

21. Crocodile river

Content focus of the activity/Assessment

- Balance and stability

Warm up: Mushroom

Playing area

Any flat surface

Equipment

One marker per pair

Instructions

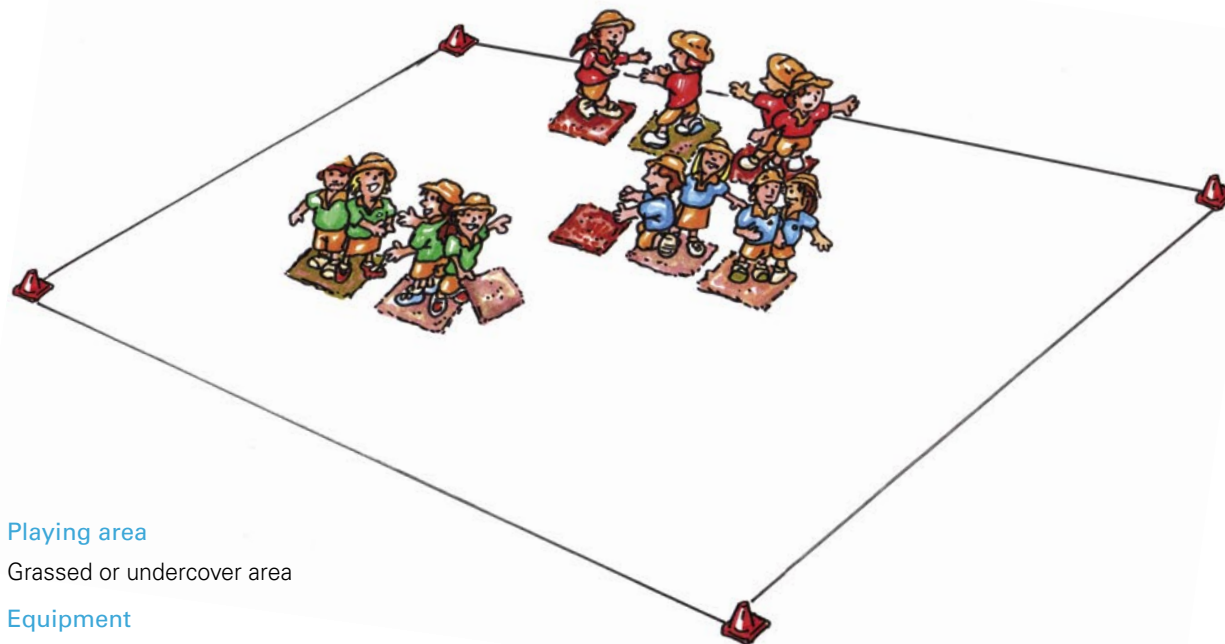
- Students stand opposite their partner with a marker (the 'mushroom') turned upside down between them.
- Students follow directions of teacher, eg jog, hop, bounce, freeze, turn away, clap, change partner.
- When teacher calls "Mushroom!" students attempt to pick up the mushroom before their partner.



Variation

- Vary the movement or actions that students are required to perform.
- Have students call out directions.

Activity: Crocodile river



Playing area

Grassed or undercover area

Equipment

Markers, three carpet squares per group

Instructions

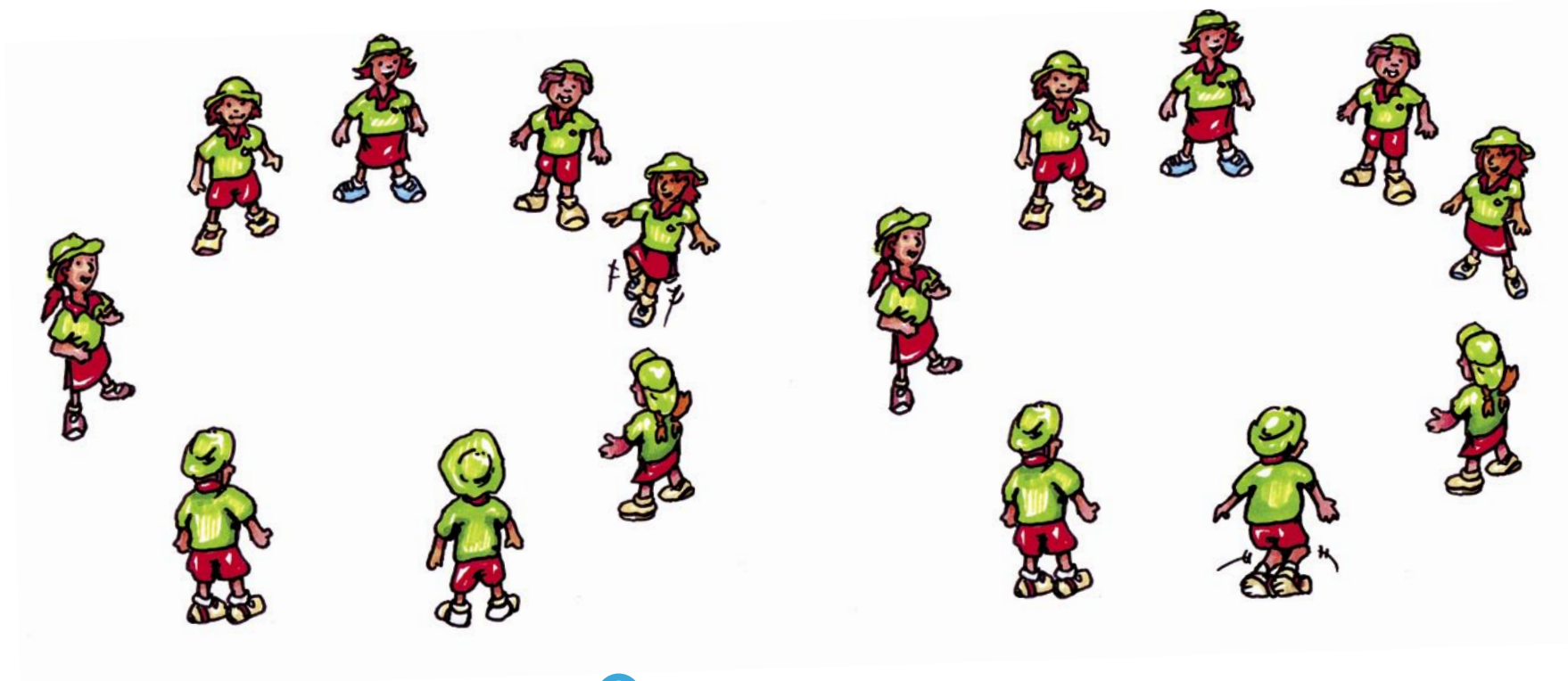
- Set out a river with the markers.
- Divide students into groups of four.
- Each group has three carpet squares.
- The object of the game is to cross the river without touching the grass.
- Students work together to move carpet from one end of the river to the other without letting their team members fall off.

- If students fall off they start again from the riverbank.
- The first team to make it across the river are the winners.

Variation

- Add in obstacles for students to navigate around.
- Collect items on the way.
- Complete small tasks to gain an extra carpet square for the team.

21. Crocodile river



Teaching and learning adjustments

- Create islands using hoops for students to stop and have a rest if needed.
- Give students extra carpet squares.

Cool down: Do this – do that

Playing area

Any flat surface

Equipment

One marker per pair

Instructions

- Divide the class into groups of six to 10.
- Groups stand in a circle.
- The first student in the group performs a simple action, eg clap hands.

- The next student repeats the first action and adds their own, eg touch knees.
- Each new student has to repeat the actions that have been demonstrated and add their own in the correct order.
- If the order is out of sequence the next student gets the chance to demonstrate it correctly.

Variation

- Have all students continue to perform the action that they introduced, so that eventually all students will be performing actions at the same time.

22. Tabloid fun

Content focus of the activity/Assessment

(Dependent on the 'Tabloid fun' activity)

- 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
- Skills for recreating in the outdoors
- Balance and stability
- Forces and motion

Warm up: Electricity tag

Playing area

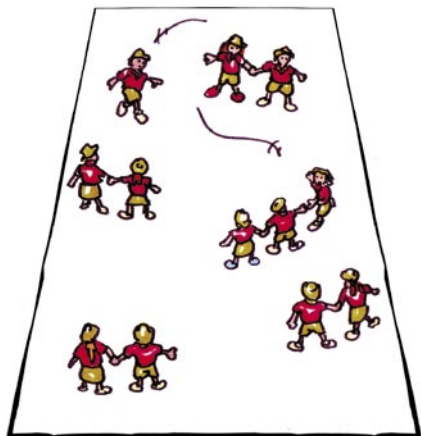
Any grassed surface

Equipment

Markers

Instructions

- Mark out clear boundaries.
- Students hold hands with a partner anywhere inside the area.
- One pair separate to become the 'chaser' and the 'chased'.
- Other pairs stand stationary, holding one of each others hands, but with their outside hands held outstretched.
- Students being chased may join hands at any time with any pair to avoid being tagged. When this contact is made, the student on other end is released and becomes the 'chased'.
- If the 'chased' student is tagged, they become the chaser.



Variation

- Blow a whistle to reverse chaser/ chased role.
- Introduce multiple students to be chasers or chased.

Activity: Tabloid fun

Playing area

Tennis courts or grassed surface

Equipment

Pencils, paper and clipboards/ card to lean on. Other equipment varies depending on the activities—see examples below.

Instructions

- Tabloid fun involves a series of small group activities that the groups set up and rotate around on the signal from the teacher.
- Each small group (four to five students) sets up one activity.
- On the signal from the teacher the students start the activity counting their score as they go.
- At the end of the time allocated (between two and five minutes) the teacher blows the whistle and the students stop and write down their combined scores on the paper.
- Note: Scores should be reasonably low each time, eg one point for every five successful catches.

Here are some ideas, but encourage students to create their own.

- Ball in the bucket (throwing tennis balls or similar into a bucket from a line).
- Standing long jump (use chalk marks with scores at intervals).
- Shooting balls (into a net or hoop).
- Throwing and catching (over a reasonable distance) between markers.



- Ball shuttle relay (taking a ball out to a marker, coming back to the start, collecting another ball and taking that out to a further marker than repeating a third time before tagging the next student in the team who brings the balls back one at a time).
- Hockey ball dribble (in and out of markers and back to tag the next student).
- Basketball dribble (around a marker and back).

22. Tabloid fun

Teaching and learning adjustments

- The adjustments that can be made depend on the activities, but ensure that all students have an opportunity to succeed.

Cool down: Zappers

Playing area

Any surface

Equipment

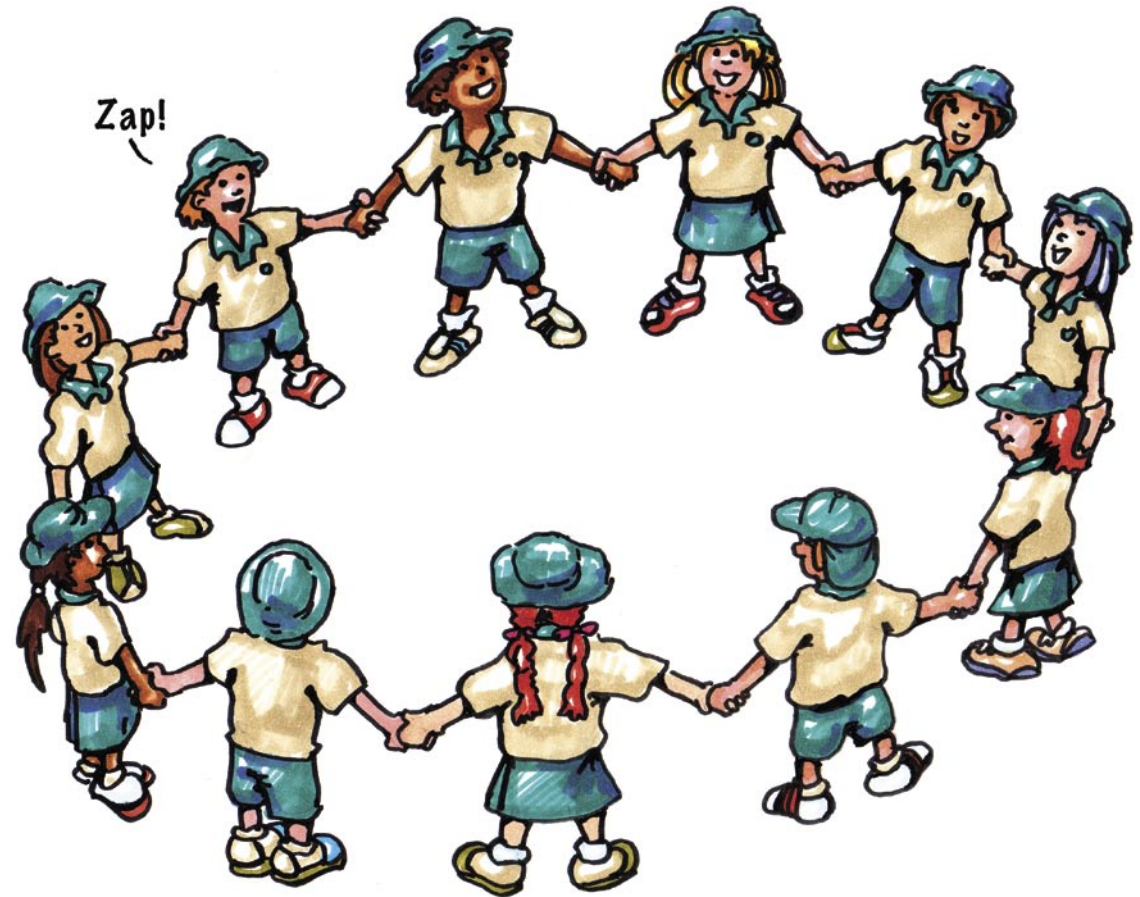
None

Instructions

- The class forms a large circle and holds hands.
- Choose two students to be the switches. These students should be on opposite points of the circle.
- On the whistle one of the switches squeezes the hand to their left, while the other switch squeezes the hand to their right.
- When other students in the circle feel their hand being squeezed they also squeeze the next hand, thus continuing the electricity flow.
- When the electricity ends up back at the switches they call out "zap".

Variation

- Students play with their eyes closed.
- Have students change the direction of the flow.



23. Build a score

Content focus of the activity/Assessment

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

Warm up: Pacman tag

Playing area

Basketball court

Equipment

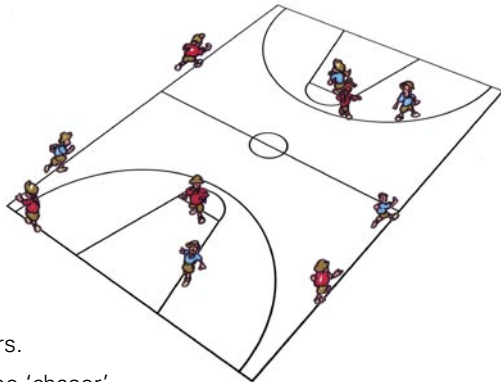
None

Instructions

- The game is played on the lines of the basketball court.
- Divide the class into pairs.
- One partner becomes the 'chaser' whilst the other is called the 'Pacman'.
- Pairs move apart from each other.
- On "Go!" the Pacman chases his partner.
- Both students must stay on the lines.
- The chased student must try to avoid being tagged until the whistle sounds.
- Reverse roles.

Variation

- Change the method of locomotion.



Activity: Build a score

Playing area

Basketball courts

Equipment

Four basketballs, markers

Instructions

- Mark out two large, equal sized circles in the middle of the court.
- Divide the class into four teams with six to eight students in each team.
- Two teams start as the 'timers' and stand with a ball in a circle around the markers.
- The other two teams start as the shooters and line up at the free throw line (or closer).
- On "Go!" the timers start. The first student dribbles around their team. When they return to their marker they chest pass to the student next to them. The chest passes continue around the circle until the ball is passed back to the first student.

- The first student then passes to the second student who repeats the pattern (dribbling around the circle and chest passing).
- This pattern continues until all students have had a turn at dribbling around the circle.
- While this is happening, the shooting team take turns to shoot baskets. Each successful shot is called out, keeping a running tally. The shooter, whether successful or not, must rebound their ball and pass to the next student before lining up for their next shot.
- The shooting team continues to build their score until the dribbling team has completed their task.
- Teams then swap over.

Variation

- Modify the activity that the timers are required to perform.



23. Build a score

Teaching and learning adjustments

- Modify the distance to the target.
- Use a lighter ball to shoot baskets, eg a volleyball.
- Allocate three points for a basket, two points for hitting the rim and one point for hitting the backboard.

Cool down: Around the world

Playing area

Basketball court

Equipment

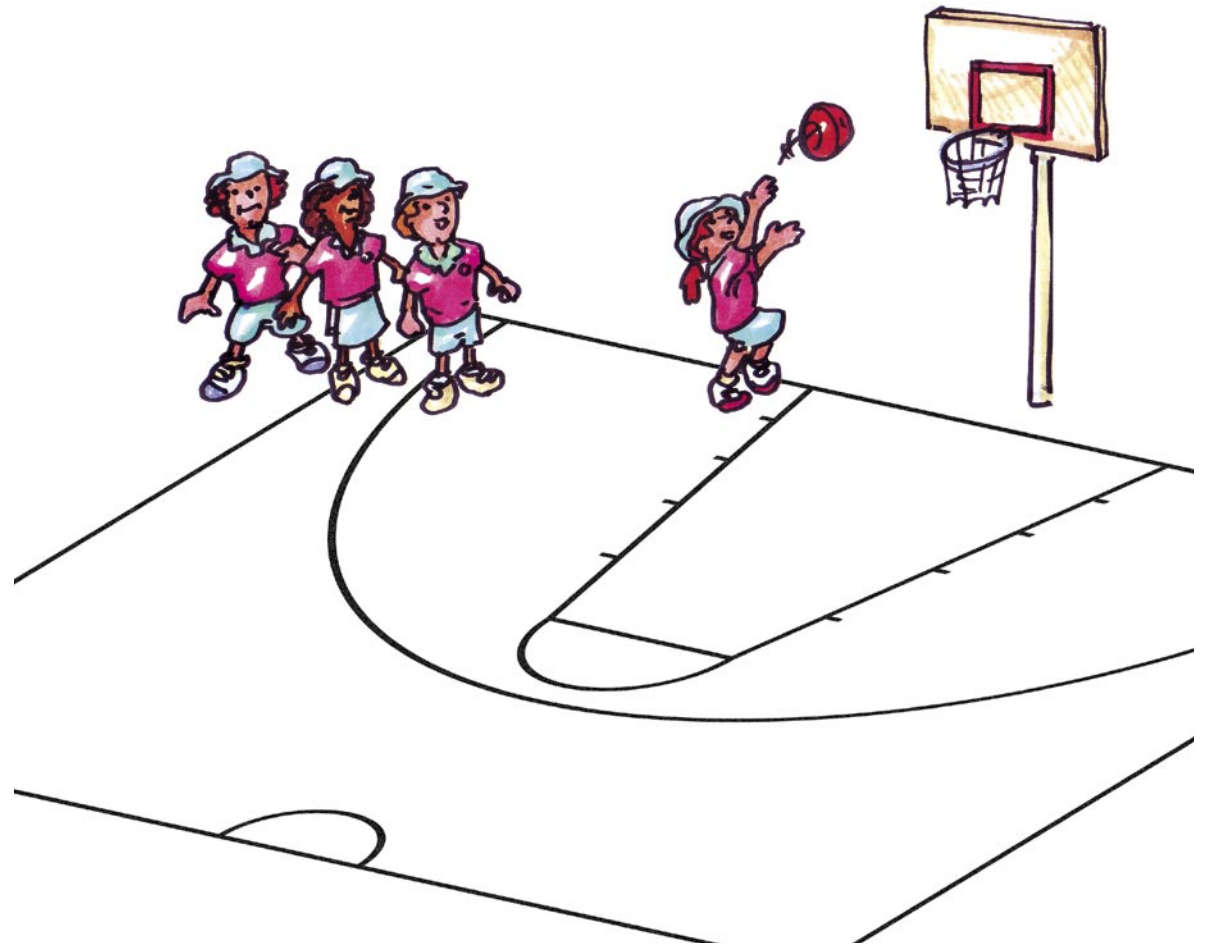
Basketballs

Instructions

- Divide the class into groups of four.
- Each group requires one basketball.
- The group lines up behind the first student who shoots for goal from the first position on the side of the keyway area.
- If they are successful they move to the next position along the side of the keyway area for their next turn.
- An unsuccessful shot for goal results in the student staying at this position for their next shot.
- Students try to get 'around the world' to the same position on the other side of the keyway area as quickly as possible.

Variation

- Alter the position from where the shots are taken.



24. Continuous pair's 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: Bunny tails

Playing area

Grassed surface

Equipment

Sashes, hoops, markers

Instructions

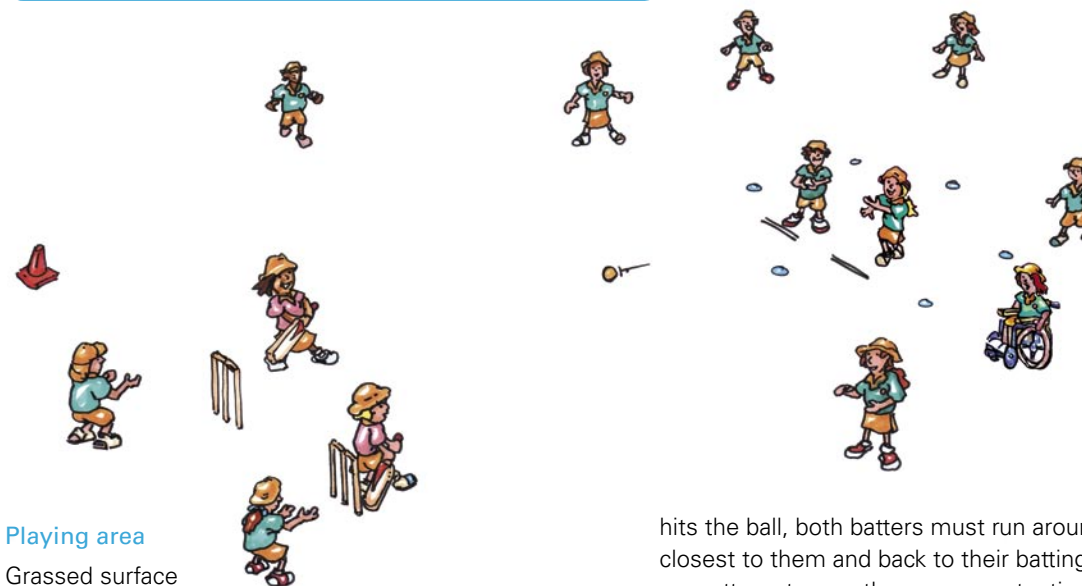
- Mark out a large circle and position hoops randomly spaced inside it.
- Select five students to stand outside the circle. These students are called 'the farmers'.
- The rest of the class, are called 'bunnies' and they place a sash (bunny tail) in the back of their shorts.
- The bunnies stand inside one of the hoops (burrows).
- On the whistle, the bunnies must leave their hoop. The farmers chase the bunnies trying to catch their tail.
- When whistle sounds again, the bunnies run back into the burrow where they are safe and can no longer be chased.
- Any bunnies who have had their tails caught, become farmers.
- Start a new game with different farmers.

Variation

- See which farmer can catch the most bunny tails.



Activity: Continuous pair's cricket



Playing area

Grassed surface

Equipment

Two sets of wickets, two cricket bats, one tennis ball or kanga cricket ball, markers

Instructions

- Set out the field as shown
- Divide the class into pairs.
- The fielding team includes two wicket keepers who stand behind the wickets and two bowlers who stand inside the circle of markers. The bowlers are not allowed out of the circle. The remainder of the fielding team spread out in the field.
- One of the bowlers starts the game by bowling underarm at one of the batters. When either batter

hits the ball, both batters must run around the marker closest to them and back to their batting spot. Batters may attempt more than one run at a time.

- The fielding team must try to field the ball and throw it into the bowlers in the circle.
- The bowler who catches the ball thrown back does not have to wait for the batters to return to the batting area. They may bowl the ball underarm at either of the wickets straight away.
- Both of the pair are out if one of them is bowled out or if they are caught after hitting the ball.
- Once out, batters become fielders; fielders become bowlers; bowlers become wicket keepers and wicket keepers become batters.

Variation

- This can also be played as a soccer-kick game.

24. Continuous pair's cricket

Teaching and learning adjustments

- Modify the distance between the bowler and the wickets or the batter and the marker.
- Insist that the ball is bowled on the full or with only one bounce.
- Allow the batters to use a tennis racquet or paddle bat instead of a cricket bat.
- Allow batters to hit the ball off a batting tee (marker) if they miss the bowled ball.

Cool down: Top of the tree

Playing area

Grassed surface

Equipment

One cricket bat and one tennis ball or kanga cricket ball per group

Instructions

- Divide the class into groups of six, one batter and five fielders.
- The fielders position themselves in a semi-circle 4m from the batter.
- The fielders stand in the catching position.
- One of the fielders' bowls the ball underarm to the batter who hits a catch or ground ball back to the fielders.
- If the fielder drops the catch or fumbles the ground ball, they move to the last position in the semi circle (the 'bottom of the tree'). The rest of the fielders move around one position to cover their spot.
- After the batter has had five hits the fielder at the start of the semi circle (the 'top of the tree') becomes the batter and the batter goes to the bottom of the tree.

Variation

- Give the students five lives to begin the game, and they need only move to the bottom of the tree when their lives run out.



25. Doctor, doctor

Content focus of the activity/Assessment

- Skills to gain and maintain control and possession
- Balance and stability

Warm up: Snowball tag

Playing area

Any flat surface

Equipment

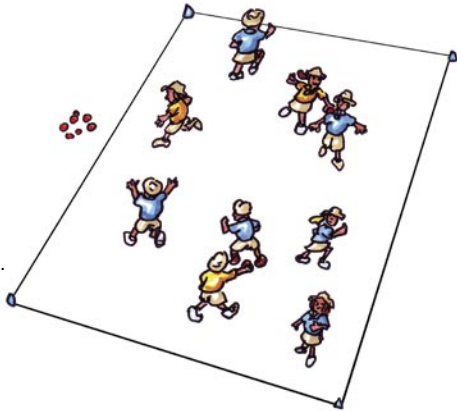
Small balls or beanbags, markers

Instructions

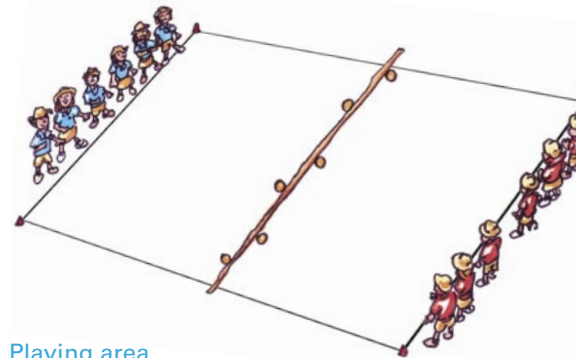
- Mark a 15 m x 15 m square.
- Place the balls together at the edge of the square.
- One student is selected as the tagger and begins with a ball. All other students are randomly spaced inside the square.
- The tagger attempts to catch other students by tagging them with the ball.
- All students caught collect a ball and become taggers.
- Continue playing until all students have been tagged.

Variation

- Taggers must dribble a ball while they chase (eg soccer ball, basket ball).



Activity: Doctor, doctor



Playing area

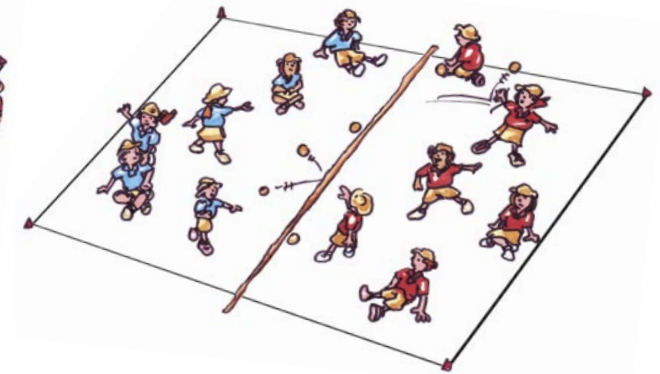
Grassed surface

Equipment

Tug-o-war rope to divide the area in half, six gator balls (foam).

Instructions

- Divide the class into two teams.
- Mark out a rectangular playing area and divide it in half with the rope.
- Students may not cross into the oppositions half.
- Each team secretly selects one student to be the 'doctor'. The doctor is the only person on each team that is able to bring another student back to life if they have been hit by the ball.
- To begin the game, the balls are placed along the rope and all students must be behind the baseline.
- On "Play!" the students run in, retrieve the balls and throw them at the opposition team members. Any students hit by a ball must sit down immediately on the spot where they were hit.



- The doctor, without revealing their identity, now attempts to touch the seated student to bring them back into the game. If the doctor is hit by the ball at any stage, they must sit down on the spot immediately.
- Play continues until one team is completely seated.

Variation

- Time limits can be set after which time the team with the most students still standing is the winner.
- Have more than one 'doctor'.
- If the ball is caught, the thrower sits down.
- Students may not pick up the balls until they have either stopped rolling, or crossed the baseline.
- Appoint two 'nurses' who may bring the doctor (but only the doctor) back to life if they get hit.

25. Doctor, doctor

Teaching and learning adjustments

- Increase the size of the playing area to help all students have more chance of avoiding being hit.
- Designate a no-go area at the front of the court so that it becomes more difficult to hit an opponent with a ball.
- Introduce human shields who are resistant to being hit and can assist other students.
- Referees may be used to call out students names when they are hit.

Cool down: Longest tail

Playing area

Grassed surface

Equipment

Beanbags, markers

Instructions

- Divide students into groups of four with each student in the group choosing a different coloured beanbag.
- The teams line up behind their markers.
- Designate an order that the beanbags must be thrown in, eg blue, red, green, yellow.
- The first student in each team throws their beanbag underarm, out in front of them. This becomes the 'head'.
- The next student in the team repeats and attempts to throw their beanbag further than the first beanbag.
- This pattern is continued until the last beanbag (the tail) is thrown.
- The aim for each team is to try to have the longest distance from head to tail whilst ensuring their coloured pattern is correct.

Variation

- Try to achieve the 'shortest tail'.
- Have students throw with their non-preferred hand.



26. Dribble and pass

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: Individual beat the ball

Playing area

Basketball/ netball court

Equipment

One basketball per group, markers

Instructions

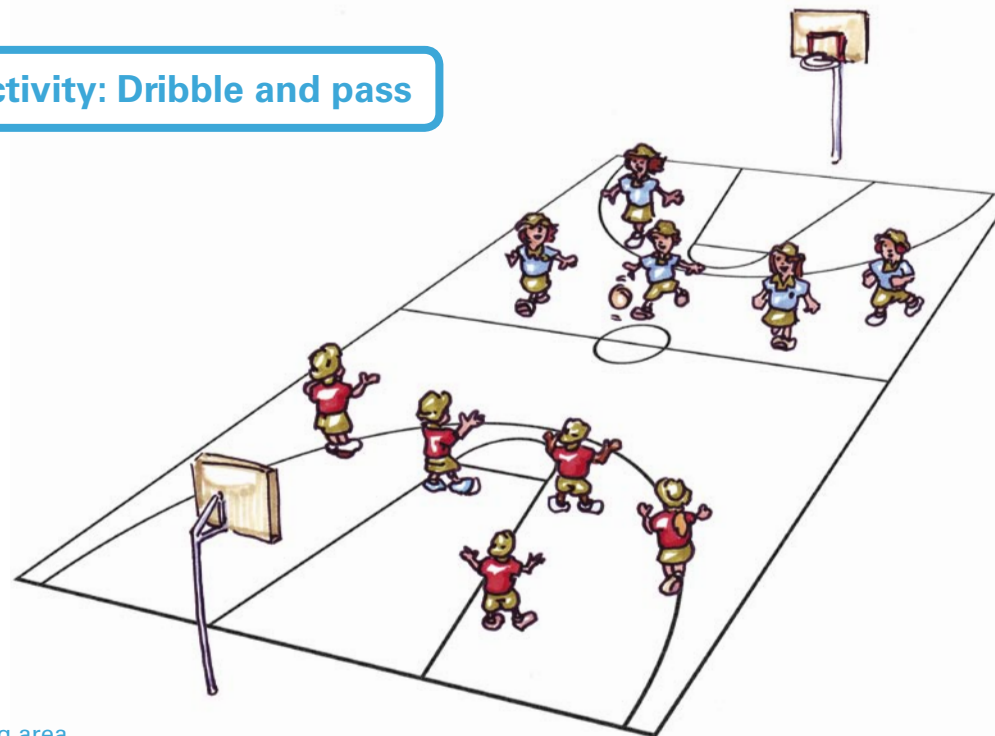
- Divide students into groups of five or six.
- Each group marks out a circle and stands behind the markers.
- One student in each group starts with the ball.
- They pass the ball to the left and run on the outside of the circle in a clockwise direction.
- Students on the inside quickly pass the ball around the circle and try to beat the other student back.
- Rotate until all students have a turn.

Variation

- Change the method of locomotion around the circle.
- Modify the size of circle.
- Modify number of students in each group.



Activity: Dribble and pass



Playing area

Basketball courts

Equipment

Two basketballs, bibs

Instructions

- Divide the class into four teams each wearing a different set of coloured bibs to enable two games to take place (two teams per game).
- Teams start in their own defensive half of the basketball court.
- Play starts with a throw in from behind the baseline. When students receive the ball they are allowed up to five dribbles before they must pass it to another student.

- The team not in possession of the ball cannot defend the attacking team until they pass the half way line.
- The defending team may only have one student at a time defending the student in possession of the ball.
- If a goal is scored, play is re-started by the opposite team who throw the ball in from their baseline.
- Play short games to enable each team the opportunity to play all other teams.

Variation

- Have one student standing off the side of the court who may be used as a passing option, but cannot be defended.

26. Dribble and pass

Teaching and learning adjustments

- All students in the team must touch the ball before a shot on goal is attempted so that all students are contributing.
- Only allow passive defence so that passes can be made without interference.
- The goal can be replaced by having a student standing in a hoop in the goal circle. A goal is then scored by passing the ball to this student.



Cool down: Mouse trap

Playing area

Basketball/ netball court

Equipment

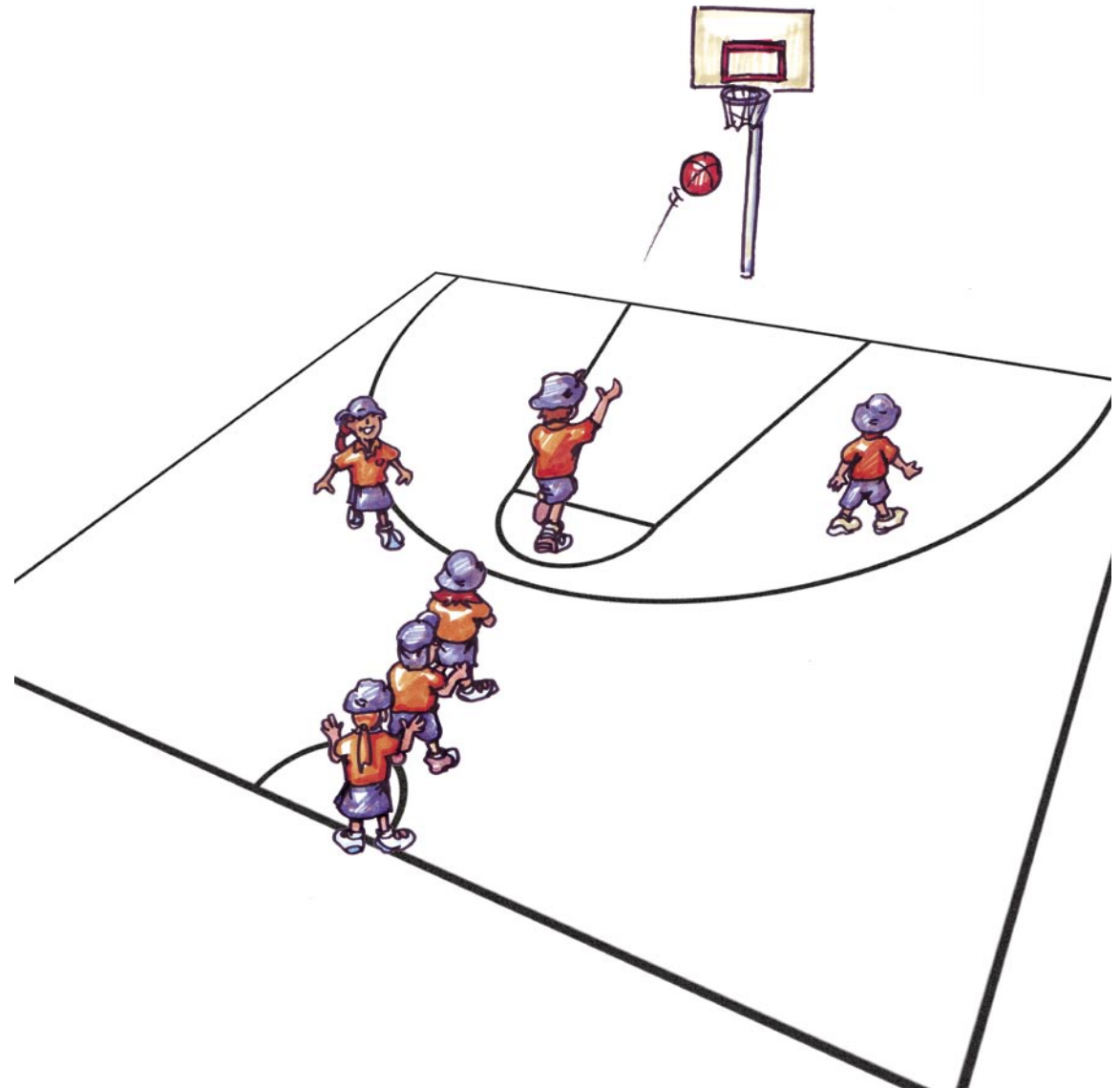
Two basketballs

Instructions

- Divide the class into two groups, each with a basketball.
- Each team lines up at the free throw line.
- The first student from each team has a shot for goal.
- If successful the student goes to the back of the line for another shot.
- If unsuccessful the student must walk back and forward around the three point line (in the 'mouse trap').
- A student is only freed from the mouse trap (and re-joins the line) when another student makes a successful shot.
- If the last student in the group is unsuccessful with their shot they join the mouse trap and the trap goes off.

Variation

- Allow students to take their shot from anywhere on the court.



27. Five pin

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: Sharks and fish

Playing area

Grassed surface

Equipment

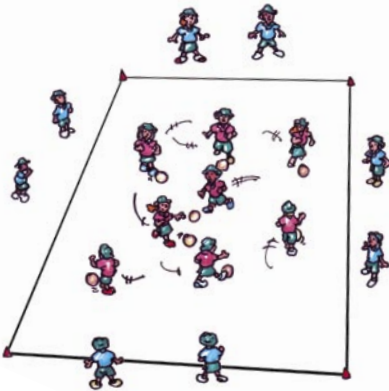
Soccer balls, markers.

Instructions

- Mark out a clear boundary.
- Divide the class into pairs, one partner called the 'fish' and the other called the 'shark'.
- Each pair stands at a marker on the boundary with a soccer ball.
- On commencement the fish dribbles the ball with their feet randomly inside the area, avoiding other students.
- On the whistle, the shark waiting at the marker runs into the area and attempts to kick their partner's ball away.
- After a short period of time roles reverse.

Variation

- Use alternate equipment, eg dribble a hockey ball or bounce a basketball.



Activity: Five pin

Playing area

Grassed surface (20 m x 30 m)

Equipment

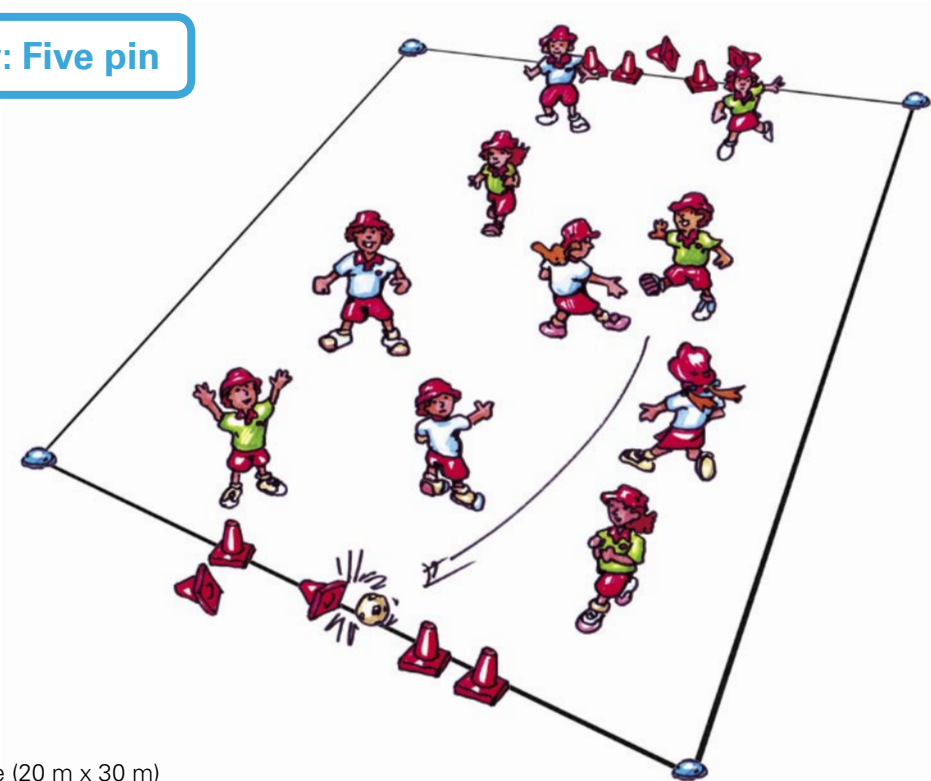
Two soccer balls, 20 cones, markers, bibs

Instructions

- Mark out two fields, each with five cones set up at both ends of the playing area.
- To set up two games, divide the class into four teams of six to eight students.
- The objective of the game is to knock over the opposition's five cones with the soccer ball whilst defending your team's cones from being knocked over.

Variation

- Students may pass and dribble the soccer ball maintaining possession for their team.
- When all of one team's cones have been knocked over, all cones are replaced and teams swap ends.
- If the ball runs out of play, the re-start may be made with a throw in or kick off the ground.
- Goalkeepers may be used (these students may use their hands to stop the ball).



27. Five pin

Teaching and learning adjustments

- Use a whistle blast to give the student closest to the ball a free shot at the cones.
- Students should be encouraged to consider how to structure their team to provide equal opportunity to attack and defend.
- Divide the playing area up in to zones and restrict student movement from one zone to the next.
- Allow each team to have one student who stands off the side of the pitch that may be used as a passing option but may not be defended.

Cool down: Trap and pass

Playing area

Grassed surface

Equipment

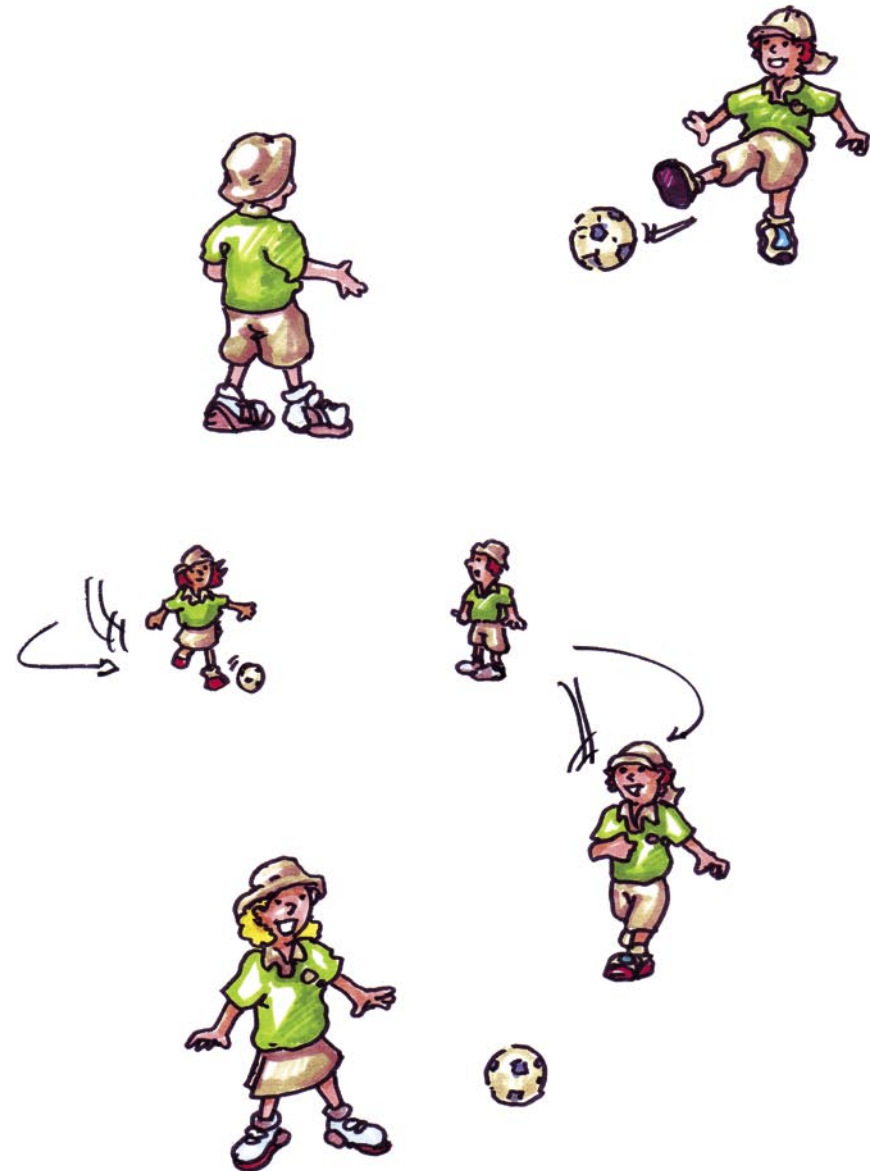
One soccer ball per pair

Instructions

- Divide the class into pairs and allocate one soccer ball per pair.
- Pairs stand three metres apart from each other, randomly spaced.
- Each pair passes and traps 10 times each with their right foot and 10 times each with their left foot.
- The student with the ball then dribbles to the next closest student who is waiting for a new partner and repeats the pattern.

Variation

- This can be performed with a variety of equipment, eg volleyballs, footballs, netballs, paddle bats and tennis balls etc.



28. Flexiball

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 relays

Playing area

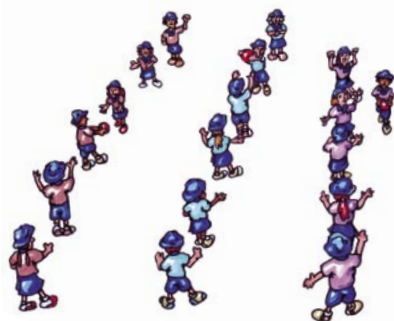
Any flat surface

Equipment

Large balls

Instructions

- Divide the class into teams of six.
- Students stand in lines, each at arms distance behind the student in front of them.
- On the whistle the ball is passed down the team's line.
- When the ball reaches the end of the line, the back student carries the ball to the front and repeats.
- Play continues until all students have had a turn at the front of the line.



Variation

- Possibilities include:
 - under / under / under / under
 - over / over / over / over
 - under / over / under / over
 - left side / right side/ left side / right side
 - rolled down the tunnel between students legs (tunnel ball style).

Activity: Flexiball



Playing area

Basketball/ netball court

Equipment

Two netballs, bibs, four hoops

Instructions

- Divide the class into four teams (for two games), each team wearing different coloured bibs.
- The aim of the game is to pass the ball to the student in the goal zone standing in the hoop.
- Play begins with a toss or a pass to one of the students.
- The game starts with three simple rules:
 1. No running with the ball (one foot must remain planted when in possession).
 2. No defending the student in possession of the ball closer than one metre.
 3. No students allowed inside the goal zone except the student standing in the hoop.

- After a set period of time rotate the teams so that each has an opportunity to play against all other teams.
- After every couple of rounds of play, give the students the opportunity to modify the rules.

Variation

- Suggestions to students may include:
 - determining a number of consecutive passes before a goal can be scored
 - dribbling
 - defending closer during play and from inside the goal zone
 - three second possession of the ball.

28. Flexiball

Teaching and learning adjustments

- Insist all students have passed the ball before each shot on goal is attempted.
- Divide the court into zones and restrict student movement to their specified zone.
- Encourage students to consider necessary adjustments when they are modifying the rules.

Cool down: Pass and bob

Playing area

Any flat surface

Equipment

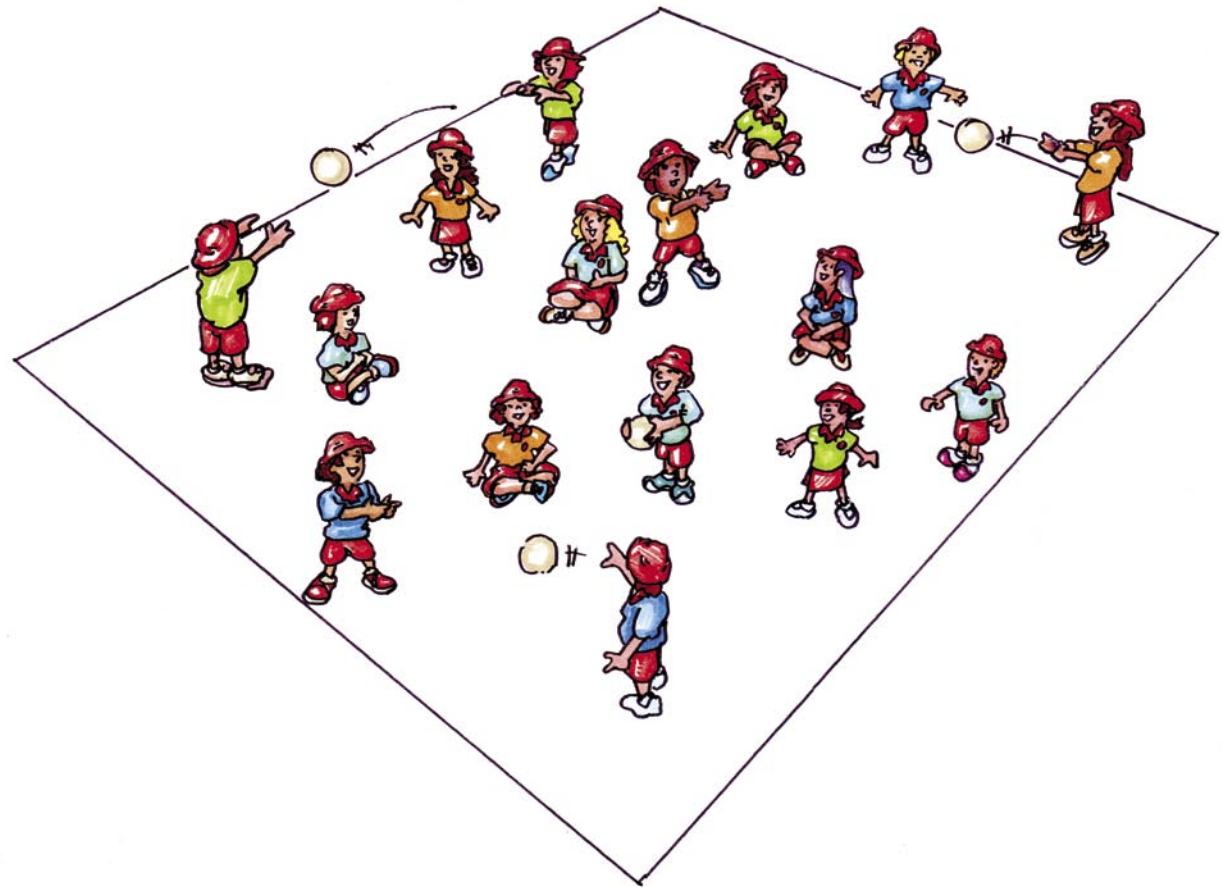
Four netballs, bibs

Instructions

- Mark out a clear boundary.
- Divide the class into four teams.
- All students spread out randomly in the area.
- Choose one student from each team to start with the ball.
- On the whistle this student passes the ball to someone on their team and then bobs down.
- Receiving student repeats, passing to another student close by and bobbing down.
- Continue the pattern until the last student in the team catches the ball and bobs down.
- Students may dribble closer to their team mate they are passing to if their pass is not going to reach.

Variation

- Modify the type of pass students are to perform.
- Have students pass in a particular order, eg oldest to youngest.



29. Frisbee football

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: Snap, crackle, pop

Playing area

Grassed surface

Equipment

Bean bags, one hoop, markers

Instructions

- Mark out a circle and place the hoop in the centre, place the beanbags in the hoop.
- Divide the students into groups of three. One becomes snap, one becomes crackle and the other becomes pop.
- Form one large circle ensuring each group of three are sitting together with all students facing the centre of the circle.
- The teacher calls out either "Snap!", "Crackle!" or "Pop!"
- The student group selected must run around the circle in a clockwise direction.
- The other two students form an arch way for their team member to run through.
- Once the student returns to their spot they run through the archway and take a beanbag from the centre.
- Allocate various points for different coloured beanbags.

Variation

- Change the method of locomotion.
- Create a bigger/ smaller circle
- Add in balls to dribble whilst travelling around the circle.



Activity: Frisbee football

Playing area

Grassed surface (20 m x 30 m)

Equipment

Frisbees, markers, bibs

Instructions

- Set out rectangular pitches with a touchdown zone at each end (to have multiple games running simultaneously).
- Divide the class into teams of five or six.
- The team in possession has up to five passes to reach the other team's 'end zone'.
- The Frisbee carrier may not move while in possession.
- A touchdown can only be scored by catching the Frisbee in the end zone.
- If the Frisbee carrier is tagged between by an opponent, the opponent gains possession.



- Only one touchdown is allowed per student until all students have scored.
- The team with the most touchdowns after a specified period of time wins.

Variation

- Rather than tagging, possession is lost if the Frisbee is dropped.
- This game can be played with a ball rather than a Frisbee.
- Insist students to have a minimum number of passes before a touchdown can be scored.

29. Frisbee football

Teaching and learning adjustments

- Divide the area into zones and restrict student movement to their specified zone. Have students of similar ability within each zone.
- Give students five seconds before they may be tagged.

Cool down: Frisbee Golf

Playing area

Grassed surface

Equipment

Frisbees, markers, hoops

Instructions

- Space out at random nine hoops and nine markers.
- Divide students into small groups.
- Each group requires one Frisbee.
- Groups select one marker (tee) and one hoop (hole). They may throw the Frisbee towards any hoop from any marker.
- The students then take turn to see how many throws it takes to land the Frisbee inside the hoop.
- The winner is the student who takes the least number of throws.

Variation

- Keep score over multiple holes.
- Roll a ball instead of throwing a Frisbee.



30. Go for glory

Content focus of the activity/Assessment

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

Warm up: Speedway

Playing area

Grassed surface

Equipment

One soccer ball per pair, markers

Instructions

- Arrange the markers into a large circle.
- Divide the class into pairs and have each pair standing at a marker.
- The first partner stands on the outside of the marker with their foot on top of the ball.
- The second partner stands inside the marker.
- On "Go!" the first student dribbles the ball around the outside of the circle until they return to their starting position.
- Their partner repeats the dribble.
- Pairs are awarded points based on their finishing position.

Variation

- Various types of equipment may be used, eg bouncing a football.
- On the whistle, dribblers change direction.



Activity: Go for glory

Playing area

Grassed surface

Equipment

Soccer balls, markers (soccer goals if available)

Instructions

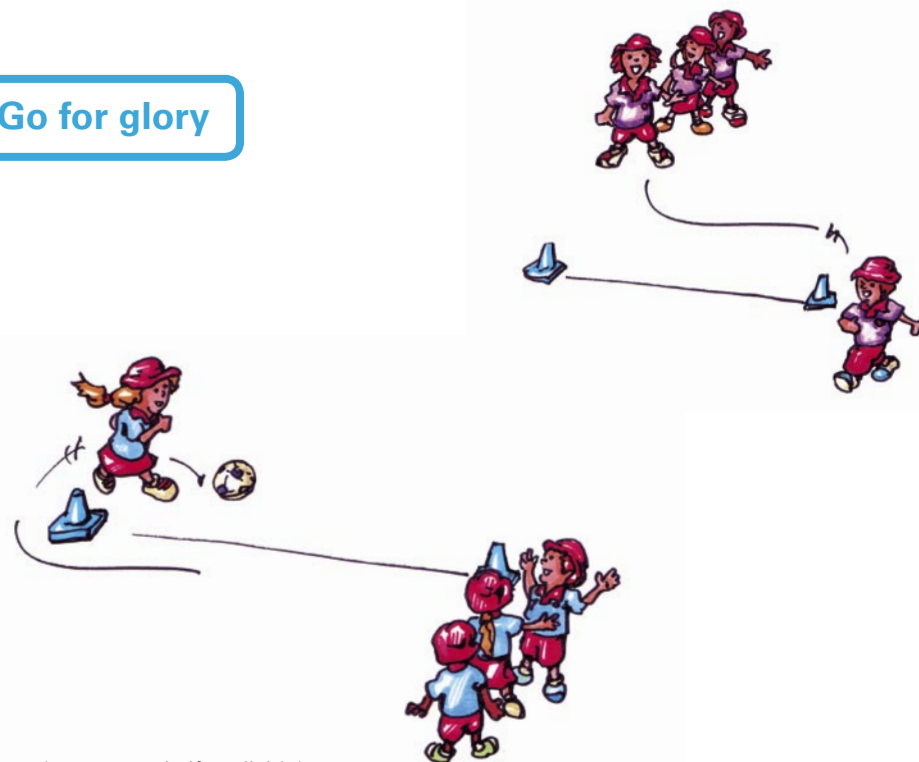
- Divide the class into small teams (for multiple games).
- One team will be the shooters. The other team will be the defenders.
- Teams line up on either side of the goals, five metres away.
- One student at a time, the defending team must run around the far end of the goals and move to the front of the goals to act as the goalkeeper to stop the ball.
- One student at a time, the shooting team must run around a marker five metres out from the goals, and shoot at the goals.
- If the goalkeeper stops the shot on goal, the defending

team earns one point; if the goal is scored the shooting team earns one point.

- After a specified period of time, teams swap roles.

Variation

- Students shooting on goal must dribble in and out of markers.
- Set up a two versus one situation with two shooters at a time.
- Introduce a defender to assist the goal keeper.



30. Go for glory

Teaching and learning adjustments

- Allow multiple shooters to attack together.
- Allow the goal keeper to start in position.
- Modify the distance from which a shot on goal may be taken.

Cool down: Soccer mania

Playing area

Grassed surface

Equipment

Soccer balls

Instructions

- Divide the class into pairs with one ball between two students.
- Each pair must move into space so as to not interfere with other pairs.
- Practice balancing the soccer ball using different parts of the body including:
 - the foot
 - the thigh
 - the head
 - the chest.
- Work with your partner to keep the soccer ball in the air using the different parts of the body.

Variation

- Allow the ball to bounce once before making contact with it.

