



Live Life Well @ School



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Fundamental Movement Skills in Action



A joint initiative between the
NSW Department of Education and Communities
and NSW Health

Introduction

Fundamental Movement Skills in Action has been developed to support teachers in the explicit teaching of the 12 fundamental movement skills. These skills are essential for students to participate successfully in lifelong physical activity and sport.

The resource contains 144 teaching cards - 12 cards for each of the 12 fundamental movement skills. For each skill, the teaching cards are numbered from 1 (easiest) to 12 (hardest). Each card provides activities for one PE lesson.

Teachers should make professional judgements on the card they choose to start with based on the proficiency of their students.

Each card includes:

- a warm up or 'huff and puff' activity
- ideas on how to teach the skill components
- activities to practise and develop the skill
- a list of equipment needed for the session
- images of a student performing the skill and a list of the skill components.

The Get skilled: Get active resource and videos can be used in conjunction with this resource. Get skilled: Get active contains videos that demonstrate the components of each of the 12 fundamental movement skills. These give teachers an understanding of how the skill looks when performed proficiently. Get skilled: Get active also includes suggestions on how to plan, program and assess fundamental movement skills.

The Live Life Well @ School program provides professional development and resources for teaching fundamental movement skills and nutrition as part of K–6 Personal Development, Health and Physical Education. The program is a joint initiative between the NSW Department of Education and Communities and NSW Health and aims to get more students, more active, more often, as well as improving students' eating habits.



Static Balance – Card One



1

2



3

4

Skill components (Introductory components marked in bold)

1. Support leg still, foot flat on the ground.
2. **Non-support leg bent, not touching the support leg.**
3. **Head stable, eyes focused forward.**
4. **Trunk stable and upright.**
5. No excessive arm movements.

Equipment

- Beanbag for each student
- Markers

Warm Up

Beans

Students begin by jogging slowly around the playing space in any direction. On the various commands listed below, they should carry out the appropriate action:

jumping bean – jump around the space; broad bean – walk around the space taking large strides; baked bean – lay down on their backs; jelly bean – wobble like jelly; frozen bean – stand still; chilli bean – shiver and shake; back to back bean – find a partner and stand back to back; full of beans – dance around full of energy; tinned beans – get into small groups.

Teaching the skill

Students talk about what is needed for good balance. Discussion should focus on the components of the balance. Students stand with one foot in front of the other, the heel of one foot touching the toe of the other. Students:

- hold arms out to the side
- place hands on hips
- balance a beanbag on their head.

Practising the skill

Follow the leader

In small groups students stand behind a leader on a line and complete the following activities.

- Students walk forwards, backwards, sideways along a line with arms out to the side and head held up. As a variation, students repeat the movements balancing a beanbag on their head.
- Students walk forwards along the line heel to toe, then backwards toe to heel, with arms out to the side and head up. As a variation, students repeat the movements balancing a beanbag on their head.
- Mark a number of zig-zag patterns along the ground with markers. Students stand behind a leader and walk heel to toe, toe to heel with arms out. As a variation, students walk in pairs heel to toe, toe to heel, holding hands and facing sideways. This can form a train, caterpillar etc.



Static Balance – Card Two



1

2



3

4

Skill components (Introductory components marked in bold)

1. Support leg still, foot flat on the ground.
2. **Non-support leg bent, not touching the support leg.**
3. **Head stable, eyes focused forward.**
4. **Trunk stable and upright.**
5. No excessive arm movements.

Equipment

- Line/Low beam
- Markers
- Skipping ropes
- Hoops
- Beanbags
- Soft domes
- Music

Warm Up

Balance tag

Mark out a designated area and choose three students who are 'It'. These students chase the other students in an attempt to tag them. Students are immune from tagging if they balance on one foot with their arms above their head or out to the side. Tagged players become 'It'.

Teaching the skill

Students identify which leg provides the best base for a balance. Students stand on the preferred leg and position the non-support leg:

- behind preferred leg
- near preferred leg
- high above preferred leg

Students balance:

- with a partner shadowing their balance position
- using an object to counterbalance.

Practising the skill

Line walking

Students complete the following activities.

- Walk along a line or low beam. Students change height and direction. As a variation, students repeat the movements balancing a beanbag on their head, shoulder, arm or hand.
- Students stand in their own space. Markers, skipping ropes or hoops can be used to provide a personal space for students to work in. Students balance on different body parts, for example one leg; one arm and one leg; two arms and one leg. As a follow on or variation, students balance on different body parts using different equipment to hold or balance on, for example, soft dome markers or beanbags.



Static Balance – Card Three



1

2



3

4

Skill components (Introductory components marked in bold)

1. Support leg still, foot flat on the ground.
2. **Non-support leg bent, not touching the support leg.**
3. **Head stable, eyes focused forward.**
4. **Trunk stable and upright.**
5. No excessive arm movements.

Equipment

- Hoop for each student
- Beanbags
- Small balls
- Music

Warm Up

Bumper cars

Explain what personal space is and how you use it. Each student spreads out within the space with a hoop. Each student holds their hoop at waist level. Explain that this is their personal space car and they should not touch any other student's car. Students move freely in the space provided and travel in a variety of ways (e.g. skip, run, walk, leap and dodge) in different directions in response to your instructions. Call out directions such as stop, go, balance on one foot, stand up and sit down.

Teaching the skill

Students identify which arm position provides the best stability for a balance. Students stand on the preferred leg and position their arms:

- behind their back
- out to the side

Students identify the trunk position that provides the best stability for a balance. Students stand on their preferred leg with their arms out to the side and position their trunk:

- bent over facing the ground
- stable and upright.

Discuss what body positions were more stable and reinforce the key components of the static balance.

Practising the skill

Partner balances - Students complete the following activities:

- Work in pairs in their own space to explore different partner balances, for example, ways of combining and balancing on two body parts, three body parts. As a variation, this can also be performed to music.
- In pairs, students sit back to back. Each student raises legs and leans back to balance, then places their arms out to the side and above their heads and then hold hands. As a follow on or variation, students could stand or hold something together for example a ball, beanbag or hoop.



Static Balance – Card Four



1

2



3

4

Skill components (Introductory components marked in bold)

1. Support leg still, foot flat on the ground.
2. **Non-support leg bent, not touching the support leg.**
3. **Head stable, eyes focused forward.**
4. **Trunk stable and upright.**
5. No excessive arm movements.

Equipment

- Beanbag for each student
- Markers

Warm Up

Who is the leader?

Students form a large circle. One student is chosen to be a 'detective' another is chosen to be a 'leader'. The detective should not know the identity of the leader. The leader performs actions and the remaining students copy e.g. jogging on the spot, skipping, hopping or star jumps. The detective has three guesses to identify the leader. Change the leader and detective to start a new game.

Teaching the skill

Students are exploring static balances on a flat, grassy space. They balance on one body part base (e.g. sitting, on one foot, stomach, back). Change to another body base and balance. Students hold their balances for three seconds. Discuss with students which balance gives them a better base of support?

Students perform a balance on their feet. Discuss the other key components of the static balance. Once students have established the correct position, inform them that the balances they are holding are called the static balance.

Practising the skill

Symmetrical and asymmetrical balancing

- Students perform different balances which are equally supported on corresponding parts of the body, that is, each arm and leg match each other. This is symmetrical balancing.
- Students try different balances in which they use one side of their body to support them. They are never on two similar parts at the same time. This is asymmetrical balancing.
- Students explore asymmetrical balances. Students balance on their feet only. Keeping this base still, they move the rest of their body by swaying, twisting and curling.

Static balance relay

Students work in groups of four to six and line up in their groups to start the relay. Students throw a beanbag using an overarm throw, run to the beanbag, perform a static balance, bend down and pick up the beanbag without placing the raised leg on the ground. Students then balance the beanbag on their head and walk back to their team. This continues until each member of the team has had a turn.



Static Balance – Card Five



1

2



3

4

Skill components (Introductory components marked in bold)

1. Support leg still, foot flat on the ground.
2. **Non-support leg bent, not touching the support leg.**
3. **Head stable, eyes focused forward.**
4. **Trunk stable and upright.**
5. No excessive arm movements.

Equipment

- Different coloured braids for each student
- Markers

Warm Up

Snatch

Mark out a large area. Each student wears a braid tucked into their uniform as a 'tail'. On the signal 'snatch' each player tries to snatch the others' tails. Once a player has grabbed a tail, they tuck it into their uniform. Students can only snatch one tail at a time. Even if a student is 'tail-less' they continue to play. The student with the greatest number of tails wins.

Variation: Different coloured braids can be worth different points e.g. red = two points, blue= five points, green= ten points and gold = twenty points.

Teaching the skill

Encourage the students to balance on either foot, not only the preferred one and to close their eyes and try to 'feel' the position of the body and to memorise the position. Students:

- stand with feet together and arms out to sides
- stand with feet together and hands on hips
- squat with feet slightly apart and arms out to side
- as above, with hands on hips
- stand on the balls of the feet with arms out to sides
- stand on the balls of the feet with hands on hips.

Discuss comfortable and stable positions.

Practising the skill

Static balance tag

Provide boundaries for students to play in. Two students are selected to be 'In' and should move around the play area to tag other students. When students are tagged they have to perform a static balance until they are tagged by a student running free. They can then resume playing the game.



Static Balance – Card Six



1

2



3

4

Skill components (Introductory components marked in bold)

1. Support leg still, foot flat on the ground.
2. **Non-support leg bent, not touching the support leg.**
3. **Head stable, eyes focused forward.**
4. **Trunk stable and upright.**
5. No excessive arm movements.

Equipment

- Markers

Warm Up

Snap

Students work with a partner. They form two circles, one inside the other. Partners stand opposite each other. The two circles hop, skip, step, jump, walk etc. in the opposite direction. On the whistle, all players run to join hands with their partner and form a balance. First pair to freeze wins. Repeat.

Teaching the skill

Assist with support and demonstrate the activities in front of the students when assistance is not required. Encourage students to balance on either foot, not just the preferred one and to close their eyes and try to 'feel' the position of the body and to memorise the position. Students:

- stand on the heels with arms out to sides
- stand on the heels with hands on hips
- stand with one foot in front of the other; the heel of one foot touching the toe of the other and arms out to the sides; then with hands on hip repeat with the other foot in the front
- stand on one foot with arms out to sides and then repeat on other foot.

Discuss comfortable and stable positions.

Practising the skill

Building bridges - Students make a bridge with their body. Students:

- demonstrate another way that they could make a bridge using their hands and feet
- make different shaped bridges by moving their hands apart and closer together
- make a bridge using two hands and one foot and then two feet and one hand
- put three of their favourite bridges together
- find a partner and explore different ways of making bridges and creating balances together. Allow half the pairs to observe the other pairs' bridges.



Static Balance – Card Seven



1

2



3

4

Skill components (Introductory components marked in bold)

1. Support leg still, foot flat on the ground.
2. **Non-support leg bent, not touching the support leg.**
3. **Head stable, eyes focused forward.**
4. **Trunk stable and upright.**
5. No excessive arm movements.

Equipment

- Markers
- Beanbag for each student

Warm Up

Release tag

Students work in four teams. One team is selected as the 'catchers'. Students who are caught are placed in a designated square. The catchers should chase the other students and guard the square. Students who are caught are released by being touched by those students who are still free. Each team gets a turn to chase for three minutes and tries to catch as many students as possible.

Teaching the skill

The activities below reinforce different components of the static balance. Students:

- stand, look straight ahead, raise their arms forward and then sit down as gently as possible without moving their feet. Students then stand again without moving or crossing their feet, kneeling or placing their hands on the ground.
- kneel on the floor. Stretch their right leg backwards in the air and the left arm forward. Balance on one knee and hold this position. Repeat with the left leg backwards and the right arm forward. Tell students that it helps to fix their eyes on a spot directly in front of them.

Try this activity again but students raise their left arm forward and right arm back. Then raise both arms forward, can they still keep their balance?

Practising the skill

Toe touch balance

Students form a line between two markers. Place a beanbag about one metre in front of each student on the line. Students stand behind the line, balance on one foot with arms out sideways for balance. Reach forward to touch the beanbag with the other toe. Return to the starting position without losing their balance.

Discuss with students:

- Can you reach sideways?
- Can you reach backwards?
- Can you move the beanbag further away?



Static Balance – Card Eight



1

2



3

4

Skill components (Introductory components marked in bold)

1. Support leg still, foot flat on the ground.
2. **Non-support leg bent, not touching the support leg.**
3. **Head stable, eyes focused forward.**
4. **Trunk stable and upright.**
5. No excessive arm movements.

Equipment

- Markers

Warm Up

Upside down

Distribute markers inside a designated area, half standing upright and half upside down. Students work in two teams. One team is the upright team and the other team is the upside down team. Teams line up on opposite sides of the area. When the whistle is blown students run onto the court and flip over a marker so that it sits up the right way to represent their team. After flipping over a marker students must run around the outside of the designated area before they can flip over another marker. The aim for each team is to have as many markers as possible positioned their way in the allocated time.

Teaching the skill

The activities below reinforce different components of the static balance. Students:

- Thread the needle: Students stand up in pairs and looking straight ahead. Students join hands together and interlock their fingers. While balancing on one leg, students try to step through their clasped hands with one leg, then the other. When they stand up, their clasped hands will be behind them. Can you now get back to your starting position?
- Knee up: Students place both hands on the ground, with one foot back and the other forward. Students then change to the standing position and balance on one foot by making a big push-off from the forward foot and hands. Students keep their rear foot still as they rise and grasp the forward knee. The aim is for students to try to maintain their balance throughout the change using the key components of the static balance.

Practising the skill

Going toe to toe

Students find a partner and face them in the allocated area. All students should be standing on one foot in the static balance position. Students hold left hands and attempt to pull or push their partner off balance, rotate hands and feet used. Students identify the position they felt the strongest and weakest in and reinforce the key components of the static balance.



Static Balance – Card Nine



1

2



3

4

Skill components (Introductory components marked in bold)

1. Support leg still, foot flat on the ground.
2. **Non-support leg bent, not touching the support leg.**
3. **Head stable, eyes focused forward.**
4. **Trunk stable and upright.**
5. No excessive arm movements.

Equipment

- Markers
- Beanbag for each student

Warm Up

Beanbag balance

Mark out clear boundaries using markers. Three students are 'taggers' and three students are 'rescuers'. The remainder of students balance a beanbag on their head in their own space in the area. When the whistle is blown students walk or run around in the area trying not to get tagged. If students are tagged or if their beanbag touches the ground they stop and perform a static balance until they are tagged by the rescuers.

Teaching the skill

The balancing activities below reinforce the components of the static balance. Students find a partner of equal size: one student performs the activity and the other partner is the spotter and observes and 'coaches' the partner. Remind students of the key components to watch for.

- Front balance: Balance on one leg. Raise the other leg backwards until it is parallel to the floor. Bend forward, look ahead at eye height, and raise the arms sideways. Try to keep both knees straight. Change to balance on the other leg.
- Balance jump: Start in the front balance position. Fix the eyes on a distant focal point. With a quick jump, change standing legs without losing balance. Repeat.
- Leap and balance: Stand with your arms out sideways. Run forward to leap in the air off one foot. Reach forward with the other leg, land on that leg, and hold your balance without moving. Can you hold that balance for five seconds?
- Knee dip: Balance on the right foot. Grasp your left foot behind your back with your right hand. Bend to touch your bent knee to the ground, while holding the left foot. Hold your other arm out to maintain balance. Stand up, without any other part of your body touching the floor.

Practising the skill

stork stand



bird-dog



high splits



cloud stand



Challenge balance - Allocate an area and demonstrate to students the balances pictured. Once students know the balances ask them to skip or run around the space. When the whistle is blown students must perform the nominated balance.



Static Balance – Card Ten



1

2



3

4

Skill components (Introductory components marked in bold)

1. Support leg still, foot flat on the ground.
2. **Non-support leg bent, not touching the support leg.**
3. **Head stable, eyes focused forward.**
4. **Trunk stable and upright.**
5. No excessive arm movements.

Equipment

- Markers
- Beams/benches or lines
- Safety mats

Warm Up

Chain relay

Mark out a start and finish line about ten metres apart. Form teams of four or five players. Each team stands in single file behind the starting line. On the signal 'Go' student one runs forward, around the far marker, and back to the starting line. They then grip the wrist or hand of student two on their team and run around the far marker together. This continues for the third, fourth and fifth runners. The chain cannot be broken.

Teaching the skill

The use of a balance beam, bench or playground lines will reinforce the components of the static balance. Remind students of the key components of the static balance. Students assist in setting up balance beams or benches and place safety mats on either side, under and at the ends of the beams. Use extra mats in the landing area. One spotter stands on each side of the beam and faces the performer. Students perform each walk for the length of the beam. In a large class, two students could start in the middle of the beam and walk towards each end or extra lines could be marked out on the floor. Students stop at the end of the beam, hold the static balance and then dismount.

Practising the skill

Balancing on beams and benches - Continue using the beams, benches or line from the previous activity.

- Toe-walking step: Students stand on the balls of their feet and walk across the beam. Walk backward on the balls of their feet. Move arms naturally and focus eyes on the end of the beam. Hold the static balance at the end of the beam then dismount.
- Running step: Students move quickly along the beam on the balls of their feet. Look ahead with arms out sideways for balance. Gradually take longer and higher steps and swing their arms back and forward as they move. Hold the static balance at the end of the beam then dismount.
- Cross over step: Students stand sideways on the beam. Move sideways stepping left foot left: then right foot across in front of supporting left leg. Repeat. Hold the static balance at the end of the beam then dismount.
- Hopping step: Students hop on one foot then the other. Hop step to the middle of the beam, turn on the ball of the foot and hop back to the end on other foot.



Static Balance – Card Eleven



1

2



3

4

Skill components (Introductory components marked in bold)

1. Support leg still, foot flat on the ground.
2. **Non-support leg bent, not touching the support leg.**
3. **Head stable, eyes focused forward.**
4. **Trunk stable and upright.**
5. No excessive arm movements.

Equipment

- Markers
- Basketball court

Warm Up

Line tag

Use the lines on a basketball court for the game. Students work in pairs, one partner is the 'runner' and one is the 'chaser'. Pairs move apart from each other on the lines around the court. When the whistle is blown the chaser runs after the runner. All students must stay on the lines as they move around. The chased student must try to avoid being tagged until the whistle sounds. If a student is tagged they must move off the line and perform a static balance.

Reverse the roles of the students.

Teaching the skill

Remind students of the key components of the static balance. Students find a partner of equal size. Partners find a space of their own. Encourage students to balance on different body parts and combinations of body parts (1, 2, 3 or 4 body parts e.g. feet, knees, hands or elbows), at different levels (low, high) and in different shapes (triangle, square, star). Encourage students to help each other and to make suggestions.

Practising the skill

Partner balances - Continue using the same partner for the activities below.

- Copy your partner: Students perform any balance and then their partner copies their balance. They take turns. Hold all balances for five seconds.
- Mirror your partner: Students select a balance. They perform their balance facing each other, alongside each other and back to back.
- Twins: Students balance close to each other so that the same body parts are touching.
- Make bridges: Students invent bridges, with one partner balancing on some part of the partner. Students balance on different body parts: hands, knees, back, tummy, elbows, feet, shoulders.
- Sequences: Partners select any three balances they have done and perform them together, one after the other, mirroring each other.



Static Balance – Card Twelve



1

2



3

4

Skill components (Introductory components marked in bold)

1. Support leg still, foot flat on the ground.
2. **Non-support leg bent, not touching the support leg.**
3. **Head stable, eyes focused forward.**
4. **Trunk stable and upright.**
5. No excessive arm movements.

Equipment

- Markers
- Beanbag per pair of students

Warm Up

Captain's coming

Play the game in a designated space. The teacher calls out commands and the students respond with the following actions:

- bow: students run to the front of the area and perform a static balance
- stern: run to the back and perform a static balance
- port: run to the left and perform a static balance
- starboard: run to the right and perform a static balance
- climb the rigging: action of climbing the rigging
- scrub the deck: down on one knee and scrub the floor
- captain's coming: stand to attention and salute.

Teaching the skill

Remind students of the key components of the static balance. Students work with a partner of equal size to perform balances and observe, coach and provide feedback to each other. Partners find a space of their own and complete the following balances:

- Pecking bird: Students place a beanbag about thirty centimetres in front of them. They kneel down and raise both arms. They try to touch their nose to the beanbag without losing their balance. Repeat the activity by balancing on one knee and foot, with arms out sideways. Discuss with students: How far can they go? What made it easier or more difficult to perform this balance? Why?
- Head touch: Students stand on one foot and place their hands on the floor and lift the raised leg backwards. Discuss with students: Can you touch your forehead to the floor and return to the original position without losing balance or moving the standing leg?

Practising the skill

Balance performance

Students work with their partner to create a sequence of different balances using the skills they have developed. Allocate ten minutes for students to plan their sequence. Encourage students to include a static balance, solo and partner balances, different shapes and heights and balances using different body parts.



Sprint run – Card One



1

2



3

4



5

6

Skill components (Introductory components marked in bold)

1. Lands on ball of the foot.
2. Non-support knee bends at least 90 degrees during recovery phase.
3. **High knee lift (thigh almost parallel to the ground).**
4. **Head and trunk stable, eyes focused forward.**
5. Elbows bent at 90 degrees.
6. **Arms drive forward and back in opposition to the legs.**

Equipment

- Markers
- Braids

Warm Up

Run and touch

Using a large open space, students run to various nominated objects, for example, a bench, tree, line marking, building and play equipment.

Teaching the skill

- Set up a line of markers approximately two metres apart. Students march over the line of markers with their hands on their hips and then marching tall and straight with their arms extended over their heads. Students should keep their head still, bodies straight and knees lifted high.
- Introduce students to using their arms correctly when running by using the cue, 'bend your elbows and swing your arms'. Students demonstrate this movement standing on the spot and then while walking.
- Discuss the importance of having a stable head and trunk for the sprint run with students. Students sit in a tall position and use their arms slow and then fast. They then stand in a tall position and repeat arm movements. Remind students to keep their head still and look to the front, keep their bodies straight, their shoulders still and bend their arms.

Practising the skill

Run rabbit

Allocate a playing area and use markers to show a safety line at each end of the area. The area behind the line is the rabbits burrow and the area in front is the woods. Students form two groups of equal numbers: the 'foxes' who run through the woods and the 'rabbits' who stand side by side on their safety line, facing the woods. Each rabbit has a braid tucked into their uniform. On a signal the rabbits go out into the woods. Choose a leader of the foxes. The leader of the foxes, at any time can call 'Run rabbit! When this is called the rabbits run for their burrow while the foxes try to pull their braid out to capture them. Any rabbit whose braid has been pulled out becomes a foxes. The rabbits again move into the woods. The leader of the foxes waits patiently, and then gives the chase signal. Continue the game this way until all the rabbits are caught. The rabbits and foxes change roles and play the game again.



Sprint run – Card Two



1

2



3

4



5

6

Skill components (Introductory components marked in bold)

1. Lands on ball of the foot.
2. Non-support knee bends at least 90 degrees during recovery phase.
3. **High knee lift (thigh almost parallel to the ground).**
4. **Head and trunk stable, eyes focused forward.**
5. Elbows bent at 90 degrees.
6. **Arms drive forward and back in opposition to the legs.**

Equipment

- Markers
- Skipping ropes

Warm Up

1,2,3

Allocate a playing area and use markers to show a safety zone at each end of the area. Select three 'taggers') to stand in the middle of the playing area. All of the other players stand at one end of the playing area. When the taggers call, '1, 2, 3' the other students try to run to the safety zone at the opposite end before they are tagged. Any tagged players join the taggers in the middle of the playing area. Students may only change ends when '1, 2, 3' is called. Continue in this way until only one three players are left. They become the taggers for the next game.

Teaching the skill

Introduce all of the components of the sprint run. Students perform the sprint run on the spot as the components are introduced. After the components are introduced ask students to:

- drive their arms forward and back in rhythm with their leg movements
- run while looking up in the air
- run while looking down to the ground
- watch a partner who is running beside them
- look straight ahead when running

Discuss with students which running style is the most effective.

Practising the skill

Dinosaur catcher

Using markers allocate a playing area and make a circle with two skipping ropes at each end of the playing area, to mark out two nests. Select four students to be the 'dinosaur catchers' and remaining students work in herds of four or five dinosaurs. Herds identify a dinosaur name for their herd. The herds begin in one of the nests. When the dinosaur catchers call the name of two herds at a time, those herds run across the playing area from their nest to the other nest without getting tagged by the dinosaur catchers. Any dinosaur who is tagged becomes a dinosaur catcher. Continue the game until all the dinosaurs have been caught. The students who are not running across practise the sprint run on the spot.



Sprint run – Card Three



1

2



3

4



5

6

Skill components (Introductory components marked in bold)

1. Lands on ball of the foot.
2. Non-support knee bends at least 90 degrees during recovery phase.
3. **High knee lift (thigh almost parallel to the ground).**
4. **Head and trunk stable, eyes focused forward.**
5. Elbows bent at 90 degrees.
6. **Arms drive forward and back in opposition to the legs.**

Equipment

- Markers

Warm Up

Hospital tag

Mark out a grass area and select five students who are 'taggers'. The other students spread out in the area and on a whistle they run around in the space.

Students can be tagged three times before they join the other students who are 'taggers'. On the first tag students run around with their hand on their shoulder, the second tag they move their hand to their knee, the third tag they hop and the fourth tag they become a tagger with the other students.

Teaching the skill

Revise all of the components of the sprint run. Students perform the sprint run on the spot as the components are revised. Then ask students to:

- increase the length of their stride when running by placing markers on the ground to mark each time their foot touches the ground
- visualise hammering nails into the wall with the back of their elbows to perform the arm action
- explore different hand positions to find which hand position is most comfortable, for example pretending to carry a rolled-up newspaper or relay baton with fingers together and straight

Discuss with students which hand position is the most comfortable for them.

Practising the skill

Star jumps in the mud

Mark out a grass area and select three students who are 'It'. On 'Go' students run around in the space. If students are tagged they become 'stuck in the mud' and they do star jumps until another student runs around them twice to 'unstick' them. Change students who are 'It' so that all students get a turn at each role.

The game ends when all students are stuck or time is up.



Sprint run – Card Four



1

2



3

4



5

6

Skill components (Introductory components marked in bold)

1. Lands on ball of the foot.
2. Non-support knee bends at least 90 degrees during recovery phase.
3. **High knee lift (thigh almost parallel to the ground).**
4. **Head and trunk stable, eyes focused forward.**
5. Elbows bent at 90 degrees.
6. **Arms drive forward and back in opposition to the legs.**

Equipment

- Markers
- Four hoops
- 40 Beanbags

Warm Up

The Blob

Mark out a grass area and select one student who is 'The Blob'. On the whistle The Blob chases the other students trying to tag them. Students who are tagged hold onto The Blob and try to tag others. If The Blob breaks apart, no tagging can happen until it is joined together again. As The Blob grows only players on the end with free hands can tag. Free players cannot break through The Blob by running through the arms. When The Blob has more than eight students it splits into smaller Blobs.

Teaching the skill

Revise all of the components of the sprint run. Play Simon says with the students. Ask students to run while focusing on specific components of the sprint run.

Some examples include Simon says 'run':

- with a high knee lift
- swinging your arms back and forth
- with your head still and eyes focused forward.

Practising the skill

Beanbag scramble

Scatter four hoops evenly around a grass area and put ten beanbags in each hoop. A maximum of seven students stand near each hoop. On the whistle students collect beanbags from other hoops and place them in their own hoop. Students can only collect one beanbag at a time and should place the beanbag in the hoop. After a given time reposition the beanbags and repeat. Add distance between the hoops to vary the activity.



Sprint run – Card Five



1

2



3

4



5

6

Skill components (Introductory components marked in bold)

1. Lands on ball of the foot.
2. Non-support knee bends at least 90 degrees during recovery phase.
3. **High knee lift (thigh almost parallel to the ground).**
4. **Head and trunk stable, eyes focused forward.**
5. Elbows bent at 90 degrees.
6. **Arms drive forward and back in opposition to the legs.**

Equipment

- Markers
- Braids

Warm Up

Corners

Allocate a square area with a different coloured marker on each corner. All students start by jogging on the spot in the middle of the area. When the colour of a marker is called all students sprint to that corner. The length of the game is determined by the teacher.

Teaching the skill

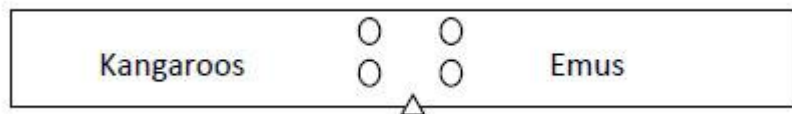
Revise all of the components of the sprint run. Students explore moving at different speeds. Students start with a walk, a jog and then a sprint run. Discuss the different parts of the foot that students land on when running at different speeds. Remind students to land on the ball of their foot when sprinting and to land on their heel and then roll onto the ball of their foot for take-off when they are running slowly or jogging.

Practising the skill

Kangaroos and Emus

Divide students into two even teams and give each student a braid to tuck into the waistband or pocket of their uniform. The aim of the game is to steal the braid from the opposition player. The students line up in two lines, facing the caller who is standing at the front of the line. The team on the left are the Kangaroos and the team on the right are the Emus. If Kangaroos is called these students must run to their end zone before the Emus can steal their braid.

Repeat the game calling out different teams each time.





Sprint run – Card Six



1



2



3

4

5

6

Skill components (Introductory components marked in bold)

1. Lands on ball of the foot.
2. Non-support knee bends at least 90 degrees during recovery phase.
3. **High knee lift (thigh almost parallel to the ground).**
4. **Head and trunk stable, eyes focused forward.**
5. Elbows bent at 90 degrees.
6. **Arms drive forward and back in opposition to the legs.**

Equipment

- Markers
- Hoops
- Skipping ropes
- Batons

Warm Up

Run on the spot

Students spread out and stand in a designated area. The emphasis of the game is on short bursts of vigorous activity. Choose a student to be the caller. All students jog on the spot until the caller changes the activity. These activities should only last about 15 seconds. The variations could include fast jogging, high knee lift, heel flick, swinging arms, jumping, star jumps, skipping on the spot, clapping hands and crazy dancing.

Teaching the skill

Set up a circuit of activities to practise the components of the sprint run. Activities that emphasise the components could include:

- stepping in hoops
- stepping between ropes
- stepping over markers
- running fast between markers

Allocate enough space between each activity so there is no interference between groups.

Practising the skill

Baton relay

Students form groups of four to six. Put two markers out for each group about fifteen metres apart. Half of the group lines up behind one marker and the other half behind the marker fifteen metres away. Each team has a relay baton. On 'Go', the first student in each team runs with the baton to the other end. When they reach the other end, they pass the baton to their team-mate who runs back to the other end, passes the baton and so on until each student is back to their starting position. Students who are waiting for a turn jog on the spot with high knees.



Sprint run – Card Seven



1

2



3

4



5

6

Skill components (Introductory components marked in bold)

1. Lands on ball of the foot.
2. Non-support knee bends at least 90 degrees during recovery phase.
3. **High knee lift (thigh almost parallel to the ground).**
4. **Head and trunk stable, eyes focused forward.**
5. Elbows bent at 90 degrees.
6. **Arms drive forward and back in opposition to the legs.**

Equipment

- Markers

Warm Up

On your mark

Allocate a square area approximately twenty metres by twenty metres. Students spread out in the area. They move according to the different commands including:

- start line – students run to the side of the playing area designated as the start line
- finish line – students run to the side of the playing area designated as the finish line
- warm up – students jog on the spot

Teaching the skill

Mark out a start line and a finish line. Students line up behind the start line and practise sprinting from one line to another. Provide students with a focus each time they run, for example, landing on the balls of their feet. Once students have had three sprint runs they line up in groups of four behind the start line. Students practise the instructions for a standing start. On your marks – Students place their forward foot behind the line pointed directly down the track, they have the other foot back with their heel lifted and pointed directly down the track. Set– Students bend at the hips and knees and put their opposite arm and leg forward, look at the ground about one metre in front of their feet. Go – Students look straight ahead and sprint in a straight line to the next line about ten metres away.

Practising the skill

Sprint stations

Students form five equal groups. Setup five different sprint stations for the groups to rotate around. The stations could include:

- running back and forward to different markers
- running in and out of a zigzag of markers
- running diagonally around markers completing a number eight shape
- jumping three spaces forward and then sprinting to a marker
- running to different markers and changing direction each time.



Sprint run – Card Eight



1



2



3

4

5

6

Skill components (Introductory components marked in bold)

1. Lands on ball of the foot.
2. Non-support knee bends at least 90 degrees during recovery phase.
3. **High knee lift (thigh almost parallel to the ground).**
4. **Head and trunk stable, eyes focused forward.**
5. Elbows bent at 90 degrees.
6. **Arms drive forward and back in opposition to the legs.**

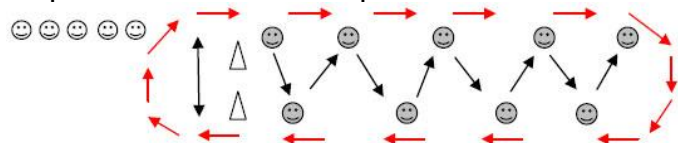
Equipment

- Markers
- Netball
- Get skilled; Get active resource

Warm Up

Race the ball

Divide students into two even teams: a running team and a throwing team. The throwing team pass the ball to one another in the pattern shown below while the running team runs in a line around the outside of the area. The aim of the game is for the throwing team to pass the ball as many times as they can in the time it takes the running team to run around the area three times. When the running team has finished, the game stops and the teams swap roles.



Teaching the skill

Students watch the Get skilled: Get active video of the sprint run in slow motion. They focus on how the student in the video runs in a straight line with a high knee lift, correct arm action and their leg lifted behind their body. Students should also focus on the student running with their head up and looking forward.

After watching the video students jog on the spot with their knees touching their hands which are at waist height. Students should keep relaxed with their head held up and looking forward. As students master this skill they should start running slowly and then increase their speed, making sure that the action is completed along a line or rope on the ground. As their speed increases, so should the emphasis on starting to lean forward, and landing on the ball of the foot.

Practising the skill

Garages

Make a large circle with six markers. Students form teams of four or five and each team stands behind a marker (garage). On a whistle the first student from each team runs around the markers in a clockwise direction. When they get back to their garage they link arms with the second student and they complete a lap of the markers. This continues until all players have linked arms and are running around the markers. The aim of the game is for each team to complete as many laps as possible in the time allocated.



Sprint run – Card Nine



1



2



3

4

5

6

Skill components (Introductory components marked in bold)

1. Lands on ball of the foot.
2. Non-support knee bends at least 90 degrees during recovery phase.
3. **High knee lift (thigh almost parallel to the ground).**
4. **Head and trunk stable, eyes focused forward.**
5. Elbows bent at 90 degrees.
6. **Arms drive forward and back in opposition to the legs.**

Equipment

- Markers
- Skipping ropes
- Braids
- Hoops
- Beanbags

Warm Up

Alarm

Mark out a playing area with two end lines. Choose three students to be 'taggers'. They move to the middle of the area and the other students stand behind one of the end lines. The taggers call out 'Alarm' to signal for all of the other students to run to the opposite end of the playing field. The taggers try to tag as many students as they can. A tagged student joins the taggers. The last three students tagged become the taggers for the next game.

Teaching the skill

Revise the key components of the sprint run and ask several students to demonstrate the skill. Students then complete the activities below.

- Students line up in even numbers behind five markers that are spaced out along a line. In front of each marker place a ten metre line of skipping ropes on the ground. Students run along the ropes, keeping them in the middle of their stance with feet parallel to the ropes. Students should be reminded to stay relaxed with their toes pointed forward. They should have their eyes focused forward and not on their feet. Slowly increase the speed of the movement.
- Students jog on the spot with their knees touching their hands which are held in front at waist height. Students repeat jogging along the ropes focussing on a high knee lift, slowly increasing the speed.
- Students get a braid for each hand. They sprint along the ropes focusing on their hand or arm movements as they run along in a straight line.

Practising the skill

Attack

Allocate a large rectangular playing area with markers and place a hoop on each side of the rectangle. Divide students into two groups, one group are the 'attackers' and the other group are the 'defenders'. Distribute beanbags evenly around the inside of the playing area. The defenders spread out in the middle of the playing area and attempt to guard the beanbags by tagging the attackers. The attackers start on the outside of the playing area and attempt to steal the beanbags without being tagged and return them to a hoop on the outside of the playing area. If the attackers are tagged they run around the outside of the area twice and then re-join the game. After a specified time count the beanbags and swap roles.



Sprint run – Card Ten



1

2



3

4



5

6

Skill components (Introductory components marked in bold)

1. Lands on ball of the foot.
2. Non-support knee bends at least 90 degrees during recovery phase.
3. **High knee lift (thigh almost parallel to the ground).**
4. **Head and trunk stable, eyes focused forward.**
5. Elbows bent at 90 degrees.
6. **Arms drive forward and back in opposition to the legs.**

Equipment

- Markers
- Braids
- Court or field with lines

Warm Up

Running signals

Mark out a playing area. Students run around the area and on a given signal perform different movements. The movements could include:

- jog – jog on the spot
- knees up – jog on the spot with a high knee lift
- eyes – jog on the spot with eyes focused forward and head and trunk stable
- heels – run around with heels flicked up
- arms – jog on the spot and focus on driving the arms forward and back
- drop – jog on the spot, drop to the ground, stand up and continue to run

Teaching the skill

Revise the key components of the sprint run. The focus of this activity is to increase the stride length without taking the focus off the performance of the key components. Students form groups of five and place ten markers at even intervals in a straight line in front of their group. The students aim is to gradually increase the distance between the markers, to increase their stride length. The increase in distance should not alter the action. Students take it in turns to jog and then sprint run with a focus on keeping their stride in line with the markers.

Practising the skill

Line tag

Students spread out in an area that has lines marked, for example netball, basketball or tennis court or a football or soccer field. Students must stay on the lines during the game. Choose three students to be 'taggers': these students wear a braid so they are easily identified. On a whistle the taggers chase the other students around the area and try to tag them. The other students try to avoid being tagged while staying on a line. If students are tagged they are given the braid and swap roles with the tagger.



Sprint run – Card Eleven



1

2



3

4



5

6

Skill components (Introductory components marked in bold)

1. Lands on ball of the foot.
2. Non-support knee bends at least 90 degrees during recovery phase.
3. **High knee lift (thigh almost parallel to the ground).**
4. **Head and trunk stable, eyes focused forward.**
5. Elbows bent at 90 degrees.
6. **Arms drive forward and back in opposition to the legs.**

Equipment

- Markers
- Skipping ropes

Warm Up

Heads and hips tag

Mark out a playing area. Half the students are 'heads' and the other half of the students are 'hips'. The heads must run with one hand on their head and the hips must run with one hand on their hips throughout the game. Both the heads and the hips must attempt to tag each other. When a hip is tagged by a head, it becomes a head, and when a head is tagged by a hip, it becomes a hip. The game is finished when everyone is either a head or a hip, or when the time is up.

Teaching the skill

Revise the key components of the sprint run. Students form pairs and spread out in the area. Each student performs the sprint run for their partner. Students should focus on giving positive feedback to their partner. They should comment on the components their partner is performing well and then provide suggestions on components that they could improve. After listening to the feedback students should perform the sprint run again and try to improve their technique. The students then reverse roles so that each student has a chance to receive and give feedback.

Practising the skill

Obstacle course run

Using different equipment create an obstacle course that students have to run through as quickly and safely as they can. The obstacle course could include the students:

- running around markers in a given shape or layout, for example, weaving through markers
- jumping over markers to practise springing from one foot to another swinging their arms to help
- running over skipping ropes with a foot either side to practise running in a straight line
- jogging up and down on the spot to focus on high knees and having a stable head and body.



Sprint run – Card Twelve



1



2



3

4

5

6

Skill components (Introductory components marked in bold)

1. Lands on ball of the foot.
2. Non-support knee bends at least 90 degrees during recovery phase.
3. **High knee lift (thigh almost parallel to the ground).**
4. **Head and trunk stable, eyes focused forward.**
5. Elbows bent at 90 degrees.
6. **Arms drive forward and back in opposition to the legs.**

Equipment

- Markers
- Beanbags
- Braids

Warm Up

Catch tag

Students spread out in a marked playing area with a beanbag each. Three students are the 'taggers' who wear a braid and the other students run around within the area. Using an overarm throw, taggers attempt to hit other players on the legs. A player hit in the legs throws and catches their own beanbag five times before they are free to run again. All students should rotate roles so that they each have a turn at being a tagger.

Teaching the skill

Revise the key components of the sprint run. Students explore the following variations of running:

- running as fast as they can and then as slowly as they can once around a given area. Students should consider what their arms do. Do they move fast or slow?
- running with their arms crossing their chest and then without crossing. Students should consider which style is more effective
- running uphill and running downhill. Students should consider how their stride changes.

Practising the skill

Rucks and Rovers

Mark out a rectangular playing area with a line at each end. Students run between the boundaries and complete the actions according to the commands.

- Ruck! – all run to boundary designated Rucks
- Rovers! – all run to boundary designated Rovers
- Raise the flag! – players stand still and pull an imaginary rope to raise the team flag
- Match starts! – continuous jogging on the spot while shaking hands with a partner
- Mark! – continuous jogging on the spot while shaking hands with a partner
- Huddle! – students form groups of designated numbers, for example, Huddle – five, five students huddle together
- Freeze! – all players stand still. No movement permitted.



Vertical jump – Card One



Skill components (Introductory components marked in bold)

1. Eyes focused forward or upward throughout the jump.
2. Crouches with knees bent and arms behind the body.
3. **Forceful forward and upward swing of the arms.**
4. **Legs straighten in the air.**
5. Lands on balls of feet and bends knees to absorb landing.
6. **Controlled landing with no more than one step in any direction.**

Equipment

- Fortune cookie cards
- Markers

Warm Up

Fortune cookies

Create a set of fortune cookie cards that have different activities on them. Students spread out in an allocated space. On 'Go' all students skip around the space. Nominate a student to select a fortune cookie card and read the instructions to the class. All students then perform the activity. When students finish the activity they jog on the spot until all students have finished. Some of the activities could include:

- side galloping around the outside of the space
- jumping up and down on the spot five times
- doing ten star jumps
- running to both ends of the space

Teaching the skill

Ask students to jump:

- as high as they can
- with their head and eyes looking upwards
- looking straight ahead
- with their head and eyes looking down at the ground.

Discuss with students which jump was the easiest and most effective.

Practising the skill

Jumping Jo

Select one student to be 'Jumping Jo'. This student performs a number of jumping actions and the other students imitate. The jumping actions could include frog jumping and jumping forwards, backwards and sideways. This continues until Jumping Jo stands still and claps hands. On this signal, the other students jump away as Jumping Jo tries to tag one of them. The student who is caught becomes Jumping Jo for the next game.



Vertical jump – Card Two



Skill components (Introductory components marked in bold)

1. Eyes focused forward or upward throughout the jump.
2. Crouches with knees bent and arms behind the body.
3. **Forceful forward and upward swing of the arms.**
4. **Legs straighten in the air.**
5. Lands on balls of feet and bends knees to absorb landing.
6. **Controlled landing with no more than one step in any direction.**

Equipment

- Movement cards
- Markers
- Hoops
- Chalk

Warm Up

Four corners

Mark out the boundaries of a rectangular playing area and place a marker at each corner. Write different movements on cards to make activity signs and lean an activity card against each marker. Arrange the signs so that students perform quick movements along the long sides and slow movements along the short sides of the playing area. Students move continually around the boundaries of the playing area. Each time they turn a corner, they begin a new movement.

Some examples of different movements include:

- long side movements: jog, skip, side gallop, run backwards or a grapevine
- short side movements: hop, jump or a crab-walk

Teaching the skill

Introduce the components of the vertical jump. As the students perform the vertical jump remind them of the components they should be performing. Once students have performed the vertical jump several times, change the focus to the students bending their knees to gain maximum height. Students use a hoop each to create a lily pad. They pretend they are a frog jumping up to catch a flying bug and then landing back on the lily pad. The students frog-jump off their lily pad onto another frog's lily pad and repeat the action. The focus should be on bending the knees to gain a forceful upward movement and a soft landing.

Practising the skill

Sergeant jump

Students work in pairs. Each pair lines up along a wall with a piece of chalk in the hand closest to the wall. They take turns to perform a vertical jump and, at the peak of the jump, make a chalk mark on the wall. . Pairs should rotate so that both students get a turn. Students try to beat their previous best mark.



Vertical jump – Card Three



Skill components (Introductory components marked in bold)

1. Eyes focused forward or upward throughout the jump.
2. Crouches with knees bent and arms behind the body.
3. **Forceful forward and upward swing of the arms.**
4. **Legs straighten in the air.**
5. Lands on balls of feet and bends knees to absorb landing.
6. **Controlled landing with no more than one step in any direction.**

Equipment

- Markers
- Hoops

Warm Up

Rabbit in the burrow

Students each have a hoop (their burrow) which they place on the playing field away from anyone else's. On the signal 'Run rabbits!' the students run around the playing area. When they hear the call 'Quick in the burrow!' the students get into any burrow as fast as they can. Each time a new game starts remove a hoop from the playing area. Each time this happens another student will be left without a burrow. Any student without a burrow runs around the outside of the playing area and then joins the group again for the next game.

Teaching the skill

Revise the components of the vertical jump. Ask students to find their own grass space to demonstrate the bend and crouch starting position. Students should focus on the upward swing of the arms during the vertical jump. Prompt students by saying 'swing your arms back and up'. After some time practising this component ask students to jump up:

- landing as lightly as they can
- landing as heavily as they can
- as fast as they can
- as slowly as they can
- without their arms
- using only one arm
- keeping their head down
- keeping their head up.

Practising the skill

Marker jump

Students work in pairs with six markers. The students take turns to arrange a jumping path for their partner. Students set up their markers so that their partner jumps in different directions and over different distances. Swap roles.



Vertical jump – Card Four



Skill components (Introductory components marked in bold)

1. Eyes focused forward or upward throughout the jump.
2. Crouches with knees bent and arms behind the body.
3. **Forceful forward and upward swing of the arms.**
4. **Legs straighten in the air.**
5. Lands on balls of feet and bends knees to absorb landing.
6. **Controlled landing with no more than one step in any direction.**

Equipment

- Markers
- Skipping ropes

Warm Up

Heroes and Villains

Students are in lines of five to six holding hands at shoulder level. When they are holding horizontal lines they are called 'lanes' and when they are holding vertical lines they are called 'streets'. One student is a 'hero' and another student is a 'villain'. On the signal the hero chases the villain up and down the lanes, but when streets are called, students turn to hold hands vertically. If the hero catches the villain they swap with other students. When students are confident playing the game ask more heroes and villains to run at the same time.

Teaching the skill

Revise the components of the vertical jump. Ask students to:

- land with their feet shoulder width apart as a wide base of support. This will enhance stability on landing and maximise the height students will be able to jump
- land with their knees bent when they jump
- land on the same spot as their take-off.

Practising the skill

Leaping long jump

Students form groups of five and set up six ropes, spread about one metre apart. Students jump over the ropes and land softly on both feet. As students complete each sequence they can move the ropes further apart depending on the ability levels of the students.



Vertical jump – Card Five



Skill components (Introductory components marked in bold)

1. Eyes focused forward or upward throughout the jump.
2. Crouches with knees bent and arms behind the body.
3. **Forceful forward and upward swing of the arms.**
4. **Legs straighten in the air.**
5. Lands on balls of feet and bends knees to absorb landing.
6. **Controlled landing with no more than one step in any direction.**

Equipment

- Markers
- Five buckets or tubs
- Balls
- Steps, boxes or benches
- Hoops
- Skipping ropes

Warm Up

Keep the bucket full

Students spread out in a playing area. Line up five buckets of balls and nominate a 'thrower' to stand behind each bucket. Allocate five to six students who are 'fillers' to keep each bucket full. The throwers start throwing the balls overarm into the playing area as fast as they can. At the same time the fillers try to get the balls back into their basket to keep it full. The game is over when the basket is full or empty.

Teaching the skill

Revise the components of the vertical jump. The focuses in the following activities are for students to land on the balls of their feet and bend their knees to land. Ask students to:

- jump as high as they can and land as softly as they can
- jump from a step, box or bench into a hoop and focus on a correct landing
- jump onto a step, box or bench using their legs and arms to gain height and then land correctly.

Practising the skill

Rope jump

Students work in groups of four with a skipping rope each. They start by skipping individually focusing on jumping over the rope and landing on the balls of their feet. They then try to skip in time as a group.



Vertical jump – Card Six



1



3



5

2

4

6

Skill components (Introductory components marked in bold)

1. Eyes focused forward or upward throughout the jump.
2. Crouches with knees bent and arms behind the body.
3. **Forceful forward and upward swing of the arms.**
4. **Legs straighten in the air.**
5. Lands on balls of feet and bends knees to absorb landing.
6. **Controlled landing with no more than one step in any direction.**

Equipment

- Skipping ropes
- Markers
- Hoops
- Balloon or ball
- Mini trampoline or mat
- Chairs
- Batons

Warm Up

Chase the baton

Eight batons are handed to the students. Three or four students are 'It' and they chase students with a baton in their hand. If caught with a baton in their hand, students must give the baton to someone else. Students being chased, attempt to pass on the baton to someone else before they are tagged. The game is finished after a set time determined by the teacher.

Teaching the skill

Revise the components of the vertical jump. The following activity stations focus on developing all components of the vertical jump.

- Station 1: Students perform a vertical jump over a piece of rope placed on top of two markers and land in a hoop.
- Station 2: Students devise a jumping pattern of vertical jumps and hops into hoops.
- Station 3: Students perform a vertical jump to touch a suspended ball or balloon.
- Station 4: Students perform a vertical jump ten times on a mini-trampoline or a mat and then a vertical jump off and land with their knees bent.
- Station 5: Students skip with a rope and jump as high as possible. They push off the balls of their feet and extend their toes to keep a rhythm.
- Station 6: Students crouch to touch the seat of a chair behind them then vertical jump up from the crouching position.

Practising the skill

Frog jump relays

Allocate a playing space and set up markers as a start and end line for the relay. Students form groups of four. Each group lines up behind a starting marker.

On a whistle the first student in each group frog jumps to the end line and back and tags student two. Student two then frog jumps to the end line and back and tags student three. This continues until all students have had a turn. While students are waiting their turn they perform star jumps on the spot.



Vertical jump – Card Seven



Skill components (Introductory components marked in bold)

1. Eyes focused forward or upward throughout the jump.
2. Crouches with knees bent and arms behind the body.
3. **Forceful forward and upward swing of the arms.**
4. **Legs straighten in the air.**
5. Lands on balls of feet and bends knees to absorb landing.
6. **Controlled landing with no more than one step in any direction.**

Equipment

- Skipping ropes
- Markers or cones

Warm Up

Dishes and domes

Students form two even teams. One team are the 'dishes' (flexi cones are put on their narrow ends to look like a dish) and the other team are 'domes' (flexi cones on their wide end to look like a dome). The aim of the game is for the dishes to turn all the domes into dishes, whilst the domes team turn all the dishes into domes. Each student is given a cone and they put the cone in a marked area whichever way up indicates their team. Once all the cones are in the playing area the students move to the outside of the area and wait for a signal or whistle. They then have three minutes to change the cones to their team's way. They are not allowed to protect cones, move them or stand on cones to stop them being changed. At the end of a designated amount of time the whistle is blown again and all students move back to the edge of the playing area and observe the cones. The process can then be repeated.

Teaching the skill

Revise the components of the vertical jump. Students jump rope in the following ways:

- forwards and backwards
- making up a pattern of jumps and hops that could be repeated and taught to a partner
- jumping with a partner using the same rope.

Practising the skill

Wave jumping

Students work in groups of four or five. Two students turn the rope and the other students take turns to jump. Students should try both starting at the rope and running in to the turning rope. They should practice jumping individually, as a pair or as a group. Students should take turns to skip and turn the rope.



Vertical jump – Card Eight



Skill components (Introductory components marked in bold)

1. Eyes focused forward or upward throughout the jump.
2. Crouches with knees bent and arms behind the body.
3. **Forceful forward and upward swing of the arms.**
4. **Legs straighten in the air.**
5. Lands on balls of feet and bends knees to absorb landing.
6. **Controlled landing with no more than one step in any direction.**

Equipment

- Markers
- Beanbags
- Hoops
- Skipping ropes

Warm Up

Fruit salad

Mark out a playing area with two safety lines. Two students are nominated as 'taggers' and the other students form four teams, each named after a fruit. The taggers hold a beanbag and stand in the middle of the area. The remaining students, line up in any order behind a nominated safety line. All students start by completing vertical jumps on the spot. When the name of a fruit is called by the taggers, players on that team must try to get to the other side without being tagged with a beanbag. If tagged, the student becomes part of the fruit salad, gets a beanbag, and helps the students who are in to tag the others. If 'fruit salad' is called out everyone must run. The game continues until all students are part of the fruit salad.

Teaching the skill

Revise the components of the vertical jump. Students perform the vertical jump in the following ways:

- as high as they can
- alternating high and low jumps
- touching the same spot on a wall five times
- from a crouched position and land in the same spot
- from a crouched position and land in a different spot
- landing in a hoop
- land outside a hoop.

Practising the skill

Relays

Students work in groups of four or five and place two markers about ten metres apart. Each student takes a turn to skip with a rope, landing on two feet to the cone and back to their group before passing the skipping rope to the next student. The students who are waiting for a turn should skip using a skipping rope.



Vertical jump – Card Nine



Skill components (Introductory components marked in bold)

1. Eyes focused forward or upward throughout the jump.
2. Crouches with knees bent and arms behind the body.
3. **Forceful forward and upward swing of the arms.**
4. **Legs straighten in the air.**
5. Lands on balls of feet and bends knees to absorb landing.
6. **Controlled landing with no more than one step in any direction.**

Equipment

- Markers
- Hoops
- Elastics

Warm Up

North, South, East and West

Set up a playing area with four corners. Remind students where north, south, east and west are in relation to the play area. When a direction is called out students move in that direction using a given method of travel, for example, hop west, skip east, run north and jump south.

Teaching the skill

Hoop jump

Students form pairs and get a hoop. One student kneels holding the hoop out in front of their body with straight arms. The other student jumps in and out of the hoop performing the components of the vertical jump. Students could practise jumping forwards, backwards and sideways. Remind students that both of their feet should take off, and land, simultaneously. The hoop should be raised no higher than the knees of the student who is jumping. Students swap roles after every six jumps.

Practising the skill

Elastics

Students work in groups of three. Two students stand 2 metres apart within the elastic rectangle stretched around their legs. The other student jumps in and out of the elastic rectangle set at various heights which could include ankles, knees, hips and underarms depending on their ability. Other variations to this activity include students:

- landing with their feet on the elastics
- performing turns when jumping
- teaching each other routines.



Vertical jump – Card Ten



Skill components (Introductory components marked in bold)

1. Eyes focused forward or upward throughout the jump.
2. Crouches with knees bent and arms behind the body.
3. **Forceful forward and upward swing of the arms.**
4. **Legs straighten in the air.**
5. Lands on balls of feet and bends knees to absorb landing.
6. **Controlled landing with no more than one step in any direction.**

Equipment

- Markers
- Braids
- Skipping ropes

Warm Up

Warlocks and Wizards

Mark out a large playing area. Choose two students to be 'warlocks' and two students to be 'wizards'. Allocate a set of coloured braids to the warlocks and a different coloured braid set to the wizards (there should be enough braids for all students). The warlocks and wizards stand in the middle of the playing area and the other students scatter around the playing area. On the signal 'Go' the warlocks and wizards start chasing the other students and try to tag the other students to add them to their team. When students are tagged they jog on the spot until they are given a braid and then they help their team. Continue playing until all players are tagged.

Teaching the skill

Skiping combinations

Ask students to perform five vertical jumps for a partner to receive feedback on the different components of their vertical jump and then swap roles. Students use a skipping rope to perform each of the following jumping activities:

- jumping with their feet together, turning the rope forwards ten times
- jumping four times on the right foot and four times on the left foot
- jumping and turning the rope backwards
- jumping with their feet together on the first turn of the rope and then spread their feet apart so that the right foot is in front of the left for the next jump
- jumping by creating their own single jump patterns.

Practising the skill

Skiping routines

Students work in groups of three to create a routine with five different jumps to share with another group. Once a group shares a routine the other group copies it. The groups then swap roles so that both groups have shown their routine and learnt another group's routine. If there is time allow groups to share their routine with more groups of students.



Vertical jump – Card Eleven



Skill components (Introductory components marked in bold)

1. Eyes focused forward or upward throughout the jump.
2. Crouches with knees bent and arms behind the body.
3. **Forceful forward and upward swing of the arms.**
4. **Legs straighten in the air.**
5. Lands on balls of feet and bends knees to absorb landing.
6. **Controlled landing with no more than one step in any direction.**

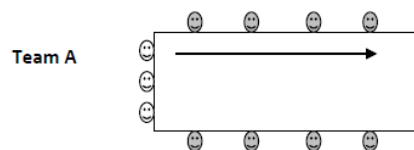
Equipment

- Markers
- Soft balls
- Basketballs or netballs
- Basketball or netball court

Warm Up

Run the gauntlet

Divide the students into two teams. One team (Team A) lines up behind the base line and the other team (Team B) stands on either side of the side lines. On the signal 'Run the gauntlet' Team A runs through the middle of the playing field trying to reach the other end without being touched by a soft ball thrown by Team B. If a member of Team A is touch below the knees by a ball, they join Team B. Balls must be thrown underarm and aim to hit students below the waist.



Teaching the skill

Jumping challenges

Ask students to perform five vertical jumps for a partner. The partner should give the student feedback on the different components of their vertical jump and then swap roles. Students should then perform the following jumping activities in groups of four:

- jumping as high as they can to touch the wall
- jumping as high as they can to block another student shooting a basketball.

Practising the skill

Jumping end ball

Students work in two teams on a basketball or netball court. The aim of the game is for each team to get the ball down their shooting end by passing the ball to other team members. Once it has reached the hoop the students perform a vertical jump to shoot the ball into the hoop. The students on the other team perform a vertical jump to stop the ball reaching the hoop. The ball can be intercepted at any time by the team who is defending and then they aim to get the ball to their shooting end.



Vertical jump – Card Twelve



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Skill components (Introductory components marked in bold)

1. Eyes focused forward or upward throughout the jump.
2. Crouches with knees bent and arms behind the body.
3. **Forceful forward and upward swing of the arms.**
4. **Legs straighten in the air.**
5. Lands on balls of feet and bends knees to absorb landing.
6. **Controlled landing with no more than one step in any direction.**

Equipment

- Markers
- Long skipping ropes

Warm Up

Skipping chain

Students work in groups of four or five and line up behind the starting line. On 'Go', student one skips around a marker and returns to collect student two. These students link arms and skip around the marker and return to collect student three who joins the chain. Continue until all team members are on the chain and skip around the marker together. If the chain is broken, students must stop until it is joined up again. The students who are waiting in the line should skip on the spot with high knees.

Teaching the skill

Long rope jumping

Students work in groups of four. Two students start by swinging the rope and two students jump. The students that are jumping should jump individually and then together. Remind students to focus on performing a controlled landing on the balls of their feet each time they jump the rope. Rotate the roles so that all students get a turn at skipping.

Practising the skill

Rope exchange challenges

Students remain in the same groups as the previous activity to complete the challenges below:

- Two students are the rope turners and two students are jumping. Begin with one jumper near each turner. The aim is for both students to enter the rope, jump the rope and change ends without running into each other or stopping the rhythm of the rope. Students rotate positions several times.
- Two students turn the rope towards the jumpers who are standing on the left of the rope. The first jumper runs in and begins jumping. At random, they call the name of the other jumper, who runs in so that they jump together three times. The first jumper then runs out and the second jumper calls their name at random to jump again. Students rotate positions several times.



Catch – Card One



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Skill components (Introductory components marked in bold)

1. **Eyes focused on the object throughout the catch.**
2. Feet move to place the body in line with the object.
3. **Hands move to meet the object.**
4. Hands and fingers relaxed and slightly cupped to catch the object.
5. Catches and controls the object with hands only (well-timed closure).
6. Elbows bend to absorb the force of the object.

Equipment

- Beanbag for each student
- Markers
- Six different sized balls

Warm Up

Animal moves

Students move around the allocated area as a designated animal, for example a bunny hop, seal slide, snake slither, emu run, kangaroo jump or crab crawl. Then students choose their own animal movement to move around the area.

Teaching the skill

Students standing balanced, hands lightly cupped, eyes focused. Using a beanbag, students:

- throw to eye level and catch
- throw to eye level, clap then catch
- throw and catch with a partner

Practising the skill

Ball chaser

Students work in groups of 10–12 in a circle formation using two balls. Students pass the balls to the person standing next to them in the circle, with one ball starting ahead of the other. The activity ends when one ball catches up to the other.

Variations:

- Students sit in a small circle and roll the ball.
- Students kneel and pass hand to hand.
- Students throw gently with catchers using markers to catch.
- Students stand in a circle, bounce the ball and catch it in their hands.
- Have three balls going at once in a large circle.



Catch – Card Two



1



3



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Skill components (Introductory components marked in bold)

1. **Eyes focused on the object throughout the catch.**
2. Feet move to place the body in line with the object.
3. **Hands move to meet the object.**
4. Hands and fingers relaxed and slightly cupped to catch the object.
5. Catches and controls the object with hands only (well-timed closure).
6. Elbows bend to absorb the force of the object.

Equipment

- Small ball to share between pairs
- Markers
- CD player/Music
- Bin/Container

Warm Up

Partner tag

Students find a partner, hold hands with their partner and then spread out in the playing area. Choose one pair to be 'It'. On the signal 'Go' the 'It' pair must try to tag as many other pairs as possible. A tagged pair must jog on the spot while facing each other with arms raised to form an arch. Students can only be freed by another pair running through their arch.

Teaching the skill

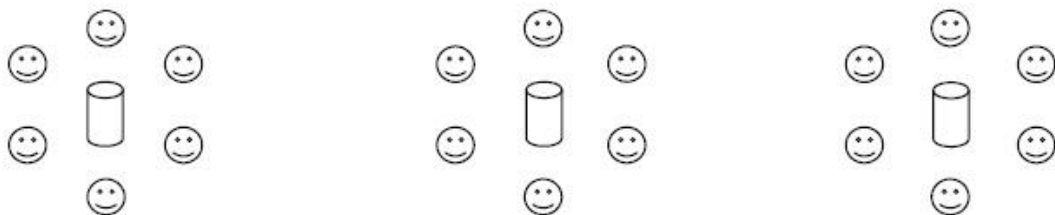
Students standing balanced, hands lightly cupped, eyes focused. Using one small ball between two students:

- throw to a partner's feet. Partner tracks without catching
- throw and catch adjusting height and distance between partners
- repeat with two balls
- throw to the side of the partner – move feet to meet the ball and track with eyes.

Practising the skill

Keep the balls alive

Students work in a group of five or more and space themselves about three metres apart. Place a bin or container in the centre and allocate each group three balls. When the music begins, students throw the balls to each other in a clockwise direction. Any student who drops a ball, picks it up, puts it in the bin and returns to their place to continue. Count how many balls are alive after the music stops.





Catch – Card Three



2



4



6

Skill components (Introductory components marked in bold)

1. **Eyes focused on the object throughout the catch.**
2. Feet move to place the body in line with the object.
3. **Hands move to meet the object.**
4. Hands and fingers relaxed and slightly cupped to catch the object.
5. Catches and controls the object with hands only (well-timed closure).
6. Elbows bend to absorb the force of the object.

Equipment

- Tags
- Beanbag for each student
- Domes/Markers
- Ball per team for
- Captain Ball

Warm Up

Catch-a-tag

Students start with a tag tucked into shorts/skirts waist band. One student is 'It'. To catch a player 'It' must pull the tag out of their waist band. When caught, the tag is returned to container and the caught student then helps 'It' to catch others.

Teaching the skill

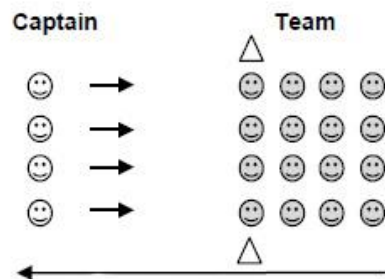
Students focus on hands moving to meet the ball, little fingers together and elbows bent to absorb the force. In pairs using two different coloured beanbags students:

- use a soft dome to catch a bean bag, then discuss differences and shape of hands (little fingers together) when dome is taken away
- throw beanbag to partner
- throw two beanbags together – call for the partner to catch.

Practising the skill

Captain ball

Students work in groups of four to six. The captain stands facing their team and when the whistle goes they pass the ball to each team member who squats down after they pass the ball back. Once the captain has passed the ball to the last team member they move to the front of line and the last team member runs to the captain's position. The activity ends when each person has had a turn as the captain.



The team member at the back catches the ball and runs to the captain position and the captain moves to the front of the line.



Catch – Card Four



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Skill components (Introductory components marked in bold)

1. **Eyes focused on the object throughout the catch.**
2. Feet move to place the body in line with the object.
3. **Hands move to meet the object.**
4. Hands and fingers relaxed and slightly cupped to catch the object.
5. Catches and controls the object with hands only (well-timed closure).
6. Elbows bend to absorb the force of the object.

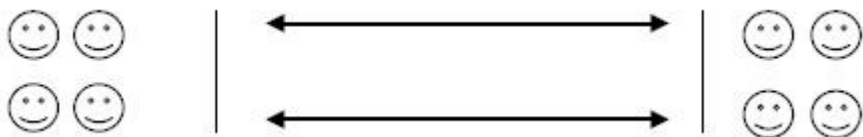
Equipment

- Ten beanbags
- Domes/Markers
- Different sized balls, one per student

Warm Up

Catch relay

Divide the class into groups of four, two on each side of the lines. Students run from one side to the other and when the runner with the bean bag reaches the other side they throw the beanbag to the next runner and so on. Students extend the space in between the group after each full rotation.



Teaching the skill

Students are exploring and experimenting with a ball. Allow time to play with the ball and encourage the following types of activities:

- roll the ball on different types of surfaces
- bounce the ball on different types of surfaces
- throw the ball high in the air to catch
- throw and catch with a partner
- throw at a wall and catch the rebound.

Vary the size and type of ball once the students become more confident and show improvement in trapping and catching.

Practising the skill

Cut the cake (groups of five or six)

Students stand in a well-spaced circle. Student one stands in the middle of the circle and the others on the outside. A selected student on the outside runs around the circle catching and returning the ball to student one, through the space in between the other students. Student one can bounce or pass the ball to the student on the outside of the circle. Rotate students who are moving and throwing.



Catch – Card Five



1



3



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Skill components (Introductory components marked in bold)

1. **Eyes focused on the object throughout the catch.**
2. Feet move to place the body in line with the object.
3. **Hands move to meet the object.**
4. Hands and fingers relaxed and slightly cupped to catch the object.
5. Catches and controls the object with hands only (well-timed closure).
6. Elbows bend to absorb the force of the object.

Equipment

- Eight batons
- Different sized balls, one per student
- Beanbag for each student

Warm Up

Chase the baton

Eight batons are handed to selected students. Three or four students are 'It' and they chase the students who have a baton in their hand. If caught with a baton in their hand, students must give the baton to someone else. Students being chased, attempt to pass on the baton to someone else before they are tagged. The game is finished after a set time determined by the teacher.

Teaching the skill

Students are exploring and experimenting the following with a ball. Students track and catch a ball:

- dropped by self
- thrown by self
- thrown by a partner (high, middle, low)
- hit with an open palm by a partner in different directions
- bounced on the ground
- thrown to the side of the body.

Vary the size and type of ball once the students become more confident and show improvement in tracking and catching.

Practising the skill

Class catch champs

- Class divides into pairs and students use one beanbag each.
- Students form two lines facing their partners, one metre apart.
- Adjacent pairs should stand at least two metres apart.
- Students throw the beanbag back and forth with their partner.
- They take one step back if they catch the beanbag and one step forward if they drop the beanbag.

Variation:

- Change type of throw, e.g. overarm, underarm, chest pass.
- Throw a variety of objects, e.g. tennis balls, netballs.



Catch – Card Six



Skill components (Introductory components marked in bold)

1. **Eyes focused on the object throughout the catch.**
2. Feet move to place the body in line with the object.
3. **Hands move to meet the object.**
4. Hands and fingers relaxed and slightly cupped to catch the object.
5. Catches and controls the object with hands only (well-timed closure).
6. Elbows bend to absorb the force of the object.

Equipment

- Three soft medium sized balls
- Ball for each pair of students
- Hoops
- Netball
- Soccer ball
- Aussie rules ball
- Rugby ball
- T-ball and mits
- Kanga cricket ball
- Wicket keepers gloves

Warm Up

Bounce tag

Two or three players are designated 'throwers'. Throwers are allocated a ball and stand in the middle of the playing area. The rest of the class scatter in the space. On the signal 'bounce ball' the throwers, bounce the ball on the ground to hit the players below the waist. If a student is hit by a ball, they form a bridge on the floor with their hands and feet. Students are freed by having one of the other players slide under their bridge. A player cannot be hit while freeing another player.

Teaching the skill

Students practise slightly cupping their hands, controlling the ball and bending their elbows to absorb the force of a ball during the catch. Students practise with a partner by:

- throwing short sharp passes and chest high passes (Leave enough room between the outstretched hands of the receiver and the thrower for a third player to pass through)
- passing while 'on the run'. Landing on one foot, step onto the other foot, pass
- passing from either side of the body

Practising the skill

Set up a tabloid activity for the whole class. Each station represents a different sport that uses the catch. Students move around the various stations in pairs.

- Station one: Netball – catch a chest pass
- Station two: Cricket – receive a ball in wicket keeper's gloves
- Station three: Baseball/softball – catch the ball one-handed with a glove. When the ball is trapped secure it with the other hand.
- Station four: Soccer – goalkeeper catch from a lobbed ball
- Station five: Australian rules – receive a mark from a lobbed high ball
- Station six: Rugby – receive a side or lateral pass whilst jogging



Catch – Card Seven



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Skill components (Introductory components marked in bold)

1. **Eyes focused on the object throughout the catch.**
2. Feet move to place the body in line with the object.
3. **Hands move to meet the object.**
4. Hands and fingers relaxed and slightly cupped to catch the object.
5. Catches and controls the object with hands only (well-timed closure).
6. Elbows bend to absorb the force of the object.

Equipment

- Three sets of different coloured braids
- Ball for each pair of students
- Hoops
- Markers

Warm Up

Capture

Four students are designated 'catchers' who each wear a different coloured braid. The 'catchers' chase those who are 'free'. When a student is tagged they put on a braid of the same colour worn by the person who has tagged them. Then they assist their team by tagging as many 'free' students as possible. The aim is to have the most team members after the last student is tagged.

Teaching the skill

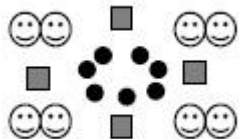
Students practise slightly cupping their hands, controlling the ball and bending their elbows to absorb the force of a ball during the catch. In pairs students catch a ball from:

- increasing distance
- a rebound off a wall
- a height
- a bounce

Practising the skill

Eggs in the basket

Class is divided into four even groups. Team members are numbered and line up on each side of the diamond. Balls are placed in the centre of the diamond. On 'Go' student one runs to the centre, picks up a ball and throws it to student two who puts the ball on the ground in front of their team. Student two then runs into the centre and throws the ball to student three. Continue until all the balls are gone. The team with the most balls is the winner.





Catch – Card Eight



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Skill components (Introductory components marked in bold)

1. **Eyes focused on the object throughout the catch.**
2. Feet move to place the body in line with the object.
3. **Hands move to meet the object.**
4. Hands and fingers relaxed and slightly cupped to catch the object.
5. Catches and controls the object with hands only (well-timed closure).
6. Elbows bend to absorb the force of the object.

Equipment

- Beanbag for each pair of students
- Five Basketballs/Netballs or other suitable balls

Warm Up

Octopus tag

Mark out a designated area. One student is chosen to be the octopus. Other students line up on one side of the area. When the octopus yells out “octopus” the students all run to the other side of the area – trying not to get caught. Those that are caught become one of the octopus’s arms. They stand where they were caught and try to tag the remaining students with their arms, without moving from the spot.

Teaching the skill

Students work in pairs in a large open area. Students need to keep their eyes focussed on the beanbag and move their cupped hands to meet the object. Partners face each other one metre apart. One student holds a beanbag in each hand at about eye height; the other partner has their hands on their hips. One beanbag is dropped and must be caught by the partner before it touches the ground. Other variations include:

- the partner drops two different coloured beanbags and nominates which should be caught
- the height from which the beanbag is dropped
- the partner stands behind a catcher on a bench and drops a beanbag from above the catcher’s head to fall in front of their face. With hands on their hips, the catcher looks forward and catches the beanbag as it comes into view.

Practising the skill

Running circle catch

In groups of six to eight, a leader stands in the middle of the other players who form a circle. Players in the circle run in a clockwise direction whilst the leader throws the ball to each in turn. They catch and return the ball as they run. Speed increases as the students’ catching skills and accuracy improve.

Extension:

- Count how many catches each group can make without dropping the ball.
- Vary the type and size of ball for each group.
- Increase the number of balls in each group and introduce 2 leaders.
- Pass the balls in random order to increase student awareness, as opposed to passing in order of the formation.



Catch – Card Nine



1



3



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Skill components (Introductory components marked in bold)

1. **Eyes focused on the object throughout the catch.**
2. Feet move to place the body in line with the object.
3. **Hands move to meet the object.**
4. Hands and fingers relaxed and slightly cupped to catch the object.
5. Catches and controls the object with hands only (well-timed closure).
6. Elbows bend to absorb the force of the object.

Equipment

- Two red bibs
- Two yellow bibs
- Two green bibs
- Basketballs/Netballs
- Markers
- A ball per group of three students

Warm Up

Stop, go, slow

Mark out a designated area. Two students wear a red bib, two students a green bib and two students a yellow bib. All students move around in the designated area. If students are tagged by a student wearing a red bib, they must stop and run on the spot holding their hands in the air, a yellow bib, they must skip, a green bib, they are allowed to run again.

Teaching the skill

During the following activities remind students to keep their eyes focused on the ball, move to the ball, cup their hands and bend their elbows to absorb the force of the ball.

- Wall catch: In teams of three or four, students' line up in front of a wall. Player one throws the ball at the wall and moves quickly to the end of the line. Player two catches it and throws it at the wall and moves to the end of the line and so on.
- Leader ball: Students are in the same teams. On 'play', the leader throws the ball to player two who catches it, runs around the leader and the team line and back into place, throws the ball back to the leader. The rest of the team remains active performing an action such as star jumps while they are waiting. This is repeated for the remaining team members.

Practising the skill

Catches count

Students work in groups of three. They stand at a marker, leaving two markers free. The student with the ball throws to either of the other students then runs to the free marker. Increase the pace as skills improve.



Variations:

- vary the type of movement to the free marker and distance between markers
- count consecutive catches
- add points for each catch and deduct points for a dropped ball
- vary the type and size of the ball
- give each marker a value and students keep score



Catch – Card Ten



1 2



3 4



5 6

Skill components (Introductory components marked in bold)

1. **Eyes focused on the object throughout the catch.**
2. Feet move to place the body in line with the object.
3. **Hands move to meet the object.**
4. Hands and fingers relaxed and slightly cupped to catch the object.
5. Catches and controls the object with hands only (well-timed closure).
6. Elbows bend to absorb the force of the object.

Equipment

- Markers
- 20 balls
- One hoop per pair of students

Warm Up

Sink the ship

Mark out two squares that represent each ship with a five metre space between them. The class is divided into two teams and allocated a ship each. Each team starts with ten balls. On 'Go' each team throws their balls onto the other team's ship. Students also focus on catching or trapping the balls and throwing them back as quickly as possible. Any balls that are thrown overboard cannot be retrieved. The aim of the game is to have the lowest number of balls left.

Teaching the skill

During the following activities remind the students to keep their eyes focused on the ball, move to the ball, cup their hands and bend their elbows to absorb the force of the ball.

- Hoop bounce: Pairs are randomly placed with a ball and hoop. Each student takes turns to bounce the ball hard into the hoop so it bounces high in the air. Their partner must catch the ball before it touches the ground. Change roles. Variation: have a variety of different sized balls for students to use.
- Perfect catch: Students work in a circle in groups of four to eight. One student stands in the middle of the circle, lobbs the ball into the air and calls the name of another student. The named student runs into the middle of the circle and catches the ball. The thrower moves into the named student's position. Repeat.

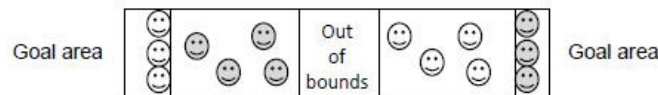
Practising the skill

End Ball

Students are divided into two teams. Three from each team stand in the goal area and the rest of the team stand in the playing area. Students must remain in their designated area. Students from within the playing area throw the ball on the full, to one of their team mates in the goal area to score a point. To score, the ball must travel over the opposition who attempt to intercept the throw. The student who threw the ball and the student who touched the ball on the full change places.

Variations:

- A student stands in a hoop in the end zone to encourage a more accurate pass. The student should not step out of the hoop and nobody else is allowed in the end zone area. Rotate the end zone keeper.





Catch – Card Eleven



Skill components (Introductory components marked in bold)

1. **Eyes focused on the object throughout the catch.**
2. Feet move to place the body in line with the object.
3. **Hands move to meet the object.**
4. Hands and fingers relaxed and slightly cupped to catch the object.
5. Catches and controls the object with hands only (well-timed closure).
6. Elbows bend to absorb the force of the object.

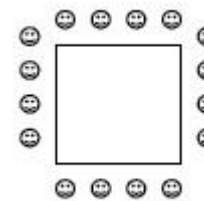
Equipment

- Markers
- Ball per pair of students
- Two cricket stumps
- One cricket bat
- Tennis ball

Warm Up

Chase your number

Four teams are selected and each team is arranged along the side of a square. Each team member is given a number and when their number is called out, that student chases the other team members in an anti-clockwise direction around the square. The running direction may be reversed on a signal. New numbers should be called frequently to ensure high levels of activity.



Teaching the skill

Skip toss

Partners face each other within a designated playing area, with an out-of-bounds area between them. The ball is thrown so that it bounces in this area and the other player catches and returns it. For every two successive catches the player takes a step back to a new mark. For two successive drops the player steps forward although they cannot enter the out-of-bounds area. The first player to reach the end of the playing area is the winner.

Practising the skill

Continuous cricket

Divide the students into groups of eight— one batter, four bowlers and three fielders. Set up multiple playing areas that have a wicket in the middle, four markers, a cricket bat and a ball. The ball is bowled in to the batter in the middle, who hits the ball and then runs around the marker opposite them. The fielders chase the ball and return it to any of the four bowlers who can bowl the ball at any time. Batters are out if the bowler hits the stumps or they are caught out. A batter must retire if they get ten runs. Students rotate so that they have a turn at batting, bowling and fielding.





Catch – Card Twelve



1

2



3

4



5

6

Skill components (Introductory components marked in bold)

1. **Eyes focused on the object throughout the catch.**
2. Feet move to place the body in line with the object.
3. **Hands move to meet the object.**
4. Hands and fingers relaxed and slightly cupped to catch the object.
5. Catches and controls the object with hands only (well-timed closure).
6. Elbows bend to absorb the force of the object.

Equipment

- Markers
- Different ball per group of three students
- Large soft ball

Warm Up

Electric tag

Mark out clear boundaries. Students link arms with a partner anywhere inside the area. One pair separates to become the 'chaser' and the 'chased'. Other pairs jog on the spot, link arms and have their outside hands outstretched. Students being chased may join hands at any time with any pair to avoid being tagged. When this contact is made, the student on the other end is released and becomes the 'chased'. If the 'chased' student is tagged, they become the chaser.

Variation: Introduce multiple students to be chasers.

Teaching the skill

Shake the shadow

In groups of three, each group stands in a space. Each player takes turns to be the attacker, the thrower and the defender. The thrower attempts to pass the ball to the attacker. The defender shadows the attacker and attempts to intercept the ball. The aim is to intercept the most passes out of ten attempts.

Practising the skill

In the drink

Mark out two areas separated by a two metre by two metre 'no go zone'. Students are divided into two teams. Students throw the ball over the 'no go zone' into the other team's area.

- Each team can earn a point when they throw the ball into a space and the ball lands or is dropped on the opposition side.
- If the ball is caught by the opposition the student goes into the 'no go zone'.
- If students drop the ball they go into the 'no go zone'
- To get out of the 'no go zone' students must touch the ball as it is passed over them.





Hop – Card One



1



2



3



4

5

Skill components (Introductory components marked in bold)

1. Support leg bends on landing, then straightens to push off.
2. **Lands and pushes off on the ball of the foot.**
3. **Non-support leg bent and swings in rhythm with the support leg.**
4. Head stable, eyes focused forward throughout the jump.
5. Arms bent and swing forward as support leg pushes off.

Equipment

- Markers
- Ten hoops



Warm Up

Bee stings

Students spread out randomly in a marked area. They move within the space by hopping. Four students are selected as the 'bee'. The bee chases other students by hopping and stings the other players by touching their backs. If students are stung they swap roles with the bee.

Teaching the skill

Introduce students to the hop by demonstrating the key components. Students:

- spread out and perform the demonstrated components of the hop
- try hopping straight and then diagonally
- hop with their free leg bent and then straight
- hop with their free leg bent and then bent in front of them

Which positions made it easier to hop?

Practising the skill

Hoop Hop

Place ten hoops randomly in a designated area. Students hop inside the area between the hoops until the teacher calls a number. The students then hop to a hoop. When they are in the hoop students form a group of the size called by the teacher.

Hop – Card Two



1



2



3



4

5

Skill components (Introductory components marked in bold)

1. Support leg bends on landing, then straightens to push off.
2. **Lands and pushes off on the ball of the foot.**
3. **Non-support leg bent and swings in rhythm with the support leg.**
4. Head stable, eyes focused forward throughout the jump.
5. Arms bent and swing forward as support leg pushes off.

Equipment

- Markers
- Ten domes
- Ten markers
- Ten skipping ropes
- Ten hoops



Warm Up

Body clusters - Students move around a designated area using one of the fundamental movement skills. Call out a number and a body part and students form groups of that number and connect to their group with the body part. For example 'five elbows' means they get into a group of five and link to their group with their elbows.

Teaching the skill

Revise the key components of the hop. Students practise the hop by:

- hopping on one foot and then the other using sequences L-L,R-R,L-L,R-R, L-L-L,R-R-R,L-L-R-L-L- on the spot and then while moving
- making hopping patterns by combining left and right feet for support and hopping forwards, backwards and sideways
- hopping from one place to another.

When students are practising the hop remind them to:

- bend their leg to push off and land on the ball of their foot
- find their rhythm and look ahead, with head and eyes level
- use their arms for balance.

Practising the skill

Hopping fun

- Set up four different hopping stations. Divide students into four groups. Explain each station. Students rotate to the following stations on a given signal:
- Scatter hoops on the ground. Students pretend to be frogs jumping at a low level. They have to get across the pond while only hopping on the lily pads.
- Set up dome cones to jump over at a medium level. Students are kangaroos that have to jump across the desert by jumping over the rocks.
- Set up markers in a hopping relay using a zigzag pattern. Students are rabbits who have to weave in and out of the bushes hopping at a low level.
- Set up skipping ropes to look like rivers. Students are horses who gallop up to the river and then jump over it.



Hop – Card Three



1



2



3



4

5

Skill components (Introductory components marked in bold)

1. Support leg bends on landing, then straightens to push off.
2. **Lands and pushes off on the ball of the foot.**
3. **Non-support leg bent and swings in rhythm with the support leg.**
4. Head stable, eyes focused forward throughout the jump.
5. Arms bent and swing forward as support leg pushes off.

Equipment

- 30 hoops
- 30 laminated hopping pattern cards



Warm Up

Leader balance

Students move around a designated area using one of the fundamental movement skills such as skipping, side galloping or running. A nominated leader moves around the area and the group follows and copies the leaders' actions. The leader stops to perform different balances, for example one foot balances, two feet balances and knee balances. Once the leader has performed a balance they move to the back so that all students have a turn.

Teaching the skill

Revise the key components of the hop. Students practise the hop by hopping:

- straight ahead
- looking down to the ground
- watching a partner who is hopping beside them
- swinging their arms up high
- holding arms directly in front of the body.

Practising the skill

Hopping patterns

Make laminated cards with hopping patterns using footprint pictures. Students have their own hoop where they perform the hopping pattern. On a whistle students skip between the hoops until another whistle is blown. Students swap laminated cards with the closest student and then go to a hoop and perform the pattern on the card. Some suggestions for the hopping patterns on the cards are:

- two feet to two feet landings
- right foot to right foot or left foot to left foot
- right foot to both feet landing or left foot to both feet landing
- both feet to right foot landing or both feet to left foot landing
- both feet take-off, right, and land on both feet or both feet take-off, left foot, and then land on both feet
- right foot take off, both feet to right foot landing or left foot take-off to both feet and land on left foot

Hop – Card Four



1



2



3



4

5

Skill components (Introductory components marked in bold)

1. Support leg bends on landing, then straightens to push off.
2. **Lands and pushes off on the ball of the foot.**
3. **Non-support leg bent and swings in rhythm with the support leg.**
4. Head stable, eyes focused forward throughout the jump.
5. Arms bent and swing forward as support leg pushes off.

Equipment

- Four markers
- Cards numbered from one to four
- Five skipping ropes
- Five hoops
- Six braids



Warm Up

Corners

Mark out a playing field and number the corners one, two, three and four. Students choose a corner and run to it. They get a ten second count to get to the corner. Draw a number out of a hat and call it out. The students in the corner corresponding to that number must run around the outside of the playing area and then join back into the game.

Teaching the skill

Students spread out in a designated area with equipment to hop over and explore ways to hop. They hop:

- on the spot, forwards/backwards/sideways
- and turn in the air
- as quietly/noisily/quickly/slowly as they can
- alternating hard and soft landings
- over a rope, into a hoop, around the cones
- as high as they can, with little low hops, at a medium height
- as far as they can for distance
- without using their arms, using only one arm, using their opposite hopping foot.

As a class, discuss how students use their arms for hopping? How does this change when hopping for distance?

Practising the skill

Hopping tag

Students form groups of approximately ten which includes two to three taggers (each wearing a braid) per group. Taggers hop to tag other students who are also hopping within the designated area. When a student is tagged, the tagger gives their braid to that person and they swap roles. Students should think about how they could work with other taggers to tag the hoppers and what strategies they could use as a hopper to evade the taggers.

Hop – Card Five



Skill components (Introductory components marked in bold)

1. Support leg bends on landing, then straightens to push off.
2. **Lands and pushes off on the ball of the foot.**
3. **Non-support leg bent and swings in rhythm with the support leg.**
4. Head stable, eyes focused forward throughout the jump.
5. Arms bent and swing forward as support leg pushes off.

Equipment

- Markers
- Skipping ropes
- Hoops



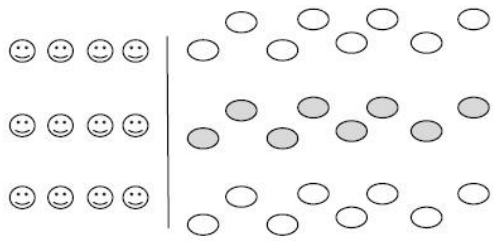
Warm Up

Snakes and Turtles

In a designated area scatter hoops 'turtles' and skipping ropes 'snakes'. Students stand near a marker to start the game. On a whistle student's move around the area, jumping over the snakes and leaping over the turtles. On a second whistle students return to their home base. On the next whistle students' move around the area this time hopping over the snakes and jumping over the turtles continuing until the whistle is blown to stop. Vary the movements that students perform using the hoops and skipping ropes.

Teaching the skill

Students line up behind markers in groups of four. In front of each group is a series of markers. Students hop around the markers on their left foot and then skip back to the start. On their next turn students hop on their right leg and leap back to the start. Students should only leave a two marker space between each other so that no-one is standing still.



Practising the skill

Hopping mad

In a designated area scatter hoops randomly. Students hop within the area between the hoops waiting to hear a number called out. When a number is called, students must hop to, and jump in, that number of hoops. Once they have completed the hopping they run around the outside of the designated area until the next number is called.



Hop – Card Six



1



2



3



4

5

Skill components (Introductory components marked in bold)

1. Support leg bends on landing, then straightens to push off.
2. **Lands and pushes off on the ball of the foot.**
3. **Non-support leg bent and swings in rhythm with the support leg.**
4. Head stable, eyes focused forward throughout the jump.
5. Arms bent and swing forward as support leg pushes off.

Equipment

- Markers
- Small ball



Warm Up

Explosion

Set a timer to go off after three minutes. One of the students carries a small ball which represents the 'time bomb'. The student's aim is to chase and touch one of the other students who must then take over the time bomb. Everyone tries to get rid of the time bomb as quickly as possible. When the timer goes off the player carrying the time bomb runs around the outside of the playing area and then joins the next game.

Teaching the skill

As a class revise the key components of the hop. Using a grass playing area, students hop from one line of markers to another. They experiment with a variety of hopping styles and the effect of each upon their skill performance. Students try hopping with:

- hands held out in front
- out to the sides
- above the head
- behind the head
- behind the back.

Discuss how hand and arm position changes the students' ability to perform the hop.

Practising the skill

Long hopping relays

Teams with the same number of students are lined up behind a starting line. Each team has one cone. The first person in each team stands on the starting line and hops as far as they can. The team cone is placed where they first contact the ground with their raised leg. The second person then takes off from the cone and hops as far as they can and the cone is moved to where the second person landed. The relay continues until everyone in the team has had a turn.

The aim is for each team to cover as much distance as they can.



Hop – Card Seven



1



2



3



4

5

Skill components (Introductory components marked in bold)

1. Support leg bends on landing, then straightens to push off.
2. **Lands and pushes off on the ball of the foot.**
3. **Non-support leg bent and swings in rhythm with the support leg.**
4. Head stable, eyes focused forward throughout the jump.
5. Arms bent and swing forward as support leg pushes off.

Equipment

- Markers
- Three small balls
- Skipping ropes



Warm Up

Silent ball

Students form three even circles. One student starts as a defender in the centre of the circle. In each circle students pass a ball to each other without speaking and concentrate on where the ball is being thrown around the circle. If a student drops the ball or throws an unfair pass to another student they move to the middle of the circle to take the role of defender. The defender's role is to intercept the pass.

Teaching the skill

As a class revise the key components of the hop. Using a grass playing area, students challenge their hopping skills by:

- standing on one foot, hopping three times in a row and then holding your landing
- hopping as high as they can and holding their landing
- performing alternate high and low hops
- hopping over lines or ropes on the ground
- hopping over low cones spread out in a line
- taking two steps and hopping as high as they can.

Practising the skill

Rabbit burrows

Students are divided into groups of three, except for two players who remain free. Within the groups of three, two players hold hands and form the burrow for the remaining person (the rabbit). At the start of the game, all rabbits stand in their burrows. On a command, they leave their burrows and hop free. So, too, do the two free rabbits. On the next command, all rabbits try to find a burrow. The students who miss out on a burrow hop around the outside of the playing area until the next game.



Hop – Card Eight



1



2



3



4

5

Skill components (Introductory components marked in bold)

1. Support leg bends on landing, then straightens to push off.
2. **Lands and pushes off on the ball of the foot.**
3. **Non-support leg bent and swings in rhythm with the support leg.**
4. Head stable, eyes focused forward throughout the jump.
5. Arms bent and swing forward as support leg pushes off.

Equipment

- Markers
- Hoop for each student



Warm Up

Frog in the pond

Students form a circle. One student is nominated to be the 'frog' who hops in the middle of the circle of students. The frog hops while the students skip, side gallop, leap or hop in a clockwise direction around the frog. They call 'frog in the sea can't catch me'. At the end of the song the frog can chase the others. The first caught becomes the frog. Students are 'safe' once they reach a given boundary. Make sure markers are far enough apart to give the frog a chance to catch someone.

Teaching the skill

As a class revise the key components of the hop. Each student has a hoop which is their space to:

- hop low
- hop high
- alternate low and high hops
- hop in place on their right foot four times then hop three times on their left foot
- on your right foot, hop forward four times; hop backwards four times ; hop to the right four times ; hop to the left four times
- hop, holding the free foot in different positions: right hand holding right foot behind
- hop, holding the free foot ; left hand holding right foot behind
- hop, holding free foot in front.

Practising the skill

Hoop hopping

Students form groups of four or five and each group collects six to eight hoops. Groups arrange the hoops in any pattern that they wish. Students try hopping through the hoops in a follow-the-leader formation. Students then visit other groups and hop through their hoop pattern.



Hop – Card Nine



1



2



3



4

5

Skill components (Introductory components marked in bold)

1. Support leg bends on landing, then straightens to push off.
2. **Lands and pushes off on the ball of the foot.**
3. **Non-support leg bent and swings in rhythm with the support leg.**
4. Head stable, eyes focused forward throughout the jump.
5. Arms bent and swing forward as support leg pushes off.

Equipment

- Skipping ropes
- Balloons
- Markers



Warm Up

Climb the ladder

Students sit in a line facing a partner with their legs stretched out and their feet touching. Make sure there is a gap between each pair of students and give each pair a number. Call out a number and the pair of students with that number stand, run to the end of the ladder and hop over the other students' legs (rungs). When they finish they run back to their spot and the next number is called out.

Teaching the skill

Students move around to different stations to hop in different ways. The stations could include students hopping:

- as far as they can (put a cone where they land and try to improve on this)
- over different parts of a 'widening stream' (two skipping ropes laid out, narrow at one end and wider at the other)
- to head a suspended target (balloon held by another person)
- over a tall marker
- over a series of objects, for example, over rope, over cone and over a river made from skipping ropes.

Practising the skill

Hopping challenge

Students line up at the end of a court of grass area. They hop to the other end of the area and count how many hops it takes. Students run back to the starting position and try to improve the number of hops it took to reach the end. Students could complete the process again by swapping the foot they are hopping on.



Hop – Card Ten



1



2



3



4

5

Skill components (Introductory components marked in bold)

1. Support leg bends on landing, then straightens to push off.
2. **Lands and pushes off on the ball of the foot.**
3. **Non-support leg bent and swings in rhythm with the support leg.**
4. Head stable, eyes focused forward throughout the jump.
5. Arms bent and swing forward as support leg pushes off.

Equipment

- Markers



Warm Up

Lifesaving relay

Divide students into teams of five. Set out two markers for each team. Students will start at one and run around the other. They should be 10 to 15 metres apart. The first student 'the swimmer' runs around the marker and back to their team. The swimmer then collects the second student and, holding one hand, they both run around the marker and return to the start. This pattern continues until the whole team runs together. If the chain is broken while running the team starts again.

Teaching the skill

Revise the key components of the hop discussing the importance of each component in performing the hop successfully. Students then perform hopping activities:

- three times on each foot, then twice and then once
- holding the free foot to the side and then behind
- with partners at the same time moving forward with arms linked
- with a turn in the air.

Practising the skill

Corner hop

Mark out a square playing field with a marker on each corner. Students are in groups of three and numbered one, two and three. When the number one, two or three is called students with that number hop around the field in a clockwise direction to touch the marker in each corner. The other two students in each group link arms and hop around the inside of the playing field until all the other team members return and another number is called.



Hop – Card Eleven



1



2



3



4

5

Skill components (Introductory components marked in bold)

1. Support leg bends on landing, then straightens to push off.
2. **Lands and pushes off on the ball of the foot.**
3. **Non-support leg bent and swings in rhythm with the support leg.**
4. Head stable, eyes focused forward throughout the jump.

5. Arms bent and swing forward as support leg pushes off.

Equipment

- Hoops
- Markers
- Skipping ropes
- Beanbags

Warm Up

Hoop relay

In small groups, students stand behind a line of six hoops. The first student hops to the first hoop, picks it up, steps through it, passes it over their head and places it back on the ground. The student then hops to the next hoop and performs the same activity. . Once the first student has stepped through the second hoop the next student begins. Repeat until all team members have completed the line of hoops. While students are waiting to start the relay or have finished they should skip using a skipping rope.

Teaching the skill

Revise the key components of the hop discussing the importance of each component to performing the hop successfully. Students hop by:

- standing on one foot, hopping three times in a row and then holding their landing hop as high as they can
- hopping sideways over lines or ropes on the ground
- hopping over four obstacles in a row then taking two steps and hopping as high as they can (step, step and hop)
- hopping with different combinations of run-up for example a two stride or four stride run up.

Practising the skill

Treasure chase

Divide students into two groups. The playing area should have places to hide beanbags. Group one runs off and hides the beanbags whilst group two face a student who is chosen as the leader. The leader makes up some different hopping combinations for students to complete. Once all of the beanbags have been hidden, group one hop off to find the beanbags. While they are searching group two complete different hopping combinations as instructed by a chosen leader. Reverse the roles so that both groups have a turn completing both activities.



Hop – Card Twelve



1



2



3



4

5

Skill components (Introductory components marked in bold)

1. Support leg bends on landing, then straightens to push off.
2. **Lands and pushes off on the ball of the foot.**
3. **Non-support leg bent and swings in rhythm with the support leg.**
4. Head stable, eyes focused forward throughout the jump.
5. Arms bent and swing forward as support leg pushes off.

Equipment

- Hoops
- Markers
- Skipping ropes
- 10-12 beanbags
- Tape/chalk

Warm Up

Shadow hop

Mark out a designated area and place obstacles like skipping ropes and cones within the area. Students form pairs and allocate themselves the number one or two. Student one is the leader and student two must shadow the hopping movements of student one. These movements could include high or low hopping, hopping for distance or hopping over different obstacles. Reverse the roles of the students.

Teaching the skill

Revise the key components of the hop discussing the importance of each component to performing the hop successfully. Students should then perform the hop along a line, around markers and hopping over different obstacles.

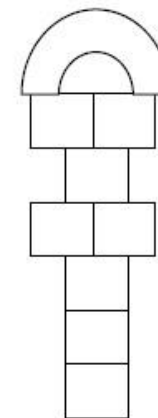
Practising the skill

Hopping games

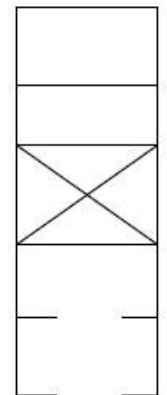
Students form groups of three and have a beanbag each. Using tape or chalk, mark out different hopping patterns for students to use. Students take turns in throwing their beanbag on the hopping pattern. If students are waiting for a turn they should skip using a skipping rope. Rotate the groups to each different hopping pattern.

Half-moon hopping: Students toss the beanbag into the first square, then hop into the square, pick up the beanbag, and hop out. On their next turn students should toss their beanbag into the second square. Students then hop into the first square, then into the second square, pick up their beanbag, and then hop into the first square and out. Students continue in this way, up and back each time. In squares 4 and 5 and 8 and 9 students should land with both feet on the ground at the same time.

Tournament hopping: Students kick the beanbag into the first space. They hop into this space and kick the beanbag into the second space, using their raised foot. Students continue in this way, using as many kicks as necessary until they reach the last space. In space 1 and 2 and 4 and 5, they land with both feet on the ground, one in each space.



Half-moon



Tournament



Side gallop – Card One



1



2



3

4

5

Skill components (Introductory components marked in bold)

1. Smooth rhythmical movement.
2. Brief period where both feet are off the ground.
3. **Weight on the balls of the feet.**
4. **Hips and shoulders point to the front.**
5. **Head stable, eyes focused forward or in the direction of travel.**

Equipment

- Markers

Warm Up

Rescue

The class works in teams of four. Set up two markers about ten metres apart in front of each team. On a whistle student one runs to the marker and back again to collect student two. Linking arms, they both run around the marker and back to collect student three. This continues until the whole team runs around the marker and back together. Repeat the relay but as a 'drop off' relay.

Teaching the skill

Ask students to stand side on. Using a cue such as 'Step together, step together', ask students to:

- begin with short side steps and then increase the length of each side step
- work with a partner holding hands to side gallop
- explore the side gallop using different distances between steps, keeping feet low and springing to gain height

Ask students what happens when they cross their feet in the side gallop?

Practising the skill

Alphabets

Students move around a designated playing area using the side gallop. When a letter of the alphabet is called, three students form a group and make the shape of that letter. To make the game more difficult after the students have formed a letter, ask them to side gallop to other letters to make a word.



Side gallop – Card Two



1



2



3

4

5

Skill components (Introductory components marked in bold)

1. Smooth rhythmical movement.
2. Brief period where both feet are off the ground.
3. **Weight on the balls of the feet.**
4. **Hips and shoulders point to the front.**
5. **Head stable, eyes focused forward or in the direction of travel.**

Equipment

- Markers
- Skipping rope

Warm Up

Hang in there

Mark out an allocated playing area and ask students to form pairs with a skipping rope per pair. Students run around the area trying to keep the rope straight and tense between them.

Teaching the skill

Students stand side on. Using a cue such as 'Step together, step together', ask students to:

- side gallop increasing the length of their step and changing the direction they are facing
- explore a range of trunk and arm positions, focusing on the correct placement of feet and hips
- work with a partner to evaluate the flight and rhythm of the side gallop
- explore the side gallop with stiff legs

Practising the skill

Mirror, mirror

Students develop side gallop patterns that include changes in direction, using turns and using a different leg to lead. Students work in pairs and take it in turns to mirror their partner. Students use the side gallop to defend a player, and develop an understanding of defensive play used in basketball, netball and soccer.

Students should also practise getting past an opponent using the side gallop.



Side gallop – Card Three



1



2



3

4

5

Skill components (Introductory components marked in bold)

1. Smooth rhythmical movement.
2. Brief period where both feet are off the ground.
3. **Weight on the balls of the feet.**
4. **Hips and shoulders point to the front.**
5. **Head stable, eyes focused forward or in the direction of travel.**

Equipment

- Markers
- Hoops

Warm Up

Hoop island

Mark out a playing area and scatter hoops randomly around the area. All students start in a hoop except three students who are nominated as 'taggers'. The taggers chase the students as they move from hoop to hoop. Students can stay in a hoop for only a short time before moving on. Any student who is tagged becomes a tagger.

Teaching the skill

Introduce students to the components of the side gallop. Students should focus on keeping their weight on the balls of their feet, having their hips and shoulders pointed to the front and their head stable with their eyes focused in the direction of travel. Ask students to:

- move along tracks or lines looking in the direction of the track
- side gallop in different directions using the left and right foot to land
- develop a side gallop pattern that includes stopping and using a different leg to lead.

Practising the skill

Star jumps in the mud

Mark out a grass area and select three students who are It. On 'Go', students side gallop around in the space. If students are tagged they become 'stuck in the mud' and they do star jumps until another student side gallops around them twice to 'unstick' them. Change students who are It so that all students get a turn at each role. The game ends when all students are stuck or time is up.



Side gallop – Card Four



1



2



3

4

5

Skill components (Introductory components marked in bold)

1. Smooth rhythmical movement.
2. Brief period where both feet are off the ground.
3. **Weight on the balls of the feet.**
4. **Hips and shoulders point to the front.**
5. **Head stable, eyes focused forward or in the direction of travel.**

Equipment

- Markers
- Hoops

Warm Up

Corners

Mark out a playing field and number the corners one, two, three and four. Students choose one of the corners and have ten seconds to run to that corner. Draw a number out of a hat and called it out. The students in the corner corresponding to the called number must run around the outside of the playing area and then join back into the game.

Teaching the skill

Introduce students to the components of the side gallop. They should focus on keeping their weight on the balls of their feet, having their hips and shoulders pointed to the front and performing the side gallop in a smooth rhythmical movement. Ask students to:

- side gallop around the outside of a playing area
- side gallop in between markers
- mirror a partner to develop the idea of using the side gallop to defend a player.

Practising the skill

Side gallop challenge

In a designated area scatter hoops randomly. Students side gallop within the area between the hoops waiting to hear a number called out. When a number is called, students side gallop to and jump in that number of hoops. Once they have completed the jumps they must side gallop around the outside of the designated area until the next number is called.



Side gallop – Card Five



1



2



3

4

5

Skill components (Introductory components marked in bold)

1. Smooth rhythmical movement.
2. Brief period where both feet are off the ground.
3. **Weight on the balls of the feet.**
4. **Hips and shoulders point to the front.**
5. **Head stable, eyes focused forward or in the direction of travel.**

Equipment

- Markers
- Small ball

Warm Up

Explosion

A timer is set to go off in three minutes. One of the students carries a small ball which represents the 'time bomb'. The students aim is to chase and touch one of the other students who must then take over the 'time bomb'. Everyone tries to get rid of the 'time bomb' as quickly as possible. When the timer goes off the player carrying the 'time bomb' runs around the outside of the playing area and then joins the next game.

Teaching the skill

Revise the components of the side gallop. On a basketball or netball court, ask students to:

- face inwards to the centre of the court and side gallop around the court in one direction changing direction when they hear a whistle
- line up along the baseline of the court, side gallop to the first line and run back, side gallop to the second line and run back and so on until students side gallop to the other end of court.
- students join hands with a partner and side gallop together from one end of the court to the other.

Practising the skill

Side gallop relays

Teams with the same number of students are lined up behind a starting line on a grass or hard area. Each team needs one marker.. The first person in each team stands on the starting line and performs one side gallop as far as they can. The team marker is placed where they first contact the ground with their foot.

The second person then takes off from the marker and performs one side gallop as far as they can, and the marker is moved to where the second person landed. The relay continues until everyone in the team has had a turn. The aim is for each team to cover as much distance as they can.



Side gallop – Card Six



1



2



3

4

5

Skill components (Introductory components marked in bold)

1. Smooth rhythmical movement.
2. Brief period where both feet are off the ground.
3. **Weight on the balls of the feet.**
4. **Hips and shoulders point to the front.**
5. **Head stable, eyes focused forward or in the direction of travel.**

Equipment

- Markers
- Three soft balls
- Relay batons

Warm Up

Everyone for yourself

Mark out a large rectangular playing area. Students scatter throughout this area. To begin the game, three balls are tossed into the playing area. Any student may try to grab a tossed ball. The student with a ball has three seconds and may take three steps in any direction before throwing the ball at another student.

The ball must hit below the waist. If a student is hit, they run a lap around the outside of the playing area and then return to the game. A loose ball may be picked up by any student after it is thrown.

Teaching the skill

Revise the components of the side gallop. Setup two parallel lines of markers about ten metres apart. In pairs, students stand opposite each other behind a marker on each line. On the signal 'Play', students on the left side gallop across to touch the marker at their partner's feet. Once they have touched the marker their partner chases them (side galloping) back to their marker and tries to tag them. Reverse the roles so that each student has three turns.

Practising the skill

Baton relay

Students form groups of four to six. Put two markers out for each group about fifteen metres apart. Half of the group lines up behind one marker and the other half behind the other marker. Each team has a relay baton. On 'Go', the first student in each team side gallops with the baton to the other end. When they reach the other end, they pass the baton to their team-mate who side gallops back to the other end, passes the baton and so on until each student is back to their starting position. Students who are waiting for a turn should jog on the spot with high knees.



Side gallop – Card Seven



1



2



3

4

5

Skill components (Introductory components marked in bold)

1. Smooth rhythmical movement.
2. Brief period where both feet are off the ground.
3. **Weight on the balls of the feet.**
4. **Hips and shoulders point to the front.**
5. **Head stable, eyes focused forward or in the direction of travel.**

Equipment

- Markers
- Soft balls
- Relay batons
- Braids for each student

Warm Up

Scissors, paper, rock

Students stand on a line facing each other with their fists touching in a side gallop ready position. On the call 'Scissors, paper, rock', students move their arms to reflect the action. If they win the hand, they chase their partner using a side gallop to the end lines. If there is a tie, they keep playing until someone wins.

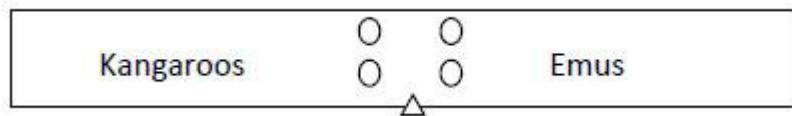
Teaching the skill

As a class, revise the components of the side gallop. Students work in groups of 6 in a separate area with a ball. Three students are 'attackers' who pass the ball to each other and the other three are 'defenders'. The defenders attempt to intercept the ball to gain possession. The attackers may not hold the ball for more than five seconds. All students should move around the area using the side gallop. Blow the whistle every couple of minutes and the team holding the ball gets a point. Swap team roles.

Practising the skill

Kangaroos and Emus

Divide students into two even teams and give each student a braid to tuck into the back of the waistband of their uniform. The aim of the game is to steal the braid from the opposition player. The students line up in two lines facing the caller who is standing at the front of the line. The team on the left are the Kangaroos and the team on the right are the Emus. If 'Kangaroos' is called, these students must side gallop to their end zone before the 'Emus' can steal their braid. Repeat the game calling out different teams each time.





Side gallop – Card Eight



1



2



3

4

5

Skill components (Introductory components marked in bold)

1. Smooth rhythmical movement.
2. Brief period where both feet are off the ground.
3. **Weight on the balls of the feet.**
4. **Hips and shoulders point to the front.**
5. **Head stable, eyes focused forward or in the direction of travel.**

Equipment

- Four different sets of coloured braids
- Markers
- Skipping ropes

Warm Up

Capture

Four students are designated 'catchers' who each wear a different coloured braid. The catcher' chases those who are 'free'. When a student is tagged they put on a braid of the same colour worn by the person who has tagged them. Then they assist their team by tagging as many free' students as possible. The aim is to have the most team members after the last student is tagged.

Teaching the skill

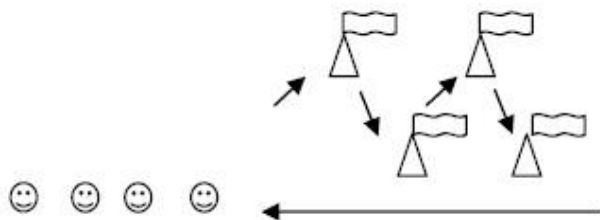
Revise the key components of the side gallop and ask several students to demonstrate the skill. Students then complete the activities below.

- Students line up evenly behind five markers that are spaced out along a line. In front of each marker place a ten metre line of skipping ropes on the ground. Students side gallop along the ropes concentrating on completing a smooth rhythmical movement. Remind them to have their hips and shoulders pointed side on and their eyes focused forward and not at their feet. Slowly increase the speed of the movement.
- Students side gallop on the spot focusing on the brief period where both feet are off the ground. They then repeat the side gallop along the ropes focussing on keeping the weight on the balls of the feet.

Practising the skill

Braid rescue

The class is divided into groups of four. Set out markers in a zigzag formation. Drape a braid on each of the cones. The first student side gallops to each marker collecting the braids as they go and returns in a straight line down the right hand side. The second runner side gallops to replace the braids on the markers. If a braid falls off, the student must return to replace it. The third student collects and the fourth runner replaces.





Side gallop – Card Nine



1



2



3

4

5

Skill components (Introductory components marked in bold)

1. Smooth rhythmical movement.
2. Brief period where both feet are off the ground.
3. **Weight on the balls of the feet.**
4. **Hips and shoulders point to the front.**
5. **Head stable, eyes focused forward or in the direction of travel.**

Equipment

- Markers

Warm Up

Climb the ladder

Students sit in a line facing a partner with their legs stretched out and their feet touching. Give each pair a number and make sure that there is a gap between each pair. When a number is called out the pair of students stand, run to the end of the ladder and hop over the other students' legs. When they finish they run back to their spot and the next number is called out.

Teaching the skill

Revise the key components of the side gallop. Students spread out in a designated area. Ask students to side gallop:

- high to a low level
- low to a high level
- in different directions
- as quickly/slowly as they can
- with a great force

Ask them:

- Which types of side galloping were easy? What made it easy?
- Which types of side galloping seemed awkward? What made it awkward?

Practising the skill

Island tag

Place a number of markers around the playing area. Each marker represents an island. Any student standing next to a marker cannot be tagged. Four students are chosen to side gallop between the islands to try to tag students as they side gallop from island to island. When students are tagged they exchange roles.



Side gallop – Card Ten



1



2



3

4

5

Skill components (Introductory components marked in bold)

1. Smooth rhythmical movement.
2. Brief period where both feet are off the ground.
3. **Weight on the balls of the feet.**
4. **Hips and shoulders point to the front.**
5. **Head stable, eyes focused forward or in the direction of travel.**

Equipment

- Markers
- Coloured braids
- Beanbags

Warm Up

Jockey and Horse

Set boundaries to designate the playing area. Students are divided into two groups (horses and jockeys). The horses wear coloured braids and run free in the paddock. The jockeys run and catch their own horse and run back to the stable with it. Horses try to avoid being captured by dodging the jockeys. As soon as the jockey gets the horse back to the stable, the students swap roles and start again.

Teaching the skill

Revise the key components of the side gallop discussing the importance of each component to performing the side gallop successfully. Students should then perform side galloping:

- three times with their left foot forward , then three times with their right foot forward
- with partners at the same time moving forward with hands linked
- as high in the air as they can.

Practising the skill

Treasure chase

Students are divided into two groups. The playing area should have places to hide beanbags. Group one runs off and hides the beanbags while group two face a student who is chosen as the leader. The leader makes up some side galloping combinations for students to complete. Once all of the beanbags have been hidden, group two students side gallop to find the beanbags. While this is happening group one are completing different side galloping combinations as instructed by a chosen leader. Reverse the roles so that both groups get a turn to complete both activities.



Side gallop – Card Eleven



1



2



3

4

5

Skill components (Introductory components marked in bold)

1. Smooth rhythmical movement.
2. Brief period where both feet are off the ground.
3. **Weight on the balls of the feet.**
4. **Hips and shoulders point to the front.**
5. **Head stable, eyes focused forward or in the direction of travel.**

Equipment

- Markers
- Basketball court

Warm Up

Line tag

Use the lines on a basketball court for the game. Students work in pairs, one partner is the 'runner' and one is the 'chaser'. Pairs move apart from each other on the lines around the court. When the whistle is blown the chaser runs after the runner. All students must stay on the lines as they move around. The chased student must try to avoid being tagged until the whistle sounds. If a student is tagged they must move off the line and perform a static balance.

Reverse the roles of the students.

Teaching the skill

Revise the key components of the side gallop. Students form pairs and spread out on a grass area. Each student performs the side gallop for their partner.

Students should focus on giving positive feedback. They should comment on the components their partner is performing well and then provide suggestions on components that they could improve. After hearing the feedback, students should perform the side gallop again and try to improve their technique. The students then reverse roles so that each student has a chance to receive feedback and give feedback.

Practising the skill

Corner side gallop

Mark out a square playing field with a marker on each corner. Students are in groups of three and numbered one, two and three. When the number one, two or three is called, students with that number side gallop around the field in a clockwise direction to touch the marker in each corner. The other two students in each group join hands and side gallop around the inside of the playing field until all the other team members return.



Side gallop – Card Twelve



1



2



3

4

5

Skill components (Introductory components marked in bold)

1. Smooth rhythmical movement.
2. Brief period where both feet are off the ground.
3. **Weight on the balls of the feet.**
4. **Hips and shoulders point to the front.**
5. **Head stable, eyes focused forward or in the direction of travel.**

Equipment

- Markers
- Hoop
- Beanbags

Warm Up

Captain's coming

Play the game in a designated space. The teacher calls out commands and the students respond with the following actions:

- bow – students run to the front of the area and perform a static balance
- stern – run to the back and perform a static balance
- port – run to the left and perform a static balance
- starboard' run to the right and perform a static balance
- climb the rigging – action of climbing the rigging
- scrub the deck – down on one knee and scrub the floor
- captain's coming – stand to attention and salute.

Teaching the skill

Revise the key components of the side gallop. Students explore the following different variations of side gallop:

- Side galloping as fast as they can and then as slowly as they can one time around a given area
- Side galloping on the balls of their feet and then on their heels. Students should consider which style is more effective.
- Side galloping up hill and side galloping downhill. Students should consider how their movement changes.

Practising the skill

Pirate treasure

Mark out a defined playing area approximately ten metres square. Place a hoop in the centre with a beanbag (treasure) inside it. Students work in groups of five: one pirate and four sailors. The pirate's task is to protect their treasure from the sailors. The sailors have two minutes to side gallop around, steal the treasure (beanbag) and take it outside the square without being touched by the pirate. If a sailor is touched while carrying the treasure, that sailor must return to the outside of the square and try again. The pirate may not go inside the hoop. Change roles and repeat.



Skip – Card One



1



2



3



4



5

Skill components (Introductory components marked in bold)

1. **Shows a rhythmical step-hop.**
2. Lands on ball of the foot.
3. Knee of support leg bends to prepare for hop.
4. **Head and trunk stable, eyes focused forward.**
5. **Arms relaxed and swing in opposition to legs.**

Equipment

- Markers

Warm Up

Follow the leader

Students form a line one behind the other. They move around following playground or court markings copying the leader's actions. Encourage the leader to use fundamental skills such as hopping, skipping, leaping and side galloping. Continue the game until all students have been the leader.

Teaching the skill

Place a series of markers on the ground and ask students to step to one marker and then hop to the next. As students complete the movement remind them of the action by saying 'step right, hop; step left, hop'. Students initially look at their feet and then repeat the activity without looking at their feet. Once they are more confident, repeat the activity without markers.

Practising the skill

Exploring the skip

In groups students explore and perform the skip:

- using different distances between steps
- keeping their feet low
- springing up to gain height
- using different arm positions.

Ask each group to explain which of the different leg and arm positions were most effective when performing the skip.



Skip – Card Two



1



2



3



4



5

Skill components (Introductory components marked in bold)

1. **Shows a rhythmical step-hop.**
2. Lands on ball of the foot.
3. Knee of support leg bends to prepare for hop.
4. **Head and trunk stable, eyes focused forward.**

5. **Arms relaxed and swing in opposition to legs.**

Equipment

- Markers
- Hoops
- Beanbags

Warm Up

Green, orange, red

Students find a space in a marked out area. On the call 'green', students run around in the area. On 'orange', students hop or skip on the spot. On 'red', students stop and perform a static balance until the lights change.

Teaching the skill

Introduce students to the components of the skip. Using the cue, 'step, hop, step, hop', students:

- perform the skip in a stationary position making sure they land on the balls of their feet
- do a step and then a hop on the left leg and then perform it on the right leg making sure the head and trunk are stable
- skip holding their hands at waist height in front of them to try to touch their hands with their knee with each hop
- try skipping with their arms relaxed and swinging in opposition to their legs.

Ask students to skip at different speeds and change directions when skipping.

Practising the skill

Shark tag

Scatter several hoops throughout a defined playing area. Three students are 'sharks' who each hold a beanbag. The other students are 'fish' who move around the playing area by skipping. The sharks try to tag the fish with their beanbags. The fish can jump into a hoop to be safe. Only one fish can be in hoop at one time and after a three second count the fish must leave the hoop. Fish that are caught must skip around the perimeter of the play area and then re-join the game. After a certain time count all the fish caught by the sharks. Choose new sharks and play again.



Skip – Card Three



1



2



3



4



5

Skill components (Introductory components marked in bold)

1. **Shows a rhythmical step-hop.**
2. Lands on ball of the foot.
3. Knee of support leg bends to prepare for hop.
4. **Head and trunk stable, eyes focused forward.**
5. **Arms relaxed and swing in opposition to legs.**

Equipment

- Markers

Warm Up

Knots

Use markers to set out a playing area. Students move around in the set area using a fundamental movement skill, for example, running, skipping, hopping, galloping or leaping. The teacher blows a whistle and then calls out a number. Students make a group of that number. When a group is complete, students do star jumps to indicate that their group is complete. When all groups are complete the game begins again.

Teaching the skill

Revise the components of the skip. Students explore the components of the skip by:

- skipping around the area using big steps, little steps and in-between steps
- finding out what two movements they make with their legs when they skip
- investigating what they do with their arms when they skip
- watching their partner to see whether their arms swing with the same arm and leg leading alternately or with the opposite arm and leg leading alternately.

Ask students to report back what they found out about the skip.

Practising the skill

Skipping poison

Mark out a large circle as the playing area. Students stand inside the circle to start the game. The aim of the game is to skip around in the area and avoid touching other students. On a signal the students skip around and pretend that everyone is poison. If the students accidentally touch each other, then they are 'poisoned' and must continue skipping with one hand behind their back. If they are touched again, the other hand must be put behind their back and if they are touched again, they must hop on one leg. The game continues for a nominated amount of time and can be restarted at any time.



Skip – Card Four



1



2



3



4



5

Skill components (Introductory components marked in bold)

1. **Shows a rhythmical step-hop.**
2. Lands on ball of the foot.
3. Knee of support leg bends to prepare for hop.
4. **Head and trunk stable, eyes focused forward.**
5. **Arms relaxed and swing in opposition to legs.**

Equipment

- Markers

Warm Up

Crusts and crumbs

Students line up in two lines approximately two metres apart. One line is called 'crusts' and the other line is called 'crumbs'. The teacher calls out a name – if crumbs is called that line skips away and the crusts chase. If crusts is called that line skips away and the 'crumbs chase. Anyone caught before crossing a given line changes sides.

Teaching the skill

Revise the components of the skip. Students explore the components of the skip by:

- skipping forwards, backwards or in a circle
- skipping four steps beginning with the right foot, then four steps beginning with the left foot
- combining skips with other movements(run, skip or walk)
- asking students to skip swinging their arms and lifting their knees high
- placing a beanbag on their head and skipping towards a partner keeping the head and trunk upright and as stable as possible

Practising the skill

Skipping under the bridge

Students skip around the designated playing area in pairs. Two students are nominated as 'taggers'. When pairs of students are tagged, they skip on the spot, face each other and form a bridge by joining hands and holding them above their heads. To release these students, a free pair of students must skip under the bridge.



Skip – Card Five



1



2



3



4



5

Skill components (Introductory components marked in bold)

1. **Shows a rhythmical step-hop.**
2. Lands on ball of the foot.
3. Knee of support leg bends to prepare for hop.
4. **Head and trunk stable, eyes focused forward.**

5. **Arms relaxed and swing in opposition to legs.**

Equipment

- Markers
- Braids
- Hoops

Warm Up

Corners

Allocate a square area and put a different coloured marker in each corner. All students start by jogging on the spot in the middle of the area. When the colour of a marker is called all students sprint to that corner. The length of the game is determined by the teacher.

Teaching the skill

Revise the components of the skip. Divide students into groups of six. Half the students stand at one end and the rest of the group at the other end. Students skip to the opposite end giving a 'high five' to the next student to go. As students perform the skip say:

- use light springing steps
- keep eyes straight ahead
- step, hop, step, hop
- take off and land on the front of your foot
- make sure your body faces to the front

Variations: Students zigzag through markers to the opposite side.

Practising the skill

Sharks and survivors

Mark out a designated playing area. Students begin standing on islands (hoops). Three students, who are the sharks, wear braids. On the signal "Sailors swim", the sailors (other students) skip to a new island. If caught by a shark, the sailor must put a braid on and become a shark in order to help capture the remaining sailors. Begin a new game when there are only a few students left.



Skip – Card Six



1



2



3



4



5

Skill components (Introductory components marked in bold)

1. **Shows a rhythmical step-hop.**
2. Lands on ball of the foot.
3. Knee of support leg bends to prepare for hop.
4. **Head and trunk stable, eyes focused forward.**
5. **Arms relaxed and swing in opposition to legs.**

Equipment

- Markers

Warm Up

Heads and shoulders tag

Students form pairs. One partner is a 'head' and has one of their hands on their head. The other partner is a 'shoulder' and has one of their hands on their shoulder. On the signal 'Heads' the heads will use their free hand to tag the shoulders and on the signal 'Shoulders' the shoulders will use their free hand to tag the heads. If tagged, students are transformed into the same mode as the player who tagged them. On 'Stop' everyone stops immediately. Count the number of heads and shoulders.

Teaching the skill

Revise the components of the skip. Divide students into groups of six. Set up markers in different patterns so that students can practise all of the components of the skip. Some examples of marker combinations include:

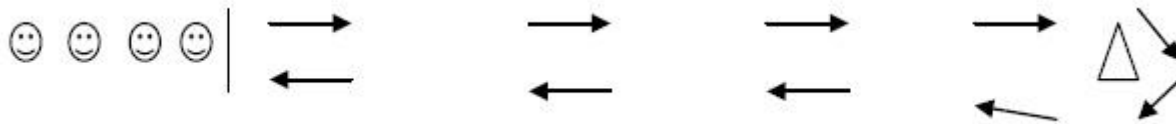
- skipping in and out a straight line of markers
- skipping in and out a zigzag of markers
- skipping with knees up as fast as they can to a marker and back

Practising the skill

Skipping chains

Students form groups of four and line up behind a starting line. On 'Go', student one skips up and around a marker and comes back and collects student two.

These students join arms and skip up and around a marker. They then collect student three who joins the chain. This continues until all team members are on the chain and they skip up and around the marker together. If the chain is broken students must stop until it is joined up again. Students who are waiting for their turn skip on the spot.





Skip – Card Seven



1



2



3



4



5

Skill components (Introductory components marked in bold)

1. **Shows a rhythmical step-hop.**
2. Lands on ball of the foot.
3. Knee of support leg bends to prepare for hop.
4. **Head and trunk stable, eyes focused forward.**
5. **Arms relaxed and swing in opposition to legs.**

Equipment

- Markers
- Hoops
- Beanbags
- Basketballs

Warm Up

Here, there, where

Students spread out in a designated playing area. On the call 'Here' students move towards the teacher, on 'There' the teacher points to the area students should move towards and when the teacher calls 'Where' students hop on the spot. Students skip around the area when they are moving.

Teaching the skill

Revise the components of the skip. Divide students into groups of four. They make up a skipping routine for other students to follow. Examples of different skipping movements could include:

- skipping with knees up high
- skipping with small, medium or big steps
- skipping fast or slow
- skipping in a line or a zigzag pattern.

Students demonstrate their skipping routine to the class focusing on performing the components of the skill effectively.

Practising the skill

Skipping stations - Students form groups of five to rotate around the following stations.

- Station 1 Place hoops on the ground in different patterns. Students skip in and out of the hoops.
- Station 2 Place markers on the ground in an area. Place beanbags at the first marker. Students skip around the markers with a beanbag on their head.
- Station 3 Find or draw a line. Students skip along the line, arms out to the side to help with balance. At the end of the line students complete a star jump.
- Station 4 Place several markers around an area and put a bucket of balls nearby. Students take a ball and skip while bouncing the ball around the markers and back.
- Station 5 Place a marker at the start and each end of the station. Students skip up and back while throwing a beanbag in the air and catching it.



Skip – Card Eight



1



2



3



4



5

Skill components (Introductory components marked in bold)

1. **Shows a rhythmical step-hop.**
2. Lands on ball of the foot.
3. Knee of support leg bends to prepare for hop.
4. **Head and trunk stable, eyes focused forward.**
5. **Arms relaxed and swing in opposition to legs.**

Equipment

- Markers
- Hoops
- Beanbags
- Skipping ropes

Warm Up

Alarm

Mark out a playing area with two end lines. Three students are chosen to be 'In'. They move to the middle of the area and the other students stand behind one of the end lines. The students who are In call out 'Alarm' which is a signal for all of the other students to skip to the opposite end of the playing field. The students who are In try to tag as many students as they can. A tagged student joins the other students who are In. The last three students tagged become the ones who are In for the next game.

Teaching the skill

Revise the components of the skip. Students work in groups of four and make a skipping obstacle course for the other students to follow. Give them hoops, markers, skipping ropes and beanbags to make their course. Students demonstrate their obstacle course to the class focusing on performing the components of the skill effectively. All students have a turn of each group's obstacle course.

Practising the skill

Home base

Mark out a circle as the designated playing area. Three students are nominated as 'taggers' who stand in the middle of the circle around home base. The other students spread out behind the markers. The aim of the game is for students to skip to a home base in the middle of the circle and back outside the markers without being tagged. If students are tagged they join the taggers until the end of the game.



Skip – Card Nine



1



2



3



4



5

Skill components (Introductory components marked in bold)

1. **Shows a rhythmical step-hop.**
2. Lands on ball of the foot.
3. Knee of support leg bends to prepare for hop.
4. **Head and trunk stable, eyes focused forward.**
5. **Arms relaxed and swing in opposition to legs.**

Equipment

- Markers
- Four different coloured braids
- Beanbags
- Skipping ropes

Warm Up

Snowball tag

Mark out a designated playing area. Four students are chosen as 'catchers' and each wears a different coloured braid. Each catcher chases the other students. When a student is tagged they put on a braid of the same colour worn by the catcher who tagged them. Then they assist their team by tagging as many 'free' students as possible. The aim is to have the most team members after the last person is tagged.

Teaching the skill

Revise the components of the skip. Students form pairs. Each student has a turn at performing the components of the skip. Their partner provides positive feedback and suggestions for improvements on their performance of the skip.

Practising the skill

Release tag

Designate a playing area with a small square marked out in the middle. Students are divided into four teams and one team is nominated as the 'taggers'. The other teams skip around in the area trying not to be tagged. If students are tagged they move to the square area in the middle and they complete star jumps.

These students can be released by being touched by other students in their team who are still free in the area. Each team chases for four minutes and tries to catch as many students as possible.



Skip – Card Ten



1



2



3



4



5

Skill components (Introductory components marked in bold)

1. **Shows a rhythmical step-hop.**
2. Lands on ball of the foot.
3. Knee of support leg bends to prepare for hop.
4. **Head and trunk stable, eyes focused forward.**
5. **Arms relaxed and swing in opposition to legs.**

Equipment

- Markers
- Four different coloured braids
- Beanbags
- Skipping ropes

Warm Up

Line tag

Use the lines on a basketball court for the game. Students work in pairs, one partner is the 'runner' and one is the 'chaser'. Pairs move apart from each other on the lines around the court. When the whistle is blown the chaser skips after the runner. All students must stay on the lines as they move around. The chased student must try to avoid being tagged until the whistle sounds. If a student is tagged they must move off the line and perform a static balance.

Reverse the roles of the students.

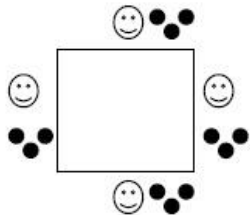
Teaching the skill

Revise the key components of the skip. The focus of this activity is to increase the stride length without taking the focus off the performance of the key components. Students form groups of five and place ten markers at even intervals in a straight line in front of their group. The students' aim is to gradually increase the distance between the markers to increase their stride length. The increase in distance should not alter the action. Students take turns to skip with a focus on keeping their stride in line with the markers.

Practising the skill

Skipping steal

Students are divided into four teams. Each team is designated a square playing area and three beanbags per student. Players stand on different sides of the square with their beanbags in front of them. Students skip to other player's piles of beanbags and steal one bag to take it back to their own pile. The aim of the game is to have the most beanbags when the time is up. Beanbags can't be stolen if the owner is standing with their beanbags.





Skip – Card Eleven



1



2



3



4



5

Skill components (Introductory components marked in bold)

1. **Shows a rhythmical step-hop.**
2. Lands on ball of the foot.
3. Knee of support leg bends to prepare for hop.
4. **Head and trunk stable, eyes focused forward.**

5. **Arms relaxed and swing in opposition to legs.**

Equipment

- Markers
- Basketball court
- Beanbags

Warm Up

Electric tag

Mark out clear boundaries. Students link arms with a partner anywhere inside the area. One pair separates to become the 'chaser' and the 'chased'. Other pairs jog on the spot, link arms and have their outside hands outstretched. Students being chased may join hands at any time with any pair to avoid being tagged. When this contact is made, the student on the other end is released and becomes the 'chased'. If the 'chased' student is tagged, they become the chaser.

Teaching the skill

Revise the key components of the skip. Divide the class into groups of four to six. Scatter beanbags around the playing area. Student one collects the beanbags and places them in the bucket and student two resets the beanbags. Student three collects them and so on. Only one beanbag can be collected or reset at a time.

Say to the students while they are skipping:

- 'look straight ahead with your head and body stable'
- 'land on the balls of your feet'
- 'bend the support knee to prepare for the hop'
- 'swing your arm opposite to the leg that is being raised'.

Practising the skill

Zigzag relay

Students work in groups of four. Each group lines up behind five markers. When the teacher blows the whistle the first student skips in and out of the markers to the end and back. This continues until each student in each team has had a turn. The focus is on using the skipping skills students have developed to complete the activity as quickly as possible. The students who are waiting skip on the spot until it is their turn.



Skip – Card Twelve



1



2



3



4



5

Skill components (Introductory components marked in bold)

1. **Shows a rhythmical step-hop.**
2. Lands on ball of the foot.
3. Knee of support leg bends to prepare for hop.
4. **Head and trunk stable, eyes focused forward.**
5. **Arms relaxed and swing in opposition to legs.**

Equipment

- Markers
- Two soft balls

Warm Up

Laughing tag

Allocate a designated playing area. Three students are nominated as 'taggers' and the other students spread out in the playing area. On a signal students move around the playing area and try to avoid being tagged. If students are tagged the tagger and the tagged student stop and face each other. The tagger tries to make the tagged student smile or laugh. If the tagger is unsuccessful the tagged student runs free. If the tagger is successful the student becomes a tagger.

Teaching the skill

Revise the key components of the skip. Students explore the following different variations of skipping:

- Skipping as fast as they can and then as slowly as they can once around a given area. Students should consider what their arms do.
- Skipping with their arms crossing their chest and then without crossing. Students should consider which style is more effective.

Practising the skill

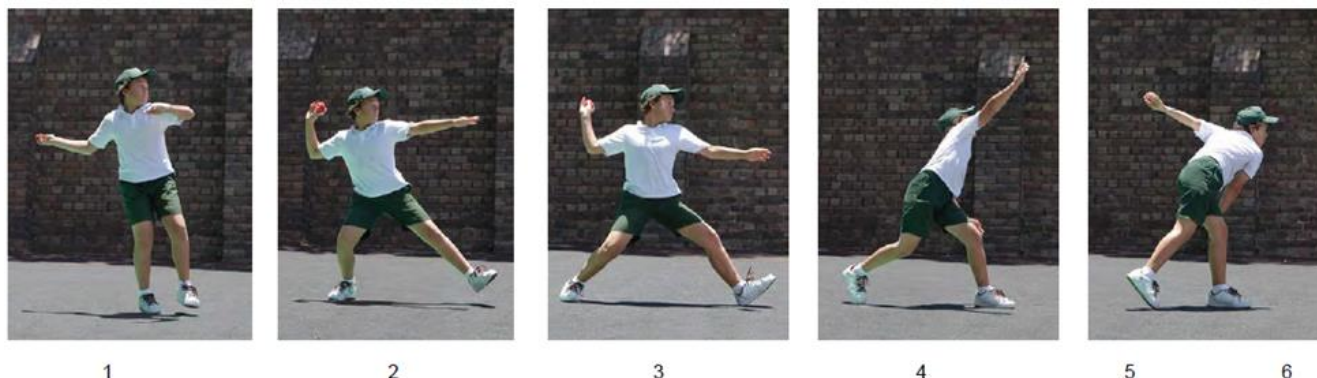
Ball rescue

Students work in two teams. A line divides their territory. Teams start in their own territory with one ball in a marked space. On the command 'Go', students from each team can enter the opposition territory to try to rescue the ball and return it to their own territory. A player is only safe in their own territory. Once they enter opposition territory, they can be tagged. If a player is tagged in opposition territory, they must freeze. They can be rescued by their own team member tagging them without being tagged themselves. Once tagged by their own team members, they are free to skip again. When a player makes it to the ball, they cannot be tagged within the marked space. Students choose to skip with the ball or use teamwork to pass the ball between free players in the opposition territory to return the ball back to half way. If a player in possession of the ball is tagged or the ball is dropped before reaching half way the ball goes back to the original position in opposition territory. Defenders must stand more than one metre from the other team's ball square in defence.





Overarm throw – Card One



Skill components (Introductory components marked in bold)

1. **Eyes focused on target area throughout the throw.**
2. **Stands side-on to target area.**
3. Throwing arm moves in a downward and backward arc.
4. **Steps towards target area with foot opposite throwing arm.**
5. Hips then shoulders rotate forward.
6. **Throwing arm follows through, down and across the body.**

Equipment

- Markers
- Braids
- Hoops
- Beanbags

Warm Up

Freeze

Allocate a playing area. Students run around the playing area until 'freeze' is called. When 'freeze' is called students stop and balance using the description given, for example, 'one foot'. Change the way the students balance each time 'freeze' is called.

Teaching the skill

Introduce students to the overarm throw by completing the following activities as a class. The activities focus on individual components of the throw and good technique.

- **Make a smiley face:** This activity focuses on the down and back arc of the throw that is a 'smiley face'. Students have a braid in their throwing hand. Students stand side on to the target, reach down and then move their arm back in an arc and then throw the braid overarm.
- **Step over the creek:** This activity focuses on stepping towards the target during the throw. Students perform the 'smiley face' and then step over the creek with the opposite leg to their throwing arm to throw the braid. This focuses on students stepping forward towards the target with the opposite leg to the throwing arm with their eyes focussed forward.
- **Grab the braid:** This activity focuses on the follow through component of the throw. Students place a braid in their pocket or waistband on the opposite hip to their throwing hand for example right hip if left handed throw, left hip if right handed. They still have the other braid in their hand to perform the 'smiley face' and step over the creek to throw the braid. This time the focus is on grabbing the braid which they placed on their hip. The student should perform the throw and remove the second braid with their throwing hand during the follow through phase. Eyes should be focussed forward.

Practising the skill

Throwing golf

Allocate a playing area. Spread hoops around the area like a golf course. Students move around the area with a partner starting at hole one. Allocate a certain number of throws that students should perform to get their beanbag into the hoop. All throws must be performed overarm.



Overarm throw – Card Two



1



2



3



4



5

6

Skill components (Introductory components marked in bold)

1. **Eyes focused on target area throughout the throw.**
2. **Stands side-on to target area.**
3. Throwing arm moves in a downward and backward arc.
4. **Steps towards target area with foot opposite throwing arm.**
5. Hips then shoulders rotate forward.
6. **Throwing arm follows through, down and across the body.**

Equipment

- Markers
- Balls
- Hoops
- Beanbags

Warm Up

Giants treasure

Mark out a playing area with two end lines. One student is the 'giant' and stands at one end of the playing field. All other students are at the other end. The giant's back is towards the group and the treasure (ball) lies between the giant and the other students. Once the group starts sneaking up, the giant can turn at any time. When this happens everyone must freeze. Anyone who the giant sees moving must move back 5 giant paces. The treasure is considered captured if one student gets the treasure and runs back to the start without being caught.

Teaching the skill

Introduce students to the components of the overarm throw. Students stand facing a partner and perform the overarm throw with a beanbag as the skill components are given:

- Stand side-on and focus your eyes on the target
- throwing arm moves in a downward and backward arc
- step towards the target area with foot opposite throwing arm
- rotate hips and then shoulders forward
- throwing arm follows through, down and across the body

Ask students what role the different body parts play in the throw. What difference do they notice in trying to throw for distance when sitting or kneeling?

Practising the skill

Rob the nest

Divide the class into eight teams. Mark out two square playing areas with four teams at each playing area. Each team lines up on a side of the square. Place a large number of balls in the centre. On the signal the first player in each team runs to the centre, collects and throws the ball to player two in their team. Player two puts the ball in the team hoop. Player two repeats the previous step, throwing to player three. Player three repeats throwing to player four. Teams continue until there are no balls left in the centre. The aim is to collect the most balls before they run out.



Overarm throw – Card Three



1



2



3



4



5

6

Skill components (Introductory components marked in bold)

1. **Eyes focused on target area throughout the throw.**
2. **Stands side-on to target area.**
3. Throwing arm moves in a downward and backward arc.
4. **Steps towards target area with foot opposite throwing arm.**
5. Hips then shoulders rotate forward.
6. **Throwing arm follows through, down and across the body.**

Equipment

- Markers
- Small balls
- Hoops
- Beanbags

Warm Up

Hoop island

Mark out a playing area and scatter hoops randomly around the area. All students start standing in a hoop except three students who are nominated as 'taggers'. The taggers chase the students as they move from hoop to hoop. Students can only stay in a hoop for a short time (e.g. 3 seconds) before moving on. Any student who is tagged becomes a tagger.

Teaching the skill

Revise the components of the overarm throw. Partners face each other standing about five metres apart. Students stand side on, with their non-throwing arm pointing towards their partner. Students use a variety of soft objects to perform the overarm throw. The focus of this activity is the components of the overarm throw, rather than the catch. As students perform the overarm throw remind them of the skill components:

- eyes focused on the target
- stand side-on
- throwing arm moves in a downward and backward arc
- step towards the target area with foot opposite throwing arm
- rotate hips and then shoulders forward
- throwing arm follows through, down and across the body

Practising the skill

Team trio

Mark out a square area in a grid formation so that multiple games can be played. Students form teams of three, with two teams standing in a square to play against each other. Each game needs one ball. The object of the game is to throw the ball between team members and keep it from the opposition. Students pass the ball to their team, only holding it for moments before it gets passed. The opposing team attempts to intercept the ball to gain possession. When a whistle is blown every few minutes the student holding the ball is awarded one point for their team and gives it to the other team.



Overarm throw – Card Four



1



2



3



4



5

6

Skill components (Introductory components marked in bold)

1. **Eyes focused on target area throughout the throw.**
2. **Stands side-on to target area.**
3. Throwing arm moves in a downward and backward arc.
4. **Steps towards target area with foot opposite throwing arm.**
5. Hips then shoulders rotate forward.
6. **Throwing arm follows through, down and across the body.**

Equipment

- Markers
- Tennis balls
- Chalk
- Beanbags

Warm Up

Copy cat

Students find a partner and move to a free space. Ask the students to decide who will lead and who will follow. On a whistle, the leader moves around the area performing different movements for the other student to follow. The student following should stay as close to the leader as possible performing identical movements. On the next whistle students switch roles with their partner. Movements that students could perform include running, leaping, dodging, hopping, jumping, side galloping and skipping.

Teaching the skill

Revise the components of the overarm throw. Students form pairs and each pair is allocated a tennis ball. They dip the tennis ball into a container of water. The first student throws the ball at the wall which leaves a wet mark. The second student aims to hit the mark. Students continue to build up marks on the wall aiming for a tight grouping. Have students practice the throw from a sitting, kneeling and standing position.

Variation: Students use chalk to draw targets on the wall to aim at.

Practising the skill

Hunt the beanbag

Mark out a playing area. Students spread out in the area. Nominate three students as ‘taggers’ and half of the remaining students start with a beanbag. The taggers aim to tag any student who has a beanbag, if tagged that player becomes a tagger. Students with beanbags can avoid being tagged by overarm throwing the beanbag to a student not in possession of a beanbag.



Overarm throw – Card Five



1



2



3



4



5

6

Skill components (Introductory components marked in bold)

1. **Eyes focused on target area throughout the throw.**
2. **Stands side-on to target area.**
3. Throwing arm moves in a downward and backward arc.
4. **Steps towards target area with foot opposite throwing arm.**
5. Hips then shoulders rotate forward.
6. **Throwing arm follows through, down and across the body.**

Equipment

- Markers
- Two netballs
- Tennis balls
- Two sets of coloured braids

Warm Up

Catch up

In groups of 8-10, students form a circle. Two leaders stand in the centre of the circle back to back, with a ball each. The leaders throw their ball to a student in the circle and on return throw it to the next student on the right as quickly as possible. The aim of the game is for one ball to catch up to and go passed the other.

Teaching the skill

Revise the components of the overarm throw. Students form pairs with a tennis ball. Ask students to:

- experiment with different hip, shoulder and feet movements as they throw
- stand facing side-on to the target, keeping their hips and feet still
- stand facing side-on and rotate their shoulders but not their hips
- stand facing side-on and rotate hips and shoulders
- take a small step as they throw to transfer their body weight
- provide feedback for their partner about each of the different positions.

Students identify which position is the most efficient for distance and speed.

Practising the skill

Throwing end ball

Mark out a rectangular playing area with two end lines. Divide students into two teams using different coloured braids. Each team has three 'end zone' players who patrol the opposite end line (behind the line). The other students are the 'fielders' for their team. The game starts with an end zone player throwing the ball into one of their team fielders. Fielders from both teams try to catch the ball and pass it within their team. The aim of the game is to throw the ball to one of their teams' end zone players by using an overarm throw. The end zone players can't leave their zone. The fielders try to defend the player with the ball. A point is scored if the end zone player catches the ball on the full. The ball is then given to the other team to restart the game. After a team has scored five points rotate the end zone players.



Overarm throw – Card Six



1



2



3



4



5

6

Skill components (Introductory components marked in bold)

1. **Eyes focused on target area throughout the throw.**
2. **Stands side-on to target area.**
3. Throwing arm moves in a downward and backward arc.
4. **Steps towards target area with foot opposite throwing arm.**
5. Hips then shoulders rotate forward.
6. **Throwing arm follows through, down and across the body.**

Equipment

- Markers
- Three soft balls
- Tennis balls
- Bins

Warm Up

Everyone for themselves

Mark out a large rectangular playing area. Students scatter throughout this area. To begin the game three soft balls are tossed into the playing area. Any student may try to grab a tossed ball. The student with the ball has three seconds and may take three steps in any direction before throwing the ball at another student. The ball must hit below the waist. If a student is hit, they run a lap around the outside of the playing area and then return to the game. A loose ball may be picked up by any student after it is thrown.

Teaching the skill

Revise the components of the overarm throw. Students form pairs with a tennis ball and a marker. Students find a space and place their marker. Ask students to:

- stand facing side on to the marker and throw from a stationary position to try to hit the marker
- stand facing side on to the marker, step towards the marker and throw to try to hit the marker
- stand facing side on, step towards the marker and rotate hips and shoulders and throw to try to hit the marker.

Ask students what are the main points to remember when throwing? Students can increase the distance between where they are standing and the marker as they become more confident.

Practising the skill

Bin throw

Students form groups of five and each person has a tennis ball. Each group forms a ten metre circle around a bin/ ball or marker. On a whistle each group member continually overarm throws the ball at the bin. Each group aims to hit the bin as many times as they can within the time given. Students should complete the activity using both arms.



Overarm throw – Card Seven



1



2



3



4



5

6

Skill components (Introductory components marked in bold)

1. **Eyes focused on target area throughout the throw.**
2. **Stands side-on to target area.**
3. Throwing arm moves in a downward and backward arc.
4. **Steps towards target area with foot opposite throwing arm.**
5. Hips then shoulders rotate forward.
6. **Throwing arm follows through, down and across the body.**

Equipment

- Markers
- Hoops
- Tennis balls
- Cricket wickets
- Cricket bat

Warm Up

Mice, cats, dogs

Mark out a large rectangular playing area. Students line up at one end of the playing area. Three students are given braids and nominated as the 'farmers' who stand in the middle of the area. All of the other students are 'mice'. To start the game one of the farmers calls 'Mice' and all students attempt to run across to the other side without being caught. Any mice caught become cats and any cats caught become 'dogs'. To start the next round a farmer calls 'Mice and they run as a group, then 'Cats' who run as a group, then Dogs'. Dogs that get caught become farmers and wear a braid. The game continues until all of the students are farmers.

Teaching the skill

Revise the components of the overarm throw. Students form groups of three and each group gets a hoop, tennis ball, set of cricket wickets and a marker. They find a space and set up their wickets and marker about ten metres apart. The hoop should be placed in the middle between the wicket and the marker. The first student stands in the hoop, overarm throws the tennis ball at the wickets and then runs around the marker whilst the other students field the ball. Once the ball is back in the hoop the student stops running and throws again. Students should have five turns each and then swap roles.

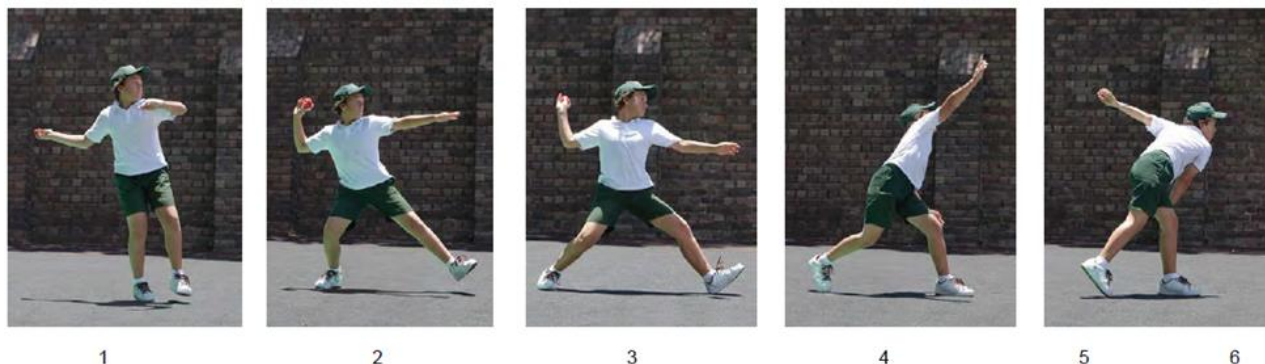
Practising the skill

Continuous cricket

Divide the students into groups of eight— one batter, four bowlers and three fielders. Set up multiple playing areas that have a wicket in the middle, four markers, a cricket bat and a ball. The ball is bowled in to the batter who hits the ball and then runs around the marker opposite them. The fielders chase the ball and return it to any of the four bowlers who can bowl the ball at any time. Batters are 'out' if the bowler hits the stumps or they are caught out. A batter must retire if they get ten runs. Students rotate so that they have a turn at batting, bowling and fielding.



Overarm throw – Card Eight



Skill components (Introductory components marked in bold)

1. **Eyes focused on target area throughout the throw.**
2. **Stands side-on to target area.**
3. Throwing arm moves in a downward and backward arc.
4. **Steps towards target area with foot opposite throwing arm.**
5. Hips then shoulders rotate forward.
6. **Throwing arm follows through, down and across the body.**

Equipment

- Markers
- Beanbags
- Soft balls

Warm Up

Ready, set, go

Mark out a large rectangular playing area. Students spread out in the playing area and on a whistle run around in the space. They respond to the following instructions:

- red – freeze on the spot
- yellow – skip around the area
- green – run around the area

Teaching the skill

Ask students to perform an overarm throw with a partner using all of the components of the skill. Ask students to provide feedback to their partner and then swap roles. Ask students to line up between two markers with a beanbag. Give students a number from one to five. When the number 1, 2, 3, 4 or 5 is called students throw their beanbag as far as they can for distance. Students use a coloured marker to record their distance so they can try to improve it on their next throw.

Practising the skill

Force it back

Students work in pairs with a ball. Mark out two end lines and a halfway line. Pairs face each other with an equal distance between themselves and the halfway line. One student throws the ball as far as they can towards the other. The other student catches or stops the ball and returns the throw from that spot. This continues until the stronger thrower has forced the other back to the end of the area. To restart the games students go back to the starting position.



Overarm throw – Card Nine



1



2



3



4



5

6

Skill components (Introductory components marked in bold)

1. **Eyes focused on target area throughout the throw.**
2. **Stands side-on to target area.**
3. Throwing arm moves in a downward and backward arc.
4. **Steps towards target area with foot opposite throwing arm.**
5. Hips then shoulders rotate forward.
6. **Throwing arm follows through, down and across the body.**

Equipment

- Soft balls
- Markers
- Beanbags
- Large soft ball

Warm Up

Throwing tag

Mark out a large rectangular playing area. All students get a soft ball that they place somewhere on the perimeter of the playing area. Four students are nominated as 'taggers' and the other students spread out in the playing area. On a whistle the students run around in the space whilst the taggers attempt to catch the other students by overarm throwing the ball to tag them below the waist. If students are tagged they become a tagger.

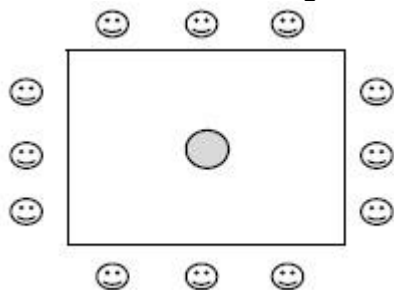
Teaching the skill

Students work in groups of four. Two groups play together as a fielding team and a throwing team. Each game should have three soft balls and two markers. The markers should be placed ten metres apart. The throwing team lines up at a marker and the fielding team spread out in front of them. The first thrower throws three balls one after the other, then runs round the other marker until all three balls are returned by the fielding team. Once all of the throwing team have had a turn the teams swap roles.

Practising the skill

Square ball

Mark out a square playing area and place a large soft ball in the middle. Students spread out evenly around the sides of the square with a beanbag. On 'Go' students throw their beanbags at the ball in the middle to move it towards another side of the square. Students should stay behind the markers when throwing their beanbag. Once they have thrown their beanbag they can go into the square to retrieve it and return to the outside to throw again.





Overarm throw – Card Ten



1



2



3



4



5

6

Skill components (Introductory components marked in bold)

1. **Eyes focused on target area throughout the throw.**
2. **Stands side-on to target area.**
3. Throwing arm moves in a downward and backward arc.
4. **Steps towards target area with foot opposite throwing arm.**
5. Hips then shoulders rotate forward.
6. **Throwing arm follows through, down and across the body.**

Equipment

- Markers
- Hoops
- Tennis balls
- Netballs or basketballs

Warm Up

Octopus tag

Mark out a designated area. One student is chosen to be the 'octopus'. The other students line up on one side of the area. On 'Go' the students run to the other side of the area trying not to get caught. Those that are caught become one of the arms. They stand where they were caught and try to tag the remaining students with their arms, without moving their feet.

Teaching the skill

Students work in groups of four and mark out a series of numbered targets using hoops or markers. Each student in the group has three throws of a tennis ball at each target to record the highest score possible. While students are performing the overarm throw remind them to:

- look at the target
- point to the target (with your non-throwing arm)
- stand side on
- step forward and throw
- follow through, down and across your body with your throwing arm
- swing your arm down and back as you prepare to throw
- step, throw and follow through down and across your body.

Practising the skill

25-Up

Students form teams of six and each team forms a large circle. Each team has a ball. The aim of the game is to complete twenty five consecutive overarm throws and catches by passing to a team mate across the circle. Students count the score out loud. If the ball is dropped the counting starts from zero again. Challenge students to see how many consecutive throws they can get in a row.



Overarm throw – Card Eleven



1



2



3



4



5

6

Skill components (Introductory components marked in bold)

1. **Eyes focused on target area throughout the throw.**
2. **Stands side-on to target area.**
3. Throwing arm moves in a downward and backward arc.
4. **Steps towards target area with foot opposite throwing arm.**
5. Hips then shoulders rotate forward.
6. **Throwing arm follows through, down and across the body.**

Equipment

- Markers
- Four different coloured braids
- Softball gloves
- Softballs
- Netball

Warm Up

Capture

Four students are designated 'catchers' who each wear a different coloured braid. The catchers chase those who are 'free'. When a student is tagged they put on a braid of the same colour worn by the person who has tagged them. Then they assist their team by tagging as many 'free' students as possible. The aim is to have the most team members after the last student is tagged.

Teaching the skill

Students form pairs and have time to practise the overarm throw. Each pair should have a softball glove and a softball. The students stand facing each other and throw and catch the ball. They should overarm throw aiming at their partner's chest. After five successful throws and catches students change to throwing on the move. Students move around the playing area and throw the ball back and forth to each partner.

Practising the skill

In the drink

Mark out two areas separated by a two metre by two metre 'no go zone'. Students are divided into two teams. They throw the ball over the 'no go zone' into the other team's area.

- Each team can earn a point when they throw the ball into a space and the ball lands, or is dropped, on the opposition side.
- If the ball is caught by the opposition the student goes into the 'no go zone'.
- If students drop the ball they go into the 'no go zone.'
- To get out of the 'no go zone' students must touch the ball as it is passed over them.





Overarm throw – Card Twelve



1



2



3



4



5

6

Skill components (Introductory components marked in bold)

1. **Eyes focused on target area throughout the throw.**
2. **Stands side-on to target area.**
3. Throwing arm moves in a downward and backward arc.
4. **Steps towards target area with foot opposite throwing arm.**
5. Hips then shoulders rotate forward.
6. **Throwing arm follows through, down and across the body.**

Equipment

- Markers
- Basketballs
- Tennis balls
- Targets
- Chalk
- Hoops

Warm Up

Cat and mouse

Mark out a designated playing area. Students work in pairs, one student is the 'mouse' and the other student is the 'cat'. Students line up around the playing area with a ball. The teacher calls out an animal and they dribble the ball into the playing area. On a whistle the other animal runs into the area, finds their partner and tries to hit their ball away. Repeat the sequence so that all students have a turn as both the attacker and the defender.

Teaching the skill

Hit the target

Find a wall area and draw targets on the wall about chest height. Alternatively attach hoops to a fenced area. Students aim to throw the ball into the target, practising the overarm throwing technique. Students can form pairs or larger groups depending on the amount of equipment available. Each student has five attempts and then the next student has a turn.

Practising the skill

Make it up

Students work in teams of four and join another team to play against each other. Students design a game that involves overarm throwing and catching. Students develop some basic rules including safety rules, start and finish procedures and scoring. Students play their game modifying rules and play areas as required. As a class group ask students:

- What rules did you have for your game?
- Are there any other rules you made up along the way?
- Was the game easy or hard?
- Did everyone touch the ball at some stage during the game? How could you have included people more?
- What other rules might you include to make the game easier, harder, quicker, more active or more inclusive?



Leap – Card One



1

2



3

4



5

6

Skill components (Introductory components marked in bold)

1. **Eyes focused forward throughout the leap.**
2. **Knee of take-off leg bends.**
3. Legs straighten during flight.
4. Arms held in opposition to the legs.
5. **Trunk leans slightly forward.**
6. Lands on ball of the foot and bends knee to absorb landing.

Equipment

- Two long skipping ropes
- Markers

Warm Up

Glue

Students form pairs. Student A must free themselves from student B who follows student A as closely as possible. When a whistle is blown all students stop.

Student B then sees if they can take one step and touch student A. Students reverse roles.

Teaching the skill

Introduce the skill components. Place two long ropes along the ground at an angle to each other one metre apart at the narrow end and three metres apart at the wide end. Students begin at the narrow end of the two ropes and perform a crocodile leap. They attempt to leap across the river to avoid the 'crocodiles', progressively moving towards the wider parts of the river. Students leap over the creek using the following techniques: leap and land on left leg; leap and land on right leg; leap with hands by your side; leap using your arms.

Ask questions such as:

- What parts of the body help you to leap? What role do your arms play? How does your arm position change your leap? (arms should be stretched out, opposite arm to leg).
- What are the hard parts about this skill? What are the easy parts of this skill? When would you use the leap?

Practising the skill

Alphabets

Students move around a designated playing area using the leap. When a letter of the alphabet is called three students form a group and make the shape of that letter. To make the game more difficult after the students have formed a letter ask them to leap to other letters to make a word.



Leap – Card Two



1

2



3

4



5

6

Skill components (Introductory components marked in bold)

1. **Eyes focused forward throughout the leap.**
2. **Knee of take-off leg bends.**
3. Legs straighten during flight.
4. Arms held in opposition to the legs.
5. **Trunk leans slightly forward.**

6. Lands on ball of the foot and bends knee to absorb landing.

Equipment

- Skipping ropes
- Hoops
- Markers
- Beanbags

Warm Up

Snakes and Turtles

Mark out a grass area scattered with hoops (turtles) and ropes (snakes). On a start signal students move around the area, jumping over the snakes and leaping over the turtles. On a stop signal they return to their home base. On the start signal, students move around the area, now hopping over the snakes and jumping over the turtles.

Ask the students:

- What do you need to do to make it easier to jump, leap or hop?
- What makes it hard to get over the snakes or turtles?

Teaching the skill

Introduce students to the leap by focusing on the take-off and the landing. Ask students to:

- leap between two markers
- stand with one foot inside a hoop, push off and land outside the hoop on the other foot
- take a large step over a range of obstacles from a standing start, landing on one foot.

Ask students: Why do you think it is easier to leap with one leg instead of the other? (most people have a dominant leg they prefer to lead with in sporting activities, leaping is no different)

Practising the skill

River, rock, bridge

Students form groups of five and line up behind a marker. In front of each marker should be a 'river' made out of skipping ropes, a rock made out of beanbags and a bridge made out of markers that students leap over. On 'Go' the students follow their group around their obstacle course and then leap their way back to the starting marker. Remind students to look straight ahead, bend the knee of the take-off leg, scissor their legs in the air, stretch their arms out, lean slightly forward and land softly.



Leap – Card Three



1

2



3

4



5

6

Skill components (Introductory components marked in bold)

1. **Eyes focused forward throughout the leap.**
2. **Knee of take-off leg bends.**
3. Legs straighten during flight.
4. Arms held in opposition to the legs.
5. **Trunk leans slightly forward.**
6. Lands on ball of the foot and bends knee to absorb landing.

Equipment

- Skipping ropes
- Markers
- Soft balls

Warm Up

Cats in the corner

Mark out a square grass playing area with safe zones marked out at each corner. Three students are nominated as the ball throwers who stand in the middle of the square. The other students are 'cats' who stand in a safe zone at a chosen corner. When the throwers call 'cats in the corner', the cats have to run from one corner to another without getting hit by a ball. They can go in any direction including diagonally as long as they do not get hit. Any player hit by the ball runs around the outside of the playing area twice then returns to the game. Rotate the throwers so that all students get a turn.

Teaching the skill

Introduce students to the leap by focusing on straightening the legs during flight, arms being held in opposition to the legs and the trunk leaning slightly forward. Ask students to:

- leap over a range of obstacles from a jog up start, focusing on straightening the legs during flight and having their body leaning slightly forward
- leap with their arms in different positions to determine which arm position helps them to leap the furthest or highest.

Ask students: How does your arm position change your leap? (arms should be stretched out, opposite arm to leg)

Practising the skill

Leap the gap

Students form groups of four. Each group has two short skipping ropes stretched out on the ground. Each student has a turn at leaping over the two ropes. Students should gradually increase the distance between the ropes to increase the distance of the leap.



Leap – Card Four



1

2



3

4



5

6

Skill components (Introductory components marked in bold)

1. **Eyes focused forward throughout the leap.**
2. **Knee of take-off leg bends.**
3. Legs straighten during flight.
4. Arms held in opposition to the legs.
5. **Trunk leans slightly forward.**
6. Lands on ball of the foot and bends knee to absorb landing.

Equipment

- 20 Hoops
- Markers
- Beanbags

Warm Up

Muddy river bank

This game can be played on a basketball/netball court or in a school hall. Students line up on 'Mud'. The teacher calls out 'Mud', 'Bank' or 'River' and they run to that spot. The last four students to reach the line stand in the middle of the playing area and try to tag the players as they run to each line. The players in the middle can only move one leg (stuck in the mud) and stretch to reach the runners.



Teaching the skill

Revise the components of the leap with students. Allow students to experiment with performing all of the components of the leap by:

- leaping from one leg to one leg and then one leg to two legs
- one high leap and one low leap
- five leaps in a row
- leaping and swinging their arms and then leaping and keeping their arms by their side.

Ask students to nominate the best way to move their arms when performing the leap. Have students explain why.

Practising the skill

Survive the quicksand

Students form groups of five or six. Mark out an area and place twenty hoops randomly through the area making sure there is space between them. The hoops represent areas of quicksand. To start the game two members from each group are nominated to attempt to make their way through the area by leaping over the hoops. The rest of the team stands around the sides of the marked space with a good supply of beanbags or balls available. If they land in, or on, any of the hoops they are stuck in the quicksand. The only way they can continue their journey is to successfully catch a beanbag which is to be thrown underarm to them by a member of their team. If they don't catch a beanbag after they have been trapped in the quicksand, they may toss it back and attempt again. Once the students complete their journey through the quicksand they switch places with other team members.



Leap – Card Five



1

2



3

4



5

6

Skill components (Introductory components marked in bold)

1. **Eyes focused forward throughout the leap.**
2. **Knee of take-off leg bends.**
3. Legs straighten during flight.
4. Arms held in opposition to the legs.
5. **Trunk leans slightly forward.**
6. Lands on ball of the foot and bends knee to absorb landing.

Equipment

- Hoops
- Markers

Warm Up

Sharks and Survivors

Mark out a playing area and position six hoops randomly inside it. Four students are selected to be the 'sharks' that defend the hoops which represent 'islands'. The other students, the 'survivors', move around the outside of the playing area using a nominated fundamental movement skill such as skipping, hopping or side galloping. When the teacher blows a whistle or gives a signal the survivors run into the area and try to get to an island by standing inside a hoop. The students who are sharks try to tag all of the survivors moving into the area. When survivors are tagged they miss a turn in the game. While they are waiting for their next turn students weave in and out a track provided.

Teaching the skill

Revise the components of the leap with students. Allow students to practise different ways of pushing off with their take-off leg. Each student could use a marker to measure the difference between:

- taking off with a straight leg from a standing position
- using a small slow run-up with a bent leg on take-off
- using a fast run-up with take-off leg bent and the leading leg stretched out in front.

Practising the skill

Hoop jump

Students form pairs in a designated playing area. They hold one side of the hoop each and leap in time with each other focusing on the take-off, length of the leap and the landing. Once students have performed the leap in time with each other they can form a caterpillar with another pair of students. The challenge for students is to leap in time with each other as the caterpillar gets longer.



Leap – Card Six



1

2



3

4



5

6

Skill components (Introductory components marked in bold)

1. **Eyes focused forward throughout the leap.**
2. **Knee of take-off leg bends.**
3. Legs straighten during flight.
4. Arms held in opposition to the legs.
5. **Trunk leans slightly forward.**

6. Lands on ball of the foot and bends knee to absorb landing.

Equipment

- Hoops
- Markers
- Beanbags
- Batons

Warm Up

Snatch the treasure

Set out six hoops. Place one hoop in the middle of the area and five hoops ten metres away in a circle formation. Students are divided into five teams. Place all beanbags (treasure) in the middle hoop. Teams line up beside an outside hoop. When the whistle is blown the first student from each team runs to the middle hoop to get a piece of treasure. Students then return the treasure to their hoop. The next student collects a piece of treasure and this continues until all treasure has been snatched from the middle hoop. When there are no pieces of treasure left in the middle hoop, students may snatch treasure from other groups' hoops but still only one person at a time is collecting the treasure. The winning group is the one with the most treasure at the end of the time.

Teaching the skill

Revise the components of the leap with students. Ask students to perform the components of the leap by:

- combining high and low leaps over a variety of obstacles
- leaping each time a whistle is blown
- shadowing a partner as they move around the area leaping.

Students should try to develop the leap leading with either leg. Ask students: Why do you think it is easier to leap with one leg instead of the other?

Practising the skill

Baton relay

Students form groups of three to four. Put two markers out for each group about fifteen metres apart. Half of the group lines up behind one marker and the other half behind the marker fifteen metres away. Each team has a relay baton. On 'Go', the first student in each team leaps with the baton to the other end. When they reach the other end, they pass the baton to their team-mate who leaps back to the other end, passes the baton and so on until each student is back to their starting position. Students who are waiting for a turn jog on the spot with high knees. Introduce a hoop or marker for each team. Each student must leap over the hoop or marker before handing off the baton.



Leap – Card Seven



1

2



3

4



5

6

Skill components (Introductory components marked in bold)

1. **Eyes focused forward throughout the leap.**
2. **Knee of take-off leg bends.**
3. Legs straighten during flight.
4. Arms held in opposition to the legs.
5. **Trunk leans slightly forward.**

6. Lands on ball of the foot and bends knee to absorb landing.

Equipment

- Beanbags
- Skipping ropes
- Markers
- Braids

Warm Up

Pass and tag

Students form pairs. The pairs scatter around the field with a beanbag. On the signal 'Pass', the students jog around the field, passing the beanbag to each other. When they hear the call 'Tag', the player holding the beanbag chases their partner trying to tag them with it. If they tag their partner, the students change roles and keep playing until the next 'Tag' signal.

Teaching the skill

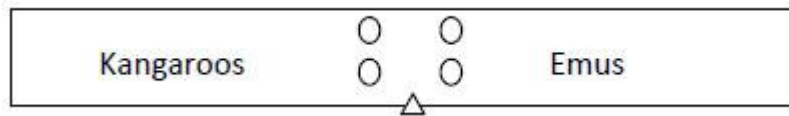
Revise the components of the leap with students. Students work in groups of four with two skipping ropes. Students arrange the ropes in a V shape that gradually widens. Students perform the leap using different body positions while leaping e.g. bend at the waist, keeping the upper body straight, leaping with arms in various positions.

As students perform the leap remind students to: look straight ahead, bend knee to take off, scissor legs, stretch their arms out, lean into the leap and land softly.

Practising the skill

Kangaroos and Emus

Divide students into two even teams and give each student a braid to tuck into the waistband or pocket of their uniform. The aim of the game is to steal the braid from the opposition player. The students line up in two lines facing the caller who is standing at the front of the line. The team on the left are the Kangaroos and the team on the right are the Emus. If 'Kangaroos' is called these students must leap to their end zone before the 'Emus' can steal their braid. Repeat the game calling out different teams each time.





Leap – Card Eight



1

2



3

4



5

6

Skill components (Introductory components marked in bold)

1. **Eyes focused forward throughout the leap.**
2. **Knee of take-off leg bends.**
3. Legs straighten during flight.
4. Arms held in opposition to the legs.
5. **Trunk leans slightly forward.**
6. Lands on ball of the foot and bends knee to absorb landing.

Equipment

- Markers

Warm Up

Ready, set, go

Mark out a large rectangular playing area. Students spread out in the playing area and on a whistle run around in the space. They are given the following instructions to respond to:

- red – freeze on the spot
- yellow – leap around the area
- green – run around the area

Teaching the skill

Revise the components of the leap with students. Ask students to form groups of five or six. Each group is allocated five markers, which they place one metre apart. Students take turns to run up to the markers, leap and look at which marker they land near, for example the third marker. Students should aim to improve the distance of their leap each time they have a turn.

Practising the skill

Garages

Make a large circle with six markers. Students form teams of four or five and each team stands behind a marker (garage). On a whistle the first student from each team leaps around the markers in a clockwise direction. When they get back to their garage they link arms with the second student and they complete a lap of the markers. This continues until all players have linked arms and are leaping around the markers. The aim of the game is for each team to complete as many laps as possible in the time allocated.



Leap – Card Nine



1

2



3

4



5

6

Skill components (Introductory components marked in bold)

1. **Eyes focused forward throughout the leap.**
2. **Knee of take-off leg bends.**
3. Legs straighten during flight.
4. Arms held in opposition to the legs.
5. **Trunk leans slightly forward.**

6. Lands on ball of the foot and bends knee to absorb landing.

Equipment

- Tag belts/Braids for each student
- Balls
- Hoops
- Beanbags

Warm Up

Class Tag

Allocate each student a braid or a belt with two tags. They scatter around a clearly marked playing area and everyone is 'It'. On 'Go' students run around in the space trying to tag other students but at the same time trying not to get tagged. When students have no braid or tags left they must run around the outside of the playing area once and then find a braid or tags to put on so they can re-join the game.

Teaching the skill

Revise the components of the leap with students. Ask students to form pairs so that they can give and receive feedback about the softness of their landing as they leap different distances. Partners should look for landing on the ball of the foot and the knee bent to absorb the force. After students have received and provided feedback they get a ball. One student holds the ball to the side with an outstretched arm at shoulder height. The partner takes a three step run-up and leaps to touch the ball. The height of the ball is progressively raised until the partner cannot leap and touch it. Students change roles.

Practising the skill

Attack

Allocate a large rectangular playing area with markers and a hoop on each side of the rectangle. Students work in two groups, one group are the 'attackers' and the other group are the 'defenders'. Distribute beanbags evenly around the inside of the playing area. The defenders spread out in the middle of the playing area and attempt to guard the beanbags by leaping to tag the attackers. The attackers start on the outside of the playing area. They leap into the area to attempt to steal the beanbags without being tagged and return them to a hoop on the outside of the playing area. If the attackers are tagged they leap around the outside of the area twice and then they can re-join the game. After a given amount of time count the beanbags and swap roles.



Leap – Card Ten



1

2



3

4



5

6

Skill components (Introductory components marked in bold)

1. **Eyes focused forward throughout the leap.**
2. **Knee of take-off leg bends.**
3. Legs straighten during flight.
4. Arms held in opposition to the legs.
5. **Trunk leans slightly forward.**
6. Lands on ball of the foot and bends knee to absorb landing.

Equipment

- Skipping ropes
- Markers

Warm Up

Chain relay

Mark out a start and finish line about ten metres apart. Form teams of four or five. Each team stands in single file behind the starting line. On the signal 'Go' student one runs forward, around the far marker, and back to the starting line. They then grip the wrist or hand of student two on their team and run around the far marker together. This continues for the third, fourth and fifth student. The chain cannot be broken.

Teaching the skill

Revise the components of the leap with students. Ask students to form pairs to complete the following activities:

- stand behind a line on one foot then push-off to land on the other side of the line on the other foot, turn and leap back over the line with the other foot leading
- spread three or four ropes out on the ground so that students can run and perform one leap between the ropes
- one student looks at their partner as they leap to focus on having their eyes focused forward throughout the leap and then reverse the role
- one student curls up on the ground while the other leaps over them and then reverse the role
- take giant leaps over a rope
- while leaping, leapers reach their right hand forward to touch their left ankle, and then repeat with the opposite arm and leg.

Practising the skill

Leaping relays

Teams with the same number of students line up behind a starting line on a grass or hard area. Each team needs one marker. The first person in each team stands on the starting line and leaps as far as they can. The team marker is placed where they first contact the ground with their raised leg. The second person then takes off from the marker and leaps as far as they can, and the marker is moved to where the second person landed. The relay continues until everyone in the team has had a go. The aim is for each team to cover as much distance as they can.



Leap – Card Eleven



1

2



3

4



5

6

Skill components (Introductory components marked in bold)

1. **Eyes focused forward throughout the leap.**
2. **Knee of take-off leg bends.**
3. Legs straighten during flight.
4. Arms held in opposition to the legs.
5. **Trunk leans slightly forward.**
6. Lands on ball of the foot and bends knee to absorb landing.

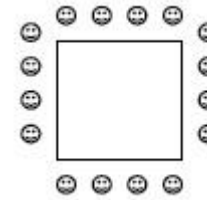
Equipment

- Skipping ropes
- Markers
- Ball

Warm Up

Chase your number

Four teams are selected and each team is arranged along the side of a square. Each team member is given a number. When their number is called out, that student chases the other team members in an anti-clockwise direction around the square. The running direction may be reversed on a signal.



New numbers should be called frequently to ensure high levels of activity.

Teaching the skill

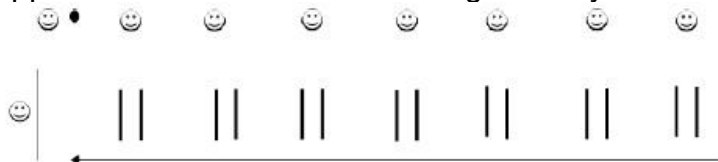
Revise the components of the leap with students. Use different equipment to create an obstacle course that students have to leap through as quickly and safely as they can. The obstacle course could include the students:

- leaping around markers in a given shape or layout
- leaping over markers to practise springing from one foot to another swinging their arms to help
- leaping over skipping ropes having a foot either side to practise leaping in a straight line.

Practising the skill

Beat the ball

Students work in teams of six to eight. One team forms a row with each student two metres apart. The students from the other team stand at a starting line. On a whistle a ball is thrown up and down the row to be caught by each student. The other team leap over each pair of ropes opposite the throwers and back again to try to beat the ball. The teams swap positions and the activity is repeated.





Leap – Card Twelve



1

2



3

4



5

6

Skill components (Introductory components marked in bold)

1. **Eyes focused forward throughout the leap.**
2. **Knee of take-off leg bends.**
3. Legs straighten during flight.
4. Arms held in opposition to the legs.
5. **Trunk leans slightly forward.**
6. Lands on ball of the foot and bends knee to absorb landing.

Equipment

- Markers
- Hoops

Warm Up

Octopus tag

Mark out a designated area. One student is chosen to be the octopus. Other students line up on one side of the area. When the octopus yells out 'Octopus' the students all run to the other side of the area trying not to get caught. Those that are caught become one of the octopus arms. They stand where they were caught and try to tag the remaining students with their arms, but without moving their feet. .

Teaching the skill

Revise the components of the leap with students. Form groups of five and provide each group with six hoops. Students put the hoops in a line and then leap over the hoops leading with a different leg each time. Vary the distance of the hoops to make the activity more difficult.

Practising the skill

Rucks and Rovers

Mark out a rectangular playing area with a line at each end. Students run between the boundaries and complete the actions according to the commands.

Command	Description
Ruck!	All run and leap to the boundary designated 'Rucks'.
Rovers!	All run and leap to the boundary designated 'Rovers'.
Raise the flag!	Players stand still and pull an imaginary rope to raise the team flag.
Match starts!	Continuous jogging on the spot while shaking hands with a partner.
Mark!	Continuous high jumps on the spot off alternate feet. Students must also reach up to take an imaginary overhead mark.
Huddle!	Students form groups of designated numbers, for example 'Huddle – 5', five students huddle together.
Freeze!	All players stand still. No movement is permitted.



Kick – Card One



Skill components (Introductory components marked in bold)

1. **Eyes focused on the ball throughout the kick.**
2. **Forward and sideward swing of arm opposite kicking leg.**
3. Non-kicking foot placed beside the ball.
4. Bends knee of kicking leg at least 90 degrees during the back-swing.
5. **Contacts ball with top of the foot (a 'shoelace' kick) or instep.**
6. Kicking leg follows through high towards target area.

Equipment

- One Soft ball per pair of students
- Markers
- Soccer balls

Warm Up

Bobcats and Builders

Scatter a large number of markers or witches hats in a large playing area. Divide the class into two teams, 'bobcats' and 'builders'. The bobcat team is to tip over or knock down as many cones as possible. The builder team is to set back up as many cones as possible.

Teaching the skill

Students stand balanced, non-kicking foot placed beside the ball, eyes focused on the ball. Using a soft ball, students:

- kick to a partner along the ground
- kick and aim at a stationary object e.g. a marker
- kick for distance

Practising the skill

Ball skills

Provide each student with a medium sized ball. Designate a playing area. Allocate a few minutes for students to experiment with kicking the ball. Demonstrate each of the following skills. Students:

- Push the ball around the designated space, keeping it as close as possible to their feet. Use the right, then the left foot.
- Stop the ball immediately. Blow a whistle or call out 'now'. Students then stop the ball by placing one foot on top of it. This encourages control.
- Step forward and kick a stationary ball, using the right foot and then the left foot.
- Run and kick a stationary ball.
- Kick a rolling ball.



Kick – Card Two



1

2



3

4



5

6

Skill components (Introductory components marked in bold)

1. **Eyes focused on the ball throughout the kick.**
2. **Forward and sideward swing of arm opposite kicking leg.**
3. Non-kicking foot placed beside the ball.
4. Bends knee of kicking leg at least 90 degrees during the back-swing.
5. **Contacts ball with top of the foot (a 'shoelace' kick) or instep.**
6. Kicking leg follows through high towards target area.

Equipment

- Soft balls for each pair of students
- Balloons or beach balls
- Markers
- Beanbags

Warm Up

Knots

Use markers to set out a playing area. Students move around in the set area using a fundamental movement skill e.g. running, skipping, hopping, galloping or leaping. The teacher blows a whistle and calls out a number. Students make a group of that number. When a group is complete, students do star jumps to indicate that their group is complete. When all groups are complete the game begins again.

Teaching the skill

To teach the introductory components of the kick place a mark on soft, large objects such as beach balls, foam filled balls or balloons. Students watch the mark on the ball as they prepare to kick. Students kick with force.

Students work in pairs holding their partners shoulder to balance if required. They place their non-kicking foot beside the ball, swing the kicking leg back and then forwards to kick the ball.

Students mark a starting point on the ground about one step away from the ball. Instruct them to step forward with the non-kicking foot and place it beside the ball. Use verbal cues such as 'step forward, kick' to help students develop rhythm and force while kicking the ball. Students try kicking the ball in a number of ways: with a stiff non-bending leg; with no back swing; with a small back swing from a step up position and from a run up with a big back swing. As a class, discuss:

- Which method allowed you to kick the furthest? Why?
- Why is it important to watch the ball while you are kicking it?
- Why should you place your non-kicking foot beside the ball?

Practising the skill

Students work in groups of four. They stand in a line and set up markers or beanbags in front of each line. Place soft round balls on the markers or beanbags. This will lift the ball off the ground so that students can get their kicking foot under the ball. Students practice kicking the ball as far as they can, changing feet each time. After all groups have kicked, the teacher gives a signal and the students retrieve the ball then return to their original place. Continue until each student has had several turns. The students who are waiting to kick should hop, skip or side gallop around the outside of the designated area.



Kick – Card Three



1

2



3

4



5

6

Skill components (Introductory components marked in bold)

1. **Eyes focused on the ball throughout the kick.**
2. **Forward and sideward swing of arm opposite kicking leg.**
3. Non-kicking foot placed beside the ball.
4. Bends knee of kicking leg at least 90 degrees during the back-swing.
5. **Contacts ball with top of the foot (a 'shoelace' kick) or instep.**
6. Kicking leg follows through high towards target area.

Equipment

- Soccer ball for each pair of students
- Markers

Warm Up

Defensive demons

Students work in pairs to practise shadowing an opponent. One student is the 'attacker' and other student is the 'defender'. The students move around freely in an allocated space. Each time the attacker breaks free of the defender they score a point. Students should compete for 20 seconds and then swap roles.

Teaching the skill

Demonstrate each of the key components for kicking. Students work in pairs, with one ball for each pair. Students practise the following skills:

- Kick a ball along the ground to a partner about five metres away. The partner stops it and kicks it back.
- Low bounce the ball to a partner who attempts to kick it back. Change roles after a few turns.
- Try to make as many continuous passes as possible, without the ball stopping or going out of control.

To reinforce the key components for the kick ask students the following questions:

- Where do you place your non-kicking foot when kicking the ball?
- What part of the foot do you kick with?
- What games does being able to kick a ball help you play?
- Why do you need to be able to control the ball?

Practising the skill

Caught in the middle

Students work in groups of three in a line. Student one has the ball. Student one and student two keep the ball away from student three by kicking, dribbling and passing. If the ball is trapped the student who lost the ball changes places with the student in the middle. Depending on their skill levels, rotate the players' positions after a set time period of time so everyone gets a fair go.



Kick – Card Four



1



3



5

6

Skill components (Introductory components marked in bold)

1. **Eyes focused on the ball throughout the kick.**
2. **Forward and sideward swing of arm opposite kicking leg.**
3. Non-kicking foot placed beside the ball.
4. Bends knee of kicking leg at least 90 degrees during the back-swing.
5. **Contacts ball with top of the foot (a 'shoelace' kick) or instep.**
6. Kicking leg follows through high towards target area.

Equipment

- Soccer ball for each pair of students
- Markers

Warm Up

Helicopters and Planes

Students work in pairs. 'Planes' are formed by pairs joining hands and moving freely within a predetermined playing area. Three or four players become 'helicopters'. The helicopters goal is to attempt to tag the planes. Once a plane is tagged they stand still making an archway with their hands held high overhead. Planes can be freed to re-join the game by another plane flying through the archway.

Teaching the skill

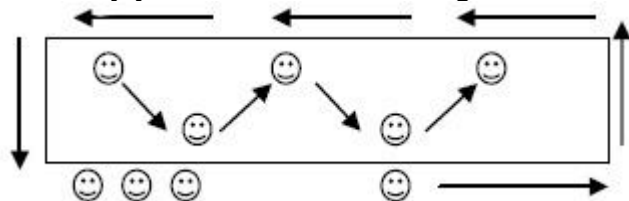
Revise each of the key components of the kick. Students work in pairs, with one ball for each pair. Identify what students should be looking for when observing the kick. One student demonstrates the kick using a soccer ball placed on the ground. The other student observes the kick and gives advice of what could be improved. To highlight the key components of the kick ask students questions such as:

- What role do your arms play when practising the kick?
- What would happen if you kicked the ball without bending your leg?

Practising the skill

Ball chase

Students work in two groups. Within each group, nominate a kicking team and a running team in the formation below. The kicking team passes a ball up and down the line. Each time it returns to the start they score a point. The running team lines up single file and runs around the outside of the area together. When all the members of the running team have run around the outside of the area twice and the last person crosses the line, they yell 'STOP'. The kicking team adds up their score and the teams swap over and start again.





Kick – Card Five



1



3



5

6

Skill components (Introductory components marked in bold)

1. **Eyes focused on the ball throughout the kick.**
2. **Forward and sideward swing of arm opposite kicking leg.**
3. Non-kicking foot placed beside the ball.
4. Bends knee of kicking leg at least 90 degrees during the back-swing.
5. **Contacts ball with top of the foot (a 'shoelace' kick) or instep.**
6. Kicking leg follows through high towards target area.

Equipment

- Soccer ball per student
- Six hoops
- Markers

Warm Up

Sharks and Survivors

Mark out a playing area and position six hoops randomly inside it to represent six islands. Select four students to be the 'sharks' that defend the islands. The other students, the 'survivors', move around the outside of the playing area using a nominated fundamental movement skill such as skipping, hopping or side galloping. When the teacher blows a whistle or gives a signal the survivors run into the area and try to get to an island by standing inside a hoop. The students who are sharks try to tag all of the survivors moving into the area. When survivors are tagged they miss a turn in the game. While they are waiting for their next turn students should weave in and out on a track provided.

Teaching the skill

Revise each of the key components of the kick. Students work in pairs, with one ball for each pair. Students stand about five metres from their partner to practise kicking the ball to each other. Once students have an understanding of the key components ask them, 'Can you run and kick the ball without stopping?' Designate a goal area for each pair of students using markers. One student runs up and kicks the ball towards the goal. The partner stands between the markers to stop the ball going through. Demonstrate and allow each child a few turns before swapping positions so that the 'goalie' has a turn at kicking.

Practising the skill

Marker kick

Allocate an area to play the game. Each student is allocated a marker which they place in the area. Students should remember the location of the marker. Each student is allocated a ball. The aim of the game is for students to knock over other students' markers but at the same time defend their own marker. If a student's marker is knocked over they must pick it up and run around the allocated area before being allowed back into the game.



Kick – Card Six



1



2



3

4



5

6

Skill components (Introductory components marked in bold)

1. **Eyes focused on the ball throughout the kick.**
2. **Forward and sideward swing of arm opposite kicking leg.**
3. Non-kicking foot placed beside the ball.
4. Bends knee of kicking leg at least 90 degrees during the back-swing.
5. **Contacts ball with top of the foot (a 'shoelace' kick) or instep.**
6. Kicking leg follows through high towards target area.

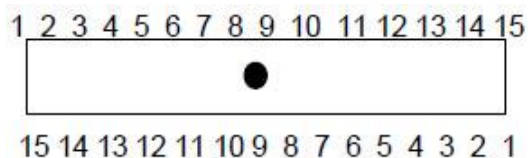
Equipment

- Ball for each student
- Markers

Warm Up

Dog and bone

Students work in two equal groups and stand in two lines three metres apart facing each other. The markings on a basketball court could be used or create a space using markers. Each student receives a number beginning at the right hand side of each team. The bone (ball) is placed on the ground between the two groups. The teacher calls out a number. Participants with this number in both groups run forward and try to get the bone and dribble it back to their spot without getting tagged by their opponent.



Teaching the skill

Each student stands in a line and uses a medium sized ball. Use the following teaching cues: keep your eyes on the ball, place your foot beside the ball before you kick, step forward and kick, swing the arm opposite to your kicking leg, swing your kicking leg back and follow through.

Students work in pairs to complete the following activities:

- stop a ball passed by your partner and kick it back
- stop a ball passed by your partner, kick it back and move to a different place for the next pass
- see how many kicks and traps you can do in 30 seconds.

Practising the skill

Spread out markers in a designated area in various patterns, for example full circle, zigzag. Allocate twelve students to each area. Six students are spread around the outside of the markers and six students dribble the ball around the markers on the inside of the area. The students on the outside of the area kick a ball to each other while they wait for a turn to dribble. The students on the inside dribble their ball around the markers and when they meet someone, they stop their ball, give each other a 'high five' and then dribble the other person's ball away. After two high fives the player on the inside finds a free student on the outside of the space and kicks the ball to them. These students swap roles.



Kick – Card Seven



1



3



5

6

Skill components (Introductory components marked in bold)

1. **Eyes focused on the ball throughout the kick.**
2. **Forward and sideward swing of arm opposite kicking leg.**
3. Non-kicking foot placed beside the ball.
4. Bends knee of kicking leg at least 90 degrees during the back-swing.
5. **Contacts ball with top of the foot (a 'shoelace' kick) or instep.**
6. Kicking leg follows through high towards target area.

Equipment

- Ball for each student
- Eight braids
- Markers

Warm Up

Dribble tag

Students work in groups of approximately six to eight. One or more 'taggers' are given a braid each. Each student, including the taggers is given a ball. All students dribble freely. Taggers attempt to tag others with their hand as they dribble and still keep control of their ball. When a tag is made, the players change roles. Ask students: where in the area could you move to avoid being tagged? How could you work with the other taggers to try to tag a player?

Teaching the skill

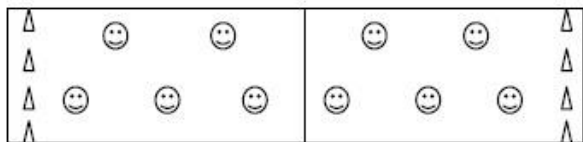
Revise the key components of the kick. Students work in pairs to complete the following activities:

- with a ball, pass and stop without the balls colliding
- one partner kicks the ball to try to score a goal (set up with two markers) and the other defends by trapping/stopping the ball. Keep the competition fair by adjusting the width of the goal and the distance kicked
- using the inside or outside of the foot, move the ball along the ground; stop on a signal and dribble in a different direction, then kick to their partner. Repeat
- dribble freely and kick the ball to their partner. Increase distance between the pair to increase difficulty where appropriate.

Practising the skill

Target ball

Students work in two equal teams in half of the court for each team. Each team must stay within their half of the court during the game. The aim of the game is to knock over the four markers that are placed at the back of the other teams' area. Both teams kick their ball to try to hit the other teams' markers OR hit the students in the other team below the knee safely. If a student is hit, they join the other team to help them to knock over markers.





Kick – Card Eight



1



2



3

4



5

6

Skill components (Introductory components marked in bold)

1. **Eyes focused on the ball throughout the kick.**
2. **Forward and sideward swing of arm opposite kicking leg.**
3. Non-kicking foot placed beside the ball.
4. Bends knee of kicking leg at least 90 degrees during the back-swing.
5. **Contacts ball with top of the foot (a 'shoelace' kick) or instep.**
6. Kicking leg follows through high towards target area.

Equipment

- Ball for each student
- Markers in different colours

Warm Up

Home Base

Designate a playing space using four markers of the same colour. Each student places a different coloured marker in the playing space and this is their 'home base'. On the signal, students run around and try to touch five different markers. On the next signal the students run back to their marker. Ensure they are aware of their peers to avoid bumping into each other. To increase complexity, allocate students a higher number of markers to touch.

Teaching the skill

Revise the key components of the kick. Students work in pairs to kick the ball to their partner in the following ways:

- while walking
- at different levels(squatting down and standing tall)
- at different speeds (slow and fast)
- using different force (hard and soft).

Practising the skill

Exploring kicking

Students work in five groups to rotate around five different stations. Students explore kicking a ball in the different ways listed below:

- diagonally around markers
- from a marker for distance
- off the ground and as far as they can
- to hit a target such as a mark on a wall
- through a goal made with markers.



Kick – Card Nine



1

2



3

4



5

6

Skill components (Introductory components marked in bold)

1. **Eyes focused on the ball throughout the kick.**
2. **Forward and sideward swing of arm opposite kicking leg.**
3. Non-kicking foot placed beside the ball.
4. Bends knee of kicking leg at least 90 degrees during the back-swing.
5. **Contacts ball with top of the foot (a 'shoelace' kick) or instep.**
6. Kicking leg follows through high towards target area.

Equipment

- Ball for each student
- Markers
- Tape or chalk
- Wall or net

Warm Up

Jockeys up

Students form an inner and outer circle with partners opposite each other. The students in the inner circle are the 'horses'. The students in the outer circle are the 'jockeys'. On the command students carry out the following movements:

- Over the hedge – the horse squats down while the jockey jumps over the partner (leap frogs) and moves back to their original position
- Under the bridge– jockey moves to the front of the horse and crawls through the horse's legs
- Long way to town – the horse side gallops clockwise around the circle and back to the horse
- Short way to town – the jockey side gallops anti-clockwise around the circle back to the horse
- Trade your horse – all jockeys move one place clockwise to own a new horse.

Teaching the skill

Revise the key components of the kick. Students work in groups of three to kick the ball to the other students in the group:

- while walking
- while jogging
- while running

Practising the skill

Students spread around a level grass or court area (gym, hall or outside court) facing a wall or net to kick towards a number of shapes that are created as targets at different levels (ground, middle and high). Students:

- stand behind the ball and, using the inside part of your foot, kick it to the wall or net so that it comes back to them
- practise kicking along the ground and then in the air
- practise kicking with a run-up of three to five steps
- practise kicking the ball at the different types of targets.



Kick – Card Ten



1



3



5

6

Skill components (Introductory components marked in bold)

1. **Eyes focused on the ball throughout the kick.**
2. **Forward and sideward swing of arm opposite kicking leg.**
3. Non-kicking foot placed beside the ball.
4. Bends knee of kicking leg at least 90 degrees during the back-swing.
5. **Contacts ball with top of the foot (a 'shoelace' kick) or instep.**
6. Kicking leg follows through high towards target area.

Equipment

- Ball for each student
- Markers

Warm Up

Statues and Dribblers

Students work in two teams, one team are 'statues' and the other are 'dribblers'. All students move around the designated area until a whistle is blown. When the whistle is blown the statues should stand with their feet apart, some at medium distance apart and some with their feet just far enough apart for the ball to go through. The other students who are the dribblers get a ball and dribble it with their feet throughout the space. When they come to a statue they foot pass the ball through the statues' feet and run around the statue and trap the ball on the other side. Swap roles.

Teaching the skill

Revise the key components of the kick. Focus on the kicking leg following through high towards the target area. Explain the importance of the kicking leg pointing in the same direction as the target. Students work in groups with a target to practise this skill. Ask students: did the ball always go in the direction you meant it to? Why or why not?

Practising the skill

Kicking relays

Students work in teams of four, with two balls per team. Students complete the following activities:

- Activity one - Student one dribbles a ball to a marker and kicks to student two who then runs, traps and kicks to player three. Continues until each team member has had a turn.
- Activity two - Student one dribbles a ball and then kicks the ball lifting it over a marked gap to student two. Student two, traps, dribbles and lifts the ball over the marked gap to player three. Continue until each team member has had a turn.
- Activity three - Student's one and two run with a ball each to a marked line. They turn and kick their ball to student's three and four and run back to their original position. Repeat three times.
- Activity four - Students stand in a square. Student one kicks to student two and runs to student two's position, Student two kicks to student three and runs to student three's position. Student three kicks to student four and runs to student four's position. Repeat.



Kick – Card Eleven



1



2



3



4



5



6

Skill components (Introductory components marked in bold)

1. **Eyes focused on the ball throughout the kick.**
2. **Forward and sideward swing of arm opposite kicking leg.**
3. Non-kicking foot placed beside the ball.
4. Bends knee of kicking leg at least 90 degrees during the back-swing.
5. **Contacts ball with top of the foot (a 'shoelace' kick) or instep.**
6. Kicking leg follows through high towards target area.

Equipment

- Ball for each student
- Markers

Warm Up

Cat and mouse

Mark out a designated playing area. Students work in pairs, one student is the 'mouse' and the other student is the 'cat'. Students line up around the playing area with a ball. The teacher calls out an animal and they dribble the ball into the playing area. On a whistle the other animal runs into the area, finds their partner and tries to take possession of the ball. Repeat the sequence so that all students have a turn as both the attacker and the defender.

Teaching the skill

Using markers create a numbered kicking line spaced at three metre intervals across a playground so that students can see the distance. Students take it in turns to kick for distance by placing a ball at the kicking line and from a two-step approach they kick the ball as far as possible. Students note which zone the ball landed in to calculate the distance, for example 3 metres, 6 metres, 9 metres. Allow students to have several turns to try to increase the distance they kick the ball, but introduce a three-step approach and then a four-step approach.

Ask students: What allowed you to kick further? What was the difference between a two-step approach and a four-step approach? What was your most comfortable distance to run in and kick for distance?

Practising the skill

Students work in pairs to explore:

- How far they kick in five kicks. Students add up their scores to determine who can kick the furthest?
- If they can kick the ball to land on the full in each of the three zones your partner chooses for you – how many attempts does this take?
- Where they contact the ball to lift it for maximum distance?
- What adjustments they need to make to their kicking action to land their ball in the three different zones selected by their partner?



Kick – Card Twelve



Skill components (Introductory components marked in bold)

1. **Eyes focused on the ball throughout the kick.**
2. **Forward and sideward swing of arm opposite kicking leg.**
3. Non-kicking foot placed beside the ball.
4. Bends knee of kicking leg at least 90 degrees during the back-swing.
5. **Contacts ball with top of the foot (a 'shoelace' kick) or instep.**
6. Kicking leg follows through high towards target area.

Equipment

- Ball for each student
- Markers
- Four different coloured braids

Warm Up

Team tag

Students work in four even teams and are assigned a coloured braid each. Each student tucks their team's coloured braid into their waistband or pockets. Each team chooses an exercise that they can ask the other three teams to do when they are tagged, such as knee-ups, star jumps and lunges. When the teacher calls a colour, this team are the 'taggers' and they have one minute to tag as many of the other players as possible by taking their braid. The pulled braid is returned to the tagged player and tucked again into the waistband. Tagged players and anyone else who runs out of bounds do the exercise the taggers team have chosen for 30 seconds. Change the tagger team and call another colour. The teacher reminds the players which exercise they need to do when they are tagged. Continue the game until each team has been taggers.

Teaching the skill

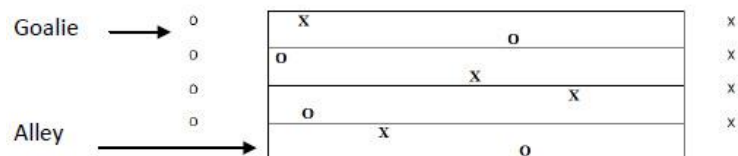
Rebound Frenzy

In pairs, students face a wall. Student one kicks the ball against the wall and student two attempts to trap the rebound and kick the ball against the wall for student one to trap. Variations include increasing the distance between the wall and the kicker, increasing the number of students and they run from a marker cone at a further distance to kick and retrieve the ball.

Practising the skill

Bowling Alley Soccer

Students work in teams of four. Each team is allocated an alley. Two students are the 'alley' players and the other two students are the goalies at each end. The aim of the game is for alley players to kick the ball over the end line. The game starts with a drop ball in the centre between the 2 alley players. Each player must remain in their alley but may run the full length of the alley. The opposing team gets a free kick if players leave their alley. After each goal, alley players and goalies swap positions.





Two-hand strike – Card One



Skill components (Introductory components marked in bold)

1. **Stands side-on to target area.**
2. **Eyes focused on the ball throughout the strike.**
3. **Hands next to each other, bottom hand matches the front foot.**
4. Steps towards target area with front foot.
5. Hips then shoulders rotate forward.
6. Ball contact made on front foot with straight arms.
7. Follows through with bat around the body.

Equipment

- T-ball stand
- Tennis balls

Warm Up

Someone says

Choose a student to lead the action. Each time the direction begins with 'student's name says' and the other students carry out the direction. If the student does not say 'students name says' students are not expected to carry out the direction. Do not eliminate students who are caught out and change the leader multiple times.

Teaching the skill

Introduce students to the two-hand strike by demonstrating the key components of the skill. Students should explore these components by:

- swinging with arms bent
- swinging with both arms straight
- making a half swing with no follow through
- trying a full swing and follow-through

Students should discover that there is a difference between these four methods and that different methods work better than others.

Practising the skill

T-ball swing

Students form groups of four and stand next to a t-ball stand. One student is the batter and the other students are the fielders. The fielders move about ten metres away from the t-ball stand and field the ball when it is hit. The batter performs the following instructions:

- stand to the side of the t-ball stand
- rest the centre of the ball above the top of the t-ball stand
- take a small step back so that the front foot can step towards the target area during the swing and strike
- step towards the target and hit.

The fielder chases the ball and returns it to the batter. Students should have five turns at the two-hand strike and then swap positions.



Two-hand strike – Card Two



1



4



5



6



7

Skill components (Introductory components marked in bold)

1. **Stands side-on to target area.**
2. **Eyes focused on the ball throughout the strike.**
3. **Hands next to each other, bottom hand matches the front foot.**
4. Steps towards target area with front foot.
5. Hips then shoulders rotate forward.
6. Ball contact made on front foot with straight arms.
7. Follows through with bat around the body.

Equipment

- T-ball stands
- T-ball bats
- Tennis balls
- Hoops

Warm Up

Shark alert

Students move randomly in a pre-determined way for example running, hopping, skipping or side galloping. Three students are nominated as 'sharks'. When 'Shark alert!' is called, students move into a hoop before being tagged by the sharks. If students are tagged, they become sharks.

Teaching the skill

Revise the components of the two-hand strike. Ask students to demonstrate the strike using a T-ball stand, bat and ball. Ask students to identify what they should be looking for when observing the two-hand strike. Discuss as a class:

- What happens if you don't stand side on to the t-ball stand?
- Why is it important to keep the bat horizontal?
- Why are you encouraged to use a big swing?

Practising the skill

Slam it

Set up three playing diamonds, with three t-ball stands and three tennis balls located at each home base. Divide students into three groups and then split each group into two teams (batting and fielding). In each game, the batter hits the three balls into the playing field. The batter runs around the diamond receiving one run for each base they pass. The play stops when the fielding team has all three balls back to the tee. Students waiting to bat should help to stop the balls when they are thrown to the tee. Repeat until each player has batted. Rotate the batting and fielding teams.



Two-hand strike – Card Three



1



4



5



6



7

Skill components (Introductory components marked in bold)

1. **Stands side-on to target area.**
2. **Eyes focused on the ball throughout the strike.**
3. **Hands next to each other, bottom hand matches the front foot.**
4. Steps towards target area with front foot.
5. Hips then shoulders rotate forward.
6. Ball contact made on front foot with straight arms.
7. Follows through with bat around the body.

Equipment

- Markers
- Soft balls
- Soft bats
- Newspaper
- Sticky tape/blue tack
- Skipping ropes

Warm Up

Cats in the corner

Mark off a square playing area. One student is the ball thrower who will be in the centre of the square. There are safe zones at each of the corners where all the students (cats) will be. When the thrower calls 'Cats in the corner', the cats have to run from one corner to another without getting hit by the ball. They can run in any direction including diagonally as long as they do not get hit. Any student hit by the ball becomes a thrower who gets an extra ball to throw.

Teaching the skill

Revise the components of the two-hand strike. Students demonstrate the two-hand strike concentrating on the stance, hand positioning and swinging action. Students complete the following activities:

- stand side on to a line shift their weight back and forth from front foot to back foot
- swing their arms in time with moving forward. On the number 'one' students complete the back swing and transfer weight onto their back foot. On the word 'and' the students pause and on the number 'two' they swing forward and around the body and step forward transferring weight to the front foot
- use an improvised bat (soft bat, rolled up newspaper, a single cricket stump or half a swimming noodle) and move through the action holding the base of the bat with two hands.

Practising the skill

Paper balls

Students work in pairs using a rolled up newspaper or a soft bat and crunched up paper the size of a softball. Students stick the paper balls to a wall or other surface at about waist height spaced far enough apart so that they will not hit each other with the bats as they swing through. The first student stands with their feet shoulder width apart, performing the striking action from the previous activity. Students swing their bat trying to hit the paper ball without hitting the wall with their bat.

Students could explore different ways of performing the skill such as:

- facing the ball
- two hands on the bat then one hand on the bat
- straight arms through the whole swing or no back swing.

Each student has five turns and then swaps with their partner. The other student in the pair finds a space and skips using a skipping rope while waiting.



Two-hand strike – Card Four



Skill components (Introductory components marked in bold)

1. **Stands side-on to target area.**
2. **Eyes focused on the ball throughout the strike.**
3. **Hands next to each other, bottom hand matches the front foot.**
4. Steps towards target area with front foot.
5. Hips then shoulders rotate forward.
6. Ball contact made on front foot with straight arms.
7. Follows through with bat around the body.

Equipment

- Markers
- Tennis balls
- T-ball bats
- T-ball stands
- Two bins
- Eight bases

Warm Up

Follow through

Students work in teams of four and number themselves one through to four.. Student one has the bat and stands by the t-ball stand. The other students stand about ten metres away in single file. Student one hits the ball from the t-ball stand to student two, drops the bat and runs to the end of the line. Student two retrieves the ball, runs to the t-ball stand then strikes the ball to the next student. Continue until all students have hit the ball. Students jog on the spot while they wait in line.

Teaching the skill

Revise the components of the two-hand strike. Ask students to demonstrate the two-hand strike concentrating on the stance, having their eyes focused on the ball and making sure they follow through. Setup as many t-ball stands as possible for students to perform a two-hand strike:

- to a stationary partner and to a moving partner
- in different directions
- over a line
- between two markers.

Practising the skill

Bin cricket

Divide the class into four groups. Set up two games of bin cricket with a batting and a fielding team. Each game has a diamond area with bowlers standing on bases and four batters in the centre sharing a bin for a wicket. The four bowlers are able to bowl simultaneously to the four batters. When a ball is hit the batter runs around the bowler's base. Any ball fielded can go to any bowler to attempt to get the batter out. Batters should change with another player if the ball is caught on the full or if the ball hits the wicket. The batters who are waiting should run in and out of markers while watching the game, until it is their turn to run in.



Two-hand strike – Card Five



1



4



5



6



7

Skill components (Introductory components marked in bold)

1. **Stands side-on to target area.**
2. **Eyes focused on the ball throughout the strike.**
3. **Hands next to each other, bottom hand matches the front foot.**
4. Steps towards target area with front foot.
5. Hips then shoulders rotate forward.
6. Ball contact made on front foot with straight arms.
7. Follows through with bat around the body.

Equipment

- Markers
- Different types of balls
- Different bats
- Bases

Warm Up

Running around

Students run in a defined area avoiding contact with other students. They should begin slowly and gradually experimenting with changing direction and changing speed. When a whistle is blown, students form a circle of a given number and balance on one foot while linking hands or arms. Students without a group perform a static balance. Once the balances are held, continue the game.

Teaching the skill

Students form pairs. Each pair gets four markers, a ball and a bat each. Students setup the markers in a line and place the ball on the first marker. Student one hits the ball off the marker towards the second marker. Student two runs to collect the ball and places it on the second marker. Student one repeats the activity until they have hit off all four markers. The students reverse roles and student two starts from the other end. To vary the game students could change the distance between markers, the hitting implement or the ball size.

As the students practise the skill they should remember to:

- stand side-on and keep their eyes on the ball
- position their hands so they match their feet
- step forward and swing
- contact the ball with straight arms
- swing and follow through.

Practising the skill

Slam it

Set up a T-Ball diamond. One student is the batter, one student is the catcher and the rest of the group are fielders. Each student has a turn at batting and catching. Batters hit three balls off the top of three markers and then run around the bases. They can continue running from first to second to third to home and then on to first to second and so on until the fielding team has fielded all three balls and got them back onto the markers. Once the catcher has placed each ball on the markers they call out stop. Fielders should run around the diamond in between each new batter so they are not standing still all game.



Two-hand strike – Card Six



Skill components (Introductory components marked in bold)

1. **Stands side-on to target area.**
2. **Eyes focused on the ball throughout the strike.**
3. **Hands next to each other, bottom hand matches the front foot.**
4. Steps towards target area with front foot.
5. Hips then shoulders rotate forward.
6. Ball contact made on front foot with straight arms.
7. Follows through with bat around the body.

Equipment

- Markers
- T-ball stands
- Bats
- Balls

Warm Up

Odd one out

Before starting the game, students spread out enough markers in a large playing area for every student except one. To start the game each student has a marker to stand next to except one student who will be It. When a whistle is blown students swap markers. The student who is It has to try to stand next to a marker when the others change over. After the changeover, the person left without a marker is always It. Make sure the whistle is blown quickly for fast changes.

Teaching the skill

Students form groups of four. Spread out T-ball stands along a line in a defined grass area. Each group should have a t-ball stand, with a bat and three balls. One person in the group is the batter; the other three are the fielders. Students take it in turn to hit the three balls:

- in the direction of the fielders
- away from the fielders
- for distance.

Practising the skill

Long ball

Divide the students into two teams. Set up a t-ball stand and two end lines using markers. The batting team should be lined up safely behind the baseline and the fielding team should be scattered out in the field of play. The batter attempts to hit the ball off the t-ball stand. The batter then tries to score a run by leading their other team members and running to the far line and back. The fielders try to tag the other team with the ball while they are running. They aren't allowed to move more than three steps to tag a member of the batting team but they may throw the ball to another fielder nearer to them to try to tag another batter. When all students have batted the sides change over. Ask students to think about:

- where they will aim to hit the ball
- how they can work together as a team to cover the space available to the batter.



Two-hand strike – Card Seven



1



4



5



6



7

Skill components (Introductory components marked in bold)

1. **Stands side-on to target area.**
2. **Eyes focused on the ball throughout the strike.**
3. **Hands next to each other, bottom hand matches the front foot.**
4. Steps towards target area with front foot.
5. Hips then shoulders rotate forward.
6. Ball contact made on front foot with straight arms.
7. Follows through with bat around the body.

Equipment

- Markers
- T-ball stands
- T-ball bats
- Cricket bats
- Tennis balls
- Hoops

Warm Up

Over the swamp

Use markers to make two horizontal lines about twenty metres apart. All students stand behind one of these lines, except the two students who are taggers' who stand in the centre between the two lines. When the taggers call out 'over the swamp' the other students must run to the end line. The taggers attempt to catch them. Those caught join the other students in the centre. This continues until all students are caught.

Teaching the skill

Students work in groups of four with a t-ball stand, a bat, a ball and three hoops. One person in the group is the batter; the other three are the fielders. The fielders stand in a hoop each near the t-ball stand. As the batter hits the ball off the t-ball stand, they name the fielder they are hitting to. That fielder must keep one foot in their hoop and attempt to field the ball. The batter scores a point if the fielder is successful. The batter has three turns, then changes roles with a fielder.

Practising the skill

Bounce cricket

Students work in groups of five or six students with a bat and ball in a defined area. The student with the bat stands in the centre of a circle made up of the other students. The student with the ball throws underarm to bounce the ball in front of the batter. If the batter hits the ball, the player who fields the ball has the next throw. The batter has a maximum of five turns. Rotate students so that they all have a turn of batting, bowling and fielding.



Two-hand strike – Card Eight



1



4



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7

Skill components (Introductory components marked in bold)

1. **Stands side-on to target area.**
2. **Eyes focused on the ball throughout the strike.**
3. **Hands next to each other, bottom hand matches the front foot.**
4. Steps towards target area with front foot.
5. Hips then shoulders rotate forward.
6. Ball contact made on front foot with straight arms.
7. Follows through with bat around the body.

Equipment

- Markers
- Beanbags
- Hockey sticks
- Tennis balls

Warm Up

Pass and tag

Students form pairs and scatter around the field with a beanbag. On the signal 'pass', the students jog around the field, passing the beanbag to each other. When they hear the call 'tag', the player holding the beanbag chases their partner trying to tag them with it. If they tag their partner, the students change roles and keep playing until the next 'tag' signal.

Teaching the skill

Introduce students to the two-hand strike with a hockey stick. Discuss the difference between hitting a ball off a t-ball stand and off the ground. Students should practise striking a tennis ball to a partner. They should then form groups of four with a tennis ball, four markers and four hockey sticks. One person in the group is the striker; the other three are the fielders. In a large grass area, students spread out four markers in a line in front of the striker to form three goals. The striker attempts to hit the ball through the goals. The middle goal is worth five points and each outside goal is worth two points. The fielders chase the balls and dribble them back to the striker with their sticks. The striker attempts to score as many points as possible in six hits and then the group rotates.

Practising the skill

Five passes

Students are divided into teams of six with a hockey stick each. Mark out several rectangular playing areas and place a tennis ball in each area. The aim of the game is to get five accurate passes between the members of the team.



Two-hand strike – Card Nine



Skill components (Introductory components marked in bold)

1. **Stands side-on to target area.**
2. **Eyes focused on the ball throughout the strike.**
3. **Hands next to each other, bottom hand matches the front foot.**
4. Steps towards target area with front foot.
5. Hips then shoulders rotate forward.
6. Ball contact made on front foot with straight arms.
7. Follows through with bat around the body.

Equipment

- Paper/Newspaper
- Skipping ropes
- Markers
- Tennis balls
- Cricket bats

Warm Up

Litterbug

Divide students into two groups. Place skipping ropes in between the two groups and give each student a piece of paper/newspaper to scrunch up into a ball. The aim of the game for each team is to have fewer paper balls in their area at the end of the allocated time. On a given signal teams throw the paper balls out of their area and into the other teams area. Students keep throwing until they are told to stop. Play the game again but this time students can only use one hand to pick up and throw the ball. Recycle the paper on conclusion of the activity.

Teaching the skill

Students work in groups of four spread out in a defined grass area with three markers, a cricket bat and three balls. One person in the group is the batter; the other three are the fielders. The students take turns to hit the three balls off a marker:

- for height
- for distance
- between two markers set up by the fielders.

Practising the skill

Cross the line

Mark out several grass areas with two parallel end lines of markers. Place a marker, tennis ball and cricket bat in the centre of the field. Divide students into teams of four with two teams on each field. Each team takes turns to try to hit the ball off the marker and across the opponents' end line. The students on the opposing team attempt to stop or field the ball. A point is scored if the ball crosses the opponents' line between the markers. Hits are alternated between teams.



Two-hand strike – Card Ten



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Skill components (Introductory components marked in bold)

1. **Stands side-on to target area.**
2. **Eyes focused on the ball throughout the strike.**
3. **Hands next to each other, bottom hand matches the front foot.**
4. Steps towards target area with front foot.
5. Hips then shoulders rotate forward.
6. Ball contact made on front foot with straight arms.
7. Follows through with bat around the body.

Equipment

- Braids or tags
- Markers
- Tennis balls
- Hockey sticks
- T-ball bats
- T-ball stand
- Cricket bats

Warm Up

Class Tag

Students tuck a tag into their uniform or wear a belt with two tags if available. They scatter around a clearly marked playing area. On 'Go' students run around in the space trying to tag other students, but at the same time trying not to get tagged. When students have no braid or tags left they must run around the outside of the playing area once and then replace their braid or tags so they can re-join the game.

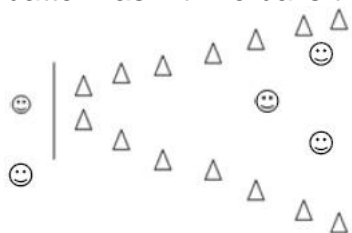
Teaching the skill

Revise the components of the two-hand strike. Discuss all the different games and sports that use the two-hand strike. Students form groups of four. Set up a mixture of stations including t-ball, cricket and hockey stations. Groups rotate around the stations taking turns to hit and return at each station. Students focus on performing the two-hand strike successfully at each different station.

Practising the skill

Line strike

Students remain in their groups of four and work within their own area with a t-ball stand, t-ball bat and a ball OR a marker, cricket bat and ball. They should also set up markers extending out in a funnel shape from the batting tee or marker. One student is the batter and the rest are fielders, including one catcher or keeper who stands a safe distance behind the batter. The batter hits a ball between markers and scores runs for the distance gained, for example, 1 run if it gets to the first marker and so on. Fielders attempt to keep the score as low as possible and return the balls to the keeper. Caught balls do not score. The batter has five hits. Runs per hit are added together to give a total score. Once the batter has hit five balls they zigzag in between all of the markers to rotate players.





Two-hand strike – Card Eleven



Skill components (Introductory components marked in bold)

1. **Stands side-on to target area.**
2. **Eyes focused on the ball throughout the strike.**
3. **Hands next to each other, bottom hand matches the front foot.**
4. Steps towards target area with front foot.
5. Hips then shoulders rotate forward.
6. Ball contact made on front foot with straight arms.
7. Follows through with bat around the body.

Equipment

- Basketball
- Markers
- Tennis balls
- Hockey sticks
- Cricket wickets
- Cricket bats

Warm Up

In and out

Divide students into groups of five. Each group stands in a circle with student one in the centre. Student one throws the ball to student two who catches it and runs into the centre to take student one's place. Student two throws to student three and so on. The game finishes when student one is back in the centre.

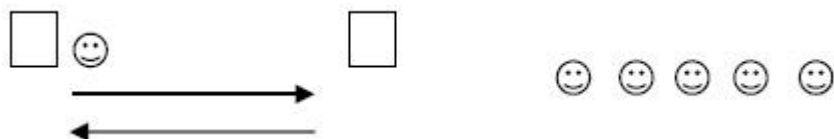
Teaching the skill

Revise the components of the two-hand strike. Divide the students into groups of three and allocate a hockey stick, a ball and some markers for each group. Two of the students make an obstacle course with a goal at the end. The other student is the 'striker' who pushes the ball around the course and then shoots for goal. Students rotate these roles until they have all had two turns at striker.

Practising the skill

Team fielder

Students work in groups of six to allow multiple games to run at the same time. Each group sets up a playing area for each game with a marker, ball, cricket bat and a set of cricket wickets. Number students to create their batting order. Batter one hits the ball off the marker, then runs forward and back between the two wickets counting their score. The rest of the students in the group act as fielders. The student closest to where the ball has been hit collects the ball. All other fielders form a line behind that fielder. The front student passes the ball to the student behind. This pattern continues until the ball reaches the last student in the line. That student then runs to the wickets and touches them with the ball. The batter stops running at this time and calls out their score. The second batter then comes forward for their turn. Repeat for all batters.





Two-hand strike – Card Twelve



1



4



5



6



7

Skill components (Introductory components marked in bold)

1. **Stands side-on to target area.**
2. **Eyes focused on the ball throughout the strike.**
3. **Hands next to each other, bottom hand matches the front foot.**
4. Steps towards target area with front foot.
5. Hips then shoulders rotate forward.
6. Ball contact made on front foot with straight arms.
7. Follows through with bat around the body.

Equipment

- Tags/Braids
- Markers
- Tennis balls
- Cricket wickets
- Cricket bats

Warm Up

Tag race

Set up markers in a circle and divide students into pairs. Each pair lines up behind one of the markers. Each student wears a tag-belt with two tags or tucks a braid into their uniform. When the whistle is blown the first student runs into the circle and attempts to get a tag or braid from another student in the circle, while avoiding being tagged. If students make a tag, they drop the tag or braid on the ground. Any student who makes a tag or is tagged returns to their marker and the next student runs into the circle. If 'change' is called all students in the circle return to their marker and their partner runs into the circle.

Teaching the skill

Revise the components of the two-hand strike. Students work in groups of four with a cricket bat, a ball and two markers for each group. Each group has one batter and three fielders, including one base player. The batter hits the ball forward of a marker, and then runs around a marker five metres away and back before the base player holds the ball and calls 'stop'. If the batter cannot score a run or hit the ball, the next player has a turn at batting. If the batter scores a run, they have another turn but now must score two runs. Continue to add a run each turn until the batter is unsuccessful.

Practising the skill

Continuous cricket

Divide the students into groups of eight— one batter, four bowlers and three fielders. Set up multiple playing areas that have a wicket in the middle, four markers, a cricket bat and a ball. The ball is bowled in to the batter in the middle, who hits the ball and then runs around the marker opposite them. The fielders chase the ball and return it to any of the four bowlers who can bowl the ball at any time. Batters are out if the bowler hits the stumps or they are caught out. A batter must retire if they get ten runs. Students rotate so that they have a turn at batting, bowling and fielding.





Dodge – Card One



1



2



3



4



5

Skill components (Introductory components marked in bold)

1. Changes direction by bending knee and pushing off the outside foot.
2. Change of direction occurs in one step.
3. **Body lowered during change of direction or in the direction of travel.**
4. **Eyes focused forward.**
5. Dodge repeated equally well on both sides.

Equipment

- Markers

Warm Up

Follow the leader

Students form a line one behind the other. Students move around following playground or court markings copying the leader's actions. Encourage the leader to use fundamental skills such as hopping, skipping, leaping and side galloping. Continue the game until all students have a turn being the leader.

Teaching the skill

Introduce students to the dodge by demonstrating how to change direction by bending the knee and pushing off the outside foot. Students:

- spread out and perform the demonstrated components of the dodge
- run freely around the area and on the command 'change' push off the outside foot to change direction
- run forward and change direction quickly
- run sideways and change direction quickly

Set out different patterns of markers. Students weave through markers concentrating on changing direction by bending the knee and pushing off the outside foot.

Practising the skill

Zigzag chase

Students form a large circle. Each student is given a number: one, two or three. Teacher calls "On your marks set...." and then one of the numbers. Students with this number sprint around the outside of the circle in an anticlockwise direction, dodge in and out of a line of markers and then move back to their starting place. Students can only overtake other runners by dodging them on the outside. Players not running should jog on the spot and not interfere with the runners as they go by. Repeat until all students have had several turns at performing the dodge.



Dodge – Card Two



1



2



3



4



5

Skill components (Introductory components marked in bold)

1. Changes direction by bending knee and pushing off the outside foot.
2. Change of direction occurs in one step.
3. **Body lowered during change of direction or in the direction of travel.**
4. **Eyes focused forward.**
5. Dodge repeated equally well on both sides.

Equipment

- Coloured braids
- Markers

Warm Up

Team Tiggy

Class is divided into two even groups. Group one chases group two attempting to tag all the members in 30 seconds, counted aloud by the teacher. Groups change over. Count the number of students remaining for each group at the end of the time allowed. Repeat.

Teaching the skill

Introduce students to the other components of the dodge by demonstrating how to change direction by bending the knee, pushing off the outside foot with the body lowered and eyes focused forward.

- Arrange markers in a zigzag pattern. Students dodge markers, making sure they touch the marker with the outside of their foot.
- Students run on the spot. On the command 'freeze', students stop with their feet apart and their body lowered. On the command 'melt', students continue running on the spot.
- Ask students to change direction:
 - with their feet together, then with their feet wider apart
 - with body held upright, then with their body dropped down low

Ask students which way is the most effective. Why?

Practising the skill

Practising the dodge

Find a line on a court or mark out a line at least ten metres long. Place markers either side of the straight line every two metres. Students dodge off and onto the line. They run along the line and lower their body when they step out to the marker and push off and back to the centre line. Use the teaching cues 'look straight ahead', 'use the outside of your foot', 'lower your body height down and then up when changing direction', 'use only one step to change direction' and 'lower body height' and 'transfer body weight'.



Dodge – Card Three



1



2



3



4



5

Skill components (Introductory components marked in bold)

1. Changes direction by bending knee and pushing off the outside foot.
2. Change of direction occurs in one step.
3. **Body lowered during change of direction or in the direction of travel.**
4. **Eyes focused forward.**
5. Dodge repeated equally well on both sides.

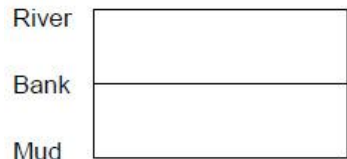
Equipment

- Markers
- Hoop per pair of students
- Skipping ropes

Warm Up

Muddy river bank

This game can be played on a basketball or netball court or in a school hall. Students line up on 'mud'. The teacher calls out 'mud', 'bank' or 'river' and they run to that spot. The last four students to reach the line stand in the middle of the playing area and try to tag the players as they run to each line. The players in the middle can only move one leg (stuck in the mud) and stretch to reach the runners.



Teaching the skill

As a class, revise the components of the dodge. A number of students demonstrate the dodge. Play a game of roving basketball. In pairs, students have a small ball or bean bag and a hoop. One partner is the 'hoop'; the other partner is the 'shooter'. Standing three large steps apart, the shooter throws the ball or bean bag under arm at the hoop. The partner with the hoop tracks the thrown object to score the goal. Players switch roles after three throws. After participating in the activity, discuss with students:

- In what way did you utilise the technique of the dodge?
- How did the shooter get the hoop to move?
- How could you make this activity more difficult for the 'hoop' and the 'shooter'?

Practising the skill

Dodge em!

Students work in teams of five or six with a variety of equipment such as markers, hoops and skipping ropes. Each team devises a course for other students to manoeuvre around. Set criteria for teams such as the inclusion of activities that require participants to dodge, jump, leap and skip. Each team explains their course to the rest of the group. Each team then participates in another team's course. Teams evaluate each course.



Dodge – Card Four



1



2



3



4



5

Skill components (Introductory components marked in bold)

1. Changes direction by bending knee and pushing off the outside foot.
2. Change of direction occurs in one step.
3. **Body lowered during change of direction or in the direction of travel.**
4. **Eyes focused forward.**
5. Dodge repeated equally well on both sides.

Equipment

- Markers
- Six soft foam balls

Warm Up

Crusts and crumbs

Students line up in two lines approximately two metres apart. One line is called 'crusts' and the other line is called 'crumbs'. The teacher calls out a name; if 'crumbs' is called that line runs away and the 'crusts' give chase. If 'crusts' is called that line runs away and the 'crumbs' give chase. Anyone caught before crossing a given line changes sides.

Teaching the skill

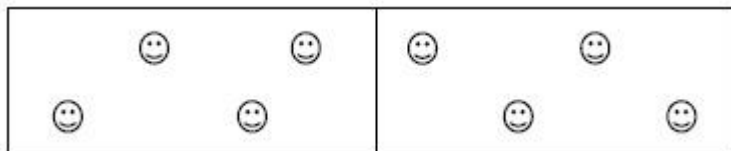
As a class, revise the components of the dodge. Set up an obstacle course for students to practise the dodge by using it to change direction around the course. Some ideas for the course include:

- dodging off and on a line
- zigzagging around markers
- dodging in between poles or trees

Practising the skill

Dodge the ball

Use a basketball court or mark out an area with a centre line. Students are divided into two teams and each team is given three balls. When the whistle is blown, students roll the balls into the other team's area trying to hit the other team below the knees. Students should use the dodge to avoid the balls. If students are hit by a ball they run around the outside of the area once and then move back onto the court.





Dodge – Card Five



1



2



3



4



5

Skill components (Introductory components marked in bold)

1. Changes direction by bending knee and pushing off the outside foot.
2. Change of direction occurs in one step.
3. **Body lowered during change of direction or in the direction of travel.**
4. **Eyes focused forward.**
5. Dodge repeated equally well on both sides.

Equipment

- Six hoops
- 20 beanbags
- Markers
- Six balls

Warm Up

Snatch the treasure

Set out six hoops. Place one hoop in the middle of the area and five hoops ten metres away in a circle formation. Students are divided into five teams. Place all beanbags (treasure) in the middle hoop. Teams line up beside an outside hoop. When the whistle is blown the first student from each team runs to the middle hoop to get a piece of treasure. Students then return the treasure to their hoop. The next student collects a piece of treasure and this continues until all treasure has been snatched from the middle hoop. When there are no pieces of treasure left in the middle hoop, students may snatch treasure from other groups' hoops but still only one person at a time collecting the treasure. The winning group is the one with the most treasure at the end of the allocated time.

Teaching the skill

As a class, revise the components of the dodge. Students work in groups of five and line up between two markers. The markers should be five metres away from the students at each end. When the teacher blows the whistle the first student on the right performs a dodge and then runs to the marker on the right, dodges the marker, runs to the marker at the other end, dodges the marker and then runs back to tag the next student. This continues until all students have had a turn. The students run, hop or jump on the spot while they wait for their turn.

Practising the skill

Email

Students work in two teams, within a rectangular playing area with a hoop at both ends, one containing the beanbags. The batting team lines up at the hoop containing the beanbags. The other team is split in two, half on each side of the field, three dodge balls either side. The batting team need to deliver one beanbag (email) at a time to the other hoop (inbox). The fielding team members attempt to hit the email deliverers with a thrown dodge ball (virus). If the email is successfully delivered the deliverers run back to the end of the line, behind the throwers. If the deliverer is hit by a virus they put their email on the ground and stand on the spot where they were hit. They can get back into the batting team if they catch a ball on the full. Deliverers in the middle can protect their team mates by hitting the viruses away (blocking viruses), however they cannot move their feet from the spot. Change over when all emails are gone or all deliverers are out. The winning team is the one that gets the most emails delivered.



Dodge – Card Six



1



2



3



4



5

Skill components (Introductory components marked in bold)

1. Changes direction by bending knee and pushing off the outside foot.
2. Change of direction occurs in one step.
3. **Body lowered during change of direction or in the direction of travel.**
4. **Eyes focused forward.**
5. Dodge repeated equally well on both sides.

Equipment

- Six hoops
- 20 beanbags
- Coloured braids
- Markers

Warm Up

Villains and Heroes

Scatter hoops around the area where you are playing. Split the class into two groups 'villains' and 'heroes'. The heroes have a 30 second head start to place beanbags in their correct corresponding coloured hoop. On the whistle, the villains steal the beanbags from the matching coloured hoop and place them incorrectly. The heroes have to try and fix the problem in the time allowed.

Teaching the skill

As a class, revise the components of the dodge. Students work in groups of four in a designated area per group. One student in each group is the tagger and wears a band. The tagger tries to tag another player. When a player is tagged, they get the band and the game continues. Ask students:

- What type of skills can you use to avoid being tagged?
- Where in the defined area could you run to avoid being tagged?

Practising the skill

Partner dodge

Mark out a playing area. Students work in pairs to complete the activities below.

Body lowered during change of direction

Students try to tag their partner who is facing them. Ask students: How does your partner avoid your tag? Why are the knees bent and feet apart? Students try the same activity but their partner starts with their legs straight and feet together. Ask students: Which way do you think works better? Why?

Eyes focused in the direction of travel during the dodge

The teacher holds up numbers or coloured cards and students move towards the teacher. As they move towards the teacher, students must call out the colour or number being held up.



Dodge – Card Seven



1



2



3



4



5

Skill components (Introductory components marked in bold)

1. Changes direction by bending knee and pushing off the outside foot.
2. Change of direction occurs in one step.
3. **Body lowered during change of direction or in the direction of travel.**
4. **Eyes focused forward.**
5. Dodge repeated equally well on both sides.

Equipment

- Five balls
- Markers

Warm Up

Scissors, paper, rock

Students stand on a line facing each other with their fists touching in the dodge ready position (down low). On the call 'scissors, paper, rock' students move their arms to reflect the action. If students win the hand they chase their partner to the end lines. If there is a tie students keep playing until someone wins.

Teaching the skill

As a class, revise the components of the dodge. Students work in groups of six in a separate area with a ball. Three students are attackers who pass the ball to each other and the other three are the defenders. The defenders attempt to intercept the ball to gain possession. The attackers can't hold the ball for more than five seconds. Blow the whistle every couple of minutes so that the team holding the ball gets a point. Swap team roles.

Practising the skill

Here, where, there

Students scatter around the playing area. Three directions will be given and students act immediately to follow the directions. Students run around the area and change direction by dodging.

On the signal:

- Here – run to the a marker/ landmark/ teacher
- Where – I want you to run ...
- There – point in one direction



Dodge – Card Eight



1



2



3



4



5

Skill components (Introductory components marked in bold)

1. Changes direction by bending knee and pushing off the outside foot.
2. Change of direction occurs in one step.
3. **Body lowered during change of direction or in the direction of travel.**
4. **Eyes focused forward.**
5. Dodge repeated equally well on both sides.

Equipment

- Markers
- Braids

Warm Up

Glue

Students work in pairs. They will be moving within the area by running and dodging. Student A must free themselves from student B who follows student A as closely as possible. When the teacher blows a whistle all students stop. Student B then sees if they can take one step and touch student A. Reverse the roles.

Teaching the skill

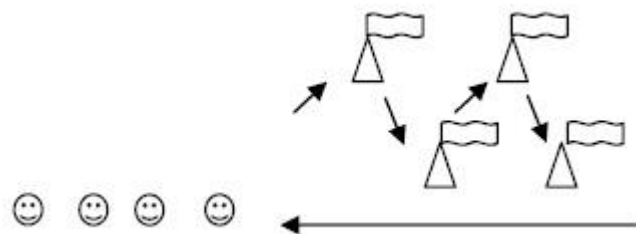
Rats and Rabbits

Students divide into two groups. Group A ('rabbits') lines up opposite Group B ('rats'). Students face their partner with their fists touching in the dodge ready position (down low). If rabbits is called, students must turn and run to make it safely to their end line without being tipped by the rats and vice versa.

Practising the skill

Braid rescue

Students work in groups of four. Set out markers in a zigzag formation. Drape a braid on each of the cones. The first runner zigzags to each marker, collects the braids as they go, returns in a straight line down the right hand side and hands the braids to the second runner. The second runner zigzags to replace the braids on the markers. If a braid falls off, the runner must return to replace it. The third runner collects and the fourth runner replaces.





Dodge – Card Nine



1



2



3



4



5

Skill components (Introductory components marked in bold)

1. Changes direction by bending knee and pushing off the outside foot.
2. Change of direction occurs in one step.
3. **Body lowered during change of direction or in the direction of travel.**
4. **Eyes focused forward.**
5. Dodge repeated equally well on both sides.

Equipment

- Six hoops
- Six soft balls
- Markers

Warm Up

Air ball

Students work in groups of five or six. Each group is given a soft ball and must work as a team by hitting the ball with their hand, fist or palm to keep the ball from touching the ground. Students should count how many times they hit the ball to keep it off the ground.

Teaching the skill

Students work in pairs. Students stand facing each other, one student stands with their hands outstretched. The other student touches their partner's hands and races across to the other side of the field before their partner can catch them. Students should disguise when they are going to touch hands by almost touching. Remind students to:

- look straight ahead
- use the outside of their foot
- lower the body and then raise it when changing direction
- use their knees to change direction
- use only one step to change direction
- lower body height and transfer body weight

Practising the skill

Team Tag

Students work in groups of five. Two teams are combined into one group: five are 'runners' and five are 'taggers'. Use markers to allocate a playing area for each team and put two hoops inside each playing area. The teams begin at opposite ends of the area. The object of the game is for the runners to cross the space without being touched by the taggers. The runners are safe when they are inside one of the hoops. Runners have a set time, for example, one minute to cross the area. Teams then switch roles and repeat the activity.



Dodge – Card Ten



1



2



3



4



5

Skill components (Introductory components marked in bold)

1. Changes direction by bending knee and pushing off the outside foot.
2. Change of direction occurs in one step.
3. **Body lowered during change of direction or in the direction of travel.**
4. **Eyes focused forward.**
5. Dodge repeated equally well on both sides.

Equipment

- Braids for half the class
- Markers

Warm Up

Jockey and Horse

Set boundaries to designate the playing area. Students are divided into two groups: 'horses' and 'jockeys'. The horses wear coloured braids and run free in the paddock. The jockeys run and catch their own horse by taking their braid and run back to the stable with it. Horses try to avoid being captured by dodging the jockeys. As soon as the jockey gets the horse back to the stable, the students swap roles and start again.

Teaching the skill

Revise the key components of the dodge. Students spread out in a designated area. Ask students:

Can you dodge:

- high to a low level?
- low to a high level?
- in different directions?
- sideways?
- backwards and forwards?
- as quickly or slowly as you can?
- with a great force?

Which ways of dodging were easy? What made them easy? Which ways of dodging seemed awkward? What made them awkward?

Practising the skill

Island tag

Place a number of markers around the playing area. Each marker represents an island. Any student standing next to a marker cannot be tagged. No more than two students can stand next to each marker at a time. Choose four students to run between the islands to try to tag students as they run from island to island. When students are tagged they exchange roles.



Dodge – Card Eleven



1



2



3



4



5

Skill components (Introductory components marked in bold)

1. Changes direction by bending knee and pushing off the outside foot.
2. Change of direction occurs in one step.
3. **Body lowered during change of direction or in the direction of travel.**
4. **Eyes focused forward.**
5. Dodge repeated equally well on both sides.

Equipment

- Bases or discs
- Markers
- Ten beanbags
- Six hoops

Warm Up

Shadow tag

Mark out a playing area and scatter a number of bases or discs on the ground. Students work in pairs: one is the leader and the other is the shadow. The shadow follows the leader and imitates all of their movements, keeping as close to the leader as possible. The leader challenges their shadow by trying to get away from them. Change roles and repeat. Variation: Start off in the same way but, on a given signal, the leader tries to get to one of the bases or discs before their shadow tags them. Change roles and repeat, but with fewer bases or discs spread out across the area to increase complexity.

Teaching the skill

Revise the key components of the dodge. Students work in groups of four to six. Scatter beanbags around the playing area. Student one collects the beanbags and places them in the bucket and student two resets the beanbags. Student three collects them and so on. Only one beanbag can be collected or reset at a time.

Remind students while they are dodging to:

- look straight ahead and use the outside of their foot
- lower body and then raise it when changing direction
- use their knees to change direction
- lower body height and transfer body weight.

Practising the skill

Pirate treasure

Mark out a defined playing area, approximately ten metres square. Place a hoop in the centre with a beanbag (treasure) inside it. Students work in groups of five: one pirate and four sailors. The pirate's task is to protect their treasure from the sailors. The sailors have two minutes to steal the treasure (beanbag) and take it outside the square without being touched by the pirate. If a sailor is touched while carrying the treasure, that sailor must return to the outside of the square and try again. The pirate cannot go inside the hoop. Change roles and repeat.



Dodge – Card Twelve



1



2



3



4



5

Skill components (Introductory components marked in bold)

1. Changes direction by bending knee and pushing off the outside foot.
2. Change of direction occurs in one step.
3. **Body lowered during change of direction or in the direction of travel.**
4. **Eyes focused forward.**
5. Dodge repeated equally well on both sides.

Equipment

- Two soft balls
- Eight markers
- Four braids

Warm Up

Tag steal

Students work in two teams, lined up on opposite sides of a large marked space. Each team selects two players to be 'It'. Each player has a braid or tag tucked into their pants or pocket. Players run from one side of the space to the other, trying not to be tagged. The aim is for 'It' to grab as many tags as they can within a set time limit. Change 'It' until each team member has participated. Teams keep score of how many tags are collected.

Teaching the skill

Revise the key components of the dodge. Students work in pairs, one is the leader and one is the follower. Student one runs around a designated space changing direction by dodging and student two follows copying the leader. Change roles. Variation: Student one as the leader changes directions according to the teacher's instructions, such as change direction with feet together, feet wide apart and arms by your side. Students change roles. Ask students to reflect on which body positions made it easier to dodge effectively.

Practising the skill

Ball rescue

Students work in two teams. A line divides their territory. Teams start in their own territory with one ball in a marked space. On the command 'Go', students from each team can enter the opposition territory to try to rescue the ball and return it to their own territory. A player is only safe in their own territory. Once they enter opposition territory, they can be tagged. If a player is tagged in opposition territory, they must freeze. They can be rescued by their own team member tagging them without being tagged themselves. Once tagged by their own team members, they are free to run again. When a player makes it to the ball, they cannot be tagged within the marked space. Students choose to run with the ball or use teamwork to pass the ball between free players in the opposition territory to return the ball back to half way. If a player in possession of the ball is tagged or the ball is dropped before reaching half way the ball goes back to the original position in opposition territory. Defenders must stand more than one metre from the other team's ball square in defence.

