ACTIVE AFTER-SCHOOL COMMUNITIES

playing for life

How to **CHANGE IT**

A guide to help coaches and teachers improve sport-related games

Acknowledgments

Disclaimer

For general enquiries:

About this guide

This guide has been developed in partnership between the Australian Sports Commission's Active After-school Communities (AASC) program and the Schools Network. For more information about these programs, visit www.ausport.gov.au.

The guide is designed to help coaches and teachers deliver fun, safe and engaging sport-related games that maximise participation and include and challenge all players, regardless of their ability level or background. It includes:

» a brief outline of the features of the Playing for Life philosophy

» a simple guide on how to apply CHANGE IT principles when assessing a game or activity, and

» two examples of CHANGE IT at work in games, to help illustrate the model and the CHANGE IT process.

Playing for Life – what is it?

The Playing for Life philosophy is based on the well known Game Sense approach. Its objective is to develop in school-aged children a love of physical activity that will encourage them to play for life. Game-like activities are used to generate a fun, safe, inclusive and challenging environment where children can achieve success while developing their skills and an understanding of the game or sport.

Key features of Playing for Life are as follows:

» **Players develop skills through fun, game-like activities** (by 'playing the game') rather than performing traditional skill drills in isolation from the game. The game is the focus of the session, challenging players to think about what they are actually doing and why.

» **Coaches and teachers play a facilitator role** rather than a *director's* role. They set challenges and the players find solutions through activity. For example:

– Where will you stand to field the ball?
– How can you work together to stop the opponents scoring?
– How can you include everyone?

» Players learn through **self-discovery** and working with and observing other players, rather than through coach direction.

» Player **role models** are used to highlight skilful play.

» Players are **coached discretely** on the side to develop their skills, without interrupting the game.

» **Simple variations are introduced to make games easier or harder,** to even up play and to highlight particular aspects or tactics of games.

» Players develop the ability to make decisions and to apply skills appropriately **within the context of the game**. They also develop teamwork and communication skills.

The following swimming example highlights the importance of developing skills and understanding within the context of the game or activity.

'You can't go near the water until you have learned to swim!'

…'Being a caring parent, my father told me that I was not allowed to go near the water until I had learned how to swim, obviously concerned I might drown. So I worked hard and practised freestyle while lying face down on a stool. I practised until I had the perfect technique — high elbows, long reach forward, 6-beat kick…

…but when I got into the water, I swam like a brick, straight to the bottom.

What had gone wrong?
I had practised a lot, but all my practice was on dry land, not in the water. Everything I'd practised was out of context.

Moral of the story:
We learn best through safe practise in a realistic environment, not practise in a false environment only to get dropped in at the deep end.

Developing skills outside the context of the game or sport itself is like practising to swim out of water.

What is CHANGE IT?

A key feature of Playing for Life is the introduction of simple variations to games in order to maximise participation and accommodate a range of ability levels and backgrounds while meeting game objectives. The acronym CHANGE IT highlights some of the elements of a game that can be changed to make it easier or harder, to include and challenge all players. The CHANGE IT elements are outlined, with some examples, in the table below.

CHANGE IT – Vary any one or more of the following game elements to maximise participation and better meet player needs and game objectives.

C

Coaching style
Use questions to set challenges for specific aspects of a game, e.g. 'When should you move to receive a pass?'. Provide discrete coaching, without interrupting the game, where required. Use player role models to highlight skilful play. Vary how you communicate (simple or more complex language; visual, auditory or kinesthetic cues) according to player needs (such as age, cultural background, intellectual and sensory ability).

H

How you score/win
Increase opportunities to score, e.g. allow passing to a player to score or pass into an end zone, instead of shooting at a goal; vary the size of/distance to a target.

A

Area
Increase or decrease game difficulty by changing the shape and/or size of the playing area, e.g. long and narrow, short and wide, smaller/larger.

N

Numbers
Consider using different team sizes or varying the number of turns, e.g. decreasing team sizes can increase player involvement by maximising participation. When introducing defence into a game, 3 v 1 or 4 v 2 gives attackers more options to deal with an added defender. Increasing the number of turns helps players learn new skills.

G

Game rules
Change the rules slightly, e.g. introduce a no-tackling rule to give children more time to dispose of the ball; allow 2 bounces before catching or stopping the ball; specify that 3 team members must touch the ball before scoring a point; allow a player to roll rather than throw the ball, or walk rather than run.

E

Equipment
Vary the size and type of equipment used, e.g. change to a larger and/or softer ball if a player is having difficulty catching, or to a smaller ball if they are having problems throwing; introduce a batting tee (a stationary ball) if a player is having difficulty hitting a moving ball.

I

Inclusion
Engage individuals in modifying the activities using any of the outlined game elements (or others) to maximise their involvement. Ask individuals what would improve the game for them and/or how their involvement could be increased; or provide options they could choose from to encourage ownership.

T

Time
Reduce or extend the time to perform actions, e.g. see how many passes players can complete in 5 or 30 seconds. Increase possession time to allow players more time to make a decision about what to do next.

It is more important to remember the concept of CHANGE IT than to remember what each letter represents.

If it's not working… CHANGE IT!!

The following example illustrates how changing **Numbers** (i.e. team size) can impact on a player's involvement in a game. Compare one 12 v 12 game to four games of 3 v 3:

12 v 12 game

"Where's the ball?"

3 v 3 game
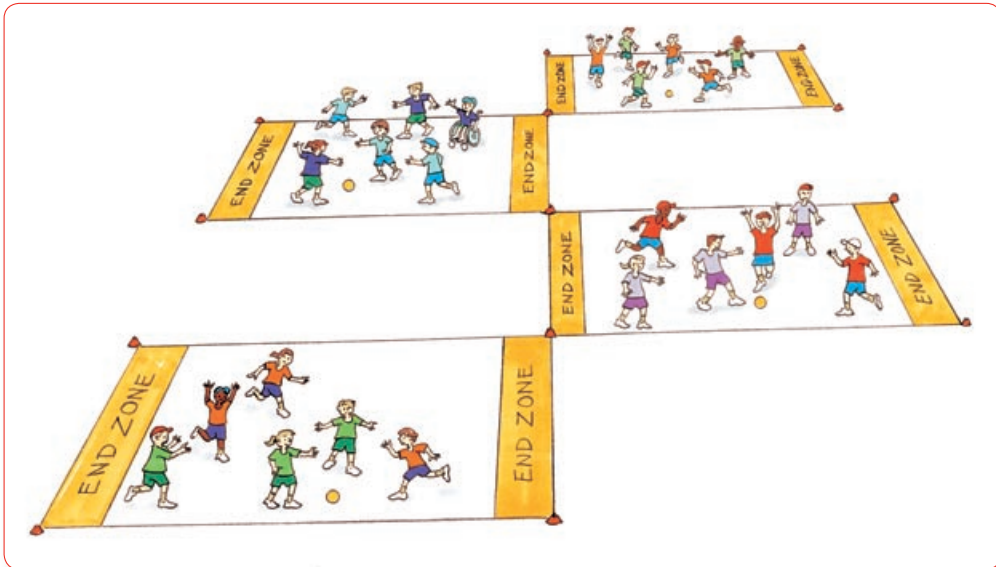
Compare the two for the opportunity to:

» be involved

» offer fun and engagement for all players

» learn through the physical practice of the skills, and

» provide some discrete coaching to an individual or a team while the game continues.

Identifying when and how to **CHANGE IT**

Play the game and observe player responses

Ask yourself the following questions:

» Are all players enjoying and/or engaged in the game?

» Is the purpose of the game being achieved?

» Are all players being challenged? (Is it too difficult, too easy, one-sided?)

If the answer to any of the above questions is NO, then CHANGE IT, but remember to retain the integrity of the game.

Player involvement in CHANGE IT

To further challenge players to think about the game, ask questions related to your observations. Ask the players for their ideas about how to CHANGE IT to make the game better. Challenge the group to work together, think of solutions and trial their ideas. Encourage players to demonstrate their responses to the challenges so all players benefit.

Here are some sample 'what to ask' questions within the CHANGE IT element 'coaching'. The challenge (what you ask) will vary according to the game and player abilities:

QUESTIONS ABOUT TIMING

» When will you… (run, pass, shoot etc)?

QUESTIONS ABOUT WHERE TO MOVE

» Where will you move to?

» Where will you aim?

QUESTIONS ABOUT CHOOSING OPTIONS

» Which option will you take to pass?

» Which option will you take to go long/short?

» Will you run or stay?

» Will you attack or defend?

A guide for when and how to apply the CHANGE IT elements is provided on the following page.

Remember:

» **the activity sets the challenge**

» **the game asks the questions, and**

» **the player's response is the answer.**

When and how to CHANGE IT:

OBSERVATION

Play the game

Observe player involvement and responses:

- Is the purpose being achieved?
- Are all players engaged?
- Are players coping with the skills required (physical, technical, tactical)?
- Is it safe?
- Are players enjoying the game?
- Do all players understand the game?
- Is the game working or does it appear to be too hard, too easy or too one-sided?

WHAT IS HAPPENING?

Too easy (high success)

- Players not challenged enough
- Both sides scoring often, with little effort
- Skills required easily performed
- Little interest or motivation

Too difficult (low success)

- Little or no scoring
- Poor levels of possession
- Players not coping with skills/poor execution
- Little interest or motivation

Too one-sided (one-sided success)

- One team dominating
- Some players not getting a go
- Little interest or motivation

WHAT TO DO

CHANGE IT UP

Increase challenge

CHANGE IT DOWN

Decrease challenge

CHANGE IT

Even up challenge

HOW TO CHANGE IT

- Add rules that increase difficulty
- Set challenges that make it more difficult to score
- Increase team sizes (perhaps one team only)
- Decrease area size (to make it more difficult for attackers)

- Simplify the rules to make games easier to play
- Change the equipment to help players with the skills
- Set challenges that make it easier to score
- Vary the size of the playing area
- Play more games with fewer players per team to increase the opportunity to perform skills

- Shuffle the team — swap players around to balance teams (consider using uneven teams)
- Introduce additional rules to increase the challenge for the dominant side only e.g. a time limit to score, decreased target/goal size
- Introduce zoned areas to restrict dominant players
- Develop a game scenario (e.g. 30 seconds left in a quarter and 3 points behind)

PLAY THE GAME AGAIN · OBSERVE RESPONSES · MAKE FURTHER VARIATIONS AS NECESSARY

Using CHANGE IT for different game-like activities

Games are commonly grouped into one of four categories based on key game objectives or concepts. An additional category, movement games, has been developed for the AASC Playing for Life resource kit. CHANGE IT can be applied to any of these categories.

Key objectives and examples of ways to vary each of the game categories:

TARGET GAMES

e.g. bowls, golf, bocce, ten pin bowling

OBJECTIVE—to place a ball or other projectile near, in or on a target in order to achieve the best possible score.

Consider varying the following to suit player/activity needs:

» distance to, size of, or position of the target
» weight and/or size of the projectile
» weight, size and type of striking implement (if used), and
» scoring system—provide a scaled or bonus scoring system.

NET & COURT GAMES

e.g. badminton, tennis, squash, volleyball

OBJECTIVE—to send a ball into an opponent's court so it cannot be played at or returned by your opponent. Principles of attack and defence, played either as an individual or a team.

Consider varying the following to suit player/activity needs:

» weight and/or size of the ball
» shape and/or size of the bat/striking implement
» size and dimensions (shape) of the court space
» net height
» game rules, to make it easier or harder (e.g. allow more bounces before the ball is returned), and
» number of players on each team.

STRIKING & FIELDING GAMES

e.g. cricket, softball, baseball

OBJECTIVE—to score more points/runs than the opposition after a specified time.

Consider varying the following to suit player/activity needs:

» size of the bats and balls used
» size and dimensions (shape) of the playing area
» hitting and delivery mechanisms (e.g. a tee, a bowler, bouncing the ball)
» number of players on each team
» time allowed (e.g. allow more time to hit and field the ball)
» scoring systems (e.g. award bonus points for particular plays).

If it's not working... CHANGE IT!!

Following are key objectives and examples of ways to vary each of the game categories.

INVASION GAMES

e.g. football, basketball, netball, hockey, rugby union, rugby league, Australian rules football

OBJECTIVE—to score more points/goals than your opponents within a given time limit, while trying to keep their score to a minimum.

Consider varying the following to suit player/activity needs:

» weight, size and shape of equipment
» scoring targets and points system
» game rules (e.g. time allowed in possession, areas players are allowed in, types and number of passes and movements)
» size and dimensions (shape) of the playing area, and
» roles and number of players on each team.

MOVEMENT GAMES

e.g. circus skills, dance, gymnastics, martial arts

OBJECTIVE—players explore different types of movement in space by themselves, in pairs and in groups.

Consider varying the following to suit player/activity needs:

» method, pace and height of travel
» equipment (e.g. balls, hoops, other objects)— add and vary shape, size and weight according to ability
» size and dimensions (shape) of the playing area
» number of players— individual, partner or group activities; opposed, unopposed
» game rules (e.g. combination/sequencing of movements), and
» time/duration of movement combinations/sequences.

CHANGE IT at work – examples

Following are two examples of when and how to apply CHANGE IT in two commonly played games.

» **END BALL** — an invasion game based on soccer and
» **NEWCOMBE BALL** — a net/court game based on volleyball.

We have included standard rules for each game at the beginning of each example. To start with, we suggest forming 3 sets of 4 v 4 (which caters for a group of 24) to maximise player participation and opportunity.

Note: Having smaller teams allows you to provide discrete coaching and specific questioning to individual players and teams without disrupting the game. It also helps to reduce the likelihood of players with more advanced skills and physical ability dominating the game.

End ball — How to **PLAY**

End ball
AN INVASION GAME BASED ON FOOTBALL (SOCCER)

This activity could also be adapted for netball, basketball, Australian rules football, rugby league, rugby union, hockey and lacrosse, just to name a few.

Players try to move a ball into an end zone to score a goal.

OBJECTIVE/SKILL FOCUS

» To explore passing options (e.g. dribble, pass) to move the ball to set up a scoring opportunity.
» To determine options to make passing, receiving and scoring difficult for an opponent.

What you need — area and equipment

» Area depends on facilities and space — about 3m x 20m with end zones of 3m. Divide the playing area to allow for three games of 4 v 4.
» Markers to define playing area.
» One soccer ball per team.
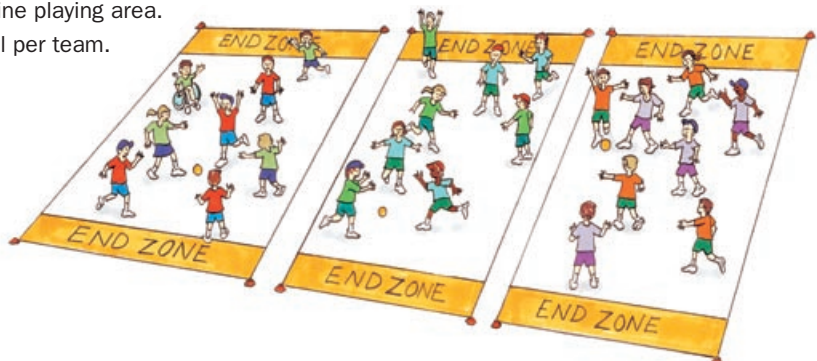
continued overleaf

End ball — How to **PLAY** *continued*

How to play?

» One team starts off with the ball.

» Players can move the ball by dribbling and passing to a team-mate.

» To score, players must move the ball into the end zone.

» A ball can be intercepted by an opponent while being dribbled or passed.

» Possession changes after a goal is scored and when a ball goes out of play either along the sideline or the end line.

Play the game and observe player involvement and responses
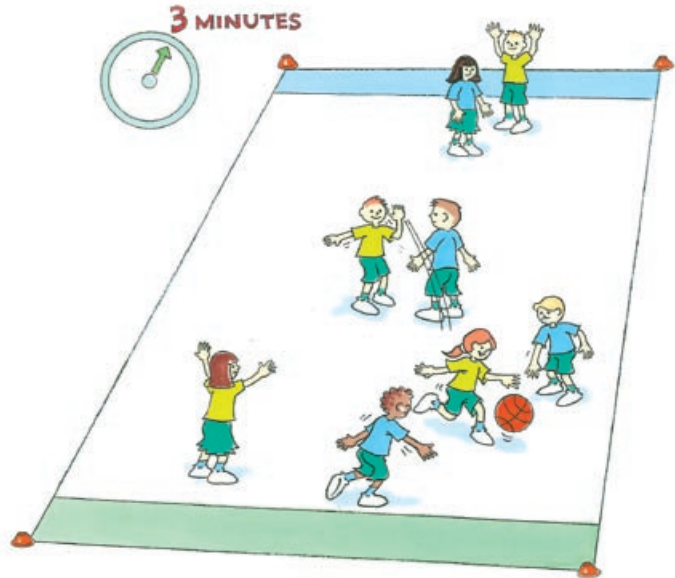
3 MINUTES

Remember, players should be encouraged to have input into the development of the game and its challenges to enhance the inclusion of all ability levels and backgrounds.

In all options, the team not in possession of the ball should be challenged to find ways to regain possession and/or make it difficult for the attacking team to move the ball forward or score.

The following table outlines what you might observe during this activity, plus a number of CHANGE IT options to address what you observe.

The 'Ask the players' section provides suggested questions/ concepts that you may use to further challenge players while they are playing the game.

Each time you CHANGE IT, play the game again and observe player responses.

End ball — How to **CHANGE IT**

OBSERVATION: TOO EASY — CHANGE IT UP

1. Individual players managing to dribble and pass the ball into the end zone area without involving other players and with little opposition.

H

How you score

» Rather than simply moving the ball into an end zone, to score the ball must be passed into the end zone and trapped or controlled by a team member.

ASK THE PLAYERS

» When will you dribble and when will you pass?
» How will you identify a scoring opportunity?
» If you don't have the ball, where can you move to support your team-mate with the ball?
» When/where will you run to support the scorer in the end zone?

OBSERVATION: TOO EASY — CHANGE IT UP

2. Both sides scoring often with little effort

N

Numbers

» Increase team sizes to 6 v 6 (two games) and specify the number of players who must possess the ball before it is passed to an end zone player.

G

Game rules

» Players must not return the ball to the player they have received the ball from.
» The end zone player changes after each score.

ASK THE PLAYERS

» When will you dribble and when will you pass to reach the designated number of players to touch the ball before scoring?
» How will you identify a scoring opportunity?
» How can the end zone player support scoring opportunities?
» If you don't have the ball, where can you move to support a team-mate with the ball?

End ball — How to **CHANGE IT** *continued*

OBSERVATION: TOO EASY — CHANGE IT UP

3. Players not challenged enough, with the skills required appearing easily executed

A

Area and **How you score**
» Reduce the size of the area and end zones, and only allow a player to enter the end zone to receive a pass on the run to score.

H

ASK THE PLAYERS
» How do you keep possession in confined areas?
» How do you work with team-mates to increase scoring opportunities?

OBSERVATION: TOO DIFFICULT — CHANGE IT DOWN

4. Both teams struggling to maintain possession of the ball or get scoring opportunities

N

Numbers and **Game rules**
» Have teams of 4 v 4, with 3 v 3 on the field and 1 player from each team floating on the sidelines.
» Allow floaters to be used only when a team is in possession of the ball, and they are not allowed to score. (Floaters' possession may be restricted, e.g. one touch or two).

G

» Explain that floaters cannot be defended.
» Tell players on the field they can pass to floaters if other team members on the field are having problems getting free of defenders to receive the ball.
» Frequently rotate floaters with field players.
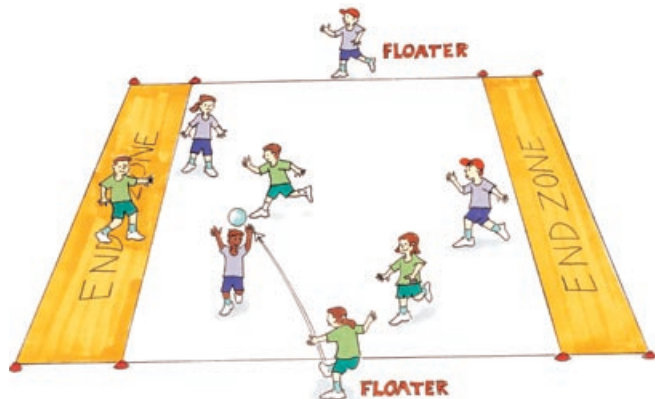
ASK THE PLAYERS
» How can you use the floating players when your team is in possession to help you retain the ball and move to a scoring position?
» Where/when will you move to support your team-mates?

End ball — How to **CHANGE IT** *continued*

OBSERVATION: TOO DIFFICULT — CHANGE IT DOWN

5. Both teams struggling with one-on-one defence and few scoring opportunities resulting

T

N

G

Time, Numbers and **Game rules**

» Reduce the number of defenders.
» Have no defenders: each team starts from the centre of the playing area and, on your signal, dribbles and passes to the end zone, with every team member possessing the ball. The first team to control the ball in the end zone wins the point.
» 3 v 1: Introduce one defender and time how long it takes to score a goal, as above. Change the defender after each score and try to beat the previous time limit.

ASK THE PLAYERS

» How can you make sure each of your team-mates possesses the ball in the least amount of time?
» Where do you need to move to support the team?
» How can you help the player with the ball?
» How do you keep the defender out of the game to help you score quickly?

OBSERVATION: TOO DIFFICULT — CHANGE IT DOWN

6. Players on both teams struggling to make position to receive a pass, and passing not very accurate

G

Game rules

» Use an easier passing technique (e.g. a throw) to increase success in learning positional play.
» Consider playing 3 v 1 to allow practice without the added pressure of too many defenders.

ASK THE PLAYERS

» Where do you move to provide simple passing options?

OBSERVATION: TOO DIFFICULT — CHANGE IT DOWN

7. Low engagement among some players on both teams due to varied skill levels

C

Coaching style

» Introduce some partner challenges to allow for some technique practice via repetition, e.g. how many passes can you make to your partner through mini goals in 20 seconds?
» Shuffle the deck – mix players so they are paired with different partners for short periods.
» Allow pairs to also set their own challenges.
» Discrete coaching can be provided to players to help them with specific techniques.

End ball — How to **CHANGE IT** *continued*

OBSERVATION: TOO ONE-SIDED — CHANGE IT

8. One side is in possession most of the time and scoring with little effort

T

Time

» Set different challenges for each team to match their skills, e.g. impose a time restriction on the dominant team; or when in possession of the ball, have 30 seconds to score before the ball is given to the other team, who have no time restriction to score.

ASK THE PLAYERS

» How can you work as a group to make it harder for your opponents to defend?
» When your team-mate has the ball, where will you move to receive it?

OBSERVATION: TOO ONE-SIDED — CHANGE IT

9. One side is in possession most of the time and scoring with little effort
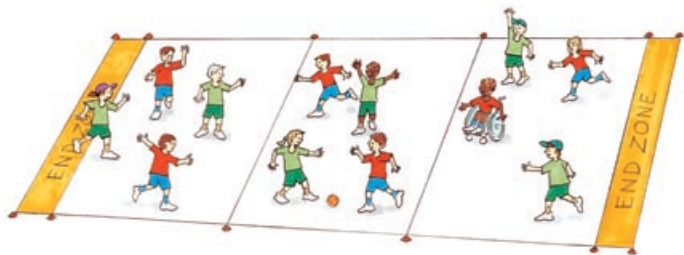
N

G

Numbers and **Game rules**

» Shuffle teams for a better balance.
» Divide the general playing area into zones (2 zones for 4 v 4, 3 zones for 6 v 6) and restrict pairs of opposing players with similar abilities to each zone.
» Rotate players to ensure they get to play in each zone.
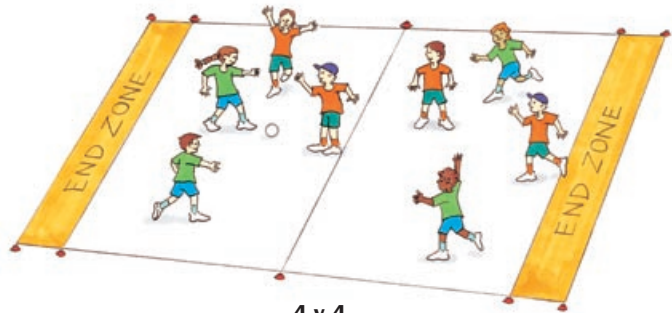
4 v 4

6 v 6

ASK THE PLAYERS

» Where and when should you move to provide a passing option?
» How can you support your team-mates when the ball is not in your zone?

Newcombe ball — How to **PLAY**

Newcombe ball
A NET/COURT GAME BASED ON VOLLEYBALL

Can be adapted for handball, tennis

Two teams face each other on opposing halves of a court (preferably divided with a net) and attempt to place a ball in the opposing team's half that hits the ground without being intercepted.

OBJECTIVE/SKILL FOCUS

» To explore how to work as a team to cover court space in defence.

» To combine as a team to pass and catch the ball in readiness to set up for attacking play.

What you need — area and equipment

» Netball, basketball, badminton or tennis courts, or a chalked area.
Divide the playing area to allow for three games of 4 v 4.

» A net, preferably just above head height. If no net is available, mark out a no-go zone and require balls to be served above the head height of team-mates in the front row.

» One soft volleyball (or similar) per game.

» Markers or chalk to define the playing area.
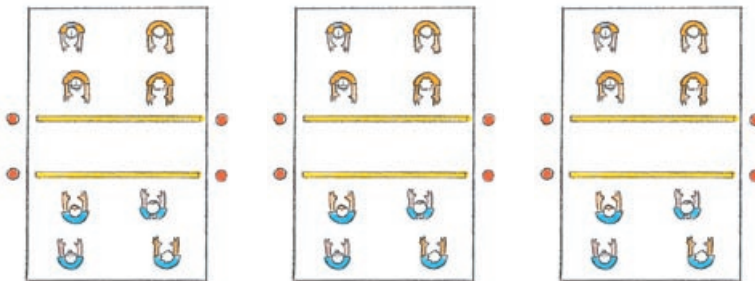
How to play?

» The server tosses the ball over the net from the back half of the court for the receiver to try and catch. (Start using underarm throws as a serve before introducing the volleyball serve.)

» A maximum of 3 passes can be made between players before the ball is returned across the net. (Introduce the set, dig and spike as players seem ready for more of a challenge.)

Scoring

» A point is scored when the ball hits the ground in the opposing team's area of the court or when a team fails to successfully get the ball over the net or into play.

» Score up to a specified number of points (e.g. 8) or a time limit.

» The team that wins the point, wins or retains the serve. Rotate servers each time a serve is won.

Play the game and observe player involvement and responses

Remember, players should be encouraged to have input into the development of the game and its challenges to enhance the inclusion of all ability levels and backgrounds.

Each time you CHANGE IT, play the game again and observe player responses.

Newcombe ball — How to **CHANGE IT**

### OBSERVATION: TOO EASY — CHANGE IT UP

1. Players not challenged enough simply throwing and catching

G

T

Game rules and **Time**

» Instead of throwing and catching, have players set the ball (by catching it then throwing it in the air to themselves before setting it over the net or to a team-mate).
» Introduce 'hot potato' passes (an instant pass without holding).
» Introduce the volleyball serve instead of a throw, or allow the server to move closer to the net and set to themselves to serve.
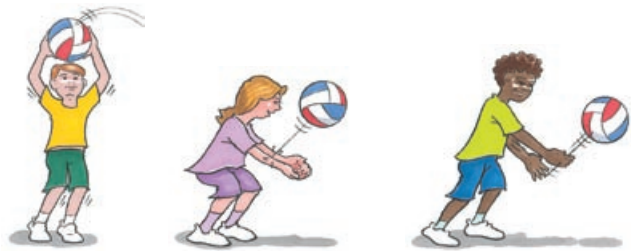
ASK THE PLAYERS

» What type of pass (speed or direction) across the net is more difficult to catch?
» What different formations could you use to cover the whole court?
» How does the game change when you introduce the serve and the set?
» Does this affect where you place the ball?

OBSERVATION: TOO EASY — CHANGE IT UP

2. Too easy for individual players to just catch and throw over the net without involving team members

A

H

Area and **How to score**

» Specify the area where the ball must hit the ground to win the point (e.g. the scoring zone is only possible in the back half of the court, so the ball is played deeper in the back court).
» Score 3 points for a 3-touch combination in a rally to encourage more team work.

ASK THE PLAYERS

» How can you work together to cover court space to defend possible scoring attempts?
» How can you find space in attack?
» How will you combine to allow for 3 passes?
» When is the best time to pass over the net to try and score rather than passing to a team-mate?
» Where is the best place to direct the ball before passing it over the net to increase your chances of it reaching the scoring zone?

Newcombe ball — How to **CHANGE IT** *continued*

OBSERVATION: TOO EASY — CHANGE IT UP

3. Both sides scoring often with little effort

A

Area
» Narrow the court to make it harder to be accurate and score.
» Allow players to jump and block a pass without reaching overthe net.

ASK THE PLAYERS
» What strategies will you use to make sure your scoring attempts are not blocked by the other team?
» How can you increase scoring opportunities in a smaller scoring area?

OBSERVATION: TOO EASY — CHANGE IT UP

4. Skills required easily performed

G

Game rules
» Introduce a rule that the receiver of a serve must dig the ball for a team member to set or spike over the net. (If needed, still allow players to catch the ball before executing the pass.)

ASK THE PLAYERS
» How do you decide who is in the best position to receive the ball and where to place the dig for a team-mate?

Newcombe ball — How to **CHANGE IT** *continued*

OBSERVATION: TOO EASY — CHANGE IT UP

5. Both sides scoring often with little effort

E

N

G

Equipment, Numbers and **Game rules**

» Introduce a firmer ball.
» Increase the team size to 6 v 6 and make a rule that 3 team-mates have to touch the ball for each return.

ASK THE PLAYERS

» How has the new ball changed the game?
» How can you work together to avoid confusion about ball ownership?
» Can you work together to make it difficult for the other team to know what type of pass you will make?

OBSERVATION: TOO DIFFICULT — CHANGE IT DOWN

6. Players having trouble getting the ball over the net

A

E

Area and **equipment**

» Lower the net and shorten the length of the court.

ASK THE PLAYERS

» How have these changes helped both you and your team?
» What can you now do to increase your team's scoring opportunities?

OBSERVATION: TOO DIFFICULT — CHANGE IT DOWN

7. Players making too many skill errors

G

Game rules

» Allow the ball to bounce once before it is caught on the serve.
» Let the server serve from anywhere along the sideline in their area of the court.

ASK THE PLAYERS

» Where is the server getting the best results from?
» What can you do to make it difficult for the other team to stop you from scoring?

Note: If this activity is still too difficult, have players practise set and dig drills in pairs, setting targets for how many successful continuous sets or digs they can perform, and trying to beat their previous score or time. Change partners regularly.

Newcombe ball — How to **CHANGE IT** *continued*

OBSERVATION: TOO DIFFICULT — CHANGE IT DOWN

8. Players crowd in one section of the court, leaving too many open spaces for opponents to score easily

A
G

Area and Game rules

» Divide each half of the court into 4 squares and restrict players to a square.
» Rotate players to a new square after each point.
» One player only may move out of their square to support a team-mate in another square while in possession of the ball.
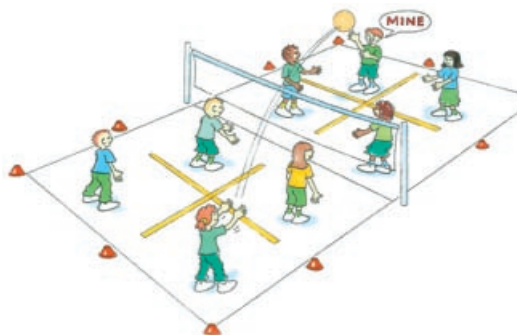
MINE

ASK THE PLAYERS

» How can you avoid having too many players in one area?
» If you move from your area, what different formations can be used to cover the court?
» How will you determine who is the best player to support the receiver?

OBSERVATION: TOO ONE-SIDED — CHANGE IT

9. One team is consistently winning with little effort

N

Numbers

» Play 3 v 5, with the most dominant players in the team of 3.

ASK THE PLAYERS

» How can you cover the entire court as 3 against 5?
» What can the team of 5 do to make it hard for the team of 3?

Variation: 'Shuffle the deck' and have one or two players from each group change teams.

OBSERVATION: TOO ONE-SIDED — CHANGE IT

10. One team is dominant in all aspects

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Numbers and How you score

» Continue with 3 games of 4 v 4 but have the teams that are more dominant play against each other, and the teams that are less dominant play against each other so that competition becomes more even.

ASK THE PLAYERS

» Where might you pass/hit the ball to make it hard for your opponents to return?

Where to from here?

This book is designed to help teachers and coaches identify how to suit the varying ability levels of children within a group and to meet the objectives of the activity, using the simple model presented.

We have explained:

» when to change an activity

» what to change within the activity, and

» how to change the activity.

Your challenge now is to use this approach a number of times with a number of games and observe player responses.

Ask the players for their ideas on how to CHANGE IT

CHANGE IT for the better

Remember the key elements of the Playing for Life philosophy:

» All activities can be **changed** to better meet activity/group/individual player needs.

» If it's not working…CHANGE IT!!

» How you CHANGE IT will vary according to what's not working and the type of activity.

» Ask the players for their ideas on how to CHANGE IT.

» When using CHANGE IT, remember to:

– always retain the integrity of the activity (don't change it so much that it becomes something else)

– only make changes where they are necessary, and

– only retain changes as long as they are necessary (changes may not need to be permanent).

Additional resources

In addition to this book, the Active After-school Communities program has developed resources that provide additional information about:

» player-centred coaching

» planning and conducting sessions

» tips for working with young kids

» additional information on how to use CHANGE IT

» lesson plans for 14 sports and activities, and

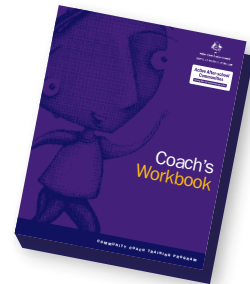» hundreds of fun games you could use.

These resources are:

Playing for Life resource kit	Playing for Life companion books	Community Coach Training Program

The 14 sports represented in the Playing for Life companion books are:
Basketball · Circus Skills · Cricket · Gymnastics · Move to Dance · Ultimate Frisbee · Golf · Hockey · Lawn Bowls · Martial Arts · Netball · Rugby League · Softball · Volleyball

For more information about any of these resources,
visit **http://www.ausport.gov.au/publications/catalogue/index.asp** or **www.ausport.gov.au/aasc**