

# introducing your activity pack

Change4Life Sports Clubs have been designed around a clear need to increase physical activity levels in less active children by developing a new type of sports club. We want to create an inspirational environment to engage less active young people so that over time they start to take part in school sport and carry on with lifelong physical activity.

Your deliverer's activity pack includes;

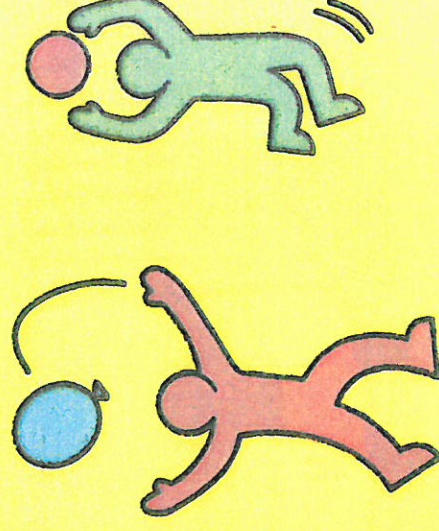
## 1. A set of 16 activity cards

You have 12 activity cards relating to a theme, and at the back of the pack, four activity cards to use for warm-up activities.

Every card is designed with support from National Governing Bodies of Sport to include skills and activities related to their Olympic and Paralympic sports.

They include:

- An image of the activity in action
- Clear instructions on how to play
- Equipment required - you'll find everything in your equipment pack
- Spirit of the Games icons
- Sporting connections - how the skills involved in the activities relate to specific sports
- Fun facts about Olympic and Paralympic sports to get children thinking!
- STEP - a framework for varying the activities so that children with different needs and abilities can be included
- Five key abilities - the use of the multi-ability model supports children to unlock and maximise their potential. The wider club activities on the reverse of the cards highlight these abilities and tie in with the children's activities to their 'Get Going' logbook.



## 2. A guide to the contents of each card

So you can find your way around the activity cards quickly and easily, we've provided a guide to what's on the front and back of each card.

## 3. A sport skills matrix

The matrix indicates the range of sport specific skills used within each game and the sports they relate to. There are also some ideas for using the matrix within your planning and delivery.

## How to use your activity pack

Use this pack in conjunction with your Change4Life Sports Club guide and the young person's 'Get Going' logbook. These activities will provide the foundation for a school-based sports club that will retain the interest of the young people involved and prepare them for taking part in Sainsbury's School Games opportunities and lifelong enjoyment of sport.

# sports skills matrix - flight

Activity Cards		Sports skills identified by National Governing Bodies									
	Individual/ paired	Teamwork/ cohesion	Balance/ stability	Reaction/ anticipation	Posture/ head position	Body control high and low	Change of pace	Diving and reaching	Jumping and landing	Movement side to side	Movement forwards and backwards
Run for It	✓	✓		✓	✓	✓	✓				
Overthrow		✓	✓	✓	✓	✓	✓	✓	✓		
Wall Mania	✓		✓	✓	✓	✓	✓	✓			✓
Catch Chase	✓		✓	✓	✓	✓	✓				✓
Bottoms Up	✓		✓	✓	✓	✓	✓			✓	
Up Up and Away	✓	✓	✓	✓	✓	✓	✓				✓
Stamp It High	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
Disc Boule	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Slip It Bop It	✓		✓	✓	✓	✓			✓		
Rebound Rocket	✓	✓	✓	✓	✓	✓		✓	✓		✓
Roller Coaster		✓	✓	✓	✓	✓	✓	✓		✓	✓
Catch Crazy	✓		✓	✓	✓	✓	✓		✓	✓	✓

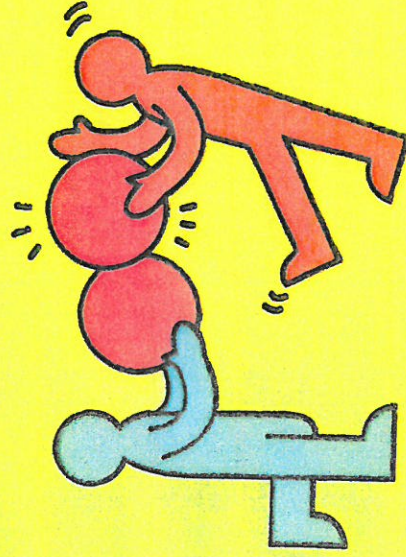
You should use this matrix to:

1. Help you to plan your session either to focus on specific skill or to ensure children use a wide range of skills each session i.e. use all the activities that use pulling and pushing motions.
2. Ask children before they play to identify the skills they think each activity will help to develop. After playing ask the children which skills they've experienced and compare them to their previous answer.
3. Highlight to the children the sports and National Governing Bodies of sports that are involved in each activity.
4. Draw attention to the parts of the body being used during the activities or those activities that will raise their pulse.

## Warm-up activity

# bumping balance

Try to force your partner  
on to two feet using the ball



## how to play

In pairs, each player has a large ball (make sure the balls are all the same size). Players stand on one leg opposite each other and push each other, ball against ball. The aim is to force their opponent on to two feet. How good are their skills at making them lose balance? Try different techniques. Maybe a long slow push or short, sharp pushes work better? Or players could even try making each other laugh!

When a player has succeeded, or not, try their skills against a different partner.

**Safety:** Make sure there is enough space between each pair.

## equipment

Swiss balls.

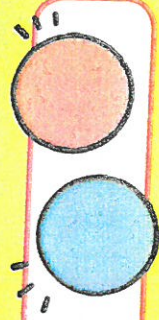
## sporting connection



To play handball and volleyball, it's important to have good balance, a low centre of gravity and good stability.

## did you know?

In Olympic handball, passes and shots at the goal can travel at up to 65mph.



## change4life sports clubs and the spirit of the games

The Youth Sport Trust, working with young people, has developed a set of values to motivate and inspire children to take part in school sport.

**These values have been designed to:**

- provide a set of sporting values and embed them in school sport
- use sport as a tool to encourage children to develop their personal values
- achieve excellent standards of sporting conduct in school sport.

To help you use these values within your Change4Life Sports Club, each activity has been designed to link to one of the Spirit of the Games values and the Chat Zone in the children's 'Get Going' logbook.

On the right of this page you'll also find some words that children have used to describe the values and what they think they'd have to achieve to be rewarded their Spirit of the Games stickers.

**You could reward children:**

- During the session when they display the values
- When they contribute positively to the Chat Zone discussion
- Through young leaders to help them encourage participation
- At other times of the school day when they are displaying the values.



## 'Spirit of the Games' values

### Teamwork

Working with my team, not being selfish.

Letting everyone have a go, passing the ball and giving everyone a chance.

Showing team spirit – encouraging my teammates and saying well done.

### Self belief

Being brave, taking on new challenges.

Being confident.

Trying new sports or activities.

### Honesty

Always telling the truth.

Never cheating.

Admitting when I am wrong.

### Passion

Being positive and enjoying the game/activity.

Trying my best.

Keep trying if I don't get it right.

### Respect

Being polite, not shouting or losing my temper.

Shaking hands with the other players and thanking them for the game.

Listening to the coach/teacher.

### Determination

Never giving up on myself or my team.

Always trying my best no matter what I am doing.

Trying again if something goes wrong.

Could the young leaders involved in the club be responsible for giving out 'Spirit of the Games' awards during the club session?

## resources

As part of the Change4Life Sports Club resources, a 'Get Going' logbook has been developed for each club member to use. Each logbook is clearly divided into sections for participants to complete, including:

### A bit about the logbook

Your explanation of how to make the most of it.

### A bit about me

This section is completed by club members during the first week of the club and after the first ten weeks or so. It will help you track changes in healthy behaviour and in the choices members make.

### A bit about the 'Get Going' wristband

Here you'll see why the 'Get Going' wristbands have been included and how club members can make the best use of them.

### A bit about your week

This section helps club members keep a visual record of the amount of physical activity they're doing each week, so they can compare their week on week progress.

Their weekly record also includes a Chat Zone with questions to generate discussion led by you before, during or after the session to support knowledge, understanding and positive health choices. There's also a Spirit of The Games section with space for stickers awarded to children for demonstrating the Spirit of The Games values.

### A bit about Olympic athletes

Here, exclusive interviews with Olympic athletes provide inspiration for club members from some great role models.

### A bit about the flight sports

In this activity pack you'll find some great games and activities that will get children's hearts beating! But they aren't just any old games...they are special games that have been created with the assistance of six National Governing Bodies of Sport (NGBs).

The NGBs have been central to the creation of these 'flight' activities and have worked to think differently about how their sport can be delivered to 7-9 year olds in primary and special needs schools. These multi-sport cards represent the sports of rounders, cricket, softball, handball, volleyball and ultimate in a way that is engaging and exciting for all young people to take part. They provide them with the skills and qualities that will enable participation in these sports, or any other activity, now and later in life.

For further information about other school sport programmes available from each of the NGBs go to:

Rounders England - [www.roundersengland.co.uk](http://www.roundersengland.co.uk)

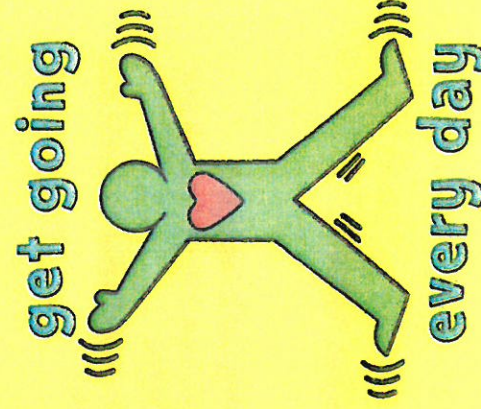
England & Wales Cricket Board - [www.ecb.co.uk](http://www.ecb.co.uk)

Baseball Softball UK - [www.baseballsoftballuk.com](http://www.baseballsoftballuk.com)

UK Ultimate - [www.ukultimate.com](http://www.ukultimate.com)

England Handball - [www.englishhandball.com](http://www.englishhandball.com)

Volleyball England - [www.volleyballengland.org](http://www.volleyballengland.org)



## wider club activities

### Skills

#### Example

#### Thinking me

Think about a new skill or game you have learnt today and try practising it at home. Have you got better? Have you beaten your score?

#### Social me

This week, we need some volunteers to discuss with the headteacher how we could share some of what we do during an assembly. (The club leader can help volunteers by arranging a meeting with the headteacher for the children and develop some questions with the volunteers that they could use at the meeting).

#### Healthy me

For next week, let's think what it is about our club that makes us feel good and happy.

#### Physical me

At next week's club session, let's share some of the new activities you have tried during the week, at home, school or playing out.

#### Creative me

Could we design a healthy eating advert for the rest of the children in our school using the information on the Change4Life Sports Club website?

## bumping balance

### space

Make the play space larger/smaller.

Ask players to play on their knees, using the space below.

Play in a circle or a square and try pushing opponents out of the area.

### task

Play on two feet, instead of one, and players try to move their opponent from the spot.

Play in different positions, like squatting or sitting.

### equipment

Use a variety of different shaped and sized balls.

Use a loop of rope or a hoop to pull each other off balance.

### people

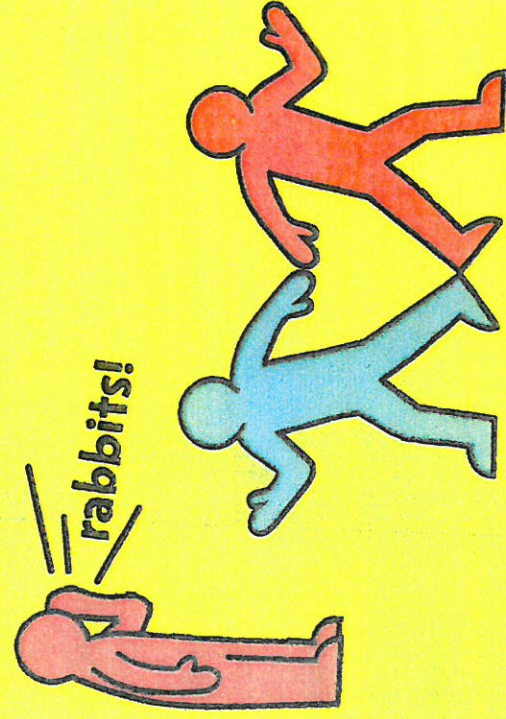
Ask players to swap partners. Enjoy new challenges and try new techniques.

Play in a group - last man standing!

## Warm-up activity

# call out

Listen carefully to the 'calls'  
and react quickly



## how to play

Ask players to form teams of two lines, one team facing one direction, the other team facing in the other direction.

Each player in the team stands back to back with their partner from the other team, stepping forwards with their right foot. Left heels must stay touching.

Name one team 'rats' and the other team 'rabbits'. Then call out either "rats" or "rabbits". Whichever team is called has to run away – fast! Their partner from the opposite team tries to catch them by quickly turning to tag them on the shoulder. Players need to listen very carefully in order to react correctly. Return to the centre and play again.

**Safety:** Make sure there is sufficient space for the game to be played safely.

## equipment

Beanbags, balls.

## sporting connection



Listening and communicating well are skills needed in all flight sports.

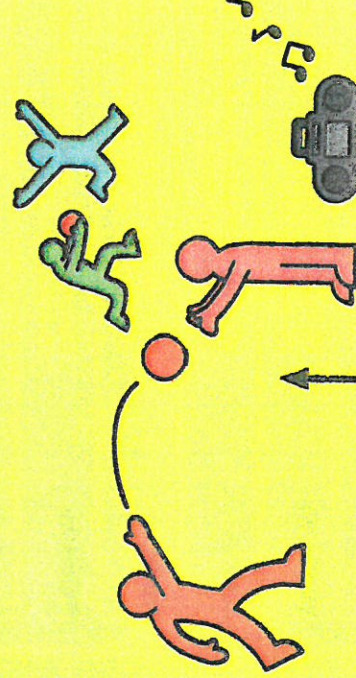
## did you know?

Martine Wright, one of our top Paralympic athletes, definitely has the Olympic value of courage. After losing both her legs seven years ago, she trained hard to compete in sitting volleyball at the London 2012 Games.

## a guide to the activity cards - front

# catch chase

musical madness  
and frantic fun



## how to play

In pairs, players stand a few metres apart and throw the ball backwards and forwards to each other as music plays. When the music stops the player with the ball must chase their partner.

If they catch their partner before the music starts again, the chaser wins a point and the pair move apart again waiting for the music to start. If they don't catch them, they stop where they are when the music starts again. When it does, they repeat the throwing and catching until it stops and so on.

**Introduce different throws** e.g. overhead, underarm, overarm and chest pass.

## equipment

Music, beanbags, balls of different sizes and shapes, balloons and beach balls.

## sporting connection



Quick reactions and change of pace are important attributes for handball, rounders and softball.

## did you know?

The Olympic sport of handball is a combination of football, basketball and water polo.

There's a 'Spirit of the Games' value on each activity. Club members can be rewarded for showing the values using the stickers provided. There's space for stickers to be displayed in their 'Get Going' logbook.

The 'how to play' section describes how the activity is delivered.

Here's a list of the equipment you'll need.

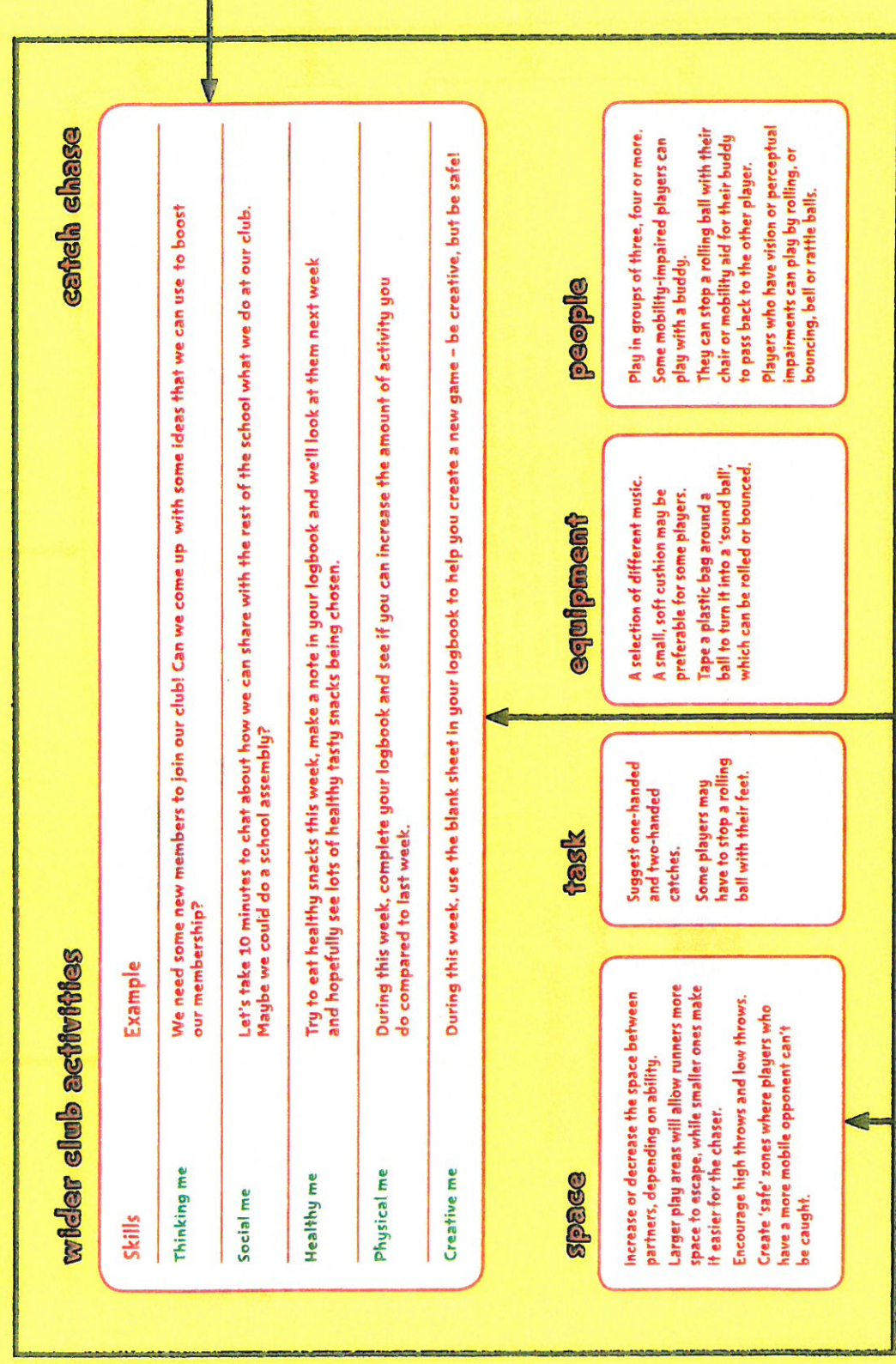
Here's a fun flight sport fact to spark children's interest and create connections with the Olympic and Paralympic Games.

Each activity card has a visual of the activity taking place so you know, at a glance, what it involves.

Sporting connection describes the skills that are being developed and their links to the Olympic and Paralympic sports behind the activity.

# a guide to the activity cards - back

**The wider club activities tie in with the children's 'Get Going' logbook and help to identify additional activities that will help them develop the 5 key abilities, their physical activity knowledge and understanding of healthy lifestyles.**



**STEP is an activity-centred approach that helps you include everyone in the club. By varying the activities you can balance different needs and abilities to ensure everyone participates fully.**

**These tasks should be used to develop members' sense of belonging, give them ownership of the club's direction and provide them with challenges that relate to their personal development and learning.**

**wider club activities**

# call out

Skills	Example
Thinking me	Try and find out two interesting facts about your favourite famous sportsperson which we can share next week. (The club leader can then generate discussion about how these idols became successful).
Social me	During this week, at home or at school, try to congratulate others when they do something well - remember how it makes you feel and how it seems to make them feel.
Healthy me	Next week, bring in your favourite piece of fruit to our club session. We can all share and hopefully try some new tastes.
Physical me	Choose an activity you have tried at the club and show your parents/family at home. See if they will join in! Tell us about it next week.
Creative me	For next week, bring along a piece of junk - anything you can make something out of.

space	task	equipment	people
<p>Make the play space larger/smaller.</p> <p>Reduce/increase the distance to the finish line. This distance can be different if partners have different abilities.</p>	<p>Change the team names, e.g. 'chalk' and 'cheese'.</p> <p>Challenge players by getting them to move in different ways, like hopping or moving backwards.</p>	<p>Markers for a finish line.</p> <p>Players can carry equipment while travelling, beanbags, balls.</p> <p>A slower-moving player can beat their opponent by moving a short distance and knocking a ball off a cone.</p>	<p>Swap partners around for more variety.</p> <p>Match players by ability.</p>

## Warm-up activity

# journey round the body

Get your heart pumping  
and muscles moving



## how to play

Mark out a safe play area. Then stick six cards, numbered one to six, in different places around the area. Write an activity on each that targets a different part of the body. How about 'lungs' – so players jump ten times and shout as they count? Or 'muscles' – do five star jumps?

Divide the group between the numbered areas. Then everyone has to find their pulse (at the wrist or neck) and count it for ten seconds. They write down their number, or make sure they remember it. Then jog, hop or jump round the circuit with a partner and do the activity at each spot. After each activity, they take their pulse again for ten seconds – watch how it rises!

**Safety:** Make sure there is enough space between the areas for everyone to do the activity.

## equipment

Cones, skipping ropes, balls or other equipment, depending on the activities you choose.

## sporting connection



## did you know?

Balance, co-ordination and good general fitness are needed in all flight sports.

Sitting volleyball, despite the name, is one of the most physically demanding of all Paralympic sports.

## wider club activities

## run for it

### Skills

#### Example

#### Thinking me

We need some new members to join our club! Can we come up with some ideas that we can use to boost our membership?

#### Social me

Let's take 10 minutes to chat about how we can share with the rest of the school what we do at our club. Maybe we could do a school assembly?

#### Healthy me

Try to eat healthy snacks this week. Make a note in your logbook and we'll look at them next week and hopefully see lots of healthy tasty snacks being chosen.

#### Physical me

During this week, complete your logbook and see if you can increase the amount of activity you do compared to last week.

#### Creative me

During this week, use the blank sheet in your logbook to help you create a new game – be creative, but be safe!

### space

Make the circle larger or smaller to make it harder or easier for the runner.

### task

Some players who have mobility challenges can move just a few spaces around the circle.

Try different kinds of throws like one-handed, left or right-handed, bouncing, high or low passes.

Try catching the ball with both hands, or either hand.

Some people might find it easier to catch a large ball but throw a small ball. As skills improve they can use the same ball.

### equipment

Players with control and co-ordination difficulties can use small soft cushions to throw and catch.

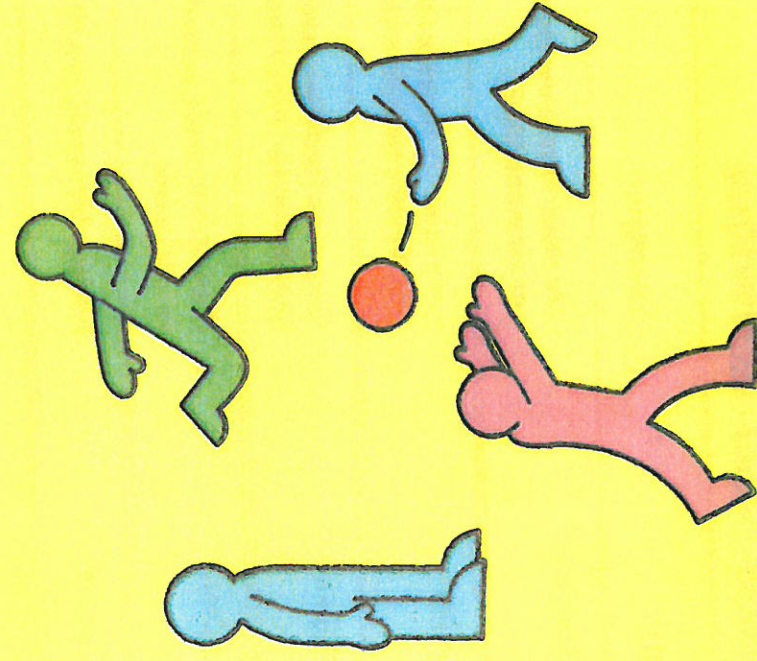
Use a variety of items with different weights, sizes and flight properties.

### people

Try with a small number of players per group, to ensure plenty of catching and throwing opportunities.

# run for it

## Beat the ball back to base



### how to play

**Game 1** – Get a small group of 6-7 people and form a circle. One player starts with the ball and throws it to the player on their left or right and starts running around the outside of the circle. The other players throw the ball on as quickly as they can.

The player who started with the ball tries to get back to their original place before the ball does. Everyone takes turns to be the first player with the ball.

**Game 2** – Form circles in small groups. One player starts with the ball and, throwing it high into the middle, they call out somebody's name. The person whose name has been called must then run into the circle and catch the ball.

### equipment

Balls of different shapes and sizes, or beanbags.



### sporting connection

#### did you know?

This game helps develop speed, concentration and hand-eye co-ordination, all needed in cricket, softball and rounders.

Men's baseball has been an official Olympic sport since 1992, despite not being at London 2012.



## wider club activities

## journey round the body

### Skills

#### Example

#### Thinking me

This week, can you talk to your family, watch the news or read the newspapers to find out some sports activities that have taken place during the week, in the UK or abroad? Write down your favourite and we can share some facts about them next week. Let's see if we can come up with lots of different ones.

#### Social me

For next week's session can you find out about our local newspapers? Bring in their address, email and phone number so we can write to them and see if we can get someone to include an article all about what we do.

#### Healthy me

For next week, all bring a water bottle to fill up and drink from, during and after the session – any clean plastic bottle will be fine.

#### Physical me

During the week, make a note of the activity that makes your heart beat the fastest.

#### Creative me

Can you come up with a new name and logo for our sports club? Let's choose a winner next week.

### space

Space out the cards to encourage more movement between activities.

Do the exercises 'on the spot' – just change the cards.

### task

Change the activities to provide variety.

Make sure you have options for different abilities at each station. For example, you can do seated star jumps (stretch your arms and legs out, and back in), or push ups (put your hands against a wall and push back).

### equipment

Ask players to use equipment during the activity, e.g. bounce a ball or catch a beanbag.

Ropes or stretchy bands can be incorporated into the activities.

### people

Play in pairs.

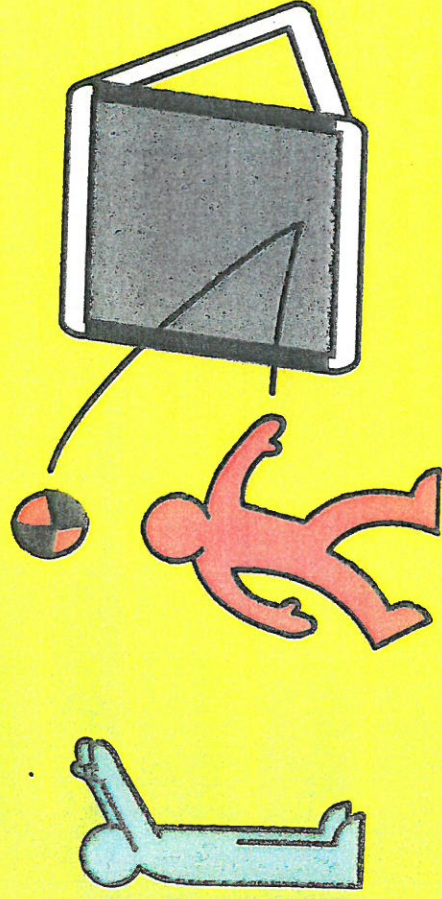
Play in small groups.

Play as a whole group.

In teams, do a relay version where each player does a different exercise.

# rebound rocket

try not to send it into  
outer space



## how to play



**Game 1** – Create small teams, standing in a line, one behind the other, facing a rebound net. The player at the front throws the ball onto the rebound net and catches it. They hand the ball to the next player and join the back of the line. The next player repeats until everyone has had a turn. The aim is to finish as quickly as possible without dropping the ball.

**Game 2** – The player at the front throws the ball onto the rebound net and the next player gets ready to catch it. They then throw it onto the rebound net and the next player catches it, and so on, until everyone has had a go. Players have to be lightning fast to keep the game going, especially if they want to beat the team next to them.

**Game 3** – Repeat game 2, but make it harder by getting players to throw beanbags instead. The next player will have to move fast to catch it.

## equipment

A variety of balls, rebound net.



## sporting connection



Teamwork, diving, reaching and catching are all useful skills in handball, volleyball and ultimate.

## did you know?

Handball is the second most popular sport in Europe and dates back to Ancient Greece.

## wider club activities

## overthrow

### Skills

### Example

#### Thinking me

Think about a new skill or game you have learnt today and try practising it at home. Have you got better? Have you beaten your score?

#### Social me

This week, we need some volunteers to discuss with the headteacher how we could share some of what we do during an assembly. (The club leader can help volunteers by arranging a meeting with the headteacher for the children and develop some questions with the volunteers that they could use at the meeting).

#### Healthy me

For next week, let's think about what it is about our club that makes us feel good and happy.

#### Physical me

At next week's club session, let's share some of the new activities you have tried during the week, at home, school or playing out.

#### Creative me

Could we design a healthy eating advert for the rest of the children in our school using the information on the Change4Life Sports Club website?

### space

Make the court larger or smaller depending on the ability and mobility of the players.

Change the height of the net to make it easier or harder. You can play without a net by marking out a line on the floor.

### task

Get players to practise throwing the ball to each other before getting in a competitive situation. Change how many times the teams must throw the ball among themselves before throwing it over the net.

Get teams sitting down to play, using a lower net.

Allow the ball to bounce once to give players more time to react.

### equipment

For Game 1:  
beanbags or balls of different shapes and sizes.

For Game 2:  
A balloon, balloon ball or beach ball.

### people

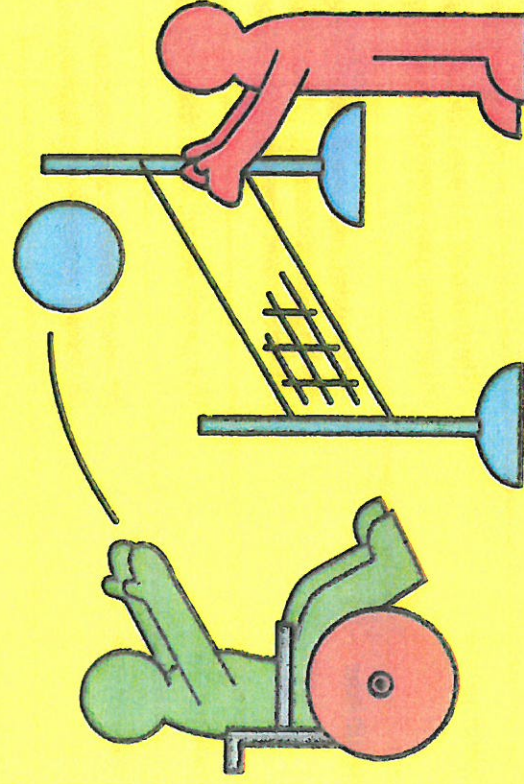
Change the size of, and mix up, the teams.

Play in pairs and give roles to each player like scorer or umpire.

An option for vision-impaired players is to use a sound ball and roll the ball back and forward under the net.

# overthrow

catch the ball before  
it bounces



## how to play



**Game 1** – Split the group into two teams, spaced out on either side of a net. Team one throws the ball high over the net with the aim of making it touch the ground before Team Two can catch it. Team Two then tries to do the same thing. Each team scores a point every time the ball touches the floor, and the first team to 5 points wins. The next throw is taken from wherever the ball lands or is caught.

**Game 2** – Split the group into two teams, spaced out on either side of the net. Players must try to get the balloon ball over the net and on the floor of their opponents' half of the court. Players cannot catch the balloon ball but must keep it in the air by using both their hands flat, fingers pointing down with little fingers touching or fingers pointing up, with thumbs touching.

A point is scored each time the balloon ball goes over the net, and 5 points are scored if it touches the floor on the opponents' side.

## equipment

Beanbags, balls and balloon balls.



## sporting connection



### did you know?

Being able to control your body from high to low and moving from side to side are useful skills when playing volleyball and handball.

Most Olympic volleyball players jump an average of 300 times in a single match.

## wider club activities

## rebound rocket

### Skills

#### Example

#### Thinking me

This week, can you talk to your family, watch the news or read the newspapers to find out some sports activities that have taken place during the week, in the UK or abroad? Write down your favourite and we can share some facts about them next week. Let's see if we can come up with lots of different ones.

#### Social me

For next week's session can you find out about our local newspapers? Bring in their address, email and phone number so we can write to them and see if we can get someone to include an article all about what we do.

#### Healthy me

For next week, all bring a water bottle to fill up and drink from, during and after the session – any clean plastic bottle will be fine.

#### Physical me

During the week, make a note of the activity that makes your heart beat the fastest.

#### Creative me

Can you come up with a new name and logo for our sports club? Let's choose a winner next week.

## space

Increase or decrease the distance to the rebound net; the further away players are, the more time they have to get ready to catch.

## task

Give some players more time by letting them catch the ball after one or more bounces.

To get players started, get them to bounce the ball on the floor and catch before using the rebound net.

Get teams to compete; the first team to get their first player back to the front of the line wins.

## equipment

Use different balls to create different bounces.

If you don't have a rebound net, try bouncing the ball off the wall.

Play into a corner to increase deflections.

## people

Smaller teams get more chances to throw and catch.  
Play individually.  
Play in pairs.

# stamp it high

see it soar



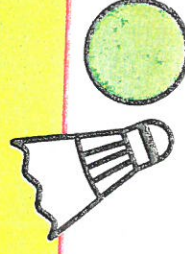
## how to play

Individually, or in pairs, players use the ball stamper to create a catching game. One player places the ball on one end of the ball stamper then stamps their foot on the other end. The seesaw effect launches the ball sky-high.

The aim is to catch the ball or shuttlecock before they land on the floor. Players see how many catches they can make in a row, then swap and let their partner have a go.

## equipment

Ball stamper, balls, shuttlecocks, beanbags, balloon balls, beach balls.



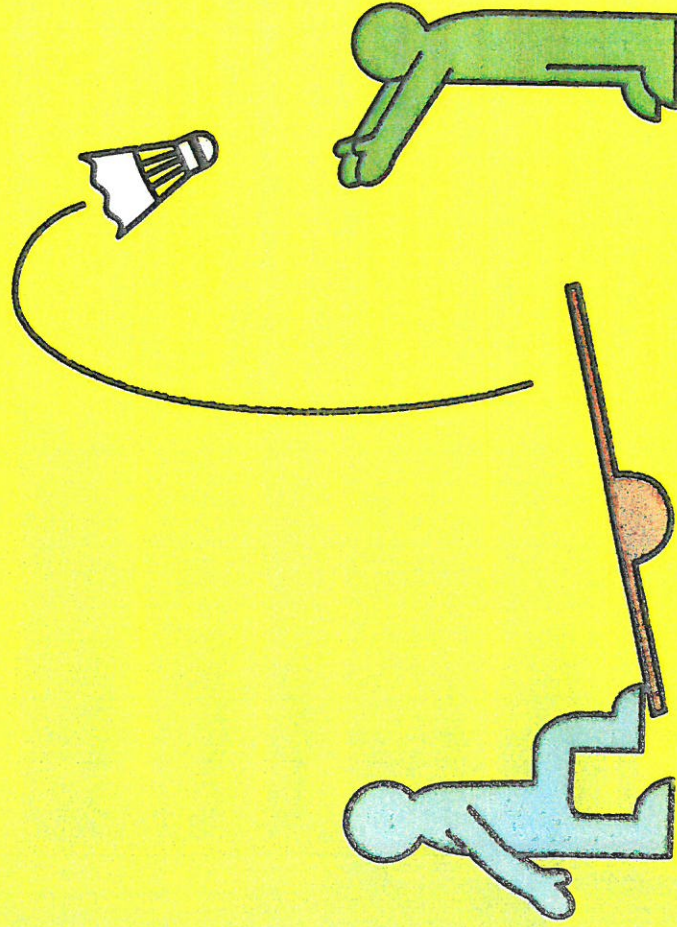
## sporting connection



Good posture and keeping your head steady to judge the flight of a ball are important in cricket, rounders and softball.

## did you know?

France and Great Britain were the only teams to compete at cricket in the 1900 Olympic Games and the sport hasn't been included since then.



## wider club activities

### wall mania

#### Skills Example

##### Thinking me

This week, can you talk to your family, watch the news or read the newspapers to find out some sports activities that have taken place during the week, in the UK or abroad? Write down your favourite and we can share some facts about them next week. Let's see if we can come up with lots of different ones.

##### Social me

For next week's session can you find out about our local newspapers? Bring in their address, email and phone number so we can write to them and see if we can get someone to include an article all about what we do

##### Healthy me

For next week, all bring a water bottle to fill up and drink from, during and after the session - any clean plastic bottle will be fine.

##### Physical me

During the week, make a note of the activity that makes your heart beat the fastest.

##### Creative me

Can you come up with a new name and logo for our Sports Club? Let's choose a winner next week.

## space

Move players closer to, or further away from, the wall to change the challenge.

Mark a line on the wall, and play either above or below it.

## task

Get players to make up their own sequences.

Adapt throws for players in seated or stationary positions.

Keep a score, and if a player doesn't complete a throw sequence, start again.

## equipment

Use tape to create a target on the wall.

Different balls will bounce in different ways.

Corners give players two surfaces to bounce off, which can be more challenging.

## people

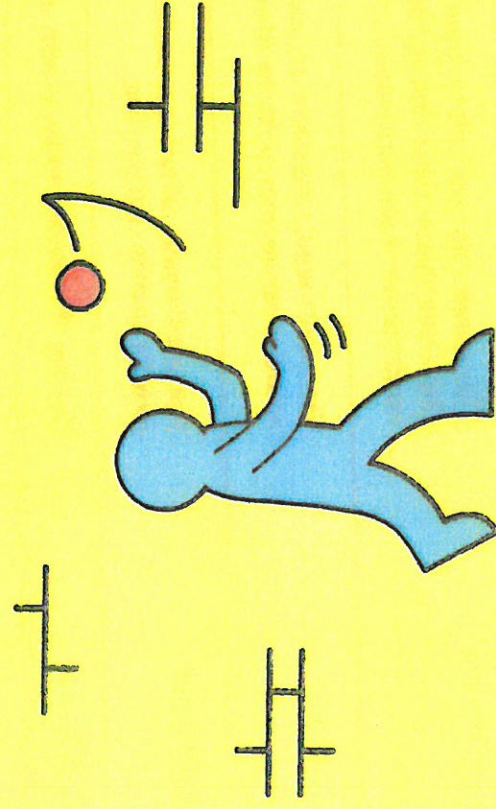
Players can stand next to a partner to create rhythm and support.

Partners take turns to play different parts of the sequence.

Challenge other players to see who can complete the sequence first before making a mistake.

# wall mania

get a rhythm going to  
make it to the end



## how to play



Players face a wall and bounce a ball off it. They try ten different throws and catches, trying to build up a sequence. The goal is to complete a list of throws and catches like this one:

10. Throw and catch with your preferred hand 10 times.
9. Let the ball bounce once before you catch it 9 times.
8. Clap once before the ball bounces back 8 times.
7. Catch with your other hand 7 times.
6. Clap twice while the ball's travelling through the air 6 times.
5. Throw under your left leg, and catch 5 times.
4. Throw under your right leg, and catch 4 times.
3. Throw against the wall, let it bounce, bat it back against the wall with your hand and then catch 3 times.
2. Throw ball against the wall so it bounces back over your head, chase it and catch it after one bounce 2 times.
1. Spin around and catch the ball before it bounces 1 time.

## equipment

A wall and a variety of different density and size balls.



## sporting connection

### did you know?

Skills such as balance, stability and moving your body in line with something that's flying are used in volleyball, cricket, rounders, softball, ultimate and handball.



Ultimate is the only sport where the players referee the game. It really shows true Olympic values in action.

## wider club activities

### Skills

#### Example

#### Thinking me

Think about a new skill or game you have learnt today and try practising it at home. Have you got better? Have you beaten your score?

#### Social me

This week, we need some volunteers to discuss with the headteacher how we could share some of what we do during an assembly. (The club leader can help volunteers by arranging a meeting with the headteacher for the children and develop some questions with the volunteers that they could use at the meeting.)

#### Healthy me

For next week, let's think about what it is about our club that makes us feel good and happy.

#### Physical me

At next week's club session, let's share some of the new activities you have tried during the week, at home, school or playing out.

#### Creative me

Could we design a healthy eating advert for the rest of the children in our school using the information on the Change4Life Sports Club website?

## stamp it high

### space

The catcher can try standing closer to, and further away from, the ball stamper

Different heights can be reached depending on how and where the ball stamper is stamped on

### task

Catch in a variety of ways such as one handed, with dominant or non-dominant hand.

Allow some players to catch the ball off one or two bounces.

### equipment

If you don't have a stamper, just bounce the ball off the floor. Different size balls will travel different distances.

Use balls and beanbags of different sizes and densities to change the difficulty of the game.

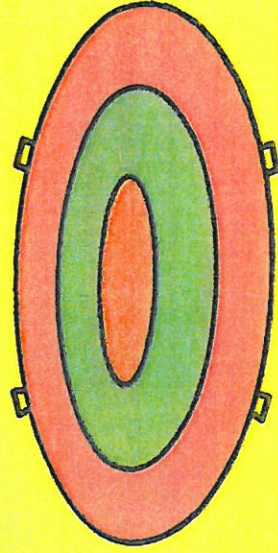
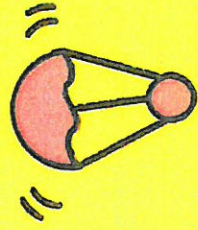
### people

Play a team version with players arranged in an arc around the catching end of the ball stamper.

The player that catches the ball scores a point, but barging is not allowed.

# up, up and away

floaty fun for everyone



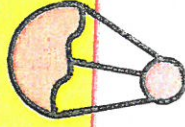
## how to play

**Game 1** – Place a target in the middle of the floor. Players stand at the edge of the target and take a few steps back, depending on their ability. They take turns throwing a parachute ball towards the target, aiming for the bull's-eye. Each time a player hits the target they take a step back to make their next throw harder. When throwing the parachute ball, encourage high throws to watch it float to the ground.

**Game 2** – Mark out a long playing area with a back line at each end, and a centre line. Two players of similar ability stand, facing each other, halfway between their own back line and the centre line.

Player One throws a parachute ball as far as they can into Player Two's half of the court. Player Two watches where the ball lands and throws it back into Player One's half from that spot. Player One returns the parachute ball from wherever Player Two's throw first landed and so on. The pair continues until a player throws the ball over their opponent's back line. They then start again.

## equipment



Parachute balls, parachute target.

## sporting connection

Throwing high and throwing far, not only help develop the correct throwing action but also help with sports such as softball, rounders and handball.

## did you know?

The longest baseball throw ever recorded is 445 feet 10 inches (135.89m). It was thrown by Glen Gorbous of Canada, August 1, 1957.

## wider club activities

### Skills

### Example

#### Thinking me

Try and find out two interesting facts about your favourite famous sports person which we can share next week. (The club leader can then generate discussion about how these idols became successful).

#### Social me

During this week, at home or at school, try to congratulate others when they do something well – remember how it makes you feel and how it seems to make them feel.

#### Healthy me

Next week, bring in your favourite piece of fruit to our club session. We can all share and hopefully try some new tastes.

#### Physical me

Choose an activity you have tried at the club and show your parents/family at home. See if they will join in! Tell us about it next week.

#### Creative me

For next week, bring along a piece of junk - cardboard, plastic or fabric that we could recycle and use for an activity, like a cardboard box to use as a target or obstacle, or a scarf for dancing.

## bottoms up

### space

Players can roll the ball to cover a greater or shorter distance.

The ball can be rolled to the side, or diagonally, to make the activity more challenging.

Markers can be used to limit the distance the chaser has to catch the ball.

### task

The player rolling the ball can vary its speed depending on the mobility of the chaser.

Some players may need to stop the ball with their hands, feet or elbows.

Depending upon ability, drawing level with or passing the ball can count as a success.

### equipment

A sound ball may help players who have issues with tracking ball movement.

Cones or markers can be used as targets to roll the ball towards.

Smaller types of balls will make the game more difficult

Use different sized balls for game 1.

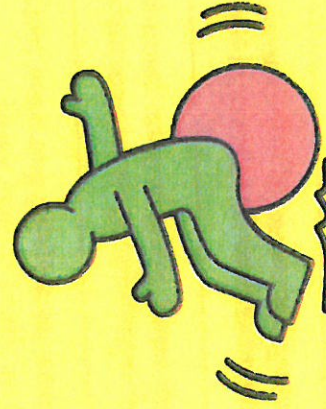
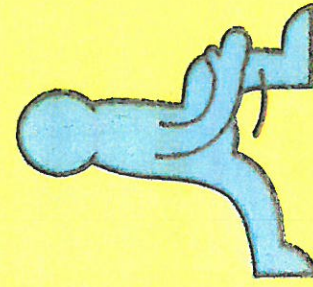
### people

Play against another pair.

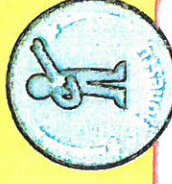
Play with a partner whose role is to help stop the rolling ball.

# bottoms up

Get lined up before  
sitting down



## how to play



**Game 1** – Two players stand opposite each other, roughly 2 metres apart. Player One rolls a Swiss ball towards Player Two who must lower themselves down and stop the ball with the palms of their hands. Player Two rolls the ball back for Player One to do the same. Player One then returns the ball, but this time Player Two must lower themselves down and stop it with their elbows.

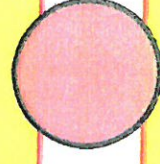
They roll the ball back to Player One who does the same. Finally, the challenge is to let the ball run between their legs and sit on it. Timing is everything.

**Game 2** – Standing side by side, one player rolls a Swiss ball forwards along the floor. Their partner must then chase the ball, overtake it, turn and stop the ball by sitting on it.

The seated player should end up facing the player that rolled the ball in the first place.

## equipment

Swiss balls and plenty of space.



## sporting connection



Throwing and catching skills are easier to develop when you get your body in line with the ball and in the right position. These skills are important for all flight sports.

## did you know?

Olympic beach volleyball is played with only two players on each team. They have to be quick to get to the ball.

## wider club activities

## up, up and away

Skills	Example
Thinking me	Try and find out two interesting facts about your favourite famous sports person which we can share next week. (The club leader can then generate discussion about how these idols became successful).
Social me	During this week, at home or at school, try to congratulate others when they do something well – remember how it makes you feel and how it seems to make them feel.
Healthy me	Next week, bring in your favourite piece of fruit to our club session. We can all share and hopefully try some new tastes.
Physical me	Choose an activity you have tried at the club and show your parents/family at home. See if they will join in! Tell us about it next week.
Creative me	For next week, bring along a piece of junk - cardboard, plastic or fabric that we could recycle and use for an activity, like a cardboard box to use as a target or obstacle, or a scarf for dancing.

## space

Encourage underarm and overarm throws to change distance and height.  
Stand closer or further away from the target.  
Play over a net to encourage throwing from a distance.

## task

Some players might find it easier to spot where a beanbag lands.  
In Game 2, make the court longer or shorter depending on ability.  
For Game 1, points can be scored depending on how close the parachute ball lands to the bull's-eye.

## equipment

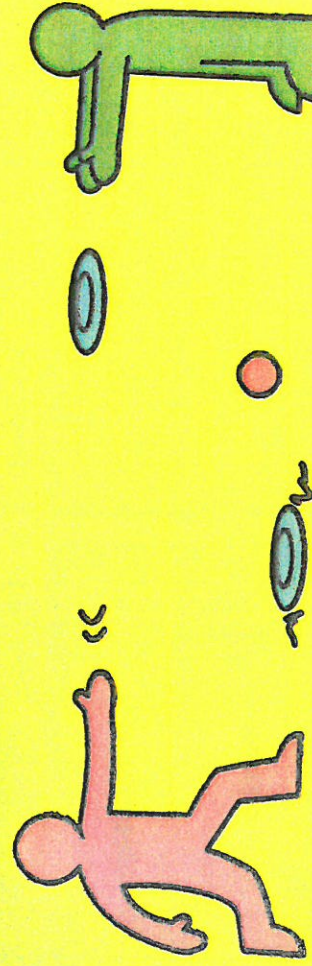
Balls of varying shapes and sizes, beanbags, parachute balls, target.  
Make your own target with hoops placed in circles around a central bull's-eye hoop.  
Introduce a net to encourage higher throws.

## people

Play in pairs taking turns to throw the ball.  
Play in groups and encourage teamwork.

# disc boule

tons of spinning, flying fun



## how to play

Get the group to form a circle of pairs standing opposite each other. Place, or throw, a ball into the circle. This is the Jack. Each team aims to land a flying disc as close to the Jack as possible. Working as a team they can toss the flying disc to each other to get the best shot at the Jack.

## equipment

Flying discs, ball.



## sporting connection



Judging flight and distance, as well as working as part of a team, are important attributes in the sport of ultimate, handball, rounders, cricket and softball.

## did you know?

Ultimate may not be in the Olympics, but it is part of the World Games as a full medal event.

## wider club activities

## bip it bop it

Skills	Example
Thinking me	Try and find out two interesting facts about your favourite famous sports person which we can share next week. (The club leader can then generate discussion about how these idols became successful).
Social me	During this week, at home or at school, try to congratulate others when they do something well - remember how it makes you feel and how it seems to make them feel.
Healthy me	Next week, bring in your favourite piece of fruit to our club session. We can all share and hopefully try some new tastes.
Physical me	Choose an activity you have tried at the club and show your parents/family at home. See if they will join in! Tell us about it next week.
Creative me	For next week, bring along a piece of junk - cardboard, plastic or fabric that we could recycle and use for an activity, like a cardboard box to use as a target or obstacle, or a scarf for dancing.

## space

Make sure that everyone has enough space to play as their attention may be focused upwards at times, not on people around them.

## task

Change the instructions to suit the abilities of the players.

A touch could count rather than a catch, or players can bounce the ball off a wall rather than jump.

Try getting players to move about between instructions, then stopping and patting, bouncing etc.

## equipment

Use balls that travel at different speeds such as beach balls, balloon balls, balloons.

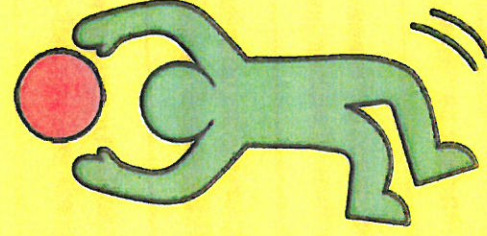
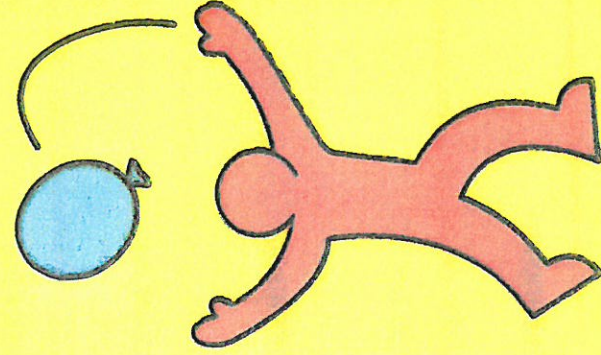
## people

Play in pairs and take it in turns to give each other instructions.

Play in a group with each player taking it in turns to touch the ball in a different way, making up sequences as they go.

# bip it bop it

who can bip and bop their ball the longest?



## how to play



Players get together in an open space, and are given a ball each. They must listen out for the following instructions, and be ready to act quickly:

**Pat it** – pat the ball in the air with your palm and catch it.

**Bounce it** – bounce the ball on the floor and catch it.

**Wind it** – pass it around the body.

**Swap it** – swap the ball with someone else's.

**Jump it** – throw the ball in the air and jump to catch it.

**Roll it** – roll the ball, follow it and pick it up before it stops.

**Spin it** – throw the ball up, spin round and catch it.

**Switch it** – throw the ball to one side and reach or move sideways to catch it.

## equipment

A variety of balls of different weights and sizes.



## sporting connection

did you know?



The skills of jumping and landing while controlling an object are useful skills in volleyball, handball and ultimate.

The Atlantic giant squid has the world's largest eyeballs measuring about 25cm in diameter, the size of an Olympic volleyball.

## wider club activities

## disc boule

### Skills

### Example

### Thinking me

This week, can you talk to your family, watch the news or read the newspapers to find out some sports activities that have taken place during the week, in the UK or abroad? Write down your favourite and we can share some facts about them next week. Let's see if we can come up with lots of different ones.

### Social me

For next week's session can you find out about our local newspapers? Bring in their address, email and phone number so we can write to them and see if we can get someone to include an article all about what we do

### Healthy me

For next week, all bring a water bottle to fill up and drink from, during and after the session – any clean plastic bottle will be fine.

### Physical me

During the week, make a note of the activity that makes your heart beat the fastest.

### Creative me

Can you come up with a new name and logo for our sports club? Let's choose a winner next week.

## space

Vary the size of the ball used as a jack.  
Make the disc boule boundary larger or smaller to encourage different type of throws.  
Encourage high throws to use the space above and increase distance.

## task

Suggest different ways to throw the disc.  
Some players may find it easier to roll the disc towards the jack.  
Give players two discs so they get a second chance to land close to the jack.  
Whichever team lands their disc closest to the jack is the winner.

## equipment

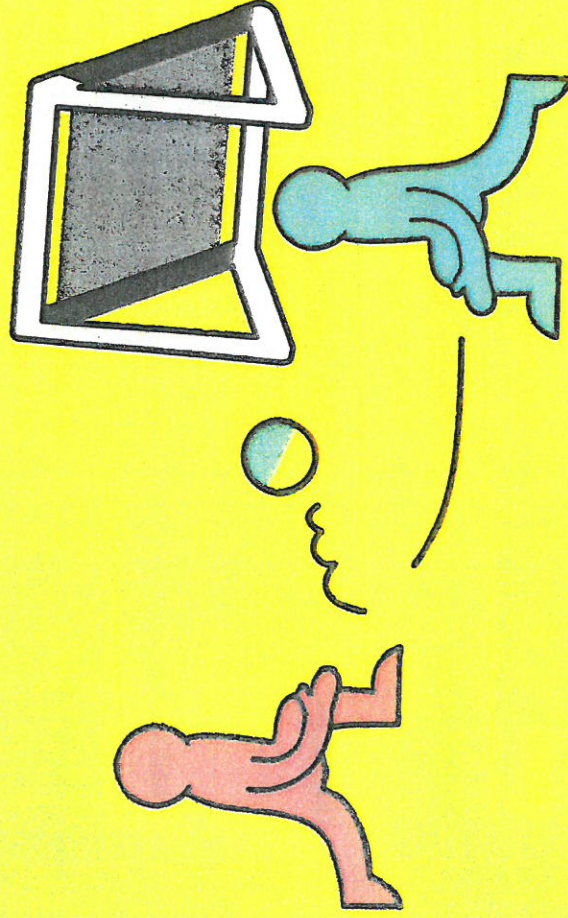
Ball to use as a jack.  
Cones or hoops to create bigger targets.  
Place the jack on a raised surface.

## people

Get players to practise individually before competing.  
Play in pairs, or teams, against each other.

# roller coaster

which team can roll their way to the goal?



## how to play



In a small court, two small teams of 3-4 sit or kneel in a space with an empty goal at each end. Players must roll the ball to their teammates using their hands only, until they think they have a shot on goal, while the other team tries to intercept by reaching or diving.

As the game develops, players can try standing and throwing rather than sitting and rolling. Once they're very good, goalkeepers can be introduced to make the game more challenging.

## equipment

Balls of different sizes, shapes and weights. A goal and a bell ball.



## sporting connection



## did you know?

To be good at handball, ultimate and volleyball, players need the skills of changing direction, working as a team, communication and speed.

European football clubs including Barcelona, Benfica and Red Star Belgrade also have handball teams.

## wider club activities

## not in my backyard

### Skills

### Example

### Thinking me

Think about a new skill or game you have learnt today and try practising it at home. Have you been able to get better or have you beat your score?

### Social me

This week, we need some volunteers to discuss with the headteacher how we could share some of what we do during an assembly. (The club leader can help volunteers by arranging a meeting with the headteacher for the children and develop some questions with the volunteers that they could use at the meeting.)

### Healthy me

For next week, let's think about what it is about our club that makes us each feel good and happy.

### Physical me

At next week's club session, let's share some of the new activities you have tried during the week, at home, school or playing out.

### Creative me

Could we design a healthy eating advert for the rest of the children in our school using the information on the Change4Life Sports club website?

## space

Make the play space larger/smaller.

Change the rope height so it's higher/lower.

## task

Play seated.

Play standing on one leg.

Use a variety of throwing techniques such as overarm, underarm and chest pass.

## equipment

Use a bench, rope or net as a barrier - vary it to mix things up.

Use a variety of different shaped and sized balls and other 'rubbish' items.

## people

Make teams larger/smaller.

Restrict players to using their non dominant hand throughout the game.

## Warm-up activity

# not in my backyard

Work as a team  
to clear out the rubbish



## how to play

Mark out a safe play area and divide it into two 'backyards' with a rope or suitable barrier. On each side, place 10-20 beanbags, balls, koosh balls etc – this is the 'rubbish'. It's in the players' backyard and it's their task to clear it, before the other team clears theirs!

Divide the group into two, for a team either side of the play area. When you shout 'Clear!' each team starts to throw their 'rubbish' over the barrier to the other team's 'backyard'. They have to keep going or it will all pile up! The winning team is the team with the least rubbish in their backyard after two minutes.

**Safety:** ensure the area is big enough so players won't collide when throwing and that the 'rubbish' is not too big or heavy. Underarm throws only.

## equipment

Marker cones, beanbags, small balls, koosh balls, chiffon scarves, throwing scarves.

## sporting connection

### did you know?

Quick reactions and throwing quickly and accurately are all skills needed in cricket, rounders and softball.

Women's fast pitch softball first appeared in the Olympics at the 1996 Games.

## wider club activities

### Skills

#### Example

#### Thinking me

Think about a new skill or game you have learnt today and try practising it at home. Have you got better? Have you beaten your score?

#### Social me

This week, we need some volunteers to discuss with the headteacher how we could share some of what we do during an assembly. (The club leader can help volunteers by arranging a meeting with the headteacher for the children and develop some questions with the volunteers that they could use at the meeting).

#### Healthy me

For next week, let's think about what it is about our club that makes us feel good and happy.

#### Physical me

At next week's club session, let's share some of the new activities you have tried during the week, at home, school or playing out.

#### Creative me

Could we design a healthy eating advert for the rest of the children in our school using the information on the Change4Life Sports Club website?

## space

Make the court larger or smaller depending on the numbers, ability or mobility of the players.

Place the goals on the long sides of the court rather than the narrow sides.

Divide the court into zones with players of similar ability in each zone to increase involvement.

## task

Introduce a number of throws between teammates before an attempt at goal.

Players stand but still roll.

Players use eyeshades and a bell ball.

Players take it in turns to be goalkeeper.

Progress to catching and throwing instead of rolling (like netball).

## equipment

Use a big Swiss ball so wheelchair users or players with mobility aids can bump the ball while other players use their hands.

## people

Make teams larger or smaller.

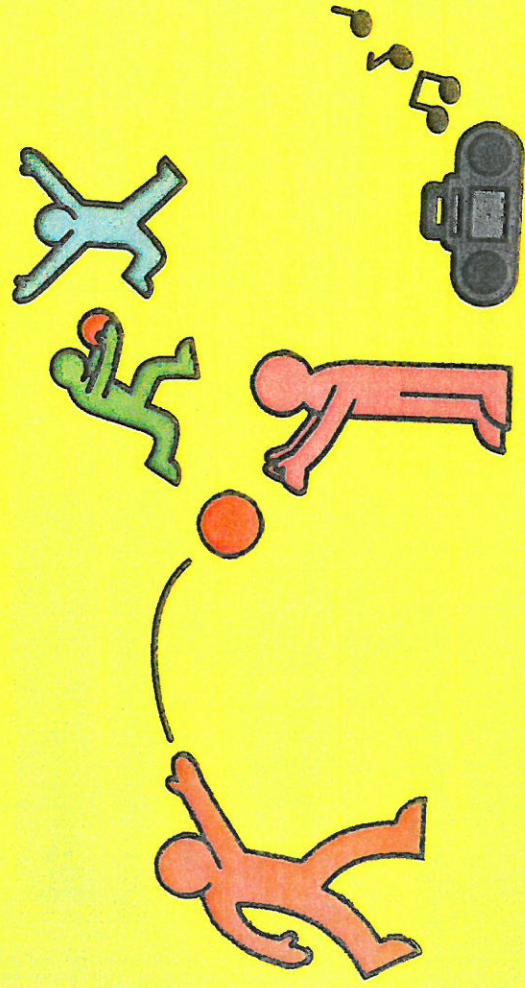
Have two goalkeepers, or play with no goalkeeper.

Players have key roles that are rotated, like defender, scorer and goalkeeper.

## roller coaster

# catch chase

musical madness  
and frantic fun



## how to play

In pairs, players stand a few metres apart and throw the ball backwards and forwards to each other as music plays. When the music stops the player with the ball must chase their partner.

If they catch their partner before the music starts again, the chaser wins a point and the pair move apart again waiting for the music to start. If they don't catch them, they stop where they are when the music starts again. When it does, they repeat the throwing and catching until it stops and so on.

Introduce different throws e.g. overhead, underarm, overarm and chest pass.

## equipment

Music, beanbags, balls of different sizes and shapes, balloons and beach balls.



## sporting connection



Quick reactions and change of pace are important attributes for handball, rounders and softball.

## did you know?

The Olympic sport of handball is a combination of football, basketball and water polo.

## wider club activities

## catch crazy

### Skills

#### Example

#### Thinking me

We need some new members to join our club! Can we come up with some ideas that we can use to boost our membership?

#### Social me

Let's take 10 minutes to chat about how we can share with the rest of the school what we do at our club.

#### Healthy me

Try to eat healthy snacks this week, make a note in your logbook and we'll look at them next week and hopefully see lots of healthy tasty snacks being chosen.

#### Physical me

During this week, complete your logbook and see if you can increase the amount of activity you do compared to last week.

#### Creative me

During this week, use the blank sheet in your logbook to help you to create a new game - be creative, but be safe!

### space

Challenge players to throw up high.

Try rolling or throwing over large distances.

See how high players can jump when catching the ball.

### task

Encourage throwing in different ways e.g. underarm, one hand.

Get players to use both hands to catch and throw.

Players can set themselves challenges, such as more consecutive catches or more claps.

Suggest different heights of bounce for different players.

### equipment

Scarves and beanbags for players with different levels of ability.

Hoops or cones to mark out playing and catching zones.

Cardboard to make a throwing and catching cone.

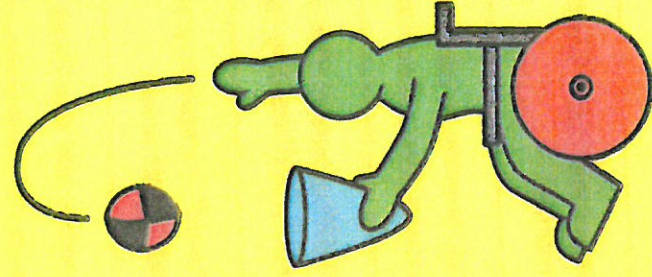
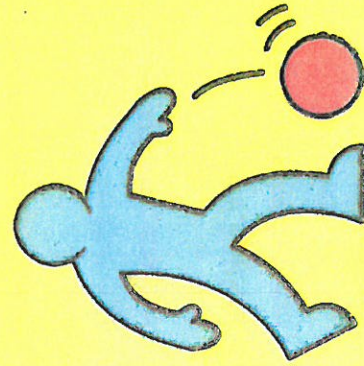
### people

Catch in pairs or small groups.

Take turns to count catches and bounces.

# catch crazy

## six fun ways to play and play and play



### how to play



Players get together in an open space, and are given a ball each.

They can choose from a range of games to play on their own or together:

**Throw, clap and catch** – How many claps can they do before catching the ball?

**Jump Ball** – Throw the ball as high as they can, and jump up to catch it. Can they catch it with their feet off the ground?

**Cone catch** – Make a cardboard cone and pop the ball in. Can they throw the ball up out of the cone and catch it? Or, even harder, catch it in the cone?

**Bounce 'n' bounce** – They bounce the ball on the ground, patting it with their hand to keep it bouncing. How many bounces can they do in a row?

**Handy catch** – Throwing a ball from one hand to the other, how high can they go?

**Roll chase** – They roll the ball and chase it. Can they pick it up before it stops?

### equipment

Balls of different sizes, weights and shapes.



### sporting connection

#### did you know?



Balance and stability are important factors when catching an object in flight, and are therefore needed for all flight sports.

The fastest recorded underarm bowling speed with a rounders ball is 60 miles per hour.

## wider club activities

### catch chase

Skills	Example
Thinking me	We need some new members to join our club! Can we come up with some ideas that we can use to boost our membership?
Social me	Let's take 10 minutes to chat about how we can share with the rest of the school what we do at our club.
Healthy me	Try to eat healthy snacks this week, make a note in your logbook and we'll look at them next week and hopefully see lots of healthy tasty snacks being chosen.
Physical me	During this week, complete your logbook and see if you can increase the amount of activity you do compared to last week.
Creative me	During this week, use the blank sheet in your logbook to help you create a new game – be creative, but be safe!

### space

Increase or decrease the space between partners, depending on ability.  
Larger play areas will allow runners more space to escape, while smaller ones make it easier for the chaser.  
Encourage high throws and low throws.  
Create 'safe' zones where players who have a more mobile opponent can't be caught.

### task

Suggest one-handed and two-handed catches.  
Some players may have to stop a rolling ball with their feet.

### equipment

A selection of different music.  
A small, soft cushion may be preferable for some players.  
Tape a plastic bag around a ball to turn it into a 'sound ball', which can be rolled or bounced.

### people

Play in groups of three, four or more.  
Some mobility-impaired players can play with a buddy.  
They can stop a rolling ball with their chair or mobility aid for their buddy to pass back to the other player.  
Players who have vision or perceptual impairments can play by rolling, or bouncing, bell or rattle balls.