# Games with Minimal Equipment

**LOCOMOTOR**

## Dome Flip

### Learning Experience
- Students on each team are spread along the sides of the grid.
- When the whistle blows, team 1 attempt to flip all of the domes so that they are up the right way. At the same time team 2 attempts to flip all domes over so they are upside down.
- Once a student flips a dome over they must run back to a side of the grid before they can flip another dome.
- The game continues until the teacher blows the whistle to stop.

### Organisation
- **Equipment**: 30 domes, 4 domes to define grid, 15 braids.
- **Set up**: 20m x 20m grid. 30 domes spread evenly over grid, half the right way up, and half upside down.
- **Time**: 5 minutes.

### Teaching Tips
- Use whistle cues to start and stop the game.
- Encourage ‘no statues’ so that all students are constantly moving.
- Change the means of locomotion.
- Include dynamic stretches (e.g. leg swings).

## Hospital Tag

### Learning Experience
- Designate 4 students to be “in”.
- All students move in defined area using any movement (e.g. run, slide etc) and the “in” students try to tag the other students.
- Once a student is tagged they cover with one hand the area that was tagged and now they are “in”. They must keep covering the tagged area until they tag someone else.

### Organisation
- **Equipment**: 4 domes to define grid.
- **Set up**: 20m x 20m grid. Whole group activity.
- **Time**: 5 minutes.

### Teaching Tips
- Use whistle cues to start and stop the game.
- Encourage ‘no statues’ so that all students are constantly moving.
- Designate more “in” students to increase activity levels.
- Change the means of locomotion.
- “In” students can hold a braid to make them easy to identify.
- Include dynamic stretches (e.g. leg swings).

## Dragon’s Tail

### Learning Experience
- Students in groups of 5-6, each holding onto the student in front.
- One student (the chaser) stands in front and detached from line.
- The chaser must attempt to tag the dragon’s tail (person at end of line).
- Student at the front of the lien must prevent (but cannot hold onto the chaser) the chaser from catching the dragon’s tail.
- If any student lets go of the student in front of them, the chaser gets a point.

### Organisation
- **Equipment**: N/A
- **Set up**: Students in single file groups of 5-6 with hands on hips of the student in front. Spread out on grassed area.

### Teaching Tips
- Ensure each student has the opportunity to be the chaser and tail.
- Set time limit of 15 seconds for each chaser.
- Use whistle cues to start and stop the game.
- Change the means of locomotion.
- Include dynamic stretches (e.g. leg swings).
- Ensure adequate space between each group to avoid collisions.
## SPRINT RUN

### Rats and Rabbits

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<tr>
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<th>Organisation</th>
<th>Teaching Tips</th>
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<tbody>
<tr>
<td><strong>LEVEL 1</strong></td>
<td>Two teams line up opposite one another with about 1m between them. One team is the rats, the other team is the rabbits. Whichever team is called must run to their home, the other team must chase. If teacher calls “rats”, the rats need to run to the boundary line behind them (20m away) and the rabbits must chase them. If teacher calls “rabbits”, the rabbits must run to the boundary line behind them and the rats must chase them. Each tag is worth one point.</td>
<td><strong>Equipment</strong>: 4 soft domes. <strong>Set up</strong>: Divide players into two teams – the rats and the rabbits 1m apart. 40m x 20m grid. <strong>Time</strong>: 8 minutes</td>
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<tr>
<td><strong>LEVEL 2</strong></td>
<td>Complete activity from a seated or lying start</td>
<td>As above</td>
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## SIDE GALLOP

### Defend!

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<td>In pair students face each other 1m apart. Designate one student the attacker, the other the defender. On the teacher’s whistle, the attacker has to side gallop in different directions to get as far away from the defender as possible. The defender has to mirror the attacker and stay within 1m of them. Teacher signals stop after 30 seconds. The attacker gains one point if the defender is further than 1m away. The defender gains a point if they are 1m or closer to the attacker. Take 2 points off if the students use any movement other than a side gallop. Swap roles, then swap to a new partner.</td>
<td><strong>Equipment</strong>: Whistle <strong>Set up</strong>: Large flat open space. Students in pairs. <strong>Time</strong>: 8 minutes</td>
<td>Move around class, detecting and correcting errors with skill specific feedback. Ensure there is adequate space between each pair to avoid collisions. This activity can be used to introduce the idea of using the side gallop to defend a player in games and sports.</td>
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## SKIP

### Shark in the Sea

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<td>Set ropes up in a circle to signify the ‘sea’. The ‘shark’ in the centre of the sea squats down and prowls around while all other students skip around the shark singing “Shark in the sea…can’t catch me”. After a time the shark jumps up and chases (must skip) students trying to tag them. Students skip out of the sea to safety. Those who are caught become the shark, and those who run instead of skip become a shark.</td>
<td><strong>Equipment</strong>: Long ropes and braids. <strong>Set up</strong>: 30m x 30m large open space. <strong>Time</strong>: 5 minutes</td>
<td>Nominate 4-5 sharks at a time. Use braids to designate sharks. Move around class and provide skill specific feedback to all students. If the sharks are catching the students to easily increase the size of the circle (sea).</td>
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# CATCH

## Numbers

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| • Each student is allocated a number and must remember their number.  
  • When the teacher calls a number the corresponding student must run in grab a ball and pass the ball to each person in the line before bring the ball back and placing it in the centre circle.  
  Modifications: Can incorporate the dribble  
  Can incorporate a shot the basketball hoops depending on age of students. Can change to a kicking activity | Equipment: 30 domes, 4 domes to define grid, 15 braids.  
  Structure: 4-5 teams depending on numbers (team sizes no greater than 5-6).  
  Set up: Preferably played on a basketball court of hard surface  
  Time: 10 minutes. | • Use whistle cues to start and stop the game.  
  • Move around class, detecting and correcting errors with skill specific feedback.  
  • Allow students to choose how far away they stand from the passer |

## KICK

### Kicking T-Ball

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| • Same set-up as T-ball, but with kicking instead of striking.  
  • Six players on kicking team kick off separate tees at same time into the outfield.  
  • Fielders collect all balls but must dribble and/or kick balls back to six hoops placed to the side of the field.  
  • All kickers run.  
  • Kickers get one point for each lap the complete before the balls are returned to the hoops. Points accumulate for total team score.  
  • Award bonus points for correct kicking technique.  
  • All kickers have two kicks total, then teams swap over. | Equipment: 20 soft domes (6 kicking tees and 4 to mark out diamond), 12 balls, 12 hoops.  
  Set up: Set up as for T-ball but have six kicking tees with soccer balls set up. Two teams – ‘kickers’ and ‘retrievers’. Set up 2 games.  
  Time: 10 minutes | • Can vary locomotor movement of kickers after the kick, e.g. hopping or skipping.  
  • Move between groups and provide skill specific feedback.  
  • Detect and correct errors.  
  • Encourage team work and good sportsmanship. |

## OVERARM THROW

### In the Drink

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| • Mark out two areas separated by a two metre by two metre ‘no go zone’ per game.  
  • Students over arm throw the ball over the ‘no go zone’ into the other team’s area.  
  • Each team can earn a point when they throw the ball into a space and the ball lands on the opposition side.  
  • Once students throw the ball they then must run around a cone designated by the teacher. | Equipment: One ball per game, cones to mark out each game  
  Set up: 4 games with 3 students on each team  
  Time: 10 minutes | • Move between groups and provide skill specific feedback.  
  • Detect and correct errors.  
  • Encourage team work and good sportsmanship. |