Australian Government
Australian Sports Commission
SPORTS ABILITY

Sports Ability 2

Activity Card

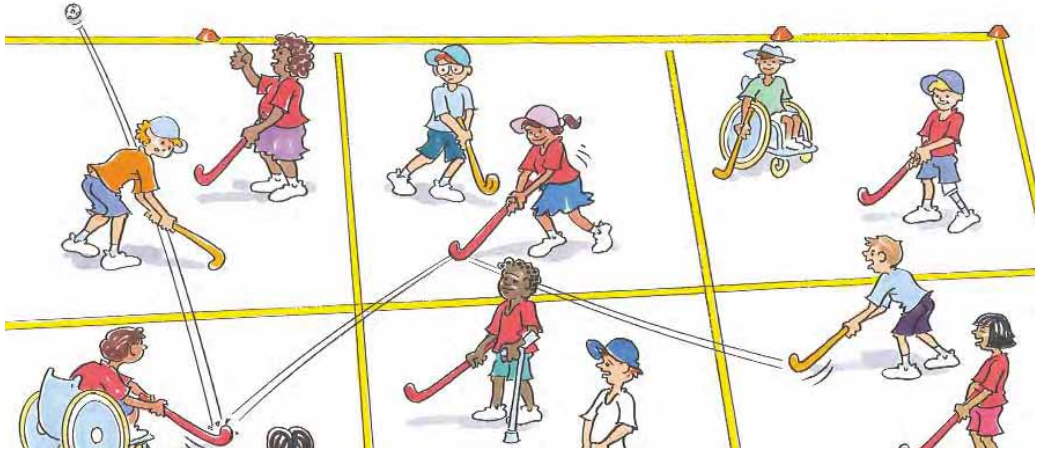
Using the Activity Cards

Sports Ability 2 is a new resource designed to complement the Sports Ability program. It includes a new set of activity cards, training and extra equipment to support these new activities.

Sports Ability is an inclusive activities program that uses a social / environmental approach to inclusion. This approach concentrates on the ways in which teachers, coaches and sports leaders can adjust, adapt and modify the ways in which an activity is delivered, rather than focus on individual disabilities.

While there may be some differences concerning rules, equipment and technique, Sport Ability helps teachers, coaches and sports leaders in a physical activity and sport setting to work with young people with a disability in a similar way to their other athletes or students. The different stages of learning and the basic techniques of skill teaching apply equally for young people with disabilities as for people without. The TREE model can be used as a practical tool and a mental map to help teachers, coaches and sports leaders to adapt and modify game situations to be more inclusive of people with a wide range of abilities (see Inclusion card for more information).

Try the suggestions provided on the back of each card when modifying games and activities, or use the TREE model to develop your own ideas.



Information

For more information about the Sports Ability program, visit **ausport.gov.au/disability**

Sports Ability 2 Acknowledgment

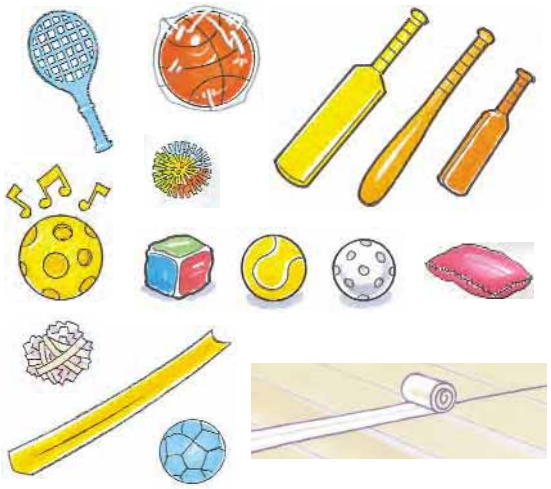
The Sports Ability program is coordinated nationally by the Disability Sport Unit, Australian Sports Commission. The games and activity cards were influenced by resources developed by Doug Williamson, Principal Lecturer in Physical Education and coordinator of Projected Adapted, the School of Education at Nottingham Trent University, and Ken Black, former Inclusive Sport Officer at the Youth Sport Trust in the UK. The traditional Indigenous games are based on the work of Dr Ken Edwards (formerly of QUT and now based at Bond University). More resources exploring traditional Indigenous games are available free at **ausport.gov.au/isp**

Using the Activity Cards

Sports Ability equipment variations

The Sports Ability program includes equipment for each of the inclusive games, some of which has been specifically designed for the program. However, in many cases there are alternative items that can be used if the Sports Ability equipment is unavailable or insufficient for the size of the group.

Some examples are given opposite.



Games	Alternatives
Polybat / table cricket variations	Table tennis bat with bottom edge removed, light plastic or wooden bats. Push a table against a wall with a mat or wooden panel on the opposite side. Or play on the floor with benches turned on their sides.
Tee ball and variations	A variety of lightweight bats or racquets may be used e.g. tennis racquet and tennis ball or badminton racquet and light airflow ball.
Zone hockey and variations (dabi and turlurlu)	Use other appropriate lightweight plastic sticks, slow moving balls or bean bags, to assist initially.
Targeting games (boccia variations)	Bean bags, Koosh balls, paper and tape balls, fluff balls. Plastic gutter for ball sending ramp.
Goalball variations	Basketball wrapped in a plastic bag, light bell balls, balls filled with rice or seeds. Use masking tape and string to make tactile lines for players.
Indigenous games pukamitjal and purlja	Use a variety of balls to cater for all abilities. Make games sport specific e.g. use a basketball to make bounce and chest passes.

Australian Government
Australian Sports Commission
SPORTS ABILITY

Sports Ability 2

Activity Card

Inclusion

What is an inclusive event?

Inclusive events enable people of all abilities to participate. They provide activities that will give some degree of success to all participants.

What is inclusion?

Inclusion encompasses a broad range of options in many different settings. Inclusion in sport can be looked at in terms of a spectrum in which each segment is as important and valid as the next. A student or athlete may choose to participate in any segment of this spectrum or in many segments, depending on factors such as:

- their functional ability
- the sport in which they are participating
- the opportunities in their local environment
- their personal preference.

The options in the spectrum can take place in either **integrated** or **independent** settings. This simply means that activities or events can take place within or alongside other activities and events, or on their own. For example, wheelchair basketball games can take place alongside other able-bodied basketball matches. They can also happen independently, organised separately from any other event.

Sport with minor modifications is most likely to happen within integrated settings, as part of a regular sports structure. But sport that is primarily for people with disabilities can take place alongside (integrated) or as stand alone (independent) activities.
This is important to know as it is all part of understanding the broad nature of inclusion.
It is important to understand the range of inclusion options when assisting people with disabilities to access sport and physical recreation programs.

This spectrum allows games and activities to be delivered in different ways, with more options. The aim is to encourage fuller participation by people with disabilities, both with and away from their able-bodied peers.



Inclusion

Adapting and modifying to be more inclusive

Enabling a person to have some degree of success when taking part in an activity is vital if they are going to enjoy it and feel good about themselves and about participating. The purpose of adapting and modifying is to minimise or eliminate disadvantage caused by the environment in which the sport or activity is conducted. Modifications may be minor, where a change in a rule or piece of equipment is straightforward and easy to implement, and yet may have a significant effect for the individual. Sometimes major modifications are necessary, particularly for people with high support needs. These may require some planning in advance or may also be ad hoc. **Remember, it is important to view all modifications as temporary and they should be continually reviewed and may be phased out over time.** Modifications are just another step toward a program that is suitable for people with all kinds of abilities. Some modifications may become accepted as part of the regular program.

Always maintain the integrity of the game, don't modify it so much that it no longer resembles the game you were playing at the onset. Always be conscious of keeping all participants challenged. It may not be necessary to modify the game's rules or equipment for everybody to include one person – it may only require one change for one person.

The TREE model is a practical tool designed to help you modify your activities or programs.

There are four essential elements of any activity that can be modified to make it more inclusive.



- **Teaching style**
- **Rules**
- **Equipment**
- **Environment**

Teaching style refers to way a sport or activity is communicated to the participants. The delivery to a group can have a significant impact on how inclusive it is. Using a combination of some of the following strategies will help ensure you communicate in an effective and appropriate manner:

- be aware of all participants in your group
- ensure participants are correctly positioned (e.g. in visual range) to maximise instruction and demonstration
- use language that is appropriate to the group
- use visual aids and demonstrations
- use a buddy system
- use physical assistance – guiding body parts through a movement
- keep instructions short and to the point
- check participants' understanding.

Rules may be simplified or changed and then re-introduced as skill levels increase. Strategies you may use include:

- Allow more bounces in a game such as tennis or table tennis.
- Allow multiple hits or a bounce in a sport such as volleyball.
- Allow a greater number of players on a team to reduce the amount of activity required by each player.
- Reduce the number of players to allow greater freedom in movement.
- Substitute players regularly.
- Allow runners for softball and cricket.
- Vary time restrictions.
- Reduce the competitive element.

Environments – length, height, distance travelled, zones, indoor, outdoor, seated, floor, standing.

- Reduce the size of the court or playing area.
- Use a smooth / indoor surface rather than grass.
- Lower net heights in sports such as volleyball or tennis.
- Use zones in the playing area.
- Minimise distractions in the surrounding area.

Equipment – size, shape, colour, texture, weight.

- Use lighter bats or racquets and equipment with shorter handles.
- Use lighter, bigger and slower bouncing balls, or balls with bells inside.
- Use equipment that contrasts with the playing area e.g. white markers on grass, fluro balls.

Australian Government
Australian Sports Commission
SPORTS ABILITY

Sports Ability 2

Activity Card

Inclusive Games Festival

This card aims to provide ideas, advice, information and guidance to help you plan, organise and run a successful inclusive games festival. This festival may be a community-based event or an inter-school event for primary, secondary or special school students.

An inclusive games festival should target people / students with or without disabilities who have difficulty accessing traditional sports and physical recreation and do not often have the chance to represent the school or community. It should provide for all the individual needs of participants via activities that are specifically designed for the people participating.



Purposes of an inclusive event



Inclusive Games Festival

People will have many different reasons for wanting to participate in an inclusive games event and knowing these will help determine the structure and type of the event to be held. For people who have limited experience in sport, the event could be an opportunity to try a variety of new activities that they may have not tried before, and this might be a non-competitive skill development event. For different participants it might be an opportunity to compete against other people, and it may even be part of an athlete pathway to higher level competition.

Three key questions to think about at the beginning of the planning process, to help you to decide what type of event you will run, are:

- Who will be participating?
- What will they do?
- How will they do it?

Once you have the answered these questions forming a management group or organising committee is the next step. The following points aim to provide some ideas of things to consider as you plan for your event.

- How is the management group structured?
- How many people?
- Which key stakeholders are on the committee?
- What role will each person play?
- Can you consult the participants to give feedback on the planning of the day?
- Who is responsible for:
  - venue
  - participants
  - volunteers
  - training
  - activities
  - promotion
  - sponsorship
  - media
  - running the event
  - VIPs, etc.
- What ratio of volunteers to participants will you have on the day?
- Where are you going to hold your festival or event? Is it accessible?
- Think about aspects such as accessible toilets and change rooms – are there enough for the people attending?
- Is there enough parking at the venue?
- Can you make the entry point to the venue welcoming and friendly?
- Does the venue have enough space for all the activities and participants?
- Are the rest times appropriate for the people taking part?
- Will you provide drinks and refreshments at these times?
- How will you communicate with everyone on the day?
- Can you find a local sponsor? What will they provide? Refreshments, prizes, venue hire, etc?
  - How will you service the sponsor?
  - Is there any business you would not want as a sponsor?
- Think of ways you can celebrate people's successes at the festival – be creative! You might provide certificates, medals, stickers, sponsorship items, photos or videos from the day.
- Consider having a VIP to present awards. How will this person know what they have to do?
- How will you evaluate your event? Questionnaires or interviews on the day? Follow-up liaison with the school or community group?

For more information on how to run an inclusive games festival visit ausport.gov.au/disability

Australian Government
Australian Sports Commission
SPORTS ABILITY

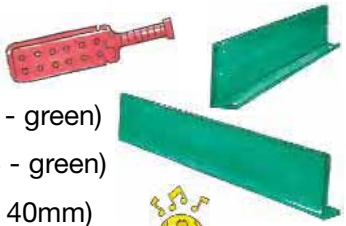
Sports Ability 2

Contents Card

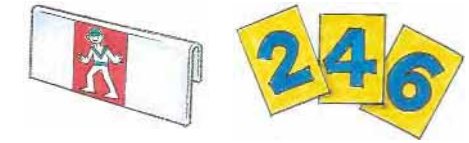
Contents

Sports Ability 2 Equipment bag

Table Top Games



4 x polybats
1 x end table section (set of 4 - green)
1 x side table section (set of 8 - green)
4 x airflow ball with bell (small 40mm)
4 x airflow ball without bell (small 40mm)
2 x airflow ball with bell (large 73mm)
2 x airflow ball without bell (large 73mm)
1 x pack of table clips (12)
12 x G clamps
2 x glovebat
1 x mini cricket bat
1 x mini cricket ball (weighted)
1 x mini cricket ball (non-weighted)
1 x mini rolling ramp (launcher)
1 x sliding fielders - (set of 9)
1 x table cricket - 'scoring run' boards (set of 13)

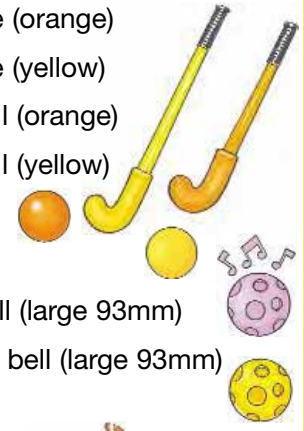


Bellball Games



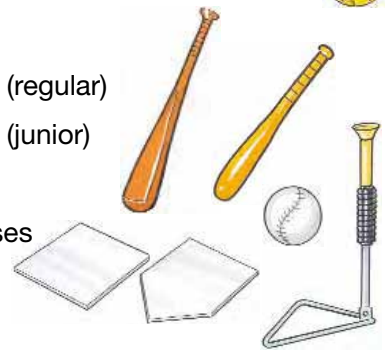
2 x light bell balls
16 x blindfolds
6 x marking lines (3 x yellow, 3 x blue)

Hockey



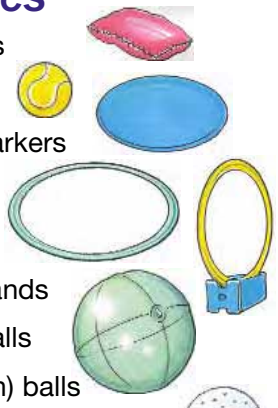
6 x hockey sticks large (orange)
6 x hockey sticks large (yellow)
1 x hockey sticks small (orange)
1 x hockey sticks small (yellow)
6 x hockey ball (soft)
2 x hockey ball (hard)
2 x airflow ball with bell (large 93mm)
2 x airflow ball without bell (large 93mm)

Teeball



1 x tee ball bat (regular)
1 x tee ball bat (junior)
2 x tee ball 4"
6 x tee ball bases
1 x tee ball 'T'

Targeting Games



26 x alphabet beanbags
24 x tennis balls
6 x throw down disc markers
4 x large hoops (60cm)
4 x small hoops (40cm)
4 x small brick hoop stands
2 x featherlight beachballs
2 x soft foam (gator skin) balls
1 x set marker cones
2 x fitballs
1 x grab-it

Resources



1 x Large Sports Bag
Sports Ability 2 activity cards (32)



© 2009 AUSTRALIAN SPORTS COMMISSION

Hockey



Australian Government
Australian Sports Commission
SPORTS ABILITY

Sports Ability 2

Activity Card

Bench Hockey

A seated hockey game that develops teamwork and basic striking skills.

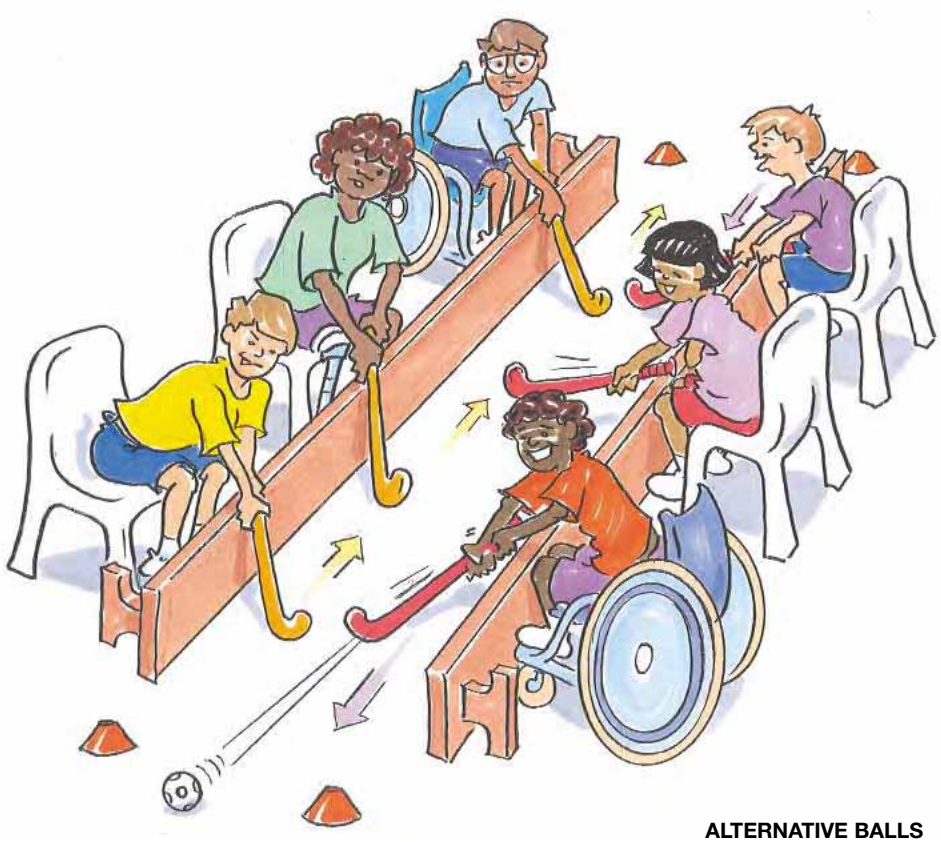
Playing the Game

What you need

- Suitable indoor or outdoor surface.
- Lay 2 benches on their sides, facing each other, about 1m apart, creating channel in between.
- Marker discs or cones to create goals at either end of the channel.
- Hockey sticks or equivalent.
- Airflow ball or other alternative ball.
- Chairs for each player.

What to do

- Ambulant players must play from a chair, wheelchair users can play from their wheelchair or regular chair.
- Teams of 3 or 4.
- Players on the same side all shoot the same way.
- Players should change position after every 3 scores (e.g. move up 1 place). End player goes to the other end.
- All sticks must stay below knee level.



ALTERNATIVE BALLS



Bench Hockey

Use the TREE model to modify this game.
Try the modifications suggested below or devise your own.

Bench Hockey

Teaching style

- No stick above knee height.
- Encourage players to strike the ball in different ways, for example hard or soft.

Rules

- Give extra points for hitting a cone in the middle of the goal to make scoring easier
- To increase difficulty:
  - rotate players after each goal
  - introduce a goalie.

Equipment

- Experiment with the size and weight of the ball for longer rallies. A smaller, harder ball will increase difficulty.

Environment

- To make the game easier:
  - create more space between players
  - increase the size of the goal
  - reduce the number of players.

TREE

Teaching style • Rules • Equipment • Environment

Safety

- Rough or dangerous play should not be allowed.
- No stick above knee height.

Questions

- Is everyone included?
- Are the players evenly matched in the zones?

Other games to play

- Zone Hockey
- Hockey Turnover
- Hockey Relay • Waves
- Dabi • Turlurlu

Integrity

Whatever modification is used, ensure that the integrity of the game is maintained. Games and activities should never be modified to the extent that they no longer resemble the original.

Australian Government
Australian Sports Commission
SPORTS ABILITY

Sports Ability 2

Activity Card

Hockey Relay

A game to develop movement, dribbling and shooting skills for zone hockey.

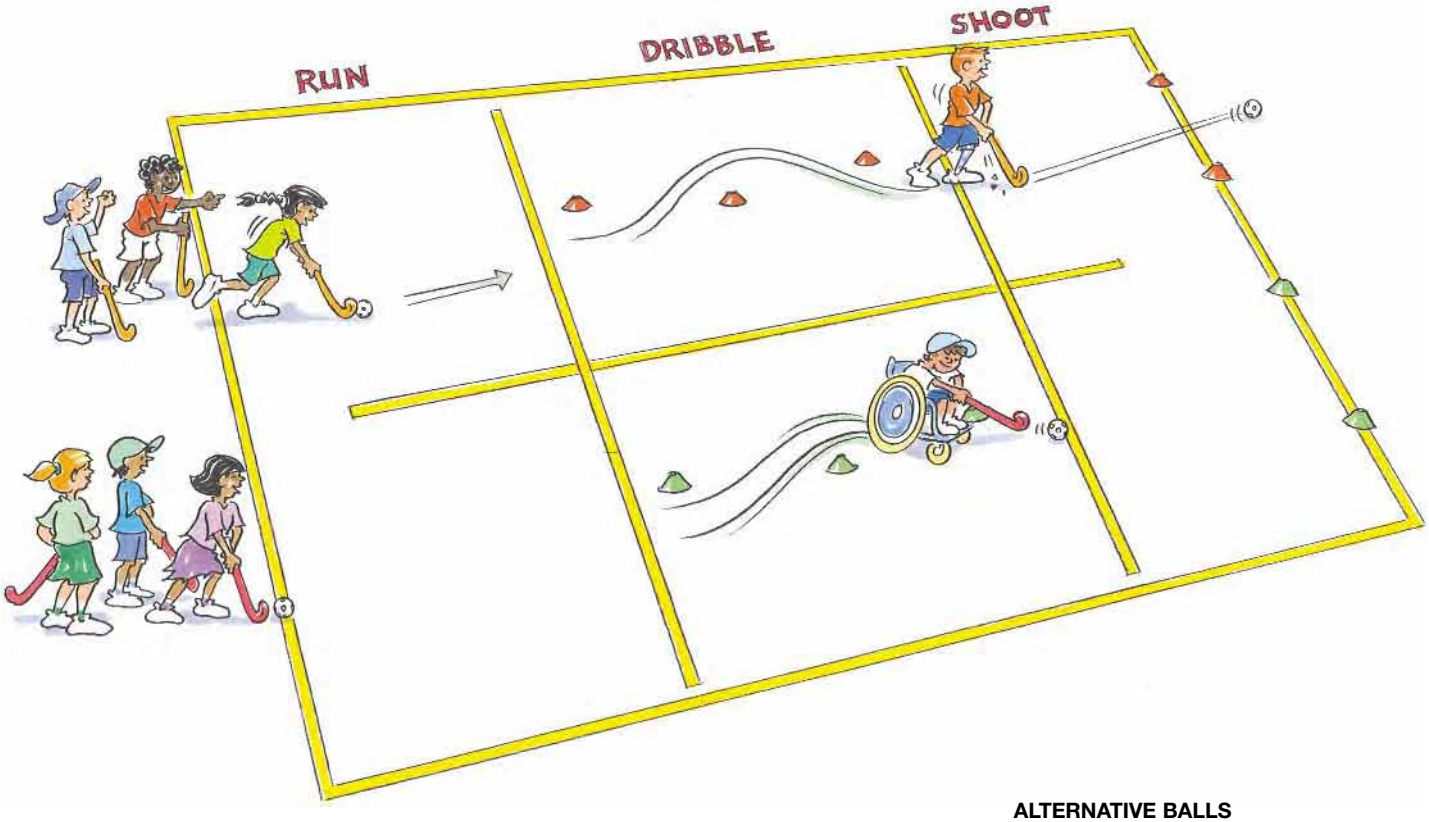
Playing the Game

What you need

- Suitable indoor or outdoor surface.
- Marker discs or cones to mark out the playing area.
- Hockey sticks or equivalent.
- Airflow balls or other alternative balls.

What to do

- Divide players into 2 equal teams.
- Use marker discs or cones to mark out 2 parallel slalom courses. Place a set of goals at the end of each course.
- Players try to shoot a goal at the end of the slalom course.
- The next player in line is not allowed to start until the previous player has completed their shot at goal.



ALTERNATIVE BALLS



Hockey Relay

Use the TREE model to modify this game.
Try the modifications suggested below or devise your own.

Hockey Relay

Teaching style

- No stick above waist height.
- Think about the space between slalom courses – not too near for safety's sake, but close enough to generate competition.
- Encourage good sportsmanship and applaud each successful goal.

Rules

- Game should have continuous play.
- Some players may have a support player who shadows them and fields the ball if it strays.
- Introduce a goalie as skills increase.
- Play to an agreed number of goals or set time limit.

Equipment

- Experiment with the size and weight of the ball to increase or decrease the speed of the game. A smaller, harder ball will increase difficulty.
- Bean bags may assist initially while skills develop.

Environment

- To make the game easier:
  - widen the goals
  - decrease the number of obstacles and leave more space between them.
- To make the game harder:
  - create a longer slalom course with less space between obstacles
  - introduce more and varied obstacles.

TREE

Teaching style • Rules • Equipment • Environment

Safety

- Rough or dangerous play should not be allowed.
- Players must not play at any high ball with the stick held above shoulder height.
- No wild swings of the stick above waist height.
- The ball cannot be hit or bounced above the knees at any time.

Questions

- Is everyone included?
- Are the players evenly matched?
- Is the difficulty of the course appropriate?

Other games to play

- Bench Hockey
- Hockey Turnover
- Zone Hockey • Dabi • Turlurlu

Integrity

Whatever modification is used, ensure that the integrity of the game is maintained. Games and activities should never be modified to the extent that they no longer resemble the original.

Australian Government
Australian Sports Commission
SPORTS ABILITY

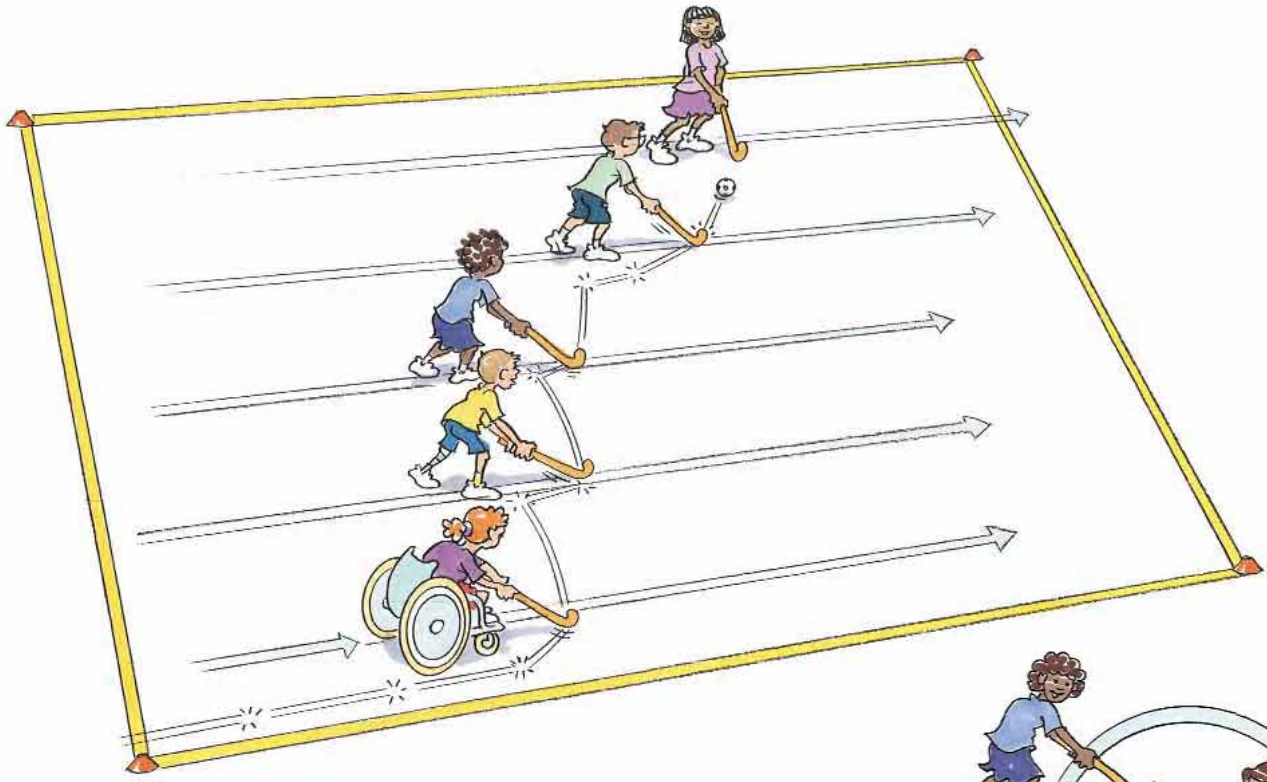
Sports Ability 2

Activity Card

Waves

Playing the Game

A game to develop teamwork, movement and passing skills for zone hockey.



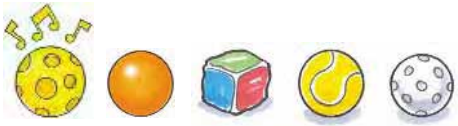
What you need

- Suitable indoor or outdoor surface.
- Marker discs or cones.
- Hockey sticks or equivalent.
- Airflow ball or other alternate balls.

What to do

- Mark out the playing area.
- Groups of 3–5 players line up at the same end of the playing area.
- Players travel down the court passing from player to player along the line. Every player must make at least one pass before the end of the line.
- Cones or marker discs can be used to create a moving or passing challenge.
- All sticks must stay below knee level.

ALTERNATIVE BALLS



INTRODUCE OBSTACLES OR DEFENDERS INTO THE GAME



Waves

Use the TREE model to modify this game.
Try the modifications suggested below or devise your own.

Waves

Teaching style

- No stick above knee height.
- Encourage players to develop teamwork and to strike the ball in different ways, for example hard or soft.
- Encourage players to move in tactical formations and develop strategies to beat the defenders.

Rules

- Change positions in line after each complete run through.
- Try to play the ball in front of the player receiving the pass.
- Control the ball before passing. As skills improve introduce one touch play.
- As players' skills increase, replace cones and marker discs with real defenders who remain still initially and don't tackle, then progress to tackling defenders, when appropriate.
- Introduce a time limit to add pressure.

Equipment

- Experiment with the size and weight of the ball to increase or decrease speed of the game. A smaller, harder ball will increase difficulty.
- Bean bags may assist initially while skills develop.

Environment

- To make the game easier:
  - less space between players
  - increase space between marker cones and discs
  - reduce the number of players.

TREE

Teaching style • Rules • Equipment • Environment

Safety

- Ensure enough space between players.
- Players must be aware of other players at all times.
- No stick above knee height.

Questions

- Is everyone included?
- Can the game be slowed down to include everybody?

Other games to play

- Bench Hockey
- Hockey Turnover
- Hockey Relay
- Dabi • Turlurlu

Integrity

Whatever modification is used, ensure that the integrity of the game is maintained. Games and activities should never be modified to the extent that they no longer resemble the original.

Australian Government
Australian Sports Commission
SPORTS ABILITY

Sports Ability 2

Activity Card

Hockey Turnover

Playing the Game

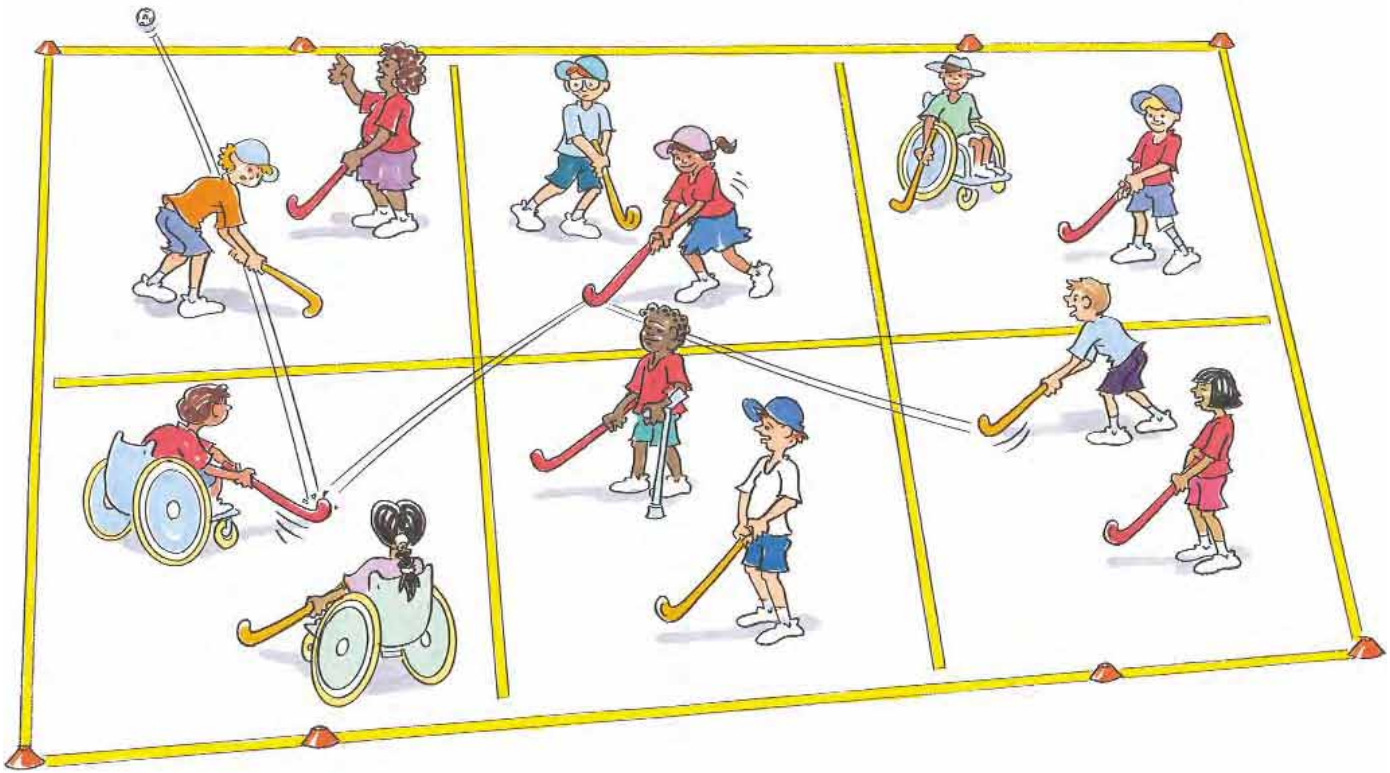
A game to develop teamwork, tackling, passing and shooting skills for zone hockey.

What you need

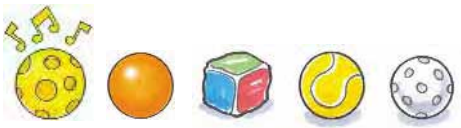
- Suitable indoor or outdoor surface.
- Marker discs or cones to mark out playing area.
- Hockey sticks or equivalent.
- Airflow ball or other alternative balls.

What to do

- Divide playing area into 6 squares.
- Place a set of goals in each corner.
- An opposing defender and attacker are placed in each square. Players are required to stay in their zone.
- Players aim to pass the ball through different zones to score at either end.
- Central zones are used to support respective team players.



ALTERNATIVE BALLS



Hockey Turnover

Use the TREE model to modify this game.
Try the modifications suggested below or devise your own.

Hockey Turnover

Teaching style

- No stick above waist height.
- Encourage players to develop teamwork and to strike the ball in different ways, for example hard or soft.

Rules

- Ability match pairs in each zone.
- Adopt a non-tackle rule until skill level increases.
- Change positions after 3 goals and rotate pairs into the next zone.
- Control the ball before passing or shooting. As skills improve, introduce single touch play.
- Play to an agreed number of goals or set a time limit.

Equipment

- Experiment with the size and weight of the ball to increase or decrease speed of the game. A smaller harder ball will increase difficulty.
- Bean bags may assist initially while skills develop.

Environment

- To make the game easier:
  - – increase space between players
  - – increase the size of the zones.

Safety

- Rough or dangerous play should not be allowed.
- Players must not play at any high ball with the stick held above shoulder height.
- No wild swings of the stick above waist height.
- The ball cannot be hit or bounced above the knees at any time.

Questions

- Is everyone included?
- Are the players evenly matched in their zones?

Other games to play

- Bench Hockey
- Hockey Relay
- Zone Hockey
- Dabi
- Turlurlu

Integrity

Whatever modification is used, ensure that the integrity of the game is maintained. Games and activities should never be modified to the extent that they no longer resemble the original.

TREE

Teaching style • Rules • Equipment • Environment

Australian Government
Australian Sports Commission
SPORTS ABILITY

Sports Ability 2

Activity Card

Zone Hockey

Playing the Game

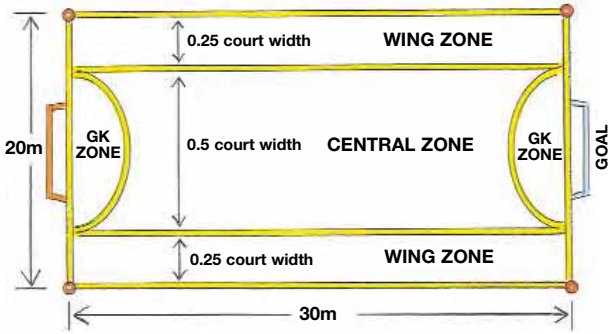
Zone hockey is an indoor court game that integrates ambulant and mobility-impaired players.

What you need

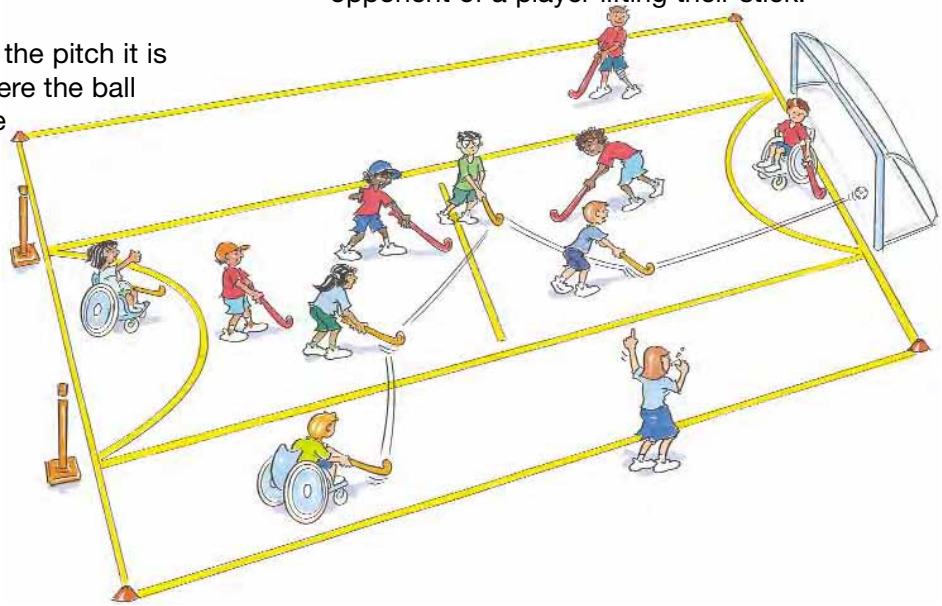
- Suitable indoor or outdoor playing area, flat and free from hazards.
- Plastic airflow balls, small bell balls or other alternative balls.
- Hockey sticks or other lightweight plastic sticks.
- Cones or marking tape.

What to do

- The court is divided into 3 lengthway zones, with 2 goal areas. Use the cones or tape to mark out the zones. The central zone should represent 50 percent of the space and the 2 wing areas 25 percent.
- Goal should be 2m across by 1m high.



- The game is played by 5 or 6 players, each allocated a specific zone.
- Players can be matched by ability in each zone. Players must remain in their zones and not reach into adjacent zones.
- 1 player per wing zone.
- 2 or 3 players in the central zone.
- 1 player as goalkeeper for each team.
- The game is started / re-started after every goal, with a pass from the centre of the court. Opposing players must stay 2m away until pass occurs.
- If the ball leaves the side of the pitch it is played from the sideline where the ball crossed by a member of the team who did not hit it out.
- The ball is played from a spot in the wing zone if the defensive team knocks / deflects the ball out of their end.
- The ball is played in front of the goalkeeper zone if the attacking team knocks / deflects the ball out of their end.
- A free hit is awarded for any foul, such as unsafe play, deliberate player contact, entering another zone, reaching across another zone or deliberate stick contact. Free hits are taken from the point of infringement with all other players 2m away.
- No player other than a goalkeeper may enter their goal circle.
- Players must not kick the ball.
- No dangerous swinging or lifting of sticks above the waist. A free hit is awarded to the opponent of a player lifting their stick.



Zone Hockey

Use the TREE model to modify this game.
Try the modifications suggested below or devise your own.

Zone Hockey

Teaching style

- The referee, teacher or coach is the key to controlling the game.
- Ability match players in zones.
- Some wheelchair users are allowed ambulant pushers.
- Substitutions may be made at any time.
- Games should have a set time limit (including an interval at half time).

Rules

- Players may not intentionally use any part of their body or chair to play the ball to gain advantage.
- Note: a free hit is not awarded if the ball simply hits a player's foot, wheelchair structure or walking aid. A free hit is only awarded if the incident causes a break in play, disadvantage or stops a goal.
- Players must not obstruct by moving between another player and the ball.
- To maximise inclusion make a rule that everyone needs to touch the ball at least once before a goal can be scored.
- As skills build add a defender in each wing zone to increase the challenge.

Equipment

- A t-bar may be attached to electric chairs, manual chairs and walking aids.
- Use a bigger, heavier ball to slow the game down.

Environment

- Change the size of zones depending on number of players.
- Change the length of the field depending on the ability / mobility of players.
- The longways lines on the court divide the pitch into 3 sections – these can be continuous lines, temporarily chalked or intermittent non-slip throw down lines.

TREE

Teaching style • Rules • Equipment • Environment

Safety

- Rough or dangerous play should not be allowed.
- Players must not play at any high ball with the stick held above shoulder height.
- The goalkeeper may use a high stick to defend the goal but it must be used safely and wisely.
- Goalkeepers should be encouraged to wear:
  - face mask
  - hand protectors
  - knee protectors.

Questions

- Is everyone included?
- Are the players evenly matched in the zones?

Other games to play

- Hockey Turnover
- Bench Hockey
- Hockey Relay
- Turlurlu
- Dabi

Integrity

Whatever modification is used, ensure that the integrity of the game is maintained. Games and activities should never be modified to the extent that they no longer resemble the original.

Tee Ball



Australian Government
Australian Sports Commission
SPORTS ABILITY

Sports Ability 2

Activity Card

Out and Back

A relay game for developing teamwork, batting, fielding and running.

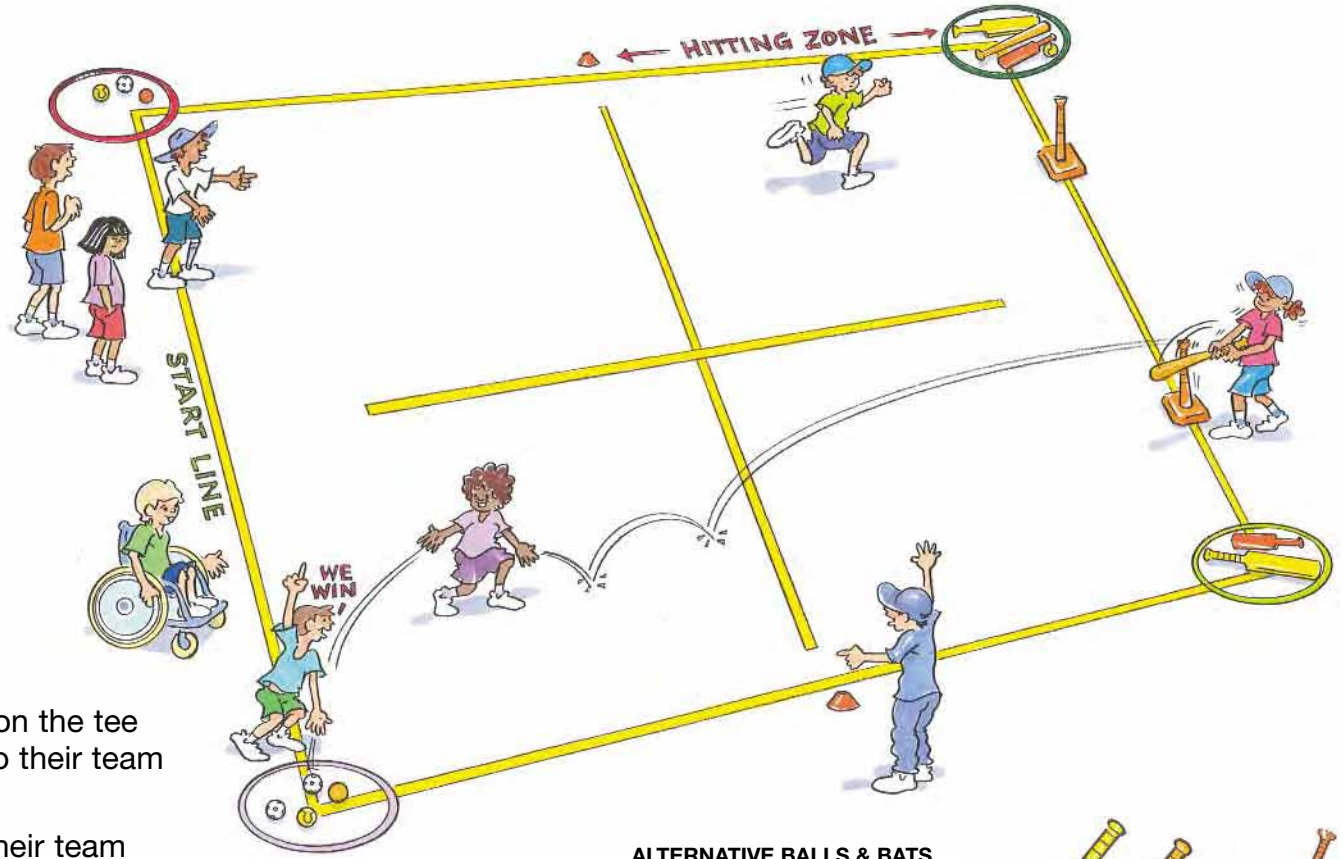
Playing the Game

What you need

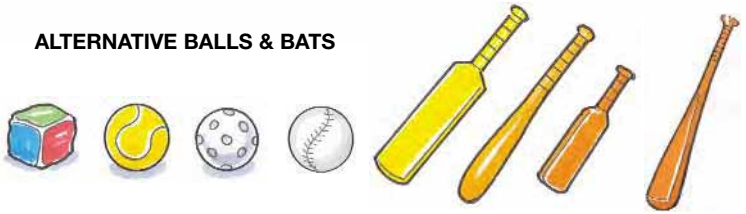
- Suitable indoor or outdoor surface.
- Tee ball bat(s) – other types of bats may be needed to provide options for players who have different abilities.
- 4 hoops.
- A ball for each player.
- Tee(s).

What to do

- Divide players into 2 relay teams.
- Players move from the start line across the hitting zone to collect a bat and ball of their choice from the hoop.
- The batter (or an assistant), places the ball on the tee and strikes it back across the hitting zone to their team who place the ball in a hoop.
- The batter replaces the bat and returns to their team behind the start line. Then the next player goes.
- When all the balls have been returned to the start line (one per player) the relay ends.



ALTERNATIVE BALLS & BATS



Out and Back

Use the TREE model to modify this game.
Try the modifications suggested below or devise your own.

Out and Back

Teaching style

- Encourage everyone to be as fully involved as possible.
- Batters should try to use a smooth hitting action and direct the ball to their team members.
- Fielders should spread themselves out to catch the ball as soon as it crosses the start line.

Rules

- Bats must be dropped and not thrown.
- Wheelchair players may have someone to push them. Other players may also have a support person who shadows or guides them to and from the start line.

Equipment

- Have a variety of bats available for batters to choose.
- Use different density balls to vary the challenge for batters and fielders.

Environment

- Increase or decrease the playing area depending on the ability of the players.

Safety

- Bats must be dropped and not thrown.
- Backstop must not stand too close to the batter.

Questions

- Can you develop a smooth hitting action off the tee?
- How can the fielding team improve their throwing and catching skills?

Other games to play

- Chain Gang
- Tee Ball
- Zone Tee Ball
- Softball / Baseball

Integrity

Whatever modification is used, ensure that the integrity of the game is maintained. Games and activities should never be modified to the extent that they no longer resemble the original.

TREE

Teaching style • Rules • Equipment • Environment

Australian Government
Australian Sports Commission
SPORTS ABILITY

Sports Ability 2

Activity Card

Zone Tee Ball

A team sport for developing striking, catching, throwing and running.

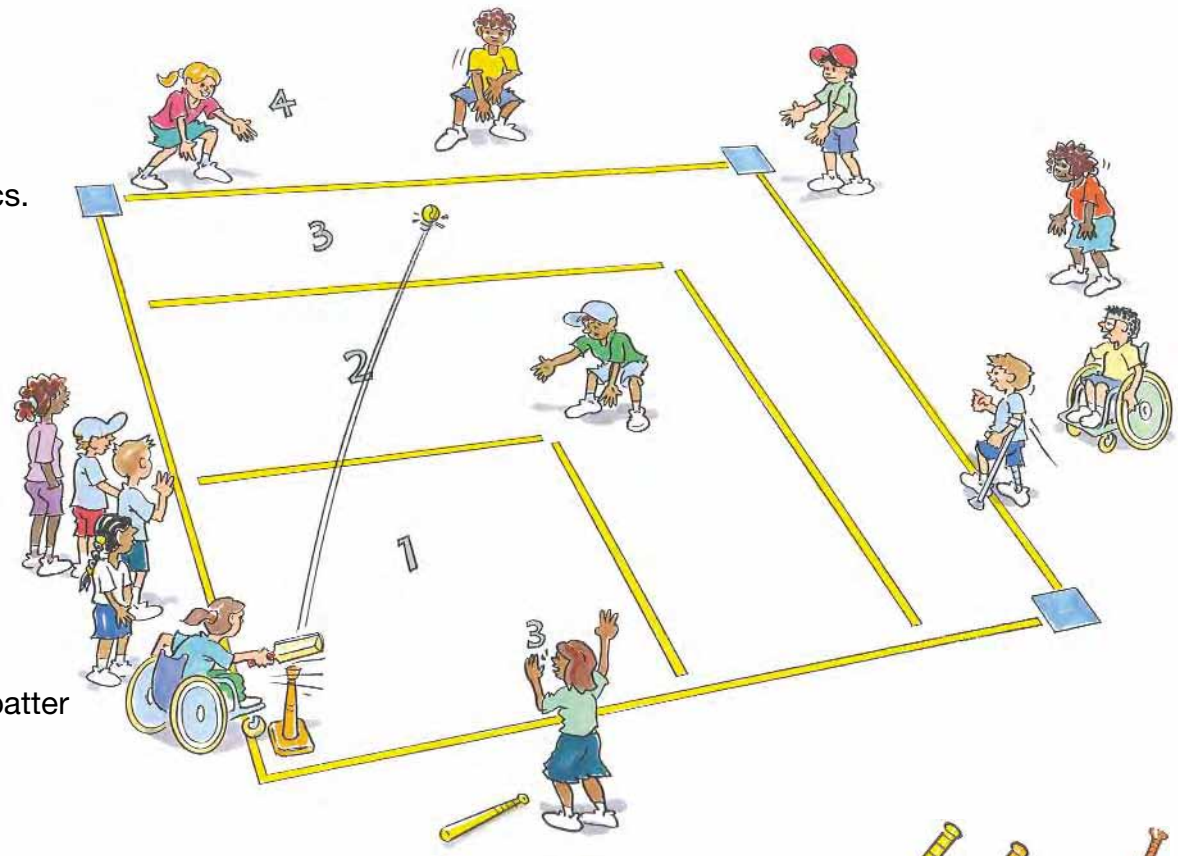
Playing the Game

What you need

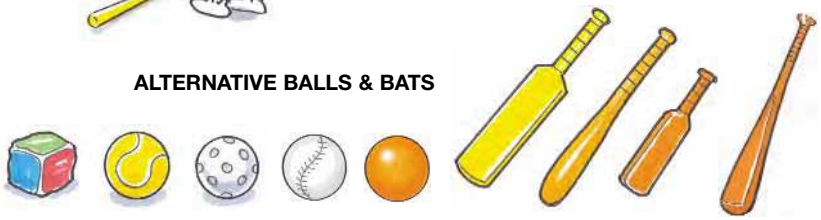
- Suitable indoor or outdoor surface.
- Base markers – should be flat throw down strips or discs.
- Tee ball bat and ball. Other types of bat and ball may be needed to provide options for players who have different abilities.
- Tee.

What to do

- Teams can be 6–9 per side.
- Instead of running around the bases, the batter scores by hitting the ball into the scoring zone.
- Mobile players can continue to move around the bases. They can be moved on by the number of the zone the batter reaches with the ball.
- Every batter has 1 good hit.
- Only 1 fielder is allowed inside the bases.
- The umpire calls each batter to the home plate, giving them the bat and placing the ball on the tee as necessary.
- The umpire calls ‘play ball’ and raises hand to signify play has started.



ALTERNATIVE BALLS & BATS



Zone Tee Ball

Use the TREE model to modify this game.
Try the modifications suggested below or devise your own.

Zone Tee Ball

Teaching style

- Encourage everyone to be as fully involved as possible.
- Fielders should move towards where they think the ball is travelling to and not wait for the ball to come to them.
- Batters should look to see where best to hit the ball depending on the positions of the fielders.

Rules

- Count the zone the ball first bounces in or, alternatively, the zone in which the ball is stopped / fielded.
- If a fielder in possession of the ball touches the base that a batter is moving to then the batter is out.
- If the ball is hit in the 'home zone' all batters on bases can move to the home base.

Equipment

- Have a variety of bats available for batters to choose.
- Use different density balls to vary the challenge for batters and fielders.

Environment

- Increase or decrease the playing area. Increasing the size gives the fielders a bigger area to cover, decreasing it reduces scoring options.
- Vary the positions of the fielding team (have more or less inside the bases area).

TREE

Teaching style • Rules • Equipment • Environment

Safety

- Bats must be dropped and not thrown.
- Waiting batter to remain in safety zone to the rear.
- Umpire to remove tee after the batter has hit the ball.
- Umpire hands the bat to the incoming batter and checks that everyone is ready to play before calling 'play ball'.

Questions

- Can you develop a smooth hitting action off the tee?
- How can the fielding team improve their throwing and catching skills?

Other games to play

- Chain Gang
- Tee Ball
- Out and Back Relay
- Softball / Baseball

Integrity

Whatever modification is used, ensure that the integrity of the game is maintained. Games and activities should never be modified to the extent that they no longer resemble the original.

Australian Government
Australian Sports Commission
SPORTS ABILITY

Sports Ability 2

Activity Card

Chain Gang

Playing the Game

An inclusive striking and fielding game.

What you need

- A suitable indoor or outdoor space – dependent on the size of the group.
- Tee ball bat and ball – other types of bats and balls may be needed to provide options for players who have different abilities.
- Tee.
- Base markers – should be flat throw down strips or discs. Use wickets if playing cricket version.

What to do

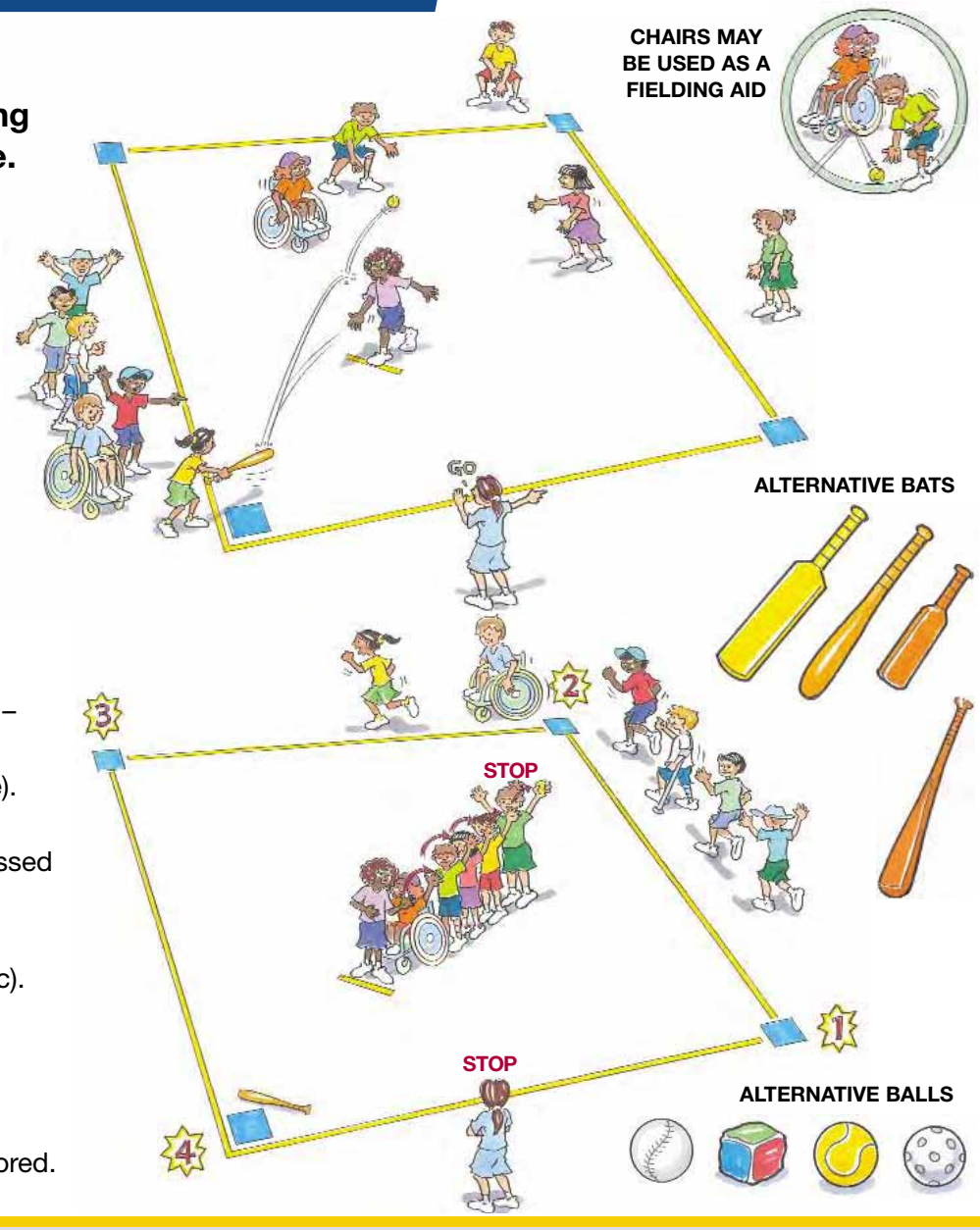
- Divide group into 2 equal teams.

Batting team

- Batter takes position on the home base (or wicket if playing a cricket version – see ‘rules’ for variations).
- Rest of batting team line up in single file near to the batter (at a safe distance).
- When the batter hits the ball from the pitcher / bowler or off a batting tee the whole batting team runs around the bases. One run scored for each base passed by the last player in the line.

Fielding team

- Whoever fields the ball moves quickly to the pitcher position (or a marker disc). All other fielders line up behind the player with the ball.
- Each fielder passes the ball over their head to the player behind, and so-on. The last player in line holds the ball in the air and shouts ‘stop!’.
- Check the position of the batting team when ‘stop!’ is called – the number of bases passed by the last player in the line determines the number of runs scored.



Chain Gang

Use the TREE model to modify this game.
Try the modifications suggested below or devise your own.

Chain Gang

Teaching style

- Encourage everyone to be as fully involved as possible.
- Ask the group for ideas on how the game can be changed so everyone can to maximise their potential.
- Players can take turns at officiating (e.g. judging how many bases have been passed).

Rules

- Cricket version: when the batter strikes the ball, the team run in relay fashion to a nearby wicket, set away from the fielding team. The number of batters who complete the run before the fielder shouts 'stop!' determines the number of runs scored.
- Vary the course to be covered by the batting team, or the task to be completed by the fielding team.

Equipment

- Batter may use a batting tee, hit the ball from a marker disc from a self-feed, or hit a ball dropped by a partner (partner steps well clear of the batter for safety).
- Use bigger, slower balls to reduce speed of the game or smaller, faster balls to speed it up.

Environment

- Increase or reduce the distance to be covered by the batting team.
- Vary positions of fielding team (e.g. inside or outside of the bases area).

TREE

Teaching style • Rules • Equipment • Environment

Safety

- Ensure that the space used is sufficient for the number of players involved.
- Vulnerable fielders or those whose reaction time may be impaired should be a safe distance from the batter.
- Batting team should run outside the bases and fielders line up inside the bases.
- Bats must be dropped and not thrown.

Questions

What tasks could the fielding team perform to improve their throwing and catching skills?

Other games to play

- Tee Ball
- Zone Tee Ball
- Out and Back

Integrity

Whatever modification is used, ensure that the integrity of the game is maintained. Games and activities should never be modified to the extent that they no longer resemble the original.

Australian Government
Australian Sports Commission
SPORTS ABILITY

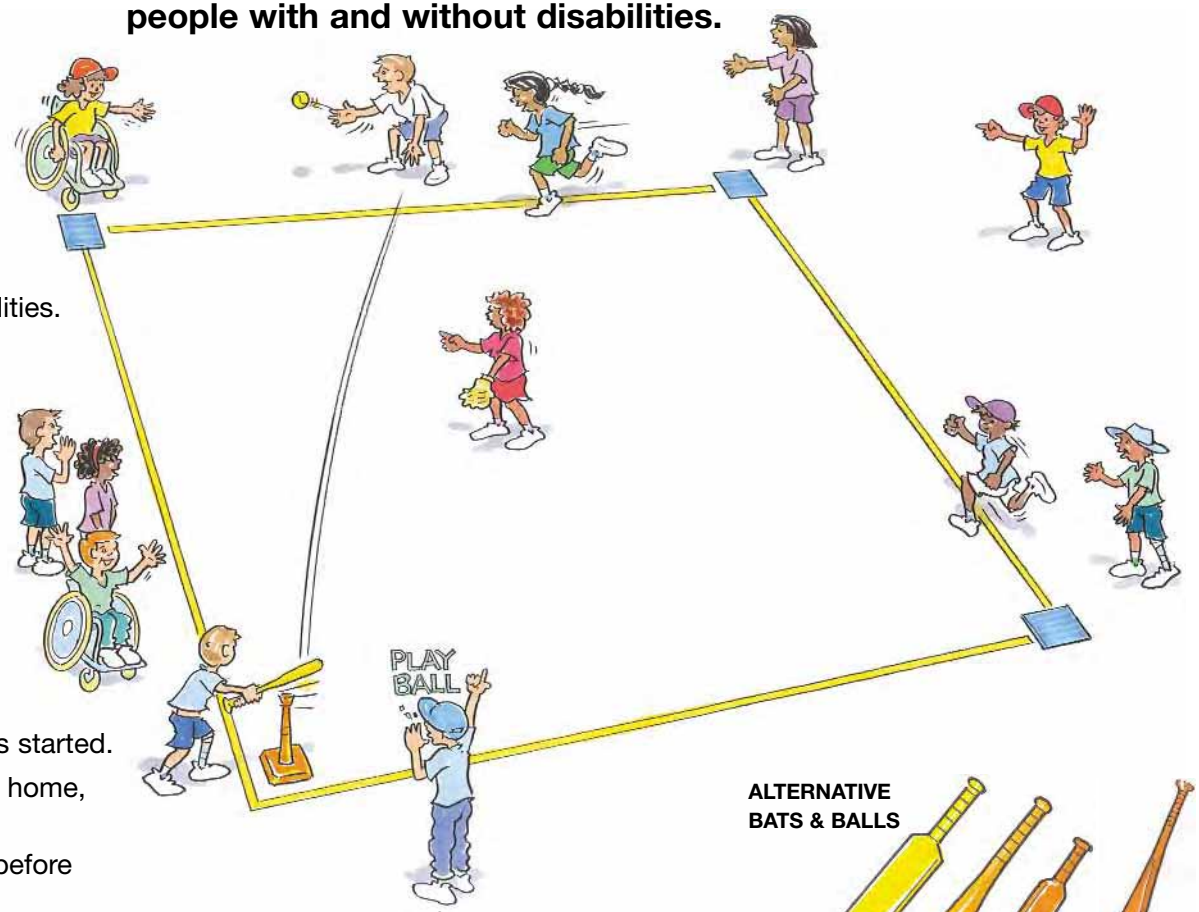
Sports Ability 2

Activity Card

Tee Ball

Playing the Game

An adapted version of softball / baseball inclusive of people with and without disabilities.



What you need

- Suitable indoor or outdoor surface.
- Base markers – should be flat throw down strips or discs.
- Tee ball bat and ball. Other types of bats and balls may be required to provide options for players who have different abilities.
- Tee.
- Airflow ball, tennis balll or other alternate ball.

What to do

- Teams can be 6–9 per side.
- Every batter has 1 good hit or 3 strikes to hit the ball off the tee.
- Only 1 fielder is allowed inside the bases.
- The umpire calls each batter to the home plate, giving them the bat and placing the ball on the tee as necessary.
- The umpire calls ‘play ball’ and raises hand to signify play has started.
- Batters can only run on ‘good’ balls, hit between the angle of home, first and third base.
- After hitting the ball off the tee, the batter must drop the bat before running (the bat must not be thrown).
- After the ball is hit, the umpire removes the tee from hitting area (to protect the incoming runner).
- If a fielder in possession of the ball touches the base that a batter is moving to then the batter is out.
- There is no ‘tagging’ of players.
- Players who have reached another base can move to the next base when ‘good’ balls are hit.
- Only one batter can occupy a base.

ALTERNATIVE BATS & BALLS



Tee Ball

Use the TREE model to modify this game.
Try the modifications suggested below or devise your own.

Tee Ball

Teaching style

- Encourage fielders to develop teamwork and think about which base to throw the ball to.
- Fielders should move towards where they think the ball is travelling to and not wait for the ball to come to them.
- Batters should look to see where best to hit the ball depending on the positions of the fielders.

Rules

- Some wheelchair players may have someone help push them around the bases. Other players may also have a support person who shadows or guides them around the bases.
- Certain players may nominate a 'runner' who runs the bases after the ball has been hit from the tee.
- Create a zone in the 'in field' (in front of the tee). Fielders are not allowed into this area to field the ball and must wait until the ball stops or passes through the zone. This will allow more time for some players to reach first base.

Equipment

- Have a variety of bats available for batters to choose.
- Use different density balls to vary the challenge for batters and fielders.
- Introduce softball gloves if available.

Environment

- A second set of bases may be set up inside the diamond to allow players with less mobility to achieve success.
- Increase or decrease the playing area. Increasing the size gives the fielders a bigger area to cover, decreasing it reduces batters' scoring options.

TREE

Teaching style • Rules • Equipment • Environment

Safety

- Base fielders must not stand in front of incoming runners and runners must not run at base feilders.
- Bats must be dropped and not thrown.
- Backstop must not stand too close to the batter.
- Waiting batter to remain in safety zone to the rear.
- Umpire to remove tee after the batter has hit the ball.
- Umpire hands the bat to the incoming batter and checks that everyone is ready to play before calling 'play ball'.

Questions

- Batters: did you hit the ball in to open space away from the fielders?
- Fielders: did you work as a team? Can you decide which base to throw the ball to?

Other games to play

- Chain gang
- Softball / Baseball
- Zone Tee Ball
- Out and Back Relay

Integrity

Whatever modification is used, ensure that the integrity of the game is maintained. Games and activities should never be modified to the extent that they no longer resemble the original.

Bell ball games



Australian Government
Australian Sports Commission
SPORTS ABILITY

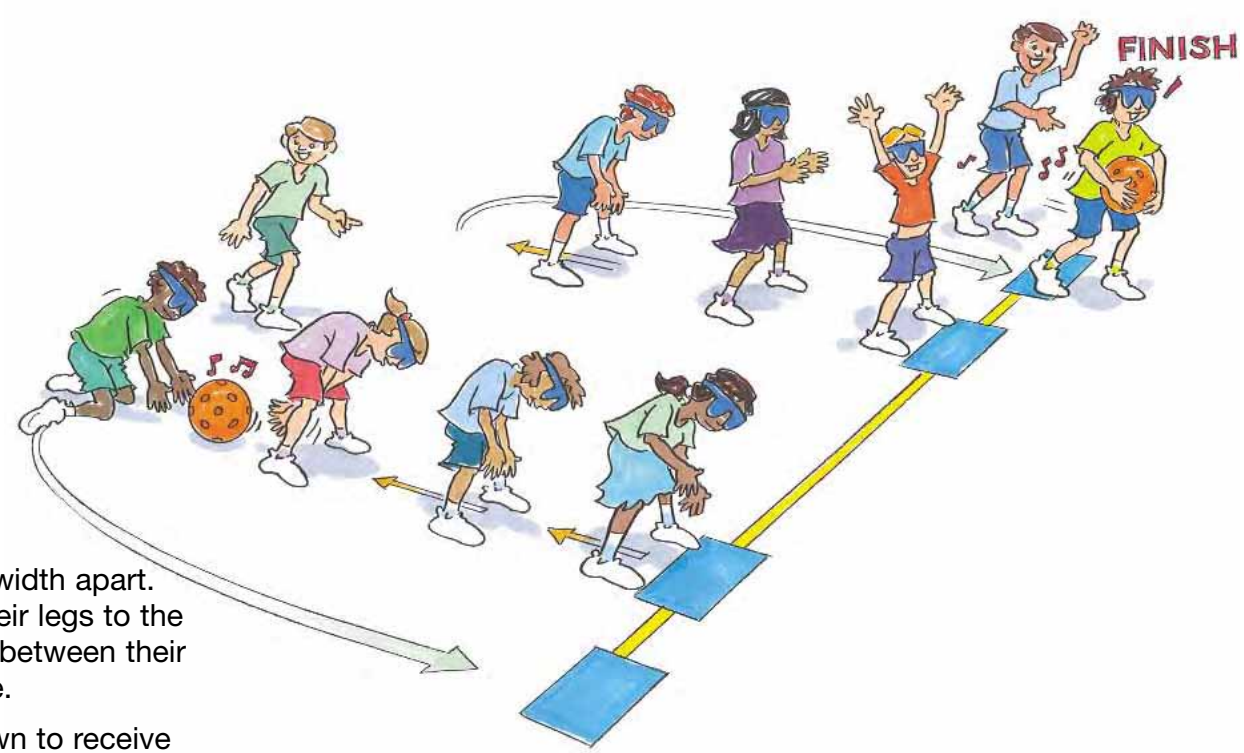
Sports Ability 2

Activity Card

Tunnel Ball

Playing the Game

A relay game that develops teamwork, communication, coordination, movement and listening skills.



What you need

- A goalball or alternative for each team.
- Eyeshades.
- Positional markers or cones.

What to do

- Divide group into 2 equal teams and select team captains.
- Line each team up behind the team captain at the start line.
- Each participant must wear eyeshades.
- Teams stand with their legs a little over shoulder width apart. The team captain passes the goalball between their legs to the next person, the next person passes the goalball between their legs to the next and so on until the end of the line.
- The person at the back of the line must kneel down to receive the ball, then pick up the ball and move to the front of the line (with their eyeshades on) and then pass the goalball between their legs and so on.
- Once the team captain reaches the end of the line and receives the ball they must carry it to the front of the line, say ‘finish’ and then that team may sit down.

ALTERNATIVE BALLS



Tunnel Ball

Use the TREE model to modify this game.
Try the modifications suggested below or devise your own.

Tunnel Ball

Teaching style

- Encourage players to be patient and supportive of all team members.
- Appoint a ‘spotter’ for each team to pick up dropped goalballs.
- The spotter may also help guide people to the front of line (only if necessary!).
- Encourage players to develop strategies to make play easier.
- Good communication.
- Know the people in front and behind in line.
- Each person puts their right or left arm out so the person moving with the ball can ‘feel’ their way to the front.

Rules

- Try playing the game without eyeshades the first time.
- Allow some players to move to the front of the line without eyeshades until their confidence increases.
- Teams should be no larger than 10 per side to keep the game flowing.

Equipment

- Use goalballs or alternatives, for example:
  - regular balls, like soccer balls or basketballs
  - modified sound balls (basketballs wrapped in plastic bags and secured with tape).
- Use orientation lines to mark the starting position. For example, use string covered with tape that the players can feel with their fingers and feet.

Environment

- Teams should be close enough to create competition but ensure there is sufficient distance between teams, for safety.
- Make sure playing area is free of any obstacles.

TREE

Teaching style • Rules • Equipment • Environment

Safety

Spotter should watch the game and warn players of any possible dangers or collisions.

Questions

How can players who have mobility or hearing impairments be included?

Other games to play

- Over–Under
- Speed throw
- Team pass
- Goalball

Integrity

Whatever modification is used, ensure that the integrity of the game is maintained. Games and activities should never be modified to the extent that they no longer resemble the original.

Australian Government
Australian Sports Commission
SPORTS ABILITY

Sports Ability 2

Activity Card

Over–Under

Playing the Game

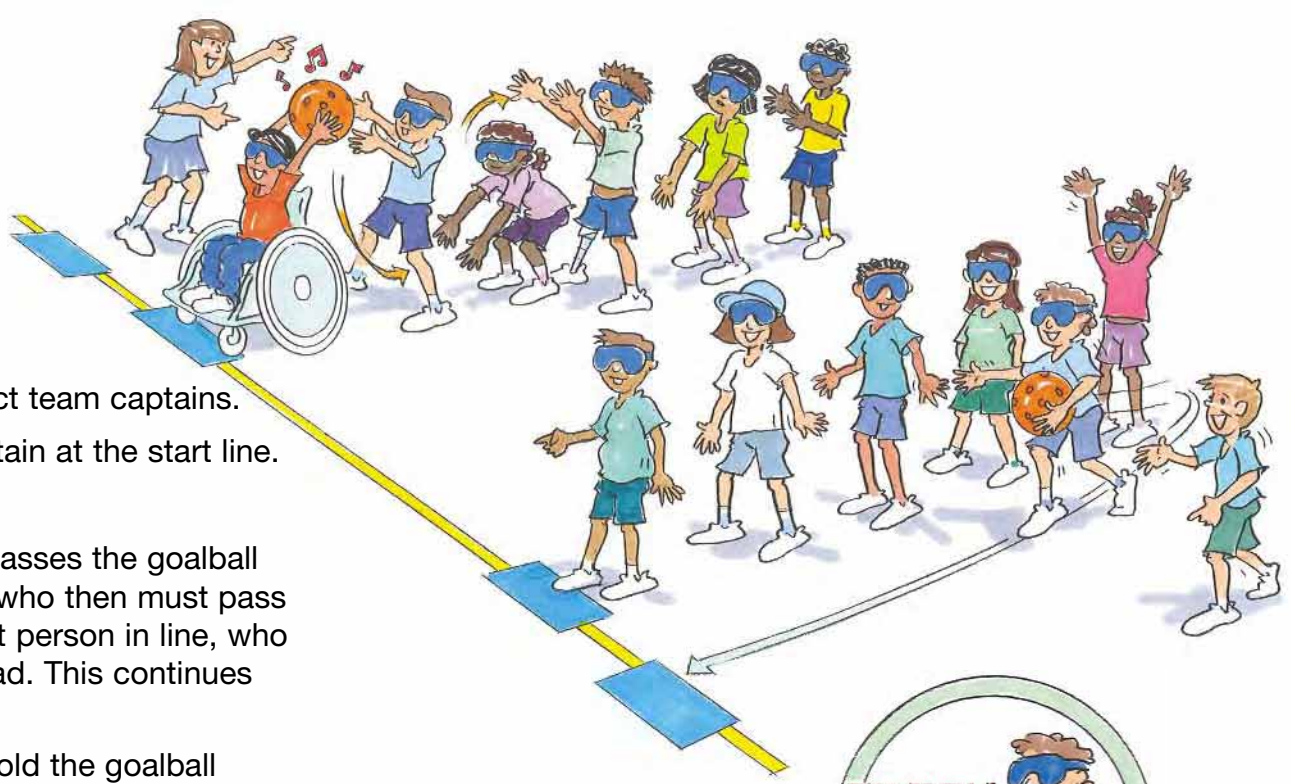
A relay game that develops teamwork, communication, coordination, movement and listening skills.

What you need

- A goalball or alternative for each team.
- Eyeshades.
- Positional markers or cones.

What to do

- Divide group into 2 equal teams and select team captains.
- Line each team up behind their team captain at the start line.
- Each participant must wear eyeshades.
- The team captain at the front of the line passes the goalball over their head to the next person in line who then must pass the goalball between their legs to the next person in line, who then must pass the goalball over their head. This continues all the way until the end of the line.
- The person at the back of the line must hold the goalball and move to the front of the line (with their eyeshades on) and then pass the goalball over their head, etc.
- Once the team captain reaches the end of the line they must carry the ball to the front of the line, say ‘finish’ and then that team may sit down.





ALTERNATIVE BALLS



TEAM CAPTAIN

Over–Under

Use the TREE model to modify this game.
Try the modifications suggested below or devise your own.

Over–Under

Teaching style

- Encourage players to be patient and supportive of all team members.
- Appoint a 'spotter' for each team to pick up dropped goalballs.
- The spotter may also help guide people to the front of line (only if necessary!).
- Encourage players to develop strategies to make play easier.
- Good communication:
  – to let the receiver know the ball is coming
  – to let the passer know the ball has been received.
- Each person puts their right or left arm out so the person moving with the ball can 'feel' their way to the front.

Rules

- Try playing the game without eyeshades the first time.
- Allow some players to move to the front of the line without eyeshades until their confidence increases.
- Teams should be no larger than 10 per side to keep the game flowing.

Equipment

- Use goalballs or alternatives, for example:
  – regular balls, like soccer balls or basketballs
  – modified sound balls (basketballs wrapped in plastic bags and secured with tape).
- Use orientation lines to mark the starting position. For example, use string covered with tape that the players can feel with their fingers and feet.

Environment

- Teams should be close enough to create competition but ensure there is sufficient distance between teams, for safety.
- Make sure playing area is free of any obstacles.

TREE

Teaching style • Rules • Equipment • Environment

Safety

- Spotter should watch the game and warn players of any possible dangers or collisions.

Questions

How can players who have mobility or hearing impairments be included?

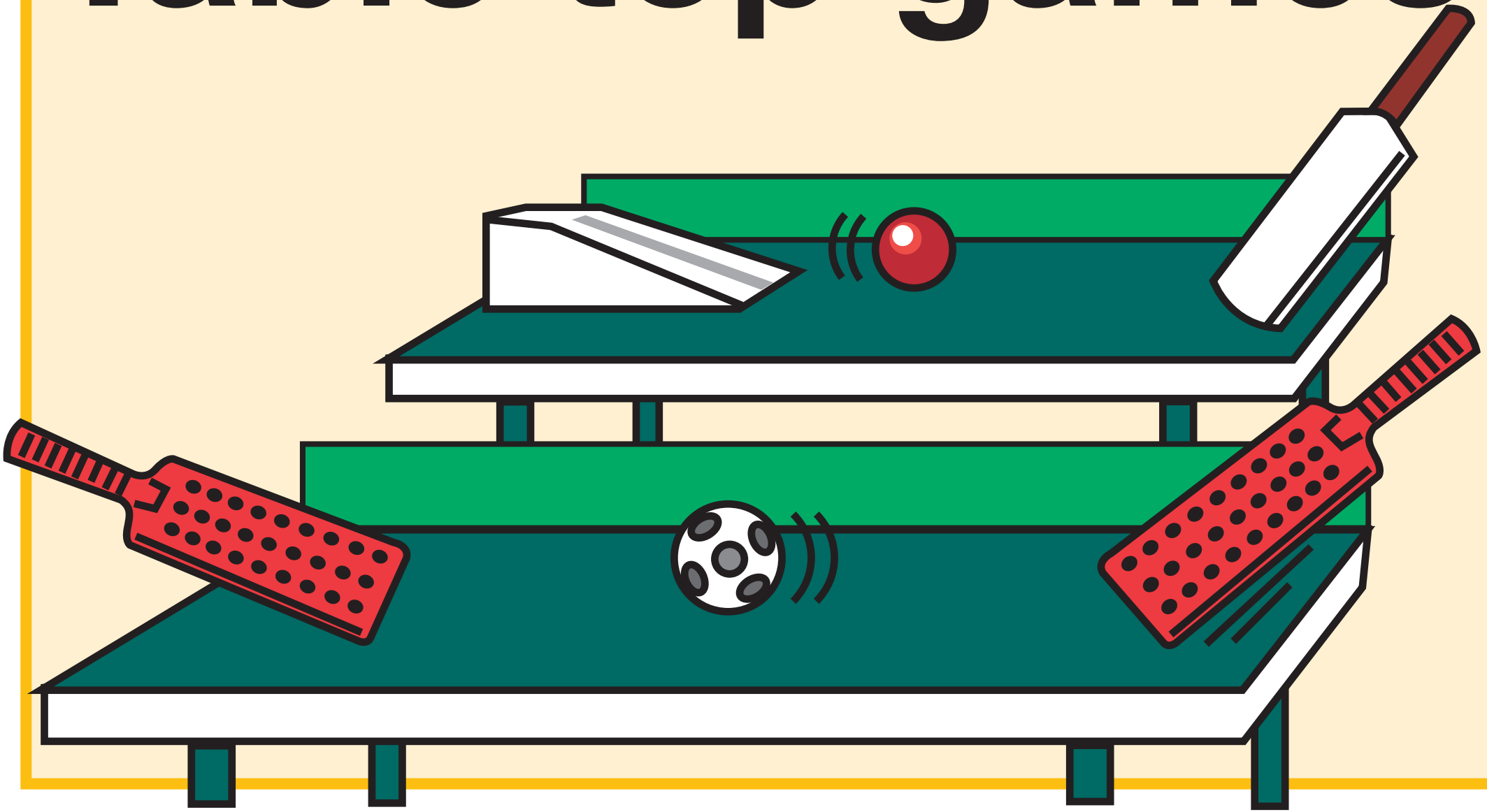
Other games to play

- Tunnel Ball
- Team pass
- Speed throw
- Goalball

Integrity

Whatever modification is used, ensure that the integrity of the game is maintained. Games and activities should never be modified to the extent that they no longer resemble the original.

Table top games



Australian Government
Australian Sports Commission
SPORTS ABILITY

Sports Ability 2

Activity Card

Top Score Cricket

An introductory game that develops batting and bowling skills for table cricket.

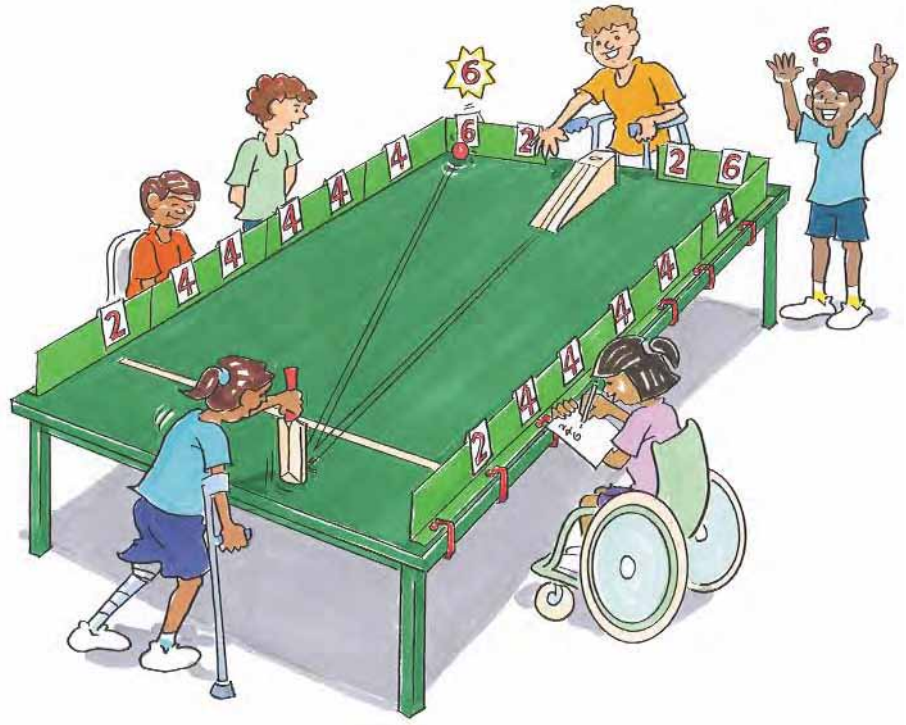
Playing the Game

What you need

- The full-sized version of the game is played on a table tennis table – but any suitable flat table-top can be used.
- Table cricket equipment.

What to do

- Remove the fielders from the rebound boards.
- Place a table-wide ‘crease line’ 30cm from the batter’s table edge.
- Batters are not allowed to play the ball until the ball has reached the crease line.
- Batters score points instead of ‘runs’.
- Use the same point scoring system as per table cricket (2 either side of the batting position, 4 points along either side of the table, 6 points in each corner and 2 points either side of the ball sending ramp).
- Can be played in teams (6 players), pairs or individually.
- Each player receives 12 balls (only 2 can be swing balls).
- Batters try and score as many points as possible in 12 balls.



- The bowler bowls by releasing the ball down the launcher. The ball must leave the end of the launcher and not off either side.
- Top score cricket is an introductory game and can be played by players of mixed ability, but is particularly suitable for young people who have higher support needs.

Top Score Cricket

Use the TREE model to modify this game.
Try the modifications suggested below or devise your own.

Top Score Cricket

Teaching style

- As skills progress slowly introduce the terminology and rules as per table cricket.
- Explore ways in which the game can be used to support numeracy skills.
- Batters push or guide the ball towards the sides rather than using a dynamic hit.

Rules

- Standing players must hold the bat in a vertical position. Seated players may hold the bat horizontally.
- Allow some players to hit the ball twice:
  - first contact to stop and control the ball
  - second contact to make a shot.
- The bowler may conceal the ball from the batter, choosing either the standard or swing ball.
- Allow the bowler to 'flick' the ball down the launcher to increase the speed of the ball. The ball must leave the end of the launcher and not off either side.

Equipment

- Some players may prefer to use the glove bat (or an improvised version) to improve manipulation.
- Larger, slower moving balls or larger bats can be substituted if necessary.

Environment

- Try setting the game up on the floor if a table is unavailable.

TREE

Teaching style • Rules • Equipment • Environment

Safety

- Ensure that the lower limbs of wheelchair users do not rub against the underside of the table.
- Avoid wild swings of the bat. The ball should be stroked and directed with the bat using a pushing technique.
- Avoid striking the rebound sides with the bat.

Questions

Have players worked out the best way for them to hold the bat before they start to play?

Other games to play

- Target Cricket
- Clock Cricket
- Skittle Cricket
- Table Cricket.

Integrity

Whatever modification is used, ensure that the integrity of the game is maintained. Games and activities should never be modified to the extent that they no longer resemble the original.

Australian Government
Australian Sports Commission
SPORTS ABILITY

Sports Ability 2

Activity Card

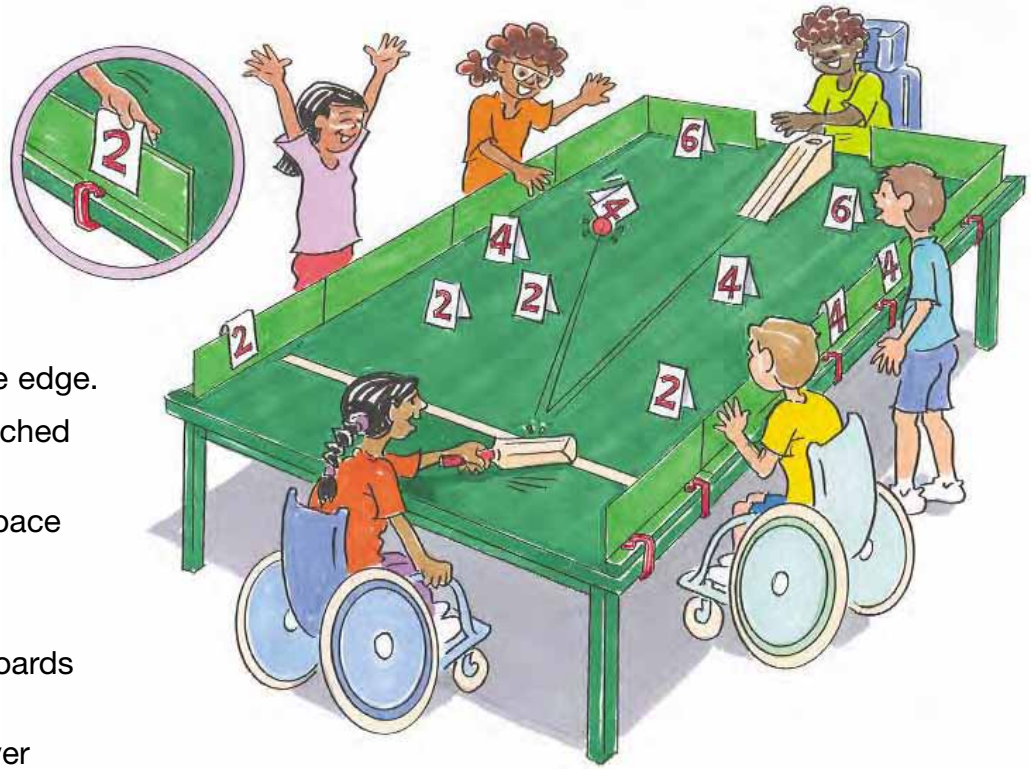
Skittle Cricket

A game that develops batting and bowling skills for table cricket and introduces numeracy.

Playing the Game

What you need

- The full-sized version of the game is played on a table tennis table – but any suitable flat table-top can be used.
- Table cricket equipment.



What to do

- Can be played in teams (6 players), pairs or individually.
- Remove the fielders from the rebound boards.
- Place a table-wide ‘crease line’ 30cm from the batter’s table edge.
- Batters are not allowed to play the ball until the ball has reached the crease line.
- Place the scoring boards randomly on the table leaving a space for the ball to be bowled.
- Each batter receives 6 straight balls.
- Batters try and knock over as many of the yellow scoring boards as possible in 6 balls.
- Hang the knocked down skittles on one side of the table over the rebound boards after each ball.
- Batters score points instead of ‘runs’.

Skittle Cricket

Use the TREE model to modify this game.
Try the modifications suggested below or devise your own.

Skittle Cricket

Teaching style

- Batters should be encouraged to push or guide the ball towards the targets rather than using a dynamic hit.
- Explore ways in which the game can be used to support numeracy skills e.g. add a 'x 2' skittle so the total score is multiplied by 2 if this skittle is successfully knocked over.

Rules

- Standing players must hold the bat in a vertical position. Seated players may hold the bat horizontally.
- Allow some players to hit the ball twice:
  - first contact to stop and control the ball
  - second contact to make a shot.
- Allow the bowler to 'flick' the ball down the launcher to increase the speed of the ball. The ball should roll down the length of ball sending ramp and not off either side of the launcher.
- Replace the knocked over skittles after each ball to increase the possible score.

Equipment

- Use plastic or paper cups as fielders on the table to increase difficulty of hitting scoring boards.
- Some players may prefer to use the glove bat (or an improvised version) to improve manipulation.
- Larger, slower moving balls or larger bats can be substituted if necessary.

Environment

- Try setting the game up on the floor if a table is unavailable.

TREE

Teaching style • Rules • Equipment • Environment

Safety

- Ensure that the lower limbs of wheelchair users do not rub against the underside of the table.
- Avoid wild swings of the bat. The ball should be stroked and directed with the bat using a pushing technique.
- Avoid striking the rebound sides with the bat.

Questions

Have players worked out the best way for them to hold the bat before they start to play?

Other games to play

- Target Cricket
- Clock Cricket
- Top Score Cricket
- Table Cricket.

Integrity

Whatever modification is used, ensure that the integrity of the game is maintained. Games and activities should never be modified to the extent that they no longer resemble the original.

Australian Government
Australian Sports Commission
SPORTS ABILITY

Sports Ability 2

Activity Card

Poly Skill-Skittles

A challenging version of polybat to develop accuracy in forehands and backhands.

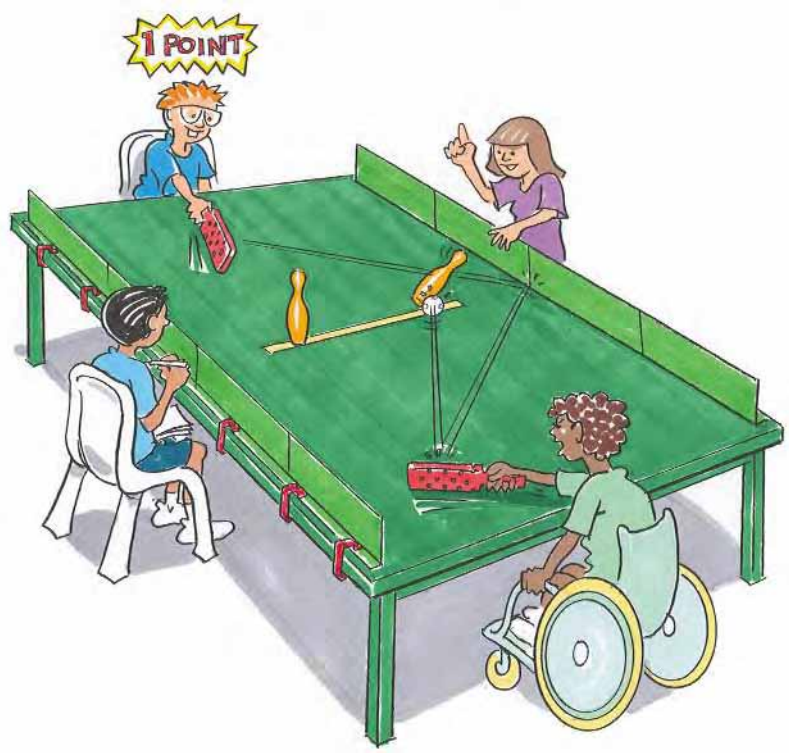
Playing the Game

What you need

- Polybats and balls or alternative bats and balls.
- Polybat rebound sides or similar.
- Skittles, small plastic bottles or plastic cups.
- Table tennis table or any large table or flat surface.

What to do

- Place two skittles halfway down the table, evenly spaced between the rebound sides.
- The aim of the game is to hit the ball over the opponent's end of the table, or cause them to play a fault by lifting the ball off the table surface or knocking over one of the skittles.
- Can be played as singles or doubles.
- Each player has 5 serves. Serve then goes to other player (or rotates alternately for doubles). First to 11 points wins.
- Play begins with the server playing the ball off any side. Strokes can then be played directly or off the side.
- Players can touch the ball more than once with the bat before returning it to their opponent's end.
- Players must avoid knocking the skittles over as this results in a point to the opposition. The skittle is then replaced for the next serve.



- The ball must stay on the table surface at all times.
- Poly skill-skittles is a challenging game that slows play down and makes players use angles off the rebound boards to develop strategies to win points. It is suitable for players who have arm, balance, or coordination impairments for whom table tennis may not be appropriate or possible.

Poly Skill-Skittles

Use the TREE model to modify this game.
Try the modifications suggested below or devise your own.

Poly Skill-Skittles

Teaching style

- Look at ways in which the players can improve their technique and anticipation of the ball's movement e.g.:
  - encourage players to keep the bat steady and in front of their body
  - allow players to rest the bat on the table surface if necessary, to provide more stability.
- Encourage players to watch the speed and direction of the ball.

Rules

- Play first to 11 or 21 points with or without a 2 point advantage.
- Modify the multiple touch rule and specify the number of hits for players of different abilities.
- Allow some players to serve direct to their opponent.

Equipment

- Sides can be attached to a table tennis table which provides a standard size for play. However, any large table can be used, or a number of smaller tables can be pushed together. Tape can be used to smooth the joins.
- If polybats are not available, then any small flat-edged play bat can be used. Plastic or wooden rulers may also be used.
- Increase difficulty by adding more skittles or penalise the player 2 or 3 points for knocking over a skittle.
- Use a slow moving or airflow ball. Larger airflow balls can be used before progressing to the standard polybat ball.

Environment

- Reduce the width of the end line by adding shorter rebound sides to the end of the table. This way, for example, the game can be balanced between players of different abilities, or if 2 players play against 1.

TREE

Teaching style • Rules • Equipment • Environment

Safety

- Ensure that the lower limbs of wheelchair users do not rub against the table.
- The game can be very dynamic and absorbing. Check for signs of fatigue with beginners.
- Avoid striking the rebound sides with the bat. Ensure that they are properly clipped or taped onto the table.
- Avoid hitting the polybats on the edge of the table.

Questions

- Can the players angle the bat downwards in order to keep the ball on the table surface?
- Is it better to hit or strike the ball, or can players get more control by using a pushing or sweeping action?

Other games to play

- Polybat
- Polybat variations
- Table Cricket
- Top Score Cricket

Integrity

Whatever modification is used, ensure that the integrity of the game is maintained. Games and activities should never be modified to the extent that they no longer resemble the original.

Traditional Indigenous Games



Australian Government
Australian Sports Commission
SPORTS ABILITY

Sports Ability

Activity Card

Dabi

Playing the Game

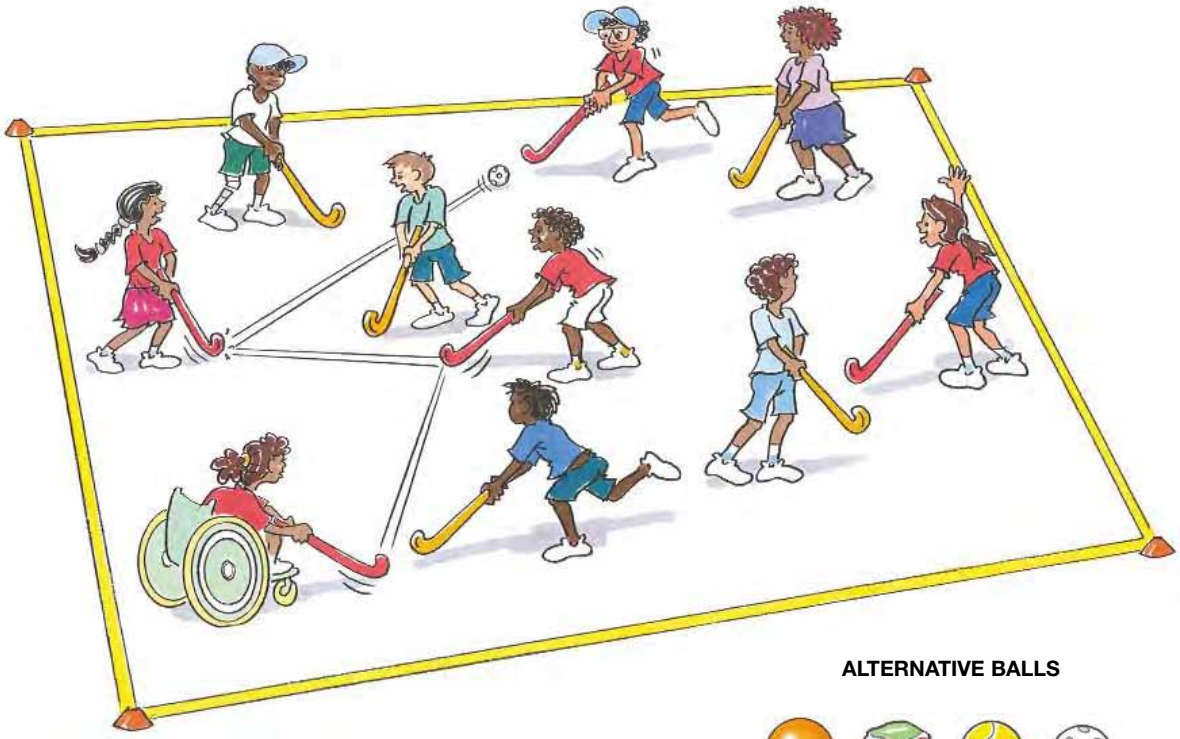
Various hockey style games were played in many areas of the Torres Strait and New Guinea. The kokan (ball) was struck with a rough bat or club called a 'baiwan' or 'dabi', which was usually made from bamboo. This game was played on Mabuiag Island.

What you need

- A suitable indoor or outdoor area.
- Mark out the playing area with discs or cones appropriate to the number of participants.
- Each player has a hockey stick or alternative bat.
- Use an airflow ball, small bell ball, tennis ball or larger light ball. The ball is known as the 'kokan'.

What to do

- Players aim to pass the kokan to each other while moving around the playing area.
- Passes should be at least 2–3m.
- Play is continuous and non-competitive. Play for an agreed time period.
- Keep away dabi: divide the group into 2 teams. Players attempt to pass to players on the same team. Count the number of passes up to 10.



ALTERNATIVE BALLS



© 2006 AUSTRALIAN SPORTS COMMISSION

Dabi

Use the TREE model to modify this game.
Try the modifications suggested below or devise your own.

Dabi

Teaching style

- Encourage all players to use the traditional words while playing the game.
- Develop accurate passes by suggesting players trap the ball first and then pass.
- Good sportsmanship should be encouraged.
- Develop teamwork and strategies to successfully keep the kokan from the other team.

Rules

- Players must try to avoid using their feet or any part of their body to stop the kokan.
- The kokan must be kept below knee height.
- No wild swings using the dabi.

Equipment

- Use a variety of balls for different abilities and ages.
- A larger, heavier ball will slow the game down and allow players more time.

Environment

- Increasing the size of the playing area will allow players more room to move and to attempt longer passes.
- Ensure the playing area is free of obstacles.

Safety

- The game should be played with no swings of the stick above waist height.
- The ball should be kept below knee height at all times.
- Players must be aware of other players at all times.
- Be conscious of players' fitness levels take regular breaks in the game.

Questions

- Is everyone included?
- How can you develop better teamwork?
- Can the game be slowed down to include everybody?

Other games to play

- Hockey Turnover
- Hockey Relay
- Zone Hockey
- Waves.

Integrity

Whatever modification is used, ensure that the integrity of the game is maintained. Games and activities should never be modified to the extent that they no longer resemble the original.

© 2006 AUSTRALIAN SPORTS COMMISSION

Australian Government
Australian Sports Commission
SPORTS ABILITY

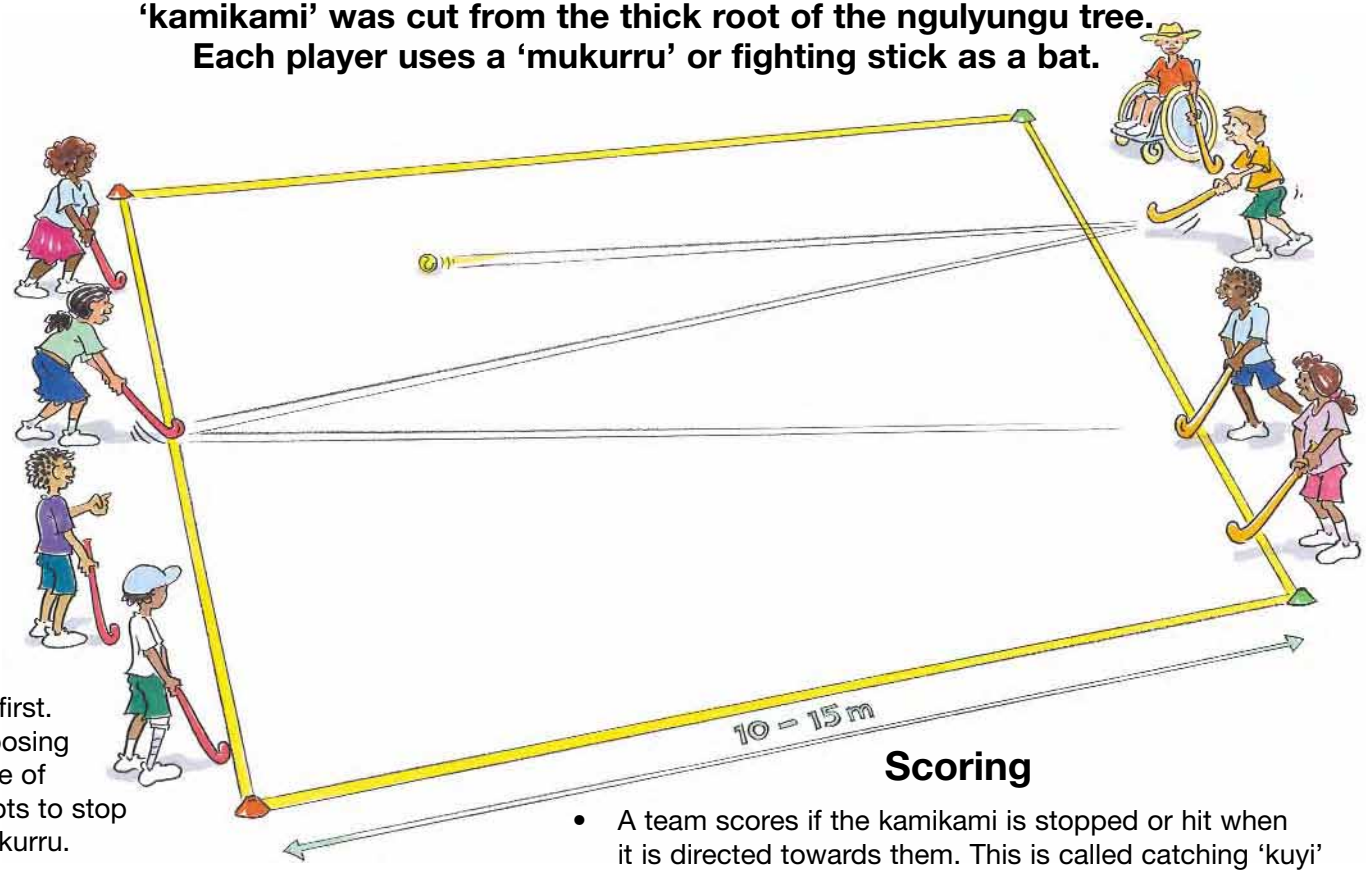
Sports Ability

Activity Card

Turlurlu

Playing the Game

Turlurlu is a traditional game played by boys in the Great Sandy Desert of Western Australia. A rough ball called a 'kamikami' was cut from the thick root of the ngulyungu tree. Each player uses a 'mukurru' or fighting stick as a bat.



What you need

- A suitable indoor or outdoor area.
- Mark out the playing area with discs or cones approximately 10m wide. The length can be adjusted to suit players but should be at least 10–15m.
- Each player has a hockey stick or alternative bat.
- Use a hockey sized airflow ball, tennis ball or larger light ball. The ball is known as the 'kamikami'.

What to do

- Divide group into 2 equal teams.
- Players spread out (half metre apart) behind a goal line facing the other team.
- Toss a coin to determine which team shoots first. A player will then hit the kamikami at the opposing team and aim to make it pass through the line of defending players. A defending player attempts to stop and / or hit the kamikami using his or her mukurru.
- The kamikami is hit back and forth in a continuous play (push passes are recommended). Players may also stop the kamikami and pass it to a team mate.
- Players must hit the kamikami from behind their line.

Scoring

- A team scores if the kamikami is stopped or hit when it is directed towards them. This is called catching 'kuyi' (game). Play to a set number of kuyi e.g. 11.
- Another way to score turlurlu is to count a goal each time the kamikami is hit past the line of defending players. Play to a set number of goals e.g. 11 or a set time period.

© 2006 AUSTRALIAN SPORTS COMMISSION

Turlurlu

Use the TREE model to modify this game.
Try the modifications suggested below or devise your own.

Turlurlu

Teaching style

- Encourage all players to use the traditional words while playing the game.
- Develop accurate passes by suggesting players trap the ball first and then pass.
- Good sportsmanship should be encouraged.

Rules

- Players must have both feet behind the goal line and must avoid using their feet or any part of their body to stop the kamikami.
- The ball must be kept below knee height.
- No wild swings using the mukurru.

Equipment

- Use a variety of balls for different abilities and ages.



Environment

- Increasing the size of the playing area will allow players more time to see the kamikami and prepare to stop it.
- Increasing the space between players along the goal line will increase the possibility of scoring goals.

Safety

- The game should be played with no swings of the stick above waist height.
- The ball should be kept below knee height at all times.
- Players must be aware of other players at all times.

Questions

- Is everyone included?
- Are the teams evenly matched?
- Is the size of the playing area appropriate?

Other games to play

- Dabi
- Hockey Turnover
- Hockey Relay
- Zone Hockey
- Waves

Integrity

Whatever modification is used, ensure that the integrity of the game is maintained. Games and activities should never be modified to the extent that they no longer resemble the original.

© 2006 AUSTRALIAN SPORTS COMMISSION

Australian Government
Australian Sports Commission
SPORTS ABILITY

Sports Ability

Activity Card

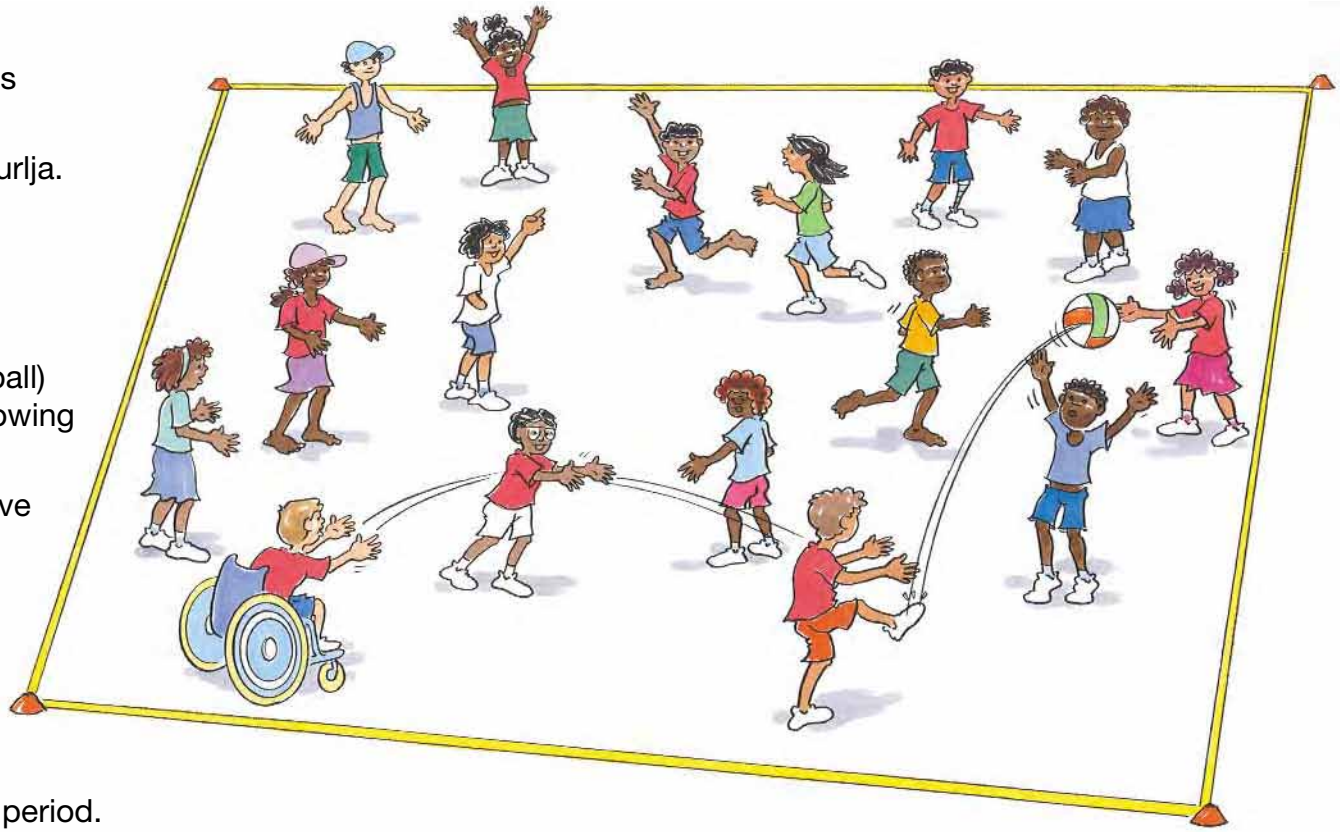
Purlja

Playing the Game

This game was played by the Walbiri people of central Australia, usually in the spring by males. Older men usually played against younger men. A purlja (ball) was made of hair-string with the inside made of stems and leaves of small soft plants.

What you need

- A suitable indoor or outdoor area.
- Mark out the playing are with discs or cones appropriate to the number of participants.
- A gator ball or a size 3 soccer ball as the purlja.



What to do

- Divide group into 2 equal teams.
- The aim of the game is to keep the purlja (ball) away from the other team by kicking or throwing it in the air from player to player.
- No running with the purlja. Players may move in any direction when not in possession.
- No physical contact is allowed. Marking an opposing player from 1m away is allowed.
- After catching the purlja a player is allowed to pass (kick or throw) without interference.
- Play is continuous. Play for an agreed time period.

© 2006 AUSTRALIAN SPORTS COMMISSION

Purlja

Use the TREE model to modify this game.
Try the modifications suggested below or devise your own.

Purlja

Teaching style

- Encourage players to include everybody.
- Players need to be aware of other players at all times.
- Encourage use of the traditional words.

Rules

- Players should try to pass at least 3m.
- As skills increase, introduce a time limit while in possession e.g. players must pass the purlja within 5 seconds.

Equipment

- Use a variety of balls for different abilities and ages.
- Make the game more sport specific by changing the ball and pass (basketball – bounce passes only, soccer – kick passes only, or a hockey version).

Environment

- Make sure the playing surface is free of any obstacles.

Safety

- No contact between players.
- Ensure sufficient space between players.

Questions

- Which types of passes work best?
- Is the size of the playing area appropriate for the players?
- Can you think of ways to make the game more competitive?

Other games to play

- Buroinjin
- Zone Hockey.

Integrity

Whatever modification is used, ensure that the integrity of the game is maintained. Games and activities should never be modified to the extent that they no longer resemble the original.

© 2006 AUSTRALIAN SPORTS COMMISSION

Australian Government
Australian Sports Commission
SPORTS ABILITY

Sports Ability

Activity Card

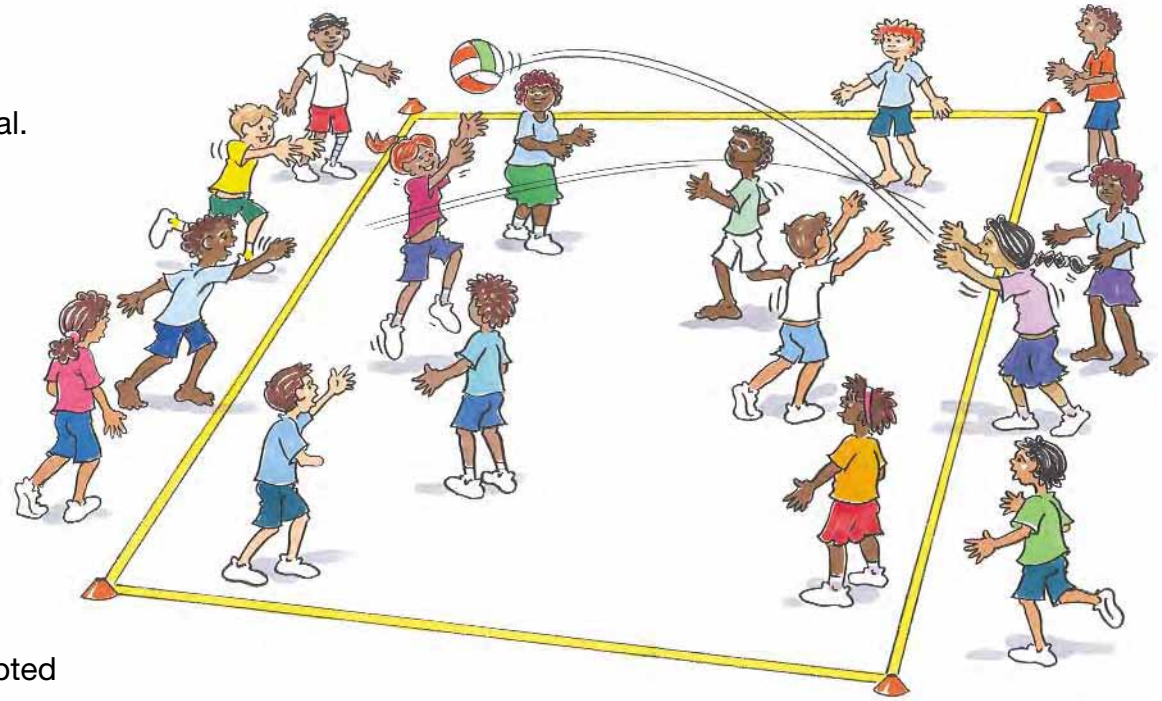
Pukamitjal

A popular ball game that was enjoyed by adults on Mornington Island in northern Australia. Grass and leaves were rolled into a ball and bound with hair-string. Adults formed teams and played until they were too tired to continue.

Playing the Game

What you need

- A suitable indoor or outdoor area.
- Mark out the playing area with discs or cones.
- A gator ball or a size 3 soccer ball as the pukamitjal.



What to do

- Divide group into 2 equal teams.
- Mark out the throwing lines approximately 10–15m apart.
- 1 team will split into 2 groups and stand on the throwing lines and attempt to pass the pukamitjal to each other.
- The players of the other team are in the middle and are attempting to intercept the passes.
- Teams change over when the pukamitjal is intercepted by a player in the middle.
- Play is continuous.

© 2006 AUSTRALIAN SPORTS COMMISSION

Pukamitjal

Use the TREE model to modify this game.
Try the modifications suggested below or devise your own.

Pukamitjal

Teaching style

- Ensure all players are included.
- Players need to be aware of other players at all times.
- Encourage use of the traditional words.
- Acknowledge good sportsmanship.

Rules

- Teams in possession need to stay behind their throw lines.
- Players in possession of the ball are allowed to pass the ball up and down their line before passing to the other side.
- Players in the middle are not allowed to mark opposition within 1m.
- Use different passes: overarm, underarm, bounce passes. A ball sending ramp may also be used.
- To make the game harder the interceptor must catch the ball.
- To make the game easier the interceptor just needs to touch the ball.

Equipment

- Use a variety of balls for different abilities and ages.
- Make the game more sport specific by changing the ball and pass (basketball – bounce passes only, soccer – kick passes only, or a hockey version).

Environment

- Increasing the playing area helps the passers. Decreasing the playing area helps interceptors.

Safety

- No contact between players.
- Ensure sufficient space between players.

Questions

- Which types of passes work best?
- Is the size of the playing area appropriate for the players?

Other games to play

- Buroinjin
- Dabi
- Purja
- Turlurlu
- Zone Hockey
- Hockey Relay.

Integrity

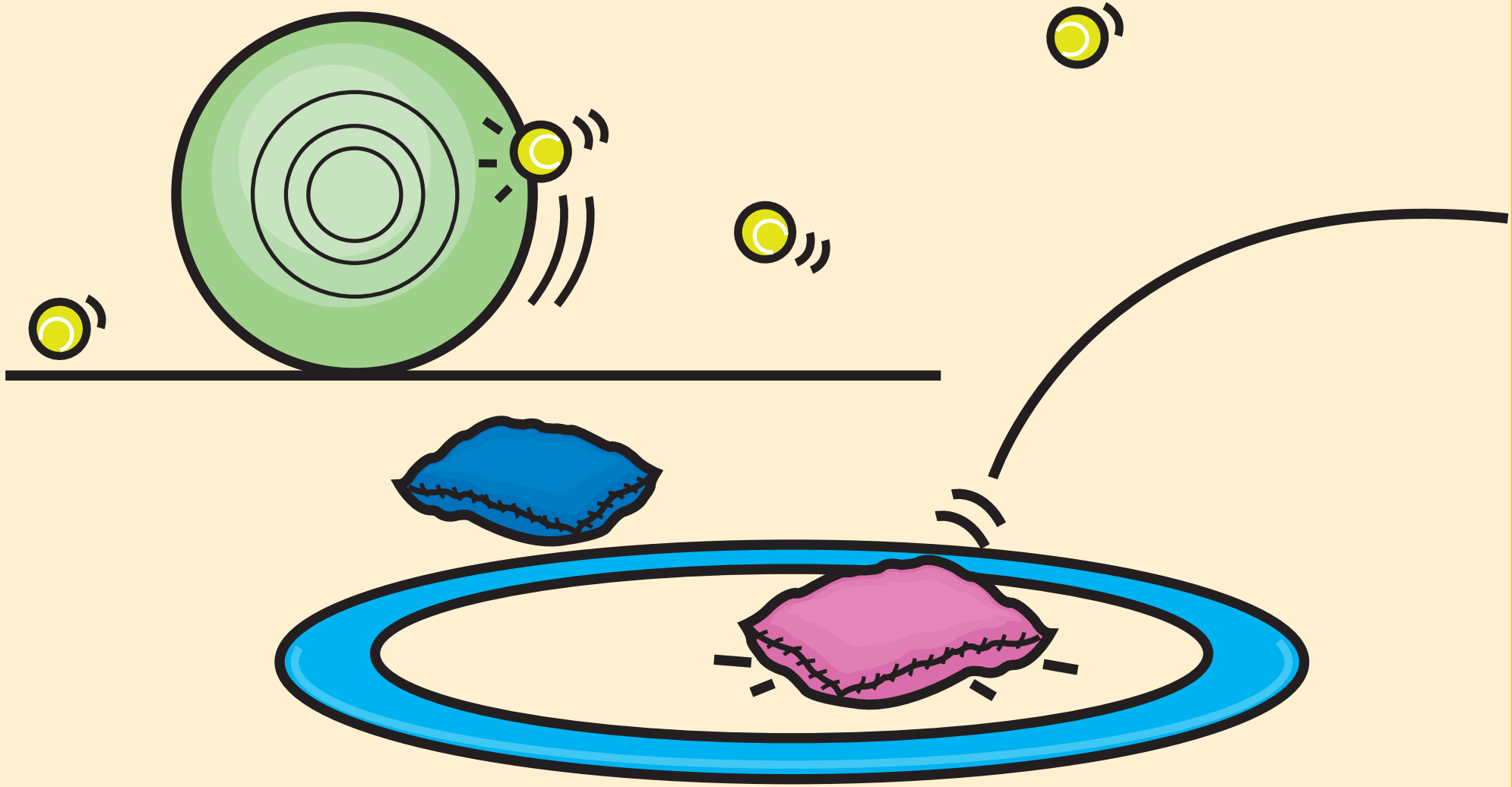
Whatever modification is used, ensure that the integrity of the game is maintained. Games and activities should never be modified to the extent that they no longer resemble the original.

TREE

Teaching style • Rules • Equipment • Environment

© 2006 AUSTRALIAN SPORTS COMMISSION

Target games



Australian Government
Australian Sports Commission
SPORTS ABILITY

Sports Ability 2

Activity Card

Individual Bean Bag Games

Playing the Games

Games for developing balance, movement, manipulation, aiming and estimating, and toss and catch.

What you need

- Suitable indoor or outdoor surface.
- A bean bag for each player.



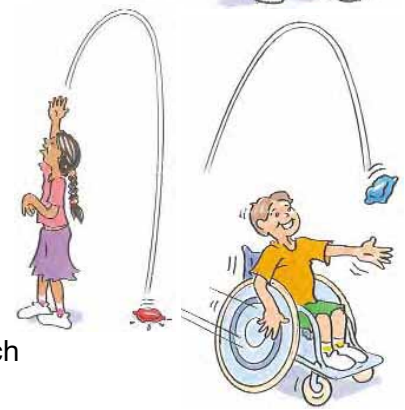
Bean bag balance

- Try balancing the bean bag on as many different parts of the body as possible e.g. on an out-stretched arm or leg, back, head / or elbow etc.
- Balance it on your head while seated on the floor, then try and stand up without dislodging it. No hands!
- Players try and move while balancing the bag on part of their body.



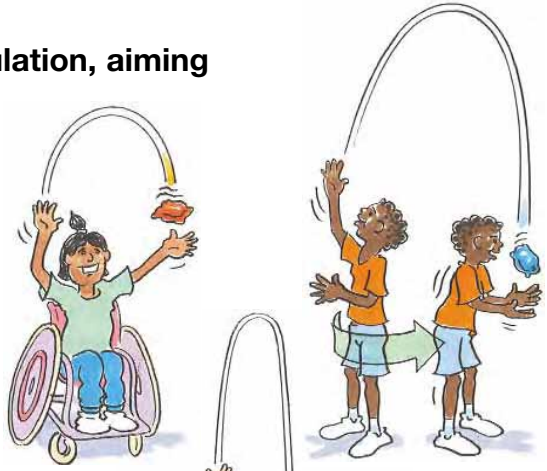
Move and catch

- Players throw the bean bag in any direction and move to where it lands. Pick it up and throw in a different direction.
- Progress to throwing the bean bag in any direction, then move to try and catch it before it drops.



Toss and catch

- Start by passing the bean bag from hand to hand. Progress to tossing and catching the bean bag.
- Toss the bean bag in the air with one or two hands and turn round to catch it.



Own goal

Toss the bean bag in the air, and make a 'hoop' with your arms and hands. Try to 'catch' the bean bag in your hoop as it falls.



Toss back

- Toss the bean bag in the air and bend forward and catch it on your back.
- Players who have mobility impairments can try catching the bag on the back of an out-stretched arm or leg or on their lap.



Individual Bean Bag

Use the TREE model to modify this game.
Try the modifications suggested below or devise your own.

Games

Teaching style

Encourage players to experiment with different ways of balancing, tossing and catching the bean bag:

- arm, leg, foot, hand or head
- use both hands to throw and catch
- throw with single hand and catch with both
- single hand throw and catch.

Rules

- Players who have mobility or coordination impairments can substitute other skills in toss and catch games. For example, they can clap or touch their lap before catching the bean bag.
- In balance activities, some players may prefer to start without the bean bag.

Equipment

- Some players may have better success initially with larger soft cushions.
- Once players can toss and catch competently with a bean bag, try a slow moving ball or sponge ball.

Environment

- Ensure that players have sufficient individual space, particularly when movement is introduced.

Safety

- Play sensibly, do not throw the bean bag directly at other players.
- A player's attention may be focused above them so make sure that they are aware of people and objects around them.

Questions

What can players do to improve their catching?

Other games to play

- Bombard
- Attack and Defend Boccia
- Boccia
- Boccia 5-3-1
- Choose the target
- Kolap

Integrity

Whatever modification is used, ensure that the integrity of the game is maintained. Games and activities should never be modified to the extent that they no longer resemble the original.



Australian Government
Australian Sports Commission
SPORTS ABILITY

Sports Ability 2

Activity Card

Competitive Bean Bag Games

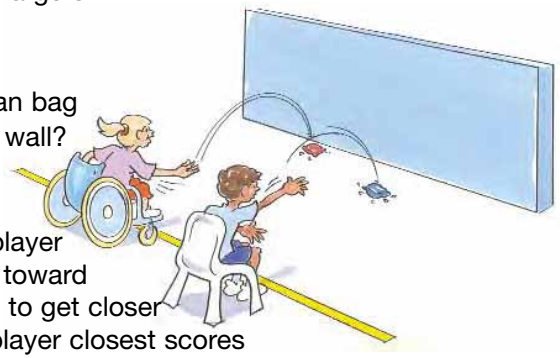
Playing the Games

Games for introducing competition and cooperative activities to develop aiming, estimating and throwing skills.

What you need

- A suitable indoor or outdoor area.
- A bean bag for each player.
- Marker discs or cones to mark out playing area.
- Throw down discs or hoops for targets.

Close to the wall



- How close can you get your bean bag to the wall without touching the wall?
- Think of different ways to throw / propel the bean bag.
- Challenge another player. One player throws / propels their bean bag toward the wall, the second player tries to get closer without touching the wall. The player closest scores 1 point and starts the next end.

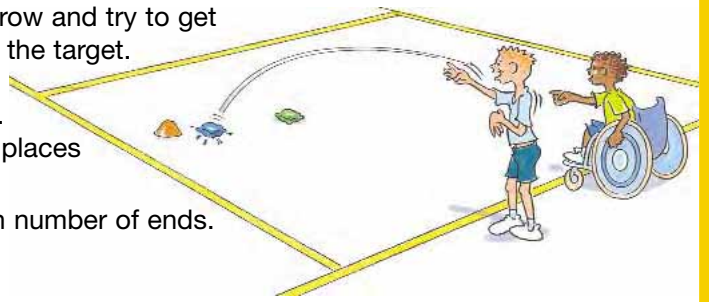
Follow the leader



- This is similar to crown green, except no target is used.
- Playing in pairs, one player throws their bag out into the area. The other tries to hit the target bean bag with theirs. If they are successful, they score a point.
- Players take turns to go first.
- Play to an agreed number of points.

Crown green

- 2 players take turns throwing their bean bag towards a target e.g. a marker disc. The player landing closest has control of the disc.
- The player in control places the target anywhere they like in the playing area. They also have first throw and try to get as near as possible to the target. The other player tries to get their bag closer. Whoever gets closest places the target next time.



- Agree to play a certain number of ends.

Target bean bag

- 2 targets are placed on the ground an agreed distance apart (depending on ability).
- Players try to land on the target from the opposite end. Once everyone has played, the end is scored. (e.g. 0 points for a miss, 1 point for landing in the outer circle, 3 for the centre circle).



- Players then play back towards the other target.

Competitive Bean Bag Games

Use the TREE model to modify this game.
Try the modifications suggested below or devise your own.

Teaching style

- Encourage players to play honestly and agree any scores between them.
- Look at ways in which the players can improve their technique. For example, will an underarm throw be more accurate at close range than an overarm throw?
- Try to ability match players.

Rules

- Each pair should agree the rules for their games between them.
- When players of different abilities play together, rules can be amended to challenge both players e.g. use different sized targets.

Equipment

- Try using boccia balls instead of bean bags, or other alternatives.

Environment

- To make the game easier:
  – decrease the distance to the target
  – make the target bigger.
- As skills improve, to make the game more challenging:
  – increase the distance to the target
  – make the target smaller.

TREE

Teaching style • Rules • Equipment • Environment

Safety

Make sure players are aware of the environment around them, including potential obstacles and other players.

Questions

Can players position themselves better for the throw? What can they do to give themselves a more balanced stable position?

Other games to play

- Individual Bean Bag Games
- Boccia • Target Boccia
- Attack and Defend Boccia
- Boccia 5-3-1 • Kolap
- Boccia Noughts and Crosses

Integrity

Whatever modification is used, ensure that the integrity of the game is maintained. Games and activities should never be modified to the extent that they no longer resemble the original.

Australian Government
Australian Sports Commission
SPORTS ABILITY

Sports Ability 2

Activity Card

Attack and Defend Boccia

Playing the Game

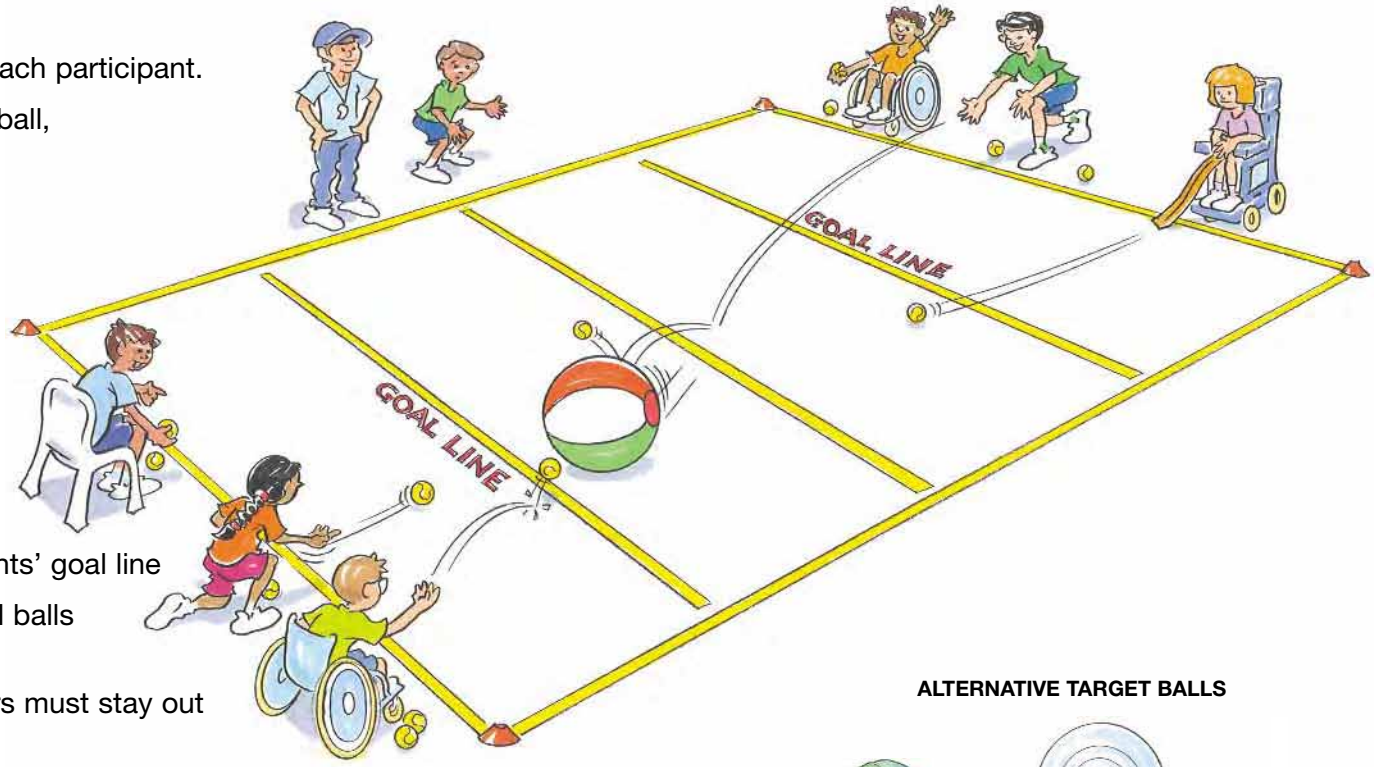
A game that develops teamwork, accuracy and tactics.

What you need

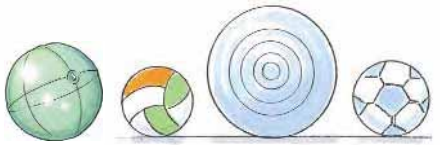
- Cones or discs to mark out the playing area.
- At least 2 tennis balls or alternative balls for each participant.
- A number of different target balls, e.g. beach ball, gator ball or fitball.
- Ball sending ramp if required.

What to do

- Divide into 2 teams of 3 or more.
- Mark out 4 zones.
- Each team occupies the 2 outer zones.
- Teams score by:
  - knocking the target ball across the opponents' goal line
  - having balls closer to the target ball after all balls have been used.
- No player must go over the throw line. Players must stay out of the playing area when balls are in use.
- No balls thrown above waist height or directly at someone.
- Players must use an underarm throw, or propel ball with foot or use a ball sending ramp. No overarm throws.



ALTERNATIVE TARGET BALLS



Attack and Defend

Use the TREE model to modify this game.
Try the modifications suggested below or devise your own.

Boccia

Teaching style

- Wait until the target ball stops moving before throwing. This will increase chance of success.
- Encourage teamwork: players able to throw the ball further attack, while others defend by throwing when the target ball is knocked towards their goal line.
- Develop tactics – nominate a defender to keep a ball to defend with.
- Defenders should aim just in front of the ball in the direction it is moving.
- Play should be kept below ankle height.
- Try to ability match teams.

Rules

- Teams may throw at any time until all the balls are exhausted. If there is no score the team with the ball closest to the target ball is deemed the winner.
- Easier: each team has 3 turns at throwing before the other team has their turn.
- Harder:
  – specify the method of propelling the ball, e.g. ramp only or backspin only.
  – teams take alternate turns at throwing.

Equipment

- Use a bigger, lighter ball in the middle for greater success e.g. a beach ball.
- Increase the amount of balls per player.
- As skills increase use a smaller or heavier ball as the target ball and limit the amount of balls per team.

Environment

- To increase success and scoring, shorten the distance between the players.
- To make the game more challenging, increase the distance between the players.
- Increase the amount of balls per player and place a player from each team outside the playing area to collect loose balls and return them to the players on the throw line. No players are allowed to enter the playing area when game is in play.

TREE

Teaching style • Rules • Equipment • Environment

Safety

- No balls propelled above waist height.
- No balls propelled directly at someone else.
- Players must stay out of playing area when the game is in play.

Questions

- Did you play as a team?
- Is the size of the playing area appropriate for the players?

Other games to play

- Target Boccia
- Boccia 5-3-1
- Boccia
- Kolap
- Boccia Noughts and Crosses

Integrity

Whatever modification is used, ensure that the integrity of the game is maintained. Games and activities should never be modified to the extent that they no longer resemble the original.

Australian Government
Australian Sports Commission
SPORTS ABILITY

Sports Ability 2

Activity Card

Bombard

Playing the Game

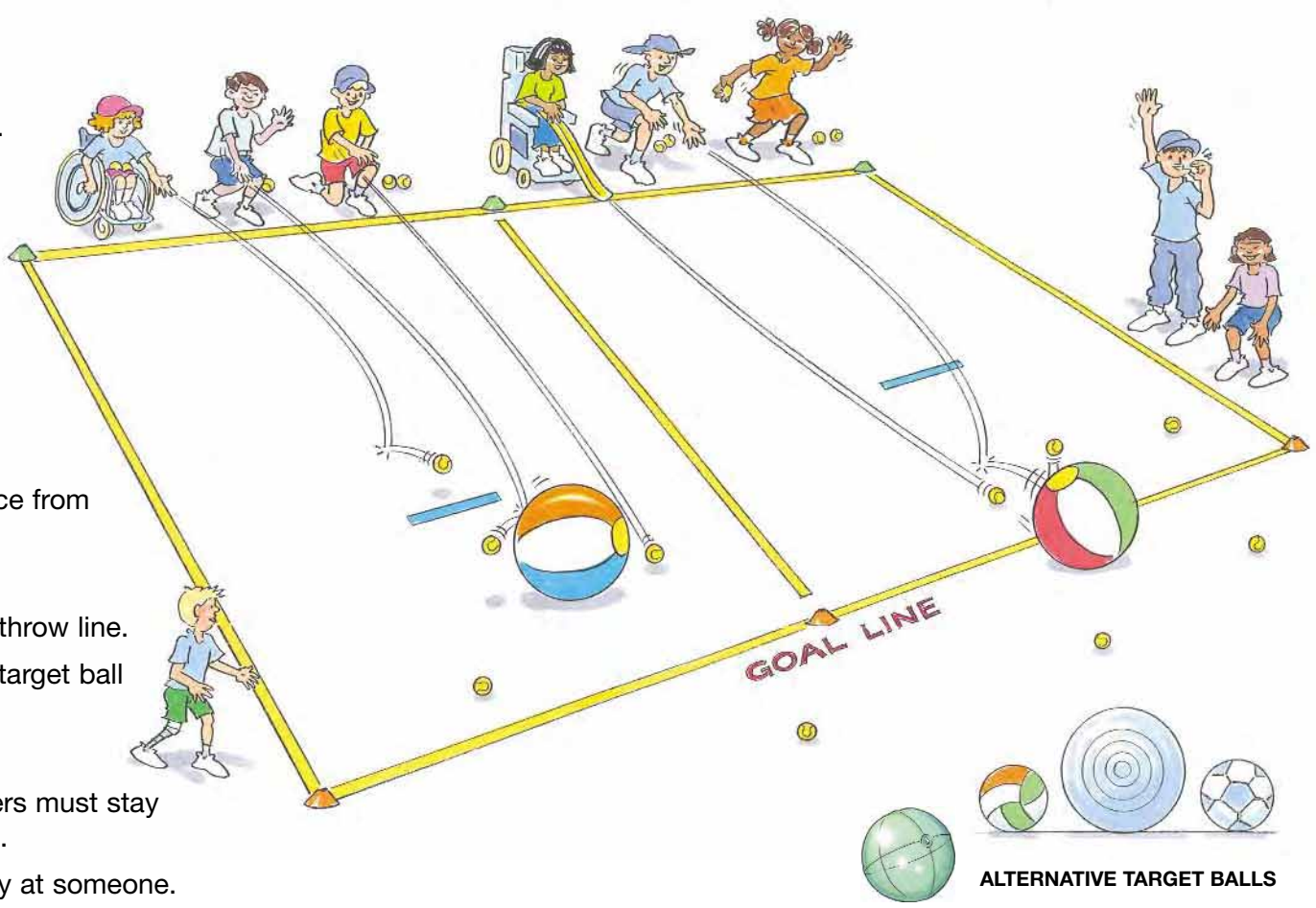
A game that develops teamwork, accuracy and tactics.

What you need

- Cones or discs to mark out the playing area.
- A least 2 tennis balls or alternative balls for each participant.
- A number of different target balls, e.g. beach ball, gator ball or fitball.
- Ball sending ramp if required.

What to do

- Divide group into 2 equal teams.
- Mark out goal lines at an appropriate distance from players' throw line.
- Teams line up behind their throw line.
- Target balls are placed 2–3 metres from the throw line.
- Teams score by being the first to knock the target ball across the goal line.
- Both target balls are reset after each goal.
- No player must go over the throw line. Players must stay out of the playing area when balls are in use.
- No balls thown above waist height or directly at someone.
- Players must use an underarm throw, or propel ball with foot or use a ball sending ramp. No overarm throws.



ALTERNATIVE TARGET BALLS

Bombard

Use the TREE model to modify this game.
Try the modifications suggested below or devise your own.

Bombard

Teaching style

- Wait until the target ball stops moving before throwing. This will increase chance of success.
- Encourage teamwork.
- Play should be kept below ankle height.
- Try to ability match teams.
- As skills increase try different throwing styles e.g. overarm throwing, underarm throwing or side-on stance.
- Play for a set period e.g. 3 minutes or an agreed number of goals e.g. 11.

Rules

- Teams may throw at any time until all the balls are exhausted. If there is no score the team with the ball closest to the target ball is deemed the winner.
- To make the game harder, specify the method of propelling the ball, e.g. ramp only or backspin only.
- Teams take alternate turns at throwing.

Equipment

- Use a bigger, lighter ball in the middle for greater success e.g. a slightly deflated beach ball.
- As skills increase use a smaller or heavier target ball.
  Limit the amount of balls per team.

Environment

- To increase success and scoring, shorten the distance between the players and goal lines.
- To make the game more challenging, increase the distance between the players and goal line.
- Position the game against a wall so collecting balls is easier.
- Increase the amount of balls per player and place a player from each team outside the playing area to collect loose balls and return them to the players on the throw line. No players are allowed to enter the playing area when game is in play.

TREE

Teaching style • Rules • Equipment • Environment

Safety

- No balls propelled above waist height.
- No balls propelled directly at someone else.
- Ensure sufficient space between players.
- Players must stay out of playing area when the game is in play.
- Collect balls after the instructor has called stop in play.

Questions

- What is the best way to make the target ball move? (e.g. a constant barrage of balls).
- What type of throw works best?
- Where is the best position to hit the target ball from?
- Is throwing more effective than rolling?

Other games to play

- Target Boccia • Boccia 5-3-1
- Attack and Defend Boccia
- Boccia • Kolap
- Boccia Noughts and Crosses

Integrity

Whatever modification is used, ensure that the integrity of the game is maintained. Games and activities should never be modified to the extent that they no longer resemble the original.