Book 2

Physical Education
Games
for
9 - 11 Year Olds

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Teacher’s Notes

Sport and Physical Education are extremely important curriculum areas and deserve equal billing amongst the Key Learning Areas. The reality is that they don’t always receive the priority that they should, due to a number of factors. The least of these relate to the heavy demands placed on teachers to devote maximum time in preparation and teaching of all the Key Learning Areas.

With this as a basis, and from personal experience, we decided to assemble a selection of new and modified games that are very user friendly and require little preparation and equipment, yet cater for the skill level of the intended age group. The games and activities have been extensively trialed with the main aim being fun and fitness for all - even the teacher!

About This Book

As a teacher resource book we decided to divide the activities into five strands:

- Spatial Awareness
- Hand-Eye Skills
- Locomotor Skills
- Foot-Eye Skills
- Non-Locomotor Skills

Whilst there can be an overlap of skills into other strands we endeavoured to isolate the main skill in an activity and put it in the strand which showed the dominant skill. In contrast to the early years version of this book, however, there is a greater emphasis on the locomotor, hand and foot-eye skills due to the difference in age levels and the fact that these areas allow for longer activities more appropriate to older children.

The games and activities range from shorter P.E. style lessons to full sport afternoons. Of course, activities can be lengthened, shortened or modified to suit the teacher, the size and nature of the class, the available area and the time available.

We strongly recommend that teachers work all the way through the activities and watch the children develop their skill level and their preferences for their favourite activities. Do not underestimate the skill level of your children.

To gain the maximum benefit from this book please ensure you:

- read through the activity thoroughly;
- have the necessary equipment ready;
- have an area free to work in;
- join in where possible and show your enthusiasm - it spreads quickly.

Finally, we tried to ensure all children are included as much as possible and there are not too many games where children have to sit out. The nature of the games however, sometimes means ‘you’re out’ but this also adds to the excitement of the activity and children are not out for long.

Tony Abbotts (B.Ed); Paul Larkin (B.Ed)

Curriculum Links

The activities in this book can be linked to the following learning outcomes for each state/territory:

**NT, ACT and Tas. (National Curriculum)**
Health and Physical Education
Human Movement – 1.3, 1.4, 2.3, 2.4, 3.3, 3.4

**New South Wales**
Personal Development, Health and Physical Education
Games and Sports – GSS1.8, GSS2.8, GSS3.8
Skills Outcomes: Communicating COS1.1, COS2.1, COS3.1; Decision Making DME1.2, DME2.2, DME3.2; Interacting INS1.3, INS2.3, INS3.3, Moving MOS1.4, MOS2.4, MOS3.4

**South Australia**
Health and Physical Education
Physical Activity and Participation – 1.1, 1.2, 2.1, 3.1, 3.2

**Victoria**
Health and Physical Education
Movement and Physical Activity – 1.1, 2.1, 3.1

**Queensland**
Health and Physical Education
Developing Concepts and Skills for Physical Activity – 1.1, 1.2, 2.1, 2.2, 3.1, 3.2

**Western Australia**
Health and Physical Education
Skills for Physical Activity:
Movement Skills – SPA 1.1, SPA 2.1, SPA 3.1
Activity and Games Strategies – SPA 1.2, SPA 2.2, SPA 3.2
Contents

Locomotor

Offload ball relay ...................................................... 4
Fly .............................................................................. 5
Tag Ball ................................................................. 6
Grid Iron Ball ............................................................. 7
Double Back Relay ................................................... 8
Circus Relay .............................................................. 9
Circular Relay ........................................................... 10
Lucky Number .......................................................... 11
Beat the Ball ............................................................ 12
Number Cross Over ............................................... 13

Non-Locomotor

Shark in the Pool .................................................... 14
Pass the Hoop Relay ............................................... 15
Human Bowling .......................................................... 16

Spatial Awareness

Don’t Crash............................................................. 17
Square Relay............................................................. 18
Round the Clock ....................................................... 19

Hand-Eye Coordination

3-Ball Throwball ..................................................... 20
Hoop Hockey ............................................................ 21
Slingshot Throwball .................................................. 22
Square Cricket ........................................................ 23
3 Wicket Cricket ....................................................... 24
Hoop Ball ............................................................... 25
Circular Cricket ........................................................ 26
Zone Ball ............................................................... 27
Pressure Ball ........................................................... 28
Stop Ball ................................................................. 29
Pass Ball T-Ball ....................................................... 30
Panic Ball ............................................................... 31
V-Throwball ............................................................ 32
6 Pass Shoot Relay ................................................... 33
Catch 10 ................................................................. 34
Partner Ball ............................................................ 35
4 Square Newcombe Ball ........................................ 36
Aim Ball ............................................................... 37
Dead-Eye Ball .......................................................... 38

Foot-Eye Coordination

4 - Side Soccer .......................................................... 39
‘Kick and Run’ .......................................................... 40
Anything Goes Soccer ............................................. 41
Soccer Golf ............................................................. 42
Tag Ball ................................................................. 43
**Offload Ball Relay**

**Locomotor Skills**

**Learning Outcome:**
Students explore different ways of accelerating and decelerating, then passing a ball.

**Equipment:**
5 witches hats per team, 1 large rubber ball per team

**Area:**
Large flat grassed or hardtop area

**Activity:**
Children are put into groups of six. Position them as in the diagram with 2 at the start and 1 child every 10 m down the field.

Child 1 holds the ball and on ‘go’ runs and gives it to No. 2 who gives it to No. 3 etc. No. 5 then runs the ball back to No. 6 who continues the cycle again.

Each runner waits at the line they run to until they receive the ball again. The team that gets all members back to their original position first is the winner.

A testing, and sometimes, funny variation is to use a medium weight medicine ball.
**Learning Outcome:**
Students explore different ways of running over obstacles.

**Equipment:**
7 sticks each about 1 m long

**Area:**
A grassed area approximately 30 m long

**Activity:**
The 7 sticks are spaced in a line about 1/2 m apart. The children line up in single file behind the sticks. The last child is the ‘fly’.

The aim is to run over the sticks putting one foot only in each space. After his turn the fly selects one of the sticks and moves it to where he / she landed after the 7th stick. This continues and the course increases in difficulty.

Children are out if they touch a stick or put 2 feet in a space. The game goes on until one child is left or no-one can make it through the course.

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![Diagram of the activity](image-url)
**Learning Outcome:**
Students develop skills in running, swerving, dodging and side-stepping to avoid being tagged.

**Equipment:**
4 bases, 1 tennis ball

**Area:**
Large grassed area

**Activity:**

Children are put into two teams - a throwing team and a fielding team. The aim of the game is for the thrower to throw the ball and commence running the bases. They keep running bases until tagged by a fielder carrying the ball. Each base successfully reached earns a point for the team.

The runner may dodge, swerve or sidestep but can’t run outside the game area or back to a base they have just touched.

When all the throwers have had a turn, teams change over. This is a great game because all children are guaranteed of scoring at least one point and often 2 or 3.
**Grid Iron Ball**

**Locomotor Skills**

**Learning Outcome:**
Students develop different ways of running, accelerating, decelerating, pivoting, dodging, swerving and side-stepping.

**Equipment:**
1 tennis ball

**Area:**
Large grassed area 50 m x 30 m

**Activity:**
Using a small rubber ball or tennis ball the attacking team ‘huddle’ to work out their attacking plan. One player starts with the ball on his /her defending try-line. All the other attackers take up their positions spread evenly over the field. The defenders then ‘mark up’ on the attackers.

The game begins when the player with the ball leaves his/her try-line. The attacking team aims to reach the opposite end and cross the try-line whilst holding the ball. The defenders try to touch the person with the ball. If they do the ball changes over. Players can pass the ball to their team-mates.

If a team reaches their try-line they score 5 points and the game is restarted as above with the team who didn’t score the try starting.
**Double Back Relay**

**Locomotor Skills**

**Learning Outcome:**
Students explore different ways of accelerating/decelerating and changing direction quickly.

**Equipment:**
2 witches hats per pair

**Area:**
Large grassed area

**Activity:**

Children are put into pairs facing each other about 20 m apart and standing behind the witches hats.

On ‘go’ one side begins and runs to their partners, tags hands then runs back to where they started.

Only when they have reached their witches hat do their partners run across and do the same thing. Each circuit across and back equals 1 point. First team to reach 10 points wins. This is a good stamina building activity.
**Locomotor Skills**

**Circus Relay**

**Learning Outcome:**
Students combine multiple skills of skipping, bouncing a ball, forward roll, hoop swinging and juggling in a relay situation.

**Equipment:**
2 witches hats, 1 skipping rope, 1 small rubber ball, 1 mat, 2 bean bags and 1 hoop per team

**Area:**
Large hardtop area

**Activity:**
Children are put into teams of 6 or 8. A relay course is set out with the witches hats about 20 m apart. Between the hats are spaced the rope, ball, mat, hoop and bean bags. Children are split so that there are an equal number at each end of the course.

On ‘go’ the first player in each team has to:
1. Skip the rope 5 times
2. Pat bounce the ball in and out of their legs.
3. Do a forward roll on the mat
4. Swing the hoop around their hips for 5 seconds
5. Try and juggle 2 bean bags for 5 seconds

The player then runs through and tags the next player until all children have had a turn. Lots of laughs guaranteed.
Circular Relay

Locomotor Skills

Learning Outcome:
Students develop skills at running in a circular direction in a relay situation.

Equipment:
Markers or witches hats to define circle

Area:
Flat grassed area

Activity:
Children are put into 4 teams of 4 children. Each child is numbered 1, 2, 3 and 4.

On ‘go’ No. 1 runs clockwise around the circle and back to their place and sits down. Then No. 2 does the same and so on to No. 4. When No. 4 sits down, No. 1 jumps up and runs around the circle and back to stand in their original spot. This continues until all runners are standing up again.

The first team to be all standing again wins. For a variation winning teams can be handicapped by starting after the other teams.
**Learning Outcome:**
Students explore different ways of running, sprinting and swerving to avoid being tagged.

**Equipment:**
4 witches hats

**Area:**
Large grassed area 40 m x 20 m

**Activity:**

Three children are selected as taggers and stand in the middle of the area. The other children are put into two groups and line up at each end of the area. They are given a number - 1, 2 or 3.

One of the taggers calls out a number (1, 2, or 3) and those children must run to the other end without being tagged. If they are tagged they freeze on the spot and can then become ‘assistant’ taggers but can’t move their feet.

The obstacle course becomes increasingly harder to negotiate as more children are tagged. Change taggers each game.
**Learning Outcome:**
Students explore ways of accelerating quickly over a short circular course.

**Equipment:**
Markers or witches hats to define circle and 1 small rubber ball

**Area:**
Small grassed area

**Activity:**

Children are put into two teams of 5 or 6 (depending on class size) while the others watch and wait for their turn. One team forms a circle and player 1 starts with the ball. The other team form a line behind player 1.

The aim of the game is for one team to throw the ball around the circle as many times as possible in the time it takes each member of the other team to run around the outside of the circle.

Each team’s player 1 keeps score of how many circuits the ball takes. Change team positions and repeat, then swap with two more teams from those watching. See which team can get the record.
**Learning Outcome:**
Students explore different ways of running and avoiding obstacles.

**Equipment:**
3 large rubber balls or volleyballs, 4 witches hats

**Area:**
A grassed surface 30 m x 15 m

**Activity:**

Children are put into 2 groups: ‘runners’ and ‘throwers’. The throwers line up on either side of the 30 m lines, with the 3 balls. The runners line up at the 15 m line and are given a number 1, 2 or 3.

The teacher calls a number and these children must try to run through to the other end without being hit below the waist by the ball. If they are hit they are out.

When all or most runners are out they swap and become throwers. This is a fast-paced game and children don’t mind going out as it adds to the excitement of the game.
Shark in the Pool

Learning Outcome:
Students use their bodies to make a barrier or obstacle by bending, stretching and manoeuvring their bodies.

Equipment:
None required

Area:
Small grassed area

Activity:
One child is chosen to be the shark. The other players make a ‘pool’ by linking hands and forming a circle. The shark stands in the middle of the circle and tries to break out of the pool by crawling under or stepping over the children’s hands/arms.

The children in the pool raise and lower their arms and move together to keep the shark in the pool. When the shark breaks out the children run away. The shark chases the children and first touched becomes the new shark.
**Pass the Hoop Relay**

**Learning Outcome:**
Students explore different ways of passing a hoop by moving their arms and bodies.

**Equipment:**
1 hoop per team (3 - 4 teams)

**Area:**
An area large enough for 3 - 4 groups in small circles

**Activity:**
Each team of 5 - 6 children joins hands and forms a circle. A hoop is place over the linked hands of 2 of the children.

On ‘go’ each team must pass the hoop around the circle and back to the start without letting go of their hands or breaking the circle.

A variation is to have relays lasting 5 or 10 rotations of the circle. A further variation is to have 2 or 3 hoops moving around the circle.
Human Bowling

Learning Outcome:
Students explore ways of twisting and turning their bodies to avoid a rolling ball.

Equipment:
1 medium rubber ball, 1 witches hat

Area:
A hardtop area about 20 m x 10 m

Activity:
Children are put into two teams - bowlers and ‘skittles’ (or ninepins). The skittles stand shoulder to shoulder facing the bowlers who line up 15 m away behind one witches hat.

The bowlers have one bowl each and attempt to roll the ball and make it touch a skittle. When touched the skittle is out. After the bowling team has had one turn each any skittles remaining score one point per skittle for their team.

The skittles may twist and turn but can’t move their feet. Teams change over and repeat. A game may have 2 or 3 innings and scores are added up to determine a winner.
Learning Outcome:
Students explore moving in a criss-crossing formation without colliding with other children.

Equipment:
4 witches hats

Area:
Grassed area approximately 30 m x 30 m

Activity:
Children are put into two teams. The witches hats are arranged in a square formation, with two teams lined up behind them at 90° apart (see diagram).

On ‘go’ one team is asked to walk across to the other side and line up behind the witches hat. About 1 to 2 seconds later the teacher directs the other team to do the same.

The object is for the teams to intersect without touching one another. The children may slow up but must look straight ahead and use their peripheral vision to gauge the correct timing. The teacher may also assist at first. As children get the idea they can jog then run the course.

A variation is to use intersecting circles.
**Learning Outcome:**
Students explore moving within boundaries by running in a square pattern.

**Equipment:**
8 witches hats

**Area:**
A grassed area using 4 witches hats to mark out a 15 m square

**Activity:**
Children are put into 4 equal teams. Each team lines up behind the outside witches hat near their corner of the square.

On ‘go’ the first runner runs in a clockwise direction around all 4 hats then tags the next member of their team. The team to have all their runners home first is the winner.

Teams can then be handicapped by starting on 2, 3, etc. so the other teams have a chance of winning.

A variation is to use formations other than the square.
**Round the Clock**

**Spatial Awareness**

**Learning Outcome:**
Students explore moving within boundaries by playing a game where they must run around a circle.

**Equipment:**
One bean bag per 3 children, 1 hoop, 8 witches hats

**Area:**
Grassed area with 15 m diameter circle

**Activity:**

Children are put into groups of three and form up as shown in diagram. Each child is given a number 1, 2 or 3 with 1 being the middle child. Bean bags are placed in the hoop in the centre of the circle.

On ‘go’ No. 1 runs and picks up a bean bag then runs through the arch formed by 2 and 3 and then around the circle through the arches formed by the other groups.

When 1 returns he/she hands the bean bag to No. 2 who runs through the arch formed by 1 and 3. No. 3 continues the pattern and on returning the 3 children sit down to show they are finished.
Learning Outcome:
Students use 3 balls to develop their throwing skills for distance.

Equipment:
4 bases, 1 container and 3 tennis balls

Area:
Large grassed area

Activity:
Divide the group into two teams - throwers and fielders. The fielders spread out in the field but don’t stand on the bases.

The throwing team throws three balls at a time. All throwers must run the bases and return home before the 3 balls are placed in the container. Thrower must get all the way round to score 1 point or they are out.

If any of the balls are caught on the full all 3 throwers are out. When 3 lots of 3 throwers are out the teams swap over.

1 point is scored for each group of 3 successfully getting home.
**Learning Outcome:**
Students develop skills in striking a ball with their hand for accuracy in passing.

**Equipment:**
1 volleyball, 2 goals, 4 witches hats, 1 hoop per child

**Area:**
Large grassed area 30 m x 20 m

**Activity:**

Divide the children into two teams. Each player has a hoop and is allowed to place it anywhere in the field of play. Each team has a goalie.

Once children have chosen their position they can’t move the hoop and must remain kneeling inside the hoop at all times. The aim is to use the hand to hit the ball into the opposition’s goal. The ball cannot be thrown, caught or kicked.

If the ball is hit out of play the nearest opposition player restarts the game from their hoop. The game is played in two halves with the players changing ends, goalies and hoop positions at half-time.

This is a great game for emphasising the need for accurate passing.
**Learning Outcome:**
Students use alternative equipment to consolidate and refine throwing and catching skills.

**Equipment:**
4 bases, 1 tennis ball, 1 football sock

**Area:**
Large grassed area

**Activity:**

The same positions are used as in 3 Ball Throwball (page 20) but only one thrower throws at a time. The thrower swings around the sock with the tennis ball in the other end and lets it go.

The fielders can catch the sock on the full which is out, or return it to the bases, but they must fling it in the same way as the thrower.

The thrower may stop at any base but is out if tagged between bases. Each completed home run equals 1 run.

It is a good idea to demonstrate a good throwing technique first and allow the children to have a practice throw.
Learning Outcome:
Students refine their skills of bowling, fielding and batting.

Equipment:
4 sets of wickets, 4 bats, 1 ball

Area:
Large grassed area.

Activity:
Four children are picked as batters and all the other children are fielders. The fielders can bowl to any of the batters with an underarm throw from the nearest opposite wicket. The bowler does not have to wait for the batter to be ready.

When the batter hits the ball all four batters must run to the next wicket around the square in a clockwise direction. Fielders can get a batter out by bowling him/her or catching him/her out.

Each team of four batters is allowed 2 outs before retiring and 4 new batters have a turn. Batters receive 1 run for each completed run and can run more than one wicket (if they’re quick enough).
Learning Outcome:
Students develop skills at throwing an underarm ball for accuracy and batting a moving ball.

Equipment:
3 sets wickets, 3 cricket balls, 1 hoop and 1 tennis ball

Area:
Arrange wickets in triangle formation 7 m apart. Hoop is placed in middle.

Activity:
Children are put into 2 teams. The batting team sends in 3 batters to bat. The bowler stands in the hoop and can bowl to any of the batters but has to bowl to a different batter each bowl.

The batter must run when the ball is hit and all batters run to a new wicket. Batters can be caught by the fielders or bowled by the bowler only.

The batters can retire after 10 runs and 3 new batters go in. Bowlers have 6 bowls then change around.
Learning Outcome:
Students develop skills in striking a ball with their hand for accuracy in passing and for distance.

Equipment:
1 volleyball, 4 witches hats, 1 hoop per child.

Area:
Grassed area 20 m x 15 m

Activity:
The children are put into two teams with one half of the field allocated to each team. The players are given a hoop each and must kneel inside their hoop anywhere in their half of the field. The goalies can move up and down at their respective ends of the field and don’t have a hoop.

The aim is to hit the ball to their goalie who is standing behind the opposition team. The ball cannot be caught, thrown or kicked.

The idea is to set up passages of play with short passes until players near the centre can attempt a longer pass to the goalie.

If the ball goes out of play the opposition hoop closest to the exit point restarts the game.
**Circular Cricket**

**Hand-Eye Coordination**

**Learning Outcome:**
Students develop skills at throwing an underarm ball for accuracy and batting a moving ball.

**Equipment:**
1 rubbish bin, 1 bat, 1 ball and 8 witches hats

**Area:**
Circular layout approximately 12 - 15 m in diameter

**Activity:**

Children are divided into 2 teams. Team 1 bats, Team 2 fields with fielders standing on the circle.

The ball is bowled from any starting point. If the bin is hit the batter is out. When the ball is hit the batter runs to the circle, touches the bat on the circle and runs back to the bin. This is one run.

The fielders can all bowl from any point on the circle and do not have to wait for the batter to get back to the bin. The batter retires at 10 and both teams have a bat each. A match may go for 2 innings.
**Zone Ball**

**Hand-Eye Coordination**

**Learning Outcome:**
Students practise driving a stationary ball within marked areas for increasing distance.

**Equipment:**
T-ball stand, 1 bat, 1 tennis ball and 8 witches hats

**Area:**
A triangular formation with 2 × 40 m sides, as shown in diagram

**Activity:**

The children are put in 2 teams. 3 fielders are permitted in each zone and no fielder is permitted in front of zone one.

The game commences with the batter hitting the ball from the stand. If the ball enters the first zone the batter is rewarded with 10 points, if it makes second zone, 20 points and so on.

All players get to bat once per innings. If the ball is caught no points are awarded. If the ball goes outside the hats before passing the first zone then no points are awarded.
Learning Outcome:
Students develop skills in driving a stationary ball for accuracy and distance.

Equipment:
1 tee-ball stand, 1 baseball bat, 1 bat, 2 cricket wicket sets

Area:
Large grassed area

Activity:
One child is selected to bat and everyone else fields. The batter hits the ball anywhere in front of him and runs around the far wicket and back before the fielders hit either of the wickets. If successful he/she bats again but this time must run around the wickets twice. If successful again he/she must run three times and so on.

One point is awarded for each circuit so, if for example, a player reaches level 3 but only completes one circuit before he is out he will receive 1 point for level 3, 2 points for level 2 and 1 point for level 1, giving him 4 points in total. Another batter is then selected and so on.

The game has a high turnover rate but children love to play it.
**Stop Ball**

**Hand-Eye Coordination**

**Learning Outcome:**
Students practise driving a stationary ball off a tee for fielders to collect and return to a set point.

**Equipment:**
Tee-ball stand, 1 baseball bat, 1 ball, 4 bases, 1 hoop

**Area:**
Large grassed area

**Activity:**
This game follows the same rules as tee-ball with the exception that the fielding team returns the ball as quickly as they can to the ‘pitcher’ who is standing inside a hoop in the centre of the diamond.

When the ‘pitcher’ has the ball he/she calls “stop” and the runner must stop, whether on a base or between bases. He/she can’t move again until the next batter has hit the ball.

Continue until all batters have had a turn and add up the number of completed home runs. No-one gets out but the quicker the fielder returns the ball to the ‘pitcher’ the less home runs the batting team can acquire.
**Pass Ball T-Ball**

**Hand-Eye Coordination**

**Learning Outcome:**

Students practise throwing and catching a ball in a sequence along with developing their batting skills using a stationary ball.

**Equipment:**

Tee-ball stand, bat, ball, 4 bases

**Area:**

Large grassed area

**Activity:**

Children are put into two teams - fielding and batting. The batter hits the ball and begins to run the bases, receiving 1 point for each base touched.

The fielding team returns the ball quickly to home base and the ball must be then thrown to 1st, 2nd, 3rd and home base in order.

When the fielder on home base finally receives the ball the runner is out. This is the only way the batter can be out.

All members of the batting team get a bat then the sides swap over and the points are tallied. This is a great game for developing teamwork.
**Learning Outcome:**
Students practice fielding a ball, striking a moving ball and making quick decisions with their teammates

**Equipment:**
4 bases, 1 hoop, 1 tennis ball, 1 plastic cricket bat

**Area:**
Large grassed area

**Activity:**
Panic Ball has the same basic rules as softball including strikes, fouls and balls, with the following changes:

1. The fielding team must return the ball straight to the pitcher not the bases.
2. If a runner is not touching a base when the pitcher gets the ball he/she is out.
3. Players can double up on bases and overtake other runners.
4. If all batters are doubled up on bases and no one is left to bat the team is out, otherwise ‘3 out all out’.
5. Fielders can get more than one runner out if they aren’t touching a base.
Learning Outcome:
Students develop their skills in throwing a ball for accuracy and distance.

Equipment:
1 tennis ball, 4 bases

Area:
Large grassed area

Activity:
This game is played using all softball rules, only the ball is thrown instead of batted. The ball must be thrown into the area between bases 1 and 3 otherwise a foul is called.

The positioning of the bases makes running bases more difficult and runners need to watch the fielding team carefully.

The ‘3 out all out’ rule applies but several innings usually ensures everyone receives at least one turn at ‘throwing’.
Hand-Eye Coordination

6 Pass Shoot Relay

Learning Outcome:
Students practice goal shooting from a set position and in a real situation.

Equipment:
6 witches hats per team, 1 basketball per team, 1 goal ring per team

Area:
Basketball courts or practice area

Activity:
Children are put into teams of six. The witches hats are set out in front of goal in a zig-zag formation. The person furthest from goal is No. 1 and begins with the ball.

On ‘go’ he passes the ball to No. 2 who passes to No. 3 and so on. When No. 6 receives the ball he has one attempt at goal. A point is scored if he is successful. Score or miss, he gathers the ball and runs to the No. 1 position and everyone progresses forward.

When everyone has had a shot at goal they sit down. First team finished receives 2 bonus points. The team with the most points wins.

A good game for developing teamwork and accurate passing/shooting.
**Catch 10**

**Hand-Eye Coordination**

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**Learning Outcome:**

Students practice passing/receiving a ball from both left and right sides with speed and accuracy.

**Equipment:**

1 basketball or volleyball per team

**Area:**

Small grassed or hardtop area

**Activity:**

Children are put into teams of eight. They arrange themselves in circle formation, spacing at just over double-arms distance.

One player is chosen to start with the ball and can be the leader or No. 1. On ‘go’ the ball is passed clockwise around the circle as fast as possible. Care is needed as too fast will see the ball dropped and too slow might not win.

The team to win is the team that completes 10 circuits with the ball. Each time the ball returns to the leader the whole team calls out that number circuit.

A variation is to use a football and have more distance between the players.
**Partner Ball**

**Hand-Eye Coordination**

**Learning Outcome:**
Students develop their skills of accuracy and distance in driving a stationary ball off a tee.

**Equipment:**
4 bases, 1 tee-ball stand, 1 baseball bat, 1 ball

**Area:**
Large grassed area

**Activity:**
Divide the group into two teams - batters and fielders. The fielders spread out in the field with no fielders on a base. The batting team bats in pairs - 1 batter, 1 runner.

The batter hits the ball from the stand and runs into the inside of the diamond. The runner begins running the bases. The fielders must hit the evading batter with an underarm throw to get the runner out.

The fielders can’t run with the ball but can run to a position to receive the ball. If the runner successfully returns home he receives one run. Continue until all players have batted, then swap.

The batter can use any type of evasive action but can’t run out of the diamond.
**Learning Outcome:**
Students consolidate and refine throwing and catching skills in a game situation.

**Equipment:**
1 volleyball, 13 witches hats

**Area:**
Grassed area or hardtop 20 m x 20 m

**Activity:**

This is a modified version of Newcombe Ball but four teams play in a square formation to increase the challenge and skill level.

Each team starts with 10 points. When a team fails to catch the ball cleanly or throws the ball out of play, they lose 1 point.

When a team has lost all 10 points the game is over and the team with the most points left is declared the winner. In the event of a draw the teams play off against one another with the first team to drop the ball conceding the game.
**Learning Outcome:**
Students consolidate and refine throwing and catching skills using a variety of passes.

**Equipment:**
4 bases, 1 hoop and 1 tennis ball

**Area:**
Large grassed area

**Activity:**
Divide the children into two teams - throwers and fielders. The first thrower throws the ball from home base and runs as many bases as possible before getting out. The fielding team can catch the throw which is out, or must relay the ball via a base fielder to the person in the hoop. When the ‘hoop person’ has the ball the thrower is out.

If the ball is caught by the ‘hoop person’ (who cannot leave the hoop) the runner is out. Continue until the ball has been caught.

Runners receive 1 point for each completed base. Swap over after everyone has had a throw.
**Dead-Eye Ball**

**Learning Outcome:**
Students develop their skills of throwing for accuracy at a stationary target.

**Equipment:**
7 bases, 3 wickets, 1 tennis ball

**Area:**
Large grassed area

**Activity:**

Divide the group into two teams - a fielding team and a throwing team. The throwing team throws the ball from home base anywhere in front of the base. They then run and touch as many bases as possible until the fielding side gets them out. 1 point is scored for each base touched.

The fielding team can either catch the thrower out or hit one of the wickets in the circle. They can throw from any of the bases but must have their foot on a base when throwing. The thrower keeps running until a wicket is hit. When all the throwers have had a turn swap over.
Learning Outcome:
Students practise kicking for goals and develop their passing and trapping skills.

Equipment:
12 witches hats, 1 soccer ball, 4 sets of sashes or other identification

Area:
Large grassed area 40 m x 40 m

Activity:
Children are put into four teams, each wearing an identification sash or marker. Each team is given a goal to defend and a goal to attack.

The game begins with the ball thrown up in the centre of the field. Each team aims to score a goal in their goal area (soccer rules apply - no hands to be used) and are therefore competing against three other teams who all have the same aim.

This game is great fun and fast moving.
**Learning Outcome:**
Students develop and refine their skills of kicking a moving ball for accuracy and distance.

**Equipment:**
4 bases, 1 hoop, 1 soccer ball

**Area:**
Large grassed area

**Activity:**
This game is a modified version of softball with the following changes:

1. The pitcher stands in a hoop and rolls the ball to the kicker.
2. The kicker kicks the ball and runs.
3. A runner can be out if hit by the ball below the waist whilst running between bases.
4. A fielder may either throw or kick the ball in returning it.

The usual rules apply in that a kicker is out if the ball is held on a base that the kicker is running to, the ball is caught or the kicker misses the rolling ball 3 times (strikes).
Learning Outcome:
Students develop and refine their kicking skills using short and long passes for accuracy and distance.

Equipment:
2 goals, 1 soccer ball, 4 witches hats

Area:
Large grassed area 50 m x 30 m

Activity:
In this version of soccer there is no offside play. The ball can be kicked or batted with the hand but not picked up, caught or held. Goalies cannot pick up or hold the ball.

This is a very fast moving game so children need to be taught the importance of field positioning or else they will tire out very quickly if they continually chase the ball.

It is a good idea to make the children forwards or backs so they only have half a field to cover.
Learning Outcome:
Students develop skills in kicking a stationary ball for accuracy, using different parts of the foot.

Equipment:
9 hoops, 9 witches hats numbered 1 - 9, 1 large ball per child

Area:
Large grassed area

Activity:
In groups of 2 or 4 the children ‘tee-off’ by kicking their ball in the direction of hoop 1. The player furthest from the hoop always kicks first. The children keep score of how many kicks it takes for them to get the ball to stop inside the hoop.

The course can be set up with short holes (par 3’s), medium holes (par 4’s) and long holes (par 5’s). Children can carry a pad and pencil to keep score and even rule up a score card in the classroom.

A variation is to play with a partner alternating shots, or even to have a 4 person event. To keep play moving children can start from the 1st, 3rd, 5th and 7th holes simultaneously.
Learning Outcome:
Students practise kicking a ball at a moving target, developing accuracy and kicking skills.

Equipment:
4 witches hats, 1 soccer ball

Area:
Grassed area 15 m x 10 m

Activity:
Children are put into two groups. One group nominates one child as the tagger whilst the rest are retrievers. The retrievers spread themselves around the perimeter. The tagger has the ball inside the area.

The other team move freely around the area and try to avoid being tagged. The tagger does this by kicking the ball at the other players trying to hit them below the knees.

Emphasise the need for accuracy rather than hard kicks. The tagger keeps score of how many ‘hits’ he makes then the teams change after three minutes. The retrievers’ role is to return the ball by throwing it to the tagger when it comes to them.
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Look for Book 1 in the Series written for 6 to 8 year olds.

Book 1
Physical Education Games for 6 to 8 year olds

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