

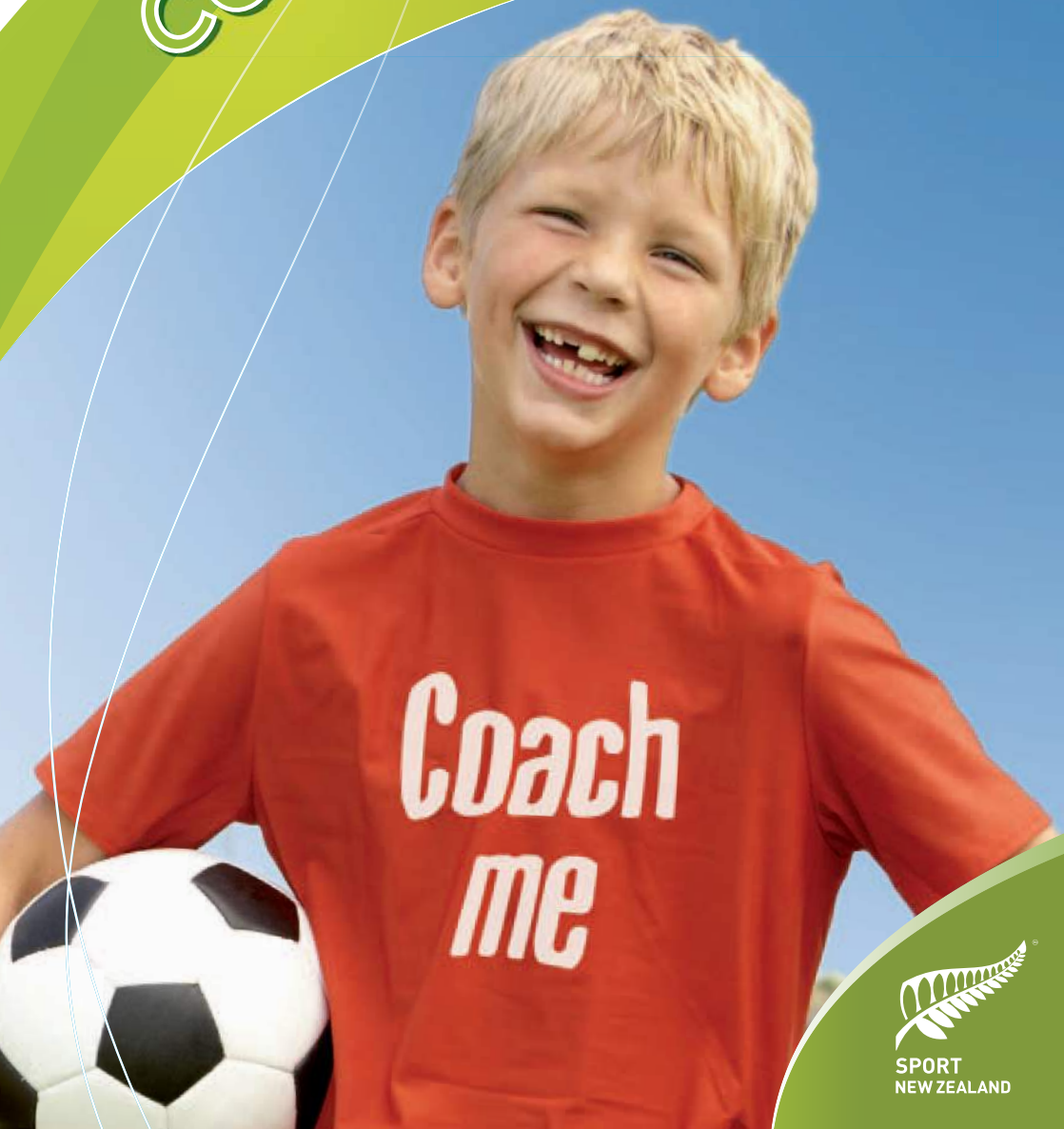
**GROWING COACHES**

Whakapakari Kaiako Taiohi

A PROGRAMME TO GROW YOUNG COACHES THROUGH SPORT AND RECREATION

# COACH GEAR BAG

GAMES AND ACTIVITIES FOR COACHING SESSIONS



**SPORT  
NEW ZEALAND**

# CONTENTS

## INTRODUCTION

Welcome	2
Growing Coaches	3

## COACH STARTER ACTIVITIES

Activity 1: Tape Tag	7
Activity 2: Dribble Tag	7
Activity 3: Bombshell	8
Activity 4: Walking Partner Tag	9
Activity 5: Bopper Tag	10
Activity 6: High 5 Tag	11
Activity 7: Everybody's It	11
Activity 8: Asteroids	12
Activity 9: Win-Win	12
Activity 10: Hotspot	13
Activity 11: Builders and Bulldozers	14
Activity 12: Kiwi Baseball	15

## GAMES

Game 1: Paper, Scissors, Rock	17
Game 2: Steal It	18
Game 3: Samurai Soldier	19
Game 4: Hotball	20
Game 5: Castleball	21
Game 6: Pass the Cookie	22
Game 7: Hakariki	23
Game 8: Poi Toa	24
Game 9: Maui/Matau	25



## TEACHING GAMES FOR UNDERSTANDING (TGfU)

A Games Approach to Coaching	27
Game 1: Chicken Ball	29
Game 2: Hilda's Naughts and Crosses	30
Game 3: Powerwall	31
Game 4: Balloon Feet	32
Game 5: Bat It	33
Game 6: Squared Off	34
Game 7: Netball Super Sub	34
Game 8: Piggy	35
Game 9: Fast Pass	35
Game 10: End Zone	36
Game 11: Sideline Ultimate	37
Game 12: Cones Down	38
Game 13: Sidewall Soccer	39
Game 14: Raga	40
Game 15: Capture the Flag	41

## LEADERSHIP ACTIVITIES

1: Warpspeed	43
2: Turnstiles	43
3: Popcorn	44
4: Helium Stick	45
5: Star Wars	46
6: Blindfold Polygon	47

## CREATING A CULTURE ACTIVITIES

1: Pegs	49
2: Paper Airplane Activity	50
3: Find Out	51
4: Values Line	52





# WELCOME TO YOUR GROWING COACHES GEAR BAG

The Growing Coaches Gear Bag is designed for young people participating in the Sport New Zealand Growing Coaches coach education programme. The games and activities provided are for coaches to use in their coaching sessions.

There are five sections:

1. Coach Starter Activities
2. Games
3. Teaching Games for Understanding (TGfU)
4. Leadership Activities
5. Creating Culture Activities

These games and activities can be used across a variety of sports. Through the sports-specific component of the Growing Coaches programme the technical and tactical aspects of sports will be explored and will include games, drills and activities.

The games and activities in this Coach Gear Bag are simple, familiar to many people and easy to implement. Some games will become favourites with athletes while others may be used only once in a specific situation.

Sometimes an activity is used to give athletes the opportunity to get to know each other. At other times the activity encourages athletes to think and make decisions. Skills can also be taught through games and small games can certainly develop a great understanding of tactics.

Through the interactive workshops in the Growing Coaches programme, young people will learn about effective coaching concepts and methods and apply these in their coaching sessions. This includes some of the games and activities in this Gear Bag.

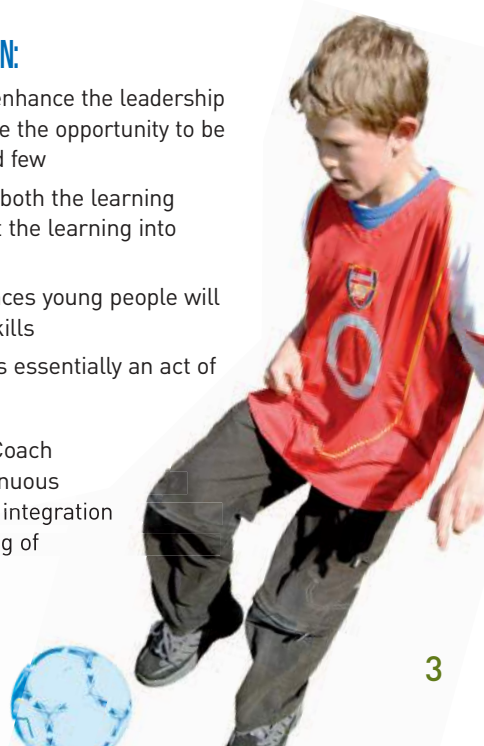
## GROWING COACHES

The aim of Growing Coaches is to grow leadership potential in young people by preparing them to coach in a specific sport context. Many young people coach other young people in sport while others may be seeking an opportunity to experience coaching.

### THE PHILOSOPHY OF GROWING COACHES IS BASED ON:

- The belief that coaching experiences can enhance the leadership development of young people and therefore the opportunity to be a coach should not be limited to a selected few
- An understanding that coaching includes both the learning about coaching and the opportunity to put the learning into practice in a sport context
- The belief that through coaching experiences young people will develop skills that can transfer into life skills
- An understanding that coach leadership is essentially an act of service to others.

This philosophy links well to the New Zealand Coach Development Framework and is based on continuous improvement through the increasingly effective integration of coaching skills, knowledge and understanding of coaching practice.





*“What is considered to be successful coaching is dependent on how we develop our own skills and behaviours to meet athletes’ needs.”*

(Kidman & Hanrahan, 2011, p.3-4).

The learning that is gained through a coach education programme such as Growing Coaches is important to ensure the coaching experience is a positive one and to develop effective young coaches.

Young people are a ready and often willing resource for the coaching role in schools and clubs. Coaching sport gives them an opportunity to contribute to others through an act of service in the sport environment. Giving coaches a bag of balls and cones and saying “Go to it” is not an effective preparation for the coaching role, yet often that’s what happens.

## GROWING LEADERS

The Sport New Zealand Growing Leaders programme was launched in 2009. The aim of Growing Leaders is to grow leadership potential in young people, primarily through sport and recreation. For more information regarding Growing Leaders refer to the Sport New Zealand (Sport NZ) website: [www.sportnz.org.nz](http://www.sportnz.org.nz).

The Growing Coaches programme uses the philosophy, values and concepts of the Growing Leaders programme in a coaching environment to develop effective young coaches.







# COACH STARTER ACTIVITIES

Tag games are a great way to get a session started. They help warm up, allow participants to mingle and provide a good way to begin a session.

## **Purpose of Tag Games**

- To use a range of fundamental movement skills to evade the tagger.
- To get individuals working together and communicating tactics and strategies.
- Help participants get to know each other better.
- To use as a warm-up.



## Coach Starter Activity 1

### TAPE TAG

<b>Purpose</b>	A warm-up, fun, starter game to mix people
<b>Equipment and players</b>	<ul style="list-style-type: none"> <li>• Roll of tape</li> <li>• Each player is given 5 pieces of tape (one piece for each finger on one hand)</li> <li>• Any number of players</li> </ul>
<b>How to play</b>	Players aim to 'stick' others with their pieces of tape while avoiding being 'stuck' by another player's tape. Each piece of tape a player has must be put onto a different person. Tape can only be placed on the back, arms or legs. After all of a player's tape is gone they must avoid other players until the game is stopped. The winner is the player with the fewest pieces of tape on them when the game ends.
<b>Questions to ask the participants</b>	<p>Coaches might want to ask players to write a goal for the next game on the tape.</p> <p>Put all pieces of tape on the ground at the end of the game and discuss goals as a team.</p>
<b>Game tips and alternatives</b>	<p>Play Tape Tag in teams</p> <p>Team One: Red Bands – they have to put tape only onto Blue Bands</p> <p>Team Two: Blue Bands – they have to put tape only onto Red Bands</p>

## Coach Starter Activity 2

### DRIBBLE TAG

<b>Purpose</b>	Warm-up for basketball or ball games (or for sports that have nothing to do with basketball) as a unique alternative to the usual warm-up. You might want to have a whole session focus on the use of large sports balls such as basketballs.
<b>Equipment and players</b>	<ul style="list-style-type: none"> <li>• Basketballs and a hard surface to dribble on</li> <li>• Any number of players</li> </ul>
<b>How to play</b>	The players with the basketball (or a large bouncy ball) dribble around the playing area while attempting to tag a player who does not have a ball with their non-dribbling hand. The 'dribbler' must be in control of the ball when tagging. When a player is tagged they become the new dribbler or kneel down on one knee and wait to be freed by another player. Whichever rule is used, ensure that all players get a turn dribbling.
<b>Game tips and alternatives</b>	Play this game in an area the size of a four square court, with one dribbler and three to four players, or play in a large area to extend the players.

### **Coach Starter Activity 3**

## **BOMBSHELL**

<b>Purpose</b>	Warm-up, dribbling practice for football or another sport where you might use the equipment from that sport. A good activity for tackling practice for football.
<b>Equipment and players</b>	<ul style="list-style-type: none"><li>• Football sized balls or any round sport balls</li><li>• Bands</li><li>• A coned square the size of 3-5 metres on each side</li><li>• Any number of players up to approximately 20</li></ul>
<b>How to play</b>	Participants dribble the football around the coned area with their feet and try to kick away other people's balls at the same time. When a player's ball gets kicked outside the coned square they are allowed to stay in the area and keep kicking other people's footballs out of the square.
<b>Game tips and alternatives</b>	Add in more balls as necessary to change the pressure ratio on players. Change the size of the square to make it easier or more difficult. Change the equipment to hockey sticks and hockey balls.



#### Coach Starter Activity 4

### WALKING PARTNER TAG

<b>Purpose</b>	<p>Warm-up, fun, starter game to mix people</p> <p>Changing direction</p> <p>Peripheral vision</p> <p>Dodging</p>
<b>Equipment and players</b>	<ul style="list-style-type: none"> <li>• Cones in a circle or square as a boundary</li> <li>• Any number of players. Great if you have a large number</li> </ul>
<b>How to play</b>	<p>Participants pair up and decide which of them is the 'tagger' and which is the 'tagged'. There will be several pairs participating in the game.</p> <p>Participants are asked to stay within the boundary. Only walking is allowed. The player who is the 'tagger' attempts to tag their partner by walking to chase them. When the tag occurs, the tagged player becomes the 'tagger' and must turn 360 degrees and clap twice in the air before beginning to try and tag their partner. Ask participants to define the rules of walking rather than running. Walking requires one foot on the ground at all times.</p>
<b>Game tips and alternatives</b>	<p><b>Zoolander Tag (Left/Right Tag)</b></p> <p>The same game but one of the pair may only ever turn left (as the models in the Zoolander movie), while the other may only turn right. This is hilarious!</p> <p><b>Cyclops Tag</b></p> <p>A smaller coned circle in which each person must only look through a tunnel they make with one hand cupped like a telescope. Their other hand covers the other eye as they attempt to tag their partner. This creates a great discussion about peripheral vision and tunnelled views of the world.</p>

## Coach Starter Activity 5

### BOPPER TAG

<b>Purpose</b>	A warm-up game using different equipment to allow participants to have fun in a different context.
<b>Equipment and players</b>	<ul style="list-style-type: none"><li>• 4 cones to mark the boundary area (2 x 2 metres approx.)</li><li>• Approximately one bopper per 4-5 players. A bopper is a blow up toy such as a hammer, sword, bat, swimming pool noodle, etc. (These are able to be bought from \$2 shops and toy shops.)</li><li>• Any number of players depending on how many boppers you have</li></ul>
<b>Set up</b>	Participants spread out within an area marked by four cones.
<b>How to play</b>	Each tagger has a bopper. Taggers try to hit the non-taggers below the waist with their bopper. Once a tagger tags a participant they immediately drop their bopper on the ground. The person who has been tagged spins 360 degrees and claps twice before picking up the bopper, and becomes the new tagger.
<b>Questions to ask the participants</b>	<p>To be an accurate tagger what do you need to do with your bopper?</p> <p>What are your eyes and feet doing when you play this game?</p> <p>How do you need to position your body to tag the other participants?</p> <p>This creates thinking players.</p>
<b>Game tips and alternatives</b>	<p>Use a different action that the person can do before picking up the bopper.</p> <p>Add in more boppers.</p> <p>Change running to another fundamental movement skill like skipping or walking.</p> <p>Play Slow Motion Bopper Tag in pairs by using balloons and striking them with your hands, sticks, or flyswats as your striking implement.</p> <p>Try striking bubbles with popsicle sticks.</p>



### Coach Starter Activity 6

## HIGH 5 TAG

<b>Purpose</b>	Tag game used as an icebreaker. Fun, agility, dodging
<b>Equipment and players</b>	<ul style="list-style-type: none"> <li>• 4 cones to mark the boundary</li> <li>• Boppers (plastic blow up swords, blow up hammers or swimming pool noodles)</li> <li>• Any number of players. Good for large groups</li> </ul>
<b>Set up</b>	All participants within an area marked by 4 cones 2 x 2 metres should be a good size
<b>How to play</b>	Taggers have 1 bopper each. Once they tag someone they have to stand still with their hands in the air. They can be freed if another participant gives them a high 5 or high 10. The aim is for the taggers to have everyone tagged so that the game is over and the taggers win as a team. This can be quite challenging as players keep being freed by other players!
<b>Game tips and alternatives</b>	<p>The players each have a round ball.</p> <p>To be freed the non-tagged player throws the ball to hit the tagged player's ball above their heads to be freed.</p> <p>Another alternative is for players to dribble a soccer ball around the coned area, if they get tagged they do the same as above. To be freed a non-tagged player must kick the ball under the tunnel (made by the legs of the tagged player) to free the tagged person.</p> <p>You can play High 5 Tag using hockey sticks and a hockey ball.</p>

### Coach Starter Activity 7

## EVERYBODY'S IT

<b>Purpose</b>	Inclusive activity where everyone is the tagger.
<b>Equipment and players</b>	<ul style="list-style-type: none"> <li>• 4 cones to mark the boundary</li> <li>• Suitable for large groups</li> </ul>
<b>Set up</b>	Coned area for participants to play within 3 x 3 metres approx. depending on the number of players
<b>How to play</b>	<p>Everyone playing the game is 'it' and can tag anyone else.</p> <p>Once a player is tagged they sit down. The aim is to try and tag other people without getting tagged yourself.</p>
<b>Game tips and alternatives</b>	<p>When a player gets tagged, participants can kneel down until another player touches them on the shoulder, they are then back in the game.</p> <p>Participants can play this in pairs. Same as above, except only their partner can touch them on the shoulder to get back in the game. Once both partners are tagged they are out.</p> <p>Try groups of 5-8 where there are 4-7 other players in your group who are able to free a tagged player.</p>



## **Coach Starter Activity 8**

### **ASTEROIDS**

<b>Purpose</b>	Warm-up Target hitting Dodging
<b>Equipment and players</b>	<ul style="list-style-type: none"><li>• One asteroid (fleece or soft ball) per person</li><li>• 4 cones to mark the boundary</li></ul>
<b>Set up</b>	Marked out area for participants to play within Could be 4 or 5 metres square or a whole gym area with a larger group
<b>How to play</b>	The aim is to use the asteroids to eliminate the opposition and be the last one standing. Everyone has an asteroid in their hand and spreads out within the playing area. When the command is called to begin, everyone has to throw their asteroid high in the air so it will land in the playing area. Once the asteroids have landed, players can pick up any asteroid they did not throw and throw it to hit another player below the waist. Once hit, a player sits down. Play continues until one player is left.
<b>Game tips and alternatives</b>	Once sitting down, a player can pick up an asteroid that comes close and throw it to hit a standing player. If they hit a player they can come back into the game. Once sitting down, a player can pick an asteroid that comes close and that allows them to stand up and play again. This way they don't have to hit anyone, they just go back in automatically if they can reach a ball.

## **Coach Starter Activity 9**

### **WIN-WIN**

<b>Purpose</b>	Cooperation Reaction time Hand-eye coordination
<b>Equipment and players</b>	<ul style="list-style-type: none"><li>• No equipment</li><li>• Suitable for any number of participants</li></ul>
<b>Set up</b>	Pairs facing each other
<b>How to play</b>	Participants are in pairs. They hold their partner's hand as if shaking hands (either both players' right hands or both players' left hands). They are told by the facilitator that they will score a point each time they touch their hand to the hip of their partner. The object of the activity is to score as many points as possible from touching the hip of their partner while they hold each other's hand in a 'handshake position'.
<b>Questions to ask the participants</b>	What were the actual instructions? How did you interpret them? Which way of completing the activity was the most win/win?

## Coach Starter Activity 10

### HOTSPOT

<b>Purpose</b>	Agility Reaction time Left/right brain Jumping																					
<b>Equipment and players</b>	<ul style="list-style-type: none"><li>• One polyspot (small round rubber mat) per person</li><li>• Suitable for any number of participants</li></ul>																					
<b>Set up</b>	Participants are asked to spread out and stand on their polyspot – this can be in a circle formation or randomly spaced.																					
<b>How to play</b>	<p>Each participant's polyspot is called their hotspot. The facilitator will give the following instructions:</p> <table><tr><td>Hotspot</td><td>=</td><td>jump on spot</td></tr><tr><td>Forwards</td><td>=</td><td>jump forwards</td></tr><tr><td>Backwards</td><td>=</td><td>jump backwards</td></tr><tr><td>Left</td><td>=</td><td>jump to the left of the spot</td></tr><tr><td>Right</td><td>=</td><td>jump to the right of the spot</td></tr><tr><td>Scissors</td><td>=</td><td>split legs, one forwards and one backwards</td></tr><tr><td>Straddle</td><td>=</td><td>split legs, one on the left of the spot and one on the right of the spot</td></tr></table> <p>Facilitators will start by giving one instruction, then two, then three and so on until the group can do as many as they can in a row. This activity is about listening and moving at the same time.</p>	Hotspot	=	jump on spot	Forwards	=	jump forwards	Backwards	=	jump backwards	Left	=	jump to the left of the spot	Right	=	jump to the right of the spot	Scissors	=	split legs, one forwards and one backwards	Straddle	=	split legs, one on the left of the spot and one on the right of the spot
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<b>Game tips and alternatives</b>	<p>Come up with different names for forwards, backwards, left, right etc. E.g. Cartoon names or animal names, or names of the participants.</p> <p><b>Hotspot game</b></p> <p>Everyone has a polyspot and stands on it. The facilitator will give the following instructions:</p> <p>Change = everyone has to go to a different polyspot in the playing area with each movement e.g. hop, skip, jump, run, gallop etc.</p> <p>Backwards = everyone goes to a different polyspot but must run or walk backwards to get there.</p> <p>Participants work in pairs and give each other the instructions.</p> <p>(Hotspot has been adapted from Gymsports NZ, Tas Evans).</p>																					

## Coach Starter Activity 11

# BUILDERS AND BULLDOZERS

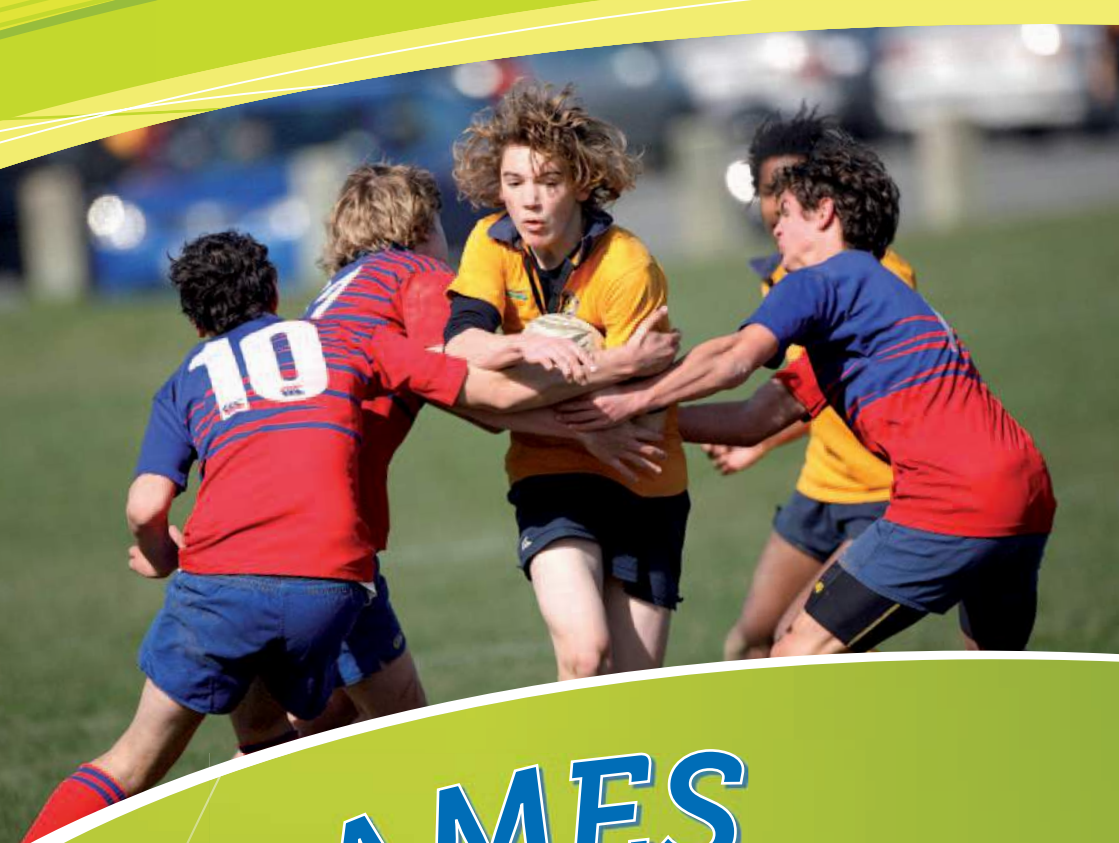
<b>Purpose</b>	Warm-up A cardiovascular burst Agility Competition
<b>Equipment and players</b>	<ul style="list-style-type: none"><li>• 30-40 cones</li><li>• Suitable for large groups. Best to have at least one cone per player</li></ul>
<b>Set up</b>	Scatter as many cones as you can in a designated area. Half the cones need to be up the right way and half the cones need to be upside down.
<b>How to play</b>	One team attempts to build up the cones (turn them right side up) while the other team attempts to bulldoze the cones (knock them over or turn them upside down). Participants are divided into two teams, half with one side of the cones, half with the other side of the cones.  Allow them to play for a designated amount of time. To find a winner get a team member to add up the cones to see who ended up with the most cones 'built' or 'bulldozed'.
<b>Game tips and alternatives</b>	Use beanbags or another piece of equipment.

## Coach Starter Activity 12

### KIWI BASEBALL

<b>Purpose</b>	Warm-up Energisier
<b>Equipment and players</b>	<ul style="list-style-type: none"> <li>• One 'throwable' object e.g. a ball, beanbag or rubber chicken</li> <li>• Two teams of 5-15 players on each team</li> </ul>
<b>Set up</b>	<p>Divide the participants into two teams.</p> <p>Each team lines up separately with the front member of each team (the batter) holding the object.</p>
<b>How to play</b>	<p>Start with two teams. One team is given the object (chicken, beanbag, star ball or the like). The first 'batter' throws the object anywhere they choose and then runs around their team. Every time they complete a lap it counts as one run. Meanwhile the other team is chasing the object. That team forms a line behind the first person that picks up the object. They then pass the object in an 'over-and-under' (first person passes over the head, next person passes between the legs) fashion until it reaches the last person.</p> <p>This person yells 'Stop' and then immediately throws the object somewhere in the playing area and team roles are reversed. The activity continues until one team reaches a pre-decided number, e.g. 21.</p>
<b>Game tips and alternatives</b>	The thrower says the names of their team as they run around the team or as they pass the object over and under.



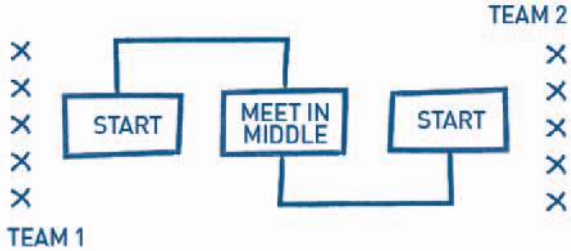


# GAMES



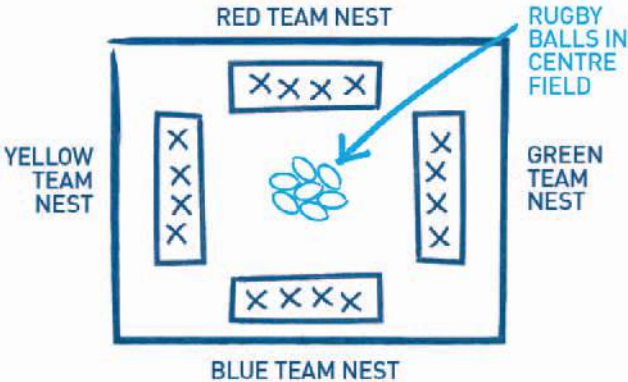
Game 1

# PAPER, SCISSORS, ROCK

<b>Purpose</b>	<p>Fun</p> <p>Interactive</p> <p>Connections with others in a team</p> <p>Thinking</p> <p>Reaction time</p>
<b>Equipment and players</b>	<ul style="list-style-type: none"> <li>• Cones to mark the grid</li> <li>• Rugby ball or netball or football or hockey stick and ball</li> <li>• Two teams of 5-7 per team, otherwise players spend too long waiting in line</li> </ul>
<b>Set up</b>	 <p>The diagram illustrates the set-up for the game. It shows two teams, TEAM 1 and TEAM 2, each with a 'START' line marked by five 'X's. A path leads from each 'START' line to a central 'MEET IN MIDDLE' point, also marked with 'X's. The path for TEAM 1 goes up and then right, while the path for TEAM 2 goes down and then left. Arrows indicate the direction of movement towards the 'MEET IN MIDDLE' point.</p>
<b>How to play</b>	<p>After dividing the group into two teams, have each team line up at a cone using the lines on a court if possible, or use a cone for the students to run around. Each team sends out one player to run along the lines or to follow the cones (this player perhaps holds a rugby ball). When they meet, they play 'Paper, Scissors, Rock' with one hand. The loser turns and runs back to their team, handing over the rugby ball to player two then goes to the back of the line. That player then meets the winner of the first game who is running along the lines holding their team's rugby ball.</p> <p>When the two players meet, they play 'Paper, Scissors, Rock' and so on. The winning team gets their rugby ball to the other team's line and scores a try.</p> <p>Signs for the game:</p> <p>Paper = hand flat</p> <p>Scissors = two fingers like cutting scissors</p> <p>Rock = a fist</p>
<b>Game tips and alternatives</b>	<p>Use a netball and have a hoop next to where the team is standing.</p> <p>Kick a football along the lines and shoot between two cones next to where the team is standing.</p> <p>Use a hockey stick and ball and shoot for a goal.</p> <p>Use a basketball and dribble while playing the game, shooting into a hoop at the end to score a goal.</p> <p>The set up can also be two lines where players are paired with someone in the opposite line (as in the game Rats and Rabbits). Players say 1,2,3 then show their paper, scissors or rock sign, and the winner chases the other player.</p> <p>Remember: Paper wraps rock (paper wins) Scissors cut paper (scissors win) Rock breaks scissors (rock wins)</p>

## Game 2

# STEAL IT

<b>Purpose</b>	Warm-up Tactics, short sprints
<b>Equipment and players</b>	<ul style="list-style-type: none"> <li>• 30 rugby balls (or large balls)</li> <li>• 50+ tails of five different colours (material, flags or bands)</li> <li>• Rope for the area the rugby balls are to be placed in</li> <li>• Cones to mark the area</li> </ul>
<b>Set up</b>	<p>Rectangle playing area e.g. gym or field space 4 teams or 2 teams of 3-4 players per team</p> 
<b>How to play</b>	<p>Create four equal teams and assign each team a name. Each team is allocated a side of a square or a gym wall. The boundaries are identified by cones (create a small area). Each team has a different colour tail and each member tucks their tail into the back or side of their shorts. Don't place the tail through belt loops for safety reasons. On the signal to begin, one team member attempts to collect 'rugby balls' from the centre field. They either return the rugby ball or have their tail stolen. They then return to their nest and tag the next player. If the tail is stolen that player is out of the game. They collect as many rugby balls as possible by getting to the centre without having their tail stolen, while collecting one rugby ball and returning it to their nest. Then do it all over again! Teams that take more than one rugby ball at a time are made to return all the rugby balls from their nest back to the centre circle.</p>
<b>Game tips and alternatives</b>	<p>You can do this the same way but adapt this game above to fit with most sports. E.g. The Silver Ferns attempt to collect 'netballs' without getting their tails stolen. The Silver Ferns can also collect the Australian Diamonds tails, while they are not in the safe area.</p> <p>Should a Silver Fern have their tail stolen, they are no longer able to collect netballs from the centre... as per rules above.</p> <p>You can also allow players who have had their tails stolen to go back to their team where they get a 'second life' tail.</p>

Game 3

# SAMURAI SOLDIER

<b>Purpose</b>	Cardiovascular Communication Agility
<b>Equipment and players</b>	<ul style="list-style-type: none"> <li>• 5 hoops</li> <li>• 1 rope to make a circle in the middle</li> <li>• 2 boppers</li> <li>• 20 + beanbags/toys</li> </ul>
<b>Set up</b>	
<b>How to play</b>	<p>Split the group into four teams and designate a hoop for each team. It is preferable to have a maximum of three per group. If there are more than three per group, make another group. Choose one player to be the Samurai in the centre hoop who is protecting the 'treasure' of the 'Samurai pit' (beanbags, toys etc). The Samurai is not allowed to step outside the home hoop.</p> <p>On "Go", a player from each team will venture towards the Samurai Pit, where they must retrieve beanbags/toys/variety of balls etc, and return them to their pit, one at a time.</p> <p>Each object is worth one point and you can only take one object at a time. You can allocate higher points for more valuable items. Players are allowed to put one foot only inside the Samurai Pit. The Samurai will have a sword (bopper) they can use to tag players with. The Samurai must keep their foot inside the inner hoop. If a player is tagged they must put their object back in the middle and return to give the next player a turn. The game continues until a designated amount of time or until there are no more objects in the Samurai Pit.</p>
<b>Game tips and alternatives</b>	<p>Have more than one Samurai, each with a foot inside the inner hoop.</p> <p>Give objects different numbers of points e.g. blue beanbags are worth 2 points, star balls are worth 3 points etc.</p> <p>Use different objects other than beanbags e.g. rubber chickens, food boxes, sports equipment, toys etc.</p>

## Game 4

# HOTBALL

<b>Purpose</b>	Strategy Tactics Thinking outside the square Striking an object Fun group game
<b>Equipment</b>	2-6 balls
<b>Set up</b>	Participants stand in a circle facing inwards with legs shoulder-width apart, touching the next person's feet.
<b>How to play</b>	Instruct the participants to form a circle facing inwards. For the activity to work effectively, the maximum number of participants in the circle should be no more than fifteen. The players stand shoulder width apart with their feet touching the feet of the players either side of them. The game begins with one or two balls being rolled amongst the players in the inside circle. Each player is trying to roll or swat the ball out of the circle through the other participant's legs while at the same time not letting the ball roll between their legs. Players cannot grab or pick up the ball with their hands. Each player starts with 3 points. If a ball is hit through your legs, you lose a point.
<b>Questions to ask the participants</b>	Where is the best place to hit the ball? Why is this the best place? Does the ball take longer to go across the circle or next to you? If the person has longer to react to the ball are you more or less likely to score a goal?
<b>Game tips and alternatives</b>	Try starting with several balls and continue until none are left.

Game 5

# CASTLEBALL

<b>Purpose</b>	<p>This game uses a different type of movement than used in most games e.g. moving backwards or sideways only</p> <p>Strategy involved</p> <p>Cardiovascular workout</p> <p>Invasion, evasion</p>
<b>Equipment</b>	<p>8 hula hoops</p> <p>1 large round ball or different shaped ball to change the game</p> <p>Bands</p> <p>Cones</p>
<b>Set up</b>	<p>Large playing area or gym space.</p> <p>Two teams, one team in each area facing the hoops they are going to knock over.</p>
<b>How to play</b>	<p>The hoops are stacked in a triangle with one on the ground, two standing upright leaning against each other and one over the top of those two. This structure will stand on its own, but will be knocked down with contact. You could use cones but the hoops are more fun. The object is to knock over the other team's hoop stack with the ball. If a player has possession of the ball they can only run laterally or backwards (toward their own goal as opposed to running backwards towards the other team's goal). When passing the ball players must strike the ball with a closed fist hitting it out of their hand to a teammate. If a player gets touched while in possession of the ball it is a turnover. Choose the allocated number for a team to get to e.g. first to 5 points etc.</p>
<b>Game tips and alternatives</b>	<p>Add a second ball.</p> <p>Play indoors so players can bounce the ball off the wall to try and knock over the hoop stack.</p> <p>Change the movements to walking or running.</p>



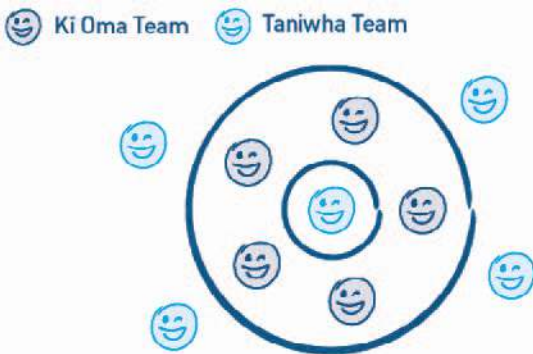
## Game 6

### PASS THE COOKIE

<b>Purpose</b>	Cardiovascular Invasion, evasion Passing, marking
<b>Equipment</b>	Cones to mark the playing area Boppers for the taggers 1 ball or beanbag for half the participants
<b>How to play</b>	Taggers try to capture people that are in possession of a ball or 'cookie'. Two people start as the taggers with a bopper. Half of the remaining students should have a beanbag or fleece ball that is their 'cookie'. If a person gets tagged while in possession of a cookie they must perform a task (i.e. star jumps, jog a lap, etc.). To avoid getting caught with a cookie the players can pass their cookie to any other player that does not have a cookie. The pass must occur before they are tagged to avoid performing a task. If a cookie touches the ground then the person that threw it must perform a task.
<b>Game tips and alternatives</b>	Start with only 3-5 cookies so there are more passing options available. You cannot pass the cookie back to the person that passed it to you. Vary the tasks students need to perform if they get tagged. Being in possession of the cookie makes a person safe.

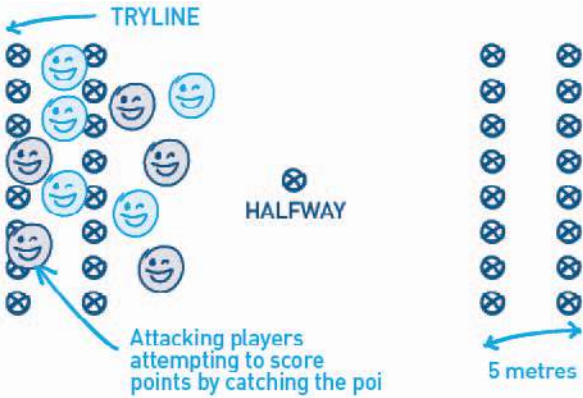
Game 7

# HAKARIKI

<b>History</b>	Hakariki was a game played by soldiers from the 28th Māori Battalion on the beaches of France during the Second World War.
<b>Purpose</b>	Fun Interactive Connections with others in a team Strategising
<b>Equipment</b>	<ul style="list-style-type: none"> <li>Cones to mark an inner circle and an outer circle</li> <li>Tennis ball</li> </ul>
<b>Set up</b>	
<b>How to play</b>	Divide the group into 2 teams of no more than 5 each. The objective is for the taniwha team to throw the kī (small ball) to the pou tangata (person in the middle) on the full, which results in 1 point to the taniwha team. However, if the kī oma team intercepts the ball by catching it on the full, the kī oma team scores a point. Teams swap positions once one of the teams has reached 10 points. Each participant is to stay within their own respective circle as shown. No bouncing the ball on the ground.
<b>Game tips and alternatives</b>	<p>2 points to the taniwha team if the pou tangata catches the kī (ball) below their waist on the full.</p> <p>2 points to the kī oma team if they catch the kī on the full when it rebounds or is dropped by the pou tangata.</p>

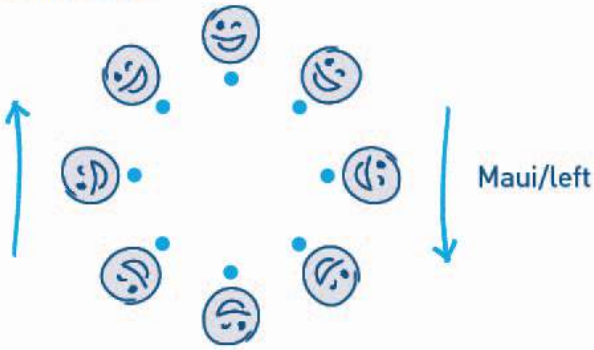
## Game 8

# POI TOA (WARRIOR POI)

<b>History</b>	One of the traditional uses of poi was as a means of hunting animals for food.
<b>Purpose</b>	Fun Interactive Connections with others in a team Strategising
<b>Equipment</b>	<ul style="list-style-type: none"> <li>• = Cones to mark 5 metre zones (5m from both trylines) and halfway</li> <li>• A poi with a long tail approx. 400cm-600cm long or a foxtail</li> <li>• Field or gym</li> </ul>
<b>Set up</b>	
<b>How to play</b>	<p>Divide the group into 2 teams of up to 10 players per side.</p> <p>Game starts when the teams sprint from their own trylines to halfway where the poi is lying. The first person to the poi gets possession.</p> <p>The poi must be spun and thrown by the aho (tail) to team mates who must also catch it by the aho. If the poi is caught on the full, defenders must give 3m space for the attacker to pass the poi.</p> <p>Teams score points by throwing the poi to their teammates who must catch it whilst straddling (feet on both sides of) the tryline.</p> <p>Teams attempting to score (the attacking team) must not enter into the 5m.</p> <p>The defending team can have as many players as they like in their 5m zone.</p> <p>Immediate handover to other team if the poi is dropped.</p> <p>Intercepts allowed.</p> <p>Rules are similar to Ultimate Frisbee.</p>
<b>Game tips and alternatives</b>	<p>5 seconds to throw the poi.</p> <p>Poi must be passed at least 3 times to team members before scoring.</p> <p>If 2 people catch the poi, possession goes to the team who catches the poi closest to their tryline.</p>

Game 9

## MAUI/MATAU (LEFT/RIGHT)

<b>History</b>	Used for mental agility
<b>Purpose</b>	Fun Interactive Connections with others in a team Strategising
<b>Equipment</b>	Rākau (straight sticks one metre to 1.5 metre long. Dowling or anything similar can be used)
<b>Set up</b>	<p>• <b>Rākau (stick)</b></p>  <p>The diagram illustrates a circle of 10 people, each holding a stick (rākau) vertically. The sticks are arranged in a circle, with each person holding one. An arrow points upwards on the left and downwards on the right, labeled 'Maui/left'.</p>
<b>How to play</b>	<p>Each participant has a rākau and the group forms a circle of up to 20 people with everyone facing inwards.</p> <p>Each participant holds the rākau vertically in the right hand, in front of themselves, with one end of the rākau on the floor and the left hand on the hip.</p> <p>The kaea (caller) calls either 'Maui' (pronounced mow-wee) meaning 'left' or 'Matau' (pronounced ma-toe) meaning 'right'.</p> <p>Once the call is made, the group leaves their rākau in the upright position and moves either 'right or left' to grab the vacant rākau, still with the right hand.</p> <p>A player is 'out' if the rākau they are going for falls to the ground.</p> <p>The game continues until there is one person remaining.</p>
<b>Game tips and alternatives</b>	<p>Each participant makes a 'call'.</p> <p>Calls to add could include: 'peke' meaning jump, 'paki', meaning clap and 'huri' meaning turnaround (360 degrees). Remember that each 'call' requires the participant to let go of the rākau.</p>



# TGfU GAMES



## A GAMES APPROACH TO COACHING

In a games approach game understanding is integrated with techniques and tactics. This focuses on a 'doing approach' where athletes experience and learn by trying things in a game situation. In a games approach players are asked to think about solutions to problems and to strategise answers. This creates thinking players in competition.

You can modify the game to teach certain aspects. To create games that focus on a specific aspect you wish to teach your athletes, think about modifying:

- The **rules** – to practise certain aspects, e.g.
  - » allow two bounces of the ball in tennis to teach the forehand
  - » increase the area on the netball court to teach use of space
- The equipment – to make it easier or more challenging, e.g.
  - » play with a larger or lighter ball in tennis, to teach tennis strokes
  - » a larger ball to teach the golf swing
- The goals or targets, e.g.
  - » change the goal size in football, rugby or rugby league to increase or decrease the chance of scoring
  - » use a shorter netball post
- The degree of difficulty, which means you can enhance learning, e.g.
  - » by allowing netball players to go anywhere on the court you increase their cardiovascular workout and their understanding of other positions on the court
  - » by limiting the part of the court where a badminton player can score you focus their ability to think about space and scoring points.

You can change equipment, rules, number of players, number of defenders, and so on, to increase or decrease the degree of difficulty.

## SKILLS BEING FOCUSED ON

You can modify a small game to focus on one or a couple of skills, or to block out the use of a skill, e.g.

- A football or hockey game where you are not allowed to dribble the ball, you must pass it.
- A waterpolo game where you must pass to every player on your team before you are allowed to take a shot at goal. This could be done without defenders and then with defenders added in.

## GETTING THE GAMES APPROACH TO WORK

- Look at the drills you are using to teach skills and make a game out of them.
- Teach a technique or tactic then apply it to a game. Then teach another and apply to another game to reinforce the learning.
- Or use a game at the start of practice, then ask what skills were used in the game. How might we best learn those skills?
- Yell 'iceberg' or 'freeze' to stop the athletes while they are playing and ask a question, or get them to tell you what was happening. This gets them thinking!

*"How you practise is how you will play"*



TGfU Game 1

# CHICKEN BALL

<b>Purpose</b>	Creating space, defensive marking, passing, pivoting, and dodging
<b>Equipment and players</b>	<ul style="list-style-type: none"> <li>• A rubber chicken instead of a ball. This creates a fun approach.</li> <li>• Any number of players suitable for large groups in a gym-sized space.</li> </ul>
<b>How to play</b>	<p>Pass the chicken amongst the team members five times to score a point.</p> <p><b>Progression 1</b> Each team gets as many passes as they can with the chicken before the other team intercepts. Highest score wins.</p> <p><b>Progression 2</b> Each team makes 5 passes to score a point. Most points wins.</p> <p><b>Progression 3</b> 5 passes = a point. Players can't pass back to same person.</p> <p><b>Progression 4</b> 5 passes = a point. Everybody touches chicken once but not twice.</p> <p><b>Progression 5</b> Each team starts at opposite ends and catch as many passes as they can, or as few to get it over the opposite end.</p> <p><b>Progression 6</b> Everybody has to catch it over the end line.</p> <p><b>Progression 7</b> 2 chickens: The first team to catch it over the opposite team's backline.</p>
<b>Rules</b>	<p>Players may only take 2 steps with the chicken (netball rules). No contact.</p> <p>A dropped chicken is a 'handover' (goes to the other team), and the counting of passes starts again.</p> <p>No boundaries, or boundaries the size of half of basketball court works well.</p>
<b>Questions to ask the participants</b>	<p>Where would you fit this game in netball training?</p> <p>How can you get as many passes as you can?</p> <p>What types of passes work best?</p> <p>How could you best defend the other team?</p> <p>How can you create space?</p> <p>Which teammate should you pass to?</p> <p>How do I make the decision?</p> <p>Which pass shall I use? Bounce, chest or shoulder</p> <p>When do I pass?</p> <p>When do I hold?</p>

## HILDA'S NAUGHTS AND CROSSES

<b>Purpose</b>	<p>Teamwork, agility, communication.</p> <p>Quick sprints, fast feet e.g. for sports like tennis.</p> <p>Strategy for invasion and evasion.</p>
<b>Equipment and players</b>	<ul style="list-style-type: none"> <li>• Basketballs, soccer balls or netballs depending on the version chosen</li> <li>• 3 bands for each team, each team in a different colour</li> <li>• 9 polypots</li> <li>• Might need cones</li> <li>• Maximum of 9 players per game although you could add in a couple of game blocker players. If you have 6 or 9 more players set up another game to run concurrently.</li> </ul>
<b>Set up</b>	<p>9 polypots on the ground set out 3 x 3 x 3.</p> <p>3 players in one team choose a colour band, spread out on the spots and stand on one each in random order.</p> <p>The second team of 3 players also need to stand on a spot each (non bands).</p>
<b>How to play</b>	<p>Players move spots every 2 seconds with the aim to get 10 points for their team to win the game. Each team has to get a line, a row, or a diagonal of 3 to score a point. Each team yells out their score as they go e.g. 1, 2, 3 and so on. If a defender gets to the spot first, the attacker cannot go there and needs to move to another spot. Players can have 2 seconds on any one spot before they have to move off it and on to another spot. All players move at once so everyone is running throughout the activity from spot to spot on a continual basis.</p>
<b>Progression</b>	<p>Play this game in the same way, but give each player sport specific equipment based on their sport, e.g.</p> <ul style="list-style-type: none"> <li>• Each player has a basketball and bounces it while moving to the spot.</li> <li>• Each player has a soccer ball and kicks it to the spot, then stops it when on a spot.</li> <li>• One player in the team has a netball and cannot run with the ball. They must pass it to each player when they are on the spot.</li> </ul> <p><b>Further Progression</b></p> <p>While playing Naughts and Crosses, each player while dribbling their own basketball, can try to hit other players' basketballs away. This can be used for football.</p>
<b>Questions to ask the participants</b>	<p>Coaches ask questions around the movements/strategies relating to the piece of gear being used e.g. How did you keep your basketball from being hit away?</p> <p>What is the most effective way to get three in a row?</p> <p>How do you create the space to be able to move?</p> <p>How can you communicate more effectively to get three in a row faster than the other team?</p> <p>What defence strategies can you put in place, or what defence tactics would your team need to think about to stop the other team getting three in a row?</p> <p>Attack vs. defence – what is the focus of the team?</p>

TGfU Game 3

## POWERWALL

<b>Purpose</b>	Working together as a team Communication Strategy
<b>Equipment and players</b>	An obstacle-free area in the gym or a field with painted lines to start from, or a field with cones to mark the start areas.  This is suitable for a large number of players and can be adapted for a smaller group.
<b>Set up</b>	One team starts at one end of the gym wall and the other team starts at the other end, with each player touching the wall.  If you are on a field, one team starts at one end of the coned area and the other team starts at the other end.
<b>How to play</b>	Two teams. Each team is assigned a wall in the gym (use the two longest facing walls). When a player's hand is touching the wall, they have 100% 'power'. As their hand leaves the wall and they enter into the playing area they slowly lose their 'power' until they re-charge by touching the wall again. The goal of the game is to tag players from the other team who have less 'power' than you (if you leave your wall after they have left theirs, you have more power). If a player from the opposing team is tagged, that player must start a chain from an identified spot (pylon) on the opponent's wall. As more players are tagged, the chain will extend out from the wall making it easier for players to be saved. Players can be saved when any teammate is able to reach their hand without being tagged themselves. The pair then gets a free walk back to their wall to 're-charge'. Lots of strategy can be involved luring opposing players away from their wall and having teammates ready to pounce! Give teams 1-2 minutes to have team talks throughout this game to come up with strategies about what they could do.
<b>Questions to ask the participants</b>	What strategies will keep you 'powered'? How can you get a team member to get a point by touching the end wall? How will you choose who are the taggers and who are the runners?

## BALLOON FEET

<b>Purpose</b>	Can be used as a Teaching Games for Understanding activity e.g. netball, soccer, hockey etc. Developing thinking players. Agility, tactics, fun activity.
<b>Equipment and players</b>	<ul style="list-style-type: none"> <li>• One balloon per person</li> <li>• One piece of string per person</li> <li>• Cones to mark the area or just an open area to play in</li> <li>• Unlimited players although under 20 people is ideal</li> </ul>
<b>How to play</b>	Participants blow up one balloon and have one piece of string. Tie the balloon to their shoelace. On 'Go' participants try and stomp/burst as many other balloons on other people's feet as they can without getting their own balloon burst. If a participant's balloon gets popped they are still able to pop other participants' balloons.
<b>Questions to ask the participants</b>	<p>How can you defend your own balloon?</p> <p>What types of movements can you do to keep away from others?</p> <p>What is the best way to get other people's balloons?</p> <p>How can you work together as a team to pop other's balloon, e.g. close in on someone together.</p>
<b>Game tips and alternatives</b>	<p>Tie one balloon to each shoe (therefore each player has two balloons).</p> <p>Call out the colour of balloons that are the only ones players are allowed to pop.</p> <p>Start with walking, progress to running or other fundamental movement skills.</p> <p>Play in teams or pairs only.</p>

TGfU Game 5

# BAT IT

<b>Purpose</b>	<p>To work together as a team and come up with strategies to avoid being hit or losing a bat.</p> <p>Communication activity.</p> <p>Involves strategy.</p> <p>Could be used as a 'break' in a coaching session.</p>
<b>Equipment and players</b>	<ul style="list-style-type: none"> <li>• 5 bats</li> <li>• 1 hoop</li> <li>• 2 soft fleece balls</li> <li>• 1 tennis ball</li> <li>• 1 bin or wickets to aim for</li> <li>• 1 rope for the circle the throwers stand in</li> <li>• 4 large cones to mark the playing square</li> <li>• Unlimited players. A great game for lots of participants</li> </ul>
<b>How to play</b>	<p>There are two teams, a batting team and a fielding team. The batting team lines up with five bats, one bat per person along the line until they have run out of bats. Everyone else waits in the line. The fielding team has a bowler in a hoop to pitch to the batter and two throwers in a rope circle to hit the runners below the waist. On "batter up" the first batter stands in front of the wickets (bin) and strikes the ball. Once the ball is hit the batter begins to run around the coned area to get the bat back to their team, to pass along the line to the front. The aim is to get as many bats as they can back to their team. Each bat back is worth one point. When the batter is running, if they get hit, they drop their bat on the ground and continue running. They will not gain a point for their team as they have lost their bat. A team is out when all bats aren't at the front of the batting line and the bowler hits the wickets. When the target gets hit, the team loses a bat. It is a change over when three lives have been lost, e.g. a ball has been caught, a wicket has been hit.</p>
<b>Questions to ask the participants</b>	<p>After each innings, have a team talk to discuss the following:</p> <p>How can you play this game better?</p> <p>What can you do to protect the runner? e.g. have a player run along with the batter to protect them so they don't get hit and have to drop their bat.</p> <p>How can you stop your team running out of the bats?</p> <p>What other strategies could you use?</p>
<b>Game tips and alternatives</b>	<p>You can have a batting team member blocking the runner with a bat as they run around the outside cones so the runner doesn't get hit by the balls, suggest this if they do not come up with it themselves.</p>



## TGfU Game 6

# SQUARED OFF

<b>Purpose</b>	Marking, defending, dodging, evading
<b>Equipment and players</b>	<ul style="list-style-type: none"> <li>• Rugby ball or round ball</li> <li>• 4 players</li> </ul>
<b>How to Play</b>	Four players stand on the corners of a 2 x 2 metre square (corners are marked with a cone). One moves to the centre and acts as the defender leaving an open corner of the square meaning it has now become a triangle. The rugby ball is passed among the three outside students while the middle student attempts to intercept it. Players on the outside can only move along the perimeter lines of the square and may not make diagonal passes. Also, the participants cannot move while in possession of the rugby ball.
<b>Questions to ask the participants</b>	<p>How do you maintain possession of the rugby ball?</p> <p>What tactics did you employ?</p>
<b>Game tips and alternatives</b>	Could be used for hockey or football.

## TGfU Game 7

# NETBALL SUPER SUB

<b>Purpose</b>	Marking, evading, invading, receiving a ball, defending.
<b>Equipment and players</b>	<ul style="list-style-type: none"> <li>• Netballs</li> <li>• 2 teams</li> <li>• Netball or basketball court, or similar sized space</li> </ul>
<b>How to Play</b>	Have 3-4 players per team. Start on the court and the rest of the participants stand on both sidelines. Alternate the sideline participants, so that one participant from each team is standing beside each other. The object of the activity is for participants to score a point by passing the netball to a teammate who remains standing in the end zone and can move anywhere within it. A participant on the court who is holding onto a netball must not move. Participants without the netball can move. The netball can be advanced up the court either by passing it to a teammate on the court or by passing it to a sideline player.
<b>Questions to ask the participants</b>	<p>What can you do to make this activity more successful for your team?</p> <p>What are the best tactics to attack?</p> <p>What are the best tactics to defend?</p>

TGfU Game 8

## PIGGY

<b>Purpose</b>	Dodging, marking, evasion, passing, catching. Learning skills playing a very basic game.
<b>Equipment and players</b>	<ul style="list-style-type: none"> <li>• A ball or other sport specific equipment such as hockey sticks, and basketballs, rugby balls etc.</li> <li>• Any number of groups of three</li> </ul>
<b>How to play</b>	This is an old favourite! Divide group into teams of three. One player is chosen to be the piggy. The other two players pass the ball to each other keeping the ball away from the piggy. The player whose ball is caught by the piggy then becomes the piggy. The aim is to maintain possession of the ball from the piggy for 30 seconds.
<b>Questions to ask the participants</b>	<p>How did you attempt this?</p> <p>Players generally play piggy in the middle not running with the ball and passing lob passes or chest passes over the piggy's head.</p> <p>How else could you do this?</p> <p>Then let them try again, they will begin to run.</p>
<b>Game tips and alternatives</b>	<p>Play the piggy game for hockey, basketball, rugby, etc.</p> <p>Try larger teams.</p> <p>Put two piggies in the middle.</p> <p>The piggy from each group of three swaps with the piggy in another group.</p>

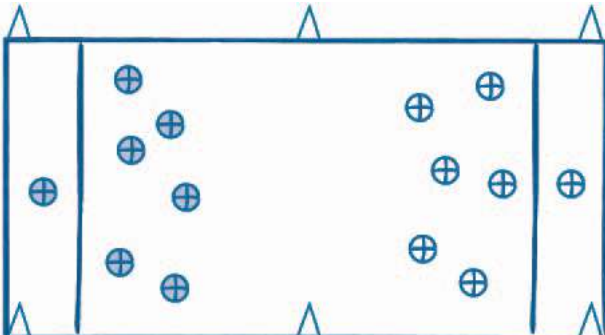
TGfU Game 9

## FAST PASS

<b>Purpose</b>	<p>Passing under pressure.</p> <p>Get players thinking and talking together.</p>
<b>Equipment and players</b>	<ul style="list-style-type: none"> <li>• A ball or other sport specific equipment</li> <li>• Any number of groups of three</li> </ul>
<b>How to play</b>	In threes, participants attempt to get as many passes as they can in 30 seconds.
<b>Questions to ask the participants</b>	<p>What were your tactics?</p> <p>How else could you do this?</p> <p>Did you pass off right and left hands? Why/why not?</p>
<b>Game tips and alternatives</b>	<p>Pass below head height only.</p> <p>The three players talk together and work out strategies for passing faster.</p>

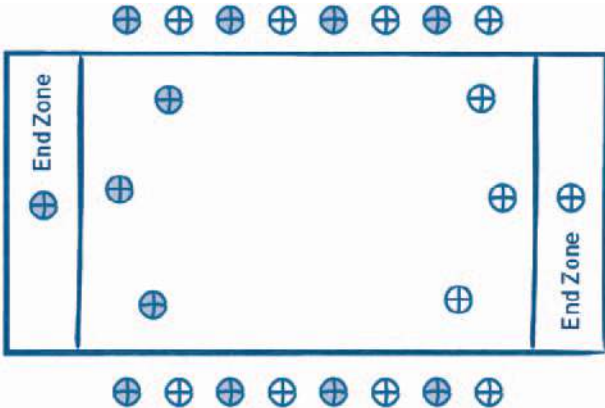
## TGfU Game 10

### END ZONE


<b>Purpose</b>	Invasion, evasion, passing, marking.
<b>Equipment and players</b>	Cones A frisbee per group 6-16 players – one game or two
<b>Set up</b>	
<b>How to play</b>	<p>Divide participants into groups of six or eight. Each group splits in half with one half wearing bands or bibs. Each group sets cones down as boundaries (a large rectangle for the outside boundaries; straight lines about 1-2 metres in from each end of the rectangle at the end zones). Each group chooses one player to stand in the end zone that they are attempting to score in. Participants pass the frisbee to each other while the other team defends and tries to intercept it. The frisbee is passed among teammates. Students cannot walk or run while holding onto the frisbee. To receive a point, each team must complete three passes before attempting to pass the frisbee into the end zone of the opposite team. If a team is successful in scoring, the other team receives the frisbee in their end zone and can immediately begin passing.</p>
<b>Questions to ask the participants</b>	<p>How can you effectively defend your goal and gain possession of the frisbee?</p> <p>Is there a 'team move' you could work on to achieve an end zone point?</p>

TGfU Game 11

# SIDELINE ULTIMATE

<b>Purpose</b>	Invasion, evasion, marking, cardiovascular, passing, catching, tactics, tracking
<b>Equipment and players</b>	<ul style="list-style-type: none"> <li>• Frisbee</li> <li>• Court or coned area</li> <li>• A good game for large numbers of participants</li> </ul>
<b>Set up</b>	
<b>How to play</b>	<p>The object of the activity is for players to score a point by passing the frisbee to a teammate who remains standing in the end zone, but can move anywhere within it. Three to four players start on the field and the rest of the players stand on both sidelines. Alternate the sideline players, so that one participant from each team is standing beside each other (X O X O X O). A participant on the court that is holding onto a frisbee cannot move. Participants without the frisbee can move. The frisbee can be advanced up the court/field either by passing it to a teammate or by passing it to a sideline player.</p>
<b>Questions to ask the participants</b>	<p>What can you do to make this activity more successful for your team?</p> <p>How do you maintain possession of the frisbee?</p> <p>How do you get possession of the frisbee?</p>
<b>Game tips and alternatives</b>	Use different equipment e.g. netballs, basketballs, rugby balls, and hockey sticks and balls.

## CONES DOWN

<b>Purpose</b>	Attack and defence, tactics, passing, catching, evading Creating thinking players. Perhaps use this game for a unique activity in a sport where these skills are not used.
<b>Equipment and players</b>	<ul style="list-style-type: none"> <li>• Cones</li> <li>• Bands</li> <li>• Object such as a ball</li> <li>• Two even teams of three or more players</li> </ul>
<b>Set up</b>	
<b>How to play</b>	<p>In this activity, participants make up two even teams. Each team has an area they defend and an area they attack. The goal areas are marked, coned or chalked. Set up three cones on the line at the back of each goal area and provide bands for one team. The goal of this game is for each team to attempt to be the first to knock over all three cones in their attacking goal, whilst defending the cones in their defensive goal. The ball can be passed among teammates, but participants cannot walk or run while holding onto the ball. The other team tries to intercept the ball to gain possession. The first team to knock down all three of their cones wins.</p>
<b>Questions to ask the participants</b>	<p>What is one strategy for maintaining possession of the ball?</p> <p>How can you create space?</p> <p>What is the best defensive strategy?</p>
<b>Games tips and alternatives</b>	<p>This game can be played with different equipment in a number of sports.</p> <p>After participants have played this for 2-3 minutes, incorporate a five pass rule, where if five passes are accomplished, that team receives a point and continues passing. If it is intercepted, they are back at zero and the other team gains possession of it.</p> <p>Or participants must make five passes before they are allowed to knock the cones over.</p> <p>Or participants must pass to every member of their team before they are allowed to knock a cone over.</p>

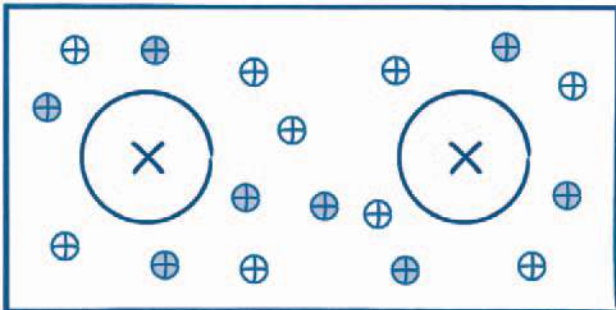
TGfU Game 13

## SIDEWALL SOCCER

<b>Purpose</b>	A soccer game that allows a small game with lots of involvement from the whole class.
<b>Equipment and players</b>	<ul style="list-style-type: none"> <li>• Bands or Bibs to identify teams</li> <li>• One soccer ball</li> <li>• Large playing area with walls or fences</li> <li>• Two even teams</li> </ul>
<b>How to play</b>	Divide the group into two even teams. Each team lines up along one wall. Three or four players from each team move into the playing area and try to score by kicking the ball against the other team's wall. The rest of the class act as goalies preventing the ball from touching their own wall. After a goal is scored, three new players come out into the playing area. Players can be limited to keeping the ball below the waist.
<b>Questions to ask the participants</b>	<p>What strategies will allow you to score?</p> <p>How can you defend effectively?</p>
<b>Game tips and alternatives</b>	<p>Ensure the goal is an appropriate height, designate a line on the wall or put markings up to identify the top of the goal.</p> <p>Add a second ball into the game.</p> <p>Allow goalies to score from their goal line.</p>



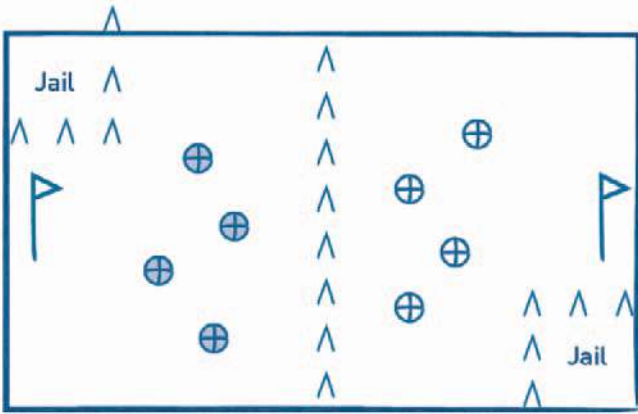
# RAGA

<b>Purpose</b>	Invasion game involving lots of different skills and tactics.
<b>Equipment and players</b>	<ul style="list-style-type: none"> <li>• 2 cones</li> <li>• Something to create boundary around cones (could be rope, painted lines or other cones)</li> <li>• 1 ball (typically a rugby ball but could be other)</li> <li>• Any number of players in two even teams</li> </ul>
<b>Set up</b>	
<b>How to play</b>	Form two teams. Players may run, kick or pass the ball in any direction. The object is to knock over the cone in the opposing team's circle without entering the circle. If a player is touched while in possession of the ball they must drop it on the spot and it is a hand over. There are no boundaries to the playing area, within reason.
<b>Questions to ask the participants</b>	<p>What roles can each player take on?</p> <p>How can you best defend your cone?</p> <p>What positions do you each need to take?</p> <p>How can you score points?</p>
<b>Game tips and alternatives</b>	<p>Create a boundary for the playing area.</p> <p>In order for a score to count all the members of the attacking team must be in front of the field's halfway line.</p> <p>Add a second ball.</p>



TGfU Game 15

# CAPTURE THE FLAG

<b>Purpose</b>	Invasion game with tag element
<b>Equipment and players</b>	<ul style="list-style-type: none"> <li>• 15-20 cones</li> <li>• 4-6 objects</li> <li>• Large playing area</li> <li>• Minimum 6 players per team</li> <li>• 2 flags or something similar</li> </ul>
<b>Set up</b>	
<b>How to play</b>	<p>The aim is for either team to steal the flag from the opposing team's side and return it safely to their own side without being tagged or passing the flag. If a player is touched by an opposing team player while in the opposition's territory (half of the court) that player must go to jail (coned square in corner). A player can be freed from jail when touched by a teammate that has made it safely to the jail. If a player chooses to free a teammate from jail they must both walk back to their own side of the playing area before attempting to capture the flag again. This walk is free and neither player may be tagged during this time.</p>
<b>Questions to ask the participants</b>	<p>What strategies would allow you to get into the opposing zone without being tagged?</p> <p>What movements would help?</p> <p>How can your team support each other?</p> <p>What roles could you play as individuals?</p>
<b>Game tips and alternatives</b>	<p>Use a ball, cone, or another object instead of a flag.</p> <p>Allow players to pass the ball while trying to get it back to their own side.</p> <p>Provide more than one flag that needs to be captured, so teams can steal them back after they've been taken and the first team with them all wins.</p> <p>Make three or four teams and divide the playing area accordingly.</p>



# LEADERSHIP ACTIVITIES

### Leadership Activity 1

## WARPSPEED

<b>Purpose</b>	The ball must pass through the same sequence in the fastest time possible. Involves strategy and teamwork.
<b>Equipment and players</b>	<ul style="list-style-type: none"> <li>• 1 Ball/object</li> <li>• 1 stopwatch</li> <li>• Small groups of approx 4-6 people per group</li> </ul>
<b>Set up</b>	Players stand in a circle.
<b>How to play</b>	<p>The participants stand in a circle and the ball is thrown randomly around the group so every team member catches it once only and everyone has received it. Each participant cannot throw it to the person next to them. The team is told to remember who they threw it to and they run through the pattern again to ensure they remember.</p> <p>They are then given the following instructions:</p> <p>'The ball must pass through the same sequence in the fastest time possible'.</p> <p>The group interprets this instruction and attempts to complete the activity, continuing as a team to find ways to improve their time.</p>

### Leadership Activity 2

## TURNSTILES

<b>Purpose</b>	<p>Communication</p> <p>Working together as a team</p> <p>Goal setting</p>
<b>Equipment and players</b>	<ul style="list-style-type: none"> <li>• 1 long rope</li> <li>• A group of up to 20 people</li> </ul>
<b>Set up</b>	One person on each end of the rope turning it as in skipping. With the team to the side of the rope.
<b>How to play</b>	<p>Two people turn the large rope, one at each end.</p> <p>Participants must run from one side of the rope to the other without jumping. One person must run through every time the rope is turned.</p> <p>As a team, a goal must be set to decide how many people can run through, one at a time, without a turn of the rope being missed.</p> <p>(The people turning the rope are also required to run through, so strategies must be made to accommodate this).</p>
<b>Game tips and alternatives</b>	<p>Run in, jump once, run out.</p> <p>Fewest turns for the whole team to make it through? Without a jump? With a jump?</p> <p>Group to invent new goals/variations.</p>

## Leadership Activity 3

### POPCORN

<b>Purpose</b>	<p>Problem solving</p> <p>Strategy</p> <p>Goal setting</p>
<b>Equipment and players</b>	<ul style="list-style-type: none"> <li>• Assorted bouncy balls e.g. ping pong balls, triangle balls, rugby balls etc</li> <li>• Buckets</li> <li>• Boundary markers</li> <li>• Stopwatch</li> <li>• This game is suitable for a large number of participants</li> </ul>
<b>Set up</b>	<p>Balls in 1 or 2 buckets inside a roped area (make the bucket slightly overflow to make it more of a challenge).</p> <p>Participants are to stand outside the rope circle.</p>
<b>How to play</b>	<p>All the balls are thrown out by the facilitator who then puts the bucket back down and the stopwatch is started. The participants must get the balls back into the bucket in the fastest time possible. No participant may enter the boundary area, they have to throw the balls into the buckets on the full. Once they have achieved a time, they have to play this again to beat their time. Allow them to set a time they think they could get.</p>
<b>Game tips and alternatives</b>	<p>After they play this game once, give them 2 minutes to have a team talk to discuss ideas and strategies to gain a faster time.</p> <p>Allow teams to have a team talk after each time the game has been played.</p> <p>Teams will discuss roles, where to position people, who will be fetchers and who will be shooters etc.</p> <p>Alternative Rules:</p> <p>Every single ball has to bounce before it goes into the bucket (inside the rope circle).</p> <p>Every ball has to bounce and no one can move with a ball.</p>

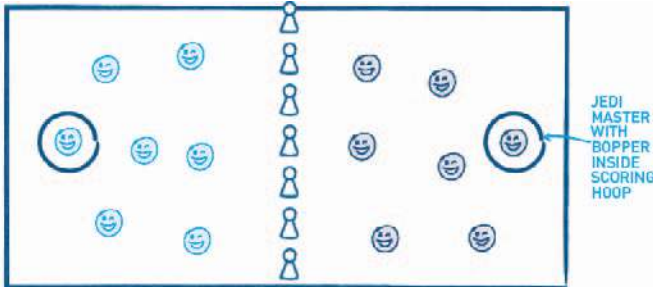
## Leadership Activity 4

# HELIUM STICK

<b>Purpose</b>	Communication Team work
<b>Equipment and players</b>	<ul style="list-style-type: none"> <li>• 1 bamboo stick per group of 4 people</li> <li>• Bamboo garden sticks from a garden centre are perfect</li> </ul>
<b>Set up</b>	Two people stand facing the stick on one side and two people stand facing the stick on the other side i.e. 4 people per stick.
<b>How to play</b>	<p>Participants are given the following instructions.</p> <p>The aim is to lower the stick to the ground.</p> <p>Each person puts their two index fingers under the stick.</p> <p>Fingers have to be touching the stick at all times.</p> <p>No one is allowed to put their finger on top of the stick or at the ends, to put pressure on the stick.</p> <p>Your task as a team is to have your fingers touching the ground.</p> <p>The first team to lower the stick to the ground, with all players' fingers in contact with the stick, is the winner.</p> <p>This is actually much more difficult than it sounds.</p> <p>You may allocate a time to complete this task.</p>
<b>Game tips and alternatives</b>	Perhaps time the first attempt and then try to beat that time. They may set a goal of what time they want to beat.

## Leadership Activity 5

# STAR WARS

<b>Purpose</b>	Teams to work together to protect the Jedi Master, this will require strategy and effective communication.
<b>Equipment and players</b>	<ul style="list-style-type: none"> <li>• A dividing line</li> <li>• Cones</li> <li>• Small foam balls</li> <li>• 2 boppers</li> <li>• 2 hoops</li> <li>• Suitable for a large number of players</li> </ul>
<b>Set up</b>	
<b>How to play</b>	<p>At the start, each cone has a foam ball placed on top of it along the dividing line. Each team chooses a Jedi Master. This player stands in the team's hoop. All the other players are Ewoks who are only allowed on their side of the cones which are placed in the middle. It is the Ewoks' job to use the foam balls to hit opposing Ewoks or Jedi. When an Ewok is hit they must crouch down. The Jedi is safe when in their hoop, however they may venture out of their safety, as tagging an Ewok with their light sabre will free that Ewok to re-enter the game.</p> <p>A team wins a point when they hit the opposition's Jedi or when all opposition Ewoks are down, at which point the game is reset and Jedis changed. Allow the teams to talk after each round discussing strategies e.g. who will protect the Jedi? Who will focus on hitting the other team's Jedi?</p>
<b>Game tips and alternatives</b>	If someone catches the ball on the full, the thrower must crouch down.

## Leadership Activity 6

# BLINDFOLD POLYGON

<b>Purpose</b>	In this learning activity participants complete the group activity with blindfolds on. This activity focuses on active listening. It requires the listener to concentrate on the sender's message.
<b>Equipment and players</b>	1 long rope – 15 metres Blindfolds – 1 per person Groups of up to 20 people
<b>Knowledge and skills</b>	Knowledge and understanding of others, communication with others.
<b>How to play</b>	All members of the team are blindfolded and then placed at a position along the rope. Each member must be holding a part of the rope with both hands. The team is to try and form a polygon shape based on the number of team members e.g. five members - pentagon, eight members - octagon. No one is allowed to take off their blindfold until all members agree they have completed this shape. A time limit can be set to judge how effective and efficient the team can be.
<b>Questions to ask the participants</b>	How well did your team complete the polygon? What did you use to communicate with each other? What other non-verbal clues helped you complete the polygon? What can you do to keep concentrating when people are talking to you? What are the benefits of active listening?
<b>Game tips and alternatives</b>	A team leader can be nominated to lead the group without a blindfold, timing how long this leader takes to get the team to make the shape. The team can decide on a means of communication as their only means of guiding the team to form a polygon.  The team members must not talk at all. They may come up with: one clap means walk forwards, two claps means walk backwards, whistle means stop, click means right turn, cluck means left turn etc.





# CREATING A CULTURE

Activities to create a team culture are very important to help set a strong foundation based on people.

The activities in this section encourage groups to spend time getting to know each other. It is recommended that young coaches explore games, books and online resources to find team building and culture-based activities to integrate into their coaching.

Check out the Growing Leaders activities on the Sport NZ website, particularly the Leading Cooperative Activities 1-4. There are some excellent activities in Growing Leaders that would be very useful in a coaching context.

It is worth spending time on these culture-building opportunities as they provide an opportunity to knit and bind people into a team rather than a group of individuals.

## Creating a Culture 1

### PEGS

<b>Purpose</b>	<p>To investigate values</p> <p>Communication</p> <p>Creative thinking</p> <p>Evasion</p>
<b>Equipment and players</b>	<ul style="list-style-type: none"> <li>• Pegs (four different colours), enough for each participant to have one of each colour</li> <li>• A group of up to 20 players</li> </ul>
<b>Set up</b>	Players spread out within a coned area or playing space.
<b>How to play</b>	<p>Ask participants to get four pegs of any colour and peg it to themselves in a place that they don't mind other people grabbing and a place they are able to be grabbed (e.g. not on skin, just on clothing). On 'Go', each person attempts to steal another's pegs, then pegging their stolen pegs onto themselves before being allowed to steal another one. No one may stop anyone from taking a peg except by moving away from that person. On 'Stop', participants count up how many pegs they now have. This can be repeated.</p> <p>Then, as a group, four values are decided upon that are considered important for leadership, and each value is assigned to a different coloured peg, e.g. teamwork, responsibility, respect, sportsmanship. Participants are then told to attempt to collect the coloured peg they think is most important based on the value it represents (one colour only). Afterwards, the facilitator discusses with the group about whether their values and their behaviour lined up – i.e. if the value was teamwork and they were very individual in the task, are they following through on the value they think is important?</p> <p>The final option is that each player has to get one of each colour but in a different way than the first two games, this means they are not allowed to steal, pull, rip, grab, tackle etc.</p>
<b>Questions to ask the participants</b>	<p>Discussion can focus on the behaviours of the participants while completing these activities:</p> <p>Did they listen when you said the goal was for everyone to get all four pegs or were they just concerned about themselves?</p> <p>Did they demonstrate the values they had decided were important or not?</p> <p>How could you gain pegs more effectively?</p> <p>How could you work with other people in a win-win situation?</p>

## PAPER AIRPLANE ACTIVITY

<b>Purpose</b>	To think outside the square To challenge reality
<b>How to play</b>	Facilitator instructions Design a paper airplane with your piece of paper in order to see which plane can fly the furthest! Participants are given five minutes (or an amount of time the facilitator allocates) to design their paper airplane. At the end of this time all participants are to line up, and one at a time, fly their plane in an attempt to make it go the furthest. They then go and stand where it lands. Participants may choose to do this activity in pairs.
<b>Questions to ask the participants</b>	How else could you make your plane go further? How has this changed reality for you? How does this relate to everyday life and challenges? How does it relate to sport? Is it important for your plane to look good? Show the 'paper airplane clip' off <a href="http://www.simpletruths.com">www.simpletruths.com</a>

### Creating a Culture 3

## FIND OUT

<b>Purpose</b>	An opportunity to build team culture, a people mixer and a way for team members to get to know each other better.
<b>How to play</b>	Each participant has a copy of the questions. Participants race around the group finding out the answer from each person. They then answer the question for each theme. The first participant finished with the right answers wins.
<b>BIRTHDAYS</b> What is the: <ul style="list-style-type: none"> <li>• Most popular year people in the group were born?</li> <li>• Most popular month people in the group were born?</li> </ul>	<b>BIRTHPLACE</b> How many people in the group were born in each country, city, or town? <ul style="list-style-type: none"> <li>• Countries?</li> <li>• Cities?</li> <li>• Towns?</li> </ul>
<b>SHOE SIZE</b> Who in the group has the: <ul style="list-style-type: none"> <li>• Smallest size?</li> <li>• Largest size?</li> </ul>	<b>SPORT</b> How many individual or group sports do the group members play? <ul style="list-style-type: none"> <li>• Individual sport?</li> <li>• Team sport?</li> </ul>
<b>OUTDOOR ADVENTURE</b> Number in the group who have: <ul style="list-style-type: none"> <li>• Biked?</li> <li>• Kayaked?</li> <li>• Tramped?</li> <li>• Camped?</li> <li>• Abseilled?</li> <li>• Bungy jumped?</li> </ul>	<b>PLACE AND FAMILY</b> How many in the group are the: <ul style="list-style-type: none"> <li>• Youngest in their family?</li> <li>• Middle in their family?</li> <li>• Oldest in their family?</li> </ul>
<b>AGE</b> Who is the: <ul style="list-style-type: none"> <li>• Youngest in the group?</li> <li>• Oldest in the group?</li> </ul>	<b>LANGUAGES</b> How many people speak more than one language?
<b>DOMINANT HANDEDNESS</b> Number in the group who are: <ul style="list-style-type: none"> <li>• Left-handed?</li> <li>• Right-handed?</li> </ul>	<b>TECHNOLOGY SAVVY</b> Number in the group who have: <ul style="list-style-type: none"> <li>• Developed a website?</li> <li>• Created a blog?</li> </ul>

## VALUES LINE

<b>Purpose</b>	An opportunity to discuss and make decisions around values allowing participants to get to know each other better.
<b>How to play</b>	<p>Choose one end of the space that is the 'I Agree Strongly' with the statement. The other end of the space is the 'I Disagree Strongly' with the statement. The line between the two is a continuum of agreeing or disagreeing. After each statement is read participants choose a place to stand on the continuum which best describes how they feel about that statement.</p> <p>Coaches can decide whether they will facilitate any discussion around why people have chosen a certain point on the continuum to stand on.</p>
<ul style="list-style-type: none"> <li>• I treat everybody equally.</li> <li>• In sport I would do whatever the coach told me to.</li> <li>• When I was young, life was better.</li> <li>• People are nicer to me than I am to them.</li> <li>• I am happy with where my life is heading.</li> <li>• I'm a different person at school than I am out of school.</li> <li>• It is necessary to have a university degree to get a job.</li> <li>• I think hitchhiking is safe.</li> <li>• If someone in the team has a problem, I'm the first to offer to help.</li> <li>• I am affected by the weather.</li> <li>• School uniforms are a good idea.</li> <li>• Everyone can be a leader.</li> <li>• I enjoy spending time with my parents.</li> <li>• I am a leader.</li> <li>• It's okay to bend the rules as long as the referee doesn't see.</li> <li>• Ask the participants to make up their own value statements.</li> </ul>	

<b>Creating a Game</b>	
<b>NAME OF GAME</b>	
<b>Purpose</b>	
<b>Equipment and players</b>	
<b>Set up</b>	
<b>How to play</b>	
<b>Questions to ask the participants</b>	
<b>Game tips and alternatives</b>	



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