



PALs

Physical Activity Leaders

Facilitator Handbook




Contents

Intro to PALs.....	4
What is a PAL?.....	5
Code of Conduct.....	6
Session 1: Leadership	
Activity - Takahia.....	7
Activity – Take Me to Your Leader	7
Qualities	8
Behaviours	8-10
School Values	11
Lunchtime Activity – Play Hub.....	11
Session 2: Communication	
Activity – Pipe Cleaner Magic	12
Communication Skills.....	13
Managing Behaviour	14
Teamwork	15
Activity – Popcorn.....	16
Session 3: Reflection & Planning	
Self-reflection	17
Planning an Activity	18
Activity – Hoop Line.....	19
Adapting an Activity.....	20
Blank Session Plan.....	21
Game Bank	22-43

Intro to PALs



How to use this handbook

Welcome to the Facilitator Handbook. This resource sits alongside the Student Handbook. All aspects of the Student Handbook are included, with facilitator only notes marked with a lightbulb icon .

With the help of this handbook, your role is to facilitate sessions which develop leadership skills and provide the support students need to be PALs in your school.

This programme is designed to be run in three sessions of approximately 1 hour each. After each session we have provided Lunchtime Activity ideas of an activity or game for students to lead and practice their new skills.

We recommend using the time immediately before lunchtime so students can go straight into an activity.

A note on the Game Bank

The Game Bank sits only within the Facilitator Handbook. Work through these games with your PALs and create a hard copy resource for the group in a way that suits your needs.

A note on inclusion & adaptability

Inclusion is a sense of belonging: being accepted, empowered, valued, and actively participating within a group structure or activity (Halberg Foundation).

All concepts, activities and games in this handbook are designed to be adaptable to your school needs including (dis)ability, age, number of participants, equipment, weather, school values and more.

More information on adapting activities is provided in the *Reflection & Planning* session.

For further support with inclusion for students with disabilities, please contact your local Halberg organisation (halberg.co.nz) for inclusion training, resources, funding, and more.

What is a PAL?

Congratulations on becoming a PAL facilitator!

A PAL is a trained Physical Activity Leader who may

- organise and run games or activities during lunchtime
- be a play buddy
- maintain play equipment and shed
- support school events
- generally, be leaders in the school.

PALs housekeeping

This handbook is yours to write in and keep.

Through discussion, activities, and games, you will learn how to be a PAL and develop general leadership skills over three sessions.

- **Session 1: Leadership**
- **Session 2: Communication**
- **Session 3: Reflection & Planning**

What is a PAL facilitator?

A PAL facilitator could:

- oversee the leadership programme within the school
- organise the timetable
- run an application process for potential PALs
- support students to be organised and confident
- provide feedback/feedforward.



Code of Conduct

This Code of Conduct is the same for both student and facilitator. Discuss with students the importance of understanding agreements before signing.



As a PAL you are expected to:

- Be respectful and considerate of all
- Treat others with kindness
- Be a positive role model
- Attend PAL leadership sessions
- Be willing to learn

-
-
-

- Have FUN!

By signing, I agree with the Code of Conduct.

Name:

Signed:

Date:

1. Leadership

In this session, students will explore the concept of leadership and how qualities are reflected in behaviour. Encourage your students to take time to reflect on what they think is important. Use strategies such as think-pair-share to prompt conversation with their peers. Ahead of this session, reflect on your school values so that you can prepare some prompts for your students throughout this workshop.



Activity – Takahia

Use this activity, found on page 23, as an icebreaker.

Activity – Take Me to Your Leader

Tell the following story to the students then invite them to share their leader. They will often say, “Mum, because she looks after me”. Use this as an opportunity to explain how qualities underlie behaviours.

“Imagine sometime in the near future you live through an opening scene like in the movie Star Wars – you are driving your Porsche along _____ Road when, suddenly, the calm of the night is shattered by the arrival of a spaceship in front of you. You get out of your Porsche and the alien gets out of the spaceship. The alien looks you in the eye and says, “Take Me to Your Leader”.”



Who would you take the alien to, and why?

In pairs, discuss some great leaders that you can think of. This could include your family, friends, famous people, people in the community, sportspeople etc.

Qualities

What qualities do these people have? Circle your top 5.

helpful teamwork friendly direct strict loud encouraging
creative tall reliable respectful positive kind includes
others speaks clearly good sportsmanship confident
responsible organised outgoing polite praise problem
solver bossy open to learning initiative listens

Or add your own:

What qualities do you have?

.....
.....

What qualities would you like to work on?

.....
.....

Behaviours

A good leader might:

- Communicate well
- Be a good listener
- Be supportive
- Share ideas
- Give positive feedback
- Involve everyone
- Be co-operative
- Be a positive role model
- Motivate others (be enthusiastic)
- Be hard working
- Cope with challenges
- Make suitable changes

Students can use their handbook to write their thoughts on the importance of qualities and behaviours in leadership, or you can turn this discussion into a physical activity.



What other behaviours does a leader show?

.....
.....

Activity – Mix and Match

Print several copies, laminate, and cut out the qualities and the behaviours listed on the following pages. Use different coloured paper for the two categories.

In pairs or small groups, have the students run from their base to collect one word from a hoop and return to their base. Take turns until all the words have been collected. Ask the students to match the quality word to the behaviours. Ask each team to agree on their top 2 behaviours, and underlying qualities, that they feel are most important in their role as Physical Activity Leaders.



List of behaviours

Communicate well	Be co-operative
Be a good listener	Be a positive role-model
Be supportive	Motivate others (be enthusiastic)
Share ideas	Be hard working
Give positive feedback	Cope with challenges
Involve everyone	Make suitable changes

List of qualities

Bossy	Teamwork	Friendly	Encouraging
Strict	Respectful	Open to learning	Creative
Tall	Reliable	Resilient	Responsible
Kind	Includes others	Speaks clearly	Good sportsmanship
Loud	Direct	Organised	Outgoing
Polite	Positive	Helpful	Problem solver
Praise	Initiative	Listens	Confident

School Values

Encourage students to reflect on their school values and how their actions show these values. Refer to the Movewell resource (www.penz.org.nz/movewell) for examples of reflection questions.



What are our school values?

.....

.....

.....

How do we show these values?

.....

.....

.....

Lunchtime Activity – Play Hub

Assist your students to set up a free play hub for this lunchtime activity using the blank session plan in their handbook. Free play can be difficult for students to understand initially. Explain how it's just “mucking about”, or how we play without a game or set of rules. Get your students to focus on a leadership quality as they run the Play Hub over lunchtime.



2. Communication

In this session students will explore what communication is. They will look at how they can be a good communicator and an active listener. Students will also explore behaviour management and how to work as a team.



To start the session, use the Pipe Cleaner Magic or Shape activity. Students will be able to reflect on how communication is critical to being a leader. You could use think-pair-share as a way for students to share their reflections.

Activity – Pipe Cleaner Magic

Pipe Cleaner Magic

In this activity, students practice sending and receiving messages. Two students sit back-to-back with three pipe cleaners each. As the 'builder' makes a shape with the three pipe cleaners they talk to their partner, who follows instructions to build the exact same pipe cleaner shape. Reflect on how similar the shapes are, then switch the 'builder' and repeat the exercise.



Alternative activity – Shapes

This activity involves person A who draws on the back of person B, who then translates the drawing to a piece of paper.

Discuss how this activity relates to daily listening and talking in physical activity.

Some other reflective questions you could ask are:

- Were the shapes the same or different? Why do you think this happened?
- What made it easy to follow the instruction?
- What made it difficult?

Communication Skills

Lead a group discussion about what communication is, and how we can communicate. As a facilitator you could do an 'ineffective' communicator role play. For example, not actively listening, body language, and positioning.



What makes a good communicator?

To be a good communicator there are certain things you must do:

- Speak clearly
- Listen to others ideas
- Use gestures
- Face who you are talking to
- Keep instructions simple
- Speak at the same level as the age of students you are leading
- Get everyone's attention before speaking
- Question students to check that they understand.

List 3 ways that you could communicate best in a noisy environment like the field or a hall:

1.....

2.....

3.....

Managing Behaviour

Lead a discussion on how the students may manage behaviour that is unacceptable or disruptive. Refer to the school rules as a starting point. Once the discussion has finished, leaders can get together in groups and fill out the managing behaviour section in their handbook.



If students are acting out or being disruptive it may be that:

- they are looking for attention
- they may be bored
- or they may be upset.

To try and deter this behaviour it is great to get them out enjoying an activity as soon as possible. You should also point out and acknowledge students who are making good choices.

List some ways that you may manage disruptive or bad behaviour:

1.
2.
3.
4. Get a duty teacher to help

Teamwork

Do a think-pair-share activity where students can explain what they think a team is, and how a team can successfully work together. Get each pair to share their idea with the rest of the group. Students can then fill out their student handbook.



Teamwork is:

.....

.....

.....

.....

As a team member, what skills do you bring to your team?

.....

.....

.....

.....

A team member:

- Includes everybody
- Knows what their role is
- Finishes what they started
- Listens to others
- Plans
- Helps others
- Respects themselves and others
- Is positive

Activity – Popcorn

Use this activity, found on page 25, as a teamwork exercise.

Popcorn Team Talk



Initiate a discussion around teamwork and strategy. For example, how could you do it faster?

- Hint: you might talk about who could gather the balls and who could throw them into the bucket.

Let students know everyone has to have a chance to say something, and they need to listen to other people's ideas.

Move away to allow the students to discuss. Come back in one minute to hear their ideas and see how they think the team talk went.

When they have finished ask these questions:

- How well did your team talk go?
- What do you think you could do better?
- What might you do next time?

Repeat the activity again.

Lunchtime Activity – Popcorn

Assist your students to set-up and run Popcorn for the Lunchtime Activity. Use this as an opportunity to practice their communication skills they have just explored.



3. Reflection & Planning

In this session students will reflect on their learning. They will identify perceived strengths and areas for development. Refer to those qualities identified in Session 1 to help students self-reflect. Ask students to share their qualities and areas for development, and why they chose them.



Self-reflection

Refer to the qualities identified during the leadership session if needed.

Identify 3 qualities that you feel you are already good at:

1.
2.
3.

Identify 3 qualities that you would like to work on:

1.
2.
3.

Planning an Activity

In this session students will look at how they plan activities to include participants of all abilities. Take the leaders through the synonym below and explain what each letter represents.



When planning any game or activity, it is important to consider children of all ages, abilities and levels, to ensure they are all participating.

Sometimes when you plan, you need to adjust to suit the needs of your participants. Consider the following when planning and running any game or activity.

Teach

How to explain, demonstrate, and manage the game.

Rules

How the game starts, stops, and operates.

Equipment

What is needed for the game to run smoothly?

Environment

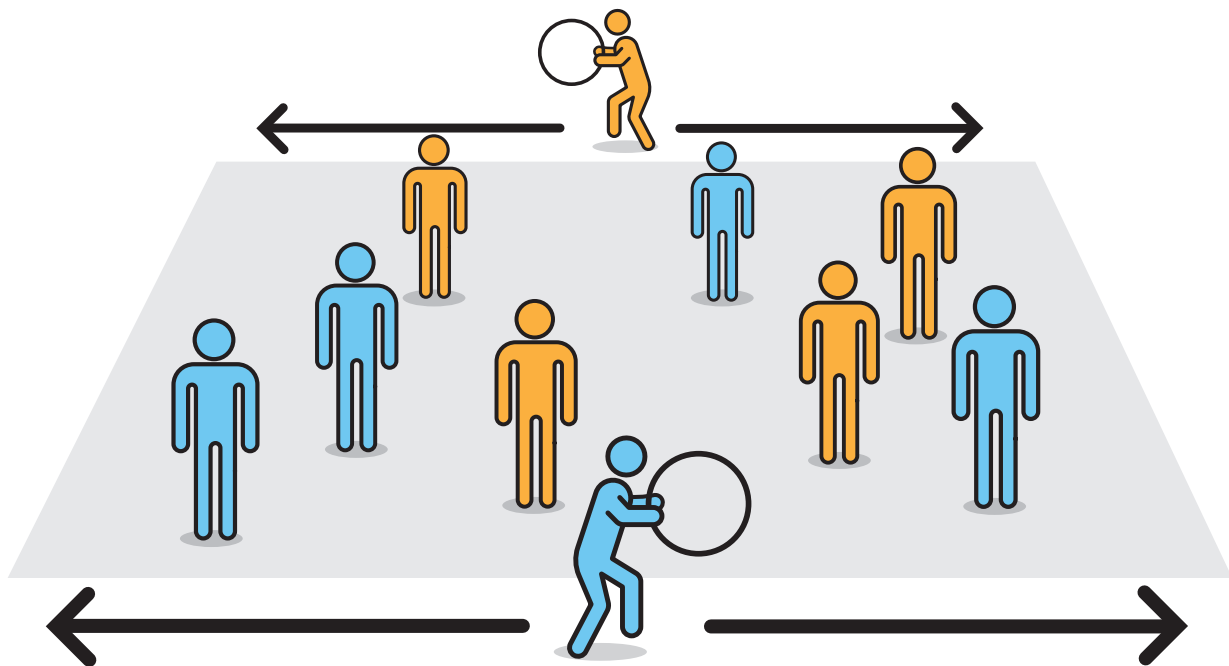
Is the area big enough, safe, away from any risk, and inclusive?

Activity – Hoop Line

Using the following session plan, ask the students to identify TREE. Support them to set up and play Hoop Line.



Activity: Hoop Line



You can play this game if you have at least:	10 students
Appropriate age level:	Senior students
Location in the school:	Field, turf, court, hall
Equipment needed:	Bibs, cones, 2 hoops, 1 ball

How to play:

- Divide the group into 2 even teams
- Mark out a rectangle area (e.g. netball court)
- Teams spread out across the court
- Each team has 1 player holding a hoop on the outside of the court
- To score a goal, each team needs to pass the ball amongst their teammates 5 times in a row, then throw the ball through the hoop
- The player holding the hoop can move up and down the court but can't stand inside the court
- No-one is allowed to run with the ball
- If the ball is dropped it is handed over to the other team
- First team to 5 points, wins
- Option to make it more difficult:
 - Have 2 balls and make it a race to score points, this creates defense and attacking options

Adapting an Activity

Lead a discussion on why you may need to 'adapt' an activity. Reflect on your game of Hoop Line with STEP in mind.



The word adapt means to adjust or to fit. When you are planning and delivering your activities, use the STEP model to adapt each activity to suit the needs of the participants you are working with.

SPACE

Change the area available to make the game harder or easier.

TASK

Modify the rules and be flexible, e.g., some kids can have different tasks within the game.

EQUIPMENT

Modify the size, shape, amount, or arrangement of equipment to change the skill level required.

PEOPLE

Change the number of players involved, e.g., buddy students up.

Activity:

.....

You can play this game if you have at least:	
Appropriate age level:	
Location in the school:	
Equipment needed:	

How to play:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Game Bank Contents

1.	Takahia	23
2.	Play Hub.....	24
3.	Popcorn.....	25
4.	Hoop Line	26
5.	What’s the time Mr Wolf?.....	27
6.	Rob the Nest	28
7.	Scatter	29
8.	Seaweed	30
9.	Blob Tag.....	31
10.	Bump Tag	32
11.	Cat & Pigeon	33
12.	Chuck the Duck	34
13.	22 Skadoo.....	35
14.	Base Scatterball	36
15.	Tower Ball	37
16.	Attackers and Defenders.....	38
17.	Crackerjack	39
18.	Cone Knockdown.....	40
19.	Ball Tag	41
20.	Captain’s Coming.....	42

Takahia

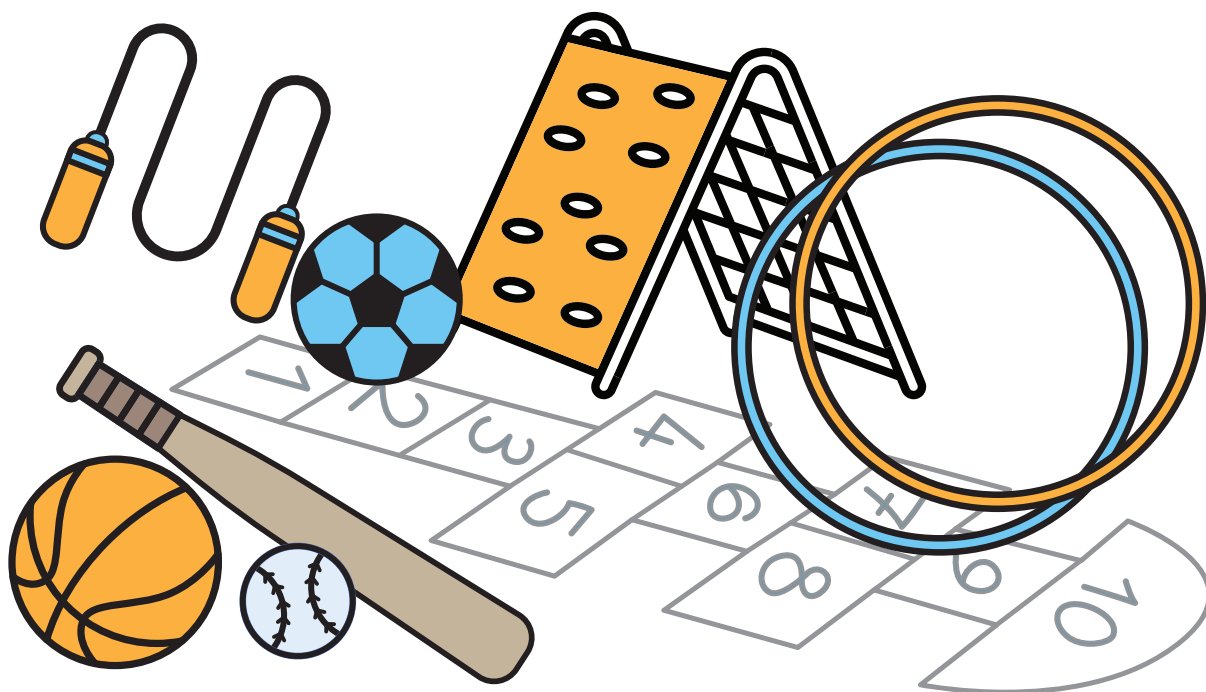


You can play this game if you have at least:	2 people
Appropriate age level:	All ages
Location in the school:	Anywhere
Equipment needed:	None

How to play:

- Gather players into a circle
- All players to hold their left palm up and flat next to their neighbour
- With their right pointer finger, gently place it on their neighbour's open palm
- The leader, who isn't playing, starts chanting "Takahia" and stomping their foot for rhythm
- Everyone joins in chanting "Takahia" and stomping their foot
- When the leader calls "mau" the players try to catch the finger in their palm while pulling their finger away from getting caught

Play Hub

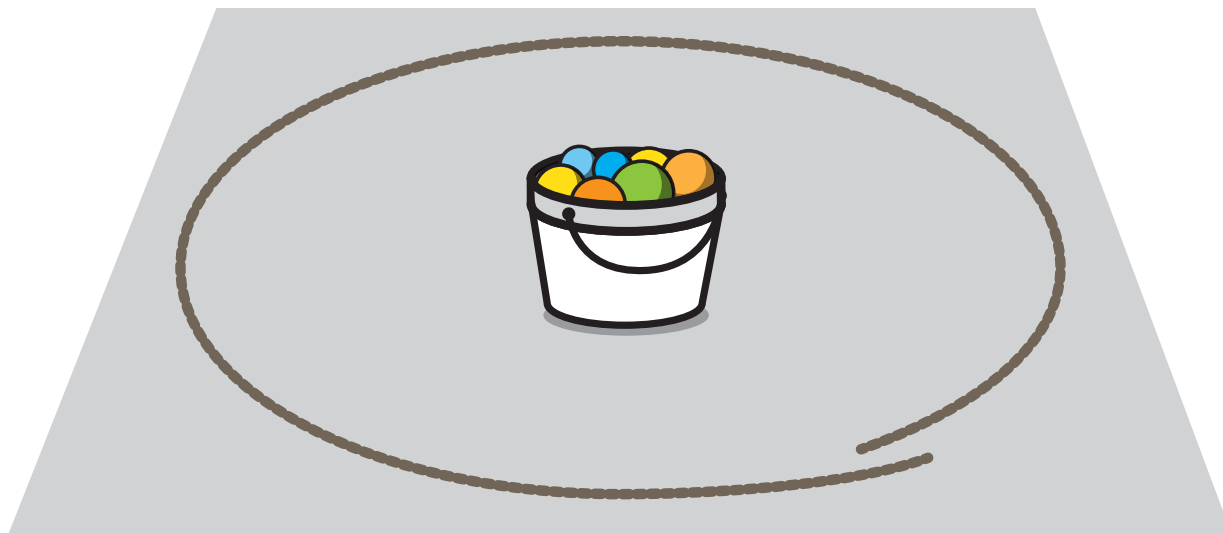


You can play this game if you have at least:	1
Appropriate age level:	All ages
Location in the school:	Field, turf, court, hall
Equipment needed:	Anything you can play with!

How to play:

- Set up as little or as much equipment as you wish – remember, you also have to pack it away!
- Allow students to play with the equipment in whatever way they choose to (as long as it's safe)
- Use your leadership skills to help students feel welcome, included, and safe
- Pack away equipment when the Play Hub is finished

Popcorn

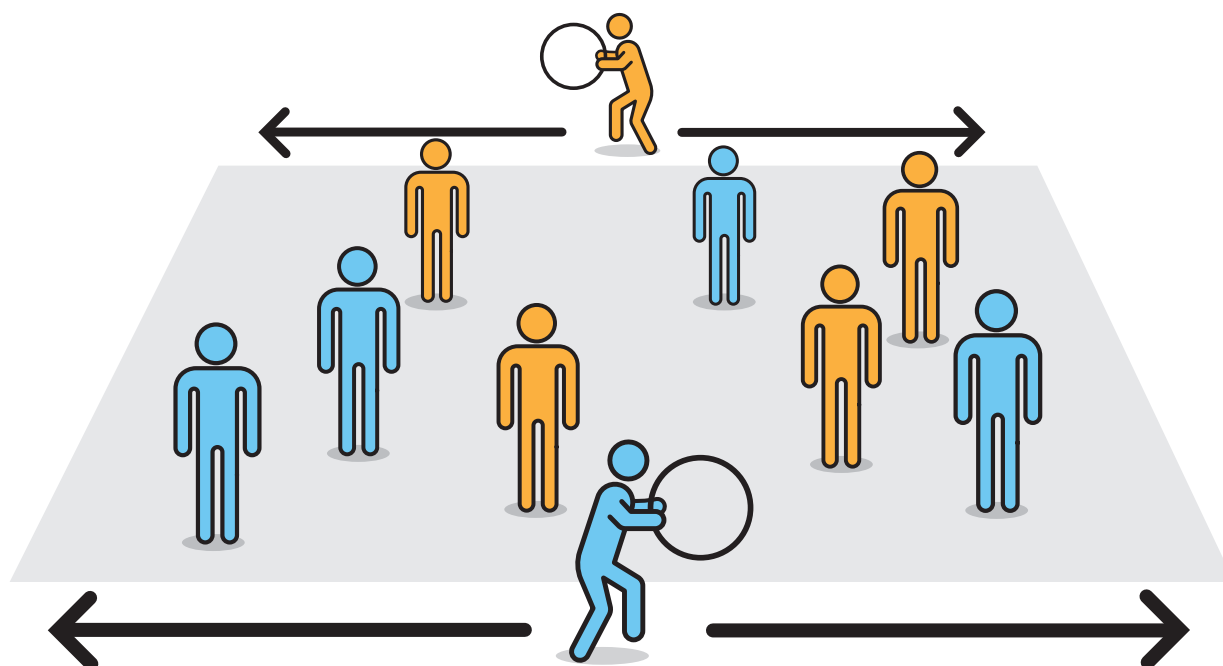


You can play this game if you have at least:	2 students
Appropriate age level:	All ages
Location in the school:	Field, turf, court, hall
Equipment needed:	Bucket, assorted balls, rope or chalk circle

How to play:

- All players line up around the edge of the circle
- The leader empties the bucket of balls, spreading them out as far as they can
- Players aim to get all the balls back into the bucket as fast as possible
- The players must throw the balls into the bucket from outside the circle
- Players can enter the circle but only to retrieve the balls to the outside of the circle
- Game finished when all balls are back in the bucket

Hoop Line



You can play this game if you have at least:	10 students
Appropriate age level:	Senior students
Location in the school:	Field, court, hall
Equipment needed:	Enough bibs for one team, cones, 2 hoops, 1 ball

How to play:

- Divide the group into 2 even teams
- Mark out a rectangle area (e.g. netball court)
- Teams spread out across the court
- Each team has 1 player holding a hoop on the outside of the court
- To score a goal, each team needs to pass the ball amongst their teammates 5 times in a row, then throw the ball through the hoop
- The player holding the hoop can move up and down the court but can't stand inside the court
- No-one is allowed to run with the ball
- If the ball is dropped it is handed over to the other team
- First team to 5 points, wins

Option to make it more difficult:

- Have 2 balls and make it a race to score points, this creates defense and attacking options

What's the time Mr Wolf?

You can play this game if you have at least:	5 students
Appropriate age level:	Junior and middle students
Location in the school:	Hall, grass, hard surface
Equipment needed:	None

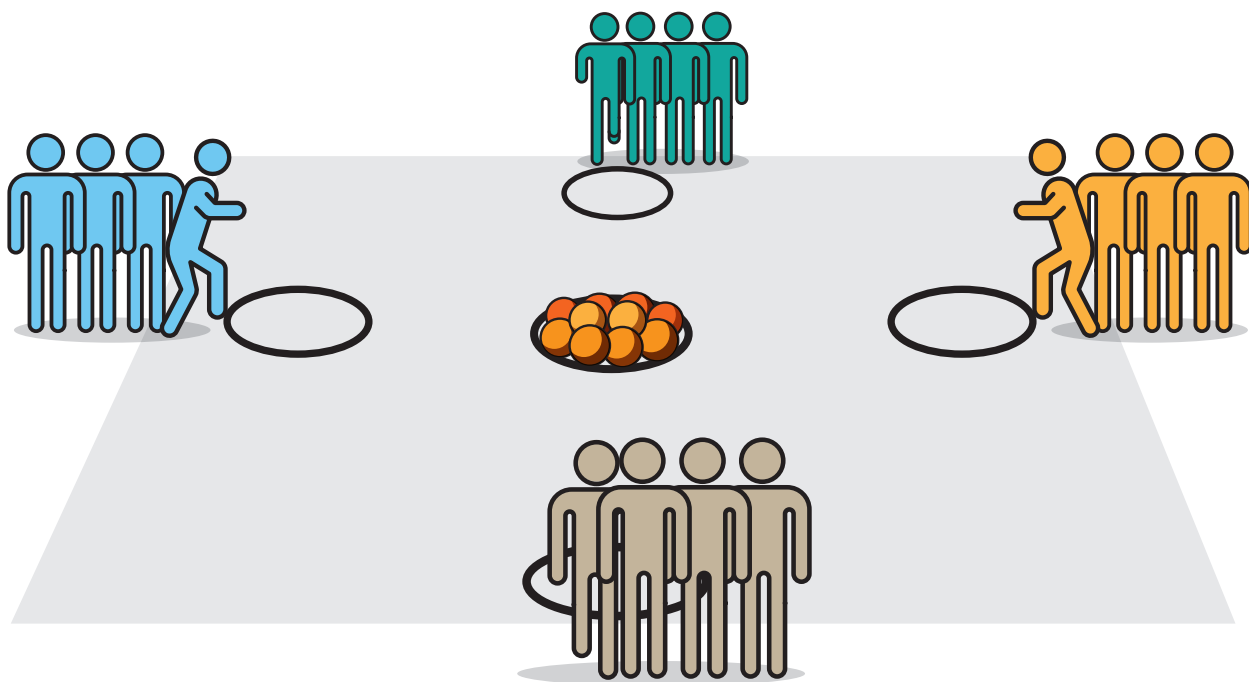
How to play:

- One or two lines of students along a starting line, with teacher or leader out in front (Mr Wolf).
- Leader begins walking forward with class following behind.
- Group asks together "What's the time Mr Wolf?".
- Leader can respond "It's running time" (or other movements) and leader begins running with students following.
- Leader can answer "Dinner time", all students turn and run back to the starting line and leader attempts to tag as many students as possible.
- Leader keeps a tally of the number of students tagged.
- Repeat several times then change the leader.
- Leader can respond with several movements before giving the "Dinner time" response. Activities may be on-the-spot activities or moving ones (eg. star jumps, leap frog.)

Variations:

- Students can follow in a group rather than in lines.
- Other movements: skipping, hopping, jumping, galloping.

Rob the Nest

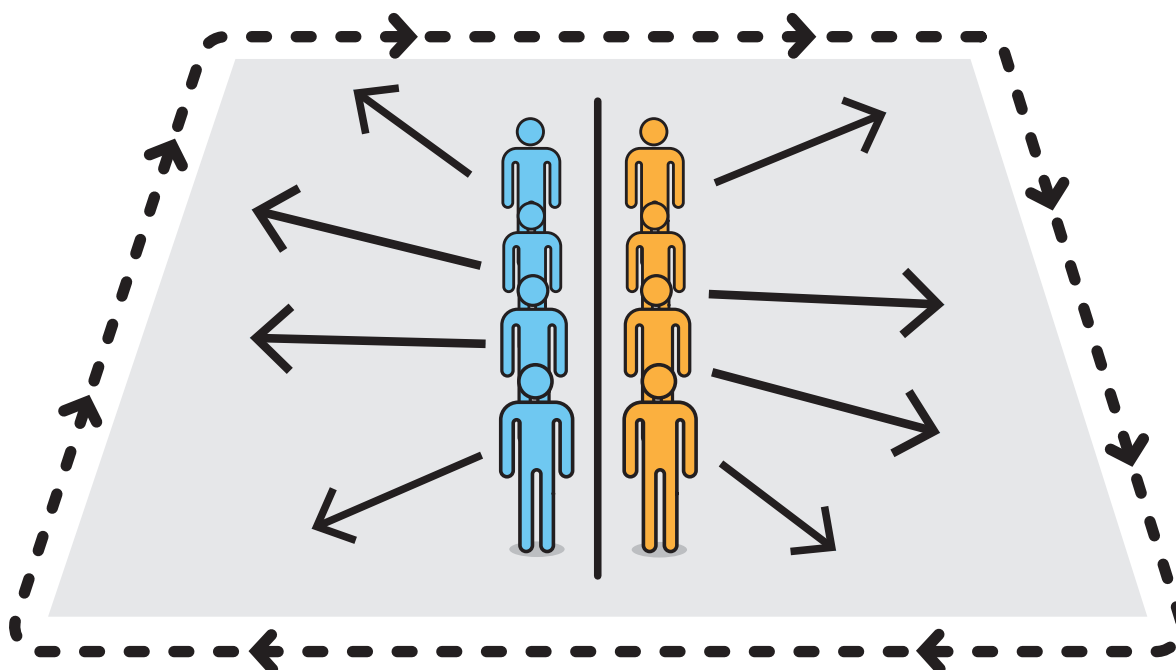


You can play this game if you have at least:	16 students
Appropriate age level:	All ages
Location in the school:	Field, hall, court
Equipment needed:	Balls or bean bags and 5 hoops

How to play:

- Divide the group into 4 even teams. Each team stands behind a hoop.
- Place the “golden hoop” with the balls or bean bags in the centre.
- On the leaders “Go” students take turns to run and collect a ball or bean bag from the middle and return it to their own nest.
- Once the middle nest is empty, students can then start stealing balls or bean bags from other teams’ nests.
- Students can only take one piece at a time.
- Only one person from each team may have a go at one time.
- Each person in the team must have a turn.
- Continue for a set amount of time. The team with the most pieces of “loot” when the leader calls “Stop” wins.

Scatter



You can play this game if you have at least:	10 students
Appropriate age level:	All ages
Location in the school:	Field, hall, court (netball court size)
Equipment needed:	4 cones to mark corner boundaries

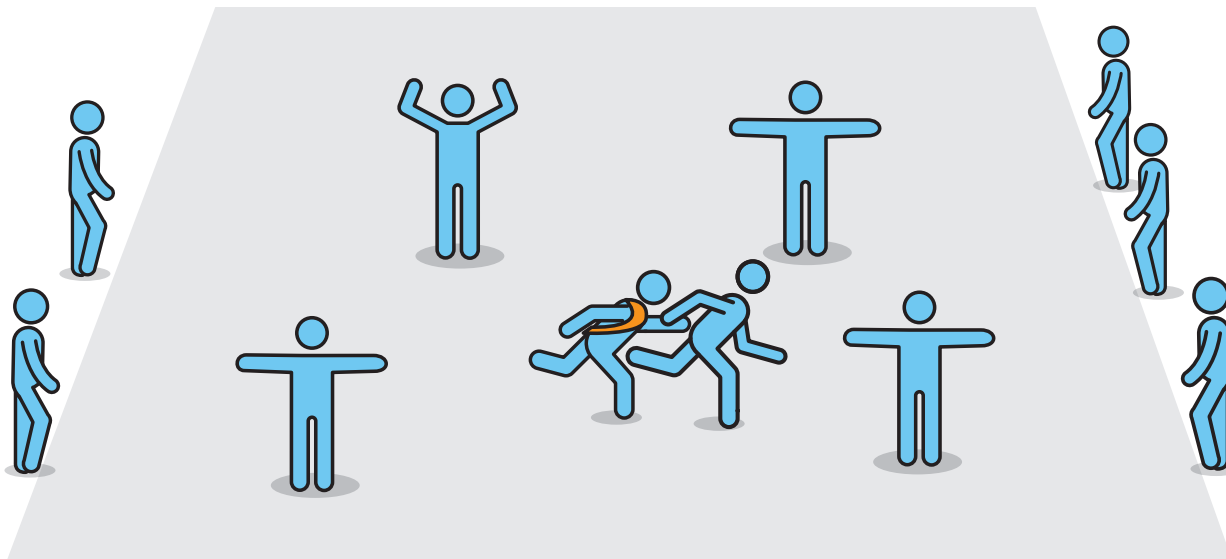
How to play:

- Put students into two even lines and number children in each line.
- On call from leader "Scatter", all students run to the nearest boundary line and begin running around the boundary clockwise.
- On call "Scatter back", students must run back to their lines and be arranged in their correct numerical order.
- Leader could check numbers by having both teams quickly call their numbers out loud along the line.

Variations:

1. Change the amount of time between calls.
2. Change the activity at the boundary e.g. skipping, walking.
3. As each student calls their number have them jump forward as well.

Seaweed



You can play this game if you have at least:	10 students
Appropriate age level:	All ages
Location in the school:	Field, hall, court (netball court size)
Equipment needed:	4 cones to mark corner boundaries, 2 – 3 bands

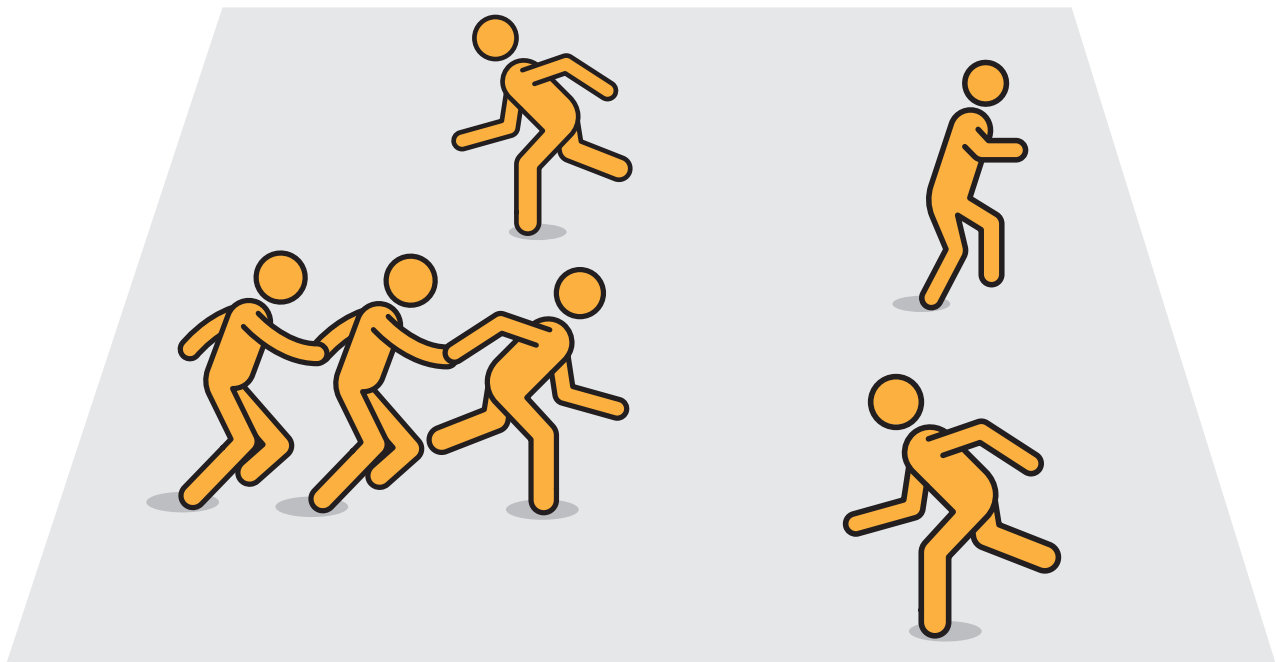
How to play:

- As in diagram. One person with a band is the tagger and all others behind their safe line.
- On “GO”, all students try to run across the area to the safe line on the other side. The tagger chases and attempts to tag them.
- If tagged, that person stands still facing the way they were when caught – these students become the seaweed and are able to tag other runners if they come close enough.
- Continue until all runners have been tagged.
- Repeat the game with a new tagger.

Variations:

1. Use 2-3 taggers instead of one.
2. Have the runners line up in a square formation.

Blob Tag (aka Link Tag)



You can play this game if you have at least:	10 students
Appropriate age level:	All ages
Location in the school:	Hall, grass, hard surface, court
Equipment needed:	4 cones to mark boundaries

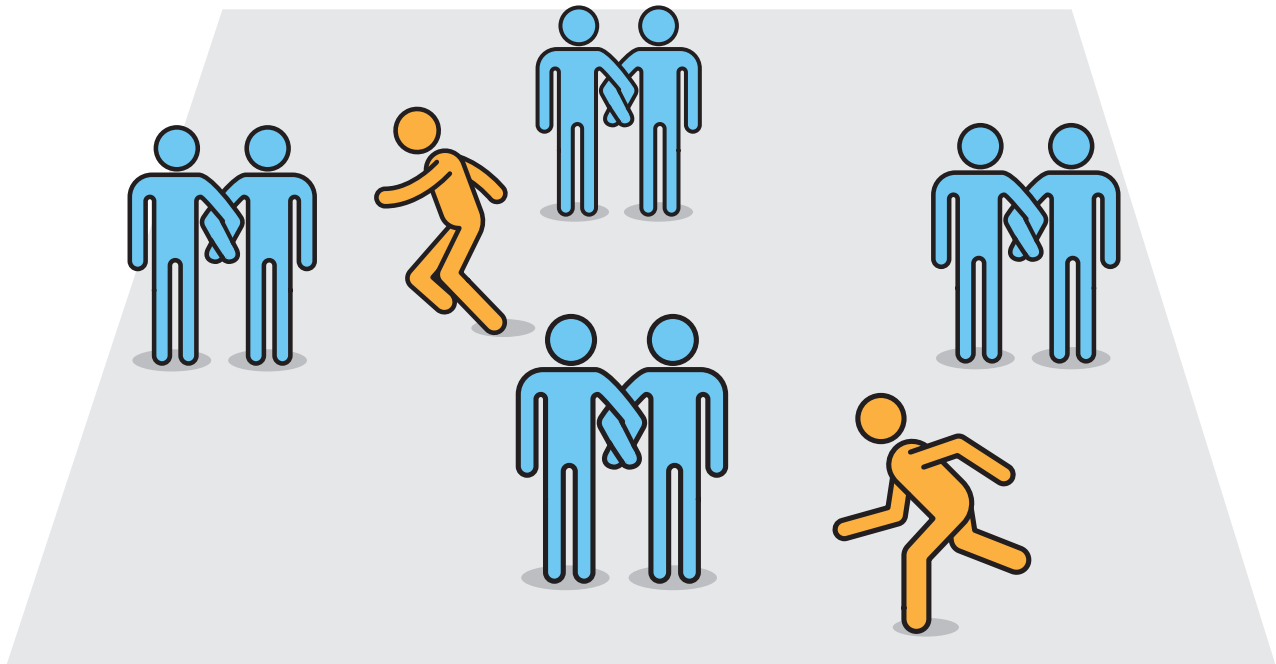
How to play:

- Two students join hands and are the taggers.
- Keeping hands joined taggers try to tag free players with their free hands.
- When a free player is tagged they join the pair and they become a threesome or a “blob of 3”.
- The 3 continue to chase and when a 4th person is tagged they join on to become a “blob of four” – the blob of four breaks into two blobs of two and both blobs continue to chase and tag.
- The game is completed when everyone is in a pair.

Variations:

Keep the “blob of 4” until a 5th person is tagged then have the blob break down to a three and a two.

Bump Tag



You can play this game if you have at least:	10 students
Appropriate age level:	All ages
Location in the school:	Hall, grass, hard surface – define the boundaries
Equipment needed:	None

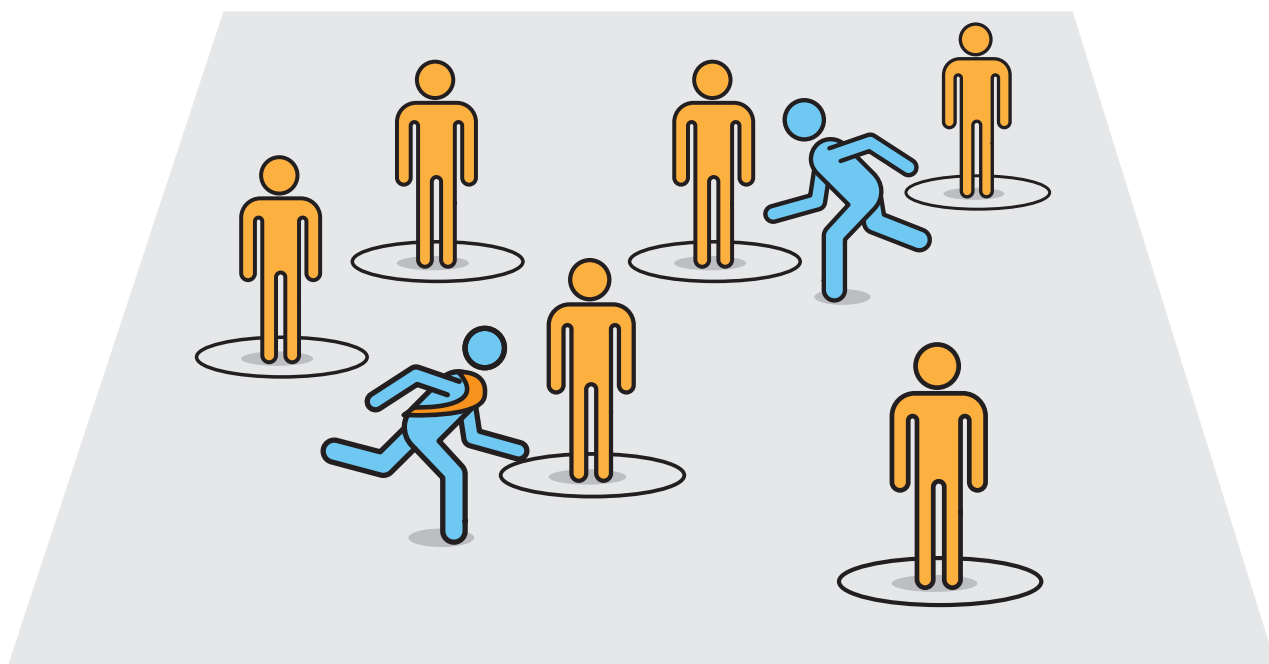
How to play:

- Students in freely spaced pairs, side by side with elbows linked. Two students stand free.
- One free-standing student is the tagger; the other is the runner.
- Tagger chases the runner – if the runner is caught and tagged they immediately reverse roles and the runner chases the tagger.
- The runner can, at any time, avoid being caught or chased by joining onto a group of two by linking elbows with an end person.
- When this happens the child on the other end of the threesome is “bumped” off and is chased by the tagger.

Variations:

1. Divide the group in half and have two games going at once.
2. This can be played with two taggers and chasers, once the students are familiar with the game.

Cat & Pigeon



You can play this game if you have at least:	8 students
Appropriate age level:	All ages
Location in the school:	Field, hall or court
Equipment needed:	Hoops, chalk circles or skipping ropes on the ground, 4-5 team bands.

How to play:

- One student is the cat and has a band on, one student is the pigeon.
- All other students collect a hoop or rope to form into a circle and place them somewhere in the area (these are the pigeons in their nests).
- The cat chases the pigeon, who can escape being caught by stepping into another pigeon's nest – this forces the pigeon out of its nest to be chased by the cat.
- If the pigeon is caught they become the chaser and takes the cat's band.

Variations:

Once the children are familiar with the game more cats and pigeons can be added to make a very fast game.

Chuck the Duck

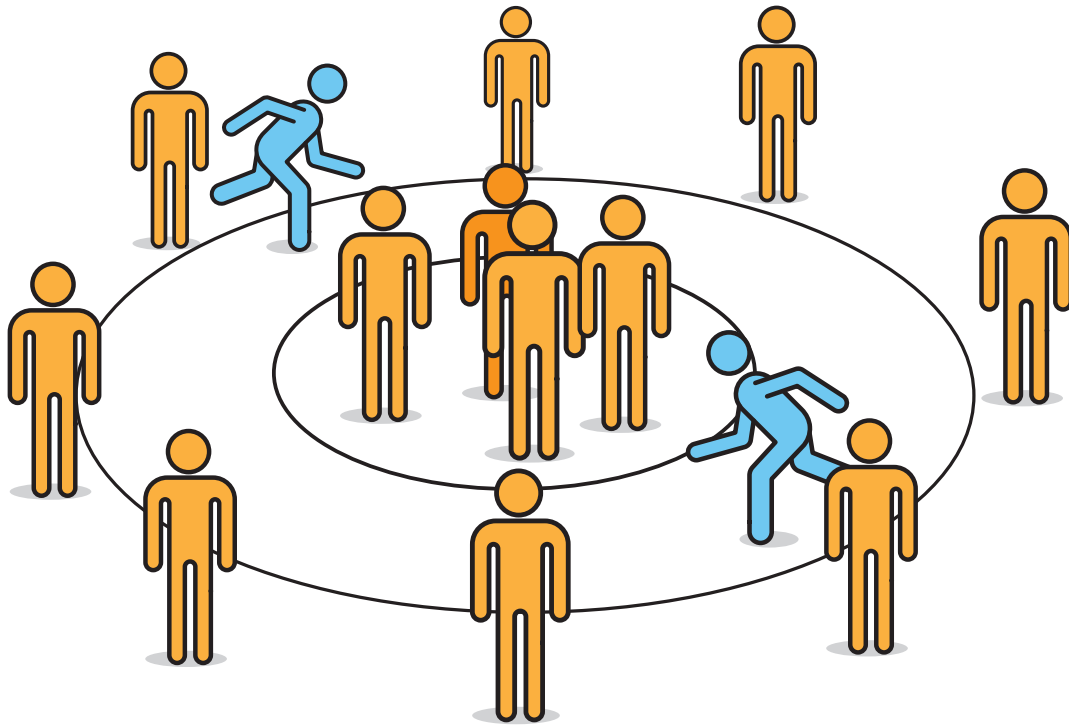


You can play this game if you have at least:	10 students
Appropriate age level:	Middle and senior students
Location in the school:	Field, hall or court
Equipment needed:	Toy duck or other appropriate equipment

How to play:

- Divide the group into two even teams (Team One and Team Two).
- To start the activity Team One throws the duck as far away as they can.
- Team Two runs to it and lines up and passes the duck under and over (under legs, then over heads) then chuck the duck when it gets to the end of the line.
- At the same time Team One groups together in a tight bunch, and choose one player who runs around and around their team, the team counts who many times until Team Two chucks the duck wherever they want.
- Team Two then runs to the duck and starts passing it like Team One did before.
- Team One then does what Team Two was doing before.
- It is continued until time is up. Winner is the team who has run around their team the most.

22 Skadoo

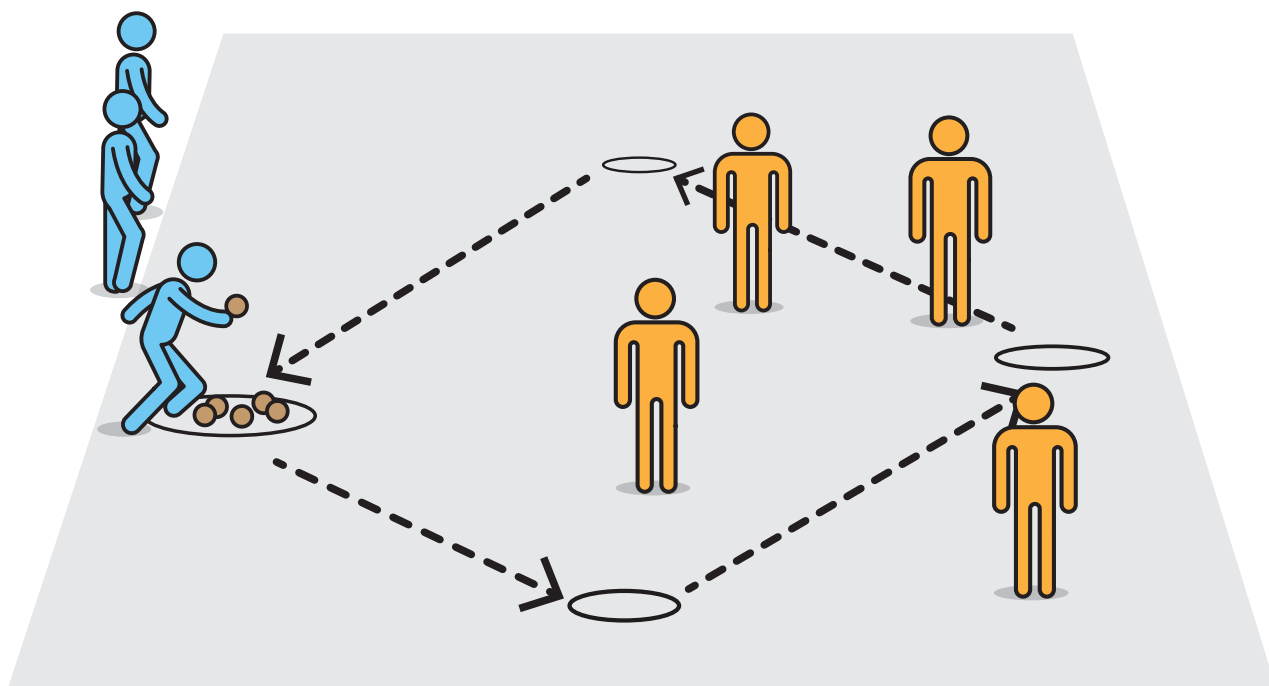


You can play this game if you have at least:	10 students
Appropriate age level:	All ages
Location in the school:	Area where students can move freely
Equipment needed:	20-30 cones, 2-3 boffers (pool noodles)

How to play:

- Players need to help free their peers from a confined area by giving enough high fives to equal a designated sum by the leader.
- Using 5-7 cones make a small circle (boat).
- Create another larger circle around the outside leaving 3-5 meters in between each circle.
- Place 4-6 students inside the inner circle (boat) at the beginning.
- 2 guards (sharks) are allowed in between the two circles and are trying to prevent people from being released from the boat.
- The remainder of the class is outside of the outer circle (safe zone or land) and run up to, but can't enter, the boat to give high fives to their peers and try to release them from boats.
- Sharks may tag people while giving high fives.
- The number of high fives needed to be free is designated by the teacher before the game begins.
- Students do not need to get all of the high fives at one time. They continue from the number stopped at until they reach the designated number.

Base Scatterball

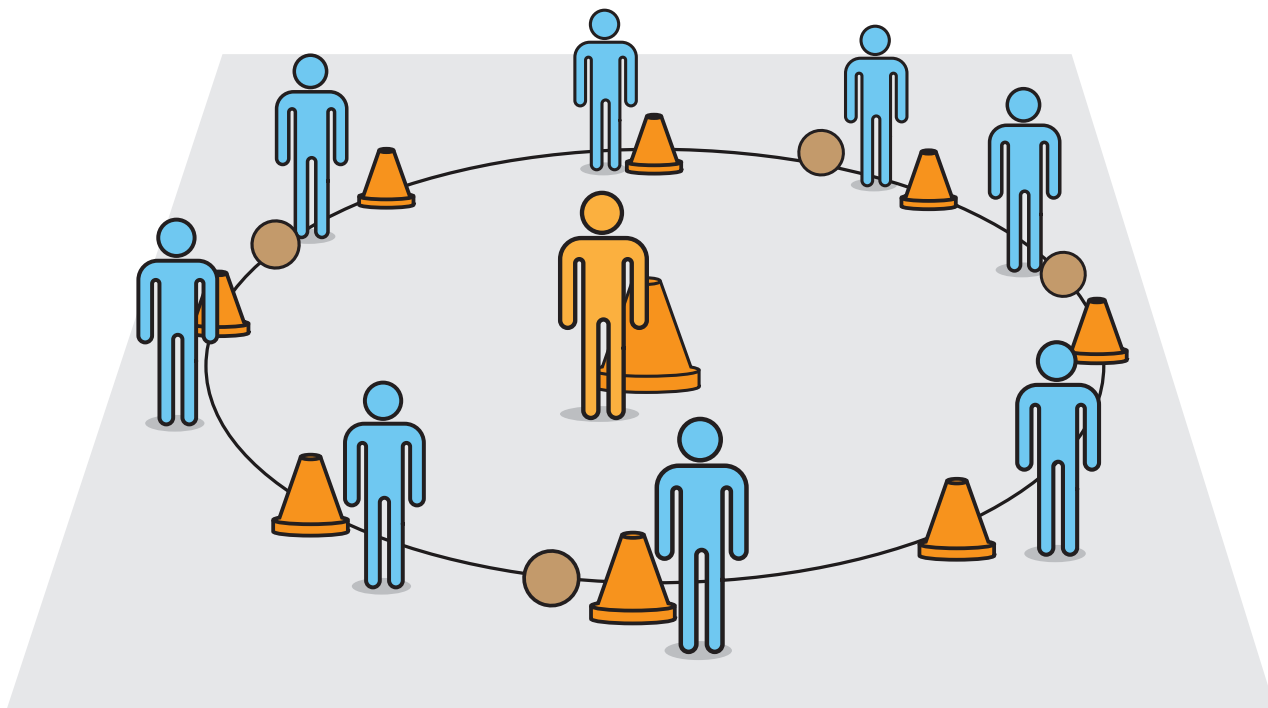


You can play this game if you have at least:	8 students
Appropriate age level:	Middle and senior students
Location in the school:	Field, hall or court
Equipment needed:	6 small balls (tennis) and 4 hula hoops

How to play:

- Divide the group into 2 even teams (batters and fielders).
- 6 balls are placed in a hoop (see diagram)
- The activity starts by one student from the batting team throwing or kicking all the balls in the hoop as far as they can. Once the student has kicked/thrown all the balls away they run around the bases as fast as they can; Each base - one point and continues running around and around as many bases as they can until the fielders get them out.
- Meanwhile, the fielding team collect all the balls and place them back in the batting teams hoop.
- Once all the balls are back in the hoop the batter is out and it is the next batters turn.
- The batting team add all their points together.
- Once all the batters are out, they swap with the fielders.
- The team with the highest score wins.
- The fielding team must wait until all the balls are thrown before getting them back in the hoop.
- If fielding team catches the ball on the full the person is NOT out.

Tower Ball

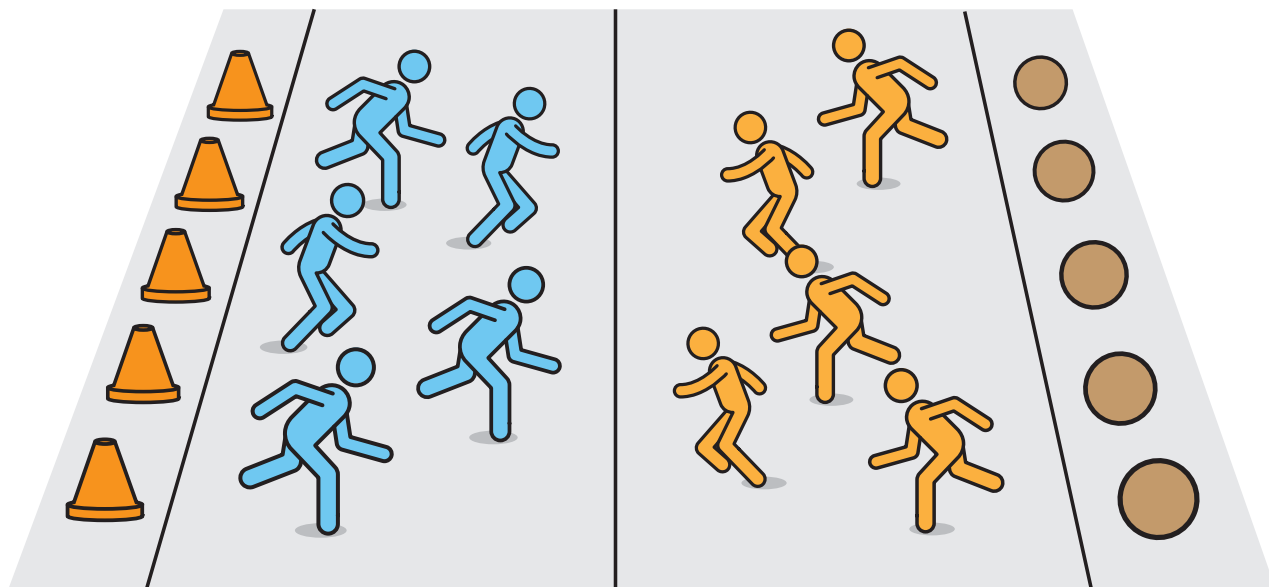


You can play this game if you have at least:	10 students
Appropriate age level:	Middle and senior students
Location in the school:	Field, hall or court
Equipment needed:	One large cone, 3-4 large balls, 10 small cones (to mark out the circle)

How to play:

- A cone is placed in a large circle - marked out by small cones, or use court markings if they are available.
- Students spread out around the large circle with one student standing in the middle of the circle next to the large cone.
- The students on the outside of the circle have one ball between two.
- The objective is for the students on the outside to knock the cone over in the middle of the circle.
- The student standing in the middle aims to protect the cone by knocking the balls away from it.
- Once the cone has been knocked over twice the student in the middle changes with another student from the outside of the large circle.
- The attacking players cannot step inside the circle.
- The defending player cannot throw the balls away.

Attackers and Defenders

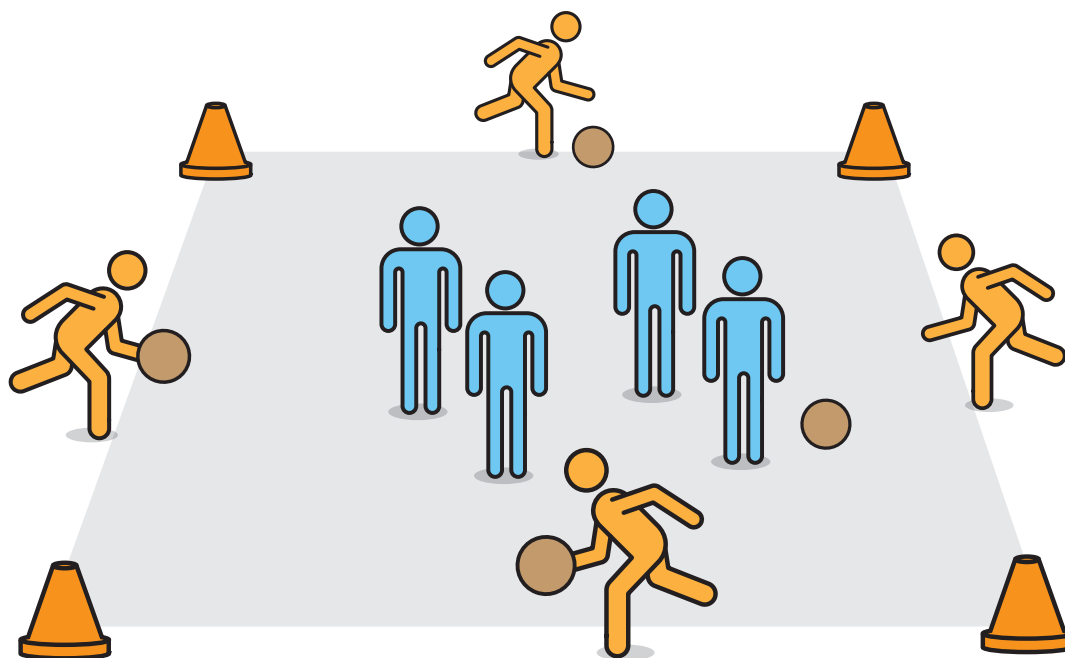


You can play this game if you have at least:	10 students
Appropriate age level:	Middle and senior students
Location in the school:	Field, court or hall
Equipment needed:	A range of objects (balls, bean bags, cones)

How to play:

- Divide the group into two even teams and lay the equipment out as shown in the diagram.
- Each team lines up on their side of the middle line. Team members are safe in their own half of the court.
- The aim is for the team members to collect the equipment from the other team's side without being tagged, and bring the equipment back to their own side.
- Once they cross the centre line, they may be tagged.
- If a player is tagged they must freeze on the spot and are only released when their own team member takes them by the elbow back to their own side.
- Players are also safe when they cross the back line.
- If a player is tagged on their way back with a piece of equipment the tagger can take it back.

Crackerjack

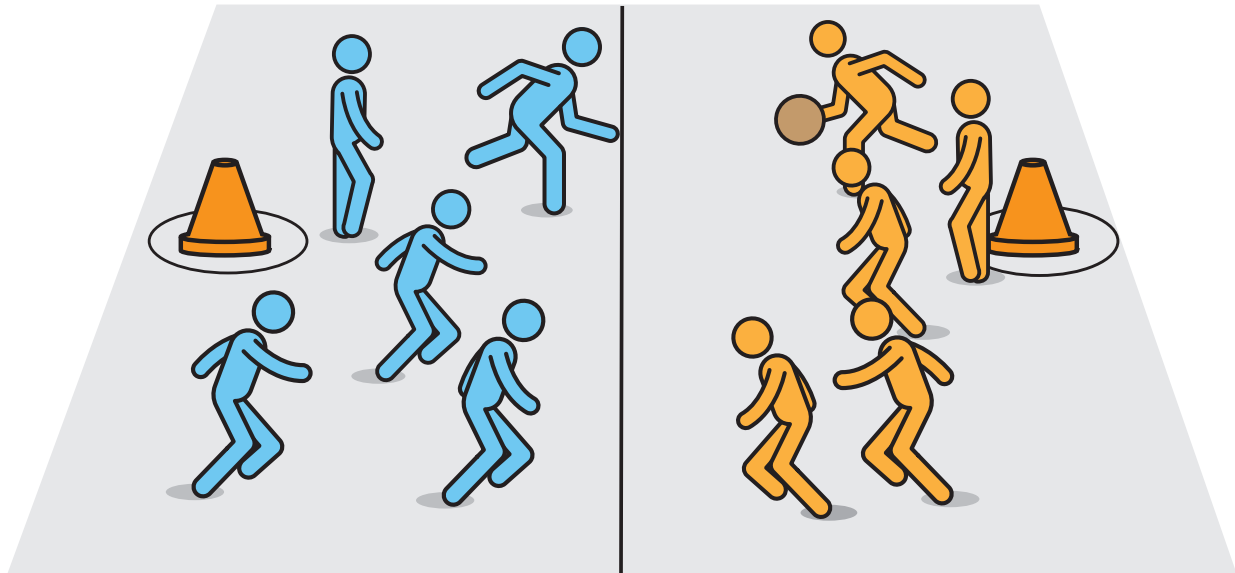


You can play this game if you have at least:	10 - 20 students
Appropriate age level:	Middle and senior students
Location in the school:	Field, court or hall
Equipment needed:	4 -8 cones, 1 – 6 balls

How to play:

- Divide the group into two even teams.
- One team stands on the outside of the square (team one) the other team stands inside the square (team two).
- Team 1 aims to roll the ball at the team 2 students, below the knee.
- Once a student in team two is hit below the knees they join team one and try to hit the other students still inside the square.
- Throwers must stay on the outside of the square.
- The last person inside the square is the winner.

Cone Knockdown

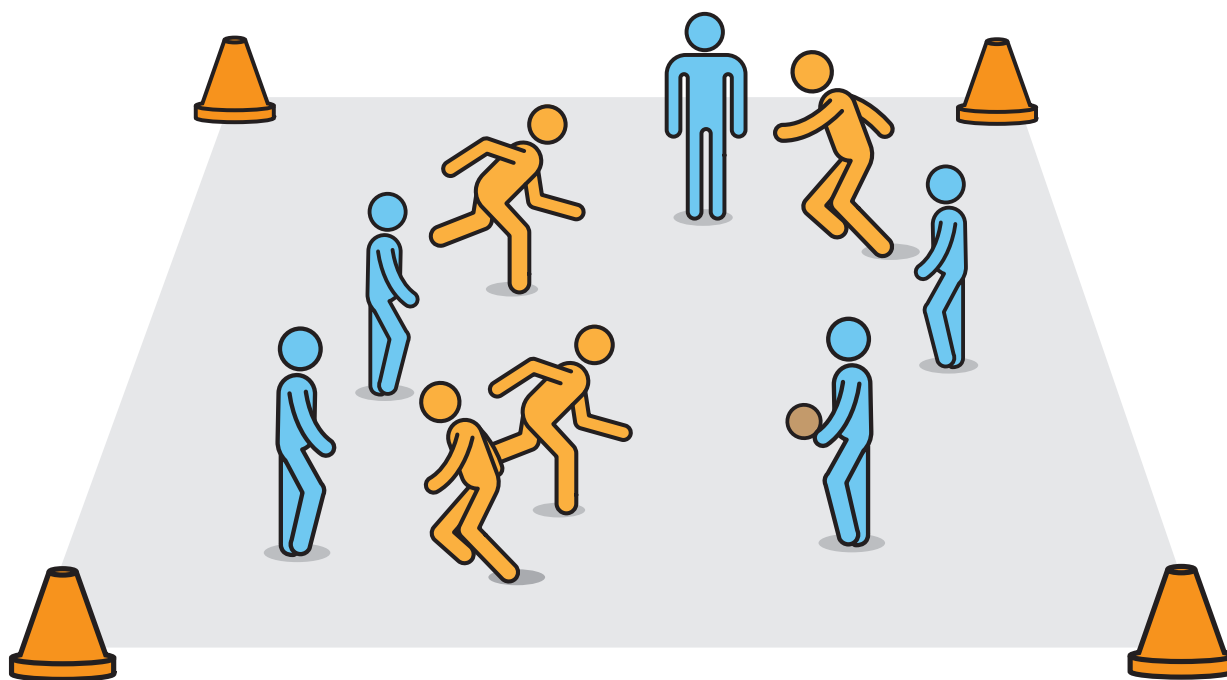


You can play this game if you have at least:	You can play this game if you have at least: 10 students
Appropriate age level:	Appropriate age level: Senior students
Location in the school:	Location in the school: Field, court or hall
Equipment needed:	Equipment needed: Two cones, one ball and two hula hoops

How to play:

- Divide the group into two teams
- Put the cones (or cricket stumps) and hoops at each end as in diagram.
- The objective is to knock the other team's cone over with the ball.
- Team A start with the ball and pass it around their team while making their way towards the cone at the other end. Ball must be passed to five different people before the cone can be knocked over.
- Students can not run with the ball, but they may take two steps before passing.
- No students are allowed inside the hoop, and only one student may guard the cone.
- If a point is scored (the cone is knocked over), then team B begins by passing the ball in from the end line.
- If team A has the ball, team B can intercept or defend.
- If the ball is intercepted or dropped, it is the other team's turn.

Ball Tag

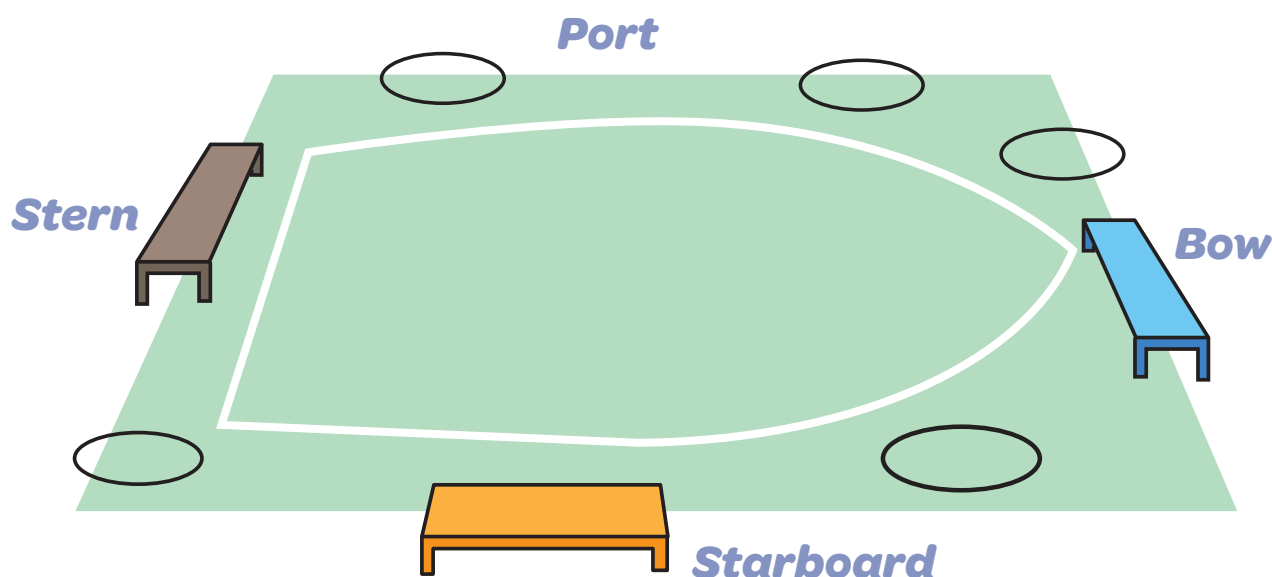


You can play this game if you have at least:	10 students
Appropriate age level:	Senior students
Location in the school:	Field, court or hall
Equipment needed:	Enough bibs for one team, cones to mark out area and one ball

How to play:

- Divide the group into two teams, team A and team B and set up the cones as per diagram above.
- Students spread out in the grid (square) - one team (team A) are the taggers and the other team are the runners (team B).
- The tagging team starts with the ball, the running team all wear bibs.
- Team A aims to tag all the students in team B by passing the ball amongst each other.
- Students in team A are not allowed to run with the ball.
- A tag is only counted if a student in team A is holding the ball when tagging a student in team B. The ball may not be thrown at team B.
- When a student is tagged in team B, they join team A and help tag the others. They remove their bib.
- The last person in team B to be tagged is the winner.
- When all team members have been tagged, the teams swap.

Captain's Coming



You can play this game if you have at least:	2 students
Appropriate age level:	All ages
Location in the school:	Hall, grass, hard surface. Boundary must be clearly defined – lines or cones, hoops or benched scattered around the boundary.
Equipment needed:	Benches or forms – hoops/comes.

How to play:

- The designated space is now a ship. Identify the direction it is going in.
- Leader acts as caller – when a call is given all the children do the activity pre-arranged for that call, as quickly as possible.
- Leader varies the length of time between calls.
- New calls can be made before children have completed the previous activity.

Calls:

- BOW – all students run to front of the ship.
- STERN – all students run to the back of the ship.
- STARBOARD – all students run to the right side.

- PORT – all students run to the left side.
- TORPEDOS – all lie face down on the ground, legs together and arms at sides.
- INTO THE LIFEBOATS – sit cross-legged, arms folded.
- ROW BOATS IN – (teacher calls a number e.g. 4's) players stand one behind the other in groups of that number e.g. 4.
- DIVE BOMBERS – children kneel down, bend their heads forward and cover their heads with arms.
- SEAGULLS – children stand with legs apart, arms waving overhead.
- MAN OVERBOARD – children lie down on their backs and wave arms and legs in the air.
- SUBMARINES – children lie flat on their backs, legs together, one arm raised vertically upwards.
- CAPTAIN'S COMING – children stand to attention facing the teacher and salute.
- SCRUB THE DECK – on hands and knees, scrubbing action.
- SHARKS – children run to the boundaries and get off the ground, either onto a bench or into hoop.

For further support please contact:



sportbop.co.nz

We would like to acknowledge and give our thanks to



An active Wellington region

