KIWISPORT
Fundamental Skills
INTRODUCTION

In response to an expressed need by teachers and KiwiSport coaches, the Hillary Commission is pleased to be able to offer *KiwiSport Fundamental Skills*, a manual of activities and games for teachers, parents and others who want to develop children’s fundamental sports skills in a fun way.

*KiwiSport Fundamental Skills* is an early step towards the Hillary Commission vision of a nation with lifelong interests, skills and attitudes that lead to active lifestyles. *KiwiSport Fundamental Skills* gives children the opportunity to acquire a wide range of fundamental sport skills which will allow them to participate fully and play games better. This will lead to a feeling of personal success and satisfaction and establish a sound base for the time when they are ready to move on to specific KiwiSports and adult sports.

*KiwiSport Fundamental Skills* develops skills through play and games. The activities are uncomplicated and do not require great technical knowledge. Most are well known and easy to use. The emphasis is on maximum participation with children progressing at their own rate.

*KiwiSport Fundamental Skills* is a resource with a variety of uses. Schools should find it valuable within the health and physical education component of the curriculum as a source of activities for sport education and coaching, lunchtime recreation, after school programmes and motor skill learning. It also has a place at home and in the community as a comprehensive compendium of activities and games for parents, coaches and others who are involved in both formal and informal children’s play. The decision on how and when to use the activities is left to the skill and judgement of teachers and others associated with children’s learning. It is important however, to see these fundamental skills as a foundation only, with children moving on to specific KiwiSports as soon as they are ready.

The KiwiSport Co-ordinator from your regional sports trust is available to arrange training and assist with making the best use of this manual.
Children are not mini-adults. Their needs and priorities are different and vary from those of adults. A range of factors determine the needs of groups and individuals. These include the stage of growth, social development, level of maturation, previous learning and the capacity for learning. Individuals of the same chronological age vary greatly and all adults involved in children’s learning should be aware of this.

The children also should be given an understanding of development stages as it helps them appreciate their own performance. This can have a positive effect on self-esteem and confidence. To assist in determining the most appropriate activities and approach, important developmental characteristics during the primary school years are listed below.

### PHYSICAL DEVELOPMENT

<table>
<thead>
<tr>
<th>JUNIOR SCHOOL</th>
<th>INTERMEDIATE SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Tires easily, recovers quickly.</td>
<td>• Endurance increases but may have fluctuations in energy.</td>
</tr>
<tr>
<td>• Mainly large muscle movement but fine skills developing.</td>
<td>• Fine co-ordination developing rapidly.</td>
</tr>
<tr>
<td>• Vision developing. May have difficulty focussing on fast moving objects.</td>
<td>• Great differences in physical growth.</td>
</tr>
<tr>
<td>• Basic motor skills developing and able to combine them in simple games.</td>
<td>• Rapid growth may lead to awkwardness and unco-ordinated movement.</td>
</tr>
<tr>
<td></td>
<td>• Vision and hand-eye foot-eye co-ordination relatively mature.</td>
</tr>
<tr>
<td></td>
<td>• Can apply known skills more effectively in more complex situations.</td>
</tr>
</tbody>
</table>
### SOCIAL DEVELOPMENT

<table>
<thead>
<tr>
<th>JUNIOR SCHOOL</th>
<th>INTERMEDIATE SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Moving from working as an individual to working with others.</td>
<td>• Works co-operatively with others.</td>
</tr>
<tr>
<td>• Works best under supervision.</td>
<td>• Greatly influenced by peers, trends, role models.</td>
</tr>
<tr>
<td>• Starts to take responsibility for own behaviour.</td>
<td>• Strong need to be accepted as member of a group.</td>
</tr>
<tr>
<td>• Accepts and handles leadership roles.</td>
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</tbody>
</table>

### PSYCHOLOGICAL DEVELOPMENT

<table>
<thead>
<tr>
<th>JUNIOR SCHOOL</th>
<th>INTERMEDIATE SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Inconsistent attention span.</td>
<td>• Can stay on task and become absorbed in activity for long periods.</td>
</tr>
<tr>
<td>• Moving from being adventurous to being cautious</td>
<td>• Desire to test themself with some appraisal of own decisions.</td>
</tr>
<tr>
<td>• Approval by adults important.</td>
<td>• Seeks a feeling of belonging and opportunities to make own decision.</td>
</tr>
<tr>
<td>• Interests can be short term and quick changing.</td>
<td>• Long term interests becoming established but still likes to try new activities.</td>
</tr>
<tr>
<td>• Imaginative, spontaneous and creative.</td>
<td>• Needs encouragement to be creative.</td>
</tr>
<tr>
<td>• Ability to stay on task longer and increasing attention span.</td>
<td></td>
</tr>
<tr>
<td>• Likes to test themself but often dislikes public failure.</td>
<td></td>
</tr>
<tr>
<td>• Approval by peers important.</td>
<td></td>
</tr>
<tr>
<td>• Changing interests with some long term interests beginning to appear.</td>
<td></td>
</tr>
<tr>
<td>• Needs support for creative activities.</td>
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</tbody>
</table>
LEARNING THROUGH PLAY

The philosophy underlying KiwiSport Fundamental Skills is to involve children in simple activities and games which allow them to learn through play.

All people play – it is fundamental to life and contributes to development. Children say – “I played four square”........ “Let’s play chasie” ........ “We played at the beach” ...... “Do you want to play?”

When children play they determine the real value and meaning of the experience. Play provides an important means for children to express, explore and discover many aspects of life relative to themselves and others.

Organised and informal play can help children progressively acquire skills and learn to value physical activity.

Play is a natural form of expression and medium for learning. Given the opportunity it can be a means of developing fundamental sport skills and at the same time allow children to learn about co-operation, equity and the meaning of achievement.

The play content of games varies widely between the two extremes.

<table>
<thead>
<tr>
<th>LEAST PLAYFUL</th>
<th>MOST PLAYFUL</th>
</tr>
</thead>
<tbody>
<tr>
<td>regulated by rules</td>
<td>self contained</td>
</tr>
<tr>
<td>controlled by others</td>
<td>make believe</td>
</tr>
<tr>
<td>teacher/coach dominated</td>
<td>spontaneous</td>
</tr>
<tr>
<td>restricted participation</td>
<td>uncertain</td>
</tr>
<tr>
<td>highly structured</td>
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</table>

Care should be taken to ensure that adult values and the desire for children to acquire skills do not reduce the intended high playful element of KiwiSport fundamental skill learning.

Adults should facilitate, not dominate skill learning activities through play.

Activities that promote the freedom of play provide:

- friendship.
- fun.
- achievement.
- identity.
- fairness.
- success.
DEVELOPING SKILLS THROUGH PLAY

Assess their overall level of skill by watching them play. Identify skill areas that need attention.

Assess the specific skill by giving them an activity (activities) from that section of the book. Set goals.

Group them according to their skill level and give them activities to suit.

Give them a point to look for.

Gradually add other points.

When they have been successful or the fun has gone out of it, modify the activity or give them another one. Re-group if necessary. Continue to assess the key skill points.

Re-assess their overall skill by watching them play in a more generalised context. Try an appropriate KiwiSport.
INFLUENCES ON SKILL LEARNING
Skill learning is affected by several important factors.

MOTIVATION
The best skill learning takes place when motivation to learn is at a high level. This leads to success which, in turn, usually enhances motivation for continued involvement.

FEEDBACK
All children receive some type of internal feedback simply by taking part. Positive and specific external feedback reinforces learning by providing information. It is also a motivating factor.

UNIQUENESS
Every child is different. The differences in background, stage of development, inherited factors, attitudes and personality are some of the factors that determine a child’s interests and ability to learn skills.

PRACTICE
Skills are developed and refined by practice. Therefore it is essential that skills are taught correctly in the first instance to avoid practising faults.

INDIVIDUAL RESPONSIBILITY
Children should be given the opportunity to take responsibility for their own learning. They should be encouraged to set their own goals and take some initiative for improving their skills.

INFLUENCES ON CHILDREN’S MOTIVATION AND PERFORMANCE
In addition to a child’s stage of intellectual and physical development there are numerous other influences which determine their level of motivation and performance in physical activities. When attempting to meet the diverse needs of children consider:

EXTERNAL INFLUENCES
• The home and cultural background with its attitudes, beliefs and values.
• The school environment with its facilities, equipment, number of children, policies, programmes and atmosphere.
• Significant others including parents, teachers, friends, peers, siblings, role models and coaches.
• Past physical activity and sport experiences.
• The community environment including facilities, opportunities, attitudes.

INTERNAL INFLUENCES
• Personality
• Interests
• Feelings
• Health status
• Body shape and size
• Gender
• Values and attitudes

ADULTS
Teachers and others with responsibility for children can have a positive effect on motivation and performance by:
• adopting a positive approach.
• being reasonable with demands and goals.
• viewing KiwiSport Fundamental Skills as enjoyable activity not a reward or punishment.
• including children in planning and motivation.
• providing information about the benefits.
• ensuring variety, success, fun and fairness.
THE ENVIRONMENT FOR LEARNING

Children respond to a well organised and purposeful session. A secure, supportive environment that focuses on children learning to perform skills successfully will produce positive outcomes. Unrelated factors such as distracting behaviour and observers must not be allowed to assume any dominance. To achieve this the children need to accept that they are expected to:

- participate in all activities.
- co-operate with others in their class or group.
- try their hardest to learn and improve.
- keep to established routines.
- adhere to the code of fair play.
- set goals.
- challenge themselves.

These expectations are most likely to occur when the teacher:

- is well organised and uses routines effectively.
- uses a plan and promotes high levels of participation.
- is active in helping children learn.
- treats all children fairly and consistently.
- allows children to make some decisions.

Positive feelings in the class are an important part of creating an atmosphere for learning. They are not created by chance but develop when adults:

- are enthusiastic and show interest in all children.
- interact with all children.
- allow children to practise with friends.
- modify activities to make the skill challenging.
- refrain from comparing one child’s performance with that of others.
- make positive comment about individual performance.
- recognise success.
- give specific information about how to improve.

Children always receive some type of internal feedback from their activities. There is no need to tell them about their failures – they already know. Tell them about their successes.
MAXIMISING PARTICIPATION AND ACHIEVEMENT

A good session will involve and cater for all children. If they enjoy the experience and feel satisfied with their performance they will look forward to participating and want to improve their skills. The rate of success experienced will determine their level of enjoyment. To maximise the chances of this happening it is essential that:

- The session has been planned
- A high proportion of the session is used for practice
- Only brief and explicit instructions are given
- Very little time is spent on organisation
- Groups are small so that there is minimum time waiting for a turn
- There is adequate equipment and all children have equal access to it
- Children are given positive feedback at a pertinent time
- The session flows and allows children to participate without continual interruption
• Each session has a focus and all activities are related
• Practices and games do not require players to be eliminated
• Activities challenge but are not beyond the skill of the players
• Immediate modifications are made when participation laps:
• The choice of activities ensures a high success rate for all
• There is opportunity for children to experiment and innovate
• Plenty of pertinent practice for the individual makes it fun for all
• Sessions are regular and frequent
EVERYONE HAS A RIGHT TO PARTICIPATE

KiwiSport Fundamental Skills is for every child. The wide range of activities and games, together with modifications where needed, should ensure that there is equal opportunity for everyone to play and develop skills.

Care should be taken to ensure that there is equity in the use of available space, equipment and time. Research indicates girls, younger children and those of lesser ability often have reduced opportunities to participate.

Respect must be given to different cultural beliefs, values and attitudes which may make some activities unacceptable. It is a simple matter to modify or choose alternative activities to keep everyone involved. It is essential that there is also equity in the quality of involvement. The KiwiSport charter details the criteria for this.

CHILDREN WITH DISABILITIES

All children should be encouraged to participate in all activities. In the first instance it is best if a child with a disability can take part without any change to the activity or game. Where modification is necessary try to keep the activity as true to form as possible. Making changes to the skill, equipment, playing area or rules can enhance participation.

For guidance refer to the Kiwi Can manual and the KiwiSport Mainstream Cards. Check the needs and abilities of the child and seek medical advice if unsure of the amount or type of physical activity which is appropriate.
USES OF THE KIWISPORT FUNDAMENTAL SKILLS MANUAL

The most appropriate use of the activities in this book must be left to the judgement and skill of those with direct responsibility for children’s learning. Only they can determine the level of development and needs of any particular group or child.

The material can be used in many different ways to suit differing needs and situations. The numbered games and activities for each skill generally progress from the simplest to the most complex. It is important that the descriptions given are seen as ideas and starting points which should be modified at any time to suit the participants. Care should be taken however, to ensure that participation is not diminished and that the original intent is not lost.

Some alternative approaches for using KiwiSport Fundamental Skills to teach fundamental sports skills are listed below.

USES OF THE MANUAL

The manual is meant to be used by a variety of people. By:

- teachers for skill learning sessions and playground activities.
- team coaches at all levels for coaching session practices.
- children as a games reference.
- parents and others for assisting skill learning or for fun activities with their children.

ORGANISING THE ACTIVITIES

Activities can be organised in different ways. Several options follow.

- All children work as one group on the same activity at the same time. This assumes that there is sufficient equipment and the activity is suitable for all levels of skill.
- Small groups work on the same activity. If the groups are based on skill level the activity can be modified to suit each group.
- Small groups in a circuit work on different activities for the same skill, or different skills and rotate. This solves the problem of insufficient equipment for the whole class.
- Different activities are set up and the children decide what activity to go to and when to move on. Limits may need to be set on the number at each activity.

When children are working in groups it must be made quite clear what is expected of them. Activity cards are very useful. They can describe the activity and list several tasks. This is an opportunity to use peer teaching. Give each leader an activity card. However do not use leaders to the extent that it hinders their own learning.
PLANNING
Those who produce the best results plan their units and skill sessions.
Planning can occur in many forms but good planning:
• includes evaluation both at the beginning and end of the unit.
• establishes goals and priorities.
• makes best use of time, space and equipment.

- ensures all children are catered for and involved.
- ensures a high level of activity without overloading.
- gives children appropriate exposure to skills.
- ensures consistency and continuity between sessions.

DETERMINE THE NEEDS
Find out what they have already mastered
Establish their level of development

PLAN THE UNIT
Decide on the skills, knowledge and attitudes to be developed.
Set achievement objectives. Choose learning strategies.

PLAN SESSIONS
Set goals – choose activities for the introduction,
skill development and the conclusion.

ORGANISE EQUIPMENT AND SPACE
Availability, quantity, type, placing.

CHECK MANAGEMENT TECHNIQUES
Time, boundaries, stop signal, demonstrations, safety,
equipment issue, checking and returning.

EVALUATE
Goals achieved – Why? Why not?
• Achievement of individuals?
• Level of involvement?
• Level of enjoyment?
• Strategies suitable?
• Planning adequate?
• Activities suitable?
SAFETY

Safety is a factor to be kept constantly in mind. Careful thought is needed to determine the fine line between challenge and unacceptable risk. This varies greatly with individuals and groups and it is the responsibility of those with children in their care to establish safe procedures. The standard set must be at child level, both physical and intellectual, not at adult level.

It should be an on-going objective to help children accept responsibility for their personal safety and that of others by becoming aware of the effect of their own behaviour.

Listed below are actions which can be taken to achieve a safe environment.

- Show that safe practices enhance enjoyment.
- Establish a working space that allows free movement.
- Clarify rules for using equipment especially bats, racquets and sticks.
- Encourage looking ahead and anticipating unsafe action.
- Eliminate potential risks, eg. spare equipment.
- Allow stopping space around the work area. Do not use a wall or fence for finishing at speed.
- Check equipment and do not use anything faulty.
- Organise safe movement and throwing patterns by using circuits, waves etc.
- Use equipment of appropriate size and materials.
- Use suitable playing surfaces eg. grass for speed.
- Adjust numbers to suit playing areas or vice versa.
- Check footwear and clothing.
- Warn about potential dangers – posts, turning etc.
- Insist on immediate response to the whistle and other agreed signals. Use the whistle for ‘stop’ only.
- Teach a procedure for emergencies.
- Equip yourself for dealing with an emergency – ask for training if necessary.
THE MAORI DIMENSION

Simple introductory activities for rakau and poi are included in this resource. These should be extended for those who are capable. Many other activities can be adapted to fit into existing language or culture programmes. Your local Iwi could provide a valuable contact for guidance in further developing activities and programmes.

Where teachers, parents and others, have the skills and knowledge, suitable activities should be taught in the Maori language.

Valuable resources have been produced by the Maori Language Commission in the form of the series Nga Kupu Hou. Nga Hakinakina (1) and (2) are glossaries which teachers of sport skills should find particularly useful.

BASIC VOCABULARY

In many tribal areas these words will be the same but in recognition of dialectal difference a list of local words should be prepared in consultation with your local Iwi.

<table>
<thead>
<tr>
<th>INSTRUCTION</th>
<th>BODY PART</th>
</tr>
</thead>
<tbody>
<tr>
<td>listen – whakarongo</td>
<td>body – tinana</td>
</tr>
<tr>
<td>talk – kōrero</td>
<td>head – upoko</td>
</tr>
<tr>
<td>look – titiro</td>
<td>arm/hand – ringa</td>
</tr>
<tr>
<td>stand – e tu</td>
<td>stomach – puku</td>
</tr>
<tr>
<td>sit – e noho</td>
<td>waist – hope</td>
</tr>
<tr>
<td>come – haere mai</td>
<td>knee – pona</td>
</tr>
<tr>
<td>go – haere atu</td>
<td>leg/foot – waewae</td>
</tr>
</tbody>
</table>

DIRECTION

- front – mua
- back – muri
- side – taha
- right – matau
- left – maui
- up – runga
- down – raro

ACTIVITY

- ball on string – poi
- wand, long stick – tira
- games – mahi takaro
- short stick – titi tore
- stick – rakau

COUNTING

- one – tahi
- two – rua
- three – toru
- four – wha
- five – rima
- six – ono
- seven – whitu
- eight – waru
- nine – iwa
- ten – te kau

MOVEMENTS

- walk – āta haere
- step – hikoi
- run – oma
- jump – peke
- kick – whana whana
- turn – huri
- skip – piu
- stamp – takahi
MANIPULATION ACTIVITIES

• STRIKING •
**STRIKING**

The aim of *KiwiSport Fundamental Skills* is to develop basic sports skills through simple, enjoyable play activities.

This section contains those which are pertinent to striking. They are grouped for:

- Kicking a ball on the ground.
- Punting.
- Striking with body parts.
- Hitting with a softball bat.
- Hitting with a racquet (short bat).
- Hitting with a cricket bat.
- Hitting with a hockey stick.

**Activities are generally arranged from the simplest to the most complex.**

The activities have been selected with schools specifically in mind but an input of professional skill and judgement is needed to ensure lively and relevant programmes. Decisions will need to be made on when and how the activities are used and what modifications are needed to match age and ability.

The activities also fill a need outside class programmes. They are useful for children’s learning and play at any time - lunch time, after school, sports training, holiday programmes and at home.

Parents and others who play with children in informal situations should find the ideas particularly helpful.
**KICKING A BALL ON THE GROUND**

**Activity 237  **EXPLORING PUSHING THE BALL**

**Before the Activity**
A level grass or hard surface.
Large round balls. Cones/markers.

**During the Activity**
- Spread out in a defined area with a ball each.
- Push the ball with the inside of the foot, follow and stop it. Push in another direction.
- Try the other foot.
- Can you push the ball along a line?
- Can you hit a target (cone)?
- How far away can you still hit the target?
- With a partner:
  - Push to your partner, who controls and pushes back.
  - Push to either side of your partner.
  - Partner astride, push between their legs.
  - Try the above with the other foot and different distances.
  - Walking/jogging control push between partners.

**Look for**
- contacting with the inside of the foot.
- bent ankle, bent knee, swing from the hip.
- arms wide for balance.
- non–kicking foot beside the ball.

**Activity 238  **BALL PUSHING RELAYS**

**Before the Activity**
Level grass or hard area.
Large round balls. Markers.

**During the Activity**
- First player dribbles to the centre marker, controls the ball then pushes to the next and continues on to join the end of the line.
- Player one pushes to 2 then runs to 2’s place. 2 pushes to 3 and goes to 3’s place, 3 pushes to 4 etc.
- Player 1 pushes to the centre marker, follows the ball, controls it, dribbles around the centre marker then pushes to player 2 who continues.

**Look for**
- control before passing,
- contact with the inside of the foot.
- bent ankle, bent knee, swing from the hip.
- non–kicking foot beside the ball.
**KICKING A BALL ON THE GROUND**

**Activity 239 Twister**

**Before the Activity**
Grass or hard area.
Large balls.

**During the Activity**
- Groups of three in a line, end players with a ball. Player 1 passes to 3 who controls the ball and returns it. 3 then turns to receive and return a ball from 2. After a given number of passes change the centre player.

**Look for**
- control before passing.
- contact with the inside of the foot.
- swing from the hip.
- head over the ball.

**Variations**
- All have a ball. 1 and 3 exchange, then 3 turns and exchanges with 2.
- Vary the distance apart.

**Kicking a Ball on the Ground**

**Activity 240 Wall Passes**

**Before the Activity**
Grass or hard area.
Large balls.
Markers.

**During the Activity**
- Groups of four with a ball. 1 passes to 2, runs, takes a return pass then passes to 3.
- 3 passes to 2, runs, takes a return pass and passes to 4, 4 continues.
- After everyone has had several turns change number 2.

**Look for**
- look at receiver – look at the ball.
- bent ankle, knee, swing from hip.
- non-kicking foot beside the ball.
- well ‘weighted’ pass.
- ‘attacking’ the ball.

**Variation**
- Introduce a fifth player in the centre as a defender who challenges each player as they start.
**KICKING A BALL ON THE GROUND**

**Activity 241 MOVING WALL**

**Before the Activity**
Grass or hard area.
Large balls.

**During the Activity**
- Three players side by side, the centre person with the ball. Player 1 passes to 2 who returns the pass. Player 1 then passes to 3 who returns it.
  - Start from a stationary position then increase the speed as skill improves – to walking – to jogging – to running.
  - Rotate positions.

**Look for**
- Look for the receiver – look at the ball.
- Push with the inside of the foot.
- Pass ahead of the receiver.

**Variation**
- Increase the distance apart.

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**KICKING A BALL ON THE GROUND**

**Activity 242 FOUR GOAL SOCCER**

**Before the Activity**
Grass or hard area.
Markers.
Large balls.

**During the Activity**
- Two teams of three to five.
  - A marked area about 10 metres square with a goal at each end of the goal lines. Teams attempt to score in one of their opponent’s goals. Apply no contact and safe tackling rules.
  - Adjust the size of the area to suit the level of skill and the number of players.

**Look for**
- Control before passing.
- Use of space.

**Variation**
- Introduce a second ball.
**KICKING A BALL ON THE GROUND**

**Activity 243 Goal Kicking**

**Before the Activity**
- Grass area.
- Large balls – round and oval.
- Goal posts or markers.
- Low tees.

**During the Activity**
- In pairs with a ball.
  - Can you . . . . . ?
  - put the ball on the ground/a low tee and kick it to your partner, striking with the laces.
  - kick it high to your partner.
  - get further and further apart.
  - kick between goal posts/markers.
  - kick over the posts.
  - kick from different angles and distances.
  - try the other foot.

**Look for**
- eye on the target – eye on the ball.
- short, angled approach.
- non–kicking foot beside ball.
- swing from the hip.
- contact with the laces.
- follow through.

**Kicking a Ball on the Ground**

**Activity 244 Scoring Points**

**Before the Activity**
- Grass area.
- Large balls – round and oval.
- Goal posts and goals or markers.
- Low tees.

**During the Activity**
- In pairs with a ball.
  - A goal/posts or markers.
  - Spots marked around the goal/posts given values according to difficulty.
  - One player behind the posts, the other the kicker.
  - The kicker places the ball on one of the spots and takes a shot at goal (soccer or rugby). The player behind the posts retrieves and they change places. Who can get the highest score?

**Look for**
- eye on ball.
- balanced approach.
- relaxed kick.

**Variations**
- Start from 1. Kick until successful then move to 2 etc.
- Have one attempt from each spot and count the successes.
**PUNTING**

**ACTIVITY 245 EXPLORING PUNTING**

**BEFORE THE ACTIVITY**
Large balls – round and oval.
Markers.

**DURING THE ACTIVITY**
- Spread out with a ball each – trying both right and left foot.
  - Who can kick . . . . ?
    - by dropping the ball onto your foot.
    - high/a long way.
    - up a little way and catch.
    - to land near or on a mark.
    - over a net, rope, goal post.
    - walking/jogging/running.
- In pairs with a ball –
  - Can you kick . . . . ?
    - for your partner to catch.
    - high/low/along the ground to your partner.
    - over the goal posts.
    - getting further and further apart.
    - high to your partner and run to tag them before they catch.
    - to each other as you walk/run/jog.

**LOOK FOR**
- holding ball in two hands.
- guiding ball onto foot.
- swinging from the hip.
- contacting with the laces.
- keeping head down.
- following through.
- using both left and right foot.

**PUNTING**

**ACTIVITY 246 PUNTING RELAYS**

**BEFORE THE ACTIVITY**
Large balls. Markers.

**DURING THE ACTIVITY**
1 runs out around marker and kicks to 2 who runs and kicks etc.
1 with the ball runs out, kicks over a marked gap, retrieves the ball and gives it to 2.
2 runs and kicks etc. 1 takes 2’s place.
1 and 2 with a ball run to the line, kick their ball to each other, return and give the new ball to 3 and 4 respectively.
1 kicks to 2 and runs to 2’s place.
2 kicks to 3 and runs to 3’s place.
3 kicks to 4 and runs to 4’s place.

**LOOK FOR**
- ball held in two hands.
- eyes on ball
- guide ball onto laces.
- follow through.

**VARIATIONS**
- Change the distances.
- Designate the kick or foot.
**PUNTING**

**Activity 247 SQUARE PUNTING**

**Before the Activity**
Grass or hard area.
Markers.

**During the Activity**
- 1 with the ball kicks to 2, 2 to 3, 3 to 4, 4 to 1 etc.
- 1 and 3 with a ball, kick around the square.
- Kick 1 to 2 to 4 to 3 to 1 etc.
- Kick to anyone.
- Introduce a fifth player at 1. Players kick and follow to the receivers position. Use any of the above patterns.
- A fifth player in the centre of the square attempts to intercept as the ball is kicked to anyone.
  If intercepted, change places with the player who last touched the ball.

**Look for**
- ball held in two hands.
- eyes on ball.
- guide ball onto laces.
- swing leg from the hip.
- follow through.

**Variations**
- Use different balls.
- Designate the type of kick.
- Designate which foot.
- Change the size of the square.

**PUNTING**

**Activity 248 PUNT TENNIS**

**Before the Activity**
Grass or hard area.
Large balls.

**During the Activity**
- A marked area with a neutral zone in the centre (or a high net or rope). Two teams of four to six, one in each end of the court. The aim is to kick the ball to land it in the opponents’ court on the full. A point is conceded if the ball hits the ground in your court, a ball is kicked out of bounds or if it fails to clear the neutral zone (net). After a point is scored the ball is put back into play by the non-scoring team.

**Look for**
- court coverage.
- calling for the ball.
- eyes on the ball.
- kicking on the laces.

**Variations**
- Use different types of balls.
- Change the size of the area to suit skill level.
**PUNTING**

**ACTIVITY 249 SKY DIVERS**

**BEFORE THE ACTIVITY**
Hoops.
Large balls.

**DURING THE ACTIVITY**
- Hoops spread in front of a line and given a value according to difficulty. A group of three with three balls. Players in turn kick the three balls scoring the points for any target they hit on the full.

**LOOK FOR**
- eye on ball.
- swing leg from the hip.
- kick with the laces.

**VARIATIONS**
- Kick round the targets in order.
- Replace the hoops with two markers as goals. Grubber kick through the goals.
- Adjust the distances to suit the level of skill.

**PUNTING**

**ACTIVITY 250 PUNT ROUNDERS**

**BEFORE THE ACTIVITY**
Grass or hard area.
Three markers, hoops, rubbish bin.

**DURING THE ACTIVITY**
- A diamond set out using the rubbish bin and three bases. The hoop in the centre. Two teams, one the fielders with a player in the hoop, the others spread out.
- A kicking team lined up behind the bin. The first kicker kicks the ball in front of the line then runs round the bases. The fielders field the ball and pass it to the player in the hoop who throws it at the bin. One foot must remain in the hoop. If the kicker gets round the bases and touches the bin before the bin is hit with the ball they score a point. If the bin is hit first the fielders score a point.

**LOOK FOR**
- field coverage.
- kicking with the laces.

**VARIATIONS**
- Make all passes kicks.
**PUNTING**

**ACTIVITY 251 WICKET GRUBBERS**

**BEFORE THE ACTIVITY**
Sets of wickets.
Large balls.
Grass or hard area.

**DURING THE ACTIVITY**
- A set of wickets with a kicking mark about 10 metres away. A group of three, 1 as the wicket keeper and 2 the kicker. 2 grubber kicks the ball at the wickets, then goes to wicket keeper. 1 retrieves the ball, gives it to 3 to kick and waits for the next turn.
- A point for when the wickets are hit.

**LOOK FOR**
- point the toe downwards.
- contact the ball with the laces.
- keep head down.
- kick the ball onto the ground.
- short stab with the foot.

**VARIATION**
- Extend the distance as skill develops.

**PUNTING**

**ACTIVITY 252 CHIPS**

**BEFORE THE ACTIVITY**
Markers.
Large balls.
Grass area.

**DURING THE ACTIVITY**
- Group of three, one half way between the start and score lines, the others behind the start line.
- Player 2 runs with the ball, chips it over 1, catches it or toes it on over the score line and scores a try.
- Player 1 remains stationary.
- After scoring, 2 returns the ball to 3 then takes 1's place.
- 1 goes behind 3 who then runs and chips over 2 etc.

**LOOK FOR**
- watch the centre player – watch the ball.
- kick with the laces.
**STRIKING WITH BODY PARTS**

**ACTIVITY 253 EXPLORING STRIKING WITH BODY PARTS**

**BEFORE THE ACTIVITY**
Large light balls such as foam volley balls.
Grass or hard area.

**DURING THE ACTIVITY**

- Spread out with a large ball each.
  - Who can . . . . ?
  - throw the ball up then hit it up again with your head/wrists/thigh/knee/shoulder/chest/heel and catch it.
  - hit it up higher.
  - hit it up twice in succession.
  - make the ball travel forwards.
  - make it go in the direction you want to.
- How long can you keep it up before it hits the ground or you catch it?
- How many different body parts can you use one after the other?
- In pairs with a ball.
  - Can you . . . . ?
  - throw the ball and hit it to your partner with different body parts.
  - hit back and forwards to your partner.
  - hit over a net/rope.
- In small groups
  - Keep the ball up – how many times can you hit the ball up before it hits the ground? No player has two hits in succession.
  - Leader in the centre of a circle lobs the ball to the others in turn and nominates what body part is to strike the ball.

**LOOK FOR**
- eyes on the ball – move under ball
- prepare body part – strike.
- in heading strike on the hairline.
- use the whole body flexing and straightening.
- use the whole body flexing and
- hit the ball, do not let the ball hit you.

**VARIATIONS**
- Use a very light ball or cloth covered balloon to start with.
- As skill develops use simple activities from the large ball passing section but keep distances short.
**HITTING WITH A SOFTBALL BAT**

**ACTIVITY 254 HITTING FROM A TEE**

**BEFORE THE ACTIVITY**
Softball bat or bat shapes.
Small balls.
Batting tees.
Grass area.
Markers.

**DURING THE ACTIVITY**
- Batting tees along a line.
  - Groups of four at each tee with a bat and three balls.
  - One person the batter the others the fielders.
  - In turn hit the three balls –
    - in the direction of the fielders.
    - in different directions.
    - for distance.
    - between two markers.
    - along the ground.
    - to the same place.

**LOOK FOR**
- grip the bat with both hands, left hand near the top, right hand close to it (right handers).
- stand side-on slightly behind the tee, bat back, hands level with the shoulders.
- take a small step forward and swing the arms rotating the body.
- follow through.

**VARIATIONS**
- When skill develops try the same activities with the ball lobbed for the batter to hit on the full.

**HITTING WITH A SOFTBALL BAT**

**ACTIVITY 255 ANOTHER GO**

**BEFORE THE ACTIVITY**
Batting tees. Small balls.
Markers.
Hoops.

**DURING THE ACTIVITY**
- Groups of four with a bat, ball, tee, hoop and marker.
  - One batter, three fielders, one of them the base player.
  - The batter hits the ball forward of the tee then must run round the marker and back before the base player holds the ball, with a foot in the hoop and calls ‘stop’.
  - If the batter is unsuccessful the next player has a turn at batting. If the batter is successful they have another turn but must score two runs.
  - This continues adding a run each time until the batter is unsuccessful.

**LOOK FOR**
- tee at waist level.
- grip with hands together.
- stand facing tee, feet apart – relaxed.
- step and swing.
- follow through.

**VARIATION**
- As skill develops batters may toss up the ball and hit it, or hit a slow pitched ball.
**HITTING WITH A SOFTBALL BAT**

**ACTIVITY 256 SPOT ON**

**BEFORE THE ACTIVITY**
Large grass area.
Tees, bats, balls, hoops.

**DURING THE ACTIVITY**
- Groups of four.
  - A batter at the tee.
  - The others, fielders, in hoops spread in front of the tee.
  - The batter names the fielder they are hitting to. That fielder must keep one foot in the hoop and attempt to field the ball.
  - Batters score a point if the fielder is successful. They have three turns then change with a fielder.

**LOOK FOR**
- grip with hands together.
- bat back, hands level with the shoulder.
- facing the tee, step and swing.
- follow through.

**VARIATIONS**
- Skilled players can toss the ball up and hit, or hit a slow pitched ball.

**HITTING WITH A SOFTBALL BAT**

**ACTIVITY 257 SCORING A TONNE**

**BEFORE THE ACTIVITY**
Large grass area.
Balls, bats, tees.

**DURING THE ACTIVITY**
- Groups of five or six with a tee and three balls.
  - A batter at the tee, the remainder spread out as fielders.
  - Fielders become the batter when they have scored 50 or 100.
  - Points are gained:
    - Catch on the full 50
    - Catch on the first bounce 20
    - Fielding a ball 10
  - Batter keeps hitting the balls in quick succession until a fielder scores 50 or 100.

**LOOK FOR**
- hands together.
- feet apart, relaxed stance.
- bat back, hands level with shoulder.
- step, swing, rotate at hips.
- follow through.

**VARIATIONS**
- Replace the tee with a toss up and hit, or a soft pitch.
Manipulation activities

**HITTING WITH A SOFTBALL BAT**

**ACTIVITY 258 ROCKET RANGE**

**BEFORE THE ACTIVITY**
Large grass area.
Markers.
Tees, balls.

**DURING THE ACTIVITY**
- Four markers spaced out in a line in front of a batting tee to form three goals. A group of four, one the batter who attempts to hit the ball through the goals. The centre is worth five points and the others one point. The three fielders are goal keepers and try to stop the ball before it goes through a goal. Change over after five hits.

**LOOK FOR**
- side on to direction of hit.
- hands together, relaxed swing.
- follow through.

**VARIATIONS**
- Adjust the distance and size of the goals to match skill.
- Add another fielder behind the goals.

**HITTING WITH A SOFTBALL BAT**

**ACTIVITY 259 LEFT, RIGHT AND CENTRE**

**BEFORE THE ACTIVITY**
Large grass area.
Trees, balls.
Markers.

**DURING THE ACTIVITY**
- A tee at the corner of a right angle with four markers dividing the angle evenly into three zones.
- A batter and three fielders beyond the markers. The batter nominates the zone where the ball will be hit. The ball must go past the markers. The batter stays while they are successful in hitting to the nominated zone. When they miss players rotate.

**LOOK FOR**
- line of toes pointing to nominated zone.
- step in direction of hit.
- follow through.

**VARIATION**
- When skill develops change to a slow pitch instead of a tee.
**HITTING WITH A SOFTBALL BAT**

**ACTIVITY 260 BREAK THE LINE**

**BEFORE THE ACTIVITY**
Large grass area.
Tees, ball
Bats.

**DURING THE ACTIVITY**
- Two parallel lines, markers on the ends and a tee in the centre. Two teams of four spaced between the respective markers. Each team in turn tries to hit the ball across their opponents line between the markers. The ball must hit the ground between the lines. Players bat in turn.

**LOOK FOR**
- step in to hit.
- relaxed horizontal swing.

**VARIATIONS**
- Introduce a second ball.
- Instead of a tee, toss up and hit.

**HITTING WITH A SOFTBALL BAT**

**ACTIVITY 261 SCATTER BALL ROUNDERS**

**BEFORE THE ACTIVITY**
Large grass area.
Tee, balls, bat.
Markers.

**DURING THE ACTIVITY**
- A diamond set out with the tee as home base and three markers as the others. A container with three balls in it beside the tee. The batter hits the three balls in quick succession in front of the line then keeps running round the bases until all three balls are back in the bucket. Each base passed counts as a point. The bat is dropped beside the bucket before running. Fielders put the balls back in the bucket as quickly as possible.

**LOOK FOR**
- relaxed grip and swing.
- stand side on and step.
- follow through.

**VARIATIONS**
- Position a fielder safely behind the batter as a backstop. Fielders must throw the balls to the backstop who is the only person who can put the balls in the bucket.
Manipulation activities

HITTING WITH A RACQUET (SHORT BAT)

ACTIVITY 262 EXPLORING RACQUETS AND SHORT BATS

BEFORE THE ACTIVITY
Racquets/padder bats.
Small balls.
Hoops.

DURING THE ACTIVITY
 • In a defined hard area.
 Spread out with a ball and racquet/bat each.
 Can you . . . . ?
 – put your racquet on the ground then pick it up.
 – balance the ball on one side.
 – balance the ball and move.
 – without changing grip, balance it on the other side.
 – hit it up to head height with palm up/palm down/alternating palm up and down.
 – try the above with the other hand.
 – hit it up moving forwards, backwards/sideways/along lines/in a circle.
 – hit it up ten times without it hitting the ground.
 – bounce the ball on the ground standing still/running.
 – make a ground pattern.

 • In pairs.
 Who can . . . . ?
 – drop the ball and hit it a short distance for your partner to catch.
 – drop it and hit it to bounce to your partner.
 – hit back and forwards with a bounce between you.
 – hit into a hoop or between parallel lines between you. How many hits can you make without missing the hoop or the ball.
 – find a wall and take alternate hits against it.
 – hit back and forwards over a net/bench/rope.
 – alternate forehand and backhand.

LOOK FOR
 • eyes on ball.
 • ‘shake hands grip’.
 • side on to direction of hit.
 • swing straight back, weight on back foot.
 • swing forward transferring weight on to front foot.
 • swing with elbow slightly bent and contact the ball slightly in front.
 • follow through in the direction of the hit.

VARIATIONS
 • Try different racquets, bats, balls and shuttlecocks, modifying activities to make them suit.
**HITTING WITH A RACQUET (SHORT BAT)**

**ACTIVITY 263 TARGETS**

**BEFORE THE ACTIVITY**


**DURING THE ACTIVITY**

- Three balls. Hoops spread out and numbered 10 metres or more from a line. In pairs – a hitter and a retriever. One player stands on the line and bounces and hits the balls to land in each hoop in turn. Change over after the three balls have been hit.

**LOOK FOR**

- stand side on.
- straight back swing.
- transfer weight from back foot to front foot.
- follow through.

**VARIATIONS**

- What is the highest score you can get with three hits.
- One shot at each hoop – how many successes.
- Use backhand hit.
- Put a net, rope or bench between the hitter and the targets.
- Use a shuttlecock.
- Use a table tennis bat and ball.

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**HITTING WITH A RACQUET (SHORT BAT)**

**ACTIVITY 264 RACQUET RELAYS**

**BEFORE THE ACTIVITY**


**DURING THE ACTIVITY**

- A start line, a return line about 3 metres away and a marker 10 metres away. Players with a racquet/bat lined up behind the start line. First player runs, bounce dribbling the ball around the marker and back to the return line. They then stop and bounce – hit to the next in line.

- A racquet/bat each and two balls. Groups of four, two at each end with a neutral space between. Front player at each end bounce dribbles to the neutral space, stops, hits the ball across to the other player, then bounce dribbles back to the waiting player.

**LOOK FOR**

- eyes on the ball.
- swing with whole arm.
- wrist up.

**VARIATIONS**

- Bounce ball on racquet instead of dribbling.
- Designate backhand or forehand.
- Use a shuttlecock.
- Use a table tennis bat and ball.
HITTING WITH A RACQUET (SHORT BAT)

ACTIVITY 265  TARGET TENNIS

BEFORE THE ACTIVITY
Hard area.
Racquets/bats.
Balls.

DURING THE ACTIVITY
• Teams of four or five.
  Two racquets, one ball.
  Two target areas about 5 metres apart.
A player at each target area, an umpire and the others waiting. The player with the ball drop serves to the opponents’ court and it is played back on the first bounce. A player missing the opponents’ court places the bat on the ground and becomes the umpire. The umpire joins the waiting line and the next waiting player picks up the bat ready to receive a serve.

LOOK FOR
• quick positioning of feet for forehand or backhand.
• eyes on ball.
• full back swing and follow through.

VARIATIONS
• As skill develops reduce the size of the targets and/or increase the distance between them.
• Play doubles taking alternate hits.
• Use a table tennis bat and ball or shuttlecock.

HITTING WITH A RACQUET (SHORT BAT)

ACTIVITY 266  SQUARE TENNIS

BEFORE THE ACTIVITY
Hard area.
Racquets/bats.
Balls.

DURING THE ACTIVITY
• Groups of five or six.
  A large square divided into four with a semicircle in one corner as a service area.
A player with a racquet at each square. The player at number 1 drops the ball in the service area and hits to any other square. The next player lets it bounce and hits to any square. When a ball misses a square that player gives their racquet to the next waiting player who joins in at number 4. In the meantime the others move towards 1 to fill the gap. Number 1 then serves. The ball must be hit upwards at all times.

LOOK FOR
• side on to hit.
• eyes on ball.
• repositioning with every hit.

VARIATIONS
• Divide the square with four benches to act as nets.
• Use a waiting player as umpire.
• Increase the size of the squares.
**HITTING WITH A RACQUET (SHORT BAT)**

**ACTIVITY 267 STAR TREK**

**BEFORE THE ACTIVITY**
Hard area.
Hoops.
Racquets/bats.
Balls.

**DURING THE ACTIVITY**
- Four players in a square.
  A hoop between each of the players and one in the centre.
  The player with the ball bounce – serves it to any other player, first bouncing it in a hoop. This player then hits it into a hoop to any other player. How many hits before a hoop is missed.

**LOOK FOR**
- foot positioning for forehand and backhand.
- eyes on the ball.
- backswing and follow through.

**VARIATION**
- Use a table tennis bat and ball.

**HITTING WITH A RACQUET (SHORT BAT)**

**ACTIVITY 268 TENNIS CRICKET**

**BEFORE THE ACTIVITY**
Hard area.
Racquet/bat.
Ball.

**DURING THE ACTIVITY**
- A court with a net or neutral space.
  A batting team and a fielding team.
  A feeder from the batting team lob the ball to the first batter who attempts to hit it into the opponents’ court to score a point. If unsuccessful or if the ball is caught on the full that is one ‘out’.
  The batting team continues hitting in rotation, including the feeder, for a set number of outs (five or six). The other team then starts their innings. Play an even number of innings.
  The feeder will need to duck to avoid being hit.

**LOOK FOR**
- side on to direction of hit.
- transfer weight from back to front foot.
- contact the ball slightly in front

**VARIATIONS**
- Allow 2 ‘outs’ for a catch on the full and 1 ‘out’ for a catch on the first bounce.
- Play on a table tennis table with the hitter bounce – serving and scoring a run for any ball that hits the other end of the table then hits the floor.
**Hitting with a Racquet (Short Bat)**

**Activity 269 Around the World**

**Before the Activity**
Court with a net.
Racquets or bats.
Balls.

**During the Activity**
- Group of six, three at each end of the court.
  - The first player serves then runs round the outside of the court to wait at the other end.
  - The player who receives the ball hits then runs to the other end. How many hits before an error?

**Look for**
- Side on positioning.
- Full backswing and follow through.

**Variations**
- Use a shuttlecock.
- Allow two hits before moving on.
- Play on a table tennis table.

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**Hitting with a Cricket Bat**

**Activity 270 Exploring Hitting with a Cricket Bat**

**Before the Activity**
Cricket bats/bat shapes.
Small balls.
Low batting tees or foam blocks.

**During the Activity**
- A bat and ball each.
  - Can you . . . .?
    - Hold the bat flat and balance the ball on it, standing, kneeling, walking.
    - Put the bat on the ground, pick it up with the preferred hand leaving room at the top of the handle for the other hand, then grasp with both hands touching.
    - Place the ball on the ground and push it along with the bat.
    - Hit the ball, keeping the bat vertical.
    - A bat, ball and tee between two.
  - Who can . . . .?
    - Hit the ball to your partner to field.
    - Hit to either side of your partner.
    - Hit then run a few metres and back for the next hit.
    - Hit a ball dropped by your partner.
    - Hit a ball lobbed by your partner.
    - Hit between two markers.

**Look for**
- Grip with hands together.
- Stand side on feet together.
- Straight back lift.
- Step to ball.
- Straight vertical swing.
- Follow through.
**HITTING WITH A CRICKET BAT**

**Activity 271 FRENCH CRICKET**

**Before the Activity**

Bats.

Small soft balls.

**During the Activity**

- Groups of five or six with a bat and ball. Player with the bat in the centre of a circle of the other players. The player with the ball bowls underarm to try and hit the batter on the legs.

  If successful the bowler takes the bat. If unsuccessful, the player fielding the ball has next bowl.

  The batter must keep still with feet together when the ball is bowled.

**Look For**

- Keep bat vertical.
- Turn to face next bowler.

**Variations**

- Batter may move to a new spot after hitting but must stop as soon as the ball is fielded.

**HITTING WITH A CRICKET BAT**

**Activity 272 TARGET HITTING**

**Before the Activity**

Bats/bat shapes.

Small balls.

Tees or foam blocks.

Markers.

**During the Activity**

- Six markers and three balls for each group of four. Markers set out in a line to form goals which are given values with three players as fielders. The batter at a distance with three balls. The balls are hit to try and make as high a score as possible. Rotate after each turn.

**Look For**

- Shoulder pointing in direction of hit.
- Straight backlift.
- Step to ball.
- Vertical swing.
- Follow through.

**Variation**

- Hit through the goals in order from left to right. How many hits needed?
HITTING WITH A CRICKET BAT

ACTIVITY 273 LINE CRICKET

BEFORE THE ACTIVITY
Bats/bat shapes.
Small balls in container.
Tees or foam blocks.
Markers.

DURING THE ACTIVITY
• A batting mark and markers set out at intervals in pairs in a funnel shape. Batter hits several balls between markers and scores runs for the distance attained.
  Fielders attempt to keep the score as low as possible and return the balls to the keeper. Caught balls do not score. Rotate players.

LOOK FOR
• side on to direction of hit.
• straight backlift.
• step front foot beside ball.
• vertical bat.
• follow through.

VARIATION
• Instead of a tee have a player drop the ball for the hitter or lob the ball to the hitter.

HITTING WITH A CRICKET BAT

ACTIVITY 274 COUPLE CRICKET

BEFORE THE ACTIVITY
Sets of wickets.
Small balls.
Bats.
Level grass or hard area.

DURING THE ACTIVITY
• Wickets about 6 – 10 metres apart. Group of eight – ten paired off. Pairs bat together to try and score more than other pairs.
  Each pair faces two overs of six balls. Each fielder bowls one over – all bowling from the same end. Runs are scored by running between the wickets. If a ball is caught, or a batter run out or bowled, three runs are deducted from that pairs score. Rotate the players after every two overs.

LOOK FOR
• eye on ball.
• step to ball.
• follow through.
HITTING WITH A HOCKEY STICK/SHAPE

ACTIVITY 275 EXPLORING PUSHING AND HITTING WITH A HOCKEY STICK

BEFORE THE ACTIVITY
Level grass or hard area.
Small balls.
Markers.

DURING THE ACTIVITY
• Spread out with a stick and ball each.
  Who can . . . . ?
  – push the ball a short distance, follow and stop it.
  – push the ball to a space, stop it then push to another space in a different direction.
  – all facing the same way hit the ball.

• In pairs with a stick each and a ball,
  Can you ....?
  – push the ball gently to each other.
  – move back and see how many pushes in 30 seconds.
  – hit to each other.
  – put a marker between you and push/hit at the marker.
  – push/hit to your partner then move to a new place to receive the return.

LOOK FOR
Push
– hands apart, left hand at top.
– low stance.
– stick on ball.
– transfer weight.
– follow through.

Hit
– hands together, left at top.
– eyes on ball.
– easy swing.
– left shoulder pointing in direction of the ball.
– hit bottom half of ball.
– follow through.
– control throughout.

Ball can only be hit with the flat side of the stick.
**HITTING WITH A HOCKEY STICK/SHAPE**

**ACTIVITY 276 HOCKEY STICK RELAYS**

**BEFORE THE ACTIVITY**
Level grass or hard area.
Hockey sticks.
Small balls.
Hoops.

**DURING THE ACTIVITY**
- Groups of four in pairs facing.
  Player 1 pushes/hits to 2 then goes behind 3.
  2 pushes hits to 3 and goes behind 4 – continue.

- Groups of three, two players at one end, 1 with the ball, dribbles, stops the ball in the hoop pushes/hits to 2 then goes to 2’s place, 2 dribbles to the hoop, then pushes/hits to 3 – continue.

**LOOK FOR**
- hands apart, low stance for push.
- hands together, easy swing for hit.
- eyes on the ball.
- follow through.
- safe hitting.

**VARIATIONS**
- Make the distances shorter for pushes, longer for hits.

**HITTING WITH A HOCKEY STICK/SHAPE**

**ACTIVITY 277 LEADER BALL**

**BEFORE THE ACTIVITY**
Level grass or hard area.
Hockey stick, small balls.
Markers.

**DURING THE ACTIVITY**
- Groups of four in a square formation, one the leader, two others with a ball, all with sticks.
  One player pushes/hits their ball to the leader who passes it to the player without a ball. The other player with a ball then passes to the leader who passes to the person without a ball. Continue, alternating the passes. Change the leader.

**LOOK FOR**
- stopping the ball dead before passing.
- wide grip for push, closed grip for hit.
- low stance for push.
- easy swing for hit.
- eyes on ball.
- left shoulder pointing to target.
- safe hitting.

**VARIATIONS**
- Make the distances shorter for pushes and larger for hits.
**HITTING WITH A HOCKEY STICK/SHAPE**

**Activity 278 Counter Passing**

**Before the Activity**
Hockey sticks.
Small balls.
Markers/hoops.

**During the Activity**
- Groups of three.
  Markers in a square, a player beside three of them, one with the ball.
  Player 1 pushes/hits to 2 then runs in the opposite direction to the vacant marker.
  Player 2 controls the ball, hits to 3 then runs in the opposite direction to where 1 started.
  3 continues by hitting to 1.

**Look For**
- Stopping the ball dead before passing.
- Left shoulder pointing in the direction of the target.
- Eyes on ball.
- Control throughout.

**Variations**
- Start slowly to establish the techniques and pattern then speed up. How many passes in one minute?

**HITTING WITH A HOCKEY STICK/SHAPE**

**Activity 279 Chair Ball**

**Before the Activity**
Level grass or hard area.
Hockey sticks.
Small balls.
Chairs.

**During the Activity**
- Groups of five or six around a circle, chair in the centre. One player with the ball tries to push/hit the ball under the chair. The player who stops the ball must pass to another player, who then has a shot at the chair. The sequence of stopping, passing and shooting continues. How many goals in a set time?

**Look For**
- Control before passing.
- Eyes on the ball.
- Contacting the ball with only the flat side of the stick.

**Variations**
- Adjust the size of the circle to suit skill level and whether pushing or hitting.
- Add a goal keeper to stop goals – pushing only.
**Activity 280 One Goal Hockey**

**Before the Activity**
- Sticks.
- Balls.
- Markers.
- Team bands/bibs.

**During the Activity**
- Markers set up as a goal in the middle of a level grass or hard area. Two even teams of about three. Each team is told the side of the goal they must score from.
  - One team starts with the ball on their side at a distance from the goal and attempts to score. When the other team intercepts they work the ball round to their side to try to score.
  - After a goal the non–scoring team re–starts from their side.

**Look for**
- Safety.
- Quick passing.
- Ball kept on ground.

**Variations**
- Make the game continuous. No stopping after a goal.

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**Activity 281 Three Times Two**

**Before the Activity**
- Level grass or hard area.
- Hockey sticks.
- Small balls.

**During the Activity**
- A defined area with a goal at each end. Three teams of two – one team defending each goal and an attacking team. The attackers start from the centre and attack one goal. If they score or the ball crosses the goal line or the defenders gain possession, the defenders take the ball to the centre and attack the other goal. The previous attackers take over the defence of the vacated goal.

**Look for**
- Use of space.
- Quick passing and moving.

**Variations**
- Do not take the ball back to the centre to restart. The new attackers start from the goal line.
Kiwi Sport
Fundamental Skills

MANIPULATION ACTIVITIES
• PASSING & THROWING •
PASSING AND THROWING

The aim of KiwiSport Fundamental Skills is to develop basic sports skills through simple, enjoyable play activities.

This section contains those which are pertinent to passing and throwing. They are grouped for:

- Exploring passing and throwing.
- Passing a large ball from the spot.
- Passing and moving with a large ball.
- Passing a large ball with opposition.
- Throwing small balls.
- Underarm throw.
- Overarm throw.
- Overarm bowling.

Activities are generally arranged from the simplest to the most complex.

The activities have been selected with schools specifically in mind but an input of professional skill and judgement is needed to ensure lively and relevant programmes. Decisions will need to be made on when and how the activities are used and what modifications are needed to match age and ability.

The activities also fill a need outside class programmes. They are useful for children’s learning and play at any time – lunch time, after school, sports training, holiday programmes and at home.

Parents and others who play with children in informal situations should find the ideas particularly helpful.
EXPLORING PASSING/THROWING

**Activity 175** EXPERIMENTING WITH THROWING

**Before the Activity**
A wide variety of articles safe to throw – all types of balls, bean bags, quoits, frisbees, plastic containers, light blocks.

**During the Activity**
- Group spread out with an article each. Who can throw ...?
  - in the air with two hands/one hand.
  - as high as your head.
  - above your head.
  - very high.
  - a different article.
- Spread along a line. Can you throw ...?
  - a long way.
  - along the ground.
  - high and long.
  - at a target.
  - a different article then run and retrieve.
  - in different ways.
- With a partner:
  - Who can throw to make it easy to catch?
  - How many ways can you throw?
  - What is easiest to throw?
  - What throw is best when you are close together/a long way apart?

**Look for**
- finger grips.
- long arm action.
- stepping in direction of throw.

PASSING A LARGE BALL FROM THE SPOT

**Activity 176** EXPLORING LARGE BALL PASSING

**Before the Activity**
Large balls.
Grass or hard area.
Markers.

**During the Activity**
- Pairs with a ball freely spaced or in lines facing each other.
  Guide exploration by asking ‘Can you pass...?’ or ‘Who can pass...?’
  - with two hands.
  - with one hand.
  - with the other hand.
  - up high.
  - down low.
  - bouncing off the ground.
  - at chest level.
  - sitting down.
  - kneeling.
  - from the shoulder.
  - changing the distance.

**Look for**
- fingers spread behind the ball.
- step into the pass.
- follow through.
**PASSING A LARGE BALL FROM THE SPOT**

**ACTIVITY 177 CIRCLE PASSING**

**BEFORE THE ACTIVITY**
Large balls.
Grass or hard area.

**DURING THE ACTIVITY**
- In circles of five or six, each circle with two balls.
  - Throw/pass a ball around the circle. Reverse direction on signal.
  - Throw/pass two balls – Can one catch the other?
  - Throw/pass to anyone – one ball then two balls.
  - Throw/pass to every second person.
  - How quickly can you make ten passes?
  - Face one way and pass back overhead.
  - Pass to anyone except an adjacent player. How many passes can you make in 30 seconds.
- Leader in the centre of a circle.
  - Throw/pass to each in turn.
  - Throw/pass to anyone.
  - Throw/pass two balls. As one is passed out the other is passed in.

**LOOK FOR**
- fingers spread behind ball.
- step in the direction of the pass/throw.
- follow through.

**VARIATIONS**
- Designate the pass/throw.
- Try different balls.
- Increase or decrease distances.

**PASSING A LARGE BALL FROM THE SPOT**

**ACTIVITY 178 ZIG ZAG PASSING**

**BEFORE THE ACTIVITY**
Large balls.
Grass or hard area.

**DURING THE ACTIVITY**
Groups of five or six in zig zag.
Three balls each group.
- Throw/pass a ball zig zag up and down.
- Throw/pass up one side and down the other.
- Throw/pass one ball, when it reaches the end pass the next – and the next.
- Throw/pass one ball, then the next, then the next etc.
- How many passes in . . . secs?
- Using two balls, throw/pass to anyone on the other line without a ball.

**LOOK FOR**
- fingers spread behind ball.
- step in direction of pass/throw.
- follow through.

**VARIATIONS**
- Vary the distances.
- Use different balls.
Manipulation activities  

PASSING A LARGE BALL FROM THE SPOT

**ACTIVITY 179 DOG AND RABBIT**

**BEFORE THE ACTIVITY**
Two large balls per group.
Grass, hard surface.

**DURING THE ACTIVITY**
• A group of six/seven in a circle with a ball on opposite sides.
  One ball is the rabbit, the other the dog. The balls are passed around the circle to try and make the dog catch the rabbit. Reverse the direction of the chase by calling change, especially when the dog is about to catch the rabbit.

**LOOK FOR**
• watching the approaching ball.
• a relaxed catch, no snatching.
• pass from where you catch.

**VARIATIONS**
• Use two different types of balls such as a rugby ball and a netball.
• Use any catchable objects.
• Designate the pass – bounce pass, rugby pass etc.

PASSING A LARGE BALL FROM THE SPOT

**ACTIVITY 180 WALL TARGET**

**BEFORE THE ACTIVITY**
Two balls per group, wall marked with a target.
Open area next to a wall.

**DURING THE ACTIVITY**
• Groups of three, player 1 between players 2 and 3. 2 and 3 have a ball each. 2 passes the ball to 1 who turns and passes at the target (2 collects the ball). 3 passes to 1 who turns and passes at the target – 3 collects. Change the player in the centre after about five sequences.

**LOOK FOR**
• fingers spread behind ball.
• elbows down.

**VARIATIONS**
• Increase the distances.
• Increase the speed.
**PASSING A LARGE BALL FROM THE SPOT**

**Activity 181 PATTERN BALL**

**Before the Activity**
Grass or hard area.
Large balls.

**During the Activity**
- Groups of four in defined area.
  One player with the ball – the others raise an arm – the ball is passed to any player who catches and passes to one of the others with an arm up – continue until all have received a pass and the last catcher has passed to the player who started – continue in this pattern. After a time start a new pattern.

**Look For**
- spread fingers behind ball.
- stepping in the direction of the pass.

**Variation**
- After a given number of repeats of the pattern the fourth person starts a new pattern.

**PASSING A LARGE BALL FROM THE SPOT**

**Activity 182 WALL PASSING**

**Before the Activity**
One ball per child.
Open area next to a wall.

**During the Activity**
- Pairs standing about 1 to 2 metres from a wall.
  Pass against the wall, catch the ball and pass again as fast as possible.
  Challenge each other to complete as many passes as possible in a set time.

**Look For**
- fingers spread.
- balanced position – one foot forward.

**Variations**
- Pairs try to establish a rhythm by passing at the same time.
- Use one ball and pass from one to the other off the wall.
- Use two balls and pass from one to the other – one bouncing high off the wall and one low.
- Vary the distance from the wall.
PASSING A LARGE BALL FROM THE SPOT

**Activity 183** CORNER SPRY

**Before the Activity**
One ball per group.
Grass, hard surface.

**During the Activity**
- Three children in a line side by side facing the fourth child, 2 – 3 metres in front of them holding the ball.
- Ball is passed to each in turn.
- When number 4 receives the pass they carry the ball around the back of the team and take number 1’s place at the front – number 1 chases number 4 around the back but stops beside number 2 ready to take the first pass from number 4.

**Look For**
- Fingers spread.
- Quick catch–pass.

**Variations**
- Vary the distance thrown.
- Vary the type of pass – ball can be tapped, bounced etc.
- Place cones 3 – 4 metres away from the team to lengthen the distances run.

PASSING AND MOVING WITH A LARGE BALL

**Activity 184** EXPLORING PASSING AND MOVING

**Before the Activity**
Large ball between two.
Grass or hard area.

**During the Activity**
- Pairs with a ball randomly spaced in defined area.
- Use the “Can you . . .?” or ‘Who can . . .?’ type of approach.
- Show how many ways you can move and pass.
- Pass and change places.
- Pass then move to a new place to catch.
- Catch then move to a new place to pass.
- Walk/jog/run side by side and pass.
- Face each other and slip sideways and pass.
- Walk/jog/run one in front of the other and pass back overhead – reverse direction.
- Run fast with the ball to the line and back then give it to your partner.

**Look For**
- Fingers spread behind ball.
- Follow through.
- Elbows in.

**Variations**
- Change the distances apart.
- Name the pass to be used, eg. chest pass.
- Increase speed.
**PASSING AND MOVING WITH A LARGE BALL**

**Activity 185 PASS AND FOLLOW**

**Before the Activity:**
One ball per group, cones for markers.

Hall (soft balls), grass, hard surface.

**During the Activity**
- Children in groups of three.
  - Number 1 has the ball and throws to number 2, then follows the ball and runs behind number 2.
  - Number 2 passes to number 3 and then runs to the opposite side behind number 3.
  - Number 3 throws to number 1 and runs behind 1.
- Repeat several times.

**Look For**
- fingers spread behind ball.
- step into pass.
- pass from where you catch.

**Variations**
- Vary the throwing distance – closer or further apart.
- Vary the type of pass, eg. overhead, bounce.
- Change the ball, eg. rugby ball.
- With a larger group in a circle pass and follow around the circle or to anyone in the circle.

**Activity 186 CARRY THEN THROW**

**Before the Activity**
One ball per team (large or small size).

Hall, grass, hard surface – a starting line and boundary line 3 to 5 metres apart.

**During the Activity**
- Teams of two or three lined up one behind the other at a starting line – facing a boundary line. Front person with the ball.
  - First child runs with the ball to the boundary line turns and throws to Number 2 then returns to the starting line.
  - Number 2 runs then turns and throws to Number 3.
  - Number 3 repeats.
- Repeat this sequence several times.

**Look For**
- ball carried in two hands.
- suitable pass for the distance.

**Variations**
- Dribble to line, turn and throw.
- Run with ball between the knees – turn and throw.
- Return the ball by bowling it along the ground.
**PASSING AND MOVING WITH A LARGE BALL**

**ACTIVITY 187 RUNNING CIRCLE PASS**

**BEFORE THE ACTIVITY:**
One ball per team – (large or small size).
Hall, grass, hard surface.

**DURING THE ACTIVITY**
- Groups of four to six form a circle, one person in the centre with the ball.
  Players walk or jog around the circle.
  Centre thrower throws to players as they move.
  The thrower can change the direction of the jog or throw in any sequence.

**LOOK FOR**
- starting slowly then speeding up.
- ball passed in front of runners.

**PASSING AND MOVING WITH A LARGE BALL**

**ACTIVITY 188 CIRCLE GAP PASSING**

**BEFORE THE ACTIVITY**
Large balls.
Grass or hard surface.

**DURING THE ACTIVITY**
- Groups of six or seven.
  Number 1 in the centre of a circle.
  Number 7 runs round the outside of the circle receiving and passing back to number 1 in each gap. Change the centre player.

**LOOK FOR**
- continuous running.
- fingers spread.
- follow through.

**VARIATIONS**
- Try both rugby style running and passing and netball or miniball moving and passing.
- Receive the pass in a gap, return it in the next.
Manipulation activities

**PASSING AND MOVING WITH A LARGE BALL**

**ACTIVITY 189 TAP AND PASS**

**BEFORE THE ACTIVITY**
Large balls.
Grass or hard area.

**DURING THE ACTIVITY**
- In groups of four – three in a file and the other out front and to one side facing the same way.
  When number 1 taps the ball on the ground number 2 runs, takes a pass from 1, runs a few paces and returns the pass – number 1 then taps for 3 to run while 2 continues on to rejoin the line.

**LOOK FOR**
- passing in front of the runner.
- relaxed hands.
- running onto the ball.

**PASSING AND MOVING WITH A LARGE BALL**

**ACTIVITY 190 WHEEL PASSING**

**BEFORE THE ACTIVITY**
Grass or hard area.
Large balls, hoops.

**DURING THE ACTIVITY**
- Pairs, 1 in a hoop, 2 outside the hoop.
  1 passes the ball to 2, who catches and passes back, then moves around. 1 pivots to face 2, then passes again. Continue until 2 has run a complete circle. Change roles.

**LOOK FOR**
- passing in front of the mover.
- stopping to catch and pass.

**VARIATIONS**
- Introduce the stepping rule.
- Catch and pass while maintaining a steady pace.
**PASSING AND MOVING WITH A LARGE BALL**

**Activity 191 IN AND OUT**

**Before the Activity**
Large balls.
Grass or hard area.

**During the Activity**
- Teams of six or seven children in a circle with one child at the centre.
  1 passes to 2 then runs to the centre.
  2 passes to 3 then follows to number 3’s place.
  3 passes to 1 then goes to centre.
  1 passes to 4 then goes to 4’s place etc.

**Look For**
- stepping with the pass.
- pass from where you catch.
- continuous passing and moving.

**Variations**
- Designate the type of pass.
- Use different types of balls.
- No player in the centre. 1 runs in with the ball, passes to 2, then takes 2’s place. 2 runs in, passes to 3 then takes 3’s place etc.

**PASSING AND MOVING WITH A LARGE BALL**

**Activity 192 RADIAL PASSING**

**Before the Activity**
Grass or hard area.
Markers.
Large balls.

**During the Activity**
- In groups of five, 1 with the ball.
  1 passes to 2 who is moving towards 3 then takes 2’s original place. 2 passes to 3 moving towards 4 and goes to 3’s place. 3 passes to 4 moving etc.
  Repeat for several circuits.

**Look For**
- start slowly then speed up.
- pass in front of the next player.
- emphasise commitment to the pass and the run.
- drive onto the ball.

**Variations**
- Designate the type of pass.
- Use different types of balls.
PASSING AND MOVING WITH A LARGE BALL

ACTIVITY 193 DIAGONAL RUNNING AND PASSING

BEFORE THE ACTIVITY
Large balls.
Markers.

DURING THE ACTIVITY
- Groups of eight with two players at each corner of a marked square. The front person of one of the opposing pairs with a ball. Players run diagonally across the grid passing the ball to the first player in the opposite team who then carries the ball back across and passes.

LOOK FOR
- carrying the ball in two hands.
- all round vision.
- safety when crossing.

VARIATIONS
- Throw the ball in the air and catch it while running across the grid.
- Kick the ball and recover it.
- Pass the ball around the body.
- With a ball in each corner.
- Place the ball down and pick the partner’s ball up while running across the grid.

PASSING AND MOVING WITH A LARGE BALL

ACTIVITY 194 TIMING RELAY

BEFORE THE ACTIVITY
Large balls.
Grass or hard area.

DURING THE ACTIVITY
- Number 2 passes to 1, runs to receive a return pass, passes to 4 then continues to behind 4. 4 passes to 1, runs to receive a pass, passes to 3 then follows to behind 3 – continuous. Change 1 after several cycles.

LOOK FOR
- pass from where you catch.
- focus on the ball.

VARIATION
- Introduce stepping rule.
- 2 runs with the ball, passes to 1, receives a return pass then runs with the ball and gives/passes it to 4.
**PASSING AND MOVING WITH A LARGE BALL**

**Activity 195 ALL AGAINST ONE**

**Before the activity**
Grass or hard area.
Large ball.

**During the activity**
- Group of four or five with a ball in a marked area.
  - A player is named as the dodger. The remainder try to hit that person below the knees with the ball. Players may move freely except when in possession of the ball. When the dodger is hit, name a new dodger.

**Look for**
- quick passing.
- moving to receive a pass close to the dodger.
- balancing the size of the area with the skill of the players.

**Variation**
- Instead of throwing the ball, hold it and tag the dodger.

**PASSING AND MOVING WITH A LARGE BALL**

**Activity 196 LONG CHASE BALL**

**Before the activity**
Grass or hard area.
Large balls.

**During the activity**
- A marked area.
  - Two teams – one the fielders, spread out in the area – the others, the runners, lined up in pairs behind an end line, the front pair with a ball. The ball is thrown into the area then the first pair of runners attempt to run to the end line and back without being hit on the legs with the ball. Fielders may move freely without the ball but keep one foot still when in possession. Runners who go up and back without being tagged score a point for their team.

**Look for**
- quick passing.
- moving to receive a pass.
- passing to a fielder in front of the runners.

**Variations**
- Make it a tag instead of a throw at the runners.
- Allow the next pair to start running as soon as the first pair have both scored, are both tagged or one is tagged and one has scored.
**PASSING AND MOVING WITH A LARGE BALL**

**ACTIVITY 197 PARTNER ROUNDER**

**BEFORE THE ACTIVITY**
Grass or hard area.
Large balls.

**DURING THE ACTIVITY**
- One team spread out in a marked area with markers on corners. Other team lined up in twos at centre point on one side. One of the first pair in line throws the ball to land anywhere in the court and then runs round the markers on the corners. The other team fields the ball then attempts to tag the second of the pair who has entered the court to dodge, immediately on the throw. If the runner gets home before the dodger is tagged that team scores a point, but if the dodger is tagged first the fielding team scores.
- The next pair then have their turn.
- The dodger can dodge anywhere within the court.
- The ball must be held to tag the dodger.
- When in possession fielders can move only one foot.
- Any other time they can move anywhere.

**LOOK FOR**
- quick passing.
- moving to cover the area.
- passing ahead of the dodger.

**PASSING AND MOVING WITH A LARGE BALL**

**ACTIVITY 198 CORNER BALL**

**BEFORE THE ACTIVITY**
Hard area.
Large ball
Hoop.
Teambands/bibs.

**DURING THE ACTIVITY**
- A marked area (one third netball court), two teams of six to eight, a throwing line and a target area (hoop).
- To start the game, the thrower attempts to land the ball on the full in the target area. If successful that team’s backstop takes possession. If unsuccessful it goes to the opposing backstop. The teams then move onto court and the team with possession attempts to tag (with the ball) a member of the other team. The player in possession may pivot, take one step and hold the ball for no longer than three seconds. Players apart from the ball holder may move freely but cannot go outside the area during play. If the attacking team infringe any of the above or if the ball touches the ground, the umpire calls ‘CHANGE’ and possession is taken by the other team. The ball must be held when a tag is made.
- The non–scoring team restarts the game with a toss into the hoop.

**LOOK FOR**
- accurate rapid passing.
- positioning to receive a pass.
PASSING A LARGE BALL WITH OPPOSITION

ACTIVITY 199 PIGGY IN THE MIDDLE

BEFORE THE ACTIVITY
Grass or hard area.
Large balls.

DURING THE ACTIVITY
• Players in threes with a ball in a defined area.
  Two pass the ball and the other tries to intercept. If successful they change places with the thrower. Passes must be below reach height.

LOOK FOR
• sharp movement to a space to take the pass.
• quick straight passes.
• a variety of passes.

VARIATIONS
• The two passing must stay behind lines about 3 metres apart.
• Use different balls.
• Introduce a maximum number of passes before changing the defender.

PASSING A LARGE BALL WITH OPPOSITION

ACTIVITY 200 DODGING IN THREES

BEFORE THE ACTIVITY
Grass or hard area.
Large balls.

DURING THE ACTIVITY
• Players in threes with a ball in a defined area. Number 1 is the passer and 2 the defender facing 1 in front of 3 the receiver. On a signal from 1, 3 attempts to evade 2 to receive a pass. Have three turns then change round.

LOOK FOR
• the receiver standing still, then moving quickly.
• a variety of passes including bounce and lob.
• passing to where the receiver is going.
PASSING A LARGE BALL WITH OPPOSITION

**Activity 201 TWO V TWO**

**Before the Activity**
Large balls.
Grass or hard area.

**During the Activity**
* In fours with a ball in a defined area. Divide into two teams. Number 1 and 2 pass to each other seeing how many passes they can make before 3 and 4 intercept. 3 and 4 then see how many passes they can make. Players must keep one foot still when in possession. Adjust the time the ball can be held to the ability of the players – three to five seconds.

**Look For**
* quick change of position to take a pass.
* passing to space.
* variety of passes – bounce, lob etc.

**Variation**
* Increase the numbers – 3 v 3.
* Start with a team at one end of a space and see if they can get the ball to the other end without it being intercepted. If they are successful or the ball is intercepted the other team tries from the opposite end.

PASSING A LARGE BALL WITH OPPOSITION

**Activity 202 WANDERING BALL**

**Before the Activity**
Large balls.
Hard area.

**During the Activity**
* Group of five to seven round a large marked circle, one player in the centre. The players forming the circle pass the ball to anyone except the players next to them. The centre person attempts to intercept. If successful they change places with the passer. Passes must be below reach level.

**Look For**
* quick passes – pass from where you catch.
* feinting to “wrong foot” the defender.
* balanced passing position.

**Variation**
* Increase the pressure by allowing a touch of the ball at any time – even when held by another player – count as an interception.
* Put two players in the centre.
* Change the type of ball.
PASSING A LARGE BALL WITH OPPOSITION

ACTIVITY 203 TRIANGLES

BEFORE THE ACTIVITY
Grass or hard area.
Markers or marked squares.
Large balls.

DURING THE ACTIVITY
- Squares with 3 – 5 metre sides. A group of four at each square. One player in the centre and the others on a corner.
  Number 1 has the ball and passes to either 2 or 3 along the sides of the square. The receiver then attempts to pass to one of the others on the corners. Players move to a free corner to receive a pass. Number 4 attempts to intercept and if successful takes the passer’s place.
All passes must be along the side of the square.

LOOK FOR
- a variety of passes.
- feinting to deceive the defender.
- quick movement to the vacant corner to take a pass.

VARIATIONS
- Use different types of balls.

PASSING A LARGE BALL WITH OPPOSITION

ACTIVITY 204 VULTURE AND LION

BEFORE THE ACTIVITY
Hard area.
Large balls.
Cones or other targets.

DURING THE ACTIVITY
- Groups of six to eight with a ball (the vulture). A large marked circle with a target object (lions meal) in the centre in a small circle. One player, the (lion) defender in the large circle, the others round the outside.
  Players around the circle attempt to steal the lion’s meal by hitting the ‘target’ in the centre with the ball (vulture). They should pass the ball around and use feinting to beat the defender. The defender must keep out of the centre circle.

LOOK FOR
- quick passing.
- change of direction.

VARIATIONS
- Use different balls.
- Use two balls and two defenders.
**PASSING A LARGE BALL WITH OPPOSITION**

**Activity 205 Permit Ball**

**Before the Activity**
Centre and goal third of a netball court.
Large ball.

**During the Activity**
- Two teams of four players with two centres and two goalies on two thirds of a netball court. Teams try to score by shooting a goal. Play starts with a throw–up in the centre. The team gaining possession attack the goal. Netball stepping, ball holding, contact, tie ball and obstruction rules applied with discretion. A ‘permit’ must be obtained by passing the ball from the centre third to the goal third before either team can attempt to score. A ‘permit’ is lost after an attempted goal or change in possession. The ball must be passed into the centre third and back to the goal to obtain a permit.
  Goalies may not leave the goal third or centres enter the circle.

**Look For**
- a variety of passes.
- passing to a space.
- changes of direction.
- fair play.

**Variation**
- Put in a centre line and restrict players to half the court.
- Introduce a second ball.

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**PASSING A LARGE BALL WITH OPPOSITION**

**Activity 206 Skittle Ball**

**Before the Activity**
Hard area.
Skittles.
Team bands/bibs.

**During the Activity**
- A defined area with a 3 to 5 metre circle marked at each end. A skittle in the centre of each circle. Two teams each of six to eight players – one guard and the others rovers. From a toss up at the centre the team with possession passes the ball and attempts to knock down the opponents’ skittle. Use Kiwi Netball or Mini–Ball rules as needed for stepping, ball holding, contact and obstruction. A free pass for infringements. Rovers may not enter the circle.

**Look For**
- using space – no crowding.
- the right pass for the situation, eg. bounce, lob.
- fair play.
**PASSING A LARGE BALL WITH OPPOSITION**

**ACTIVITY 207 ARANGA TOUCH**

**BEFORE THE ACTIVITY**
Grass or hard area.
Large ball.

**DURING THE ACTIVITY**
Two teams of about eight players on an area about the size of a netball court. A goaler from one team and a defender from the other at opposite ends behind the goal line.

On the signal one team passes from the centre line and attempts to score by making a clear pass to their goaler. They may run anywhere on the court with or without the ball but a penalty pass is given to the opposition if tagged with both hands while holding the ball.

After a tag all players must retire 3m from the player taking the penalty pass. A player must retire to the sideline until a goal is scored, if the ball is kicked or an opponent is contacted by other than a light touch with both hands. If the ball is thrown or carried over the sideline the opponents throw in.

Goalers and defenders cannot enter the playing area. If a goaler drops a pass no goal is scored and a free pass is given to the defender. A goal cannot be scored directly from a penalty pass. When a point is scored the game is re-started at the centre by the non-scoring team.

**LOOK FOR**
- using space.
- rapid passing.

**PASSING A LARGE BALL WITH OPPOSITION**

**ACTIVITY 208 RUGBY TOUCH**

**BEFORE THE ACTIVITY**
Grass or hard area.
Large ball.
Team band.

**DURING THE ACTIVITY**
- Two teams of up to ten players on a suitable field – a quarter or half a rugby field.
  
  A pass at the centre from either team starts the game, then by running and passing, teams attempt to score tries by carrying the ball over the opponents’ goal line without being touched by an opponent.

  If touched while in possession a player must immediately place the ball on the ground and retire 5 metres. A tap penalty goes to the opponents (the ball is touched with the foot before passing). All touches by the defenders must be made with two hands. Other than the tap penalty, no kicking is permitted. Forward passes are not permitted. The referee calls ‘TOUCH’ when a touch is made. The penalty for an infringement is a tap kick when all opponents must retire 5 metres.

**LOOK FOR**
- using space.
- quick passing.
THROWING SMALL BALLS

Activity 209 EXPERIMENTING ALONE WITH A SMALL BALL

Before the activity
Hard area.
Small balls.

During the activity
- Each child with a ball spread out in a defined area.
- Can you ....?
  - hold the ball in different ways – hand/chin/knee/elbow.
  - do the same moving.
  - draw large letters or numbers in the air/on the ground with ball.
  - hold the ball between the feet – jump on the spot – then forward.
  - hold the ball on the ground and walk/run round it.
- Show me how you can pass the ball:
  - from one hand to the other.
  - around the body/leg/head/hips/in and out of the legs.
  - the same while moving forward/backward/sideways/in a circle.
- Who can ....?
  - drop the ball and catch with two hands underneath /one hand underneath.
  - dribble the ball along the ground with right/left/both hands.
- Can you bounce and catch .....?
  - with right/left/both hands/standing/kneeling/sitting/moving.
  - to a rhyme/jingle/poem/song.
  - changing direction.
  - in different places – in front/behind/at side.
  - along lines/round a circle/making shapes/turning.
  - on the spot.
  - moving forwards/backwards.
  - in a circle/on a line/on a bench.
- Who can roll a ball .....?
  - with feet astride – drawing big patterns on ground.
  - off various parts of the body and catch it.
  - moving around dribbling the ball with the hand.
  - and chase.
  - to a line.
  - to stop between two lines/in a hoop.
  - to overtake the ball then field.
  - at a target.
  - as far as possible.
- Can you throw....?
  - up high.
  - a long way.
  - with right hand/left hand.
  - at a target.

Look for
- ball held with fingers.
- eyes on target.
- follow through.
**THROWING SMALL BALLS**

**Activity 210 EXPERIMENTING IN PAIRS WITH A SMALL BALL**

**Before the Activity**
- Small ball for each pair.
- Hard area.

**During the Activity**
- Pairs spread out with a ball.
- Try these with right hand/left hand.

Can you....?
- roll to a partner.
- bounce to a partner.
- bounce then run round partner.
- bounce and catch in pairs.
- field a bouncing ball.
- high bounce to partner.
- bounce – at a hoop/skittle/block/target/rubbish bin – over bench/rope/ground mark/swinging rope – under a rope.
- throw to a partner in different ways. Who can....?
- hit the ball with one hand.
- throw high/far.
- throw – at a hoop etc. as for bounce above.
- kick to your partner.
- throw over/along a line.
- throw/roll from standing/kneeling/sitting.

**Look For**
- ball held with fingers.
- eyes on target.
- long arm action.
- follow through.

**UNDERARM ROLL**

**Activity 211 EXPLORING ROLLING BALLS**

**Before the Activity**
- Smooth, hard area.
- Small balls.
- Cones, hoops, skittles, ropes, chairs.

**During the Activity**
- In pairs with a ball.
- Roll to your partner – between markers/through a hoop/at a skittle/at another ball/along a line/under a chain/between ropes.
- Take turns rolling at a wall target.
- Roll changing distances between partners – 3 metres – 10 metres.
- Roll to your partner then change places.
- How many rolls in 30 seconds?
- In three’s:
  - roll for middle child to jump.
- In fours or fives:
  - roll around/across a circle.
  - roll to hit a skittle in centre.
  - child in centre rolls to others in turn.

**Look For**
- ball held in fingers.
- eyes on target.
- step with opposite foot.
- long arm swing.
- follow through.
UNDERARM ROLL

ACTIVITY 212 ROLL A GOAL

BEFORE THE ACTIVITY
Smooth surface.
One ball, two markers per pair.

DURING THE ACTIVITY
• Markers about 3 metres apart as a goal.
  A roller with the ball about 5 metres from the goal. A defender in front of
  the goal.
  The roller tries to roll the ball through the goal without the defender
  stopping it. After three turns change roles.

LOOK FOR
• ball released close to ground.
• step and roll action.

VARIATION
• Change the width of the goal and rolling distance to match skill.

UNDERARM ROLL

ACTIVITY 213 INTERCEPTION IN THREES

BEFORE THE ACTIVITY
Smooth surface.
One ball between three.

DURING THE ACTIVITY
• Spread out in groups of three.
  Two players roll the ball to each other and the third tries to intercept.
  Rollers may move when they do not have the ball.
  Change round after a set number of rolls.

LOOK FOR
• ball in fingers.
• step into roll.
• long arm swing.

VARIATION
• Play 2 v 2.
• Restrict the rollers behind two parallel lines with the interceptor in the
  centre.
**UNDERARM ROLL**

**Activity 214 TEN PIN**

**BEFORE THE ACTIVITY**
Smooth surface.
Sets of ten skittles (milk containers with sand, drink cans).
Small balls.

**DURING THE ACTIVITY**
- In two or threes with ten skittles and a ball.
  Skittles are set up in the ten pin formation.
  One player rolls at the skittles, another replaces them as they are knocked over and calls the score.
  Change round after each turn.

**LOOK FOR**
- eyes on target.
- step and roll.
- low release.

**VARIATIONS**
- Decrease the number of skittles.
- Increase or decrease the distance.

**UNDERARM ROLL**

**Activity 215 SPIDER BALL**

**BEFORE THE ACTIVITY**
Smooth surface.
Ball between two.

**DURING THE ACTIVITY**
- Groups of six or eight standing in a circle, about 4 metres apart.
  Number the players. Opposites are a pair and have the same number.
  One of each pair has a ball. Player 1 rolls the ball across the circle to their partner, then in quick succession 2, 3 and 4 do the same. Roll the balls back in the same order. See how quickly this can be done.

**LOOK FOR**
- ball in fingers.
- step and roll.
- follow through.

**VARIATIONS**
- Change the order of the numbers:
  - High to low.
  - Odds then evens.
  - Random.
- Every player has a ball with partners rolling to each other at the same time.
**UNDERARM ROLL**

**Activity 216 ROLLING ROUNDERS**

**Before the Activity**
Smooth surface.
One ball, three markers, one base.

**During the Activity**
- Teams of six to eight.
- Two markers (A and B) on a line, a marker (C) to form a triangle and a base (D).
- The rolling team lined up between A and B. The fielding team spread out in front. One player on the base D.
- The first player in the rolling team rolls the ball anywhere in front of the line then leads the team, running in order round the markers A, C, B until ‘STOP’ is called. Fielders field the ball and roll it to the player at base D who calls ‘STOP’ when holding the ball with a foot on the base. A point is scored for each member of the rolling team who passes B before ‘STOP’ is called. The next player then rolls.

**Rules:**
Fielders may not run with the ball.
The ball must be rolled at all times.
Change over when all have had a turn.

**Look For**
- rolling to a space.
- field coverage.

**Variations**
- Change the size of the circuit A, C, B to suit the skill of the players.

**UNDERARM THROW**

**Activity 217 EXPLORING UNDERARM THROW**

**Before the Activity**
Small balls or bean bags.
Hoops.

**During the Activity**
- Spread out in pairs with a ball.
- Set the group problems ‘by asking ‘Using an underarm throw who can. . . ?’
- bounce the ball to your partner.
- bounce the ball in a hoop/on a line.
- bounce to your partner and move to a new place.
- throw the ball to your partner on the full.
- throw non-stop for one minute.

**Can you. . . ?**
- do all that with the other hand.
- throw high, medium and low.
- throw against a wall.
- throw over a net/rope.
- throw through a hoop.

**Look For**
- ball held in fingers.
- eyes on target.
- swing back with straight arm.
- step forward on opposite foot.
- swing arm forward and towards target.
- follow through.
**UNDERARM THROW**  
**Activity 218 FROGS**

**BEFORE THE ACTIVITY**  
Small ball each.  
Bucket of water per group of four or five.

**DURING THE ACTIVITY**  
- Groups of four or five each person with a ball spaced round a bucket of water. Who can lob their ball into the bucket and make the biggest splash?

**LOOK FOR**  
- eyes on the bucket.  
- long arm swing.  
- step into the throw.

**VARIATIONS**  
- Float another ball in the bucket and see if you can hit it.

**UNDERARM THROW**  
**Activity 219 SPLOJ!**

**BEFORE THE ACTIVITY**  
Wall with targets on it.  
Ball each.  
Bucket of water.

**DURING THE ACTIVITY**  
- Groups of two or three in front of each target, each with a ball. Players wet their ball and see what they can score.

**LOOK FOR**  
- ball in fingers.  
- eyes on target.  
- long arm swing.  
- step towards target.

**VARIATIONS**  
- See how many throws it takes to hit all numbers in order.  
- Throw at the wall and then see how close you can get with the next throw.
**UNDERARM THROW**

**Activity 220 DROPPIERS**

**Before the Activity**
- Wall.
- Buckets/containers.
- Beanbags/small balls.

**During the Activity**
- Groups of three or four with a bean bag/ball each along a line facing the wall.
  - Bucket at the base of the wall.
  - Players try to bounce the bean bag/ball off the wall to drop it in the container.
  - Change places on the line or move the bucket along to try from different angles.

**Look for**
- relaxed arm swing back and forwards.
- step and throw.

**Variations**
- Increase the throwing distance.
- Move the bucket out from the wall.

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**UNDERARM THROW**

**Activity 221 UNDERARM GOLF**

**Before the Activity**
- Small balls/bean bags.
- Ground targets – hoops, rope circles, softball bases, sheets of cardboard.
- Markers as tee markers.
- Grass or hard area.

**During the Activity**
- Targets arranged as a ‘golf’ course with ‘holes’ varying distances apart and ‘tees’ marked nearby.
  - Players throw from the starting point until they can land the ball on the full on each target in order.
  - Each successive throw is taken from where the previous one finished until the ‘hole’ is hit on the full.
  - When this happens the next hole is started from the tee marker.
  - How many throws to get around?

**Look for**
- relaxed throws.
- length judgement.

**Variations**
- With a partner, see who wins each hole.
- Use containers as holes with the bean bag/ball having to stay in.
UNDERARM THROW

Activity 222 NOUGHTS AND CROSSES

Before the Activity
Grids marked on hard area or wall.
Two balls/bean bags per grid.
Five cross markers and five nought markers.

During the Activity
• Teams of two or three on either side of the grid or facing the wall. One is the noughts, the other the crosses.
  Teams throw alternately (ie. one ball from 0, then one from X), aiming to score a column, a row or a diagonal of three squares by landing the ball in the squares.
  When a square is hit on the full that team places one of their markers on it.

Look for
• step towards target.
• eyes on target.
• long arm swing.

OVERARM THROW

Activity 223 EXPLORING OVERARM THROW

Before the Activity
Small ball each.
Targets – cones, containers, hoops.

During the Activity
• Spread out with a ball each.
  Guide exploration of overarm throw.

On your own can you throw . . . .?
• as far as possible.
• as hard as possible.
• up high.
• at a ground target – hoop/circle/line/bin.
• at a wall/wall target.
• over a rugby post.
• between markers.

In pairs who can throw . . . .?
• and bounce to your partner.
• so that your partner can catch without moving.
• increasing distance.
• at a wall and catch on rebound.
• with right/left hand.
• at a target in middle (hoop/skittle/line/gutter board).
• from different levels – high/low/shoulder height.
• increasing height.

Look for
• ball in fingers.
• side on – weight on rear foot.
• step on throw.
• eyes on target.
• arm to rear and flick towards target.
• follow through down and across.
OVERARM THROW

ACTIVITY 224 OVERARM THROW RELAYS

BEFORE THE ACTIVITY
Small balls.
Markers.

DURING THE ACTIVITY
In teams of three or four.
• Throw and Run

1 throws to 2 then runs to behind 2.
2 throws to 3 then runs to 3’s place.
3 throws to 1 etc.

• Throw and Go Back

1 throws to 2 and goes behind 3.
2 throws to 3 and goes behind 4 etc.

• Run Out and Throw

1 runs to the line with the ball, throws to 2, then goes back behind 3.
2 runs out to the line etc.

• Pick Up and Throw

Ball on far line.
1 runs to the line, picks up the ball and throws to 2 who returns it. 1 places the ball on the ground.
1 goes behind 3 and 2 runs, picks up and throws etc.

LOOK FOR
• ball in fingers.
• side on throw.
• full arm action.
**OVERARM THROW**

**ACTIVITY 225  FORCE BACK**

**BEFORE THE ACTIVITY**
A large grass area.
Small balls.

**DURING THE ACTIVITY**
• Evenly matched pairs with a ball facing each other, equal distance from a centre line. One throws the ball as far as they can towards the other. The second person notes where the ball landed, retrieves it and throws back from there. This continues until the stronger thrower has forced the other back to the end of the area. Go back and start again.

**LOOK FOR**
• finger grip.
• side on throw.
• drive through hip, shoulder, arm, elbow, wrist, fingers.
• follow through.

**VARIATIONS**
• The throw is returned from where the retriever catches or stops the ball.

**OVERARM THROW**

**ACTIVITY 226  THREE COURT BALL**

**BEFORE THE ACTIVITY**
A netball court or similar area.
Three tennis balls.

**DURING THE ACTIVITY**
• Two teams of six to eight each in the end third of a netball court. A player attempts to bounce the ball in the centre third and make it cross the opponents’ goal line to score a point. Opponents try to intercept and bounce it back. After a time introduce a second/third ball. Throwers may move to the line to throw but not into the centre court.

**LOOK FOR**
• step, throw, follow through.
• wrist and finger flick.
• covering space.

**VARIATION**
• Roll instead of bouncing.
**OVERARM THROW**

**ACTIVITY 227 COCONUT SHIES**

**BEFORE THE ACTIVITY**
Small balls.
Skittles/plastic containers/drink cans.

**DURING THE ACTIVITY**
- Two teams of three or four each, players with a ball, on lines facing each other. A pyramid of skittles/cans half way between.
  Teams throw from behind their line.
  Which team can knock down the pyramid?
  Players retrieve balls on their side and continue throwing until the pyramid is down.

**LOOK FOR**
- side-on throw.
- full arm action.
- step and follow through.

**VARIATIONS**
- Instead of one pyramid, set up several targets. Which team knocks over most?
- If needed, have another player a distance behind each team to retrieve balls and give them to their team.

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**OVERARM THROW**

**ACTIVITY 228 MOVING TARGET**

**BEFORE THE ACTIVITY**
Small balls.
Large ball.
Hard flat area.

**DURING THE ACTIVITY**
- A team on each side of a large marked square.
  Three or four small balls per team.
  Place the large ball in the centre of the square. Teams throw balls at this target and attempt to drive it over someone else’s line. Throwers must keep behind their line when throwing. They may go into the square to retrieve a ball.

**LOOK FOR**
- pointing at the target with non-throwing hand.
- full arm action.
- follow through.

**VARIATIONS**
- Instead of a square play with two teams behind parallel lines.
OVERARM THROW

ACTIVITY 229 SCATTER BALL

BEFORE THE ACTIVITY
Three small balls.
Marker, two bases (hoops)

A fielding team spread out with a player on the retriever’s base.
A throwing team behind the line.
A home base on the line and a marker about 10 metres away.
The first thrower throws the three balls one after the other, then runs round the marker and home base until ‘STOP’ is called. Each time round the marker is a run. Fielders return the balls to the retriever who puts them on the retriever’s base and calls out ‘STOP’ when all three balls are returned. A ball caught on the full can be carried to the retriever, otherwise they must be thrown in.

LOOK FOR
• finger grip.
• throwing to a space.
• accuracy by the fielders.

VARIATIONS
• Put a large semi–circle round home base. The three thrown balls must bounce in this area.

OVERARM THROW

ACTIVITY 230 LONG BALL

BEFORE THE ACTIVITY
One small ball, one short bat, six markers, team bands/bibs.

DURING THE ACTIVITY
A batting team lined up safely back from the base line. A fielding team scattered out in the field of play with one as pitcher.
The pitcher lobs to the batter who has an attempt to hit. They then try to score a run by going to the far line and back. They may wait as long as they like behind the base line for a chance to run or behind the far line for a chance to return. The fielders try to put the other team out by hitting them with the ball while they are running. They may throw the ball to another fielder nearer the runner in an attempt to do this.
The team is out if:
– a runner is hit with the ball.
– a hit is caught on the full.
– a ball is hit over the sidelines on the full or bounces out before halfway.
– a runner goes over the sidelines.
Manipulation activities  

**passing and throwing**

When there is an out the umpire calls (or signals) change and the teams change over but if a member of the team just put out can retrieve the ball and hit one of the other team before they are safely behind the baseline or far line they are ‘in’ again. This can happen several times.

- Fielders may not hold the ball for more then three seconds.
- Once a waiting runner puts a foot into the field of play they must run.
- When a team is ‘in’ after a ‘change’ all players return to where they were before or if running at the time must go behind the line to start their run again. The person who was out joins the batting line.

**LOOK FOR**

- accurate throws.
- throwing ahead of the runner.
- field coverage.

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**OVERARM BOWLING**

**Activity 231  LEARNING THE OVERARM BOWLING ACTION**

**BEFORE THE ACTIVITY**

Small balls.

Level grass or hard area.

**DURING THE ACTIVITY**

- Spread along a line with a ball.
- Ball in fingers, stand side on to target, feet comfortably apart.
- Try the ‘cradle’ – ball arm pointing back, other arm pointing at target – ‘stretch the string’.
- Introduce step–cradle–bowl then from front on three steps (L–R–L) – cradle and bowl.

**LOOK FOR**

- eyes on target.
- ball gripped with fingers.
- straight bowling arm close to ear.
- follow through of arm and foot.
OVERARM BOWLING

ACTIVITY 232 BOWLING IN PAIRS

BEFORE THE ACTIVITY
Small balls.
Hoops.
Ropes.
Markers.

DURING THE ACTIVITY
In pairs with a small ball.
- Bowl to land in a target strip about 2 metres wide marked by lines or ropes.
- Put down a hoop between you and see how close you can get to it.
- Bowl at a wall target.
- Bowl at wickets, plastic containers, cones.
- Bowl over a net or rope.

LOOK FOR
- eyes on target.
- ball gripped in fingers.
- cradle–bowl–follow through.
- relaxed action.

OVERARM BOWLING

ACTIVITY 233 TARGET BOWLING

BEFORE THE ACTIVITY
Small balls.
Level grass or hard area.
Marked ground targets.

DURING THE ACTIVITY
- Groups of four, one person each side of the target behind a bowling mark. Players on opposite sides of the target are partners.
- Each pair has ten bowls to get the largest possible score.
- Can you better it next time?

LOOK FOR
- ball gripped with fingers.
- relaxed approach.
- cradle – straight arm over past ear.
- follow through.

VARIATION
- Let the bowler bowl from standing or from a run according to skill.
- Adjust the size of the grid and the bowling distance to suit skill.
**OVERARM BOWLING**

**Activity 234: BOWLING AT STUMPS**

**Before the Activity**
Sets of stumps or cartons.
Small balls.
Cones.

**During the Activity**
- Set of stumps with markers on either side to form gates.
  - Small groups, half at one end with a ball each, half at the other end.
  - Players take it in turn to bowl.
  - Score ten for hitting the stumps, five for the closest gates and two for the outside.

**Look for**
- Accuracy before speed.
- Balanced run in.
- Long straight arm.
- Follow through.

**Overarm Bowling**

**Activity 235: HOP SCOTCH CRICKET**

**Before the Activity**
Level grass or hard area.
Small balls.
Hop scotch grids.

**During the Activity**
- In pairs, one with a ball, one at each end of the grid.
  - Pairs take turns to bowl and hit the numbers in sequence from one upwards and the other from eight downwards.
  - Who completes first?

**Look for**
- Ball gripped in fingers.
- Long straight arm past ear.
- Follow through across body.

**Variations**
- When the right number is hit the bowler immediately earns another turn.
- Have a set number of bowls each and see who can get the highest score.
OVERARM BOWLING

ACTIVITY 236 NON-STOP CRICKET

BEFORE THE ACTIVITY
Level grass or hard area.
Wickets, bats.
Small balls.

DURING THE ACTIVITY
• A set of wickets with a bowling mark and a batting mark.
  A fielding team and a batting team.
  The ball is bowled at the wicket. The batter tries to hit the ball and must run to touch the bat over the mark and back to score one run. Fielders return the ball to the bowler, who bowls again whether the batsman is ready or not. When a batter is out the bat is given to the next batter who then moves to the wicket. When all the teams have batted, teams change. The team making the greater number of runs wins.
  The batter is out if bowled, caught on the full, obstructs a fielder or hits own wicket. An incoming batter may be bowled before reaching the wicket. Batters may take more than one run. Bowlers have six bowls then all fielders rotate.

LOOK FOR
• foot position.
• long arm.
MANIPULATION ACTIVITIES

• CATCHING & TRAPPING •
CATCHING AND TRAPPING

The aim of KiwiSport Fundamental Skills is to develop basic sports skills through simple, enjoyable play activities.

This section contains those which are pertinent to catching and trapping. They are grouped for:

- Catching.
- Catching rakau.
- Trapping.

The activities are generally arranged from the simplest to the most complex.

The activities have been selected with schools specifically in mind but an input of professional skill and judgement is needed to ensure lively and relevant programmes. Decisions will need to be made on when and how the activities are used and what modifications are needed to match age and ability.

The activities also fill a need outside class programmes. They are useful for children’s learning and play at any time – lunch time, after school, sports training, holiday programmes and at home.

Parents and others who play with children in informal situations should find the ideas particularly helpful.
**CATCHING**

**Activity 151 EXPLORING CATCHING ALONE**

**BEFORE THE ACTIVITY**
Variety of balls.
Hard flat area.

**DURING THE ACTIVITY**
A ball each, spaced out in a defined area.
- How does the ball feel?
  - texture/hardness
- Can you roll the ball over yourself?
  - up and down?
  - round and round?
  - down an arm/leg?
- Can you roll it with one hand — the other hand?
- How can you roll it on the ground?
- Who can roll it slowly, run round in front and pick it up
- Holding the ball in a two hand ‘nest’ can you:
  - drop it and catch it?
  - kneel and do the same?
  - walk along and do it?
- Who can drop it from one hand and catch in the nest?
- Who can bounce it and catch it?
- Who can bounce on asphalt, grass, wood etc. and catch it?
- Can you throw higher and catch?
- Can you throw up with one hand and catch in two?
- Who can bounce/throw, clap then catch?
- What ways can you catch as you move around? — one hand, the other.
- Who can use a different ball?

**LOOK FOR**
- relaxed fingers forming a ‘nest’ about the size of the ball.
- eyes on the ball.
- reach for the ball.

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**CATCHING**

**Activity 152 EXPLORING CATCHING IN PAIRS**

**BEFORE THE ACTIVITY**
A variety of balls.
Hard flat area.

**DURING THE ACTIVITY**
Pairs spread out
- Can you ...?
- pick up a ball rolled by your partner — with two hands/one hand/the other.
- step across and pick up a ball rolled a little to one side — the other side.
- catch a ball bounced to you down low/up high.
- catch a ball thrown to you down low/up high.
- move around bouncing and catching with your partner.
- move around throwing and catching.
- make five — ten catches without dropping the ball.
- catch as many times as possible in 30 seconds.
- move further apart and still catch?
- throw over a net/goal post and catch.
- What can you do with a different ball?

**LOOK FOR**
- relaxed fingers pointing up for catches above the waist and down for catches below.
- moving into the path of the ball.
- relaxed reach for the ball.
- ‘eyes on the ball’.
Manipulation activities  

CATCHING
Activity 153  EGG CATCHING

Before the Activity
Grass or hard area.
Ball between two.

During the Activity
• In pairs, A with a ball standing on a line at one end of the area, B facing 2 metres away.
  The ball is thrown to B and back again.
  If successful B takes a step back.
  This continues until a catch is missed.
  B then takes a step forward.
Who works back to the goal line first or which pair is farthest apart after a set time?

Look for
• eyes on ball.
• move to path of ball.
• reach–catch–give.

Variations
• When a ball is dropped B goes back to the starting point.
• Use different objects to catch – bean bags, shoes, plastic containers etc.

CATCHING
Activity 154  ZIG-ZAG CATCHING

Before the Activity
Grass or hard area.
Balls, bean bags, blocks, quoits.

During the Activity
Groups of five or six in zig–zag formation.
A supply of balls/objects suitable for passing, beside one end player.
• Pass the first ball (object) zig–zag to the last person. Put it on the ground and start the next ball until all are at one end. Pass them back the same way.
• As above but pass the second ball as soon as the second person is ready.
• Any ball dropped is left on the ground. How many get to the end?
• How long for 20 catches?
• Which group is first to make 20 catches without a drop?
• How many catches in 30 seconds?

Look for
• watch the ball.
• reach for the ball.
• catch on the fingers.
• cushion the catch.

Variations
• Designate the pass/throw – bounce/up high/lob/to the waist.
**CATCHING**

**Activity 155 Circle Catch**

**Before the Activity**
Grass or hard area.
Small/large balls.

**During the Activity**
- Groups of six or seven in a circle with a ball. Starter throws to anyone in the circle, except those immediately on their left or right.
  After throwing the starter runs round the outside of the circle to the catcher’s position. The catcher then throws and runs. Keep going for six or more throws each.

**Look For**
- ‘eyes on the ball’.
- Catch with ‘soft’ fingers.
- Fingers up for ball above waist.
- Fingers down for ball below waist.

**Variations**
- Change the throw – high/low/middle.
- Make the circle larger.

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**Catching**

**Activity 156 Catchers Against Runners**

**Before the Activity**
Grass or hard area.
Small/large balls.

**During the Activity**
- Groups of six or seven in a circle with a ball. The player with the ball throws it to the player on either side then runs round the circle back to place. The remainder pass the ball round the circle to see how many catches they can make before the runner gets back.
  If the first pass is dropped the runner starts again.

**Look For**
- Catching and passing from the fingers.
- Reaching for the ball.

**Variations**
- Adjust the size of the circle to suit the type of ball and skill of the players.
**CATCHING**

**Activity 157  Bin Ball**

**Before the Activity**
A large rubbish bin or similar weighted with water if necessary and one ball for each group.

**During the Activity**
- Five or six players in a circle round the bin. The ball is thrown at the bin to rebound at an angle to be caught or fielded. Points are scored for hitting the bin and for fielding or catching the ball at first attempt.

**Look for**
- Moving quickly to the path of the ball.
- Reaching for the ball.
- Cushioning the catch.

**Variations**
- Enlarge the circle as skill increases.
- Use the bin lid instead of the bin.

**Catching**

**Activity 158 Your Ball**

**Before the Activity**
Grass or hard area. Balls.

**During the Activity**
- Groups of four or five with a ball. One player, the thrower, in the circle, the others round the outside. The thrower throws the ball high in the centre of the circle, calling a player’s name. That player moves into the circle and the thrower takes up the player’s position outside the circle. The named player catches the ball then throws it up naming another player to catch. Continue.

**Look for**
- Eyes on the ball.
- Relaxed catch on fingers.
- Cushioning the catch.
- Getting ‘under the ball’ to catch it in front.

**Variations**
- Players forming the circle face outward so that they have to turn and sight the ball before they catch.
- Use different types of balls.
CATCHING

ACTIVITY 159  **DIAGONAL CATCHING**

**BEFORE THE ACTIVITY**
Grass or hard area.
Small/large balls.
Markers.

**DURING THE ACTIVITY**
• Four pairs on the corners of a square facing diagonally. The front person of two opposite pairs with a ball.
  A and B roll their ball along the ground to each other, run towards the other ball, field it and throw at right angles A to D and B to C who repeat the activity. After throwing the ball players continue to the end of the opposite line. Minimum of six throws each.

**LOOK FOR**
• moving to the path of the ball.
• reaching for the ball.

**VARIATIONS**
• The players run to the centre with the ball then throw.

CATCHING

ACTIVITY 160  **WALL GUARD**

**BEFORE THE ACTIVITY**
Grass or hard area.
Small/large balls.

**DURING THE ACTIVITY**
• A ‘wall’ marked across the centre of a defined area.
  A guard on the wall with the remainder of the players at one end with a ball.
  They must lob the ball over the wall and run across to catch it without being tagged by the guard.
  How many times can they catch the ball on the full without being tagged?

**LOOK FOR**
• eyes on the ball, all-round vision.
• moving quickly under the ball.
• fingers relaxed, out and up.
• cushioning the catch.

**VARIATIONS**
• Increase the number of guards.
• Change the width of the wall.
• Allow a catch on the first bounce to count.
• Change the type of ball.
**CATCHING**

**Activity 161  TRIANGULAR CATCHING**

**Before the Activity**
Markers.
Balls.

**During the Activity**
- Groups of five or six with a ball.
- Three markers set out in a triangle with a player by each.
- The remainder behind a waiting line.
- Number 1 starts with the ball, throws to 2 and goes there, 4 moves to 1’s place, 2 throws to 3 and goes there, 3 passes to 4 and goes beside 5.
- How quickly can you do five circuits?

**Look For**
- facing the passer.
- moving into the catch.

**Variations**
- Roll or bounce the ball.
- Try different balls or objects.

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**CATCHING**

**Activity 162  CATCH IT**

**Before the Activity**
Grass or hard area.
Small balls.

**During the Activity**
- Two teams of five or six, one with a ball, in marked zones 10 metres or more apart. The ball is thrown to attempt to hit the ground in the opponent’s zone.
- A point is scored for this or for catching the ball on the full.

**Look For**
- calling ‘mine’ when taking a catch.
- zone coverage.
- positioning under the ball.
- correct hand positions.

**Variations**
- Kick instead of throwing.
- Use different balls.
- Introduce a second ball.
- Change the size of the zones and the distance between them to suit skill.
- Use netball or tennis court markings.
CATCHING

ACTIVITY 163 FIVE CATCHES

BEFORE THE ACTIVITY
Ball, marker, hoop.
Grass or hard area.

DURING THE ACTIVITY
• Two teams of six.
  One, the throwing team, lined up behind a base line, the other spread out as fielders.
  A marker placed 5–10 metres from a throwing base.
  The first person in the throwing team throws the ball forward of the base line and runs around the marker and back to the base. This continues until stop is called.
  The player who fields the ball throws to another team member then bobs down.
  This continues round the team until all have made a successful catch (five).
  The last person to receive the ball calls stop.
  Runs are counted then the next thrower throws.

LOOK FOR
• good hand position.
• moving into the catch.

CATCHING

ACTIVITY 164 PASSING ROUNDERS

BEFORE THE ACTIVITY
Ball.
Four hoops (bases).

DURING THE ACTIVITY
• Four bases in a diamond touching a baseline.
  Two teams of six or seven.
  A throwing team behind the baseline.
  A fielding team with one player near each base and the others spread out.
  The first thrower throws the ball to bounce in the diamond then runs round the bases until stop is called. The thrower scores no runs if the throw is caught on the full.
  The fielding team fields the ball then passes the ball from 1st to 2nd to 3rd to home (or 3, 2, 1 to Home) when stop is called.
  The score is the number of bases passed by the runner before ‘Stop’.
  Base players must have a foot on the base when throwing to the next.
  Change over after all throwers have had a turn.
Manipulation activities  

**catching and trapping**

**LOOK FOR**
- accurate throws for easy catches.
- field coverage.
- moving to the path of the ball.
- mobile fielders – including base players – who do not fix themselves to one spot.

**VARIATIONS**
- Use a tee hit or hitting a pitched ball instead of throwing.
- Have a 5th base in the centre of the diamond where the ball is passed last to call ‘stop’.
- Throw only from 1 to 2 to 3 etc. with the runner out as soon as the ball is held by a base player touching the base in front of them.

**CATCHING**

**ACTIVITY 165 NEWCOMBE**

**BEFORE THE ACTIVITY**
Marked court with a high net or rope. A neutral zone 1m each side of net. Large/small balls.

**DURING THE ACTIVITY**
- Two teams of four or five spread out on each side of a net. Teams throw the ball over the net to try and make it hit the ground in their opponent’s court.
- Two passes may be made before the ball is thrown over the net. The ball must be thrown upwards over the net.
- Teams serve alternately from the baseline. Players must keep one foot still when in possession.

**LOOK FOR**
- court coverage.
- moving to the path of the ball.

**VARIATIONS**
- Make it compulsory to make two passes before the ball is thrown over the net. If the ball is dropped it is a point to the opponents.
**CATCHING RAKAU**

**ACTIVITY 166 TITI TOREA (SHORT STICKS)**

**BEFORE THE ACTIVITY**
Short sticks made from magazines.
Music.

**DURING THE ACTIVITY**
In pairs facing each other kneeling a short distance apart.
- With one stick each who can ...?
- pass the stick from one hand to the other keeping it vertical/horizontal.
- pass from your right hand to your partner’s left hand.
- pass from your left to partner’s right.
- pass from right to right.
- pass from left to left.
- With two sticks each:
  - repeat the above.
  - pass both sticks straight across, one passing inside, the other outside.
  - pass left to left then right to right.
- Set up a rhythm:
  - Tap the floor – tap the sticks together and pass.
  - Pairs create a short sequence and repeat it several times to music.

**LOOK FOR**
- pass with a slight lob.
- watch the stick being caught.
- establish a rhythm.

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**CATCHING RAKAU**

**ACTIVITY 167 TIRA (LONG STICKS)**

**BEFORE THE ACTIVITY**
Long sticks made from rolled newspapers/flax sticks about three quarters the height of the child.
Music.

**DURING THE ACTIVITY**
In a circle, one stick each:
- hold the stick vertically in the right hand – tap the floor and pass to your partner’s left hand.
- pass with your left to your partner’s right.
- pass left to left/right to right.
- With two sticks each:
  - tap the floor – tap together – pass both.
  - tap the floor – tap together – pass the stick in your right hand to your partner’s left at the same time passing the one in your left hand to your own right hand.
- In pairs or small circles create a short sequence and repeat it several times.

**LOOK FOR**
- pass with a slight lob.
- watch the stick being caught.
- work to a rhythm.
TRAPPING

Activity 168 EXPLORING TRAPPING WITH THE FEET/A STICK

BEFORE THE ACTIVITY
Large balls or hockey sticks and small balls.
Grass or hard area with even surface.

DURING THE ACTIVITY
Spread out in a defined area with a large ball each or a stick and small ball.
- Dribble the ball slowly and stop it on the signal.
- Dribble, stop on the signal and dribble in a different direction.
- Roll the ball, run round in front and stop it.
- Dribble along lines and stop it on each corner.
- Dribble freely and stop the ball on every line you come to.
- Dribble freely or along lines. When you meet someone both stop your ball then dribble the other person’s ball away.
Pairs with a large ball or with a stick each and a small ball.
- Stop a ball passed by your partner and pass it back.
- Stop a ball passed by your partner to your left/right and pass it back.
- Stop the ball, pass it back and move to a different place for the next pass.
- How many passes and stops can you do in 30 seconds?
- With a ball each pass and stop without the balls colliding.
- Set up a goal with two markers. One rolls and the other defends by stopping the ball. Keep the competition fair by adjusting the width of the goal and the distance rolled.

LOOK FOR
- eyes on the ball.
- move to the path of the ball.
- position the body.
- head over the ball.
- use arms for balance.
- soft contact so that the ball stops on the spot.
- angle the foot/stick down.

FOOT TRAPPING
- Using inside, outside and sole of foot.
- Using both left and right foot.

STICK TRAPPING
- Hold left hand at top, right hand about half-way down.
- Flip stick over for left hand side stops.
**TRAPPING**

**Activity 169  EXPLORING TRAPPING**

**WITH THE BODY**

**Before the Activity**
Large balls.
Grass or hard area.

**During the Activity**
- With a ball each, spread out in a defined area.
- Who can throw the ball up and control it with part of your body before catching it?
- How many parts can you use – other than hands – to control the ball?
- Can you touch the ball with two parts before catching it?
- Pairs with a ball spread out in a defined area.
- How many ways can you stop a ball bounced or lobbed on the full?
- Can you stop with your shins/thighs/abdomen/chest (hands crossed over)/forehead?
- Can you make the ball drop straight to the ground?
- Can you stop a ball lobbed over a net or other obstacle?
- Can you control the ball with a body part then catch it?

**Look for**
- eyes on the ball.
- move to the path of the ball.
- present the body part.
- relax.
- withdraw to cushion.

**Variations**
- After the ball is stopped run once round the ‘bus stop’ before moving on.
- Put a ball on each ‘bus stop’. Players exchange the balls and move on.
- The second player starts when the first reaches stop three.

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**TRAPPING**

**Activity 170  BUS STOPS**

**Before the Activity**
Large balls, or sticks and small balls.
Level grass or hard surface.
Hoops/chalk.

**During the Activity**
- A course marked out with hoops or chalked circles as ‘bus stops’ numbered in order.
  A ball or stick and ball each in groups of two or three.
  Players in turn dribble/kick/hit the ball round the course stopping on each bus stop.
  How quickly can you do it?

**Look for**
- over the ball to stop it.
**TRAPPING**

**ACTIVITY 171 ALTERNATE STOPPING**

**BEFORE THE ACTIVITY**
Large balls or sticks and small balls.
Level grass or hard area.

**DURING THE ACTIVITY**
- In pairs with a ball or sticks and a ball at one end of a defined area.
  - Player 2 slightly ahead of player one.
  - Player 1 passes to 2 then runs to be slightly ahead of 2.
  - Player 2 passes to 1 then runs to be slightly ahead. Pass a given number of times before reaching the other end.

**LOOK FOR**
- moving to path of the ball.
- soft contact.

**VARIATIONS**
- Vary the flight of the ball.

**TRAPPING**

**ACTIVITY 172 TRAP PASS FOLLOW**

**BEFORE THE ACTIVITY**
Large balls or sticks and small balls.
Level grass or hard area.

**DURING THE ACTIVITY**
- Four players in free formation.
  - Player with the ball passes to another then follows the ball to that position. The receiver traps the ball, passes to another player and follows. This continues until all players have received a pass. The last player then passes to the first and they continue passing in that pattern.

**LOOK FOR**
- eyes on the ball.
- moving to the ball.
- soft contact.

**VARIATIONS**
- Pass both ways around the pattern.
- Start a second/third ball.
- After passing, move anywhere to a new position.
**TRAPPING**

**Activity 173  TOWER BALL**

**Before the Activity**

Large balls or sticks and small balls.
Level grass or hard area.
Cone or similar, hoop.

**During the Activity**

- A large marked circle with a target in a small circle/hoop in the centre.
  A group of five or six with one in the centre as a guard, the others as attackers outside the circle.
  Players around the circle attempt to hit the ‘tower’ in the centre. They should pass the ball around and use feinting to beat the defender. The defender must keep out of the centre circle.
  Change the defender each time the target is hit.

**Look for**

- eyes on the ball.
- quick stop and pass.

**Variations**

- Adjust the area to suit skill.
- Have only four goals – one in each corner.
- Have four rovers and introduce a second ball.

**TRAPPING**

**Activity 174  SIX AGAINST SIX**

**Before the Activity**

Markers.
Large balls or sticks and small balls.
Level grass or hard area.

**During the Activity**

- A marked area.
  A goal line at each end divided into three goals with markers.
  Two teams of six, three as ‘goalies’. The other three as rovers.
  Start at the centre. A goal can be scored in any of the three goals. After a goal the non–scoring team takes the ball from their goal line. When a ball is intercepted the other end is attacked. Change keepers and rovers after about three minutes. A goal can only be scored below waist height. For safety use no–contact rules for tackling and dribbling.

**Look for**

- moving to the path of the ball.
- soft contact.
- covering space.
KiwiSport
Fundamental Skills

MANIPULATION ACTIVITIES

• BALL CONTROL •
BALL CONTROL

The aim of KiwiSport Fundamental Skills is to develop basic sports skills through simple, enjoyable play activities.

This section contains those which are pertinent to ball control. They are grouped for
- Controlling a ball with feet or stick.
- Hand dribbling and bouncing.

The activities are generally arranged from the simplest to the most complex.

The activities have been selected with schools specifically in mind but an input of professional skill and judgement is needed to ensure lively and relevant programmes. Decisions will need to be made on when and how the activities are used and what modifications are needed to match age and ability.

The activities also fill a need outside class programmes. They are useful for children’s learning and play at any time – lunch time, after school, sports training, holiday programmes and at home.

Parents and others who play with children in informal situations should find the ideas particularly helpful.
**CONTROLLING A BALL WITH THE FEET AND/OR HOCKEY STICK**

**ACTIVITY 126 EXPLORING FOOT/STICK CONTROL**

**BEFORE THE ACTIVITY**
Large ball or hockey stick and small ball each.
Grass or hard area.
Markers.

**DURING THE ACTIVITY**
Freely spaced in a defined area.
Guide children to explore with
‘Can you . . . . ?’ or ‘Who can . . . . ?’ or
‘Show me how you can . . . .’
• move the ball with your feet/stick and keep it close to you while standing still/walking/jogging.
• use the inside/outside/top and sole of your feet or turn the stick over to contact the ball on the other side.
• stop the ball and then continue.
• change direction.
• dribble along a line.
• change speed without stopping.
• dribble in circles, squares, zig zags etc.
• stop and turn in different ways.

**LOOK FOR**
• keeping the ball close.
• touching the sides of the ball.
• balance and control.
• control before speed.

**CONTROLLING A BALL WITH THE FEET AND/OR HOCKEY STICK**

**ACTIVITY 127 CONE CIRCUIT**

**BEFORE THE ACTIVITY**
Large ball each or stick and small ball each.
Markers.
Grass or hard surface.

**DURING THE ACTIVITY**
Set up the markers in a circuit/triangle/square/circle.
Players, each with a ball or stick and ball are spaced evenly.
They dribble the ball in a given direction around the markers.

**LOOK FOR**
• keeping the ball close.
• ‘touching’ the ball with the feet or ‘guiding’ with the stick.
• control before speed.
• see the ball – see others.

**VARIATIONS**
• Change direction on the signal.
• Try to pass the person in front without upsetting them.
• Make it a relay with teams of two.
**CONTROLLING A BALL WITH THE FEET AND/OR HOCKEY STICK**

**ACTIVITY 128  DRIBBLE SLALOM**

**BEFORE THE ACTIVITY**
Large balls or sticks and small balls.
Markers.

**DURING THE ACTIVITY**
• Markers set out in slalom courses.
  Groups of two or three with a ball or stick and small ball.
  First player dribbles zig–zag up and back then the next player goes.

**LOOK FOR**
• keeping the ball close.
• using different parts of the feet or turning the stick.
• seeing the ball, seeing the cone.

**VARIATIONS**
• Zig–zag one way, straight dribble the other.
• Circle each marker in turn.
• Hold a relay race.

**CONTROLLING A BALL WITH THE FEET AND/OR HOCKEY STICK**

**ACTIVITY 129  SHADOWS**

**BEFORE THE ACTIVITY**
One large ball each or a stick and ball each.
Grass or hard surface.

**DURING THE ACTIVITY**
• Children in pairs randomly spaced in a defined area.
  One player dribbles in any direction and their partner follows, trying to keep close. When ‘change’ is called, they reverse roles.

**LOOK FOR**
• ‘touching’ the ball.
• seeing the ball, seeing others.

**VARIATIONS**
• Partners dribble side by side.
• Add obstacles to dribble around.
• When leader calls ‘stop’, pairs standing within 3 metres of each other receive a point.
**CONTROLLING A BALL WITH THE FEET AND/OR HOCKEY STICK**

**Activity 130 LOTTO**

**Before the Activity**
Grass or hard area.
Ball each or stick and ball each.

**During the Activity**
- Freely spaced, everyone with a large ball or stick and small ball in a defined area.
- The players dribble freely. When a number is called they form groups of that number and dribble in a small circle. They are then told to spread out and another number is called.

**Look For**
- using all parts of the feet or using both sides of the stick to guide the ball.
- keeping the ball close.
- seeing the ball, seeing others.

**Variations**
- Instead of dribbling in small circles follow a leader in groups of the number called.

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**CONTROLLING A BALL WITH THE FEET AND/OR HOCKEY STICK**

**Activity 13 DOGS AND SHEEP**

**Before the Activity**
Grass or hard area.
Large ball each or stick and a ball each.

**During the Activity**
- Each with a ball or stick and small ball, freely spaced.
- Players close their eyes. The teacher taps half the players on the shoulder who become ‘dogs’, while those not tapped are ‘sheep’. On the signal they open their eyes and dribble the ball barking or bleating accordingly, congregating with their own kind, until there are separate groups of dogs barking and sheep bleating.

**Look For**
- keeping the ball close.
- seeing the ball and seeing others.
- controlled change of direction.

**Variations**
- Any other animal or machinery noises.
- Increase the number of noises.
**CONTROLLING A BALL WITH THE FEET AND/OR HOCKEY STICK**

**ACTIVITY 132 COMPASSES**

**BEFORE THE ACTIVITY**
Large balls or sticks and balls.
Grass or hard surface with four straight boundaries.

**DURING THE ACTIVITY**
- Boundaries are named north, south, east and west. Players freely spaced with a large ball or stick and ball each. When a direction is called they dribble that way until the next call. Change the call frequently.

**LOOK FOR**
- keeping the ball close.
- seeing the ball, seeing others.
- moving to space.

**VARIATION**
- Use nautical terms – ahead, astern, port and starboard.
- Name the corners north–west, south–east, south–west and north–west to increase the number of directions to call.

**CONTROLLING A BALL WITH THE FEET AND/OR HOCKEY STICK**

**ACTIVITY 133 TRIANGLE Dribble**

**BEFORE THE ACTIVITY**
One ball each or a stick and ball.
Three markers per group.
Grassed or hard area.

**DURING THE ACTIVITY**
- Teams of three standing in line behind three markers set in a triangle. The first player dribbles the ball around the triangle in a clockwise direction. The whole team then dribbles around the triangle. The second player then dribbles round the triangle alone followed by the whole group. Continue with the third player, then repeat several times.

**LOOK FOR**
- stopping the ball with the foot/stick and turning at the markers.
- keeping the ball close.

**VARIATIONS**
- Alternate the direction round the triangle.
- Vary the size of the triangle.
Controlling a Ball with the Feet and/or Hockey Stick

Activity 134 Dribble and Pass

Before the Activity
A large ball and four markers for each group of four or a stick each, a small ball and four markers for each group.
Grass or hard area.

During the Activity
- Markers set out in a square. A player stands by each one of them, one with the ball. That player dribbles round the square passing to, and receiving from, the other players as they go.
- Next player then dribbles.

Look For
- Keeping the ball close.
- Seeing the ball and seeing others.

Activity 135 Dribble Tag

Before the Activity
Grass or hard area about one third of a netball court.
Large ball each or stick and small ball each.
Bibs or bands.

During the Activity
- One or more selected as taggers with a bib or band.
- All dribble freely – tagger/s attempt to tag others as they dribble and still keep control of their ball. When a tag is made the players change roles.

Look For
- Keeping the ball close.
- Use of space.
- Seeing the ball, seeing others.
- Fair play.

Variations
- Increase the number of taggers.
- Allow anyone to tag anyone and see how many tags they can make.
**CONTROLLING A BALL WITH THE FEET AND/OR HOCKEY STICK**

**ACTIVITY 136 DUCK SHOOTING**

**BEFORE THE ACTIVITY**
Grass or hard area.
Two distinguishable large balls or a stick and two small balls.
A marker for each group of eight.

**DURING THE ACTIVITY**
- Two teams of four in a marked area about half a netball court with the marker in the centre.
  - One team spaced in the area with a ball.
  - The other team in pairs behind the base line with a ball.
  - The first pair attempt to dribble their ball around the marker and back.
  - The team in the square attempts to roll their ball to hit the ball being dribbled. They must stand still when in possession.
  - When a hit is made the dribbler who last touched the ball passes it to their partner and sits down to form an obstacle. If the ball is hit again that player sits down and the ball is given to the next pair to start. A point is scored each time a ball is dribbled around the marker and back over the base line.

**LOOK FOR**
- dribbling and protecting the ball.
- working in pairs.
- fair play.

**ACTIVITY 137 BURGLARS**

**BEFORE THE ACTIVITY**
Grass or hard area.
A large ball for each four or a stick each and a small ball for each four.

**DURING THE ACTIVITY**
- Players in fours with a ball in a defined area.
  - Two of the four dribble and pass the ball to see how long they can keep it away from the other pair who try to steal the ball. If a ball is stolen that pair see how long they can keep it away from the first pair. No body contact.

**LOOK FOR**
- dribbling with both feet.
- stopping and changing direction.
- passing to a space.
- fair play.

**VARIATION**
- To make it easier, play three versus one.
- Play three versus three.
- Enlarge or decrease the area.
- Place several pairs of markers about 1 metre apart as gates. See how many gates the dribblers can get through in a set time.
**CONTROLLING A BALL WITH THE FEET AND/OR HOCKEY STICK**

**ACTIVITY 138 SPIDERS**

**BEFORE THE ACTIVITY**
One ball and one hoop per pair or a stick each and a small ball and a hoop per pair.
Grassed or hard area with a boundary.

**DURING THE ACTIVITY**
- Groups of six.
  - A marked area.
  - Three players (spiders) each place a hoop (web) in the area and stand in it. On ‘go’ the others dribble around the area. The spiders are allowed to hit/kick the ball away as long as one foot remains in the web. On ‘stop’, stop the ball dead. On ‘go’, move in a different direction. On ‘change’, change roles.

**LOOK FOR**
- using both the outside and inside of the foot or turning the stick to touch the ball on both sides.
- see the ball, see others.
- keeping the ball close.

**VARIATIONS**
- The hoops are placed in a circuit and the dribblers attempt to complete it without their ball being kicked/hit away.

**CONTROLLING A BALL WITH THE FEET AND/OR HOCKEY STICK**

**ACTIVITY 139 DRIBBLING ROUNDERs**

**BEFORE THE ACTIVITY**
Grass or hard surface.
Two large balls – or a stick each and two small balls.
Five markers two large bases.

**DURING THE ACTIVITY**
- Two teams of about six – one fielding, one lined up.
  - Two balls on the home base.
  - The first person in line throws/kicks/hits one of the balls into the field of play from the home base then starts dribbling the other ball round the markers 1, 2 and 3 to try and get back home before ‘STOP’ is called. The fielder who stops the ball passes it to the fielder on the fielders’ base who then dribbles it round markers 4 and 5 and back to the fielders’ base to call ‘STOP’. Whichever team gets their ball back first scores a point.

**LOOK FOR**
- straight line dribbling.
- controlled turns.

**VARIATIONS**
- Score a point for every marker passed before ‘STOP’ is called.
**Ball control**

### Manipulation activities

**HAND DRIBBLING AND BOUNCING**

**Activity 140  EXPLORING HAND DRIBBLING AND BOUNCING**

**BEFORE THE ACTIVITY**

- Large ball for each child.
- Markers, hoops.
- Music.
- Hard surface area (level).

**DURING THE ACTIVITY**

Children spread out in a defined area, each with a large ball.

- Feel the ball, run fingers over it, push the ball with hands, try and squash it out of shape. Roll the ball with hand/foot/knee/shoulder/elbow/head/nose.
- Roll ball over body, head to toe, make body into shape of ball.
- Bounce while sitting. Holding ball in both hands push ball down, catch return. Use a pushing motion with relaxed fingers.
- Progress to kneeling then standing, maintaining eye contact with ball. Hold ball in both hands, feet shoulder width apart. Ball at waist height.
- Bounce continuously from a stationary position.
- Bounce while stepping side to side – while turning.
- Bounce ball with one hand only – change to other hand.
- Bounce with one hand varying the height.
- Bounce ball around body.
- Bounce ball through legs front to back, follow with back to front.
- Bounce ball while walking/jogging/running.
- Bounce ball with alternate hands while travelling.
- Bounce the ball along a line – in hoops.
- Bounce in a restricted space with others.
- Bounce to music/rhyme/song.
- Move with a fast dribble and slow feet.
- Move with a slow dribble and fast feet.

**LOOK FOR**

- relaxed fingers.
- a pushing action with the finger pads.
- head up seeing around.
- meeting the ball with the fingers not chasing it.

**VARIATION**

- Make up a bouncing sequence of your own or make up one with a partner.
**HAND DRIBBLING AND BOUNCING**

**ACTIVITY 141  HOOP BOUNCE**

**BEFORE THE ACTIVITY**

A large ball and a hoop per child.
Hard or grass surface.

**DURING THE ACTIVITY**

- Hoops spaced at random within defined boundaries. Holding a ball move (run, hop, skip) avoiding others. When a number is called stop at a hoop and bounce the ball that number of times in the hoop before moving off.

**LOOK FOR**

- relaxed hands.
- pushing action with fingers.

**VARIATIONS**

- Bounce the ball in a hoop to a recited rhyme.
- Bounce the ball into a hoop for a partner to catch.
- Designate, left, right or both hands.

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**HAND DRIBBLING AND BOUNCING**

**ACTIVITY 142  CLOCK DRIBBLE**

**BEFORE THE ACTIVITY**

One ball and one hoop per child.
Grass or hard area.

**DURING THE ACTIVITY**

- Circle of hoops. Players stand on the outside, one at each hoop. Each student bounces the ball continuously in the hoop. On the call of a number and left or right, eg. three right, they pass the balls round the circle person to person the named number of places, then continue to bounce.

**LOOK FOR**

- relaxed finger pushing action.
- balanced body position.

**VARIATIONS**

- Bounce the ball to a musical rhythm then pass the ball when the music stops.
**HAND DRIBBLING AND BOUNCING**

**ACTIVITY 143 TYRANNOSAURUS**

**BEFORE THE ACTIVITY**

One ball each.

Grass or hard area with a ‘safe’ line.

**DURING THE ACTIVITY**

- One child without a ball is the tyrannosaurus.
- Other children freely spaced dribble the ball for as long as possible – either stationary or moving. If a student loses control of the ball, they call ‘tyrannosaurus’. All then run and try to cross the safe line before being tagged by the tyrannosaurus. Choose a new tyrannosaurus and the game begins again.

**LOOK FOR**

- relaxed dribble.
- head up seeing around.
- not touching others.

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**HAND DRIBBLING AND BOUNCING**

**ACTIVITY 144 FREEZER**

**BEFORE THE ACTIVITY**

One large ball each.

Open defined area, flat surface.

**DURING THE ACTIVITY**

- Random groups with a leader.
  - Bounce the ball using variations suggested by the leader (bounce with left/right hand/forwards/sideways/high/low/fast/slow). When the leader calls ‘freeze’, students hold their ball and ‘freeze’ as quickly as possible.

**LOOK FOR**

- frequent changes of leaders.
- relaxed hands.
HAND DRIBBLING AND BOUNCING

ACTIVITY 145  BROOMS AND BRUSHES

BEFORE THE ACTIVITY:
A large ball each.
Hard area.

DURING:
• A marked area divided in two with a safe line at each end.
  Two teams ‘Brooms and Brushes’ one in each half, everyone with a ball.
  Bounce the ball within their area. When a leader calls ‘Brooms’ or
  ‘Brushes’, the team named stops bouncing, gathers their balls and runs
  over their end safe line before the opposing team can tag them. When
  caught they join the opposite team. The pursuers can drop their ball to
  chase.

LOOK FOR:
• safety when chasing.

VARIATION:
• Move round while bouncing.
• When ‘Brushes’ or ‘Brooms’ is called, both teams must continue to dribble
  while running away or chasing.

HAND DRIBBLING AND BOUNCING

ACTIVITY 146  DRIBBLE AND FIRE

BEFORE THE ACTIVITY
A large ball and a target (ground, wall, container) for each pair.
Grass or hard flat area.

DURING THE ACTIVITY
• In pairs about 10 metres from a target.
  The first player dribbles the ball towards the target (changing hands at
  least three times) and when 3 metres away, throws the ball at the target,
  collects the ball, dribbles back to the partner who then dribbles the ball,
  throws and collects the ball to complete the sequence.

LOOK FOR
• eyes on target.
• control before speed.

VARIATION
• Use a third player to collect the ball and dribble back to the next player.
  The player who has just thrown becomes the new collector.
**HAND DRIBBLING AND BOUNCING**

**ACTIVITY 147 BALL WALKING**

**BEFORE THE ACTIVITY**
One ball per person.
Flat area with a defined boundary.

**DURING THE ACTIVITY**
- With a ball each, freely spaced.
  Dribble with the preferred hand. As they step forward with the opposite leg, push the ball between the legs to bounce up to the other hand. Keep walking and keep the ball bouncing through the legs all the time.

**LOOK FOR**
- rhythmical walk and bounce.
- relaxed action.

**VARIATIONS**
- Along a line.
- Around markers.

**HAND DRIBBLING AND BOUNCING**

**ACTIVITY 148 DRIBBLE TAP**

**BEFORE THE ACTIVITY**
One ball each.
Area about one-third the size of a netball court.

**DURING THE ACTIVITY**
- Randomly spaced each with a ball.
  Each player starts with ten points. Players dribble and keep control of the ball while attempting to tap the ball away from others. If your ball is tapped away you lose a point, if you tap a ball away, you gain a point.

**LOOK FOR**
- head up looking around.
- continuous movement.
- fair play and honesty in keeping score.
**MANIPULATION ACTIVITIES**

**FRANKLIN BALL**

**ACTIVITY 149 EDEN BALL**

**BEFORE THE ACTIVITY**

One large ‘bouncy’ ball per group.

Hard surface – circles, painted on the ground as shown in diagram. Chalk circles or hoops are an option. The circles about 1m in diameter and 4m apart but make adjustments according to ability.

**DURING THE ACTIVITY**

The server stands behind number 4 circle and throws the ball to bounce into any other circle. The ball must be caught after the first bounce by the player covering that circle. That player then throws to another circle. The game continues until a player throws the ball outside a circle or drops the ball and is out. When out the player moves to the waiting line. Incoming players go to circle 1, and others rotate to fill the gap. The aim is to progress to and stay in circle 4.

**RULES**

On the line is in.

One step in any direction is allowed from where the ball is caught.

Ball must bounce above knee height.

**VARIATIONS**

- Add a rule that the ball must not bounce above head height.
- Last player in waiting line may act as an umpire.

**HAND DRIBBLING AND BOUNCING**

**ACTIVITY 150 FOUR SQUARE**

**BEFORE THE ACTIVITY**

One large ball per team.

Hard surface – squares painted on ground or chalk lines will do.

**DURING THE ACTIVITY**

- Groups of five or six.

Number 4 bounces the ball in the serving area and hits it into any of the other three players courts.

Play continues until someone makes an error. That person then drops out and goes to the end of the waiting line.

Players rotate to fill the gap left and the next waiting player comes into the game at position one.

**RULES**

- The ball must be hit with both hands fingers pointing down.
- The ball must bounce before it is hit.
- The ball cannot be caught or held.
- If the ball bounces on the line or outside the court the hitter is out.
- The ball may only bounce once before being hit.

**LOOK FOR**

- Keeping the team small to ensure children get many turns and are not standing around waiting.
LOCOMOTION ACTIVITIES

• WALKING •
WALKING

The aim of KiwiSport Fundamental Skills is to develop basic sports skills through simple, enjoyable play activities.

This section contains those which are pertinent to walking. They are grouped for:

- Exploring walking.
- Walking to a rhythm.
- Walking in water.

The activities are generally arranged from the simplest to the most complex.

The activities have been selected with schools specifically in mind, but an input of professional skill and judgement is needed to ensure lively and relevant programmes. Decisions will need to be made on when and how the activities are used and what modifications are needed to match age and ability.

The activities also fill a need outside class programmes. They are useful for children’s learning and play at any time – lunch time, after school, sports training, holiday programmes and at home.

Parents and others who play with children in informal situations should find the ideas particularly helpful.
EXPLORING WALKING

ACTIVITY 1 CAN YOU WALK?

BEFORE THE ACTIVITY
Grass or hard area.
No equipment.

DURING THE ACTIVITY
Children spread out in a defined area.
Children respond to the questions. ‘Can you walk.....?’ or ‘Who can walk.....?’

- forwards/backwards/sideways.
- fast/slow.
- on toes/heels.
- tall/small/middle.
- touching ground markings with the hand.
- to a beat or rhythm.
- freely/in a circle/zig zag/on a line.
- between obstacles/in and out of trees/around buildings.
- up, down and across slopes.
- on asphalt/grass.
- like mother/father/the dog.
- as if in rain/a wind/the dark.
- with small and large steps.

- fast over a short distance.
- in shapes of objects or animals.
- keeping together in small groups.
- changing direction on the signal.
- following a leader.
- varying speed.
- round, under, through, over objects in the playground.
- round a given circuit.
- while clapping.
- like a machine.
- on the spot/moving.
- beside/behind a partner.
- in straight lines, curved lines.
- making shapes, letters, numbers, words.
- in new places, eg, a nearby park or farm.
- bouncing a ball.

- through a hoop.
- under a rope.
- through a turning rope
- in funny ways – Who is funniest? Can we copy?
- in a very small area without touching.
- in 3, 4, 5 different ways.

LOOK FOR
- the opportunity to reinforce creativity.
- the confidence to experiment.
- fun for all.
- walk tall, walk relaxed.
- opposite arm and leg action.
- heel-toe action.
**EXPLORING WALKING**  
**Activity 2  LINE WALKING**

**BEFORE THE ACTIVITY**
Mark out chalk lines using a variety of pathways, eg. straight, curved, angular.

**DURING THE ACTIVITY**
- Children walk briskly exploring all possible pathways.

**LOOK FOR**
- balance.
- walking tall, relaxed.
- opposite arm and leg action.

**VARIATIONS**
- Walk fast/slow.
- Long/short steps.
- Heavy/light.

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**EXPLORING WALKING**  
**Activity 3  SPIRALS**

**BEFORE THE ACTIVITY**
Hall, grass, hard surface, classroom.

**DURING THE ACTIVITY**
- Children in a circle, all holding hands, leader also in the circle. Leader drops the hand of one partner. Leader begins walking inwards as the circle gets smaller and a spiral is formed. When leader reaches the centre of the spiral they turn around and begin leading in the opposite direction out of the spiral between the lines of children. Keep walking until everyone is ‘out’ of the spiral.

**LOOK FOR**
- keeping hands joined and not pulling.
- steady relaxed walk.

**VARIATIONS**
- As above without joining hands, ie. following the leader.
- As above with music, keeping to the rhythm.
EXPLORING WALKING

ACTIVITY 4 FOLLOW THE LEADER

BEFORE THE ACTIVITY
Grass, hall, hard surface.

DURING THE ACTIVITY
• In a defined area.
  Teacher or pupil as leader. Children follow the leader’s speed, direction, arm
  movements, type of walk, march etc.

WALK
• forwards, backwards, sideways, along a line, in curves, in a zig-zag.
• low, tall, on toes, on heels, fast, slow, big steps, small steps.
• with feet close together, with feet wide apart.
• knees lifted high in front.
• legs kicked out straight in front.
• on the spot.
• pushing arms above head.
• pushing arms out to sides at chest height.
• pushing arms forward at chest height.
• circling arms forwards across body.
• punching upwards, forwards and sideways, arms extended overhead and out to
  side.

LOOK FOR
• arm movements to reinforce close link between arm and leg action in comfortable,
  relaxed walking.

VARIATIONS
• Children follow a leader but walk together as a loose group.
• Pairs or small groups.

EXPLORING WALKING

ACTIVITY 5 SPEED UP – SLOW DOWN

BEFORE THE ACTIVITY
Course or boundary line to move to and from.

DURING THE ACTIVITY
• Children in pairs or groups of three or four.
  One person in each group is the pace setter, the remainder of the group walk
  along at the same pace.
  Pace setter changes the pace from very slow to slow, to medium, to fast and back
  again.
  Change the pace setter after one circuit of the course or one lap to the boundary
  and back or according to teacher direction.

LOOK FOR
• keeping the group together.
• heel – toe action.
• maintaining walking action at speed.

VARIATIONS
• Leaders change the pace but may also vary the type of walk.
• Alternate walking with some other activity.
EXPLORING WALKING

ACTIVITY 6 POINT TO POINT

BEFORE THE ACTIVITY
Marker cones if no convenient landmarks are available. Outside area, a starting area from which a widespread grassed area is visible.

DURING THE ACTIVITY
- Children in pairs – teacher to have identified three points or landmarks visible from the starting area and up to 50 metres apart, eg. 1) the rugby goal post 2) the pine tree in the corner 3) the caretaker’s shed 4) HOME.
- Teacher tells children the points or has them written on a card or chart.
- All start walking on-the-spot.
  On ‘Go’ the first child of each pair walks to the first point, (eg. rugby goal post), on arrival one arm is raised which is the signal for the partner to start.
  First person then begins doing an activity on-the-spot such as jogging or twisting.
  When second person arrives they start doing the ‘on-the-spot’ activity while the first person walks to the next point, eg. the pine tree, raises an arm to signal partner to start and then begins an on-the-spot activity.
  This sequence continues until both partners have been to each of the specified points and have returned to the starting point.

The second person then has a turn at being leader. They could
- repeat the same sequence.
- reverse the order.
- be given a new set of points.

LOOK FOR
- tall relaxed walk • heel-toe action.
- arm action.

VARIATIONS
- Children make up their own ‘on-the-spot’ activities.
- Children make up their own ‘point-to-point’ sequence.
- Teacher could prepare several cards with different sequences, children work in small groups with one card for each.

EXPLORING WALKING

ACTIVITY 7 MEMORY CHALLENGE

BEFORE THE ACTIVITY
An outdoor area visible from the starting position, or it can be done indoors on a smaller scale.

DURING THE ACTIVITY
Free formation.
- Teacher gives two, three or four activities to do either in the order given or in any order. Children must listen carefully before moving.
  Keep instructions simple for juniors. Extend seniors with more complicated instructions.

Example 1
Walk to and touch three trees, then walk sideways to the jungle gym, then jog around the jungle gym and back ‘home’.

Example 2
Walk to and touch three trees, walk along two sides of the netball court, walk to the nearest fence, jog back ‘home’.

LOOK FOR
- walk tall – relaxed – heel-toe action.
- maintaining walking action at speed.

VARIATIONS
- Balance a bean bag on the head.
- Work in pairs and give two or three extra instructions.
**EXPLORING WALKING**

**ACTIVITY 8 MOOD WALKING**

**BEFORE THE ACTIVITY**
Any smooth surface.
Suitable music.
Ribbons.

**DURING THE ACTIVITY**
Spread out in a defined area.
- Walk according to feelings nominated by the children – happy/sad/excited/frightened/angry etc.
- Walk to exciting music (‘Peer Gint’, ‘Creative Walking’). Moving in the way it makes you feel. Use your arms to help.

**LOOK FOR**
- walking with flow.
- walking to the feel of the music, not necessarily the beat.

**VARIATIONS**
- Use ribbons or pois or ribbon balls.
- Make up patterns to move in.
- Create a movement story based on walking.
- ‘Guess how I feel’. A nominated child or a small group expresses a feeling by the way they walk. The others guess and then copy.

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**EXPLORING WALKING**

**ACTIVITY 9 RAIL CARS**

**BEFORE THE ACTIVITY**
Court with a variety of markings.

**DURING THE ACTIVITY**
Spread out on court markings.
- Using the lines on the court, see how far you can walk without retracing a line.
- Players can only pass when moving in opposite directions.
- Allow jumping from one line to another.

**LOOK FOR**
- head up.
- all round vision.
- co-ordinated arm and leg action.

**VARIATIONS**
- Change the type of walk every time a corner is turned.
- Pairs or small groups holding a skipping rope make a train.
**EXPLORING WALKING**

**Activity 10 KAKAPO NESTS**

**BEFORE THE ACTIVITY**
Grass or hard area.
Blindfolds.
Cones, rope, milk containers, empty drink containers etc.

**DURING THE ACTIVITY**
- Obstacles set out as ‘kakapo nests’ in a restricted area.
  - In pairs, one is blindfolded, the other verbally directs them on a course through the area, left, right, big step, small step etc.
  - Can you do it without stopping?
  - Change roles.

**LOOK FOR**
- balance.
- safety factors – no collisions.
- best use of space.

**VARIATIONS**
- Use empty drink cans as obstacles (eggs). When a can is knocked over an egg is broken. How few are broken?

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**WALKING TO A RHYTHM**

**Activity 11 RHYTHM WALKING**

**BEFORE THE ACTIVITY**
A drum or some other rhythm instrument or a tape of various rhythms or a keyboard with rhythms.

**DURING THE ACTIVITY**
- Beat a rhythmical pattern on a drum. Children walk in time to the beat.
- Beat with a strong beat followed by three softer beats eg, 1234 1234.
- Change speed and placing of strong beat.
- Add an emphasised arm action on the strong beat.

**LOOK FOR**
- emphasis of the strong beat.
- relaxation.
- rhythmical movement.

**VARIATIONS**
- In small groups the leader claps or beats the rhythm for others to follow.
- Make up a walking sequence of your own to the beat.
- Add claps or finger clicks.
**WALKING TO A RHYTHM**

**ACTIVITY 12 MARCHING ON THE SPOT**

**BEFORE THE ACTIVITY**
A rhythm instrument/s.

**DURING THE ACTIVITY**
- Beat out a set number of beats.
  Children march on the spot to a rhythmical pattern, eg
  1 2 3 4 5 6
  Get them to start and stop in time with the beat.
- Face in a different direction for each repeat.
- Intersperse walking on the spot with moving.
- As above, changing direction each time while walking on the spot.
- Work in pairs.
- Clap own rhythms.
- Children lift one bent leg upwards and clap underneath it, then lift the other leg and clap underneath it.
  Teacher may need to call out the rhythm. ‘Lift and clap’ – ‘Lift and clap’.
  Try moving forward and backward.
- Lift one knee and clap under it, then lift the other knee and clap over it.
  Rhythm call ‘lift and under, lift and over’.
- Instead of clapping underneath, gently slap hands on the top of the knee.
- Click the fingers beside the lifted knee. Rhythm call ‘lift and click left, lift and click right’.
- Combinations. Vary the hand patterns. eg:
  One clap under left and one clap over right.
  One slap on top left and one slap on top right.
  One click beside left and one click beside right.

**LOOK FOR**
- emphasis on waist height arm swing.
- a good knee lift.
- a relaxed natural head position.
- keeping as upright as possible.
- a steady rhythm.

**VARIATIONS**
- In small groups beat out and move to their own patterns.


**Locomotion activities**

**walking**

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**WALKING TO A RHYTHM**

**ACTIVITY 13 WALKING IN WATER**

**ACTIVITY A**
- Walk across the pool in groups of three.
- Progress to pairs and individually.
- Hold a kick board, ball.

**LOOK FOR**
- Least confident child in the middle.

**ACTIVITY B**
Walk using a wide sideways swing of the leg.

**LOOK FOR**
- Arms to maintain balance.
- Keeping clear of others.

**VARIATIONS**
- Two person relay across the pool and back.

**ACTIVITY C**
- Walk independently using giant strides.
- Walk forwards, backwards, sideways.
- Change length of stride on signal.

**LOOK FOR**
- Arm action to stabilise upper body

**ACTIVITY D**
- Walk in time to music with an emphatic beat.

**LOOK FOR**
- Small steps.
- Having fun.
- Using arms to balance.

**VARIATIONS**
- Musical Bobs – whenever the music stops bob under, blow bubbles, then up again. Continue walking.

**ACTIVITY E**
- Walk in chest-deep water.
- Begin with hands reaching forward for stability, then progress to hands trailing, then placed behind the back.

**LOOK FOR**
- Accentuated forward body lean.

**ACTIVITY F**
- Walk backwards, stabilise on the spot, walk forwards.
- Walk to given count, eg. four back, four on the spot, four forward.
- Add music.
- Make up a forward, backward, sideways sequence, individually or in groups.

**LOOK FOR**
- Change of position of the upper body.

**ACTIVITY G**
- Walk around the pool in a circular formation to make a whirlpool.
- Once whirlpool is established, some children may ‘float with the flow’.

**LOOK FOR**
- Body lean, hands assisting.

**ACTIVITY H**
- Walk in formations, eg. one large circle, concentric circles, spirals, waves.

**LOOK FOR**
- Balance.
- Steady movement.

**ACTIVITY I**
Use any suitable dry land walking activities.

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**KiwiSport Fundamental Skills**
LOCOMOTION ACTIVITIES

RUNNING
RUNNING

The aim of KiwiSport Fundamental Skills is to develop basic sports skills through simple, enjoyable play activities.

This section contains those which are pertinent to running. They are grouped for:

- Running efficiently.
- Dodging, swerving, evading.
- Quick starting.
- Sustained running.
- Changing pace.
- Running in shallow water.

The activities are generally arranged from the simplest to the most complex.

The activities have been selected with schools specifically in mind but an input of professional skill and judgement is needed to ensure lively and relevant programmes. Decisions will need to be made on when and how the activities are used and what modifications are needed to match age and ability.

The activities also fill a need outside class programmes. They are useful for children’s learning and play at any time – lunch time, after school, sports training, holiday programmes and at home.

Parents and others who play with children in informal situations should find the ideas particularly helpful.
RUNNING EFFICIENTLY

ACTIVITY 14 EXPLORING RUNNING

BEFORE THE ACTIVITY
Grass, hard area.

DURING THE ACTIVITY
Children spread out in defined area.
Explore by asking ‘Can you run.....?’ or ‘Who can run....?’
• fast over a short distance.
• in shapes of objects or animals.
• keeping together in small groups.
• changing direction on a signal.
• forwards, backwards, sideways.
• following a leader.
• varying speed.
• over/along lines.
• around, under, through, over objects.
• around a given circuit.
• while clapping.
• like a machine.
• on the spot/moving.
• beside/behind a partner.
• making your very own path.
• uphill/downhill.
• making up own patterns eg. 6 steps forward, 3 left, 3 back, 4 right or 10 steps fast, 5 slow, 5 medium, or trace out numbers, letters, words.
• concentrating on relaxing – ‘run loose’.

• along a straight line.
• following a leader in a line of four or five. On signal leader drops to back of the group and the next takes over.
• to destinations – on a set circuit equate a certain number of laps to known destinations eg. 1 lap = school gate, 3 laps = corner shop, 10 laps = Mary’s home etc.
• tall with knees high/driving legs.
• bouncing a ball.
• under a rope.
• through a hoop/a turning rope.
• leaning forwards – change to leaning backwards.
• in funny ways – Who is funniest? – Can we copy?
• in many different ways.
• to touch a series of named objects – a tree, a line, a fence, a goal post.
• imitating TV characters.
• in small spaces without touching anyone.

LOOK FOR
• feeling light.
• sounding quiet.
• feeling tall.
• innovation by children.
**RUNNING EFFICIENTLY**

**Activity 15 KIRI SAYS!**

**Before the Activity**
Grass or hard area.

**During the Activity**
- Spread out in a defined area with ‘Kiri’ identified. Kiri calls instructions to the group. If the instruction begins with ‘Kiri says’ the group do what is said. If the instruction does not begin with ‘Kiri says’ they continue as they were doing. How few mistakes can you make? Kiri may ask the students to run quickly, slowly, heavily, or lightly, with short or long strides, with a forward body lean, upright, in pairs or groups, with straight legs or arms etc.

**Look For**
- running tall / relaxed.
- opposite arm and leg action.
- eyes open – not touching others.

**Variations**
- Work in pairs or small groups.
- Use activities other than running.

**Running Efficiently**

**Activity 16 FOLLOW ME**

**Before the Activity**
Playground, preferably with fixed equipment.

**During the Activity**
- Small groups in single file in a defined area.
  Leaders lead the group on a route of their choice around the playground, up ramps, around trees, over obstacles, up and down steps, along lines etc.
  On signal back person runs up to lead.

**Look For**
- light, quiet, quick movements.
- keeping the group together.

**Variation**
- Run to musical beat.
RUNNING EFFICIENTLY

ACTIVITY 17 MIDNIGHT

BEFORE THE ACTIVITY
Marked large circle with a small circle in centre.

DURING THE ACTIVITY
• Children spaced around the large circle.
  When a shared factor is called, eg. birthday month, those children sprint around
  the circle, return to their starting points and then try to reach the centre circle
  first. On the call ‘Midnight’ all runners race off.

LOOK FOR
• keeping sprinting style when under pressure.
• running with a slight lean in towards the circle.
• keeping arms bent.
• safe passing.
• safety when entering the inner circle.

VARIATIONS
• Number children in threes or fours and call numbers.
• Use Maori numbers.

RUNNING EFFICIENTLY

ACTIVITY 18 CHANGING SPEED

BEFORE THE ACTIVITY
Cones or other markers or existing lines.

DURING THE ACTIVITY
• Markers at 10 metre intervals.
  Children line up in waves.
  On ‘go’ the first wave runs fast to the first marker, slow to the next, fast to the
  next etc.
  Second wave starts when the first wave reaches the first marker.

LOOK FOR
• run tall, arms bent and relaxed. Drive arms and knees up to increase speed
  again.

VARIATIONS
• Run around a circuit with marked intervals.
• Run around the circuit changing speed on the signal.
• Small groups follow the leader.
• Change the intervals to suit the runners.
RUNNING EFFICIENTLY

ACTIVITY 19 HALF AND HALF RELAYS

BEFORE THE ACTIVITY
Marker cones or pegs if there are no lines.
Hall, grass, hard surface, a starting line and a boundary line 3-8 metres apart.

DURING THE ACTIVITY
• Children in fours – two at the starting line and two at the boundary line – facing each other.
  1 runs to tag 2 and stays there.
  2 runs to tag 3 and stays there.
  3 runs to tag 4 and stays there.
  Repeat until all children are back where they started.

VARIATIONS
• Round the back – Formation as above.
  Number 1 runs across the area and around the back of number 2 and number 4 then tags number 2 who runs across and around the back of number 3 and tags. Repeat several times.
• Run and Copy – Formation as above.
  1 runs across and stops in front of 2 and begins doing an activity on the spot – either of own choice or specified by teacher. 2 copies the activity, eg. double hops and together they do 10 -15 repetitions. 1 stays there and 2 runs across to 3 and performs an ‘on the spot’ activity which 3 copies. Repeat until everyone is back in their starting positions.

RUNNING EFFICIENTLY

ACTIVITY 20 FIREMAN’S BUCKET

BEFORE THE ACTIVITY
Cones, hoops, or lines to use as markers.
Hall, grass, hard surface, running distance 5-6 metres.

DURING THE ACTIVITY
• Children in groups of three or four lined up one behind the other – all facing the boundary line.
  1, the ‘Fireman’, takes 2’s hand, runs with them to the boundary line, leaves 2 there and runs back to 3.
  1 now takes 3 over to the other side, then 4 – all team members are now opposite where they started.
  2 now takes each person in turn back to the other side.
  Repeat this sequence until all members have had a turn at being fireman.

LOOK FOR
• matching speed in pairs.

VARIATION
• Increase the running distance.
• Use a short rope instead of grasping hands.
**RUNNING EFFICIENTLY**

**ACTIVITY 21 CITY GATES**

**BEFORE THE ACTIVITY**
Any suitable surface.
No equipment.

**DURING THE ACTIVITY**
- Children in teams of four to six spaced around area. Top couple in each team make an arch (city gate). On signal the others in the teams have to run through their own gate and through the other teams’ gates. The first team back (lined up) to its starting point is the winner.

**LOOK FOR**
- light quiet running.
- arm action.
- keeping in order in teams.

**VARIATION**
- When the runners arrive back, the first two in each team make a new gate, the others continue on round the circuit with the ones who made the original gate joining on the back. Continue until all have made a gate.

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**RUNNING EFFICIENTLY**

**ACTIVITY 22 CHASE THE TAIL**

**BEFORE THE ACTIVITY**
Marker cones to show front and back boundaries.
Hall, grass, hard surface.

**DURING THE ACTIVITY**
- Teams of four to six lined up in single file all facing the same way, a marker cone or line a distance in front of and behind the team. 4 starts and runs forwards, around the front marker, back alongside the team, around the back marker and back around the circuit again. As 4 passes 1 for the second time the whole team follows in order around the front cone, down and around the back cone and back to their places. 3 is now the back person and becomes the new runner. Repeat until everyone has had a turn.

**LOOK FOR**
- safety around markers.

**VARIATION**
- Change the activity to skipping, galloping etc.
LOCOMOTION ACTIVITIES  

**DODGING, SWERVING, EVADING**  

**Activity 23 DODGEMS**

**Before the Activity**
Marked 5 metre squares.
Large balls, quoits, frisbees.

**During the Activity**
- Groups of four or five in marked squares each with ball/quoit/frisbee.
  Hold a large ball, quoit or frisbee in front, like a steering wheel and run around without touching others.
  Keep moving for one minute.

**Look for**
- quick light movements.
- continuous running.

**Variation**
- Use court markings as roads, passing according to the road rules.

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**Activity 24 BALL TAG**

**Before the Activity**
Grass or hard area.
Marked areas 10m x 10m.
One ball between four.

**During the Activity**
Groups of four in each square. One member has a ball. That person runs to tag others. Once tagged the ball changes hands to the new tagger.

**Look for**
- all-round vision.
- quick changes of direction.
- balance.

**Variation**
- Call for changes of direction with sideways, backward steps.
**LOCOMOTION ACTIVITIES**

**DODGING, SWERVING, EVADING**

**ACTIVITY 25 REVERSING DIRECTION**

**BEFORE THE ACTIVITY**
Suitable surface.
Cones.

**DURING THE ACTIVITY**
- Square or circuit marked with cones.
  Players run round in given direction.
  On signal they reverse direction.
  Continue for one minute.

**LOOK FOR**
- rapid turns.
- safety when turning.

**VARIATION**
- Space children round a larger circuit.
  When they get back to their starting place they can stop.

**DODGING, SWERVING, EVADING**

**ACTIVITY 26 STREAMER RUNNING**

**BEFORE THE ACTIVITY**
Streamers.
Cones.

**DURING THE ACTIVITY**
In a marked area.
- Each person holding a streamer they weave in and out each other and keep the streamer floating.

**LOOK FOR**
- light quiet steps.
- head up looking.
- balance.

**VARIATIONS**
- When children meet someone they quickly pivot and run in another direction.
- In small groups follow the leader.

**LOOK FOR**
- placing foot firmly on ground and pivoting on the ball of the foot.
- using arms to keep balance.
- looking for space after the pivot.
**DODGING, SWERVING, EVADING**

**ACTIVITY 27  CIRCLE DODGE BALL**

**BEFORE THE ACTIVITY**
Grass or hard area.
Marked circle/s.
Large balls, not too hard.

**DURING THE ACTIVITY**
- In groups of six or seven, one player in the centre of a marked circle, the others round the outside. The player in the middle tries to keep away from the ball. Players on the outside of the circle try to hit the centre player below the knees. They can pass anywhere to catch the centre player unaware. Each person has a turn in the centre.

**LOOK FOR**
- Fast passes to keep the player in the middle swerving and turning.

**VARIATION**
- Have several players in the centre. When a person is hit, that player and the thrower change places.

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**ACTIVITY 28  HERE, THERE, WHERE**

**BEFORE THE ACTIVITY**
Hall, grass, hard surface.

**DURING THE ACTIVITY**
- Players spread out in a defined area.
- Teacher has a choice of three calls. ‘Here’ – children line up in front of teacher. ‘There’ – teacher points in any direction and children start jogging in that direction. ‘Where’ – children jog or bounce lightly on the spot.
- The calls are given rapidly in any order and children see how quickly they can respond.

**LOOK FOR**
- Quick reactions.
- Balance.
- Light bounces.

**VARIATIONS**
- ‘Here-There-Everywhere’ – same calls for ‘Here’ and ‘There’ as above. On call ‘Everywhere’ the children run wherever they like in the area.
- Children line up in front of teacher on the ‘There’ line. Other lines are named ‘Here and Where’. On call ‘Here’ or ‘Where’ children run to that line and bounce on the spot. Add a fun element by teacher calling one line but pointing to another line. Children must run to the line called.
**DODGING, SWERVING, EVADING**

**ACTIVITY 29 THREE PERSON TAG**

**BEFORE THE ACTIVITY**
Suitable surface with marked lines.
Defined area.

**DURING THE ACTIVITY**
- Groups of three numbered 1, 2 and 3 standing side by side on a line within a defined area. When a number is called that player runs away. After a count of three the other two chase and tag. Walk back and rest. Each player has a turn.

**LOOK FOR**
- ‘eyes open’ for safety.
- working as a team.
- children appropriately matched.

**VARIATION**
- Two of the three run away and the other is the tagger. When one is caught they both try to tag the last person.

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**DODGING, SWERVING, EVADING**

**ACTIVITY 30 ZIG ZAG RUNNING**

**BEFORE THE ACTIVITY**
Markers (six per group).
Open area.

**DURING THE ACTIVITY**
- Small groups of three or four children.
  Markers set out 2 or 3 metres apart.
  One at a time, students zig-zag between a series of markers.

**LOOK FOR**
- balanced running.
- start slowly then speed up.

**VARIATIONS**
- Alter the number and placement of the cones.
- Ask students to run the zig-zag circuit in different ways and experience how different running styles affect balance.
- Follow the leader.
- Teams run their own cones then move on to the next set of cones in a clockwise direction.
**DODGING, SWERVING, EVADING**

**Activity 31  FOX AND GEESE**

**Before the Activity**
Hall, hard surface, grass.

**During the Activity**
- Children in groups of four or five. One person is the fox, the others are the geese and stand in a line holding onto the waist of the person in front. The fox tries to tag the last person in the line. The geese move around to avoid the fox and keep their last person safe. If the line is broken the one who lets go takes the place of the fox. If the last player is tagged by the fox they take the fox’s place.

**Look For**
- working as a team.

**Variations**
- As a class two or three children are foxes and the remainder of the class are in linked lines of four or five geese. Foxes may move about the area trying to tag the last child in any line.

**DODGING, SWERVING, EVADING**

**Activity 32  BUMP**

**Before the Activity**
Suitable surface.

**During the Activity**
- One runner and one tagger. The others link arms in pairs spaced out in a defined area and stand still. The tagger tries to catch the runner. To escape, the runner can link on to any pair to make a three. The person on the other side is then ‘bumped off’ and becomes the new runner. If the runner is tagged by the chaser, these two change roles.

**Look For**
- frequent bumps.
- balance.

**Variations**
- Two runners and two taggers.
- The pairs stand one in front of the other and the runner jumps in front to escape. The back person then becomes the runner.
LOCOMOTION ACTIVITIES

**QUICK STARTING**

**ACTIVITY 33 RADISHES AND RAISINS**

**BEFORE THE ACTIVITY**

Cones if no lines are marked.

Hall, grass, hard surface with line markings.

**DURING THE ACTIVITY**

- Children in two teams lined up on each side of a mid-line. One team called Radishes, the other called Raisins.
  - When teacher calls Radishes the children in that team run to the safety of their own end line, while the Raisins chase them.
  - If tagged they join the other team’s line. Both teams return to the central line.
  - When teacher calls Raisins, the Raisins team run to their safety line chased by Radishes. The game ends when one group has caught all the other team.
  - Teacher can roll the ‘R’ at the beginning of each word call to hold the teams for a few seconds in anticipation.

**LOOK FOR**

- explosive starts.
- head up for safety.

**VARIATION**

- Select other group names beginning with the same letter or sound.

**QUICK STARTING**

**ACTIVITY 34 WHAT’S THE TIME MR/S WOLF**

**BEFORE THE ACTIVITY**

Hall, grass, hard surface.

**DURING THE ACTIVITY**

- Children along a starting line, leader as Mr/s Wolf out in front.
  - Leader begins walking forward with the class following behind. Class asks in unison ‘What’s the time Mr/s Wolf?’ Leader can respond ‘It’s running time’ (or other movements) and teacher begins running with children following. When Leader answers ‘Dinner time’, all children turn and run back to the starting line.
  - Leader attempts to tag as many children as possible. Leader can respond with a movement or activity reply several times before giving the ‘Dinner time’ response.

**LOOK FOR**

- safety when turning to run.
- not touching anyone else.
**QUICK STARTING**

**Activity 35  **Standing Start**

**Before the Activity**
Safe flat surface.

**During the Activity**
- Children spaced along a line, one foot forward, slightly bent knees, weight over front foot, both arms bent with opposite arm to front foot forward. When all are ready ‘Go’ or a clap. All take off and run for about 5 metres.

**Look for**
-trying each foot forward to find the preferred one.
- quick drive forward of back leg.
- vigorous arm movements.

**Variation**
- Introduce ‘On your marks’—stand with one toe on the line and other back. ‘Set’—take up the position above. ‘Go’.

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**QUICK STARTING**

**Activity 36  **Sitting Start**

**Before the Activity**
Flat dry surface.
Defined area.

**During the Activity**
- Children in pairs. One sitting 2-5 metres in front of the other facing a finishing line 10-15 metres away. On a signal they both jump up and run to the line with the back runner trying to catch the front runner. Change over and repeat several times.

**Look for**
- short quick steps.
- gradual straightening.
- relaxation.
- matching the pairs.

**Variations**
- Vary the signal for children to respond to, eg. clap, two blocks.
- Lie full length on face/back.
- Vary the distances.
**SUSTAINED RUNNING**

**Activity 37  **LINE RUNS**

**BEFORE THE ACTIVITY**
An area with ground markings such as a netball court, a hall with court lines or a rugby/soccer field. Use cones or marker pegs if no lines are available.

**DURING THE ACTIVITY**
- Spread the class out along the starting line.
- Run to the first marked line and back to the starting base line then to the second line and back.
- Continue until all lines have been run to. When runners reach the end line they continue running the lines but from the other end.
- The course will be finished when they are back to their starting line.

**LOOK FOR**
- steady pace.
- safety when turning.

**VARIATION**
- Change the activity, eg. run on the way to the line, skip on the way back.

**SUSTAINED RUNNING**

**Activity 38  **ROB THE NEST**

**BEFORE THE ACTIVITY**
Balls, hoops

**DURING THE ACTIVITY**
- Balls in hoop (nest) in centre
- Teams of three or four stand by other hoops and are numbered.
- Teacher calls a number and those participants with that number collect eggs from the centre and place them in their nest, in a given time, eg. 30-45 seconds.
- When the centre is empty, they may take the eggs from any other nest. No interference from other players is allowed, one point being deducted for interference. Only one egg may be carried at a time. The number of eggs in the nest at the end of the time is the score.

**LOOK FOR**
- steady running.
- fair play.

**VARIATIONS**
- To involve greater numbers of children decrease the size of the groups, add more balls.
- Call a new number at any time to replace the runners. Anyone with a ball in their hand may take it back to their nest.
LOCOMOTION ACTIVITIES

SUSTAINED RUNNING

ACTIVITY 39 OBSTACLE COURSE

BEFORE THE ACTIVITY
Playground equipment, trees, sand pit and a variety of sports equipment.
Open playground.

DURING THE ACTIVITY
• Set up an obstacle course using available equipment. Students run the course in a variety of ways (clockwise, anticlockwise, in pairs or groups or in a set time). Include different surfaces (grass, hard, sand, wood chips, uphill, downhill). Depending on ability shorten or lengthen the course.

LOOK FOR
• safety factors.
• steady pace.

VARIATION
• Children set up the course.

SUSTAINED RUNNING

ACTIVITY 40 DESTINATIONS

BEFORE THE ACTIVITY
Map (for classroom).
Long course or a circuit around the school or school block measured to the nearest 100 metres.

DURING THE ACTIVITY
• Children in pairs or individually if preferred.
Children individually or as a class decide on a town or city or place, a challenging but realistic distance from school and able to be achieved within three weeks or interest may be lost. This place should be located on a map and the distance noted. Children run laps of the course at their own pace and record the distance completed. Once a week each individual’s accumulated distance is calculated and this is plotted on an enlarged map or smaller individual maps.

LOOK FOR
• comfortable steady running.
• pacing to suit the time available.

VARIATIONS
• For a class activity the total distance for each class could be added together and recorded.
SUSTAINED RUNNING

ACTIVITY 41 COLOUR OR NUMBER RUN

BEFORE THE ACTIVITY
A marked course.
Green, yellow and blue cards.

DURING THE ACTIVITY
- Children set off on a short course. The first one third of children home are given a blue card, second third home a green card, the final third home a yellow card. Next day the third (yellow) group goes first, then the second (green) group and lastly the first (blue) group.
- Children can run/walk if they wish.
- The aim is to have all children arrive home at a similar time.

LOOK FOR
- choice of a suitable pace for the distance and ability.
- relaxed running.

VARIATION
- Alter the distance for each ability group.

SUSTAINED RUNNING

ACTIVITY 42 LEADER OF THE PACK

BEFORE THE ACTIVITY
School grounds or an area where children can move safely outside the school grounds especially ‘across country,’ eg. a farm, reserve or park.

DURING THE ACTIVITY
- Teams of four to six children run/walk as a pack.
- A pack leader is chosen to:
  - set the pace so the slowest can keep up.
  - keep the pack together.
  - show the way.
  - support and encourage others to keep going.

- Packs can be organised in the following ways:
  - mixed ability groups.
  - ability groups.
  - children select their own groups.
    - Each pack sets out together and stays together.
    - All groups should aim to keep moving non-stop for 10-15 minutes – walking or running.
    - Packs can try to improve on their time each day.
    - Make up a pack singing chant.

LOOK FOR
- safety factors, group interaction, judging pace.
- enjoyment and opportunities for leadership and co-operation.
- children chatting and observing their surroundings.
**CHANGING PACE**

**ACTIVITY 43 VARYING RUNNING TEMPO**

**BEFORE THE ACTIVITY**
Grass or hard area.
A drum or two blocks for rhythm.
Marker cones.

**DURING THE ACTIVITY**
- Children move to a beat inside a set area.
  - Begin with walking pace and increase tempo to jogging and then running.
  - Keep between 10-20 seconds for each pace.
  - Reverse the order.

**LOOK FOR**
- relaxation.
- avoiding others.

**VARIATIONS**
- Teacher/child beats ten. Rest of group find out how far they can walk in this time. Repeat but with jogging/running.

**CHANGING PACE**

**ACTIVITY 44 INTERVALS**

**BEFORE THE ACTIVITY**
Eight cones or marking pegs.
A running track or a lengthways course such as a rugby field or netball court. If using an oval course, divide it into four equal sections with cones. If using a rectangular field place a cone or marker at each corner.

**DURING THE ACTIVITY**
- Explain that intervals involve moving a short distance at a fast pace, followed by a short distance slower, during which time they can get their breath back, ready to speed up again. Begin with the slow section then when they reach the cone they speed up. Repeat the cycle for as long as desired.

**LOOK FOR**
- fast running not sprinting.
- relaxation.
- gradual extension of comfort zone.

**VARIATIONS**
- Combine two other movements, eg. skipping/walking/gallop/zigzag run.
- Use the walk, jog, run sequence.
Locomotion activities  

**CHANGING PACE**

**ACTIVITY 45 SPEED ZONES**

**BEFORE THE ACTIVITY**
Grass or hard area.
Long course or boundary line to move to and back from.

**DURING THE ACTIVITY**
Pairs or groups of three or four.
- Children select their own groups for this activity, slower children then have the chance to work together.
  One person in each group is the pace setter, the remainder of the group run along at the same pace. Pace setter changes the pace by calling traffic speed zones eg. road works, town, open road, race track, compulsory stop. Change the pace setter after one circuit of the long course or one lap to the boundary and back or according to teacher direction.

**LOOK FOR**
- the groups keeping together.
- quick response to calls.

**VARIATION**
- Leaders change the pace but may also vary the type of activity, eg. skipping, zigzag running.

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**RUNNING IN SHALLOW WATER**

**NOTE:** When water is deeper than knee depth, the traditional running action should be interspersed with a hop action.

**ACTIVITY 46 FIZZ BOATS**

**BEFORE THE ACTIVITY**
Water up to waist depth.
Ensure children are able to regain feet if they lose balance.

**DURING THE ACTIVITY**
- Children in pairs one on each side of the pool or at a suitable distance. On signal children change places.
- In lines of three or four spaced along the pool take turns to zig-zag up and back.
- Throw a ball, run to it and push it back with the body.

**LOOK FOR**
- alternate arm pulls.
- upper body balance.

**VARIATIONS**
- Vary the running action by bouncing or flicking the heels up behind.
LOCOMOTION ACTIVITIES

- JUMPING -
JUMPING

The aim of KiwiSport Fundamental Skills is to develop basic sports skills through simple, enjoyable play activities.

This section contains those which are pertinent to jumping. They are grouped for:

- Exploring jumping.
- Jumping for distance.
- Jumping for height.
- Jumping to rhythms and patterns.
- Springing.
- Skipping.
- Skipping with ropes.
- Jumping in water.

The activities are generally arranged from the simplest to the most complex.

The activities have been selected with schools specifically in mind but an input of professional skill and judgement is needed to ensure lively and relevant programmes. Decisions will need to be made on when and how the activities are used and what modifications are needed to match age and ability.

The activities also fill a need outside class programmes. They are useful for children’s learning and play at any time – lunch time, after school, sports training, holiday programmes and at home.

Parents and others who play with children in informal situations should find the ideas particularly helpful.
**EXPLORING JUMPING**

**Activity 47 CAN YOU JUMP?**

**BEFORE THE ACTIVITY**
Smooth surface.
Footwear recommended.

**DURING THE ACTIVITY**
- Children spread out in a defined area. Children respond to teachers questions
  ‘Can You jump ........?’ or ‘Who can jump...........?’
- in different ways.
- on the spot – turning/forwards/backwards/sideways.
- as above but with a rebound.
- side to side of a line/over a space.
- forwards and backwards over a line or space.
- in and out of a hoop or rope shapes.
- with a ball or folded rope between the feet.
- as above jumping forwards, backwards or sideways.
- from one foot to the other.
- uphill, downhill.
- to a rhythm – clap, drum or music, a rhyme.

**LOOK FOR**
- jump lightly.
- jump quietly.
- bend knees slightly on landing.
- spring from ankles and toes.
- jump tall.

**VARIATIONS**
- Small groups with children asking the questions.

**EXPLORING JUMPING**

**Activity 48 BIG A LITTLE A**

**BEFORE THE ACTIVITY**
Any suitable space.

**DURING THE ACTIVITY**
- Class stands along a line with one or more ‘cats’ out in front with backs turned.
  Children chant ‘Big A, little A’ – while stretching tall then crouching – Bouncing B’ – jumping on the spot – ‘Cats in the cupboard and can’t see me’ as they creep up to the cats. On ‘me’ the cats turn and chase the others back to the line, trying to catch as many as they can.

**LOOK FOR**
- fun.
- jump lightly.
- jump quietly.

**VARIATION**
- Big A – big jumps.
  Little A – small jumps.
EXPLORING JUMPING

Activity 49 JUMPING JENNY (JIMMY)

Before the activity
Any suitable space.

During the activity
• In a circle a chosen child starts jumping any way they like saying ‘This is the way Jenny (Jimmy) jumps’. The remainder then copy both the words and the jump.
  During this, the first jumper nominates the next jumper who repeats the words and jumps in a different way.
  Make the action continuous.

Look for
• a variety of jumps.
• springing from ankles and toes.

Variation
• Instead of Jenny or Jimmy, they name and imitate any known sportsperson or an animal.

EXPLORING JUMPING

Activity 50 JUMP JIM CROW

Before the activity
Learn the song or have a tape.
Any suitable space.

During the activity
• Double circle facing partners
  Jump, jump and jump Jim Crow
  Two high slow jumps, followed by three quick jumps
  Take a little twirl and away we go.
  Join two hands with partner and run around on spot.
  Slide, slide and stamp just so.
  All take two side steps to the right to meet a new partner.
  Stamp three times.
  Then we take another partner and we jump, Jim Crow.
  Join both hands with new partner, run around on the spot ending in own place. Jump three times.

Look for
• co-ordinating movements with the song.
• small controlled movements.

Variations
• If changing partners is too difficult keep both hands joined, slide two steps clockwise then the outside circle moves on one – or change the last verse to “then we stop with our partner and we jump Jim Crow”.
**EXPLORING JUMPING**

**ACTIVITY 51 EXPLORING JUMPING FOR DISTANCE**

**BEFORE THE ACTIVITY**
Flat surface.
Footwear recommended.

**DURING THE ACTIVITY**
In a defined area.
- Without touching others – Can you jump......?
  - one foot to the other foot.
  - one foot to the same foot.
  - one foot to two feet.
  - two feet to one foot.
  - two feet to two feet.

**LOOK FOR**
- land lightly – land quietly.
- legs ‘give’ slightly.
- jump high – jump long.

**VARIATIONS**
- Follow the leader in small groups.
- Use skipping ropes/hoops on the ground to jump over.
- Jump forwards, sideways, backwards.
- Individually or in small groups make up a sequence using two or more different jumps.
- How far can you jump with three consecutive jumps – either the same or different jumps.

**JUMPING FOR DISTANCE**

**ACTIVITY 52 SHARK!**

**BEFORE THE ACTIVITY**
Hoops.
Grass or hard area.
Bands or bibs.

**DURING THE ACTIVITY**
- Hoops scattered round defined area.
  One or more children wearing bands/bibs are sharks.
  Children move freely – on signal, ‘shark’ they jump into a hoop (island) to be safe.
  Which shark can catch the most before they get to a hoop?
  Choose new sharks.

**LOOK FOR**
- jump high to jump long.
- land quietly.

**VARIATIONS**
- Restrict the number on an island.
- Designate the type of jump.
- Increase the number of sharks.
- Move to music and stop this for the shark alert.
JUMPING FOR DISTANCE

Activity 53   JUMPING SQUARE

Before the Activity
Square or squares on suitable surface.

During the Activity
- Children stand evenly spaced on the four sides of a square.
  Two opposite sides numbered 1, and the other sides 2. A child calls 1 or 2 and all children on these two lines jump across to the opposite line without touching anyone. When the child calls 3, all sides jump to the opposite side without touching.

Look For
- balance.
- look ahead.

Variation
- Make a large dice with 1, 2 and 3 on opposite sides. Throw this and call the numbers.

JUMPING FOR DISTANCE

Activity 54   HOPSCOTCH

Before the Activity
Chalk, tokens such as stones or sticks.
Hopscotch grids.

During the Activity
- Small groups or pairs.
  Start outside square one and throw a token into it. Stand on one leg, bend down and pick up the token.
  Throw it into the second square.
  Hop into the first square, pick up the token, then hop back to the start.
  Throw into the third square and continue. The child has to hop in the single squares and jump with a foot in each of the double squares. As the throw gets further away the child performs a sequenced movement pattern of hopping and jumping to retrieve the token. When a mistake is made by not landing the token in the correct square or not hopping or jumping correctly in the squares, the next player has a turn.

Look For
- balance.
- cushioned landings.

Variations
- Hop with hands behind your back, on top of head, on hips, in various other positions.
- In pairs one starts from each end.
**JUMPING FOR DISTANCE**

**Activity 55 Hop to It**

**Before the Activity**
Flat surface.
Suitable landmarks about 5-10 metres apart.

**During the Activity**
- Children at a starting point. They hop to called landmarks – jungle gym, goal post, steps, sandpit etc.
- Change the call at any time.

**Look For**
- hop lightly.
- use arms to assist lift.
- hop tall.
- keeping distances short.

**Variations**
- Use different jumps.
- Run to the called mark and hop around it.

**JUMPING FOR DISTANCE**

**Activity 56 Jump Your Own Height**

**Before the Activity**
Chalk or small markers.

**During the Activity**
- Measure your height on the ground using a marker. See if you can jump in different ways and reach your height.
- Which is the easiest way to do this?

**Look For**
- short run up.
- land lightly – land quietly.
- balance.

**Variation**
- Take your best jump and find out whose height it is.
**JUMPING FOR HEIGHT**

**ACTIVITY 57 **EXPLORING JUMPS FOR HEIGHT**

**BEFORE THE ACTIVITY**
Flat smooth surface.

**DURING THE ACTIVITY**
- Children spread out in a defined area.
  Explore jumping for height by giving them the following ideas.
  Slow or fast jumps/leaps for height:
  - one foot take-off, land on two.
  - two feet take-off, land on two.
  - run, on signal jump high and land on two feet.
  - jump over lines, ropes, spaces, low obstacles.

**LOOK FOR**
- extension of hips, knees, ankles.
- flat foot take-offs.
- land lightly, softly.
- legs ‘give’.
- cushioning sensation of ankles, knees, hips.

**VARIATIONS**
- Eyes open/closed. Jumps as above.
- Make up your own ‘jump sentence’.

**JUMPING FOR HEIGHT**

**ACTIVITY 58 **HOOP JUMP**

**BEFORE THE ACTIVITY**
One hoop per pair.
Well-grassed area or indoor space.

**DURING THE ACTIVITY**
- Pairs spread out with a hoop.
  One child places the hoop on the ground and the partner jumps into the hoop and then out. The hoop is raised slightly for each successive jump until the partner touches the hoop or thinks they cannot jump over it.
  Change over.
  Hold hoops with a wide grip, using both hands.

**LOOK FOR**
- using arms to assist jump.
- head high.
- keeping hoop steady.

**VARIATIONS**
- Try different jumps. Jump backwards, sideways, off one foot. Land on one foot/two feet.
- Hold the hoop overhead.
  The jumper tries to jump up and touch the hoop.
- Place hoops in a line or a formation (square, weaving line, triangle etc) close together, at different heights.
**Locomotion activities**

**jumping**

**JUMPING FOR HEIGHT**

**Activity 59  JUMPING OVER LOW OBSTACLES/ROPES**

**BEFORE THE ACTIVITY**
Crash pad or padded platform.
Cones, ropes.

**DURING THE ACTIVITY**
• Walk two steps, hop onto ‘high’ platform.
• Walk two steps, jump one foot to two feet onto pad.

• Use scissor action over a low cane or rope at mid-calf level.
• Jump scissor action over several low canes or ropes in a row.
• Increase heights gradually.
  For hesitant children, hold hands as they attempt to jump.

**LOOK FOR**
• upright trunk.
• land ‘tall’.
• practise from both sides.
• leg closest to obstacle swings up and forward first.
• keep head upright.

**JUMPING FOR HEIGHT**

**Activity 60  JUMPING ON AND OFF BENCHES**

**BEFORE THE ACTIVITY**
Benches or other stable low platforms.

**DURING THE ACTIVITY**
• Benches in circuit.
  Children in waves of three or four.
• Leap up and onto bench, two feet take-off and two feet landing.
• Leap onto bench, one foot take-off.
• Leap off bench, two feet landing.

**LOOK FOR**
• secure, stable benches.
• ‘give’ on landing.
• both feet land together.
• swing arms upward on jump.

**VARIATIONS**
• Follow the leader in small groups. Leader nominates jump.
• Turn some benches lengthwise.
• Allow those with the ability to jump right over the bench.
**Locomotion activities**  

**Jumping**

**Activity 61 High Tide**

**Before the Activity**
- Ropes.
- Grass or hard area.

**During the Activity**
- Ropes held by several pairs in a circle, remainder move around circle in pairs jumping ropes. On the call “The sea is flowing”, ropes are moved gently from side to side.
  - “The sea is low”, ropes are low.
  - “The sea is high”, ropes are higher.
  - “The sea is rough”, ropes are held to stop the next pair who take over the rope.

**Look for**
- balanced approach and landing.
- height in jumping.
- soft landings.

**Activity 62 Jumping Circuit**

**Before the Activity**
- Markers, chairs, broom handles, softball bases, benches, crash mats, hoops or drawn circles, low stage or platform.
- A level well-grassed space, indoor space.

**During the Activity**
- Using the above equipment ideas or those of your own, set up jumping stations. The children jump for height over, onto or across the pieces of equipment. Work in pairs and spend approximately two – three minutes at each station.
  - Vary take-offs and landings from one foot to other, one foot to same, one foot to both, twist in mid-air. If obstacles are long enough, more than one child can clear the same obstacle at the same time.

**Look for**
- height in jumping.
- soft landings.
- clear space for landing.

**Variations**
- Follow the leader around.
- Jump to touch objects held overhead by partner.
- Children move freely making their own circuit.
**JUMPING TO RHYTHMS AND IN PATTERNS**

**ACTIVITY 63 EXPLORING JUMPING IN PATTERNS AND RHYTHMS**

**BEFORE THE ACTIVITY**
Flat surface.
Drum or other rhythm instrument.
Music.

**DURING THE ACTIVITY**
- In free formation children jump a given pattern, eg. jump forwards, sideways, backwards.
- In pairs combine the pattern.
- Repeat the pattern to a beaten rhythm.
- Make up own pattern using jumps, forwards, sideways, backwards.
- Move into pairs and combine patterns.
- In groups of three make up a jumping pattern to own rhythm.
- Using the same pattern change the type of jump/s.
- Jump a floor pattern – geometric shapes, letters, numbers, names etc.
- Compose a jumping sequence to music with a suitable beat.

**LOOK FOR**
- land quietly and lightly.

**VARIATIONS**
- Change the speed, the type of jump, the patterns (rhythmical and floor), the rhythm instruments.

**SPRINGING**

**ACTIVITY 64 “FEEL THE SPRING”**

**BEFORE THE ACTIVITY**
Firm, even surface – grass, floor etc. preferably not concrete.

**DURING THE ACTIVITY**
- Children spread out.
  As a group, children spring upwards on the spot three to five times without stopping, counting the springs out loud.

**LOOK FOR**
- spring from ankles and feet with only slight knee flexion.
- counting on the upward part of movement, not the landing.
- body tight.

**VARIATIONS**
- Spring on a line. On signal run to a new line and spring.
- Try to spring in unison with a partner – on signal find another partner.
**SPRINGING**

**ACTIVITY 65 SPRING WITH LOCOMOTION**

**BEFORE THE ACTIVITY**
Firm, even surface.
Children in lines or grid position.

**DURING THE ACTIVITY**
Who Can ...?
- spring forward across the floor.
- spring forward two, back one.
- spring in a square – forward/side/back/side.
- run forward four steps, spring forward/spring back.
- spring on one foot only.
- make up other movement patterns using different directions, two feet, one foot, half and full turns.
- form a chain (congo line) to spring in unison.
- make up a springing ‘dance’ in groups of three.

**LOOK FOR**
- springing from the ankles and feet.
- tight body throughout.
- only slight knee flexion.
- landing on balls of feet.

**SPRINGING**

**ACTIVITY 66 SPRING FROM HANDS AND FEET**

**BEFORE THE ACTIVITY**
Firm, even mats or grass.

**DURING THE ACTIVITY**
- In kneeling or press-up position spring off hands two – three times. Spring off wall, padded bench or box top. Keep back and arms straight.
- In lines or spread out, spring from hands and feet.
- rabbits (pattern hands from feet).
- crickets (pattern: hands and feet simultaneously).
- run on hands, spring from:
- run on feet, spring from hair
- gallop on hands and feet.
- gallop on hands, spring fro (reverse).

**LOOK FOR**
- tight body throughout.
- hands flat, turned inward slightly.
- slowly first until co-ordination is learned.
- everyone moving in same direction to avoid collisions.
**SPRINGING**

**ACTIVITY 67  SPRING CIRCUIT**

**BEFORE THE ACTIVITY**
Stable “obstacles” of varied heights eg. beatboards, low boxes, benches, foam squares, elastic, flexicord, hoops.

**DURING THE ACTIVITY**
- Make a circuit of several different obstacles.
  Children spring up, down, over, around, in and out of the obstacles across the floor.
- Vary the circuit.
- Reverse direction.
- With a partner (to assist if necessary).
- Spring from hands and feet through circuit.

**LOOK FOR**
- alternating rest and short work intervals.
- explosive action rather than jump and land.

**SPRINGING**

**ACTIVITY 68  RHYTHMIC SPRINGING**

**BEFORE THE ACTIVITY**
Boxes about mid thigh height and/or beams and/or stage.
Music – brisk skipping speed – 4:4 rhythm.

**DURING THE ACTIVITY**
- Children run four beats, then place hands on box top or beam (etc) and spring off feet for four beats
  – legs straight
  – legs side to side with each beat

**LOOK FOR**
- fast action, through feet.
- feeling and keeping to the beat.

**VARIATION**
- Skipping, on signal skip to a piece of equipment and spring four beats as above, then skip freely again.
SKIPPING

ACTIVITY 69 EXPLORING SKIPPING

BEFORE THE ACTIVITY
Rhythm instrument.
Skipping music.
Suitable surface.

DURING THE ACTIVITY
• In defined area children respond to teachers questions – ‘Can you skip ....?’ or ‘Who can skip ....?’
• forwards.
• in straight/curved/zig zag lines.
• in geometric shapes.
• along lines.
• quickly/slowly/varying speed.
• up high/down low.
• backwards/sideways.
• to the beaten rhythm.
• lightly/heavily.
• in (three) different ways.
• following/beside a partner.
• to the music.
• happily/angrily/sadly.
• tightly/loosely.
• with big arm movements.
• your own little dance alone/with a partner.

LOOK FOR
• fun, creativity, innovation.
• children’s own suggestions.
**SKIPPING**

**ACTIVITY 70  FROST AND THAW**

**BEFORE THE ACTIVITY**
Grass or hard surface.
Two different coloured bibs or bands.

**DURING THE ACTIVITY**
- Spread out in a defined area.
  - One or more players are ‘Frost’ and wear a bib of one colour.
  - The same number are ‘Thaw’ with a bib of the other colour.
  - ‘Frost’ tries to tag the other players who must freeze on the spot. ‘Thaw’
  can tag these players to free them to rejoin the game.
  - All movement is skipping.

**LOOK FOR**
- light long skips.
- using arms to help.

**VARIATIONS**
- Allow anyone to thaw those frozen.
- When a player is frozen they stand with feet apart and are freed by a free player
crawling between their legs. (Stuck in the mud).

**Note** For some this is culturally unacceptable.

**SKIPPING**

**ACTIVITY 71  COUPLE TAG**

**BEFORE THE ACTIVITY**
Hall, grass, hard surface.

**DURING THE ACTIVITY**
- In a defined area three couples with inside hands joined are the taggers.
  - Everyone skips. Taggers keep hands joined and chase the free players. If
tagged, the free player replaces the one who tagged. Continue for several
minutes.

**LOOK FOR**
- partners working together.

**VARIATION**
- Vary the number of taggers depending on size of class.
**SKIPPING**

**Activity 72 Blob Tag**

**Before the Activity**
Hall, grass, hard surface.

**During the Activity**
- One pair join hands and are the taggers. Everyone skips.
  Keeping hands joined taggers try to tag free players with their free hands.
  When a free player is tagged they join the pair which becomes a threesome or a ‘Blob of Three’.
  The three continue to chase and when a fourth person is tagged they break into two Blobs of Two and both Blobs continue to chase and tag. The game is completed when everyone is in a Blob.

**Look For**
- control and safety.
- working in unison.

**Variation**
- Keep the ‘Blob of Four’ until a fifth person is tagged then have the Blob break down to a three and a two.

**SKIPPING**

**Activity 73 Poison Circle**

**Before the Activity**
Rhythm instrument.
Grass, hard or indoor area.

**During the Activity**
- Spread out within a marked circle.
  Children skip and pretend everyone else in the circle is poison. If another person touches you, you are poison too and must skip with one hand behind your back. If touched a second time the other hand is put behind your back.
  Begin by skipping slowly, then at progressively faster speeds.

**Look For**
- light, quiet skips.
- rhythm.

**Variations**
- Change the circle size to make the game easier or more difficult.
- Skip to music.
**SKIPPING WITH ROPEs**

**ACTIVITY 74 LEARNING TO SKIP WITH A ROPE**

**BEFORE THE ACTIVITY**
Smooth surface.
Rope for each person.

**DURING THE ACTIVITY**
- Spaced in a defined area.
- Holding a rope in half, circle it overhead like a helicopter – left and right hands.
- Circle the rope on either side – standing still/running.
- Circle and move it from overhead, to front, to side – standing still and moving.
- Skipping, jumping feet together.
- As above moving forward.
- Skipping, running step on the spot.
- As above moving.
- Skipping facing a partner.
- Skipping beside a partner.
- Skipping one in front of the other.
- Skipping, one following the other.
- Skipping in small groups.
- Using the basic jump – on the spot for a set number of jumps or for a given time.
- Jump back and forwards over a stationary or gently swung rope.
- On the spot varying the speed.
- Skip turning the rope backwards, varying as above.
- Move forward, backward or sideways varying as above.
- Make up a sequence and keep repeating it.
- Running steps with knees up, heels up or hopping on alternate feet use any suitable activities under the basic jump.
- Skipping with a partner – one rope – activities as above, turning the rope forwards or backwards.

**LOOK FOR**
- relaxed rope swing.
- jumping tall.
- jump quietly and lightly.
- time for individuals to work at their own speed.
- ropes of correct length – stand on the rope and hold arms straight out and at waist level. Adjust rope and grip at this length.

**VARIATION**
- Use music for timing and motivation.
**SKIPPING WITH ROPE**

**Activity 75 ROPE SKIPPING ON THE MOVE**

**Before the Activity**
One rope per child – cones or markers to show the boundary.
Extensive hard surface, eg. netball court size, short grass.

**During the Activity**
- Children in lines of about six lined up across the width of the area being used, all facing the direction of travel.
  - First line skips to the end of the area. Each line follows as children get to the end they jog back around the sides of the area and line up again.
  - If the area is very large the children may be able to freely move rather than in the lines described above.

  - **Running step one** – a running leg action with one turn of the rope for every step. Left over rope – turn-right over rope-turn etc.
  - **Running step two** – running leg action but both feet step for each turn. The run is like a leap. Left, right over rope – turn – left, right over rope – turn etc or right, left over rope – turn etc.

**Look for**
- spacing for safety.
- rhythm.
- light, quiet skips.

**Variations**
- skip lifting knees high in front.
- skip kicking legs behind.
- follow the leader.

**Activity 76 LONG ROPE SKIPPING**

**Before the Activity**
Long ropes.
Suitable surface.

**During the Activity**
- In groups of three or four, two holding the rope:
  - Jump from side to side of a low stationary rope.
  - Rock the Rope:
    - Swing the rope from side to side.
    - Jump over the rope with feet together then jump back – flick rope over and jump with two feet or left, right.

  - In a turning rope can you:
    - jump (two feet).
    - run.
    - hop.
    - call in a friend, step, turn and run out.
  - One at a time run in, perform one skip and run out as the rope is turned. Increase the number of skips.
• **Alphabet Word Game:**
  Using a long rope child jumps in and begin jumping, everyone begins saying the alphabet, after each letter, the jumper names a word beginning with that letter, eg.
  A (jump)
  Apple (jump)
  B (jump)
  Banana (jump)

• **Bean Bag Jump:**
  Child jumps in with a bean bag, drops and picks up the bag without missing a beat. Try a large ball.

• **Calling In:**
  Child runs in and jumps once. Next child runs in, they both jump together then the first child exits as the third runs in etc.

• **Chase the Fox:**
  The leader runs in and performs an action and the rest follow, eg.
  – touching ground.
  – bending.
  – turning.

• **Red Hot Pepper:**
  Each child jumps ten ‘pepper’ (fast).

**LOOK FOR:**
- keeping on toes.
- rhythmical rope turning.

**VARIATIONS:**
- Vary the turning speed.
- Increase the number of activities in the middle.
- Change rope turners without stopping.
- Add music.

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**SKIPPING WITH ROPES**

**ACTIVITY 77 JUMPING IN WATER**

**BEFORE THE ACTIVITY**
- In pairs, threes and fours, jump across shallow pool.

**LOOK FOR**
- land both feet together.
- keep together in line.
- Jump individually around geometric shapes, circles, large squares.

Jump both forwards and backward with feet together.

**LOOK FOR**
- arm and hand movements for balance.
- Hop on one foot in stationary position, then move in free space.

Hop in formations, pairs or groups.

**LOOK FOR**
- body lean forward, rowing action with arms.
- hopping tall.
- introduce evasion by changing direction to change places with partner.
- Jump along a pool lane marker landing alternately on the left and right of the line.

**LOOK FOR**
- a double foot take off and double foot landing.
KiwiSport
Fundamental Skills

BODY MANAGEMENT ACTIVITIES
• ROTATION • SWINGING •
**Rotation**

The aim of KiwiSport Fundamental Skills is to develop basic sports skills through simple, enjoyable play activities.

This section contains those which are pertinent to rotation. They are grouped for:

- Exploring rotation
- Turning and rotating around the long axis
- Forward and backward rotation.
- Exploring sideways rotation.
- Rotation with equipment.

**The activities are generally arranged from the simplest to the most complex.**

The activities have been selected with schools specifically in mind but an input of professional skill and judgement is needed to ensure lively and relevant programmes. Decisions will need to be made on when and how the activities are used and what modifications are needed to match age and ability.

The activities also fill a need outside class programmes. They are useful for children’s learning and play at any time – lunch time, after school, sports training, holiday programmes and at home.

Parents and others who play with children in informal situations should find the ideas particularly helpful.
**EXPLORING ROTATION**

**ACTIVITY 109 ROTATING THE BODY AND BODY PARTS**

**BEFORE THE ACTIVITY**
Grass or floor, music.

**DURING THE ACTIVITY**
Children spaced freely in a defined area are guided through exploration by asking:
- ‘Who can? – or ‘Can you? – rotate/turn/circle:
  - one arm/other arm/both arms.
  - wrists/ankles, leg.
  - whole body/upper body.
- Explore space
  - in front/behind/at the side.
  - up high/down low.
  - forwards/backwards/sideways/changing direction.
  - on the spot/moving.
- Explore speed
  - fast/slow.
  - increasing/decreasing.
- Explore energy
  - strongly/weakly/gently.
  - smoothly/jerkily.
  - tightly/relaxed.
- Explore body shapes and positions
  - tall/small/bunched.
  - wide/thin.
  - standing/sitting/kneeling/lying.

**VARIATIONS**
- Add music.
- ‘Can you’? – or ‘Who can’? turn/spin/rotate like a – ‘merry go round/top/rolling log/drill/clothes line etc.

**LOOK FOR**
- care in rotating joints NO hinge type, eg. knee.
- having fun.

**EXPLORING ROTATION**

**ACTIVITY 110 FALLING LEAVES**

**BEFORE THE ACTIVITY**
Wooden floor, grass.

**DURING THE ACTIVITY**
- In free formation in a defined area.
  Turn like a leaf blowing:
  - in a gentle wind which changes direction.
  - on a windy day.
  - in a cyclone.
  - in a gusty wind.
  - in a whirlwind.

**LOOK FOR**
- changing energy output.
- rotation around different axes.
TURNING AND ROTATING AROUND THE LONG AXIS

ACTIVITY 111 CAN YOU BE

BEFORE THE ACTIVITY
Grass, floor or hard area.

DURING THE ACTIVITY
• In free formation children are given the problem ‘Can you be like . . . ?
  and turn a quarter/half/three quarter/full turn/several turns’, eg.
  – a screwdriver turning a screw.
  – a revolving clothesline.
  – a revolving door.
  – a washing machine.
  – a merry-go-round.
  – a post-hole borer.
  – a helicopter rotor.

LOOK FOR
• change of focal point.
• balance.

VARIATIONS
• Turn in either or both directions.
• Child turns, others guess then copy.

ACTIVITY 112 MUSICAL TURNS

BEFORE THE ACTIVITY
Hoops, music.

DURING THE ACTIVITY
• One or two less hoops than the number of children are scattered in a
defined area.
  Children run freely around the hoops. When the music stops the children
jump into the hoops and do a 90°, 180°, 270° turn according to what is
called out, then proceed to run around the hoops. Only one person is
allowed in each hoop at one time. Each time a hoop is removed. Those
who cannot get into a hoop move to the outside of the area. They
continue to run and turn as called but stay outside the area.

LOOK FOR
• turning tall.
• change of focal point. Look to side 90°, 180°, 270°.
**TURNING AND ROTATING AROUND THE LONG AXIS**

**ACTIVITY 113  ROTATING on VARIOUS BODY PARTS**

**BEFORE THE ACTIVITY**
Wooden or vinyl floor.

**DURING THE ACTIVITY**
- Freely spaced.
  Rotate/spin around on:
  - your bottom (hands/no hands).
  - your stomach.
  - your back.
  - tall like a flag pole.

What effect does extending/moving your legs out have?
What happens when you tuck/hold your body in close?
Reduce friction/surface area to enhance speed of rotation.

**LOOK FOR**
- change of focus.
- balance.

**TURNING AND ROTATING AROUND THE LONG AXIS**

**ACTIVITY 114  INS and OUTS**

**BEFORE THE ACTIVITY**
Grass, floor.

**DURING THE ACTIVITY**
- In free formation in a defined area teacher calls:
  ‘Out’: Stand and turn with your hands out like a clothes line.
  ‘In’ – Bring your hands in and spin like a ballet dancer. The teacher may call, ’in – in – out – in’. Those who make a mistake move to the side of the area but continue the activity.

**LOOK FOR**
- increase the circumference to slow down, reduce the circumference to speed up.
- focus on a stationary point or object to help balance.
**TURNING AND ROTATING AROUND THE LONG AXIS**

**ACTIVITY 115 CLOTHESLINE**

**BEFORE THE ACTIVITY**
Grass, floor or hard area.

**DURING THE ACTIVITY**
- Partners facing with two handed wrist grip.
  - Turn like a revolving clothesline:
    - on a mild/quiet day.
    - on a windy day.
    - on a gusty day.
    - with a heavy load of washing.

**LOOK FOR**
- firm wrist grip, body tension.

**VARIATION**
- Change the direction of spinning.

**ACTIVITY 116 BUMPER CARS**

**BEFORE THE ACTIVITY**
Grass, floor or hard area.

**DURING THE ACTIVITY**
- Children in pairs standing side by side. Join hands together in front. Move freely around the marked area. To prevent bumping into another pair the couples pivot turn and run in another direction when they meet.

**LOOK FOR**
- quick pivot turn on the balls of the feet, $\frac{1}{4} - \frac{1}{2}$ turn only.
**TURNING AND ROTATING AROUND THE LONG AXIS**

**ACTIVITY 117 LOG ROLLS**

**BEFORE THE ACTIVITY**
Wooden floor, grass.

- Spaced freely.
  Individually or with a partner roll with long stiff bodies:
  - one way then the other.
  - uphill/downhill.
  - slowly/quickly.
  - under a rope or beam.
  - along a line.

**LOOK FOR**
- maintaining a long body position.

**VARIATION**
- In small groups make up a rolling pattern.

**TURNING AND ROTATING AROUND THE LONG AXIS**

**ACTIVITY 118 CONVEYOR BELT**

**BEFORE THE ACTIVITY**
Grass or tumbling mats.

**DURING THE ACTIVITY**
- Four or five children lie side by side and shoulder to shoulder to form the conveyor belt. One person lies on their back across the conveyor belt. On signal all children in the conveyor belt rotate in the same direction, moving the top child along the conveyor belt.

**LOOK FOR**
- conveyor belt staying close together.

**VARIATION**
- Add more children to the conveyor belt and as the child being conveyed passes they quickly get up and add themselves to the front of the belt.
  
  How far can they travel and keep the child on the belt.
FORWARD AND BACKWARD ROTATION

ACTIVITY 119 ROCKING FORWARDS AND BACKWARDS

BEFORE THE ACTIVITY
Grass or padded surface.

DURING THE ACTIVITY
Freely spaced with room to move.
• From sitting, rock:
  – forward and back.
  – shoulders to feet to shoulders.
  – from back to one foot.
  – to stand.
• What shapes can you make as you rock forward and back?

LOOK FOR
• slightly curved back to protect spine.

FORWARD AND BACKWARD ROTATION

ACTIVITY 120 ROLLING FORWARDS DOWN A SLOPE

BEFORE THE ACTIVITY
Grass or padded surface.
Beat board, mats, crash pads, high box, a slope.

DURING THE ACTIVITY
• Freely spaced on a slope or at the top of a ramp with room to move.
  Hands flat, fingers spread and forwards. Weight is initially supported on arms. From a straddle stand bend knees, look between legs, lower forwards, straighten legs and roll.
  – Roll to sit.
  – Roll to one knee – stand.
  – Roll to feet together stand.
  – Roll to squat.
  – Roll to straddle stand.
• Repeat starting from feet together.
  Hands flat shoulder width apart.
  Fingers spread pointing forwards.
  Knees tightly together and slightly bent.
  Head in neutral position.

LOOK FOR
• extended body rather than tuck.
• land quietly.
• slow controlled movement.
• back of head and shoulders contact with the mat.

VARIATIONS
• On level surface.
• Rolling onto crash pads.
• Forward roll on box top.
**FORWARD AND BACKWARD ROTATION**

**Activity 121 ROLLING BACKWARD DOWN A SLOPE**

**Before the Activity**
Slope, beat board, crash pads, mats, wedged mat.

**During the Activity**
From sitting on top of slope, roll backwards with hands cupping the back of the head. Roll backwards to:
- kneeling.
- both feet to stand.
- one knee.
- straddle to stand.

Progressions:
- Start from squat.
- Start from standing.
- Start from a straddle.
- Roll back to lunge position.
- Make a sequence of straddle and feet together.
- Place hands back on the mat beside the ears instead of cupping the head.

**Look for**
- slow controlled action.
- a folding and unfolding action.

**Variations**
- Roll on a flat surface.
- Along a box top.
- Onto a crash pad.

**Exploring Sideways Rotation**

**Activity 122 ROCKING FROM SIDE TO SIDE**

**Before the Activity**
Grass or padded surface.
Cylinders less than length of children’s legs in diameter or rolled mat.
Learn to fall sideways.

**During the Activity**
- Freely spaced, standing feet astride, arms sideways rock from side to side.
- Sitting feet together and cross legged, hold feet and tilt from side to side – then rock.
- Extend to rock from one side to the other coming up into sitting position.
- Sit astride a cylinder or rolled mat – rock from side to side. How long can you stay on?

**Look for**
- controlled movement.
- carrying head in ‘neutral’ position.
**Rotation with Equipment**

**Activity 123 Exploring Rotation with Equipment**

**Before the Activity**
Poi/ribbon balls/tennis ball in a stocking, hoops, music.

**During the Activity**
Free spacing with a chosen piece of equipment.
- Explore rotation of equipment:
  - Exploration and experimentation can be teacher suggested, peer led, individual.
- Vary tempos.
- Vary positioning of body, e.g. lying down, sitting, kneeling, standing.
- Use one piece of equipment – left and right hands.
- Use two pieces of equipment and both hands simultaneously if possible.
- Add music, locomotion.
- With one piece of equipment explore movement in two different directions and at two different heights.
- Make big circles in the air, small circles, figure eights.
- Be a helicopter, sidewinder, katherine wheel, vary the plane of rotation. Individually or in small groups make up a short sequence of movements.
- Wrist action for small, fast movements.
- Arm action for large, slower movements.
- Loose grip to allow easy rotation.
- A swivel hook can assist rotation and prevent tangling.

**Look For**
- Give directional instructions in Maori.
  - Teki mua – in front.
  - Ki muri – behind.
  - Ki raro – below.
  - Ki runga – above.
- Make up a short sequence or pattern and teach it to someone else.
- Learn poi dances.

**Variations**
- Make up a short sequence or pattern and teach it to someone else.
- Learn poi dances.
SWINGING

The aim of KiwiSport Fundamental Skills is to develop basic sports skills through simple, enjoyable play activities.

This section contains those which are pertinent to swinging. They are generally arranged in order from the simplest to the most complex.

The activities have been selected with schools specifically in mind but an input of professional skill and judgement is needed to ensure lively and relevant programmes. Decisions will need to be made on when and how the activities are used and what modifications are needed to match age and ability.

The activities also fill a need outside class programmes. They are useful for children’s learning and play at any time – lunch time, after school, sports training, holiday programmes and at home.

Parents and others who play with children in informal situations should find the ideas particularly helpful.
SWINGING BODY PARTS

ACTIVITY 124 EXPLORING SWINGING BODY PARTS

BEFORE THE ACTIVITY
Grass or floor.
Suitable music.

DURING THE ACTIVITY
Spread out in defined area.
Explore swinging.
• What parts of your body can you swing?
• Can you swing ...
  – side to side.
  – backwards and forwards.
  – in circles and figures of eight.
• Who can swing ...
  – high/medium/low.
• Can you swing ...
  – fast/slow/increasing in speed/decreasing.
• Who can make different shapes or patterns with their swing?
• Show me an animal that swings.
• What can you swing when kneeling, lying, sitting?
• Show me how you can swing to this music.

• Join one hand with a partner and see how many ways you can swing them.
• How else can you swing in pairs?
  Try ‘Wash the dishes’.
• Who can make up a swinging sequence?

LOOK FOR
• relaxed swings.
• rhythmical movements.
**SWINGING ON EQUIPMENT**

**ACTIVITY 125  EXPLORING SWINGING ON EQUIPMENT**

**BEFORE THE ACTIVITY**
Bars/ropes/playground equipment, desks.
Safety mats.
Arm, shoulder and hand warm up.
Safety procedures established.

**DURING THE ACTIVITY**
Small groups at each piece of equipment.
Safety mats beneath equipment.
- Swing between two desks.
  - on forearms first, then from hands.
  - Long swing from horizontal bar.
  - Keep bars at chest height. It is better to bend knees than take chances.

- Vary body shape (ie, ![image of varied body shapes])
  - Swing to cross an obstacle or reach a set boundary – cross a ‘river’.
  - If you have a maypole use it to explore running and swinging.

- Long swing from one or two ropes.
  - Run and swing to land.

**LOOK FOR**
- toe, ball, heel, bent knee landings.
- soft surfaces below equipment.
- sufficient strength to take the body weight.
- spotting where needed.
- constant hand grasp in all inverted positions – no letting go or regrasping while inverted.
TEACHERS’ CODE OF BEHAVIOUR

The following is a suggested code of behaviour for those teachers who support the aims of the KiwiSport programme.

- Encourage children to develop basic skills in a variety of sports and discourage over-specialisation in one sport or in one playing position.
- Create opportunities to teach appropriate sports behaviour as well as basic skills.
- Ensure that both skill improvement and appropriate sports behaviour are rewarded by positive statements and reflected in extrinsic rewards if appropriate.
- Ensure that skill learning and free play activities have priority over highly structured competitions for young children in primary school.
- Prepare children for class, house and school competitions by first providing instruction in the basic sports skills.
- Make children aware of the physical fitness values of sports and their life-long recreational value.
- Make a personal commitment to keep yourself informed of sound coaching principles and the principles of physical growth and development.
- Help children understand the fundamental differences between the games they play and professional sport.
- Help children understand the responsibilities and implications of their freedom to choose between fair and unfair play.
KiwiSport
Fundamental Skills

BODY MANAGEMENT ACTIVITIES

• LANDING • PUSHING & PULLING •
**LANDING**

The aim of *KiwiSport Fundamental Skills* is to develop basic sports skills through simple, enjoyable play activities.

This section contains those which are pertinent to landing. They are grouped for:

- Landing on various body parts
- Landing in water

The activities are generally arranged from the simplest to the most complex.

The activities have been selected with schools specifically in mind but an input of professional skill and judgement is needed to ensure lively and relevant programmes. Decisions will need to be made on when and how the activities are used and what modifications are needed to match age and ability.

The activities also fill a need outside class programmes. They are useful for children’s learning and play at any time – lunch time, after school, sports training, holiday programmes and at home.

Parents and others who play with children in informal situations should find the ideas particularly helpful.
**LANDING ON VARIOUS BODY PARTS**

**Activity 95 LANDING ON THE FEET**

**Before the Activity**
Variety of landing surfaces, eg, grass, sand, tar seal, wooden floor, mats, carpet.

**During the Activity**
- Children freely spaced, progress from standing to walking to running.
- Jump to stand still. What shapes can you make in the air? (geometric, animal, creative). How quietly can you land? Close your eyes. Can you still land and stand still?
- Move round a circuit and jump from different objects. Jump into non-slipping targets (hoops, carpet squares etc.)
- Sharks & Islands – Children move continuously among an assortment of equipment, climb onto it and jump off to land and stand still – played as tag or musical islands (co-operative islands).
- Change direction of jump to land. Jump forward, back, sideways. Over lines on floor or elastic or flexi cord.
- Jog, run, skip, gallop, hop etc. and on signal jump to land and stand still. The same to a given count, eg, eight runs-jump-land.
- Using the above make up a movement pattern to music or a rhythm.
- Maori haka activities.

**Look for**
- safe landing techniques.
- toe/ball/heel sequence.
- knees bend slightly after heels touch.
- back straight.
- head neutral position.

**Activity 96 LANDING ON HANDS – FALLING FORWARD**

**Before the Activity**
Variety of landing surfaces.

**During the Activity**
Children freely spaced.
- From kneeling put fingertips on the ground then by pressing down ‘squeeze’ the water out of an imaginary sponge.
- From crouch fall forward – can you stop before your stomach touches? Try it:
  - onto varied landing surfaces.
  - over elastic or flexi cord.
- From standing fall forward like:
  - a tree.
  - dominoes (group).
  - a wave at the beach etc.
- With locomotion – ‘Timber Tag’. In a defined area several ‘its’ tag others, who must fall forward while calling ‘Timber’. The tagged player becomes the new “it”.

**Look for**
- fingers, palms, heels, then elbows bend.
- fingers slightly inward, hands flat.
- back straight.
**LANDING ON VARIOUS BODY PARTS**

**ACTIVITY 97 LANDING ON HANDS – FALLING BACKWARDS**

**BEFORE THE ACTIVITY**
Variety of landing surfaces.

**DURING THE ACTIVITY**
Children freely spaced.
- Rocking backward from sitting, arms take weight.
- From crouch, stand, fall backwards and land.
- Jump backward over a line or out of a hoop – crouch, fall backward, land.
- Jump backward off low equipment, crouch, fall backward, land.

**LOOK FOR**
- padded or soft surface to start with.
- assisting those with fear of falling backwards.
- fingers face same way as toes.
- hands break the fall, then bottom, back and shoulders touch.
- legs high to avoid hitting nose.

**ACTIVITY 98 LANDING ON HANDS – FALLING SIDEWAYS**

**BEFORE THE ACTIVITY**
Variety of landing surfaces.

**DURING THE ACTIVITY**
Children freely spaced.
From kneeling, fall sideways to rock onto arm, side, shoulder.
- Try both directions.
- Fall down a slope – roll sideways.
- Moving – fall and roll sideways – stand and keep going.
- Shake hands in front support – pull partner off balance.

**LOOK FOR**
- arm stays straight.
- hand faces inward toward body.
- surface even and soft.
**LANDING ON VARIOUS BODY PARTS**

**ACTIVITY 99 FALLING FORWARDS AT SPEED**

**BEFORE THE ACTIVITY**
Slope or ramps.
Firm mats or other suitable surface.

**DURING THE ACTIVITY**
Forward shoulder roll.

- Roll forward down a slope – look sideways.
- Roll from one side of a line, diagonally forward to other side.
- Diagonally over elastic.
- Chess board rolling.

Roll from one square (or circle) diagonally forward to the next.

**LOOK FOR**
- body extended and low.
- hand flat, turned inward.
- lower arm – upper arm – shoulder – back – feet.
- slowly first, then increase speed.

**LANDING ON VARIOUS BODY PARTS**

**Activity 100 FALLING BACKWARDS AT SPEED**

**BEFORE THE ACTIVITY**
Firm mats, large balls, slopes or ramps.

**DURING THE ACTIVITY**
- Backward shoulder roll.

Fall back and shoulder roll down slope.
- Rock the boat – mat on about eight balls, four children swivel mat, two (or three) other children sit on mat – fall off (or out of) boat and backward shoulder roll.

Children can kneel or crouch as well.

**LOOK FOR**
- turn head and look to one side, bring knees to that side close to ears.
- look at knees as they come over.
- arms out like outriggers.
- slowly first, then increase speed.
- landing surfaces safe and even.
LANDING ON VARIOUS BODY PARTS

ACTIVITY 101 BITING THE DUST

BEFORE THE ACTIVITY
Benches, box tops, mats, hoops, ropes, chalk.

DURING THE ACTIVITY
• Equipment and targets scattered over defined area.
  Children move randomly to a pattern, eg. eight runs, fall forward and freeze
  or eight skips, jump to stand still, fall backwards etc.
  Use the equipment targets to fall on/off/over or to land on.
  Add music – Queen ‘Another One Bites The Dust’.

LOOK FOR
• Safety procedures.
  – landing surfaces.
  – awareness of others.
  – correct techniques.
**LANDING IN WATER**

**Activity 102 BEFORE THE ACTIVITY**

In the aquatic environment, landings are termed entries and children should become competent with a range depending on water conditions. Some entries should be restricted to known shallow water, while others are suited to known deep water. Where water depth is unknown, shallow water entries only should be used.

All landings should be with both feet together absorbing contact with toes and the balls of the feet.

**DURING THE ACTIVITY**

Spaced along the side of the pool.

- From a sitting position, enter shallow water facing the poolside.
  
  Place hands beside the body and make a 180° turn.

- From a sitting position, enter shallow water facing away from the poolside.
  
  Use the hands placed beside the body for support.

- From a crouch position, enter shallow water facing the poolside.
  
  Begin facing parallel to poolside and make a 90° turn.

- Use a standing step in entry from the poolside.
  
  Water should be of shoulder depth or deeper and the body compact.

- Use a “fall in” entry
  
  Assume a tuck position hands on top of the head with forearms protecting the face.

**Look for**

- landing on the feet.
- contacting with toes and balls of feet.
- slapping with the arms.
- the usual water safety procedures.
PUSHING AND PULLING

The aim of KiwiSport Fundamental Skills is to develop basic sports skills through simple enjoyable play activities.

This section contains those which are pertinent to pushing and pulling. They are generally arranged from the simplest to the most complex.

The activities have been selected with schools specifically in mind but an input of professional skill and judgement is needed to ensure lively and relevant programmes. Decisions will need to be made on when and how the activities are used and what modifications are needed to match age and ability.

The activities also fill a need outside class programmes. They are useful for children’s learning and play at any time – lunch time, after school, sports training, holiday programmes and at home.

Parents and others who play with children in informal situations should find the ideas particularly helpful.
**PUSHING AND PULLING**

**ACTIVITY 103 EXPLORING PUSHING AND PULLING**

**BEFORE THE ACTIVITY**
Grass, floor, hard surface, large balls.

**DURING THE ACTIVITY**
Freely spaced children.

- A heavy door needs closing:
  - How many ways can you push/pull it ..........?
  - with one hand/foot.
  - with your back.
  - with your bottom.
  - sideways.
  - any other way.
- The ceiling is slowly coming down.
  - Who can push it back with:
    - one hand/foot.
    - back.
    - any other way.
- In pairs one of you is a broken down car.
  - How many ways can you push/pull them off the road?
- In pairs with a large ball or other object. How many ways can you push the ball to each other:
  - facing
  - side on
  - high up/low/medium
  - back to back
  - with the feet
- In pairs with a rope. How many ways can you use the rope to pull each other?

**LOOK FOR**
- strong foot position.
- leaning into push.
- initiating the push with the legs.
- safe rope knotting and placement round the body.
**PUSHING AND PULLING**

**ACTIVITY 104 PUSHING WITH THE ARMS AND HANDS**

**BEFORE THE ACTIVITY**
Benches, large balls.

**DURING THE ACTIVITY**
- Leaning against wall/tree/beam, push to stand erect.
- In front support on stable table/stage edge/bar push to stand.
- With a large ball or other hand equipment – push it in various directions, forward/ backward/ sideways, either hand or both hands.
- Vary size/shape/weight of the balls.
- Vary body position – kneel/lie down/crouch/stand.
- Bunny hops – squat upright between each hop.
- **Knee Push Up**

From kneeling, place hands on floor with straight body. Lower to floor and push back to kneeling.

**LOOK FOR**
- stable foot position.
- push from shoulder down to finger tips.
- hands shoulder width apart, elbows in.

**PUSHING AND PULLING**

**ACTIVITY 105 PUSHING WITH THE LEGS AND FEET**

**BEFORE THE ACTIVITY**
Grass, floor, hard area.

**DURING THE ACTIVITY**
- From standing still – bend knees, then jump to balance in high stance/ upwards/forwards/sideways/backwards.
- From standing still in various positions, run five or six steps, uphill, through sand or water, vary height/stride length/dynamics (run low, long, high, slowly, lightly etc).
- Move like animals.
  - Snakes – lie on backs on slippery surface and push along with the feet.
  - Bunny hops (hands and feet).
  - Elephant – in the mud.
  - Kangaroos.
- Push to change direction while moving.
  - Run, jump and turn (in the air).
  - Zigzag run – slalom course/obstacle course.
  - Run forward – backward – forward.
  - Free running. When you meet someone push off the left (right) foot to pass them.

**LOOK FOR**
- initiating the push with the thighs, then down through the ankles to the toes.
- strong foot position.


**Pushing and Pulling**

**Activity 106 CO-OPERATIVE PUSHING AND PULLING**

**Before the Activity**
Floor, grass, ropes, cardboard, hoops.

**During the Activity**
- **Tow Truck** – place a piece of cardboard or a hoop on the floor. In pairs one stands on this holding the end of a rope. The other takes the other end and tries to slowly pull them off it.
- **Water Ski** – child stands on a sack/old sweatshirt/plastic. Two others pull the child sitting/kneeling/standing. Using a rope. Straight line pulls only.
- **Sawing Logs** – partners face, one foot forward. Hand grasp with elbows high. As one arm is pulled back, the other is extended well forward. Following a number of movements (5-10) feet are changed.
- **Chainsaws**

As for sawing logs but instead of forwards and backwards, hand movements are circular.

- **Back to Back Get Up** – evenly matched pairs stand back to back and link elbows. They push back against each other then lower to half squat and stand up again.

- **See Saws**
  - Children in pairs.
  - Even sizes.
  - Free spacing.
  - Children face each other and hold hands. One child stands while the other crouches down. The standing child helps pull their partner up and at the same time crouches down. Lean back slightly. Repeat several times.

- **Pedal Power**

Children in pairs.
Free spacing.
Children sit facing each other or sit, leaning on their elbows for support.
Each partner places the soles of their feet against their partners – knees remain partly bent throughout.

- **Push against the partners feet** – alternating legs with partners – one bent, one straightening.

Try different ways of pushing.
- **Push hard and fast for 20 counts then slowly for 20 counts.**
- **Double pushes in each position** ie. two counts before changing leg position.
- **Try combinations eg. double push, double push, single, single, single, single.**
**PUSHING AND PULLING**

**Activity 107 PUSHING AND PULLING CHALLENGES IN PAIRS**

**BEFORE THE ACTIVITY**
Suitable surface.
Teach wrist grasp.

**DURING THE ACTIVITY**
Evenly matched pairs.

- **One/two handed Tug of War.**
  Partners face each other across a line and take one/two handed wrist grasp. Each attempts to pull the other across the line. Try two hoops instead of the line.

- **Two Handed Push.**
  Partners face each other across a line and place their palms against their partner’s palms. They both try to push their partner backwards so that they can walk across the line.

- **Hopping Tug Of War**
  Partners face, grasp wrists, and raise one knee forward. Hopping and pulling continue until target is reached or one contestant is forced to lower the leg.

- **Hopping Push**
  Partners face, hands on shoulders, one foot raised. Push opponent back over line while hopping. Signal change of feet frequently.

- **Turn The Turtle** – One child lying face down with arms and legs spread, the partner tries to flip them onto their back.

- **Hand Wrestle (Danish Wrestling)**
  Partners face and take one handed wrist grip with right/left hand, opposite foot forward. By pushing, pulling and feinting they try to make their partner move their front foot. The other foot may be moved to counter. A point is scored when the partner moves their front foot.

- **Chinese Boxing**
  Each hold opponent’s right (left) wrist. The object is to touch opponent’s shoulder.
• **Foot Tug**  
Hooking foot to foot, opponents try to pull each other across a line.

• **Hoop Wrestle**  
Two hoops are placed so that they touch. Each contestant stands in a hoop and places hands on opponent’s shoulders. They wrestle until one is forced outside the hoop. Skipping ropes, chalk circles, or parallel lines could be used.

• **Chest Wrestling**  
Wrestlers start on their knees, with their arms out sideways and chests in contact. Each partner tries to push the other outside a pre-determined area.

• **Obstinate Mule**  
One on all fours, other standing facing. Fingers linked round back of partner’s head, try to slowly pull partner forward.

• **Sitting Wrestle**  
Sitting back to back, legs astride, arms linked, try to force partners left/right shoulder to the floor.

• **Ball Tug**  
Partners face and both grip a large ball then try to pull each other across a line.

• **Indian Wrestle**  
Partners lie face down, facing each other they grip their right/left hands with elbows on the ground and forearms upright. They try to make the back of their partner’s hand touch the ground.

**LOOK FOR**
- evenly matched pairs.
- strong, steady pushes and pulls.
- strong grips.
- friendly competition.
- fair play and good sporting behaviour.
**PUSHING AND PULLING**

**ACTIVITY 108 PUSHES AND PULLS IN SMALL GROUPS**

**BEFORE THE ACTIVITY**
- Suitable surface.
- Teach grips.

**DURING THE ACTIVITY**

- **Hot Spot**
  
  Groups of five or six take wrist grip in a circle round a hot spot (a hoop or a similar ground marking). The aim is to pull the circle and make someone stand on the hot spot.

- **Socko**
  
  Place four or five gym mats together. Self chosen groups of six or seven children wearing socks. Try and remove the socks of other participants and keep possession of their own socks.
  
  Set clear rules on the degree of roughness allowed. Allow anyone to withdraw or call ‘stop’ at any time. No kicking.

**VARIATION**

- Tie a long rope into a circle and the players pull the rope.

- **Zig Zag Tug of War**
  
  Two lines of three or four facing with each person taking a wrist grip with two people facing. Each line attempts to pull the other line to a mark.

  **VARIATION**
  
  - Lines face away from each other and link elbows.

  - **Rowing in fours**
    
    Knees slightly bent, one pair of opposites lean in, others lean back. Change positions rhythmically.

**LOOK FOR**

- safety.
- fair competition.
BODY MANAGEMENT ACTIVITIES

• BALANCE • CLIMBING •
BALANCE

The aim of KiwiSport Fundamental Skills is to develop basic sports skills through simple, enjoyable play activities.

This section contains those which are pertinent to balance. They are grouped for:

- Static individual balance.
- Static pair and small group balance.
- Dynamic balance.
- Inverted balance.
- Supports and hangs.
- Balancing in water

They are in skill groupings and generally arranged from the simplest to the most complex.

The activities have been selected with schools specifically in mind but an input of professional skill and judgement is needed to ensure lively and relevant programmes. Decisions will need to be made on when and how the activities are used and what modifications are needed to match age and ability.

The activities also fill a need outside class programmes. They are useful for children’s learning and play at any time – lunch time, after school, sports training, holiday programmes and at home.

Parents and others who play with children in informal situations should find the ideas particularly helpful.
STATIC INDIVIDUAL BALANCE

ACTIVITY 78  EXPLORING INDIVIDUAL BALANCES

BEFORE THE ACTIVITY

Benches.
Even ‘giving’ surfaces.

DURING THE ACTIVITY

Children spread out in defined area.

• Who can balance while standing and make different body shapes...?
  – up high/down low/medium level.
  – wide/narrow.
  – symmetrical/asymmetrical.
• How many ways can you balance on your ...?
  – back.
  – side.
  – front.
  – sitting.
  – shoulders.
  – knees.
Now try eyes closed.
• Can you balance on a combination of body parts ...?
  – one hand, one foot.
  – one elbow, one foot, one knee.
  – two knees, one elbow. etc.

• How many of the balances we have tried can you do ...?
  – on a line.
  – on a bench.
  – on a boxtop.
  – on a crash pad.
  – while holding a large ball or other piece of small equipment.
  – while circling/throwing and catching a hoop, rubber ball, large ball.
• Show me animals or birds that balance.

LOOK FOR

• initial support for confidence.
• understanding of the broader the base, the lower the centre of gravity, the greater the stability.
• spacing for safety.
**STATIC INDIVIDUAL BALANCE**

**Activity 79** FREEZE

**Before the Activity**
Hall, grass, hard surface.

**During the Activity**
- Children in a group behind a leader.
  Leader walks or jogs and the group follow a short distance behind.
  When the leader turns around all children ‘freeze’ on the spot.
  Any children who move or who are slow to stop collect a ‘thaw’ point.
  Repeat several times – leader can change the type of movement to skipping, galloping etc.
  Change the leader after several turns.
  Who can avoid collecting any thaw points.

**Look For**
- quick reaction.
- using space.
- stable balances.

**Variation**
- Have children in smaller groups with their own leader.
- Change the type of movement after each stop.
- Teacher nominates some kind of statue position which the children assume, eg. ballerina, tall shape, stretched elastic, on one leg.

**Activity 80** CONNECT IT

**Before the Activity**
Hall, grass, hard surface, classroom.

**During the Activity**
- Free spacing in a defined area.
  Children walk freely about the area.
  On whistle or teacher’s signal they stop and listen, teacher calls out two body parts which each child has to join together, eg.
  - elbow to knee.
  - hand to foot.
  - foot to foot.
  Repeat several times using different body parts.

**Look for**
- focus on an object or spot for stability.

**Variation**
- On whistle, pairs connect the body parts called by the teacher, eg. two feet – would be one foot from each person.
STATIC INDIVIDUAL BALANCE

Activity 81 PUZZLE BALANCES

Before the Activity
Using symbols such as below prepare a set of small cards.
Put two or more on each card ensuring that a balance is possible.

Symbols

Examples of cards

During the Activity
- In a defined area with mats for balances that need them.
  Children take a card and see how many balances they can do which solve the puzzle.

Look for
- avoiding activities which put pressure on the neck.

Variations
- Work in pairs.
- Children work in groups and verbally give a puzzle for the others.
STATIC PAIR AND SMALL GROUP BALANCE

ACTIVITY 82  EXPLORING CO-OPERATIVE BALANCES

BEFORE THE ACTIVITY
Benches, box tops, mats, balls.

DURING THE ACTIVITY
Freely spaced in pairs explore balances.
• How many ways can you balance with your partner?

• Can you balance with only
  – two feet on the ground.
  – two hands and one foot.
  – one foot and two knees.
  – one back and one foot etc.

• Who can balance one way and smoothly change to another?
• Can you be ..?
  – an apple tree.
  – a yacht.
  – a letter of the alphabet – spell a word, numbers etc.
• In threes or fives build a stabile/pyramid.
• In pairs how can you balance ..?
  – on a line.
  – on a bench/box top.
  – on a crash pad.
• What ways can you balance and pass a ball?

LOOK FOR
Safety:
• suitable surface.
• sufficient arm strength for body support.
• pairs matched for height and weight.
• weight and support not on lower back or neck.
• slow control when engaging and disengaging.
• an understanding of the principles of stability, ie. a broad base, a low centre of gravity, an understanding of counter balancing.
**STATIC PAIR AND SMALL GROUP BALANCE**

**Activity 83 DEAD BUGS**

**BEFORE THE ACTIVITY**
Giving surface, eg. mats/grass.
Teach landings.

**DURING THE ACTIVITY**
- Matched pairs, one kneels on all fours and the partner lies on their back on top. The kneeling person then moves round.

**LOOK FOR**
- weight not on lower back.

**STATIC PAIR AND SMALL GROUP BALANCE**

**Activity 84 STRETCHER CARRY**

**BEFORE THE ACTIVITY**
Grass or mats.

**DURING THE ACTIVITY**
In threes, two kneel on all fours facing the same way and a short distance apart. The stretcher lies across these two and they then move in unison.

**LOOK FOR**
- body tension by the stretcher.
- care when moving.
LOCOMOTION ACTIVITIES

**STATIC PAIR AND SMALL GROUP BALANCE**

**Activity 85 THREE LEGS**

Hall, grass, hard surface.

**During the Activity**
- Children in pairs, standing side by side.
  - One partner lifts the inside leg.
  - One partner runs – the other hops.
  - Other partner has a turn.
  - Repeat but change legs.

**Look For**
- Co-ordinating hopping with running.
- Adjusting speed to suit the hopper.

**Variation**
- Five legs. Children in threes (as in diagram), outside partners join hands under centre child’s lifted leg. Centre child holds shoulders of outside children – swap positions until all have had a turn in the middle.

**Activity 86 SEATED/KNEELING VOLLEY BALL**

**Before the Activity**
Marked court with low net (padder tennis) or rope.
Balloon covered in cloth or a very light plastic ball.

**During the Activity**
- A team of six to eight at each end of the court, spaced out kneeling/sitting.
  - The court size should be adjusted to suit the number in the team. The distance between players is that finger tips can touch when they reach towards each other.
  - The balloon is hit from player to player until it can be hit over the net. A point is gained when the balloon hits the floor in the opponents’ court or the opponents hit out of court.
  - Allow any number of hits – strike the balloon with any part of the body – feet, head.
  - For beginners allow the balloon to be caught before it is hit.

**Look For**
- Stable base.

**Variations**
- Put a small weight in the balloon to change its flight.
- Limit the number of hits before the ball must be hit over the net.
- Introduce a second balloon.
**DYNAMIC BALANCE**

**Activity 87 Exploring Dynamic Balance**

**Before the Activity**
Inside or outside, a variety of equipment, playground apparatus.
Teach landings.

**During the Activity**
Spread the equipment out and ask the children ‘Who can ....? ’ or allow them to experiment.
• Walk along lines, ropes, a line of blocks or around a hoop.
• Walk along low bench, broad side/rail.
• Walk up and down an inclined bench or rail.
• Walk along a beam.
• Balance on an unstable base eg. rocker board/swinging rail/skateboard

**Look for**
• head up, point of focus.
• using arms.
• safety procedures on equipment.

**Variations**
• Increase height.
• Change direction.
• Vary locomotor movement.
• Add a turn.
• Make a sequence.
• Work with a partner.
• Add a ball, hoop, ribbon ball and hold, throw, bounce and catch, move in patterns.

**DYNAMIC BALANCE**

**Activity 88 Balance Obstacle Course**

**Before the Activity**
A variety of equipment suitable for balance set out in a circuit – ropes, blocks, benches, beams, playground equipment etc.

**During the Activity**
• Children spaced round the circuit move round individually. They perform a nominated balance or decide themselves how to balance on the equipment.

**Look for**
• low centre of gravity, wide base for stability.
• head up, focusing.

**Safety – Check for**
• no crowding or touching others.
• padded landing below higher equipment.

**Variations**
• In small groups follow the leader.
• A task card by each piece of equipment.
**DYNAMIC BALANCE**

**Activity 89: HOPPO**

**Before the Activity**
Hall, grass, firm surface.

**During the Activity**
- Children in pairs – standing on one leg facing each other, arms folded across chest.
  Partners try to put each other off balance by hopping and ‘bumping’. Change legs frequently.

**Look for**
- Lighthearted activity, no rough play.
- Friendly competition.
- Matched pairs.

**Variation**
- Both partners stand in a marked area such as one square of a four square grid – each tries to ‘bump’ and manoeuvre the other over the boundary.

**INVERTED BALANCE**

**Activity 90: Exploring Inverted Balance**

**Before the Activity**
Wall, box, desks, chairs, safety mats.

**During the Activity**
Teach the balances then set up a circuit for the children to move round. Stress safety procedures.

- Tripod Balance.

**Look for**
- Padded surface (mats).
- Walk one knee, then the other onto elbows.
- Weight on crown of head, not forehead on mat.
- Head/hands triangle.

- Handstands.
  - Walk up a wall backwards.
  - Against a wall.
  - From a desk/box.
  - With support from partner.

**Look for**
- Straight arms.
- Middle finger points slightly inwards.
- Minimal arch in back.
- Tight body.
SUPPORTS AND HANGS

Activity 91 EXPLORING SUPPORTS AND HANGS

Before the Activity
Benches, beams, rails, bars, chairs, desks and mats.

During the Activity
- Teach the activities, then set up a circuit for the children to move round, either individually or in small groups. Teach or revise landings first.

- Front support.

- Back Support.

- Stride.

- Underarm (between desks).

- Vertical (upright) hang.

Look For
- Hand position – fingers face forward like toes.
- Upper body strength adequate to hold weight of body.
- Stable equipment.
- Safety mats or suitable soft landing.
- Practise on floor first, then on equipment.
**BALANCING IN WATER**

The aquatic environment provides numerous opportunities for developing skills associated with balance. Water has a resistance factor against which limbs can be moved to maintain a balanced position, or alternatively to create changed positions.

Learners who are able to create or maintain balance on the back, side and front will be able to use this skill in synchronised swimming and aquafitness programmes to good effect.

Make sure they know how to regain their feet before starting the activities.

**BALANCING IN WATER**

**ACTIVITY 92 EXPLORING BALANCE IN WATER**

- Balance on one leg using sculling movements with the hands. ‘Rest hands on a pile of sand. Turn thumbs down, divide it in two and push the halves apart. Turn thumbs up and push the halves back together’. Begin with other leg flexed under the body and progress to other leg extended backwards on water surface.

- Lean forward with whole body, toes touching pool bottom. Use sculling actions to keep chin on water level.

- In pairs, lean forward with single arm support on partner’s shoulder. Use the free arms to scull and maintain balance.

- Lean backwards, heels touching pool bottom. Use an ‘S pull’ to secure upper body balance.

- When gliding, move from front to back lying positions and vice versa.

- Progress from a front glide to stationary float, then to back lie in the opposite/same direction. When moving to the opposite direction, legs should swing under the body.
CLIMBING

The aim of KiwiSport Fundamental Skills is to develop basic sports skills through simple, enjoyable play activities.

This section contains those which are pertinent to climbing. They are generally arranged in order from the simplest to the most complex.

The activities have been selected with schools specifically in mind but an input of professional skill and judgement is needed to ensure lively and relevant programmes. Decisions will need to be made on when and how the activities are used and what modifications are needed to match age and ability.

The activities also fill a need outside class programmes. They are useful for children’s learning and play at any time – lunch time, after school, sports training, holiday programmes and at home.

Parents and others who play with children in informal situations should find the ideas particularly helpful.
CLIMBING

ACTIVITY 93 EXPLORING THE CLIMBING ACTION

BEFORE THE ACTIVITY
Smooth surface.
Hoops, ladder, steps, hand and foot cut outs or animal prints.

DURING THE ACTIVITY
Set up a circuit and the children move around as individuals or in small groups.

• Mirror Games
  In pairs one person does an arm or leg action and the other mirrors this action. How fast can you move?
  Alternate the initiator.

• Climbing Steps
  Make steps from equipment or use existing steps with cut out hand/foot shapes and move over them with hand/foot crawling action.

• Hoop Patterns
  Set up a trail of hoops and children follow on all fours, placing only one hand or foot in a hoop at a time.

• Horizontal Ladder
  On all fours move along a drawn ladder or a horizontally placed ladder and rescue the teddy or doll etc at the end. ‘Fireman Rescue’.

LOOK FOR
• alternate independent foot and leg action.
• safe surface for hands.
• frequent breaks from walking on the hands.
CLIMBING

Activity 94 CLIMBING on EQUIPMENT

BEFORE THE ACTIVITY
Ropes, ladders, bars, poles, climbing net.
Available playground equipment.

DURING THE ACTIVITY
• Horizontal ladders.
  – Move along on all fours.
  – Move like animals.
  – Face downwards and upwards.
• Jungle gym and similar equipment.
  – Mark a course on the equipment with numbered tags to follow either in order or any order.
• Inclined equipment.
  – Make a circuit of ladders, nets, benches, parallel pipes etc.
  – Try it in reverse order or help an ‘injured’ partner around.
• Vertical ladders/wall bars.
  – Climb up and down.
  – Climb up, across/through and down.
  – Small group relay – run, climb up, “ring a bell”, climb down and run to tag next person off.
  – Climb up and jump into targets (safe heights and landing surfaces).
  – How far can you go without putting feet on the ground.
• Low, horizontal rope.
  – With rope over a slippery surface, lie on back and pull along with a hand over hand action.

• Vertical Ropes
  – From sitting on the floor pull up hand over hand to standing, then lower hand over hand to sitting.
  – Climb up a rope with hands and feet and climb down again.
  – Climb a rope, cross to another and climb down again. Grip second rope with feet and one hand before changing the second hand.

It may be necessary to knot the ropes to make it easier.

• Combination Climbs
  – Set up an obstacle course using ropes, ladders, bars, nets, beams, boxes, outdoor equipment etc.

Use this in different ways.

  – Let the children use it the way they want to.
  – Exploratory play.
  – Creative play – monkeys in the jungle, pirates in the rigging, mountaineers.
  – Look-out in the crow’s nest giving orders – eg, ‘up the rigging’, ‘on deck’, ‘scrub the deck’, ‘coil the ropes’, ‘up the rigging etc’. 