

# Teaching Games for Understanding Activity Support Package

Teaching kids games by playing games

Activities for children  
aged six to twelve



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Healthy Schools  
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## Overview

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This is an excellent resource with all kinds of great activities designed to help kids, ages six to twelve, develop an understanding and competency of the skills and tactics associated with playing sports. *Teachers, coaches, after school staff* and *camp counsellors* can all benefit from this resource.

By playing games that are fun and adaptable to every skill level, this resource will prepare kids to participate in a wide range of sports with greater success and enjoyment.

The activities are separated into four categories: *Target, Net/Wall, Striking/Fielding,* and *Invasion/Territory*. Each category focuses on specific game strategies that will assist kids in developing the skills they need to participate in sports.

## Disclaimer

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These materials have been prepared for implementation, under supervised conditions. Teachers and other adult leaders should be careful to inspect facilities and equipment, and to recognize that participants' fitness and skill levels are highly variable.

Ophea, its representatives, and all program partners are not responsible for the implementation of the materials and they shall not be liable for any damages, direct or indirect, special or consequential, which result from the use or misuse of or negligent use of the materials, including, without limiting the generality of the foregoing, any damages arising from injury incurred by participants.

## Safety Guidelines

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An important aspect to remember is that there is an element of risk in all physical activity. It is imperative to take action accordingly to minimize this risk. Safety awareness practiced by the leader, based on up-to-date information/resources (e.g. Safety Guidelines), common sense observation, action and foresight, is the key to safe programming.

Here are some general safety guidelines that should be addressed while using this resource:

- Leaders need to be aware of the medical background and physical limitations of participants.
- Leaders must be knowledgeable and trained to carry out their duties.
- A fully stocked first aid kit must be readily accessible.
- Leaders must make a pre-activity check of the facilities and equipment to be used. (e.g. the playing field must be free from hazards, leaders must ensure equipment is safe and balls are properly inflated).
- Possible risks of the activity must be outlined, demonstration on how to minimize the risks must occur, and procedures and rules for safe play must be implemented prior to the activity beginning.
- Participants must wear appropriate clothing. Running shoes or appropriate footwear must be a minimum requirement.
- Walls must not be used for turning points or finish lines. A line or pylons should be designated in advance of the wall.
- No body contact.
- Activities must be modified to the age and ability levels of the participants and the facility available.
- The number of participants must be suitable to the playing area.
- Effective supervision must be in place in order for participants to use facilities or equipment.

## Warm Up/Cool Down

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### Warm Up

It is important that participants do a warm up prior to starting the activities. A warm up sets the tone for the activity and reduces the risk of injury. To warm up, participants should participate in some low-intensity aerobic activity such as brisk walking. By using the large muscles and gradually increasing speed and intensity, this type of activity gradually increases the heart rate and increases blood flow to the muscles.

During the warm up, it is important to move the joints through their range of motion, rather than use deep stretching which is most appropriate during the cool down. In order to move joints through their range of motion, use exercises such as arm circles, flexing and extending the arms and legs.

### Cool Down

After vigorous physical activity, a cool down period of a more gentle activity helps the heart and body to return to its normal resting state. Slow-moving activities and stretches will help normalize the blood flow to the muscles and improve flexibility. The cool down activities concentrate on unhurried, slow stretching. Because the muscles are warm during stretches, the risk of injury is reduced. Stretches should include all the major muscle groups starting with the largest muscles first. Each stretch should be held without bouncing for fifteen to thirty seconds.

Stretching should be imaginative and creative. Participants can “reach for the sky” or pretend to be a tree that is growing, or stretch their arms out as “wide as a wall”. The cool down can also prepare participants for the transition back to non-active activities.

### Note

Music can be an excellent motivator in stretching and warm up activities. Play upbeat music with a fast tempo during the warm up to motivate participants to move quickly and with energy. During the cool down, play slower and quieter music to help create a calm and relaxed mood.

Allowing participants to select music (within guidelines), can make a significant positive impact on the atmosphere.



## Equipment

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Non-traditional uses of equipment and creative implementation of games can help to “level the playing field” for all participants. During games and activities, offer participants a choice from a variety of equipment to ensure that everyone can experience enjoyment, challenge, and success.

Try these equipment adaptations to add challenge and fun to the games and activities. There are many games in this resource package that support the use of a variety of equipment such as pool noodles, rubber chickens, and stuffed animals. Consider the use of scarves, balloons, and streamers since they can contribute to the speed of the game or activity and also add to the fun.

Instead of playing with a basketball or soccer ball, try using a soft skin ball. Soft skin balls bounce less and travel shorter distances. Consider retaining the bladder of an old soccer ball (take off the old worn out cover). The “bladder ball” will not hurt anyone and will follow an erratic path to challenge even the most skilled player.

## Inclusion

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These activities can offer participants of all abilities an opportunity to participate in developmentally appropriate, challenging activities with their peers. Furthermore, games can be a fun and motivating way to work on the development of skills and strategies. Some participants may need assistance to participate in the games, but participation will improve their self-concept as well as how others view them.

The following are general guidelines for adapting games and activities for participants with varying ability levels.

1. **Size:** The size of the equipment and playing area can be modified to allow a participant to be more independent and successful. Larger balls can be used to make catching and striking easier. Smaller bats or striking implements can be used for participants who cannot hold regulation bats, and lowering nets in volleyball or making baskets lower and balls larger can be used in basketball.
2. **Space:** The playing space can be made smaller by making alternative boundaries. The space can also be made smaller by utilizing the corner of the gym or room so that the ball does not go as far away from the participants.
3. **Weight:** The weight of objects can be modified in such a way that the game can be slowed down or can be made less intimidating. For example, a beachball or balloon can replace a volleyball or a soft skin ball can replace a regulation soccer ball.
4. **Peer Assistance:** The buddy system can help build self-confidence for participants. If there is a range in ages of participants in a game, pairing a younger and an older participant together could help to make the situation less intimidating for the younger participant.
5. **Rules of the Game:** The rules of various games should be adhered to as closely as possible. However, simple equipment changes or use of a partner will often be enough for all to participate.

Consider allowing for participants to achieve success within a game setting by interval participation (e.g. playing only on offense).

Another way to modify rules is to allow participants with differing abilities different ways of taking their turn. For example, in a game of softball, a participant may be allowed to push the ball into the field rather than striking it and then can be pushed in a wheelchair around the bases.

When considering when to make modifications, it is important to remember that they may not always be necessary. When modifications have to be made, it is important to ensure that the integrity of the activity for all participants is retained as much as possible.

## How To Play



**Tactical Focus:**  
Aim and Accuracy

- ▶ 15 feet away from the throwing line set up 4 pylons situated horizontally, 2 feet apart from each other.
- ▶ On the first pylon place a basketball on top, on the second pylon place a tennis ball, on the third pylon place a soccer ball and on the fourth pylon place a golf ball.
- ▶ The purpose of the game is to try and knock down the targets with a gator ball and try and get as many points as possible.
- ▶ The basketball is worth 2 points, the tennis ball is worth 4, the soccer ball is worth 3 and the golf ball is worth 6 for a possible total of 15 points.
- ▶ You can only use the points from each ball once. Each person will get 4 throws and whoever has the most points wins.

## Variation

- ▶ Relay: Have different numbers of people. You can have teams and use it as a relay against other teams to see who can score the most points in a particular time frame.
- ▶ Participants can choose different distances from the targets. If they choose the closest distance, multiply the points if successful by 1. If successful at the second distance, multiply by 2.

## Tactical Awareness

- ▶ What factors determine which target you will aim for?
- ▶ Level of difficulty, risk involved, etc.
- ▶ Being mentally prepared is an important component of all target games.

## Adaptation Consideration

- ▶ Use different targets to make it easier or harder for students.
- ▶ Line the pylons up differently to make it easier for the targets or even harder for the targets
- ▶ Vary the size of balls to knock over the targets
- ▶ Stand a shorter distance away or farther away from targets

## LEVEL OF COMPLEXITY

Easy

## Participant Grouping

Partners

## Playing Area

Gymnasium

## Equipment

Balls (e.g. beach, foam, paper, wiffle gator): basketball, tennis ball, soccer ball, golf ball, gator ball

Pylons: 4

Other: skipping ropes, or lines on the gym floor as the throwing line

## Safety

Don't have people standing behind where the targets are situated Use underarm tosses and proper footwear for balance when attempting precise throws If possible set up targets near walls to prevent interference with other groups

## Life Skills Development

Decision-Making and Critical Thinking Skills

- ▶ What type of decisions did you have to make in this game? What type of decisions do you make about health on a regular basis (e.g., healthy foods, safety, hygiene)?
- ▶ Do you find it more difficult to have a healthy diet or unhealthy diet?
- ▶ Do you feel better when you eat healthier foods? What are some of the differences you find?
- ▶ What kinds of things can someone change to have a more balanced diet?

## FUNDamental Skills

Manipulation Skills

- ▶ Underhand Throw
- ▶ Preparation: Focus on the target and keep your eyes in the direction you want the ball to travel
- ▶ Execution: Step with opposite foot so that it is lined up with the intended target
- ▶ Follow-Through: Remember to follow through towards the target



### How To Play



**Tactical Focus:**  
Protect the Object

- ▶ This game will be played in partners and the two will play against each other.
- ▶ Apple of My Eye is designed in a flower formation with a large pylon in the middle and 6 smaller pylons around it.
- ▶ The object of this game is for the participants to throw a ball and knock down the labelled letters from A-B-C and then knock down the numbers 1-2-3 in proper sequence.
- ▶ Players can ONLY stand on one foot when they throw the ball. This is their "tree trunk"
- ▶ Once successful the participants will then hit the larger pylon in the middle which will be labelled the Apple.
- ▶ Once the participant hits the Apple (middle pylon) they will become Apple of My Eye.
- ▶ Make the distance from the objects equal and only use underhand throws

### Variation

- ▶ This game could be modified by timing the children, seeing who could knock them down the fastest and as well it is appropriate for children with special needs.
- ▶ Spelling - Use a number of letters and participants try to spell out words by hitting the targets in sequence.
- ▶ Math - Give the participants a number and they have to hit the numbers on the pylons to add up to that number in as few as tries as possible. For example, if the number is 7, can they hit the 3, 3, and 1 pylon to total 7.

### Tactical Awareness

- ▶ What are effective ways to try and avoid obstacles when aiming for a target?
- ▶ Use an angle of approach that has a clear pathway to the target
- ▶ Can try to add a spin to the ball so that it curves around an object.

### Adaptation Consideration

- ▶ Increase or decrease the size of the balls (note: smaller balls are easier to manipulate).

### LEVEL OF COMPLEXITY

Easy

### Participant Grouping

Partners

### Playing Area

Gymnasium

### Equipment

Pylons: 6 medium  
Pylons: 2 large  
Balls (e.g. beach, foam, paper, wiffle gator): 2 medium

### Safety

Make sure that no children stand behind the area that a child is throwing towards.

### Life Skills Development


Communication and Interpersonal Skills

- ▶ How did you and your partner work together?
- ▶ Would the game have been more difficult if you did not have a partner?
- ▶ Where else can you identify things are easier when we work together? (In sport? In school? At home?)

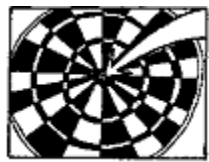
### FUNDamental Skills

Stability Skills

- ▶ Stork Stand
- ▶ Preparation Phase: Bring non-support foot to lie flat against the inside thigh of the support foot, hands on hips, and look straight ahead.
- ▶ Execution Phase: When throwing the ball, keep belly button directly over the foot on the ground to maintain balance and do not place non-support foot on the ground.
- ▶ Follow-Through Phase: After releasing the ball, return to original stork stand position without non-support foot touching the ground.

- ▶ Increase the target size. Can use hoola hoops as the targets and place letters and numbers inside the hoola hoops. Participants can aim the balls into the hoola hoops, which are labeled a-b-c and numbered 1-2-3. Once successful, participants will then throw the ball into the hoola hoop labeled "apple".
  - ▶ Can increase or decrease the distance further away from the objects.
  - ▶ Use two-hands to throw the balls.
  - ▶ Use different type of skills (e.g., send away with an implement such as a golf club or hockey stick, strike with hand)
- 

### How To Play



**Tactical Focus:**  
Aim and Accuracy

- ▶ Distribute nine hula- hoops around the gym (or outside).
- ▶ Label the hoops one to nine.
- ▶ In groups of up to four golfers, and players alternating shots, players try to get their bean bag in hoop number one in as few throws as possible.
- ▶ Players proceed to the next hoop in succession.
- ▶ Distribute the rest of the players evenly at all the holes (Therefore, players who start at hoop number two end at hoop number one).
- ▶ Try to complete the course in as few attempts as possible

### Variation

- ▶ Team Golf: First person throws, then second person throws from where the beanbag landed, etc.
- ▶ Play best throw. As a team, they must decide which shot is the best and everyone else picks up their beanbags and they all shoot from that location. Do this for every shot.
- ▶ Bean Bag Basketball Golf: Played as with Bean Bag Golf but use the 4-6 basketball hoops as the holes ( you may need a long stick to knock down bean bags that get stuck on the basketball hoop).
- ▶ Disc Golf: Played as with Bean Bag Golf but this game is played outside using plastic discs instead of bean bags.
- ▶ Soccer Golf: Played as with Disc Golf but using soccer balls instead of bean bags.
- ▶ World Golf: Each hole represents a different location in the world. Try to place the hoops in the location that they would appear on a world map. At each hole, have a trivia question about the place in the world. Team members can subtract one stroke from their score if they get the trivia question correct.
- ▶ Hockey Golf: Play using hockey sticks and beanbags.

### Tactical Awareness

- ▶ What factors into how much effort you will use to project the beanbag?
- ▶ The more force that is used, the less accurate the throw often is. So, a person must decide if they want to risk the accuracy of their shot by using a lot of force, or use less force and increase their accuracy.

### Adaptation Consideration



### LEVEL OF COMPLEXITY

Easy

#### Participant Grouping

Approximately four players per hoop.

#### Playing Area

Gymnasium  
Outdoors

#### Equipment

Hoops: 9 per player  
Beanbags: 1 per player

#### Life Skills Development

Communication and Interpersonal Skills

- ▶ Did everyone on the team have similar strategies in how they would throw the bean bag towards the target?
- ▶ How does this activity help foster a better understanding of individual differences and similarities?
- ▶ If everyone is different then why do we sometimes have a difficult time being ourselves?
- ▶ Why is it important to be your yourself? How will this help lead to a healthier way of living?

#### FUNDamental Skills

Stability Skills

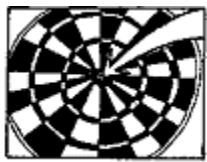
- ▶ Stability for Underhand Throw
- ▶ Preparation Phase: Have weight on balls of feet but keep heels on the ground.
- ▶ Execution Phase: Remain low and have a slight forward lean of the trunk.

- ▶ Increase or decrease the size of objects which are thrown (i.e. use coloured, large balls).
- ▶ Shorten the distance to the hoop.
- ▶ Place markings in the centre of the hoola hoops for participants to aim for.
- ▶ Change the equipment: Use scarves, rubber chickens, etc to throw in the hoops.

- ▶ Follow-Through Phase: Lower hips and bend knees to stop forward momentum.



## How To Play



**Tactical Focus:**  
Aim and Accuracy

- ▶ This target game is designed to enhance sending skills and improve accuracy using the skill of underhand throwing. The following is instructions on how to play the game.
- ▶ 3 hula hoops will be set up in a triangular shape. Hoops must be taped to the floor. 6 wiffle balls are placed in the first hoop (3 of the same colour and 3 of another colour or use masking tape to distinguish between the balls).
- ▶ For example, 3 red and 3 blue. 4 wiffle balls are then placed in each of the 2 remaining hoops (2 red and 2 blue for instance).
- ▶ Students are then paired up in 2's and asked to join another group of 2; now a group of 4.
- ▶ According to the 2 distinct coloured wiffle balls in the hoops, each pair of 2 will represent one of the colours of the wiffle balls.
- ▶ A coloured line, 5 meters away from the first hoop will mark the location in which both teams will throw their tennis balls, alternating turns, using only the underhand throw.
- ▶ The objective is to knock out as many of the opposing teams balls (chips) out of the hoops (cookies).
- ▶ The team with the most chips remaining in the hoops are declared the winners.

## Variation

- ▶ Project the tennis ball with an implement (e.g., hockey stick, golf club, etc).
- ▶ Add obstacles in front of the hoops (e.g., large pylons, etc).
- ▶ Adding Chips: Instead of trying to knock other "chips" out, can you try and throw the ball so that it stays inside the hoops.

## Tactical Awareness

- ▶ Was there a way to knock more than one ball out of a hoop on the same throw?
- ▶ If you hit the ball the right way (e.g., straight on it will go straight, to the side, it will move at an angle), it can hit another ball as well.
- ▶ It is important to pre-plan these type of shots and look for opportunities to bump other balls to knock others out of the hoop at the same time.

## Adaptation Consideration

## LEVEL OF COMPLEXITY

Easy

### Participant Grouping

The number of participants will depend on the number of students in the class. Students should be first paired into a group of two and then pair up with another group of two in order to form a group of four.

### Equipment

Hoops: 3 hoops for every 4 students  
Balls (e.g. beach, foam, paper, wiffle gator): 14 wiffle balls 7 of one colour and 7 of another colour  
Balls (e.g. beach, foam, paper, wiffle gator): 8 tennis balls per group 2 per student  
Other: 1 roll of coloured tape

### Playing Area

Gymnasium

### Safety

Make sure the hula hoops are spread out, using the entire gymnasium; to avoid groups coming into contact with one another. Students should be reminded that other games are taking place, to be aware and keep their heads up.

### Life Skills Development

Decision-Making and Critical Thinking Skills

- ▶ In this game do you feel everyone played fair?
- ▶ What does fair play mean to you?
- ▶ What happens when people don't play fair?
- ▶ Is it ever fun when people you play with break the rules?
- ▶ Where can you think of a time you didn't play fair and it upset somebody? In sport? In school? At home?

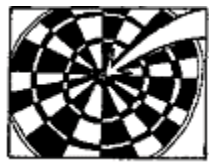
### FUNDamental Skills

Manipulation Skills

- ▶ Underhand Throw
- ▶ Preparation: Focus, students should keep their head up, looking at the desired target.
- ▶ Execution: Step with the opposite foot. Whatever one's dominant hand is he/she should step with their opposite foot.
- ▶ Follow-Through: Throwing hand should be pointed at the target at the end of the throw.

- ▶ Reduce the distance to the targets.
- ▶ Use larger balls, but still light balls, as "chips"

## How To Play



**Tactical Focus:**  
Protect the Object

- ▶ Set up a circuit as shown on the diagram using two cones for each "gate" or "wicket" and one cone for Gate 8.
- ▶ Each player has their own ball.
- ▶ Decide who goes first by rock-paper-scissors or some other fun method.
- ▶ Player A starts at cone #8 and attempts to roll her ball through gate 1. The player leaves the ball where it lands and rolls again from that spot on their next turn.
- ▶ Players roll in their proper order.
- ▶ Players receive an extra roll if their attempt goes between the proper cones.
- ▶ Players continue through the circuit 1-7 and are finished when their ball strikes cone #8.
- ▶ Other players are allowed to try and knock other players balls during their turn and that player must roll the ball from the new location.

## Variation

- ▶ Use an implement such as a hockey stick or croquet mallet to strike the ball.
- ▶ Play in teams of two with players alternating shots.
- ▶ Change the equipment (e.g. slide a bean bag).
- ▶ Speed Croquet: How quickly can an individual/ team complete the course?

## Tactical Awareness

- ▶ How can you increase your chances of rolling the ball through the gates?
- ▶ Assess rolling speed, accuracy, and shape of the ground.

## Adaptation Consideration

- ▶ Decrease the distance of the circuit.
- ▶ Decrease the number and/or size of gates or wickets.
- ▶ Increase the distance between the 2 cones to have a larger goal.
- ▶ Players can push the ball with two hands while sitting on the ground.
- ▶ If playing indoors, can tie elastic bands to the balls so that they do not roll all over the place.



## LEVEL OF COMPLEXITY

Easy

## Participant Grouping

Groups of two to four.

## Playing Area

Gymnasium  
Outdoors

## Equipment

Pylons: 13 per player  
Balls (e.g. beach, foam, paper, wiffle gator): 1 per player

## Life Skills Development



Coping and Self-Management Skills

- ▶ Did you have a plan in place before you threw the ball? For example, did you think about trying to knock someone else out of the way? Did you try to go for the wicket?
- ▶ Are there important things in life that we have to try and prepare for? (e.g., an emergency escape route in case of a fire)
- ▶ Why is planning ahead important in sport? In school? In social situations?
- ▶ Can you give an example of a time when you did something well that you had planned ahead for?
- ▶ Is it easier if you tell someone your plan so they will be able to keep you accountable or to help you with a plan? Why?

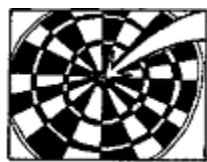
## FUNDamental Skills

Manipulation Skills

- ▶ Underhand Throw

- 
- ▶ Preparation Phase: Keep eyes focused ahead.
  - ▶ Execution Phase: Have body low to the ground and release ball pretending to give a low high five.
  - ▶ Follow-Through Phase: Arm follows through straight towards target (arm is moving alike a swing on a swing set or a pendulum).
- 

### How To Play



**Tactical Focus:**  
Aim and Accuracy

- ▶ Pairs choose four targets and one ball.
- ▶ One partner stands approximately 10m away and sets up four pins in a self-selected pattern.
- ▶ Player with the pins tells their partner which target to hit.
- ▶ The thrower rolls the ball towards the target.
- ▶ If a pin, other than the pre-selected one is knocked down, raise it up again until it is the chosen one.
- ▶ Once the designated pin has been hit, select another pin to be the target.
- ▶ Count the number of balls rolled to hit all four targets.
- ▶ Switch roles when all four targets have been hit.

### Variation

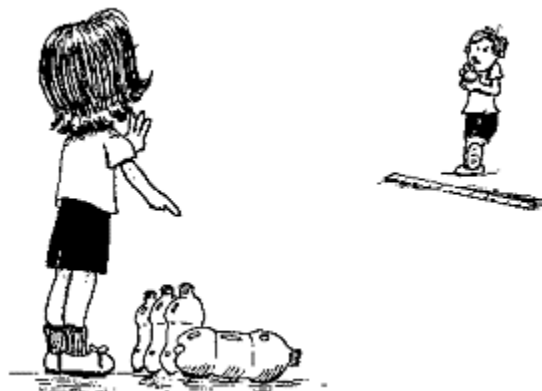
- ▶ Two Pin Knock Down: The bowler must knock down two targets in one roll (may need to reduce the distance rolled).
- ▶ Curling Knock Down: Instead of using a ball, use a scooter board like a curling stone to hit the target(s).
- ▶ Hock Puck Knock Down: Use a hockey puck to slide along the floor to hit the targets.
- ▶ Obstacle Knock Down: Put an obstacle in front of the targets to change the angle of approach or to put spin on the ball so that it moves around the obstacle.
- ▶ Competitive Knock Down: Assign three distances from the targets. The closest distance is worth 1 point, 2 points for the middle distance and 3 points for the furthest distance. Participants can then choose the line they wish to shoot from. Alternate shots with partner and first one to 20 points is declared the winner.

### Tactical Awareness

- ▶ What are some effective ways to ensure accuracy in this game?
- ▶ Mentally rehearse the throw before throwing it.
- ▶ Plan the route that you want the ball to take to the target.

### Adaptation Consideration

- ▶ Use lightweight balls.
- ▶ Can use a ramp to roll the balls down.



### LEVEL OF COMPLEXITY

Easy

### Participant Grouping

Partners.

### Playing Area

Classroom  
Gymnasium  
Limited Space

### Equipment

Balls (e.g. beach, foam, paper, wiffle gator): 1  
Targets: 4 - pins, pylons, plastic bottles, etc.

### Life Skills Development

Coping and Self-Management Skills

- ▶ Was it easier to knock down the pin when one of the four was chosen or would have it been easier if you could hit any pin?
- ▶ Why is it important to set goals in sport? In school? At home?
- ▶ What do we do when we achieve our goals?
- ▶ What do you do when someone asks you to do something that you can or should not do?

### FUNDamental Skills

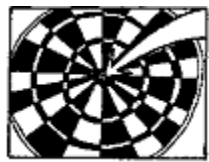
Stability Skills

- ▶ Stability for Underhand Throw
- ▶ Preparation Phase: Feet shoulder width apart with non-throwing foot slightly ahead of throwing foot.
- ▶ Execution Phase: Legs bent with slight forward lean of trunk to remain in a balanced position (stay low to the ground).

- ▶ Decrease the distance from where the players roll the balls and the 4 targets.
- ▶ Players can use two hands instead of one hand to roll the balls.

- ▶ Follow-Through Phase: Stop forward momentum by lowering hips and bending front knee putting more weight on the front foot for balance.

## How To Play



**Tactical Focus:**  
Aim and Accuracy

- ▶ To teach participants aim and accuracy techniques from different distances. Participants improve upon the amount of force needed to toss a beanbag into a target according to different lengths.
- ▶ Form a circle using bowling pins (or pylons turned upside down, or milk jugs, etc), approximately 2 feet in diameter
- ▶ Three lines are formed from the middle of the circle: 3m, 5m and 7m.
- ▶ The object of the game is to throw a beanbag into the circle without knocking any pins down, from all three distances.
- ▶ Once a participant completes all throws successfully from each distance, the game can re-start.
- ▶ Encourage the participants to complete the task with fewer throws each round

## Variation

- ▶ Competitive Pins: Score 1 pt from the first line, 2 pts from the 2nd line, and 3 pts from the third line if the beanbag lands in the middle without knocking over any of the pins. First person to 15 pts wins.
- ▶ Use a ball and it must go through the circle without knocking over any of the pins.
- ▶ The beanbag must not leave contact with the floor
- ▶ Change the type of manipulation (e.g., overhand throw, project with an implement such as a golf club, kick, etc)
- ▶ Add a target in the middle of the pins (e.g., add a ball that must be knocked out of the middle of circle of pins without knocking over any of the pins in the process)

## Tactical Awareness

- ▶ What type of throw increases the chances of avoiding the obstacles?
- ▶ Using more of an arc will also help the beanbag from sliding into pins once it hits the playing surface.

## Adaptation Consideration

- ▶ Reduce the distance of the lines to 1m, 3m and 5m.
- ▶ Circle is made bigger or smaller depending on the age and skill level of the students.
- ▶ Use coloured, light balls.

## LEVEL OF COMPLEXITY

Easy

### Participant Grouping

This game is played individually and allows for one to six players to play within the same game.

### Playing Area

Gymnasium  
Outdoors

### Safety

Students should refrain from throwing any of the equipment at each other.

### Equipment

Other: Pins - 6 per game  
Beanbags: One per student  
Beanbags: 1 per game

## Life Skills Development


Communication and Interpersonal Skills

- ▶ How does trying to beat your own score help motivate you?
- ▶ Why is challenging one's self important? Why is it important to challenge one's self in school?
- ▶ Do you think you challenged yourself when making the activity more difficult?
- ▶ What are ways we can challenge ourselves to stay active? make healthier food choices? cooperate with others?

## FUNDamental Skills

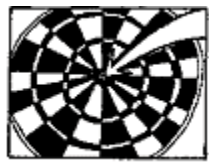
Stability Skills

- ▶ Stability to perform the Underhand Throw
- ▶ Preparation Phase: use a ready position where legs are shoulder width apart, knees bent, balanced centre of gravity (riding a motorcycle stance)
- ▶ Execution Phase: when releasing the ball, have one foot slightly ahead of the other
- ▶ Follow Through: Resume the ready position to ensure stability after the throw (we don't want any falling trees)

- ▶ Provide a peer to assist.
  - ▶ Allow participants to sit if required.
- 



## How To Play



**Tactical Focus:**  
Aim and Accuracy

- ▶ Draw five circles inside each other: The middle circle is .5 m in diameter and scores 5 points. The next circle outside the middle circle is 1 m in diameter and scores 4 points. The next circle is 1.5 m in diameter and scores 3 points. The next circle is 2 m in diameter and scores 2 points, and anything outside that circle scoring 1 point is 2.5 m. (Use gymnasium tape inside or rope when laid out in the grass outside).
- ▶ Each player is given five bean bags of a colour that is different from the other players.
- ▶ Standing behind a line 10 paces from the “bull’s eye,” the players alternate throws trying to accumulate the highest number of points with their 5 bean bags.
- ▶ Bags landing on a line score the lower number.

## Variation

- ▶ Long Bomb: Move the throwing line another ten paces away.
- ▶ Shuffle Board: Instead of circles have lines a half-meter apart.
- ▶ Put an obstacle in front of the bull's eye to make it more difficult (e.g. put a chair in front).
- ▶ Use other pieces of equipment (e.g. spider balls, koosh balls, foam balls, felt rings).

## Tactical Awareness

- ▶ What affects your decision on how many points you try to score?
- ▶ Moving other bean bags with the thrown bean bag to make them closer to the middle.
- ▶ The more force you use, the less accurate.
- ▶ Technique is important for accuracy.

## Adaptation Consideration

- ▶ Use bright, coloured material to define the target areas.
- ▶ Increase the size of the 5 circles.
- ▶ Reduce the distance to the target areas. Players can stand behind a line, which is 5 paces from the bull’s eye.
- ▶ Place a marking inside each of the 5 circles, which will give players a specific target to aim for.



## LEVEL OF COMPLEXITY

Easy

## Participant Grouping

One to four players at a time.

## Playing Area

Gymnasium  
Outdoors

## Equipment

Beanbags: 5 similar coloured beanbags per participant  
Other: Material for making lines

## Life Skills Development

Decision-Making and Critical Thinking Skills

- ▶ What are some ways that you can try to improve your score in this game each time you play?
- ▶ What are some positive goals individuals have right now in sport? In school? Being physically active? Healthy eating?
- ▶ Why are goals important to re-evaluate and continue to make new goals?

## FUNDamental Skills

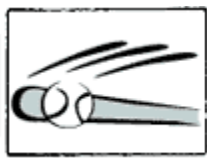
Manipulation Skills

- ▶ Underhand Throw
- ▶ Preparation Phase: Step into the throw with the non-throwing leg, have legs bent and body low to ground for stability.
- ▶ Execution Phase: Perform a higher low high five (approximately hip height) when releasing object to project it further (essentially hold onto the object)

slightly longer when launching the object higher/further).

- ▶ Follow-Through Phase: Finish with throwing arm pointing towards target.

## How To Play



### Tactical Focus: Score Runs

- ▶ One batter hits a ball off of a tee, and then the batting team moves as a team between the base and home. 1 point is scored each time a team is successful in reaching the base.
- ▶ Fielders field the ball and then throw it "home" to stop play once all fielders have touched the ball. Each fielder must touch the ball before this can happen.
- ▶ Batters and fielders switch once all batters have hit the ball.
- ▶ Batting teams keep track of their running total; the game ends when a team either reaches a pre-determined amount of points, or a number of innings have passed

## Variation

- ▶ Batters throw an object into the open space rather than using a tee
- ▶ Fielders pitch the ball; batters bat with or without an implement
- ▶ Batters move using various forms of locomotion

## Tactical Awareness

- ▶ How can you reduce the amount of time it takes for all fielders to touch the ball?
- ▶ Why do you think a relay is important in a game like this?

## Adaptation Consideration

- ▶ Use varied objects that may be easier to throw/grip (e.g. bigger, lighter balls, rubber chickens).
- ▶ Players make runs using a form of locomotion that is appropriate to them.

## LEVEL OF COMPLEXITY

Easy

### Participant Grouping

Divide the group into 2 teams (or an even number of small sided teams)

### Playing Area

Limited Space

### Equipment

Pylons: 3  
Balls (e.g. beach, foam, paper, wiffle gator): 1  
Bats: 1

### Safety

When the batting team are running together, ensure that players are aware of their surroundings.

### Life Skills Development

Coping and Self-Management Skills

- ▶ Are there any occasions where you felt frustrated in the game? How is this similar to when you are frustrated at home or school?
- ▶ How did you overcome this frustration?

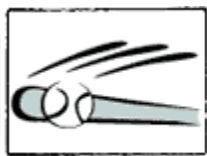
### FUNDamental Skills

Manipulation Skills

- ▶ Overarm throw
- ▶ Preparation: Stand sideways and make an L with throwing arm. Point non-throwing arm at target and look where you want to throw.
- ▶ Execution: bring throwing arm across, nearly brushing your ear. Snap your wrist as you release the ball.
- ▶ Follow-through: throwing hand should continue and meet the opposite knee.



### How To Play



**Tactical Focus:**  
Placement away from fielders

- ▶ The object is to strike a ball into open space without being caught.
- ▶ The "tree" (batter) wants to drop (self-hit) its "apple" (ball) so that it hits the ground before a "bucket" (fielder) is able to catch it using a pail or pylon.
- ▶ If the bucket catches the ball before it hits the ground and becomes "rotten", that bucket is awarded one point.
- ▶ If the tree succeeds in having the apple hit the ground, the tree is awarded one point.
- ▶ Once the tree has allowed 3 apples to be caught, the round is over and one of the buckets take a turn as the tree.
- ▶ There are as many rounds as there are players. Once all rounds have been completed, the player with the highest number of cumulative points wins the game.
- ▶ NOTE: The instructor should establish a line or an area in which the batter must hit the ball over to avoid the ball simply rolling on the ground to the fielders. This gives the fielders time to have a chance to catch the ball.

### Variation

- ▶ Create a point system: 10 points for catching a pop fly, 5 points for catching a ball after one bounce; 1 point for catching a ball after one bounce but is still rolling
- ▶ To extend the game, a second batter could be added to force the fielders to account for 2 balls at once, rather than 1.
- ▶ Have a designated area where batter must try and hit the ball. If ball is caught out of the designated catching area, more points are awarded.

### Tactical Awareness

- ▶ As the batter, where do you want to hit the ball to avoid getting out?
- ▶ Batters should look for large gaps between fielders and attempt to hit the ball into that area.

### Adaptation Consideration

- ▶ Can use Velcro balls and mitts.
- ▶ The "tree" (batter) can use a batting tee.
- ▶ Provide a peer to assist the "tree" (batter) to hit the ball.
- ▶ Modify the equipment: Use a lightweight bat.

### LEVEL OF COMPLEXITY

Moderate

### Participant Grouping

3-6 Fielders and 1 batter.

### Playing Area

Outdoors

### Equipment

Bats: 1  
Balls (e.g. beach, foam, paper, wiffle gator): 1

### Safety

Players should keep their eye on the ball so it does not hit them. Also, fielders should be aware of each other so they do not collide.

### Life Skills Development

Decision-Making and Critical Thinking Skills


- ▶ Where should you place the ball to be most successful?
- ▶ Where should you stand to help you achieve catching the ball?
- ▶ How can we make better environmental decisions in our everyday life? How can we help others be environmentally conscious?
- ▶ Why is it important to work together to make environmental decisions?

### FUNDamental Skills

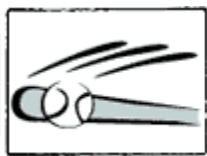
Manipulation Skills

- ▶ Striking with Implement
- ▶ Preparation Phase: Feet are slightly wider than shoulder width with most of body weight on back foot.
- ▶ Execution Phase: Move body weight forward towards incoming object by pushing back hip towards the pitcher.
- ▶ Follow-Through Phase: Continue swing of implement until it is pointing towards the target area of the ball.

▶ Use long handled "buckets" (e.g., lacrosse stick)



### How To Play



**Tactical Focus:**  
Stop Scoring Runs

- ▶ Create two teams: one team at bat, the other in the field. This game works best with teams of no more than 6. If necessary, have two games going on at the same time.
- ▶ Place three balls at the home plate beside a bucket.
- ▶ First player kicks each ball into the field, then runs the 3 bases (first, second, third, and home)
- ▶ If ball is caught, the fielder holds the ball above their head.
- ▶ Other kicked balls are retrieved and placed in the bucket.
- ▶ A runner is "out" if she is off a base as all balls are caught or in the bucket.
- ▶ Once on a base, players are not required to run.
- ▶ More than one player allowed on a base at one time.
- ▶ Runs are scored each time a player reaches home base safely.
- ▶ Entire team bats in turn, then teams switch places.

### Variation

- ▶ Add or subtract balls.
- ▶ Balls caught off walls or ceiling before hitting the ground are out.
- ▶ Strike balls with hand or arm rather than kicking.

### Tactical Awareness

- ▶ What are effective tactics to try and prevent the batting team from scoring runs?
- ▶ Communication between team members in the field.
- ▶ Fielding team should cover as much space as possible throughout the playing area.
- ▶ Use a relay person to get the balls into the bucket as quickly as possible.

### Adaptation Consideration

- ▶ Reduce the distance of the bases.
- ▶ A peer can assist the player who kicked the ball to run around the bases.
- ▶ Use scoops for catching the balls.



### LEVEL OF COMPLEXITY

Moderate

### Participant Grouping

Teams of maximum of six.

### Playing Area

Gymnasium  
Outdoors

### Equipment

Mats: for bases  
Balls (e.g. beach, foam, paper, wiffle gator): gator balls  
Other: 1 bucket

### Life Skills Development

Communication and Interpersonal Skills

- ▶ How did your team work together and what did your team do well? What do you feel your team could improve upon?
- ▶ How was working together more beneficial than working independently? Where else is teamwork important?
- ▶ How do you create a strong sense of team and teamwork in sport? In school? At home?

### FUNDamental Skills

Locomotor

- ▶ Sprinting
- ▶ Preparation Phase: Bring knee up high with thigh parallel to the ground (upside down L shape with leg) to increase stride length.
- ▶ Execution Phase: Have toe pointing up as foot initially contacts the ground to create a pushing action off the ground (making a V shape of the front of leg and foot).

- ▶ Follow-Through Phase: Bring heel up towards buttocks to finish and lengthen stride (creating a V shape with back of leg).



## How To Play



**Tactical Focus:**  
Avoid Getting Out

- ▶ Place two buckets or milk crates about 10 m. apart
- ▶ Within the group, one player is the batter while the others are the fielders
- ▶ Batter uses a raquet as the bat (e.g., tennis raquet, wooden paddle, raquetball raquet, etc.)
- ▶ The batter stands at the "home" bucket.
- ▶ One of the fielders pitches the ball underhand to the batter. The pitcher keeps pitching the ball until the batter hits it (no strike outs)
- ▶ The batter can strike the ball anywhere in the playing area.
- ▶ Once the batter hits the ball, he/she then runs with the raquet back and forth between the two buckets. The batter scores a run each time he/she reaches a bucket safely.
- ▶ 1 run is scored each time the batter reaches a bucket safely. The batter can stop at any of the buckets.
- ▶ The fielding team attempts to get the batter out by either: a) catching the ball, or b) hitting one of the buckets with the ball while the batter is running in between the buckets.
- ▶ A batter keeps batting until the fielding team gets the batter out or the batter has hit the ball 6 times.
- ▶ The pitcher then becomes the new batter, one of the fielders becomes the new pitcher, and the batter joins the fielding team
- ▶ Play until everyone has had a chance to be the batter and the pitcher.
- ▶ Over a duration of time (e.g., 2 or 3 classes) encourage players to score more runs each time they play as opposed to comparing who scored the most runs.

## Variation

- ▶ Pitcher can only throw the ball without bending his/her elbow.
- ▶ To score a run, the batter must get to the opposite bucket and back.
- ▶ Place the buckets in the middle of the playing area and the batter can hit it anywhere, including behind
- ▶ Add a rule that if the pitcher hits the bucket on a pitch, the batter is also out.
- ▶ Each fielder must touch the ball before the fielding team can try to get the batter out
- ▶ The batter must use a different type of locomotion each time they run back and forth between the buckets
- ▶ Play in pairs when batting. Each batter stands at one of the buckets. Always bat from the "home" bucket; so, whoever is at the home bucket hits the ball from the pitcher. Pairs score a run

## LEVEL OF COMPLEXITY

Easy  
Moderate

### Participant Grouping

six to eight player per game have multiple games going on at one time

### Equipment

Paddles: 1 / game  
Balls (e.g. beach, foam, paper, wiffle gator): 1 / game  
Other: 2 Buckets (or milk crates)

### Playing Area

Outdoors

### Safety

set up the playing area so that the balls are not being hit into other playing areas  
Batter will carry the paddle with him/her so that they do not throw the raquet.

## Life Skills Development

Communication and Interpersonal Skills

- ▶ Is there ever a good time to take risks? in sports? in school? at home? in life?
- ▶ What are risks that you face at school? at home?
- ▶ Are there good risks to take? Are there bad risks to take?
- ▶ What are the consequences of taking risks? What are the consequences for yourself? for others? for your family?
- ▶ How do you decide whether to take risks or not?

## FUNDamental Skills

Locomotor

- ▶ Sprinting from a Start
- ▶ Preparation: When starting from a start, transfer weight to the balls of your feet, bend knees, and lean forwards while looking in the direction to which you will be travelling
- ▶ Execution: Push off with balls of feet and fully extend knees while swinging arms forward to generate power
- ▶ Follow-Through: Avoid standing up straight right away and continue to pump arms to generate power and speed.

each time they both reach the opposite bucket safely.

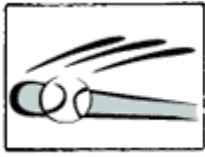
### **Tactical Awareness**

- ▶ What are effective tactics to avoid getting out?
- ▶ Need to decide whether to run to score additional runs and risk getting out given that the batter only gets a maximum of six bats.
- ▶ Looking for open areas in the playing area to hit the ball away from the fielders
- ▶ Do you risk having the fielders catch the ball by hitting the ball high in the air over fielders
- ▶ Do you try and hit the ball on the ground to avoid a fly out but also reduce the distance the ball is hit

### **Adaptation Consideration**

- ▶ If no raquets are available, batter uses his/her hand as the paddle.
- ▶ Increase or decrease the size of the ball being used
- ▶ Increase or decrease the size of the paddle being used to hit the ball.
- ▶ Fielders can use implements to collect the ball if needed (e.g., lacrosse stick, scoops, etc).

### How To Play



**Tactical Focus:**  
Placement away from fielders

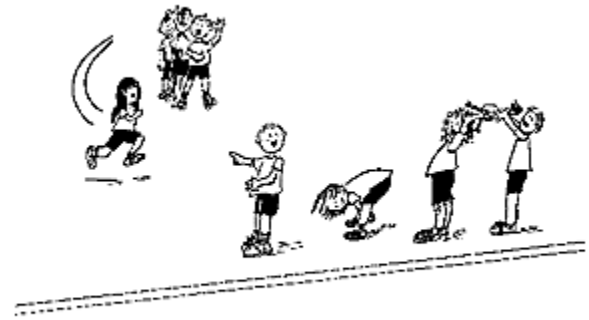
- ▶ Create two teams and within each team, number off starting from 1 to the last person.
- ▶ Team A (the initial batting team) begins in a line formation. Team B (the initial fielding team) is scattered in the field.
- ▶ First person on Team A yells "CHUCK THE CHICKEN" and then chucks the chicken anywhere in the open area.
- ▶ The "batter" who chucked the chicken runs once around the team and stops at his/her starting person. The person on his/her immediate right then runs around the circle once and stops back at his/her original position. Each time a person runs once around the circle successfully, a run is scored. This continues until the Fielding team yells "Chuck the Chicken"
- ▶ Team B (the initial Fielding Team) collects the chicken up as quick as possible and performs an "over the head, under the legs". To begin with, Person numbered 1 is at the back of the line. When the person at the back of the line gets the chicken, he/she yells "Chuck the Chicken!"
- ▶ Team A stops running at the command.
- ▶ Now Team B chucks the chicken and the roles are reversed.
- ▶ Participants take turn being at the back of the line up when they are the fielding team. The person at the back of the line should be the next number on the team.
- ▶ Play until everyone has had a chance to "chuck the chicken" on each team.

### Variation

- ▶ Set up multiple targets in the open space for the players to chuck the chicken at.
- ▶ Runner weaves through team rather than circling.
- ▶ Rather than running, the team chooses different forms of locomotion (e.g. skipping, galloping, sliding).
- ▶ Rather than passing the ball "over and under" roll it through team member's legs.
- ▶ Throw up to three objects at once for the fielding team to retrieve.

### Tactical Awareness

- ▶ Where should you chuck the chicken to score more runs?
- ▶ Throwing the chicken into the open area to score more runs.



### LEVEL OF COMPLEXITY

Easy  
Moderate

### Participant Grouping

Two equal teams. If possible, try to maximize the size of each team to four to six per team. If necessary, have multiple games taking place throughout the activity space.

### Playing Area

Gymnasium  
Outdoors

### Safety

Participants should be reminded to take their turn in chucking the chicken and running around the circle and that there should be no reason for any body contact.

### Equipment

Rubber chickens, stuffed animals: 1

### Life Skills Development

Decision-Making and Critical Thinking Skills

- ▶ What decisions did your team make to try and score more runs? What decisions did your team make to try and prevent the other team from scoring runs?
- ▶ Did you feel it was harder to make decisions when given a shorter amount of time?
- ▶ Why is it important to make healthy choices each day (e.g., nutrition, being active, cooperating with others)? What role do others have in helping you to make healthy choices?

### FUNDamental Skills

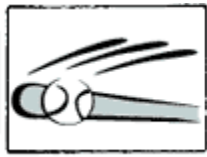
Locomotor

- ▶ Sprinting for Speed

### Adaptation Consideration

- ▶ Have all the players throw the chicken with their non-dominant arm.
  - ▶ Use another object besides the chicken e.g. bean bag, gator ball.
  - ▶ Each time a player passes the chicken, they count out loud. For example, the first player to pass the chicken says one, the next player says two, etc. Or, they could count by threes or sixes to practice numeracy skills.
- ▶ Preparation Phase: In anticipation of sprinting, encourage the participants to maintain stability by having equal balance of weight on both feet (staggered legs)
  - ▶ Execution Phase: Encourage participants to run on the balls of feet rather than flat footed
  - ▶ Follow Through Phase: Slow down gradually with soft heel to toe ground contact

**How To Play**



**Tactical Focus:**  
Covering Space

- ▶ One person on the batting team receives three objects
- ▶ The first batter kicks all three objects anywhere into the playing area
- ▶ After all three objects have been kicked, the entire batting team runs from home base to an opposite pylon and back as many times as possible
- ▶ While the batting team is running, the fielding team must try to retrieve all the objects and place them into a hoop that is located 5 m to the right of home base
- ▶ Fielding players are not permitted to run with the objects
- ▶ Once all the objects are back inside the hoop, the batting team must stop running
- ▶ A run is scored every time the ENTIRE batting team runs to the opposite pylon and back before all objects are placed inside the hoop
- ▶ There are no "outs". Switch batting and fielding teams after each person on the batting team has had a chance "at bat"

**Variation**

- ▶ Over/ Under: Fielders must do over/ under with each piece of equipment before it can be placed back into the hoop
- ▶ Modify the type of locomotion the batting team must use (e.g., skip, gallop, etc).

**Tactical Awareness**

- ▶ What can the fielding team do to cover as much space as possible?
- ▶ Spread out as a fielders and avoid bunching up.
- ▶ Have someone at the hoop in order for fielders to throw the objects to

**Adaptation Consideration**

- ▶ Participants can push or throw objects rather than kick.
- ▶ Use light weighted or small balls in order to project

**LEVEL OF COMPLEXITY**

Easy  
Moderate

**Participant Grouping**

Game is played between  
2 teams of three to four  
players per team

**Playing Area**

Outdoors

**Equipment**

Balls (e.g. beach, foam,  
paper, wiffle gator): 3 per  
team  
Pylons: 2  
Hoops: 1

**Safety**

Be sure to place the hoop  
off to the side of home  
base to avoid collisions  
Structure the environment  
so that objects from one  
game are not being  
thrown into the playing  
area of another game  
Players should not stand  
too close to the kicking  
team at bat.

**Life Skills Development**

Communication and Interpersonal Skills

- ▶ What was the fastest way to return the three objects?
- ▶ Why is it important to work together as a team in this activity? In school? At home?
- ▶ Where else are we a part of a team atmosphere? (community, maintaining a sustainable environment, creating a healthy safe environment)
- ▶ What skills are important to being a valuable team member?
- ▶ What are effective ways to communicate with others? What are ineffective ways to communicate with others?

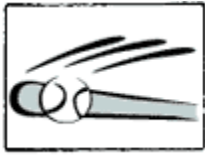
**FUNDamental Skills**

Manipulation Skills

- ▶ Kicking for Distance
- ▶ Preparation Phase: Approach ball from a continuous run-up to gather speed and place non-kicking foot beside the ball.
- ▶ Execution Phase: Contact the ball with top of foot (shoelaces) to generate power (toes must be pointed down to the ground for contact point).
- ▶ Follow-Through Phase: Extend kicking leg towards target in order to have ball continue straight in the direction desired.



### How To Play



**Tactical Focus:**  
Covering Space

- ▶ Area is marked out in a square with four pylons. A small square is made in the middle with four tees lined up inside it.
- ▶ The four batters stand in the middle and use their bats to hit four balls off the tees into the surrounding space.
- ▶ To score runs each batter runs out to a different corner of the big square and attempts to come back. Every pylon that is reached counts as one run making a collective score.
- ▶ The fielders collect the balls and return them to each tee. If a player is caught off base once the balls are returned their runs do not count for that round.
- ▶ Three hits per team before rotation.

### Tactical Awareness

- ▶ There is a lot of space to cover in this game. How did you choose which areas to cover?
- ▶ In this game, like cricket, there is open space all around you and not just in front of you. How can you make use of this space without the fielders knowing where you will hit it?

### Adaptation Consideration

- ▶ Give players a choice of bats and balls to use to hit.
- ▶ Make the fielding space smaller so it takes less running to cover.

### LEVEL OF COMPLEXITY

Easy  
Moderate

### Participant Grouping

Eight participants (four batters and four fielders)

### Playing Area

Outdoors

### Equipment

Scoops: 4  
Pylons: 8  
Balls (e.g. beach, foam, paper, wiffle gator): 4  
Hoops: 1

### Safety

Middle area will have high traffic. Be aware of other players running at high speeds.

### Life Skills Development

Decision-Making and Critical Thinking Skills

- ▶ With limited resources in terms of the amount of fielders you had in relation to the amount of space you had to cover, how did you prioritize?
- ▶ How does prioritizing help you to decide what is important when it comes to your life in general?
- ▶ What decisions were you required to make in this game with regards to taking risks? Were you happy with the decisions you made?
- ▶ Why is it important to reflect on decisions you have made at school or at home?

### FUNDamental Skills

Locomotor

- ▶ Sprinting
- ▶ Preparation: Bring knee up high and make an upside down L shape during stride.
- ▶ Execution: Have toe pointing as foot initially contacts the ground to create a pushing action off the ground.
- ▶ Follow-through: Bring heel up towards buttocks to create a V shape with back of leg.





## How To Play



**Tactical Focus:**  
Accurately Hit Ball

- ▶ Divide participants into four groups.
- ▶ Each group goes to a corner of the square.
- ▶ In the centre of the playing area there are four zones, each with a bin of balls and a hula-hoop.
- ▶ The first player runs towards his designated bin. As s/he collects a ball, this player steps in the hoop, and attempts to return one ball to her/his corner by hitting it with his/her hand.
- ▶ Team members field the ball and then pass it to each other before placing it in a hoop located in their corner.
- ▶ The batter then runs to the back of her/his line and tags the next player on the team to go.
- ▶ Time each team how long it takes to put all the balls in the hoop and encourage them to beat their time on consecutive trials.

## Variation

- ▶ Fielders in the corner attempt to catch the ball using only pylons and can not use their hands to place the balls into the hoops
- ▶ Modify object being struck (e.g., large sponge ball, odd shaped ball, etc).
- ▶ Modify the type of racquet.
- ▶ Team may receive/catch the ball with a blanket.
- ▶ Players may use pool noodles and balloons.
- ▶ Each team may have a designated pitcher.
- ▶ Fielders must use over/ under with the ball before placing it in their home hoop.

## Tactical Awareness

- ▶ Why is it important to be able to use control when hitting the ball rather than trying to hit it as hard as possible?
- ▶ Hitting for control, not strength helps improve accuracy which is essential to hitting the ball into the open space.

## Adaptation Consideration

- ▶ Decrease the size of the playing area.
- ▶ Can use large, bright coloured balls.
- ▶ Strike the ball with a raquet (e.g., tennis raquet, badminton raquet, wooden paddle, etc).



## LEVEL OF COMPLEXITY

Easy

### Participant Grouping

Four Teams.

### Playing Area

Limited Space

### Equipment

Hoops: 4  
Racquets: 4  
Balls (e.g. beach, foam, paper, wiffle gator): 4 bins

### Safety

Players stand in the hula-hoop only when hitting the ball.

## Life Skills Development

Coping and Self-Management Skills

- ▶ How does being active help you and others around you feel better?
- ▶ Are there times when being active does not make you or others around you feel better?
- ▶ What are ways that you can help others feel better while being active?

## FUNDamental Skills

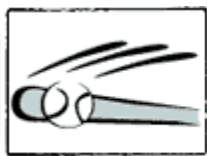
Manipulation Skills

- ▶ Striking with Hand
- ▶ Preparation Phase: Turn shoulder from non-striking hand sideways to get ready to strike the ball with hand. Swing striking hand backwards as if it is on a pendulum.
- ▶ Execution Phase: Contact the ball out in front with palm of hand facing the direction one wants the ball to go. Strike the ball with a firm hand and wrist (e.g., a firm handshake).

- ▶ Players can walk back to their line and tag the next player.
- ▶ Fielders can use implements to retrieve balls hit by the batter (e.g., lacrosse sticks, scoops, velcro mits, etc).

- ▶ Follow-Through Phase: Finish with belly button facing target and elbow high towards teammates.

## How To Play



**Tactical Focus:**  
Avoid Getting Out

- ▶ One team takes a “Fielding” position. The other team takes a “batting/kicking” position.
- ▶ Leader is designated pitcher, who pitches for both teams.
- ▶ Pitcher rolls the ball to the first kicker, who kicks it into the field.
- ▶ If the ball is caught before hitting the ground, kicker is out; otherwise the player runs to the point line.
- ▶ Fielding team tries to throw it back to the pitcher while the kicker is in motion.
- ▶ If the fielding team can pass it to the pitcher before the kicker reaches the point line, the kicker is out.
- ▶ The kicker runs back and forth between the point line and the home-base, as many times as possible to continue to score points.
- ▶ The kicker may decide to stay at the point line to avoid getting out.
- ▶ Points are scored when the kicker returns safely to the homebase.
- ▶ A new kicker comes up to bat when the home-base is free or when the kicker has scored five runs.
- ▶ The kicker always has to run, however players at the point line can choose to stay at the point line.
- ▶ Players who choose to stay at the point line do not get to bat again.
- ▶ Any player between point lines when the pitcher receives the ball back is out.
- ▶ Continue until all players have had a turn at bat.

## Variation

- ▶ Everyone on the fielding team must catch and throw the ball to each other before throwing it back to the pitcher
- ▶ Use different forms of locomotion when running in between home base and point-line.
- ▶ Batter can hand-strike.
- ▶ Rather than just one pitcher to get players out, have more “out” players.
- ▶ Create “safety zones” such as hoops in-between the point zones.
- ▶ Strike the ball with a flat bat

## Tactical Awareness



## LEVEL OF COMPLEXITY

Moderate

### Participant Grouping

Two equal teams to a maximum of SIX people per team. Have multiple games going on at once if necessary to maximize participation.

### Playing Area

Outdoors

### Safety

Do not throw the ball at the runners

### Equipment

Balls (e.g. beach, foam, paper, wiffle gator): 1 soft ball

### Life Skills Development

Coping and Self-Management Skills

- ▶ When kicking the ball into the outfield, how did you decide whether or not you would continue running to the point line?
- ▶ How did you feel when it was a risk to run to the next point line?
- ▶ When is it appropriate to take risks? When should you not take risks?
- ▶ Why do you think it is important to know when taking a risk is worth helping someone else out?
- ▶ What are possible consequences of taking risks for one's self? for others?

### FUNDamental Skills

Locomotor

- ▶ Sprinting

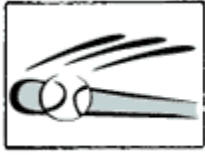
- ▶ What affects the runner's decision to run from or stay at the point line?
- ▶ Where the ball is on the field
- ▶ How quickly he/she feels they can get home safely
- ▶ This distance away from the pitcher the ball is kicked.

### Adaptation Consideration

- ▶ Place cones or markers in the field to give the kicker a direction to aim for.
- ▶ The fielding team can roll or throw the ball to the pitcher.
- ▶ Modify the equipment: Use a Frisbee.
- ▶ Modify size and/or weight of ball. e.g., use balls which are slightly flat to slow the speed down.
- ▶ A partner can assist the kicker to run with him/her between the point line and home base.
- ▶ Modify size of playing area.

- ▶ Preparation Phase: Hold arms in an L shape moving arms from hips to chin (choo-choo train motion).
- ▶ Execution Phase: Run tall with head over shoulders, shoulders over hips, hips over feet and tight abs (pretend your body is in the shape of a straight pencil leaning forward while running).
- ▶ Follow-Through Phase: Lower hips and bend knees while decelerating speed to come to a stop (almost into a sitting position).

## How To Play



### Tactical Focus: Stop Scoring Runs

- ▶ Player up to bat must hold a combined 6 tennis balls. He/she must throw all 6 at the same time.
- ▶ Player runs bases while fielding team collects all 6 tennis balls and places them into the pail.
- ▶ The batter attempts to run as many bases as possible before all 6 balls are placed into the pail.
- ▶ The batter can stop at any base he/she wants. The base that the batter initially stops at will determine the maximum number of runs he/she can score. For example, if she/he stops at second base, the maximum number of runs she/he can score for that at bat is 2. A "home run" (i.e., running all the bases and returning home safely) is worth 4 points.
- ▶ A runner is out at any time if s/he is inbetween a base when all 6 balls are in the pail and they would receive no points.
- ▶ When a runner returns home safely, he/she adds his/her score to a sheet of paper keeping in mind the maximum number of runs that he/she can score based on where they stopped after batting. At the end of the inning, total up the number of successful runs scored.
- ▶ The batting team continues to bat until the last batter is either out or reaches home safely.
- ▶ Batting and fielding team change positions.
- ▶ Each time a batting team is up, they try to beat their score from the previous inning.

## Variation

- ▶ Fielders can not move with the ball
- ▶ Place six pins around the pail and runner is out if all six pins are knocked over before he/she gets home
- ▶ Use different types of balls/ equipment (e.g., rubber chicken, dice, etc).
- ▶ Use fewer balls (e.g., 3) and strike ball with hand.
- ▶ Move around the bases using different types of locomotion (e.g., skip, hop, leap, gallop, etc).

## Tactical Awareness

- ▶ How can teammates work together to get the ball back quickly into the pail?
- ▶ Have one fielder near the pail to retrieve long balls that are thrown towards the pail.
- ▶ Fielders should try to cover as much space as possible.

## LEVEL OF COMPLEXITY

Moderate

### Participant Grouping

2 teams of approximately 6 students each. One team up to bat, one team in the field. Have a pail in the center of the field. Set up a baseball diamond layout that meets the needs/limitations of your playing area and students.

### Playing Area

Gymnasium

### Safety

Have students spread out rather than bunch up to retrieve balls. Also, introduce a proximity limit for fielders to throwers

### Equipment

Other: 6 tennis balls  
Other: bases

### Life Skills Development

Communication and Interpersonal Skills

- ▶ How did you feel your group worked together and cooperated with one another?
- ▶ How does team cooperation maximize the success of the team on the field? In school? At home?
- ▶ What are characteristics of being a quality team member?
- ▶ Leadership is important to have as a member of a team. When is it better to take the lead and provide leadership? And when is it important to follow?

### FUNDamental Skills

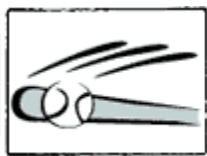
Locomotor

- ▶ Sprinting
- ▶ Preparation Phase: Keep feet light for quick and strong push offs (no heavy feet stomps).
- ▶ Execution Phase: Keep feet moving in a straight line rather than side to side (each foot will run along a single line making a train track shape).
- ▶ Follow-Through Phase: Take a long low last stride to come to slow down and stop.

### Adaptation Consideration

- ▶ Reduce the distance of the bases.
- ▶ Use foam balls.
- ▶ Players can use Velcro balls and mitts.
- ▶ Reduce the number of balls to four.
- ▶ Fewer than four bases can be used.
- ▶ Place two pails in the field.

## How To Play



**Tactical Focus:**  
Placement away from fielders

- ▶ Two batters have a tee (large pylon) each in the middle of the playing area. Eight pylons are set up in two lines of four on either side of the batters (parallel to one another). The fielders spread out around the batters.
- ▶ Both batters hit their balls of their tees at the same time and run along their respective lines in an attempt to reach as many pylons as possible. If they reach the end they run back along the line.
- ▶ Each pylon is worth one point and both batters create a collective score.
- ▶ Fielders collect both balls and when they are placed back on each tee the batters must stop running.
- ▶ Batters get 6 hits in total (3 each) to see how many runs they can get. If they are caught out they minus 5 runs off their score.

## Variation

- ▶ Rather than returning the balls to the tees, fielders must hit the base the players are running to or tag the player to stop their running.
- ▶ Reduce the number of batters to one.
- ▶ Use a smaller pylon to make a lower tee and change the implement to a cricket bat.

## Tactical Awareness

- ▶ How can you work together to place your balls away from the fielders?
- ▶ Where can you place the ball so that the fielders have to do the most running?

## Adaptation Consideration

- ▶ Every fielder has to touch the balls before they are returned to the tees.
- ▶ Use a larger ball and bat (such as a racket).

## LEVEL OF COMPLEXITY

Easy

### Participant Grouping

From 4-8 players (2 batters in a team against fielders)

### Playing Area

Outdoors

### Equipment

Pylons: 10  
Bats: 2  
Balls (e.g. beach, foam, paper, wiffle gator): 2

### Safety

Be careful of traffic in middle area when the balls are being returned.

### Life Skills Development

Communication and Interpersonal Skills

- ▶ Why is it sometimes important to have different goals when you are working together with somebody else? Do you have any examples of this from school?
- ▶ How can working with somebody else help or hinder reaching a goal? Do you have examples of either from your life that can demonstrate this?

### FUNDamental Skills

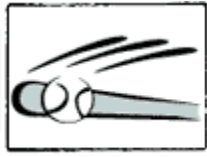
Locomotor

- ▶ Running
- ▶ Preparation: Be ready to run before you have hit the ball and know the direction you want to go.
- ▶ Execution: Push off your back foot first and "blast off" like a rocket. Use your arms for power.
- ▶ Follow-through: Have control while running so that you can stop easily and turn at the end of the line.





## How To Play



**Tactical Focus:**  
Placement away from fielders

- ▶ Batter hits ball off a tee or a large pylon (home base).
- ▶ The other base is located directly in front of the home base, approximately 5 metres away from the home base.
- ▶ Batter attempts to get to the base and back to home as many times as possible before the defender returns the ball to home base and places it on the tee/pylon.
- ▶ Player is out if ball is caught on the fly or when ball is returned to home base and the player is between home base and the other base.
- ▶ Score one point each time batter gets back to home base safely.
- ▶ Batter's turn is complete after completing five consecutive hits or until he/she is out.
- ▶ Rotate players until each player has had a turn as batter.

## Variation

- ▶ The defender in field can count to three before returning the ball to home base.
- ▶ Have someone underhand pitch the ball
- ▶ Play in groups of eight and place home base in the middle of the large grid. Batter can now hit the ball anywhere inside the grid, including behind (see diagram B)
- ▶ Add more bases

## Tactical Awareness

- ▶ What parts of the field should the batter hit the ball to in order to score more points?
- ▶ Hitting the ball between or over fielders.
- ▶ Hit the ball on the ground to avoid getting out.

## Adaptation Consideration

- ▶ Use Velcro balls and mitts
- ▶ Use a large, light bat.
- ▶ Reduce the distance between the tee and the pylon.
- ▶ A partner can assist the participants to run to the pylon and to home base.



## LEVEL OF COMPLEXITY

Easy

## Participant Grouping

Groups of Four

## Playing Area

Gymnasium  
Outdoors

## Equipment

Bats: 1  
Balls (e.g. beach, foam, paper, wiffle gator): 1  
Pylons: 1  
Other: 2 objects to mark bases

## Safety

Use 10 m neutral zone between batter and players until ball is hit.  
Allow for use of ball gloves. Use a soft ball

## Life Skills Development

Decision-Making and Critical Thinking Skills

- ▶ Do you feel everyone had an equal opportunity to participate in this activity?
- ▶ What were the different roles individuals played in the game?
- ▶ Why is it important that everyone is able to participate?
- ▶ Has there ever been a time where you feel you were not given the opportunity to contribute to the success of the team?
- ▶ How did not being included make you feel?

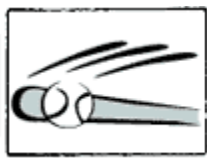
## FUNDamental Skills

Stability Skills

- ▶ Stability while Striking with an Implement
- ▶ Preparation Phase: Have a slight forward lean over knees to remain balanced (body should be comfortable and relaxed in the preparation phase).

- ▶ Execution Phase: Shift movement forward by taking a step with the non-dominant foot and redistribute the weight (one should always feel secure rather than on the verge of falling over; no falling trees)
- ▶ Follow-Through Phase: Have smooth continual movements with focus ahead in order to remain balanced (flow like an airplane which is not in turbulence).

## How To Play



### Tactical Focus: Covering Space

- ▶ Pylons are arranged in a triangle with one pylon at each point and a central pylon marked for the pitcher.
- ▶ A ball is pitched to the batter who stands at any of the 3 points of the triangle. The batter hits the ball into an open space.
- ▶ To score the batter runs around the triangle and keeps running until the fielders have collected the ball and either touch a base or the player. The player is out if they are between bases when this occurs, or if the ball is caught without a bounce.
- ▶ The pylon that the batter stops running at becomes the new 'home base' to be pitched to.
- ▶ One point is gained by the batter for each new pylon that is run to. After an 'out' or after 5 pitches the players switch and have a new batter and pitcher.

## Variation

- ▶ Fielders cannot move with the ball.
- ▶ Place targets in field (e.g. hoops). Extra runs if batters hit these and creates more space to cover for fielders.

## Tactical Awareness

- ▶ How can you catch the batter between the bases?
- ▶ How can you make sure that the field is covered everytime the batter hits from a different position? (rotation)

## Adaptation Consideration

- ▶ Replace the pitcher with a tee from which to hit the ball.
- ▶ Outline the different roles each fielder can have if they are not the player actually collecting the ball e.g. running to cover the bases to catch the player between bases.

## LEVEL OF COMPLEXITY

Easy  
Moderate

### Participant Grouping

Six participants (one batter against other fielders)

### Playing Area

Outdoors

### Equipment

Bats: 1  
Pylons: 4  
Balls (e.g. beach, foam, paper, wiffle gator): 1

### Safety

Don't throw the ball to hit players. Ball has to be in-hand to tag.

## Life Skills Development

Decision-Making and Critical Thinking Skills

- ▶ As fielders, why did you need to work together in this game?
- ▶ How can working together in a community help in making it easier to achieve certain goals?
- ▶ Do you have any examples of where you helped out in your community for a bigger cause?

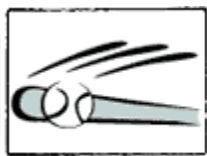
## FUNDamental Skills

Manipulation Skills

- ▶ Catching a ground ball
- ▶ Preparation: With catching hand to the ground, make a 'venus flytrap' with your hands facing the direction of the ball. Body should be square to the ball with a low stance for balance.
- ▶ Execution: Reach out for the ball, covering it with both hands.
- ▶ Follow-through: Pull the ball in and prepare to throw it where needed.



## How To Play



**Tactical Focus:**  
Avoid Getting Out

- ▶ Have the same number of bases as there are batters. Set these up in whatever shape they make depending on number. With four, set up in a diamond.
- ▶ Each batter stands on a base with one at 'home'. The fielders spread out in area with one fielder as pitcher.
- ▶ The ball is pitched to the player on the 'home' base who hits the ball into the area and attempts to make their way around the bases. The other batters have to move around the bases accordingly. The batter must decide whether to run one or three bases depending on how far they hit the ball.
- ▶ The batter gets three strikes and does not have to run if they hit the ball.
- ▶ If a batter gets 'out' (caught ball in air, run out on bases, or struck out) then they take 2 off their total runs.
- ▶ Whichever batter is at 'home' hits the pitched ball and runs are only scored when a player who started at home gets 'roundabout' and back to home.
- ▶ Teams rotate when there are four 'outs' or when team has been up to bat twelve times.

## Variation

- ▶ No 'outs'. Fielders have to get ball back to pitcher in centre and when pitcher holds ball in the air the batters must have stopped running (must time runs to according to where ball is). Eight pitches and switch.
- ▶ Don't have loaded bases and have all batters at home base running together. Ball is pitched to a different batter from where team stopped running.

## Tactical Awareness

- ▶ Fielders: Are there any players that might be better to get out to stop scoring?
- ▶ Batters: How will you make the decision whether to run 1 base or 3? How will you communicate this to your teammates?
- ▶ Batters: How will you try to get as many runs as possible with a limited number of chances yet try not to be made 'out'?

## Adaptation Consideration

- ▶ Replace pitcher with self-pitch or tee.

## LEVEL OF COMPLEXITY

Moderate

## Participant Grouping

Eight participants (four batters and four fielders)

## Playing Area

Outdoors

## Equipment

Pylons: 4  
Balls (e.g. beach, foam, paper, wiffle gator): 1  
Bats: 1

## Life Skills Development

Communication and Interpersonal Skills

- ▶ What different ways did you communicate to your teammates when batting and fielding?
- ▶ How did you find your communication was affected by the challenges involved in the game?
- ▶ What can happen sometimes when you don't communicate effectively with friends and family?
- ▶ Why is it important to have a wide range of ways to communicate in your life?

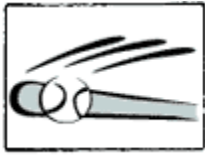
## FUNDamental Skills

Manipulation Skills

- ▶ Striking a pitched ball
- ▶ Preparation: Stand sideways on and think "shoulder to shoulder" (start swing with chin on front shoulder)
- ▶ Execution: snap back hip at pitcher and take a photograph with your belly button of the pitcher.
- ▶ Follow-through: finish swing with chin on back shoulder

- ▶ Take away restrictions on number of bases made (1 or 3) but make sure all batters get the chance to be at home base. Alternatively, pitcher throws to a new batter each time and there is no 'home plate'. Players score points by returning to where they began.

## How To Play



### Tactical Focus: Stop Scoring Runs

- ▶ Begin with basket full of soft balls in centre of playing area.
- ▶ Each team of 4 places a bucket or basket somewhere on the outside of the playing area.
- ▶ Number each player within a team from 1 to 4
- ▶ Leader empties basket as quickly as possible, rolling and/or throwing balls around playing area.
- ▶ Player number one picks up one ball and returns back to their home bucket
- ▶ All members of the team then form a circle around the bucket
- ▶ The person with the ball throws it to the person behind him/her
- ▶ If the ball hits the ground, start again with the person who brought the ball back to the group.
- ▶ When the ball gets back to the person who retrieved the ball, he/she puts it into the bucket and the next number goes and retrieves a ball
- ▶ Continue playing until all the balls have been picked up and the area is "spotless"
- ▶ Play again but this time, see if your team can get more balls.

## Variation

- ▶ Change method of manipulation for the fielders to send the object to the person behind him/her (e.g., strike with hand, etc).
- ▶ Use various pieces of soft equipment (e.g. rubber chickens, foam Frisbees, sponges).
- ▶ Carousel: Teammates move in a circle around the hoop while throwing and catching the object
- ▶ Progressive Toss: When person number 1 returns, the ball must go around the circle once. When person number two returns with the ball, the ball must go around the circle twice. etc...
- ▶ Using tennis balls, print different numbers on each ball. When the ball is returned, players must call out the next number in times table before throwing it to the person behind. For example, if a player picks up a tennis ball with the number 3, the person who brought the ball back would call out "3", the next person "6", next person "9", etc.
- ▶ Make bigger groups.

## Tactical Awareness



## LEVEL OF COMPLEXITY

Easy

### Participant Grouping

Maximum of 4 players per group.

### Playing Area

Gymnasium  
Outdoors

### Equipment

Balls (e.g. beach, foam, paper, wiffle gator): large number of soft balls  
Baskets: 1 large (could be a tub)

### Safety

No throwing balls into basket.

## Life Skills Development

Decision-Making and Critical Thinking Skills

- ▶ Why is it important to work together in this game?
- ▶ What can we do as individuals to make a difference in protecting the environment?
- ▶ What are things we can reuse instead of throwing into the garbage after use?
- ▶ Why is it important to all work together to create a more sustainable environment?
- ▶ What happens if some people choose not to respect the environment?

## FUNDAMENTAL Skills

Manipulation Skills

- ▶ Catching
- ▶ Preparation Phase: Stand on the balls of your feet and knees slightly bent so that you can change direction quickly. Have your hands outstretched in front of you

- ▶ How can a fielding team work together?
- ▶ Using teamwork to pass ball to teammates
- ▶ Communicate with teammates
- ▶ Use throws that are easy for the teammates to catch

### Adaptation Consideration

- ▶ Have a peer to assist the players with carrying the ball back to the group.
- ▶ Use scoops for picking up the balls and carrying them to the basket.
- ▶ Define the playing area and remove all obstacles.

with palms up ready to catch the ball.

- ▶ Execution Phase: Keep eye on the ball all the way into your hands and catch with two hands.
- ▶ Follow-Through Phase: Absorb the force of the ball by bending elbows and bringing the ball close to your chest to prevent it from falling.



### How To Play



**Tactical Focus:**  
Setting up for attack

- ▶ Players face each other on opposite sides of the line.
- ▶ One player hits balloon with a racquet (e.g., badminton racquet) across the line to the other player.
- ▶ Play continues until balloon hits the ground in bounds and point is scored.

### Variation

- ▶ Cross-legged Balloonminton: Players sit cross legged on the floor and hit balloon back and forth, without lifting off the floor. Define a small playing surface with ability-appropriate sidelines.
- ▶ Doubles Badminton: Two players per side. Play with a net at badminton-level height. Increase number of players per side. Can be played cooperatively (e.g. continuous rally) or competitively (e.g. balloon hits the ground).

### Tactical Awareness

- ▶ How can you increase your chances of scoring?
- ▶ Try and vary the shots by aiming for the front, sides, and back of the court.
- ▶ Try to avoid high shots which set up your opponent for a smash shot.

### Adaptation Consideration

- ▶ Players can use a "self hit" before sending it back over the net. A self-hit allows the player to hit it up in the air first before sending it back over the net
- ▶ Players can hit the balloon multiple times.
- ▶ The balloon can touch the ground once before it is hit.
- ▶ Use large, bright coloured balloons.



### LEVEL OF COMPLEXITY

Easy

### Participant Grouping

Partners.

### Playing Area

Gymnasium  
Limited Space

### Equipment

Balloons: unlimited  
Balls (e.g. beach, foam, paper, wiffle gator): beach balls (optional)  
Racquets: 1 per person

### Life Skills Development

Decision-Making and Critical Thinking Skills

- ▶ How can this game help us better understand the importance of making healthier food choices?
- ▶ How do you recognize opportunity and turn them into successes? How do you do this fairly without hurting others?

### FUNDamental Skills

Manipulation Skills

- ▶ Striking with Implement for "self hitting"
- ▶ Preparation Phase: Remain on the balls of your feet in preparation for taking baby foot steps toward the balloon.
- ▶ Execution Phase: Contact the balloon with the face of the badminton racquet facing the ceiling for control.
- ▶ Follow Through Phase: Re-arrange feet shoulder width apart with one leg slightly ahead of the other facing the target direction you wish to send the balloon in.



## How To Play



**Tactical Focus:**  
Setting up for attack

- ▶ Foot Strike consists of a team/partnership of two participants occupying one side of the badminton net, and a lone participant occupying the opposite side.
- ▶ The lone participant puts the ball into play by sending it over the net to one of his/her opponents with their foot.
- ▶ The team of two must then receive the ball, and pass/set up his/her other teammate, where he/she must send/strike the ball over the net. Maximum of 3 kicks per side.
- ▶ The team/partnership of two is awarded a point if the sent/stricken ball bounces on the court within the boundaries of the court.
- ▶ However, the lone participant gains a point if he/she catches the sent/stricken ball before it can bounce, or if the team/partnership fail to send the ball back over the net, or within the boundaries of the court.

## Variation

- ▶ Volley Strike: Bump and/or set the ball with hands rather than feet.
- ▶ Add more per side (e.g., 4 vs 2).

## Tactical Awareness

- ▶ Why is it important to work with teammates to try and send the ball back over the net?
- ▶ Allows you to gain different positions on the court and attack the opposing team's side from different angles.
- ▶ Balls away from the defensive recovery position, balls with lots of velocity, balls hit just over the net reduce the amount of time the defender has to get to the ball.

## Adaptation Consideration

- ▶ Use a deflated ball, which will not travel far.
- ▶ Eliminate the net and place a skipping rope on the ground to divide the sides.
- ▶ Rotate positions rather than playing with points.
- ▶ The lone participant gains a point if he/she catches the ball after it has bounced once.

## LEVEL OF COMPLEXITY

### Participant Grouping

3 Participants in total

### Playing Area

Gymnasium

### Equipment

Balls (e.g. beach, foam, paper, wiffle gator): Foam  
Other: A badminton net

### Life Skills Development

Communication and Interpersonal Skills

- ▶ What were some of the obstacles during this activity?
- ▶ How did you respond to the obstacles?
- ▶ What are other obstacles that we are faced with in daily living?
- ▶ What other skills did you use in this activity?

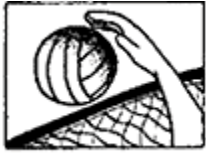
### FUNDamental Skills

Manipulation Skills

- ▶ Kicking for Control
- ▶ Preparation Phase: Initiating kick from hip and turn kicking leg inwards so that it faces the target.
- ▶ Execution Phase: Kick the ball with the instep of the foot.
- ▶ Follow Through Phase: Follow through with kicking leg pointing towards the target.



## How To Play



**Tactical Focus:**  
Consistency

- ▶ A square is marked using four pylons.
- ▶ Players have to stay in area and play 'keep up' by bumping the ball into the air to each other.
- ▶ The ball is not allowed to bounce.

## Variation

- ▶ Add another ball to increase challenge.
- ▶ Increase the number of players to five and number of balls to four. This will increase a need for communication.
- ▶ Introduce a points system. Dropping a ball or leaving the area is one point. Have to attempt to get lower score each time.

## Tactical Awareness

- ▶ How can you best cover the space so that balls do not hit the ground?
- ▶ What can you do to give your teammates more time to get into position?

## Adaptation Consideration

- ▶ Adjust the space accordingly.
- ▶ Implements can be used as an alternative to volleying with hands.

## LEVEL OF COMPLEXITY

Easy  
Moderate

## Participant Grouping

Groups of four working cooperatively

## Playing Area

Gymnasium

## Equipment

Pylons: 4  
Balls (e.g. beach, foam, paper, wiffle gator): 2

## Safety

Be aware of the space you are in aswell as other people.

## Life Skills Development

Coping and Self-Management Skills

- ▶ Was there anything that caused you to feel pressured in this game?
- ▶ What happens when you have lots of things to think about all at the same time?
- ▶ Are there times in your life when this happens and what do you do about it?

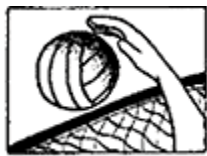
## FUNDamental Skills

Stability Skills

- ▶ Stability when bumping ball
- ▶ Preparation: Make sure that you get underneath the ball as it is coming to you and get into a wide stance.
- ▶ Execution: Sit on a chair with your knees bent, back straight and arms out on the arm rest of the chair.
- ▶ Follow-through: As you are bumping, keep a wide stance but straighten your knees to give you power.



## How To Play



### Tactical Focus: Ready Position

- ▶ Using a badminton court and net, partners will face their opponents on the other side of the net.
- ▶ "Rock, paper, scissors" will determine who starts with the frisbee.
- ▶ The object of the game is to throw the frisbee over the net so that it drops on the opponents side of the court.
- ▶ The frisbee is sent over the net to score.
- ▶ In order to score a point, the frisbee must land on the opponent side within the badminton boundaries.
- ▶ If team "A" sends the frisbee outside the boundaries and it hits the floor, team "B" receives control of the frisbee.
- ▶ When play stops for any reason, the team with possession must send the frisbee from the baseline of the badminton court.

## Variation

- ▶ Under Friznet - throw the frisbee under the net
- ▶ Fountain Friznet: Tape pennies onto the frisbees. The object is to throw the penny (Frisbee) into a fountain (hula hoop). The team gets one point for every time the penny lands in the hula hoop.

## Tactical Awareness

- ▶ What are effective ways for teammates to cover the maximum amount of space to avoid letting the frisbee drop?
- ▶ Communicate with partner about how to best cover space
- ▶ Return to the recovery position after every throw back to the other court. In other words, do not stand and watch the frisbee go back across the net.

## Adaptation Consideration

- ▶ Add more players per side
- ▶ Eliminate the net.
- ▶ Reduce the size of the playing area so that players use half the badminton court.
- ▶ Throw Frisbee using non-dominant hand
- ▶ Allow up to three passes before the frisbee is thrown back over the net

## LEVEL OF COMPLEXITY

**Participant Grouping**  
partners against partners

**Playing Area**  
Gymnasium

**Equipment**  
Other: Frisbee  
Other: Badminton Net

**Safety**  
Keep your eye on the frisbee. Be aware of space and boundaries.

## Life Skills Development

Decision-Making and Critical Thinking Skills

- ▶ What helped your team succeed?
- ▶ How important was it to keep your head up and eyes open to know where to PLAN the next toss to have maximal opportunity to score?
- ▶ How can we plan to succeed in making healthy decisions on nutrition and physical activity?

## FUNDamental Skills

Stability Skills

- ▶ Ready Position
- ▶ Preparation Phase: Bend legs with knees in line with top of feet (pretend you are sitting on a chair)
- ▶ Execution Phase: Have weight on balls of feet while keeping heels on the ground.
- ▶ Follow Through Phase: Bend arms in front of body ready to react to incoming objects (frisbee).



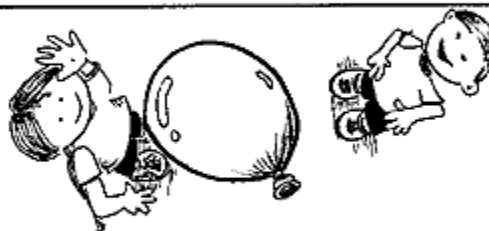


## How To Play



**Tactical Focus:**  
Consistency

- ▶ Players hit the balloon and count how many consecutive times they contact the balloon before it hits the floor.
- ▶ Play again but set a goal as a team and try to match or beat your goal



## Variation

- ▶ Increase the number of players.
- ▶ Various size and weight of different balls (e.g., volleyball, bladder ball, tennis ball)
- ▶ Use a variety of implements to strike balloons.
- ▶ Draw a circle, which is approximately 4.6m to 6.1m in diameter. Approximately 6 players can participate. Teammates use both hands and attempt to keep hitting the balloon into the air without moving out of the circle.
- ▶ Add a time limit - how many successful strikes in 1 minute?
- ▶ Underhand or overhand only.
- ▶ Shell formation (two lines face each other, first person hits balloon, and they return to back of line).
- ▶ Modify the hitting techniques (e.g. must use two hands, use head only or elbows only).
- ▶ Players can use non-dominant hand.
- ▶ Throw the balloon into the air and see how many times players can clap their hands before they catch it.

## Tactical Awareness

- ▶ What type of position is effective to move in any direction quickly?
- ▶ Being on the balls of your feet.

## Adaptation Consideration

- ▶ Throw the balloon into the air, let it bounce, and then catch it.
- ▶ Play sitting down

## LEVEL OF COMPLEXITY

Easy

## Participant Grouping

Partners.

## Playing Area

Gymnasium  
Outdoors

## Equipment

Balloons: unlimited

## Life Skills Development

Decision-Making and Critical Thinking Skills

- ▶ After the balloon dropped the first time, did you set a goal of achieving a higher score?
- ▶ Where is goal setting important in your life and what types of goals do you set for yourself?
- ▶ Why is goal setting important in sport? In school? In maintaining a healthy lifestyle?

## FUNDamental Skills

Manipulation Skills

- ▶ Striking with Hand
- ▶ Preparation Phase: Remain on the balls of your feet, eyes forward in preparation for a quick reaction towards the incoming object.
- ▶ Execution Phase: Using a stiff wrist, strike the object directly in the middle for maximum power and control.
- ▶ Follow Through Phase: Follow-through with hand in the direction that the object is travelling



### How To Play



**Tactical Focus:**  
Ready Position

- ▶ Mark playing area (see diagram).
- ▶ One player begins by bouncing ball in own square, then hitting with open palm into partner's square.
- ▶ Ball bounces in partner's square, then partner returns ball using the hand.
- ▶ Players count how many times they can successfully keep the ball going. Players are encouraged to play again and beat their score each time.

### Variation

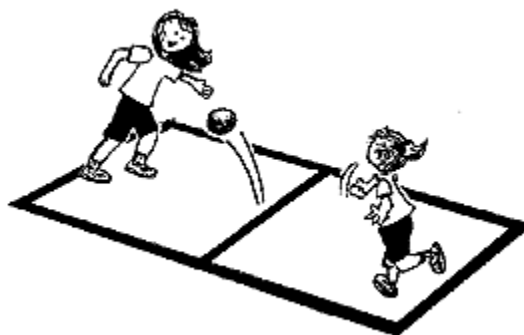
- ▶ Double Nine-nis: Two player per side.
- ▶ Paddle Nine-nis: Use a paddle to strike ball (e.g., use a whiffle ball) underhand strokes only. Play cooperatively. Goal is to hit back and forth as many times as possible.
- ▶ Competitive Nine-nis: Form a net by using chairs/bench/open space. Players attempt to hit the ball into their opponent's space so it can not be returned.

### Tactical Awareness

- ▶ Where should you stand to be in a position to return a shot?
- ▶ Getting back into ready position.
- ▶ Placing object into open space to challenge your partner to move to different areas of the court.

### Adaptation Consideration

- ▶ Use large, light, bright coloured balls.
- ▶ Reduce the size of the playing area.
- ▶ Players can catch the ball before bouncing the ball back into their own square.
- ▶ Players can throw underhand instead of hitting with an open palm to their partner.
- ▶ Kick the ball
- ▶ Players can use a "self hit" before hitting it back across the net



### LEVEL OF COMPLEXITY

Easy  
Moderate

### Participant Grouping

Partners.

### Playing Area

Gymnasium  
Outdoors

### Equipment

Balls (e.g. beach, foam, paper, wiffle gator):  
Various bouncing balls  
Balls (e.g. beach, foam, paper, wiffle gator): 1

### Life Skills Development

Communication and Interpersonal Skills

- ▶ What made you and your partner so successful in this activity?
- ▶ Why is teamwork important? In other sports? In school? At home?
- ▶ What makes a successful team and how are you able to contribute?

### FUNDamental Skills

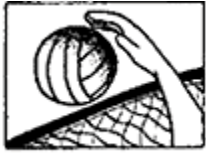
Manipulation Skills

- ▶ Striking
- ▶ Preparation Phase: Bend legs with knees in line with top of foot balancing weight on both feet.
- ▶ Execution Phase: Contact object being struck straight on, with the face of the racquet or hand directed towards the target.

- ▶ Follow Through Phase: Keep focus ahead in preparation for the returning object and to have a straight follow through.

## Pickle was a sausage dog (short and long)

### How To Play



**Tactical Focus:**  
Setting up for attack

- ▶ A narrow and long court is made using 4 pylons. Either a net is used on a low setting or four pylons can create a net zone in which the ball cannot bounce.
- ▶ The players use their pickleball paddles to hit the wiffle ball into their opposition's area so that they cannot return it before two bounces.
- ▶ Serves alternate and game is played to 8 points.

### Variation

- ▶ Change the court size according to tactical focus. 'Short and fat' would emphasize width (Pickle was a bulldog)
- ▶ Use varied implements or no implement at all. Can play this with throwing and catching.

### Tactical Awareness

- ▶ Which areas of the court do you want to use in this game? (long and short)
- ▶ What are the different types of shots you can do in this game?
- ▶ Why is ready position so important in this game?

### Adaptation Consideration

- ▶ A badminton birdie and raquet would slow this game down.
- ▶ Make court size suitable for players.

### LEVEL OF COMPLEXITY

Moderate

### Participant Grouping

Groups of 2 (1 vs.1)

### Playing Area

Gymnasium

### Equipment

Paddles: 2

Balls (e.g. beach, foam, paper, wiffle gator): 1

Pylons: 8

### Life Skills Development

Decision-Making and Critical Thinking Skills

- ▶ How did you decide what type of shot you were going to hit?
- ▶ Did you find it easier or more difficult to make a decision when you had less choice (short and long with no width)?
- ▶ When you have some difficult choices to make in your life what can help you to decide what choice to make?

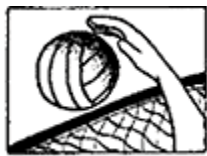
### FUNDamental Skills

Locomotor

- ▶ Running and changing direction quickly
- ▶ Preparation: Always make sure you are facing the front of the court. Bend your knees and push off with balls of feet. Use arms to get going.
- ▶ Execution: Legs should be springy with most of the weight on the balls of your feet.
- ▶ Follow-through: when you stop, spread your feet apart to give stability.



## How To Play



### Tactical Focus: Ready Position

- ▶ Players situate themselves with one partner on the court and one on the sidelines so that it is 1 vs. 1
- ▶ After hitting the ball using your hand as a paddle you rotate with your partner and they take to the court.
- ▶ Points are scored if the ball is not returned, bounces more than once or is hit outside the boundaries.
- ▶ The same team serves for 5 points (regardless of who scored them) and then the serve is switched.
- ▶ Game continues to 18 points (or an age appropriate amount).

## Variation

- ▶ This game could be played as doubles initially with one player rotating at a time (i.e. 3 players on each team).
- ▶ Including a net will advance this game.

## Tactical Awareness

- ▶ Where should you place the ball to give your partner enough time to get into ready position?
- ▶ What can you do to make it more difficult for an opposing player to return the ball?
- ▶ Why is the ready position important in this game?

## Adaptation Consideration

- ▶ Court size can be modified according to different players.
- ▶ Different skills can be integrated into this game to challenge different abilities, e.g. use of a paddle or throwing and catching.

## LEVEL OF COMPLEXITY

Easy  
Moderate

### Participant Grouping

Two teams of two (doubles).

### Equipment

Pylons: 8  
Balls (e.g. beach, foam, paper, wiffle gator): 1

### Playing Area

Classroom  
Gymnasium  
Limited Space  
Outdoors

### Safety

Be aware of your partner when you are rotating.

### Life Skills Development

Decision-Making and Critical Thinking Skills

- ▶ Even though you and your partner are not on the court at the same time, how does what you do affect their game?
- ▶ Are there any examples from home or in school where you think what you do can affect somebody else?

### FUNDamental Skills

Manipulation Skills

- ▶ Using your hand as a paddle
- ▶ Preparation: body sideways on to the ball and follow the path of the ball with your eyes.
- ▶ Execution: use your hand like a frying pan (flat, stiff handle). Hit underneath the ball, up into the air.
- ▶ Follow-through: The face of the frying pan should be pointing towards your target after you have hit the ball. Be ready to rotate with your partner.





## How To Play



**Tactical Focus:**  
Setting up for attack

- ▶ Two players find a space near a wall. They mark out a square area directly in front of the wall, with a line that divides the square into two sides.
- ▶ One player stands on each side of the court.
- ▶ The players, using their hands as a paddle, hit the ball so that it hits the wall and bounces into their opposition's area.
- ▶ The ball must be returned before the second bounce and must land in the designated area. A point is scored by the other player if this happens.
- ▶ Play continues until somebody gets 5 points.

## Variation

- ▶ Increase this game to be 2 vs.2 with players hitting alternatively.
- ▶ Change the skill to kicking.
- ▶ Make the area wider to increase use of angles rather than force (depth)

## Tactical Awareness

- ▶ How does hitting the ball with different forces help in this game?
- ▶ Which parts of the wall did you use the most to get the ball in the other zone within the boundaries.

## Adaptation Consideration

- ▶ Take away the dividing line and play openly with a smaller space.
- ▶ Using scoops would slow this game down.

## LEVEL OF COMPLEXITY

Moderate

## Participant Grouping

Groups of 2 (1 vs.1)

## Playing Area

Gymnasium

## Equipment

Balls (e.g. beach, foam, paper, wiffle gator): 1  
Pylons: 4

## Safety

Use balls that are appropriate for the age group using them. For younger use gator balls, older players can use utility balls.

## Life Skills Development

Decision-Making and Critical Thinking Skills

- ▶ How did you learn where to hit the ball off the wall?
- ▶ Trial and error is important in learning. Why is it okay to get things wrong sometimes?
- ▶ Have you ever done something wrong and it turned out to help you to learn?

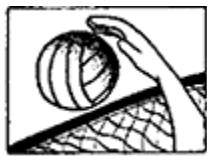
## FUNDamental Skills

Manipulation Skills

- ▶ Using hand as a paddle
- ▶ Preparation: Once you are in position and behind the ball, turn sideways to the wall. Have your hand spread out as wide as possible, ready to hit the ball.
- ▶ Execution: Hit the ball with a flat hand. The inside of your hand should face where you want the ball to go. Keep your wrist straight like you are giving the ball a "high-five".
- ▶ Follow-through: watch the ball to see where it goes and get back into ready position in the middle of the area.



## How To Play



**Tactical Focus:**  
Consistency

- ▶ Teams begin with an even number of players on either side of a net (or barrier). This is not essential however, a line would be fine as a net.
- ▶ Players hit the ball over the net and then switch sides by ducking under the net and joining the players on the other side
- ▶ Objective is to make a complete change in teams with as few drops of the ball as possible.

## Variation

- ▶ Change the skill focus (badminton, tennis, pickleball) and introduce an implement.
- ▶ Let players discuss strategy before playing again to try to beat their previous attempts.

## Tactical Awareness

- ▶ Where would it be best to place the ball so the other team can easily return it?
- ▶ When you change sides, how will you get into 'ready position' again as quickly as possible?

## Adaptation Consideration

- ▶ Use a raquet and a different ball, allowing a bounce.
- ▶ Use a lighter ball that remain in the air for longer.

## LEVEL OF COMPLEXITY

Moderate

### Participant Grouping

Any number of players between 2 and 6. Have more smaller games than fewer larger games.

### Playing Area

Gymnasium

### Safety

When changing sides be aware of your surroundings.

### Equipment

Balls (e.g. beach, foam, paper, wiffle gator): 1

### Life Skills Development

Communication and Interpersonal Skills

- ▶ Was it difficult to communicate your ideas to other people during this game? In what ways?
- ▶ Are there times when you find it difficult to communicate with another person? How did this make you feel?
- ▶ What did you do to overcome this?

### FUNDamental Skills

Manipulation Skills

- ▶ Forearm pass
- ▶ Preparation: Face the ball and get underneath it. Platform out early and under ball.
- ▶ Execution: Elbows straight and simple, arms flat like a pancake. Beat the ball to the spot.
- ▶ Follow-through: Return to ready position.



## How To Play



### Tactical Focus: Consistency

- ▶ A rectangle is marked with a middle area that serves as a net. Each side of the net is divided further into two zones that run parallel to the net, making a front and back.
- ▶ A player stands in each of the zones on either side. Players stay in their respective zones for the duration of the game.
- ▶ Play is competitive and players attempt to volley the ball over into their opponents' side so that they cannot return it before it hits the ground.
- ▶ The two players have a maximum of three consecutive hits before it goes back over the net. Also, both players have to touch it before it is returned.

## Variation

- ▶ Use a lighter and bigger ball that will remain in the air for longer and has a bigger surface area to hit.
- ▶ Players switch zones after every ball has been sent over to the other side.
- ▶ Play is cooperative and not competitive.
- ▶ Add to the amount of zones to make the game more complex. Have four on each side.

## Tactical Awareness

- ▶ How can you set your teammate up so that they can send the ball over easily?
- ▶ How can you move in the best ways to be able to cover such a wide space?

## Adaptation Consideration

- ▶ Use a lighter and bigger ball that will remain in the air for longer and has a bigger surface area to hit.
- ▶ Make the zone sizes suitable according to the players in them. Do not have to be a standard size.

## LEVEL OF COMPLEXITY

Moderate

## Participant Grouping

Four per group (2 vs. 2)

## Playing Area

Gymnasium

## Equipment

Pylons: 12  
Balls (e.g. beach, foam, paper, wiffle gator): 1

## Life Skills Development

Coping and Self-Management Skills

- ▶ What did you find your strengths were in this game? How did you use these to your advantage?
- ▶ What did you find your main weakness was in this game? How can you improve this for next time?
- ▶ Why is it important you understand both weaknesses as well as the strengths you have in school or at home?

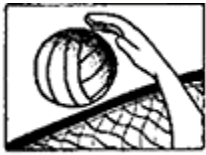
## FUNDamental Skills

Manipulation Skills

- ▶ Ready Position
- ▶ Preparation: Centre yourself on the court as much as possible. Bend legs with knees in line with top of feet as if you are sitting on a chair.
- ▶ Execution: Have weight on balls of feet ready to move off quickly, but keep heels on the ground for stability.
- ▶ Follow-through: Have arms ready to react to incoming ball. Also be prepared to shuffle and readjust your position for the ball.



### How To Play



**Tactical Focus:**  
Setting up for attack

- ▶ Set up on a tennis court with 6 numbered hoops on the court opposite the participant.
- ▶ The participant will attempt to strike and send a ball into one of the target hoops.
- ▶ Once a ball has landed in one of the hoops, that hoop is now out of play.
- ▶ How many serves does it take to hit all 6 hoops? Play a number of times and try to reduce the number of trials it takes to have the ball land in each of the 6 hoops.

### Variation

- ▶ **Speed Serve:** Set a time frame - can you hit all six hoops in under a minute?
- ▶ **You've Been Served - Badminton Style:** How many trials does it take to land a badminton birdie into each of the 6 hoops on a badminton court.
- ▶ **Defender You've Been Served -** A player attempts to defend each of the hoops to avoid ball either landing inside the hoop or returning a serve after it lands inside one of the hoops
- ▶ **You've Been Served for Points -** Assign a point value for each of the hoops ... players try to score as many points as possible with 10 serves ... players are allowed to hit the ball to the same hoop more than once

### Tactical Awareness

- ▶ What type of serves are most difficult to return?
- ▶ Serves that are places on the line, in the corners, fast serves, and serves that just skim the net.

### Adaptation Consideration

- ▶ The location of the participant on the court may vary along the baseline of the court
- ▶ Use a short-handled striking implement for more control.
- ▶ More or less hoops can be employed.
- ▶ Use a larger, yet light, ball to increase the chance of making contact with the ball.
- ▶ Remove the net

### LEVEL OF COMPLEXITY

Easy

### Participant Grouping

### Playing Area

Outdoors

### Equipment

Hoops: 6  
Balls (e.g. beach, foam, paper, wiffle gator): 30  
Racquets: 1  
Other: 1

### Safety

Make sure no one is in the path of the balls

### Life Skills Development

Decision-Making and Critical Thinking Skills

- ▶ What made you successful when placing the ball inside the hoop?
- ▶ How do you deal with the frustration and difficulty that comes with trying to hit the target and reach your goal?
- ▶ What are some smart environmental, nutritional and active living goals?

### FUNDamental Skills

Manipulation Skills

- ▶ Overhand Serve
- ▶ Preparation: stand sideways to target
- ▶ Execution: strike the ball high and in front
- ▶ Follow Through: shoulder of the striking arm rotates through the motion to end up facing the target





## How To Play



**Tactical Focus:**  
Defend Space

- ▶ Offense moves toward basket by passing the ball to each other. Players can move while dribbling with the ball.
- ▶ Defenders must protect the basket from the offense.
- ▶ Defenders experiment with different ways to cover a particular area or zone.
- ▶ If a ball is seized by a defender, the defender switches to offense, and the offense player switches to defense.
- ▶ When a basket is scored, players rotate positions.

## Variation

- ▶ Hang a hula-hoop from a basketball basket.
- ▶ Use a garbage can as a basket.
- ▶ Modify the size and weight of the ball.
- ▶ Increase or decrease size of playing area.
- ▶ Modify the ratio of offenders to defenders .
- ▶ Players may dribble-pass the ball.
- ▶ Defensive players switch to offense whenever they touch the ball.
- ▶ Set a designated time, and object of the game is be on the offensive team when time expires.
- ▶ Award more points for baskets made from further distances (e.g., 1 pt for under the net, 2 pts from outside the key, 3 pts for beyond the 3 point line, etc).

## Tactical Awareness

- ▶ How should you position yourself to cover space?
- ▶ Establish angles defensively to place yourself into the passing lanes.
- ▶ Position yourself so that you can see both the ball and the offensive players at the same time.

## Adaptation Consideration

- ▶ Players can use large playground balls.
- ▶ Allow periodic bouncing while running or walking.
- ▶ Basket can be lowered and/or enlarged.
- ▶ Reduce the size of the playing court.
- ▶ Allow players to dribble with two hands.



## LEVEL OF COMPLEXITY

Moderate

### Participant Grouping

Three offenders, Two defenders.

### Playing Area

Gymnasium  
Outdoors

### Equipment

Baskets: 1  
Balls (e.g. beach, foam, paper, wiffle gator):  
Various sizes  
Balloons: 1  
Baskets: 1

### Safety

Three offenders, Two defenders.

## Life Skills Development

Coping and Self-Management Skills

- ▶ What helped you succeed on offense?
- ▶ What helped you to succeed on defense?
- ▶ When is it important to have a game plan?
- ▶ Is it easier to make healthier lifestyle choices going into challenging situations, if you have a game plan?

## FUNDamental Skills

Manipulation Skills

- ▶ Dribbling
- ▶ Preparation Phase: When gripping the ball, thumb out and fingers spread out over the ball
- ▶ Execution Phase: While keeping head up, push ball to the ground using the finger pads not the palm of the hand.

- ▶ Players get a point if the ball touches the backboard.
- ▶ Encourage dribbling with both left and right hands.

- ▶ Follow Through Phase: Follow through by pushing the ball hard towards the floor (like a yo-yo)

## How To Play



### Tactical Focus: Attack Goal

- ▶ Hockey nets are set up, upside down, facing the walls so the bottom of the net is open to the wall.
- ▶ Players try to score by banking the ball off the wall and into the net.
- ▶ Players may take up to five steps with the ball and the ball must be passed twice before attempting to score.
- ▶ After each point is scored, the players switch so that each player has a chance to play offense and defense.

## Variation

- ▶ Add more nets and allow teams to score on any of the surrounding nets
- ▶ Changing the type of ball will increase or decrease difficulty.

## Tactical Awareness

- ▶ What are effective ways to get close to the net to try to increase your chances of scoring a goal?
- ▶ Communicate with teammates
- ▶ Use quick passes (e.g., give and goes)
- ▶ Try to get into open space to receive passes

## LEVEL OF COMPLEXITY

Easy  
Moderate

### Participant Grouping

Total players: 12 In groups of 3

### Playing Area

Gymnasium

### Equipment

Balls (e.g. beach, foam, paper, wiffle gator): 2 balls for scoring  
Other: 4 hockey nets used as goal

### Safety

Players must keep their heads up to prevent being hit with the balls, as well as to prevent running into other players.

### Life Skills Development

Decision-Making and Critical Thinking Skills

- ▶ How did your team work together? What made your team successful?
- ▶ When was it important to be able to decide when to take a shot on goal or when to pass?
- ▶ When is it important to recognize opportunity to succeed at home? In school? To make healthier lifestyle choices?
- ▶ How can we help others recognize opportunities to make a difference not only in their own lives but in others?

### FUNDamental Skills

Manipulation Skills

- ▶ Sending with Implement
- ▶ Preparation Phase: Turn sideways to the object that is being struck.
- ▶ Execution Phase: Transfer weight from back foot to front foot during forward movement and contact of the object
- ▶ Follow Through Phase: Rotate hips then trunk to face the target.



### How To Play



**Tactical Focus:**  
Maintain Possession

- ▶ The objective of the game is to maintain possession of the ball by kicking it between players.
- ▶ A point after a team can make five successful passes in a row.
- ▶ Opposing team must try to intercept the ball after it has been passed. They can not take a ball away once a team has it under possession.
- ▶ Once opposing team gains possession of the ball it is their turn to pass the ball around while the other team attempts to regain possession.

### Variation

- ▶ To simplify, players throw and catch instead of kick.
- ▶ Introduce the use of implements (e.g., field hockey sticks, lacrosse sticks, etc).
- ▶ Limit the number of "touches" on the ball. For example, when kicking, on player can only touch the ball 2 times (control then kick).
- ▶ Add a pylon at each end and teams can score a "bonus point" after 5 successful passes.

### Tactical Awareness

- ▶ What are effective ways to try and maintain possession of the ball in order to score points?
- ▶ Individuals without the ball must move into open space so that their teammate with the ball can make a successful pass to them.
- ▶ Quick ball movement makes it harder for the other team to defend, but also makes it harder to make accurate passes.
- ▶ Team without the ball must closely guard their opponents and block all passing lanes to prevent any successful passes from being made.

### Adaptation Consideration

- ▶ Deflate the ball to slow it down

### LEVEL OF COMPLEXITY

Moderate

#### Participant Grouping

Participants will be divided into two equal teams of at least 3 players on each.

#### Playing Area

Gymnasium  
Outdoors

#### Safety

Remind players to keep their heads up.

#### Equipment

Pylons: 4  
Balls (e.g. beach, foam, paper, wiffle gator): A soccer ball would work best

### Life Skills Development

Communication and Interpersonal Skills

- ▶ Why do you think communication was important in this activity?
- ▶ What were the different ways of communicating with teammates?
- ▶ Why is it important that we clearly communicate with others in order to be understood?
- ▶ What does communication help prevent in this activity? In school? At home? From making poor lifestyle choices?

### FUNDamental Skills

Manipulation Skills

- ▶ Passing with Feet
- ▶ Preparation Phase: Bend support leg slightly as it plants beside the ball with all weight shifting to this foot.
- ▶ Execution Phase: Contact ball with inside of foot following through to the target.
- ▶ Follow Through Phase: Continue to follow-through with the kick in the direction towards the intended target.



### How To Play



**Tactical Focus:**  
Defend Space

- ▶ Scatter hoops with different coloured frisbees throughout each side's playing area. Tape a number from one to ten on the back of each Frisbee and lay face down.
- ▶ Object is to run into the other team's side and flip over the frisbees to score points (All frisbees have different point values 1-10). A player can only flip over one frisbee at a time. Once a player has one foot inside a hula hoop, they are safe and can not be tagged.
- ▶ Once the frisbee has been flipped over the person is safe to return to their side of the court but must go to the back of the court before returning to play
- ▶ There are two taggers on each team and if you are tagged you must return to your side. Taggers must stay outside the hula hoop which is surrounding each 'smartie'
- ▶ At the end of the game the team with the most points will win
- ▶ or the team which flips over all the 'smarties' first wins and the game is rest and begins again (with people changing roles from defense to offense)

### Variation

- ▶ Require participants to use different forms of locomotion (e.g., skip, shuffle, gallop).

### Tactical Awareness

- ▶ What are effective ways to defend space?
- ▶ Communicate with teammates to decide who will stay back to defend the space and who will try to flip the other team's smarties
- ▶ Spread out throughout the space in order to cover as much space as possible.

### Adaptation Consideration

- ▶ Change the size of the play area in order to change difficulty of game and focus more on skills such as faking and fleeing
- ▶ Change number of frisbees or change the skill which needs to be done if you are tagged

### LEVEL OF COMPLEXITY

Moderate

### Participant Grouping

Two teams of six players each

### Playing Area

Gymnasium

### Equipment

Pylons: 10 (5 each)  
Other: Frisbee 20 (10 each)  
Other: Pinnies (6 per team)  
Hoops: hula hoops 20 (10 each)

### Safety

be aware of others around you so you don't run into anyone. Watch the pylons if you are weaving through them so you don't trip. Absolutely no body contact and no hard tags by the taggers.

### Life Skills Development

Decision-Making and Critical Thinking Skills

- ▶ How did your team work together?
- ▶ Was it easier to get to the hoola hoop when working by yourself or having other teammates attack at the same time?
- ▶ Why is it important as a team to have the similar goals? In a friendship? In a relationship?
- ▶ What qualities do you look for in a good friend?

### FUNDamental Skills

Locomotor

- ▶ Sprinting for Speed
- ▶ Preparation Phase: Swing arms in opposition to leg action, keep elbow bent at 90o angle swinging arms low to high (choo-choo-train arms).
- ▶ Execution Phase: Fully extend the back leg at push-off, then bend at knee with heel coming close to buttocks (legs rotating in a cycling or circling motion).
- ▶ Follow Through Phase: Take a long last stride, lowering hips and bending knees to decelerate.





### How To Play



**Tactical Focus:**  
Attack Goal

- ▶ Two teams play soccer against one another. There are five small goals (two pylons) scattered in the area.
- ▶ One team attempts to maintain possession and score as many points as possible by passing the ball through any of the goals.
- ▶ The ball is only turned over if a team loses possession or the ball goes out of play.

### Variation

- ▶ Each team has to get to so many points before the other team.
- ▶ Instead of passing through the goals, the ball must be dribbled through.

### Tactical Awareness

- ▶ How can you maintain possession when kicking the ball through the goals?
- ▶ Why is it helpful to keep looking up during the game?

### Adaptation Consideration

- ▶ The skill of kicking could be modified here, for examples, hockey sticks or throwing could be used.
- ▶ A no dribbling/stealing rule could be implemented.

### LEVEL OF COMPLEXITY

#### Participant Grouping

Two teams of no more than five players.

#### Playing Area

Outdoors

#### Equipment

Pylons: 14

#### Safety

No contact game

#### Life Skills Development

Decision-Making and Critical Thinking Skills

- ▶ If your path was blocked by a defender when you were headed toward one of the goals, what did you have to do? (different direction, get help from someone else)
- ▶ Can you think of a time in your life when you had a plan to do one thing and something else got in the way?
- ▶ What did you do to help you reach your goal?

#### FUNDamental Skills

Manipulation Skills

- ▶ Side-foot passing
- ▶ Preparation: Your non-kicking foot should be next to the ball making either a number 10 (right-footed) or a number 01 (left-footed).
- ▶ Execution: Use the inside of your foot to kick the ball (the biggest part of your foot).
- ▶ Follow-through: Have your head over the ball and keep the side of your foot pointing at its target after you have kicked it.



## How To Play



**Tactical Focus:**  
Attack Goal

- ▶ Place two teams of four to six players in a specific area (e.g. badminton court).
- ▶ Place hoops at both ends of the playing area.
- ▶ One player from each team (the hoopster) stands inside a hoop.
- ▶ Players advance the ball by passing to each other.
- ▶ Players must pass within five seconds and can take a maximum of three steps with the ball.
- ▶ Players previously decide what type of throw will be used for the final pass to the hoopster (e.g. underhand, bump pass).
- ▶ Switch hoopsters after each point is scored.
- ▶ Use basketball style defense.

## Variation

- ▶ Multi-Ball Hoopster: Use more than one throwing-object.
- ▶ Multi-Team Hoopster: Four groups play at the same time with four hoopsters. Experiment with different hoop locations.
- ▶ Change the form of moving the object (e.g. kick, ringette sticks).
- ▶ Allow the teams to dribble the ball with hands or feet while moving.

## Tactical Awareness

- ▶ What are effective ways to get the ball to the person inside the hoop?
- ▶ Spread out to make it difficult for the defending team to get the ball.
- ▶ Move the ball together to get close to the hoop to score a point.
- ▶ Throw the ball at different heights to the person in the hoop (e.g. bounce pass, lob pass, etc).

## Adaptation Consideration

- ▶ Increase the number of steps, which players can take to five steps.
- ▶ Players can throw or roll the ball to the other players.
- ▶ Decrease the distance of the playing field (e.g. half of a volleyball court).
- ▶ Disregard the time limits. Players can take as long as they need to pass the ball.



## LEVEL OF COMPLEXITY

Moderate

## Participant Grouping

Maximum of four to six per team.

## Playing Area

Gymnasium  
Outdoors

## Equipment

Hoops: 1  
Balls (e.g. beach, foam, paper, wiffle gator): Or other throwing objects

## Life Skills Development

Communication and Interpersonal Skills

- ▶ Was it easier when your teammates communicated to you?
- ▶ What were the different types of communication that you used with your teammates?
- ▶ Why is it important to be able to communicate in different ways in sport? In school? In life?
- ▶ What are healthy ways we can communicate to friends and family when we are trying to express how we are feeling?

## FUNDamental Skills

Manipulation Skills

- ▶ Overhand Throw
- ▶ Preparation Phase: Transfer weight to back foot in order to generate power
- ▶ Executing Phase: Step with opposite foot to throwing arm

- ▶ Person in the hoop can catch using an implement (e.g., a lacrosse stick, velcro glove, etc)
- ▶ Limit movement to within specific zones

- ▶ Follow Through: Finish by stepping with throwing foot towards the target after releasing the ball

## How To Play



**Tactical Focus:**  
Maintain Possession

- ▶ Create two lines of four, facing each other.
- ▶ The first person in one line, attempts to kick the ball through a set of pylons.
- ▶ After a player makes a pass, he/she runs to the back of the other team's line
- ▶ The player who receives the pass may only touch the ball two times (i.e., control then pass)
- ▶ After everyone has switched sides, move the pylons closer together
- ▶ Continue until the pylons are barely the width of the ball
- ▶ Challenge teams to see how quickly they can complete the task together.

## Variation

- ▶ Allow participants only one touch when receiving the ball. In other words, they must pass the ball back immediately without stopping it first
- ▶ Play using other implements (e.g., field hockey stick, lacrosse stick, etc)
- ▶ Increase the distance between the two groups
- ▶ Add a goalie to defend the pylons
- ▶ Add an integrated curriculum component. For example, on each consecutive kick, count by six or for each consecutive kick, think of a word that starts with the letter "B" that represents Health, etc.

## Tactical Awareness

- ▶ What are effective ways to maintain possession of an object in an invasion game?
- ▶ Short passes
- ▶ Follow the pass to provide more passing opportunities

## Adaptation Consideration

- ▶ Teams can walk instead of run around the other team if the participant misses the pylons.
- ▶ Place the pylons close to the area where the players are lined up.
- ▶ Use a deflated ball, nerf ball or brightly coloured ball.
- ▶ Increase the distance of the pylons to enlarge the goal area.

## LEVEL OF COMPLEXITY

Easy

### Participant Grouping

Groups of 8

### Playing Area

Gymnasium

### Equipment

Balls (e.g. beach, foam, paper, wiffle gator): 6

### Safety

Remind participants to keep their heads up while playing

### Life Skills Development

Communication and Interpersonal Skills

- ▶ What made it easier when passing the ball?
- ▶ What were some important things to remember when working together as a team?
- ▶ Why must we be more flexible when working together as a team in a game? In school? At home?

### FUNDamental Skills

Manipulation Skills

- ▶ Kicking for Control
- ▶ Preparation Phase: Keep eyes focused on the ball.
- ▶ Execution Phase: Bend support leg slightly as it plants beside the ball, transferring weight to front foot.
- ▶ Follow Through Phase: Follow through with kicking leg straight to target (leg motion moves like a swing).



## How To Play



**Tactical Focus:**  
Create Space

- ▶ Select two teams of six players. (Three designated offense, three defense who must stay in their half).
- ▶ Put (e.g., a hoop, paper) or select (e.g., a brick) a target on each wall. The size should be appropriate to the abilities of the group.
- ▶ Leader tosses a ball into the playing area to start the game.
- ▶ Balls are passed with the scoops.
- ▶ Players may take only three steps with the ball, and pass or throw at the target within five seconds.
- ▶ Only offensive players may score by hitting the target on the wall.
- ▶ Once a player has possession of the ball in his/her scoop, an opposing player may not take it away.

## Variation

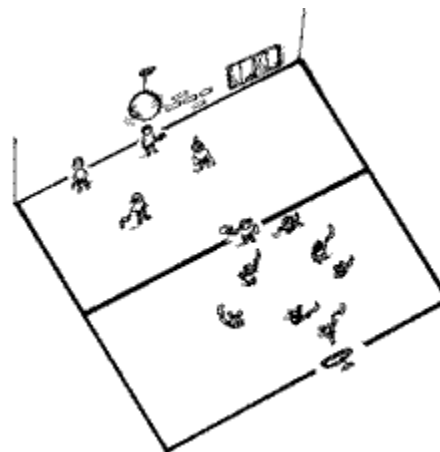
- ▶ Add a second ball.
- ▶ Basketball Scoop Ball: Hitting the back board counts as one point, going into the basket is worth three points.
- ▶ Lacrosse Scoop Ball: Flip hockey net over so that you are shooting at the small part of the net. Define a crease where no one can enter. Do not use a goalie.

## Tactical Awareness

- ▶ What are effective ways to create space when in possession of the object?
- ▶ Communicating with your teammates.
- ▶ Using "give and go" teamwork to get closer to the net.
- ▶ Maintaining good spacing.

## Adaptation Consideration

- ▶ Increase the size of the target.
- ▶ Place the target in a low position on the wall.
- ▶ Increase the number of steps the players can take with the ball to 5 steps.
- ▶ Decrease the area of the playing field.
- ▶ Eliminate the scoops from the game and the players must toss the ball to each other or at the target.



## LEVEL OF COMPLEXITY

Moderate

### Participant Grouping

Maximum of six players on a team.

### Playing Area

Gymnasium  
Outdoors

### Equipment

Scoops: or Javex bottles, cut, with taped edges  
Balls (e.g. beach, foam, paper, wiffle gator): 1  
Scoops: 1 / player

### Safety

No body contact.

## Life Skills Development

Communication and Interpersonal Skills

- ▶ Was it easier when teammates communicated with you during the game?
- ▶ What are different ways we are able to communicate with one another in games? In school? At home?
- ▶ What are healthy ways we can communicate to friends and family? Why is communication important?
- ▶ What are healthy ways to listen to someone who is communicating with you?

## FUNDamental Skills

Manipulation Skills

- ▶ Passing with Implement
- ▶ Preparation Phase: Keep eyes focused on the ball as well as looking around for open space and/or teammates to pass to.

- ▶ Execution Phase: When projecting the object use the whole body in one motion for control and full body strength.
- ▶ Follow Through Phase: Finish with leg/arm pointing towards the target.



## How To Play



**Tactical Focus:**  
Regain Possession

- ▶ Players stuff a small part of their 'tail' (cloth, rope) in the back of their shorts.
- ▶ At leader's signal, each player tries to grab her partner's tail without having her own tail taken.
- ▶ When tail is removed, the player puts it back and tries again.
- ▶ Count how many times a tail can be removed in the time given.
- ▶ No body contact.

## Variation

- ▶ **Six Tail Chase:** Six players play in an approximately 4m wide square area. Each player has a tail. At the start signal players try to snatch each other's tails without losing their own. Players who lose their tail may continue playing, but must try to find another tail to replace the one they lost. Play for 2 minutes and see who has the most tails.
- ▶ **Basketball Chase:** Two players play in an approximately 2m wide square area. Each player has a basketball. At the start signal, players begin dribbling in the area and try to knock other players' basketballs outside the grid while trying to shield their own basketball. If the ball goes outside the grid, the game is over and the players play again. No body contact is allowed.
- ▶ Each person has a soft sponge ball and attempts to hit the other person's foot with the ball while trying to defend his/her foot at the same time from being hit.

## Tactical Awareness

- ▶ What are effective ways to gain possession of the tail?
- ▶ Keeping head up to watch opponent.
- ▶ Use deaks, fakes, and dodges to try and get opponent off balance and then take the tail
- ▶ Watch opponent's feet to know where they are moving

## Adaptation Consideration

- ▶ Provide "safe areas" where players can go to be safe from having their tail taken out for 5 to 10 seconds. Players are not allowed to guard safety zones.
- ▶ Once a player's tail is removed, the other player can help put the tail back in.
- ▶ Use bright, coloured tails.



## LEVEL OF COMPLEXITY

Easy  
Moderate

## Participant Grouping

Partners.

## Playing Area

Gymnasium  
Outdoors

## Equipment

Other: half-metre long cloth  
Scarves, ribbons, cloth streamers: 1  
Other: Rope, string, ribbon or scarves

## Safety

No body contact, respect other individuals personal space, do not grab a tail from someone's hand.

## Life Skills Development

Coping and Self-Management Skills

- ▶ How does trying ones best help foster an internal locus of control?
- ▶ Why is challenge important?
- ▶ Why is it important to challenge yourself in school? In social situations? In making healthy decisions on nutrition and physical activity?

## FUNDamental Skills

Locomotor

- ▶ Dodging
- ▶ Preparation Phase: Keep eyes focused on direction of travel.
- ▶ Execution Phase: Lower body and forcefully in one step, push off with outside foot which transfers the body weight in the opposite direction.

▶ Play “power walking or power rolling” rounds instead of running.

▶ Follow Through Phase: Lower hips, bend knees and balance on both feet in order to come to a stop.

### How To Play



**Tactical Focus:**  
Regain Possession

- ▶ Groups form a triangle with one defender in the middle.
- ▶ Players attempt to complete passes without dropping object or having the defender intercept the pass.
- ▶ An unsuccessful pass results in the defender and thrower switching roles.
- ▶ Switch roles after 5 complete passes.
- ▶ Defender may not grab the object from an opponent's hand.

### Variation

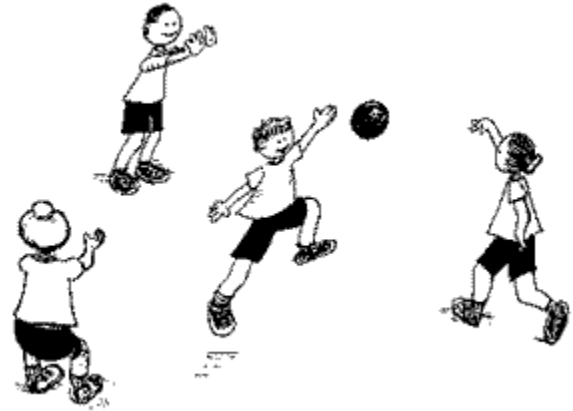
- ▶ Triangle and One Soccer Pass: Players use a soccer ball and kicking/trapping to pass the ball.
- ▶ Box and One: Players form a square instead of a triangle. This leaves one open corner which players can run into to create space.
- ▶ Circle & Three: Form circle of any number with three people in the middle.
- ▶ Decrease the size of the area to make it more difficult for the passers.
- ▶ Substitute the ball for a different object to throw and catch (e.g. rubber chicken, stuffed animals, felt rings, etc.).
- ▶ Decrease the playing area or add another defender to increase the challenge for the passing team
- ▶ After 5 successful passes, the outside team then attempts to knock over a target in the middle.

### Tactical Awareness

- ▶ What are effective ways to try and regain possession of the ball?
- ▶ Anticipate where the pass will go
- ▶ Position yourself so that you can see defenders and the ball
- ▶ Add pressure on the person with the ball to take away space
- ▶ Put pressure on the person receiving the ball as initial control is often a good time to try and regain possession.

### Adaptation Consideration

- ▶ Provide a peer assistant to help the defender.
- ▶ Play short rounds so the defender will not be in the middle for more than 5 complete passes.



### LEVEL OF COMPLEXITY

Moderate

### Participant Grouping

Groups of four.

### Playing Area

Gymnasium  
Outdoors

### Equipment

Balls (e.g. beach, foam, paper, wiffle gator): Variety  
Other: Rings  
Rubber chickens, stuffed animals: Unlimited

### Safety

Defenders must be a minimum of 1m from their group members.

### Life Skills Development

Communication and Interpersonal Skills

- ▶ What made your team successful when you had possession of the ball?
- ▶ How is teamwork important in this activity? Where else is teamwork important?
- ▶ What makes a good team? Why is it important to know your role on the team?
- ▶ How do you feel when someone is not equally contributing to the team?
- ▶ What are positive ways to communicate and encourage other teammates to get more involved and help out the overall success of the team?

### FUNDamental Skills

Manipulation Skills

- ▶ Underhand Throw
- ▶ Preparation Phase: Bend knees while distributing equal balance of weight on both feet.

- ▶ Increase the size of the triangle to make it easier for the passers.
- ▶ Can use a beach ball, which is large and soft to catch.
- ▶ Modify the rules: Players can roll the ball to each other without the defenders intercepting the moving object.

- ▶ Execution Phase: Start with your arm low and release the ball facing the target (Your arm moves like a swing on a swingset).
- ▶ Follow Through Phase: Step forward with your throwing arm leg towards the target

## How To Play



### Tactical Focus: Set Plays

- ▶ Teams are separated into two players per side.
- ▶ The team on offense assigns a thrower and a receiver.
- ▶ The team on defense assigns a person to mark the thrower and a person to mark the receiver.
- ▶ The thrower attempts to throw the ball to the receiver using a pass.
- ▶ The offensive team has three attempts to score a touchdown.
- ▶ Once a receiver catches a ball, she can keep running until tagged by someone on the defensive team.
- ▶ Whenever the receiver is tagged, the next attempt is from that point in the field.
- ▶ Before tagging/rushing the passer, one of the defensive players must count out loud: "One football, two football, three football, four football".

## Variation

- ▶ Substitute frisbee or different balls.
- ▶ Add players to make three per side or four per side.
- ▶ Use lacrosse sticks or scoops to catch a smaller ball or a velcro ball and mit when mobility is limited

## Tactical Awareness

- ▶ What type of "plays" are most effective?
- ▶ Changing directions and speeds quickly to take the defender by surprise.
- ▶ Having teammate run to different areas to spread the defenders out in order to create more space.

## Adaptation Consideration

- ▶ Substitute a pass or throw for a kick during play.
- ▶ The offensive team can have 5 attempts to score a touchdown.
- ▶ Increase the size of the target area.
- ▶ Players can stand in a stationary position and throw underhand to their teammate.
- ▶ Playing area can be shortened and narrowed.
- ▶ Instead of players trying to catch the ball with their hands, players should be encouraged to cradle the ball with both hands in the midsection.



## LEVEL OF COMPLEXITY

Moderate

### Participant Grouping

Two per side.

### Playing Area

Gymnasium  
Limited Space  
Outdoors

### Equipment

Balls (e.g. beach, foam, paper, wiffle gator): 1 football per group of 4  
Pylons: to mark playing area

### Safety

If games are played side-by-side, warn players to stay inside their zones and to look out for other players.

### Life Skills Development


Decision-Making and Critical Thinking Skills

- ▶ What helped you and your team succeed?
- ▶ Was it better to collectively make one decision or was it easier if just one person called the play?
- ▶ When is it important to be the leader? To follow? Work together as a team (In sport / school / at home)?


### FUNDamental Skills

Manipulation Skills

- ▶ Catching
- ▶ Preparation Phase: Keep hands in front of your body at a 90o angle preparing for the upcoming moments.
- ▶ Execution Phase: Reach for object prior to contact and cushion the object being caught (absorbing the force of the throw towards the body).



▶ Follow Through Phase: Redistribute weight back onto both feet which are shoulder width apart.



### How To Play



**Tactical Focus:**  
Defend Goal

- ▶ Divide players into two opposing teams.
- ▶ Place hula-hoops at each end of the playing area.
- ▶ Inside each hoop, place a cone marker with a ball on top.
- ▶ Like basketball, start the game with a jump ball.
- ▶ Players may only move while dribbling the ball with their hands.
- ▶ Players without the ball may not use any body contact to get the ball away.
- ▶ If a player succeeds in knocking down a target, a point is scored and play begins again with opponent's team having possession of the ball.
- ▶ If the player does not succeed in knocking down the target, each team attempts to gain possession of the ball without body contact and the team who gains possession makes passes and takes steps towards their target cone.

### Variation

- ▶ May select one participant to act as a goalie and create a goalie crease (e.g., basketball key )
- ▶ Players, except the goalie, may not go into goal crease and no one, including the goalie is allowed inside the hoop.
- ▶ Use more than one ball and/or cone marker.
- ▶ Increase or decrease size of playing surface.
- ▶ Dribble with feet or an implement such as a floor hockey stick.
- ▶ Add more teams into the game with their own hula hoop to protect
- ▶ In order to pass the ball, must say individual's name
- ▶ Players share a scooter board to move around the court together.

### Tactical Awareness

- ▶ What are effective ways to defend the pylon?
- ▶ Position yourself to cover as much space as possible.
- ▶ Challenge a shooter by "cutting down the angle" before they shoot so that it is difficult to hit the target.

### Adaptation Consideration



### LEVEL OF COMPLEXITY

Moderate

#### Participant Grouping

Maximum of six players on a team.

#### Playing Area

Gymnasium  
Outdoors

#### Equipment

Hoops: 2  
Pylons: 2  
Balls (e.g. beach, foam, paper, wiffle gator): Variety

#### Safety

No body contact.

### Life Skills Development

Coping and Self-Management Skills

- ▶ How did you feel when the other team scored? Did it make you want to work harder or make you feel like giving up?
- ▶ How do you embrace challenge in sport? In school? At home? In relationships?
- ▶ Why is it important to never give up when you are faced with a challenging situation?
- ▶ What are positives that come from challenging situations in sport? In school? In successfully living a healthy lifestyle?

### FUNDamental Skills

Manipulation Skills

- ▶ Dribbling
- ▶ Preparation Phase: Stand with knees and hips slightly flexed, shoulder width apart.

- ▶ Do not allow players to take the ball away from other players.
- ▶ Disregard the 5-second violation.
- ▶ Decrease the size of the playing area.
- ▶ Use light balls for players.

- ▶ Execution Phase: Contact the ball consistently at hip height.
- ▶ Follow Through Phase: Use the whole arm to push and the ball to maximize full body potential



### How To Play



**Tactical Focus:**  
Create Space

- ▶ Regular soccer rules apply except: Each player cannot leave her/his zone and there are no “off sides”.
- ▶ Divide field into enough zones so that each player can be assigned a zone to play in with an opponent.
- ▶ After a goal, have each player move to a different zone.

### Variation

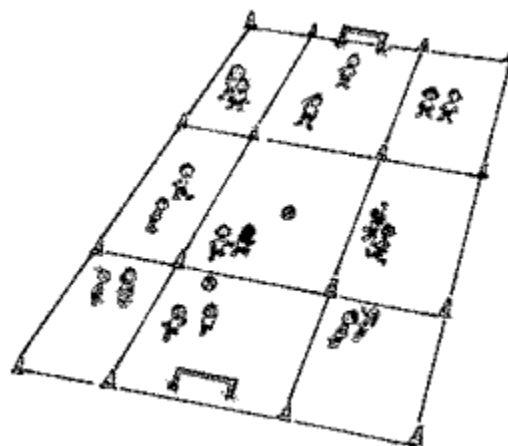
- ▶ Increase or decrease the number of zones.
- ▶ Add more than one ball.
- ▶ Change type of ball (e.g., bladder ball - inside of an old soccer ball).
- ▶ Ball must go to two other zones before a team can score.
- ▶ Use other forms of manipulation (e.g., hockey sticks, football, frisbee, etc).

### Tactical Awareness

- ▶ What are effective ways to create space in this game?
- ▶ Stress the importance of moving to an open position when players do not have the ball in order to maintain possession.
- ▶ Pass the ball across different zones quickly in order to create width on the field.

### Adaptation Consideration

- ▶ Foam balls can be used for players who are hesitant to have the ball hit their bodies.
- ▶ Players with limited endurance can successfully play the goalie position.
- ▶ Increase the size of the goal.
- ▶ A maximum of 3 seconds is permitted for a player to hold or maintain possession of the ball before attempting to pass.
- ▶ Zone dimensions can be reduced.
- ▶ Provide frequent rest periods.
- ▶ Incorporate time-outs into the game.



### LEVEL OF COMPLEXITY

Moderate

### Participant Grouping

Nine players per team.

### Playing Area

Gymnasium  
Outdoors

### Equipment

Balls (e.g. beach, foam, paper, wiffle gator):  
Soccer ball

Other: To mark field  
Pylons: To mark field

### Life Skills Development

Decision-Making and Critical Thinking Skills

- ▶ What are the different roles individuals played in the game?
- ▶ Did everyone play an equally important role?
- ▶ Why is it important to create an inclusive environment where everyone can contribute to the success of the team?
- ▶ Where else must we make sure the environment is inclusive to everyone? Give examples of where we already try to make environments inclusive to everyone?

### FUNDamental Skills

Manipulation Skills

- ▶ Receiving a Pass
- ▶ Preparation Phase: Move into an open spot to receive a pass by dodging from opponents.

- ▶ Execution Phase: When receiving a ball move towards it in order to receive the ball before opponents intercept the pass (i.e., be the first one to the ball)
- ▶ Follow Through Phase: Cushion the ball in order to receive the ball with control (pretend your foot is a pillow allowing your foot to give to the incoming ball).