

playing for all

MOVEMENT GAMES – FUNDAMENTAL MOVEMENT SKILLS 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.

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	Galloping	Jumping	Rolling	Sliding	Bouncing	Striking
Dodging	Hopping	Leaping	Running		Catching	Throwing
Floating	Jogging	Moving through water	Skipping		Kicking	

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.

Movement Games (Fundamental Movement Skills) 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	Movement Skills Stability and Balance Muscular Endurance	Motivation	Relationships	Reasoning
Examples of how these could be developed	Keep groups and teams small to provide more skill development opportunities. 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. Allow for participant choice in a game.	Include activities that involve pair work and communication. Discuss the benefits of working as a team.	Let participants establish their own goals. Provide opportunities for participants to problem solve and make decisions.

Coaching Tips

- 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

Session	1	2	3	4	5	6	7	8
Review & Warm Up (5-10 mins) 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 Energisers (Here, There, Nowhere)	Balance Energisers (Here, There, Nowhere)	Balance Tag Games (Stork Tag)	Balance Tag Games (Stork Tag)	Participant Choice	Participant choice and/or Play a modified game from a Movement (Fundamental Movement Skills) category sport e.g. athletics, gymnastics
Get into It (20-45 mins) Use TREE to modify games to suit the ability level (page 2 of activity card)	Circle Ball Games	Circle Ball Games	Swap Spots	Swap Spots	Catching Challenge	Participant Choice	Throw, Throw, Throw	
	Frogs and Lily Pads	Triangle Roll	Rob The Nest	Run the Circle	Shuttle Ball	Soctopus	Hit 4 and Go	
Optional Game	Hoop Stretch	Body Balances	Pairs Racing	Team Alphabet	Making Groups (Clumps)	Movement Energisers	Balance Tag Games (Frost & Thaw)	
Finish Up & Review (5 mins) 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.

Circle Ball Games

SKILL FOCUS

Throwing | Catching | Rolling

SPORTAUS

**Special
Olympics
Australia**



GAME SUMMARY:

These are fun energiser games using balls to develop hand eye coordination and concentration.

Equipment needed:

➤ Balls (netball size)

Game setup:

Players stand in a circle. Play with approximately 8 - 12 players.



COACH INSTRUCTIONS

GAME 1: CIRCLE GOAL BALL - ON THE FLOOR!

Players stand with their legs apart and outside of feet touching.

"You score a goal by rolling the ball across the circle through the legs of another player. You can use your hands to stop the ball rolling between your legs. Make sure the ball is rolled along the floor."

GAME 2: KEEP IT UP - IN THE AIR!

Players stand approximately 1 metre apart.

"Throw the ball up in the air to any player except the players next to you. Count how many passes you can make in a row without the ball hitting the floor."

Alternatively, use the alphabet to track how many passes the group can make, i.e. say a letter for each pass and see which letter they can get up to.

BRANCH OUT! Tips to modify Circle Ball Games

Rules:

- > Players can't throw or roll the ball to the players next to them or back to the player they received it from.
- > **Circle Goal Ball:** Add another ball into the game.
- > **Circle Goal Ball:** Play in teams. Every second player tries to keep the ball in the circle while the others try to force it out (through their own legs does not count).
- > **Keep It Up:** Allow the ball to bounce once.
- > **Keep It Up:** Add a time challenge to speed it up (e.g. see how many passes you can make in 30 seconds).

Equipment:

- > Use a ball relevant to the sport you are coaching.
- > **Keep It Up:** To make it easier, use a beach ball.
- > **Circle Goal Ball:** For players with a visual impairment, play with a goal ball, bell ball or a noisy ball (e.g. basketball wrapped in plastic bag). All players can wear eye shades / blind folds and use their listening skills.

Environment:

- > Vary the size of the circle by moving players closer or further apart.
- > Increase or decrease number of players.
- > Replicate game to ensure high involvement.
- > Play indoors or outdoors. Appoint some players as fielders to retrieve balls if required.

Teaching Style:

- > Use **visual aids** such as picture cards of a throw or roll 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 these games as an energiser for any ball sport.



SAFETY!

- > Use a ball appropriate for the players' ability level.
- > Ensure a safe distance between individuals and games.
- > **Circle Goal Ball:** Make sure the ball is rolled along the ground.
- > **Keep It Up:** Ensure players throw safely for receivers to catch. Ideally players will call the name of the person they are throwing to.

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:

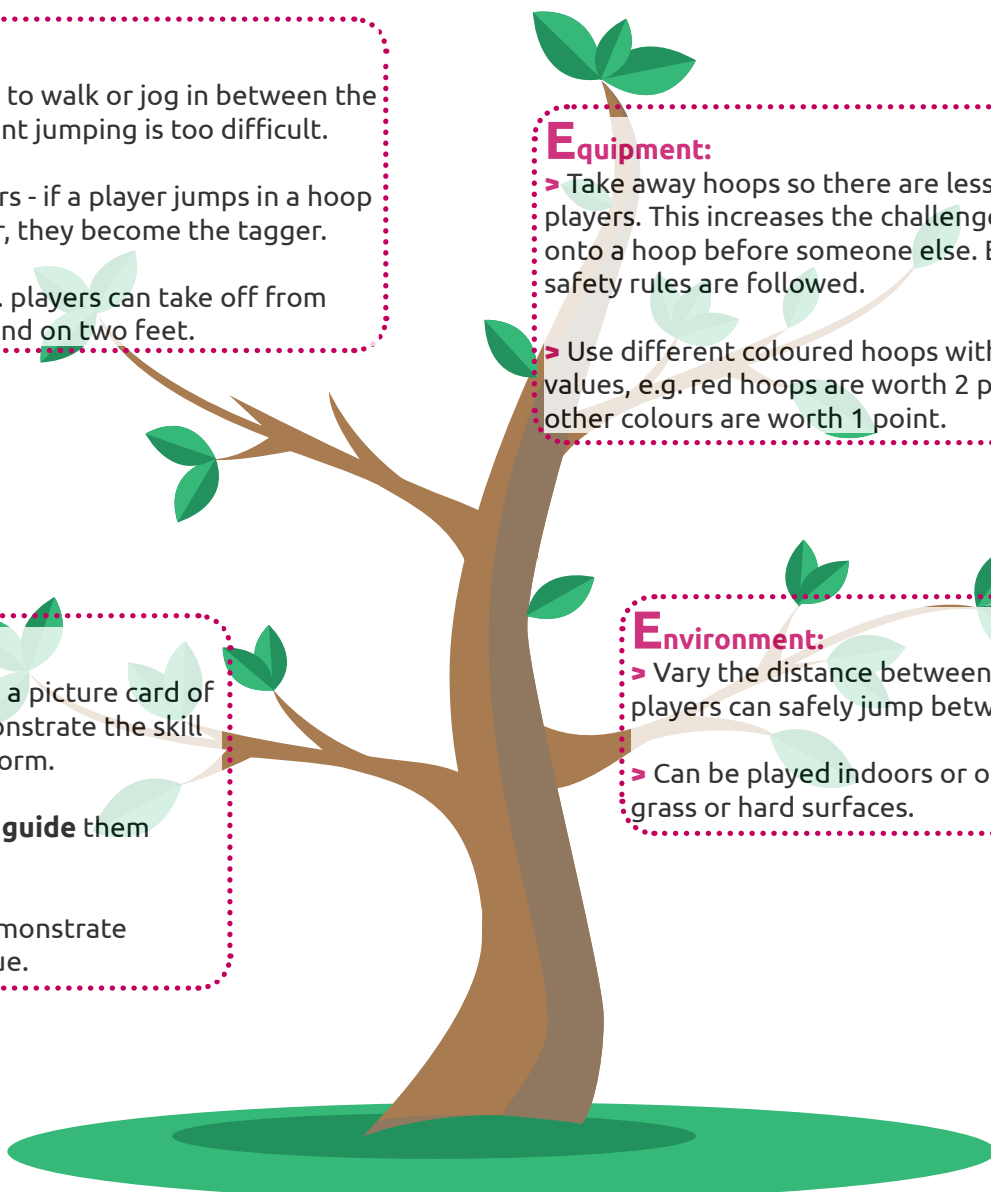
- > Vary the distance between hoops (ensure players can safely jump between hoops).
- > Can be played indoors or outdoors, on grass or hard surfaces.

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.



Hoop Stretch

SKILL FOCUS

Balancing

SPORTAUS



GAME SUMMARY:

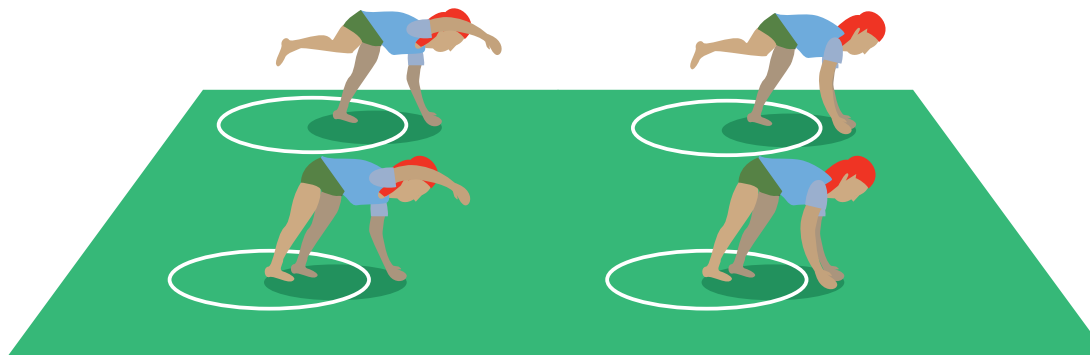
Players explore balancing with different body positions while keeping at least one part of the body in a hoop.

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.

Triangle Roll

SKILL FOCUS

Bowling | Fielding

SPORTAUS



GAME SUMMARY:

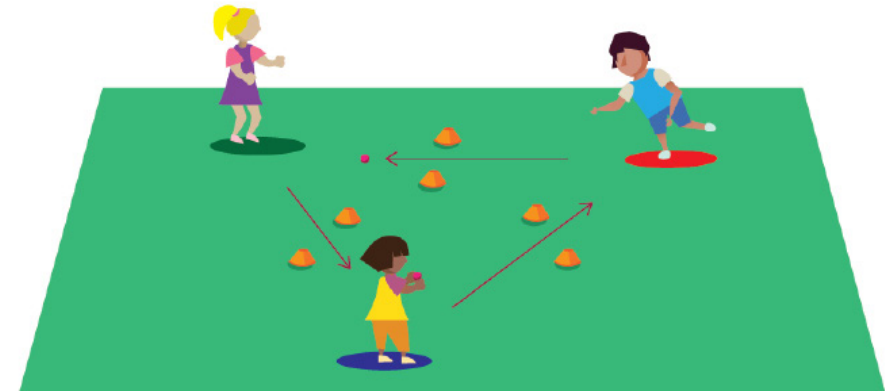
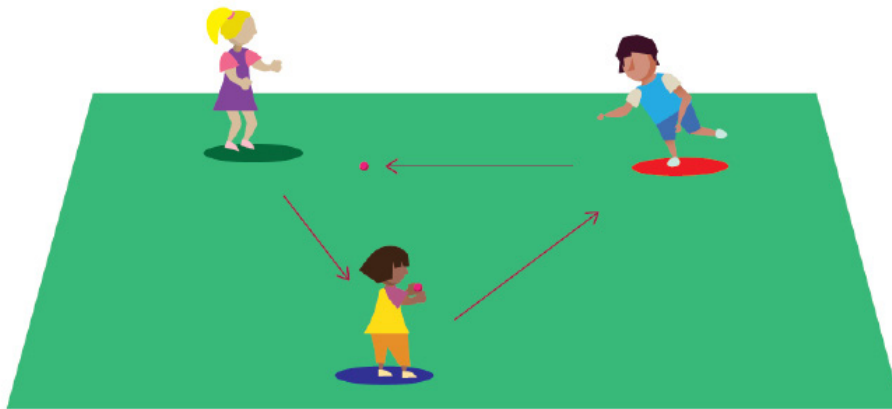
Players stand on points of a triangle and roll or bowl a ball to each other.

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 & 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.

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.

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.

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.

Body Balances

SKILL FOCUS

Balancing

SPORTAUS

Special
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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 Energisers

SKILL FOCUS

Locomotor Movement | Balancing

SPORTAUS



GAME SUMMARY:

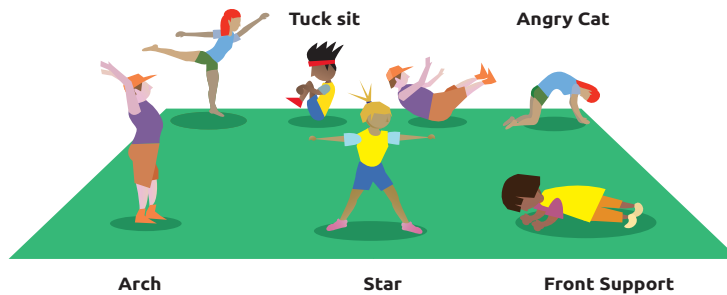
These warm up activities get players performing a variety of locomotor movements and static balances.

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.

Swap Spots

SKILL FOCUS

Locomotor Movement | Balancing

SPORTAUS

Special
Olympics
Australia

GAME SUMMARY:

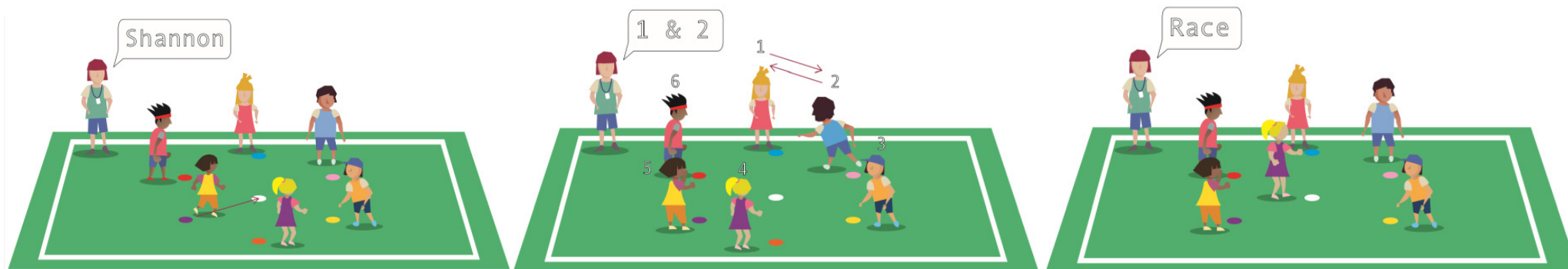
Players stand in a circle. On the coach's call, they try to change positions with another player as quickly as possible.

Equipment needed:

► Coloured dots

Game setup:

Place coloured dots in a circle, 1 dot per player. The circle should be approximately 5 meters in diameter with ample space between each dot. Play with 6 - 10 players with each player standing on a dot.



COACH INSTRUCTIONS

STAGE 1

Place one spare dot within the circle (without a player standing on it).

TO PLAYERS: "When I call your name, run to the spare dot as quickly as you can."

Change the locomotor movement after everyone has a turn e.g. hopping, skipping, jumping.

STAGE 2

Use player names or give each player a number which they must remember.

TO PLAYERS: "I will call out at least 2 names/numbers. If I call your name/number, you need to swap positions with another person who I have called out."

Start by calling the names/numbers of 2 players so they do a direct swap. Gradually call more players out to swap spots.

STAGE 3

Progression from Stage 2.

Choose one player to stand in the middle and take their dot out of the circle so there are no vacant dots.

TO PLAYERS: "This time it is a race! If you miss out on getting to a dot, you need to stand in the middle."

ASK "Can you think of a way you can work together with another player to make sure you both get to a free dot?"

BRANCH OUT! Tips to modify Swap Spots

Rules:

- > Before each call, give players a balance to hold while stationary on their dot.
- > Players perform different locomotor movements e.g. skipping, hopping.
- > Add another player to the middle of the circle.
- > Players can't swap positions with the player next to them.

Equipment:

- > Hoops can be used instead of dots if playing on a non-slip surface.

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.
- > Increase or decrease size of the circle.

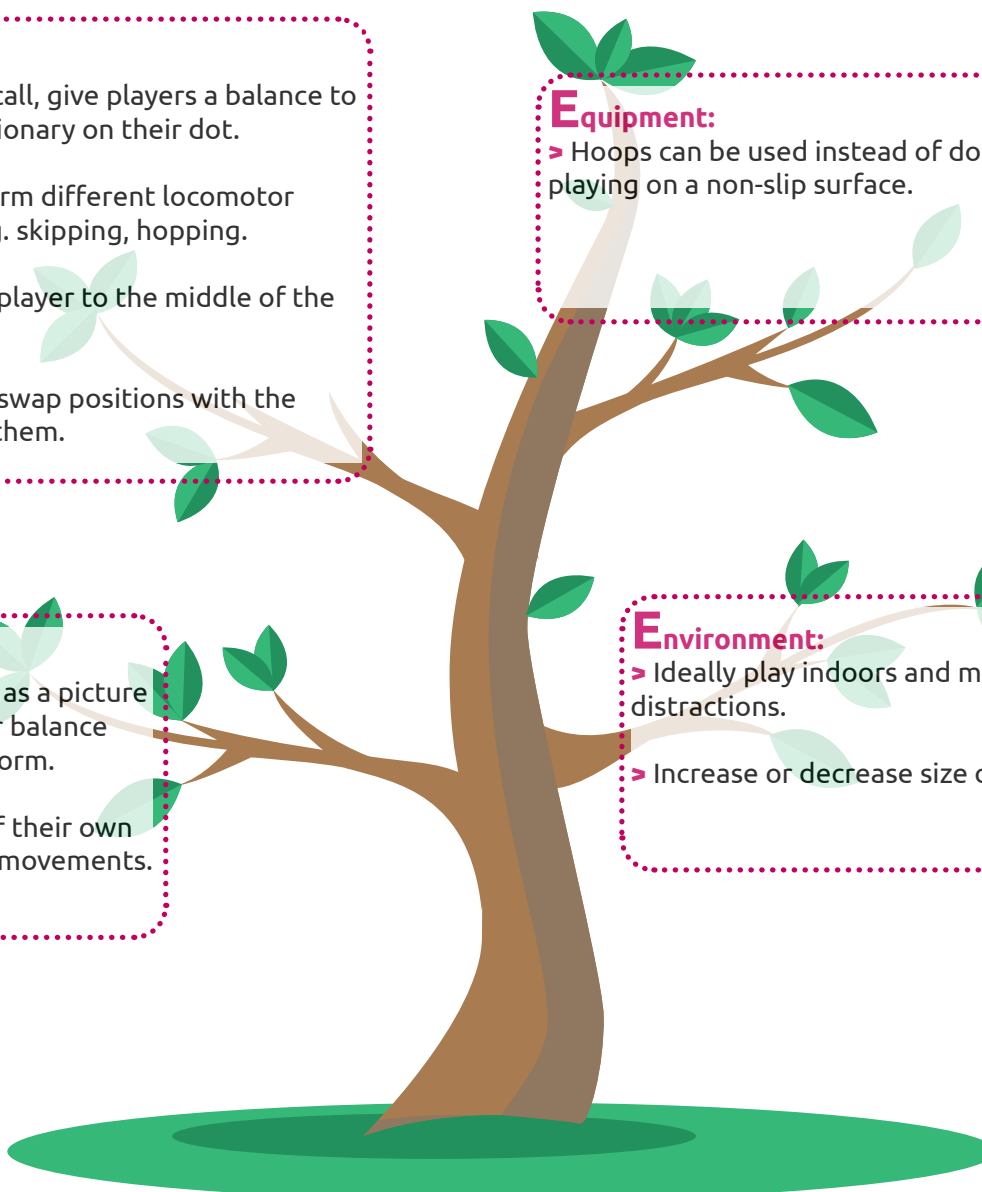
ALTERNATE SPORTS & SKILLS

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



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 a slow locomotor movement such as walking or jogging. Build up spatial awareness skills before getting players to move at speed.
- > Balances need to be appropriate to ability level of players.



Rob the Nest

SKILL FOCUS

Locomotor Movement | Throwing
Catching | Fielding

SPORTAUS

**Special
Olympics**
Australia



GAME SUMMARY:

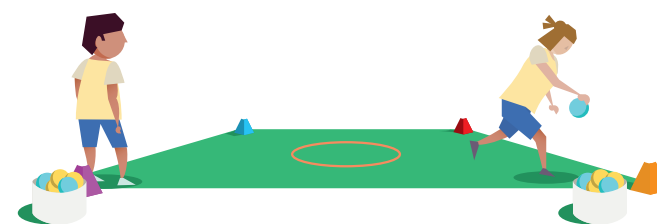
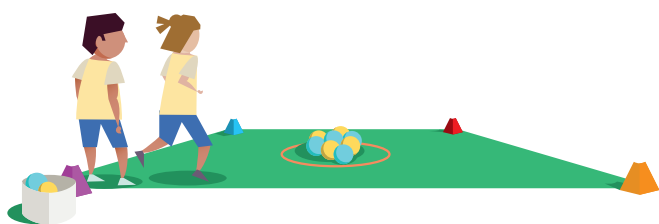
Players collect balls one at a time from the centre hoop and place them in their team bucket. Teams aim to get the most amount of balls in their bucket.

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.

Pairs Racing

GAME SUMMARY:

Players race their partner using different locomotor movements.

Equipment needed:

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

SKILL FOCUS

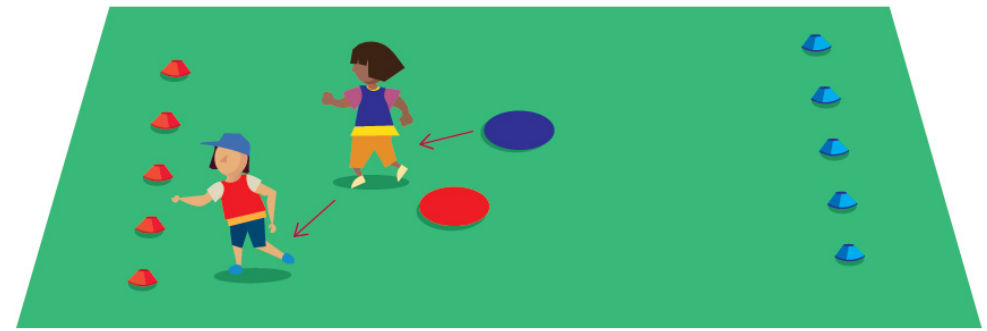
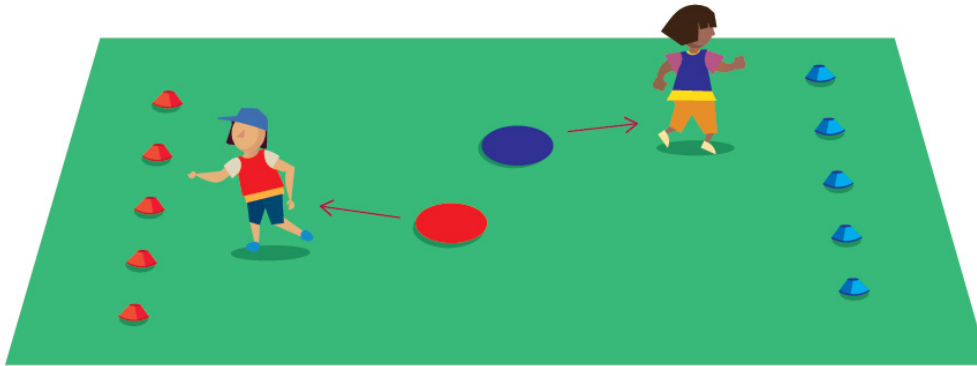
Locomotor movement

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.

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

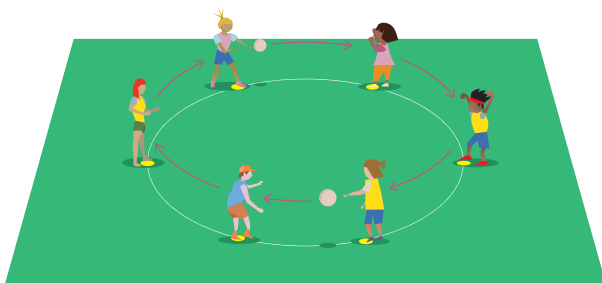
Throwing | Catching

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.



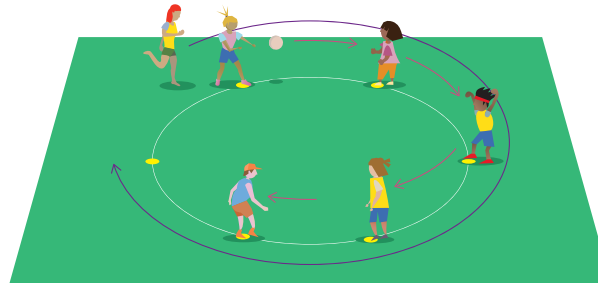
OPTION 1: BALL RACE

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.

Team Alphabet

SKILL FOCUS

Balancing

SPORTAUS

Special
Olympics
Australia

GAME SUMMARY:

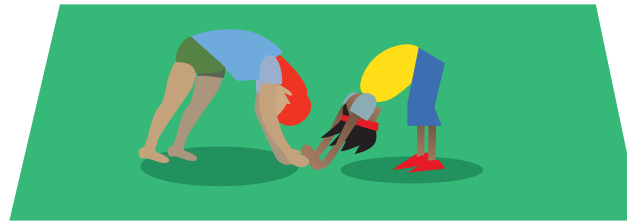
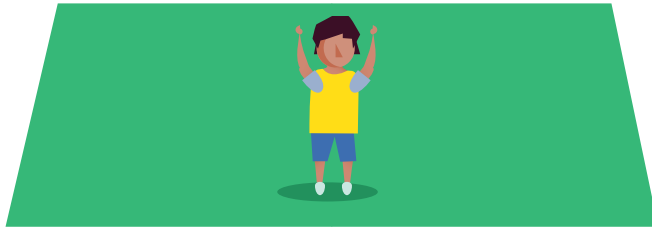
Players make a letter of the alphabet using their bodies.

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.

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.

Catching Challenge

SKILL FOCUS

Catching | Throwing



GAME SUMMARY:

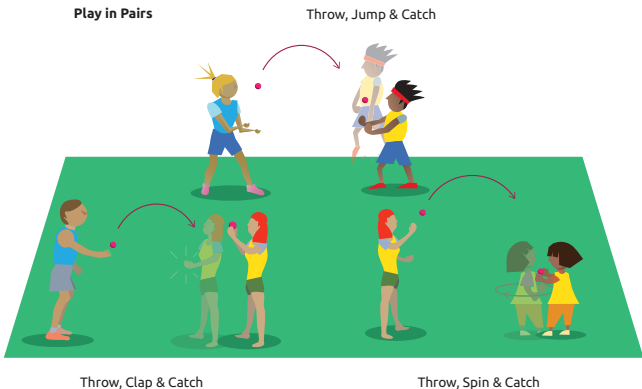
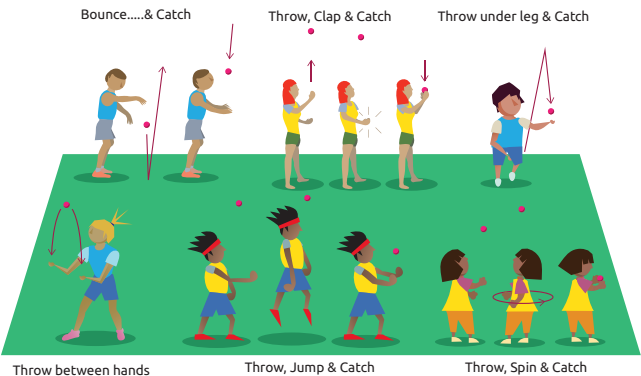
Players throw and catch a ball, trying progressively harder catching challenges.

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.

Shuttle Ball

SKILL FOCUS

Throwing | Bowling | Catching | Kicking

SPORTAUS



GAME SUMMARY:

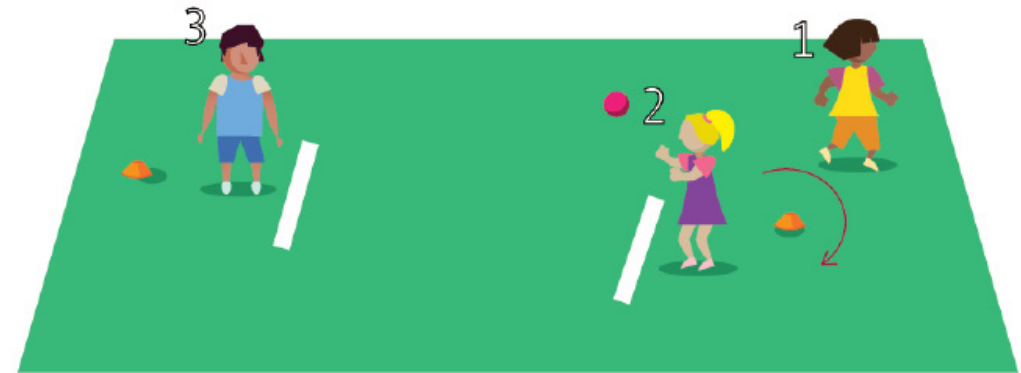
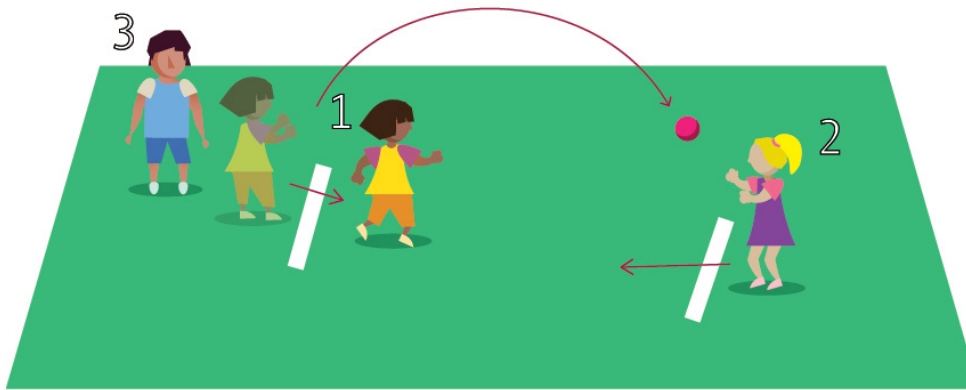
Players throw, kick or bowl a ball to a team mate. They then run to take the place of the person who receives the ball.

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.

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.

COACH INSTRUCTIONS

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:

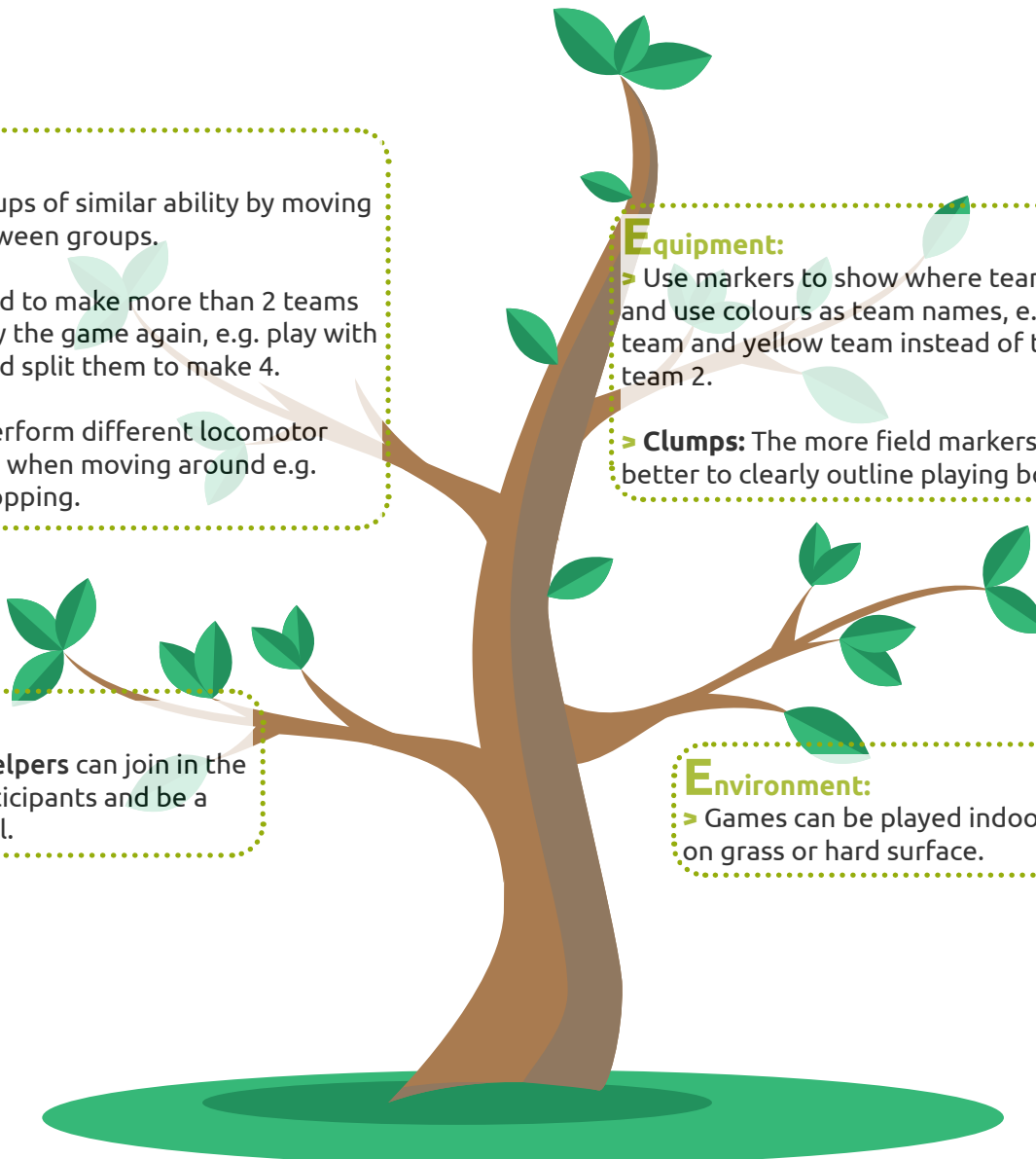
- > Games can be played indoors or outdoors, on grass or hard surface.

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.



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

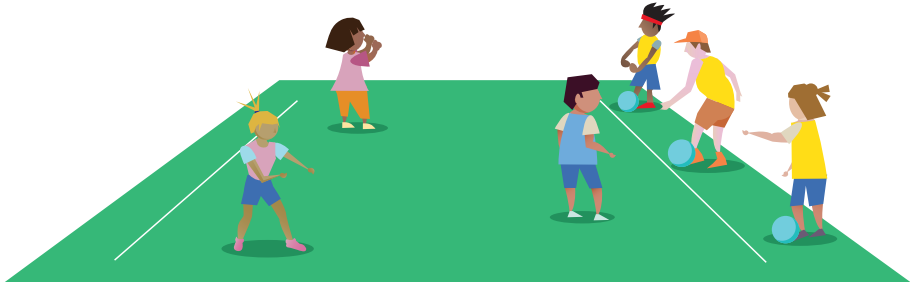
Dribbling



■ 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.

Movement Energisers

SKILL FOCUS

Locomotor Movement | Balancing

SPORTAUS



GAME SUMMARY:

These warm up activities get players performing a variety of fundamental movement skills and movement patterns.

Equipment needed:

- Coloured dots
- Gym mats (optional)



GAME 1: EVERYBODY

Use the rules of 'Simon says' without eliminating players.

Game Setup:

Place coloured dots in front of the coach for players to stand on. Ensure all players can see the coach.

Coach Instructions:

"I will call out and perform different movements. I want you to copy me, but only if I say **EVERYBODY** before the movement, for example 'Everybody hop on one foot.'"



GAME 2: MIRROR MIRROR

Players work in pairs.

Game Setup:

Place coloured dots in 2 rows, use a different colour for each row e.g. blue row and yellow row. Pairs stand on dots facing each other, one partner on blue dot and one on yellow dot.

Coach Instructions:

"If you are on the [blue] dot, you will be the leader. You need to slowly perform different movements for your partner to copy.

If you are on the [yellow] dot, you need to copy the movement that your partner is performing".

Swap leaders after 2 minutes.

Movements can include, hopping, jumping, balancing, stretching or coordination exercises such as patting the head while rubbing the tummy.

COACH INSTRUCTIONS

BRANCH OUT! Tips to modify Movement Energisers

Rules:

> Challenge players by getting them to perform movement combinations.

> **Everybody:** If players make a mistake, get them to perform a movement (e.g. 5 star jumps) then join back in.

Teaching Style:

> **Mirror Mirror:** Give **one on one coaching** to discretely help players develop movement skills.

> **Allow players** to think of their own balances.

Equipment:

> Players can use equipment such as balls, hoops or skipping ropes.

Environment:

> Ideally play indoors and minimise distractions.

ALTERNATE SPORTS & SKILLS

Use these games as a warm up or wet weather contingency activity for any sport. These games can also be used to develop balancing skills for gymnastics.



SAFETY!

> Use gym mats if performing floor movements and balances.

> Ensure adequate space between players.

> Start with low intensity, foundation movements and build up to more complex movements.

> Balances and movements need to be appropriate to ability level of players.

Throw Throw Throw

SKILL FOCUS

Throwing | Catching

SPORTAUS

**Special
Olympics
Australia**

GAME SUMMARY:

Players throw balls over a line in the direction of the opposite team. The team with the fewest balls at the end wins.

Equipment needed:

- > 1 soft foam ball per pair (can be scrunched up paper)
- > Field markers

Game setup:

Split players into 2 even teams. Mark out a No-Go Zone between the 2 teams. Teams stand on opposite sides of the No-Go Zone facing each other. Give each player a foam ball or scrunched up piece of paper.



COACH INSTRUCTIONS

STAGE 1

*"Pick up any ball on your side of the court and throw it over to the other team's side. Keep going until I say **STOP**."*

Call **"STOP"** after 30 seconds. Get teams to count the balls on their side. The team with the least number of balls wins. Balls that land in the No-Go Zone do not count.

STAGE 2

Progression from stage 1.

"Talk to your team about how you can work together to throw all the balls over to the other side."

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

ASK: *"Where can you throw the balls to make it hard for the opposition side to throw them back?"*

"Can each player have a job such as collector or thrower?" "Will this help you throw the balls back quicker? How?"

FOUNDATION:

Skill Development

COMPLEX:

Strategies & Tactics

PHYSICAL LITERACY ELEMENTS

Object Manipulation | Muscular Endurance | Engagement & Enjoyment | Perceptual Awareness | Tactics

AC:HPE CONTENT DESCRIPTIONS

ACPMP008 | ACPMP025 | ACPMP043

BRANCH OUT! Tips to modify Throw Throw Throw

Rules:

- > Vary the playing time (30 seconds can be a lot of throwing!)
- > Vary type of throw, e.g. underarm, overarm, backwards over their heads.
- > Players can only hold one ball at a time.
- > Game can be played with players sitting.

Equipment:

- > Vary the type and size of ball. Balls must be light and soft for safety.

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 team.
- > Use **questioning** to encourage players to think of their own strategies.

Environment:

- > Change the dimensions of the playing space (increase or decrease length and / or width of space).
- > Increase or decrease size of No-Go Zone.

ALTERNATE SPORTS & SKILLS

Use this game to develop throwing skills for sports such as cricket and softball. Balls can also be bowled to the other side or throw using bocce technique.



SAFETY!

- > Players cannot enter the No-Go Zone during play.
- > Players should wait for the coach's signal to retrieve balls from the No-Go Zone and outside the playing area.
- > If using paper balls, ensure they are sufficiently loose to avoid hurting players.
- > Players must be aware of their team mates around them when picking up and throwing balls.

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 & Tactics

PHYSICAL LITERACY ELEMENTS

Object Manipulation | Coordination | Ethics | Collaboration | Content Knowledge | Strategy & 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.