

*playing for all*

# INVASION GAMES PROGRAM PLANNER



## Using the Program Planner

The Program Planner displays a sequence of Playing for All cards for delivering an eight-week program.

Each session is divided into three parts:

- Warm Up – A fun way to start the session and get participants active
- Get Into It – Games to develop and practice skills, strategies, and tactics
- Finish Up – A chance to review and seek feedback from your participants

The Program Planner is designed to be flexible. 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.

If all games are not completed in a session, a coach can use their discretion to start the next session with the remaining games or begin with the new games for that session.

Each Playing for All card has a series of levels. Not all levels need to be delivered, this will depend on the developmental ability of participants. Always start from level 1 and move up a level when participants can complete the game successfully.

Games are repeated in some sessions to provide an opportunity for participants to practice and consolidate skills. If a coach feels more repetition of games is required throughout the Program Planner, this is ok.

Keeping students engaged and having fun is important. The Program Planner includes 'participant choices' to allow participants to choose games they enjoy and would like to play again. Plan to ask your participants prior to the session, so you can plan what is required for this delivery.

Playing for All cards can be adapted and delivered in different sport themes. For example, games could be played by rolling an object (tenpin bowling or bocce) or by striking and object with equipment (golf).

### Tip!

Don't forget to read the *Playing for All Delivery Guide* to help plan, prepare, deliver and review high quality sessions.

# INVASION GAMES

*Invasion Games* are played between two teams, one an attacker and one a defender. The space of one team is 'invaded' by the other with the aim to score a goal or point. Sports that use invasion game objectives include AFL, basketball, football (soccer), hockey, netball, rugby league, rugby union, and touch football.

## Developing Physical Literacy

Physical literacy is about building the skills, knowledge, and behaviours that give us the confidence and motivation to lead active and healthy lives. It involves holistic learning through sport and physical activity and delivers health and wellbeing benefits across the physical, psychological, social, and cognitive domains.

Invasion Games provide fun and engaging ways to develop physical literacy across the four domains outlined below. The below key elements are a focus in the Program Planner. When planning your sessions look at the 'examples of how these can be developed' to help develop these effectively.

	Physical	Psychological	Social	Cognitive
Key Elements	Object Manipulation Agility Coordination	Self-Regulation (emotional)	Collaboration	Perceptual Awareness
Examples of how these could be developed	Keep groups and teams small to provide more skill development opportunities. Provide a variety of activities so participants can develop multiple skills.	Create opportunities for winning and losing and success and failure. Discuss the emotions you feel and how you can learn from them for the next attempt.	Encourage communication between participants in game situations. Discuss the ways we can communicate with each other e.g. using your voice, waving your arm/s.	Provide opportunities where participants must move and orientate themselves. Use questioning to explore pros and cons of different strategies.

## Coaching Tips

- Pair players with opponents of similar ability to increase participation.
- Ask the players for ideas to ensure everyone is included.
- To take the focus off an outright winner of the game, challenge teams to beat their own scores e.g. award extra points to the team that can beat their own score in the first half of the game.

## INVASION GAMES

Session	1	2	3	4	5	6	7	8
<b>Review &amp; Warm Up (5-10 mins)</b> Start with a brief review of last week then outline today's session, and play a fun warm up game	Flip It	Flip It	Balance Tag Games (Coach to select)	Balance Tag Games (Coach to select)	Making Groups (Clumps)	Making Groups (Clumps)	Participant choice	Participant choice and/or Play a modified game from a <b>Invasion category</b> sport e.g. Basketball, Football (soccer), Rugby League
<b>Get into It (20-45 mins)</b> Use TREE to modify games to suit the ability level (page 2 of activity card)	Back to Back Pass	Back to Back Pass	Names	Names	Rob The Nest	Participant choice	Pairs Racing	
	Triangle Roll	Pairs Passing	Soctopus	Dribblers & Robbers	Five Point Player	4 Square	Target Relay	
<b>Optional Game</b>	Keep The Ball	Team Passing	Boundary Pass	End Ball	Defenders on the Line	Modified Game e.g. Basketball, Football (soccer), Rugby League	Modified Game e.g. Basketball, Football (soccer), Rugby League	
<b>Finish Up &amp; Review (5 mins)</b> Ask participants 2-3 questions	What game/s did you like playing today? What game/s did not you like playing today? What are 2 things you learnt today? How can you practice your new skills at home? Would you like to learn more of next week?							

# 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.

# 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

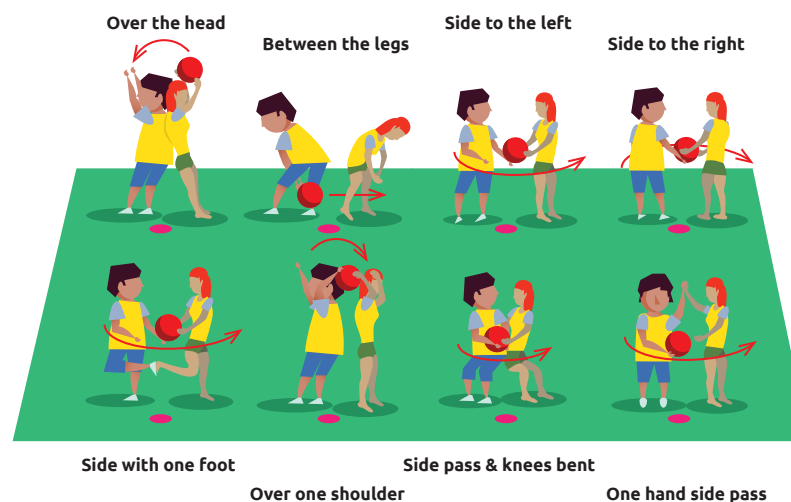
Passing

**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.



# Triangle Roll

## SKILL FOCUS

Bowling | Fielding

SPORTAUS



### GAME SUMMARY:

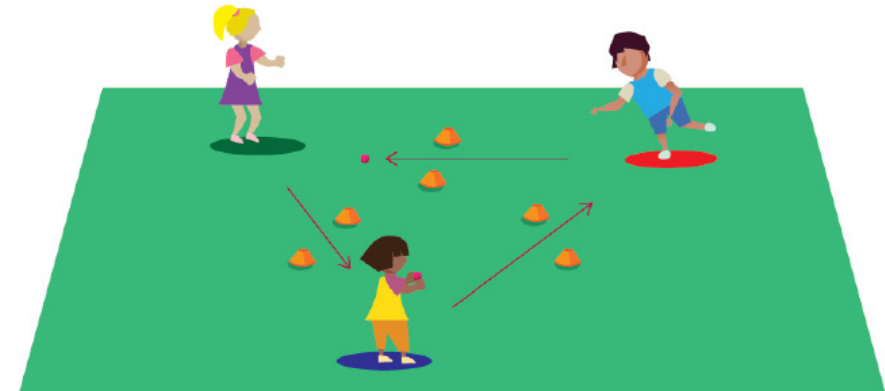
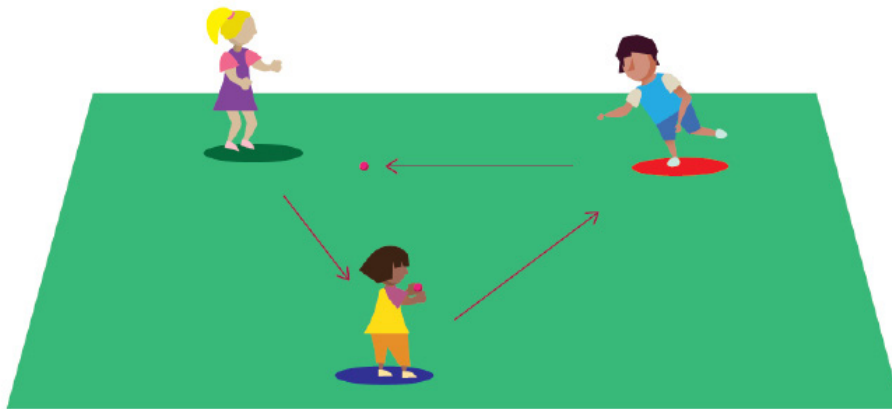
Players stand on points of a triangle and roll or bowl a ball to each other.

### Equipment needed:

- Coloured dots
- Balls (various sizes)
- Markers or cones

### Game setup:

Mark out a triangle with 3 - 5 metres between each point. Use a different coloured dot for each point of the triangle, e.g. blue, red, green. Put players in groups of 3. Ask each player to stand on a dot. Give each group one ball.



## COACH INSTRUCTIONS

### STAGE 1

Use player names and colours of dots when giving instructions.

**TO PLAYERS:** "Player 1 will bowl the ball to player 2 on the red dot. Player 2 will then bowl the ball to player 3 on the green dot. Player 3 will bowl it back to the start [player 1] on the blue dot. Keep going until I call STOP."

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

### STAGE 2

Progression from stage 1. Place 2 cones to act as a gate between each of the players.

**TO PLAYERS:** "This time you need to bowl the ball through the cones to your teammates. You get 1 point if your ball goes through the middle of the cones without touching them. Count how many points your team can get before I call STOP."

Call STOP after 1 minute.

**ASK:** "What should you do with your feet when you bowl the ball?"  
"How can you stop the ball from rolling past you?"

### FOUNDATION:

Skill Development

### COMPLEX:

Strategies &amp; Tactics

# BRANCH OUT! Tips to modify Triangle Roll

## Rules:

- > Vary the time challenge e.g. 30 seconds or 2 minutes.
- > Vary the scoring e.g. 1 point for each time the ball goes around the triangle.
- > Players perform an action after they bowl the ball e.g. star jump.
- > Call "**CHANGE DIRECTION**" to make teams bowl the ball in the opposite direction around the triangle.

## Equipment:

- > Vary the size of ball. Make it easier with a larger, softer ball. Make it challenging with a smaller, harder ball.
- > 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.

## Environment:

- > Replicate the game in an adjacent area to ensure all participants are engaged.
- > Make the triangle larger or smaller.
- > Make it harder by moving the goal cones closer together. Make it easier by moving them further apart. Move the goals closer or further away from players.
- > Play indoors or outdoors on grass or on a hard surface.

## 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.

## ALTERNATE SPORTS & SKILLS

Use this game to develop bowling accuracy and fielding skills for cricket and softball. Change the skill to develop kicking and passing skills for football.



## SAFETY!

- > Ensure the equipment used is suitable for the ability level of the players.
- > Ensure a safe distance between players and groups.
- > Play must stop before a player can retrieve a ball from another group's playing space.

# Keep the Ball

## SKILL FOCUS

Throwing | Catching | Attacking & Defending

# SPORTAUS

Special  
Olympics  
Australia



### GAME SUMMARY:

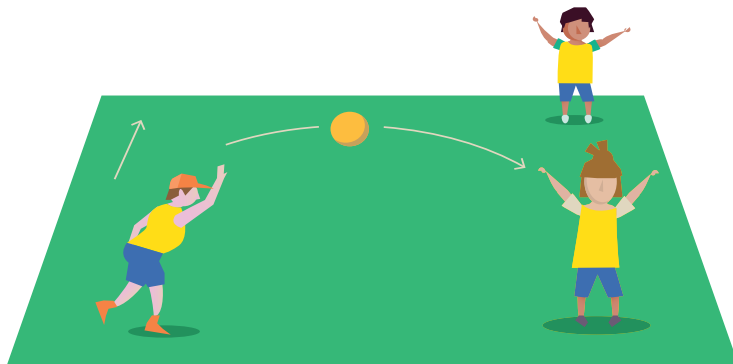
Teams aim to make 5 passes between team mates without the ball being dropped or intercepted.

### Equipment needed:

- > Markers
- > 1 ball per group (netball size)
- > Bibs or coloured bands

### Game setup:

Set up a rectangle playing area with clear boundaries. Split players into teams of 3. Use bibs to distinguish attacking and defending teams.



#### STAGE 1

Attacking team only.

"Pass the ball to one of your team mates then move to another spot. Call the name of your team mate if you want them to pass you the ball."

#### STAGE 2

Progression from stage 1.

"This time, I will give you 1 point if you can make 5 passes in a row without dropping the ball."

Play for a set period of time (e.g. 2 minutes). Coach to keep track of score. Repeat and see if teams can beat their score.



#### STAGE 3

Attacking and defending teams.

**TO ATTACKERS:** "Pass the ball between your team. You score 1 point if you can make 5 passes without dropping the ball or having a defender touch the ball."

**TO DEFENDERS:** "Try to intercept the ball. You cannot touch players or take the ball out of their hands."

**TO ALL:** "The attacking team will swap with the defending team if the ball is dropped or touched by a defender, or after the attacking team makes 5 passes."

#### ASK:

**ATTACKERS:** "Where should you move to if you want your team mate to pass to you? How can you let them know you are ready for a pass?"

**DEFENDERS:** "How can you make it hard for an attacker to make a pass? How can you put pressure on players wanting to receive a pass?"

COACH INSTRUCTIONS

### FOUNDATION:

Skill Development

### COMPLEX:

Strategies & Tactics

# BRANCH OUT! Tips to modify Keep the Ball

## Rules:

- > Vary the type of pass (e.g. bounce pass).
- > Make it easier by allowing players to move while holding the ball.
- > Make it harder by not allowing players to move with the ball, and / or limiting the time players can hold possession. For basketball and soccer, allow players to dribble the ball.
- > Vary the scoring, e.g. 1 point for 3 passes in a row and 2 points for 5 passes in a row.
- > Vary the number of passes required to score.
- > Increase or decrease team numbers.

## Teaching Style:

- > Place **staff helpers** on each team to assist with attacking and defending.
- > Use **questioning** to encourage participants to think of their own strategies.
- > Use **role models** to highlight effective attacking and defending skills.

## Equipment:

- > Vary the type of ball according to ability level and the sport you are coaching.
- > Use brightly coloured balls or balls that make noise such as a goalball to cater for specific needs of players if required.

## Environment:

- > Make the playing space larger to allow more movement, make it smaller to increase intensity.
- > Replicate game to ensure all players are engaged.
- > Players with limited mobility can be positioned over the boundary line or in a designated 'safe zone' (each attacking team must make one of their 5 passes to this player).

## ALTERNATE SPORTS & SKILLS

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



## SAFETY!

- > Size of playing area should be adequate for the number of players and free from obstructions.
- > Ensure there is adequate space between different games.
- > Enforce 'No Contact' rule.
- > Encourage players to be aware of others around them, i.e. watch out for other players as well as watching the ball.
- > Ensure the equipment used is suitable for the ability level of the players. If playing soccer ensure players kick along the ground.

# Pairs Passing

## SKILL FOCUS

Throwing | Catching

**SPORTAUS**



### GAME SUMMARY:

In pairs, players pass to each other for a set amount of time or passes before moving on.

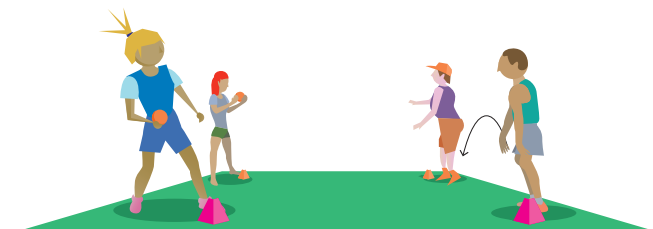
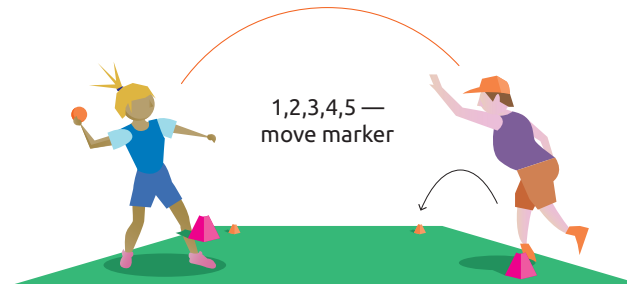
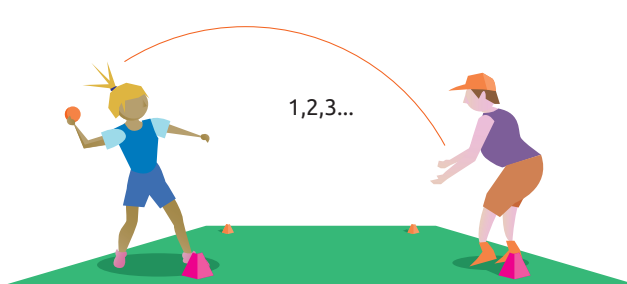
### Equipment needed:

- > Markers or dots
- > Variety of balls (1 per pair)

### Game setup:

Set up several pairs of markers of the same colour (approximately 1.5m apart) around the playing area. At least 1 set of markers will be needed per pair, with a few extra sets.

Put players in pairs and ask them to stand next to the markers. Alternatively, coloured dots can be used and players stand on the dots. 1 person from each pair has a ball.



### STAGE 1

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

Call **"STOP"** after 30 seconds.

*"Move with your partner to another set of different coloured markers. Pass again until I call **STOP**."*

Repeat.

**Scoring Optional:** Pairs count how many passes they can make in 30 seconds. See if they can beat their score at the next markers.

### STAGE 2

*"Pass the ball 5 times between you and your partner. Run to another set of markers and make another 5 passes. Count how many sets of markers you and your partner can get to in 2 minutes."*

Repeat. See if pairs can beat their score.

**ASK:** *"What can you do to help you and your partner pass quickly so you can get to more sets of markers?"*

### STAGE 3

*"Pass the ball 5 times between you and your partner. After you have passed the ball 5 times, if you are holding the ball you stay where you are. If you are not holding the ball you need to run and find another player who is holding a ball and waiting for a new partner. Make 5 passes then do the same again."*

Repeat.

**ASK:** *"How can you help other players know that you need a new partner?"*

COACH INSTRUCTIONS

### FOUNDATION:

Skill Development

### COMPLEX:

Strategies & Tactics

# BRANCH OUT! Tips to modify Pairs Passing

## Rules:

- > Vary the type of pass e.g. chest, shoulder or bounce pass.
- > Vary the challenge to speed up or slow down the game, e.g. give players 10 seconds to pass instead of 30 seconds. Or get pairs to make 3 passes instead of 5 before moving on.
- > Add floating interceptors to increase the challenge (must intercept the ball in the air, not take it out of a person's hands).
- > Increase or decrease the time challenge.

## Equipment:

- > Vary the type of ball. Make it easier by using a larger softer ball. Make it harder by using a smaller or harder ball depending on the sport you are coaching.
- > Vary the passing set up. Use equipment such as a skipping rope for players to pass over. Or players can stand on either side of the markers so they pass 'through' the markers (i.e. the markers make a 'gate' for pairs to pass through).

## 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 move through the activity with players.
- > Use **role models** to demonstrate correct passing technique.
- > Use **questioning** to encourage players to think of their own strategies.

## Environment:

- > Vary the passing distance. To increase success, move players closer to each other. To challenge players, move them further apart.
- > Play indoors or outdoors.

## ALTERNATE SPORTS & SKILLS

Use this game to develop passing 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 there is enough space to avoid collisions.
- > Set up enough pairs of markers to allow free movement.
- > Players must be aware of others moving around in the same playing space.
- > Use balls appropriate for ability level.

# Team Passing

## SKILL FOCUS

Throwing | Catching

# SPORTAUS

Special  
Olympics  
Australia



### GAME SUMMARY:

In teams, players try to make as many passes as they can before the opposing team intercepts the ball or the ball is dropped.

### Equipment needed:

- Markers
- Balls
- Bibs

### Game setup:

Set up a rectangle playing area with clear boundaries. Split players into teams of 3 - 5. Use bibs to distinguish attacking and defending teams.



## COACH INSTRUCTIONS

### STAGE 1

Attacking team only, players spread out around the playing space.

TO PLAYERS: "If you have the ball you can walk with it. Pass the ball to one of your team mates. If you don't have the ball you have to stand still."

Encourage players to call for the ball. Make sure all players have a turn.

### STAGE 2

Progression from Stage 1. Add 1 defender wearing a different coloured bib.

TO ATTACKERS: "You can only move when you have the ball. Pass the ball to one of your team mates. Don't let the defender touch it."

TO DEFENDER: "Try to stop the player passing the ball by catching the ball or knocking it away."

Rotate the defender after a period of time.

### STAGE 3

Attacking and defending teams. All players can move (with or without the ball.)

TO ATTACKERS: "Pass the ball around to players on your team until the ball is dropped or intercepted by the defenders."

TO DEFENDERS: "Try to catch the ball or knock it away with your hand. You can't touch anyone or take the ball out of a player's hands."

Attackers count how many passes they can make and try to beat their score next time.

ASK: "Where should you move to if you want your team mate to pass the ball to you?"  
"How can you let your team mates know you are ready for a pass?"

### FOUNDATION:

Skill Development

### COMPLEX:

Strategies & Tactics





# BRANCH OUT! Tips to modify Team Passing

## Rules:

- > Vary the type of pass e.g. chest, shoulder or bounce pass.
- > Set a time limit for the attacking team to maintain possession of the ball.
- > Allow attackers to maintain possession if they drop the ball (dropped passes don't count as a score).
- > Limit the number of steps players holding the ball can take.

## Equipment:

- > Use a ball relevant to the sport you are coaching. Make it easier by using a lighter or larger ball.
- > Use brightly coloured balls or balls that make noise, such as a goalball, to cater for specific needs of players if required.

## 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 and help guide players.
- > Use player **role models** to demonstrate correct passing technique.
- > Use **questioning** to encourage players to think of their own strategies.

## Environment:

- > Make the playing space larger to allow more movement, make it smaller to increase intensity.
- > Replicate the game in an adjacent area to ensure all players are engaged.
- > Players with limited mobility can be positioned over the boundary line or in a designated 'safe zone' to receive passes.

## ALTERNATE SPORTS & SKILLS

This game can develop passing skills for sports such as basketball and netball. Change the skill to kicking and develop passing skills for football.



## SAFETY!

- > Ensure there is enough space to avoid collisions.
- > Enforce 'no contact' rule.
- > Players must be aware of others moving around in the same playing space.
- > Use balls appropriate for ability level.



# 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.

# 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

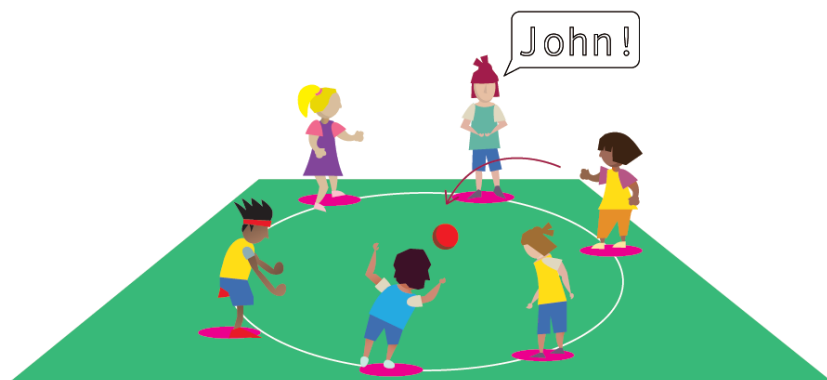
# SPORTAUS



## 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.

# 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

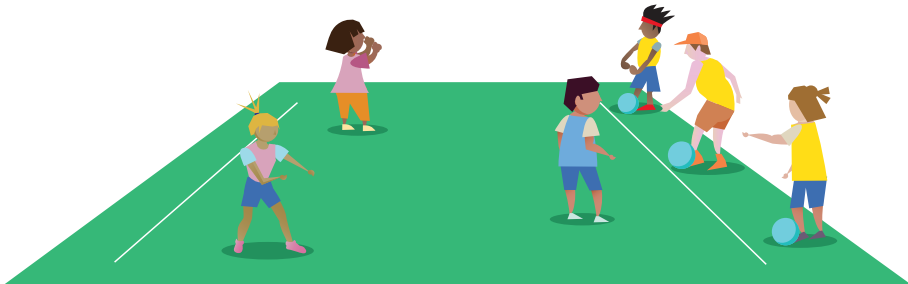
Dribbling



■ 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!**”

- 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?”

**FOUNDATION:**  
Skill Development

**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.

# Boundary Pass

## SKILL FOCUS

Throwing | Catching | Passing on the Run

# SPORTAUS



### GAME SUMMARY:

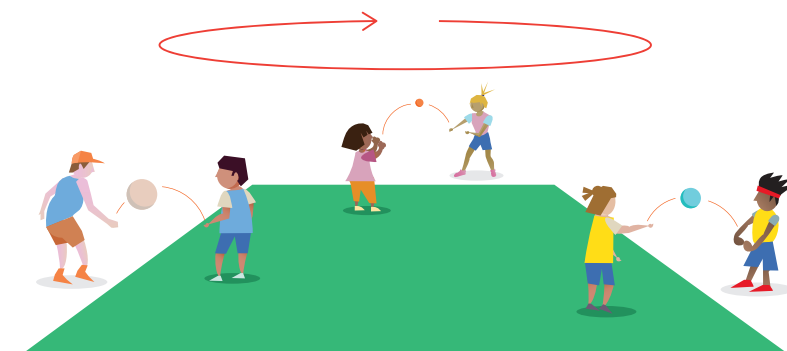
In pairs, players pass the ball over a boundary line with the aim of making as many passes as they can.

### Equipment needed:

➤ Balls of various size and weight  
(1 ball between 2 players)

### Game setup:

Play on a field or court with 4 boundary lines. Players work in pairs, with 1 partner standing on either side of a boundary line. Give each pair 1 ball suitable to their ability level.



### STAGE 1

Pairs are stationary.

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

Call **"STOP"** after 1 minute.

*"Move with your partner to another boundary line. Pass again until I call STOP!"*

Repeat.

### STAGE 2

Pairs are stationary.

*"Count how many passes you and your partner can make over the line in 1 minute."*

Call **"STOP"** after 1 minute.

*"Move with your partner to another boundary line. Pass again until I call stop. See if you can beat your score."*

Repeat.

### STAGE 3

All pairs move in the same direction around the playing space e.g. clockwise.

*"Make 1 pass over the line to your partner. Run to the next line then make 1 pass over that line. Keep going for 1 minute. Count how many passes you can make."*

Call **"STOP"** after 1 minute. Repeat and see if pairs can beat their score.

**ASK:** *"How can you work together to make more passes?"  
"Is it harder or easier to pass while you're moving compared to standing still? Why?"*

COACH INSTRUCTIONS

### FOUNDATION:

Skill Development

### COMPLEX:

Strategies & Tactics



# BRANCH OUT! Tips to modify Boundary Pass

## Rules:

- > Allow more than 1 pass across a boundary line.
- > Vary the type of pass (e.g. underarm, overarm, chest pass, bounce pass, shoulder pass).
- > Change partners after each round.
- > Add a skill to perform while moving to the next boundary line (e.g. dribble the ball).

## Equipment:

- > Vary the size of ball. Make it easier with a larger, softer ball. Make it challenging with a smaller, harder ball.
- > Provide balls of a specific colour or sound to meet needs of individual players.
- > Place pairs of same coloured dots on either side of the boundary lines to show players where to stand.

## Environment:

## 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 demonstrate effective passing.
- > Use **questioning** to encourage players to think of their own strategies.
- > Provide **individual skill coaching** off court if required.

- > Change the dimensions of the playing space. A larger playing space will challenge players, a smaller playing space will increase intensity.

- > Depending on participant numbers, game can be replicated using a different playing space.

## ALTERNATE SPORTS & SKILLS

Use this game to develop passing skills for sports such as basketball, netball and soccer. Tennis racquets and balls can also be used.



## SAFETY!

- > Ensure there is adequate space between pairs.
- > Make sure there are no obstructions and the boundary lines are a safe distance from any walls.
- > Encourage players to be aware of others around them, i.e. watch out for other players as well as watching the ball.
- > Ensure the equipment used is suitable for the ability level of the players.
- > Only retrieve balls outside the playing area once play has stopped.



# Dribblers & Robbers

## SKILL FOCUS

Dribbling

SPORTAUS



### GAME SUMMARY:

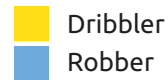
'Dribblers' move around the court dribbling a ball. 'Robbers' try to steal balls from the dribblers.

### Equipment needed:

- > Balls - 1 per player
- > Markers
- > Bibs (optional)

### Game setup:

Mark out a square playing area on a surface where balls can be dribbled. Players are given a ball each and spread themselves around the playing area.



### STAGE 1

*"Move around inside the square dribbling your ball. I am going to be walking around trying to tap your ball away from you. You need to protect the ball so I can't touch it."*

If the coach taps the ball away, give it back to the player to continue dribbling.

### STAGE 2

All players have a ball except 1 or 2 players who are selected to be robbers.

**TO DRIBBLERS:** *"Move around inside the square dribbling your ball. Try not to let the robbers steal your ball."*

**TO ROBBERS:** *"Try to grab the ball away from the dribblers. You cannot touch or bump players while you are stealing the ball."*

#### ASK:

**TO DRIBBLERS:** *"How can you maintain possession of the ball?"*

**TO ROBBERS:** *"When is a good time to grab the ball?"*

If a robber steals a ball, they give it back to the dribbler. Play for a set amount of time then rotate robbers.

COACH INSTRUCTIONS

### FOUNDATION:

Skill Development

### COMPLEX:

Strategies &amp; Tactics

# BRANCH OUT! Tips to modify Dribblers & Robbers

## Rules:

- > Be lenient with the dribbling rule, e.g. allow players to bounce the ball once every 3-4 steps depending on ability level.
- > Add a "No-Go" zone along each sideline where robbers are not allowed to go. Limit the time dribblers can spend in this zone.
- > Vary the number of robbers.
- > Robbers swap roles with dribblers when they steal their ball.

## Equipment:

- > Vary the type of ball. Make it easier by using a lighter ball such as a volleyball.
- > Robbers can wear coloured bibs to stand out.

## Environment:

- > Change the dimensions of the playing area. A larger playing area will provide more space to move around, a smaller area will increase intensity.
- > Depending on participant numbers, game can be replicated using a different playing space.

## Teaching Style:

- > Give **one on one coaching** and feedback during the game.
- > Use **questioning** to encourage players to think of their own strategies.
- > Use **role models** to highlight effective dribbling skills and ability to maintain possession.

## ALTERNATE SPORTS & SKILLS

Use this game to develop dribbling skills for basketball or soccer.



## SAFETY!

- > Make sure there are no obstructions and the boundary lines are a safe distance from any walls.
- > Encourage players to be aware of others around them, i.e. watch out for other players as well as watching the ball.
- > Ensure the equipment used is suitable for the ability level of the players.
- > Body contact is not allowed.

# End Ball

## GAME SUMMARY:

Teams score a point by passing the ball to their 'end player' who stands over the end line.

## SKILL FOCUS

Throwing | Catching | Attacking | Defending

# SPORTAUS

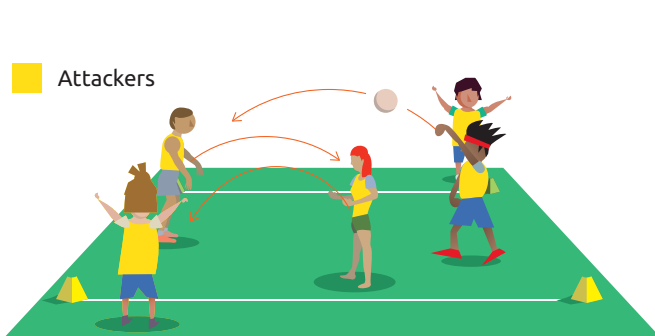


## Equipment needed:

- > Markers
- > 1 ball per group (netball size)
- > Bibs or colour-bands

## Game setup:

Set up a rectangle playing area. Split players into attackers and defenders. Use bibs to distinguish teams. Use different coloured markers for each end boundary line and colour coordinate with team bibs if possible e.g. yellow team pass towards the yellow end line.



## STAGE 1

Attacking team only, 1 'end player' at each end. Give the ball to a player in the middle.

*"Pass the ball 3 times amongst your team then pass to the player over the coloured [e.g. yellow] end line."*

Repeat, throwing the ball the opposite direction to the player over the [coloured] line.

## STAGE 2

Attacking and defending team, each with an 'end player'.

*"You score 1 point each time you pass the ball to your end player. They must catch it on the full. You need to make at least 3 passes between your team before you can score."*

If a team intercepts the ball they gain possession. If a team scores, play is re-started by giving possession to the opposition team.

**ASK:** "When defending, how can you stop the other team from scoring?"

## STAGE 3

Split the court into 3 zones. Place at least 1 attacker and 1 defender in each zone. Each team must also have an 'end player'.

*"You must pass the ball to a player in each zone before you can score. You get 1 point for passing the ball to the 'end player' who must catch it on the full."*

**ASK:** "Where should you move to receive a pass?"

COACH INSTRUCTIONS

## FOUNDATION:

Skill Development

## COMPLEX:

Strategies & Tactics

# BRANCH OUT! Tips to modify End Ball

## Rules:

- > Increase or decrease the number of players on each team.
- > Add sport specific rules such as 'no running with the ball' and / or 'stand 3 feet' from player with the ball. Allow dribbling for basketball and soccer.
- > Increase or decrease the number of passes that need to be made before scoring.
- > Make the end player stay in one spot, e.g. stand on a dot.
- > Allow end player to catch after one bounce.

## Equipment:

- > Vary the type of ball according to ability level.
- > Use brightly coloured balls or balls that make noise such as a goalball to cater for specific needs of players if required.

## Environment:

- > Change the dimensions of the playing space. A larger playing space will allow more free movement, a smaller playing space will increase intensity.
- > Have no more than 7 players on each team. Replicate game if there are more participants.
- > Vary the size and number of zones.
- > Game can be played indoors or outdoors.

## Teaching Style:

- > Place **staff helpers** on each team to assist with attacking and defending.
- > Use **questioning** to encourage players to think of their own strategies.
- > **Rotate** end players.
- > Use **role models** to highlight effective attacking and defending skills.
- > **Match players** of similar ability to play against each other.

## ALTERNATE SPORTS & SKILLS

Use this game to develop attacking and defending skills for sports such as basketball, netball and soccer.



## SAFETY!

- > Playing area should be smooth with no obstructions inside or near game boundaries.
- > Ensure there is adequate space between different games.
- > Enforce 'No Contact' rule.
- > Do not allow players to take the ball out of another player's hands.
- > Encourage players to be aware of others around them, i.e. watch out for other players as well as watching the ball.
- > Ensure the equipment used is suitable for the ability level of the players.

# Making Groups

SPORTAUS



## GAME SUMMARY:

These games can be used to split players into 2 or more groups.



### GAME 1: CLUMPS

Mark out a playing area with clear boundaries.

**Coach Instructions:** "Jog around the playing area. When I call out a number, you need to get into a group with that number of players."

Call out several different numbers and finish with the group size you want.

### GAME 2: TWO HALVES

Mark out 2 squares of different colours, e.g. a red square and a blue square.

Any appropriate habit or characteristic can be used which will split the players into 2 groups. E.g.,

**Coach Instructions:** "If you prefer to hop on your right foot, go and stand in the red square. If you prefer to hop on your left foot, stand in the blue square."

#### OTHER EXAMPLES COULD BE:

- "Write with L or R hand?"
- "Prefer swimming or running?"
- "Wink with L or R eye?"
- "Step forward with L or R foot?"
- "Prefer beach or pool?"
- "Cross arms with L or R arm on top?"
- "Like dogs or cats better?"
- "Prefer bananas or apples?"

### GAME 3: SPLITTING PAIRS

Players need to be in pairs already.

**Coach Instructions:** "I'm going to call out an action. You need to try to perform the action faster than your partner."

Choose an action to perform that is appropriate for all ability levels. The first player in each pair to perform the action makes up group 1, the second player makes up group 2.

#### SOME EXAMPLES OF ACTIONS CAN BE:

- "Hop on 1 leg and touch your nose."
- "Sit down and lift both feet off the floor."
- "Balance on 1 foot like a stork."

### GAME 4: BACK 2 BACK, FACE 2 FACE

**Coach Instructions:** "When I say 'back to back' you need to stand with your back against someone else. When I say 'face to face' you need to find someone different and stand facing them."

Continue playing for a few turns. At the end, get 1 player from each pair to join group 1, and the other player to join group 2.

# BRANCH OUT! Tips to modify Making Groups

## Rules:

- > Make groups of similar ability by moving players between groups.
- > If you need to make more than 2 teams you can play the game again, e.g. play with 2 groups and split them to make 4.
- > Players perform different locomotor movements when moving around e.g. skipping, hopping.

## Equipment:

- > Use markers to show where teams stand and use colours as team names, e.g. green team and yellow team instead of team 1 and team 2.
- > **Clumps:** The more field markers used, the better to clearly outline playing boundaries.

## Teaching Style:

- > Coach or staff helpers can join in the games to help participants and be a positive role model.

## Environment:

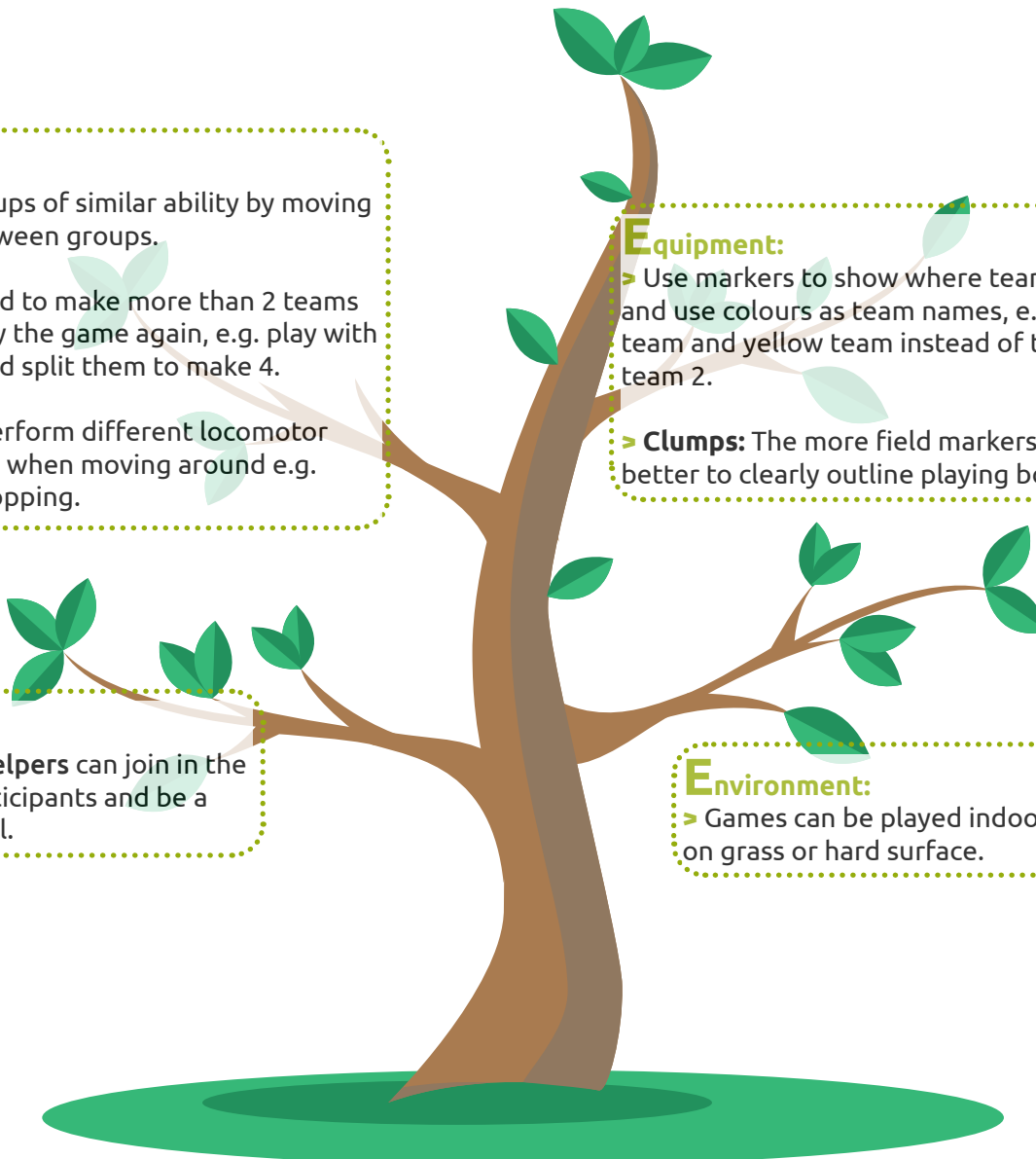
- > Games can be played indoors or outdoors, on grass or hard surface.

## ALTERNATE SPORTS & SKILLS

These games can be used as a warm up for any sport.

## 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.
- > If relevant, start with easy movements / balances and build up to more challenging skills.



# Rob the Nest

## SKILL FOCUS

Locomotor Movement | Throwing  
Catching | Fielding

# SPORTAUS

**Special  
Olympics**  
Australia



### GAME SUMMARY:

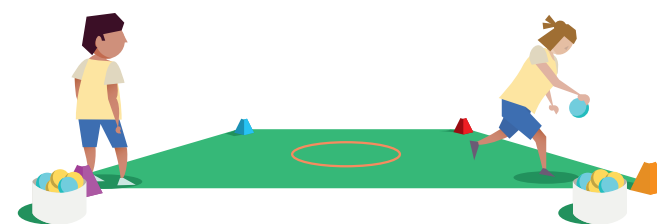
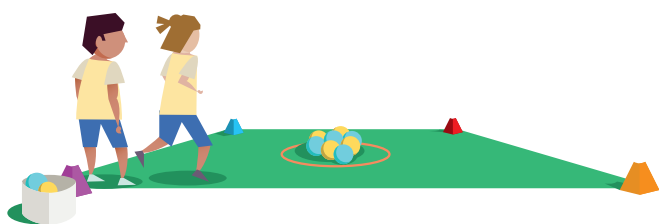
Players collect balls one at a time from the centre hoop and place them in their team bucket. Teams aim to get the most amount of balls in their bucket.

### 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



# 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.



# 5 Point Player

SKILL FOCUS

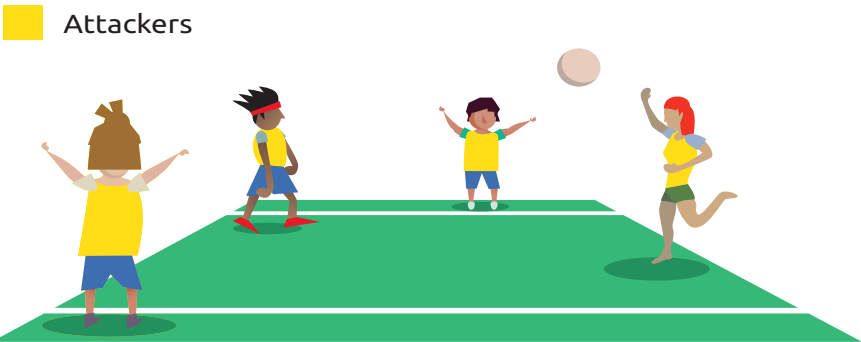
Throwing | Catching | Attacking & Defending



**GAME SUMMARY:**  
Attacking team make as many passes as they can in 30 seconds. Defending team try to intercept the ball.

**Equipment needed:**  
➢ Markers  
➢ 1 ball per group (netball size)  
➢ Bibs or coloured-bands

**Game setup:**  
Set up a rectangle playing area. Mark out an end zone at each end (optional). Split players into attackers and defenders. Use bibs to distinguish the teams.



COACH INSTRUCTIONS

**STAGE 1**  
Attacking team only, no player in end zone.  
*"Pass the ball between your team until I call **STOP**."*  
**Scoring Optional:** Count how many passes teams can make in 30 seconds. Repeat and see if they can beat their score.

**STAGE 2**  
Attacking team only with a player in each end zone.  
*"Pass the ball between your team until I call **STOP**. You score 1 point for each pass you make and 5 points if you pass to the player in the end zone."*  
Call **"STOP"** after 30 seconds. Repeat and see if team can beat their score.

**STAGE 3**  
Attacking and defending team with a player in each end zone.  
**TO ATTACKERS:** *"Pass the ball between your team until I call **STOP**. You score 1 point for each pass you make and 5 points if you pass to the player in the end zone."*  
**TO DEFENDERS:** *"Try to intercept the ball. If you do make an intercept, give the ball back to the attacking team. You cannot touch players or take the ball out of their hands."*  
Swap teams and repeat.

**STAGE 4**  
Progression from stage 3. Add a roaming 5-point player.  
**TO ATTACKERS:** *"This time you get 5 points for passing to the 5-point player as well as the player in the end zone."*  
**ASK:**  
**ATTACKERS:** *"How can you work together to make more passes?"*  
**DEFENDERS:** *"What should you do if you want to intercept a pass?"*

**FOUNDATION:**  
Skill Development

**COMPLEX:**  
Strategies & Tactics

# BRANCH OUT! Tips to modify 5 Point Player

## Rules:

- > Deduct points if the ball is intercepted.
- > Restrict the number of times the ball can be passed into the end zone.
- > Limit the number of defenders who can enter the end zone.
- > Vary the type of pass (e.g. bounce pass, roll the ball, kick the ball).
- > Make it harder by limiting the time players can hold possession.

## Equipment:

- > Vary the type of ball according to ability level.
- > Use brightly coloured balls or balls that make noise such as a goalball to cater for specific needs of players if required.

## Environment:

- > Change the dimensions of the playing space. A larger playing space will challenge players, a smaller playing space will increase intensity.
- > Vary the size of the end zone.
- > Play game with no more than 6 on each team. Replicate the game if there are more participants.
- > Players with limited mobility can play in the end zone (attackers or defenders).

## Teaching Style:

- > Place **staff helpers** on each team to assist with attacking and defending.
- > Use **questioning** to encourage players to think of their own strategies.
- > **Rotate players** through end zone and 5-point player roles.
- > Use **role models** to highlight effective attacking and defending skills.

## ALTERNATE SPORTS & SKILLS

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



## SAFETY!

- > Playing area should be smooth with no obstructions inside or near game boundaries.
- > Ensure there is adequate space between different games.
- > Enforce 'No Contact' rule.
- > Do not allow players to take the ball out of another player's hands.
- > Encourage players to be aware of others around them, i.e. watch out for other players as well as watching the ball.
- > Ensure the equipment used is suitable for the ability level of the players.

# Defenders on the Line

## SKILL FOCUS

Throwing | Catching | Attacking & Defending

SPORTAUS

Special  
Olympics  
Australia



### GAME SUMMARY:

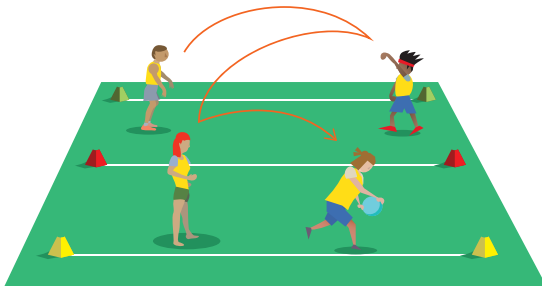
Teams hold possession for a set period of time. They try to score as many points as possible by passing the ball over their score line.

### Equipment needed:

- Markers
- Ball (netball size)
- Bibs or coloured bands

### Game setup:

Set up a rectangle playing area with a score line at each end and a half way line through the centre. Split players into 2 teams. Use bibs to distinguish attacking and defending teams and colour coordinate bibs with score line markers if possible.



### STAGE 1

Attacking team only with 2 or 3 players in each half.

*"Pass the ball to each person on your team. Once everyone has touched the ball, 1 player can carry the ball over an end line to score 1 point."*

Rotate the player who carries the ball over the line each time. Players can use either end line.

### STAGE 2

Attacking team only with 2 or 3 players in each half.

*"Pass the ball 10 times between your team. Every player must touch the ball."*

*"After 10 passes, 1 player can run over a score line and call for the ball. Your team scores 1 point by passing the ball to this player over the line."*

Rotate scoring players. Play for a set period of time (e.g. 3 minutes). Coach to keep track of score. Repeat and see if teams can beat their score.

#### ASK:

*"How can you let your team mates know you are ready for a pass?"*

### STAGE 3

Attacking and defending teams with 2 or 3 players from each team in each half.

**TO ATTACKERS:** *"Pass the ball between your team mates until each player has touched the ball. You can then score 1 point by passing to a player over the [coloured] score line. Your team will have the ball for 3 minutes. See how many times you can score."*

**TO DEFENDERS:** *"Try to make it hard for the attackers to pass the ball. You cannot touch players or take the ball out of their hands, but you can intercept the ball when it's in the air."*

**TO ALL:** *"After each score or if the ball gets intercepted, pass the ball back to one of the attackers. The attacking team then starts passing again."*

#### ASK:

**TO ATTACKERS:** *"Where should you run to if you want your team mate to pass you the ball?"*

**TO DEFENDERS:** *"How can you make it hard for an attacker to make a pass?"*

COACH INSTRUCTIONS

### FOUNDATION:

Skill Development

### COMPLEX:

Strategies & Tactics

# BRANCH OUT! Tips to modify Defenders on the Line

## Rules:

- > Vary the number of passes made before attackers can score.
- > Allow players to run, dribble or pass over the score line.
- > Make it easier by allowing players to move while holding the ball. Make it harder by not allowing players to move with the ball, and / or limiting the time players can hold possession. For basketball and soccer, allow players to dribble the ball.
- > Increase or decrease the team numbers.

## Equipment:

- > Vary the type of ball according to ability level and the sport you are coaching.
- > Use brightly coloured balls or balls that make noise such as a goalball to cater for specific needs of players if required.

## Environment:

- > Make the playing space larger to allow more movement, make it smaller to increase intensity.
- > Replicate game to ensure all players are engaged. Play with no more than 6 on each team.
- > Players with limited mobility can be positioned over the score line and must receive a pass for their team to score.

## Teaching Style:

- > Place **staff helpers** on each team to assist with attacking and defending.
- > Use **role models** to highlight effective attacking and defending skills.
- > Use **questioning** to encourage participants to think of their own strategies.

## ALTERNATE SPORTS & SKILLS

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



## SAFETY!

- > Size of playing area should be adequate for the number of players and free from obstructions.
- > Ensure there is adequate space between different games.
- > Enforce 'No Contact' rule.
- > Encourage players to be aware of others around them, i.e. watch out for other players as well as watching the ball.
- > Ensure the equipment used is suitable for the ability level of the players. If playing soccer ensure players kick along the ground.

# 4 Square

## SKILL FOCUS

Throwing | Catching

# SPORTAUS

Special  
Olympics  
Australia

### GAME SUMMARY:

In teams of 4, players pass the ball to each other trying not to let the other team intercept. Each player stays in their square.

### Equipment needed:

- > Markers
- > Balls
- > Bibs
- > Tape or chalk

### Game setup:

Play on a flat surface. Mark out 4 even squares using existing lines, markers, tape or chalk. Split players into teams of 4. One player from each team stands in each square.



### STAGE 1

Attacking team only.

*"Pass the ball to a player in another square. You can't pass back to the person who passed the ball to you."*

Encourage players to call for the ball. Make sure all players have a turn.

Scoring optional: Count how many passes they can make in 1 minute.

### STAGE 2

Choose one player to be a defender and give them a coloured bib. The defender can move across lines.

TO ATTACKERS: *"Pass the ball to a player in another square. You can't pass back to the person who passed the ball to you. Try not to let the defender touch the ball."*

TO DEFENDER: *"Try to catch the ball or knock it away."*

Rotate the defender after a period of time.



### STAGE 3

Create an attacking and defending team with one team wearing bibs. 1 attacker and 1 defender in each square.

TO ATTACKERS: *"Pass the ball to a player in another square. You can't pass back to the person who passed the ball to you. Try not to let the defenders touch the ball."*

TO DEFENDERS: *"Try to stop the attacker in your square from catching the ball. If you intercept the ball, your team will become the attackers."*

Teams count how many passes they can make before the ball is intercepted.

ASK:

TO ATTACKERS: *"How can you show your team mates that you're ready for a pass?"*

TO DEFENDERS: *"Where should you stand to make it hard for the attacker in your square?"*

COACH INSTRUCTIONS

### FOUNDATION:

Skill Development

### COMPLEX:

Strategies & Tactics

# BRANCH OUT! Tips to modify 4 Square

## Rules:

- > Vary the type of pass e.g. chest, shoulder, bounce pass or roll the ball.
- > Limit the time players can hold onto the ball.
- > Players have to pass in one direction around the square.
- > Allow players to move freely with the ball or set a limit of how many steps they can take.

## Equipment:

- > Use a ball relevant to the sport you are coaching. Make it easier by using a lighter or larger ball.
- > Use brightly coloured balls or balls that make noise such as a goalball to cater for specific needs of players if required.

## 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 and help guide players.
- > Match players of similar ability in each square.
- > Use **questioning** to encourage players to think of their own strategies.

## Environment:

- > Make the playing squares larger to allow more movement, make them smaller to increase intensity.
- > Replicate game to ensure all players are engaged.
- > Change the playing space to 3 triangles and play with 3 players on each team.

## ALTERNATE SPORTS & SKILLS

This game can develop passing skills for sports such as basketball and netball. Change the skill to kicking and develop passing skills for football.



## SAFETY!

- > Ensure there is enough space to avoid collisions.
- > Enforce 'no contact' rule.
- > Use balls appropriate for ability level.



# Pairs Racing

## GAME SUMMARY:

Players race their partner using different locomotor movements.

## Equipment needed:

- > Coloured dots
- > Markers
- > Bibs or colour bands

## SKILL FOCUS

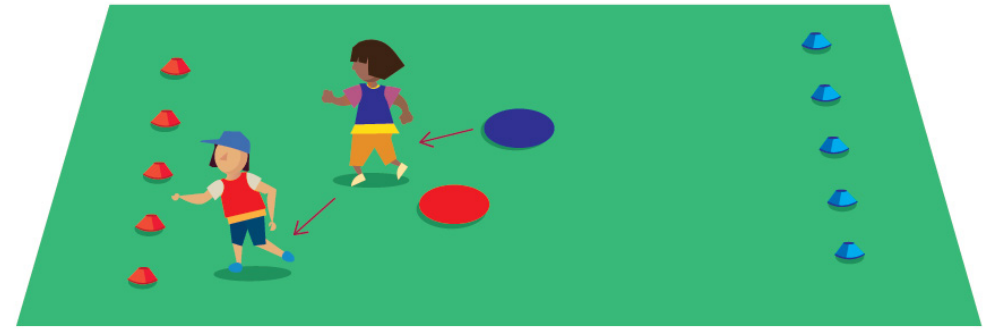
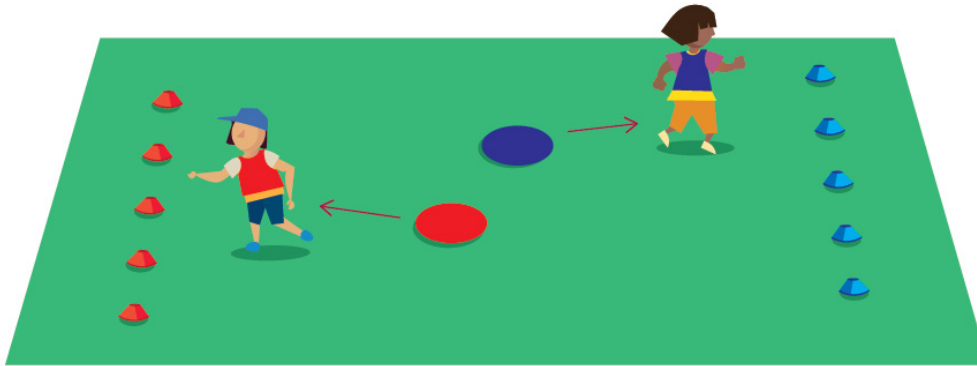
Locomotor movement

# SPORTAUS



## Game setup:

Use the same 2 colours for the markers, dots and bibs (e.g. blue and red). For each pair, place a blue dot and a red dot approximately 1.5 metres apart. Place a row of blue markers approximately 7 - 10 metres from the blue dot, and a row of red markers the same distance from the red dot at the opposite end. Put players in pairs of similar ability. Give one player from each pair a red bib and ask them to stand on the red dot. Give the other player a blue bib and ask them to stand on the blue dot.



## COACH INSTRUCTIONS

### GAME 1: SPLIT

Players stand on their dot facing opposite directions.

**TO PLAYERS:** "When I say GO, if you are standing on a blue dot run to the blue markers, if you are standing on a red dot run to the red markers."

Change locomotor movements after a few turns, e.g. skipping, hopping, jumping.

Scoring optional: 1 point for the player who reaches the markers first.

### GAME 2: CHASE

Players stand with both feet on their dot.

**TO PLAYERS:** "When I call RED, if you are standing on a red dot, run to the red markers. If you are standing on a blue dot, chase your partner and try to tag them before they get to the red markers. When I call BLUE, if you are standing on a blue dot, run to the blue markers. If you are standing on a red dot, chase your partner and try to tag them before they get to the blue markers."

Change locomotor movements after a few turns e.g. skipping, hopping, jumping.

Scoring optional: 1 point for players who get to the markers without being tagged. 1 point for players who tag their partner before they get to the markers.

# BRANCH OUT! Tips to modify Pairs Racing

## Rules:

- > Change the locomotor movements.
- > Add a challenge e.g. when you get to the markers do 5 star jumps.
- > For Game 1 '**Split**': players race to the marker and back to their dot (make sure they have a safe stopping distance between coloured dots).

## Equipment:

- > Use a coloured dot or base for players to run to.
- > Use tape or lines instead of markers.
- > Introduce equipment relevant to the sport e.g. each player dribbles a basketball whilst running away from their partner

## Teaching Style:

- > Use **visual aids** such as picture cards to show the locomotor movement you want players to perform.
- > Use **staff helpers** to run with players and guide them through the activity.

## Environment:

- > Move the markers closer or further away from the dots depending on ability level.
- > Play indoors or outdoors on grass or on a hard surface.

## ALTERNATE SPORTS & SKILLS

Use this game to develop locomotor movement skills for any sport.



## SAFETY!

- > Ensure the playing space is free from hazards or obstructions. If playing indoors, make sure boundaries are well clear of walls.
- > Players need to be aware of those around them to avoid collisions.
- > Tags must be gentle.
- > Ensure a safe distance between pairs.
- > Ensure the locomotor movement is safe for the players. Start with a slow movement (e.g. walking) and gradually build speed.



# Target Relay

## SKILL FOCUS

Kicking | Bowling

SPORTAUS



### GAME SUMMARY:

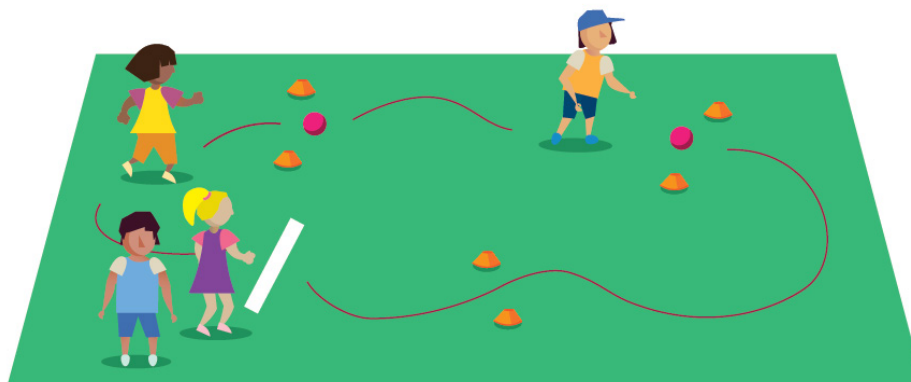
Players move around a course kicking or bowling a ball through several pairs of markers set up as 'goals'.

### 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.