

31. Koolchee

Content focus of the activity/Assessment

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

Warm up: Chinese wall

Playing area

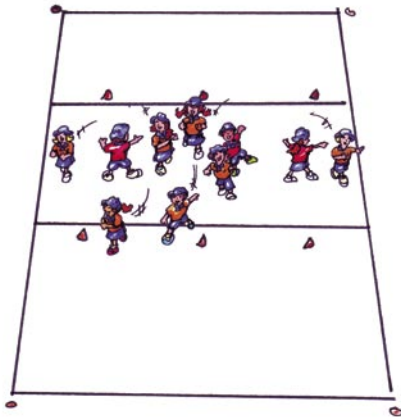
Basketball/ netball court

Equipment

Rectangle area the size of two basketball courts, markers

Instructions

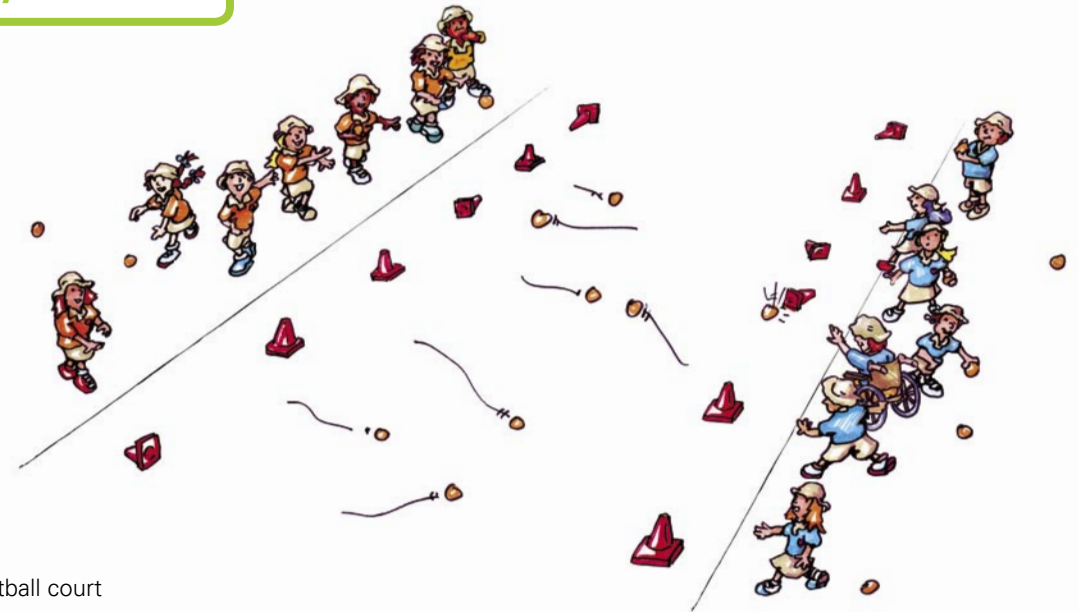
- Set out a line of markers two metres either side of the half way line.
- Select three students to be 'taggers' to stand within this area ('the wall').
- Line up the class at one end of the basketball court.
- On "Go!" students run through the wall to the other side of the court trying to avoid the taggers.
- Taggers may only tag from inside the two metre wall.
- If runners are tagged, they join the taggers on the wall.



Variation

- Change the method of locomotion.
- Students on wall may only pivot.

Activity: Koolchee



Playing area

Basketball/ netball court

Equipment

Tennis or kanga cricket balls, cones

Instructions

- Set up eight cones approximately two metres in from the sideline on both sides of the court.
- Divide the class into two teams giving each team three basketballs.
- Each team lines up behind their sideline.
- Both teams attempt to roll their basketballs to the other side of the court to knock down the cones.
- Students may retrieve any balls rolled across their side line. No students are permitted to retrieve balls that stop in the court.
- Students should try to avoid knocking over the cones on their side when rolling their balls.
- Teams may roll their balls at their opponent's balls to prevent them from knocking over their cones.

Variation

- Set time limits.
- Use students from both teams to act as retrievers for the ball rollers.

31. Koolchee

Teaching and learning adjustments

- Use a ball sending ramp, eg plastic guttering.
- Vary the distance to the cones.
- Vary the size and number of cones.

Cool down: Don't touch it

Playing area

Basketball/ netball court

Equipment

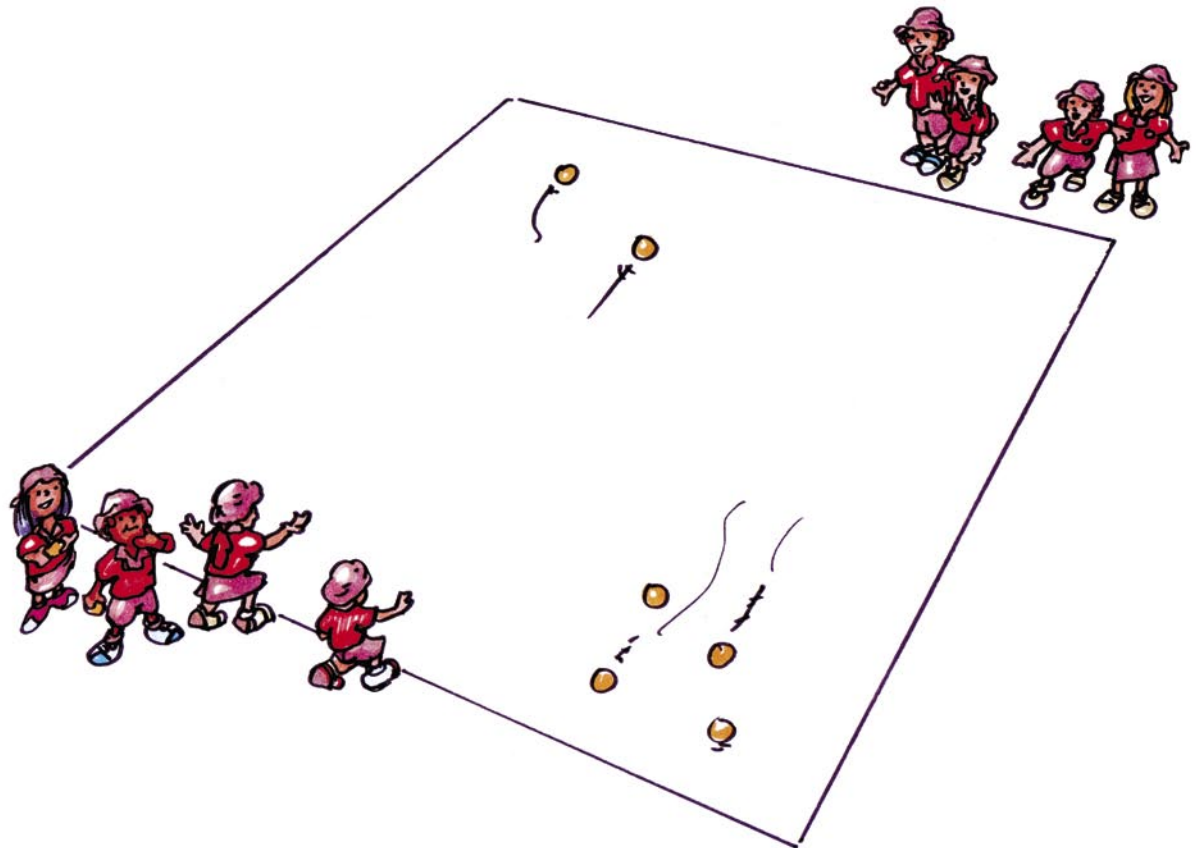
Tennis balls or kanga cricket balls

Instructions

- Divide the class into pairs.
- Give each student their own ball.
- Within each pair, one partner determines which line on the court to start the game from.
- In turn each student rolls their ball to the fence/ edge of the court trying to get their ball to stop before it touches.
- The student whose ball is closest to the fence/ edge without touching scores one point and decides which line the next game starts from.

Variation

- Use what ever playground markings are available.



32. Line 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
- Balance and stability
- Forces and motion

Warm up: Spitfires and bombers

Playing area

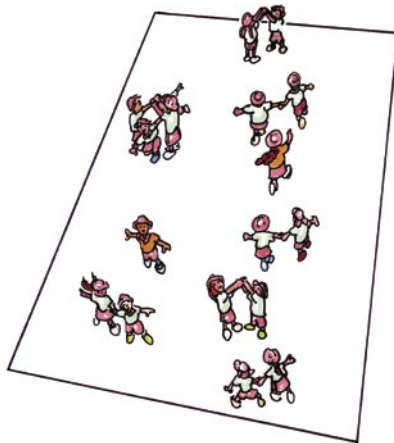
Grassed surface

Equipment

Markers

Instructions

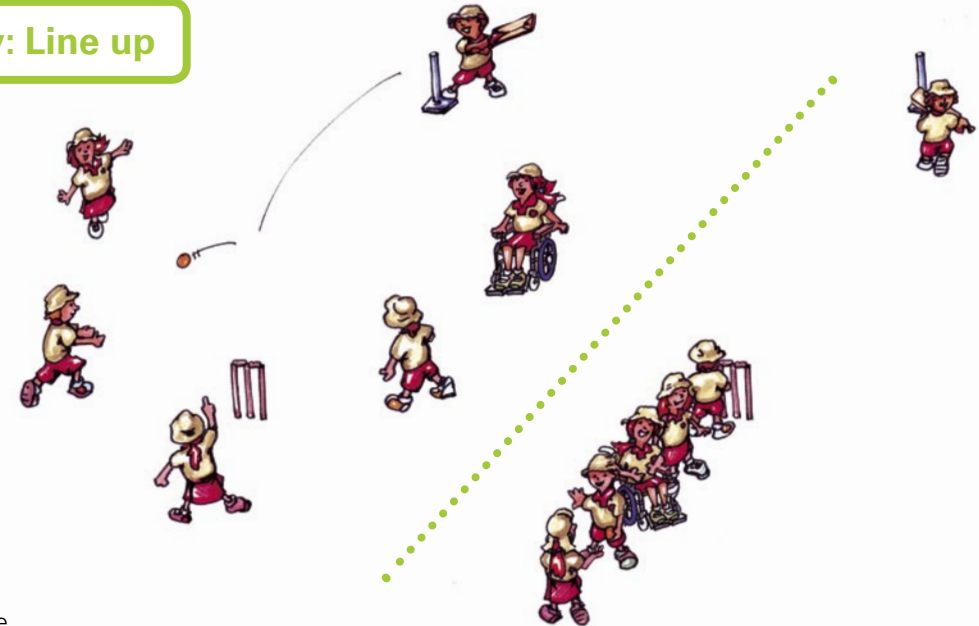
- Mark out a clear boundary.
- Divide the students into pairs.
- Two students are selected to be the 'spitfires'.
- The rest of the class become 'bombers'.
- The bombers hold hands and run away from spitfires.
- When spitfires tag bombers they form a hanger, creating an archway by holding their partners hands above their heads.
- They are only free to run again when another pair of bombers run through the hanger.



Variation

- Change the method of locomotion.
- Introduce more spitfires.
- Change the size of the area.

Activity: Line up



Playing area

Grassed surface

Equipment

Wickets, small balls, cricket bats, batting tees and markers

Instructions

- Divide the class into groups of six to eight (for multiple games to run simultaneously).
- Give each student in the group a number for their batting order.
- The first batter hits the ball off the tee, then runs back and forward between the wickets.
- The rest of the students in the group act as fielders. The student closest to where the ball has been hit collects the ball. All other students run and line up behind that fielder.

- The front student then passes the ball to the student behind. This pattern continues until the ball reaches the last student in line. That student then runs to the wickets and touches them with the ball.
- The batter stops running at this time and calls out their score.
- The second batter then comes forward for their turn.
- Repeat for all batters.

Variation

- The fielder must throw at the wickets instead of running in and tapping them.
- Instead of hitting off the tee, one student can bowl the ball to the batter.

32. Line up

Teaching and learning adjustments

- Modify the task so students are required to perform to score runs, eg count backwards from ten.
- Allow batters to hit the ball with a tennis racquet or paddle bat to increase the chance of making contact.
- Designate a zone that fielders may not enter until after the ball has been hit.

Cool down: Batting circus

Playing area

Grassed surface

Equipment

Cricket bats, small balls

Instructions

- Divide the students into groups of three
- Allocate one bat and one ball for each group.
- Students take turns to practice their skills using the bat and ball.
- Some ideas include:
 - balance the ball on the bat
 - roll the ball up and down the bat
 - tap the ball 10 times in the air with the bat
 - tap the ball five times in the air with the thin part of the bat
 - tap the ball in the air on each side of the bat.

Variation

- Encourage students to come up with their own tricks.



33. Multi diamond ball

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: Run and tag

Playing area

Grassed surface

Equipment

Tag-belts and markers



Instructions

- Set out the markers in a large circle.
- Divide students into teams of three and line each team up behind one of the markers.
- Each student attaches a tag-belt with two tags (one on each side of the hips).
- On "Go!" the first student from each team runs into the circle. They attempt to tag a belt from any student in the circle, whilst avoiding being tagged.
- If students make a tag, they drop the tag on the ground.
- Any student who makes a tag or is tagged themselves, returns to their team and is replaced by the next student in line.
- "Change!" means all students in the circle return to their team and are replaced.
- After a specified period of time, students return to their team and count tags still intact.

Variation

- Change the method of locomotion.

Activity: Multi diamond ball



Playing area

Grassed area

Equipment

Two tee-balls, two tee-ball tees, two soccer balls, two footballs, two tennis racquets, two tennis balls and two sets of bases

Instructions

- Divide the class into four teams, two batting teams and two fielding teams (for two games to run simultaneously).
- The fielding team position themselves on the three bases, the pitching plate and in outfield positions.
- On "Play!" the first student for the batting team strikes the ball off the tee, kicks the soccer ball, kicks the football and hits the tennis ball with the racquet.

- The batter then runs around bases and back to their home marker. During this time, the fielding team need to collect the balls as quickly as possible and carry, throw and kick the balls to each of the three bases and the pitcher's plate, ie one ball on each base.
- The batting team are awarded one point for every base they run past until the fielding team have returned all of their balls to the bases.
- Play re-starts and continues until all students have batted. Teams then swap over.

Variation

- Modify the equipment used.

33. Multi diamond ball

Teaching and learning adjustments

- Adjust the distance around bases.
- Insist that fielders must remain behind the base line until all equipment is in play.
- Insist that all fielders must remain stationary until all equipment is in play.

Cool down: Walk and throw

Playing area

Grassed surface

Equipment

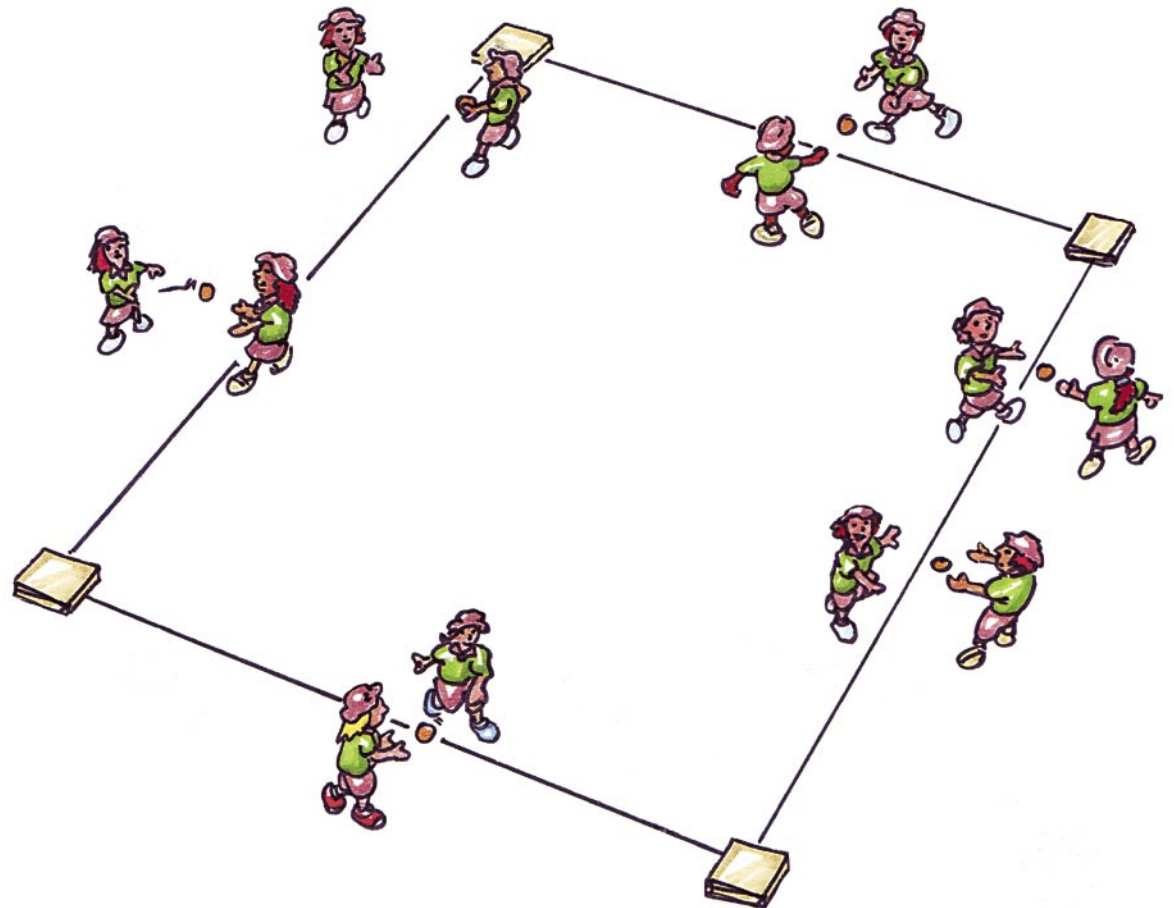
Tennis balls or tee-balls, bases

Instructions

- Divide the class into pairs.
- Each pair start at one of the bases with a small ball.
- Students walk towards the next base with their partner two to three metres apart.
- While walking students underarm throw their ball to each other.
- Pairs continue walking and throwing until they return to the base they started at.

Variation

- Each student has a ball and pairs throw back and forth simultaneously.



34. Polybat

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
- Skills for recreating in the outdoors
- Forces and motion

Warm up: Here, there to Fred Bear

Playing area

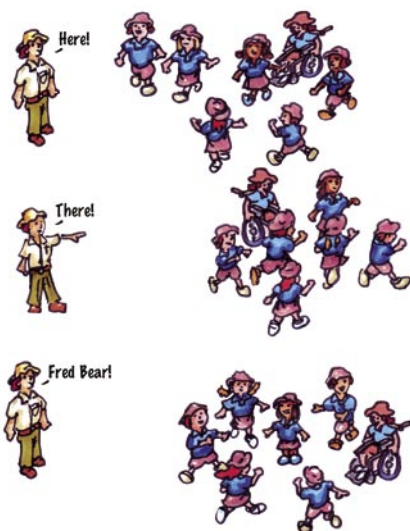
Grassed surface

Equipment

Markers

Instructions

- Mark out clear boundaries.
- Students jog according to the instruction from the teacher:
“Here” to the teacher
“There” in the direction the teacher is pointing
“Fred Bear” (the teacher calls out a student’s name) the other students jog towards that student, who may stand still or jog away.



Variation

- Use compass directions

Activity: Polybat

Playing area

Table tennis table or any large table or flat surface, small desks can be pushed together and tape can be used to smooth the joins.

Equipment

Large table surface to which sides can be attached, polybats and balls or alternatives, eg plastic or wooden rulers, slow moving wiffle or air flow balls.

Instructions

- Can be played as singles or doubles.
- The aim of the game is to hit the ball over the opponent’s end of the table or play a fault by lifting the ball off the table surface.



- Each student has five serves. Serve then goes to the other student (or rotates alternatively for doubles).
- Play begins with the server playing the ball off any side. Strokes can then be played directly or off the side.
- Students may touch the ball more than once with the bat before returning it to their opponents end.
- The ball must stay on the table surface at all times.
- First to 11 points or 21 points (with or without a two point advantage) wins.

Variation

- Modify the multiple touch rule and specify the number of hits for students of different ability.
- Allow some students to serve direct to their opponent.

34. Polybat

Cool down: Fox and hens

Playing area

Grassed surface

Equipment

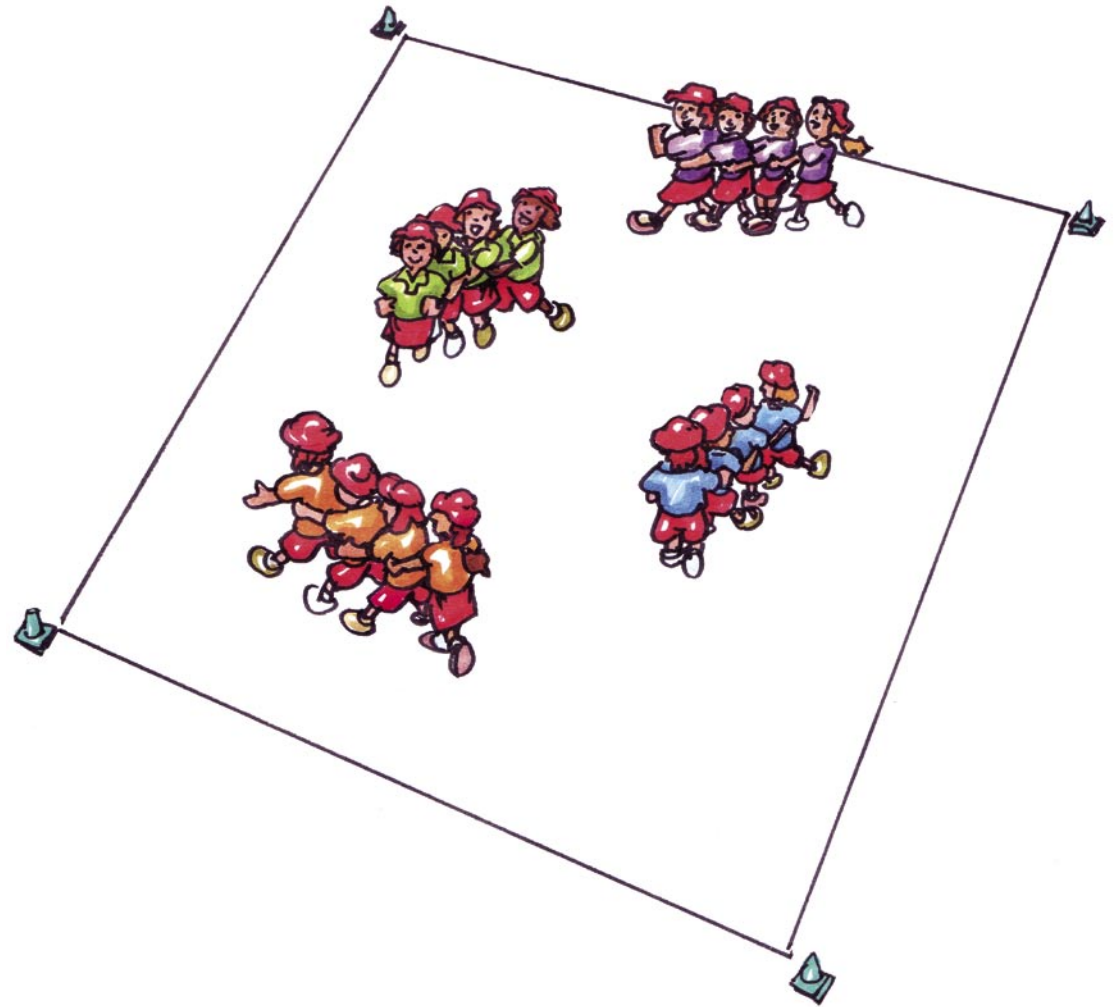
None

Instructions

- Divide students into groups of four.
- Each group stands in a line.
- The leader is the fox and the other three students are the hens.
- The hens hold each other by the waist.
- The front hen must protect the hen at the back from being tagged by the fox.
- Rotate the position of the fox and the hens so all students get a turn in a different role.

Variation

- Increase the number of hens in the line.



35. Empty the circle

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

Warm up: Quick step

Playing area

Any flat surface (10 m x 10 m)

Equipment

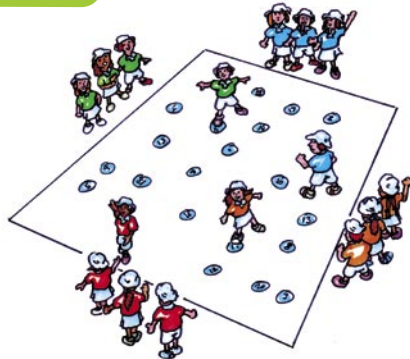
Markers, numbered discs (1–20)

Instructions

- Set out a 10 m x 10 m square with markers.
- Spread the numbered discs randomly inside the square.
- Divide the class into four teams, with one team starting on each side of the square.
- Each team is given a starting number, eg team A start on disc five, team B start on disc nine etc.
- On "Go!" one student from each team has to enter the square and touch their teams' disc number with their foot.
- When finished, the student leaves the square and tags the next student in the team who touches the next numbered disc.
- Only one student per team is allowed inside the square at a time.
- This pattern continues until the team has touched all twenty discs.

Variation

- Work in pairs to complete the same task.



Activity: Empty the circle

Playing area

Grassed area

Equipment

Footballs, markers

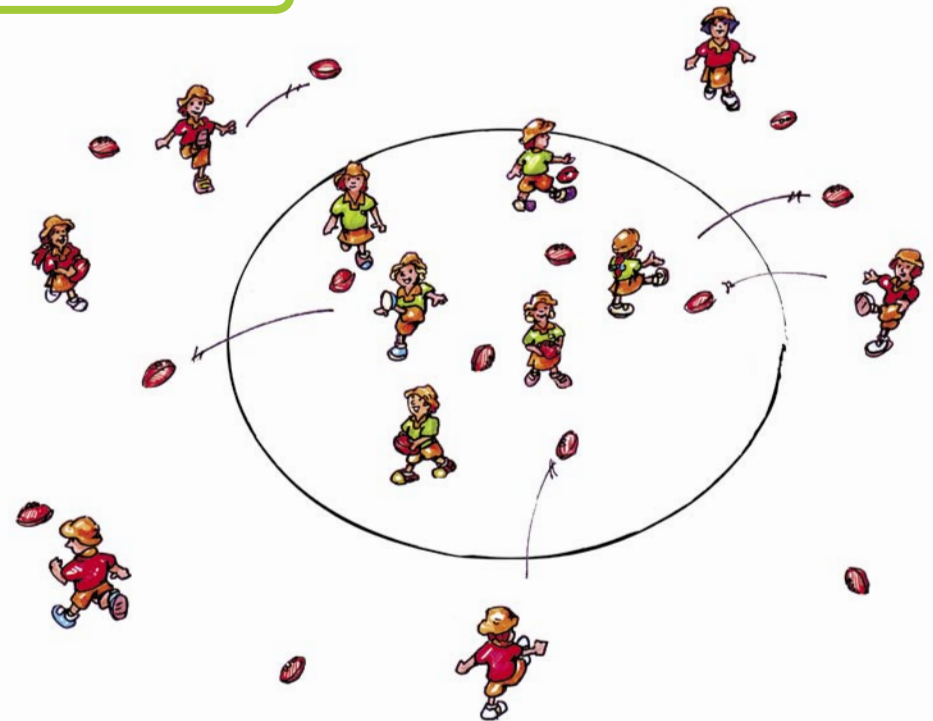
Instructions

- Set out a circle with markers and place all footballs inside it.
- Divide the class into two teams.
- One team are on the inside of the circle and the other on the outside of the circle.
- The object of the game is for the students on the inside to get all the balls on the outside of the circle.
- As the balls are being kicked out the students on the outside quickly field the balls and return them to the circle.

- Play continues until all the footballs are on the outside of the circle, or a specified period of time is up.
- Rotate teams.

Variation

- Change the size or type of balls.
- Vary the number of balls.
- Increase number of fielders.
- Change the size of the circle.



35. Empty the circle

Teaching and learning adjustments

- Allow students who have difficulty kicking the ball to handpass, throw or roll the balls instead.

Cool down: Progressive spry

Playing area

Any flat surface

Equipment

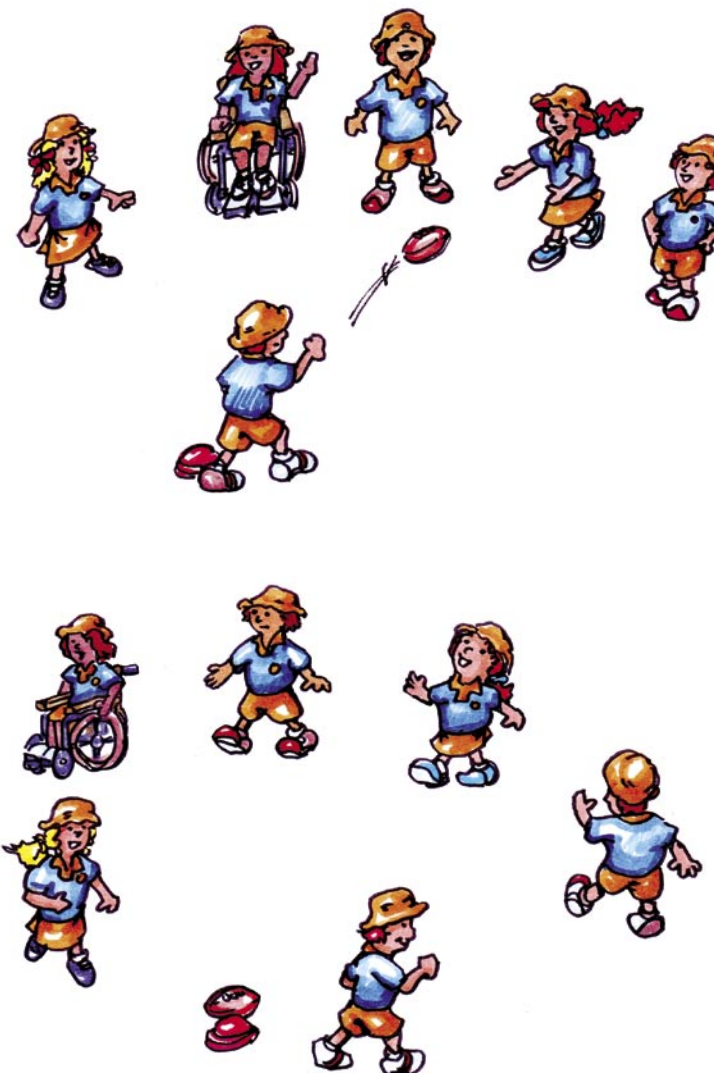
One football and six markers per group

Instructions

- Divide the class into groups of six, selecting one student as a leader.
- The leader starts with the football.
- Students place a marker at their feet to maintain the correct position.
- Students line up facing the leader.
- On the whistle the leader handballs the ball to each person in the line.
- When they get to the last person, the leader places the ball down and all students rotate clockwise.
- The new leader repeats the task.
- Game continues until the leader returns to the starting position.

Variation

- Race against other teams, or against the clock.
- Use alternate equipment, eg a netball.



36. Round 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

Warm up: Battleships

Playing area

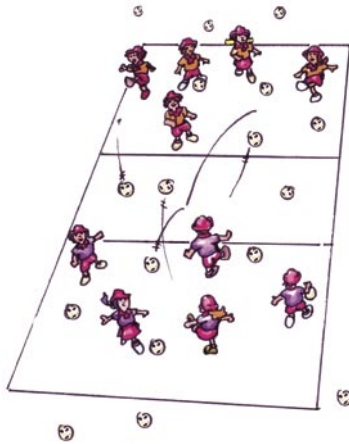
Grassed surface

Equipment

Markers, any type of balls, eg tennis balls, footballs, soccer balls

Instructions

- Set out two large rectangular areas (ships) with a 5 m space between them.
- Divide the class into two teams.
- Each team spreads out in their respective ship.
- Each team starts with eight balls.
- On "Go!" each team sends their balls into the other team's ship. Students also trap and pass the balls back as quickly as possible.
- Any balls that are kicked over board (out of the rectangle or between ships) cannot be retrieved.
- When the whistle sounds after a specified period of time, the team that has the least number of balls on their ship wins, ie they sink the other ship.



Variation

- Stick to one type of ball to focus on a particular skill.

Activity: Round up

Playing area

Grassed surface

Equipment

Soccer balls, markers

Instructions

- Set out markers into two circles approximately 50 m apart.
- Place two piles of soccer balls (one for each team) between the circles.
- Divide the class into two teams.
- Each team starts the game standing inside one of the circles.
- On "Go!" each team has to run to and retrieve their pile of soccer balls and get them into their circle of markers as quickly as possible.
- Students may only dribble, pass and trap the soccer balls by foot (no hands allowed).



- Teams aim to have all of their soccer balls inside their circle of markers before the opposition.
- After the first game, encourage teams to discuss strategy in order to improve their speed. Ask questions such as:
Do all of the students need to run to retrieve the soccer balls?

Is it faster to dribble the soccer balls or pass them back?

Variation

- Spread soccer balls out in different patterns.
- Nominate one or two defenders who try to stop the other team from getting their soccer balls back.

36. Round up

Teaching and learning adjustments

- Allow students with movement difficulties to use their hands to gather and control the balls.
- Encourage students who have difficulty with running to assist their team by gathering the balls together in the circle.

Cool down: Tunnel ball tap

Playing area

Grassed surface

Equipment

One soccer ball per group

Instructions

- Divide the class into groups of six to eight with one soccer ball per group.
- One student in each group will be the kicker.
- The rest of the group stand in a tunnel ball formation, ie a straight line with feet wide apart to form a tunnel. All students in the tunnel have their backs to the kicker.
- The kicker stands 2 m behind the last student in the tunnel.
- The kicker kicks the soccer ball through the tunnel (making sure the ball is not raised) scoring one point for every pair of legs it passes through.
- After their turn, the kicker goes to the back of the tunnel and the student from the front becomes the new kicker.

Variation

- Work in pairs aiming to kick a soccer ball between a partners legs.



37. Catch the bomb

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: Lifesaving relay

Playing area

Any flat surface

Equipment

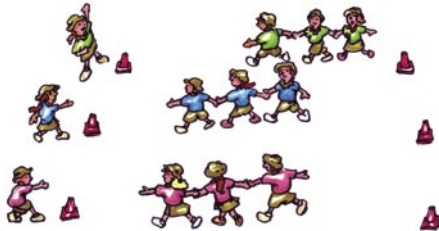
Markers

Instructions

- Set out markers for each team to start at, and to run around (10 m–15 m apart).
- Divide the class into teams of four and stand each team at a start marker.
- The first student (the swimmer) runs around the marker and back to their team.
- The swimmer then collects the second student and holding one hand they both run around the marker and return to the start.
- This pattern continues until the whole team runs together.
- A broken chain while running results in the team starting again.

Variation

- At a shorter distance, have students safely carry the swimmer.



Activity: Catch the bomb

Playing area

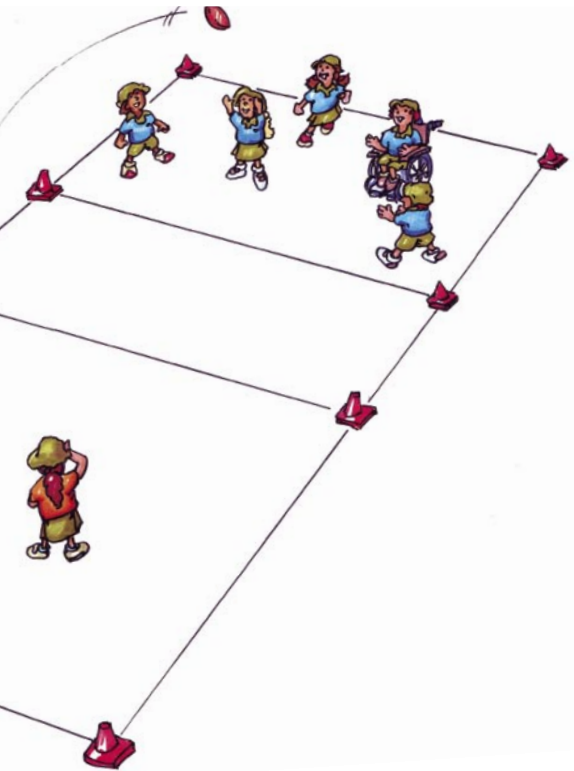
Grassed surface

Equipment

One football per game, markers

Instructions

- Divide the class into teams of five or six (for three simultaneous games).
- Set up two squares with a 10 m no-go zone between them.
- Each team stands inside their square.
- Each team takes it in turns to kick the ball into the opposing teams square.
- The aim of the game is to mark the ball or stop it touching the ground inside their team's area.



- A team scores a point if the ball touches the ground inside the opposing team's area.
- If the kick lands outside of the opposing team's area, without being touched, the opposition scores one point.

Variation

- Use soft foam balls.
- Use more than one ball per game.
- Handball or throw and catch instead of kicking.

37. Catch the bomb

Teaching and learning adjustments

- Decrease the size of the no-go zone.
- Increase the number of students in each team so that each student has less ground to cover.
- Introduce a hand passing rule, insisting that there must be at least three hand passes within a team before the ball is kicked to the opposition.

Cool down: Up you get

Playing area

Grassed surface

Equipment

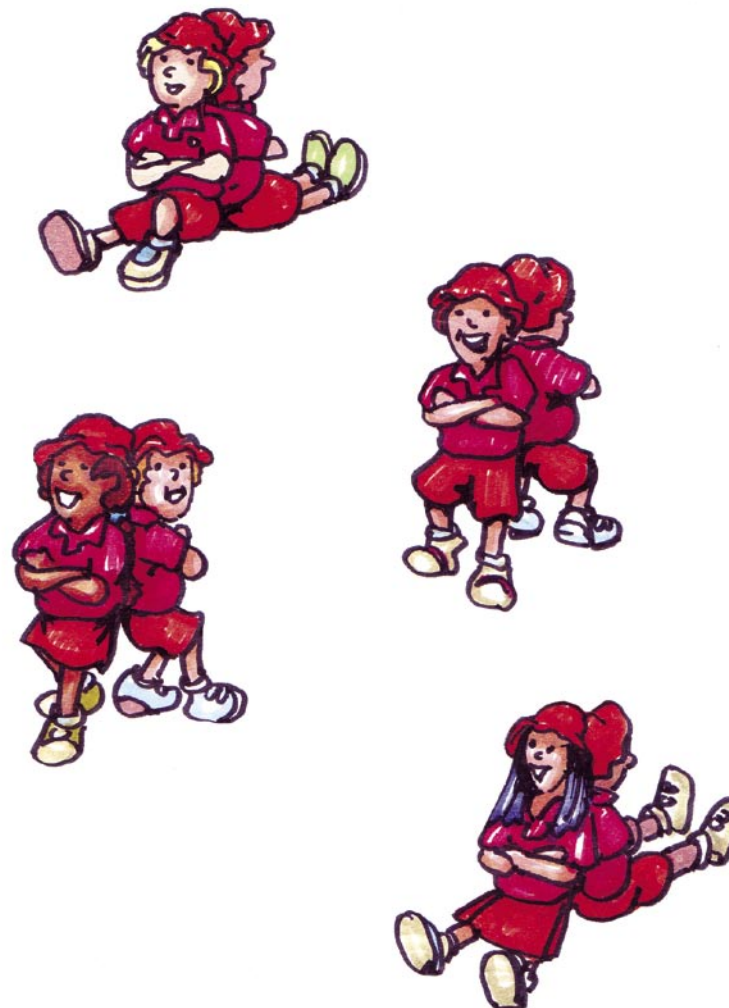
None

Instructions

- Divide the class into pairs.
- Pairs sit back to back with their legs facing out and their arms folded.
- Pushing against their partner, students attempt to go from the sitting position to the standing position without putting their hands on the ground.
- Move around to practice with different partners.

Variation

- If students can stand up, have them try to return to the seated position.
- Allow students to try standing up while interlocking their arms with their partner.



38. Tag footy

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: Cat and mouse

Playing area

Grassed surface

Equipment

None

Instructions

- Divide the class into groups of four.
- Three of the students in each group join hands to form a circle.
- The student outside the circle is the 'cat'.
- One of the students holding hands in the circle is the 'mouse'.
- The cat must try to tag the mouse by running around the circle (without reaching across).
- The two other students in the circle are the 'protectors'. They must try to keep the mouse away from the cat.
- The chase finishes if the mouse is tagged or the circle is broken.
- Swap roles.



Variation

- Instead of a circle, the three students form a line with hands on the hips of the student in front.

Activity: Tag footy

Playing area

Grassed surface

Equipment

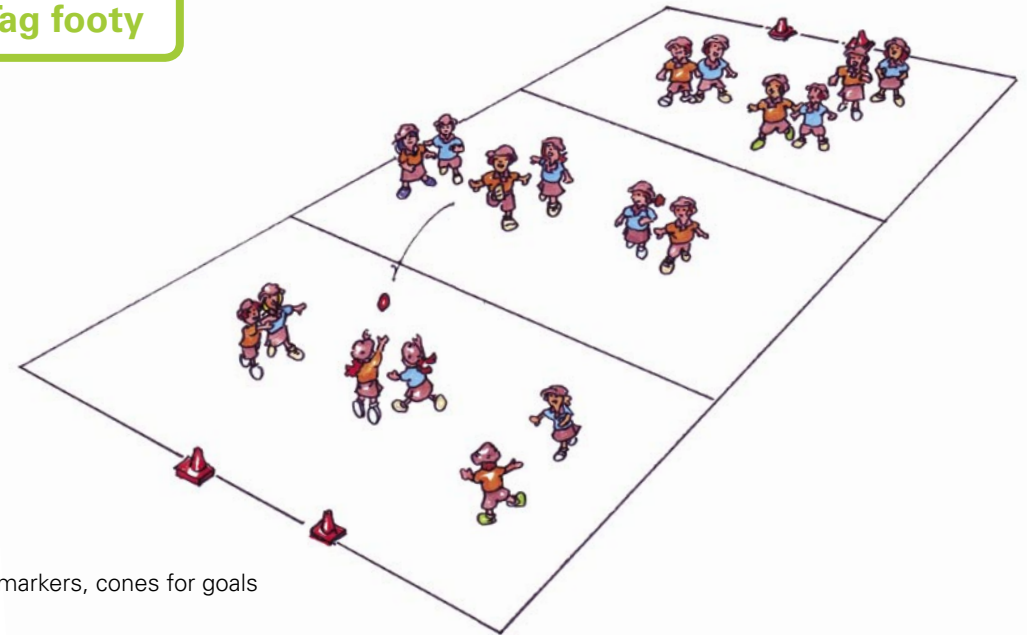
Tag-belts, football, markers, cones for goals

Instructions

- Divide the class into teams.
- Each team puts on their tag-belts (same colour) with a tag on each hip.
- Using markers, divide the field into three zones with a goal at each end. Students spread out equally between these zones.
- The game follows the standard football rules of kicking, marking and handballing (allow students who experience difficulty handpassing to throw).
- No tackling is allowed. Students must tag an opponent to force them to dispose of the ball. Once a student is tagged they must either handpass or kick the ball within five steps. If they fail to dispose in time a free kick will be awarded to the student who made the tag.
- Students must stay within their zone.
- Goals are scored by kicking the ball between the cones.
- Play re-starts with a toss up between any two selected students in the middle zone.
- As the game progresses group students in the zones according to their skill level.
- Rotate students through each zone every five minutes.

Variation

- If no tag-belts are available, a tag with the hand is just as effective.



38. Tag footy

Teaching and learning adjustments

- A soccer ball or light Newcombe ball may be used if students experience difficulty handling a football.
- Introduce different rules for each zone based on the students' ability.

Cool down: Handpass clap catch

Playing area

Grassed surface

Equipment

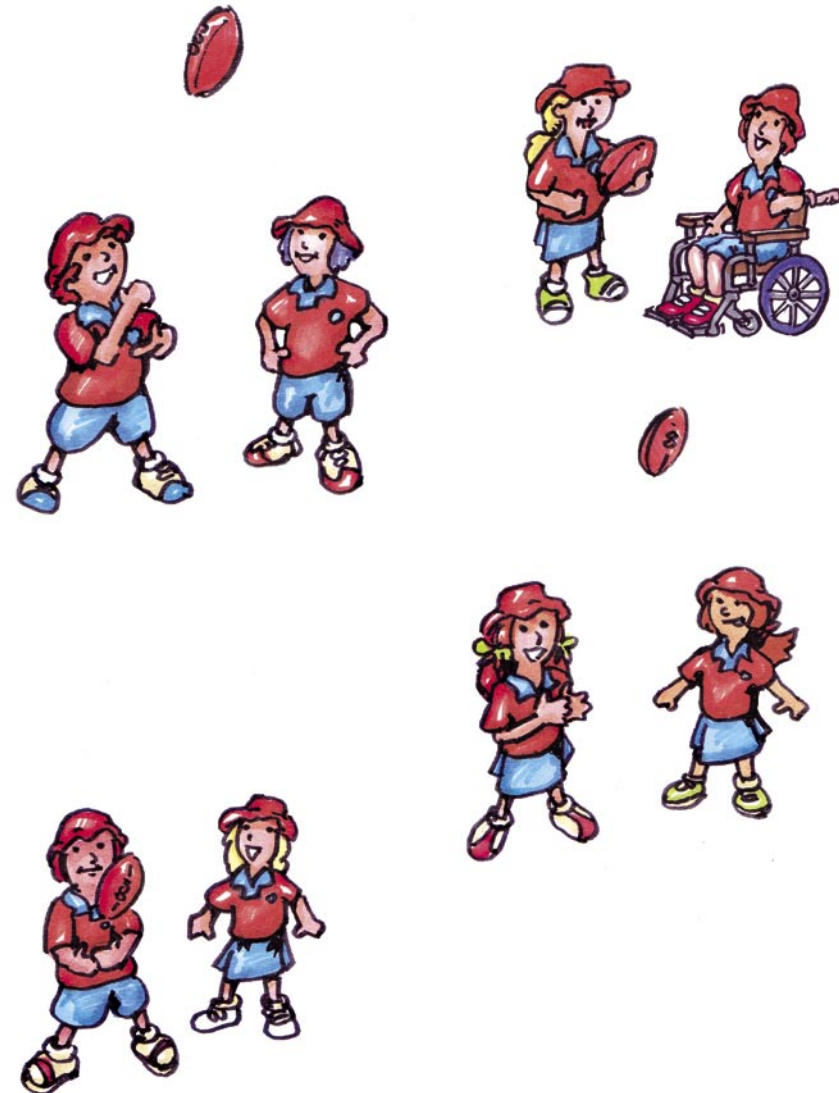
Footballs

Instructions

- Divide the class into pairs with one football per pair.
- Students take turns at handpassing the football into the air to themselves and catching, building up to a handpass, clap and catch.
- See how many claps can be made between the handpass and catch.

Variation

- Combine a clap with touching body parts, eg touch head, shoulders, clap and catch.



39. Treasure hunt

Content focus of the activity/Assessment

- Balance and stability
- Forces and motion

Warm up: Beanbag tag

Playing area

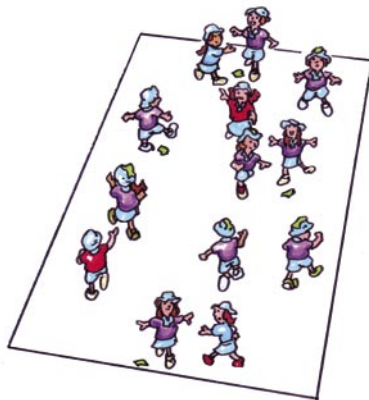
Any flat surface

Equipment

One beanbag per student, markers

Instructions

- Set out clear boundaries using markers.
- Two students are nominated as taggers and two students are nominated as rescuers.
- All other students stand in space inside the area with a beanbag placed on their head.
- On "Go!" the students move around inside the area, walking or running, trying to avoid being tagged.
- If students are tagged or their beanbag falls off their head, they must freeze and balance on one leg until they are tagged by the rescuers.



Variation

- Change the method of locomotion.
- Form relay teams according to colours.

Activity: Treasure hunt

Playing area

Grassed surface

Equipment

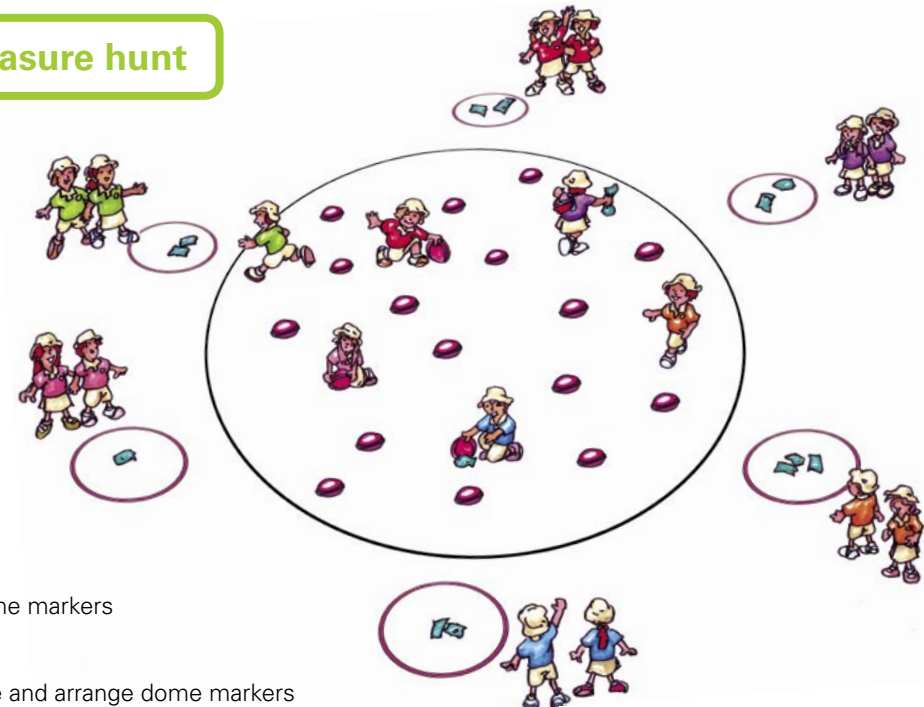
Beanbags, hoops, dome markers

Instructions

- Set out a large circle and arrange dome markers spaced randomly inside it (dome markers are best used for this game as they have small holes at the top making it difficult to see inside).
- Divide the class into five or six teams.
- Teams' line up outside the circle behind a hoop, with their backs turned.
- Place beanbags under some of the dome markers
- When the game starts, the first student from each team runs into the circle and looks under one dome marker for a piece of treasure (a beanbag).
- Whether successful or not they return to their team and tag the next student.
- Any found treasure is stored in the team's hoop.
- When all of the treasure has been recovered or when the teacher sounds their whistle, teams have one minute in which they are able to steal treasure from the other teams. The rules for stealing are the same as for looking for treasure, ie only one student at a time may steal and only one piece of treasure at a time may be taken.
- On the final whistle, teams count their treasure.

Variation

- Allow students to steal treasure from other groups from the commencement of the game.
- Vary the 'treasure'. Place 'chance cards' randomly to provide a reward or penalty.



39. Treasure hunt

Teaching and learning adjustments

- Modify the size of the circle.
- Allow students to check under more than one dome marker at a time.

Cool down: Beanbag star throw

Playing area

Any flat surface

Equipment

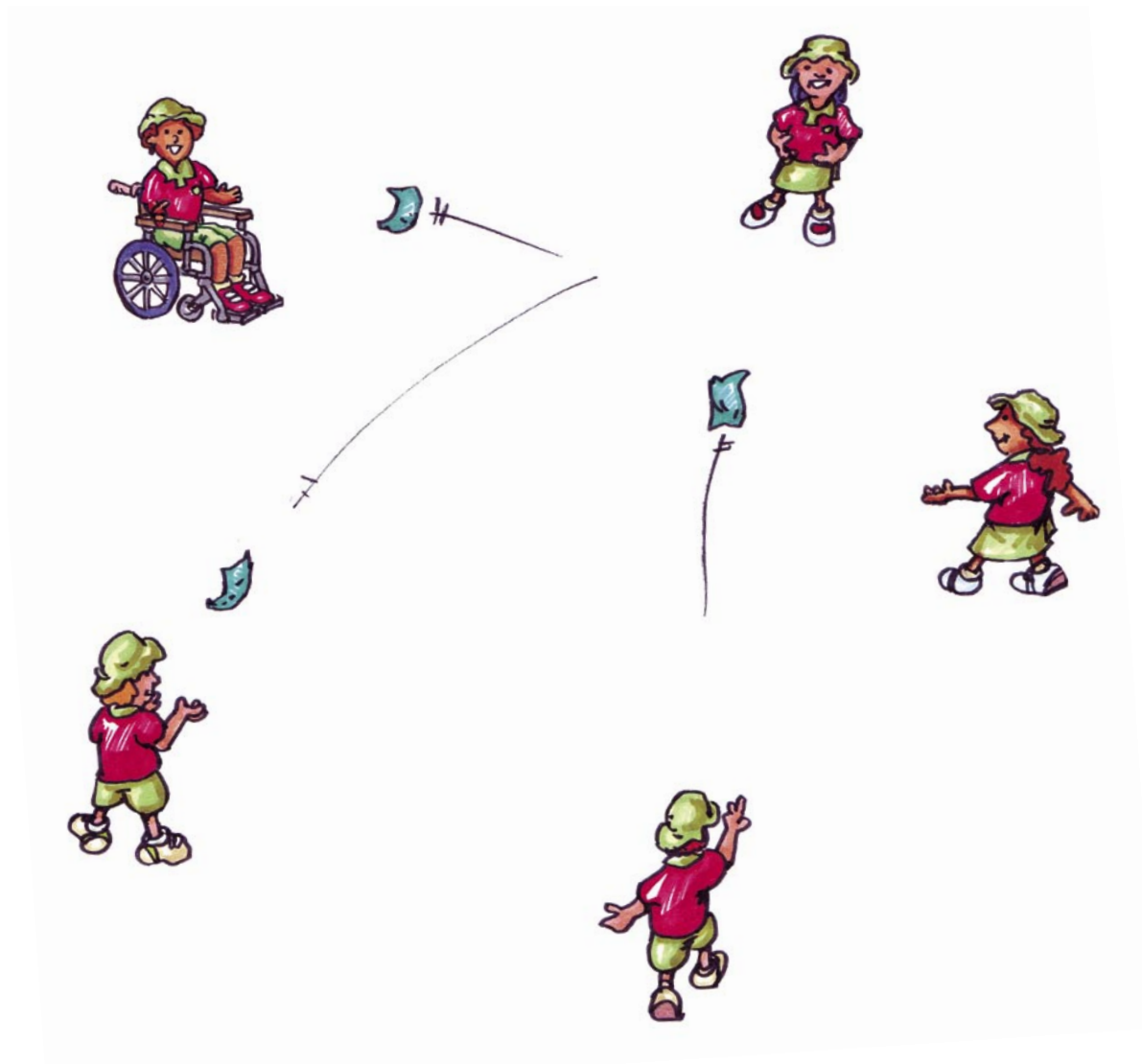
Beanbags

Instructions

- Divide the class into groups of five.
- To set up the 'star' each group of five students hold hands in a circle. They then drop hands and step back three steps.
- One student in the group starts with one beanbag in their hand and three beanbags on the ground by their feet.
- This student throws the beanbag underarm to any of the students in the group who are not standing next to them. The next student repeats the pattern and so on until the beanbag ends up back with the original student.
- If the beanbag is dropped by any student whilst being passed around, the pattern is repeated.
- If the beanbag is not dropped, then the pattern is repeated with a second beanbag added.
- Groups try to build up so that they end up with four beanbags being passed around at the same time.

Variation

- Race against the clock or between groups.



40. Twin kickball

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: Shipwreck

Playing area

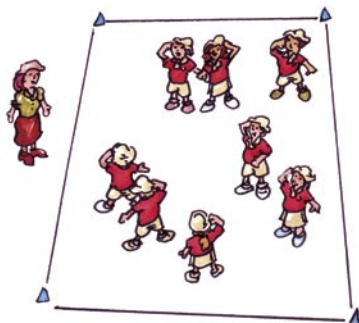
Any flat surface.

Equipment

None

Instructions

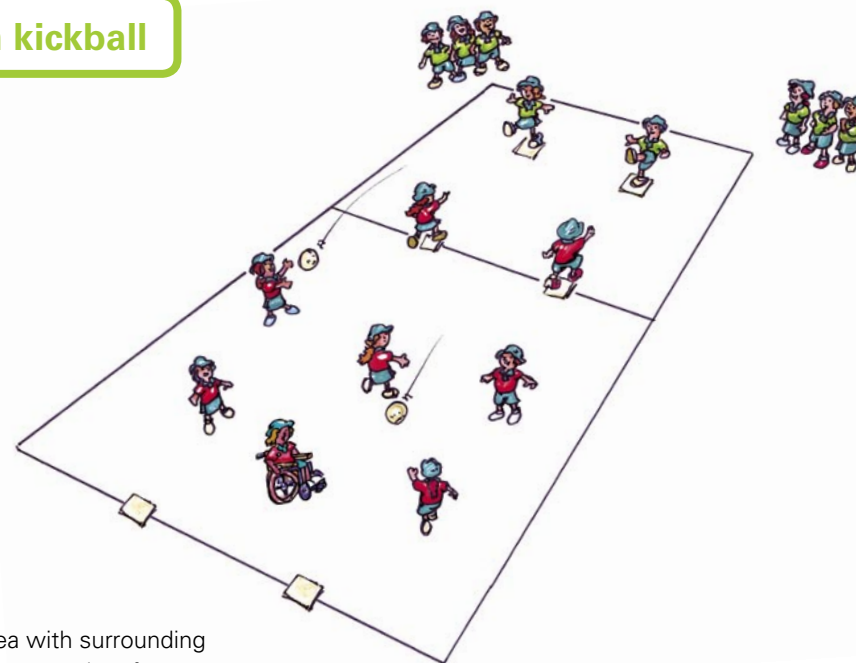
- Set out clear boundaries using markers.
- All students stand inside the area and following the teacher's commands:
- Teacher's commands could be:
 - "Ships!" run into designated line
 - "Lifeboat!" run to designated line
 - "Captains coming aboard!" salute
 - "Scrub the deck!" kneel down and perform a scrubbing motion
 - "Freeze!" stand still with arms up
 - "Climb the ladder!" jogging on the spot, reaching in the air with hands.



Variation

- Add in new commands.
- Change the method of locomotion.

Activity: Twin kickball



Playing area

Best in an undercover area with surrounding walls, can be played on a grassed surface.

Equipment

Six carpet squares, two gator balls (foam balls)

Instructions

- Set out the field as shown.
- Divide the class into two teams, one batting team and one fielding team.
- The fielding team is spread throughout the playing area.
- The first two students from the batting team stand on the carpet squares. The first two bowlers stand on the other two squares, five metres from the batters.
- The bowlers underarm the balls simultaneously to their batters who kick them into the area in front of them. If

either ball is caught by a fielder that batter is out. If not caught, the batter must run to the wall/ carpet square at the far end, touch it and return to their carpet square wall without being hit by the ball. One point is awarded for making it back safely.

- The fielding team may not run when in possession of the ball. They must pass it to nearby team members.
- Bowlers rotate after every batter.
- Once all batters have had their turn swap the teams over.

Variation

- Batters bat the ball with a closed hand.
- Remove the catch rule.

40. Twin kickball

Teaching and learning adjustments

- Rotate defensive positions every few batters.
- 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: Triangle chest pass

Playing area

Any flat surface

Equipment

Two large balls per group, eg netballs, basketballs

Instructions

- Divide the class into groups of three, standing in triangle formation with two balls per group.
- The two students with the balls alternate chest passes to the student who started without a ball for 20 passes.
- After 20 passes swap roles.

Variation

- Change the type of pass, eg bounce pass, shoulder pass.
- Use small balls or beanbags.

