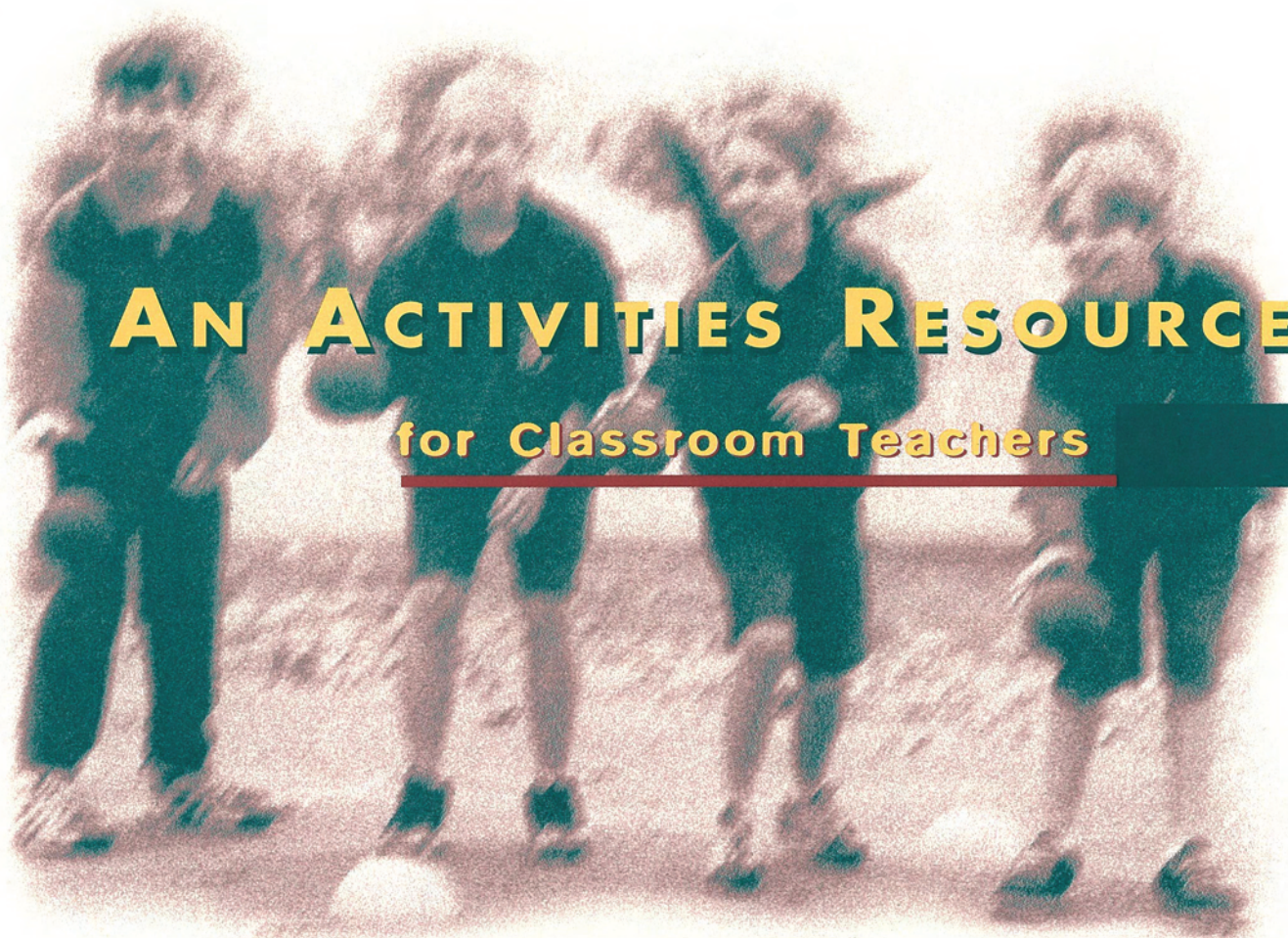


# AN ACTIVITIES RESOURCE

for Classroom Teachers



# FUNDAMENTAL MOTOR SKILLS

## An Activities Resource For Classroom Teachers



© State of Victoria

Department of Education, Victoria, 1998

Printed June 1998

Updated as a web based resource in relation to the Victorian Essential Learning Standards 2009

ISBN 0-7306-9082-2

## **Acknowledgements**

The Department of Education is pleased to acknowledge the following individuals for their contribution to the development and publication of this resource for teachers.

### **Project Management**

Ian Maddison

Mary Wilson (ACHPER Victorian Branch)

### **Writers**

Dr Jeff Walkley (Coordinating Writer)

Debra Armstrong

Phil Clohesy

### **Reviewers**

Kerryn Andersen (ACHPER Victorian Branch)

John Birchall

Ivan Cocks

Sue Kueffer

Raeline McAlister

Stephen Metcalfe

Tass Nicola

Garry Powell

Margaret Purchase

Graeme Renshaw

Gayle Rogers

Noel Stevens

The Department of Education welcomes any use of this publication within the constraints of the Copyright Act. Provided acknowledgement is made to the source, Victorian government and non-government schools are permitted to copy material freely for the purpose of teaching students in schools, or for communication with parents and others in the community. When a charge is authorised for supplying material, such charge shall be limited to direct costs only. When the material is to be sold for profit, written authority must first be obtained.

Detailed requests for uses not specifically permitted by the Copyright Act should be submitted in writing to the Copyright Officer, Department of Education, GPO Box 4367, Melbourne Vic 3001, Australia.

Published by the Physical and Sport Education Section, Department of Education, GPO Box 4367, Melbourne Vic 3001, Australia.

# FUNDAMENTAL MOTOR SKILLS

## An Activities Resource For Classroom Teachers

### Table of Contents

<b>Introduction</b>	<b>1</b>
<b>Activities</b>	
<b>Catch</b>	<b>6</b>
<b>Kick</b>	<b>16</b>
<b>Run</b>	<b>26</b>
<b>Vertical Jump</b>	<b>36</b>
<b>Overhand Throw</b>	<b>46</b>
<b>Ball Bounce</b>	<b>56</b>
<b>Leap</b>	<b>66</b>
<b>Dodge</b>	<b>76</b>
<b>Punt</b>	<b>86</b>
<b>Forehand Strike</b>	<b>96</b>
<b>Two-Hand Side-Arm Strike</b>	<b>106</b>
<b>Activity Index</b>	<b>116</b>





# Introduction

## About This Activities Resource

Fundamental Motor Skills - An Activities Resource for Classroom Teachers has been developed to complement the publication Fundamental Motor Skills - A Manual for Classroom Teachers (1996).

It is recommended that this activities resource and the manual be used in conjunction with each other. By doing so, teachers will be able to:

- identify the essential fundamental motor skills and their components
- select activities to teach fundamental motor skills
- provide specific feedback to students
- evaluate student learning
- record student progress in a clear and understandable way.

## How to Use This Activities Resource

The resource provides over 260 activities which teachers can incorporate into a school physical education program in the teaching of fundamental motor skills.

The activities relate specifically to the 11 motor skills which were previously identified as those most essential for primary school students to master:

- Catch
- Kick
- Run
- Vertical Jump
- Overhand Throw
- Ball Bounce
- Leap
- Dodge
- Punt
- Forehand Strike
- Two-Hand Side-Arm Strike

Each of these skills is presented in a separate section incorporating 24 activities. At the beginning of each skill section a common format includes:

- a series of teaching hints to assist the development of correct technique
- the identification of common errors associated with learning specific skills
- an activities summary chart which lists the activities within the specific skill section, provides a difficulty rating for each activity and identifies skill components which can be emphasised in each activity.

Although the activities have been rated according to difficulty, teachers may choose to modify an activity to a lower or higher degree of difficulty according to the ability of students.

## Issues in Teaching Fundamental Motor Skills

When teaching these activities to students, it is recommended that teachers review the information from Sections A and B in Fundamental Motor Skills - A Manual for Classroom Teachers (pages 3-14).

The following information should be remembered when teaching fundamental motor skills:

- Fundamental motor skills should be taught as part of a physical and sport education program, and not as an isolated skills program.
- Fundamental motor skills are not easy for students to learn. Teachers should aim to have students master a skill rather than just experience a skill.
- Most skills used in sports and movement activities are advanced versions of fundamental motor skills. For example, throwing in softball and cricket, the baseball pitch, javelin throw, tennis serve and netball shoulder pass are all advanced forms of the overhand throw (see Diagram 1).
- During the early primary school years (Prep - 3) students must be given the opportunity to learn the essential motor skills upon which later learning is dependent. These fundamental motor skills are often used by students at play. Table 1 (see page 2) indicates the suggested levels at which the essential fundamental motor skills should be introduced and mastered.
- During the later primary years (Years 4 - 6) students should be taught a broad range of transitional, or lead-up, motor skills and activities. Examples of skills and activities in this group include the basketball dribble, modified netball, paddle tennis and modified baseball. The skills and activities at this level may be combined or modified in various ways, practised with or without equipment and taught through individual practice or by incorporating them into game structures.
- Mastery of these fundamental motor skills by students is necessary if optimum development of higher level skills is to occur. Students who do not master these skills are less able and often less willing to persist with the difficult task of learning more complex motor skills, and will avoid activities which expose them to 'public failure'. Ultimately, such students become disillusioned and may reject participation in physical activity as part of their lifestyle.

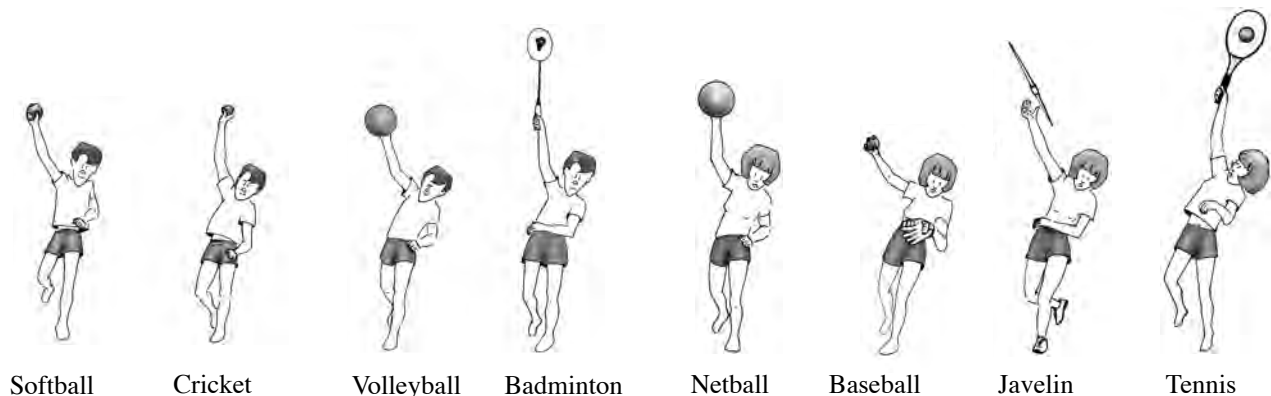


Diagram 1: Relationship Between Fundamental Motor Skills and Specific Sport Skills (Overhand Throw)  
(Source: Fundamental Motor Skills - a manual for Classroom Teachers, 1996)



Fundamental Motor Skill	Prep	Year 1	Year 2	Year 3	Year 4	Year 5
Catch	Introduced		Mastered			
Kick	Introduced			Mastered		
Run	Introduced		Mastered			
Vertical Jump	Introduced		Mastered			
Overhand Throw		Introduced			Mastered	
Ball Bounce		Introduced		Mastered		
Leap		Introduced		Mastered		
Dodge		Introduced		Mastered		
Punt			Introduced		Mastered	
Forehand Strike			Introduced			Mastered
Two-hand Side-arm Strike			Introduced			Mastered

**Table 1: Suggested Levels for the Introduction and Mastery of Essential Fundamental Motor Skills**  
(Source: *Fundamental Motor Skills - a Manual for Classroom Teachers, 1996*)

## Activities With a Learning Focus

Many of the activities included in this resource can be played as games. Games can be very motivating for students and, if used appropriately, can aid students' learning of fundamental motor skills. In contrast, games which are played for the sake of playing a game, without a learning focus, do not assist students in learning fundamental motor skills.

Examples of a learning focus in a game include the highlighting of a fundamental motor skill or components of a fundamental motor skill, a game strategy, a discussion on how to work cooperatively or how to accept winning and losing.

When an activity from this resource is used to teach a fundamental motor skill, it is important that teachers:

- remind students of the skill which will be taught during the lesson, and
- instruct students on how to perform the components of the skill throughout the lesson.

## Fundamental Motor Skills in the Curriculum

It is essential that the teaching of fundamental motor skills be integrated into all areas of a school physical education program.

Students who engage in physical education develop the knowledge, skills, understanding and motivation to seek health

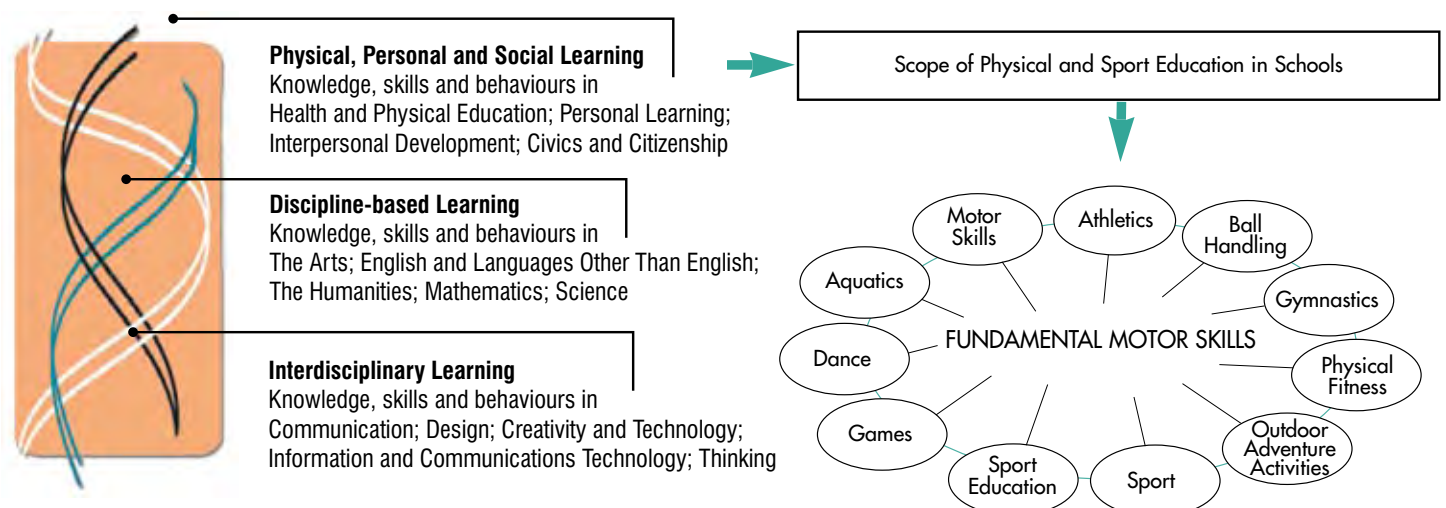
and physical competence through lifelong involvement in physical activity. Physical education seeks to promote healthy lifestyles among students.

Physical education is the process through which sport and sport education, outdoor adventure activities, dance, gymnastics, aquatics, ball handling and athletics are used to help students learn motor skills and to learn about and achieve physical fitness (see Diagram 2). Physical education activities also assist the school to develop personal and social skills in students.

It is the responsibility of teachers to ensure that students in their formative years, particularly in Years Prep - 3 develop basic physical education skills. These include the development of the essential fundamental motor skills described in this resource.

Examples of fundamental motor skills taught within the context of physical and sport education area:

- Gymnastics: run, vertical jump, leap.
- Dance: dodge, run, vertical jump, leap.
- Athletics: overhand throw, leap, vertical jump, run.
- Outdoor Adventure Activities: dodge, run, leap, vertical jump, catch.
- Sport Education: ball bounce, punt, kick, overhand throw, vertical jump, leap, catch, two-hand side-arm strike.
- Ball Handling: overhand throw, kick, catch, ball bounce, forehand strike, two-hand side-arm strike, punt.



**Diagram 2: Relationship of Fundamental Motor Skills to Physical and Sport Education Curriculum**

## Fundamental Motor Skills and the Victorian Essential Learning Standards (VELS)

The Victorian Essential Learning Standards (VELS) form the basis for curriculum and assessment in Victorian schools. There are three interrelated Strands (Physical, Personal and Social Learning; Discipline-based Learning; and Interdisciplinary Learning) which underpin the educational purpose, principles and values of the VELS.

The Health and Physical Education (HPE) domain is included in the Physical, Personal and Social Learning Strand. Within the HPE domain are two dimensions - Movement and Physical Activity and Health, Knowledge and Promotion.

The Movement and Physical Activity dimension has a strong focus on acquisition of motor skills, in:

- The Learning Focus Statements, which outline the learning that students need to focus on if they are to progress and achieve the Standards at the relevant level. (Refer to [http://vels.vcaa.vic.edu.au/downloads/vels\\_standards/velsrevisedhpe.pdf](http://vels.vcaa.vic.edu.au/downloads/vels_standards/velsrevisedhpe.pdf))
- The Standards, which define what students should know and be able to do at different levels of schooling. They are the outcomes against which student achievement will be assessed and reported on and provide valuable information about student progress which can form the basis of further teaching and intervention.

The Standards for Levels 1- 4 of Movement and Physical Activity are indicated below which highlight the strong emphasis on Fundamental Motor Skills:

Level	Movement and Physical Activity Dimension
1	At Level 1, students perform basic motor skills and movement patterns, with or without equipment, in a range of environments. They regularly engage in periods of moderate to vigorous physical activity. They use simple vocabulary to describe movement, the physical responses of their bodies to activity and their feelings about participation in physical activity. When participating in movement and physical activities, they follow rules and procedures and share equipment and space safely.
2	At Level 2, students demonstrate basic motor skills and some more complex skills. They combine motor skills and movement patterns during individual and group activities. They demonstrate control when participating in locomotor activities requiring change of speed, direction and level. They create and perform simple rhythmic movement sequences in response to stimuli. They regularly engage in sessions of moderate to vigorous physical activity and describe the link between physical activity and health. They explain the contribution rules and procedures make to safe conduct of games and activities. They use equipment and space safely.
3	At Level 3, students perform a broad range of complex motor skills. They demonstrate a wide variety of motor skills and apply them to basic, sport-specific situations. They create and perform coordinated movement sequences that contain a variety of motor skills and movement patterns. They participate regularly in physical activities for the purpose of improving skill and health, and identify and describe the components of health-related fitness. They begin to use basic games' tactics. They work with others to achieve goals in both cooperative and competitive sporting and games situations, explain the concepts of fair play, and respect the roles of officials. Students follow safety principles in games and activities.
4	At Level 4, students perform confidently and efficiently in a range of movement environments (indoor, outdoor and aquatic). They refine basic and complex motor skills and apply these skills in increasingly complex games and activities. They maintain regular participation in moderate to vigorous physical activity and monitor exercise intensity. They explain the process for improving health-related fitness. Students effectively use strategic thinking and work with both more- and less-skilled peers to improve game performance. Students work independently to improve performance. They evaluate the performance of a partner and provide constructive feedback based on performance criteria to assist skill development. Students describe and analyse the various roles required in competitive sports. They work in a group to create a game, and establish rules and procedures for its safe conduct.

## Teaching Strategies

In an effort to provide a stimulating learning environment, teachers use a variety of teaching strategies to help students achieve intended learning outcomes. Successful teachers find ways to continually provide learning opportunities for students. Listed below are strategies which can be used to provide students with an opportunity to learn fundamental motor skills.

### Tabloid Sports

- A tabloid sports lesson uses a number of activity stations.
- At each station, students participate in an activity that focuses their attention on a particular fundamental motor skill and permits them to practise and refine the skill.
- After a set period of time, students rotate to the next activity station.
- A tabloid sports lesson frees the teacher to move among students and provide feedback, encouragement and praise.

### Platoon (Facet) Teaching

- Platoon teaching involves several classes and teachers participating in physical education at one time.
- Teachers take responsibility for planning and delivering a fundamental motor skill lesson or unit.
- Teachers remain teaching the same lesson or unit while students rotate to a new teacher after each lesson or unit.

### Perceptual Motor Programs (PMP)

- PMP are usually offered to students in the lower grades and regularly involve parents as helpers.
- Small groups of students rotate through a number of activities.
- PMP can be modified to focus on the teaching of fundamental motor skills.
- Parents can be used to provide on-the-spot feedback, encouragement and praise to students in relation to the components of the fundamental motor skill being practised.
- Parents need to be well instructed prior to assisting students.

### Team Teaching

- Team teaching occurs when two or more teachers agree to split the responsibility for preparing and delivering a lesson or series of lessons.
- Using this strategy, two teachers split the responsibility for teaching a series of fundamental motor skill lessons and a series of other specialist lessons such as art, LOTE or music.
- One teacher can provide their class with a fundamental motor skill lesson and later teach the same lesson to their colleague's class.

### Focusing on a Skill

- Teachers have found that students learn best when instruction is focused.
- One such approach is when a teacher structures a lesson, or series of lessons, to focus on the teaching of a single fundamental motor skill. This approach allows the teacher to provide students with an intense, focused learning opportunity.
- Whatever the teaching approach, focusing instruction on a single fundamental motor skill helps students to learn.



## Peer/Cross-age Tutors

- Students already skilled in fundamental motor skills can be used successfully as peer/cross-age tutors.
- When teaching fundamental motor skills, peer/cross-age tutors can be used to great effect by providing an appropriate role model, individualised instruction, immediate feedback and praise.

## PE Homework

- Providing students with physical education homework is a valuable teaching strategy that can be used to encourage families and students to spend time practising fundamental motor skills.
- Students can be encouraged to teach another member of their family a fundamental motor skill.

## Pause Breaks – Spontaneous Teaching Opportunities

- On occasions, teachers find they have a few spare moments while their class is lined up waiting to enter another room, get on a bus or similar situation.
- These times provide opportunities for students to practise a fundamental motor skill.
- Students can easily do a vertical jump, run on the spot or punt an imaginary ball without equipment and using little space.

## Sport Education

- Sport education uses the motivating aspects of sport to encourage students to become actively involved in their own learning by taking on responsibility for coaching, administering and officiating in a sport season.
- Sport education can be used as a way to expose students to fundamental motor skill learning opportunities.

## Thematics

- Thematics addresses the teaching of fundamental motor skills from the perspective of identifying commonalities among skills (themes).
- Four themes exist for fundamental motor skills: locomotion (run, leap, dodge, vertical jump); reception (catch); propulsion (overhand throw, kick, punt, ball bounce) and striking (forehand strike, two-hand side-arm strike).
- Teachers can use this teaching strategy to challenge students to think carefully about the commonalities that exist among fundamental motor skills and apply that knowledge to the learning of other motor skills.

## Games With a Purpose

- Games can be used to great effect if they are used as a teaching tool.
- However, simply playing a game for the sake of playing a game is not an effective way of helping students learn.
- Teachers need to ensure that games used in teaching allow students an opportunity to practise a fundamental motor skill.

## Teaching Through Sport

- The motivating aspects of sport have been recognised by many teachers who use sport as a vehicle to teach other learning areas.
- Teachers note that many specific sport skills are refinements of fundamental motor skills.
- Teachers can plan units of instruction around a sport theme to use the motivating aspects of the sport. For example, a unit on netball would provide a teacher with an opportunity to teach any of the fundamental motor skills that form the basis of a netball skill, such as the overhand throw, vertical jump, catch, run, leap or dodge.

## Celebration Days

- During days used to celebrate special events, schools often plan special activities based on Key Learning Areas in order to provide a unique and motivating approach to teaching.
- Unique fundamental motor skill activities can be included on such a day. As an example, through a little organisation and cooperation with the local police, students can be given an opportunity to practise running through a radar trap or test the speed of their overhand throw, kick or punt using a radar gun.

## A Word About Safety

---

Teachers are responsible for ensuring the safety of their students. When planning a lesson, the teacher should consider whether the planned activities will be safe. To assist teachers, safety tips have been included in the descriptions of some activities. Other safety advice to consider includes:

- Discuss and emphasise safety practices and precautions with students when introducing a new activity.
- Provide proper supervision of activities at all times.
- Ensure an adequate warm-up to prepare students for physical activity.
- When dividing the class into groups, aim to create groups of equal ability.
- Watch for students becoming tired and adjust or change activities as appropriate.
- Organise activity areas so there is ample space between students, groups and obstacles (fences, poles, nets, bins, walls, etc).
- Pay careful attention to the suitability of the activity surface. Wet grass, wet concrete, sandy surfaces, cracked pavement and polished floors can be very dangerous to use for activities which involve students moving and changing direction quickly.
- Encourage students to wear appropriate clothing for the activity. Appropriate footwear also helps prevent accidents.
- Hoops, carpet squares and mats sometimes slip when jumped on by students.
- Be careful to select equipment that is appropriate for students' ability.
- Encourage students to drink regularly to prevent dehydration.
- Encourage students to follow sun protection practices.

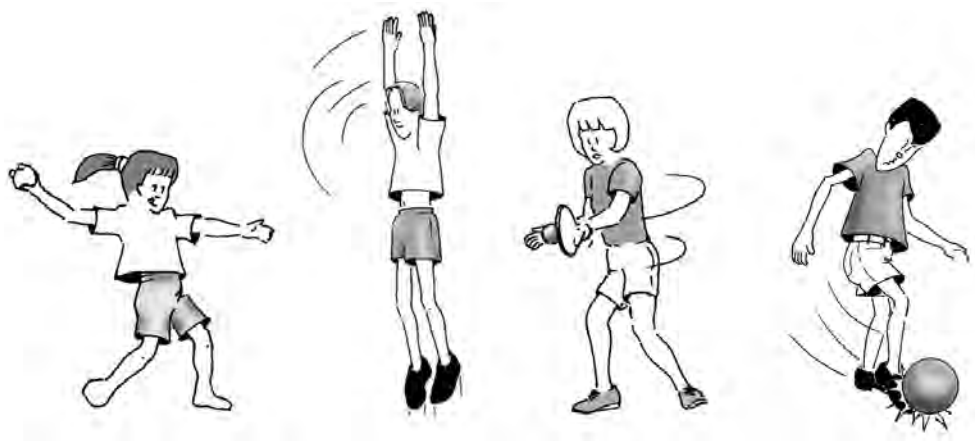
## Selected References

---

- Australian Sports Commission (1992). *Sport It! Teacher Resource Manual*. Australian Sports Commission: Canberra.
- Blake, O.W. & Volp, A.M. (1964). *Lead-up Games to Team Sports*. Prentice-Hall: New Jersey.
- Department of Education (1996). *Fundamental Motor Skills: A Manual for Classroom Teachers*. Department of Education: Victoria.
- Victorian Ministry of Education (1987). *Sport Education*. Victorian Ministry of Education, Victoria.

# Fundamental Motor Skills

## Activities



*It is recommended that the catch be introduced during Prep and mastered by the end of Year 2. Skill mastery will vary according to individual differences, and the quality and quantity of instruction.*

## TEACHING HINTS

---

- Tracking activities (watching and/or intercepting a moving object) are essential to the development of hand-eye coordination.
- Ensure an accurate thrower can deliver the ball into a catcher's hands in the early stages of learning the skill.
- Catching dropped objects reduces the need for an accurate throw.
- Soft equipment such as stuffed animals, foam shapes, nerf balls and semi-deflated balls assist confidence as there is no pain if the catch is mishandled.
- Initially use small objects and large receptacles then progress to larger balls and smaller receptacles.
- Provide adequate flight time for reaction. Students learn best if given 2-3 seconds to watch an object.
- Difficulty in catching increases as the speed of a tossed ball increases and the size of a ball decreases.
- Avoid activities and games that apply individual or group pressure while learning to catch.
- Use bean bags when first teaching the catch as they are absorbed by the hand and do not roll away.
- Progress from using a large soft object, to a middle-size object, to small object (eg a tennis ball or bean bag).

## SKILL COMPONENTS AND IDEAS TO ASSIST CORRECT TECHNIQUE

---

- 1. Eyes are focused on the ball throughout the catch.**
  - Students drop a ball and catch it after the first bounce.
  - Mark a cross on the ball and encourage the catcher to look for it during a catch.
  - Students throw various coloured bean bags and nominate the colour to be caught by a partner.
  - Students roll a ball across a table or down an incline for a partner to catch (ie the ball is in a direct path to the catcher).
  - Use soft objects (eg toys, nerf balls) to encourage confidence and watching the object.
- 2. Preparatory position with elbows bent and hands in front of body.**
  - Manually assist a student who does not move until the ball contacts the arms (ie stand behind them and manipulate their arms to move towards a thrown ball).
  - Encourage students to prepare to catch with the little fingers of the hands touching.
- 3. Hands move to meet the ball.**
  - Suspend a ball in a stocking. Swing it towards the student but just out of reach so that they must stretch their arms forwards to catch.
- 4. Hands and fingers positioned correctly to catch the ball.**
  - Students catch with a small bucket, marker cone or dome marker. This places the hands in the correct position.
  - Students drop the ball and catch it in a nest made by the hands.

- 5. Catch and control the ball with hands only.**

- Students toss a balloon then reach and catch it with their hands only.
  - Students bounce or underarm throw a ball to a partner to catch with their hands only.
  - Students underarm throw a ball to a rebound net and then catch the ball with their hands only.
- 6. Elbows bend to absorb force of the ball.**
    - Students use shallow containers to catch objects.
    - Encourage students to pretend to catch an egg or water balloon.
    - Silent catch.
    - Encourage students to catch an imaginary object (ie show the actions and practise without an object).

## COMMON PROBLEMS

---

- Taking the eyes off the object or turning the body away from the object.
- Keeping the fingers too rigid and straight in the direction of the object.
- Failure to 'give' (absorb force) with the catch.
- Failure to adjust the hands and move to the object according to its trajectory and height (the object will not always be thrown exactly into the hands).
- Inability to vary the catching pattern for objects of different weight and force.
- Inability to move body parts (ie legs, arms) into the best catching position.

## Activities Designed to Develop the Catch

ACTIVITY	Rating*	Skill Components**						PAGE
		1	2	3	4	5	6	
1. Ball Chase	Lower	✓	✓	✓	✓	✓		8
2. Catch Me If You Can	Middle	✓	✓	✓	✓	✓	✓	8
3. Bean Bag Drop	All	✓	✓	✓	✓	✓		8
4. Tricky Catches	Upper	✓		✓		✓		9
5. Hot Potato	Lower	✓	✓	✓	✓			9
6. Catch This	All	✓	✓	✓	✓	✓	✓	9
7. Surprises	Upper	✓		✓		✓		10
8. Continuous Cricket	Middle	✓	✓	✓	✓	✓	✓	10
9. Catch Newcombe	Middle	✓	✓	✓	✓	✓	✓	10
10. Throw Ball	Middle	✓	✓	✓	✓	✓	✓	11
11. Captain Ball	All	✓	✓	✓	✓	✓	✓	11
12. End Ball	Middle	✓	✓	✓	✓	✓	✓	11
13. Catch Tag	All	✓	✓	✓	✓	✓		12
14. See Saw	Middle	✓	✓	✓	✓	✓	✓	12
15. Catches Count	All	✓	✓	✓	✓	✓	✓	12
16. Call a Name	Middle	✓	✓	✓	✓	✓	✓	13
17. Roll and Stop	Lower	✓	✓	✓	✓	✓		13
18. Kick and Catch	Middle	✓	✓	✓	✓	✓	✓	13
19. You Name It	Middle	✓	✓	✓	✓	✓	✓	14
20. Step Back	All	✓	✓	✓	✓	✓	✓	14
21. Spot the Mark	All	✓	✓	✓	✓	✓	✓	14
22. Call 'n Catch	Middle	✓	✓	✓	✓	✓	✓	15
23. Shrink and Grow	All	✓	✓	✓	✓	✓	✓	15
24. Catching Tabloid	Middle	✓	✓	✓	✓	✓	✓	15

\***Rating** is an indication of the difficulty of an activity.

The rated activities are suitable for use with students as follows:

Lower: Prep-2

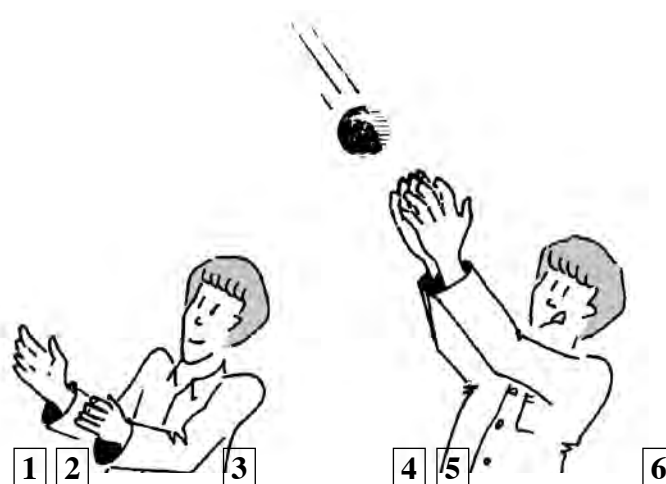
Middle: Years 3-4

Upper: Years 5-6

All: Prep-6

A rating for an activity may alter when a variation of the activity is used.

\*\***Skill Components** of the catch that can be practised using each activity are indicated with a ✓. To aid student learning, focus only on 1 or 2 components each lesson.



**Skill Components**



## Skill Components

1. Eyes are focused on the ball throughout the catch.
2. Preparatory position with elbows bent and hands in front of body.
3. Hands move to meet the ball.
4. Hands and fingers positioned correctly to catch the ball.
5. Catch and control the ball with hands only.
6. Elbows bend to absorb force of the ball.

## NO.1 BALL CHASE

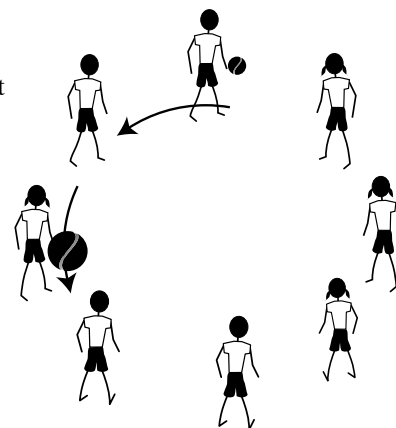
Skill Components					
1	2	3	4	5	6
√	√	√	√	√	

**Students**  
**Equipment**  
**Area**  
**Activity**

Groups of 8–10.  
2 different sized balls per group.  
Large open space.  
Students pass the balls around the circle, starting one ahead of the other (cat chases the mouse or farmer chases the rabbit etc). The activity ends when 1 ball catches up with the other.

### Variations

- Students sit in a small circle and roll the ball.
- Students kneel and pass hand to hand.
- Students throw gently with catchers using marker cones or receptacles to catch with.
- Students stand in a circle, bounce the ball and catch it in their hands only.
- Have more balls going at once in a large circle: farmer chases the horse; horse chases the dog; dog chases the cat; cat chases the mouse etc.



## NO.2 CATCH ME IF YOU CAN

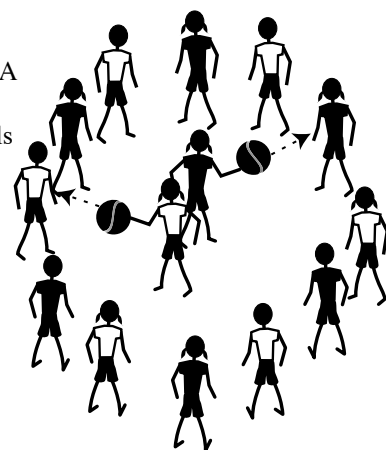
Skill Components					
1	2	3	4	5	6
√	√	√	√	√	√

**Students**  
**Equipment**  
**Area**  
**Activity**

2 groups of 6–10.  
2 tennis balls, playground balls or softballs and colour bands per 2 groups.  
Large open space.  
2 groups, 1 with colour bands, stand in alternate positions around a circle. A leader from each group stands in the centre of the circle with a ball. The leaders start by throwing their ball to each student in their group. Both balls are passed clockwise. The object of the activity is for 1 ball to catch up to and pass the other ball.

### Variations

- 1 group catches with a receptacle.
- The groups use different sized balls.
- Increase the number of groups in the activity to 3 or 4.
- Time the group to see how long the activity continues before a ball is dropped.



## NO.3 BEAN BAG DROP

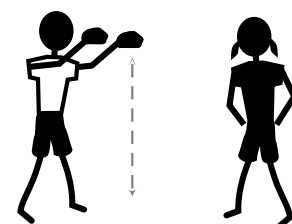
Skill Components					
1	2	3	4	5	6
√	√	√	√	√	

**Students**  
**Equipment**  
**Area**  
**Activity**

Pairs.  
1 bean bag or soft toy per pair.  
Large open space.  
Partners face each other 1 metre apart. 1 student holds a bean bag in each hand at about eye height, the other partner has their hands on their hips. 1 bean bag is dropped and must be caught by the partner before it touches the ground.

### Variations

- The partner drops 2 different coloured bean bags and nominates which should be caught.
- Vary the height from which the bean bag is dropped.
- The partner drops 2 bean bags. The student catches only 1 nominated by the partner or both (1 in each hand).
- The partner stands behind a catcher on a bench and drops a bean bag from above the catcher's head to fall in front of their face. With hands on their hips, the catcher looks forwards and catches the bean bag as it comes into view.





**Skill Components**

1. Eyes are focused on the ball throughout the catch.
2. Preparatory position with elbows bent and hands in front of body.
3. Hands move to meet the ball.
4. Hands and fingers positioned correctly to catch the ball.
5. Catch and control the ball with hands only.
6. Elbows bend to absorb force of the ball.

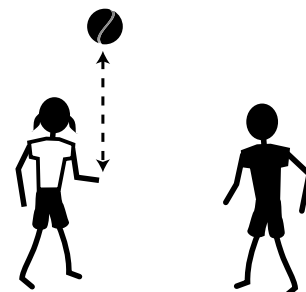


# NO.4 TRICKY CATCHES

Skill Components					
1	2	3	4	5	6
√		√		√	

**Students**  
**Equipment**  
**Area**  
**Activity**

Pairs.  
1 ball per pair.  
Large open space.  
Student 1 throws the ball up and catches it. Student 2 repeats this then makes up another slightly harder catch (eg throw, clap, catch). Student 1 repeats the last catch then makes up one slightly harder. Students continue until a catch cannot be made and then start again.

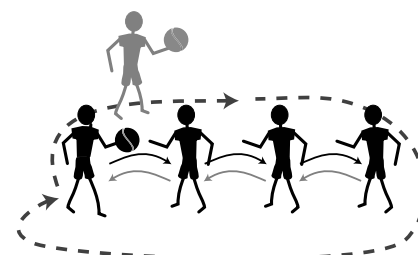


# NO.5 HOT POTATO

Skill Components					
1	2	3	4	5	6
√	√	√	√		

**Students**  
**Equipment**  
**Area**  
**Activity**

Groups of 4–6.  
1 ball or bean bag per group.  
Large open space.  
All students line up side by side, close together. A leader has the ball and passes it with a small underarm throw to the next student in the group, who passes it on. When it reaches the last student, they return it down the line. Upon receiving the ball again, the leader runs once around the group with the ball and then gives it to the new leader who starts again. The first leader moves to the end of the line. The activity continues until all students have returned to their original places.



**Variations**

- When running around the group, the leader can move in various ways (eg skip, hop, jump etc).
- When running around the group the leader may bounce the ball, dribble it with the feet, hit it with a bat etc.

# NO.6 CATCH THIS

Skill Components					
1	2	3	4	5	6
√	√	√	√	√	√

**Students**  
**Equipment**  
**Area**  
**Activity**

Pairs.  
Various sized balls per pair.  
Large open space.  
Students catch a ball delivered by their partners in the following ways:

- Dropped.
- Thrown into the air.
- Rebounded off a wall.
- Bounced.
- Ricocheted from floor to wall.
- Ricocheted from wall to floor.
- Thrown underarm.
- Thrown overarm.
- Bowled.
- Thrown while the back is turned, then on command the student turns quickly and catches the ball.

**FMS Teaching Tip**  
Students learn best when actively involved in the lesson.



## Skill Components

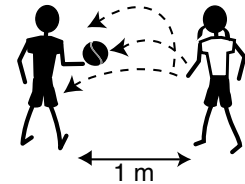
1. Eyes are focused on the ball throughout the catch.
2. Preparatory position with elbows bent and hands in front of body.
3. Hands move to meet the ball.
4. Hands and fingers positioned correctly to catch the ball.
5. Catch and control the ball with hands only.
6. Elbows bend to absorb force of the ball.

## NO.7 SURPRISES

Skill Components					
1	2	3	4	5	6
√		√		√	

**Students**  
**Equipment**  
**Area**  
**Activity**

Pairs.  
1 medium to large ball per pair.  
Large open space.  
A thrower stands 1–1.5 metres away from a catcher.  
The catcher has their hands on their thighs. The thrower chest passes quickly to the catcher, within arms distance. The passes should vary (eg some high, wide, bounced etc). The catcher must watch carefully and reach out to receive the pass and catch in their hands only. A quick return of the ball to the thrower keeps this activity moving.



## NO.8 CONTINUOUS CRICKET

Skill Components					
1	2	3	4	5	6
√	√	√	√	√	√

**Students**  
**Equipment**  
**Area**  
**Activity**

2 groups.  
2 cricket stumps (or substitute), 1 bat and 1 tennis ball per 2 groups.  
Large open space.  
The activity is played as in cricket with the following variations. The bowler continuously throws underarm, aiming to hit the stumps even when the batter is not in position. The batter continues until:

- Caught out.
- The bowler hits the wicket with the ball.
- The ball hits the batter's leg in front of the wicket.

Each student in the batting group takes a turn scoring runs. Groups then change positions.

### Variations

- Fielders must throw and catch to 3 (or more) of their group before returning the ball to the bowler.
- The batter must run if the ball and bat connect (ie tippity run).

## NO.9 CATCH NEWCOMBE

Skill Components					
1	2	3	4	5	6
√	√	√	√	√	√

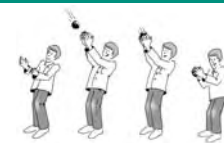
**Students**  
**Equipment**  
**Area**  
**Activity**

2 groups.  
1 volleyball net, tennis net or rope and 1 medium to large ball per 2 groups.  
Large open space.  
Set the net up with a group on either side. A student of 1 group lobs the ball into the air. The ball must be caught in the hands only and lobbed twice more by other students of the same group before it is thrown over the net. Students continue until the ball is dropped. Score as for Newcombe (ie 1 point for winning the rally when serving). First group to 15 points wins.

**FMS Teaching Tip**  
Use demonstrations to help students understand what is to be learned.

**Skill Components**

1. Eyes are focused on the ball throughout the catch.
2. Preparatory position with elbows bent and hands in front of body.
3. Hands move to meet the ball.
4. Hands and fingers positioned correctly to catch the ball.
5. Catch and control the ball with hands only.
6. Elbows bend to absorb force of the ball.



# NO.10 THROW BALL

Skill Components					
1	2	3	4	5	6
✓	✓	✓	✓	✓	✓

**Students**  
**Equipment**  
**Area**  
**Activity**

2 groups.  
4 bases, 1 chalk circle and 1 ball (size depends on ability) per 2 groups.  
Hard surface open space.  
The bases are set up in a diamond formation with a chalk bowling circle. 1 group bowls and fields, the other group catches. The bowler underarm throws from the bowling circle to the first catcher of the catching group who throws it and runs to first base. They continue running around the bases until the bowler holding the ball touches the ground in the bowling circle and calls "Stop!" Runners between bases are out. If the ball is caught, the catcher is out. The next catcher takes their turn and the game continues until all of the catching group has had a turn. Groups swap over. Any number of students may be on a base at the same time. Students may also pass each other when running between bases.

**FMS Teaching Tip**  
Be an active teacher – move among the class offering praise and advice.

# NO.11 CAPTAIN BALL

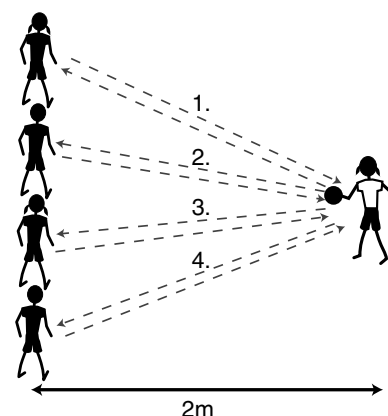
Skill Components					
1	2	3	4	5	6
✓	✓	✓	✓	✓	✓

**Students**  
**Equipment**  
**Area**  
**Activity**

Groups of 5.  
1 ball (size depends on ability) per group.  
Large open space.  
Students stand in a row, arms length apart. The captain stands 1–2 metres out in front and passes to each member of the group in turn who catches it and returns it to the captain. A new captain comes out in front and the activity continues until all have had a turn at being captain.

**Variations**

- The ball is bounced to each student.
- Vary the ball size.
- Vary the distance between the captain and group members.
- Students stand in a column (line). The captain passes the ball to student 1 who catches, returns the pass and then crouches down. The captain passes the ball over the head of student 1 to student 2, who catches, returns the pass and then crouches down. The sequence continues until all have had a turn. The last student takes the place of the captain who moves to the front of the column.



# NO.12 END BALL

Skill Components					
1	2	3	4	5	6
✓	✓	✓	✓	✓	✓

**Students**  
**Equipment**  
**Area**  
**Activity**

2 groups of 8–10.  
Colour bands or bibs and 1 medium to large ball per 2 groups.  
One third of a netball court.  
Set out end zones at either end of the area. The 2 groups are scattered throughout the area. Group 1 members throw and catch to each other to move the ball towards their end zone, while group 2 tries to intercept and control the ball. When the ball is caught on the full in a group's end zone, a point is scored by that group.

**Rules:**

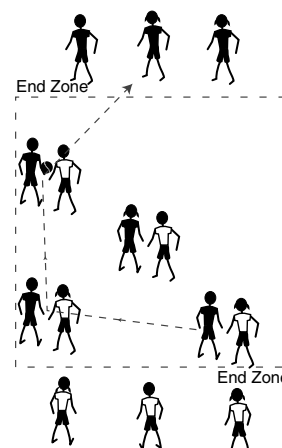
- No running with the ball.
- No contact.
- A throw must be a minimum of 1 metre in length.

**Variation**

- A student may stand in a hoop in the end zone so a more accurate pass must be delivered.

**Rules:**

- The student is not to step out of the hoop.
- No-one else is allowed in the end zone area.





## Skill Components

1. Eyes are focused on the ball throughout the catch.
2. Preparatory position with elbows bent and hands in front of body.
3. Hands move to meet the ball.
4. Hands and fingers positioned correctly to catch the ball.
5. Catch and control the ball with hands only.
6. Elbows bend to absorb force of the ball.

## NO.13 CATCH TAG

Skill Components					
1	2	3	4	5	6
√	√	√	√	√	√

**Students**  
**Equipment**  
**Area**  
**Activity**

Whole class.  
A soft foam ball per student, 1 colour band or bib and 1 bean bag per tagger.  
Large open space.  
A designated number of taggers have a colour band and a bean bag. Other students spread out in the area and run around, each with a ball. Taggers aim an underarm throw at students' legs. If hit, the tagged students throw and catch to themselves a number of times (throws must be above the head) depending on what colour the tagger wears (eg red = 4 throws, blue = 5 throws, green = 6 throws etc). When throws are completed, the student is free to run again.

### Variations

- Change the value of the colour bands.
- Increase the size of the area.
- Students have a different type of ball, with varying numbers allocated to them. When tagged, the student throws their ball according to that number (eg a football = 4 throws, a tennis ball = 3 throws etc).

**FMS Teaching Tip**  
Check for understanding – ask students to demonstrate and describe what is to be learned.

## NO.14 SEE SAW

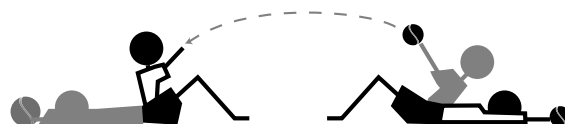
Skill Components					
1	2	3	4	5	6
√	√	√	√	√	√

**Students**  
**Equipment**  
**Area**  
**Activity**

Pairs.  
Any size or shape ball per pair.  
Large open space.  
With both knees bent and soles of their feet touching the ground, 1 student sits up, the other lies down with a ball above their head in outstretched hands. The student with the ball sits up and passes an overhead throw to the sitting student who catches the ball and rolls back into the lying position. Students repeat the actions.

### Variations

- Students count the number of catches in 30 seconds.
- Vary the ball size.



## NO.15 CATCHES COUNT

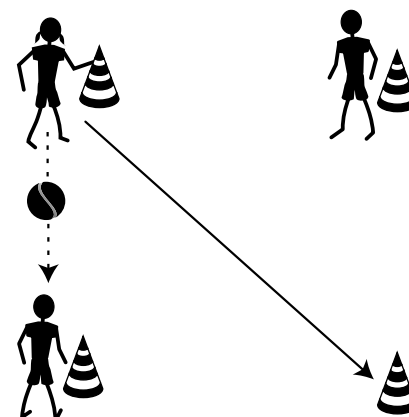
Skill Components					
1	2	3	4	5	6
√	√	√	√	√	√

**Students**  
**Equipment**  
**Area**  
**Activity**

Groups of 3.  
4 marker cones and 1 ball per group.  
Large open space.  
Each student stands at a marker, leaving 1 marker free. The student with the ball throws to either of the other students then runs to the free marker cone. Increase the pace as skills improve.

### Variations

- Vary the type of movement (eg skip, hop, jump, leap etc) to the free marker cone.
- Count consecutive catches.
- Add 1 point for each catch and deduct 1 point for a dropped ball.
- Vary the distance between marker cones.
- Vary the type and size of the ball.
- Give each marker a value and students keep score.



**Skill Components**

1. Eyes are focused on the ball throughout the catch.
2. Preparatory position with elbows bent and hands in front of body.
3. Hands move to meet the ball.
4. Hands and fingers positioned correctly to catch the ball.
5. Catch and control the ball with hands only.
6. Elbows bend to absorb force of the ball.



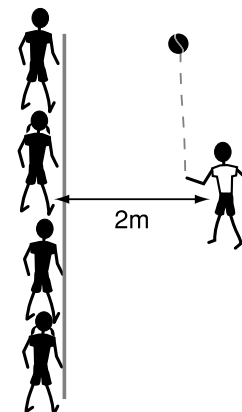
# NO.16 CALL A NAME

Skill Components					
1	2	3	4	5	6
√	√	√	√	√	√

**Students** Groups of 5–6.  
**Equipment** 1 ball (size depends on ability) per group.  
**Area** Large open space.  
**Activity** Students stand behind a line with 1 student, the leader, out in front, approximately 2 metres from the line. The leader tosses the ball straight up and calls the name of one of the other students. If that student can catch the ball on the full, they become the new leader.

**Variations**

- Allow the ball to bounce once.
- Students stand in a circle with their backs to the middle. The leader throws the ball up in the middle of the circle.
- Students may be assigned a fruit, colour, animal, to be called.
- Students are numbered and either the number is called out or a simple mathematical problem is given and the student whose number is the answer, responds.



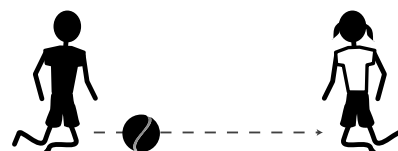
# NO.17 ROLL AND STOP

Skill Components					
1	2	3	4	5	6
√	√	√	√	√	√

**Students** Pairs.  
**Equipment** 1 medium playground ball per pair.  
**Area** Large open space.  
**Activity** Students kneel opposite each other and roll the ball with their hands towards their partner who stops the ball with their hands (fingers pointing down, palms towards the ball). They roll the ball back and forth.

**Variations**

- A third student stands between 2 students who roll the ball through the third student's straddled legs (ie under the bridge).
- Instead of a third person, students roll the ball through markers.
- Students bounce the ball instead of roll.



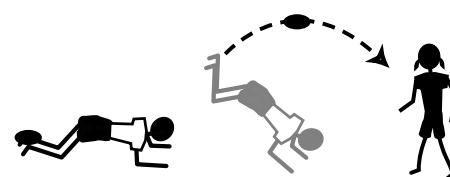
# NO.18 KICK AND CATCH

Skill Components					
1	2	3	4	5	6
√	√	√	√	√	√

**Students** Pairs.  
**Equipment** 1 bean bag per pair.  
**Area** Large open space.  
**Activity** Students place the bean bag on either foot and kick it into the air to catch. Alternate kicking foot and catching hand should also be used.

**Variations**

- Students kick the bean bag to a partner.
- Students simultaneously kick to each other.
- A bean bag can be flicked from the heel of the foot to a partner (see diagram).
- Students kick and catch sitting down or lying down.
- Students invent their own ways to kick the bean bag to a partner.



(Variation)





## Skill Components

1. Eyes are focused on the ball throughout the catch.
2. Preparatory position with elbows bent and hands in front of body.
3. Hands move to meet the ball.
4. Hands and fingers positioned correctly to catch the ball.
5. Catch and control the ball with hands only.
6. Elbows bend to absorb force of the ball.

## NO.19 YOU NAME IT

Skill Components					
1	2	3	4	5	6
√	√	√	√	√	√

**Students**  
**Equipment**  
**Area**  
**Activity**

Pairs or small groups.  
1 ball per pair or group.  
Large open space with rebound wall.  
A student throws the ball at the wall and straddle jumps the ball as it rebounds to bounce on the floor. The next student catches it and repeats the process. Each time a successful straddle jump is completed, students spell out a letter of the school name, famous person or sport group. Students continue until the word is spelt out.

### Variation

- Student 1 throws the ball at the wall for student 2 to jump and student 3 to catch.

**FMS Teaching Tip**  
Keep instructions short and to the point.

## NO.20 STEP BACK

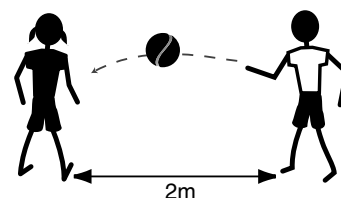
Skill Components					
1	2	3	4	5	6
√	√	√	√	√	√

**Students**  
**Equipment**  
**Area**  
**Activity**

Pairs.  
1 ball (size depends on ability) per pair.  
Large open space.  
Pairs start 2 metres apart. Students throw the ball at waist height to each other. When successfully caught, both students take a step backwards and when unsuccessful both take a step forwards.

### Variations

- Students use an overhand, lob, bounce or chest pass.
- After success, students progress to a smaller ball.



## NO.21 SPOT THE MARK

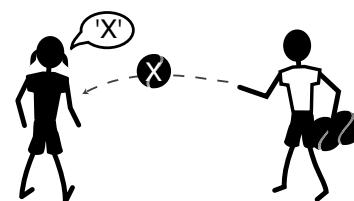
Skill Components					
1	2	3	4	5	6
√	√	√	√	√	√

**Students**  
**Equipment**  
**Area**  
**Activity**

Pairs.  
3 bean bags or 3 balls with markings on them such as an 'X' or 'O' (use a marking pen or tape) per pair.  
Large open space.  
A student holds 3 bean bags or balls with different markings which are hidden from their partner. Using an underarm lob, the student throws a bean bag/ball to the partner who identifies and calls out the marking before catching it.

### Variation

- Different coloured bean bags or balls may be used for beginner catchers to identify the colour only.



**Skill Components**

1. Eyes are focused on the ball throughout the catch.
2. Preparatory position with elbows bent and hands in front of body.
3. Hands move to meet the ball.
4. Hands and fingers positioned correctly to catch the ball.
5. Catch and control the ball with hands only.
6. Elbows bend to absorb force of the ball.



# NO.22 CALL 'N CATCH

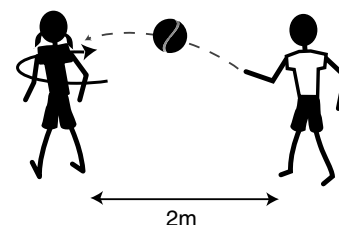
Skill Components					
1	2	3	4	5	6
√	√	√	√	√	√

**Students**  
**Equipment**  
**Area**  
**Activity**

Pairs.  
1 ball (size depends on ability) per pair.  
Large open space.  
1 student stands with their back to their partner who is 2–3 metres away with the ball. The partner calls “left”, then throws to the left of the student who quickly turns around to their left to catch the ball. The partner may call “left”, “right”, “high”, “low”. Partners swap roles.

**Variations**

- The thrower bounce passes the ball to the catcher.
- The thrower lob passes the ball to the catcher.



# NO.23 SHRINK AND GROW

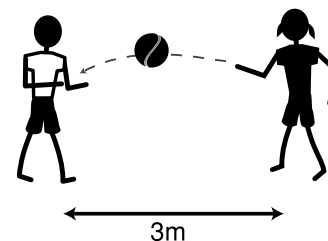
Skill Components					
1	2	3	4	5	6
√	√	√	√	√	√

**Students**  
**Equipment**  
**Area**  
**Activity**

Pairs.  
1 ball (size depends on ability) per pair.  
Large open space.  
Pairs stand 3 metres apart and underarm throw the ball to each other. The first time the ball is dropped, the students kneel on a knee. If the ball is dropped a second time, they kneel on both knees. If the ball is dropped a third time, the students crouch. If the ball is dropped a fourth time, they sit. If still standing after 10 throws, the students move back a step each.

**Variations**

- This can be played in reverse (ie students start sitting or lying and when the ball is caught, they progressively rise).
- Students use various passes (bounce, overarm, lob).



# NO.24 CATCHING TABLOID

Skill Components					
1	2	3	4	5	6
√	√	√	√	√	√

**Students**  
**Equipment**  
**Area**  
**Activity**

Whole class.  
Netballs, soccer balls, Kanga cricket balls and wicket-keeper gloves, Aussie Rules balls, Rugby balls, tee-balls and baseball/softball gloves.  
Large open space.  
Set up 6 activity stations and divide the students into 6 groups. At each station students need to be in pairs 3–4 metres apart. Students stay at each station for a designated period of time.  
**Station 1:** Netball – catch a chest pass.  
**Station 2:** Cricket – in wicket-keeper gloves, receive a ball.  
**Station 3:** Baseball/softball – catch the ball in a glove trapping it with the other hand.  
**Station 4:** Soccer – goal keeper catch a lobbed ball (above the head).  
**Station 5:** Australian Rules – catch a lobbed ball.  
**Station 6:** Rugby – receive a side or lateral pass whilst jogging.

**FMS Teaching Tip**  
Learning takes time - don't rush!

*It is recommended that the kick be introduced during Prep and mastered by the end of Year 3. Skill mastery will vary according to individual differences, and the quality and quantity of instruction.*

## TEACHING HINTS

---

- At first encourage kicking for distance, not accuracy.
- Encourage kicking with full force.
- To stop balls rolling away before the kick, place the ball on a bean bag.
- When learning to kick, a 3–4 step run-up is sufficient.
- Encourage smoothness in the kicking action.

## SKILL COMPONENTS AND IDEAS TO ASSIST CORRECT TECHNIQUE

---

### 1. Eyes are focused on the ball throughout the kick.

- Place a mark on the ball (letter or shape) and ask students to watch the mark while approaching to kick (ie keep the eyes on the ball).

### 2. Step forwards with non-kicking foot placed near the ball.

- Teach a variety of one foot balance tasks to develop the student's confidence and ability to control the body while standing on one foot. For example:
  - a. students stand on one foot and swing the other one back and forth, then shake it;
  - b. students form a circle holding hands. They stand on one foot and swing the other foot in a circle, then back and forth.
- Manually assist a student to kick by holding one hand (to help the student balance on one foot) and move their non-support foot forwards to push/kick the ball.
- Place an object (eg balance beam, chair, stool) to lean on by the student's side. This should aid balance so the student can swing one foot and kick the ball forwards.
- Place a carpet square as a starting point about one step away from the ball. Encourage the student to step off the square with one foot and kick with the other.
- Place a footprint or mark just behind and to the side of the ball to indicate the correct position for the placing of the support foot when kicking.
- Encourage students to take several steps up to the ball before kicking it.

### 3. Bend knee of kicking leg during the backswing for the kick.

- Place an object that is easily knocked over (eg foam shape, bowling pin) behind a student's kicking foot to encourage a backswing before kicking.

### 4. Hip extension and knee flexion of at least 90° during preliminary kicking movement.

- Place light objects (eg plastic bowling pins, stacks of foam shapes, detergent bottles) on the floor. On a signal, students run up to, and kick over, the objects.
- Hold the student's hand and help them swing their kicking leg back and then forwards to kick.

### 5. Contact the ball with the top of the foot.

- Physically touch the top of the student's foot to show students where they should contact the ball.
- Use soft, large stationary balls placed on bean bags to prevent the balls from rolling away.

### 6. Forwards and sideways swing of arm opposite kicking

### leg.

- Play 'Blast Off'. Students stand several steps away from a ball. On a signal they count down from 5 quickly, jog towards the ball and kick it when they say "zero" or "blast off".
  - Scatter pictures around the floor to practise leaping over, pretending to kick a ball after leaping.
- ### 7. Kicking leg follows through towards the target after ball contact.
- Place targets high on a wall or pile foam shapes on top of each other. The student must kick high. Follow through with the kicking foot in order to hit targets or knock foam shapes over.
  - Suspend an object (eg nerf ball, flat piece of cardboard, large sheet of paper) 1 metre above a ball. Upon kicking the ball the student must use a high follow-through to also kick/hit the suspended object.

## COMMON PROBLEMS

---

- Restricted or absent backswing.
- Failure to step forwards with non-kicking leg.
- Tendency to lose balance.
- Inability to kick with either foot.
- Inability to alter the speed of the kicked ball.
- Jabbing at the ball without follow-through.
- Poor opposition of arms and legs.
- Failure to use the full weight of the body to contribute to the force of the kick.
- Failure to contact the ball correctly, or missing it completely because the eyes are not focused on the ball.
- Failure to kick an adequate distance because of lack of follow-through and force production.

## Activities Designed to Develop the Kick

ACTIVITY	Rating*	Skill Components**							PAGE
		1	2	3	4	5	6	7	
1. Norwegian Ball	Middle	✓	✓	✓	✓	✓	✓	✓	18
2. Pin Ball Soccer	All	✓	✓	✓	✓	✓	✓	✓	18
3. Soccer Dodge Ball	Middle	✓	✓	✓	✓	✓	✓	✓	18
4. Long Base Soccer	Middle	✓	✓	✓	✓	✓	✓	✓	19
5. Side Line Soccer	Middle	✓	✓	✓	✓	✓	✓	✓	19
6. Three Zone Soccer	Upper	✓	✓	✓	✓	✓	✓	✓	19
7. Rotation Soccer	Upper	✓	✓	✓	✓	✓	✓	✓	20
8. Kick Ball	Middle	✓	✓	✓	✓	✓	✓	✓	20
9. Balloon Kicks	Lower	✓	✓	✓	✓	✓	✓	✓	20
10. Rebound Goal	Lower	✓	✓	✓	✓	✓	✓	✓	21
11. Skittle Scuttle	Lower	✓	✓	✓	✓	✓	✓	✓	21
12. Mat Ball	Middle	✓	✓	✓	✓	✓	✓	✓	21
13. Tunnel Kick Ball	Middle	✓	✓	✓	✓	✓	✓	✓	22
14. Circle Kick Ball	Middle	✓	✓	✓	✓	✓	✓	✓	22
15. Pass the Guard	Middle	✓	✓	✓	✓	✓	✓	✓	22
16. Kick Golf	Middle	✓	✓	✓	✓	✓	✓	✓	23
17. Goal, Goal, Goal!	All	✓	✓	✓	✓	✓	✓	✓	23
18. Bull's Eye!	Upper	✓	✓	✓	✓	✓	✓	✓	23
19. Rebound Challenge	Upper	✓	✓	✓	✓	✓	✓	✓	24
20. Move Back!	All	✓	✓	✓	✓	✓	✓	✓	24
21. Kick Away	All	✓	✓	✓	✓	✓	✓	✓	24
22. King Ball	Middle	✓	✓	✓	✓	✓	✓	✓	25
23. Try This Kick	All	✓	✓	✓	✓	✓	✓	✓	25
24. Box Ball	Lower	✓	✓	✓	✓	✓	✓	✓	25

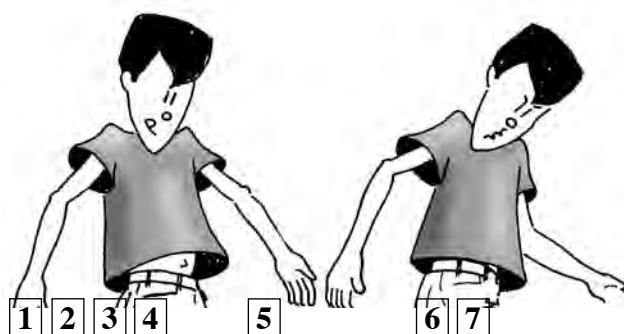
\***Rating** is an indication of the difficulty of an activity.

The rated activities are suitable for use with students as follows:

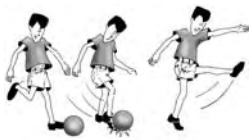
- Lower: Prep-2
- Middle: Years 3-4
- Upper: Years 5-6
- All: Prep-6

A rating for an activity may alter when a variation of the activity is used.

\*\***Skill Components** of the kick that can be practised using each activity are indicated with a ✓. To aid student learning, focus only on 1 or 2 components each lesson.



**Skill Components**



### Skill Components

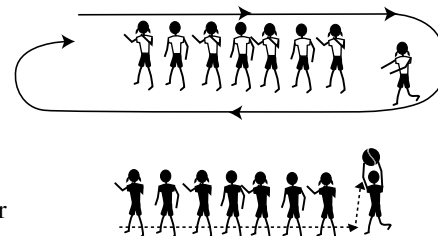
1. Eyes are focused on the ball throughout the kick.
2. Step forward with non-kicking foot placed near the ball.
3. Bend knee of kicking leg during the backswing for the kick.
4. Hip extension and knee flexion of at least 90° during preliminary kicking movement.
5. Contact the ball with the top of the foot.
6. Forward and sideward swing of arm opposite kicking leg.
7. Kicking leg follows through towards the target after ball contact.

## NO.1 NORWEGIAN BALL

Skill Components						
1	2	3	4	5	6	7
✓	✓	✓	✓	✓	✓	✓

**Students**  
**Equipment**  
**Area**  
**Activity**

2 groups of 8–12.  
1 soccer ball per 2 groups.  
Large open space.  
Group 1 lines up with the first student designated as the kicker. The object is for the kicker to kick the ball and to run around the group 3 times before group 2 in the field completes its activity. The ball can be kicked in any direction in front of the kicker. Group 2 fielders are scattered until the ball is kicked. Group 2 then run to retrieve the ball. They line up behind the person who has retrieved it. The ball is passed through each student's legs, except those of the last student, who holds the ball in the air overhead when it is received. If group 2 performs this activity before the group 1 kicker can circle the group 3 times, the kicker fails to score. After everyone in group 1 has kicked the ball, the groups change places.



### Variations

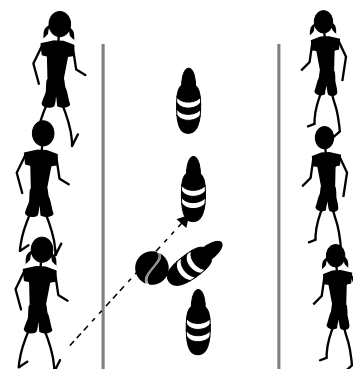
- The kicker dribbles a second ball once around group 1 instead of running 3 times.
- Group 2 passes the ball overhead to the end of the line.

## NO.2 PIN BALL SOCCER

Skill Components						
1	2	3	4	5	6	7
✓	✓	✓	✓	✓	✓	✓

**Students**  
**Equipment**  
**Area**  
**Activity**

Groups of 6–12.  
Soccer balls and skittles or milk cartons per group.  
Large open space.  
Skittles are placed midway between 2 groups. The students on opposite sides kick balls trying to knock the skittles down. The kicks must be taken from behind a line marked at least 5 metres from the skittles.



## NO.3 SOCCER DODGE BALL

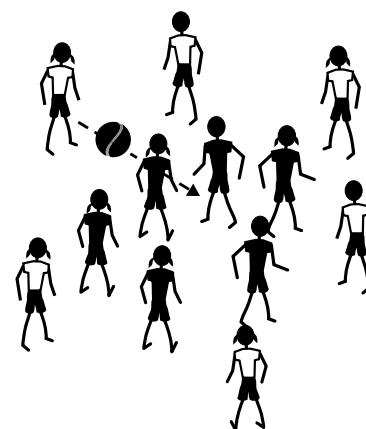
Skill Components						
1	2	3	4	5	6	7
✓	✓	✓	✓	✓	✓	✓

**Students**  
**Equipment**  
**Area**  
**Activity**

2 groups of 6–12.  
1 soft foam ball or gator ball per 2 groups.  
Large open space.  
Group 1 forms a circle around group 2. The object is for group 1 students to kick the ball to hit the group 2 students below the knees. Group 2 students may only use their hands to protect their body above the knees. If hit, they are not eliminated. After a predetermined time the groups change places.

### Variation

- Group 2 forms a small circle by holding hands. Group 1 tries to kick the ball between the students. Groups try to set a record time for getting the ball into, or keeping it out of, the inner circle.



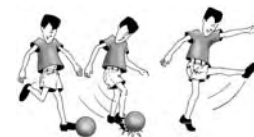
### Safety Tip

It is important that teachers instruct students to play this particular activity safely and only use soft balls.



**Skill Components**

1. Eyes are focused on the ball throughout the kick.
2. Step forward with non-kicking foot placed near the ball.
3. Bend knee of kicking leg during the backswing for the kick.
4. Hip extension and knee flexion of at least 90° during preliminary kicking movement.
5. Contact the ball with the top of the foot.
6. Forward and sideward swing of arm opposite kicking leg.
7. Kicking leg follows through towards the target after ball contact.

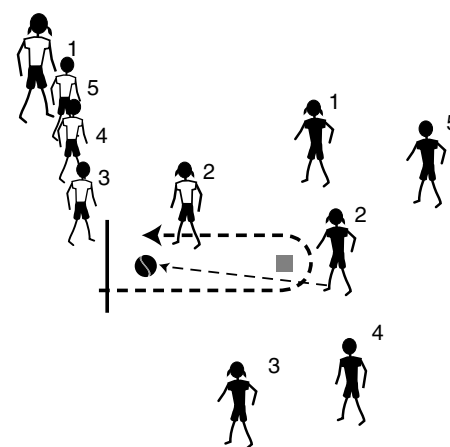


# NO.4 LONG BASE SOCCER

Skill Components						
1	2	3	4	5	6	7
✓	✓	✓	✓	✓	✓	✓

**Students** 2 groups of 5–10.  
**Equipment** 2 playground or soccer balls and 1 marker cone or base per 2 groups.

**Area** Large open space.  
**Activity** When the activity starts, group 1 is at a goal line, group 2 is in the field. The object is for group 1 students to kick the ball, run around the long base, and return home before the fielded ball crosses the goal line. Students on both groups have a number. The first student in group 1 kicks while the corresponding student in the fielding group pitches. The pitcher rolls the ball, and the kicker attempts to kick the ball as far as possible. Any ball kicked in front of the goal line is considered a fair ball. To get the kicker out, group 2 kicks to the pitcher, who then kicks the ball over the goal line aiming to beat the kicker home. The fielders may not use their hands. When all group 1 students have had a turn, groups change sides.



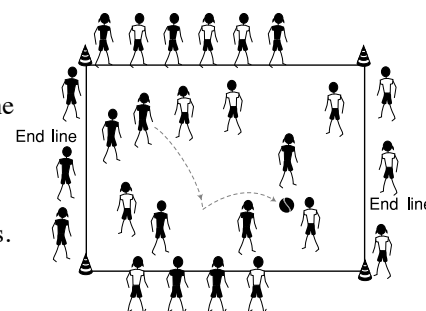
- Variations**
- Omit the pitcher and have group 1 kick from the goal line.
  - As the fielding group becomes more proficient, use a goalkeeper. The next kicker

# NO.5 SIDE LINE SOCCER

Skill Components						
1	2	3	4	5	6	7
✓	✓	✓	✓	✓	✓	✓

**Students** 2 groups of 10–15.  
**Equipment** 1 soccer, playground or gator ball and 4 marker cones per 2 groups.

**Area** Large open space.  
**Activity** The marker cones designate the activity area. Each group is divided equally into active students and sideline students. The object is for the active students to kick the ball over the end line of the other group. None of the students may use their hands. The active students play soccer positions and rules. Sideline students keep the ball from going out of bounds and pass it back to one of the active students. They can be used to advance the ball, however goals may only be made by active students. The active students on the end lines serve as goalies. Following a score the active students are rotated with sideline students.



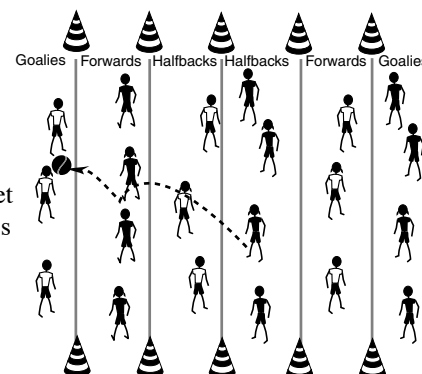
- Variation**
- Use a goal and goalkeeper.

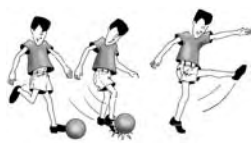
# NO.6 THREE ZONE SOCCER

Skill Components						
1	2	3	4	5	6	7
✓	✓	✓	✓	✓	✓	✓

**Students** 2 groups of 9, 12 or 15.  
**Equipment** 1 soccer, playground or gator ball and 10 marker cones per 2 groups.

**Area** Large open space.  
**Activity** Each group is divided into 3 equal groups of goalies, halfbacks and forwards. The goalies are on the end line, the halfbacks in the middle zone of the field, and the forwards are between the halfbacks and the opposing goalies. The object is for the forwards to kick the ball, below shoulder level, over the end line past the goalies. The halfbacks try to get the ball to their forwards. All students must remain in their zone. Goalies may use their hands. Students rotate after each score.





## Skill Components

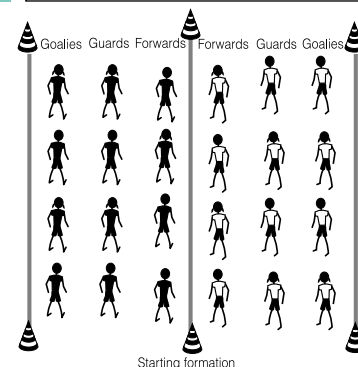
1. Eyes are focused on the ball throughout the kick.
2. Step forward with non-kicking foot placed near the ball.
3. Bend knee of kicking leg during the backswing for the kick.
4. Hip extension and knee flexion of at least 90° during preliminary kicking movement.
5. Contact the ball with the top of the foot.
6. Forward and sideward swing of arm opposite kicking leg.
7. Kicking leg follows through towards the target after ball contact.

## NO.7 ROTATION SOCCER

**Students**  
**Equipment**  
**Area**  
**Activity**

2 groups of 9, 12 or 15.  
1 playground, soccer or gator ball and 6 marker cones per 2 groups.  
Large open space.  
Each group is divided into 3 equal groups of forwards, guards, and goalies. The object is for the forwards to kick the ball below shoulder level over their opponent's end line. The forwards play in their opponent's half of the field, and the goalies are on the end line. The goalies may use their hands to defend the goal. The activity starts with a kick-off at the centre, with every student in their own half of the field. Whenever a point is scored, positions are rotated within each group. After each score, the group which has been scored against, kicks off.

Skill Components						
1	2	3	4	5	6	7
✓	✓	✓	✓	✓	✓	✓



Skill Components						
1	2	3	4	5	6	7
✓	✓	✓	✓	✓	✓	✓

## NO.8 KICK BALL

**Students**  
**Equipment**  
**Area**  
**Activity**

2 groups of 8–14.  
1 ball and 4 marker cones or softball bases per 2 groups.  
Large open space.  
The marker cones or bases are placed in a diamond formation, approximately 15 metres apart. The activity is a variation of softball/baseball. 1 group is designated the kickers, the other group the fielders. Fielders are scattered, some standing near the bases. Each student in the kicking group takes a turn to kick a stationary ball into the fielding area and immediately runs towards first base and continues running towards second, third and home bases. The kicked ball is intercepted by a fielder who throws it to the fielder standing on the base towards which the kicker is running. If the ball beats the kicker to the base, the kicker is out. There is no limit to the number of kickers who can be on a base at any one time. Kickers cannot be tagged or caught out. Runs are scored each time a kicker successfully returns to home base.

### Variations

- Students use the alternate foot to kick the ball.
- Vary the distance between the cones.
- Set a target (eg 10 runs) so that both groups can achieve success.
- Students from the kicking group roll ('pitch') the ball so that the kicker can kick a moving ball.
- Fielders 'kick pass' the ball to base students when attempting to beat the kicker to a base.

**FMS Teaching Tip**  
Offer students many and varied practice opportunities.

## NO.9 BALLOON KICKS

**Students**  
**Equipment**  
**Area**  
**Activity**

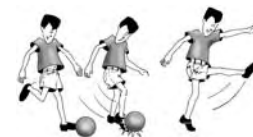
Individuals or pairs.  
1 balloon per student.  
Large open space.  
Students complete a series of activities. If working in pairs, students rotate after each turn.

- Students kick the balloon back and forth aiming to keep it airborne for as long as possible.
- Students place the balloon on the ground. Using a 3–4 step approach, they forcefully kick the balloon into the air. Once the balloon touches the ground, students repeat this activity aiming to improve the length of time the balloon is airborne.
- Students stand 2 metres apart. 1 student places the balloon on the ground and using a 3–4 step approach, forcefully kicks the balloon into the air. Immediately the balloon becomes airborne, the kicker runs around their partner and back to where the balloon was kicked. If the kicker returns before the balloon touches the ground, they repeat the activity. Each time a kicker 'beats the balloon', their partner takes 1 step back to increase the distance to be run the next time.
- Give students 3–4 minutes to create their own balloon kicking activity which they demonstrate to the class. The class is then given 3–4 minutes to try the new activity.
- Students can score a point each time a kicking activity is successfully completed. They may compare their score to a set target or to a previous personal best.

Skill Components						
1	2	3	4	5	6	7
✓	✓	✓	✓	✓	✓	✓

**Skill Components**

1. Eyes are focused on the ball throughout the kick.
2. Step forward with non-kicking foot placed near the ball.
3. Bend knee of kicking leg during the backswing for the kick.
4. Hip extension and knee flexion of at least 90° during preliminary kicking movement.
5. Contact the ball with the top of the foot.
6. Forward and sideward swing of arm opposite kicking leg.
7. Kicking leg follows through towards the target after ball contact.



# NO.10 REBOUND GOAL

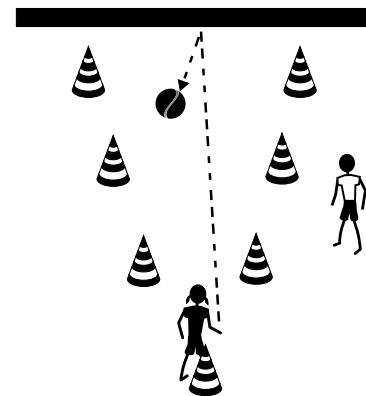
Skill Components						
1	2	3	4	5	6	7
✓	✓	✓	✓	✓	✓	✓

**Students**  
**Equipment**  
**Area**  
**Activity**

Pairs.  
1 ball and 7 marker cones per pair.  
Open space with rebound wall.  
The marker cones are positioned from the wall to make 3 sets of goals spaced 2–3 metres apart. The width of each goal should vary, with the widest goal closest to the wall and the narrowest goal furthest from the wall. Place the last cone 1–2 metres behind the furthest goal to make a goal post. A kicker places the ball next to the goal post and kicks it towards the wall, aiming to rebound it through each goal to hit the goal post. The partner stands near the goal post and returns the ball to the kicker until it is their turn. Continue the activity so that each student completes several sets of 10 kicks. Students can accumulate points for each goal as individuals or pairs. Score 2 points for the widest goal, 4 points for the next goal, 6 points for the narrowest goal and 8 points for hitting the goal post.

**Variations**

- Students alternate their kicking foot.
- Vary the goal widths.
- Vary the distance between the kicker and the rebound wall.
- Alter the rebound angle of the ball to increase the difficulty of the activity.



# NO.11 SKITTLE SCUTTLE

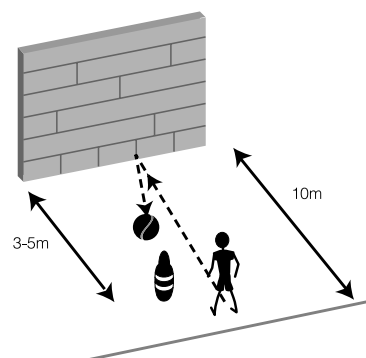
Skill Components						
1	2	3	4	5	6	7
✓	✓	✓	✓	✓	✓	✓

**Students**  
**Equipment**  
**Area**  
**Activity**

Individuals or pairs.  
1 ball and 1 skittle or marker cone per student or pair.  
Open space with rebound wall.  
The aim of the activity is to kick the ball so that it rebounds off a wall to hit a skittle. Students initially place their skittle 3–5 metres from the wall. They place their ball next to the skittle and kick it, aiming to hit their skittle on the rebound. If the skittle is knocked over (scuttled), the skittle is moved 1 metre further away from the wall. If the skittle is missed, the skittle is moved 1 metre closer to the wall. A goal line can be set 10 metres from the rebound wall. A goal is scored when a student has successfully progressed the skittle, metre by metre, back across the goal line.

**Variations**

- Students alternate their kicking foot.
- Vary the angle of the rebound to increase the difficulty of the activity.



# NO.12 MAT BALL

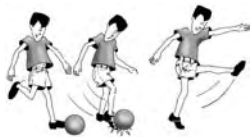
Skill Components						
1	2	3	4	5	6	7
✓	✓	✓	✓	✓	✓	✓

**Students**  
**Equipment**  
**Area**  
**Activity**

Groups of 6–12.  
1 ball, 1 large mat and 1 marker cone per group.  
Large open space.  
Group 1 is designated the kickers, group 2 the fielders. Group 1 students stand next to the marker cone at home base. Each student takes turns to kick the ball and run to a base (the mat) positioned 20–25 metres away. The kicker may remain on the base or return to home. Group 2 students are scattered throughout the playing area. When the ball is kicked, a fielder retrieves it and stands with the ball held overhead. All other fielders run to line up behind the fielder. When in line, the ball is moved down the line (either passed overhead, tunnel balled or woven in and out) to the last fielder, who runs to the front of the line and holds the ball overhead. A kicker is out if they do not reach the mat or home base before the fielding group has finished their activity. A run is scored each time a kicker successfully returns to home base. Continue until every group 1 student has had a turn. Groups change places and repeat the activity.

**Variations**

- Vary the distance between home base and the mat.
- Students alternate their kicking foot.



### Skill Components

1. Eyes are focused on the ball throughout the kick.
2. Step forward with non-kicking foot placed near the ball.
3. Bend knee of kicking leg during the backswing for the kick.
4. Hip extension and knee flexion of at least 90° during preliminary kicking movement.
5. Contact the ball with the top of the foot.
6. Forward and sideward swing of arm opposite kicking leg.
7. Kicking leg follows through towards the target after ball contact.

## NO.13 TUNNEL KICK BALL

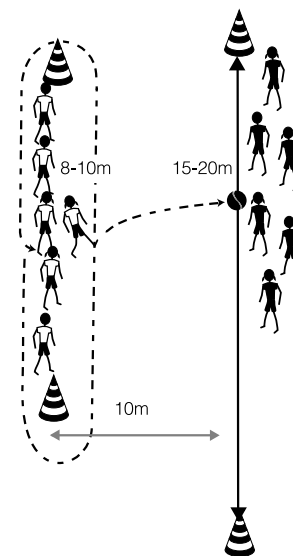
**Students**  
**Equipment**  
**Area**  
**Activity**

2 groups of 6–12.  
1 ball and 4 marker cones per 2 groups.  
Large open space.  
2 marker cones are placed 8–10 metres apart. Group 1, the kicking group, lines up between the cones. The remaining 2 marker cones are placed 10 metres out in front of group 1 and 15–20 metres apart to create a centre line. Group 2, the fielding group, is scattered behind the centre line. The first student of group 1 kicks a ball over the centre line and runs around their group and the marker cones between which the group is standing. Meanwhile, when a fielder intercepts the ball, all other fielders run to line up behind them. When the line is made, the ball is tunnel-balled through the group, picked up by the last student in the line, carried to the front of the line and held overhead. Continue until every group 1 student has had a turn at kicking. Groups change places and repeat the activity. A run is scored when a kicker runs around their group before the fielding group has completed their activity.

### Variations

- Students alternate their kicking foot.
- Vary the distance between the cones.
- Set a score target (eg 10) so that both groups can achieve success.

Skill Components						
1	2	3	4	5	6	7
✓	✓	✓	✓	✓	✓	✓



## NO.14 CIRCLE KICK BALL

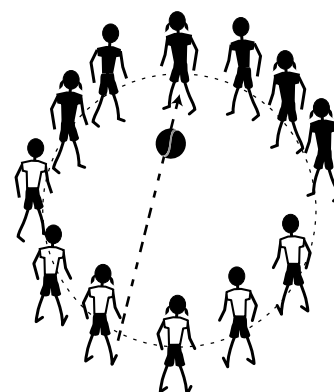
**Students**  
**Equipment**  
**Area**  
**Activity**

2 groups of 6–20.  
1 soft/foam ball per 2 groups.  
Large open space.  
1 group stands so that the students create one half of a circle, the other group completes the other half of the circle. All students stand 1 metre apart. Students attempt to kick the ball below knee height through the other group's half circle. A student from each group is allowed to retrieve the ball if it has stopped in their half. Students may stop the ball with any part of their body. Each group starts with 20 points and loses 1 point every time the ball passes through their half circle.

### Variations

- Use 4 groups where each group is assigned a quarter circle rather than a half circle.
- Students form a square.

Skill Components						
1	2	3	4	5	6	7
✓	✓	✓	✓	✓	✓	✓



## NO.15 PASS THE GUARD

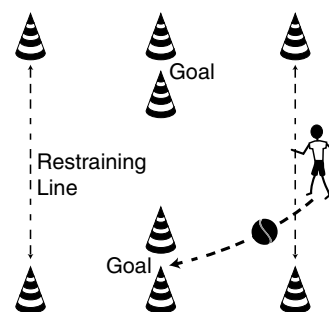
**Students**  
**Equipment**  
**Area**  
**Activity**

Groups of 3–11.  
1 ball and 8 marker cones per group.  
Large open space.  
2 cones are placed 5–7 metres apart to mark a restraining line. Position another restraining line of similar size 10–15 metres from the first. Use the remaining 4 cones to create 2 goals about 2 metres wide and an equal distance from each restraining line. 1 student becomes a guard and stands in the middle of the activity area guarding both goals and aiming to prevent any kicked ball from passing through either goal. Other members of the group position themselves behind the restraining lines in equal numbers and kick the ball through either goal. If the ball is intercepted, the guard returns the ball to the opposite restraining line. Each student takes turns guarding the goals for a set number of kicks (eg 20). The guard starts with 20 points and loses 1 point for each goal scored during their turn.

### Variations

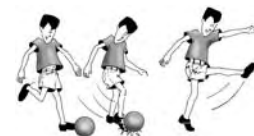
- Students alternate their kicking foot.
- Vary the goal widths and/or point value for each goal.
- Vary the distance between the goals and restraining lines.

Skill Components						
1	2	3	4	5	6	7
✓	✓	✓	✓	✓	✓	✓



**Skill Components**

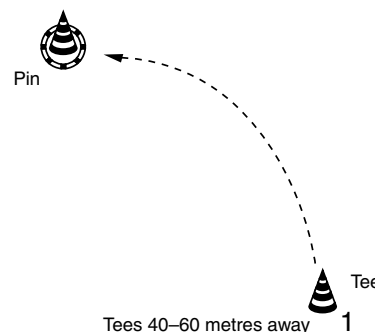
1. Eyes are focused on the ball throughout the kick.
2. Step forward with non-kicking foot placed near the ball.
3. Bend knee of kicking leg during the backswing for the kick.
4. Hip extension and knee flexion of at least 90° during preliminary kicking movement.
5. Contact the ball with the top of the foot.
6. Forward and sideward swing of arm opposite kicking leg.
7. Kicking leg follows through towards the target after ball contact.



# NO.16 KICK GOLF

**Students** 9 groups of 3–4.  
**Equipment** 1 ball per student, 18 marker cones and 9 hoops.  
**Area** Large open space.  
**Activity** Each group is allocated 2 cones and 1 hoop. The groups are numbered from 1–9. Each group sets up a ‘hole’ by placing a cone (the pin) in a hoop (the hole) to act as the target and the remaining cone 40–60 metres away to act as a tee-off area. Group 2 sets up their hole near group 1, group 3 sets up their hole near group 2 and so on until a 9-hole kicking golf course is set up. Students play a round of 9-hole kicking golf aiming to complete the course in the lowest possible score. Groups move from hole to hole in the sequence. Initially each group moves to the hole set up by the group with a number 1 higher than theirs. Each kick adds 1 to a student’s score for the round. To reduce the set up time, a teacher may set up the 9-hole course prior to the arrival of the students.

Skill Components						
1	2	3	4	5	6	7
✓	✓	✓	✓	✓	✓	✓



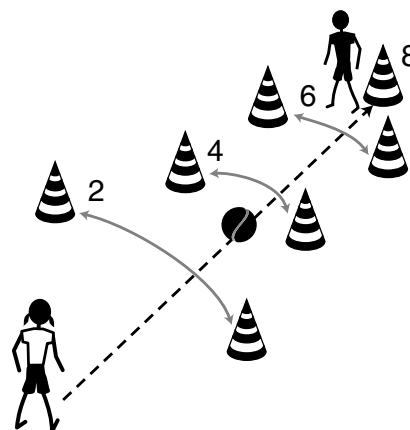
**Variations**

- Students use score cards.
- Establish handicaps for students.

# NO.17 GOAL, GOAL, GOAL!

**Students** Pairs.  
**Equipment** 1 ball and 7 marker cones per pair.  
**Area** Large open space.  
**Activity** Place marker cones to create 3 sets of goals, spaced 4–5 metres apart. The width of each goal should vary, with the widest goal closest to the kicker and the narrowest goal furthest from the kicker. Place the last cone 2–3 metres behind the most distant goal. This is the goal post. Students stand at least 5 metres away from the widest goal and aim to kick the ball through each goal to hit the goal post. The ball is fielded and returned by a partner. Each student kicks the ball a set number of times, then swaps with their partner. Score 2 points for the widest goal, 4 points for the next goal, 6 points for the narrowest goal and 8 points for hitting the goal post.

Skill Components						
1	2	3	4	5	6	7
✓	✓	✓	✓	✓	✓	✓



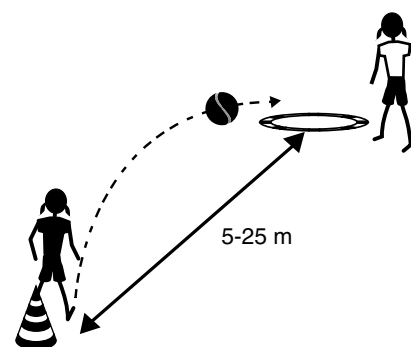
**Variations**

- Students alternate their kicking foot.
- Vary the goal widths.
- Vary the distance between the kicker and the goals.

# NO.18 BULL'S EYE!

**Students** Pairs.  
**Equipment** 1 ball, 1 hoop and 1 marker cone per pair.  
**Area** Large open space.  
**Activity** 1 student places the hoop on the ground 5–25 metres away from the cone. The other student places the ball near the cone and kicks it to rest in the hoop. The partner stands near the hoop and returns the ball. The activity continues so that each student completes several sets of 10 kicks. Hoop placement may be varied for each set of 10 kicks. Each kicker starts the activity with 100 points and loses 1 point if the ball does not come to rest in the hoop.

Skill Components						
1	2	3	4	5	6	7
✓	✓	✓	✓	✓	✓	✓



**Variations**

- Students alternate their kicking foot.
- Use 3 or 4 overlapping hoops to create a larger clover-leaf shaped goal.





### Skill Components

1. Eyes are focused on the ball throughout the kick.
2. Step forward with non-kicking foot placed near the ball.
3. Bend knee of kicking leg during the backswing for the kick.
4. Hip extension and knee flexion of at least 90° during preliminary kicking movement.
5. Contact the ball with the top of the foot.
6. Forward and sideward swing of arm opposite kicking leg.
7. Kicking leg follows through towards the target after ball contact.

## NO.19 REBOUND CHALLENGE

Skill Components						
1	2	3	4	5	6	7
√	√	√	√	√	√	√

**Students**  
**Equipment**  
**Area**  
**Activity**

Pairs.  
1 ball, 1 hoop and 1 marker cone per pair.  
Open space with rebound wall.  
1 student places a hoop at least 10 metres away from a rebound wall and a cone 10–15 metres away from the same wall. The aim of the activity is to kick the ball from the cone so that it rebounds off the wall and comes to rest in the hoop. 1 student acts as the kicker and has 10 attempts. The partner stands near the hoop and returns the ball until it is their turn. Continue the activity until each student has completed several sets of 10 kicks. The hoop and cone placement may be varied for each set of 10 kicks. Each kicker starts the activity with 100 points and loses 1 point if the ball does not come to rest in the hoop.

**FMS Teaching Tip**  
Success breeds success.  
Plan activities so students regularly achieve success.

### Variations

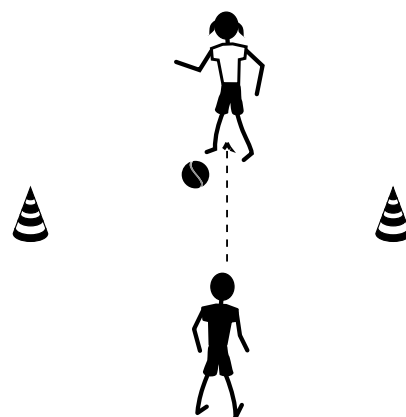
- Students alternate their kicking foot.
- Use 2 or 3 overlapping hoops to create a larger clover-leaf shaped goal.
- Alter the rebound angle of the ball to increase the difficulty of the activity.

## NO.20 MOVE BACK!

Skill Components						
1	2	3	4	5	6	7
√	√	√	√	√	√	√

**Students**  
**Equipment**  
**Area**  
**Activity**

Pairs.  
1 ball and 2 marker cones per pair.  
Large open space.  
Place the marker cones 2 metres apart to form a 'goal'. Students stand an equal distance from either side of the goal. They aim to kick the ball through the goal to their partner. A goal entitles the kicker to move back 1 step. After a missed goal, the kicker moves forwards 1 step. Pairs score a point each time a goal is kicked. The activity continues with students aiming to increase the distance between each other to reach a distance set by the teacher.



### Variations

- Students alternate their kicking foot.
- Vary the goal width.

## NO.21 KICK AWAY

Skill Components						
1	2	3	4	5	6	7
√	√	√	√	√	√	√

**Students**  
**Equipment**  
**Area**  
**Activity**

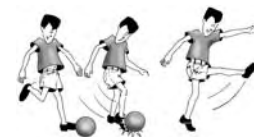
Groups of 4.  
1 ball per group.  
Large open space.  
3 students stand 10 metres apart forming a triangle. The fourth student stands in the middle of the triangle. The students kick the ball to each other while the student in the middle attempts to intercept the ball. If successful, the student changes places with the student who kicked the ball. Students rotate positions after 7–10 successive kicks.

### Variations

- Students alternate their kicking foot.
- Vary the distance between students.
- Students move out of the triangle formation.

**Skill Components**

1. Eyes are focused on the ball throughout the kick.
2. Step forward with non-kicking foot placed near the ball.
3. Bend knee of kicking leg during the backswing for the kick.
4. Hip extension and knee flexion of at least 90° during preliminary kicking movement.
5. Contact the ball with the top of the foot.
6. Forward and sideward swing of arm opposite kicking leg.
7. Kicking leg follows through towards the target after ball contact.



# NO.22 KING BALL

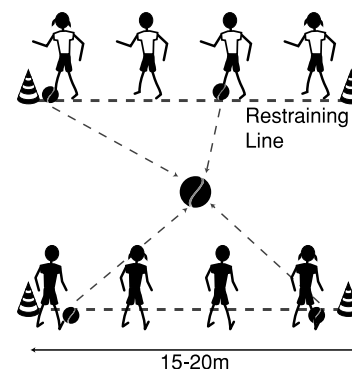
Skill Components						
1	2	3	4	5	6	7
√	√	√	√	√	√	√

**Students**  
**Equipment**

2 groups of 4–8.  
1 foam, nerf, gator or playground ball per 2 students. 1 large ball, large balloon or cardboard box and 4 marker cones per 2 groups.

**Area**  
**Activity**

Large open space.  
Set the marker cones to create 2 restraining lines, 15-20 metres apart. The 2 groups line up at opposite ends. The large ball, balloon or box (the 'king ball'), is placed in the centre of the area. On a signal, students kick their ball aiming to knock the king ball to the opposite side and over the restraining line of the other group. Balls stranded in the activity area can be retrieved by designated students during a 5-second pause in play. Groups score a goal each time the king ball is knocked past the opposition's restraining line.



**Variations**

- Students alternate their kicking foot.
- Use more than 1 king ball.
- Vary the distance between the restraining lines.

# NO.23 TRY THIS KICK

Skill Components						
1	2	3	4	5	6	7
√	√	√	√	√	√	√

**Students**  
**Equipment**  
**Area**  
**Activity**

Pairs or groups of 3.  
1 playground ball per pair or group.  
Large open space.  
Students are challenged to see what happens when they try to kick using incorrect technique. Students, in turn, have 5 attempts to kick a ball to their partner. Encourage students to explore what happens when they try to kick the ball:

- with one eye closed or both eyes closed
- with no run-up
- when stepping past or well behind the ball
- with the toes
- without a back swing or follow-through of the kicking leg
- while keeping their arms at their side during the kick
- while keeping their kicking leg straight during the kick.

Students follow-up each activity by contrasting the incorrect technique with the correct technique. Class discussions could occur on the best

# NO.24 BOX BALL

Skill Components						
1	2	3	4	5	6	7
√	√	√	√	√	√	√

**Students**  
**Equipment**  
**Area**  
**Activity**

Groups of 3–4.  
1 foam, nerf, gator or playground ball per 2 students and 1 cardboard box per group.  
Open space with rebound wall.  
The box is placed 5 metres from the wall. The aim of the activity is to kick the ball to hit the box so that the box is moved and hits the wall. The students stand 7–10 metres from the wall and take turns kicking the ball. Each kick is taken from the same place. Various challenges can be set for students (eg how few kicks it takes the group to move the box to the wall). Students can set up a scoring system and accumulate points; 1 point for hitting the box, 3 points for hitting the box into the wall.

**FMS Teaching Tip**  
A good role model is a valuable teaching aid.

**Variations**

- Students alternate their kicking foot.
- Use more than 1 box, each with different point values.
- Vary the distance to be kicked.

*It is recommended that the run be introduced during Prep and mastered by the end of Year 2. Skill mastery will vary according to individual differences, and the quality and quantity of instruction.*

## TEACHING HINTS

- Provide opportunities to learn how to run – not just opportunities to run.
- Use short distances with many repeats.
- Promote light, quick movements, with a relaxed body.
- Encourage students to keep their eyes on a focused target until slowing down.
- Correct technique includes knees up to the horizontal position, elbows bent, head still, elbows in.
- Encourage students to contact the ground with a heel-toe action, with the ball of the foot used to push off for the walk/jog.

## SKILL COMPONENTS AND IDEAS TO ASSIST CORRECT TECHNIQUE

### 1. Eyes focused forward throughout the run.

- A group leader holds up one of a variety of coloured objects at a distance of 20–30 metres away. A runner whispers the colour of the object to the group leader at the completion of the run.
- Runners cover a short distance with their eyes closed and then with their eyes open.
- Mirror running: groups of 3 or 4 run one behind the other 2–3 metres apart. Runners focus on the back of the head of the person in front of them.
- Students wear caps back to front and run in waves 5 metres behind each group. Runners attempt to read the preceding runner's cap.

### 2. Knees bend at right angles during the recovery phase.

- Instruct students to kick their heels to their buttocks while running.
- Similarly, students can run with their arms held straight down behind their body, and kick their heels to touch their hands. Knees point down throughout the exercise.
- Heel flicks on the spot to a rhythm (eg students jog on the spot to a beat, the heel flicks to their buttocks while clapping the beat).
- A student runs on the spot. A partner squats behind the runner with their hands outstretched at a height where the heels of the runner will touch.
- Knee slaps: on the spot, students hold hands in front at hip level and 'sprint' to slap knees and hands.
- Exaggerated skipping with a high knee lift, elbows bent and arms swinging.
- Students run up steps.
- Students march on the spot.

### 3. Arms bend at elbows and move in opposition to legs.

- Sitting on the floor, students hold relay batons or rulers in each hand and swing the arms back and forth with bent elbows.
- As above, a partner stands behind with outstretched hands at approximately shoulder height so that the runner's elbows touch the outstretched hands.
- Race walking: students use exaggerated arm movements.
- Continuous scissor jumping: beginning in a forward stride position (right foot and left arm forwards), students jump on the spot and reverse arms and legs. They repeat the exercise building up the rhythm.

- Ask students to sprint with their arms held straight by their side and then compare this with what it feels like to sprint with bent elbows.
  - Working in groups of 3, one student stands in front of the runner and the other stands behind. Both raise their hands high so that the runner can swing their arms in a running action. Hands or elbows make contact with the raised hands of partners at the front and back respectively.
  - As above, 2 extra people stand close to each side of the runner to encourage keeping the elbows in.
  - Students sprint short distances with batons/rulers in each hand.
  - March on the spot: legs first then arms join in to match legs in opposition.
- 4. Contact ground with front part of foot.**
- Practise changing pace (and limb movements) by using letter cards for signals as students move around the area.

w

walk

j

jog

r

run

Students change from one speed to another as the cards change. Emphasise heel-toe placement for the walk/jog and toe placement for the run.

- Uphill running (30<sup>o</sup>–60<sup>o</sup> slope).
  - Place markers apart at increasing distances (eg 30, 45, 50, 75, 90 centimetres and so on). Runners run beside markers placing a foot beside each one.
  - As above but place canes across 2 markers to make a small hurdle. Runners sprint over the canes.
  - Soft versus loud running. Ask students to compare the two.
  - Students march on their toes.
  - Students march on their toes with short skips and emphasise staying tall.
- 5. Body leans slightly forwards.**
- Tow a partner: a runner tows a partner, who is facing the same direction, by holding hands. The partner applies slight resistance which encourages body lean.
  - Students run uphill (30<sup>o</sup>–60<sup>o</sup> slope).
  - Students run with a partner over 15 metres. Emphasis should be on students' body lean and running up on toes.
  - Acceleration runs:
    - Students run at half speed over 25 metres, then walk back.
    - Students jog 10 metres, accelerate to full speed over 25 metres, slow down, then walk back.
    - Students run three quarter pace for 20 metres, and accelerate to full speed over the next 20 metres.

## COMMON PROBLEMS

- Inhibited or exaggerated arm swing.
- Arms crossing the midline of the body.
- Improper foot placement.
- Exaggerated forward trunk lean.
- Arms flopping at the sides or held out for balance.
- Twisting of the trunk.
- Poor rhythmical action.
- Landing flat-footed.

**Activities Designed to Develop the Run**

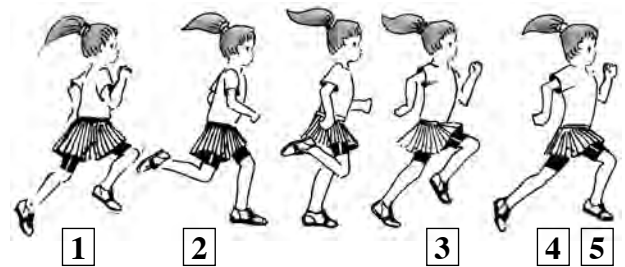
ACTIVITY	Rating*	Skill Components**					PAGE
		1	2	3	4	5	
1. Bean Bag Scramble	All	√		√			28
2. Mother Witch	Lower	√	√	√	√	√	28
3. Knees Up	Middle		√	√	√		28
4. Belly Starts	All		√	√	√	√	29
5. Radar Run	Upper	√	√	√	√	√	29
6. Silent Sprint	All	√	√	√	√	√	29
7. Shark In the Sea	Lower	√	√	√	√	√	30
8. Short Sharp Shuttles	Middle	√	√	√	√	√	30
9. Circle Sprint	Middle	√	√	√	√	√	30
10. Ball Sprint	All	√	√	√	√	√	31
11. Beach Sprint	Middle	√	√	√	√	√	31
12. Through the Tunnel	Lower	√		√	√		31
13. Square Chase	Middle	√	√	√	√	√	32
14. Fighters and Bombers	Lower	√	√	√	√	√	32
15. Novelty Starts	All	√	√	√	√	√	32
16. Beat the Band	Lower	√	√	√	√	√	33
17. Pass and Sprint	Middle	√	√	√	√	√	33
18. World Records	All	√	√	√	√	√	33
19. Flags	Middle	√	√	√	√	√	34
20. Blast Off	All	√	√	√	√	√	34
21. Tunnel Run	All	√	√	√	√	√	34
22. Reaction Run	All	√	√	√	√	√	35
23. Loop Relay	Middle	√	√	√	√	√	35
24. Beat the Whistle	Middle	√	√	√	√	√	35

\*Rating is an indication of the difficulty of an activity.

The rated activities are suitable for use with students as follows:

- Lower: Prep-2
- Middle: Years 3-4
- Upper: Years 5-6
- All: Prep-6

A rating for an activity may alter when a variation of the activity is used.



**Skill Components**

\*\*Skill Components of the run that can be practised using each activity are indicated with a √. To aid student learning, focus only on 1 or 2 components each lesson.



## Skill Components

1. Eyes focused forward throughout the run.
2. Knees bend at right angles during the recovery phase.
3. Arms bend at elbows and move in opposition to legs.
4. Contact ground with front part of foot.
5. Body leans slightly forward.

## NO.1 BEAN BAG SCRAMBLE

Skill Components				
1	2	3	4	5

### Students

Whole class.

### Equipment

1 hoop and 4 bean bags per 4 students.

### Area

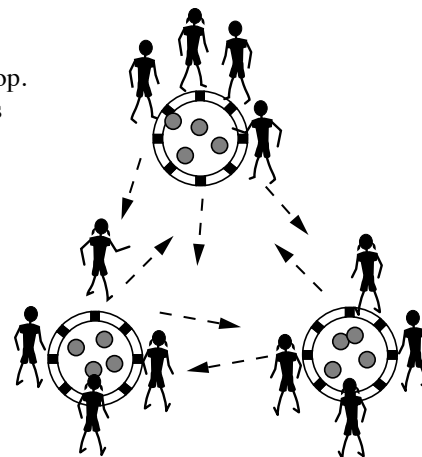
Grassed surface open space.

### Activity

The hoops are randomly scattered with 4 bean bags placed in each hoop. A maximum of 4 students stand near each hoop. On a signal, students collect bean bags from other hoops and place them in their own hoop. Students cannot collect more than 1 bean bag at a time nor protect the bean bags in their hoop. Allow the activity to run for a set time, then reposition the bean bags and repeat.

### Variations

- Vary the distance between hoops.
- Skip between hoops.



## NO.2 MOTHER WITCH

Skill Components				
1	2	3	4	5

### Students

Whole class.

### Equipment

Nil.

### Area

Large open space.

### Activity

1 student, the 'witch', walks in front of the rest of the group who tease the witch by singing:

*Slow, slow mother witch, fell in a ditch,  
picked up a dollar and thought she was rich.*

The witch turns and asks  
"Whose children are you?"

They may give any name and the witch walks on. If they say "Yours" the witch chases them. The first student caught becomes the witch.

## NO.3 KNEES UP

Skill Components				
1	2	3	4	5

### Students

Groups of 5.

### Equipment

4 marker cones per group.

### Area

Large open space.

### Activity

Set out marker cones to create 2 lines 15-20 metres apart. Students stand in lines and skip with a high knee lift and matching opposite arm movement, towards the opposite line. Elbows bend at right angles in front and behind the body.

### Variations

- Limit the number of steps for the given space.
- This activity can be used for relays, tabloid sports and athletics practice.

**FMS Teaching Tip**  
Be prepared. It's hard to plan for success if you're not!

**Skill Components**

1. Eyes focused forward throughout the run.
2. Knees bend at right angles during the recovery phase.
3. Arms bend at elbows and move in opposition to legs.
4. Contact ground with front part of foot.
5. Body leans slightly forward.



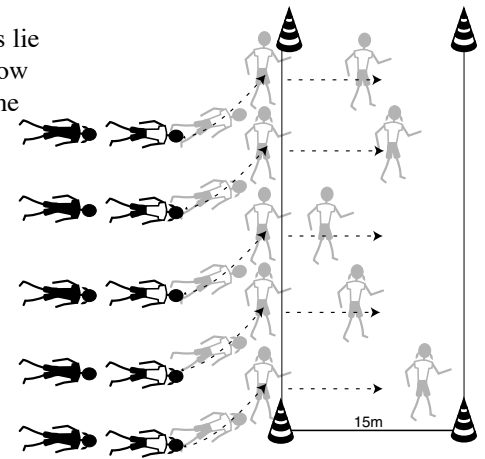
# NO.4 BELLY STARTS

Skill Components				
1	2	3	4	5

**Students** Groups of 5.  
**Equipment** 4 marker cones.  
**Area** Large open space.  
**Activity** Set out 4 marker cones to create 2 lines, 15-20 metres apart. Students lie in lines on the floor face down. On a signal the students in the first row scramble to their feet and sprint to the line 15 metres away. Repeat the activity until each line of students has done a belly start.

**Variations**

- Vary starting positions (eg facing the opposite direction, kneeling, reclining).
- Vary the distance that students sprint.



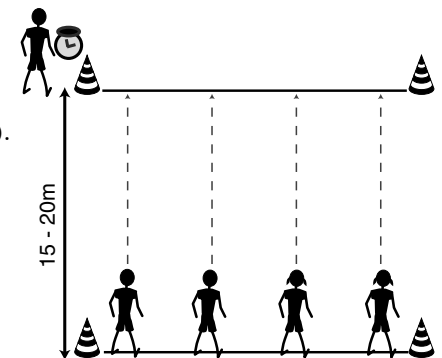
# NO.5 RADAR RUN

Skill Components				
1	2	3	4	5

**Students** Groups of 5.  
**Equipment** 1 radar gun or stop watch and 4 marker cones.  
**Area** Large open space.  
**Activity** Set out 4 marker cones to create 2 lines, 15-20 metres apart. Students stand in lines and sprint the set distance whilst the radar gun/stop watch records their speed/time. Comparisons can be made between recorded times and technique variations (eg straight arm versus bent arm sprinting).

**Variation**

- Record times for students and during a maths lesson students can calculate their running speed.



# NO.6 SILENT SPRINT

Skill Components				
1	2	3	4	5

**Students** Groups of 5.  
**Equipment** Nil.  
**Area** Large open space.  
**Activity** Set out 4 marker cones to create 2 lines, 15-20 metres apart. Students stand in lines and sprint lightly to the other end without making a noise with their feet. Discuss and experiment how running noise can be reduced without loss of speed. Emphasise the placement of the ball of the foot while running.

**Variation**

- Students attempt to get to the other end as quickly as possible without being detected by a leader.





## Skill Components

1. Eyes focused forward throughout the run.
2. Knees bend at right angles during the recovery phase.
3. Arms bend at elbows and move in opposition to legs.
4. Contact ground with front part of foot.
5. Body leans slightly forward.

# NO.7 SHARK IN THE SEA

Skill Components				
1	2	3	4	5

**Students** Whole class.  
**Equipment** Long ropes.  
**Area** Large open space.  
**Activity** Set ropes in a circle to signify a 'sea'. The 'shark' in the centre of the sea squats down and prowls around while all other students skip around the shark chanting *Shark in the sea ... can't catch me*. After a time the shark jumps up and chases the rest. Students run out of the sea to safety.

### Variation

- Nominate 4 or 5 sharks each time.

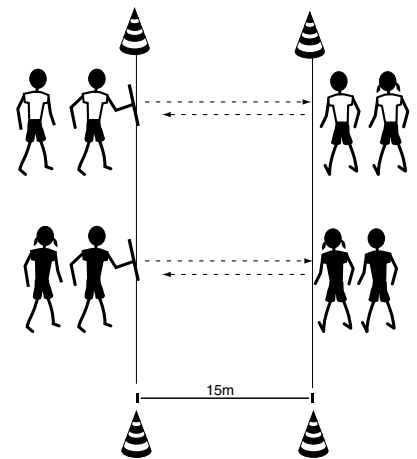
# NO.8 SHORT SHARP SHUTTLES

Skill Components				
1	2	3	4	5

**Students** Groups of 4.  
**Equipment** 1 relay baton per group and 4 marker cones.  
**Area** Large open space.  
**Activity** Set out 4 marker cones to create 2 lines, 15-20 metres apart. Groups divide into 2 with each half at opposite ends, in lines, facing each other. A student sprints to the opposite end with the relay baton and passes it to the next runner.

### Variations

- The runner rounds the back of their group and then reaches forwards to pass the baton to the next runner.
- Use various relay formations (eg square, spoke and circular relay).



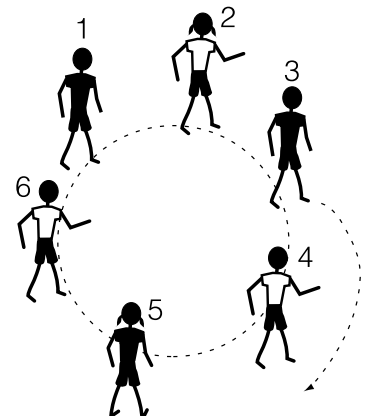
# NO.9 CIRCLE SPRINT

Skill Components				
1	2	3	4	5

**Students** Groups of 6.  
**Equipment** Chalk.  
**Area** Large open space.  
**Activity** 6 students stand in a chalk circle and are numbered from 1–6. The teacher says "On your marks, set", and then calls a number from 1–6. Students with the designated number sprint clockwise around the circle back to their place.

### Variation

- Students use relay batons. A runner sprints around the circle and then passes the baton to the next runner.



**Skill Components**

1. Eyes focused forward throughout the run.
2. Knees bend at right angles during the recovery phase.
3. Arms bend at elbows and move in opposition to legs.
4. Contact ground with front part of foot.
5. Body leans slightly forward.



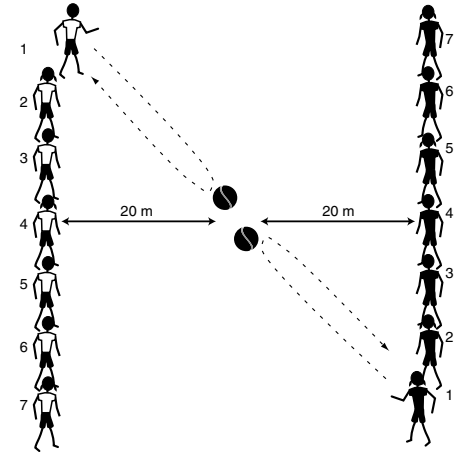
# NO.10 BALL SPRINT

Skill Components				
1	2	3	4	5

**Students** 2 groups of 7–8.  
**Equipment** 1 ball per group.  
**Area** Large open space.  
**Activity** Groups form a line facing each other 40–60 metres apart. Place the balls in the middle of the area. The students in each group number off. The teacher calls “On your marks, set”, and then a number. Students with that number sprint to their ball and raise it above their head.

**Variations**

- Alter the distance between the students and the ball.
- Students start from various positions (eg sitting, lying etc).



# NO.11 BEACH SPRINT

Skill Components				
1	2	3	4	5

**Students** Groups of 4.  
**Equipment** 1 soft object.  
**Area** Beach or large sand-pit.  
**Activity** Place the object on the ground 20–40 metres from the starting line which is drawn in the sand. Students in their groups lie face down in line, facing the direction of travel. On a signal the first student in each line races forwards in an attempt to be first to grasp the object. The activity is repeated for the second student in each line, and so on.

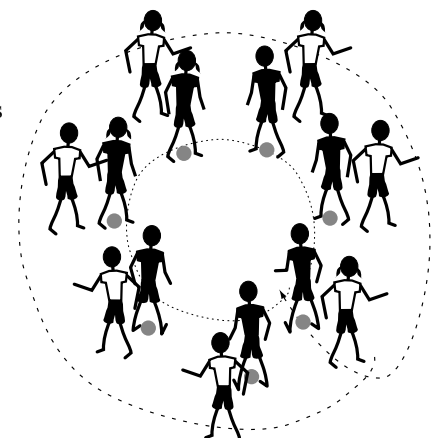
**Variation**

- Vary starting positions (eg facing the opposite direction, kneeling, reclining).

# NO.12 THROUGH THE TUNNEL

Skill Components				
1	2	3	4	5

**Students** Whole class.  
**Equipment** 1 bean bag per 2 students.  
**Area** Large open space.  
**Activity** Students form 2 large circles, 1 inside the other. The inner circle students stand with their feet astride facing the centre of the circle. A bean bag is placed in front of them. Students on the outside jog around the inner circle. On a signal they sprint around to their partner, scramble through their legs and hold the bean bag aloft. Rotate positions.





## Skill Components

1. Eyes focused forward throughout the run.
2. Knees bend at right angles during the recovery phase.
3. Arms bend at elbows and move in opposition to legs.
4. Contact ground with front part of foot.
5. Body leans slightly forward.

## NO.13 SQUARE CHASE

Skill Components				
1	2	3	4	5

**Students** Groups of 8–10.  
**Equipment** 4 cones per group.  
**Area** Large open space.  
**Activity** Set the cones in the corners of a 10–15 metre square. Students gather at each corner of the square. On a signal all students run clockwise to the next corner to avoid being tagged from behind.

### Variations

- The teacher calls 1, 2, 3 or 4 indicating the number of corners the students run around before stopping.
- Vary the size of the square.
- Use another shape (eg rectangle, hexagon, octagon etc).

**FMS Teaching Tip**  
 Involve students as teaching aides - it's motivating and helps students become more responsible.

## NO.14 FIGHTERS AND BOMBERS

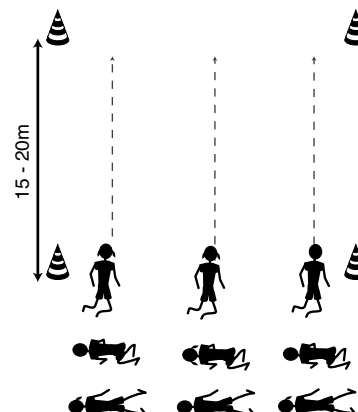
Skill Components				
1	2	3	4	5

**Students** Whole class.  
**Equipment** 4 colour bands.  
**Area** Netball court.  
**Activity** 4 students are designated the taggers and are the 'fighters'. The other students form pairs and are the 'bombers'. The fighters chase the bombers who link by holding hands. When tagged, the bombers stand still and make an arch. The bombers can be released when another bomber goes under the arch.

## NO.15 NOVELTY STARTS

Skill Components				
1	2	3	4	5

**Students** Groups of 5–6.  
**Equipment** 4 marker cones.  
**Area** Large open space.  
**Activity** Discuss different starting positions with students. Groups form lines with the first student in each line taking up a different starting position (eg lying face down, head first; lying face down, feet first; on a side in a reclining position; sitting cross-legged, facing or not facing the direction of travel). The teacher calls "Set" and then claps to signal for the students to scramble and sprint to the finish line. Repeat the activity until each line of students has run to the other side of the activity area.



**Skill Components**

1. Eyes focused forward throughout the run.
2. Knees bend at right angles during the recovery phase.
3. Arms bend at elbows and move in opposition to legs.
4. Contact ground with front part of foot.
5. Body leans slightly forward.



# NO.16 BEAT THE BAND

Skill Components				
1	2	3	4	5

**Students** Groups of 3.  
**Equipment** 1 colour band per group.  
**Area** Large open space.  
**Activity** 1 student stands 2 steps behind their partner. The third member of the group stands 8–10 metres away facing the front student and dangles a colour band at arms length. The third member calls “Go” and the front student attempts to get the colour band before being tagged by the partner from behind.

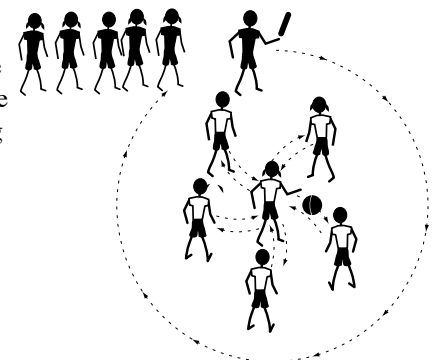
- Variations**
- Vary the distance between the 2 runners.
  - Vary the distance to the third student.

**FMS Teaching Tip**  
 Practice doesn't make perfect - only correct practice does.

# NO.17 PASS AND SPRINT

Skill Components				
1	2	3	4	5

**Students** 2 groups of 6–10.  
**Equipment** 1 large ball and 1 relay baton per 2 groups.  
**Area** Large open space.  
**Activity** The running group forms a straight line with the first student holding the baton. The passing group forms a circle around one of their students. The first student from the running group runs around the circle of the passing group then passes the baton to student 2. Each member of the running group completes the circuit. At the same time the passing group counts how many passes of their ball can be made to the group members. Groups swap over and repeat. The group with the greater number of passes is the winner.



# NO.18 WORLD RECORDS

Skill Components				
1	2	3	4	5

**Students** Groups of 5–6.  
**Equipment** Marker cones.  
**Area** Large open space.  
**Activity** Set up marker cones to indicate running lanes and conduct unusual world record events (eg 49.5 metre sprint, 5 x 80 metre relay, world's fastest 8 metres, 50 metre sprint from a lying face down starting position).

- Variations**
- Students design their own events.
  - Publish results/achievements in the school newsletter.
  - Set up a listing of personal best records for each student.



## Skill Components

1. Eyes focused forward throughout the run.
2. Knees bend at right angles during the recovery phase.
3. Arms bend at elbows and move in opposition to legs.
4. Contact ground with front part of foot.
5. Body leans slightly forward.

## NO.19 FLAGS

Skill Components				
1	2	3	4	5

**Students**  
**Equipment**  
**Area**  
**Activity**

Groups of 5–6.  
1 red flag, 1 green flag, marker cones.  
Large open space.  
The marker cones designate start and finish lines 20–30 metres apart. The groups stand in lines at the start. The teacher raises the red flag – students stand to attention; the teacher raises the green flag – students take a standing start position; the teacher drops the green flag – the first student in each line sprints to the finishing line. The activity is repeated with the second student in each line sprinting and so on.

**FMS Teaching Tip**  
Use demonstrations to illustrate the key parts of a fundamental motor skill.

## NO.20 BLAST OFF

Skill Components				
1	2	3	4	5

**Students**  
**Equipment**  
**Area**  
**Activity**

Groups of 5–6.  
Marker cones.  
Large open space.  
Groups stand in lines. On command, the first student in each group responds with the appropriate action:

- “Engine is starting” – on the spot slow jog.
- “Engine is warming” – on the spot fast jog.
- “Engine is revving loudly” – on the spot high knee lift sprint.
- Count down “5, 4, 3, 2, 1” – on the spot high speed running on tip toes.
- “Blast Off” – students sprint 10–15 metres and walk back.

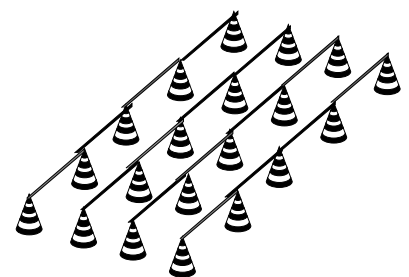
The activity is repeated until all students have ‘Blast Off’.

## NO.21 TUNNEL RUN

Skill Components				
1	2	3	4	5

**Students**  
**Equipment**  
**Area**  
**Activity**

Groups of 5–6.  
Marker cones and canes.  
Large open space.  
Create narrow lanes by linking marker cones with canes. Lanes need only be 50–70 centimetres wide. Students sprint to the end of the lanes without knocking the marker cones or canes.



**Skill Components**

1. Eyes focused forward throughout the run.
2. Knees bend at right angles during the recovery phase.
3. Arms bend at elbows and move in opposition to legs.
4. Contact ground with front part of foot.
5. Body leans slightly forward.

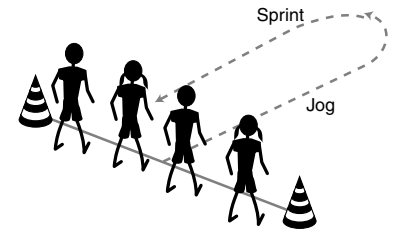


# NO.22 REACTION RUN

Skill Components				
1	2	3	4	5

**Students** Groups of 5–6.  
**Equipment** 2 marker cones or 1 rope per group.  
**Area** Large open space.  
**Activity** The marker cones or rope designate a start/finish line. In a row, students jog away from the start/finish line. On a signal they rapidly turn and sprint back to where they started.

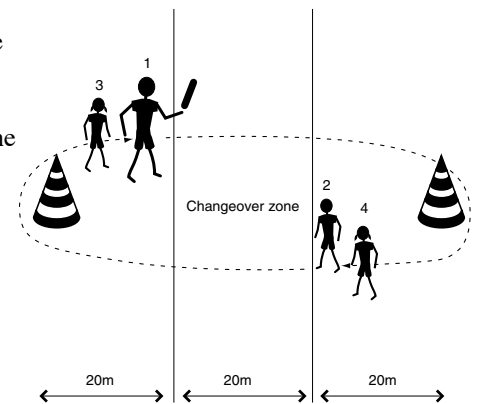
- Variation**
- Students run in wet sand and review footprints looking for evidence that the correct foot placement was used (ie the ball of the foot).



# NO.23 LOOP RELAY

Skill Components				
1	2	3	4	5

**Students** Groups of 4–6.  
**Equipment** 2 marker cones, chalk and 1 relay baton per group.  
**Area** Large open space.  
**Activity** Groups divide into 2 and take position on chalk changeover lines (see diagram). Student 1 sprints through the changeover zone, around the marker cone and passes the baton to student 2 inside the changeover zone. Student 2 rounds the marker cone at the other end and passes the baton to student 3 inside the changeover zone and so on.



# NO.24 BEAT THE WHISTLE

Skill Components				
1	2	3	4	5

**Students** Whole class.  
**Equipment** Marker cones, stopwatch, tape measure and whistle.  
**Area** Large open space.  
**Activity** Students stand in a row. Markers are placed at various intervals (eg 15, 20, 30 metres). Time limits are set and students attempt to reach a given distance before the elapsed time is indicated by a whistle. Challenge all students by varying time limits to encourage slow running and fast running.



*It is recommended that the vertical jump be introduced during Prep and mastered by the end of Year 2. Skill mastery will vary according to individual differences, and the quality and quantity of*

## TEACHING HINTS

---

- Start with small controlled jumps first emphasising landing in a semi-squat ('ride a motorbike') position.
- Use of arms with correct technique is critical.
- Provide soft surfaces for landing when jumping from a height.
- To build confidence, have students start by jumping over low objects such as a mat, rope or bean bag.
- Encourage students to move body weight forwards onto the toes/balls of feet.

## SKILL COMPONENTS AND IDEAS TO ASSIST CORRECT TECHNIQUE

---

- 1. Eyes focused forwards or upwards throughout the jump.**
    - Students jump to touch yarn balls or balloons suspended at different heights.
    - Choose a spot or object in front and above for students to focus on during the jump.
  - 2. Crouch with knees bent and arms behind body.**
    - Standing in a circle, students flex and extend knees rhythmically, rising higher and higher on to toes until their feet leave the floor.
    - With a chair behind them, students crouch and swing their arms back to touch the seat of the chair.
    - Students simulate a downhill skier.
  - 3. Forceful upward thrust of arms as legs straighten to take off.**
    - Play 'Jack in the Box'.
    - Use imagery (eg students pretend to be a rocket taking off into space or popcorn popping).
    - Students jump up and touch a wall with chalked fingers, trying to better the mark left from the previous jump.
  - 4. Contact ground with front part of feet and bend knees to absorb force of landing.**
    - Students quietly jump into, out of, around or over hoops on the floor. Quick rhythmical jumps tend to encourage jumping on the balls of the feet.
    - Jumping down from a step, bench or foam shape on to a landing mat, students land in a position that looks like they are sitting on a motorbike ('motorbike landing').
  - 5. Balanced landing with no more than one step in any direction.**
    - Students jump over foam shapes, animal pictures, canes, rope or lines to land on a cross or in a 'motorbike landing'.
    - Students jump and half turn, landing in a 'motorbike' position.
- 

## COMMON PROBLEMS

---

- Failure to get off the ground.
- Failure to take off with both feet simultaneously.
- Failure to crouch at about 90° before the spring.
- Failure to extend body, legs and arms forcefully.
- Poor coordination of leg and arm action.
- Uncontrolled landings.
- Inhibited or exaggerated bending of hips and knees on landing.
- Loss of balance on landing.

## Activities Designed to Develop the Vertical Jump

ACTIVITY	Rating*	Skill Components**					PAGE
		1	2	3	4	5	
1. Jump Jim Jo	Lower	✓			✓	✓	38
2. Shape Jumping	Lower	✓	✓	✓	✓	✓	38
3. Jumping Circuit	All	✓	✓	✓	✓	✓	38
4. Memory Mats	All		✓	✓	✓	✓	39
5. Caterpillar Tag	All				✓		39
6. Helicopter Jumps	All		✓	✓	✓	✓	39
7. Different Jumps	All	✓	✓	✓	✓	✓	40
8. Bench Hops	All				✓	✓	40
9. Hoop Jump	Lower		✓	✓	✓	✓	40
10. Jumping Rope	Middle		✓	✓	✓	✓	41
11. Wave Jumping	Middle				✓	✓	41
12. Sack Relay	All				✓	✓	41
13. Leap Frog	All	✓	✓		✓	✓	42
14. Ladder Game	Lower		✓	✓	✓	✓	42
15. Jumping Square	All		✓	✓	✓	✓	42
16. Sergeant Jumps	All	✓	✓	✓	✓	✓	43
17. Elastics	Middle		✓	✓	✓	✓	43
18. On and Off	Middle	✓	✓	✓	✓	✓	43
19. Circle Jump Relay	All		✓	✓	✓	✓	44
20. Cane Relay	All		✓	✓	✓	✓	44
21. Water Jumps	All	✓	✓	✓	✓		44
22. Jockeys Up	Middle	✓			✓		45
23. High Fives	All	✓	✓	✓		✓	45
24. Head to Hand Jumps	All	✓	✓		✓	✓	45

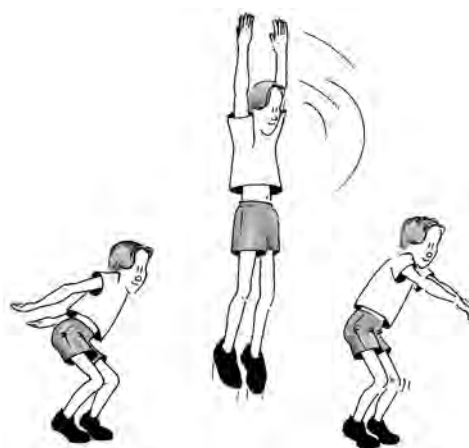
\***Rating** is an indication of the difficulty of an activity.

The rated activities are suitable for use with students as follows:

- Lower: Prep-2
- Middle: Years 3-4
- Upper: Years 5-6
- All: Prep-6

A rating for an activity may alter when a variation of the activity is used.

\*\***Skill Components** of the vertical jump that can be practised using each activity are indicated with a ✓. To aid student learning, focus only on 1 or 2 components each lesson.



1 2

3

4 5

**Skill Components**

# VERTICAL JUMP



## Skill Components

1. Eyes focused forwards or upwards throughout the jump.
2. Crouch with knees bent and arms behind body.
3. Forceful upward thrust of arms as legs straighten to take off.
4. Contact ground with front part of feet and bend knees to absorb force of landing.
5. Balanced landing with no more than one step in any direction.

## NO.1 JUMP JIM JO

Skill Components				
1	2	3	4	5

**Students** Whole class.

**Equipment** Tape deck/CD player and music.

**Area** Large open space.

**Activity** Students form a double circle facing a partner, and hold their partner's hands.

**4 counts** Students jump twice slowly anti-clockwise *Jump, jump.*

**4 counts** Students jump 3 quick jumps on the spot ..... pause *Oh jump Jim Jo.*

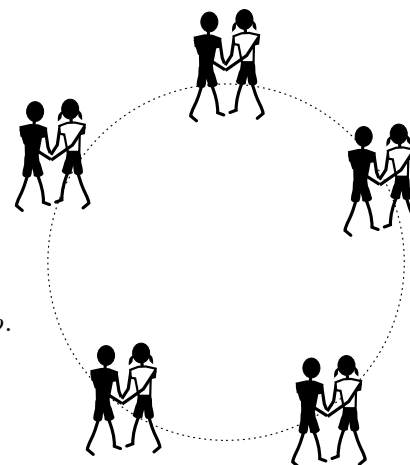
**4 counts** They release hands, and jump 4 times slowly around on the spot.

*Take a little jump and around you go.*

**4 counts** Students hold each other's hands and side step and close twice slowly anti-clockwise. *Slide, slide.* Stamp 3 times ... pause. *And stamp just so.*

**4 counts** Students step left and turn on the spot. *You're a funny little fellow.*

They jump 3 quick jumps on the spot...pause. *When you Jump Jim Jo.*



### Variation

- Students are in their own space or in a single circle.

## NO.2 SHAPE JUMPING

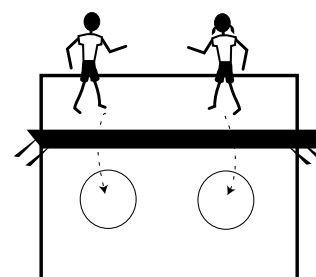
Skill Components				
1	2	3	4	5

**Students** Pairs.

**Equipment** Chalk, low bench or low horse and 2 gym mats per pair.

**Area** Large open space.

**Activity** Individually with partner feedback or in combination with the partner, students stand on the bench or horse and perform various jumps to land on a target on a mat. The target should be a chalk circle about the size of a hoop. When in the air the students make symmetrical or asymmetrical shapes (wide, curled, thin, twisted). Students must hold all landings for 2 seconds.



## NO.3 JUMPING CIRCUIT

Skill Components				
1	2	3	4	5

**Students** Whole class.

**Equipment** See diagram and activity description.

**Area** Grassed surface open space.

**Activity** Set up 7 activity stations. Groups of students spend 3 minutes at each station and rotate on a signal.

**Warm up:** 'Jack in the Box', 'Pop Goes the Weasel', or teach 'motorbike landings' (see Teaching Hints, page 38).

**Station 1.** Students vertical jump over a cane placed on small marker cones, a wooden block or a soft cushion and land in a hoop or chalk circle.

**Station 2.** Students climb on to a box or foam shape and vertical jump on to a mark (eg a cross) on a mat. The landing should be in a 'motorbike' position.

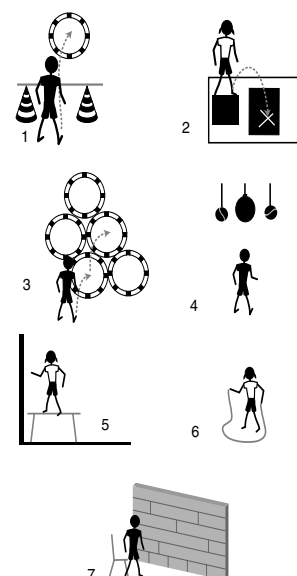
**Station 3.** Students devise a jumping pattern of vertical jumps and hops in hoops, or vertical jumps into blue hoops and hops in other colours using a different foot (eg red = right foot, green = left foot).

**Station 4.** Students vertical jump to touch a suspended ball, soft toy or balloon.

**Station 5.** Students vertical jump 10 times on a trampette (their hands touch the wall for support), then vertical jump off to motorbike land on a mat.

**Station 6.** Students skip with a rope and jump as high as possible. They push off the balls of their feet and extend their toes. Encourage students to try to keep a rhythm.

**Station 7.** Students crouch to touch the seat of a chair behind them then vertical jump up to touch a wall in front.



## Skill Components

1. Eyes focused forwards or upwards throughout the jump.
2. Crouch with knees bent and arms behind body.
3. Forceful upward thrust of arms as legs straighten to take off.
4. Contact ground with front part of feet and bend knees to absorb force of landing.
5. Balanced landing with no more than one step in any direction.



## NO.4 MEMORY MATS

Skill Components				
1	2	3	4	5

**Students**  
**Equipment**

Small groups.  
Memory mats (ie various pictures of body parts, numbers, shapes, colours or words) made from cardboard or chalk drawings.

**Area**  
**Activity**

Large open space.  
1 student lists a sequence of named squares on to which another student must jump. Jumps may be performed forwards, backwards or in a sideways direction. Encourage students to keep the length of the sequence short.

1	2	3
4	5	6
7	8	9

△	○	□
◇	◌	▭
☆	☾	▽

Red	Blue	White
Yellow	Orange	Brown
Green	Pink	Purple

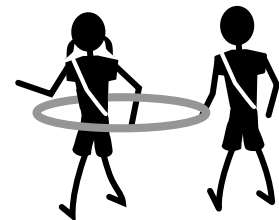
**Safety Tip**  
Ensure mats do not slip.

## NO.5 CATERPILLAR TAG

Skill Components				
1	2	3	4	5

**Students**  
**Equipment**  
**Area**  
**Activity**

Whole class.  
1 hoop per 2 students and 2 colour bands.  
Large open space.  
1 pair, designated as the taggers wear colour bands or bibs. For all pairs, 1 student stands inside their hoop, the other stands outside. They both hold the hoop. Pairs jump about with the tagging pair chasing them. When tagged, the pair joins the tagging pair by moving their hoops together and proceed to capture other pairs. Students continue for 2–3 minutes, then start a new round.



## NO.6 HELICOPTER JUMPS

Skill Components				
1	2	3	4	5

**Students**  
**Equipment**  
**Area**  
**Activity**

Groups of 3–4.  
1 rope with a weighted end (eg knot, rope handle etc) per group.  
Large open space.  
1 student controls the helicopter by swinging the rope around in a circle **low** to the ground. Other students make a circle around the helicopter and jump the ‘blade’ as it comes around while calling out the rhyme:  
*Helicopter, helicopter,  
Please come down,  
Do your duty on the ground.  
What’s our favourite colour?*  
The helicopter calls out a colour (eg “Yellow”).  
The others spell out the word, one letter each time they jump the rope (eg “Y- e - l - l - o - w”). Swap the student controlling the helicopter after a few minutes.

### Variation

- If a student is touched by the rope, they get the letter J. The second time the same student is hit, they get the letter U and so on until the word JUMP is spelt.

# VERTICAL JUMP



## Skill Components

1. Eyes focused forwards or upwards throughout the jump.
2. Crouch with knees bent and arms behind body.
3. Forceful upward thrust of arms as legs straighten to take off.
4. Contact ground with front part of feet and bend knees to absorb force of landing.
5. Balanced landing with no more than one step in any direction.

# NO.7 DIFFERENT JUMPS

Skill Components				
1	2	3	4	5

**Students**  
**Equipment**  
**Area**  
**Activity**

Individuals.  
Nil.  
Large open space.  
Explore jumping in different ways:

- from 1 foot to 2 feet
- from a low crouch start
- in a circle
- making shapes in the air
- forwards, backwards, sideways.

### Variations

- Students perform a sequence of jumps which lasts 30 seconds.
- Students join with a partner to assist each other to jump higher, jump in opposition or devise a synchronised jumping routine.

**FMS Teaching Tip**  
Fundamental motor skills are physical education ABC's.

# NO.8 BENCH HOPS

Skill Components				
1	2	3	4	5

**Students**  
**Equipment**  
**Area**  
**Activity**

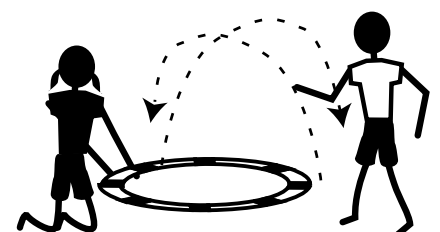
Small groups.  
1 bench per group.  
Large open space.  
Students execute a series of 2 foot jumps (ie bunny jumps) over the bench while supporting their body using straight arms. Each time their feet touch the ground, their hands move along the bench.

# NO.9 HOOP JUMP

Skill Components				
1	2	3	4	5

**Students**  
**Equipment**  
**Area**  
**Activity**

Pairs.  
1 hoop per pair.  
Large open space.  
1 student kneels holding a hoop out in front of their body with straight arms. The other student jumps in and out of the hoop using forwards, backwards, and sideways jumps. Ensure both feet take off and land simultaneously. Students swap places.



### Safety Tip

The hoop should be raised no higher than the knees of the student who is jumping.

## Skill Components

1. Eyes focused forwards or upwards throughout the jump.
2. Crouch with knees bent and arms behind body.
3. Forceful upward thrust of arms as legs straighten to take off.
4. Contact ground with front part of feet and bend knees to absorb force of landing.
5. Balanced landing with no more than one step in any direction.



## NO.10 JUMPING ROPE

Skill Components				
1	2	3	4	5

**Students**  
**Equipment**  
**Area**  
**Activity**

Individuals.  
1 rope per student.  
Large open space.  
Students complete different rope jump activities:

- Jumping rope, forwards and backwards.
- Turning the rope twice but jumping once.
- Making up a pattern of jumps, hops, double jumps and extra rope swings to the side of the body which can be repeated and taught to a partner.
- Jumping with a partner using the same rope.

### Variation

- Students use hoops instead of skipping ropes.

**FMS Teaching Tip**  
Safety is everyone's concern. Teach students about being safe.

## NO.11 WAVE JUMPING

Skill Components				
1	2	3	4	5

**Students**  
**Equipment**  
**Area**  
**Activity**

Groups of 4–5.  
1 long rope per group.  
Large open space.  
2 students turn the rope. In turn, other students jump while they chant:  
*On the beach, the waves go higher, higher, higher.*  
The rope is turned higher with each jump until one of the rope jumpers makes a mistake.

### Variations

- Use 2 ropes.
- Adapt the activity to other skipping games or chants.

**Safety Tip**  
Remind students of the need to act safely in this activity.

## NO.12 SACK RELAY

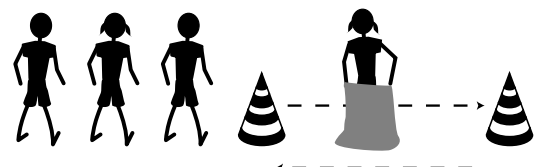
Skill Components				
1	2	3	4	5

**Students**  
**Equipment**  
**Area**  
**Activity**

Groups of 4.  
1 sack and 2 marker cones per group.  
Grassed surface open space.  
The two marker cones are set 10 metres apart. Standing inside the sack, each student takes a turn to jump to the cone and back to their group before passing the sack to the next student.

### Variations

- Vary the distance to the marker.
- Relay race between groups.





# VERTICAL JUMP



## Skill Components

1. Eyes focused forwards or upwards throughout the jump.
2. Crouch with knees bent and arms behind body.
3. Forceful upward thrust of arms as legs straighten to take off.
4. Contact ground with front part of feet and bend knees to absorb force of landing.
5. Balanced landing with no more than one step in any direction.

# NO.13 LEAP FROG

Skill Components				
1	2	3	4	5

**Students**  
**Equipment**  
**Area**  
**Activity**

Pairs of similar size.  
Nil.  
Grassed surface open space.  
Starting with students kneeling in a tucked position, partners take turns to leap frog over each other. Students being leapt over can raise their position by placing their hands on their legs above the knees. Combine pairs so that a student may leap over 3 others consecutively.

### Safety Tip

Remind students of the need to be safe while doing this activity. The hands of the 'leaper' must be placed on the shoulder area, **NOT THE LOWER BACK** area of the 'frog'.

# NO.14 LADDER GAME

Skill Components				
1	2	3	4	5

**Students**  
**Equipment**  
**Area**  
**Activity**

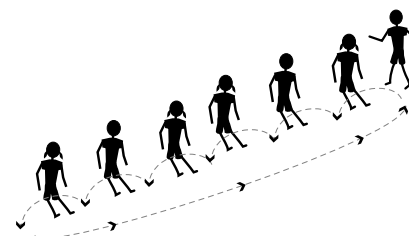
Groups of 7.  
Nil.  
Large open space.  
Students sit on the ground side by side in lines about 1 metre apart with legs outstretched in front of them. A student moves down the line jumping carefully, with feet together, over the other student's legs. At the end of the line, the student runs back to the start of the line and jumps back to their place.

### Variation

- Students sit in a circle.

### Safety Tip

Remind all students to watch the jumper carefully in case of mis-jumps.



# NO.15 JUMPING SQUARE

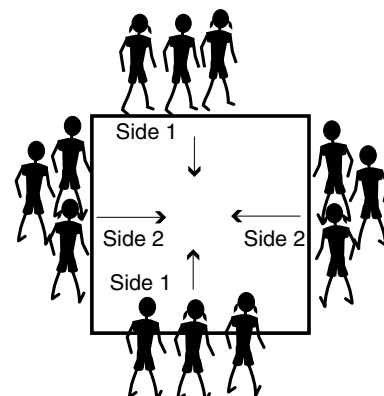
Skill Components				
1	2	3	4	5

**Students**  
**Equipment**  
**Area**  
**Activity**

Whole class.  
Chalk.  
Large open space.  
Mark a 2-metre square on the ground. Students stand evenly spaced on the 4 sides of the square. 2 opposite sides of the square are named '1', the other two sides '2'. A student calls "One" and all the students on these 2 lines jump across to the opposite line without touching each other. The student calls "Two" and the other lines jump across without touching. When the student calls "Three", all sides jump to the opposite side without touching.

### Safety Tip

Emphasise to students that touching or



## Skill Components

1. Eyes focused forwards or upwards throughout the jump.
2. Crouch with knees bent and arms behind body.
3. Forceful upward thrust of arms as legs straighten to take off.
4. Contact ground with front part of feet and bend knees to absorb force of landing.
5. Balanced landing with no more than one step in any direction.



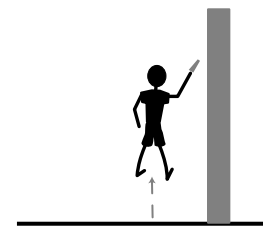
## NO.16 SERGEANT JUMPS

Skill Components				
1	2	3	4	5

**Students** Groups of 3.  
**Equipment** Wall and chalk.  
**Area** Large open space.  
**Activity** Students stand side-on and next to a wall with the chalk in the hand closest to the wall. They perform a jump for height and at the peak of the jump make a chalk mark on the wall, each time trying to beat the previous best mark.

### Variations

- Measure the difference between the height of each student's standing reach with one hand and their sergeant jump mark to show how high they have jumped.
- Total the distance that each student in the group jumped, and challenge other groups to better this distance.



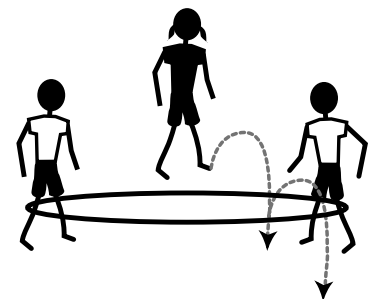
## NO.17 ELASTICS

Skill Components				
1	2	3	4	5

**Students** Groups of 3–4.  
**Equipment** A 3 metre length of elastic with ends tied together per group.  
**Area** Large open space.  
**Activity** 2 students stand 2 metres apart within the elastic circle stretched around their legs. One of the other students jumps in and out of the elastic circle set at various heights (ankles, knees, hips and underarms) depending on their ability.

### Variations

- Students land with their legs either side of the elastic.
- Students make up a shape while jumping over the elastic.
- Students perform turns when jumping.
- Students teach each other routines.



## NO.18 ON AND OFF

Skill Components				
1	2	3	4	5

**Students** Individuals.  
**Equipment** Climbing frame.  
**Area** Outdoor equipment or indoor ropes and bars.  
**Activity** Students complete the following activities:
 

- Jump on to the equipment and hang by hands only.
- Jump on to the equipment, hang by hands, then use feet and legs for support.
- Jump on to equipment, hang by hands and move along or use feet and legs on the equipment for assistance.
- Jump off equipment when hanging by hands only, to hold a 'motorbike landing' for 3 seconds.
- Jump off equipment at the back of a swing from hands, to hold a 'motorbike landing'.
- Jump off equipment from arms and legs support.

**Safety Tip**  
 Students should not jump off during a forwards swing movement.

# VERTICAL JUMP



## Skill Components

1. Eyes focused forwards or upwards throughout the jump.
2. Crouch with knees bent and arms behind body.
3. Forceful upward thrust of arms as legs straighten to take off.
4. Contact ground with front part of feet and bend knees to absorb force of landing.
5. Balanced landing with no more than one step in any direction.

## NO.19 CIRCLE JUMP RELAY

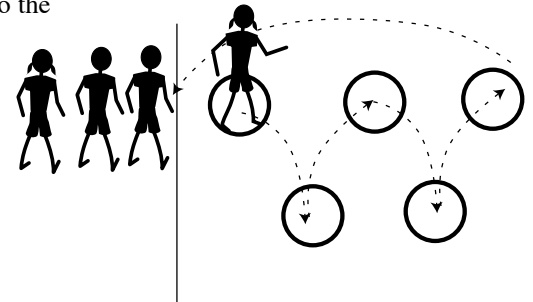
Skill Components				
1	2	3	4	5

**Students**  
**Equipment**  
**Area**  
**Activity**

Groups of 4.  
Chalk.  
Hard surface open space.  
Mark 5 chalk circles 1 metre apart per group. Students start in a line facing the circles. Student 1 jumps from circle to circle using a double foot take-off. After jumping out of the fifth circle, they run back to the start to tag the next student. Each student has a turn.

### Variation

- Use as a relay.



## NO.20 CANE RELAY

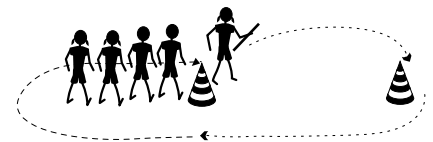
Skill Components				
1	2	3	4	5

**Students**  
**Equipment**  
**Area**  
**Activity**

Groups of 4.  
1 cane and 2 marker cones per group.  
Large open space.  
Students stand in a line behind a marker cone. The first student runs with the cane to touch the second marker cone and returns to run down the side of their group holding the cane low to the ground. As the student passes, each group member jumps into the air so that the cane passes under their feet. After reaching the end of the line, the runner returns the cane to the head of the line for the next student.

### Variation

- Use for a relay or tabloid activity.



## NO.21 WATER JUMPS

Skill Components				
1	2	3	4	5

**Students**  
**Equipment**  
**Area**  
**Activity**

Whole class.  
Nil.  
Swimming pool.  
In waist-deep water:

- Students dip their shoulders under the water, then forcefully jump up throwing their arms in the air to try to splash the roof (indoors) or to make rain (outdoors).
- Students form a circle with 1 student in the centre of the circle. Students around the circle synchronise a series of 10 vertical jumps while the student in the centre coordinates vertical jumps to occur in the opposite direction (ie jump up when the group is going down).
- Students form a line of 5. Assign each student a number (1, 2, 3, 4, 5). All students submerge at the same time and try to time their vertical jump to occur in sequence. Student 1 takes off 1 second after submerging, student 2, 2 seconds after and so on.
- Students form a circle and try to create a 'Mexican Wave' by executing a vertical jump immediately after the student directly to their left jumps.

**Skill Components**

1. Eyes focused forwards or upwards throughout the jump.
2. Crouch with knees bent and arms behind body.
3. Forceful upward thrust of arms as legs straighten to take off.
4. Contact ground with front part of feet and bend knees to absorb force of landing.
5. Balanced landing with no more than one step in any direction.



# NO.22 JOCKEYS UP

Skill Components				
1	2	3	4	5

**Students**  
**Equipment**  
**Area**  
**Activity**

Whole class.  
Nil.  
Large open space.  
Students form an inner and outer circle with partners opposite each other. The students in the inner circle are the ‘horses’, those in the outer circle are the ‘jockeys’. On command, students carry out the following movements:

- “Over the hedge” – the horse squats down while the jockey jumps over the partner (leap frogs) and moves back to their original position.
- “Under the bridge” – jockey moves to the front of the horse and crawls through the horse’s legs.
- “Long way to town” – the jockey jumps clockwise around the circle, back to the horse.
- “Short way to town” – the jockey jumps anti-clockwise around the circle, back to the horse.
- “Trade your horse” – all jockeys move 1 place clockwise to own a new horse.

**Variation**

- Combine commands.

# NO.23 HIGH FIVES

Skill Components				
1	2	3	4	5

**Students**  
**Equipment**  
**Area**  
**Activity**

Pairs.  
Nil.  
Large open space.  
Students complete the following activities:

- Students face each other and jump to slap both hands above their heads (‘high 10s’).
- Students stand shoulder-to-shoulder and jump to give a ‘high 5’ with 1 hand above their heads.
- Students stand back-to-back about 1 metre apart and slap their hands low on the backswing before they jump (‘low 10s’).
- Students stand side-on, facing opposite directions and swing back to slap their partner’s hand low before they jump (‘low 5s’).

**Variations**

- Pairs may repeat these actions as they progress along a line.
- Combine some of the above to form sequences.
- Play ‘high 5s’ or ‘high 10 tiggys’. Select 4 students to be taggers. When tagged, a student stands still with their hand(s) in the air. To be released a free student gives the student a ‘high 5’ or ‘high 10’.

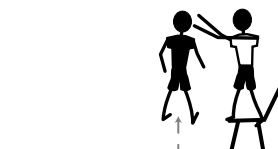
**FMS Teaching Tip**  
Ensure students know what it is they are to learn. It’s easier with a focus.

# NO.24 HEAD TO HAND JUMPS

Skill Components				
1	2	3	4	5

**Students**  
**Equipment**  
**Area**  
**Activity**

Pairs.  
1 chair or bench per pair.  
Large open space.  
Student 1 stands on a chair, holds their hands high out in front and just above head height. From a standing position, student 2 vertically jumps to touch their forehead to student 1’s hands. If successful, they repeat from a crouch position. Good jumps may require students to stand on their toes so that their hands are raised as high as possible.



*It is recommended that the overhand throw be introduced during Year 1 and mastered by the end of Year 4. Skill mastery will vary according to individual differences, and the quality and quantity of instruction.*

## TEACHING HINTS

- Students should throw first for distance and/or height, not for accuracy, otherwise a 'dart' action may develop.
- The correct grip is to grab the ball in the fingers, not the palm. Practise correct grip by placing the ball on the ground and instructing students to pick it up with their fingers.
- Full force throwing encourages a smooth link of all components.
- Use games which require only the overhand throw technique (ie avoid games which permit alternative throwing actions).
- Videotaping students provides valuable feedback and assists students to improve.
- Throw objects which do not roll away (eg badminton shuttlecocks, soft toys, crumpled paper, bean bags, yarn balls).
- Use stimulating equipment such as a 'howling vortex'.
- Throw against a wall.
- Use objects that are small enough to be gripped easily with one hand.
- Targets used should be large, colourful and numerous to encourage success.

## SKILL COMPONENTS AND IDEAS TO ASSIST CORRECT TECHNIQUE

### 1. Eyes are focused on the target throughout the throw.

- Place the target a long distance from the thrower (eg the other side of the netball court).
- Provide a target to throw over (eg playground equipment, small tree).
- Draw an extra large face on the wall and have students throw from a reasonable distance.
- Stick inflated balloons to the wall. Throwers attempt to 'pop' the target.
- Provide a moving target (eg rolling ball, tyre swing).

### 2. Stand side-on to the target.

- Draw a chalk outline of the correct foot positions.
- Thrower stands in the straddle position across a line with a target area at a right angle to the line.
- Thrower sits side-on to a target.
- Thrower kneels on a soft surface.
- Students in their pairs stand 4–6 metres apart so they are side-on to their partner.
- The teacher becomes a moving target and throwers shuffle their side-on position as the 'teacher target' takes up various positions.
- Draw a line towards the intended target and the thrower places the tips of their toes on this line.

### 3. Throwing arm nearly straightened behind the body.

- Students make a 'T' shape with arms and body.
- Students reach back with their throwing arm to grasp the throwing object off a tee-ball stand.
- If there is no tee-ball stand, a partner stands behind the thrower and holds the throwing object for the thrower to reach back to and grasp.
- Students stand with their back to a tree or building. This will ensure correct technique where the palm of the hand is on top of the objects.
- The teacher stretches the thrower's arm to full extension to establish the 'feel' of the correct position.

- Videotape the throwing arm extension and replay it to students.
  - Display photographs of the correct arm extension.
  - Make a 'life size' cut-out of the thrower in the 'preparatory' position.
  - Place an array of throwing objects on a ledge behind the thrower and have students reach back to touch the object. They call out which object it is just prior to throwing.
- ### 4. Step towards the target with foot opposite throwing arm during the throw.
- Place a rope (or masking tape) on the floor in front of the thrower to step over when throwing.
  - The thrower steps off a carpet square to throw.
  - The thrower steps on to a carpet square with the opposite foot to the throwing arm.
  - Provide something noisy to step on to (eg tinfoil plate, squeaky toy).
  - Students can roll up the pant leg of the opposite foot to identify the 'opposite' foot.
  - Place chalk marks or letters on the ground to indicate which foot to step with.
  - Demonstrate a walk up, step over the line, and throw.
  - Students shuffle sideways and throw.
  - Students practice 'rock backs'. The thrower rocks back on the same foot as the throwing arm, raises the opposite foot with their knee bent and pushes forward to throw.
- ### 5. Marked sequential hip to shoulder rotation during the throw.
- Encourage throwers to push from the hips first and 'drag' the shoulders through the throw to develop the correct action.
  - Standing side-on to a fence or rail, students reach back and grab hold of the fence with their throwing arm (palm up). Students then twist so that their hips rotate forwards and the throwing arm remains clasped to the fence.
  - A partner delays the throwing arm by holding it and releasing only when the hips have rotated.
  - Students sit or kneel on the floor, sideways to the target and throw.
  - Students kneel on one knee (the same side as the throwing arm) with the opposite foot placed flat on the ground, and throw facing sideways to a target.
  - Students practise overhand throwing as high as they possibly can.
- ### 6. Throwing arm follows through, down and across the body.
- The whole throwing action should be practised by taking the arm down, back, throw and then following through. Students may like to use the rhyme *down and back and across we throw* to get the sequence correct.
  - Students pretend to put their throwing hand into the opposite pocket (across the body) after the ball is released.
  - Dangling a scarf or handkerchief in the opposite pocket, the thrower rips it out after throwing the object.
  - Kneeling on a knee, sideways to a wall, students throw as hard as possible into the wall (encourage safety).
  - Kneeling on a knee facing sideways to the target, students throw over a small object.
  - Kneeling on a knee facing sideways to the target, students throw and 'scratch' the ground with their fingertips during the follow through.

## COMMON PROBLEMS

- Forward movement of the foot on the same side as the throwing arm.
- Inhibited backswing.
- Failure to rotate hips as the throwing arm is brought forwards.
- Failure to step out on the leg opposite the throwing arm.
- Poor rhythmical coordination of arm movement with body movement.
- Inability to release the ball at the desired trajectory.
- Loss of balance while throwing.
- Upward rotation of the arm.
- Not standing side-on.
- Throwing arm does not fully extend.
- Throwing arm does not bend
- Non-throwing arm remains by the side.

## Activities Designed to Develop the Overhand Throw

ACTIVITY	Rating*	Skill Components**						PAGE
		1	2	3	4	5	6	
1. Tee-Off	Lower	✓	✓	✓	✓	✓	✓	48
2. Clean Up Your Yard	All	✓	✓	✓	✓	✓	✓	48
3. Lob the Bomb	All	✓	✓	✓	✓	✓	✓	48
4. Odd Ball	Middle	✓	✓	✓	✓	✓	✓	49
5. Beat That	Middle		✓	✓	✓	✓	✓	49
6. Skittle Ball	Middle	✓		✓				49
7. Steep Hill Throw	Lower		✓	✓	✓	✓	✓	50
8. Point Score	All	✓	✓	✓	✓	✓	✓	50
9. Corner Ball	Upper	✓	✓	✓	✓		✓	50
10. Pickle	Middle	✓	✓	✓	✓		✓	51
11. Rafter Toss	All	✓	✓	✓	✓		✓	51
12. Overhand Overtake	Upper	✓	✓	✓	✓	✓	✓	51
13. Water Bombs	All	✓	✓	✓	✓	✓	✓	52
14. Personal Best	Lower	✓	✓	✓	✓	✓	✓	52
15. Left Versus Right	All	✓	✓	✓	✓	✓	✓	52
16. Fill the Hoop	Middle	✓	✓	✓	✓	✓	✓	53
17. Match the Mark	Middle	✓	✓	✓	✓	✓	✓	53
18. Wall Targets	All	✓	✓	✓	✓	✓	✓	53
19. Knock Down	Middle	✓	✓	✓	✓	✓	✓	54
20. Run the Gauntlet	Middle	✓	✓	✓	✓	✓	✓	54
21. Clap, Clap, Clap!	Middle	✓	✓	✓	✓	✓	✓	54
22. Goal Shoot	Middle	✓	✓	✓	✓	✓	✓	55
23. Circle Throw	All	✓	✓	✓	✓	✓	✓	55
24. Long Ball Throw	Middle	✓	✓	✓	✓	✓	✓	55

\***Rating** is an indication of the difficulty of an activity.

The rated activities are suitable for use with students as follows:

- Lower: Prep-2
- Middle: Years 3-4
- Upper: Years 5-6
- All: Prep-6

A rating for an activity may alter when a variation of the activity is used.

\*\***Skill Components** of the overhand throw that can be practised using each activity are indicated with a ✓. To aid student learning, focus only on 1 or 2 components each lesson.



1 2 3 4 5 6

**Skill Components**



# OVERHAND THROW



## Skill Components

1. Eyes are focused on the target throughout the throw.
2. Stand side-on to the target.
3. Throwing arm nearly straightened behind the body.
4. Step towards the target with foot opposite throwing arm during the throw.
5. Marked sequential hip to shoulder rotation during the throw.
6. Throwing arm follows through down and across the body.

## NO.1 TEE-OFF

Skill Components					
1	2	3	4	5	6
✓	✓	✓	✓	✓	✓

### Students

Small groups.

### Equipment

1 newspaper ball per student, 1 hoop, 1 marker cone and 1 dome marker per group.

### Area

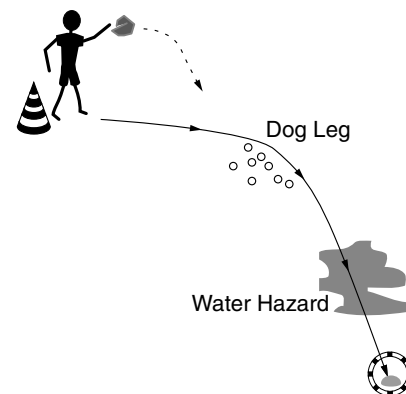
Large open space.

### Activity

In small groups students design their own hole using the marker cone as the tee-off area, the hoop as the green and the upturned dome marker as the hole. The tee-off must be a full force overhand throw and the 'putt' must be an underarm throw. For a whole class activity, combine constructed holes to form a course.

### Variations

- Use feathered or plastic shuttlecocks (feathered shuttlecocks do not travel as far as the plastic variety).
- Use bean bags and small foam balls.



## NO.2 CLEAN UP YOUR YARD

Skill Components					
1	2	3	4	5	6
✓	✓	✓	✓	✓	✓

### Students

2 groups.

### Equipment

1 newspaper ball per student and 8 marker cones per 2 groups.

### Area

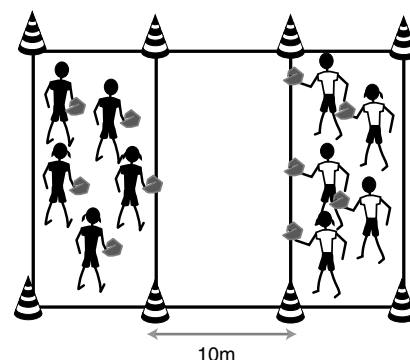
Large open space.

### Activity

Set marker cones 10–15 metres apart to designate 2 areas. The groups face each other in their territory. On the command, each group bombards the other trying to accumulate as many paper balls as possible in the other group's territory. Set a distance which requires a full force overhand throw.

### Variations

- Increase the distance between territories.
- Place a barrier between the 2 groups.



## NO.3 LOB THE BOMB

Skill Components					
1	2	3	4	5	6
✓	✓	✓	✓	✓	✓

### Students

2 groups.

### Equipment

Newspaper balls or soft objects.

### Area

Large open space.

### Activity

The groups are positioned 10–15 metres apart. 1 group lies face down in a cluster in a set area (eg bat tennis court). The other group throws soft objects to land on their opponents.

### Variation

- Increase the distance between the groups.

## Skill Components

1. Eyes are focused on the target throughout the throw.
2. Stand side-on to the target.
3. Throwing arm nearly straightened behind the body.
4. Step towards the target with foot opposite throwing arm during the throw.
5. Marked sequential hip to shoulder rotation during the throw.
6. Throwing arm follows through down and across the body.

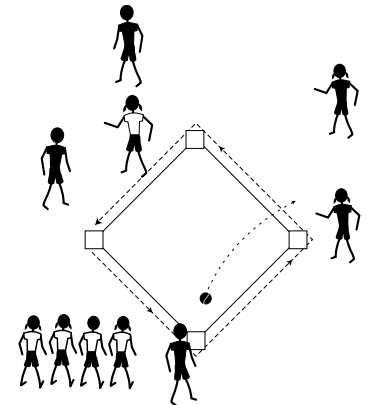


## NO.4 ODD BALL

Skill Components					
1	2	3	4	5	6
✓	✓	✓	✓	✓	✓

**Students**  
**Equipment**  
**Area**  
**Activity**

2 groups of 5–6.  
4 marker cones or bases and 1 softcrosse ball per 2 groups.  
Large open space.  
The activity is similar to tee-ball or baseball, except that the batter throws the ball and uses the non-preferred hand. Bases should be set in a diamond 10 metres apart. Any number of students from the batting group may be on a base at any time. Rules can be modified to suit students or use the rules of baseball, softball or tee-ball.



## NO.5 BEAT THAT

Skill Components					
1	2	3	4	5	6
	✓	✓	✓	✓	✓

**Students**  
**Equipment**  
**Area**  
**Activity**

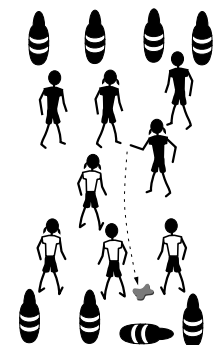
Pairs.  
1 badminton shuttlecock per pair.  
Large open space.  
Students start sitting or standing shoulder to shoulder (non-throwing arm) and take turns to throw a badminton shuttlecock over each other. The throw is taken from where the previous one landed (provided it was over the head of the partner). In this way students progressively move apart. Students attempt to set a personal best by measuring the maximum distance that they can throw past each other.

## NO.6 SKITTLE BALL

Skill Components					
1	2	3	4	5	6
✓		✓			

**Students**  
**Equipment**  
**Area**  
**Activity**

2 groups.  
Plastic skittles or milk cartons and 20–30 newspaper balls per 2 groups.  
One third of a netball court.  
The 2 groups stand at each end of the area. Place 3–5 skittles behind each group. Students throw newspaper balls to try and knock down the opposition's skittles. Students protect their own skittles. If a student gets hit they go to the back of their own group's skittles, collect the newspaper balls and continue to throw at the opposition's skittles. The activity continues until a group's skittles have all been knocked over.



**Safety Tip**  
Remind students of the need to act safely in this activity.

# OVERHAND THROW



## Skill Components

1. Eyes are focused on the target throughout the throw.
2. Stand side-on to the target.
3. Throwing arm nearly straightened behind the body.
4. Step towards the target with foot opposite throwing arm during the throw.
5. Marked sequential hip to shoulder rotation during the throw.
6. Throwing arm follows through down and across the body.

# NO.7 STEEP HILL THROW

**Students**  
**Equipment**  
**Area**  
**Activity**

Pairs.  
1 ball per pair.  
Steep slope or mound.  
Students stand at the foot of a very steep slope. They throw a ball as near to the peak as possible and let it roll back. A partner retrieves mis-thrown balls. Use a specifically marked ball for each pair.

Skill Components					
1	2	3	4	5	6
✓	✓	✓	✓	✓	✓

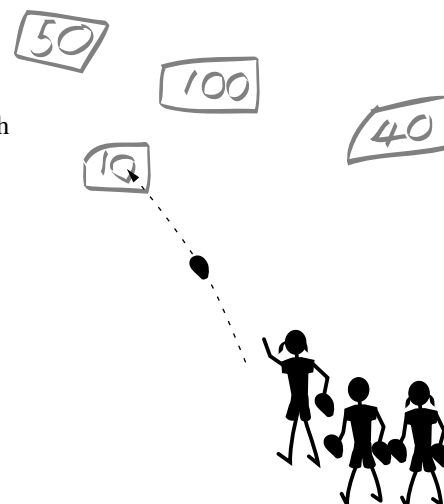
# NO.8 POINT SCORE

**Students**  
**Equipment**  
**Area**  
**Activity**

Groups of 3.  
2 bean bags per student, 1 piece of chalk per group.  
Hard surface open space.  
Students mark out numbered targets (see diagram). Each student has 2 throws to score a maximum number of points. Points are tallied for each group.

## Variations

- Vary the number of throws per group.
- Challenge students to set a world record.



Skill Components					
1	2	3	4	5	6
✓	✓	✓	✓	✓	✓

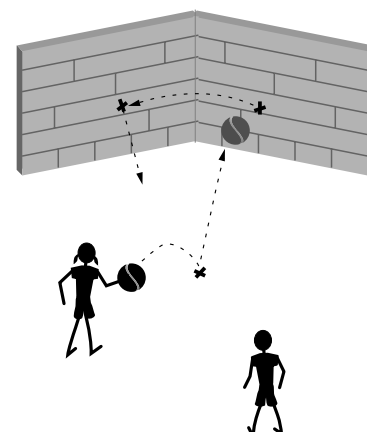
# NO.9 CORNER BALL

**Students**  
**Equipment**  
**Area**  
**Activity**

Pairs.  
1 tennis ball per pair.  
Large indoor space.  
Using a corner, students attempt to throw the tennis ball with enough force to bounce on the floor up and to a wall, then to the other wall and finally to bounce on the floor. Students score 1 point for each surface the ball bounces off.

## Variations

- Place a target (eg a hoop) for the ball to land in after it has rebounded from the second wall.
- Students rebound the ball off the walls aiming to have it return to their feet.



Skill Components					
1	2	3	4	5	6
✓	✓	✓	✓		✓

## Skill Components

1. Eyes are focused on the target throughout the throw.
2. Stand side-on to the target.
3. Throwing arm nearly straightened behind the body.
4. Step towards the target with foot opposite throwing arm during the throw.
5. Marked sequential hip to shoulder rotation during the throw.
6. Throwing arm follows through down and across the body.

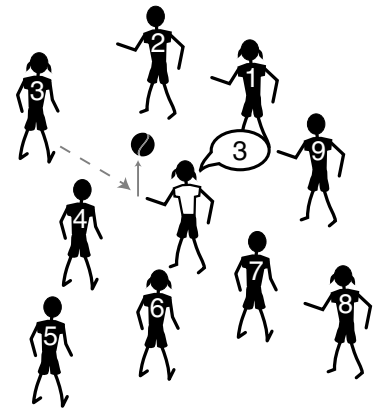


## NO.10 PICKLE

Skill Components					
1	2	3	4	5	6
✓	✓	✓	✓		✓

**Students**  
**Equipment**  
**Area**  
**Activity**

Groups of 10–12.  
1 small soft ball per group.  
Large open space.  
Each student is given a number. 1 student is named 'Pickle'. Pickle overhand throws the ball as high as possible and calls a number. The numbered student retrieves the ball and calls "Pickle". This person is now Pickle. All students 'freeze' and the new Pickle underarm throws the ball to hit a student below the waist. A student who is hit or moves becomes Pickle. Otherwise the thrower remains Pickle. Pickle starts the activity again.



## NO.11 RAFTER TOSS

Skill Components					
1	2	3	4	5	6
✓	✓	✓	✓		✓

**Students**  
**Equipment**  
**Area**  
**Activity**

Individuals.  
1 badminton shuttlecock per student.  
Room with rafters or alternatively suspend a string line across the room.  
Students sit on the floor and attempt to throw the shuttlecocks over a rafter.

### Variations

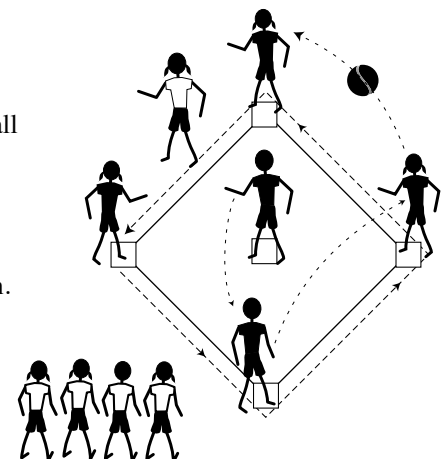
- Vary the throwing position: standing; kneeling; lying on the back and/or closer or further from the rafter.
- With partners, students develop their own competition.

## NO.12 OVERHAND OVERTAKE

Skill Components					
1	2	3	4	5	6
✓	✓	✓	✓	✓	✓

**Students**  
**Equipment**  
**Area**  
**Activity**

2 groups of 5–8.  
5 bases and 1 tennis, playball or softcrosse ball per 2 groups.  
Large open space.  
The activity is similar to softball. A runner starts at home base. The ball starts at the pitcher plate. On a signal the runner proceeds around the bases. The pitcher throws to the catcher on home base, who throws to first base, who throws to second base, who throws to third base, who throws to home. The aim is for the runner to beat the ball home and score a run. Groups swap after each runner in the group has had a turn.



# OVERHAND THROW



## Skill Components

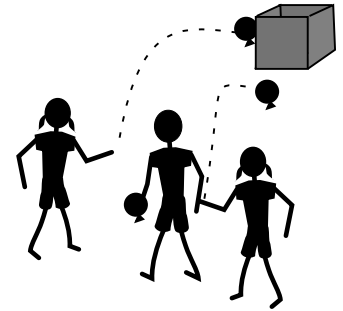
1. Eyes are focused on the target throughout the throw.
2. Stand side-on to the target.
3. Throwing arm nearly straightened behind the body.
4. Step towards the target with foot opposite throwing arm during the throw.
5. Marked sequential hip to shoulder rotation during the throw.
6. Throwing arm follows through down and across the body.

## NO.13 WATER BOMBS

Skill Components					
1	2	3	4	5	6
√	√	√	√	√	√

**Students**  
**Equipment**  
**Area**  
**Activity**

Whole class.  
Balloons and water.  
Large open space.  
Fill balloons with water (water bombs) so they are the size of a tennis ball. Set up a target that can be soaked with water (eg cardboard box) and have students bombard the target.



## NO.14 PERSONAL BEST

Skill Components					
1	2	3	4	5	6
√	√	√	√	√	√

**Students**  
**Equipment**  
**Area**  
**Activity**

Groups of 4–5.  
1 softball per student and 1 marker cone per group.  
Large open space.  
Set out the marker cones according to the following distances:  
5–6 years, 15 metres; 7–8 years, 20 metres; 9–10 years, 25 metres; 11–12 years, 30 metres. Students are encouraged to throw for distance. Emphasis is placed on personal best. Encourage all students to improve their performance. Students have 3 consecutive throws after 1 or 2 warm-up throws.

### Variation

- Develop whole school benchmarks using either a tennis ball, Kanga cricket ball, nerf ball or newspaper ball.

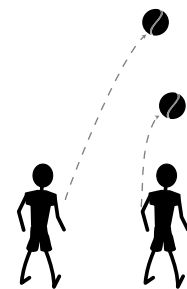
**FMS Teaching Tip**  
Learning fundamental motor skills is challenging for most students.

## NO.15 LEFT VERSUS RIGHT

Skill Components					
1	2	3	4	5	6
√	√	√	√	√	√

**Students**  
**Equipment**  
**Area**  
**Activity**

Individuals.  
2 tennis balls, bean bags or newspaper balls per student.  
Large open space.  
Students throw as far as possible in the same direction with their preferred hand. They then attempt to match their preferred hand throw with their non-preferred hand throw. Students count the number of throws it takes with the non-preferred hand to reach the same distance using the preferred hand. Encourage students to explore ways to improve their non-preferred hand throwing distance. Guide students to discover the components of the overhand throw.



## Skill Components

1. Eyes are focused on the target throughout the throw.
2. Stand side-on to the target.
3. Throwing arm nearly straightened behind the body.
4. Step towards the target with foot opposite throwing arm during the throw.
5. Marked sequential hip to shoulder rotation during the throw.
6. Throwing arm follows through down and across the body.



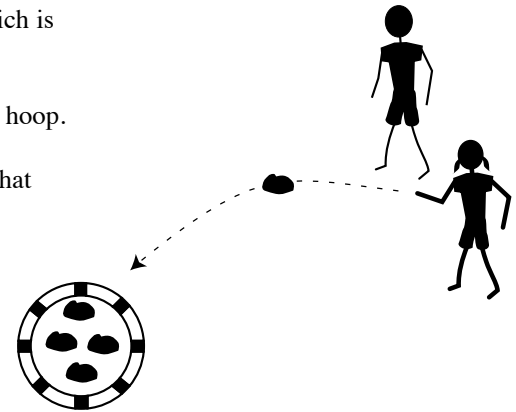
## NO.16 FILL THE HOOP

Skill Components					
1	2	3	4	5	6
✓	✓	✓	✓	✓	✓

**Students** Pairs.  
**Equipment** 5 bean bags and 1 hoop per pair.  
**Area** Large open space.  
**Activity** Taking turns, each student throws a bean bag to land in a hoop which is positioned a set distance away.

### Variations

- Students have 5 throws and count the number of times the bean bags land in the hoop.
- Students compete against other pairs.
- Students establish a personal best for the greatest number of successive throws that land in the hoop.



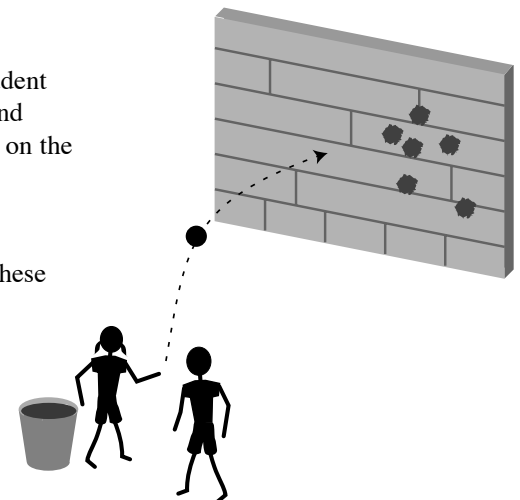
## NO.17 MATCH THE MARK

Skill Components					
1	2	3	4	5	6
✓	✓	✓	✓	✓	✓

**Students** Pairs.  
**Equipment** 1 tennis ball and a container of water per pair.  
**Area** Open space with rebound wall.  
**Activity** Students dip the tennis ball into a container of water. The first student throws the ball to hit the wall which leaves a wet mark. The second student aims to hit the mark. Students continue to build up marks on the wall aiming for a tight grouping.

### Variations

- With chalk, draw targets on the wall.
- Students stand against the wall and draw an outline of their body with chalk. These outlines become the targets.



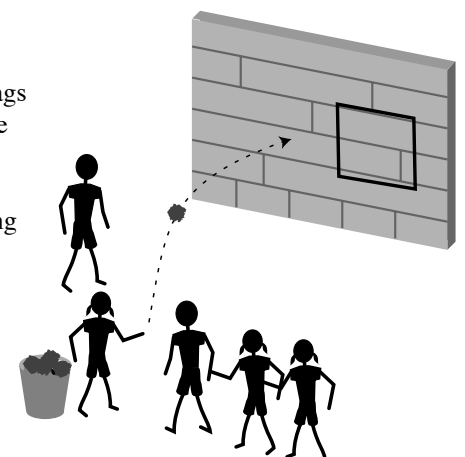
## NO.18 WALL TARGETS

Skill Components					
1	2	3	4	5	6
✓	✓	✓	✓	✓	✓

**Students** Groups of 4–5.  
**Equipment** Bean bags and chalk per group.  
**Area** Open space with rebound wall.  
**Activity** Draw shapes or similar large targets on a wall. Students throw bean bags at full force from a reasonable distance. Vary the distance to encourage more power.

### Variations

- Place hoops immediately below the targets for the bean bags to drop into after hitting the target.
- Vary the ball size.





# OVERHAND THROW



## Skill Components

1. Eyes are focused on the target throughout the throw.
2. Stand side-on to the target.
3. Throwing arm nearly straightened behind the body.
4. Step towards the target with foot opposite throwing arm during the throw.
5. Marked sequential hip to shoulder rotation during the throw.
6. Throwing arm follows through down and across the body.

## NO.19 KNOCK DOWN

Skill Components					
1	2	3	4	5	6
√	√	√	√	√	√

**Students**  
**Equipment**

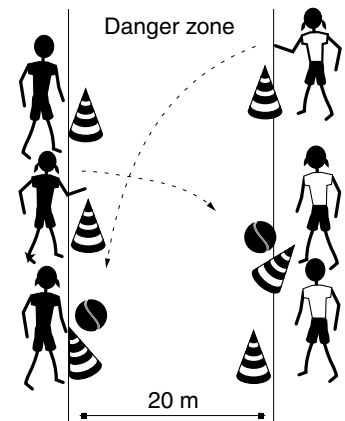
2 groups.  
Small marker cones and 20–30 tennis balls or softcrosse balls per 2 groups.

**Area**  
**Activity**

Netball court.  
Throwers try to knock down marker cones in front of opposing throwers. Retrievers collect balls. The teacher calls a truce to restore the hit marker cones and to collect balls in the danger zone.

### Safety Tip

Remind students of the need to act safely in this activity.



## NO.20 RUN THE GAUNTLET

Skill Components					
1	2	3	4	5	6
√	√	√	√	√	√

**Students**  
**Equipment**

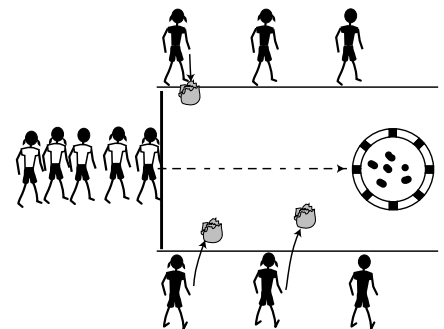
2 groups of 5–10.  
Badminton shuttlecocks or newspaper balls, 6 bean bags, bibs or colour bands, 1 hoop per 2 groups.

**Area**  
**Activity**

Large open space.  
1 group of runners stands in line at the start line. On a signal, the first runner runs down the track (through the gauntlet) to collect a bean bag from the hoop and returns home. Students from the other group stand on either side of the track and bombard the runner. If a runner is hit by a shuttlecock or newspaper ball, they stop, remain still and drop a bean bag they may have to the ground. The next runner in line runs the gauntlet, collects a dropped bean bag or bean bag from the hoop and returns home. Each group scores 1 point for every bean bag returned to the group.

### Variation

- Instead of dropping the bean bag, the runner stands still and holds the bean bag with an outstretched arm to be grabbed by another student as they run past.



## NO.21 CLAP, CLAP, CLAP!

Skill Components					
1	2	3	4	5	6
√	√	√	√	√	√

**Students**  
**Equipment**  
**Area**  
**Activity**

Individuals.  
1 tennis ball per student.  
Hard surface open space.  
Students throw the ball as hard as they can into the ground. They then clap continuously until the ball hits the ground again. To challenge students set records by counting the number of claps before the ball hits the ground again.

### Variation

- Indoors, students attempt to hit the roof with a rebound from a throw to the ground.

### Safety Tip

Remind students of the need to act safely in this activity.

## Skill Components

1. Eyes are focused on the target throughout the throw.
2. Stand side-on to the target.
3. Throwing arm nearly straightened behind the body.
4. Step towards the target with foot opposite throwing arm during the throw.
5. Marked sequential hip to shoulder rotation during the throw.
6. Throwing arm follows through down and across the body.

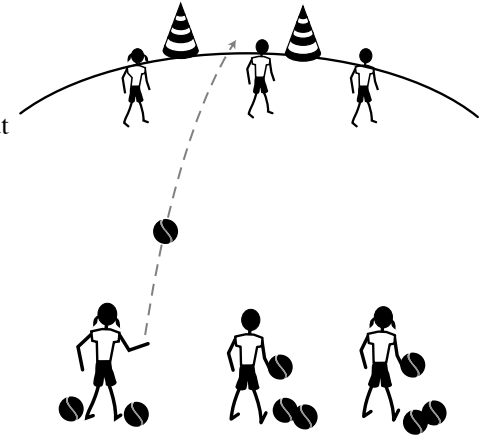


## NO.22 GOAL SHOOT

Skill Components					
1	2	3	4	5	6
✓	✓	✓	✓	✓	✓

**Students**  
**Equipment**  
**Area**  
**Activity**

Groups of 6.  
9 balls and 2 marker cones per group.  
Large open space.  
The groups divide into 2 with throwers and defenders. Students throw balls to clear the marker cones (goals) and goal line on the full without being touched. Defenders attempt to touch and/or stop the balls. Each student has 3 throws. Tally the score for each group of throwers.



## NO.23 CIRCLE THROW

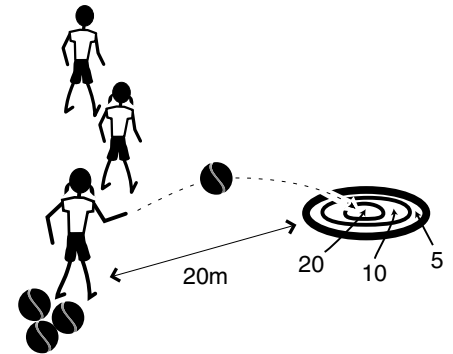
Skill Components					
1	2	3	4	5	6
✓	✓	✓	✓	✓	✓

**Students**  
**Equipment**  
**Area**  
**Activity**

Groups of 3–5.  
4 tennis balls per student and chalk per group.  
Large open space.  
Draw concentric chalk circles on the ground/floor and designate values for each circle, with the highest value in the centre. Students aim to land a ball (ie first bounce) on the centre of the target for maximum points. The tallied score is called out.

### Variation

- Vary the distance and size of circles.



## NO.24 LONG BALL THROW

Skill Components					
1	2	3	4	5	6
✓	✓	✓	✓	✓	✓

**Students**  
**Equipment**  
**Area**  
**Activity**

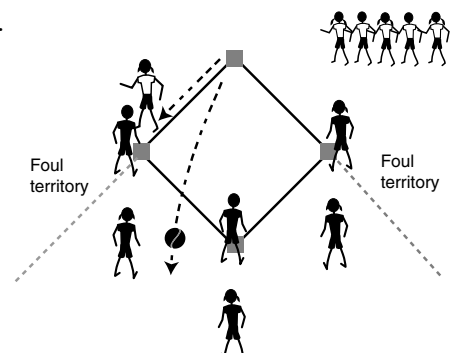
2 groups of 6–8.  
4 bases and 1 volleyball per 2 groups.  
Large open space.  
This activity is similar to tee-ball except the ball is thrown into the field. Foul territory applies. The throw must be a minimum of 15 metres.

### Rules:

- The first retrieval must be thrown.
- Fielders must overhand throw all passes.

### Variation

- Provide extra bases.



*It is recommended that the ball bounce be introduced during Year 1 and mastered by the end of Year 3. Skill mastery will vary according to individual differences, and the quality and quantity of instruction.*

## TEACHING HINT

---

- For beginners, large colourful medium weight balls provide the best opportunity to learn.

## SKILL COMPONENTS AND IDEAS TO ASSIST CORRECT TECHNIQUE

---

### 1. Eyes focused forward throughout the bounce.

- Students practise bouncing whilst choosing a point in front of them to focus on (eg a mark on a wall).
- To help students understand how a ball responds to varying force, suggest throwing the ball down as hard as possible, making it bounce high, low, quietly, as high as the head, hips etc.
- Students bounce a ball to a wall and let it bounce back.
- Students toss a ball to a wall and let it bounce back.
- Students work in pairs. One partner bounces continually and calls out the number of fingers held in the air by the other partner.

### 2. Contact the ball with the fingers of one hand at about hip height.

- Students hold out a hoop at waist height and a partner bounces the ball to that height.
- To encourage use of fingers, students can practise small bounces while sitting.
- A student holds their hand out in front at waist height while their partner bounces the ball under it.

### 3. Wrist and elbows bend then straighten to push the ball.

- Instruct students to drop the ball and watch how high it rebounds. Note that it bounces to about waist height with very little push applied.
- Instruct students to drop a ball and push it back down once, with one hand only. Repeat, pushing the ball down 2, 3, 4 times in a row.
- Students should stroke/push the ball gently, not slap at it.
- The teacher holds a ball in both hands allowing the student to push it down. The teacher should only release the ball if it is pushed and not slapped.
- Students alternate bouncing hand.
- Encourage double-hand bouncing where hands are used as a cap for the ball.
- Various body positions can be employed to practise bouncing (eg standing, lying, kneeling etc).

### 4. Hips and knees slightly flexed during the bounce.

- Play 'Teacher Dribble' where the teacher and student face each other and alternate dribbles.
- Place marks on the floor out in front and to the side of students (same side as the bouncing hand) as targets for bouncing on.
- Students bounce while:
  - walking forwards, sideways
  - walking in and out of cones
  - jogging or running
  - standing on a bench, jump off and continue bouncing the ball.

### 5. Ball bounces in front of and to the side of the body.

- Students bounce a ball on pictures or marks on the floor.
- Students bounce a ball over objects (eg marker cones, low balance beam, cardboard boxes).
- By bouncing a ball in front and to the side while looking at their partner, students become aware of their peripheral vision.

## COMMON PROBLEMS

---

- Slapping at a ball instead of pushing it downwards.
- Inconsistent force applied to downward push.
- Failure to focus on and track the ball efficiently.
- Inability to bounce with either hand.
- Inability to bounce without visually monitoring the ball.
- Insufficient follow-through.
- Inability to move and continue bouncing the ball.

**Activities Designed to Develop the Ball Bounce**

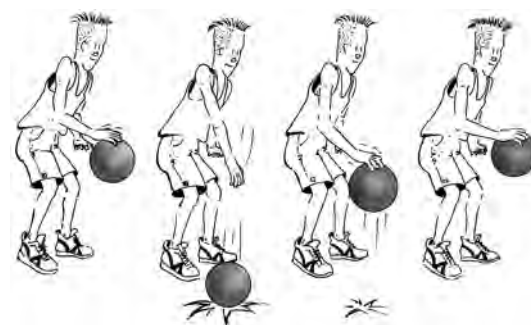
ACTIVITY	Rating*	Skill Components**					PAGE
		1	2	3	4	5	
1. Sideline Basketball	Upper	✓	✓	✓	✓	✓	58
2. Tag Ball	Upper	✓	✓	✓	✓	✓	58
3. Fast Break	Middle	✓	✓	✓	✓	✓	58
4. Dribble Contest	All	✓	✓	✓	✓	✓	59
5. Bounce Tag	All	✓	✓	✓	✓	✓	59
6. Obstacle Course	Lower	✓	✓	✓	✓	✓	59
7. Line Scat	All	✓	✓	✓	✓	✓	60
8. Stop, Go, Turn	All	✓	✓	✓	✓	✓	60
9. Circle Relay	Middle	✓	✓	✓	✓	✓	60
10. Follow the Leader	All	✓	✓	✓	✓	✓	61
11. Simon Says	Lower	✓	✓	✓	✓	✓	61
12. Rob the Bank	All	✓	✓	✓	✓	✓	61
13. Zig-Zag Bounce	Upper	✓	✓	✓	✓	✓	62
14. Mirror, Mirror	Middle	✓	✓	✓	✓	✓	62
15. Go Left, Go Right	Lower	✓	✓	✓	✓	✓	62
16. Corner Spry Relay	Lower	✓	✓	✓	✓	✓	63
17. Number Bounce	All	✓	✓	✓	✓	✓	63
18. Bounce Away	Upper	✓	✓	✓	✓	✓	63
19. Hoop Bounce	All	✓	✓	✓	✓	✓	64
20. Leader Bounce	All	✓	✓	✓	✓	✓	64
21. Cane Bounces	All	✓	✓	✓	✓	✓	64
22. Make It Bounce	All	✓	✓	✓	✓	✓	65
23. Waist Relay	Middle	✓	✓	✓	✓	✓	65
24. Bouncing Relay	All	✓	✓	✓	✓	✓	65

\*Rating is an indication of the difficulty of an activity.

The rated activities are suitable for use with students as follows:

- Lower: Prep-2
- Middle: Years 3-4
- Upper: Years 5-6
- All: Prep-6

A rating for an activity may alter when a variation of the activity is used.



1 2 3 4 5

**Skill Components**

\*\*Skill Components of the ball bounce that can be practised using each activity are indicated with a ✓. To aid student learning, focus only on 1 or 2 components each lesson.

# BALL BOUNCE



## Skill Components

1. Eyes focused forward throughout the bounce.
2. Contact the ball with the fingers of one hand at about hip height.
3. Wrist and elbows bend then straighten to push the ball.
4. Hips and knees slightly flexed during the bounce.
5. Ball bounces in front of and to the side of the body.

## NO.1 SIDELINE BASKETBALL

Skill Components				
1	2	3	4	5

**Students**

2 groups of 8–10.

**Equipment**

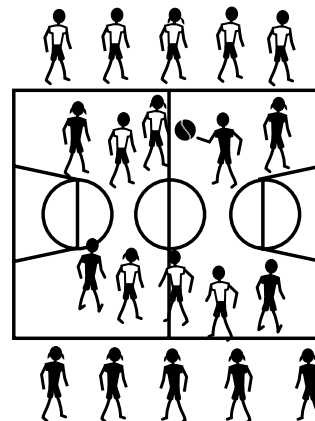
1 basketball and colour bands or bibs per 2 groups.

**Area**

Basketball court.

**Activity**

Each group is lined up along opposite sidelines. The first 5 students from each group go on the court. The activity is similar to basketball, with the exception that students on the court may only pass to a sideline student and not directly to another court student. This rule does not apply to successive attempts to score a goal. The ball must be bounced at least once by each student before passing. Sideline students must stay off the court. After each goal the sideline students exchange places with those on the court.



## NO.2 TAG BALL

Skill Components				
1	2	3	4	5

**Students**

2 groups of 8–10.

**Equipment**

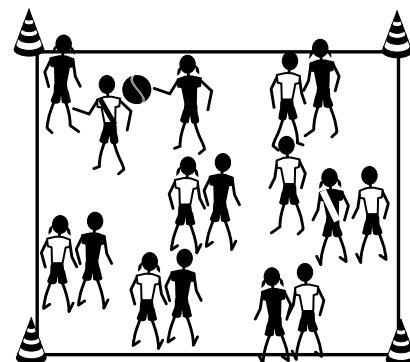
4 marker cones, 1 basketball and 2 colour bands or bibs per 2 groups.

**Area**

Hard surface open space.

**Activity**

Set up marker cones to designate the activity area. 1 student from each group is designated as a target student. The object is to score by using the ball to tag the opponent's target student. Basketball rules apply. Students may pass or bounce the ball while moving to touch the opponent's target. If a student chooses to pass, they must bounce the ball first. The target students from one group may tag the other group's target student. Following a score, the group scored against throws the ball back into play from the point where the score was made.



**Variations**

- Restrict the target student to an area.
- The target student cannot run, but must walk or hop to avoid being tagged.

## NO.3 FAST BREAK

Skill Components				
1	2	3	4	5

**Students**

2 groups of 8–10.

**Equipment**

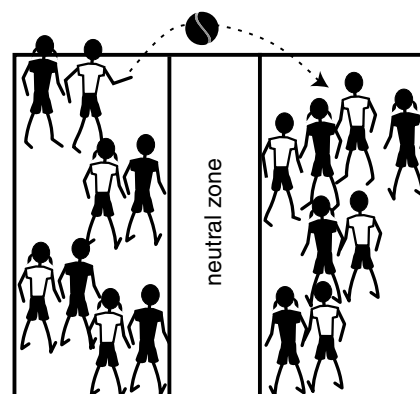
1 basketball or playground ball per 2 groups.

**Area**

Hard surface open space.

**Activity**

The groups divide into 2 groups with each sub-group positioned at either end of the area. The object is for students in the group at an end to pass the ball to their group on the other side of the neutral zone. Students must bounce the ball before passing. No one is allowed in the neutral zone. Basketball rules apply. Opposing group members try to knock down the ball or intercept it before it can be caught.

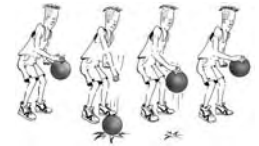


**Variations**

- Use more than 1 ball.
- Widen the neutral zone.

**Skill Components**

1. Eyes focused forward throughout the bounce.
2. Contact the ball with the fingers of one hand at about hip height.
3. Wrist and elbows bend then straighten to push the ball.
4. Hips and knees slightly flexed during the bounce.
5. Ball bounces in front of and to the side of the body.



# NO.4 DRIBBLE CONTEST

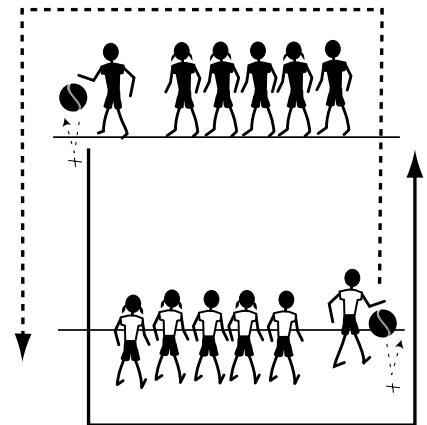
Skill Components				
1	2	3	4	5

**Students**  
**Equipment**  
**Area**  
**Activity**

2 groups of 6–8.  
1 playground ball per 2 groups.  
Hard surface open space.  
The groups line up at opposite ends of the area. The object is for a group to complete the dribble course first. A ball is given to the student at an end of each line (diagonally opposite). On a signal, each student dribbles anti-clockwise all the way around the rectangle formed by the 2 groups. When the student reaches the starting point, they hand the ball to the next student, who bounces it around the rectangle.

**Variations**

- Students bounce with their non-preferred hand.
- Students bounce in a clockwise direction.
- Students weave in and out between students of both groups.



# NO.5 BOUNCE TAG

Skill Components				
1	2	3	4	5

**Students**  
**Equipment**  
**Area**  
**Activity**

Whole class.  
1 playground ball, netball or basketball per student. Bibs or colour bands.  
Hard surface open space.  
Students spread throughout the area, 1 or more wear a bib to indicate they are taggers. On a signal, taggers chase other students who all bounce a ball, aiming to tag as many students as possible. Set time limits for taggers so that students do not become too tired. When tagged, students stand and bounce a ball on the spot until they are 'released' by another student. Release occurs by touching or circling the tagged student. Repeat several times, alternating students who are taggers.

**Variations**

- Students bounce with their non-preferred hand.
- On a signal, students swap the hand they are bouncing with.

# NO.6 OBSTACLE COURSE

Skill Components				
1	2	3	4	5

**Students**  
**Equipment**  
**Area**  
**Activity**

Whole class.  
1 playground ball, netball or basketball per student. Hoops, benches, mats, chairs, ropes, cones.  
Hard surface open space.  
Set up an obstacle course using available equipment. Obstacles can be used to designate certain actions by students. Students bounce their ball while walking (backwards, around a hoop, along benches, on a rope, over mats).

**Variations**

- On a signal, students use their other hand to bounce the ball.
- On a signal, students change direction through the obstacle course.
- Vary the ball size to make bouncing more challenging.

**FMS Teaching Tip**  
Playing a game? Have a purpose in mind!



# BALL BOUNCE



## Skill Components

1. Eyes focused forward throughout the bounce.
2. Contact the ball with the fingers of one hand at about hip height.
3. Wrist and elbows bend then straighten to push the ball.
4. Hips and knees slightly flexed during the bounce.
5. Ball bounces in front of and to the side of the body.

## NO.7 LINE SCAT

Skill Components				
1	2	3	4	5

### Students

2 groups.

### Equipment

1 playground ball, netball or basketball per student.

### Area

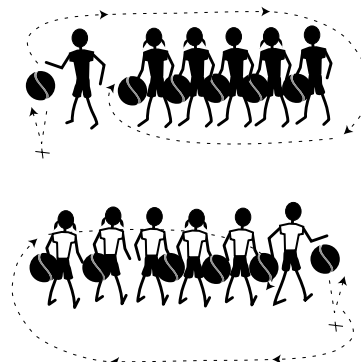
Hard surface open space.

### Activity

The groups form 2 lines facing each other about 5–7 metres apart. Students number off, starting at opposite ends. The teacher calls a number and students with that number turn to their right and run bouncing the ball around the outside of their line and back to their places. Students score a point for their group if they return before a set time period has elapsed (eg 10 seconds).

### Variations

- Students weave in and out of their line rather than run around it.
- Call out more than one number.



## NO.8 STOP, GO, TURN

Skill Components				
1	2	3	4	5

### Students

Groups of 3.

### Equipment

1 basketball, playground ball or netball per group.

### Area

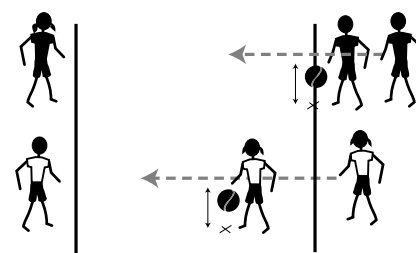
Hard surface open space.

### Activity

2 students stand on a line, 1 with a ball. The third student (signaller) stands on the opposite line 15–20 metres away. The student with the ball walks while bouncing the ball slowly towards the other line, watching for signals from the signaller. The signaller directs movements by indicating stop (arm raised above head), go (arm held at side) or turn (one arm held out to side to indicate turn and direction of turn). The student gives the ball to the signaller upon arrival at the line. Students continue the activity moving back and forth between lines, alternating roles.

### Variation

- The student runs while bouncing. The signaller holds up their hand, alternately opening and closing their fist. The student calls out “Open” or “Closed” to indicate the position of the signaller’s fist while bouncing the ball towards the signaller.



## NO.9 CIRCLE RELAY

Skill Components				
1	2	3	4	5

### Students

Groups of 4–8.

### Equipment

1 playground ball, netball or basketball per group.

### Area

Hard surface open space.

### Activity

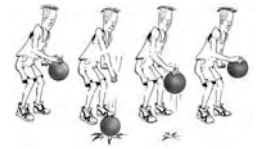
Groups assemble in lines, like the spokes of a wheel. A student at the head of each line has a ball. On a signal, each group tunnel balls the ball to the last student in line who picks the ball up and runs clockwise around the perimeter of the circle bouncing the ball, returning to the head of the line. The process is continued until all students have had a number of turns. Groups score a point if they complete the relay in a set time (eg 1, 1.5, 2 minutes).

### Variations

- On a signal, students reverse the direction of their travel.
- Students bounce the ball with their other hand.
- Students pass the ball along the line in a different way (eg under and over, or above their heads).

## Skill Components

1. Eyes focused forward throughout the bounce.
2. Contact the ball with the fingers of one hand at about hip height.
3. Wrist and elbows bend then straighten to push the ball.
4. Hips and knees slightly flexed during the bounce.
5. Ball bounces in front of and to the side of the body.



## NO.10 FOLLOW THE LEADER

Skill Components				
1	2	3	4	5

**Students** Groups of 4.  
**Equipment** 1 basketball, playground ball, or netball per student.  
**Area** Hard surface open space.  
**Activity** Students line up behind leaders. On a signal, students follow their leader about the activity area while bouncing their ball. The leaders aim to make the journey interesting by changing direction regularly without losing their groups. On a signal, leaders drop off to the back of the line and the next student in line becomes the leader who continues bouncing the ball.

### Variation

- On a signal, the last student in the line bounces their ball as fast as possible to the front of the line to become the new leader.

## NO.11 SIMON SAYS

Skill Components				
1	2	3	4	5

**Students** Groups of 4 or more.  
**Equipment** 1 basketball, playground ball, or netball per student.  
**Area** Hard surface open space.  
**Activity** A student is selected as a leader. The leader stands in front of their group and directs the students to follow 'Simon Says' to bounce a ball in a particular way (eg bounce high, low, while turning, while sitting etc). Students only follow the directions of the leader if the leader first says the words "Simon Says". Students do not drop out of the activity if a mistake is made. Rotate leaders regularly.

### Variation

- Vary the ball size.

**FMS Teaching Tip**  
 Help students understand that learning fundamental motor skills is difficult.

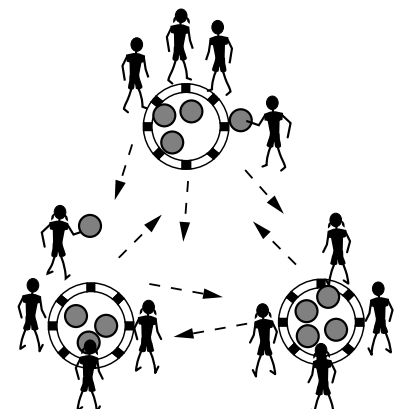
## NO.12 ROB THE BANK

Skill Components				
1	2	3	4	5

**Students** Groups of 3–5.  
**Equipment** 1 hoop per group and 1 medium sized ball per student.  
**Area** Hard surface open space.  
**Activity** Place hoops at random in the activity area. Groups are assigned to a hoop (bank) and place their ball in their bank. On a signal, students run to another group's bank, pick up a ball, bounce it 3 times outside the hoop, and return to their bank carrying or bouncing the ball. Students cannot protect the balls in their bank. The activity ends with a signal from the teacher at which time students count the number of balls in their bank and possession. Repeat the activity several times.

### Variation

- Groups line up at their hoop. 1 student runs to collect, bounce and return with a ball. Upon return, another student goes to collect a ball.



# BALL BOUNCE



## Skill Components

1. Eyes focused forward throughout the bounce.
2. Contact the ball with the fingers of one hand at about hip height.
3. Wrist and elbows bend then straighten to push the ball.
4. Hips and knees slightly flexed during the bounce.
5. Ball bounces in front of and to the side of the body.

## NO.13 ZIG-ZAG BOUNCE

Skill Components				
1	2	3	4	5

### Students

2 groups of 8–20.

### Equipment

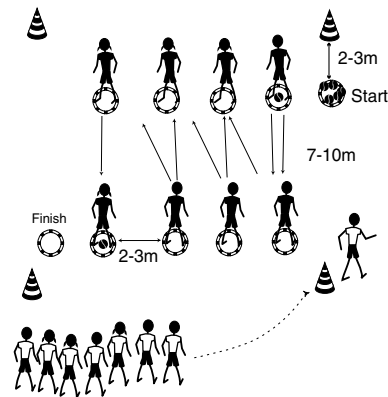
1 medium sized ball and 1 hoop per 2 students, 4 marker cones and 2 extra hoops per 2 groups.

### Area

Hard open surface.

### Activity

Hoops are set out in 2 lines with 7–10 metres between the lines and 2–3 metres between the hoops in each line. 4 cones are placed 2–3 metres away from the hoops to designate an outside perimeter. Group 1 students each stand in a hoop. All the balls are placed in a hoop (or 2 may be needed) at an end of the line of hoops. On a signal, the first student picks up a ball and runs bouncing it to the hoop in the opposite line. The first student returns to their hoop to retrieve another ball and repeats the process. At the same time, the second student picks up the ball which was placed in their hoop and runs bouncing it to the next hoop in the line opposite. Group 1 moves all of the balls from hoop to hoop in a zig-zag pattern until all balls are in the last hoop (or hoops). While group 1 is moving the balls, group 2 lines up in single file next to the marker cone opposite the hoop into which all the balls are eventually placed. When the signal is given, the first student starts to run around the perimeter designated by the cones. Each subsequent student starts to run around the perimeter when the student in front of them has turned the first corner (past the cone). Group 2 continues to run around the perimeter until all the balls have been placed in the last hoop by group 1. Groups change roles. Group 2 scores a run each time the starting point is passed.



### Variation

- 2 groups participate in the group 1 activity simultaneously and delete the group 2 activity.

## NO.14 MIRROR, MIRROR

Skill Components				
1	2	3	4	5

### Students

Pairs.

### Equipment

1 basketball, playground ball or netball per student.

### Area

Hard surface open space.

### Activity

Students find a free space in the activity area. On a signal, 1 student acts as a leader and moves around the area bouncing a ball. They are followed closely by their partner who also bounces a ball. The leader aims to lose their partner by changing direction or speed regularly. The activity continues until the teacher's signal indicates the activity has ended or that students should reverse their roles. Repeat the activity several times. Students score a point if they are within 2–3 metres of the leader when a signal to stop is given.

## NO.15 GO LEFT, GO RIGHT

Skill Components				
1	2	3	4	5

### Students

Whole class.

### Equipment

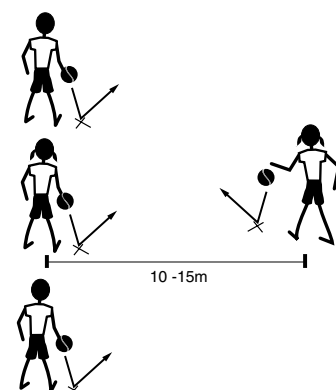
1 basketball, playground ball or netball per student.

### Area

Hard surface open space.

### Activity

The teacher stands in front of the students who are spread throughout the area. The students are asked to imitate the teacher's actions. The teacher bounces the ball and performs various actions such as moving to the left, the right, forwards or any direction by side-stepping, hopping, sliding, skipping, or jumping. Once students understand the activity, a student can lead the group.



### Variations

- Students use their non-preferred hand to bounce the ball.
- On a signal during the activity, students use their non-preferred hand to bounce the ball.

**Skill Components**

1. Eyes focused forward throughout the bounce.
2. Contact the ball with the fingers of one hand at about hip height.
3. Wrist and elbows bend then straighten to push the ball.
4. Hips and knees slightly flexed during the bounce.
5. Ball bounces in front of and to the side of the body.

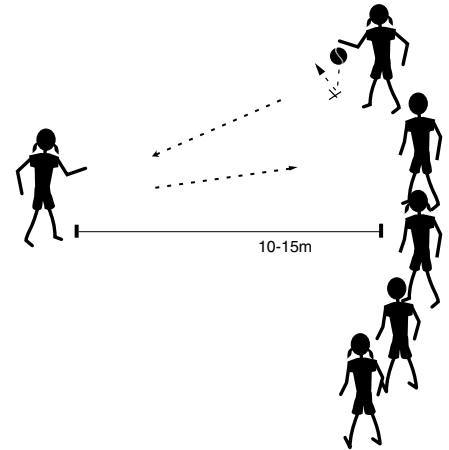


# NO.16 CORNER SPRY RELAY

Skill Components				
1	2	3	4	5

**Students**  
**Equipment**  
**Area**  
**Activity**

Groups of 4–8.  
1 playground ball, netball or basketball per group.  
Hard surface open space.  
Groups line up facing a leader who stands 10–15 metres in front. A student at one end of the line has a ball. On a signal, the student with the ball moves while bouncing it to give it to the leader. They then exchange places. The former leader then bounces the ball back to the next student in the line. The ball is moved in this sequence until each student has completed a turn. Repeat the activity several times. Groups score a point for completing the relay within a set time (eg 1, 1.5, 2 minutes).



**Variations**

- Students use their non-preferred hand to bounce the ball.
- On a signal during the activity, students use their non-preferred hand to bounce the ball.

# NO.17 NUMBER BOUNCE

Skill Components				
1	2	3	4	5

**Students**  
**Equipment**  
**Area**  
**Activity**

Whole class.  
1 basketball, playground ball or netball per student.  
Hard surface open space.  
Students disperse throughout the activity area. Students walk around bouncing the ball. The teacher gives a signal, then calls out a number. Students quickly form groups of the number called out. Repeat several times.

**FMS Teaching Tip**  
Physical education classes are supposed to be active!

**Variations**

- A student calls out a number.
- Students use their non-preferred hand to bounce the ball.
- All or some students wear coloured bibs or bands. Colours have different number values (eg yellow = 1, blue = 2, red = 3). A student calls out a number. Students use bib colours to calculate a group 'size' equal to the called number (eg 2 yellow students, 3 blue students and 1 red student = 11).

# NO.18 BOUNCE AWAY

Skill Components				
1	2	3	4	5

**Students**  
**Equipment**  
**Area**  
**Activity**

Pairs.  
1 basketball, playground ball or netball per student.  
Hard surface open area.  
Students face each other and, while bouncing a ball, attempt to knock their partner's ball away. Repeat the activity several times. Rotate pairs regularly to encourage interaction. Students score 1 point each time they knock their partner's ball away.

**Variations**

- Students use their non-preferred hand to bounce the ball.
- Students aim to accumulate points to a set value over several tries.

## BALL BOUNCE



### Skill Components

1. Eyes focused forward throughout the bounce.
2. Contact the ball with the fingers of one hand at about hip height.
3. Wrist and elbows bend then straighten to push the ball.
4. Hips and knees slightly flexed during the bounce.
5. Ball bounces in front of and to the side of the body.

## NO.19 HOOP BOUNCE

Skill Components				
1	2	3	4	5

### Students

Individuals.

### Equipment

1 basketball, playground ball or netball and 1 hoop (or chalk circle) per student.

### Area

Hard surface open space.

### Activity

Students place their hoops in the activity area. They explore various ways they can bounce a ball in the hoop. Examples include bouncing while kneeling, standing on one foot, hopping on the spot, turning, alternating hands, crouching, on tip-toes, standing astride the hoop, with one or both eyes closed. Challenge students to find other alternatives. Ask individual students to demonstrate to others.

**FMS Teaching Tip**  
Plan to start lessons in an active way - students expect physical education to be active.

## NO.20 LEADER BOUNCE

Skill Components				
1	2	3	4	5

### Students

Groups of 3–4.

### Equipment

1 basketball, playground ball or netball and 1 hoop per student.

### Area

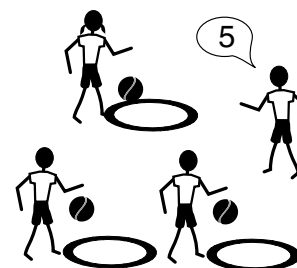
Hard surface open space.

### Activity

The hoops are scattered randomly in the activity area. 1 student tells the rest of their group how many ball bounces they should do in each hoop (numbers to be between 0–10). Rotate so that each student has a turn as the caller. The bouncers must not stand in the hoop.

### Variations

- The caller could suggest:
  - left hand
  - right hand
  - right hand very low (or sitting)
  - left hand very high (or tip-toes).
- Use hoops with numbers written inside them with chalk.



## NO.21 CANE BOUNCES

Skill Components				
1	2	3	4	5

### Students

Pairs.

### Equipment

1 ball and 1 cane per pair.

### Area

Hard surface open space.

### Activity

- Student bounces the ball under a cane held at waist height by the partner.
- Student bounces the ball over a cane held by the partner to the side and in front of the student.
- Student bounces the ball whilst the partner holds the cane at the back of the student's bent knees.
- Student bounces the ball to gain rhythm then closes their eyes and counts how many more bounces they can achieve before losing control.

After a set time students swap roles.

**Skill Components**

1. Eyes focused forward throughout the bounce.
2. Contact the ball with the fingers of one hand at about hip height.
3. Wrist and elbows bend then straighten to push the ball.
4. Hips and knees slightly flexed during the bounce.
5. Ball bounces in front of and to the side of the body.



# NO.22 MAKE IT BOUNCE

Skill Components				
1	2	3	4	5

**Students** Individuals.

**Equipment** 1 slightly deflated ball or balloon per student and carpet or gym mats.

**Area** Hard surface open space.

**Activity** Students bounce deflated balls or balloons on a carpet or gym mat. This requires more force than usual and will need a strong push of the ball to create a bounce.

**Variation**

- Students count how many successive bounces can be achieved.

# NO.23 WAIST RELAY

Skill Components				
1	2	3	4	5

**Students** Groups of 5.

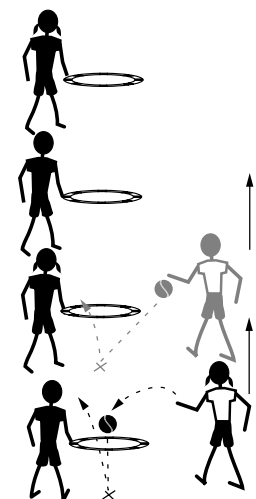
**Equipment** 1 ball and 4 hoops per group.

**Area** Hard surface open space.

**Activity** 4 students stand in a line, side on, holding a hoop out in front of them at waist height. The other student bounces a ball 5 times through the first hoop pushing it to the floor with their fingers only, then bounces the ball 5 times under the next hoop allowing it to bounce up to hip height, then repeats the bounces with their arm over the next hoop and under the next. Once at the end, the student passes the ball to the front of the line whilst the hoops are passed 1 student down so that the end student holds a hoop. The next person in line has a turn.

**Variation**

- Use this activity as a relay..



# NO.24 BOUNCING RELAY

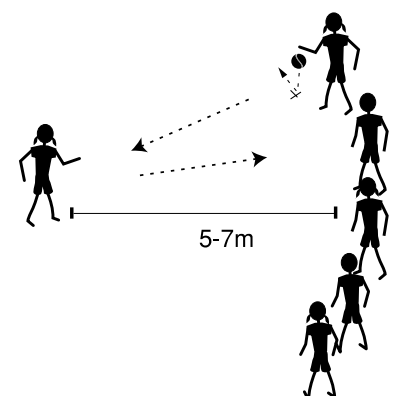
Skill Components				
1	2	3	4	5

**Students** Groups of 4–8.

**Equipment** 1 playground ball, netball or basketball per group.

**Area** Hard surface open space.

**Activity** Groups line up facing a leader who stands 5–7 metres in front. A student at the end of the line has a ball. On a signal, the student with the ball bounces it 5 times, then passes (eg throws, rolls) the ball to the leader who bounces it 5 times, and then passes it to the next student in the line. The students bounce and move the ball towards the end of the line in this manner. When the ball reaches the last student in line, that student bounces the ball 5 times and then takes the place of the leader who moves into the line.





*It is recommended that the leap be introduced during Year 1 and mastered by the end of Year 3. Skill mastery will vary according to individual differences, and the quality and quantity of instruction.*

## TEACHING HINTS

---

- To leap, students take-off from one foot and land on the other foot.
- Distance is important, allow for gradual increase.
- To emphasise the mid-flight phase, encourage students to stay airborne as long as possible.
- Beware of using hoops as they slip if stepped on when landing.
- Students need to look forwards during the leap.
- Students perform a series of run-throughs, each time increasing the stepping distance until the steps become leaps.

## SKILL COMPONENTS AND IDEAS TO ASSIST CORRECT TECHNIQUE

---

- 1. Forwards movement sustained throughout the leap.**
    - Students stand behind a line on one foot, then push-off to land on the other side of the line on the other foot. They turn and leap back over the line with the other foot leading.
    - Spread 3 or 4 ropes out on the ground. Students run and take one step between the ropes.
  - 2. Eyes focused forwards throughout the leap.**
    - Students look at their partner as they leap. The partner holds up a certain number of fingers for the leaper to identify.
    - Use a wall marking for a leaper to look at during the leap (eg a smiling face).
  - 3. Take off from one foot and land on the opposite foot.**
    - Students run, stepping high with each running step.
    - Students curl up on the floor/ground while others leap over them.
    - Students take giant leaps over a wriggling rope.
    - Leapers take off from the other foot.
  - 4. During flight legs are straightened with the arms held in opposition to legs.**
    - While leaping, leapers reach their right hand forwards to touch their left ankle, and then repeat with the opposite arm and leg.
  - 5. Controlled landing without losing balance.**
    - Students leap over an object on the floor/ground, land and hold that position. At the same time a partner, in front of the leaper holds up a coloured bean bag to be identified.
    - Students leap to land with control and balance in front of a foam shape.
- 

## COMMON PROBLEMS

---

- Failure to use arms in opposition to legs.
- Inability to perform a one foot take off and then land on the opposite foot (students often hop in their early attempts to leap).
- Restricted movements of arms and legs.
- Lack of spring and elevation in the push off.
- Landing heavily and flat-footed.
- Inhibited or exaggerated body lean.
- Failure to stretch and reach with legs.

## Activities Designed to Develop the Leap

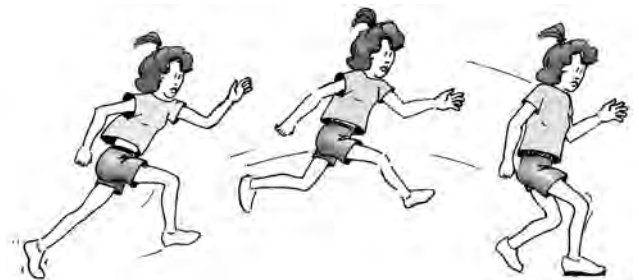
ACTIVITY	Rating*	Skill Components**					PAGE
		1	2	3	4	5	
1. Leap the Brook	Lower	✓	✓	✓	✓	✓	68
2. Fly	Upper	✓	✓	✓	✓	✓	68
3. Wiggles	All	✓	✓	✓	✓	✓	68
4. Memory Maze	All	✓	✓	✓	✓	✓	69
5. Leap in the Creek	All	✓	✓	✓	✓	✓	69
6. Crocodile Leap	Lower	✓	✓	✓	✓	✓	69
7. Obstacle Leap	Lower	✓	✓	✓	✓	✓	70
8. Tap the Top	All	✓	✓	✓	✓	✓	70
9. Leap 'n Run	All	✓	✓	✓	✓	✓	70
10. Leader Leaps	All	✓	✓	✓	✓	✓	71
11. Left Right Leaps	All	✓	✓	✓	✓	✓	71
12. Snake Leaps	All	✓	✓	✓	✓	✓	71
13. Space Walk	All	✓	✓	✓	✓	✓	72
14. Long Leaps	Lower	✓	✓	✓	✓	✓	72
15. Towards Hurdling	Lower	✓	✓	✓	✓	✓	72
16. Triple Jumps	Lower	✓	✓	✓	✓	✓	73
17. Freeze	All	✓	✓	✓	✓	✓	73
18. Rob the Nest	All	✓	✓	✓	✓	✓	73
19. Leap Relay	All	✓	✓	✓	✓	✓	74
20. Leg Leap Relay	All	✓	✓	✓	✓	✓	74
21. Charlie	All	✓	✓	✓	✓	✓	74
22. Beat the Ball	All	✓	✓	✓	✓	✓	75
23. Warm-up Leaps	All	✓	✓	✓	✓	✓	75
24. Stepping Stones	Lower	✓	✓	✓	✓	✓	75

\*Rating is an indication of the difficulty of an activity.

The rated activities are suitable for use with students as follows:

- Lower: Prep-2
- Middle: Years 3-4
- Upper: Years 5-6
- All: Prep-6

A rating for an activity may alter when a variation of the activity is used.



1 2

3 4

5

Skill Components

\*\*Skill Components of the leap that can be practised using each activity are indicated with a ✓. To aid student learning, focus only on 1 or 2 components each lesson.



## Skill Components

1. Forward movement sustained throughout the leap.
2. Eyes focused forward throughout the leap.
3. Take off from one foot and land on the opposite foot.
4. During flight legs are straightened with the arms held in opposition to legs.
5. Controlled landing without losing balance.

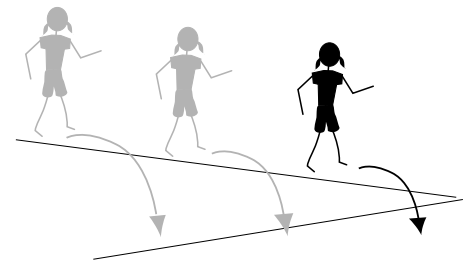
# NO.1 LEAP THE BROOK

Skill Components				
1	2	3	4	5
√	√	√	√	√

**Students** Whole class.  
**Equipment** Ropes, chalk or tape.  
**Area** Large open space.  
**Activity** Students divide into 3 groups and leap over parallel ropes or lines marked on the floor/ground. Gradually widen the ropes after each leap.

### Variations

- Mark lines in a V shape to allow each student to leap across the most comfortable width for them (see diagram).
- Place a series of coloured lines on the floor/ground so that students can attempt different distance leaps.



(Variation)

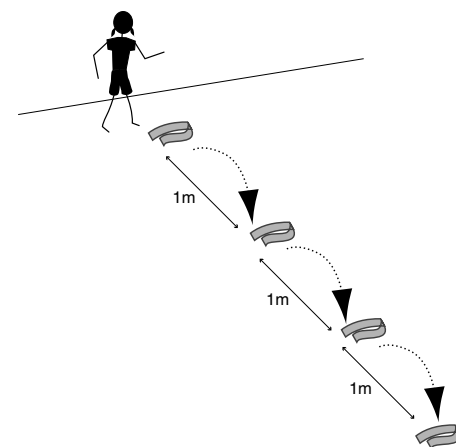
# NO.2 FLY

Skill Components				
1	2	3	4	5
√	√	√	√	√

**Students** Groups of 4–6.  
**Equipment** 4 markers (eg colour bands) per group.  
**Area** Large open space.  
**Activity** Set out the markers about 1 metre apart. Students take turns to run up to the markers and leap between them. The fourth marker is moved to the spot where the heel of the leaper lands. The fourth marker is only moved if the leaper successfully leaps over it.

### Variations

- The last movement can be a jump instead of a leap.
- The pattern can be hop, leap, jump (triple jump practice).
- Students may choose any marker 1, 2, 3 or 4 to pick up and move to their landing spot.



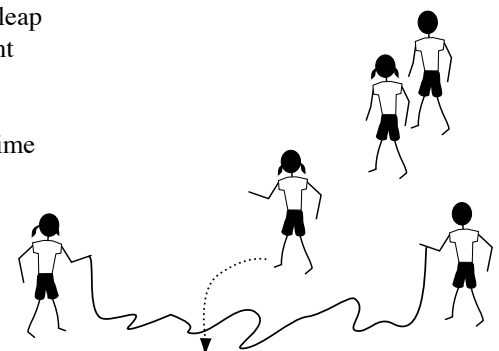
# NO.3 WRIGGLES

Skill Components				
1	2	3	4	5
√	√	√	√	√

**Students** Groups of 5–10.  
**Equipment** 1 long skipping rope per group.  
**Area** Large open space.  
**Activity** Students holding the ropes wriggle it sideways. Others form a line to leap over the rope. If cleared, then the wriggle size is increased. If a student lands on the rope, they take an end.

### Variations

- The rope is swung from side-to-side slowly. Students must run and leap over it in time with the rope swing.
- The rope is wriggled up and down so students leap high to clear it.



### Safety Tip

**Make sure the rope is wriggled on the ground so that the students do not get tangled up in it.**

**Skill Components**

1. Forward movement sustained throughout the leap.
2. Eyes focused forward throughout the leap.
3. Take off from one foot and land on the opposite foot.
4. During flight legs are straightened with the arms held in opposition to legs.
5. Controlled landing without losing balance.

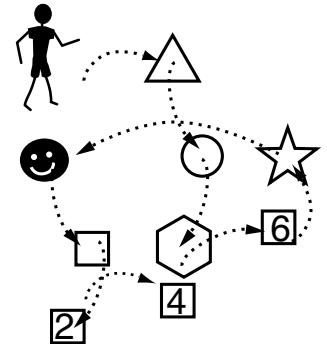


# NO.4 MEMORY MAZE

Skill Components				
1	2	3	4	5
√	√	√	√	√

**Students**  
**Equipment**  
**Area**  
**Activity**

Small groups.  
Memory mats (ie various pictures of body parts, numbers, shapes, colours, words etc) fixed to the floor or chalk drawings on asphalt.  
Hard surface open space.  
1 student lists a sequence of memory mats on to which another student must leap. Leaps may be performed forwards or in a sideways direction. Encourage students to keep the length of the sequence short.



**Safety Tip**  
Ensure mats are placed on a non-slippery surface.

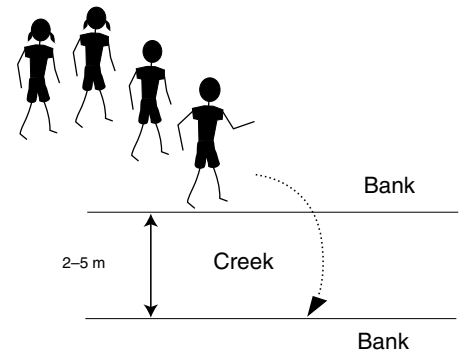
# NO.5 LEAP IN THE CREEK

Skill Components				
1	2	3	4	5
√	√	√	√	√

**Students**  
**Equipment**  
**Area**  
**Activity**

Small groups.  
2 long ropes per group.  
Large open space.  
Students line up behind a rope. The other rope is placed parallel to the first rope. On the call “In the creek”, students take a big leap into the ‘creek’. On the call “On the bank”, students take a big leap out of the creek, or depending where they are, from one ‘bank’ to the other.

- Variation**
- Increase creek width by moving the ropes further apart.

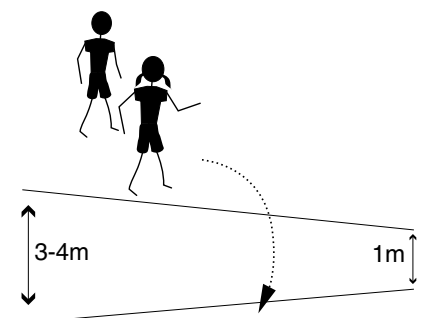


# NO.6 CROCODILE LEAP

Skill Components				
1	2	3	4	5
√	√	√	√	√

**Students**  
**Equipment**  
**Area**  
**Activity**

Pairs.  
2 long ropes per pair.  
Large open space.  
Ropes are set at an angle to each other to create a crocodile infested river. Pairs begin at the narrow end and attempt to leap across the ‘river’ to avoid the crocodiles. A student leads for 3 turns and chooses which part of the river to leap. Their partner then leaps from the same place. If both students are successful, the activity is repeated. If one student is unsuccessful, they lose a ‘life’. Students start the activity with 10 lives each.





## Skill Components

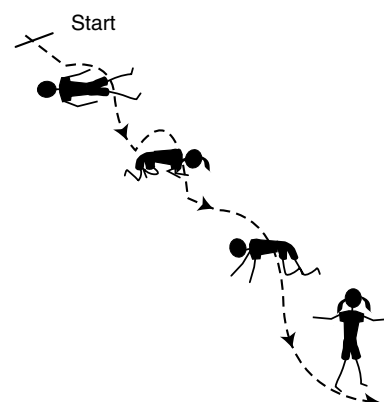
1. Forward movement sustained throughout the leap.
2. Eyes focused forward throughout the leap.
3. Take off from one foot and land on the opposite foot.
4. During flight legs are straightened with the arms held in opposition to legs.
5. Controlled landing without losing balance.

# NO.7 OBSTACLE LEAP

Skill Components				
1	2	3	4	5
√	√	√	√	√

**Students**  
**Equipment**  
**Area**  
**Activity**

Group of 5–10.  
Nil.  
Large open space.  
Groups line up. The first student in the line runs forwards 5 metres and lies down flat to form a ‘river’. Student 2 leaps the river, runs on 5 metres and crouches down to form a ‘rock’. Student 3 leaps the river then the rock, runs on 5 metres and kneels with their hands on the ground to form a ‘bridge’. Student 4 leaps the river, rock and goes under the bridge, runs on 5 metres and stands still to form a ‘tree’. The remainder of the group continues to leap over, crawl under, and run around the obstacles until the whole group has finished. Other members of the group then have a turn at being an obstacle.



# NO.8 TAP THE TOP

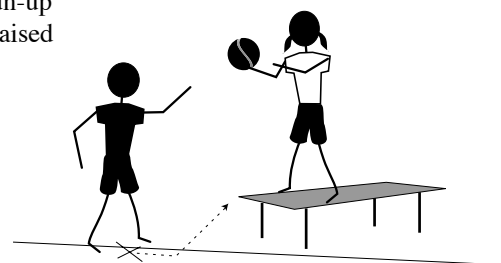
Skill Components				
1	2	3	4	5
√	√	√	√	√

**Students**  
**Equipment**  
**Area**  
**Activity**

Pairs.  
1 small ball and 1 chair/bench per pair.  
Large open space.  
1 student stands on a chair and holds the ball to the side with an outstretched arm at shoulder height. The partner takes a 2–3 step run-up and leaps to touch the ball. The height of the ball is progressively raised until the partner cannot leap and touch it. Students change roles.

### Variation

- Extend the distance rather than height to encourage a horizontal stretch.



# NO.9 LEAP 'N RUN

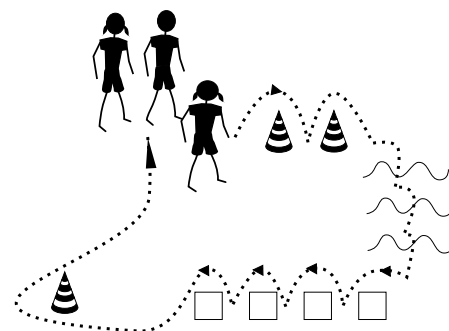
Skill Components				
1	2	3	4	5
√	√	√	√	√

**Students**  
**Equipment**  
**Area**  
**Activity**

Groups of 3–4.  
4 blocks, 3 ropes and 3 marker cones per group.  
Large open space.  
Students leap over the cones, ropes and blocks and then run around the marker. They repeat the sequence in reverse to touch the next student's hand to indicate their turn.

### Variations

- Introduce a time trial.
- Use this activity as a relay, in a circuit or as a tabloid sport.



**Skill Components**

1. Forward movement sustained throughout the leap.
2. Eyes focused forward throughout the leap.
3. Take off from one foot and land on the opposite foot.
4. During flight legs are straightened with the arms held in opposition to legs.
5. Controlled landing without losing balance.

**NO.10 LEADER LEAPS**

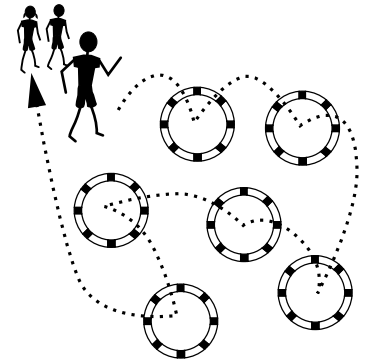
Skill Components				
1	2	3	4	5
✓	✓	✓	✓	✓

**Students**  
**Equipment**  
**Area**  
**Activity**

Groups of 3–6.  
6 hoops per group.  
Grassed surface open space.  
Scatter hoops in a random pattern close together. Students make a leaping sequence for the next student in the group to copy.

**Variations**

- Scatter different coloured hoops. Students leap into the hoops with the colours as called by the teacher or partner.
- Alternatively students avoid the colours called.
- Use this activity as a relay, in a circuit or as a tabloid sport.

**Safety Tip**

Encourage students to think about safety. Hoops can flick up and trip students. Do not use hoops on indoor surfaces.

**NO.11 LEFT RIGHT LEAPS**

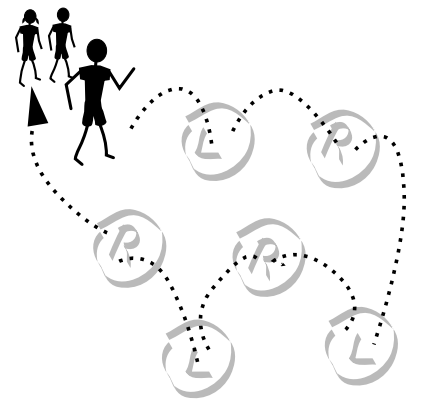
Skill Components				
1	2	3	4	5
✓	✓	✓	✓	✓

**Students**  
**Equipment**  
**Area**  
**Activity**

Groups of 3–6.  
Chalk circles.  
Hard surface open space.  
Mark chalk circles with L (left) or R (right). Students create their own sequence leaping through the circles ensuring they travel through them according to the direction.

**Variation**

- Use this activity as a relay, in a circuit or as a tabloid sport.

**NO.12 SNAKE LEAPS**

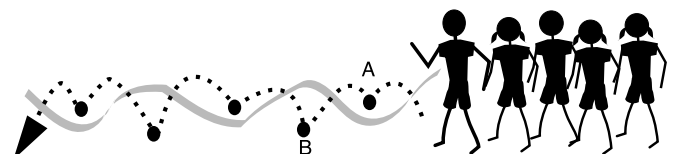
Skill Components				
1	2	3	4	5
✓	✓	✓	✓	✓

**Students**  
**Equipment**  
**Area**  
**Activity**

Groups of 5–6.  
A long rope per group.  
Large open space.  
Place the rope on the ground to represent a snake. Students start in the first snake loop and jump over the line to A then leap to B. Students repeat the sequence of jumps and leaps along the snake rope.

**Variation**

- Use this activity as a relay, in a circuit or as a tabloid sport.







## Skill Components

1. Forward movement sustained throughout the leap.
2. Eyes focused forward throughout the leap.
3. Take off from one foot and land on the opposite foot.
4. During flight legs are straightened with the arms held in opposition to legs.
5. Controlled landing without losing balance.

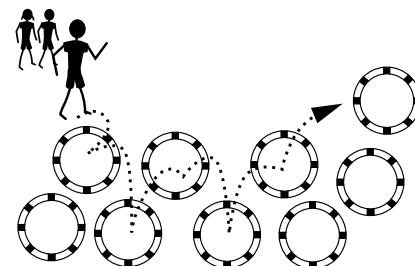
## NO.13 SPACE WALK

Skill Components				
1	2	3	4	5
√	√	√	√	√

**Students** Groups of 3–6.  
**Equipment** 9 hoops per group.  
**Area** Grassed surface open space.  
**Activity** Students create their own journey leaping into hoops. Each landing must be with only 1 foot.

### Variations

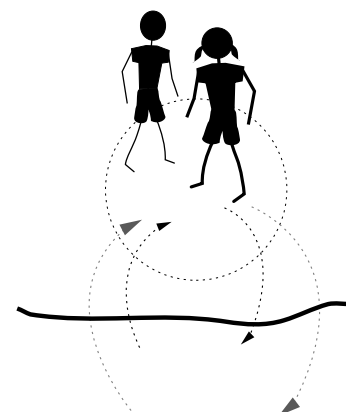
- The teacher calls “left”, “right”, “forwards”, “backwards” to indicate in which direction to leap.
- Visual instructions similar to above may be given using cards marked L, R, F, B or left, right, forwards, backwards or use the colours of hoops.
- Introduce memory sequences such as R, L, R, F either verbally or visually.



## NO.14 LONG LEAPS

Skill Components				
1	2	3	4	5
√	√	√	√	√

**Students** Individuals or pairs.  
**Equipment** 1 rope per student or pair, chalk.  
**Area** Hard surface open space.  
**Activity** Place a rope a short distance away from a chalk circle. Students leap from the circle over their rope. They then leap back to the circle. When students are successful they move the rope a little further away.



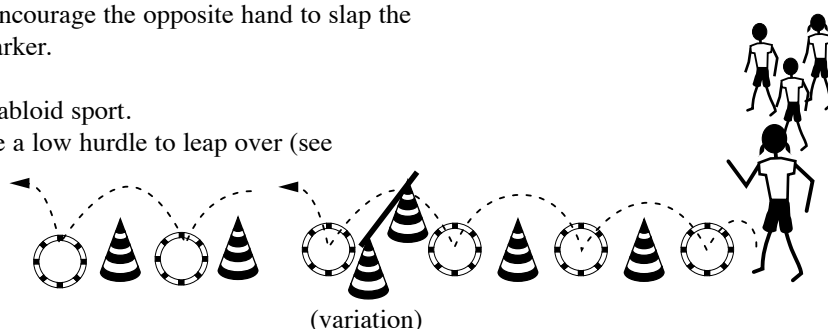
## NO.15 TOWARDS HURDLING

Skill Components				
1	2	3	4	5
√	√	√	√	√

**Students** Groups of 4–6.  
**Equipment** 6 hoops and 6 markers per group.  
**Area** Grassed surface open space.  
**Activity** Place the hoops in a line. Between the hoops add a marker. Students leap over the markers into the hoop. Encourage the opposite hand to slap the lead leg for each leap over the marker.

### Variations

- Use this activity as a relay, in a circuit or as a tabloid sport.
- Place a cane over the top of 2 markers to make a low hurdle to leap over (see diagram).



**Skill Components**

1. Forward movement sustained throughout the leap.
2. Eyes focused forward throughout the leap.
3. Take off from one foot and land on the opposite foot.
4. During flight legs are straightened with the arms held in opposition to legs.
5. Controlled landing without losing balance.

**NO.16 TRIPLE JUMPS**

**Students**  
**Equipment**  
**Area**  
**Activity**

Groups of 5–6.  
3 ropes per group.  
Large open space.  
Make 3 lines with the ropes. A student stands at the first rope and hops over it (same foot), then leaps over the next rope (other foot) and finally jumps over the third rope and lands on both feet. This is repeated until the sequence is established and comfortable. Extend this by using a single run-up step before the first hop. When this is consistent add a 3-step run-up, then 5 steps, then 7. Extend this again by moving the ropes further apart and finishing the jump in a sandpit or on a crash mat.

Skill Components				
1	2	3	4	5
√	√	√	√	√

**FMS Teaching Tip**

Set some physical education homework. Challenge students to teach a family member a fundamental motor skill.

**NO.17 FREEZE**

**Students**  
**Equipment**  
**Area**  
**Activity**

2 groups.  
Colour bands.  
Large open space.  
Students in a group are designated as taggers. All students move around the area looking for a free space. On the call of “freeze” students stop. The taggers look for someone close to them from the opposite group and try to tag them by using 1 leap only to get closer. Students score by counting the number of students tagged.

**Variations**

- Students try to leap to the second nearest opponent.
- Students leap to an opponent using a triple jump.

Skill Components				
1	2	3	4	5
√	√	√	√	√

**NO.18 ROB THE NEST**

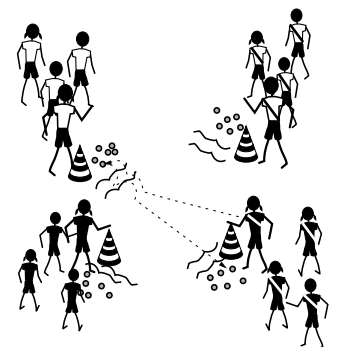
**Students**  
**Equipment**  
**Area**  
**Activity**

Whole class.  
8 ropes, 4 markers, 24 bean bags.  
Large open space.  
Students (birds) divide into 4 groups and line up behind their group's marker (nest), 6 bean bags (eggs) and two ropes (branches). One at a time they run to another nest, leap over the branches near that nest and steal 1 egg. They then bring it back to their nest. If they do not clear both branches, they cannot take an egg and must return to their nest for the next bird to try. Students continue for a set time, then count the number of eggs in each nest.

**Variation**

- Extend the distance between the ropes to encourage a horizontal stretch.

Skill Components				
1	2	3	4	5
√	√	√	√	√

**Safety Tip**

Remind students to leap over branches on the way to a nest, but NOT on the way back.



## Skill Components

1. Forward movement sustained throughout the leap.
2. Eyes focused forward throughout the leap.
3. Take off from one foot and land on the opposite foot.
4. During flight legs are straightened with the arms held in opposition to legs.
5. Controlled landing without losing balance.

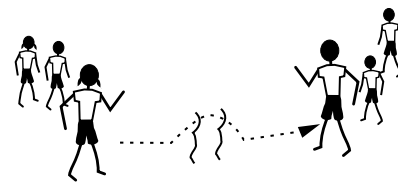
## NO.19 LEAP RELAY

Skill Components				
1	2	3	4	5
√	√	√	√	√

**Students** Groups of 6–8.  
**Equipment** 2 ropes per group.  
**Area** Large open space.  
**Activity** The group divides into 2 and lines up at opposite ends with the ropes placed in the middle. Taking turns, students run and leap the ropes, touch the next group member's hand and then move to the end of that line.

### Variation

- Vary the distance between ropes according to the skill level of students in the groups (ie 1 group may be able to leap more proficiently).



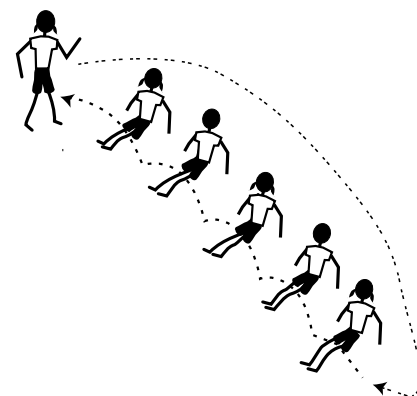
## NO.20 LEG LEAP RELAY

Skill Components				
1	2	3	4	5
√	√	√	√	√

**Students** Groups of 6–8.  
**Equipment** Nil.  
**Area** Large open space.  
**Activity** Students sit in a line at least 1 metre apart with their legs outstretched and feet together. The first student runs behind everyone to the end and leaps over group members' legs back to their starting position. Then the second student leaps over the first student's legs, runs behind the group and leaps over the legs of the rest of the group until they are back to their original starting place. The relay continues until everyone has had a turn. Safety should be emphasised.

### Variation

- Give a pair a number or name of a fruit, animal etc. When that number or name is called the pair race, leaping over the legs to the end and back to their position.



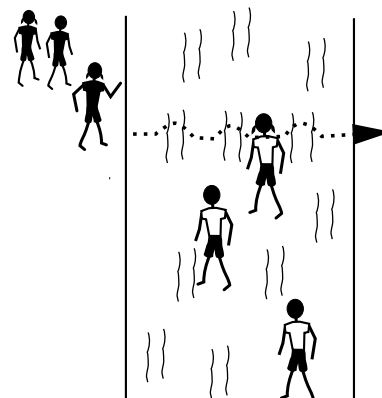
### Safety Tip

Remind students of the need to act safely in this activity.

## NO.21 CHARLIE

Skill Components				
1	2	3	4	5
√	√	√	√	√

**Students** Whole class.  
**Equipment** 20–30 ropes.  
**Area** Large open space.  
**Activity** Students start from behind a line and run across the activity area (water), leap over pairs of ropes on the ground and dodge the 'Charlies' who chase them, to get safely over the line on the other side. If they are tagged by a Charlie or if they miss a leap over a pair of ropes they become a Charlie. Before running across the water, students sing the chant:  
*Charlie over the water,  
 Charlie over the sea,  
 Charlie caught a blackbird,  
 But can't catch me.*



**Skill Components**

1. Forward movement sustained throughout the leap.
2. Eyes focused forward throughout the leap.
3. Take off from one foot and land on the opposite foot.
4. During flight legs are straightened with the arms held in opposition to legs.
5. Controlled landing without losing balance.

**NO.22 BEAT THE BALL**

Skill Components				
1	2	3	4	5
√	√	√	√	√

**Students**

Groups of 5–6.

**Equipment**

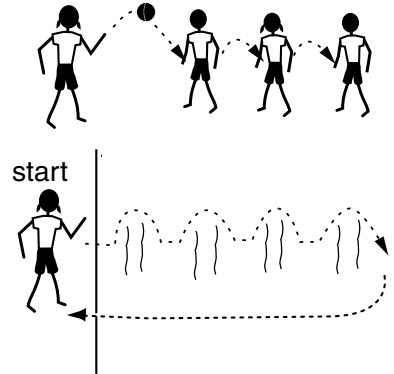
1 ball and 8 ropes, bean bags or chalk lines per group.

**Area**

Large open space.

**Activity**

4 or 5 students form a row, with each student 2 metres apart. Another student stands at a start line. A ball is thrown down and up the row to be caught by each student. The other student runs and leaps over each pair of ropes opposite the throwers and back again to try to beat the ball. The activity is repeated with students in new positions.

**NO.23 WARM-UP LEAPS**

Skill Components				
1	2	3	4	5
√	√	√	√	√

**Students**

Whole class.

**Equipment**

Court markings, bibs, ropes, colour bands, milk cartons, etc.

**Area**

Large open space.

**Activity**

- Students run to leap over designated lines.
- Students run to leap over each line as they progress down or across a court.
- Students run to leap over small obstacles such as clothing, bibs, milk cartons etc.
- Students run to leap over scattered ropes.
- Students run to leap over an obstacle, change directions and run to leap over another obstacle, continuing in a zig-zag pattern.

**NO.24 STEPPING STONES**

Skill Components				
1	2	3	4	5
√	√	√	√	√

**Students**

Groups of 4–5.

**Equipment**

5–6 hoops per group.

**Area**

Large open grassed space.

**Activity**

Students leap over a line of hoops (stepping stones over a river) leading with a different leg to each hoop. They must remain in the safety of the stepping stone to avoid piranhas.

**Variation**

- Vary the distance between the hoops.

**Safety Tip**

Students may slip on hoops on hard surfaces. Use chalk circles on asphalt, concrete or wooden surfaces.

*It is recommended that the dodge be introduced during Year 1 and mastered by the end of Year 3. Skill mastery will vary according to individual differences, and the quality and quantity of instruction.*

## TEACHING HINTS

- The dodge can be incorporated into many activities.
- Avoid over-breakdown of the skill (ie teach as a whole skill as much as possible).
- Bad habits are learned if students are asked to round markers. It is better to run to markers, touch and continue.
- Individual feedback on specific components is important.
- The run is an important prerequisite skill to the dodge.
- Avoid slippery surfaces when practising the dodge.

## SKILL COMPONENTS AND IDEAS TO ASSIST CORRECT TECHNIQUE

- 1. Eyes focused in direction of travel throughout the dodge.**
  - Numbers are placed on markers and students call the number as they turn.
  - Students run to various objects nominated by the teacher (eg line marking, colour band).
  - Students stand at a marker and offer 'high 5s' as the runner turns.
- 2. Change direction by pushing off outside foot.**
  - Whilst jogging freely around an area students push off the outside of the foot to change direction on command.
  - Place markers so that students run to the marker, and without knocking it over, touch its base with their foot before returning to their original spot.
  - Students run to a line, put a foot over the line and return.
  - Place small marker cones 6–10 metres apart in a triangle. Students run to touch the tip of each.
  - As above, marker cones are numbered 1, 2, 3. The teacher calls a number and students run to touch it.
  - Students zig-zag between parallel lines, placing the outside foot across the line before pushing off in the other direction.
- 3. Body lowered during change of direction.**
  - Students bend their knees as the outside of the foot pushes off to change direction.
  - Students zig-zag run with a 'verandah' (eg swimming kickboard) at the turning point. The kickboard is held by a student above the marker cone. The runner must touch the top of the cone by ducking under the verandah.
- 4. Change of direction occurs in one step.**
  - Students zig-zag bound where they take a step in between changing direction (ie they bound sideways from left to right to left). Limit the number of steps allowed between zig-zag markers. Use partner observation to provide feedback on whether the partner moved to the next marker with one step.
  - As above, but vary the angle of approach and exit.

## 5. Dodge repeated from right to left, left to right, and so on.

- Students practise dodging between a set of cones/ markers.
- Advise students to avoid rounding markers but instead touch them with the outside foot.
- Use students as markers, with their hands up at hip height. The runner progresses through the zig-zag and 'high 5s' each person. Ensure that their left hand is used on the left side and the right hand on the right side.
- Number the markers to provide the correct order (ie left to right to left etc).

## COMMON PROBLEMS

- Inability to change direction in one step.
- The whole body turns to face the intended direction of travel.
- The body remains in an upright position (ie not lowered) when changing direction.
- The head turns away from the direction of travel.

Activities Designed to Develop the Dodge

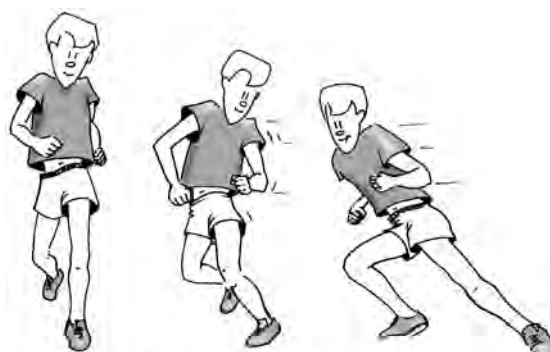
ACTIVITY	Rating*	Skill Components**					PAGE
		1	2	3	4	5	
1. Run To Touch	All	✓	✓	✓	✓	✓	78
2. Scarf Relay	Middle		✓	✓	✓		78
3. Ball Scatter	Middle		✓	✓	✓		78
4. High Five Zig-Zag	Middle	✓	✓				79
5. Shipwreck	Middle	✓	✓				79
6. Mr Wolf?	Lower	✓	✓	✓	✓		79
7. Jockeys and Horses	Lower	✓	✓	✓	✓	✓	80
8. Team Tiggy	Lower	✓	✓		✓		80
9. Touch and Run	Middle	✓	✓		✓		80
10. Carly Over the Water	Lower	✓	✓				81
11. Numbers Change	All	✓	✓	✓	✓	✓	81
12. Here and There	Lower	✓	✓			✓	81
13. Watch Out – Witch!	Lower	✓	✓	✓	✓		82
14. Potato Race	Middle	✓	✓	✓	✓	✓	82
15. Zig-Zag Tag	Middle	✓	✓		✓		82
16. Collect the Tail	Lower	✓	✓	✓	✓	✓	83
17. Take-off	All	✓	✓	✓	✓		83
18. Ball Tag	Upper	✓	✓	✓	✓	✓	83
19. Bean Bag Relay	All	✓	✓	✓	✓	✓	84
20. Poison Dodge Ball	Middle	✓	✓	✓	✓	✓	84
21. Rabbits and Rats	Lower	✓	✓		✓		84
22. Tag the Shadow	All	✓	✓	✓	✓	✓	85
23. Dodge and Grab	Middle	✓	✓	✓	✓		85
24. Island Tag	Lower	✓	✓	✓			85

\*Rating is an indication of the difficulty of an activity.

The rated activities are suitable for use with students as follows:

- Lower: Prep-2
- Middle: Years 3-4
- Upper: Years 5-6
- All: Prep-6

A rating for an activity may alter when a variation of the activity is used.



1 2 3 4  
Skill Components

\*\* Skill Components of the dodge that can be practised using each activity are indicated with a ✓. To aid student learning, focus only on 1 or 2 components each lesson.





## Skill Components

1. Eyes focused in direction of travel throughout the dodge.
2. Change direction by pushing off outside foot.
3. Body lowered during change of direction.
4. Change of direction occurs in one step.
5. Dodge repeated from right to left, left to right, and so on.

## NO.1 RUN TO TOUCH

Skill Components				
1	2	3	4	5
√	√	√	√	√

**Students**  
**Equipment**  
**Area**  
**Activity**

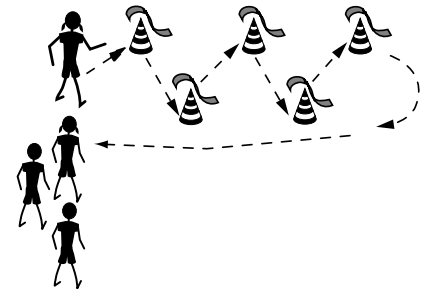
Whole class.  
Nil.  
Large open space.  
Students run to various objects nominated by the teacher (eg bench, a student, line marking, colour band).

## NO.2 SCARF RELAY

Skill Components				
1	2	3	4	5
√	√	√	√	√

**Students**  
**Equipment**  
**Area**  
**Activity**

Groups of 4.  
5 marker cones and 5 scarves per group.  
Large open space.  
Set out the marker cones in a zig-zag formation. Drape a scarf on each of the cones. The first runner zig-zags to each marker, collects the scarves as they go and returns in a straight line. The second runner zig-zags to replace the scarves on the marker cones. If a scarf falls off, the runner must return to replace it. The third runner collects, the fourth runner replaces.



## NO.3 BALL SCATTER

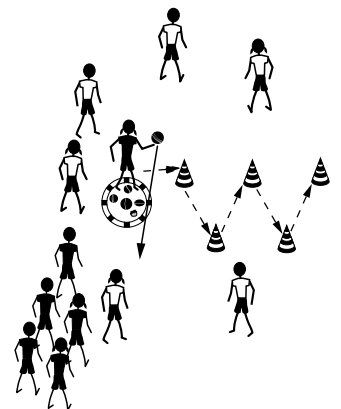
Skill Components				
1	2	3	4	5
√	√	√	√	√

**Students**  
**Equipment**  
**Area**  
**Activity**

2 groups of 6.  
6 balls of various sizes, 1 hoop and 5 marker cones per 2 groups.  
Large open space.  
Set out the marker cones in a zig-zag formation and place the balls in the hoop at the beginning of the zig-zag. A student from group 1 throws all the balls out of the hoop and runs a zig-zag course touching the top of each marker cone. They continue up and down as many times as possible in the time that it takes for group 2, the fielding side, to return the balls to the hoop. Group 1 scores 1 point for each marker cone touched. Groups change.

### Variation

- Fielders may be asked to sit or take a different position (eg sitting, crouching etc) on the ground before the balls are thrown.



**Skill Components**

1. Eyes focused in direction of travel throughout the dodge.
2. Change direction by pushing off outside foot.
3. Body lowered during change of direction.
4. Change of direction occurs in one step.
5. Dodge repeated from right to left, left to right, and so on.



# NO.4 HIGH FIVE ZIG-ZAG

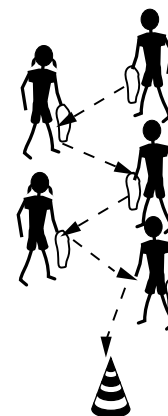
Skill Components				
1	2	3	4	5
√	√			

**Students**  
**Equipment**  
**Area**  
**Activity**

Groups of 5–6.  
1 colour band for each student and 1 marker cone per group.  
Large open space.  
Students stand in a zig-zag formation holding a colour band. A runner completes a zig-zag through their group members, receiving ‘high 5s’ as they go. They then run to place their colour band over the marker cone and return for the next student to repeat. Winning groups are the first to have all their colour bands on their cone in a set time.

**Variation**

- After placing the colour band on the marker cone, the runner runs to the other groups and touches their marker cone before returning.



# NO.5 SHIPWRECK

Skill Components				
1	2	3	4	5
√	√			

**Students**  
**Equipment**  
**Area**  
**Activity**

Whole class.  
Nil.  
Large open space.  
Students stand in a line. The teacher (ship’s captain) calls a number of commands which the students (crew) must follow.

- “Captain Coming” – class stands and salutes.
- “Port” – class races to a line to the left.
- “Starboard” – class races to a line to the right.
- “Scrub the Deck” – class washes the floor.
- “Crew Overboard” – class lies face down.
- “Climb the Mast” – class adopts a climbing action.

The directions must be called quickly and clearly.

**Variation**

- Students invent new commands and actions.

# NO.6 MR WOLF?

Skill Components				
1	2	3	4	5
√	√	√	√	

**Students**  
**Equipment**  
**Area**  
**Activity**

Whole class.  
4 marker cones.  
Large open space.  
Set out a ‘home’ area using the marker cones. 1 student is the wolf. The students follow the wolf repeatedly asking “What’s the time Mr Wolf?” Mr Wolf answers 9 o’clock, 4 o’clock etc until finally “Dinnertime!” is called, whereupon the students run home before being caught by the wolf. The first person caught becomes Mr Wolf.

**FMS Teaching Tip**  
Set some physical education homework. Ask students to draw and label a picture of a person doing a fundamental motor skill.



**Skill Components**

1. Eyes focused in direction of travel throughout the dodge.
2. Change direction by pushing off outside foot.
3. Body lowered during change of direction.
4. Change of direction occurs in one step.
5. Dodge repeated from right to left, left to right, and so on.

Skill Components				
1	2	3	4	5
√	√	√	√	√

# NO.7 JOCKEYS AND HORSES

**Students**  
**Equipment**  
**Area**  
**Activity**

2 groups.  
Colour bands.  
Large open space.  
Set boundaries to designate the activity area. Groups divide into horses and jockeys. The horses wear colour bands and run free in the paddock. Jockeys run and catch their own horse and run back to the stable with it. Horses try to avoid being captured by dodging the jockeys. The last free horse wins for the horses. The first jockey home wins for the jockeys.

**FMS Teaching Tip**  
Fundamental motor skills are part of a comprehensive physical education program. Are students being taught the rest?

**Safety Tip**  
Ensure the area is large enough to allow students to move safely.

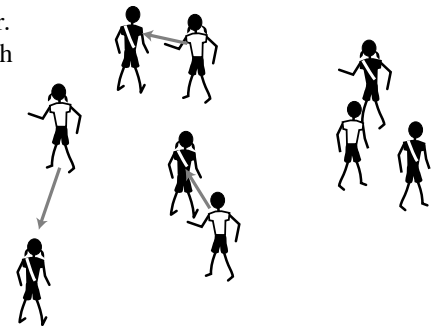
# NO.8 TEAM TIGGY

**Students**  
**Equipment**  
**Area**  
**Activity**

2 groups.  
Colour bands.  
Large open space.  
1 group chases the other group attempting to tag all the members in a time frame of 30 seconds, which is counted aloud by a designated leader. Groups then change over. Count the number of ‘frees’ remaining for each group at the end of the time allowed.

Skill Components				
1	2	3	4	5
√	√		√	

**Safety Tip**  
Ensure the area is large enough to allow students to move safely.



# NO.9 TOUCH AND RUN

**Students**  
**Equipment**  
**Area**  
**Activity**

Pairs.  
Nil.  
Netball court.  
Students stand facing each other. 1 student stands with their hands outstretched. Their partner touches the student’s hands and races across to the other side of the court before the student can catch them. Students should disguise when they are going to touch hands by feinting or almost touching.

Skill Components				
1	2	3	4	5
√	√		√	

**Skill Components**

1. Eyes focused in direction of travel throughout the dodge.
2. Change direction by pushing off outside foot.
3. Body lowered during change of direction.
4. Change of direction occurs in one step.
5. Dodge repeated from right to left, left to right, and so on.



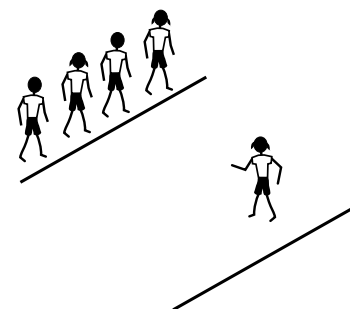
# NO.10 CARLY OVER THE WATER

Skill Components				
1	2	3	4	5
√	√			

**Students** Whole class.  
**Equipment** Nil.  
**Area** Netball court.  
**Activity** Students stand along the sideline of the court. ‘Carly’ stands out in front. Students sing:  
*Carly over the water,*  
*Carly over the sea,*  
*Carly caught a rabbit but can’t catch me.*  
 On the call of “Me” all students run across the court to the other side. Carly tries to catch as many as possible. The caught students help Carly the next time.

**Variation**

- Carly stands out in front. Carly nominates a student to run across the court to the other side. If caught, the student helps Carly. All students then run across to the other side.



# NO.11 NUMBERS CHANGE

Skill Components				
1	2	3	4	5
√	√	√	√	√

**Students** 2 groups.  
**Equipment** 3 colour bands or bibs.  
**Area** Netball court.  
**Activity** Groups stand in opposite rows facing each other. 3 ‘taggers’ wearing colour bands stand in the middle of the court. Students in the 2 groups are given numbers. Numbers are repeated (eg 1, 2, 3, 4, 1, 2, 3, 4, etc). When a number is called the corresponding students attempt to change sides. The students in the middle tag as many as possible. Tagged students stand still and become obstacles for others to avoid.

**Variation**

- If a student is successful in crossing, students with the next highest number change sides.

# NO.12 HERE AND THERE

Skill Components				
1	2	3	4	5
√	√			√

**Students** Whole class.  
**Equipment** Nil.  
**Area** Large open space.  
**Activity** A leader calls “Here” and points in a direction. Students respond by running in that direction. The leader then calls “There” and points in another direction and so on. On the call of “Everywhere”, the leader chases and tags someone who becomes the leader.

**FMS Teaching Tip**  
 Praise in public, remedy in private.



## Skill Components

1. Eyes focused in direction of travel throughout the dodge.
2. Change direction by pushing off outside foot.
3. Body lowered during change of direction.
4. Change of direction occurs in one step.
5. Dodge repeated from right to left, left to right, and so on.

# NO.13 WATCH OUT - WITCH!

Skill Components				
1	2	3	4	5
√	√	√		√

**Students**

Whole class.

**Equipment**

Marker cones, witch's wand (eg ruler).

**Area**

Large open space.

**Activity**

Set up the marker cones to designate the activity and safe areas. 1 student is the witch. The witch stands in the middle of the group and indicates with the wand what actions the others have to do (ie up, down, turn around etc). If the wand is dropped to the ground, the witch chases the others and attempts to catch someone before they reach the safe area. If a student is caught they become the witch.

**Variation**

- Have smaller groups.

# NO.14 POTATO RACE

Skill Components				
1	2	3	4	5
√	√	√	√	√

**Students**

Groups of 4–6.

**Equipment**

Bucket of bean bags per group.

**Area**

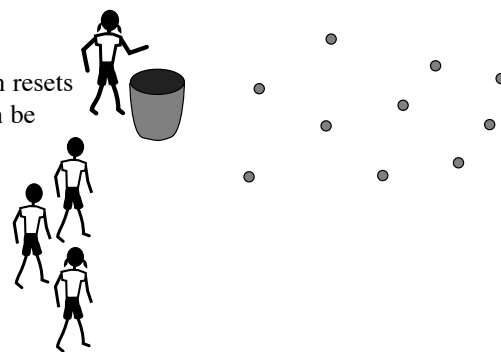
Large open space.

**Activity**

Bean bags (potatoes) are scattered about on the ground. Student 1 collects the potatoes and places them in the bucket. Student 2 then resets the potatoes. Student 3 collects them and so on. Only 1 potato can be collected or reset at a time.

**Variation**

- Reset 2 potatoes at a time.



# NO.15 ZIG-ZAG TAG

Skill Components				
1	2	3	4	5
√	√		√	

**Students**

Groups of 6.

**Equipment**

6 marker cones per group.

**Area**

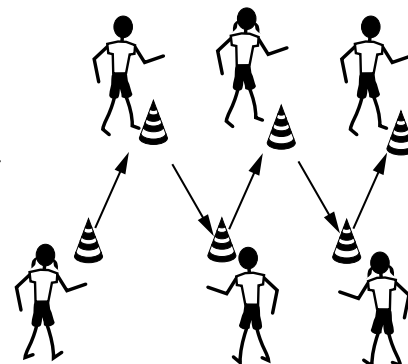
Large open space.

**Activity**

Students and cones are set up in a zig-zag pattern. On a command, student 1 runs to and tags student 2 who in turn runs to and tags student 3 and so on. The last student (6) then zig-zag runs back to the first cone and then tags student 2. Students continue until all have returned to their original position.

**Variation**

- Add extra cones with students standing on odd number cones only.



**Skill Components**

1. Eyes focused in direction of travel throughout the dodge.
2. Change direction by pushing off outside foot.
3. Body lowered during change of direction.
4. Change of direction occurs in one step.
5. Dodge repeated from right to left, left to right, and so on.



# NO.16 COLLECT THE TAIL

Skill Components				
1	2	3	4	5
√	√	√	√	√

**Students** Whole class.  
**Equipment** Colour bands.  
**Area** One third of a netball court.  
**Activity** Each student has a colour band tucked into the back of their pants so that it hangs down like a tail. Students attempt to collect other tails and drop them to the ground, as they run around.

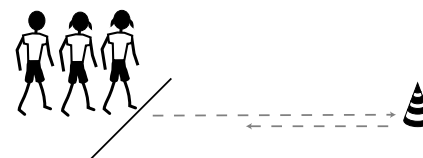
- Variations**
- Designate 2 collectors only.
  - Students collect only certain colour bands.
  - Groups collect colour bands for points.
  - Students place the colour band in the back of their collar and play 'Collect a Tie'.

**FMS Teaching Tip**  
 Plan for success. Students feel good about learning when they feel good about themselves.

# NO.17 TAKE-OFF

Skill Components				
1	2	3	4	5
√	√	√	√	

**Students** Groups of 3.  
**Equipment** 1 small marker cone per group.  
**Area** Large open space.  
**Activity** Set up marker cones 5–10 metres from a start line. On a command, students from each group race in turn to touch the top of their cone and return to the start line. Groups score 3 points for a win, 2 for second place and 1 for third place. Groups aim to score a set number of points.



# NO.18 BALL TAG

Skill Components				
1	2	3	4	5
√	√	√	√	√

**Students** Groups of 6.  
**Equipment** 1 soft medium sized ball (eg volleyball) per group.  
**Area** One third of a netball court.  
**Activity** 5 students combine to tag the 1 free runner. The runner can only be tagged if the tagger is holding the ball. Taggers are only allowed 3 steps with a ball. Therefore, the 5 taggers combine running, throwing and catching to trap the runner. Rotate positions.

- Variation**
- Can be played as a group game in a gym. The runner kicks the ball and runs to the other end of the gym and back. The runner can only be tagged if the tagger is holding the ball.





**Skill Components**

1. Eyes focused in direction of travel throughout the dodge.
2. Change direction by pushing off outside foot.
3. Body lowered during change of direction.
4. Change of direction occurs in one step.
5. Dodge repeated from right to left, left to right, and so on.

# NO.19 BEAN BAG RELAY

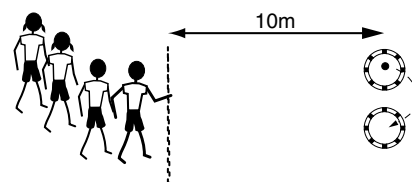
Skill Components				
1	2	3	4	5
✓	✓	✓	✓	✓

**Students**  
**Equipment**  
**Area**  
**Activity**

Groups of 4.  
2 hoops and 1 bean bag per group.  
Large open space.  
Set up hoops, 10 metres away from each group. Place a bean bag in 1 hoop. The first student races out and moves the bean bag from 1 hoop to the next, returns to the group and tags the next student who moves the bean bag back. Continue until all students have had a turn.

**Variation**

- Place the hoops wider apart and on a diagonal.

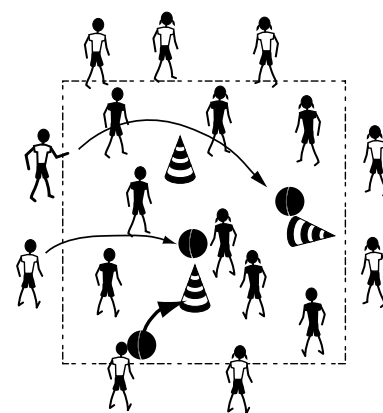


# NO.20 POISON DODGE BALL

Skill Components				
1	2	3	4	5
✓	✓	✓	✓	✓

**Students**  
**Equipment**  
**Area**  
**Activity**

2 groups of 8–10.  
3 small marker cones, 3 soft medium sized balls (eg volleyballs) and colour bands per 2 groups.  
One third of a netball court.  
Place the marker cones anywhere in the activity area. The object of the activity is for the outside group to knock over the marker cones or eliminate opposing students through striking them below the knees with a ball thrown on the full. The activity is complete when all the marker cones are knocked over and/or all the students have been eliminated.



**Safety Tip**

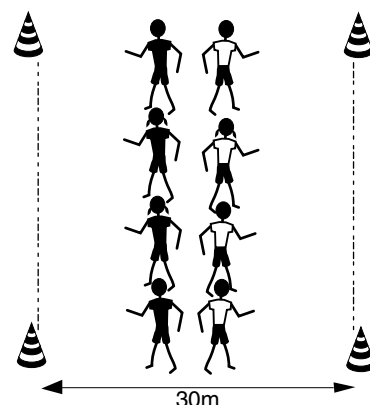
Remind students of the need to act safely in this activity.

# NO.21 RABBITS AND RATS

Skill Components				
1	2	3	4	5
✓	✓		✓	

**Students**  
**Equipment**  
**Area**  
**Activity**

Whole class.  
4 marker cones.  
Large open space.  
Set the marker cones 30 metres apart. Students divide into 2 groups. Group 1 (rabbits) lines up 2 metres apart from group 2 (rats). If 'rats' is called, the rabbits pursue the rats and vice versa. On the call of "Rrrrabbits" or "Rrrraats", the students attempt to tag their opponents before they reach their safety line. If caught they join the other side.



**Skill Components**

1. Eyes focused in direction of travel throughout the dodge.
2. Change direction by pushing off outside foot.
3. Body lowered during change of direction.
4. Change of direction occurs in one step.
5. Dodge repeated from right to left, left to right, and so on.



# NO.22 TAG THE SHADOW

Skill Components				
1	2	3	4	5
√	√	√	√	√

**Students**  
**Equipment**  
**Area**  
**Activity**

Groups of 3.  
Nil.  
Large open space.  
1 student pursues the other 2 students and attempts to tag either of them by standing on their shadow. The pursued students avoid their shadow being tagged by dodging or reducing the size of their shadow, or seeking shade. The tagged student becomes the tagger.

**Variation**

- Restrict the area in which students can run.

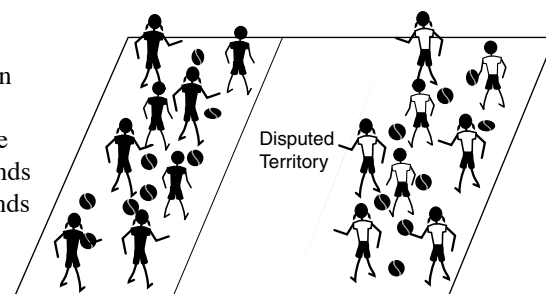
**FMS Teaching Tip**  
Set some physical education homework. Ask students to create a list of all the sports in which a fundamental motor skill is used.

# NO.23 DODGE AND GRAB

Skill Components				
1	2	3	4	5
√	√	√		√

**Students**  
**Equipment**  
**Area**  
**Activity**

2 groups.  
Balls and colour bands per 2 groups.  
Netball court.  
The groups stand at opposite end thirds of the court. Balls are scattered about in the end thirds of the court. The object is for students to cross into their opponent's area, take a ball and return to their own third without being tagged. Students can only be tagged by a student from the opposing group when in the middle third of the court (the disputed territory). If tagged a student stands still with the ball held aloft until a command from the teacher ends the activity or all the balls have been collected. Groups score a point for each ball in their third when the activity finishes.



# NO.24 ISLAND TAG

Skill Components				
1	2	3	4	5
√	√	√		

**Students**  
**Equipment**  
**Area**  
**Activity**

Whole class.  
Marker cones.  
Large open space.  
A number of marker cones are placed on the ground. Each marker cone represents an island. Any student standing next to a marker cone cannot be tagged. Several students run between the islands trying to tag students as they run from island to island. Tagged students exchange roles with the taggers.

*It is recommended that the punt be introduced during Year 2 and mastered by the end of Year 4. Skill mastery will vary according to individual differences, and the quality and quantity of instruction.*

## TEACHING HINTS

- At first encourage punting for distance, not accuracy.
- Encourage punting with full force.
- Guiding the ball down with the hand is essential.
- Encourage smooth punting action.
- Teach the kick before the punt.
- Use equipment which enables the student to grip the ball properly (eg cask bladders, gator balls, milk cartons). This will help develop the correct technique of guiding the ball with the hand.

## SKILL COMPONENTS AND IDEAS TO ASSIST CORRECT TECHNIQUE

### 1. Eyes are focused on the ball throughout the punt.

- Place a distinctive mark or key word on the object to be punted and have the student focus on that point.
- Hold a ball in front of the student, drop it and ask them to clap the moment the ball hits the ground.
- As above, but include different marks on a variety of balls. Clapping is combined with verbal identification of the mark on the object.
- As above but vary the height from which the object is dropped, the colour of the object and the markings on objects which are the same shape and colour.

### 2. Ball held at about hip height in front of punting leg.

- Students balance an object (eg cask bladder) high on the thigh by raising the knee and the hip of the punting leg, to demonstrate the correct position to hold the ball.
- Students hold a round ball at the top of the punting leg at hip height and let it roll all the way down the leg.
- As above but timed so that the ball is launched off the end of the foot.
- Place elastic around the student at hip height to indicate the height at which the ball is held.
- Put a cross on the ball and a similar mark on the student's upper thigh. Match the crosses.

### 3. Step forward onto non-punting foot.

- Place a carpet square as the starting point about one step away from the ball. Encourage students to step off the square with one foot and kick with the other.
- Place a footprint just behind and to the side of the ball to indicate the correct position for support when kicking.
- Students roll up their pant leg to highlight the non-punting leg.
- Students use a walk-up start approach.
- Draw footprints for students to follow prior to actually punting.
- Draw a series of parallel lines for students to step between during the punting action.

### 4. Bend knee of kicking leg during the backswing for the punt.

- Students run and raise their heels to touch their buttocks.
- Student holds an object (eg balloon) between their heel and buttock.

### 5. Hip extension and knee flexion of at least 90° during preliminary punting movement.

- Place light objects such as plastic bowling pins, stacks of foam shapes or detergent bottles around the floor area.

On a signal, students run up to and kick over as many items as they can.

- Place soft objects such as plastic shuttles in front of students who run in and kick them as far as possible.
- As above but have a standing start, 2–3 steps then kick.
- As above with a partner kneeling to the kicking leg side. The partner places the hand at hip height behind the kicker who attempts to touch the hand with the back of their heel.
- Place an object that is easily knocked over (foam shape, bowling pin) behind the student's kicking foot to encourage a backswing before kicking.
- Hold student's hand to assist their kicking leg to swing back, then forwards to kick.

### 6. Guide ball down, with one hand, so it makes contact with the top of the foot.

- Physically touch the top of the foot to show students where they should contact the ball.
- Imitate the guiding hand action. Students perform a walk and punt action to a beat counted out by the teacher (ie 1, 2, 3 and punt).
- Use a soft, large stationary ball placed on a bean bag as a lead up activity to guiding the ball down with one hand.
- Place a chalk mark on top of the students' foot to indicate where the foot and ball impact.
- The punter holds a piece of chalk in the hand which guides the ball. The punting action is performed with the guiding hand holding the chalk and placing a mark on the top of the foot.
- Use equipment which enables the guiding hand to grip the object to be punted (eg cask bladder, milk carton, soft gator ball, small balls).
- Encourage students to walk along bouncing an oval shaped small ball (emphasise the opposite hand coming off the ball).

### 7. Forwards and sideways swing of arm opposite punting leg.

- Partner stands beside punter and holds up a hand. The punter gives a 'high 5' with the non-punting side arm.
- Mirror kicking: students stand side-on to a mirror and have the opposite arm reach forwards and touch that hand in the mirror during the kicking action.
- A partner punt: without a ball, partners go through the punting action in unison, emphasising the sideways swing of the arm.
- A partner holds a rag or ribbon, and the punter grasps it during the punting action.

### 8. Punting leg follows through towards the target after ball contact.

- Students drop a volleyball, let it bounce 2 or 3 times and punt it as far as possible.
- As above, but students bounce once only, punting over an obstacle.
- Students punt as hard and high as possible, without a bounce.
- No bounce – punting as long as possible (emphasising distance not accuracy).
- Students use an inflated cask bladder and punt it to make the impact noise as loud as possible.
- As above, except use an empty plastic milk container held sideways. Encourage punting hard enough to break the container .
- Standing next to a mirror, students see how high the follow-through of the kicking leg can be raised.
- Initiate the punting action next to a wall and place a mark at the highest point of the punting leg.

**COMMON PROBLEMS**

- Restricted or absent backswing.
- Failure to step forwards with the non-punting leg.
- Tendency to lose balance.
- Inability to kick with either foot.
- Inability to alter the speed of punt.
- ‘Jabbing’ at the ball (ie without follow-through).

- Poor opposition of arms and legs.
- Failure to use the full weight of the body to contribute to the force of the punt when kicking for distance.
- Failure to contact the ball squarely, or missing it completely (ie eyes not focused on ball).
- Failure to get adequate distance (lack of follow-through and force production).

**Activities Designed to Develop the Punt**

ACTIVITY	Rating*	Skill Components**								PAGE
		1	2	3	4	5	6	7	8	
1. Step It Out	Lower	✓	✓	✓	✓	✓	✓	✓	✓	88
2. Bombs Away	Lower	✓	✓	✓	✓	✓	✓	✓	✓	88
3. Marbles Punt	Middle	✓	✓	✓	✓	✓	✓	✓	✓	88
4. Rebound Punt	All	✓	✓	✓	✓	✓	✓	✓	✓	89
5. Golf Punt	All			✓		✓	✓	✓	✓	89
6. Long Ball Chase	Middle	✓	✓	✓	✓	✓	✓	✓	✓	89
7. Freezeball	Middle	✓	✓	✓	✓	✓	✓	✓	✓	90
8. Overtake	Middle	✓	✓	✓	✓	✓	✓	✓	✓	90
9. Clear the Line	Middle	✓	✓	✓	✓	✓	✓	✓	✓	90
10. Over the Stick	Middle	✓	✓	✓	✓	✓	✓	✓	✓	91
11. Over the Guards	Lower	✓	✓	✓	✓	✓	✓	✓	✓	91
12. Snap Shot	Middle	✓	✓				✓			91
13. Goal Kick Relay	Middle	✓	✓	✓	✓	✓	✓	✓	✓	92
14. Lane Relay	Middle	✓	✓	✓	✓	✓	✓	✓	✓	92
15. Boundary Ball	All	✓	✓	✓	✓	✓	✓	✓	✓	92
16. Corner Spry	Middle	✓	✓	✓	✓	✓	✓	✓	✓	93
17. Stop Ball	Middle	✓	✓	✓	✓	✓	✓	✓	✓	93
18. Long Ball Punt	Middle	✓	✓	✓	✓	✓	✓	✓	✓	93
19. Punt and Run	Upper	✓	✓	✓	✓	✓	✓	✓	✓	94
20. Catch It	Middle	✓	✓	✓	✓	✓	✓	✓	✓	94
21. Race the Punt	Upper	✓	✓	✓	✓	✓	✓	✓	✓	94
22. Cask Football	Middle	✓	✓	✓	✓	✓	✓	✓	✓	95
23. Banana Kick	Upper	✓	✓				✓		✓	95
24. Punt Ball	Middle	✓	✓	✓	✓	✓	✓	✓	✓	95

\*Rating is an indication of the difficulty of an activity.

The rated activities are suitable for use with students as follows:

- Lower: Prep-2
- Middle: Years 3-4
- Upper: Years 5-6
- All: Prep-6

A rating for an activity may alter when a variation of the activity is used.



1 2 3 4 5 6 7 8

**Skill Components**

\*\*Skill Components of the punt that can be practised using each activity are indicated with a ✓. To aid student learning, focus only on 1 or 2 components each lesson.



**Skill Components**

1. Eyes are focused on the ball throughout the punt.
2. Ball held at about hip height in front of punting leg.
3. Step forward onto non-punting foot.
4. Bend knee of kicking leg during the backswing for the punt.
5. Hip extension and knee flexion of at least 90° during preliminary punting movement.
6. Guide ball down, with one hand, so it makes contact with the top of the foot.
7. Forward and sideward swing of arm opposite punting leg.
8. Punting leg follows through towards the target after ball contact.

# NO.1 STEP IT OUT

Skill Components							
1	2	3	4	5	6	7	8
√	√	√	√	√	√	√	√

**Students**  
**Equipment**  
**Area**  
**Activity**

Pairs.  
1 soft ball per pair.  
Large open space.  
1 student punts, the other scores and retrieves the ball. Points are awarded for the furthest punt (first bounce) and are equal to the number of steps it takes the partner to step out the distance. Students complete 10 punts each and attempt to set a personal best score.

**FMS Teaching Tip**  
Fundamental motor skills are part of a comprehensive physical education program. Are students being taught the rest?

# NO.2 BOMBS AWAY

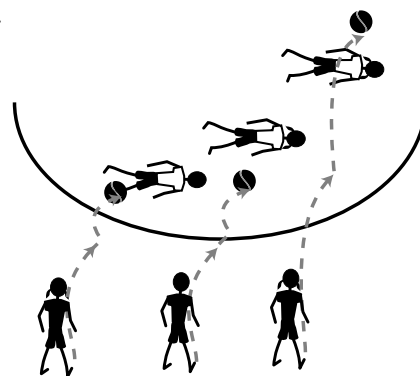
Skill Components							
1	2	3	4	5	6	7	8
√	√	√	√	√	√	√	√

**Students**  
**Equipment**  
**Area**  
**Activity**

2 groups.  
1 soft ball per 2 students.  
Large open space.  
1 group lies face down in a marked area (eg netball shooting semi-circle). Each student in the other group has a ball and kicks high and long attempting to land (first bounce) the ball on top of a student in the other group.

**Variation**

- Vary the distance in accordance with students' abilities.



**Safety Tip**  
It is essential that soft balls are used in this activity.

# NO.3 MARBLES PUNT

Skill Components							
1	2	3	4	5	6	7	8
√	√	√	√	√	√	√	√

**Students**  
**Equipment**  
**Area**  
**Activity**

Pairs or groups of 3.  
1 playground ball per student.  
Large open space.  
Student 1 punts the ball as far as possible. The other students then punt in turn, attempting to land their ball on student 1's ball, either on the full or with bouncing. When it is their turn, student 1 is allowed to punt the ball away to avoid it being hit. When student 1's ball is hit, rotate the roles for another student's ball to be the target.

**Variation**

- Students 2 and 3 are allowed 2 successive punts before student 1 is entitled to punt again.

**Skill Components**

1. Eyes are focused on the ball throughout the punt.
2. Ball held at about hip height in front of punting leg.
3. Step forward onto non-punting foot.
4. Bend knee of kicking leg during the backswing for the punt.
5. Hip extension and knee flexion of at least 90° during preliminary punting movement.
6. Guide ball down, with one hand, so it makes contact with the top of the foot.
7. Forward and sideward swing of arm opposite punting leg.
8. Punting leg follows through towards the target after ball contact.



# NO.4 REBOUND PUNT

Skill Components							
1	2	3	4	5	6	7	8
✓	✓	✓	✓	✓	✓	✓	✓

**Students**  
**Equipment**  
**Area**  
**Activity**

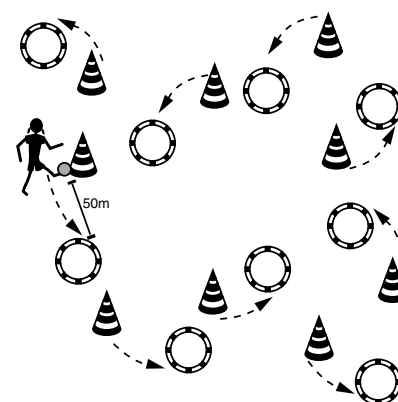
Pairs.  
1 round ball per pair.  
Open space with rebound wall.  
Students punt the ball as hard as possible into a rebound wall so that it ricochets high and long. Attempts are made to maximise the distance the ball first bounces from the wall. The partner retrieves the ball after it has bounced and marks the landing spot. Pairs work to set a personal best.

# NO.5 GOLF PUNT

Skill Components							
1	2	3	4	5	6	7	8
		✓		✓	✓	✓	✓

**Students**  
**Equipment**  
**Area**  
**Activity**

Groups of 3–5.  
1 playground ball or football per student. 9 hoops and 9 marker cones.  
Large open space.  
Set out a school golf course using marker cones as tee-off areas and hoops as lobbing holes. Set out each 'lob' so there is at least 50 metres between tee-off and the hole. Students play golf by punting forcefully from a tee and gently for the putting part of each hole. The ball must first bounce in the hoop for a hole to be completed. Set a number of punts for the round as the criteria for success. Start groups at different holes.



**Variation**

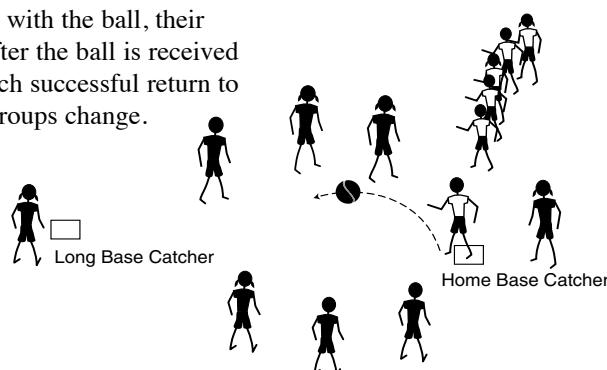
- Students design their own holes.

# NO.6 LONG BALL CHASE

Skill Components							
1	2	3	4	5	6	7	8
✓	✓	✓	✓	✓	✓	✓	✓

**Students**  
**Equipment**  
**Area**  
**Activity**

2 groups of 6–10  
2 base plates or marker cones and 1 ball per 2 groups.  
Large open space.  
The object is for group 1 students to punt the ball, run to long base and return to home base, without going out. Group 2, the fielding side, has a home base catcher, a long base catcher and fielders. Group 1 students may remain at long base until another student punts the ball and it is safe to run to home base. Several students may be at long base at the same time. A student is out if they are tagged off base by a fielder with the ball, their punt is caught, or if they reach long or home base after the ball is received by the group 2 catchers. Group 1 scores a run for each successful return to home base. After each student has punted the ball, groups change.







**Skill Components**

1. Eyes are focused on the ball throughout the punt.
2. Ball held at about hip height in front of punting leg.
3. Step forward onto non-punting foot.
4. Bend knee of kicking leg during the backswing for the punt.
5. Hip extension and knee flexion of at least 90° during preliminary punting movement.
6. Guide ball down, with one hand, so it makes contact with the top of the foot.
7. Forward and sideward swing of arm opposite punting leg.
8. Punting leg follows through towards the target after ball contact.

# NO.7 FREEZEBALL

Skill Components							
1	2	3	4	5	6	7	8
√	√	√	√	√	√	√	√

**Students** Groups of 8–10.  
**Equipment** 1 ball per group.  
**Area** Large open space.  
**Activity** Students are given a number (eg 1–8). A student punts the ball in the air and calls out a number. The student whose number is called runs to get the ball and the rest scatter. The student who has retrieved the ball, holds it above their head and calls ‘freeze’. All students stop immediately. The student rolls the ball in an attempt to hit another student. Students may not move at this point. If hit, that student takes a turn to punt.

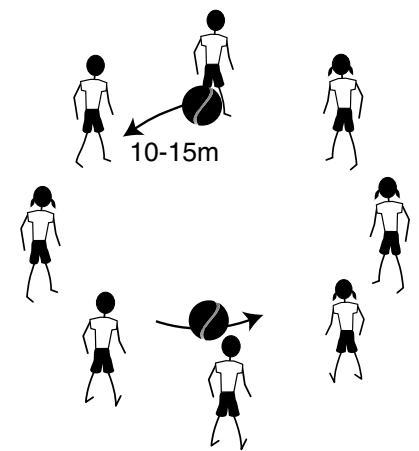
- Variation**
- A hit means the target student loses a life, a miss means the student rolling the ball loses a life. All students start with 10 lives.

# NO.8 OVERTAKE

Skill Components							
1	2	3	4	5	6	7	8
√	√	√	√	√	√	√	√

**Students** Groups of 7–8.  
**Equipment** 2 balls per group.  
**Area** Large open space.  
**Activity** Students form a large circle with 10–15 metres between each other. The activity is commenced with the balls either side of the circle. Students punt each ball in the same direction from student to student in an effort to overtake the ball in front.

- Variation**
- Vary the distance between students.

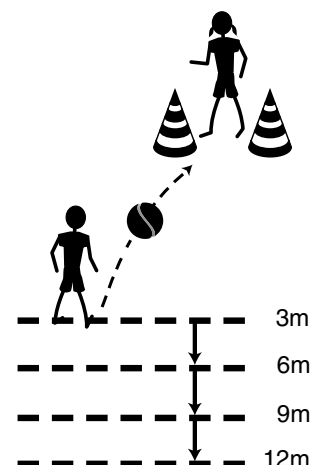


# NO.9 CLEAR THE LINE

Skill Components							
1	2	3	4	5	6	7	8
√	√	√	√	√	√	√	√

**Students** Pairs.  
**Equipment** 1 ball and 2 marker cones (goal posts) per pair.  
**Area** Large open space.  
**Activity** Students start about 2–3 metres from the goal line. 1 student punts the ball taking successive attempts to clear the goal line on the full. After each successful punt, the student moves back 2–3 metres. The partner retrieves the ball. After up to 10 attempts, the partners swap roles. 1 point is scored for each successful punt. Pairs tally their points aiming to get to 50 points.

- Variation**
- Vary the angle of approach.



**Skill Components**

1. Eyes are focused on the ball throughout the punt.
2. Ball held at about hip height in front of punting leg.
3. Step forward onto non-punting foot.
4. Bend knee of kicking leg during the backswing for the punt.
5. Hip extension and knee flexion of at least 90° during preliminary punting movement.
6. Guide ball down, with one hand, so it makes contact with the top of the foot.
7. Forward and sideward swing of arm opposite punting leg.
8. Punting leg follows through towards the target after ball contact.



# NO.10 OVER THE STICK

Skill Components							
1	2	3	4	5	6	7	8
✓	✓	✓	✓	✓	✓	✓	✓

**Students**

Groups of 3.

**Equipment**

1 long stick (broom handle, cane) and 1 playground ball per group.

**Area**

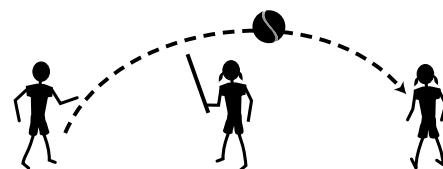
Large open space.

**Activity**

Student 1 and student 3 punt back and forth. Student 2 stands in the middle and attempts to touch the ball in flight with the stick. After 10 kicks students rotate positions. Students count the number of successful punts aiming for a tally of 10.

**Variation**

- Vary the distance between students.



# NO.11 OVER THE GUARDS

Skill Components							
1	2	3	4	5	6	7	8
✓	✓	✓	✓	✓	✓	✓	✓

**Students**

Groups of 6–8.

**Equipment**

1 round ball per group.

**Area**

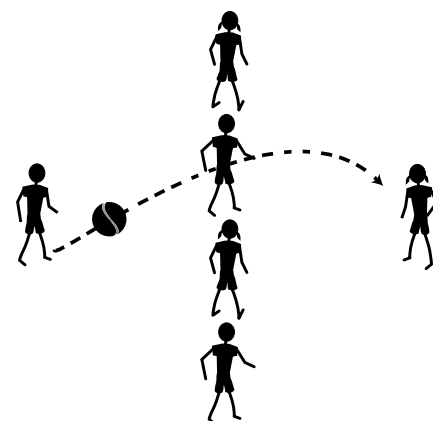
Large open space.

**Activity**

2 students are punters, the rest are guards. The punters stand 10–15 metres from either side of the guards. The guards stand so they can just touch hands. Punters take turns at trying to punt the ball over the guards in the centre. Rotate students to give all a turn.

**Variation**

- Vary the distance between the punters and the guards.



# NO.12 SNAP SHOT

Skill Components							
1	2	3	4	5	6	7	8
✓	✓				✓		

**Students**

Groups of 3–4.

**Equipment**

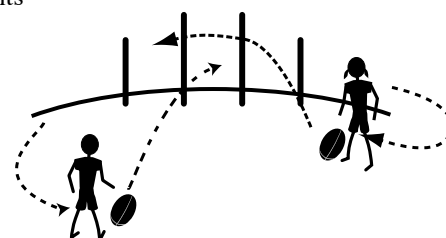
Goal posts or marker cones and 1 small football per group.

**Area**

Large open space.

**Activity**

Students compete against each other and vote on the best snap shot from the ‘impossible’ angle. Encourage students to be inventive. Ask students to demonstrate their inventions to the class.





**Skill Components**

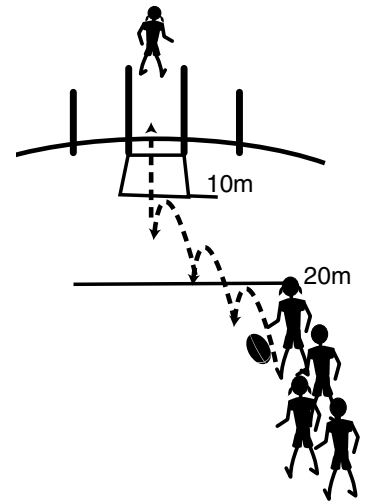
1. Eyes are focused on the ball throughout the punt.
2. Ball held at about hip height in front of punting leg.
3. Step forward onto non-punting foot.
4. Bend knee of kicking leg during the backswing for the punt.
5. Hip extension and knee flexion of at least 90° during preliminary punting movement.
6. Guide ball down, with one hand, so it makes contact with the top of the foot.
7. Forward and sideward swing of arm opposite punting leg.
8. Punting leg follows through towards the target after ball contact.

# NO.13 GOAL KICK RELAY

Skill Components							
1	2	3	4	5	6	7	8
√	√	√	√	√	√	√	√

**Students**  
**Equipment**  
**Area**  
**Activity**

Groups of 4–5.  
Goal posts or marker cones and 1 ball per group.  
Large open space.  
In turn each student runs and bounces the ball 3 times then tries to punt it through the goals on the full. If the ball lands before the goal line, it must be punted again at least 10 metres from the goal line. Following the punt, the ball is raced back for the next student to repeat. Set groups a time limit in which to complete the relay, so that many groups can be successful.

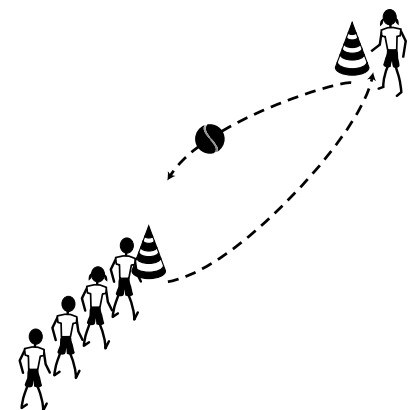


# NO.14 LANE RELAY

Skill Components							
1	2	3	4	5	6	7	8
√	√	√	√	√	√	√	√

**Students**  
**Equipment**  
**Area**  
**Activity**

Groups of 4–5.  
1 ball and 2 marker cones per group.  
Large open space.  
Set up 2 marker cones 20 metres apart. From the first cone student 1 runs with the ball to the second cone, turns, and from behind the cone, punts the ball back to the group. Student 2 receives the ball from behind the first cone and repeats. If the ball does not make the distance, a second punt is required. Set groups a time limit in which to complete the relay.



**Variation**

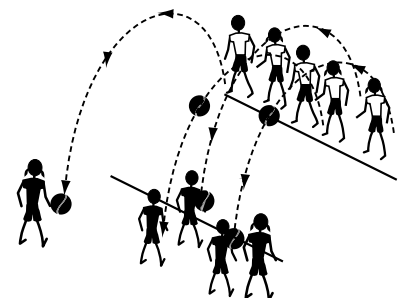
- Students run while bouncing the ball to a marker.

# NO.15 BOUNDARY BALL

Skill Components							
1	2	3	4	5	6	7	8
√	√	√	√	√	√	√	√

**Students**  
**Equipment**  
**Area**  
**Activity**

2 groups.  
1 medium ball per 2 students.  
Large open space.  
Each student in a group punts from behind a line. The other group attempts to catch the ball. Groups swap over when all students have taken their punt. A point is scored if the ball bounces beyond the opposition's line.



**Safety Tip**  
Remind students of the need to act safely in this activity.

**Skill Components**

1. Eyes are focused on the ball throughout the punt.
2. Ball held at about hip height in front of punting leg.
3. Step forward onto non-punting foot.
4. Bend knee of kicking leg during the backswing for the punt.
5. Hip extension and knee flexion of at least 90° during preliminary punting movement.
6. Guide ball down, with one hand, so it makes contact with the top of the foot.
7. Forward and sideward swing of arm opposite punting leg.
8. Punting leg follows through towards the target after ball contact.



# NO.16 CORNER SPRY

Skill Components							
1	2	3	4	5	6	7	8
✓	✓	✓	✓	✓	✓	✓	✓

**Students**

Groups of 5–6.

**Equipment**

1 large ball per group.

**Area**

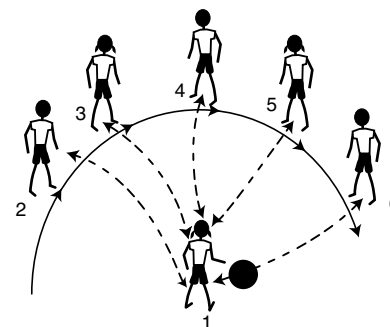
Large open space.

**Activity**

Students stand in a semi-circle with the leader (student 1) in front facing the group. Student 1 punts to student 2 who punts it back. Student 1 then repeats to students 3, 4, 5 and 6. Student 6 runs in and takes student 1’s spot while others shuffle on to the next position. Repeat until all students have been the leader.

**Variations**

- Vary the distance to punt.
- Introduce 1 bounce and catch.



# NO.17 STOP BALL

Skill Components							
1	2	3	4	5	6	7	8
✓	✓	✓	✓	✓	✓	✓	✓

**Students**

2 groups of 5–6.

**Equipment**

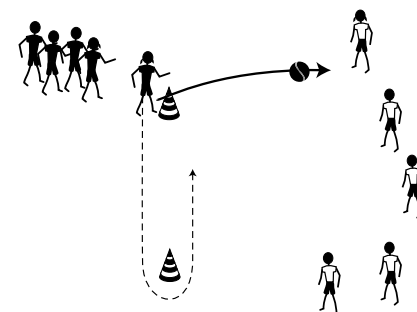
2 marker cones and 1 playground ball or football per 2 groups.

**Area**

Large open space.

**Activity**

A group 1 student punts the ball into the field of play and proceeds to run continuously back and forth around marker cones set 6–10 metres apart. Group 2 fielders retrieve the ball, form a column behind the retriever and pass the ball over their heads. When all have passed the ball they call “Stop”. Group 1 scores 1 point each time a cone is passed. Changeover occurs when all students have punted. Vary the punting order after each innings.



# NO.18 LONG BALL PUNT

Skill Components							
1	2	3	4	5	6	7	8
✓	✓	✓	✓	✓	✓	✓	✓

**Students**

2 groups of 6–8.

**Equipment**

4 bases and 1 playground ball or football per 2 groups.

**Area**

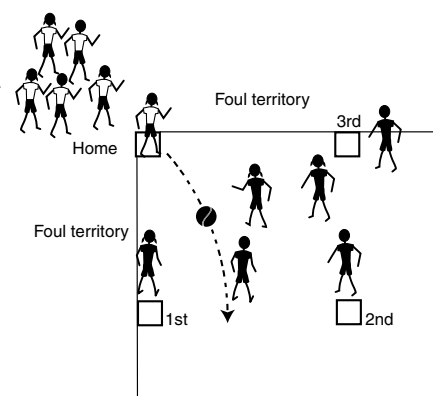
Large open space.

**Activity**

As per tee-ball, except the ball is punted into the field of play (foul territory applies). The punt must travel a minimum 10 metres to be a fair punt.

**Variations**

- Provide extra bases.
- The first retrieval return must also be a punt.



# PUNT



## Skill Components

1. Eyes are focused on the ball throughout the punt.
2. Ball held at about hip height in front of punting leg.
3. Step forward onto non-punting foot.
4. Bend knee of kicking leg during the backswing for the punt.
5. Hip extension and knee flexion of at least 90° during preliminary punting movement.
6. Guide ball down, with one hand, so it makes contact with the top of the foot.
7. Forward and sideward swing of arm opposite punting leg.
8. Punting leg follows through towards the target after ball contact.

## NO.19 PUNT AND RUN

Skill Components							
1	2	3	4	5	6	7	8
✓	✓	✓	✓	✓	✓	✓	✓

**Students**

Whole class.

**Equipment**

1 playground ball or football per student.

**Area**

Large open space.

**Activity**

Students disperse in random formation, a safe distance from each other. In turn each student punts the ball as high and long as possible and runs, attempting to catch it before it lands. A minimum distance for the punt is set by the teacher. 1 point is scored for a successful attempt. The aim is to score 10 points.

### Safety Tip

Students punt in turn to reduce the chance of running into another student.

## NO.20 CATCH IT

Skill Components							
1	2	3	4	5	6	7	8
✓	✓	✓	✓	✓	✓	✓	✓

**Students**

2 groups of 3–8.

**Equipment**

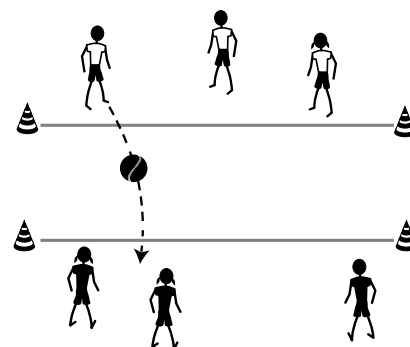
4 marker cones or ropes and 1 playground ball per 2 groups.

**Area**

Large open space.

**Activity**

Set the marker cones to designate 2 zones. Students punt the ball to land in their opponents' zone on the full and if successful score a point. If a student catches the ball on the full, they score 1 point. Groups aim to score 20 points.



## NO.21 RACE THE PUNT

Skill Components							
1	2	3	4	5	6	7	8
✓	✓	✓	✓	✓	✓	✓	✓

**Students**

Groups of 6.

**Equipment**

1 round ball and 4 marker cones per group.

**Area**

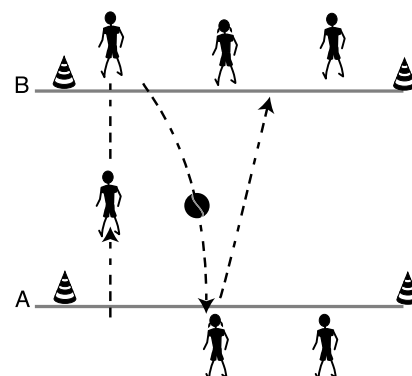
Large open space.

**Activity**

Set 2 lines, 20 metres apart, using 4 marker cones. A runner stands at end A. The ball starts with a punter at end B. On a signal the runner sprints to the other line in an attempt to beat the ball which must be punted from end B to end A and back to end B. The runner scores a point for each successful run.

**Variation**

- Introduce a handicap system to produce exciting finishes.



**Skill Components**

1. Eyes are focused on the ball throughout the punt.
2. Ball held at about hip height in front of punting leg.
3. Step forward onto non-punting foot.
4. Bend knee of kicking leg during the backswing for the punt.
5. Hip extension and knee flexion of at least 90° during preliminary punting movement.
6. Guide ball down, with one hand, so it makes contact with the top of the foot.
7. Forward and sideward swing of arm opposite punting leg.
8. Punting leg follows through towards the target after ball contact.



# NO.22 CASK FOOTBALL

Skill Components							
1	2	3	4	5	6	7	8
√	√	√	√	√	√	√	√

**Students**

2 groups of 5.

**Equipment**

1 nerf ball or inflated cask bladder, 4 marker cones and 5 colour bands per 2 groups.

**Area**

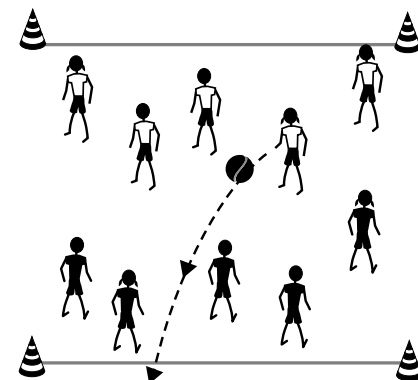
One third of a netball court.

**Activity**

Set up marker cones behind the 2 groups to designate end lines. Students attempt to score a goal by landing the ball over the opposition's end line on the full. Students can run with the ball for 3 seconds, but must punt if tagged by an opponent. A free punt is granted from the end line after a goal is scored.

**Rules:**

- No tackling.
- No hand-balling.
- No throwing or punting off the ground.



# NO.23 BANANA KICK

Skill Components							
1	2	3	4	5	6	7	8
√	√				√		√

**Students**

Groups of 3.

**Equipment**

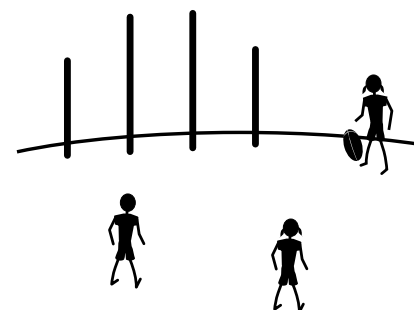
1 modified (eg Auskick) football and marker cones or goal posts per group.

**Area**

Large open space.

**Activity**

Students attempt the 'impossible angle' goal kick by using a reverse side (banana) punt from a difficult angle 15–20 metres from goal. Students score 2 points per goal and tally their points at the end of the activity. Each group aims to exceed 20 points.



# NO.24 PUNT BALL

Skill Components							
1	2	3	4	5	6	7	8
√	√	√	√	√	√	√	√

**Students**

2 groups of 4–8.

**Equipment**

2 marker cones and a large round ball per 2 groups.

**Area**

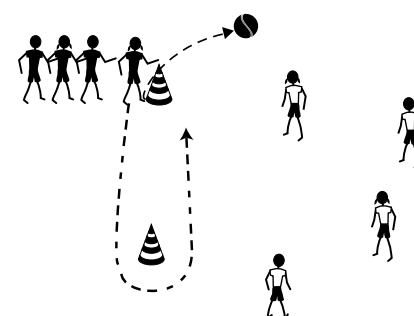
Large open space.

**Activity**

Student 1 of the punting group punts the ball into the field of play and proceeds to run continuously back and forth around markers set 10–12 metres apart. A student from the fielding group quickly retrieves the ball and throws it to each member of their group. When the last member has the ball they shout "Stop". 1 point is scored each time the runner finishes a complete circuit. Groups change roles after all students in the punting group have had a turn.

**Variation**

- Fielders punt the ball to each group member.





*It is recommended that the forehand strike be introduced during Year 2 and mastered by the end of Year 5. Skill mastery will vary according to individual differences, and the quality and quantity of instruction.*

## TEACHING HINTS

---

- Partner activities could be used as activity stations in a forehand strike circuit.
- Batting tees can be improvised by using larger marker cones.
- Progress from using the hand to a small bat then to a longer handled bat.
- Progress from using a stationary ball to a slow moving object (balloon), to a suspended moving object, to a bounced ball (self then partner), to a thrown ball.
- The size of the ball should progress from large (eg balloon, ball) to medium to small (eg tennis ball).

## SKILL COMPONENTS AND IDEAS TO ASSIST CORRECT TECHNIQUE

---

- 1. Eyes are focused on the ball throughout the strike.**
  - Focus on a mark on the ball throughout the strike.
- 2. Stand side-on to the target with bat held in one hand.**
  - Students should grip the bat gently near the end as if shaking hands.
  - Place cut-out footprints in correct position on the floor/ground (ie to the side of and behind the batting tee, side-on to the hitting direction).
  - Put an arrow on a student's shoulder to indicate that their shoulder should be pointed towards the wall/target.
- 3. Striking hand nearly straightened behind shoulder at end of backswing.**
  - Instruct students to make a 'T' shape with their arms and body.
  - Students reach back to take a racquet from a partner standing behind them while keeping their eyes on the ball.
  - Use 'trigger words' to remind students where the bat travels (eg "Go from tree to tee to fence" or "Make a loop up, back, down, then to the shoulder").
- 4. Step towards target with foot opposite striking arm during the strike.**
  - Students stand on a carpet square with their side towards a target and a ball on a tee. The front foot steps towards the target off the carpet square as the ball is hit.
  - Place a batting tee far enough away that the student must take one step forward plus extend their arms fully to hit the ball (or if ready for a toss, toss the ball a little further forwards and to the side of the student).
- 5. Marked sequential hip to shoulder rotation during the strike.**
  - Trunk twister exercise: students stand with their feet shoulder-width apart, beginning with the bat back and finishing with it over the opposite shoulder.
- 6. Ball contact made opposite front foot with straight arm.**
  - Students place a large ball on top of a tee or large witch's hat and strike it with their hand, a paddle, bat etc.
  - Students imagine the bat (or hitting implement) is their hand and that their arm has been lengthened. Instruct students to hit the ball with their hand (ie bat).

## 7. Follow through towards the target then around body.

- Students do slow, gentle trunk twister exercises with their feet placed shoulder-width apart. They repeat the exercise with the bat over the shoulder then work on rotating the trunk sideways and finish by swinging forcefully with a follow through.

## COMMON PROBLEMS

---

- Failure to focus on the ball.
- Improper grip.
- 'Chopping' or 'slashing' action at the ball.
- Failure to turn the side of the body in the direction of the intended strike.
- Poor sequencing of the components of the forehand strike.

## Activities Designed to Develop the Forehand Strike

ACTIVITY	Rating*	Skill Components**							PAGE
		1	2	3	4	5	6	7	
1. Balloon Burster	All	✓		✓	✓		✓	✓	98
2. Circle Handball	Middle	✓	✓	✓	✓	✓	✓	✓	98
3. Hit and Run	Middle	✓	✓	✓	✓	✓	✓	✓	98
4. Hit It!	Middle	✓	✓	✓	✓	✓	✓	✓	99
5. Striker's Zone	Upper	✓	✓	✓	✓	✓	✓	✓	99
6. Hit In Hope	Middle	✓	✓	✓	✓	✓	✓	✓	99
7. Three Hit Baseball	Middle	✓	✓	✓	✓	✓	✓	✓	100
8. Wall Hits	All	✓	✓	✓	✓	✓	✓	✓	100
9. Through the Wall	Upper	✓	✓	✓	✓	✓	✓	✓	100
10. Round Up the Ponies	Lower	✓			✓				101
11. Individual Strikes	Lower	✓							101
12. Hit the Cone	All	✓					✓		101
13. Hoop Tennis	Middle	✓			✓	✓	✓	✓	102
14. Partner Strike	Middle	✓	✓		✓		✓	✓	102
15. Tee Strikes	All	✓	✓	✓	✓	✓	✓	✓	102
16. Tether Tennis	All	✓	✓	✓	✓	✓	✓	✓	103
17. Hit the Target	All	✓	✓	✓	✓	✓	✓	✓	103
18. Four Square Ball	Middle	✓	✓	✓	✓	✓	✓	✓	103
19. Circle Hit	Upper	✓	✓	✓	✓	✓	✓	✓	104
20. Moving Targets	Middle	✓	✓	✓	✓	✓	✓	✓	104
21. Hit and Catch	Middle	✓	✓	✓	✓	✓	✓	✓	104
22. Skeleton	Middle	✓	✓	✓	✓	✓	✓	✓	105
23. Around the World	Middle	✓	✓	✓	✓	✓	✓	✓	105
24. Stork Ball	Middle	✓					✓		105

\***Rating** is an indication of the difficulty of an activity.  
The rated activities are suitable for use with students as follows:

- Lower: Prep-2
- Middle: Years 3-4
- Upper: Years 5-6
- All: Prep-6

A rating for an activity may alter when a variation of the activity is used.

\*\***Skill Components** of the forehand strike that can be practised using each activity are indicated with a ✓. To aid student learning, focus only on 1 or 2 components each lesson.



1 2 3

4 5 6

7

**Skill Components**

# FOREHAND STRIKE



## Skill Components

1. Eyes are focused on the ball throughout the strike.
2. Stand side-on to the target with bat held in one hand.
3. Striking hand nearly straightened behind shoulder at end of backswing.
4. Step towards target with foot opposite striking arm during the strike.
5. Marked sequential hip to shoulder rotation during the strike.
6. Ball contact made opposite front foot with straight arm.
7. Follow through towards the target then around body.

## NO.1 BALLOON BURSTER

Skill Components						
1	2	3	4	5	6	7
✓		✓	✓		✓	✓

**Students**

Individuals.

**Equipment**

1 balloon per student, a variety of hitting implements such as bats or newspaper bats and batting tees or large marker cones.

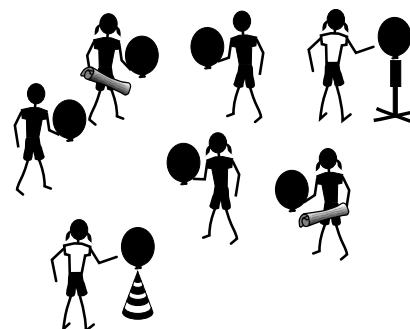
**Area**

Large indoor space.

**Activity**

Students throw the balloon into the air and as it comes down swing and hit it with their hand or hitting implement as hard as possible.

Alternatively students hit off a tee or marker cone. Ensure that students experience each of the different types of hitting implements and stands.



### Safety Tip

Mark out a safety area around the tees where bats are used.

## NO.2 CIRCLE HANDBALL

Skill Components						
1	2	3	4	5	6	7
✓	✓	✓	✓	✓	✓	✓

**Students**

Groups of 5–6.

**Equipment**

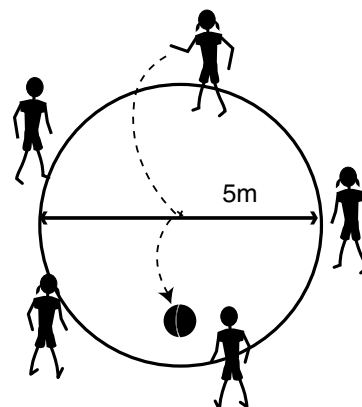
Chalk and 1 ball per group.

**Area**

Hard surface open space.

**Activity**

Groups form small circles. 1 student drops the ball and forehand strikes it with an open hand to another student across the circle. The ball should bounce after it is hit. The student who receives the ball stops it and repeats the action, striking the ball to another student.



## NO.3 HIT AND RUN

Skill Components						
1	2	3	4	5	6	7
✓	✓	✓	✓	✓	✓	✓

**Students**

Groups of 4–6

**Equipment**

3 marker cones, 1 batting tee, 1 bat and 1 ball per group.

**Area**

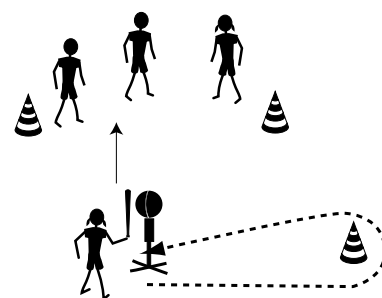
Large open space.

**Activity**

A striker forehand strikes the ball off the tee aiming to hit it past a pair of marker cones. The striker runs around another cone, whilst fielders retrieve the ball. Fielders throw the ball to each other until all have touched the ball and then call “Stop”. The striker records their runs and has 2 more strikes before rotating positions.

**Variations**

- Vary the distance between the striker’s cone for running.
- Vary the distance of the pair of markers from the striker.
- Fielders may pass the ball to each other or throw from longer distances by standing on a designated spot.
- Fielders may bounce or dribble with their feet or kick the ball to each other to practise additional skills.
- Various sized balls may be used depending on the ability of the striker.
- Students use their hand to hit the ball.



## Skill Components

1. Eyes are focused on the ball throughout the strike.
2. Stand side-on to the target with bat held in one hand.
3. Striking hand nearly straightened behind shoulder at end of backswing.
4. Step towards target with foot opposite striking arm during the strike.
5. Marked sequential hip to shoulder rotation during the strike.
6. Ball contact made opposite front foot with straight arm.
7. Follow through towards the target then around body.



## NO.4 HIT IT!

Skill Components						
1	2	3	4	5	6	7
✓	✓	✓	✓	✓	✓	✓

**Students**  
**Equipment**

Pairs or small groups.  
1 marker cone or batting tee, various sized balls and various striking implements (eg newspaper bat, waffle bat, relay baton, bat tennis bat, tennis racquet) per pair or group.

**Area**  
**Activity**

Hard surface open space.  
Reinforce components of the forehand strike while students hit a self-dropped ball or ball on a marker cone. Students use various sizes and types of balls as well as various hitting implements. Students aim to hit a ball up high, along the ground, or make it bounce into a partner's hands.

### Variation

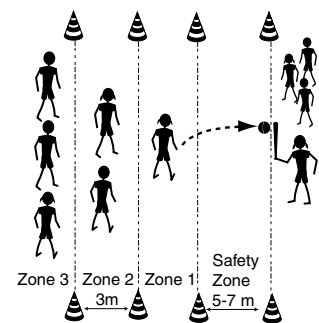
- Students make up a short game using these skills to present to others.

## NO.5 STRIKER'S ZONE

Skill Components						
1	2	3	4	5	6	7
✓	✓	✓	✓	✓	✓	✓

**Students**  
**Equipment**  
**Area**  
**Activity**

Groups of 7–11.  
1 bat, 1 ball and 8 marker cones per group.  
Half a basketball court.  
Divide the court into 3 zones using the marker cones. 3–6 fielders stand in zone 3, 2–3 fielders stand in zone 2 and 1 fielder stands in zone 1. The striker stands outside the zones and hits the ball thrown by the zone 1 fielder into the court. The striker scores the number of runs assigned to the area in which the ball lands. The fielders try to catch the ball on the full or with 1 hand after 1 bounce. If the fielders are successful, the striker does not score on that hit. After 6 hits the striker becomes a fielder and the group rotates positions.



### Safety Tip

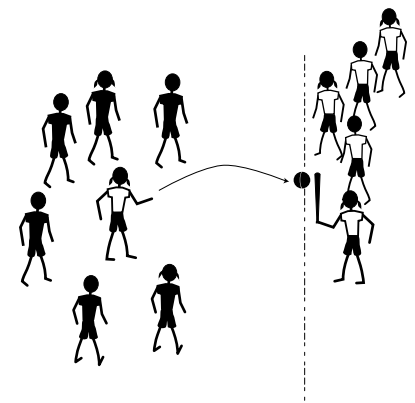
Designate a 5–7 metre safety zone between the striker and fielders.

## NO.6 HIT IN HOPE

Skill Components						
1	2	3	4	5	6	7
✓	✓	✓	✓	✓	✓	✓

**Students**  
**Equipment**  
**Area**  
**Activity**

2 groups.  
1 bat or racquet and 1 tennis ball per group.  
Half a basketball court.  
A student in the striking group throws the ball underarm for a group member to hit into the opposite end of the court. If the ball lands outside the court or is caught by the fielders on the full or with 1 hand after 1 bounce, then 1 life is gone. If the ball lands in the court and is not caught, the striking side scores a point. When the striking side has lost 6 lives the groups change roles. The groups play an even number of innings.



### Variation

- Strikers may hit a ball from a tee.

# FOREHAND STRIKE



## Skill Components

1. Eyes are focused on the ball throughout the strike.
2. Stand side-on to the target with bat held in one hand.
3. Striking hand nearly straightened behind shoulder at end of backswing.
4. Step towards target with foot opposite striking arm during the strike.
5. Marked sequential hip to shoulder rotation during the strike.
6. Ball contact made opposite front foot with straight arm.
7. Follow through towards the target then around body.

# NO.7 THREE HIT BASEBALL

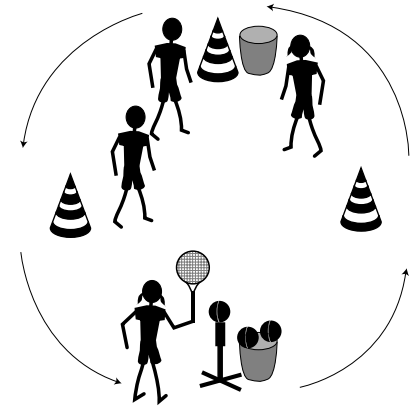
Skill Components						
1	2	3	4	5	6	7
√	√	√	√	√	√	√

**Students**  
**Equipment**

Groups of 4.  
1 bat or racquet, 3 balls (size depends on ability), 1 tee, 3 marker cones or bases and 2 containers per group.

**Area**  
**Activity**

Large open space.  
Place the marker cones in a diamond formation, with 1 container near the tee (home plate) and the other container near the furthest cone. The first striker hits 3 balls off the tee in quick succession with a forehand strike action and runs around the cones. The fielders try to retrieve the balls and place them into the other container before the striker runs around the cones. Students rotate positions.



## Safety Tip

Make sure all 3 balls have been hit before they are fielded.

# NO.8 WALL HITS

Skill Components						
1	2	3	4	5	6	7
√	√	√	√	√	√	√

**Students**  
**Equipment**  
**Area**  
**Activity**

Individuals or pairs.  
1 small/medium ball and 1 paddle bat per student.  
Hard surface open space and rebound wall.  
Individually, students hit a self-dropped ball to the wall aiming to hit consecutive rebounds after only 1 bounce. Challenge students to make as many consecutive hits as possible. In pairs, students hit to the wall and partners hit the rebound after only 1 bounce. Encourage students to count how many hits in a row they can make together.

## Variations

- Students hit off tees to start the sequence.
- In pairs, students score and compete against each other.

# NO.9 THROUGH THE WALL

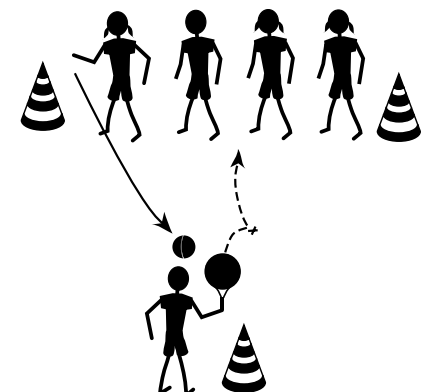
Skill Components						
1	2	3	4	5	6	7
√	√	√	√	√	√	√

**Students**  
**Equipment**  
**Area**  
**Activity**

Groups of 5–8.  
1 tennis ball, 1 paddle bat and 3 marker cones per group.  
Hard surface open space.  
Fielder 1 throws the ball to the striker who hits the ball towards the ground. The fielders, who stand at least 5 metres back forming a 'wall', try to prevent the ball getting through. If the ball gets through the wall, the fielders take a step back. Students continue until the striker has had 8 hits, then they rotate positions. The striker runs to fielder 1's position, and the student at the other end of the wall becomes the new striker.

## Variations

- Vary the types of bats and balls.
- Students hit off a tee.



## Skill Components

1. Eyes are focused on the ball throughout the strike.
2. Stand side-on to the target with bat held in one hand.
3. Striking hand nearly straightened behind shoulder at end of backswing.
4. Step towards target with foot opposite striking arm during the strike.
5. Marked sequential hip to shoulder rotation during the strike.
6. Ball contact made opposite front foot with straight arm.
7. Follow through towards the target then around body.



## NO.10 ROUND UP THE PONIES

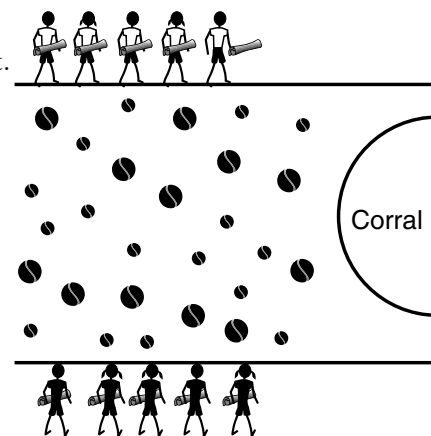
Skill Components						
1	2	3	4	5	6	7
√			√			

**Students**  
**Equipment**

Whole class.  
Various sized balls (some semi-deflated), and a newspaper bat per student.

**Area**  
**Activity**

Large open space.  
Scatter balls (the ponies) around the floor/ground. On a signal, students help get the ponies back in a corral (a designated area) by hitting them with their newspaper bat.



**Safety Tip**  
Remind students to be careful not to hit others.

## NO.11 INDIVIDUAL STRIKES

Skill Components						
1	2	3	4	5	6	7
√						

**Students**  
**Equipment**

Individuals.  
1 ball (various types and sizes) and 1 bat (various types and sizes) per student.

**Area**  
**Activity**

Hard surface open space.  
Challenge students to do the following activities:

- Hit the ball down to the ground with the palm, back or side of the hand.
- Hit the ball down to the ground so that it bounces high, low, medium.
- Repeat these activities, hitting up in the air.
- Keep the ball in the air for as long as possible.
- Make up a sequence of down hits and up hits using the hand.
- Repeat all of the above while moving forwards, backwards or sideways along a line.
- Repeat all of the above using a bat or racquet.

Choose different students to present to the class.

## NO.12 HIT THE CONE

Skill Components						
1	2	3	4	5	6	7
√						√

**Students**  
**Equipment**  
**Area**  
**Activity**

Individuals.  
1 marker cone and 1 ball per student.  
Large open space.  
Students stand behind a line with the cone 10 metres directly in front. The aim is to continuously hit and/or push the ball along the ground with the hand towards the cone. When the cone is hit with the ball, the students change the striking hand and hit the ball back to the starting line.

**Variations**

- Vary the playing surface.
- Vary the size and type of ball.
- Vary the striking implement.

**FMS Teaching Tip**  
Set some physical education homework. Ask students to create a list of all the activities in which a fundamental motor skill is used.



# FOREHAND STRIKE



## Skill Components

1. Eyes are focused on the ball throughout the strike.
2. Stand side-on to the target with bat held in one hand.
3. Striking hand nearly straightened behind shoulder at end of backswing.
4. Step towards target with foot opposite striking arm during the strike.
5. Marked sequential hip to shoulder rotation during the strike.
6. Ball contact made opposite front foot with straight arm.
7. Follow through towards the target then around body.

# NO.13 HOOP TENNIS

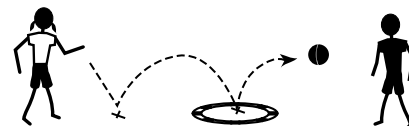
**Students**  
**Equipment**  
**Area**  
**Activity**

Pairs.  
1 small/medium ball and 1 hoop per pair.  
Hard surface open space.  
Pairs stand 5 metres apart with the hoop placed on the ground halfway between. 1 student serves 5 times then the partner serves 5 times. To serve, the student drops the ball and hits it with an open hand while aiming to get it into the hoop. As the ball bounces up, the partner hits it into the hoop again. A point is scored for the server when the partner's ball touches the hoop or when it lands outside the hoop. Play continues until 1 student scores 10 points.

## Variations

- Students use the non-preferred hand.
- Students use a bat.

Skill Components						
1	2	3	4	5	6	7
√			√	√	√	√



# NO.14 PARTNER STRIKE

**Students**  
**Equipment**  
**Area**  
**Activity**

Pairs.  
1 small/medium ball per pair.  
Hard surface open space.  
Pairs stand 2–3 metres apart. 1 student bounces the ball hitting it with the palm of the hand towards their partner. The partner catches the ball, bounces it and hits it back.

## Variations

- Students rally continuously (ie without catching) with 2 or 3 bounces allowed.
- Students use an implement (eg bat, racquet etc).

Skill Components						
1	2	3	4	5	6	7
√	√		√		√	√

# NO.15 TEE STRIKES

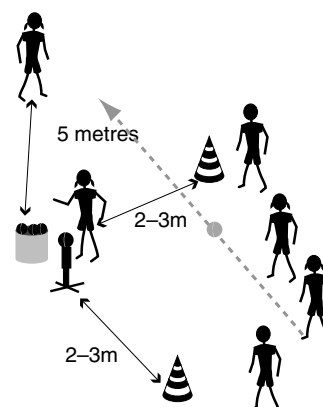
**Students**  
**Equipment**  
**Area**  
**Activity**

Groups of 5–6.  
1 batting tee or marker cone, 6–10 balls (various types and sizes), 2 marker cones and 1 container per group.  
Large open space.  
1 student strikes all of the group's balls off the tee one at a time with the hand. The other group members field the balls from behind the markers which are placed 2–3 metres from the striker. They roll the balls back to a fielder standing 5 metres to the side of striker. Rotate so that each group member has a turn at striking.

## Variations

- Place footprints at the side of the tee for students to stand on.
- Place a base or carpet square next to the tee for students to step to when hitting.
- Students use a bat.

Skill Components						
1	2	3	4	5	6	7
√	√	√	√	√	√	√



**Skill Components**

1. Eyes are focused on the ball throughout the strike.
2. Stand side-on to the target with bat held in one hand.
3. Striking hand nearly straightened behind shoulder at end of backswing.
4. Step towards target with foot opposite striking arm during the strike.
5. Marked sequential hip to shoulder rotation during the strike.
6. Ball contact made opposite front foot with straight arm.
7. Follow through towards the target then around body.



# NO.16 TETHER TENNIS

Skill Components						
1	2	3	4	5	6	7
√	√	√	√	√	√	√

**Students**  
**Equipment**  
**Area**  
**Activity**

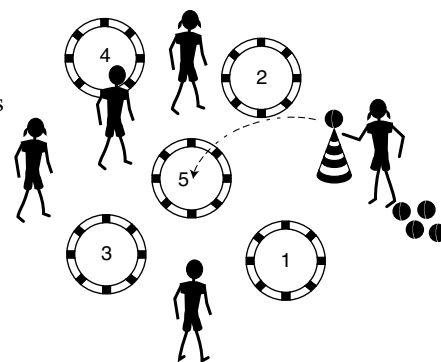
Pairs.  
Totem tennis or a tennis ball in a stocking suspended from a vertical pole (eg playing equipment) or tree and 2 paddle bats per pair.  
Large open space.  
Using a forehand strike, 1 student hits the ball to wrap the stocking around the pole or tree whilst their partner backhand hits the ball. Students continue the activity aiming to achieve a sequence of hits.

# NO.17 HIT THE TARGET

Skill Components						
1	2	3	4	5	6	7
√	√	√	√	√	√	√

**Students**  
**Equipment**  
**Area**  
**Activity**

Groups of 4–5.  
1 marker cone or batting tee, 5 hoops and 5 balls per group.  
Large open space.  
Scatter the hoops on the ground and give each hoop a value between 1 and 5. 1 student from the group strikes the ball off the cone with their hand to land (ie bounce) in a hoop. When the student has hit all 5 balls and tallied up their points, another student from the group has a turn. When not striking, students field.



**Variations**

- Students use a bat.
- Students use the non-preferred hand.

# NO.18 FOUR SQUARE BALL

Skill Components						
1	2	3	4	5	6	7
√	√	√	√	√	√	√

**Students**  
**Equipment**  
**Area**  
**Activity**

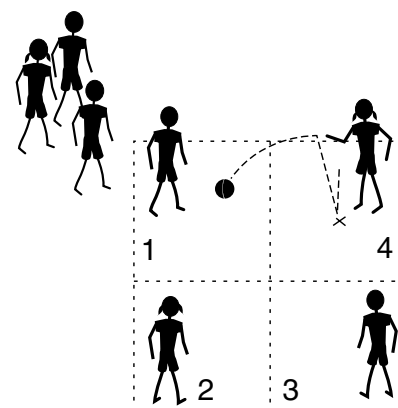
Groups of 5–8.  
Chalk and 1 small/medium ball per group.  
Hard surface open space.  
Use chalk lines to designate a square court, divided into 4. The first 4 students stand 1 to each square, the rest of the group stands in a line to the side of the court. Student 4 serves by bouncing the ball in the corner of their square, then hits it with the hand into any of the other squares. The student in whose square the ball lands tries to hit it into another square. If any student fails to hit a ‘good’ ball, they go to the end of the waiting line and a new student joins the square at square 1, while the other students rotate to fill the gap. The aim is to progress to, and remain in, square 4.

**Rules:**

- Students must hit the ball on the first bounce.
- ‘Line balls’ are in.
- When hitting with the hand, fingers may not point above the horizontal.

**Variations**

- Vary the ball size.
- Vary striking implements (eg paddle bats).
- Students use the non-preferred hand.
- Use 9 squares with the middle square being the serving square.



# FOREHAND STRIKE



## Skill Components

1. Eyes are focused on the ball throughout the strike.
2. Stand side-on to the target with bat held in one hand.
3. Striking hand nearly straightened behind shoulder at end of backswing.
4. Step towards target with foot opposite striking arm during the strike.
5. Marked sequential hip to shoulder rotation during the strike.
6. Ball contact made opposite front foot with straight arm.
7. Follow through towards the target then around body.

## NO.19 CIRCLE HIT

Skill Components						
1	2	3	4	5	6	7
√	√	√	√	√	√	√

### Students

Groups of 4.

### Equipment

5 hoops, 1 ball and 4 paddle bats per group.

### Area

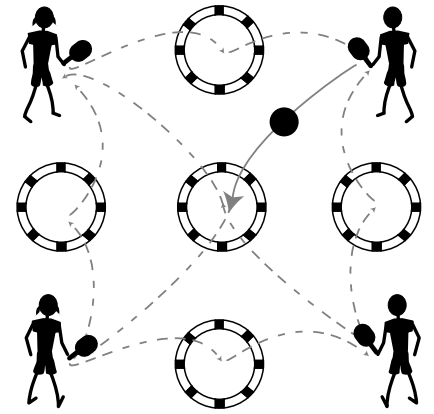
Hard surface open space.

### Activity

Place hoops on the ground to form a cross. Students stand in each corner to form a square. A student bounces the ball and hits it to any student, aiming to bounce it in a hoop. Students aim to rally with each other.

### Variations

- Students use their hand instead of paddle bats.
- Students stop the ball with the bat, bounce it a few times to control it and then hit it to another student.



## NO.20 MOVING TARGETS

Skill Components						
1	2	3	4	5	6	7
√	√	√	√	√	√	√

### Students

Pairs.

### Equipment

Chalk, 1 paddle bat and 1 small/medium ball per pair.

### Area

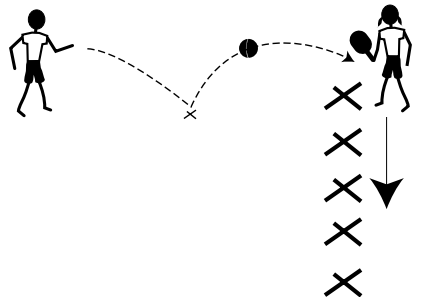
Hard surface open space.

### Activity

Draw 5 chalk crosses in a row on the floor/ground. Student 1 bounces a ball to student 2 who is waiting on the first cross. Student 2 hits the ball back to student 1, then moves to the second cross to hit the ball bounced towards that cross and so on for each cross. Students swap roles and repeat the activity.

### Variations

- Vary the ball size.
- Students use different bats.
- Students hit from tees.



## NO.21 HIT AND CATCH

Skill Components						
1	2	3	4	5	6	7
√	√	√	√	√	√	√

### Students

Pairs.

### Equipment

A low net or cane and blocks, 1 bat and 1 ball per pair.

### Area

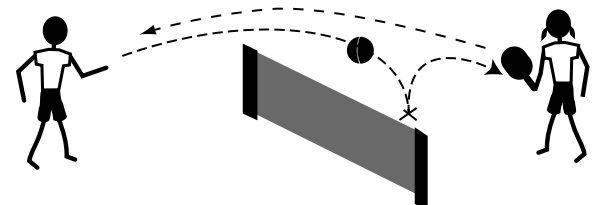
Hard surface open space.

### Activity

Student 1 underarm throws the ball to bounce for student 2 to forehand strike back. Student 1 aims to catch the return hit. Students repeat for 10 hits and then swap roles.

### Variations

- Vary the ball size.
- Students use different bats or racquets.
- Students use their hand.
- Student 2 strikes the ball before it bounces (ie a volley).



**Skill Components**

1. Eyes are focused on the ball throughout the strike.
2. Stand side-on to the target with bat held in one hand.
3. Striking hand nearly straightened behind shoulder at end of backswing.

4. Step towards target with foot opposite striking arm during the strike.
5. Marked sequential hip to shoulder rotation during the strike.
6. Ball contact made opposite front foot with straight arm.
7. Follow through towards the target then around body.



# NO.22 SKELETON

Skill Components						
1	2	3	4	5	6	7
✓	✓	✓	✓	✓	✓	✓

**Students**  
**Equipment**

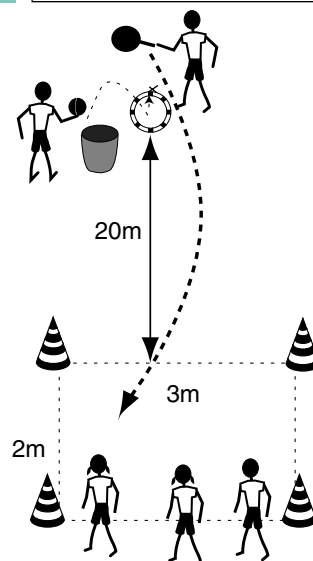
Groups of 5.  
1 bat tennis bat, 1 bucket, 1 hoop, 5 balls and 4 marker cones per group.

**Area**  
**Activity**

Hard surface open space.  
Using the marker cones, set up a rectangle 2 metres by 3 metres as a landing area for the ball. Place the hoop on the ground 20 metres from the rectangle. The striker stands next to the hoop. A student throws the ball underarm into the hoop. The striker aims to hit the ball into the rectangle and the other students field. If the ball does not land in the rectangle the striker loses a 'life'. The striker has 3 'lives'. After the first life is lost the striker is 'dead'; after the second lost life the striker is 'buried'; after the third lost life the striker is a 'skeleton'. If the striker hits a ball into the rectangle, they do not lose a life. Students rotate positions after a set number of hits.

**Variations**

- Students hit off a batting tee.



# NO.23 AROUND THE WORLD

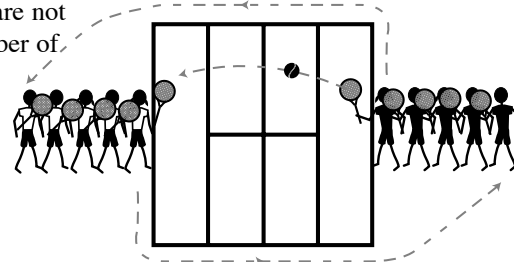
Skill Components						
1	2	3	4	5	6	7
✓	✓	✓	✓	✓	✓	✓

**Students**  
**Equipment**  
**Area**  
**Activity**

Groups of 10–12.  
1 bat tennis bat per student and 1 ball per group.  
1 bat tennis court per group.  
The group divides into 2 and lines up at opposite ends of the court, behind a base line. The first student forehand strikes a dropped ball to the first student at the other end, who returns the ball to the next student in line. After hitting the ball, students move to their right around the court and join the end of the other line. Students who make a mistake are not eliminated. Groups aim to set world records for the greatest number of consecutive hits.

**Variation**

- Students use a table tennis table, bats and ball.



# NO.24 STORK BALL

Skill Components						
1	2	3	4	5	6	7
✓					✓	

**Students**  
**Equipment**  
**Area**  
**Activity**

Whole class.  
1 medium ball per student.  
Hard surface open space.  
Using their hand only, each student hits their ball along the ground trying to hit another student's leg. A student who is hit must pick up the ball and balance on the leg that was not hit. They must say twice:  
*Oh yes I am a stork,  
I must stand still,  
I cannot walk.*  
Once said they may rejoin the activity.

# TWO-HAND SIDE-ARM STRIKE

*It is recommended that the two-hand side-arm strike be introduced during Year 2 and mastered by the end of Year 5. Skill mastery will vary according to individual differences, and the quality and quantity of instruction.*

## TEACHING HINTS

---

- Balls should be large, soft, stationary or slow moving at first. Young inexperienced strikers should use light easily gripped bats.
- Wide bats make striking easier. If available, use tennis racquets or rounders bats.
- Many activities listed for the forehand strike apply to the two-hand side-arm strike as well.
- If a table top can be found (about the student's waist height) encourage a sideways swing (as opposed to a vertical chopping motion) by placing a large ball on the table top. The student swings their arms or bat across the table top to hit the ball.
- The two hands need to grip the bat close together near the end, with knuckles in line.

## SKILL COMPONENTS AND IDEAS TO ASSIST CORRECT TECHNIQUE

---

- 1. Eyes are focused on the ball throughout the strike.**
  - Mark a cross on the ball and encourage the striker to look for the mark during the strike.
  - Challenge students to experiment and see what happens if they close their eyes during the strike. Use their experience to guide students to an understanding of the importance of focusing on the ball during the strike.
  - Use various coloured balls and ask students to call out the colour of the ball before striking.
- 2. Preferred hand grips bat above non-preferred hand.**
  - Place a sticker on the dominant hand and prompt the student to put that hand above the other on the bat.
- 3. Stand side-on to the target.**
  - Students grip the bat gently near the end as if shaking hands.
  - To encourage proper body position (ie side towards the hitting direction) place a carpet square or footprints to the side of the batting tee for students to stand on.
  - Put a paper arrow on the student's shoulder to indicate it should be pointed towards the wall/target.
- 4. Bat held behind shoulder prior to the strike.**
  - Prompt students to touch their dominant side shoulder with the bat while in the ready position.
- 5. Step towards target with foot opposite preferred hand during the strike.**
  - Students stand on a carpet square with their side towards a target and a ball on a tee. The front foot steps towards the target and off the carpet square as the ball is hit.
  - Place a batting tee far enough away from the student so that the student must take a step plus extend their arms fully to hit the ball (or if ready for a toss, toss the ball further away from the student).
- 6. Marked sequential hip to shoulder rotation during the strike.**
  - Students do trunk twister exercises with their feet placed shoulder-width apart. They repeat the exercise with the bat over their shoulder, then work on rotating the trunk sideways and finish up by swinging the bat forcefully with a follow through.
- 7. Ball contact made opposite front foot with straight**

### arms.

- Students imagine the bat (hitting implement) is their hand and that their arm has been lengthened. Students hit the ball with their hand (ie bat).
  - Students place a large ball on top of a batting tee or cone and strike it with a hand, paddle, bat etc.
- 8. Follow through with bat around body.**
    - Students do the trunk twister exercise with their feet placed shoulder-width apart. They repeat the exercise with the bat over their shoulder, then rotate the trunk sideways and finish by swinging forcefully with a follow through.

## COMMON PROBLEMS

---

- Improper grip, usually with the hands in reverse position.
- Failure to turn the side of the body in the direction of intended strike.
- Inability to sequence movements in rapid succession in a coordinated manner.
- Poor back swing.
- 'Chopping' or slashing action at the ball.
- Failure to transfer weight by stepping during the strike.

## Activities Designed to Develop the Two-Hand Side-Arm Strike

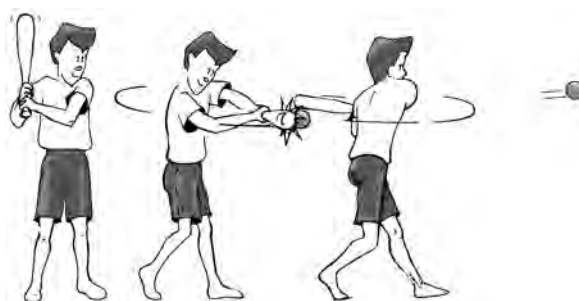
ACTIVITY	Rating*	Skill Components**								PAGE
		1	2	3	4	5	6	7	8	
1. Stop Softball	Middle	✓	✓	✓	✓	✓	✓	✓	✓	108
2. Long Ball	Upper	✓	✓	✓	✓	✓	✓	✓	✓	108
3. Skittle Softball	Upper	✓	✓	✓	✓	✓	✓	✓	✓	108
4. Home Run Derby	Middle	✓	✓	✓	✓	✓	✓	✓	✓	109
5. Circle Softball	Middle	✓	✓	✓	✓	✓	✓	✓	✓	109
6. Fetch!	All	✓	✓	✓	✓	✓	✓	✓	✓	109
7. Target Ball	Middle	✓	✓	✓	✓	✓	✓	✓	✓	110
8. Striking Golf	Middle	✓	✓	✓	✓	✓	✓	✓	✓	110
9. Airborne	All	✓	✓	✓	✓	✓	✓	✓	✓	110
10. Giant Steps!	Middle	✓	✓	✓	✓	✓	✓	✓	✓	111
11. Newspaper Golf	Middle	✓	✓	✓	✓	✓	✓	✓	✓	111
12. Inventions	All	✓	✓	✓	✓	✓	✓	✓	✓	111
13. Smash!	All	✓	✓	✓	✓	✓	✓	✓	✓	112
14. Danish Rounders	Upper	✓	✓	✓	✓	✓	✓	✓	✓	112
15. Pepper	Middle	✓	✓	✓	✓	✓	✓	✓	✓	112
16. Shoot Out	Upper	✓	✓	✓	✓	✓	✓	✓	✓	113
17. Continuous Softball	Middle	✓	✓	✓	✓	✓	✓	✓	✓	113
18. Balloon Bash	Middle	✓	✓	✓	✓	✓	✓	✓	✓	113
19. Cricket Softball	Middle	✓	✓	✓	✓	✓	✓	✓	✓	114
20. Schlag Ball	Middle	✓	✓	✓	✓	✓	✓	✓	✓	114
21. Landing Zone	Middle	✓	✓	✓	✓	✓	✓	✓	✓	114
22. Belt the Bomber!	Middle	✓	✓	✓	✓	✓	✓	✓	✓	115
23. Try This!	All	✓	✓	✓	✓	✓	✓	✓	✓	115
24. Target Strikes	Middle	✓	✓	✓	✓	✓	✓	✓	✓	115

\*Rating is an indication of the difficulty of an activity.

The rated activities are suitable for use with students as follows:

- Lower: Prep-2
- Middle: Years 3-4
- Upper: Years 5-6
- All: Prep-6

A rating for an activity may alter when a variation of the activity is used.



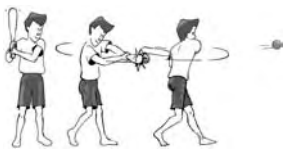
1 2 3 4 5 6 7 8

**Skill Components**

\*\*Skill Components of the two-hand side-arm strike that can be practised using each activity are indicated with a ✓. To aid student learning, focus only on 1 or 2 components each lesson.



# TWO-HAND SIDE-ARM STRIKE



## Skill Components

1. Eyes are focused on the ball throughout the strike.
2. Preferred hand grips bat above non-preferred hand.
3. Stand side-on to the target.
4. Bat held behind shoulder prior to the strike.
5. Step towards target with foot opposite preferred hand during the strike.
6. Marked sequential hip to shoulder rotation during the strike.
7. Ball contact made opposite front foot with straight arms.
8. Follow through with bat around body.

## NO.1 STOP SOFTBALL

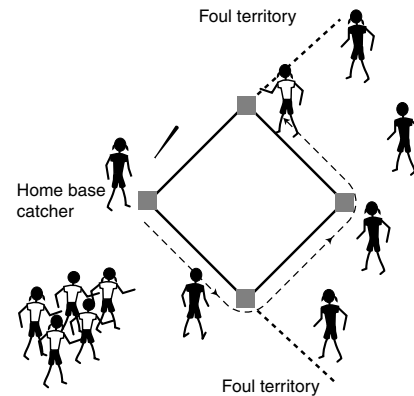
Skill Components							
1	2	3	4	5	6	7	8
✓	✓	✓	✓	✓	✓	✓	✓

**Students**  
**Equipment**  
**Area**  
**Activity**

2 groups of 6–10.  
1 tennis ball or softball, 1 bat and 4 marker cones or bases per 2 groups.  
Large open space.  
The object is for the striker to hit the ball into fair territory and run around the bases without stopping, before the catcher gains possession of the ball and calls “Stop”. The striker throws the ball up and hits it into the field. The fielders throw the ball directly home to the catcher. There are no outs. A caught ball results in no score. A foul ball counts as a turn at batting. A runner who is between bases when stop is called, returns to base. When all the strikers have had a turn, the groups change.

### Variations

- Students use a batting tee.
- Use a pitcher.
- Instead of the fielders throwing the ball to the catcher, have them throw it to a pitcher, who must pitch a ball over home base to the catcher to stop the striker. Use a different pitcher for each striker.
- Specify the number of throws among fielders before the ball is thrown to the catcher.



## NO.2 LONG BALL

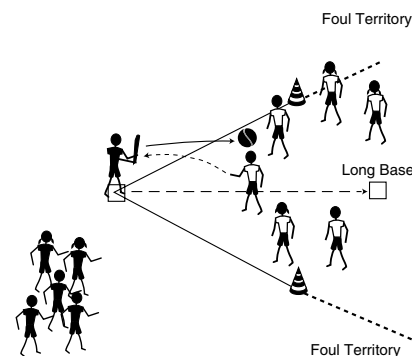
Skill Components							
1	2	3	4	5	6	7	8
✓	✓	✓	✓	✓	✓	✓	✓

**Students**  
**Equipment**  
**Area**  
**Activity**

2 groups of 6–8.  
1 softball, 1 bat, 2 marker cones and 2 bases per 2 groups.  
Large open space.  
The object is for the striker to score a run by hitting the ball into fair territory, and then running to long base and back home without getting out. A pitcher from the fielding group throws the ball. The striker must reach the base before the ball or before being tagged with the ball. They may stay there or try to return home. If the base is left, the striker cannot return. Several students may be on long base at one time. When all the strikers have had a turn, the groups change. The marker cones are used to determine foul territory.

### Variations

- Play by outs (eg 3 out = all out).
- Use a batting tee.
- Students throw the ball up and hit it.
- Place a mat midway between home and the long base and have the striker perform a stunt on the way to and from the long base (eg a forward roll).
- Use a rounders bat and ball.



## NO.3 SKITTLE SOFTBALL

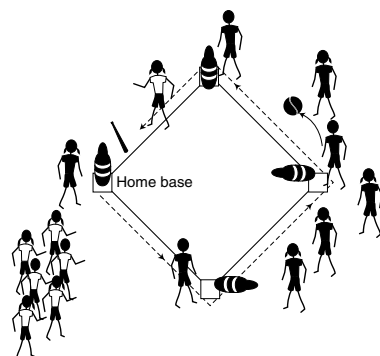
Skill Components							
1	2	3	4	5	6	7	8
✓	✓	✓	✓	✓	✓	✓	✓

**Students**  
**Equipment**  
**Area**  
**Activity**

2 groups of 8–10.  
1 softball, 1 bat, 4 bases and 4 skittles or milk cartons per 2 groups.  
Large open space.  
Set 4 bases in a softball diamond formation. The activity is similar to softball except there is a skittle on the outside corner of each base and in the middle of the home plate. The pitcher throws the ball so that the striker can hit it. The striker hits the ball into fair territory and then runs outside the bases and touches home plate. The fielders retrieve the ball and pass it to the fielders at first, second, third and home base. When the base fielders receive the ball they knock down the skittle on their base and throw the ball to the next base. The striker is out on a catch, if they knock down a skittle, or if the 4 skittles can be knocked down by the fielders before the striker gets home. Rotate base fielders after each innings. When all the strikers have had a turn the groups change.

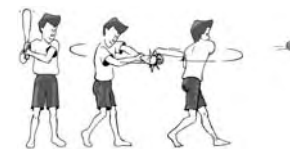
### Variations

- Play by outs (eg 3 out = all out).
- Students use a batting tee.
- Students use a rounders bat and a tennis ball.
- Vary the number of skittles and the distance between bases according to the ability of students.



## Skill Components

1. Eyes are focused on the ball throughout the strike.
2. Preferred hand grips bat above non-preferred hand.
3. Stand side-on to the target.
4. Bat held behind shoulder prior to the strike.
5. Step towards target with foot opposite preferred hand during the strike.
6. Marked sequential hip to shoulder rotation during the strike.
7. Ball contact made opposite front foot with straight arms.
8. Follow through with bat around body.

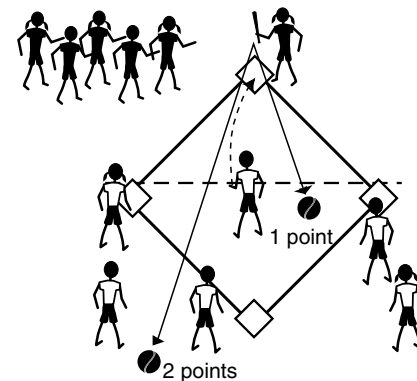


## NO.4 HOME RUN DERBY

Skill Components							
1	2	3	4	5	6	7	8
✓	✓	✓	✓	✓	✓	✓	✓

**Students**  
**Equipment**  
**Area**  
**Activity**

2 groups of 5–8.  
1 softball, bat and 4 bases per 2 groups.  
Large open space.  
A pitcher from the fielding group pitches the ball to the striking group. The object is for the striker to hit the ball safely over the restraining line. The restraining line is drawn from first to third base. The hit ball must travel over this line in order to be fielded. The infield area is between first, second and third base and the restraining line. Each striker is given 3 chances to hit the ball into play. A point is scored when the ball is hit into the infield (1 point) or outfield (2 points). There is no base running. Only 1 student may field the ball. If the ball is fielded cleanly without a fumble, the striker is out. If the ball cannot be fielded or is fielded improperly, it is counted as a hit. Infielders and outfielders exchange positions after each innings. Pitchers change after each innings and are eligible to bat. When all the strikers have had a turn, the groups change.



### Variations

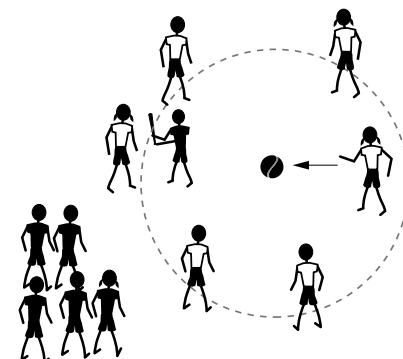
- Students use a batting tee.
- The striker throws up the ball and hits it.
- Play by outs (eg 3 out = all out).
- The fielding group provides the pitcher.

## NO.5 CIRCLE SOFTBALL

Skill Components							
1	2	3	4	5	6	7	8
✓	✓	✓	✓	✓	✓	✓	✓

**Students**  
**Equipment**  
**Area**  
**Activity**

2 groups of 6–8.  
1 playground ball and 1 bat per 2 groups.  
Large open space.  
The object is for the striking group to hit the ball out of a 15 metre diameter circle formed by the fielding group. The members of each group are numbered. The pitcher is the member of the fielding group whose number corresponds to that of the striker so that each striker has a different pitcher. Each striker tries to hit 5 pitches out of the circle. When all the strikers have had a turn, the groups change.



### Variations

- Students use a batting tee.
- Vary the size of the circle according to the ability of the students.
- The striker has only 1 try.

## NO.6 FETCH !

Skill Components							
1	2	3	4	5	6	7	8
✓	✓	✓	✓	✓	✓	✓	✓

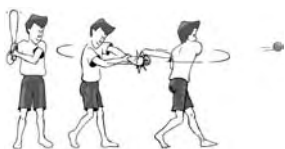
**Students**  
**Equipment**  
**Area**  
**Activity**

Pairs or groups of 3.  
2 large marker cones, a variety of bats and 1 ball per group.  
Large open space.  
A student hits the ball off the marker cone towards the second marker cone. The partner runs to collect the ball and places it on the second marker cone. The partner repeats the activity from the other end.

### Variations

- Vary the distance between markers.
- Vary the hitting implement.
- Vary the ball size.
- Place a bean bag on a marker cone which is positioned behind the striker. After the ball is hit, the student follows through to hit the bean bag off the cone.

## TWO-HAND SIDE-ARM STRIKE



### Skill Components

1. Eyes are focused on the ball throughout the strike.
2. Preferred hand grips bat above non-preferred hand.
3. Stand side-on to the target.
4. Bat held behind shoulder prior to the strike.
5. Step towards target with foot opposite preferred hand during the strike.
6. Marked sequential hip to shoulder rotation during the strike.
7. Ball contact made opposite front foot with straight arms.
8. Follow through with bat around body.

## NO.7 TARGET BALL

Skill Components							
1	2	3	4	5	6	7	8
✓	✓	✓	✓	✓	✓	✓	✓

### Students

Groups of 3.

### Equipment

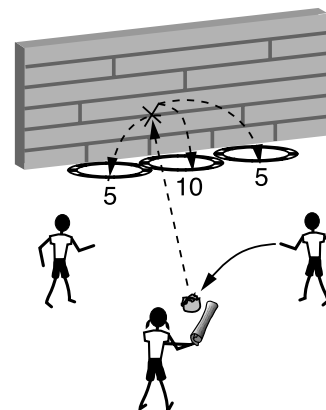
1 newspaper bat, 5 newspaper balls and 3 hoops per group.

### Area

Open space with rebound wall.

### Activity

3 hoops are placed on the ground, touching each other and the wall. The aim of the activity is to strike a ball to rebound off the wall landing in 1 of the 3 target hoops. The striker stands 5–7 metres from the wall and has 10 turns at striking. The pitcher throws the ball underarm to the striker. The fielder collects the balls, returns them to the pitcher and keeps score. Strikers accumulate points according to the point value of the hoop in which the ball lands. After a turn at striking, the students rotate positions. Point targets (eg 100) can be set for individuals or groups.



### Variation

- Students are allowed only 2 hits.

## NO.8 STRIKING GOLF

Skill Components							
1	2	3	4	5	6	7	8
✓	✓	✓	✓	✓	✓	✓	✓

### Students

9 groups of 3–4.

### Equipment

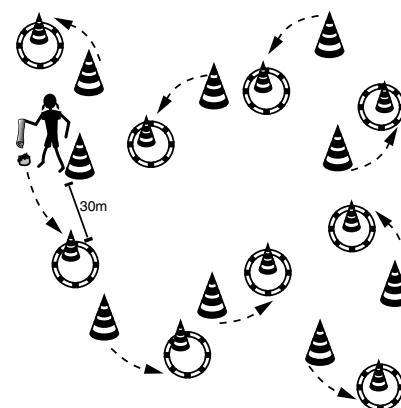
1 bat and 1 newspaper ball per group, 18 marker cones and 9 hoops.

### Area

Large open space.

### Activity

The groups number off from 1 to 9. The groups set up a 'hole' by placing a cone in a hoop to act as the target and the remaining cone 30–40 metres away to act as the tee-off area. Group 2 sets up their hole near group 1, group 3 sets up their hole near group 2, and so on until a 9-hole striking golf course is set up. Students play a round of 9-hole striking golf aiming to complete the course with the lowest possible score. Group members help each other by acting as pitchers who kneel near the student and 'pop' (ie throw) the ball up to be struck towards the hole. A hole is scored when the ball rolls into or through the hoop in which a cone has been placed. Each strike, or attempted strike, adds 1 to the group's score for the round.



### Variations

- Teachers may set up the 9-hole course beforehand.
- Students use score cards.
- Establish handicaps for students.

## NO.9 AIRBORNE

Skill Components							
1	2	3	4	5	6	7	8
✓	✓	✓	✓	✓	✓	✓	✓

### Students

Individuals or pairs.

### Equipment

1 newspaper bat and a balloon per student or pair.

### Area

Large open space.

### Activity

Students strike a balloon aiming to keep it airborne. If working in pairs, students rotate after each turn or the student without a newspaper bat uses their hand. Challenge students to keep the balloon airborne for 20, 30, 40 or 50 hits, or hit the balloon as few or as many times as possible in 60 seconds. A point is scored each time the balloon is hit. At times, stop the class and ask volunteers to demonstrate their skill to others.

### Variations

- For more able students use a soft ball or tennis ball and bat.
- Students make up their own striking activities.

## Skill Components

1. Eyes are focused on the ball throughout the strike.
2. Preferred hand grips bat above non-preferred hand.
3. Stand side-on to the target.
4. Bat held behind shoulder prior to the strike.
5. Step towards target with foot opposite preferred hand during the strike.
6. Marked sequential hip to shoulder rotation during the strike.
7. Ball contact made opposite front foot with straight arms.
8. Follow through with bat around body.



## NO.10 GIANT STEPS !

Skill Components							
1	2	3	4	5	6	7	8
✓	✓	✓	✓	✓	✓	✓	✓

**Students**

Pairs.

**Equipment**

1 bat and 1 balloon, newspaper ball or bean bag per pair.

**Area**

Large indoor space.

**Activity**

1 student has 10 turns at striking. The partner, who pitches kneels down about 1 metre away from the striker and gently 'pops' (ie throws) the balloon up for the striker to hit. With each pitch, the striker investigates the effect of transferring their weight to their leading foot by stepping forwards, sideways, a small way, a long way or not at all. Ask students to report their experiences to the class. The partners swap roles.

## NO.11 NEWSPAPER GOLF

Skill Components							
1	2	3	4	5	6	7	8
✓	✓	✓	✓	✓	✓	✓	✓

**Students**

Pairs.

**Equipment**

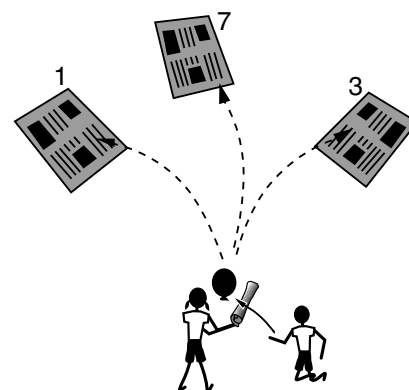
1 newspaper bat, 1 balloon and 3-4 sheets of newspaper per pair.

**Area**

Large indoor space.

**Activity**

Students aim to strike the balloon to land on a piece of newspaper. The pieces of newspaper are scattered in front of the striker. Each piece of newspaper has a different point value (eg 1, 7, 3). The pitcher kneels down about 1 metre away from the striker and gently 'pops' (ie throws) the balloon up for the striker to hit. Strikers add points to their tally equal to the point value of the paper on which the balloon lands. Point targets (eg 100) can be set for individuals or pairs. The striker has 10 turns then partners swap roles.



**Variations**

- Vary the distance between pieces of newspaper.
- Vary the size of the pieces of newspaper by folding them.
- Remove a piece of paper once the balloon has landed on it. Continue until all pieces have been removed.
- Students use a bat and ball rather than newspaper bats and balloons.

## NO.12 INVENTIONS

Skill Components							
1	2	3	4	5	6	7	8
✓	✓	✓	✓	✓	✓	✓	✓

**Students**

Pairs or groups of 3.

**Equipment**

1 newspaper bat, 1 balloon, 1 tennis ball, 1 playground ball, 1 newspaper ball and various other balls per pair or group.

**Area**

Large indoor space.

**Activity**

Students are challenged to invent a series of activities to practise striking. Teacher prompts may be needed intermittently to spark an idea. Ask volunteer groups to demonstrate their striking activity for others to try or adapt.

**Prompt 1:** Experiment with each of the balls to discover which is easiest and hardest to hit when thrown by a partner.

**Prompt 2:** Invent an activity that uses a bat, balloon and a tennis ball.

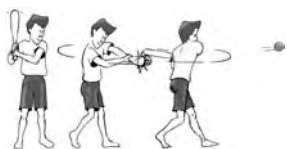
**Prompt 3:** Try to stop or trap each of the balls thrown by a partner with the bat instead of striking the balls.

**Prompt 4:** Challenge the striker to move their front foot in different directions when striking to see if it influences their striking.

**Prompt 5:** Try pitching the balls in different ways to see if it makes the ball more difficult to hit (eg high arc pitch, bouncing pitch, slow pitch, fast pitch etc).

**FMS Teaching Tip**  
Teach a signal for attention.

## TWO-HAND SIDE-ARM STRIKE



### Skill Components

1. Eyes are focused on the ball throughout the strike.
2. Preferred hand grips bat above non-preferred hand.
3. Stand side-on to the target.
4. Bat held behind shoulder prior to the strike.
5. Step towards target with foot opposite preferred hand during the strike.
6. Marked sequential hip to shoulder rotation during the strike.
7. Ball contact made opposite front foot with straight arms.
8. Follow through with bat around body.

## NO.13 SMASH!

Skill Components							
1	2	3	4	5	6	7	8
✓	✓	✓	✓	✓	✓	✓	✓

**Students**

Pairs.

**Equipment**

1 newspaper bat, 1 balloon and 2 marker cones per pair.

**Area**

Large indoor space.

**Activity**

Students aim to strike the balloon as far as possible. The striker assumes a striking position, using a marker cone as 'home plate'. The pitcher kneels down about 1 metre away from the home plate and gently 'pops' (ie throws) the balloon up above the home plate to be hit by the striker. The striker has 5 turns then partners swap roles. Use the remaining marker cone to mark the length of the furthest hit in each set of 5 hits.

**Variation**

- Students use a newspaper ball instead of a balloon.

## NO.14 DANISH ROUNDERS

Skill Components							
1	2	3	4	5	6	7	8
✓	✓	✓	✓	✓	✓	✓	✓

**Students**

2 groups of 6–14.

**Equipment**

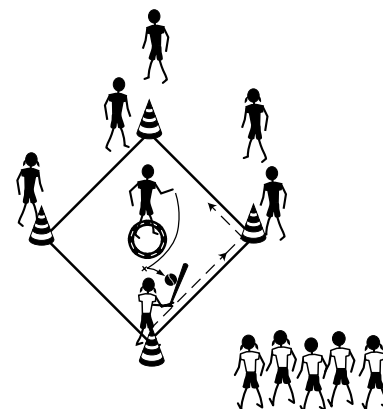
1 bat, 4 marker cones or softball bases, 1 ball and 1 hoop per 2 groups.

**Area**

Large open space.

**Activity**

The activity is a variation of softball/baseball. 4 cones are placed in a diamond formation, approximately 15 metres apart. Fielders are scattered, some standing near the bases. A pitcher stands in a hoop 5–7 metres from the striker and throws a ball underarm so that it bounces once in front of home base. The striker hits at the ball and, whether successful or not, runs towards first base and onwards if appropriate. The fielders intercept the ball and return it to the pitcher. When the pitcher receives the ball in the hoop, they call "Stop". If a striker is running between bases at the time, they are out. Any number of strikers can be on the same base at a time and strikers may pass each other when running between bases. Groups score 1 run each time a striker runs around the bases and returns to home base. When the striking group has scored 20 runs or missed the ball 10 times, groups change.



**Variations**

- The pitcher throws the ball underarm on the full.
- Vary the distance the ball is to be pitched.
- Vary the size of the ball.

## NO.15 PEPPER

Skill Components							
1	2	3	4	5	6	7	8
✓	✓	✓	✓	✓	✓	✓	✓

**Students**

Groups of 4–6.

**Equipment**

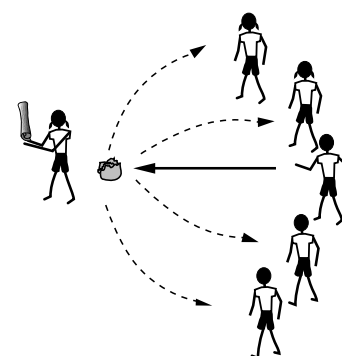
1 newspaper bat and 1 newspaper ball per group.

**Area**

Large open space.

**Activity**

1 student aims to strike the ball to the fielding students who are positioned in a semi-circle formation 3–5 metres away. A fielder gently pitches the ball to the striker. Fielders aim to catch the ball on the full and pitch again to the striker. Each striker has 10 attempts then students rotate positions. Fielders score 1 point for each successful catch.



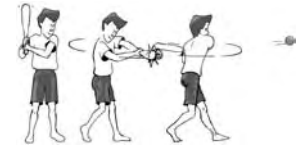
**Variations**

- Fielders pitch the ball more firmly to the striker.
- Students use a bat (eg cricket, softball, rounders) and ball.
- Strikers hit the ball to each fielder in turn.
- Students use a nerf ball.



**Skill Components**

1. Eyes are focused on the ball throughout the strike.
2. Preferred hand grips bat above non-preferred hand.
3. Stand side-on to the target.
4. Bat held behind shoulder prior to the strike.
5. Step towards target with foot opposite preferred hand during the strike.
6. Marked sequential hip to shoulder rotation during the strike.
7. Ball contact made opposite front foot with straight arms.
8. Follow through with bat around body.



Skill Components							
1	2	3	4	5	6	7	8
✓	✓	✓	✓	✓	✓	✓	✓

# NO.16 SHOOT OUT

**Students**  
**Equipment**

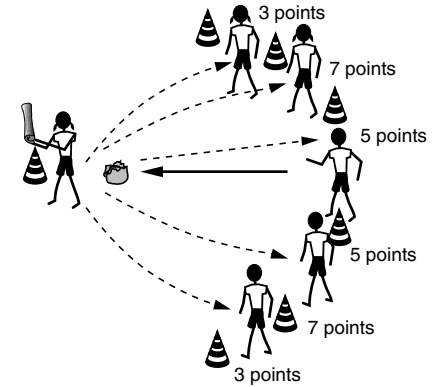
Groups of 4–6.  
1 newspaper bat, newspaper balls, tennis balls or nerf balls and 7 marker cones per group.

**Area**  
**Activity**

Large open space.  
A striker stands 3–5 metres away from the fielding students who stand in a semi-circle formation. Marker cones are placed between each fielder to act as goals with point values determined by the group (eg 2 middle cones = 5 points, 2 off-centre cones = 7 points, 2 outer cones = 3 points). A fielder gently pitches the ball to the striker who hits it back aiming at a marker cone to score a goal. Each striker gets 10 attempts then rotates with a fielder. Fielders aim to catch the ball on the full. Strikers score points based on the point value of the goals.

**Variations**

- Vary the type of ball.
- Vary the type of bat.
- Vary the distance to and between the markers.



# NO.17 CONTINUOUS SOFTBALL

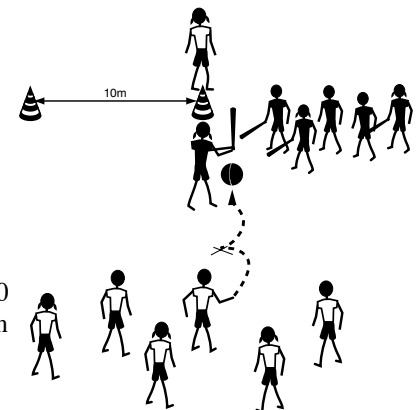
**Students**  
**Equipment**  
**Area**  
**Activity**

2 groups of 6–14.  
3 bats, 1 ball, volleyball or playground ball and 2 marker cones per 2 groups.  
Large open space  
2 cones are placed 10 metres apart. Fielders scatter in the activity area with 1 fielder as the pitcher. The strikers line up 2–3 metres away from the first cone. The first 3 strikers hold a bat to speed up the activity. The pitcher stands at right angles to the line made by the 2 cones and underarm throws the ball so that it bounces once before reaching the striker. The striker hits the ball and runs carrying the bat to the cone 10 metres away and returns to the striking line. The fielders field the ball, return it to the pitcher who throws the ball underarm immediately over the striking line to a catcher. If the striker misses the ball or has not returned to home base they are out and the next student in line bats. The activity continues until 1 group reaches 20 runs or the striking group has missed the ball 10 times. A group scores 1 run each time a striker runs to the cone and back.

**Variations**

- The pitcher throws the ball underarm on the full.
- Vary the distance between the cones.
- Vary the type of ball and bat used.

Skill Components							
1	2	3	4	5	6	7	8
✓	✓	✓	✓	✓	✓	✓	✓



# NO.18 BALLOON BASH

**Students**  
**Equipment**  
**Area**  
**Activity**

Pairs.  
Marker pens, 1 newspaper bat and 1 balloon per pair.  
Large indoor space.  
Students draw shapes (eg triangle, circle, square, star) on an inflated balloon, which they attempt to hit when striking. The striker assumes a striking position, their partner kneels at the side about 1 metre away and gently 'pops' (ie throws) the balloon up to be hit. During the first turn at striking, the striker aims to hit 1 shape only. Each student has 10 turns then partners swap roles.

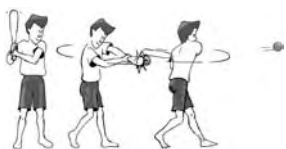
**Variations**

- Each student has 10 turns aiming to hit a different shape each time.
- The pitcher puts a gentle spin or rotation on the balloon to force the striker to focus hard on the balloon.
- The pitcher throws the balloon from 2–3 metres.

Skill Components							
1	2	3	4	5	6	7	8
✓	✓	✓	✓	✓	✓	✓	✓



# TWO-HAND SIDE-ARM STRIKE



## Skill Components

1. Eyes are focused on the ball throughout the strike.
2. Preferred hand grips bat above non-preferred hand.
3. Stand side-on to the target.
4. Bat held behind shoulder prior to the strike.
5. Step towards target with foot opposite preferred hand during the strike.
6. Marked sequential hip to shoulder rotation during the strike.
7. Ball contact made opposite front foot with straight arms.
8. Follow through with bat around body.

# NO.19 CRICKET SOFTBALL

Skill Components							
1	2	3	4	5	6	7	8
✓	✓	✓	✓	✓	✓	✓	✓

**Students**  
**Equipment**  
**Area**  
**Activity**

Groups of 6–8.

1 playground ball, 2 bats, 2 skittles and 2 bases per 2 groups.

Large open space.

The object is for strikers to score runs by hitting the ball and running to the opposite base before the skittles can be knocked down by the fielders. There is a striker at each base. A skittle is placed 50 centimetres behind the bases. The fielding group has a pitcher on both bases and the rest of the fielders are scattered randomly. There are no boundaries. The strikers assume a position with the bat touching the base. One of the pitchers throws the ball underarm at the skittle at the opposite base. The striker is out if the skittle is knocked down. The striker attempts to protect the skittle by hitting the ball. If the striker hits the ball they quickly exchange place with the striker on the other base. The fielders try to recover the ball and knock down the skittles. If the fielders do not succeed in knocking down the skittles before the strikers have exchanged places, a run is scored.

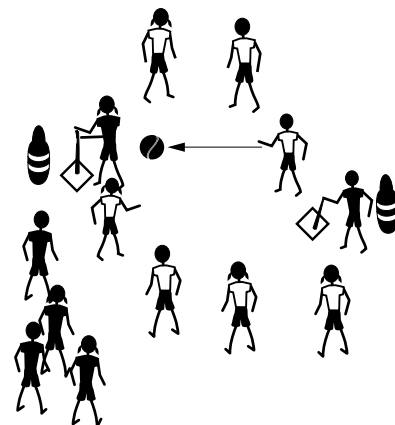
### Rules:

- The strikers may exchange places any number of times on a hit and score a run on every exchange.
- Play by outs (ie 3 out = all out).
- The same 2 strikers continue until they are run out.
- Rotate pitchers after 5 pitches.
- After an out 2 new strikers take over.
- A fielder may knock down the skittles with the ball if the striker takes their bat off the base.
- On the pitch the bat on the base is not a protection.
- A catch results in an out.

When all the strikers have had a turn, the groups change.

### Variation

- Students are allowed 2 bats or hits, after which the next striker has a turn.



# NO.20 SCHLAG BALL

Skill Components							
1	2	3	4	5	6	7	8
✓	✓	✓	✓	✓	✓	✓	✓

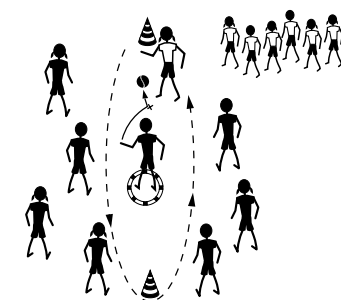
**Students**  
**Equipment**  
**Area**  
**Activity**

2 groups of 7–10.

1 soft medium sized ball, 1 hoop and 2 marker cones per 2 groups.

Large open space.

Set up the 2 marker cones, 20 metres apart with the hoop positioned halfway between them. 1 group strikes and runs, the other group bowls and fields. A bowler in a hoop bounce passes the ball to the first striker, who hits it with their hand and runs past the hoop, around the marker cone and returns to the hitting cone. The striker continues running until hit below the waist by the ball. 1 run is scored each time the striker completes a circuit. When all the strikers have had a turn, the group is out. Fielders are not permitted to run while holding the ball but are encouraged to position themselves in order to receive a pass to hit the striker with the ball.



# NO.21 LANDING ZONE

Skill Components							
1	2	3	4	5	6	7	8
✓	✓	✓	✓	✓	✓	✓	✓

**Students**  
**Equipment**  
**Area**  
**Activity**

Groups of 5–6.

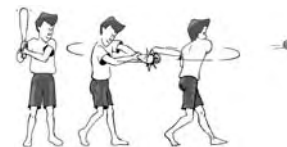
1 paddle bat or tennis racquet, a net (or line) and 1 tennis ball per group.  
One third of a netball court or half a tennis court (length ways).

A student throws a ball over a net to the striker. The ball is then hit back over the net for the other students to catch. If the ball is hit on the full into the 'landing zone', the striker has another hit. If the ball is not hit on the full into the landing zone, the next student in line has a turn and the former striker moves to the landing zone ready to catch the next ball. Students rotate positions.



**Skill Components**

1. Eyes are focused on the ball throughout the strike.
2. Preferred hand grips bat above non-preferred hand.
3. Stand side-on to the target.
4. Bat held behind shoulder prior to the strike.
5. Step towards target with foot opposite preferred hand during the strike.
6. Marked sequential hip to shoulder rotation during the strike.
7. Ball contact made opposite front foot with straight arms.
8. Follow through with bat around body.



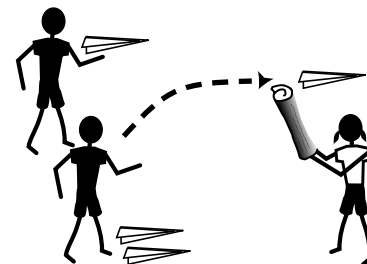
# NO.22 BELT THE BOMBER!

Skill Components							
1	2	3	4	5	6	7	8
√	√	√	√	√	√	√	√

**Students** Pairs or groups of 3.  
**Equipment** 1 newspaper bat and 4 sheets of scrap paper per pair or group.  
**Area** Large indoor space.  
**Activity** Students construct 4 paper aeroplanes. Students, in turn, have 10 attempts to strike the aeroplane thrown from approximately 3–5 metres. Students rotate positions.

**Variations**

- Students use different types of paper aeroplanes. The varied flight pattern will challenge them to focus their eyes on the object to be struck.
- Students keep score on how many bombers are struck.
- Vary the distance the plane is thrown according to student ability.



# NO.23 TRY THIS!

Skill Components							
1	2	3	4	5	6	7	8
√	√	√	√	√	√	√	√

**Students** Pairs or groups of 3.  
**Equipment** 1 newspaper bat and 5 newspaper balls per group.  
**Area** Large indoor space.  
**Activity** Challenge students to see what happens when they try to strike an object using an incorrect technique. A student has 5 attempts to strike a newspaper ball thrown underarm by their partner from approximately 3–5 metres. Encourage students to explore what happens when they try to strike the ball:

- with 1 eye closed or both eyes closed
- while keeping their feet stationary
- without a back swing or follow through
- while standing front-on to the pitcher
- using various hand positions on the bat.

For each activity students contrast the incorrect technique with the correct technique. Class discussions could occur on the best technique.

# NO.24 TARGET STRIKES

Skill Components							
1	2	3	4	5	6	7	8
√	√	√	√	√	√	√	√

**Students** Groups of 3.  
**Equipment** 1 newspaper bat, 5 newspaper balls and 1 hoop per group.  
**Area** Open space with rebound wall.  
**Activity** The aim is to strike a ball through a target hoop. 1 student strikes and another pitches. The remaining student holds a hoop and stands within 5–7 metres of the striker. The pitcher underarm throws a ball to the striker. The position of the hoop changes after every strike but it always faces the striker. Strikers accumulate points each time the ball is struck through the hoop. After 5 turns at striking, the students rotate positions.

**Variation**

- Instead of holding the hoop so it ‘faces’ the striker, hold the hoop so it is parallel to the ground. Challenge students to lob the ball into the hoop.

**FMS Teaching Tip**  
 Reinforce class rules and codes of behaviour.

Activity	Page No.	Rating	Catch	Kick	Run	Vertical Jump	Overhand Throw	Ball Bounce	Leap	Dodge	Punt	Forehand Strike	Two-Hand Side-Arm Strike
Airborne	110	All											◆
Around the World	105	Middle			◆							◆	
Ball Chase	8	Lower	◆				◆						
Ball Scatter	78	Middle			◆					◆			
Ball Sprint	31	All			◆								
Ball Tag	83	Upper	◆		◆					◆			
Balloon Bash	113	Middle											◆
Balloon Burster	98	All										◆	
Balloon Kicks	20	Lower		◆									
Banana Kick	95	Upper									◆		
Beach Sprint	31	Middle			◆								
Bean Bag Drop	8	All	◆										
Bean Bag Relay	84	All			◆					◆			
Bean Bag Scramble	28	All			◆								
Beat That	49	Middle					◆						
Beat the Ball	75	All	◆		◆				◆				
Beat the Band	33	Lower			◆								
Beat the Whistle	35	Middle			◆								
Belly Starts	29	All			◆								
Belt the Bomber!	115	Middle											◆
Bench Hops	40	All				◆							
Blast Off	34	All			◆								
Bombs Away	88	Lower									◆		
Bounce Away	63	Upper						◆					
Bounce Tag	59	All			◆			◆					
Bouncing Relay	65	All						◆					
Boundary Ball	92	All	◆								◆		
Box Ball	25	Lower		◆									
Bull's Eye!	23	Upper		◆									
Call a Name	13	Middle	◆										
Call 'n Catch	15	Middle	◆										
Cane Bounces	64	All						◆					
Cane Relay	44	All			◆	◆							
Captain Ball	11	All	◆										
Carly Over the Water	81	Lower			◆					◆			
Cask Football	95	Middle	◆		◆					◆	◆		
Catch It	94	Middle	◆								◆		
Catch Me If You Can	8	Middle	◆				◆						
Catch Newcombe	10	Middle	◆				◆						
Catch Tag	12	All	◆		◆								
Catch This	9	All	◆				◆						
Catches Count	12	All	◆				◆						
Catching Tabloid	15	Middle	◆										
Caterpillar Tag	39	All				◆							
Charlie	74	All			◆				◆	◆			
Circle Handball	98	Middle										◆	
Circle Hit	104	Upper										◆	
Circle Jump Relay	44	All			◆	◆							
Circle Kick Ball	22	Middle		◆									
Circle Relay	60	Middle						◆					
Circle Softball	109	Middle	◆		◆		◆						◆
Circle Sprint	30	Middle			◆								
Circle Throw	55	All					◆						

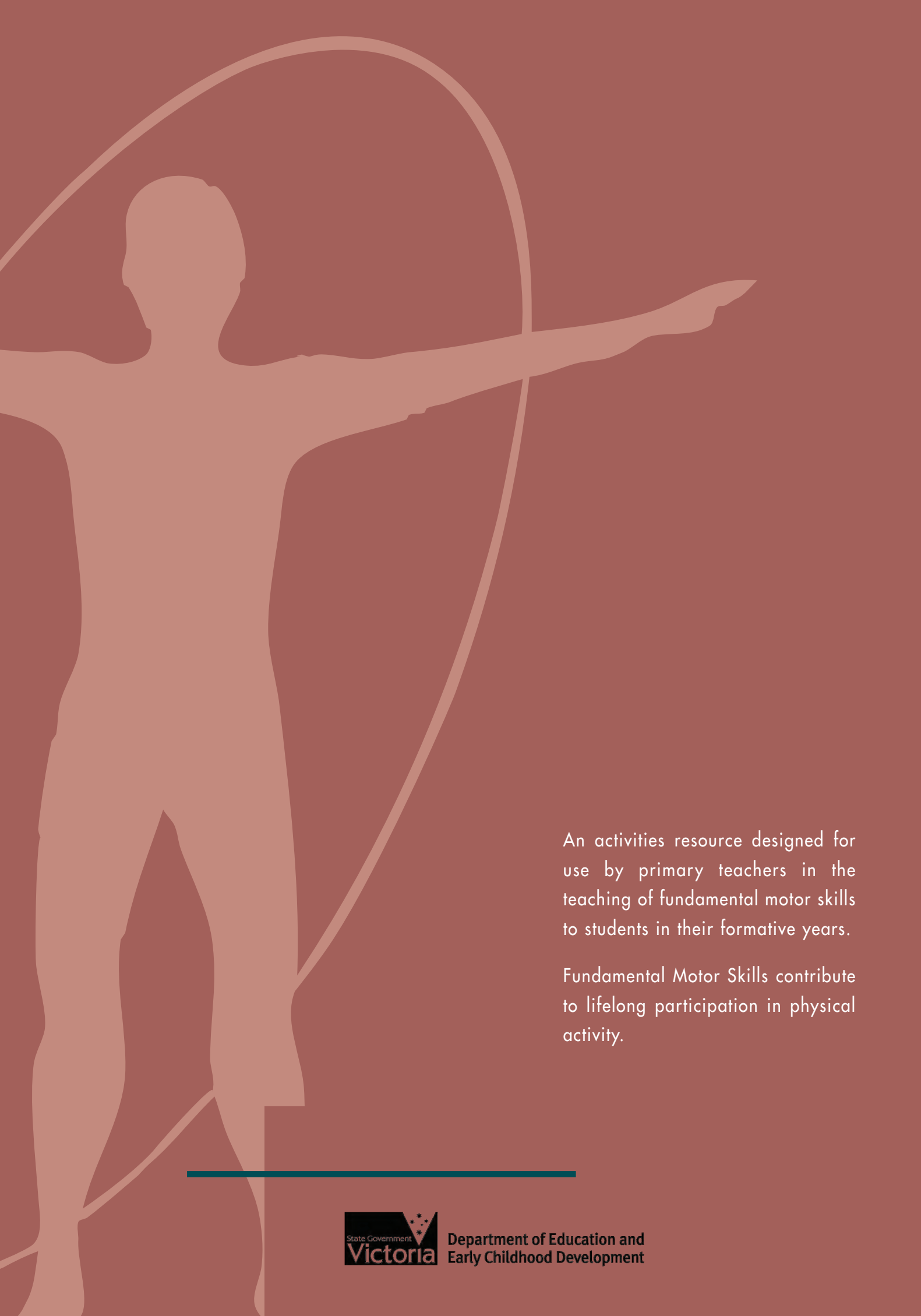
Activity	Page No.	Rating	Catch	Kick	Run	Vertical Jump	Overhand Throw	Ball Bounce	Leap	Dodge	Punt	Forehand Strike	Two-Hand Side-Arm Strike
Clap, Clap, Clap!	54	Middle					◆						
Clean Up Your Yard	48	All					◆						
Clear the Line	90	Middle									◆		
Collect the Tail	83	Lower			◆					◆			
Continuous Cricket	10	Middle	◆		◆		◆					◆	◆
Continuous Softball	113	Middle	◆		◆		◆						◆
Corner Ball	50	Upper	◆				◆						
Corner Spry	93	Middle	◆								◆		
Corner Spry Relay	63	Lower						◆					
Cricket Softball	114	Middle	◆		◆		◆						◆
Crocodile Leap	69	Lower							◆				
Danish Rounders	112	Upper	◆		◆		◆						◆
Different Jumps	40	All				◆							
Dodge and Grab	85	Middle			◆					◆			
Dribble Contest	59	All						◆					
Elastics	43	Middle				◆							
End Ball	11	Middle	◆				◆						
Fast Break	58	Middle	◆		◆	◆	◆	◆		◆			
Fetch!	109	All			◆								◆
Fighters and Bombers	32	Lower			◆			◆		◆			
Fill the Hoop	53	Middle					◆						
Flags	34	Middle			◆								
Fly	68	Upper							◆				
Follow the Leader	61	All						◆					
Four Square Ball	103	Middle										◆	
Freeze	73	All							◆				
Freezeball	90	Middle			◆						◆		
Giant Steps!	111	Middle											◆
Go Left, Go Right	62	Lower						◆					
Goal, Goal, Goal!	23	All		◆									
Goal Kick Relay	92	Middle									◆		
Goal Shoot	55	Middle					◆						
Golf Punt	89	All									◆		
Head To Hand Jumps	45	All				◆							
Helicopter Jumps	39	All				◆							
Here and There	81	Lower								◆			
High Fives	45	All				◆							
High Five Zig-Zag	79	Middle			◆					◆			
Hit and Catch	104	Middle	◆									◆	
Hit and Run	98	Middle			◆							◆	
Hit In Hope	99	Middle	◆		◆							◆	
Hit It!	99	Middle										◆	
Hit the Cone	101	All										◆	
Hit the Target	103	All										◆	
Home Run Derby	109	Middle	◆		◆		◆						◆
Hoop Bounce	64	All						◆					
Hoop Jump	40	Lower				◆							
Hoop Tennis	102	Middle										◆	
Hot Potato	9	Lower	◆		◆								
Individual Strikes	101	Lower										◆	
Inventions	111	All											◆
Island Tag	85	Lower			◆					◆			
Jockeys and Horses	80	Lower			◆					◆			
Jockeys Up	45	Middle				◆							

Activity	Page No.	Rating	Catch	Kick	Run	Vertical Jump	Overhand Throw	Ball Bounce	Leap	Dodge	Punt	Forehand Strike	Two-Hand Side-Arm Strike
Jump Jim Jo	38	Lower				◆							
Jumping Circuit	38	All				◆							
Jumping Rope	41	Middle				◆							
Jumping Square	42	All				◆							
Kick and Catch	13	Middle	◆	◆							◆		
Kick Ball	20	Middle	◆	◆	◆								
Kick Away	24	All		◆									
Kick Golf	23	Middle		◆									
King Ball	25	Middle		◆									
Knees Up	28	Middle			◆								
Knock Down	54	Middle					◆						
Ladder Game	42	Lower			◆	◆							
Landing Zone	114	Middle	◆										◆
Lane Relay	92	Middle	◆		◆						◆		
Leader Bounce	64	All						◆					
Leader Leaps	71	All							◆				
Leap Frog	42	All				◆							
Leap In the Creek	69	All							◆				
Leap 'n Run	70	All			◆				◆				
Leap Relay	74	All							◆				
Leap the Brook	68	Lower							◆				
Left Right Leaps	71	All							◆				
Left Versus Right	52	All					◆						
Leg Leap Relay	74	All			◆				◆				
Line Scat	60	All						◆					
Lob the Bomb	48	All					◆						
Long Ball	108	Upper	◆		◆		◆						◆
Long Ball Chase	89	Middle	◆		◆					◆	◆		
Long Ball Punt	93	Middle	◆		◆		◆				◆		
Long Ball Throw	55	Middle	◆		◆		◆						
Long Base Soccer	19	Middle		◆	◆								
Long Leaps	72	Lower							◆				
Loop Relay	35	Middle			◆								
Make It Bounce	65	All						◆					
Marbles Punt	88	Middle									◆		
Mat Ball	21	Middle		◆	◆								
Match the Mark	53	Middle					◆						
Memory Mats	39	All				◆							
Memory Maze	69	All							◆				
Mirror, Mirror	62	Middle						◆					
Mother Witch	28	Lower			◆								
Move Back!	24	All		◆									
Moving Targets	104	Middle										◆	
Mr Wolf?	79	Lower			◆					◆			
Newspaper Golf	111	Middle											◆
Norwegian Ball	18	Middle		◆	◆								
Novelty Starts	32	All			◆								
Number Bounce	63	All						◆					
Numbers Change	81	All			◆					◆			
Obstacle Course	59	Lower						◆					
Obstacle Leap	70	Lower			◆				◆				
Odd Ball	49	Middle	◆		◆		◆						
On and Off	43	Middle				◆							

Activity	Page No.	Rating	Catch	Kick	Run	Vertical Jump	Overhand Throw	Ball Bounce	Leap	Dodge	Punt	Forehand Strike	Two-Hand Side-Arm Strike
Over the Guards	91	Lower		◆							◆		
Over the Stick	91	Middle									◆		
Overhand Overtake	51	Upper	◆		◆		◆						
Overtake	90	Middle									◆		
Partner Strike	102	Middle	◆									◆	
Pass the Guard	22	Middle		◆									
Pass and Sprint	33	Middle	◆		◆								
Pepper	112	Middle	◆										◆
Personal Best	52	Lower					◆						
Pickle	51	Middle	◆		◆		◆						
Pin Ball Soccer	18	All		◆									
Point Score	50	All					◆						
Poison Dodge Ball	84	Middle								◆			
Potato Race	82	Middle			◆					◆			
Punt and Run	94	Upper			◆						◆		
Punt Ball	95	Middle	◆		◆						◆		
Rabbits and Rats	84	Lower								◆			
Race the Punt	94	Upper			◆						◆		
Radar Run	29	Upper			◆								
Rafter Toss	51	All					◆						
Reaction Run	35	All			◆						◆		
Rebound Challenge	24	Upper		◆									
Rebound Goal	21	Lower		◆									
Rebound Punt	89	All									◆		
Rob the Bank	61	All			◆		◆						
Rob the Nest	73	All			◆			◆					
Roll and Stop	13	Lower	◆										
Rotation Soccer	20	Upper		◆	◆								
Round Up the Ponies	101	Lower										◆	
Run the Gauntlet	54	Middle			◆		◆						
Run To Touch	78	All			◆					◆			
Sack Relay	41	All				◆							
Scarf Relay	78	Middle			◆					◆			
Schlag Ball	114	Middle	◆		◆		◆			◆			◆
See Saw	12	Middle	◆				◆						
Sergeant Jumps	43	All				◆							
Shape Jumping	38	Lower				◆							
Shark In the Sea	30	Lower			◆					◆			
Shipwreck	79	Middle			◆					◆			
Shoot Out	113	Upper	◆				◆						◆
Short Sharp Shuttles	30	Middle			◆								
Shrink and Grow	15	All	◆				◆						
Sideline Basketball	58	Upper	◆		◆	◆		◆	◆	◆			
Sideline Soccer	19	Middle		◆	◆								
Silent Sprint	29	All			◆								
Simon Says	61	Lower						◆					
Skeleton	105	Middle	◆									◆	
Skittle Ball	49	Middle					◆			◆			
Skittle Scuttle	21	Lower		◆									
Skittle Softball	108	Upper	◆		◆		◆						◆
Smash!	112	All											◆
Snake Leaps	71	All							◆				
Snap Shot	91	Middle								◆	◆		



Activity	Page No.	Rating	Catch	Kick	Run	Vertical Jump	Overhand Throw	Ball Bounce	Leap	Dodge	Punt	Forehand Strike	Two-Hand Side-Arm Strike
Soccer Dodge Ball	18	Middle		◆						◆			
Space Walk	72	All							◆				
Spot the Mark	14	All	◆										
Square Chase	32	Middle			◆								
Steep Hill Throw	50	Lower					◆						
Step Back	14	All	◆				◆						
Step It Out	88	Lower									◆		
Stepping Stones	75	Lower							◆				
Stop Ball	93	Middle			◆						◆		
Stop, Go, Turn	60	All						◆					
Stop Softball	108	Middle	◆		◆		◆						◆
Stork Ball	105	Middle										◆	
Striker's Zone	99	Upper	◆		◆							◆	
Striking Golf	110	Middle										◆	◆
Surprises	10	Upper	◆										
Tag Ball	58	Upper	◆		◆	◆		◆	◆	◆			
Tag the Shadow	85	All								◆			
Take-off	83	All			◆					◆			
Tap the Top	70	All							◆				
Target Ball	110	Middle											◆
Target Strikes	115	Middle	◆				◆						◆
Team Tiggy	80	Lower			◆					◆			
Tee-Off	48	Lower					◆						
Tee Strikes	102	All										◆	
Tether Tennis	103	All										◆	
Three Hit Baseball	100	Middle			◆							◆	
Three Zone Soccer	19	Upper		◆	◆								
Through the Tunnel	31	Lower			◆								
Through the Wall	100	Upper										◆	
Throw Ball	11	Middle	◆		◆		◆						
Touch and Run	80	Middle			◆					◆			
Towards Hurdling	72	Lower							◆				
Tricky Catches	9	Upper	◆										
Triple Jumps	73	Lower							◆				
Try This!	115	All											◆
Try This Kick	25	All		◆									
Tunnel Kick Ball	22	Middle	◆	◆	◆								
Tunnel Run	34	All			◆								
Waist Relay	65	Middle						◆					
Wall Hits	100	All										◆	
Wall Targets	53	All					◆						
Warm-up Leaps	75	All							◆				
Watch Out – Witch!	82	Lower			◆					◆			
Water Bombs	52	All					◆						
Water Jumps	44	All				◆							
Wave Jumping	41	Middle				◆							
World Records	33	All			◆								
Wriggles	68	All							◆				
You Name It	14	Middle	◆										
Zig-Zag Bounce	62	Upper			◆			◆					
Zig-Zag Tag	82	Middle			◆					◆			



An activities resource designed for use by primary teachers in the teaching of fundamental motor skills to students in their formative years.

Fundamental Motor Skills contribute to lifelong participation in physical activity.