

More Fun and Games

100 new
sport-related
activities



Anthony Dowson

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娱乐和游戏

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Preface

Fun and Games, which I co-wrote with Keith E.J. Morris (2005), is an excellent resource that, as expected, has been well received by teachers and coaches alike. It has been very rewarding to speak to others working in sport, physical education and coaching who have found this out for themselves and are using the ideas regularly in their own work. *More Fun and Games* will prove to be another invaluable resource, containing more of the same . . . yet much more!

Every day in my teaching and coaching I use the games and ideas from *Fun and Games*, yet I continue to learn and develop more games. This is so that I can continually keep my coaching sessions and physical education lessons fun and enjoyable and ensure that those that I teach or coach experience a variety of entertaining activities. All those who lead children's sport, whether they are trained experts or enthusiastic amateurs, must have a resource to refer to and include in their work. With another book of *Fun and Games*, they can now have two! Following from the first book, *More Fun and Games* includes more fantastic ideas for those leading children's games, ideas that will help them enthuse and activate children. Children will enjoy playing these games and will ask to play again and again!

The activities and games in this book are easy to set up and require only common sports equipment; this means that even novice teachers, coaches and activity leaders can put them into practice. With many years of coaching and teaching experience, I have realised the need for children's sporting encounters to be *fun*. Children love to play games, and entertaining activities help in the following ways:

- They keep children focused and on task.
- They help children to form positive attitudes towards physical activity.
- They keep children active.

This book contains a range of warm-up and cool-down ideas, games, skill practices and sport-specific activities to enthuse and motivate youngsters. All the games and activities are fully inclusive, involving each participant throughout. I find that with greater involvement, participants enjoy themselves more and are more receptive to learning.

It is important that children develop technical skills in sport and physical education (e.g., passing and dribbling in hockey) so they make progress in relation to their peers. This should lead to greater levels of self-confidence and self-esteem, which are associated with improving in sport. The ideas in this book will help you develop children's motor abilities and techniques as they participate in fun and enjoyable activities. I guarantee that children will leave the session having had fun and wanting to come back for more.

Many activities and games in this book require minimal equipment and are easy to set up. They can be used as part of a one-off session when you may have a group on only one occasion, or included in longer-term planning.

With a reported increase in childhood obesity worldwide, many children need to have healthier lifestyles, which involves being physically active more often. I hope that using these games and activities regularly with your groups will help in the development of positive attitudes towards physical education and sport, which could lead to children who participate in more lifelong physical activities.

Reference

Dowson, A., and Morris, K.E.J. 2005. *Fun and Games*. Champaign, IL: Human Kinetics.



Acknowledgements

To Marie-Anne: Again, I owe you so much for your love and support throughout the writing of this manuscript. You are still amazing!

This book is also dedicated to the many teachers, coaches and leaders in sport and physical education whom I have met and learned from. Whenever I need inspiration, I need look no further than my friends and colleagues. I have been privileged to work with many people who share my passion for sport and physical education: Dave Bullock, Steve Hall, Dr. Steve Harvey, Ralph Grant, Bruce Vause, Guy Wnuk, Bob Holmes, Carol Gordon and Dan Wortley.

Once again, gratitude is offered to those at Human Kinetics, most notably John Dickinson, who have helped in the production of this book and who have shown confidence in my ability to complete this volume.



How to Use This Book

The format for *More Fun and Games* is simple: the text is kept to a minimum and an extensive use of illustrations helps to keep the content user-friendly. This book is broken down into nine chapters and contains 100 activities.

Chapter 1 includes 25 multi-sport games. The subsequent seven chapters include games for use in the following specific sports: basketball and netball (chapter 2), cricket and striking and fielding (chapter 3), hockey (chapter 4), rugby (chapter 5), soccer (chapter 6), tennis and badminton (chapter 7) and volleyball (chapter 8). Chapter 9 includes activities that are suitable for use during cool-down periods.

Keep in mind that although an activity may appear in one of the sport-specific sections, you may be able to modify it for use in other sports as well. Even the activities in the multi-sport and cool-down chapters (chapters 1 and 9, respectively) can be modified for use in other sports. This means that although the cover states that this book contains 100 activities, effectively there are many more. A Variations section in each game outlines how the rules can be adapted or modified in a number of ways. You can vary activities according to the number of participants in your group. You can also adapt games to make them easier for less able participants or more challenging for more able participants.

Each chapter contains a brief introduction to the types of games and activities it addresses, which includes important safety recommendations. Therefore, it is vital that you read these sections before embarking on the activities in the chapter.

In the sport-specific chapters, I tried to include games that anyone could implement. The majority of games do not require you to be a trained physical education teacher or have specific coaching qualifications. However, if you are not coaching or teaching regularly, I advise you to enrol in relevant coaching award courses to gain these qualifications. This should help you to develop your participants' skill levels in addition to providing them with these fun activities.

Game Finder

A breakdown of all the activities is in the game finder found on pages xi to xxii. The activities are listed alphabetically (by chapter) with their page number(s), so you can quickly locate them. The game finder also gives recommended age ranges for each activity, which should help you decide whether a given activity is suitable for the participants you are leading. The game finder also includes a list of equipment needed for each game and the skills and fitness components developed by each activity. When activities can be adapted for use in other sports, the game finder lists these as well.

Game Format

Each activity includes the following sections:

- Ages
- Key Skills and Fitness Components Developed
- Equipment
- Game
- Safety Tips
- Advice
- Variations

Ages

A number of the games and activities in this book can be used with children of any age. However, some are more suited to particular age groups. The age recommendations listed at the beginning of each game should enable you to plan your sessions effectively for a variety of participants. Note that the ages given are only recommendations; you may find that the participants you instruct enjoy playing a particular activity even if they do not fall within the suggested age range. For example, when coaching adults and tutoring coach education courses, I have used a number of the activities in this book and found that children are not the only ones to have fun with them!

Key Skills Developed

Although fun should be the major reason for playing games, it is important that children develop competence when playing games, so they can progress in physical education and sport. If participants become more skilful, they will be more likely to enjoy activities when they get older because they will have enjoyed some success. The Key Skills Developed section at the beginning of each game outlines the abilities, techniques and skills needed to play the game and therefore the skills that can be developed if participants play the game regularly. With younger children it is important to develop fundamental motor skills such as running, jumping and throwing. Many of the activities that are recommended for use with 5- to 11-year-olds are excellent for developing fundamental motor skills. More advanced techniques and sport-specific skills can be developed by regularly playing the games and activities recommended for children aged 11 to 16; however, direct coaching may be required to develop these.

Key Fitness Components Developed

The Fitness Components section at the beginning of each game lists the specific health-related and skill-related components that children can develop by participating regularly in the game. Playing the games and activities included in this book regularly will help children develop and maintain fitness, which will assist them in leading healthy lives. Those who take physical education and sport more seriously will need to develop good fitness to be successful. For example, to be good games players, children need excellent agility (the ability to change direction rapidly, under control). A tennis player needs good agility if the opponent hits the ball to different areas of the court, and a rugby player needs agility to sidestep past an opponent when running with the ball.

Equipment

This section lists the minimal equipment needed to carry out the game or activity. If you do not have enough equipment for a game, consult the Variations section because there may be an alternative way of playing the game that requires less equipment. Most activities in this book require cones for marking out the playing area(s). The number of cones needed is not given, but I suggest you have a stack of approximately 60 to 100. When marking out a playing area, place the cones approximately 3 metres (3.3 yd) apart for younger children because they are more likely to run outside the area when playing. For older children, place cones between 5 and 10 metres (5.5 and 11 yd) apart.

Game

The Game section explains how to set up and run the activity effectively. Some games are played in small groups, whereas others can be ‘mass’ activities played or performed by all. Normally, group sizes are listed in this section so you can identify the numbers of participants needed to carry out the activity effectively. Group sizes are only suggestions, however. You may be able to modify an activity to suit your group.

Use the information in the Game section to explain to your group how to play the activity. I have provided illustrations where necessary to help you organise the activity successfully. For some games, I provide recommended sizes for the playing areas. For others, I do not specify the size of the playing areas because this depends on the age, ability and numbers of participants in your specific group. The size of the area should allow safe involvement and provide adequate opportunities for success. In some cases you may need to use common sense to determine the size of the playing area needed for the activity. If you lack experience, start the activity as described and monitor how effectively it is running. If it is not working well, stop the game and change the size of the area(s) before continuing.

Quite often the game description will begin with the phrase ‘Cone out your playing area’. This means to use the cones to mark out the playing area. For most games, the shape of this area doesn’t matter; it could be a square, a rectangle or even a circle. Indeed, quite often the shape of the area is determined by the layout of the sports hall, field or playing area you are using.

Safety Tips

Participation in sport carries an inherent risk of injury, but instructors can minimise this by adequately controlling the group so as not to expose participants to unnecessary dangers. The tips included in this section of each game provide guidance to ensure that activities are carried out safely and effectively. The safety tips listed relate to

- the instructions you give,
- things to be mindful of and
- rule-related information.

Advice

The information I give under this heading helps to ensure that the activity runs smoothly. Advice may include tips on how to best explain the activity, how to group the participants or other related issues.

Variations

The Variations section provides alternative ways of running the activity. This section may suggest a slightly different way of playing, or ways to change the level of difficulty. Sometimes an activity can be carried out with more or fewer participants, and the information here should help you decide whether you can adapt a game to suit the numbers you have. When activities can be adapted for other sports, I list these here as well.

Warming Up and Cooling Down

It is important to start each session by warming up. A warm-up prepares the body and mind for the activity ahead and can also prevent injury. Older children in particular should have a good warm-up to prevent muscle injuries such as tears and strains. Younger children have less of a need for a warm-up to prevent injury, but they should be taught good warm-up habits as early as possible. For further information on warm-up and cool-down exercises, see Harris and Elbourn (2002) or Byl (2004).

A progressive warm-up should include the following:

- Pulse-raising activities should start at a low to moderate intensity. The activities should be progressive and aim to increase muscle temperature. This initial part should last for 3 to 7 minutes depending on the environmental temperature. Examples include jogging and sidestepping.
- Mobility exercises should be used to warm up and loosen the joints. Examples include shoulder and ankle circling.
- Stretching exercises should be incorporated to improve the range of movement at a joint. These can include static or dynamic stretches. Static stretches are when a limb is taken to the end range of movement and held in this position. Static stretches should be held 8 to 10 seconds in a warm-up. Examples of static stretches are hamstring and calf stretches, whereas dynamic stretches involve moving a body part slowly through a full range of motion. Examples include leg swinging and heel flicks.

A number of the activities in this book are suitable for use as part of a progressive warm-up. Most involve pulse-raising activities, so you should incorporate mobility and stretching exercises into them.

Because many of the activities in the book involve ballistic movements, sprinting, or both, it is also important that participants cool down to help recover after playing. Chapter 9 provides a number of activities that are suitable for use in a cool-down. That chapter also explains why it is important to cool down after exercise.

References

- Harris, J. and Elbourn, J. 2002. *Warming Up and Cooling Down*. Champaign, IL: Human Kinetics.
- Byl, J. 2004. *101 Fun Warm-Up and Cool-Down Games*. Champaign, IL: Human Kinetics.

Game Finder

CHAPTER 1 MULTI-SPORT GAMES

Name of game	Page number	Age group suitable for	Equipment	Sports suitable for	Skills needed/developed	Fitness components needed/developed
Bash Ball	2	5 to 10 yrs	Large sponge ball	N/A	Decision making, hitting	Coordination, reaction time
Bean Bag Shift	4	5 to 13 yrs	Bean bags, hoops and cones	Hockey, soccer	Decision making, running	Agility, balance, reaction time, speed
Call and Catch	6	8 to 16 yrs	Cones and balls	Basketball, cricket, netball, rugby and soccer	Catching, throwing	Coordination, reaction time, speed
Catch to Come Back	8	8 to 16 yrs	Benches, cones and sponge balls	N/A	Catching, decision making, dodging, throwing	Agility, balance, coordination, power, reaction time, speed
Change Chase	10	5 to 13 yrs	Bibs and cones	Soccer	Decision making, dodging, running	Agility, balance, reaction time, speed
Crossover	12	8 to 16 yrs	Cones	N/A	Decision making, running	Agility, balance, reaction time, speed
Empty It	14	5 to 13 yrs	Bean bags and hoops	N/A	Decision making, running	Agility, balance, reaction time, speed
Exercise Detective	16	5 to 10 yrs	None	N/A	Decision making	Dependant on actions chosen by participants
Hide From the Giant	18	5 to 8 yrs	Bibs and cones	Hockey, soccer	Dodging, running	Agility, balance, reaction time, speed
Hurdles	20	5 to 13 yrs	Mini-hurdles and cones	Basketball, soccer	Running, jumping	Agility, balance, reaction time, speed

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Name of game	Page number	Age group suitable for	Equipment	Sports suitable for	Skills needed/ developed	Fitness components needed/ developed
Name Game Sprint	22	5 to 16 yrs	Cones	Basketball, hockey, soccer	Decision making, running	Reaction time, speed
Partner Chase	24	5 to 13 yrs	Cones	Cricket, basketball, netball, rugby, soccer	Decision making, dodging, running	Agility, balance, reaction time, speed
Poorly Tag	45	5 to 10 yrs	Bibs and cones	Soccer	Decision making, dodging, running	Agility, balance, reaction time, speed
Quick Cones	26	5 to 13 yrs	Bibs and cones	Soccer, rugby	Decision making, running	Agility, balance, reaction time, speed
Reveal	28	5 to 13 yrs	Cones	Hockey, soccer	Decision making, running	Reaction time, speed
Safety Link Tag	30	5 to 13 yrs	Bibs and cones	Soccer	Decision making, dodging, running	Agility, balance, reaction time, speed
Shark Bait Tag	32	5 to 13 yrs	Bibs and cones	N/A	Decision making, dodging, running	Agility, balance, reaction time, speed
Shower Tag	49	5 to 13 yrs	Bibs and cones	N/A	Decision making, dodging, running	Agility, balance, reaction time, speed
Spots	34	5 to 10 yrs	Coloured spots	Basketball, hockey, soccer	Decision making, running	Agility, balance, coordination, reaction time, speed
Square Court Handball	42	8 to 16 yrs	Bibs, sponge balls and cones	Soccer	Catching, decision making, dodging, throwing, passing	Agility, balance, coordination, reaction time, power, speed
Tactic Tag	46	8 to 16 yrs	Cones	N/A	Decision making, dodging, running	Agility, balance, reaction time, speed

Name of game	Page number	Age group suitable for	Equipment	Sports suitable for	Skills needed/developed	Fitness components needed/developed
Team Dodgeball	36	8 to 16 yrs	Benches, cones and sponge balls	N/A	Catching, decision making, dodging, throwing	Agility, balance, coordination, reaction time, power, speed
There and Back	50	8 to 16 yrs	Cones and sponge balls	Soccer	Hitting, catching, decision making, dodging, throwing	Agility, balance, coordination, reaction time, power, speed
Turn Tag	38	5 to 13 yrs	Cones	Basketball, soccer	Decision making, running	Agility, balance, coordination, endurance, reaction time, speed
Video Recorder	40	5 to 10 yrs	Cones	N/A	Decision making, running	Agility, balance, coordination, endurance, reaction time, speed

CHAPTER 2 BASKETBALL AND NETBALL GAMES

Beat the Ball	58	5 to 8 yrs	Basketballs or netballs	Basketball, cricket, netball, rugby	Catching, running, passing	Coordination, reaction time, speed
Block Shot	60	8 to 16 yrs	Basketballs or netballs, baskets, cones	Basketball, netball	Shooting	Coordination, reaction time, power
Circle Pass Out	62	11 to 16 yrs	Basketballs or netballs, bibs, cones	Basketball, cricket, hockey, netball, rugby, soccer	Attacking, defending, passing, receiving	Agility, balance, coordination, reaction time, power, speed
Copy Shot	64	8 to 16 yrs	Basketballs or netballs, baskets	Basketball	Shooting, layups, dribbling	Dependant on actions chosen by participants
On the Bench	55	8 to 16 yrs	Basketballs or netballs, bibs, cones, benches	Basketball, netball	Attacking, defending, passing, receiving	Agility, balance, coordination, endurance, reaction time, power, speed

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Name of game	Page number	Age group suitable for	Equipment	Sports suitable for	Skills needed/developed	Fitness components needed/developed
Outnumbered	66	8 to 16 yrs	Basketballs or netballs, bibs, cones	Basketball, cricket, hockey, netball, rounders, rugby, soccer	Attacking, defending, passing, receiving, support play	Agility, balance, coordination, endurance, reaction time, power, speed
Roll, Go, Pass and Shoot	74	8 to 16 yrs	Basketballs or netballs, bibs, cones, baskets	Basketball, netball	Attacking, defending, shooting, layups, rebounding	Agility, balance, coordination, reaction time, power, speed
Team Ball Tag	68	11 to 16 yrs	Basketballs or netballs, bibs, cones	Basketball, cricket, netball, rugby, rounders	Defending, support play, passing, receiving	Agility, balance, coordination, reaction time, power, speed
Three-Team Basketball	70	14 to 16 yrs	Basketballs or netballs, bibs	Basketball, hockey, netball, rugby, soccer	All basket-ball attacking and defending skills	Agility, balance, coordination, reaction time, power, speed
Top Rebounder	72	8 to 16 yrs	Basketballs or netballs, baskets	Basketball, netball	Attacking, defending, shooting, layups, rebounding	Agility, balance, coordination, reaction time, power, speed

CHAPTER 3 CRICKET, STRIKING AND FIELDING GAMES

Beat the Runner	84	5 to 16 yrs	Cones, cricket bat, tennis ball, chalk and wicket	Cricket, rounders, baseball, softball	Catching, fielding, throwing, running between the wickets, wicketkeeping	Agility, balance, coordination, reaction time, power, speed
Caribbean Cricket	87	8 to 16 yrs	Cricket bats, tennis balls and wickets	Cricket	Batting, catching, fielding, throwing, wicketkeeping	Agility, balance, coordination, reaction time, power, speed

Name of game	Page number	Age group suitable for	Equipment	Sports suitable for	Skills needed/developed	Fitness components needed/developed
Collide Catch	90	8 to 16 yrs	Tennis balls	Cricket, rounders, baseball, softball, soccer (goalkeeping)	Catching, throwing	Balance, coordination, reaction time
Decision Run	92	8 to 16 yrs	Cones, cricket bats, tennis balls, chalk and wickets	Cricket, rounders, baseball, softball	Batting, catching, fielding, throwing, wicketkeeping	Agility, balance, coordination, reaction time, power, speed
Four, Two or Out	95	8 to 16 yrs	Cones and tennis balls	Cricket, rounders, baseball, softball	Catching, fielding, throwing	Agility, balance, coordination, reaction time, power
Hit or Score	98	5 to 16 yrs	Cones, tennis balls and wickets	Cricket, rounders, baseball, softball	Catching, fielding, throwing	Agility, balance, coordination, reaction time, power
Knock-Down	100	8 to 16 yrs	Bibs, wickets, tennis balls and cones	Cricket, netball, baseball, rounders, softball, basketball, netball, rugby, soccer	Catching, fielding, throwing	Agility, balance, coordination, endurance, reaction time, power, speed
Leg as Wicket	103	5 to 13 yrs	Cricket bats, soft balls (or tennis balls) and cones	Cricket, basketball or netball (but a softer ball must be used)	Batting, catching, fielding, throwing	Agility, balance, coordination, reaction time, power
One Hand, One Bounce	106	8 to 16 yrs	Cones, cricket bats, tennis balls and wickets	Cricket	Batting, bowling, catching, fielding, throwing	Agility, balance, coordination, reaction time, power, speed

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Name of game	Page number	Age group suitable for	Equipment	Sports suitable for	Skills needed/developed	Fitness components needed/developed
Running Two	108	5 to 16 yrs	Cones, chalk, cricket bats, tennis balls and wickets	Cricket, rounders, baseball, softball	Catching, fielding, throwing, running between the wickets	Agility, balance, coordination, reaction time, power, speed
Three-Ball Throw	111	5 to 13 yrs	Cones, hoops and tennis balls	Cricket, rounders, baseball, softball	Catching, fielding, throwing, running	Agility, balance, coordination, reaction time, power, speed

CHAPTER 4 HOCKEY GAMES

Agility Score	126	5 to 16 yrs	Cones, goals, goalkeeper equipment, hockey balls, hockey sticks	Hockey, basketball, soccer	Attacking and defending skills	Agility, balance, coordination, reaction time, power, speed
Ball Swap	116	5 to 16 yrs	Cones, hockey balls and hockey sticks	Hockey, basketball, soccer	Dribbling	Agility, balance, coordination, reaction time, speed
Collect a Cone	118	5 to 16 yrs	Cones, hockey balls and hockey sticks	Hockey, soccer	Hitting, passing	Balance, coordination
Four Goals	129	8 to 16 yrs	Bibs, cones, hockey balls and hockey sticks	Hockey, soccer	Attacking and defending skills, passing, receiving, support play	Agility, balance, coordination, endurance, reaction time, power, speed
Get There First	120	5 to 13 yrs	Cones, hockey balls and hockey sticks	Hockey, basketball, soccer	Dribbling, running with the ball	Agility, balance, coordination, reaction time, power, speed
Make the Pass	132	8 to 16 yrs	Bibs, cones, hockey balls and hockey sticks	Hockey, basketball, netball, rugby, soccer	Attacking and defending skills, passing, receiving	Agility, balance, coordination, endurance, reaction time, power, speed

Name of game	Page number	Age group suitable for	Equipment	Sports suitable for	Skills needed/developed	Fitness components needed/developed
Mines	122	5 to 16 yrs	Cones, hockey balls and hockey sticks	Hockey, soccer	Hitting, passing, receiving	Balance, coordination
Pass Through the Target	124	5 to 16 yrs	Cones, hockey balls and hockey sticks	Hockey, soccer, cricket	Hitting, passing, receiving	Balance, coordination
Shooting From Distance	135	8 to 16 yrs	Bibs, cones, goals, goalkeeper equipment, hockey balls and hockey sticks	Hockey, soccer	Passing, shooting, defending skills, goal-keeping, attacking	Agility, balance, coordination, reaction time, power, speed
Ten Passes	138	8 to 16 yrs	Hockey balls and hockey sticks	Hockey, basketball, netball, rugby, soccer	Passing, receiving, defending skills	Agility, balance, coordination, reaction time, power, speed

CHAPTER 5 RUGBY GAMES

Cross the Area	152	8 to 16 yrs	Bibs, cones and rugby balls	Rugby, basketball, hockey, netball, soccer	Decision making, passing, receiving, attacking, defending	Agility, balance, coordination, endurance, reaction time, power, speed
Don't Drop It	155	8 to 16 yrs	Rugby balls and cones	Rugby	Catching, kicking	Balance, coordination, reaction time, power, speed
Five Pass and Over	158	14 to 16 yrs	Bibs, cones and rugby balls	Rugby, basketball, cricket, netball, soccer	Attacking, defending, support play, passing, receiving, kicking	Agility, balance, coordination, reaction time, power, speed
Gladiator	161	8 to 16 yrs	Bibs, cones, rugby balls and hoops	Rugby	Attacking, defending	Agility, balance, coordination, endurance, reaction time, power, speed

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