

# Additional Manipulative Activities to Try

These additional games and activities develop a variety of manipulative and other fundamental skills.

## Overview

Activity name	Movement skills/concept	Suggested group size	Suggested space	Page
Soccer Volley	Kicking, ball control, moving in space and relationships (with others).	2-5	Hard or grass area	330
Scoring a Tonne	Striking off a tee and fielding a ball.	5-6	Hard or grass area	331
You've Got Mail	Running, leaping, jumping, throwing and evading a throw.	8+	Hard or grass area	332
Piggy in the Middle	Passing and catching a ball, defending, intercepting a ball and/or pass.	3	Hard or grass area	333
Wandering Ball	Passing, feinting or faking a pass, defending a pass and dodging.	5-7	Hard or grass area	334
Partner Rounders	Throwing or passing and fielding a ball, throwing at a moving target, running, dodging and evading a ball.	12+	Hard or grass area	335
Long Ball	Striking a ball with an implement, underarm throw for accuracy, overarm throw for accuracy, fielding a small ball and running.	12+	Hard or grass area	336
Eden Ball	Throwing a ball at a stationary target and receiving a bouncing ball.	4-5	Hard or grass area	338
Crab Soccer	Locomotor skill (crab walking), kicking and relationships (with others).	16+	Hard or grass area	339
Couple Cricket	Bowling, hitting a moving ball, running between wickets and fielding.	8-10	Hard or grass area	340

## Soccer Volley

### Movement skills/concepts

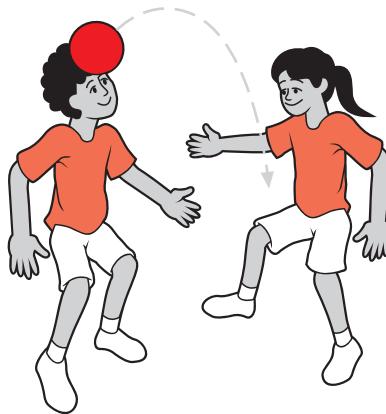
Kicking, ball control, moving in space and relationships (with others).

### Set-up

Hacky sacks, light balls (woven bamboo or plastic) approximately 15 cm in diameter.

In pairs or small groups, children are spread out in a defined area, each with a hacky sack or a light ball.

Are all the children involved?



### Activity

For a warm-up children practise their striking skills using their feet, knees and head, (e.g. foot volleys and heading).

With a partner or in a small group, play a game of soccer volley. The aim of the game is to keep the ball in the air using feet, head or knees only.

### Can you see ...?

- a flat striking surface – ‘flat as a pancake’
- quick feet – to move into position to volley the ball
- communication with team members

### You could ask ...

How could you modify this game to make it competitive?

### Variations

*Vary Set-up:* Play in the self-space of the group or individual, or travel in general space.

## Scoring a Tonne

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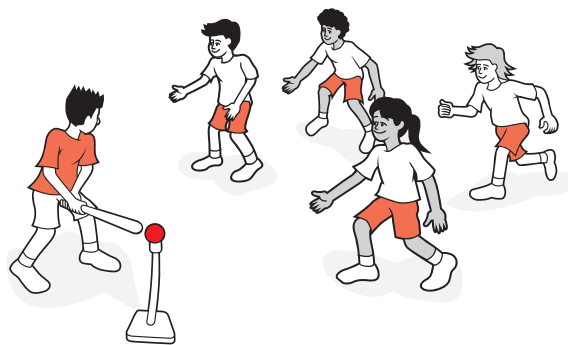
### Movement skills/concepts

Striking off a tee and fielding a ball.

### Set-up

Balls, bats and tees.

Groups of five–six, with a tee and three balls per group: a batter stands at the tee, and the other players spread out as fielders in a large grass area.



### Activity

The batter keeps hitting the balls in quick succession, while fielders gain points (e.g. catch on the full = 50; catch on the first bounce = 20; fielding a ball = 10).

When a fielder scores 50 or 100, that fielder becomes the batter.

### Can you see ...?

- hands together on bat
- feet apart, relaxed stance
- backswing
- following through

### You could ask ...

*Batter:* How can you keep the ball low on the ground so the fielders find it hard to reach their tonne?

### Variations

*Vary rules:* Replace the tee with a toss up and hit, or a soft pitch.

## You've Got Mail

### Movement skills/concepts

Running, leaping, jumping, throwing and evading a throw.

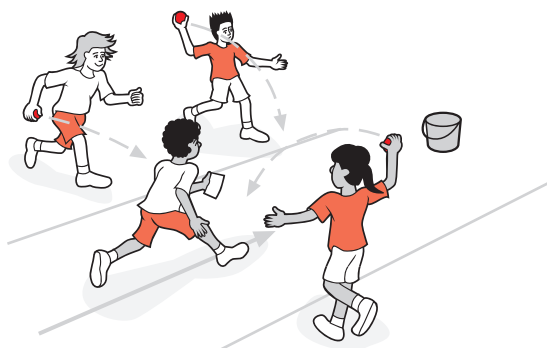
### Set-up

Small, soft foam balls (computer viruses), envelope containing 'email' message, and bucket (computer screen) at the far end of a defined grass or hard surface area.

Two teams of four or more: the email team with the envelope, and the computer virus team, with a ball each.

The computer virus team begins the game lined up on either side of the area.

Have children  
solved the  
problem?



### Activity

The object of the game is for the email team to get the email message (in the envelope) to the computer screen (bucket).

One member of the email team starts to run through the area to deliver the message, while the computer virus team aims to hit the runner below the waist with the balls. If the runner is hit, they must stand frozen on the spot. The next runner then tries to get the email through.

### Can you see ...?

- quick moves
- dodging and faking

### You could ask ...

*Email team:* What strategies will you use to get the email through?

*Computer virus team:* How will you work as a team to stop the email from getting through?

### Variations

*Change scenario:* Use a *Pirates of the Caribbean* scenario – pirates try to steal the treasure while the guardians of the treasure try to stop them; or *Shrek* – Shrek must save Princess Fiona from the fiery dragons.

## Piggy in the Middle

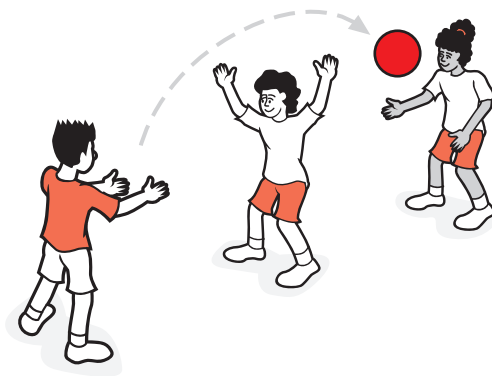
### Movement skills/concepts

Passing and catching a ball, defending, intercepting a ball and/or pass.

### Set-up

Large balls.

Groups of three, with one ball per group, in a defined grass or hard area.



### Activity

Two players pass the ball between them and the other player tries to intercept. If successful, the intercepting player changes places with the thrower. Passes must be below reach height.

### Can you see ...?

- moving into space to take a pass
- quick, straight passes
- a variety of passes

### You could ask ...

*Interceptor:* How can you anticipate where the ball may be thrown?

*Passers:* What can you do to prevent the ball from being intercepted?

### Variations

*Vary rules:* The two passers must stay behind lines that are about 3 metres apart and can only make a set number of passes before changing the interceptor.

*Vary equipment and skills:* Use different passes with balls, (e.g. soccer ball and kick).

## Wandering Ball

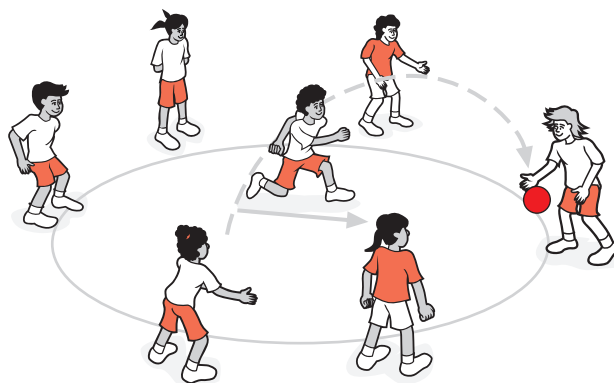
### Movement skills/concepts

Passing, feinting or faking a pass, defending a pass and dodging.

### Set-up

Large balls.

Groups of five–seven: one player (the interceptor) stands in the centre of a large marked circle in a hard area, and the other players (the passers) are spread out around the circle.



### Activity

The passers pass the ball to anyone except adjacent players. The interceptor attempts to intercept. If successful, the interceptor changes places with the passer who threw the ball. Passes must be below reach level.

### Can you see ...?

- quick passes
- feinting to 'wrong-foot' the defender
- balanced passing position

### You could ask ...

*Passers:* How will you keep the ball away from the interceptor?

*Interceptor:* What can you do to intercept the ball?

### Variations

*Modify rules:* Increase the pressure by counting time taken to make an intercept.

*Vary Set-up:* Put two players in the centre.

*Vary equipment:* Change the type of ball.

## Partner Rounders

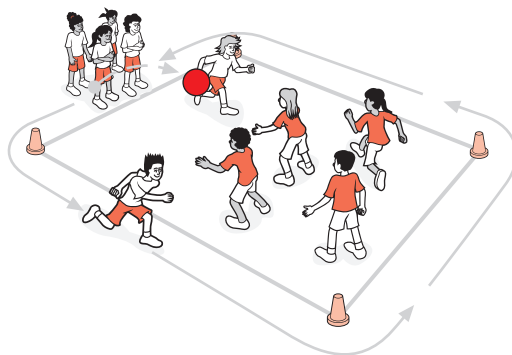
### Movement skills/concepts

Throwing or passing, fielding a ball, throwing at a moving target, running, dodging and evading a ball.

### Set-up

Soft small or large balls, markers.

Two teams of approximately six–eight players each: the fielding team is spread around a defined grass or hard surface area, and the throwing team is lined up in pairs at the centre point of one side of the area.



### Activity

One player in the first pair of throwers throws the ball to land anywhere in the court and then runs round the markers on the corners. The other team fields the ball and then attempts to tag the second of the pair who has entered the court to dodge, immediately on the throw. If the runner gets home before the dodger is tagged the throwing team scores a point, but if the dodger is tagged first the fielding team scores.

The next pair then have their turn.

#### Rules:

- the dodger can dodge anywhere within the court
- the ball must be held to tag the dodger
- when in possession, a fielder can move only one foot
- when not in possession, fielders can move anywhere

### Can you see ...?

- quick passing
- moving to cover the area
- passing ahead of the dodger

### Variations

*Vary equipment and skills:* Use a softball bat and tee, or a cricket bat and tee, or kick or strike a ball with the feet.

## Long Ball

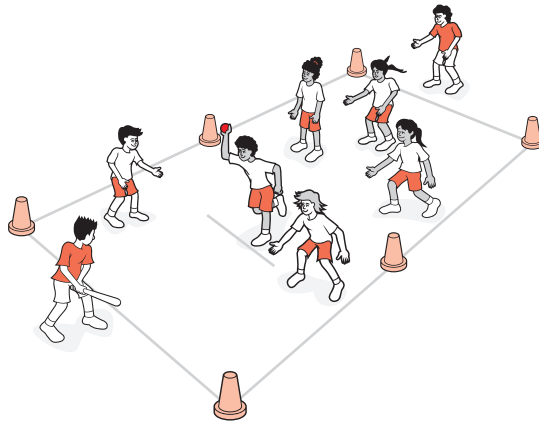
### Movement skills/concepts

Striking a ball with an implement, underarm throw for accuracy, overarm throw for accuracy, fielding a small ball and running.

### Set-up

One small ball, one short implement (bat/racquet), six markers and team bands/bibs.

Two teams of approximately six–eight players each: the batting team is lined up safely back from the baseline, and the fielding team is scattered out in the field of play, with one member as pitcher.



### Activity

The pitcher lobs to the batter, who attempts to hit the ball. The batter then tries to score a run by running to the far line and back. They may wait as long as they like behind the far line for a chance to return. The fielders try to put the other team out by tagging a batter with the ball while they are running. A fielder may throw the ball to another fielder nearer to the batter in an attempt to do this.

The batting team is out if:

- a running batter is hit with the ball
- a fielder catches a hit on the full
- a batter hits the ball over the sidelines on the full or so that it bounces out before it reaches halfway up the field of play
- a running batter goes over either of the sidelines

When there is an 'out', the umpire calls (or signals) 'Change' and the teams change over but, if a member of the team that has just finished batting can retrieve the ball and tag a player from the other team before they are safely behind the baseline or far line, the old batting team is 'in' again. This can happen several times.



**Other rules:**

- fielders may not hold the ball for more than 3 seconds
- once a waiting runner puts a foot into the field of play, they must run
- when a team is back 'in' again after successfully tagging during a 'change', all players return to where they were before the 'out' or, if they were running at the time, go behind the line to start their run again; the person who was out joins the batting line

**Can you see ...?**

- accurate throws
- throwing ahead of the runner
- field coverage

**You could ask ...**

*Batters:* Where will you aim to hit the ball?

*Fielders:* How can you work together to cover the space available to the batter?

Where will you pass to get the ball in the best position to tag the running batter?

*Are the  
children  
challenged?*

## Eden Ball

### Movement skills/concepts

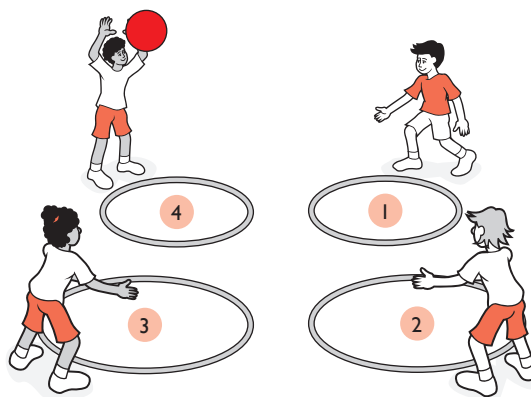
Throwing a ball at a stationary target and receiving a bouncing ball.

### Set-up

Large balls that bounce, hoops or circles drawn on the ground (chalk, spray-paint) 1 metre in diameter.

Hard surface area on which four hoops/circles are arranged 4 metres apart – adjust distance according to ability.

Groups of approximately four–five, with one ball per group: one player stands behind each circle/hoop.



### Activity

The server stands behind circle 4 and throws the ball to bounce into any other circle. The player covering that circle must catch the ball after the first bounce, then throw to another circle. The game continues until a player throws the ball outside a circle or drops the ball and is out. When out, the player moves to the waiting line. Incoming players go to circle 1, and others rotate to fill the gap.

The aim is to progress to and stay in circle 4.

#### Rules:

- on the line is in
- one step in any direction is allowed from where the ball is caught
- the ball must bounce above knee height

### Variations

*Modify rules:* The ball must bounce above head height. The last player in the waiting line may act as an umpire.

*Vary equipment and skills:* Strike with the hand(s), kick, or strike with an implement.

## Crab Soccer

### Movement skills/concepts

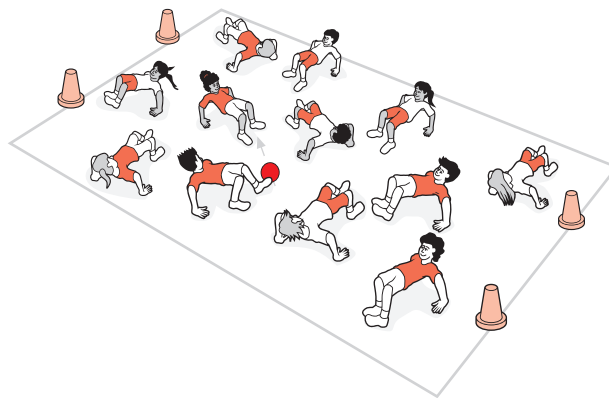
Locomotor skill (crab walking), kicking and relationships (with others).

### Set-up

Marker cones (goals), large light ball (foam, rubber or plastic).

Large defined hard or grass space with marker cones at each end and the ball midway between the goal lines.

Two teams of approximately eight–ten players each.



Are all children enjoying this activity?

### Activity

Each team sits on its goal line facing the other team, with arms extended backwards supporting the body from the ground (crab position). Maintaining the crab position, both teams advance towards the ball in the middle and attempt to kick the ball over the opposing goal line.

#### Rules:

- players can kick the ball with one foot or drop and kick it with both feet
- they cannot stand up or touch the ball with their hands

### Can you see ...?

- teams working together
- fair play
- safe crab position – fingers pointing forwards

### You could ask ...

Your wrists may get sore: how will you protect your hands and wrists in this game?

What strategies did your team use to work together to score a goal?

### Variations

*Three-legged soccer:* Within each team, pairs have their inside legs tied with a scarf or band and attempt to score by kicking a goal.

## Couple Cricket

### Movement skills/concepts

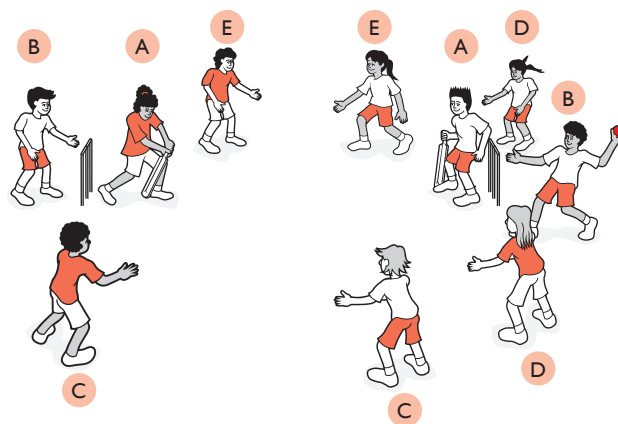
Bowling, striking a moving ball, running between wickets and fielding.

### Set-up

Sets of wickets, small balls, bats.

On a level grass or hard area, wickets are positioned about 6–10 metres apart.

Groups of eight–ten, competing in pairs.



### Activity

Pairs bat together to try to score more than the other pairs.

Each pair faces two overs of six balls. Each fielder bowls one over; all bowl from the same end. Runs are scored by running between the wickets. If a ball is caught, or a batter is run out or bowled, three runs are deducted from that pair's score. Rotate the players after every two overs.

### Can you see ...?

- eye on ball
- stepping to the ball when striking
- following through

### You could ask ...

*Batters:* Where will you aim the ball to give yourself a better chance of scoring a run?

*Fielders:* How can you work together to best cover the space available for the batter to hit into?