

# 11. Quick kick

## Content focus of the activity/Assessment

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

## Warm up: Dead ants

### Playing area

20 m x 20 m

### Equipment

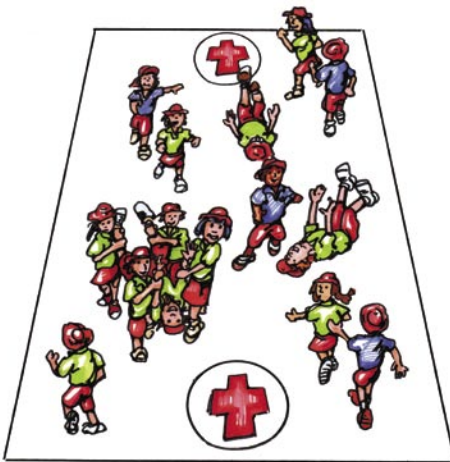
Markers, hoops (hospitals)

### Instructions

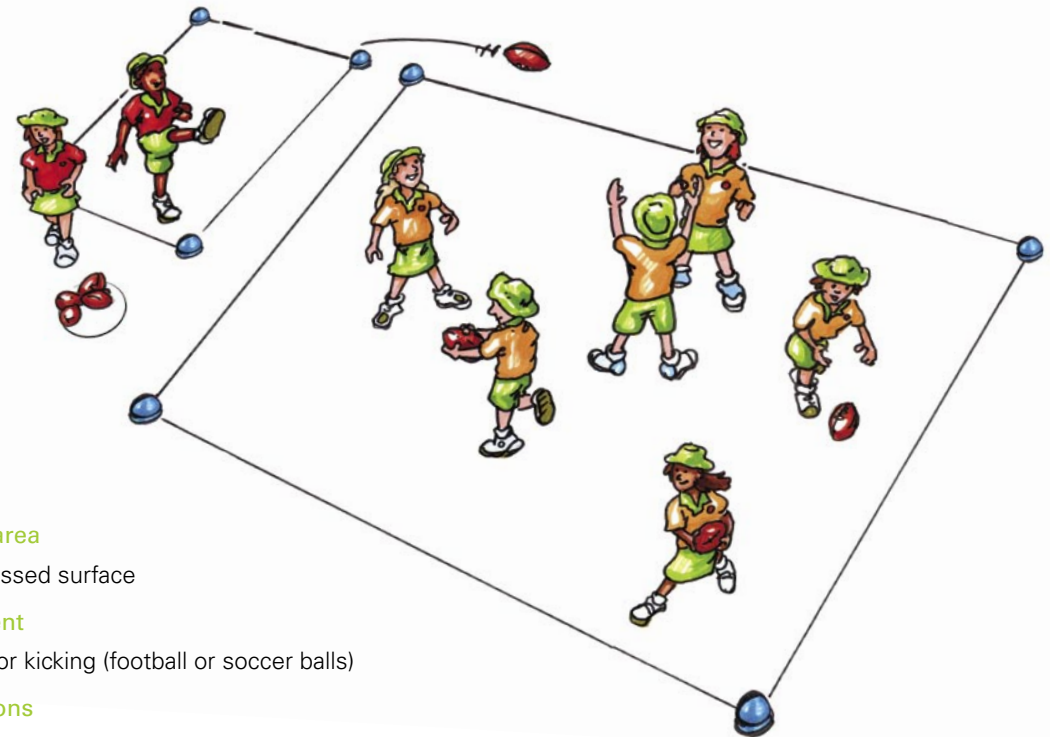
- Mark out a rectangular boundary, placing one hoop (hospital) at either end.
- Select four students to be the chasers, the rest of the students are 'ants'.
- If the chasers tag an ant they become 'dead ants'.
- Dead ants lie on their back waving their arms and legs.
- Dead ants can be saved by being carried to 'hospital' by four other ants (one limb each).
- While ants are carrying dead ants they cannot be tagged.
- Ants are not allowed to run through the hospitals.

### Variation

- Vary the number of chasers, or the number of hospitals.
- Change the method of locomotion.



## Activity: Quick kick



### Playing area

Large grassed surface

### Equipment

20 balls for kicking (football or soccer balls)

### Instructions

- Divide the students into pairs.
- Numbers off each pair "one, two, three..." (This becomes their kicking order).
- Each pair has 30 seconds to kick as many balls as they can out into the field from the kicking area.
- They are not allowed to kick the ball backwards of the square.
- When the fielders get a ball they have to run it back to the hoop, they are not allowed to throw or kick the ball back.
- At the end of the 30 seconds count the number of footballs that have not been returned to the hoops.
- Change to the next kicking pair.

### Variation

- Instead of kicking the ball students can either throw or hit the balls out into the field.
- Award points to fielders for catching the balls that are kicked towards them.

# 11. Quick kick

## Teaching and learning adjustments

- Allow students to have 'free kicks' for a period of time where the fielders may not move.
- Increase or decrease the distance that fielders have to move to return the balls.
- Play 'Footy mania' with pairs of similar ability levels and emphasise a non-competitive environment.

## Cool down: Footy mania

### Playing area

Grassed surface

### Equipment

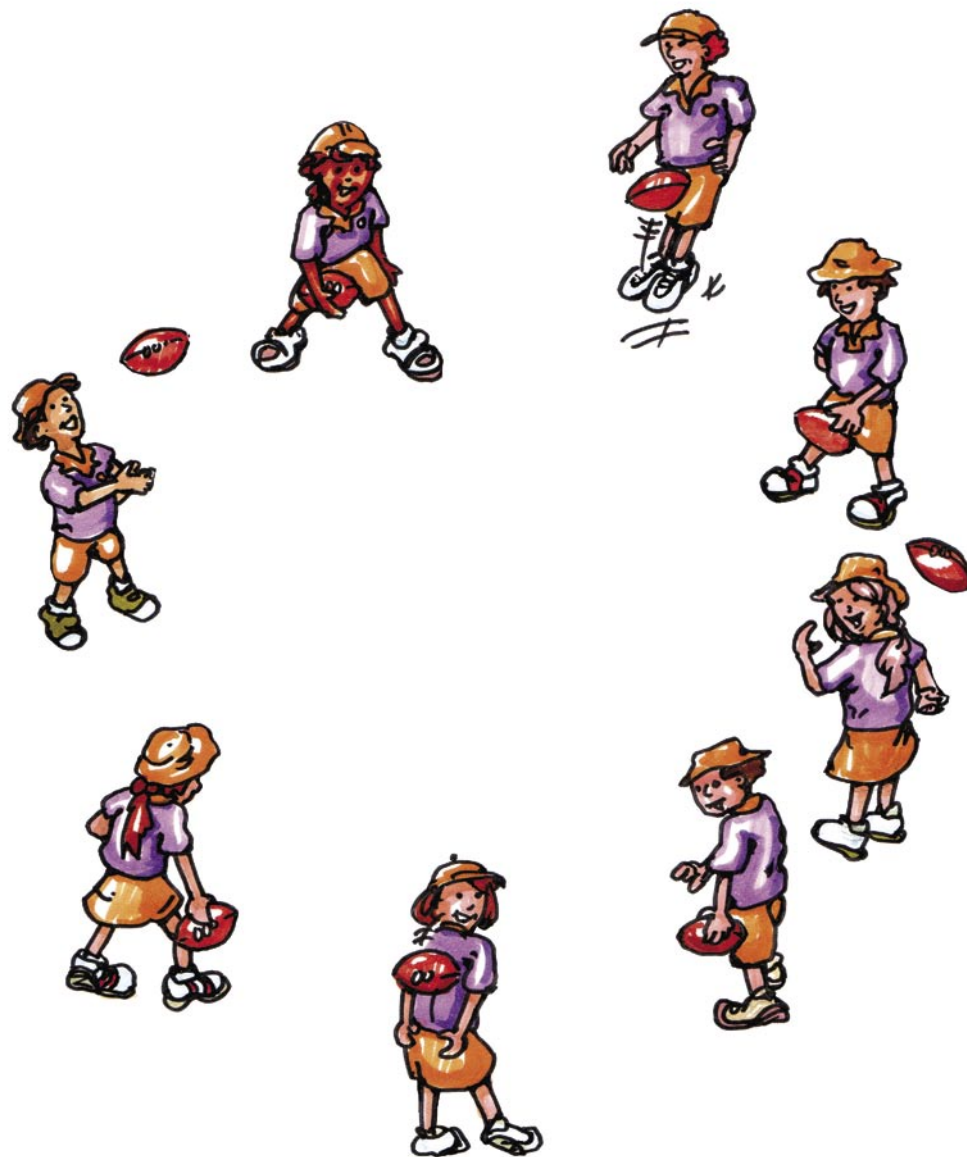
One football per student/ pair

### Instructions

- Each student, or pair, has a football.
- Form a large circle (an inner and outer circle if balls are one between two).
- Students complete a variety of tricks with their football. Partners take turns after trying each trick a couple of times.
- Examples of tricks may include:
  - Throw the ball up, and then clap as many times as possible before catching it.
  - Pass the football around the legs, clockwise and anti clockwise.
  - Figure eight weave through legs.
  - Roll the football down the back of the neck then catch it behind the back.
  - With legs apart, one hand in front, one hand behind, students' hold the ball between their legs, swap hands and catch it again.
  - Hold football between feet, jump then catch it.

### Variation

- Student's design their own footy tricks.



# 12. Quick pick up

## 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: Traffic lights

### Playing area

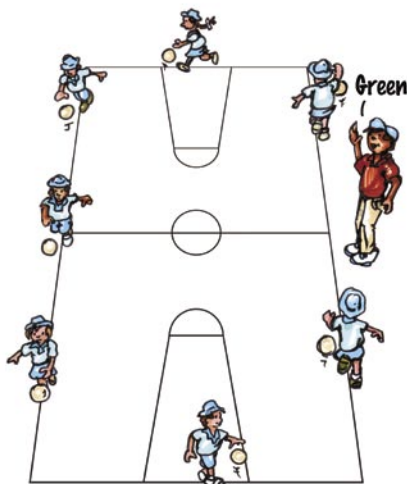
Netball/ basketball court

### Equipment

One basketball per student

### Instructions

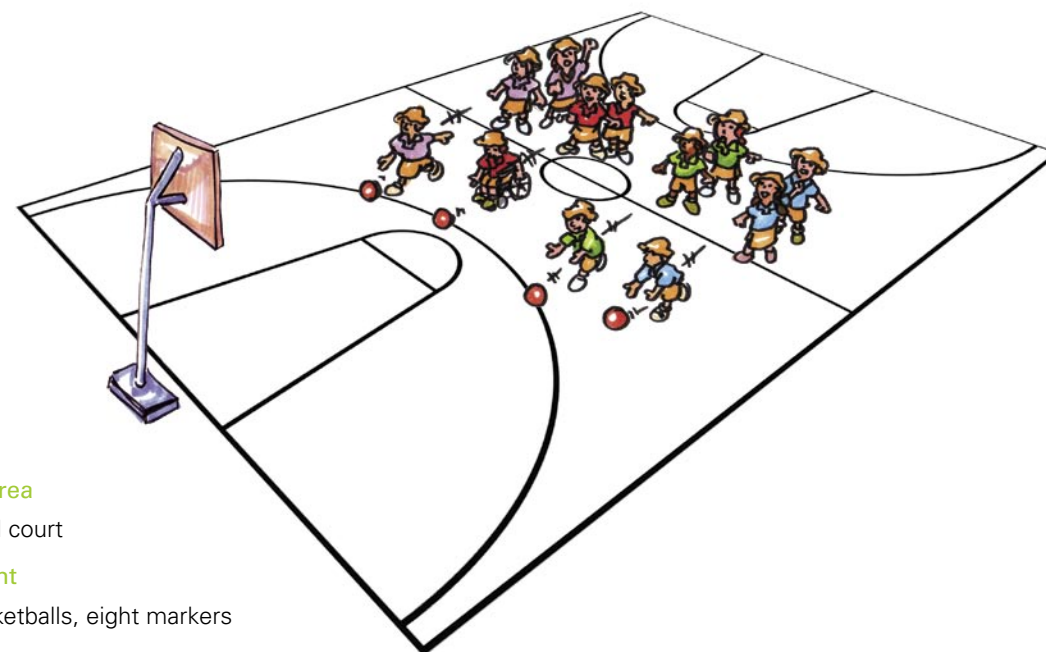
- The students dribble the ball around following the 'roads' (lines) marked on the court.
- The teacher calls out a traffic light colour and students respond accordingly:  
red - stop (dribble on the spot)  
yellow - caution (dribble slowly)  
green - go (dribble with speed).
- Any student not obeying the instruction is issued with a 'demerit point'. Students' aim to have as few demerit points as possible.



### Variation

- Substitute the basketball for a different object (eg hockey stick and ball) to focus on alternative skills.
- Play without equipment.
- Change the instructions for each colour light, eg skipping, galloping, balance on one leg.

## Activity: Quick pick up



### Playing area

Basketball court

### Equipment

Eight basketballs, eight markers

### Instructions

- Divide the class into eight even teams.
- Line up each team behind a marker just in front of the halfway line, facing the goal, ie four teams working at each end of the court.
- On "Roll!" the first student from each team rolls their ball gently towards the goal.
- On "Go!" the students run to their ball, gather it, dribble closer to the basket and shoot.
- The first student to score gets three points for their team and all students return to their team.
- Continue through until each student has had an equal number of turns.
- The team with the most points wins.

### Variation

- Place only one at basketball on the free throw line. Have two teams work together, ie team one works with team three and team two work with team four. On "Go!" students run to gain possession of the ball and work as a pair to score a basket, while the other pair defend.

# 12. Quick pick up

## Teaching and learning adjustments

- Select teams of mixed ability.
- Use encouragement points for students experiencing difficulty, eg one point for hitting the backboard, two points for hitting the rim, three points for a perfect shot.
- Use a lighter ball, eg a volleyball, to make scoring a basket more accessible.

## Cool down: Silent passing

### Playing area

Any flat surface

### Equipment

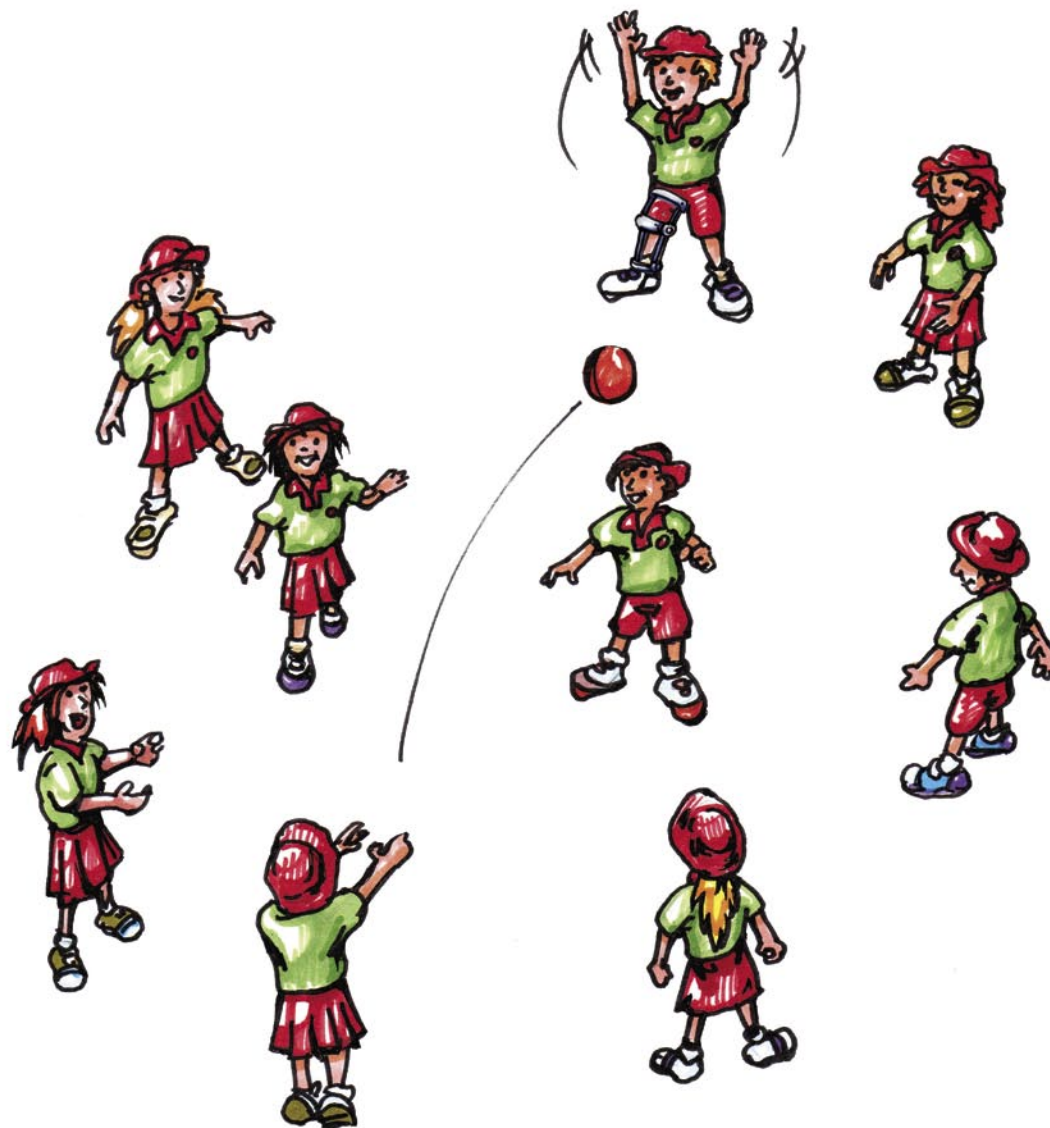
Two basketballs

### Instructions

- Divide the class into two even groups.
- Each group forms a circle.
- Students pass the ball continuously to each other.
- To receive the ball students must gain the attention of the student with the ball in a non verbal manner.
- If a student drops the ball they become a defender in the middle of the circle.
- The defender remains in this role until they intercept the ball or another student drops the ball.

### Variation

- Any student who speaks also becomes the defender.



# 13. Square cricket

## 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: How's that?

### Playing area

10 m x 10 m per group

### Equipment

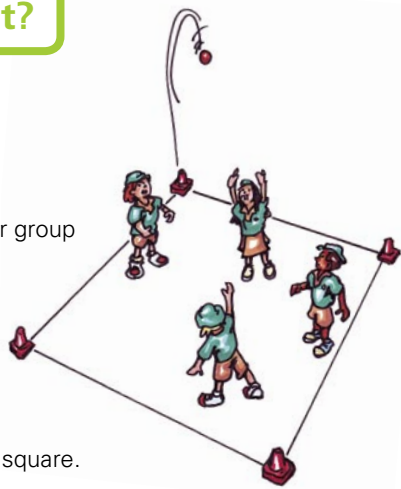
Four markers and one tennis ball per group

### Instructions

- Divide students into groups of four.
- Each group marks out a square 10 m x 10 m.
- All four students stand within the square.
- The object of the game is to take turns to throw the ball high in the air and try to catch it.
- Encourage students to call for the ball.
- Groups score two points if they catch the ball before it touches the ground.
- Groups score one point if they catch the ball after one bounce.
- If the ball lands outside of the markers or it bounces more than once, the group loses one point.

### Variation

- Change the size of the ball
- Change the size of the area.
- Use a tee ball and gloves.



## Activity: Square cricket

### Playing area

Large grassed surface.

### Equipment

Four sets of wickets set out in a square 10 m x 10 m, four bats, and one ball

### Instructions

- Divide the students into teams of four.
- One team are batters and one team are bowlers. All of the other students are fielders.
- Bowlers stand behind one wicket each.
- Bowlers move to the side of the wicket to bowl and may bowl underarm to the batter on either side of them.
- Bowlers may bowl as soon as they are ready regardless if the batter is in place.
- Bowlers who are not bowling act as wicket keepers.



- When one batter hits the ball all batters must run to the next wicket in a clockwise direction (one run) if they are fast enough they may run more than one wicket.
- Fielders must return the ball to any of the four bowlers.
- Batters can get out by being bowled or caught. Each time they get out they lose three runs, but continue to bat.
- The batting team bats for 12 bowls.
- After 12 bowls, the batting team become fielders and the bowlers/ wicket keepers become the next four batters.

### Variation

- Have students kick a rolled soccer ball instead of striking a ball with a bat.

# 13. Square cricket

## Teaching and learning adjustments

- The distance between wickets may be shortened.
- Use a larger ball or a tennis racquet or paddle bat instead of a cricket bat for students who are experiencing difficulty.
- Ensure batters are ready before the ball is bowled.

## Cool down: Speedy circle

### Playing area

Any flat surface

### Equipment

Two tennis balls

### Instructions

- Students stand in a circle.
- Two balls are started at different points in the circle, opposite one another.
- On "Go!" students pass the balls clockwise around the circle.
- The object of the game is to pass quickly and try to overtake one ball with the other.

### Variation

- Vary the distance and size of the circle depending on the students' ability.
- Change the size of the balls, eg netballs.
- Use one large ball and one smaller ball.
- Introduce a third ball.



# 14. Volley-all

## 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: Keep it up

### Playing area

Any flat surface

### Equipment

One volleyball per group

### Instructions

- Divide students into groups of four.
- Students are to work as a team to keep the ball up as many times as possible.
- Each student may not play the ball twice in a row; they must wait until at least one other group member has played the ball before they may take a turn.



### Variation

- Some student's may allow the ball to bounce once before playing their shot.
- Use different types of shots (dig or set).
- Try to take turns in a specific order.

## Activity: Volley-all

### Playing area

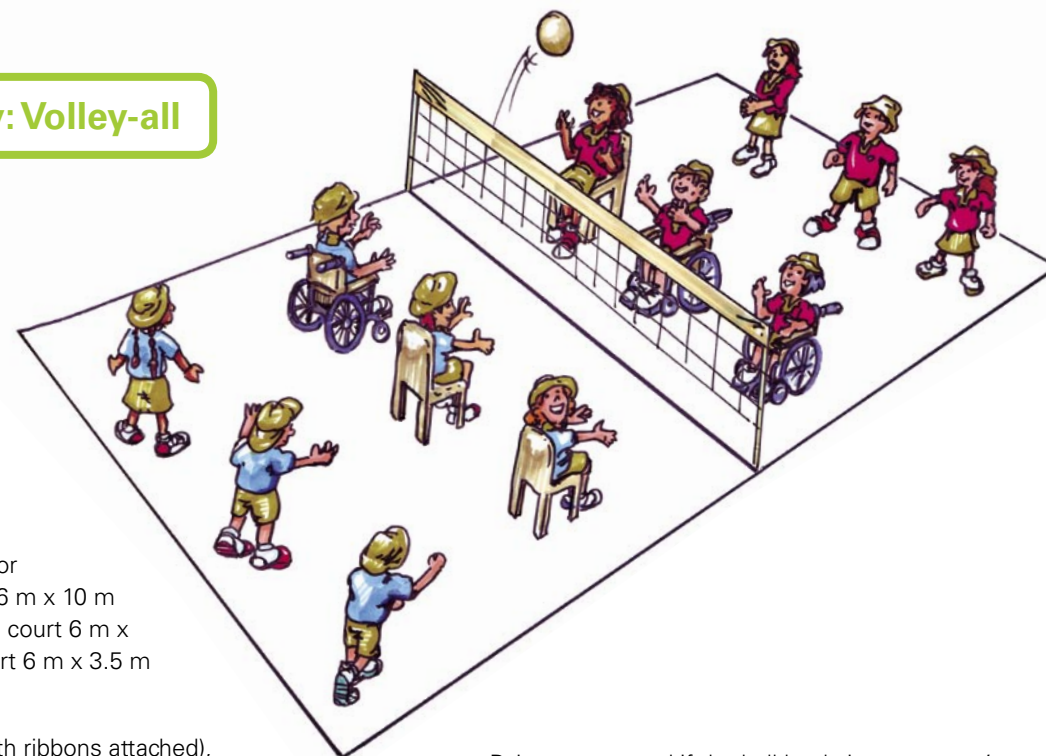
Any flat indoor or outdoor area – 6 m x 10 m minimum, front court 6 m x 1.5 m, back court 6 m x 3.5 m

### Equipment

Net or rope (with ribbons attached), one volleyball or beach ball, markers.

### Instructions

- Set out courts using markers. Both sides of the court have a 'front zone' (for seated students) and a rear zone (for standing students).
- Divide the students into teams of approximately six.
- Students in the front zone are seated whilst those in the rear stand.
- Some students may prefer to play from a seated position. For example if they have a balance difficulty this will enable them to concentrate on playing the ball.
- Students must remain in their own zones.
- Students take turns at serving the ball.



- Points are scored if the ball lands in opponents' court or the opponents knock the ball out.
- Points are scored on every play.

### Variation

- Gradually introduce volleyball ball rules. Allow multiple hits initially, and then move to three hits maximum before the ball must cross the net.
- Allow a catch or one bounce before a hit.
- Adjust the net height, ie if the ball is always going to the rear court, lower the net, or if spiking is too easy, raise the net.
- Try rotations within zones to give students an opportunity to play different positions.

# 14. Volley-all

## Cool down: Secret Squirrels

### Playing area

Any flat playing surface

### Equipment

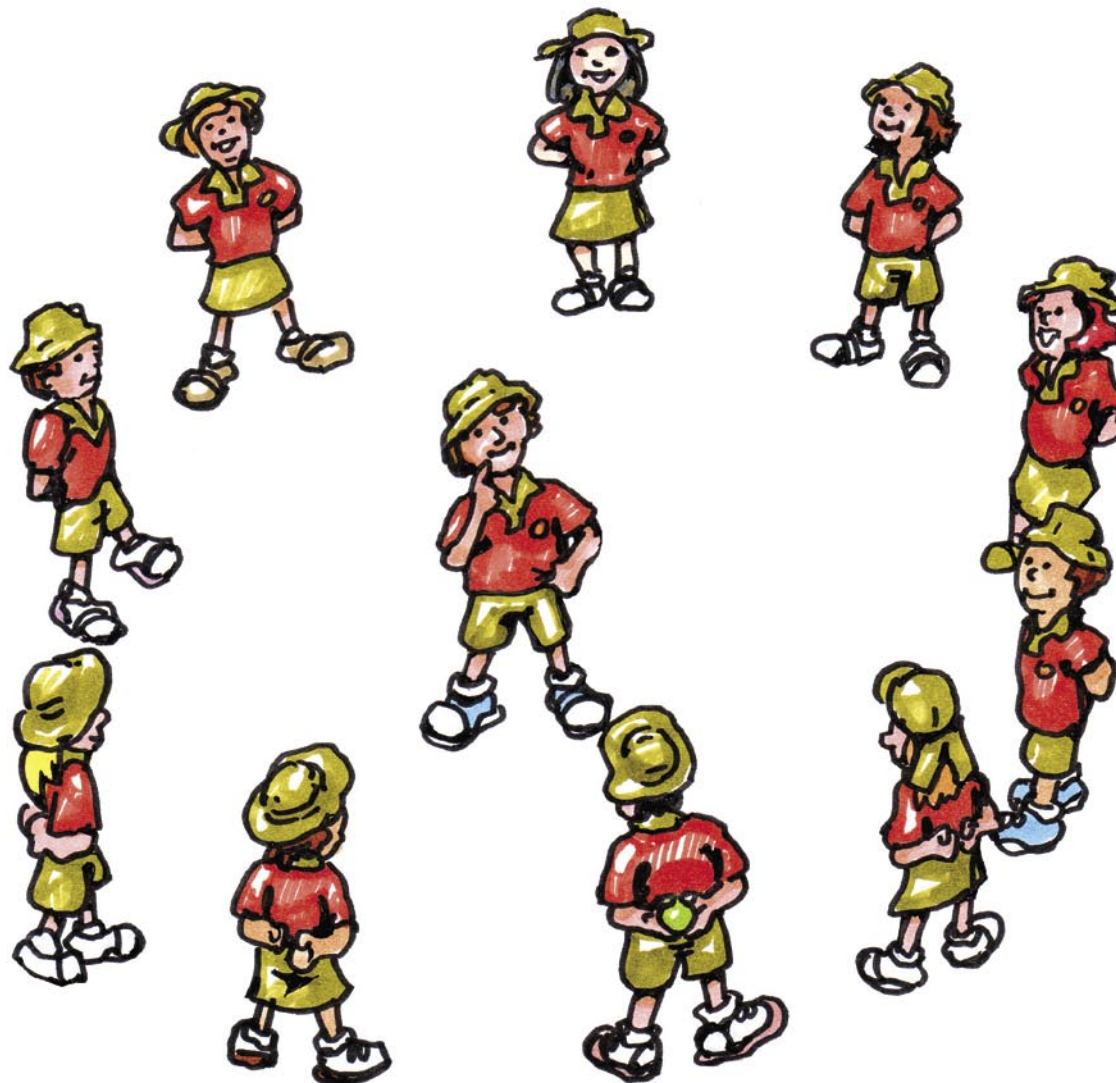
One tennis ball or similar ball

### Instructions

- Students stand in a circle.
- One student (the detective) must close their eyes or turn so they are facing away from the group.
- Give the tennis ball to one student in the circle. They are to hide it from the detective.
- When the detective returns to the centre of the circle the students are to secretly pass the ball around the circle.
- The detective has to try to guess which student has the ball.
- When the detective guesses correctly, the student caught with the ball becomes the detective.

### Variation

- Only allow students to pass the ball around in a clockwise or anticlockwise direction.





# 15. Continuous cricket

## 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: Target throw and run

### Playing area

Any flat surface

### Equipment

One set of cricket wickets (or alternative), one tennis ball, one marker, one hoop (launch pad) per game

### Instructions

- Divide the class into small groups.
- Use the hoop as a launch pad and place a base (marker) about 3 m away for the 'thrower' to run around.
- Place the target (wickets) a suitable distance away from the launch pad.
- 'Thrower' stands in the launch pad and throws the ball at the target, then runs around the base (they score 1 point for each run completed, plus bonus points for hitting the target).
- Fielders collect the ball and place it on the launch pad, at which time the thrower must stop running.
- Change throwers after five throws.

### Variation

- Include targets at different distances worth varying points.
- Vary the distance to the base.



## Activity: Continuous cricket

### Playing area

Any flat surface

### Equipment

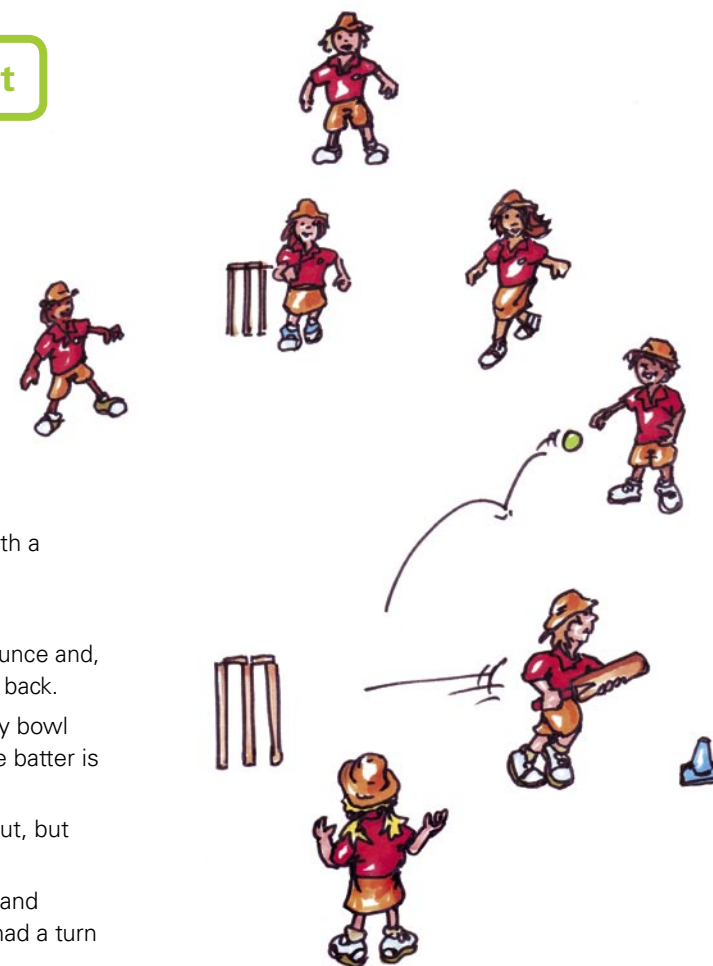
Markers, one bat, one tennis ball, two sets of wickets (or alternative)

### Instructions

- Place the wickets approximately 5 m apart with a marker 4 m to the side of one set.
- The ball is bowled underarm to a batter.
- The batter attempts to hit the ball after one bounce and, if successful, must run around the marker and back.
- Fielders return the ball to the bowler who may bowl whenever the ball is available regardless if the batter is in place.
- Batters are out if they are caught or bowled out, but can't be run out.
- Once a batter is out, they move into the field and students rotate positions until everyone has had a turn at bowling, batting and fielding.
- One run is scored for each run around the marker and back.

### Variation

- Bowler can roll a soccer ball which may be kicked in to play.
- Vary the distance between the wicket and the marker to make it easier or more difficult for batters.
- Award bonus runs if a ball reaches a certain zone.



- Place a marker on both sides so that the batter may run either way.
- Batting pairs – use two batters who change places. The ball must be hit from the 'batting wicket' (this makes it easier for batters who run half the distance).

# 15. Continuous cricket

## Teaching and learning adjustments

- Use different bats, eg a paddle bat or tennis racquet, to make striking the ball easier.
- Use a batting tee instead of a bowled ball.
- Perform an alternative task instead of running between the wickets, eg passing a ball.

## Cool down: French cricket

### Playing area

Any flat surface

### Equipment

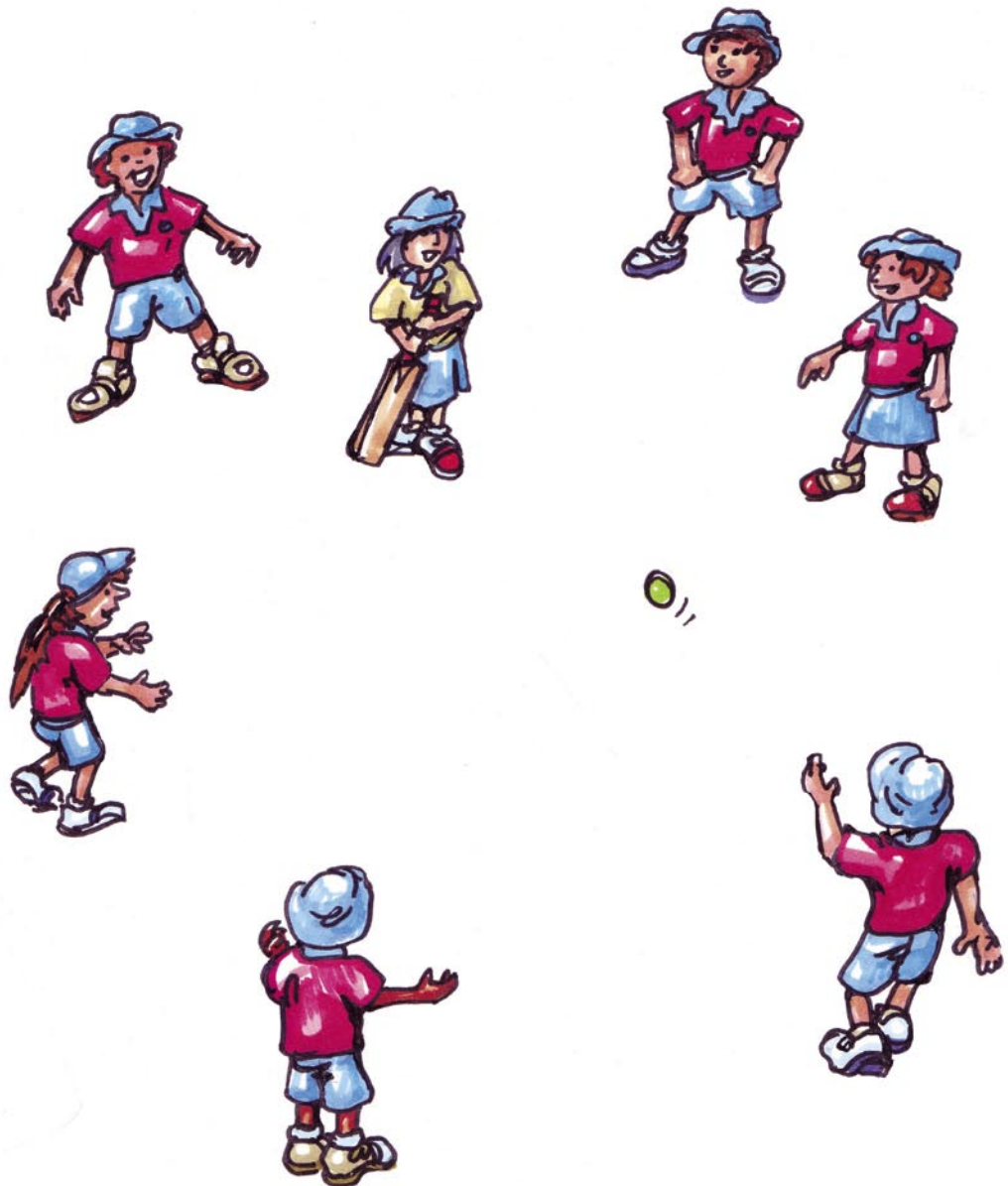
One bat and one ball per group

### Instructions

- Divide the class into small groups.
- One student becomes the batter and all other group members are fielders.
- Establish a fielder free zone in front of the batter, eg 3 m.
- The batter stands with their legs together and holds the bat in front of their legs.
- Fielders throw the ball underarm to the batter and the batter hits it in any direction. The ball must be thrown to the batter by the fielder who retrieves it and from the place it was retrieved.
- The batter is out if the ball is caught on the full, or they are hit on the legs by the ball.
- When the batter gets out they become a fielder.

### Variation

- Scoring can be done by counting the number of hits before getting out.
- Take it in turns to bowl.
- Allow the bowler to move in or out to a suitable distance to ensure a hittable ball.
- Increase the size of the fielder free zone.
- Use two balls.



# 16. Team attack

## 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: Rabbit, hare, fox

### Playing area

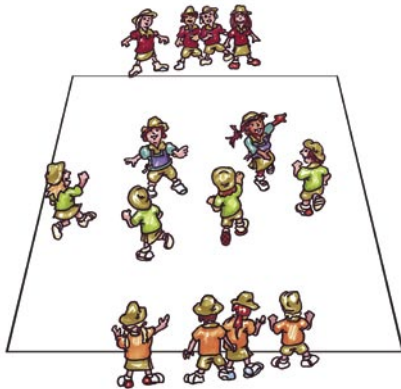
Grassed surface – 30 m x 20 m

### Equipment

Markers, a class set of coloured bibs for the farmers

### Instructions

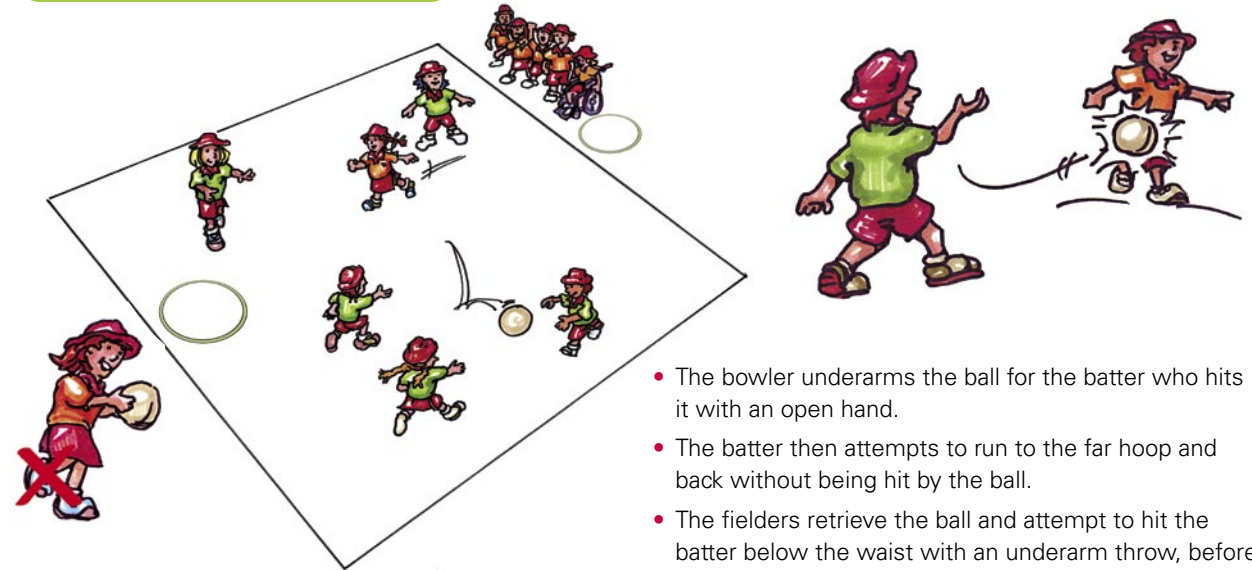
- Mark out a rectangular playing area.
- Select two students to be farmers.
- All the other students are rabbits and line up on the other side of the playing area.
- One farmer calls "rabbits!" and all students attempt to run across to the other side without being caught.
- Any rabbits caught become hares.
- Any hares caught become foxes.
- A farmer then calls "rabbits!"; who run as a group, then "hares!"; who run as a group then "foxes!";
- Foxes that get caught become farmers and must wear a bib. The game continues until all of the class are farmers.



### Variation

- Students can wear tails made from material or velcro.
- Change the method of locomotion.

## Activity: Team attack



### Playing area

Grassed surface – 20 m x 30 m per game

### Equipment

Markers, one hoop, one dodge ball per game

### Instructions

- Mark out a rectangular playing area, 20 m x 30 m, with a hoop at either end.
- Divide the class into four teams of six to eight students (two batting teams, two fielding teams) to play two simultaneous games.
- The batting team lines up at one end with the first batter standing in the batting hoop.
- The fielding team stand spaced out inside the marked area, one fielder becomes the bowler.

- The bowler underarms the ball for the batter who hits it with an open hand.
- The batter then attempts to run to the far hoop and back without being hit by the ball.
- The fielders retrieve the ball and attempt to hit the batter below the waist with an underarm throw, before they make it back safely.
- Batters may choose to stay at the far hoop until the next batter has hit the ball.
- The fielders may run when not in possession of the ball but must stand still when in possession and throw it at the batter or pass to a team mate in better position.
- If batters make it back safely, the batting team scores a point.
- If a ball is caught by the fielders, or they successfully hit the batter, the fielding team score a point.
- Swap over when all batters have had a turn.

### Variation

- Use a baseball diamond instead of a straight track.
- Have students kick the ball into play rather than strike it.
- Change the method of locomotion.

# 16. Team attack

## Teaching and learning adjustments

- Add in extra hoops that can become safety islands, ie when students stand in the hoop they may not be hit by the ball.
- Allow students to catch and throw the ball into play rather than attempting to strike a moving ball.
- Insist that fielders make at least two passes before every attempt to throw the ball at the batters.

## Cool down: Untangle the knot

### Playing area

Any flat surface

### Equipment

None

### Instructions

- Divide the class into small groups.
- Students stand in a small circle.
- Students hold the hand of one student with their right hand and another student with their left hand.
- The aim is to untangle the knot with out letting go of each others hands.

### Variation

- Allow one or two students to let go with one hand.



# 17. Give it a try

## 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: Pop ball

### Playing area

Netball court or grassed surface

### Equipment

Four touch footballs or Aussie rules footballs

### Instructions

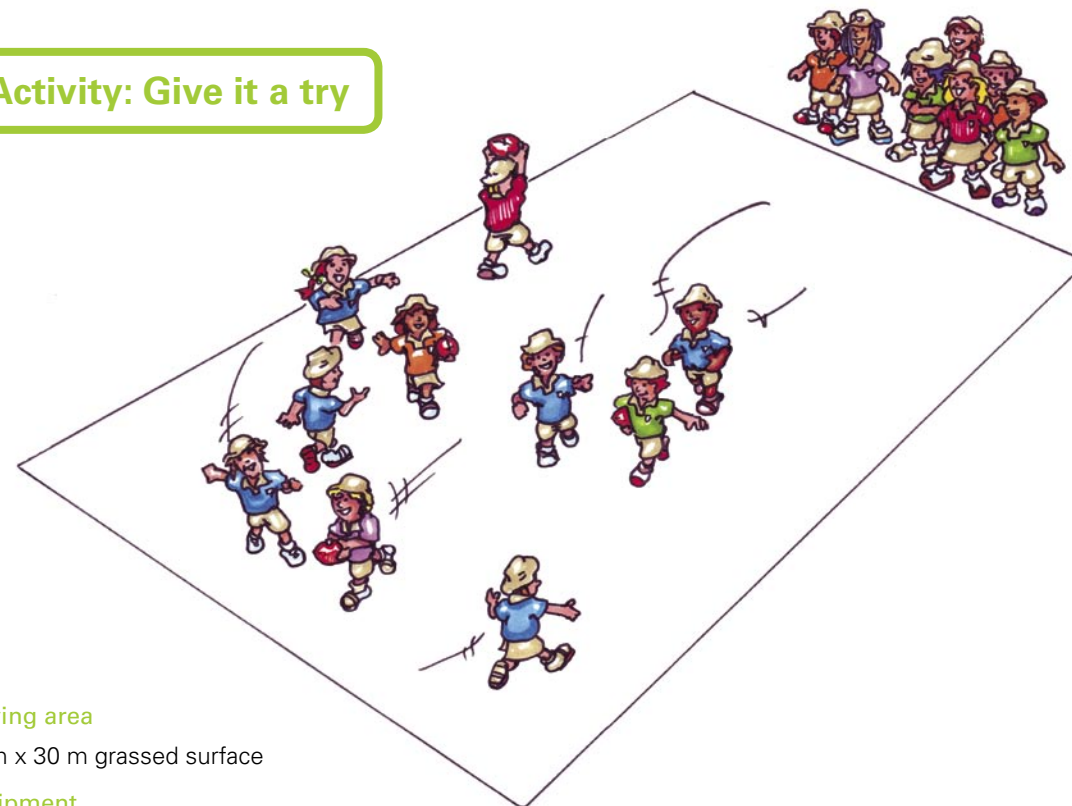
- Divide the class into four even groups of between six and eight students.
- Each team forms a circle with a student in the middle.
- The middle student tosses the ball a short way in the air.
- The first student then moves into the middle to catch and then toss the ball into the air again
- Continue around the circle trying not to let the ball touch the ground.



### Variation

- See which group can complete a circle in the shortest time.
- See which group can complete the most circles in a specified period of time.

## Activity: Give it a try



### Playing area

20 m x 30 m grassed surface

### Equipment

Markers, four touch balls

### Instructions

- Mark out a rectangular area.
- Divide the class into teams of three or four and give each team one ball.
- Select one team to become the 'taggers'.
- On the whistle, the first runner from each team must attempt to run and score a 'try' without being caught by a tagger.
- A try is scored by forcing the ball down over the try line (one point is awarded per try).

- If students are tagged, they must stop, hold the ball over their head and jog back to their team, passing the ball onto the next student, who will attempt to score a try.
- Play continues until one team reaches 10 points.
- Rotate the tagging team.

### Variation

- Once the student is caught, the tagger takes the ball and joins the team of the student they tagged. The tagged student becomes the tagger.
- Set a time limit, eg most points in five minutes.
- Have students work in pairs to score a try.

# 17. Give it a try

## Teaching and learning adjustments

- Defined areas may be allocated through which the student with the ball must pass.
- Vary the number of taggers to change the level of difficulty for the runners.
- Mark out zones that the taggers must remain within.

## Cool down: Eagles and Dockers

### Playing area

Any grassed surface

### Equipment

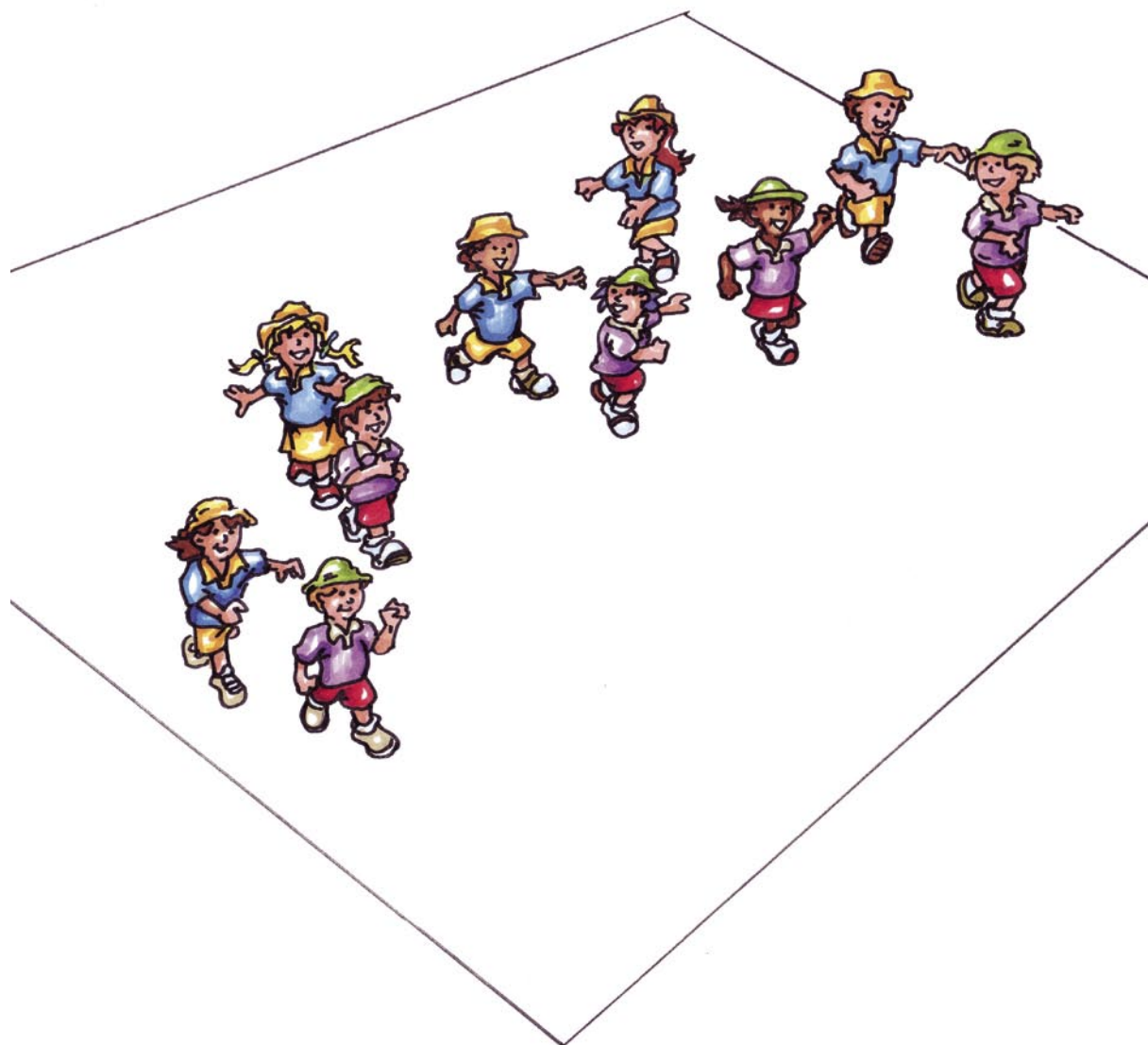
Markers

### Instructions

- Divide the class into pairs. One student becomes an Eagle, the other a Docker.
- Pairs sit facing one another in a straight line with their legs straight and the soles of their feet touching their partner's.
- If the teacher calls "Eagles!" the Eagles team must stand up and run to their side line before their partner is able to tag them.
- If the teacher calls "Dockers!" the Dockers team must stand up and run to their side line before their partner is able to tag them.

### Variation

- Change the team names.
- Change the method of locomotion.



# 18. Under pressure

## 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: Stop, go, slow

### Playing area

20 m x 20 m

### Equipment

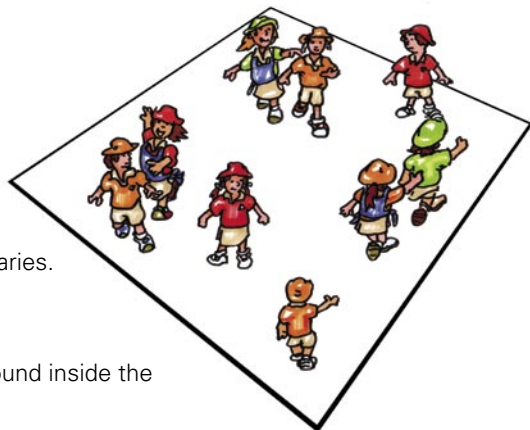
Markers, two red, two green and two yellow bibs or sashes

### Instructions

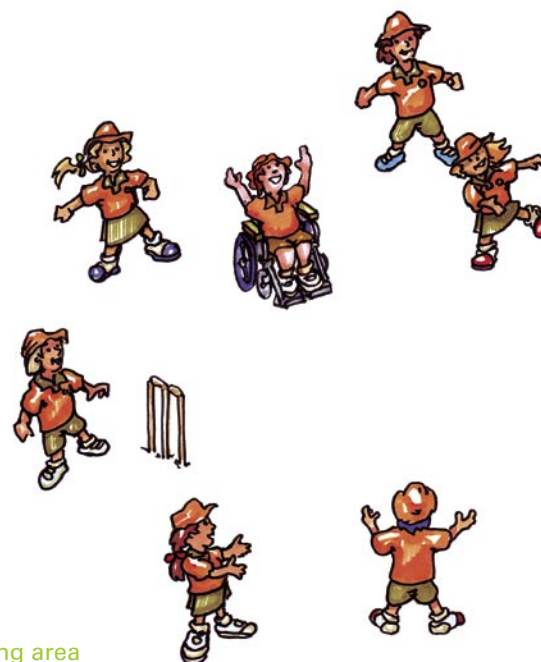
- Mark out clear boundaries.
- Give six students the coloured bibs.
- All students move around inside the marked area.
- If tagged by a student wearing a:
  - yellow bib, they must walk
  - red bib, they must stop and hold their hand in a 'stop' position.
- Students wearing green bibs may tag walkers or stopped students to allow them to run again.

### Variation

- Change the method of locomotion.
- If tagged by a student wearing a yellow sash, they balance on one foot.
- Vary the number of taggers.



## Activity: Under pressure



### Playing area

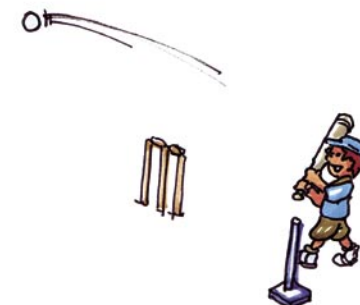
Grassed surface

### Equipment

One tee-ball, one tee-ball tee, one tee-ball bat, two cricket wickets per game

### Instructions

- Place the wickets 10 m apart with the tee-ball tee beside one set.
- Divide the class into two groups to have simultaneous games.
- One student is selected as the batter, the other students spread out as fielders.



- The batter hits the ball from the tee then runs around the far wicket and back before the fielders hit either wicket with the ball.
- If the batter completes the run successfully they bat again but have to complete two circuits before the fielders hit either wicket.
- If the batter doesn't make it in time, they swap places with a fielder.
- The number of circuits increases by one each time they are successful.
- The batter scores one run for each circuit they complete. If they get out before completing a circuit, eg in the third lap after their fourth hit, they still score a run for the completed laps.

### Variation

- Have students kick or throw a ball into the field rather than striking it.
- Change the distance between the wickets.

# 18. Under pressure

## Teaching and learning adjustments

- Increase the size of the ball to provide a larger target for batters to hit.
- Mark out a no-go zone where fielders may not enter until after the ball has been hit.
- Change the task that students are required to perform in order to score runs, eg recite the alphabet, count to 10.

## Cool down: Hoop pass

### Playing area

Any flat surface

### Equipment

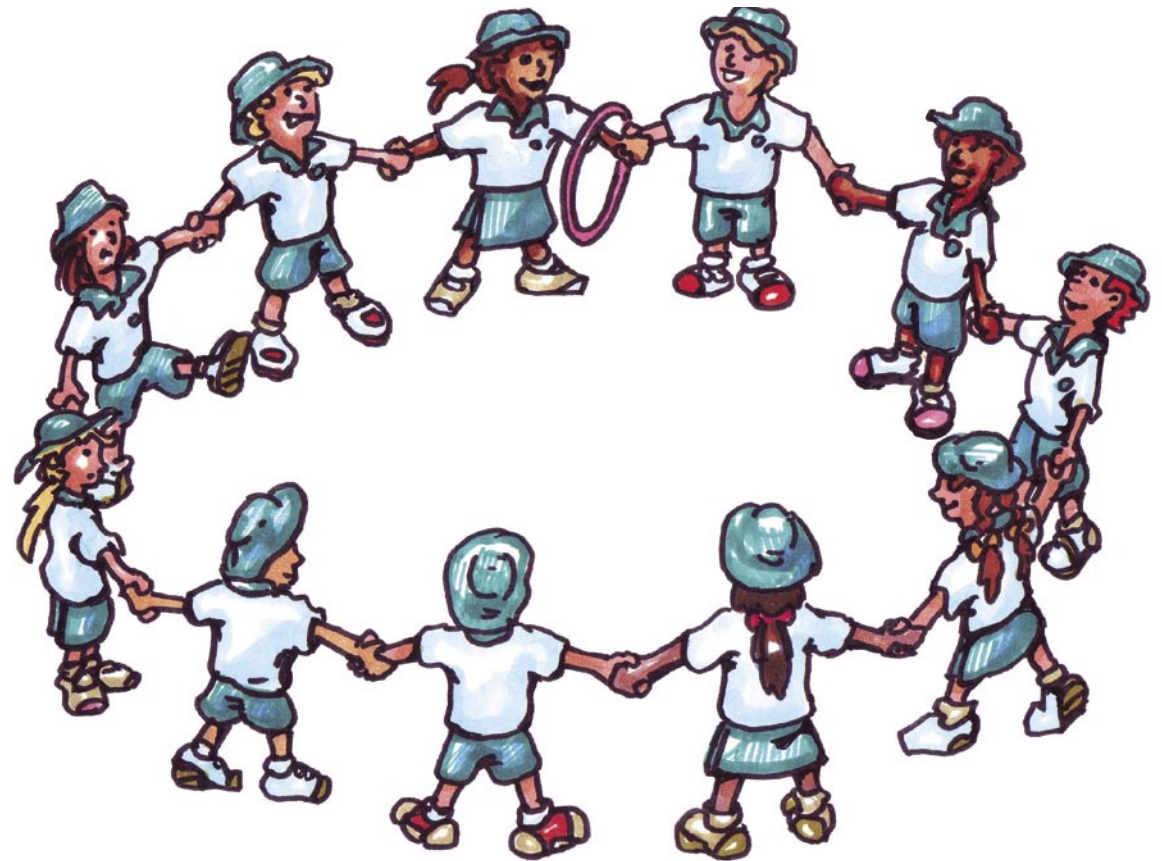
One hoop per group

### Instructions

- Divide the class into small groups.
- Each group forms a circle and students join hands.
- A hoop is hung on the link between two of the students.
- On "Go!" the team has to pass the hoop around the circle without letting go of each others hands.

### Variation

- Use two hoops going in the same or reverse direction.
- Race two or three times around the circle.





# 19. Basketball chain

## Content focus of the activity/Assessment

- Skills to gain and maintain possession and control
- Forces and motion

## Warm up: Flip

### Playing area

Basketball court

### Equipment

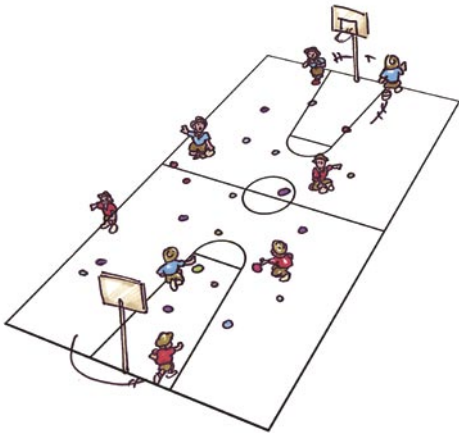
Markers

### Instructions

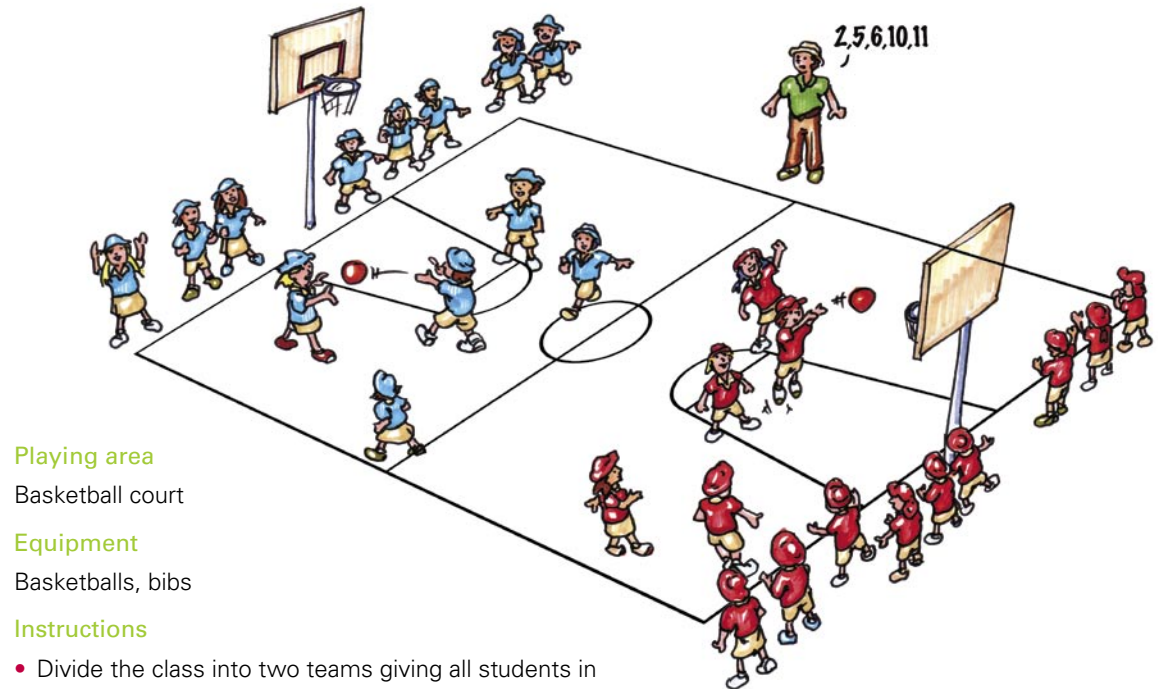
- Scatter markers inside the court, half upside down and half the right way up.
- Divide the class into two teams:  
team A – (right side up)  
team B – (upside down).
- Teams start at opposite ends of the court.
- On "Go!" students run onto the court and flip over one marker so that it sits appropriately according to which team they are on.
- After flipping over one marker, students must run around the goal post at their end of the court before they may return to flip over another.
- The winning team is that who finish with the most number of markers positioned their way at the end of a specified time.

### Variation

- Have students work in small teams focused on flipping one colour marker.



## Activity: Basketball chain



### Playing area

Basketball court

### Equipment

Basketballs, bibs

### Instructions

- Divide the class into two teams giving all students in each team a number.
- Teams line up along opposite sides of the court.
- Each team's basketball is placed on the court in their defensive zone.
- Teacher calls out five numbers, eg three, seven, eight, eleven and twelve.
- The students whose numbers are called out run to pick up their team's basketball. They must dribble it down the court, passing until each of them has touched the ball. When the last student in the chain receives the pass they may then shoot for goal.

- The object of the game is to score a goal before the other team. If unsuccessful on their first attempt at goal, all members of the team combine to rebound and shoot the ball until a goal is scored.
- Repeat with different combinations of numbers.

### Variation

- Use different dribbling/passing patterns, eg three dribbles then pass.
- Place a defender into the game.

# 19. Basketball chain

## Teaching and learning adjustments

- Use a lighter ball such as a volley ball to make shooting easier.
- Instead of insisting students continue to shoot until they score a basket; allow them to win by simply making contact with the rim. Award bonus points if the ball actually goes in the basket.
- Introduce a compulsory four pass rule after each time the ball is rebounded to increase participation.

## Cool down: How many fingers?

### Playing area

Basketball court

### Equipment

Basketballs

### Instructions

- Divide students into pairs, with one basketball between two.
- Have the students' line up along the side of the court.
- One partner will have the ball, while the other partner the 'number maker'.
- The student with the ball dribbles it while walking towards their partner.
- The number maker walks backwards in a straight line while holding up any number of fingers.
- The dribbler must call out how many fingers their partner is holding up.
- When the dribbler reaches the half way line, they continue dribbling with their opposite hand continuing to call out how many fingers their partner is holding up.
- When the dribbler reaches the other side of the court, roles are reversed.

### Variation

- Have students walking around inside the court, following their partner while dodging other pairs.



# 20. Bucketball

## 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: Tunnel tag

### Playing area

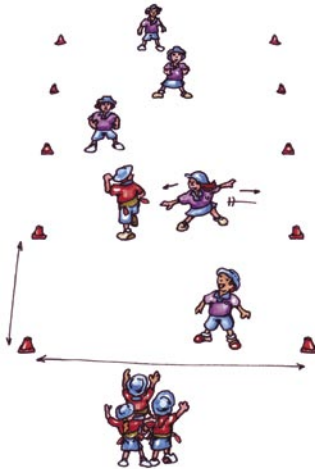
Grassed surface

### Equipment

Markers, tag-belts

### Instructions

- Set out a tunnel, placing pairs of markers 10 m apart every 5 m.
- Divide the class into two teams (one tagging team and one running team).
- Each student in the running team attaches a tag-belt with two tags (one on each side of the hips).
- Each student from the tagging team stands in the tunnel between two of the markers. They may only move sideways to make a tag.
- Each student from the running team lines up at the start of the tunnel facing down the tunnel.
- In turn, each running student attempts to reach the other end of the tunnel without having their tags removed.
- When all running students have reached the end the remaining tags of the running team are counted.
- Teams then swap over.



### Variation

- Allow more than one student to run at once.

## Activity: Bucketball

### Playing area

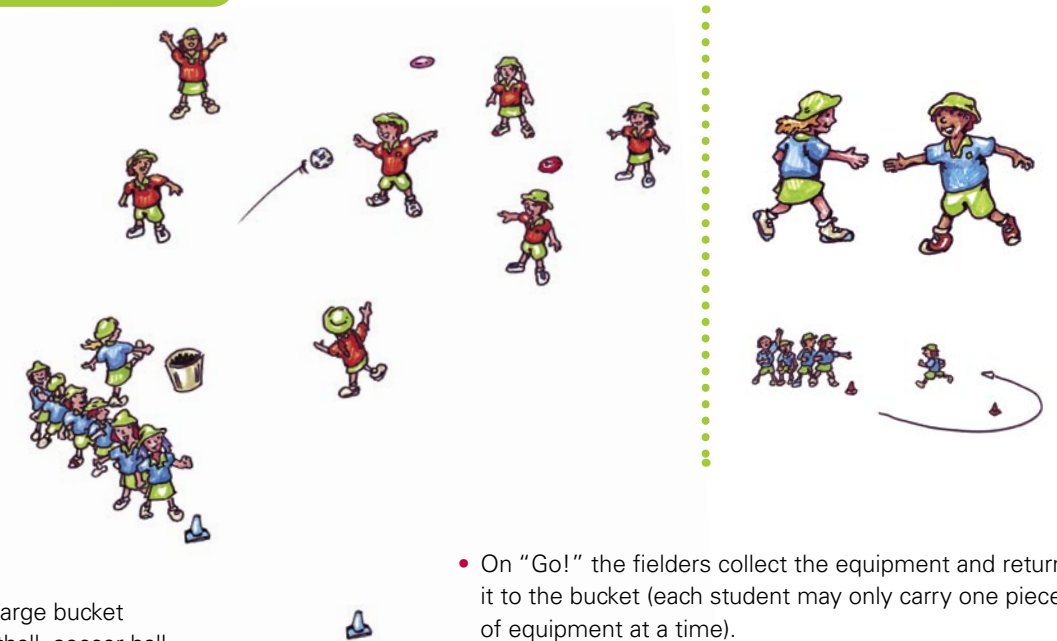
Grassed surface

### Equipment

Two markers, a large bucket containing a football, soccer ball, small ball, Frisbee, tennis racquet and tennis ball.

### Instructions

- Set out the markers as is shown.
- Divide the class into two teams, one batting one fielding.
- The batting team line up at the marker, fielders spread out in front of the bucket, at least 10 m away.
- The first batter throws, kicks or hits all of the equipment out into the field.
- The fielders are not allowed to move, but if a piece of equipment comes directly to them they may stop it.
- When all equipment (apart from the racquet) is out, the batter moves back to the team and calls "Go!"



- On "Go!" the fielders collect the equipment and return it to the bucket (each student may only carry one piece of equipment at a time).
- Whilst the fielders are retrieving the equipment the batters take turns to run out around the other marker.
- They call out the runs after each runner returns.
- When all of the equipment is back the fielders call "Stop!"
- The batting team score one run for each person that completes the relay.
- The batter goes to the end of the line and the next person moves up to the bucket.
- The batting team continue adding to their previous score.
- Change over when all students have had a turn.

### Variation

- Modify the task that students must perform to score runs.

# 20. Bucketball

## Teaching and learning adjustments

- Be flexible. If a student experiences difficulty kicking a ball let them throw or roll it or vice versa.

## Cool down: Orcs and hobbits

### Playing area

Grassed surface

### Equipment

Four markers, one ball

### Instructions

- Mark out a playing area 15 m x 15 m.
- Divide the class into two groups – Orcs and Hobbits
- Orcs have the ball and have to tag the Hobbits with the ball.
- Orcs throw the ball between themselves until one of them is standing near enough to a Hobbit to reach out and touch them with the ball.
- The ball is not to be thrown at the Hobbits.
- No tagging above shoulders.
- Orcs cannot run with the ball, step with the ball or release or drop the ball when they tag a Hobbit.
- Orcs only have three seconds with the ball.
- Hobbits become Orcs when they are fairly tagged.
- Once all students are Orcs, swap over.

### Variation

- Use a different shaped ball, eg a touch ball.

