the players

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

LEARNING INTENTION

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

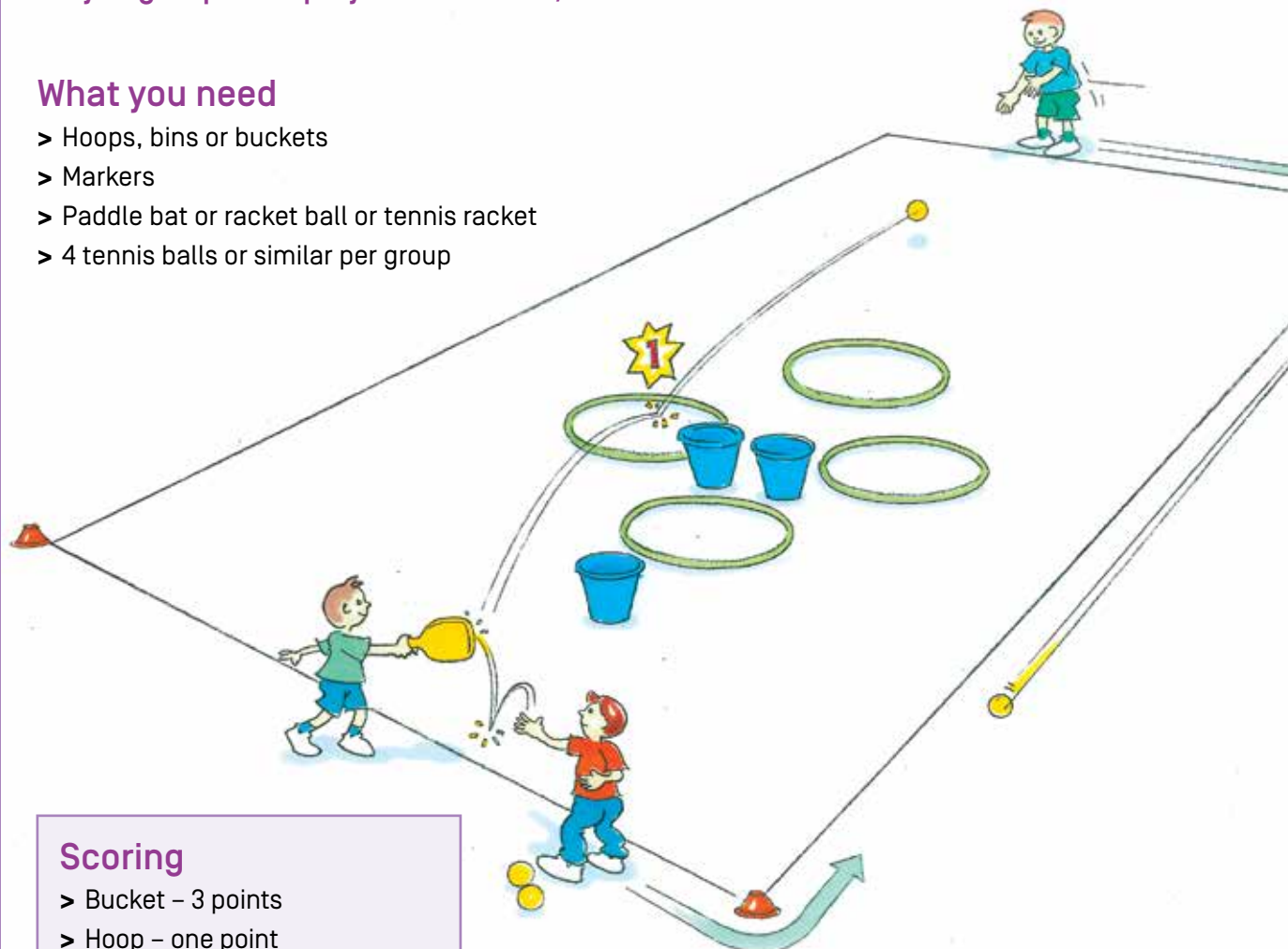
F-2 3-4 5-6 SKILL DEVELOPMENT GAME CONCEPTS

Bucket and hoop

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

What you need

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



Scoring

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

What to do

Hitters

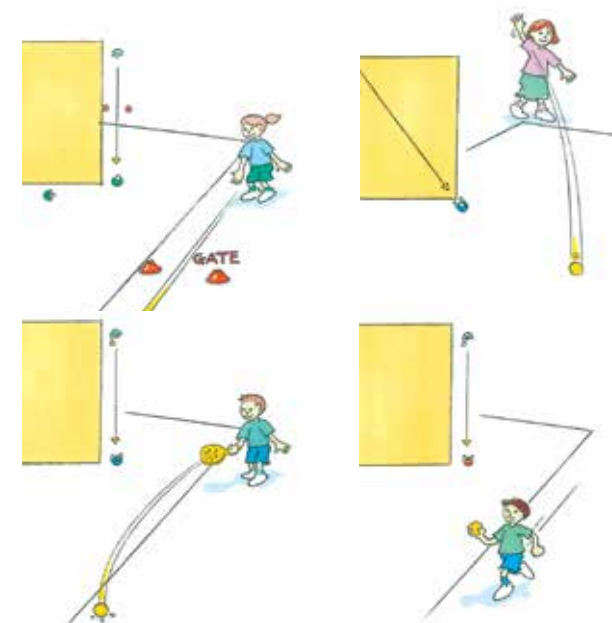
- > 6 hits, then rotate roles.

Collectors

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

Feeders

- > Feed with drop shots as shown.



LEARNING INTENTION

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

PHYSICAL LITERACY ELEMENTS

COORDINATION OBJECT MANIPULATION

SELF-PERCEPTION

CONTENT KNOWLEDGE REASONING

AC:HPE CONTENT DESCRIPTIONS

ACPMPO43 ACPMP061

change it...

Bucket and hoop

Coaching

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

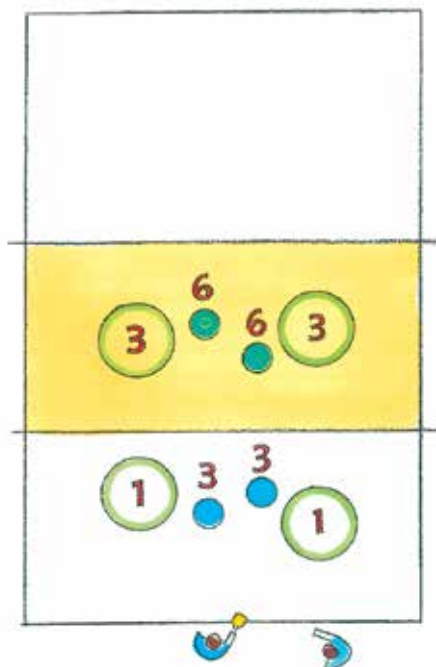
Game rules

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



Playing area

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



Equipment

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

Safety

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

Ask the players

Hitters

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

Feeders

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

Collectors

- > What cues could you use to work out which direction the hit was going to go [i.e. position of hitter's feet/shoulders, direction of their arm swing or position of the bat]?

Teaching tips

Hitters

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

Feeders

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

Collectors

- > Watch the direction of the hitter's arm swing and the position of their body to predict where the ball will go.



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 meters from target
- > 3 bean bags (or similar non-rolling object) per player.

What to do

Setting up

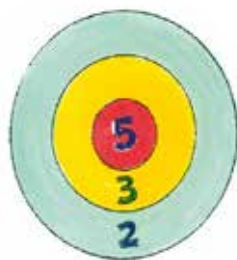
- > Form small groups (e.g. 4 per group).

Playing

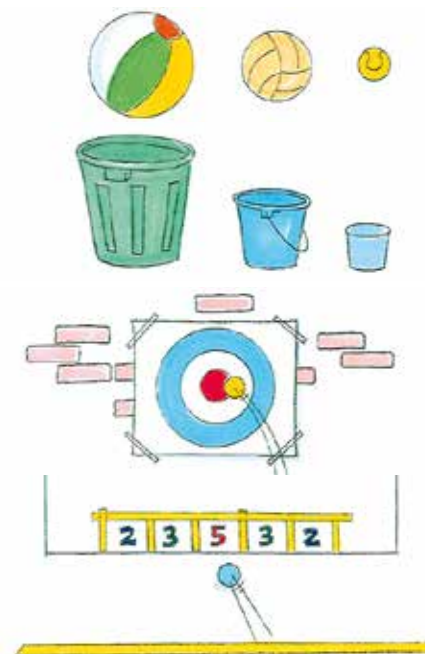
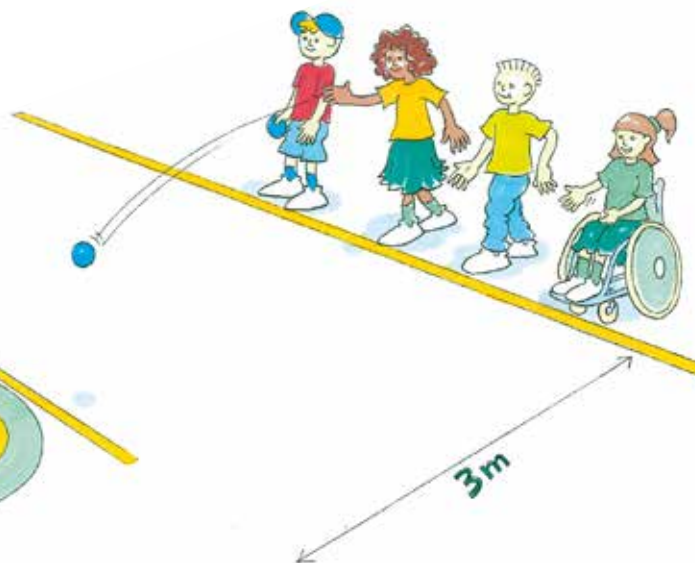
- > Each player rolls or throws the ball to the target area.
- > One throw per player before balls are retrieved.
- > Repeat for a given number of rounds (e.g. 5 throws for each player).

Scoring

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



POINTS



Teaching tips

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

LEARNING INTENTION

Bullseye supports students to explore different ways that they can throw the ball for accuracy and control.

PHYSICAL LITERACY ELEMENTS

OBJECT MANIPULATION

CONFIDENCE

CONTENT KNOWLEDGE STRATEGY AND PLANNING

AC:HPE CONTENT DESCRIPTIONS

ACPMPO08
ACPMPO25
ACPMPO43

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.

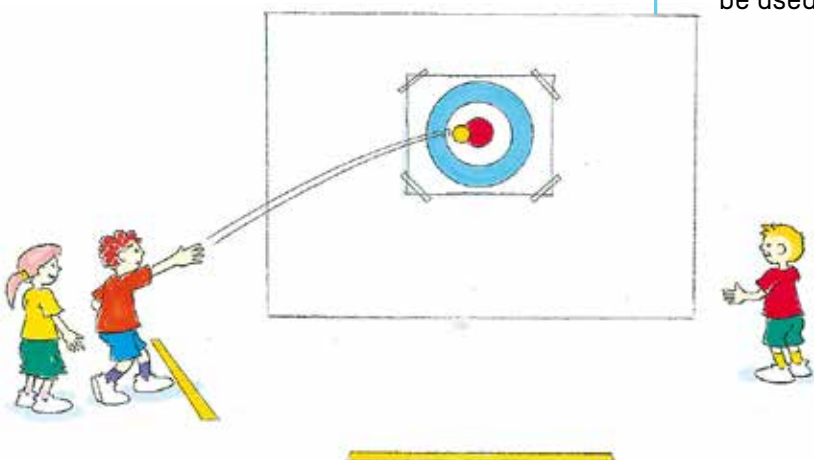


Game rules

- > 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

- > How can you change your technique if the ball is not hitting the target (e.g. force, arm swing, step-throw)?
- > What can you do if your throw is making the distance but not hitting the centre of the target (e.g. change starting point, aim/target line, release point)?
- > 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?

F-2

3-4

5-6

SKILL DEVELOPMENT

GAME CONCEPTS

Buroinjin

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

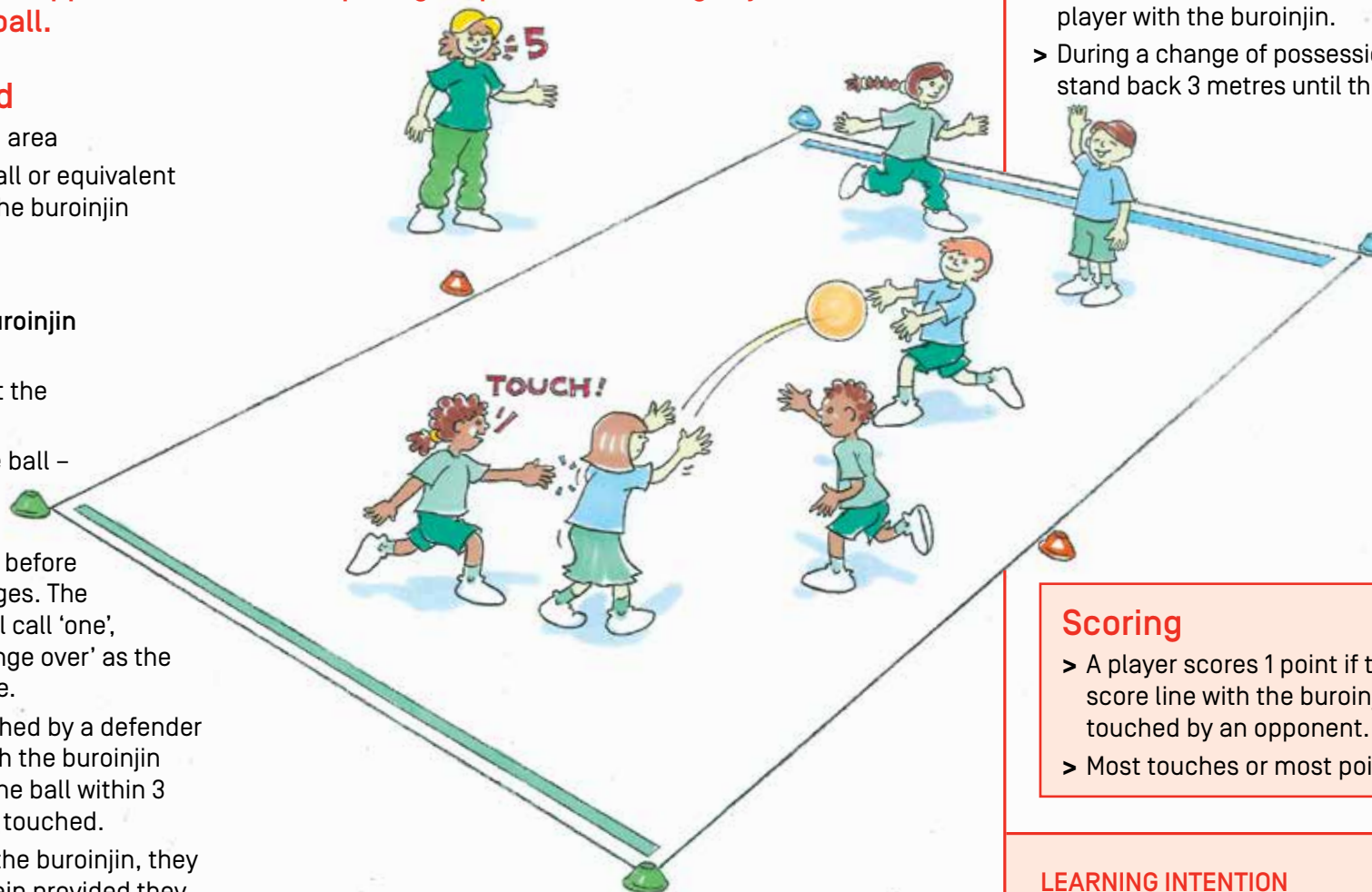
What you need

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

What to do

Players with the buroinjin [attackers]

- > Start the game at the half-way mark.
- > Run and pass the ball – bounce passes are allowed.
- > Play to 6 touches before possession changes. The referee/coach will call 'one', 'two', ... 'six – change over' as the touches are made.
- > If a player is touched by a defender while running with the buroinjin they must pass the ball within 3 steps from being touched.
- > If a player drops the buroinjin, they can pick it up again provided they have not been touched.



Players without the buroinjin (defenders)

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

Scoring

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

LEARNING INTENTION

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

PHYSICAL LITERACY ELEMENTS

MOVING WITH EQUIPMENT
OBJECT MANIPULATION

AGILITY
SOCIETY AND CULTURE

RULES

AC:HPE CONTENT DESCRIPTIONS

ACPMPO61
ACPMPO63

change it...

Buroinjin

Coaching

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

Game rules

- > No offside rule and players may run with the buroinjin and pass in any direction;
- > If an attacking player is touched while stationary, they have to pass the ball within 3 seconds.
- > Play doesn't stop if the buroinjin is dropped – players must not dive on a buroinjin that is on the ground.
- > Holding an opponent is not permitted.
- > If a ball goes out, it is thrown in to a team-mate.
- > Allow passing by hitting with an open hand.
- > Lead in to the full game playing in smaller groups.

- > Vary the number of touches, particularly with smaller teams allowing fewer touches.
- > Play for a set period of time [e.g. 2 minutes before changing possession – that is, don't count the number of touches].
- > **Scoring options** - allow players to be over the score line to receive a pass – you may wish to impose a restriction such as the player over the score line has to keep running up and down the score line or is limited to a set-time behind the line [e.g. 10 seconds].
- > This rule change is useful in making the game inclusive [e.g. with a player whose mobility is restricted might be allowed to stay behind the goal line without any restrictions].

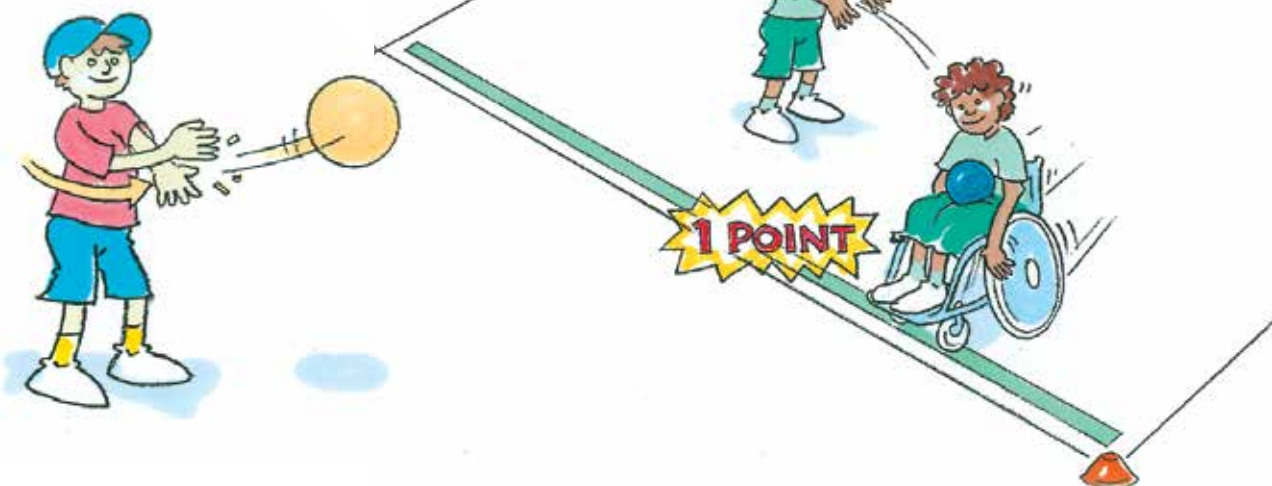
Safety

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

Aboriginal and Torres Strait Islanders histories and cultures

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

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



Ask the players

- > How can you score in the shortest time?

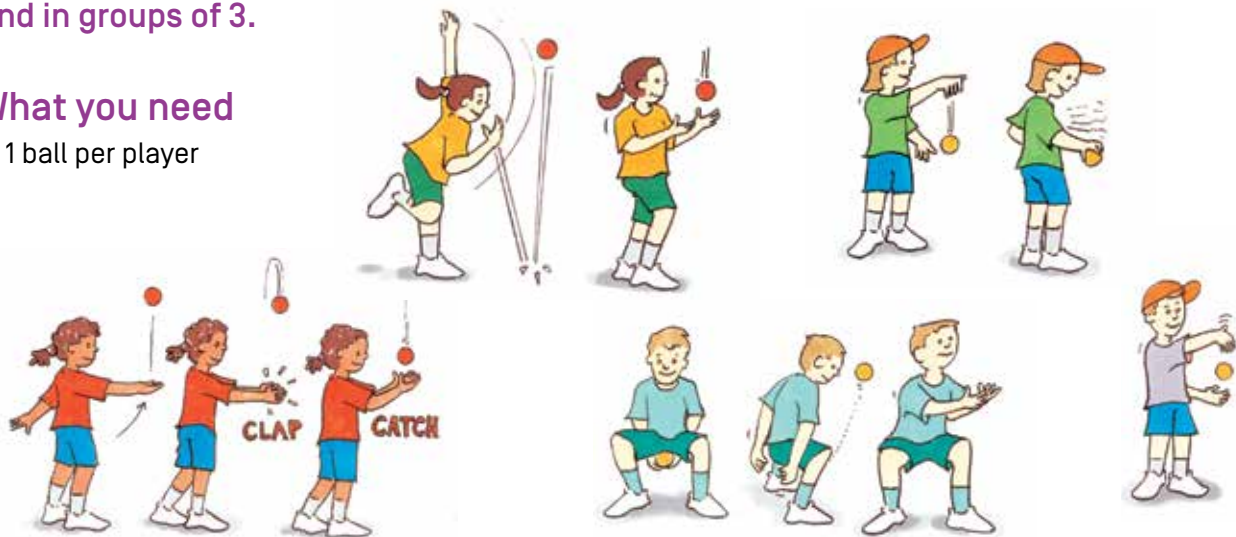


Catching challenge

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

What you need

- > 1 ball per player



What to do

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

Change it

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

Safety

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

Ask the players

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

Teaching tips

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

LEARNING INTENTION

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

PHYSICAL LITERACY ELEMENTS

OBJECT MANIPULATION

ENGAGEMENT AND ENJOYMENT
MOTIVATION

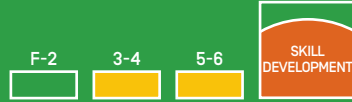
COLLABORATION
REASONING

AC:HPE CONTENT DESCRIPTIONS

ACPMPO08

ACPMPO25

ACPMPO43



Catch me!

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

What you need

- > Floor mats, crash mats or scatter mats.

What to do

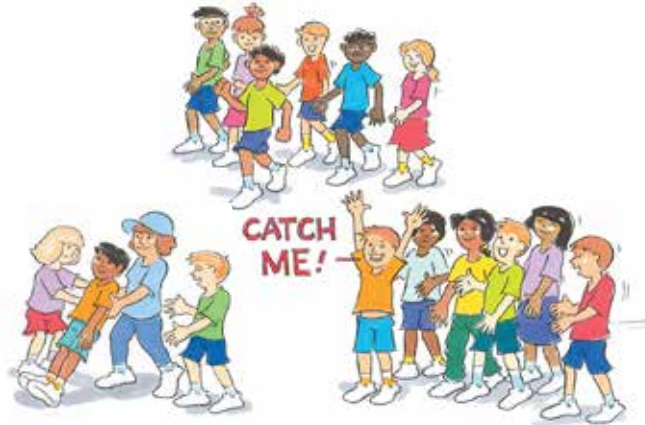
- > The whole group walks around the room.
- > Tap one player on the shoulder who then, stops, puts their hands in the air and yells 'CATCH ME!'.
- > The player then goes into a stiff body position and the group holds them, supports them down to ground, and then helps them back up.
- > The group tells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

Change it

- > Vary the movement skills players use when moving around the area [e.g. skipping, hopping, jumping].

Safety

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



Ask the players

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

Teaching tips

- > Before starting the activity demonstrate to the class how to hold a stiff body position. Have students practice holding their body in a stiff position.
- > Ask 8-10 students to come to the front of the group so they can help demonstrate the correct way to get in position behind the student being "caught", emphasise the correct body position (one foot forward and hands up ready to catch the person's back).
- > Emphasise to students the correct technique when "falling" to be caught [e.g. move backwards until you feel the groups hands on your back, slowly lean backwards while still maintaining a stiff body position, let the group take the weight of your body to slowly lower you to the ground].

LEARNING INTENTION

Catch me! is a cooperative warm up activity that also makes players aware of core stability and how to hold a basic shape. This helps to develop the muscle control required for static and dynamic balances.

PHYSICAL LITERACY ELEMENTS

STABILITY/BALANCE STRENGTH

CONFIDENCE COLLABORATION

SAFETY AND RISK

AC:HPE CONTENT DESCRIPTIONS

ACPMPO43 ACPMP061

SPORTAUS

Relaxation

Trust me!

PHYSICAL LITERACY ELEMENTS

PERCEPTUAL AWARENESS

CONNECTION TO PLACE

SELF-REGULATION (EMOTIONS)

MOTIVATION

ENGAGEMENT AND ENJOYMENT

STABILITY/BALANCE

Format > Winding down

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.

- > How does focusing on your various body parts make you feel?
- > Go outdoors. Instead of focusing on body parts, ask students to focus on parts of the environment they could see/feel/touch/smell. Ask them in what ways they feel different, compared to when doing the activity indoors. Which do they prefer and why?
- > Ask students when and where else could you use this relaxation activity?



Circle and push or retreat

Format > Short focused challenge

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).
- > Change standing position (e.g. staggered, narrow or wide stance, stand on one leg).



Format > Low-intensity trust or cooperative activity

Try these:

1

2

STRETCH

STEP IN AND OUT

3

PHYSICAL LITERACY ELEMENTS

STABILITY/BALANCE FLEXIBILITY

CONFIDENCE MOTIVATION

COLLABORATION

Moving fun

Players explore different movements with different body parts in different directions.

What you need

- > 4 x individual posters with the following written on them: left leg, right leg, left arm, right arm
- > Wall space or other space to display the posters
- > Cards with the following words written on them:
 - large circles clockwise standing up
 - large circles anti-clockwise standing up
 - small circles clockwise standing up
 - small circles anti-clockwise standing up
 - large circles clockwise sitting down
 - large circles anti-clockwise sitting down,
 - small circles clockwise sitting down
 - small circles anti-clockwise sitting down
- > Music and music player

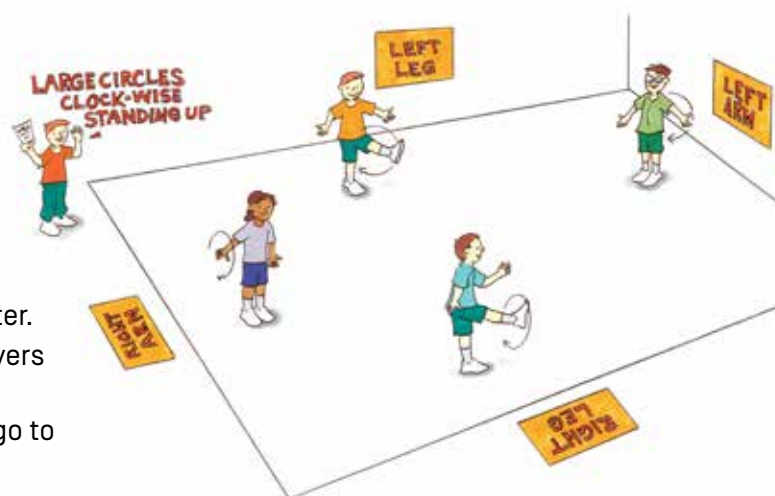
Change it

- > Make sure players have time to determine the correct direction of movement and avoid going too quickly.
- > Encourage players to alternate from right-side movements to left-side movements so that the body is used evenly rather than on the dominant side only.
- > Vary the type of music to keep the activity engaging for players.
- > Vary the movement [e.g. hop, skip, animal walks, free choice].



What to do

- > When the music starts, players move freely around the room.
- > When the music stops, players move to a poster of their choice.
- > Randomly select a card from your deck and call out the action.
- > Players perform the nominated action for 10 seconds using the body part on the poster.
- > After 10 seconds, the music starts and players continue to move freely around the room.
- > Players must choose a different poster to go to each time the music stops.



Safety

- > Check there is enough space for all players to perform the selected skills/activities.

Ask the players

- > Ask students to move limbs in different ways [e.g. figure 8, draw their name/ alphabet, 1-10].
- > Ask players to perform the nominated action for 30 seconds and compare how their body feels and moves differently.
- > What can you do when you start to feel too tired?

Teaching tips

Remind students how to maintain body control when balancing [e.g. spread their feet shoulder width apart or spread their arms out wide if they are standing on one leg].

LEARNING INTENTION

Moving fun is an activity that practices specific movement directions and raises awareness of body parts.



Collect 3

3 players – a feeder, a collector and a fielder work cooperatively. The feeder rolls 3 balls in quick succession into the target area. The collector has to gather the balls with the assistance of the fielder, running against the clock, and return them to a hoop.

What you need

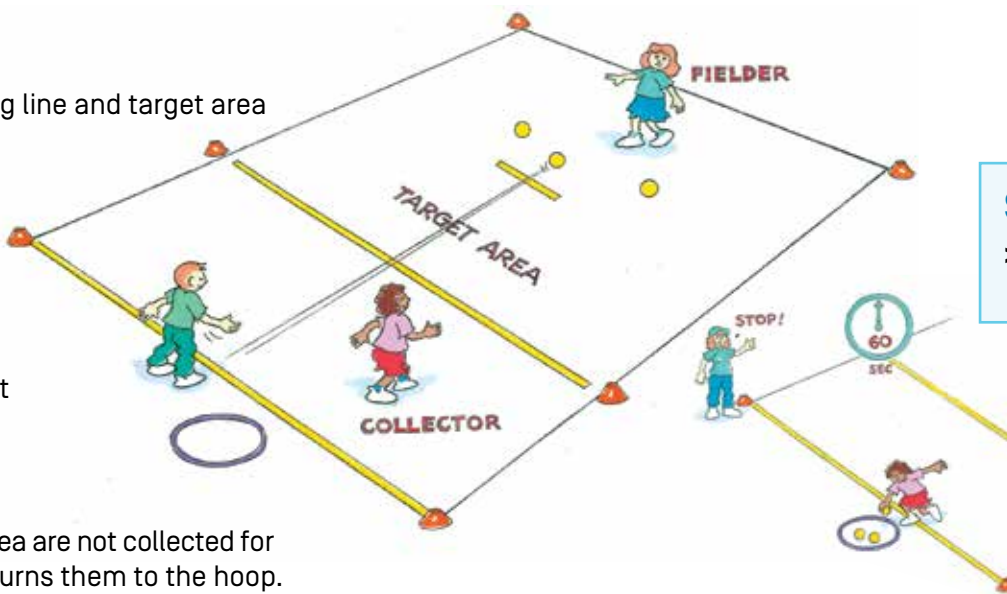
- > Cones to mark a starting line and target area
- > 3 tennis balls per group
- > One hoop or container for returned balls
- > Stopwatch

What to do

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

Change it

- > Talk to players about the cooperative aspect of accurate feeding (target rolling) and efficient fielding and how they interrelate for a good result.
- > **Cooperative team challenge** – add each player's score together to give a team total.
- > **Number of balls** – use 2 balls [easier], 4 balls [harder].



- > **Balls** – use different rolling balls (slow v fast rolling).
- > **Target area** – vary the size and shape. Mark a zone within the target area for bonus points if the feeder rolls balls into the zone.
- > If a player has limited mobility they could be located in the target area facing the feeder. Collected balls are then passed to a buddy to return to the hoop.

Safety

- > Ensure there is sufficient space between groups.
- > If a ball enters another group's area, play must stop before the ball is retrieved.
- > The fielder does not enter the playing area.

Scoring

- > Number of balls returned in the set time.



Ask the players

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

LEARNING INTENTION

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

PHYSICAL LITERACY ELEMENTS

MOVING WITH EQUIPMENT
OBJECT MANIPULATION

SELF-REGULATION (EMOTIONS)
SPEED

STRATEGY AND PLANNING

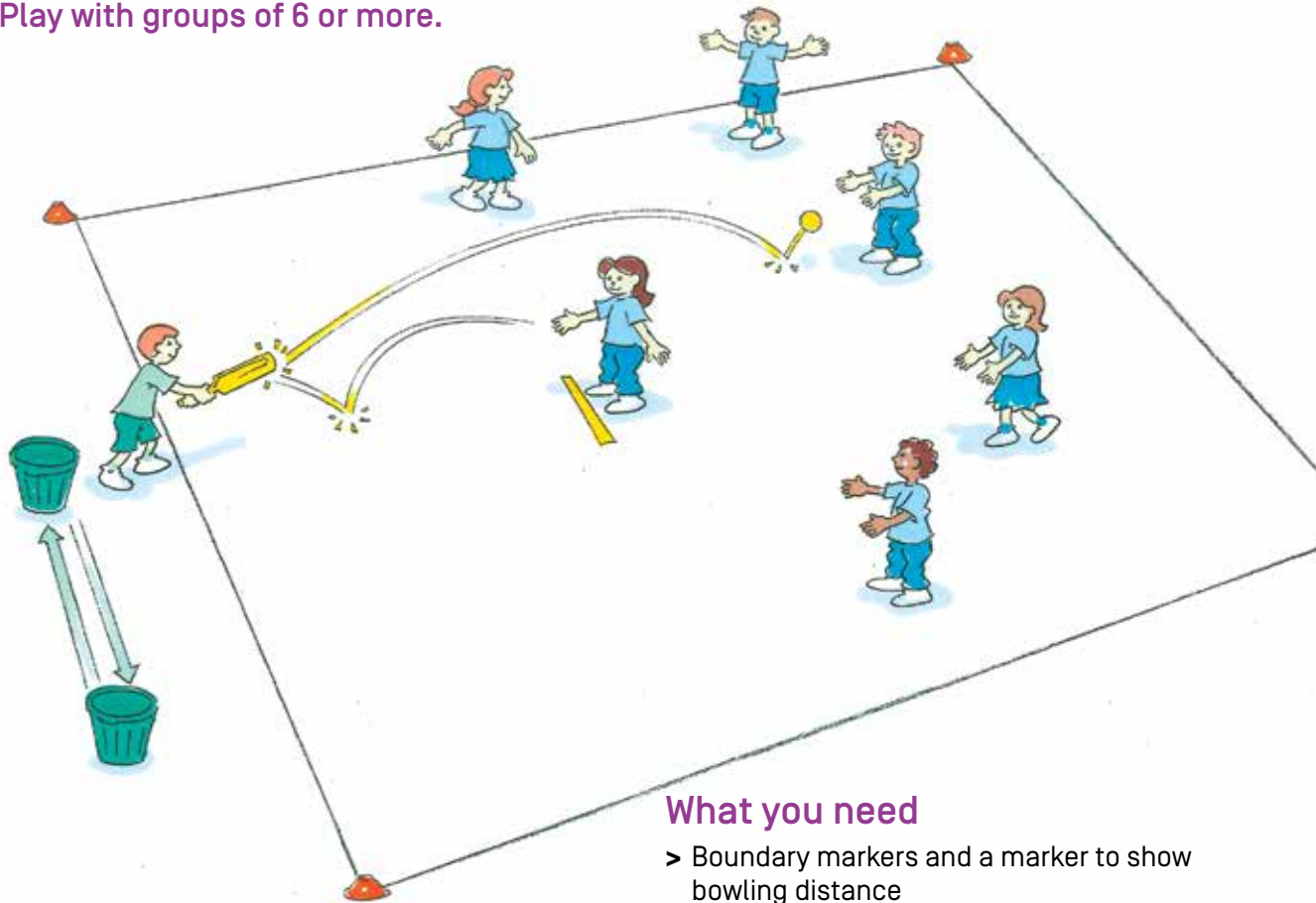
AC:HPE CONTENT DESCRIPTIONS

ACPMPO43
ACPMPO61

F-2 3-4 5-6 SKILL DEVELOPMENT GAME CONCEPTS

Continuous cricket

A ball is bowled underarm to a batter who hits the ball and runs between 2 wickets. The bowler can bowl at any time. A rolling and kicking alternative may be played. Play with groups of 6 or more.



What you need

- > Boundary markers and a marker to show bowling distance
- > One bat and ball (choose to suit ability level of the group)
- > 2 bins for wickets (or alternatives)
- > **Options** – batting tee, size 3–4 soccer ball.



What to do

Bowler

- > The ball is bowled underarm from the marker.
- > The bowler can bowl whenever the ball is available.

Batters

- > The batter must attempt to hit the ball after one bounce and, if successful, must run to the other bin/wicket and back.
- > Batters are out if they are caught or bowled out.
- > Once the batter is out, players rotate positions until everyone has had a go at bowling, batting and fielding.

Fielders

- > Return the ball to the bowler ready for the next delivery.

Scoring

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

LEARNING INTENTION

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

PHYSICAL LITERACY ELEMENTS

MOVING WITH EQUIPMENT COORDINATION

OBJECT MANIPULATION

STRATEGY AND PLANNING RULES

AC:HPE CONTENT DESCRIPTIONS

ACPMPO43

ACPMPO45

ACPMPO61

ACPMPO63

change it...

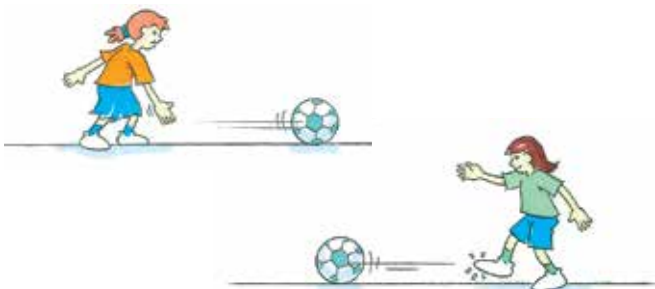
Continuous cricket

Coaching

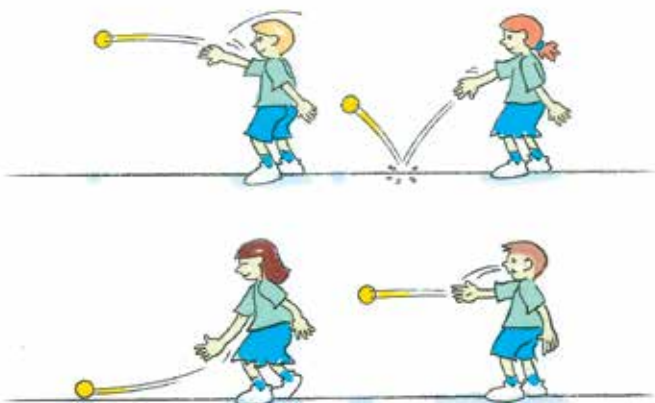
- > Use a player role model to emphasise effective batting and fielding plays.

Game rules

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



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



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



Equipment

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

Playing area

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

Safety

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

Ask the players

Fielders

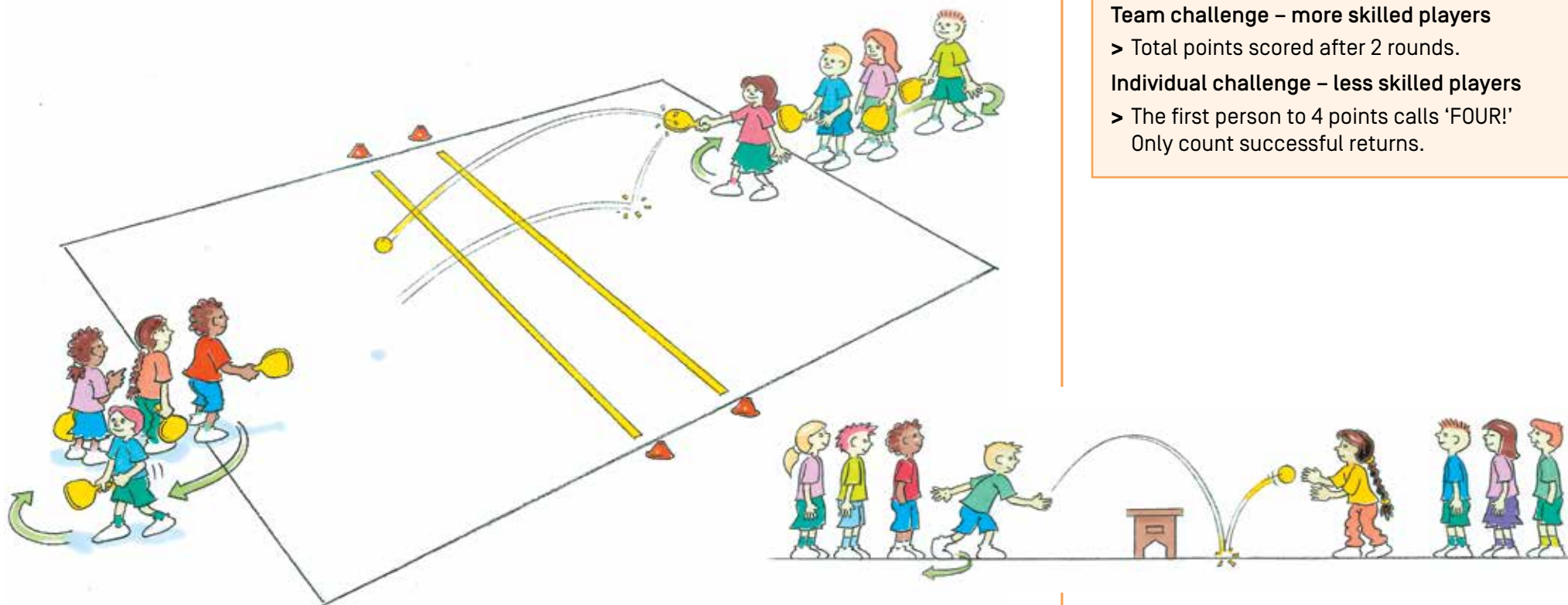
- > Where is the best place to stand?
- > How can you be ready to back-up if a team-mate misses a ball?

Batters

- > Where is the best place to hit the ball?
- > What do you do if the fielders have your "best place" covered?

Continuous tennis

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



What you need

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

What to do

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

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

Scoring

Team challenge – more skilled players

- > Total points scored after 2 rounds.

Individual challenge – less skilled players

- > The first person to 4 points calls 'FOUR!'
- Only count successful returns.

LEARNING INTENTION

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

PHYSICAL LITERACY ELEMENTS

OBJECT MANIPULATION COORDINATION

COLLABORATION

PERCEPTUAL AWARENESS

AC:HPE CONTENT DESCRIPTIONS

ACPMPO43

ACPMPO45

ACPMPO61

ACPMPO63

change it...

Continuous tennis

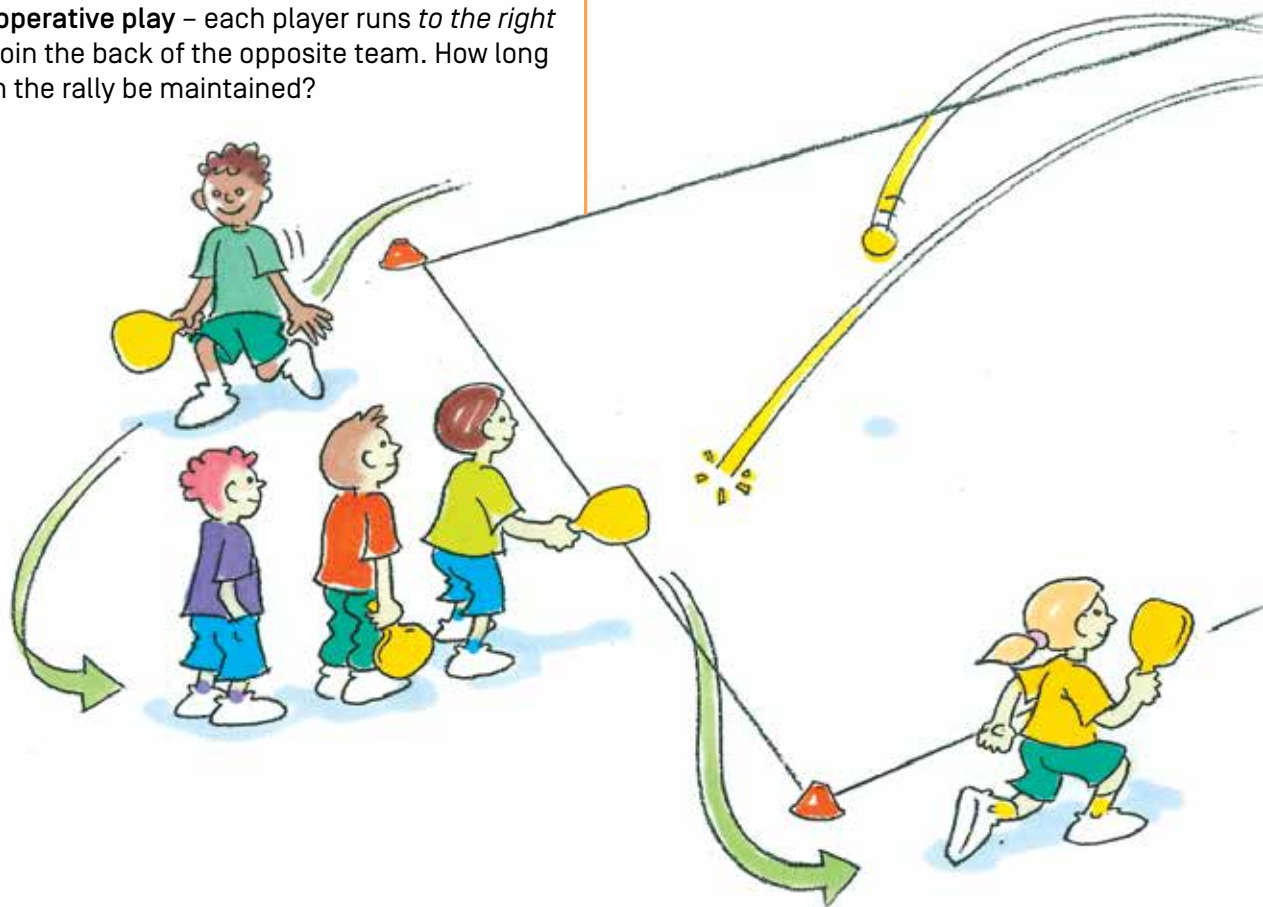
Coaching

- > The racket/bat option assumes some proficiency with hitting a ball with a racket/bat.
- > Spend time instructing students on the side if they need to develop proficiency.

Game rules

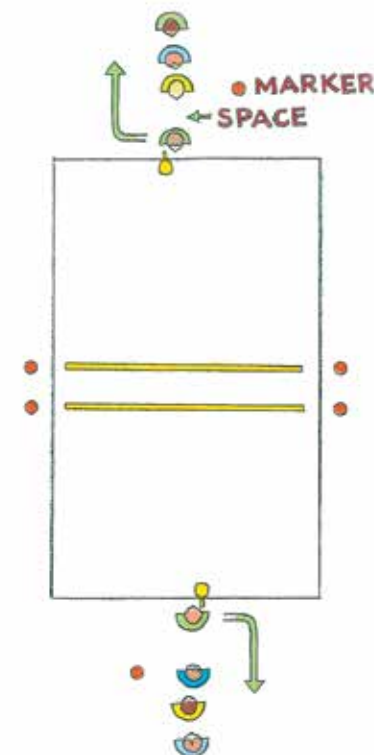
- > **Throwing, rolling or kicking** – provide an alternative for less skilled players or as a warm-up (use a larger ball).
- > **Cooperative play** – each player runs *to the right* to join the back of the opposite team. How long can the rally be maintained?

- > **2 bounces allowed** – for less experienced players.
- > **Include all** – vary the racket size, use a slower ball, don't use a net, decrease the size of the playing area.



Safety

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



- > The next player waits until the hitter has moved to the right before stepping up.
- > Balls are retrieved from another group's court only after play there has stopped.



Cork screw tag

One or two taggers try to tag other players who must perform a corkscrew up and down to become free again. Play with 8 or more.

What to do

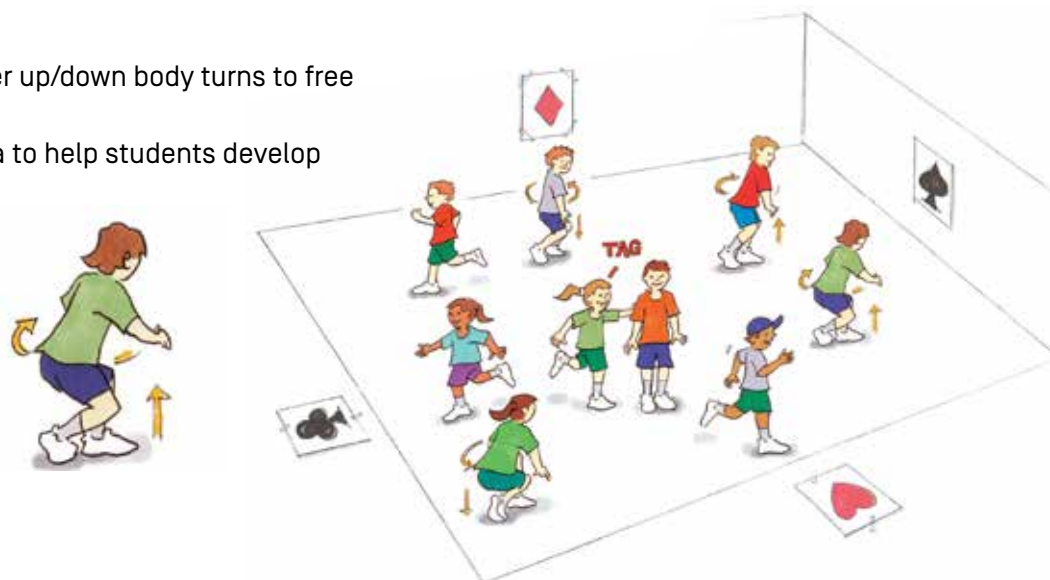
- > When you say 'GO!', one or two taggers try to tag other players.
- > Once tagged, a player must stop moving.
- > To become free, they must bend their knees and slowly turn in one direction towards the floor (like a corkscrew), finishing in a crouched floor position, and then reverse this action to a standing position.
- > The game stops after a set period of time or when all the runners are tagged.
- > Change runners and taggers frequently.

Safety

- > Have markers on the wall for players to use as a spotting aid when spinning.
- > Avoid too much spinning.
- > Make sure the floor covering does not inhibit players' movement for floor spins (e.g. carpet can restrict movement).
- > Choose an area away from walls and other obstructions.

Change it

- > Players choose other up/down body turns to free themselves.
- > Enlarge playing area to help students develop pacing strategies.



Ask the players

- > What cues can you use to prompt a change in running strategies (e.g. being puffed)?
- > What strategies can you use so you don't get too tired?
- > What body position made it easiest to spin downwards?
- > How could you use your arms to help you balance?
- > Was it easier to go in one direction than the other when spinning downwards? Why do you think it might be easier to go in one direction?

Teaching tips

- > Keep your upper body above your knees when rotating downwards and upwards.
- > Hold your arms out wide to help maintain your balance.
- > Rise up on to the balls of your feet to make rotating downwards easier.

LEARNING INTENTION

Cork screw tag develops static and dynamic balance skills and movement skills.

PHYSICAL LITERACY ELEMENTS

MOVEMENT SKILLS STABILITY/BALANCE

SELF-PERCEPTION SELF-REGULATION (PHYSICAL)

PERCEPTUAL AWARENESS

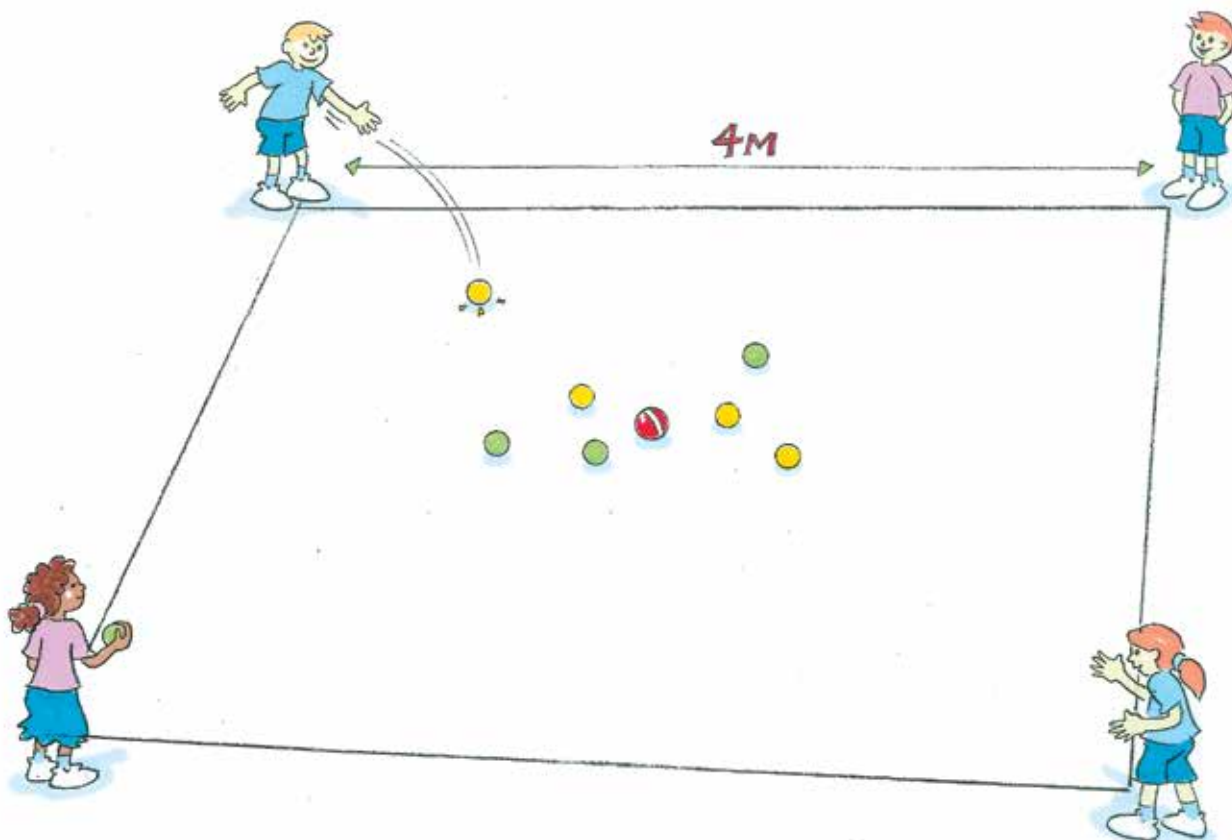
AC:HPE CONTENT DESCRIPTIONS

ACPMPO08 ACPMP025



Corner bowls

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



What you need

- > A smooth playing surface (e.g. grassed area or bitumen)
- > 4 marker cones

- > Mark a square 4 metres X 4 metres
- > 2 balls per player (e.g. tennis balls)
- > Balls marked with a shape, colour or number
- > 1 cricket ball as the target

What to do

Playing

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

Scoring

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

LEARNING INTENTION

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

PHYSICAL LITERACY ELEMENTS

OBJECT MANIPULATION

SELF-REGULATION (EMOTIONS)

STRATEGY AND PLANNING RULES

AC:HPE CONTENT DESCRIPTIONS

ACPM008
ACPM025
ACPM043

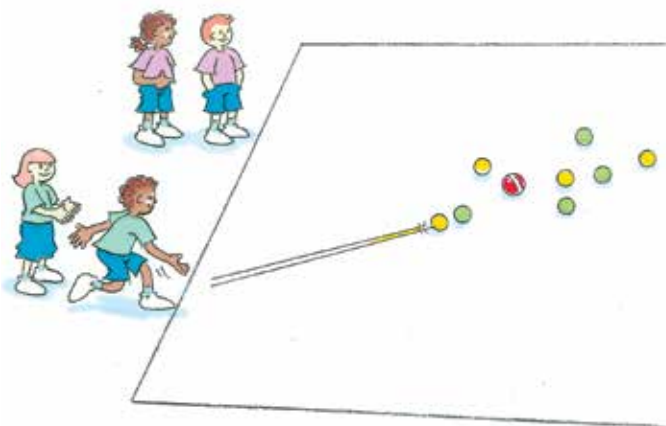
change it...

Coaching

- > Look-swing-release. Keep it smooth!
- > Highlight to the whole class good examples of rolling.
- > Highlight player emotions before, during and after the game.
- > Discuss strategies that could be used to manage emotions.

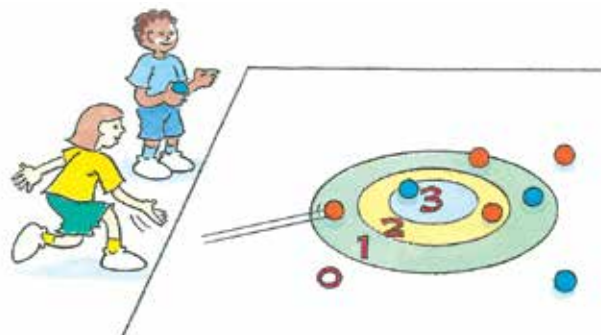
Game rules

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



Scoring

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



- > **Easier** – allow players to roll from anywhere on the square.
- > **All together** – all players roll at the same time on the word 'GO'.

Equipment

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



Corner bowls

Playing area

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

Safety

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



Ask the players

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



D1 and D2

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

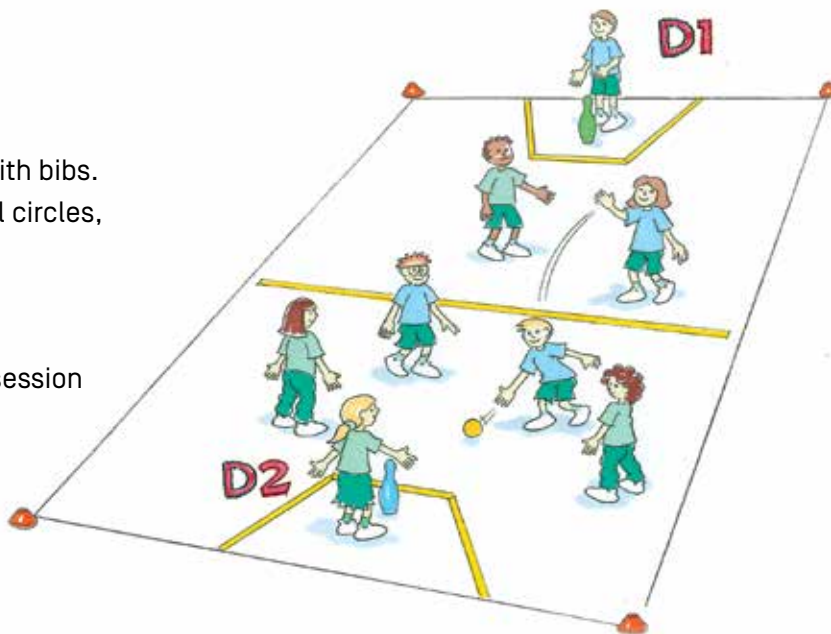
What to do

Setting up

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

Playing

- > One team [attackers] starts with possession at the centre.
- > **Attackers** move the ball around by passing without running and must attack from outside the circle.
- > Attackers – can only hold the ball for up to 5 seconds.
- > **Defenders, D1 and D2** – each team has one defender inside a circle, who guards their marker. Defenders are not allowed to touch the markers.
- > The other defenders try to intercept the ball.



Scoring

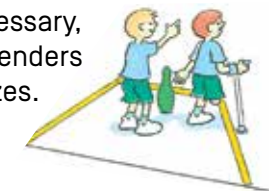
- > One point for each strike

Ask the players

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

Change it

- > **Easier** – a good warm-up is to start without nominated defenders in the goal circles – that is, all players are dispersed over the court.
- > Vary the size of ball, easier for attackers – defenders at least 1m away from player with ball, reduce time allowed to hold ball, vary the pass, roll the ball, vary the target – size and type, vary the size of the playing area, or goal circle.
- > **Restrict passing** – i.e. below shoulder height.
- > **Roll ball** to score.
- > The goal circle provides a good opportunity to involve all players. In some cases two defenders may be placed in a goal circle.
- > A less coordinated or mobility restricted attacker might work in close proximity to a goal. If necessary, reduce the number of defenders to make unequal team sizes.



Safety

- > Choose a flat, smooth obstacle free surface.
- > Use *Change it* to accommodate different player abilities.

LEARNING INTENTION

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

PHYSICAL LITERACY ELEMENTS

OBJECT MANIPULATION
AGILITY

COLLABORATION

STRATEGY AND PLANNING
PERCEPTUAL AWARENESS

AC:HPE CONTENT DESCRIPTIONS

ACPMPO43
ACPMPO45
ACPMPO61
ACPMPO63



Defenders on the line

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

What you need

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

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 *Form a group* for forming teams).

Team with the ball

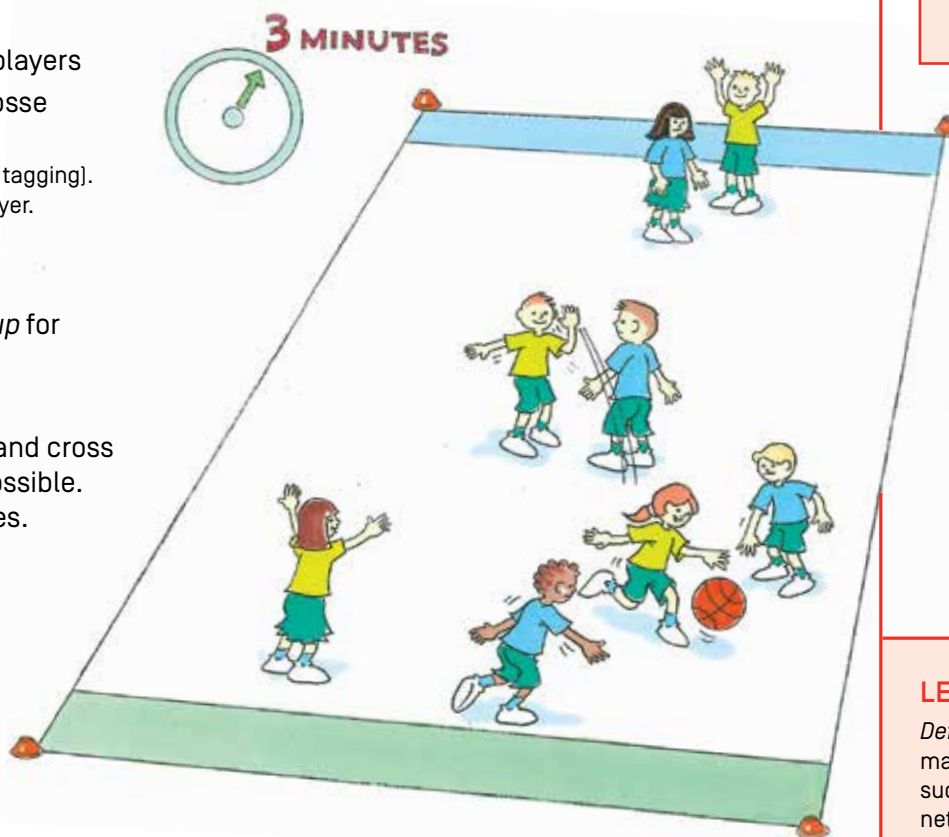
- > Maintain possession for 3 minutes and cross their scoreline as many times as possible. After 3 minutes, possession changes. Vary the time to suit the group.
- > After scoring, the ball is thrown from the goal-line to a teammate. Defenders must stay back 3 metres until the ball is in play.

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.



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.

Variations

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

LEARNING INTENTION

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.

change it...

Defenders on the line

Coaching

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

Game rules

> 3 hoops scoring zone.

Ask the players – How can you maintain quick scoring with the smaller targets?



- > **Everyone scores** – players take it in turn to score. Ask the players – How can you work as a team to enable each player to score in a set order?
- > **Change the team size** – try different combinations: 3 v 4, 4 v 5 etc. [This can be a good way to promote inclusion.]
- > **Dribble with feet** – using this as an indoor option helps to contain the ball.

Equipment

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

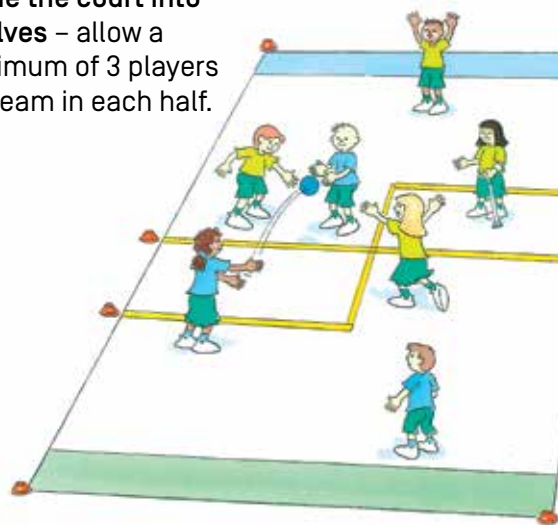
ALTERNATIVES



- > **Use equipment to send the ball** – try hockey sticks or softcrosse sticks and an appropriate ball.
- > **Kicking** – the ball may be kicked instead of thrown.

Playing area

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



Safety

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



Ask the players

Attackers [team with ball]

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

Defenders [team without the ball]

- > Is it better to go for the intercept or protect the scoring zone?
- > How can you work together to stop a pass from getting through?
- > Is it better to pressure the thrower or the receiver? Why?

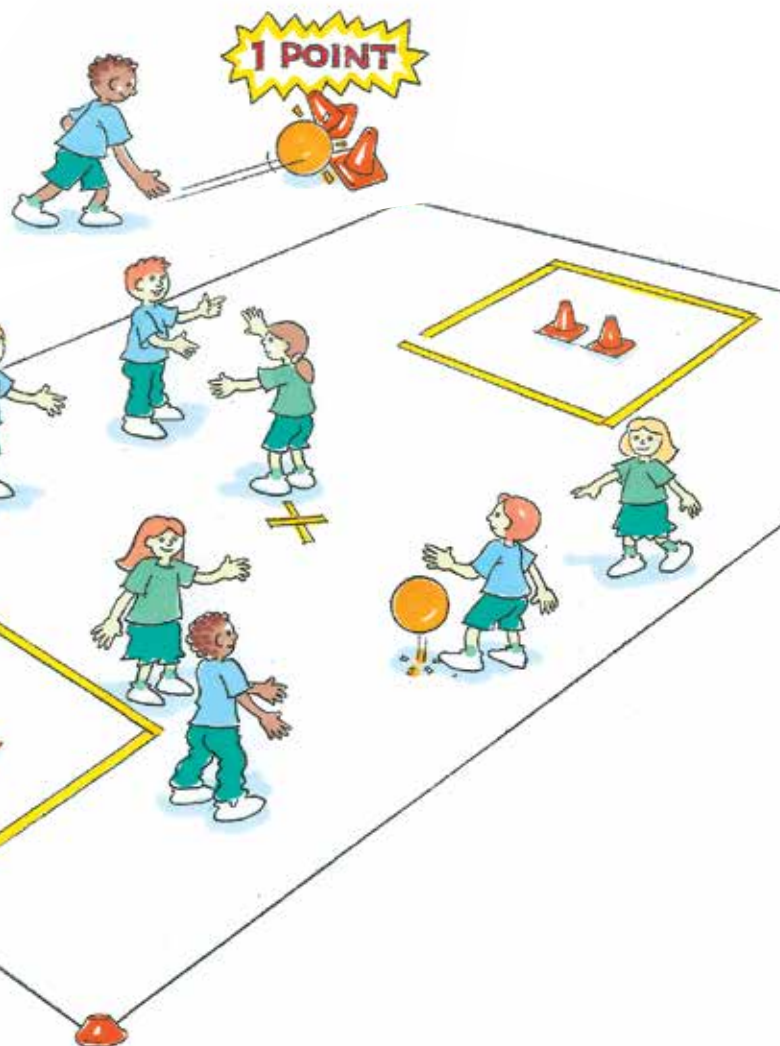


Defend the zone

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

What you need

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



What to do

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

Runners (attack)

- > Players are not permitted to enter the 'no-go' zone.
- > Players must pass if tagged.

Interceptors (defence)

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

Scoring

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

LEARNING INTENTION

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

PHYSICAL LITERACY ELEMENTS

MOVING WITH EQUIPMENT
OBJECT MANIPULATION

SELF-REGULATION (PHYSICAL)
AGILITY

COLLABORATION
STRATEGY AND PLANNING

AC:HPE CONTENT DESCRIPTIONS

ACPMPO43
ACPMPO45
ACPMPO61
ACPMPO63

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!

Rules and roles

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

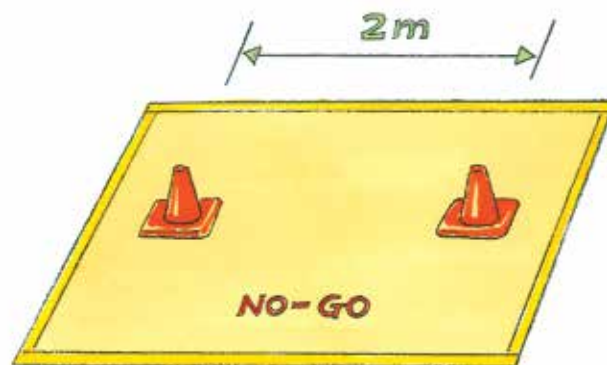
Equipment

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



Playing area

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



Safety

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



Ask the players

What strategies can you use individually and as a team, to help you keep running?

Runners with the ball (attackers)

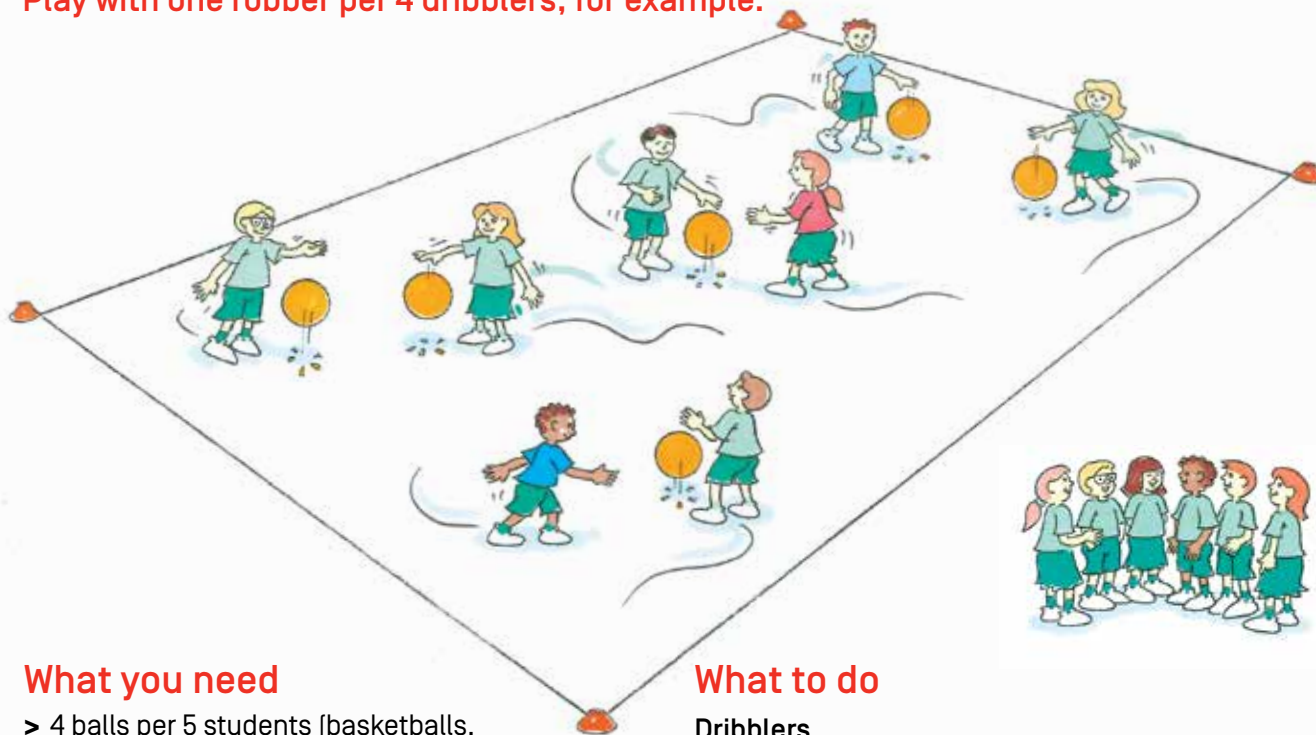
- > If you don't have the ball, how can you help your partner?
- > Is it better to pass to your team-mate when you are close to the defender or further away?

Interceptors (players without the ball)

- > Where will you move to defend the cone?
- > How can you put pressure on the person with the ball?

Dribblers and robbers

Players [dribblers] with a ball move around the court dribbling. One or 2 players are robbers and they attempt to intercept dribblers' balls without making body contact. Play with one robber per 4 dribblers, for example.



What you need

- > 4 balls per 5 students (basketballs, volleyballs, soccer balls or soft hockey balls)
- > A playing area suitable for dribbling and free of obstructions for 5-6 groups of 5 students.
- > Sufficient space between games
- > Markers

What to do

Dribblers

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

Robbers

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

Coaching

- > The kicking and hockey dribbling options can be used with groups who have some familiarity with these methods.
- > Ask players to set personal targets.

Teaching Tips

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

LEARNING INTENTION

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

change it...

Dribblers and robbers

Game rules

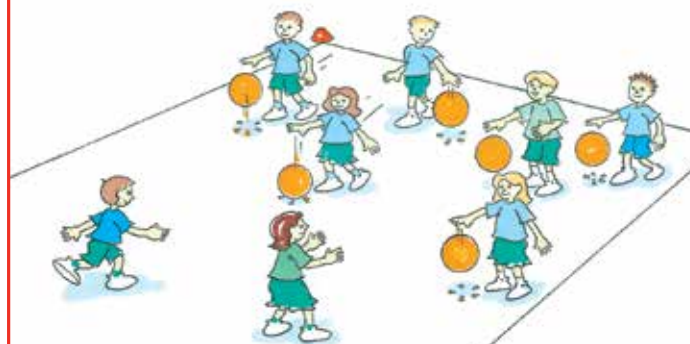
- > **Dribbling rule** – relax the 'dribble when travelling' rule. Allow a combination of running and dribbling (e.g. dribble every third or fourth step. Be prepared for some liberal interpretations of the rule!)
- > Vary this rule according to ability.
- > If using a basketball or volleyball, the ball is dribbled by bouncing.
- > **Fewer balls** – use one ball per pair of dribblers. Allow dribblers to pass the ball as well as dribble.
- > **End to end** – all dribblers start at one end and have to get to the other end while avoiding robbers.
- > Robbers – vary the number.
- > Provide a 'no-go' zone for a player if their ability level makes this necessary. Robbers are not permitted into the 'no-go' zone.

Equipment

- > Vary the type of ball/sticks according to players' abilities.

Playing area

- > Change the dimensions of the playing area according to the ability of the group.



Safety

- > Ensure adequate space for the number of players.
- > Encourage players to be aware of others around them – i.e. keep an eye on the ball while looking around.
- > Body contact is not permitted.
- > Hockey sticks must not be raised above waist height.



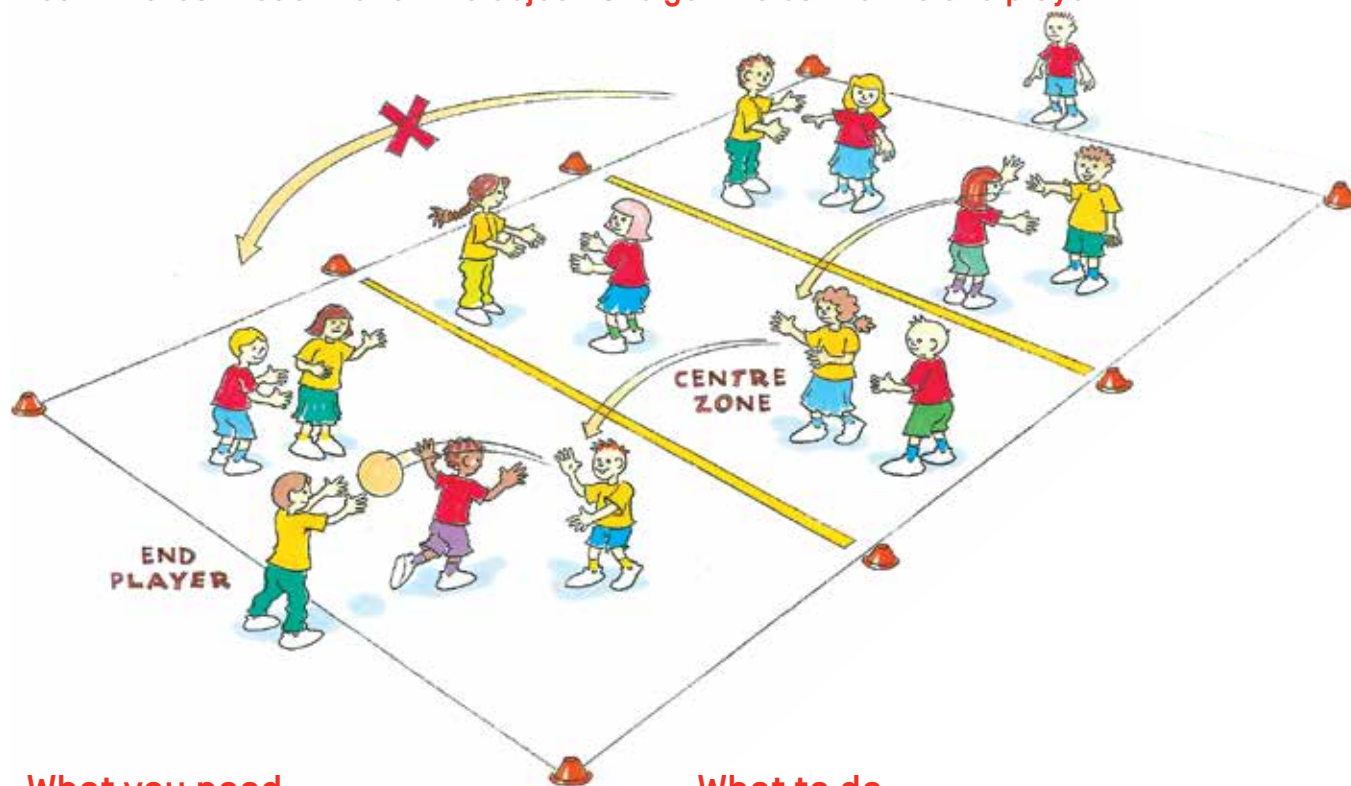
Ask the players

- > Which part of the foot did you use to dribble the soccer ball in order to maintain control?
- > Where did you bounce the ball when dribbling the basketball in order to maintain control?
- > What technique did you use to prevent the robbers from stealing your ball?
- > When you were a robber how did you try to 'get in close' so that you could steal the ball?
- > How did you know where to run in the space in order to avoid the robbers?



End ball

One player starts in the centre zone of the court with the ball, and passes the ball to team mates in each zone. The object is to get the ball to the end player.



What you need

- > Indoor or outdoor playing area
- > Variety of balls
- > Marker cones
- > Coloured bibs



What to do

Setting up

- > Form 2 teams and a playing area with 3 zones. Players are paired off in each zone as shown.
- > Each team sends a player to patrol the opposite end line (behind the line). Rotate this position.
- > The game starts with one player in the centre zone in possession.

Playing

- > Players can pass in any direction – no running with the ball.
- > Begin by using 'netball' rules – pass and move, no travelling with the ball.
- > No end-to-end passing – ball must pass through each zone.

Scoring

- > A point is scored if the end player catches the ball on the full.
- > Alternative – to promote inclusion, make the catch optional.

LEARNING INTENTION

End ball is a highly modifiable game that develops key invasion game concepts such as teamwork, moving into space and anticipation.

PHYSICAL LITERACY ELEMENTS

OBJECT MANIPULATION COORDINATION

COLLABORATION CONTENT KNOWLEDGE

STRATEGY AND PLANNING PERCEPTUAL AWARENESS

AC:HPE CONTENT DESCRIPTIONS

ACPMPO43

ACPMPO45

ACPMPO61

ACPMPO63

change it...

End ball

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.



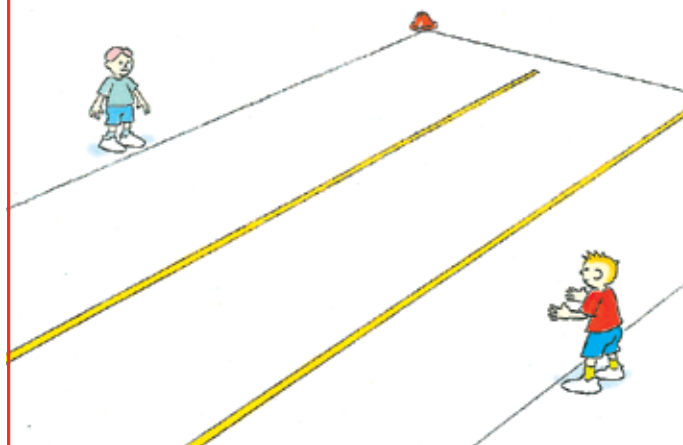
Equipment

- > **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' – 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

- > What sports is this game similar to?
- > Why is it helpful to stay in your zone?
- > 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?



F-2

3-4

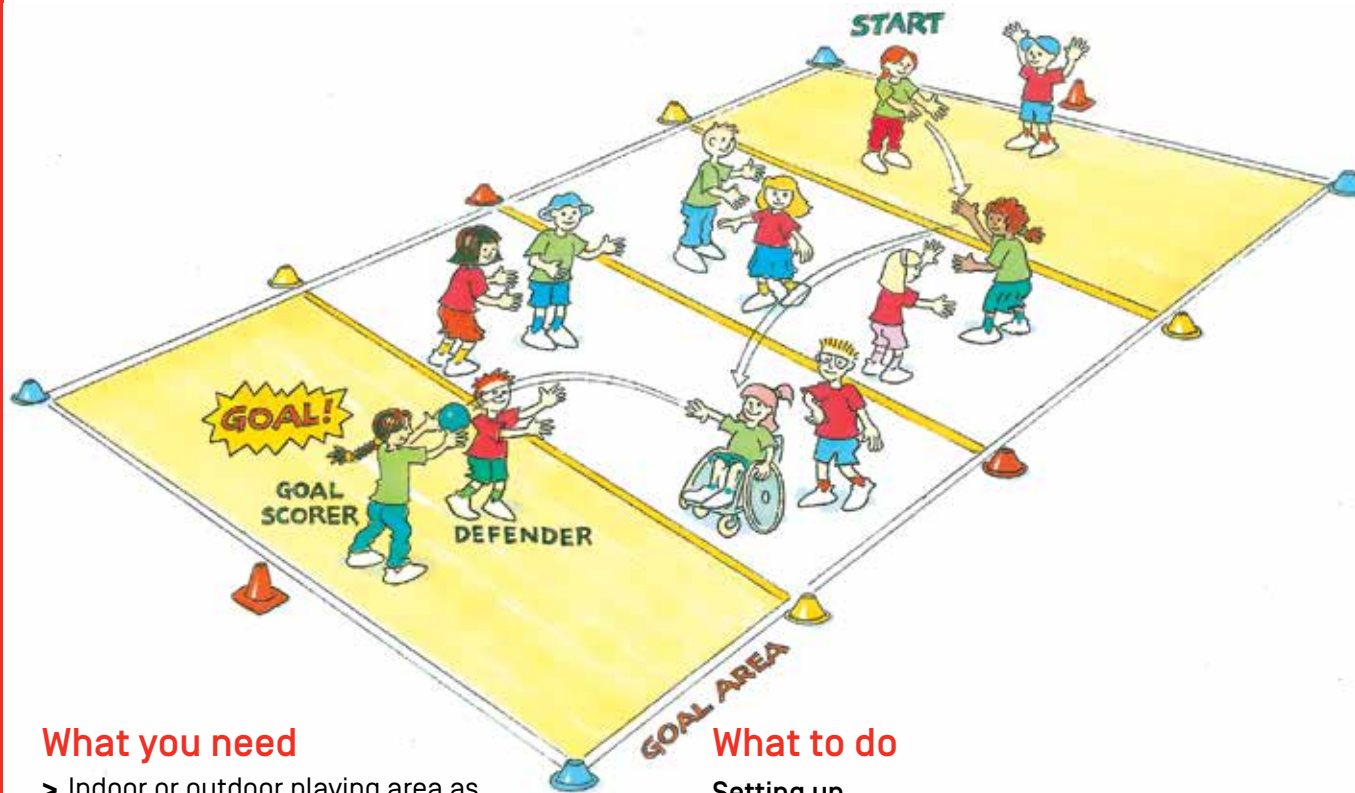
5-6

SKILL DEVELOPMENT

GAME CONCEPTS

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.

LEARNING INTENTION

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

PHYSICAL LITERACY ELEMENTS

OBJECT MANIPULATION COORDINATION

CONTENT KNOWLEDGE

STRATEGY AND PLANNING

AC:HPE CONTENT DESCRIPTIONS

ACPMPO43

ACPMPO45

ACPMPO61

ACPMPO63

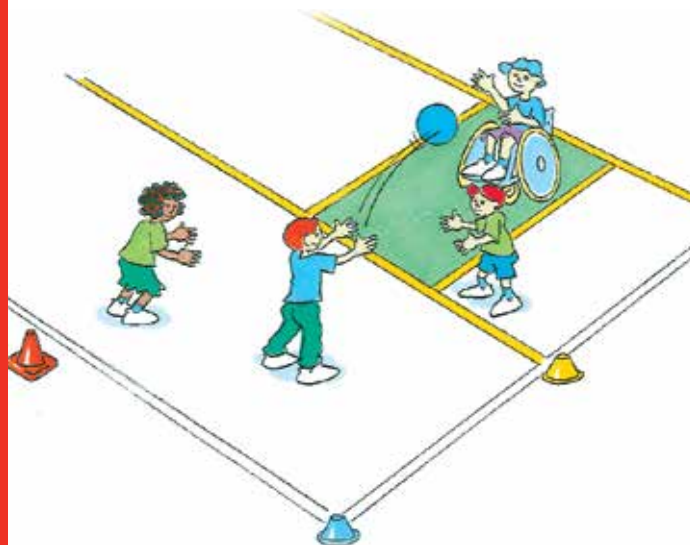
change it...

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
- > 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.

End to end

Safety

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

Ask the players

Which sports does this game have similarities to?

Throwers

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

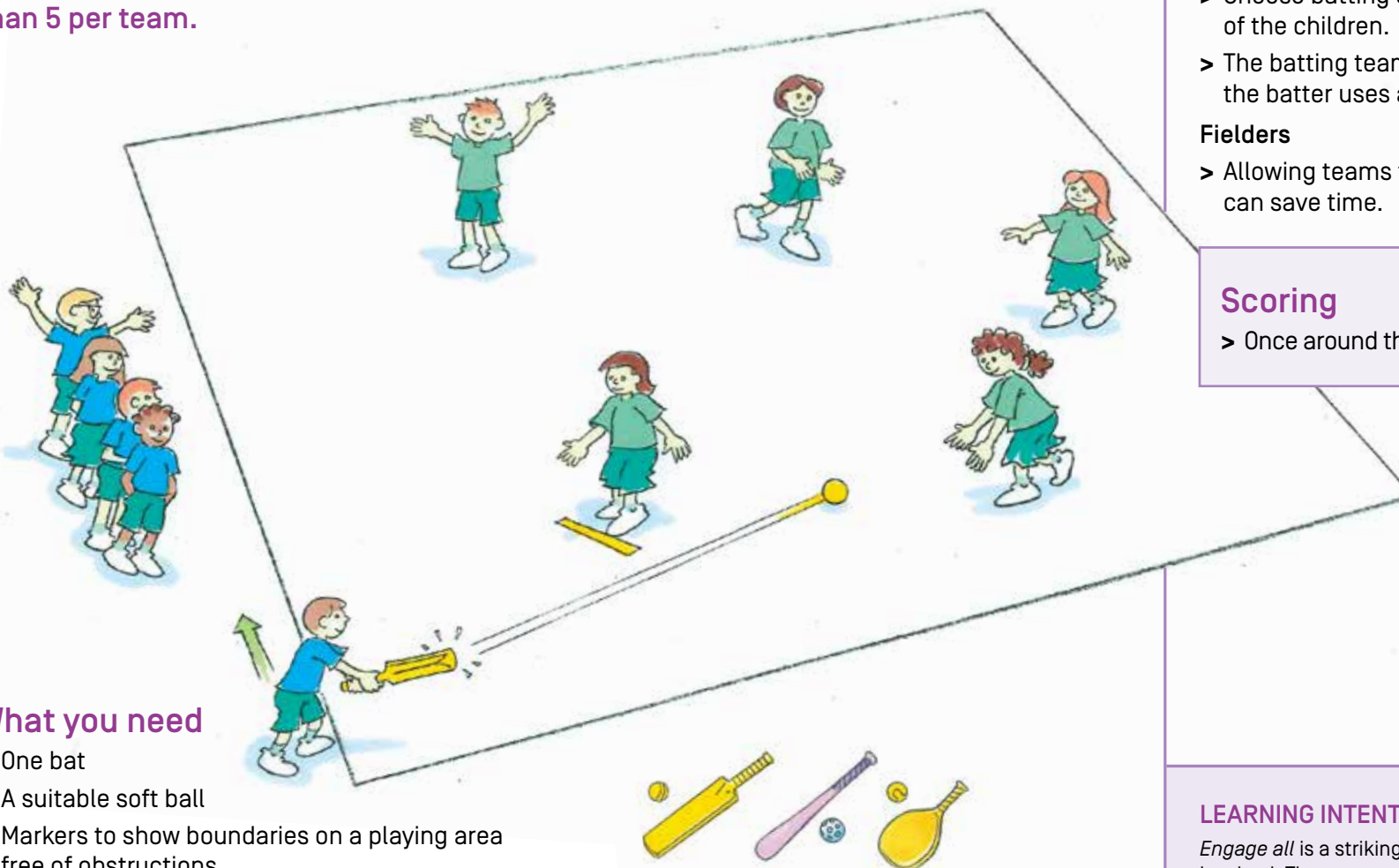
Catchers

- > What can you do to ensure you receive the ball?



Engage all

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



What you need

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

What to do

Batters

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

Fielders

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

Scoring

- > Once around the batter's team = one run.

LEARNING INTENTION

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

PHYSICAL LITERACY ELEMENTS

MOVEMENT SKILLS SPEED

SELF-PERCEPTION COLLABORATION

STRATEGY AND PLANNING

AC:HPE CONTENT DESCRIPTIONS

ACPMPO43

ACPMPO45

ACPMPO61

ACPMPO63

change it...

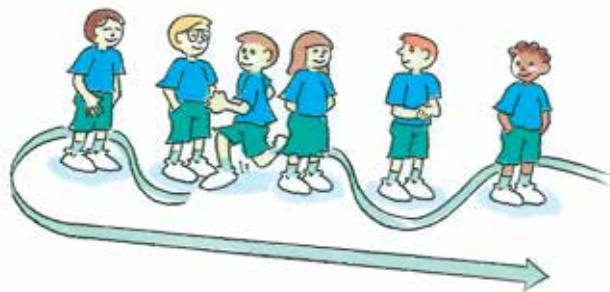
Engage all

Coaching

- > Match the pitching/bowling method and type of batting to suit the player ability levels.
- > Highlight effective ball hitting/placement or effective fielding using player role models.
- > Freeze the game at various times to enable team discussion about strategies to achieve success.

Game rules

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



- > **Fielders pass the ball** – the ball is passed from player to player until everyone has 'touched' it. To ensure everyone touches, players call the catches, '1-2-3...STOP'.
- > **Fielders vary the pass** – allow any pass, or vary the pass between fielders. Include novelty passes (e.g. under a leg or hand to hand).



- > **Rolling** – use rolling or kicking to pass between fielders.
- > **Include all** – share roles (e.g. hitting and running, vary the pass used).
- > **Through the tunnel** – the ball returns to the bowler via a tunnel.

Equipment

- > **Use different bats** – allow player choice.
- > **Use different balls** – try with a size 3-4 soccer ball for kicking option.

Playing area

- > Bigger or smaller.

Safety

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

Ask the players

Batters

- > Where is the best place to hit or kick the ball?'
- > How can you complete your run as quickly as possible?

Fielders

- > Where is the best place to stand?
- > How can you pass the ball to a team-mate as quickly as possible?

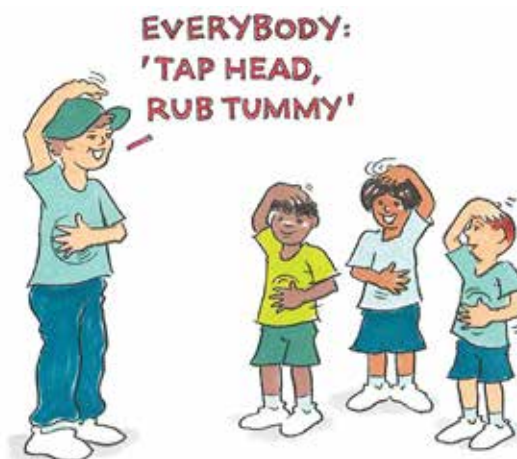


Everybody

Using the rules of 'Simon says', call out commands for players to perform various fundamental movement skills and movement patterns.

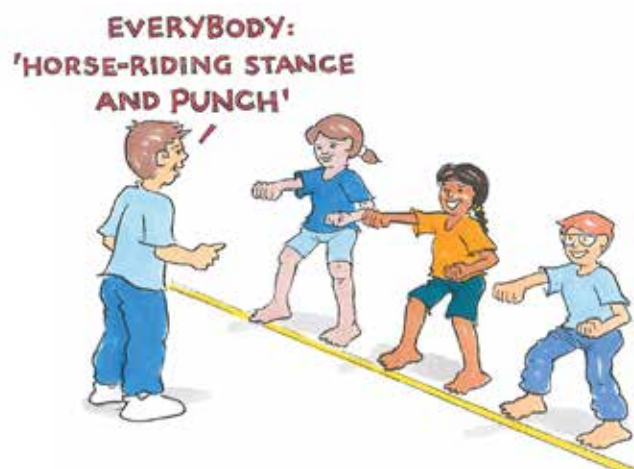
What to do

- > Ask players to demonstrate various fundamental movement skills or movement patterns (e.g. hop on one foot, skip, or tap their head and rub their tummy).
- > Players should only follow your instructions when you say 'Everybody'.
- > Mix up the calls and the speed of the calls.
- > Do not eliminate players.



Change it

- > Vary the movement requirements according to player ability or mobility.
- > Add equipment, such as balls, hoops or skipping ropes.
- > Introduce music and dance patterns.
- > Incorporate movements for dynamic flexibility, such as leg swings, lunge walks.
- > Try using equipment with some of the movements.



Safety

- > Make sure the playing area is free of obstructions.
- > Make sure there is enough space between players to safely perform the activity.

Ask the players

- > What can you do to manage your emotions in this game (e.g. focus internally/point on the wall, not look at other players etc.)?
- > How can we make this activity more active?
- > How can we alter the activity to make sure everyone is involved?
- > What challenges could you set if you were Simon/coach?

Teaching Tips

- > Ensure that players are using correct techniques for each of the movement skills that are nominated.

LEARNING INTENTION

This activity develops movement skills, stability and balance and can also be used to practise coordination activities. It is a good warm-up activity or energiser.

PHYSICAL LITERACY ELEMENTS

MOVEMENT SKILLS FLEXIBILITY

SELF-REGULATION (EMOTIONS) COORDINATION

RULES

AC:HPE CONTENT DESCRIPTIONS

ACPMPO14
ACPMPO32
ACPMPO50

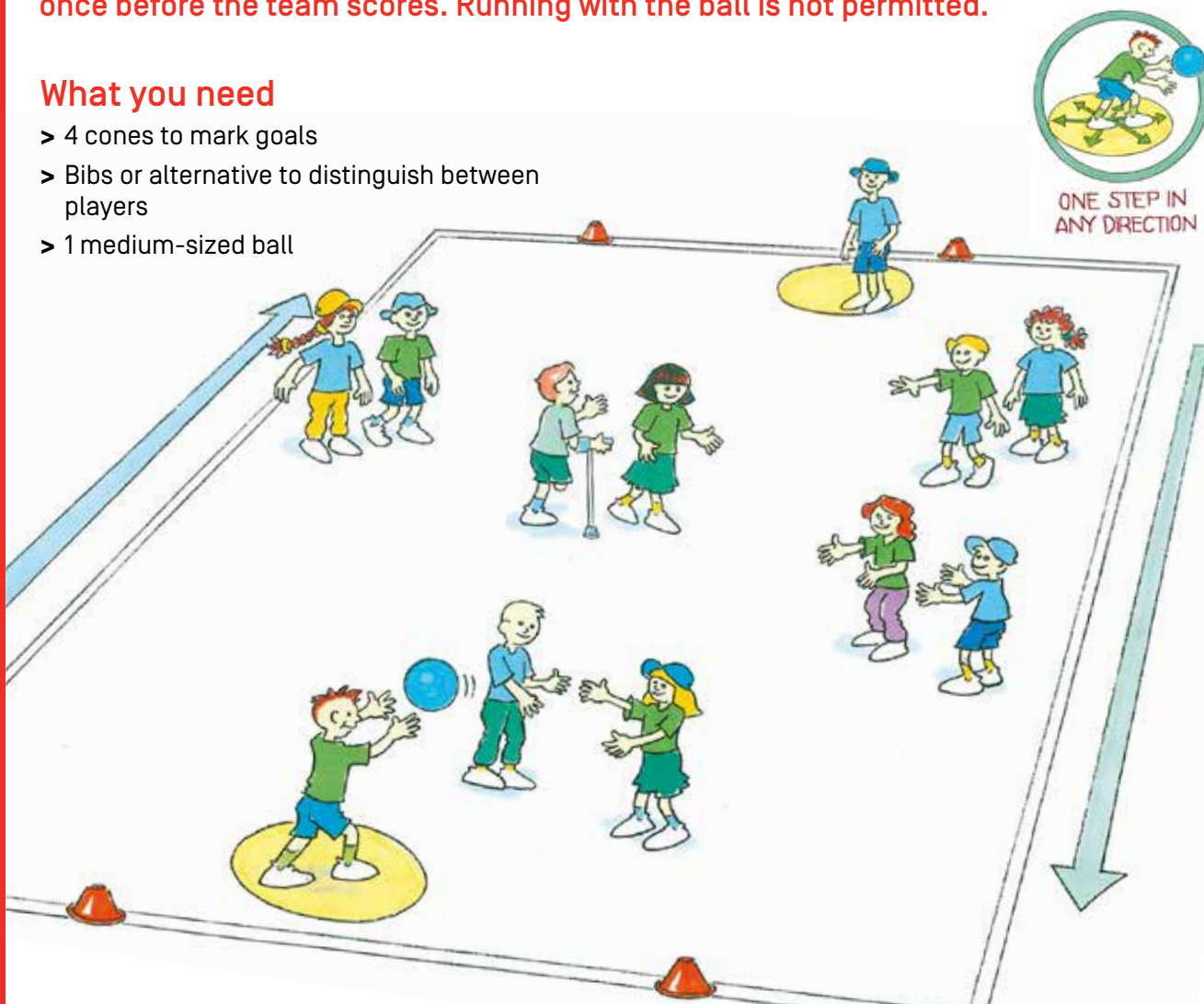


Find the goal line

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

What you need

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



What to do

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

Team with the ball

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

Team without the ball (interceptors)

- > Interceptors may run.
- > Try to intercept the ball without making body contact.

Scoring

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

LEARNING INTENTION

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

change it...

Find the goal line

Coaching

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



Game rules

- > **Smaller game** – 2 v 2 or 3 v 3. Try uneven combinations, such as 2 v 3, to even up play or to experiment. How does this impact on the amount of ball contact?
- > **Time limit on ball contact** – '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 complete space/player awareness activities (such as *All in tag* and *Look out for others!*) before playing this game.

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.

SPORTAUS



Fish in the net

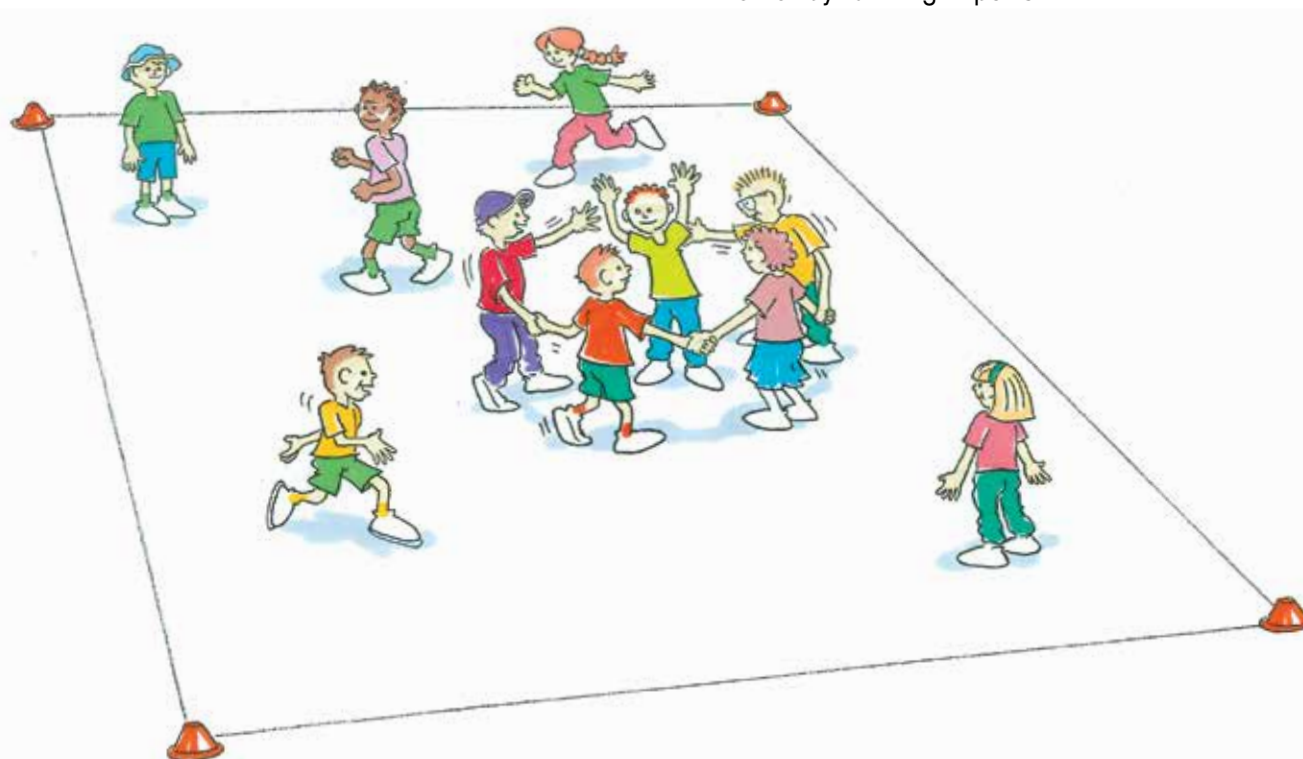
3 players form the net by holding hands. They catch others by surrounding them. Caught players join the net and the game continues. Play with 6 or more.

What to do

- > 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 movement.
- > **Larger groups** – start with two or more 3-person nets.
- > **Free players** – pair off and have to evade the net by running in pairs.



Safety

- > If indoors, boundaries should be away from walls or freestanding objects.
- > Players should be familiar with space and player awareness activities such as *All-in tag* and *Look out for others!*

PHYSICAL LITERACY ELEMENTS

MOVEMENT SKILLS
AGILITY

COLLABORATION

SAFETY AND RISK
PERCEPTUAL AWARENESS

AC:HPE CONTENT DESCRIPTIONS

ACPMP025
ACPMP043

LEARNING INTENTION

Fish in the net develops spatial awareness and movement skills. Students practise dodging and running whilst building awareness of the space they are moving in and the people that are moving around them.



Flip it

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

What you need

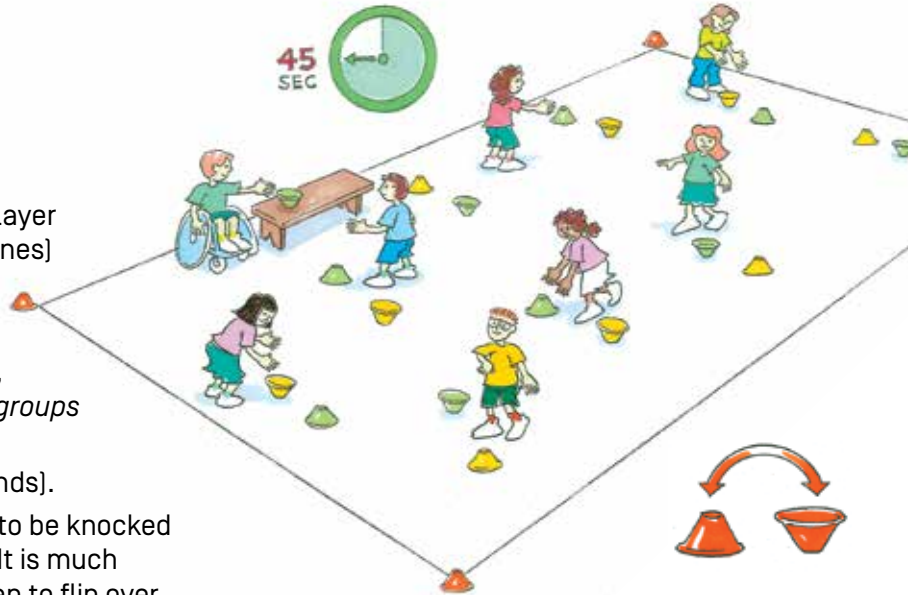
- > A marked playing area
- > One dome shaped marker per player or alternative [e.g. skittles or cones]

What to do

- > Divide the players into 2 groups, see *Form a group* and *Birthday groups* for group formation ideas.
- > Play for a set time [e.g. 45 seconds].
- > 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!

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].



Scoring

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

- > **Uneven numbers** – use the first round as a basis for changing numbers.
- > **Flip and run** – flip the marker and run to a corner.
- > **Vary the movement.**

Safety

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

Ask the players

- > How did you know which dome you should head for to turn over/up?
- > How did you avoid running into other players?
- > Demonstrate different ways that you can warn other players that you are going to change direction or stop. Why is it important to use different ways to communicate changes?
- > Why is it important to know when someone is going to change direction or stop?

LEARNING INTENTION

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

PHYSICAL LITERACY ELEMENTS

MOVEMENT SKILLS
AGILITY

SAFETY AND RISK
REASONING

PERCEPTUAL AWARENESS

AC:HPE CONTENT DESCRIPTIONS

ACPMPO25
ACPMPO43

SPORTAUS



Follow the line

A designated player tries to tag players who are moving around a court area following the lines. Once tagged, players form 'force fields' for the remaining players. Play with 8–30.



What you need

- > An indoor/outdoor playing area marked by lines that intersect with one another, or tape/chalk for line markings

What to do

- > Designate one player as the tagger. All other players are scattered around the court on a line.
- > On your signal, players begin to move around the court, following the lines.
- > The tagger tries to tag players by following the lines.

- > Once a player is tagged, they must sit down in the spot they were tagged and become a 'force field'. This means they stop any players from getting past, except for the tagger.
- > 'Force fields' cannot move.
- > The game continues until all players have been tagged.

Change it

- > When students become 'force fields', have other students run up to them to 'high 10' so they can return to the game.
- > Use cones or bins to be 'force fields' at the start of the game.
- > Introduce a player who can free 'force fields'.
- > Introduce more than one tagger.
- > Vary the way players move [e.g. hopping, jumping, lunging, side stepping or grapevine].

Safety

- > When players are 'force fields', make sure their hands are off the ground.
- > The tagger must tag gently between the shoulders and the waist.

Ask the players

- > When tagging, what's the best way to corner and tag a player?
- > When running away from a tagger, where is the best place to run to?

Learning intention:

Follow the line is an energiser or warm up that requires students to avoid being tagged by nominated player whilst running along the lines of the court.

PHYSICAL LITERACY ELEMENTS

MOVEMENT SKILLS
AGILITY

SPEED

STRATEGY AND PLANNING
REASONING

AC:HPE CONTENT DESCRIPTIONS

ACPMPO09
ACPMPO29
ACPMPO44

SPORTAUS

F-2

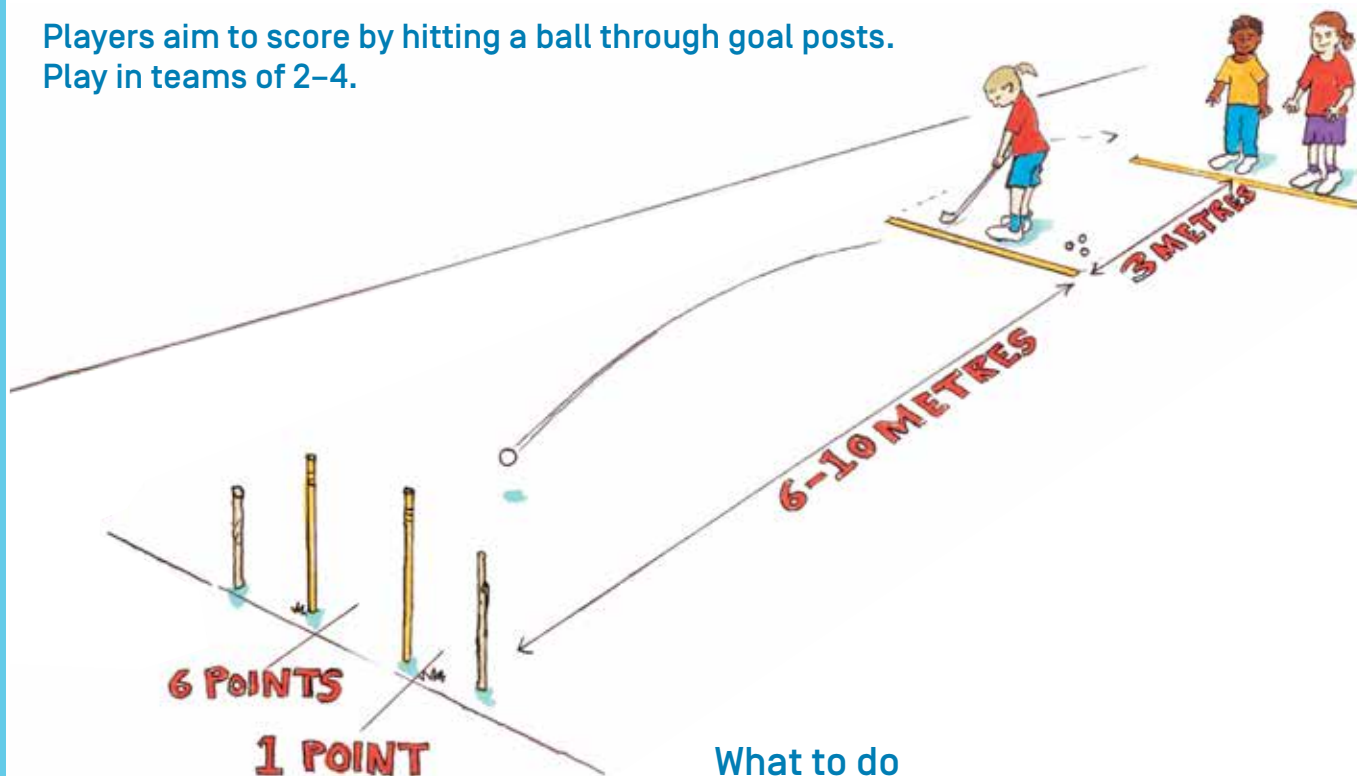
3-4

5-6



Footy golf

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

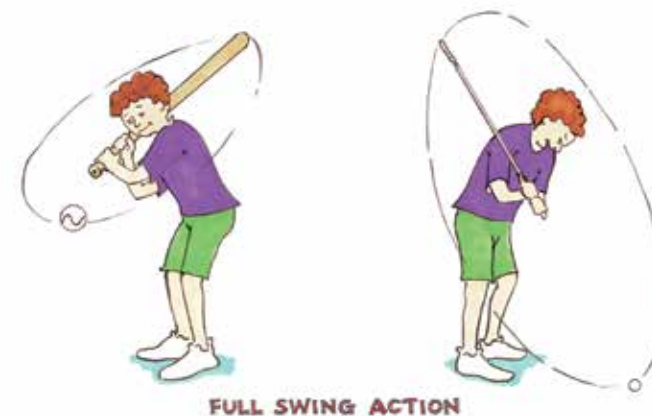


What you need

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

What to do

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



Scoring

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

LEARNING INTENTION

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

PHYSICAL LITERACY ELEMENTS

OBJECT MANIPULATION

MOTIVATION CONNECTION TO PLACE

SAFETY AND RISK STRATEGY AND PLANNING

AC:HPE CONTENT DESCRIPTIONS

ACPMPO61

Coaching

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

Game rules

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

Equipment

- > Vary the ball used (e.g. a tennis ball or frisbee) according to ability.



- > Vary the goals used (both size and design) according to ability and interests).

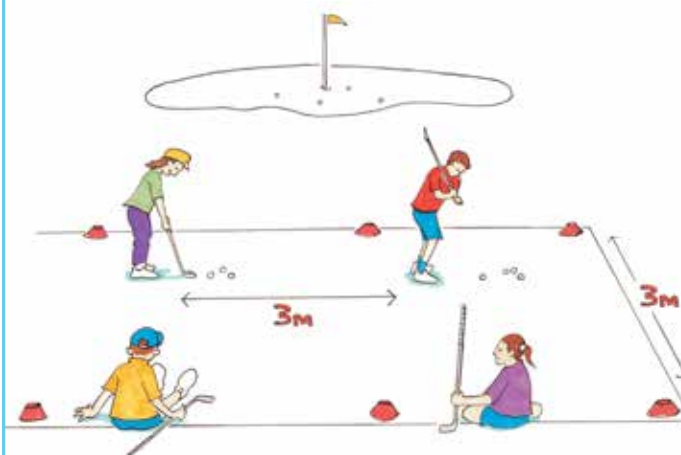


- > Vary the method of sending the ball according to ability (e.g. rolling, throwing or kicking).
- > Vary the type of hitting implement used (e.g. racquet, bat, hockey stick).
- > Discuss with players how to change their technique to improve distance of shot (e.g. backswing, force etc.)



Playing area

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



Safety

- > Check the playing surface for hazards.
- > Players must not take a practice swing unless instructed to do so.
- > Enforce a 'Stop - look - swing' rule.
- > No-one retrieves the ball before the 'ALL CLEAR!' signal is given.
- > Ensure at least a 3m gap between the hitting tees and wait areas to avoid being hit.
- > Players should carry or place equipment on the floor, never throw.

Ask the players

- > If played outside, ask players to discuss the outdoor environment and how it makes them feel?
- > How can you change technique to improve shot distance (e.g. backswing, force)?
- > Are there other ways you can control the distance the ball goes?
- > What strategy will get you or your team the most points?



Form a group

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

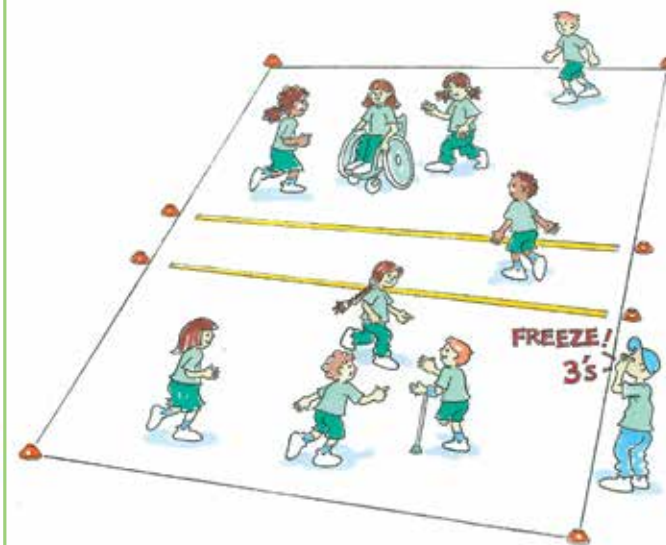
- > **Vary the movement** – short bursts of running, hopping and fast walking before calling a group size.
- > Players have to run to the nearest boundary and touch it with their feet before forming the group.
- > Walk rather than run.
- > Use at least 2 large zones – this will channel players into a 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.

Ask the players

- > How do you best work with others to form a group with the required number of players?

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.



LEARNING INTENTION

Form a group involves movement skills and requires players to 'find space' within an area and to be aware of others.

PHYSICAL LITERACY ELEMENTS

MOVEMENT SKILLS

RELATIONSHIPS

SAFETY AND RISK RULES

AC:HPE CONTENT DESCRIPTIONS

ACPMPO08

ACPMPO25

ACPMPO43



Four bowler cricket

Batters attempt to score points by running around a marker. Bowlers attempt to get batters out by bowling or catching them out. Play in 2 teams of 6.

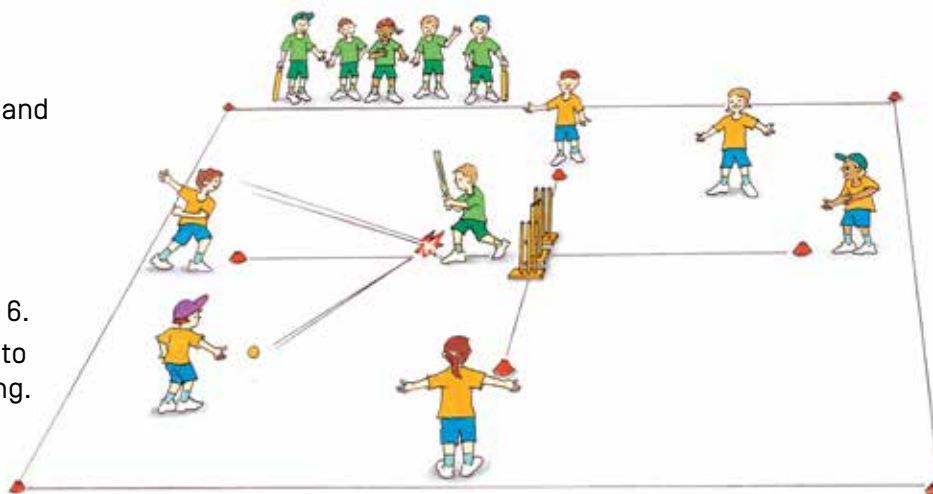
What you need

- > 1 ball, 4 marker cones, 3 bats and 3 sets of stumps per game

What to do

Setting up

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



Playing

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

Scoring

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

Change it

- > Freeze game at certain points to allow teams to modify their strategy.
- > Vary the type of ball and bat according to players' ability.
- > Allow players to bat from a tee.
- > Use either an underarm or overarm bowling action or roll the ball when bowling.

Safety

- > If using a hard cricket ball, protective padding must be worn by the batter (i.e. helmet, leg pads and gloves).
- > Ensure waiting batters are a safe distance away from the playing area.
- > Do not use hard balls in this activity.

Ask the players

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

LEARNING INTENTION

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

SPORTAUS Four corners

Video ref

PHYSICAL LITERACY ELEMENTS

PHYSICAL LITERACY ELEMENTS

ENGAGEMENT AND ENJOYMENT

CONFIDENCE

STRENGTH

CONTENT KNOWLEDGE

MOVEMENT SKILLS COORDINATION

REASONING

Format > Short focused challenge

Players choose a corner to stand in and, as the game continues based on the call, must move to the middle.

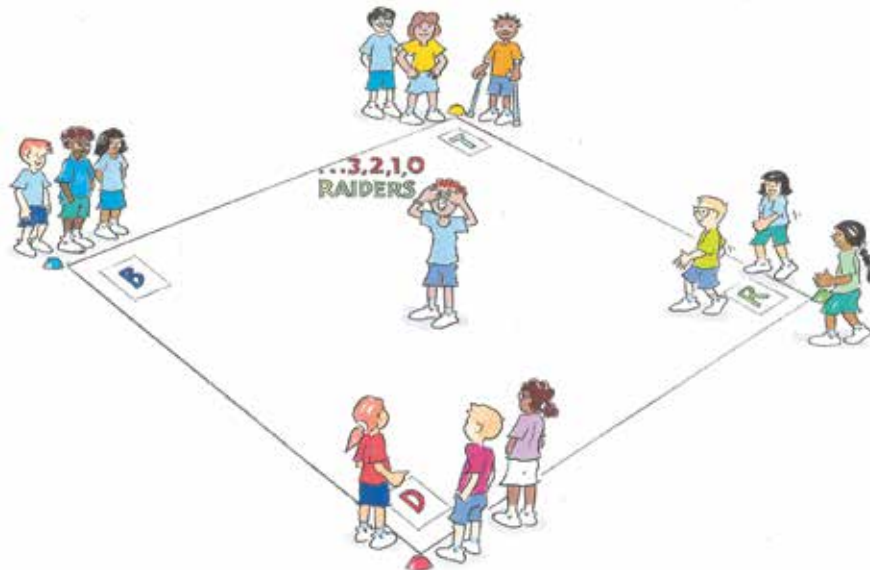
What you need

- > 4 markers placed on the corners of a square

What to do

- > Give names to each corner (e.g. Dragons, Raiders, Bulldogs, Titans).
- > One player stands in the middle of the square with their eyes shut, counting down from 10.

- > While the player is counting, all other players walk to a corner.
- > When the counter gets to zero, they name one of the corners (e.g. Raiders).
- > All players in that corner come into the middle and count.
- > Continue until all players are in the middle.
- > Vary how players move to corners/middle.



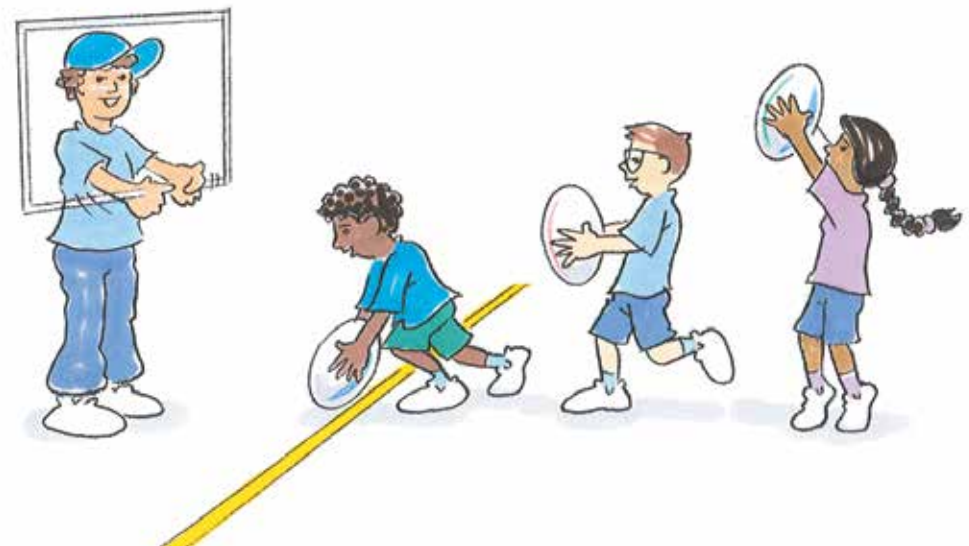
Format > Coach feedback - skill review

Players mime specific sporting scenarios (e.g. running, passing, catching, kicking) in slow motion.

What to do

- > Make a TV square with your hands, as if asking for the video referee to review the play, and describe the scene (e.g. a player dodges a defender then breaks free and scores a try; a ball is hit to short stop who fields the ball and throws to first base).
- > Players then mime the scene in slow motion.

- > Draw on an activity that has been played in this lesson.
- > Ask players to choose a movement problem experienced during the session.
- > Ask a player to explain what they are doing whilst performing the movement.



SPORTAUS What's ahead?

Freeze frame

PHYSICAL LITERACY ELEMENTS

CONTENT KNOWLEDGE

MOTIVATION

Format > Information sharing

Provide a brief explanation about the lessons to come and the Playing for Life approach where:

- > players learn skills by playing fun games.
- > players develop the game through setting the rules and changing it to get everyone involved and make it challenging.
- > the learning intentions are clear.



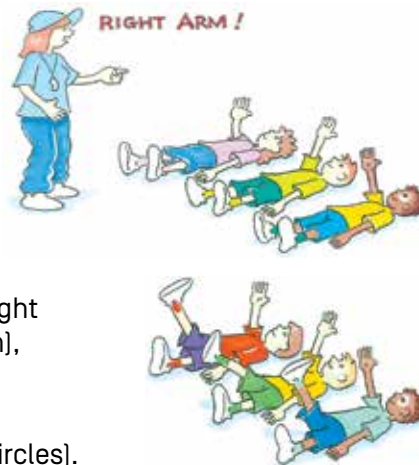
Puppeteer

Format > Relaxation · gentle stretching · winding down

Players act as puppets, moving their body to your calls (you are the puppeteer).

What to do

- > Players lie down.
- > You pretend to be the puppeteer.
- > Players are the puppets and they respond to your calls.
- > You say, 'I am pulling the string to your right arm now' (so players raise their right arm), 'Now I am lowering your arm and pulling the string to your right leg' etc.
- > Gradually slow down the activity (e.g. 10 circles).



PHYSICAL LITERACY ELEMENTS

STABILITY/BALANCE

FLEXIBILITY

MOTIVATION

SELF-PERCEPTION

CONTENT KNOWLEDGE

Format > Coach feedback · skill review

Players freeze (become statues) in certain positions.

What to do

- > You ask players to mime a particular sporting action (e.g. passing, kicking or throwing).
- > Players perform the action until you call 'FREEZE!'.
- > You then look at the statues and provide feedback on their technique.



Ask the players

- > When was it hard to hold positions?
- > Can you show a movement where body parts were stretched the most?
- > How could being more flexible help you perform skills?





French cricket

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

What to do

Setting up

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

Playing

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



Variation

- > Use 2 balls

Safety

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



Scoring

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

Change it

Batter

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

Fielder/bowler

- > Take it in turns to bowl (e.g. a set number of balls per over).
- > All fielders must touch the ball before it is bowled again, so everyone has a 'touch' of the ball.

Ask the players

- > What cues do you use to react to hits faster?

LEARNING INTENTION

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

PHYSICAL LITERACY ELEMENTS

OBJECT MANIPULATION REACTION TIME

RULES

STRATEGY AND PLANNING

AC:HPE CONTENT DESCRIPTIONS

ACPMP061
ACPMP062
ACPMP063



Frogs and lily pads

Players continuously jump from lily pad to lily pad using a two-foot takeoff and landing technique. Play in groups of 4–8.

What you need

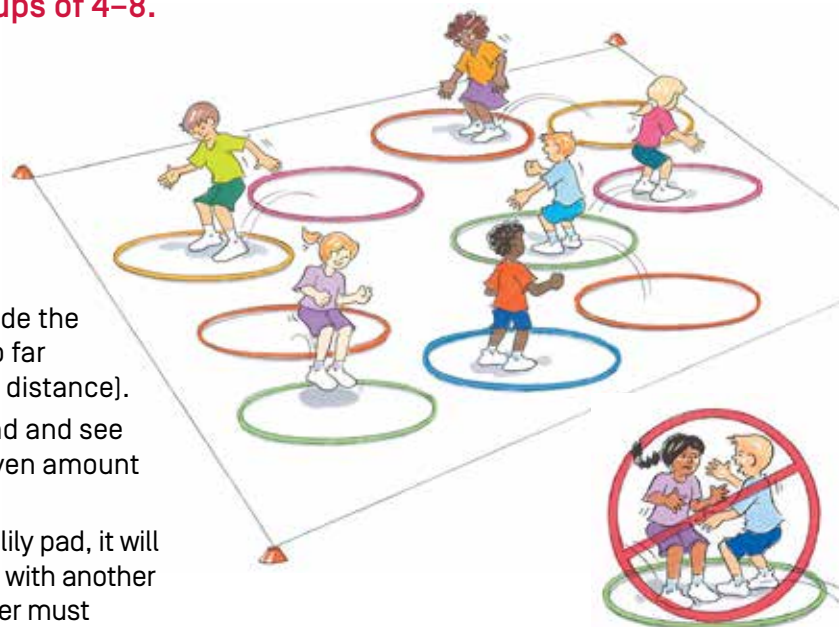
- > A 10m x 10m square marked out by 4 cones (the pond)
- > Hoops to be used as lily pads

What to do

- > Randomly distribute the hoops inside the pond, making sure they are not too far away from each other (i.e. jumping distance).
- > Players jump from lily pad to lily pad and see how many they can land on in a given amount of time (e.g. 60 seconds).
- > If there is more than one frog on the lily pad, it will sink. If a player jumps onto a lily pad with another player already on it, the original player must immediately find another lily pad to jump onto.
- > Players may jump into the pond as well as onto the lily pads.

Safety

- > Encourage players to look before they jump, so they don't collide with other players.
- > When using low boxes, a player cannot jump onto it when there is another player already there.
- > Players must be careful to land in the centre of the box so they don't tip it over.
- > Play for short periods to avoid overuse injuries.



Scoring

- > See how many lily pads players can land on in 60 seconds.

Ask the players

- > How do you feel when you jump without a break?

Change it

- > Have more or less lily pads than players.
- > Players can jog in between jumping on lily pads or in pond.
- > Players can take off from one foot but should always land on two feet.
- > Introduce a tagger. Players must jump around the pond and avoid the tagger. Players are safe if they are standing on a lily pad, but as soon as another player jumps on that lily pad the original player must find a new one. If a player is tagged, they become the new tagger.

Teaching tips

- > Swing arms behind and then forward to propel yourself up and forward when jumping
- > Bend your knees as you land to cushion yourself
- > Land on both feet at the same time to maintain your balance

LEARNING INTENTION

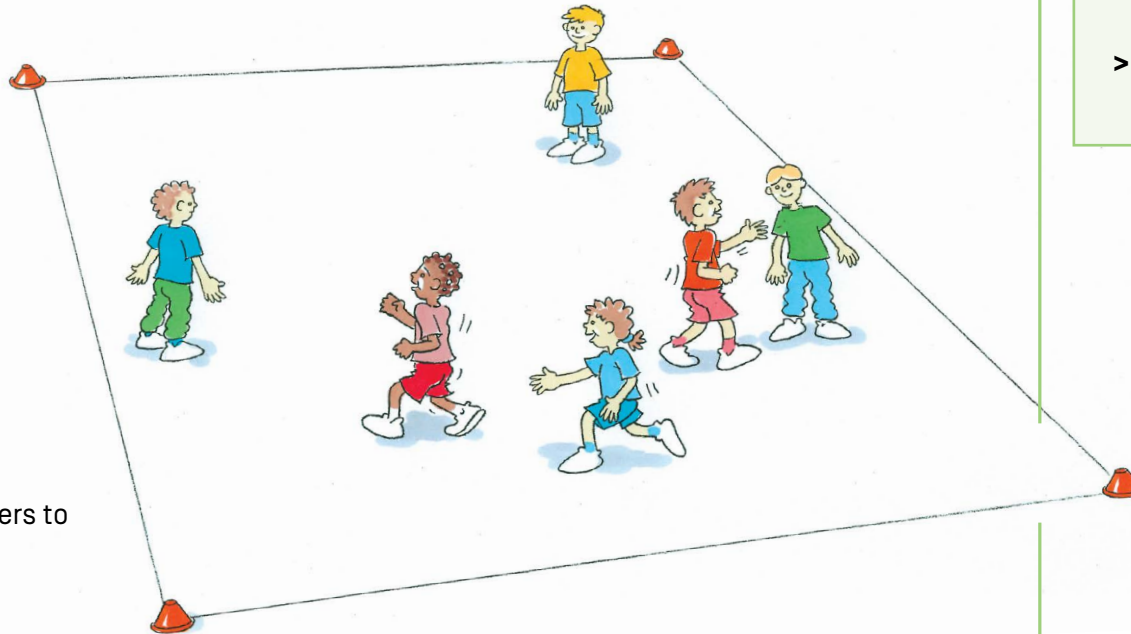
Frogs and lily pads is a fun warm up activity that introduces (and allows players to practise) the correct jumping technique, which is a fundamental skill for many other activities. It can be followed by activities that further extend spring and landing or rotation skills.

SPORTAUS



Frost and thaw

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

- > 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 movement skills.
- > **Two Frosts** work together but must hold hands throughout – encourage players to choose their own partner.
- > **Harder for Thaw** – one *Thaw* but two *Frosts* moving independently.
- > **Harder for Frost** – one *Frost* with two *Thaws* moving independently.

Safety

- > If indoors, boundaries should be away from walls or freestanding objects.
- > Players should be familiar with space and player awareness activities such as All-in tag and Look out for others!

Ask the players

- > As 'frost', what strategies do you use to catch players ?
- > As 'thaw', what strategies do you use to avoid being tagged?



LEARNING INTENTION

Frost and Thaw can be used as a warm up activity or energisers to develop body and/or spatial awareness and to encourage physical activity breaks.

PHYSICAL LITERACY ELEMENTS

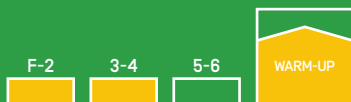
MOVEMENT SKILLS
AGILITY

PERCEPTUAL AWARENESS

STRATEGY AND PLANNING

AC:HPE CONTENT DESCRIPTIONS

ACPMPO08
ACPMPO25
ACPMPO43



Fun on the spot

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



What to do

Setting up

- > You need an unobstructed playing area.

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.



Change it

- > Fun on the spot can be adapted to an arms-only activity, if necessary.
- > Add dynamic flexibility activities, such as swings and lunge walks.



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. *All-in tag* and *Look out for others!*

PHYSICAL LITERACY ELEMENTS

MOVEMENT SKILLS STABILITY/BALANCE

FLEXIBILITY

ENGAGEMENT & ENJOYMENT

AC:HPE CONTENT DESCRIPTIONS

ACPMPO08
ACPMPO25
ACPMPO43

LEARNING INTENTION

Fun on the spot can be used as a warm up activity or energisers to develop body and/or spatial awareness and to encourage physical activity breaks.



Frozen tag

One or two taggers try to tag other players, who must hold a static balance for five seconds.

What to do

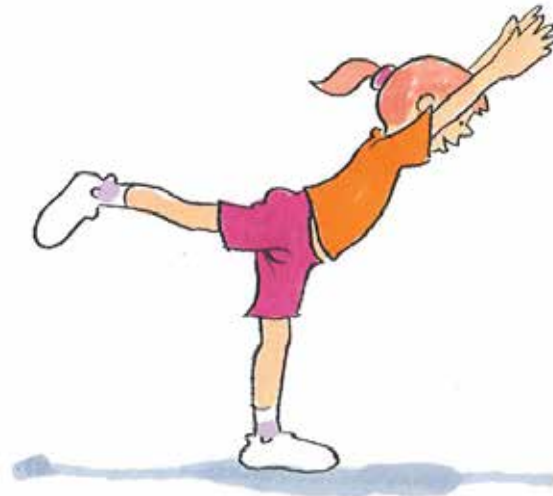
- > When you say 'GO!', one or two taggers try to tag other players.
- > Once tagged, a player must hold the particular static pose that you call out.
- > To become free, they must hold this position for 5 seconds.
- > Static holds could include front support, rear support, stork stand, crab support, straddle stand.

Change it

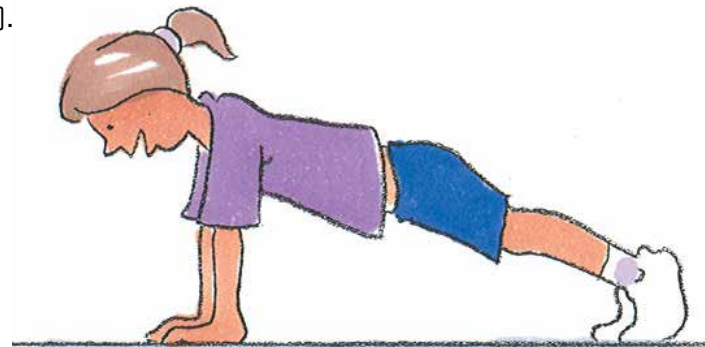
- > Change static hold to increase physical exertion or give players a rest.
- > Vary the way in which players can be freed (e.g. other players could touch them, crawl underneath them, or step over the top of them).



ANGRY CAT



ARABESQUE



FRONT SUPPORT

Safety

- > Players need to maintain core stability in the static position.

Ask the players

- > Which balances are easier to hold?
- > What can you do when your balance becomes difficult to hold?

LEARNING INTENTION

Frozen tag is a fun energiser that develops core strength. It also requires players to be aware of others.

PHYSICAL LITERACY ELEMENTS

STABILITY/BALANCE FLEXIBILITY

SELF-REGULATION (PHYSICAL) STRENGTH

CONTENT KNOWLEDGE

AC:HPE CONTENT DESCRIPTIONS

ACPMPO08
ACPMPO25
ACPMPO43

SPORTAUS



Get the bean bag

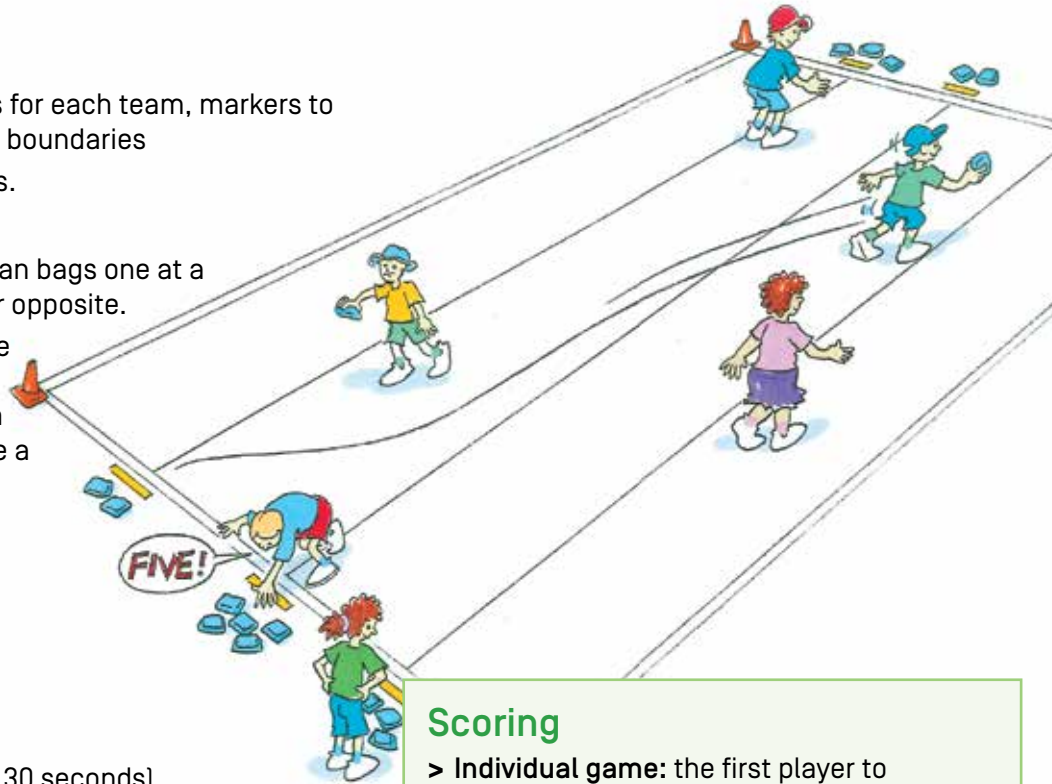
Players on opposite sides of a playing area each have 3 bean bags. Players run to the other side and steal one bean bag at a time. The winner is the first player to increase their total to 5. Can be an individual or team activity. Play with 6 or more.

What you need

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

Playing

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



Change it

- > Set a time limit [e.g. 30 seconds].
- > Give a bonus point to the team that scores the first individual 5 points.
- > Vary the size of the playing area.
- > Freeze frame the activity to provide players the opportunity to discuss strategies for stealing bean bags.

Scoring

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

Safety

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

Ask the players

- > What was your best strategy to get the most bean bags?
- > What strategies can you use to keep running during the game?
- > Did you feel frustrated in this game? How could you overcome this feeling? What could you do differently next time?

LEARNING INTENTION

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

PHYSICAL LITERACY ELEMENTS

MOVEMENT SKILLS

SELF-REGULATION (EMOTIONAL) SELF-REGULATION (PHYSICAL)

STRATEGY AND PLANNING ETHICS

AC:HPE CONTENT DESCRIPTIONS

ACPMP008
ACPMP025
ACPMP043



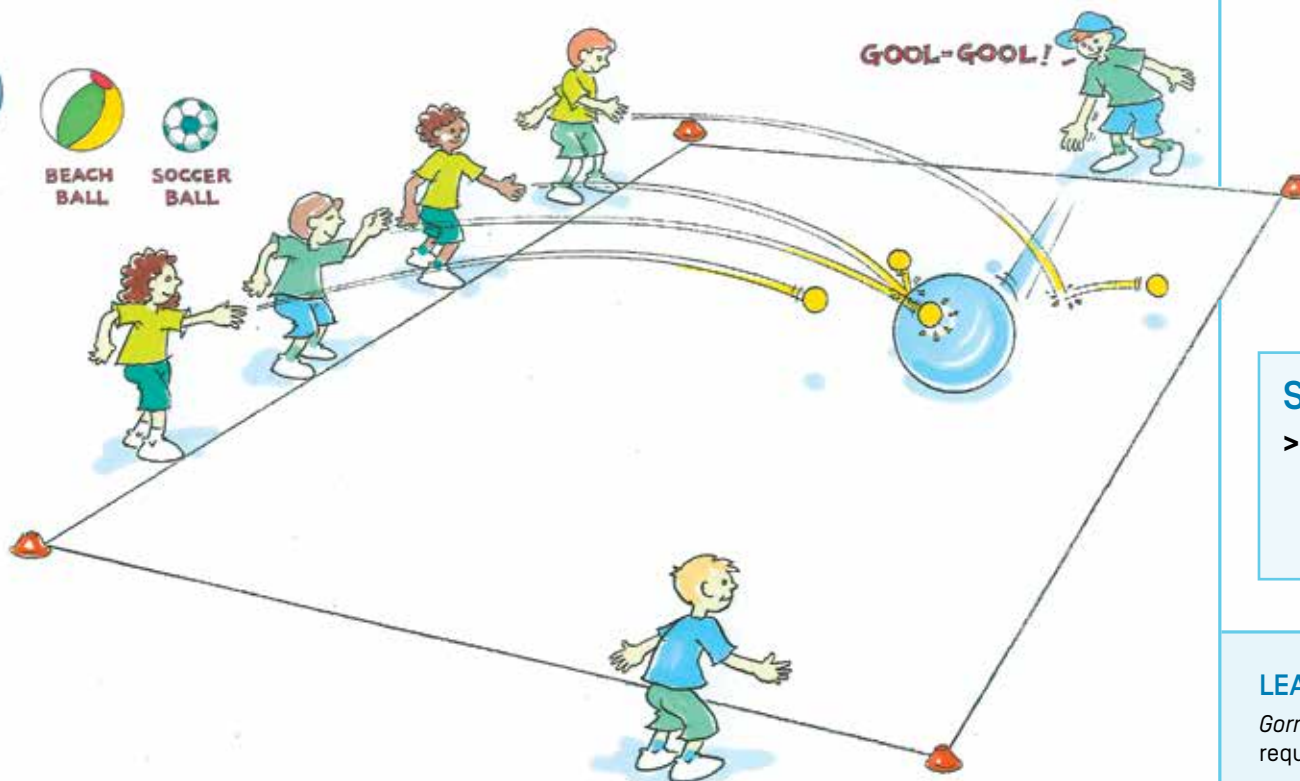
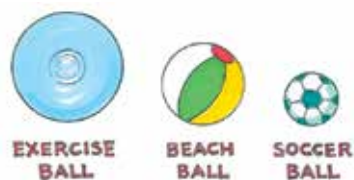
Gorri is a target game that requires players to throw a ball to hit a moving target. A large ball is rolled past a line of players who try to hit it as it goes past with their tennis ball.

What you need

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

What to do

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



- > 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.

LEARNING INTENTION

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

PHYSICAL LITERACY ELEMENTS

OBJECT MANIPULATION COORDINATION

SOCIETY AND CULTURE

STRATEGY AND PLANNING

AC:HPE CONTENT DESCRIPTIONS

ACPMPO43 ACPMP061

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.

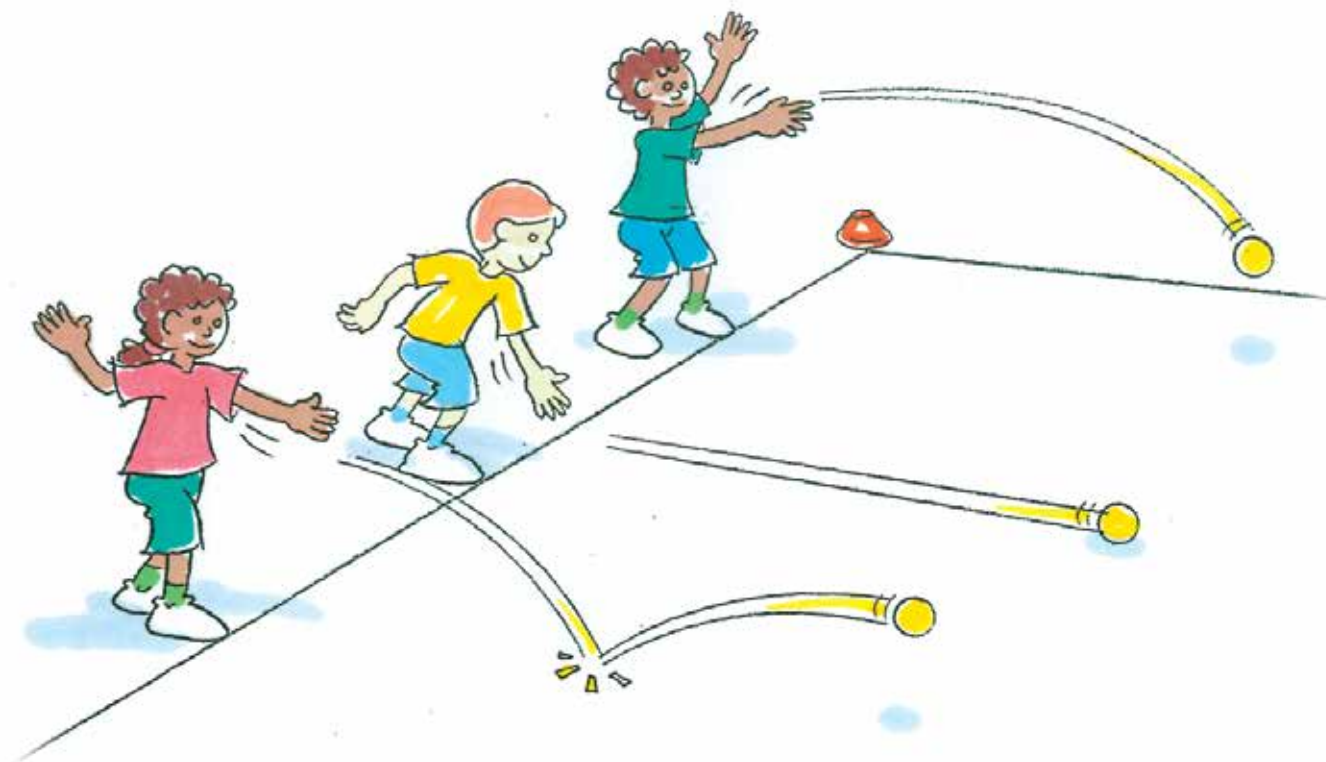
Safety

- > 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.)

Aboriginal and Torres Strait Islanders histories and cultures

Gorri is a bowling-ball or disc game played by Aboriginal boys and men in all parts of Australia. A piece of rounded bark (disc) was rolled by one of the players for the other boys to use as a target for their short spears.

A version of this activity is still played in the Kimberley area and Northern Territory (and perhaps elsewhere) using flattened tin lids as targets and stones or other missiles.



SPORTAUS

Great work!

What did you learn?

PHYSICAL LITERACY ELEMENTS

SELF-PERCEPTION

CONFIDENCE

CONTENT KNOWLEDGE

MOTIVATION

CONFIDENCE

Format > Pat on the back feedback and encouragement

- > When you played... I saw some great examples of... [feedback could relate to kids fielding well, moving into space, anticipating the opposition etc.]
- > 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..
- > Ask students to give themselves some positive feedback.



Format > Q & A

- > **Reinforce key skills** or tactical points.
- > Say something like, 'Remember when I asked Lily, Kate and Liam to show us... **What did you learn?**'
- > Use **cue words** [e.g. 'When you... keep it smooth']
- > Link back to previous sessions.



PHYSICAL LITERACY ELEMENTS

CONFIDENCE

CONTENT KNOWLEDGE

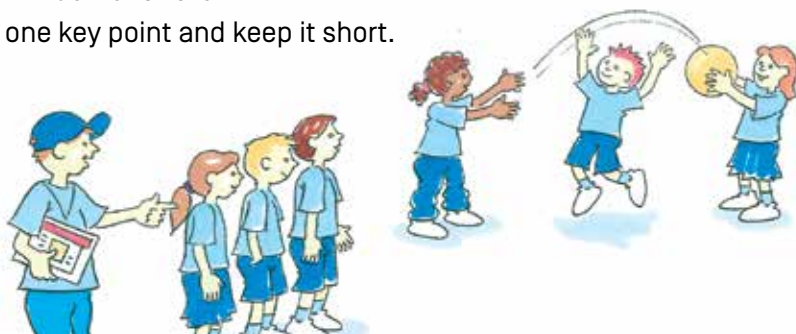
REASONING

Let's see it!

Put it away!

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 and say, 'This group will demonstrate...'
 - > Emphasise one key point and keep it short.



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.
- > How could you do this quickly as a class?
 - > What will be the most effective way to communicate as a group?



COLLABORATION

SPORTAUS

Group balance

What did you like?

PHYSICAL LITERACY ELEMENTS

SAFETY AND RISK

COLLABORATION

STABILITY/BALANCE CONFIDENCE

Format > Cooperative activity

Using a long rope which is joined as a circle, players lean back while holding onto it using it as counter-balance. Play in groups of 6-12.

What you need

- > 1 long rope that is joined in a circle, with ends tied very securely

What to do

- > Players stand evenly spread on the outside of the rope.
- > Players pick up the rope and hold it at waist height.
- > Shuffle backwards until the rope is taut and in a perfect circle.
- > Slowly lean back using the weight of everyone in the group and the rope as a counter-balance.

Change it

- > While leaning out, ask the group to sit down and stand back up while holding the rope taut.
- > After leaning out, ask players to take one hand off the rope.

Safety

- > Make sure players communicate with one another.
- > Everyone's legs, arms and torsos must be straight and locked out for the circle to be strong.
- > Only play if the group is concentrating.

Coaching tips

- > Embrace challenges to identify strategies to maintain feelings of competency and worth.



Format > Ask players

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

- > What were your favourite activities? They will probably need reminding about what they did!
- > What didn't you like?
- > What would you like to do again?
- > How could you play this activity at home or in a park?

Remember to ask the students 'why' they gave their response.

Make a note of the feedback on your session planner.



PHYSICAL LITERACY ELEMENTS

MOTIVATION

SELF-PERCEPTION

REASONING



Hearts-clubs-diamonds-spades

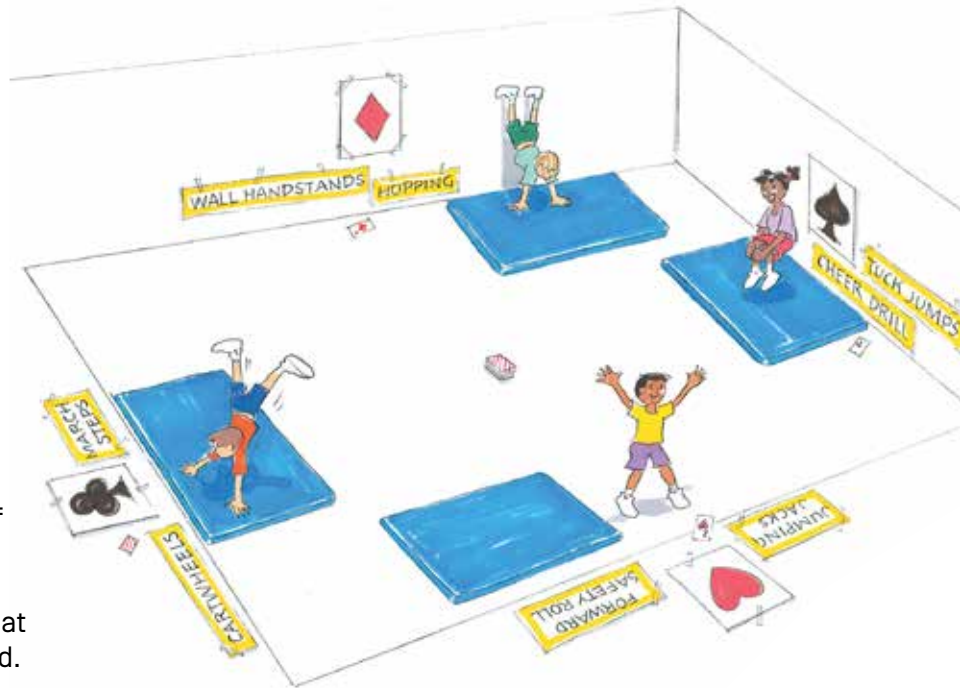
By selecting cards from a deck, players try to score as many points as possible by moving around the room performing various skills and activities. Play with 6–30.

What you need

- > A deck of playing cards
- > 4 posters with playing card suit symbols
- > 4 posters with pictures or descriptions of various skills/activities
- > Wall space or another area to display the posters
- > Music and a music player

What to do

- > When the music begins, players run to the middle of the room and pick up one card each from the deck. They then run to the wall that matches the suit of the card.
- > Each wall has a selection of skills/activities e.g. at the 'hearts' wall, the card might read 'cartwheels, jumping jacks, wall handstands'.
- > Players choose one of the skills and perform it the number of times indicated by the playing card.
- > Once the skill is completed, the player keeps hold of the card and runs to the middle to select another one and repeats the process.



Change it

- > Play the activity in pairs.
- > Only have one skill to perform at each station.
- > Increase the difficulty of the skills at each station.
- > When players return to a wall they have already visited, they must perform a different activity.

Scoring

- > Play for a set amount of time, or until all cards in the deck have been taken.
- > Players score 1 point per card collected.

Safety

- > Ensure students have appropriate upper body/core strength and prior practice if including handstands and cartwheels into the activities.
- > Provide strength based progressions for students if they are unable to perform activities yet [e.g. plank hold or bunny hops before wall handstand].



LEARNING INTENTION

Hearts-clubs-diamonds-spades can be used to introduce students to basic balance and movement skills or can be modified to incorporate more complex skills. This game can be applied to any sport, particularly those with a focus on movement exploration such as gymnastics, dance, circus and martial arts.



Here, there, nowhere

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



What to do

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

Change it

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



Calls

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

Safety

- > If indoors, boundaries should be away from walls or freestanding objects.
- > Players should be familiar with space and player awareness activities such as *All-in-tag* and *Look out for others!*

PHYSICAL LITERACY ELEMENTS

MOVEMENT SKILLS
STABILITY/BALANCE

RELATIONSHIPS

RULES

AC:HPE CONTENT DESCRIPTIONS

ACPMPO08
ACPMPO25
ACPMPO43

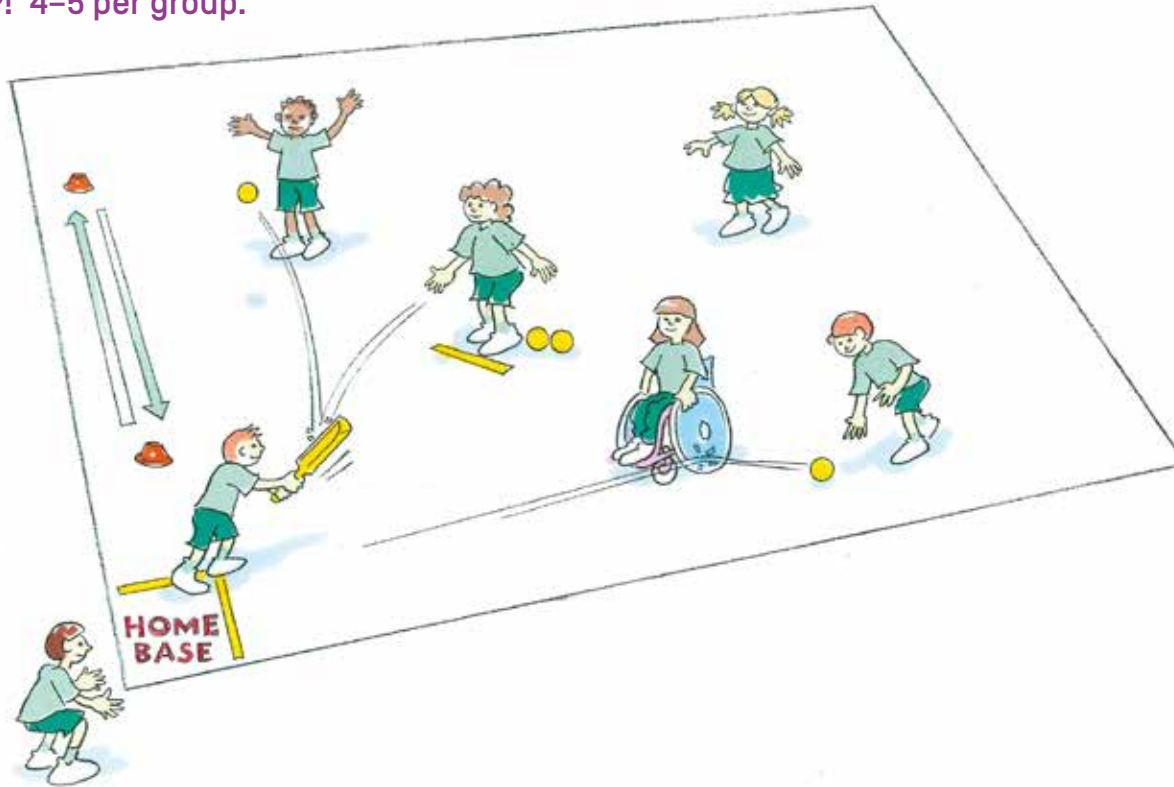
LEARNING INTENTION

Here, there, nowhere builds on introductory awareness activities. Depending on the "calls" that you make, students can practise movement skills and static and dynamic balances.

F-2 3-4 5-6 SKILL DEVELOPMENT GAME CONCEPTS

Hit 4 and go

A batter hits 4 consecutive balls into the field and then runs between marker cones as many times as possible. When the fielders have returned all 4 balls they call out 'STOP!' 4-5 per group.



What you need

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

Scoring

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

What to do

Setting up

- > 2 teams – batters and fielders

Batter

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

Fielders

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

LEARNING INTENTION

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

PHYSICAL LITERACY ELEMENTS

OBJECT MANIPULATION COORDINATION

COLLABORATION

STRATEGY AND PLANNING PERCEPTUAL AWARENESS

AC:HPE CONTENT DESCRIPTIONS

ACPMPO43

ACPMPO45

ACPMPO61

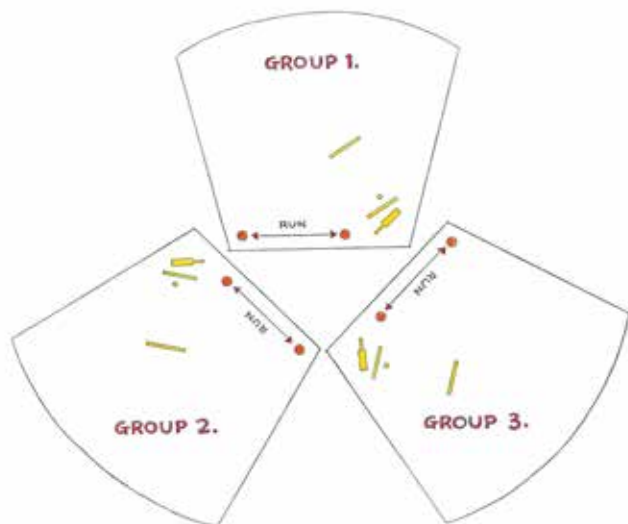
ACPMPO63

change it...

Hit 4 and go

Coaching

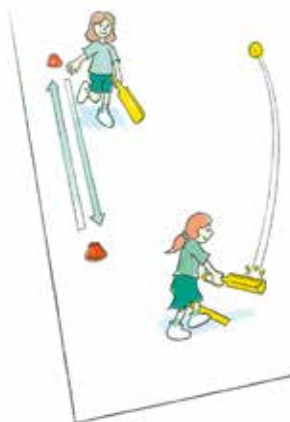
- > To manage large groups, have 2 or more groups playing at the same time using a 'fan' system. Balls must be hit forward.



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

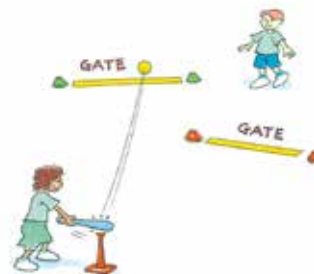
Include all

- > **Batters** – 2 players work in tandem (e.g. one player hits and the other runs).



Game rules

- > **Harder for fielders**
 - fielders cannot move until the last ball is struck
 - fielders must take the ball to the home base and not throw.
- > **Harder for batters**
 - batter must hit the ball forward of the batting position.
- > **Scoring gates** – batters gain extra runs if the ball passes through the gates.
- > **Running alternative** – batters who have limited mobility can score by hitting into these gates, or by using a 'runner'.
- > **Rolling** – use rolling to pass among fielders.
- > **False calls** – provide bonus points to a runner if 'STOP!' is called too soon.



Equipment

- > Use different bats and balls – allow player choice.
- > Use different heights of tee or alternative.

Playing area

- > **Harder for runner** – increase the distance between cones.
- > **Harder for fielders** – increase the size of the playing area.

Safety

- > Bowlers sending a cooperative feed should be located to one side.
- > Fielders should be at a safe minimum distance from the batter.
- > All fielders should keep an eye out for balls as well as other running fielders.
- > Players should communicate when retrieving a ball or throwing a ball.
- > Ensure the batter's running area is away from fielders.
- > Players should have done space/player awareness activities before playing.

Ask the players

Fielders

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

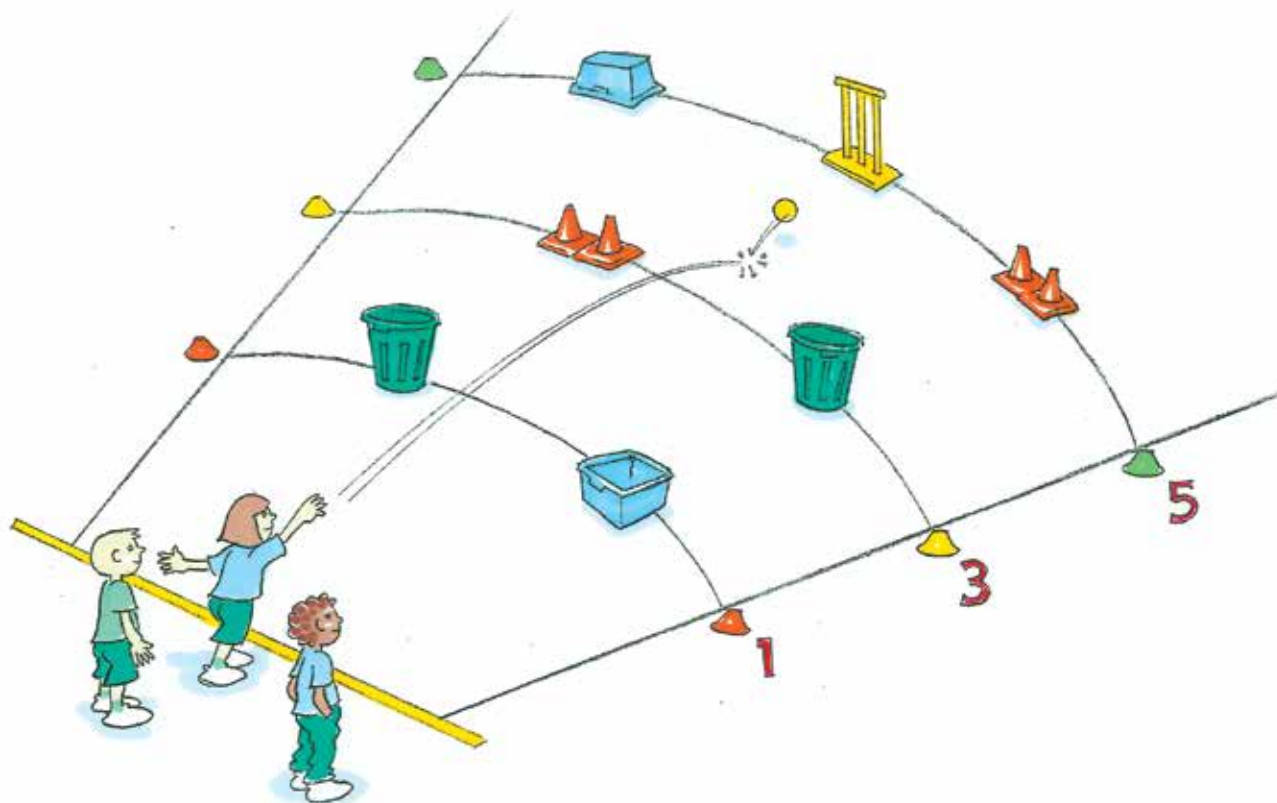
Batters

- > Where will you place the balls you hit?
- > Will you scatter them or hit them in one direction?
- > Will you hit them high or low or make them bounce?



Hit the target

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



What you need

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

What to do

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

Scoring

- > Consider a bonus point if a ball lands inside a target.
- > Set a target (e.g. 15). The team with the smallest number of throws or the most points in a set time (e.g. 45 seconds) wins.
- > Have students set an individual goal and try to beat their score in 3 to 5 attempts.

PHYSICAL LITERACY ELEMENTS

OBJECT MANIPULATION

MOTIVATION
SELF-PERCEPTION

STRATEGY AND PLANNING

AC:HPE CONTENT DESCRIPTIONS

ACPMPO25
ACPMPO43

LEARNING INTENTION

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

change it...

Coaching

- > Use players as role models to highlight effective sending skills and coaching points.
- > Useful cue words include: 'look', 'lift', 'bend', 'swing', 'release', 'keep it smooth'.



Game rules

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

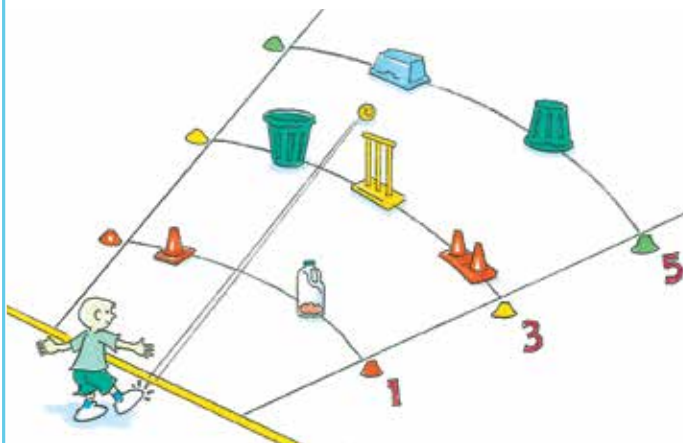
Equipment

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



Playing area

- > Vary the arrangement of targets to suit the sending method (e.g. if players are *kicking*, initially stagger the targets).

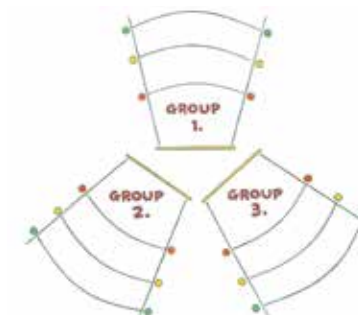


- > Vary the distance of the targets from the throwing line.
- > Set a 'no-go' boundary. If the ball goes beyond the boundary, no points are scored. Don't be too stingy – allow for some roll on!

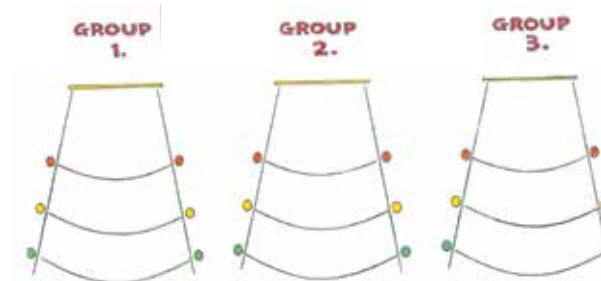
Hit the target

Safety

- > With multiple groups have players throw away from one another. Balls are gathered but not thrown back.

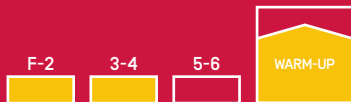


- > Alternatively, use a line-up configuration and have all players throw in the same direction.
- > Players do not leave the throwing line until all players have finished.



Ask the players

- > Did you choose low-scoring or high-scoring targets? Will you change your targets next time?
- > What can you learn from your performances to determine your next strategy?



Hoop races

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

What you need

- > 1 hula hoop per group



What to do

- > In groups, players form a line, one behind the other approximately 1 metre apart.
- > The first player in the line steps into the hoop, takes it over their head and then passes it to the next person at head height.
- > The next player takes it over their head, lowers the hoop, steps through it and passes it to the next player.

- > Each group agrees on an 'up noise' and a 'down noise' and makes these noises as the hoop travels up and down.
- > This pattern continues until the hoop reaches the end of the line.
- > The end player runs to the beginning of the line and starts again.
- > Play until the original leader is back at the front of the line.

Change it

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

Safety

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

Ask the players

- > How can you work together to get the best result?
- > What are some different 'up and down' noises you can make?
- > How were you feeling during the activity? How did your emotions change your actions during the game?

LEARNING INTENTION

Hoop races is a fun energiser allowing students to practise fundamental movement skills and movement sequences while encouraging teamwork and coordination.

PHYSICAL LITERACY ELEMENTS

OBJECT MANIPULATION
SELF-REGULATION (EMOTIONS)

COLLABORATION

REASONING

AC:HPE CONTENT DESCRIPTIONS

ACPMPO08
ACPMPO25
ACPMPO43



Hoop stretch

Players explore balancing with different body positions while stretching from inside a hoop.



What you need

- > 1 piece of chalk, skipping rope or hoop per player

What to do

- > Players stand in a hoop or a marked circle.
- > Players make a body position with both feet inside the hoop and both arms outside of the hoop.
- > They hold the position for a set time, then stand up and repeat using a different position where feet are inside and hands outside the hoop.

Change it

- > Have 2 hands on the floor and 1 foot off the floor.
- > Put 1 hand on the floor and 2 feet on the floor.
- > Have 1 hand off the floor and 1 foot off the floor.
- > Move a raised foot or hand.
- > Vary the length of time the position needs to be held for [e.g. 5-30 seconds].

Safety

- > Check there is enough space between players.
- > Start with a short duration for balances and increase the holding time as the activity proceeds.
- > Do not bounce in any stretch position.

Ask the players

- > How many different balances can you make from inside the hoop?
- > Which body parts are you stretching with each balance?
- > Does one limb feel more flexible than the other?
- > Which movements made it harder/easier to maintain balance?
- > How did your muscles feel when you held the balances for longer times?

LEARNING INTENTION

Hoop stretch can be used as a warm up activity to develop balancing skills.

PHYSICAL LITERACY ELEMENTS

STABILITY/BALANCE FLEXIBILITY

MUSCULAR ENDURANCE

REASONING

AC:HPE CONTENT DESCRIPTIONS

ACPMPO08

ACPMPO25

ACPMPO43

SPORTAUS



Hospital tag

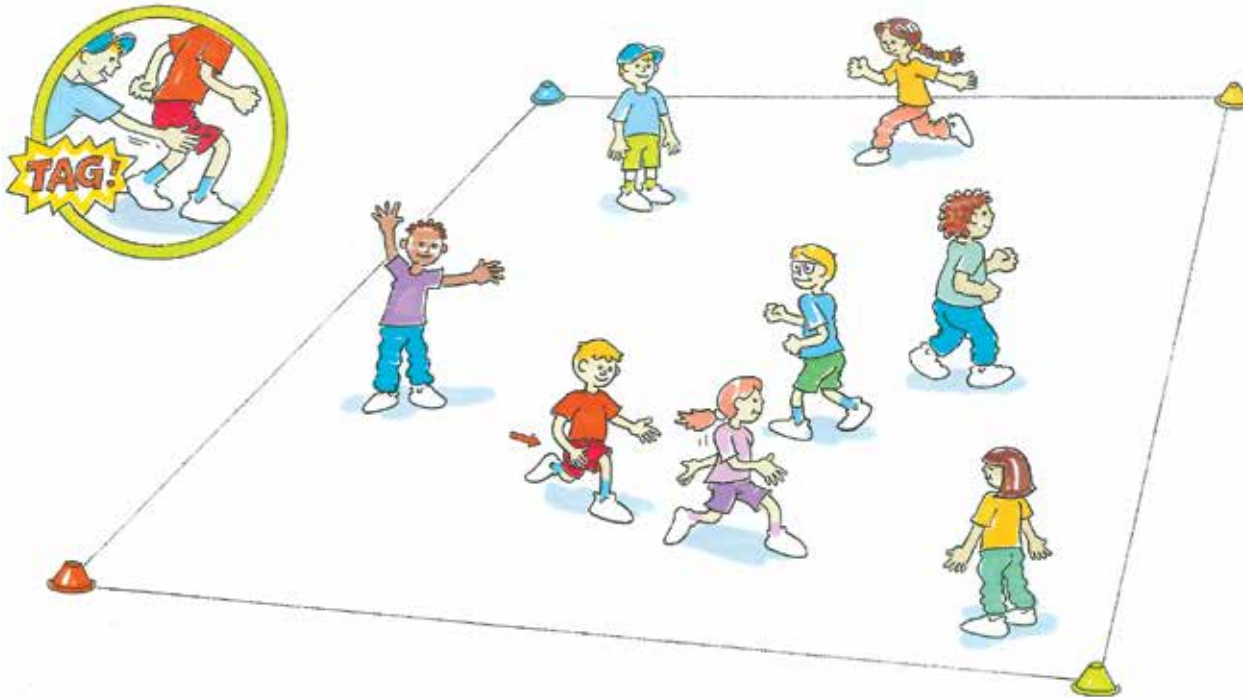
A nominated player tags any other player. The tagged player becomes the new tagger but has to hold the part of the body that was tagged. Play with 6 or more.

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 *All-in tag* and *Look out for others!*
- > Encourage players holding a body part to be on the lookout for other players.

PHYSICAL LITERACY ELEMENTS

MOVEMENT SKILLS
AGILITY

SPEED

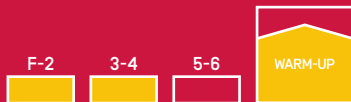
RULES

AC:HPE CONTENT DESCRIPTIONS

ACPMPO25
ACPMPO43

LEARNING INTENTION

Hospital tag develops spatial awareness and movement skills. Students practise dodging and running whilst building awareness of the space they are moving in and the people that are moving around them.



How high?

Players work in pairs, one player is the 'clown' and the other is the lion tamer, positioned at the starting line [centre of diagram]. Clowns throw their juggling object and try to run to the line behind them before the lion tamer catches it.

What you need

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

What to do

Setting up

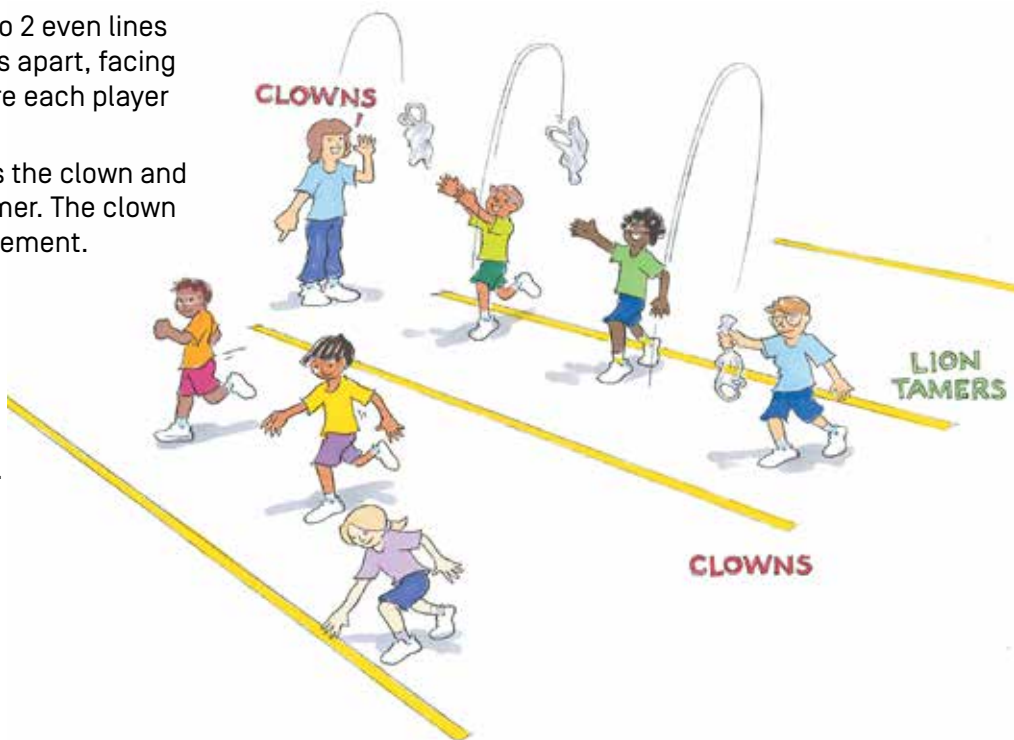
- > Arrange the players into 2 even lines approximately 2 metres apart, facing each other, making sure each player is facing their partner.
- > One player in the pair is the clown and the other is the lion tamer. The clown holds the juggling implement.

Playing:

- > On the call 'THROW', the clown throws the juggling object as high as possible and sprints to the line behind them. The lion tamer tries to catch the juggling object before the clown reaches the line.
- > After 3-5 attempts, partners switch roles.

Scoring

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



Safety

- > Check there is enough space between each pair.
- > Make sure players run in a straight line when running to the line.

Ask the players

- > What is the cue you use to move to catch the thrown object [e.g. verbal, visual]?
- > How can you change your throw so the object travels higher?
- > What's the best way to throw the juggling object high?
- > Are some objects easier to throw high than others?
- > Why do you think this is the case?

LEARNING INTENTION

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

PHYSICAL LITERACY ELEMENTS

OBJECT MANIPULATION REACTION TIME

PERCEPTUAL AWARENESS

REASONING

AC:HPE CONTENT DESCRIPTIONS

ACPMPO08
ACPMPO25
ACPMPO43

SPORTAUS

F-2

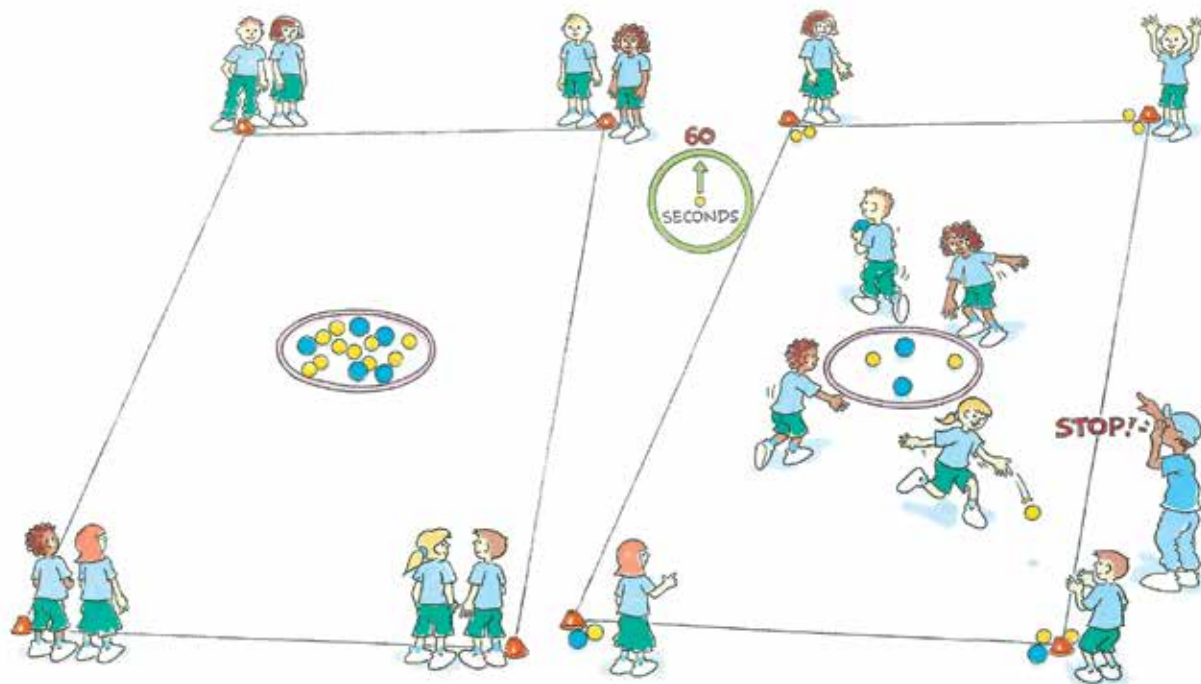
3-4

5-6

WARM-UP

How many bean bags?

One player from each pair runs to a central point, collects a ball and runs it back to their base, where they tag a team-mate who does the same. The aim is to collect the most balls.



What you need

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

What to do

- > Form 4 groups of 2 for each game area
- > Use an activity such as *Form a group* to group the players.
- > Use other combinations as required [e.g. 6 groups of 4 or 5, but adjust the playing space so it is not too crowded].

Playing the game

- > Teams collect as many balls as possible in the allotted time (e.g. 60 seconds).
- > When all the balls have been removed from the centre, the coach calls 'STOP!'

Variation

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

PHYSICAL LITERACY ELEMENTS

MOVING WITH EQUIPMENT
CARDIOVASCULAR ENDURANCE

ETHICS

RULES

AC:HPE CONTENT DESCRIPTIONS

LEARNING INTENTION

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

ACPMPO25
ACPMPO43

Coaching

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

Game rules

- > First group to collect 5 balls.
- > Vary the movement – try springing from 2 feet. You may need to reduce the time for collecting (e.g. 30 seconds).
- > Vary the method of transporting the ball – use legs to hold the ball, carry the ball under the armpit, hold the ball above the head.
- > Require a fun activity before returning to home base (e.g. figure of 8 with the ball between the legs).
- > Both players retrieve, but they form a train and maintain contact all the time.

Equipment

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

Playing area

- > **Smaller space** – makes it more 'crowded'.
- > **Larger space** – achieves increased activity levels.



Safety

- > Players should be familiar with space and other player awareness games with activities such as *Here, there, nowhere*.
- > Players should look out for other players. Pause the game to remind players if necessary.
- > Use a braking activity to slow players as they approach the circle.
- > The circle in the middle should be large enough to avoid head collisions as shown.



Ask the players

- > How do you avoid collisions?
- > What can you and your partner do to gather the most balls (e.g. players raid agreed bases)?
- > Which rules would you change/add to make it fairer for all teams?



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



Scoring

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

Variations

- > Restrict the kind of pass (e.g. bounce pass only).

LEARNING INTENTION

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

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 or soccer or hockey versions). Allow dribbling.

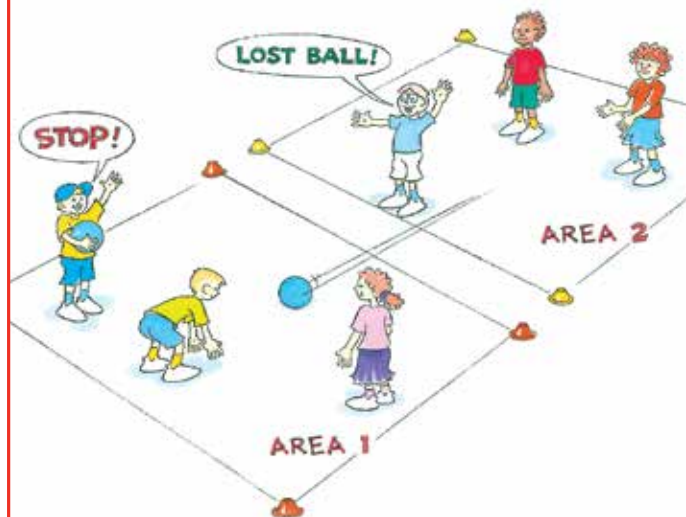


Playing area

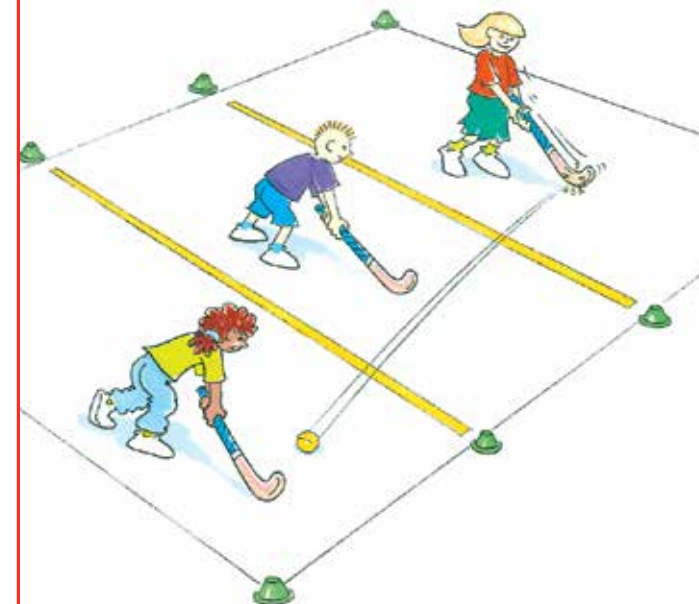
- > **Allow a bigger space for each group** – bigger may help the passers, smaller gives the interceptor more chance of success.
- > **Restrict the space for each group to play in.**

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.



Interceptor



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?



In the zone

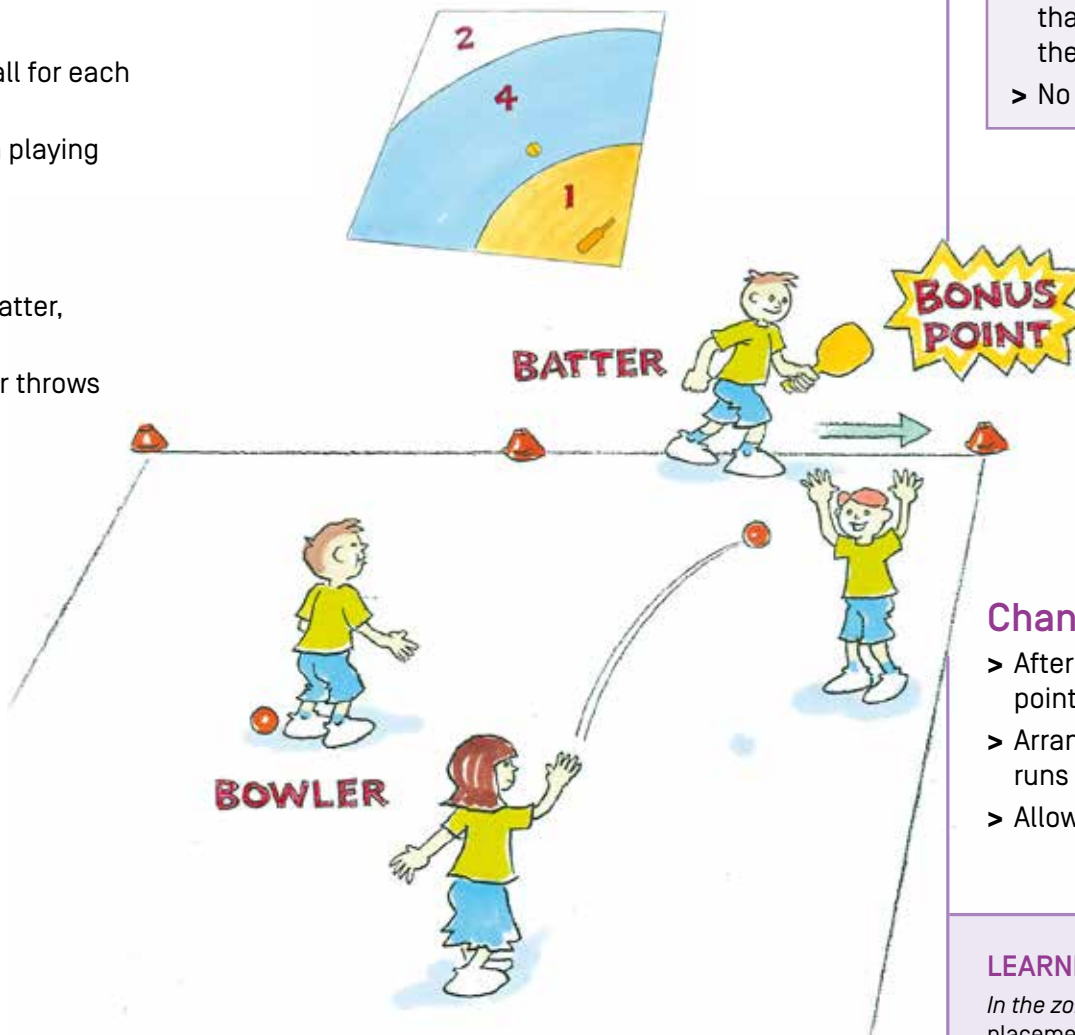
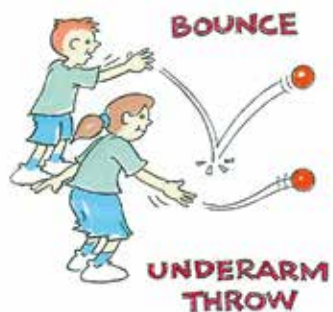
A ball is bowled underarm to a batter who attempts to hit the ball into a zone that will maximise points.

What you need

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

What to do

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



Scoring

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

Change it

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

LEARNING INTENTION

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

PHYSICAL LITERACY ELEMENTS

OBJECT MANIPULATION

MOVEMENT SKILLS

RULES

STRATEGY AND PLANNING

AC:HPE CONTENT DESCRIPTIONS

ACPMPO43

ACPMPO45

ACPMPO61

ACPMPO63

change it...

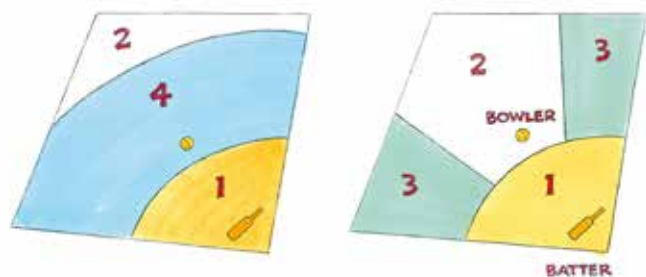
Coaching

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

Game rules

Easier for batter – ball is bowled with a bounce.

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



Equipment

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



Playing area

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

In the zone

Safety

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

Ask the players

Batters

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

Fielders

- > What are the consequences of fielding in the 2-point zone?’
- > If the batter is scoring freely, what options do you have for reducing the score?’
- > How can fielders help each other to get the ball to the fielder at the cone?’



Players stand in a circle and hit a ball up in the air with the palm of the hand. The aim is to try to make the most number of successive hits without the ball hitting the ground.

What you need

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

What to do

Setting up

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

Playing

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

Cooperative variation

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



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

- > **Rules** – the team starts from the letter 'A' again if players:

- miss the ball and it hits the ground
- hit the ball twice in succession
- hit the ball back to the player who previously hit it to them
- do not keep their hands open and flat when contacting the ball.

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

PHYSICAL LITERACY ELEMENTS

OBJECT MANIPULATION

SOCIETY AND CULTURE COLLABORATION

RULES

AC:HPE CONTENT DESCRIPTIONS

LEARNING INTENTION

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

ACPMPO25
ACPMPO43
ACPMPO61

Competitive variation

- > Play for 2–3 minutes. The winning team is the one that has worked furthest through the alphabet.
- > Alternatively, teams start at the same time and work for a set period of time noting the highest letter they reached without dropping the ball.

Change it

- > Vary the distance between players.
- > Vary the size and type of ball.
- > A buddy system with two players working in tandem will ensure everyone is included.

Safety

- > Choose an area away from walls and other obstructions.
- > Ensure players have completed other space awareness activities (e.g. *All in tag* and *Look out for others!*)
- > Enforce a 'lost ball' strategy. Players signal their intent to enter another playing area.
- > Use *Change it* to accommodate different player abilities.

Aboriginal and Torres Strait Islanders histories and cultures

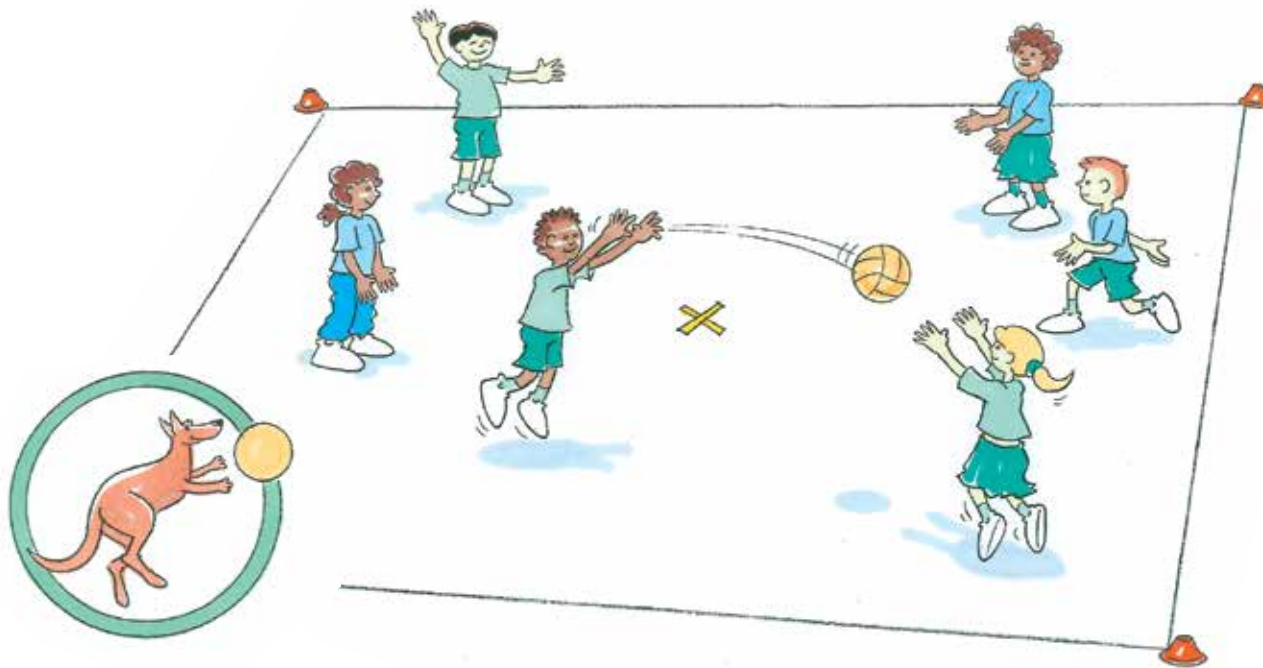
In this game from the Torres Strait, a number of players stood in a circle and sang the 'kai wed' (ball song) as they hit the ball up in the air with the palm of their hands. The game was played using the thick, oval, deep red fruit of the kai tree, which is quite light when dry.





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).

LEARNING INTENTION

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

PHYSICAL LITERACY ELEMENTS

OBJECT MANIPULATION COORDINATION

AGILITY

SOCIETY AND CULTURE RULES

AC:HPE CONTENT DESCRIPTIONS

ACPMPO43

ACPMPO61

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. A player might simply jump with the ball, land and then pass it. Or a receiving player might catch the ball first and then jump and land, before passing it on.

- > Jump with pass or jump with catch or both;
- > Vary the team sizes (e.g. 3 v 4).
- > While in possession; alternate jump passes with regular passes.



- > Allow players to run freely.
- > Teams score in their goal area. The point is won when the ball is passed to a designated player in the goal area. Play recommences from the base-line with the opposite team.
- > Different balls – size and shape.
- > Larger or smaller playing area.

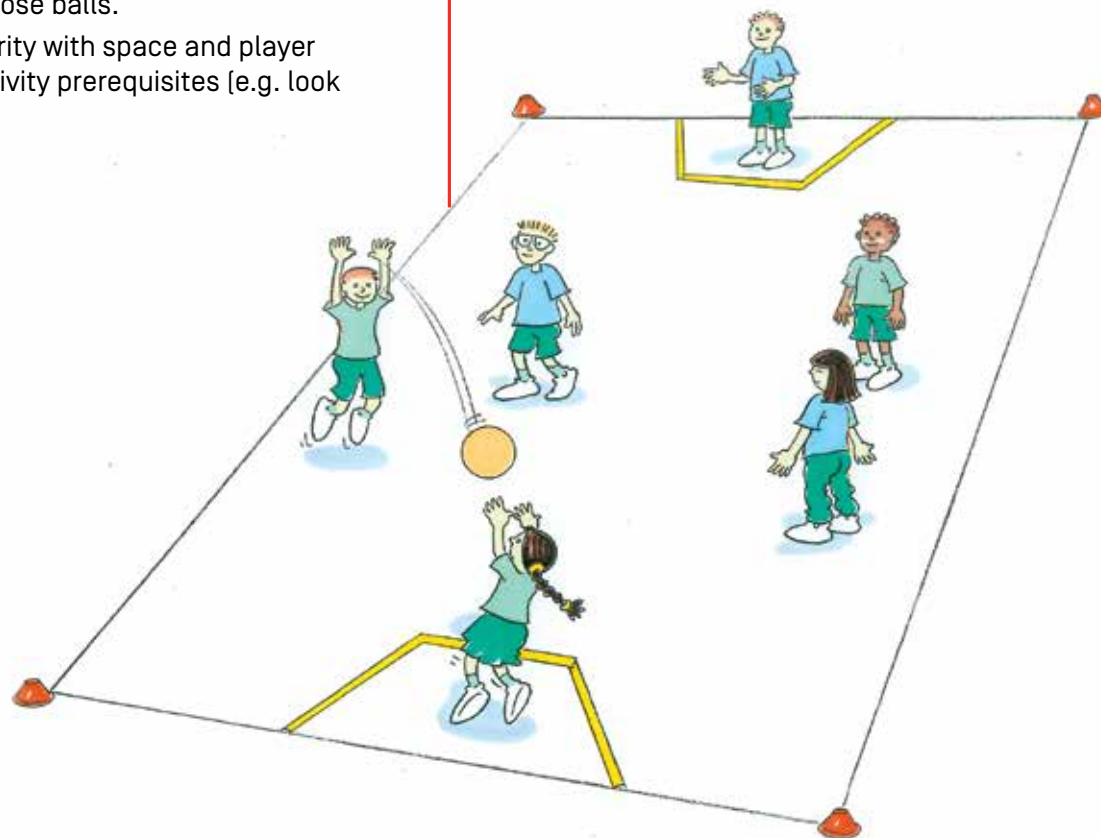
Safety

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

Keentan

Aboriginal and Torres Strait Islanders histories and cultures

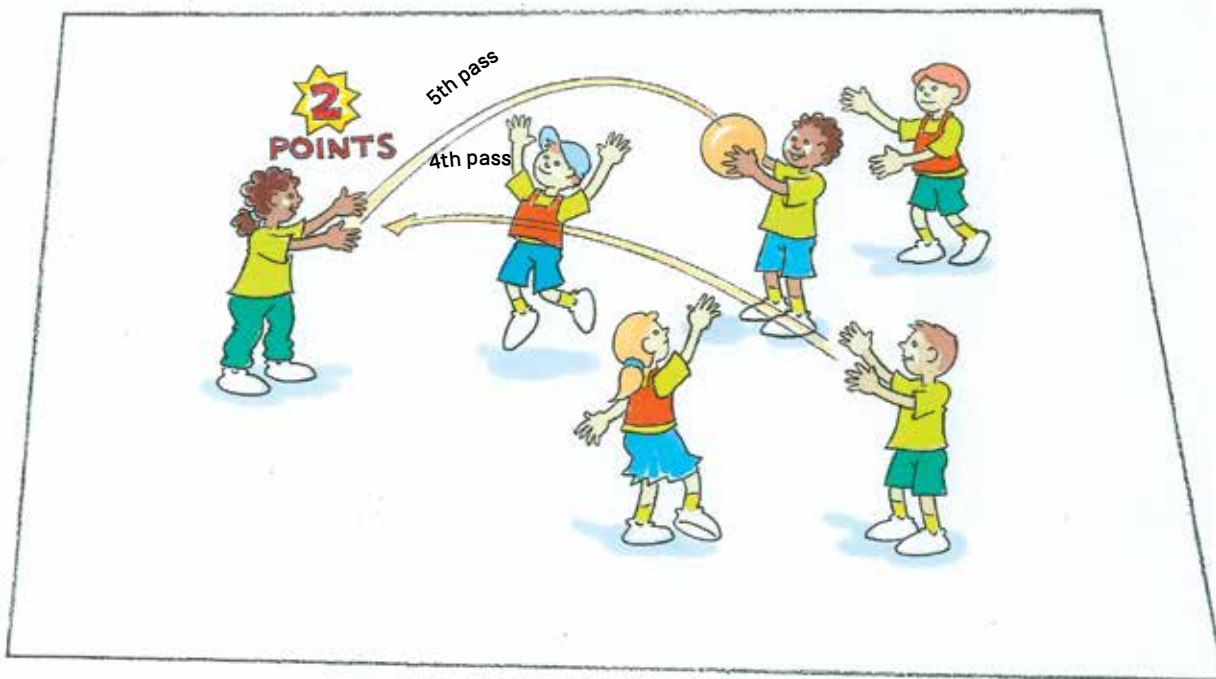
Keentan is a catching game from the north west central districts of Queensland. The jumping action of the players to catch the ball resembled the movements of a kangaroo resulting in the Kalkadoon people describing the game as the 'kangaroo-play'. The ball was made of a piece of possum, wallaby or kangaroo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





Keep the ball

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



What you need

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

What to do

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

The team with the ball

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

The team without the ball

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

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

Scoring

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

LEARNING INTENTION

Keep the ball emphasises hand eye coordination and is a good introduction to volleyball skills.

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. Add a 'hot potato' rule [no holding] or only allow up to 5 seconds.
- > **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 or 2 v 3]. This is a good way to promote inclusion.
- > **Kicking** – the ball may be kicked instead of thrown.



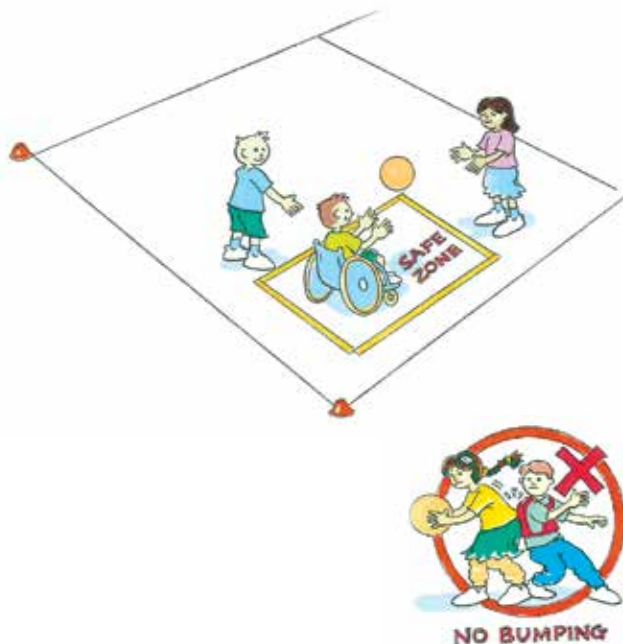
Equipment

- > **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.



Keep the ball

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 *All in tag* and *Look out for others!*].

Ask the players

Attackers [team with ball]

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

Defenders [team without the ball]

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



Keep the ball up

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

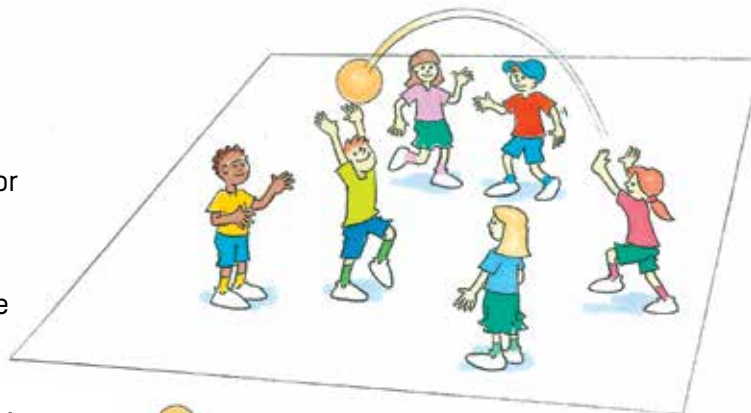
What to do

Setting up

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

Playing

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



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

Scoring

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

Safety

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



Ask the players

- > How do you feel before, during and after the activity?
- > What strategies can you use to keep positive when you are finding the game difficult?
- > Did you change the way you kept the ball off the ground? Why?

LEARNING INTENTION

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

PHYSICAL LITERACY ELEMENTS

OBJECT MANIPULATION

SELF-REGULATION (EMOTIONS)

COLLABORATION REASONING

AC:HPE CONTENT DESCRIPTIONS

ACPMPO25

ACPMPO29

ACPMPO43

ACPMPO45

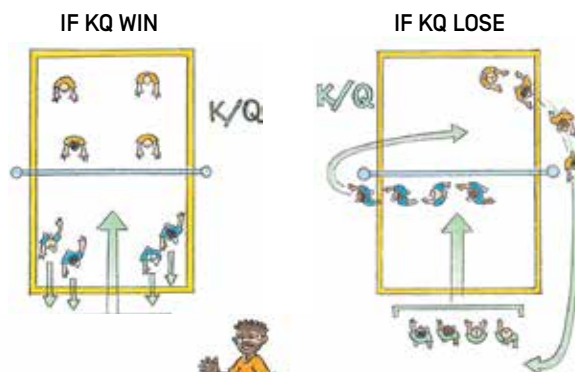


King/Queen of the court

A modified version of volleyball, played on a smaller court. The team that wins the rally stays on the court and becomes King/Queen. The losing team leaves the court to be replaced by the next challenger. When a team beats the King/Queen, they move to the other side of the net to replace the King/Queen. Play with 3 teams of 4.

What you need

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



What to do

- > Have 2 teams of 4 on the court, with 1 team on each side.
- > One end of the court is designated the King/Queen end.
- > A player on the King/Queen team serves the ball to start the rally.
- > A rally is won when:
 - the ball is not returned over the net within 3 hits
 - the receiving team lets the ball hit the ground
 - a player makes contact with the net, or
 - the returned ball lands outside the court boundaries.
- > Winning the rally gives that team the right to serve.
- > The winner of the rally stays on the court (if they are not King/Queen, they move to the King/Queen end), and the losing team is replaced by the next team.
- > Play for a set period of time.

LEARNING INTENTION

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

PHYSICAL LITERACY ELEMENTS

OBJECT MANIPULATION
SELF-REGULATION (EMOTIONS)

COLLABORATION
ETHICS

STRATEGY AND PLANNING
PERCEPTUAL AWARENESS

AC:HPE CONTENT DESCRIPTIONS

ACPMPO61
ACPMPO63

change it...

King/Queen of the court

Playing area

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



Game rules

- > When one team wins 5 points, they become King/Queen and stay on court.
- > The challengers serve to start the rally.
- > Allow teams to serve the ball for the next rally as soon as possible, forcing teams to get on court quickly.

Equipment

- > Use different types of balls or balloons, depending on the ability of the players



Time

- > Instead of playing to a particular score (e.g. 5 points), play for a set period of time.
- > The winning team is the one with the most points scored when time runs out.

Safety

- > Teams must wait off-court at a safe distance to avoid interference with play.
- > As a team, identify which areas of the court players will cover to help avoid players colliding.

Ask the players

- > What strategies can you use to manage your emotions when you are finding the game difficult (e.g. positive self-talk)?
- > What tactics did you find worked well to win the point/become King/Queen?
- > How can your team get on court and be ready straight away?
- > What is the advantage of staying as King/Queen of the court?

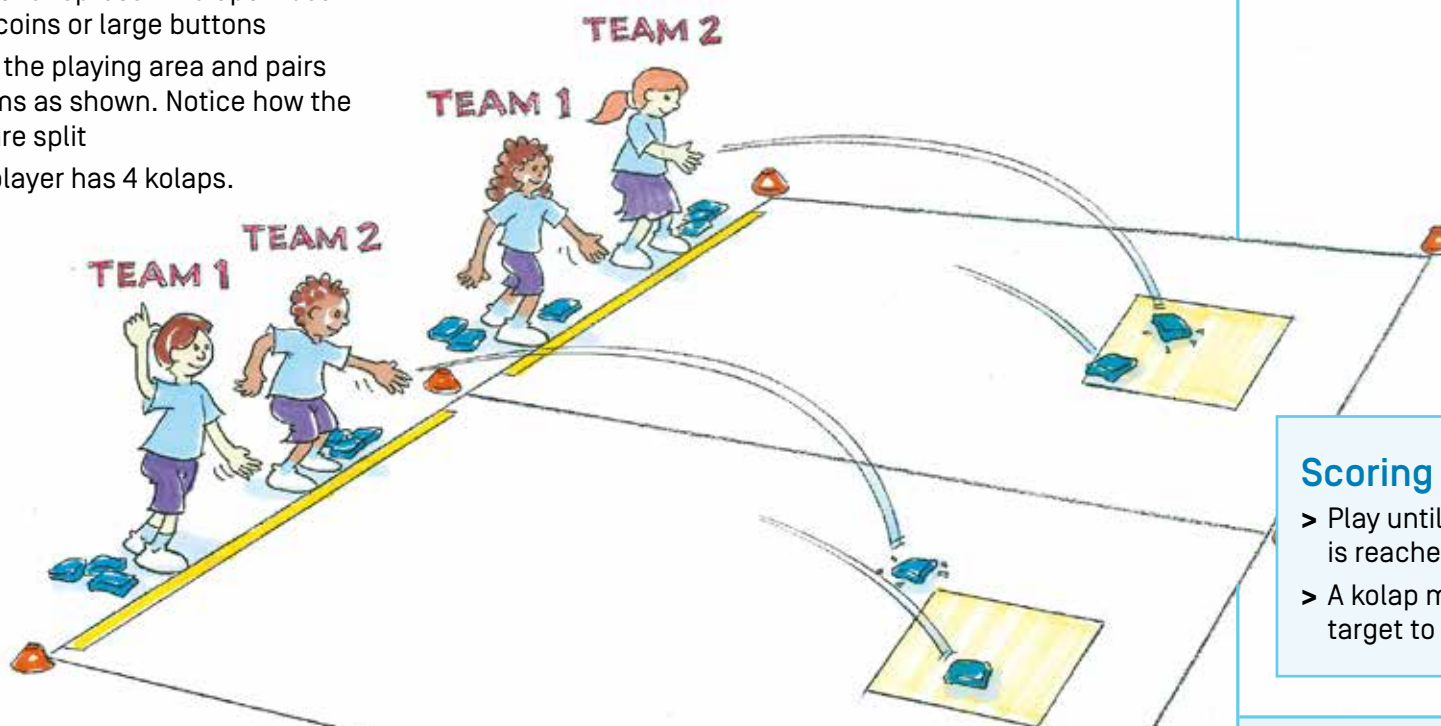


Kolap

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

What you need

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



What to do

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

Scoring

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

LEARNING INTENTION

A target game that provides interest and variety to other games like bocce.

PHYSICAL LITERACY ELEMENTS

OBJECT MANIPULATION

SOCIETY AND CULTURE

STRATEGY AND PLANNING REASONING

AC:HPE CONTENT DESCRIPTIONS

ACPMPO08
ACPMPO25

change it...

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

Ask the players

- > How can you change your throw to make it go further/closer to the target [e.g. back swing, follow through, step]?

Teaching tips

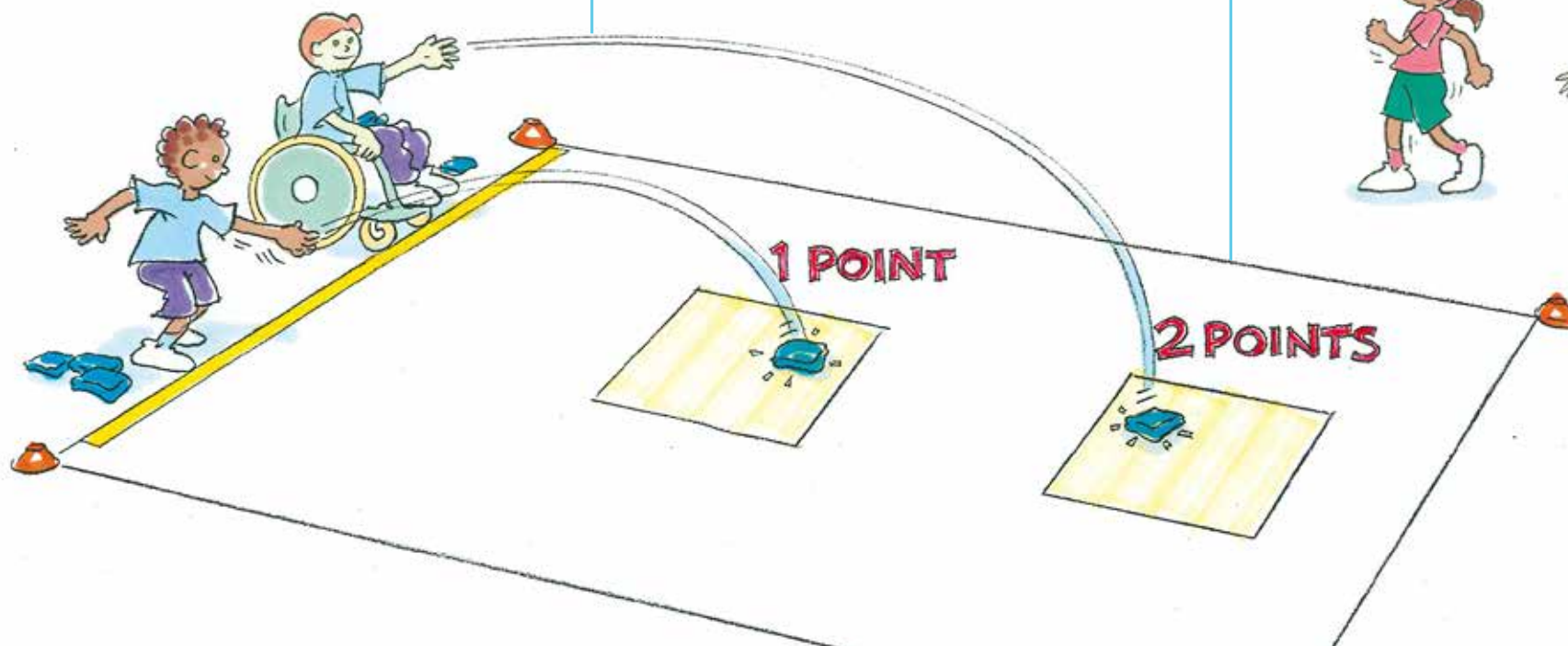
- > Encourage students to consider pre-shot decisions to successfully hit the target by altering throw direction [starting point, target line and release point] and distance [length of backswing, force and arm swing].

Safety

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

Aboriginal and Torres Strait Islanders histories and cultures

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





Koolchee

A ball rolling game that requires players to try to hit a target at the end of the court or other balls that are being rolled towards them.

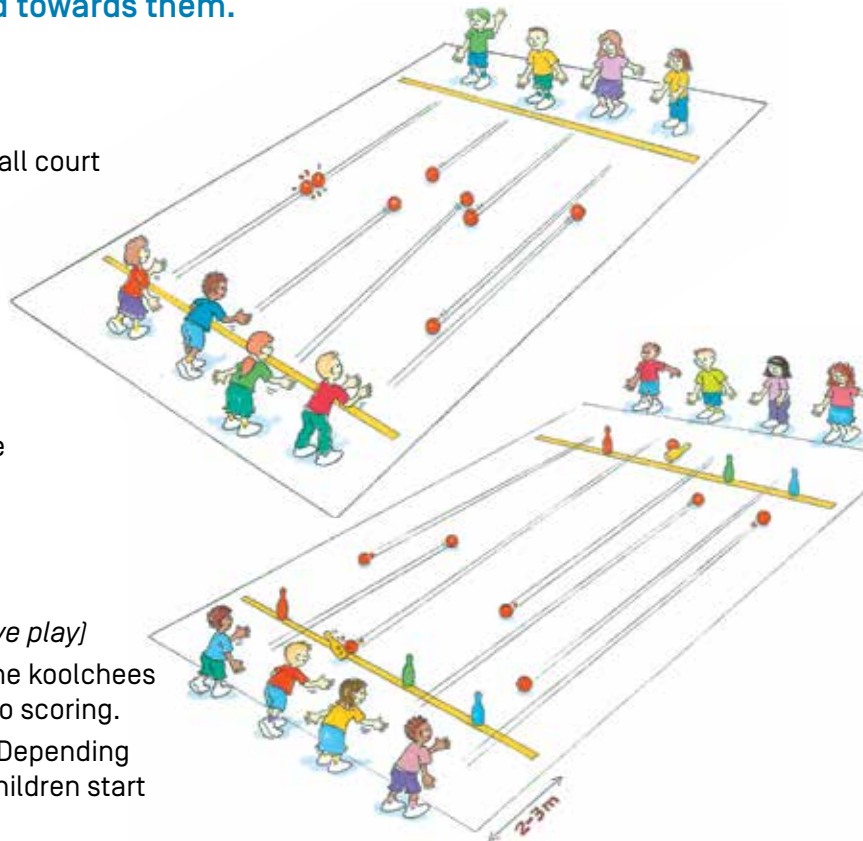
What you need

Indoor option

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

Outdoor option

- > A smooth surface that will allow the koolchees to roll without deviation



What to do

Warm-up – hit a koolchee (cooperative play)

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

Competition koolchee

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

Change it

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

Aboriginal and Torres Strait Islanders histories and cultures

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

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

Scoring

- > Best of 3 games
- > Sets of 5 games for older players

LEARNING INTENTION

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

PHYSICAL LITERACY ELEMENTS

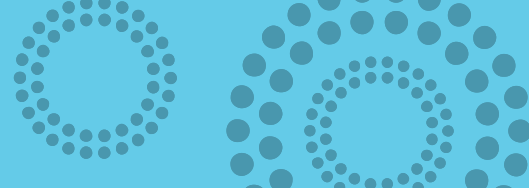
OBJECT MANIPULATION COORDINATION

SOCIETY AND CULTURE

STRATEGY AND PLANNING PERCEPTUAL AWARENESS

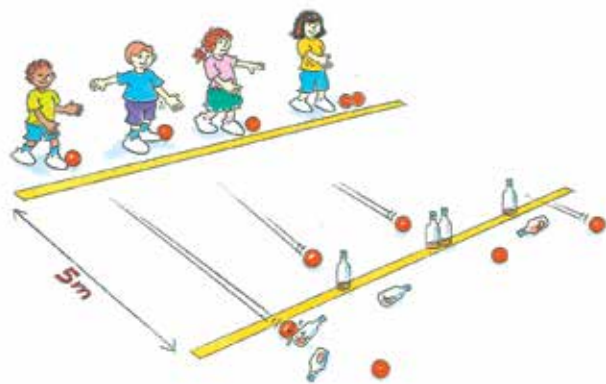
AC:HPE CONTENT DESCRIPTIONS

ACPMPO43
ACPMPO61



Practice koolchee

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



Setting up

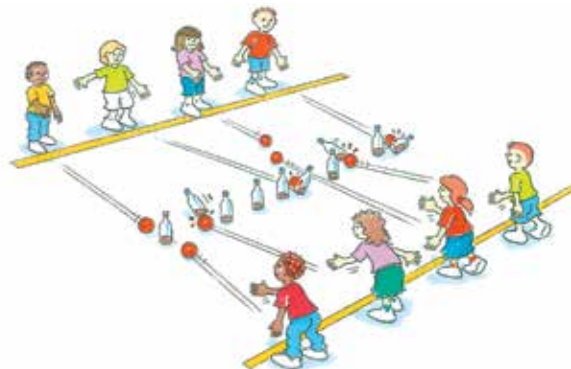
- > Individual game – 3 skittles and 3 koolchees per player
- > Team game [3–4 per team] – 5 or more skittles per team and at least 4 koolchees per team
- > Skittles 5 metres from players

Playing

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

Cooperative koolchee

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



Setting up

- > One koolchee per player
- > Around 10 skittles placed between 2 facing teams 10 metres apart

Playing

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

Scoring

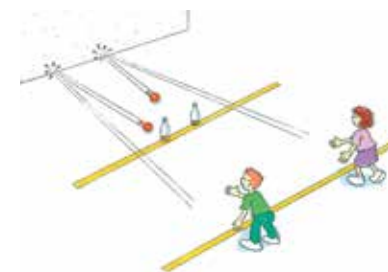
- > Time taken to knock the skittles over – attempt to set a record.

Change it

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

Koolchee challenge

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



Playing

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

Change it

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

Safety

- > Ensure adequate space for the number of players.
- > **Rebound variation** – ensure that children roll the ball *along* the ground and don't bounce it *at* the wall.
- > In face-to-face variations, players should keep an eye out for oncoming koolchees.

SPORTAUS

Circle sit

Left, right and more

PHYSICAL LITERACY ELEMENTS

PHYSICAL LITERACY ELEMENTS

Format > cooperative activity

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.



CONFIDENCE RELATIONSHIPS

ENGAGEMENT AND ENJOYMENT

SELF-PERCEPTION

ENGAGEMENT AND ENJOYMENT

FLEXIBILITY

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

Format > cooperative activity

Change it – choose activities where stretching is undertaken in an engaging activity or in different environments.

- > Ask students to perform skills with a ball and partner.
- > Perform dynamic stretching. Can students identify the muscle groups being stretched?
- > Stretch to music!

Ask the players

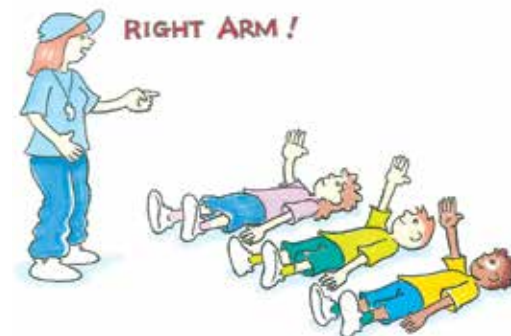
- > Which movements are you good at? Which do you like the most?
- > Which movements do you need to work on?



Format > relaxation - gentle stretching - winding down

For young kids learning their left and right sides

- > Children lie on their backs – move L or R arm or L or R leg.
- > Move R arm and L leg together.
- > Various movements – hand, arm, foot or leg circles (independently or together).
- > Touch opposites (e.g. R hand to L knee).
- > Repeat from different positions (e.g. on stomach or on L or R side).



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

- > Lying on back – raise one leg and one arm off the ground or one leg and both arms.
- > Lying on side – one foot to one hand in front or behind.
- > Have students repeat activities in slow motion to develop core strength and stability.
- > Play the game using 'Simon Says' rules.
- > Ask students to synchronise their movements with one student leading.



FLEXIBILITY STRENGTH

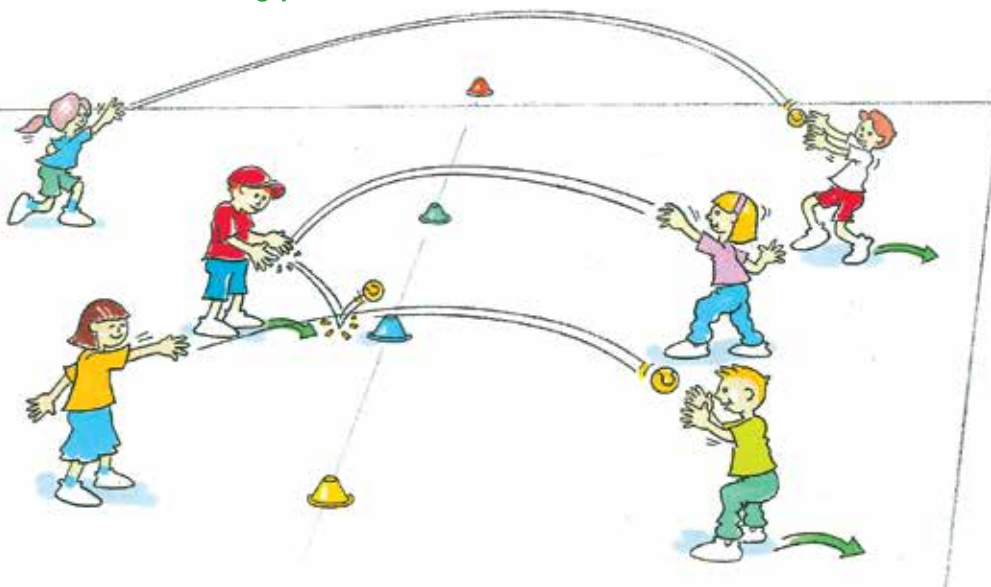
SELF-REGULATION (PHYSICAL)

COLLABORATION



L-o-n-g throw

A cooperative game in which a ball is thrown between two players. If the ball reaches the catcher on the full, both the catcher and the thrower step back. If it is dropped, both take a step forward. The winning pair is the one that has retreated the furthest. One or more pairs.



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.

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.



Ask the players

- > Why are there differences in each group?
- > What did you do to throw further?

LEARNING INTENTION

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

PHYSICAL LITERACY ELEMENTS

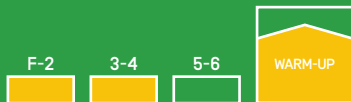
OBJECT MANIPULATION

COLLABORATION ETHICS

REASONING

AC:HPE CONTENT DESCRIPTIONS

ACPMP025
ACPMP043



Look out for others!

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

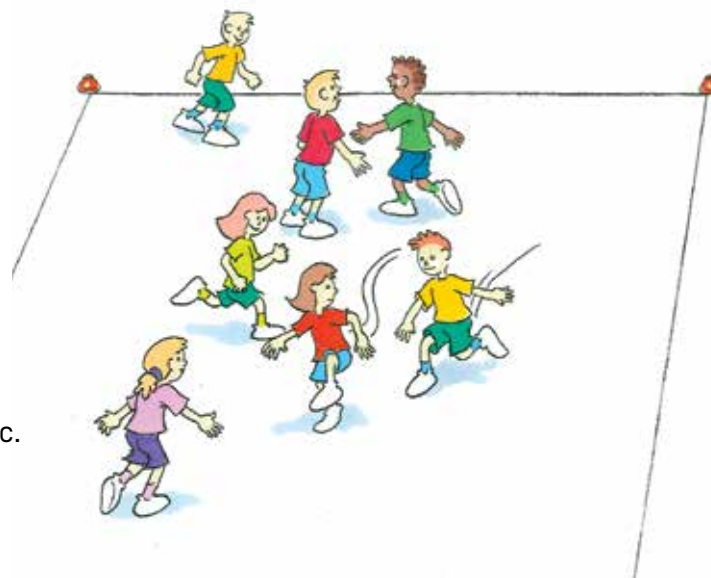
What to do

Setting up

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

Playing

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



Change it

- > **How many ways can you...?** – every movement skill has its variations. 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]. Alter how long students hold the balances for [e.g. 5-20 seconds].

- > **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 movement skill such as walking or jogging on the spot.
- > Only add variations when players demonstrate effective space and other player awareness. For first-time players, this may take several sessions.



Ask the players

- > How does your body feel when you have been running for a long time? How does it feel when you use each different movement skill?

LEARNING INTENTION

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

PHYSICAL LITERACY ELEMENTS

CARDIOVASCULAR ENDURANCE
MUSCULAR ENDURANCE

PERCEPTUAL AWARENESS

SAFETY AND RISK

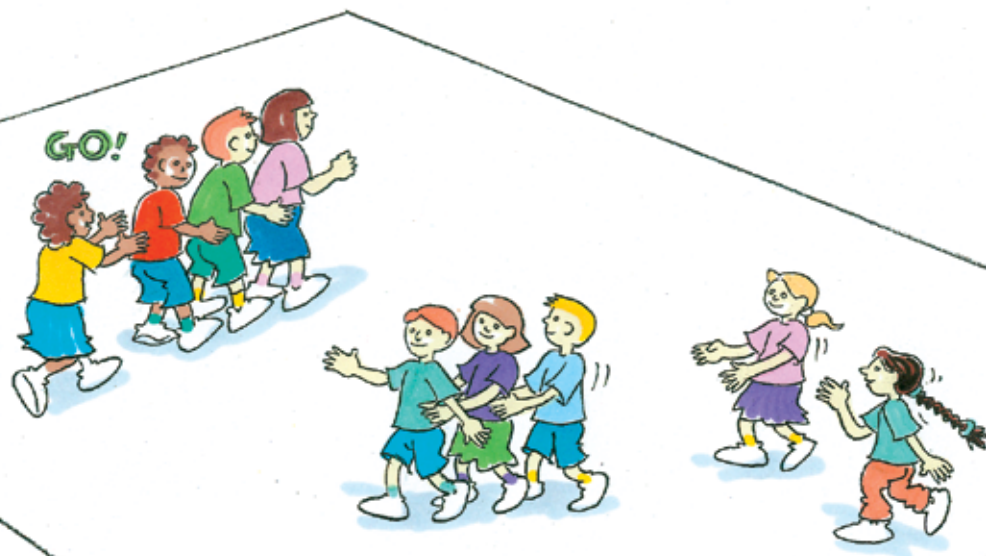
AC:HPE CONTENT DESCRIPTIONS

ACPMPO08
ACPMPO25
ACPMPO43



Loose carriage

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



What to do

Setting up

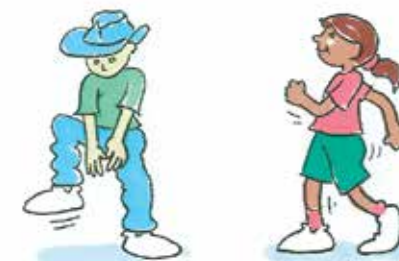
- > Form into groups, see *Form a group*.
- > Disperse trains (groups) and ensure sufficient distance between trains and loose carriages.

Playing

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

Change it

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



Safety

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

LEARNING INTENTION

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

PHYSICAL LITERACY ELEMENTS

CARDIOVASCULAR ENDURANCE
MUSCULAR ENDURANCE

COLLABORATION

STRATEGY AND PLANNING
PERCEPTUAL AWARENESS

AC:HPE CONTENT DESCRIPTIONS

ACPMPO08
ACPMPO25
ACPMPO43



Low 5s – High 5s

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?

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.



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.
- > Have players make up a sequence of high 5s/ low 5s like a secret handshake!
- > Include movement skills between each action call so students get increased activity time and change partners regularly.



LEARNING INTENTION

Low5s – High 5s is a warm up activity that develops cooperative behaviours and can be used to develop movement and balancing skills depending on the combinations used.

PHYSICAL LITERACY ELEMENTS

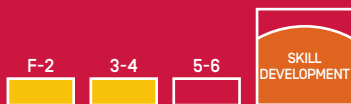
MOVEMENT SKILLS STABILITY/BALANCE

MOTIVATION COLLABORATION

TACTICS

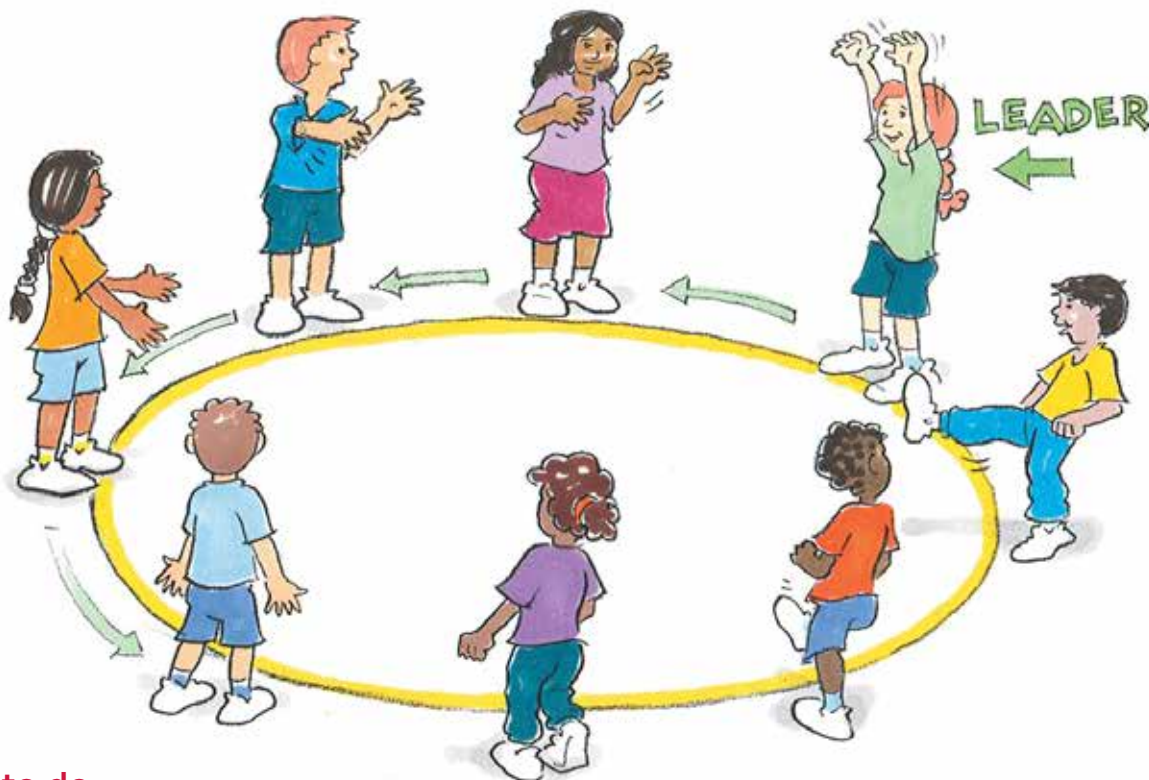
AC:HPE CONTENT DESCRIPTIONS

ACPMPO08
ACPMPO25
ACPMPO43



Mexican wave

Players stand in a circle, and one player (the leader) demonstrates a particular skill. Each player in turn around the circle repeats this skill. Slowly introduce more skills.



What to do

- > Nominate a player to lead.
- > The leader demonstrates one skill (e.g. kicking, blocking, passing, shooting, throwing).
- > Starting on the leader's right, each player in turn demonstrates the skill around the circle.
- > When it reaches the leader once more, they introduce another skill.
- > Next time around, the leader introduces a new skill when the person opposite them in the circle demonstrates the original skill.
- > Each time, introduce a new skill earlier.

Change it

- > The next player in the circle repeats the movement and adds a movement of their own.
- > The next player adds another movement, and so on.
- > Each player needs to remember the previous pattern.

Safety

- > Make sure there is enough space between players to avoid contact.



Ask the players

- > What part of the activity did you enjoy?
- > What was your favourite skill to demonstrate? Why?

LEARNING INTENTION

Mexican wave develops understanding of the movement elements of time and moving in relation to other people.

F-2

3-4

5-6

GAME CONCEPTS

Mini golf

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

What you need

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

What to do

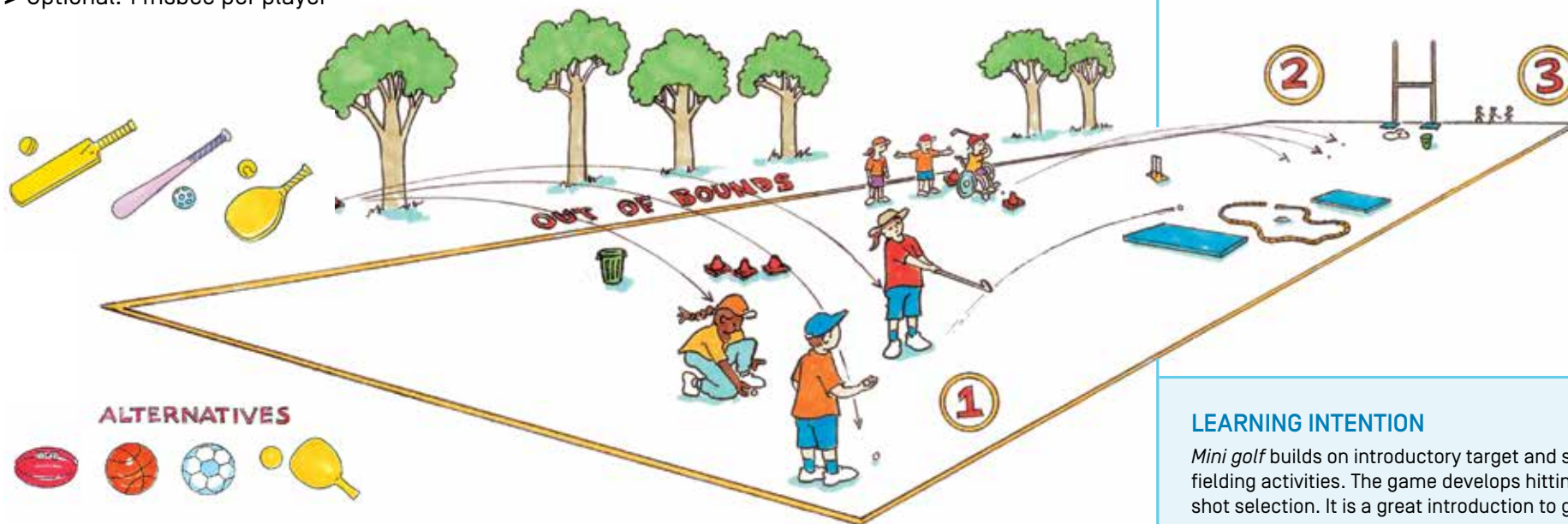
- > Set up a course outside, with around 5–9 holes, depending on the time available.
- > Each hole should be the length of around 2–3 shots to reach the green, based on the ability of the players and the hitting implement used. Vary this between holes.
- > For each hole, set up a tee (marker cones),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

Ambrose

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

Ambrose scoring

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



LEARNING INTENTION

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

PHYSICAL LITERACY ELEMENTS

OBJECT MANIPULATION

SELF-REGULATION (EMOTIONS) CONNECTION TO PLACE

STRATEGY AND PLANNING

AC:HPE CONTENT DESCRIPTIONS

ACPMPO61
ACPMPO63

Coaching

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

Game rules

- > Vary the scoring format (e.g. players score individually).

Equipment

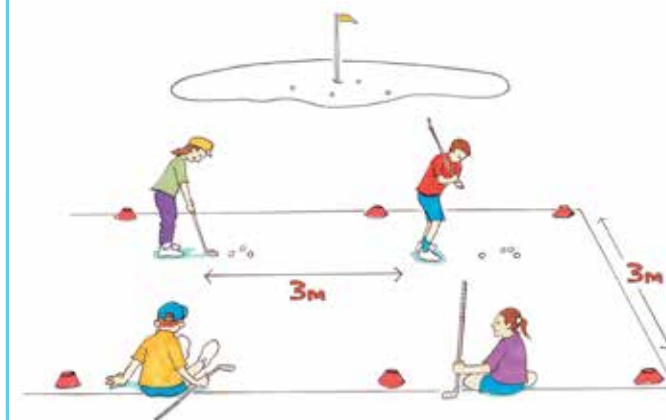
- > To make it easier, use a lightweight racquet or bat with a larger, lighter ball.
- > Use a frisbee or allow players to roll, throw or kick a ball.

Playing area

- > Vary the length and design of holes according to ability.
- > Include more or fewer obstacles or hazards.
- > If space is restricted, set up shorter holes that only require chipping or short game shots.
- > Incorporate parts of the natural or built environment outdoors as obstacles at each hole.

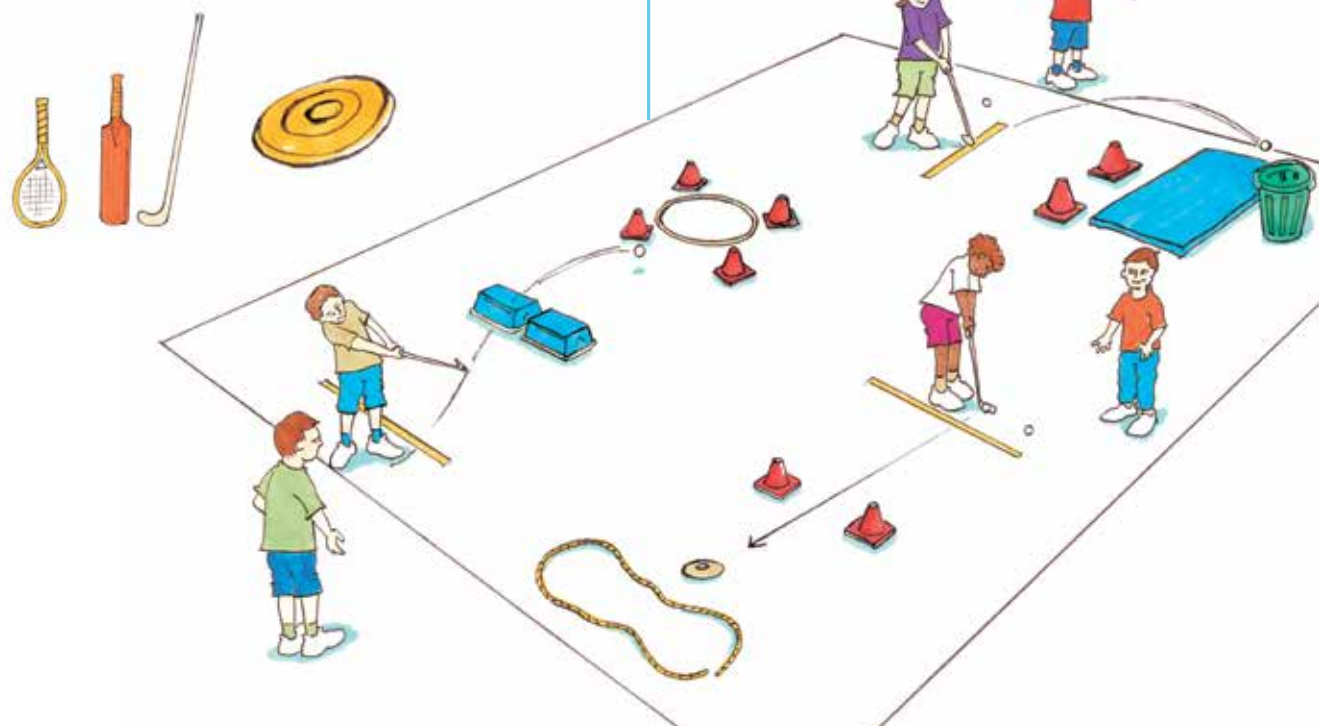
Safety

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



Ask the players

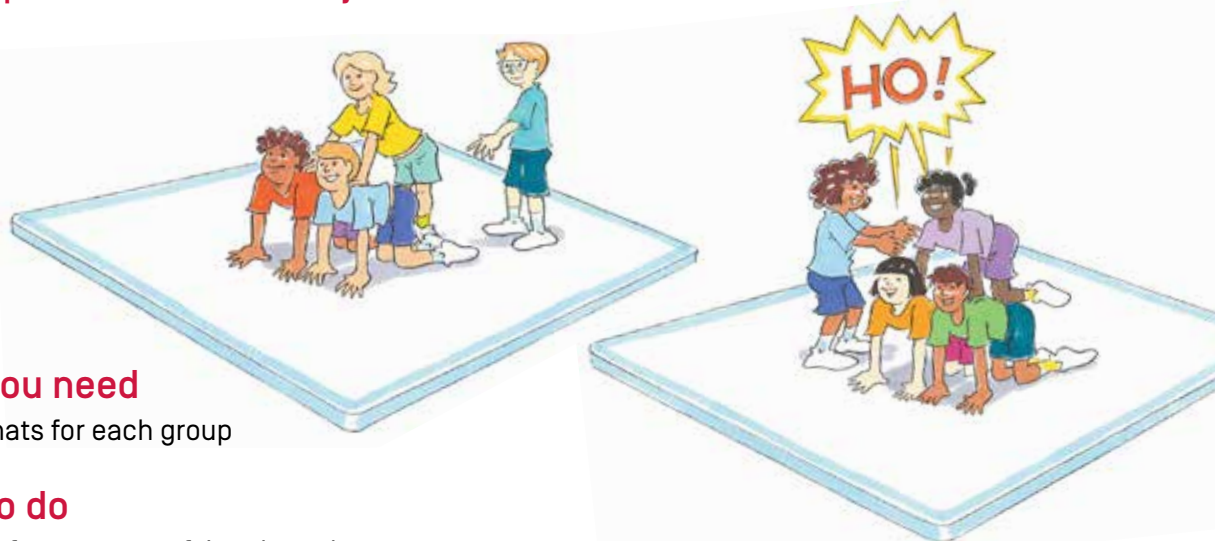
- > What strategy will give you the best score as a team?
- > How can you work together to achieve the best score?
- > [If played outside] What did you like about being outside?
- > What other obstacles from the outdoor environment could be incorporated?
- > How could you make your own course at home?
- > What strategies can you use to remain calm and focused?





Mini pyramids

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



What you need

- > Floor mats for each group

What to do

- > Players form groups of 4 and nominate 2 players as a base, 1 player as the flyer and 1 player as the spotter.
- > Two base players form the bottom of the pyramid and are side-by-side on their hands and knees, with their wrists directly under their shoulders, their knees directly under their hips, with their feet and back flat.
- > With the assistance of the spotter, the third player [the flyer] forms the same position but on top of the base.
- > The flyer stands at the back of the bases, with a foot between each of the inside legs [calves] of the bases.

- > The flyer carefully places their hands on the inside shoulder of each of the bases, then places their knees gently and carefully on the base's lower hip and bottom area [not on the spine].
- > When in position, all 3 players put their heads up to the audience and yell 'HO!'.
- > Change roles and repeat.

Safety

- > Activity relies on students having good upper body strength and core stability.

- > Perform shoulder push ups [shoulder protraction and retraction] when on all fours to warm up shoulder joint.
- > Encourage students to 'push the floor away' to keep a strong upper body position if they are a base.
- > Use a surface such as acromats or scatter mats.
- > Check there is enough space between players/groups and that players are away from walls and obstacles.
- > Reinforce straight line rules [i.e. hands under shoulders, flat backs, knees under hips, flat feet, no toes tucked under].
- > Always have smaller players on top and a larger player on the bottom, or have players of a similar size working together.
- > Players on top should not put weight onto the base player's spine.
- > Make sure the group stays focused.
- > Spotters must never take their eyes off the flyer.
- > Take care in guiding the flyer down — one foot down first, then climb off carefully.
- > If anyone feels uncomfortable or unsure about performing the pyramid, don't make them.

LEARNING INTENTION

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

PHYSICAL LITERACY ELEMENTS

MUSCULAR ENDURANCE
STABILITY/BALANCE

STRENGTH
COLLABORATION

SAFETY AND RISK

AC:HPE CONTENT DESCRIPTIONS

ACPMPO43
ACPMPO61



Mini tee-ball

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

What you need

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

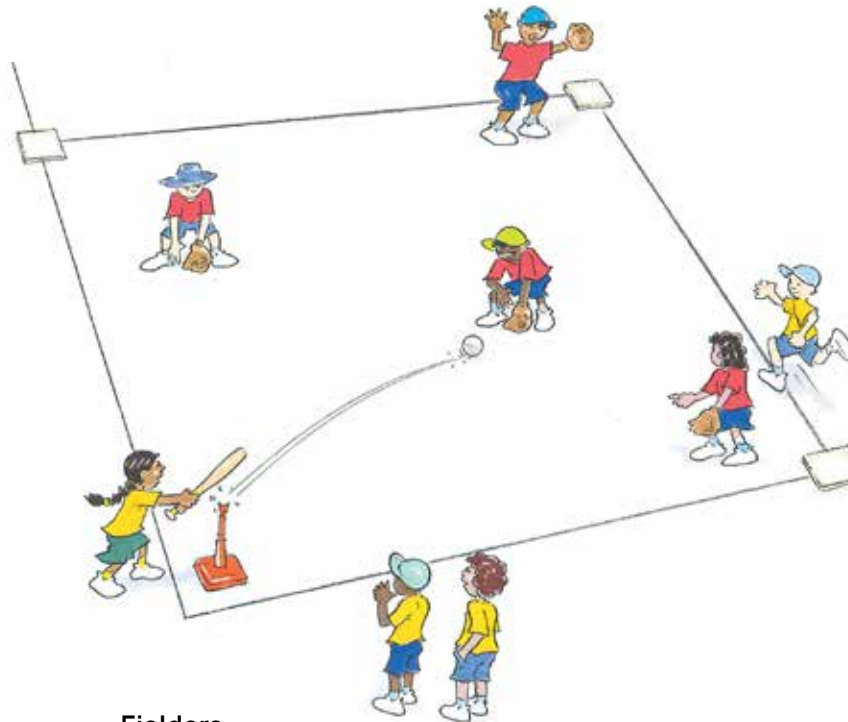
What to do

Batters

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

Fielders

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



Game rules

A batter is out when:

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

Scoring

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

LEARNING INTENTION

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

PHYSICAL LITERACY ELEMENTS

OBJECT MANIPULATION
SPEED

CONFIDENCE
COLLABORATION

TACTICS

AC:HPE CONTENT DESCRIPTIONS

ACPMPO43

ACPMPO45

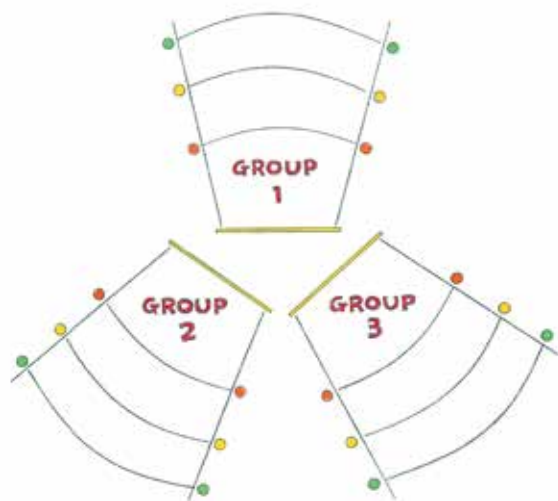
ACPMPO61

ACPMPO63

change it...

Safety

- > Make sure there is a safe distance between groups.



- > Batters must drop the bat, not throw it.
- > Batters must wear helmets.
- > No fielder can stand in front of the pitching plate/marker at the start of each play.
- > Make sure there is a safe distance [at least 10 metres] between the batter and other batters and fielders.
- > Batters should aim to hit the ball so it travels below head height.
- > Fielders call 'MINE!' or their own name if they are fielding the ball.
- > Batters should avoid contact with fielders while running the bases.

Coaching

- > Use role models to demonstrate good technique. Follow up with individual coaching to one side if necessary.
- > Encourage players to use positive comments/feedback and strategies for inclusion to boost the confidence of individual players and the team.

Game rules

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

Playing area

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

Mini tee-ball

Equipment

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



Ask the players

Batters

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

Fielders

- > How can you limit the number of runs the batters get? Where should you all stand?



Mini volleyball

A modified version of volleyball played on a smaller court with no designated positions. Play in teams of 4.

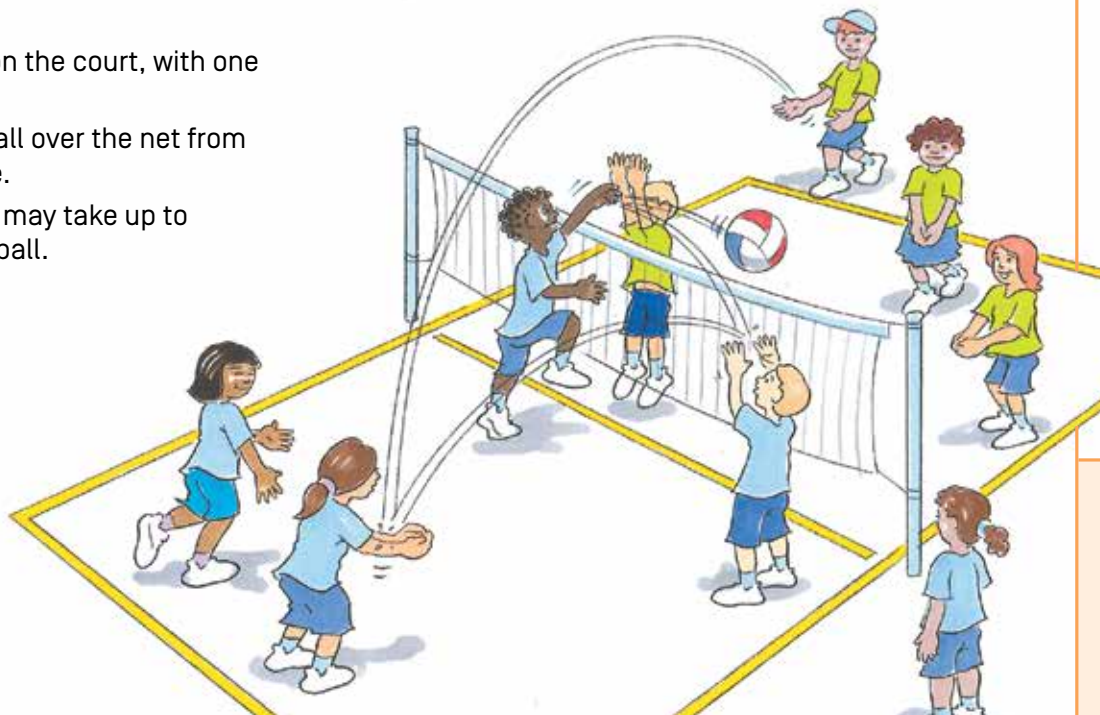
What you need

- > A suitable indoor or outdoor area
- > A mini volleyball court (14m x 7m) with a net at a height of 2 metres (a rope or no-go zone are suitable alternatives)
- > One mini-volleyball (or similar)
- > Cones or markers to define the court area (if needed)

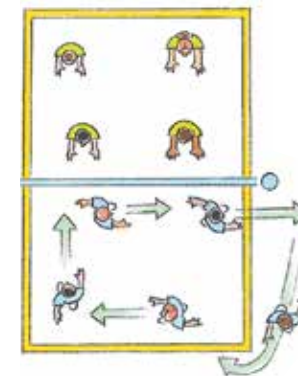
- > Rallies continue where both teams try to return the ball to the other side.
- > A rally is won when:
 - the ball is not returned over the net within 3 hits
 - the receiving team lets the ball hit the ground
 - a player makes contact with the net, or
 - the returned ball lands outside the court boundaries.

What to do

- > Have 2 teams of 4 on the court, with one team on each side.
- > Players serve the ball over the net from behind the baseline.
- > The opposing team may take up to 3 hits to return the ball.



- > If the receiving team wins the rally, they win the right to serve.
- > Players rotate clockwise after winning the right to serve.
- > A player is allowed a maximum of 3 serves in a row.



Rotation to include a fifth player

Scoring

- > A point is scored by the team that wins the rally.
- > The first team to score 25 points wins the set.
- > A team must win with a minimum margin of 2 points (e.g. 25-21, 28-26).

LEARNING INTENTION

Mini volleyball requires players to work as a team to cover the court in defence and to pass the ball reliably to gain an advantage in attack. It works well following any activity that includes some or all of these skills, as it encourages players to further develop the skills.

PHYSICAL LITERACY ELEMENTS

OBJECT MANIPULATION COLLABORATION

STRATEGY AND PLANNING TACTICS

PERCEPTUAL AWARENESS

AC:HPE CONTENT DESCRIPTIONS

ACPMPO61 ACPMP063

change it...

Coaching

- > Start playing the game and introduce new game rules as situations arise. Players can easily learn new rules in the course of play.
- > Use players as role models to highlight competent skills.
- > Provide students time between points/sets to work together to form new strategies.

How to score

- > Score a bonus point each time a team uses its maximum 3 hits before returning the ball.
- > If you want to encourage players to relax and try new skills, do not keep score.

Playing area

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



Game rules

- > Allow the server to serve from inside the court (closer to the net) to improve their chances of success.
- > Allow the ball to be caught on first contact.
- > Allow the ball to bounce once before first contact.
- > Service can be either underarm or overarm.
- > Change the maximum number of hits allowed before returning the ball over the net.

Equipment

- > Use different types of balls or balloons, depending on the ability of the players.



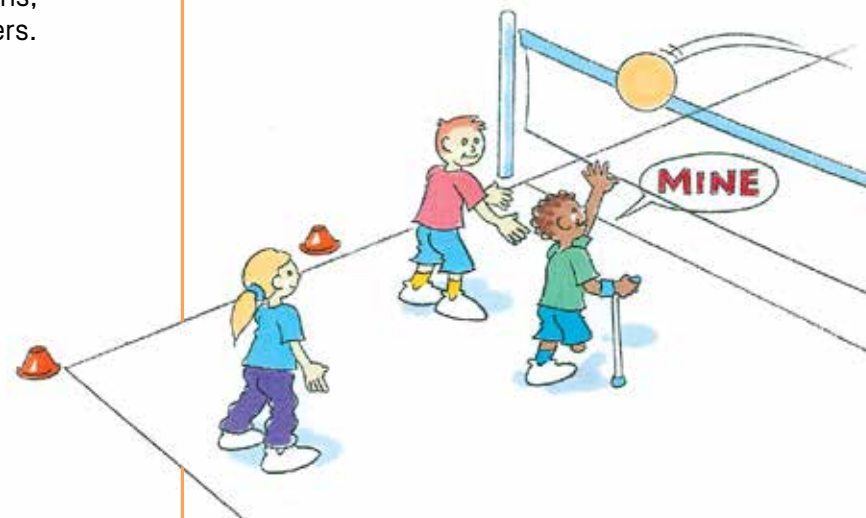
Time

- > Instead of playing until a set is completed, play for a defined period of time.
- > The winning team is the one with the most points scored when time runs out.

Mini volleyball

Safety

- > Players are not permitted to make contact with the net.
- > Playing the ball with any part of the body, including the feet, is permitted in volleyball but kicking the ball is discouraged for safety reasons.
- > Make sure players or teams waiting off-court are a safe distance away to avoid interference with play.
- > When players are going for a ball, encourage them to call 'MINE!' to avoid collisions with team-mates.



Ask the players

- > When defending, where should you stand on the court to defend your area?
- > When attacking, what tactics could you use to improve the chances of winning the point?

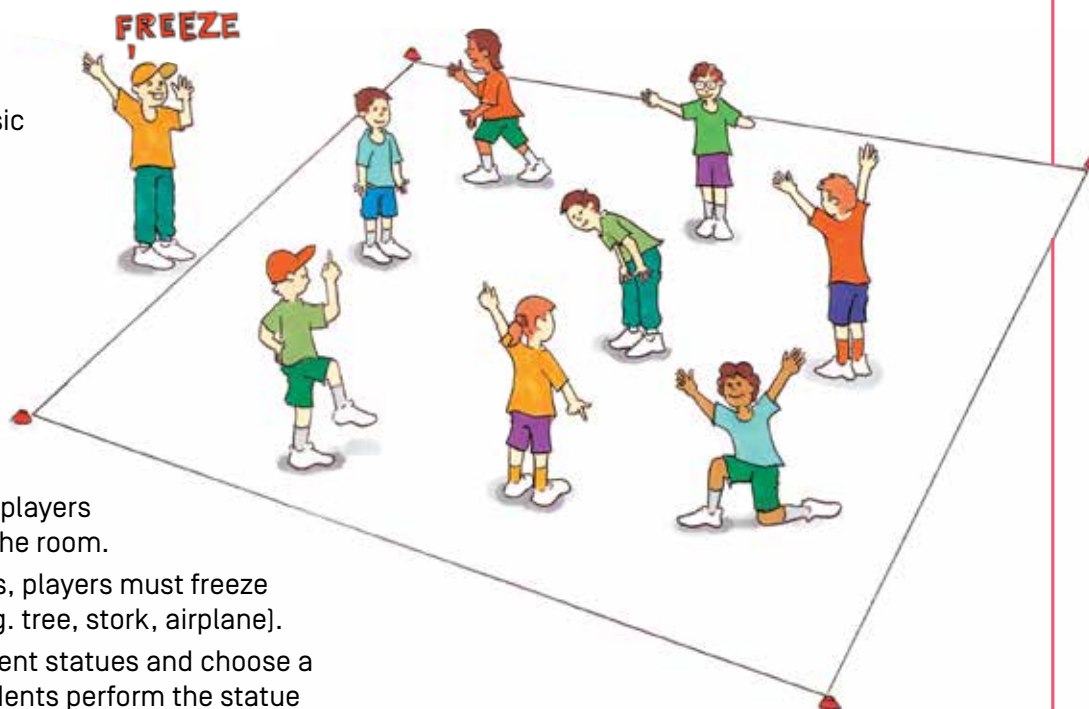


Musical statues

Players dance freely around the room. When the music stops, players must freeze and form a statue.

What you need

- > Music player and music



What to do

- > The music starts and players dance freely around the room.
- > When the music stops, players must freeze and form a statue (e.g. tree, stork, airplane).
- > Players discuss different statues and choose a favourite one. All students perform the statue that was chosen as the favourite.
- > Players repeat and copy a statue from another player in the room the next time the music stops.

- > Players form groups of three and form a statue together.
- > Incorporate statues which require increased flexibility, balance or strength. Ask students to hold these for 10-20 seconds.
- > **'Blast off!'** – have students start in a freeze hold. Teacher counts down 10-9-8... etc. On zero, teacher calls BLAST OFF! and students run in different directions until the stop signal is given.

Change it

- > Encourage players to hold the body position for different lengths of time.
- > Slow down the pace of the music to allow greater body control when forming statues.

Safety

- > Check there is enough space between players.

Ask the players

- > What are the different ways you can dance around the room?
- > How can you make interesting statues?
- > How can you use different body parts to make different shapes and statues?
- > How can you make sure that you are able to hold your position of the statue once the music stops?

LEARNING INTENTION

Musical statues is an energiser that develops balance skills whilst students respond to a musical stimulus.

PHYSICAL LITERACY ELEMENTS

STABILITY/BALANCE FLEXIBILITY

STRENGTH SELF-REGULATION (PHYSICAL)

CONTENT KNOWLEDGE

AC:HPE CONTENT DESCRIPTIONS

ACPMPO08
ACPMPO25
ACPMPO43



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 4–6 players.



What you need

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

What to do

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

Variations

- > **Players decide on names** – cars, pop groups, movies, sports people.
- > **More than one interceptor**
- > **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 type of movements around the circle.



Scoring

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

LEARNING INTENTION

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

PHYSICAL LITERACY ELEMENTS

OBJECT MANIPULATION REACTION TIME

SELF-PERCEPTION

STRATEGY AND PLANNING

AC:HPE CONTENT DESCRIPTIONS

ACPMPO08

ACPMPO25

ACPMPO43

change it...

Names

Coaching

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

Game rules

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

Equipment

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

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.

Ask the players

- > Think about your performance – what isn't working? What could you do differently so you are more successful?

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]?

F-2

3-4

5-6



Newcombe ball

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

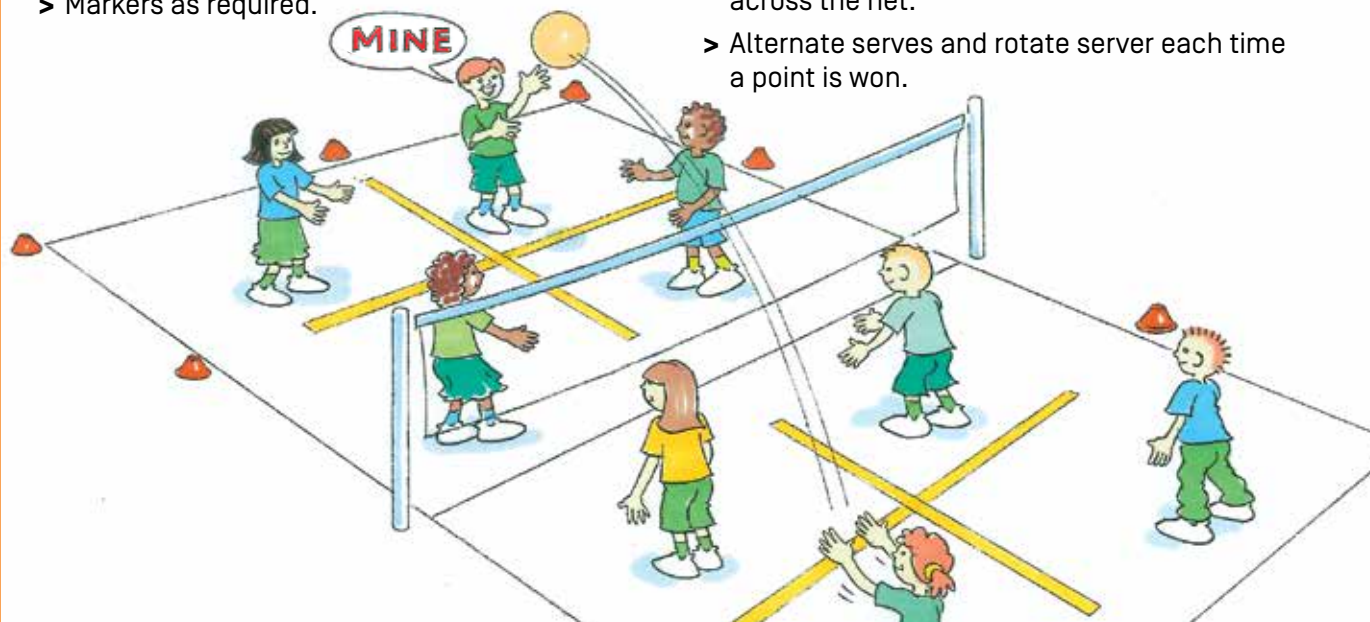
What you need

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

What to do

Playing

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



Change it

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

VARIATIONS



Scoring

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

LEARNING INTENTION

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

PHYSICAL LITERACY ELEMENTS

OBJECT MANIPULATION

COLLABORATION

TACTICS PERCEPTUAL AWARENESS

AC:HPE CONTENT DESCRIPTIONS

ACPMPO43

ACPMPO45

ACPMPO61

ACPMPO63

change it...

Coaching

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

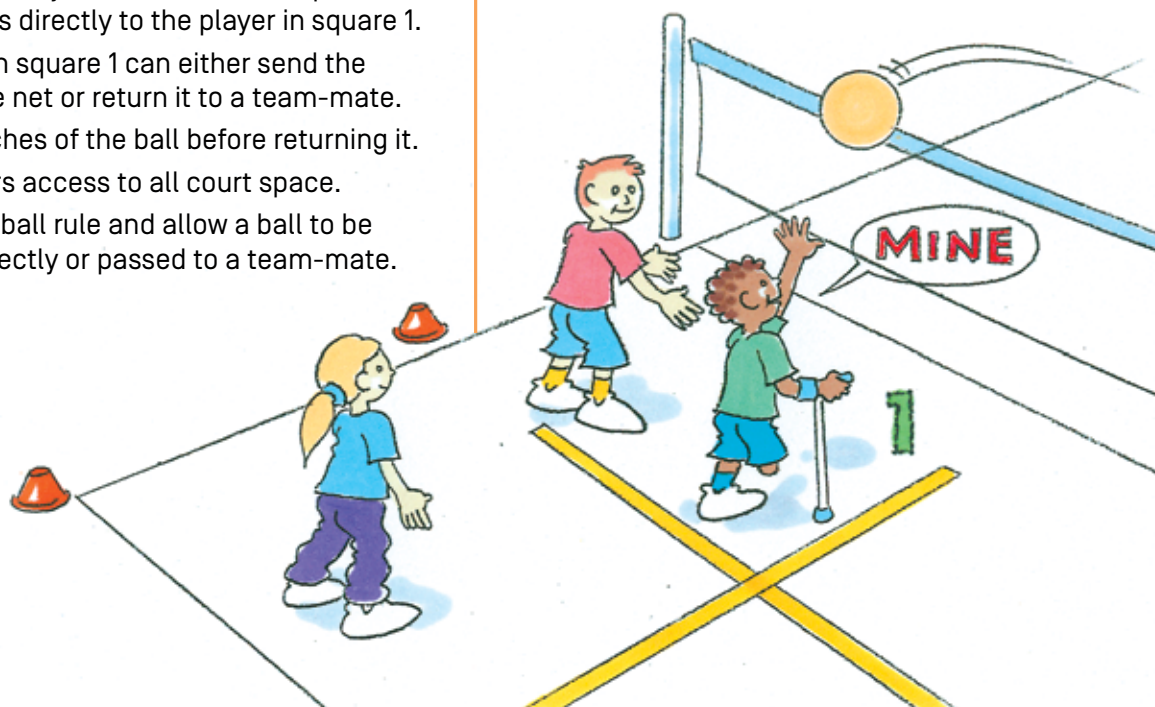
Game rules

- > **Supporting a team-mate** – this involves the player in square 1 receiving support. Players can assist the player in square 1 by moving out of their square to work in tandem with this player.
- > A player can only move out of their square if the ball goes directly to the player in square 1.
- > The player in square 1 can either send the ball over the net or return it to a team-mate.
- > Allow 4 touches of the ball before returning it.
- > Allow players access to all court space.
- > Relax the 3-ball rule and allow a ball to be returned directly or passed to a team-mate.

- > Allow serving by a hit over the net.
- > Allow blocking – but not reaching over the net.



- > Allow 'hot potato' passes (instant pass without holding).



Newcombe ball

Playing area

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

Safety

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



Ask the players

Receivers

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

Servers

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



Newspaper hockey

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

What to do

Setting up

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

Playing

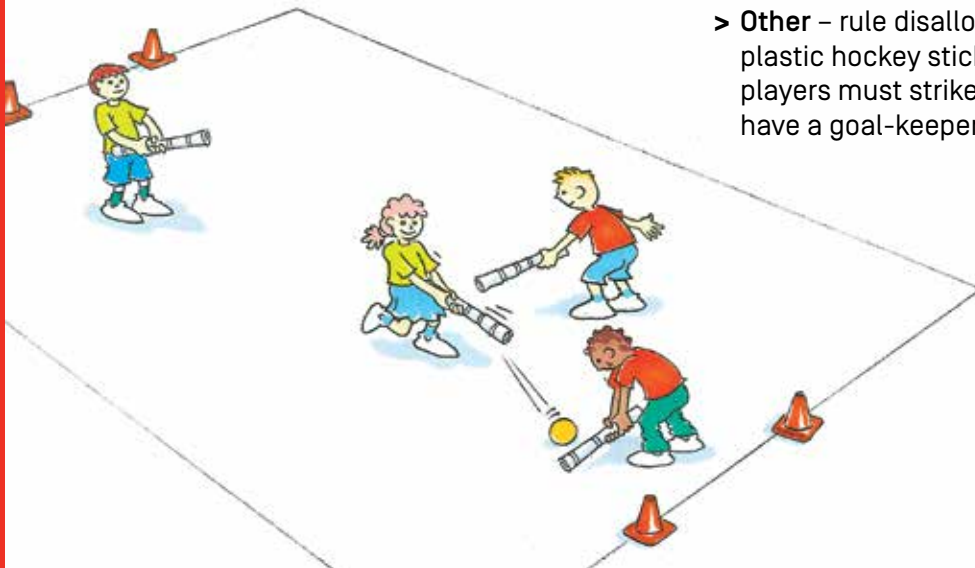
- > Pass, trap, hit and score – that’s it!
- > Introduce rules as required with *Change it*.

Change it

- > Vary team sizes. For example, 4 v 2, to cater for varying ability and fitness levels.
- > Introduce zones for mobility restricted players, which are out of bounds for opposition players, to help students learn to pace themselves and include all members of the team.
- > Ask the players for ideas to ensure the game is fair for all.

Game rules

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



Safety

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

Scoring

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

Ask the players

- > How does your body feel after 5 minutes of play?
- > What strategies could you use so you can participate more actively in the game and not take rest breaks?

LEARNING INTENTION

Newspaper hockey is a fun modified hockey game which develops key invasion game concepts such as teamwork, moving into space and anticipation.

PHYSICAL LITERACY ELEMENTS

OBJECT MANIPULATION
CARDIOVASCULAR ENDURANCE

MUSCULAR ENDURANCE
SELF-REGULATION (PHYSICAL)

COLLABORATION
PERCEPTUAL AWARENESS

AC:HPE CONTENT DESCRIPTIONS

ACPMPO43
ACPMPO45
ACPMPO61
ACPMPO63

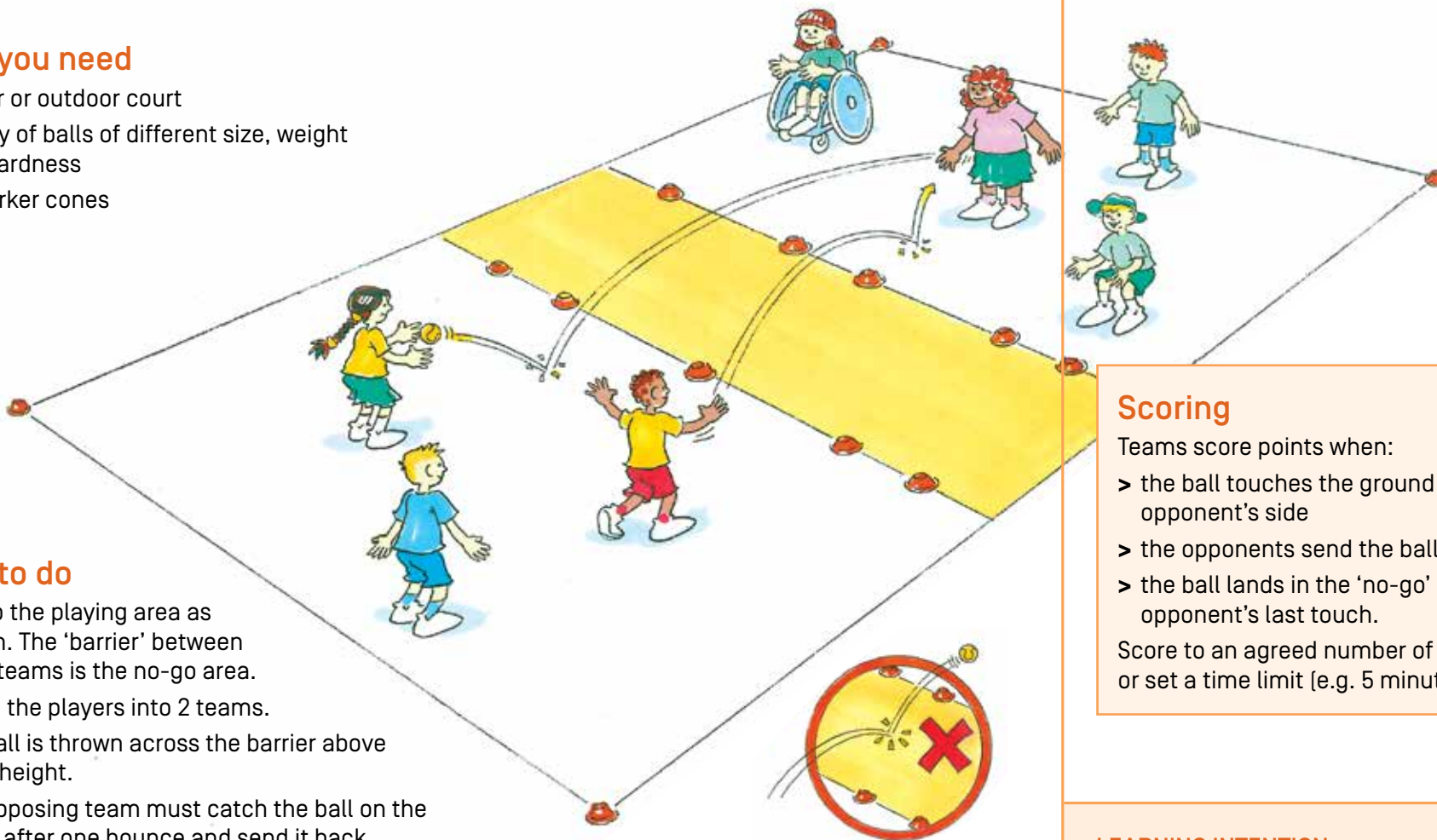


No-go

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

What you need

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



What to do

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

Scoring

Teams score points when:

- > the ball touches the ground twice on the opponent's side
- > the opponents send the ball out of court
- > the ball lands in the 'no-go' area from an opponent's last touch.

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

LEARNING INTENTION

Use *No-go* is an inclusive activity which develops throwing and catching skills, spatial awareness and ball placement.

PHYSICAL LITERACY ELEMENTS

OBJECT MANIPULATION

COLLABORATION

STRATEGY AND PLANNING
PERCEPTUAL AWARENESS

AC:HPE CONTENT DESCRIPTIONS

ACPMPO25
ACPMPO29
ACPMPO43
ACPMPO45

Coaching

- > Ask the players to agree to rules that ensure everyone is included and has a role in the game.
- > Players should visually track the ball as early as possible.
- > Players try different formations to cover their side of the court.

Game rules

- > Remove the 'one bounce allowed' rule – as players' reactions improve.
- > Identify specific target areas where points are scored, or count double.
- > Introduce a '3 pass and over' rule where each team has 3 touches before they pass the ball across the barrier.

Equipment

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

Environment

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



Safety

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



Ask the players

Catchers

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

Throwers

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



Nose and toes tag

Three taggers try to tag other players, who must hold their nose and toes if tagged.



What you need

- > 3 bibs for the taggers

What to do

- > When you say 'GO!', three taggers try to tag other players. Once tagged, a player must hold the toes of their left foot with their right hand. To become free, they must touch their nose with their free hand and hold for 5 seconds.

Change it

- > Players only hold the toes of their left foot for 3 seconds and are then free.
- > Increase the number of taggers.
- > Players have to balance on their non-preferred leg.

Safety

- > Players need to get their balance before trying to touch their nose.
- > Make sure the playing area is free of obstructions.

Ask the players

- > What is your strategy to tag a player?
- > What's the easiest way to touch your nose?
- > Which leg do you have the best balance on?

LEARNING INTENTION

Nose and toes tag requires players to be aware of others and emphasises 'space finding'. It also develops players' balance and coordination skills.

PHYSICAL LITERACY ELEMENTS

MOVEMENT SKILLS STABILITY/BALANCE

COORDINATION

STRATEGY AND PLANNING PERCEPTUAL AWARENESS

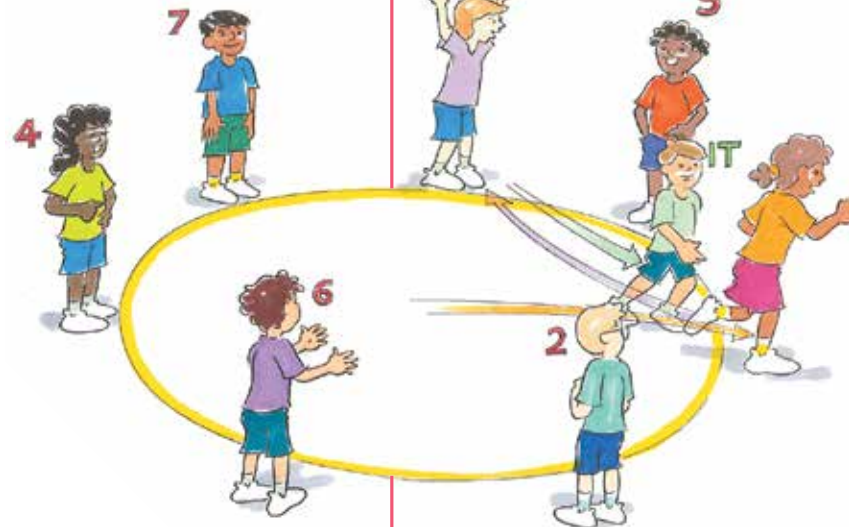
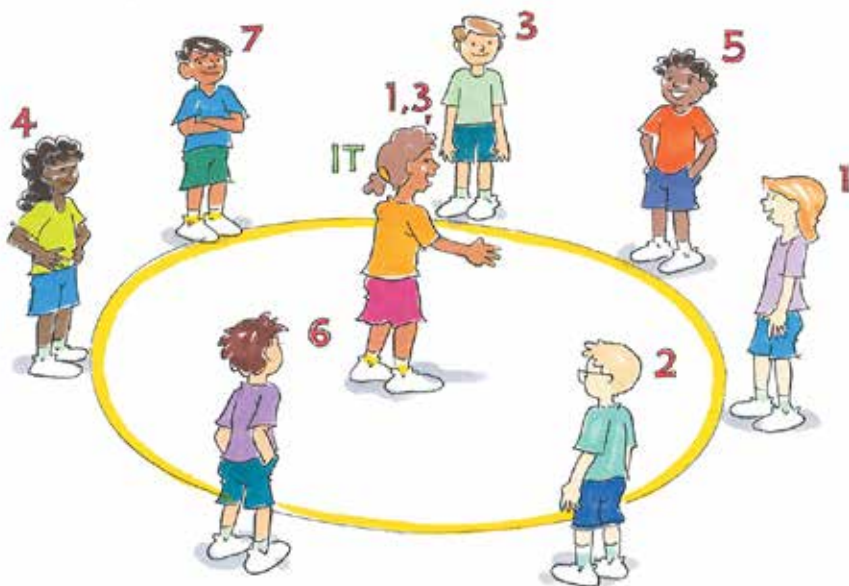
AC:HPE CONTENT DESCRIPTIONS

ACPMPO08
ACPMPO25
ACPMPO43



Number change

While standing in a circle, players try to change positions before the middle player takes their spot. Play with 6–10.



What to do

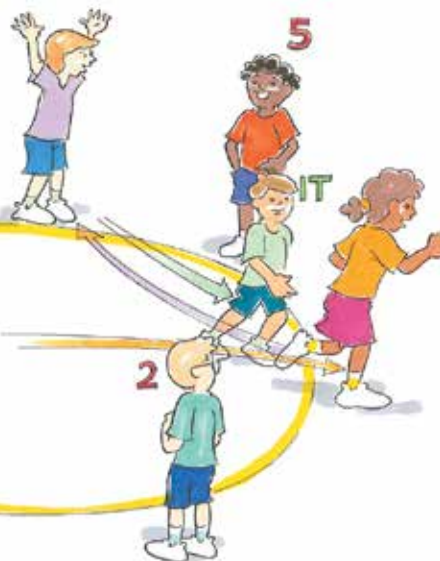
- > Players are given a number and form a circle in random order.
- > One of the players is 'it' and stands in the centre of the circle and calls out any two numbers. These two players try to swap places before the player who is 'it' takes their place.
- > The player who fails to find a vacant position in the circle becomes 'it'.

Change it

- > Two people are 'it' and in the centre of the circle.
- > Vary the locomotion players use when changing positions [e.g. skipping, hopping, jumping].

Safety

- > Make sure there is no physical contact (e.g. pushing) when players are changing places.



LEARNING INTENTION

Number change is a fun warm up activity that encourages quick thinking and requires teamwork and cooperative play.

PHYSICAL LITERACY ELEMENTS

MOVEMENT SKILLS
AGILITY

ENGAGEMENT AND ENJOYMENT
SPEED

PERCEPTUAL AWARENESS
TACTICS

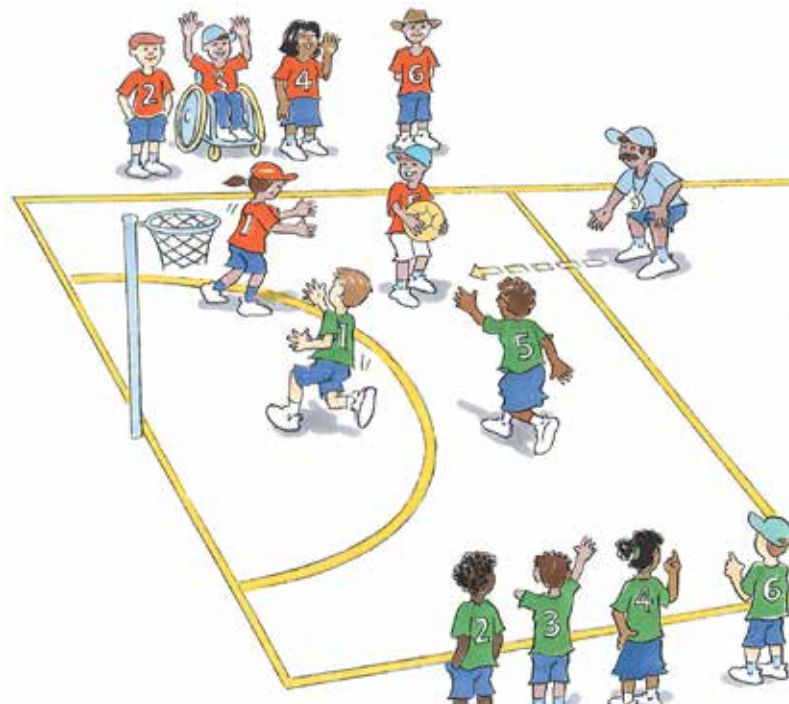
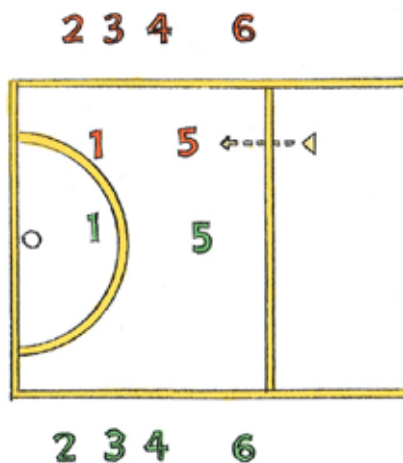
AC:HPE CONTENT DESCRIPTIONS

ACPMPO08
ACPMPO25



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

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.

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.

LEARNING INTENTION

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

PHYSICAL LITERACY ELEMENTS

OBJECT MANIPULATION REACTION TIME

COLLABORATION

TACTICS

AC:HPE CONTENT DESCRIPTIONS

ACPMPO43

ACPMPO45

ACPMPO61

ACPMPO63

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



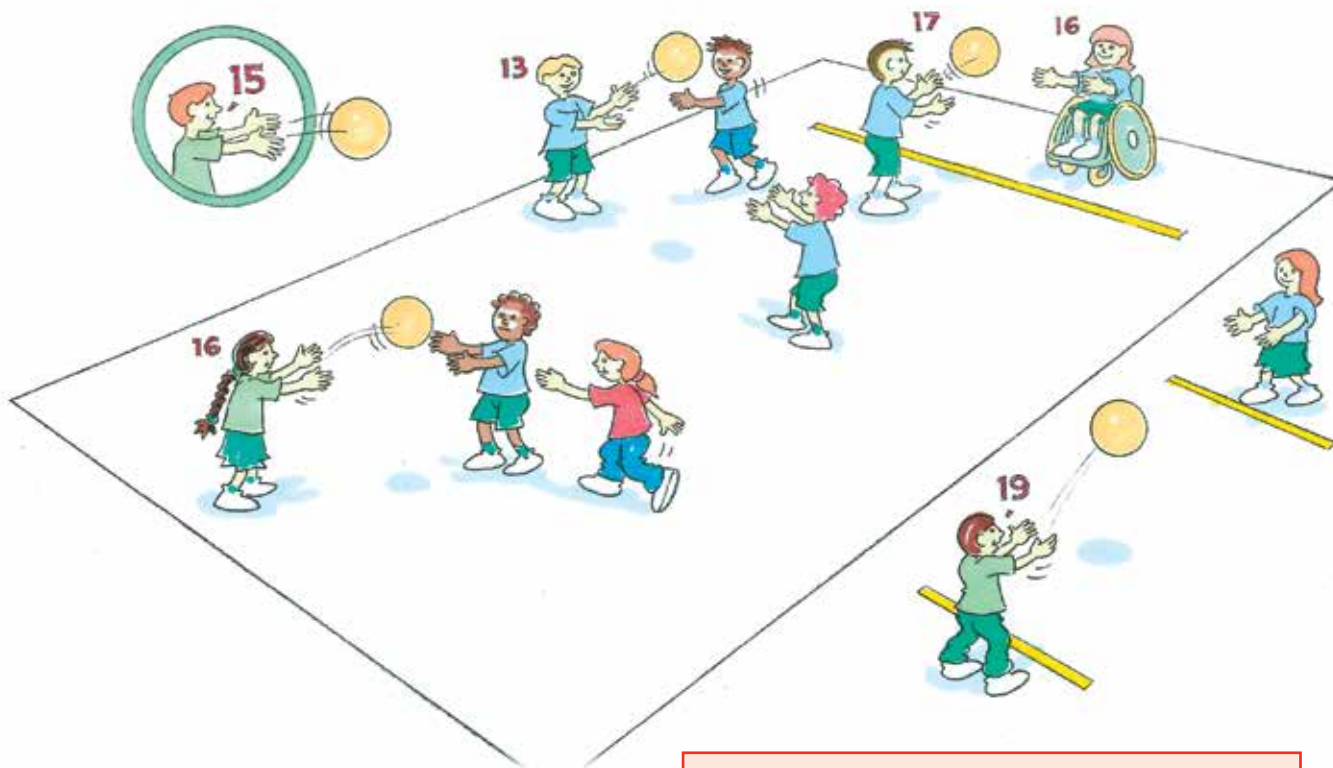
NO STEALING

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?

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

Scoring

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

What to do

Play for a set period, such as 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.

LEARNING INTENTION

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

change it...

On-court off-court rapid pass

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.



Ask the players

- > What strategies can you use to keep running or give yourself breaks as you participate (e.g. pacing strategies or court positioning)?

Passers (on-court)

- > How can you help your team-mates?
- > If you have the ball, is it best to 'pass long' or 'pass short'?

Taggers

- > How can you work with another tagger to be more effective?



Over the pit

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

What you need

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

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

Fielders

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

Scoring

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

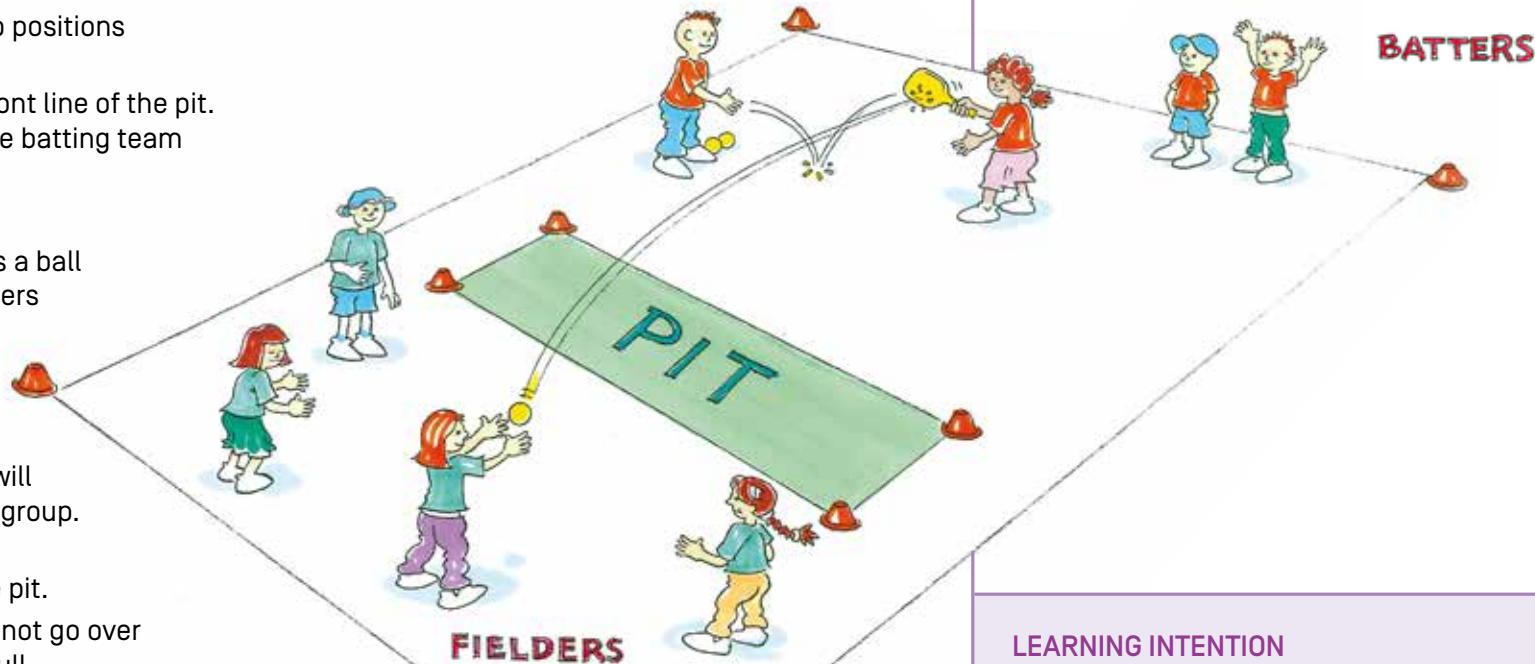
What to do

Setting up

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

Batters

- > One of the batting team lobs a ball to the batter – change pitchers for each new batter. Alternatively, the batter bounces a ball and hits it.
- > The batter hits the ball with a hand or paddle bat – this will depend on the ability of the group. It's easier with a bat.
- > The ball must pass over the pit.
- > Batter is out if the ball does not go over the pit, or is caught on the full.
- > Batting team bats until there are 3 outs (vary if required, e.g. 5 outs).



LEARNING INTENTION

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

PHYSICAL LITERACY ELEMENTS

OBJECT MANIPULATION
REACTION TIME

SELF-PERCEPTION

CONTENT KNOWLEDGE
STRATEGY AND PLANNING

AC:HPE CONTENT DESCRIPTIONS

ACPMPO43
ACPMPO45
ACPMPO61
ACPMPO63

change it...

Change it

- > **Rapid fire over the pit** – the batters have 5 balls and the batter is fed balls as quickly as can be hit. Fielders return balls by rolling them down one side through a gate to a collector from the batting team.
- > If the ball misses the gate, the batters get an extra point. Fielders are not allowed to hold on to balls.



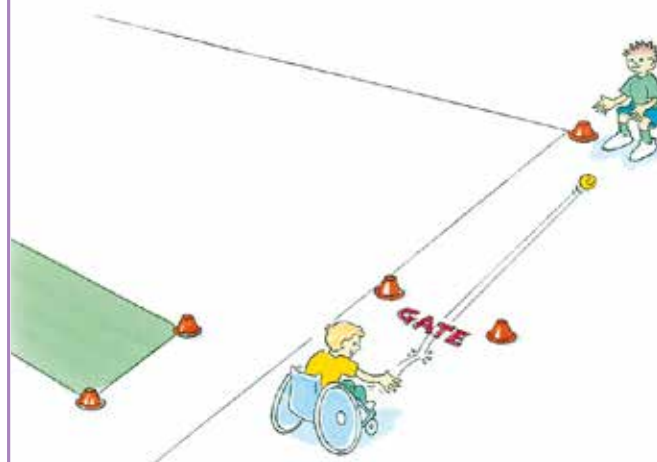
Coaching

- > After some initial play use role models to highlight effective striking actions (e.g. swing of arm and what part of hand is used to hit the ball).
- > Conduct remedial batting practice on the side if required.
- > At the end of the innings, ask students to think about their own performance and how they could improve to better contribute to the team performance.
- > Allow students the opportunity to provide peer feedback to improve skill performance.
- > At the end of the innings, ask students to think about their own performance and how they could improve to better contribute to the team performance.

- > Allow students the opportunity to provide peer feedback to improve skill performance.

Game rules

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



Equipment

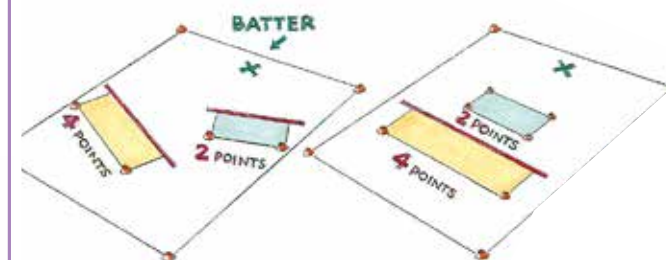
Use a variety of balls:

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

Over the pit

Playing area

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



Safety

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

Ask the players

Fielders

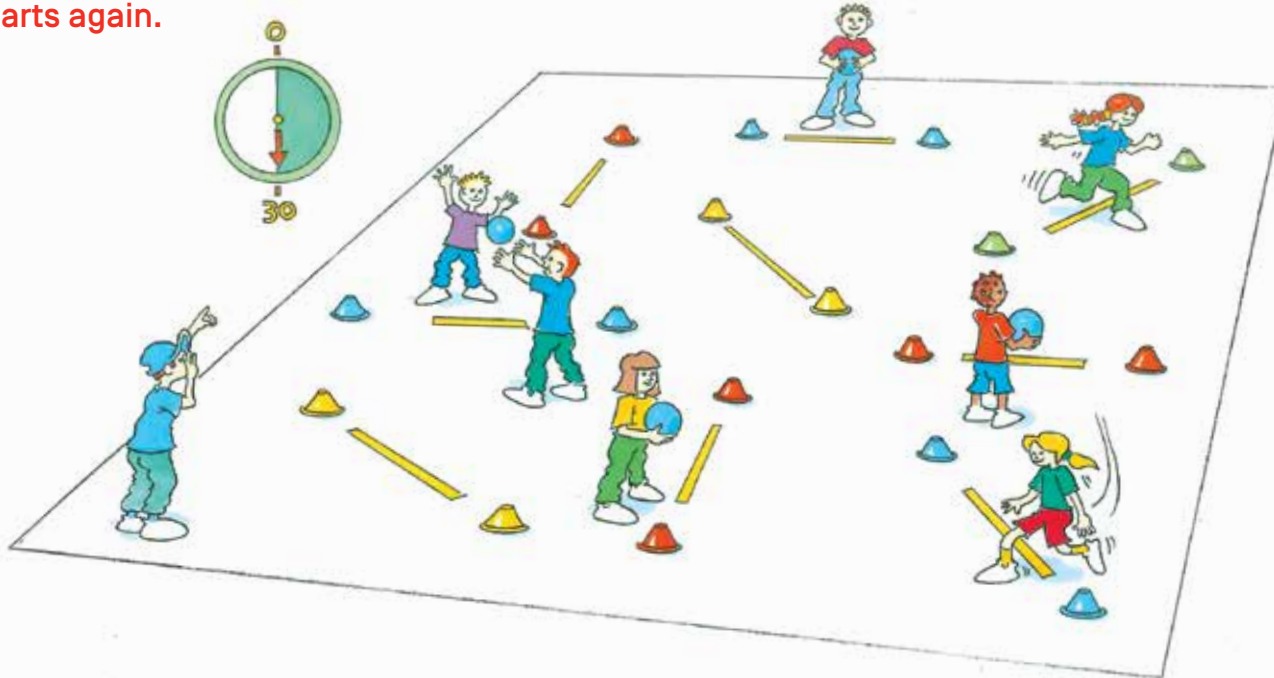
- > How can you cover the most area/stop the batters scoring points?

Batters

- > How can you score the most points?

Pairs passing

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



What you need

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

What to do

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

Change over

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

Change it

- > **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.
- > **Catch and do something** – for example, catch, bounce and throw to partner or catch, throw high, catch and return.
- > **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.

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.

LEARNING INTENTION

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

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.

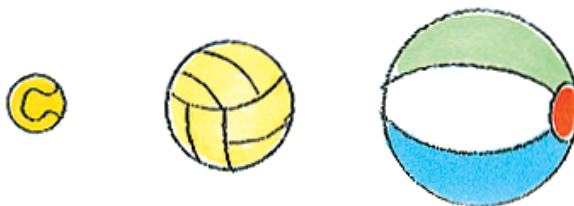
Game rules

- > 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.



Pairs passing

Playing area

- > Bigger or smaller
- > Change the distance between pairs of cones.

Safety

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



Ask the players

- > How is your skill performance and score impacted by your emotions?
- > How can your emotions impact your team's performance?
- > What can you do to control your feelings?

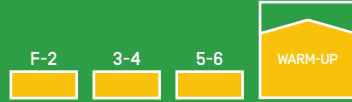
Throwers

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

Catchers

- > What can you do to help your partner?

SPORTAUS



Partner tag

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

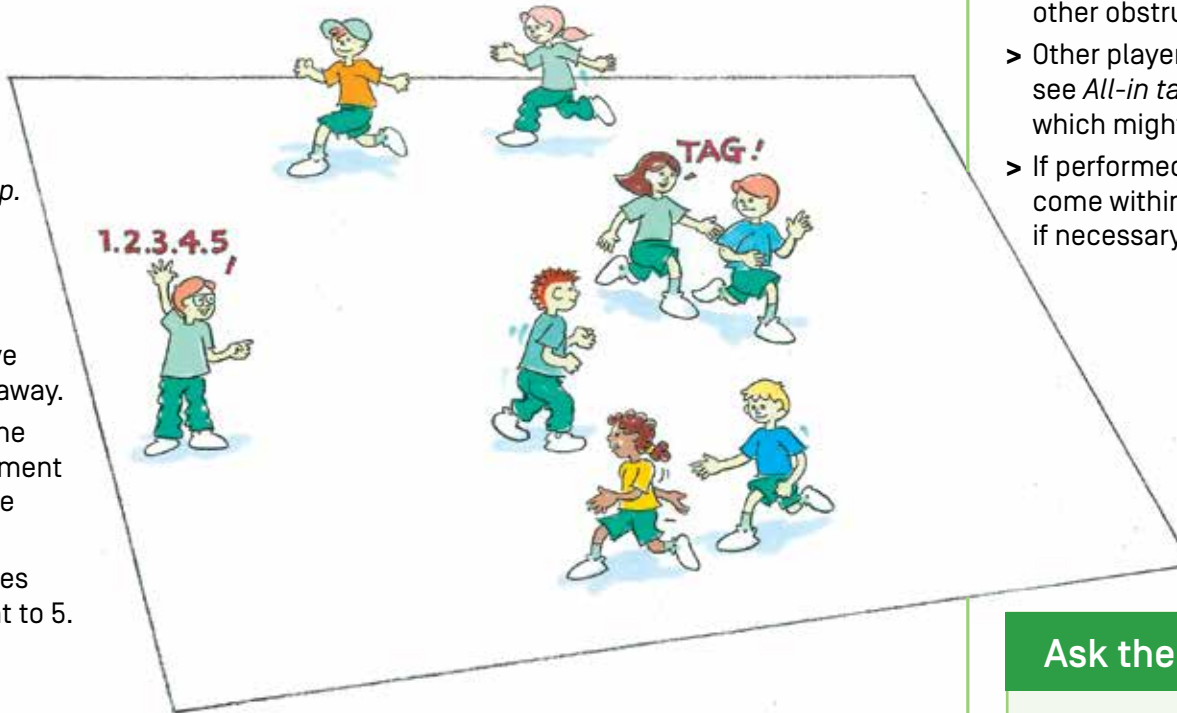
- > Form pairs, see *Form a group*.
- > Allow the players to decide which partner is the tagger.

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 movement skill.
- > Change partners.
- > **Add a challenge** – the player being chased could try to run to each boundary line before being tagged (boundaries should be away from walls).
- > **Equalise players** – try 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 *All-in tag* and *Look out for others!*, 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.

Ask the players

- > How do you feel after playing for 5 minutes?
- > What strategies can you use so you don't feel as puffed/can keep running?

LEARNING INTENTION

Partner tag can be used as a warm up game to develop spatial awareness and movement skills.

PHYSICAL LITERACY ELEMENTS

MOVEMENT SKILLS
AGILITY

CARDIOVASCULAR ENDURANCE
SELF-REGULATION (PHYSICAL)

PERCEPTUAL AWARENESS

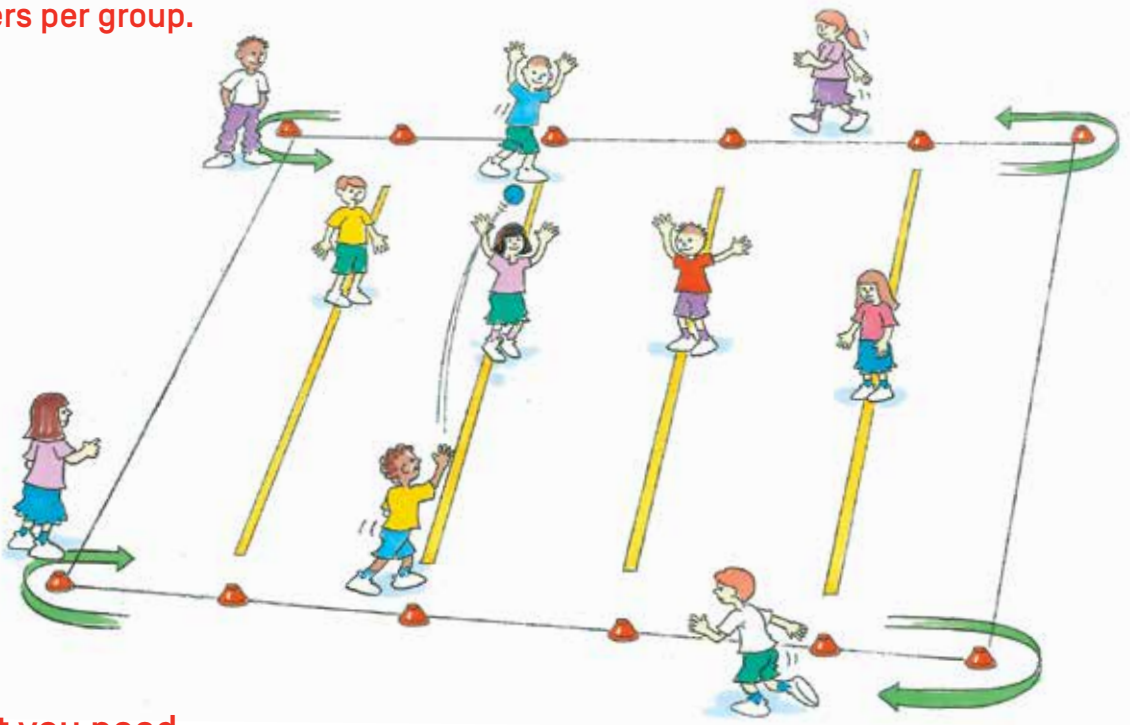
AC:HPE CONTENT DESCRIPTIONS

ACPMPO08
ACPMPO25
ACPMPO43
ACPMPO61



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

Scoring

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

What to do

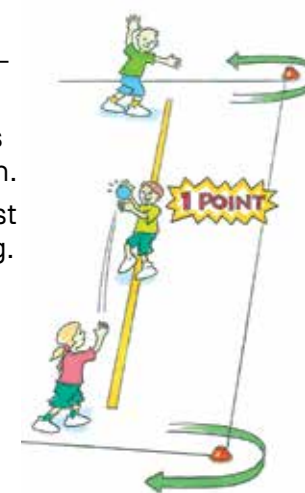
- > Start - arrange players as shown. Runners start...
- > Play for a set period (e.g. 2 minutes) or a set number of points (e.g. 8) before rotating roles.

Runners (attackers)

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

Interceptors (defenders)

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



LEARNING INTENTION

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

PHYSICAL LITERACY ELEMENTS

OBJECT MANIPULATION

CONFIDENCE COLLABORATION

STRATEGY AND PLANNING PERCEPTUAL AWARENESS

AC:HPE CONTENT DESCRIPTIONS

ACPMPO43

ACPMPO45

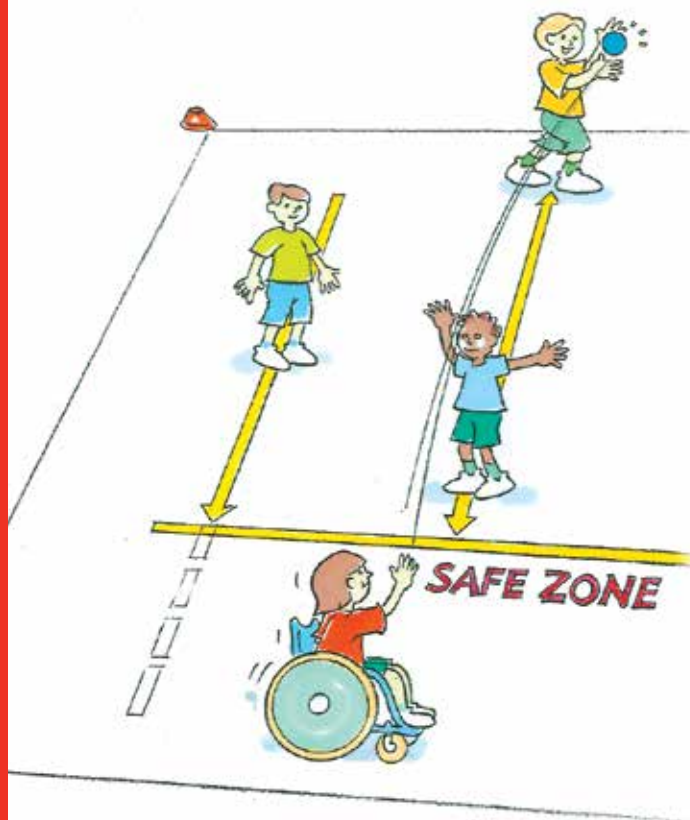
ACPMPO61

ACPMPO63

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).
- > Highlight groups that succeed as a pair or interceptor and discuss why.
- > Discuss and trial new strategies to help players achieve their goal.



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** – try 'hot potato' (immediate release) or 3 seconds.
- > **Allow tagging** – as well as intercepting the ball, the interceptor can tag a runner to earn a point.
- > **Restrict passing** – backwards only.

Equipment

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

ALTERNATIVES



Pass and run

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

- > What can you say to yourself to keep positive if you are struggling to achieve goals?

Runners (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 (defenders)

- > Where is the best place to stand to intercept the ball?



Pepper

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

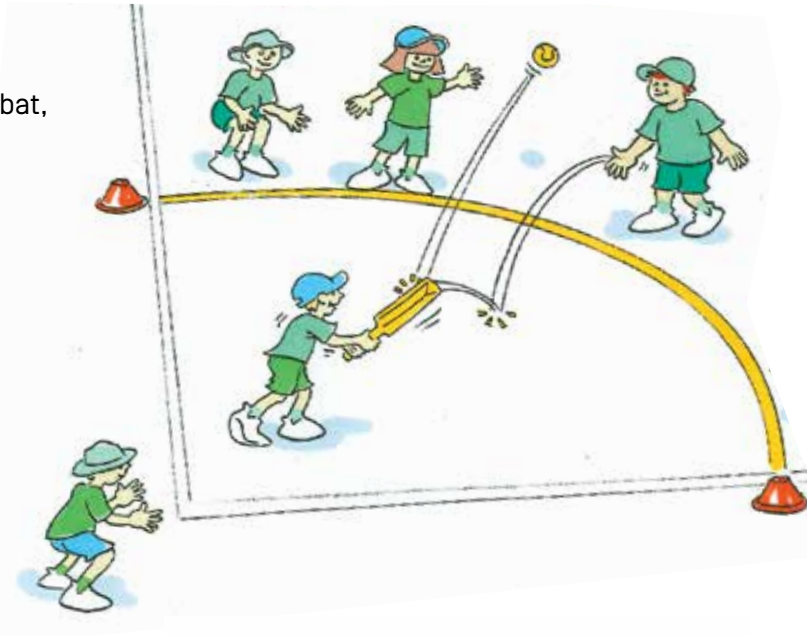
What to do

Setting up

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

Playing

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



Ask the players

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

Safety

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



Change it

- > Modify the game by having the fielder pass the ball to a nominated bowler.
- > The nominated bowler stands in a position that will allow a delivery appropriate to the ability of the batter.
- > **Receive, bounce and return** – what else can you do with the ball before returning it?
- > **Other** – type of ball, type of throw, speed of throw or size of fielder-free area.
- > Challenge students to hit to anyone or in gaps between players for classic catches!

Ask the players

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

LEARNING INTENTION

Pepper combines different ball delivery methods, striking and fielding.

PHYSICAL LITERACY ELEMENTS

OBJECT MANIPULATION REACTION TIME

COLLABORATION

PERCEPTUAL AWARENESS

AC:HPE CONTENT DESCRIPTIONS

ACPMPO43 ACPMP061



Pick some spots, join the dots

Players identify a set number of spots (spatial placements) around the room, then devise ways of linking or sequencing the various spots with different types of travel.

What you need

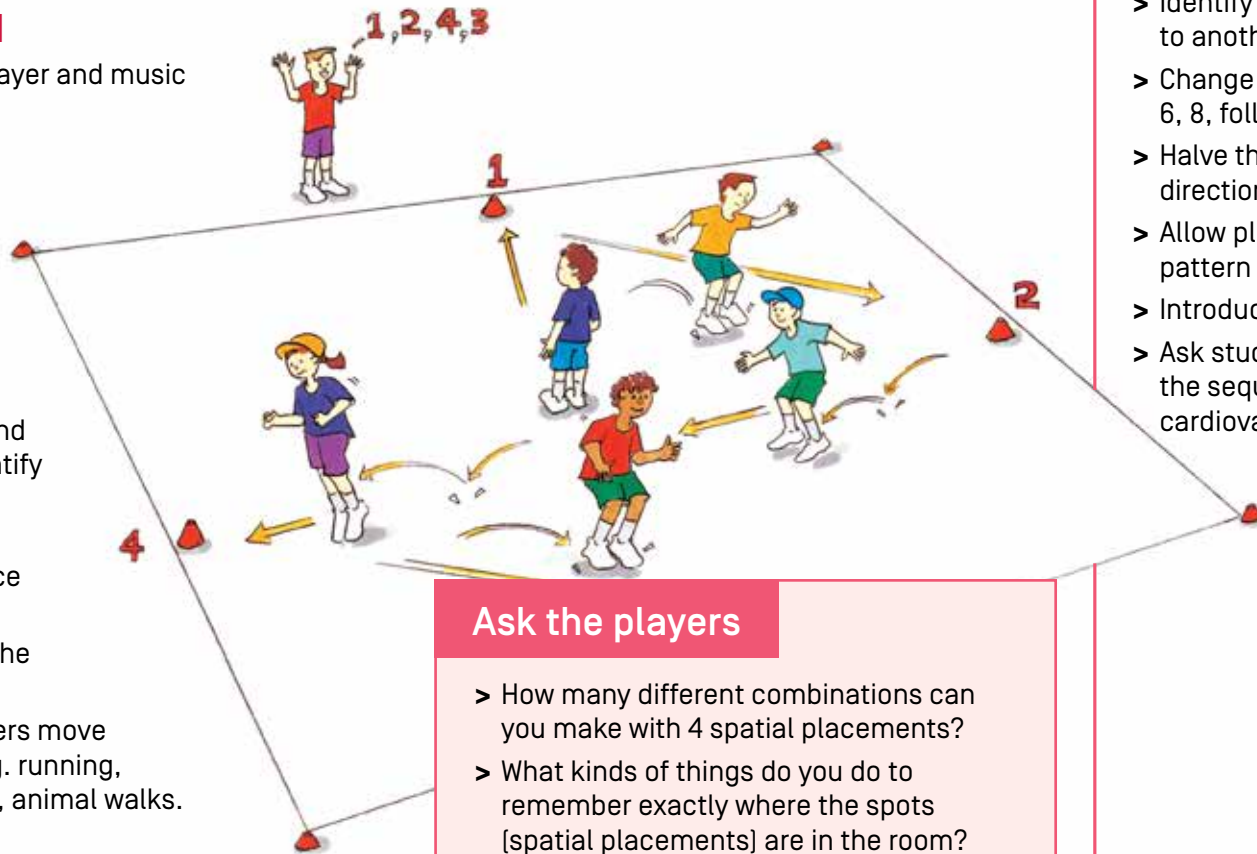
- > Optional: Music player and music

What to do

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

Safety

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



Ask the players

- > How many different combinations can you make with 4 spatial placements?
- > What kinds of things do you do to remember exactly where the spots (spatial placements) are in the room?
- > Which movements made your legs the most tired?
- > Which movements made you puff the most?

Change it

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

LEARNING INTENTION

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

PHYSICAL LITERACY ELEMENTS

MOVEMENT SKILLS
CARDIOVASCULAR ENDURANCE

MUSCULAR ENDURANCE
STRATEGY AND PLANNING

REASONING
PERCEPTUAL AWARENESS

AC:HPE CONTENT DESCRIPTIONS

ACPMP008
ACPMP025
ACPMP043
ACPMP061

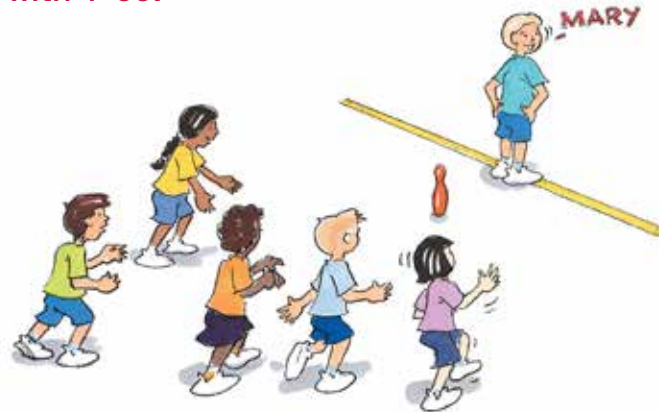


Pirate's gold

The pirate's crew try to steal the gold from the pirate and make it home without being tagged. Play with 4–30.

What you need

- > An item that can be used as the gold (e.g. a bean bag, ball or skittle)



What to do

- > One player, the pirate, stands with their back to the group (the pirate's crew). The gold is placed on the ground 1 metre behind the pirate.
- > The pirate's crew line up across the starting line, 15 metres behind the pirate.
- > When the pirate's back is turned, the pirate's crew approach the gold.
- > When the pirate turns around, the pirate's crew must freeze. If the pirate sees any of the crew moving, they call out their names. These crew members return to the starting line, and begin again.

- > When the pirate turns back around, the game continues.
- > The first crew member to reach the gold picks it up and tries to run back to the starting line before being tagged by the pirate.
- > Swap pirates after each game.

Change it

- > Vary the type of movement skill of the pirate's crew (e.g. skipping, hopping or jumping).
- > Ask players to freeze in different positions or balances.

Safety

- > Make sure players don't dive onto the treasure in their attempt to steal it.
- > When the pirate is tagging a crew member, they must tag gently between the shoulders and the waist.

Ask the players

- > What's the best way to hold a position and not move?
- > Can you explain your feelings at different stages of the game?
- > How might the feelings you identified make it easier or harder to freeze?
- > What can you do to control your feelings?

LEARNING INTENTION

Pirate's gold is an introductory activity that acts as a warm up for players as well as allowing them to practise holding a basic shape.

PHYSICAL LITERACY ELEMENTS

STABILITY/BALANCE REACTION TIME

SELF-REGULATION (EMOTIONS) ENGAGEMENT AND ENJOYMENT

TACTICS

AC:HPE CONTENT DESCRIPTIONS

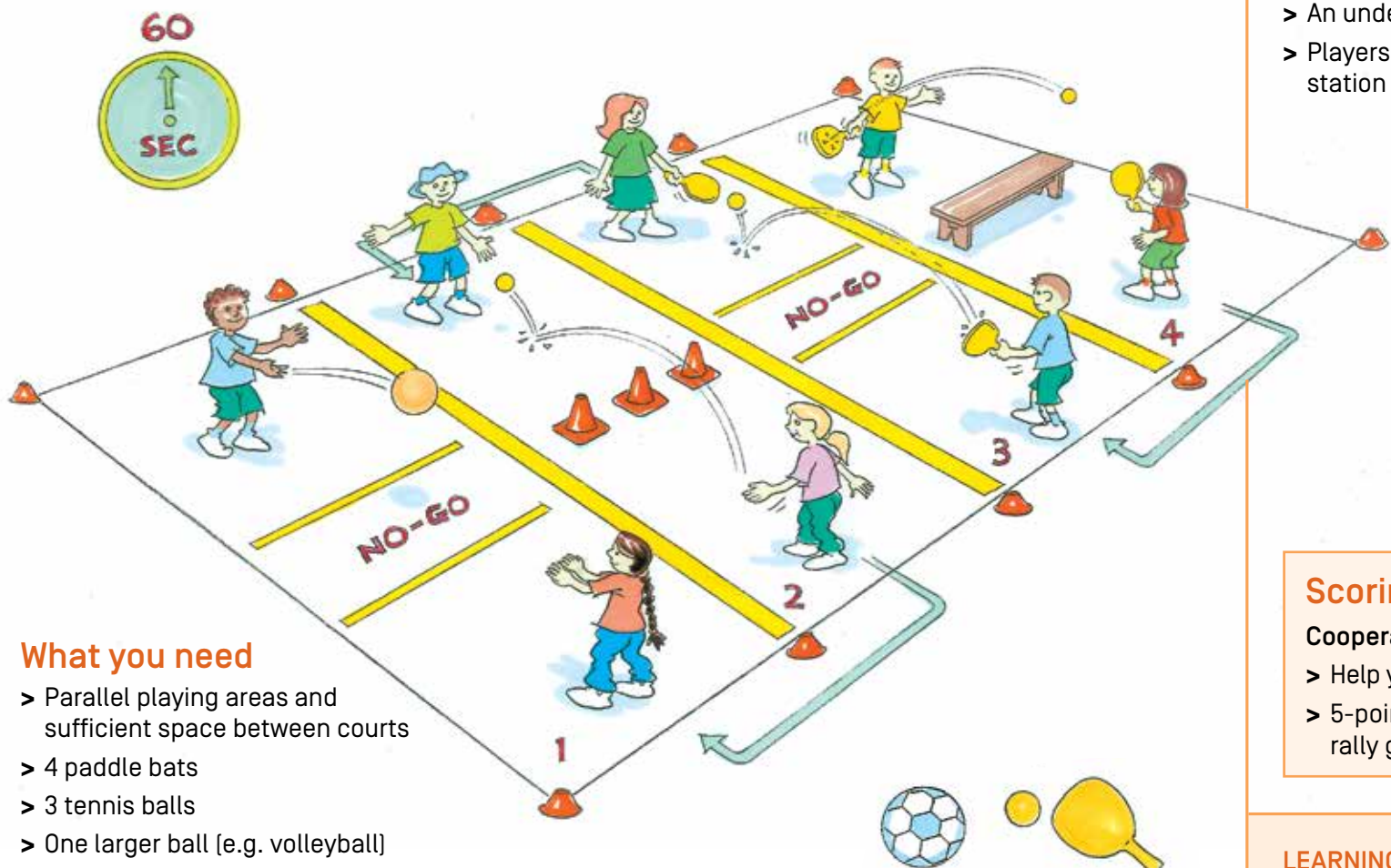
ACPMPO09

ACPMPO29



Rally around

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



What you need

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

What to do

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

Scoring

Cooperative play

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

LEARNING INTENTION

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

PHYSICAL LITERACY ELEMENTS

MOVEMENT SKILLS
OBJECT MANIPULATION

COORDINATION

COLLABORATION
PERCEPTUAL AWARENESS

AC:HPE CONTENT DESCRIPTIONS

ACPMP025
ACPMP043

change it...

Coaching

> Use player role models to highlight skilful play.

Game rules

- > **Two bounces allowed** – for less skilled players.
- > **Vary the delivery** – e.g. use a bounce pass.
- > **Vary the movement skills** between stations.
- > **Include all** – rather than rotate around, a player with limited mobility might stay in one place and take a new partner on each rotation.



Equipment

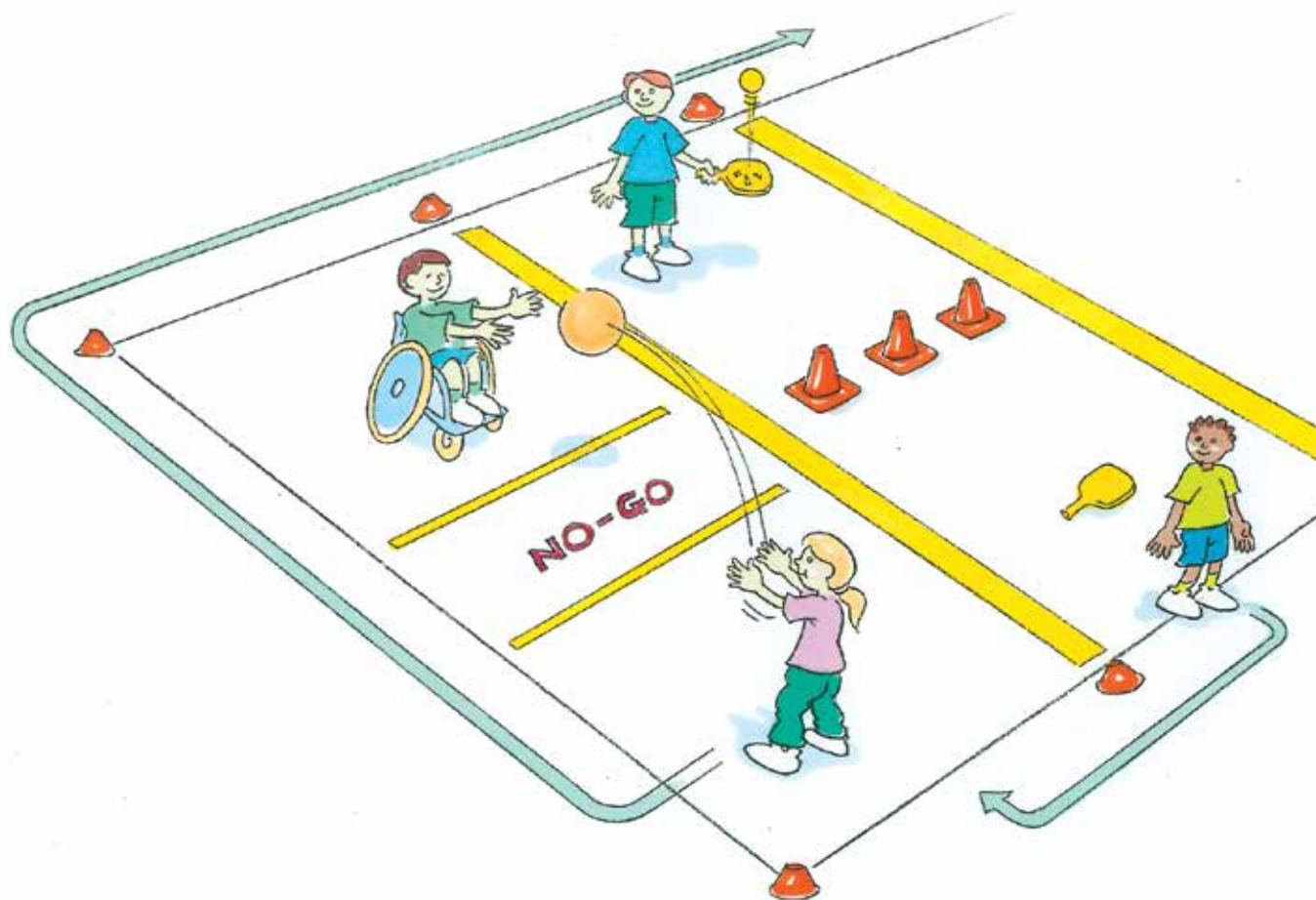
> **Type of ball** – use a slower ball with less skilled players. Other variations include, size, colour, contrast with background and speed.

Playing area

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

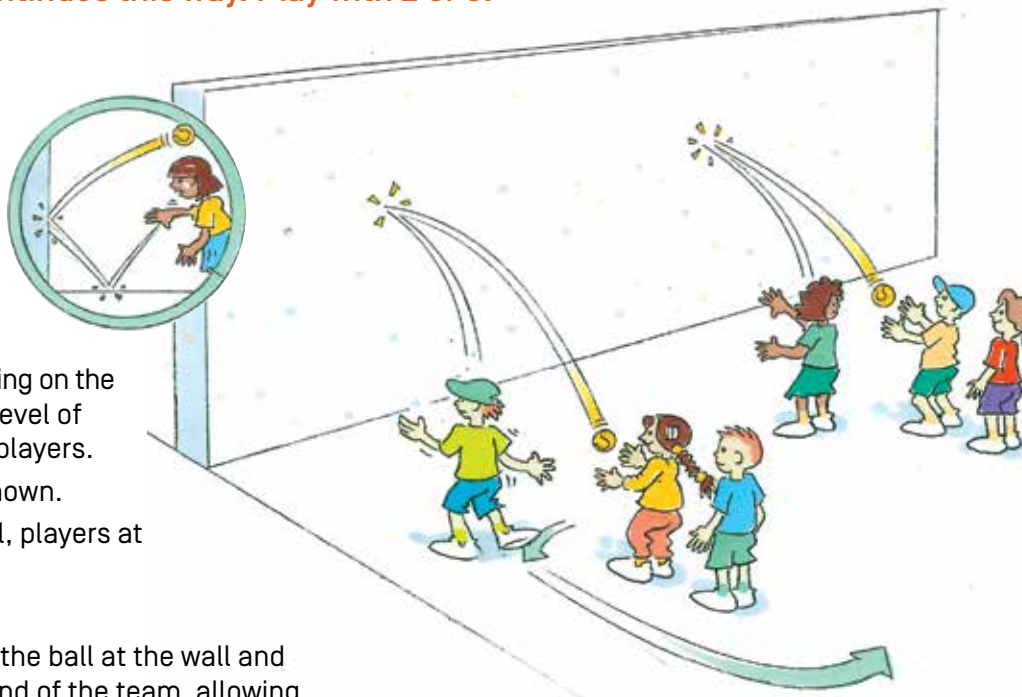
Safety

- > Provide sufficient space between groups.
- > Balls are retrieved from another group's courts only after play there has stopped.



Rebound ball

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



What to do

Setting up

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

Playing

- > The first player throws the ball at the wall and moves quickly to the end of the team, allowing the second player to move up and catch the ball. Continue down the line.
- > Allow a period for players to experiment with the best method of throwing. Stop the practice and share ideas with the whole group, recommence play.

Challenge

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

Safety

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

Change it

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



Ask the players

- > How are you throwing the ball at the wall to help your team mate catch the ball?
- > Where is the best place to aim your throw to let your team mate catch? Why?

LEARNING INTENTION

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

PHYSICAL LITERACY ELEMENTS

MOVEMENT SKILLS
OBJECT MANIPULATION

COORDINATION

COLLABORATION
REASONING

AC:HPE CONTENT DESCRIPTIONS

ACPMPO25
ACPMPO43



Run the circle

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

What to do

Setting up

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

Playing

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



Change it

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



Game rules

- > **Vary the pass** – an easy version starts with the players close to one another and passing the ball, hand to hand. Use different levels (e.g. knees, shoulder or above the head).
- > **Catch, do something and throw** (e.g. bounce, around the body, through the legs).
- > **Use 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.

- > Throw or roll from a sitting position.
- > Catch and do a half turn.



Playing area

- > Bigger or smaller circle

Safety

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

Ask the players

- > What could you do to improve your performance? Think of 1 or 2 pieces of feedback you could use. STOP-THINK-DO.

LEARNING INTENTION

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

PHYSICAL LITERACY ELEMENTS

OBJECT MANIPULATION COORDINATION

SELF-PERCEPTION COLLABORATION

PERCEPTUAL AWARENESS

AC:HPE CONTENT DESCRIPTIONS

ACPMPO08
ACPMPO25
ACPMPO43
ACPMPO61

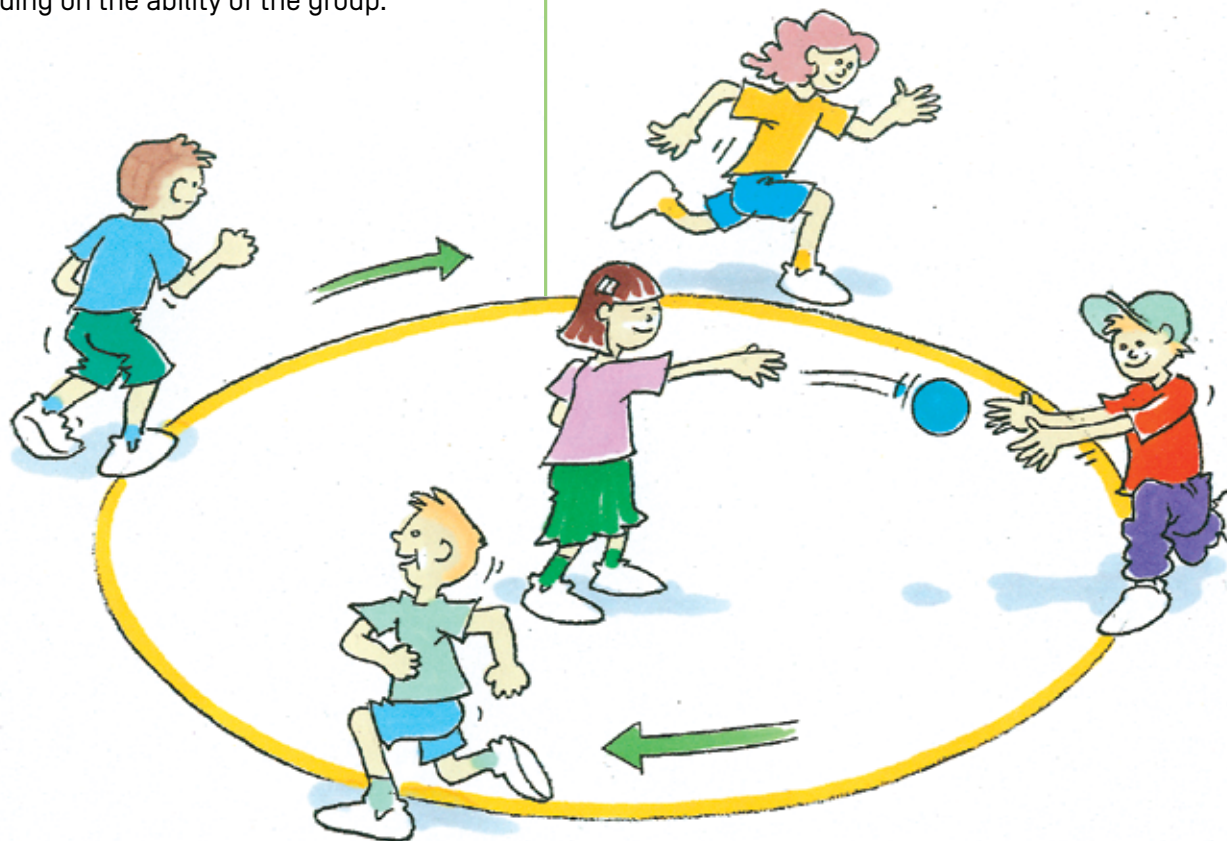
change it...

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

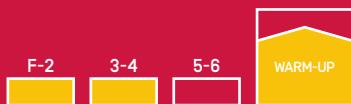
- > **Receive, bounce and return** – what else can you do with the ball before returning it?
- > **Other** – change type of ball, type of throw (e.g. bounce pass), size of circle, maximum number in a given time, speed around the circle and type of movement skill.
- > Player 2, with limited mobility or less developed throwing/catching skills, stands just off the circle – distance and type of pass 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.



Shapes in space

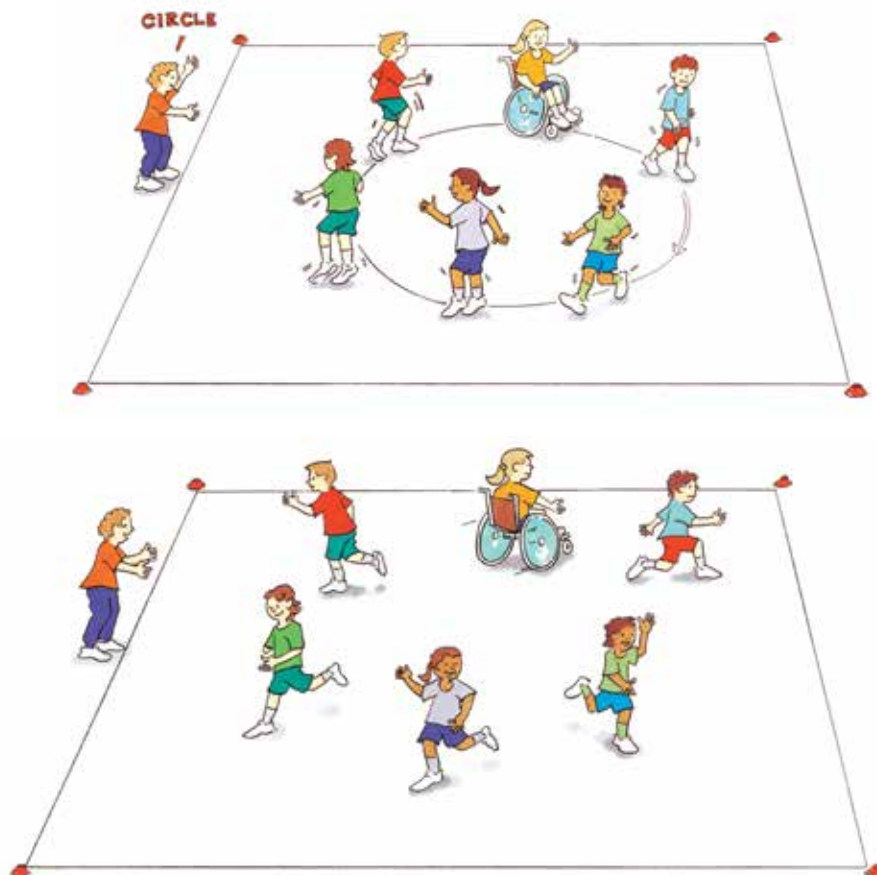
In a group, players make a basic shape in the middle of the room then skip clockwise. When the music stops, players run away from the basic shape. When the music starts again, players run back together and form another basic shape.

What you need

- > Music player and music

What to do

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



Change it

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

Safety

- > Start off slowly then gradually increase the pace.

Ask the players

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

LEARNING INTENTION

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

SPORTAUS

F-2

3-4

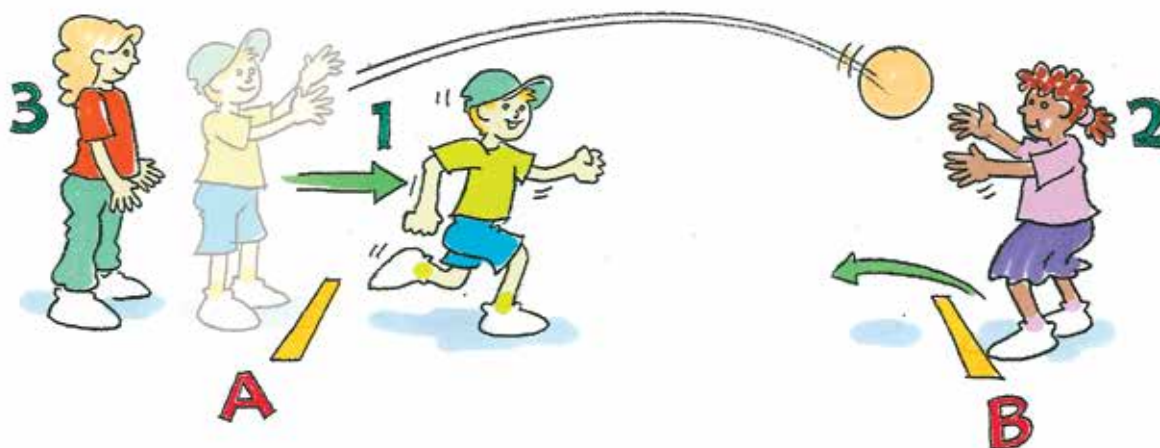
5-6

WARM-UP

SKILL DEVELOPMENT

Shuttle ball

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.



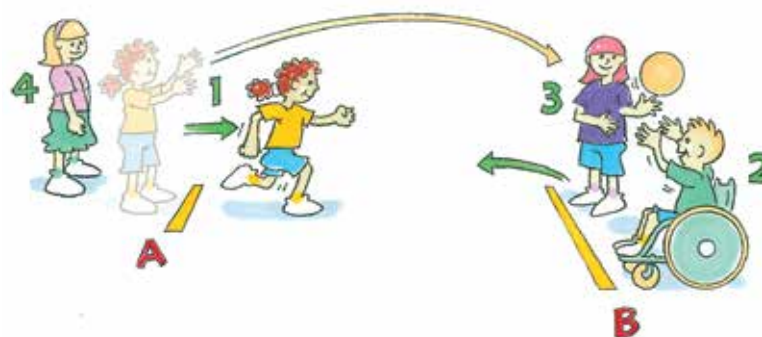
What to do

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 (e.g. Hopping, skipping and jumping).
- > **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 the *Change it* activity card to adjust activity to the ability of the group.
- > Ensure players are not close to walls or other obstructions.
- > Players should know what to do if a ball escapes their group.

LEARNING INTENTION

Shuttle ball combines introductory throwing and catching with agility. See also Run the circle.

PHYSICAL LITERACY ELEMENTS

OBJECT MANIPULATION
AGILITY

COLLABORATION

PERCEPTUAL AWARENESS

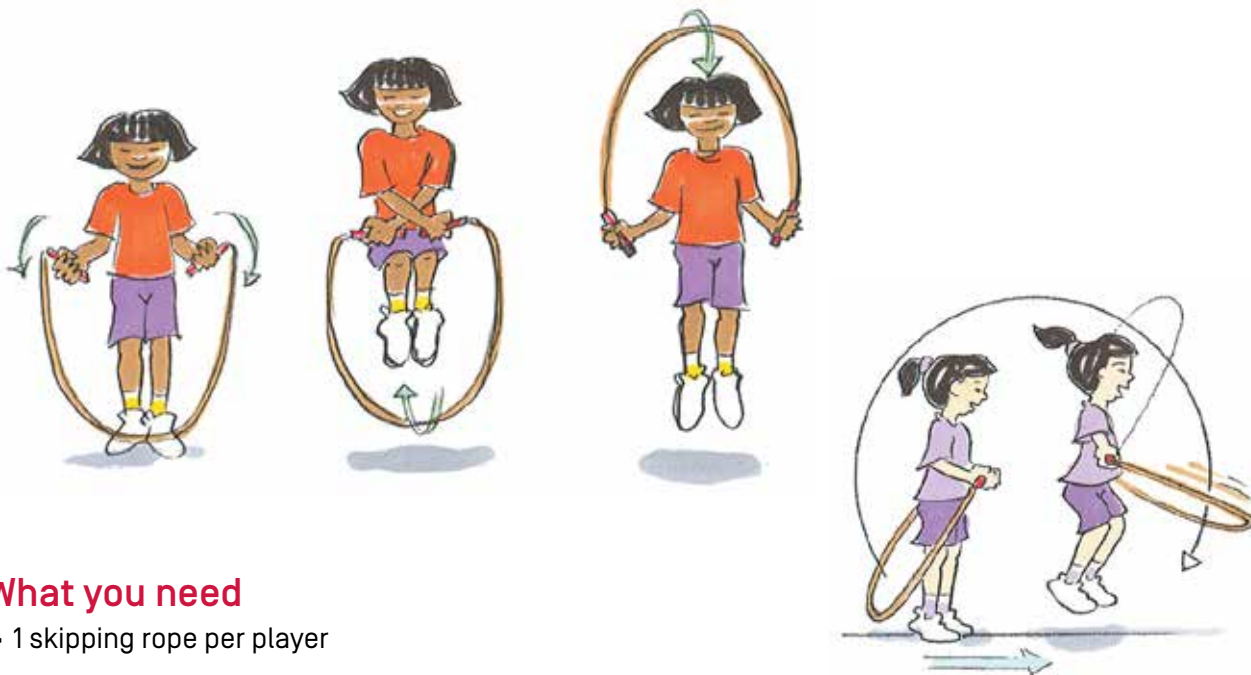
AC:HPE CONTENT DESCRIPTIONS

ACPMPO08
ACPMPO25



Skip to my lou

Players challenge themselves to skip within a time limit.



What you need

- > 1 skipping rope per player

What to do

- > On your signal, players skip for 1 minute, doing a single two-footed jump.
- > Each time, players should be aiming to beat their last score.

Safety

- > Make sure players are a safe distance apart (allow 3 metres minimum).
- > Make sure players hold the ends of the rope and that they have their elbows bent and close to their body.
- > Have players jump on the balls of the feet, with their feet together and knees slightly bent.

Change it

- > Jump on 1 leg instead of 2, jump rope while running, jump in time to music, criss cross the feet while jumping or criss cross the rope in front of the body before jumping over it.
- > **Partner up** – have participants pair up, with 1 player turning the rope while they both jump it.



LEARNING INTENTION

Skip to my lou is an introductory skipping game that also helps players learn the correct jumping and landing technique. It can be followed by a more difficult skipping activity or other springing and landing exercises.

PHYSICAL LITERACY ELEMENTS

MOVING WITH EQUIPMENT
MOVEMENT SKILLS

MUSCULAR ENDURANCE
CARDIOVASCULAR ENDURANCE

PERCEPTUAL AWARENESS

AC:HPE CONTENT DESCRIPTIONS

ACPMPO08
ACPMPO25



Snakes alive

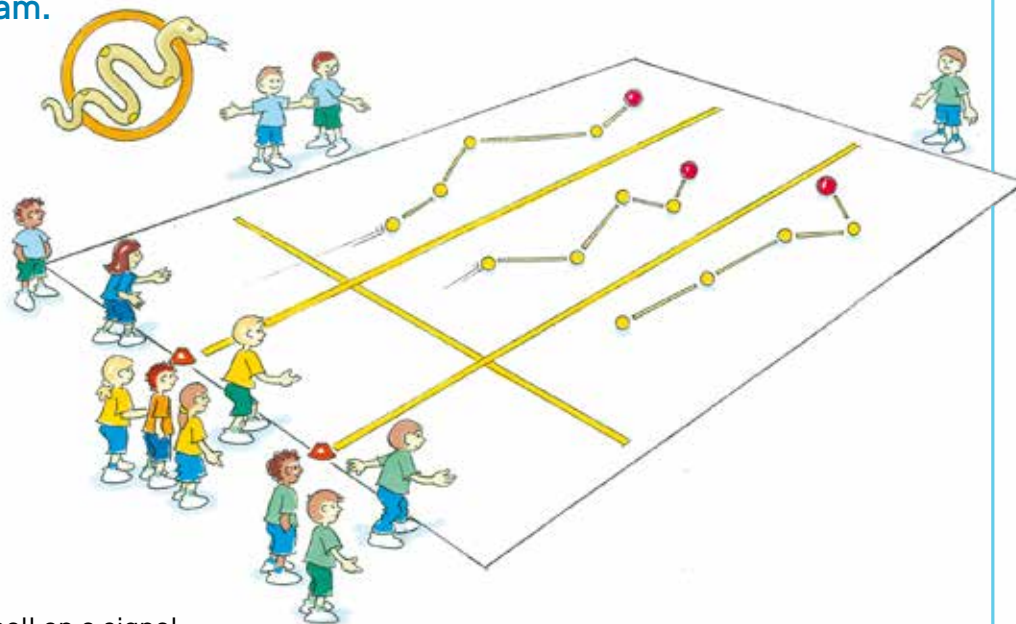
The first ball rolled becomes the head of the snake. Players deliver one ball at a time, aiming to place each ball behind the previous one. The aim is to form the longest snake. 4 or more per team.

What you need

- > Cones to separate groups
- > One softball or medium-sized ball per team (snake head)
- > One ball per player (e.g. tennis ball (body of snake))
- > Tape or cones to mark the minimum throw line

What to do

- > Each team plays the first ball on a signal.
- > If the first ball strays to another team's area, the ball is played again.
- > The second ball is played on a signal, and so on for the remainder of the balls.
- > To ensure the last ball is a meaningful throw, a line is placed in front of each team and the ball must go beyond the line for the ball to count – otherwise every team will finish with a python!
- > Alternatively, set a maximum length for the snake [e.g. 4 metres].

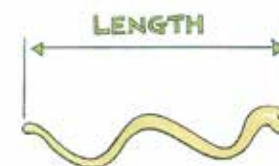


Change it

- > **Snake head** – require a minimum distance from the start-line for the position of the 'snake's head'.
- > **Balls** – use different rolling balls.
- > **Goalball** – use a goalball (makes a noise when it rolls) and a caller to assist a player with limited vision. Make your own goalball by wrapping a volleyball in plastic and securing with tape.
- > **Provide eye-shades** for half the players to promote communication.

Scoring

- > The longest snake is the winner.
- > Measure in a straight line from head to tail.



Safety

- > The game stops if players are required to retrieve 'lost' balls.

Ask the players

- > What strategies are you using to get the ball to land in the targeted area? [e.g. how do you alter direction and distance].

LEARNING INTENTION

Snakes alive requires students to roll their ball with accuracy and take into account the placement of their team mates balls in order to create a 'snake'.

PHYSICAL LITERACY ELEMENTS

OBJECT MANIPULATION

RELATIONSHIPS

CONTENT KNOWLEDGE STRATEGY AND PLANNING

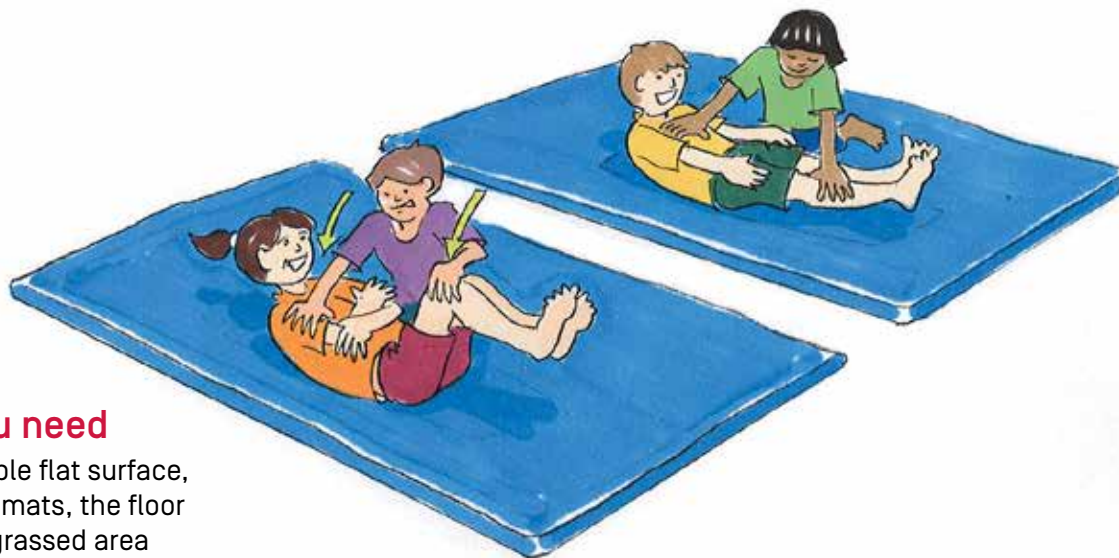
AC:HPE CONTENT DESCRIPTIONS

ACPMPO08
ACPMPO25
ACPMPO43



Spaghetti bodies

In pairs, players try to 'break' their partner's basic shape and test for 'loose body'.



What you need

- > Any suitable flat surface, including mats, the floor or a soft grassed area
- > Optional: bean bags, small balls

What to do

- > Players work in pairs.
- > One partner lies on the ground and assumes the basic shape of either a tuck position or a banana. The other partner tests for a 'loose body', trying to 'break' their partner's shape.
- > In the 'tuck position', players tuck their legs up to their stomach and their partner tries to push their legs to the ground.
- > In the 'banana position', players make the shape of a banana and their partner tries to push their legs and shoulders to the ground.

Change it

- > Add equipment such as bean bags or balls between players' knees.

Scoring

- > Players score by getting their partners to break their shape as many times as they can in 1 minute.
- > Players score by keeping their shape the longest (max 30 seconds).

Safety

- > Players are learning how to maintain 'core' stability. It is important that the player who is 'breaking' or pushing the player making the shape does this with care, using gentle actions only.
- > Make sure there is enough space between players.
- > Ensure players do not arch their lower backs.
- > Have players practice engaging their core as a warm up (i.e. lie on back with feet on floor/knees bent. Tense core or perform pelvic tilts to practice.)

Ask the players

- > What muscles do you have to hold tight to make sure your partner doesn't 'break' you?
- > How do you keep your body tight and in the same position?

LEARNING INTENTION

Spaghetti bodies is a short, simple activity that makes players aware of their core stability and how to hold a basic shape. This helps to develop physical abilities associated with muscle control, focusing on the lower back and abdomen. It also helps to reduce the chance of injury and forms the basis of many other activities.

PHYSICAL LITERACY ELEMENTS

STABILITY/BALANCE STRENGTH

SELF-REGULATION (PHYSICAL)

SAFETY AND RISK

AC:HPE CONTENT DESCRIPTIONS

ACPMPO25 ACPMP043



Speed gate

Combines accurate rolling with speed. Players in teams roll a ball through a gate to a wall beyond. The first ball that passes through the gate and reaches the wall wins the point for that round.



What you need

- > Medium-sized balls, one per team – a variation uses goalballs (which make a noise when they roll), eyeshades and callers
- > Positional markers 10 metres from the wall
- > A wall free of obstructions – a line may be used instead

Scoring

- > Change scoring so the ball closest to the wall, but not touching it, wins. Focus more on accuracy than power.
- > The team with the most points wins.
- > Place a judge near the wall/line to decide whose ball has won.

What to do

Setting up

- > Teams are set up as shown. Keep teams small (2 or 3 players) to ensure lots of activity.

Playing

- > On the start signal, the players in the front of each team roll their ball along the ground towards the wall – it must pass through the gate to be eligible for scoring.
- > The ball must roll along the ground – add a line 3 metres from the throwing line. The ball must be rolling *before* the 3-metre line.
- > Each person has an agreed number of throws (e.g. 3).
- > The next player in line runs from behind the position marker to retrieve the ball.

LEARNING INTENTION

Speed gate is an introductory activity for other target games that require rolling a ball accurately and quickly towards an object or goal such as Bombard and Gorri.

PHYSICAL LITERACY ELEMENTS

OBJECT MANIPULATION

MOTIVATION RELATIONSHIPS

RULES TACTICS

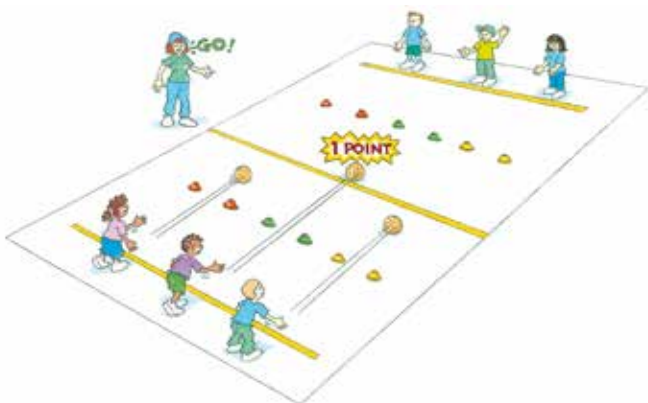
AC:HPE CONTENT DESCRIPTIONS

ACPMPO08
ACPMPO25
ACPMPO43

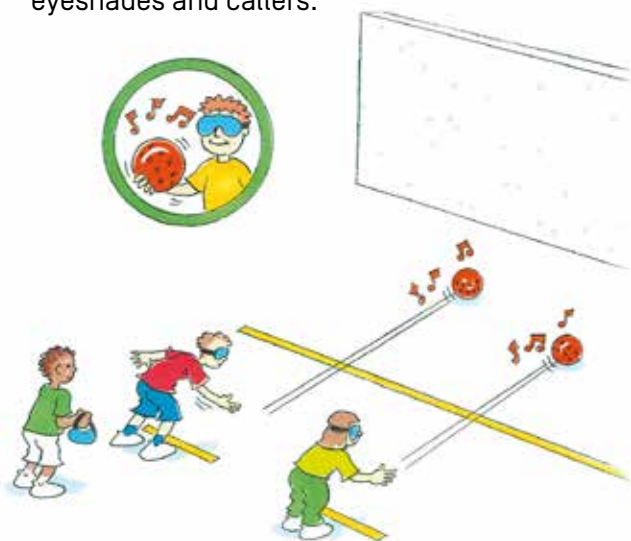
change it...

Coaching

- > Look – swing – release. Keep it smooth!
- > **No wall, no worries** – in this variation teams are split on either side of a line and throw the ball to each other. The first ball to cross the line scores. A start signal is provided for *each* throw.



- > **Goalball speed throw** – use a goalball, eyeshades and callers.



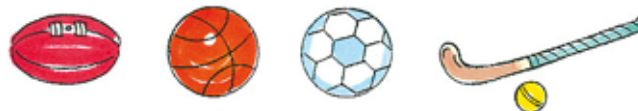
Game rules

- > **Rolling variations** – underarm one-handed (like a ten-pin bowling action); underarm both hands with legs astride (face forward or face backward); bowling action, side-on stance, using both hands.

Equipment

- > Use different types of balls – vary size and shape.

ALTERNATIVES



- > A volleyball wrapped in plastic and secured with tape is an alternative to a regular goalball.

Speed gate

Playing area

- > Allow students to develop their own challenges for other teams to use.
- > Vary distance to wall/line.
- > Vary position and width of gates.
- > For the goalball option, use orientation lines to mark the throwing line (e.g. use string covered with tape that players can feel with their fingers and feet).

Safety

- > No one goes into the throwing area during play.



Ask the players

- > What can you do to get your ball to the wall first? (e.g. starting position of arm/body, ensuring the ball rolls and is not thrown).

SPORTAUS



Splitting pairs

If a class is already divided into pairs, this activity allows the coach to form 2 new groups. If the 2 new groups are too big, they can be split using this fun activity. Play with 8 or more.



What to do

Setting up

- > Players are already in pairs from a previous activity.

Playing

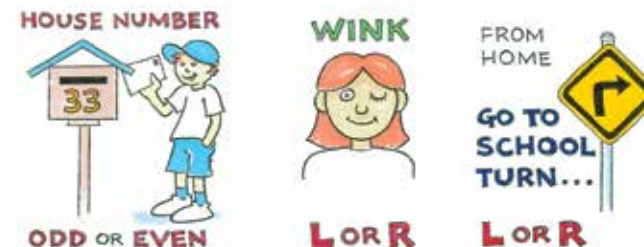
- > Call an action such as 'reach under your knee and join hands while standing on one leg'.

- > The first person to perform the call from each pair form group 1 and the other half form group 2.
- > **Four groups** – repeat the previous step.
- > If there is a dispute about who was first, ask for a repeat and add an extra level of difficulty [e.g. do it with eyes closed].



Change it

- > Choose an activity that is appropriate for all members of the group.
- > You can substitute less demanding activities.



LEARNING INTENTION

Splitting pairs is a fun group management tool that allows the teacher to move from one formation to another while students work on their stability, balance and coordination and build relationships.

PHYSICAL LITERACY ELEMENTS

COORDINATION

STABILITY/BALANCE

RELATIONSHIPS

AC:HPE CONTENT DESCRIPTIONS

ACPMPO48

ACPMPO67



Spot turns

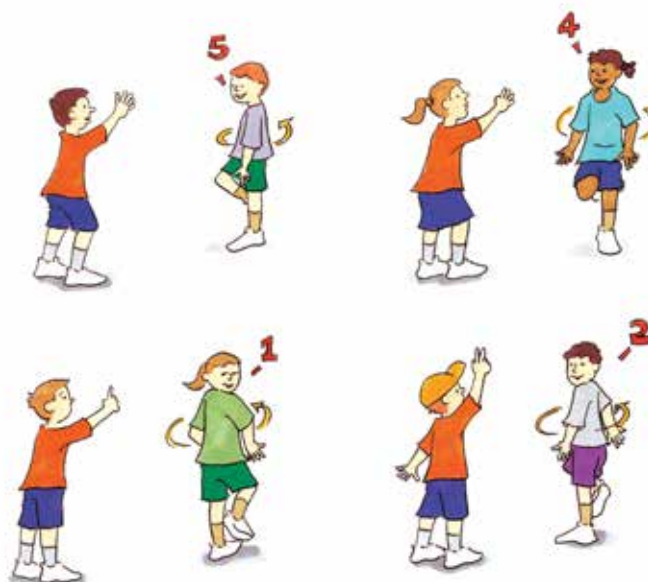
In pairs, players explore different ways of doing turns – ¼ turn (90 degrees), ½ turn (180 degrees), full turn (360 degrees, with spotting) and other turns on the spot in a clockwise and anti-clockwise direction.

What you need

- > A smooth surface to allow spinning

What to do

- > Players form pairs, standing about 2 metres apart, facing one another.
- > Player A turns a full circle by performing 4 ¼ turns, while Player B holds up a number of fingers.
- > On each quarter turn, Player A calls out the number of fingers Player B is holding up.
- > Player A performs 4 ¼ turns while maintaining eye contact (spotting) with Player B.
 - ¼ turn (90 degrees) to the right, looking over left shoulder
 - ¼ turn to the right, looking over left shoulder
 - ¼ turn to the right, change to looking over right shoulder
 - ¼ turn to the right, now looking straight at Player B.
- > Repeat in the opposite direction (anti-clockwise).
- > Swap roles.



Scoring

- > Players receive one point each time they call out the correct number of fingers their partner is holding up.

Change it

- > Player B holds up coloured cards rather than fingers.
- > Have markers on the wall for players to use as a spotting aid.
- > Jump ¼, ½ and full turns.

Safety

- > Make sure the floor covering does not inhibit players' movement for floor spins (e.g. carpet can restrict movement).

Ask the players

- > How many different ways can you rotate other than spinning (e.g. jump, hop, march, etc)?
- > How does spotting help? What should you do as spotter?
- > What are the different ways you can do a ¼ turn?
- > How can you combine them?
- > Can you add other movements, such as arms, or travel?

LEARNING INTENTION

Spot turns is an activity that focuses on dynamic balance and movement skills to perform simple movement sequences such as jumping, hopping and twisting.

PHYSICAL LITERACY ELEMENTS

MOVEMENT SKILLS COORDINATION

STABILITY/BALANCE

CONTENT KNOWLEDGE

AC:HPE CONTENT DESCRIPTIONS

ACPMPO08
ACPMPO25
ACPMPO43



Stone, bridge and tree

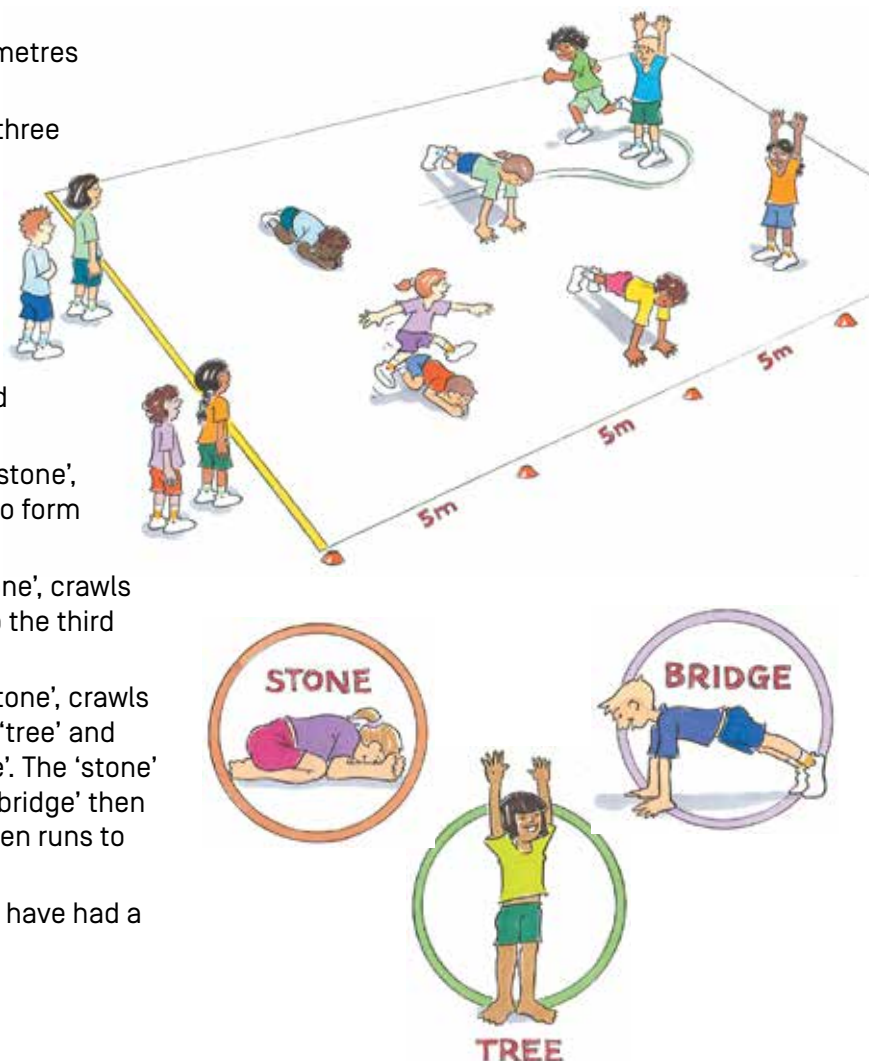
A relay race using various static and movements skills. Play in teams of 6–8.

What you need

- > An indoor/outdoor playing area 20 metres in length
- > A starting cone for each team and three cones spaced 5 metres apart

What to do

- > Teams of 6–8 players line up behind their starting cones.
- > When you say 'GO!', the first player runs out to their first cone and forms a stone.
- > The second player jumps over the 'stone', and then runs to the second cone to form a bridge.
- > The third player jumps over the 'stone', crawls under the 'bridge', and then runs to the third cone to form a tree.
- > The fourth player jumps over the 'stone', crawls under the 'bridge', runs around the 'tree' and back to take the place of the 'stone'. The 'stone' takes the place of the 'bridge'. The 'bridge' then takes the place of the 'tree', who then runs to the end of the line.
- > The game finishes when all players have had a turn at each of the positions.



Change it

- > Players stand upright with their legs wide apart to form the bridge.
- > Players jump over the stone's legs instead of their lower back.
- > Players skip to the stone, leap to the bridge and run to the tree.
- > Ask players to come up with new shapes and movement skills. Allow each group to make up one new relay for the class to try.

Safety

- > Make sure the 'stone' participant has their head securely positioned before others jump over them.

Ask the players

- > How do you stop yourself getting giddy when you move quickly between low and high positions?

LEARNING INTENTION

Stone, bridge and tree is a fun warm up activity that combines movement with the chance to practise holding static body positions. This helps to develop physical abilities associated with muscle control, especially in the lower back and abdomen, and forms the basis of many other activities.

PHYSICAL LITERACY ELEMENTS

MOVEMENT SKILLS STABILITY/BALANCE

STRENGTH

MOTIVATION

AC:HPE CONTENT DESCRIPTIONS

ACPMPO08

ACPMPO25

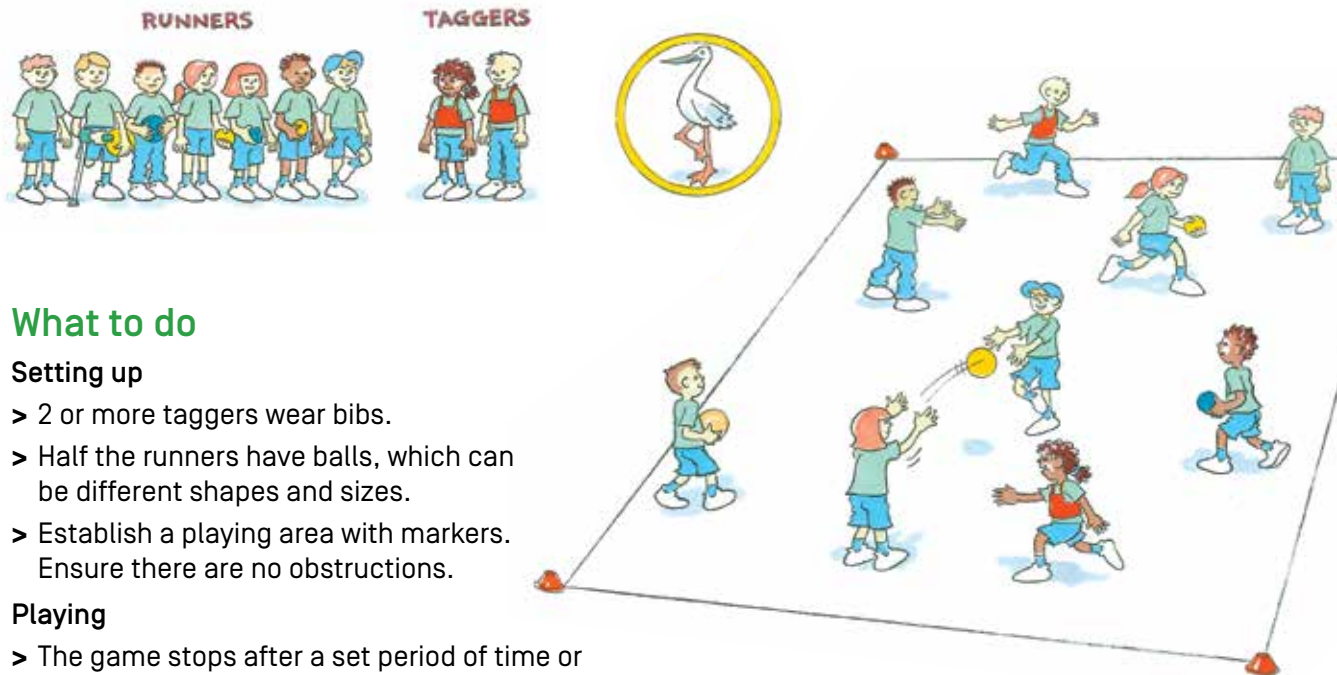
ACPMPO43

SPORTAUS

F-2 3-4 5-6 WARM-UP SKILL DEVELOPMENT

Stork tag

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



What to do

Setting up

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

Playing

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

Scoring

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

Change it

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



Safety

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

LEARNING INTENTION

Stork tag combines running with cooperative throwing and catching. It also requires players to be aware of others and emphasises 'space finding'.

PHYSICAL LITERACY ELEMENTS

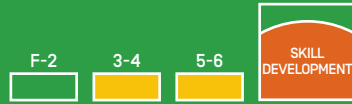
STABILITY/BALANCE AGILITY

PERCEPTUAL AWARENESS

SAFETY AND RISK

AC:HPE CONTENT DESCRIPTIONS

ACPMPO43 ACPMP061



Take a seat!

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.

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.



Scoring

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

Ask the players

- > What parts of your body are working hard in each activity? How can you tell?
- > What can you do to help you sit for longer?

LeARNING INTENTION

Take a seat allows students to develop muscular endurance whilst practicing catching and throwing skills in different movement situations.

PHYSICAL LITERACY ELEMENTS

MUSCULAR ENDURANCE STRENGTH

CONFIDENCE

SELF-REGULATION (PHYSICAL)

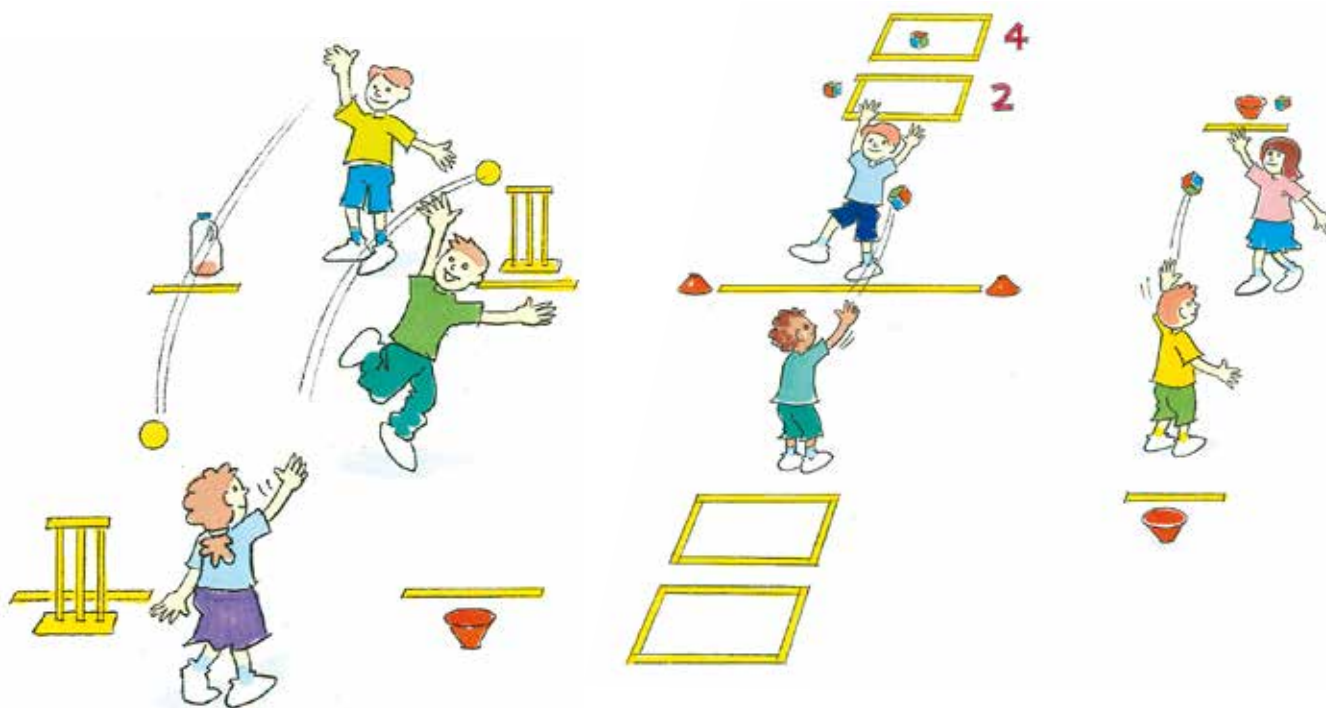
AC:HPE CONTENT DESCRIPTIONS

ACPMPO43
ACPMPO61



Target and intercept

One player with a bean bag attempts to throw it past an interceptor to hit or land on a target. Play in pairs or other combinations.



What you need

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



What to do

- > Play for a set period (e.g. 90 seconds).
- > Discourage delays in throwing.
- > Allocate more points for more distant targets.
- > Restrict the distance between a player's and an opponent's target (e.g. 1m in front).

Scoring

- > Number of targets scored in the period.

PHYSICAL LITERACY ELEMENTS

OBJECT MANIPULATION
AGILITY

PERCEPTUAL AWARENESS

TACTICS

AC:HPE CONTENT DESCRIPTIONS

ACPMPO08
ACPMPO25
ACPMPO43

LEARNING INTENTION

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

change it...

Target and intercept

Coaching

- > Set up the playing area to facilitate smooth player 'traffic flow' from one activity to the next.
- > Use this activity as a warm-up or transition to a variety of target or invasion games.

Include all

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

Game rules

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

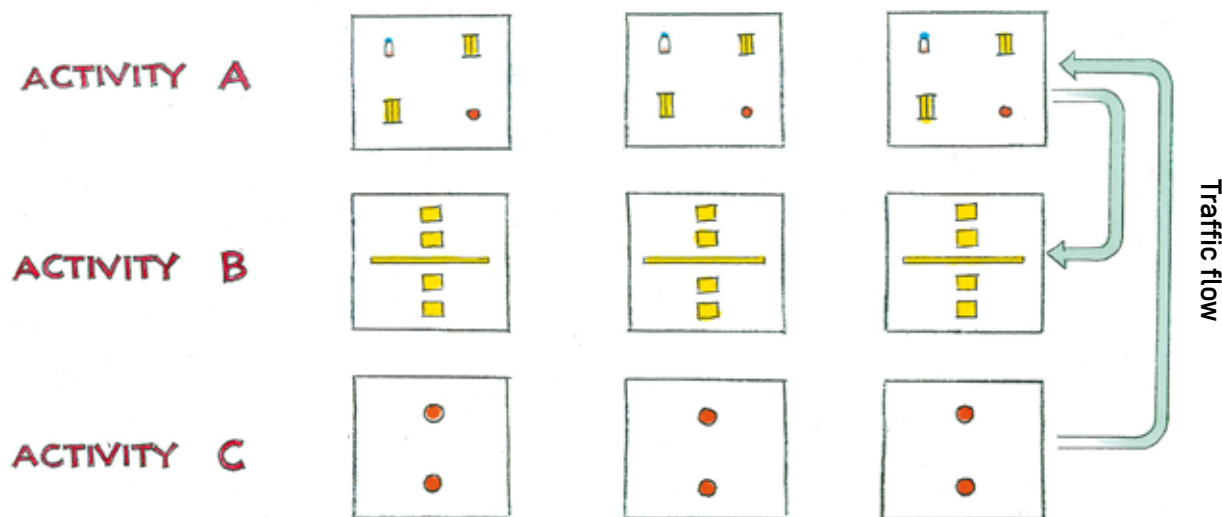
Playing area

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

Safety

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

Traffic flow between stations



Ask the players

Throwers

- > What will you do to hit the most targets?

Interceptors

- > What will you do to defend your targets?

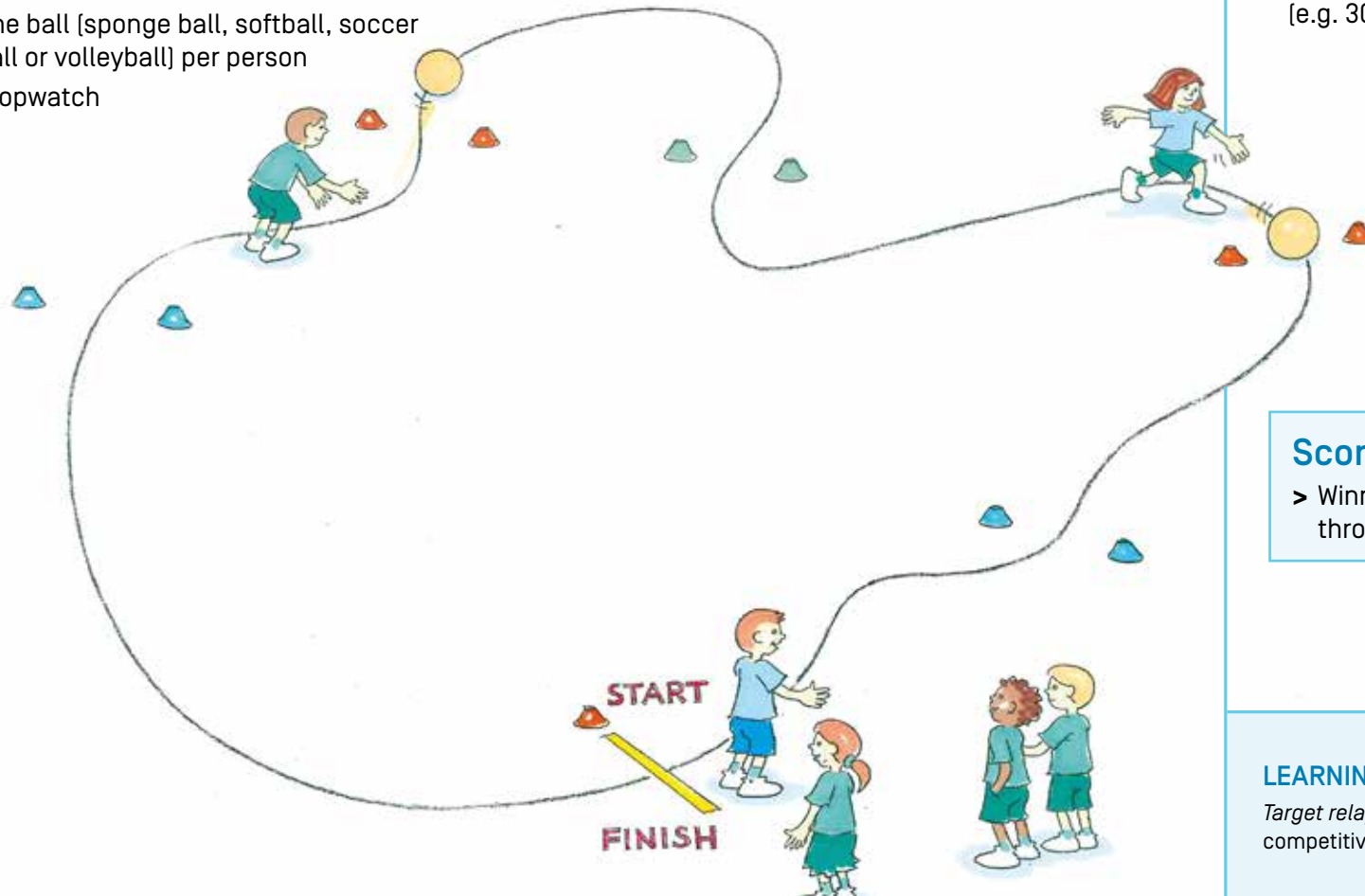


Target relay

Gates are set up over a course. Players in relay teams hit, push/roll or dribble a ball around the course passing between each gate.

What you need

- > Field markers or cones set out as shown
- > One hockey stick or similar per person
- > One ball (sponge ball, softball, soccer ball or volleyball) per person
- > Stopwatch



What to do

- > Start by pushing/rolling the ball around the course from a start gate.
- > Allow children to choose their own starting gate.
- > The game finishes when time is up [e.g. 30 seconds].

Scoring

- > Winning team is the team that has passed through the most gates.

LEARNING INTENTION

Target relay combines basic ball sending/passing with the competitive element of a relay.

PHYSICAL LITERACY ELEMENTS

OBJECT MANIPULATION COORDINATION

SELF-PERCEPTION RELATIONSHIPS

PERCEPTUAL AWARENESS TACTICS

AC:HPE CONTENT DESCRIPTIONS

ACPMPO08
ACPMPO25
ACPMPO43

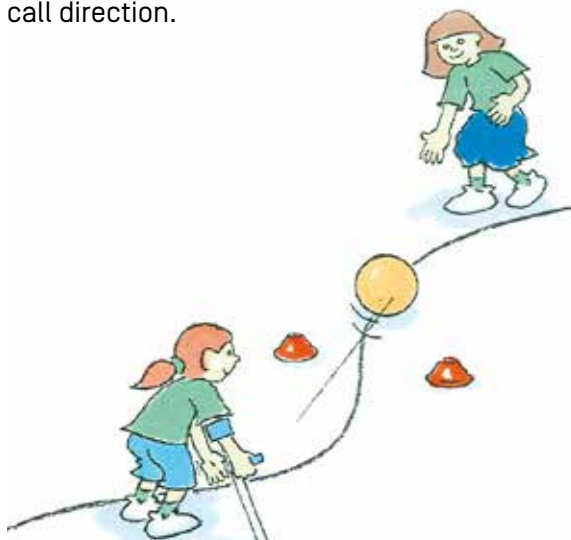
change it...

Coaching

- > Use players as role models to highlight effective skills [e.g. players who hit long and hard compared with players who hit the ball softly].
- > Use role models to reinforce dribbling skills with a hockey stick or soccer ball.

Game rules

- > **Sending variations** – whether players push/roll, hit or kick the ball will depend on ability.
- > **Hit opponent's ball** – when players have passed through the first gate, they may knock their opponents' ball away.
- > **Time limit** – try 60 seconds.
- > **Around the gate** – instead of passing through the gate, players send their ball around it in a circle.
- > **Buddy system** – Using a goalball [makes a noise] or larger ball will assist players with limited vision, or a sighted partner can call direction.



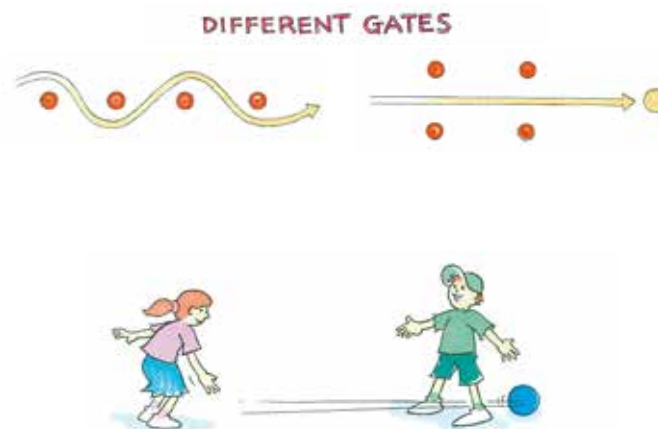
Equipment

- > **Different balls** – vary size, colour contrast shape and weight.
- > **Different hitting implement** – hockey stick, paddle bat or similar.



Playing area

- > **Gates** – vary the distance from one gate to the next, vary the width of the gate, vary the number of gates, use different configurations of cones.
- > Vary the size of the markers.



Target relay

Safety

- > **Rolling/pushing option** – players should be aware of their opponent so as to avoid collisions.
- > **'Around the gate'** option – players should move around in the *same* direction.
- > Hockey sticks must be kept close the ground.
- > No physical contact between players.
- > Watch out for other players when moving from gate to gate.



Ask the players

- > Was there a skill you didn't perform so well? What can you do to improve it?
- > How did you control the ball to avoid your opponent kicking or hitting it?
- > When did you decide to knock your opponent's ball away and when was it better to concentrate on your own?'
- > What is the quickest way to get around the course?



Target, throw and run

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

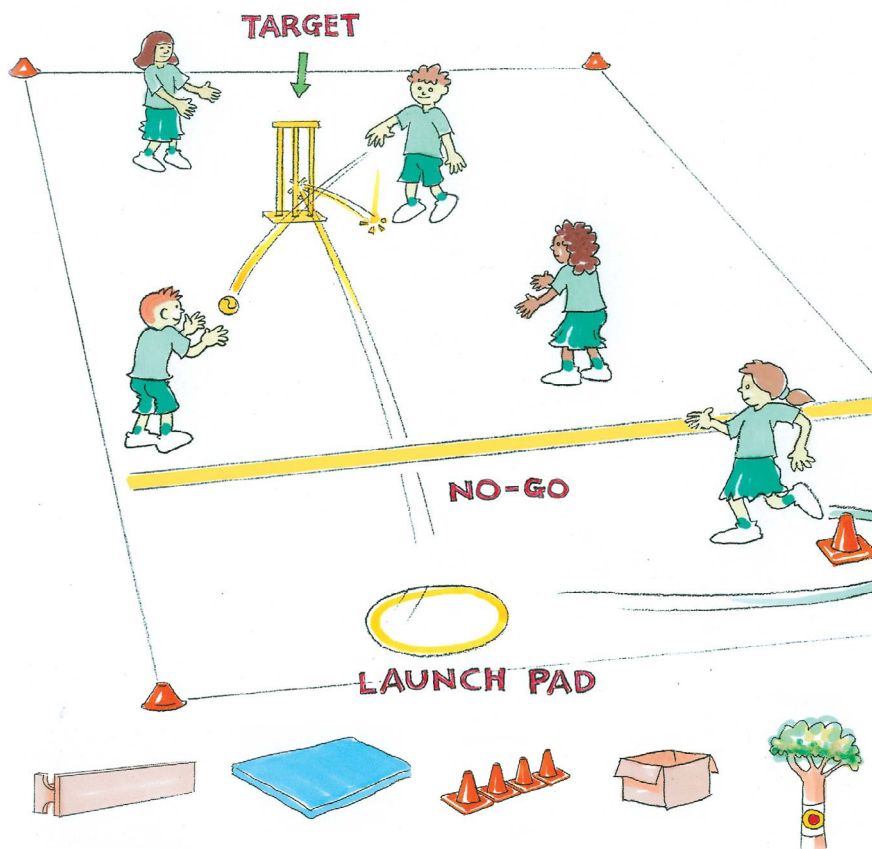
What to do

Setting up

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

Playing

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

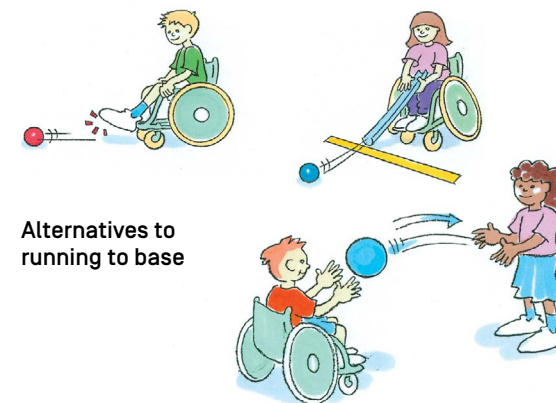


Safety

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

Change it

- > **Roll the ball.**
- > Provide targets at different distances. Each has a 'strike value' (e.g. 5, 3 and 2 points).
- > Vary the: distance to target and base; type of throw; target (type and size); and fielding position. Also try an on the spot activity (e.g. tuck jumps) instead of running.
- > Ask students to select one rule change to implement. After playing, discuss the impact it has on the activity.
- > If a player has limited use of arms/hands use a ramp to aim ball at the target. Alternatively the ball may be kicked.



Alternatives to running to base

LEARNING INTENTION

Target throw & run refines accurate throwing/rolling and develops fielding skills including communication with other fielders.

PHYSICAL LITERACY ELEMENTS

OBJECT MANIPULATION SPEED

MOTIVATION COLLABORATION

STRATEGY AND PLANNING

AC:HPE CONTENT DESCRIPTIONS

ACPMPO43

F-2

3-4

5-6

WARM-UP

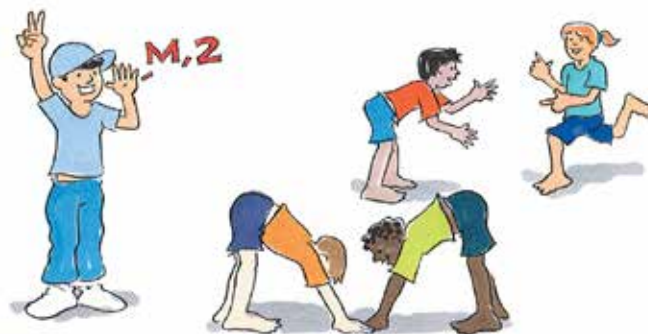
SKILL DEVELOPMENT

Team alphabet

Players move randomly around the floor until a letter of the alphabet is called they then must form groups in the shape of the letter. Play with 8–30.

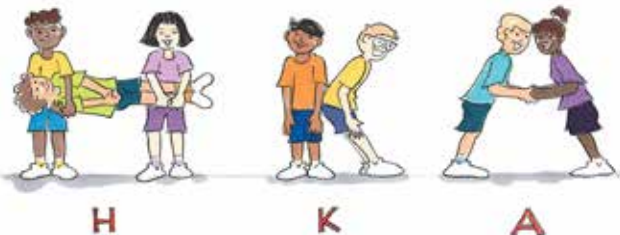
What to do

- > Players move randomly around the room using a locomotion skill that you call out (e.g. skipping, hopping, jumping).
- > Call out a number and a letter and players must form a group of this number and then, using various balancing techniques, form the shape of that letter.
- > Call out 'TEAM ALPHABET!'; players resume moving around until you call the next number and letter.
- > Letters that are easier to form are:
A, C, D, E, F, H, I, K, L, N, T, U, V, Y, Z



Change it

- > Suggest players form letters while lying on the floor.
- > Call out numbers or shapes instead of letters.
- > Vary the length of time positions are held for.



- > Letters that are harder to form are:
B, G, J, M, O, P, Q, R, S, W, X

Safety

- > If players are elevated when forming letters, make sure the group lowers them down safely to avoid injury and that the activity is performed on a mat.
- > Match players appropriately, especially if any weight-bearing action is likely.

Ask the players

- > What letters are easiest to form?
- > How can your group best work together to form the letter?
- > What is the safest way to exit a letter when players in your group are up high?

LEARNING INTENTION

Team alphabet extends players' ability to hold a basic shape and introduces making and holding shapes in groups, which is needed for many balancing activities. It can be followed by an activity such as *Mini pyramids* which further develop this skill.

PHYSICAL LITERACY ELEMENTS

MUSCULAR ENDURANCE
STABILITY/BALANCE

FLEXIBILITY

COLLABORATION

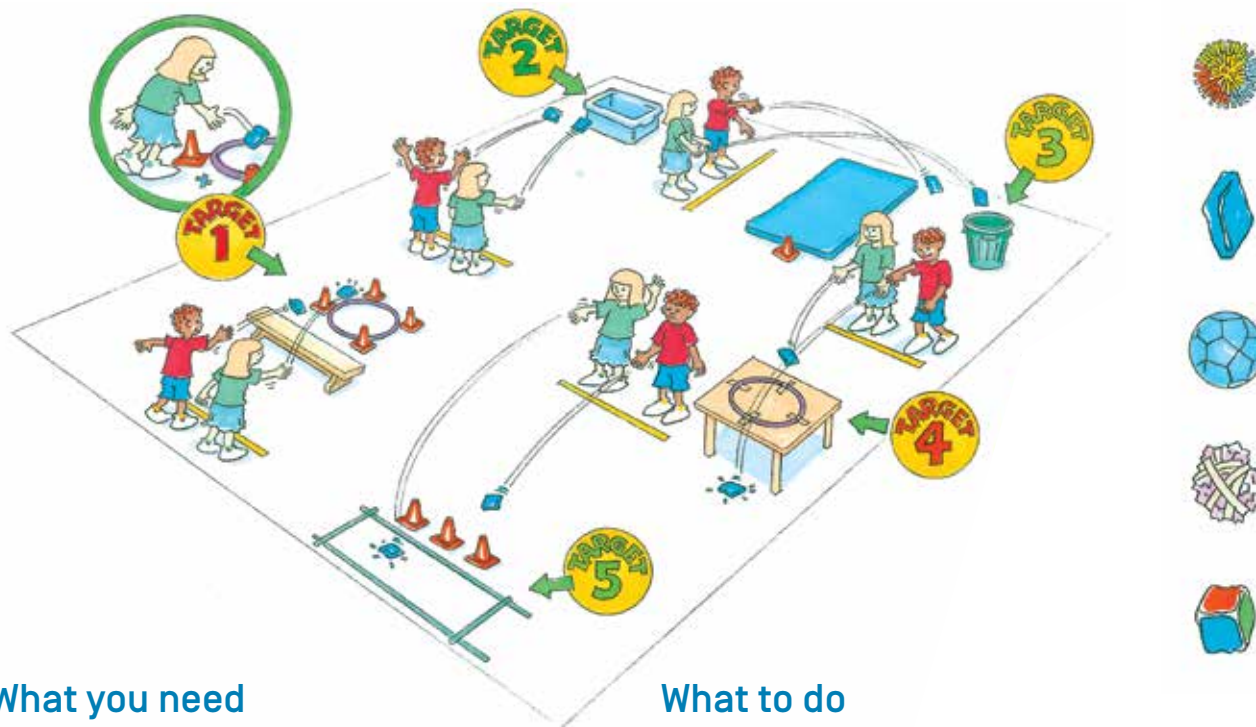
AC:HPE CONTENT DESCRIPTIONS

ACPMPO43

ACPMPO61

Throlf

As in golf, a course with 'holes' is established. Players move around the course attempting to reach the target in the least number of throws.



What you need

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

What to do

Setting up

- > Establish the course and spread the players out on it.

Playing

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

Variation

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

Change it

- > Roll instead of throw.
- > With a small group, players are blind-folded. Use sound or verbal cues and bigger targets.

Scoring

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

LEARNING INTENTION

Throlf puts measured throwing and rolling skills into a fun context. A useful lead-in to games like bocce, bowls, tenpin and golf.

PHYSICAL LITERACY ELEMENTS

OBJECT MANIPULATION RELATIONSHIPS

CONFIDENCE MOTIVATION

RULES STRATEGY AND PLANNING

AC:HPE CONTENT DESCRIPTIONS

ACPMPO25
ACPMPO43
ACPMPO61

change it...

Coaching

- > Ask the players how they can ensure everyone is included.
- > Highlight to the whole group good examples of throwing or rolling.

Game rules

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

Easier

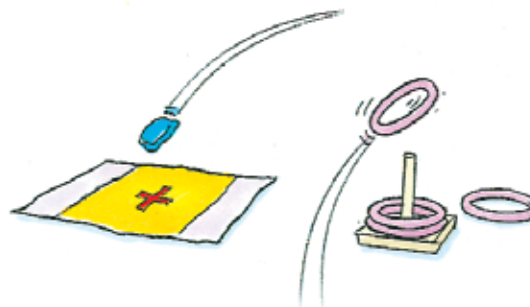
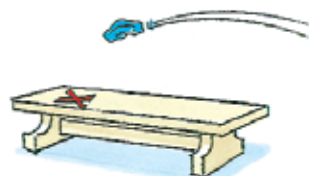
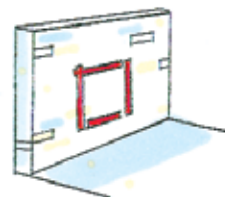
- > Shorter distances
- > Bigger targets
- > No obstacles or barriers

Harder

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

Equipment

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



Playing area

- > Adjust the course so that players rolling the ball can participate equally.
- > Create the equivalent of water hazards and bunkers [e.g. a blue blanket for a water hazard or an old gym mat for a sand bunker].
- > Vary the distance from the throwing line ['tee'] to the target.

Safety

- > Don't start play if players are still around the target.

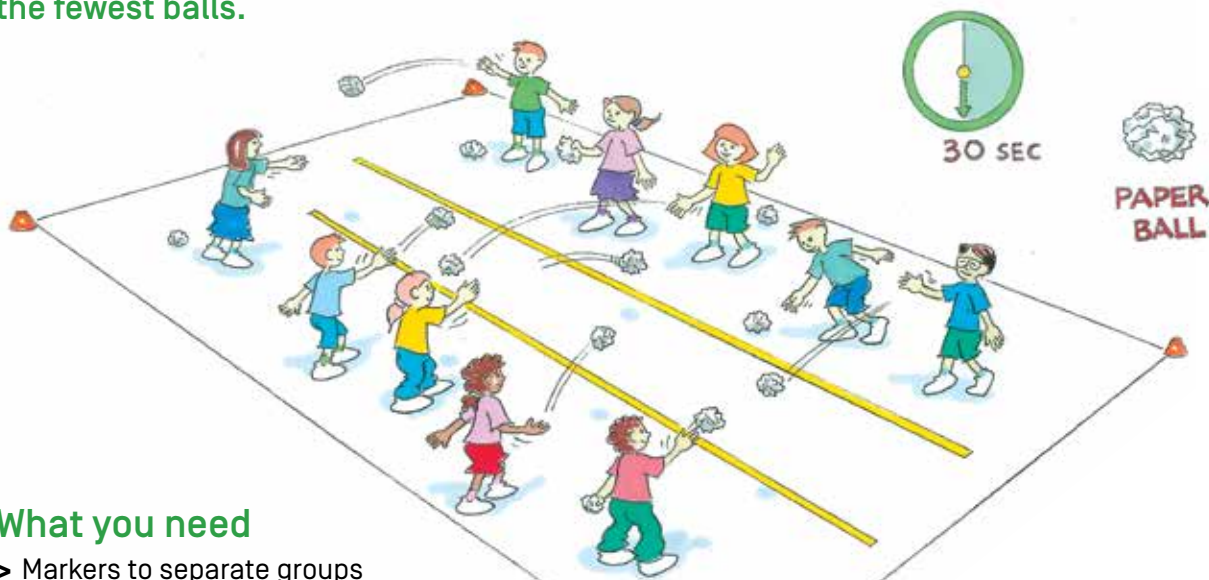
Ask the players

- > How can you approach the target from an obstacle like a bunker [e.g. take the shot sitting down]?
- > What different throwing/ball sending techniques have you used?
- > How can you assess your performance in the game or at one hole?
- > What could you change to be more accurate?



Throw, throw, throw!

Throw, throw, throw! 2 groups of equal size face each other. Each player has a crumpled-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 *Form a group*.
- > Play for a set period [e.g. 30 seconds]. That can be a lot of throwing!
- > Encourage different strategies [e.g. gatherers and throwers work together].
- > Players should 'throw fast and throw smart'!

Scoring

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

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.

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.

Ask the players

- > Did you like this activity? What was the best part?
- > How would you change this game to make it an appropriate challenge for you?



LEARNING INTENTION

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

PHYSICAL LITERACY ELEMENTS

OBJECT MANIPULATION
MUSCULAR ENDURANCE

ENGAGEMENT AND ENJOYMENT

TACTICS
PERCEPTUAL AWARENESS

AC:HPE CONTENT DESCRIPTIONS

ACPMPO08
ACPMPO25
ACPMPO43



Treasure

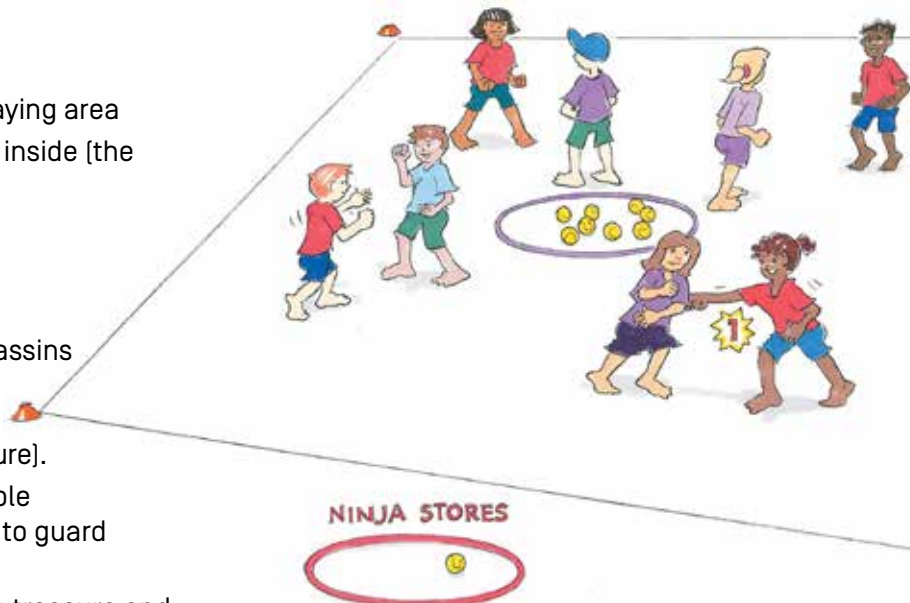
The Ninja compete against the Samurai guards in a one on one tag game where they try to make their way past their opponents. Play in teams of 4–6.

What you need

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

What to do

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



Change it

- > Let the game run a little before any intervention — let the kids play.
- > Manipulate the make-up of teams so that all players have the opportunity to experience success and/or develop new friendships.



Safety

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

Ask the players

- > What did you do well/not so well in the game?
- > What could you do differently to be more successful next time?
- > What do you need to do/remember to have the best chance of success?
- > What are key points for successful one on one tagging (when attacking and defending)?
- > How can you work together to get the best results?

LEARNING INTENTION

Treasure is a fast paced game aimed at developing students' ability to apply movement concepts and strategies while promoting teamwork, relationships and defending/attacking skills.

PHYSICAL LITERACY ELEMENTS

AGILITY SPEED

CONFIDENCE SELF-PERCEPTION

RELATIONSHIPS

AC:HPE CONTENT DESCRIPTIONS

ACPMPO61 ACPMP063

SPORTAUS

F-2

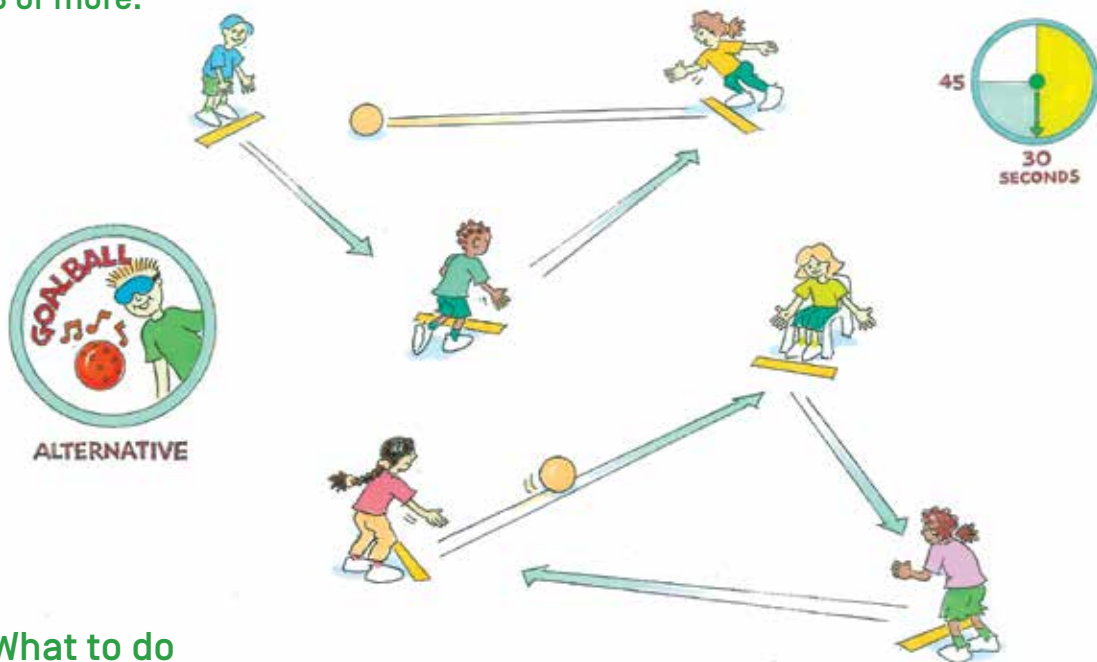
3-4

5-6



Triangle roll

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



What to do

Setting up

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

Playing

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

Safety

- > Do not throw balls.

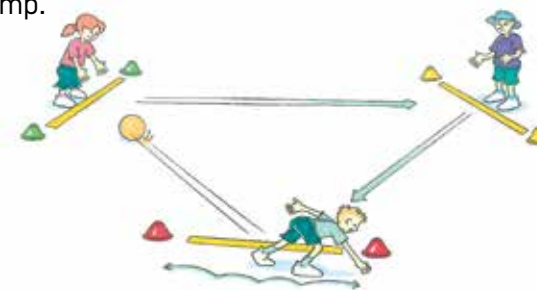


Scoring

- > Not scoring is an option, alternatively how many times 'around the world' in 30 seconds?

Change it

- > **Roll and perform an activity** – how many side-to-side run/lunge combinations can you perform? Cones are used to mark the agility-run area – start with a small area.
- > **Through the gate** – 2 cones are used to make a 'gate'. The gate may be placed closer to one player depending on ability.
- > **Vary the** – size of triangle, speed of ball, size of ball, scoring method, type of activity performed after release, size and placing of the of gate.
- > Use eye shades and a 'goal ball', which makes a noise when it rolls, add an interesting dimension to the activity and will include children with limited vision. Encourage communication between team-mates.
- > A player with limited balance can use a chair. A player with poor hand function can use a rolling ramp.



LEARNING INTENTION

This is a beginner rolling and trapping activity that leads to fielding skills. By adding an activity to be performed after release the intensity of the activity can be increased.

PHYSICAL LITERACY ELEMENTS

OBJECT MANIPULATION

MOTIVATION
COLLABORATION

TACTICS
PERCEPTUAL AWARENESS

AC:HPE CONTENT DESCRIPTIONS

ACPMPO08
ACPMPO25
ACPMPO43

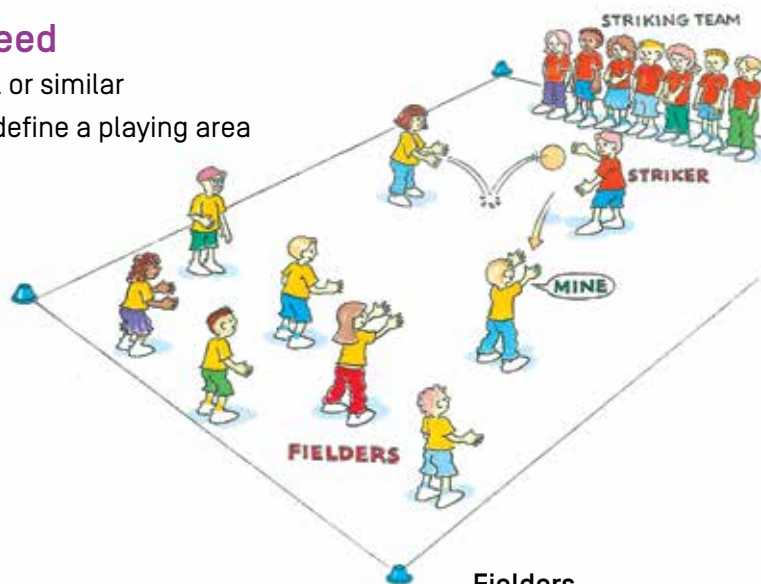


Tunnel and laps

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

What you need

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



What to do

Setting up

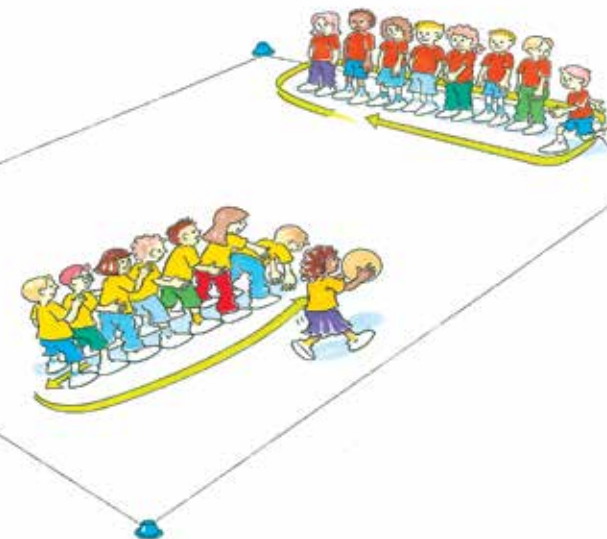
- > Strikers and fielders go to positions as shown.
- > One fielder is positioned to pitch a ball that must bounce once before being hit, and one striker stands in position to receive and hit the ball.

Strikers

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

Fielders

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



Scoring

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

LEARNING INTENTION

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

PHYSICAL LITERACY ELEMENTS

COLLABORATION SPEED

ENGAGEMENT AND ENJOYMENT SELF-REGULATION (EMOTIONS)

STRATEGY AND PLANNING PERCEPTUAL AWARENESS

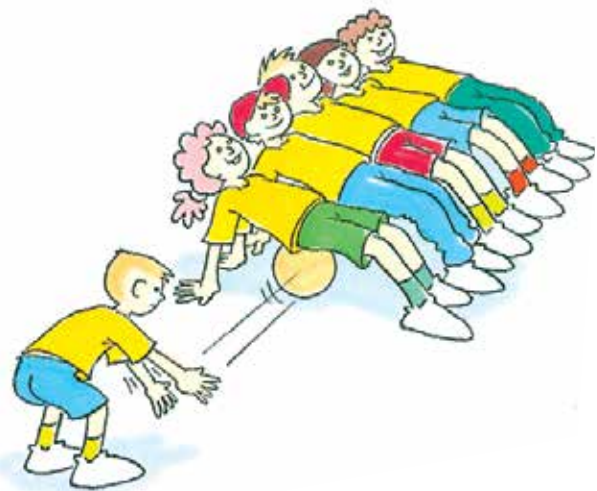
AC:HPE CONTENT DESCRIPTIONS

ACPMPO43 ACPMP061

change it...

Coaching

- > Encourage students to look out for team mates who are having trouble with the activity. How might they feel? What could you do to help them?
- > After some initial play, use role models to highlight effective striking actions (e.g. swing of arm and what part of hand is used to hit the ball).
- > Ask the players for ideas to ensure everyone is included.



Game rules

- > **Fielders** – a player who may be restricted in movement becomes the head of the tunnel irrespective of who fields the ball.
- > **Strikers** – one person strikes the ball and a second person runs the laps.
- > Change the number of fielders (e.g. twice as many fielders as strikers).
- > **Harder for fielders** – set a minimum starting distance between the closest fielder and the striker (use cones). Fielders can move in once the ball has been hit.
- > **Easier for strikers** – tunnel variations or fewer fielders.
- > **Harder for strikers** – increase the distance between players in the batting line-up.
- > Make different tunnels.



Tunnel and laps

Equipment

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

Safety

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

Ask the players

- > How do your emotions affect how you play the game?

Fielders

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

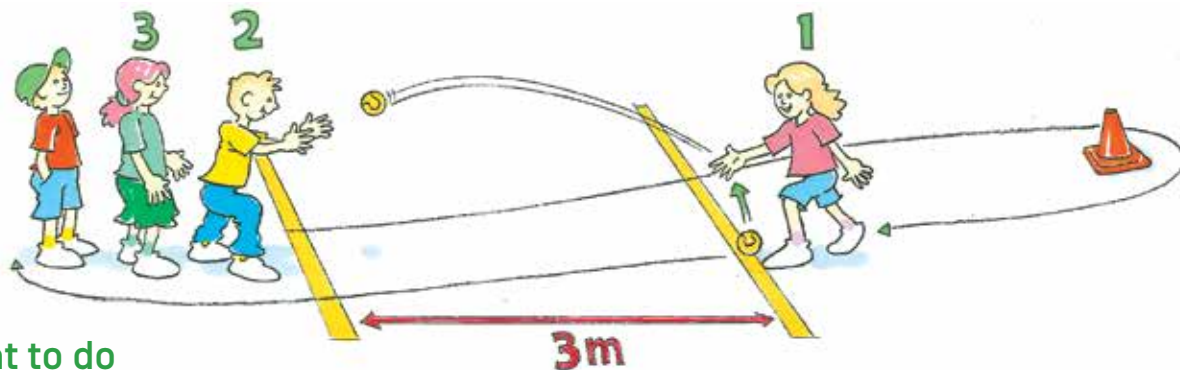
Strikers

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



Underarm return relay

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.
- > How do you feel physically when the distance between players changes?

Safety

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

LEARNING INTENTION

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

PHYSICAL LITERACY ELEMENTS

OBJECT MANIPULATION

MOVEMENT SKILLS

CARDIOVASCULAR ENDURANCE

AGILITY

COLLABORATION

AC:HPE CONTENT DESCRIPTIONS

ACPMPO43

ACPMPO61



Untie the knot

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



What to do

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

Change it

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

Safety

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

Ask the players

- > How do you communicate with players when you have a strategy to untie the knot?

PHYSICAL LITERACY ELEMENTS

STABILITY/BALANCE

COLLABORATION

STRATEGY AND PLANNING

AC:HPE CONTENT DESCRIPTIONS

ACPMPO08

ACPMPO25

ACPMPO43

LEARNING INTENTION

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

Wall tennis

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

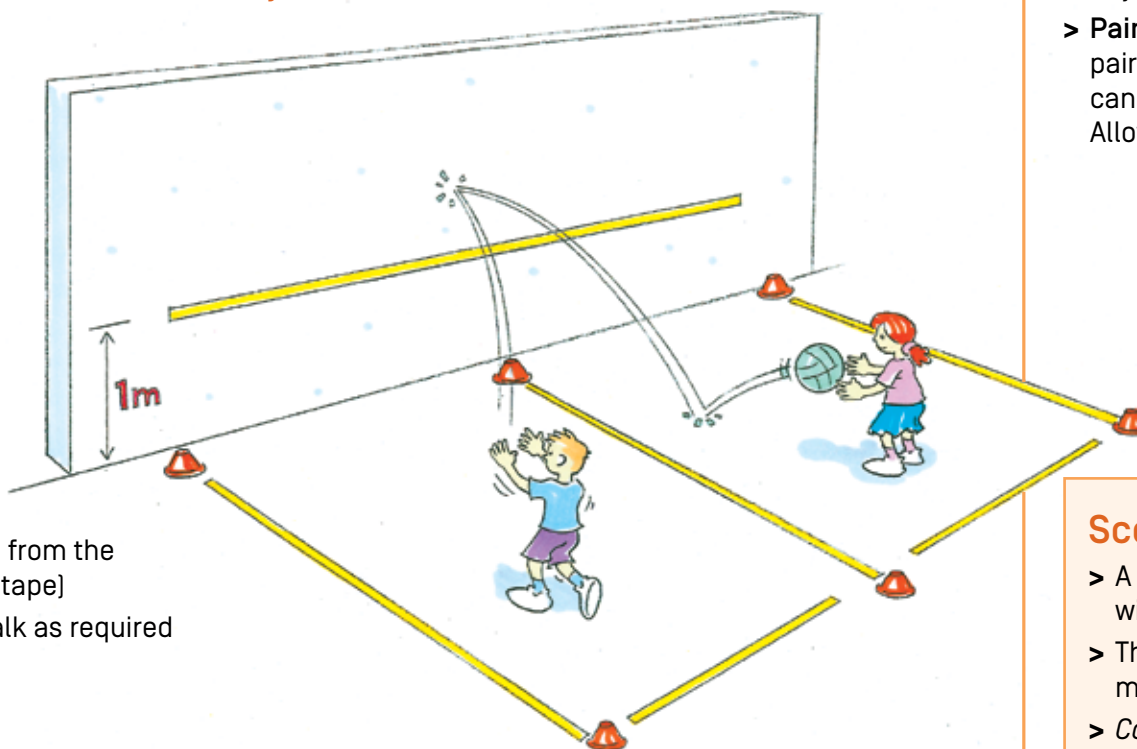
What you need

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

What to do

Playing

- > The ball is served to the opponent's court.
- > Players stay in their own half of the court.
- > A rally of alternating throw/catch continues until one player cannot return the ball onto the wall above the line before the ball bounces a second time.
- > Players serve alternately.



- > If the serve does not land in the receiver's court the receiver scores one point and the server tries again (up to a maximum of 3 unsuccessful serves). Play to a specified number of points, (e.g. 5) or for a set time (e.g. 3 minutes).

Change it

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



Scoring

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

LEARNING INTENTION

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

PHYSICAL LITERACY ELEMENTS

OBJECT MANIPULATION
AGILITY

SELF-REGULATION (EMOTIONS)

STRATEGY AND PLANNING
PERCEPTUAL AWARENESS

AC:HPE CONTENT DESCRIPTIONS

ACPMPO43

ACPMPO45

ACPMPO61

ACPMPO63

Coaching

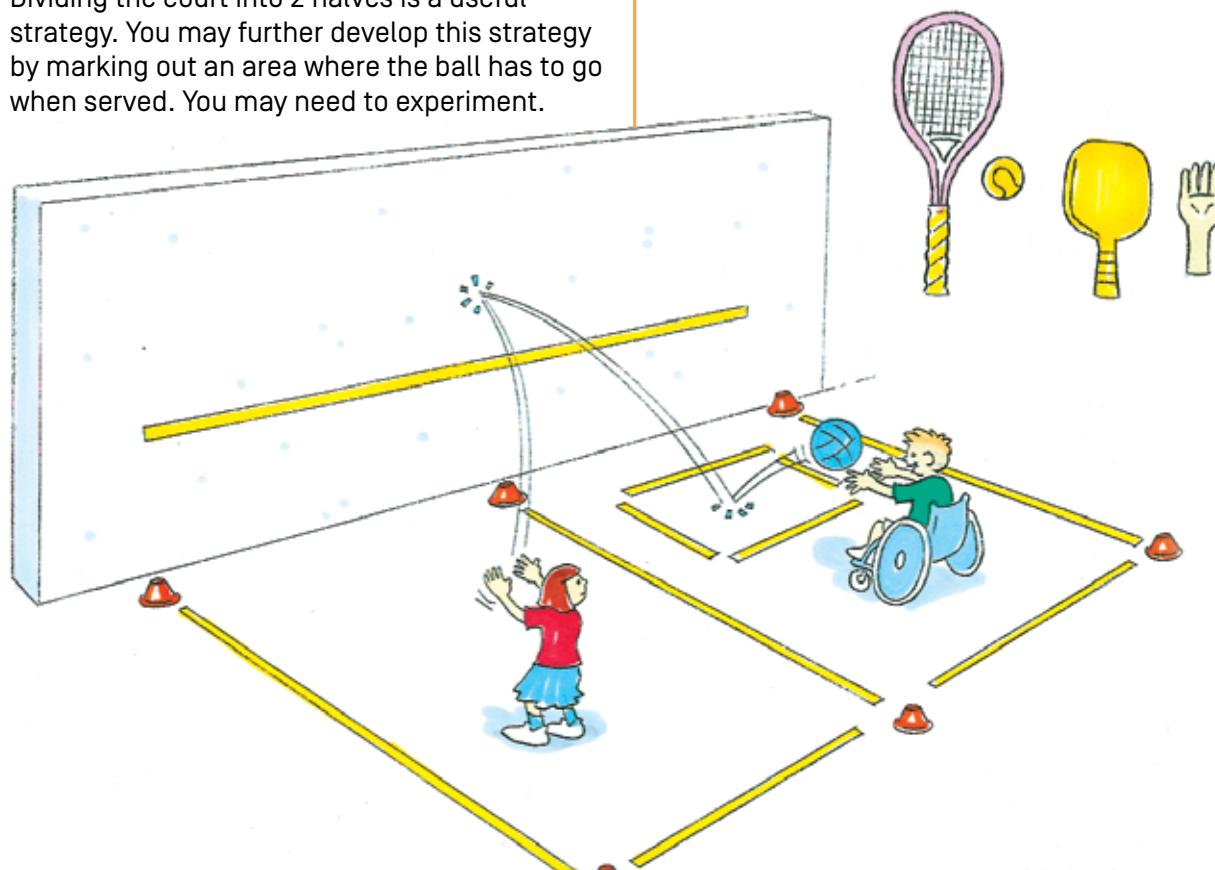
- > Use players as role models to help players understand the concepts of the game – serving in-court, anticipation, positioning for catching, and finding space.
- > Encourage cooperative play from the start by encouraging long rallies. Use slow serves, repetitive patterns and serving from an appropriate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

Game rules

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

Equipment

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



Playing area

- > Remove the dividing line on the court to 'open' the play.

Safety

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

Ask the players

- > Highlight back of court play – What are the advantages/disadvantages?
- > Can you position yourself so it's difficult for your opponent to see the ball/hit the wall?
- > 2-wall game – Which wall should you bounce the ball off to get it away from your opponent?
- > What strategies could you use to manage your emotions if you are struggling in the activity [e.g. positive self-talk]?

Server

- > How can you angle the serve?
- > Where should you move so it's difficult for your opponent to win a point?
- > How can you disguise your shot to make it difficult for your opponent to return?



Wana is a striking and fielding game where the batter defends an object placed in the centre of the circle by hitting away balls thrown towards the object by the fielding team.



What you need

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

What to do

- > Players are placed as shown.

Fielders

- > On the signal to start, a player with the ball attempts to hit the nhoba with an underarm or sidearm action – below shoulder height.
- > Players may throw the ball to another player to have a throw.
- > Throwers are allowed to baulk but cannot delay a throw.
- > Balls can be retrieved from within the batters circle but can’t be thrown from there – they must return to the larger playing area.

- > The player who is able to hit or knock over the nhoba becomes the new batter.

Batter with wana

- > The batter with the wana attempts to hit or tap the ball away. The player’s body cannot be used to block the ball.
- > The batter is out if they are caught on the full, or if they hit or knock the nhoba over.
- > The game may be played with a set batting order and players are not out until they hit at least one ball.

Scoring

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

LEARNING INTENTION

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

PHYSICAL LITERACY ELEMENTS

OBJECT MANIPULATION AGILITY

SOCIETY AND CULTURE

PERCEPTUAL AWARENESS

AC:HPE CONTENT DESCRIPTIONS

ACPMPO43
ACPMPO61

Change it

- > Increase the challenge by introducing a second ball. Players should throw the ball as soon as they field it and must not wait until two balls are in hand.
- > Require a bounce on the ground if a wicket is used.
- > Require the batter to hit the ball above waist height.
- > **Vary these according to ability levels** – size of the nhoba, size of throwing objects, distance of fielders from nhoba, type of bat.



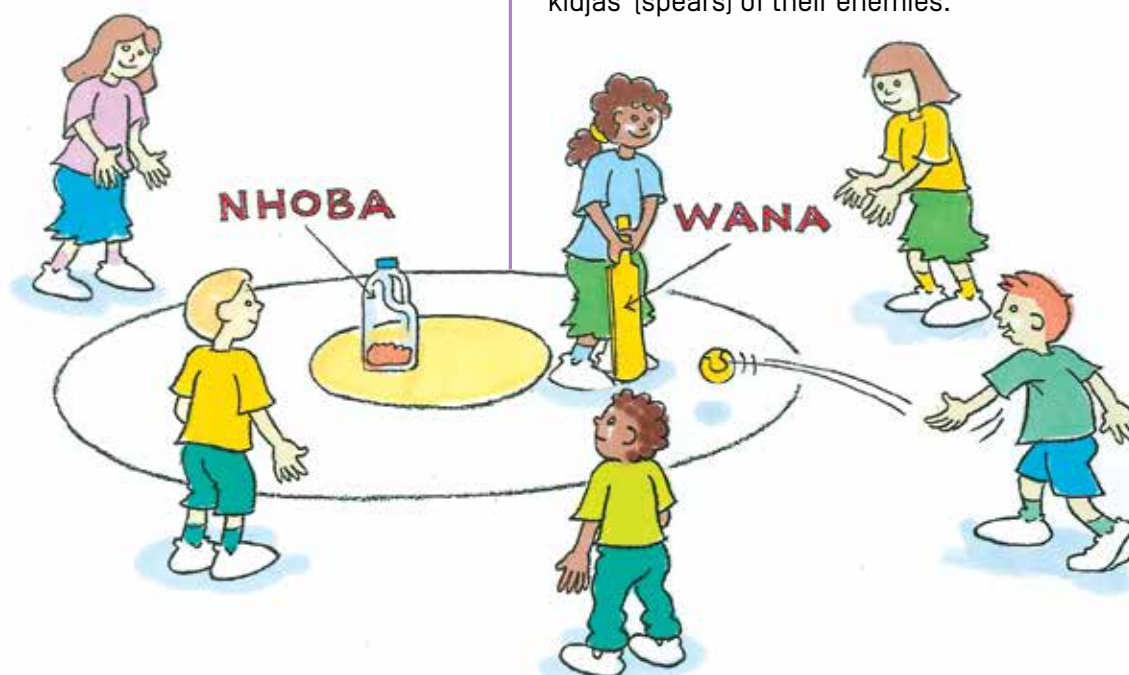
Safety

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

Aboriginal and Torres Strait Islanders histories and cultures

The young noongar [or nyungar] girls in south-west of Western Australia had many games they played just among themselves, because after a certain age they were not permitted to play with the boys of the camp. In one of their games a short piece of stick was placed on the ground to represent a 'nhoba' [baby].

Each girl had to defend her 'nhoba' from the 'wanas' [digging sticks] of the other girls. The girl defending the 'nhoba' held her 'wana' between her thumb and forefinger and used it to hit away any incoming 'wanas' to prevent her 'nhoba' from being hit. In real adult fights women sometimes stood beside their husbands and warded off the 'kidjas' [spears] of their enemies.



F-2

3-4

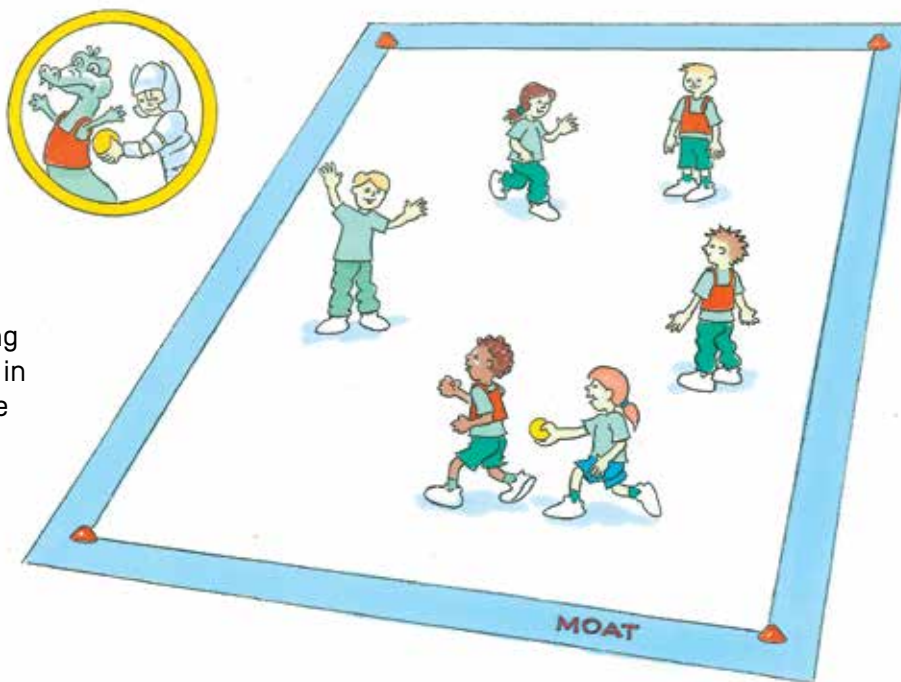
5-6

SKILL DEVELOPMENT

GAME CONCEPTS

Warriors and dragons

One team, called the Warriors, pass a ball to each other and try to tag members of the opposing team, called the Dragons. If Dragons are tagged they become Warriors. When all the Dragons are caught the teams swap over.



What to do

Setting up

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

Playing

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

Safety

- > Players should tag between the shoulders and hips.
- > Encourage players to call 'mine'.
- > Pool version – no holding or tagging under water.

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 movement.
- > 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).



LEARNING INTENTION

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

PHYSICAL LITERACY ELEMENTS

CARDIOVASCULAR ENDURANCE
AGILITY

COLLABORATION

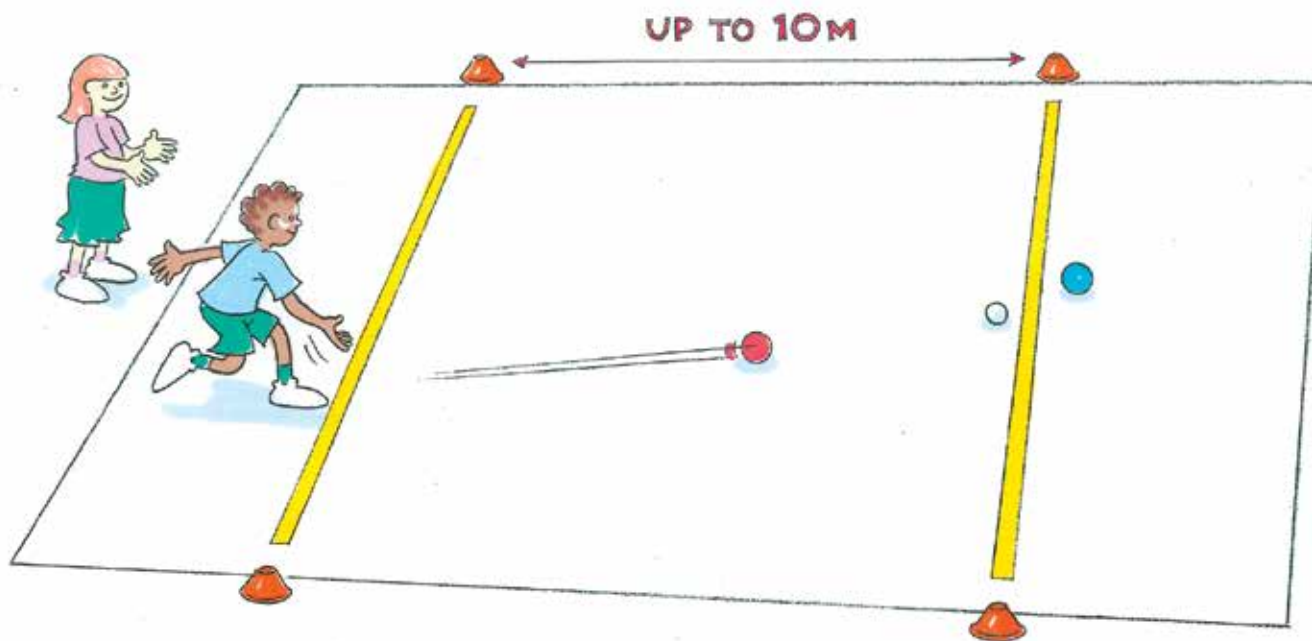
STRATEGY AND PLANNING
PERCEPTUAL AWARENESS

AC:HPE CONTENT DESCRIPTIONS

ACPMPO43
ACPMPO45



Weme is a target game where one player rolls or throws a ball into an area and the second player tries to hit the first player's ball. Players then alternate turns, each aiming to hit the other player's ball. A point is scored for each hit.



What you need

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

Scoring

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

What to do

Hit the ball variation

- > The first player (toss of a coin) rolls a ball underarm along the ground towards the distant line.
- > If the ball passes beyond the line, the other player scores a point.
- > After a 'fair roll' which stops before the line, the second player rolls their ball to try to hit the first ball. A point is scored for a hit.
- > Both players then collect their balls and the game starts from the other end.
- > Players alternate turns. The second player has the first turn.
- > **2 v 2 variation** – one player from each pair stays at each end. The game that is played from each end is the same as the 1 v 1 variation except partners share and add their points together. Teams alternate turns.

LEARNING INTENTION

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

PHYSICAL LITERACY ELEMENTS

OBJECT MANIPULATION

CONFIDENCE SOCIETY AND CULTURE

STRATEGY AND PLANNING TACTICS

AC:HPE CONTENT DESCRIPTIONS

ACPMPO08
ACPMPO25

Coaching

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

- > look
- > bend
- > swing
- > release
- > keep it smooth

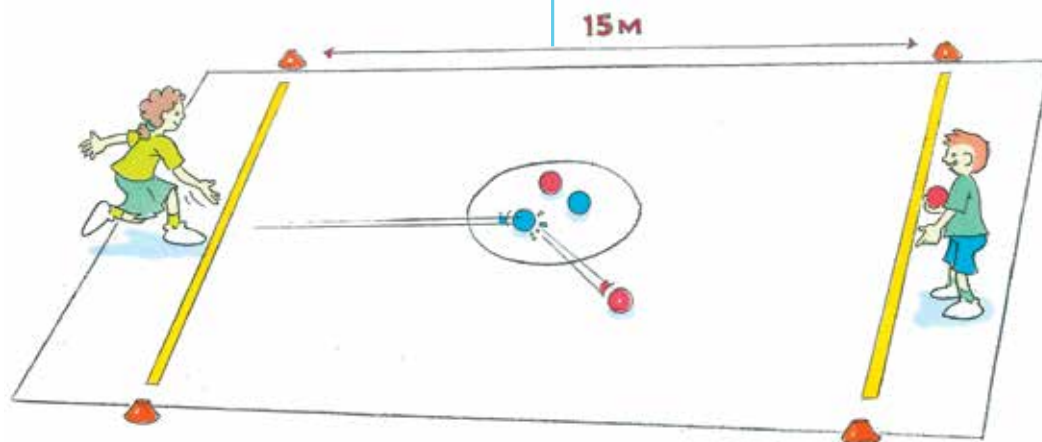


Change it

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

Roll to the circle variation

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



Safety

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

Aboriginal and Torres Strait Islanders histories and cultures

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

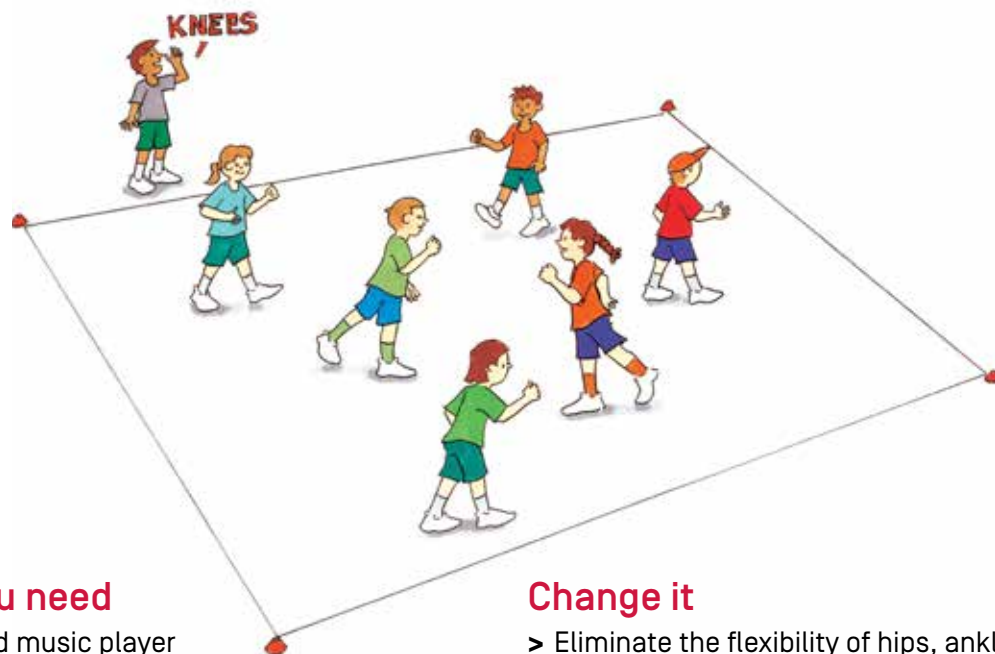
Ask the players

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



What happens?

Players experiment with movements by pretending they have lost movement of a particular body part.



What you need

- > Music and music player

What to do

- > Players move freely around the room in time with the music.
- > When the music stops, call out a particular body part [e.g. knees].
- > When the music re-starts, players move around the room pretending they cannot move this body part [e.g. players walk without bending their knees].

Change it

- > Eliminate the flexibility of hips, ankles, wrists or spine.
- > Ask players to perform a range of scenarios without the use of particular body parts [e.g. eating an ice cream without bending their elbows, or crossing a road without turning their head].
- > Ask players to perform a range of tasks without using particular body parts [e.g. ask players to try to sit down without using their knees].

Safety

- > Make sure movements suit players' movement capacity.

Coaching

- > Encourage students to provide feedback from themselves and others, on how the loss of limb movement changes the way they use their body.

Ask the players

- > What happens if you try to move without the use of a particular body part [e.g. knees or neck]?
- > What did it feel like when you were asked to sit down without using your knees?

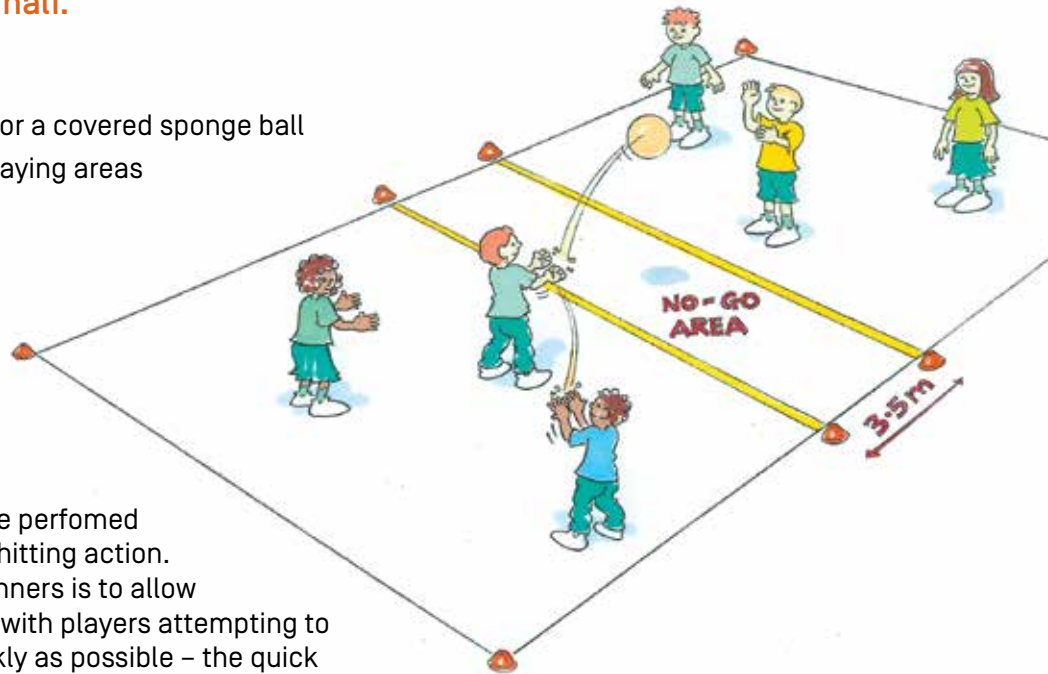
LEARNING INTENTION

What happens? is an activity that teaches the importance of particular body parts in body stability and movement mobility.

Two teams on either side of a court hit (volley) the ball back and forth with the palms of their hands as many times as possible. The aim is to set a record for the whole group. Wulijini can also be played with the aim being to get the ball to hit the ground in the opposition's half.

What you need

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



What to do

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

Team cooperative play

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

Scoring

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

Pairs cooperative play

- > Two players face each other and hit (volley) the ball back and forth with the palms of their hands as many times as possible.
- > There is no need for a marked court, but ensure sufficient space between pairs of players. If a ball is 'lost' players should signal they are entering another pair's playing area.
- > Allow each player up to 2 contacts (control and hit). Change this rule as the players become more confident.
- > Allow each side up to 3 different player contacts (i.e. potentially up to 6 hits).

Competitive game – in pairs

- > A 'no-go' area separates players as shown.
- > The ball is hit in an underarm action with one or two hands in 'hot-potato' style, that is without holding the ball.
- > Allow up to 2 hits on each side including the return of the ball – that is, one player allowed 2 hits or each player allowed one hit.

LEARNING INTENTION

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

PHYSICAL LITERACY ELEMENTS

OBJECT MANIPULATION

COLLABORATION SOCIETY AND CULTURE

STRATEGY AND PLANNING PERCEPTUAL AWARENESS

AC:HPE CONTENT DESCRIPTIONS

ACPMPO25

ACPMPO29

ACPMPO43

ACPMPO45

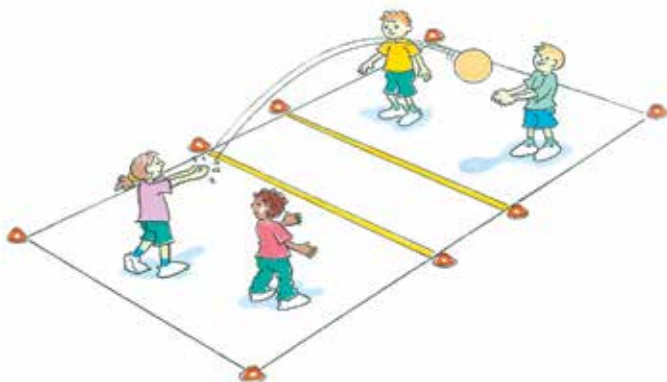


Coaching

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

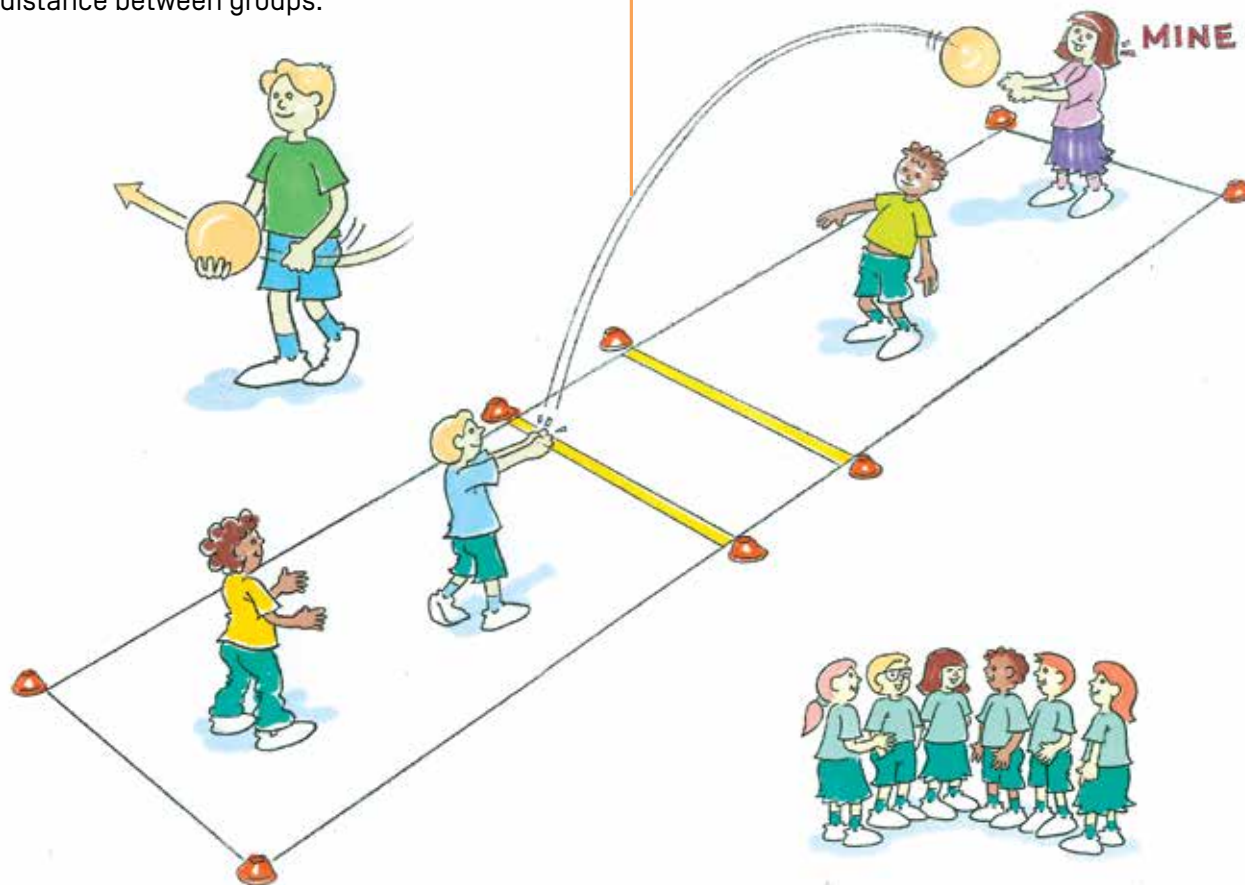
Change it

- > **Lighter ball** – including a balloon.
- > **Team sizes** – try different combinations. Use uneven numbers to make teams more even (e.g. if differences are due to age or ability).
- > **Serve** – variations include throwing the ball into play, any kind of 'hot-potato' (not a 'carry') hit with one or two hands or a side-on volleyball type serve.
- > **Use a net** – either volleyball or badminton net.
- > **Playing area** – adjust the playing area. A long skinny court for example forces one player to the front.



Safety

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



Aboriginal and Torres Strait Islanders histories and cultures

This hand-hitting or handball game was played with a zamia (*Cycas media*) seed by the people of Bathurst Island in northern Australia. In the Meda district of northwest Australia, players hit flat pieces of wood.