

# MOVEMENT GAMES

## (Fundamental Movement Skills)

Fundamental movement skills are foundation movements or precursor patterns to more specialised, complex skills in sport and physical activity. They are divided into locomotor, non-locomotor and object control skills. Sports that require many of these include athletics, gymnastics and snow sports.

| LOCOMOTOR & NON-LOCOMOTR SKILLS |         |                      |         |         | OBJECT CONTROL SKILLS |          |
|---------------------------------|---------|----------------------|---------|---------|-----------------------|----------|
| Balancing                       | Gallop  | Jumping              | Rolling | Sliding | Bouncing              | Striking |
| Dodging                         | Hopping | Leaping              | Running |         | Catching              | Throwing |
| Floating                        | Jogging | Moving through water | Skip    |         | Kicking               |          |

*Movement Games* exploring fundamental movement skills provide fun and engaging ways to develop physical literacy across the four domains.

|  | Physical   | Psychological   | Social   | Cognitive  |
|--|--|---|--|--|
| Key Elements                           | Movement Skills<br>Stability and Balance<br>Muscular Endurance   | Motivation  | Relationships  | Reasoning  |
| Examples of how these can be developed | Keep groups and teams small to provide more skill development opportunities.<br>Demonstrate skills slowly, repeat if necessary and use a participant if appropriate. | Be a role model by joining in and being physical active with the participants.<br>Allow for participant choice in a game. | Include activities that involve pair work and communication.<br>Discuss the benefits of working as a team. | Let participants establish their own goals.<br>Provide opportunities for participants to problem solve and make decisions. |

### How to use the Program Planner

Sessions will vary between 30-60 minutes. Not all games in each session are required to be delivered. The number of games will depend on factors such as session time, ability level and engagement of participants. Coaches should deliver the number of games in each session they feel appropriate to develop the key physical literacy elements in this category.

If all games are not completed in a session, the coach can use their discretion to start the next session with the remaining games and/or begin with the new games for that session. An alternate game has been provided in each session for coaches to maintain the engagement of participants if required.

## Coaching tip

- Create individual challenges so improvement is personalised and not compared to other participants. For example, individual challenges could focus on:
  - time – beat your own score
  - distance – try and further your throw
  - skill complexity – catch a smaller sized ball

## MOVEMENT GAMES - FUNDAMENTAL MOVEMENT SKILLS

|  | 1  | 2                                   | 3   | 4   | 5                  | 6            | 7               | 8  |
|--|--|-------------------------------------|---|---|--------------------|--------------|-----------------|--|
| <b>Review, Outline &amp; Warm Up (5-10 mins)</b><br>Start with a brief review of last week, outline today's session and play and a familiar game | Names  | Hoop Stretch                        | Balance Energisers (Here, There, Nowhere) | Balance Energisers (Here, There, Nowhere) | Back to Back Pass  | Shuttle Ball | Bat Tapping     | Participant choice   |
| <b>Get into It (20-45 mins)</b><br>Use TREE to modify games to suit the ability level (page 2 of activity card)                                  | Shuttle Ball   | Balance Energisers (Traffic Lights) | Rob The Nest                              | Hoop Stretch                              | Catching Challenge | Soctopus     | In the Zone     | Participant choice and/or<br>Play a modified game from a Movement (Fundamental Movement Skills) category sport<br>e.g. Athletics, Gymnastics |
|  | Speed Gate   | Frogs & Lily pads                   | Balance Tag Games (Frost & Thaw)          | Body Balances                             | L-o-n-g Pass       | Target Relay | Bucket and Hoop |  |
|  | Flip It  | Musical Games                       | Musical Games                             | Body Obstacle Course                      | Shuttle Ball       | Speed Gate   | Over the Pit    |  |
| <b>Alternate Game</b>  | Rob the Nest   | Body Balances                       | Body Balances                             | Team Alphabet                             | Run the Circle     | Hit 4 and Go | Hit 4 and Go    | Play favourite game  |
| <b>Finish Up &amp; Review (5 mins)</b><br>Ask participants 2-3 questions   | What game/s did you like playing today?<br>What game/s did not you like playing today?<br>What are 2 things you learnt today?<br>How can you practice your new skills at home?<br>Would you like to learn more of next week? |                                     |   |   |                    |              |                 |  |

Names

**GAME SUMMARY:**  
Players stand in a circle.  
They call the name of another  
player then pass them the  
ball.

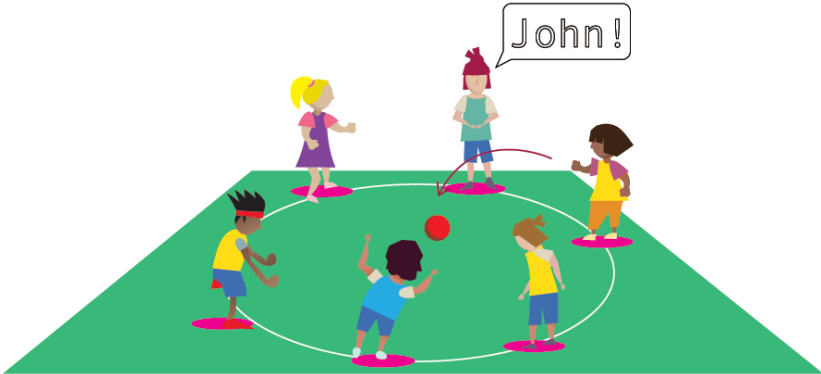
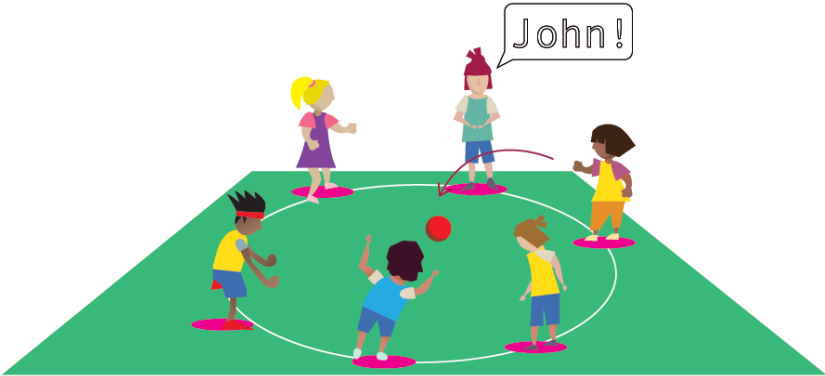
**Equipment needed:**  
➤ Coloured dots  
➤ Ball

**SKILL FOCUS**  
Throwing | Catching



**Game setup:**  
Place coloured dots in a circle, one per player. Play with 5 - 8 players in a circle. Ask each player to stand on a dot. Give one player the ball.

This game works best if players know each other’s names. It can also be used to help players learn names if they don’t know each other but they will need support from staff.



**COACH INSTRUCTIONS**

**STAGE 1**  
Players must keep at least 1 foot on their dot.

*TO ALL PLAYERS: "When you have the ball, choose someone else to pass it to. You need to look at them and call their name. They will show you they are ready to catch the ball by putting their arms out. You can then throw the ball to them."*

*"If you don't have the ball, wait for someone to call your name. You then need to put your arms out ready to catch the ball."*

**STAGE 2**  
Progression from stage 1. Choose one player to stand in the middle to be the interceptor.

*TO PASSERS: "The interceptor is going to try to catch the ball. You need to throw it so they can't touch it."*

*TO INTERCEPTOR: "Try to catch or touch the ball while it is in the air."*

If the interceptor catches or touches the ball, they swap positions with the player who threw it.

*ASK: "What kind of passes can you make to keep the ball away from the interceptor?"*

**FOUNDATION:**  
Skill Development

**COMPLEX:**  
Strategies & Tactics

# BRANCH OUT! Tips to modify Names

## Rules:

- > Vary the type of pass e.g. chest, shoulder or bounce pass, or allow the ball to be rolled. Allow players to choose the pass they use.
- > Add a time challenge to speed up the game e.g. count how many passes you can make in 30 seconds. Rotate interceptors after a set time.
- > Add extra interceptors.
- > Don't allow passes to player next to them.

## Equipment:

- > Vary the type of ball. Make it easier by using a larger or softer ball. Make it harder by using a smaller or harder ball depending on the sport you are coaching.
- > Brightly coloured balls or balls that make noise can be used to meet specific needs of players.

## Teaching Style:

- > Use **visual aids** such as picture cards of a throw and catch to demonstrate the skill you want players to perform.
- > Use **staff helpers** to assist each group.
- > Use **role models** to demonstrate correct passing technique.

## Environment:

- > Vary the passing distance. Make the circle larger or smaller.
- > Replicate the game in an adjacent area if there are more than 8 players.
- > Play indoors or outdoors.

## ALTERNATE SPORTS & SKILLS

This game can develop throwing and catching skills for sports such as basketball, netball, cricket and softball.

This game can also be used to develop other skills such as kicking or bowling:



## SAFETY!

- > Ensure the interceptor stands at least 1 metre away from the passer.
- > Make the circle large enough for the interceptor to freely move.
- > If the ball runs away, the coach chooses someone to retrieve it.
- > Use a ball appropriate for players' ability level.

# Shuttle Ball

## SKILL FOCUS

Throwing | Bowling | Catching | Kicking

# SPORTAUS



### GAME SUMMARY:

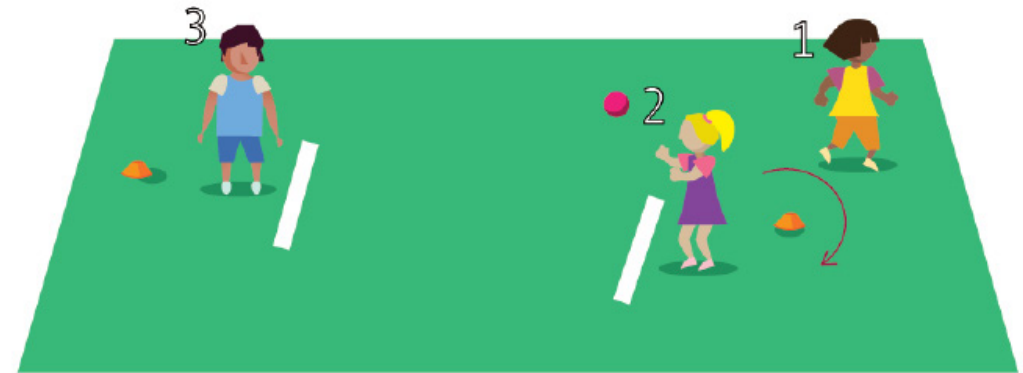
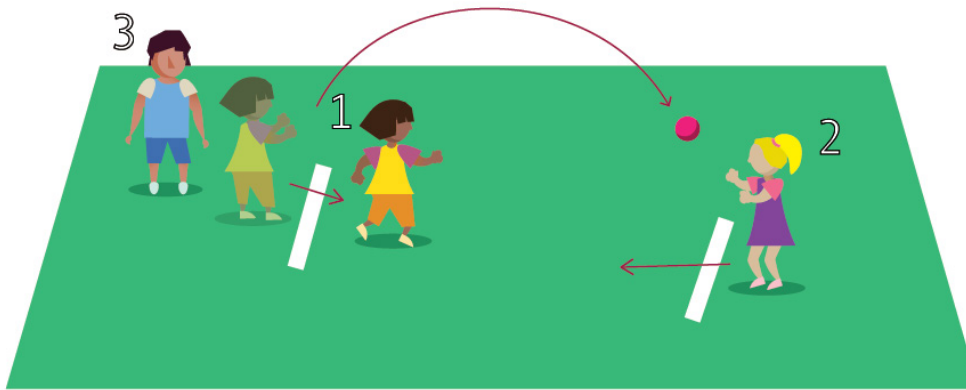
Players throw, kick or bowl a ball to a team mate. They then run to take the place of the person who receives the ball.

### Equipment needed:

- Tape or chalk
- Balls (various sizes)
- Markers

### Game setup:

Put players in groups of 3 or 4. Mark out 2 lines using tape or chalk approximately 3 - 5 metres apart for each group. Give one player from each group a ball. Players line up with equal numbers behind each line (if there are only 3 players, the third stands behind the player with the ball).



### STAGE 1

**TO PLAYER 1:** "Pass the ball to your team mate on the other side. You then need to run and stand behind them."

**TO PLAYER 2:** "When you catch the ball, wait for the person who threw it to stand behind you before you pass it."

Scoring optional: "I will call STOP after 1 minute. Count how many passes you can make before I call STOP." Teams try to beat their score.

### STAGE 2

Progression from stage 1. Place a marker approximately 2 metres behind each line.

**TO PLAYER 1:** "This time you need to pass the ball to your team mate on the other side, then run around the marker behind them and back to where they were standing."

**TO PLAYER 2:** "When you catch the ball, wait for the person who threw it to run past you before you pass it."

Teams count how many passes they can make in 1 minute. Repeat, teams try to beat their score.

**ASK:** "How can you work faster to make more passes in the set time?"  
"Why do you need to wait for your team mate to run past you before you can pass the ball?"

COACH INSTRUCTIONS

### FOUNDATION:

Skill Development

### COMPLEX:

Strategies & Tactics

### PHYSICAL LITERACY ELEMENTS

Object Manipulation | Agility | Speed | Collaboration | Perceptual Awareness

### AC:HPE CONTENT DESCRIPTIONS

ACPMPO08 | ACPMP025

# BRANCH OUT! Tips to modify Shuttle Ball

## Rules:

- > Change the type of pass e.g. underarm, overarm, bounce pass.
- > Vary the time challenge e.g. 30 seconds.
- > Vary the scoring e.g. make running around the marker an optional bonus point.
- > Change the locomotor movement between lines e.g. skipping, hopping, jumping.

## Equipment:

- > Use a ball relevant to the sport you are coaching.
- > Select balls with different colours or textures, or use a noisy ball such as a goal-ball or a ball wrapped in a plastic bag to suit individual needs.

## Teaching Style:

- > Use **visual aids** such as picture cards to show the skill you want players to perform.
- > Use player **role models** to demonstrate the correct technique.
- > Include players with limited mobility by getting them to stay on one end and have other players run for them when they throw.

## Environment:

- > Replicate the game in an adjacent area to ensure all participants are engaged.
- > Move the lines closer or further apart. Move the markers closer or further back.
- > Play indoors or outdoors on grass or on a hard surface.

## ALTERNATE SPORTS & SKILLS

Use this game to develop passing skills for football, netball and basketball. Change the skill to develop bowling skills.



## SAFETY!

- > Ensure players have moved behind the person with the ball before the ball is passed.
- > Ensure a safe distance between players and groups.
- > Play must stop before a player can retrieve a ball from another group's playing space.

# Speed Gate

## SKILL FOCUS

Accuracy | Bowling | Rolling

SPORTAUS

Special  
Olympics  
Australia

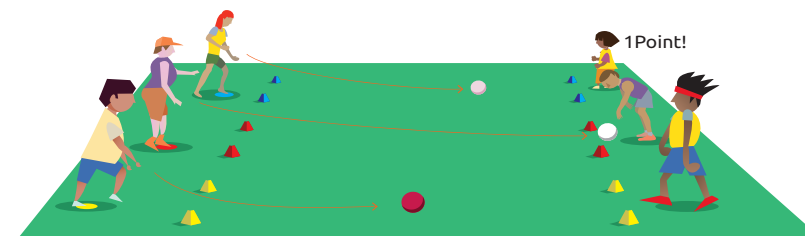


### GAME SUMMARY:

Players roll a ball through a 'gate' with the aim of achieving speed and accuracy.

### Equipment needed:

- Markers (1 colour per team, 2 - 4 markers of each colour)
- Balls (1 per team)
- Coloured dots



## COACH INSTRUCTIONS

### OPTION 1: USING A WALL

#### Game Setup:

Play individually or in pairs. Players stand on a coloured dot facing a wall. Place 2 colour coordinated markers in front of each player to make a 'gate'. Give each player or pair a ball.

#### Coach Instructions:

"When I say **GO**, roll the ball through the gate to the wall. If your ball gets to the wall first you get a point."

### OPTION 2: RELAY FORMAT

#### Game Setup:

Play in pairs or small teams. Players stand on coloured dots facing their team mates at the other end. Use colour coordinated markers to make 2 gates between each group creating a bowling lane. Give each team a ball.

#### Coach Instructions:

"When I say **GO**, roll the ball through the gates towards your teammate. If your ball goes through both gates and gets to the other end first, you score 1 point."

**ASK:** "What can you do to get your ball to the end fastest?"

# BRANCH OUT! Tips to modify Speed Gate

## Rules:

- > Add a time challenge, e.g. see how many points you can score in 2 minutes.
- > Vary the scoring, e.g. all teams get a point if they roll the ball through the gate. The fastest gets an extra point. Bonus points can be awarded for hitting a target.
- > All balls must be rolling (not bouncing) through the gate to get a point.
- > Vary the rolling technique, e.g. one handed or two handed roll.

## Equipment:

- > Place a bowling pin or witches hat in the centre of each bowling lane as a target for bonus points.
- > Vary the type of ball according to the sport you are coaching.
- > Use balls of a specific colour, or balls that make sound to meet needs of individual players.

## Environment:

- > Game can be played indoors or outdoors, on grass or a hard surface.
- > Vary the size of the gates. Make it harder by making the gates narrower, make it easier by making gates wider.
- > Increase or decrease the distance players must roll the ball.

## Teaching Style:

- > Use **visual aids** such as a picture card of a roll to demonstrate the skill you want players to perform.
- > Use **role models** to highlight good technique.
- > Use **one on one coaching** to assist with skill development.

## ALTERNATE SPORTS & SKILLS

Use this game to develop accuracy for sports such as ten pin bowling and cricket. Substitute equipment to develop soccer and golf skills.



## SAFETY!

- > Ensure a safe distance between players / groups.
- > Players need to wait until all balls have been rolled before they enter the playing area.



# Flip It

## GAME SUMMARY:

Play in 2 teams. One team turns markers the right way up, the other team turns markers upside down. Teams try to have the most markers facing their team's way after a set time.

## SKILL FOCUS

Locomotor Movement

**SPORTAUS**



## Equipment needed:

> Field markers (at least 1 per player)

## Game setup:

Spread markers around the playing area. Place half the markers the right way up and half the markers upside down.

Split players into 2 even teams.



## COACH INSTRUCTIONS

### STAGE 1

Assign each team with either 'upside down' or 'right way up' markers. You can also use fun names such as domes & dishes, builders & bulldozers, saucepans & lids or bunkers & shelters.

*"If you see a marker sitting in the other team's position, flip it over so it is sitting the same way as your team."*

Call **"STOP!"** after 30-60 seconds. Get teams to count the markers sitting the way of their team. The winning team scores a point.

### STAGE 2

Progression from stage 1.

*"Talk to your team about how you can work together to flip all the markers your way."*

Play for a set period of time and call **"STOP!"**

**ASK:** *"How did you work as a team to flip as many markers your way as possible?"*

## FOUNDATION:

Skill Development

## COMPLEX:

Strategies & Tactics

# BRANCH OUT! Tips to modify Flip It

## Rules:

- > Vary the playing time.
- > Players can only touch one marker at a time.
- > Players cannot flip the same marker more than once.
- > Change the number of players on teams. Can have uneven numbers.
- > Change locomotor movement, e.g. players must jump or skip between markers.
- > Flip and run – players need to run and step over a boundary line after each marker they flip. This will spread the players out.

## Teaching Style:

- > Use **staff helpers** to assist each team.
- > Use **questioning** to encourage participants to think of their own strategies.

## Equipment:

- > Skittles or witches hats can be used instead of markers. Be mindful though that these are easier to knock over than to stand up so you may need uneven team numbers.

## Environment:

- > Make the playing area bigger or smaller.
- > Increase or decrease the space between markers.

## ALTERNATE SPORTS & SKILLS

This game can be used as a warm up for any sport.

## SAFETY!

- > Ensure playing area is free from obstructions.
- > Players need to be aware of others around them.
- > If the area is too confined, players can be restricted to walking for safety.

# Rob the Nest

## SKILL FOCUS

Locomotor Movement | Throwing  
Catching | Fielding

**SPORTAUS**

**Special  
Olympics**  
Australia

## GAME SUMMARY:

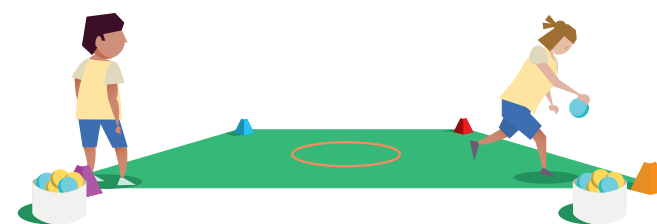
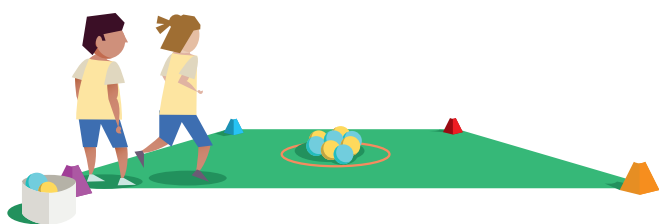
Players collect balls one at a time from the centre hoop and place them in their team bucket. Teams aim to get the most amount of balls in their bucket.

## Equipment needed:

- > 4 markers or dots of different colours
- > 1 hoop
- > 15 - 20 balls of various sizes
- > 4 team buckets

## Game setup:

Place 15 - 20 balls in a hoop in the middle of the playing space. Place 4 markers or dots of different colours at even distances from the hoop to make a square. Put a bucket next to each marker. Individuals or teams stand next to a marker (or on a dot). Where needed, have a staff helper for individuals / teams.



## COACH INSTRUCTIONS

### STAGE 1

*"The first player in your team must run to the hoop, pick up a ball, then run back to your team and put the ball in your bucket. The next player in line then does the same. Take it in turns until all balls are gone from the middle."*

**Scoring Optional:** Teams count how many balls they have collected. Repeat game where teams try to beat their score.

### STAGE 2

Progression from stage 1.

*"This time, when you pick up a ball from the hoop, turn around and throw it to the next player in your team. They catch the ball and put it in the bucket. Take it in turns until all balls are gone from the hoop. The team with the most balls at the end wins."*

**ASK:** "Will it be easier for your team mate to catch the ball if you throw overarm or underarm?"

### STAGE 2

Progression from stage 2.

*"This time, once all balls are gone from the middle, you can steal 1 ball at a time from another team. You must take it in turns. When I call **STOP**, go back to your marker. The team with the most balls wins."*

**ASK:** "How can your team collect the most balls?"

## FOUNDATION:

Skill Development

## COMPLEX:

Strategies & Tactics

## PHYSICAL LITERACY ELEMENTS

Movement Skills | Speed | Self-Regulation (Emotions) | Engagement & Enjoyment | Collaboration | Rules

## AC:HPE CONTENT DESCRIPTIONS

ACPMPO09 | ACPMP027 | ACPMP045

# BRANCH OUT! Tips to modify Rob the Nest

## Rules:

- > Vary the throwing technique (e.g. overarm, underarm).
- > Change the locomotor movement (e.g. skipping, hopping).
- > Vary the method the ball is delivered back to the bucket (e.g. rolling, dribbling, balancing the ball on a racquet, carrying the ball with one hand).

## Equipment:

- > Use a ball relevant to the sport you are coaching.
- > Vary the type of ball. Make it easier with a larger, softer ball. Make it more challenging with a smaller, harder ball (e.g. tennis ball). Bean bags can also be used.
- > Use hoops instead of buckets to collect the team's balls.

## Teaching Style:

- > Use **visual aids** such as picture cards to show the skill you want players to perform.
- > **Run with players** and guide them through each step of the game.
- > Use **questioning** to encourage players to think of their own strategies.

## Environment:

- > Vary the distance the team markers are placed from the hoop. Make it easier by moving the markers closer for a shorter distance to run or throw. Increase distance to challenge players (ensure safety rules are followed).
- > Can be played indoors, outdoors, on grass or hard surfaces.
- > Minimise external distractions.

## ALTERNATE SPORTS & SKILLS

Use this game to develop other skills such as rolling or dribbling the ball back to their bucket.



## SAFETY!

- > Use balls appropriate for ability level, i.e. start with larger soft balls and move onto smaller balls.
- > Ensure players throw safely for their partner or team mate to catch.
- > Players must be aware of other players and be careful not to run into others when collecting balls.

# Hoop Stretch

## SKILL FOCUS

Balancing

SPORTAUS



### GAME SUMMARY:

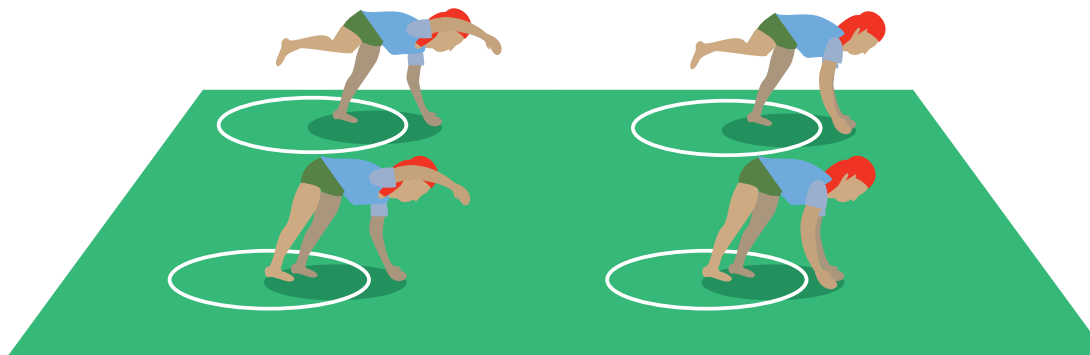
Players explore balancing with different body positions while keeping at least one part of the body in a hoop.

### Equipment needed:

- > Hoops - 1 per player
- > Gym mats (optional)

### Game setup:

Players find a space where they cannot touch anyone else and place their hoop on the floor.



## COACH INSTRUCTIONS

### STAGE 1

Single skill.

Coach to start as leader.

*"I will perform a balance. You need to copy me using your hoop and hold the balance for 3 seconds."*

1 part of the body must always be in the hoop.

### STAGE 2

Progression from stage 1 – short skill sequence.

*"This time, I will perform a combination of skills. You need to copy me and hold each balance for 5 seconds."*

Combine 2 or 3 balances into a sequence for players to copy.

**ASK:** *"Which body part do you feel stretching for each balance?" "What can you do to hold the balance for 5 seconds?" "Can anyone think of a new balance we can perform?"*

### FOUNDATION:

Skill Development

### COMPLEX:

Strategies & Tactics

## PHYSICAL LITERACY ELEMENTS

Muscular Endurance | Stability/Balance | Flexibility | Strength | Reasoning

## AC:HPE CONTENT DESCRIPTIONS

ACPMPO08 | ACPMP025 | ACPMP043

# BRANCH OUT! Tips to modify Hoop Stretch

## Rules:

- > Vary challenge. Start with 2 hands and 2 feet on the floor and progress to 1 hand and 1 foot.
- > Players can also balance on knees or elbows depending on ability level.
- > Increase or decrease time that players need to hold balance.

## Equipment:

- > Gym mats can be used for safety if balancing skills are challenging.

## Teaching Style:

- > **Demonstrate skills** to ensure players use correct technique.
- > Use appropriate **physical contact** to support players to improve their technique.

## Environment:

- > Ideally play indoors where there are no distractions to allow players to concentrate on each balance.

## ALTERNATE SPORTS & SKILLS

Use this game to develop balancing skills for gymnastics.



## SAFETY!

- > Ensure there is adequate space between players.
- > Balances need to be appropriate to the ability level of players.
- > Start with a short duration for players to hold a balance and increase holding time as activity progresses.
- > Do not bounce in any stretch position.

# Balance Energisers

## SKILL FOCUS

Locomotor Movement | Balancing

SPORTAUS

Special  
Olympics  
Australia

### GAME SUMMARY:

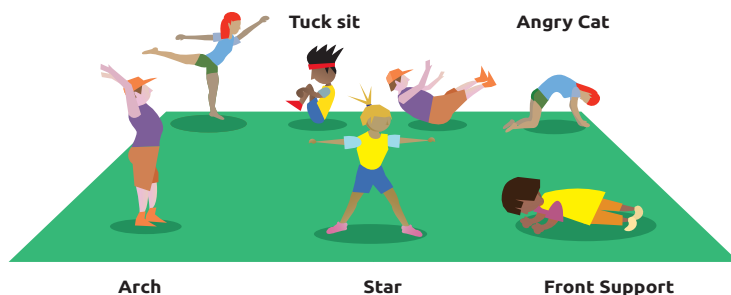
These warm up activities get players performing a variety of locomotor movements and static balances.

### Equipment needed:

- > **All Games:** markers
- > **Balancing Act:** variety of objects to use for balancing such as balloons, poles, shoes, hats, tennis racquet, balls, etc.

### Game setup:

Mark out a square playing space with clear boundaries.



### GAME 1: TRAFFIC LIGHTS

Players spread out inside the square.

#### Coach Instructions:

"When I say GREEN LIGHT, jog around inside the square. When I say YELLOW light, jog on the spot. When I say RED LIGHT, you must stop and perform the balance I call out."

Use a variety of balances. Be creative and give balances fun names, for example:

- Speed hump = players curl into a ball
- Tree = stand up tall with arms reaching up in the air (high V)
- Bridge = hold a front support bridge on hands and feet / knees
- Pedestrian crossing = lunge movements
- Street light = arabesque balance

### GAME 2: HERE, THERE, NOWHERE

Players line up along an end line.

#### Coach Instructions:

"When I say HERE, run towards me. When I say THERE, run away from me. When I say NOWHERE, I will then give you a balance and you need to do it on the spot. You can copy me."

Balances can include tuck sit, arabesque, angry cat, V-sit, arch, side support etc.

### GAME 3: BALANCING ACT

Provide a variety of objects.

#### Coach Instructions:

"Pick up an object. I will call out a part of your body. You need to balance the object on this body part. Try to hold your balance and keep the object still for 5 seconds."

Body parts that can be used to balance objects on include palm / back of hand, knee, foot, elbow, chin.

**ASK:** "How can you keep your body stable when you're balancing something on your foot?"

COACH INSTRUCTIONS

### FOUNDATION:

Skill Development

### COMPLEX:

Strategies & Tactics

# BRANCH OUT! Tips to modify Balance Energisers

## Rules:

- Players must hold static balances for a set amount of time, e.g. 5 seconds.
- Players perform different locomotor movements e.g. skipping, hopping.

## Equipment:

- Be creative with the equipment used for **Balancing Act**. Objects just need to be safe and light enough for players to hold comfortably.

## Teaching Style:

- Give **one on one coaching** to discretely correct balancing technique.
- **Ask players** to think of their own balances.

## Environment:

- Ideally play indoors and minimise distractions.
- Make the playing area bigger to allow players to spread out, or smaller to increase the intensity of the game.

## ALTERNATE SPORTS & SKILLS

Use this game to develop balancing and movement skills for gymnastics.



## SAFETY!

- Ensure playing area is free from hazards and obstructions. If indoors, make sure boundaries are well clear of walls.
- Players need to be aware of those around them to avoid collisions.
- Start with a slow locomotor movement such as walking or jogging. Build up spatial awareness skills before getting players to run at speed.
- Balances need to be appropriate to ability level of players.



# Frogs & Lily Pads

## SKILL FOCUS

Locomotor Movement

SPORTAUS



### GAME SUMMARY:

Players practice two-foot jumping and landing technique by jumping between hoops.

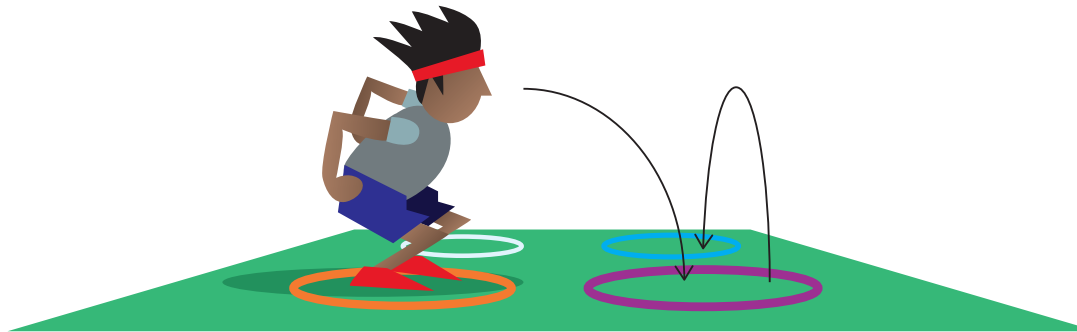
### Equipment needed:

► Hoops

### Game setup:

Distribute several hoops inside the playing area (at least 5 more than the number of players). Make sure hoops are an appropriate distance apart for players to safely jump from hoop to hoop. Players stand inside a hoop. Demonstrate how to perform a two-foot jump by swinging arms back to propel forward and land on two feet with knees bent.

**OPTIONAL:** Use fun names such as 'pond' for the playing space, 'lily pads' for the hoops and 'frogs' for the participants.



## COACH INSTRUCTIONS

### STAGE 1

"Jump into as many hoops as you can."

### STAGE 2

"I will give you 30 seconds, count how many different hoops you can jump into. You must be the only person in your hoop."

Repeat and see if players can beat their score.

### STAGE 3

Progression from stage 3.

"This time, I am a tagger (or 'shark'). If you jump into the same hoop as me your score goes back to zero."

Call "**STOP!**" after 30 - 60 seconds. Choose a player to become the tagger. Repeat the game.

**ASK:** "How can you make sure you keep away from the tagger?"

### FOUNDATION:

Skill Development

### COMPLEX:

Strategies & Tactics

## PHYSICAL LITERACY ELEMENTS

Movement Skills | Muscular Endurance | Coordination | Stability/Balance | Perceptual Awareness | Rules

## AC:HPE CONTENT DESCRIPTIONS

ACPMPO08 | ACPMP025 | ACPMP043

# BRANCH OUT! Tips to modify Frogs & Lily Pads

## Rules:

- > Allow players to walk or jog in between the hoops if constant jumping is too difficult.
- > Rotate taggers - if a player jumps in a hoop with the tagger, they become the tagger.
- > Vary skill, e.g. players can take off from one foot and land on two feet.

## Equipment:

- > Take away hoops so there are less hoops than players. This increases the challenge of jumping onto a hoop before someone else. Ensure safety rules are followed.
- > Use different coloured hoops with different values, e.g. red hoops are worth 2 points and all other colours are worth 1 point.

## Teaching Style:

- > Use **visual aids** such as a picture card of a two-foot jump to demonstrate the skill you want players to perform.
- > Jump with players and **guide** them through the skill.
- > Use **role models** to demonstrate correct jumping technique.

## Environment:

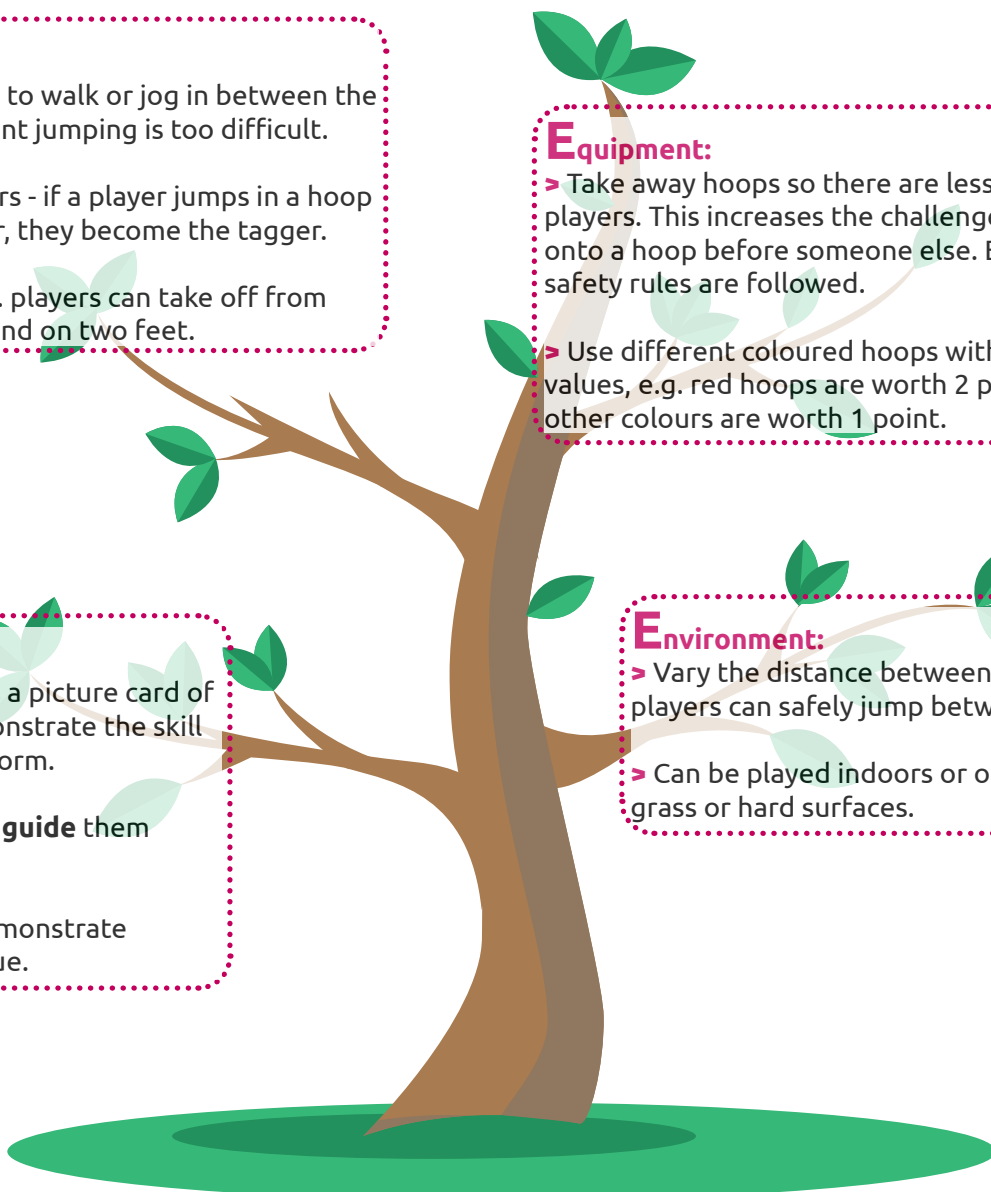
- > Vary the distance between hoops (ensure players can safely jump between hoops).
- > Can be played indoors or outdoors, on grass or hard surfaces.

## ALTERNATE SPORTS & SKILLS

Use this game to develop other locomotor skills such as hopping and leaping.

## SAFETY!

- > Encourage players to look where they are jumping so they don't collide with another person.
- > Play on grass rather than hard surfaces for safety.
- > If playing on a hard surface, players must be careful to land in the middle of the hoop so it doesn't slide under foot.



# Musical Games

## SKILL FOCUS

Locomotor Movement | Balancing

SPORTAUS

Special  
Olympics  
Australia

### GAME SUMMARY:

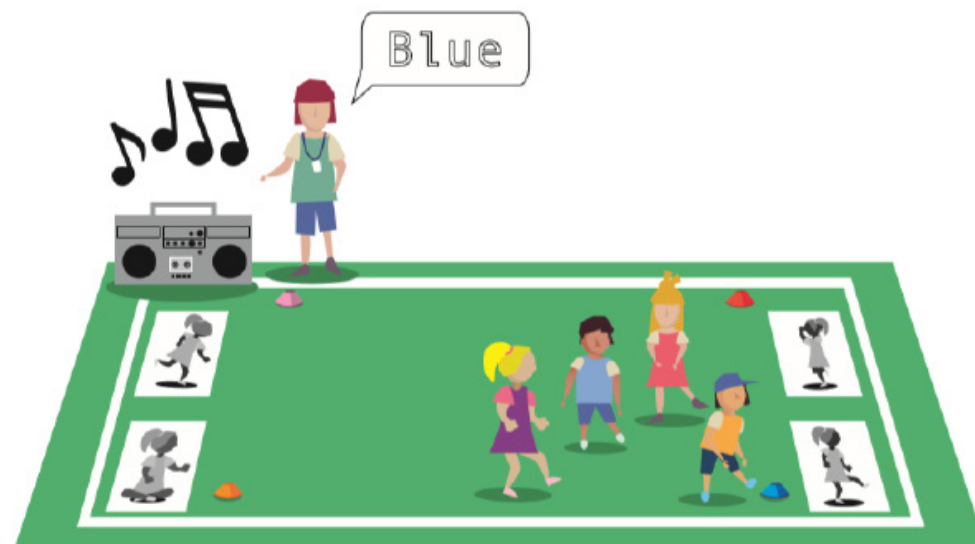
Players dance freely around the room. When the music stops, players perform a balance.

### Equipment needed:

- Music player
- Markers (4 colours)
- Posters with pictures of balances

### Game setup:

Use any playing space away from obstructions and hazards. Players spread out so they have sufficient space to move. For game 2 'Corners', place a different coloured marker in each corner of the room or playing space. Place posters on the wall or floor showing a different balance for each corner.



## COACH INSTRUCTIONS

### GAME 1: MUSICAL STATUES

"Dance around the room while the music is playing. Be careful not to bump into anyone. When the music stops you must stop and stay still like a statue."

Give players different balances to hold each time the music stops.

ASK:

"What are some different ways you can dance to the music?"

"Can you think of an interesting balance or statue we can all do?"

"How can you make sure you hold your body still like a statue?"

### GAME 2: CORNERS

Point out the 4 different coloured markers in each corner. Hold up the pictures and demonstrate each of the balances one at a time.

"Dance around the room while the music is playing. Be careful not to bump into anyone. When the music stops I will call a colour. You need to move to that corner and perform the balance that is in the picture. Try to hold the balance for 5 seconds."

ASK: "How can you make sure you hold your body position without falling over?"

# BRANCH OUT! Tips to modify Musical Games

## Rules:

- > Vary the length of time players need to hold their balance (shorter or longer).
- > Players can perform different locomotor movements instead of dancing e.g. skipping, hopping.
- > When the music stops, ask a player to decide a balance for the group to perform.
- > Players can perform a statue in pairs.

## Equipment:

- > Game 2 '**Corners**': Have extra posters with different balances for players to perform
- > Incorporate objects into the balances (e.g. bean bags).

## Teaching Style:

- > Show a **visual aid** such as a picture card of the movement or balance you want players to perform.
- > **Ask players** to think of their own balances and locomotor movements.

## Environment:

- > Ideally play indoors and minimise distractions.
- > Games can be played on carpet or a hard surface.

## ALTERNATE SPORTS & SKILLS

Use this game to develop balancing skills for gymnastics and dance.



## SAFETY!

- > Ensure playing area is free from hazards and obstructions.
- > Players need to be aware of those around them to avoid collisions. No physical contact is allowed.
- > Start with slow music to encourage slow locomotor movement. Build up spatial awareness before getting players to move quickly.
- > Balances need to be appropriate to ability level of players.

# Body Balances

## SKILL FOCUS

Balancing

SPORTAUS

Special  
Olympics  
Australia

### GAME SUMMARY:

Players move around the playing space. On the coach's call, players perform a balance using specific body parts.

### Game setup:

Mark out a safe playing space. When playing the game with pairs, match players of similar ability level.



### STAGE 1

Play individually.

*"Move around the playing area. When I call **STOP** you need to freeze. You then need to perform a balance for 5 seconds with only the body parts I say touching the floor."*

Some examples can be:

- 1 foot
- 1 foot, 2 hands
- 2 hands, 2 knees
- 2 feet, 1 hand



### STAGE 2

Play in pairs.

*"Move around the playing space with your partner. When I call **STOP** you need to freeze. You then need to perform a balance for 5 seconds with your partner. I will tell you which parts of your bodies can be touching the floor. You have to be touching or holding onto your partner."*

Pairs can only have the body parts called out combined touching the floor. Some examples can be:

- 3 feet, 2 hands
- 2 knees, 4 hands
- 2 bottoms, 2 hands, 2 feet

**ASK:** "Is it easier to balance when you're closer to the ground or further away?" "How can you work with your partner to hold the balance?"

COACH INSTRUCTIONS

### FOUNDATION:

Skill Development

### COMPLEX:

Strategies & Tactics

# BRANCH OUT! Tips to modify Body Balances

## Rules:

- > Use different locomotor movements to move around e.g. hopping, skipping, jogging.
- > Vary the time that players need to hold the balance.
- > Allow creativity and award points for interesting and new balances.
- > Make it harder by adding challenging combinations using body parts such as backs, elbows and shoulders.

## Equipment:

- > Gym mats can be used for safety if playing on hard surface.
- > Challenge players by adding an object such as a hoop, ball or bean bag to balance between them.

## Teaching Style:

- > Provide **one on one coaching** during game.
- > Use **picture cards** to show the skills and movements you want players to perform.
- > Use appropriate **physical contact** to support players to improve their technique.

## Environment:

- > Ideally play indoors where there are no distractions to allow players to concentrate on each balance.

## ALTERNATE SPORTS & SKILLS

Use this game to develop balancing and movement skills for gymnastics.



## SAFETY!

- > Balances need to be appropriate to the ability level of players.
- > Play on soft surfaces or use gym mats.
- > Do not let players use their head to balance on.
- > Make sure players move out of the balance slowly (do not just let go).

# Balance Tag Games

## SKILL FOCUS

Locomotor Movement | Balancing

**SPORTAUS**



### GAME SUMMARY:

These warm up activities get players performing locomotor movement and static balances.

### Equipment needed:

- > Markers
- > Bibs for taggers

### Game setup:

Mark out a square playing space with clear boundaries. Players spread out inside the square. Choose one player to be the tagger and give them a coloured bib.



## COACH INSTRUCTIONS

### GAME 1: STORK TAG

Ask players to spread out around the playing area.

*TO THE TAGGER: "Run around and try to gently tag all the players who are moving."*

*TO EVERYONE ELSE: "Run around and try to keep away from the tagger. If you get tagged, you need to freeze and stand like a stork. Players who are not tagged can free someone who is standing like a stork by giving them a high 5."*

### GAME 2: FROST & THAW

Choose one player to be the tagger or 'Frost'. Choose another player to be 'Thaw' who can free players who have been tagged.

*TO FROST: "Run around and try to gently tag all the players who are moving."*

*TO THE RUNNERS: "Run around and try to keep away from Frost. If you get tagged by Frost, you need to freeze in a balance position. You can only join back into the game if Thaw frees you."*

*TO THAW: "If you see a player that is frozen on the spot, you can free them by giving a high 5."*

# BRANCH OUT! Tips to modify Balance Tag Games

## Rules:

- > Add more taggers.
- > Players perform different locomotor movements e.g. skipping, hopping.
- > Change the balance that players need to perform within each game, e.g. balance on 1 leg only.
- > Rotate Thaw by swapping roles with the player they free.

## Equipment:

- > Using more field markers will better outline playing boundaries.

## Teaching Style:

- > Give **1 on 1 coaching** to discretely correct balancing technique.
- > **Ask players** to think of their own balances.

## Environment:

- > Ideally play indoors and minimise distractions.
- > Make the playing area bigger to allow players to spread out, or smaller to increase the intensity of the game.

## ALTERNATE SPORTS & SKILLS

Use these games to develop locomotor movement skills for any sport and balancing skills for gymnastics:



## SAFETY!

- > Ensure playing area is free from hazards and obstructions. If indoors, make sure boundaries are well clear of walls.
- > Players need to be aware of those around them to avoid collisions.
- > Start with a slow locomotor movement such as walking or jogging. Build up spatial awareness skills before getting players to run at speed.
- > Balances need to be appropriate to ability level of players.



# Body Obstacle Course

## SKILL FOCUS

Balancing | Locomotor Movement

**SPORTAUS**

**Special  
Olympics  
Australia**

### GAME SUMMARY:

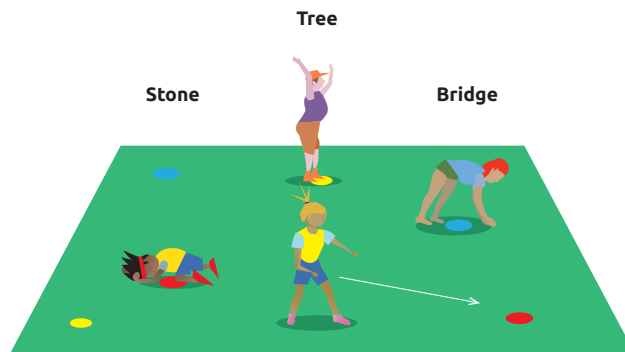
Players work in relay teams. 2 or 3 players hold a balance to create an obstacle course. 1 player runs through the course then swaps position with one of their team members.

### Equipment needed:

- Coloured dots x 3-4 of different colours
- Gym mats for players to balance on (optional)

### Game setup:

Place coloured dots on the floor to mark where players make obstacles. Have different colours to indicate different shapes.



### STAGE 1

Spread dots around the room / playing space.

*"Move around the room making a shape on each of the dots. Hold positions for at least 5 seconds then move to another dot."*

*"On the red dots, make a stone by curling up into a ball."*

*"On the blue dots, make a bridge by holding your body up on your hands and feet."*

*"On the yellow dots, make a tree by standing up tall with your arms reaching up towards the sky."*

See if players can make a shape on all dots.

### STAGE 2

Split the group into teams of 4. Place 4 dots in a line for each team, with one player standing on each dot.

**TO FIRST PLAYER:** "Curl up into a ball on the ground and stay still like a stone."

**TO SECOND PLAYER:** "Make a bridge by holding your body up on your hands and feet. Keep your body straight."

**TO THIRD PLAYER:** "Stand up tall like a tree with your arms reaching up towards the sky."

**TO THE RUNNING PLAYER:** "Run up to the stone and carefully step over. Then run to the bridge and crawl under. Run around the tree and back to the start. Swap places with the stone."

Repeat with the next player swapping places with the bridge and so on.



### STAGE 3

Progression from stage 2.

Teams have a relay race.

*"I will give you 1 minute, count how many players you can get to run through the obstacle course."*

Repeat and see if teams can beat their score.

### ASK:

*"Can you think of another shape you can make with your body?"*

COACH INSTRUCTIONS

### FOUNDATION:

Skill Development

### COMPLEX:

Strategies & Tactics

### PHYSICAL LITERACY ELEMENTS

Movement Skills | Coordination | Strength | Motivation | Safety & Risk

### AC:HPE CONTENT DESCRIPTIONS

ACPMPO08 | ACPMP025 | ACPMP043

# BRANCH OUT! Tips to modify Body Obstacle Course

## Rules:

- > Use different locomotor movements to move between obstacles eg. skipping, hopping.
- > Allow players to think of their own shapes.

## Equipment:

- > Gym mats can be used for safety if playing on hard surface.
- > Coloured dots can be substituted for markers, hoops or similar.

## Teaching Style:

- > **Move around** with players to help them through the game.
- > Use **picture cards** to show the skills and movements you want players to perform.
- > Use appropriate **physical contact** to support players to improve their technique.
- > Assign a **staff helper** for each team.

## Environment:

- > Ideally play indoors where there are no distractions to allow players to concentrate on movements.
- > Game can also be played on grass.

## ALTERNATE SPORTS & SKILLS

Use this game to develop balancing and movement skills for gymnastics.



## SAFETY!

- > Balances and movements need to be appropriate to the ability level of players.
- > Play on soft surfaces or use gym mats.
- > Do not let players use their head to balance on.
- > Make sure players move out of the balance slowly (do not just let go).
- > When players are stepping over, under or around players holding a balance, make sure they do it safely.

# Team Alphabet

## SKILL FOCUS

Balancing

SPORTAUS

Special  
Olympics  
Australia

## GAME SUMMARY:

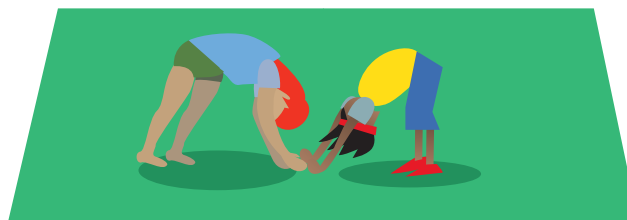
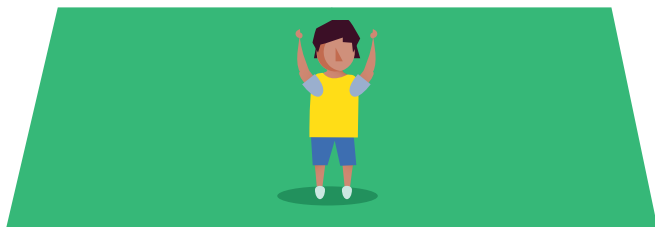
Players make a letter of the alphabet using their bodies.

## Equipment needed:

- > Gym mats
- > Alphabet letter print outs

## Game setup:

Spread gym mats around the floor.



## COACH INSTRUCTIONS

## STAGE 1

Work individually.

*"I'm going place a letter on your mat. Try to use your body to make the shape of this letter."*

Give each individual a letter and change the letters after each balance.

Use only these letters which are easy to form:

A, C, F, I, K, L, T, U, V, Y, Z

## STAGE 2

Work in pairs.

*"I'm going place a letter on your mat. You and your partner need to work together to make this shape using your bodies."*

Change letters after each balance.

Start to introduce these letters which are harder to form:

B, D, E, G, H, J, M, N, O, P, Q, R, S, W, X

## STAGE 3

Work in pairs or groups of 3.

*"Walk around the playing space. When I call a letter, you need to find a mat and make that letter with your partner / group using your bodies. Hold the balance for 5 seconds."*

**ASK:** "How can you work with your partner to hold the balance?"

## FOUNDATION:

Skill Development

## COMPLEX:

Strategies & Tactics

# BRANCH OUT! Tips to modify Team Alphabet

## Rules:

- > Vary the time that players need to hold the balance.
- > Make it easier by allowing players to lie on the floor to make the letter.
- > **Stage 3:** Change the group number, e.g. call out "1 player make the letter L" or "3 players make the letter H."
- > Use different locomotor movements to move around e.g. hopping, skipping, jogging.

## Teaching Style:

- > Provide **one on one coaching** during game.
- > Use **visual aids** to support your coaching such as large print outs of the letters.
- > Use appropriate **physical contact** to support players with balancing and to ensure safety.
- > **Pair players** with similar ability level and physical size.

## Equipment:

- > Introduce a piece of equipment to avoid body contact if appropriate. For example, players can hold opposite ends of a scarf or bean bag instead of holding hands (if safe to do so).

## Environment:

- > Ideally play indoors where there are no distractions to allow players to concentrate on balances.
- > If gym mats are not available, game can be played on a soft surface such as carpet (do not allow lifting).

## ALTERNATE SPORTS & SKILLS

Use this game to develop balancing and movement skills for gymnastics.



## SAFETY!

- > Consider whether removing shoes is required.
- > Balances need to be appropriate to ability level of players.
- > Play on soft surface or use gym mats.
- > Do not let players balance on their head.
- > Make sure players move out of the balance slowly (do not just let go).
- > If incorporating lifting into the game, use staff helpers to closely supervise and provide physical support where required.

# Back to Back Pass

## GAME SUMMARY:

Players work in pairs. Pairs stand back to back and make as many passes as they can in a set period of time.

## Equipment needed:

- > Balls (1 per pair)
- > Markers

## SKILL FOCUS

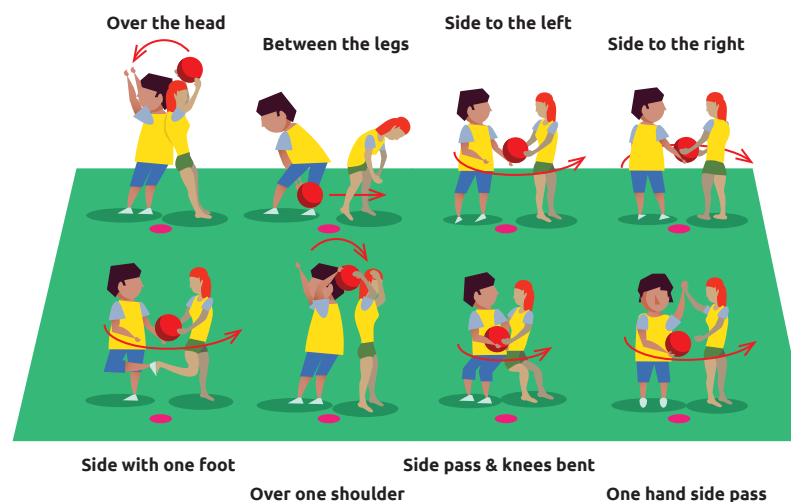
Passing

**SPORTAUS**



## Game setup:

Split players into pairs and give each pair a ball. Pairs stand back to back. Players perform passes from the options below.



## COACH INSTRUCTIONS

### STAGE 1

Pairs remain stationary.

*"Pass the ball between you and your partner until I call **STOP!**"*

**Scoring Optional:** Pairs count how many passes they can make in a set period of time.

Repeat game, pairs see if they can beat their previous score.

### STAGE 2

Pairs pass then move. Spread out several markers around the playing space.

*"Pass the ball 10 times between you and your partner. Run to another marker and make another 10 passes. Keep going until I call **STOP!** Count how many markers you get to."*

Repeat game, pairs see if they can beat their previous score.

**ASK:** *"How can you and your partner work together to pass quickly and get to more markers?"*

## FOUNDATION:

Skill Development

## COMPLEX:

Strategies & Tactics

# BRANCH OUT! Tips to modify Back to Back Pass

## Rules:

- > Vary the time challenge.
- > Call "**CHANGE**" to change passing direction.
- > Swap partners.
- > Vary the passing challenge, e.g. pairs make a combination of passes at each marker such as side / over / under. Or perform different passes at each marker (e.g. red marker = over the head, green marker = side to side, blue marker = between the legs).
- > Make it easier by allowing players to move their feet while passing.

## Equipment:

- > Vary the type of ball according to ability level.
- > Use textured balls, noisy balls or brightly coloured balls if appropriate.
- > Players can sit back to back on chairs to perform passes.

## Environment:

- > Play indoors or outdoors on grass or hard surfaces.
- > Minimise background distractions.

## Teaching Style:

- > Use **picture cards** of the pass you want players to perform.
- > Use player **role models** to highlight good passing technique.
- > Use discrete **one on one coaching** to assist with skill development.
- > **Pair players** of similar ability level and height.

## ALTERNATE SPORTS & SKILLS

This game can be used as a passing warm up or low intensity indoor activity for any sport.

## SAFETY!

- > Ensure playing area is free from obstructions.
- > Players need to be aware of others around them.
- > If the area is too confined, players can be restricted to walking for safety.

# Catching Challenge

SKILL FOCUS

Catching | Throwing



GAME SUMMARY:

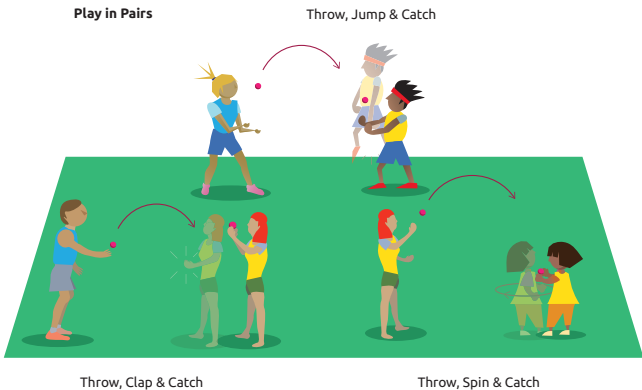
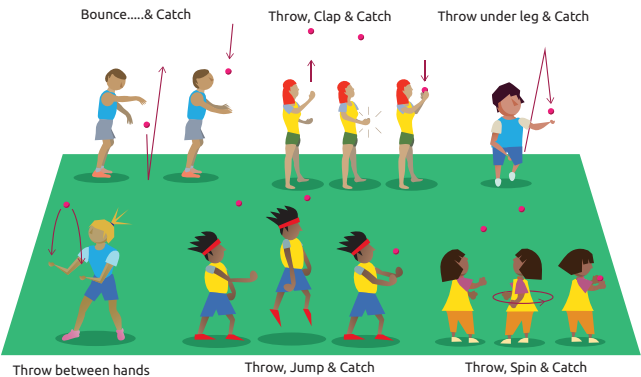
Players throw and catch a ball, trying progressively harder catching challenges.

Equipment needed:

> Balls - 1 per player

Game setup:

Players spread out ensuring they have sufficient space between each other. Give each player a ball.



COACH INSTRUCTIONS

STAGE 1

Play individually. Follow the coach.

*"I will throw the ball in the air. Before I catch it, I will do a movement. See if you can copy me."*

STAGE 2

Progression from stage 1 - make up own movements.

*"See if you can think of your own movement to perform before you catch the ball. Make sure you throw underarm and keep your eyes on the ball."*

Players practice a skill then perform it to the coach.

**Scoring Optional:** Give players a score out of 10 for performance.

**ASK:** "How high do you need to throw the ball to be able to perform a movement before catching it?" "Why is it best to throw underarm?"

STAGE 3

Play in pairs.

*"Throw the ball to your partner. Your partner needs to perform a movement before they can catch the ball. See if you can think of a new movement to perform."*

Pairs practice a skill then perform it to the coach.

**Scoring Optional:** Give players a score out of 10 for performance.

**ASK:** "Where is the best place to aim your throw so your partner can catch it?" "How should you hold your hands ready to catch?"

Some movements players can perform before catching the ball include: clapping, hopping, spinning around, jumping, touch the floor etc. Other throwing and catching challenges can include throwing the ball between legs or around the back, bowling the ball overarm into the ground and catching after 1 bounce or throwing the ball from hand to hand like juggling.

FOUNDATION:

Skill Development

COMPLEX:

Strategies & Tactics

# BRANCH OUT! Tips to modify Catching Challenge

## Rules:

- Set a challenge, e.g. count how many times you can clap / hop / jump etc before catching the ball?
- Players can perform more than one movement each time, e.g. throw – clap – spin – catch.
- Players can create and perform a routine.

## Equipment:

- Vary the size of ball. Make it easier with a larger, softer ball. Make it challenging with a smaller.
- Use equipment relevant to the sport you are coaching such as a softball glove.

## Environment:

- Play indoors or outdoors on grass or hard surface.
- Try to minimise distractions.

## Teaching Style:

- Use **role models** to demonstrate effective throwing and catching skills.
- Use **one on one discrete coaching** to assist players during the game.

## ALTERNATE SPORTS & SKILLS

Use this game to develop catching skills for cricket and softball.



## SAFETY!

- Ensure the equipment used is suitable for the ability level of the players. Avoid using hard balls.
- Ensure adequate space between individuals and groups.
- Players must not interfere with other players.



# L-o-n-g Pass

## SKILL FOCUS

Throwing | Catching

**SPORTAUS**



### GAME SUMMARY:

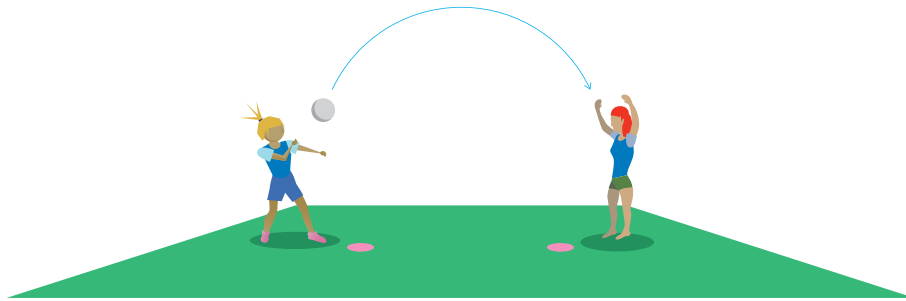
Players work cooperatively to pass as far as they can to each other.

### Equipment needed:

- > 1 ball per pair (netball size)
- > Markers
- > Coloured dots

### Game setup:

Mark out a square playing area. Put coloured dots to mark where the batter and feeder stand. Place several targets in the field, e.g. 3 buckets and 4 hoops. Split players into groups of 3 (1 batter, 1 feeder, 1 fielder).



### OPTION 1: PAIRS ACTIVITY

#### Game Setup:

For each pair, place matching markers or coloured dots approximately 1 metre apart. Pair players of similar ability level. Players stand next to a marker or on a coloured dot facing their partner. Give each pair 1 ball.

**Coach Instructions:** "Pass the ball to your partner. If they catch it on the full you both take 1 step back. If they drop it, you both take 1 step forward."

Call "**STOP**" after 1 minute. Pairs take note of where they are standing, this can be marked with chalk, tape or a marker if there are no lines on the playing surface to use. Repeat game. Pairs try to move further back than previous mark.

### OPTION 2: GROUP ACTIVITY

#### Game Setup:

Split players into groups of 4 or 5. One passer to stand in the centre with catchers placed at equal distance away from the thrower in a circle (or square). Use coloured dots to show players where to stand.

#### Coach Instructions:

**TO THE PASSER:** "Pass the ball to each catcher 1 at a time."

**TO CATCHERS:** "If you catch the ball on the full, take 1 step back. If you drop the ball, take 1 step forward or stay on your dot."

Rotate passers after each round.

COACH INSTRUCTIONS

# BRANCH OUT! Tips to modify L-o-n-g Pass

## Rules:

- > Vary the set playing time (e.g. 30 seconds, 1 minute, 2 minutes etc).
- > Vary the type of pass e.g. chest pass, shoulder pass.
- > For pairs activity, have either both players take a step or just the player who catches / drops the ball.

## Equipment:

- > Use a ball relevant to the sport you are coaching.
- > Vary the type of ball. Make it easier with a larger, softer ball. Make it more challenging with a smaller, harder ball.

## Teaching Style:

- > Use **visual aids** such as picture cards of a throw and catch to demonstrate the skill you want players to perform.
- > Use **role models** to highlight good passing technique.

## Environment:

- > Game can be played indoors or outdoors, on grass or hard surface.

## ALTERNATE SPORTS & SKILLS

Use this game to develop passing skills for sports such as basketball, netball, cricket and softball.



## SAFETY!

- > Use a ball appropriate for the players' ability level.
- > Ensure a safe distance between pairs / groups.
- > Ensure participants throw safely for their partner or team mate to catch.

# Run the Circle

## GAME SUMMARY:

Players work together to pass a ball around in a circle. A challenge is added to speed up the passing.

## Equipment needed:

- > Balls
- > Coloured dots

## SKILL FOCUS

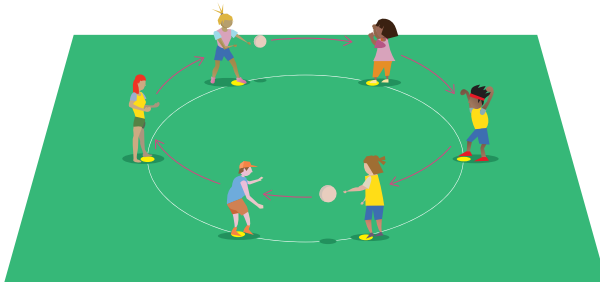
Throwing | Catching

**SPORTAUS**



## Game setup:

Place coloured dots (1 per player) in a circle, spaced evenly. Ask players to each stand on a coloured dot facing into the circle. Play with no more than 10 players in a circle.



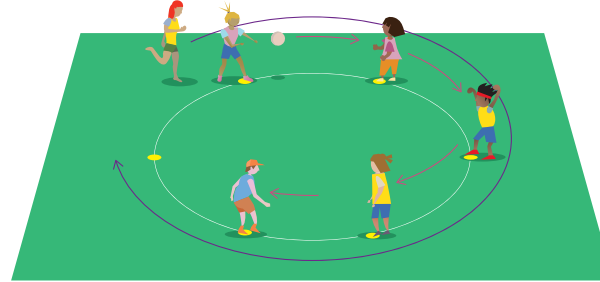
### OPTION 1: BALL RACE

Give 2 players standing on opposite sides of the circle a ball.

*"Pass the ball to the player on your left. Keep passing around the circle in a clockwise direction."*

[Point in the direction players will pass].

*"See if you can make one of the balls catch the other one."*



### OPTION 2: BEAT THE RUNNER

Give a ball to the running player.

**TO THE RUNNER:** *"Pass the ball to the person on your left. You then need to run around the outside of the circle until you get back to your dot. Run in the same direction that the ball is being passed. Try to beat the ball back."*

**TO PASSERS:** *"Pass the ball as fast as you can around the circle. Try to get the ball back to the start before the runner gets back to their dot."*

Rotate runners after each turn.



### OPTION 3: PASS ON THE RUN

Play with up to 6 players per circle. Choose 1 player to stand in the middle of the circle and give them a ball. They are the passer.

**TO THE PASSER:** *"Pass the ball to each player one at a time. They will be moving so make sure you pass it slightly in front of them."*

**TO THE PLAYERS IN THE CIRCLE:** *"When I say GO, start walking around the circle in a clockwise direction."*

[Point in the direction players will move].

*"When the passer throws you the ball, catch it and throw it back quickly."*

Rotate passers frequently. Depending on ability level of group, slowly build up speed so players are jogging or running around the circle.

COACH INSTRUCTIONS

# BRANCH OUT! Tips to modify Run the Circle

## Rules:

- > Call "**CHANGE**" to get players passing the ball or moving in the opposite direction.
- > Vary type of pass, e.g. bounce pass, rolling.
- > **Ball Race & Beat the Runner:** Players can turn around so they are facing out of the circle.
- > **Ball Race:** Start the balls closer together.

## Equipment:

- > Use a ball relevant to the sport you are coaching.
- > Vary the type of ball. Make it easier by using a larger softer ball. Make it harder by using a smaller ball.
- > Add a third ball for **Ball Race**.
- > Use a softball glove to catch if relevant.

## Environment:

- > Make it easier by moving dots closer together so players can hand the ball to each other. Make it harder by moving the dots further apart.
- > The space between dots can be varied to meet individual ability levels (e.g. allow a player with lower ability to pass a shorter distance than the other players).
- > Replicate game if group number is higher than 10 to ensure high involvement.

## Teaching Style:

- > Use **visual aids** such as picture cards of a throw and catch to demonstrate the skill you want players to perform.
- > Use **staff helpers** to join in the game to increase engagement and intensity.

## ALTERNATE SPORTS & SKILLS

Use this game to develop passing skills for sports such as basketball, netball, cricket and softball.



## SAFETY!

- > Use a ball appropriate for the players' ability level.
- > Ensure a safe distance between games.
- > Ensure participants throw safely for their partner or team mate to catch.
- > For **Pass on the Run**, the passer should call the name of the moving player before they throw the ball.

# Soctopus

**GAME SUMMARY:**  
Players dribble a ball across the playing field whilst trying not to let defenders steal their ball.

- Equipment needed:**
- > Balls (1 per player)
  - > Field markers
  - > Bibs or coloured bands

**Game setup:**  
Mark out a large rectangle playing area. Choose 1 or 2 players to be defenders and give them a bib. Defenders stand in the middle of the playing space. All other players line up along the end line with a ball each.

SKILL FOCUS

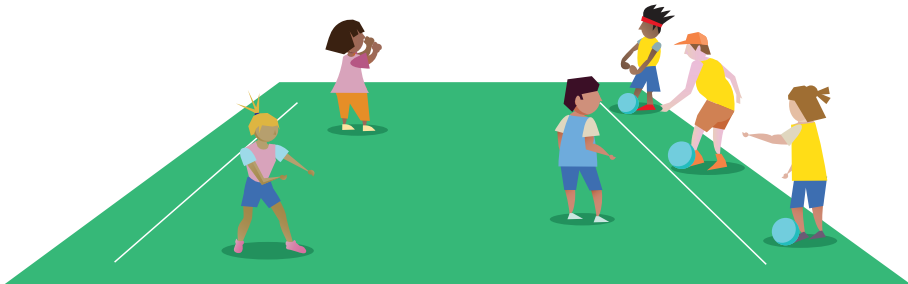
Dribbling



■ Dribblers  
■ Defender



■ Dribblers  
■ Defender  
■ Tagged



COACH INSTRUCTIONS

- STAGE 1**
- TO DRIBBLERS:** “When I say **GO**, dribble your ball to the other end line. Stay inside the boundary lines. Try not to let the defender take your ball.”
- TO DEFENDER(S):** “Try to steal a ball away from a dribbler. Be careful not to touch players as you take their ball. If you steal a ball, give that player your bib, take their ball and then you become a dribbler.”

Dribblers wait at each end for the coach or defender to call “**GO!**”

**FOUNDATION:**  
Skill Development

- STAGE 2**
- TO DRIBBLERS:** “When I say **GO**, dribble your ball to the other end line. Stay inside the boundary lines. Try not to let the defender near your ball. If your ball gets stolen or kicked away, put your ball to the side of the court. You must then stand still on the field where your ball was kicked. As players dribble past you, try to tag them with your hands.”
- Dribblers who get tagged by stationary taggers also need to put their ball to the side and become a stationary tagger.
- TO DEFENDER(S):** “Try to steal or kick the ball away from the dribblers. Be careful not to touch the players as you go for the ball.”
- ASK:** “How can you use your body to protect your ball from defenders?” “Where should you try to look while you are dribbling to the other side?”

**COMPLEX:**  
Strategies & Tactics

# BRANCH OUT! Tips to modify Soctopus

## Rules:

- > Add more defenders to make it harder for dribblers.
- > Give defenders a ball so they must also be dribbling.
- > Get defenders to call out a specific feature first so a smaller group (or individual) must get through the space before “GO” is called for the rest of the players. E.g. “Everyone wearing black shoes.”

## Equipment:

- > Use different coloured markers for each end line so you can use the colours when explaining the game, e.g. line up behind the blue line. Dribble your ball to the green line etc.
- > Use balls relevant to the sport you are coaching.

## Environment:

- > Make it harder for the defenders by making the area larger. Make it harder for the dribblers by making the area smaller.

## Teaching Style:

- > **Play the game** with participants, either as a dribbler or defender.
- > Use **questioning** to encourage participants to think of their own strategies.
- > Use **one on one discrete coaching** during the game to help with skill development.

## ALTERNATE SPORTS & SKILLS

Change the ball to develop basketball dribbling skills. Take the balls away and use this game as a warm up for any sport.



## SAFETY!

- > Ensure playing area is free from obstructions.
- > Players need to be aware of others around them.
- > Ensure defenders do not touch dribblers to avoid pushing and tripping.
- > If the area is too confined, players can be restricted to walking for safety.

# Target Relay

## SKILL FOCUS

Kicking | Bowling

SPORTAUS



### GAME SUMMARY:

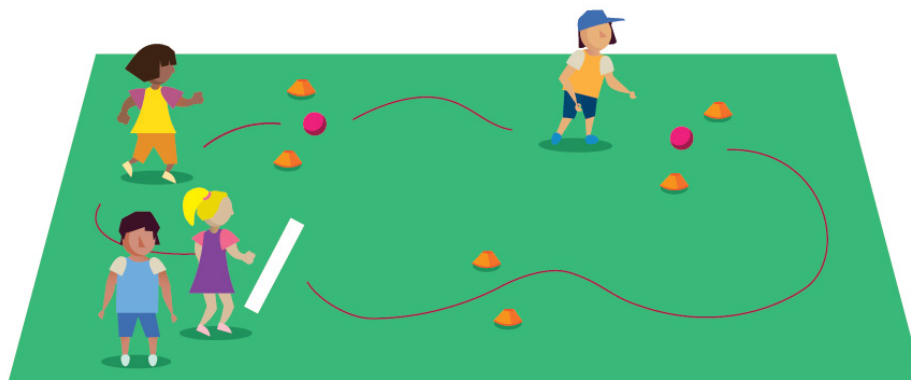
Players move around a course kicking or bowling a ball through several pairs of markers set up as 'goals'.

### Equipment needed:

- Markers (different colours)
- Balls (various sizes) - 1 per player
- Chalk

### Game setup:

Mark out a start/finish line. Using chalk, draw a line that loops around back to the start line for players to follow. Set up several pairs of markers or 'goals' approximately 1 metre apart, with the line going through the middle of each 'goal'.



### STAGE 1

Players start by standing on the starting line. Players move through the course individually.

**TO THE PLAYERS:** "Follow the line to the first goal. Kick/bowl your ball through the goal. Move to the next goal and kick/bowl your ball through it. Keep going until you get back to the start line."

Give players a rest then they can go again.

### STAGE 2

Players work in pairs or teams of 3. One ball per team. The first player on each team stands on the starting line with a ball.

**TO FIRST PLAYER:** "When I say go, take your ball and follow the line around the course. When you get to each goal, kick/bowl your ball through the middle of the markers. Keep going until you get back to the start line. Give the ball to the next player on your team."

**TO SECOND PLAYER:** "After the first player has started going around the course, go and stand on the starting line. When they give you the ball, it is your turn to go."

Optional: Give players a time challenge e.g. "I will give you 5 minutes, see how many times your team can get around the course." Teams go again and try to beat their score.

**ASK:** "Where did you look each time you were aiming at a goal?"

COACH INSTRUCTIONS

### FOUNDATION:

Skill Development

### COMPLEX:

Strategies & Tactics



# BRANCH OUT! Tips to modify Target Relay

## Rules:

- > For Football, players can dribble the ball between each goal.
- > Vary scoring e.g. time how long it takes a team to go around twice. Or teams can count how many 'goals' they score in a set time.
- > Vary the way players move around the course e.g. change the locomotor movement to skipping or hopping.
- > Players can move around in pairs, passing to each other between goals.

## Equipment:

- > Vary the size of ball. Make it easier with a larger, softer ball. Make it more challenging with a smaller, harder ball.
- > Use a coloured dot to show players where they need to "shoot" from for each goal.
- > Use tape or rope to mark the start /finish line.

## Teaching Style:

- > Use player **role models** to demonstrate effective dribbling, kicking or bowling skills.
- > Use **visual aids** such as a performing a kick or bowl to demonstrate the skill you want players to perform.
- > Use **staff helpers** to walk through the course with each player.

## Environment:

- > Play indoors or outdoors on grass or a hard surface. Play on grass or carpet to slow the speed of the balls.
- > Make it harder by moving the goal markers closer together. Make it easier by moving them further apart.
- > Use an existing line on the playing area if chalk is not available.
- > Make the course longer or shorter to suit ability levels.

## ALTERNATE SPORTS & SKILLS

Use this game to develop dribbling and shooting skills for Football, and bowling skills for tenpin bowling.



## SAFETY!

- > Players must all move around the course in the same direction.
- > Stagger the start times to avoid congestion through the course.
- > Ensure a safe distance between players.
- > Ensure players kick or bowl the ball along the ground.



# Hit 4 and Go

## SKILL FOCUS

Striking | Fielding | Shot Placement

SPORTAUS



### GAME SUMMARY:

Players hit 4 balls into the field and run around markers. The fielders return the balls and call **"STOP!"**

### Equipment needed:

- > Coloured markers
- > Bat
- > Base
- > Coloured dots
- > 4 balls (different options of large and small, soft and hard)

### Game setup:

Place a base (or coloured dot) to mark where the batter stands. Use 2 markers to indicate where the batter must run while the fielders are retrieving balls. Spread coloured dots around the field and ask players to each stand on a dot. Choose 1 player to bat at a time and swap the batter with someone in the field after each turn. Place helpers in the field to assist fielders.



## COACH INSTRUCTIONS

### STAGE 1

Place a ball on a marker in front of the batter.

**TO BATTER:** "Hit the ball into the field."

**TO FIELDERS:** "If the ball comes near you, pick it up and put it back on the marker."

Swap batters after each turn.

### STAGE 2

Place 2 balls on 2 markers in front of the batter.

**TO BATTER:** "Hit the balls into the field then run around the (coloured) markers."

**TO FIELDERS:** "After the balls have been hit, pick them up and put them back on the markers as fast as you can."

### STAGE 3

Place 4 balls on 4 markers in front of the batter.

**TO BATTER:** "Hit the balls into the field then run around the (coloured) markers. Count how many runs you can make before the balls get put back."

**TO FIELDERS:** "Stay on your dot until all balls have been hit. Then pick up the balls and put them back on the markers. You can collect one ball each. When the balls are all back, call **STOP!**"

**ASK:** "Where can you best hit the balls to make it harder for the fielders to collect and return them?"

### FOUNDATION:

Skill Development

### COMPLEX:

Strategies &amp; Tactics

## PHYSICAL LITERACY ELEMENTS

Object Manipulation | Coordination | Ethics | Collaboration | Content Knowledge | Strategy &amp; Planning

## AC:HPE CONTENT DESCRIPTIONS

ACPMPO43 | ACPMP045 | ACPMP061 | ACPMP063

# BRANCH OUT! Tips to modify Hit 4 and Go

## Rules:

- > Vary the number of balls for the batter to hit (e.g. minimum 1, maximum 4).
- > Allow fielders to pass or roll the ball between their team mates to return the balls quicker.
- > Players with mobility difficulties can nominate someone to run between the cones for them.

## Equipment:

- > Vary the types of bats available. Make it easier by using a lighter, wider bat or tennis racquet. Make it harder by using a heavier, narrow bat.
- > Vary the type of balls. To increase success, use a larger softer ball. To challenge players, use a smaller ball.

## Teaching Style:

- > Use **visual aids** such as a picture card to demonstrate the skill you want players to perform.
- > Use appropriate **physical assistance** to aid skill development.
- > Use **questioning** to encourage players to think of their own strategies.
- > Place a **staff helper** in the field (if possible) and run with the batter to support if required.

## Environment:

- > Replicate game if you have more than 5 players.
- > This game can be played outdoors or indoors.

## ALTERNATE SPORTS & SKILLS

Place soccer balls on the markers for players to practice kicking skills.



## SAFETY!

- > Use balls appropriate to the skill level of the players.
- > Fielders must start at a safe distance from the batter.
- > Fielders need to be aware of others around them to avoid collisions.
- > Make sure the batter's running area is away from the fielding area.

# Bat Tapping

## SKILL FOCUS

Striking

SPORTAUS



### GAME SUMMARY:

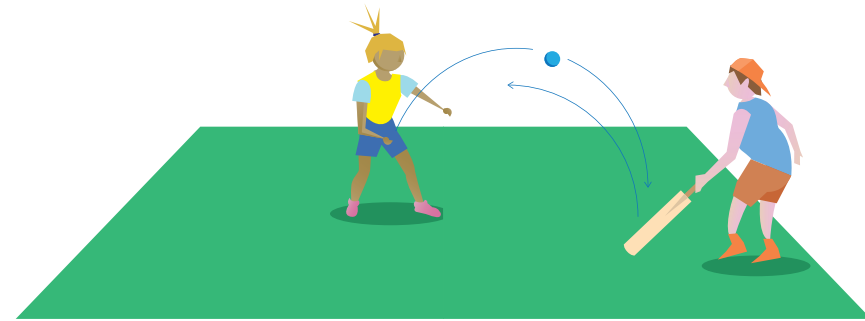
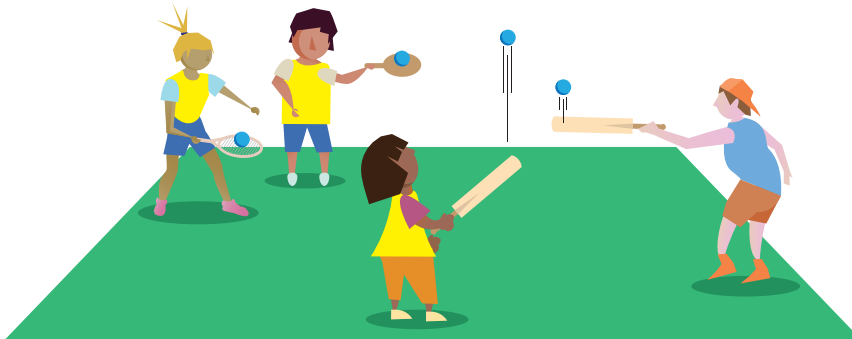
Players aim to tap the ball into the air with a bat as many times in a row as they can.

### Equipment needed:

- Bats or racquets - 1 per player
- Balls - 1 per player

### Game setup:

Players spread out ensuring they have sufficient space between each other. Give each player a ball and a bat or racquet.



### STAGE 1

Play individually.

"Hold your bat / racquet flat. Try to balance the ball on your bat / racquet for as long as you can."

"When I say **TAP**, try to flick the ball into the air then hit it again with your bat / racquet."

### STAGE 2

Play individually.

"Tap the ball into the air with your bat / racquet. Try to do small taps up and down. Count how many times in a row you can tap the ball. Make sure you keep your eyes on the ball."

If the ball drops, players pick it up and start counting again from the beginning.

**ASK:** "Which part of the bat / racquet should you hit the ball with to make it go straight up in the air?" "How should you hold the bat / racquet to have the most control?"

### STAGE 3

Play in pairs.

"Throw the ball to your partner. Your partner needs to tap the ball back to you for you to catch. Count how many times in a row you can tap the ball back and catch it without the ball dropping."

Swap batters and throwers after the ball is dropped or after a set period of time. Pairs try to beat their score.

**ASK:** "Where is the best place to aim your throw so your partner can tap it back?" "How should you hold your hands ready to catch?"

COACH INSTRUCTIONS

### FOUNDATION:

Skill Development

### COMPLEX:

Strategies & Tactics

# BRANCH OUT! Tips to modify Bat Tapping

## Rules:

- > Set a challenge, e.g. stand on one foot while tapping the ball.
- > Challenge players to use the thin edge of the bat / racquet (if appropriate).

## Equipment:

- > Vary the size of ball. Make it easier with a larger, softer ball. Make it challenging with a smaller, harder ball.
- > Use a bat or racquet relevant to the sport you are coaching.

## Teaching Style:

- > Use **role models** to demonstrate effective throwing and catching skills.
- > Use **one on one** discrete coaching to assist players during the game.

## Environment:

- > Play indoors or outdoors on grass or hard surface.
- > Try to minimise distractions.
- > **Stage 3:** Move the batter and thrower closer together or further apart.

## ALTERNATE SPORTS & SKILLS

Use this game to develop hand eye coordination and striking skills for cricket, softball, tennis and table tennis.



## SAFETY!

- > Ensure the equipment used is suitable for the ability level of the players.
- > Ensure adequate space between individuals and groups.
- > Players must not interfere with other players.
- > Bats must not be swung around.

# In the Zone

## GAME SUMMARY:

Batters try to maximise points by hitting a ball into zones with the highest score.

## SKILL FOCUS

Striking | Fielding | Shot Placement

**SPORTAUS**



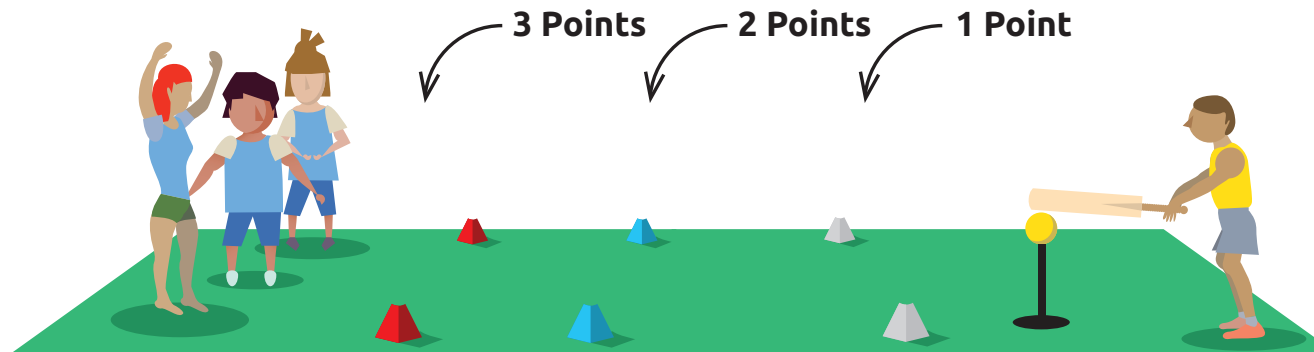
## Equipment needed:

- > Bats - variety of types
- > Ball - several types
- > Field markers
- > Coloured dots
- > Batting tee (optional)

## Game setup:

Put a coloured dot to mark where the batter stands and a different coloured dot for the bowler. A batting tee can be used in place of a bowler. Use markers to make 3 zones in front of the batter, with different colours to indicate each zone.

Put players into groups of 4 - 5. For each game have 1 batter, 1 bowler and the rest are fielders.



## COACH INSTRUCTIONS

### STAGE 1

**TO BATTER:** "Hit the ball into the field."

**TO FIELDERS:** "If the ball comes near you pick it up and bring it back to the bowler."

Batters get 3 hits then swap with a fielder.

Scoring optional.

### STAGE 2

"If you hit the ball over the [white] line you score 1 point. If you hit the ball over the [blue] line you score 2 points. If you hit the ball over the [red] line you score 3 points. If a fielder catches catches your ball, you get 0 points."

**TO BATTER:** "Hit the ball into the field. You will get 3 turns to hit the ball. You need to try to get the highest score."

**TO FIELDERS:** "Stay on your dot until the ball has been hit. Field the ball and bring it back to the bowler."

**ASK TO BATTER:** "Where should you try to hit the ball to get the highest score?" "What is better, to hit the ball in the air or along the ground?"

**ASK TO FIELDERS:** "How should you stand when the batter is hitting to show you're ready to catch or field the ball?" (i.e. watch the batter and have hands ready to catch).

**FOUNDATION:**  
Skill Development

**COMPLEX:**  
Strategies & Tactics

## PHYSICAL LITERACY ELEMENTS

Movement Skills | Object Manipulation | Self-Regulation (Emotions) | Confidence | Rules | Strategy & Planning

## AC:HPE CONTENT DESCRIPTIONS

ACPMP043 | ACPMP045 | ACPMP061 | ACPMP063

# BRANCH OUT! Tips to modify In the Zone

## Rules:

- Set a points target for batters so they need to be more strategic, e.g. score 5 points in 3 shots.
- Make it harder by bowling overarm, make it easier by bowling underarm or with a bounce.
- Add a bonus point by getting batters to run to a marker and back before the fielders get the ball back to the bowler.
- Change the value of the zones to increase engagement, e.g. the middle zone is worth 10 points.
- Give the fielders a challenge, e.g. all need to touch the ball before returning to bowler.

## Teaching Style:

- Use **role models** to demonstrate effective batting and fielding skills.
- Use **questioning** to encourage teams to think of their own strategies.
- Give **one on one coaching** to the side of the game.

## Equipment:

- Vary the size of the ball. Make it easier with a larger, softer ball. Make it challenging with a smaller ball.
- Vary the type of bat. To make it easier, use a light, wide bat (e.g. tennis bat). To challenge players, use a heavier, narrow bat (e.g. cricket bat).
- Use a batting tee or witches hat to hit off. Field markers can be used to kick off.

## Environment:

- Play game with no more than 5 on each team. Replicate game if there are more participants.
- Zones can be increased or decreased in size to allow more or less point scoring.

## ALTERNATE SPORTS & SKILLS

Use this game to develop cricket or softball batting skills. Balls can also be thrown, rolled or kicked into the field.



## SAFETY!

- Ensure the equipment used is suitable for the ability level of the players.
- The fielders need to be a safe distance away from the batter until the ball has been hit.
- Batters must hit into the playing area.
- Players on the fielding team need to be aware of others around them and take care when picking up and throwing balls. To avoid collisions, the fielder closest to where the ball is hit should call 'MINE'.
- Fielders must not interfere with running batters.

# Bucket and Hoop

## SKILL FOCUS

Striking | Fielding | Shot Placement

SPORTAUS

Special  
Olympics  
Australia



### GAME SUMMARY:

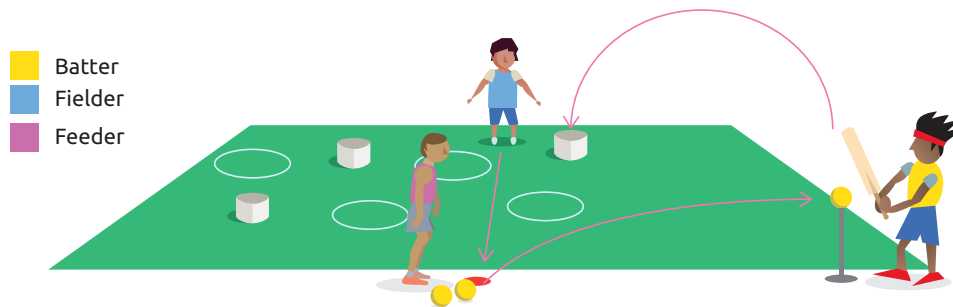
A player hits balls into the field aiming to score points by hitting targets such as buckets and hoops.

### Equipment needed:

- > Coloured dots
- > Balls (tennis balls)
- > Bats (variety of sizes)
- > Markers
- > Buckets and hoops (or other equipment to create targets)
- > Batting tee (optional)

### Game setup:

Mark out a square playing area. Put coloured dots to mark where the batter and feeder stand. Place several targets in the field, e.g. 3 buckets and 4 hoops. Split players into groups of 3 (1 batter, 1 feeder, 1 fielder).



### STAGE 1

Use batting tee. Place a coloured dot 3 metres from the batter for the feeder to stand on.

**TO BATTER:** "Hit the balls one at a time. Try to make the ball bounce in either a bucket or a hoop."

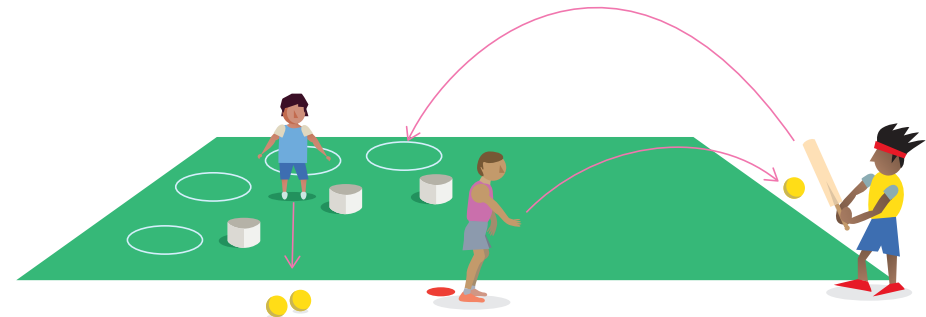
**TO FEEDER:** "Place a ball on the tee then go back and stand on your dot. After each hit place a new ball on the tee for the batter to hit."

**TO FIELDER:** "Pick up the balls hit by the batter. Roll them back to the feeder."

Swap positions after the batter hits a set number of balls (e.g. 4).

### ASK:

**TO BATTER:** "How should you hold your bat to hit the ball?"



### STAGE 2

Feeder to throw or bowl the ball to the batter.

**TO BATTER:** "Hit the balls one at a time at the targets. If your ball bounces in a hoop you score 1 point, if your ball bounces in a bucket you score 3 points."

**TO FEEDER:** "Stand on your coloured dot. Bowl the ball underarm to the batter. Aim for waist height so it's easier for them to hit the ball."

**TO FIELDER:** "Field the balls and roll them back to the feeder."

Swap positions after the batter hits a set number of balls (e.g. 4). Batters keep their own score and try to beat it next time.

### ASK:

**TO BATTER:** "How can you control how far you hit the ball?"

COACH INSTRUCTIONS

### FOUNDATION:

Skill Development

### COMPLEX:

Strategies &amp; Tactics

### PHYSICAL LITERACY ELEMENTS

Object Manipulation | Coordination | Self-Perception | Content Knowledge | Reasoning

### AC:HPE CONTENT DESCRIPTIONS

ACPMPO43 | ACPMP061



# BRANCH OUT! Tips to modify Bucket and Hoop

## Rules:

- > Vary scoring, e.g. 10 points for the buckets and 5 points for the hoops. Award points for hitting the outside of a bucket.
- > Vary the scoring challenge to encourage batters to be strategic about shot placement, e.g. aim for 10 points in 6 hits.
- > Make it easier by adding targets. Make it harder by taking some targets away.
- > Batters can hit the ball after 1 or 2 bounces.

## Equipment:

- > Vary the size of ball. Make it easier with a larger, softer ball. Make it challenging with a smaller, harder ball.
- > Vary the bat according to the sport you are coaching as well as ability level. Have a variety of bats and allow players to choose.
- > Use different equipment to make targets, e.g. wickets, bins, coloured dots.

## Teaching Style:

- > Use **role models** to demonstrate effective batting and fielding skills.
- > Use **questioning** to encourage players to think about their own strategies and technique.
- > Place **staff helpers** with each group to manage the game and / or feed the ball to the batter to increase success.

## Environment:

- > Replicate game to ensure all participants are engaged.
- > Move the targets closer, further away or to different positions in the field.
- > Vary position of feeder, e.g. for cricket and softball have the feeder directly in front of the batter, for tennis have them feed the ball from the side.
- > Move the feeder closer or further away from the batter.

## ALTERNATE SPORTS & SKILLS

Use this game to develop cricket or softball batting skills. Players can also use a tennis racquet to practise shot placement.



## SAFETY!

- > Ensure the equipment used is suitable for the ability level of the players.
- > The fielder needs to be a safe distance from the batter when balls are hit.
- > Ensure a safe distance between groups.
- > Play must stop before a fielder can retrieve a ball from another group's playing space.



# Over The Pit

## SKILL FOCUS

Striking | Fielding | Shot Placement

SPORTAUS



### GAME SUMMARY:

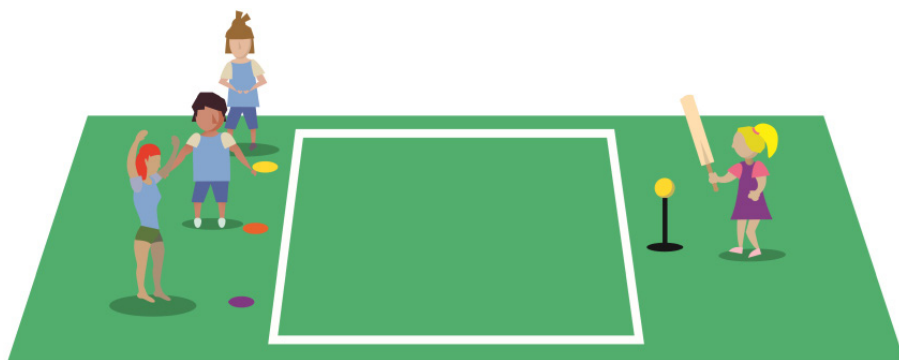
Players hit a ball over a marked area called a 'pit'. Fielders try to catch the ball.

### Equipment needed:

- > Balls (variety of sizes)
- > Bats (variety of sizes)
- > Markers
- > Batting tee
- > Coloured dots

### Game setup:

Mark out a rectangle area for the 'pit'. The batter stands on one side. On the other side, place coloured dots to show where the fielders stand. Put players in groups of 4 or 5 with 1 batter and 3 or 4 fielders per group.



### STAGE 1

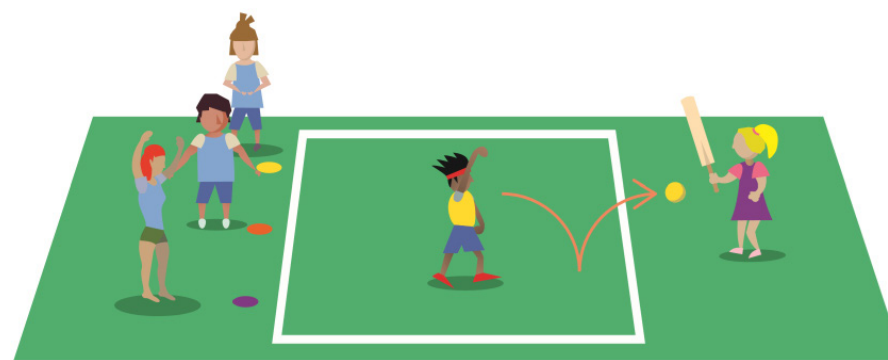
Place a batting tee on the batter's side.

TO BATTER: "Hit the ball off the tee. Try to make it go over to the other side of the pit."

TO FIELDERS: "Stand on a dot. Try to catch the ball."

Swap positions after the batter hits a set number of balls (e.g. 4).

Scoring (optional): Batters get a point if their ball bounces on the other side of the pit without being caught.



### STAGE 2

Add a 'feeder' to deliver the ball to the batter.

TO FEEDER: "Bounce the ball to the batter. Try to make the ball bounce up to the batter at waist height."

TO BATTER: "Hit the ball over to the other side of the pit. You get one point if the ball hits the ground without being caught."

TO FIELDERS: "Start by standing on a dot. You can move once the batter hits the ball. Try to catch the ball on the full. After you field a ball, roll it back to the feeder."

Swap positions after the batter hits a set number of balls (e.g. 4).

ASK BATTER: "How will you decide where to hit the ball?"

ASK FIELDERS: "How can you be ready to catch the ball?" "How can you let your team mates know that you are going for the ball so you don't run into each other?"

COACH INSTRUCTIONS

### FOUNDATION:

Skill Development

### COMPLEX:

Strategies &amp; Tactics

# BRANCH OUT! Tips to modify Over The Pit

## Rules:

- > Vary scoring e.g. batter gets 1 point if a fielder touches the ball before it bounces and 2 points if the ball hits the ground without being touched by a fielder.
- > Play in teams i.e. 3 batters vs 3 fielders. Change teams once the batting team have been caught 3 times.
- > 1 hand, 1 bounce: fielders can catch with one hand after the ball bounces once.
- > Feeder can throw the ball to the batter on the full (underarm).

## Equipment:

- > Make it easier by using large, soft balls. Make it harder by using smaller balls such as tennis balls.
- > Vary the bat according to the sport you are coaching as well as ability level. Have a variety of bats and allow players to choose.

## Environment:

## Teaching Style:

- > Use player **role models** to demonstrate effective batting and fielding skills.
- > Use **questioning** to encourage players to think about their own strategies and technique.
- > Place **staff helpers** with each group to manage the game and keep score.

- > Replicate the game in an adjacent area to ensure all participants are engaged.
- > Make the 'pit' area larger or smaller.
- > Make it easier for the batter by having a larger space to hit to and fielders further apart. Make it harder by making the space smaller with fielders closer together.

## ALTERNATE SPORTS & SKILLS

Use this game to develop cricket or softball batting and fielding skills.



## SAFETY!

- > Use soft balls to make it safe for fielders.
- > Fielders should roll balls back to the coach or feeder.
- > Fielders need to be a safe distance from the batter and a safe distance from each other.
- > Batters should hit the ball below head height.
- > Players need to be aware of others around them to avoid collisions. Fielders should call 'mine' when fielding the ball.
- > Ensure a safe distance between groups and that the ball is hit away from other groups if game is replicated.