

# MoveWell

Supporting children's learning and enjoyment of movement





# Contents

---

<b>Introduction</b>	<b>4</b>
<b>How to use this resource</b>	<b>15</b>
<b>1. Invasion Games</b>	<b>24</b>
<b>2. Cooperative Games</b>	<b>60</b>
<b>3. Net/Wall Games</b>	<b>84</b>
<b>4. Striking and Fielding Games</b>	<b>108</b>
<b>5. Target Games</b>	<b>132</b>
<b>6. Challenge Games</b>	<b>144</b>
<b>Bibliography</b>	<b>168</b>
<b>Acknowledgements</b>	<b>172</b>

# Introduction

*He oranga ngākau, He pikinga waiora.*

*Positive feelings in your heart will raise your sense of self-worth.*

Ministry of Education, 1999, page 4

*MoveWell* is a resource to provide practical ideas, advice and support to those who are involved in helping develop children's confidence, knowledge, skills, and attitudes so that they enjoy participating in physical activity.

It combines evidence and research into a practical games-based resource, and will have a particular value for primary teachers through its strong link to the health and physical education learning area in *The New Zealand Curriculum*:

learning in, through, and about movement, children gain an understanding that movement is integral to human expression and that it can contribute to people's pleasure and enhance their lives.

Ministry of Education, 2007, page 23

*MoveWell* represents a significant shift from the idea of teaching and developing *fundamental movement skills* and recognises that these develop in many ways for children, including through children initiating and directing their own play.

*MoveWell* aims to build from children's playful and creative natures and provide support in situations where adults are facilitating learning experiences with children/tamariki. It recognises that in addition to the learning resulting from a child's own play, there is also a significant value in the support, encouragement, and learning that can develop through adult connection.

*MoveWell* places well-structured game experiences as central to learning so that children's learning extends beyond the physical competencies and confidence to play games. They also develop a sense of who they are among others (an appreciation of their own strengths), a sense of belonging (when accepted and appreciated by others), and a sense of community (when valued by a team or group).

When these outcomes are cumulative and positive, they are likely to encourage life-fulfilling and perhaps even lifelong engagement in enjoyable physical activity.

The resource is the outcome of collaboration between Sport New Zealand (SNZ), the Accident Compensation Corporation of New Zealand (ACC), and Physical Education New Zealand (PENZ). These organisations have a shared interest in the quality of movement experiences that include play, physical education, active recreation, and sport. It links to the Sport New Zealand Physical Literacy approach (Sport NZ, 2016) and *The New Zealand Curriculum* (Ministry of Education, 2007) and aims to introduce ACC's SportSmart injury prevention principles for the primary school age group.

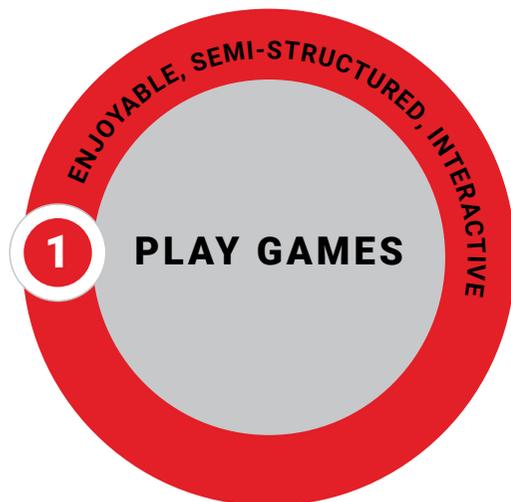
*MoveWell* recognises the need for children to experience physical activity in a variety of ways, in forms that are meaningful to them, their culture, and wellbeing.

Games are a uniquely enjoyable context for learning that reaches well beyond physical skill development to include both mental and social health outcomes.

Teachers and others are encouraged to design learning environments that promote positive outcomes for all children. The challenge for you is to provide well-structured activities that enable these positive outcomes for all children. We invite you to read on and discover how *MoveWell* can help to build a more active and caring society.

The following five principles provide a guideline for using this resource.





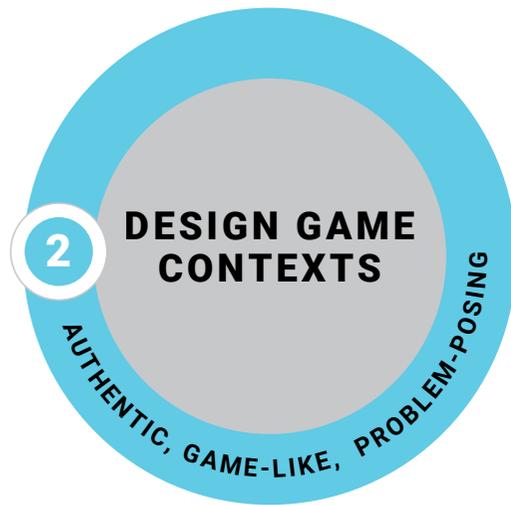
## 1. PLAY IS CENTRAL TO LEARNING

**Through enjoyable, well-designed games, children not only develop abilities in context, they also develop a sense of self, a sense of belonging, and a sense of community.**

*MoveWell* provides a child-centred approach in which children learn through playing games. Children love to play games. When playing games, they live in the moment and they learn to be creative, imaginative, expressive, skilful, cooperative, and active in pleasurable and fun ways. Children learn when they have fun, interact with others, learn through inquiry, and see themselves as being successful and valued team members. Games help develop a sense of self, a sense of belonging, and a sense of community. These outcomes of early engagement in physical education, physical activity, and sport are far more significant than sporting prowess.

### Play games:

- that give children a positive experience and encourage them to want to play again
- that provide all children with a positive sense of who they are
- that develop a sense that they belong and are valued by their peer group
- that enable and encourage children to be inventive, creative, imaginative, expressive, skilful, cooperative, and active
- because it's fun, which is important to everyone's wellbeing.



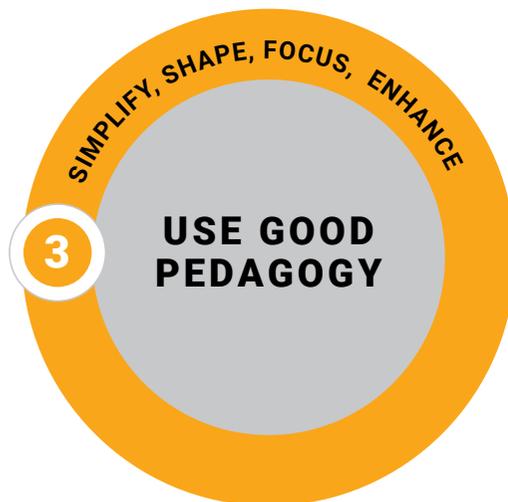
## GAME CONTEXTS PROVIDE AUTHENTIC LEARNING EXPERIENCES

Children learn to swim in water, they learn to skateboard on a skateboard, and they learn to play games by participating in them. They do this best when they are well supported in socially inclusive learning environments.

Children need a variety of game experiences that challenge them and provide them with opportunities to develop in physically, emotionally, and socially safe ways. This does not mean providing adult versions of games. You can enhance the experience by setting up well-designed games that encourage children to inquire and challenge themselves through their play.

### When designing game contexts, teachers and coaches should aim to:

- modify the activity to match the ability level of the children by changing the rules, equipment, groups, playing area, or demands of the task so that all children achieve success
- cater to the different needs, interests, and abilities of all children
- avoid elimination games
- establish a positive environment in which children interact in a supportive and enthusiastic way
- provide semi-structured, open game environments that lead to positive experiences and a sense of achievement for all children.



## GOOD PEDAGOGY INVOLVES ACTIVE TEACHING THAT CATERS FOR ALL CHILDREN'S NEEDS

Learning is enhanced when teachers and others actively engage in designing inclusive lessons, guiding children's learning, and setting problems that engage them in inquiry and problem solving.

The game context should be appropriate to the children's interests and capabilities. When an activity connects to what children can do and like doing, engagement deepens because they willingly spend time playing, exploring, and creating movement in meaningful ways. One way to achieve this is through using a simple 'Let Me Play' model to shape your support:

*Leave me to play* – Just let me have a go and have fun so that I can work it out myself.

*Watch me play* – Be there, be interested, and understand what I can do.

*Help me play* – Give me the support I need in a way that allows me to work it out.

Designing for engagement and challenge also involves modifying activities so that children's needs and learning are matched to the activity. This can be done by:

- **Simplifying** the activity while retaining the essential elements to ensure early success (retain the primary rules, set appropriate boundaries, use small teams, preferably providing some degree of 'challenge by choice' option for the children).
- **Shaping** the practice by manipulating the key variables to create the required learning environment (size of field, the ratio of attackers to defenders, opening or closing the rule constraints).
- **Focusing** the children's attention on the key objectives with guided discovery. Ask inquiry-focused questions and set appropriate problem-solving tasks, with the specific goal of improving children's success and enjoyment.
- **Enhancing** practice by broadening or refining the skill expectations (perhaps by modifying the rules to quicken the pace or changing the playing parameters to create more open space or reduce it, depending on the learning goals).
- **Focusing** on the children's needs, skills, and abilities is particularly relevant when considering disability. Aspects to think about include the surface area, colour contrasts, where the sun is, what equipment to use, and how best to make up the groups of children.

### Use guided discovery and problem solving

Guided discovery involves setting problems that challenge children to find solutions. There are two approaches: In a convergent approach, the teacher guides children's inquiry towards discovering a known or best answer to a particular problem. In a divergent approach, the teacher sets a problem that allows many possible solutions and encourages children to create and discover as many different solutions to the problem as possible.

Knowing which approach to use comes from understanding and knowing your learners. This can be developed through using the 'watch them play' emphasis in the suggested model to the left.

#### Design activities that enable high levels of participation by:

- using small-sided games or small groups (teams)
- allowing choice so that players can self-select their own ability group
- adapting the rules and game conditions to encourage full participation for all ability levels
- allowing lots of time for practice
- ensuring that all children have access to equipment
- using game activities rather than isolated skill drills in which children are standing around waiting their turn, whenever possible
- using problem-solving games rather than teacher-directed drills.



## **THROUGH GAMES, CHILDREN DEVELOP THEIR PERSONAL, SOCIAL, AND CULTURAL IDENTITY**

**Participating in enjoyable game activities provides opportunities to develop positive personal, social, and cultural outcomes central to helping one grow in life, know one's own strengths, and contribute to others (family, community, and land).**

The game environment is as much a personal, social, and cultural learning experience as it is a physical skill-learning experience. Generally, children are open to learning and willing to participate in enjoyable game activities, and this provides opportunities to develop positive personal and social outcomes.

*MoveWell* also recognises the importance of cultural competence and valuing cultural difference. Games can affirm and validate the culture and cultural competence of each child through their participation. Cultural competence involves understanding, respecting, and valuing culture and knowing how to recognise culture as an asset.

Explicitly teaching about caring, fairness, equity, active listening, and including others, as well as sharing and giving, adds collective strength to all. At the same time, we need to design learning situations that encourage children to be resourceful and resilient.

### **Encourage positive personal, social, and cultural outcomes by:**

- designing activities that are inclusive of all children
- designing activities in which all children are challenged and can gain a sense of achievement
- enabling cooperative activities that encourage children to work as a group or team and share the joys of different social and cultural experiences
- enabling the children to have input into the nature of the activity – that is, use a co-constructive pedagogical approach
- using time-outs or group discussion times to enable children to discuss and share their thoughts about how the game can be played or how they feel about their experiences (that is, provide opportunities for them to tell their stories)
- praising and encouraging the children and providing effective feedback.

### **Games should encourage the development of personal and social skills**

Teachers and others should create learning environments that encourage children to develop personal abilities and attitudes for engaging in play and making a meaningful contribution. Play activities should encourage children to adhere to the rules and principles of 'fair play' while taking personal responsibility for their own learning. This may mean being willing to get involved and try new things and being able to follow rules, which hopefully will result in developing a sense of pride, self-respect, and self-esteem.

Secondly, children should be encouraged to develop social skills. These include being able to work cooperatively and inclusively with team-mates, being willing to resolve conflicts peacefully, and being able to participate safely while also taking responsibility for the safety of others. This also means respecting the equipment, facilities, and environment and learning to compete fairly and, when required, to lead others to success. Developing these skills does not necessarily happen naturally and may need to be explicitly taught.

### **Encourage and create fair learning environments**

**Fairness is about equity not equality – it is not one rule for all.**

Teaching about and practising equity rather than equality means introducing rules that make games fair for all children. This can mean introducing different rules for different players. Children often do this themselves in their own free play, for example, when they play with younger siblings. The values of fairness and fair play create a sense of belonging and a sense of community. Teaching these values requires teachers to consider individual differences and design play contexts that meet individual needs. This is especially important when considering disability and inclusion.

When they play together, children learn to value and accept others' differences. Valuing difference often calls for knowledge, patience, and empathy. Values that lead to inclusive attitudes have to be explicitly addressed by, for example, creating game and play scenarios that provide playful, physical interaction that can lead to discussions about equity and fairness for children. During games, children's emotions can range from unabashed excitement and joyfulness to frustration and resentment. These scenarios should be seen as opportunities for learning because emotional investment in games allows children to engage in meaningful discussions about their feelings and experiences. This may involve sharing exciting 'wow' moments, or at the other extreme, it could mean them engaging in conflict resolution so that they learn how to manage this in appropriate ways.



## **PLAYING GAMES DEVELOPS THE COMPETENCE AND CONFIDENCE TO PLAY GAMES WITH OTHERS AND TRY OTHER PHYSICAL ACTIVITIES**

**Developing children's game-playing ability helps to build the competence and confidence to willingly spend time playing, exploring, and enjoying games with others.**

*MoveWell* encourages children to develop their competence and confidence so that they feel that they can get involved, interact with others, play games, and try other physical activities. Games are an excellent medium for teaching a broad range of game skills that build the competence and confidence and motivation to want to play games with others.

One of the unique things about games is their ability to help develop this competence or skill. In *MoveWell*, we use a more encompassing definition of skill than has previously been considered. Researchers today recognise skill as involving the ability to read the situation, make decisions, create and adapt solutions, and effect a successful outcome. This view implies two points relevant to learning skill. Firstly, it recognises that the context determines what being skilful is, and therefore, learning in context preserves all the environmental and game-like features of the skill. Secondly, skill emerges as the performer encounters problems posed by the game setting. In other words, games provide real problems and situations for children to work out as they play. Research shows that skills taught in isolation do not necessarily transfer.

Game skills include teamwork, cooperation, and support. However, these terms are not just meant in the purely social sense. Teamwork is about playing with confidence and competence in your position, supporting other players in a game context, and not just about getting on with your teammates. Cooperation, likewise, is not only about being socially cooperative but also about working together within a team context: for example, in a game of team tag, this could mean teaming up to corner and tag an opposing player. This is teamwork and cooperation, and these are game skills that children learn when playing meaningful games in context.

Previously you may have taught movement skills, such as catching, throwing, kicking, passing, and jumping. Movement skills include large body movements as well more precise and small body actions. When supporting children to develop these skills, using the context of the game is far more motivating and successful than designing experiences that rely on practising tasks in isolation.

### Should you teach the correct technique?

Our advice is that you should not start by teaching technique but rather develop the child's understanding and willingness to play the game first (*Leave me to play*). If and when necessary, you can help children develop their abilities once you have understood the child's needs (*Watch me play, then Help me play*) through short individual or small-group learning situations that can be designed into the game. Learning should always be situated in real games, which enable children to develop their ability to adapt to real situations.

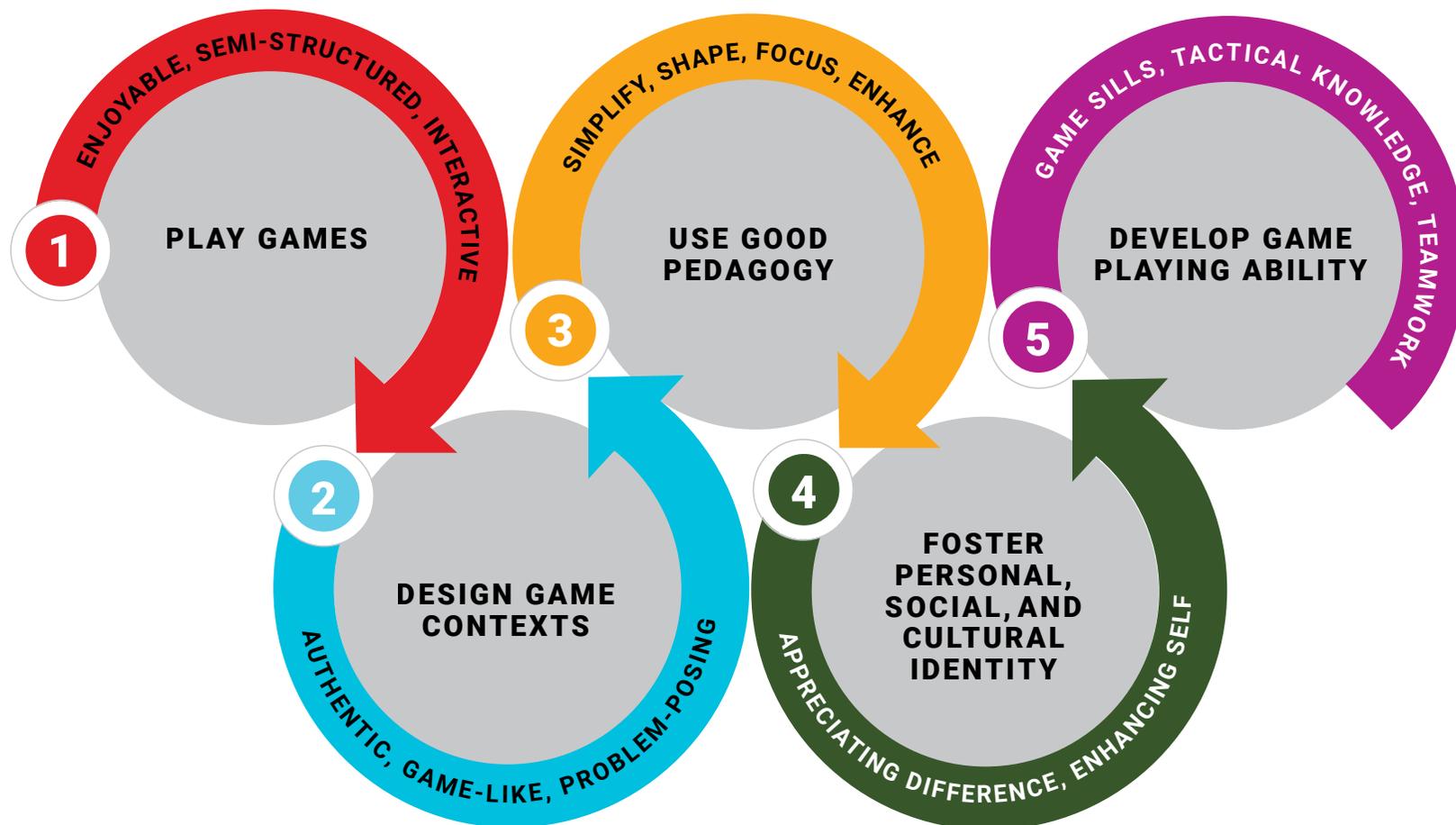
#### Provide a range of game experiences that:

- develop game skills such as the ability to read the situation, to support fellow players, to work as a team, and to create and adapt solutions
- develop movement skills that enhance game-playing ability, such as kicking, jumping, throwing, catching, passing, and dodging – teach these through a game context rather than in isolation
- provide variety of practice that requires children to skilfully adapt to different contexts.

# MoveWell Framework

These five principles define the *MoveWell* approach and are well supported by contemporary theorising and research relating to games education and skill acquisition<sup>1</sup>.

We trust that you will enjoy supporting children in this way.



<sup>1</sup> for example see, Gibson, 1966, 1979; Kelso, 1995; Button et al, 2020; Chow et al, 2015; Ovens, 2013; Ovens et al, 2013, Ovens & Smith, 2006; Sheets Johnstone, 2011; Slade et al, 2019; Smith, 2011, 2013, 2015, 2016.

## How to use this resource

*MoveWell* is a resource for teachers, coaches, and whānau who want to support the development of game skills for children. Game skills are not necessarily individual in nature and often involve more than one player. For example, attacking a goal is a game skill that involves several players working together. Meanwhile, the defenders work together to stop the attack. A teacher or coach should aim to teach children how to work together to perform these game skills, which develop children's ability to play games.

The resource also guides teachers and coaches to develop children's movement skills in an enjoyable, games-centred way. Individual movement skills, such as throwing, catching, kicking, passing, and so on are important to learn. However, these are best taught through games – as effective movement solutions to the problems posed by the game. Movement skills taught in isolation can result in children struggling to transfer them effectively into games. This resource focuses on teaching children the skills that give them the competence and confidence to play games with others and feel a sense of success. While the game category matrices are not definitive, they capture the more generic skills of each game form that can be taught to primary-school-aged children.

*MoveWell* can be used to develop game and movement skills for children in health and physical education in schools, for coaching in sports clubs, for community groups, and in the home.

### About the MoveWell principles

The five *MoveWell* principles are explained in the introduction. Engage with these to use this resource to its full potential. The principles underpin the philosophy of the resource and are designed to ensure that the children's learning experiences are positive and enjoyable.

### About the games

The resource includes 60 games to develop game and movement skills and promote social and personal development for children. The resource is divided into six sections for different game categories: invasion and tag games, cooperative games, net/wall games, striking/fielding games, target games, and challenge games.

### About the game skills matrices

Each section begins by describing the game form and is followed with a matrix that identifies and explains the game skills that can be developed through the games in that section. The games and game skills included in each category are extensive but not definitive. They are the recommended games for developing children's game-playing ability, which reflects the *MoveWell* philosophy and principles. Where this resource refers to 'skill', it is not suggesting isolated skill-drills. Skill emerges in real contexts, in and through the game when players read the play, make decisions in real time, and successfully carry out goal-directed actions.

Each game has a brief outline that describes the game. It also has information about the equipment needed, the set-up, the learning focus, game rules, and a concept clinic, which identifies and explains key concepts that can be taught through this and other similar games.

Some of the games in the challenge and cooperative games categories can be interchanged depending on your learning focus. For example, in challenge games you might focus on problem solving, while in cooperative games you might focus on group work, active listening, and/or assertiveness.

Most of the invasion games in the resource are played with large balls, so the children pass hand to hand rather than feet to feet or with hockey sticks or similar. This retains the basic game skill concepts without requiring children to manipulate equipment or exhibit the more technical movement skills involved in some major games. However, many of these invasion games can be played using hockey, lacrosse, and soccer movement skills.

### About the learning focus and concept clinics

The richness of this resource is its focus on teaching and learning through games and on extending skill-learning content for teachers and coaches based on contemporary skill-learning research.

In the **learning focus** section of each game, teachers and coaches can easily identify the game skills that can be enhanced through the game.

The **concept clinic** adds information about the game skill or personal or social development concept that is the learning focus of the game. This is the professional content knowledge that underpins the game skill. Teachers and coaches are encouraged to engage with the concept clinic information to extend and clarify their skill-learning knowledge.

**Reflective questions** for children and teachers or coaches are included for each game under the game **progressions** section in the game template. The concept clinic aims to help teachers and coaches with the answers to the children's learning questions.

It is important to remember that the intention of this resource is to develop children's generic game skills rather than teach them adult versions of sport.

### About the set-up and play for the games

Most of the games can be played indoors or outdoors on the grass or a court area. Frequently the writers suggest using either one-third of or half a netball or tennis court. These are size indicators only, and teachers and coaches can set up the size of the playing area to suit the age of the children and the number of players. All the games are designed for small teams to increase opportunities for children's participation. Avoid playing one large game and rather set up multiple small-sided versions of the game, encouraging the children to referee themselves.

### About the equipment

It is not essential to have a lot of expensive equipment to deliver this resource, but it is important to have quality equipment. For example, soft balls that don't hurt children if they are hit are essential to ensure their enjoyment and foster their continued participation. It is not necessary to have expensive rebounders as, for example, mini tramps placed at a closer throwing distance can be used, and even planks of wood on an angle will work in the games.

Benches are useful as low nets and can be stacked to make higher nets. Even an elastic band, skipping rope, or chalk mark on the ground will do as a net.

If you are a teacher in a primary or intermediate school, spend some time setting up or renewing your PE gear shed. Nothing will put children off more than old flat balls or racquets with broken strings. Having the equipment to teach physical education is just as important as having notebooks, pencils, and books for classroom learning. Make the case for a budget. There are a number of quality physical education and sports equipment providers online. Search their catalogues to see what is required for your children.

### **About research and skill-learning terminology**

The bibliography provides readers with access to current skill-learning research and understanding. *MoveWell* has consciously avoided skill-learning terminology, but one term that is essential to understand is the concept of perception-action coupling.

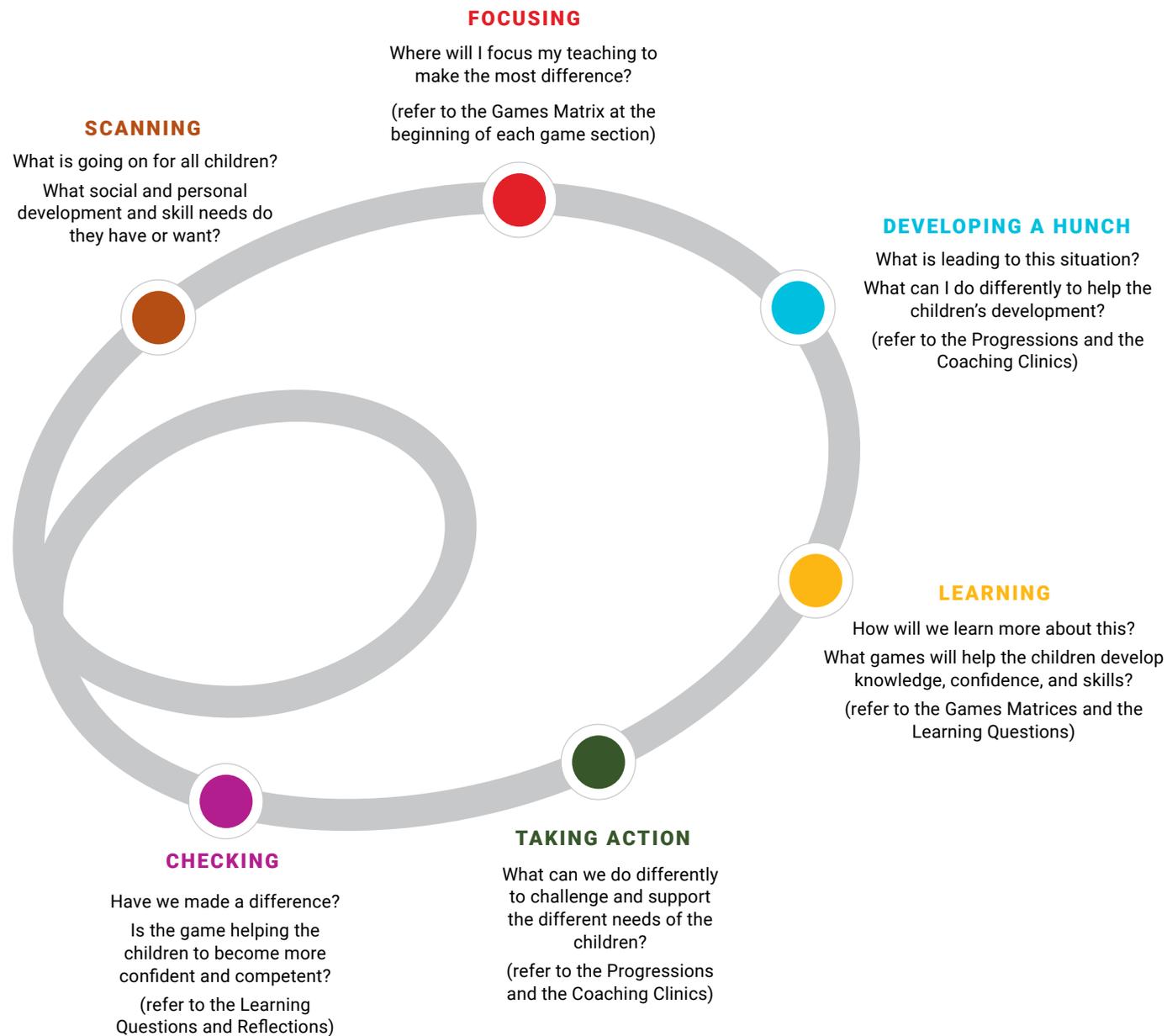
### **What is perceptual-action coupling, and why is it so important?**

In short, it is the inextricable linkage between perceiving the environment around you and your movement in that environment. It underpins our focus on the need to teach game skills by playing games.

When playing games, we perceive the ever-changing situation and either move in response to those changes or initiate change ourselves by moving to manipulate the situation in our favour. In turn, this change in our perceptual information makes us change our movement to correspond. This ongoing coupling between movement and perception is key to learning in any open environment, but particularly in a games environment. So, we learn to play games by developing the perceptual-action couplings that form the basis of game skills.

### **Knowing where to start**

It will be tempting to jump straight to selecting games for the children that you teach, but the following process suggests an inquiry-based approach to using this resource most effectively for children's learning. To get the best out of *MoveWell*, work your way through the 'How to use this resource' spiral, asking yourself:



Adapted from the spiral of inquiry, Timperley, Kaser, and Halbert (2014)

### About structuring sessions

Begin each session with an active start. Children generally dislike being sent for a run to warm up. Instead, get them to select one of the games to achieve the purpose of the traditional 'warm-up'. This focuses and motivates the children, increases body temperature, and uses joints and muscles through the range of motion needed to develop the game skills.

Identify the learning that you want to achieve in the session. Use the games matrices and list of concept clinics to select and organise a range of concepts and games as the context for learning. For example, you may want to focus the children's learning on playing angles as well as fairness and equity. Hence, you may choose to play 1.13 **Aotearoa Tchoukball** with its focus on playing angles, followed by 1.7 **End Ball** with its focus on developing fairness and equity. Similarly, you may select 1.12 **Tapu Ae** to put a learning focus on te reo Māori and tikanga Māori, followed by 2.1 **Inchworms** to develop group-work skills.

Adapt and modify the game to match the ability level of the children. Use the progressions outlined in each game to help you simplify or enhance the game to suit the needs of the children. In addition, use games with small teams to help ensure high levels of participation and practice. The aim is to ensure that children get lots of opportunities to play and learn at their level.

Let children play. Learning takes time and good sessions provide plenty of enjoyable activity time for each child. While it may feel constructive to stop the game to provide lots of information and instructions, it is generally better to keep games active and encourage children to learn through questioning, inquiry, and guided discovery.

The learning questions listed in each part of the game template can be used as a springboard for 'teachable moments' during the sessions and/or as reflective questions for the children at the end of the session. The concept clinics aim to provide game-skills content knowledge to assist teachers and coaches prepare their sessions. The teacher reflection section is an important part of the pedagogy after teaching to see if the session has met the needs of the children.

Involve children in their learning by providing them with choices about what they play, how they play, and who they play with. Challenge them to identify the next steps in their learning, giving them a voice and responsibility, and watch them thrive.



Provide a safe emotional and physical environment for playing games. The children's wellbeing in developing a sense of self-worth through play and a desire to be active and involved is a more important outcome than developing high-performance sports players. Be observant of how children interact, support each other, play fairly, and become engaged in the games. Games provide an excellent opportunity to focus on the personal and interpersonal aspects involved in being an active and contributing member of a team. At the same time, providing a safe environment also involves being sensitive to the messages around equity, including gender, culture, and ability.

All of the games have a focus on safety through *The New Zealand Curriculum* (Ministry of Education, 2007) and the ACC SportSmart principles. For example, teaching children to move well, specifically learning to change direction and land from a jump, can protect against injury. Emotional and physical safety are paramount.

Enjoy the games and enjoy teaching children game skills that will provide them with a wonderful sense of self-worth and the skills to 'move well'.



A photograph of children playing an invasion game on a green field, overlaid with a green tint and a white number '1'. The children are wearing blue and black vests. One child in the foreground is holding a ball. The background shows a green field with yellow lines and orange cones.

1

---

# Invasion Games

---

# Invasion and tag game skills

## Tag games

Tag games are games in which two or more players chase other players in an attempt to ‘tag’ them and score a point. The skills learnt in tag games develop to become important in many invasion games. The important outcome is being able to read the opposition.

Tag game skills	What this is	What it looks like – Success criteria
<b>Chasing or shadowing</b>	It is when the taggers track and chase down the runners. It involves anticipating, shadowing, and outwitting the runners.	<ul style="list-style-type: none"> <li>The tagger watches the runner, tries to anticipate their movements, and moves to cut down the space, perhaps by trying to manipulate the direction of the runners and tag them.</li> <li>They could run diagonally to intercept the runner or side-slip to a corner with arms outstretched.</li> </ul>
<b>Evading</b>	It is when the runners outwit the taggers using quick, deceptive movements. It is more than just running and dodging skills.	<ul style="list-style-type: none"> <li>Runners evade the taggers by using quick, deceptive movements (often stop-start or changing direction): facing the tagger, side-slipping, side-stepping, or start-stopping.</li> </ul>
<b>Shepherding or cornering</b>	It is when the tagger moves the runner into a corner.	<ul style="list-style-type: none"> <li>The tagger traps the runner in a corner so that they can quickly move in to make the tag.</li> </ul>
<b>Moving into space</b>	It is when the runners try to move into free space past the taggers to avoid being tagged.	<ul style="list-style-type: none"> <li>The runner moves away from the tagger into open spaces.</li> <li>They avoid being clustered with other runners so that they have options to escape in different directions.</li> </ul>
<b>Using others as a screen</b>	It is when the runners use other runners to hide behind so the taggers can't tag them.	<ul style="list-style-type: none"> <li>Runners use other runners to hide behind or block so that the taggers have to run around them.</li> </ul>
<b>Teamwork (communicating and cooperating)</b>	It is when the taggers communicate, plan, and implement a joint attack to shepherd and corner a runner.	<ul style="list-style-type: none"> <li>The taggers work as a team to corner a runner as opposed to working individually.</li> </ul>

## Invasion games

Invasion games are games in which the aim is to invade an opponent's territory and score a goal or point. These are typically fast-paced games that need teamwork in order to control the ball, keep possession, move into a scoring position, and prevent the opposition from scoring. Teams share the same playing area as they attempt to both score and prevent the other team from scoring.

Invasion game skills	What this is	What it looks like – Success criteria
<b>Teamwork skills</b>	<p>It is working as a team, with roles and responsibilities.</p> <p>It involves planning together and playing together to be successful.</p> <p>It is deciding on team strategies and playing tactically as a team, using all the players' strengths.</p>	<ul style="list-style-type: none"> <li>• The players work together as a team to achieve success, whether on attack or in defence.</li> <li>• They take up positions, develop supporting positional play, move into field positions to receive the ball, build an attack with team-mates, or set up a team-mate to score.</li> <li>• The team supports a ball-carrier by moving into different spaces to create multiple passing options for the ball-carrier.</li> </ul>
<b>Holding possession</b>	<p>It is passing, running with the ball, or holding the ball.</p>	<ul style="list-style-type: none"> <li>• The attacking players hold possession, which means they think before acting. They may hold and wait for support, run into a safer place with the ball, pass to another player who is in space, or support a ball-carrier.</li> <li>• They could move the ball backwards or sideways between players before going forward.</li> <li>• It could also mean that support players move into a position and call to receive a pass.</li> </ul>
<b>Creating and moving into space</b>	<p>It is making space and using it to build an attack, including moving or passing laterally or backwards as well as forwards.</p>	<ul style="list-style-type: none"> <li>• Players recognise space and move into it to receive the ball. They call for the ball or indicate where they are moving to, using pointing or other gestures, such as a nod of the head.</li> <li>• They create space by keeping the defender behind them away from the open area.</li> <li>• They call then move into space to receive the ball.</li> <li>• Players often pass the ball to space rather than directly to the receiver.</li> </ul>
<b>Supporting the ball-carrier</b>	<p>It is giving the ball-carrier passing and running options.</p>	<ul style="list-style-type: none"> <li>• Supporting players move into space around the ball-carrier to offer passing or running options. Options include passing backwards, sideways, or forwards.</li> </ul>
<b>Positioning</b>	<p>It is playing in a position that contributes to the success of the team.</p>	<ul style="list-style-type: none"> <li>• The players stay in position and know what to do in that position.</li> <li>• They use all the players in their various positions, often passing backwards or sideways until an opportunity arises to move forwards.</li> <li>• Players communicate and move according to their position. For example, wings will stay in their position most of the time to ensure that there is a wide passing option.</li> <li>• If one player moves out of position, another player moves to fill the gap until the normal pattern re-emerges.</li> </ul>

<b>Controlling the pace</b>	It is being patient and controlling the speed of the game. Pace and patience go hand in hand.	<ul style="list-style-type: none"> <li>• For beginners, this means slowing down and thinking before acting to control the nature of play. Teams build patterns of attack over time rather than rushing head first into it.</li> <li>• In advanced games, it means speeding up to put more pressure on the opposition.</li> </ul>
<b>Attacking and defending</b>	It is attacking and penetrating the defence or stopping the attack.	<ul style="list-style-type: none"> <li>• The players break through the defensive line or, conversely, stop the attackers from breaking through.</li> <li>• They use attacking and defending skills that involve strategic and tactical patterns of play.</li> <li>• Players use a variety of tactics, including skills that allow them to break through a defence by dribbling through at speed, side-stepping, or dodging through a defence individually.</li> <li>• At other times, players work together to employ game strategies and tactics to beat the defence. These are often game-specific and include: drawing and passing, passing over a defender or through the defence line, using a screen to block a defender, running at different angles, and so on.</li> <li>• The defenders use one-on-one defence, half-court or zone defence, front mark or back mark, depending on the game situation.</li> </ul>
<b>Applying pressure</b>	It is putting pressure on the attack or the defence.	<ul style="list-style-type: none"> <li>• Experienced players mark their opposite closely. They will know when to hold back, when to attack or when to intercept. This can be seen in a player's 'game sense', that is, how they understand the game context and mark their opponent in a game.</li> <li>• When team members apply pressure together, it causes a breakdown in the other team's pattern and creates the opportunity for a turnover.</li> </ul>

Invasion games	Page
<p><b>1.1 Pirates' Treasure</b></p> <p>Pirate's Treasure is a fun way to learn the game skills of attacking as a team and using team tactics. The objective of the game is for the sailor in the middle to protect the treasure from the pirates, who work as a team to steal it.</p> <p><b>Team attack</b></p>	30
<p><b>1.2 Team Tail Tag</b></p> <p>This a chase and tag game in which children work as a team to collect the tails of other players. It's a great game to develop skills like chasing, evading, and trapping players. It also works to build team cooperation.</p> <p><b>Chasing, shadowing, dodging, and evading</b></p>	32
<p><b>1.3 Team Corner Ball</b></p> <p>This is a 'corner ball' game. The aim is to tag the other teams with the ball while freeing your own team to keep all your team 'alive'.</p> <p><b>Inclusive play</b></p>	34
<p><b>1.4 Castles</b></p> <p>The objective of Castles is for each team to try to get into the other team's castle to steal their 'gold' and bring it back to their own team. It is an excellent game for teaching the games skills of defending an area and learning about zone defence.</p> <p><b>Zone defence and wave attacks</b></p>	36
<p><b>1.5 Touch and Tag</b></p> <p>Touch and Tag is an invasion tag game that encourages children to move and pass to hold on to possession. Players need to have patience, move with the ball while looking for a pass to open players, or find open space to be passed to when supporting the ball- carrier.</p> <p><b>Holding possession</b></p>	38
<p><b>1.6 Tag Netball / Aranga Tag</b></p> <p>The aim of this game is to advance the ball down the court and score a goal by passing to a receiver behind the baseline in-goal area of a netball court.</p> <p><b>Possession, position, and patience</b></p>	40
<p><b>1.7 End Ball</b></p> <p>End Ball is good for introducing the primary rules and strategies of invasion games. It suits all ability groups because players of equal ability mark each other, which personalises the game challenge. The idea is to beat your partner and get the ball over the end line.</p> <p><b>Fairness and equity</b></p>	42
<p><b>1.8 Space Pass 1, 2, and 3</b></p> <p>This is a passing and catching game that teaches the game skills of holding possession, creating space, reading play, and moving into space to receive the ball.</p> <p><b>Passing and receiving</b></p>	44

<p><b>1.9 Outlet Pass</b></p> <p>Outlet Pass is an invasion game where teams have to knock over one of the other team's cones. Teams need to work together in coordinated patterns of attack or defence. They also learn to use an outlet pass to clear their goal area.</p> <p><b>Attacking and defending as a team</b></p>	46
<p><b>1.10 Fast Break</b></p> <p>Fast Break is an invasion game just like Outlet Pass, in which teams have to knock over one of the other team's cones, but in this game, players are encouraged to quickly break out and move the ball up the court to beat the defence after a turnover.</p> <p><b>Changing the pace and making a fast break</b></p>	48
<p><b>1.11 Over Half</b></p> <p>Over Half is a tactical invasion game. Teams try to keep or take possession of the balls in their own half (or score over the baseline in progression 3). The teams begin with different numbers of players on each side of the halfway line, which they can cross over but can't return.</p> <p><b>Playing as tactical units</b></p>	50
<p><b>1.12 Tapu Ae</b></p> <p>Tapu Ae is a fast-moving Māori game. It shares the same pūrākau as Kī-o-rahi. It is fun to play and helps children to learn the significance of movement for Māori while providing the opportunity to use te reo Māori and Māori concepts in authentic game contexts.</p> <p><b>Te reo Māori and tikanga Māori</b></p>	52
<p><b>1.13 Aotearoa Tchoukball</b></p> <p>Aotearoa Tchoukball is an adaptation of the original game of Swedish Tchoukball. Players score by throwing and receiving the ball off a rebounder at the end of the court. They can score at either end, which gives them options about the playing direction and makes the game more fun.</p> <p><b>Playing angles</b></p>	54
<p><b>1.14 Quoit 2 Cone</b></p> <p>Quoit 2 Cone is a fun invasion game in which teams have to place quoits onto a cone placed in their scoring circle. Played like ultimate Frisbee, teams throw the quoit around their team to get it to a player in the scoring circle, who places it on their cone.</p> <p><b>Passing and catching with accuracy</b></p>	56
<p><b>1.15 Kī-o-rahi</b></p> <p>Kī-o-rahi is a fast moving Māori game played on a circular field between the kīoma and taniwha. What makes this game exciting is two different ways of scoring points: one team scoring 'tries' and the other scoring points by hitting the object at the centre of the field.</p> <p><b>Conflict resolution</b></p>	58

# 1.1 Pirates' Treasure

Pirates' treasure is a fun way to learn the game skills of attacking as a team and using team tactics. The objective of the game is for the sailor in the middle to protect the treasure from the pirates, who work as a team to steal it.



## EQUIPMENT



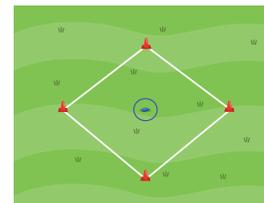
Bean bags



Hoops



Cones



## LEARNING FOCUS

The focus is on the game skills of:

- *Team attack*: implementing a joint attack to get the treasure
- *Tactical play*: to get or protect the treasure
- *Agility and evasion*: quick, agile, and deceptive responses and movements.

## SET UP & PLAY

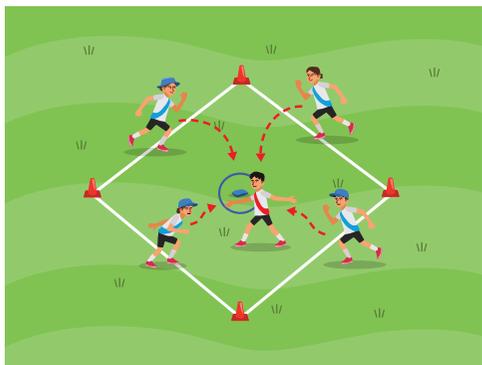
### Set up:

- The game can be played indoors or outside.
- Groups of five or six children (one or two sailors and four pirates).
- Mark out a square with cones.
- Place a hoop with the treasure (a bean bag) in it in the middle of the square.

### Play:

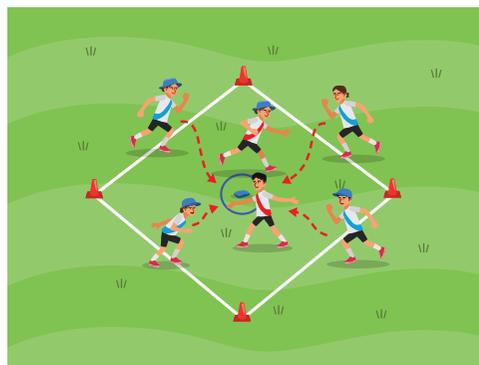
- The sailor is in the middle and has to protect the treasure (bean bag) in a hoop from the pirates.
- The pirates aim to steal the treasure (bean bag/s) and take it off the boat (outside the square) without being tagged by the sailor.
- If a pirate is tagged while carrying the treasure, that pirate must replace the treasure and go outside the boat (square) and start again.

**PROGRESSIONS** Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



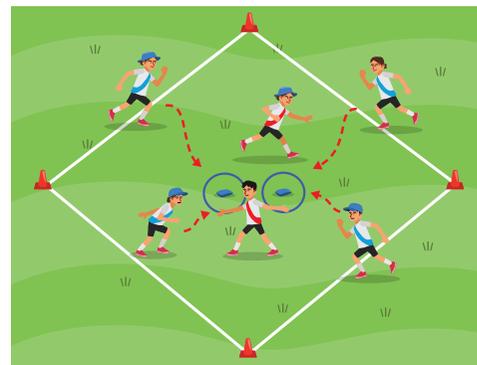
**Step One:**

Play the game with one sailor and four pirates – 4 v 1. Swap pirates and sailors roles so that all the children have a turn at being the sailor.



**Step Two:**

Introduce a second sailor and maybe a second hoop with more treasure – 4 v 2.



**Step Three:**

Use variations such as: three different pieces of treasure (bean bags of different colours – yellow is gold, green is pounamu, red is rubies); create a larger ship; vary the number of pirates; give the pirates different roles, such as a 'peg leg' where the pirate has to hop on one leg or a 'parrot on shoulder' where the pirate has to place their left hand on their right shoulder.

**LEARNING QUESTIONS**

*Pirates*

- How did you come up with a strategy to steal the treasure?
- What did you do as a team to draw the sailor away from the treasure?
- What was the most successful strategy to grab the treasure?
- What other attacking tactics did your team try?

*Sailors*

- How did you defend the treasure?
- What tactics worked better for you – staying close to the treasure or running after the pirates? Why?
- What rule changes could you make to give the sailor a better chance of protecting the treasure?
- When there were two sailors, how did you work together to defend the treasure?

**REFLECTION**

*After the activity, can the children:*

- work as a team to recognise that using the collective strengths of all players is more successful than working individually?
- devise and trial different tactics to get the treasure?
- allocate different roles to achieve the goal of getting the treasure?
- sit in a group, share ideas, and listen to others to collaboratively plan a team attack?
- suggest rule changes that may make it a fairer game for all players?



**Team attack**

Attacking goals and targets as a team involves deciding on team tactics and positively applying them in games. Success improves when players use their collective strengths and work as a team. This often means assigning different roles to different players, such as decoy runners, blockers (or screens), or strikers. Children learn these game skills when they are given the opportunity to formulate and apply team tactics in games.

Tag games help children learn the skills of playing tactically:

1. *Attacking as a team:* The taggers need to develop and trial different ways to draw the defenders away from the safe area. This may involve all the taggers attacking at once, attacking in waves, or some sacrificing themselves so others can get to the safe area.
2. *Defending tactically:* The defenders need to devise and apply ways to successfully defend the safe area. This may mean staying by that area but moving around to ensure that the defender can see where the taggers are coming from.

# 1.2 Team Tail Tag

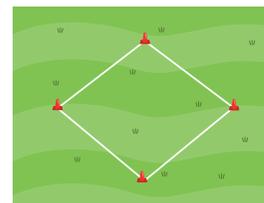
This is a chase and tag game in which children work as a team to collect the tails of other players. It's a great game to develop skills like chasing, evading, and trapping players. It also works to build team cooperation.



## EQUIPMENT



4 sets of different-coloured bands



## LEARNING FOCUS

The focus in this game is on teamwork and developing the game skills of chasing, shadowing, dodging, and evading.

Focus the children on:

- working tactically as a team
- being able to chase down and trap a runner
- being able to evade a chaser.

## SET UP & PLAY

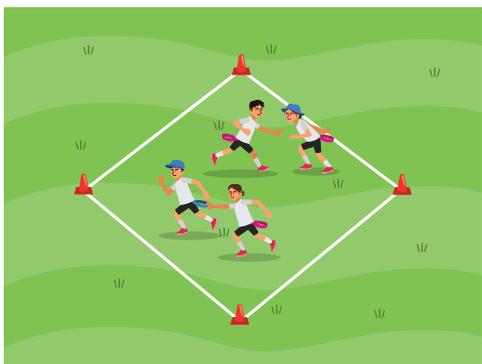
### Set up:

- Play in one-third of a netball court.
- Four teams each with different-coloured bands as tails. Tails are tucked into the back of their shorts.
- 4–6 players per team.
- Each team starts in their own corner.

### Play:

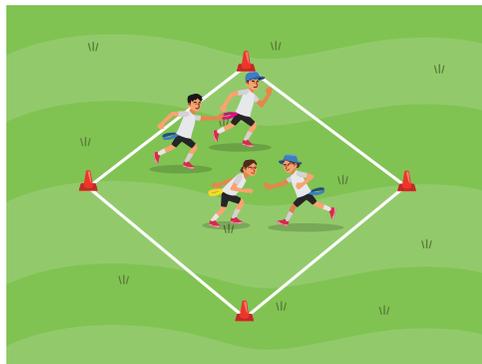
- Players start from their own corner of the court. On “go” they run around and get as many tails from the other teams as possible until time is called.
- They return to their corner to see which team has the most tails.
- In the second game, they have to get a tail (or two) of each colour, return to their corner with the tails, and hold them up before the other teams do to win.

**PROGRESSIONS** Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



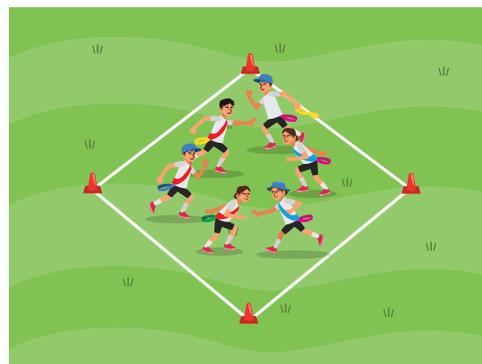
**Step One:**

Combine the red and blue teams and have them work as one team to get as many green and yellow tails (bands) as possible in the time limit. The winning team is the one that has more of their oppositions' bands. Their own bands don't count.



**Step Two:**

Each colour works as a team on their own to chase and be chased by the other three teams while trying to get as many tails as possible from them. The winning team is the one that has more of the other teams' bands. If there is a draw, the team that also has more of their own team's bands wins.



**Step Three:**

The children again work in their own teams, but the goal is now to get a tail of each colour and get back to their corner. The team that has one of each colour and is first to hold all four up wins.

**LEARNING QUESTIONS**

- What did you do to successfully chase others and still protect your own tail?
- How did your team work together to chase and corner the other teams?
- Was working as a team more successful than chasing on your own? Why or why not?
- What did you do to evade being tagged?
- What did your team do to help you evade being tagged?
- Did everybody tag and evade, or did you have some team members doing each? Which worked better? Why was that?
- What have you learned about working as a team from playing this game?

**REFLECTION**

*After the activity, can the children:*

- demonstrate the games skills of anticipating and outwitting their opponents?
- chase and shadow skilfully when on offence to get a tail, and dodge and evade skilfully when on defence to avoid losing their tail?
- work as a team with designated roles to achieve the team's goal?



**Chasing, shadowing, dodging, and evading**

Tag games are simple, fun games to play. They are ideal for developing both movement and game skills. The game skills of chasing and shadowing occur when the taggers track and chase down the runners. This involves anticipating, shadowing, and outwitting the runners. The taggers could be moving diagonally to intercept the path of the runner or side-slipping with outstretched arms to corner a runner.

Evading is another game skill. This occurs when the runners outwit the taggers using quick, deceptive dodging movements (often stop-start or changing direction), body swerves, or side-slipping while facing the tagger, ready to sprint off into open space. Agility and speed are key factors.

Although these games skills may appear to be simple movements, they are relational between the taggers and runners and are dependent on the game context. It is better to focus on these relational game skills than the isolated movements of individuals.

# 1.3 Team Corner Ball

This a 'corner ball' game. The aim is to tag the other teams with the ball while freeing your own team to keep all your team 'alive'.



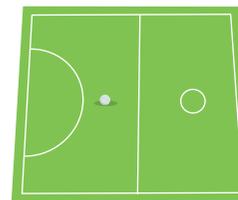
## EQUIPMENT



Bands



Balls (5 - 1 yellow = the golden snitch)



## LEARNING FOCUS

The focus in this game is on working together as a team and including everybody.

Focus the children on:

- putting the team and their team-mates before themselves
- freeing and protecting others in their team
- playing as a team with some players defending and others attacking
- tagging their opposition with the ball, not throwing it at them.

## SET UP & PLAY

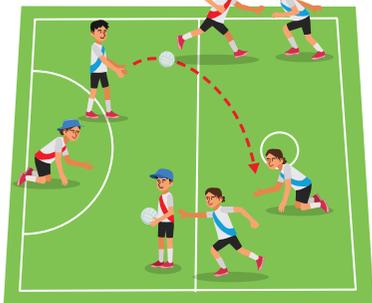
### Set up:

- Play on two-thirds of a netball court.
- Four teams of 4–6.
- Each team has one ball and starts from their corner.

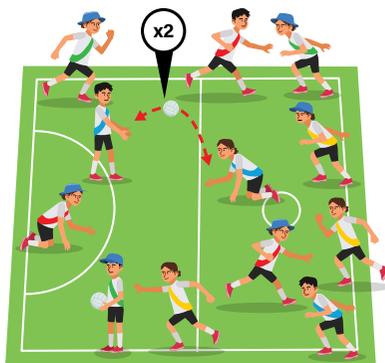
### Play:

- The aim is to tag players in the other teams with the ball.
- Players can't run with the ball but pass it around their team to corner and tag opposition players.
- If a player is tagged, they 'bob' down and have to be freed by a pass to them from one of their team-mates.
- Players can't take a ball off another player but can intercept another team's ball.
- The game continues until time is called and the team with the most players standing wins.

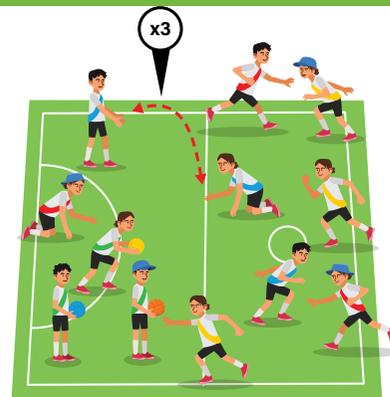
**PROGRESSIONS** Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



**Step One:**  
Play the game with two teams. Each team's ball can't be intercepted or stolen. Players holding a ball can't be tagged. Players can't hover over players who are bobbed down; they have to let them run when freed.



**Step Two:**  
Play with four teams. Each team's ball can be intercepted but can't be grabbed off another player. To be freed requires two passes between the player bobbed down and a team-mate.  
Introduce the golden snitch (yellow) ball, which remains as the teacher's or coach's ball to use to free players who are constantly being tagged or waiting a long time. (Initiate a discussion about inclusiveness).



**Step Three:**  
Same rules as Step Two except now use three passes to free a player. There are two variables to winning this version of the game. A team has to firstly keep as many of their team standing as they can and secondly try to get possession of the other team's balls. This time, give a deserving child the powers of the golden snitch to rove and free any player.

**LEARNING QUESTIONS**

- How did you feel about the focus of this game being on putting others first?
- What did your team do to ensure that everyone was included?
- What did you feel about the use of golden snitch to free players? How does this relate to inclusion and fairness?

**REFLECTION**

- After the activity, can the children:*
- include everyone and use the whole team?
  - encourage and praise others in their team?
  - focus on freeing others as well as keeping themselves safe?
  - use time-out discussion in an inclusive way?
  - understand that inclusion means adapting some rules for some players to make the game fair?
  - share in the joy of others' success?
  - suggest ways to change the rules of other games to make them fairer and more inclusive?



**Inclusive play**

Games played in inclusive and friendly ways can develop positive self-belief for all children. If players are encouraged to think of others and purposely try to include everyone, positive personal and social outcomes can be achieved. When children feel that they belong, it enhances their desire to play and socialise with their peers. This ultimately builds a positive sense of self and a healthy social environment. Talking about including everyone in time-out discussions is an important part of developing this awareness and practice among children. Tag games encourage children to look after other players because the object of the game is to have all of your team standing at the end of the playing time. Inclusion can be achieved when children:

1. Know that the objective is to free their own players
2. Pass to everyone and use the whole team
3. Encourage and praise others in their team
4. Look after others and help them to learn how to play the game
5. Share in the joy of each other's success.

# 1.4 Castles

The objective of Castles is for each team to try to get into the other team's castle to steal their 'gold' and bring it back to their own team. It is an excellent game for teaching the games skills of defending an area and learning about zone defence.



## EQUIPMENT



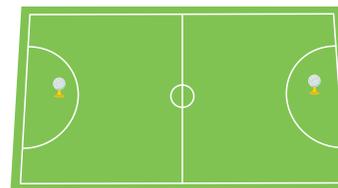
Kicking tee



Bands



Ball



## LEARNING FOCUS

The focus in this game is on defending an area using a zone defence and breaking through the zone when on attack.

Focus the children on:

- *Zone defence*: that is, marking space as opposed to marking a player
- *Attacking as a team*: attacking and penetrating a zone defence, using wave attacks.

## SET UP & PLAY

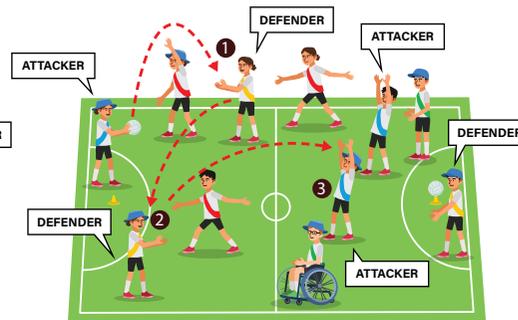
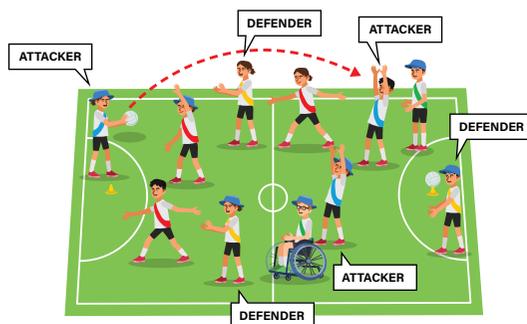
### Set up:

- Two teams on a netball-sized court.
- A small soccer or netball ball is on a tee-cone in each team's circle.
- The circle is the defenders' 'castle', and the ball is the defenders' 'gold'.

### Play:

- Teams begin in their own half and run into the other team's castle to capture their gold and bring it back to their own half without being tagged.
- Players can only be tagged in the half that the other team's castle sits within.
- Players are safe when inside the other team's castle.
- Defenders can't go into their own castle.
- If tagged, attackers have to return to their own half. If tagged with the ball, the ball is placed back on the tee and all attackers must return to their own half.

**PROGRESSIONS** Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



**Step One:**

All players can be both attackers and defenders. So, all can tag the opposition. It is the simplest rule but can be difficult to play because it can make it too hard for attackers to get into the other team's castle.

**Step Two:**

Split both teams into attackers and defenders (use different-coloured bands for attackers and defenders). Only defenders can tag. Players can still run with the gold back over halfway.

**Step Three:**

Players have to pass the ball two times in the attackers' half before it is passed over halfway. They cannot run it over halfway. Rather, it has to be passed over and caught. The attackers can run with the ball and pass it around, even back into the opponents' castle, but if it goes back into the opponents' castle, the count starts again.

**LEARNING QUESTIONS**

- What was the best way that you found as a team to defend your castle?
- How did you divide the area around your castle into zones to defend it?
- What do we call this type of defence? What's the other way we defend?
- How many ways did you find to penetrate the opposition's defence? What was the most effective?
- Did you use a double wave of attack to get the gold?
- What would be the purpose of leaving a member of your team in the other team's castle?
- Are there any rules that you or your team would change?

**REFLECTION**

After the activity, can the children:

- demonstrate how and why to use decoy runners and draw defenders?
- demonstrate and explain the effectiveness of a double-wave attack
- set-up and use a zone defence?
- devise team strategies to penetrate the opposition's castle, such as using more than one player to enter the castle at the same time to confuse the defensive players?
- devise team strategies to protect their gold?



**Zone defence and wave attacks**

**Zone defence**

Strategies for defending as a team generally fall into two types. In a match-up defence, each player is assigned someone in the opposition to defend. In a zone defence, each player is assigned an area (zone) to defend. The advantage of a zone defence is that it helps to ensure all areas are covered and there are no gaps that can be exploited.

When playing a zone defence, encourage children to think about what areas need to be defended and how to arrange their players in these zones. Also encourage players to stay in their zones and not be drawn away by decoy runners.

**Wave attack**

Attacking as a team (in waves) is a common strategy of invasion games. One way to penetrate the defence is for more than one player to enter the same space at the same time to confuse the defensive players. Attackers could come from different angles at the same time or use waves, with the first acting as a decoy so that the following wave can break through the defence.

When using a wave attack, encourage children to think about how the first wave should run to act as effective decoys and set up gaps and scoring opportunities.

# 1.5 Touch and Tag

Touch and Tag is an invasion tag game that encourages children to move and pass to hold on to possession. Players need have patience, move with the ball while looking for a pass to open players, or find open space to be passed to when supporting the ball-carrier.



## EQUIPMENT



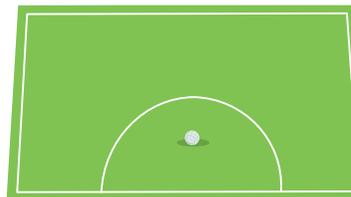
Bands



Cones



Ball (rugby, netball, basketball),



## LEARNING FOCUS

The focus of this game is playing as a team to hold on to possession.

Focus the children on:

- looking for unmarked players to pass to
- moving into open space to pass or receive the ball
- calling for the ball when free
- being patient and holding the pass until it is safe to make.

## SET UP & PLAY

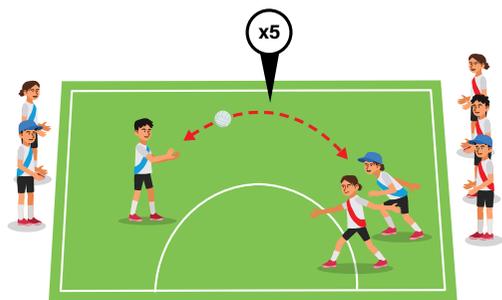
### Set up:

- Use one-third of a netball court.
- Two teams of four, each team wearing the same coloured bands.
- Teams begin on opposite sidelines.
- One team has the ball.
- To win, teams have to make five consecutive passes.

### Play:

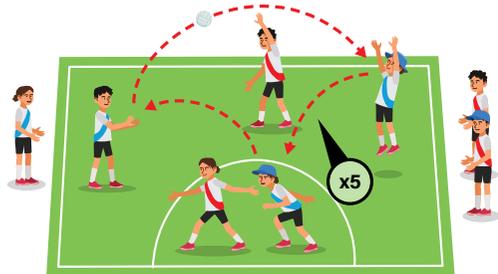
- Two players from the team with the ball (attackers) and one player from the opposition (tagger) go on court.
- Start and restart after each change of possession with a pass from the sideline.
- Attackers can run or pass the ball.
- Taggers tag the ball-carrier to get possession. They bring on two more players (3 v 2 advantage).
- After the next tag, the remaining attacking players come on (4 v 3 advantage).
- After the next tag, the last player comes on (now 4 v 4).

**PROGRESSIONS** Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



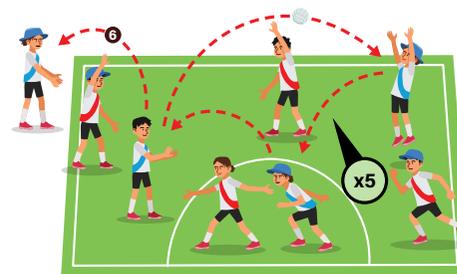
**Step One:**

Play in your own team in half the court size 2 v 1, then 2 v 2. Younger children could play without the ball-carrier running. The ball then has to be intercepted like piggy in the middle.



**Step Two:**

Play the game as designed. Use a variety of different types of balls (netball, rugby ball, basketball).



**Step Three:**

Play the game as before. After the fifth pass, the ball has to be passed and received over the designated end line to win. This introduces the idea of *directional passes*.

**LEARNING QUESTIONS**

- What did you do when the ball was passed to you?
- Could you hold and move with the ball until you found someone to pass to?
- What did you do to draw the opposition away and make space to receive or make a pass?
- How did the uneven number of players (*pressure ratio*) make it easier to pass?
- What do you understand by a *pressure ratio*?

**REFLECTION**

After the activity, can the children:

- recognise the need to have patience and look for a pass before passing?
- move with the ball into open space while looking up for a teammate to pass to?
- get free of their marker to offer a passing option?
- signal and move into an open space to receive the ball when the option is available?
- demonstrate what holding possession means?
- explain how they can take advantage of a *pressure ratio*?



**Holding possession**

Holding possession is a core game skill of invasion games. This requires players to be patient and not pass until it is safe to do so. When possible, it means moving with the ball into open spaces while looking for someone who is available to pass to. Supporting players should look to support the ball-carrier by moving into free space and calling when open to receiving a pass.

An effective way of providing more practice opportunities for holding possession is to modify the game so that the attack has more players than the defence. This is called altering the pressure ratio in favour of the attacking team.

When teaching about holding possession, encourage children to:

1. Move with the ball while looking for someone to pass to
2. Be patient and not pass until a pass is safe to make
3. Draw their marker away from other players in their team
4. Look for the open player when they have a numerical advantage, such as 3 v 2
5. Move in different directions to free up an unmarked player
6. Signal and move into an open space to receive the ball when the option is available.

# 1.6 Tag Netball/Aranga Tag

The aim of this game is to advance the ball down the court and score a goal by passing to a receiver behind the baseline in-goal area of a netball court.



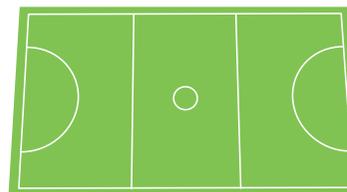
## EQUIPMENT



Bands



Ball



## LEARNING FOCUS

The focus of this game is on the game skills of holding possession, playing in position, making space, and having patience.

Focus the children on:

- playing in position
- holding on to the ball
- making space to receive or pass the ball
- being patient and looking for a pass before passing.

## SET UP & PLAY

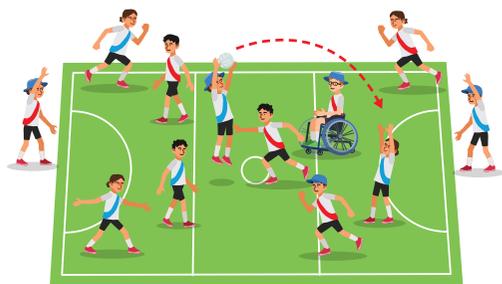
### Set up:

- Play on a netball court.
- Teams of 5–8 in their own half.

### Play:

- Start with a pass from halfway.
- Players can run with the ball, pass it, or be stationary to accept a pass.
- Players can be tagged while running with the ball but not when they are stationary; defenders have to be a metre away from stationary players.
- If the ball-carrier stops, they must pass.
- If the ball-carrier is tagged while running, it's a turnover and the opposition passes from that spot.
- Intercepts are allowed.
- No offsides, but no players can enter either goal circle.
- A goal is scored by passing the ball to the receiver behind the baseline, within the netball circle marking.
- After a goal, the opposition restarts from the baseline.

**PROGRESSIONS** Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



**Step One:**  
If the player with the ball is tagged, they can pass it rather than turn it over. This means that the only way the opposition can get the ball is by intercepting it. To score, the ball can be passed to a receiver anywhere along the baseline.



**Step Two:**  
Introduce positional play, in which you encourage one on one marking. Introduce a defender behind the baseline to mark the receiver.



**Step Three:**  
Play the game as described in Set up and Play, with the defender marking the receiver behind the baseline. A goal is now scored by passing the ball to the receiver behind the baseline, within the smaller distance of the netball circle marking.

**LEARNING QUESTIONS**

- How did you hold possession of the ball?
- What things did you consider in making your decision whether to pass, run, or hold the ball?
- What do you understand by showing patience when passing?
- What is the advantage of having team positions, such as wings, centre, backs?
- Why was it important for you to stay in your position?
- What was the best way to defend another player from getting the ball?
- Why should you try to keep yourself between the attacker and their goal?
- How do you change from attack to defence?

**REFLECTION**

*After the activity, can the children:*

- hold on to the ball and look for an open player before passing?
- not throw possession away by passing the ball when a pass has a low chance of success?
- explain what the three Ps of possession, position, and patience are?
- explain the reason for needing the 3 Ps in this game?
- begin to apply them in the game?
- demonstrate different team positions to cover the width and length of the court?



**Possession, position, and patience**

Invasion games typically require teams to hold on to possession as they advance the ball towards their goal. This can be difficult for learners because the pace of the game can put pressure on the ball-carrier to pass early. Players need to understand the importance of holding on to the ball and moving with it while looking for a pass to someone positioned to receive it. This requires patience and the confidence to wait for a passing opportunity. Supporting players need to learn to move into positions that open up the space and provide passing opportunities. Designated player positions help to spread the team out and provide a pattern formation for passing through a team.

**Possession and patience mean:**

- holding on to the ball and looking for an open player before passing
- not throwing passes with a 50:50 success rate.

**Position means:**

- taking up court positions that cover the width and length of the court, e.g., centres, wings, forwards, backs, attackers, defenders
- holding your position and moving into open spaces to receive the ball
- complementing other players in your team by moving when necessary to keep the team pattern.

# 1.7 End Ball

End ball is good for introducing the primary rules and strategies of invasion games. It suits all ability groups because players of equal ability mark each other, which personalises the game challenge. The idea is to beat your partner and get the ball over the end line.



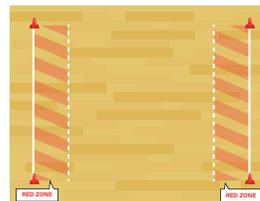
## EQUIPMENT



Ball (rugby or netball),



Bands



## LEARNING FOCUS

The focus is running with and passing the ball, with the challenge of beating your partner. Fairness and equity can be introduced and demonstrated through the game.

Focus the children on:

- playing fairly and passing to all players
- recognising the importance of strategic roles and having specialists in them
- closely watching and marking their partner
- the best way(s) to mark.

## SET UP & PLAY

### Set up:

- Use one-third of a netball court.
- Six players per team.
- Children pair-up with a player of equal ability in the other team.

### Play:

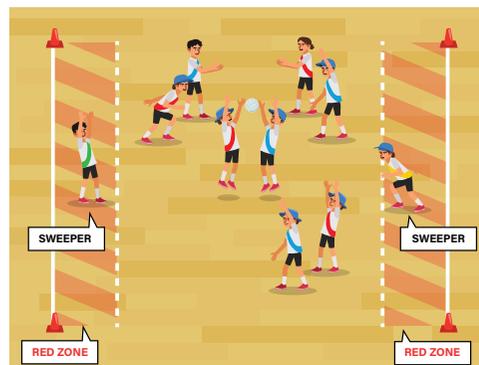
- The aim of the game is to play as a team to run the ball over the end line without being touched.
- Players mark their partner and can only tag one another.
- There are no offsides, and the ball can be passed forward, backwards, or anywhere.
- Start the game from halfway and restart from behind the end line.
- Players can run, stop, run again, pass the ball around, but if it is dropped or intercepted the ball is handed over.
- Turnovers must restart with a pass from that spot.

**PROGRESSIONS** Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



**Step One:**

Play as described in Set up and Play. Some rules may be adapted for some children, e.g., an incomplete pass (or dropped ball) may be allowed for some children but not for others. Discuss and practise fairness and equity principles.



**Step Two:**

Make 'red zones' 5 metres from end lines. Select one pair to become sweepers who stay in the red zone. They wear a different-coloured band and can tag anyone but can't be tagged. Select a pair who might make a good last line of defence. (They may be dominating play and are now restricted to give others a chance, but they are still involved in the game with an important role.)



**Step Three:**

Add rovers. Rovers rove in the middle zone between the 5-metre lines. They can tag anybody but can only be tagged by the other rover. Rovers wear another-coloured band. You could use players who you want to encourage to become more involved. If capable, they are good players to bring the ball up the court.

**LEARNING QUESTIONS**

- What qualities do you and your partner both have that made you pair up in this game?
- What rules did you decide to change and why did you do this?
- How did you feel about changing the rules for some players?
- How did introducing roles as sweepers and rovers make the game fairer?
- Why is a game that is fair for all more enjoyable?
- Why do we encourage 'no shaming' in playing games?
- How does it make you feel if you are shamed for missing a pass or tag?
- What do you understand by the term 'back-marking' your partner?

**REFLECTION**

After the activity, can the children:

- closely watch and mark their partner?
- use one-on-one or red-zone marking?
- play fairly and pass to all players?
- support each other with 'no shaming'?
- change rules to make the game fairer for everyone?
- design roles to extend more able players?
- recognise the importance of strategic roles and using the specialists in them to make the game more enjoyable and fair?



**Fairness and equity**

To be *fun* and *inclusive*, games need to be *fair* for all children. Sometimes this means *changing* the rules, the *playing conditions*, or the roles for different players. One way to do this is to have players of *equal ability* pair up and mark one another; another is to give children *specialist roles* to include them more. These role changes can alter the interactive dynamics and enable others to become more involved. In this way *equity* is more important than *equality*, meaning that different rules and roles for different players can make the game *fair for all*. The ultimate aim is to be fair and equitable.

To encourage fairness, have players pair up with someone of their own ability and only they mark one another. Although there are children of all abilities playing together, the game is fairer because the competition between players is more personalised.

Games can be modified to help fairness. For example, roles like being a sweeper or rover can be assigned to players who are not so involved in the game or who are 'dominating the game' to change the interactive dynamics, while still including all players in positive ways.

# 1.8 Space Pass 1, 2, and 3

This is a passing and catching game that teaches the game skills of holding possession, creating space, reading play, and moving into space to receive the ball.



## EQUIPMENT



Non-slip mats (6-8)



Netball



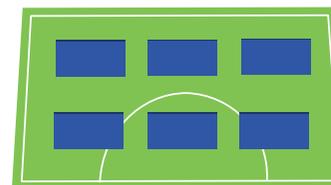
Volleyball



Rugby ball



Bands



## LEARNING FOCUS

The focus is on the games skills of using space to pass and receive. Passers look for space, and receivers create and move into space to receive the ball.

Focus the children on:

- keeping possession
- moving into space to receive a pass
- passing to a team-mate in open space
- using signals, calling, and body language to receive a pass
- marking opponents.

## SET UP & PLAY

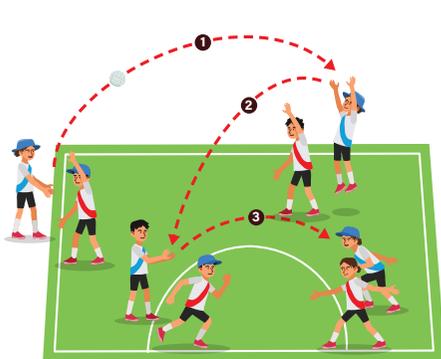
### Set up:

- Teams of four players.
- Play in one-third of a netball court or an area in a hall.

### Play:

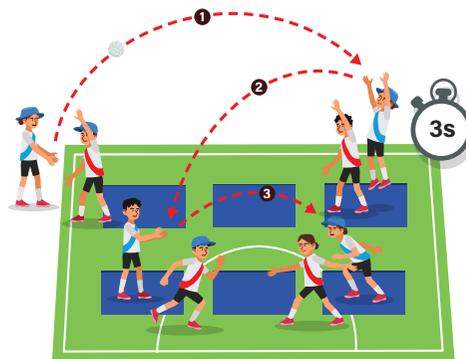
- One player starts with a pass from outside the court.
- Players cannot run with the ball or pass straight back to the thrower.
- A point is scored when a team makes four consecutive passes without dropping the ball.
- After a point is scored, the other team passes in from outside the court.
- If the ball is intercepted, it is turned over to the other team.
- In an incomplete interception, the ball remains with the passing team.
- Players need to keep one step away from the ball-carrier.
- See progressions for additional rules.
- Use different types of balls to vary the game.

**PROGRESSIONS** Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



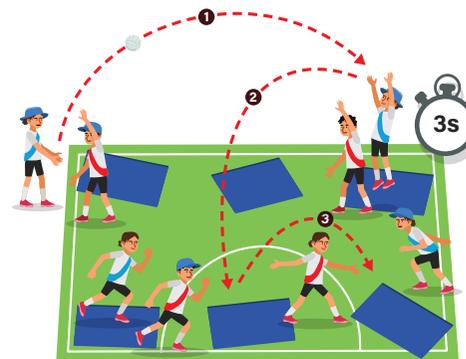
**Step One:**

Begin by playing Space Pass 1. See Set up and Play. Encourage players to spread out and create space. Beginners are often like 'bees around the honey pot' and need to learn about using all the playing area.



**Step Two:**

Progress to Space Pass 2 by adding 6 mats round the perimeter. Attackers score by passing to someone with a foot on a mat. They can't wait on a mat for more than three seconds. However, if the defender can put their foot on the mat as the pass is received, the pass does not count. Return passes are allowed. Emphasise looking up and passing wide to where the mats are.



**Step Three:**

Progress to Space Pass 3. Play as for Space Pass 2 but neither the defenders nor the attackers are allowed to wait on a mat for a pass or to defend a player. They must move onto the mat with the pass. This encourages children to learn about leading, passing into space, and anticipating the receiver's movements so that the catch is made as the receiver lands on the mat.

**LEARNING QUESTIONS**

- What were three ways you could signal to your team-mate where you were going to pass?
- How could the receiver signal to the passer where they wanted the ball passed to?
- Why couldn't you wait on a mat in this game?
- Why should you 'lead' to pass into empty space?
- How and why might you hold possession of the ball before passing in this game?
- Why did you draw your marker away before moving into the empty space to receive the pass?
- Why was it important to be passing to moving players and running onto the ball?

**REFLECTION**

*After the activity, can the children:*

- begin to signal, watch, and time the speed of a pass to their team-mate?
- select an effective pass to use?
- pass into open space?
- use body language to indicate where they want to receive a pass?
- begin to read and anticipate likely passes?
- run on to the ball to receive a pass?
- begin to pass in relation to what the receiver is doing?



**Passing and receiving**

Passing and receiving in team games involves more than being able to pass and catch. In most situations where the ball is passed, the *receiver* 'leads' the pass by getting free from a defender and communicating with the passer through their movements or signals. As a receiver, learning how to get into the open involves different aspects, such as being able to hold their position, dodging away from a defender, or moving into an empty space to receive the pass. The *passer* needs to read the play and anticipate the *receiver's* movements before passing.

The key idea in teaching children about passing is that it is a relationship between the passer and receiver. Important aspects of this relationship include:

1. Signalling, watching, and timing the pass
2. Selecting the type, place, and speed of the pass to use
3. Creating and passing into space
4. Passing to moving players and running on to the ball
5. Reacting and passing in relation to what the receiver is doing.

Children learn how to throw with accuracy and catch successfully in game situations, as opposed to skill-drills, because games include the *perceptual-action coupling* of the real context.

# 1.9 Outlet Pass

Outlet Pass is an invasion game where teams have to knock over one of the other team's cones. Teams need to work together in coordinated patterns of attack or defence. They also learn to use an outlet pass to clear their goal area.



## EQUIPMENT



Hoops (8)



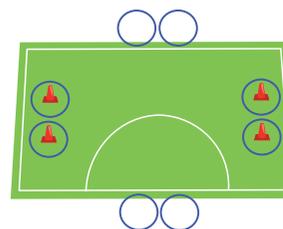
Cones (4)



Netball



Bands



## LEARNING FOCUS

The focus is on:

- planning and coordinating team attacks or defensive *patterns*
- using *outlet* passes to relieve the pressure when on defence.

Focus the children on:

- planning and coordinating positions and movements
- using deception to open gaps in the defence
- using planned, coordinated pattern defences to cover both space and attacking players
- using the outlet players to clear the ball after a turnover.

## SET UP & PLAY

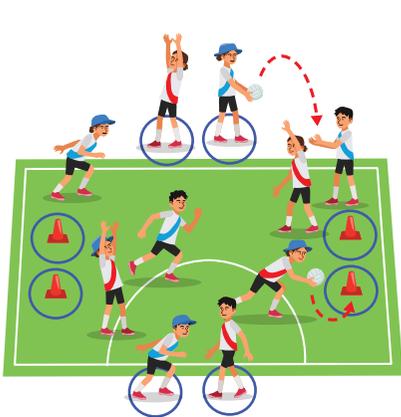
**Set up:**

- Use one-third of netball court.
- Place four hoops on the court, two at each side and end (2 metres in from baseline) with large cones in them.
- Make two teams of six players – four on court, two in the hoops on sidelines (outlet players).

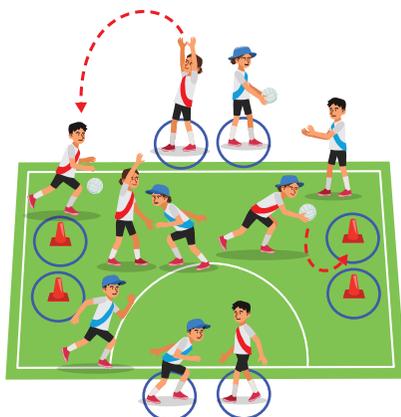
**Play:**

- Play starts from an outlet player and restarts from the baseline.
- Attackers pass the ball up court and try to hit one of the two cones from in front, at the side, or behind.
- Attackers can't run with the ball.
- Defenders defend cones but can't go into hoops. They must be 1 metre from the attacker.
- On turnover, the first pass must be to one of their two outlet players who passes in and comes on. The passer goes to the outlet hoop.

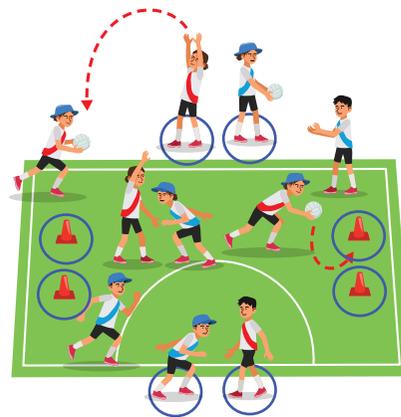
**PROGRESSIONS** Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



**Step One:**  
Defenders must be 1 metre from the player with the ball and can't grab the ball off them. They can intercept it and block it for a turnover.



**Step Two:**  
Players can now dribble the ball, but once they stop, they have to pass. They can be blocked by the defence, but the defensive player can't touch the attacking player (just as in basketball).



**Step Three:**  
Players can now run (move) with the ball, but once they stop, they have to pass. They can be blocked by the defence, but the defence can't touch the attacking player.

**LEARNING QUESTIONS**

- What is the purpose of using an outlet pass in this game?
- What strategies did you use to create gaps to attack through?
- How did you mark players to prevent the other team from attacking?
- Where were the best places for your players to move to defend your cones?
- What plan did your team use so that all opposition players and areas were covered by your team?

**REFLECTION**

*After the activity, can the children:*

- move the ball to an outlet player to clear the ball from their red zone?
- plan together as a team to use the outlet to set up an attack?
- use all their team's attacking players to move the ball up the court to attack the cones?
- plan together as a team to create gaps in the defence?
- explain the difference between a zone defence and player to player marking?
- plan a defence to mark all players and ensure that all areas are covered?



**Attacking and defending as a team**

Breaking through a defensive pattern often requires clever strategies and team coordination. Equally, setting up successful defensive patterns requires team strategies and skilful implementation.

When on attack, players need to work together to create *space* and *gaps* in the defence to break through and score or achieve a playing advantage. Conversely, defensive players need to work together to cover all options. At times this means *covering space* and at other times *marking players*.

Encourage children to explore how they can work together with different team roles, playing positions, and coordinated movement patterns to beat the defence or stop an attack. For example, attacking teams may experiment with different numbers of people on attack, while defending teams could experiment with zone or match-up defences.

Focus the children on:

1. Planning and using a coordinated attack or coordinated defence so that all areas and players are covered
2. Thinking how to quickly transition from defence into attack (and vice versa)
3. Using all players on attack, moving and passing in coordinated ways to deceive the defence and open up options to score.

# 1.10 Fast Break

Fast Break is an invasion game like Outlet Pass, in which teams have to knock over one of the other team's cones, but in this game, players are encouraged to quickly break out and move the ball up the court to beat the defence after a turnover.



## EQUIPMENT



Hoops (8)



Large cones (4)



Ball (netball)



Bands



## LEARNING FOCUS

The focus is on learning how to change the pace of the game by using a fast break after a turnover of the ball.

Focus the children on:

- developing the ability to think and act fast when the pace changes
- being ready to react to a change of pace following a *turnover*
- using the outlet players to quickly move the ball up the court.

## SET UP & PLAY

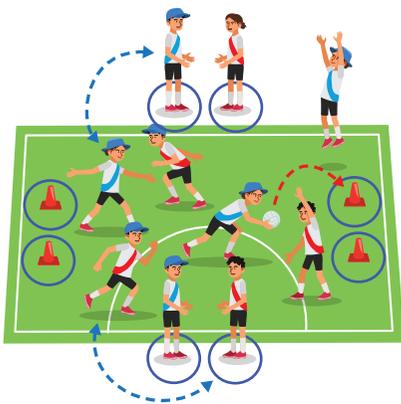
### Set up:

- Use one-third of a netball court.
- Place two hoops with cones at each end (2 metres in from baseline)
- Two hoops on each side of court.
- Two teams of three players, so 3 v 3.

### Play:

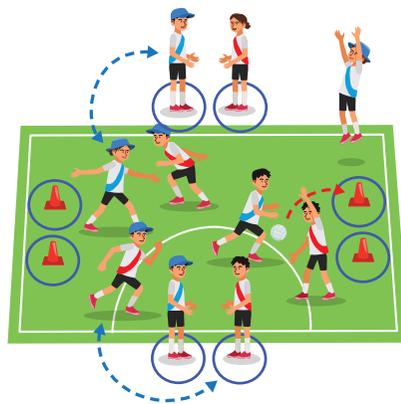
- Play starts from a sideline and restarts from the baseline.
- The aim is to bring the ball up court and try to hit one of the two cones from the front, side, or behind.
- Defenders can't go into the hoop area.
- On a turnover, the pass goes to an outlet player. Both outlet players come onto the court for a fast break.
- The outlet defender comes on beside the outlet attacker, who receives the ball.
- Two attackers and one defender go to outlet positions.

**PROGRESSIONS** Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



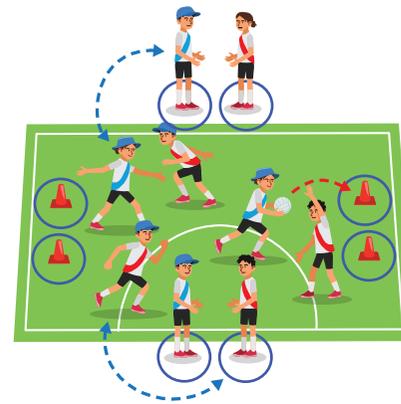
**Step One:**

One outlet player (OP) from each team on each side of the court. On a turnover, pass the ball to one of the OPs. The OP on the other side also comes on to receive the next pass up the court (enabling the fast break). One outlet defender comes on also to defend. Other players move into the outlet positions and play continues.



**Step Two:**

Play as above. Players can now dribble the ball, but once they stop, they have to pass. They can be blocked by the defence, but the defensive player can't touch the attacking player (just as in basketball).



**Step Three:**

Play as above. Players can now run (move) with the ball, but once they stop, they have to pass. They can be blocked by the defence, but the defence can't touch the attacking player (as above). The outlet player who receives the ball after a turnover must take it in the hoop and must pass it out. They can't run out of the hoop.

**LEARNING QUESTIONS**

- What do we mean by a turnover?
- What is an outlet pass?
- Why do you use an outlet pass in this game?
- What is a fast break?
- What advantage does using a fast break give the attackers over the defenders?
- How does the outlet pass help you control the pace of the game?
- What are three things or types of passes that you can use to control the pace in this game?
- If you were to play this game again, are there any rule changes that you would make?

**REFLECTION**

After the activity, can the children:

- explain the difference between a fast break, a turnover, and an outlet pass?
- speed play up by using an outlet player to quickly move the ball up court?
- slow the game down by holding on to the ball, back-passing, and passing the ball sideways?
- explain why they need to 'control the pace' (speed it up or slow it down) in this game?



**Controlling the pace of the game**

Teams that are able to control the pace of a game often have a playing advantage. Sometimes they slow the game down by holding on to the ball, back-passing, or moving the ball sideways. At other times, they speed it up by outwitting and outpacing the defence. Pace changes often happen after a turnover. Turnovers offer a small window of opportunity to quickly move into attack before the opposition can organise their defence. One way of doing this is by using fast breaks: a ball is quickly passed up court faster than the defence can get back to defend.

Focus the children on:

1. Discussing when it is best to play fast and when to play slow
2. Exploring the tactics involved in slowing down the pace and being patient. Sometimes this can be done by holding on to the ball, back-passing, and moving the ball sideways while they build up an attack
3. Exploring the tactics of speeding up play, especially at the point of a turnover. Sometimes this can be done by quick player movement and outpacing the defence, passing forwards.

# 1.11 Over Half

Over Half is a tactical invasion game. Teams try to keep or take possession of the balls in their own half (or score over the baseline in progression 3). The teams begin with different numbers of players on each side of the halfway line, which they can cross over but can't return.



## EQUIPMENT



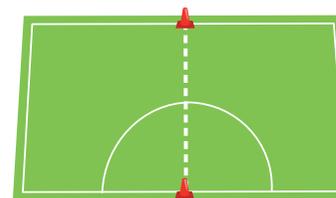
**Cones**



**Balls**



**Bands**



## LEARNING FOCUS

The focus of this game is using tactical attacking and defending units to give their team a numerical advantage to hold or take possession.

Focus the children on:

- playing as tactical units
- holding on to the ball using numbers of players or space
- playing tactically by swapping halves to attack or defend when required
- thinking about pressure ratios when playing.

## SET UP & PLAY

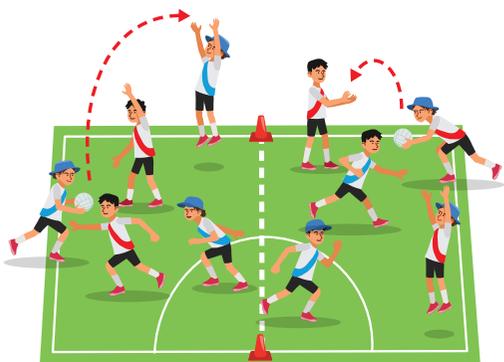
### Set up:

- One-third of a netball court with halfway line marked.
- Two teams of five – three attackers with a ball and two defenders in each half (i.e., 3 v 2 in each half).

### Play:

- Attackers can run with or pass the ball only within their half.
- Defenders try to tag the ball-carrier or intercept the ball for a turnover. After a turnover, defenders try to get the ball back to their team's half.
- The aim is to get both balls into the team's own half without being tagged.
- Players can cross halfway but can't return until there is a turnover. They must return after a turnover.
- The turnover restarts from the spot and only within that half.
- Players cannot run the ball over halfway – it must be passed.

**PROGRESSIONS** Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



**Step One:**  
Play as described in Set up and Play, but for this first progression, players can move with the ball but when tagged, they can stop and pass it rather than causing a turnover. That is, an intercept is the only way to get a turnover.



**Step Two:**  
Play as described in Set up and Play.



**Step Three:**  
Play with one ball. Teams score by successfully passing it to a receiver over the opposition's baseline rather than halfway. Players can only cross over halfway if they have passed the ball over halfway during that play. They don't have to cross over immediately, but if there is a turnover, all players in the team that lost the ball must return to their original half of the court.

**LEARNING QUESTIONS**

- How many attackers initially made up a tactical unit in this game?
- Why were there three of your attackers and two defenders from the other team in one half of the court when the game started?
- What is this numerical advantage called in invasion games?
- When should one or two of your attackers cross over and become defenders or vice versa?
- How did this help your team keep or get possession of the ball?

**REFLECTION**

After the activity, can the children:

- explain the concept of a tactical unit, that is, an attacking unit or defensive unit?
- know how to use a pressure ratio with more attackers and less defenders on the court?
- change between attack and defence and vice versa when ball possession changes?
- hold on to possession of the ball using increased numbers of players swapping from defence to attack and vice versa?



**Playing as tactical units**

Holding on to possession in fast-moving invasion games can be difficult for learners, but this is made easier when teams have a numerical advantage, with more attackers than defenders. This can be created when players quickly switch from defender to attacker.

In many invasion games, teams work together as tactical units with some players attacking while others defend. These units need to be flexible so that players can quickly change from defender to attacker or vice versa to gain an advantage.

Games that encourage players to swap from attack to defence, or vice versa when the situation calls for it, help to develop the ability of knowing when to attack and when to defend. Players changing between these roles give their team a numerical advantage – this is called changing the pressure ratio.

Encourage the players to:

1. Play as tactical units with one or two players changing over when ball possession changes to support other tactical units
2. Think about and discuss when to change from attack to defence or vice versa to strengthen numbers.

# 1.12 Tapu Ae

Tapu Ae (also known as Tapuwai or Tapuwae) is a fast-moving Māori game. It shares the same pūrākau as Kī-o-rahi. It is fun to play and helps children to learn the significance of movement for Māori while providing the opportunity to use te reo Māori and Māori concepts in authentic game contexts.



## EQUIPMENT



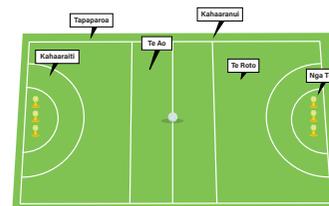
Cones/kicking tees



Small balls (kī)



Tennis balls



## LEARNING FOCUS

The focus is on learning the significance of Māori games, while using te reo Māori and Māori concepts in authentic game contexts.

Focus the children on:

- using te reo Māori to describe players, places, and movements
- recognising the significance of culture and language for empowerment and identity
- agile movements
- working together to achieve team goals.

## SET UP & PLAY

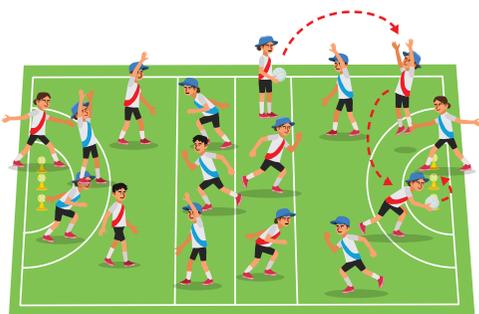
### Set up:

- Play on a netball-sized court or grass area.
- Set up as in the diagram.
- Use tennis balls on the cones as ngā tupu (targets) and a soft ball as the kī (ball).
- Two teams of six or more players
  - 2 taniwha (attackers – restricted to te roto), 2 utumai (defenders – restricted to defend te roto), 1 centre – in te ao, 1 kaitiaki (goalie – in te motu).

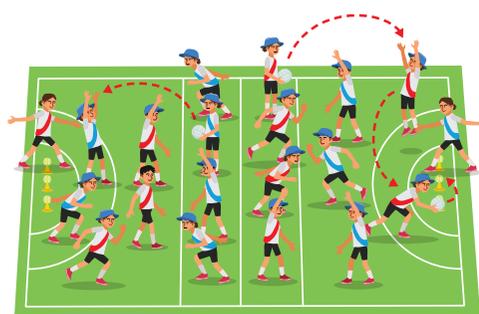
### Play:

- Play starts with kī thrown into te ao from te marama.
- Centres pass to taniwha who try to hit ngā tupu (knock balls off cones).
- Utumai try to intercept and pass kī into te ao and then on to their taniwha.
- When all three tupu are hit (balls knocked off cones), a point is scored and the game restarts.

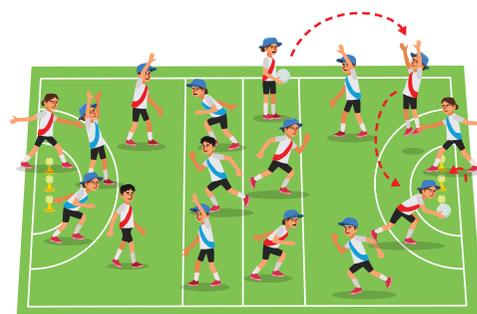
**PROGRESSIONS** Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



**Step One:**  
Play the game with smaller teams.  
Encourage the use of te reo Māori.



**Step Two:**  
Play the game with more players and two balls or kī going at the same time. Encourage the use of te reo for not only player positions, court areas, and so on, but also players' movements, like "pass to me" (karawhiua) or "catch" (hopu) or calling for the kī (kei konei) or "over there" (kei kona).



**Step Three:**  
Play the game as in step two, but in this game all players must use te reo (e.g., to call for the ki, name the zones, refer to the equipment, and so on) when on the playing field.

**LEARNING QUESTIONS**

- Can you name four of the playing zones of Tapu Ae in te reo Māori?
- Which players are allowed to enter te roto? What do you call these players in te reo Māori?
- What is the role of the kaitiaki in Tapu Ae?
- Can you describe how the game starts using the words 'kī', 'te ao' and 'te marama'?
- Why did Māori traditionally play this game?
- Why is it important for all New Zealanders to use te reo and appreciate tikanga Māori?
- What have you learned from playing Tapu Ae?

**REFLECTION**

After the activity, can the children:

- use te reo to describe players, places, and movements when playing Tapu Ae?
- understand how identity relates closely to language and culture and why tikanga Māori and te reo are important to all New Zealanders?
- work together to achieve team goals in this game?



**Te reo Māori and Tikanga Māori**

Traditionally, Māori had highly valued papa tākaro (playgrounds). Tapuwae papa tākaro were carefully constructed earth mounds. Each zone of the papa tākaro represents a part of the pūrākau (the story of the game, kī-o-rahi). *Te motu* represents the island Rahi became stranded on. *Te tupu* represents the kōhatu, which had a powerful mauri that sheltered and protected Rahi. The *kaitiaki* (carer or nurturer) represents the mighty hero Rahi himself. *Te marama* is the moon. *Te ao* represents the world, beyond where Rahi is confined by the ferocious *taniwha*. *Utumai* represent the rocks that utumai threw at Rahi. The word *kī* indicates direction, therefore throwing a kī back and forth is a form of communication.

Games of this nature offer an opportunity to use te reo Māori and appreciate tikanga Māori. For te reo Māori to thrive, all New Zealanders are encouraged to use it and include Māori cultural practices. In these game contexts, we can use te reo Māori, such as karawhiua (pass), for calling and moving just as we do when asking children to sit – taki noho/e noho, stand – taki tū/e tū, or listen – whakarongo. Te reo Māori is an intrinsic part of tākaro.

# 1.13 Aotearoa Tchoukball

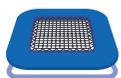
Aotearoa Tchoukball is an adaptation of the original game of Swedish Tchoukball. Players score by throwing and receiving the ball off a rebounder at the end of the court. They can score at either end, which gives them options about the playing direction and makes the game more fun.



## EQUIPMENT



Rebounders



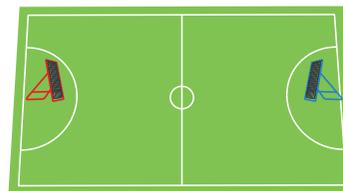
Mini-tramps  
(or planks of wood on an angle)



Balls  
(handball or netball)



Bands



## LEARNING FOCUS

The focus of this game is running and passing in different directions, angles, and ends of the court to score.

Focus children on:

- running and passing, using deceptive moves and angles to create spaces for scoring
- using different angles to rebound the ball off the rebounder to a team-mate
- being alert and recognising open scoring opportunities at either end of the court.

## SET UP & PLAY

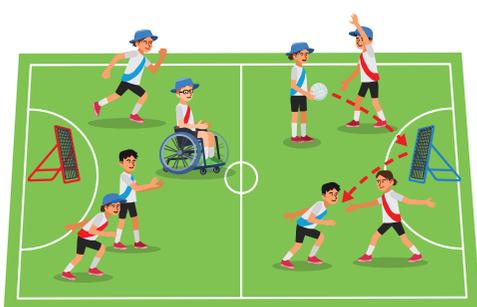
**Set up:**

- Use a court the size of a netball court, with two goal circles.
- 6–8 players per team.

**Play:**

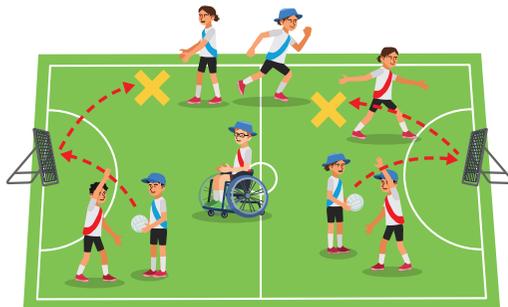
- The aim of the game is to throw the ball onto the rebounder so that it can be caught either by the thrower or a team-mate when it rebounds off.
- Both teams can score at either end of the court. This really changes the nature of this invasion game. Start by scoring at one end first, then at both ends.
- There are no offsides and the ball can be passed forwards, backwards, or anywhere.
- No one is allowed in the goal circles.
- Play starts and restarts from halfway.
- Players can only take three steps with the ball.
- A dropped ball or intercept is a turnover.

**PROGRESSIONS** Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



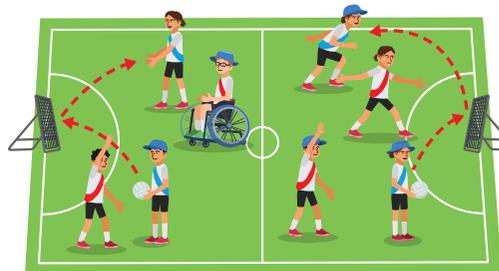
**Step One:**

Play as described in Set up and Play (players can only take three steps with the ball). Some rules may be adapted for some children, for example, an incomplete pass (or dropped ball) may be allowed for some children but not for others.



**Step Two:**

Players can now dribble the ball, but once they stop, they must pass. They can be blocked by the defence, but the defensive players can't touch the attacking players (as in the game of basketball). They score by rebounding the ball off the rebounder to land on the full inside the court but outside the goal.



**Step Three:**

Players can now run (move) with the ball, but once they stop, they must pass. They can be blocked by the defence, but the defence can't touch the attacking players.

**LEARNING QUESTIONS**

- How did you run and pass to create spaces for scoring?
- What were the best angles to score from? Why was this?
- How did you move to clear the defence away from the goal circle?
- How did you defend and look for open scoring opportunities at either end of the court at the same time?
- What happened when your team moved the ball up to the other end to score? Was this effective? Why?
- How did your attacking and defending strategies change when you could score at either end?

**REFLECTION**

*After the activity, can the children:*

- run and pass the ball using deceptive movement and angles to create spaces for scoring?
- use angles to rebound the ball off the rebounder?
- recognise open scoring opportunities at either end of the court?
- adapt to scoring at two ends by using attack and defence across the whole playing area?



**Creating angles**

Invasion games are fun when the rules allow different ways of playing and scoring. Games where players can score at either end are an example of this. In such situations, players need to be alert, look for openings, and use the whole court. They can run at different angles or in different directions, or suddenly change direction, to deceive their opponents and create openings and scoring opportunities. They can use different angles, by moving sideways or diagonally, to draw out defenders so others to score. They can also use angle scoring shots, which are typical in many invasion games.

Scoring by rebounding and at both ends of the court introduces new learning opportunities. These include angling shots and attacking and defending zones or players through the whole court.

Encourage children to:

1. Move the defence away from the goal area and create scoring opportunities with multiple players running across the face of the circle at different angles.
2. Move deceptively in one direction and then change direction to create openings to score at either end.
3. Use angled throws and rebounds to score.

# 1.14 Quoit 2 Cone

Quoit 2 Cone is a fun invasion game in which teams have to place quoits onto a cone placed in their scoring circle. Played like ultimate Frisbee, teams throw the quoit around their team to get it to a player in the scoring circle, who places it on their cone.



## EQUIPMENT



Hoops (2)



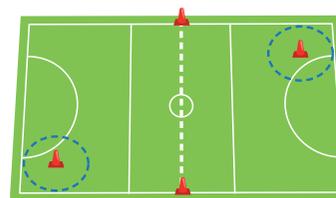
Small cones (2)



Bands



Quoits (3 red, 3 green, 3 blue)



## LEARNING FOCUS

The focus is on:

- tossing a quoit with accuracy and catching it
- passing through a defence or stopping an attack
- making smart decisions about who and when to attack and when to defend.

## SET UP & PLAY

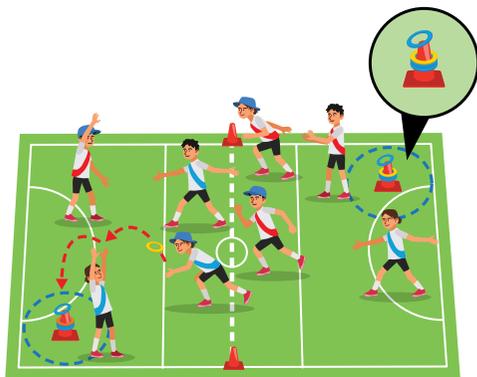
**Set up:**

- Use a netball court.
- Place a hoops and a cone diagonally at each end (2 metres in).
- Place spot markers 1 metre around hoops.
- Stack 12 quoits on the halfway sideline.
- Two teams of eight players.

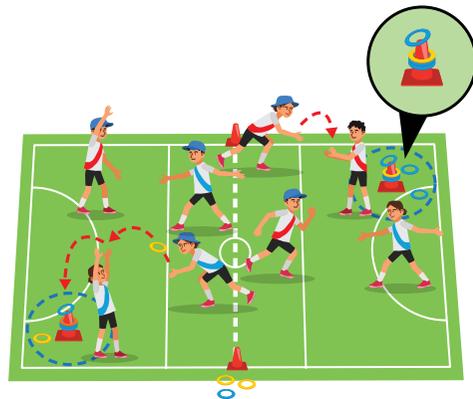
**Play:**

- Play starts with one (or two) quoits.
- Teams score at the opposite end cone. They try to pass quoits to players in the cone hoop (one foot must be in the hoop when caught for goal) who place it on the cone.
- Defenders must be 1 metre from the cone (outside marked area).
- Attackers are only allowed in marked areas for 3 seconds.
- Players cannot run with the quoit.
- An incomplete pass is a turnover to the other team.
- See progressions for advanced games.

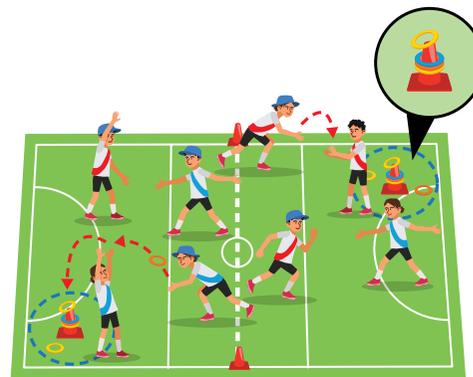
**PROGRESSIONS** Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



**Step One:**  
Defenders have to be 1 metre from the player with the quoit and can't grab the quoit off them. They can intercept it for a turnover or if the pass is incomplete.



**Step Two:**  
Each team begins with a quoit from behind their baseline. When they score, they can take another quoit from the stack and play on until all are placed. The team with the most quoits on their cone wins.



**Step Three:**  
Use 12 quoits of four different colours. Stack them so that they are red, green, blue, yellow x 3 on the stack. Teams start with the first two quoits. Play as before, but now the winning team is the one that gets one quoit of all four colours on their cone first. They can only take the next quoit off the stack; they can't choose the colour.

**LEARNING QUESTIONS**

- What is the best way to throw a quoit with accuracy?
- How is this different from throwing a ball?
- How do you change your catching style to catch a quoit instead of a ball?
- What three things are the same for catching a quoit as catching a ball?
- What team strategy did you use to both attack by getting your own quoits on your cone and defend the cone in the other corner at the same time?
- How did you use the whole team to both defend and attack?
- What tactics did you use to outsmart the other team?

**REFLECTION**

*After the activity, can the children:*

- show the body position and throwing technique that work for them to throw a quoit?
- move into open space to receive a pass and make a target with their catching hand?
- reach out, receive, and catch the quoit with soft hands?
- encourage and support others without shaming if passes are incomplete or catches are dropped?



**Passing and catching with accuracy**

Passing and catching involves being able to pass a ball or quoit to where the receiver can catch it. Children learn how to *throw with accuracy* and catch successfully in games when they are given the opportunity to discover what works best for them. They can learn more when they have the added guidance of a teacher, coach, or other children. Learning to catch and throw takes time and practice as all learning does.

Guided discovery is a good way to encourage children to try out different ways. It could be that the rules are adapted for some children to allow them time to throw and catch. Maybe they could have three lives, meaning they can drop the quoit or throw an incomplete pass twice before there is a turnover. This may be just for some children, while those who are more experienced don't get these lives.

Focus the children on:

1. Trialling different body positions and throwing techniques
2. Moving into open space and making a target with their catching hand
3. Reaching out and receiving the ball with soft hands
4. Encouraging others and not criticising incomplete passes or dropped catches.

# 1.15 Kī-o-rahi

Kī-o-rahi is a fast-moving Māori game played on a circular field between the kīōma and taniwha. What makes this game exciting is two different ways of scoring points: one team scoring 'tries' and the other scoring points by hitting the object at the centre of the field.



## EQUIPMENT



1 tupu (central target), such as 40-gallon drum or rubbish bin



7 pou/poles or large cones



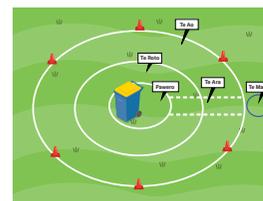
Kī, woven flax ball, or small rubber ball



Cones to mark areas



Bands



## LEARNING FOCUS

The focus is on incorporating te reo Māori and tikanga Māori into games. A second focus is on conflict resolution. The methods used for any form of tākaro are known as tatū and tewhatewha.

Focus on the history and cultural significance of Kī-o-rahi:

- the use of te reo Māori and tikanga
- managing emotions and behaviour
- clarifying and sharing their perspectives about their needs
- discussing and agreeing on a way forward.

## SET UP & PLAY

### Set up:

- See set-up diagram.
- Teams of 7–8: taniwha and kīōma.

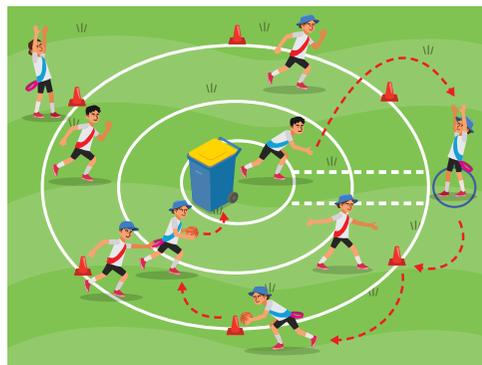
### Play:

- Kīōma start from te marama by passing into pawero area.
- Kīōma are allowed in te ao and are the only ones allowed in pawero. Players can swap by moving through te ara.
- Kīōma score by touching as many pou as they can before running through te roto to place kī in pawero (2 pou touches scores 2 points).
- They can enter te roto when carrying kī but if tagged in there, they must hand over. If the kī is run into te roto and back without being touched, the pou touches go back to zero.
- Taniwha are allowed in te roto and te ao.
- Taniwha score by hitting the tupu.
- Neither team can cross te ara zone.

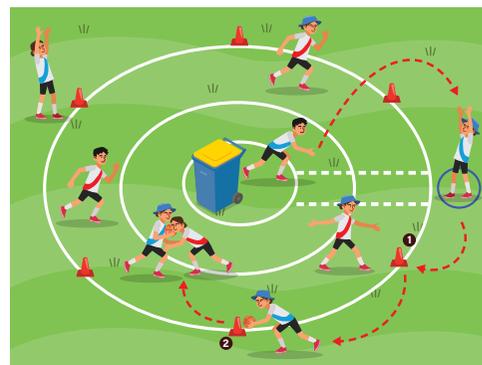
**PROGRESSIONS** Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



**Step One:**  
Play the game fairly (two-handed tag version) using the rules of the game.



**Step Two:**  
Ripper tag version with the children refereeing and agreeing to accept the decisions of the referee and the outcome of fair competition.



**Step Three:**  
Allow the children to adapt the rules that must be fair to all players and agreed between the two teams.

**LEARNING QUESTIONS**

- Why did Māori traditionally play this game?
- Can you explain how the game is played using te reo terms for the ball, playing zones, and players?
- Was there any conflict or did any disagreements arise in the game? If so, how did you manage your emotions and behaviours to resolve these in a peaceful way?
- If you were to suggest any rule changes, what strategy would your team use to come to agreement with the other team?

**REFLECTION**

*After the activity, can the children:*

- manage their emotions and behaviours, by communicating without being aggressive or losing their temper?
- express their feelings and specify what they want changed about the rules clearly and firmly and without aggression?
- search for any resolutions to conflict that everyone can accept?
- use te reo Māori appropriately in their play to describe the players, ball, and zones of Kī-o-rahi?
- understand the cultural significance of this game and explain how it was used to resolve differences in a peaceful way?



**Conflict resolution**

Peaceful resolution of disagreement is an important practice for children to learn. Because games enable players to interact without necessarily having high-stakes outcomes, they offer great opportunities for children to negotiate and decide on their own way forward. Kī-o-rahi is a game that encourages interaction, discussion, and an agreed resolution. Based on the pūrākau of Rahi Tutakahina and his epic journey to rescue his wife Ti ara, the tākaro acknowledges the importance of restoring balance. Once enemies, two peoples now come together at the end of a long battle to resolve their differences. The game has a strong focus on tatū, which is the importance of arriving at an agreed understanding between two sides.

Focus the children on:

1. Managing their emotions and behaviours to communicate without being aggressive or losing their temper
2. Clarifying and communicating their perspective, by expressing their feelings and specifying what they want done in a way that is clear and firm but not aggressive
3. Searching for a resolution that everyone can live with.

# 2

---

## Cooperative Games

---



## Cooperative game skills

Cooperative games are those in which players work with one another in order to achieve a common objective. The goal of a cooperative game is to reduce emphasis on competition and increase emphasis on the social aspects of working in teams and groups. Learning to cooperate includes a core set of skills needed in many other game forms.

Cooperative game skills	What this is	What it looks like – Success criteria
<b>Communication skills</b>		
<b>Expressing yourself</b>	It is being able to confidently express yourself both verbally and non-verbally.	<ul style="list-style-type: none"> <li>• Players share their ideas, feelings, and reflections with the group.</li> <li>• Players use non-verbal forms to express support or provide encouragement to someone else.</li> </ul>
<b>Active listening</b>	It is concentrating on and acknowledging what is being said by another group member.	<ul style="list-style-type: none"> <li>• The listener looks at the speaker, concentrating on what is being said.</li> <li>• They nod or comment on the message the speaker is conveying.</li> </ul>
<b>Assertiveness</b>	It is being able to express thoughts, feelings, and beliefs in direct, honest, and appropriate ways.	<ul style="list-style-type: none"> <li>• Players contribute confidently to discussions in a manner that is neither aggressive or passive.</li> </ul>
<b>Positive interaction and support</b>	It is being able to interact with other team members positively to provide support and encouragement in ways that build team cohesion.	<ul style="list-style-type: none"> <li>• Each team member is able to give appropriate support, praise, and encouragement in ways that motivate their team-mates and help team cohesion.</li> </ul>
<b>Decision-making skills</b>		
<b>Brainstorming</b>	It is when the group actively encourages a diversity of ideas to be shared for consideration.	<ul style="list-style-type: none"> <li>• The group members are all actively seeking a diversity of ideas to be shared.</li> <li>• Group members are each contributing different ideas and discussing and valuing these.</li> </ul>
<b>Negotiation</b>	It is when the group encourages and values diverse perspectives during their discussions in order to enrich the possible outcome.	<ul style="list-style-type: none"> <li>• The group is accepting of each member's ideas and, as a group, discusses and either accepts or dismisses them as a group or majority.</li> </ul>
<b>Coming to a decision</b>	It is when the group uses a fair and democratic process of weighing the positives and negatives of each option in order to come to a decision.	<ul style="list-style-type: none"> <li>• Democratic leadership is evident in the way the group weighs the positives and negatives of each option in order to come to a decision.</li> </ul>
<b>Being able to compromise</b>	It is when group members are able to make a concession or accept a different outcome in the best interests of the group.	<ul style="list-style-type: none"> <li>• The group agrees on the best decision and all members accept that this is the agreed option, even if it was not their first choice.</li> </ul>
<b>Manage your emotions and behaviour</b>	It is when conflict situations arise and players are able to communicate their needs without being aggressive or losing their temper.	<ul style="list-style-type: none"> <li>• Players are able to communicate their opinion and needs objectively without attacking other group members at a personal level.</li> </ul>

Cooperative game skills	What this is	What it looks like – Success criteria
<b>Conflict resolution skills</b>		
<b>Clarify and share perspectives</b>	It is a process in which each person is able to describe the situation, express their feelings, and specify what they want done in a way that is clear and firm but not aggressive.	<ul style="list-style-type: none"> <li>All group members are contributing to the discussion.</li> <li>Opinions are made strongly but not aggressively.</li> <li>There are no put-downs.</li> </ul>
<b>Coming to a resolution</b>	It is when the group searches for an outcome that everyone can live with.	<ul style="list-style-type: none"> <li>The group explores all alternatives, develops some way to rank them, and then systematically works through the options to find the best solution for the group.</li> </ul>
<b>Seeking assistance when needed</b>	It is when the group asks for advice or assistance to help resolve a conflict when a stalemate occurs or an appropriate outcome cannot be agreed upon.	<ul style="list-style-type: none"> <li>The group asks for the expertise of a significant other. This could be from another individual, group, or the teacher or coach.</li> </ul>
<b>Group-work skills</b>		
<b>Inclusion</b>	It is when team members demonstrate behaviours such as sharing, including others, reduced egocentric play, and knowing when to take a turn.	<ul style="list-style-type: none"> <li>Group members take turns, share and include everyone. Players are active participants and conduct themselves in a way that contributes positively to the group.</li> </ul>
<b>Working towards a common goal</b>	It is when everyone in the group understands and contributes to achieving a goal as a group.	<ul style="list-style-type: none"> <li>Individual players and the group are able to articulate the team goal and explain why this option was selected.</li> </ul>
<b>Understanding team roles</b>	It is when group members take on different roles and take responsibility for particular tasks.	<ul style="list-style-type: none"> <li>The group identifies that there are different roles required and uses a democratic process to assign these to different group members.</li> </ul>
<b>Working strategically to achieve success</b>	It is when the group works together to decide on strategies that use all the members' strengths to increase their effectiveness as a group.	<ul style="list-style-type: none"> <li>The group discusses and tries out different strategies to solve the movement problem.</li> <li>They express their own and suggest others' role preferences based on their strengths, and they can explain how the allocation of roles increases the effectiveness of the team.</li> </ul>

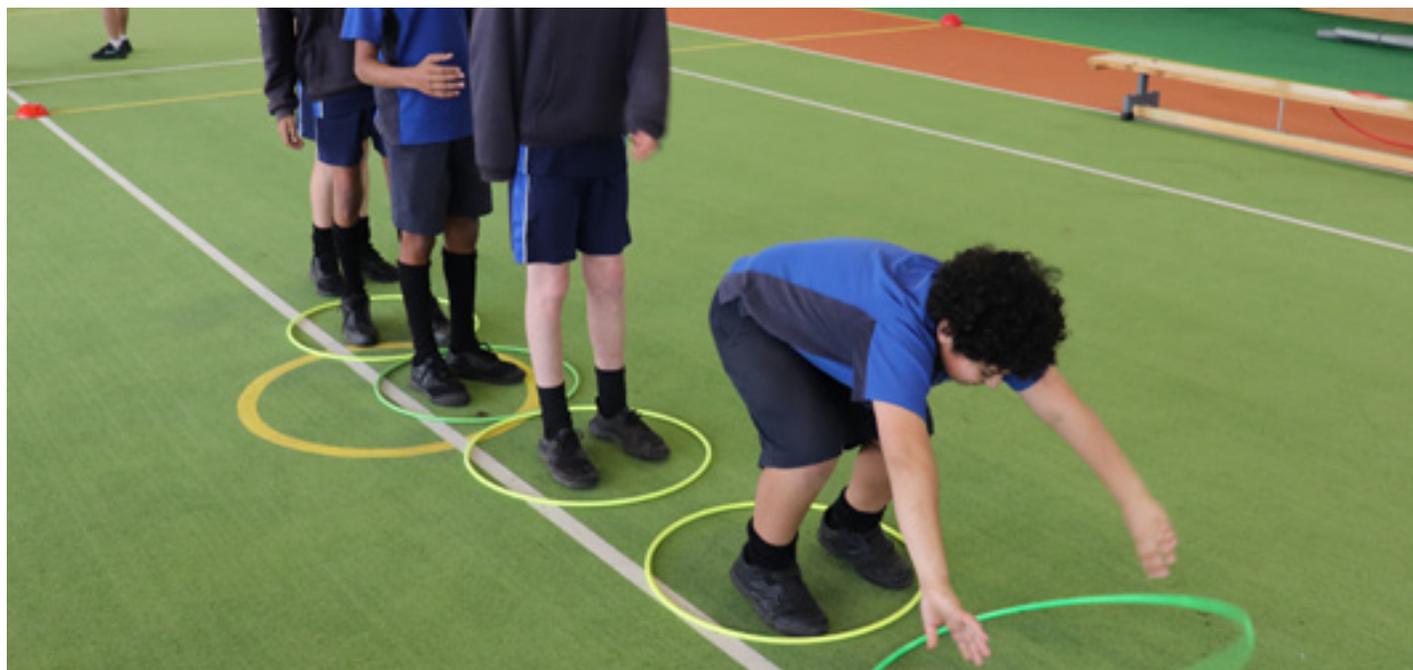
Cooperative games	Page
<p><b>2.1 Inchworms</b></p> <p>In this cooperative game, children work in groups to become inchworms exploring the world and collecting treasures that they can trade. The objective of the game can vary from moving around as an inchworm to moving to pick up objects like soft toys.</p> <p><b>Group-work skills</b></p>	64
<p><b>2.2 Team Build</b></p> <p>This game encourages children to work together to build the structures on their challenge cards. It helps them to learn to take on roles and work cooperatively to achieve success.</p> <p><b>Brainstorming</b></p>	66

<p><b>2.3 P-S-R Battle</b></p> <p>This game pits two teams against each other in a fun battle of paper-scissors-rock. It is energetic and can be set up so there are several games going at once.</p> <p><b>Positive interaction</b></p>	68
<p><b>2.4 Hot Potato</b></p> <p>This game sets the problem of how to move a 'hot potato' using only the equipment at hand. It is a cooperative game that requires teams to problem-solve and work together.</p> <p><b>Group decision-making skills</b></p>	70
<p><b>2.5 Save the Kiwi</b></p> <p>This cooperative game requires children to work in teams to 'Save their Kiwi' by finding the threats to the kiwi on cards hidden under the equipment.</p> <p><b>Positive interdependence</b></p>	72
<p><b>2.6 Clock Dribble</b></p> <p>Everyone in this game tries to keep the balls bouncing around the circle. It requires good cooperation to succeed without losing control.</p> <p><b>Inclusion</b></p>	74
<p><b>2.7 Satellites</b></p> <p>The challenge in this game is to stop the satellites from crashing back to earth. By using balloons, children can have a fun game that helps develop cooperation and coordination.</p> <p><b>Hand-eye coordination</b></p>	76
<p><b>2.8 Zoom</b></p> <p>The challenge in this game is for a group to use a set of picture cards to tell a story. The challenge works on the notion that 'the whole is greater than the sum of the parts'. It encourages children to actively listen to each other, communicate effectively, and cooperate to solve this movement problem.</p> <p><b>Involvement</b></p>	78
<p><b>2.9 Night Train</b></p> <p>This challenge game gives children the experience of moving without visual cues. It teaches them to give clear verbal instructions and to move using other perceptual cues while developing trust in the team-mate who has sight.</p> <p><b>Fair and ethical play</b></p>	80
<p><b>2.10 Shark Territory</b></p> <p>The challenge in this game is to use the available equipment to transport the group safely across a territory that is imagined to be frequented by sharks. How many ways can it be done?</p> <p><b>Self-direction</b></p>	82

Some of the games in the challenge and cooperative games categories could be interchanged depending on your teaching focus, for example, in challenge games you might focus on problem solving, while in cooperative games you could be focusing on group work, active listening, and/or assertiveness.

# 2.1 Inchworms

In this cooperative game, children work in groups to become inchworms exploring the world and collecting treasures that they can trade. The objective of the game can vary from moving around as an inchworm to moving to pick up objects like soft toys.



## EQUIPMENT



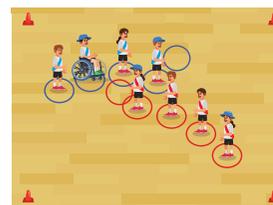
Hoops (18)



Cones (4)



Bean bags (20)



## LEARNING FOCUS

The focus is on cooperation, communication, group work, and planning.

Focus the learning on:

- group-work skills
- taking turns
- working cooperatively in order to move and/or pick up items.

## SET UP & PLAY

### Set up:

- Divide the class into groups of 3–5.
- Distribute a hoop to each group member.
- Give each group an additional hoop.
- Use the cones to define the playing area.

### Play:

- To move, the group picks up the spare hoop at the back and passes it to the front.
- The front player places the hoop in front of the line and all team players step forward into the next hoop (which allows the worm to move forward by one hoop).

**PROGRESSIONS** Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



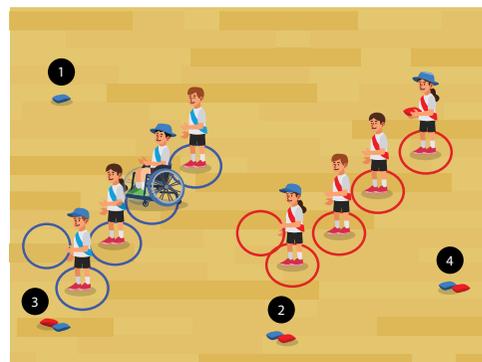
**Step One:**

*Be an inchworm.* Begin by cooperating as a group to move the worm around the playing space. Stop occasionally to reflect on how the group is performing.



**Step Two:**

*Exploring the world.* Set the challenge of having the worms move to all four boundaries of the playing space without bumping into other inchworms. Change the leader at each corner.



**Step Three:**

*Collecting treasures.* Scatter beanbags as treasures throughout the playing area. Worms can now collect the treasures and trade them for either an extra hoop (which allows them to move faster) or a challenge task.

**LEARNING QUESTIONS**

- How did your group cooperate during the activity? What did you do to cooperate?
- Did everyone in the group take turns, and was everyone included?
- How did you deal with any frustrations?
- What were some of the team roles, and how did you decide who took those roles?
- If you played this game again, what would you do differently?

**REFLECTION**

*After the activity, can the children:*

- take turns in this activity?
- work in a way that ensures everyone is included and encourages each other?
- work towards the common goal? Can they articulate and demonstrate what the shared goal is?
- understand and take on group roles? Is the same child always at the front of the inchworm or do they share this around?
- work strategically? Does each group demonstrate a collective strategy to achieve the goal?



**Group-work skills**

Being able to work as part of a group is essential to many games and to being part of a team. *Group work* involves:

1. *Taking turns:* Members must understand the concept of sharing and the value of including others. Encourage the group to ensure that everyone is included and knows when to take a turn.
2. *Working towards a common goal:* This defining characteristic of group work means everyone understands and contributes to achieving a goal as a group. Make sure that everyone knows what the goal of the activity is before they start.
3. *Understanding and taking on team roles:* Children learn that teams are stronger when members take on different roles and take responsibility for particular tasks. Encourage children to try different positions and roles. Don't let players stay in the same role for the whole game.
4. *Working strategically together:* The group must decide on strategies that use all the members' strengths and work cleverly as a group to increase their chances of success. Encourage the group to reflect on what is working for them and also what tactics they could try as a team.

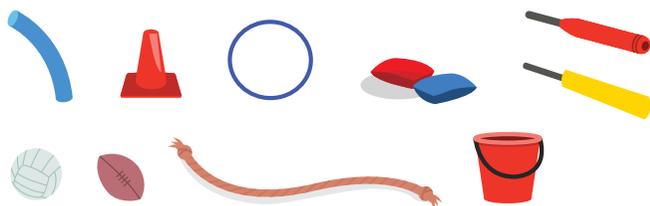
## 2.2 Team Build

This game encourages children to work together to build the structures on their challenge cards. It helps them to learn to take on roles and work cooperatively to achieve success.



### EQUIPMENT

Use a broad range of equipment that children can use for building structures, such as noodles, rolls, cones, sticks, hoops, bean bags, bats, balls, ropes, buckets, etc.



### LEARNING FOCUS

The focus of this cooperative game is to reduce emphasis on competition and increase emphasis on the social aspects of working in teams and groups.

Focus children on:

- cooperative game skills
- brainstorming and problem solving as a group.

### SET UP & PLAY

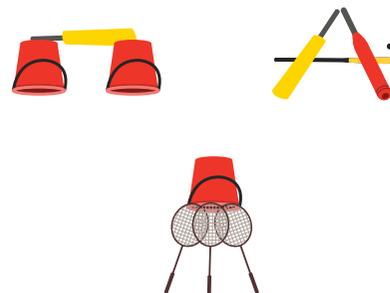
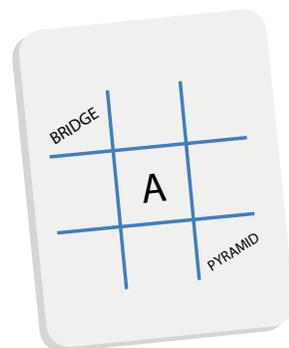
**Set up:**

- Groups of 3–4 children.
- Mark out a space (30 m by 30 m) and place lots of equipment and resources for building in this space.
- Allocate a role to each group member, for example, resource collector, architect, builder, etc.
- Provide each group with a challenge card that has 5–10 different structures or shapes that can be built using the equipment you have placed in the space.

**Play:**

- Each group chooses a structure from the challenge card and begins to build it by selecting an item from inside the square and bringing it back to the group.
- Alternate group members around the different roles and encourage participants to reflect on their group-work, communication, and decision-making skills.

**PROGRESSIONS** Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



**Step One:**

There is no time limit and groups are not competing against each other to complete each challenge card. If some groups finish before others, challenge them to find other ways of building each structure.

**Step Two:**

Increase the building challenge for each group by either:

- A. Limiting each participant in some way, for example, putting a blindfold on the resource collector or not allowing the builder to use their hands.
- B. Giving the group a list of 5–10 quite difficult structures to build. This places more emphasis on creativity and problem solving.

**Step Three:**

Play the activity as a game of bingo, where the teacher calls out different structures and the children build those that are on a bingo card. The group that successfully builds three structures on their card calls out “bingo”.

**LEARNING QUESTIONS**

- How well did your group brainstorm ideas?
- What are some of the strategies your group used to help you ‘think outside the square’?
- What is one change you could make in the way you listen to others that would improve your effectiveness in working in a group?
- How did your group decide which ideas to keep and which ones to discard?
- If you could have had a different role in the group, what role would you have wanted?
- What is one thing you would change if you did this activity again?

**REFLECTION**

*After the activity, can the children:*

- use brainstorming to solve problems?
- give examples of how they brainstormed solutions to this activity?
- listen to others and accept group decisions?
- show creativity in the way they build structures and shapes?



**Brainstorming**

When groups are faced with problems, they need to find a way of devising possible solutions and deciding which ones are effective. *Brainstorming* is useful, particularly in being able to solve difficult problems by tapping into the creativity of the group. Ways to brainstorm in a group include:

1. Think-pair-share: Early sharing of ideas can often stifle conversation and set limits on creativity. The think-pair-share strategy is a good way to generate lots of ideas. Individual members firstly think of two or three ideas, discuss them with a partner, and then share them with the whole group. The goal is to get everyone contributing and generating lots of ideas.
2. ‘Thinking outside the square’: Difficult problems often require creative solutions, so good brainstorming should encourage creative and diverse thinking. Encourage creativity by using starters like “Think of your craziest idea,” or “I hear your idea and improve it by doing ...”

Good brainstorming must come from the group. Teachers and coaches need to resist providing ideas and possible answers and instead provide strategies on how the group can do this themselves.

## 2.3 P-S-R Battle

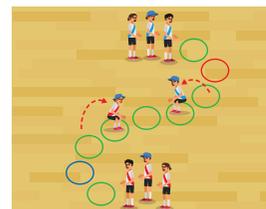
This game pits two teams against each other in a fun battle of paper-scissors-rock. It is energetic and can be set up so there are several games going at once.



### EQUIPMENT



Hoops (20–30)



### LEARNING FOCUS

The focus of P-S-R battle is on fun and developing positive interaction skills as each team member enters the game to take on an opponent.

Focus the children on:

- each team member contributing to the team performance
- other group members learning to support, communicate positively, and give praise.

### SET UP & PLAY

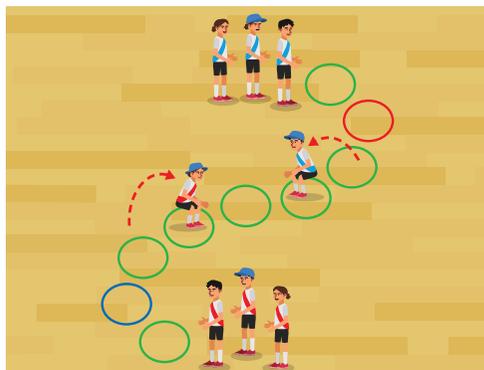
#### Set up:

- Lay out 20–30 hoops in a line as a hoop highway (wiggly roads are good).
- Two teams, one at each end of the hoops.
- Only one player from each team can be in the hoops at a time.

#### Play:

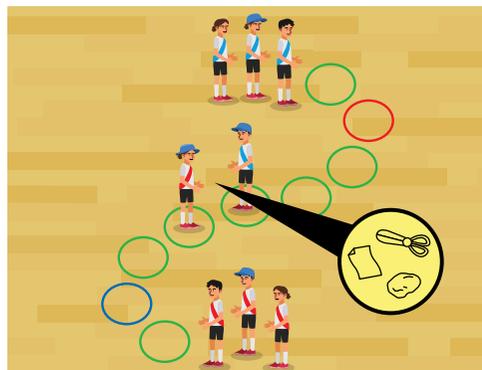
- Each team sends one player at a time into the hoop highway.
- Players advance by jumping from hoop to hoop.
- When players from opposing teams meet, they play a game of paper-scissors-rock. The loser leaves the highway, and the winner continues to move forward.
- The team of the losing player then sends their next player into the highway.
- This new player does battle when they meet their opponent along the highway.
- A team wins by getting someone to the end of the highway.

**PROGRESSIONS** Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



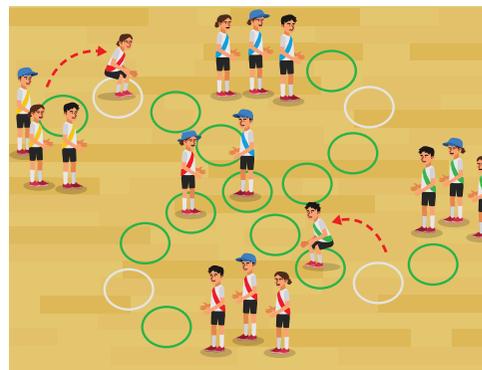
**Step One:**

Start by teaching everyone how to play paper-scissors-rock. The key point here is to ensure that everyone plays the same way so that it is fair. The game starts with one person from each team jumping down the hoop highway.



**Step Two:**

When the two players meet, they play paper-scissors-rock. The losing player drops out and the winner keeps moving along the highway until they meet the next opponent. If it is too hard to get to the end, put a goal hoop two thirds of the way along instead. Encourage children to support and cheer for their team-mates.



**Step Three:**

Connect additional highways together so that more than one team is playing at a time.

**LEARNING QUESTIONS**

- Is the group encouraging everyone to have a turn?
- What words and actions can you use to encourage and support each other?
- What were some of the things the people in your group did that made the group successful?
- What other things can you do to help others feel part of your team?
- Would you do anything differently if you did this activity again?

**REFLECTION**

*After the activity, can the children:*

- work cooperatively as a team?
- use appropriate words and actions to support, praise, and interact positively?
- all participate and contribute to the group?
- transfer this positive interaction to other games and learning experiences?
- explain why it feels good to experience and provide others with positive interaction?



**Positive interaction**

Positive interactions are communications and exchanges that take place between players and group members that provide support, encouragement, and praise for an individual's efforts. Positive interaction helps build team cohesion and motivate team members and is a foundation for learning. However, while games provide many opportunities for children to interact, not all of these are pleasant or positive. It is therefore important for children to learn the skills needed to play well with friends and other children. Teachers and coaches can do this by:

1. Being a good role model: cultivate positive interactions amongst children by serving as an example and creating a positive tone for the learning environment.
2. Discussing with children the strategies involved with positive interaction. This may include the verbal (words and phrases) and non-verbal (actions and gestures). This can be done using a "sounds like, looks like, and feels like strategy" approach.
3. Reinforcing positive interaction when they see it being used.
4. Ensuring that the support, encouragement, and praise that they and other children give is genuine and authentic. Children are very good at detecting false praise.

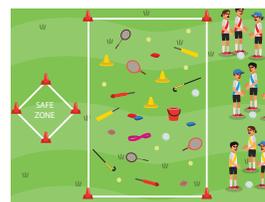
## 2.4 Hot Potato

This game sets the problem of how to move a 'hot potato' using only the equipment at hand. It is a cooperative game that requires teams to problem-solve and work together.



### EQUIPMENT

Use a broad range of equipment that children can use for transporting the potato, such as noodles, ropes, cones, racquets, sticks, etc.



### LEARNING FOCUS

The focus in this game is on problem solving and teamwork using group decision-making skills.

Focus the children's attention on:

- creativity, initiative and experimentation
- understanding that there are no right answers, so players are encouraged to brainstorm and test possible solutions
- developing the cooperative skills of decision making, conflict resolution, and group work.

### SET UP & PLAY

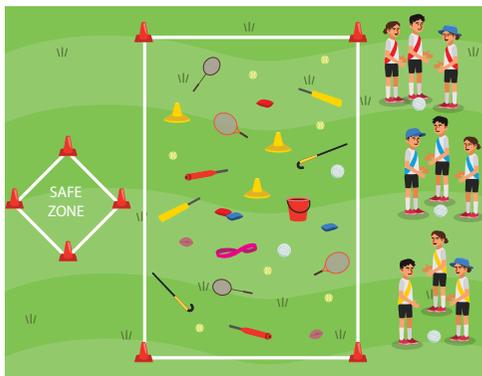
#### Set up:

- Groups of 3-4, each with a small ball that will be their 'hot potato'.
- Lay out a range of equipment to use to support, carry, and deposit their hot potato into a marked 'safe zone'.

#### Play:

- Outline the problem by creating your own story about why the potato is so hot and cannot be touched and tell groups that they must find ways to transport their hot potato to the safe zone.
- Groups use any of the equipment to transport the potato.
- No one may touch the potato with any part of their body. If the potato is touched by anyone, or it is dropped while being carried, the group must return to their starting point.

**PROGRESSIONS** Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



**Step One:**  
Start by outlining the problem to the groups. Encourage the children to think about how they may go about brainstorming ideas and testing them. How will they ensure that everyone gets their ideas heard?



**Step Two:**  
The groups begin to test and evaluate their ideas. The objective is not to find only one solution, but rather to find different solutions for transporting the hot potato.



**Step Three:**  
Modify the task to increase the difficulty of the problem. For example, the group may have to navigate some obstacles on their way to the safe zone. Alternatively, each member of the group must use different equipment, or the hot potato could be changed to a heavier or larger ball. Another possibility is to blindfold one group member or require them to move by hopping on one leg.

**LEARNING QUESTIONS**

- How did your group work together to solve this problem? Was everyone involved in brainstorming possible solutions?
- How did your group make the decision on how you would transport your 'hot potato'?
- Did everyone agree with this decision?
- How did your group resolve any conflict?
- What were some of the ways your group carried the 'hot potato' to the safe zone?
- What different ways did other groups solve the challenge?

**REFLECTION**

After the activity, can the children:

- cooperate as a group to solve this movement problem?
- consider and evaluate other people's points of view?
- contribute to the group decision-making process?
- demonstrate negotiation skills?
- show creativity, initiative, and experimentation in this problem-solving task?
- come to an agreed decision on how to approach solving this problem?
- participate fully and find different solutions to get the 'hot potato' into the safe zone?



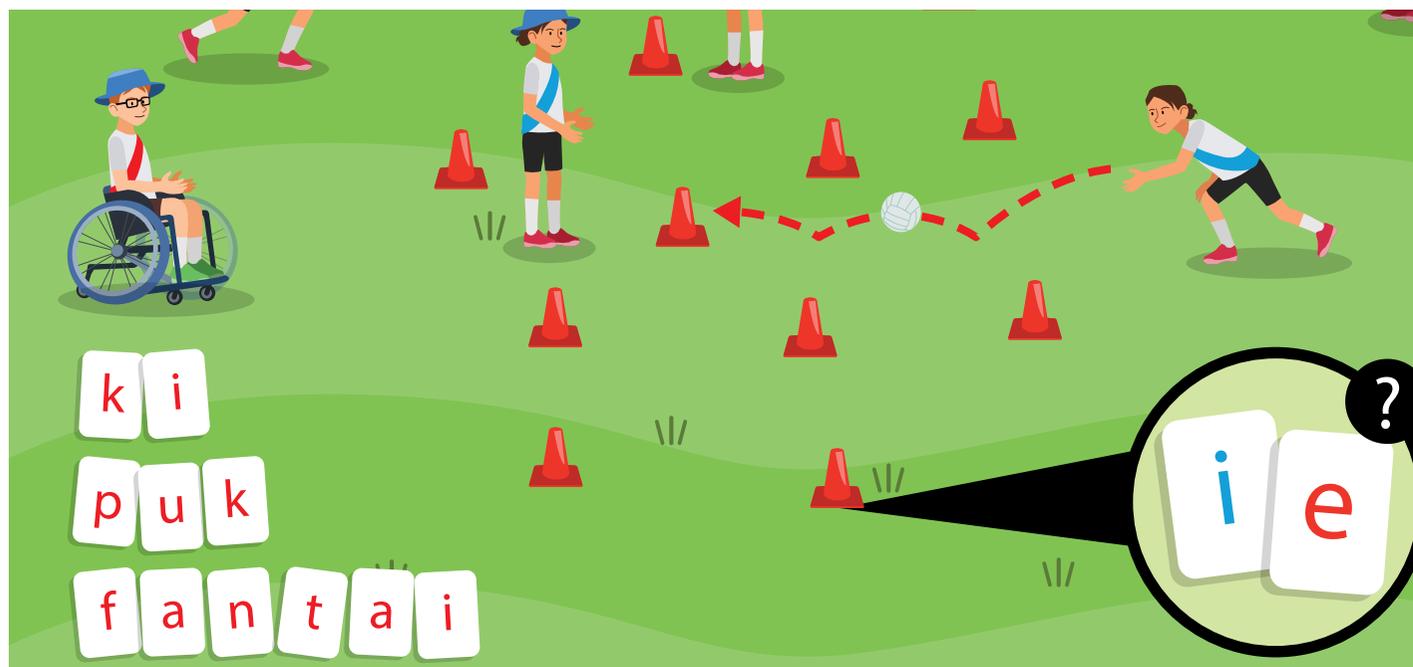
**Group decision making**

Having an effective *group decision-making* process helps to focus the diversity inherent in a group so that it can efficiently consider and make decisions. Adults can encourage groups to discuss and reflect on some key issues related to group decision making, such as:

1. Who should make the decision? The level of participation involved in group decision making can range from an autocratic decision made by a single leader through to a democratic decision involving everyone in the group.
2. What information is needed to make the decision? This focuses on the need for relevant information to guide the decision-making process. It may also involve the group in a brainstorming exercise to generate possible ideas and options for consideration.
3. How do you ensure that different views and opinions are considered? This highlights how best to facilitate individual voices and opinions of group members.
4. What is the method for making the decision? Will the final decision be made by consensus, majority vote, or leader's decision?

# 2.5 Save the Kiwi

This cooperative game requires children to work in teams to 'Save their Kiwi' by finding the threats to the kiwi on cards hidden under the equipment.



## EQUIPMENT



Hoops (1 per group)

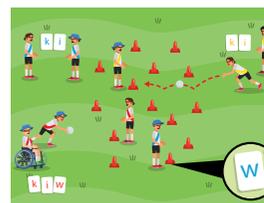


Cones (30)



Foam balls (15+)

One set of letters  
"K I W I" per team,  
colour-coordinated with  
each team's hoop



## LEARNING FOCUS

The focus of this game is on developing the communication skills of positive interaction and support as players take on different roles to find and save their kiwi. Players also develop their ability to roll accurately.

Focus the learning on:

- encouraging each group member to contribute to the team performance
- all group members learning to support, praise, and give positive communication.

## SET UP & PLAY

### Set up:

- Set up a playing area around 30 m by 30 m.
- Place the cones in a scattered arrangement within the playing area.
- Hide the letters under the cones.

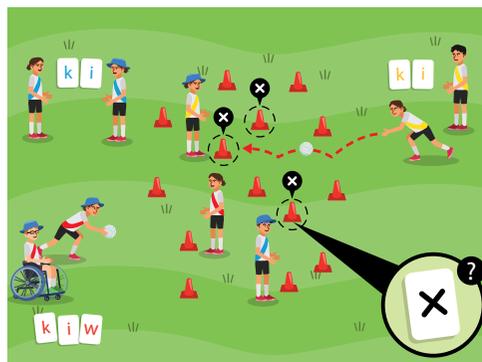
### Play:

- Groups of 3–4, each with a coloured hoop.
- Explain that their mission is to 'Save the kiwi' by finding the letters hidden under the cones that match the colour of their hoop. Each cone represents a threat to the kiwi, like a weasel or stoat. The aim is to retrieve all the letters and save your 'kiwi' from all the stoats and weasels.
- Designate team roles: hunter (must roll balls and hit the cones to uncover the letter), tracker (organises the team's letters), ecologist (gets the letters and retrieves balls for the hunter).

**PROGRESSIONS** Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



**Step One:**  
Play with each team attempting to fetch the coloured letters that match their hoop. At first, play the game as a challenge, and then try it as a competition against the other groups by placing the cards out under different hoops.



**Step Two:**  
Place a taniwha (a ball or small object) under several of the cones. If a group finds a taniwha, they must give the letters they have found to the teacher (who hides the letters under new cones) and start again. Change the team roles around so that everyone has a turn at being the hunter, tracker, and ecologist.



**Step Three:**  
Diversify the number of birds that groups can be saving. For example, include letters for birds such as pūkeko, kererū, pīwakawaka, kākāpō, and kōkako. Many of these names have common letters, so the children can see how many different birds they can save.  
Ask the children to create different team roles that are important for saving native birds, for example, DOC ranger, vet, scientist.

**LEARNING QUESTIONS**

- How did each member contribute to your success as a group in saving the native birds?
- What words and actions were most effective at encouraging you today?
- What were some of the things the people in your group did that made the group successful?
- What team role did you enjoy the most? Why was that?
- What other team roles did your group create?
- What would you do differently if you did this activity again?

**REFLECTION**

- After the activity, can the children:*
- work productively as a group to save the kiwi and other native birds?
  - show how the role that they took on contributed to the success of the group?
  - demonstrate the actions and words they used to encourage and support others to be effective?
  - take turns effectively in the different roles to save the native birds?



**Positive interdependence**

The concept of positive interdependence is a key feature in productive teamwork. It involves group members understanding that their individual success is linked to the success of every other member of the group. This includes understanding that each member of the group offers a unique contribution to the joint effort of achieving the group's goal.

Positive interdependence does not just happen when children are working in groups. The structure of the group task or problem should be set up in a way that requires each member of the group to contribute to the joint effort. Ways to do this include:

1. Group members taking on specific roles.
2. Group members having autonomy to agree on allocating specific roles that are most suited to group members' interests and abilities.
3. Allocating different resources to group members.
4. Providing different but essential information to each group member.
5. Limiting the time so no one person can dominate the task.
6. Taking turns to work on a task.

## 2.6 Clock Dribble

Everyone in this game tries to keep the balls bouncing around the circle. It requires good cooperation to succeed without losing control.



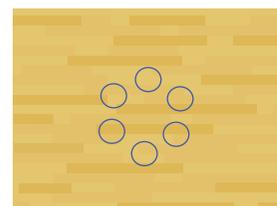
### EQUIPMENT



Large balls (4–6 per group)



Hoops (4–6 per group)



### LEARNING FOCUS

The focus of this game is on everyone in the group cooperating to keep the rhythm and passing going. The group can only be successful when everyone is succeeding.

Focus the children's attention on:

- working cooperatively to achieve success
- being attentive and looking to receive and make a pass
- enjoyment for all.

### SET UP & PLAY

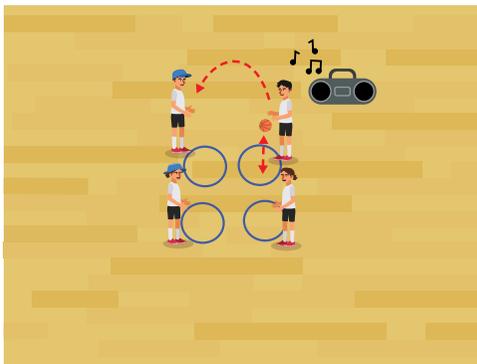
#### Set up:

- Divide into groups of 4–6 children.
- Each player has a ball and a hoop or chalk-drawn hoop.
- Play on a court or grass area.
- Place each hoop on the ground to make a larger circle and stand outside the larger circle created by these hoops.

#### Play:

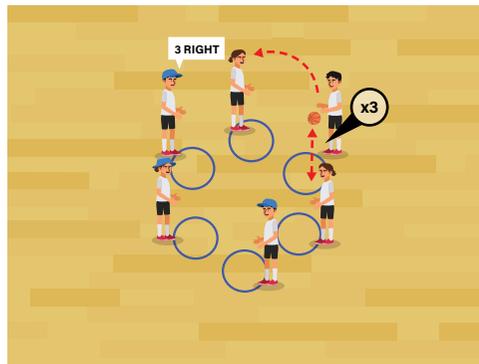
- Begin with each player bouncing their ball continuously in their hoop.
- Team members take turns to call a direction (left or right) and a number (0–4).
- The group then bounce-pass the balls around the circle according to the number and direction called.
- Players then bounce the ball again in their hoop until another direction and number is called.

**PROGRESSIONS** Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



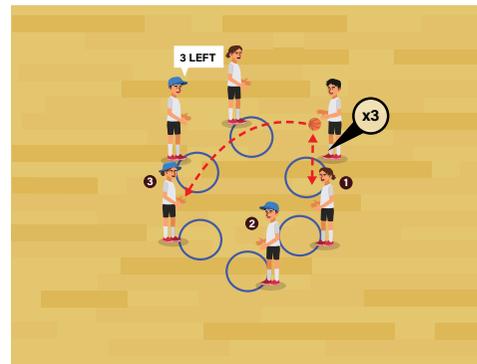
**Step One:**

Start with smaller groups of four. Bounce the ball to music, try to get the rhythm, and make a directional pass when the music stops e.g., "Three right."



**Step Two:**

Increase the group size to six. Bounce the ball the number of times called, then pass in the identified direction (e.g., for "Three left", bounce the ball three times and then pass it to the left).



**Step Three:**

Bounce the number of times called, then pass in the identified direction and the number of players (e.g., for "Three left", bounce the ball three times and then pass it to the third person on the left).

**LEARNING QUESTIONS**

- How does the team need to work together to make Clock Dribble a successful game for everyone?
- What strategies did you need to use both individually and as a team to achieve the common goal here?
- Was this an enjoyable and successful activity for you and for the team?
- Would you want to play this game again?
- Are there any changes you would recommend?

**REFLECTION**

After your the activity, can the children:

- take turns at calling the directional pass?
- participate positively?
- include everyone in their group?
- discuss and trial different strategies to solve this movement problem?



**Cooperation**

A key component in building strong relationships and leading happy fulfilling lives is the ability to work, interact, and cooperate with other people. Cooperation is the process of working together for mutual benefit and involves sharing, following instructions, and taking turns. Learning to cooperate means that a person can think about and balance their own needs and wants with others' needs and wants. This joint effort is mutually satisfying and a skill that children will use during their entire life.

Teachers and coaches can help children learn about cooperation by:

1. Designing activities that require cooperation, such as allocating roles or giving individual resources so that each person's contribution is needed in order to succeed.
2. Allowing for choice. Providing choices about how or when to complete a task enables children to choose to be cooperative.
3. Teaching interpersonal skills. Cooperation involves being able to set personal goals, communicate effectively, resolve conflict, and problem-solve as a group. This process takes patience and practice.
4. Praise cooperative activity. When you observe children cooperating, praise them. Try to be as specific as possible as you explain how they demonstrated good cooperation.

## 2.7 Satellites

The challenge in this game is to stop the satellites from crashing back to Earth. By using balloons, children can have a fun game that helps develop cooperation and coordination.



### EQUIPMENT



Balloons (2–3 per group)



### LEARNING FOCUS

Satellites is a game that requires children to work cooperatively with others to keep their 'satellite' in orbit. It develops hand-eye coordination as players track their satellite and keep it in the air. When working with a partner, players also need to be sensitive to their partner and work cooperatively to move so that they stay under their satellite.

### SET UP & PLAY

#### Set up:

- Divide the children into pairs or groups of 3–5.
- Players form a circle by holding hands.
- Define a playing area.
- Give each group a balloon.

#### Play:

- The objective is to keep the balloon off the ground without breaking the circle.
- The game begins when one player throws the balloon into the air and the group tries to prevent it from touching the floor by moving and using any body part to keep it up.
- Players continue to hold hands in a circle throughout the game.

**PROGRESSIONS** Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



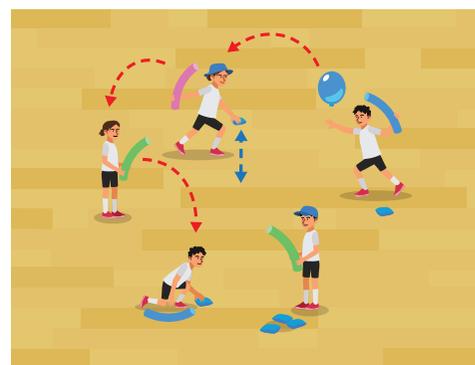
**Step One:**

Blow up the balloons and let individuals play to explore the task of keeping their 'satellite' up in the air. Any part of the body can be used to keep the balloon up. Take care not to pop the balloon.



**Step Two:**

Join up as a group by holding hands. Try to keep your satellite in the air by moving as a group. Take care not to bump into other groups. If one balloon is easy, try adding two or three more balloons.



**Step Three:**

Additional challenges can be introduced by asking children to invent different ways of keeping the balloon up (like using a noodle) or performing different actions between hits, like turning 360 degrees between each contact or picking up bean bags from the floor. (How many can they pick up?)

**LEARNING QUESTIONS**

- What did you find was the best way to communicate with your partner and group in satellites?
- How many satellites could your group successfully keep in orbit at one time?
- What information were you and your group using to track more than one satellite in orbit?
- Can you show and share with others the challenge at step three that you and your partner invented?

**REFLECTION**

*After the activity, can the children:*

- track and move in a coordinated way to keep the satellites in orbit?
- cooperate to work in a group to keep the satellites in orbit?
- create their own versions of this game and challenge themselves to extend their capabilities?
- communicate effectively to keep the game going?

Do you as the teacher feel that you understand the importance of learning in games and what is meant by coordinating perception and action?



**Hand-eye coordination**

Hand-eye coordination is the learned ability to coordinate visual information with the hands to control, guide, and direct them in performing a given task, such as catching or hitting a ball. As part of the body's perceptual system, vision is more than the ability to distinguish detail. It also involves eye movement abilities, such as focusing and tracking, and coupling this with the coordination of body movement. Children learn hand-eye coordination as they grow and experience a broad range of games and activities that challenge their perceptual system. Children need opportunities to develop the hand-eye coordination critical to:

1. Fine motor skills, such as the delicate and precise movements involved in manipulating objects and in learning to write or draw.
2. Grasping and manipulative actions, such as catching and hitting as well as holding and using equipment.
3. Coordinating perceptual information (like the trajectory and weight of an object) with an action (like moving to catch the ball or keep a balloon up in the air).

## 2.8 Zoom

The challenge in this game is for a group to use a set of picture cards to tell a story. It works on the notion that 'the whole is greater than the sum of the parts'. It encourages children to actively listen to each other, communicate effectively, and cooperate to solve this movement problem.



### EQUIPMENT



Zoom cards

This game will work with any book that tells a visual story. This version of the game uses the Zoom and Re Zoom books by Istvan Banyai. These are easily purchased online. Laminate each page as a card.

Groups of children can also draw stories for other groups to 'Zoom'.



### LEARNING FOCUS

Children need opportunities to learn how to work collaboratively and become involved in a larger group task. Zoom teaches active listening by removing visual cues and relies on larger group cooperation to tell the story.

Zoom develops:

- involvement
- active listening skills
- large-group-work skills
- brainstorming
- reaching a decision
- cooperation.

### SET UP & PLAY

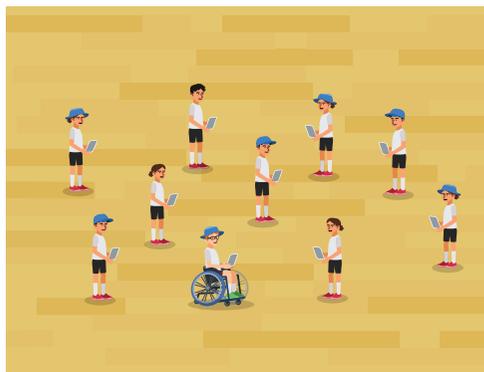
**Set up:**

- Separate the pages of a picture book into a set of cards that tells a story.
- Place the cards face down in the playing area.

**Play:**

- Children pick up a card and hold it close to their chest to hide the picture.
- If there are remaining cards, encourage some children to pick up two cards.
- Without showing their card, children describe the image it contains.
- When the group agrees that they have identified the beginning of the story, the child with that card puts it down face up.
- Players negotiate and decide if they have the next card to put it down in the correct order to reveal the story.
- When all the cards are down the children can enjoy the full story.

**PROGRESSIONS** Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



**Step One:**

Children should keep the pictures on the cards hidden but they are allowed to talk to other players to describe the picture on their card. Players must solve the problem without showing the card. Allow plenty of time to find the solution and resist helping them.



**Step Two:**

Challenge the children by removing the verbal communication. In this step, the children cannot visually show or verbally describe the image on their card. They need to use charade-type communication to solve this challenge. This can be a very challenging version of the game.



**Step Three:**

After solving the story on the card, challenge the children to use the cards to tell another story. Can the pictures be used to tell an alternative story?

**LEARNING QUESTIONS**

- How well did you describe the image on your card? Was it difficult not to show the image on your card to others?
- Did you get involved in this activity and make an effort?
- How well do you think your group brainstormed ideas and solutions to try out?
- Did the group find it difficult to listen to each other? Were there people talking over others and trying to dominate what you should do to solve this challenge?
- What did you do about this, both individually and as a group?
- Was it more effective to describe the image on your card to others in pairs or small groups, or did you work as one large circle to 'Zoom' the story? Which strategy was more effective? Why was that?

**REFLECTION**

After the activity, can the children:

- understand why they need to be involved in order to be included?
- describe what is meant by active listening?
- demonstrate active listening in this game?
- transfer the process of being involved in this game to another MoveWell game?



**Involvement**

Exploring the aspects and issues around active involvement can be a very useful focus for children. Involvement is the act of participation or taking part in an activity. It differs from inclusion, which is more about factors that create the opportunity for involvement. By contrast, involvement is focused on an individual's willingness to participate, experience new things, and focus on their own needs and self-improvement. When adults focus on involvement, they help children to reflect on the barriers that may limit them from participating in activities that can become an integral part of their lives.

Some of the aspects that can be used to start discussions about involvement include:

1. *Exploring effort.* Encourage children to explore the relationship between effort and outcomes. The aim here is to disrupt the notion that success is easy or due to natural talent and to appreciate that achievement is usually built on a solid foundation of effort.
2. *Experience new things.* The goal here is to be willing to go outside one's comfort zone to participate in new activities and accept challenges. It is part of constantly developing and living one's life to the full.
3. *Focus on self-improvement and self-awareness.* The goal here is for children to identify their needs and reflect on what might limit them from being fully involved.

## 2.9 Night Train

This challenge game gives children the experience of moving without visual cues. It teaches them to give clear verbal instructions and to move using other perceptual cues while developing trust in the team-mate who has sight.



### EQUIPMENT



Blindfolds  
(4 per group)



Bean bags



Mats



Balls



Chairs



### LEARNING FOCUS

The focus is for children to enter into the spirit of the game and take turns at being both the leader (train driver) and a participant (train carriage). The game allows them to develop and practise respect and inclusion for their group as part of learning about fair and ethical play.

Night Train provides an opportunity for children to:

- be open-minded and willing to participate
- take turns and share
- be included in and enjoy movement with others
- make decisions and be responsible
- be creative and explore movement
- be kind and respectful to other players
- contribute and reflect on fair and ethical play.

### SET UP & PLAY

#### Set up:

- Groups of 5: one train driver and four blindfolded carriages in each group.
- While the carriages wait at a station, the train drivers and teacher lay out the equipment as an obstacle course to navigate.
- Make sure the blindfolded children don't see the course.

#### Play:

- The train driver collects all of the carriages and leads the journey with each child holding the waist of the person in front.
- The carriages require non-visual cues to navigate the obstacles.
- The carriages actively listen for instructions and feel the direction of movement.
- After the journey, the train returns to the station.
- Remove blindfolds and discuss the learning questions.
- A new train driver takes a turn.
- The carriages put on blindfolds and wait while the train driver sets up a new journey.

**PROGRESSIONS** Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



**Step One:**

Play as a Minefield game in pairs. Partner A is blindfolded. The group of sighted children set up a minefield of equipment (bean bags, mats, balls, objects, chairs) scattered across the playing area. Partner B (who is sighted) must navigate partner A through the minefield using only clear verbal instructions and cues.



**Step Two:**

Gradually include more objects for the train to go over, under, and around. Increase the number of carriages.



**Step Three:**

The train driver drives the train from the back. In this set-up, the course needs to be simplified and the driver needs to give even clearer instructions to drive the train as the front of the train is not sighted.

**LEARNING QUESTIONS**

- How difficult was it to drive the train from the front and from the back?
- Which was more difficult? Why was that?
- Were you able to trust the train driver to lead you safely?
- What considerations did you take into account to set up the train journey?
- What did you focus on to get information to move safely around the train journey when you were blindfolded as a carriage?

**REFLECTION**

*After the activity, can the children:*

- set up equipment in a safe and challenging way?
- develop and show trust to the different train drivers?
- discuss what we mean by trust and how it can be developed amongst classmates?
- give clear and precise instructions as the train driver?
- discuss the importance and meaning of trusting a group leader?
- take on the responsibility of safety for the group as the train driver?
- explain the importance of giving clear verbal instructions?
- understand the importance of visual cues for movement in games?



**Fair and ethical play**

Children at an early age develop a sense of fairness and the concept of 'right or wrong'. Games provide an excellent context to develop ethical thinking by teaching them the importance of always playing within the spirit of the game, taking turns, sharing, being open-minded, and ensuring inclusion and enjoyment for everyone involved. Developing the skills of fair and ethical play include nurturing a respectful attitude towards others (both individuals and communities alike), understanding how rules provide structure, reflecting on the nature of character, building capacities for reflective and informed moral judgment, and putting one's beliefs and values into practice.

Adults are essential to helping children develop the disposition for fairness and ethical thinking. Encourage children to reflect on:

- The importance of playing within the rules. Highlight how rules provide shape and structure to games.
- Strategies to resolve conflicts peacefully within the group and resist defaulting to the teacher.
- How to ensure that everyone is included and enjoys participating. Highlight that games are best when they are played between teams of even ability.
- The importance of showing respect for their opponents, fellow players, referees, supporters, and teachers through their gamesmanship, verbal comments, and body language.

# 2.10 Shark Territory

The challenge in this game is to use the available equipment to transport the group safely across a territory that is imagined to be frequented by sharks. How many ways can it be done?



## EQUIPMENT



Planks of wood



Hoops



Bean bags



Benches



Buckets



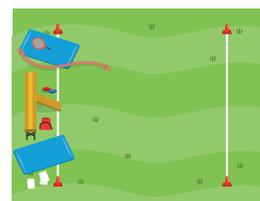
Rope



Bands



Cards



## LEARNING FOCUS

Shark Territory provides a fun challenge for children to work together to find a wide range of possible solutions. It enables a focus on cooperative and problem-solving skills, with attention to the need to work together to support less confident and less able children to get across the sand bar.

Focus the learning on:

- cooperation and problem solving
- interpersonal skills such as encouragement, building team cohesion, and motivating others.

## SET UP & PLAY

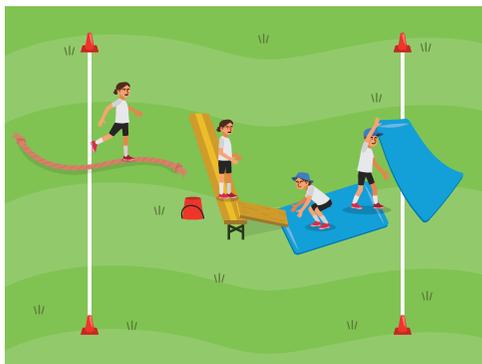
**Set up:**

- Place a range of equipment across the floor or grass area.

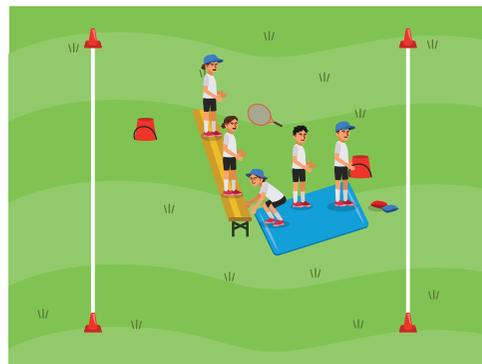
**Play:**

- Outline the problem to the groups: Imagine that you're at the beach and need to cross a sand bar where sharks are known to feed.
- Challenge teams of 6–10 to use the available equipment to transport the group safely across the shark territory.
- No one can step in the water (the floor).
- All of the team needs to be in shark territory before the team gets across.
- Calculate the amount of equipment to challenge the group.

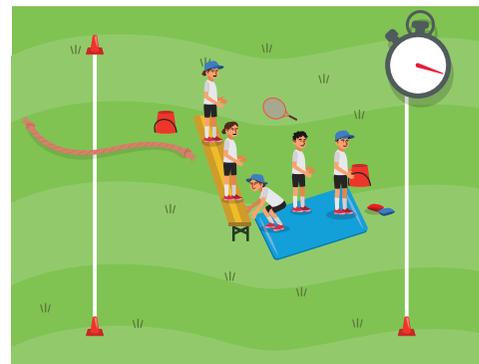
**PROGRESSIONS** Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



**Step One:**  
Start by outlining the problem. Encourage the children to think about how they might go about brainstorming ideas and testing them.



**Step Two:**  
The groups begin to test and evaluate their ideas. The objective is not to find only one solution but rather to find different solutions for transporting the team across the shark territory.



**Step Three:**  
Modify the task to increase the difficulty of the problem, for example, reduce the amount of equipment, compete against the clock, carry a bucket of water, or blindfold some group members.

**LEARNING QUESTIONS**

- How well do you think your group brainstormed ideas and solutions to try out?
- What were the main choices you and your team-mates made to get across the shark territory?
- What do you think that you contributed to help others and achieve success in crossing the shark territory?
- How much were you willing to agree with group decisions?
- Are there any changes you would now make that would improve your effectiveness in working in a group?

**REFLECTION**

*After the activity, can the children:*

- define the Shark Territory problem presented by this challenge game?
- contribute in a genuine and sensitive way to participating in challenge games such as this?
- show understanding, respect, and empathy towards others in this situation?
- generate, select, and trial a number of solutions?
- show persistence to achieve the goal of the game?
- evaluate their options and select the best solution?
- work as a group to solve the problem and share their group's solution with others?



**Self direction**

Self-direction is the ability to work without direct supervision, set personal goals, and take responsibility for one's own learning and actions. It requires children to become aware of their individual talents, interests, aspirations, and needs and to develop the capacity to choose their own paths, including resisting peer pressure, as a result. This includes learning to set realistic goals, and plan actions, resources, and information that focus on achieving those goals. Self-direction implies a sense of autonomy over one's self as well as a responsibility to exercise it.

Adults can foster self-direction by:

1. Encouraging children to take ownership of their learning by helping them to identify their interests and needs and ensuring that their personal goals are included in the design of learning activities.
2. Supporting children to discuss and take responsibility for their plan to enhance their hauora/wellbeing.
3. Discussing how peer pressure can influence personal decision making and providing strategies for resisting peer pressure.
4. Providing opportunities for children to work independently without close supervision. This includes noticing when children make difficult choices to pursue their own goals rather than those of their peers.

The background image shows two children on a netball court. A boy in a dark blue shirt and shorts is on the left, and a girl in a light blue shirt and dark skirt is on the right. A red netball is on the court between them. The entire image is overlaid with a semi-transparent blue filter. At the bottom, there are decorative blue and white spiral patterns.

3

---

Net/Wall  
Games

---

## Net/wall game skills

Net/wall games are games in which players send an object (e.g., ball, shuttle) over a net or against a wall so that it lands in an area that an opponent is defending. The aim is to make it difficult for the opponent to return the object or force them into a mistake.

Net/wall game skills	What this is	What it looks like – Success criteria
<b>Flight reception</b>	<p>It is tracking an object in flight and moving into position to receive and return a ball or shuttle in flight.</p> <p>It varies depending on the game, but essentially means reading the flight path of the object and moving appropriately into position to receive it.</p>	<ul style="list-style-type: none"> <li>• Players track the ball or shuttlecock with the eyes while moving in under it, reaching to make contact in front of the eyes.</li> <li>• Players place the object (ball or shuttlecock) in the best place on the court to try to beat the opposition.</li> <li>• Players time the length of the shot to arrive with the fastest delivery, spin, or best position on the court.</li> <li>• Players use different kinds of shots in different attacking and defending situations to change the amount of time their opponents have to react to different shots</li> <li>• On the full, players strike or volley on the full, moving into line, side on, or under the object and, when possible, move forward to receive the ball or shuttle.</li> <li>• In overhead striking, the players aim to be side on and to the back of the object so that they can make contact at the highest point. They rotate their hips and shoulders, strike, and follow through in line with the return flight path of the ball or shuttle.</li> <li>• In bounce ball games (tennis, padder-tennis squash, etc.), players are back and to the side of the bounce, positioned side-on to move forward during the shot to make contact at the top or near top of its bounce.</li> </ul>
<b>Court positioning</b>	<p>It is setting up in position to receive the ball to be in the best position to cover any return.</p>	<ul style="list-style-type: none"> <li>• Players anticipate the return shot and are in the best position to play the next shot.</li> <li>• Individual players move back to the T or centre between shots so that they can best cover the court. This involves side or backward side-stepping while watching the ball and the opposition.</li> <li>• They will be moving back to the centre of the court or playing area.</li> <li>• Team players read the play and move to the best position to execute their role as an attacker or defender.</li> <li>• Players move constantly. They try to work out where the other team will place the ball.</li> <li>• All players are on their toes, ready to speed up, while reading the play and anticipating the opposition's most likely return.</li> </ul>

Net/wall game skills	What this is	What it looks like – Success criteria
<b>Ball or shuttle placement</b>	It is placing shots into open spaces on the court or playing area, away from the opponents so that they are unable to return it.	<ul style="list-style-type: none"> <li>• The players make the opponent/s move from side to side or short to long.</li> <li>• They place the ball or shuttlecock into the opponent's court (within the boundaries) so that they are unable to return it to score.</li> <li>• They attack the net to place the ball or shuttle on angles that are hard to return.</li> <li>• Players control the pace, spin, and direction of play, i.e., being on attack not defence.</li> </ul>
<b>Building an attack</b> Defending an attack	<p>It is setting up moves for a winning shot.</p> <p>It is trying to find the opponent's weakness to exploit.</p> <p>It is transitioning from defence to attack.</p> <p>It is thinking strategically to win the rally.</p>	<ul style="list-style-type: none"> <li>• Players build up shots to move an opponent into a court position that they are able to attack with a winning shot.</li> <li>• They move an opponent short, long, or side to side on the court and/or keep them out to one side while building the opportunity to hit a winner to the open court.</li> <li>• They use the entire court to place shots in the open spaces, away from the opponent.</li> <li>• At the same time, players anticipate where the opponent/s will return the ball or shuttlecock.</li> <li>• Players vary their choice of shots (volley, lob, clear, ground stroke), the speed, the distance, and the height of the ball or shuttlecock and use spin and faking to gain an attacking advantage.</li> <li>• They use a recovery position to return to the T or the centre of the court.</li> </ul>

Net/wall games	Page
<b>3.1 Continuous Rally</b> The aim in this short-tennis game is to see if children can keep a continuous rally going. The players use short-tennis rackets, padder-tennis bats, and slower bouncing balls to develop all of the Net/Wall skills required for these types of games. <b>Flight reception</b>	88
<b>3.2 Bounce Ball</b> This is a simplified game like volleyball, involving throwing and catching over a net. It encourages challenge by choice, allowing players to choose which level of the game to play to develop their net/wall game skills. <b>Challenge by choice</b>	90
<b>3.3 Bench Ball</b> Players work as a team to get themselves from their area to a bench (or line) behind the opposing team's baseline by throwing balls from their zone to catchers on the bench. Adapt the game to make it inclusive for all children. <b>Strategy and tactics</b>	92

<p><b>3.4 Live</b></p> <p>In this game, the players start by playing cooperatively. When the rally breaks down, the game goes “live” and changes to being competitive. The switch from cooperation to competition makes it enjoyable and challenging for children.</p> <p><b>Building an attack</b></p>	94
<p><b>3.5 Bombardment</b></p> <p>The aim of this game is for players to hit a Swiss ball out of the playing area to win a point. Players work together to apply a combined bombarding force on the Swiss ball to outdo the force of the other team.</p> <p><b>Collective effort and teamwork</b></p>	96
<p><b>3.6 Staircase Badminton</b></p> <p>This is a badminton game with a difference. Winning points forces the opposition to go progressively down the staircase of positions. These are first standing, then on their knees, then on their seat, and then on their back to play a shot.</p> <p><b>Shuttle placement</b></p>	98
<p><b>3.7 Kick It</b></p> <p>A fun game that involves kicking the ball over the net, like playing tennis with the feet. There are easy progressions so that children can choose a successful form of the game that challenges them.</p> <p><b>Risk</b></p>	100
<p><b>3.8 Attackers and Defenders</b></p> <p>In this tennis-like game, children learn how to play both as an attacker at the net and a defender from the baseline. It is a fast-paced game that allows children plenty of turns at playing both at the net and from the baseline.</p> <p><b>Flight reception</b></p>	102
<p><b>3.9 Around the World</b></p> <p>The aim of this game is to keep the rally going across the net while running between the ends of the court. Around the World helps children learn to move and play shots.</p> <p><b>Court positioning</b></p>	104
<p><b>3.10 Around the Planets</b></p> <p>This game is played by throwing a ball (the rocket) from earth to bounce off the sun, which is drawn on a wall (or thrown over a net) for their partner to catch and take to a planet. The planets are arranged increasingly further from the sun.</p> <p><b>Decision making and thinking skills</b></p>	106

# 3.1 Continuous Rally

The aim in this short-tennis game is to see if children can keep a continuous rally going. The players use short tennis racquets, padder-tennis bats, and slower bouncing balls to develop all of the net/wall skills required for these types of games.



## EQUIPMENT



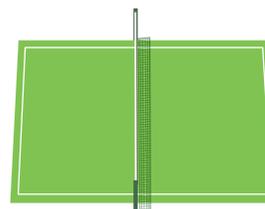
Racquets (4)



Small balls (2)



Bench or net per group



## LEARNING FOCUS

The focus is on reading the flight of the ball and moving into the right position to play it. This is one of the most important skills in rally-type games.

Continuous Rally helps children learn to:

- track the ball with their eyes
- position themselves side on, and move forward during the shot to make contact with the ball at the top or near top of its bounce.

## SET UP & PLAY

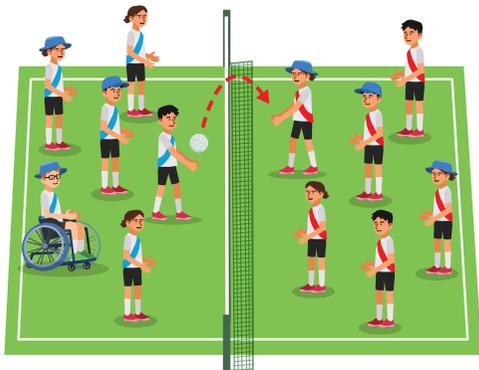
### Set up:

- Use a padder-tennis court area.
- Nets or stacked benches to divide the court.
- 4–6 players per court (four on the court at any one time).
- Use slower bouncing short-tennis or half-pressure tennis balls to provide more time for children to read the flight.

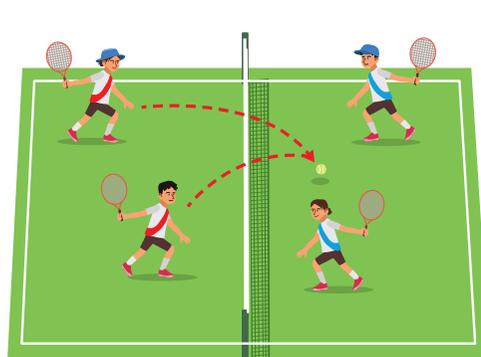
### Play:

- Start the game by hitting the ball over the net.
- Players try to continue the rally for as long as possible to see how many hits they can achieve.

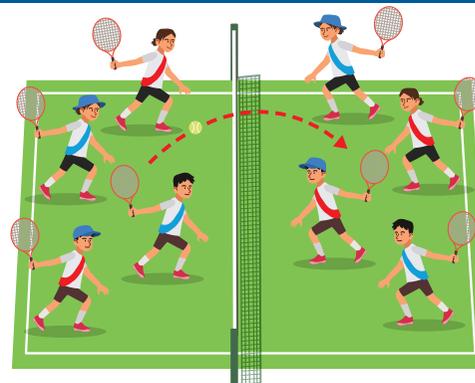
**PROGRESSIONS** Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



**Step One:**  
If children have trouble getting into position – i.e., reading the flight, have them practice catching the ball one-handed with their hitting hand. Throw it back over the net until they get used to reading the flight. Re-introduce the rally.



**Step Two:**  
Use short tennis racquets or padder-tennis bats with shorter levers and soft balls or slower bouncing tennis balls. Have lots of games going in pairs.



**Step Three:**  
Groups of 5 build up to 2 v 2 continuous rally.  
Have a feeder at the net with bucket of balls.

**LEARNING QUESTIONS**

- Where is the best place to move to hit the ball?
- When is the best time to take your racquet back?
- How can you direct the ball to where you want it to go?
- What is the reason that you sometimes miss the ball?
- Are you running forwards or having to move backwards to hit the ball?
- Do you ever move sideways to the ball?
- How do you know when the ball is at the top of the bounce?
- How do you decide which shot to play?

**REFLECTION**

*After the activity, can the children:*

- read the flight of the ball?
- demonstrate how to move on the court to successfully strike the ball?
- begin to successfully return the ball from different positions?



**Flight reception**

Flight reception is the ability to track the path of an incoming ball, move into a position to receive it, and hit it at the optimum moment to return it over the net. It is one of the most important aspects of net/wall games.

The advantage of games is that they randomise flight path and are more effective than drills to teach flight reception.

Children need opportunities to learn to move to the ball and read the bounce. In general:

1. Children should move forward to strike the ball rather than having to move backwards to play a shot.
2. Strike the ball in a side-on position and contact the ball in front of the eyes.
3. Know the difference between, and when to play, attacking and defending shots. Such decisions often depend on knowing where the opposition is standing.
4. Move efficiently around the court to be in the best position to take the shot. This may involve hitting the ball on the full at the net, at the top of the bounce from further back on the court.

## 3.2 Bounce Ball

This is a simplified game like volleyball, involving throwing and catching over a net. It encourages challenge by choice, allowing players to choose which level of the game to play to develop their net/wall game skills.



### EQUIPMENT



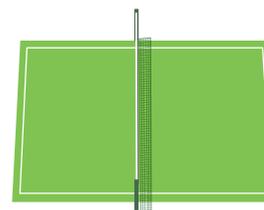
Large soft ball (1 per group)



Volleyball (1 per group)



Nets or benches per group



### LEARNING FOCUS

The focus is on keeping the ball alive, while developing net-game skills (e.g., ball placement, court movement, flight reception, etc). Different game levels encourage **challenge by choice** (see Concept Clinic). Children select the most challenging and enjoyable form of the progressions to develop their net-game skills.

### SET UP & PLAY

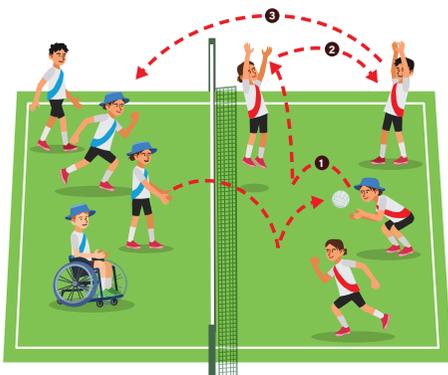
#### Set up:

- Use large soft balls that bounce well.
- Teams of six a side.
- Use a court area with a net.

#### Play:

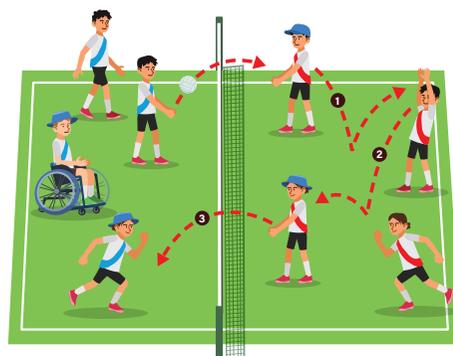
- One team throws the ball over the net.
- The other team attempts to catch the ball and has up to three passes on their side to pass it back over the net.
- The aim is to play the ball in a way that the opposition cannot return it.
- Initially, play by allowing one bounce between catches.
- After each point, rotate players around the court area so they play different positions.

**PROGRESSIONS** Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



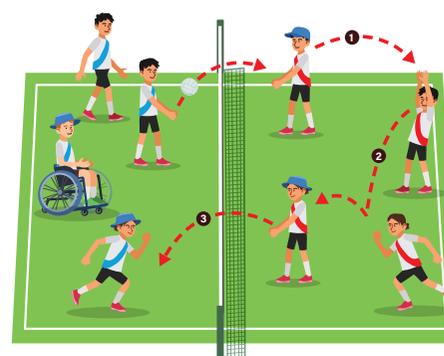
**Step One:**

Throw the ball over the net to start the game. Play the game with a low net height. The ball can be caught on the full or after the bounce and passed around the team up to three times before returning it.



**Step Two:**

Introduce hitting the ball rather than catching it. The ball can be returned over the net on the first shot, or the team can use up to three shots to return it over the net. The ball must still bounce before it is hit or returned over the net. Highlight to children how the height of the flight changes the time they have to move and play the ball.



**Step Three:**

Players choose if they want to let it bounce or play it on the full. This is an opportunity to explore different ways of hitting the ball, including those methods used in volleyball, such as off their forearms (dig shot) or fingertips (set shot).

**LEARNING QUESTIONS**

- How did you choose the version of the game that you found to be the most suitable for you?
- Did you try different versions of the game? Why or why not?
- Can you think of any changes we should make to these games?
- What strategies did you use in this game?
- What did you do to improve your ability to move from catching to hitting in the games?

**REFLECTION**

After the activity, can the children:

- understand the three different versions of the game?
- choose the version of the game that they are finding the most challenging and enjoyable? (*Challenge by choice*)
- demonstrate the game skills of flight reception, court movement, and ball placement in a version of Bounce Ball?



**Challenge by choice**

*Challenge by choice* is a teaching strategy that allows players to choose their level of participation and practice difficulty. Initially developed by Project Adventure, it aims to empower children and foster increased engagement by creating a safe environment in which participants feel confident and comfortable about choosing to be involved.

The concept works by encouraging children to choose the most appropriate participation for themselves without peer pressure or teacher or coach direction. In its pure form, challenge by choice allows participants to choose whether or not to participate in an activity. Offering choice has the effect that children enjoy their participation more, and it also allows the teacher or coach to work with groups of children at different ability levels.

Strategies for teaching through challenge by choice include:

- Provide options based on difficulty and allow children to choose where they start and how they progress through the options.
- Discuss the effect of choice on their involvement and the effect of peer pressure on individuals.

# 3.3 Bench Ball

Players work as a team to get themselves from their area to a bench (or line) behind the opposing team's baseline by throwing balls from their zone to catchers on the bench. Adapt the game to make it inclusive for all children.



## EQUIPMENT



Large soft dodge balls (10)



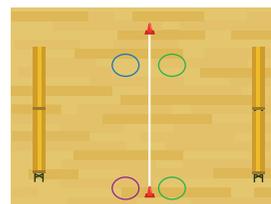
Hoops (4)



Cones or markers



Benches (4)



## LEARNING FOCUS

This team game is often played as an invasion game, which allows a focus on strategic play and finding ways to win. However, in this version it also allows a focus on many of the net/wall skills. Specifically, it allows a focus on the game skills of ball placement, court positioning, and flight reception.

## SET UP & PLAY

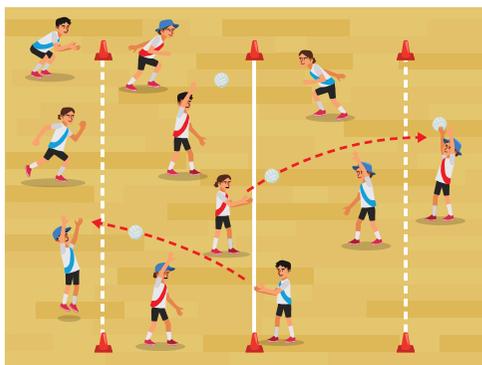
### Set up:

- Two teams of any size.
- Mark out a court area to suit learners. Divide the area into halves. Teams occupy a half each.
- Place benches along the baseline.
- Use 3–4 soft large balls per side.
- 1–3 players start on the bench.

### Play:

- The aim is to throw a ball on the full to your player on the bench. If it is caught, the court player joins the bench and becomes an extra bench player.
- Players can move with the ball and must throw to their bench from inside their zone.
- The other team can try to intercept a ball heading towards the bench behind them.
- The team that gets all their team on the bench first wins.

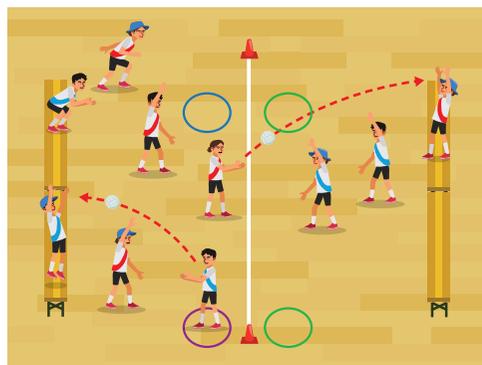
**PROGRESSIONS** Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



**Step One:**

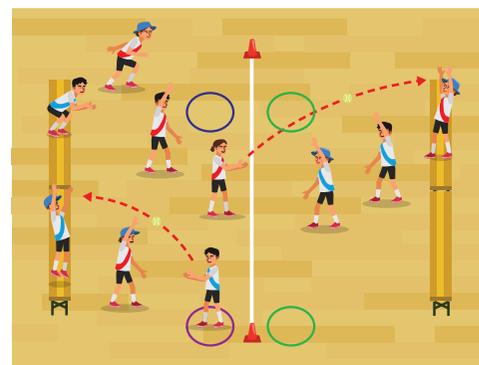
Initially pass to behind a line.

*Shape:* Progress to throwing to a bench, but with 2–4 hoops inside the oppositions throwing half for children who may lack throwing strength.



**Step Two:**

If you find that weaker throwers are left as the 'last man standing', allow them to nominate a team member to come back from the bench to throw for them or move the hoops in the opposition's half closer to the bench.



**Step Three:**

Increase the number of balls.

*Focus:* Play with tennis balls or frisbees.

**LEARNING QUESTIONS**

- How is this game played, and what is the aim of it?
- What strategies did your team use that were effective?
- Are there any adaptations that could be made to the game to make it more inclusive?
- What ways can you decide as a team who throws (attacks) and who defends?
- How can the team work together to get the last court player on the bench?
- What different ways can you stop the ball being caught by opposition bench players?

**REFLECTION**

*After the activity, can the children:*

- devise effective net/wall strategies and employ tactics to play the game?
- include all members of their team?
- identify adaptations to ensure that weaker players are not left in the throwing area?
- communicate the game-plays effectively?



**Strategy and tactics**

Bench Ball is a very versatile game that can be easily adapted and used in a variety of ways. While it helps to develop children's abilities to catch and throw, it is also a game with lots of strategic possibilities. To develop 'thinking' players, help children think about the different aspects of game play. For example:

The players need to be working on both attack and defence at the same time. On-attack court and bench players need to work together strategically to get all players onto the bench. The court players need to coordinate their play with bench players by making sure that their teammates are ready to receive the ball before throwing it over the defender. Tactically, court players could be moving or passing to other players in the hoops for a closer shot, and bench players could be moving along the bench to make undefended space for the incoming passes.

On-defence court players need to develop strategies and employ team tactics to defend the incoming balls by being in position to intercept balls thrown to their opposition on the bench. They need to hold on to as many of the balls as they can.

Communication and teamwork between the court players and the bench players is vital.

# 3.4 Live

In this game the players start by playing cooperatively. When the rally breaks down, the game goes “live” and changes to being competitive. The switch from cooperation to competition makes it enjoyable and challenging for children.



## EQUIPMENT



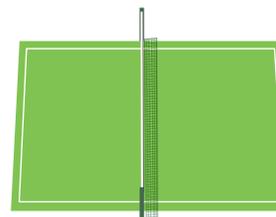
Short racquets (4)



Soft tennis balls  
(2 per group)



Net or bench



## LEARNING FOCUS

The focus is on learning to return a ball, sustain a rally and build an attack.

Focus the children’s attention on:

- getting into a rhythm of a rally and keeping it going for as long as possible
- anticipating the return shot from their partner
- moving to cover all of the court and to think about how to build an attack with their partner to play a winning shot.

## SET UP & PLAY

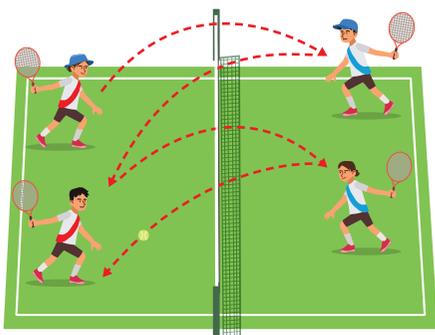
### Set up:

- Use padder-tennis-sized courts, with a net.
- Have four players on the court at a time.
- Use half-pressure tennis balls.

### Play:

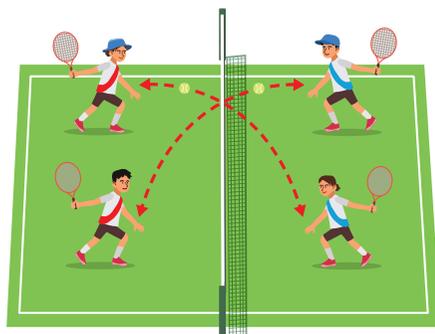
- Begin by rallying diagonally to the opposite player using two balls.
- *Cooperate* to keep the diagonal rally going for as long as possible.
- When one rally breaks down, a player calls “live”.
- Now the pairs *compete* against the other pair to win the rally with the remaining ball.
- When a point is won, the game starts again with the cooperating pairs rallying on the diagonal with two balls again until a player again calls “live”.

**PROGRESSIONS** Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



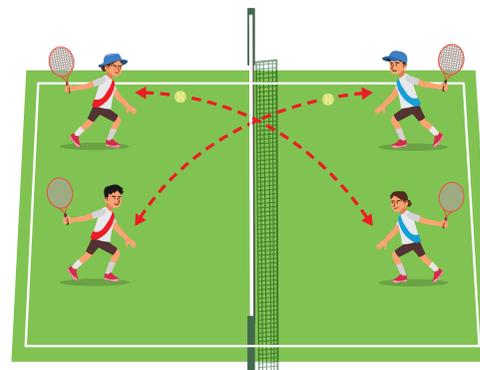
**Step One:**

Use one ball. Encourage four players to develop an M or W pattern to pass the ball around the court, using both cross-court and straight shots. See how long they can keep the pattern going.



**Step Two:**

Use two balls. Increase the complexity, by introducing the concept of cooperation, then playing "live" and transitioning to competition and setting up play to win the point.



**Step Three:**

Play Live on a larger space, such as a tennis court, and begin to play with tennis racquets and tennis balls.

**LEARNING QUESTIONS**

- What is the best way to keep the ball going diagonally across the court?
- Can you place the ball to where you want it to go? How can you do this?
- What is the first thing you do when you hear the word "live"?
- Were you able to think ahead and build an attack?
- Why is it important to be able to do this?
- Where would you play the ball if both the players were up at the net?
- Where would you play the ball if both the players were at the back of the court?

**REFLECTION**

After the activity, can the children:

- play cooperatively to keep a diagonal rally going?
- move around the court to be in the best position to play the ball?
- transition from cooperating to competition and build an attack?



**Building an attack**

Building an attack is the skill of being able to set up a series of moves to beat your opponent with a winning shot. This involves playing strategically to catch your opponent out of position or with a better passing shot. This may mean thinking about how to set up some return shots to win the rally.

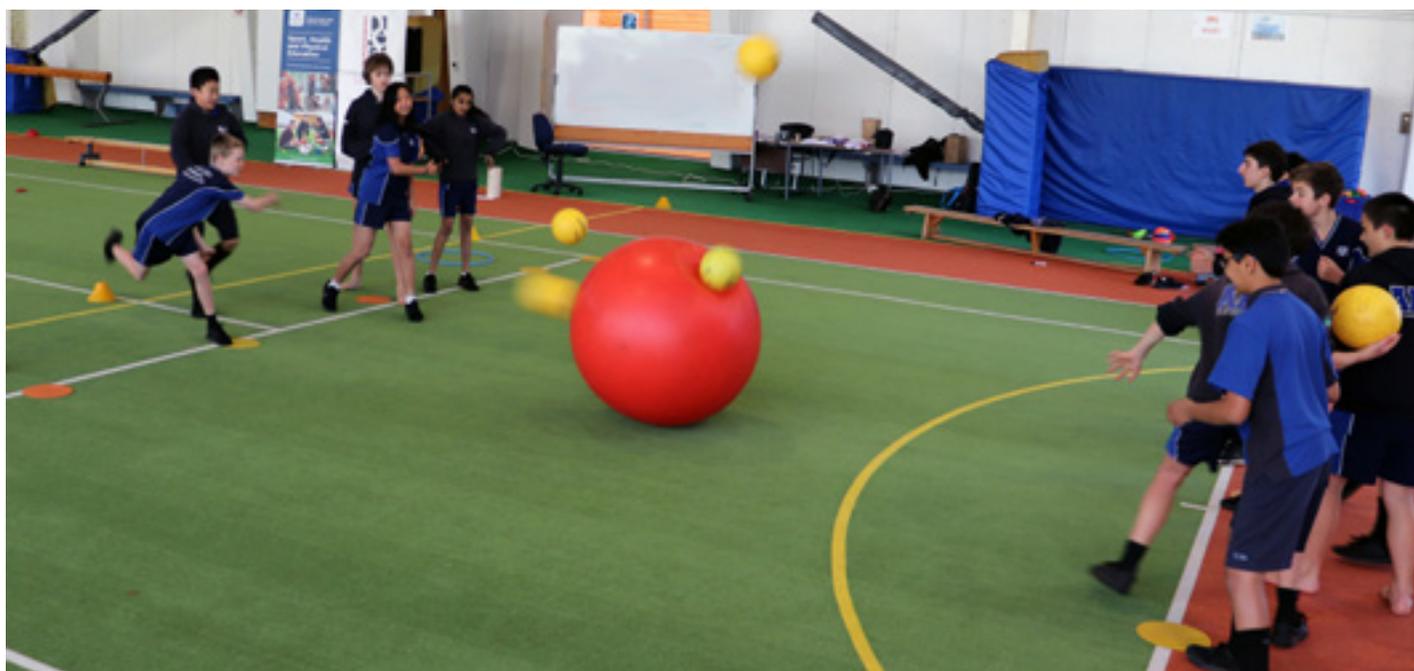
Building an attack is an important net/wall game skill and requires children to be able to read the play, plan ahead, and transition from defence to attack and vice versa. The game allows for moving both players up to the net, both players back, and/or one attacking the net while the other player drops back to cover the shot.

Strategies to teach how to build an attack include:

1. Using the entire court to place shots in the open spaces and causing the opponent to move and create opportunities.
2. Anticipating where the opponent/s will return the ball.
3. Varying the selection of shots (volley, lob, clear, ground-stroke), the speed, the distance and the height of the ball, and using spin.
4. Thinking about the best place to place the ball (side lines, corners, short and long) so that the opponents are unable to return it.

# 3.5 Bombardment

The aim of this game is for players to hit a Swiss ball out of the playing area to win a point. Players work together to apply a combined bombarding force on the Swiss ball to outdo the force of the other team.



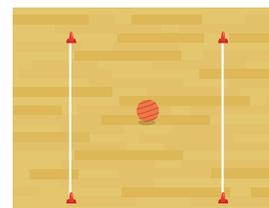
## EQUIPMENT



Swiss ball (1)



Soft dodge balls  
(1 per player)



## LEARNING FOCUS

The focus of this game is on:

- Collective effort and teamwork: This involves understanding that the combined strength of all members of a team will have the most effect in this game.
- Movement and force: Exploring the effect of combined force and its impact on the ball's movement.
- Positive interaction: Being able to work together and provide support and collective strength to achieve positive outcomes and build team cohesion.

## SET UP & PLAY

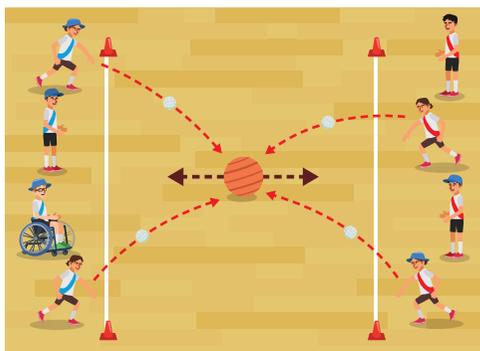
### Set up:

- This game can be played inside or outside.
- Create two teams who stand on either side of a court area.
- Each player has a ball if possible.
- Place a large Swiss ball in the centre of the playing area.

### Play:

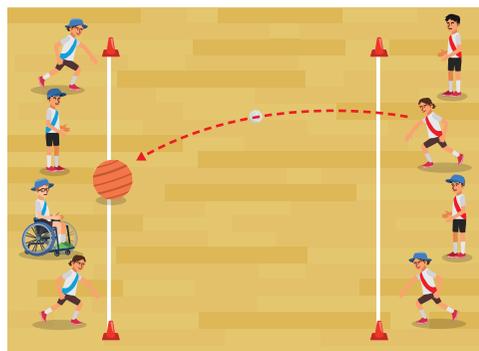
- Players throw the balls at the large Swiss ball in the centre.
- The aim is to apply sufficient force to the Swiss ball to roll it over the opposition's line.
- Players can retrieve the balls from the centre, but they must return to behind their throwing lines to launch the ball again.
- A point is scored when the ball is successfully rolled over the opposition's line.

**PROGRESSIONS** Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



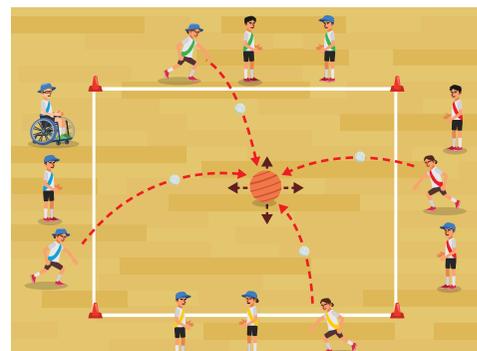
**Step One:**

Use soft balls and a small playing area to make it easier to apply sufficient force to get the Swiss ball rolling. The ball must cross the opposition's line to score a point.



**Step Two:**

Use volleyballs or similar and increase the playing area. Play the same game rules.



**Step Three:**

Play the game with four teams, one along each side of the playing area or court. The team needs to bombard the ball across the opposite line to score a point.

**LEARNING QUESTIONS**

- What is the aim of this game? How is it played?
- How effective was it when everyone fired the balls in their own time?
- What tactics did you use to combine your team's force?
- What did you learn about applying collective force and effort from playing this game?
- Did you naturally take on the role of thrower or ball retriever?
- How did the team work collectively to stop the ball from rolling over your base line?
- Are there any changes you would make if you played this game again?

**REFLECTION**

*After the activity, can the children:*

- explain how they used collective strength as a team?
- explain why they chose the tactics they used in this game? Were they effective in applying collective force? Why or why not?
- differentiate the player roles needed to be successful in this game?



**Collective effort and teamwork**

Collective effort and working as a team to generate maximum force or work outcomes often involves the need to combine the strengths of all members of a team. When players work together as a collective and provide support, their combined strength helps them to achieve their goal.

Games forms that require collective effort and teamwork help build team cohesion and cooperation by encouraging children to learn about how they can help one another and use one another's strengths.

Exploring the effect of combined effort also applies to physical forces. Applying force is an important concept for games play and is enhanced when players work together to apply more force when required. Players need to be able to apply force to objects, learn the effect this has on them, and as a result, learn how to accelerate, apply spin, and decrease the speed of objects in play.

# 3.6 Staircase Badminton

This is a badminton game with a difference. Winning points forces the opposition to go progressively down the staircase of positions. These are first standing, then on their knees, then on their seat, and then on their back to play a shot.



## EQUIPMENT



Badminton racquets



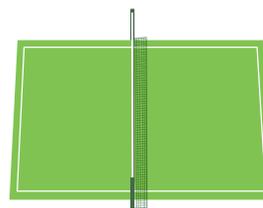
Short tennis racquets



Shuttlecocks (4)



Net (1)



## LEARNING FOCUS

The focus in this game is on shuttle placement. It is an enjoyable game because everyone stays in.

Focus the children's attention on:

- placing shots into open spaces on the court
- staying on their feet to move to the shuttlecock
- supporting grounded team-mates
- including everyone.

## SET UP & PLAY

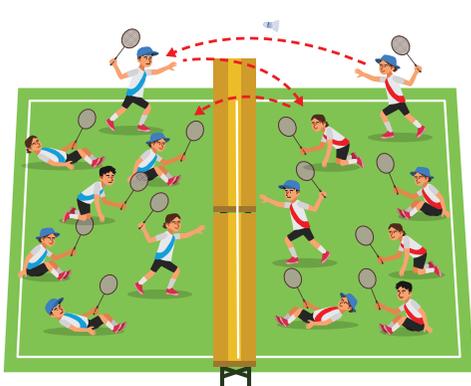
### Set up:

- Two teams of any size on either side of a badminton court with a net.
- Each player has a racquet.

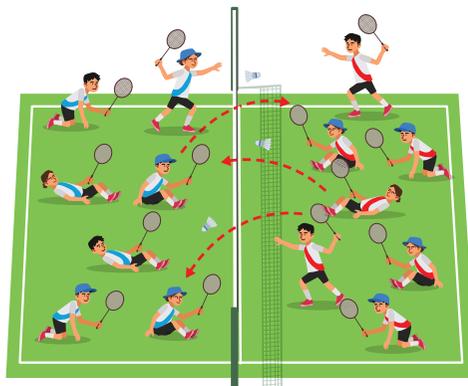
### Play:

- One team serves the shuttlecock and begins the rally.
- When a player misses a shot, they begin to move down the staircase with each subsequent miss. They go from standing, to kneeling, to sitting, and then lying on their back on the floor.
- If they can return a shot back over the net, they can move back up to the next position on the staircase.
- As more players are forced onto their backs, other players will need to move to cover the court to get team-mates back to their feet.

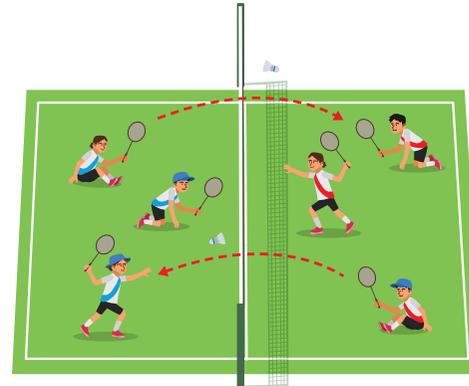
**PROGRESSIONS** Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



**Step One:**  
Play with one shuttlecock and progress only to knees and seats. Give children two chances to play the shot before players move to their knees and seats.



**Step Two:**  
Introduce more shuttlecocks: 2–4 depending on the size of the group. Introduce playing from one's back to one's seat from their knees to their feet.



**Step Three:**  
Have multiple games going with smaller numbers per court so that players need to cover a greater court area.

**LEARNING QUESTIONS**

- Why do you need to look at the shuttlecock and the opposition to play into space?
- Which was the hardest position to hit the shuttlecock from? Why?
- Did you try to hit the shuttlecock deep to the back court or drop it just over the net?
- What do the players on their feet need to do when most of the team are playing from their knees, seat, or back?
- What did you need to change about your play when the numbers in each team were reduced?

**REFLECTION**

*After the activity, can the children:*

- have sufficient control to direct their shots and hit the shuttlecock over the net?
- strategically place shots on the court away from their opponents?
- see the importance of moving to cover the court?



**Shuttle placement**

Ball or shuttle placement is the strategic action of returning shots into spaces to move the opposition, open up options, and place pressure on the opposition to return the ball or shuttlecock. The key to this skill is being able to control the direction of the shot so that the return goes where the player wants it to go. This then enables the player to dominate the rally and play the ball or shuttlecock into open spaces, forcing the opposition to move. Being able to place the ball is important to both playing defensive shots and building an attack.

Placement strategies include:

1. Placing the shuttlecock or ball into open space: the sides, cross-court, back corners, or just over the net, depending on where the opposition is.
2. Attacking the net to place the shuttlecock on angles that are hard to return.
3. Controlling the pace of play by being on attack not defence.

In some net/wall games, children can be encouraged to think strategically about placement by modifying scoring so that certain zones score higher than others.

# 3.7 Kick It

A fun game that involves kicking the ball over the net, like playing tennis with the feet. There are easy progressions for children to choose a successful form of the game that challenges them.



## EQUIPMENT



Cones/markers

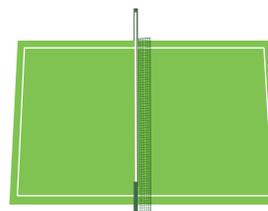


Nets or benches



Soccer or dodge balls

Court area  
the size of a  
badminton  
court or smaller



## LEARNING FOCUS

The focus of this game is on learning to control the kick and direct the ball with the foot. The advanced skill is to place the ball over the net into space to beat the opponent.

Focus the children's attention on:

- moving to get into a good position to kick the ball
- thinking about how to create time and support for keeping the rally going
- strategising as a team to decide if it is more effective to set up an attack using one, two, or three passes to return the ball and draw the opposition out of position.

## SET UP & PLAY

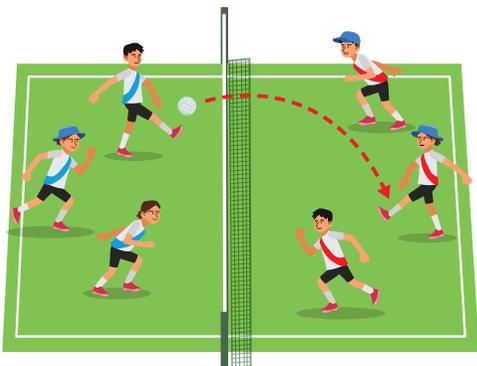
### Set up:

- Small teams of 3–4 per side.
- Teams stand on either side of the net.

### Play:

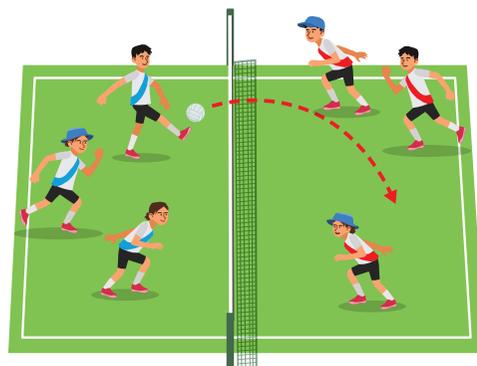
- The game is started by one player dropping the ball onto the ground or their foot to kick it over the net.
- The ball can be kicked on the full or after one bounce.
- The players attempt to score a point by returning the ball into the opposition's court so that they cannot return it.
- Teams have up to three kicks on their side of the net.
- The players need to decide if they will kick the ball back on the first, second, or third foot touch.

**PROGRESSIONS** Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



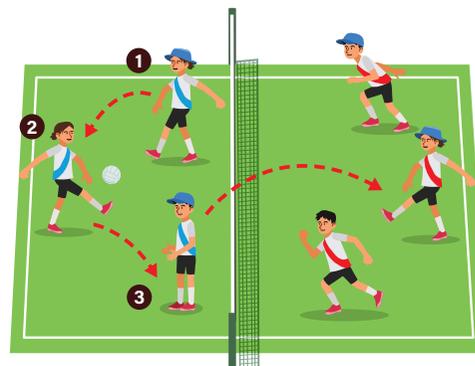
**Step One:**

The children use a cooperative rally to see how long they can keep it going. They have the option of kicking the ball on the full or after one bounce between passes.



**Step Two:**

The game becomes competitive, and the children now score points when the opposition does not return the ball. They should try to kick the ball into open court space.



**Step Three:**

Encourage players to set up their return using the three kicks allowed on their side of the net. Increase the options for passing by increasing teams to 4–6 per side and/or by increasing the size of the playing area.

**LEARNING QUESTIONS**

- How well were you able to kick the ball back over the net or to pass it to one of your team-mates?
- How does getting into the right court position to receive the ball help you to be able to return the ball?
- Why should you be watching where the opposition moves to?
- How did your team put pressure on the other team in this game?
- What did you need to change about your strategy and decision making when you could use three passes on your side?

**REFLECTION**

After the activity, can the children:

- keep a rally going?
- move to receive the ball to kick it, or do they play the ball too close to their body?
- use the three shots to place the ball and build pressure on the other team, or do they kick the ball straight back?
- work as a team to play this game strategically and win the rallies?



**Ball control**

Having good control of the ball is important in many games so that players can maintain possession and execute other actions effectively. In games like soccer, good ball control begins by being able to move into a position to receive the ball and then bringing the ball under control. As with many skills, this is as much about players reading the play and moving early as it is about technical competence.

To help children with ball control, focus on:

*Moving to receive the ball:* This involves anticipating where the ball is going to land and moving into place to receive it. This requires the body weight to be well distributed to allow movement forwards, backwards, or sideways. At the same time, the player needs to take a quick glance at what is happening around them before contact is made.

*Placement:* This involves being able to cushion the ball on contact and stop it from bouncing away from the body. Effectively trapping the ball allows the player to execute an action with it, like dribbling or passing.

# 3.8 Attackers & Defenders

In this tennis-like game children learn how to play both as an attacker at the net and a defender from the baseline. It is a fast-paced game that allows children plenty of turns at playing both up at the net and from the baseline.



## EQUIPMENT



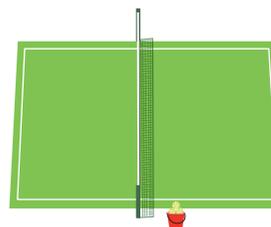
Short tennis racquets (3)



1 bucket of low-pressure tennis balls



Net or bench (1 per group)



## LEARNING FOCUS

The focus of this game is to teach flight reception and court movement.

Focus on encouraging children:

- to watch and track the flight of the ball and move on the court to play it in front of them
- to read the speed and trajectory of the ball and decide on the best tactical shot to play to remain on attack or to get into an attacking position.

## SET UP & PLAY

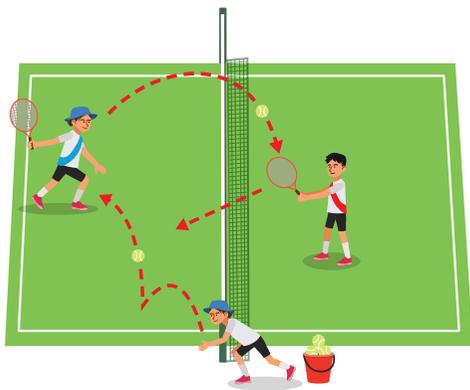
### Set up:

- Three players, each with a racquet position: one attacker at the net, a defender on the baseline, and a feeder at the side at midcourt.
- The feeder has a bucket of balls.
- Use low nets as court dividers.
- The aim is to get to be the attacker.

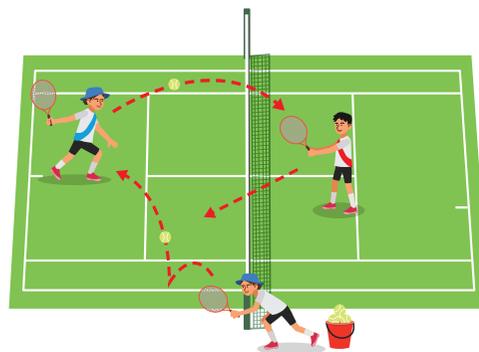
### Play:

- The feeder throws the ball to the defender's forehand.
- The attacker tries to volley it back.
- Whoever wins the rally either remains as the attacker or becomes the attacker and the two players swap positions.
- Players stay on attack as long as they keep winning.
- When the bucket of balls is empty, collect them and rotate the feeder in as the attacker.
- Start another round of the game.

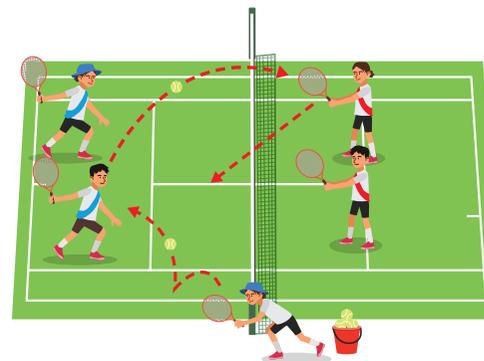
**PROGRESSIONS** Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



**Step One:**  
Begin with one attacker and one defender on a small court area. Use short tennis racquets and low-pressure balls. Then introduce two attackers and two defenders into the short-tennis version on the smaller court area. Change around when the bucket of balls has been played.



**Step Two:**  
A more advanced version of the game is to play it on a full tennis court with one attacker, one defender, and one feeder on each court.



**Step Three:**  
Introduce the option of two attackers and two defenders and keep one feeder on a full tennis court. Change around when the bucket of balls has been played.

**LEARNING QUESTIONS**

- How do you track the flight of the ball and at the same time move into position to return it?
- How do you read the spin, speed, line, and/or bounce of the ball?
- What is the tactical role of the attacker in this game?
- How do you decide what shot to play as the attacker?
- Why should you contact the ball in front of your body?
- Where is the best place for the defender to place shots in this game?
- Which version of this game do you find the most enjoyable and successful? Why is that?

**REFLECTION**

*After the activity, can the children:*

- track the ball while moving into position?
- move forward at the net and play the ball in front of their body?
- explain the best position to place the ball on the court to try to beat the defender?
- explain the difference between being on attack and defence in this game?
- read the play and move into the best position to execute their role as an attacker or a defender?



**Flight reception**

Flight reception is the process of tracking the flight of a ball, interpreting its speed and path, and moving into position to receive it while deciding on an appropriate tactical response.

All three aspects need to be practised together in games that require visually tracking and responding to moving objects. Flight reception can be further supported when children are encouraged to:

1. Watch and read the flight of the ball. Factors like speed, angle, line of flight, and object weight will all influence the momentum, time of arrival, and rebound action of the ball. Provide lots of variation so children can practise this aspect of perception.
2. Move to be in line with the incoming ball. This involves both predicting when and where the ball will fall and moving to intercept the trajectory. Discourage reaching and emphasise moving the feet to get into position early.
3. Explore the best position to provide stability to the action being played. In tennis, position the body behind the ball so that contact is made while moving forward rather than back.

# 3.9 Around the World

The aim of this game is to keep the rally going across the net while running between the ends of the court. Around the World helps children learn to move and play shots.



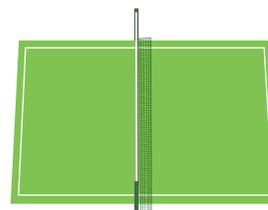
## EQUIPMENT



Short tennis racquets  
(1 for each player)



Low-pressure tennis balls



## LEARNING FOCUS

The focus is on court positioning and moving to the ball.

Focus the learning on:

- being in the best position early to receive and return the ball, that is, taking up a preparatory position at the centre-back court
- reading the flight of the ball and moving forward or to the side to receive it
- moving to the ball and not waiting for it to come to them
- ensuring that it is safe to run around the outside of the court area.

## SET UP & PLAY

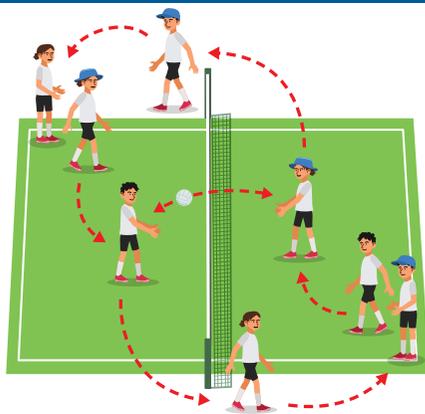
### Set up:

- Use a small court area, divided by a net or bench
- Groups of 8 players.
- 4 at each end with a racquet.
- Begin with short tennis racquets and slower balls.

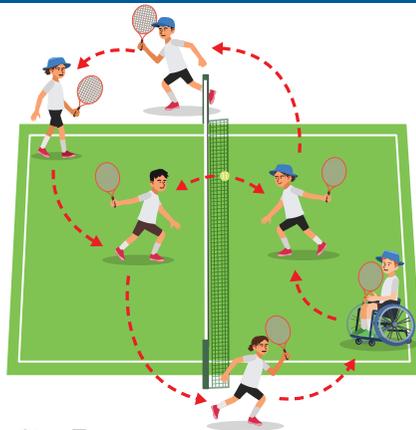
### Play:

- The focus in this game is on cooperation to keep the rally going.
- A player hits the ball over the net to a player at the other end and runs anticlockwise to that end to join the other team.
- Players should aim to hit the ball where it can be received and returned easily.

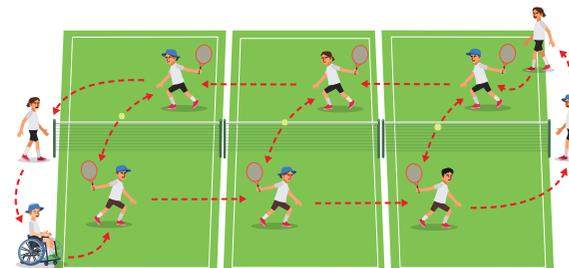
**PROGRESSIONS** Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



**Step One:**  
Begin with a throwing version of the game. Children throw a ball over the net for the next player to catch and throw it back, trying to keep the rally going for as long as possible using throwing and catching.



**Step Two:**  
Players use a small court and net area to play the game using short tennis racquets or padder-tennis bats and low-pressure balls. Reduce the number of players to 6.



**Step Three:**  
Using 3 courts in a row and all players. Now the players move to the next court to play their next shot instead of running to the other end. When they reach the third court, they run around to the other side and continue to move across the three courts on that side.

**LEARNING QUESTIONS**

- Where is the best position to head for when you enter the court? Why is this?
- Where are four places you can move to easily from this position? (i.e., front court – left or right, or back court – left or right)
- What is the best way to move around the court?
- How many shots could your group achieve in your best rally?

**REFLECTION**

*After the activity, can the children:*

- watch the rally and anticipate when to enter the game?
- move to the back-court centre position and move forward from that position to keep the rally going?
- anticipate the opposition's most likely return?
- use side- or back-stepping to move into position ready to move forward to the ball?
- read the flight of the ball and play the ball side-on and in front of them?
- work cooperatively as a group to keep a rally going?



**Court positioning**

Court positioning involves understanding where to stand to enable quick coverage of all the court. In tennis-based games, this is typically the middle of the back court. This position allows players to move forwards to attack the net or sideways to cover the lines. Moving forward to play the ball is the most important aspect of court positioning.

Court positioning requires players to learn to move in all directions, moving early, and being balanced to play a shot. Players also need to anticipate where the shot will land and how best to play it, which involves watching the flight of the ball and the movement of the opposition.

The aspects to emphasise when teaching children about court positioning include:

1. Moving to the centre of the back court
2. Watching the rally and reading the flight of the ball
3. Anticipating the opposition's most likely return
4. Being on their toes, balanced and ready to move early to play the ball
5. Moving at speed when necessary to be in a balanced stance to play the shot.

# 3.10 Around the Planets

This game is played by throwing a ball (the rocket) from Earth to bounce off the Sun, which is drawn on a wall (or thrown over a net) for their partner to catch and take to a planet. The planets are arranged increasingly further from the Sun.



## EQUIPMENT



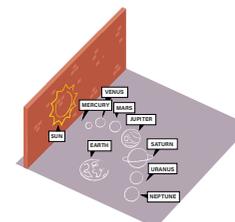
Chalk or hoops (8)



Dodge ball (1)



Net or bench (1 per group)



## LEARNING FOCUS

The focus is on developing decision making in younger children so they become thinking players.

Focus on:

- strategising about where to throw to and where to move to
- throwing and catching
- flight reception (tracking and moving to the flight of the ball)
- enjoyment.

## SET UP & PLAY

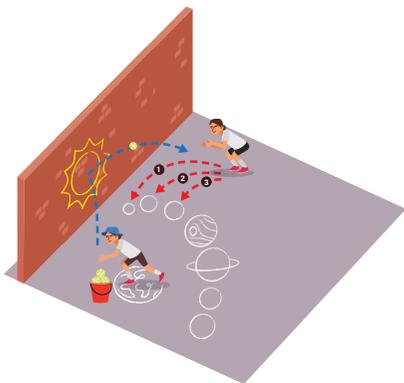
**Set up:**

- Play in pairs using a large soft ball as the 'rocket'.
- Use chalk, tape, or hoops to mark the position of Earth on the ground, the Sun on a wall, and the planets in hoops or circles on the ground in order away from the wall (Mercury, Venus, Mars, Jupiter, Saturn, Uranus, and Neptune).

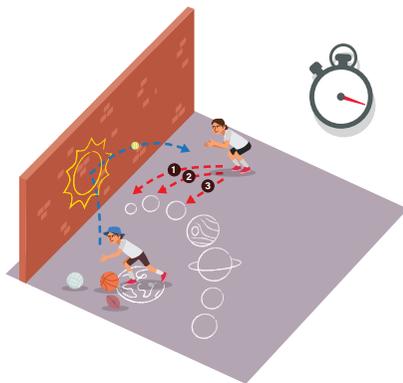
**Play:**

- One player stands on Earth (in the hoop) and throws a large ball (the rocket) at the Sun (the large circle) marked on the wall.
- Their partner tries to catch the rocket after one bounce and run it into the closest hoop (Mercury).
- Next turn, they catch the ball off the bounce and try to run it to Venus slightly further away. Repeat in subsequent turns trying to get the rocket to Neptune.
- Players swap over.

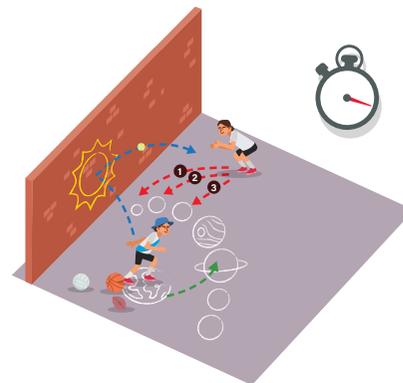
**PROGRESSIONS** Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



**Step One:**  
Begin playing the game and encouraging children to explore tactics for throwing and catching the ball. Add variation by using different-sized balls (rockets) that cause different types of bounces.



**Step Two:**  
Add a time constraint by having the thrower count to five after they throw the ball. The other player must then catch the ball and place it on a planet. Note that this will get progressively harder since the planets are spaced further away from the Sun.



**Step Three:**  
Vary the game by allowing the thrower to move to help the catcher beat the time constraint. Usually this involves them moving to a planet and having the catcher throw them the ball after it is caught. However, there may also be other ways they can collaborate and succeed.

**LEARNING QUESTIONS**

- What did you like/ not like about playing Around the Planets?
- How difficult was it to learn the game and land your rocket on different planets?
- What did you have to think about when deciding where you had to run to?
- Were you able to land the rocket onto all of the planets?
- How were you able to help your partner decide where to run to?

**REFLECTION**

*After the activity, can the children:*

- Understand the game and decide when and where to run to?
- Throw the ball to bounce into the different circles marked as the planets?
- Direct the ball onto the wall?
- Did they learn anything about the solar system and the planets?



**Decision making and thinking skills**

Games that give children choices or require movements to different court positions require them to decide what and where they need to move to. Early decision making can help them achieve success and improve their game-playing ability.

Thinking while playing and moving is common in most games. Reading the current situation and thinking ahead so that they know what to expect and what to do is important to success.

Young children need lots of different games that develop decision-making skills that require them to:

1. Read the situation and think ahead.
2. Help team-mates by communicating options or directing their attention.
3. Accept the challenge of deciding while they are playing.
4. Trial different options to find optimum results and learn from their mistakes.

# 4

---

## Striking and Fielding Games

---



## Striking and Fielding game skills

Striking and Fielding games are those in which one team can score points when a player strikes a ball (or similar object) and runs to designated playing areas while the other team attempts to retrieve the ball and return it to prevent their opponents from scoring.

Striking and fielding game skills	What this is	What it looks like – Success criteria
<b>Batting:</b>		
<b>Hitting the ball</b>	It is batters successfully hitting the ball to where they want it to go. (Note: In <i>MoveWell</i> games, batters should be given the choice of hitting off a tee or cone or having the ball pitched or bowled at them)	<ul style="list-style-type: none"> <li>A successful hit involves clean contact between bat and ball so that the ball ‘cracks off the bat’. The timing is good, and contact is made in front of the body on the ‘sweet spot’ of the bat (not on the end of the bat but just up from it). The follow-through goes through the ball, and the ball goes where it is supposed to go with the speed and distance the batter wants.</li> </ul>
<b>Placing the ball</b>	It is hitting the ball to the best place in the field. This means the batters will read the field so that they know where the fielders are and then hit the ball into open space away from the fielders to give themselves time to run.	<ul style="list-style-type: none"> <li>A successful placement means the ball is hit into or through open space so that a run is possible. Hitting over the fielders and perhaps the boundary is also possible.</li> </ul>
<b>Running</b>	It is making runs, i.e., running between wickets, to bases, or to the other end.	<ul style="list-style-type: none"> <li>Players know when to run and when not to. They run when they should and call to or coordinate with other runners. Players run fast and slide in or slide their bat to successfully make ground.</li> </ul>
<b>Fielding:</b>		
<b>Outside-in fielding</b>	It is fielding wide and moving in to field or catch the ball from outside to inside.	<ul style="list-style-type: none"> <li>Players start in a wider fielding position and move in with the hit so that they field or catch the ball moving forwards rather than having to move backwards.</li> <li>They spread out around the field to ensure that spaces are covered.</li> <li>They cover infield and outfield spaces, know which space they are covering, and move to field when required.</li> <li>Players work as a team to cover in close and out wide, talking to one another to coordinate fielding roles.</li> </ul>

<b>Positioning to cover space</b>	It is starting in a wide position so that players can move in to field a ground ball or catch a high ball, rather than having to turn and chase the ball to the out-field.	<ul style="list-style-type: none"> <li>• They will be spreading out around the field to ensure spaces are covered.</li> <li>• Players will be working as a team to cover in close and out wide and talking to one another to coordinate fielding roles.</li> </ul>
<b>Reading the game and anticipating the play when fielding</b>	It is knowing what is likely to happen once the ball is hit and knowing what to do.	<ul style="list-style-type: none"> <li>• The players will know what to do with the ball if it comes their way, where and who to throw it to.</li> <li>• They will be backing up.</li> <li>• They will be knowing if runners are running home or to a wicket etc.</li> <li>• Players will be moving into position early to field or back up, throwing to the correct base or end.</li> <li>• They will be talking to other players to help them make the right decision – <i>e.g. 3rd base, this end, wicketkeeper etc.</i></li> </ul>
<b>Fielding a ground ball</b>	It is moving into line behind the ball, getting down and covering it so that it doesn't go past. Then being able to quickly return to their feet and throw to the base or wicket.	<ul style="list-style-type: none"> <li>• The player successfully throws to the base or wicket as required.</li> <li>• Players know where and who to throw the ball to when it comes their way. They know to back up if necessary, sensing if runners are running home or to a wicket or base.</li> <li>• They predict which base or wicket to throw to, given the game situation.</li> </ul>
<b>Catching a ball</b>	It is moving into the line of and under the incoming ball to prevent it from touching the ground.	<ul style="list-style-type: none"> <li>• Players catch the ball without letting it touch the ground.</li> <li>• They use a stable base when throwing, with their opposite arm pointing, strong rotation of their trunk, and whip through with the arm to straighten it at release point.</li> </ul>
<b>Throwing to a base or wicket</b>	It is deciding where to throw: to which base, wicket, or end.	<ul style="list-style-type: none"> <li>• Players successfully throw to base or wicket as required.</li> </ul>
<b>Backing up, covering bases or wickets</b>	It is moving behind the base or wicket to back up or catch the throw when the ball is thrown in by another fielder.	<ul style="list-style-type: none"> <li>• Players are in position to catch or stop the ball when it is thrown in as either the first or second catcher.</li> </ul>
<b>Pitching or bowling</b>	It is delivering the ball to the batter either by throwing, bouncing, or overarm bowling towards the batsman.	<ul style="list-style-type: none"> <li>• The player in this position successfully pitches or bowls (throws) the ball so that the game can start and progress for the full enjoyment and inclusion of all players.</li> <li>• The player delivers the ball in a way that allows the batter to hit it and makes a game of it.</li> </ul>

Striking and fielding games	Page
<p><b>4.1 Move 'n' Catch</b></p> <p>This may not seem like a striking and fielding game, but it is an activity that involves moving and catching a bean bag or ball, which is an essential skill for fielding in these games. Move 'n' Catch sounds simple, but the game skill here is to learn to move for the catch! <b>Moving to catch</b></p>	112
<p><b>4.2 Cone Ball and Tee Ball</b></p> <p>Cone Ball and Tee Ball are simple but enjoyable striking games, which are good for children of all levels. The batters hit a stationary ball from a cone or tee and run to a nearby marker cone and back while the fielders return the ball to home base. <b>Batting</b></p>	114
<p><b>4.3 1, 2, and 4 Wicket Cricket</b></p> <p>1 Wicket Cricket is a simplified game of cricket. Players hit the ball off a cone or from a tossed ball and run between wickets. 2 and 4 Wicket Cricket are played like cricket but as partner or team batters, which allows for faster rotations and higher involvement. <b>Calling and running between wickets</b></p>	116
<p><b>4.4 My Ball</b></p> <p>My Ball encourages the development of the skill and enjoyment of successfully moving in to catch a high ball. It advances on the game skills of Move 'n' Catch and is more suited to older players or children more experienced with striking and fielding game skills. <b>Catching a high ball</b></p>	118
<p><b>4.5 Mirror Ball</b></p> <p>This is a fun fielding game with a novelty twist. The batting team takes equipment from the batting end to the other end and sets it up as a mirror image after they hit the balls into the field. This requires team problem solving to achieve the goal as fast as possible. <b>Team problem solving</b></p>	120
<p><b>4.6 Long Ball</b></p> <p>Long Ball is a popular game that is a good for teaching fielding skills. The game encourages fielding teams to work together as a team and think strategically. It can help players know what to do when fielding and how to throw a retrieved ball to a designated target. <b>Throwing to the base</b></p>	122
<p><b>4.7 Cricket Rounders</b></p> <p>Cricket Rounders is a fast-moving striking and fielding game that has fast innings turnovers in the first innings. It then becomes progressively harder as the rules change after each innings. <b>Running between bases</b></p>	124
<p><b>4.8 Kilikiti</b></p> <p>Kilikiti is a form of cricket and is the national game of Sāmoa. It is fun to play and is enjoyed throughout Polynesia and New Zealand because of its inclusiveness and high involvement. <b>Focusing on fun</b></p>	126
<p><b>4.9 Scatter Ball</b></p> <p>Scatter Ball is a fun and fast-moving game played with small teams of batters and fielders. Batters throw or hit the balls to scatter them around the infield and run bases. Fielders learn to field ground balls as fast as possible to stop the runs. <b>Fielding a ground ball</b></p>	128
<p><b>4.10 Rounders</b></p> <p>This is a fun fielding and running game that can involve large or small groups. It helps children develop throwing and fielding game skills. <b>Outside-in fielding</b></p>	130

# 4.1 Move 'n' Catch

This may not seem like a striking and fielding game, but it is an activity that involves moving and catching a bean bag or ball, which is an essential skill for fielding in these games. Move 'n' Catch sounds simple, but the game skill here is to learn to move for the catch!



## EQUIPMENT



Net or benches



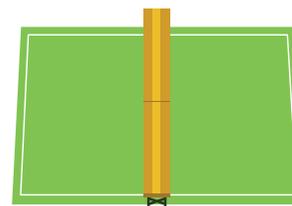
Ropes



Tennis balls



Bean bags



## LEARNING FOCUS

The focus of this activity is learning to move and catch. Combining moving *with* catching is an important game skill for players to develop in striking and fielding games.

Focus the children on:

- reading the flight of a ball and
- simultaneously moving into position to be under or behind the ball to catch it.

## SET UP & PLAY

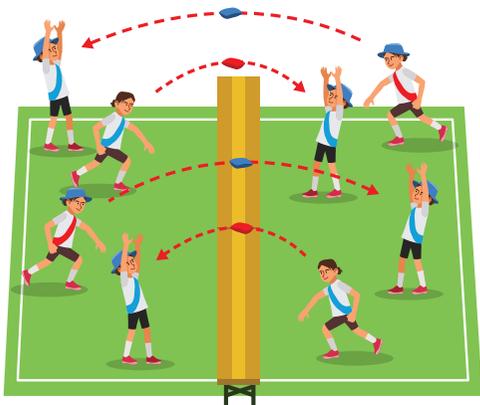
**Set up:**

- The set-up will vary depending on the age and ability of the children.
- For older children, use a small court area with a bench or net halfway across.
- After some play, a net can be raised (badminton height) and the court size increased to encourage higher tosses and more movement to get under the ball.
- For younger children, use bean bags or larger balls and dispense with the bench.

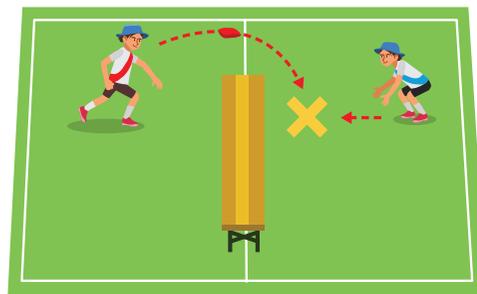
**Play:**

- Children toss the ball above head height to bounce it in their opponent's half. The opponent tries to catch it on the first bounce or full and toss it back.

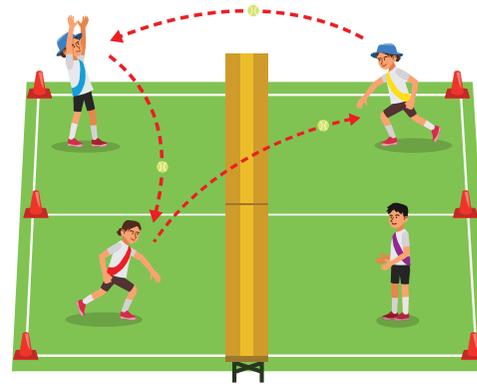
**PROGRESSIONS** Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



**Step One:**  
Have the children toss the bean bag or ball in front of the player on the other side of the bench or net so that they move forward to catch it. Try to avoid having the children standing still as they catch and throw the bean bags or balls back. It is important that the children learn to move into position to catch.



**Step Two:**  
Add a competitive element with one player tossing the ball away from the other player so that it bounces into either square, requiring the player to move to catch it. Include different objects, such as stars or quoits. This places the focus on tracking and moving rather than how they use their hands.



**Step Three:**  
Raise the net to badminton height. Use the whole court in a 1 v 1 situation so that the children have to cover the whole court and move to catch the ball or object.

**LEARNING QUESTIONS**

- How do you track the ball in flight and move underneath or behind it to catch it?
- Why should you watch the bean bag or ball into your hands?
- How do you read the bounce of the ball?
- How do you watch both the ball and the opposite player?
- Which one is the most important of these? Why?
- Can you show your group three important things about moving to catch?

**REFLECTION**

*After the activity, can the children:*

- read the flight of a ball, that is, track the ball's flight?
- coordinate their movement with the ball's flight to be under it to catch it on the full?
- coordinate their movement to be behind a bounced ball to catch it at the top of its bounce?
- keep their eyes open as they catch?



**Moving to catch**

Catching involves being able to track the incoming flight of an object and move under it to catch it. In learning to catch, children need guidance on technique and variation in their practice. Emphasise that they need to move into position to catch. A simple rule of thumb is: *If you're teaching a skill and they are standing still, then you are probably doing something wrong.*

Some guidelines for helping children learn to catch include:

1. Simplify the task by slowing the trajectory of the object being caught and use a larger ball or bean bag at first.
2. Provide a target for the thrower to aim at. A good throw is critical to learning to catch, so use mats, hoops, or other things as targets.
3. For beginners, provide early success by tossing a ball low into their hands. But as soon as possible, have them move to catch.
4. Include variation by using large and small toys, large and small balls, on-the-full or on-the-bounce.
5. Observe to ensure that the child tracks the flight of the ball (eyes on the ball, reading the flight) and simultaneously moves into position to be under or behind the ball to receive and catch it.

## 4.2 Cone Ball and Tee Ball

Cone Ball and Tee Ball are two enjoyable striking games, which are good for children of all levels. The batters hit a stationary ball from a cone or tee and run to a nearby marker cone and back while the fielders return the ball to home base.



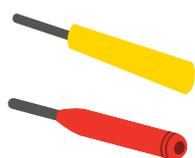
### EQUIPMENT



Cones/markers



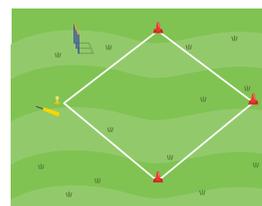
Tennis balls



Cricket and softball bats



Softball batting tee



### LEARNING FOCUS

The focus of this game is on batting and fielding. Tolerance, understanding, and empathy are also important because many children may need help and encouragement.

Focus the children on:

#### Batting

- developing eye-hand coordination to hit a stationary ball
- running to a cone and back before the fielder throws the ball in.

#### Fielding

- fielding, catching, and throwing the ball into home base or a wicket.

### SET UP & PLAY

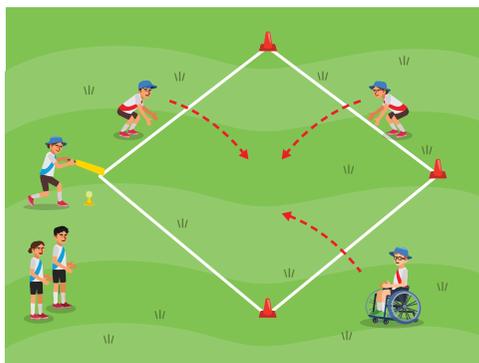
#### Set up:

- Place a batting cone at one end of the court or field and another marker cone 10 metres away at an angle.
- Place another cone or wicket near the batting cone but far enough away that the catcher can't be hit by the bat when swung or thrown. (Some children may instinctively let it go when they hit or run.) They should carry it with them around the cone and back.

#### Play:

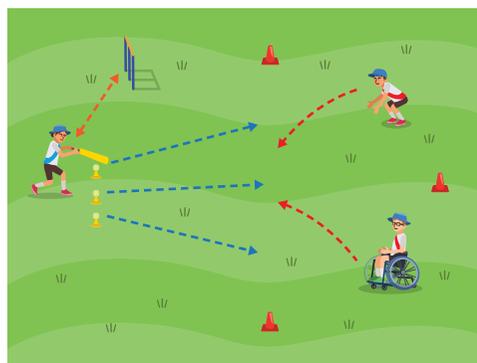
- Use small groups, and each person has a turn at batting while most of the others field. The batter tries to get as many runs as possible before the ball is returned to the cone or tee.

**PROGRESSIONS** Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



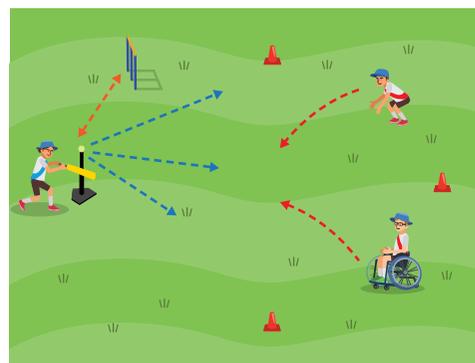
**Step One:**

Play as in Set up and Play, using small groups, with each person batting and trying to get as many runs as possible before the ball is returned to the cone or tee by the fielders.



**Step Two:**

Play by hitting three balls into the playing area. Children now carry their bat to the wicket out to the left. Players try to run as many times as they can to the wicket and back before the balls are fielded and replaced on the cones. Introduce the idea of sliding and grounding their bat to the wicket to cover ground and beat the returning balls.



**Step Three:**

Introduce batting with a softball bat and softball tee. Stand side-on to bat with hands positioned at the top of the bat to swing fully. Others watch to see if the batter moves their feet in line beside the tee and that feet remain on the ground as they make contact. Batters practise following through and directing the ball to where they want it to go.

**LEARNING QUESTIONS**

- Are you a right- or left-handed batter, and which hand should you put at the top of the bat to get the best swing? (See Concept Clinic for answers).
- How did you choose the best place to contact the ball to hit it off the cone or tee?
- How did you decide the best place to hit the ball to?
- Why should you try to bat leading with your shoulder and elbow?
- What should you think about when you are deciding whether or not to run?

**REFLECTION**

*After the activity, can the children:*

- hold and swing the bat with the correct grip at the top of the bat?
- hit a stationary ball off a cone and a batting tee?
- show tolerance, empathy, and support to children who cannot hit the ball and may need help?



**Batting**

Developing confidence in batting is important in striking and fielding games. Adults can help children develop this through giving children time to experiment with ...

1. **Grip:** Good batting starts with being able to hold the bat in a way that allows the player to swing the bat through a full range of movement. For right-hand batters, this means having the left hand at the top, and for left-handers, the right hand at the top of the bat.
2. **Stance:** A good stance is one that provides stability and a base for producing power through the batting swing. Generally, this means standing side-on to the ball, feet apart with knees bent, and bat raised behind the batter. This allows power to come from rotating the torso and freely swinging the bat through a complete arc of swing.
3. **Point of contact:** Perhaps the hardest part of batting is making contact with the ball. To practise the coordination required, simplify the practice by slowing down the action. This can be done by hitting the ball off a stationary tee, throwing the ball with a bounce, or bowling at a slow speed to the batter.

# 4.3 1, 2, & 4 Wicket Cricket

1 Wicket Cricket is a simplified game of cricket. Players hit the ball off a cone or from a tossed ball and run between wickets. 2 and 4 Wicket Cricket are played like cricket but as partner or team batters, which allows for faster rotations and higher involvement.



## EQUIPMENT



Cricket bats



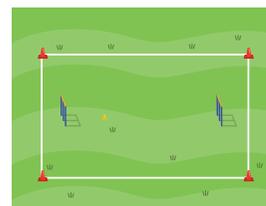
Cones/markers



Wickets



Tennis balls



## LEARNING FOCUS

The focus is on batting with partners and running between wickets as well as how to field.

Focus the children on:

*Batting:*

- batting skills (see 4.2 Cone Ball and Tee Ball)
- running between the wickets (judging a run and coordinating the run with a partner)
- communicating with partners before running.

*Fielding:*

- covering the field
- outside-in fielding
- reading the play to decide where to throw the return ball.

## SET UP & PLAY

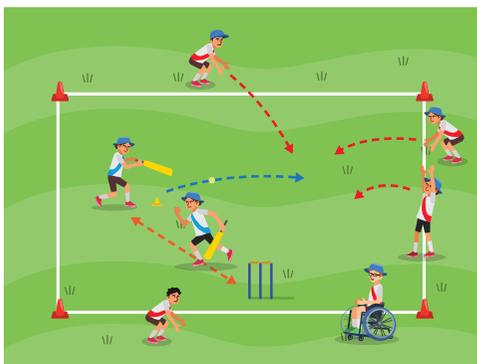
**Set up:**

- Teams of 6–8
- Two wickets 15–20 metres apart.
- A crease, with cones 1 metre in front of the wicket at each end.
- A cone and ball for hitting off.
- A pitcher's cone 5–6 metres away.
- Fielders spread out, as in outside-in set-up.

**Play:**

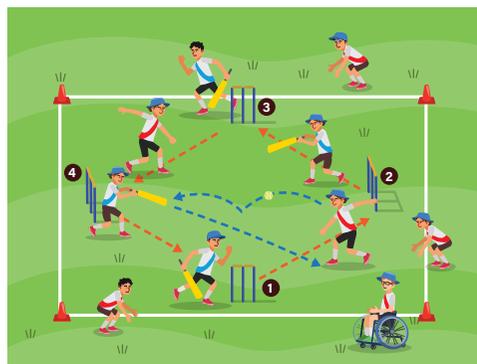
- Pitch is an underarm toss with one bounce on the bat side of the body (i.e., the offside).
- Batters take turns to hit and run, carrying the bat to the other crease when they run. They judge whether to run.
- For younger children, they then return to the batting line, and the next batter comes in.
- The team is out after three outs.
- A team can score 2 extra runs if the ball crosses the sideline past the wicket or 4 if it crosses the far end line.

**PROGRESSIONS** Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



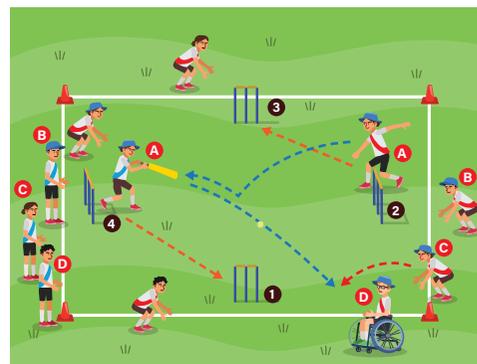
**Step One:**

1–2 Wicket Cricket. Younger fielders shout “Stop” if not yet able to throw to the wicket. Older children have a batter at each end. Both batters run and can be run out. Players pair up: first pair bats and all other pairs field. Pairs make as many runs as they can. When one batter is out, the pair are out. Allow some players to have more than one out.



**Step Two:**

Play 4 Wicket Cricket. Three teams of four children: one team batting and 2 teams fielding. Use two balls and alternate ends for bowling to speed the game up. Batters run anti-clockwise around the wicket diamond. Batters can be run out at any wicket or caught out. Three outs and the team is out.



**Step Three:**

As before, play 4 Wicket Cricket but this time, players in each team number off (A, B, C, D based on ability) so that number 1 batter faces A bowler, 2 v B, and so on. This makes it fairer as the less confident batters face slower bowled balls. This allows the game to be competitive while being played at the appropriate level for all players.



**Calling and running between wickets**

Beginners in striking and fielding games need to be given the time to experiment and learn successful ways to bat and bowl (see 4.2 Cone Ball and Tee Ball for cricket-batting skills).

Many striking and fielding games require fielders to throw to a base or wicket to beat the runner. A good throw to the right base will always beat a runner, so learning to throw to a base is an important part of taking part in the game. Just as for batting, there are tried and true throwing techniques, but more important is that children can work how to best respond to the context and situation. Throwing methods need to be flexible and adaptable to the specific context, which comes with lots of opportunities to practise in game and real situations. Some general principles to support learning about throwing include:

1. Deciding on the best place to hit the ball away from the fielders
2. Judging the speed and distance of the ball to the fielder and back to the wicket/pitcher
3. Calling if a run is on or call “Wait” if unsure
4. Learning who calls – the player with the ball in front of their line of sight
5. Coordinating calling and running with a partner
6. Carrying and sliding their bat over the crease to make up distance.

**LEARNING QUESTIONS**

- How do you judge if a run to the wicket is on?
- Where are the best places to hit the ball to create time to run to the wicket?
- How do you communicate to your partner that you should run?
- What should you look for to decide if there is time for another run?
- Why do you take your bat with you when you run between the wickets?
- Why should you slide your bat over the crease as you arrive at the wicket?

**REFLECTION**

*After the activity, can the children:*

- hit through the ball to make distance?
- judge when to run to the wicket?
- judge when two or more runs are on?
- coordinate the calling and running with a partner?
- carry their bat and slide it over the crease?

# 4.4 My Ball

My Ball encourages the development of the skill of moving in to catch a high ball. It advances on the game skills of Move 'n' Catch and is more suited to older players or children more experienced with striking and fielding game skills.



## EQUIPMENT



Short tennis racquets



Cones



Tennis balls

## LEARNING FOCUS

The focus of this game is on learning to move in and catch a high ball.

Focus the children on:

- tracking the ball while moving into the target area to catch it on the bounce or full
- using optimum techniques to catch the ball.

## SET UP & PLAY

### Set up:

- Play in pairs: hitters with a short tennis racquet.
- Place a hitting plate about 20 metres from a target area – a circle of cones about 12 metres in diameter with a single hoop in the centre. The hoop is the bull's eye, the coned circle is the target.

### Play:

- Each player has six hits before swapping over.
- Catchers start behind the target area and move in to try to catch the ball.
- Hitters score 2 points for landing the ball in the target and 5 points for landing it in the bull's eye.
- The catcher takes 2 points off the hitter if they catch the ball.
- The rules can be decided by the players, with hitting to be either on the full or first bounce.

**PROGRESSIONS** Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



**Step One:**

Are the children catching a high ball that is thrown? If necessary, shorten the distance to the target for beginners.

**Step Two:**

Play as in Set up and Play. Players catch on the bounce.

**Step Three:**

Play as in Set up and Play. Have players catch on the full.

**LEARNING QUESTIONS**

- How can you track the high ball while moving in underneath it to catch it?
- Why should you run fast to where the high ball will land?
- What shape should your hands and arms make to catch the high ball?
- Why should you watch the ball all the way into your hands?
- Why does it help to call "Mine" as you move to catch the high ball?
- How do you protect the ball as you catch it to prevent dropping it?

**REFLECTION**

After the activity, can the children:

- understand why they should use one of the two optimal techniques as opposed to the crocodile catching technique?
- accurately hit a high ball to land in the target area?
- track the high ball with their eyes while moving in underneath to catch it?
- be in position early under the high ball?
- call "Mine" to indicate that they are the catcher?
- watch the ball all the way into their hands?
- absorb the flight of the ball into their body to protect the catch?



**Catching a high ball**

Although catching techniques will vary and need to be very adaptable to meet different situational demands, there are some tried and true techniques that children could follow.

When catching a high ball, children should be encouraged to:

1. Sight and track the ball
2. Move into the path of the ball
3. Watch the ball all the way into their hands
4. Allow the ball to come into their hands
5. Catch with loose, relaxed fingers
6. Let their hands move with the ball in line with the flight.

In addition, have them avoid a crocodile catch, that is, don't put the heels of the hands together to catch. Encourage children to:

- use little fingers together for underhand catches when the ball is dropping



Show your hands to the ball

- have thumbs together for overhand catches when the ball is coming straight at them and they are about to catch it above the waist.



Make a window with your hands.

# 4.5 Mirror Ball

This is a fun fielding game with a novelty twist. The batting team takes equipment from the batting end to the other end and sets it up as a mirror image after they hit the balls into the field. This requires team problem solving to achieve the goal as fast as possible.



## EQUIPMENT



**Padder-tennis bats (5)**



**Tennis balls (5)**

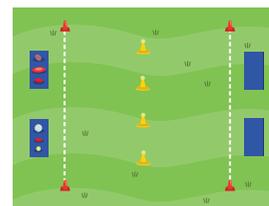


**Small cones (5)**



**Mats (2)**

*And 2 of all other pieces of equipment (cones, soft toys, bean bags, quoits, hoops, etc.  
The number varies with the level of players.)*



## LEARNING FOCUS

The focus of this game is on learning to think through game tasks as a team and then working together to solve the game challenge.

Focus the children on:

- discussing solutions and pre-planning before acting
- working together to solve the mirror problem
- pre-planning what they will each do
- coordinated hitting as a team
- fielding as a team.

## SET UP & PLAY

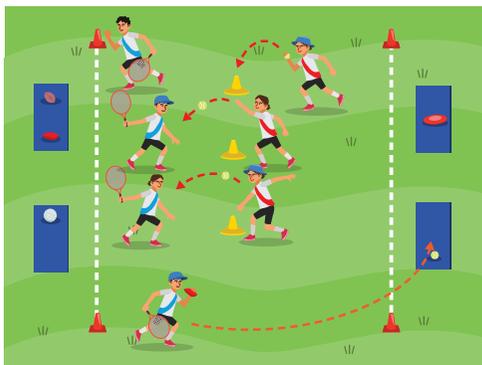
**Set up:**

- A netball or similar court area.
- Two mats and two sets of ten pieces of soft equipment.
- The opposition places the equipment on the mat in any configuration.

**Play:**

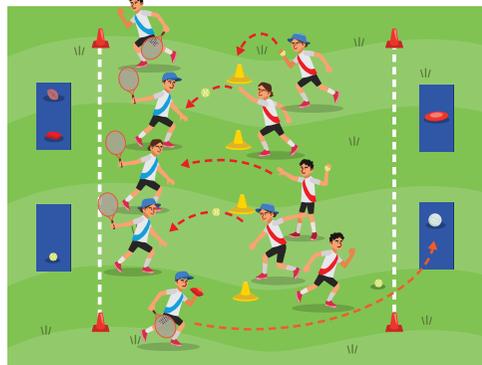
- The aim is to set up equipment as a mirror image at the other end.
- Five pitchers on cones and other fielders in the field.
- Five batters with padder-tennis bats on baseline.
- On "Go", pitchers underarm-toss balls to batters to hit.
- Batters then take one piece of equipment as far as they can (or two needed to carry mat).
- Fielders retrieve all balls back to cones and call "Stop".
- On "Stop", batters must place equipment where they are and return for a second innings.
- Repeat until all equipment is at the other end.

**PROGRESSIONS** Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



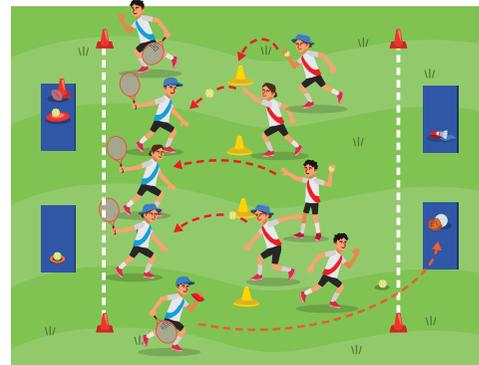
**Step One:**

Adjust the number of batters and pitchers for the age group, maybe 1–3 rather than 5 per side. For younger children, the teacher or coach can set up pieces of equipment on mats. They carry the equipment and place on the mat at the other end without having to mirror the pattern.



**Step Two:**

Children arrange an equal number of pieces of equipment on the mat for the other team to take to the other end and set up as a mirror image. A mirror image means that what was set up at the back right-hand corner at one end is at the back left-hand corner at the other. Remember the pattern before play begins.



**Step Three:**

The task becomes more complex. Each team has more pieces of equipment, some may be stacked on others or soft animals partially hidden, equipment lying at angles that must be set up correctly. Teams can rearrange their equipment and play again in the opposite direction to get equipment back to the initial end.

**LEARNING QUESTIONS**

- What did you consider as a team about how you would take the equipment to the other end and mirror your set-up?
- How many different strategies did you consider as a team to do this?
- How did you decide on your chosen strategy?
- Did the task involve different roles for different team members? What were these, and how did you decide who would perform each role?
- What strategy did you use as a fielding team to get the balls back onto the cones as fast as possible?

**REFLECTION**

*After the activity, can the children:*

- sit down together prior to playing and develop strategies to solve the game problem?
- pre-plan and work together on what to do and when to do it?
- recognise one another's strengths and use them to the team's advantage?
- fairly allocate and take on different complementary roles?
- memorise and practise game plans (strategies) and set plays (tactical moves)?



**Team problem solving**

Games often require teams to pre-plan and work together to solve game problems. This can mean sitting down prior to playing to think through the probable game scenarios before they occur. It also involves planning what to do and when, which is an important part of any game. This can also mean sharing roles and tasks to complement one another, which requires team members to recognise one another's strengths and use them to the team's advantage.

Team games usually require players to think up game plans (strategies) and set plays (tactical moves) or coordinated patterns of play. Players need to memorise and practise these to be able to carry them out almost instinctively in the heat of the playing moment.

Fun team games that involve problem solving while playing can help children to learn complex, problem-solving skills. These involve making decisions about choices in real-time game scenarios and help them become thinking players.

# 4.6 Long Ball

Long Ball is a popular game that is a good for teaching fielding skills. The game encourages fielding teams to work together as a team and think strategically. It can help players know what to do when fielding and how to throw a retrieved ball to a designated target.



## EQUIPMENT



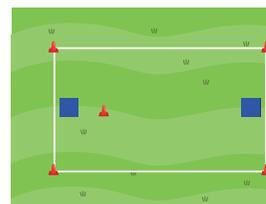
Short tennis racquets



Bases/cones



Tennis balls



## LEARNING FOCUS

The focus is on helping players learn how to quickly retrieve and return a ground ball to the most appropriate base player.

Focus the children on:

- fielding a rolling ball by moving in to and behind it rather than chasing it
- throwing side-on for short distances
- throwing overhead for longer distances.

## SET UP & PLAY

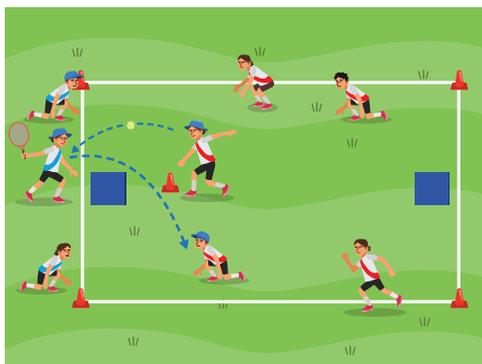
### Set up:

- Mark out a field the size of a tennis court with cones.
- Two teams.

### Play:

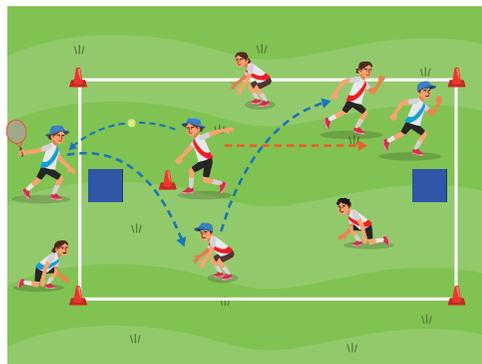
- Batters must hit the ball, tossed to them on the full by the pitcher, into the court area.
- They run to the other end or stand to the side.
- If they go over the line, they have to run to the other end.
- Up to three batters can wait at either end to run.
- Fielders cannot run with the ball. They catch it or hit the runner below the waist with the ball.
- If they are caught or hit, teams change over.
- On changeover, fielders have to get behind the home-base line before they are hit by batters who race out to get the ball and try to hit a fielder coming home.

**PROGRESSIONS** Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



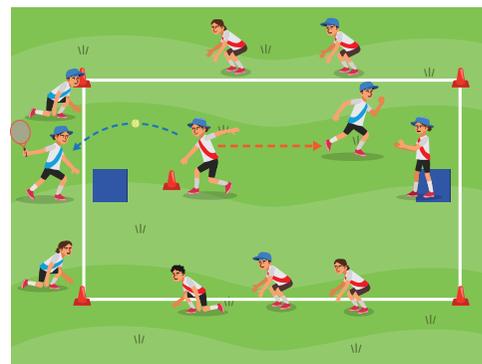
**Step One:**

Play as in Set up and Play without playing the rule where the fielders must race home on a changeover without being hit.



**Step Two:**

Play, using the changeover rule, where the last team hit with the ball becomes the fielding team. This is typically how it is played at present. Encourage throws to the base players rather than a one-off throw at a runner.



**Step Three:**

Play as in Set up and Play, but now the fielding team should be encouraged to field on the periphery of the court and move in. They cannot throw directly at a runner but must throw to either the home or end base and then support the player standing on the base to trap and tag the runner using teamwork.

**LEARNING QUESTIONS**

- How can you make sure that you move in behind a ball to field it?
- Why is it better to throw the ball to the baseline (Step three) than to have a shot at a moving runner?
- Why can you throw further and straighter if you stand side-on for short distances?
- What part of your body do you use to aim your throw?
- What is the best way to throw a ball for longer distances?
- Why is it best to stay upright and rotate around your spine rather than bend from the waist to throw?

**REFLECTION**

After the activity, can the children:

- move in and behind a ball along the ground to field it?
- stand side-on to throw and rotate around their spine rather than bend at the waist to throw?
- aim with their non-throwing arm?
- transfer their weight to their front foot as they throw?
- explain why a good throw to the right base always beats a runner?
- make good decisions and play strategically by throwing the ball ahead to bases rather than at the runner?



**Throwing to a base**

Many striking and fielding games require fielders to throw to a base or wicket to beat the runner. A good throw to the right base will always beat a runner, so learning to throw to a base is an important game skill. Just as for batting, there are tried and true throwing techniques, but these also need to be flexible and adaptable to the specific context. As a general rule, when throwing children should:

1. *Stand side-on*, feet just over shoulder width apart.
2. *Hold the ball* about ear height and back behind the head with their non-throwing arm pointing in the direction of throw.
4. *Pre-throw*, move weight over back leg.
5. *Stay upright in their throwing movement*. Rotate about the vertical axis.
6. *Straighten both arms and legs* to full extension simultaneously.
7. *Keep their back foot on the ground* until release point.
8. *Follow through in the direction of throw*, stepping through with the back leg only at or after the release point.



# 4.7 Cricket Rounders

Cricket Rounders is a fast-moving striking and fielding game that has fast innings turnovers in the first innings. It then becomes progressively harder as the rules change after each innings.



## EQUIPMENT



Bases/cones



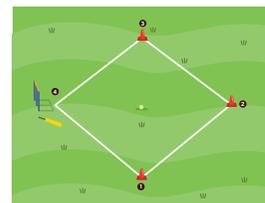
Cricket bats



Wickets



Tennis balls



## LEARNING FOCUS

The focus is on reading the play and deciding when a run is on.

Focus the children on calling and judging when to run, considering:

- the distance to the base
- the distance the ball is away from the base they are running to
- the speed and accuracy of the fielder to throw the ball in.

## SET UP & PLAY

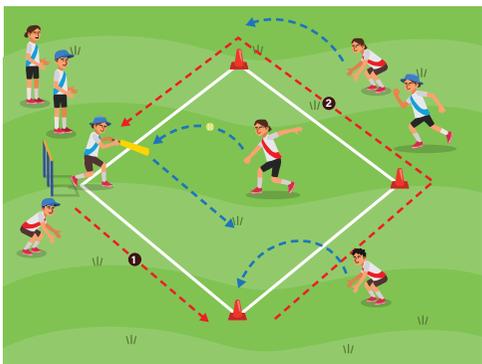
### Set up:

- Set up four bases on a field as in softball, with wickets for home base.
- A batting and a fielding team.
- Sit the extra batters to the side of third base.
- Use cricket bats for three batters to take around the bases.

### Play:

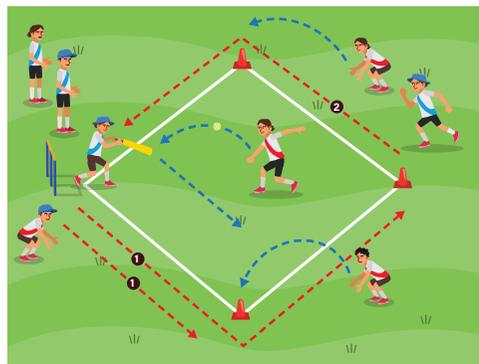
- The pitcher pitches an underarm ball to bounce towards the batter. The batter has one attempt to hit a fair shot and then must run to first base with the bat. In the first innings, the batter must stop on first base.
- The second batter does the same, and the first batter must run all the way home and avoid being run out while running to any base.
- All the team do this until they are all out.

**PROGRESSIONS** Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



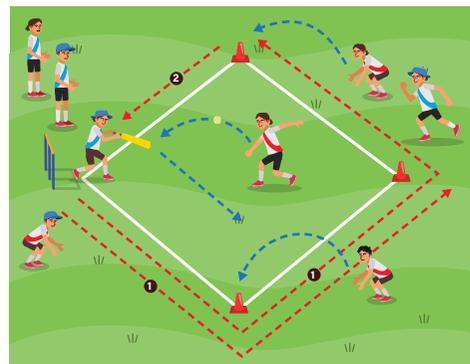
**Step One:**

Play innings one following the Set up and Play. From first base, the batter must run all the way home on the next hit. They can only be run out by a throw to the base they are running to. Change over after everyone has had a turn. This happens fairly quickly because the batters have to run three bases to get home. Batters are also out if caught or bowled.



**Step Two:**

In the second innings, runners can stop on either first or second base (but not both) and must run all the way home after they stop once. The batter should try to hit as hard as they can so that they can make second base if possible. Three out and the is team out.



**Step Three:**

In the third innings, batters can stop on any two bases (1, 3 or 2, 3 or 1, 2 but not all three) then they must get home. Three out and teams change over.



**Running between bases**

Batters often have to decide to either run or not run depending on the game situation. Running between bases or wickets is another game skill. It requires the runners to read the state of play, coordinate their run with other runners, and make decisions before running. Children should work together to help one another learn when the time is right to run. One way to do this is to have other players, who can see the ball, to make the decision. The team can develop a range of calls, such as “Run” or “Wait”, to help coordinate the run. Through their cooperative efforts, children learn to call and explain to their peers why they should or should not run. Cooperative, thoughtful, and considerate peer problem solving is often the way children learn how to read the state of play and come to understand the nature of games. In this situation, they learn when and when not to run. Teachers and coaches can help children learn by facilitating supportive, cooperative learning environments in which children share their knowledge and help one another.

**LEARNING QUESTIONS**

- How and when do you run bases?
- What are three things you should think about when deciding whether to run to the base?
- Who should call if the run is on, and how do you do that?
- How do you coordinate with the other runners also running bases?
- What should happen if one batter runs and their team-mate decides that the run isn't on and stays on their base?

**REFLECTION**

*After the activity, can the children:*

- judge when to run, considering the distance to the base, the distance the ball is away from the base they are running to, and the speed and accuracy that the fielder can pick up and throw the ball?
- coordinate their run with other players?
- run fast between bases to cover ground?

# 4.8 Kilikiti

Kilikiti (also known as Kilikiki and Kirikiki in other Pacific nations) is a form of cricket and is the national game of Sāmoa. It is fun to play and is enjoyed throughout Polynesia and New Zealand because of its inclusiveness and high involvement.



## EQUIPMENT



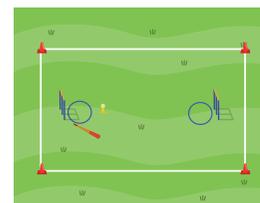
Small rubber ball



Kilikiti or cricket bats (2)



Wickets (6)



## LEARNING FOCUS

Focus the children on having fun and learning the history and origins of this game, as well as:

- participation and fair play
- batting with the *Samoan* bat
- using *Samoan* language such as:
  - *lapalapa*: a metre-long, three-sided club based on the shape of coconut tree fronds
  - *pandanus*: a ball wrapped in palm leaves
  - *fa'amanuiaga*: a blessing to start the game
  - *fai'a'oga*: a 'cheerleader' to keep up spirits.

## SET UP & PLAY

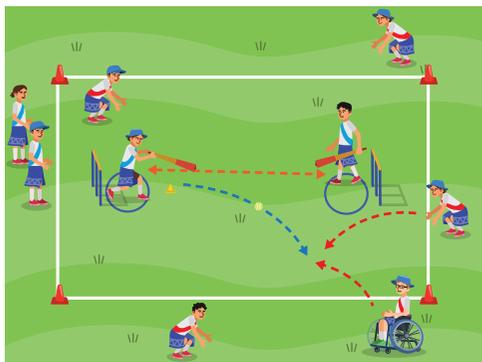
### Set up:

- Two teams and two innings each.
- A pitch with two bowlers and two wicketkeepers – one at each end.
- Six stumps – three at each end.
- The fielding team spread out around the playing area.

### Play:

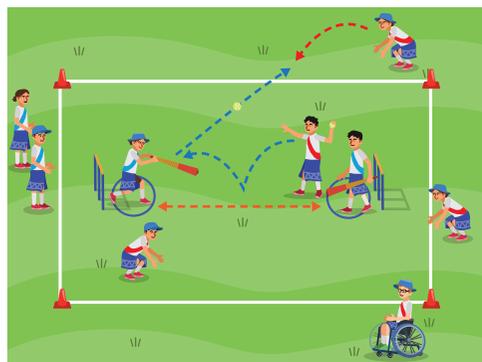
- Two batters come out to bat.
- The bowlers bowl alternately to the batters at the ends.
- Everyone has a turn at bowling.
- A run is scored for each length of the pitch.
- Score 4 for a boundary and 6 for a ball over the boundary on the full.
- Batters can be caught, run, or bowled out.
- Once everyone has had a bat, teams change over.
- The team with the most runs wins.

**PROGRESSIONS** Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



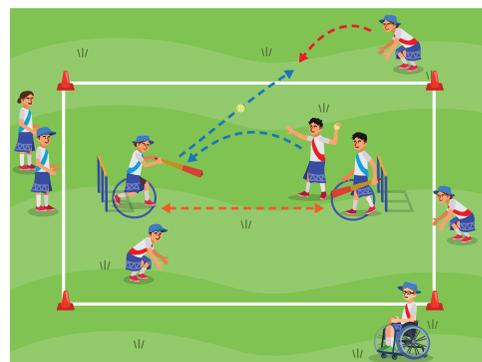
**Step One:**

Begin with a fa'amanuiaga. Simplify the game by hitting off a batting tee. Allow two outs. Have faia'ogas who motivate and encourage the team. Allow children to choose the role they wish to play in the game.



**Step Two:**

Begin with a fa'amanuiaga. Shape the game by having bowlers pitch the ball into a hoop placed in front of the batter. This provides a consistency to the bowled ball and places an emphasis on the fielding team to think about the best areas to place fielders.



**Step Three:**

Begin with a fa'amanuiaga. Enhance the game by matching bowlers and batters by ability and by allowing children to choose the role in the game that best suits them. Remove the hoop to allow greater variation in bowling options.

**LEARNING QUESTIONS**

- What did you enjoy most about playing Kilikiti?
- What do you think makes Kilikiti such a popular game for Samoan communities?
- What are the Samoan words for the metre-long, three-sided club and the ball used in Kilikiti?
- What is the purpose of the faia'oga or cheerleaders in the game?
- How can we use the four talanoa values to discuss our enjoyment and play in Kilikiti?

**REFLECTION**

*After the activity, can the children:*

- understand the origins and importance of the game for Samoan people?
- use Samoan language to describe the equipment and aspects of the game?
- describe their experience of batting, bowling, and fielding in the game situation?
- use talanoa values to discuss the learning questions?



**Focusing on fun**

Having fun together playing games and sport is an important outcome for children's development. Taking the focus off winning and onto including and valuing everyone, by allowing them to choose different roles, teaches children to enjoy games for social and personal reasons.

What makes the traditional game of Kilikiti so much fun to play is that it is:

1. A multi-day community event that involves playing, singing, dancing, and sharing food.
2. Entire villages play and strangers are welcome.
3. The rules are flexible.
4. The focus is on participation and fair play.
5. Kilikiti is a fast-moving game that focuses on the enjoyment of big hitting with the Samoan bat.
6. It is enjoyed and played throughout Polynesia.

Children can enhance their enjoyment of Kilikiti by embracing the four Samoan values of *talanoa*: love, warmth, humour, and respect; having a fa'amanuiaga or blessing to start the game and a faia'oga or cheerleader to entertain the team, by wearing lava-lavas or sarongs to play in, and by sharing food and laughter during the game.

# 4.9 Scatter Ball

Scatter Ball is a fun and fast-moving game played with small teams of batters and fielders. Batters throw or hit the balls to scatter them around the infield and run bases. Fielders learn to field ground balls as fast as possible to stop the runs.



## EQUIPMENT



Cones



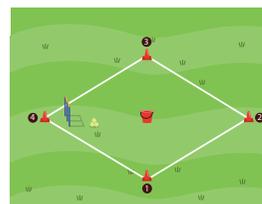
Tennis balls



Buckets



Padder-tennis bats (optional)



## LEARNING FOCUS

The focus is on the game skill of fielding a ground ball.

Focus the children on:

- sighting and tracking the ball from the batters
- moving forward into the path of the ball from outside to inside to field
- getting down low, behind the ball
- aiming and throwing the ball to the bucket.

## SET UP & PLAY

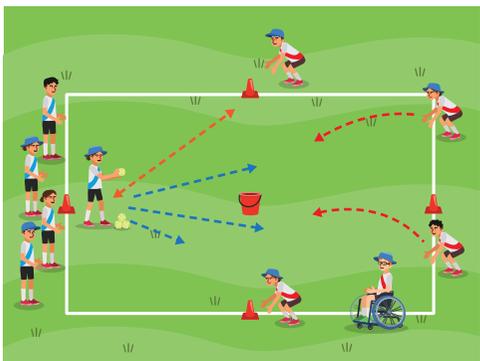
**Set up:**

- Teams of five.
- The game is played on a square set up on the grass or two-thirds of a netball court.
- Place a home cone on the middle of the baseline and a bucket 10 metres away from the baseline in the middle of the grass area. Place two cones in line with the bucket on the sidelines.

**Play:**

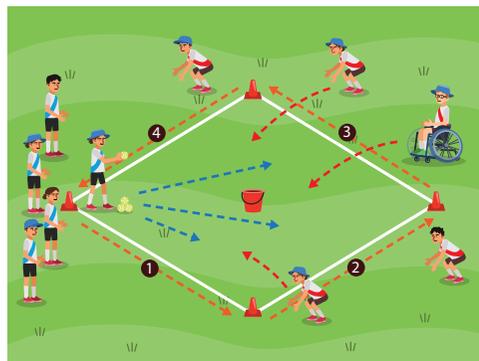
- Batters have to throw or hit (with a padder-tennis bat) the three balls along the ground or so that they land inside the marked area beyond the 10-metre line of cones and bucket.
- Batters run around a side cone and back as many times as they can before the fielders get all the balls into the bucket and call "Stop".

**PROGRESSIONS** Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



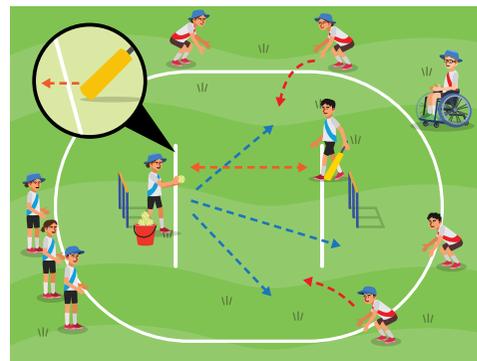
**Step One:**

Play as in Set up and Play. Then include two or more thrower-batters at one time. Use two or three buckets.



**Step Two:**

As above, but the batters run to the bases, where they can stay safely and progress as the next batter throws or hits the three balls into the playing area. Three out means the team is out. Change over.



**Step Three:**

Batters scatter the three balls by throwing or hitting them. They run to the wicket at the other end, where they can wait or come back for a second run. Then the next batter comes in. Change the teams over when all the batters have had a turn.



**Fielding a ground ball**

Fielding a ground ball requires players to move behind the ball, get down low, and cover it so that it can't go past them. This includes anticipating what is likely to happen once the ball has been hit, moving into position early and knowing what to do, and quickly returning to their feet and throwing the ball to a base or wicket in a coordinated action.

Other fielders cover behind. This game skill also includes the fielder sensing if runners are running home or to a wicket and deciding where to throw given the game situation. Fielders need to communicate to help make the right decision, for example, calling "Third base", "This end", "Wicketkeeper".

Fielding a ground ball requires children to learn to:

1. Wait on the perimeter of the playing area until the ball is hit and move from outside to inside to field.
2. Sight and track the ball.
3. Move forward into the path of the ball.
4. Get down low, behind the ball.
5. Watch the ball all the way and let the ball come into the hands.
6. Catch with loose, relaxed fingers.
7. Give with the hands, receiving the ball into the body.

**LEARNING QUESTIONS**

- How do you choose where the best place is to scatter the balls before you run?
- What should the fielders be focusing on as the batter scatters the balls?
- How do you field a ground ball?
- How do you back up your team-mate in the field?
- How do you back up your team-mate who is fielding a ground ball or returning balls to the bucket?

**REFLECTION**

*After the activity, can the children:*

- throw into open space in the V and run fast to cones and bases?
- sight and track the ball from the batters?
- move forward into the path of the ball from outside to inside to field?
- get down low to field a ground ball?
- back up their team-mates fielding a ground ball or throwing to the bucket?

# 4.10 Rounders

This is a fun fielding and running game that can involve large or small groups. It helps children develop throwing and fielding game skills.



## EQUIPMENT



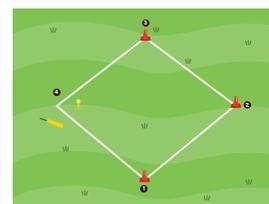
Tennis balls



Cones/bases



Padder-tennis bats



## LEARNING FOCUS

The focus is on outside-in fielding and throwing with speed and accuracy around the bases.

Focus the children on:

- moving from the outside perimeter to inside to pick up the ball and throw it to the appropriate base
- communication for quick decision making
- stopping a ground ball
- throwing or hitting into open space and running as fast as they can around the bases.

## SET UP & PLAY

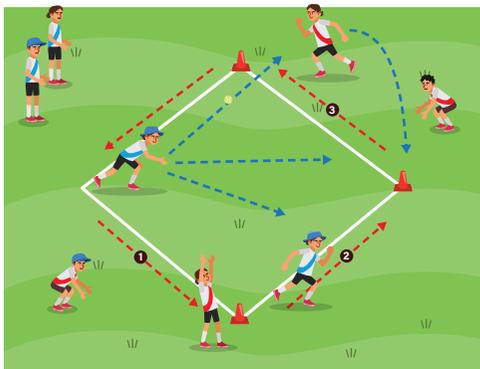
### Set up:

- Set up a softball diamond. The size will vary depending on the age of the children.
- Set up a perimeter with cones.
- Teams of 8–10.
- The batters line up behind the home base. Fielders spread out in the field.

### Play:

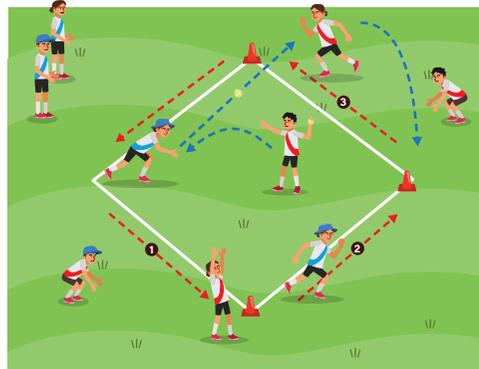
- The batter throws the balls as far as possible (it must go between bases 1 and 3) and then runs around the bases to try to get home before the ball is returned to home base.
- The fielders try to get the ball around the bases (progressing from 1 to 2, 3, and home) before the runner gets there.
- Teams change over when everyone has had a turn at batting.
- One point for each home run.

**PROGRESSIONS** Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



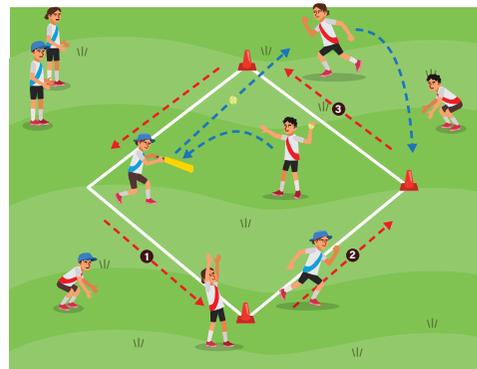
**Step One:**

Batters roll or throw the ball out as far as possible or short (just inside the diamond between the V of bases 1–3) and run around the bases trying to get home before the ball is fielded and thrown around bases 1–4. Younger children can get the ball to each base in any order around the bases.



**Step Two:**

Play the same as step one, but batters now hit a pitched ball off one bounce with their hand before running the bases.



**Step Three:**

Play the same as step two, but batters now hit a pitched ball off one bounce with a padder-tennis bat before running the bases.

**LEARNING QUESTIONS**

- Why do the fielders spread out around the perimeter of the playing area?
- Why should the fielders move forward as the ball is hit or thrown?
- What is outside-in fielding and why is this the best way to field?
- Why does the fielding team need to talk with each other in the field?
- Where is the best place to throw or hit the ball?
- What is the best way to run the bases and beat the ball to home base?

**REFLECTION**

After the activity, can the children:

- move from the outside perimeter to the inside to field a ground ball?
- effectively use outside-in fielding
- throw the ball to the bases in the correct order?
- communicate as a team?
- field and throw with some speed and some accuracy and correctly judge the distance around the bases?
- throw and hit into open spaces?
- run bases?



**Outside-in fielding**

When the fielders spread out in the field, apart from one or two who stay in the infield to field the short ball, they should go to the outside and *move in to the ball* when it is thrown or hit. This is called *outside-in fielding*, that is, moving in to the ball from the outfield to the infield.

It is always quicker and easier to field from outside to inside, rather than to have to turn and chase a ball from inside to outside before returning it. That is why *outside-in fielding* should be encouraged.

Encourage children to:

1. Start in a wider fielding position and move in with the hit so that they field or catch the ball by moving forwards rather than having to move backwards.
2. Cover the infield and outfield spaces, know which space they are covering, and move to field when required.
3. Call for the ball and talk to one another to coordinate fielding roles to help the fielder decide which base to throw the return ball to.

# 5

---

## Target Games

---



## Target game skills

Target games are those in which players send an object (such as a ball or dart) towards a target area. Sometimes this may also involve avoiding obstacles, defending, guarding, or blocking the path of the opposition's ball to stop them from scoring. Target games come in two forms. Opposed target games are ones, such as snooker or bowls, where the opposition's play affects the next move. In unopposed target games, such as golf and darts, the outcome is not affected by what the opposition does.

Target game skills	What this is	What it looks like – Success criteria
<b>Offensive strategies</b>	<p>It is using aim, accuracy, and the correct amount of force to locate the object in, or as close as possible to, the designated target.</p> <p>Unopposed target games <b>are not</b> dependent on where the opponent places their object.</p> <p>Opposed target games <b>are</b> dependent on where the opponents place the object.</p>	<ul style="list-style-type: none"> <li>• Players control the object's speed and trajectory.</li> <li>• They aim with accuracy, by applying the right amount of force in the direction of the target.</li> <li>• Players avoid obstacles and judge the correct path and distance from the object to the target.</li> <li>• They use a strategy to plan the path, or the team path, of the object to the target.</li> </ul>
<b>Defensive strategies</b>	<p>It is controlling the aim and accuracy of the object so that it comes to rest nearest to the target or that it blocks a path for the opposition and decreases their chances of having their object closer to the target than yours.</p>	<ul style="list-style-type: none"> <li>• Players control the object's speed and trajectory by applying the right amount of force.</li> <li>• They avoid obstacles and focus on the aim and accuracy (the direction and distance) for the object to reach or block the target.</li> </ul>

Target games	Page
<p><b>5.1 Noughts and Crosses</b></p> <p>This game is scored the same as traditional noughts and crosses. The aim is to get three bean bags into different hoops to make a straight line before the other team does.</p> <p><b>Accuracy and blocking</b></p>	134
<p><b>5.2 Bowls</b></p> <p>A thinking game that follows the traditional skills and strategies of bowls. It involves children bowling balls of various sizes along the ground to see who can get closest to the jack. <b>Opposed and unopposed target games</b></p>	136
<p><b>5.3 Frisbee Golf</b></p> <p>The aim of this game is for teams to get around a golf course set up with cones, flags, and hoops by throwing a Frisbee the least number of shots. <b>Throwing a Frisbee</b></p>	138
<p><b>5.4 Pattern Ball</b></p> <p>The aim of this game is to establish a throwing and catching pattern with as many balls as the team can successfully manage at one time. <b>Passing as a relationship</b></p>	140
<p><b>5.5 Rebounder Ball</b></p> <p>A tactical game where players work together to throw and catch a ball off a target in order to score. The targets are typically 2–4 rebounders, mini tramps on their side, or pieces of plywood on an angle. <b>Team attack</b></p>	142

# 5.1 Noughts and Crosses

This game is scored the same as traditional noughts and crosses. The aim is to get three bean bags into different hoops to make a straight line before the other team does.



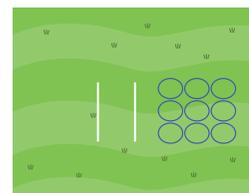
## EQUIPMENT



9 Hoops, 1 tennis ball and 3 bean bags (per group)



Cones



## LEARNING FOCUS

Focus younger children on:

- judging distance and force to land the ball into the hoops from varying distances
- working as a team and taking turns
- making a straight or diagonal line to achieve three in a row.

Focus older children on:

- applying offensive strategy by aiming for a hoop that provides the best options to make three on a line
- blocking the opposition from achieving a straight or diagonal before your team does.

## SET UP AND PLAY

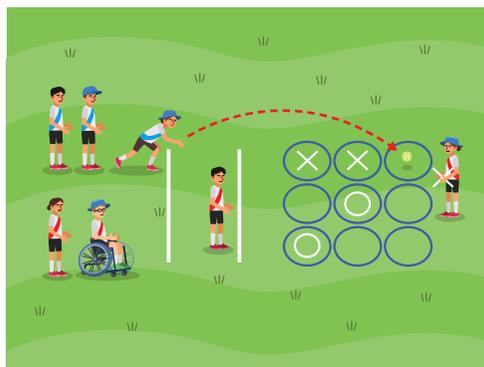
### Set up:

- Set up nine hoops in three rows of three.
- Set the throwing or bowling distance to suit the skill level.
- Two teams of 2–5.
- Give each team three coloured bean bags and a tennis ball.
- One player from each team stands by the cones.

### Play:

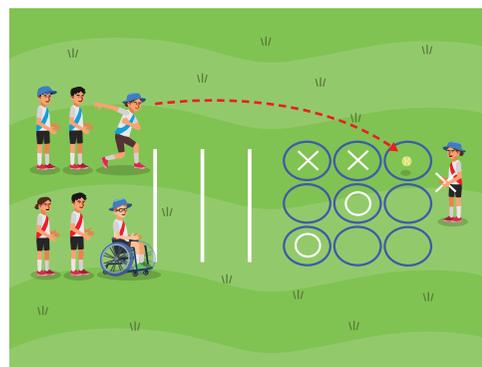
- The objective is to throw or bowl the ball into the hoops.
- If successful, the player at the end places their team's bean bag in the hoop and rolls the ball back.
- If the other team lands the ball in the same hoop, they can choose to place their team's bean bag in that hoop.
- Turns continue until one team makes a straight or diagonal line with their bean bags.
- Replace the players at the hoop end and begin again.

**PROGRESSIONS** Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



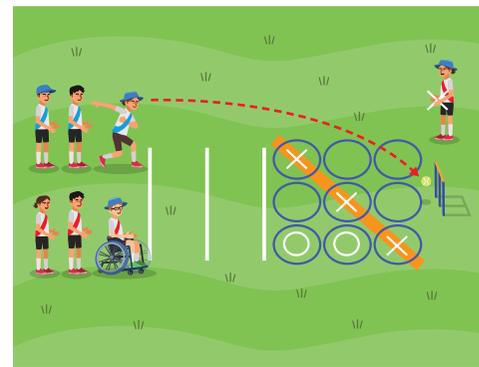
**Step One: Throwing**

Use variable throwing or bowling distances based on the skill level of the children and let them select the distance. The distance can differ for different members of the team, that is, one line for some players and lines further back so others are challenged.



**Step Two: Overarm bowling**

Once the children are successful and enjoying the game, encourage them to try bowling overarm at the target hoop. They should stand side-on and release the ball with a straight arm. The non-throwing hand should be pointing at the hoop. Introduce the game skill of opposed target games, using accuracy and blocking strategies to prevent the other team from achieving a line first.



**Step Three: Overarm bowling at wickets**

Place a cricket wicket behind the nine hoops. Children can learn to bowl with increased speed and accuracy. Players must now hit the wicket to place a bean bag in a chosen hoop. Encourage children to give each other specific feedback on what is working and why.

For older children, offer the three versions of this game at one time and let them choose the game that challenges them best.

**LEARNING QUESTIONS**

- How did your team improve their accuracy in the game?
- Did you find throwing or bowling the ball the most effective? Why?
- What is the difference between throwing and bowling a ball in this game?
- What strategies did your team use to block the other team's chances of getting a straight line?
- Which strategies were the most effective to win a round of Noughts and Crosses? Why?
- What do we mean by an opposed target game?

**REFLECTION**

*After the activity, can the children:*

- choose the most successful distance for them to throw or bowl from?
- take turns and play the game so that all enjoy it?
- bowl and throw at various distances with accuracy?
- explain the strategy of blocking in an opposed target game?
- give specific feedback to each other to improve accuracy and blocking?



**Accuracy and Blocking**

Learning about accuracy and blocking is important in target games. Accuracy involves using aim and amount of force to land the object as close as possible to the target. Blocking involves strategising to defend, guard, or block the path of the opposition's ball to stop them from scoring.

**Accuracy:**

1. This is improved during bowling if children:
  - deliver the ball side-on with a straight arm
  - focus on the target by pointing with the non-throwing hand
  - transfer their weight from the back to the front foot at the point of release.
2. Encourage children to explore the line, length, and speed of their bowling in relation to where they want the ball to land.

**Blocking:**

1. This involves:
  - reading and anticipating the play of the other team
  - applying strategy to plan the path and resting place of the ball closest to the target
  - using strategy to block the opponent's chances of getting closest to the target.
2. It also requires accuracy to place the ball in specific positions.

# 5.2 Bowls

A thinking game that follows the traditional skills and strategies of bowls. It involves children bowling balls of various sizes along the ground to see who can get closest to the jack.



## EQUIPMENT



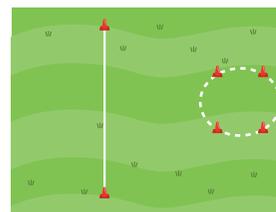
Cones or flat rubber markers



Balls of varying sizes



Large Swiss ball



## LEARNING FOCUS

The focus of this game is on learning to control balls of different sizes and weights to place them as close as possible to the target.

Focus the children on:

- developing their aim and accuracy to reach the target
- crouching low to release the ball
- thinking tactically about where to roll and stop their bowls
- the strategy of blocking in target games.

## SET UP AND PLAY

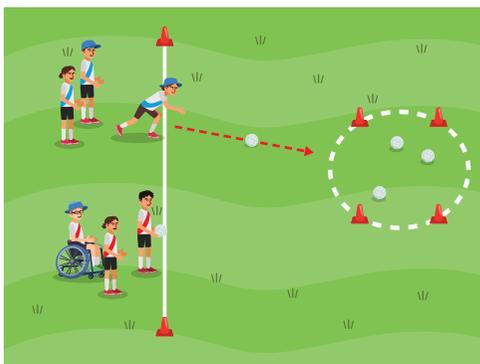
### Set up:

- Set up a circle with cones or rubber mats a distance from the players.
- Place a Swiss ball in the centre as the 'jack'.

### Play:

- Teams take turns to roll balls of different sizes and weights to stop closest to the jack.
- The team with the ball closest to the target (jack) wins that round.

**PROGRESSIONS** Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



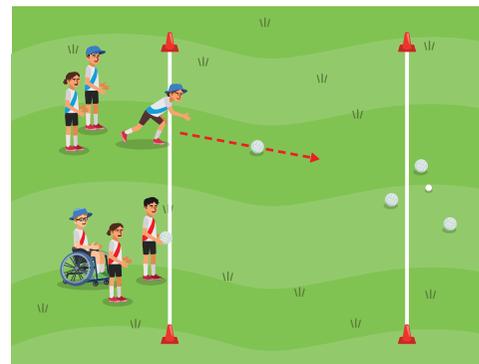
**Step One:**

Begin by playing like lawn bowls but aiming at a larger target.



**Step Two:**

Play in teams aiming to get each team's three balls as close as possible to the jack.



**Step Three:**

Vary the game by increasing the distance to the jack (target) and/or by introducing trying to knock the jack out of the target area.

**LEARNING QUESTIONS**

- Why is it best to crouch down to bowl the ball at the target?
- What did you do differently to make your ball finish closest to the target?
- What strategy did you use to block the other team's ball?
- What strategy did your team use to plan the different positioning of your three balls to the target?
- Do you think it is better to place the ball close to the jack or in a blocking position?

**REFLECTION**

After the activity, can the children:

- demonstrate how to aim and be accurate to reach the target?
- demonstrate how to block shots?
- work as a team and take turns?
- think tactically about where to roll and position their bowls?
- explain the difference between offence and defence in this game?



Target games come in two forms. In *unopposed* target games, such as golf, darts, and ten-pin bowling, players focus on being as close as possible to the target. In *opposed* target games, such as bowls, snooker and petanque, players try to prevent their opposition from scoring by knocking or blocking their opponent's ball into a less favourable position in relation to the target.

To enjoy both forms of target games, children need to develop:

- *Offensive skills:* The basis of good offence is the ability to aim and be accurate in placing the ball. This involves using the right amount of force to control the speed and trajectory of the ball to land in a finishing position as close as possible to the target (cup, hole, or jack).
- *Defensive skills:* The basis of good defence is the ability to 'block' the opponent's options. This means being able to use both aim and accuracy to control the ball so that it stops in a position that blocks the path for the opposition, making it more difficult to get their shot to hit or rest nearest the target.

# 5.3 Frisbee Golf

The aim of this game is for teams to get around a golf course set up with cones, flags, and hoops by throwing a Frisbee the least number of shots.



## EQUIPMENT



Frisbees



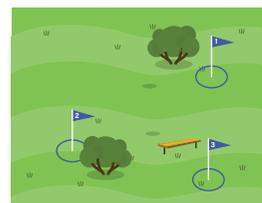
Hoops



Flags



Cones with numbers



## LEARNING FOCUS

The focus in this game is on learning to throw a Frisbee and working with others as part of a team.

Focus the children on:

- learning to throw the Frisbee with accuracy and distance
- working together to take turns to complete the course
- interacting positively so that everyone is included and enjoying participating
- strategising how to play effectively
- learning about fair and ethical play.

## SET UP AND PLAY

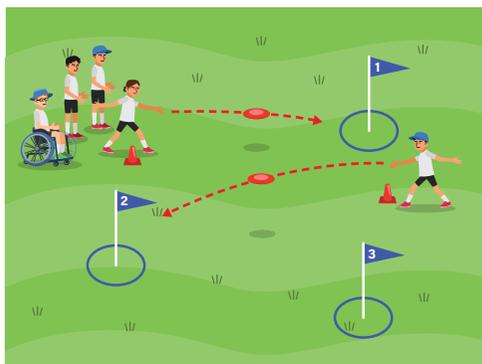
### Set up:

- Set up a nine-hole golf course in the available space.
- Set up a 'tee' for each hole, using cones, and a 'green' a distance away, using a flag or marker in a hoop.
- For younger players, set out each hole together and use bean bags to throw.
- For older players, set out a tee and a green for nine different holes at the same time and start everyone at a different hole.

### Play:

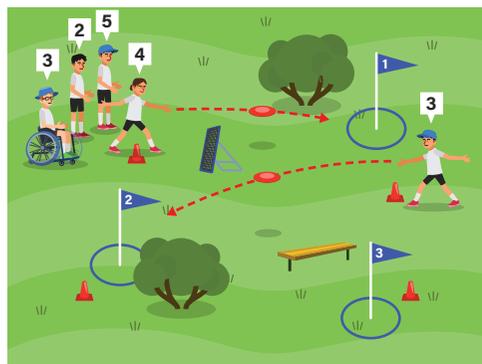
- Take turns and count the number of throws it takes to get the Frisbee from the tee and into the hoop.
- The aim is for the team to get around the course with the least number of throws.

**PROGRESSIONS** Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



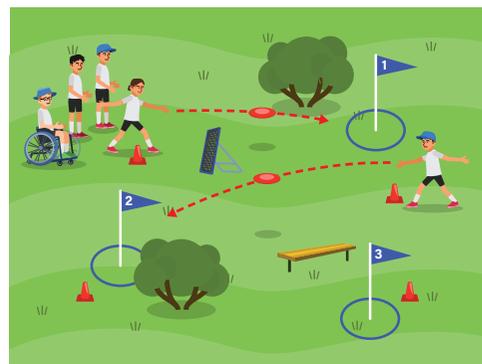
**Step One:**

Round 1: Take turns as a team to throw the bean bag or Frisbee towards and into the nine hoops. Set out each hole together as you go.



**Step Two:**

Round 2: Count the number of throws that the team takes to get around the golf course. Play again and see if the team can get around the course in fewer throws.



**Step Three:**

Vary the difficulty of the course by including some obstacles to go around or avoid. Trees and buildings are good to navigate around. Zones defined by cones make great sand traps.



**Throwing a Frisbee**

Frisbees are fun to throw. They tend to hover, glide, and drift in the air. Skilled throwers can bend the flight around obstacles and throw them considerable distances. In addition, games based on Frisbees tend to have their own values and principles of play. Often Frisbee games have no referees, so players are expected to mediate their own disagreements and demonstrate respect, integrity, and self-control. It's a reminder that joy and friendship are more important than winning. Therefore learning the skill of throwing a Frisbee can support the development of good social and ethical skills.

Teaching children how to throw and catch a Frisbee is relatively easy. Some of the steps involved in teaching the basic throw are:

1. Match the size and weight of the Frisbee to the child.
2. Play a lot of throwing games and refrain from offering instruction. This allows children to explore the basics of throwing as they slowly develop their throwing action over time.
3. Offer basic throwing instruction when needed to help the Frisbee fly flat with some spin. Correct grip, stance, and throwing action if these are causing problems.
4. Reinforce the principles of inclusion, fair play, and positive interaction when playing Frisbee games.

**LEARNING QUESTIONS**

- What was the best way to hold a Frisbee for throwing?
- How did you vary the Frisbee throw for distance to the hole and accuracy into the hoop?
- How did you encourage, support, and include the people you were playing with?
- What strategy did your team use to successfully navigate around and avoid the obstacles in the course?
- What strategy did your team use to get around the Frisbee Golf course with the lowest number of throws?

**REFLECTION**

*After the activity, can the children:*

- take turns as a team to record their score?
- set out and pack up the course?
- successfully throw a Frisbee into a target?
- ensure that all players are encouraged, supported, and included?
- develop a strategy to reduce the number of throws that the team takes to get around the course?

# 5.4 Pattern Ball

The aim of this game is to establish a throwing and catching pattern with as many balls as the team can successfully manage at one time.



## EQUIPMENT



Buckets



Hoops



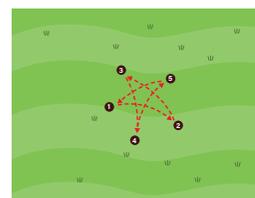
Bean bags



Mid-sized balls



Tennis balls



## LEARNING FOCUS

The focus in this game is on passing a ball and working collectively to keep a passing pattern going.

Focus children on:

- learning the pattern of who to pass the ball to
- learning how to pass successfully within the pattern, including communicating and timing the pass
- contributing to the group goal of successfully passing lots of balls within the pattern
- communicating and interacting positively.

## SET UP AND PLAY

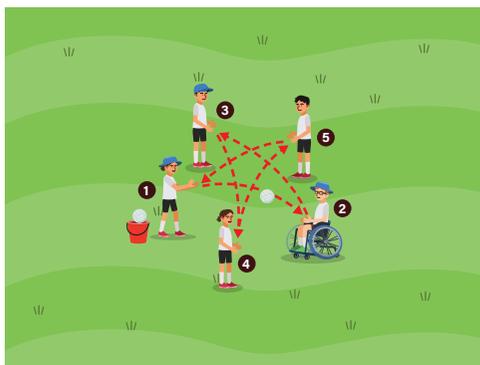
**Set up:**

- Play in a circle of 6–10 children
- Use soft balls that are easy and safe to catch.

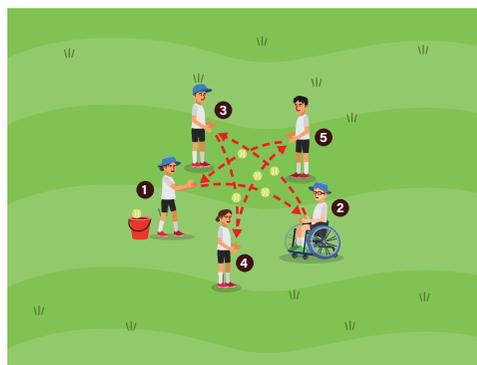
**Play:**

- Set up a pattern where everyone in the circle has someone to pass to. Players cannot pass to their neighbour.
- Each player needs to know who they receive from and who they pass to.
- Once the pattern is established, introduce another ball into the pattern.
- Keep introducing balls into the pattern. See how many the group can manage.
- If a ball is dropped or two balls collide, start again with one player feeding the balls into the pattern from the bucket of balls.

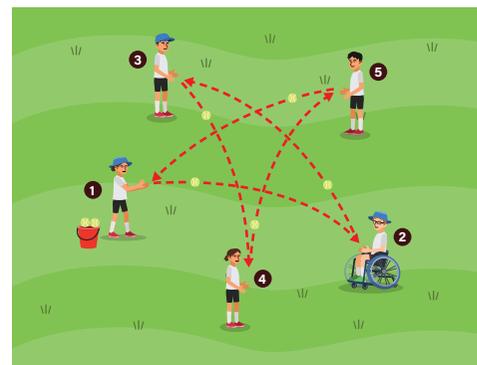
**PROGRESSIONS** Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



**Step One:**  
Begin by having the children establish a passing pattern and seeing how many balls they can pass around the pattern.



**Step Two:**  
Use a variety of different objects to pass. This could be small and large balls, bean bags, rubber chickens, etc.



**Step Three:**  
Increase the size of the circle and pass and follow their pass to take up the position of the person they passed the ball to. Reduce the number of balls to 1 or 2. Step three requires the children to read the play and decide when to move. It teaches them timing and to look at where both the players and the balls are moving.



**Passing as a relationship**

Passing the ball around the team requires a *relationship* between the passer and receiver. Both players need to be in sync with each other's actions, and both are equally important in this relationship. Rather than focusing on the technique of passing or practising passing in isolation, adults should set up passing games where the common elements of the *passing relationship* can be learned. Using passing in games allows children to understand why and when a pass is needed and how to create and adapt to the situation.

Children learn passing best in a game context. As their passing develops, change the environment by increasing the time pressure or difficulty level. Games create opportunities for flexibility and the variable nature of passing in the form of information and movement cues. Game contexts allow players to read and respond to these situational clues by:

1. Signalling, watching, and timing the pass
2. Selecting the type, place, and speed of the pass to use
3. Creating and passing into space
4. Passing to moving players and running on to the ball in the space created
5. Reacting and passing in relation to what the other player is doing.

**LEARNING QUESTIONS**

- What strategy did you use to establish the original pattern of passing around the circle?
- When and why did you use different passes?
- What did you have to concentrate on to be successful?
- What are some of the common elements of the relationship between players passing and receiving a ball?
- If your group or partner was having problems passing or receiving, how did you resolve those?
- How many balls could your team successfully pass at one time until the pressure became too much?

**REFLECTION**

After the activity, can the children:

- communicate when to pass and indicate that they are ready to receive a pass?
- time and deliver an accurate pass or hold a pass if needed to keep the pattern going?
- choose and deliver different types of passes in a pressure situation?
- work successfully as a group to get a number of balls into the pattern?

# 5.5 Rebounder Ball

**Overview:** A tactical game where players work together to throw and catch a ball off a target in order to score. The targets are typically 2–4 rebounders, mini tramps on their side, or pieces of plywood on an angle.



## EQUIPMENT



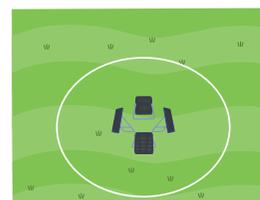
2 or 4 rebounders or mini tramps,  
or pieces of plywood on an angle



Mid-sized balls



Tennis ball



## LEARNING FOCUS

The focus in this game is on encouraging children to work together to develop a good team offence and defence.

Focus the children's learning on:

- how to throw and catch a ball bouncing off the rebounder
- problem-solving the impact of throwing and catching from different angles and force to set up an attack
- effective offensive and defensive strategies.

## SET UP AND PLAY

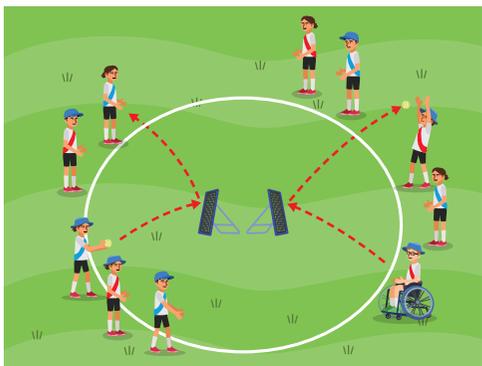
### Set up:

- Divide children into two teams: A and B.
- Set up the playing area with rebounders inside a large circle.

### Play:

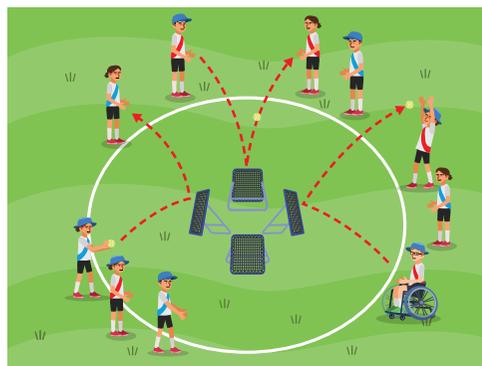
- The aim is to score points by catching a ball on the full as it bounces off the rebounder: one point if caught by the thrower, two points if caught by a team member.
- Players can only move around the outside of the circle.
- Players can move with the ball and pass to get into a good position to throw at the rebounder.
- If the player with the ball is tagged by an opposition player, they must give the ball to the opposition.

**PROGRESSIONS** Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



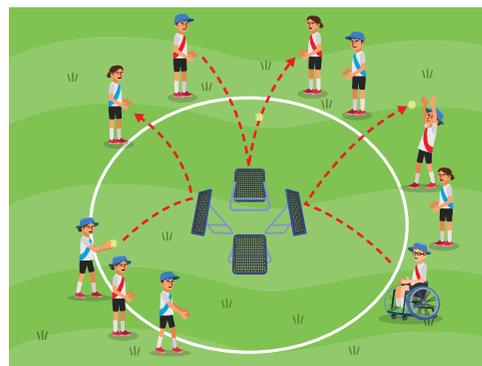
**Step One:**

Use two rebounders or mini-tramps inside a small-sized circle. Encourage children to move around the circle and use the available space.



**Step Two:**

Use four rebounders and a bigger circle. Challenge the children to 'play as a team' and explore different attack and defending strategies.



**Step Three:**

Use smaller balls and use the non-preferred hand to catch the ball.

**LEARNING QUESTIONS**

- What was the best position to catch the ball off the rebounder?
- Did your team move the ball around to create an attack? How did you do this?
- How did you create space to receive or pass the ball?
- How did you use the speed of the passes to create the space to score?
- Can you explain some of the important aspects of working as a team to create an attack?
- Are there any rules that you would change to make the game more enjoyable or more challenging?

**REFLECTION**

After the activity, can the children:

- throw and catch a ball bouncing off a rebounder?
- move and pass the ball around as a team?
- strategise to build an attack as a team?
- work together and include everybody as part of their team, or do some dominate the game?



**Team attack**

The ability to score in a game is generally built on having a good team attack. It is not a chance event but a collaborative effort based on basic principles of play: the ability to create space, move the ball, and penetrate the weaknesses in the defence. Most attacking strategies are built around these principles.

The principles involved in team offence can be explored as children play different games. It is useful to draw their attention to the key aspects, such as:

1. **Spacing:** Good spacing makes it harder for the defence to mark everybody and improves a team's scoring options. Encourage children to spread out and use the space available to them.
2. **Ball movement:** When the ball is passed, it moves quicker than anybody can run and creates pressure on the defence. This can create gaps and overlaps that are scoring opportunities. It can also involve being patient and passing the ball to someone in a good scoring position.
3. **Penetration:** Every attack involves players moving to be free for a pass or into a good scoring position. Penetration is about player movement and involves being able to break through the defence, cutting and moving into space.

# 6

---

## Challenge Games

---



## Challenge game skills

Challenge games are those in which players solve a particular problem or complete a challenge task. Players can either work individually or as part of a team. Challenge games provide the opportunity to focus on skills, including problem solving, managing risk, and working as a team, that are inherent to active and safe engagement in games as well as enjoying the sense of belonging and being challenged.

Challenge game skills	What this is	What it looks like – Success criteria
<b>Fair and ethical play</b>	It means always playing within the spirit of the game to ensure fairness, inclusion, and enjoyment for everyone involved.	<ul style="list-style-type: none"> <li>• Players play within the rules of the game.</li> <li>• They resolve conflicts peacefully within the group and resist defaulting to the teacher to resolve the conflict.</li> <li>• They follow directions and the agreed rules for safety and play.</li> <li>• They show respect for their opponents, fellow players, referees, supporters, and teachers through their gamesmanship, verbal comments, and body language.</li> </ul>
<b>Involvement</b>	It means being an active participant, willing to try new activities when opportunities arise and enjoying the sense of challenge they encounter.	<ul style="list-style-type: none"> <li>• Players participate with positive attitudes.</li> <li>• They show willingness to try new activities and experience new things.</li> <li>• They are able to effectively communicate that they understand the importance of effort.</li> <li>• Players focus on self-improvement and personal needs.</li> <li>• They try to be innovative and creative in the way that they participate.</li> <li>• When they are fully involved, players display enjoyment, laughter, and pleasure.</li> </ul>
<b>Problem solving</b>	It means that individuals and groups engage in a process in which they consider, evaluate, and solve the problems that they encounter.	<p>The group demonstrates successful problem solving, which generally involves the following steps:</p> <ol style="list-style-type: none"> <li>1. Defining the problem</li> <li>2. Generating possible solutions</li> <li>3. Selecting and trialling solutions</li> <li>4. Evaluating and identifying effective solutions.</li> </ol>
<b>Self-direction</b>	It means that individuals are aware of their own needs and take responsibility to achieve these.	<ul style="list-style-type: none"> <li>• Group members are able to set and explain their own goals.</li> <li>• They are motivated to practise with minimal teacher prompting.</li> <li>• Individuals are able to work independently with others.</li> <li>• They use effective strategies to resist peer pressure.</li> <li>• They have developed and are following a plan that will enhance their wellbeing (hauora).</li> <li>• They are able to articulate their plan to enhance their hauora.</li> </ul>

Challenge game skills	What this is	What it looks like – Success criteria
<b>Safety</b>	It means that individuals are aware and take action to decrease the possible psychological, emotional, and physical harm to themselves and others involved in an activity.	<ul style="list-style-type: none"> <li>• The group uses equipment and space appropriately.</li> <li>• They play safely with others.</li> <li>• They are supportive, encouraging, and helpful to others.</li> <li>• They keep themselves physically, socially, and emotionally safe.</li> <li>• They show respect and use the ACC Sportsmart principles towards people, equipment, facilities, and the environment.</li> <li>• They are able to identify the difference between real and perceived risk.</li> </ul>
<b>Caring and helping others</b>	It means having the ability to go beyond oneself to provide help, leadership, and encouragement to others also engaged in an activity.	<ul style="list-style-type: none"> <li>• Players recognise and are attentive to the needs and participation of others.</li> <li>• They demonstrate compassion and empathy for others.</li> <li>• They contribute as members of a team or group.</li> <li>• They take initiative to lead others to achieve success.</li> </ul>

Some of the games in the challenge and cooperative games categories could be interchanged, depending on your teaching focus. For example, in challenge games you might focus on problem solving, whereas in cooperative games you could be focusing on group work, active listening, and/or assertiveness.

Challenge games	Page
<b>6.1 Bucketball</b> Bucketball challenges children to imagine that they need to get essential survival equipment back from a deep divide or crevasse. It is a great game for helping children to understand that there may be different solutions to movement problems. It encourages creative thinking, experimentation, and teamwork. <b>Guided discovery</b>	148
<b>6.2 Push 'n' Pull</b> This is a fun challenge where children try to push or pull their partner in an enjoyable competition. It can be a good introductory activity as well as an opportunity to teach about working with a partner, responsibility, and mutual respect. <b>Twist, toss, and tumble play</b>	150
<b>6.3 Points and Patches</b> This is a challenge game that encourages exploration of different ways to balance. It can be an introductory activity to other games or to other movement skills. <b>Balance</b>	152
<b>6.4 Traffic Jam</b> A game of strategy and thinking where 2–4 teams need to use logic and sequencing to effectively exchange places and navigate the pattern and the bumps. <b>Problem solving</b>	154

<p><b>6.5 Four Circle Ball</b></p> <p>The game is like Four Square with a twist. In this game, you can shift your hoop after each hit to add an extra dimension and challenge to playing.</p> <p><b>Strategy and tactics</b></p>	156
<p><b>6.6 Parkour Pairs</b></p> <p>This game challenges children to see their environment in new ways and to be creative in how they navigate it by moving around, across, through, over, and under its features.</p> <p><b>Parkour</b></p>	158
<p><b>6.7 Gymnastic Softball</b></p> <p>This is a fun team game that combines gymnastics with softball. The challenge is to strategise when and why to move a base with how to move and stop safely on gymnastics equipment.</p> <p><b>Risk</b></p>	160
<p><b>6.8 Michael's vs Magic's</b></p> <p>The challenge in this game is being able to catch or evade a partner while dribbling a ball. It is a low-stakes, fun game that is easy to set up and play. It encourages involvement and helps develop <b>social inclusion</b> in an enjoyable way.</p> <p><b>Social cohesion</b></p>	162
<p><b>6.9 Whano Whano</b></p> <p>Whano Whano is a fun challenge game where children jump into positions with their feet and try to outwit their opponent to score points. Whano Whano was traditionally used by Māori to train for leg strength and to predict an opponent's movements for defence.</p> <p><b>Fun</b></p>	164
<p><b>6.10 Pass the Pulse</b></p> <p>This fun challenge game can be played with any number of children using either their hands or their feet to direct the game.</p> <p><b>Alertness</b></p>	166

# 6.1 Bucketball

Bucketball challenges children to imagine that they need to get essential survival equipment back from a deep divide or crevasse. It is a great game for helping children to understand that there may be different solutions to movement problems. It encourages creative thinking, experimentation, and teamwork.



## EQUIPMENT

For each group of 3–4:



Distance markers - cones



Bucket (1)



Bean bags (4)



## LEARNING FOCUS

This game focuses on the idea that there can be different solutions to a problem. Encourage children to invent and explore as many different solutions as they can devise for solving the problem. To do this, focus on problem solving, brainstorming, testing ideas, and exploring alternatives.

## SET UP AND PLAY

### Set up:

- Divide the children into groups of two or three.
- Define the playing area by marking two lines 1–2 metres apart. One line will be the near side of the crevasse, the other the far side. (Don't place the lines too far apart because many of the solutions require the children to jump across the crevasse).
- Place a bucket on the far side of the crevasse and the bean bags on the near side.
- Give each group 3–5 bean bags or balls to get into the bucket.

### Play:

- Outline the problem that the children need to solve: "Without falling into it the crevasse, get all the bean bags or balls into the bucket on your side of the crevasse." (*Posing the problem like this allows for different solutions that don't always involve throwing.*)
- The game begins from behind the near side.
- Children can jump between the two lines as part of their problem solving.
- The players are only allowed on the sides of the crevasse and can't stand in the middle.
- The idea is to come up with a number of different solutions to this movement problem.
- Once they have solutions, they can pick their best and trial it against the other teams.

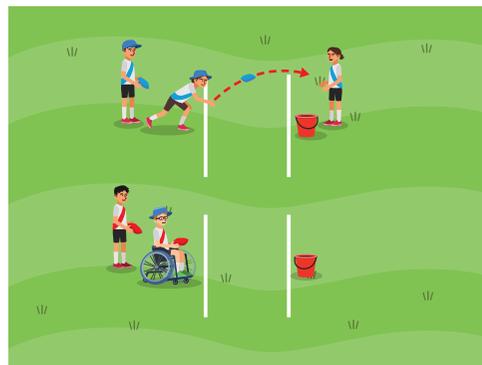
**PROGRESSIONS** Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



**Step One:**

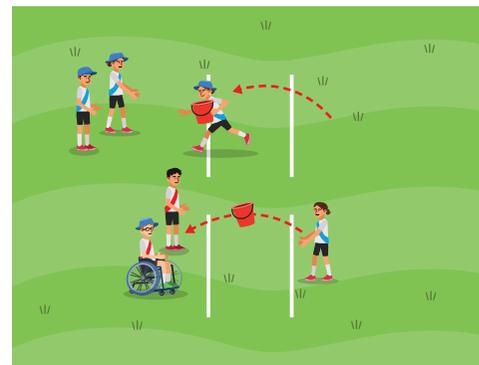
Allow plenty of time for teams to find different solutions to the movement problem.

1. Throw the bean bags into the bucket across the jumping distance to land in the bucket.
2. Send a good jumper to the far side, who throws the bean bags into the bucket. They jump back with the full bucket.



**Step Two:**

Then get each team to show their solution. There will be a number of solutions. Then ask the debrief questions.



**Step Three:**

There are more solutions to this game.

3. Send a good jumper to the far side, throw them the bean bags to land in the bucket. They throw the full bucket back and then jump back to the starting area.
4. Send a good jumper to the far side, throw them the bean bags to place in the bucket. They jump back with the full bucket back and then jump back to the starting area.

**LEARNING QUESTIONS**

- What was your initial strategy to solve this movement problem?
- Did you plan that, or did it just happen that way?
- How many other strategies did you try to solve this movement problem? Overall which was your group's most effective strategy? Why?
- What did you learn about solving movement problems in different ways from watching the other group's strategies?

**REFLECTION**

*After the activity, can the children:*

- demonstrate a number of different solutions to this movement problem?
- explain the strategy they used to come up with their first solution?
- decide which solution shared by the groups was the most effective and explain why that was?
- relate this activity to exploring a number of different ways to solve movement problems posed by games?
- explain the value of exploring a number of different ways to solve problems posed in any context?



**Guided discovery**

Guided discovery is a teaching approach that involves setting a problem and encouraging children to discover solutions using inquiry and experimentation. The emphasis for the teacher or coach is on setting movement problems and guiding children through questions and prompts to solve the problem. Some problems have only one solution, while others can have many effective solutions. Problems that can be solved with different solutions help stimulate creativity and produce carefully considered decision making. Solving movement problems involves exploration using teamwork and the individual strengths of each member of the team.

Some guidelines for using guided discovery include:

1. Set problems that require creativity, inquiry, and experimentation.
2. Resist the urge to provide the answer and instead prompt the children to problem-solve.
3. Encourage children not to accept the first solution but to experiment and find more.
4. Remember that diversity brings intelligence to a group. Have mixed groups that combine their strengths and views.
5. Share and discuss their different solutions and decide on the best ones.

Refer to introduction page 9 for information on guided discovery.

# 6.2 Push 'n' Pull

This is a fun challenge where children try to push or pull their partner in an enjoyable competition. It can be a good introductory activity as well as an opportunity to teach about working with a partner, responsibility, and mutual respect.



## EQUIPMENT



Cones



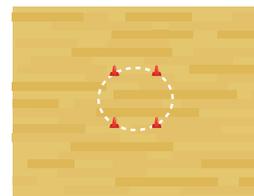
Large balls



Hockey stick



Mats (one each per group)



## LEARNING FOCUS

This game focuses on enabling close contact (touching, feeling, sensing) with another person to teach about:

- *care and risk*: trust and responsibility, choice, playing safely
- *movement mechanics*: exploring concepts such as force, stability, balance, and strength
- *body awareness*: feeling, sensing, and moving in relation to someone else.

## SET UP AND PLAY

### Set up:

- Emphasise that the goals are taking care of each other and doing each other no harm.
- Divide the children into pairs of equal physical size and strength.
- Define the 'dojo' or playing area with cones. It may be a circle or square.
- Have different equipment on hand to change the nature of the challenge when needed.

### Play:

- The players stand inside the circle or square (on the dojo). The objective is for each player to force their partner out of the dojo by either pushing or pulling them.
- Emphasise the importance of taking care of your partner.
- Players must stay in contact with each other during the challenge. Do not break the contact.
- Vary the challenge. This can be done by getting each player to push on a ball, pull on a stick, push while back-to-back, or pull while hopping.

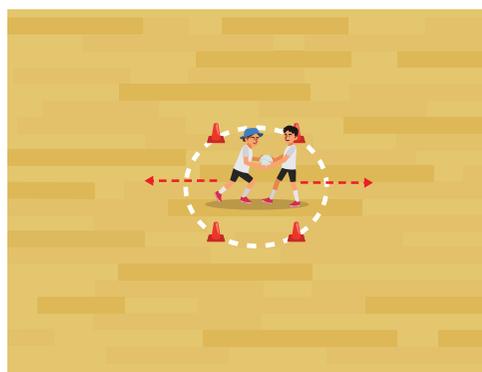
**PROGRESSIONS** Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



**Step One:**

Start by outlining the need to play safely and responsibly. Emphasise the need to take care of your partner and do no harm.

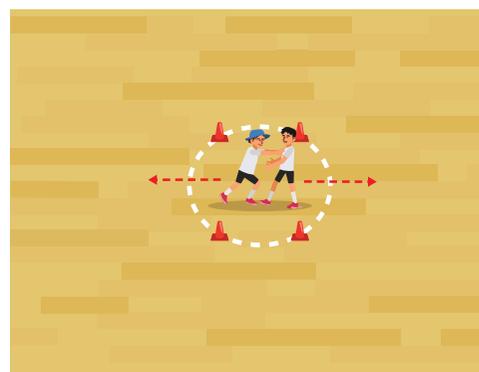
Children begin with some simple pushing activity. They go back to back and try to push the opponent out of the playing area.



**Step Two:**

An alternative is the challenge of trying to pull the partner over a line. Introduce a ball or bat as the object each is pulling on.

Once again, point out the risks and ask how these should be managed.



**Step Three:**

Variations can increase the complexity and difficulty of the task. For example, having children hop on one leg, or using different types of equipment to push and pull on.



**Twist, toss, and tumble play**

Play involving the physical contact of pushing, pulling, and wrestling is a very normal part of childhood. It is important to the emotional, physical, perceptual and ethical development of children. Often there is a fear that it will get out of hand and lead to fighting or someone getting hurt. However, fighting is more a sign of behavioural or relationship issues, whereas twist, toss, and tumble play is a normal aspect of the physical contact of pleasurable play. The objective in twist, toss, and tumble play is to engage in physical contact involving pushing and pulling one another in a safe environment with agreed rules so no one gets hurt. All children can benefit from well-structured twist, toss, and tumble games. Key learning outcomes include the development of:

1. Awareness and embodied understanding of concepts like boundaries, force, stability, pressure, balance, leverage, and weight
2. Movement coordination, agility, strength, and power
3. Confidence, self-esteem, and understanding of individual limitations
4. Cooperation, sensitivity, responsibility, fair play and communication skills
5. Tactical options and exploiting the movements of opponents, sensing opportunity
6. Fun and enjoyment of movement.

**LEARNING QUESTIONS**

- What rules did you and your partner agree on so that the game was fair, safe, and enjoyable for both of you?
- How did you feel about the nature of the physical contact in this game? Did you enjoy the game? Why or why not?
- Was pushing or pulling a more effective way to get your partner off the dojo?
- What did you learn about leverage and unbalancing your partner?
- What strategies did you use to force your partner off the dojo?
- What do you understand as the difference between strength and power?

**REFLECTION**

*After the activity, can the children:*

- negotiate and agree on safe rules and practices to make the activity enjoyable and successful for both partners?
- understand and explain the threshold between enjoyable twist, toss, and tumble wrestling and fighting?
- explain the emotions they experienced playing this game?
- identify the physical and perceptual cues required to be successful at this game?

Did the game reflect any gender differences? Can you see how this game could be used to talk about and break down gender stereotypes rather than reinforce them?

## 6.3 Points and Patches

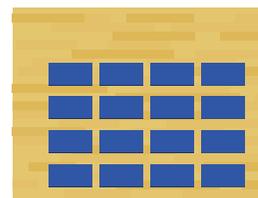
This is a challenge game that encourages exploration of different ways to balance. It can be an introductory activity to other games or to other movement skills.



### EQUIPMENT



Gymnastic mats (15–20)



### LEARNING FOCUS

Points and Patches encourages children to explore how to balance in different ways using different body parts. The focus here is for children to experience holding a position by:

- balancing on different parts of their bodies (narrow body parts and flat body parts)
- creatively exploring movement (twisting, curling, stretching)
- performing on the ground as well as on equipment – as static holds combined with other actions (roll and hold a balance).

### SET UP AND PLAY

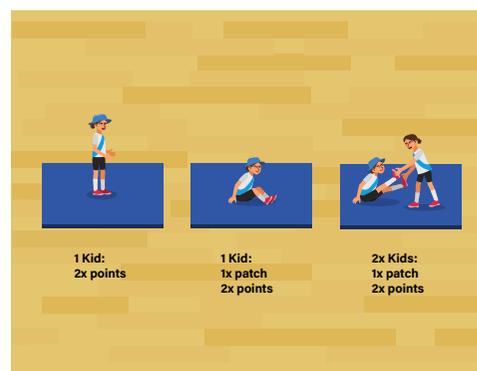
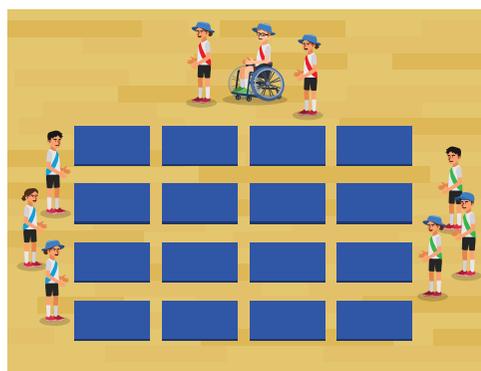
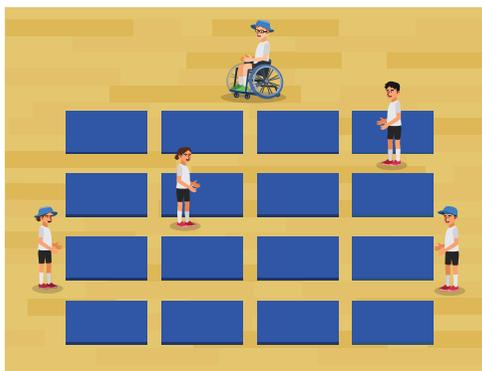
#### Set up:

- Lay out the mats to help define the activity space.
- Explain that patches are large body parts to balance on (e.g., back, stomach) and points are small body parts to balance on (feet, elbows, hands).

#### Play:

- Start by having the children walk around the mats without touching them.
- The teacher then calls out a balance challenge, e.g., one patch and three points.
- Children move to the closest mat and hold a balance that matches the challenge.

**PROGRESSIONS** Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



**Step One:**

Begin by having children walk around the mats. The teacher calls out a challenge, and the children move to the closest mat and hold the balance. After a few seconds, ask the children to walk again and call out a new challenge.

**Step Two:**

Have a set of cards that list a range of Points and Patches challenges. Working in pairs, the children collect one card and take it to a mat. The children then work their way through the different challenges, sometimes working by themselves and sometimes as a pair. Once finished, they can exchange the card for a new one.

**Step Three:**

Using the cards, have the children work in pairs or groups of three to create as many solutions as possible to each of the balance challenges. From the list of possible solutions, get them to work out how to flow or transition from one balance to the next. They can then perform this for the teacher or class.

**LEARNING QUESTIONS**

- When were you most creative in this activity, and why do you think that was?
- Why is balance important when you are active?
- What do you do to make yourself more stable in different positions?
- What spatial information do you use to sense where your body parts are in space?
- Can you think of three games or sports that you enjoy where balance is important?
- Why is balance important in movement?
- Can you be balanced and in motion at the same time? What is this called? (Dynamic balance)

**REFLECTION**

*After the activity, can the children:*

- balance on different body parts (narrow body parts and flat body parts)?
- creatively explore movement (balancing, twisting, curling, stretching)?
- perform balances on the ground as well as on equipment – as static holds combined with other actions (roll and hold a balance)?
- Show an improvement in the way they balance?
- Explain games and activities where balance, both dynamic and static, play an important part and why this is?



**Balance**

Balance is a core attribute to all foundational movement. It is a kinaesthetic awareness, or the ability to know where your body parts are in three-dimensional space. Balance is required for every movement we make. When we walk, run, bike or swim, having good balance is core to performing each activity.

Some of the important factors involved in developing balance include:

1. *Body awareness:* sensing where your body parts and limbs are oriented in space and how this affects your movement and stability.
2. *Coordination:* involves having the entire body working efficiently together in harmony. It is about having control so that you don't stumble or fall.
3. *Stability:* involves understanding how posture and body position can provide strength and stability to movement. Concepts important here include knowing how to lower your centre of mass and to widen the base of support to improve stability.

# 6.4 Traffic Jam

Traffic Jam presents a problem that is a real challenge to solve. It requires the whole team to problem-solve how to effectively exchange places, navigate the pattern, and find the solution.



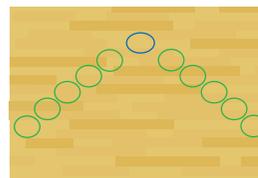
## EQUIPMENT



Hoops (20) or rubber circles  
or circles drawn with chalk



Bean bags (10 each of 2 colours)



## LEARNING FOCUS

The focus in this game is on working collaboratively to solve a novel problem. As there is one key solution to this problem, it requires children to experiment with sequencing (correct ordering of movement) to solve the problem through a variety of increasingly more complex progressions.

## SET UP AND PLAY

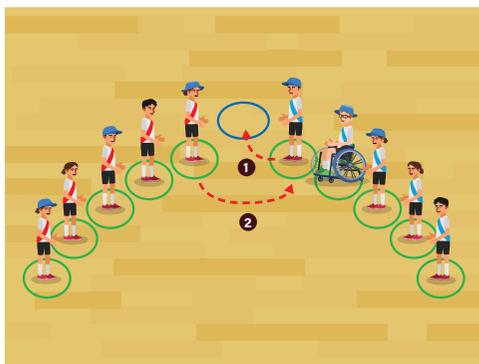
### Set up:

- The playing area can be either indoors or outdoors.
- Divide into two teams of 5–10 children.
- Arrange hoops or use chalk-drawn circles, as in the diagram, for the number of children in the teams.
- Place the bean bags from one team in the hoops at one end. Place the other team's bean bags in the hoops at the other end. Leave the middle hoop free.

### Play:

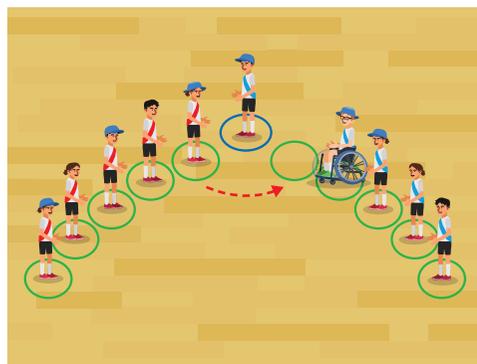
- The challenge is to get the bean bags of the same colour to the other end by moving a bean bag forward into an empty hoop. The bean bags cannot be moved backwards or sit in an occupied hoop.
- Teams take turns to move the bean bags. If they get stuck, the other team resets the bags and takes over.
- Only one person can move a bean bag at a time into an empty hoop.
- The solution depends on finding the correct pattern for moving the bean bags.

**PROGRESSIONS** Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



**Step One:**

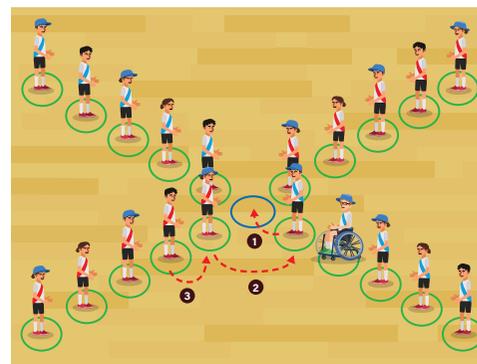
Start by outlining the challenge and rules. Allow the children time to problem-solve and work out the solution. Don't set it up as a race. Rather, encourage discussion and collaborative problem solving.



**Step Two:**

Replace the bean bags with players standing in the hoops. Arrange the hoops at 90 degrees so that both teams, and especially the children at the end of the teams, can see each other.

*After a couple of attempts, suggest that the children rearrange their teams to give the children at the back the opportunity to play at the front of the teams.*



**Step Three:**

Increase the difficulty by adding more hoops, bean bags, and/or players. This new arrangement still needs one empty hoop in the middle, and again take turns with only one person moving or moving one bean bag at any one time.

**LEARNING QUESTIONS**

- What were the strengths and weaknesses of how your group collaborated to solve Traffic Jam?
- Did you solve this as a team? Was everyone listened to, or did one or two people dominate the problem solving?
- What could be done differently or more effectively in your group next time?
- What cooperative teamwork qualities did you demonstrate in the activity?
- What is the solution to this problem?
- Did you find the solution by trial and error, or did you work it out?
- Could you repeat the solution if you were asked to do this again?

**REFLECTION**

*After the activity, can the children:*

- problem-solve as a team by engaging in a process in which they consider, evaluate, and solve the movement problem they encountered?
- work effectively as a group and evaluate their group-work skills?
- demonstrate that they understand and have learned the sequence by repeating the solution the next day or week?



**Problem solving**

Being able to solve problems is a part of everyday life. Children learning how to solve problems by themselves or as part of a group is one of the key outcomes in challenge games. The goal is to resist giving up or getting frustrated when they encounter a challenge and instead learning to manage their emotions, think creatively, and persist until they find a solution.

Problems can be very complex, so it helps to have a good process to solve them. It's useful to have children follow and reflect on the four basic steps to solving a problem:

1. *Define the problem:* Take a moment to understand the problem and what is expected in this situation. Is the problem open-ended (many possible solutions) or closed (only one solution is possible)?
2. *Generate solutions:* Look at the issue from different perspectives, 'thinking outside the box', using creativity, and brainstorming ideas.
3. *Select and trial:* Identify possible solutions and implement them to test their feasibility.
4. *Evaluate:* Narrow the possible solutions down to a list of probable solutions. The important concept here is to encourage multiple solutions rather than just seek single solutions.

# 6.5 Four Circle Ball

This game is like Four Square with a twist. In this game you can shift your hoop after each hit to add an extra dimension and challenge to playing.



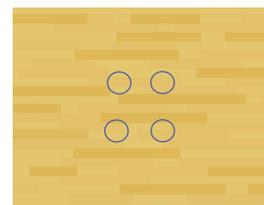
## EQUIPMENT



Hoops (4)



Balls (1 per group)



## LEARNING FOCUS

The focus of Four Circle Ball can be on several things. It is a game that helps develop strategic play, as well as encouraging tactical hitting and moving of the hoop. At the same time, it is also a game that teaches children to work collaboratively in order to referee themselves and play fairly.

## SET UP AND PLAY

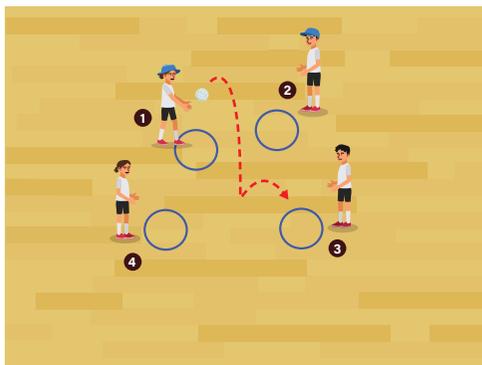
### Set up:

- Groups of 4, each standing behind a hoop
- Label hoops from 1–4.
- Each group has one ball.

### Play:

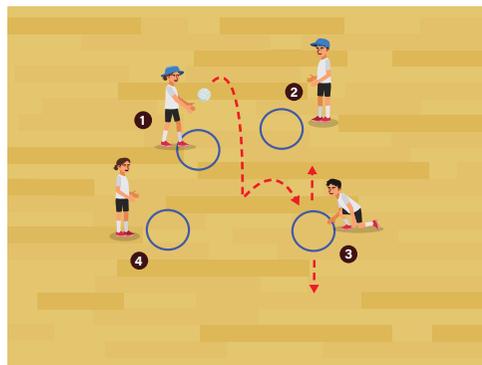
- Start each point with the hoops arranged in a circle and touching.
- Players hit the ball into another hoop with their hands until it bounces outside a hoop. Losing player moves to hoop 1 and everyone moves up one hoop.
- After each hit, the player can shift their hoop before the next person hits the ball. This is important because it makes scoring too difficult if people are allowed to shift their hoop after the ball is hit.
- After the play finishes, restart by bringing the hoops back to the middle and touching again.

**PROGRESSIONS** Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



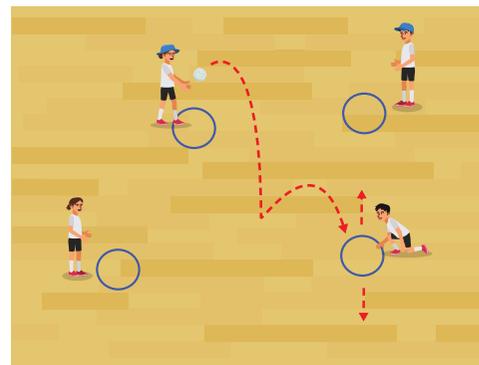
**Step One:**

Start by playing Four Circle Ball with the four hoops. Number the hoops 1–4, and the objective is to move up to hoop 4 and stay there. After each play, the losing player moves to hoop 1 and the others move up one hoop. This will help players understand the nature of the game. Check to see if the children know the rules and strategies.



**Step Two:**

Modify the game by introducing the rule that players can shift their hoops immediately after they hit the ball. They can move the hoop backwards or sideways. After each point, start again by having all the hoops back in the middle and touching.



**Step Three:**

Challenge the group to see how far apart they can get their hoops. This transforms the game from a competitive game into a cooperative game. Ask the children to think about what things they can do to help their team-mates to be more successful with their hits.

**LEARNING QUESTIONS**

- What strategy did you develop to get to hoop 4? Was it successful? Why or why not?
- What tactics can you identify that other group members are using in the game?
- How did your group develop a plan to play this game successfully and fairly?
- Were there any disagreements that the group needed to resolve?
- Are there any rules that your group changed during play? How did they improve the game?
- Which form of the game – competitive (steps one and two) or cooperative (step three) – did you enjoy most? Why was that?

**REFLECTION**

*After the activity, can the children:*

- understand how having a strategy relates to having a game plan for playing?
- understand and explain the relationship between having good strategies and using effective tactics to be successful?
- explain the strategy and tactics they used and saw others use to be successful in this game?
- identify the next steps in their learning (around understanding strategy, tactics, playing fairly so everyone enjoys the game, or moving to successfully catch and throw) for playing Four Circle Ball type games?
- understand and demonstrate how to negotiate rule changes to make the game a cooperative challenge instead of a competitive game?



**Strategy and tactics**

The terms ‘strategy’ and ‘tactics’ apply to working effectively in many areas of life. Strategy is an overarching plan or set of goals. Tactics are the specific actions or steps you undertake to accomplish your strategy. Both reduce the effects of chance and increase the effectiveness of your actions.

Playing games provides an excellent opportunity for children to think about how using strategy and tactics can improve their success. When a new game is introduced, develop children’s tactical awareness through questioning and reflecting on ‘what works’. By understanding the tactical options, children can begin to build team strategy.

Good strategy requires players to focus on a goal and anticipate obstacles to reaching that goal. Strategy involves:

1. a plan that is designed to coordinate your own actions in order to maximise your strengths and take advantage of your opponent’s weaknesses
2. a sequence that outlines the series of tactics that achieve the desired result. Tactics can also be employed to confuse, mislead or distract an opponent
3. a perspective that reflects a mindset regarding actions that lead to a distinct way of behaving.

# 6.6 Parkour Pairs

This game challenges children to see their environment in new ways and to be creative in how they navigate it by moving around, across, through, over, and under its features.



## EQUIPMENT



Mats



Cones



## LEARNING FOCUS

The focus is about encouraging children to see the potential of moving in a known environment in creative, aesthetic, and agile ways. Some of the movements that can be explored include:

- vaulting over obstacles
- jumping and landing safely
- hanging and swinging.

The focus can also be on the difference between real and perceived risk, including the basics of safety management, involvement, problem solving, self-direction and caring for others.

## SET UP AND PLAY

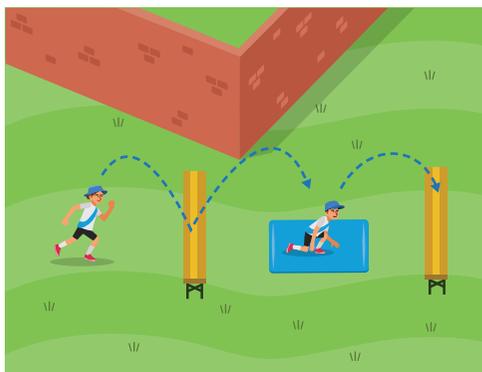
### Set up:

- Divide children into pairs of equal physical size and strength.
- Choose an area that provides opportunities for children to interact with the built and natural environment. This may be the school playground, hall, or gymnasium.

### Play:

- Explore the environment by finding different ways to navigate it by moving around, across, through, over, and under its features.
- One partner becomes the tracer, who invents and leads a movement. The partner then becomes the disciple, who copies and follows the tracer's actions.
- This game is not about speed or playing tag. Rather, encourage creativity and exploration of movement and the environment.
- Emphasise that the goals are taking care of each other and doing no harm to themselves or the environment.

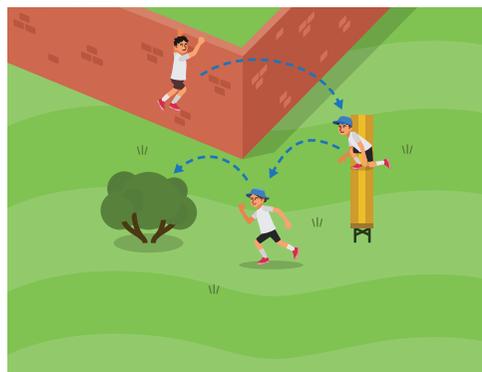
**PROGRESSIONS** Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



**Step One:**

Start by setting up a low-obstacle environment to navigate.

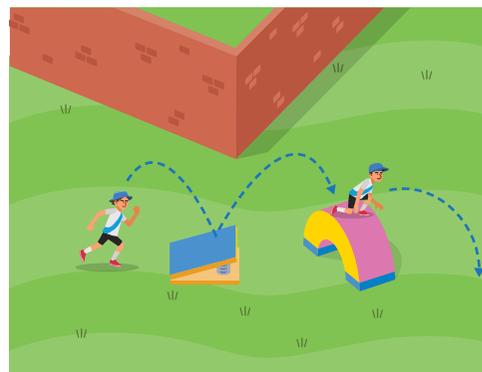
Encourage children to explore moving over the equipment, concentrating on learning what their bodies can do, learning to move with balance and control, and learning how to land safely from low heights.



**Step Two:**

Explore the local environment, looking for interesting features and obstacles.

Set the challenge of navigating an obstacle in different ways. Explore ways of moving such as jumping, rolling, hanging, vaulting, and springing.



**Step Three:**

Variations can increase the complexity and difficulty of the movements being performed. For example, have the pairs develop a sequence of movements. They could also explore the aesthetics of the movement. They can be challenged to assist others or be assisted by others to experience new movements.

**LEARNING QUESTIONS:**

- What is the parkour course that you and your partner have planned?
- What are the most novel, adventurous, or creative ways of moving that you tried?
- Were the activities that you included in your course challenging enough?
- What did you learn about performing movements from your course?
- What would you need to consider about safety to take others around your course?
- If you were to play Parkour again, what would you change and keep the same in your course?

**REFLECTION**

*After the activity, can the children:*

- plan a safe Parkour course around the playing area that challenges and excites them?
- consider and share safety and challenges on their course?
- participate in pairs around a Parkour course in the school grounds?
- perform the movements required in their course design, such as jump, swing, and, roll and land safely?
- understand the difference between real and perceived risks on the courses they have designed?
- show enjoyment and exhilaration from this type of movement challenge?

Did you notice any stereotypical behaviours in the way that different children participated that could be addressed through discussion and/or in future lessons?



**Parkour**

Parkour is a way of moving that involves seeing one's environment in a new way, and navigating it by moving around, across, through, over and under its features. Parkour is about blending the agility involved in climbing, jumping, running, and balancing with creative freedom, expression, and challenge to overcome obstacles to movement. It improves physical fitness, social skills, creativity, and resilience. It is an open-ended activity that allows for experimentation and individual expression.

Many locations provide the opportunity to practise parkour because the natural and built environment include many interesting obstacles to play on and with. These could be natural elements, such as rocks or trees, or man-made features, such as low walls or sturdy furniture. Initial lessons may involve creating the environment that allows opportunities for climbing, jumping, swinging, rolling, and running. Risk-taking is a big part of parkour's appeal, and it's also healthy for children. So in addition to encouraging agile and creative movement, parkour also provides an opportunity for children to learn some basics, like how to jump, swing, land, roll, and fall safely.

# 6.7 Gymnastic Softball

This is a fun team game that combines gymnastics with softball. The challenge is to strategise when and why to move a base with how to move and stop safely on gymnastics equipment.



## EQUIPMENT



Benches (2)



Box top



Mini trampoline



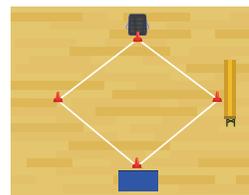
Mats



Cone



Tennis balls (3)



## LEARNING FOCUS

In this game, children will be moving over and on equipment. While the game is fun, it provides an opportunity to focus on moving with speed while staying safe. Therefore, it is important to allow the children to explore the set-up of the gymnastic equipment and bases in their own time. Discuss aspects of landing and moving safely around the equipment and identify the risks involved that the children need to plan for.

## SET UP AND PLAY

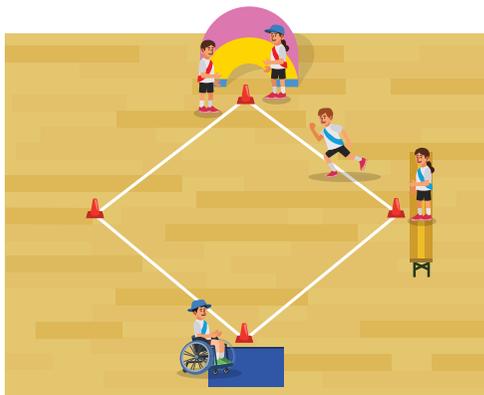
### Set up:

- Set up a 4-base diamond using different equipment for bases to jump on.
- Put safety mats around each piece of equipment.
- Have 2 teams – batting and fielding, with 3 balls.

### Play:

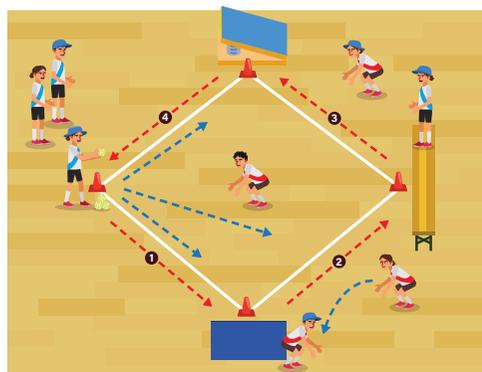
- The fielding team spreads out in the playing area.
- The first batter throws the 3 balls from home base and runs to the bases.
- Fielders retrieve the balls and throw them to the pitcher, who calls “Stop”.
- If runners are not on a base when the pitcher calls “stop”, they are out and return to the back of the line.
- The next batter takes their turn.
- Runners are safe on a base and must get to home base to score a run.
- After 5 outs, the teams swap over.

**PROGRESSIONS** Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



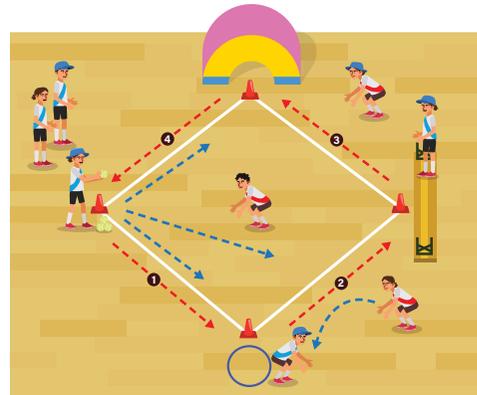
**Step One:**

Allow the children to move around and explore the set-up of the gymnastic equipment and bases in their own time. Discuss aspects of landing and moving safely around the equipment. Players return to the base that they were on.



**Step Two:**

Allow as many batters on each base as needed. Children return to the base that they were on for the second innings.



**Step Three:**

Encourage the children to design different layouts of the game and to develop possible rule changes.

**LEARNING QUESTIONS**

- What should the class and your teacher check to ensure that the gymnastic equipment is safe to use for this game?
- What criteria did you use to select and set up each base in a safe way?
- Could you move around the bases on the equipment safely?
- Is there anything in the set-up or rules that you would change?
- What are the three questions that you should always ask yourself before playing this game?
- Can you give an example of another game or activity where you could use these three questions to decide if it is safe for you to participate?

**REFLECTION**

After the activity, can the children:

- land and move safely around the equipment?
- identify any risks posed by the game and develop a plan to reduce these to a safe level?
- know and use the two-step process and three questions they should ask themselves to make safe decisions about moving around gymnastic equipment to play this game?
- make a decision to be able to participate safely in this game?
- give examples of where they could apply the two-step process to other risk-taking behaviours?



**Risk**

Teachers and coaches have an obligation to provide safe learning environments that are free from physical, social, emotional, and cultural harm. At the same time, children need to learn how to keep themselves safe in a variety of different situations. Children need to have the opportunity to take risks, make mistakes, and grow developmentally from those experiences. As they grow older, they need to learn to take responsibility for recognising hazards, evaluating consequences, and making choices about how to appropriately engage with or avoid the hazard.

The two-step “Could I, Should I” strategy helps children think about risk and risk-taking behaviour by asking:

1. “What COULD go wrong?” and “How COULD you stop that from happening?” This helps children to recognise and evaluate hazards.

Based on the answers to these questions, you then ask them to ask themselves:

2. “Should I?” This places the responsibility for keeping safe on the participant and helps them develop the skills to manage and mitigate the risks involved.

For further information, refer to SNZ’s resource safeguarding children resource <https://sportnz.org.nz/integrity/> and /or ACC Sportsmart Principles [www.accsportsmart.co.nz](http://www.accsportsmart.co.nz)

## 6.8 Michael's vs Magic's

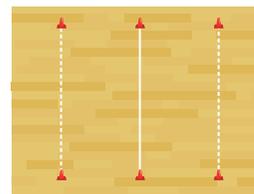
The challenge in this game is being able to catch or evade a partner while dribbling a ball. It is a low-stakes, fun game that is easy to set up and play. It encourages involvement and helps develop **social inclusion** in an enjoyable way.



### EQUIPMENT



Basketballs (1 per player)



### LEARNING FOCUS

The focus in this game is on encouraging children to be involved in a simple activity that is fun and allows multiple opportunities to interact with a partner.

Focus children on:

- what makes this game fun to play for everyone
- being involved and social inclusion
- listening, anticipating, and being agile.

### SET UP AND PLAY

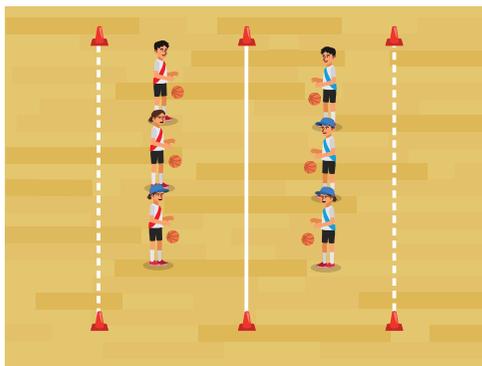
#### Set up:

- Use a hard surface area where balls can bounce.
- Create two small teams on either side of a line.
- Each team has a safe line at a distance from the centre line.
- Each child has a ball that bounces.
- One team is the Michael's (Jordan) and the other team is the Magic's (Johnson).

#### Play:

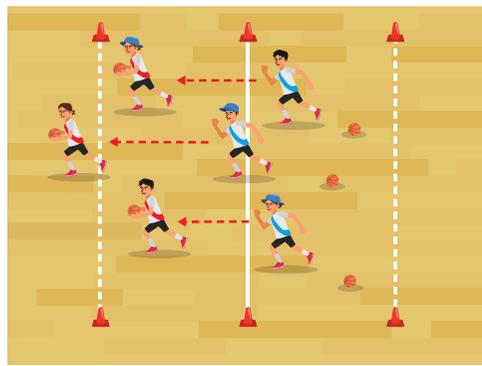
- Players dribble the ball around the area on their side of the line.
- The teacher calls out either "Michael's" or "Magic's"
- If the call is "Michael's", all of the players in that team pick up their ball and run with it over the safe line before they are tagged by the Magic's.
- On the call of Michael's, the Magic's drop their ball and try to tag the Michael's before they get over their safety line. The opposite happens for a call of Magic's.
- When a player is caught, they join the opposing team.
- The game continues until one side has no more players.

**PROGRESSIONS** Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



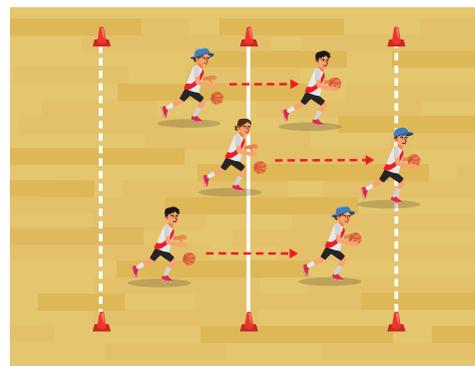
**Step One:**

Allow two-handed bouncing and progress to one-handed dribbling even if the children are mostly stationary. The child who loses control of their ball makes the call of either Michael's or Magic's.



**Step Two:**

Progress to moving and dribbling before dropping the ball to chase. Align players with a partner in the opposite team that they have to chase. Change partners every couple of rounds of the game by asking the Michael's to move one position along the line.



**Step Three:**

Progress to chasers having to chase while still dribbling the ball. Restart the game each time by having the players move one place along the line to match up with someone new.

**LEARNING QUESTIONS**

- What makes this game fun to play for everyone?
- Did you enjoy interacting with lots of different partners in this game, or would you prefer to stay with the same partner? Why?
- Did you change the way you interacted with different partners in the game?
- Can a game be both competitive and enjoyable? Why or why not?
- Were there any rules that your team would suggest changing to make the game more enjoyable for everyone to play?
- Did you feel that you belonged to your team?
- What strategies were you trying to evade the taggers and keep your ball under control at the same time?

**REFLECTION**

*After the activity, can the children:*

- express enjoyment and fun while playing this game?
- show an increased sense of belonging in the class from working with multiple classmates?
- show bonding with children that they haven't previously worked with?
- suggest ways to make this game fairer and more enjoyable for all to play?
- suggest other ways or other games they could play to increase a sense of belonging in the class?



**Involvement**

Social cohesion is more than encouraging children to get on with each other in cooperative activities. It is a collective understanding, developed, demonstrated, and valued by a group with shared social behaviours around fairness, inclusion, and belonging. Social cohesion develops when children feel a sense of belonging and group bonding. They share a sense of responsibility and commitment towards common goals that are positive for the group and wider society. Those common goals generally include inclusive, empathetic behaviours, where individuals share collective ways of acting.

Games can provide authentic contexts to build social cohesion. Fairness and ethical play build children's shared loyalties and commitment to collective goals. Fairness and equity do not mean that games should exclude competition. Competition is good for children as long as the rules and play are socially just and inclusive. Both competitive and cooperative games can provide contexts for children to experience fun and joy, and a sense of belonging. Teachers and coaches should avoid elimination games, use strategies that make teams fair and equitable, and set games up to develop social bonding through enjoyment and fulfilment.

## 6.9 Whano Whano

Whano Whano is a fun challenge game where children jump into positions with their feet and try to outwit their opponent to score points. Whano Whano was traditionally used by Māori to train for leg strength and to predict an opponent's movements for defence.



### EQUIPMENT

No equipment required



### LEARNING FOCUS

The focus is on children having fun as they learn more about Māori culture and why Māori traditionally used games like this. Whano Whano is an authentic context to *appreciate and use te reo Māori*:

- whano – a verb meaning ‘to begin, proceed’
- counting in te reo Māori.

### SET UP AND PLAY

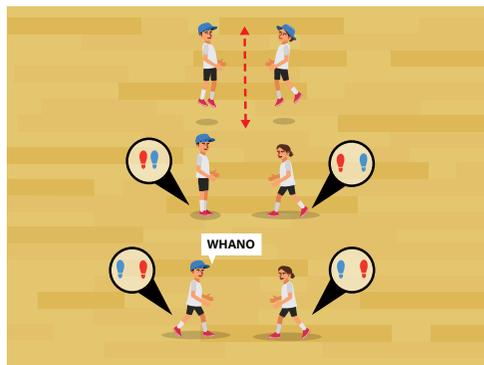
#### Set up:

- Children work in pairs and stand opposite each other.

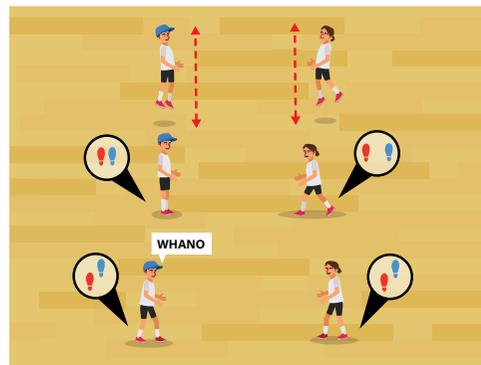
#### Play:

- One partner calls, “Whano” and they both jump into the air and land in one of four feet positions.
- Positions include: Feet apart or together, right or left foot forward.
- If both players’ feet land in the same position, the first player to call “Hī” wins the point.
- If a player calls “Hī” but the feet do not match, their partner gets the point.
- If players both call “Hī” at the same time, the loudest caller wins the point.
- Children should be encouraged to jump as high as possible and perform leg movements in the air to give them more time to read their partner’s landing position.

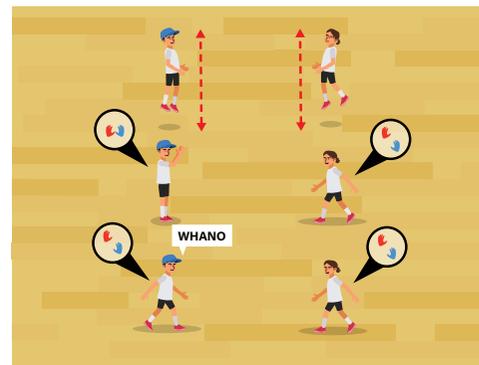
**PROGRESSIONS** Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



**Step One:**  
With younger children, start with just two of the feet positions. Then practise the other two before combining them in the game.



**Step Two:**  
Play with the four feet positions. Use te reo Māori:  
tahi – one  
rua – two  
toru – three  
whā – four



**Step Three:**  
Include two to four hand positions as well as the feet positions.

**LEARNING QUESTIONS**

- What was the traditional purpose of this game for Māori?
- Do you think it was also a fun game for Māori?
- What made this game enjoyable, pleasurable, and/or amusing for you?
- Why is fun an important aspect of your hauora/wellbeing?
- What other activities do you really enjoy and have fun in? Why is that?

**REFLECTION**

*After the activity, can the children:*

- demonstrate fun and pleasure in challenge activities such as Whano Whano?
- explain how having fun enhances their hauora?
- use te reo Māori words for counting and calling?
- tell you the games that they really enjoy and why that is?

Are these games that you regularly use? Are they mostly competitive or cooperative activities? What does that tell you about the children's interests?



**Fun**

Fun is both an end in itself and an important component of undertaking any learning activity. Playing to have fun is a great objective and an important aspect of why children play. In other words, it is quite OK to let children play and have fun.

Fun is an intrinsic sense of enjoyment, pleasure, and amusement. It is linked to happiness, laughter, and positive health outcomes. However, adults often contrast fun with the concept of hard work and achievement. It is important to remember that fun is not the opposite of hard work and that finding ways to make any activity fun can actually enhance levels of achievement.

Ensuring that games are fun will help to:

- keep children actively engaged, participating, and willing to persist at an activity
- make learning easier since it is being driven by enjoyment and interest
- expand learning through encouraging collaborative activity, creativity, and problem solving
- improve children's health by reducing stress, affirming a sense of self, building friendships and social skills, and encouraging more physical activity
- enhance social cohesion by building closer bonds, trust and friendships.

# 6.10 Pass the Pulse

This fun challenge game can be played with any number of children, using either their hands or their feet to direct the game.



## EQUIPMENT

No equipment required

## LEARNING FOCUS

This game provides an attention and coordination challenge as individuals have to focus on lifting their hands to stay in sync with the pattern.

Focus the children on:

- identifying the relevant performance cues and ignoring the distraction of irrelevant information
- reading the playing environment and responding accordingly to coordinate effective movement actions
- keeping their attention focused throughout the game
- reading the pattern and anticipating their turn playing tactically.

## SET UP AND PLAY

### Set up:

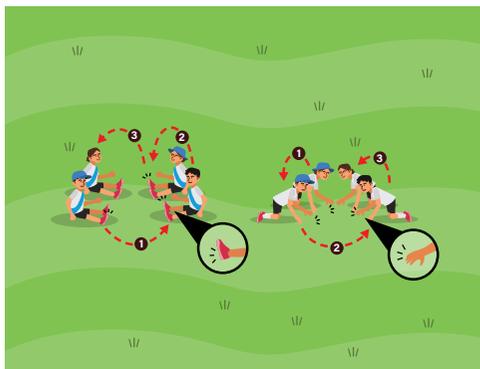
- 5–10 children form a circle on their hands and knees.
- Children put their left hand over the next player's right hand so their hands are crossed in the circle.

### Play:

- Start the pattern clockwise by tapping one hand once on the ground.
- Players tap the ground with the appropriate hands in order, even though it won't be each of their hands one after the other.
- To go anti-clockwise – a player taps their hand twice when their turn comes.
- If a player mis-taps, they take that hand out of the circle and start the pattern again with their other hand.
- When both hands are out, the player forms a new circle and once others join them, starts a new game.
- Eventually there will only be one person left in the original circle.
- Change places and start a new game.

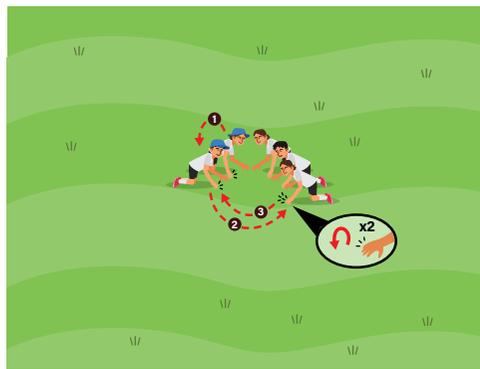


**PROGRESSIONS** Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



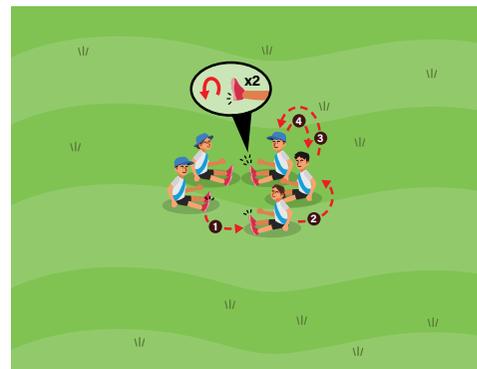
**Step One:**

Simplify for younger children by playing with hands uncrossed and the pattern going in one direction only. Shape by playing with hands crossed in one direction only. Play the game using feet only – again uncrossed for younger children.



**Step Two:**

Play the game on hands and knees, using both hands. Have the pattern able to go in both directions. One tap means that the pattern goes clockwise, and two taps means the pattern goes in the other direction. Speed the pattern up.



**Step Three:**

Play the game sitting in a circle but use feet instead of hands to pass the pulse around the circle. Increase the speed of the game.

**LEARNING QUESTIONS**

- What were the important cues to concentrate on to play this game?
- What did you and the group do to focus on these?
- What distractions, if any, did you experience that made it hard to keep the pattern going?
- How could you give feedback to the group to improve the number of hand taps you can achieve as a group in this activity?
- Was the group focused and engaged in the activity? Did this improve your ability to keep the game going?
- How does being focused and attentive improve your ability to keep the pattern going?

**REFLECTION**

*After the activity, can the children:*

- focus their attention on performance cues that are important to the task?
- filter out distractions to perform the task at a high level?
- improve their attention and focusing skills with subsequent attempts at the task?
- sustain appropriate levels of alertness in this game?
- work collaboratively to participate in this movement task?
- provide constructive feedback when evaluating the group's performance and speak up when they have suggestions about how to improve the functioning of the team?



**Alertness**

Alertness is the state of active attention and being aware of one's surroundings. Being alert is essential to learning and performance. As children move or get involved in an activity, they must be able to attend to relevant information and ignore things that may distract their focus of attention. Moving skilfully involves learning to search and utilise key information sources in the environment. With experience and practice, children learn to attend to and concentrate on the things that matter. They then coordinate effective actions and movement solutions. Children who can sustain appropriate levels of alertness are characterised as being attentive, motivated, or fully engaged in learning activities, when practising a skill, solving a problem, collaborating with peers, or supporting others.

Some strategies to develop and strengthen children's alertness include:

1. Create interesting, challenging activities that are matched to the children's abilities and arouse curiosity.
2. Provide choice so that children can undertake activities they are interested in and can take responsibility for.
3. Guide children to explore and discover relevant information for informing movement actions.
4. Limit distractions and unnecessary sources of information that may divide the child's attention.

## Bibliography

- ACC (2017). Play smart. *Go the distance: SportSmart reference resource*. <https://www.accsportsmart.co.nz/assets/Uploads/ACC7170-ACC-SportSmart-reference-resource-9-principles.pdf>
- Arnold, P. J. (1979). Education, movement and the curriculum. In P. J. Arnold, *Meaning in movement, sport and physical education* (pp. 162–180). London: Heinemann.
- Bahari, A., (2019). Nonlinear dynamic motivation-oriented taxonomy of L2 strategies based on complex dynamics systems theory. *Journal of Language and Literature*. 19 (1, April).
- Beni, S., Fletcher, T., & Chróinín, D. N. (2019). Using features of meaningful experiences to guide primary physical education practice. *European Physical Education Review*, 25 (3), 599–615.
- Bowes, M. I. (2014). Upskilling: Rethinking skill acquisition for the 21st C. *Journal of Physical Education New Zealand*, 47 (3), 5–12.
- Bowes, M., & Ovens, A. P. (2014). Curriculum rhythm and HPE practice: Making sense of a complex relationship. *Teachers and Curriculum*, 14, 21–28.
- Brown, H. (2008). *Ngā taonga takaro: Māori sports and games*. New Zealand: Penguin.
- Brown, H. (2016). *Ngā taonga takaro II: The matrix*. New Zealand. South Pacific Books.
- Butler, J (2016) *Playing Fair: Using invented games to prevent bullying, teach democracy and promote social justice*. Champagne, IL: Human Kinetics.
- Button, C., Seifert, L., Chow, J. Y., Davids, K. A., & Araujo, D. (2020). *Dynamics of skill acquisition: An ecological dynamics approach* (2nd ed.). Champaign, IL: Human Kinetics.
- Chow, J., Davids, K., Button, C., & Renshaw, I. (2015). *Non-linear pedagogy in skill acquisition: An introduction*. Routledge.
- Cosgriff, M., Petrie, K., Burrows, L., Keown, S., Devcich, J., Duggan, D., & Naera, J. (2013), What's in a name? Re-imagining health and physical education in the primary school. *Journal of Physical Education New Zealand*. Volume 46 (3), 11–13.
- Covington, M. (1992). *Making the grade: A self-worth perspective on motivation and school reform*. Cambridge, UK: Cambridge University Press.
- Davids, K., Button, C., & Bennett, S. (2008). *Dynamics of skill acquisition: A constraints-led approach*. USA: Human Kinetics.
- Duggan, D. (2013). Moving beyond the cringe: Planning with purpose. *Journal of Physical Education New Zealand*. Volume 46 (2), 23–24.

- Dyson, B., Gordon, B., & Cowan, J. (2016). External providers and their impact on physical education in Aotearoa/New Zealand primary schools. *Asia-Pacific Journal of Health, Sport and Physical Education*, 7 (1), 3–19.
- Garbett, D., & Ovens, A. (2012). Being a teacher educator: Exploring issues of authenticity and safety through self-study. *Australian Journal of Teacher Education*, 37 (3), 43–56.
- Gibson, J. J. (1966). *The senses considered as perceptual systems*. London: George Allen & Unwin.
- Gibson, J. J. (1979). *The ecological approach to visual perception*. Boston, MA: Houghton Mifflin.
- Gillespie, L. (2003). Can physical education educate? In B. Ross & L. Burrows (eds), *It takes two feet: Teaching physical education and health in Aotearoa New Zealand* (pp. 185–194). Palmerston North: Dunmore Press.
- Gordon, B., Cowan, J., & McKenzie, A. (2013). Primary school physical education in Aotearoa/New Zealand: The voices of teachers. *Journal of Physical Education New Zealand* 46 (2), 9–12.
- Griffin, L. L., & Butler, J. I. (2005). *Teaching games for understanding: Theory, research, and practice*. Champaign, IL: Human Kinetics.
- Griffin, L., & Sheehy, D. (2004). Using the tactical games model to develop problem-solvers in physical education. In J. Wright, D. Macdonald, & L. Burrows (eds), *Critical inquiry and problem solving in physical education* (pp.199–208). London: Routledge.
- Griggs, G., & Petrie K. (eds), (2017). *Routledge handbook of primary physical education* (1st ed.). London: Routledge (New Zealand-specific content).
- Hellison, D. (2003). *Teaching responsibility through physical activity*. Champaign, IL: Human Kinetics.
- Kelso, J. A. S., (1995). *Dynamic patterns: The self-organization of brain and behaviour*. Cambridge, MA: MIT Press.
- Kelso, J. A. S., & Engstrom, D. A. (2006). *The complementary nature*. Cambridge, MA: MIT Press.
- Lawrence, J. (2018). *Teaching primary physical education* (2nd ed.). Great Britain: Sage.
- Lineham, C. (2003). The voices of our non-participants. In B. Ross, & L. Burrows (eds), *It takes 2 feet* (pp. 35–49). Palmerston North: Dunmore Press.
- Macdonald, D. (2004). Understanding learning in physical education. In J. Wright, D. Macdonald, & L. Burrows. (eds), *Critical inquiry and problem solving in physical education* (pp. 17–29). London: Routledge.
- McIntyre, J., Philpot, R., & Smith, W. (2016). HPE teachers' understanding of socially critical pedagogy and the New Zealand Health and Physical Education Curriculum. *New Zealand Physical Educator*, 49 (2), 5–9.
- Ministry of Education (1999). *Health and physical education in the New Zealand curriculum*. Wellington: Learning Media.
- Ministry of Education (2007). *Physical activity guidelines for healthy, confident kids*. Wellington: Learning Media.

- Ministry of Education (2007). *The New Zealand curriculum*. Wellington: Learning Media.
- Mosston, M., & Ashworth, S. (2008). *Teaching physical education* (1st online ed.). Retrieved from <http://www.spectrumofteachingstyles.org/ebook>
- Ng, J. L., & Button, C. (2018). Reconsidering the fundamental movement skills construct: Implications for assessment. *Movement & Sport Sciences*, 102, 19–29.
- NMSSA (2014). *National monitoring study of student achievement. Report 3: Health and physical education 2013*. Wellington: Learning Media.
- O'Connor, J., & Penney, D. (In press, 2020). Informal sport and curriculum futures: An investigation of the knowledge, skills and understandings for participation and the possibilities for physical education. *European Physical Education Review*, pp. 1–24.
- Ovens, A. P. (2010). The New Zealand Curriculum: emergent insights and complex renderings. *Asia-Pacific Journal of Health, Sport and Physical Education*, 1 (1), 27–32.
- Ovens, A. P. (2013). Criticality in HPE: Think piece 6: Disturbing practice in teacher education. *New Zealand Physical Educator*, 46 (2), 20–21.
- Ovens, A. (2020). Teaching Health and PE as though the future depends on it. *Refise (Revista de Educação Física, Saúde e Esporte)*, Limoeiro do Norte-CE, edição especial [2596-1012]
- Ovens, A. P., Dyson, B., & Smith, W. (2012). Implementing the Cooperative Learning Model in physical education: The experience of New Zealand teachers. In B. Dyson & A. Casey (Eds), *Cooperative learning in physical education* (pp. 15–26). New York: Routledge.
- Ovens, A. P., Hopper, T., & Butler, J. (2013). Reframing curriculum, pedagogy and research. In A. P. Ovens, T. Hopper, J. Butler (Eds), *Complexity thinking in physical education: Reframing curriculum, pedagogy and research* (pp. 1–13). London: Routledge.
- Ovens, A., & Smith, W. (2006). Skill: Making sense of a complex concept. *Journal of Physical Education New Zealand*, 39 (1), 72–82.
- Petrie, K. (2016). Architectures of practice: Constraining or enabling PE in primary schools. *International Journal of Primary, Elementary and Early Years Education*, 44 (5), 536–546.
- Powell, D. (2015). Assembling the privatisation of PE and the 'inexpert' teacher. *Sport, Education and Society*, 20 (1), 73–88.
- Roberts, W. L., Newcombe, D. J. & Davids, K. (2019). Application of a constraints-led approach to pedagogy in schools: Embarking on a journey to nurture physical literacy in primary physical education. *Physical Education and Sport Pedagogy*, 24 (2), 162–175.
- Sheets Johnstone, M. (2011). *The primacy of movement* (2nd ed.). USA: John Benjamins.

- Slade, D. (2010). *Transforming play: Teaching tactics and game sense*, Champaign, IL: Human Kinetics.
- Slade, D. G., Martin, A. J., & Watson, G. (2019). Developing a game and learning-centred flexible teaching model for transforming play. *Physical Education and Sport and Society*, 24 (5), 434–446.
- Smith, W. (2011). Skill acquisition in physical education: A speculative perspective. *Quest*, 63 (3), 265–274.
- Smith, W. (2013). Intentionality, coordination dynamics, and the complexity of human movement. In A. Ovens, T. Hopper, J. Butler (eds), *Complexity thinking in physical education: Reframing curriculum, pedagogy and research* (pp. 67–78). London: Routledge.
- Smith, W. (2015). Games education: A philosophy of teaching games in school HPE. *ACHPER Active & Healthy Magazine*, 22 (1), 24–30.
- Smith, W. (2016). Fundamental movement skills and fundamental games skills are complementary pairs and should be taught in complementary ways at all stages of skill development. *Sport, Education and Society*, 21 (3), 431–442.
- Smith, W. (2018). Is teaching technique important? *New Zealand Physical Educator*, 51 (2), 26–27.
- Smithells, P. (1974). Physical education: Principles and philosophies. In P. Smithells (ed.), *Physical education monographs*. Auckland: Heinemann Educational.
- Sport New Zealand (formerly Sparc; 1997). *Developing fundamental movements skills manual*. Retrieved from <https://sportnz.org.nz/assets/Uploads/attachments/managing-sport/young-people/Developing-Fundamental-Movement-Skills-Manual-Introduction.pdf>
- Sport New Zealand (2020). *Strategic priorities 2020–2021*. Retrieved from <https://sportnz.org.nz/about-us/our-publications/our-strategies/sport-new-zealand-2020-2021-strategic-priorities/>
- Sport New Zealand (2015). Physical Literacy Approach. Retrieved from <https://sportnz.org.nz/resources/physical-literacy-approach/>
- Timperley, H., Kaser, L., and Halbert, J. (2014, April). A framework for transforming learning in schools: Innovation and the spiral of inquiry. *Centre for Strategic Education, Seminar Series Paper No. 234*.
- Tinning, R. (2000). Seeking a realistic contribution: Considering physical education within HPE in New Zealand and Australia. *Journal of Physical Education*, 33 (3), 8–22.
- Tinning, R., Kirk, D., & Evans, J. (1993) *Learning to teach physical education*. Sydney: Prentice Hall.
- UNESCO (2015). *Quality physical education*. Paris: UNESCO.
- Williams, B.J., & Macdonald, D. (2015). Explaining outsourcing in health, sport and physical education. *Sport, Education and Society*, 20 (1), 57–72.

## Acknowledgements

Physical Education New Zealand – Te Ao Kori Aotearoa (PENZ) would like to thank all of those who have contributed to the development of this resource, in particular:

The principal writing team: Dr Alan Ovens, Associate Professor, University of Auckland; Dr Wayne Smith, Associate Professor, University of Auckland; and Margot Bowes (MPhil), physical and teacher education consultant.

Those who took part in the review process including: Professor Emeritus Ian Culpan and Dr Susannah Stevens, University of Canterbury; Karen Laurie, Tamariki Lead, SNZ; Natasha Hardaker, Injury Prevention Partner, ACC; Quentin Harvey and the user-testing primary school teachers; John Kingi, Rangatahi Tū Rangatira (R2R); and Harko Brown, traditional Māori games expert

Chris Chisnall Design: Chris Chisnall, graphic design

Watermark Creative: Dave Way, Stevie Madhardika, and Hannah Young, illustrations

The children and staff of Auckland Normal Intermediate; Glendowie School; Associate Professor Dawn Garbett, Board Chair; Peter Kloppers, PE specialist; and the Behn, Kucera, Mello, and Smith families for participating in the photographs

Alan Ovens, photographer

June Hannah, editor

The Ministry of Education for distributing a copy of this resource to every primary and intermediate school in New Zealand. Additional copies can be ordered through Down the Back of the Chair, the Ministry of Education's online catalogue of teaching and learning resources for schools, kura and ECE. [www.thechair.co.nz](http://www.thechair.co.nz)

For permission to adapt their games, thanks to

- Project Adventure, Inc. [www.pa.org](http://www.pa.org) (Traffic Jam, Night Train, Shark Territory, Pass the Pulse, and Zoom)
- Be Well [bewellplayed.com](http://bewellplayed.com) (Four Circle Ball)
- Dr Dennis Slade, Associate Professor, Massey University (Outlet Pass, Space Pass, and Fast Break).

Published 2021 by Sport New Zealand, Level 1, Harbour City Centre, 29 Brandon Street, Wellington 6011, New Zealand  
[www.sportnz.org.nz](http://www.sportnz.org.nz)

Text and photographs copyright © Physical Education New Zealand – Te Ao Kori Aotearoa 2020  
Illustrations copyright © Watermark Creative 2020

All rights reserved.

Enquiries should be made to the publisher.

Development services: Physical Education New Zealand – Te Ao Kori Aotearoa

ISBN 978-1-99-003700-9

Replacement copies may be ordered from Ministry of Education Customer Services,  
online at [www.thechair.co.nz](http://www.thechair.co.nz)  
by email: [orders@thechair.minedu.govt.nz](mailto:orders@thechair.minedu.govt.nz)  
or freephone 0800 660 662

Please quote item number 03700.

