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Physical education for Papua New Guinea community schools: a guide for teachers

Judi Brown-Parker
The University of Montana

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PHYSICAL EDUCATION FOR PAPUA NEW GUINEA COMMUNITY SCHOOLS

A GUIDE FOR TEACHERS

By

Judi Brown-Parker

B.P.E. Calgary University, 1971

Presented in partial fulfillment of the requirements
for the degree of
Master of Science for Teachers in Physical Education

UNIVERSITY OF MONTANA

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Approved by:
Chairman, Board of Examiners
Dean, Graduate School

Date

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Chapter 1

THE SCOPE AND PURPOSE OF THE STUDY

INTRODUCTION

Papua New Guinea, independent for only three years, is a South Pacific entrepôt of cultural diffusion, a land of contrasts and contradictions. Its tropical landscape varies from lowland rainforests and swamplands to highland grasslands. Its people are physically, culturally and linguistically diverse. Within its population of two and one half million,\(^1\) there are approximately seven hundred different languages and cultural groups.\(^2\) Eighty percent of the people are still engaged in subsistence agriculture and horticulture\(^3\) and the economy, without any secondary industry, still relies on a grant-in-aid from Australia for fifty percent of its annual budget.\(^4\)

The national goals are centered around an "Eight Point Plan" for development strategies. The overriding theme is self-reliance--economically, politically and socially. This present political philosophy is not to bow to overseas pressure to exploitively utilize its natural resources. It does not follow blindly, the desperate haste to develop for development's sake, but is progressing in its own individual way and at its own pace. After one hundred years of German, British, Japanese and Australian colonial rule, the country is in the process of evolving an infrastructure appropriate to its own unique needs and Melanesian system of values.

In 1975, only 67.8\% of all seven year old children attended school.

\(^1\) "An overview of Papua New Guinea" (1972).
\(^2\) "An overview of Papua New Guinea" (1972).
\(^3\) "An overview of Papua New Guinea" (1972).
\(^4\) "An overview of Papua New Guinea" (1972).
community school. The rate of attrition in other institutions leaves less than one percent of the total population attending a tertiary institution. The new education plan of 1976 has changed the emphasis from the traditional subject orientated methodology to a community orientated approach with an agricultural base. Because of this new emphasis, the teacher's role is fast becoming one of a community leader or innovator. One of the most direct and successful avenues for crossing cultural barriers to the community and to being accepted as a community leader is through low level village sporting activities.

English is the national language although the vernacular is an acceptable tool of learning in the lower grades of community schools. Nevertheless, for the Papua New Guinean, English is a second language and his English vocabulary is limited. The average community school teacher generally achieves the equivalent of a grade eight level of English. If he is posted to an isolated rural school, his skill in English diminishes.

The community school teacher must be a resourceful person, relying upon traditional skills, perceptions, creativity and self reliance to survive. Communication problems usually hinder his attempts. Most schools have no electricity or telephone. Orders for equipment can take up to nine months to arrive. Isolated schools only see a school advisor once a year. Usually there are no texts, resource centers or any sophisticated equipment or materials available to the teacher. He must rely upon his own resources and initiative. He uses what he has remembered from training college, his own notes, and personal resource material, available curriculum guides and whatever books he can acquire. The content and language of these books is often

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irrelevant, although it is better to have something rather than nothing.

At present, syllabi have been designed for all community school subjects and have been distributed to the schools. For many of these syllabi, backup guides have been developed and made available to the teachers. No guide is at present available for the teachers on the subject of physical education. They have the syllabus, the framework, but lack the content from which they can draw their specific lesson ideas.

Clearly there is an urgent need for a complete compendium, a manual in physical education for Papua New Guinea community schools. Two previous efforts for filling such a void resulted in gross plagalurisms of content, language and style of Australian or American texts. The problem of English mastery requires a simple vocabulary and writing style; the lack of funds for equipment necessitates special guidance in making their own; the incredible diversity of culture and customs demands direction on cross-cultural teaching considerations and extra curricular requirements of teachers. The combination of these factors focus on the need for a simplified and more relevant curriculum guide to the teaching of physical education.

The teachers have the motivation but lack the information or training to teach a sound progression of physical education skills, to communicate with the community, to achieve the national goals. They need a reference of ideas from which they can work. The reference needs to be practical and nonacademic, based on their needs.

THE PROBLEM

Community school teachers in Papua New Guinea have no curriculum guide in physical education that is written specifically for their
unique needs.

All community school teacher training courses are of two years duration. Of this, approximately thirty-four hours constitute the total official training and preparation for the teaching of physical education. Numerous extra curricular exposures and experiences in various sporting activities and competitions help to fill some of the void that remains. Nevertheless, the student teacher graduates from College with only a very basic set of skills in physical education. As a teacher in the school, his training in this subject lacks reinforcement and extension because there is no appropriate or adequate curriculum guide. Essentially, the teachers sink or swim according to their initiative, enthusiasm and the depth of their college exposure to the field of physical education. So too does the quality of physical education instruction.

There are over seven hundred different cultures, each with its own identity, own language and set of customs, own system of values and own societal infrastructure. While one cultural group is essentially a matriarchal society, another is patriarchal. Beliefs and values are unique to individual communities and magic and sorcery play a very real role. Customs must be respected by the community school teacher when initiating a program of physical education. Teachers need to be consciously aware that each community possesses a completely different set of values and cultural customs. These problems of cultural sensitivity are not usually perceived or incorporated into a regular curriculum guide.

With such a large number of differing local languages being spoken throughout the country, the use of English by the community school teacher is essentially a second language. The skill level in
English usage is not high and the teachers have great difficulty understanding and interpreting texts that are not written specifically using simplified English.

In such a newly independent country that is striving to evolve a society appropriate to its own unique Melanesian needs, it is essential that the teachers are encouraged to incorporate the richness of the differing individual cultures in their everyday lessons. "Its content should certainly be more cultural and aesthetic than utilitarian." Traditional village games should be included in the community school curriculum. The handcraft skills involved in the making of improvised equipment from bush materials are invaluable in a country that exists on an austerity budget. No text or teacher's guide, at present, possesses such necessary teaching tools for the Papua New Guinea teacher.

All these problems negate the use of any regular curriculum guide. The purpose of this paper is to attempt to provide a teachers' guide that is appropriate to their unique needs. It is intended to include sufficient information to allow the teachers to prepare and present purposeful physical education lessons and to organize and supervise sport in the community schools without having to consult a number of books.

In the final analysis, a project of this nature, designed for a specialised group that is alien to the North American situation implicates the need for its return to the teachers for whom it was written. The ultimate purpose, then, is to pursue this project through to publication in a form accessible to all Papua New Guinea community school teachers.
REVIEW OF LITERATURE

A wealth of material has been written relating to the subject of physical education curriculum guides for elementary schools. Baker and Schütz, Pangrazi and Dauer and Tanner and Tanner provide very sound guidelines in the construction of school curricula.

Elementary physical education for developing countries, and more specifically for Papua New Guinea, is a field that has as yet, been virtually untapped by the professional writers. W.H. White in his text Physical Education in the Tropics expresses an appreciation of the special conditions affecting physical education in similar settings and cites climate, equipment improvisation and teacher preparation as some of the major influencing factors.

A brief review of publications on curriculum development in nearby South East Asian countries provide some insights into problems in general education in these neighboring countries that, like Papua New Guinea, have evolved from colonial rule to seek an identity of their own.

In Unesco's Bulletin on Educational Planning in the Asian Region, reference is made to:

... the use of models and techniques for educational planning which were developed in systems other that those to which they are now applied. A feeling of disenchantment with some of the models seems to be quite widespread. The readiness with which these models and techniques were received a decade ago has waned quite rapidly. In retrospect, the reason for this appears to be that these models were not adapted to the conditions of the developing countries in the region.

In Unesco's Towards Strategies of Curriculum Change, the Asian Workshop focused on the issue of values:

The role of education in the modernization process, particularly with regard to the modernization of rural areas, is the preparation of the younger generation for change and the
capacity to cope with changing values. This presents several problems for curricular design. One of these is the identification of the so-called modernity values, another is the inculcation of such values, and yet another is the development of behavior patterns which enable pupils to eventually cope with conflict against traditional values that hinder modernization.\textsuperscript{12}

The Papua New Guinea Education Plan of 1976 - 1980 formulates the task of primary education as equipping the child "to grow in understanding of himself in relation to the traditions and values of his society."\textsuperscript{13} It also stresses that the "orientation of the school to its community requires, first, that the syllabi be interpreted and handled with that community clearly in mind. Secondly, it requires that in certain curriculum areas schools be free to develop in a variety of ways, matching the diversity of Papua New Guinea."\textsuperscript{14}

Brammell and May's Education in Melanesia,\textsuperscript{15} a summary of papers delivered at the Eighth Waigani Seminar, provides valuable background on culture, the community and education, language and communication and value orientation in education. In his paper to the Seminar, R.K. Johnson suggested "the cultural and linguistic pluralism of Papua New Guinea is a fact, and ... it is essential for the future development of the country that educational policies accommodate this fact rather than attempt to override it."\textsuperscript{16} Giraure\textsuperscript{17} claimed that in order to avoid the 'tu mas skul' syndrome, the curriculum needed to be cut down on foreign irrelevancies and substitute "an education for their (parents and children) needs."

Philip Foster summed up the Eighth Waigani Seminar with:

There is no panacea for development and there are no simple short cuts to it. All that we can do is to ask ourselves what we really want and then on the basis of current findings and experience plan pragmatically toward these goals... There is no such formula nor ideology .... no little .... handbook that will give you the answers to the problems of development.\textsuperscript{18}
The new official Physical Education Syllabus for Papua New Guinea community schools has been completed and distributed to the schools. The procedure followed to achieve final completion incorporated the following progressive steps and processes:

1. The first draft was drawn up by the Curriculum Officer for Physical Education.

2. Comments and suggestions for alterations were offered by the physical education lecturers from the teacher training colleges.

3. Appropriate alterations and adjustments were made.

4. The second draft was presented to a selection of community school teachers at a special physical education curriculum conference. The teachers were chosen by the Superintendent for Curriculum Development according to geographic location rather than by random selection. The teachers presented their comments on the syllabus draft in terms of their ability to understand and interpret it.

5. The syllabus was again altered and adjusted.

6. New ideas from the syllabus were incorporated into the programs at the teacher training colleges. Students provided further feedback as to their ability or inability to interpret and teach the new syllabus.

7. The Director of the National Sports Office and his senior personnel made a close examination of the teaching progression of games skills and requested a further review of the proposed syllabus.

8. A special committee was set up to restructure the progression of games skills. The committee was selected by the Superintendent for
Curriculum Development according to expertise in the subject assumed from personal contact. In a country possessing very few trained physical educators, this hand-chosen committee represented a cross section of physical education and sporting philosophies--male, female, Papua New Guinean, Australian, English, American, varied training and varied experience. With the Papua New Guinean lacking specific training in this field and experiencing difficulty in English expression, the committee possessed a very definite non-Papua New Guinean bias.

9. The final draft of the syllabus was approved by the Secretary for Education.

10. In-service programs were conducted by the Teachers' College physical education lecturers and curriculum development officers with the community school teachers in their area.

The more immediate and voluble responses to the new syllabus have been to request back up material to the syllabus. These responses have been voiced in personal correspondence to me and during in-service programs, conferences and lectures at training college at which I or other committee members have been in attendance. It is based on these responses, my six years of teaching experience in Papua New Guinea and my close association with the development of the new syllabus that I offer the material in this paper.

The procedure for the Teachers' Guide presented in this paper involved the treatment of each school grade as a separate unit or chapter. The purpose of this was to allow the teacher to identify the section appropriate to the grade he is teaching and to facilitate fast and simple accessibility.

As a necessary adjunct to this guide, a summary of the syllabus
was included in each grade to provide the basis for the backup material. Appropriate texts were reviewed, pertinent information retrieved and the language simplified and content adapted. The rules of the major games were simplified for the community school level and the facilities available and approval and acceptance of these simplified rules was sought from the various national sporting associations.

LIMITATIONS

There are a number of limitations to a guide of this nature that need to be recognized. For a newly independent country, culturally diverse and in search of its own national identity, a guide written for Papua New Guinea by a non-Papua New Guinean has its characteristic limitations. Similarly, preparing the guide at a distance of more than five thousand miles and more than one year after my departure poses problems with the country undergoing constant socio-economic change and negates the possibility of a pilot test in the field.

The greatest limitation encountered has been the restrictions imposed by the syllabus itself at present in its pilot project form. Inconsistencies of content and learning progression within the syllabus still remain, despite the official approval of its final draft. With the syllabus at the stage of field trials, providing a backup manual to a structure that remains in question has produced more than the normally expected problems.

DEFINITIONS

For the purposes of this paper, the following terms are defined as:

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Athletics--Track and field activities.

Bilum--A string bag made from bush material.

Body control--Activities designed to explore basic body movements.

Community school--The equivalent of the American elementary school but with a strong community orientation.

Curriculum--The total school experience of the child involving formal and informal learning.

Curriculum advisor--An officer appointed by the Education Department to assist and advise teachers in the area of curriculum development.

Education Department--The national education authority responsible for the administration of education throughout all areas of the country.

Extra-curricular activities--Curricular activities that are not specifically incorporated in the Department's planned syllabus and are not conducted during school lesson time.

Headmaster--The Head teacher or Principal of a school who was previously a community school teacher.

Kundu--A traditional drum.

Lap lap--A piece of material, usually cotton.

Magani--A wallaby

Physical education--Includes gymnastics and games (major, minor and traditional). Creative dance and traditional dance are incorporated into the Expressive Arts Syllabus.

Revise--To review

Staff--All professional personnel including the teachers and the
head teacher.

**Syllabus**—The official written outline of content material that the teacher is expected to cover in the school. The syllabus is designed on a national basis under the authority of the Education Department.

**Syllabus expansion**—A limited amplification of the syllabus that provides further details to guide the teachers in their interpretation.

**Syllabus summary**—A brief summary or framework of the syllabus.

**Teachers' guide**—A manual incorporating the background material of detailed information and ideas that will help the teacher effectively program the Department's syllabus.

**Teacher's program**—The teacher's daily or weekly plan of lessons which include content and method. The program is drawn up from the syllabus, using the teachers' guide for examples and support material.

**Teachers' training college**—A tertiary institution that is solely responsible for providing courses of specific teacher preparation design.

**Vernacular**—The local language used in a particular region.
ENDNOTES


3 Central Planning Office, loc. cit.


11 Unesco, Bulletin--Educational Planning in the Asian Region (Bangkok: Unesco, No. 16, June 1975), p. VII.


14 Ibid., p. 15.

15 J. Brammell and Ronald J. May, eds., Education in Melanesia--Eighth Waigani Seminar (Canberra, Australia: The Australian National University, 1975).


Why is Physical Activity Important in the Community?

Have you noticed how a child loves to play? How he will pick up a stone to hit a tree, or roll an old tyre along the ground? Have you seen how he loves to shoot marbles with his friends or throw a ball around?

When a child plays games like this, he is developing his physical skills and improving his fitness. When playing marbles or hitting a tree he is aiming or shooting at a target. In these games, his hands and eyes are learning to work together. What his eyes see, his hand shoots at. Why not use this love of play to help the child improve his physical skills?

Being able to perform physical activities well gives a person confidence in himself and allows others to respect him for his abilities. By including physical education in the school syllabus, we are helping the child to learn and improve his physical skills as well as to develop his self-confidence.

Today in both the villages and towns, sport has become an important social activity. Sports skills taught in school will allow the child to take a more active part in these sporting activities in his own community.
Are Sport and Physical Education the Same Thing?

Are sport and physical education the same thing?

No they are not the same!

Many teachers confuse these two terms.

Physical education is the learning of skills.

Sport is the playing of games.

<table>
<thead>
<tr>
<th>Physical Education</th>
<th>Is the Learning Of</th>
<th>A Prepared Progression Of Lessons In Which The Children Are Taught Many Skills</th>
<th>Body Control</th>
<th>Minor Games</th>
<th>Major Games</th>
<th>Traditional Games</th>
<th>Athletics</th>
<th>Swimming</th>
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<td>Sport</td>
<td>Is the Playing Of</td>
<td>A Game In Competition Against Another Person Or Team</td>
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</table>
What are the Basic Aims of Physical Education?

Physical education in the community school is designed to:

1. Assist in each child's personal growth and development.
2. Provide enjoyment and develop the child's love of play.
3. Encourage children to take pride in and contribute to their own personal health and physical fitness.
4. Help children improve the physical skills they have and to develop new skills.
5. Provide opportunities for creativity, self expression and challenge.
6. Allow opportunities for each child to experience success and personal satisfaction and to encourage leadership and responsibility.
7. Create opportunities for children to work, help, share and cooperate with others.

PLANNING PHYSICAL EDUCATION

How Much Time is Allocated to Physical Education and Sport?

The Department of Education recommends the following time allocation for physical education and sport:

Table 1

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minutes/Week</th>
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<tr>
<td>Physical Education Skills</td>
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<td>Physical Education Skills</td>
<td>100</td>
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<tr>
<td>Organized Sports</td>
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</table>
In grades 1, 2 and 3 with 100 minutes allocated per week, you could have one 20 minute lesson every day. In grades 4, 5 and 6 with 90 minutes allocated per week, you could have three 30 minute lessons each week. Individual lesson allocation could be summarized as:

<table>
<thead>
<tr>
<th>Grade 1</th>
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<td>3 x 30</td>
<td>3 x 30</td>
</tr>
<tr>
<td>(100 mins)</td>
<td>(100 mins)</td>
<td>(100 mins)</td>
<td>(90 mins)</td>
<td>(90 mins)</td>
<td>(90 mins)</td>
</tr>
</tbody>
</table>

Physical education lessons are best used for the teaching of body control skills and games skills with an emphasis upon learning and improving skills rather than just playing a game.

The sports time is allocated for organized sports competitions so that the children can practice the games skills they have learnt during their physical education lessons.

What Skills Should be Taught in Each Grade?

The syllabus suggests skills that might be suitable for each grade. The recommended graded progression of these skills is shown in Tables 2, 3, 4, 5 and 6.

Body control instruction and minor and traditional games are recommended for all grades. Simple games skills are suggested for grades 1 and 2 only to provide the children with the important basic skills that are used in most major games. Once the children have learnt these fundamentals, introductory instruction in selected major games is recommended for grade 3. Instruction in these particular games in grade 4, 5 and 6 should be expanded in order to build on what the children have already learnt and to introduce the more advanced skills and techniques of each game.
<table>
<thead>
<tr>
<th></th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Body Control</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Traditional Games</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Simple Games Skills</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Softball</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Netball</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Soccer</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Athletics</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Basketball</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Volleyball</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Swimming</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Speedaway</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Cricket</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Rugby League</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Korfball</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Australian Rules</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hockey</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

Table 2
Progression of Instruction from Grade 1 to Grade 6

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<table>
<thead>
<tr>
<th></th>
<th>Softball</th>
<th>Netball</th>
<th>Soccer</th>
<th>Athletics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3</td>
<td>Catching</td>
<td>Catching</td>
<td>Trapping</td>
<td>Sprinting</td>
</tr>
<tr>
<td></td>
<td>Throwing</td>
<td>Chest pass</td>
<td>Instep kick</td>
<td>Race starts</td>
</tr>
<tr>
<td></td>
<td>Fielding</td>
<td>Overarm pass</td>
<td>Inside foot kick</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Batting</td>
<td>Set shot shooting</td>
<td>Inside foot push pass</td>
<td></td>
</tr>
<tr>
<td>Grade 4</td>
<td>Pitching</td>
<td>Overhead pass</td>
<td>Outside foot push pass</td>
<td>Long jumping</td>
</tr>
<tr>
<td></td>
<td>Being a catcher</td>
<td>Underarm pass</td>
<td>Back heel pass</td>
<td>Javelin throwing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dodging</td>
<td>Heading</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Marking</td>
<td>Dribbling</td>
<td></td>
</tr>
<tr>
<td>Grade 5</td>
<td>Base running</td>
<td>Passing on the run</td>
<td>Tackling</td>
<td>Shotput</td>
</tr>
<tr>
<td></td>
<td>Being a baseman</td>
<td>Lob pass</td>
<td>Throw in</td>
<td>High jumping</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rebounding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 6</td>
<td>Bunting</td>
<td>Bounce pass *</td>
<td>Goal keeping</td>
<td>Relay running</td>
</tr>
<tr>
<td></td>
<td>Sliding</td>
<td>Throw up</td>
<td></td>
<td>Long distance running</td>
</tr>
</tbody>
</table>

* Indicates the same skill has been taught previously for another major game.
## Table 4
Graded Progression of Major Games Skills Instruction for Basketball, Volleyball, Swimming and Speedaway

<table>
<thead>
<tr>
<th>Grade 4</th>
<th>Basketball</th>
<th>Volleyball</th>
<th>Speedaway</th>
<th>Swimming</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Catching *</td>
<td>Volleying</td>
<td>Catching *</td>
<td>Water safety rules</td>
</tr>
<tr>
<td></td>
<td>Chest pass *</td>
<td>Underhand serve</td>
<td>Overarm pass *</td>
<td>Water confidence</td>
</tr>
<tr>
<td></td>
<td>Overarm pass *</td>
<td></td>
<td>Overhead pass*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Overhead pass*</td>
<td></td>
<td>Kicking *</td>
<td>Back float</td>
</tr>
<tr>
<td></td>
<td>Bounce pass</td>
<td></td>
<td>Dribbling *</td>
<td>Tread water</td>
</tr>
<tr>
<td></td>
<td>Dodging *</td>
<td></td>
<td>Creating an aerial ball</td>
<td>Prone float</td>
</tr>
<tr>
<td></td>
<td>Guarding *</td>
<td></td>
<td></td>
<td>Push and glide</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 5</th>
<th></th>
<th>Digging</th>
<th>Heading *</th>
<th>Flutter kick</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dribbling</td>
<td>Overhand serve</td>
<td></td>
<td>Breathing</td>
</tr>
<tr>
<td></td>
<td>Set shot *</td>
<td></td>
<td></td>
<td>Overarm stroke</td>
</tr>
<tr>
<td></td>
<td>Jump shot</td>
<td></td>
<td></td>
<td>Combined crawl stroke</td>
</tr>
<tr>
<td></td>
<td>Layup shot</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 6</th>
<th>Rebounding *</th>
<th>Spiking</th>
<th>Backstroke</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Zone defence</td>
<td>Blocking</td>
<td></td>
</tr>
</tbody>
</table>

* Indicates the same skill has been taught previously for another major game.
<table>
<thead>
<tr>
<th>Grade 5</th>
<th>Cricket</th>
<th>Korfball</th>
<th>Rugby League</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Catching *</td>
<td>Chest pass *</td>
<td>Catching *</td>
</tr>
<tr>
<td></td>
<td>Throwing *</td>
<td>Overarm pass*</td>
<td>Passing on the run</td>
</tr>
<tr>
<td></td>
<td>Bowling *</td>
<td>Sling pass *</td>
<td>Tackling</td>
</tr>
<tr>
<td></td>
<td>Batting drive</td>
<td>Underarm pass*</td>
<td>Punt kick</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Set shot *</td>
<td>Drop kick</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Jump shot *</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Layup shot *</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 6</th>
<th>Cricket</th>
<th>Korfball</th>
<th>Rugby League</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fwd. defence batting</td>
<td></td>
<td>Place kick</td>
</tr>
<tr>
<td></td>
<td>Bwd. defence batting</td>
<td></td>
<td>Side stepping</td>
</tr>
<tr>
<td></td>
<td>Wicket keeping</td>
<td></td>
<td>Flick pass</td>
</tr>
<tr>
<td></td>
<td>Fielding</td>
<td></td>
<td>Dive pass</td>
</tr>
</tbody>
</table>

* Indicates the same skill has been taught previously for another major game.
Table 6
Graded Progression of Major Games Skills Instruction for Australian Rules Football and Hockey

<table>
<thead>
<tr>
<th>Grade 6</th>
<th>Hockey</th>
<th>Australian Rules</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grip of the stick</td>
<td>Chest mark *</td>
</tr>
<tr>
<td></td>
<td>Stopping the ball</td>
<td>High mark</td>
</tr>
<tr>
<td></td>
<td>Push pass</td>
<td>Punt kick *</td>
</tr>
<tr>
<td></td>
<td>Drive pass</td>
<td>Drop kick *</td>
</tr>
<tr>
<td></td>
<td>Dribbling</td>
<td>Picking up the ball</td>
</tr>
<tr>
<td></td>
<td>Left dodge</td>
<td>Handballing</td>
</tr>
<tr>
<td></td>
<td>Right dodge</td>
<td>Bouncing</td>
</tr>
<tr>
<td></td>
<td>Tackling</td>
<td>Tackling</td>
</tr>
<tr>
<td></td>
<td>Bully</td>
<td></td>
</tr>
</tbody>
</table>

* Indicates the same skill has been taught previously for another major game.
Remember that children's abilities differ. Some children might be capable of harder skills than others of the same age. When choosing skills or activities to teach, think about:

1. Are my children ready to learn this skill? Is there another skill they should have learnt first?
2. How much can they learn in the one lesson?
3. What equipment am I going to use? Do I have enough equipment? Are the bats too big?14

How Do You Plan a Year's Program?

Most physical education topics cannot be taught in just one or two lessons. There are usually too many skills or too many rules for the children to learn them properly in such a short time. It is a good plan then, to teach all physical education topics in a series or group of lessons. This is called a unit. For example:

1. A unit of 9 lessons on netball.
2. A unit of 6 lessons on "discovering how we move."15

Lessons taught separately rather than in units have no follow-up or relationship to one another. Although they provide the children with activity, they generally include very few new skills or new knowledge.

When you program to teach a game, think about what skills the children will need to understand and play the game. For example: what skills will the children need to be able to play softball? You might decide they will need the skills of hitting, throwing, catching and running. What different types of throwing should you teach? Will they need underarm (pitching) and overarm throwing skills only?

If you divide up each game like this, you can teach and practice the skills, put them into simple games and build up the big game with all
its rules. Figure 2 shows how good programing can help the children to learn through a progression of skills. In this example, the grade 4 teacher concentrates on softball for a series of lessons by building on each previous lesson. The grade 5 teacher cannot possibly teach all the basic softball skills in one thirty minutes lesson and would probably just play the game.

<table>
<thead>
<tr>
<th>Grade 4</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>May 4</td>
<td>Softball skills—throwing and catching</td>
<td></td>
</tr>
<tr>
<td>May 6</td>
<td>Softball skills—revise throwing and catching</td>
<td>introduce pitching</td>
</tr>
<tr>
<td>May 8</td>
<td>Softball skills—revise pitching</td>
<td>introduce batting</td>
</tr>
<tr>
<td>May 11</td>
<td>Softball skills—revise batting</td>
<td>introduce fielding</td>
</tr>
</tbody>
</table>

**Grade 5**

<table>
<thead>
<tr>
<th>May 4</th>
<th>Traditional games</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 6</td>
<td>Softball skills</td>
</tr>
<tr>
<td>May 8</td>
<td>Minor games</td>
</tr>
<tr>
<td>May 11</td>
<td>Netball skills</td>
</tr>
</tbody>
</table>

**Figure 2**

Two Different Methods of Programming
Physical Education
Units should be approximately six to nine lessons long. To make sure that the children are able to understand the skills and can show improvement, units usually should not be shorter than five or six lessons in length. As well, if units are more than nine or ten lessons long, the children will become bored with the topic.

With 100 minutes allocated, grades 1, 2 and 3 have five lessons each week. To make it easier to plan your yearly program, it is suggested that you plan in units of five lessons (one week) or units of ten lessons (two weeks). Grades 4, 5 and 6 with three lessons each week are recommended to work in six lesson units (two weeks) or nine lesson units (three weeks). Figure 3 shows how a yearly program in physical education can be planned quickly and simply by this method.

Some things to consider when you plan your yearly program are:

1. The official syllabus for your grade.
2. The age and ability of the children.
3. The facilities and equipment you have available.
4. How much time you have available.
5. Your own knowledge and abilities as a teacher.
6. Special events which will take place. e.g. if there is going to be a sports day then teach a unit of athletics just before the sports.
7. The games and sports that are popular in the local community.
8. The climate. e.g. the wet season or very hot time needs special consideration.
9. The local customs as some areas may believe certain activities to be taboo.
10. Your expressive arts program. e.g. try to program expressive dance at a different time to creative body control activities.
<table>
<thead>
<tr>
<th>TERM</th>
<th>WEEK</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>Revision of Grade 3—Moving along the ground</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Volleyball—Introducing simple skills</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Body control—Discovering different ways of landing and taking off</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Athletics—Extending known skills</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Volleyball—Revision</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>Softball—Extending known skills</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>Basketball—Revision</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>Body control—Use of a partner and equipment to gain flight</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>Speedaway—Revision</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>Minor and traditional games</td>
</tr>
</tbody>
</table>

Figure 3

A Sample Yearly Program in Physical Education for Grade 4
What Teaching Methods Can You Use?

There are two main teaching methods that you can use in your physical education lessons. These are:

1. The discovery method.
2. The directed method.

1. The discovery method. This is used to guide the children to explore and find out for themselves about an activity. The teacher encourages the child's discovery by asking questions—"Can you change your arm to a different position?", "How many ways can you lift your body onto the log?", "How can you get over to the tree using your partner?" or "What can you do to make a loud sound while you are moving?" The teacher's questions provide a challenge to the child to actively inquire, explore and discover for himself.

In using this style, it is important that you are patient and allow the children plenty of time to answer or react to your questions or to attempt to solve the particular problem you have given them. Do not try to rush them and never give them the answer. Let them use their own ideas and imaginations to find it for themselves. Once they have responded, always positively reinforce their response.

The success of teaching by discovery method depends on three main points:

1. The children listen when you ask questions.
2. Your questions are clear, simple and designed to encourage a specific response.
3. Your questions are varied, imaginative and enthusiastic.

An example of a discovery method lesson is shown in Figure 4.
UNIT: "What Can You Do with Different Pieces of Equipment?"

OBJECTIVE: To discover different ways to use a hoop.

<table>
<thead>
<tr>
<th>DESCRIPTION OF ACTIVITIES</th>
<th>FORMATION</th>
<th>EQUIPMENT</th>
<th>TEACHING POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRODUCTION</td>
<td>Free</td>
<td>Nil</td>
<td>Children to look where they are running</td>
</tr>
<tr>
<td>D U C T I O N</td>
<td>Free</td>
<td>40 bags</td>
<td>Children to try to use their own ideas</td>
</tr>
<tr>
<td>REVISION OF THE PREVIOUS LESSON</td>
<td>Free</td>
<td>40 hoops</td>
<td>Children to try to think of as many different ways as possible</td>
</tr>
<tr>
<td>NEW</td>
<td>Free</td>
<td>40 hoops</td>
<td>Children not to copy anyone else</td>
</tr>
<tr>
<td>SKILL/S</td>
<td>Pairs</td>
<td>4 markers</td>
<td>Hoops must be rolled not thrown</td>
</tr>
<tr>
<td>CONCLUSION</td>
<td>Four</td>
<td>4 hoops</td>
<td></td>
</tr>
</tbody>
</table>

Figure 4

Sample Lesson Plan
Discovery Method
2. The directed method. This is when the children are told what to do and how to do it. It is a teaching style that is used when there is a specific way of doing something, such as pitching a softball, and you want them to learn the correct way. You must tell them and show them the correct way so they can try to do the same.

The best use of the directed teaching style should include:

1. Teacher explanation and demonstration--show them exactly what you want them to do while you explain the most important points and associated rules.
2. Class discussion--about the main points.
3. A child redemonstrates--and reviews the most important points.
4. Class practice--while the teacher reinforces their efforts and corrects any mistakes.

Do not forget to give correction when using this teaching style. If the children are not corrected, they will continue to perform an activity wrongly.

An example of a directed method lesson is shown in Figure 5.

Whether you use the discovery teaching style or the directed teaching style, each lesson should include three main sections:

1. Introduction--includes muscle warmup activities. Use known or quickly taught activities. See Chapter 11 for suggestions.
2. Skills--skills learnt in the previous lesson should be first revised and then the new skill taught.
3. Conclusion--the lesson should be rounded off. e.g. play a short and simple game that practices the new skill taught.
UNIT: Softball

OBJECTIVE: To learn how to pitch correctly

<table>
<thead>
<tr>
<th>DESCRIPTION OF ACTIVITIES</th>
<th>FORMATION</th>
<th>EQUIPMENT</th>
<th>TEACHING POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRODUCTION</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shake your wrists.</td>
<td>Free</td>
<td>Nil</td>
<td>Commence with gentle movements.</td>
</tr>
<tr>
<td>Rotate your wrists.</td>
<td></td>
<td></td>
<td>Body straight</td>
</tr>
<tr>
<td>Rotate your arms.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do three push-ups.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>REVISION OF THE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PREVIOUS LESSON</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Throwing and Catching</td>
<td>Free</td>
<td>1 ball</td>
<td>See lesson 1</td>
</tr>
<tr>
<td>Briefly discuss points.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Redemonstrate.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class practice while</td>
<td>Pairs</td>
<td>20 balls</td>
<td></td>
</tr>
<tr>
<td>the teacher corrects.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NEW SKILL/S</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pitching</td>
<td>Free</td>
<td>1 ball</td>
<td>Face batter, feet apart on plate. Swing R arm back.</td>
</tr>
<tr>
<td>Explain teaching points.</td>
<td></td>
<td></td>
<td>Step forward on L foot as arm swings through.</td>
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<tr>
<td>Demonstrate.</td>
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<tr>
<td>Child redemonstrates.</td>
<td>Pairs</td>
<td>20 balls</td>
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<tr>
<td>Class practice while</td>
<td></td>
<td>20 pitchers plates</td>
<td></td>
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<tr>
<td>the teacher corrects.</td>
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<td>Two children redemon-</td>
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<tr>
<td>onstrate.</td>
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</tr>
<tr>
<td>CONCLUSION</td>
<td></td>
<td>Four</td>
<td>Correct pitching technique only must be used.</td>
</tr>
<tr>
<td>Game--Pitch Across</td>
<td>Four</td>
<td>4 pitchers plates</td>
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<tr>
<td>Leaders pitch across to</td>
<td>teams</td>
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<td>the first person on the</td>
<td>of ten.</td>
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<td>other side who pitches</td>
<td>Each</td>
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<td>it back. Once a player</td>
<td>divided</td>
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<tr>
<td>pitches, he goes to the</td>
<td>into two</td>
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<td>back of the line.</td>
<td>lines</td>
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<td>First team to finish,</td>
<td>standing</td>
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<tr>
<td>wins.</td>
<td>opposite</td>
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Figure 5
Sample Lesson Plan
Directed Method
What Other Things Should You Consider When Teaching a Lesson?

When you teach a physical education lesson, you should:

1. Prepare equipment and ground markings before the lesson.
2. Give out equipment in an orderly way.
3. Always stand where you can see all the children.
4. Sit the class down when giving instructions.
5. Have a set signal for the children to stop and listen. e.g. clap your hands, call "stop", beat a kundu or hit two sticks together.
6. Always teach from the simple concept to the more difficult.
7. Have lots of activity in your lessons.
8. Be active yourself. Constantly move around the class and be involved in what the children are doing.
9. Encourage the children to do the best they can.
10. Try to vary your use of class formations.
11. Observe all the rules of safety.

What are some Safety Rules?

When teaching physical education you must always be aware of the safety of the children. Some important points to remember are:

1. Make proper planning and preparation for each activity so you can foresee any problems.
2. Make sure you are teaching in a safe location free from danger.
3. Establish boundaries for the playing area.
4. Know your children's abilities and be aware of individual injuries or sicknesses that might affect their safety while participating.
5. Always stand where you can see all the children.
6. Never leave the class unsupervised.
7. Never let the children get out of control.
8. Teach the children to always keep a safe distance between themselves and others.

9. Have the children remove any pens or combs from their hair and hard or sharp objects from their pockets before the lesson.

10. Warn the children of any possible dangers of a particular activity before they start.

11. Do not use broken or weak equipment such as a split bat.

12. Never use a wall or a fence as a home base.

13. When teaching in pairs or groups, make sure the children are about the same size so that the big children won't hurt the small children.

14. Make sure you know where the first aid kit is stored so you can treat minor injuries that might happen.

15. Make a list for the children of safety rules to observe.

How Do You Teach Physical Education to a Mixed Class?

All children in your class have a right to participate in your physical education lessons, whether they are girls or boys. What will you do when you come to teach soccer or netball to your mixed class?

Here are two suggestions:

1. Teach the subject to the whole class. Girls can play soccer and boys can play netball.

2. If there are two classes in your grade with a male and female teacher, you could coordinate your program and timetable so that you are both teaching at the same time. The female teacher could then take all the girls from both classes to teach netball while the male teacher takes all the boys and teaches them soccer.

Whatever you decide to do, be careful that you do not go against the customs of the local people. In some areas, it may be taboo for boys...
and girls to participate in certain activities together. Find out about the local customs before you plan your yearly program.

What Class Formations Can You Use?

Class formation is important as it helps children to learn to share space and to fit themselves into space. It also helps you to keep your class organized and your children under control while adding variety to your lesson. The basic formations are illustrated in Figure 6.

Free Spacing
Circle
Line
Semi Circle
Double Circle
File

* = Student
T = Teacher

Figure 6
Basic Class Formations
ENDNOTES


2 Ibid., p. 55. 3 Ibid., p. 57.

4 Adapted from Curriculum Unit, Community School Syllabus—Grade Three Physical Education (Konedobu, Papua New Guinea: Standards Division, Ministry of Education, Science and Culture, 1978).

5 Adapted from Curriculum Unit, Community School Syllabus—Grade Four Physical Education (Konedobu, Papua New Guinea: Standards Division, Ministry of Education, Science and Culture, 1978).

6 Adapted from Curriculum Unit, Community School Syllabus—Grade Five Physical Education (Konedobu, Papua New Guinea: Standards Division, Ministry of Education, Science and Culture, 1978).

7 Adapted from Curriculum Unit, Community School Syllabus—Grade Six Physical Education (Konedobu, Papua New Guinea: Standards Division, Ministry of Education, Science and Culture, 1978).

8 Adapted from Curriculum Unit, Community School Syllabus—Grade Four Physical Education, loc. cit.

9 Adapted from Curriculum Unit, Community School Syllabus—Grade Five Physical Education, loc. cit.

10 Adapted from Curriculum Unit, Community School Syllabus—Grade Six Physical Education, loc. cit.

11 Adapted from Curriculum Unit, Community School Syllabus—Grade Five Physical Education, loc. cit.

12 Adapted from Curriculum Unit, Community School Syllabus—Grade Six Physical Education, loc. cit.

13 Ibid.
# Chapter 3

## PHYSICAL EDUCATION FOR GRADE 1

### GRADE 1 SYLLABUS

<table>
<thead>
<tr>
<th>BODY CONTROL</th>
<th>1. DISCOVERING</th>
<th>HOW THE BODY CAN MOVE</th>
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<tr>
<td></td>
<td>* Understanding instructions</td>
<td>* Walking and running</td>
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<td>* Hopping</td>
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<tr>
<td></td>
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<td>* Dodging</td>
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### GAMES SKILLS

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<tr>
<th>2. USING PIECES OF SMALL EQUIPMENT</th>
<th>* Beanbags</th>
<th>* Balls</th>
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<tbody>
<tr>
<td></td>
<td>* Ropes</td>
<td>* Sticks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Hoops</td>
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</table>

<table>
<thead>
<tr>
<th>3. LEARNING SOME BASIC GAMES SKILLS</th>
<th>* Skipping with a hoop or rope</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>* Hand-eye coordination of throwing, catching, hitting</td>
</tr>
</tbody>
</table>

Figure 7

**Syllabus Summary for Grade 1**

How Can You Program the Activities?

To help you plan your lessons with the syllabus activities, Figure 8 provides a suggested year's program for grade 1.
<table>
<thead>
<tr>
<th>TERM</th>
<th>WEEK</th>
<th>TOPIC</th>
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<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>Understanding instructions</td>
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<tr>
<td></td>
<td>2</td>
<td>Discovering how you move—Crawling and walking</td>
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<tr>
<td></td>
<td>3</td>
<td>Discovering how you move—Running</td>
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<tr>
<td></td>
<td>4</td>
<td>Discovering how you move—Jumping</td>
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<td></td>
<td>5</td>
<td>Discovering how you move—Hopping</td>
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<td></td>
<td>6</td>
<td>Revision of main skills learnt in Term 1</td>
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<td></td>
<td>7</td>
<td>Discovering how you move—Sliding</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>Discovering uses of small equipment—Beanbags</td>
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<tr>
<td></td>
<td>9</td>
<td>Discovering uses of small equipment—Balls</td>
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<tr>
<td></td>
<td>10</td>
<td>Discovering uses of small equipment—Ropes</td>
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<td></td>
<td></td>
<td>Minor and traditional games—With beanbags, balls and ropes</td>
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<td>1</td>
<td>Revision of main skills learnt in Term 2</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Discovering uses of small equipment—Sticks</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Discovering uses of small equipment—Hoops</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Revision of main skills learnt in Term 3</td>
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<tr>
<td></td>
<td>5</td>
<td>Minor and traditional games—With sticks, hoops and using skipping</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>Learning basic games skills—Throwing</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Learning basic games skills—Catching</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Learning basic games skills—Hitting</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Revision of main skills learnt in Terms 3 and 4</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Minor and traditional games—Practising all skills learnt in Grade 1</td>
</tr>
</tbody>
</table>

Figure 8
Suggested Year's Program in Physical Education for Grade 1

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Time allocation for grade 1 is one hundred minutes per week for physical education skills. This can be divided into one 20 minute lesson every day.

IDEAS FOR ACTIVITIES

The syllabus expansion suggests some ideas that you can use in your lessons. They will help you to think up your own but are not enough to plan all of your lessons. Here are some more ideas that you can add to them.

Discovering How the Body Can Move

Understanding instructions. Before you even start to teach physical education you need to establish a simple method of moving the children in and out of the classroom.

e.g. Out: "We are going outside to play. Hold hands with a partner and move quietly outside and sit under the mango tree."

e.g. In: "That was very good, now let's all sit down together for a rest. Hold hands with the person sitting next to you and then stand up. Walk slowly and quietly back to the classroom and line up at the door."

You can think of your own way but once you decide on a system, don't change it. Run through it a number of times so the children will understand exactly what you require and can carry out your simple instructions. If they do not seem to understand, take time to show them again.

It is also important that the children learn in the first week to listen to your instructions. When they are sitting together, it is easy to give instructions. When they are laughing, playing and moving around
the field, it is sometimes a problem to get their attention to listen to you. Establish a simple signal that tells the children to stop and listen or sit down and listen or come back to you and sit down. Your signal could be to clap your hands, call "stop" or hit a kundu or bamboo. Once you decide on a signal however, use the same one for all lessons.

Before you start to speak, make sure all the children are listening. Do not speak until they are. When giving instructions, make them clear and simple. If you give more than two directions at the one time, you will only confuse them.

With the topic "discovering how the body can move", it is really easy to think of lots of movement activities for the children to explore. Just deal with each of the basic elements of a movement one by one. These are:

1. Direction—fowards, backwards, sideways.
2. Speed—fast, slow, medium.
3. Level—high, medium, low.
4. Shape—straight, bent, twisted, curled.
5. Size—wide, narrow, long, short, big, small.
6. Ground pattern—straight, diagonal, square, circular, zigzag.
7. Weight—heavy, light.
8. Focus—direction the eyes are looking.
9. With sound—loud, soft.
10. With other body parts—arms, head, hands, legs, elbows, hips.
11. With a body part leading—nose, elbow, hip, shoulder, toe.
12. With emotion—happy, angry, sad, worried, lost, scared.
13. Real life examples—the sea, an old man, a frog, the jungle.
14. With a partner.
15. On a theme—magic man, aeroplanes, bird hunt, animals.
16. With equipment—bean bag, ball, rope, stick, hoop.
Figure 9

Explanation of Basic Body Movements

To give you some ideas, here are some examples of questions and activities you can use for each syllabus subtopic.

Crawling. 1. "How do you crawl?" "What direction are you crawling in?" "Can you crawl sideways? Show me." "How would you crawl backwards? (Look where you are going.)"
2. "How slowly can you crawl? Show me." "Now show me how fast you can crawl." "I wonder who can crawl the fastest."

3. "Can you crawl in a very low position?" "Is that the lowest you can get?" "Now make your body very high while you crawl around."

4. "Can you crawl with your body in a very straight shape?" "Now crawl with a wide body shape." "Can you twist your body and crawl?"

5. "Can you crawl with only very small steps? Show me." "Now crawl with very big steps." "Are they the biggest you can make?"

6. "Crawl in a straight line." "Now can you crawl in a circular pattern?" "Can you make a zigzag pattern on the ground while you crawl?"

7. "How lightly can you crawl around?" "Is that the lightest?" "Now show me how heavily you can crawl about."

8. "Look at the fence and crawl towards it." "Now look at me and crawl towards me." "Look at someone else, now, and crawl towards him."

9. "What sounds can you make while you crawl around?" "Now make a different sound while you crawl." "Can you crawl without making any sound?"

10. "What can you do with the rest of your body while you crawl?" "Can you roll your head and crawl?" "Can you shake your body and crawl?"

11. "Can you crawl around with your nose leading you?" "How would you crawl if your hip were to lead you around? Show me."

12. "Show me how you would crawl if you were sad." "Now crawl as if you are happy." "Is that how you would crawl if you were lost?"

13. "Show me how a baby crawls." "Who else crawls a lot? Show me."

14. "Find a partner and crawl around with him."

There are lots more ideas that you can think up yourself if you work through the list of basic elements. Two relays that use the activity of crawling are "Worm Relay" and "Balance Ball Relay." Use these in your
lessons to add variety and interest. Descriptions of how to play them can be found in chapter 11.

Walking. 1. "How do you walk?" "What direction are you walking in?" "Can you walk backwards? (Look where you are going, though.)" "Do you ever walk sideways? How would you do it?"

2. "Can you walk slowly?" "How slow can you walk?" "How fast can you walk?" "Can you walk faster than the other children?" "Are you still walking, though?"

3. "Can you walk around making yourself tall?" "Can you do the same thing making yourself small?" "Are you smaller than everybody else?"

4. "How would you walk if your body was all twisted?" "Now can you walk with a very straight body?" "Can you curl your body and walk?"

5. "How big are your steps when you walk?" "Can you make them bigger?" "Now can you walk with very small steps?" "Are they the smallest steps you can make?"

6. "I wonder can you walk in a straight line?" "A circle?" "A square?" "Can you make any other shapes on the ground while you walk?" "What shape is a zigzag? Can you make that shape on the ground while you walk around?"

7. "How heavily can you walk?" "Can you walk lightly?" "I wonder who can walk the lightest of all."

8. "Look at the tree and walk towards it." "Now look at a different object and walk towards it." "Can you look at a person and walk towards him?" "When I clap my hands, I want you to change and look at someone else and walk."

9. "Can you walk and not make any sound?" "How can you make a sound while you walk?" "Can you walk and make a very loud sound?"
10. "What can you do with your hands while you walk?" "Can you make your head do something while you walk?" "How can you shake your body all over and still walk?" "Can you swing your arm high while you walk?"

11. "Can you walk around with your nose leading you?" "Can your hand lead you around while you walk?" "What about letting your chest lead you while you walk?" "Is it possible to walk with your knee leading you?" "Can your elbow do the same thing?"

12. "How would you walk if you were sad?" "Would you walk the same way if you were lost?" "I wonder how you would walk if you were angry." "Is that how you would also walk if you were in a hurry?"

13. "Show me how your father walks." "Would you walk like that if you were hunting a bird? How would you walk then?" "How does your baby brother or sister walk?" "Would a young puppy walk the same way? Show me!" "Show me how you would walk if you were carrying a bilum full of wood." "Would you walk the same way if you were carrying a coconut?" "How would you walk up a hill?" "Would you walk the same way down a hill? Why?"

14. "Find a partner and walk with him." "Is there any other way that the two of you can walk together?" "Can you let your partner walk while you try to copy him?"

There are lots more ideas that you can think up yourself if you work through the list of basic elements. Some minor games that use the activity of walking are "Something Nothing", "Islands", "Cat and Mice", "Giant's Treasure", "Black Peter", and "What's the Time Mr. Wolf?". The traditional game "Arikele" also uses the activity of walking. Use these in your lessons to add variety. Descriptions of how to play them can be found in chapter 11.
Running. 1. "How do you run?" "Can you show me?" "Is that the same as walking?" "Why is it different?" "What direction can you run in?" "Is it hard to run backwards? Why?" "Is it hard to run sideways? Why?"

2. "How do you run fast?" "Can you run any faster? (Be careful where you run.)" "Can you run slowly?" "Can you go any slower and still run?"

3. "Can you run with your body down low?" "Can you get your body down any lower and still run?" "Can you make your body tall and still run?" "Are you the tallest in the class while you run?"

4. "Can you make your body into different shapes while you run?" "Can you make it bent and twisted and still run?" "Can you make your body very small and still run?" "What other body shapes can you make while you run?"

5. "How can you run with big steps?" "Are they the biggest steps you can make?" "Can you run with little steps?" "Who can make the smallest steps while running?"

6. "Can you run making a pattern on the ground?" "What was it?" "Can you make a different pattern while you run?" "Who made a zigzag pattern while they ran? Show me." "Who made a circle pattern while they ran? Show me."

7. "Try running heavily." "Now run lightly." "Which one is better? Why?" "Who can run the lightest?"

8. "Look at the fence with your eyes and run." "Now look straight ahead and run." "Can you turn your head to the side and run?" "Why is it hard to do?" "Now look at a stone and run towards it."

9. "What sort of noises can you make while you run?" "Can you make the same sounds very softly while you keep running?" "Can you run
without making a sound at all?" "Now can you run and make a lot of sound?"

10. "Can you run with just your legs moving?" "How can you move your arms when you run?" "Do they help you to run better?" "How can you move the rest of your body while you run?" "Is it good to shake your head while you run? Why not? Try it and see."

11. "Can you look at your right hand while you run and let it lead you around?" "Can you run with your knee leading you? Why can't you?" "Is it easier to run with your elbow leading you?" "How would you run if your chest was leading you?"

12. "How would you run if you were happy?" "Would you run the same way if you were angry? Show me." "How would you run if you were being chased?"

13. "Imagine you are by the sea. Show me how you would run in the water." "If you were in the jungle, would you run the same way? Show me." "What animal runs fast? Can you show me?" "Can you think of another animal that runs fast? Can you be that animal?" "How does your mother run? Run like her." "Does an athlete run the same way? Show me."

14. "Find a partner and try to copy how he runs." "Now you run and have him copy you." "Can you and your partner run side by side? How?" "Can you find another way to run with your partner?"

Work through the list of basic elements for movement and think up some ideas yourself. Some minor games that use the activity of running are "The Spider and the Flies", "Bogey Ball", "Here, There, Where", "Huddles", "Over the Legs Relay", "Stick in the Mud", "Fruit Salad", "Chain Tag", "Hospital Tag", "Crusts and Crumbs", "Dog and a Bone", "Fox and Geese", "Change Bases", "City Gates" and "Red Rover". Some
traditional games that use the activity of running are "Kete", "Iobu", "Supu" and "Birds' Nest". Use these in your lessons to add variety. Descriptions of how to play them can be found in chapter 11.

Jumping. 1. "How do you jump?" "Do you use one foot or two?" "Can you land on one foot or two when you jump? Show me." "Show me how you can jump forwards." "Can you jump backwards? (Look where you are going.)" "Can you jump sideways?"

2. "How slowly can you jump?" "Is that really the slowest jump you can make?" "Can you jump very fast?" "I wonder who can jump the fastest."

3. "How high do you think you can jump?" "See if you can jump higher than the person nearest you." "Now see if you can jump just lifting your feet off the ground." "Can you stretch your body tall and jump?" "Can you make yourself very small and still jump?"

4. "What shape can you make in the air with your body when you jump?" "Can you jump and make a star shape?" "Can you jump and curl yourself up into a ball?" "Can you jump and twist your body into a knot?"

5. "How far do you think you can jump?" "Do you think you could jump further than that?" "See if you could jump across the two lines."

6. "Can you jump about and make a pattern on the ground?" "What pattern did you make?" "Who made a circular pattern?" "Who jumped in a straight line?" "Did anyone make a different pattern? Show me."

7. "See how lightly you can jump." "I wonder can you jump more lightly even than that?" "Now see if you can jump heavily." "Who is jumping the heaviest?"

8. "Look at your feet and jump." "Now look up at the sky and jump." "Can you keep your eyes on the fence while you jump over to it and
9. "What sounds can you make while you are jumping?" "What is a different sound that you can make while you jump?" "Can you jump and make a sound with your feet?" "What is the loudest sound you can make with your hands while you jump?"

10. "See if you can jump and tuck your knees up high." "Can you jump and stretch your arms and legs out wide?" "Can you jump with your hands above your head?" "Why was it hard?" "Can you make your elbows do things while you jump?"

11. "Can you jump around letting your hands lead you?" "I wonder can you jump around letting your backside lead you?" "What other body parts can you use to lead you around while you are jumping?"

12. "Show me how you would jump if you were scared." "Show me how you would jump up and down with happiness." "Would you jump the same way if you were angry?"

13. "Show me how a magani jumps." "I wonder if you can jump like a fish." "Does a grasshopper jump that way? Show me." "What about a frog? How does he jump?"

14. "Take a partner and jump around the area together." "Can you chase one another while you jump?" "How can your partner help you to jump up in the air?" "Can you jump over your partner?" "Is there any other way that you can jump over him?"

Try and think up some more ideas yourself by working through the list of basic elements. Two minor games that use the activity of jumping are "Jump the Rope" and "Jump the Stick". Use these in your lessons to add variety. Descriptions of how to play them can be found in chapter 11.
Hopping. 1. "How do you hop?" "Do you use one foot or two?" "Do you land on one foot or two?" "How is it different to a jump?" "Show me how you can hop forwards." "Can you hop backwards? (Be careful to look where you are going.)" "Can you hop sideways? Show me."

2. "Hop slowly." "Can you hop any slower than that?" "Can you hop fast? How fast?" "Who can hop the fastest?"

3. "Can you lift your body high and hop around?" "How high can you lift your head while you hop?" "Can you make your body small and still hop?" "Who can be the lowest and still hop?"

4. "What shapes can you make with your body while you hop?" "Can you keep your body straight and hop?" "Can you twist your body and still hop?" "I wonder can you hop while your body is curled up into a ball."

5. "Can you hop around with small steps?" "Are they the smallest steps you can make while you hop?" "Can you make big steps while you hop?" "Are they the biggest steps that you can make?" "I wonder who can make the biggest hopping steps."

6. "Hop around and make a pattern on the ground." "What patterns did you make?" "Who hopped in a circular pattern? Show me." "Who hopped in a square pattern? Show me." "Did anyone hop in a straight line?"

7. "How can you hop lightly?" "Is that the lightest you can hop?" "Who can hop heavily?" "I wonder who is the heaviest hopper."

8. "Look straight ahead and hop in that direction." "Now look at the log and hop towards it." "Can you keep your eyes on another person and hop towards him?"

9. "Can you hop around without making a sound?" "Now hop around and make as much noise as you can." "Who can make the loudest noise while hopping?"
10. "Can you hop without moving the rest of your body?" "Can you shake your hands and hop?" "I wonder who can shake their foot while they hop." "Can anyone swing their arms while they hop?"

11. "Can you hop around with your knee leading you?" "Can your toe lead you while you hop?" "Who can hop around with their heel leading?"

12. "Show me how you would hop if you were hurt." "Would you hop the same way if you were happy?" "How would you hop if you were angry? Show me."

13. "What animals have you seen hopping about? Can you hop like them?" "What sort of animal were you?" "Show me how you would hop across hot sand." "Imagine that you have a big box beside you. Try and hop into it without falling over."

14. "Find a partner and hold his hand. Now hop around together." "Is there any other way the two of you can hop together? Show me."

There are many more ideas that you can think up yourself if you work through the list of basic elements for movement. Some minor games that use the activity of hopping are "Hoppo Bumpo", "Islands" (hopping), "Huddles" (hopping), and "Hopping Numbers Change". Use these in your lessons to add variety. Descriptions of how to play them can be found in chapter 11.

Sliding. 1. "What is sliding?" "Can you all slide for me?" "What direction are you sliding in?" "Can you slide back in the other direction now?" "How would you slide forwards? Show me." "I wonder can you slide backwards also. Try it. (Be careful when you move backwards.)"

2. "I wonder how slowly you can slide. Show me." "Is that the slowest you can go?" "Now slide as fast as you can across the ground." "I wonder who can slide the fastest."
3. "Can you slide with your body stretched tall?" "Is it harder to slide if your body is in a very low position? Try it."
"Was it hard? Why?" "What is the best level for your body to slide?"

4. "Can you make your body into a long thin shape and slide across the ground?" "Now try to slide with your body in a wide shape."
"Can you twist your body and still slide? Try it and see."

5. "Can you slide with big steps? Show me." "Are they the biggest steps you can make?" "Try it again and see if you can slide with even bigger steps." "Now see how small a step you can slide with." "Is that the smallest sliding step you can make?"

6. "Slide in a straight pattern." "Now make a square pattern on the ground while you slide." "Can you change it to make a zigzag pattern while you slide?" "Now try making a circular pattern on the ground while you slide."

7. "When you slide, do you move lightly or heavily? Try it and see." "Who slid heavily? Show me." "Who slid lightly? Show me."

8. "Look at the ground and slide about." "Now look at the tree and slide towards it." "Can you look at me and slide in a different direction? Try it."

9. "Can you slide around without making a sound?" "I think I heard a noise. Try it again and see if you can do it without any sound at all." "Now slide about, making as much noise as you can."

10. "Can you use other body parts to help you slide? How?" "Show me what you did." "Did anyone slide a different way using different body parts? Show me."

11. "How would you slide around with your elbow leading you? Show me." "Can you slide, leading with your head? Try it." "What other body
parts can lead you around while you are sliding? Show me."

12. "Are you happy or scared when you slip in the mud. Show me."

13. "How would you slide if you were slipping in the mud? Show me." "Would you slide the same way if you slipped on a banana peel?"

"Imagine you are beside a river. Slide down the bank and into the water."

"Would you slide the same way on a moss covered rock? Show me how you would move."

14. "Find a partner and hold his hand." "How can the two of you slide around together? Show me what you did." "Can you slide any other way? See if you can find a different way." "Can one of you slide

Try and think up some more ideas yourself by working through the list of basic elements for movement. Some minor games that use the activity of sliding are "Statues" (sliding), "Huddles" (sliding), "Islands" (sliding) and "Giant's Treasure". Use some of these in your lessons to add variety. Descriptions of how to play them can be found in chapter 11.

To help make these activities more interesting and enjoyable for the children, a fun alternative is to present a whole lesson around a single theme. Examples of lesson themes could be magic man, hunting, animals, fishing, aeroplanes and gardening. Little children have big imaginations and you should develop this quality whenever you can. Be careful, however, not to use the same technique over and over again. Vary your ideas and try new approaches.

An example of a theme lesson for hopping is "Magic Man":

"I'm going to pretend to be an evil magic man. In a few seconds, I will say a magic spell and you will hop forever. Never walk, run or crawl; only hop. However, if you do the next ten hopping skills, you
will be saved and the evil spell will be broken. Be careful, there are
hot stones under your feet and you must hop over all the logs. . . ."

An example of a theme lesson for running is "Aeroplanes":

"Who has seen an aeroplane? What kinds of aeroplanes have you
seen? Let's pretend to be little aeroplanes. Show me your wings. Start
your engines. I don't think your engines are working properly, can you
rev them up louder? Get ready to take off. When I wave my hand, take off,
fly around the tree and come back and land just here. Be careful not to

Using Pieces of Small Equipment

How much equipment do you need? It is important that you provide
one piece of equipment for every child. If you do not, some children will
have to wait their turn to use the equipment. They won't discover their
own ideas but will just copy what the other children were doing. They
will also get bored and noisy if they are not all involved in the
activity. This will give you a control problem.

If you do not have all this equipment, it does not mean you
cannot teach physical education. See chapter 9 for ideas on making your
own improvised equipment. It means a little extra effort and planning but
it is worth it.

How can you give out and collect equipment? If you do not plan
how to give out or collect equipment, you will lose some of it. Equipment
is expensive and takes time and effort to make. Here are some suggestions
to make your job easier:

1. Count the number of pieces of equipment you take out for the
lesson. Collect the same number of pieces when you finish the lesson. Do
not let the children leave the field until all the equipment is found and
returned.

2. Different ways of giving out and collecting equipment adds
variety and interest to your lesson. Some examples are:

a. Beanbags and balls.
   (1) Out--(a) Scramble--throw the balls over your head very
   quickly. The children scramble to get one each.
   (b) Roll the balls to individual children.
   (c) Throw the beanbags to individual children.
   (d) Select three or four children to give out the
   balls or beanbags.
   (2) In-- As your last activity, make a game of throwing the
   balls and beanbags into the bucket or box.

b. Ropes.
   (1) Out--(a) Lay the ropes on the ground then let the
   children scramble for them.
   (b) Hold the ropes in your hand for each child to
   come and get one.
   (c) Select three or four children to give them out.
   (2) In-- (a) Children put the ropes over your arm as they
   run past.
   (b) Children lay the ropes on the ground next to
   one another for you to pick them up.

c. Hoops.
   (1) Out--(a) Roll the hoops to individuals.
   (b) Lay the hoops on the ground spread around. Have
   the children run and sit in the middle of one.
(2) In— (a) Make a game of throwing the hoops onto an upright stick.

(b) Children roll the hoops to you or to selected children.

To help you think of a variety of activities for the children to do with each piece of equipment, explore each of the ideas given in Figure 10.

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Activity</th>
<th>Hand Position</th>
<th>Body Position</th>
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<td>Beanbag</td>
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<td>Right hand</td>
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<tr>
<td>Ball</td>
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<tr>
<td>Rope</td>
<td>Caught</td>
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</tr>
<tr>
<td>Hoop</td>
<td>Kicked</td>
<td></td>
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</tr>
</tbody>
</table>

Figure 10

Variations for Exploring Use of Equipment

To give you an idea, here are some examples of questions and activities you can use for each syllabus subtopic.

Beanbags. 1. "Sit down on the ground with your beanbag." "What can you do with it while sitting on the ground?" "Can you sit on it?" "Can you hold it in your hand?" "How many different ways can you hold it in your hand?" "Show me how you would draw a circle on the ground with it." "Now draw a circle in the air with it." "Can you rest it on your shoulders?" "Can you rest it on your forehead?" "Can you hold it between your feet? Show me." "What can you do with your body while you hold it between your feet?" "Now stand and see if you can walk around with it resting on your head." "Can you walk with it resting on your back?" "See
if you can hide it under your arms while you walk?" "Can you rest it on your toe and still walk around?"

2. "Sit back down on the ground." "Can you throw it up in the air with two hands? Show me." "Can you do it again with only one hand?" "I wonder who can do it with the other hand." "Which hand was easier?" "Is there any other way you can throw it up in the air?" "Can you throw it up and clap your hands three times before it hits the ground? Show me."

"Now stand and show me how you can throw it up in the air." "Can you throw it straight ahead?" "I wonder who can throw it and hit the tree?" "Who can do it again?" "Now, all stand on the line and see how far you can throw it." "Try it again and see who can throw it the furthest."

"Now walk and throw it." "Try it again." "Is that easier?" "Run up to the line and throw it." "Did it go further than when you were just standing?" "Try it again."

3. "Come back and sit down. "Can you throw it up in the air and catch it with two hands?" "Can you catch it with your right hand only?" "I wonder can you catch it with your left hand." "See if you can throw it in the air, clap three times and catch it." "Can you do that again and catch it with only one hand? Show me."

"Now stand and show me how you can throw and catch your beanbag."

"Are there any other ways that you can catch it? Show me." "Can you throw it in the air, turn around once and still catch it?" "Throw it up high, clap your hands three times and catch it." "How many times can you clap your hands before you catch it?" "Find a partner." "Throw your beanbag to your partner and see if he can catch it." "Now try it again with both of you throwing and catching at the same time."

"Can you walk around while you throw it up and catch it? Try it."
"Can you run slowly while you throw and catch it and still not drop it?"

4. "Sit down where you are." "How can you hit your beanbag?"
"What body parts can you use? Show me." "How high can you hit your beanbag?" "Can you hit it up higher than that?"

"Now stand. See if there are other body parts you can use to hit your beanbag." "What are they?" "Can you hit your beanbag higher into the air now that you are standing?" "I wonder how far you can hit your beanbag along the ground." "Let us see who can hit their beanbag the furthest."

"Now walk around and show me how you can hit your beanbag into the air." "Can you do that again using a different body part? Show me."

5. "Sit back down on the ground. How would you kick your beanbag? What body part could you use?" "Is it hard to kick your beanbag while you are sitting down?"

"Try kicking it while standing." "Are there any other ways that you can kick it? Show me." "Who kicked it with their right foot?" "Try it again with your left foot." "Which was easier?" "How high do you think you can kick it?" "How far along the ground do you think you can kick it?" "I wonder who can kick it the furthest."

"Would it be easier to kick if you are moving around? Try it."
"Who walked while they kicked?" "Who ran while they kicked?" "See if you can kick your beanbag further by running with it." "Did it go further? Try it again." "Now I wonder can you do it with your other leg. Try it."

There are a lot more ideas that you can think up yourself if you work through the list of variations. Some minor games that practice beanbag skills are "Beanbag Tag", "Clap Hands", "Rob the Nest" and "Beanbag Scramble". Use these in your lessons to add variety.
Descriptions of how to play them can be found in chapter 11.

**Balls.** 1. "Sit down with your ball." "Show me how you can hold your ball in two hands." "Can you hold it with just one hand?" "Try to close your fingers right over the ball." "Now try to hold it with just the ends of your fingers." "Can you do that again with your other hand? Show me." "Can you rest your ball somewhere else on your body." "Will it sit on your shoulder and not fall off?" "Will it sit on your knee and not fall off?"

"Stand up and see what parts of your body you can rest your ball without it falling off." "Will it rest on your back and not fall off?"

"I wonder can you rest it under your chin while you walk around." "Will it stay on your foot while you walk around?" "Did anyone drop it?"

"Can you hold it between your legs and walk?" "Can you walk like a crab with it sitting on your chest?"

2. "Come and sit down again." "Show me how you can throw it up with two hands." "Now try it with one hand." "Which hand did you use?"

"Can you do it again with the other hand? Show me." "Can you throw it down on the ground and make it bounce?" "Try it again with the other hand." "Throw it up and clap your hands three times before it lands."

"Stand up and try throwing it up in the air." "Are there any other ways you can throw it up?" "I wonder who can throw their ball the highest." "Now throw it across the ground." "Do it again and see if you can throw it further." "I wonder can you throw it through the hoop." "Try it again." "Now see if you can throw it into the bucket." "I wonder how far you can throw it before it bounces on the ground. Why don't you try it?" "Now see how many times you can make it bounce on the ground before it stops." "Can you throw it and make it roll along the ground? Try it."
"Walk and see if you can throw your ball further." "Did it help? Try it again."
"Now throw it while you run." "Did it go a long way? Show me again."

3. "Sit down where you are." "Can you throw it up in the air and catch it with two hands?" "Can you catch it with one hand only?" "Try it again."
"Now see if you can catch it with the other hand." "Throw it up and clap as many times as you can before you catch it."

"Stand up and throw and catch your ball." "Can you throw it higher and still catch it?" "I wonder who can throw it the highest and still catch it." "Can you bounce it hard on the ground and catch it?"
"Try it with two hands." "Now try it with one hand." "Can you do it with your left hand? Show me." "I wonder can you bounce it on the ground, turn around once and still catch it." "What hand did you use?" "Try it again with the other hand." "Now see if you can throw it up against the wall and catch it."

"Try walking while you bounce your ball and catch it." "Are there any other ways that you can bounce and catch your ball while walking?"

4. "Sit back down with your ball." "How can you hit your ball? Show me." "Are there any other ways that you can hit your ball?"

"Try it standing up." "Now hit your ball using a different body part." "I wonder can you hit your ball while you are walking. Show me." "Is there any other way that you can hit it while you move about?"

5. "Sit down where you are." "How can you kick your ball?" "Can you kick it while you are sitting down?"

"Stand up and kick your ball." "Try to kick it as far as you can along the ground." "Who kicked it the furthest?" "Now see if you can kick it up into the air." "I wonder who can kick it the highest." "Is there
any other way you can kick it? Show me." "Now hold the ball in your hands and try to kick it."

"Is it easier to kick it if you are moving? Try it." "Run forward and kick your ball." "Try it again and see how far you can kick it."

"What else can you do with your ball? See if you can think up some new ideas."

There are a lot more ideas that you can think up yourself if you work through the list of combinations and use your imagination. Some minor games that use a ball are "Captain Ball", "Tunnel Ball", "Clap Hands" (with a ball), "Circle Change Ball", "Worm Relay" and "Blunder Pass Relay". Use these in your lessons to add variety. Descriptions of how to play them can be found in chapter 11.

Ropes. 1. "Bring your rope and sit down in a space." "What can you do with a rope?" "Can you make a pattern with it on the ground?" Make it into a straight line." "Can you sit on it?" "Can you crawl under it?" "Can you make it into a snake?" "See if it will curl all the way around you." "Can you tie it around your body?" "Can you make the rope move around you while you sit? Show me." "Try and lie down and still make movements with your rope."

"Stand up and make your rope into a snake on the ground." "Jump in and out of the curves of the snake." "Can you skip with your rope on the spot?" "See if you can make it into a whip. I wonder can you crack it?" "Can you swing it around your legs?" "Will it swing above your head? Show me how."

"Now run around me." "What can you do with your rope while you run?" "Can you swing it and run?" "Can you shake it and run?" "Now try and skip around with it. What other movements can you make your rope do?"
"Can you copy the movements the rope did?"

2. "I wonder can you throw a rope? Show me how you would do it."
"Is there an easier way? Show me." "Who can throw their rope the furthest?" "Does it help to run while you are throwing it? Try it."

3. "Is it easy to catch a rope? Try it." "See if you can throw your rope in the air and catch it without any of it touching the ground."
"Try it again." "Now throw your rope to your partner and see if he can catch it without dropping it."

4. "Can you use your rope to hit with? How?" "Is there any other way that you can hit with your rope?" "Hit the ground with it." "Hit the fence with it." "Why is it hard to hit with?"

"What else can you do with your rope? See if you can think up some new ideas that are different from everybody else."

There are a lot more ideas that you can think up yourself if you work through the list of combinations and variations and use your imagination. Some minor games that use a rope are "Jump the Rope"13, "Heave Ho" and "Islands".14 Use these in your lessons to add variety. Descriptions of how to play them can be found in chapter 11.

**Sticks.** 1. "Get a stick and come and sit down in a space."

"Sticks can be dangerous so I want you to be very careful while you play with them." "What can you do with a stick? Try and think of as many different things to do with a stick as you can." "Can you hold it in one hand?" "Can you hold it with your other hand?" "Can you hold it behind your back?" "Can you rest it on your shoulders so that it won't fall off? (Be careful that you do not poke anyone else with your stick.)" "Can you draw on the ground with it?" "Can you pick up something off the ground with it? Show me."
"Stand up using your stick to help you." "Can you pretend it is a rifle?" "Show me how you would use it as a digging stick." "How would you swing it around?" "Can you make it go around like a fan?" "Put it across your shoulders and pretend you are an aeroplane. Fly around me." "Are there any other ways that you can move about using your stick?" "Can you make a noise with it while you run?" "Can you put it on the ground and then jump over it?"

2. "Sit back down on the ground in a space. How would you throw your stick?" "Try and throw it up in front of you." "Is there any other way that you can throw it?"

"Stand up and come and get into one line." "Show me how you would throw your stick forward. (All do it together. Do not go and get your stick until I say to.)" "Try it again with your other hand." "Now try it with both hands." "Which way was the easiest?" "Do it again the easiest way and see if you can make it go further." "I wonder who can throw their stick the furthest."

"Now run forward slowly and throw your stick." "Did it go further than before?" "Try it again." "Imagine that you are trying to spear a pig. Show me how you would do it."

3. "Sit down again in a space. How would you catch your stick?" "Did you catch it with two hands?" "Now try it with only one hand." "I wonder can you catch it with the other hand? Show me."

"Stand up and show me how you can throw and catch your stick." "I wonder can you walk about and throw and catch your stick without dropping it." "Try it again with only one hand." "Now do it with your other hand."

4. "Come and sit down in a space. Can you use your stick to hit with? How?" "Are there any other ways you can hit with your stick?" "What
sort of noises can you make hitting the ground?" "Can you make a sound hitting a different object?"

"Stand up and show me how you can use your stick to hit with." "See if you can hit a small stone with it." "Did it go very far?" "Try it again." "Can you hit the leaves on the ground?"

"Now run and try and hit a small stone along the ground." "Can you keep hitting it while you run? (Be careful to look where you are running so you don't bump into anyone.)"

"What else can you do with your stick?" "See if you can think up some new ideas that are different from everybody else."

There are a lot more ideas that you can think up yourself if you work through the list of variations and use your imagination. Two minor games that use sticks are "Dizzy Relay" and "Jump the Stick". Two traditional games that use sticks are "Spearing a Running Pig" and "Taratai". Use these in your lessons to add variety. Descriptions of how to play them can be found in chapter 11.

**Hoops.** 1. "Sit in a space inside your hoop." "Show me how you can hold your hoop." "Can you hold it with one hand?" "Try holding it with both hands." "What can you do with it while you are sitting down?" "Can you crawl under it?" "Can you sit on it?"

"Can you stand and walk around on it without falling off?" "Can you jump in and out of it?" "Try it again jumping backwards." "Can you swing it around your body? How?" "Can you skip with it?"

"Can you skip around with it?" "Is there another way you can skip with it?" "Pretend it is the wheel of a car. Drive around in your car but be careful not to crash."

2. "Sit down and show me how you would throw your hoop." "Are
there any other ways to throw it? Show me." "Make yourself very small. Now see if you can throw it in the air and have it land down with you inside." "Did it hit you? Try again."

"Stand and show me how you can throw your hoop up." "Can you throw it up a different way?" "Now show me how you would throw it across the ground." "Can you throw it without it bouncing on the ground? Show me." "I wonder how you would throw it to make it roll along the ground." "See if you can throw it onto a stick." "Try it again."

"Now run and try and throw it." "Did it help? Try it again."

3. "Sit in a space and show me how you would catch your hoop." "Did you catch it with two hands?" "Try it again and use only one hand."

"Now stand and throw and catch your hoop with two hands," "Try it again with your left hand." "Is it easier to catch it with your right hand? Try it." "I wonder how high you can throw it and still catch it. Can you show me?"

"Run around and see if you can throw and catch it."

4. "Is your hoop any good for hitting things with? Try it." "What did you do?" "Can you hit any other way with it?" "Why is it hard?" "What is better to use for hitting?"

5. "How can you kick your hoop?" "Lie it flat and see if you can kick it." "Stand it up and see if you can kick it." "How far can you kick your hoop? Show me." "Does it help if you run before you kick it?"

"What else can you do with your hoop?" "See if you can think up some new ideas that are different from everybody else."

There are a lot more ideas that you can think up yourself if you work through the list of variations and use your imagination. Some minor
games that use hoops are "Islands", "Rob the Nest" and "Hoop Bowling Relay". Use these in your lessons to add variety. Descriptions of how to play them can be found in chapter 11.

Learning some Basic Games skills

The basic skills of throwing, catching and hitting are beginning to be developed in grade 1. The children tried each of these skills when they were exploring what they could do with pieces of small equipment. It is now time for them to concentrate on each game skill to try to develop and improve them.

Many of the activities that you give them will be very similar to those you taught for using pieces of equipment. The emphasis will now be on the games skill. Figure 11 summarizes the different combinations you can use to vary your activities for each games skill.

```
THROWING
  1. Rope
  2. Hoop
CATCHING
  a: 3. Beanbag
HITTING
  4. Ball
  5. Stick

. Sitting
  while: . Standing
. Moving about
. Directions
  in many:
. Speeds
. Levels
```

Figure 11
Variations for Exploring
Basic Games Skills

To give you an idea, here are some examples of questions and activities you can use for each syllabus subtopic.

Throwing. "What parts of your body do you throw with?" "What
equipment do they use in the village when they play games?" "Why don’t they throw hoops or ropes in their games? Is it too hard to throw them?"

3. "Pick up a beanbag and sit in a space." "Show me how you can hold your beanbag." "How else can you hold it?" "Try both hands." "Try holding it with your left hand." "Now hold it with both hands and show me how you can throw it." "Are there any other ways that you can throw it up using both hands?" "Try throwing it slowly." "Is that the slowest you can throw it?" "Now try throwing it up very fast." "Can you throw it up into the air with just one hand? Show me." "Which hand did you use?" "Try the other hand now." "Which hand was the easiest?" "See if you can throw it up in the air and clap your hands three times before it lands on the ground." "Can you do it again clapping more than three times?"

"Now stand up and hold your beanbag with both hands." "See if you can throw it higher than you did when you were sitting." "Did it go higher?" "Now try throwing with one hand." "I wonder if there is a different way you can throw your beanbag up in the air. Show me." "Throw it across the ground and see how far you can make it go." "Come back and stand on the line." "Throw it again and see if you can make yours go the furthest." "Now try it again with the other hand.

"This time, I want you to run a few steps first before you throw your beanbag." "Try it again and see if you can make it go further still." "Now see if you can throw it and hit the tree." "I will give you one point every time you throw it through the hoop." "How many points did you get?" "Now I will give you two points every time you throw it into the bucket. Try it slowly first." "Now see if you can throw it faster." "Put your beanbag on the ground. When I clap my hands, I want you to pick up your beanbag and throw it through the hoop."
4. "Pick up a ball and then come and sit in a space." "Show me how you can hold your ball with two hands." "Now try holding it with just one hand." "Is your ball right in the palm of your hand or is it at the end of your fingers? Show me." "How is a ball different from a beanbag?" "Why won't a beanbag bounce?" "Will your ball bounce? Show me." "What will happen then if you don't throw your ball properly?" "Now hold your ball with both hands and throw it straight up in the air." "Did it go straight up?" "Do it again and see if you can make it go straight above you so that you don't have to run after it." "Try it with just one hand now." "Is there any other way that you can throw it?"

"Stand and see if it is easier to throw." "Try two hands first." "Do it again and see if you can make it go higher." "Can you throw it any other way using both hands?" "Now try it with just one hand." "Show me if you can throw it up slowly." "Did it go very high? How can you make it go higher? Try it." "Come and stand on the line and face the field." "Show me how you would throw it across the ground." "Now go and get your ball and come back to the line." "Try it again and see who can throw it the furthest." "Now put your ball on the ground and when I say go, pick it up and throw it as quickly as you can." "Whose ball went the furthest?" "Try to throw it through the hoop." "Now stand further away from the hoop and try to throw your ball through it again." "Did it go through?" "Try again." "Did you throw differently this time? Why?" "Stand even further away now and try to throw your ball through the hoop." "Did it go through? Keep trying until it does." "Would you throw your ball the same way into a bucket? Show me how you would do it."

"I wonder would running help you to throw your ball further. Try it." "Did it go further?" "Come back to the line and try again." "It is
important to be able to throw it fast as well as a long way. Run up to
the line and try to throw your ball as fast as you can." "Try it again
and see if you can throw it even faster." "Run, throw and make it go high
in the air." "Run, throw and make it bounce along the ground." "Now run,

throw and see if you can roll it along the ground."

"Are there any other ways you can throw your ball? See if you can
think up some new ideas to show me." "Try to be different from everybody."

5. "Run and stand beside a stick." "Show me how you would hold
the stick with two hands." "How would you throw the stick using two
hands? (All throw together so no-one will get hurt.)" "Was that hard to
do? Try it again." "Are there any other ways you can throw your stick
with two hands? Show me." "Do not get your stick until I tell you to."

"If your stick were a spear, how many hands would you use to throw it?"
"Show me how you would hold it." "Now throw your spear." "Come back and
try it again. See if you can make it go further this time." "Can you use
your other hand to throw it? Try it and see if you can." "Was it hard?
Why?" "Try it again and see if it is easier and you can throw it further."

"Which arm is the easiest to use when you throw your spear?" "Do you
think you can throw it further if you run first? Show me." "Come back and
try it again." "Now try throwing it higher first." "Did it go further?"

There are a lot more ideas that you can think up yourself if you
work through the list of variations. Some traditional games that use the
skill of throwing are "Taratai", "Spearing a Running Pig" and "Tini Toa
Putoi". Some minor games that use throwing are "Circle Change Ball",
"False Alarm", "Clap Hands", "Dodge Bag in Three", "Captain Ball" and
"Tunnel Ball". Use these in your lessons to add variety. Descriptions
of how to play them can be found in chapter 11.
Catching. 3. "Get a beanbag from the box and come and sit in a space." "Hold it in two hands and show me some of the ways you learnt to throw it up in the air." "How would you catch it using two hands? Show me how you would hold your hands." "Now throw it up and catch it." "Who caught it? Try it again and see if everyone can catch their beanbag." "Now throw it higher and see if you can still catch it with two hands." "I wonder if you can be very clever to throw it up and clap your hands three times before you catch it." "Do it again." "Now show me how you would catch your beanbag with only one hand." "Put your other hand behind your back so it won’t try to help. Now throw your beanbag up and try to catch it. Try very hard not to drop it." "Try it again." "Throw it up higher and see if you can still catch it." "What hand did you use?"

"Stand up and see if you can do it again with your left hand." "Was it hard? Try it again." "See if you can throw it up high, turn around once and still catch it." "I wonder how many times I can clap my hands before you catch your beanbag." "Find a partner. Throw your beanbag to your partner and see if he can catch it." "Now try it again with both of you throwing and catching at the same time."

"Can you walk around while you throw your beanbag up and catch it? Try it." "Run slowly down the field with your partner and throw and catch your beanbag between you. Be careful not to drop it." "Try it again and see if you can get all the way to the end of the field without dropping it."

"Is there any other way that you can catch your beanbag? Try and see if you can think up some new ideas to show me."

4. "Go and get a ball from the box and come and sit in a space." "Show me how you hold the ball again." "Would you catch a ball the same
way as you would catch a beanbag?" "How is it different?" "Show me how you would catch a ball with two hands." "Try it again and throw your ball a little higher." "Do it again but see if you can clap your hands three times before you catch it." "Now see if you can throw and catch it with one hand." "Try it again throwing it up higher." "Did you use your right hand? Then try it with your other hand." "Keep trying until you catch it."

"Stand up and throw it as high as you can." "Did you catch it?" "Try it again and see if you can catch it." "Did you use two hands?" "See if you can catch it with just one hand." "Now see if you can catch it with the other hand." "Keep trying until you don't drop it at all." "Can you bounce it on the ground and catch it?" "Try it with two hands." "Now try it with the right hand." "Can you catch it with your left hand?" "I wonder can you bounce it on the ground, turn around once and still catch it." "What hand did you catch it with? Try it again with the other hand." "See if you can throw it up against the wall and catch it." "Do it several times with different hands."

"Now walk while you bounce your ball and catch it." "Are there any other ways you can catch your ball from a bounce? Show me." "Find a partner and throw and catch with him while you walk down the field. Be careful not to drop it." "Now run slowly back up the field throwing and catching with your partner." "Did you catch it every time?"

"Are there any other ways that you can catch your ball?" "See if you can think up some new ideas to show me. "Can you catch it behind you?" "Can you throw it under your leg and catch it?" "How else can you catch it?"

There are a lot more ideas that you can think up yourself if you work through the list of variations. Some minor games that use the skill
of catching are "Captain Ball", "Circle Change Ball" and "Clap Hands". Use these in your lessons to add variety. Descriptions of how to play them can be found in chapter 11.

**Hitting.** "Come and sit down near me." "What does the word hitting mean?" "What could you hit with?" "What else could you use to hit with?" "What objects could you hit?" "Can you think of anything else you could use to hit?" "If I wanted you to hit an object, what body parts would you use?" "Could you hit with your hands? Could you hit with your elbows? Could you hit with your knees? What other body parts could you use?" "What equipment could you use to hit with? Could you hit with a rope?"

1. "Catch a rope when I throw it to you and sit back down on the ground." "Show me how you would hit with your rope." "Hit the ground with it." "Did you use only one hand?" "Try it again and hold your rope with your other hand." "Was it easier or harder?" "Now try to hit the ground with your rope using both hands." "Can you do it faster? How fast can you hit the ground?"

"Stand up and see if you can still hit the ground with your rope." "Now try hitting one of the trees or the fence with it." "See if you can find different ways of hitting with your rope. (Be careful not to swing it near someone else.)" "Pick up a leaf and see if you can hit it with your rope." "Was it hard? Why?" "Try it again." "What piece of equipment would be better to use for hitting with?" "Why?" "What have you seen the children use in the village for hitting?" "Do they hit with a hoop?" "Why not?"

3. "Catch a beanbag when I throw it to you and then sit in a space." "How can you hit your beanbag up into the air? Show me." "What
part of your body did you use?" "Show me again." Can you hit with another body part? Try both hands." "Can you hit it in a different direction using both hands? Try it." "Now see how fast you can hit it using both hands," "Try it again using just one hand." "Was your arm bent? Try it again keeping your arm straight."

"Now stand and show me how you can hit your beanbag up into the air." "See how many different ways you can find to do it." "Now show me how far you can hit it across the ground." "Come back and try it again. See if you can make it go further this time." "Did you only use one hand? Now try the other hand." "Was it harder? Try it again keeping your arm straight." "Can you hit it as far with two hands? Show me," "Now see how fast you can hit it."

"Try running while you hit your beanbag across the ground." "Come back to me." "Did it help to run? Why not?" "Why is it easier to stand still and hit your beanbag?"

"Find a partner." "Have him throw his beanbag to you and you try to hit it back to him with your hand." "Is it easier with your hand open or closed? Try it and see." "Practice a few times." "Now let your partner try it." "Can he still hit your beanbag if you throw it faster? Try it."

4. "Catch a ball when I throw it to you and come and sit in a space near me." "Would you hit a ball the same way as you would hit a beanbag? Would it be harder?" "What is the difference between a beanbag and a ball?" "Why won't a beanbag bounce?" "If you hit your ball and it lands and bounces, what will you have to do?"

"Stand up and show me how you can hit your ball." "Which hand did you use?" "Now try the other hand." "Can you hit it with both hands together? Show me," "Hold it with one hand and hit it with the other."
"Now try throwing it up in the air and hitting it." "Is that harder? Why?"
"Try it again." "Maybe it is easier if you bounce it on the ground and then hit it. Try it." "Now all stand on this line and see how far you can hit your ball." "Come back and try it again. See if you can hit it further this time." "Now try hitting it high in the air." "Is that the highest you can hit it?" "I wonder can you be really clever and hit your ball straight through the hoop. Try it."

"Would it go further if you were walking while you try to hit your ball." "Did it help? Why is it easier to stand still to hit your ball?"

"Find a partner." "Throw your ball to him and see if he can hit it back to you." "Throw it to him again." "Now you try and hit it." "I wonder can you hit it back and forth to one another without catching it. Try not to let it touch the ground." "Can you hit straight to your partner?" "Now can you hit it up in the air first?" "Can you hit it to him but make it bounce on the ground first? Try it."

"So far, you have hit your beanbag and ball with your hand only. Can you hit it with something else? What can you use?" "Why can't you hit your beanbag or ball with a rope?"

5. "Pick up a stick and stand in a big space. (You must be very careful when you are swinging your stick that you are not near anyone.)" "How can you swing it? Show me." "Can you swing it any other way?" "Show me how you can swing it high." "Now can you swing it low?" "Can you swing it level with the ground?" "Are there any other directions you can swing it?" "Did you hold your stick with two hands? Try holding it with one hand only." "Was it harder?" "Now try using the other hand." "Which is the best way to hold your stick while you swing it? Show me again." "What
"Get a leaf and put it on the ground in front of you." "Can you hit it with your stick? Show me." "Now hold it in the air and hit it." "Why is it hard to hit the leaf very far?"

"Catch a beanbag when I throw it to you." "Put your beanbag on the ground and show me how you can hit it along the ground with your stick." "Try it again and see if you can hit it further this time." "Can you hit it so that it will go up in the air? Try it." "Now try running and hitting it along the ground beside you." "Why is it hard?" "See how many different ways you can hit your beanbag up into the air with your stick." "I wonder how high you can hit it into the air." "Did you use two hands or one to hold your stick?" "Try it again and hold your stick with just one hand." "Now try to hit your beanbag as far across the ground as you can." "Everyone stand on the line and hit your beanbag towards the end of the field. I wonder who can hit their beanbag the furthest?"

"Get a partner and stand in a space." "Throw your beanbag to him and have him hit it back to you with his stick." "Practice it a number of times." "Change over and you try to hit the beanbag to him." "I wonder can you hit it back and forth to one another with your sticks and not let it drop on the ground."

"Throw your beanbag back in the box and get a ball." "Put your ball on the ground and show me how you can hit it down to the other end of the field." "Come back and try it again." "Why did it go further than your beanbag?" "See if you can hit it up in the air from off the ground." "Can you make it go even higher than that?" "Now try running and hitting it along the ground beside you." "Why was it easier than using a beanbag?"
"Try it again and see if you can find different ways to hit your ball across the ground with your stick."

"Now show me how you can hit your ball up into the air with your stick." "Can you hit it any other way? Try it." "I wonder can you keep hitting it up so that it doesn't touch the ground." "Which hand did you use? Now try the other hand." "Is it easier to use two hands? Try it."

"Come and stand on the line." "Throw your ball up in the air and show me how you can hit it down the field." "Come back and try it again and see if you can hit it further this time." "Is it easier if you bounce your ball first before you hit it with your stick? Try it." "I wonder who can hit their ball the furthest."

"Choose a partner and throw your ball to him. Let him hit it back to you with his stick." "Now you try it." "Can you hit it back and forth to one another and not let it drop on the ground."

"Would it be easier with a big ball or a small ball?" "Would it be easier with a thick stick or a thin stick? Why?"

There are a lot more ideas that you can think up for yourself if you work through the list of variations. Some minor games that use the skill of hitting are "Twenty One Up" and "Knockout". Some traditional games that use hitting are "Mai Polo", "Vanuga Poro" and "Kumba Kigile". Use these in your lessons to add variety. Descriptions of how to play them can be found in chapter 11.

SUGGESTED UNIT OUTLINES

Before you teach your lessons on a particular subtopic, you should first plan your whole unit of lessons. Figures 12, 13 and 14 give examples of unit plans for ten lessons on each main syllabus topic.
Lesson 1  Jumping in different directions.  
Jumping at different speeds.

Lesson 2  Jumping at different levels.  
Minor game of "Jump the Stick".

Lesson 3  Jumping with different body shapes.  
Jumping for distance.

Lesson 4  Jumping with different ground patterns.  
Jumping with varying weight.

Lesson 5  Jumping using the theme of "The story of the grasshopper and the frog".

Lesson 6  Jumping with varying focus.  
Jumping with sound.

Lesson 7  Jumping while moving other body parts.  
Jumping with different body parts leading.

Lesson 8  Jumping with varying emotions.  
Jumping like different animals.

Lesson 9  Jumping over, onto and off objects.  
Minor game of "Jump the Rope".

Lesson 10  In pairs, the children make up their own game with their own rules using jumping only.

Figure 12
A Suggested Unit of Ten Lessons on Discovering How the Body Can Move
Lesson 1 Using a stick to walk, run, jump and hop.

Lesson 2 A game of pretend exploring different uses of a stick. "Pretend you are an old man; have a rifle; are playing a guitar; paddling a boat; sweeping the floor; . . . ."

Lesson 3 Throwing a stick.

Lesson 4 Traditional game of "Spearing a Running Pig".

Lesson 5 Throwing and catching a stick.

Lesson 6 Traditional game of "Taratai".

Lesson 7 Hitting with a stick.

Lesson 8 Theme of "The story of a man travelling through Papua New Guinea". Use the stick to paddle, walk up hill, be the plane propellor, . . . ."

Lesson 9 In pairs, the children make up their own game with their own rules using one or two sticks.

Lesson 10 Minor games of "Dizzy Relay" and "Jump the Stick".

Figure 13

A Suggested Unit of Ten Lessons on Using Pieces of Small Equipment
Lesson 1 Catching a beanbag with two hands.

Lesson 2 Catching a beanbag with two hands while moving about. Minor game of "Clap Hands".

Lesson 3 Catching a beanbag with one hand only.

Lesson 4 Minor game of "Circle Change Ball" using one hand only to catch.

Lesson 5 Catching a large ball with two hands.

Lesson 6 Catching a large ball with one hand only.

Lesson 7 Catching a small ball with two hands.

Lesson 8 Catching a small ball with one hand only.

Lesson 9 In pairs, the children make up their own game with their own rules using the skill of catching.

Lesson 10 Minor game of "Captain Ball".

Figure 14
A Suggested Unit of Ten Lessons on Learning Basic Games Skills
ENDNOTES


2Ibid., p. 55.

3P. J. Henry, Games Book (Sydney: Government Printers, 1974).


5Henry, loc. cit.

6Students of Port Moresby Teachers' College, loc. cit.


8Henry, loc. cit. 9Hindman, op. cit., p. 99.

10Henry, loc. cit. 11Ibid. 12Ibid.

13Hindman, op. cit., p. 164. 14Henry, loc. cit. 15Ibid.

16Hindman, op. cit., p. 165.

17Students of Port Moresby Teachers' College, loc. cit.

18Henry, loc. cit.

19Students of Port Moresby Teachers' College, loc. cit.

20Henry, loc. cit. 21Ibid. 22Hindman, op. cit., p. 324.

23Students of Port Moresby Teachers' College, loc. cit.
# Grade 2 Syllabus

## Body Control

1. **MOVING ONE PART OF THE BODY IN RELATION TO ANOTHER PART**
   - Twisting and turning on the ground
   - Twisting and turning in the air
   - Exploring bending and stretching

## Games Skills

2. **HITTING**
   - A beanbag with a hand
   - A ball with a hand; bat

3. **KICKING**
   - Exploring dribbling and kicking

4. **WORKING IN PAIRS, TEAMS OR GROUPS**
   - Learning to play in pairs
   - Working together in a group
   - Working in a team against others

5. **IMPROVING OTHER SKILLS**
   - Throwing, catching

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Figure 15

*Figure 15: Syllabus Summary for Grade 2*

## How Can You Program the Activities?

To help you plan your lessons with the syllabus activities, Figure 16 provides a suggested year's program for grade 2.
<table>
<thead>
<tr>
<th>TERM</th>
<th>WEEK</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1-2</td>
<td>Revision of Grade 1--Crawling, walking, running, jumping, hopping and sliding</td>
</tr>
<tr>
<td></td>
<td>3-4</td>
<td>Revision of Grade 1--Uses of beanbags, balls, ropes, sticks and hoops</td>
</tr>
<tr>
<td></td>
<td>5-6</td>
<td>Revision of Grade 1--Throwing, catching and hitting</td>
</tr>
<tr>
<td></td>
<td>7-8</td>
<td>Minor and traditional games--Practising skills learnt in Grade 1</td>
</tr>
<tr>
<td></td>
<td>9-10</td>
<td>Moving body parts--Twisting</td>
</tr>
<tr>
<td>2</td>
<td>1-2</td>
<td>Hitting--A beanbag with the hand; A ball with the hand</td>
</tr>
<tr>
<td></td>
<td>3-4</td>
<td>Hitting--A beanbag with a stick or bat; A ball with a stick or bat</td>
</tr>
<tr>
<td></td>
<td>5-6</td>
<td>Minor and traditional games--Using hitting</td>
</tr>
<tr>
<td></td>
<td>7-8</td>
<td>Moving body parts--Turning</td>
</tr>
<tr>
<td></td>
<td>9-10</td>
<td>Revision of new skills learnt in Grade 2</td>
</tr>
<tr>
<td>3</td>
<td>1-2</td>
<td>Kicking--Dribbling and kicking</td>
</tr>
<tr>
<td></td>
<td>3-4</td>
<td>Minor and traditional games--Using kicking</td>
</tr>
<tr>
<td></td>
<td>5-6</td>
<td>Moving body parts--Bending</td>
</tr>
<tr>
<td></td>
<td>7-8</td>
<td>Working in pairs or teams</td>
</tr>
<tr>
<td></td>
<td>9-10</td>
<td>Revision of new skills learnt in Term 3</td>
</tr>
<tr>
<td>4</td>
<td>1-2</td>
<td>Improving games skills--Throwing and catching</td>
</tr>
<tr>
<td></td>
<td>3-4</td>
<td>Minor and traditional games--Practising throwing and catching</td>
</tr>
<tr>
<td></td>
<td>5-6</td>
<td>Moving body parts--Stretching</td>
</tr>
<tr>
<td></td>
<td>7-8</td>
<td>Revision of main skills learnt in Grade 2</td>
</tr>
<tr>
<td></td>
<td>9-10</td>
<td>Minor and traditional games--Practising all skills learnt in Grade 2</td>
</tr>
</tbody>
</table>

Figure 16

Suggested Year's Program in Physical Education for Grade 2
Time allocation for grade 2 is one hundred minutes per week for physical education skills. This can be divided into one 20 minute lesson every day.

WHAT HAVE THE CHILDREN LEARNT SO FAR?

Last year in grade 1, the children should have:

- discovered different ways of moving their bodies
- discovered different ways of using pieces of small equipment
- learnt some simple games skills

Make a check to see if the following activities were learnt last year during grade 1:

1. Discovering different ways to: crawl walk run jump hop slide

2. Discovering different uses of: beanbags balls ropes sticks hoops

3. Learning basic games skills of: throwing catching hitting

Before you begin to teach the grade 2 syllabus, it would be a good idea if you briefly revised some of the activities that were taught to your children in grade 1. Taking a little bit of time to do this will:

1. Show you what skills they are good at doing.
2. Identify the skills that need more attention.
3. Let you establish a smooth routine for moving the children in and out of the classroom.
4. Let your new class get used to listening to the way you teach.
Turn back to the previous chapter on grade 1 for information and ideas about these activities.

IDEAS FOR ACTIVITIES

The syllabus expansion suggests some ideas that you can use in your lessons. They will help you to think up your own but are not enough to plan all of your lessons. Here are some more ideas that you can add to them.

Moving One Part of the Body in Relation to Another Part

The aim of this section is to introduce the children to the idea of twisting and turning and bending and stretching.

- **TWISTING**
  One part of the body moves in a different direction to another part of the body.

- **TURNING**
  The whole body, including the feet, moves to face a different direction.

- **BENDING**
  The body or a body part is curved to become short and angular.

- **STRETCHING**
  The body or a body part is extended to become long and straight.

Figure 17

Explanation of Basic Body Movements
With the topic "moving one part of the body in relation to another part", it is really easy to think of lots of movement activities for the children. Explore, one by one, each of the ideas given in Figure 18.

1. Lying with a: Beanbag while using: One part
2. Kneeling with a: Stick
3. Sitting with a: Rope
4. Standing with a: Hoop
5. Walking with a: Ball
6. Running

Figure 18
Variations for Exploring Basic Body Movements

For suggestions on how to give out and collect equipment, refer to the previous chapter on grade 1.

To give you some ideas on how to expand the syllabus, here are some examples of questions and activities you can use for each subtopic.

Twisting. 1. "Lie down on the ground." "Lift one arm and turn it to face another direction." "Now see if you can turn your hand to face a different direction." "Can you make your other arm twist differently? Show me." "I wonder how far your feet can walk around your body. Try it." "How can you twist your leg?" "Can you twist your other leg in a different direction to your first leg?" "I wonder can you twist the top half of your body in the opposite direction to the bottom half. Try it."

2. "Kneel on the ground." "Show me how you can twist your arms in different directions." "Can you make one arm into a different twisted
shape to the other?" "Put a beanbag on the ground behind you. Now see if you can twist your body around to pick it up." "Which hand did you use?" "Try it again and see if you can pick it up with your other hand." "Hold a hoop up in front of you. Can you twist your head to fit inside the hoop?" "Who can twist their arms around the hoop?" "Stretch your rope out straight. Can you twist your body around the rope?" "Did your body twist, or your rope?"

3. "Sit on the ground." "Can you twist your legs around one another? Show me." "Can you twist an arm around a leg? Show me." "Can you do it a different way. Try it." "Put your beanbag on the ground behind you. Now see if you can twist your body around to pick it up." "Which hand did you use? Try it again with your other hand." "Pick up your stick and see if you can twist your body around it while still sitting." "Is there any other way that you can twist around your stick?" "Pick up your hoop and see if you can twist your arms in and out of it."

4. "Stand up." "Place your hands on the ground and let them walk around your body." "How far can they go before they must go back?" "Put a beanbag on the ground behind you. Twist around and pick it up." "Did you lift your heels? Try it again and see if you can pick up your beanbag without lifting your heels." "Stand with your feet apart and see if you can twist your arms down under your legs." "Now put your beanbag in front of your feet. I wonder can you twist your arms through your legs and back to the front to pick up your beanbag. Try to do it without falling over." "How far can you twist the top part of your body around to face the other direction?" "Can you twist it any further?" "Pick up your rope and tie it into a knot. Now try and tie your body into a similar knot." "Does your body look like your rope?" "Can you make it into a different knot now?"
Show me." "Walk over to a tree and see if you can twist your body around it's trunk." "Pick up your stick and see how many different ways you can twist your body around it."

5. "Can you twist your body while you walk around?" "See if you can twist it another way." "Twist your arms up in the air while you walk." "Now try and twist your arms around your body while you walk." "I wonder can you twist your arms in and out your legs and still walk." "Pick up your stick and see what different ways you can twist around it while continuing to walk." "Now pick up your beanbag and pass it in and out your legs and around your body while you walk." "Can you do it again with an even more twisted movement? Try it."

6. "Now try running while you twist your body." "Why is it hard?" "Try it again using your rope to help you twist." "Can you run, jump and twist your body in the air?" "Try it again."

There are a lot more ideas that you can think up yourself if you work through the list of variations. A traditional game that uses twisting is "Belakasi". Some minor games that use twisting are "Slipper Wrestle", "Statues", "Something Nothing", "Islands" and "Hospital Tag". Use these in your lessons to add variety. Descriptions of how to play them can be found in chapter 11.

Turning. 1. "Lie down on the ground." "Show me how you learnt to twist your body." "Now try to turn your body." "How is it different from a twist?" "Try it again and see if you can turn your whole body to face another direction." "Put your beanbag down on the ground beside you. Now pick it up and turn your whole body to put it down somewhere else." "Try it again and place it in another spot."

2. "Kneel on the ground." "How can you turn your body while you
are in that position? Show me." "Did you turn your whole body or did you twist?" "Try it again to turn and face the opposite direction." "Is there any other way you can turn your body while kneeling? Try it."

3. "Sit down on the ground." "Turn your body to face another direction." "Turn again and face yet another direction." "Did you turn or did you twist? Did you use your arms to help you?" "I wonder can you turn your body to face another direction without using your arms to help you. Try it."

4. "Stand and face me." "Now turn and face another direction." "Now face another direction." "How did you turn? Can you turn by another method? Show me." "Who turned by jumping in the air?" "Try again and see if you can find a different way to turn."

5. "Walk towards the tree." "Now turn and walk towards me." "Turn again and walk in a different direction." "Keep walking and when I clap my hands, I want you to turn and walk in another direction." "Now look at someone and follow him. When he turns, you turn too."

6. "Now run around and turn to change direction every third step. (Watch where you are running.)" "Run and jump up to turn and face the way you came." "Run and turn to face a new direction when I call north, south, east or west."

There are a lot more ideas that you can think up yourself if you work through the list of variations. Two traditional games that use turning are "Iobu" and "Supu". Some minor games that use turning are "Horse and Jockey", "Islands", "Hospital Tag", "Crusts and Crumbs", "Red Rover", "Change Bases", "Here, There, Where", "Black Peter", "North, South, East, West" and "What's the Time Mr. Wolf?" Use these in your lessons to add variety. Descriptions of how to play them can be found in chapter 11.
Bending. 1. "Lie down on the ground." "Show me how you would bend your arm." "Can you bend your other arm a different way? Show me." "Bend one leg just a little bit." "Now bend the other leg right up behind you." "Bend your body to make it very small." "Can you bend it any other way to make yourself small? Show me." "Pick up your stick and bend your body over your stick." 

2. "Kneel on the ground." "Bend your knees just a little bit." "Now bend your knees all the way so you can sit on your heels." "How can you bend your body at the waist? Show me." "Put a beanbag on the ground in front of you. Bend down and touch it with your nose." "Now put the beanbag on the ground behind you. Can you bend back and touch it with your head?" "Why was it hard?" "Can you bend to the side and put your head on the ground?" "Why was that hard too?"

3. "Sit on the ground." "Bend your head down." "Can you put your chin on your chest? Show me." "Now see if you can bend your body to make yourself very small." "Can you bend to make yourself even smaller than that?" "I wonder can you make yourself so small that your body will roll over. Try it. (Be sure to tuck your chin in to your chest.)"

4. "Stand up." "Bend your arms." "Can you bend them any more?" "What other body parts can you bend? Show me." "Now see if you can bend your whole body to make yourself as small as possible." "I wonder who can be the smallest." "Pick up your rope and lay it on the ground straight." "Now bend one part of it." "Can you make your body look like that? Show me." "Now bend another section of your rope." "Does your body still look like your rope? Change it so that it does." "Can you bend your rope any other way and still make your body look like it? Try it." "Now pick up your stick." "What body parts can you bend around your stick? See how
many you can find."

"Find a partner."

"How can you bend his body for him? Show me."

"Can you make his body bend in different directions? Try it."

"Now see if you can bend your body the same way as your partner."

5. "Walk around bending different body parts."

"I wonder how small you can bend your body and still keep walking."

"Can you bend your body in a different way while you walk? Show me."

"How else can you move across the ground while your body is bent?"

"Run, jump and bend your body into a small ball in the air."

There are a lot more ideas that you can think up for yourself if you work through the list of variations. Why not let the children ask some questions to the rest of the class. You'll be surprised at their fresh and unusual examples. Some traditional games that use bending are "Arikele", "Oga Daun-Daun-Daun" and "Belakasi". Some minor games that use bending are "Rob the Nest", "Something Nothing", "Hospital Tag", "Dog and a Bone", "Bean Bag Scramble", "City Gates", "Skin the Snake", "Tunnel Ball", "Worm Relay" and "Crab Relay". Use these in your lessons to add variety. Descriptions of how to play them can be found in chapter 11.

Streatching. 1. "Lie down on the ground."

"Stretch your fingers right out as far as you can."

"Can you stretch them any further?"

"Now stretch both your arms up above your head."

"Are your legs stretched too? Show me."

"Bend your body into a small ball and then show me how you stretch yourself when you wake up in the morning."

"Pick up a rope and hold one end with your toes. Hold the other end in your hands and stretch it as much as you can."

"Can you make your body like the rope? Show me."

2. "Kneel on the ground."

"Is your body straight or bent?"

"How can you stretch it?"

"Show me how you can stretch it out on the ground in front of you while still kneeling."

"How high up in the air can you
stretch from your knees?" "Are there any other directions you can stretch your body? Show me." "Pick up your beanbag and place it on the ground in front of you. Now push it as far out in front of you as you can while you are still kneeling." "Can you use your stick to push your beanbag even further in front of you? Show me how you have to stretch to do it." "Maybe if you stretch just a little more you can push your beanbag even further out in front. Try it."

3. "Sit down on the ground." "How can you stretch your body while you are sitting?" "Can you stretch your neck? Show me." "I wonder can you stretch just one side of your neck. Try it." "Can you stretch one shoulder?" "Show me how you would stretch both shoulders." "How far forward can you stretch and reach while you are still sitting?" "Now reach your arms up into the air to stretch as high as you can." "Can you keep stretching up into the air and stand up?" "Try it again and see just how high you can reach into the air."

4. "Stand up." "How far can you stretch your body up into the air?" "Can you reach any further?" "How far can you stretch out to the side?" "Stand beside a tree and see how far you can reach up the side of it's trunk." "I wonder who can stretch the furthest." "Can you stretch up to touch the basketball ring?" "Will it help if you jump first?" "Find a partner and stand opposite him." "See how far you can stand away from him and still reach out and touch him." "Can you stand even further away? Try it." "Stretch across and grip both hands. Now try and pull him over towards you."

5. "Walk around me with your whole body stretched." "Can you make yourself even taller than that?" "How else can you move around while keeping your body stretched?" "Run, jump and make a stretched shape in
the air." "Try it again and make a different stretched shape this time."

There are a lot more ideas that you can think up yourself if you work through the list of variations. Why not let the children ask some questions to the rest of the class? You might be surprised at their new and creative examples. A traditional game that uses stretching is "Rupu Rupu". Some minor games that use stretching are "Poison Ball", "Chain Tag" and "Fox and Geese". Use these in your lessons to add variety. Descriptions of how to play them can be found in chapter 11.

**Learning some more Games Skills**

In grade 1, the basic games skills of throwing, catching and hitting were introduced. The children should now try to improve these skills and learn some new ones.

**Hitting.** In grade 1, the children explored the basic concept of hitting. The emphasis was on hitting an object that was not moving. The children experimented hitting with the hand as well as with a variety of small pieces of equipment.

In grade 2, the aim of the subtopic of hitting is for the children to learn to hit a moving object. Before you teach hitting, refer to grade 1 on chapter 3 for activity ideas. It would help the children if you start with a revision of some of the hitting skills that they learned last year before you commence with moving objects.

Figure 19 on the next page summarizes the different combinations you can use to vary the children's exploration of hitting a moving object. Use these as a guide for thinking up your own activity ideas.

To give you some ideas on how to expand the syllabus, some examples of questions and activities you can use follow Figure 19.
Figure 19

Variations for Exploring Hitting a Moving Object

1. "Pick up a beanbag and stand in a space." "Can you hit your beanbag along the ground with your hand?" "Why would it hurt you?" "Can you hit it up into the air with your hand?" "Try hitting it with two hands and then just one hand." "How many times can you hit it up in the air before it drops to the ground?" "Can you hit it up level with your eyes?" "Now can you hit it up higher than the electricity pole? Show me." "How slowly can you hit it up?" "I wonder how fast you can hit it." "Can you hit it down to the ground?" "Did you hit it or did you just drop it? Try it again." "Now throw it up into the air and try to hit it across the ground." "Did it go very far? Try it again and see if you can hit it even further this time." "Now try and hit it across the ground as fast as you can." "I wonder can you throw it up into the air and then hit it through the hoop. Try it." "Keep trying until you hit it through." "Now find a partner. Throw your beanbag to him and let him hit it back to you." "Try it again and throw it to him faster this time." "Try again and throw
it higher in the air to him." "Now change over and have him throw it to you while you try to hit it back to him." "How many times can you hit the beanbag back and forth between you before it drops to the ground?"

"Get a ball and stand on your own in a space." "Show me how you can hit your ball along the ground with your hand." "Why is it easier than hitting a beanbag?" "How far can you hit your ball along the ground?" "Try it again." "Now make your ball bounce by hitting it down towards the ground." "How long can you keep bouncing it?" "Try it again using the other hand." "I wonder can you make it bounce while you look straight ahead." "Is it easier to bounce your ball with two hands? Try it." "Walk around while you bounce your ball." "Make it bounce high." "Now make it bounce very low." "Can you bounce your ball in a circle around you? Show me." "Can you walk around your ball while you bounce it?" "How many times can you hit it up into the air before it drops?" "Which hand did you use? Try the other hand." "Now show me how high in the air you can hit your ball." "Can you hit it any higher? Try." "I wonder can you hit your ball up against the wall without it touching the ground." "Try hitting your ball into the circle marked on the wall." "How many times can you do it before it touches the ground?" "Find a partner and hit your ball back and forth to one another." "Try it first with one bounce between." "Now try it without a bounce and see if you can keep the ball in the air."

2. "Collect a beanbag and a stick or bat from the box and stand in a space on your own. (Be very careful while you are doing these activities that you do not hit anyone else.)" "Can you hit your beanbag along the ground with your stick? Show me." "I wonder can you keep it moving along the ground so it doesn't stop." "Can you run beside it while you hit it along the ground?" "Find a partner and hit your beanbag back
and forth to one another along the ground." "Now run up the field with your partner while you hit your beanbag back and forth to one another along the ground." "Move away now to stand on your own." "Can you hit your beanbag up in the air with your stick? Show me." "How many times can you hit it up before it drops to the ground?" "I wonder how high you can hit your beanbag into the air." "Try it again and see if you can hit it even higher." "Show me how slowly you can hit it." "Now show me how fast you can hit it." "I wonder how far you can hit it across the ground." "Go and get your beanbag and try it again. See if you can hit it further this time." "Do you think you can hit your beanbag through the hoop?" "Come and stand on the line and try it." "Go and get your beanbag and try it again. Throw it up in the air before you hit it."

"Get a ball and a stick or bat from the box and stand in a space on your own." "Why is it different hitting a ball to a beanbag?" "Show me how you can hit your ball along the ground." "Run alongside it while you keep hitting it." "I wonder can you be very clever and hit it (dribble) in and out of the markers." "Try it again and try not to hit the markers."

"Can you make your ball bounce with your bat? Show me." "How fast can you make it bounce?" "Now bounce it slowly." "Can you hit it in the air with your bat?" "How many times can you hit it before it falls to the ground?"

"Find a partner and hit your ball back and forth to one another."

"Practice different ways of hitting it."

There are a lot more ideas that you can think up for yourself if you work through the list of variations in Figure 19. Why not let the children ask some questions to the rest of the class. You might be surprised at their fresh, creative examples. Some traditional games that use hitting are "Mai Polo", "Vanuga Poro", "Kumba Kigigle" and
"Guoibolo". Some minor games that use hitting are "Twenty One Up", "Knockout", "Scatter Ball" and "Stop Ball". Use these in your lessons to add variety. Descriptions of how to play them can be found in chapter 11.

Kicking. So far, the children have explored hand-eye coordination. Now they will start to explore foot-eye coordination. Figure 20 summarizes the different combinations you can use to vary the children's exploration of the skill of kicking.

![Diagram of Kicking Variations]

Figure 20
Variations for Exploring Kicking

To give you some ideas on how to expand the syllabus, here are some examples of questions and activities you can use for kicking.

1. "Collect a beanbag from the box and stand in a space." "Place your beanbag on the ground. How could you kick your beanbag? Show me." "How else can you kick it?" "Can you kick with your toe?" "Can you kick
with the inside of your foot?" "Can you also kick with the outside of your foot? Show me." "What about kicking with your heel? Is that a good way?" "Which part of your foot is best to use for kicking? Use that part to show me how far along the ground you can kick it." "Go and get it and see if you can kick it even further this time." "Which foot did you use? Try it again with the other foot." "Now I want you to try and kick it straight towards me." "Now kick it towards the tree." "Try again with the other foot." "Can you kick it so that it will lift up into the air?" "Try it again and see if you can lift it even higher into the air." "Show me how fast you can kick your beanbag." "Find a partner and kick your beanbag back and forth to one another."

2. "Collect a large ball from the box and stand in a space on your own." "Show me all the different parts of your foot that you can kick your ball with." "Try each part of your foot to see which will kick the ball the furthest." "Can you kick it any further?" "Try it again with your other foot." "Can you walk, kicking the ball along the ground with you? (Dribbling.)" "Can you run kicking the ball along the ground with you?" "Now try it again kicking with your left foot." "Show me how you can kick and dribble your ball in and out of the markers." "Try it again and see if you can do it without your ball touching any of the markers."
"Try it once more changing your feet to kick." "I wonder can you kick your ball to roll between the two sticks." "Can you kick your ball to pass through each of the hanging hoops?" "Show me how you can kick your ball to lift over the log." "I wonder how high you can kick your ball into the air." "Try it again and see if you can kick even higher still." "Now bounce your ball on the ground and then kick it up into the air." "Try it again and see if you can kick it down to the other end of the
field." "Find a partner." "Roll the ball along the ground to your partner and let him kick it back to you." "Did he kick it straight to you?" "Try it again and see if he can kick it straight to you." "Change over and you kick it straight to your partner." "Make it go straight to him." "Now use your left foot." "Bounce the ball to your partner and see if he can still kick it." "Change over and you try to kick the bouncing ball." "Now run down the field with your partner, dribbling the ball along the ground and kicking it back and forth between you." "Try it again using the left foot only and try to make it go straight to your partner."

3. For kicking a small ball, use similar activities to those suggested for a large ball.

There are a lot more ideas that you can think up yourself if you work through the list of variations in Figure 20. Why not let the children ask some questions to the rest of the class. You might be surprised at their fresh, creative examples. Some minor games that use the skill of kicking are "Kick Over Head", "Numbers Kick" and "Kick Ball". Use these in your lessons to add variety. Descriptions of how to play them can be found in chapter 11.

**Working in pairs or teams.** Most activities that the children have participated in up to now have involved each of them working on their own. They have tried some activities with a partner but mostly they have worked on their own.

This section of the grade 2 syllabus is aimed at helping the children to learn to work and play with others--in pairs, together in a group and in a team against others. The best way for the children to learn these important social skills that are very necessary in physical education and sport is to involve them in a number of minor and
traditional games that require the children to work with a partner or in a team.

Before you start each game, remind the children to:

1. Work together with their partner or team members.
2. Not keep the ball to themselves but pass it amongst the team.
3. Help their partner or team members if they need help.
4. Not get upset if they lose.
5. Be fair and play within the rules.
6. Enjoy the game.

Many of the minor and traditional games that the children have already learned involve these cooperative skills. Here are some suggested games that you could use in your lessons. Descriptions of how to play them can be found in chapter 11.

For "Learning to play in pairs", a traditional game that you could use is "Arikele". Some minor games that would be suitable for this section are "Horse and Jockey", "Something Nothing" and "Follow My Leader".

For "Learning to work together in a group", some traditional games that you could use are "Haukavare", "Guobolo", "Oga Daun-Daun-Daun" and "Supu". Some minor games that would be suitable for this section are "Chain Tag", "Form A", "Fox and Geese", "Kick Ball", "Captain Ball", "Tunnel Ball", "Twenty-One Up", "Scatterball", "Stop Ball" and "Skin the Snake".

For "Learning to work in a team against others", some traditional games that you could use are "Haukavare", "Guobolo" and "Supu". Some minor games that would be suitable for this section are "Chain Tag", "Kick Ball", "Stop Ball", "Four Passes" and "Dodge Ball".
Improving Other Skills

In grade 1, the children were introduced to the basic games skills of throwing, catching and hitting. They explored each of these skills with different pieces of equipment while standing, sitting or moving about and in different directions, speeds and levels.

The children should now try to improve their abilities in these games skills as they are used often in the popular sports and team games. The emphasis for throwing and catching should now be on trying to be better at each skill. The children should try to be:

1. More accurate
2. Faster

Refer to the grade 1 games skill section in chapter 3 for ideas for activities. Use these as a basis while you constantly stress the improvement of accuracy and speed. Activities that involve competition--individuals competing against themselves to try and improve earlier scores, individuals competing against others and teams competing against teams--are a good way to help the children improve their skills. Use competitive activities that encourage accuracy and speed and be sure to teach them how to keep score.

Some throwing skills that can be easily scored are throwing into a bucket, throwing through a hanging hoop, throwing at a hanging bell, bowling at a bottle, throwing between two markers and throwing at a circle marked on a wall. These accuracy activities can be repeated for speed by competing one individual or team against another.

Some catching skills that can be easily scored are catching high balls, low balls, balls to the side, bouncing balls, rolling balls and fast balls as well as slow balls.
SUGGESTED UNIT OUTLINES

Before you teach your lessons on a particular subtopic, you should first plan your whole unit of lessons. Figures 21, 22 and 23 give examples of unit plans for ten lessons on each main syllabus topic.
**Lesson 1** Twisting while lying down.

**Lesson 2** Twisting while lying down--using a variety of small pieces of equipment.

**Lesson 3** Twisting while kneeling; sitting.

**Lesson 4** Twisting while kneeling; sitting--using a variety of small pieces of equipment.

**Lesson 5** Twisting while standing.

**Lesson 6** Twisting while standing--using a variety of small pieces of equipment.

**Lesson 7** Twisting while walking; running.

**Lesson 8** Twisting while walking; running--using a variety of small pieces of equipment.

**Lesson 9** Traditional games using twisting.

**Lesson 10** Minor games using twisting.
Lesson 1  Hitting a beanbag along the ground.

Lesson 2  Hitting a beanbag in the air.

Lesson 3  Hitting a beanbag against a wall.

Lesson 4  Hitting a large ball along the ground.

Lesson 5  Hitting a large ball in the air.

Lesson 6  Hitting a large ball against a wall.

Lesson 7  Hitting a small ball along the ground and in the air.

Lesson 8  Hitting different sized balls with a partner.

Lesson 9  Traditional games practising hitting a moving object.

Lesson 10 Minor games practising hitting a moving object.

Figure 22
A Suggested Unit of Ten Lessons on Learning some more Games Skills
TERM: 4  WEEKS: 1 & 2  TOPIC: Improving other Skills

SUBTOPIC: Throwing and Catching

Lesson 1  Throwing for accuracy—individually, at a bottle; between two markers.

Lesson 2  Throwing for accuracy—individually, through a hoop; at a hanging bell

Lesson 3  Throwing for accuracy—individually, into a bucket; at a mark on a wall.

Lesson 4  Throwing for speed and accuracy—in teams, at a bottle; between two markers.

Lesson 5  Throwing for speed and accuracy—in teams, through a hoop; at a hanging bell.

Lesson 6  Throwing for speed and accuracy—in teams, into a bucket; at a mark on a wall.

Lesson 7  In pairs, throwing and catching slow balls at different levels and from different directions.

Lesson 8  In pairs, throwing and catching fast balls at different levels and from different directions.

Lesson 9  In pairs, the children make up their own game with their own rules, using the skills of throwing and catching.

Lesson 10 Tabloid games in teams using throwing and catching skills.

Figure 23

A Suggested Unit of Ten Lessons on Improving other skills
ENDNOTES


5. Students of Port Moresby Teachers' College, loc. cit.


7. Students of Port Moresby Teachers' College, loc. cit.


11. Students of Port Moresby Teachers' College, loc. cit.


15. Henry, loc. cit.


17. Students of Port Moresby Teachers' College, loc. cit.


19. Students of Port Moresby Teachers' College, loc. cit.


Chapter 5

PHYSICAL EDUCATION FOR GRADE 3

GRADE 3 SYLLABUS

**BODY CONTROL**

- **DISCOVERING WAYS OF MOVING ALONG THE GROUND**
  - Introducing speed and building a movement pattern
  - Getting around obstacles
  - Using a partner

**GAMES SKILLS**

- Introducing simple skills of SOFTBALL
- Introducing simple skills of NETBALL
- Introducing simple skills of SOCCER
- Introducing simple skills of ATHLETICS

Figure 24

Syllabus Summary for Grade 3

**How Can You Program the Activities?**

To help you plan your lessons with the syllabus activities, Figure 25 provides a suggested year's program for grade 3. Time allocation for grade 3 is one hundred minutes per week for physical education skills and sixty minutes per week for organized sports.
<table>
<thead>
<tr>
<th>TERM</th>
<th>WEEK</th>
<th>TOPIC</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>1 2</td>
<td>Revision of Grade 2—Twisting, turning, bending and stretching</td>
</tr>
<tr>
<td></td>
<td>3 4</td>
<td>Revision of Grade 2—Hitting a moving object</td>
</tr>
<tr>
<td></td>
<td>5 6</td>
<td>Revision of Grade 2—Kicking; Working in pairs or teams</td>
</tr>
<tr>
<td></td>
<td>7 8</td>
<td>Minor and traditional games—Practising skills learnt in Grade 2</td>
</tr>
<tr>
<td></td>
<td>9 10</td>
<td>Athletics—Introducing simple skills; Preparation for the sports day</td>
</tr>
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<th>WEEK</th>
<th>TOPIC</th>
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<tbody>
<tr>
<td>2</td>
<td>1 2</td>
<td>Moving along the ground—With speed</td>
</tr>
<tr>
<td></td>
<td>3 4</td>
<td>Netball—Introducing simple skills</td>
</tr>
<tr>
<td></td>
<td>5 6</td>
<td>Soccer—Introducing simple skills</td>
</tr>
<tr>
<td></td>
<td>7 8</td>
<td>Moving along the ground—Building movement patterns</td>
</tr>
<tr>
<td></td>
<td>9 10</td>
<td>Minor and traditional games</td>
</tr>
</tbody>
</table>

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<th>TOPIC</th>
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<tbody>
<tr>
<td>3</td>
<td>1 2</td>
<td>Softball—Introducing simple skills</td>
</tr>
<tr>
<td></td>
<td>3 4</td>
<td>Athletics—Revision</td>
</tr>
<tr>
<td></td>
<td>5 6</td>
<td>Moving along the ground—Getting around obstacles</td>
</tr>
<tr>
<td></td>
<td>7 8</td>
<td>Netball—Revision</td>
</tr>
<tr>
<td></td>
<td>9 10</td>
<td>Minor and traditional games</td>
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</table>

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<th>WEEK</th>
<th>TOPIC</th>
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</thead>
<tbody>
<tr>
<td>4</td>
<td>1 2</td>
<td>Soccer—Revision</td>
</tr>
<tr>
<td></td>
<td>3 4</td>
<td>Moving along the ground—With a partner</td>
</tr>
<tr>
<td></td>
<td>5 6</td>
<td>Softball—Revision</td>
</tr>
<tr>
<td></td>
<td>7 8</td>
<td>Body control—Revision of all skills learnt in Grade 3</td>
</tr>
<tr>
<td></td>
<td>9 10</td>
<td>Minor and traditional games</td>
</tr>
</tbody>
</table>

Figure 25
Suggested Year's Program in Physical Education for Grade 3

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WHAT HAVE THE CHILDREN LEARNT SO FAR?

In grade 1, the children should have:
- discovered different ways of moving their bodies
- discovered different ways of using small pieces of equipment
- learnt some simple games skills

Last year in grade 2, the children should have:
- explored different ways of moving one part of the body in relation to another part
- learnt the basic games skills of kicking and hitting a moving object
- learnt to work with a partner or in a group
- improved their games skills of throwing and catching

Make a check to see if the following activities were learnt last year during grade 2:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Grade 2 Activities</th>
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</thead>
<tbody>
<tr>
<td>1. Moving one part of the body in relation to another part:</td>
<td>twisting, turning, bending,</td>
</tr>
<tr>
<td></td>
<td>stretching</td>
</tr>
<tr>
<td>2. Learning some more games skills:</td>
<td>hitting a moving object,</td>
</tr>
<tr>
<td></td>
<td>kicking</td>
</tr>
<tr>
<td></td>
<td>working in pairs or groups</td>
</tr>
<tr>
<td>3. Improving other games skills:</td>
<td>throwing, catching</td>
</tr>
</tbody>
</table>

Before you begin to teach the grade 3 syllabus, it would be a good idea if you briefly revised some of the activities that were taught to the children in grade 2. Taking a little bit of time to do this will:

1. Show you what skills they are good at doing.
2. Identify the skills that need more attention.
3. Let you establish a smooth routine for moving the children in and out of the classroom.
4. Let your new class get used to listening to the way you teach.

Turn back to the previous chapter on grade 2 for information and ideas about these activities.

**IDEAS FOR ACTIVITIES**

The syllabus expansion suggests some ideas that you can use in your lessons. They will help you think up your own but are not enough to plan all your lessons. Here are some more ideas that you can add to them.

**Discovering Ways of Moving Along the Ground**

The aim of this section is to help the children discover a variety of ways of moving from one place to another.

In grade 1, the children explored the different body movements of crawl, walk, run, jump, hop and slide. One new basic movement that they should now learn is to roll.

When exploring rolling as a means of moving along the ground, be sure to teach the children to roll safely. They should:

1. Tuck the head in with the chin touching the chest.
2. Let the hands take the weight as the body begins to roll.
3. Roll softly and with control.

**Figure 26**

*Explanation of a New Basic Body Movement*

They should now explore the use of all the basic body movements as a means of moving from one place to another.
To help you think up some activities for this topic, refer to Figure 27. Let the children explore, one by one, each of the ideas given.

1. Crawling
2. Walking
3. Running
4. Jumping
5. Hopping
6. Sliding
7. Rolling

Figure 27
Variations for Exploring Moving Along the Ground

For suggestions on how to give out and collect equipment, refer to grade 1 in chapter 3.

To give you some ideas on how to expand the syllabus, here are some examples of questions and activities you can use for each subtopic.

Speed. "Stand in a space." "How can you move over to the tree?" "What movement did you use?" "How else can you move across the ground?" "See how many different ways you can find to move across the ground." "Some of you walked and others ran. Did anyone roll?" "I wonder can you move across the ground by rolling. Try it." "Did anyone slide? See if you can move across the ground by sliding." "Is there any other way that you can move along the ground?" "How does a baby move around? Can you show me?" "Now try each of those different ways of moving from one place to another at a very slow speed." "Now move each way very fast."
1. "Show me how you would walk to move about." "Did you walk fast or slow?" "Walk again very slowly." "Can you walk even slower than that? Try it." "Now show me how fast you can walk." "Are you still walking or are you really running?"

"Walk slowly and change direction." "Are you walking forwards?" "Now walk backwards." "Can you walk backwards very fast? (Be careful to look where you walk.)" "How would you walk sideways? Try it slowly and then fast."

"Walk around slowly with your body in a very low position." "Can you make your body even lower than that?" "Keep your body low and walk fast." "Can you make your body tall and still walk fast? Show me." "Walk slowly again while your body is stretched tall."

"Walk around slowly using different sized steps." "Who is walking with only small steps? Who is walking with big steps?" "Now walk very fast while you use big steps." "Keep walking very fast but use little steps again." "Which movement will get you over to the tree the quickest? Fast big steps or fast little steps? Try both of them and see."

"Walk slowly making your body into different shapes." "Can you make your body like a star and still walk?" "Try walking fast and see if you can still keep your body in a star shape." "What other body shapes can you make while you walk around slowly? Show me." "Which is the best body shape to have when you want to move across the ground fast? Show me."

"Can you walk slowly with very heavy steps? Try it." "Can you walk fast and still use heavy steps?" "Now run fast with light steps." "Is it easier?"

"Walk around slowly." "What pattern did you make on the ground while you walked?" "Now walk the same pattern fast." "What other patterns
can you make on the ground while you walk?" "Try them walking slowly at first and then walk them fast." "Can you write your name on the ground while you walk slowly?" "Now write it again walking fast."

"Focus your eyes on an object and walk slowly towards it."

"Change your focus to a different object and walk quickly towards it."

"I wonder can you focus your eyes on the tree while you walk slowly in another direction. Be sure you walk very slowly."

"Walk around slowly and make as much noise as you can." "What other sounds can you make while you walk slowly?"

"Are there any different sounds that you can make if you walk fast? Let me hear them."

"What body parts do you use to help you walk?" "Can you use any other parts to walk with besides your legs?"

"See if you can walk on other body parts, but try it slowly."

"Who walked on their hands?" "Did anyone walk on their hands a different way?" "Try it again but walk as fast as you can."

"Can you walk around slowly with one part of your body leading you?" "Walk slowly with your nose leading."

"Now let your hip lead you around." "How fast can you walk with your elbow leading you? Show me."

"I want you to walk as if you are very sad. Would you walk fast or slow?"

"How would you walk if you were angry? Show me." "Would you walk the same way and at the same speed if you were happy? How would you walk then?"

"Does an old man walk fast or slow? Show me how he walks."

"How does your mother walk?" "Does your puppy walk the same way? Show me how he walks, then."

"Collect a stick from the box and show me how you can use it to help you walk." "Can you walk faster?" "Get a beanbag from the box and
put it on your head." "I wonder can you walk around very fast and not let it fall off," "Collect a ball from the box and try to do the same thing." "How fast can you walk?"

2.-7. For the body movements of running, jumping, hopping, sliding, rolling and crawling, use similar activities to those suggested for walking. It is very easy to think up lots of ideas if you just work through the list of variations one by one. Be sure to constantly emphasize the different speeds that the children can move at.

When exploring rolling as a means of moving along the ground, be sure to teach the children to roll safely. When attempting a forward or backward roll, the children should:

1. Tuck the head in with the chin touching the chest.
2. Let the hands take the weight as the body begins to roll.
3. Roll softly and with control.

There are a lot more ideas that you can think up yourself if you work through the list of variations. Why not let the children ask some questions to the rest of the class? You might be surprised at their fresh and unusual examples. Some traditional games that specifically require moving from one place to another with speed are "Kete", "Kule Kule", "Arikele", "Oga Daun-Daun-Daun", "Iobu" and "Supu". Some minor games that specifically require moving across the ground with speed are "Hoppo Bumpo", "Rob the Nest", "Fruit Salad", "Horse and Jockey", "Islands", "Chain Tag", "Hospital Tag", "Crusts and Crumbs", "Bogey Ball", "Change Bases", "Ducks Run", "Here, There, Where", "Giant's Treasure", "Black Peter", "North, South, East, West", "What's the Time Mr. Wolf?", "Red Rover", "Mrs. Quack and her Ducks", "Follow My Leader" and "Hopping Numbers Change". Use these in your lessons to add variety. Descriptions

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of how to play them can be found in chapter 11.

Many of these games can be repeated several times by varying the basic movement of walk or run in the game to hop or roll, jump or crawl or slide. Restrict the children to just one type of movement for the one game; e.g. "Chain Tag" using hopping only or "Here, There, Where" using crawling only. It can be a lot of fun and it gives the old, worn out minor games a new and interesting approach.

Movement Pattern. 1. "Walk about very slowly." "Stop and tell me what shaped pattern you made on the ground when you walked. Was it a straight line or was it curved? Who walked in a square pattern? Did anyone walk in a zigzag pattern?" "Walk around again and see how many different patterns you can make on the ground while you walk." "Show me a straight pattern." "Now show me a square pattern." "Can you walk in a zigzagged pattern?" "Now walk in a circular pattern." "Can you make a different circular pattern?"

"How would you make a straight line pattern while walking sideways?" "Can you make a straight line pattern walking backwards?" "Keep walking backwards and see if you can walk in a zigzagged pattern." "Can you zigzag while walking sideways? Show me." "Now try to make a circular shaped pattern walking forwards." "Keep making circular patterns but walk backwards now."

"Walk in a straight line and see if you can keep your body very low." "Now can you stretch it very tall and still make a straight line pattern on the ground as you walk?" "Can you make a circular pattern while stretching your body tall?" "Keep making a circular walking pattern but now make your body small." "I wonder which is the easiest to make a zigzagged pattern. With your body stretched high or kept down very low.
Try both of them and see."

"Walk in a circular pattern very slowly." "Now walk in the same pattern very fast." "Can you walk a zigzag pattern fast? How fast?" "What other patterns can you make while walking fast? Show me." "Can you make some different patterns on the ground while walking very slowly?"

"Make a pattern on the ground by walking with very big steps."

"Are they the biggest steps you can make?" "Can you make a different pattern with big walking steps?" "Now show me a different pattern using very small walking steps." "Are there any other shapes you can make while taking small walking steps?" "I want you to make a square pattern on the ground. You can use large or small walking steps."

"Walk in a straight line pattern." "Now keep walking in a straight line while making your body into different shapes." "Did you make your body straight, curled or twisted?" "Try each of those body shapes while you continue to walk in a straight line." "Now walk in a circular pattern and make your body into a different shape." "Would you use the same body shape if you were walking a zigzag pattern on the ground? Show me what you would do."

"Walk in a circular pattern with very light steps." "Now use very heavy steps while you walk in a circular pattern." "What sort of steps would you use to make a zigzag pattern? Heavy steps or light steps?"

"Look at a mark on the ground and walk in a circular pattern."

"Now look at a tree and walk in a straight line towards it." "Keep looking at the tree but walk now in a curving pattern." "Look at a stone and walk towards it. Now turn your head to look at a different stone and walk towards it. Turn again to look at something different and walk towards it. What pattern did you make on the ground?"
"What would be some good sounds to make while you walk in a straight line?" "Would you make a different sound if you walked in a circular pattern?" "I wonder would the sounds be the same when you walked in a zigzagged pattern. Let me hear what they would be like."

"Walk in a straight line and make the rest of your body move while you walk." "Did you move your arms, your shoulders, your head?"

"Now walk in a circular pattern and move the rest of your body." "Would you move your body the same way if you were walking in a zigzag pattern?"

"Can you walk in a straight line and let your elbow lead you?" "Can your nose lead you while you walk a straight line." "Can your hip lead you around in a circular pattern? Show me." "Walk in a zigzag pattern with your hand leading you. Each time you change direction, change to let the other hand lead you."

"Walk in a straight line as if you are very angry." "Keep walking in a straight line but now walk as if you are sad." "How would you walk if you were happy?" "What pattern did you make on the ground?"

"Can you show me how a drunk man walks?" "What pattern did you make on the ground?" "How would you walk if you were trying to catch a butterfly?" "What pattern did you make on the ground?" "What pattern would you make if you were walking home from school?"

You could use the theme of "walking home from school" and tell a story of all the different things the children do as they walk. Have them include as much variety of movement patterns as possible.

"Collect a rope from the box and stand in a space." "Shake the rope very fast." "What shape did it make? Can you walk in the same pattern as your rope?" "Put your rope on the ground. What shape is it? Can you walk in a pattern the same as the shape of your rope?" "Go back
to your rope and make it into a different shape. Now walk to make a pattern on the ground the same shape as your rope.” “Return your rope to the box and collect a ball.” “Hold your ball in the air and let it drop. What movement pattern did the ball make in the air? Can you walk that pattern on the ground to show me?” “Can you make your ball move in a different pattern?” “What pattern was it? Try to walk that pattern on the ground.”

2.7. For the body movements of running, jumping, hopping, sliding, rolling and crawling, use similar activities to those suggested for walking. Be sure to constantly emphasize the different movement patterns that the children can explore.

For suggestions on how to give out and collect equipment, refer to grade 1 in chapter 3.

There are a lot more ideas that you can think up yourself if you work through the list of variations. Why not let the children ask some questions to the rest of the class? You might be surprised at their unusual and creative examples. Some traditional games that require different movement patterns are "Kete", "Haukavare", "Vanuga Poro", "Kule Kule", "Arikele", "Oga Daun-Daun-Daun", "Iobu" and "Supu". * Some minor games that use different movement patterns are "Hop-Bo-Bomp", "Rob the Nest", "Fruit Salad", "Horse and Jockey", "Chain Tag", "A Dog and a Bone", "Crusts and Crumbs", "Bogey Ball", "Change Bases", "Ducks Run", "Form A", "Fox and Geese", "Here, There, Where" and "North, South, East, West". * Use these in your lessons to add variety. Descriptions of how to play them can be found in chapter 11.

Getting around obstacles. An obstacle could be a log, a tree, a large pipe, a box, some old tyres, a rope, a ladder or a net to give you
a few examples. They are a challenge to children to climb over, scramble under, crawl through or clamber around and are generally a lot of fun. An adventure playground provides a variety of obstacles for the children that would be ideal for you to use when teaching this section of the syllabus. Ideas and suggestions for construction of your own adventure playground can be found in chapter 9. If your school does not have a permanent adventure playground, you could set up a temporary obstacle course with boxes, chairs, tables, hoops and sticks. Try and place your obstacle course or adventure playground on a circuit so that the children can move from one obstacle to the next in progression.

For suggestions on what activities to give the children, work through the list of variations given in Figure 28 for the obstacles you have available.

1. Directions
2. Levels
3. Speeds
4. Sized steps
5. Body shapes
6. Weight
7. Focus
8. Body parts
9. Body parts leading

Figure 28
Variations for Exploring Getting Around an Obstacle

The type of obstacles you give the children will decide what
movement they use. Usually they will climb, crawl, walk and occasionally jump to get around an obstacle and will be able to decide for themselves which movement is best to use. The greater the variety of obstacles you can give them, the more skills they will develop. To prevent long lines developing behind a single obstacle, let the children start at different points around the circuit.

To give you some ideas on how to expand the syllabus, here are some examples of questions and activities you can use for any obstacle or set of obstacles.

"Look at the obstacle in front of you. What directions can you go to get around it? Can you go over it? Try it." "Can you go under it? See if you can." "I wonder can you go through it. Try it." "How can you go around it?" "Are there any other directions that you can go to get around the obstacle? How many different ways are there? What are they?"

"What body movements could you use to get around an obstacle?"
"Can you walk? Try it." "What other movements can you use? Try and see how many different ways you can find to get around an obstacle." "Who climbed around their obstacle? Show me again." "Who crawled over their obstacle? Do it again." "Did anyone jump over their obstacle? Show me how you did it." "Are there any other movements you can use to get around an obstacle?"

1. "Today, we are going to practice getting around an obstacle by moving in different directions. Remember you can crawl, climb, walk or jump and you can also move under, over, through or around the obstacle. You decide which movement is best to use for the obstacle in front of you. Can you get around the obstacle moving in a forward direction." "Now try to get around the next obstacle by moving backwards." "Can you get around
the next obstacle by moving your body sideways?" "I want you to go right around the circuit moving around every obstacle in a backwards direction. See if you can do it."

2. "Can you get around the obstacle keeping your body very low?"
"Try and get around the next obstacle keeping your body lower still."
"Now go to the third obstacle and see if you can get around it with your body as high in the air as possible." "Is that the highest you can get your body? Try it again." "Which level is best to help you keep your balance when you go over an obstacle? A high level or a low level?" "Now go around the circuit, moving over, through or under every obstacle and keeping your body as low to the ground as you can."

3. "Move around, under or through your obstacle as slowly as you can." "Now I want you to go right around every obstacle in the circuit as fast as you can. Start when I say go." "Complete the circuit again while I time you. Try and get over each obstacle as quickly as you can."

4. "Show me how you can get around your obstacle using very small steps or movements." "Are they the smallest steps you can take?" "Now try getting around the same obstacle using very large steps." "Which was better; large steps or small steps?" "Now travel all the way around the circuit over, under or through each obstacle using large steps only."

5. "Move around your obstacle with your body curled into a very small shape." "Now try to get around your obstacle with your body spread into a wide shape." "Which body shape makes it easier for you to get across your obstacle?" "Now go all the way around the circuit using a small curled body shape."

6. "Move over or around your obstacle as lightly as you can."
“Now try it again moving heavily.” "Which movement helped you the most to
get around the obstacle?” "Go all the way around the circuit, moving over,
under or through each obstacle with very light movements."

7. "Can you move over the obstacle with your eyes closed? Try it."
"Who opened their eyes?" "Move around the obstacle again and keep your
eyes only on your hands." "Now try it again with your eyes looking
straight ahead. Don't look anywhere else." "Can you climb over the top of
the obstacle in front of you with your eyes always looking at the ground?"
"What is the best direction to look when you are trying to get around an
obstacle? Now go all the way around the obstacle course with your eyes
looking in that direction only."

8. "Get over, under or around your obstacle and then come back
and stand in front of it." "What body parts did you use? Can you get
around your obstacle using different body parts? Try it." "What body
parts did you use?" "Now climb over every obstacle in the circuit using
those new body parts." "Can you climb over your obstacle using other body
parts? Show me."

9. "Can you crawl over, under or through your obstacle with your
head leading?" "Now try it again with your feet leading." "I wonder can
you climb over your obstacle with your hip leading you. Try it." "Now go
all the way around the circuit, climbing over every obstacle with your
feet leading you."

There are a lot more ideas that you can think up yourself if you
work through the list of variations suggested in Figure 28. Remember to
let the children choose whether they will crawl, climb, walk or jump over,
under, through or around each obstacle. The type of obstacle will
probably decide their choice for them. Be sure to encourage them to
explore as many different ways that they can think of using their own ideas.

Moving with a partner. The aim of this subtopic is for the children to explore all the possible ways that they can help their partner move from one place to another. Figure 29 suggests some ideas for variations for moving with a partner. If you work through these variations one by one, you will find it is easy to think up a lot of different activities for the children to try.

1. Walking
2. Running
3. Jumping
4. Hopping
5. Sliding
6. Rolling
7. Crawling

. Together
. Behind one another
. Carrying

. Directions
. Levels
. Speeds
. Sized steps
. Body shapes
. Weight
. Ground patterns
. Focus
. Body parts
. Body parts leading
. Real life examples
. Themes
. Equipment

Figure 29
Variations for Exploring Moving with a Partner

To give you some ideas on how to expand the syllabus, here are some examples of questions and activities you can use for the subtopic of moving with a partner.

"Find a partner and stand behind the line." "How can you and your partner get across to the other line? Show me." "Can you come back with your partner by a different method?" "Who walked with their partner? Did
any of you walk together a different way? Show me what you did." "How can
you help your partner get over to the other line without him touching the
ground? Try and find your own way to solve the problem." "Who carried
their partner? Show me." "Did anyone move across the ground with their
partner a different way? Show me what you did." "Is there any other way
you can help your partner to move across the ground?"

1. "Walk around with your partner." "What direction did you walk
in?" "Can you walk in another direction with your partner?" "Who walked
backwards?" "Is there any other way that you can walk backwards and still
stay with your partner?" "How can you walk sideways with your partner?"

"Can you walk over to the line with your partner, keeping
yourselves in a very low position?" "Is that the lowest you can get?"
"How high can you make yourselves while walking together?" "Can one of
you lift the other one up high in the air and still walk? How high?"

"How fast can the two of you walk together?" "Are you walking or
running?" "Stand side by side and tie a ribbon around your inside legs.
Can you walk around together? How fast can you walk with your legs tied?"
"Untie the ribbon and show me if one of you can carry the other over to
the tree. Show me how fast you can move."

"Walk together with your partner using very big steps." "How else
can you walk with your partner using big steps?" "I wonder can you carry
your partner and walk with big steps?" "Can you carry your partner a
different way but walk with very small steps? Show me."

"What shapes can you make with your bodies while you walk
together?" "Can the two of you make a different shape while you walk?"
"What different body shapes can you make if you carry your partner? Show
me." "Can you make any other body shapes between the two of you while you
walk? Try to be different to everybody else."

"Can you walk over to the tree very lightly while staying close to your partner?" "Can you help your partner to walk with even lighter steps than that?" "I wonder can you carry your partner and still walk with light steps. Show me." "Now see if you can walk together with very heavy steps." "How else can you walk together with heavy steps?"

"Walk together in a straight line."
"How else can you help your partner walk in a straight line?" "How can the two of you walk along the line marked on the ground?" "Can you find a different way to help your partner move along the line on the ground?" "How can you and your partner move in a zigzag pattern?" "Can you find a different way to help your partner walk a zigzag pattern?" "Show me a way to carry your partner while you walk a circular pattern."

"How can you and your partner walk to the tree while focusing your eyes on one another?" "Can you look at your partner and help him walk to the other line?" "Who carried their partner?" "If you are going to carry your partner over to the tree, where should you focus your eyes?"

"How can you and your partner walk over to the other line using a different body part?" "Can you help your partner walk on his hands? Show me." "Is there another way that he can walk on his hands with your help?" "Are there any other parts of the body that you can use to help you walk with. Try and work out a completely different way with your partner. Use your own ideas and try not to copy anyone else."

"I want you and your partner to walk to the other side of the court with your right foot leading you." "Can you carry your partner so that his head is leading you while you walk?" "Change over and let your partner carry you while your knees lead the two of you around." "How else
can you carry your partner while one body part leads the rest of you around?"

"Imagine your partner is a bilum of wood. Carry your wood over and place it under the tree." "Now your partner is a log. How would you move your log over to the other side of the court?" "Your partner is a bunch of coconuts that must be taken to the house. Show me how you would carry them." "Imagine your partner is your bundle of school books. How would you carry your books home from school?"

You could use the theme of "clearing the forest" and tell the story while the children explore a variety of activities in which they have to move objects from one place to another. Let one child be the worker and his partner be the different objects in your story that need to be moved.

"Collect one stick from the box for you and your partner." "How can you use this stick to help your partner to walk to the other line?" "Is there any other way that the two of you can walk together with the use of the stick?" "Go to the box and collect a second stick." "What different ways can you find for the two of you to walk together with the help of the two sticks?" "Return your sticks to the box and collect two beanbags." "How can you and your partner use your beanbags to walk to the other line without either of you touching the ground?" "Can you come back over to me using your beanbags a different way to help you walk? Try to use your own ideas." "Now return your beanbags and collect one large ball for the two of you." "Help your partner over to the other line without letting him touch the ground at all." "How did he use the ball?" "Try it again and see if you can use the ball a different way to help the two of you move. Be careful not to let him touch the ground."
2.-7. For the body movements of running, jumping, hopping, sliding, rolling and crawling, use similar activities to those suggested for walking. Be sure to constantly emphasize that the children help their partner to move across the ground.

For suggestions on how to give out and collect equipment, refer to grade 1 in chapter 3.

There are a lot more ideas that you can think up yourself if you work through the list of variations in Figure 29. Why not let the children ask some questions to the rest of the class? You might be surprised at their fresh and unusual examples. Two traditional games that involve partners moving together are "Rupurupu" and "Arikele". Some minor games that involve moving together are "Horse and Jockey", "Something Nothing", "Chain Tag" and "Follow my Leader". Use these in your lessons to add variety. Descriptions of how to play them can be found in chapter 11.

Introducing Simple Softball Skills

To introduce the children to the major game of softball, the syllabus suggests that four basic game skills be taught in grade 3. These are catching, throwing, fielding and batting. For ideas on how to teach major games by the directed method, refer to chapter 2.

**Catching.** The teaching points for catching are:

1. Position your body right behind the ball.
2. Hold the palms out in front of the neck, open to the ball with fingers pointing up.
3. Watch the ball right into your hands.
4. Let your arms and wrists "give" as you catch the ball.
Some skill practices that you can use for catching are:

1. Catching in pairs--Balls thrown straight, high, low and to the side.

2. Corner spy--Divide the class into groups of five to eight children. The children stand side by side in a line with a leader out in front facing them. The leader throws the ball to each player in turn. When the last player on the line catches the ball, he moves out to the front to become the second leader. The first leader goes to the end of the line. The game continues until all players have had a turn at being leader.

![Corner Spy Position](image)

3. Catching off a wall--Individually throw a ball against a wall and catch.

4. Throw across--Divide the class into teams of eight with four children standing behind each base. The first player steps onto the base and throws the ball across to the first person on the other side, who must catch it and then throw it back. Once a player throws, he must go to the back of the line. The first team to finish wins.

![Throw Across Position](image)
5. Softball pop-up--Divide the class into teams of eight. One team forms a large single circle with the other team standing inside. Players of both teams have a number. In turn, each player around the circle throws the ball up in the air. The player in the center with the corresponding number must catch the ball before it touches the ground. One point is scored for each ball caught. When everyone in the circle has thrown the ball, the teams change over.

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Throwing team

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X Catching team

Figure 32

Softball Pop-up Position

6. Speed catch--Divide the class into teams of eight. Each team stands in a circle with at least twenty feet between each player. On the teacher's signal, the teams must throw and catch the ball all the way around the circle back to the start. The first team to finish, wins.

A leadup game is a skills practice but it is also a simplified version of the major game and leads up to the major game. One leadup game that specifically practices catching is:

Base running Versus base throwing--Divide the class into groups of eight. Each group has four bases placed on a softball diamond. Four players are the running team and four players are the throwing team. On the teacher's signal, the first runner runs to first base, second base, third and home. At the same time, the home-baseman throws the ball to first base, who throws it to second, third and home. Whoever gets to home
base first scores a point. After four runs, teams change over.

![Diagram](image-url)

**Figure 33**

**Team Positions for**

**Base running V Base throwing**

**Throwing.** The teaching points for throwing are:

1. Hold the ball with the fingers and thumb spread.
2. Stand side on to the direction of throw.
3. Start with your body weight on the same side as your throwing arm and then transfer to the other foot as the ball is thrown.
4. Release the ball with a snap of the wrist.\(^{12}\)

Some skill practices that you can use for throwing are:

1. Throwing and catching in pairs.
2. Corner spry.
3. Throwing through a hoop—Hang hoops from tree branches.
4. Throwing at a wall—Mark circles on the wall with chalk.
5. Throw across.
6. Speed catch.

Some leadup games that practice throwing are:

1. Base running versus base throwing.
2. Throwing rounders—Divide the class into teams of nine with a "batting" team and a fielding team at each diamond. The game is similar to softball without the use of a bat. The first batter stands on homebase.
and throws the ball into the field. He then runs to first base, second base and on to third to try to get home safely. The fielders throw the ball to the next base ahead of the runner. If the ball reaches the base before the runner, the runner is out. A runner who reaches home safely scores one run. When all "batters" have had a turn, the teams change over. The team with the most runs, wins.

Fielding. The teaching points for fielding are:
1. Move to get behind the ball.
2. Run into the ball; don't wait for it to come to you.
3. Receive the ball with one foot ahead of the other for balance.
4. Point the fingers down to the ground with palms open.
5. Pick up the ball, step and throw all in the one movement.

Some skill practices that you can use for fielding are:
1. Throwing and fielding in pairs—Balls thrown straight, high, low and to both sides.
2. Corner spry.
3. Throw across.

Some leadup games that practice fielding are:
1. Throwing rounders.
2. Stopball—Divide the class into two teams. The batting team lines up in a close, straight line behind the batter. The fielding team spreads out in front of the batter. The pitcher pitches the ball and the batter hits it as far as he can. The batter drops the bat and runs around his team as many times as he can before the fielders call "stop". As soon as the ball is hit, all fielders run to the ball and line up in a straight line beside the player who received it. The ball is passed down the line to the last player and the fielders call "stop". The batters
count the number of "runs" made by the batter. The teams then change over for one player of the fielding team to have a bat. The game continues until every player has batted. The team with the most runs at the end of the game is the winner. 14

3. Kickball--Divide the class into teams of nine players. The game is played like softball except the ball is rolled by the pitcher and kicked by the batter. One point is scored each time a batter returns home safely.

4. Bat ball--Divide the class into teams of nine players. The game is played like softball except the batter hits the ball with his hand or fist and then tries to run around second base and back home without being hit. The fielders collect the ball and try to hit the runner on the legs with the ball. The fielders may not move with the ball or hold the ball longer than three seconds. The runner may not stop or move out of the baseline. When all batters have had a turn, the teams change over. For every successful return to base, one run is scored. 15

**Batting.** The teaching points for batting are:

1. Stand with feet apart and if right handed, point the left shoulder to the pitcher.

2. Use a "shake hands" grip with the left hand under the right hand for a right handed batter.

3. Hold the bat with the brand facing up.

4. Bend the elbows and hold them out and away from the body.

5. Hold the head of the bat away from the right ear if right handed. Do not rest the bat on the shoulder.

6. Keep your eyes on the pitcher and knees slightly bent.

7. Swing the bat through parallel to the ground. 16
Some skill practices that you can use for batting are:

1. Batting in fours--Include a fielder, pitcher, batter and catcher. After the batter has had a number of hits, let the players rotate their positions.

2. Dummy hitting--Construct some upright stands with a four inch length of hose pipe on the top. The batter balances the ball on the rubber hose and then hits it into the field. Provide each batter with a number of balls so that he can continuously hit while his partner fields.

Some leadup games that practice batting are:

1. Stopball.
2. Bat ball--Using a bat.

Team positions. The starting positions for the fielders are indicated in Figure 34. The correct dimensions of a softball diamond can be found in chapter 12.

Figure 34

Softball Fielding positions

P = Pitcher
1B = 1st Baseman
2B = 2nd Baseman
3B = 3rd Baseman
C = Catcher
ROF = Right out field
COF = Center out field
LOF = Left out field
SS = Short stop

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Simplified rules that apply to the skills taught in grade 3 are:

1. There are nine players in a team.

2. A "strike" is when the batter swings at the ball.

3. A "strike" is also when the ball is pitched in the strike zone (over the base and between the batter's knees and armpits) whether the batter swung at it or not.

4. A "ball" is when the ball is pitched anywhere but the strike zone and the batter does not swing at it.

5. A "foul" is when a hit ball goes into foul territory.

6. A batter is allowed 3 strikes and 4 balls. Unless it is a foul, the batter must run on the third strike. On the fourth ball, the batter is given a free walk to first base.

7. A batter is allowed any number of fouls.

8. If the batter hits two fouls on the first two balls pitched, these are called strikes and the umpires call would be "strike 1" and then "strike 2". If, on the third ball pitched, the batter hits another foul, the umpire's call would still be "strike 2".

9. A batter or baserunner may not run a foul.

10. If the pitched ball hits the body of the batter, he has a free walk to first base.

11. The batter is out if a fly ball is caught.

12. If the batter hits a foul ball and the ball goes above his shoulder to be caught by the catcher, the batter is out.

13. When three batters are put out, the teams change over.

A complete summary of simplified rules suitable for community schools can be found in chapter 12.
Introducing Simple Netball Skills

To introduce the children to the major game of netball, the syllabus suggests that four basic skills be taught in grade 3. These are catching, chest pass, overarm pass and set shot shooting. For ideas on how to teach major games by the directed method, refer to chapter 2.

**Catching.** The teaching points for catching are:

1. Keep your eyes on the ball the whole time.
2. Reach the hands and arms out to meet the ball.
3. Spread the fingers of both hands around the ball.
4. Pull the ball in towards the body as you catch it. Some skill practices that you can use for catching are:
   1. Catching in pairs—Balls thrown straight, high, low and to both sides.
   2. Corner spry—See softball section for description.
   3. Catching off a wall—Individually throw a ball against a wall and catch.
   4. Throw across—See softball section for description.
   5. Netball pop-up—See softball section for description.
   6. Speed catch—See softball section for description.
   7. Cross ball—Divide the class into teams of seven players. Teams stand in a line spread down the court. The ball is passed from one player to the next. When the last player catches the ball, he shoots for goal. When the goal is scored, he runs to the top of the line with the ball and passes it down the line again. The game is completed when the first player returns to the top of the line.

8. Captain ball—Divide the class into teams of seven players. Teams stand close together in a file with the captain five feet in front
facing the team. The captain throws to the first player who catches it, throws it back and then squats down. The captain throws to each player in turn who squat down after returning the ball. When the last player catches the ball, he runs down to the front to take the captain's place and starts again. The game continues until every player has had a turn at the front.

9. Circle Change--Divide the class into teams of seven. Each team forms a circle with the captain standing in the middle with the ball. The captain throws to player A on the circle who throws it back. The captain then throws to player B and runs to change places with player A. Player A catches the ball in the middle from player B and throws to player C. The game continues until the captain is back in the middle.

Some leadup games that practice catching are:

1. Endball--Divide the class into teams of ten with three players in each team selected as end zone players. The game starts with an end zone player of one team trying to throw the ball to one of his fielders. The fielders of both teams try to secure the ball and throw it to one of their end zone players. If the ball is caught on the full in the end zone, one point is scored. After every five points are scored, the end zone players rotate with the fielders. 19

\[
\begin{array}{c|c|c}
X & . & X \\
X & . & X \\
X & . & X \\
\end{array}
\]

Figure 35

Team Positions for Endball
2. Four passes—Divide the class into teams of ten with five players standing in each half of the court. The ball is thrown up at the centre and tapped into one half. Each team tries to score four passes in a row in the same half. The ball is then passed into the other half and the game continues.

![Diagram of team positions for four passes]

Figure 36
Team Positions for Four Passes

3. Keep the ball away—Divide the class into teams of seven. The game is played similar to netball except all players can shoot for goal and may go anywhere on the court.

Chest pass. The teaching points for a chest pass are:
1. Hold the ball at chest height with fingers of both hands spread behind the ball.
2. Stand with one foot in front of the other.
3. Push the ball straight forward from the chest.
4. Transfer the body weight from the back foot to the front as the ball is released.

Some skill practices that you can use for chest passing are:
1. Passing and catching in pairs.
2. Corner spry.
3. Throw across.
5. Captain ball.
6. Circle change.

Some leadup games that practice chest passing are:
1. Endball.
2. Four passes.
3. Keep the ball away.

**Overarm pass.** The teaching points for the overarm pass are:
1. Hold the ball with both hands behind the head at ear level.
2. Stand side on to the direction of throw.
3. Push the ball hard and fast with the right hand.
4. As the ball is thrown, transfer the body weight to the front foot.

Some skill practices that you can use for overarm passing are:
1. Passing and catching in pairs.
2. Corner spry.
3. Throw across.
4. Zigzag passing--Divide the class into teams of ten. Stand each team in two lines facing one another. The ball is passed in a zigzag direction back and forth between the two lines to the end of the team.

![Team Positions for Zigzag Passing](image)

Figure 37

Team Positions for Zigzag Passing
Some leadup games that practice overarm passing are:

1. Endball.
2. Four passes.
3. Keep the ball away.

Set shot shooting. The teaching points for set shot shooting are:

1. Stand with one foot in front of the other.
2. Hold the ball in both hands out in front of the chest. Hold one hand down in front of the ball and one hand up behind the ball.
3. Sight the rim of the goal ring over the top of the ball.
4. Bend the knees slightly and release the ball with a push as the knees straighten.

Some skill practices that you can use for set shot shooting are:

1. Individual goal shooting.
2. Marker shooting—Mark spots on the ground within the goal circle for children to stand and throw from. Have them count the number of attempts it takes for them to throw a goal from each spot.
3. Cross ball.

Some leadup games that practice set shot shooting are:

1. Four passes—Shoot for goal after four passes have been thrown.
2. Keep the ball away—Reduce the number of children in each team so that each player will have more opportunities to shoot for goal.
3. First to finish—Divide the class into teams of seven. Each team has a ball and stands at a goal post. On a signal from the teacher, the first team member attempts to shoot for goal. He must keep trying until he is successful and then he passes the ball to the next player. The game continues until all players in the team have thrown a goal. The winner is the team to finish first.
Team positions. The starting positions for the players are indicated in Figure 38. The correct dimensions of a netball court can be found in chapter 12.

Figure 38
Netball Player Positions

Simplified rules that apply to the skills taught in grade 3 are:
1. There are seven players in a team.
2. Players must stay within the areas indicated in Figure 39.

Figure 39
Zone Restrictions for Players
3. Play commences with the center of one team passing from the center circle.

4. The center pass must be caught in the center third.

5. Players may not pass the ball to another player if he is closer than one meter.

6. Players may not travel when holding the ball.

7. Once a player catches the ball, he must pass it within three seconds.

8. A throw-in is given when the ball goes completely out of the court. If the ball is caught by a player with one or two feet outside the court, the ball is out of court.

9. Only the goal shooter and goal attack may shoot for goals.

10. An attempt at goal must be taken within the goal circle.

11. To score a goal, the ball must go completely through the ring.

A complete summary of simplified rules suitable for community schools can be found in chapter 12.

Introducing Simple Soccer Skills

To introduce the children to the major game of soccer, the syllabus suggests that two basic skills be taught in grade 3. These are kicking and throwing in. However, to help the children master the skill of kicking, you should consider teaching trapping and passing as well. For ideas on how to teach major games by the directed method, refer to chapter 2.

Trapping. The teaching points for trapping with the sole of the foot are:

1. Raise the foot as the ball approaches.

2. Bring the foot down over the ball to stop it.
Some skill practices that you can use for trapping are:

1. Individually against a wall—throw the ball at a wall and trap it as it rebounds off the wall.
2. In pairs—Rolling and trapping.
3. Corner spry—See softball section for description.
4. Throw across—See softball section for description.
5. Soccer pop-up—See softball section for description.

Some leadup games that practice trapping are:

1. Circle Soccer—Divide the class into teams of ten players. Mark a large circle on the ground with one team standing in one half and a second team standing in the other half. Each team tries to kick the ball through their opponents and out of the circle. The ball must be trapped and stopped before it can be kicked. Score one point each time the ball is kicked out of the circle. Score one point to the opposition if the ball is kicked above the shoulders. 23

![Figure 40](image)

Figure 40

Team Positions for Circle Soccer

2. Soccer touch ball—Divide the class into teams of ten. Each group forms a circle with one player in the middle. The ball is passed back and forth around and across the circle trying to keep the center...
player from getting it. Before kicking, the ball must be trapped and stopped. If the center player touches the ball with a foot, the person who kicked the ball goes to the center.24

3. Change soccer--Divide the class into two equal teams. Each team stands behind one side line. Players on both teams are given a number from one to four. A game of simple soccer commences with the "ones" playing. When the referee calls "twos" the "ones" run off and the "twos" continue playing. After every pass, players must trap the ball correctly.

Kicking. The teaching points for instep kicking are:

1. Move into the ball.
2. Place the left foot beside the ball.
3. Swing the right leg back and then through, with a straight leg.
4. Point the toes down so they do not contact the ball.
5. Contact the ball with the instep (top part of the foot).25

The instep kick is a hard kick used for distance. For passing and short distance kicking, the children should learn to use the inside foot kick. The teaching points for the inside foot kick are:

1. Place the left foot beside the ball.
2. Swing the right leg back and then through keeping it straight.
3. Turn the ankle so that the inside of the foot will contact the ball.26

Some skill practices that you can use for kicking are:

1. Individually against a wall.
2. In pairs.
3. Corner spry.
5. Zigzag passing.
Some leadup games that practice kicking are:

1. Circle soccer.
2. Soccer touch ball.
3. Change soccer.
4. Soccer keep-away--Divide the class into teams of ten players.

Two teams play against one another in a large playing area. One team tries to keep the ball away from the other team by kicking to other team members. The opposition tries to gain possession of the ball.

**Passing** can be a kick or a push that is meant to move in a specific direction, usually to another player. The teaching points for the inside foot push pass are:

1. The movement is similar to the inside foot kick except the leg is not swung back. The foot remains in contact with the ball.
2. The wide, flat area of the inside of the foot is used to contact the ball.
3. The ball is pushed along the ground with a smooth, firm swing of the leg.

Some skill practices that you can use for the inside pass are:

1. In pairs.
2. Corner spry.

Some leadup games that practice the inside foot push pass are:

1. Circle soccer--Using a push pass.
2. Soccer touch ball.

**Team positions.** The playing positions for soccer are indicated in Figure 41. The dimensions of a soccer field can be found in chapter 12.
Simplified rules that apply to the skills taught in grade 3 are:

1. There are eleven players in a team.

2. The ball may not be touched with the hands or the arms except during a throw in.

3. The game starts with a center forward kicking the ball. The opposing team must be nine meters from the ball at kick off.

4. One point is given for each goal scored.

5. The ball must pass between the goal posts and under the cross bar for a goal to be scored.

6. After a goal has been scored, the opposing team takes a kick off at the center.

Introducing Simple Athletic Skills

The syllabus suggests that the grade 3 children be introduced to the athletic skills of running and the concept of race running.

Running. The teaching points for running are:

1. Run on the balls of the feet.
2. Lean the body forward.
3. Close the fists and bend the arms at right angles.
4. Swing the arms forwards and backwards; not across the body.
5. To run faster, swing the arms faster. 29

Some skill practices that you could use for running are:
1. Individually—Running freely.
2. Running race—Between two marked lines.
3. Marathon race—Over a marked course around the playground.
4. Shuttle relay—Divide the class into teams of ten players with five members lined up at each end of the field. On a signal from the teacher, the first runner in each team runs to the other end of the field and passes the relay stick to his next team member who runs back down the field again.

Racing. The important teaching points for grade 3 children to learn about a racing start are:
1. Stay behind the line until the starter says "go".
2. When the starter calls "ready", line up.
3. The starter will then call "set" and then "go".
4. When you run, do not cross over in front of another runner.

SUGGESTED UNIT OUTLINES

Before you teach your lessons on a particular subtopic, you should first plan your whole unit of lessons. Figures 42 and 43 give examples of unit plans for ten lessons on the two main syllabus topics. Use these as a guide when planning your other grade 3 units.
TERM: 2  WEEKS: 1 & 2  TOPIC: Moving Along the Ground

SUBTOPIC: Speed

Lesson 1  Moving with speed—walking.

Lesson 2  Moving with speed—running.

Lesson 3  Moving with speed—jumping.

Lesson 4  Moving with speed—hopping.

Lesson 5  Moving with speed—sliding.

Lesson 6  Moving with speed—rolling.

Lesson 7  Moving with speed—crawling.

Lesson 8  Moving with speed—using equipment.

Lesson 9  Traditional games that involve moving with speed.

Lesson 10  Minor games that involve moving with speed.

Figure 42
A Suggested Unit of Ten Lessons on Moving Along the Ground
Lesson 1  Catching.

Lesson 2  Throwing.

Lesson 3  Revise throwing and catching.

Lesson 4  Fielding.

Lesson 5  Revise fielding.

Lesson 6  Batting.

Lesson 7  Revise batting.

Lesson 8  Revise all skills taught.

Lesson 9  Simple rules and team positions.

Lesson 10 Simple game of softball.

Figure 43
A Suggested Unit of Ten Lessons on Introducing some Major Games
ENDNOTES


8. Students of Port Moresby Teachers' College, loc. cit.


11. Ibid. 12. Ibid. 13. Ibid.


16. Fitton and Waite, loc. cit. 17. Ibid.


23. Dunn, loc. cit. 24. Ibid.


26. Ibid. 27. Ibid. 28. Ibid.

Chapter 6

PHYSICAL EDUCATION FOR GRADE 4

GRADE 4 SYLLABUS

**BODY CONTROL**

* Exploring different ways of jumping and leaping with flight

**GAMES SKILLS**

* Extending known games skills of softball, soccer, netball and athletics
* Introducing simple skills of BASKETBALL
* Introducing simple skills of VOLLEYBALL
* Introducing simple skills of SWIMMING
* Introducing simple skills of SPEEDAWAY

Figure 44

Syllabus Summary for Grade 4

How Can You Program the Activities?

To help you plan your lessons with the syllabus activities, Figure 45 provides a suggested year's program for grade 4. Time allocation for grade 4 is ninety minutes per week for physical education skills and sixty minutes per week for organized sports. Time allocation for physical education skills can be divided into three 30 minute lessons per week.
<table>
<thead>
<tr>
<th>TERM</th>
<th>WEEK</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>Revision of Grade 3--Moving along the ground</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Volleyball--Introducing simple skills</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Body control--Discovering different ways of landing and taking off</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Athletics--Extending known skills</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>Netball--Extending known skills</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Soccer--Extending known skills</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Body control--Experimenting with jumping in the air</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Basketball--Introducing simple skills</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Minor and traditional games</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>Speedaway--Introducing simple skills</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Swimming--Introducing simple skills</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Body control--Experimenting with leaping in the air</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Volleyball--Revision</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>Softball--Extending known skills</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Basketball--Revision</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Body control--Use of a partner and equipment to gain flight</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Speedaway--Revision</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Minor and traditional games</td>
</tr>
</tbody>
</table>

Figure 45

Suggested Year's Program in Physical Education for Grade 4

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WHAT HAVE THE CHILDREN LEARNT SO FAR?

In grade 1, the children should have:
. discovered different ways of moving their bodies
. discovered different ways of using small pieces of equipment
. learnt some simple games skills

In grade 2, the children should have:
. explored different ways of moving one part of the body in relation to another part
. learnt the basic games skills of kicking and hitting a moving object
. learnt to work with a partner or in a group
. improved their games skills of throwing and catching

Last year in grade 3, the children should have:
. discovered ways of moving along the ground with speed, in a movement pattern, around obstacles and with a partner
. learnt simple skills of softball, netball, soccer and athletics

Make a check to see if the following activities were learnt last year during grade 3:

1. Discovering ways of moving speed
   along the ground: movement pattern
   around obstacles
   with a partner

2. Introducing simple skills:
   softball
   netball
   soccer
   athletics

Before you begin to teach the grade 4 syllabus, it would be a good idea if you briefly revised some of the activities that were taught to the children in grade 3. Taking a little bit of time to do this will:

1. Show you what skills they are good at doing.
2. Identify the skills that need more attention.
3. Let you establish a smooth routine for moving the children in and out of the classroom.

4. Let your new class get use to listening to the way you give instructions.

Turn back to the previous chapter on grade 3 for information and ideas about these activities.

IDEAS FOR ACTIVITIES

The syllabus expansion suggests some ideas that you can use in your lessons. They will help you think up your own but are not enough to plan all of your lessons. Here are some more ideas that you can add to them.

Exploring Different Ways of Jumping and Leaping with Flight

The aim of this section is to help the children explore different ways of jumping and leaping with flight.

In grade 1, the children explored the activity of jumping and should be familiar with it's meaning. Leaping and the concept of flight, however, will probably be new to them.

LEAPING
Moving with very large running steps to lift the whole body up high in the air.

FLIGHT
The whole body leaves the ground and travels through the air.

Figure 46
Explanation of Some New Terms
When teaching the children about flight, it is important for them to learn that there are three definite movement parts to the action.

These are:

1. Take off.
2. Movement in the air.
3. Landing.

To help you think up some activities for this topic, refer to Figure 47. Let the children explore, one by one, each of the ideas given.

**Figure 47**

Variations for Exploring Flight

To give you some ideas on how to expand the syllabus, here are some examples of questions and activities you can use for flight.

1. Take off. "Move around and then jump high into the air." "How did you take off?" "Try it again and see if you can tell me exactly what you did." "Who took off from one foot? Which foot did you use?" "Try it again and show me how you can take off from the other foot." "Now take off from both feet." "Which take off gives you the most flight, one foot or two?" "Try both take offs while standing still." "Which take off gives you more height while you are standing still?" "Do you gain better flight taking off after moving around or after standing still?"
"Can you take off to gain flight in different directions? Try it and see." "Who took off in a forwards direction? Did anyone take off in a sideways direction?" "Can you take off and gain flight moving backwards? Try it. (Be careful to look where you are going.)" "Which is the best direction to take off in order to gain the most flight?"

"I wonder how high you can travel if you take off from one foot." "Try it again and see if you can get even higher into the air." "Now try it with a two foot take off." "Were you able to get as high into the air as before? Try it again." "I wonder who can get the highest into the air."

"Can you take off slowly from one foot? Show me." "See if you can do it even more slowly." "Try it again with a two foot take off." "Now see how fast you can take off." "Did you use a one foot or two foot take off?" "Try both of them and see which is faster."

"Take off from one foot keeping your body very straight." "Was it hard to do? Try it again but this time make your body into a rounded shape." "What other body shapes can you make as you take off?" "Try each shape again but take off from two feet."

"Where do you focus your eyes when you take off?" "Try a one foot take off and tell me where you focused your eyes." "Can you focus your eyes on something else when you take off? Try it." "Close your eyes and take off from two feet. Was that hard?" "Focus your eyes straight up in the air as you take off." "Did you feel uncomfortable?" "Where should you focus your eyes when you take off to gain flight?"

"Take off from one foot and let your front foot lead." "Can you take off and let a different body part lead?" "Who led with their hand? Did anyone lead with their head?" "How would you take off if you were to lead with your hip?" "Would you take off the same way if you were to lead
with your knee?"

"How would you take off to jump over a hurdle? Show me." "Would you take off the same way to jump over the high jump bar? What would you do?" "How do you take off to gain flight when you shoot for basket?" "Do you take off the same way to catch a rebound in basketball? Show me what you would do."

2. Landing. "Take off and gain as much height as you can." "How did you land? Did you land on one foot or two? Try both ways of landing." "Did anyone land on both their feet and their hands at the one time? All of you try it." "Now take off and land on just your feet." "What position were your legs in when you landed? Were they straight or did you bend them?" "See which is better so that you won't jar your body." "What else can you do to break your fall when you land?" "Can you lower your body to roll as you land? Try it."

"Take off, gain flight and land with your body facing a different direction." "What direction were you facing when you landed?" "Now try landing in a different direction."

"What is the best way to land when you have gained a lot of flight and jumped very high? Should you land on one foot or two? Try it and see which is the safest landing." "Now make a low jump and see how you would land." "Does it matter if you land on one foot or two feet?"

"What shape is your body when you land? Where are your arms?" Try landing with your arms down by your sides." "Was that difficult to do?" "Try landing with your body in a stretched position." "Now land in a curled position." "Try landing in a star shaped position." "Why is that not a good position to land in?"

"Take off, gain flight and land and then tell me where you
focused your eyes. "Try it again and focus your eyes somewhere else." 
"Can you land safely while your eyes are focused up in the air? Try it." 
"Did you feel unsafe? Why?" "Where should you focus your eyes when you 
land?"

"Can you land with one body part out in front? Show me." "What 
will happen if you land with your feet out in front of the rest of your 
body?" "Can you land with your knees out ahead of you? Try it." "Should 
you have any body parts leading when you land or should you keep your 
body upright?"

"How would you land if you were jumping down from a high wall? 
Show me." "How would you land if you were jumping off a log?" "Would you 
land the same way if you were jumping over the log?"

3. Jumping. "When you jump, do you take off from one foot or two? 
Show me." "Do you land on one foot or two when you jump? Show me." 
(Remember, when you jump, you take off and land with both feet.)

"Jump in a forwards direction." (Remember to use the correct 
take off and landing.) "Now jump in a backwards direction." (Look where 
you are going.) "Can you jump in a sideways direction?" "Are you gaining 
flight? Show me again."

"Now jump very low." "Can you get any lower than that and still 
gain flight?" "Now show me how high you can jump." "I wonder who can 
jump the highest."

"Show me how slowly you can jump." "See if you can jump even 
slower than that." "Now show me how fast you can jump." "Do you gain more 
flight when you jump fast or slow?"

"Jump taking only small steps." "Did you gain flight? Try it 
again and see if you can gain even greater flight." "Now jump with very
large steps. "Did you gain more flight that time? Try it again."

"What body shapes can you make in the air when you jump?" "See how many different shapes you can make." "Who jumped with their body in a star shape?" "Who jumped with a straight shape?" "Did anyone jump with their body curled?" "What other different body shapes did you make when you jumped?"

"Jump high and focus straight ahead of you." "Now focus your eyes on your toes when you jump." "Jump and focus in a different direction." "Where is the best place to focus your eyes when you jump?"

"Jump to gain flight letting your hands lead." "Now lead with your head as you jump." "Can you jump leading with your toes?" "I wonder can you jump letting your hip lead you?" "Did you jump sideways?"

4. Leaping. Use similar activities to those suggested for jumping. Remember that a leap is different because you take off from one foot and land on the other foot.

5. Using partners. "Choose a partner and stand in a space." "How can your partner help you to gain flight?" "See what different ways you can find to use your partner to help you gain flight." "Let him stand still and use him as an obstacle to jump over or around." "How many ways can you jump or leap over him?" "Is your body totally in the air or are you leaning on your partner as you jump?"

"Now, can your partner run along beside you and help you to gain flight?" "See how many different ways you can find to use your partner when you jump or leap." "Change over and see if you can help your partner while he tries to get as much flight as he can." "Keep practicing to see which is the best method to use with your partner that will give you the most flight."
"Now join to make groups of three." "How can two people help a third person to gain flight?" "See how many different ways you can find to gain flight using two people to assist you." "Which method gives you the most flight? Show me."

6. Using equipment. Let the children experiment with each different piece of equipment that you have available, to discover all the possibilities for gaining flight. Be sure to remind them that flight involves having the whole body in the air. Some variations for exploration could include gaining flight to land onto the equipment, taking off from the equipment to gain flight, or using the equipment to assist in both the take off and landing. Some possibilities for small equipment that you might be able to use are sticks or thin poles, boxes, ropes (held by your partner, tied between two tree trunks or hanging from a tree branch) or small objects such as balls and hoops that could be used as obstacles. Some possibilities for large equipment that you might be able to use are tires (different sizes and in different combinations), logs (different sizes and placed in different positions), tree branches, low bushes and large water pipes. An adventure playground can provide many of these obstacles which the children could use to gain flight. Ideas and suggestions for construction of your own adventure playground can be found in chapter 9.

There are a lot more ideas that you can think up yourself if you work through the list of variations. Why not let the children ask some questions to the rest of the class? You might be surprised at their fresh and unusual examples.

Extending Softball Skills

In grade 3, the children were introduced to the simple skills of
softball. You should now build on these to extend and develop the
children's abilities by including more difficult and technical skills.
The syllabus suggests that the basic skill of pitching be taught in grade
4. You should also teach them how to be a catcher. For ideas on how to
teach major games by the directed method, refer to chapter 2.

Before you teach them the new skill, it would be a good idea to
briefly revise the simple skills they should have learnt in grade 3.
Information on teaching points, skill practices and leadup games for the
introductory skills, as well as a diagram of team positions and a list of
simplified rules can be found in chapter 5.

**Pitching.** The teaching points for pitching are:

1. Stand on the plate facing the batter with feet slightly apart.
2. Hold the ball in both hands in front of the body for at least
three seconds.
3. Swing the ball in the right hand back to shoulder height.
4. Step forward onto the left foot and at the same time swing the
right arm down and through towards the catcher.
5. Aim directly for the catcher's hands.
6. Release the ball with a snap of the wrist.

Some skill practices that you can use for pitching are:

1. Pitching and catching in pairs.
2. Corner spry.
3. Pitching through a hoop.
4. Pitching at a wall.
5. Pitch across.
6. Speed pitch.

Descriptions of how to perform these practices can be found in
chapter 5.

Some leadup games that practice pitching are:

1. Base running versus base pitching. (See chapter 5.)
2. Pitching rounders. (See chapter 5.)

3. Hoop pitching versus base running--Divide the class into teams of nine players. Suspend a hoop from a tree branch near home plate. One team takes turns trying to pitch the ball through the hoop while the other team takes turns running around the bases as in a relay. The pitcher must stand correctly on the pitcher's plate and scores one point for each ball pitched through the hoop. The base runners must touch every base and may not run until tagged by the previous runner. The pitching team continues to pitch through the hoop until all players on the other team have run around the bases. Teams then change over.

**Being a catcher.** The catcher stands behind the homeplate to catch the pitched balls and play baseman for homeplate.

The teaching points for being a catcher are:

1. Stand with feet apart, one meter behind the homeplate.
2. Face the pitcher with knees bent.
3. Hold the hands out in front of the chin with fingers spread and palms facing the pitcher.
4. Watch the ball the whole time.
5. Reach forward to receive the ball.
6. Close the fingers firmly around the ball, drawing the ball in close to the body to soften the force of the throw.

Some skill practices that you can use for the children to practice being a catcher are:

1. Pitching and catching in pairs.
2. Corner spry--Pitching and catching.

4. Pitching shuttle ball--Divide the class into teams of nine players. Teams stand in a straight line facing their leader who is standing a pitching distance away. The leader pitches the ball to the ball to the first player (1) who catches the ball and pitches it back. (1) then runs forward to line up behind the leader while the leader pitches to the second player (2), and all other players move up one place. The game continues and when all players except the last (8) are lined up behind the leader, (8) stays where he is and the game reverses. The leader pitches to (8) and then runs forward to line up behind (8).

For leadup games, see the section on pitching.

Team positions. Refer to chapter 5.

Simplified rules. Refer to chapter 5 for rules 1.-13. Rules that apply to the new skills taught in grade 4 are:

14. All pitching is underarm.
15. The pitcher must commence with both feet on the plate.
16. The ball must be held out in front in both hands for a minimum of three seconds before it is pitched.

A complete summary of simplified rules suitable for community schools can be found in chapter 12.

Extending Netball Skills

In grade 3, the children were introduced to the simple skills of netball. The syllabus suggests that in grade 4, the children's netball skills be extended to include overhead pass, underarm pass, dodging and
Before you teach them the new skills, it would be a good idea to briefly revise the simple skills they should have learnt in grade 3. Information for these skills on teaching points, skill practices and leadup games, as well as a diagram of team positions and a list of simplified rules can be found in chapter 5.

**Overhead pass.** This pass is used when an opponent is standing close and the ball has to be thrown over the opponent.

The teaching points for overhead passing are:
1. Stand with one foot in front of the other.
2. Hold the ball in two hands up behind the head.
3. Straighten the arms to release the ball with a flick of the wrists.
4. Transfer the body weight from the back foot to the front foot as the ball is released.

Some skill practices that you can use for overhead passing are:
1. Passing and catching in pairs.
2. Corner spry.
3. Throw across.
5. Captain ball.
6. Circle change ball.

Descriptions of how to perform these practices can be found in chapter 5.

Some leadup games that practice overhead passing are:
1. Endball.
2. Four passes.
3. Keep the ball away.

Descriptions of how to play these leadup games can be found in chapter 5.

**Underarm pass.** This throw is used when a short pass is needed between two team members standing close to one another.

The teaching points for underarm passing are:
1. Stand with one foot in front of the other.
2. Hold the ball in both hands with fingers spread.
3. Draw the ball back to one side, close to the hip.
4. Release the ball forward with a flick of the wrists.

For skill practices and leadup games, use activities suggested for overhead passing.

**Dodging.** The teaching points for dodging are:
1. Stand with feet spread apart, body weight equally on both feet.
2. Hold the arms out from the sides to help balance.
3. Transfer the body weight from one foot to the other several times, letting the head swing as the body shifts.
4. Break quickly to step off in one direction.

Some skill practices that you can use for dodging are:
1. Dodging and marking in pairs.
2. Shadow chase in pairs.
3. Dodging and marking in threes—Dodge free to receive a pass.

Some leadup games that practice dodging are:
1. Four passes. (See chapter 5.)
2. Keep the ball away. (See chapter 5.)

**Marking** is a defence skill used to guard an opponent.

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The teaching points for marking are:

1. Stand between the ball and the opponent, facing the ball.
2. Stand with feet spread apart, body weight equally on both feet.
3. Hold the arms out away from the sides to help balance.
4. Turn the head to one side to watch both the opponent and the ball at the same time.
5. Move with the opponent to always remain between him and the ball.
6. Try to anticipate the direction in which the opponent will go.

For skill practices and leadup games that practice marking, use the activities suggested for dodging.

**Team positions.** Refer to chapter 5.

**Simplified rules.** Refer to chapter 5 for rules 1.-11. Rules that apply to the new skills taught in grade 4 are:

- 12. A player may not touch, hold or trip another player. This is called "obstruction".
- 13. A player may not touch the goal post or use it for support.

A complete summary of simplified rules suitable for community schools can be found in chapter 12.

**Extending Soccer Skills**

In grade 3, the children should have been introduced to the simple soccer skills of trapping, kicking and passing. The syllabus suggests that in grade 4, the children's soccer skills be extended to include heading and alternative passing. You should also consider teaching them the skill of dribbling.

Before you teach them the new skills, it would be a good idea to
briefly revise the simple skills they should have learnt in grade 3.
Information on teaching points, skill practices and leadup games for
these skills, as well as a diagram of team positions and a list of
simplified rules can be found in chapter 5.

**Dribbling** is an individual skill that should only be used when
the ball cannot be passed to another player.

The teaching points for dribbling are:

1. Move the ball forward with short taps of the foot.
2. Use the inside or the outside of either foot.
3. Run to keep beside and in control of the ball.
4. Do not kick the ball a long way ahead or you will lose
   possession.
5. Try to look ahead of you when you run, not at the ball.¹

Some skill practices that you can use for dribbling are:

1. Individually—Up and down the field.
2. Relay races.
3. In and out obstacles—Dribble relay.
4. In pairs—Move down the field together. One player dribbles
twenty feet and then passes to his partner.
5. In pairs—One player dribbling, the other trying to intercept
to gain possession.

Some leadup games that practice dribbling are:

1. Soccer touch ball—Using dribbling. (See chapter 5.)
2. Change soccer—Using dribbling. (See chapter 5.)
3. Soccer keep away—Using dribbling. (See chapter 5.)

**Heading** is used to receive the ball from a height and pass it.
The teaching points for heading are:

1. Face the ball with feet apart, ready to move.
2. Watch the ball the whole time.
3. Receive the ball on the top of the forehead, not on the head.
4. Bend and then stretch the legs or jump to let the forehead meet the ball. Do not wait for the ball to meet the forehead.

Some skill practices that you can use for heading are:

1. Individually beside a wall--Throw the ball against the wall then head it as it rebounds off.
2. In pairs--One throws while the other heads.
3. In pairs--Both heading, back and forth to one another.
4. Accuracy heading--Head the ball through a suspended hoop.

Some leadup games that practice heading are:

1. Circle soccer--Using heading. (See chapter 5.)
2. Soccer touch ball--Using heading. (See chapter 5.)

**Passing.** In grade 4, the children may have learnt the inside foot push pass. Two other passes that the syllabus suggests they learn in grade 4 are the outside foot pass and the back heel pass.

The outside foot pass is used to make a short, controlled pass to the right. The teaching points for the outside foot pass are:

1. The front edge of the outside of the foot is placed beside the ball. 2. The foot remains in contact with the ball to push rather than kick. 3. The ball is pushed along the ground with a smooth, firm swing of the leg.

The back heel pass is used to make a short controlled pass in a backwards direction. The teaching points for the back heel pass are:

1. Step over the ball to place the passing foot in front of it.
2. Swing the passing foot forward in a small arc and then back to contact the ball.

Some skill practices that you can use for these two passes are:

1. In pairs.
2. Corner spry. (See softball chapter 5.)
3. Throw across. (See softball chapter 5.)
4. Zigzag passing.

Some leadup games that practice these two passes are:

1. Circle soccer. (See chapter 5.)
2. Soccer touch ball. (See chapter 5.)
3. Change soccer. (See chapter 5.)

**Team positions.** Refer to chapter 5.

**Simplified rules.** Refer to chapter 5 for rules 1–6. Rules that apply to the new skills taught in grade 4 are:

7. The ball may not be touched with the hands.
8. Players may not hold, push or trip another player.

A complete summary of simplified rules suitable for community schools can be found in chapter 12.

**Extending Athletic Skills**

In grade 3, the children were introduced to the simple athletic skills of running and understanding the starting command. The syllabus suggests that in grade 4, the children's athletic skills be extended to include long jumping and javelin throwing.

Before you teach them the new skills, it would be a good idea to briefly revise the simple skills they should have learnt in grade 3.

Information on teaching points and skill practices for these skills can

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be found in chapter 5.

**Long Jump.** The teaching points for long jumping are:

1. Commence with a long, fast run-up to gain speed.
2. The take-off foot should land behind or on the take-off marker but not over or in front of it.
3. Push down hard on the ground with the take-off foot to spring up in the air.
4. Lift the arms forward and up to help the body gain height.
5. Legs should be kept forward in front of the body during flight.
6. Lean the body forward to carry the weight over the legs.
7. Land on the feet, bending the knees and falling forwards.

The rules for long jumping are:

1. Take-off must be on or behind the take-off marker, not over or in front.
2. The measurement of the jump is taken from the front of the take-off line to the closest mark made in the pit by the jumper. If in landing, the jumper places his hands down behind him, the measurement is made to this mark.

**Javelin throwing.** The teaching points for javelin throwing are:

1. Stand side on to the direction of throw with feet apart.
2. Grip the javelin across the palm of the hand.
3. Hold the javelin up beside the ear, pointing in the direction of throw.
4. Take the body weight on the back foot and then transfer to the front foot as the javelin is thrown.
5. Release the javelin at approximately a 45° angle into the air.
with a flick of the wrist.

6. Use a fast run-up to gain extra speed for the throw.

The rules for javelin throwing are:

1. The thrower must not step over the marked foul line.
2. The head of the javelin must break the surface of the ground for the throw to be counted.

Introducing Simple Basketball Skills

To introduce the children to the major game of basketball, the syllabus suggests that seven basic games skills be taught in grade 4. These are catching, chest passing, overarm passing, overhead passing, bounce passing, dodging and guarding. The children should already be able to perform many of these skills as they have been introduced to them in netball in grades 3 and 4. For ideas on how to teach major games by the directed method, refer to chapter 2.

Catching. Refer to the netball section in grade 3 and briefly revise this skill.

Chest pass. Refer to the netball section in grade 3 and briefly revise this skill.

Overarm pass. Refer to the netball section in grade 3 and briefly revise this skill.

Overhead pass. Refer to the netball section in this chapter and briefly revise this skill.

Bounce pass. This pass is used when a player is closely guarded or has a tall opponent and the player needs to use a quick, unexpected
pass. The teaching points for bounce passing are:

1. Stand with one foot in front of the other.
2. Hold the ball with either one or two hands.
3. The ball is thrown down towards the ground to bounce once before being caught by another player.
4. The ball should bounce in such a way that it will land at your partner's chest.

Some skill practices for bounce passing are:
1. Passing and catching in pairs.
2. Corner spry.
3. Throw across.
5. Captain ball.
6. Circle change ball.

Descriptions of how to perform these practices can be found in chapter 5.

Some leadup games that practice bounce passing are:
1. Endball.
2. Four passes.
3. Keep the ball away.

Descriptions of how to play these leadup games can be found in chapter 5.

Dodging. Refer to the netball section in this chapter and briefly revise.

Guarding. Refer to "marking" in the netball section of this chapter and briefly revise.
Team Positions. The player positions are indicated in Figure 48 to show relative positions to one another even though a player may go anywhere on the court. The correct dimensions of a basketball court can be found in chapter 12.

\[ \text{F = Forward} \quad \text{G = Guard} \quad \text{C = Center} \]

Figure 48

Basketball Player Positions

Simplified rules that apply to the skills taught in grade 4 are:

1. There are five players in a team.
2. Players may go anywhere on the court.
3. The game is started by a jump ball in the center circle between the two center players.
4. A player may not hold the ball longer than five seconds.
5. A player may not take more than one step while holding the ball. This is called "travelling".
6. A player may not hold, hit, push or trip another player.
7. If the ball goes out of court, a free throw is given to a player from the opposing team from the sideline.

A complete summary of simplified rules suitable for community schools can be found in chapter 12.
Introducing Simple Volleyball Skills

To introduce the children to the major game of volleyball, the syllabus suggests that two basic games skills be taught in grade 4. These are volleying and underhand serving. For ideas on how to teach major games by the directed method, refer to chapter 2.

Volleying. The skill of volleying is mainly used to set up the ball for another player to spike over the net. It is a good introductory skill for the children to use until they learn the more difficult ones.

The teaching points for volleying are:
1. Move to place your body underneath the ball.
2. Stand with one foot in front of the other.
3. Hold the arms up above the face with hands apart and fingers spread.
4. Keep your eyes on the ball the whole time.
5. Bend the knees, elbows and wrists as the ball is received by the fingers.
6. Straighten the knees and elbows and flick the wrists forwards to release the ball upwards.
7. The ball may not be held for any length of time.

Some skill practices that you can use for volleying are:
1. Individually shaking the wrists.
2. Individually--Bouncing a ball against the ground, a leaning bench or a wall.
3. In pairs--Volleying to one another.
4. Corner spry. (See softball in chapter 5.)
5. Volley across. (See "throw across" in softball, chapter 5.)
Some leadup games that practice volleying are:

1. Two man volleyball--One player stands on either side of a horizontal rope. Each player volleyes the ball over the rope to attempt to make his opponent miss.

2. Twenty-one up--Divide the class into teams of six players. Each team stands in a circle with a ball. On a signal from the teacher, a player volleyes the ball into the air and is followed by another player who volleyes it again. The team continues until they have completed twenty-one consecutive volleyes. If the ball touches the ground, the team must return to zero to start counting again. No player may volley twice in a row.

**Underhand Serve.** The teaching points for underhand serving are:

1. Stand with one foot in front of the other.
2. Hold the ball in the left hand out in front of the body.
3. Close the fist of the right hand with the thumb tucked inside.
4. Swing the serving arm back behind the hip with elbow straight, and then forward in an upwards arc to contact the ball.
5. Hit the ball with the top of the closed fist above the thumb or at the base of the wrist.
6. Transfer the body weight to the front foot as the ball is hit.

A leadup game that practices serving is:

1. Serving volleyball--Divide the class into teams of six to ten players with two teams to a court. The first player on the serving team serves the ball over the net into the opponents' court. If successful, he scores one point and the ball is returned to him. The server has two chances to serve successfully. If he is successful, he continues to serve until he misses. When the server misses, the players rotate positions and
the ball is given to the other side. After all players on both teams have served, the team with the most points wins.

**Team positions.** The player positions are indicated in Figure 49. The correct dimensions of a volleyball court can be found in chapter 12.

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**Figure 49**

Volleyball Player Positions

**Simplified rules** that apply to the skills taught in grade 4 are:

1. There are six players in a team.
2. The game is commenced with the ball being served by one team from behind the end line.
3. A player may not hold or throw the ball.
4. A player may not play the ball two times in a row.
5. A ball may not be touched more than three times in a row by the one team before it goes over the net.
6. One point is scored when the receiving team fails to return the ball to the opponents' court.
7. Only the serving team may score.
8. The ball is served from the back right hand corner of the court.
9. The server must stand behind the end line while serving.
10. The receiving team gains the serve when their opponents fail to return the ball over the net.

11. A team gaining the serve must rotate before beginning to serve.

12. The game continues until one team scores fifteen points.

A complete summary of simplified rules suitable for community schools can be found in chapter 12.

Introducing Simple Speedaway Skills

Speedaway is a game that combines the skills of netball (passing and catching), soccer (dribbling, kicking, heading and throw-in) and rugby (running with the ball). The one rule that makes speedaway different from all other games is that the ball may not be picked up off the ground with the hands. The aim of the game is to take the ball down to the goal line by dribbling, kicking, passing or running with it, to score a touchdown or field goal.

To introduce the children to the major game of speedaway, the syllabus suggests that five basic games skills be taught in grade 4. These are catching, passing, kicking, dribbling and creating an aerial ball.

Catching. Refer to the netball section in grade 3 and briefly revise this skill.

Overarm pass. Refer to the netball section in grade 3 and briefly revise this skill.

Overhead pass. Refer to the netball section in this chapter and briefly revise this skill.
Kicking. Refer to the soccer section in grade 3.

Dribbling. Refer to the soccer section in this chapter.

Creating an aerial ball. An aerial ball is a ball that is in the air or in the hands in the air. Because running with the ball in the hands is a much faster ball movement than dribbling or kicking the ball along the ground, the children need to learn how to lift the ball up off the ground with their feet. There are six main ways to do this. They are:

1. Stationary ball, one foot roll and lift to self--Place the foot on top of the ball and roll it backwards. Quickly place the foot behind the ball and lift it up to catch it in the hands.

2. Stationary ball, two foot squeeze to self--Place the feet either side of the ball and squeeze tightly around the ball. Rise up onto your toes to lift the ball off the ground. Bend down and collect the ball in the hands.

3. Stationary ball, two foot jump to self--Place the feet either side of the ball and squeeze the ankles tightly around the ball. Jump up in the air, lifting the feet in front to catch the ball in the air.

4. Stationary ball, one foot lift to partner--Place the toe of one foot under the ball. Lift it up to be caught by your partner. A lift of the foot should be used as it is more accurate than a kick.

5. Moving ball, one foot lift to self--As the ball moves towards you, place yourself behind the path of the ball. The leg is extended out in front with the toe pointing down. As the ball rolls up onto the instep and up the leg, collect the ball with the hands.

6. Moving ball, two feet roll back to self--As the ball moves towards you, place yourself behind the path of the ball with the feet
together. As the ball rolls up onto the insteps, roll back on your heels so that your legs are sloping backwards. Let the ball roll up your legs to collect it in your hands.\(^9\)

Some skill practices for creating an aerial ball are:

1. Individually practice.
2. In pairs.
3. Corner spry. (See softball chapter 5.)
4. Pass across. (See "throw across" in softball chapter 5.)
5. Zigzag passing.

Since speedaway is a new game to the children, you should concentrate on the proper game after practicing each of the skills rather than confusing them with different leadup games.

**Team positions.** The player positions for speedaway are the same as for soccer. Refer to Figure 41 in chapter 5 for a diagram of player positions. The correct soccer field dimensions can be found in chapter 12.

**Simplified rules of speedaway are:**

1. There are eleven players in a team.
2. The game is started by a kick off at the center by one team.
3. A player may not pick the ball up off the ground with the hands.
4. A player may not hold the ball longer than three seconds without making a move.
5. Play stops when the player with the ball is tagged on the back or when a foul is committed. The opposing team is given a free kick where the foul or tag occurred.
6. During a free kick or kick-off, all players must not stand
closer than five meters to the ball.

7. If the ball goes over the sideline, a throw-in is taken by a player opposing the team that last touched it.

8. A player may not take the ball out of another player's hands.

9. Five points are scored for a touchdown. Two points are scored for a field goal.

A complete summary of simplified rules suitable for community schools can be found in chapter 12.

Introducing Simple Swimming Skills

Swimming is a very enjoyable activity and an important skill for children who live near the water. If your school is close to water suitable for use in the teaching of swimming, try to include it in your physical education program.

Before you take the children for their first lesson, be sure that you all understand the following water safety rules:

Teacher's water safety rules.

1. Do not take your children swimming unless you can swim well.

2. Do not let the children swim where there is a fast current or very muddy water.

3. Explore the bottom of the pool, sea or river for broken glass, sticks, old tins or drums.

4. Set a boundary for the children to swim within and show them where it is.

5. Use the "buddy system" and insist that the children swim in pairs and always stay with their partner.

6. Before each lesson, always count how many children you have in
the water. Make regular counts during the lesson to check that all the children are still present.

Children's water safety rules.

1. Swim with your partner all the time. Whenever the whistle is blown, hold your partner's hand up in the air.
2. DON'T dive.
3. Don't jump unless the water is clear and free of obstructions.
4. Don't push or duck others in the water.
5. Never yell or scream unless you really are in trouble.

To introduce the children to swimming, the grade 4 syllabus suggests activities to develop confidence in the water. You should also consider developing the basic water survival skills of back floating and treading water as a first step to swimming.

Water confidence. If your school is near water, most probably your children are already familiar with swimming activities. Playing some water confidence activities will help you to find out the swimming skill level of each child. The syllabus expansion suggests some fun activities that you could use. Here are some more:

1. Wash your face in the water.
2. How much splash can you make?
3. Can you splash with your feet?
4. Washing race--In pairs.
5. Touch your toes.
6. Push a ball along in the water with your nose.
7. Stand in a circle--Hold hands and jump up and down.
8. Stand in a circle--Hold hands and sit on the bottom.
9. Hold hands—"Three times around went the great big ship,
   Three times around went she,
   Three times around went the great big ship,
   Then she went to the bottom of the sea."

10. How many fingers can you see me hold up under the water?
11. Pick up an object from the bottom.
12. Can you be a crocodile?
13. Can you be a sea snake?
14. Show me how a fish moves.
15. Sit on the bottom and be like a piece of sea weed.


**Back float.** The teaching points for the back float are:
1. Lie back in the water.
2. Hold the head back to look up at the sky.
3. Arch the back.
4. Push the hips up towards the sky.
5. Hold the arms out from the hips and move the hands back and forth slowly on the top of the water.
6. Kick the legs gently, moving from the hips.

Some skill practices that you could use for back floating are:
1. In pairs—One person helping the other to float.
2. Individually.
3. Back float kick from one marker to another.
5. Back float relay race.
6. Back float relay race with a ball on the chest.

Standing up from a back float. So that the children do not panic, you should teach them how to stand up on their own from a back floating position.

The teaching points for standing up from a back float are:
1. Float your arms out away from the sides of your body.
2. Draw your knees along the top of the water to your chin.
3. Pull your arms down in an arc in the water past your hips and then forward and up in front of your chin.
4. Lift your head and rock your body forward.
5. Place your feet down on the bottom.¹³

Treading water can only be performed in water deeper than one meter. The teaching points for treading water are:
1. Bend the knees.
2. Scissor the legs forwards and backwards with wide strokes.
3. Hold the arms out to the side.
4. Move the hands and arms back and forth horizontally across the top of the water.¹⁴

Some skill practices you could use for treading water are:
1. To the count of ten.
2. Who can tread water the longest?
3. With hands in the air.
4. With old clothes on.

5. In pairs--Throw a ball back and forth.

**Standing up from a prone float.** Before you teach them the prone float, it is important that they know how to get out of the horizontal floating position.

The teaching points for standing up are:

1. Pull the knees up under the body.
2. Push down on your hands to swing them in an arc past the hips.
3. Lift your head.
4. Place your feet down on the bottom.\(^\text{15}\)

**Prone float.** This is the skill of floating face down in the water and is an important step towards swimming.

The teaching points for the prone float are:

1. Lie face down in the water.
2. Stretch your arms above your head along the top of the water.
3. Arch your back.
4. Keep your heels on top of the water.\(^\text{16}\)

Some practices you can use for the prone float are:

1. In pairs--Hold your partners hands and float.
2. Individually--Hold onto a floating object.
3. Individually--Prone float on your own for five seconds.
4. Class competition--Who can prone float the longest?
5. Make a star shape while you float.
6. Can you tuck your body up and still float with your face down?
7. Make a long thin shape in the water while you float.
8. Can you lift your head to breathe while you float?
Rolling from prone float to back float. This skill allows the children to move into a position where they can rest and breathe easily and safely without panic.

The teaching points for rolling to a back float are:
1. Swing the right arm straight down in the water in an arc towards the left hip.
2. Lift the left shoulder up towards the sky and roll it to the left as the body turns.
3. Turn the head to the left to look up to the sky.
4. As the body rolls, lift the left hip up and roll it to the left.

Some practices you can use for the roll are:
1. Individually—Practice to improve the skill.
2. Roll without any splash.
3. How quickly can you roll?
4. How many times can you roll from one float to another?

Push and glide is the next step towards swimming with the crawl stroke. The teaching points for push and glide are:
1. Place your feet on the bottom or against the side of the bank or the pool.
2. Bend your knees and then straighten to push the body forward.
3. Lower the body down to the prone float position, holding it steady as the body glides forwards.

Some practices you can use for the push and glide are:
1. See how far you can glide.
2. Class competition—Who can glide the furthest?
3. Push and glide from one marker to another.
SUGGESTED UNIT OUTLINES

Before you teach your lessons on a particular subtopic, you should first plan your whole unit of lessons. Figures 50, 51 and 52 give examples of unit plans for six and nine lessons on the three main syllabus topics. Use these as a guide when planning your other grade 4 units.
TERM: 1  WEEKS: 6 & 7  TOPIC: Exploring Different ways of Jumping

SUBTOPIC: Landing and Taking off

Lesson 1  Introducing the concept of flight and the three movement parts to flight. Taking off with different feet, directions, levels.

Lesson 2  Taking off with different speeds, sized steps, body shapes.

Lesson 3  Taking off with different focus, body parts leading, real life examples.

Lesson 4  Landing with different feet, directions, levels.

Lesson 5  Landing with different speeds, sized steps, body shapes.

Lesson 6  Landing with different focus, body parts leading, real life examples.

Figure 50

A Suggested Unit of Six Lessons on Exploring Different Ways of Jumping and Leaping
TERM: 2 WEKS: 1 & 2 TOPIC: Extending Major Games Skills
SUBTOPIC: Netball

Lesson 1 Revise grade 3 skills of catching, chest passing and overarm passing.

Lesson 2 Revise grade 3 skills of set shot shooting.

Lesson 3 Introduce overhead passing.

Lesson 4 Introduce underarm passing.

Lesson 5 Introduce dodging and marking.

Lesson 6 Game of netball to practice the new skills learnt.

Figure 51
A Suggested Unit of Six Lessons on Extending Major Games Skills
Lesson 1  Introduce volleying.

Lesson 2  Revise volleying.

Lesson 3  Lead-up game of "twenty-one up".

Lesson 4  Lead-up game of "two man volleyball".

Lesson 5  Introduce underhand serve.

Lesson 6  Revise underhand serve and volleying.

Lesson 7  Lead-up game of "serving volleyball".

Lesson 8  Introduce simple rules and team positions of volleyball.
            Simplified game of volleyball.

Lesson 9  Simplified game of volleyball.

Figure 52
A Suggested Unit of Nine Lessons on
Introducing some Major Games
ENDNOTES


3Jim Kelly, How to Play Soccer (Sydney: Jack Pollard Pty. Ltd., 1970).

4Ibid. 5Ibid.


7Ibid.

8New Zealand Education Department, Basketball (Wellington: New Zealand Government Printers, 1968).


14The American National Red Cross, op. cit., pp. 32-33.

15Adolph Kiefer, Milton A. Gabrielsen and Bramwell W. Gabrielsen, op. cit., p. 33.

Chapter 7

PHYSICAL EDUCATION FOR GRADE 5

GRADE 5 SYLLABUS

BODY CONTROL

BALANCING
ON DIFFERENT
PARTS OF
THE BODY

* Discovering different parts of the body to balance on
* Making different shapes while balancing
* Moving from one body part to another
* Building simple movement patterns
* Building shape and speed into movement patterns

GAMES SKILLS

* Extending known games skills of softball, netball, soccer, athletics, basketball, volleyball, swimming and speedaway
* Introducing simple skills of CRICKET
* Introducing simple skills of KORFBALL
* Introducing simple skills of RUGBY LEAGUE

Figure 53

Syllabus Summary for Grade 5

How Can You Program the Activities?

To help you plan your lessons with the syllabus activities, Figure 54 provides a suggested year's program for grade 5. Time allocation for grade 5 is ninety minutes per week for physical education skills. This can be divided into three 30 minute lessons per week.
<table>
<thead>
<tr>
<th>TERM</th>
<th>WEEK</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>Revision of Grade 4--Exploring jumping and leaping with flight</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Soccer--Extending known skills</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Netball--Extending known skills</td>
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<td></td>
<td>4</td>
<td>Swimming--Extending known skills</td>
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<td></td>
<td>5</td>
<td>Athletics--Extending known skills</td>
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<td></td>
<td>6</td>
<td>Cricket--Introducing simple skills</td>
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<td></td>
<td>7</td>
<td>Basketball--Extending known skills</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>Body control--Discovering different parts of the body to balance on with diff. shapes</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>Rugby League--Introducing simple skills</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>Minor and traditional games</td>
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<tr>
<td>2</td>
<td>1</td>
<td>Korfball--Introducing simple skills</td>
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<tr>
<td></td>
<td>2</td>
<td>Softball--Extending known skills</td>
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<tr>
<td></td>
<td>3</td>
<td>Body control--Moving from one body part to another</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Speedaway--Extending known skills</td>
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<td></td>
<td>5</td>
<td>Minor and traditional games</td>
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<td>3</td>
<td>1</td>
<td>Cricket--Revision</td>
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<tr>
<td></td>
<td>2</td>
<td>Body control--Building simple movement patterns with shape and speed</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Korfball--Revision</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Rugby League--Revision</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Volleyball--Extending known skills</td>
</tr>
</tbody>
</table>

Figure 54
Suggested Year's Program in Physical Education for Grade 5
WHAT HAVE THE CHILDREN LEARNT SO FAR?

In grade 1, the children should have:

. discovered different ways of moving their bodies
. discovered different ways of using small pieces of equipment
. learnt some simple games skills

In grade 2, the children should have:

. explored different ways of moving one part of the body in relation to another part
. learnt the basic games skills of kicking and hitting a moving object
. learnt to work with a partner or in a group
. improved their games skills of throwing and catching

In grade 3, the children should have:

. discovered ways of moving along the ground
. learnt simple skills of softball, netball, soccer and athletics

Last year in grade 4, the children should have:

. explored different ways of jumping and leaping with flight
. extended their known games skills of softball, soccer, netball and athletics
. learnt simple skills of basketball, volleyball, swimming and speedaway

Make a check to see if the following activities were learnt last year during grade 4:

1. Exploring flight
   - take-off
   - landing
   - jumping
   - leaping
   - using partners
   - using equipment

2. Extending known games skills
   - softball
   - netball
   - soccer
   - athletics

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3. Introducing simple games skills

basketball
volleyball
speedaway
swimming

Before you begin to teach the grade 5 syllabus, it would be a good idea if you briefly revised some of the activities that were taught to the children in grade 4. Taking a little bit of time to do this will:

1. Show you what skills they are good at doing.
2. Identify the skills that need more attention.
3. Let you establish a smooth routine for moving the children in and out of the classroom.
4. Let your new class get used to listening to the way you give instructions.

Turn back to the previous chapter on grade 4 for information and ideas about these activities.

IDEAS FOR ACTIVITIES

The syllabus expansion suggests some ideas that you can use in your lessons. They will help you think up your own but are not enough to plan all of your lessons. Here are some more ideas that you can add to them.

Balancing on Different Parts of the Body

The aim of this section is to help the children discover which parts of their body they can balance on and to let them explore combinations of balances to build movement patterns.

The concept of balancing may be new to the children. Be sure that they understand it's meaning before you start to teach this topic.
Distributing the weight of the body evenly so it is steady and will not fall over

Figure 55
Explanation of a New Term

Discovering different body parts to balance on. It is really easy to think up lots of balance activities for the children to explore. Just deal with each main body part, one by one, and let them see if they can balance on it. The main body parts are:

1. Head
2. Shoulder/s
3. Elbow/s
4. Forearm/s
5. Hand/s
6. Back
7. Stomach
8. Seat
9. Hip/s
10. Knee/s
11. Lower leg/s
12. Foot
13. Heel/s
14. Toe/s
15. Any combination of these body parts

To give you some ideas on how to expand the syllabus, here are some examples of questions and activities you can use for balancing.

1. "Take your body weight on your head. Can you balance there without falling over?" "Are you balancing on just your head?" "Did anyone use their hands to help them balance?" "Try it again on just your head." "Who can balance the longest before falling over?" "Is it easy or hard to balance on just your head? Why?"

2.-15. Use similar questions for each body part. Allow them time to attempt each balance several times. When they have explored balancing on each individual body part, let them combine two body parts to help...
"Choose two body parts only and balance on them." "What body parts did you choose? Did you fall over?" "Now choose two different body parts to balance on." "Can you hold that balance until I count to five? Try it." "Who can balance on two hands only? Show me." "Now see if you can balance on your head and one hand."

The elimination game of "Something Nothing" practices balancing on different body parts with a partner. Use this game in your lessons to challenge the children to explore different combinations and solutions. A description of how to play the game can be found in chapter 11.

Making different shapes while balancing. There are five main shapes that can be made with the body. These are listed in Figure 56. To expand this section of the syllabus, work progressively through the list of different body parts to balance on and let the children explore the different body shapes while holding that balance.

![Diagram of body shapes]

Figure 56

Variations of Body Shapes

Each of these shapes can be changed to make them either symmetrical or asymmetrical. Demonstrate to the children, the difference between the two new terms. An explanation of these two terms is given in Figure 57.
Here are some examples of questions and activities you can use.

1. "Balance on your head." "Hold your balance and make a long shape with your body." "Is your body symmetrical?" "Now make it long but asymmetrical." "Can you balance in that long shape in a low level?" "Why is it hard?" "Take a rest for a minute."

"Balance on your head again and make your body into a curled shape." "Is that a symmetrical, curled shape?" "Can you make your curled shape asymmetrical?" "Is there any other way you can curl your body up while you balance on your head? Show me." "Is your body in a high level or a low level?" "Rest again."

"How would you make a star shape while you balance on your head? Show me." "Is it symmetrical?" "Change it just a little to make it asymmetrical." "Can you make any other star shape while you balance on your head? Show me." "Is your body in a high level or a low level?" "Can you keep balancing on your head in a star shape but change the level of your body? Show me." "Rest for a minute."

"What sort of twisted shape can you make with your body while you balance on your head? Show me." "Is your body symmetrical or asymmetrical in shape?" Can you make a different twisted shape and still balance on your head?" "Make a high twisted shape while balancing on your head."
"Now make a low twisted shape." "Which position helped you balance better?"

2. -15. For exploring body shapes while balancing on the different parts of the body, use similar activities to those suggested for balancing on the head.

Moving from one body part to another. Many of the basic body movements can be used to move from a balance on one body part to a balance on another body part. The movements the children will use most often are shown in Figure 58.

1. Twist  
2. Turn  
3. Bend  
4. Step  
5. Roll  
6. Rock

Figure 58
Variations of Body Movement from One Balance to Another

To give you some ideas on how to expand this part of the syllabus, here are some examples of questions and activities you can use.

"Balance on one body part. How can you move from that position to balance on a different body part? Try it." "What movement did you use?" "Show me again." "Who used a twist? Everyone balance on one part and then use a twist to balance on another body part." "What other movements can you use?" "Everyone try a turn to move from one position to another." "Now try a bend to move from one balance to another." "Balance on your knee and then step to balance on a different body part." "How could you
use a roll to change from one balance position to another? Show me." "Did you really roll? Did anyone use a rocking movement?" "All of you try a rock to move from one balance to another."

1. Balance on one body part. Twist to place your body weight on another body part and balance." "Which body parts did you use to balance?" "Now balance on your head. Twist your body to balance on another body part." "Balance on your shoulders. Twist your body to let it balance on a different body part." "Now balance on your hands. Twist to balance on one hip. Twist again to balance on an elbow and a knee." "Choose one body part and balance on it. Rest. Now choose a different body part to balance on. Rest. How would you twist your body to move from the first balance to the second? Try it." "Did you use a twist or were you really using another movement? Try it again."

2.-6. For each of the other body movements given in Figure 58, use similar activities to those suggested for twisting. Be sure to emphasize the body movement you have chosen so that they will concentrate on that one for the duration of the lesson.

Building simple movement patterns. A movement pattern or sequence is simply a number of balances joined by a movement or movements in a particular order or combination.

To develop this section of the syllabus topic, extend the activities that you gave them for "moving from one body part to another" to perform a series of balances and movements in sequence. You can think up many different combinations yourself but here are a few to give you an idea.

"Balance on one body part, twist to balance on a different body part, then roll to balance on a third body part." "Repeat it several
times to improve your performance." "Now, do it once more so the rest of
the class can see what you did."

"Balance on your hands, roll to balance on your seat, turn to
balance on one knee." "Practice this sequence several times to improve it
and then perform it for the rest of the class."

There are all sorts of combinations of balances and movements
that can be created. To start with, give the children a few sequences
that you have made up yourself. Do not include too many balances or
movements or they will not be able to remember them all. Three or four
balances should be plenty to start with. After they have practiced the
sequences you gave them, let them make up their own combinations choosing
their own balances and own movements.

Building shape and speed into movement patterns. A basic
movement pattern can be varied in so many ways. Just by changing one
element of a movement, the movement can appear entirely different. The
major elements that can vary a movement pattern are shown in Figure 59.

1. Direction--forwards, backwards, sideways
2. Ground pattern--straight, circular, zigzag, spiral
3. Speed--fast, slow
4. Level--high, medium, low
5. Body shape--straight, bent, curled, star, twisted
6. Focus--ahead, up, down, to the side
7. Weight--light, heavy

Figure 59
Elements of a Movement Pattern
To explore the variation possibilities of a movement pattern, have the children develop a simple sequence of their own consisting of four or five different body balances. Let them practice it several times so they become familiar with the basic order.

Then, commence with the first movement element shown in Figure 59 and have them vary their sequence to explore all the possibilities of that element. Emphasize the particular element that you have chosen so that they will concentrate fully on it. When they have explored all the possibilities of the first element, repeat the same exercise with the second element. Here is an example of questions and activities you can use.

1. "Make up a movement sequence with four different balances." "Repeat it many times until you remember it." "In what direction did you perform your sequence? Now do your movement pattern again but move in a backwards direction." "What other direction can you travel in?" "Repeat your sequence moving in that direction only." "Can you perform your movement pattern again, moving from the first balance to the second in a forwards direction, from the second balance to the third in a backwards direction, and from the third balance position to the fourth in a sideways direction. Try it."

2.-7. Use a similar approach for each of the other elements. Be sure to concentrate on only one element at a time so that you do not confuse the children.

When they have explored the possibilities and variations of all the elements, have them design their own sequence that they can perform to the rest of the class. Tell them how many different balances they should use and remind them to include a variety of movement and movement
elements. Some of them may even like to try performing their sequence to
music.

Extending Softball Skills

In grade 3, the children were introduced to the simple skills of
softball. Last year in grade 4, those skills were extended to include
pitching and being a catcher. The syllabus suggests in grade 5 that the
basic skill of base running be taught. You should also consider teaching
them the skill of being a baseman as well. For ideas on how to teach
major games by the directed method, refer to chapter 2.

Before you teach them the new skills, it would be a good idea to
briefly revise the simple skills they should have learnt in grades 3 and
4. Information on teaching points, skill practices and leadup games for
these skills, as well as a diagram of team postions and a list of
simplified rules can be found in chapters 5 and 6.

Base running. The teaching points for base running are:

1. Stand on the far side of the base with your left toe just
touching the corner of the base.

2. Lean towards the next base with your feet apart, ready to push
off and run.

3. As soon as the ball leaves the pitcher's hand, start running
to steal to the next base.

4. If a fly ball is hit, return to the base until the ball is
catched or grounded.

5. Do not steal when the base ahead of you is occupied.

6. Stay within three meters of the baseline when running.

7. When running several bases, run an inside circular path as
shown in Figure 60.

![Figure 60](image)

**Figure 60**

Path for Running Bases

8. If the ball is thrown to the base ahead of you, return to the previous base as quickly as you can.³

A skill practice that you can use for base running is:

1. Base running relay—Divide the class into teams of nine. Mark out one diamond for each team with teams lining up at each homeplate. On a signal from the teacher, the first runner in each team runs to first base, second, third and home, tagging the next runner. The first team to have all players run the bases, wins. Runners must touch all bases, stay within three meters of the baseline and must not run until tagged by the previous runner.

Some leadup games that practice base running are:

1. Hoop pitching versus baserunning. (See grade 4)
2. Base running versus base throwing. (See grade 3)
3. Throwing rounders. (See grade 3)
4. Kickball. (See grade 3)

**Being a baseman.** A baseman doubles as a fielder and should stand away from the base in the position indicated in Figure 34, chapter 5. He
should only return to base when a runner is approaching or standing on his base. The teaching points for being a baseman are:

1. Stand on the right side of the base with your toe just touching the corner of the base.

2. Lean right out away from the base to leave a clear path for the runner.

3. The base belongs to the base runner not the baseman so basemen should be careful not to obstruct.

4. After catching the ball, swing the arms around with the ball to tag the runner anywhere on the body before he touches the base.

Some leadup games that practice being a baseman are:

1. Baserunning versus base throwing. (See grade 3)
2. Throwing rounders. (See grade 3)
3. Kickball. (See grade 3)

**Team positions.** Refer to chapter 5.

**Simplified rules.** Refer to chapter 5 for rules 1.-13. and to chapter 6 for rules 14.-16. Rules that apply to the new skills taught in grade 5 are:

17. A baserunner may not leave the base until the ball leaves the pitcher's hand.

18. When a fly ball is hit, a baserunner may not leave the base until the ball is caught or grounded.

19. A baserunner must touch all four bases.

20. A baserunner may only advance one base on each overthrow by a fielder.

21. If a baserunner is forced to run to the next base, he does
not have to be tagged.

22. If a baserunner runs of his own choice and is not forced, he must be tagged to be put out.

23. A baseman must not obstruct a baserunner.

A complete summary of simplified rules suitable for community schools can be found in chapter 12.

Extending Netball Skills

In grade 3, the children were introduced to the simple skills of netball. Last year in grade 4, those skills were extended to include two more passes, dodging and marking. The syllabus suggests in grade 5 that the skills of lob pass and passing on the run should be taught. You should also consider teaching them the skill of rebounding as well. For ideas on how to teach major games by the directed method, refer to chapter 2.

Before you teach them the new skills, it would be a good idea to briefly revise the skills they should have learnt in grades 3 and 4. Information on teaching points, skill practices and leadup games for these skills, as well as a diagram of team positions and a list of simplified rules can be found in chapters 5 and 6.

Lob pass is a high throw that is used to go above the head of an opponent. Because of its up and down movement that takes a longer time to reach the receiver, it is easier to intercept and should not be used too often. The teaching points for a lob pass are:

1. Stand with one foot in front of the other.
2. Hold the ball in one hand with fingers spread.
3. Swing the ball down and behind the line of the hip.
4. Swing the ball forward and up to release at eye height.

Some skill practices that you can use for the lob pass are:
1. Passing and catching in pairs.
2. Corner spry.
3. Throw across.
5. Captain ball.
6. Circle change ball.

Descriptions of how to perform these practices can be found in chapter 5.

Some leadup games that practice overhead passing are:
1. Endball.
2. Four passes.
3. Keep the ball away.

Descriptions of how to play these leadup games can be found in chapter 5.

**Passing on the run.** As the children develop more skill and a greater understanding of the rules, they should be encouraged to play a faster game. Catching and passing on the run is a very valuable skill for speeding up the game.

The teaching points for passing on the run are:
1. Jump to catch the ball in the air.
2. Land on one foot.
3. Step forward onto the other foot.
4. Leap into the air to pass the ball.
5. Use a two-handed chest pass or an overarm pass.
6. Release the ball before you land on your first foot again or
you will be called for "progression". 6

Some skill practices that you can use for passing on the run are:

1. Throw across. (See softball grade 3.)
2. Throwing shuttle ball. (See "pitching shuttle ball" in softball grade 4.)
3. In pairs—Running up and down the court.

Two leadup games that practice passing on the run are:

1. Four passes.
2. Keep the ball away.

Rebounding is used to gain possession of the ball after an attempt to shoot a goal has failed.

The teaching points for rebounding are:

1. Stand beneath the goal post in front of all other players.
2. Hold your hands up at head height ready to receive the ball.
3. Keep your eyes on the ball all the time.
4. Try to anticipate the direction of the ball's rebound.
5. Jump high to reach above the other players and catch the ball cleanly. 7

Some skill practices that you can use for rebounding are:

1. Individually against a wall—Throwing and rebounding from off the wall.
2. In pairs—Throw up and rebound.
3. In threes—One person throws up, two compete to rebound.

A leadup game that practices rebounding is:

1. Half court rebound ball—Use only half the court with one goal post. Two teams play with four players each. The main rules of netball apply except the players may go anywhere in the half court. Score one
point for a successful goal and two points for a rebound.

**Team positions.** Refer to chapter 5.

**Simplified rules.** Refer to chapter 5 for rules 1.-11. and to chapter 6 for rules 12.-13. Rules that apply to the new skills taught in grade 5 are:

14. A player may not progress or run when holding the ball.
15. Progression is the regrounding of the first grounded foot.
16. Only the four players permitted inside the goal circle may jump for a rebound.
17. A player who catches a rebound must land inside the court.

A complete summary of simplified rules suitable for community schools can be found in chapter 12.

**Extending Soccer Skills**

In grade 3, the children should have been introduced to the simple skills of soccer. Last year in grade 4, those skills were extended to include heading, dribbling and some alternative passes. The syllabus suggests in grade 5 that the skills of tackling and throw-in be taught.

Before you teach them the new skills, it would be a good idea to briefly revise the skills they should have learnt in grades 3 and 4. Information on teaching points, skill practices and leadup games for these skills, as well as a diagram of team positions and a list of simplified rules can be found in chapters 5 and 6.

**Tackling** is taking the ball from an opponent by using the feet. A tackle may be made from in front of the opponent or from the side.

The teaching points for the straight tackle are:
1. Time your tackle for when the ball has just left the dribbler's foot.

2. Watch the ball the whole time.

3. Place the toe of your left foot up near the ball.

4. Place the sole of your right foot on top of the ball, keeping the leg straight.

5. Pull the ball towards you and away from your opponent.

The teaching points for the tackle from the side are:

1. Time your tackle for when the ball has just left the dribbler's foot.

2. Watch the ball the whole time.

3. Run along side of your opponent.

4. Place the inside of your tackling foot firmly against the ball.

5. Bend the knee slightly and bring the shoulder forward.

6. Stop the ball dead with the inside of your foot.

7. Then draw the ball towards you to dribble it away from your opponent.

Some skills practices that you can use for tackling are:

1. In pairs--The dribbler stands still.

2. In pairs--The dribbler moves forward with the ball.

3. In threes--Two players dribbling and passing to one another with a third player trying to tackle and gain possession.

4. Minor game of "Dog and a Bone". (Refer to chapter 11.)

Some leadup games that practice tackling are:

1. Soccer touch ball. (Refer to grade 3.)

2. Change soccer. (Refer to grade 3.)

3. Soccer keepaway. (Refer to grade 3.)
Throw-in. The teaching points for the throw-in are:

1. Stand with one foot in front of the other.
2. Hold the ball up behind the head with arms straight.
3. Spread the fingers of both hands on either side of the ball.
4. Commence with the body weight on the back foot and then transfer to the front foot as the ball is thrown.
5. The body swings forward and the arms follow to release the ball with a flick of the wrists.
6. The ball must be released from above the head.  

Some skill practices that you can use for the throw-in are:
1. Individually—Against a wall.
2. Individually—Throwing through a suspended hoop.
3. In pairs.
4. Corner spry.
5. Throw across.

Some leadup games that practice the throw-in are:
1. Circle soccer—Using the skill of throwing in.
2. Soccer touch ball—Using the skill of throwing in.

Team positions. The playing positions for soccer are indicated in Figure 41. The correct dimensions of a soccer field can be found in chapter 12.

Simplified rules. Refer to chapter 5 for rules 1.-6. and to chapter 6 for rules 7.-8. Rules that apply to the new skills taught in grade 5 are:

9. When the ball crosses the sideline, it is out of play. It must
be returned to play with a throw-in by a member of the opposing team to the player who caused it to go out of play.

10. During a throw-in the ball must be thrown from the back, over the head while both feet are touching the ground.

A complete summary of simplified rules suitable for community schools can be found in chapter 12.

**Extending Athletic Skills**

In grade 3, the children were introduced to the simple skills of athletics. Last year in grade 4, those skills were extended to include long jumping, high jumping and javelin throwing. The syllabus suggests in grade 5 that the skills of shot put and high jumping be taught.

Before you teach them the new skills, it would be a good idea to briefly revise the skills they should have learnt in grades 3 and 4. Information on teaching points, skill practices and leadup games for these skills, as well as a diagram of team positions and a list of simplified rules can be found in chapters 5 and 6.

For ideas on buying or making athletic equipment, refer to chapter 9. The correct ground dimensions can be found in chapter 12.

**Shot put.** Most community schools will not have the correct shot put equipment but large stones or round, heavy objects would be suitable substitutes. Softballs should not be used as they are too light and the children will end up throwing them instead of learning the technique of pushing the shot.

The teaching points for shot putting are:

1. Stand with your feet apart, left shoulder pointing in the direction the shot is to travel.
2. Hold the shot at the base of the fingers of the right hand with the thumb underneath.

3. The palm of the hand faces out.

4. The elbow of the right arm is held out, away from the body.

5. Cradle the shot under the chin in front of the shoulder.

6. Hold the left arm out to the side for balance.

7. Take your body weight on your right foot with a bend of the right knee.

8. Transfer your body weight to your left foot, pushing up from the ground.

9. Turn the hips and shoulders around to face the direction the shot is to travel.

10. Arch the back, lifting the chest up towards the sky.

11. Push the shot forwards and upwards into the air at approximately a 45° angle.\textsuperscript{11,12}

The rules for shot putting are:

1. The shot must be pushed from the shoulder with one hand only.

2. The shot must not pass behind or below the shoulder during the put.

3. The put is measured from the closest spot on the ground where the shot landed to the inside circumference of the putting circle.\textsuperscript{13}

Some skill practices for shot putting are:

1. Individually--Practice the technique.

2. In pairs--One person putting while the other watches and corrects any mistakes.

3. Putting for distance--Individual competition. Mark lines on the ground for the children to measure their put. They should try to
improve their own performance with each attempt.

4. Challenge shotput—Class competition. One child put his shot. All the others are challenged to better the put.

**High jump.** There are several techniques that can be used for high jumping. Because of the need for special soft landing equipment for some of the techniques, it is best that they first learn the scissors kick method.

The teaching points for the scissors kick high jump are:

1. For a right foot take off, run from the right side of the high jump stand.
2. Use a fast runup to gather speed.
3. Take off should be two feet away from the bar.
4. Lift the right leg up over the bar, keeping it as straight as possible.
5. The left leg follows as the arms are lifted high above the head to help the body gain height.
6. Land with a bend of the knees to absorb the fall.  

The rules for high jumping are:

1. The bar must remain on the stand for a jump to be successful.
2. If the bar is touched and moves but does not fall, the jump is successful.
3. A jumper is permitted three attempts at each height before elimination.
4. If a jumper runs under the bar, it is counted as one attempt.

Some skill practices that you can use for high jumping are:

1. Individually on the spot.
2. Over a rope.
Extending Basketball Skills

In grade 4, the children were introduced to the simple basketball skills of catching, four types of passing, dodging and guarding. The syllabus suggests in grade 5 that the skills of dribbling and shooting be taught.

Before you teach them the new skills, it would be a good idea to briefly revise the skills they should have learnt in grade 4. Information for these skills on teaching points, skill practices and leadup games, as well as a diagram of team positions and a list of simplified rules can be found in chapter 6.

Dribbling is a legal method of travelling with the ball by bouncing it. It is an individual skill that allows a player to move down the court or to avoid an opponent without passing. Because it is not a team skill, it should only be used when a player cannot pass easily.

The teaching points for dribbling are:

1. Stand behind the ball with knees bent.
2. Spread the fingers to push or "stroke" the ball toward the ground, using only one hand.
3. Do not bat the ball.
4. Keep the bounce low so that it is not easy to intercept.
5. Hold the head up to watch your opponents, not the ball.\footnote{15}

Some skill practices for dribbling are:

1. Individually--Down the court using the right hand only.
2. Individually--Down the court using the left hand only.
3. Individually--Down the court alternating the right hand and
the left hand.

4. In teams—Relay race down the court and back.

5. In teams—Relay race dribbling in and out markers. Players must change hands as they dribble from one side of the markers to the other.

6. In pairs—One player dribbles, the other attempts to gain possession of the ball.

7. Dribble shuttle ball. (Refer to "pitching shuttle ball" in softball, grade 4.)

8. Zigzag dribbling. (Refer to "zigzag passing" in netball, grade 3.)

Some leadup games that practice dribbling are:

1. Four passes—Using dribbling only. (Refer to netball, grade 3)
2. Keep the ball away—Using dribbling only. (Refer to netball, grade 3)
3. Fast Break—Divide the class into teams of five. Two teams to a court. Players may dribble or pass the ball to the end of the court to attempt to score a goal. If a player with the ball is tagged by an opponent, his team loses possession.

Two handed set shot. This shot is usually made when a player is not closely guarded.

The teaching points for a two handed set shot are:

1. Stand with feet slightly apart and parallel.
2. Place your body weight on the balls of your feet.
3. Hold the ball in both hands at chest height.
4. Keep the elbows close to the body.
5. Focus your eyes on the rim of the basket.
6. Bend your hips and knees slightly.
7. Straighten your knees, elbows and wrists to stretch upwards.
8. Release the ball up toward the basket with a flick of the wrists.\(^{16}\)

Some skill practices for shooting are:
1. Individual goal shooting.
2. Marker shooting—Mark spots on the ground within the goal circle for children to stand and throw from. Have them count the number of attempts it takes them to throw a goal from each spot.
3. Cross ball. (See netball grade 3.)
4. Team relays—Dribble down the court, shoot a successful basket and dribble back to pass the ball to the next team member.
5. Competition between individuals—Mark different points on the ground around the basket. Five players and one ball work at each basket. Each player, in order, throws from the first mark. If a player scores a basket, he moves to the next mark and throws again. The first player to successfully throw a basket from every mark is the winner.
6. First to finish. (Refer to netball grade 3.)

Some leadup games that practice shooting are:
1. Four passes—A team must shoot for goal after four passes have been thrown.
2. Keep the ball away—Reduce the number of children in each team so that each player will have more opportunities to shoot for goal.
3. Sideline basketball—Divide the class into teams of ten. Two teams play on each court. Each team has half its players on the court and the other half spread along the sideline. The game is played like basketball except the court players may only pass to a sideline player so
that the ball alternates from inside to outside to inside the court.

Jump shot is used during play when a player is closely guarded and must jump into the air to shoot.

The teaching points for a jump shot are:
1. Stand with one foot in front of the other.
2. Hold the ball in two hands above the head with the shooting hand behind and under the ball.
3. Focus your eyes on the rim of the basket.
4. Bend and then straighten your knees and hips to jump into the air off both feet.
5. At the top of your jump, release the ball upward in an arc with a flick of your wrist.17

For skill practices and leadup games, use the activities suggested for a two handed set shot.

Layup is used when a player is dribbling the ball into the keyhole and can get right under the backboard without being intercepted.

The teaching points for a layup are:
1. Focus your eyes on the rim of the basket.
2. Dribble close in to the basket.
3. Gather the ball in both hands in front of the chest.
4. Push off from the foot opposite to your shooting hand to leap high into the air.
5. Release the ball at the top of your jump from one hand, flicking the wrist forward.
6. If running in from the right side, shoot with the right hand.
   If running in from the left side, shoot with the left hand.
7. When shooting from the side, lay the ball gently against the backboard so that it will drop through the basket.\textsuperscript{18,19}

Some skill practices for layup shooting are:

1. Individual practice.

2. Team relays--Dribble down the court, shoot a successful basket and dribble back to pass the ball to the next team member.

3. Rotation layup--Teams of five to ten players line up at the half court. The first player dribbles to layup, rebounds the ball and throws it to the next player.

4. One on one--Divide the class into pairs with one ball to each pair. One player is the forward who tries to dribble and layup. The other player is the guard who tries to intercept the layup.

Two layup games that practice layup shooting are:

1. Keep the ball away.

2. Fast break.

Team positions. The playing positions for basketball are shown in Figure 48, chapter 6. The correct dimensions of a basketball court can be found in chapter 12.

Simplified rules. Refer to chapter 6 for rules 1.-7. Rules that apply to the new skills taught in grade 5 are:

8. A player may not dribble the ball with both hands at the one time. This is called "double dribble".

9. A player may not dribble, stop and then dribble again without passing. This is also called "double dribble".

10. A goal thrown from the court is worth 2 points.

A complete summary of simplified rules suitable for community
Extending Volleyball Skills

In grade 4, the children were introduced to the simple volleyball skills of volleying and underhand serving. The syllabus suggests in grade 5 that the skill of digging be taught. You should also consider teaching the overhand serve.

Before you teach them the new skills, it would be a good idea to briefly revise the skills they should have learnt in grade 4. Information for these skills on teaching points, skill practices and leadup games as well as a diagram of team positions and a list of simplified rules can be found in chapter 6.

Digging. The dig or bump pass is used to receive a hit from over the net or to play a low ball. It should be used to pass to another team member at the net to set up for spiking.

The teaching points for the dig are:

1. Position yourself underneath the ball with one foot in front of the other.
2. Grip your hands together by curling one hand around the closed fist of the other with both thumbs together on top.
3. Bend the knees, keeping the body weight on both feet.
4. Hit the ball with the flat inside surface of both forearms, keeping the elbows straight.
5. As you contact the ball, straighten your knees and shrug your shoulders.
6. Do not lift the arms. The straightening of the knees and the shrugging of the shoulders provides sufficient force and angle to the
ball to pass correctly.

Some skill practices for the dig are:

1. Individually against a wall—Throw the ball at the wall to rebound back. Receive it off the wall with a dig.
2. In pairs—One person passes to the other who digs it back.
3. Keep it up—In pairs, players dig the ball back and forth to one another to try to keep it in the air.
4. Corner spry. (Refer to softball, grade 3)
5. Dig across. (Refer to "Throw across" in softball, grade 3)

Some leadup games that practice digging are:

1. Two man volleyball. (Refer to volleyball, grade 4)
2. Twenty one up—Using a dig. (Refer to volleyball, grade 4)

Overhand serve is a fast serve that is harder to return than the underhand serve.

The teaching points for the overhand serve are:

1. Stand with the left foot in front of the right.
2. Hold the ball in the left hand out in front of the body.
3. Gently throw the ball into the air up above your head.
4. Swing the right hand down, back behind to up overhead.
5. Contact the ball at the level of your head.
6. Hit the ball with the heel of your open hand. 21,22

Some skill practices that you can use for the overhand serve are:

1. Over the net—Practice to just hit it over the net.
2. Accuracy serve—Draw large circles on the opposite court.

Players practice to hit it over the net and into one of the circles.
A leadup games that practices serving is:

1. Serving volleyball. (Refer to volleyball, grade 4)

Team positions. The playing positions for volleyball are shown in Figure 49, chapter 6. The correct dimensions of a volleyball court can be found in chapter 12.

Simplified rules. Refer to chapter 6 for rules 1.-12. These rules also apply to the new skills taught in grade 5.

A complete summary of simplified rules suitable for community schools can be found in chapter 12.

Extending Speedaway Skills

In grade 4, the children were introduced to the major skills and the game of speedaway. The syllabus suggests in grade 5 that the skill of heading be taught. The children should have learned this skill already during their units on soccer in grade 4.

It is recommended in grade 5 that you review all the skills of speedaway and emphasize team tactical play.

Extending Swimming Skills

In grade 4, the children were introduced to water confidence games and activities, some basic water safety rules, back float, treading water, prone float, standing up from a prone and back float and push and glide. The syllabus suggests in grade 5 that the skills of flutter kick and breathing be taught. You should also consider teaching them the over arm stroke and the combination of all these in the crawl stroke.

Before you teach them the new skills, it would be a good idea to briefly revise the skills they should have learnt in grade 4.
Flutter kick is the leg movement used in the crawl stroke.

The teaching points for the flutter kick are:

1. Move the legs up and down in a rhythmical scissor motion.
2. Move the legs from the hip, not from the knee.
3. Keep the knees straight but relaxed.
4. Separate the feet no more than thirty centimeters as the ankles are moved up and down. 23

Some practices you can use for the flutter kick are:

1. On land--Lie across an object such as a log or a bench and practice the movement.
2. In pairs--Hold onto your partner and kick.
3. Individually--Hold onto the side and kick.
4. Individually--Hold onto a floating object and kick.
5. Individually--Push, glide and then kick as far as you can.
6. Class competition--Who can kick the furthest?

Breathing correctly allows the children to stay in a horizontal position without standing up to take another breath.

The teaching points for breathing correctly are:

1. Place the chest and shoulders face down in the water.
2. Turn the head to one side to breathe in through the mouth.
3. Count "one, two" as you breathe in.
4. Turn the head down into the water to breathe out through the mouth and nose, blowing bubbles into the water.
5. Count "one, two" again as you breathe out.
6. Do not lift the forehead. Use a swivel motion or sideways turn only, always keeping the shoulders facing down.

7. Repeat the two movements in a rhythmical motion, continuing to
breathe from the same side. Some practices you can use for breathing are:

1. Stand in waist high water--Bend forward with hands on knees.
2. Prone float--Hold onto a support such as a partner or the side.
3. Push and glide and breathe correctly.
4. Prone float kick--Hold onto a floating object, kick and breathe.

Over arm stroke is the movement of the arms in the crawl stroke. The teaching points for the arm stroke are:

1. Hold your fingers together to make a paddle with your hand.
2. Place your hand in the water straight ahead of your shoulder with your wrist bent and the fingers pointing down.
3. Pull your arm down to "catch" the water in your hand and pull it past your thigh.
4. Bend your elbow to lift your arm straight up and out of the water with the elbow leading.
5. Swing your arm forward above the water ("recovery") with the elbow held high and the lower arm and hand relaxed.
6. Commence the stroke again counting "one-two-three" each time a hand is placed in the water.
7. The arms take turns in moving so that one pulls while the other recovers.

The crawl stroke. The children should now be ready to combine the overarm stroke, breathing and the flutter kick as the complete crawl stroke. The teaching points for combining all these skills are:

1. Start with the kick, add the arm pull and then the breathing.
2. As you start your arm pull through the water, turn your head to face down in the water and breathe out.

3. As you lift your arm out of the water to recover, turn your head to the side to breathe in.

4. Let each arm pull and recover for six counts.

5. For each complete circle of an arm, you should kick six times.

**Introducing Simple Cricket Skills**

To introduce the children to the major game of cricket, the syllabus suggests that four basic game skills be taught in grade 5. These are catching, throwing, bowling and batting.

**Catching.** Refer to the softball section in grade 3 and briefly revise this skill with a smaller, harder ball.

**Throwing.** Refer to the softball section in grade 3 and briefly revise.

**Bowling.** The teaching points for bowling are:

1. Stand five to ten meters from the bowling wicket.

2. Hold the ball in the fingers of your right hand.

3. Focus your eyes on the batting wicket.

4. Take a runup towards the bowling wicket to gain speed.

5. When approximately three meters from the wicket, step onto your right foot as you start your arm windup.

6. Swing the right arm down in front in a backwards circular motion.

7. Keep the right arm and elbow straight and the wrist loose.

8. Step onto your left foot to turn your body side on to the
batsman as the arm swings up over the head.

9. Throw the left arm out and down in front to balance the circular movement of the right arm.

10. Complete the circle with the right arm to release the ball as the arm swings parallel to the ground.

11. Step onto the right foot as the ball is released.

Some skill practices that you can use for bowling are:

1. Individually against a wall or net to perfect the skill.
2. In pairs.
3. Corner spry. (Refer to softball, grade 3)
4. Zigzag bowling.
5. Bowling across. (Refer to "throw across" in softball, grade 3)
6. Individual target bowling—For accuracy at a tin or stumps.
7. Team competition—Wicket bowling. Score one point for each wicket stumped.

Some leadup games that practice bowling are:

1. Bush cricket—Divide the class into teams of eleven players with two teams at each pitch. Set up each pitch with one wicket and one base as shown in Figure 61. Fielders spread wide around the batsman.

\[ X \square \quad | \quad \swarrow \quad X = \text{bowler} \]
\[ \cdot = \text{batsman} \]

**Figure 61**

Field Position for Bush Cricket

The bowler bowls from the base. If the batsman hits the ball, he must run down around the base and back to his wicket crease. When the ball is fielded, it is returned to the bowler who continues bowling,
batsman as the arm swings up over the head.

9. Throw the left arm out and down in front to balance the circular movement of the right arm.

10. Complete the circle with the right arm to release the ball as the arm swings parallel to the ground.

11. Step onto the right foot as the ball is released.

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\[ \begin{array}{c}
\text{X} \\
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\text{X} = \text{bowler} \\
\text{.} = \text{batsman}
\end{array}

Figure 61
Field Position for Bush Cricket

The bowler bowls from the base. If the batsman hits the ball, he must run down around the base and back to his wicket crease. When the ball is fielded, it is returned to the bowler who continues bowling,
whether the batsman is in his crease or not. The batsman is put out only when stumped by the bowler or caught on the full by a fielder. A new batsman then takes his place while the bowler continues to bowl.

2. French Cricket—Divide the class into groups of eleven players with a bat and a small rubber ball or a tennis ball to each group. One player is the batsman, the rest are bowlers or fielders. The bowler tries to hit the batsman on the legs, using the correct bowling technique. If hit or caught on the full, the batsman is out and the bowler takes his place. Bowlers may stand anywhere but may not move with the ball. The batsman cannot move his feet and if bowled at from the side or the back, he can only move his bat to protect himself.27

3. Simple cricket—Divide the class into teams of eleven players with two teams to each pitch. Set up the pitch the same as for bush cricket. The bowler bowls from the base when given the signal from the umpire. The batsman runs only when he feels safe to complete the run around the base and back to his wicket. The batsman is out if caught or stumped. The team with the most runs, wins.28

Batting. The teaching points for batting are:

1. Stand side on to the pitch with feet parallel.
2. Point the left shoulder to the bowler.
3. Hold the bat half way down the handle, using a "shake hands" grip.
4. The hands grip one above the other with the left hand at the top.
5. The flat surface of the bat faces the bowler.
6. Rest the hands gently across the left knee with the tip of the bat placed just outside the right toe.
7. Hold the left elbow high and pointing towards the bowler.
8. Bend the body slightly at the knees, hips and waist.
9. Turn the head to face the bowler, keeping your eyes on the ball the whole time.
10. As the ball approaches, swing the bat backwards to hip height, keeping the right elbow bent.
11. As the ball makes it's final bounce, step to the left on the left foot.
12. Swing the bat through to hit the ball in the center of the bat.
13. Keep the wrists forward towards the ball and the head of the bat back to hit the ball low.

Some skill practices you can use for batting are:
1. In pairs--One player bowling and the other batting.
2. Corner spry.
3. Bat across. (Refer to "throw across" in softball, grade 3)
4. Accuracy batting--Hit the ball in specific directions.

Some leadup games that practice batting are:
1. Bush cricket.
2. Simple cricket

Team positions. The fielding positions are shown in Figure 62 on the next page. The correct dimensions of a cricket field can be found in chapter 12.

Simplified rules. The actual game of cricket can be very slow and inactive. It is suggested for community schools that the children play "continuous cricket" instead of cricket. Continuous cricket is much faster and will allow more opportunity for each player to bat.
The simplified rules of continuous cricket that apply to the skills taught in grade 5 are:

1. There are eleven players in a team.
2. Two batsman are on the field at the one time.
3. Each batsman holds a bat which they must carry when they run.
4. If the batsman hits the ball, both batsmen must run.
5. The batsmen can run as many times as it is safe to do so.
6. One run is scored when both batsmen run safely to the opposite crease.
7. If the ball is hit over the boundary line on the full, the batsman automatically scores 6 runs.
8. If the ball is hit to roll or bounce over the boundary line, the batsman automatically scores 4 runs.
9. The bowler must keep his arm straight and may not throw the ball.
10. The bowler must release the ball within the bowling crease.
11. Each bowler bowls eight balls. This is called an "over".

12. At the end of one over, another bowler bowls the next over from the opposite crease.

13. A batsman is out when the bowler hits the stumps and removes the bails; when a fielder catches a hit on the full; when a fielder hits the stumps and removes the bails while the batsman is out of his crease; whenever the batsman hits the stumps either with his body or with his bat; or when the bowled ball hits the batsman's leg when he is standing in front of the stumps and the ball would have hit the stumps (this is called L.B.W.--leg before wicket).

14. As soon as one batsman is out, the next batsman has five seconds to get to the crease before the bowler will bowl again.

15. The innings is complete when the batting team have all batted.

A complete summary of simplified rules on continuous cricket for community schools can be found in chapter 12.

**Introducing Simple Korfball Skills**

To introduce the children to the major game of korfball, the syllabus suggests that two main skills be taught in grade 5. These are throwing and shooting. Since the children have already learnt these skills in netball and basketball, you should concentrate on the unusual features of the game that make it different from these other two games.

**Chest pass.** Refer to netball grade 3 and briefly revise.

**Overarm pass.** Refer to netball grade 3 and briefly revise.

**Sling pass.** Refer to "lob pass" in netball grade 5 and briefly revise. Because of the up and down movement of the sling pass, it takes a
longer time to reach the receiver and is easier to intercept. It is also a pass that is difficult to control and should not be used too often.

**Underarm pass.** Refer to netball grade 4 and briefly revise.

**Set shot.** Refer to netball grade 3 and basketball grade 5 and briefly revise.

**Jump shot.** Refer to basketball grade 5 and briefly revise.

Remember that in korfball, an attacker may not shoot if he is marked. He must move free and score from an undefended position.

**Layup.** Refer to basketball grade 5 and briefly revise.

**Team positions.** The player positions are shown in Figure 63 with players being free to move about within their own section. The correct dimensions of a korfball court can be found in chapter 12.

---

**Figure 63**

Korfball Player Positions

A = Attack team 1  
C = Center team 1  
D = Defence team 1  
= Female  
= Male

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Simplified rules that apply to the skills taught in grade 5 are:

1. There are twelve players in a team made up of six girls and six boys.

2. A player keeps the same opponent throughout the game with a boy marking a boy and a girl marking a girl.

3. Players must stay within their divisions until the umpire signals a change.

4. Players move to the next division after two goals have been scored or after every five minutes.

5. The game is started with a throw off from the center with all players standing at least three meters away.

6. A goal is scored when the ball has fallen completely through the basket of the opposing team.

7. Only players belonging to the 'attack' division may score.

8. A player may not shoot if he is properly guarded by his opponent between him and the post.

9. Teams change ends at half time.

10. The ball may only be played by throwing and catching.

11. The ball may not be thrown from the defence division straight into the attack division.

12. Dribbling is not permitted and players may not run with the ball.

13. Players must cooperate with all players on their team and pass freely between all players.

14. The ball cannot be punched or taken out of an opponent's hand.

15. A player may not hold onto, punch or trip an opponent.

16. The ball may not be held longer than six seconds.
17. If the ball goes out of bounds, the opposing team takes a throw in with all other players standing at least two meters away.

A complete summary of simplified rules suitable for community schools can be found in chapter 12.

**Introducing Simple Rugby League Skills**

To introduce the children to the major game of rugby league, the syllabus suggests that five basic games skills be taught in grade 5. These are catching, passing, tackling, the drop kick and the punt.

**Catching.** The skill of catching in rugby league is similar to catching in netball or basketball except that the ball is a different shape and requires a slightly different technique.

The teaching points for catching are:

1. Watch the ball the whole time until it is safely in your hands.
2. Stretch your arms out and spread your fingers wide, making a deep basket to receive the ball.
3. Cradle the ball into your chest with a "give" of the arms.

Some skill practices you can use for catching are:

1. Catching in pairs—Balls thrown straight, high, low and to both sides.
2. Corner spry. (Refer to softball grade 3)
3. Throw across. (Refer to softball grade 3)
4. Speed catch. (Refer to softball grade 3)
5. Circle change. (Refer to netball grade 3)

Some leadup games that practice catching are:

1. Forcings back—Divide the class into teams of seven players. Two teams play to try to "force back" their opponents to the end of the
field. The ball is kicked to be caught by an opposing player. If it is caught, the player takes three big steps forward before kicking it back again. If the ball is dropped, the kick must be taken from where the ball landed. The two teams kick back and forward until one team is forced back to the end of the field. 33

2. Seven aside walking rugby—Divide the class into teams of seven players. The game is played similar to rugby except tagging is used instead of tackling. When a player is tagged, he must pass the ball immediately. Players must walk only.

3. Seven aside rugby—The same as for seven aside walking rugby except the players may run.

**Passing on the run.** The teaching points for passing are:

1. Hold the ball in both hands with the ball upright and the fingers spread to the back and pointing along the sideseams.

2. Keep your eyes on the player you are passing to.

3. Swing both the ball and the hips sideways away from the direction of throw with the elbows bent.

4. Swing the ball sideways towards your partner to release at waist height.

5. Do not use a "shovelling" action. 34, 35

Some skill practices for passing on the run are:

1. In pairs—Running up and down the field.

2. Two line passing relay—Divide the class into teams of twenty forming four lines as shown in Figure 64 on the next page. The first two players at line A run to line B passing back and forth to one another. They then pass the ball to the first two players at line B who pass and run back to line A.
3. Hoop passing--Suspend hoops waist height from the ground.
Players run and pass through the hoops for accuracy.

4. Line passing--Divide the class into teams of five. Each team lines up across the field with each player positioned slightly behind the player next to him. All players start running down the field together. The player on the end passes the ball to the next player then runs behind all the players to join the line at the other end.

Some leadup games that practice passing on the run are:

1. Seven aside touch rugby.

2. Target ball--Divide the class into teams of seven players.

Two targets such as plastic bottles are placed at each end of the playing area. Two teams attempt to hit their opponent's target with the ball. If a player with the ball is tagged, he must pass it immediately. Possession
is gained from the opposition by gathering a loose ball or intercepting a pass. 36

3. Circle pillar ball—Divide the class into teams of ten with players positioned as shown in Figure 66. The outside positions are for attack and the inside positions are for defence. Both attackers and defenders must stay in their areas. A point is scored when the target is hit by the ball passed from an attacker on the outside circle. 37

![Figure 66](image_url)

*Figure 66*

Circle Pillar Ball Positions

4. Circle passout—Divide the class into teams of seven with players positioned as shown in Figure 67.

![Figure 67](image_url)

*Figure 67*

Circle Pass Out Positions
The center player tries to pass to a member of his team in the outer circle. The outer circle player then tries to pass it back, either directly or via another team member on the outer circle. When the ball is intercepted, the teams change places. The teams scoring the highest number of passes wins.

**Tackling.** Players should always attempt to tackle from the side.

The teaching points for tackling are:

1. Approach your opponent from the side and grab him at thigh level with both arms.
2. Watch your opponent's hips when tackling.
3. Keep your head tucked behind your opponent's thighs.
4. Slide your arms down your opponent's legs to tighten around his ankles.

Some skill practices you can use for tackling are:

1. Kneeling tackling in pairs.
2. In pairs—Both players standing still.
3. In pairs—Tackler walks up to his partner who is stationary.
4. In pairs—Tackler dives from a marked line.
5. Tackling a dive bag—Fill a long hessian bag with dry grass. Hang it from a tree for the children to practice from a walk, slow run and fast run.
6. Relay tackling—Two teams line up as shown in Figure 68 on the next page. The first player from team A walks along the line with the ball and is tackled by the first player from team B. The tackled player then joins the back of team B and the tackler joins the back of team A. The ball is then passed to the next two players.
Some leadup games that practice tackling are:

1. Seven aside walking rugby.
2. Seven aside rugby.
3. Target ball--Using tackling.

The punt. Kicking is an individual skill that should only be used when team passing is not possible. The punt is used during a free kick or after the sixth tackle.

The teaching points for the punt kick are:

1. Hold the ball longways with the lace upwards.
2. The fingers are spread wide, gripping the ball at the sides.
3. Angle the ball down in front of you at approximately 60°.
4. Swing the kicking leg forward, straight from the hip, keeping the ankle and knee locked.
5. Release the ball so that it falls onto the instep of the swinging foot.
6. Hold the arms out to the side for balance.
7. Follow through with the kick until the foot is as high as the
Some skill practices you can use for punting are:

1. Individually—To improve the technique.
2. In pairs—Fifteen meters apart.
3. Accuracy punting—Kicking between two markers.
4. Corner spry. (Refer to softball grade 3)
5. Punt across. (Refer to “throw across” in softball grade 3)

Some leadup games that practice punting are:

1. Forcings back.
2. Circle passout—Using a kick.

Drop Kick. The drop kick is used to kick from the twenty five meter line, the try line or to attempt a field goal.

The teaching points for the drop kick are:

1. Hold the ball out in front of the body in both hands at an angle of approximately $45^\circ$ to the ground.
2. Keep your eyes on the ball the whole time.
3. Bend your body slightly forward.
4. Drop the ball evenly with both hands without twisting it.
5. As the ball bounces off the ground, swing the leg through to kick it with the instep.
6. The kick should be made as soon as the ball has touched the ground.

Some skill practices that you can use for the drop kick are:

1. Individually—While standing.
2. Individually—With three walking steps.
3. Individually—With three running steps.
4. In pairs—Fifteen meters apart.
5. Accuracy kicking--Between two markers.
6. Corner spry. (Refer to softball grade 3)
7. Kick across (Refer to "throw across" in softball grade 3)

Some leadup games that practice drop kicking are:
1. Forcings back.
2. Circle pass out--Using a kick.

Team positions. The player positions are shown in Figure 69. The correct dimensions of a rugby-league field can be found in chapter 12.

<table>
<thead>
<tr>
<th>SC</th>
<th>LP</th>
<th>LS</th>
<th>H</th>
<th>RS</th>
<th>RP</th>
</tr>
</thead>
<tbody>
<tr>
<td>FB</td>
<td>LW</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

5/8

HC

IC

OC

RW

LP = Left prop  
H = Hooker  
RP = Right prop  
LS = Left second row  
RS = Right second row  
L = Lock  
SH = Scrum half  
5/8 = Five eighth  
IC = Inside center  
OC = Outside center  
LW = Left wing  
RW = Right wing  
FB = Full back

Figure 69
Rugby League Player Positions
Simplified rules. Rules that apply to the new skills taught in grade 5 are:

1. There are thirteen players in a team.
2. A kick off is taken from the center of the field.
3. Players may only tackle below the shoulders.
4. After a successful tackle, the player must "play the ball".
5. A tackle is complete when the player with the ball stops moving forward.
6. During a play-the-ball situation, all defending players must stand at least five meters away.
7. A forward pass is not permitted.
8. When the ball is deliberately passed forward, a penalty kick is awarded to the other team.
9. A try scores three points.
10. A conversion kick scores two points.
11. A field goal scores two points.

A complete summary of simplified rules suitable for community schools can be found in chapter 12.

SUGGESTED UNIT OUTLINES

Before you teach your lessons on a particular subtopic, you should first plan your whole unit of lessons. Figures 70, 71 and 72 give examples of unit plans for six and nine lessons on the three main syllabus topics. Use these as a guide when planning your other grade 5 units.
Lesson 1  Introduction the concept of balancing on body parts. Balance on the body parts of the head, shoulders, elbows, forearms and hands.

Lesson 2  Balance on the back, stomach, seat, hips and knees.

Lesson 3  Balance on the lower legs, foot, heel, and toe. Combine two different body parts to balance.

Lesson 4  Partner game of "Something Nothing".

Lesson 5  Balancing on different body parts with different symmetrical shapes. Explore straight, bent, curled, star and twisted shapes.

Lesson 6  Balancing on different body parts with different asymmetrical shapes. Explore straight, bent, curled, star and twisted shapes.

Figure 70
A Suggested Unit of Six Lessons on Balancing on Different Parts of the Body
Lesson 1  Revise grade 3 skills of trapping, push pass and the kick passes.

Lesson 2  Revise grade 4 skills of heading and dribbling.

Lesson 3  Introduce tackling.

Lesson 4  Introduce the throw-in.

Lesson 5  Extend the children's knowledge of the rules and team tactics.  
Simplified game of soccer.

Lesson 6  Simplified game of soccer.

Figure 71
A Suggested Unit of Six Lessons on Extending Major Games Skills
TERM: 2  WEEKS: 8, 9 & 10  TOPIC: Introducing some Major Games

SUBTOPIC: Rugby League

Lesson 1  Introduce catching.

Lesson 2  Introduce passing on the run.

Lesson 3  Revise catching and passing on the run.

Lesson 4  Introduce tackling.

Lesson 5  Revise tackling.

Lesson 6  Introduce the punt kick.

Lesson 7  Revise the punt kick.
Introduce the drop kick.

Lesson 8  Revise the drop kick.
Introduce simple rules and team positions.

Lesson 9  Simplified game of rugby league.

Figure 72

A Suggested Unit of Nine Lessons on
Introducing some Major Games

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ENDNOTES


4. Ibid.


6. Ibid. 7. Ibid.


9. Ibid. 10. Ibid.


17. Dorothy R. Mohr and Elmon L. Vernier, eds., op. cit., p. 76.

18. New Zealand Education Department, loc. cit.


20. Ibid., pp. 476-477.


22. New Zealand Education Department, loc. cit.

Ibid., pp. 46-47.  

Ibid., p. 105.  

Ibid., p. 107.

Curriculum Unit, Community School Syllabus--Grade Five Physical Education, op. cit., p. 31.

Ibid., p. 32.


Ibid., adapted from page 2 for community school children.


Curriculum Unit, Community School Syllabus--Grade Five Physical Education, op. cit., p. 40.


D. Cyril Joynson, op. cit., p. 12.


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Chapter 8

PHYSICAL EDUCATION FOR GRADE 6

GRADE 6 SYLLABUS

BODY CONTROL

* Discovering different ways of working with a partner.

GAMES SKILLS

* Extending known games skills of softball, soccer, netball, athletics, basketball, volleyball, swimming, cricket and rugby league.
* Introducing simple skills of AUSTRALIAN RULES FOOTBALL
* Introducing simple skills of HOCKEY

Figure 73

Syllabus Summary for Grade 6

How Can You Program the Activities?

To help you plan your lessons with the syllabus activities, Figure 74 provides a suggested year's program for grade 6. Time allocation for grade 6 is ninety minutes per week for physical education skills and sixty minutes per week for organized sports. Time allocation for physical education skills can be divided into three 30 minute lessons per week.
<table>
<thead>
<tr>
<th>TERM</th>
<th>WEEK</th>
<th>TOPIC</th>
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<td>1</td>
<td>Revision of grade 5 skills</td>
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<td></td>
<td>2</td>
<td>Balancing on different body parts</td>
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<tr>
<td></td>
<td>3</td>
<td>Netball—Extending known skills</td>
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<td></td>
<td>4</td>
<td>Cricket—Extending known skills</td>
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<tr>
<td></td>
<td>5</td>
<td>Basketball—Extending known skills</td>
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<tr>
<td></td>
<td>6</td>
<td>Athletics—Extending known skills</td>
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<tr>
<td></td>
<td>7</td>
<td>Hockey—Introducing simple skills</td>
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<tr>
<td></td>
<td>8</td>
<td>Discovering different ways of working and moving with a partner</td>
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<tr>
<td></td>
<td>9</td>
<td>Korfball—Revision of grade 5 skills</td>
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<td></td>
<td>10</td>
<td>Minor and traditional games</td>
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<tr>
<td>2</td>
<td>1</td>
<td>Rugby League—Extending known skills</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Hockey—Introducing simple skills</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Softball—Extending known skills</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Body control—Discovering different ways of balancing with a partner</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Swimming—Extending known skills</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>Minor and traditional games</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>Australian rules football—Introducing simple skills</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Softball—Extending known skills</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Body control—Discovering different ways of balancing with a partner</td>
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<tr>
<td></td>
<td>4</td>
<td>Swimming—Extending known skills</td>
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<td>Minor and traditional games</td>
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<td>1</td>
<td>Soccer—Extending known skills</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Volleyball—Extending known skills</td>
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<tr>
<td></td>
<td>3</td>
<td>Body control—Exploring different group balancing activities</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Australian rules football—Revision</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Hockey—Revision</td>
</tr>
</tbody>
</table>

Figure 74

Suggested Year's Program in Physical Education for Grade 6
WHAT HAVE THE CHILDREN LEARNT SO FAR?

In grade 1, the children should have:
. discovered different ways of moving their bodies
. discovered different ways of using small pieces of equipment
. learnt some simple games skills

In grade 2, the children should have:
. explored different ways of moving one part of the body in relation to another part
. learnt the basic games skills of kicking and hitting a moving object
. learnt to work with a partner and in a group
. improved their games skills of throwing and catching

In grade 3, the children should have:
. discovered ways of moving along the ground
. learnt simple skills of softball, netball, soccer and athletics

In grade 4, the children should have:
. explored different ways of jumping and leaping with flight
. extended their games skills of softball, soccer, netball and athletics
. learnt simple skills of basketball, volleyball, swimming and speedaway

Last year in grade 5, the children should have:
. explored balancing on different parts of the body
. explored different movement patterns
. extended their games skills of softball, soccer, netball, athletics, basketball, volleyball, swimming and speedaway
. learnt simple skills of cricket, korfball and rugby league

Make a check to see if the following activities were learnt last year during grade 5:
1. Exploring balancing on different body parts with shape with movement in movement patterns

2. Extending known games skills
   - softball
   - netball
   - soccer
   - athletics
   - basketball
   - volleyball
   - swimming
   - speedaway

3. Introducing simple games skills
   - cricket
   - korfball
   - rugby league

Before you begin to teach the grade 6 syllabus, it would be a good idea if you briefly revised some of the activities that were taught to the children in grade 5. Taking a little bit of time to do this will:

1. Show you what skills they are good at doing.
2. Identify the skills that need more attention.
3. Let you establish a smooth routine for moving the children in and out of the classroom.
4. Let your new class get used to listening to the way you give instructions.

Turn back to the previous chapter on grade 4 for information and ideas about these activities.

IDEAS FOR ACTIVITIES

The syllabus expansion suggests some ideas that you can use in your lessons. They will help you think up your own but are not enough to plan all of your lessons. Here are some more ideas that you can add to them.
Discovering Different Ways of Working with a Partner

In grade 1, the children briefly worked with a partner exploring different ways the body can move. In grade 2, the children played many different minor and traditional games using co-operative skills to play in pairs and in groups. In grade 3, the children explored ways of helping a partner to move from one place to another. In grade 4 body control, the children worked with partners to gain flight. As well, the children worked in pairs to practice their games skills. Although in grade 5, the children continued to practice their games skills in pairs, the body control activities that they learnt were basically performed on their own.

In grade 6, the aim of the body control section is to focus on working in pairs or groups to discover different activities that they can do. The syllabus includes movement activities and balance activities and extends many of the co-operative skills the children may have been introduced to in earlier grades.

Working with a partner. When moving or balancing with a partner, partners can work in many different ways. Figure 75 on the next page suggests some of the many possibilities that the children can explore.

To give you some ideas on how to expand the syllabus, here are some examples of questions and activities you can use.

"Choose a partner and stand in a space. Both of you make a shape with your bodies." "Are you both standing the same way? What positions are you in then?" "Who are standing side by side? Are you touching one another or are you separate?" "Are your bodies in the same shape? Would you say you are identical then?" "Who are standing side by side but with their bodies in opposite shapes? If I placed a mirror between you, would you look like your partner in the mirror?" "Are there any pairs who are
standing side by side but have their body shapes different from one another? Are you completely different so that one person's shape has no relation to the other person's shape? Would you say you are standing in a contrasting position, then?" "Are you standing differently to your partner but look as if your body shape is related to your partner's? Why is it related?" "Can you tell me how many different ways we found to work with a partner?" "Let us work through the list, one by one, to make sure that you understand the possibilities."

1. **IDENTICAL**  
   - In the same position or doing the same movement while in contact with one another.

2. **IDENTICAL separate**  
   - In the same position or doing the same movement but not in contact with one another.

3. **IDENTICAL one behind the other**  
   - In the same position or doing the same movement with one behind the other.

4. **OPPOSITE**  
   - In the same position or doing the same movement in the opposite direction. Symmetry.

5. **CONTRAST**  
   - In a different position or doing a different movement from one another. Asymmetry.

6. **RELATING**  
   - In a different position or doing a different movement but showing relation to one another.

**Figure 75**
Variations for Working with a Partner
1. "Find a partner and stand in a space." "Stand with your partner so that you are touching one another and your body shape is identical to your partner's. Check to make sure that you are in the same position as your partner." "Now change and make a different shape but be sure that you are identical to your partner and that you are in contact with one another." "See how many different shapes you can make while being identical to one another."

2. "Find a partner and stand in a space." "What body shapes can you make that are identical to one another? Stand apart from one another this time." "Are you really identical to one another? Check to make sure." "Now make a different body shape and have your partner copy you so that you are identical to one another. Try to use your own ideas."

3. "Find a partner and stand in a space." "I want you to make a body shape that is identical to your partner's but stand so that you are behind your partner." "Are you exactly the same as your partner?" "Now make a different shape and have your partner copy you while he stands behind you." "See how many different body shapes you can make that your partner can copy while he stands behind you."

4. "Choose a partner and stand in a space." "Make a shape with your body and have your partner do the opposite so that he looks like the mirror of you. Is he exactly the opposite of you?" "Now let your partner make a shape and you try to do the opposite to him." "See how many different body shapes you can make that your partner can mirror."

5. "Find a partner and stand in a space." "Stand so that your body is a completely different shape to your partner's." "Now make a different shape. Be sure that you are completely different from your partner." "When I clap my hands, change to make a different shape and
your partner must then make another shape completely different to you."

6. "Choose a partner and stand in a space." "Make a shape with your body so that it is different to your partner's but is in some way related to it." "How is your body shape related to your partner's? Does your arm have a similar curve to your partner's body?" "Now make a different shape but be sure that there is some similarity or relationship between your body shape and your partner's." "Let you partner make a shape with his body then you try to make a shape that is different and yet related to your partner's body shape.

Moving with a partner. To move across the ground, you really only need to think of the basic movements that the children learnt in grade 1 and grade 2 to give you lots of ideas. These are crawling, walking, running, jumping, hopping, sliding and rolling. When moving with a partner, there are many more variations that the children can use. Figure 76 suggests some possible partner combinations.

Figure 76
Variations for Exploring Moving With a Partner

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Explore one by one, the variations for each movement. Allow the children time to decide together what they are going to do or perhaps one child can be the leader and the other can copy.

1. "Find a partner and stand in a space." "How can you crawl about with your partner? Are you identical to your partner? Who is behind his partner? Is anyone touching his partner?" "How would you crawl while in an opposite position to your partner? Show me." "Is it possible for you to crawl and carry your partner? Show me." "What other ways can you carry your partner while crawling?"

"What directions can you crawl with your partner?" "How can you crawl backwards with your partner?" "Now see if you can find a completely different way to crawl in a backwards direction with your partner."

"Show me how you would crawl with your partner while keeping your bodies in a very low position." "How fast can you crawl around with your partner? Is that the fastest you can move?" "Now crawl around with your partner, varying the size of your steps." "Can you crawl with only very small steps while your partner takes large steps?"

"What body shapes can you make while crawling with your partner?" "Can you make identical shapes?" "Now show me an opposite shape to your partner's while you crawl about." "Can you make a contrasting shape to your partner while you crawl? Show me." "Now crawl about with your partner using very light movements. Is that the lightest you can move?" "Look at your partner and crawl towards him." "Now look at your partner again while he tries to catch you and you try to get away."

"Show me how the two of you can crawl around together with one person leading the other. What body part is leading you?" "Can you change now to let a different body part lead you both. Is your partner behind
you, beside you or above you?"

"Collect a ball from the box and stand with your partner in a space." "How can you balance the ball between the two of you while you crawl about?" "Now see if you can balance it a different way and still keep crawling." "Return the ball and collect a hoop, rope or stick from the box." "How can you hold your piece of equipment between the two of you while you crawl about?" "Now one of you balance the equipment on your body. How can you stop your partner from taking the equipment from you? Remember to only use a crawling movement."

2.7. For exploring the other variations for moving with a partner, use similar activities to those suggested for crawling.

Balancing with a partner. Last year in grade 5, the children explored balancing on different parts of the body. Refer to grade 5 to see what the children learnt about balancing. They should now extend those skills to balance with a partner.

Using a similar approach to balancing on your own, the children can explore balancing with a partner on different body parts or combinations of different body parts. Encourage them to find balances that are different to everybody else and that include a variety of partner positions.

Figure 77 on the next page suggests some variations for exploration of partner balances. Remember to use a variety of approaches that include balancing with your partner, balancing on your partner and helping your partner to balance.

Here are some examples of questions and activities you can use for balancing with a partner.
"Find a partner and stand in a space. "How can you help your partner to balance on his head?" "Now let him help you balance on your head." "I wonder can the both of you balance together on your heads? Do you have to use your hands to help you?" "What position are you in? Are you together, opposite or one behind the other?" "Is it possible to balance on your heads, one above the other? Try it."

"How can you help your partner to balance on his forearms or hands?" "What else can he do with his legs while he balances? Can you change their position for him?" "I wonder now can the two of you balance together on your forearms or hands. What position are the two of you holding? Are you behind one another or opposite?"

"How can the two of you balance on your backs with only one person touching the ground?" "Is there any other way that you can do it?" "Can you change to make your body positions opposite but still with the both of you balanced on your backs? Try it."

"Balance together on your seats so that you are side by side. Are you identical?" "Now balance on your seats so that you are one behind the
other." "Can you do the same thing one above the other? Try it." "Can you both balance on your seats while opposite to one another?" "How would you make contrasting positions to one another while still balancing on your seats? Show me."

"Between the two of you, can you balance on just two feet only?"

"Now see if you can find a different way for the two of you to balance on two feet." "Are there any other possibilities?" "Now how would the two of you balance on just one foot?" "Can you find another way for the both of you to balance on just one foot?" "Are you identical or contrasting?"

"Between the two of you, balance with only one hand and one foot touching the ground." "Is there any other way that you can balance with only those parts touching the ground?" "Now how would the two of you balance together with only two heels touching the ground? See if you can be different from everybody else."

There are many more ideas for activities that you can think up yourself if you work on each of the different parts of the body and then explore different combinations of body parts.

**Moving and Balancing in Groups.** Movement and balance activities in groups should be taught similar to partner work. Allow the children an experience working in a small group of three as well as in a large group of six or eight. As the group becomes larger, there is a greater need for the children to cooperate with one another. A group leader may emerge or they might naturally all work together. Before commencing any activity, it might be a good idea to remind them of some basic points on working in groups:

1. Cooperate with one another to work as a team.

2. Let each member have an opportunity to contribute his ideas.
3. Everyone in the group is equally important.
4. Try to agree as a group on what activity you will do.
5. Involve all group members in the activity.

**Extending Softball Skills**

In grade 3, the children were introduced to the simple skills of softball. In grades 4 and 5, these skills were extended to include pitching, being a catcher, base running and being a baseman. The syllabus suggests in grade 6 that the skill of bunting be taught. You should also consider teaching the skill of sliding as well. For ideas on how to teach major games by the directed method, refer to chapter 2.

Before you teach them the new skills, it would be a good idea to briefly revise the skills they should have learnt last year in grade 5. Information on teaching points, skill practices and leadup games for these skills can be found in chapter 7. A diagram of team positions and a list of simplified rules can be found in chapter 5.

**Bunting.** The skill of bunting is another form of batting that is used as a surprise play to get the batter safely to first or to advance a runner. It is a short place hit into the infield. Teaching points 1.-5. are the same as for batting and only at the last minute does the body move to the bunting position.

The teaching points for bunting are:

1. Stand in the normal batting position with feet apart and the left shoulder pointing to the pitcher if right handed.
2. Hold the bat with a "shake hands" grip with the left hand under the right for a right handed batter and the brand of the bat up.
3. Bend the elbows and hold them out and away from the body.
4. Hold the head of the bat away from the right ear for right handed batters.
5. Keep your eyes on the ball and the knees slightly bent.  
6. As the ball leaves the pitcher's hand, pivot on the front foot and step around with the other foot to face the pitcher square on.
7. At the same time, slide the right hand (for right handed batters) down to the brand, holding the bat parallel to the ground and with arms held out towards the ball.
8. Bend the knees slightly.
9. Let the ball hit the bat. Do not swing at the ball.
10. "Give" slightly on contact to absorb the force of the ball.
11. Direct the ball down the first or third baseline. Some skill practices that you can use for bunting are:
   1. Bunting in fours--Include a fielder, pitcher, bunter and catcher. After the bunter has had a number of hits, let the players rotate their positions.
   2. Direction bunting--Place two sticks in the ground, three meters apart and ten meters from the batter. Practice as for bunting in fours except each player must attempt to bunt the ball between the sticks.
Some leadup games that practice bunting are:
   1. Bunting contest--Two teams of nine play on a diamond. The batter tries to bunt the ball so that it rolls down the third baseline. The batter then runs to the first base and returns straight back home. The batter scores one point if the ball was hit within one meter of the baseline. The batter scores a second point if he returns to home base before the ball. The game continues until all players on the one team bat and then the teams change over.
2. Stopball—Using the skill of bunting. (Refer to grade 3)

3. Batball—Using the skill of bunting. (Refer to grade 3)

**Sliding** is used to reach a base at full speed without overrunning it and helps to avoid being tagged.

The teaching points for the foot first slide are:

1. Approach the base away from the ball and the baseman.
2. Run towards the base at full speed.
3. When about three meters from the base, take off from the left foot, throwing your right foot towards the base.
4. Bend the left knee under the right leg.
5. Lean back, throwing the arms above the head for balance.
6. Relax as you hit the ground.
7. Touch the base with the right foot.

Some skill practices that you can use for sliding are:

1. Individual practice—In soft sand, soft grass or sawdust.
2. Three man tag—Divide the class into groups of three with a ball and a base. Players are positioned as shown in Figure 78.

```
     X
Fielder          Baseman         Baserunner
     X
```

**Figure 78**

Three Man Tag Position

A fielder stands five meters from the base with the ball on the ground. The baserunner stands five meters from the base in the other direction. The baserunner calls “go” and runs to slide into the base. On the signal, the fielder picks up the ball and throws it to the baseman who steps on the base and tries to tag the runner before he touches the base.
Some leadup games that practice sliding are:

1. Kickball—Divide the class into teams of nine players. The game is played like softball except the ball is rolled by the pitcher and kicked by the batter. The batter must slide into every base. One point is scored each time a batter slides safely to home base.

2. Throwing rounders—Using sliding into each base. (Refer to grade 3 for a description)

Team positions. Refer to chapter 5, grade 3.

Simplified rules. Refer to chapter 12 for a complete summary of simplified rules suitable for community schools.

Extending Netball Skills

In grade 3, the children were introduced to the simple skills of netball. In grades 4 and 5, these skills were extended to include more passing skills, dodging, marking and rebounding. The syllabus suggests in grade 6 that the skills of bounce passing and throw up be taught.

Before you teach them the new skills, it would be a good idea to briefly revise the skills they should have learnt last year in grade 5. Information on teaching points, skill practices and leadup games for these skills can be found in chapter 7. A diagram of team positions and a list of simplified rules can be found in chapter 5.

Bounce pass. Refer to the basketball section in grade 4 and briefly revise this skill.

Throw up. A throw up is used to decide possession of the ball when two opposing players have their hands on the ball at the same time. The teaching points for the throw up are:
1. Stand facing and one meter away from your opponent.

2. Stand with feet apart and hands by your sides.

3. Look straight ahead and stand alert and ready to move.

4. As soon as the umpire blows the whistle to release the ball, move your hands up quickly to grasp the ball.

5. Sweep the arms upwards to draw the ball up over your shoulder and away from your opponent.

A skill practice that you can use for the throw up is:

1. Throw up in threes--Divide the class into groups of three with one ball to each group. One player acts as umpire while the other two players practice gaining possession. The teacher calls "ready" then blows the whistle for the umpires to release the balls. Players keep count of the number of times they gain possession.

A leadup game that practices the throw up is:

1. Four passes--Two teams of seven play on a court. The ball is thrown up at the center to begin play. Each team tries to score four passes in a row. At the end of the fourth pass, the two closest opponents must compete for a throw up.

Team positions. Refer to chapter 5, grade 3.

Simplified rules. Refer to chapters 5, 6 and 7 for rules 1-17.

Rules that apply to the new skill taught in grade 6 are:

18. During a throw up, the ball must only be thrown between the waist of the shortest player and the head of the tallest player.

19. During a throw up, the player who first places his hands on the ball is awarded possession by the umpire.

A complete summary of simplified rules suitable for community
schools can be found in chapter 12.

**Extending Soccer Skills**

In grade 3, the children were introduced to the simple skills of soccer. In grades 4 and 5, these skills were extended to include more passes, heading, dribbling, tackling and the throw-in. The syllabus suggests in grade 6 that the skill of goal keeping be taught.

Before you teach them the new skills, it would be a good idea to briefly revise the skills they should have learnt last year in grade 5. Information on teaching points, skill practices and leadup games for these skills can be found in chapter 7. A diagram of team positions and a list of simplified rules can be found in chapter 5.

**Goal Keeping.** The duty of the goal keeper is to prevent the ball from entering his team's own goal.

The teaching points for goal keeping are:

1. Stand so that you are between the ball and the goal and about one meter in front of the goal line.
2. Stand with feet apart, knees bent and the body weight evenly on both feet.
3. Hold the arms out at shoulder height with palms facing the ball.
4. Be alert and ready to make a quick decision with eyes watching the ball the whole time.
5. Never use the feet in saving a goal when it is possible to use the hands.
6. Catch the ball using both hands, with fingers spread wide but relaxed.
7. "Give" with the hands or the body to take the force of the ball.

8. Pull the ball in towards the stomach to stop it from slipping.

9. For low balls, catch the ball with fingers together and pointing down. Stand with ankles together and the body bent at the waist.

10. Once the ball is caught, throw it up field to a team member.

11. For balls that cannot be caught, tip or punch the ball with the palm of the hand.

Some skill practices that you can use for goal keeping are:

1. In pairs—Practicing to improve the skill.

2. In pairs—Changing the direction and position of the kick.

3. Pepper kicking—Divide the class into groups of six players. One player is the goal keeper and the other players, each with a ball, stand along the goal line in front of the goal. One at a time, the players kick for goal and the goal keeper attempts to block it. As soon as the goal keeper is ready, the next player kicks. After all players have tried for goal, the players rotate to make a new goal keeper.

Some leadup games that practice goal keeping are:

1. Change soccer. (Refer to grade 3)

2. Short field five aside—Two teams of five play a simplified game of soccer on a short field. After each goal is scored, rotate the goal keeper.

Team positions. Refer to chapter 5, grade 3.

Simplified rules. Refer to chapters 5, 6 and 7 for rules 1-10. Rules that apply to the new skill taught in grade 6 are:

11. The goal keeper may use the hands to catch and throw the ball.
12. The goal keeper may take four steps without bouncing the ball.

A complete summary of simplified rules suitable for community schools can be found in chapter 12.

Extending Athletic Skills

In grade 3, the children were introduced to simple athletic skills. In grades 4 and 5, these skills were extended to include jumping and throwing activities. The syllabus suggests in grade 6 that the skills relay running and long distance running be taught.

Before you teach them the new skills, it would be a good idea to briefly revise the skills they should have learnt last year in grade 5. Information on teaching points, skill practices and leadup games for these skills can be found in chapter 7.

For ideas on making athletic equipment, refer to chapter 9.

Relay running is best performed on a circular track. If you do not have sufficient playground space for this, you should then teach them the shuttle relay technique which involves running up and down the field.

The teaching points for the circular relay are:
1. As the runner approaches, the receiver of the relay baton should start to run.
2. The receiver should run with his right hand held out behind with the palm facing up and the thumb spread wide to form a V in the hand.
3. The receiver should always look ahead when running.
4. The runner should pass the baton with his left hand to the right hand of the receiver.
5. The speed of the receiver should be equal to the speed of the runner when the relay baton is passed.
6. The baton is passed with an upward movement into the palm of the receiver.

7. As soon as the receiver has the baton, he should change it to the left hand in readiness for passing it to the next runner.\textsuperscript{10}

The teaching points for the shuttle relay are:

1. The receiver should wait behind the line with the right hand reaching forward to receive the baton.

2. The runner should carry the baton in his right hand and should pass it to the right hand of the receiver.

3. When the baton is passed, the receiver should start to run.\textsuperscript{11}

The rules for relay running are:

1. No competitor may run more than one leg of a relay.

2. If the baton is dropped, the runner must pick it up before continuing to run.

3. In the circular relay, the baton must be passed within the twenty meter passing zone.

4. In the shuttle relay, the receiver must be behind the line until he receives the baton.\textsuperscript{12}

\begin{figure}
\centering
\includegraphics[width=\textwidth]{field_marking}
\caption{Field Marking for the Circular Relay\textsuperscript{13}}
\end{figure}
The correct dimensions of athletic field markings can be found in chapter 12.

**Long distance running.** A sprint is a fast race of twenty five, fifty or seventy five meters long. Long distance running for community school children is performed on flat ground over a distance of 200 meters, 400 meters and 800 meters. Since the distance is much greater, the children should use a different running technique to save energy.

The teaching points for long distance running are:
1. Commence with a standing start.
2. At the beginning of the race, sprint fast to gain a good front position amongst the competitors.
3. Settle down into a relaxed running stride, leaning the body over the feet.
4. Run on the inside edge of the running track.
5. When running around the curve, lean the body towards the inside of the curve, pushing harder on the outside foot.
6. Swing the outside arm (right) slightly across the body when running around the curve.
7. Increase your pace for the drive to the finish line.\(^{14}\)

The rules for long distance running are:
1. All races are run in an anti-clockwise direction.
2. The runners do not have to stay within their lanes after the start of the race.
3. The start is signaled by "get set" and then "go".
4. A runner who has two false starts is disqualified.\(^{15}\)
5. Runners must stay on the track during the race.
Extending Basketball Skills

In grade 4, the children were introduced to the simple skills of basketball. In grade 5, these skills were extended to include dribbling and different shooting. The syllabus suggests in grade 6 that the skill of rebounding be taught. You should also consider teaching zone defence.

Before you teach them the new skills, it would be a good idea to briefly revise the skills they should have learnt last year in grade 5. Information on teaching points, skill practices and leadup games for these skills can be found in chapter 7. A diagram of team positions and a list of simplified rules can be found in chapter 6.

Rebounding. Refer to the netball section in grade 5 and briefly revise this skill.

Zone defence is a method of guarding by placing the defending players in a specific formation or zone around the basket. Each player is given a particular area to guard and is responsible for any opponent in that area who may try to move in close to the basket.

There are many different zone patterns that can be used. Figure 80 on the next page suggests four main patterns that you could use. The first number of each pattern indicates the number of defending players who are furthest from the basket. The last number of each pattern indicates the number of defending players who are closest to the basket.

The teaching points for zone defence are:

1. Keep your eyes on the ball the whole time. Do not watch or follow any individual player.

2. Stand with feet apart and knees bent, ready to move in any direction.
3. Always stand between the ball and the basket.

4. Hold the hands out in front of the body, ready to catch or intercept a dribble or pass by an opponent.

5. Be alert and ready to move at any time.

6. Only move from your position to defend the ball or to back up one of your team members who has moved from his position.

![Diagram of basketball court positions](image)

**Figure 80**

Selected Player Positions for Zone Defences

**Team positions.** Refer to grade 4, chapter 6.

**Simplified rules.** Refer to chapters 6 and 7 for rules 1.-10. Rules that apply to the new skills taught in grade 6 are:

11. A player may not stay in the opponent's keyhole for more than three seconds.

12. Once a goal has been scored, a player of the team who did not score takes a throw in from the back line.
A complete summary of simplified rules suitable for community schools can be found in chapter 12.

Extending Volleyball Skills

In grade 4, the children were introduced to the simple skills of volleyball. In grade 5, these skills were extended to include digging and the overarm serve. The syllabus suggests in grade 6 that the skills of spiking and blocking be taught.

Before you teach them the new skills, it would be a good idea to briefly revise the skills they should have learnt last year in grade 5. Information on teaching points, skill practices and leadup games for these skills can be found in chapter 7. A diagram of team positions and a list of simplified rules can be found in chapter 6.

Spiking is hitting the ball downward into the opponent's court when it is above and close to the net. It is a skill that is difficult to return by the opposition.

The teaching points for spiking are:

1. Only spike if the ball is close to and higher than the net.
2. Jump up as high as you can.
3. Lift the spiking hand up above the head behind the shoulder with the elbow held high.
4. Hit the top of the ball with the fingers or heel of the hand and at the same time, bend the wrist to force the ball downward.17
5. Do not follow through with a swing of the arm so that you will not touch the net.

Some practices you can use for spiking are:

1. Individually—Hold the ball out in front of the body with one
hand and spike it straight down to the ground with the other.

2. Individually—Throw the ball into the air, jump up above it and spike it straight down to the ground.

3. Against a wall—Throw the ball at the ground so that it will rebound off the wall to lift into the air. Jump up to spike it downwards.

4. In pairs—One player sets up, the other spikes. Practice spiking over the net.

A leadup game that practices spiking is:

1. Third man spike—Play a game of volleyball with the special rule that the third pass for each team must be a spike over the net. If the third man does not spike, one point is given to the other team.

**Blocking** is a defensive move against the spike to send the ball back over the net or to slow the speed of the ball for another player to hit it. The teaching points for blocking are:

1. Move to a position about two feet in front of the net where the spike will be taken.

2. Keep your eyes on the ball the whole time.

3. Jump up at the same time as the spiker.

4. Hold your arms up above your head with hands and thumbs together and fingers straight, spread and pointing up.

5. Do not let the arms swing forward to touch the net.18

Some practices you can use for blocking are:

1. In pairs—Face one another and jump together to see who can raise their finger tips the highest.

2. In pairs—One player sets up and the other player blocks.

3. In threes—At the net. One player sets up, one player spikes and the third player blocks on the other side of the net. After a number
of practices, players rotate positions.

A leadup game that practices blocking is:

1. Third man spike.

Team positions. Refer to grade 4, chapter 6.

Simplified rules. Refer to chapter 6 for rules 1.-12. Rules that apply to the new skills taught in grade 6 are:

13. Players may not touch the net.

14. Players may not step on or over the center line.

A complete summary of simplified rules suitable for community schools can be found in chapter 12.

Extending Swimming Skills

In grade 4, the children were introduced to the simple skills of swimming. In grade 5, these skills were extended to include the flutter kick, overarm stroke and breathing of the crawl stroke. The syllabus suggests in grade 6 that the backstroke skill be taught.

Before you teach them this new skill, it would be a good idea to revise the crawl stroke they should have learnt last year in grade 5. Information on teaching points and skill practices can be found in chapter 7.

Backstroke. The teaching points for the back crawl stroke are:

1. Lie on your back with your ears underwater and your chin tucked in.

2. Float your body with your legs a little lower in the water than your head.

3. Kick your legs 30cm to 40cm below the surface, keeping them
straight and using a hard upward kick.

4. Do not let the legs and feet break the surface of the water.

5. As one arm enters the water to pull, the other arm is lifted out of the water to work like a windmill.

6. Lift one shoulder and turn your head outward.

7. Place your hands in the water directly behind your shoulder with the little finger leading.

8. Pull your arm through with a bent elbow to push the water past your hip.

9. Lift the arm straight up out of the water to swing back behind the head and start again.¹⁸

Extending Cricket Skills

In grade 5, the children were introduced to the simple cricket skills of bowling and batting. The syllabus suggests in grade 6 that the skills of defensive batting and wicket keeping should be taught. You should also consider teaching fielding.

Before you teach them the new skills, it would be a good idea to briefly revise the skills they should have learnt last year in grade 5. Information on teaching points, skill practices and leadup games for these skills as well as a diagram of team positions and a list of simplified rules can be found in chapter 7.

**Forward defensive batting.** This shot is used to play a ball that has been bowled too far forward and low to use a drive. It is only a defensive shot meant to stop the ball.

The teaching points for the forward defensive stroke are:

1. Stand in the normal batting position.
2. Watch the ball the whole time.
3. Move the front shoulder towards the ball.
4. Step towards the ball on your front foot, bending the knee to bring your body weight over the ball.
5. Keep the back leg straight to gain longer reach.
6. Hold the head of the bat back at a $45^\circ$ angle to the ground with the front elbow held high and away from the body.
7. Hit the ball in the center of the bat to direct it down to the ground.

Some skill practices that you can use for forward defensive batting are:
1. In pairs--One player bowling and the other batting.
2. Corner spry.
3. Bat across. (Refer to "throw across" in softball, grade 3)

A leadup game that practices forward defensive batting is:
1. French cricket. (Refer to grade 5)

**Backward defensive batting.** This shot is played to a ball that is bowled short and cannot be driven. It is also only a defensive shot meant to stop the ball.

The teaching points for the backward defensive stroke are:
1. Stand in the normal batting position.
2. Watch the ball the whole time.
3. Step the back foot back and across behind the path of the ball.
4. Step the front foot back and across in front of the stumps.
5. Lift the bat into an upright position with the head of the bat angled back slightly.
6. The wrists should hold the bat at the front of the handle with the front elbow held high and away from the body.

7. Hit the ball in the center of the bat to direct it down to the ground.21

Some skill practices that you can use for backward defensive batting are:

1. In pairs--One player bowls and the other bats.
2. Corner spry.
3. Bat across. (Refer to "throw across" in softball, grade 3)

A leadup game that practices backward defensive batting is:

1. French cricket (Refer to grade 5)

Wicket keeping. The wicket keeper is positioned close behind the batter's stumps to catch any loose balls that have been bowled or hit by the batter and to receive the ball from a fielder to try and stump the batter when he is out of his crease.

The teaching points for wicket keeping are:

1. Stand close behind the batter's stumps with feet apart and body weight evenly on both feet.
2. Bend your knees so that your eyes are just above the level of the stumps, looking down the wicket.
3. Hold your hands together behind the path of the ball, with fingers pointing down.
4. Watch the ball right into your hands.22

Some skill practices that you can use for wicket keeping are:

1. In pairs.
2. Corner spry.
3. Zig zag bowling and catching.
Some leadup games that practice wicket keeping are:
1. Bush cricket. (Refer to grade 5)
2. Simple cricket. (Refer to grade 5)

Fielding. There are many different fielding positions in cricket. Some are close to the batter, others are a lot further away and require a slightly different fielding technique.

The main teaching points that apply to all fielding positions are:
1. Stand with feet apart, knees lightly bent and body weight evenly on both feet.
2. Hold the hands slightly apart in front of the body and close to the ground with the fingers pointing down.
3. Stand alert, ready to move at any time.
4. Watch the ball the whole time once the batter has hit it.
5. Move quickly in under the ball.
6. Lift the hands a little above the eyes with the thumbs crossed.
7. Close your fingers around the ball and pull it down to your chest to soften its force.

Some skill practices that you can use for fielding are:
1. In pairs--Standing 30 meters apart.
2. Corner spry.
3. Zig zag passing.
4. Throw across. (Refer to softball grade 5)

Some leadup games that practice fielding are:
1. Bush cricket. (Refer to grade 5)
2. Simple cricket. (Refer to grade 5)
Team positions. The playing positions for continuous cricket are shown in Figure 62, Chapter 7. The correct dimensions of a cricket pitch can be found in Chapter 12.

Simplified rules. Refer to Chapter 7 for rules 1.-15. These rules also apply to the new skills taught in grade 6.

A complete summary of simplified rules suitable for community schools can be found in Chapter 12.

Extending Rugby League Skills

In grade 5, the children were introduced to the simple rugby league skills of catching, passing, tackling, drop kicking and punting. The syllabus suggests in grade 6 that the skills of place kick and side stepping be taught. You should also consider teaching the flick pass, dive pass and dive tackle.

Before you teach them the new skills, it would be a good idea to briefly revise the skills they should have learnt last year in grade 5. Information on teaching points, skill practices and leadup games for these skills as well as a diagram of player positions and a list of simplified rules can be found in Chapter 7.

Place kick. The place kick is taken from off the ground and is used to attempt to kick a conversion goal. The ball can be placed at different angles to the ground. An upright position provides height to the ball while a more angled position provides greater distance.

The teaching points for the place kick are:

1. Place the ball on the ground, balanced on one end and sloping backward. Line up the middle seam with the target.
2. Watch the ball the whole time, with your head down.
3. Run forward in a straight line to place the non kicking foot behind and close to the ball.
4. Swing the kicking foot forward to kick the ball with your instep.
5. Follow through until your foot reaches head height.

Some skill practices you can use for place kicking are:
1. Kick across (Refer to "throw across" in softball, grade 3)
2. Accuracy kicking.

A leadup game that practices place kicking is:
1. Forcings back (Refer to grade 5 for a description)

Sidestepping. The skill of sidestepping is used to dodge an opponent while running with the ball.

The teaching points for sidestepping are:
1. Run directly towards your opponent.
2. Carry the ball on the same side as the direction of the sidestep.
3. When approximately two meters away from your opponent, take a wide step sideways and continue running.
4. If needed, use the freehand to hand-off your opponent.

Some skill practices you can use for sidestepping are:
1. Run on the spot with short, quick strides followed by a step to either the left or right.
2. Run and sidestep in and out of sticks placed upright and 2 meters apart in a line.
3. Run along parallel lines that are marked 1 meter apart. On a
signal, the player sidesteps from one line to the other.

4. Play the game "North, South, East, West."

5. Shadow chase in pairs.

6. Relay sidestep—Teams of approximately six players stand in single file, two meters apart. The last player runs forward to sidestep in and out of the other players. He then stands at the front of the file and the practice continues with the next player at the back running in and out of the team.

A leadup game that practices sidestepping is:

1. Seven aside rugby—Emphasizing the use of sidestepping.

**Flick pass.** The flick pass is used to protect the ball from an opponent who is about to make a tackle. The ball is screened or hidden from the opponent and then flicked to pass off to another player.

The teaching points for the flick pass are:

1. Bend slightly at the waist.
2. Hold the ball in both hands.
3. Turn one shoulder to drive it hard in towards your opponent.
4. Pull the ball under the arm that is on the opposite side to your opponent.
5. On contact, turn your back to your opponent.
6. Swing the ball out in front of your body and away from your opponent.
7. Flick the wrists upward to release the ball and pass it to another team member.

Some skill practices you can use for the flick pass are:

1. In pairs.
2. Two line passing relay. (Refer to grade 5 for description).
3. Two on two—Two players run up the field together, passing the ball. Two other players tackle the player with the ball who must flick pass it to his partner.

Some leadup games that practice the flick pass are:
1. Seven aside touch rugby—Emphasizing the use of the flick pass.
2. Target ball. (Refer to grade 5 for a description.)

Dive pass. The dive pass is used when the ball is picked up from the ground and needs to be passed quickly.

The teaching points for the dive pass are:
1. Bend down to pick up the ball near your front foot.
2. Straighten your front leg to push the whole body forward in a dive.
3. Swing the ball forward in front of you with arms outstretched.
4. Release the ball with a flick of the wrists.
5. Land on your hands and knees.  

Some skill practices you can use for the dive pass are:
1. Individually.
2. In pairs.
3. In threes.

Some leadup games that practice the dive pass are:
1. Seven aside touch rugby—Using the dive pass.
2. Target ball—Using the dive pass.

Dive tackle. The dive tackle is a power movement used to tackle a player who is moving fast with the ball.

The teaching points for the dive tackle are:
1. Approach your opponent from the side.
2. Watch your opponent's thighs.
3. On your last step, push off hard from the front foot.
4. Take off from both feet to dive towards your opponent.
5. Tuck your head behind your opponent's thigh.
6. Close your arms around your opponent's legs with a tight grip, tucking your shoulder into his thighs.\(^{28}\)

Some skill practices you can use for the dive tackle are:
1. Tackling a dive bag—Fill a long hessian bag with dry grass. Hang it from a tree for the children to practice from a walk, slow run and fast run.
2. In pairs--Player with the ball stands still.
3. In pairs--Both players moving.

Some leadup games that practice dive tackling are:
1. Seven aside walking rugby.
2. Seven aside rugby.
3. Target ball--Using the dive tackle.

Team positions. The playing positions for rugby league are shown in Figure 69, Chapter 7. The correct dimensions of a rugby league field can be found in Chapter 12.

Simplified rules. Refer to Chapter 7 for rules 1.-11. Two additional rules that should be taught in grade 6 are:
12. When a player drops or knocks the ball forward, a scrum is formed.
13. After six tackles a scrum is formed.

A complete summary of simplified rules suitable for community schools can be found in Chapter 12.
**Introducing Simple Hockey Skills**

To introduce the children to the major game of hockey, the syllabus suggests that six basic games skills be taught in grade 6. These are stopping the ball, the push pass, the drive, dribbling, bullying and tackling. You should also consider teaching the right and left dodges.

**Grip of the stick.** The teaching points for gripping the stick are:

1. Hold the stick with a "shake hands" grip, the left hand at the top with the end of the stick resting in the palm of the hand.
2. The right hand grips half way down the stick, sliding up and down to change position when the stick stroke is changed.
3. The flat of the stick should face forward.

**Stopping the ball.** The teaching points for stopping the ball are:

1. Run in to meet the ball, moving to position yourself behind the path of the ball.
2. Stand facing the ball with feet apart, one ahead of the other and your body weight on your front foot.
3. Hold your stick upright with the flat surface facing the ball.
4. Hold the stick with the left hand at the top, the right hand halfway down and the left elbow up and out.
5. Watch the ball the whole time.
6. Receive the ball in the hook of your stick and "give" a little with the force of the ball.
Some skill practices that you can use for stopping the ball are:

1. In pairs—Passing the ball back and forth.
2. In threes.
3. Zig zag passing—in teams of six players.

Some leadup games that practice stopping the ball are:

1. Force Forward—Two teams with five players in each stand in two lines facing one another in the middle of the field. One team passes the ball across to the second team who run in and try to stop it before it travels too far. The second team passes the ball back to the first team from the spot where it was stopped. Passes and stops between the two teams continues with each team attempting to stop the ball early and force their position forwards. The first team to force forward to their goal line is the winner.

2. Number hockey—Two teams with seven players in each, line up in two single lines facing one another and spaced 10 meters apart. The first player of one team passes the ball across to the other team calling out a player's number. The player with that number runs out to stop the ball. He then passes the ball back calling out another number for the opposing team. Each successful stop scores one point.

**Push pass.** The push pass is a controlled pass that is accurate and quick to play. It should be used to pass the ball over short distances.

The teaching points for the push pass are:

1. Hold the stick perpendicular to the ground with your right hand 10mm. down the stick.

2. Hold your elbows away from your body.
3. Place the hook of your stick behind the ball with the flat side touching the ball.

4. Step forward on the left foot.

5. Push forward on the stick with the right hand and backwards on the stick with the left hand.

6. The ball should be pushed straight forward along the ground.

7. Do not use a back swing.

8. Keep the stick in contact with the ball as long as possible. 30, 31

Some skill practices that you can use for the push pass are:

1. In pairs—Passing the ball back and forth.

2. In threes—Passing around in a triangle.

3. Zig zag passing—In teams of six players.

4. Pass across. (Refer to "throw across" in softball, grade 3)

Some leadup games that practice the push pass are:

1. Force forward.

2. Number hockey.

3. Seven aside hockey—Use simplified rules of hockey with only seven players on each team.

**Drive pass.** The drive pass is a hit used to pass the ball over a long distance. It is not as accurate as a push pass.

The teaching points for the drive pass are:

1. Hold the stick at the top with both hands together and the left hand at the end.

2. Stand with the ball out in front of your left foot.

3. Watch the ball the whole time.

4. Take your body weight on your right foot.
5. Swing the stick behind to waist level in a straight line back from the ball.

6. Hold the elbows bent and out away from the body.

7. Swing the stick forward to hit the ball with straight arms.

8. Transfer your body weight forward onto your left foot as you turn your hips and shoulders to follow the ball.

9. Follow through with your stick swing to waist height.\(^{32,33}\)

Some skill practices that you can use for the drive are:

1. In pairs--Standing still.

2. Zig zag passing--In teams of six players.

3. Pass across. (Refer to "throw across" in Softball, grade 3)

4. In pairs--Driving a moving ball.

Some leadup games that practice the drive are:

1. Force forward.

2. Number hockey.

3. Seven aside hockey.

**Dribbling.** A dribble is used to move the ball forward when a player is unable to pass the ball to another team member. There are two types of dribble, the close dribble and the tap dribble. The close dribble is played with the stick always touching the ball. It is used at a slow pace over a short distance. The tap dribble is played with small gentle taps of the ball. It is a much faster movement that is used more often.

The teaching points for the tap dribble are:

1. Hold the stick upright with the hook close to the ground.

2. Place both hands near the top of the stick with your elbows bent slightly and held out away from the body.
3. Watch the ball the whole time while also trying to watch where your opponents are.

4. Hit the ball gently with short taps of the flat side of the stick, keeping it parallel and close to the ground.

5. Keep the ball moving in front of your forward foot as you run with it.

6. Tap the ball when your body weight is on the forward foot.

7. Do not hit the ball too far forward or you will lose control and possession of it. 34, 35, 36

Some skill practices you can use for the dribble are:

1. Individually--Up and down the field.
2. Team shuttle relay.
3. Zig zag dribble--Teams of six players stand in two lines approximately 6 meters apart, facing one another. The first player on one side dribbles across to the first player on the other side, passes the ball to him and takes his place while he continues dribbling on to the next player.

4. Individually--Dribble in and out of markers on the ground spaced two meters apart.

Some leadup games that practice dribbling are:

1. Force forward--Using a dribble.
2. Number hockey--Using a dribble.
3. Seven aside hockey.

**Left dodge.** Dodging is used to move away from an opponent who is trying to gain possession of the ball. The left dodge is easier to do as the ball is always held close to the stick. It is best used when your opponent has pulled her stick close to her.
The teaching points for the left dodge are:

1. Dribble forward, keeping the ball to your right, in control and within reach.

2. Just as your opponent is about to tackle, pull the ball across to the left at right angles to your dribble and just out of reach of your opponent's stick.

3. At the same time, take a wide step to the left on your left foot.

4. When you have stepped far enough to the side to be clear of your opponent, continue to dribble forward.\(^{37}\)

Some skill practices you can use for dodging are:

1. Individually—Dribble and dodge up the field in a staircase pattern.

2. In pairs—One player stands still while his opponent dribbles towards him then around him to the left.

3. In pairs—Both players moving towards one another.

4. In pairs—One player tries to tackle the other player as he completes a left dodge.

5. Dodge around markers—Dribble and dodge around markers placed on the ground.

Some leadup games that practice dodging are:

1. Seven aside hockey.

2. Dog and a bone—Two teams of six to eight players each stand approximately six meters apart facing one another. Each player of each team is given a number with the same number on each team standing opposite one another. The ball is placed in the middle between the two teams. When a number is called, both players with that number run to gain
possession of the ball, dodge their opponent and dribble past the opposing team.

**Right dodge.** The right dodge is used to move the ball away from an opponent who is holding his stick well out to the side. A push is used for this dodge rather than a pull.

The teaching points for the right dodge are:

1. Dribble forward, keeping the ball to your right, in control and within reach.
2. Just as your opponent is about to tackle, push the ball diagonally away to the right, on the non-stick side of your opponent.
3. Do not hit or push the ball too hard or you will lose both control and possession of the ball.
4. Step to the left to run around your partner on his stick side.
5. Take possession of the ball again behind your opponent.
6. Continue dribbling forward.\(^{38}\)
7. The dodger may not follow the ball to the right as he would obstruct his opponent.\(^{39}\)

For skill practices and leadup games that practice the right dodge, refer to the activities suggested for the left dodge.

**Tackling** is an attempt to take the ball from a player who has control of it. A player can tackle an opponent with the ball from either the front or the rear.

The teaching points for the front tackle are:

1. Hold the stick with the right hand a little lower down than normal.
2. Approach your opponent straight on and a little to your
opponent's stick side.

3. Keep your eyes on the ball the whole time.

4. Run straight towards the ball without stopping or slowing down.

5. Hold your stick upright and close to the ground.

6. Do not use a backswing.

7. Tap the ball as it leaves your opponent's stick.

8. Keep the ball close to your stick, hitting it forward and out of reach of your opponent.

9. Continue dribbling forward.\(^{40,41}\)

10. If the ball is trapped between the two sticks, lift it up quickly to roll over your opponent's stick.

Some skill practices that you can use for tackling are:

1. In pairs--One player stands still with the ball in front while the other player tackles.

2. In pairs--Both players moving towards one another. One player dribbles the ball while the other player tackles to try to gain possession.

3. In pairs--One player tackles while the other player attempts to dodge free.

Some leadup games that practice tackling are:

1. Dog and a bone.

2. Seven aside hockey.

**Bully.** The bully is used between the two opposing center forward players to start the game and restart it after each goal is scored.

The teaching points for the bully are:

1. Stand facing your opponent and the sideline with your feet
apart and left shoulder pointing to your opponent's goal.

2. The ball is placed equally between both players.

3. Place the hook of your stick on the ground approximately 10cm. from the ball.

4. Bend over the ball, with your right hand gripping halfway down the stick.

5. On the whistle or signal, hit your stick on the ground then lift it 20cm. to 30cm. up in the air to hit the hook of your opponent's stick over the ball. Do this three times.

6. After hitting sticks for the third time, place your stick behind the ball and try to dribble, push or draw it away from your opponent.

Some skill practices that you could use for the bully are:

1. In pairs—Practice the bully followed by a lift of the ball forward over the opponent's stick.

2. In pairs—Practice the bully followed by a drawing of the ball back away from the opponent's stick.

3. In pairs—Mark two lines three meters on either side of and parallel to the bully line. Both players bully to gain possession of the ball and dribble it forward to the marked line.

**Team positions.** The player positions are shown in Figure 81 on the next page. The correct dimensions of a hockey field can be found in Chapter 12.
Simple rules. Rules that apply to the skills taught in grade 6 are:

1. There are eleven players in a team.
2. The game is started by a bully at the center by the Center Forward from each team.
3. All players must keep behind the ball and not run ahead of their team members.
4. A player may not raise the head of his stick above shoulder level at any time.
5. A player may not hit the ball with the rounded side of the stick.
6. A player may not hit or hook another player's stick.
7. A player may not kick the ball.
8. The goalkeeper may kick or stop the ball with any part of his body.
9. A player may not obstruct by running between an opponent and
the ball.

10. When the ball crosses the sideline, it is pushed into play by a player of the team opposing the player who hit it out.

11. A goal is scored when the ball passes over the goal line between the two goal posts.

12. The ball must have been hit from within the striking circle for a goal to be scored.

A complete summary of simplified rules suitable for community school can be found in Chapter 12.

Introducing Simple Skills of Australian Rules Football

To introduce the children to the major game of Australian rules football, the syllabus suggests that seven basic games skills be taught in grade 6. These are the high mark, the punt, the drop kick, picking up the ball, handball, tackling and bouncing. You should also first consider teaching the chest mark.

Chest mark. The chest mark is the same catching skill that the children learnt in rugby in grade 5 and should be briefly revised.

The teaching points for the chest mark are:
1. Watch the ball the whole time.
2. Stretch your arms out and spread your fingers wide, making a deep basket to receive the ball.
3. Cradle the ball into your chest with a "give" of the arms.¹

Some skill practices you can use for catching are:
1. Catching in pairs--Balls thrown straight and to both sides.
2. Corner spry. (Refer to softball grade 3)
3. Throw across. (Refer to softball grade 3)
4. **Speed catch.** (Refer to softball grade 3)

5. **Circle change.** (Refer to netball grade 3)

Some leadup games that practice catching are:

1. **Forcings back.** (Refer to rugby league grade 5)

2. **Nine aside Australian rules—** Divide the class into teams of nine players. The game is played similar to Australian rules with only nine players and simplified rules. Use half the field.

   **High mark.** The high mark is a catch that is made high in the air, usually with a jump.

   The teaching points for the high mark are:

   1. Keep your eyes on the ball the whole time.
   2. Run forward towards the ball, timing your run to meet it in the air before it lands.
   3. Take off from one foot to leap high in the air, lifting your arms up in front of your body to help you gain height.
   4. Raise your hands up above your head to meet the ball with palms facing the ball.
   5. Grip the ball tightly with both hands and then pull down quickly into your chest to hold it safely.

   For skill practices and leadup games that practice the high mark, use activities suggested for the chest mark.

   **The punt kick** is used to pass the ball forward towards the goal. It is the easiest and safest kick that will travel the furthest distance.

   The teaching points for the punt kick are:

   1. Hold the ball out in front of the body at an angle of approximately $45^\circ$ to the ground.
2. Spread the fingers with the heels of your hands resting on the lace and the thumbs lying parallel to it.

3. For a right footed kick, place the right hand slightly under and to the back of the ball.

4. Watch the ball the whole time.

5. As the ball is released, swing the leg through to kick the ball with the instep and the top of the toes.

6. The swing should be smooth and strong with the kick made just above knee height.

7. Follow through with a high swing of the leg.

8. Lean backwards, holding the arms out to gain extra power. Some skill practices that you can use for the punt are:

1. Individually—To improve the technique.

2. In pairs—Fifteen meters apart.

3. Accuracy punting—Kicking between two markers.

4. Corner spry. (Refer to softball grade 3)

5. Punt across. (Refer to "throw across" in softball grade 3)

Some leadup games that practice punting are:

1. Forcings back. (Refer to rugby grade 5)

2. Circle passout. (Refer to rugby grade 5)

The drop kick is used to pass the ball to another player. It is more accurate and controlled than the punt kick.

The teaching points for the drop kick are:

1. Hold the ball out in front of the body at an angle of approximately $45^\circ$ to the ground.

2. Spread the fingers with the heels of your hands resting on the lace and the thumbs lying parallel to it.
3. Bend the body slightly forward.


5. Watch the ball the whole time.

6. At the same time, let the ball drop straight from both hands. 

Do not twist the ball.

7. As the ball hits the ground, swing the kicking foot through to kick the ball with the instep.

8. Follow through with a high swing of the leg. 

Some skill practices you can use for the drop kick are:

1. Individually—While standing.

2. Individually—With three walking steps.

3. Individually—With three running steps.

4. In pairs—Fifteen meters apart.

5. Accuracy kicking—Between two markers.

6. Corner spry. (Refer to softball grade 3)

7. Kick across. (Refer to “throw across” in softball grade 3)

Some leadup games that practice drop kicking are:

1. Forcings back. (Refer to rugby grade 5)

2. Circle passout. (Refer to rugby grade 5)

Picking up the ball is a skill that needs to be developed and practiced so that the children are able to quickly gain possession of any loose moving ball.

The teaching points for picking up the ball are:

1. Watch the ball the whole time.

2. Run fast towards the ball, moving slightly to one side.

3. Bend forwards to reach for the ball.

4. Scoop up the ball in a cupped hand with fingers spread.
5. Quickly clamp the other hand on top to secure the ball.

Some skill practices that you can use to practice picking up the ball are:

1. In pairs—One player kneels with his hand held approximately 75cm. off the ground. His partner runs forward and under the player’s hand to touch the ground as he passes beneath.

2. Individually—Pick up a ball that is not moving.

3. In pairs—One player rolls the ball for his partner to run and pick it up.

4. Under the rope—Two boys hold a rope at hip height, with a ball on the ground underneath. Players line up several meters back behind the rope. The first player runs forward to pick the ball up and throws it back to the second player. The second player then runs forward to replace it. The practice continues with each player taking turns to pick up or replace the ball.

Some leadup games that practice picking up the ball are:

1. Nine aside Australian rules.
2. Forcings back.

**Handballing.** The skill of handball is used for a short pass to another player when a kick cannot be used. It is used to pass the ball when a player is tackled.

The teaching points for handballing are:

1. Hold the ball in one hand.
2. Close the fist of the other hand and punch the ball forward.
3. The ball must be held in the other hand while it is punched.
4. Follow through with the punching hand to gain direction.
Some skill practices you can use for handballing are:
1. In pairs--Standing still.
2. In pairs--Running.
3. Zig zag passing.
4. In a circle on the run--Handball to the player in the center.

Some leadup games that practice handballing are:
1. Nine aside Australian rules football--Using handballing only.
2. Wandering ball--Eight to ten players stand in a large circle with one extra player standing in the middle. The players on the circle handball the ball to one another while the center player tries to intercept it. The last player to pass the ball before it was intercepted changes places with the player in the middle.

Tackling is used to stop a player who has possession of the ball. The teaching points for tackling are:
1. Run after your opponent.
2. Grab your opponent around the waist and sling him to the ground.
3. Hold tightly onto your opponent. Do not push him forward.
4. Once your opponent passes the ball, you must let go of him immediately.

Some skill practices that you can use for tackling are:
1. In pairs--Standing still.
2. In pairs--Both players running slowly.
3. In threes--The player with the ball passes to the third player as soon as he is tackled.

Some leadup games that practice tackling are:
1. Target ball (See rugby grade 5)

**Bouncing** is used when a player runs forward on his own with the ball to try to gain some distance before a kick or to make a fast break.

The teaching points for bouncing are:

1. Hold the ball in both hands with the lace facing up and the palm of one hand resting on the lace.
2. Throw the ball forward approximately one meter in front of you to bounce the ball similar to dribbling in basketball.
3. Push the ball down at an angle of approximately $45^\circ$ to the ground.

Some skill practices that you can use for bouncing are:

1. Individually—Standing still.
2. Individually—Running forward.
3. In pairs—Run and bounce then pass to your partner.
4. In teams—Relay bouncing race.

Some leadup games that practice bouncing are:

1. Nine aside Australian rules—Using bouncing only.
2. Forcings back—Using bouncing.

**Team positions.** The player positions are shown in Figure 82.

The correct dimensions of an Australian rules football field can be found in Chapter 12.
Simplified rules. Rules that apply to the skills taught in grade 6 are:

1. There are eighteen players in a team.

2. A mark is given if the ball is caught on the full.

3. To pass the ball (hand ball), the ball must be held with one hand and hit with the closed fist of the other hand. The ball cannot be thrown in the air before it is hit.

4. A player who is running with the ball must bounce it or touch the ground with it at least once every ten meters.

5. A player holding the ball may be tackled with a hold around the waist or around the arms.

6. When a player is held, he must kick or pass the ball.
7. A player without the ball cannot be tackled.

8. Once a player passes the ball, his opponent must release him from the tackle. If he does not, a free kick is awarded.

8. A player may not be bumped or pushed from the back.

9. A free kick is given if any rules of play are broken.

10. A goal (six points) is scored when the ball is kicked between the center goal posts without touching a post or another player.

11. A behind (one point) is scored when the ball is kicked between the behind posts or touches any of the goal posts before going through any of the four posts.

A complete summary of simplified rules suitable for community schools can be found in chapter 12.

SUGGESTED UNIT OUTLINES

Before you teach your lessons on a particular subtopic, you should first plan your whole unit of lessons. Figures 83, 84 and 85 give examples of unit plans for six and nine lessons on the three main syllabus topics. Use these as a guide when planning your other grade 6 units.
Lesson 1  Exploring identical positions—together, separate and one behind the other.

Lesson 2  Exploring opposite positions, contrasting positions and relating positions.

Lesson 3  Exploring crawling and walking with a partner.

Lesson 4  Exploring running and jumping with a partner.

Lesson 5  Exploring hopping and sliding with a partner.

Lesson 6  Exploring crawling with a partner.

Figure 83

A Suggested Unit of Six Lessons on Discovering Different Ways of Working with a Partner
TERM: 3  WEEKS: 8 & 9  TOPIC: Extending Major Games Skills
           SUBTOPIC: Swimming

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Revise grade 5 skills of breathing, arm stroke and flutter kick of the front crawl stroke.</td>
</tr>
<tr>
<td>2</td>
<td>Revise the front crawl stroke using simple minor games.</td>
</tr>
<tr>
<td>3</td>
<td>Introduce the back crawl stroke.</td>
</tr>
<tr>
<td>4</td>
<td>Revise the back crawl stroke.</td>
</tr>
<tr>
<td>5</td>
<td>Minor games and water relays to practice the back crawl stroke.</td>
</tr>
<tr>
<td>6</td>
<td>Minor games and water relays to practice the back crawl stroke.</td>
</tr>
</tbody>
</table>

Figure 84

A Suggested Unit of Six Lessons on Extending Major Games Skills
Lesson 1  Introduce the grip of the stick.
         Introduce stopping the ball.

Lesson 2  Introduce push pass.

Lesson 3  Introduce the drive.

Lesson 4  Introduce dribbling.

Lesson 5  Introduce the left dodge.

Lesson 6  Introduce the right dodge.

Lesson 7  Introduce tackling.

Lesson 8  Introduce the bully.
         Introduce simple rules and team positions.

Lesson 9  Simplified game of hockey.

Figure 85
A Suggested Unit of Nine Lessons on
Introducing some Major Games
ENDNOTES


6Ibid., pp. 379-380.


8Dorothy R. Mohr and Elmon L. Vernier, op. cit., p. 200.


11Ibid. 12Beverley L. Seidel and others, op. cit., p. 446.

13Ibid. 14Ibid., pp. 440-441. 15Ibid., p. 441.


17Ibid., p. 232.

18Dorothy R. Mohr and Elmon L. Vernier, op. cit., p. 305.


21Ibid., p. 58. 22Ibid., p. 50. 23Ibid., pp. 29-32.

25 Ibid., p. 28.


27 Ibid., p. 29.  

28 Ibid., p. 33.


30 Ibid., p. 22.


32 Hollis F. Fait and others, op. cit., p. 85.


34 Ibid., p. 19.

35 Helen T. Mackey, op. cit., p. 23.


38 Helen T. Mackey, op. cit., p. 47.

39 Carole L. Mushier, op. cit., p. 56.

40 Hollis F. Fait and others, op. cit., p. 86.

41 Helen T. Mackey, op. cit. p. 37.


43 D. Cyril Joynson, op. cit., p. 10.

44 Curriculum Unit, *Grade Six Syllabus*, op. cit., p. 44.

45 Ibid.  

46 Ibid., p. 43.  

47 Ibid., p. 45.  

48 Ibid.

Chapter 9

EQUIPMENT

MAKING YOUR OWN

One of the worrying problems teachers have in community schools, particularly in the rural areas, is a lack of sporting equipment. Manufactured equipment is very expensive and schools don't have very much money.

Here are some ideas for making your own sporting equipment from bush materials which will save your school a lot of money. You must remember that it takes time—sometimes only five minutes, sometimes five hours. Normally a community school teacher cannot afford to sit down on his own and make ten woven balls, twenty bats or a lot of rope.

What can you do then? Here are some suggestions that might help you save time:

1. One or two days of National Inservice Training Week could be devoted to making improvised equipment by the whole staff.

2. Assistance could be sought from the village people, community and particularly the parents to make some equipment.

3. Hold a special "Self Reliance Day"—a workshop where all formal lessons in the school are cancelled for the day. The village people and parents with special skills could be invited to attend. The children could be divided into groups of different equipment types with a teacher or parent in charge, showing them what to do.

4. With the co-operation from the grade 5 and grade 6 teachers,
part of the art and craft lesson time throughout the year could be devoted to making improvised sports equipment.

The following descriptions are suitable for most areas of Papua New Guinea, either coastal or highlands. If you are not teaching in your home province, ask the local village people for ideas and suggestions. They will have a thorough knowledge of plant and tree types in the area for you to choose and where you can find them.¹

**Cricket Ball**

**Materials.**  
Root of Bohibohi tree (Milne Bay).

   Axe or bush knife.

**Technique.**  
Cut the root out of the tree.

   Cut it into a round shape, the size required.

   Smooth the surface with a piece of broken bottle.

   Paint the surface with red plant dye or paint.

**Time taken.**  
Two to three hours

**Length of life.**  
Six months with normal use.

**Uses.**  
Cricket, throwing, catching, minor games.²

**Cricket Bat (i)**

**Materials.**  
Dead coconut branch.

   Bush knife, and a sharp knife

**Technique.**  
Roughly carve off the edges to the required shape with the bush knife, leaving the wide part for the bat and the narrow part for the handle.

   Smooth the edges with a sharp knife.

**Time taken.**  
One hour.

**Length of life.**  
With normal school use, it would last about 6 months.
Cricket Bat (ii)

Materials. Hardwood
Axe.
Glass or sandpaper.

Technique. Cut a piece of wood from a hardwood tree about 1 meter long.
Work it into the shape of a cricket bat with a knife.
Cut the front in a flat shape, approximately 15cm. wide.
The back should have a triangular shape.
Shape the handle.

Smooth with sandpaper or a piece of glass.

Time taken. One day.

Length of life. As long as a normally manufactured bat.


Hockey Stick

Materials. A branch of any hardwood tree that has a hook or curve at one end.
Axe or bush knife.
Small sharp knife.

Technique. Cut the branch to make it approximately 1 meter long.
Shape one side of the hook to make a flat surface.
Make the handle smooth with a knife and a piece of glass.

Time taken. 2 to 3 hours to make enough sticks for one team.

Length of life. With care, the sticks should last 3 or 4 months.

Uses. Hockey, minor games, tabloids.
Hoop

Materials. Cane.
Bushknife.

Technique. Cut the cane to the length needed--usually 2 meters.
Remove the outside skin from another piece of cane for use as binding.
While the cane is still fresh, roll it into a circle the size desired.
Bind the ends of the cane hoop together tightly.
Leave to dry.

Time taken. Half an hour.
Length of life. 4 or 5 years.
Uses. Targets for throwing through, markers on the ground, twisting activities, minor games.

Plaited Ball

Materials. Young, green coconut leaves.

Technique. Peel the hard vein off the leaves.
Commence with two strips of a leaf and weave over and under until you have the required size and shape.
To make it curve, pull tighter on one of the leaves.

Time taken. 5 to 10 minutes to make one small ball.
Length of life. Possibly it will only last one game but because it is quick and easy to make, it is easily replaced.
Uses. Any throwing, catching or kicking games that require a light ball.

Note: Balls may be stuffed to add weight and to make them more solid.
Rope

Materials. Bark from a special tree called Mankas in the Maprik area. This tree is chosen because the bark can be peeled easily.

Axe.

Knife.

Technique. Cut the tree down and chop off the top branches.

Peel off the outside bark and throw away.

Peel off the second layer of bark which is a white, slippery type flesh.

Dry in the sun for 2 to 3 days until there is no moisture left.

Slit it into small strips.

Choose the number of strips required and twist into rope.

For thick rope, use many strips of bark. For thinner rope use only 2 or 3 strips.

Time taken. Depending on how long the rope is to be, if the materials are available, it should take 2 to 3 days to complete.

Length of life. The rope is very strong and will last 5 to 10 years depending on its thickness and how it is used.

Uses. Skipping, tug-o-war, swinging from trees, anchoring boats, marking lines.

Rubber Ball

Materials. The juice of a breadfruit tree.

Bushknife.
Technique. Cut the trunk of the breadfruit tree.
Leave for a few days to harden.
Collect the juice with the end of a stick and make into a round shape.
When the ball is big enough, break off the stick.
Place it in the sun for a couple of hours to harden.

Time taken. 2 days.

Length of life. A very long time.

Uses. Throwing, catching and bouncing activities. Because it is difficult to achieve a perfectly smooth surface, the ball will probably bounce at irregular angles and would therefore not be satisfactory for basketball dribbling.

Softball
Materials. Piece of a Kulubo plant (Bougainville) or the base of a fern.
Sharp knife.

Technique. Cut the ball to the size and shape required.

Time taken. Half an hour.

Length of life. The ball will only last a few days, particularly in a dry climate where it will contract quickly.

Uses. Softball, hitting practice, minor games.

Softball Base
Materials. Empty rice bags.
Dry grass, saw dust or sand.
Knife or scissors.
A big sewing needle.

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String.

Technique. Fill the rice bag with dry grass, sawdust or sand.
Sew the open ends tightly together.

Time taken. Half an hour.

Length of life. A long time since the rice bags are very strong.

Uses. Softball bases, markers, throwing targets, minor games, tabloids.\(^{11}\)

**Softball Bat**

**Materials.** A length of hardwood. Kokoma tree in Bougainville is good to use as it is hard to break.
Axe.
Sharp Knife.

**Technique.** Cut the wood to make it approximately 1 meter long.
Shape with a knife, giving it a handle at one end.
Make it smooth by rubbing it with a piece of glass.

**Time taken.** Less than one day to make.

**Length of life.** It should last as long as a manufactured bat if hardwood is used.

**Uses.** Softball, hitting games.\(^{12}\)

**Whistle**

**Materials.** Coconut leaves.
A small sharp stick.

**Technique.** Remove the broom sticks from fresh coconut leaves.
Cut one small piece about 80mm x 15mm and fold it in the middle.
Take one long coconut leaf and put it between the two
small pieces of leaf.
Start turning the long coconut leaf around as if you were putting a bandage on a person's head.
Push a sharp stick through to hold the top.

Time taken. Half an hour.
Length of life. Only for two or three days before the leaves dry out.
Uses. Whistling or making a loud noise.\(^{13}\)

Woven Ball
Materials. Bark from dried banana leaves.
Bush rope—soft, strong and not easily broken.

Technique. Shape a piece of banana leaf into a small round ball.
Keep adding more leaves and bark, making sure that the ball keeps a round shape.
When the ball is the required size, make a final coating with the inside layer of soft bark.
Secure the surface with thin bush rope by tying it in a criss cross pattern to hold the ball firmly in shape.

Time taken. A ball the size of a basketball takes less than 5 hours.
Length of life. Depending on its use, it could last from 6 months to 3 years.
Uses. Soccer, netball, tunnel ball, captain ball, korfball, hockey, softball, volleyball, throwing, catching, kicking, hitting.\(^{14, 15}\)

Further Ideas

Balls. 1. Coconuts with husks.
2. Lap lap wrapped around a hard object, e.g. a nut or a
stone.

3. Old ball bladders stuffed with grass, paper or scrap lap lap.

4. An inflated bladder of a freshly killed pig.

Basketball rings. A circle made from cane.

Basketball Net. 1. An old fishing net.

2. Bilum string tied or woven into a net.

Bats. 1. Tree branches.

2. Bamboo.

Beanbags. Sew 15mm square bags out of lap lap. Fill with beans, sand, grass, coconut fibre or small stones.

Hoops. 1. Tie two ends of a vine or rope together.

2. Old bicycle tires or rims.

High jump bar. 1. Bamboo.

2. Bush vine.

High jump pit. 1. Sawdust, wood shaving or loose sand.

2. An old mattress.

3. Deep pile of dead leaves and fern.

4. Fill rice bags with soft material such as pieces of lap lap, wood shavings, kapok or foam rubber.

High jump stand. Bush sticks or bamboo with holes or nails for the cross bar.
Lines on fields. 1. Sawdust.

2. Dig shallow furrows in the ground.

3. Sump oil from the local garage (no cost).

4. Water on the dirt.

5. White sand on the black soil.


Markers. 1. Coconuts in husks painted a bright color.

2. Empty tins.

3. Sticks 1 meter long with lap lap attached.

4. Painted stones.

Posts. Poles in drums filled with clay, soil or sand.


2. Straight sticks with bark removed--about 30cms. long.

Shot Put. 1. Large round stones the size of a softball.

2. Round, heavy objects the size of a softball.

Do NOT use a softball. They are too light and the children will use a throw instead of a push.

Spears. Bamboo sticks

Stumps. 1. Cut sticks from the bush.

2. Bamboo.

Team bands. 1. Different colored strips of lap lap tied around the forehead or wrist.

2. Different colored flowers in the hair.
3. Shirts on versus shirts off.

4. Different colored arm bands woven from pandanus palm.

Tug-o-war rope. Bush vine.

Volleyball nets. 1. Bush vines tied between two poles or two trees with strips of lap lap hanging down.

2. An old fishing net.

3. Old bilums sewn together.

PURCHASE OF EQUIPMENT

There are four ways a school can obtain "money" to buy physical education and sports equipment.

V.S.A.C. (Vocabulary Stores Accounts Committee)

The Education Department allocates each school with a certain amount of funds for V.S.A.C. The headmaster will then allocate a certain amount of these funds to the purchase of physical education and sports equipment. The funds are a type of "credit" system. Only items available from Government Stores may be purchased with these funds and are listed in a current V.S.A.C. book.

Sports equipment is serial no 78,000 and rule books have the serial 76,000 in the V.S.A.C. government stores vocabulary book. Form DOS 10 should be used to requisition items from government stores.

The equipment from government stores is a lot cheaper than equipment purchased from local sports stores but usually takes a lot longer to receive after the requisition has been submitted.
L.P.O. (Local Purchase Order)

The Education Department also allocates each school with a certain amount of L.P.O. funds, another type of "credit" system. Depending on the amount allocated, the headmaster may make some of these funds available for the purchase of physical education equipment. This system allows you to buy equipment from one of the local stores with an L.P.O. voucher. Ask your head teacher whether he has funds available.

P & C Funds (Parents & Citizens Association)

Some schools are able to use money from the P & C funds to purchase equipment with cash (or check) from local stores. You should see your headmaster who will apply to the P & C for some money.

Other Money

If you need to buy equipment and cannot get money from any other sources, you could consider some fund raising ideas to gain extra money specifically to buy sports equipment.

Here are some ideas for fund raising:

1. Grow vegetables to sell.
2. Make craft articles to sell.
3. Hold a walkathon.
4. Show movies.
5. Run a raffle.

However, schools do not have very much money. Teachers should try to make most of their own equipment and save what money is allocated for sport and physical education for purchasing special equipment like basketballs that cannot be handmade.
CARE OF EQUIPMENT

Since equipment is so expensive and therefore so hard to get, teachers need to make sure that it is cared for properly and not lost or damaged.

Here are a few suggestions to help you make your equipment last a longer time:

1. As soon as you receive new equipment, mark it with the name or initials of your school so that everyone knows that it belongs to you. This is best done with paint so that it lasts. Note: For rubber surfaces, use a flat plastic paint. Do not use an enamel paint as it eats into the rubber.

2. Make a record of the new equipment in a special Sports Equipment Record Book so that you know how much equipment you should have.

3. Store your equipment in a special area, preferably in a small storeroom and keep it locked.

4. Store your equipment tidily so that it is easy to find and easy to get.

5. Store balls, beanbags and small objects in boxes or buckets so they can be carried out easily to lessons.

6. Tie hoops together with string and hang up on the wall with a hook made from a wire coathanger.

7. When equipment is loaned to individual children during lunch time or after school, record their names and class in an Equipment Borrowing Book so that you know who has the equipment.

8. Constantly remind the teachers to count the equipment they use for physical education classes at the beginning and at the end of every lesson.
How easy physical education is for the teacher who can spend the first five minutes of each lesson sending the children on a fitness circuit; and what fun it is for the children to climb up, crawl through, swing on and scramble over objects in their physical education lesson!

An adventure playground has a very real place in every school in Papua New Guinea and can be easily implemented with the assistance of parents using old tires, large concrete water pipes left by local building contractors, wood and vines from the bush—all of little or no cost. All that is needed is a little imagination, determination and the willingness to work.

Play equipment of this type serves two main purposes in a school:
1. It provides an enjoyable, free time activity for the children.
2. Used correctly and regularly, it can make a definite contribution to the physical development of the children—increasing their body strength, flexibility, balance and general agility.

It can be set up with individual activity areas where the children can play or perform certain skills as instructed by the teacher or, more purposefully, it can be set up as a circuit with a start, a definite direction to travel and a finish with the children being given a time limit to complete the course. As a circuit, it provides more of a challenge to the children who compete against their class members or themselves in order to complete the course in a shorter time.17

Table 7 on the next page suggests some activities that you can use in an adventure playground. Figure 86 shows how these activities can be constructed on a circuit.
Table 7
Suggested Activities for an Adventure Playground

<table>
<thead>
<tr>
<th>Activity</th>
<th>Use</th>
<th>Materials Needed</th>
<th>How It Is Made</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Hanging ropes</td>
<td>Climbing, swinging.</td>
<td>1 long strong pole. Lengths of vine or rope.</td>
<td>Secure the pole in the forks of two trees. Tie the vines around the pole.</td>
</tr>
<tr>
<td>2 Tire tunnel</td>
<td>Climbing over, Crawling in, Jumping over, Rolling along.</td>
<td>6 - 10 big tractor tires. A length of strong vine.</td>
<td>Cut holes in sides of tires. Thread vine through to tie together. Place in a 30mm. deep trench and pack soil down.</td>
</tr>
<tr>
<td>3 Tire bridge</td>
<td>Crawling, Walking, Balancing.</td>
<td>8 - 10 car tires. Lengths of strong vine.</td>
<td>Cut four holes in the tread of each tire. Thread two lengths of vine, one on either side of the tires. Tie the vines between two trees with tires parallel to the ground.</td>
</tr>
<tr>
<td>4 Vertical tires</td>
<td>Climbing in and out of, Walking and crawling along.</td>
<td>6 - 8 big tractor tires. Lengths of strong vine.</td>
<td>Cut four holes in the tread of each tire. Thread two lengths of vine, one on either side of the tires. Stand the tires upright on the ground and tie the vines around two trees.</td>
</tr>
<tr>
<td>5 Horizontal ladder</td>
<td>Climbing or crawling along.</td>
<td>2 poles 5m. long, 8 poles 1m. long.</td>
<td>Cut 8 V-shaped grooves in the long poles. Nail the short poles securely into the grooves. Anchor the ladder in two mounds of soil 1m. high.</td>
</tr>
<tr>
<td>Activity</td>
<td>Use</td>
<td>Materials Needed</td>
<td>How It Is Made</td>
</tr>
<tr>
<td>---------------</td>
<td>----------------------------------</td>
<td>------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>6 Horizontal rope</td>
<td>To walk the hands along while the legs hang in the air.</td>
<td>1 length of strong vine.</td>
<td>Tie tightly between two trees high above the ground so the feet cannot touch the ground.</td>
</tr>
<tr>
<td>7 Balance beam</td>
<td>Walking, running, crawling along.</td>
<td>1 long strong pole. 2 short poles, 1m.X20mm. diam.</td>
<td>Dig two holes 30mm. deep and the length of the long pole apart. Place a short pole in each hole and fill with soil. Cut V-shaped grooves on top of each upright. Nail long pole into both grooves.</td>
</tr>
<tr>
<td>8 Stepping stilts</td>
<td>Climbing on, stepping up on, sitting on.</td>
<td>Varying lengths and varying diameters of logs. e.g. 1m.X20mm., 1½m.X40mm., 1m.X10mm.</td>
<td>Dig a 30mm. deep hole wide enough to fit all logs standing upright. Place the logs in the hole with the longest one in the center. Pack soil tightly around.</td>
</tr>
<tr>
<td>9 Parallel ropes</td>
<td>Balancing on, walking along with hands holding top rope and feet on bottom rope.</td>
<td>2 lengths of strong vine.</td>
<td>Tie each rope between two trees so they are one above the other. Place far enough apart for an average sized child to stretch to reach both ropes.</td>
</tr>
</tbody>
</table>

Many other imaginative, simple ideas can be incorporated using the natural layout of your school ground such as a grassed bank that the children have to jump down or climb up in the course of the circuit. Figures 87 and 88 provide some extra ideas for using old tires and tree trunks in a playground.
If your equipment is laid out on a basically circular plan in your playground, the children can start at one end and keep going until they get to the other end. The finish line becomes a personal challenge to reach or they can race against other members of their class to complete the circuit first.

Figure 86
An Example of the Layout for an Adventure Playground Circuit
1. Horizontal bar—To climb over, swing on, walk hands along.

2. Low horizontal bar—To walk, crawl, roll along.

3. Stepping stilts—To step or jump from one to the other.

4. Stepping stilts—To climb on, sit on, step up on.

5. See saw—To sit on, run up and down on.

6. Up and down blocks—To climb on, walk along, step up on.

7. Leaning post—To climb up, walk up and down.

Figure 87

Ideas for the Use of Tree Trunks in a Playground
1. Hanging swings—For sitting on, swinging on.

2. Tire tunnel—To crawl through, walk along, jump over.

3. Tire obstacle—To step in and out of, sit in, crawl over.

4. Tire obstacle—To hide in, jump in, climb up on.

5. Tire obstacle—To crawl through.

6. Tire bridge—To balance on, crawl and walk along, sit in.

7. Vertical tires—To crawl in and out of, walk along the top.

*Note. To make holes in the tires for threading the supporting vine or rope, heat an iron rod in the fire until it is red hot and burn a hole through it. Make sure you make an extra hole on the underneath side to allow rain water to drain and so prevent mosquitoes breeding.

Figure 88

Ideas for the Use of
Tires in a Playground
ENDNOTES


2 Ibid., p. 1.


5 Ibid., p. 7.


8 Ibid., p. 6. 9 Ibid., p. 7. 10 Ibid., p. 10. 11 Ibid., p. 9.

12 Ibid., p. 10. 13 Ibid., p. 11.


16 Mary Toseli, "There won't be much expensive sports equipment in the schools so the teachers prepare with a .... Budget Price Sports Day", Post Courier, October 16, 1975, p. 19.


18 Ibid.
Chapter 10

SPORTS ORGANIZATION

THE SPORTS AFTERNOON

A weekly afternoon of sport should be provided for all children in grades 4, 5 and 6. Children in grades 1, 2 and 3 are too young to concentrate on high organization games and should not be included in any afternoon competitive sports program. The Education Department suggests a time allocation of one hour\(^1\) for organized sports in grades 4, 5 and 6.

The sports afternoon should:

1. Be enjoyable.
2. Involve all children in grades 4, 5 and 6.
3. Be well planned.
4. Be properly supervised.

Two specific systems can be used within a school for sports organization. These are:

1. Interhouse—There are usually four "houses" in a school and every child is allocated to one of these. Each house has an equal number of children of all ages. This system is only suitable for small schools. If it is used in a large school, there are usually so many children in each house that a lot of them do not have an opportunity to play.

2. Interclass—Children compete in the classes that already exist for schoolwork. This system is best used in a large school where there are a number of classes in each grade. With this system, the individual child has a better opportunity to play each week.
When deciding upon either an interhouse or interclass system of
sports organization, choose the system which will allow the most number
of children to participate.

There are basically four types of competitions that you can
organize in your school. These are:

1. Round robin--A competition in which every team plays every
other team. This is the fairest and should be used for regular weekly
competition.

2. Knockout--A competition which is as it says. If you play and
lose, you are knocked out of the competition. This type of competition is
usually used for a whole day carnival, especially in rugby league.

3. Ladder--A competition where names of players are placed on a
"ladder" and players challenge the player above.

4. Tabloid--A competition conducted in the one afternoon on a
circuit.

Your choice of sports to play in a competition will depend upon:
1. The games the children have already learnt in physical
education lessons.

2. The interest and ability of the children.

3. The fields available.

4. The equipment available.

5. The staff available to assist in supervision and umpiring.

You should change your sports program each term so that the
children do not become bored playing the same sport all the time and so
they have an opportunity to participate in as many sports as possible.

On the next page are two different examples of yearly sports
programs.
Example 1.

<table>
<thead>
<tr>
<th>GIRLS</th>
<th>TERM 1</th>
<th>TERM 2</th>
<th>TERM 3</th>
<th>TERM 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Softball</td>
<td>Netball</td>
<td>Volleyball</td>
<td>Basketball</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BOYS</th>
<th>TERM 1</th>
<th>TERM 2</th>
<th>TERM 3</th>
<th>TERM 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball</td>
<td>Soccer</td>
<td>Touch Rugby</td>
<td>Volleyball</td>
<td></td>
</tr>
</tbody>
</table>

Example 2.

<table>
<thead>
<tr>
<th>GRADE 4</th>
<th>TERM 1</th>
<th>TERM 2</th>
<th>TERM 3</th>
<th>TERM 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Softball</td>
<td>Netball</td>
<td>Soccer</td>
<td>Volleyball</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GRADE 5</th>
<th>TERM 1</th>
<th>TERM 2</th>
<th>TERM 3</th>
<th>TERM 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball</td>
<td>Speedway</td>
<td>Cricket</td>
<td>Touch Rugby</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GRADE 6</th>
<th>TERM 1</th>
<th>TERM 2</th>
<th>TERM 3</th>
<th>TERM 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Korfball</td>
<td>Softball</td>
<td>Hockey</td>
<td>Australian Rules</td>
<td></td>
</tr>
</tbody>
</table>

Round Robin Competitions

This is a competition in which every team plays every other team.

Making up the draw. To make up a round robin draw that is fair to all teams, follow these steps:

Step 1--On the blackboard, write down all the teams playing in the competition. e.g. 5A
5B
5C
6A
6B
6C

Step 2--On the blackboard, write down all the possibilities for competition between the teams.

e.g. 5A v 5B

Note the pattern that has occurred. The first team is matched against every team that follows it, the second team is matched against
every team that follows it, and so on.

Step 3—On separate pieces of paper or cardboard, write out all the combinations that you wrote on the blackboard for step 2.

e.g.  

\[
\begin{array}{ccc}
5A & v & 5B \\
5A & v & 5C & 5B & v & 5C \\
5A & v & 6A & 5B & v & 6A & 5C & v & 6A \\
5A & v & 6B & 5B & v & 6B & 5C & v & 6B & 6A & v & 6B \\
\end{array}
\]

Step 4—Decide on your time slots for play. Using the cards, shuffle them to put them into each time slot, making sure that the same team is not playing twice in the one day. (Make sure you are in a closed room where the wind cannot disturb the order of your cards.)

e.g.  

\[
\begin{array}{|c|c|c|c|}
\hline
\text{DATE} & \text{1.00 p.m.} & \text{1.30 p.m.} & \text{2.00 p.m.} \\
\hline
1-2-79 & 5A v 5B & 5C v 6A & 6B v 6C \\
8-2-79 & 5A v 5C & 5B v 6B & 6A v 6C \\
15-2-79 & 5A v 6A & 5B v 6C & 5C v 6B \\
22-2-79 & 5A v 6C & 5B v 5C & 6A v 6B \\
29-2-79 & 5A v 6B & 5B v 6A & 5C v 6C \\
\hline
\end{array}
\]

CHECK! for each date that each team is only drawn once to play.

Step 5—Record the draw on paper including a column for umpires.

e.g.  

\[
\begin{array}{|c|c|c|c|c|}
\hline
\text{DATE} & \text{1.00 p.m.} & \text{UMPIRE} & \text{1.30 p.m.} & \text{UMPIRE} & \text{2.00 p.m.} & \text{UMPIRE} \\
\hline
\end{array}
\]
Step 6—Copy the draw onto a stencil and duplicate sufficient copies for one for the Headmaster, one for every staff member, one for your sports file, one for each captain of each house or class, one for every notice board in the school.

For a quick reference that will save you working steps 1 through 4, choose the draw below that indicates the number of teams that you have available to play and substitute one class/team for each number. e.g.

\[ 5A = 1, 5B = 2, 5C = 3, 6A = 4, 6B = 5, 6C = 6. \]

**Draw for four teams.**

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 v 4</td>
<td>1 v 3</td>
<td>1 v 2</td>
</tr>
<tr>
<td>2 v 3</td>
<td>4 v 2</td>
<td>3 v 4</td>
</tr>
</tbody>
</table>

**Draw for five teams.**

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 bye</td>
<td>4 bye</td>
<td>3 bye</td>
<td>2 bye</td>
<td>1 bye</td>
</tr>
<tr>
<td>1 v 4</td>
<td>5 v 3</td>
<td>4 v 2</td>
<td>3 v 1</td>
<td>2 v 5</td>
</tr>
<tr>
<td>2 v 3</td>
<td>1 v 2</td>
<td>5 v 1</td>
<td>4 v 5</td>
<td>3 v 4</td>
</tr>
</tbody>
</table>

**Draw for six teams.**

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 v 6</td>
<td>1 v 5</td>
<td>1 v 4</td>
<td>1 v 3</td>
<td>1 v 2</td>
</tr>
<tr>
<td>2 v 5</td>
<td>6 v 4</td>
<td>5 v 3</td>
<td>4 v 2</td>
<td>3 v 6</td>
</tr>
<tr>
<td>3 v 4</td>
<td>2 v 3</td>
<td>6 v 2</td>
<td>5 v 6</td>
<td>4 v 5</td>
</tr>
</tbody>
</table>

**Draw for seven teams.**

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
<th>Week 6</th>
<th>Week 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 bye</td>
<td>6 bye</td>
<td>5 bye</td>
<td>4 bye</td>
<td>3 bye</td>
<td>2 bye</td>
<td>1 bye</td>
</tr>
<tr>
<td>1 v 6</td>
<td>7 v 5</td>
<td>6 v 4</td>
<td>5 v 3</td>
<td>4 v 2</td>
<td>3 v 1</td>
<td>2 v 7</td>
</tr>
<tr>
<td>2 v 5</td>
<td>1 v 4</td>
<td>7 v 3</td>
<td>6 v 2</td>
<td>5 v 1</td>
<td>4 v 7</td>
<td>3 v 6</td>
</tr>
<tr>
<td>3 v 4</td>
<td>2 v 3</td>
<td>1 v 2</td>
<td>7 v 1</td>
<td>6 v 7</td>
<td>5 v 6</td>
<td>4 v 5</td>
</tr>
</tbody>
</table>

**Draw for eight teams.**

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
<th>Week 6</th>
<th>Week 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 v 8</td>
<td>1 v 7</td>
<td>1 v 6</td>
<td>1 v 5</td>
<td>1 v 4</td>
<td>1 v 3</td>
<td>1 v 2</td>
</tr>
<tr>
<td>2 v 7</td>
<td>8 v 6</td>
<td>7 v 5</td>
<td>6 v 4</td>
<td>5 v 3</td>
<td>4 v 2</td>
<td>3 v 8</td>
</tr>
<tr>
<td>3 v 6</td>
<td>2 v 5</td>
<td>8 v 4</td>
<td>7 v 3</td>
<td>6 v 2</td>
<td>5 v 8</td>
<td>4 v 7</td>
</tr>
<tr>
<td>4 v 5</td>
<td>3 v 4</td>
<td>2 v 3</td>
<td>8 v 2</td>
<td>7 v 8</td>
<td>6 v 7</td>
<td>5 v 6</td>
</tr>
</tbody>
</table>

The first week may be a little difficult but as soon as everyone understands the draw, the competition should flow smoothly for the rest.
of the term.

Before sport starts each week, equipment must be ready and the scoresheets must be drawn up with all information included—date, time, teams playing, umpires and scorers.

**Recording results.** Results must be recorded accurately and immediately after each sports afternoon. The results for every week should be kept together, in order and preferably in the one book or file.

To develop interest in the competition, it takes very little extra effort to write out a copy of the results for the main school noticeboard with a progressive pointscore so everyone can see how they are going. This usually encourages them to try harder. Figure 89 gives an example of how you can set out your weekly scoresheet.

<table>
<thead>
<tr>
<th>SPORTS RESULTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Date</strong> 1-2-79</td>
</tr>
<tr>
<td>5A</td>
</tr>
<tr>
<td>Points carried forward from last week</td>
</tr>
<tr>
<td>Today's points</td>
</tr>
<tr>
<td>Total progressive points</td>
</tr>
</tbody>
</table>

4 points = win  2 points = draw  0 points = loss

**Figure 89**

An Example of a Sports Results Sheet

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Deciding the finalists. After all rounds and games have been completed, work out who has come first, second, third and fourth in the competition. This is done by awarding points for a win, draw and loss for each game played in the competition. What points you award is entirely your decision but you must follow the same system for the whole competition. Some suggestions are:

1. Win 2 2. Win 4
   Draw 1 Draw 2
   Loss 0 Loss 1
   Forfeit 0 Forfeit 0
   Win on forfeit 2 Win on forfeit 2

As an example, once points are awarded to each team for every game, the total points at the end of the competition might be:

\[5A = 42, \ 5B = 20, \ 5C = 59, \ 6A = 38, \ 6B = 60, \ 6C = 65.\]

The preliminary placegetters, therefore, would be:

1st = 6C, 2nd = 6B, 3rd = 5C, 4th = 5A, 5th = 6A, 6th = 5B.

There are basically three methods for playing off for final winner of a round robin competition. Which one you decide to use for your school will depend entirely on how many weeks you have left in the term to complete the competition. If you have only one week at the end of the round, use system (1.), if you have two weeks available, use system (2.) and if you have three weeks available, use system (3.).

System 1.--Finals. (1 week needed)
Final -- 1 v 2

System 2.--Semifinals. (2 weeks needed)
Week 1 -- Semifinals -- 1 v 4 and 2 v 3
Week 2 -- Finals -- Winner of each game play off.
Knockout Competitions

This type of competition is as the name suggests—if you play and lose, you are "knocked out" of the competition. It is usually used for a whole day sporting carnival and is very popular for rugby league.

It is not as fair as a round robin competition as it means that not all teams will play the same number of games and some teams will only play one game. It also means that some teams may be unlucky enough to draw against the strongest team in the first round and therefore will probably lose and so only play one game.

There are basically two types of knockout competitions. These are single elimination and double elimination (consolation) knockout competitions. Figures 90 and 91 provide examples for eight teams.

![Diagram of knockout competition](image)

Figure 90

Single Elimination Knockout Competition
Double Elimination Knockout Competition

For a knockout carnival where the number of teams entered are not exactly eight or multiples of eight, some teams will have "byes" in the first round. Figure 92 provides an example of a single elimination knockout competition for eleven teams.

Ladder Competition

A ladder competition is not used very much in community schools. It is:

1. A challenge competition.
2. Used for single players rather than large teams.
3. Best used with contestants of near equal ability.

4. Carried on independently of formal time schedules.

5. Most commonly used for games such as table tennis, chess, box hockey and badminton.

6. A competition in which no player is eliminated.

Players names are written on individual cards that can be placed in slots or hung on nails. Placing the players' names on the ladder in the order they sign up for the competition is a good idea to encourage the children to sign up quickly. Positions may also be decided by drawing names out of a hat.

Players move up the ladder by challenging and defeating the player directly above. The player at the top of the ladder at the end of a specified period is the winner. Figure 93 provides an example of a ladder competition using name strips and slots in a cardboard ladder.

```
<table>
<thead>
<tr>
<th>B. GOYA</th>
</tr>
</thead>
<tbody>
<tr>
<td>S. MALA</td>
</tr>
<tr>
<td>J. GAD</td>
</tr>
<tr>
<td>P. KILA</td>
</tr>
<tr>
<td>F. MIKI</td>
</tr>
</tbody>
</table>
```

Figure 93
Ladder Competition
Tabloid Sports

Organizing a tabloid sports provides an interesting way for the children to practice skills. It includes several different activities for the children to do in groups. When they have practiced an activity for a certain length of time, they move onto the next activity.

A tabloid takes about one hour to run so should be organized for a special afternoon of sport. It can involve the whole school or just the upper grades but should not include more than 100 children at the one time as the numbers then become too large to handle.

What do you do?

1. Divide the children into groups with no more than ten in each.
2. Prepare an equal number of activities as the number of groups you have. Equipment should be placed ready before you start.
3. Choose activities which will take about the same time to complete and that are different in skill from one another.
4. Have one older child or teacher at each event to explain what to do and to keep score. If there are not enough spare children, have a team captain to keep score at each activity until you collect and record the scores.
5. Have a large cardboard scoresheet (paper will blow away) or a blackboard in the middle of the field.
6. Each group starts at a different activity and rotates around the circuit at signaled times, until they have tried every activity.
7. Each activity begins on a signal such as a loud whistle.
8. At each activity, the children try the skill one at a time and continue trying in turn until the signal to stop is given.
9. Stop the activity with a loud whistle, collect the scores from
each group and write them on the scoreboard.

10. Let the groups move on to the next activity and then start them off again. Just for fun, you could use different body movements such as hopping, crab walk, piggy back or wheel barrow ing to move from one activity to the next. Award bonus points to the teams that do them well.

What types of activities can you use? Choose "little" activities that are fun, simple to do and easy to score. Some examples are:

1. Throw a ball in a bucket.
2. Throw a lemon through a hanging hoop.
3. Dribble a basketball/soccer ball/hockey ball around a post.
4. Throw a ball through a basketball ring.
5. Jump across two lines marked on the ground.
6. Bowl a ball along the ground to knock over some tins.²

How do you set up the equipment? You should have the same number of activities for the number of teams participating. The activities should be placed on a circuit so that it is easy for the teams to move from one activity to the next. Figure 94 provides an example of how you should set out your equipment.

![Diagram of field layout](image)
How do you score? Scores should be collected at the end of each activity and recorded on a central scoreboard. Figure 95 shows how you could draw up your scoreboard and includes an example of scores after the third activity.

The number in the bottom corner of each square is the progressive score—the score so far. Bonus points can be awarded to teams who perform activities well when moving from one location to another or to teams who line up the quickest at the end of an activity period.

At the end of the competition, the final score is written in the total column for each team and positions worked out—first place, second place, etc.

<table>
<thead>
<tr>
<th></th>
<th>1st Activity</th>
<th>2nd Activity</th>
<th>3rd Activity</th>
<th>4th Activity</th>
<th>5th Activity</th>
<th>6th Activity</th>
<th>Bonus points</th>
<th>TOTAL</th>
<th>PLACE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team 1</td>
<td>14</td>
<td>9</td>
<td>11</td>
<td>34</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Team 2</td>
<td>5</td>
<td>14</td>
<td>7</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Team 3</td>
<td>10</td>
<td>7</td>
<td>16</td>
<td>33</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Team 4</td>
<td>4</td>
<td>10</td>
<td>5</td>
<td>19</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Team 5</td>
<td>6</td>
<td>9</td>
<td>5</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Team 6</td>
<td>11</td>
<td>14</td>
<td>7</td>
<td>32</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure 95
An Example of a Tabloid Scoreboard

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What are some tabloid variations? An ordinary tabloid provides tremendous opportunity for enjoyment, activity and teamwork but with a little extra imagination, an afternoon's tabloid can be really exciting. It can include:

1. A specific theme.
2. Activities relating to the theme.
3. Special "events" associated with the theme.
4. Teams could be given names suitable to the theme.
5. The children could "dress up" according to the theme.

Some examples of tabloid variations are "Cowboys and Indians", "Jungle Trek", "Captain Cook and the Pirates", "Moon Mission" and "Mini Olympics".

What is a Mini Olympics Tabloid? A mini olympics is a tabloid variation in which:

1. Each team represents a country.
2. Each country wears "national dress".
3. There is an opening ceremony with someone special to "officially open" the mini olympics.
4. Each country makes a national flag.
5. Each country prepares a "national anthem".
6. Runners relay in an "olympic torch".
7. All countries participate in an opening ceremony "march past".
8. Activities are similar to and named after olympic events.

With good planning, the preparation of a mini olympics can bring together many aspects of what you teach in other lessons.

1. In Social Studies--Program for an optional topic and teach a few lessons about the country your class will represent.
2. In Expressive Arts--Provide scissors, paper, crayons, staples glue and other natural materials and let the children make their national flag and national dress. Let them prepare and practice their national anthem and perhaps a dance to go with it.

3. In Maths--Revise addition and metric measurement; teach them how to score and to understand a progressive score; let them measure how far they will have to march and the distance of a marching step; and teach them about equal group numbers.

How can you use a tabloid in physical education lessons? For variety, a tabloid can be used to practice skills of a particular game or when there is not enough equipment for the whole class to practice the same skill all at the one time.

Here are some examples of activities you could use in a tabloid to practice softball and athletic skills:

**Softball**--
1. Throw at a target on a wall
2. Pitch through a suspended hoop.
3. Distance throwing--Mark out distances of 7, 8, 9, 10 and 12 meters on the ground. Score one point for a 7 meter throw, 2 points for an 8 meter throw, and so on.
4. Team catching--Stand the team in a circle spaced 2 meters apart. Score one point for each catch.
5. Batting accuracy--A player throws the ball into the air, picks up the bat and tries to hit the ball between two sticks.

**Athletics**--
1. Long jump--Between two lines marked on the ground.
2. Javelin throwing--Mark out distances of 7, 8, 9, 10 and 12 meters on the ground. Score one point for a 7 meter throw, 2 points for an 8 meter throw, and so on.
3. High jump—Score one point for a jump $\frac{1}{2}$ meter high, 2 points for a jump $\frac{3}{4}$ meter high, 3 points for a jump 1 meter high and so on.

4. Obstacle race—Run through a hanging hoop, jump over a log, crawl under a low rope and so on. Players complete the course one at a time to score one point then tag the next runner.

5. Relay running—Run up and around the marker to score one point then tag the next runner.

**ATHLETICS CARNIVAL**

Sports carnivals in the community schools will vary from school to school depending upon the facilities and equipment available and upon the staff willing to organize it. For all carnivals to be enjoyable, however, they must be well planned. Here are some guidelines for organizing your sports carnival. Many ideas suggested may not suit your own school situation so you should just leave them out.

**Long Range Organization**

If you are going to run a school carnival, set up a committee of staff members to help organize it. If you are going to run an interschool carnival, set up an organizing committee that includes one representative from each school.

1. Make a special file (e.g. a manila folder) for the recording of all details of organization and for the filing of all forms, letters and handouts produced for the carnival.

2. Decide which houses/classes/schools will participate.

3. Date and starting time—Decide and check with scheduled holidays, other school functions and consider when the wet season starts. Have the date approved by your Headmaster and the Superintendent.
4. Grounds—Book if necessary. Write an official letter to request permission to use it.

5. Transport—If needed, make preliminary organization and bookings.

Preliminary Organization

1. Theme for the carnival—Decide if it will be purely athletics, a mixture of athletics and novelty events, will include some traditional events or what will it include?

2. Divisions for competition—Decide on what you will use. e.g.:
   - Junior—Grades 1 and 2.
   - Intermediate—Grades 3 and 4.
   - Senior—Grades 5 and 6.

3. Program and tentative order of events—Decide and make a duplicated list of the order of events for distribution to the teachers, class or house captains or schools. If there are heats and finals for the one event, make sure that you program them some time apart so that the competitors can have a rest in between. Some examples of events are running races, relays, walking race, cross country run, high jump, long jump, javelin, shotput and novelty events—sack race, wheel barrow race, skipping race, three legged race, piggy back race and balance coconut.

4. Rules for the carnival—Decide on how many places will be given, how many points will be awarded for each place, how many competitors may enter each event, how many events each individual may enter and how the track events will be started.

5. Uniforms—Decide how each house/class/school can be identified.

6. Prepare the class/house/school entry form. Figure 96 on the next page provides an example of how you can set it out.
7. Novelty events explanation sheet—Prepare a duplicated sheet giving a brief explanation of each event you have programmed.

8. Announce the carnival to the school—Explain the system of entries. Give out to each class/house/school representative, each of the following: a. List of events.
   b. A description of the novelty events and special rules.
   c. Entry forms.

9. Special guest invitations—Decide who to invite. May include parents, villagers, school staff and their families or the District Inspector. Send out invitations at least three weeks before the carnival.
You may either write them or you may have to talk personally to the village council.

10. Plan of the ground—Decide on and record on your plan the following locations.

a. Where each event will be located on the field.
b. The start and finish for running races.
c. Marshalling area.
d. Location of the recorder and announcer.
e. Location of shade and toilets.

11. Officials—Decide on who you will need. These may include:

a. Referee/Manager—He supervises the carnival and checks for people breaking any rules of competition, hears any complaints and settles any disputes.
b. Starter—He starts all races and recalls the runners if there is a false start.
c. Marshal—He organizes the competitors ready for the starter by putting them in their heats and lanes.
d. Announcer—He makes any announcements necessary including calls for the next event and winners of earlier events.
e. Judges—They choose who finishes a running race in first, second, third and fourth place. The judges for field events make sure the rules for the event are followed, measure the jump or throw and record the distance.
f. Time keepers—If stopwatches are available, they take the times for the first four runners who finish each running race.
g. Recorders—They record the results as the events are completed and add up the points.
h. Runners--They take the results to the recorders or announcer and carry messages to different officials to keep the carnival running smoothly.

i. Lane judges--They check to see that competitors do not run out of their lanes. In the relays, they check that the exchange is made in the exchange zone.

j. Equipment officer--He collects all equipment needed before the carnival, makes sure it is available for each event and collects it again after the carnival is over.

In order to help each official understand his duties, it is a good idea to prepare a duplicated information sheet on the duties for each position and give to each of them before the carnival.

12. Toilets and shade--Check that these are available and satisfactory for use.

13. Heats--When all entry forms have been returned, count how many competitors there are for each "track" event and decide the number of heats that will be needed for each event. This will be determined by whether you have running lanes and how many lanes you will have.

14. Program--Prepare the program stencil and duplicate sufficient copies for all competitors and officials. You should include:

   a. A list of the officials.
   b. Rules for the running of the carnival.
   c. Existing records if there are any.
   d. The order of events and approximate times for each event.
   e. A plan of the ground.
   f. A description of the novelty events.
   g. An attractive outside cover.
15. Publicity—Prepare posters and display around the school. Talk to the village council, talk on assembly at school to build up enthusiasm amongst the children and notify the Post Courier if suitable.

16. Public address system—If it is suitable, arrange to borrow or hire a public address system.

17. Equipment—Make a list of all equipment required and start to collect it and store it in the one place. Some equipment you may need are:
   a. High jump stand and cross bar.
   b. Measuring tapes.
   c. Rakes.
   d. Marking pegs for the throwing events.
   e. Shotput and javelin.
   f. Rope for tug-o-war and skipping races.
   g. Sacks for sack races.
   h. Stopwatches.
   i. Public address system or megaphone.
   j. Paper and pens for recording.
   k. Result sheets.
   l. Place cards or batons.
   m. Relay batons.
   n. Flags for marking the track.
You may be able to think of many more that have been left out.

18. Lunch—Make preliminary arrangements. Decide whether the children will bring their own, the villagers will assist or the school canteen will be opened. Let everyone know what the arrangements are.

19. First aid—Make sure adequate arrangements are made.

20. Recording sheets—Prepare stencils of the following recording
sheets and duplicate sufficient copies for all judges or recorders:

a. Track judges results sheet.
b. Field events judges sheet.
c. Main recording results sheet.
d. Progressive pointscore sheet for individuals and houses/classes/schools.

Figures 97, 98, 99 and 100 provide examples of setting out.

**Figure 97**

Track Recording Judges Sheet

<table>
<thead>
<tr>
<th>PLACE</th>
<th>NAME</th>
<th>CLASS/HOUSE/SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Figure 98**

Progressive Pointscore Sheet

<table>
<thead>
<tr>
<th>EVENT</th>
<th>5A</th>
<th>5B</th>
<th>5C</th>
<th>5D</th>
<th>6A</th>
<th>6B</th>
<th>6C</th>
</tr>
</thead>
<tbody>
<tr>
<td>50m. Sprint</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Throwing and Jumping Judges Sheet

**Event:** High Jump - Boys Senior  
**Event No.:** 4  
**Judge:** Mr. Bakuru

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>House/Class</th>
<th>Distance Thrown or Jumped</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>S. Pikolo</td>
<td>6A</td>
<td>1.06 m.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>G. Gima</td>
<td>6B</td>
<td>1.18 m.</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>S. Raka</td>
<td>5A</td>
<td>1.21 m.</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>J. Surute</td>
<td>6C</td>
<td>0.94 m.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>B. Vele</td>
<td>5C</td>
<td>1.12 m.</td>
<td>3</td>
</tr>
</tbody>
</table>

**Figure 99**

Throwing and Jumping Judges Sheet

### Placegetters Record Sheet

**Division:** Senior - Boys

<table>
<thead>
<tr>
<th>Event</th>
<th>1st Place</th>
<th>2nd Place</th>
<th>3rd Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>50 m Sprint</td>
<td>B. Bel 6B</td>
<td>W. Sill 6A</td>
<td>P. Kila 5B</td>
</tr>
<tr>
<td>High Jump</td>
<td>S. Raka 5A</td>
<td>G. Gima 6B</td>
<td>B. Vele 5C</td>
</tr>
</tbody>
</table>

**Figure 100**

Placegetters Record Sheet

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In the Week Prior to the Carnival

Check that the following arrangements are completed:

1. Ground markings.
2. Equipment.
3. Publicity.
4. Briefing sessions—With the children and the officials. Hold a meeting with the officials and explain their duties.

The Week Following the Carnival

1. Check results and pointscore and pin on notice board.
2. Return all equipment—Check with your list.
3. Personally thank all the people concerned with the carnival.
4. Record the results in your athletics folder.
5. Hold a post-carnival discussion with the officials/staff to identify the weaknesses of the carnival. Record suggestions in your folder for improvements next year.

Rules for Athletic Events

Sprinting. Sprint races are run in lanes which should be at least one meter wide. Lanes are numbered from left to right. 100 meters and less should be run in a straight line. 200 meters can be run in a straight line or around a curve.

In races up to 400 meters runners must stay in their lane all the way or they will be disqualified. Therefore you must have a stagger start so that all the runners are running the same distance.

1. Sprint starting—All parts of the body touching the ground must be behind the line. The commands for starting a sprint race are "runners to your marks" "set"; and then fire the gun or hit the wood or
blow the whistle. A runner may not start until the "go" signal is given. If any one goes it is a false start and the runners are called back and started again. If a runner false starts twice, he is disqualified from the race.

2. Sprint Finishing--The winner of the race is the one whose torso is the first to cross the finish line. The torso is basically from the waist up to the neck. The finish judges should stand a little away from the track so they are looking straight along the finish line.

_ Relay Running._ The shuttle relay is when the runners run up and down in the same straight lanes. Usually there are four runners. There should be an exchange zone of three meters where the runners may exchange the baton or stick.

The circular relay is run around the track with all four runners running in the same direction. The baton must be exchanged in the exchange zone or the team will be disqualified.

_Races over 400 meters._ The start is a curving line from the inside lane so that those on the outside are just a little bit in front of those on the inside. The runners do not have to run in their lanes all the way. They should be at least two strides in front of another runner before cutting in.

_Using a stop watch._ Use the first joint of the fore finger to start the watch. Start the watch when you see the smoke from the gun or see the boards hit together. Don't wait for the noise, because light travels faster than sound.

When the runners are about ten meters from the finish line, look along the line and stop the watch as you see the torso cross the finish line.
line. Read the watch to a tenth of a second.

**Shotput.** The shotput is pushed from a circle marked on the ground. A competitor may not step out of the circle once he has started the put. He may not leave the circle until after the shot has landed and then only from the rear of the circle. The shot must be put from the shoulder with one hand and may not be brought behind the line of the shoulders.

When measuring the distance, place the "0" of the tape where the shot landed and read off the distance at the inside edge of the line marking the circle.

**Javelin.** The javelin is thrown from a rectangle marked on the ground. The throw must be made over the shoulder or upper part of the throwing arm. It is a foul throw if the thrower steps on or over the arc, or if the point of the javelin does not touch the ground first. The competitor may not leave the throwing rectangle until the javelin has landed.

Measure the same as you would for the shotput.

Note: Judges should always make sure they take all safety precautions with the javelin throw.

**High Jump.** A jumper is permitted three attempts at each height before elimination. The bar must remain on the stand for a jump to be successful. If the bar is touched and moves but does not fall, the jump is successful. If a jumper runs under the bar, it is counted as one attempt.

Measurement is made with a straight measuring stick in the middle of the bar from the ground to the top of the bar.
Long Jump. The take-off must be made on or behind the take-off marker. If a jumper takes off over or in front of the take-off marker, the attempt will be counted as a foul. A jumper is allowed three jumps.

Measurement is taken from the front of the take-off line to the closest mark made in the pit by the jumper. If in landing, the jumper places his hands down behind him, the measurement is made to the closest point of the mark made by the hands.

The correct dimensions of field markings for all athletic events can be found in chapter 12.

COACHING A SCHOOL SPORTS TEAM

Team coaching is specifically the coaching and training of a team to improve skill and team techniques of a particular sport for playing in a competition. If you need assistance in coaching from outside your own school, you could approach the local community associations, provincial sports council or the Division of Recreation for help.

How Often Should a Team Train?

To be of any value, and particularly to make any improvement on physical fitness, a team should train at least twice a week. However, with so many other things to do, most primary teachers can only spare one afternoon a week for training.

Who Should Train?

Only children who have been selected to play in the team or the training squad should be allowed to join the training sessions. The smaller the group, the more individual coaching and correction the coach
can give to each player.

**What Do You Do in a Coaching Session?**

It is suggested that each coaching session should follow this pattern:

1. Mark attendance.
2. Fitness work.
3. Individual skills practice.
4. Team tactics.
5. A short game.

**Mark attendance.** Attendance should be marked so that you have a record of players who regularly attend and those who do not and so should be dropped from the team.

**Fitness work.** Fitness develops the breathing as well as builds up muscle strength, flexibility and endurance. Fitness builds up the body so that it can last for a whole game without collapsing.

**Individual skills practice.** Choose the most important basic skills of the game and drill them thoroughly, particularly the skills that the players are weak in.

**Team tactics.** Have a discussion and practice of particular team plays in the game situation.

**A short game.** Finish up the training session with a short game while the coach corrects particular skills or team plays.
What Special Coaching Techniques Can You Use?

1. Build a personal relationship with your team members.
2. Provide individual attention and correction.
3. Practice by drilling the skills over and over.
4. Use a variety of practices to maintain interest. Some possibilities are:
   a. Individually up and down the court/field.
   b. In pairs.
   c. In groups or teams—straight lines, semi circles, circles, zig zag.
   d. Use competition as much as possible to create and maintain interest.
5. Give them a pre-game briefing and a post game analysis to help them improve.
6. Praise individuals for good play or just minor tactics that may have helped the team.
7. If you have to scold the team for poor play do not pick on individuals. Speak to the team as a whole or the defence or attack.
8. At half time, try to find time to speak with each player individually. Have something good to say to him for encouragement as well as something specific on how he can play even better.

Some Things to Consider

1. Children should be dressed in suitable clothing.
2. Insist that the children are there at the time of starting, otherwise you could spend the whole afternoon waiting for players to arrive.
3. Always keep a record of who does and who does not attend training.

4. Try to develop responsibility in the player—have them start on their own fitness work before you arrive.

5. Try to have as much equipment as possible. One ball for a whole team is not enough if you want to train a team properly.

Some Ideas For Fitness Work

The team that is fit will be able to keep playing the game for a lot longer time without getting tired. Players who are not fit begin to lose their breath, speed and judgement during a game and may lose the game because of it.

Every coaching session should include at least fifteen minutes of solid fitness work. This is usually given at the beginning of a session. You should also consider providing an extra ten minutes of vigorous activity and exercises at the end of the session to make the players extend their powers of endurance. The last ten minutes of a game depends mostly on the power of endurance—a critical time when a game can be won or lost. As time is usually short in a coaching session, concentrate on exercising the body parts and joints that will specifically be used in the game. Here are some ideas to help you.

**Developing breathing and leg strength.**

1. Run around the court/field at a jog, a number of times.

2. Sprint fast up the field/court and jog back, backwards.

3. Divide the team into two lines facing one another about seven meters apart. One line chases the other. On the call 'change' everyone runs in the other direction and the chaser becomes the chased.
4. Running on the spot—fast, slow, with high knee lift, etc.

5. Hop on one foot down to the end of the field/court and hop back on the other foot.

**Arms**

1. Pushups.
2. Arm swings forwards and backwards.
3. Pullups with a partner.
4. Indian arm wrestle with a partner.

**Stomach**

1. Lie on your back and raise your heels 10mm. off the ground and hold for 10 seconds.
2. Lie on your back, hands behind your head with knees bent. Sit up to touch your knees with your elbows. Repeat 10 times.
3. Hang onto a tree branch and lift your legs off the ground until they are horizontal.

**Back**

1. Lie on your stomach with your arms on the ground above your head. Lift your arms and legs off the ground and hold for 5 seconds.
2. Stand with feet apart and arms stretched out to the side; swing your upper body to the left and then the right 10 times.
3. Lie on your back and push up into an arch.

**Neck**

1. Rotate your head in wide circles 10 times.
2. Nod your head forwards and backwards 10 times.
ENDNOTES


3. Ibid., p. 172. 4. Ibid., pp. 172-173. 5. Ibid. 6. Ibid., p. 173.
C h a p te r 11

SMALL GAMES DESGKEPTIONS
MINOR GAMES
Minor games a re " l i t t l e " games th a t a re fun to play. They a re
c h a ra c te riz e d by:
1. Simple o rg a n iz a tio n —They do n o t take long to e x p la in .
2. Very few r u le s —That a re simple.
3. Easy and quick to le a rn .
For v a r ie ty , most minor games can be played i n d if f e r e n t ways by
changing the b a sic body movement, using d i f f e r e n t equipment o r playing
the game i n the w ater.
Bean Bag Scramble^
Divide the c la s s in to two equal teams, spread a l l over the
playground. The te a c h e r throws a s many bean bags a s p o ssib le in to the
a i r i n any d ire c tio n while the c h ild re n c o lle c t them. The team th a t has
c o lle c te d the most beanbags, wins.
Bean Bag Tag^
In p a ir s , one p la y e r chases h is p a rtn e r and t r i e s to ta g him
w ith the beanbag.
Black P eter^
The c h ild re n l in e up a t one end o f the playground. Black P e te r,
a sh o rt d istan c e away, walks back and fo rth , asking "Who's a f r a id of
Black P eter?" The c h ild re n answer, "Not I . " When Black P e te r c r i e s , "Yes,
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you are!”, the children must try to run to the opposite end of the playground without being caught by Black Peter. Those who are caught, join Black Peter to help catch the others the next time.

Bogey Ball

The children stand at one end of the playground with the teacher. The teacher rolls a ball across the playground while the children run and try to overtake it.

Captain Ball

Teams of seven children stand in a single file. The captain stands, two meters out in front facing the other players. The captain throws a large ball to the first player. The first player throws it back and then bobs down. The captain then throws to the second player and each of the other players in turn. When the last player in the line catches the ball, he runs out to the front with the ball to take the captain’s place in the line. The game continues until all players have had a turn out at the front of the line.

Cat and Mice

The “cat” sits asleep half-way down one end of the playground while the “mice” creep up on their toes from the other end. If the cat hears them, he jumps up and chases them.

Chain Tag

Define a boundary (lines on the ground, rope, objects such as slippers) around a small square about 7m x 7m. Choose two volunteers to join hands and make a “chain”. They chase everyone else and try to tag them. When tagged, players must join the chain. Only the two players on
the end of the chain may tag other players. Everyone must stay inside the marked boundary. The last one not tagged is the winner.

**Change Bases**

Six bases are placed around a circle with approximately six meters between each base. A player stands on each base and a seventh player, who is "it", stands in the center of the circle. When the teacher calls "change", the players on the bases must run to another base while "it" also tries to get onto a base.

**Circle Change Ball**

Children spread out in a circle, about three feet between each child. A bean bag or ball is thrown around the circle and the player in the center tries to get it. If he does so, he takes the place of the player who should have caught it.

**City Gates**

Two players form an arch some distance from the rest of their team. On a signal from the teacher, the team runs in single file down, through the arch and back to their place to line up again.

**Clap Hands**

The children stand in a circle with one player in the center. The leader calls out a number (one, two or three) and throws a bean bag to a player. The player must clap his hands the number of times called before catching the bean bag.

**Crusts and Crumbs**

Two teams face each other, one team is the crusts, the other is
the crumbs. The teacher calls out "Crrr...........r ....rrusts" or "Crrr.....r.....rrumbs". The side whose name is called, must run to their home where they may not be tagged. The team whose name is not called, tries to tag as many players as possible. Once tagged, the players must join the other team.

Dodge Bag in Threes

The children form groups of three with a bean bag. The outside player tries to hit the middle player, who dodges to miss being hit.

Dodge Ball

Two teams with ten players in each team spread out freely around the playground. Team A tries to hit the players of team B on the legs with the ball. Team A players may not move while holding the ball, but should pass it to another player. If a player from team B is hit, he should join team A.

A Dog and a Bone

Divide the class into two teams and sit them facing one another, 3 meters apart. Each player of each team is given a number starting with "one". Each team is numbered in the opposite direction so that the players with the same numbers are sitting diagonally opposite to one another. The bone is placed in the middle between the two teams. When the teacher calls "8", both number "8"s run to try to get the bone first. The player with the bone should return to his place without being tagged by the other player.

Duck's Run

All players face the teacher who calls out the natural activity
of any animal such as "dogs bark", "ducks swim" etc and the players copy the action. If the teacher calls out "horses moo" or "ducks run", or any other activity that the animal cannot perform, the players must not copy him. True statements must be copied, untrue statements must not. Anyone who makes a mistake is eliminated.

False Alarm

Hang a bell in the center of a hoop and suspend the hoop from a tree branch. Each player throws a ball through the hoop, trying not to ring the bell. Each successful go scores one point.

Follow My Leader

Divide the children into pairs with one player as the leader. The leader moves about anywhere, using all different sorts of movements and his partner must follow and copy him. On a signal from the teacher, the leader turns around and chases his partner.

Form A

Divide the class into groups of approximately six to ten players in each group. The teacher calls out a letter--"A" for example. The players in the team must arrange themselves to form the letter. The first team to form a proper letter, wins.

Four Passes

Two teams each with four players play against one another. One team begins with a ball or bean bag and throws it to his other team members. The team tries to get the ball. When a team has passed it four times, they score a point and the ball is then given to the other side.
Fox and Geese

Divide the children into teams of four or five who stand as "geese", closely together in a straight line. Another child is chosen as the "fox". The fox tries to capture the player at the end of the line while the mother goose at the head of the line tries to stop him with her arms held out.

Fruit Salad

The class forms pairs to sit down in two lines facing each other with feet straight out in front touching their partner's feet. Each pair is given the name of a fruit e.g. pineapple, banana, etc. When the name of their fruit is called, the two players must stand and run down the middle of the line over the legs to the end of the line, around the outside and back up to the top of the line, over the legs to sit back down in their places. The first of each pair to sit down first scores a point for his side. When "fruit salad" is called, both teams stand up and run in opposite directions to touch a marker behind them and then sit back down again. The first complete team to sit back down in their places gains an extra five points.

Giant's Treasure

The giant sleeps in his castle with the treasure (a bean bag) nearby. The children creep up on tip-toe from the opposite end of the playground. If the giant looks around, they all must stand like statues. When they are close enough, they must try to grab the treasure without letting the giant hear, and run home with it. The giant chases them to try and regain the treasure. If unsuccessful; a new giant is chosen.
Heave Ho

Two volunteers, armed with a sock full of laplap or dried grass are blindfolded and joined by a length of rope tied around their waist. The players gather in the rope with one hand and attack with the sock with the other. Two or three minute rounds could be played. At the end of the round, the referee or class declares the winner.

Here, There, Where

The teacher calls out one of the three words, "here", "there" or "where". If "Here" is called, the players run to try to catch the teacher. On "There" the teacher points to some distant object such as a tree and the children may be required to hop (skip, froghop, monkey run, etc.) towards the object. Before they reach it, the teacher then calls out either "Here" again or "Where". If the "where" is called, the children perform a special activity such as knee balance, run around your hand, frog balance, etc.

Hopping Numbers Change

All players stand in a circle with one player in the center. Each player is given a number. The center player calls any two of these numbers and the players whose numbers are called must change places by hopping. The center man tries to take one of the player's places. The player left without a place is the next center man.

Hoppo Bumpo

Players stand in a space holding their right foot with their right hand. On a signal from the teacher, they try to knock all other players off balance. Once a player lets go of his leg, he is eliminated. Players may only push another player with the shoulder. The last one
left hopping is the winner.

**Horse and Jockey**

Divide the class into pairs and have them form a double circle with the horse standing on the inside. The teacher will give various commands which the players must follow quickly. "Mount"--the jockey jumps on the horse's back; "dismount"--the jockey gets off the horse; "Change"--the horse becomes the jockey; "Right, one"--the horse runs right around the circle to the right, travels onto the next jockey, crawls under his legs and then stands up for the jockey to mount him; "Left two"--etc. The last horse and jockey to complete each command are eliminated.

**Hospital Tag**

One child is chosen to chase the others and tag the first player he can. Wherever a child is tagged, such as the leg or head or back, he must hold that body part, as if it hurts, while he chases to tag someone else. Once he has tagged someone else, he is no longer 'sick' and does not have to hold that body part any more. The newly tagged person becomes the chaser.

**Huddles**

The teacher claps his hands while the class skips around him. When he stops, he calls out a number between 1 and 10. All players must huddle in a group of the number called. Those not in a huddle are eliminated.

**Islands**

Different shaped islands are drawn on the ground (with chalk, in the dirt or use rope or hoops). The teacher claps his hands or plays
some music while the class skips around. When the clapping stops, all
players must run to stand in an island. Those who cannot fit on an
island are eliminated. Each time, the teacher should remove one island.

Jump the Rope

One player is in the center of a circle formed by all the others.
The center player has a long rope with a soft weight at one end. He
swings the rope around close to the players' feet so that they must jump
over the rope to avoid being hit by it. The center man can make the rope
go faster and higher. Players who are touched by the rope are out of
the game. The last player left is the next center man.

Jump the Stick

All players except two stand in single file three feet apart.
The odd two players hold a stick between them and stand in front of the
file. They run quickly from the front to the back of the players. As the
stick moves down the line, the players must jump over it. Those who do
not, are out of the game. The last 2 players left in the game carry the
stick the next time.

Kick Ball

Divide the class into two teams. The game is played similar to
softball on a diamond with a soccer ball. The ball is rolled to be
kicked by the batter. The batter then must run to first base. If the ball
is caught on the full from the batter's kick, the batter is out and
baserunners must remain on their bases. A baserunner is put out if hit
on the legs by the ball when not standing safely on a base. Each home
run scores one point.
Kick Overhead

Two equal teams sit down facing one another with legs out in front. The ball is rolled between the two teams for the players to try to kick it over the heads of the other team. Each successful kick scores one point.

Knockout

Players are divided into two equal teams with approximately ten players on each team. One team fields while the other bats. One at a time, each member of the batting team bats one ball. The fielding team scores one point for each ground ball stopped and three points for each fly ball caught.

Mrs Quack and Her Ducks

The children bend down like a duck and waddle about while the teacher (Mrs Quack) throws them "food". Suddenly Mrs Quack chases them and they jump up and run back to the safety of home.

North, South, East, West

The teacher calls "north" and the children must run in the direction of north. If the teacher calls "south", the children must run south.

Numbers Kick

Two teams line up facing one another, approximately five meters apart. Goals are marked with sticks at each end of the team lines. Each player of each team is given a number starting with "one". Each team is numbered in the opposite direction so that the players with the same numbers are standing diagonally opposite to one another. The ball is
placed on the ground in the center between the two teams. When the
teacher calls a number, each player with that number runs to the ball
and tries to kick it into his own goal. When a goal is scored, the
players return to their places and a new number is called.

Poison Ball

A group of approximately ten players form a single circle
holding hands. A ball is placed in the center of the circle. The players
pull each other to attempt to force someone to step on the "poison ball".

Red Rover

Red Rover stands in the center of a river marked by two lines
with all other players standing on the bank. Red Rover calls "Red Rover,
cross over". The players try to run and cross to the opposite bank. If
they are caught, they must join Red Rover.

Rob the Nest

Place four hoops on the ground in the corners of a square
approximately 20 feet apart. Six "eggs" (slippers) are placed in the
center of the square. Four "hens" (players) are selected to sit one in
each "nest" (hoop). On a signal from the teacher, the hens run to collect
the eggs and place them in their own nest. Only one egg may be taken at
a time and must be placed, not thrown in the nest. Eggs may be taken
from the nests of other hens (robbed). The winner is the first hen to
have three eggs in her nest at one time.

Scatter Ball

A group of six to eight players stand in a semi circle with a
batter and a catcher out in front. A player pitches to the batter who
hits it softly to another player. The game continues until the batter missed three pitched balls. The players then rotate.

**Simon Says**

The players stand in a free space. One child is selected to be Simon. Because he is an important person, everyone must do as he says, when he says "Simon says.....". If he does not use the words "Simon says...." but some children still do the action, they are eliminated. The last one left in the game is the winner.

**Slipper Wrestle**

Select two students wearing slippers or thongs. On a signal from the teacher, each player is to attempt to remove both slippers from the other player while attempting to keep his own on.

**Something Nothing**

The children are divided into pairs. The teacher claps his hands while the children skip around. When the clapping stops, the teacher calls out certain body parts, e.g. "2 feet and 1 hand". The players must, between them, have only those body parts touching the ground. Since they are a pair, they must also be in contact with one another and may not use nearby trees or seats for support. Pairs not completing the task and holding the balance for at least 3 seconds are eliminated.

**Spider and the Flies**

One player sits on the ground as the "spider". The other players are the "flies" who skip in a circle around the spider, buzzing and flapping their wings. The spider suddenly jumps up and catches as many flies as he can who then join the spider to try and catch more flies.
The last player caught becomes the spider for the next game.

**Statues**

The teacher claps his hands while the class skips around him. When he stops clapping, everyone must stop and stand perfectly still like a statue. Anyone who moves is eliminated. The last one left in the game is the winner.

**Stick in the Mud**

Define a boundary (lines on the ground, rope, objects such as slippers) around a small square about 7m x 7m. One child is chosen to chase and tag the other players. When tagged, a player must stand still with his legs apart. He may be released when a free player crawls under his legs. Children who are caught three times are eliminated.

**Stop Ball**

Two teams with approximately ten players in each play. The batting team lines up in a straight close line. The fielding team spreads out in front of the first batter. The ball is pitched and the first batter hits it as far as he can. He then drops the bat and runs around and around his team until the fielders call "stop". One point is scored each time he runs around his team. All fielders must run to wherever the ball is hit and line up in a straight line. The ball is passed down the line and when the last fielder receives the ball, they call out "stop". Teams then change over for one player of the fielding team to bat.

**Tunnel Ball**

Teams of seven children stand in a single file with legs wide
apart. The first player rolls a large ball down under the legs of the team. The last player picks up the ball, runs to the front of the team and begins to roll the ball again. The game continues until all players have had a turn at the front of the line.

Twenty One Up

Teams of approximately six players stand in a circle with a ball. One player hits the ball into the air and is followed by another player who hits it up into the air again. The game continues until the team has made twenty one consecutive hits into the air. If the ball touches the ground, the team must return to zero to start counting again. No player may hit the ball twice in a row.

What's the Time Mr. Wolf

One child is chosen as "Mr Wolf". The children follow him and ask "What's the time Mr Wolf?" Mr Wolf answers "2 o'clock" or "3 o'clock", When he says "dinner time", he chases the children home and tries to catch them.

TRADITIONAL GAMES

There are many traditional games that have developed throughout Papua New Guinea. You will already know many of them yourself. Here is a selection of games from many different regions that use a variety of game skills.

Arikele (Central Province)

The children stand in two lines holding hands across with their partner to form arches. The children sing a song "Arikele arikele,
arikele arikele; Ralaka uane uane." The last couple crawl up under the arches between the lines.

**Belekasi**<sup>29</sup> (Bougainville Province)

The children sit in a circle with knees touching with one child standing in the middle. The children pass a coin on their knees around the circle trying not to let the child standing in the middle see the coin. As the children play, they sing "Si bele kasi; bele mainare mare na; so-o-ren dere kasi; bele Kasi." If the person in the middle sees the coin, he changes places with the child who was caught with the coin.

**Birds Nest**<sup>30</sup> (Morobe Province)

A group of ten to fifteen children hold hands to make a long chain. Two children stand out in front of the chain, holding hands to look like a net hanging on a tree. The chain runs around the field and then through the net. The last person is caught in the net and is thrown from side to side like a bird who flies to get out of a net. The caught player then stands to one side and waits for the others to finish. The game continues until everyone has been caught in the net.

**Ekesa Kekesa**<sup>31</sup> (Western Province)

This game is played in the water. All children stand on the bank or shore with their backs to the water. One child chooses a small, heavy tree branch and hides it in the water within a given area. He then joins the other children who try to find the branch by wading in the water. (Do not let them dive or swim underwater).

**Guoibolo**<sup>32</sup> (Central Province)

This game is played similar to softball except that a baserunner
can be hit with the ball, even if he is on the base. Two teams, each with about ten players play on a softball diamond. The batter hits the ball in any direction with his hands and then runs around the bases. If the baserunner is hit with the ball, he is "dead". When another team member scores a safe home run, the dead player will be alive again and allowed to bat. Once a player has been dead three times the teams change over.

**Haukavare**\(^3^3\) (Gulf Province)

The boundaries of home territory for two teams are marked side by side on the ground. Players for both teams spread out over the whole area. A coconut is passed amongst players of one team who try to pass the ball into their opponent's territory. The opposing team tries to steal the coconut to pass amongst their own players.

**Iobu**\(^3^4\) (Central Province)

Three equal teams play. Two teams line up facing one another, approximately 6 meters apart. The third team, the "iobus", stand out at the end of the two lines. When a signal is given, the iobus walk down between the two lines. When the signal "catch" is given, the players on the other two teams try to catch as many iobus as they can.

**Kete**\(^3^5\) (East New Britain Province)

Two teams play on a large field with the center clearly marked. Each team stands at opposite ends of the field. On a signal, one player from each team runs to the center of the field. The loser of each race must join the opposite team as a prisoner. If two players arrive at the center at the same time, the prisoners try to escape back to their own team. If they are tagged by their opponents they must remain prisoners.
The team with the most players at the end of the game is the winner.

**Kule Kule** (Central Province)

The children stand in a circle holding hands. Two stones are placed inside the circle approximately two meters apart. The children skip around the circle to the beat of a drum. When the music stops, the players who are caught between the two stones are eliminated.

**Kumba Kigile** (Chimbu Province)

Two equal teams stand in single file opposite one another and twenty five meters apart. The first player of one team throws the ball to the first player of the other team who tries to hit it with a stick or bat. If the ball is hit high, two points are scored. If the ball is hit high and travels a long way, ten points are scored. If the ball is not hit, it is returned for the next batter to have a turn.

**Mai Polo** (Gulf Province)

Players are positioned on the field as shown in Figure 101.

```
      Δ
   0 0 0
 . . .
   . . .

Δ = Pitcher
X = Batters
· = Fielders
0 = Bases
| = Home base

X X X X X X X

Figure 101
Mai Polo Player Positions
```
The game is played similar to softball without a bat. The children are divided into two equal teams with one team fielding and one team "batting". The batter hits the ball with his hand and then runs to first, second and third base, before running home. The fielding team gather the ball and try to hit the batter when he runs between bases. If the batter is hit or the ball is caught on the full, the teams change sides. If the batter does not have any chance of running safely to a base, he can run away from the fielders to wait for one of his team members to bring him some soil from a base and make him safe. If the fielders chase and tag him before he is standing on the soil from the base, he is out and the teams change sides.

**Oga Daun-daun-daun** (Northern Province)

The children form a team or a number of teams behind a leader. They clap their hands and sing "Oga imo nonda uredo govedo indevosi; Na ngamama sarada govedo indemona, Oga diri vorou meigore--vorou voru meigone. (Chorus) Oga daun-daun-daun." They then sit on their heels and hop, following their leader to the beat of a drum. Any player who falls while hopping is eliminated.

**Rupurupu** (Central Province)

Two equal teams face each other on either side of a marked line. A "burning place" is marked on the ground five meters from each team as shown in Figure 102. The two teams stretch across the line to hold hands with one another. On a given signal, the players try to pull their opponent over into the burning place. If they are successful, their opponent is "cooked" and must join that team.
Spearing a Running Pig

The children stand side by side in a line, each holding a bamboo spear. A small wheel made from the stem of a banana tree is rolled parallel to and about ten meters from the players. The children try to spear the wheel in the middle.

Supu

Two equal teams stand at either end of a long field. The captains from each team stand in the middle holding hands. A long stick and a short stick are placed on the ground between them. On a signal, they pick up one stick. Whoever gets the long stick must run to try and touch his opponent's goal post while the opposing team chase and try and tag him. If he reaches the post without being tagged by the opposition, his team wins two points. If he is tagged, he must join the opposition.

Taratai

A soft target is thrown into the long grass. The children must try and guess where it is and spear it. Each player who successfully spears the target scores one point for his team. Each team takes turns to throw their spears at the target.
**Tini Toa Putoi** (Gulf Province)

The children are divided into two equal groups with approximately five players in each group. They are positioned as shown in Figure 103. The throwing group lines up in a single file three meters in front of three cans stacked one on top of the other. The throwing team, one at a time, throw a small ball to try and knock down the cans. If the tins are knocked down, the throwing team run to the tins and try to stack them back up again while the guarding team try to hit them. The guarding team must throw from the spot where they receive the ball. If a player from the throwing team is hit before the tins are replaced correctly, one point is awarded to the guarding team. Teams then change over.

```
. . . . .
   0
   X
   X
   X
   X
```

Figure 103

Tini Toa Putoi Player Positions

**Vanuga Poro** (Central Province)

The children are divided into a batting team and a fielding team. The players are positioned as shown in Figure 104. The game is similar to simplified softball. When the batter hits the ball, he must run to the base and back home again. The fielders try to hit the batter with the ball as he runs. If he is hit, he is out. One point is awarded for each safe home run. The teams change over when three players are out.
Village Game (Central Province)

The children are divided into a batting team and a fielding team. The players are positioned as shown in Figure 105. The game is similar to simplified softball. The first batter hits the ball with his hand and runs to one of the bases. He has three chances to hit the ball. If he reaches the base before the ball, he is safe. If the ball reaches the base first, the batter is out. When the second player hits the ball, the first player may run home. If the ball is caught on the full by a fielder, the batter is out. If the batter is hit by the ball, he is out. One point is scored for each home run. When three batters are put out, the teams change over.

Figure 104
Vanuga Poro Player Positions

Figure 105
Village Game Player Positions
NOVELTY RELAYS

A relay is a competitive activity where one at a time, each child in the team does the same activity, usually up and down the field. There are many "fun" activities that the children can do in relays. You should be able to think up many different ones yourself. Here is a selection to get you started.

Balance Ball Relay

Crawl in a crab position with a large ball balanced on the stomach.

Ball Between Backs Relay

Each team is divided into pairs. Two players stand back to back with elbows linked. A ball is placed between their backs and they must run up and around the marker without dropping the ball.

Blunder Pass Relay

Teams line up in single file. The first players of each team are given a small ball. Each player must hold his left hand behind him and close his right fist, balancing the ball on the top of the fist.

On the word "go", he passes the ball to the next player using only the closed fist. If the ball falls it must be returned to the fist of the player who dropped it. When the ball reaches the last player, he runs to the head of the line and the ball is passed along again. The winning team is the one whose captain reaches the head of the line first.

Charlie Chaplin

Charlie Chaplin is a famous movie star from the silent movie years who made many people laugh by the way he walked.
The first player puts a basketball between his legs, a quoit or a small cane circle on his head and swings a stick in his hand. He must walk like that down to a marker and back and then passes the equipment to the next team member.

**Crab Relay**

Players place both hands and feet on the ground with stomach facing up to the sky. They are to walk sideways, up around a marker and back again.

**Dizzy Relay**

The first player in each team has a one meter long stick, one end of which rests on the floor, the other end touching his head as he bends over the stick. On a signal, he walks around the stick three times then drops it and tries to run to a post and back.

**Dribble Hockey Relay**

Each team has a stick and a ball. One at a time, the players are to dribble the ball with the stick up around the marker and back again.

**Honeymoon Relay**

Each team is divided into pairs. One player picks the other player up in his arms and carries him up to the marker where they must change over to return to the team.

**Hoop Bowling Relay**

A large cane hoop is bowled up around the marker and back again.

**Over the Legs Relay**

Two teams sit facing one another with legs out in front and feet
touching the feet of an opposing player. Both teams are numbered from
the same end so that players sitting opposite one another, have the
same number. The teacher calls out a number and the two children with
that number must stand up, run down over the legs of the other players,
around the outside of their team to the top of the line and back to
their places. The first player to sit down scores a point for his team.

Piggy Back Relay

Each team is divided into pairs. One person jumps onto the back
of his partner and is carried down, round a marker and back again.

Skin the Snake

Teams are lined up all facing in the one direction with legs
wide apart and right hand between the legs, holding the left hand of the
person behind. On the signal to start, the back person lies down and the
rest of the team start walking backwards, passing over the team members
lying down. The relay is continued until all members are lying down and
then the back person stands up and walks forward passing over the team
members until all the team is standing up again. All players must not let
go of hands. They must also look where they are walking backwards so
as not to step on anyone.

Wheelbarrow Relay

Each team is divided into pairs. One person is the wheelbarrow
and one person is the driver. The "wheelbarrow" walks his hands along
the ground while the "driver" holds his legs.

Worm Relay

Teams stand in a single file with feet apart, all facing in the
same direction. The last person crawls under the legs up to the front of the team with a tennis ball in his hands. He then passes the ball back down the line and the relay continues with the next player.
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Chapter 12

MAJOR GAMES SUPPLEMENT

SIMPLIFIED RULES FOR ALL MAJOR GAMES

Following are simplified rules of all major games that have been adapted to suit Papua New Guinea community school children. Before commencing to play, both teams must agree on the length of time and the rules to be played.

Always remember that the referee is in complete charge of the game from the starting time to the finishing time. He has power to make decisions on any point not covered in the rules. A teacher should not interfere while the game is in progress. If you are not happy with the decisions, you should wait until half time or until the game ends to talk to the referee.

You should make sure that your children always play fairly and are good sportsmen. Try to encourage them to play for enjoyment rather than playing only to win. Here are some points for them to follow:

GOOD SPORTSMEN KNOW HOW TO:

- Enjoy the game.
- Play fairly and by the rules.
- Always accept the referee's decision even if they think he might be wrong.
- Lose without getting cross.
- Win but still respect how well the other team played.
Australian Rules Football

Game:  - A competition should be made up of four 10 minute quarters.

Players:  - There are 18 players in a team.

Start of Game:  - A toss of a coin is taken to decide playing ends for each team.

- The umpire bounces or throws the ball in the air, in the center of the field. Two players run and jump to hit the ball in the air.

Scoring:  - A goal (6 points) is scored when the ball is kicked between the center goal posts without touching a post or another player.

- A behind (1 point) is scored when the ball is kicked between the behind posts or touches any of the goal posts before going through any of the four posts.

- After a goal, play restarts with a center bounce.

- After a behind has been scored, play is restarted with a kick from behind the kick-off line by the defending team.

Change of Ends:  - At the end of each quarter, the teams change ends.

Play:  - A mark is given if the ball is caught on the full.

- To pass the ball (handball), the ball must be held with one hand and hit with the closed fist of the other hand. The ball cannot be thrown in the air before it is hit.

- A player who is running with the ball must bounce it or touch the ground with it at least once every
10 meters.

- A player holding the ball may be tackled by holding him around the waist or around the arms.

- A player when held must make an attempt to kick or pass the ball.

- A player without the ball cannot be tackled. Once a player passes the ball, his opponent must release him from the tackle. If he does not, a free kick will be awarded.

- A player may not be bumped or pushed from the back.

- A player may only shepherd an opposing player when he is within a radius of 5 meters of the man with the ball.

- The ball cannot be kicked out of bounds on the full.

- A player must never argue with the umpire's decision.

Free Kicks:

- A free kick is given if any rules of play are broken.

  If two people break the rules at the same time, or the umpire is unsure, a ruck is awarded in which the umpire bounces or throws the ball in the air.

Out of Bounds:

- If a ball bounces out of bounds, the linesman throws the ball in again for the rucks to jump for it.

Basketball

Game:

- A competition game should be made up of two 15 minute halves.

Players:

- Basketball is a game for both boys and girls.

- There are 5 players in a team.

- Players may go anywhere on the court.
Start of Game: - A toss of a coin is taken to decide playing ends for each team.

- The game is started by a jump ball in the center circle between the two center players.

Scoring: - A goal from the court is worth 2 points.

- A goal from a free throw counts 1 point.

- Once a goal has been scored a member of the team who did not score takes a throw-in from the back line.

Change of Ends: - At half time, the teams change ends.

Play: - Held Ball--A player may not hold the ball in his hands for longer than 5 seconds, when being closely guarded.

- Travelling--A player may not take more than one step with the ball without passing, dribbling or shooting.

- Dribbling--A player may not dribble the ball with both hands at once. This is called "double dribble".

--A player may not dribble, stop and then dribble again. This is also called "double dribble".

- Three Seconds--A player may not stay in his opponents' keyhole for more than 3 seconds.

- Kicking--A player may not deliberately kick the ball.

- Out of Bounds--A player may not go out of bounds or make the ball go out of bounds.

- Lines--A player may not step on or over the line during a jump ball or free throw.

Penalty: For breaking these rules, a throw-in from the sideline is awarded to the opposing team.

- Jump Ball--When two opposing players hold the ball at
the one time a jump ball is called.

Out of Bounds: - If the ball goes out of bounds, a throw-in is taken by a member of the opposition from the sideline where the ball went out.

Fouls: - A player will foul if he holds, hits, pushes, charges, blocks or trips a member of the opposition.
- A dribbler may not push into an opposing player.

Penalty: For a foul, a personal foul is recorded against the player and his team loses the ball. The opposition takes a throw-in from the sideline. If the foul by a defender occurred while a player was in the act of shooting, two free shots are awarded.
- A player who has 5 fouls must leave the game.

Continuous Cricket

Game: - A competition game should consist of one innings each or two 15 minute halves.

Players: - Continuous cricket can be played by both boys and girls.
- There are 11 players in a team.

Start of Game: - A toss of a coin or the bat is taken to decide which team will bat first.

Scoring: - 1 run is scored when both batsmen at the same time, run safely to the crease at the opposite end.
- If the ball goes over the boundary on the full the batsman scores 6 runs. He does not have to run.
- If the ball rolls and touches the boundary, the batsman scores 4 runs. He does not have to run.
Play:
- Bowling—The bowler must keep his arm straight and not throw the ball.
  --He must release the ball within the crease.
  --The bowler bowls 8 balls. This is an "over".
  --Another bowler then bowls the next over from the opposite end.
- Batting—Two batsmen are on the field at the same time, one standing at each wicket.
  --Each batsman has a bat which he carries with him when he runs.
  --If the batsman hits the ball, he must run.
  The second batsman at the opposite end must also run to exchange wickets.
  --The batsman may run as many times as it is safe to do.
- A batsman is out when--The bowler hits the stumps and removes the bails from the top.
  --A fielder catches the ball.
  --The ball hits the batsman's leg when he is standing in front of the stumps. This is called "L.B.W." or "leg before wicket".
  --A fielder throws the ball and hits the stumps while the batsman is out of his crease.
  --The batsman hits the stumps with either his bat or his body.
- The incoming batsman has 5 seconds to get to his crease before the bowler bowls again.
- The innings is complete when every batsman has batted.

**Hockey**

**Game:**
- A competition game should be made up of two 15 minute halves.

**Players:**
- Hockey can be played by both boys and girls.
- There are 11 players in a team.

**Start of Game:**
- A toss of a coin is taken to decide playing ends for each team.
- The game is started by a bully at the center by the Center Forward from each team.

**Scoring:**
- A goal is scored when the ball passes over the goal line between the two goal posts.
- The ball must have been hit from within the striking circle to score.
- Each goal scores 1 point.

**Change of Ends:**
- At half time, the teams change ends.

**Play:**
- All players must keep behind the ball and not run ahead of his team members.
- A goalkeeper may kick or stop the ball with any part of his body.

**Out of Bounds:**
- When the ball crosses the goal line off an attacking team’s stick, a player from the defending team takes a free hit at the edge of the goal circle.
- When the ball crosses the goal line off a defending team’s stick, a "corner" is taken. Six defending players stand behind the back line, the forwards and
halves of the attacking team stand around the goal circle. An attacker hits the ball from the back line to one of his players who tries to then hit it into the goal. A defender may not move across the back line until the ball is first hit over the line.

- When the ball crosses the sideline, a roll-in is taken by a player of the team opposing the player who hit it out.

Fouls:

- Raising the head of the stick above the shoulders at any time.
- Hitting the ball with the rounded side of the stick.
- Hitting or interfering with an opponent's stick in any way.
- Undercutting the ball so that it rises into the air in a dangerous manner.
- Using the hand or body to stop or propel the ball except when it is a high, dangerous ball above the shoulder.
- Kicking the ball or using the foot to obstruct the play of the ball.
- Pushing, tripping or handling an opponent in any way.
- Obstructing by running in between an opponent and the ball.

Penalty: Free hit by the opposing team at the spot where the foul occurred. All other players must stand 5 meters away.
Field Korfball

Game: - A competition game should be made up of two 15 minute halves.

Players: - There are 12 players in a team--6 boys and 6 girls.

Start of Game: - A toss of a coin is taken to decide playing ends for each team.

- The game is started with a throw off from the center.
- All players must be at least 3 meters away.

Scoring: - A goal is scored when the ball has fallen completely through the basket of the opposing team.

- Only the players belonging to the 'attack division' may score.
- A player may not shoot if his opponent is facing him, is within touching distance and has at least one arm stretched up in front.

Change of Division: - A change of division is made every 5 minutes or after 2 goals have been scored.

Change of Ends: - At half time, the teams change ends.

Play: - The ball may only be played by throwing and catching.

- Dribbling is not allowed.

- A player may not run with the ball.

- The ball can not be punched or taken out of an opponent's hand.

- A player may not hold onto, push or trip an opponent.

- The ball may not be held longer than 6 seconds.

- The ball must not be thrown from the defence division straight into the attack division.
- The ball may not touch the leg or foot of a player.

  **Penalty:** For breaking the rules of play, a free throw is awarded to the opposing team. All players should be at least 2 meters away.

  If two people break a rule at the one time, a jump ball is awarded.

  If a player is fouled while shooting, a penalty throw is given, 4 meters in front of the post.

**Out of Bounds:**

- If a ball goes out of bounds, the opposite team has the ball on a throw-in and all other players must stand 2 meters away.

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**Netball**

**Game:**

- A competition game should be made up of two 15 minute halves.

**Players:**

- Netball can be played by both boys and girls.
- There are 7 players in a team.
- Players must stay within the boundaries for the positions they play.

**Start of Game:**

- A toss of a coin is taken to decide which team will take the first center pass.
- The pass is taken in the center circle by the center player winning the toss.

**Scoring:**

- Only the Goal Shooter and Goal Attack are allowed to shoot.
- The shooters must be within the goal circle when shooting.
- To score a goal, the ball must go completely through the ring.
- Each goal scores 1 point.

Change of Ends: - At half time, the teams change ends.

Play:
- Passing--A player may not pass the ball to another player when standing closer than approximately 1 meter. Once a player catches the ball, he must pass it within 3 seconds.
- Footwork--A player may not run with the ball in his hands. If a player lands on one foot, he may step onto the other foot but must throw the ball before the first grounded foot is regrounded.
- Contact--A player may not touch another player. This includes pushing, tripping, knocking or holding. A penalty pass is awarded for contact.
- Over a third--A ball may not be thrown over a complete third without being touched by a player in that third.
- Offside--A player is offside when she goes into or touches an area other than her own playing area.
- Obstruction--A player may not stand closer to any other player than approximately 1 meter. This is called "obstruction". The distance is measured between the nearer foot of both players. The penalty for obstruction is a pass given to an opposing player while the player breaking the rule stands beside him.
- Goal shooting--Only the few players permitted inside the goal circle may jump for rebound. A player who
catches a rebound must land inside the court. A player may not touch the goal post or use it for support.

**Penalties:** A Free Pass is given for breaking the rules of stepping, close pass, playing own ball, over a third, three seconds and held ball.

A Penalty Pass is given for breaking the rules of rough play and defending closer than 1 meter.

- **Throw up**—A throw up is given between two opposing players when they catch the ball at the same time, play roughly or have both knocked the ball out of the court.

  --During a throw up, the ball must only be thrown between the waist of the shorter player and the head of the taller player.

**Out of Bounds:** — A throw in is given when the ball goes out of the court either by being thrown out of the court, batted out of the court or caught by a player with either one or two feet outside the court. 6

**Rugby League**

**Game:** — A competition game should be made up of two 20 minute halves.

**Players:** — There are 13 players in a team.

**Start of Game:** — A toss of a coin is taken to decide which team will take the kick off.

  - A kick off is taken from the center of the field by
the half back of the team winning the toss.

**Scoring:**
- A try scores 3 points.
- A conversion scores 2 points.
- A field goal scores 2 point.

**Change of Ends:**
- At half time, the teams change ends.

**Play:**
- Drop-out--A 25 meter drop-out (drop-kick) is taken when an attacking player was the last to touch the ball before it went over the dead-ball line or touch-in-goal. It only has to cross the line for a drop-out to be awarded.

  --A goal line drop-out (drop-kick) is taken when a defending player:

  1. Last touches the ball before it goes over the dead-ball line or into touch-in-goal.

  2. Touches down or is tackled in his in-goal area.

  3. Kicks the ball into touch on the full from his own in-goal.

  --The drop-kick needs to go at least 10 meters forward.

- Scrum--When a player drops or knocks the ball forward (a "knock-on"), a scrum is formed.

  --After 6 tackles, a scrum is formed.

  --After the ball goes out of bounds, a scrum is formed.

  --During a scrum, the scrum-half must put the ball into the center of the tunnel formed by the opposing
front row players.
--If he puts the ball in to his teams' advantage, a penalty kick is awarded against his team.
- Tackling--A player can only tackle below the shoulders.
--A tackle is complete when the player with the ball stops moving forward.
--After a successful tackle, the player who was tackled must "play-the-ball".
--Defending players must stand back 5 meters when a player plays-the-ball.
- Penalty kick--When the ball is deliberately passed forward a penalty kick is awarded to the other team.
--A tap-kick may be taken or the ball can be kicked out over the side line. A tap-kick is then taken from 10 meters inside from where the ball went out.
- Rough play--Any rough play should be stopped immediately, the players warned or sent off and a free kick given to the other side.

**Soccer**

**Game:**
- A competition game should be made up of two 15 minute halves.

**Players:**
- Soccer can be played by both boys and girls.
- There are 11 players in a team.

**Start of Game:**
- A toss of a coin is taken to decide which team will take the kick off.
- The game starts with a kick off in the center by the
center forward. The opposing team must be 9 meters away from the ball.

Scoring:
- For a goal to be scored, the ball must pass between the goal posts and under the cross bar. 1 point is given for each goal scored.
- After a goal has been scored, the team against whom the goal was scored, kicks off from the center.

Change of Ends:
- At half time, the teams change ends.

Play:
- Players may not push one another with their hands or body.
- Players may not use their hands or arms to play the ball except during a throw in.
- The goalkeeper is permitted to use his hands to play the ball.
- The goalkeeper may take 4 steps without bouncing the ball.
- Offside--A player is off side if he is closer to his opponent's goal line than the ball at the moment the ball is played unless:
  1. He is in his own half of the field.
  2. There are two of his opponents closer to their own goal line than he is.
  3. The ball last touched an opponent or was last played by him.
  4. He receives the ball direct from a goal kick, corner kick, a throw in or when it is dropped by the referee.
Out of Bounds:  
- When the ball crosses the side line it is out of play. It is returned to play with a throw-in by a member of the opposite team to the one causing the ball to go out of play.
- During a throw-in the ball must be thrown from the back over the head with both feet touching the ground.
- If the ball is kicked over the goal line by the defending team, the attacking team is given a corner kick.
- If the ball is kicked over the goal line by the attacking team, but not between the goalposts, the defending team takes a free kick.

Fouls:  
- For any fouls such as tripping, roughness, holding, pushing, charging, touching the ball with the hands or arms, the other team receives a free kick.  

Softball
Game:  
- A competition game should be made up of 3 innings.
Players:  
- Softball can be played by both boys and girls.
- There are 9 players in a team.
Start of Game:  
- A toss of a coin is taken to decide which team will bat first.
Scoring:  
- 1 run is scored when a baserunner safely completes the circuit of bases running from 1st to 2nd to 3rd and to home base.
Play:  
- Batting--A strike is when the batter swings at the ball.

--A strike is when the ball is pitched directly
into the strike zone, (over the base and between the batter’s knees and armpits) whether the batter has swung at it or not.

--A ball is when the ball is not pitched into the strike zone and the batter does not swing at it.

--A foul is when a hit ball goes into foul territory at any time, e.g. if a ball lands in fair territory then rolls into foul territory, it is a foul ball.

--A batter is allowed a maximum of 3 strikes and 4 balls. Unless it is a foul the batter must run on the 3rd strike. On the 4th ball, the batter is given a free walk to first base.

--A batter is allowed any number of fouls.

--If the batter hits 2 fouls on the first 2 balls pitched, these are called strikes and the umpire’s call would be “Strike 2”. If, on the 3rd ball pitched, the batter hits another foul ball, the umpire’s call would still be “Strike 2”.

--A batter or baserunner may not run on a foul.

--If the pitched ball hits the body of the batter, he has a free walk to first base.

--If the batter hits the ball and then the ball hits the batter, he is automatically out.

--If the batter has had 2 strikes then swings again, misses and the catcher catches the ball, the batter is automatically out.
--The batter is out if a fly ball, either foul or fair, is caught.

--If the batter hits a foul ball and the ball goes above his shoulder to be caught by the catcher, the batter is out.

--If the batter hits a foul ball and the ball does not go above his shoulder but is still caught by the catcher, the batter is not out. If however, it is a foul tip on strike 3, then the batter is out.

--When 3 batters are put out, the teams change over.

- Pitching--All pitching is underarm.

--The pitcher must stand with both feet on the plate and hold the ball out in front in both hands for a minimum of 3 seconds before it is pitched.

--The pitcher must take 1 step forward to pitch the ball.

- Base running--A baserunner must touch all four bases.

--The batter is safe if he reaches first base before the fielding team can get the ball to the first baseman while his foot is on the base.

--If a baserunner leaves his base before the ball leaves the pitcher's hand he is automatically out.

--A baserunner may only advance one base on each overthrow by a fielder. If a baserunner runs more bases than he is entitled, he should be
instructed to return to the correct base by the umpire.

--If the batter hits a fly ball, all runners must return to the base until the ball is caught. Once the ball is caught they may then advance to the next base if it is safe to do so.

--The base belongs to the baserunner, not the baseman. If the baseman stands right on the base and does not give a clear run to the runner, the runner will be awarded safe on the grounds of obstruction by the baseman. The baseman must place his foot on one corner only and reach out away from the base.

--The baserunner should not run more than approximately 1 meter outside the baseline when being tagged. If he does, he is automatically out.

--If a baserunner is forced to run to the next base, he does not have to be tagged.

--If the baserunner is not forced to run but runs of his own choice, he must be tagged.\(^9\)

**Speedaway**

**Game:**
- A competition game should be made up of two 15 minute halves.

**Players:**
- Speedaway is a game for both girls and boys.
- There are 11 players in a team.

**Start of Game:**
- A toss of a coin is taken to decide which team will take the kick off.
- The game is started by a kick off at the center by
  the Center Forward.

Scoring:  - 5 points are scored for a touchdown, as in rugby.
           2 points are scored for a field goal.

Change of Ends: - At halftime, teams change ends.

Play:    - There is no off side in Speedaway except on the kick
         off to start the game and after each goal is scored.
         - To gain possession, players should tag the player of
           the opposition who has the ball.
         - Players may run with the ball, dribble the ball with
           the feet or pass the ball.
         - Play stops when a player is touched or tagged on the
           back while carrying the ball or when a foul is
           committed. The opposing team then receives a free kick
           at that spot.

Out of Bounds:  - Over the Sideline--a throw in is taken with any type
                 of pass by the team who did not touch it last.
                 - Over the Endline--the team which did not touch it
                   last takes the ball at a point 15 meters in from the
                   end line, and may put it in play with a throw, punt
                   kick, place kick or drop kick.

Fouls:  - Picking up a ground ball with the hands.
         - Holding the ball for longer than 3 seconds without
           making a move.
         - Tripping, shoving, pushing, charging or striking at
           an opponent except when tagging on the back when the
           player has the ball.
- Tagging a player any place except the back.
- Knocking the ball out of the opponent's hands.
- Kicking an opponent or dangerously kicking the ball into an opponent.
- Standing closer than 5 meters to the ball on the kick off, a free kick or on a throw in from the sidelines.
- If a double foul is committed, or the referee cannot make a decision, then a jump ball is given. 10

Volleyball

Game: - A competition game should be made up of 3 sets.

Players: - Volleyball is a game for both boys and girls.
- There are 6 players in a team.

Start of Game: - A toss of a coin is taken to decide which playing end each team takes and which team serves first.

Scoring: - 1 point is scored when the receiving team fails to return the ball to the opponent's court.
- Only the serving team may score.
- The game is played until one team scores 15 points.
- If the score is 15-14, the game continues until there is a difference of 2 points between the two teams.

Change of Sides: - Teams change sides after each set.

Serving: - The ball is served from the back right hand corner of the court.
- The server must stay behind the end line while serving. After the ball has left his hand he should move to his position on the court.
- The receiving team gains the serve when their opponents fail to return the ball over the net.
- A team gaining the serve must rotate before beginning the serve.

**Play:**
- A player may not hold or throw the ball. It must be hit.
- Players may not touch the net.
- A ball may not be touched more than 3 times in a row by the one team before it goes over the net.
- A player may not play the ball twice in a row.

**Out of Bounds:**
- A ball touching a boundary line is considered in bounds.
- A ball going out of bounds is a foul against the team hitting it.

**Fouls:**
- Carrying or throwing the ball.
- Allowing the ball to hit the ground in the court area.
- The ball touching a player below the waist.
- Hitting the ball more than 3 times in a row by the same team.
- Touching the net.
- Stepping on or over the center line.
- Causing the ball to go out of bounds.

**Penalty:** If the serving team fouls, the ball is given to the other side.

If the receiving team fouls, a point is scored.\(^{11}\)
MEASUREMENTS OF PLAYING FIELDS

The measurements of official sized playing fields for all the major games as well as ground markings for athletics are included for reference.

For community school children, it is not necessary to always use the correct measurements. Often the official sized fields will be too large for the children or perhaps your school will not have enough open land available to mark out the full sized field. Use these official measurements as a guide to adapt to your own local needs and school situation.

Athletics Field Measurements

Figure 106
Measurements of a Javelin Throwing Area

Figure 107
Measurements of Long Jump Area
Figure 108
Measurements of a Circular Running Track

Figure 109
Measurements of Shotput Area

Australian Rules Football Field Measurements

Figure 110
Measurements of Australian Rules Field
Basketball Court Measurements

Figure 111
Measurements of a Basketball Court

Cricket Field Measurements

Figure 112
Measurements of a Cricket Field
Hockey Field Measurements

Figure 113
Measurements of a Hockey Field

Korfball Field Measurements

Figure 114
Measurements of a Korfball Field

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Netball Court Measurements

Figure 115
Measurements of a Netball Court

Rugby League Field Measurements

Figure 116
Measurements of a Rugby League Field

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Soccer Field Measurements

Figure 117
Measurements of a Soccer Field

Softball Diamond Measurements

Figure 118
Measurements of a Softball Diamond

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Speedaway Field Measurements

Volleyball Court Measurements

Figure 119
Measurements of a Speedaway Field

Figure 120
Measurements of a Volleyball Court
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Community School Syllabus--Grade Five Physical Education.

Community School Syllabus--Grade Six Physical Education.


. "There won't be much expensive sports equipment in the schools so the teachers prepare with ... Budget Price Sports Day", *Post Courier.* October 16, 1975.


