



1



Warm up

Balloon keepie up

How to play

- Each player is given a large balloon.
- Players move around the playing area, every few steps they stop to throw the balloon up in the air and then catch it with both hands.
- Once the balloon is caught, players move to a new space and repeat.

Equipment

-  One balloon per person (plus a few spare balloons)
-  Large playing area

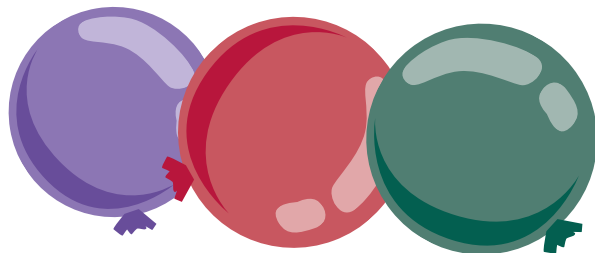




1. Warm up: Balloon keepie up

Using STEP

	Easier	Harder
Space	<ul style="list-style-type: none"> Increase the size of the playing area. 	<ul style="list-style-type: none"> Reduce the size of the playing area.
Task	<ul style="list-style-type: none"> Throw the balloon from a stationary position. 	<ul style="list-style-type: none"> Use different body parts to keep the balloon up. Continually tap the balloon whilst moving around the area.
Equipment	<ul style="list-style-type: none"> Attach string to the balloon. 	<ul style="list-style-type: none"> Replace the balloon with a beach ball.
People	<ul style="list-style-type: none"> Limit number of people in the playing area. 	<ul style="list-style-type: none"> Encourage players to perform the activity using rapid taps.



Impairment specific considerations

Blind and visually impaired pupils

- Put rice in the balloon so it makes a noise when thrown (ensure the balloon is covered).
- Use bright coloured, high visibility balloons.

Pupils with a learning disability

- Give a practical demonstration for each instruction.

Deaf and hearing-impaired pupils

- Use picture cards to communicate instructions.
- Use bibs / flags to signal when to start and stop the activity.

Pupils with a physical impairment

- Attach a string to the balloon to keep it close.



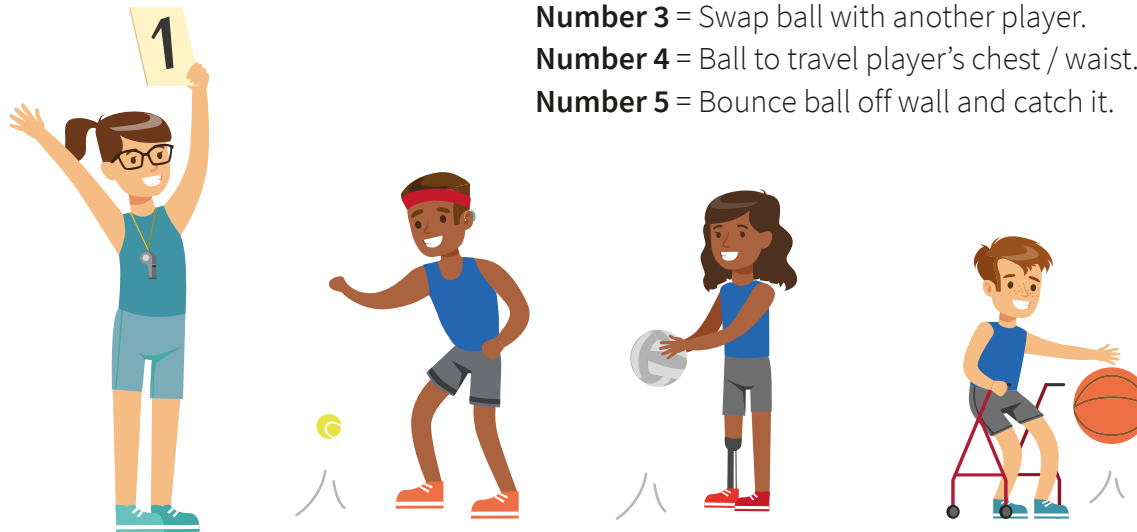
2

Warm up


Number call

How to play

- Every person has a ball.
- Numbers and markers are associated with specific actions and skills.
- Numbers are called out individually and players complete the associated action or skill.
- Example number and marker instructions for players to follow:
 - **Red marker** = Stop.
 - **Amber marker** = Slow pace.
 - **Green marker** = Medium pace.
 - **Number 1** = Bounce the ball.
 - **Number 2** = Throw ball in the air and catch it.
 - **Number 3** = Swap ball with another player.
 - **Number 4** = Ball to travel player's chest / waist.
 - **Number 5** = Bounce ball off wall and catch it.



Equipment

-  A range of different sized balls

Pupil corner - Have a go at:

1. Creating your own action for everyone to do.
2. Leading this activity in a small group.
3. Including adding and subtracting in this game.



2. Warm up: Number call

Using STEP

	Easier	Harder
Space	<ul style="list-style-type: none"> Increase the size of the playing area. 	<ul style="list-style-type: none"> Decrease the size of the playing area.
Task	<ul style="list-style-type: none"> Reduce the number of instructions. 	<ul style="list-style-type: none"> Increase the number of instructions.
Equipment	<ul style="list-style-type: none"> Use lighter objects. E.g. balloons. 	<ul style="list-style-type: none"> Use smaller objects. E.g. tennis or table tennis balls.
People	<ul style="list-style-type: none"> Limit number of players in the area. 	<ul style="list-style-type: none"> Increase number of players in the area.



Impairment specific considerations

Blind and visually impaired pupils

- Introduce a buddy system.
- Use high visibility / colourful bibs and markers.

Pupils with a learning disability

- Reduce the number of instructions.
- Use visual demonstrations for every call.

Deaf and hearing-impaired pupils

- Use visual demonstrations for every call.
- Use visual signals to start / stop the activity.

Pupils with a physical impairment

- Offer alternative or adapted actions if necessary.
- Ensure the playing area is suitable for wheelchair users and pupils using mobility aids.



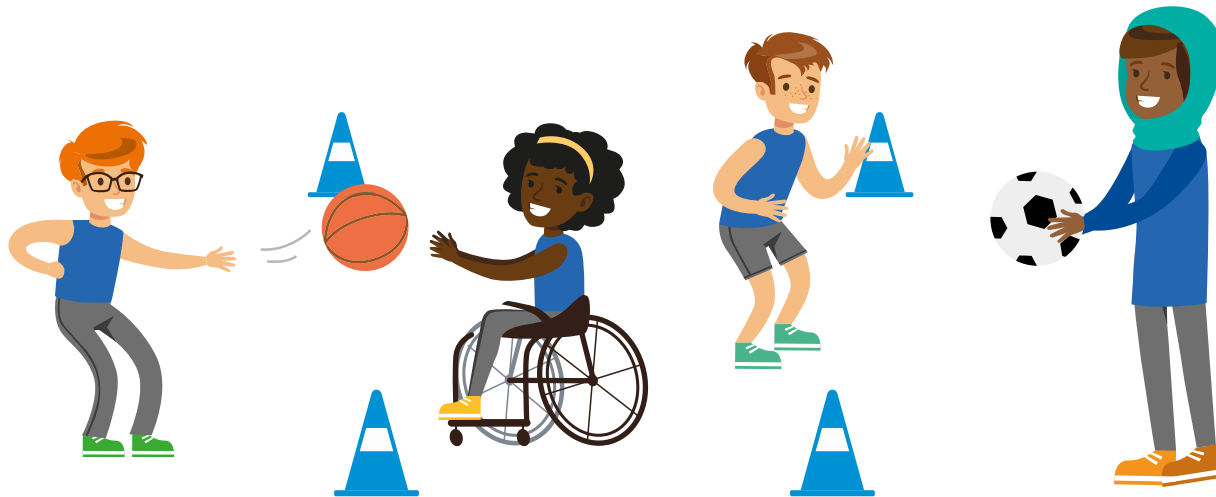
3

Warm up



Multi-catch

How to play

- Mark out a large playing area.
- Position half of the players inside the area and half outside the area.
- Each player outside the playing area has a ball or object.
- Each player inside the playing area must receive a ball / object from an outside player and return it back to them.
- All players must use catch and throw skills to pass and receive the ball / object.



Equipment

-  Cones or markers
-  Range of balls and suitable objects that can be thrown between players

Pupil corner - Challenge yourself:

1. How many successful catches can you do in one minute?
2. Create a new rule for the game.
3. Think of a different way to return the object.
4. Work with a partner to practise and improve a skill you use in this game.



2. Warm up: Multi-catch

Using STEP

	Easier	Harder
Space	<ul style="list-style-type: none">Reduce distance between the throwers and receivers.	<ul style="list-style-type: none">Increase distance between the throwers and receivers.
Task	<ul style="list-style-type: none">Objects can be rolled or handed to players.	<ul style="list-style-type: none">Change the type of pass. E.g. one handed, use non-dominant hand.
Equipment	<ul style="list-style-type: none">Use a larger ball or object.	<ul style="list-style-type: none">Use a smaller ball or object
People	<ul style="list-style-type: none">All throwers have objects that are easy to catch.	<ul style="list-style-type: none">Throwers have different objects, and the receiver chooses who they go to.



Impairment specific considerations

Blind and visually impaired pupils

- Introduce a buddy system.
- Use a high visibility ball and / or audible ball.

Pupils with a learning disability

- Give a practical demonstration for each instruction.
- Use clearly visible markers to mark out the playing area.

Deaf and hearing-impaired pupils

- Give a practical demonstration of the activity before you start.
- Use visual signals to communicate with players.

Pupils with a physical impairment

- Objects can be rolled or handed to players.
- For some wheelchair users, use an object that can be propelled by their wheelchair.



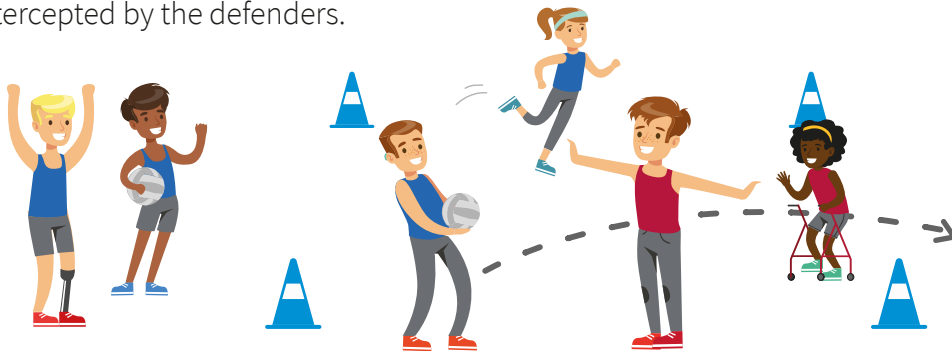
4

Warm up

Netball tag

How to play

- Mark out a playing area or use a netball court.
- Group pupils into pairs (2s) with one ball per pair.
- One pairing are given the role of defenders and position themselves in the playing area.
- Each attacking pair aim to move across the playing area to the safe zone without their ball being intercepted by the defenders.
- Players cannot move whilst the ball is in their hands.
- If the ball is intercepted, the attacking pair become defenders in the area and the next attacking pair go.
- Repeat until all the attacking pairs have been caught.



Equipment



Large playing area or netball court



Netballs, or use a range of different sized balls / objects



Cones or markers



Bibs to identify defenders

Pupil corner - Can you:

1. Adapt this activity for another sport?
2. Work together with a partner to identify each other's strengths and skills to improve?
3. Create some new rules to challenge players with different abilities?



4. Warm up: Netball tag

Using STEP

	Easier	Harder
Space	<ul style="list-style-type: none"> Increase the size of the playing area. 	<ul style="list-style-type: none"> Reduce the size of the playing area.
Task	<ul style="list-style-type: none"> Defenders can only move at a walking pace. 	<ul style="list-style-type: none"> Only certain types of pass can be used. E.g. bounce pass / shoulder pass or limit number of passes players can make to move across the area.
Equipment	<ul style="list-style-type: none"> Use a larger ball / object. E.g. beach ball. 	<ul style="list-style-type: none"> Use a smaller ball / object. E.g. tennis ball.
People	<ul style="list-style-type: none"> Remove the defenders. 	<ul style="list-style-type: none"> Increase number of defenders in the playing area.



Impairment specific considerations

Blind and visually impaired pupils

- Use a high visibility ball and / or audible ball.
- Start off at a slow pace.
- Use high visibility / colourful bibs, cones and markers.

Pupils with a learning disability

- Give clear instructions and use practical demonstrations.
- Introduce rules one at a time and reinforce during the game.

Deaf and hearing-impaired pupils

- Give a practical demonstration of the activity before you start.
- Encourage use of hand signals between players and pairings.

Pupils with a physical impairment

- Encourage defenders to move in different ways to slow down their pace.
- Reduce the distance the attacking pair need to move across to reach the safe zone.



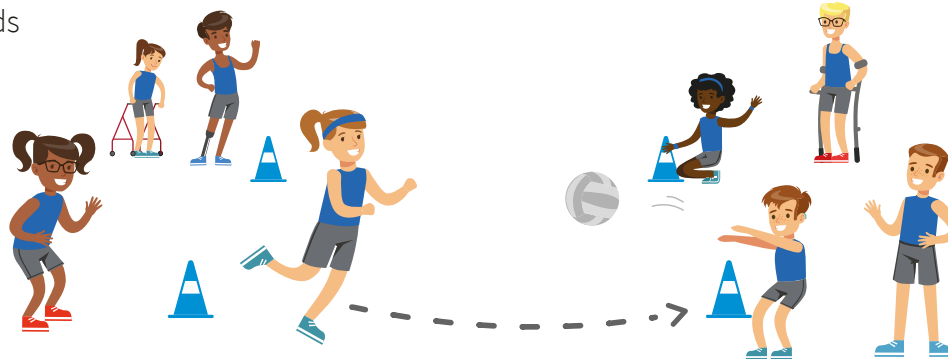
5

Warm up

Four corners

How to play

- Mark out a square using a cone for each corner.
- Split the group into four smaller groups and position one group at each cone (corner of the square).
- Players line up by their cone ready. The first player throws the ball from a stationary position to a player at the cone next to them.
- Player receiving the pass moves from the cone towards the player throwing the ball and they catch the ball whilst moving.
- The new player with the ball, pivots and passes the ball to the player from the next cone, who is moving towards the ball and catches whilst moving.
- Once a player passes the ball, they join the back of the group they have thrown the ball to.
- The direction can be clockwise or anti-clockwise, and you could try changing halfway through!



Equipment



Cones or markers



1 ball. E.g. netball, beach ball, tennis ball

Pupil corner - Challenge your classmates to:

1. Try different types of passes. E.g. bounce pass.
2. Use this activity for a different sport. How about football or hockey?
3. Make this activity inclusive for players with different abilities / specific impairments.



5. Warm up: Four corners

Using STEP

	Easier	Harder
Space	<ul style="list-style-type: none"> Reduce the size of the square. 	<ul style="list-style-type: none"> Increase the size of the square.
Task	<ul style="list-style-type: none"> All players must be stationary when throwing and receiving the ball. 	<ul style="list-style-type: none"> Change direction or the game or allow players to throw to any group in the square.
Equipment	<ul style="list-style-type: none"> Use a lighter ball. E.g. beach ball. 	<ul style="list-style-type: none"> Use a smaller object. E.g. tennis ball.
People	<ul style="list-style-type: none"> Everyone must move at a slow pace. 	<ul style="list-style-type: none"> Add a defender in the middle of the square to mark players and try to intercept passes.



Impairment specific considerations

Blind and visually impaired pupils

- Use a high visibility ball and / or audible ball.
- Use verbal communication before passing the ball.
- Use high visibility / colourful bibs, cones and markers.

Pupils with a learning disability

- Use floor arrows to clearly show which direction the ball is moving in the activity.
- Ensure good communication among players to encourage familiarisation of the activity.

Deaf and hearing-impaired pupils

- Give a practical demonstration of the activity before you start.
- Encourage use of visual signals between players.

Pupils with a physical impairment

- Players could be seated when throwing and receiving object.
- Reduce the size of the square so less movement and shorter passes are required.