

1. Boccia

Content focus of the activity/Assessment

- Skills to gain and maintain control and possession
- Skills to create, use and defend space
- Forces and motion

Warm up - Mini golf

Playing area

Flat playing surface

Equipment

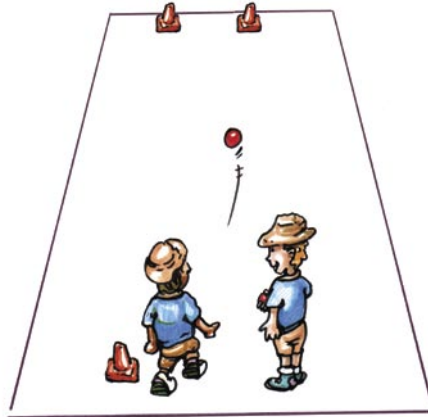
One ball per pair, three markers per hole

Instructions

- Students work in pairs.
- Each hole (or goal) is set out with one marker as a tee and two markers side by side as a goal.
- Starting beside 'the tee', students roll the ball aiming to get it between the goals in as few shots as possible.
- The ball may go through the goal from either side.
- When one partner has successfully rolled the ball through the goal, student two has their turn.
- The winner is the student who completes the course in the fewest shots.

Variation

- Vary the distance between the tee and the hole.



Activity: Boccia



Playing area

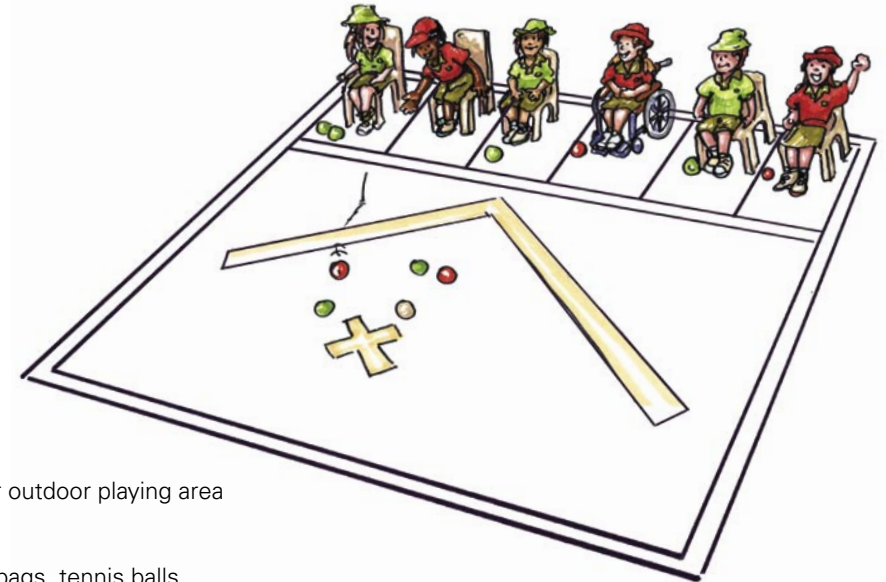
6 m x 12.5 m, any suitable indoor or outdoor playing area

Equipment

Boccia balls or alternative, eg bean bags, tennis balls, paper and tape balls, a ball sending ramp can also be used, eg plastic guttering.

Instructions

- In team Boccia (three a side), each student throws two balls corresponding to their team colour, red or blue.
- Balls can be propelled in any manner providing that the student has direct contact on releasing the ball (ie the ball cannot be struck by an implement or released by mechanical contraption).
- The side throwing red throws the jack first. The ball must land in a valid area of the court.
- The jack ball is thrown by each student in turn at the start of each end. The student in box one (left hand side when facing the court) starts the first end, and student six starts the sixth and final end.
- The side throwing the jack also play the first coloured ball.
- The opposite side then play their first coloured ball.



- The side furthest from the jack continue playing their balls until they get nearer (or run out of balls) at which point the other team play.
- In team Boccia, each game consists of six ends – an end is completed when all 13 balls (jack, all the reds and blues have been played).
- The side with the most balls closest to the jack scores one point for each scoring ball, ie each ball closer than the opposing team's closest ball.
- At the completion of six ends, the points on each end are added together – the team with the highest total wins.

Variation

- Try using smaller or larger playing areas to set students different challenges.
- The ball may be propelled with a foot or use of a ball sending ramp.

1. Bocchia

Cool down: What's my sport?

Playing area

Any flat playing surface

Equipment

None

Instructions

- Students sit in a circle.
- Teacher goes around the circle secretly giving everyone the name of a sport, ensuring each sport is given twice.
- Without speaking, students are required to mime their sport.
- Their job is to locate the other class member with the same sport.
- When they think they have found the other student with the same sport they may sit down.
- When all students are seated, the teacher checks whether they are correct.

Variation

- Give the students names of animals, or occupations etc.



2. Ace knockout

Content focus of the activity/Assessment

- Skills to gain and maintain control and possession
- Skills to create, use and defend space
- Skills to begin and restart play, and for transition play
- Forces and motion

Warm up - Shark square

Playing Area:

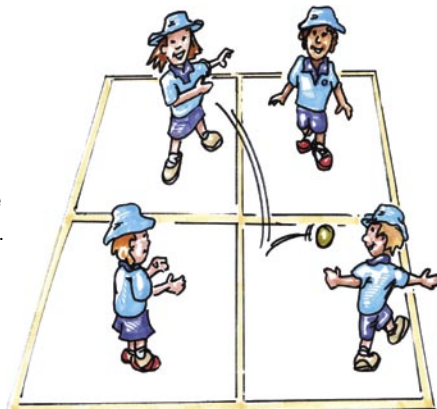
Any hard, flat surface

Equipment:

One tennis ball per group, chalk to draw the court or markers

Instructions:

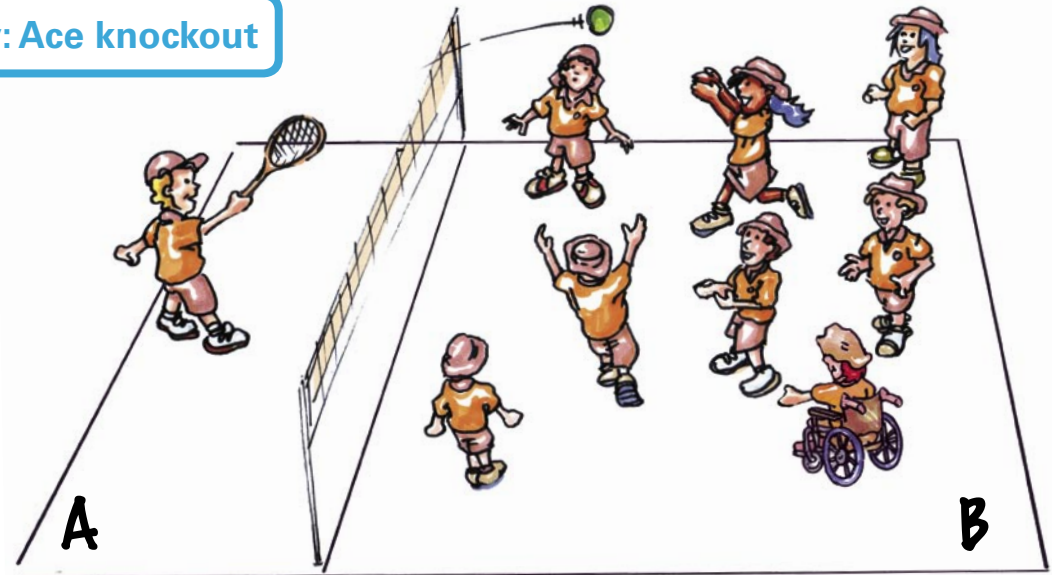
- Mark the court as shown.
- Four students per court, shark, octopus, fish, prawn.
- The shark serves to any other student on their court.
- The student waits for the ball to bounce once and they return it to any other square by striking it with an open hand.
- The students aim to see how long they can last without making an error.
- When a student misses the ball they become the prawn and other students rotate accordingly.
- The object of the game is to become the shark.



Variation:

- Try different size balls.
- Pass and catch rather than striking the ball.
- Include paddle bats.

Activity: Ace knockout



Playing area

Flat surface, tennis court if available

Equipment

One tennis racquet or paddle bat, one tennis ball, one net

Instructions

- Divide the students into groups of nine.
- Split court into two areas, A and B. If available separate with a net (a chair or large cones with skipping rope extended between them also works well).
- One student (the batter) is on side A of the court with a tennis racquet.
- Eight students are fielding and spaced throughout the area on the opposite side.
- A student from side B bowls underarm to the batter, who hits the ball with the racquet over the net/ barrier to the fielders who try to catch the ball.

- If the ball is caught or it hits the net/ barrier no points are given.
- Two points are awarded to the batter if the ball is caught by the fielders after one bounce.
- Five points are awarded to the batter if the ball lands without being caught on the full or after one bounce.
- The batter has five turns then the positions are rotated so all students are given a turn at batting.

Variation

- Vary the size of the ball or the striking implement.
- Strike the ball with a hand or catch and throw the ball over the net.
- Vary the height of the net/ barrier.
- Have fielders start by standing on one foot.

2. Ace knockout

Teaching and learning adjustments

- If students have difficulty scoring points make court larger or reduce the number of fielders.
- Allow the student to self-serve their own ball to hit over the net.
- Change body position so the batting student is striking the ball using backhand.
- Use the opposite hand.

Cool down - Egg and spoon race

Playing area

Any flat surface

Equipment

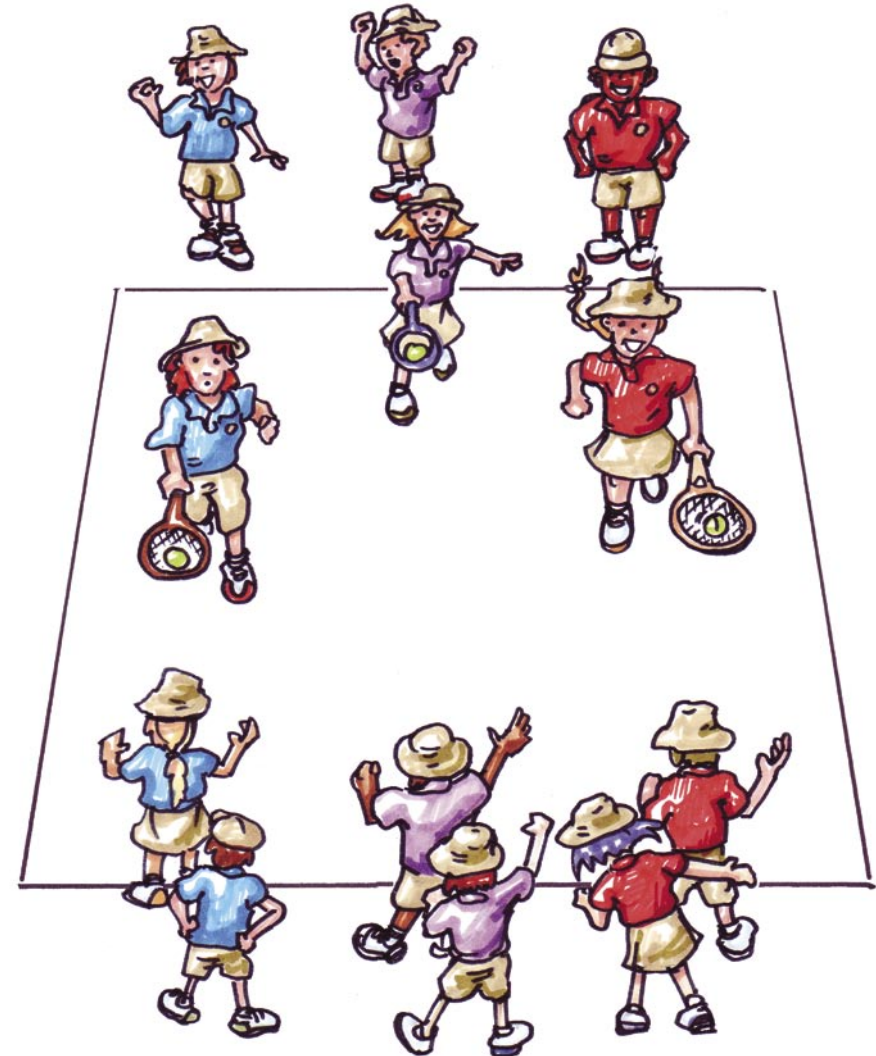
One tennis racquet per team, one tennis ball per team, markers

Instructions

- Set out a relay course using markers.
- Divide the class into groups of four to six.
- They must organise themselves into a line as quickly as possible.
- Send half of the team to the opposite end of the boundary so they are facing one another.
- The first student balances the tennis ball on top of the racquet.
- Students race to other end balancing the ball. If they drop the ball they must return to the start.
- At each end carefully hand the racquet and ball to next student.
- The winning team is the first for all students to have a turn.

Variation

- Students bounce the ball continuously.
- Change the size of the ball.
- Vary the course by adding in obstacles for the students to weave around.
- Change the method of locomotion.
- Follow lines on a basketball/ netball court.



3. Treasure map

Content focus of the activity/Assessment

- Skills for recreating in the outdoors
- Balance and stability

Warm up - Partner warm ups

Playing area

Any flat surface

Equipment

None

Instructions

- **Knee tag:** Students have one partner. They try to tag their partner's knee without having their own knee tagged. One point for each tag.
- **Foot fencing:** Students try to touch their partner's toes with the sole of their foot. One point for each touch.
- **Tag:** One student is 'it' they try to tag their partner. When successful the tagged student counts to five and the roles are reversed. A task, eg five hops, can be used to replace the count.



Activity: Treasure map

Playing area

School grounds

Equipment

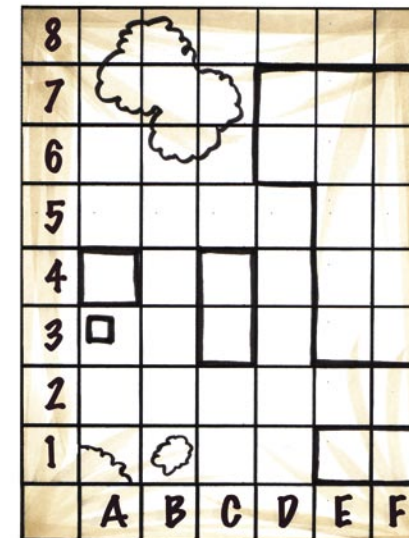
One map of the school with a grid superimposed over the top of it per pair, one treasure map per pair (a list of instructions and grid references), coded markers, one sheet of paper and pencil per pair.

Instructions

- Place coded markers at the appropriate grid reference points, eg on playground equipment, near trees or other identifiable landmarks.
- Divide the class into pairs.
- Hand each pair a 'treasure map' to follow.
- Pairs must complete the grid map course and collect and record the code from each of the markers.
- Check the students' results for accuracy.

Variation

- Modify the course.
- Add in additional obstacles or tasks, eg use playground equipment.
- Use compass bearings instead of grid references.



Grid Reference	Code
A5	
C9	
B2	
E7	
F1	
C3	
D4	



3. Treasure map

Teaching and learning adjustments

- Students can be given different courses that take in appropriate terrain or obstacles, yet start and finish at the same point.
- Increase or decrease the length of the course.
- Vary the tasks depending on the students' capabilities.
- Ensure the level of difficulty and pace during 'partner warm-ups' matches participants' skill level.

Cool down: Broken window

Playing area

Any flat surface

Equipment

One dodge ball

Instructions

- Class forms a circle, standing with legs apart and feet touching the students either side.
- The aim of the game is to roll the ball through other students' legs (break the window).
- If the ball goes through a student's legs, they sit down.
- When rolling the ball students are not allowed to bring the ball back between their legs, if they do they must sit down (the window is broken).
- Students who are seated are still permitted to roll the ball when it comes to them.

Variation

- Use more than one ball.
- Allow students to defend the ball.



4. Basketball

Content focus of the activity/Assessment

- Skills to gain and maintain control and possession
- Skills to create, use and defend space
- Skills to begin and restart play, and for transition play
- Forces and motion

Warm up: Line tag

Playing area

Basketball court or any area with line markings

Equipment

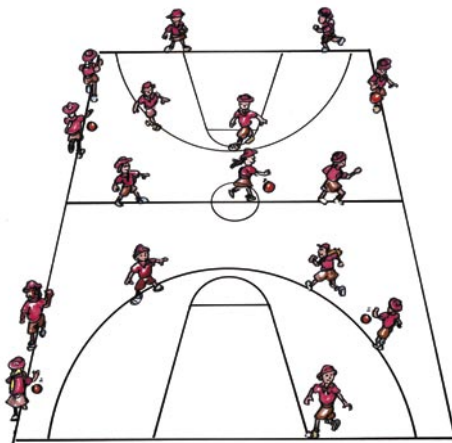
Four basketballs

Instructions

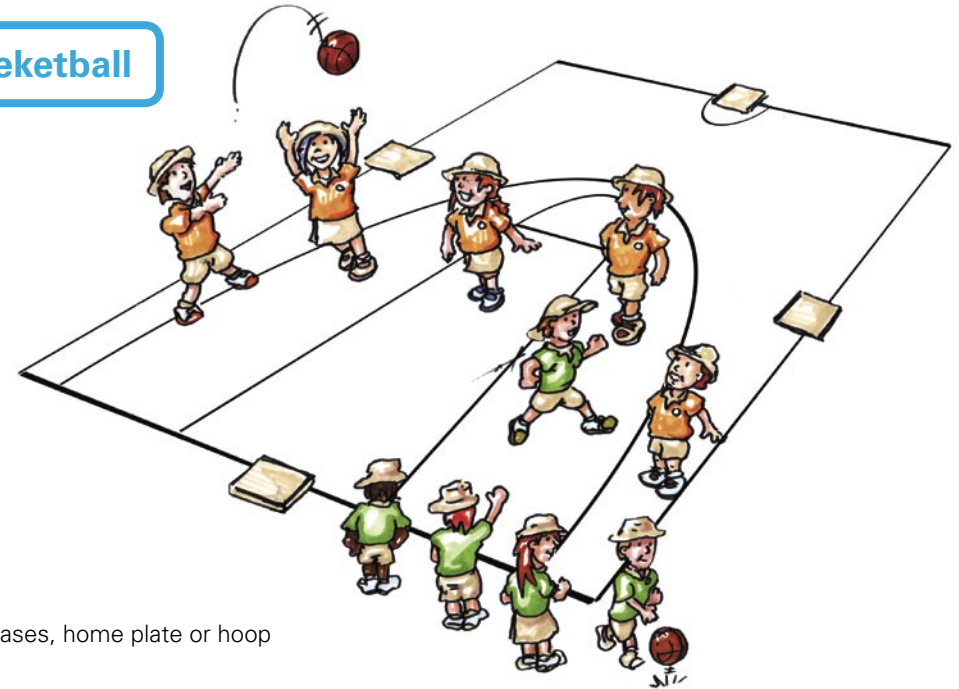
- Four students are given a basketball, they are 'it'.
- The rest of the students stand and must remain on a line until tagged.
- On "Go!" the students with the ball dribble it along the lines and try to tag the other students.
- If a student is tagged they are given the ball and become 'it'.
- Students are not allowed to move off the lines or jump across lines.

Variation

- The game can be played without a ball.
- Change method of locomotion.
- Change the type of ball used, eg a soccer ball can be dribbled.



Activity: Basketball



Playing area

Basketball court

Equipment

Two basketballs, three bases, home plate or hoop

Instructions

- Divide the class into two teams, a batting team and a fielding team.
- The batting team line up along the baseline and the fielding team are numbered "one, two, three" and so on. They then spread out on the court.
- Fielder number one is the first pitcher – standing at the free throw line, they throw a chest pass to the first batter who catches the ball and throws it out into the field, the ball must land inside the court.
- If the ball is caught they are out.
- If the ball is not caught the fielders need to retrieve it and pass it to the pitcher who then attempts to shoot a basket from the free throw line.
- Whilst the fielders are retrieving the ball the batter runs around the bases, stopping once a basket is scored.
- The remainder of the batting team take it in turns to dribble a ball around the rest of their team also stopping once a basket is scored.
- The team scores one point for every student that dribbles around the team and a bonus point for every runner that makes it to home plate.
- Once the pitcher has scored a goal or the runner has made it to home plate, the next fielder becomes the pitcher and the next batter steps up to home plate.
- Once all batters have had a turn, the teams change over.
- The team with the most runs is the winner.

Variation

- Use a soccer ball and kick it into play.
- Change the distance between bases.

4. Basketball

Teaching and learning adjustments

- If students have difficulty scoring a basket, allow them to move closer, or if it is too easy for some students, have them move further away.
- Alter the task that students need to perform rather than scoring a basket so that it becomes achievable.
- Adjust the distance around the bases to accommodate for differences in running speed.

Cool down: Capsize

Playing area

Basketball court

Equipment

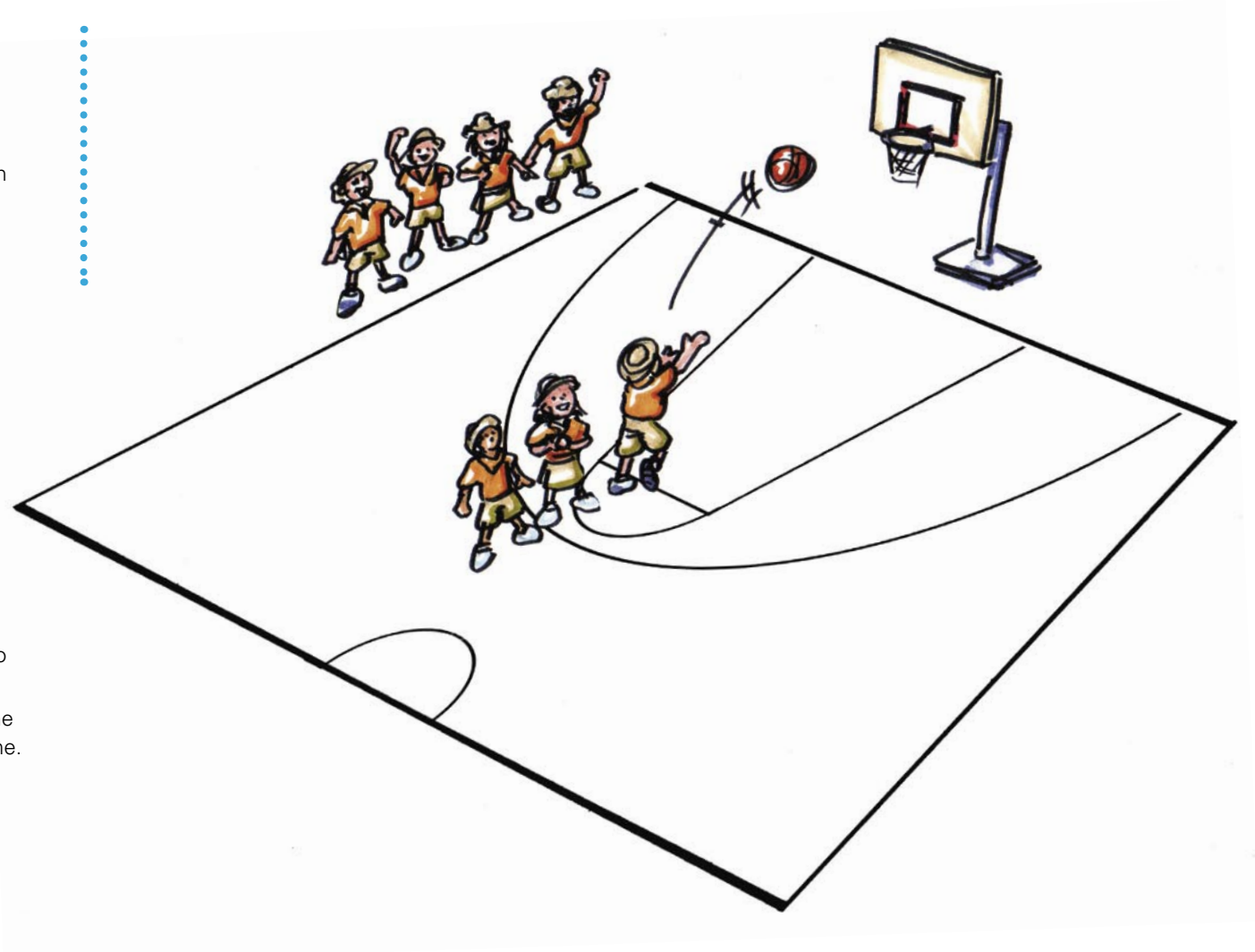
One basketball

Instructions

- The students line up in one line at the free throw line.
- They take it in turns to shoot. If they miss they move to the side, on board the sinking ship.
- If the next student scores, the person at the front of the sinking ship gets to join back on the end of the main line.
- If they miss they join onto the end of the sinking ship.
- When there is one student left in the shooting line, if they score the ship is saved, if they miss the ship capsizes.

Variation

- Allow students to move closer before shooting.



5. Team trio

Content focus of the activity/Assessment

- Skills to gain and maintain control and possession
- Skills to create, use and defend space
- Skills to begin and restart play, and for transition play
- Balance and stability

Warm up - Carpet Island

Playing area

Any flat surface (15 m x 15 m)

Equipment

Carpet squares or hoops

Instructions

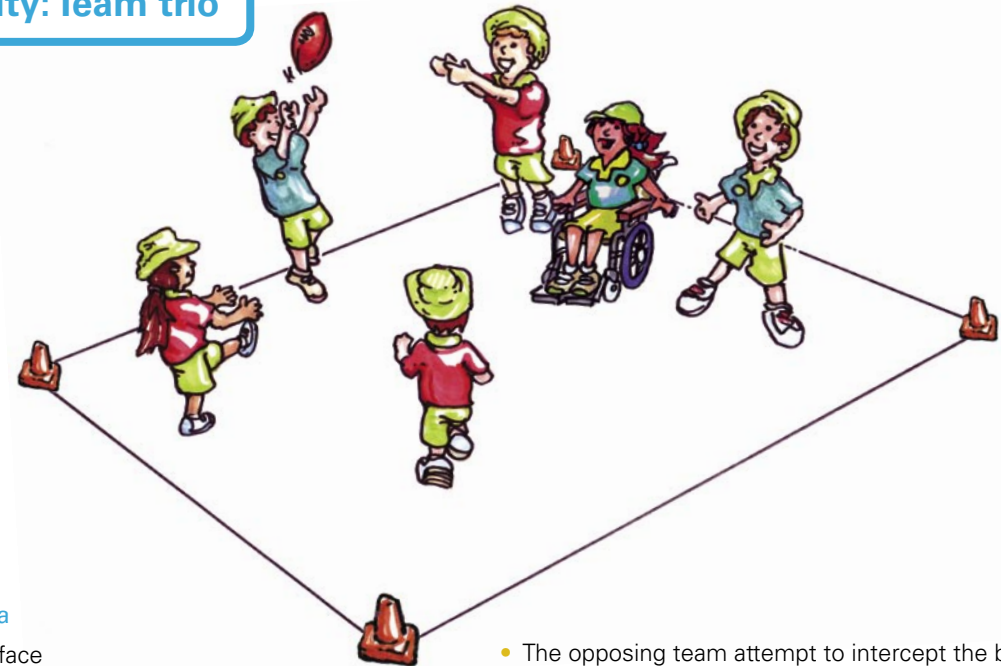
- All students to stand on an island (carpet square or hoop).
- Students to leap/ jump from island to island.
- Introduce two taggers who chase students from island to island.
- Any student who is tagged becomes a tagger.
- Any student who falls off an island becomes a tagger.
- Play until all students are taggers.



Variation

- Increase the distance between some islands to encourage longer leaps.
- Change the shape of islands to make them larger or smaller.
- Change the method of locomotion.

Activity: Team trio



Playing area

Grassed surface

Equipment

One football per group of six, markers to set out a grid

Instructions

- Mark out a square area (a grid formation would be useful for multiple games).
- Divide students into groups of three.
- Groups of three students play against another team. Each game needs one football.
- The object of the game is to pass and kick the ball between students to keep it from the opposition.
- Students must stay within the markers.
- Students may not hold the ball for more than five seconds.

- The opposing team attempt to intercept the ball to gain possession. They may not make contact with the ball carriers.
- When the opposing team gain possession they pass and kick the ball, maintaining possession.
- The teacher blows the whistle every few minutes at which time the student holding the ball is awarded one point for their team.
- Each time the whistle is blown, the student with the ball gives it to the other team.

Variation

- Increase the size of the area.
- Increase the number of students, combine two or more grids.

5. Team trio

Teaching and learning adjustments

- Be flexible. If a student experiences difficulty kicking the ball let them throw or roll it.
- If a student uses a wheelchair or experiences difficulty walking, make the area smaller.
- Increase the amount of time students have to dispose of the ball.

Cool down: Ladders

Playing area

Grassed surface

Equipment

None

Instructions

- Students sit facing a partner with their legs outstretched touching the soles of their partner's feet.
- There should be approximately one metre between adjacent pairs. (It should resemble a ladder).
- Give each pair along the ladder a number.
- Teacher calls out a number.

- That numbered pair stand and run to the end of the ladder stepping over the rungs (students' legs).
- When they get to the end of the ladder they run around the back of their team and then go back up the ladder to their spot.
- The first student back scores a point for their team.

Safety

- Make sure the students keep their feet together and their legs out straight.



6. Capture the ball

Content focus of the activity/Assessment

- Skills to gain and maintain control and possession
- Skills to create, use and defend space
- Balance and stability

Warm up: Pegs

Playing area

50 m x 50 m

Equipment

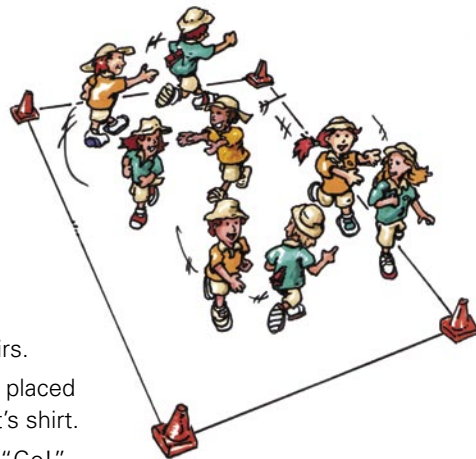
One peg per pair,
markers

Instructions

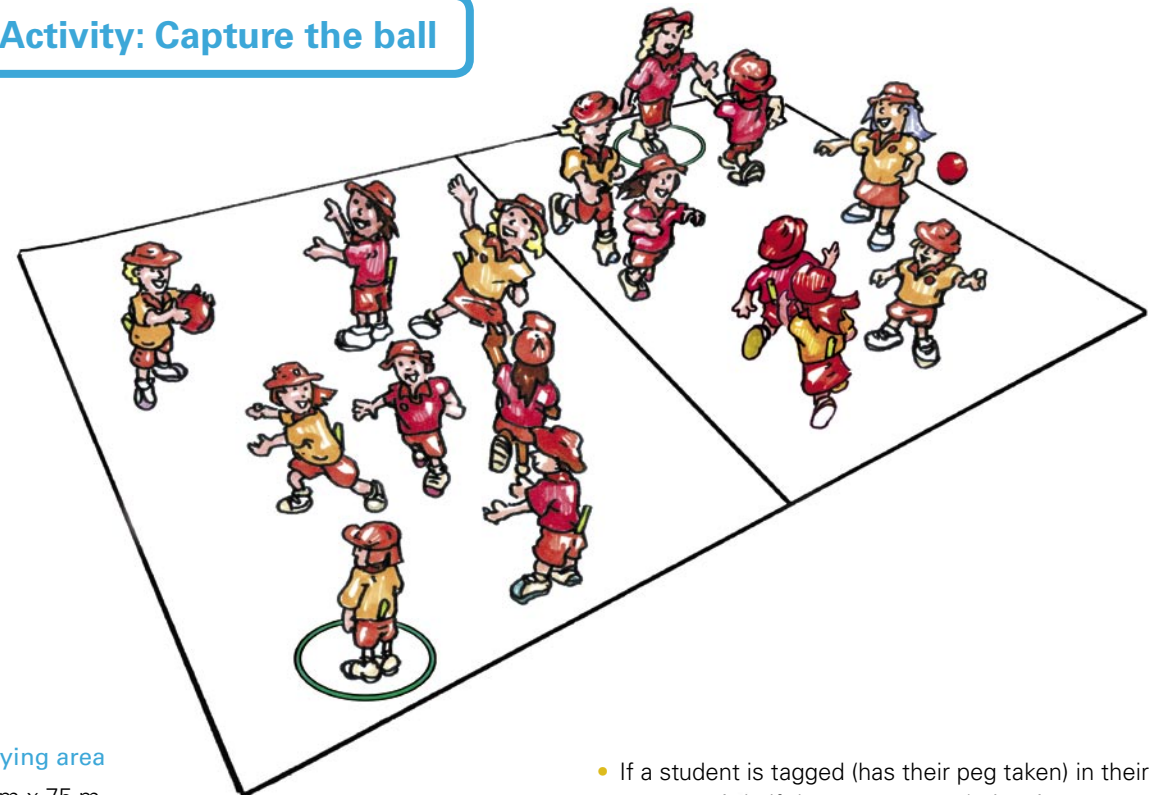
- Set out clear boundaries using markers.
- Divide the class into pairs.
- One peg per pair—a peg placed on the back the student's shirt.
- When the teacher calls "Go!" the 'pegs' start running and the partner tries to capture the tail peg.
- When successful the roles are reversed.

Variation

- Change the method of locomotion.



Activity: Capture the ball



Playing area

50 m x 75 m

Equipment

One peg per student, markers, two balls, two hoops
- one in each half of the field (prisons)

Instructions

- Divide the class into two teams.
- Each team occupies half of the field.
- Place a ball on a marker at either end of the field.
- The aim of the game is to capture the ball from the other team's half and take it to their own.

- If a student is tagged (has their peg taken) in their opponent's half they must go to 'prison'.
- They can only be freed from prison if a team mate tags them.
- Once students capture the ball they can either carry it or pass it back into their half.
- The first team to capture the ball scores a point.

Variation

- In order to free a prisoner team mates must crawl through the prisoner's legs.
- Change the method of locomotion.

6. Capture the ball

Teaching and learning adjustments

- Students who use a wheelchair, or experience difficulty walking may become 'Prison Wardens'. Only those students who have stayed within the boundary of the prison walls in a manner satisfactory to the Warden, are eligible for release ('release cards' could be used to hand out).

When playing 'Pegs' students who are blind or have severe vision impairment may follow a partner with bells attached to create sound.

Cool down: Knee knockers

Playing area

Any flat surface

Equipment

None

Instructions

- Students stand in a circle facing in a clockwise direction.
- They place their hands on the shoulders of the person in front of them.
- They sit down and try to use the person's knees behind them as a chair.

Variation

- Change the group size.
- Try this activity while balancing beanbags on top of the students' heads.



7. Hoop rally

Content focus of the activity/Assessment

- Skills to gain and maintain control and possession
- Skills to create, use and defend space
- Skills to begin and restart play, and for transition play
- Forces and motion

Warm up: Hoop long jump

Playing area

Grassed surface

Equipment

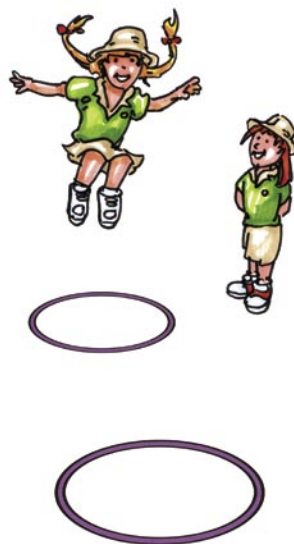
One hoop per student

Instructions

- Divide the students into pairs.
- The first student stands in a hoop and jumps as far as they can off two feet.
- Student two passes them their hoop to mark the distance of the jump.
- The second student then tries to jump into the hoop.
- If the student jumps into the hoop they get to be the leader and set the distance for the next jump.
- Swap partners after each student has jumped five times.

Variation

- Leap or hop instead of jumping.
- Allow students to run up before taking off.



Activity: Hoop Rally

Playing area

Hard, flat surface

Equipment

Tennis racquets or paddle bats, tennis balls, hoops

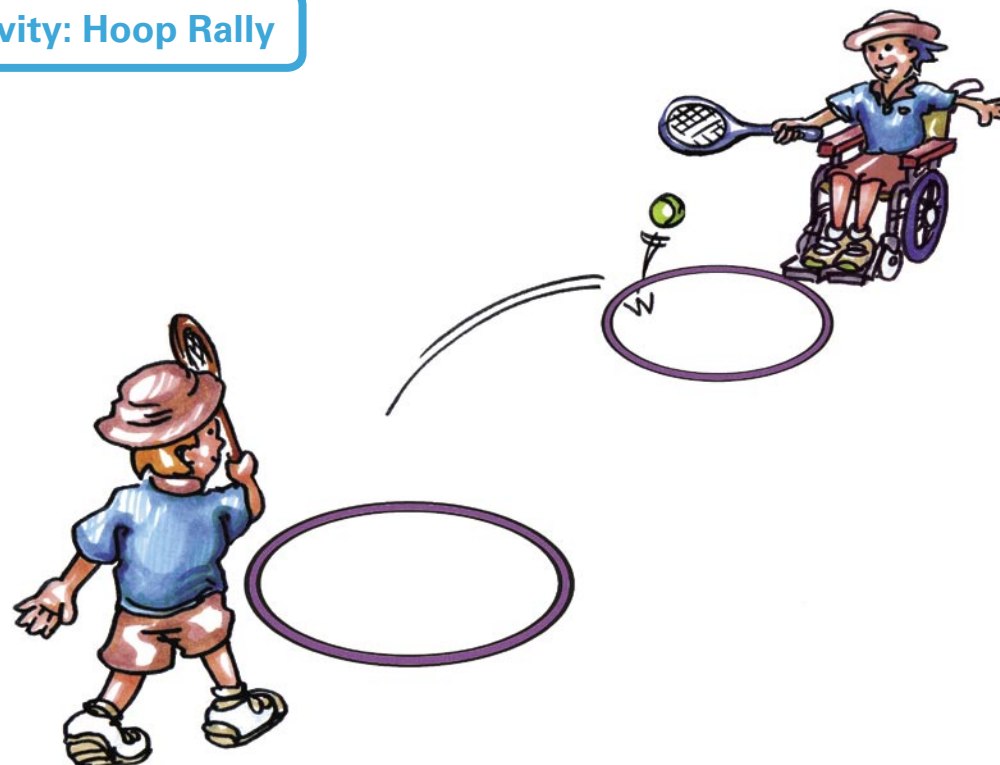
Instructions

- Divide students into pairs, each student with a racquet.
- Pairs stand five metres apart, next to a hoop.
- The first student bounces the tennis ball and tries to hit the ball into the hoop near their partner.

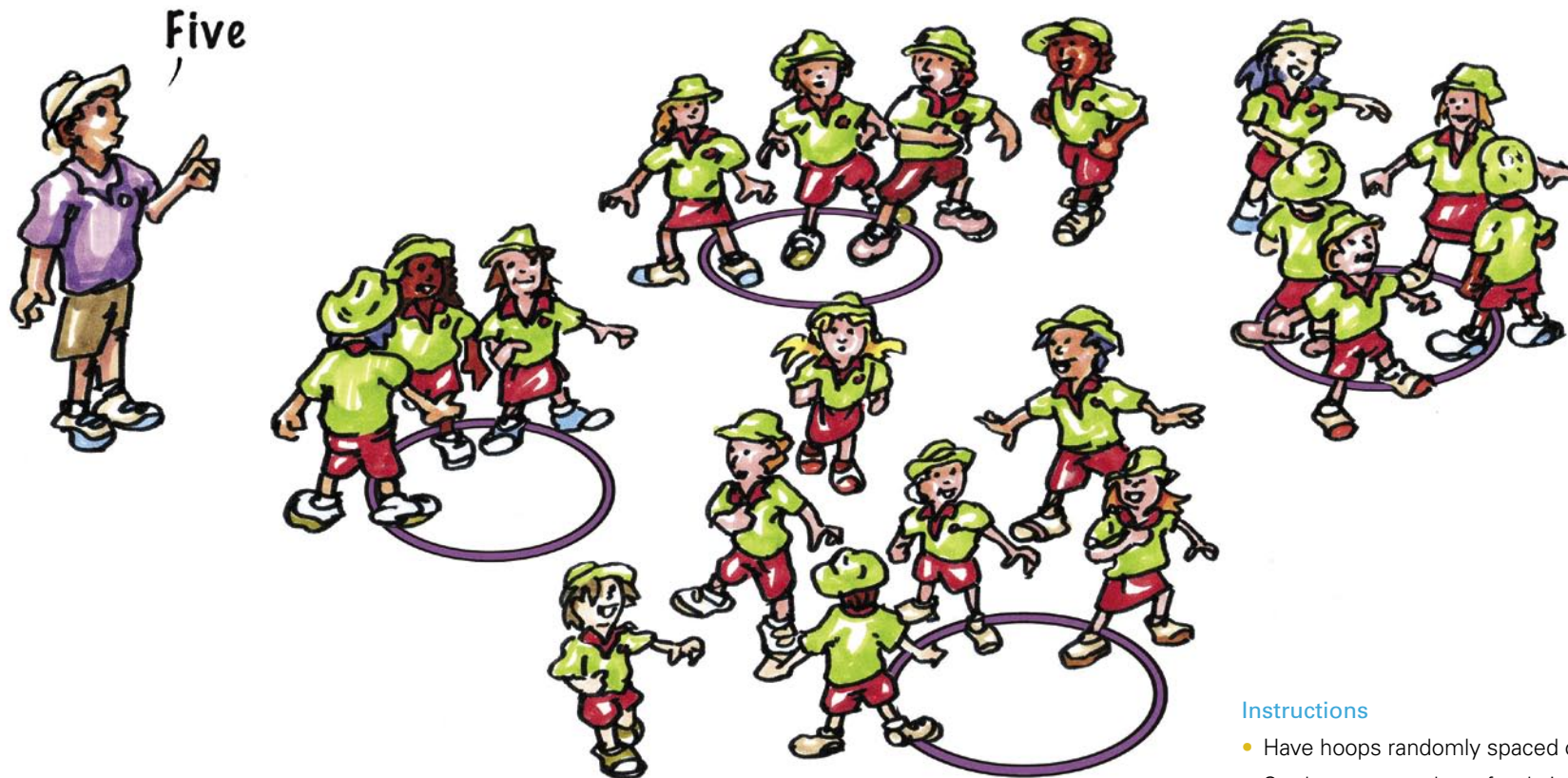
- The partner then rallies the ball back, also attempting to hit the ball into their partner's hoop.
- Winner is the student who first hits the ball successfully into their partner's hoop five times.

Variation

- As skill develops move hoops further away.
- Change the size of the ball.
- Change the number of points needed to win.
- Have the students hit backhand shots.



7. Hoop rally



Teaching and learning adjustments

- Use different sized bats to make striking easier.
- Increase the area of the circle to make the target easier to hit.
- Throw the ball into targets rather than striking it.

Cool down: Clusters

Playing area

Any flat surface

Equipment

Hoops, markers

Instructions

- Have hoops randomly spaced out inside a marked area.
- Students move about freely inside the area.
- Teacher calls out a number and students get together in a group of that number each with one foot inside a hoop.
- Have multiple attempts with a range of numbers both large and small.

Variation

- Teacher can call out a group number and a task, eg six elephants: students must get into a group of six and pretend to be elephants.
- Change the method of locomotion.

8. Email

Content focus of the activity/Assessment

- Skills to gain and maintain control and possession
- Skills to create, use and defend space
- Skills to begin and restart play, and for transition play
- Balance and stability
- Forces and motion

Warm up: Snatch the diamonds

Playing area

15 m x 15 m

Equipment

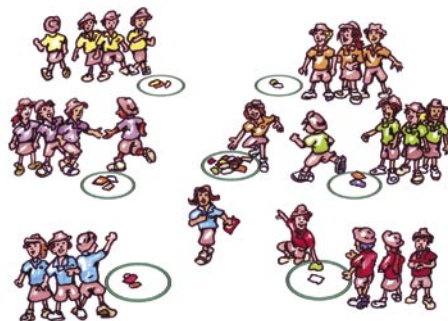
Seven hoops, bean bags

Instructions

- Set out hoops as shown.
- Divide students into six teams.
- Place all beanbags (diamonds) in the middle hoop.
- Teams line up beside an outside hoop.
- On "Go!" one student from each team runs to the middle hoop to get a diamond.
- Students then return the diamond to their hideout (hoop).
- The next student collects a diamond and this continues until all diamonds have been snatched from the middle hoop.
- When there are no diamonds left in the middle hoop, students may snatch diamonds from other groups' hideouts (still only one person at a time collecting one diamond at a time).
- The winning group is the one with the most diamonds at the end of a specified time limit.

Variation

- Change the method of locomotion.



Activity: Email

Playing area

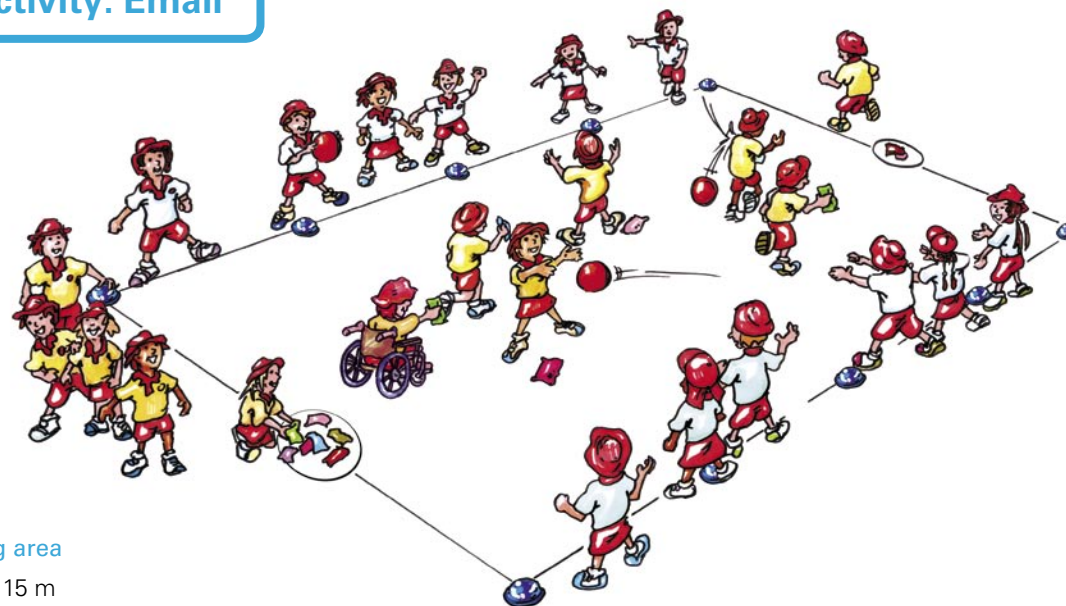
20 m x 15 m

Equipment

Beanbags, six dodge balls, two hoops, markers

Instructions

- Divide the students into two teams.
- Mark out a rectangular playing area with a hoop at both ends.
- The batting team line up at the hoop containing the beanbags.
- Split the other team in two, half on each side of the field, three dodge balls either side.
- The batting team need to deliver one beanbag (email) at a time to the other hoop (inbox).
- The other team attempt to hit the email deliverers with a thrown dodge ball (virus).



- If the email is successfully delivered the deliverers run back to the end of the line, behind the throwers
- If the deliverer is hit by a virus they put their email on the ground and stand on the spot where they were hit.
- They can get back into the batting team if they catch a ball on the full.
- Deliverers in the middle can protect their team mates by hitting the viruses away (blocking viruses), however they cannot move their feet from the spot.
- Change over when all emails are gone or all deliverers are out.
- The winning team is the one that gets the most emails delivered.

Variation

- Change the method of locomotion.

8. Email

Teaching and learning adjustments

- Students who are blind or have severe vision impairment may participate by using balls with bells in them. Have the viruses rolled at them so they can be heard.
- Decrease the number of viruses to make it easier for the delivery to take place.
- Decrease the distance that deliverers are required to run, or increase the distance from which viruses may be thrown.

Cool down: Class catch champs

Playing area

Any flat surface

Equipment

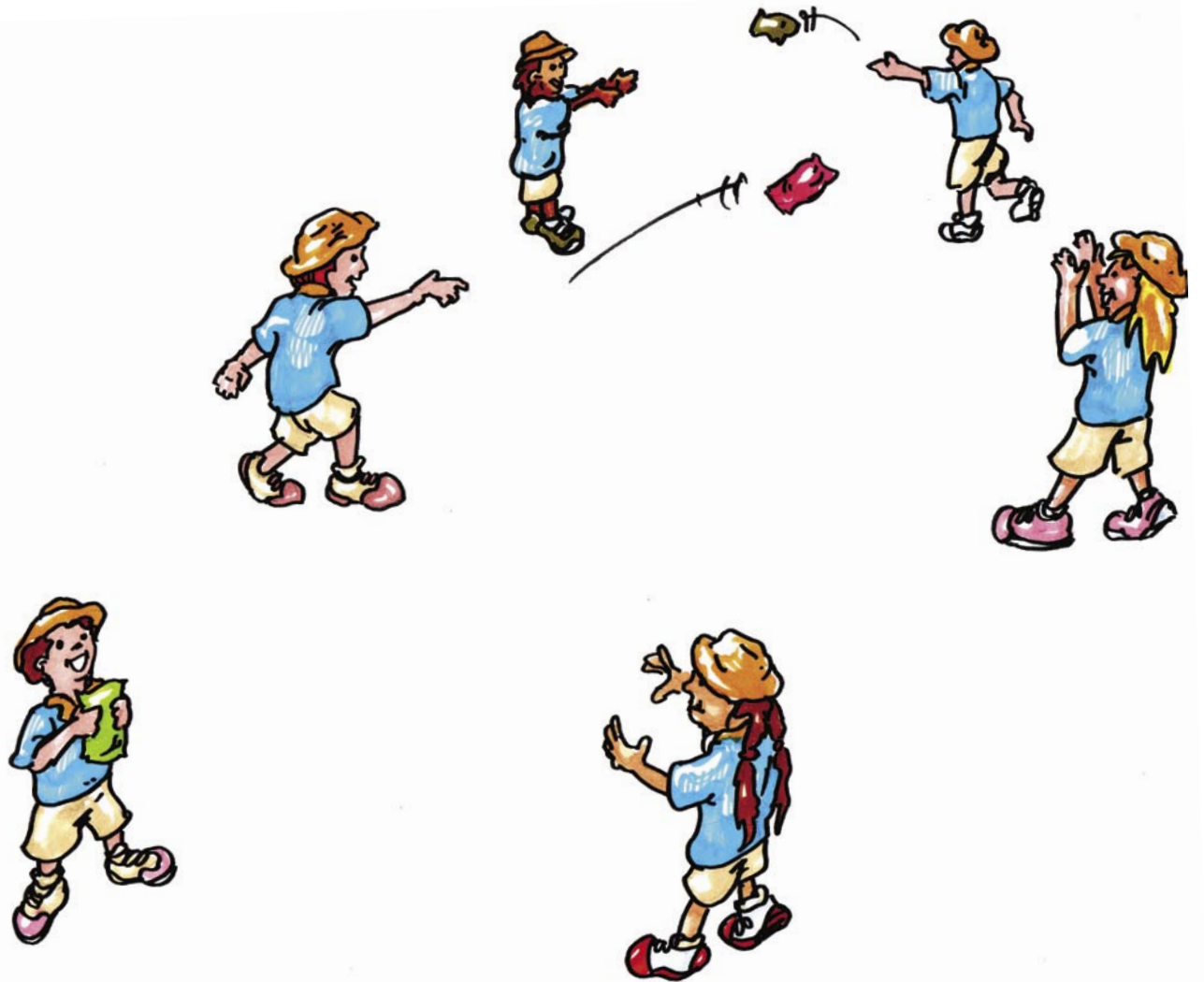
Beanbags

Instructions

- Divide the class into pairs.
- Students have one bean bag each.
- Form two lines with students facing their partners, one metre apart.
- Adjacent pairs should stand at least two metres apart.
- Students throw the beanbag back and forth with their partner.
- They take one step back if they catch the beanbag and one step forward if they drop the beanbag.
- The class champs are the pair furthest apart at the end of the session.

Variation

- Change type of throw, eg overarm, underarm, chest pass.
- Throw a variety of objects, eg tennis balls, netballs.
- Substitute throwing and catching for kicking and marking footballs.



9. Middle-man

Content focus of the activity/Assessment

- Skills to gain and maintain control and possession
- Skills to create, use and defend space
- Skills to begin and restart play, and for transition play
- Balance and stability

Warm up: Cut the cake

Playing area

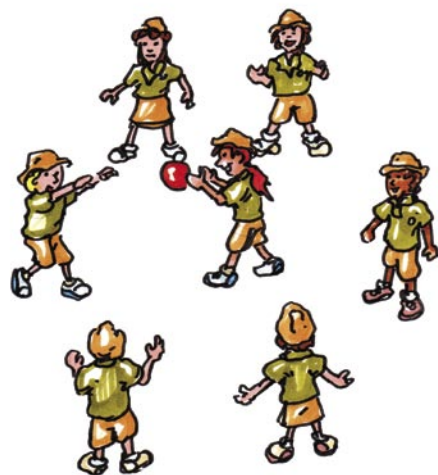
Any flat surface

Equipment

Three netballs, markers

Instructions

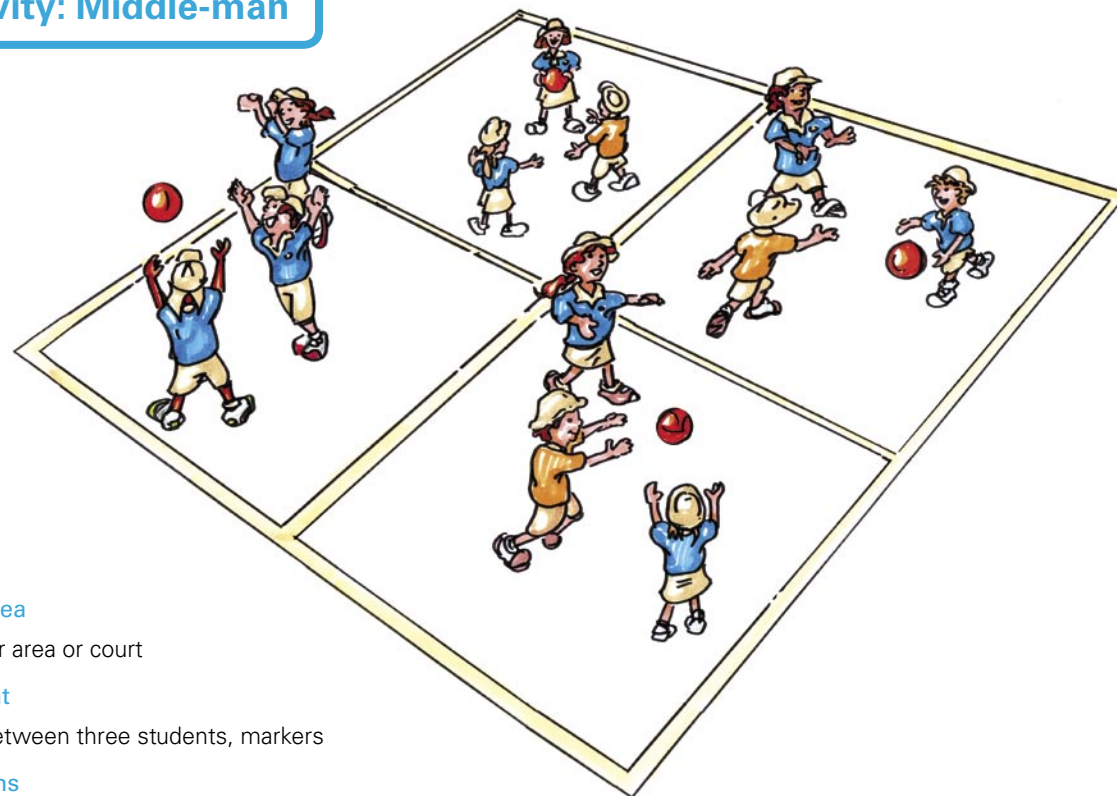
- Divide the class into three even groups
- Students in each group form a circle with one student in the centre.
- A student from the outside of the circle starts with the ball and passes it to the student in the centre. This student runs to the centre following their pass.
- The student in the centre receives the ball and passes it to the next student around the circle and again follows their pass taking this student's place.
- The first team to go around the circle twice are the winners.



Variation

- Add in additional balls.
- Kick a soccer ball or handpass football between students.

Activity: Middle-man



Playing area

Undercover area or court

Equipment

One ball between three students, markers

Instructions

- Set out markers in a grid formation.
- Divide the students into groups of three.
- Two passers and one defender (middle-man).
- Passers try to maintain possession whilst the middleman tries to touch or catch the ball.
- If the middle-man gains possession they swap places with the student who made the last pass.
- After a period of time, two or three adjacent groups can be joined together.

Variation

- Rotate the middle-man after a specified time or number of passes.
- Change the type of pass, eg lob pass, bounce pass, kicking, hand passing.
- Use a variety of equipment, eg soccer balls, footballs, netballs, hockey sticks.
- Try using a Frisbee.

9. Middle-man

Teaching and learning adjustments

- Restrict the area that the passers may enter to make it easier for students with movement difficulties.
- Restrict the area that the middle-man may enter allowing safety zones for the passers.
- The middle-man has to catch the ball rather than just touch it in order to gain possession.
- When playing 'Alpha-body' students using a wheelchair may use sports equipment to assist them to create letters.

Cool down: Alpha-body

Playing area

Any flat surface

Equipment

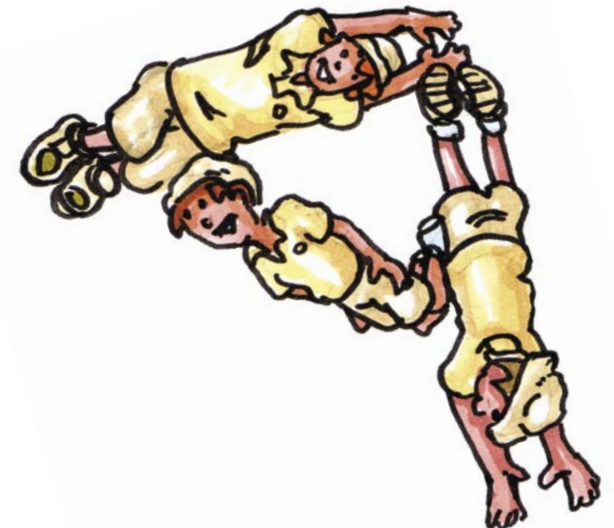
None

Instructions

- Students divide up into small groups.
- The teacher calls out a letter.
- The students work collaboratively to create the letter using their bodies.

Variation

- Challenge the students to create a whole word using all members in the class.



10. Kick it

Content focus of the activity/Assessment

- Skills to gain and maintain control and possession
- Skills to create, use and defend space
- Skills to begin and restart play, and for transition play
- Balance and stability
- Forces and motion

Warm up: Hand star ball

Playing area

15 m x 15 m

Equipment

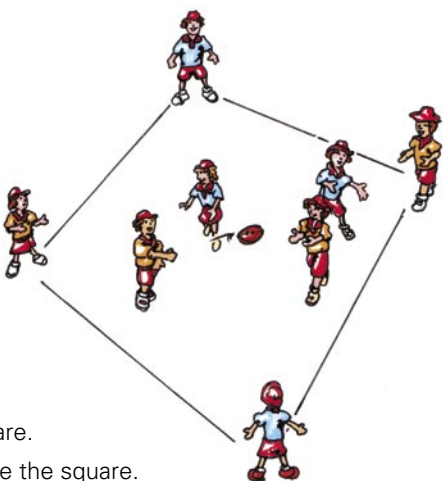
One football per game,
markers

Instructions

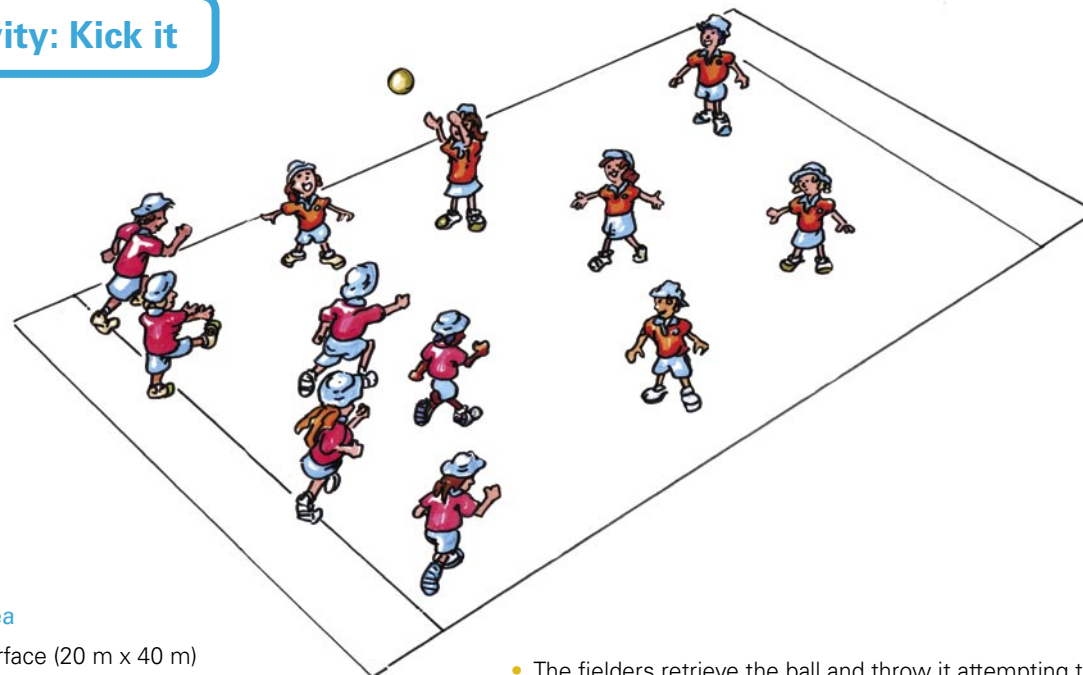
- Mark out a grid formation.
- Divide the class into teams of six.
- Each team has two stars in opposite corners of the square.
- All other students start inside the square.
- The object of the game is to maintain possession and score points by passing the ball to the stars in the corner.
- The students rotate periodically so that all have the chance to be the star in the corner.
- Passes may be intercepted, but there is to be no contact.

Variation

- Add in a minimum number of passes before passing to the stars.
- Vary the equipment, eg hockey sticks, basketballs, soccer balls.



Activity: Kick it



Playing area

Grassed surface (20 m x 40 m)

Equipment

One dodge ball, markers

Instructions

- Mark a rectangular playing area (modify the grid from the hand star ball game).
- Divide the students into two teams.
- The kicking team lines up along the end line.
- Fielders spread out inside the field, one student has the ball.
- The student with the ball throws it to the first kicker, who kicks it out into the field (students may catch then kick or kick from the throw).
- Once the ball is kicked, all of the batters run to the other end of the field.

- The fielders retrieve the ball and throw it attempting to hit the runners below the shoulders.
- Fielders may only run three steps when in possession of the ball.
- If a runner is hit they stop where they are. This becomes the point where they run from after the next kick.
- Each runner that makes it safely to the other end scores a point.
- The student holding the ball when the runners get to the other end throws to the next kicker.
- Continue until all students have had a kick.

Variation

- If runners catch the ball they score a bonus point.

10. Kick it

Teaching and learning adjustments

- Remove the pitcher and allow students to kick or throw the ball into play.
- Mark out a 'no-go' area in front of the safe zone that the fielders cannot enter until after the ball has been kicked. This gives students more opportunity to succeed.
- Include safety islands (use hoops, or markers) where students can stop and cannot be hit by the ball.
- Have fielders perform a task when they field the ball, eg make three passes before the ball may be thrown at the runners.

Cool down: Spot the leader

Playing area

Any flat surface

Equipment

None

Instructions

- Students stand in a circle.
- One student is selected to be a detective.
- The detective must close their eyes while another student is selected to be the leader.
- The leader performs actions and the students in the circle copy, eg hopping, waving arms, pointing toes etc.
- The detective must try to work out who the leader is.

Variation

- Have the students freely spaced or moving about within a given area.
- Select more than one detective.

