playing for all

STRIKING & FIELDING GAMES PROGRAM PLANNER

Special Olympics
Australia

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.

STRIKING & FIELDING

Striking & Fielding Games include a batting and fielding team. Batters score points by striking an object and running to a designated area, whilst fielders aim to prevent batters from scoring by retrieving the object and returning it to stop the play. Sports that use striking and fielding objectives include baseball, cricket and softball.

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.

Striking & Fielding 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 Moving with Equipment Speed	Self-Perception	Collaboration	Strategy and Planning
Examples of how these could be developed	Provide appropriate and sufficient equipment for all students to be active. Develop the required skills needed for activities to be successful and progressive.	Provide opportunities for participants to reflect on the activities. Reflect on how participants feel after physical activity e.g. energised, refreshed, happy.	Encourage communication between participants in game situations. Discuss the benefits of working as a team.	Provide time for teams to talk and plan strategies for use during a game. Use questioning to explore pros and cons of different strategies.

Coaching Tips

- Use modifications such as multiple smaller playing areas (with smaller team numbers) to engage all participants often. This increases opportunity for practice and avoids long periods of waiting for turns.
- Varying the hitting and delivery methods may promote improved practice and success e.g. t-balls, number of ball bounces, ball size/shape.

STRIKING & FIELDING

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	Balance Tag Games (Frost & Thaw)	Balance Tag Games (Frost & Thaw)	Making Groups (Clumps)	Making Groups (Clumps)	Tag Games (Partner Tag)	Tag Games (Partner Tag)	Participant choice	Participant choice and/or Play a modified game from a **Striking & Fielding category** sport e.g. Baseball, Cricket, Softball
Get into It (20-45 mins) Use TREE to modify games to suit the ability level (page 2 of activity card)	Catching Challenge	Catching Challenge	Bat Tapping	Bat Tapping	L-o-n-g Target Throw	Participant choice	Run The Circle (Pass On The Run)	
	L-o-n-g Pass	Pairs Passing	Bombard	Beat the Bucket	Throw Throw Throw	Engage All	Continuous Cricket	
Optional Game	Rob The Nest	Run The Circle (Ball Race)	Run The Circle (Beat The Runner)	Hit the Square	Hit 4 and Go	Modified Game e.g. Baseball, Cricket, Softball	Modified Game e.g. Baseball, Cricket, Softball	
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?							

playing for all

Balance Tag Games

SKILL FOCUS

Locomotor Movement | Balancing

SPORT**AUS**

Special Olympics *Australia*

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."

PHYSICAL LITERACY ELEMENTS
Movement Skills | Cardivascular Endurance | Stability/Balance | Agility | Ethics | Safety & Risk

AC:HPE CONTENT DESCRIPTIONS
ACPMP008 | ACPMP025 | ACPMP043

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 ouline 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.

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.

Playing for all

Catching Challenge

SKILL FOCUS

Catching | Throwing

SPORTAUS

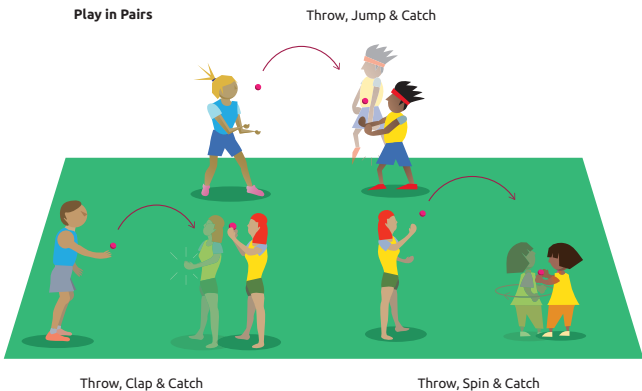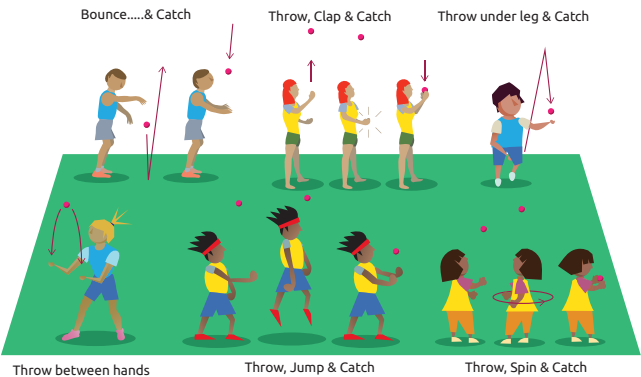**Special Olympics** Australia

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.

Bounce.....& Catch   Throw, Clap & Catch   Throw under leg & Catch

Throw between hands   Throw, Jump & Catch   Throw, Spin & Catch

Play in Pairs   Throw, Jump & Catch

Throw, Clap & Catch   Throw, Spin & Catch

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

PHYSICAL LITERACY ELEMENTS
Object Manipulation | Reaction Time | Motivation | Engagement & Enjoyment | Collaboration | Reasoning

AC:HPE CONTENT DESCRIPTIONS
ACPMP008 | ACPMP025 | ACPMP043

BRANCH OUT! Tips to modify Catching Challenge

ALTERNATE SPORTS & SKILLS

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

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.

Teaching Style:
> Use **role models** to demonstrate effective throwing and catching skills.

> Use **one on one discrete coaching** to assist players during the game.

Environment:
> Play indoors or outdoors on grass or hard surface.

> Try to minimise distractions.

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.

The Playing for All cards are based on the content of Sport Australia's Playing for Life cards. The content has been used with permission.

L-o-n-g Pass

SKILL FOCUS

Throwing | Catching

**SPORTAUS**

Special Olympics Australia

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

Equipment needed:
> 1 ball per pair (netball size)
> Markers
> Coloured dots

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

COACH INSTRUCTIONS
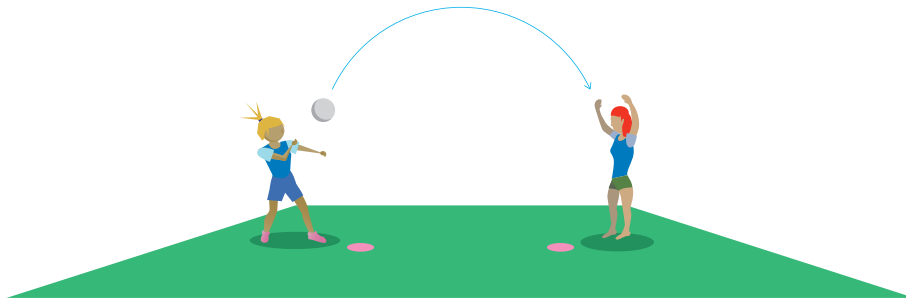
OPTION 1: PAIRS ACTIVITY

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

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

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

OPTION 2: GROUP ACTIVITY

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

Coach Instructions:
TO THE PASSER: *"Pass the ball to each catcher 1 at a time."*
TO CATCHERS: *"If you catch the ball on the full, take 1 step back. If you drop the ball, take 1 step forward or stay on your dot."*

Rotate passers after each round.

PHYSICAL LITERACY ELEMENTS
Object Manipulation | Ethics | Collaboration | Reasoning

AC:HPE CONTENT DESCRIPTIONS
ACPMP025 | ACPMP043

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

Rules:
> Vary the set playing time (e.g. 30 seconds, 1 minute, 2 minutes etc).

> Vary the type of pass e.g. chest pass, shoulder pass.

> For pairs activity, have either both players take a step or just the player who catches / drops the ball.

Equipment:
> Use a ball relevant to the sport you are coaching.

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

Teaching Style:
> Use **visual aids** such as picture cards of a throw and catch to demonstrate the skill you want players to perform.

> Use **role models** to highlight good passing technique.

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

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

SAFETY!
> Use a ball appropriate for the players' ability level.

> Ensure a safe distance between pairs / groups.

> Ensure participants throw safely for their partner or team mate to catch.

Playing for all

Rob the Nest

SKILL FOCUS
Locomotor Movement | Throwing
Catching | Fielding

SPORT**AUS**

**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 an staff helper for individuals / teams.
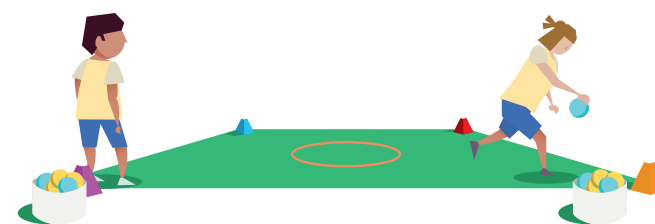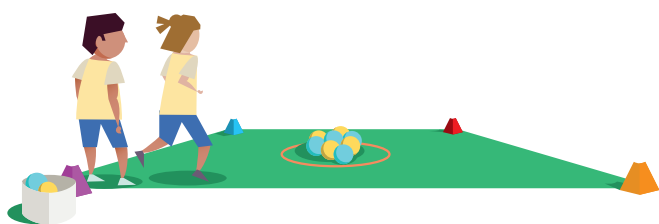
COACH INSTRUCTIONS

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

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COMPLEX:
Strategies & Tactics

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

AC:HPE CONTENT DESCRIPTIONS
ACPMP009 | 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.

Playing for all

Pairs Passing

SKILL FOCUS

Throwing | Catching

SPORTAUS

Special Olympics *Australia*

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.

1,2,3...

1,2,3,4,5 — move marker

COACH INSTRUCTIONS
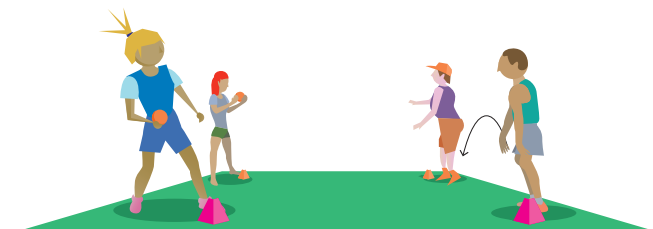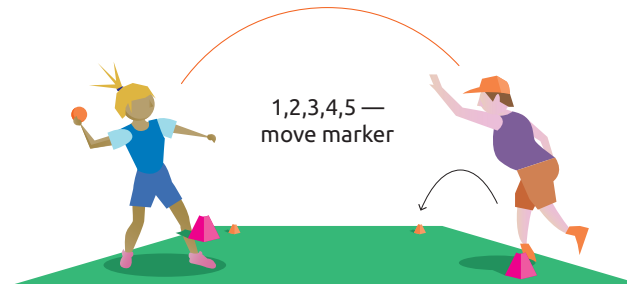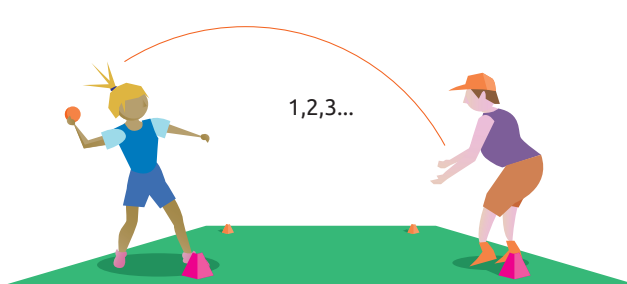
STAGE 1

*"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?"*

FOUNDATION:
Skill Development

COMPLEX:
Strategies & Tactics

PHYSICAL LITERACY ELEMENTS
Object Manipulation | Coordination | Self-Regulation (Emotions) | Collaboration | Perceptual Awareness

AC:HPE CONTENT DESCRIPTIONS
ACPMP043 | ACPMP061

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.

playing for all

Run the Circle

SKILL FOCUS

Throwing | Catching

SPORTAUS

Special Olympics Australia

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

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.
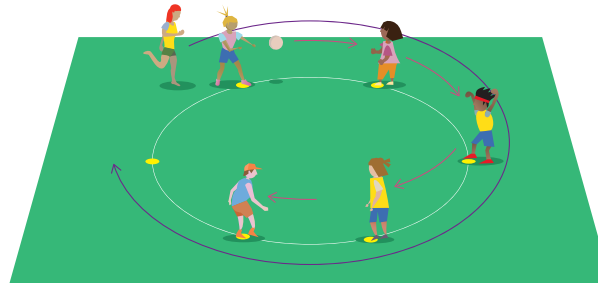

COACH INSTRUCTIONS
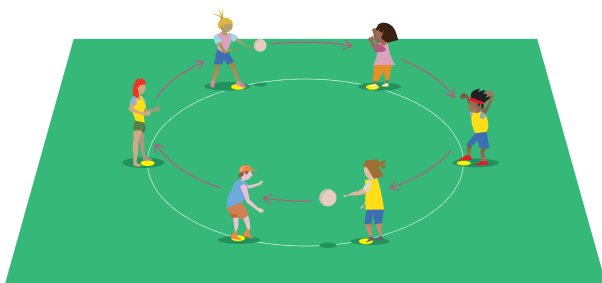
OPTION 1: BALL RACE

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.

PHYSICAL LITERACY ELEMENTS
Object Manipulation | Speed | Self-Regulation (Physical) | Self-Perception | Confidence | Collaboration

AC:HPE CONTENT DESCRIPTIONS
ACPMP008 | ACPMP025 | ACPMP043 | ACPMP061

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.

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.

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.

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.

playing for all

Making Groups

SPORT**AUS**

Special Olympics *Australia*

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

COACH INSTRUCTIONS

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.

PHYSICAL LITERACY ELEMENTS
Movement Skills | Stability/Balance | Engagement & Enjoyment | Collaboration | Rules | Safety & Risk

AC:HPE CONTENT DESCRIPTIONS
ACPMP008 | ACPMP025 | ACPMP043

BRANCH OUT! Tips to modify Making Groups

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.

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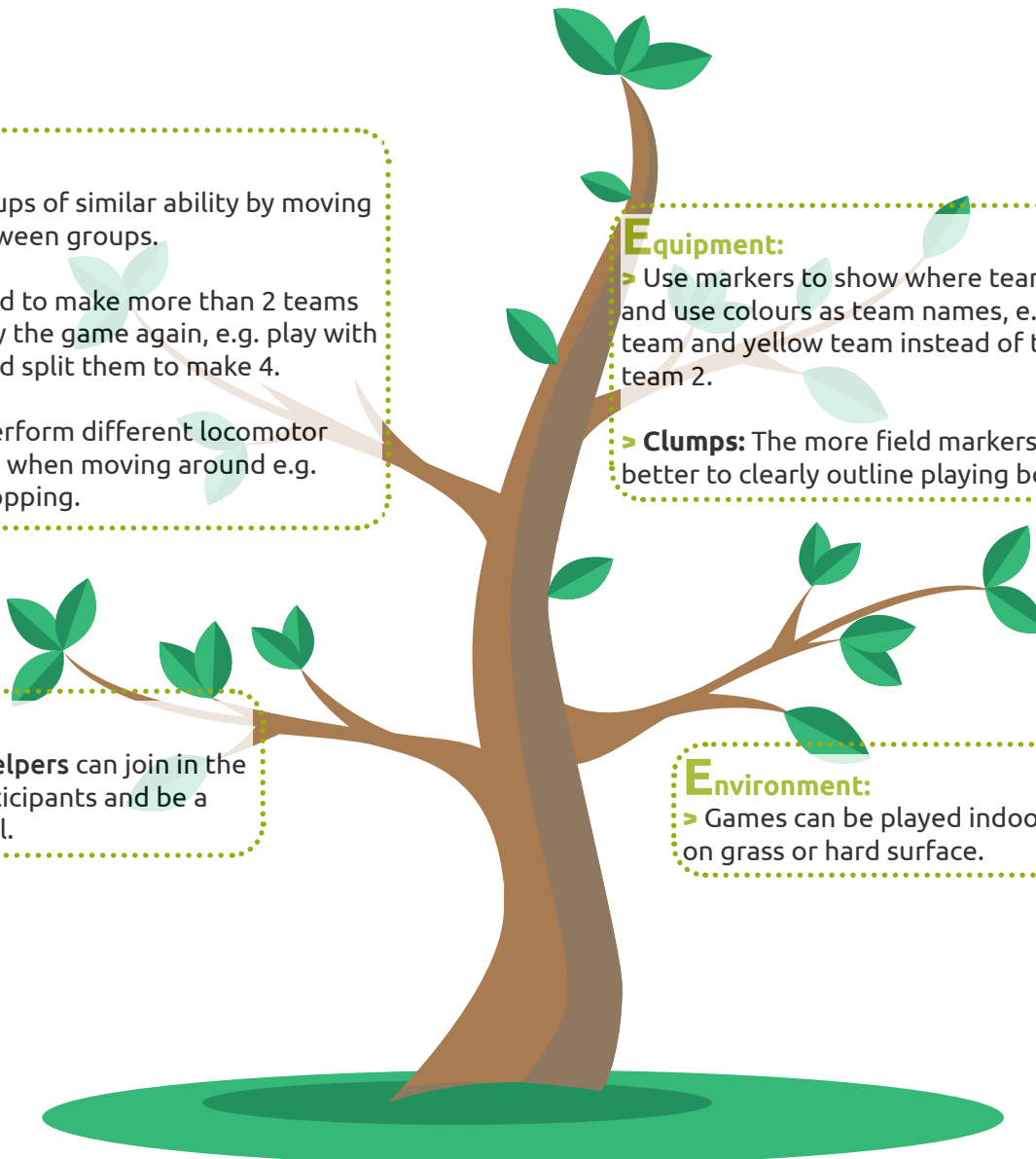
Environment:
> Games can be played indoors or outdoors, on grass or hard surface.

The Playing for All cards are based on the content of Sport Australia's Playing for Life cards. The content has been used with permission.

Playing for all

Bat Tapping

SKILL FOCUS

Striking

SPORTAUS

Special Olympics Australia
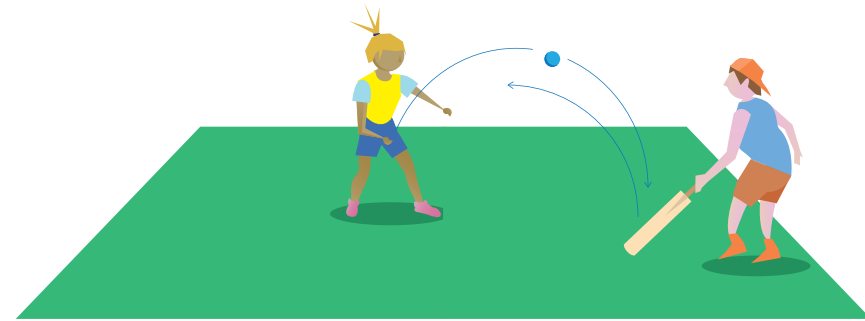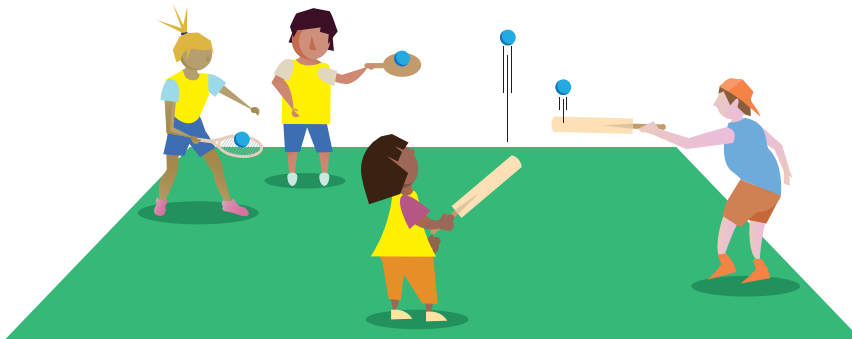
GAME SUMMARY:
Players aim to tap the ball into the air with a bat as many times in a row as they can.

Equipment needed:
> Bats or racquets - 1 per player
> Balls - 1 per player

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

COACH INSTRUCTIONS

STAGE 1
Play individually.

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

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

STAGE 2
Play individually.

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

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

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

STAGE 3
Play in pairs.

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

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

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

FOUNDATION:
Skill Development

⟵————————————⟶

COMPLEX:
Strategies & Tactics

PHYSICAL LITERACY ELEMENTS
Object Manipulation | Coordination | Reaction Time | Motivation | Confidence | Safety & Risk

AC:HPE CONTENT DESCRIPTIONS
ACPMP043 | ACPMP061

BRANCH OUT! Tips to modify Bat Tapping

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

Rules:
> Set a challenge, e.g. stand on one foot while tapping the ball.

> Challenge players to use the thin edge of the bat / racquet (if appropriate).

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

> Use a bat or racquet relevant to the sport you are coaching.

Teaching Style:
> Use **role models** to demonstrate effective throwing and catching skills.

> Use **one on one** discrete coaching to assist players during the game.

Environment:
> Play indoors or outdoors on grass or hard surface.

> Try to minimise distractions.

> **Stage 3:** Move the batter and thrower closer together or further apart.

SAFETY!

> Ensure the equipment used is suitable for the ability level of the players.

> Ensure adequate space between individuals and groups.

> Players must not interfere with other players.

> Bats must not be swung around.

The Playing for All cards are based on the content of Sport Australia's Playing for Life cards. The content has been used with permission.

Bombard

SKILL FOCUS

Throwing | Accuracy

**SPORTAUS**

Special Olympics *Australia*

GAME SUMMARY:
Players throw balls at a large target ball with the aim of moving it over a line.

Equipment needed:
> Small balls (2 per player)
> 2 larger balls
> Markers

Game setup:
Players stand with their toes on the throwing line. Coloured dots can also be used to show players where to stand. Place large target ball 2 - 3 meters from the throwing line (you can call this ball by it's colour e.g. large blue ball). Give each player 2 small balls each.
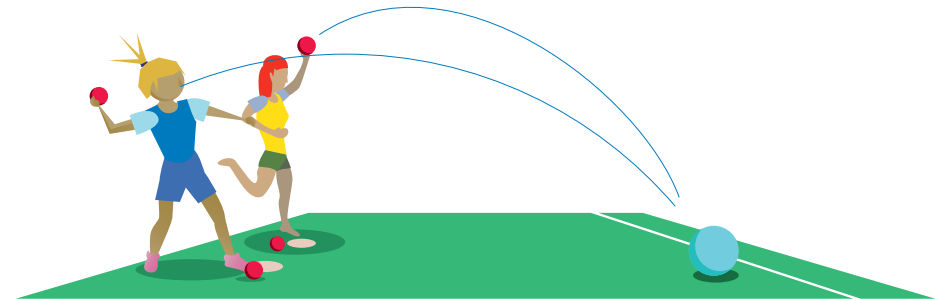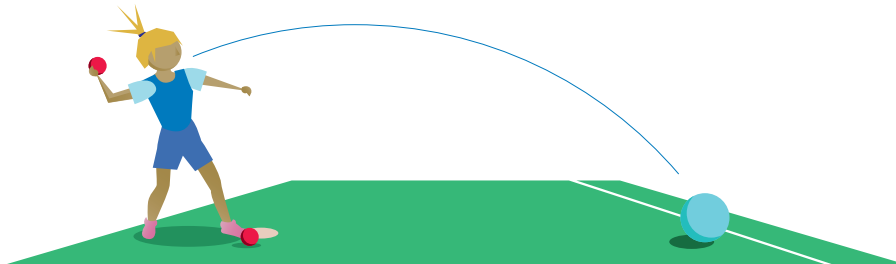
COACH INSTRUCTIONS

STAGE 1

"Throw the small balls at the large ball to make it move."

STAGE 2

"Throw the small balls at the large ball to make it roll over the end line."

"The group receives 1 point for each time the ball rolls over the line."

STAGE 3

Split the group into 2 teams with 1 large target ball for each team.

"Throw the balls at your team's large ball. The team that gets their ball to roll over the line first gets a point."

ASK: *"How can you work together to get your ball over the line first?"*

"How can you keep the ball moving?"

"What type of throw works best?"

FOUNDATION:
Skill Development

⟵————————⟶

COMPLEX:
Strategies & Tactics

PHYSICAL LITERACY ELEMENTS
Object Manipulation | Engagement & Enjoyment | Content Knowledge | Tactics

AC:HPE CONTENT DESCRIPTIONS
ACPMP043 | ACPMP063

BRANCH OUT! Tips to modify Bombard

Rules:
> Vary the throwing technique (e.g. overarm, underarm).

> Add a time challenge, e.g. see how many times you can get your ball over the line in 5 minutes.

Equipment:
> Vary the type of target ball. Make it easier by using an exercise ball or beach ball. Make it harder by using a smaller, harder ball such as a basketball. Test each option before the session.

> Vary the type of throwing balls. Make it easier by using large balls such as volleyballs. Make it harder by using smaller balls such as tennis balls.

Teaching Style:
> Use **visual aids** such as a picture card of a throw to demonstrate the skill you want players to perform.

> Give **one on one discrete coaching** to help skill development.

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

Environment:
> To increase success, move the target ball closer to the throwing line and decrease distance to the end line.

> To challenge players, move the target ball further from the throwing line and increase distance to the end line.

> Ideally play indoors with minimal background noise.

> Position the game close to a wall to allow easy retrieval of balls.

ALTERNATE SPORTS & SKILLS
Use this game to develop other skills such as kicking, rolling or bowling at the target ball.

SAFETY!
> If possible, use soft throwing balls.

> Ensure sufficient space between individual players and teams.

> No one goes into the throwing area during play.

> Do not allow players to throw balls when someone is in the playing space. Call *"STOP!"* to allow players to retrieve balls.

> Balls must be thrown below waist height.

The Playing for All cards are based on the content of Sport Australia's Playing for Life cards. The content has been used with permission.

Playing for all

Beat the Bucket

SKILL FOCUS
Throwing | Fielding
Shot Placement | Striking

**SPORTAUS**

Special Olympics Australia

GAME SUMMARY:
A player throws or hits balls into the field. Fielders must collect the balls and put them into a bucket as quickly as possible.

Equipment needed:
> 1 bucket (or hoop)
> 3 balls
> Field markers / coloured dots / bases
> Bat and batting tee (optional)

Game setup:
Mark out a diamond playing area. Put a base (or coloured dot) to mark 1st, 2nd, 3rd and home base. Place a bucket (or hoop) in the middle of the diamond.
Play in groups of no more than 7, with one thrower and 6 fielders. The thrower stands on home base. All fielders must start outside the diamond. Coloured dots can be used to show fielders where to stand.

Thrower
Fielder

3rd   2nd   1st   Home

COACH INSTRUCTIONS
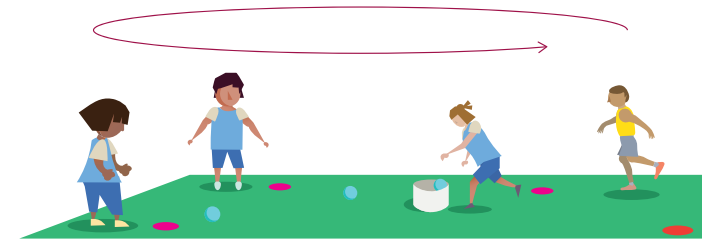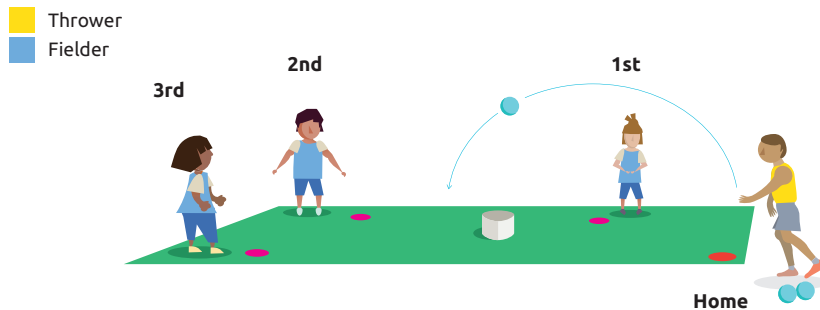
STAGE 1
Give the thrower 3 balls.

TO THROWER: *"Throw 3 balls into the field one at a time. Try to throw them in different directions."*

TO FIELDERS: *"Stand still until all balls have been thrown. You must then collect the balls and put them into the bucket as fast as you can."*

Swap thrower after each turn.

Scoring Optional: Use a stopwatch to time how long it takes the fielding team to get all balls into the bucket.

ASK TO FIELDERS: *"How can you work together to get the balls into the bucket as quickly as possible?"*

STAGE 2
Give the thrower 3 balls.

TO THROWER: *"Throw 3 balls into the field one at a time, then run around all the bases. Try to get back to home base before all the balls are put into the bucket. You get 1 point for each base you run past before the fielders call STOP."*

TO FIELDERS: *"Stand still until all balls have been thrown. You must then collect the balls and put them into the bucket before the thrower can run around all bases. Call STOP when all balls are in the bucket."*

Swap thrower after each turn.

ASK TO THROWERS: *"Where is the best place to throw the balls to make it hard for the fielders?"*

FOUNDATION:
Skill Development

COMPLEX:
Strategies & Tactics

BRANCH OUT! Tips to modify Beat the Bucket

Rules:
> Fielders need to pass the ball once before they can put it into the bucket.

> Throwers can only throw the ball forwards into the diamond area.

> Allow 1 fielder to start inside the diamond, ensuring a safe distance from the thrower.

> Modify scoring, e.g. players get 10 points if they make it to home base before the fielders call *STOP*.

Equipment:
> Vary the type of ball according to skill level and sport you are coaching.

> If playing with a bat, make it easier by allowing players to choose a lighter, wider bat.

> Use a batting tee or witches hat to hit off. Field markers can be used to kick off.

Teaching Style:
> Use **role models** to demonstrate effective throwing / batting and fielding skills.

> Use **questioning** to encourage teams to think of their own strategies.

> **Modify equipment and rules** during the game to suit ability level of individual batters.

Environment:
> Replicate game if there are more participants.

> Increase or decrease size of playing area. Make it harder for the thrower by increasing the distance between bases. Make it harder for the fielders by decreasing the distance between bases.

> Game can be played indoors or outdoors.

ALTERNATE SPORTS & SKILLS

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

SAFETY!

> Ensure the equipment used is suitable for the ability level of the players.

> The fielders need to be a safe distance away from the thrower until the balls have been thrown.

> If batting, ensure players drop the bat, not throw it.

> Players on the fielding team need to be aware of others around them and take care when picking up and throwing balls. To avoid collisions, the fielder closest to where the ball is hit should call 'MINE'.

> Fielders must get out of the way of the thrower as they are running around the bases.

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playing for all

Hit the Square

SKILL FOCUS

Throwing | Catching

SPORTAUS

Special Olympics *Australia*

GAME SUMMARY:
Players perform bounce passes by bouncing their ball into a square for their partner to catch.

Equipment needed:
> Markers or tape (hoop optional)
> Balls of different sizes (1 ball between 2 players)

Game setup:
Mark out a playing space approximately 2 - 3 meters square. In the centre, mark out a square target approximately 1 meter square (a hoop can also be used).

Pair up players and get them to stand behind the throwing lines opposite their partner. Coloured dots can be placed on the ground to indicate where players should stand.
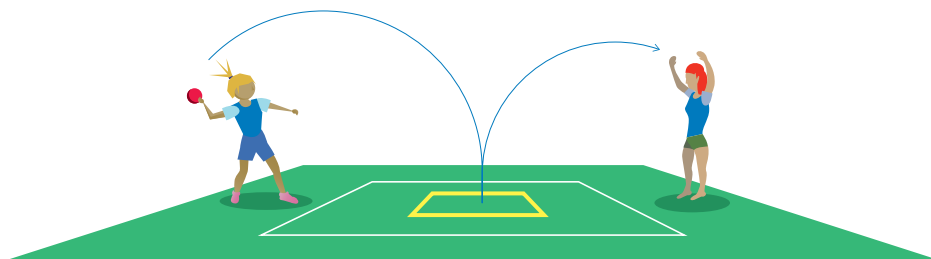
COACH INSTRUCTIONS

STAGE 1

1 pair using each square.

"Throw your ball at the square so it will bounce up for your partner to catch. Take it in turns to throw."

STAGE 2

1 pair using each square.

"Throw a bounce pass to your partner making it bounce in the square. You get a point for each time you catch the ball after it bounces in the square. Count how many points you can get in 1 minute."

Repeat and see if pairs can beat their score.

STAGE 3

2 pairs use each square.

"Throw a bounce pass to your partner making it bounce in the square. You get a point for each time you catch the ball after it bounces in the square. The pair with the most points after 1 minute wins."

Swap partners and repeat.

ASK: *"How do you make sure your ball does not hit the other pair's ball?"*

"What angle is best to throw the ball so your partner can catch it?"

FOUNDATION:
Skill Development

COMPLEX:
Strategies & Tactics

BRANCH OUT! Tips to modify Hit the Square

This game can be used to develop bounce passing skills for netball or basketball. Using a tennis ball can also help develop hand-eye coordination which is important for tennis.

Rules:

> Allow underarm or overarm throws.

> Vary the scoring, e.g. "How many catches can you make in 10 throws?" Reward catches that miss the square with a point, e.g. 1 point for a catch that misses the square and 2 points for a catch that hits the square.

> Perform a movement after each throw, e.g. squat, jump, hop etc.

Equipment:

> Use different balls. To make it easier, use a lighter, larger ball. To increase challenge, use a smaller, harder ball.

> Give participants a bucket to catch the ball with (optional).

Teaching Style:

> **Pair players** with a partner of similar ability level.

> Players can be paired with a **coach** or **staff helper** to increase success.

> Use **role models** to demonstrate the correct passing technique.

Environment:

> Move the throwing line closer or further from the square depending on ability level.

> Increase or decrease the size of the square.

> Game can be played outdoors or indoors.

SAFETY!

> Allow participants to use a ball that is suitable for their ability level.

> Ensure enough space between each group.

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playing for all

Tag Games

SKILL FOCUS

Locomotor Movement

SPORTAUS

Special Olympics *Australia*

GAME SUMMARY:
These warm up activities involve taggers chasing runners in fun, high intensity games.

Equipment needed:
> Markers
> Bibs or coloured bands
> Balls

Game setup:
Mark out a playing space with clear boundaries. Choose 1 player to be a tagger and give them a bib or colour band to wear.

■ Tagger

■ Tagger

1, 2, 3, GO!

COACH INSTRUCTIONS

GAME 1: FREED BY THE BALL

"If you are tagged, you must freeze and hold your hands up ready to catch a ball."

Give some players a ball.

"You can free someone who has been tagged by passing your ball to them. Make sure they are looking at you. If you are freed, keep the ball and join back into the game. You can then free someone else."

GAME 2: HOSPITAL TAG

"If you get tagged, you become the tagger. You have to hold the part of your body where you were tagged like you would if you were hurt."

GAME 3: TAIL TAG

Give each player a colour band to tuck into the back of their shorts / pants.

"You can steal a 'tail' from anyone by grabbing the colour band. Do not touch the player. You must then tuck the band in next to your own tail. The person with the most tails when I call STOP wins."

Play for a set amount of time, e.g. 2 mins.

GAME 4: PARTNER TAG

Make pairs. Choose 1 player in each pair to be the tagger.

"Taggers must freeze for 3 seconds to give their partner time to run away. Taggers then need to chase their partner. If you get tagged, you become the tagger. You need to freeze for 3 seconds before chasing your partner."

FOUNDATION:
Skill Development

COMPLEX:
Strategies & Tactics

PHYSICAL LITERACY ELEMENTS
Movement Skills | Cardiovascular Endurance | Speed | Self-Regulation (Physical) | Reasoning

AC:HPE CONTENT DESCRIPTIONS
ACPMP009 | ACPMP027 | ACPMP045 | ACPMP063

BRANCH OUT! Tips to modify Tag Games

Rules:
> Add extra taggers to increase intensity.

> Players perform different locomotor movements, e.g. skipping, hopping.

> Add tag-free islands, with restrictions on the amount of time players can stay there

> **Freed by the Ball:** Taggers can be freed by giving someone a high 5 rather than throwing and catching a ball.

> **Hospital Tag:** Everyone must mirror the tagger and hold the same body part.

Equipment:
> The more field markers used, the better to clearly outline playing boundaries.

> **Freed by the Ball:** Use a ball relevant to the sport you are coaching.

> **Tail Tag:** If available, use velcro tags that attach to a belt.

Teaching Style:
> Frequently **rotate** taggers.

> 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 a hard surface.

> Make the playing area bigger to allow players to spread out, or smaller to increase the intensity of the game.

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Playing for all

L-o-n-g Target Throw

SKILL FOCUS

Throwing | Accuracy | Fielding

SPORTAUS

Special Olympics Australia

GAME SUMMARY:
Players throw their ball at a target. If they hit the target they take a step back.

Equipment needed:
> Targets (cricket stump or witches hat)
> Coloured dots / markers
> Tennis balls (1 per pair)

Game setup:
Players work in pairs. Each pair starts with players standing on coloured dots approximately 3 – 4 metres apart with a target half way between them.
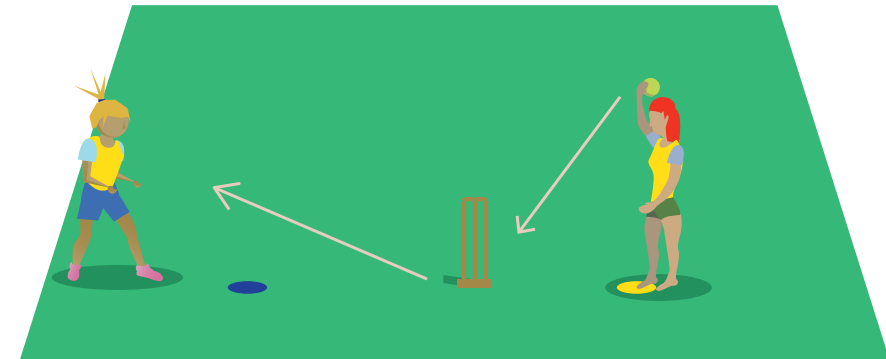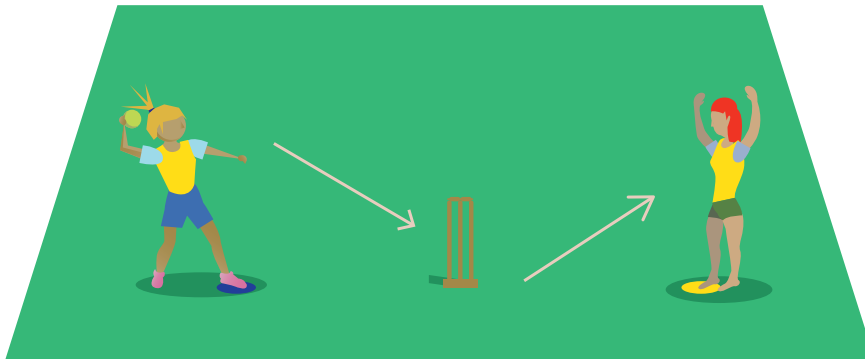
COACH INSTRUCTIONS

STAGE 1

TO PLAYER 1: *"Throw the ball at the target."*

TO PLAYER 2: *"Try field the ball before it gets past you. Pick up the ball, go back to your dot and throw it at the target."*

Players take it in turns to throw. Play for 1 minute, then move the dots back 1 metre. Repeat.

Scoring Optional: Players count how many times they hit the target in a minute.

STAGE 2

TO PLAYER 1: *"Throw the ball at the target. If you hit the target, take a step back. If you miss the target, stay where you are."*

TO PLAYER 2: *"Try field the ball before it gets past you, go back to your spot and throw the ball at the target. If you hit the target, take a step back. If you miss the target, stay where you are."*

Play for 2 minutes. At the end of 2 minutes, players place a marker where they are standing. Repeat the game and see if players can get further away from the target.

FOUNDATION:
Skill Development

COMPLEX:
Strategies & Tactics

PHYSICAL LITERACY ELEMENTS
Object Manipulation | Reaction Time | Relationships | Collaboration | Perceptual Awareness

AC:HPE CONTENT DESCRIPTIONS
ACPMP008 | ACPMP025 | ACPMP043

BRANCH OUT! Tips to modify L-o-n-g Target Throw

Use this game to develop throwing and accuracy skills for cricket and softball. Balls can be bowled at the target to develop ten pin bowling skills.

Rules:
> Play for a longer or shorter time depending on engagement of players.

> Players must take a step forward if they miss the target (only as far forward as the coloured dot where they started).

> Vary the throw, e.g. underarm, overarm, or bowl.

Equipment:
> Vary size of target, make it easier by using a wide target (e.g. set of cricket stumps), make it harder by using a narrow target (e.g. only 1 cricket stump).

> Two field markers can be used to make a 'gate' target which can be widened or narrowed.

> Vary the type of ball. Make it easier by using a larger ball.

SAFETY!
> Ensure a safe distance between players / groups.

> If players need to enter another pairs' playing space to retrieve a ball, make sure play is stopped.

Teaching Style:
> Use **visual aids** such as a picture card of a throw to demonstrate the skill you want players to perform.

> Use **role models** to highlight good throwing technique.

> Use **one on one coaching** to assist with skill development.

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

> Replicate game – 1 game for each pair.

The Playing for All cards are based on the content of Sport Australia's Playing for Life cards. The content has been used with permission.

Playing for all

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.

NO GO

NO GO

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 alot 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.

Playing for all

Hit 4 and Go

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
ACPMP043 | 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.

playing for all

Engage All

SKILL FOCUS
Striking | Fielding | Shot Placement
Throwing | Catching

GAME SUMMARY:
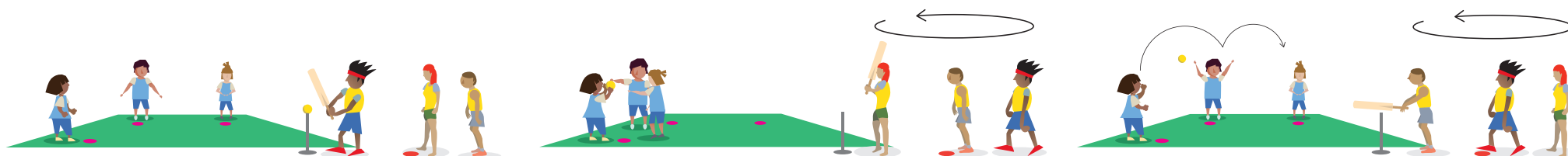All players on the batting and fielding teams must work together to beat the other team.

Equipment needed:
> 1 bat
> 1 soft ball
> Field markers
> Coloured dots
> Batting tee (optional)

Game setup:
Mark out a square playing area. Put a base (or coloured dot) to mark where the batter stands. Coloured dots can be used to demonstrate where the batting and fielding teams should stand. Place helpers in the field to assist fielders.

A batting tee can be used if required.

COACH INSTRUCTIONS

STAGE 1
Individual batter only. Place ball on batting tee.

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 tee."*

Swap batters after each turn.

STAGE 2
Divide players into batting and fielding teams.

TO BATTER: *"Hit the ball into the field, then run around your team. Count how many laps you can run around your team before the fielding team calls STOP!"*

TO FIELDERS: *"Stay on your dot until the ball has been hit. One player must field the ball. Everyone else must run to that player and touch the ball. When all fielders are touching the ball, call STOP."*

ASK TO BATTING TEAM: *"Where is the best place to hit the ball to make it hard for the fielders?"*

STAGE 3
Progression from stage 2.

TO FIELDERS: *"This time, once the ball has been fielded, you must pass the ball from player to player. Once every player on your team has touched the ball, call STOP!"*

ASK TO FIELDING TEAM: *"How can you work together to pass the ball around every player as quickly as possible?"*

FOUNDATION:
Skill Development

← →

COMPLEX:
Strategies & Tactics

PHYSICAL LITERACY ELEMENTS
Movement Skills | Speed | Self-Perception | Collaboration | Strategy & Planning

AC:HPE CONTENT DESCRIPTIONS
ACPMP043 | ACPMP045 | ACPMP061 | ACPMP063

BRANCH OUT! Tips to modify Engage All

Rules:
> The batter can either hit off a marker or tee, or the ball can be bowled underarm by a member of the fielding team.

> Change the task the fielding team needs to complete e.g. fielders need to line up and make a tunnel with their legs. They call *STOP* once the ball is rolled through the tunnel.

> Batters can weave in and out of team members instead of running around the group.

Teaching Style:
> Use **role models** to demonstrate effective batting and fielding skills.

> Use **questioning** to encourage teams to think of their own strategies.

> Modify **equipment** and **rules** during games to suit ability level of individual batters.

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

> Vary the type of bat. To make it easier, use a light, wide bat (e.g. tennis bat). To challenge players, use a heavier, narrow bat (e.g. cricket bat).

> Use a batting tee or witches hat to hit off. Field markers can be used to kick off.

Environment:
> Play game with no more than 5 on each team. Replicate game if there are more participants.

> Increase or decrease size of playing area.

ALTERNATE SPORTS & SKILLS

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

SAFETY!

> Ensure the equipment used is suitable for the ability level of the players.

> The fielders need to be a safe distance away from the batter until the ball has been hit.

> Batters must hit into the playing area.

> Batters must drop the bat, not throw it.

> Players on the fielding team need to be aware of others around them and take care when picking up and throwing balls. To avoid collisions, the fielder closest to where the ball is hit should call "MINE".

> Fielders must not interfere with running batters.

Continuous Cricket

Playing for all

SKILL FOCUS
Striking | Fielding
Shot Placement | Throwing | Catching

SPORTAUS

**Special Olympics Australia**

GAME SUMMARY:
A ball is bowled to the batter who hits the ball and runs to a marker and back. Fielders try to get the ball back to the bowler as fast as possible.

Equipment needed:
> 1 bat
> 1 ball
> Field markers / coloured dots
> Batting tee (optional)

Game setup:
Mark out a square playing area. Put a coloured dot to mark where the bowler stands. Place a set of wickets behind where the batter stands, and another set of wickets approximately 4 – 6 metres to the side. Play with 1 batter and no more than 5 fielders.

COACH INSTRUCTIONS
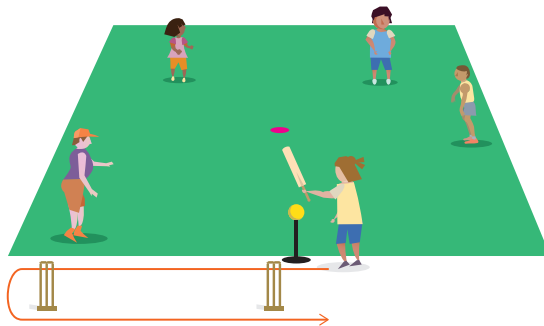
STAGE 1
Place ball on batting tee.

TO BATTER: *"Hit the ball into the field then run to the wickets and back."*

TO FIELDERS: *"Stop the ball before it goes past you. Put it back on the batting tee as quickly as you can."*

Swap batter after each turn.
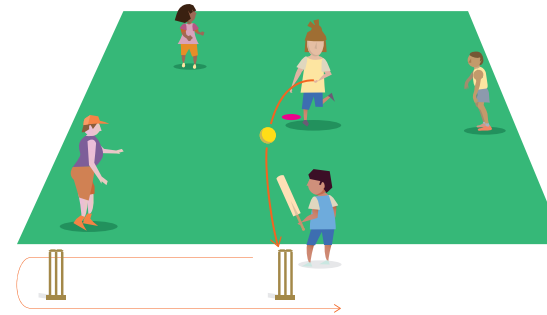
STAGE 2
Bowler bowls the ball.

TO BOWLER: *"Throw the ball underarm towards the wickets."*

TO BATTER: *"Hit the ball into the field then run to the wickets and back."*

TO FIELDERS: *"Field the ball then throw it back to the bowler. The bowler can bowl the ball at the wickets at any time."*

Give each batter 5 turns then swap with someone in the field. Batters can't go out.

ASK BATTER: *"Where is the best place to hit the ball to make it hard for the fielders?"*

STAGE 3
Progression from stage 2.

TO BATTER: *"This time, if your ball is caught by a fielder you are out. If the bowler hits the wickets with the ball you are also out."*

Swap batters after 5 - 10 turns if they do not go out. Batters count how many runs they make in total.

ASK TO FIELDING TEAM: *"Where should you stand in the field?" How can you work together to get the ball back to the bowler quickly?"*

FOUNDATION:
Skill Development

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COMPLEX:
Strategies & Tactics

PHYSICAL LITERACY ELEMENTS
Moving with Equipment | Object Manipulation | Coordination | Rules | Self-Regulation (Emotions) | Strategy & Planning

AC:HPE CONTENT DESCRIPTIONS
ACPMP043 | ACPMP045 | ACPMP061 | ACPMP063

BRANCH OUT! Tips to modify Continuous Cricket

Rules:
> Fielder must pass to another fielder before throwing the ball to the bowler.

> Batters can make more than 1 run each turn.

> Play with 2 batters, one at each set of wickets. Batters change places after each hit.

> Bowler can bowl underarm or overarm (if safe).

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

> Vary the type of bat. To make it easier, use a light, wide bat (e.g. tennis bat). To challenge players, use a heavier, narrow bat (e.g. cricket bat.)

> Use a batting tee or witches hat to hit off. Field markers can be used to kick off.

Teaching Style:
> Use **role models** to demonstrate effective batting and fielding skills.

> Use **questioning** to encourage teams to think of their own strategies.

> **Modify equipment and rules** during the game to suit ability level of individual batters.

Environment:
> Replicate game if there are more than 6 players.

> Increase or decrease size of playing area.

> Move batter's wickets closer or further apart.

ALTERNATE SPORTS & SKILLS

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

SAFETY!

> The fielders need to be a safe distance away from the batter until the ball has been hit.

> Batters must hit into the playing area and below head height.

> Batters must run with the bat, not drop or throw it.

> Players on the fielding team need to be aware of others around them and take care when picking up and throwing balls. To avoid collisions, the fielder closest to where the ball is hit should call 'MINE'.

> Fielders must not interfere with running batters.