



international
sports alliance

Sport and Games manual



empowering young people

Introduction

This is the 'ISA Sports and Games Manual'. The manual is developed for both community sports coaches and young people who want to organise and coach community sports activities.

It should serve as a guideline with relevant background information on how you can lead games and sports activities for youth.

This manual should act as inspiration manual for the most essential community sports activities subjects. However, feel free to be creative and use your own expertise and imagination! You can also differentiate the given examples as well, for example, adapting the volleyball passing challenge to basketball training. However, we also realise that the given examples are not applicable in every setting.

How to use this manual

This manual is designed to inspire you to lead sports activities for young people aged 12 – 18. We have included warming up games or activities, running activities, icebreakers and energisers and four different sports (basketball, Frisbee, football and volleyball). This is not an exhaustive list of games or sports activities to do but it can hopefully provide background and inspiration when you work with youth. Be creative, adapt the games where you see fit and otherwise look at the chapter with resources for more information and inspiration.

Good luck and have a lot of fun working with youth!

Leonie Hallers

Director International Sports Alliance

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1 PRINCIPLES



ISA Sport for Development Principles

ISA believes that all sport for development games or sports activities must include the following five principles to be categorised as sport for development: Fun, Safe, Active, Inclusive and Social. Every activity that you organise should meet these principles. This way the activity is free for everybody to participate and engage in a comforting environment and supportive atmosphere!



Fun

Every community sports event should be fun! This means that an event is in line with the target group. For example, the activities match the age and abilities of the target group. This is important because if the activities aren't fun, your participants will stop coming, and for positive development participation is crucial.



Safe

Every community sports event should be safe! This means that every community sports event is emotionally and physically safe.



Active

Every community sports event should be active! This means that every event includes physical activities, you should sweat during an activity, run, play, and move.



Inclusive

Every community sports event should be inclusive! This means that everyone can participate during your event, irrespective of age, gender, race, sexuality, ability level and experience.



Social

Every community sports event should be social! This means that every event is combined with life skills or a social theme.

MAGNIFICENT 5



Magnificent 5

It is important that youth have proper motor skills, especially if they participate in sports activities. In order to properly develop motor skills you need to focus on the following five aspects: strength, endurance, flexibility, coordination and speed. Below are some further explanations of these aspects. As a sports coach, try to integrate all five into your trainings and sport activities.

1. Strength

'The ability to exert a force against a resistance.'

The classifications of strength are:

Maximum strength - the greatest force that is possible in a single maximum contraction

Elastic strength - the ability to overcome a resistance with a fast contraction

Strength endurance - the ability to express force many times over

2. Endurance

The ability of a muscular unit or a combination of muscular units to apply maximum force in minimum time. Power is the rate of performing work.

The classifications of power are:

Anaerobic power is the ability to produce energy by the ATP-PC energy system.

Aerobic Power is the chemical ability of the muscular tissues to use oxygen in breaking down fuels and the combined ability of the cardiovascular and pulmonary system to transport oxygen to the muscular tissues.

3. Flexibility/Mobility

*"a movement-based, integrated full-body approach that addresses all the elements that limit movement including short and tight muscles, soft tissue restriction, joint capsule restriction, motor control problems, joint range of motion dysfunction, and neural dynamic issues".
Mobility encompasses any structure that could restrict the range of motion.*

The classifications of flexibility are:

Dynamic flexibility (also called kinetic flexibility) is the ability to perform dynamic (or kinetic) movements of the muscles to bring a limb through its full range of motion in the joints.

Static-active flexibility (also called active flexibility) is the ability to assume and maintain extended positions using only the tension of the agonists and synergists while the antagonists are being stretched. For example, lifting the leg and keeping it high without any external support (other than from your own leg muscles).

Static-passive flexibility (also called passive flexibility) is the ability to assume extended positions and then maintain them using only your weight, the support of your limbs, or some other apparatus (such as a chair or a bar). Note that the ability to maintain the position does not come solely from your muscles, as it does with static-active flexibility. Being able to perform the splits is an example of static-passive flexibility.

4. Coordination

The ability to use the senses, such as sight and hearing, together with body parts in performing motor tasks smoothly and accurately.

The classifications of coordination are:

Eye hand coordination – This is the ability to have coordinated control of eye movement with hand movement.

Sound coordination – This is the ability to hear something then react efficiently with limited wasted movement or errors.

Movement coordination – Bilateral and Unilateral.

Spatial Coordination - This is the ability to know where you are in relation to your environment. Knowing how high the ceiling is or how far the table is from you is spatial awareness.

5. Speed

The ability to perform a movement within the shortest period of time.

The classifications of speed are:

Maximum speed – Top end speed

Speed strength - applying maximum force at high velocities (power)

Speed conditioning - being able to maintain running speed for about seven seconds or longer

3 WARMING UP EXERCISES



Warming up exercises

Full House

Materials: Deck of cards

Full House is essentially a giant version of the “memory game” crossed with relay running. Divide the class into 4 teams (Hearts, Clubs, Diamonds & Spades). Place 20 cones or discs in the middle and place one card under each. You must have a 10, Jack, Queen, King & Ace (Full House) of each suit. Players from each team take it in turns to run to the middle and turn over a disc. If the card suit matches the team, they take it back to their team, if not, they leave it in the spot. The first team to collect all 5 cards from their suit and shout out “FULL HOUSE” wins. Full House also incorporates elements of teamwork and communication as players need to work effectively to ensure they don’t keep turning over the same disc.

Exercise Square

Have the students stand side-by-side around the entire basketball court to form a square (or rectangle). The students should be arms distance away from their neighbours. Choose a leader to go into the middle of the square and perform an exercise. The other students copy the leader. After 20 or 30 seconds blow the whistle and have the leader choose another person to be the new leader. While the leaders switch places the class should jog in place until the new leader selects an exercise. When the leader performs another exercise the students again copy the leader. This continues for 3 to 5 minutes. Don’t forget to play some upbeat music!

Variations: Try this with jump ropes! The leaders can choose a jump move that others mimic.

NOTE: Be sure that leaders only select from moves that have previously been practiced or it gets to be pretty frustrating for the inexperienced jumpers.

Spiders & Scorpions

Choose 4 children to be scorpions. Their job is to move around on all fours (belly facing down) trying to sting as many of the other children as possible. The other children are spiders; they have to move around on all fours (belly facing up). If a spider is stung it must hold either one arm or one foot up in the air (3 point balance) until all of the spiders are stung or time runs out.

Variation: include special spiders who can deliver an antidote and release the stung spiders.

Icebreakers/ Energizer

Animal Sounds

Participants are blindfolded and assigned an animal. The challenge is to use animal noises in order to meet up with other animals of same species. This releases energy and is loud, fun and chaotic, then gradually order and unity emerges.

Screamer

In a circle, people look at the ground, then on “heads up” look into someone else’s eyes. If 2 people are looking at each other, they scream and are both out. Continue to see who is last - hilarious.

What we have in common

The facilitator calls out a characteristic of the participants in the group, for example: plays basketball. All of the participants who play basketball should move to one corner of the room. Continue with other characteristics and each time, a new group is made.

Who is the leader?

Participants stand in a circle. One person leaves the room, after he or she leaves, the rest of the group chooses a leader. The leader must perform a series of actions, such as clapping, tapping a foot, etc. The volunteer comes back into the room, stands in the middle of the circle and attempts to guess who is leading the actions. The group protects the leader by not looking at him/her. The leader must change the actions regularly without getting caught. When the volunteer spots the leader, they join the circle and the person who was the leader leaves the room. The group chooses a new leader and the game continues.

Variation: you can also do this with sport attributes like a basketball, volleyball etc and use it as a warming up exercise.

Tug of war

Materials: Rope

Participants split into two teams; each team takes one end of the rope. The teams have to pull on the rope to bring the opposite team towards them.

The longest line

This game requires a lot of space, preferably done outdoors. Divide the participants into teams of six to ten people. Each team must have the same number of members. Explain that the task is to create the longest line. Give participants two minutes, the team with the longest line wins.

Variation: You can add restrictions to make it more difficult or easier, for example, participants can only use their bodies and what they have in their pockets. Or you can have a box of materials they can use.

Blindfold pairs

An obstacle course is set out on the floor for everyone to look at, participants split into pairs. One from each pair is blindfolded. The other member of the pair now gives advice and direction to safely navigate through what are now imaginary obstacles.

4

THEORY TAGGING GAMES



Theory Tagging games

It is important that in tag the participants start to understand the conflicting interest between the tagger and the runners. In addition dealing with losing and winning regularly arises especially with children, although adults experience it as well.

Structure tag (order rules)

The structure from easy to difficult: from prepared tag game to free tag. This structure is important for the pedagogical employee and that is why we will work with it during the course. Children that have the same level can play longer but in the interest of the course we will work rapidly through the levels and have the levels one game.

Tag games are guided games with one, two or all children more in the space. There is at least one tagger that tries to tag the other children. The other children run away and can sometimes be safe in a safe zone to avoid the tagger. A child is tagged when the tagger touches the child with a hand. Who gets tagged either continues playing or have to wait one or two turns.

The playground (and the participants in it)

The tagger and the runner make the most effort. The hunted runner can be replaced regularly because the tagger can hunt other runners. The tagger has the most effort in the game. You should not let this last more than 1 minute. Then you have to appoint another tagger. Children from different ages can run different speeds or understand the rules of the game as well as others. A 6 year old can be happy tagging but a 12 year old can be angry that he got tagged.

Set off a playing area with cones where the children are not allowed out of. Children cannot leave this playing field. The bigger the group the more playing field and the harder they run the more space they can handle.

Running back and forth is easier than playing in a free space. If the children are 6 or 7 years old then tag in a free space is too difficult. They will run like chickens with their heads cut off through the space. If you give them a direction to run in then it is safe as well.

The rules

When you start playing do not give more rules than necessary. Then your explanation remains short and the children can start to play quickly. For example if you want to do a run and cross game then you start the game by letting them run from one end to the next. Then you put one tagger in the game who tries to tag a runner. You can expand the game by adding a second tagger. By adding rules you can make the game more difficult. Sometimes you do not get to it because the children do not understand and get 'happy' every time they get tagged. Adjust your choice to the circumstances of the moment.

The tasks

If you give children multiple tasks; the game gets more difficult and challenging. In normal tag when you are the runner your task is simple: you want to be where the tagger isn't. If you're the tagger then your only role is to tag people. In 'freedom tag' the tagger has the same task but the runners have an extra task: when a tagged runner crosses his arms and stands with wide legs then another runner can free him by crawling under the legs.

This makes the game a lot more complicated. Young children can handle fewer tasks than older children.

Tagging Games

Surprise tag with names

Everybody runs freely in the field. The leader calls out a name of a participant, this person is the tagger. When the leader calls out a different name, that person becomes the tagger. It is surprising and exciting because no one knows who the new tagger is.

Run and cross tag game

The child runs from one safe spot to another safe spot. In the beginning the children have to walk at the signal of the Sport Leader. This is safe, the children all walk in the same direction and all the children walk together which gives a safe feeling. This first walk is without a threat. When the children understand what they have to do then you can start with one tagger and expand to more taggers. Keep the taggers in the tagging area so that the danger zone is clear for the young children.

Tag with safe zones

In tag, safe zones are very important for young children. Safe zones are zones where children are not allowed to be tagged. Children can rest here and look at where the tagger is and what the other runners are doing. The intention is to observe what the others are doing. By observing, the children can participate better within the game.

Tag with obstacles

Placing obstacles in the playing area (benches, chairs, hoops that you can't walk through) gives the children safety to hide behind making it more difficult for the tagger to reach them. You can combine obstacles and safe zones in one game.

Free tag

There are no safe zones and no obstacles. The children roam freely in the playground and the tagger has to try to tag them. The children can quickly see the game situation while the children are constantly moving. Fast reaction time is expected in breaking, standing, walking and direction changes. There are very few tag games that are suitable for children aged 4 - 5. Usually tag is offered (played) starting from 6 years old.

• RUNNING •

SPRINTS

Aim of the game	Sprint as fast as you can
Number of participants	2 or more
Age participants	8 years and older
Playing time	20 minutes
Materials	Cones for the field, stopwatch

The Game

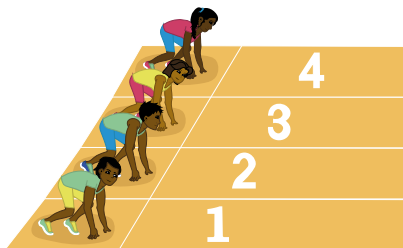
Runners race for 100m. They start from blocks and run in lanes.

Every 100-meter sprinter must begin the race with his feet in position, your left or right foot before the other foot. The official will call “READY” and the sprinters go to their starting points and on the command “SET” the runners will adopt a set position. The set position requires the runners to have both feet in the right position and adopt a position with the body weight on their hands. On the command “GO” all runners begin the race.

The winner of the 100-meter sprint is the first runner to cross the finish line. The IAAF rules state that the time of a runner is recorded when the trunk of the body crosses the finish line.

Tips/observation/possible variations

Make sure everyone starts on the command “GO” otherwise it is a false start. A false start is called when the feet of a runner leave the starting point before the command “GO”. You can change the distance to 200m or 400m.



• RUNNING •

RELAY

Aim of the game	Sprint is fast as possible with your team
Number of participants	8 or more
Age participants	12-18 years
Playing time	20 minutes
Materials	Cones for the field, stopwatch, baton

The Game

Four sprinters, in the same designated lane, each run 100m to complete a lap of the track. During their individual legs they have to carry a baton that must be passed to the next runner within a 20m changeover box that's situated 10m before and 10m after the start of each subsequent leg.

Every first sprinter must begin the race with his feet in position, your left or right foot before the other foot. The official will call "READY" and the sprinters go to their starting points and on the command "SET" the runners will adopt a set position. The set position requires the runners to have both feet in the right position and adopt a position with the body weight on their hands. On the command "GO" all first runners begin the race.

The outgoing runner usually runs at full speed with an arm stretched out behind in order to receive the baton. Failure to adhere to the baton-changing rules results in a team's disqualification. Slick handovers can compensate for a lack of basic speed – but dropping the baton is a regular occurrence. The first team across the finish line, baton in hand, wins.

Tips/observation/possible variations

You can change the distance into 200m or 400m race.
 Make sure everyone starts on the command "GO" otherwise it is a false start. A false start is called when the feet of a runner leave the starting point before the command "GO".
 You can also add obstacles, so it becomes an obstacle relay. You can think of obstacles like cones. E.g. put 4 cones in a row, and the participants have to zigzag through the cones. Be creative by using other obstacles.



• RUNNING •

COOPER RUN

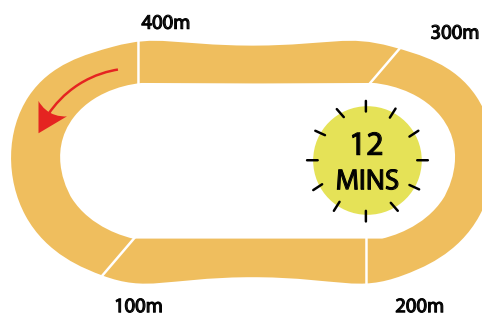
Aim of the game	Run as far as possible in 12 minutes
Number of participants	2 or more
Age participants	12-18 years
Playing time	12 minutes
Materials	Cones for the field 400m lap, stopwatch, whistle

The Game

This test requires the athlete to run as far as possible in 12 minutes. The coach gives the command “GO”, starts the stopwatch and the athlete commences the test. The coach keeps the athlete informed of the remaining time at the end of each lap (400m). The coach blows the whistle when the 12 minutes has elapsed and records the distance the athlete covered to the nearest 10 metres.

Tips/Observation/Variation

Shorten the time if it is too long.



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5 GAMES



• GAMES •

CAPTURE THE FLAG

Aim of the game	Capture the opponents flag and bring it back to your territory
Number of participants	10 or more
Age participants	12-18 years
Playing time	30 – 40 min
Materials	Cones for the field, two flags or objects to capture

The Game

The game can be played in a field, schoolyard, or even a large gym. Each team has its own territory in which they are safe, but in which opponents can be tagged. The two territories are separated by a boundary line and the teams plant their flag within site of the line.

The purpose of the game is to capture the opponent's flag and carry it back to your own territory. Players tagged within their opponent's territory are sent to the opponent's jailhouse - designated by a tree, pylon or other feature. Home players can guard their flag but must stay at least 2 metres away.

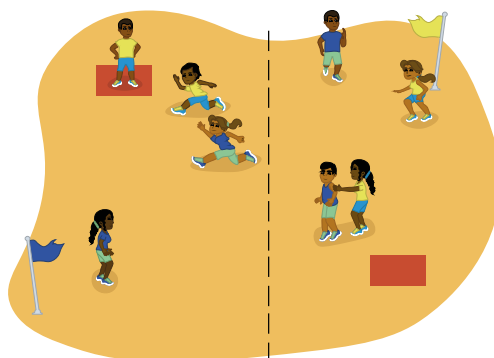
Teammates can free players from the opposing jailhouse by touching them. Only one jailed teammate can be rescued at a time and if tagged before getting back to their territory, they go back to jail.

If the player carrying an opponent's flag is tagged before getting back to home territory, the flag's new location is the spot on which the opponent was tagged.

Play continues until a flag is captured, or for pre-determined time period (i.e. 30 minutes). If no capture occurs in that time, the team that has jailed the most opponents wins.

Tips/observations/possible variations

Variations: Add additional flags, create additional teams



• GAMES •

DODGEBALL

Aim of the game	Eliminate all players of the opposing team by throwing and hitting the player with a ball
Number of participants	8 – 15 players
Age participants	12 – 18 years
Playing time	20 – 40 min
Materials	6 soft balls

The Game

The typical Dodgeball court is about the size of a small Volleyball court, with a centerline and 2 sidelines.

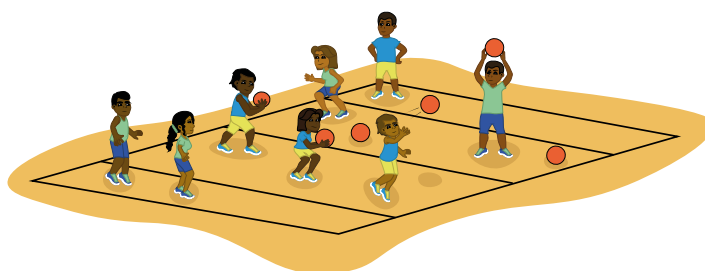
Dodgeball is primarily self-refereed, and played with the honour rules. There are 6 balls, split into 2 even groups near the ends of the centerline. During the opening rush (when the game starts), you may only grab the balls to your right.

You are out if: 1) you step on or over a sideline or centerline; 2) a thrown live ball hits your body; and 3) you throw a live ball and it is caught by an opponent.

A thrown live ball can only hit out 1 player. Thrown balls that hit the ground, the wall, other balls, or other objects before hitting the opponent are considered dead balls, and are ineligible to hit players out.

You may block a thrown ball with a held ball. However, if you drop the blocking ball during the act of blocking, or if you fail to make a clean block (as in the thrown ball still ends up hitting or grazing your body afterwards), you are out.

If you are out, line up on the side in the order you got out (think of it as being in an “resurrection” line). If your teammate catches a ball, the player at the start of your team’s “resurrection” line comes back into play after touching the wall (the teammate must be in the line at the time of the catch to be eligible to be brought back in).



You can only hold a ball for 10 seconds, afterwards, it will be considered dead. Dead balls need to be rolled over immediately to the other team.

If the game comes down to 1 player per side, they have 10 seconds to hit each other out; if not, “Showdown” comes into effect. The game is paused, each player gets two balls, two balls are lined up at the ends of the centerline, and the centerline is dissolved. The first player to get the other player out wins.

Have fun, shake hands, make friends and be spirited!

Tips/observations/possible variations

Safety Tip: no headshots allowed

. GAMES .

CONE FOOTBALL

Aim of the game	Tip over as many cones as you can while defending yours
Number of participants	6 – 20 players
Age participants	12 – 18 years
Playing time	15 – 30 min
Materials	Empty water bottles or cones and footballs

The Game

All participants have an empty bottle or cone. The goal of the game is to knock over the other's cone or bottle by kicking the ball. If you knock over the cone of one of your opponents, that person is out.

You are allowed to move around the space and protect your cone.
The last person with a cone wins.

Tips/observations/possible variations

Variations: with a bigger group or to make it more challenging add footballs



• GAMES •

RELAY RACE WITH OBSTACLES

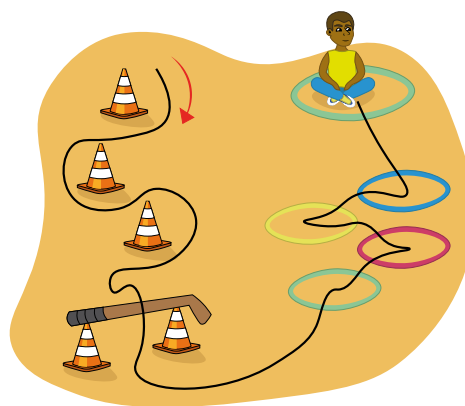
Aim of the game	Get through the obstacle course the fastest
Number of participants	6 - 20
Age participants	12 - 18 years
Playing time	15 - 30 minutes
Materials	Objects to make an obstacle course

The Game

Set up an obstacle course, be as creative as you can with the object you have. Divide the players in even groups. Count down, and have the teams one at a time, go through the obstacle course. The first team to have all members complete the obstacle course and sat down wins.

Tips/observations/possible variations

Variations: give the teams in the second round, with extra challenges.
For example: everybody has to go through the obstacle course together, or all on one leg etc.



• GAMES •

FIVE PASS BALL

Aim of the game	Pass the ball five times between team mates to score points
Number of participants	10 – 12 players
Age participants	12 – 18 years
Playing time	20 minutes
Materials	Balls

The Game

The game requires one ball for two teams of four to six players each that will play against each other. The aim is to score a point by making five passes without the other team intercepting the ball or the ball being dropped. When a point has been scored, the ball is passed to the other team. If the ball is dropped, the number of passes starts from zero again and the ball is passed to the other team. If team A intercepts the ball, team B stops counting and team A wins the ball.

You can't walk or run with the ball and no physical contact. You cannot pass the ball to the same player twice.

Tips/observations/possible variations

This game can be played as a build-up to many ball sports (football, basketball etc). To make it more challenging, you can add more passes or add challenges (e.g. after passing, you have to do a pirouette).



• GAMES •

CHAOS BALL

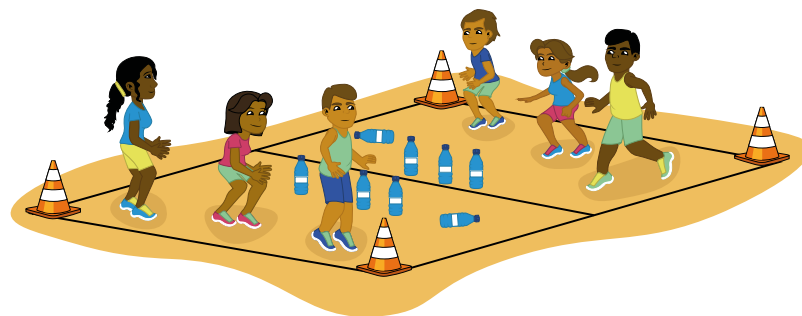
Aim of the game	Knocking over the other team's bottles while protecting your own
Number of participants	6 - 20
Age participants	12 – 18 years
Playing time	30 minutes
Materials	Cones to mark the field, bottles or cones, 4 bottles

The Game

Make two equal teams. Knock over your opponent's cones or bottles. Each time you knock a bottle over you get one point. You can defend your cones or bottles with any part of your body. You cannot cross the half court line.

Tips/observations/possible variations

This game can be played as a build-up to many ball sports (football, basketball etc.) To make it more challenging, you can add more passes or add challenges (e.g. after passing, you have to do a pirouette).



• GAMES •

ACTION BALL

Aim of the game	Try to score a goal in the goal of the opposite team
Number of participants	6 – 16 players
Age participants	12 – 18 years
Playing time	30 minutes
Materials	2 goals and cones or lines to set off mark the keepers area, 1 ball (soft), bibs to identify the two teams

The Game

Make two equal teams. The aim is to score more points than your opponent. To score the goal you can hit, kick, shoulder etc the ball that is passed to you by one of your team members. You can't catch the ball and then score; you have to deflect it into the goal.

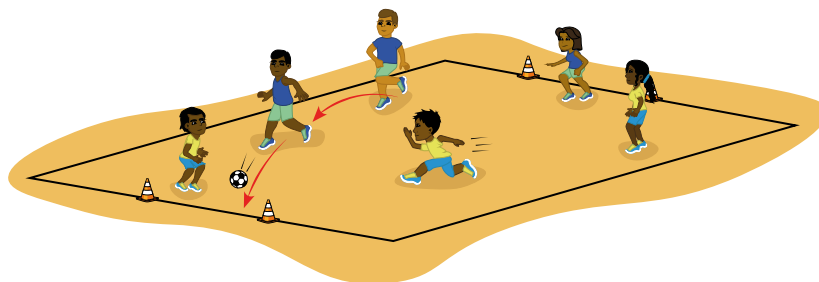
You can pass the ball between each other to get across the field, but you can't walk with the ball. The keepers area is exclusive territory for the goalkeeper.

Tips/observations/possible variations

Give examples on how to score.

Change the size of the 'keeper area'. You can only score with hands or feet.

You are allowed to dribble (like basketball).



• GAMES •

STEALING BOTTLES

Aim of the game	Win the game by stealing bottles, freeing your team members and tagging your opponents
Number of participants	16 – 20 players
Age participants	12 – 18 years
Playing time	30 minutes
Materials	24 cones, bibs

The Game

Set up the field (see the drawing). Make two teams of 8 -10 players. Cross the middle line and try to 'steal' a bottle. If an opponent crosses the line you can tag him or her before (s)he picks up a bottle. If you touch a bottle you are safe and you can take the bottle with you to your side and put it in the line with your bottles. You can only take one bottle per 'visit' to the other side. If you are tagged before you pick up the bottle you have to go to prison in the playing field of the opponent. You can free a team member from the prison by getting to the prison without being tagged. If you get to the prison you walk hand in hand back to your own field and continue the play. If one team has 17 bottles they have won and you can start a new game. If all players of one team are in the prisons on the other side the other team has won and you can play a new game.

Tips/observations/possible variations

Make sure you have a good balance between bottles and players.



• GAMES •

BACK TO BACK TAG

Aim of the game	Tag everyone
Number of participants	10-20 players
Age participants	12 – 18 years
Playing time	20 minutes
Materials	Cones to mark a field

The Game

Two people hold hands and start off as “taggers.” They can try to tag any other player but they can only use their free hands.

When they tag someone, that person joins onto them by holding hands. Remember, other players can only be tagged with one of the two free hands.

Players are safe from being tagged if they find another player and stand back to back with them. They can only stand safely back to back for 10 seconds before they can be tagged.

The game continues until everyone is tagged or after a couple of minutes. Then change roles, choose new taggers.

Tips/observations/possible variations

Make sure they keep the game fun, safe and active.

The second game you can add the rule that you can only run backwards.



• GAMES •

BALLOON GAME

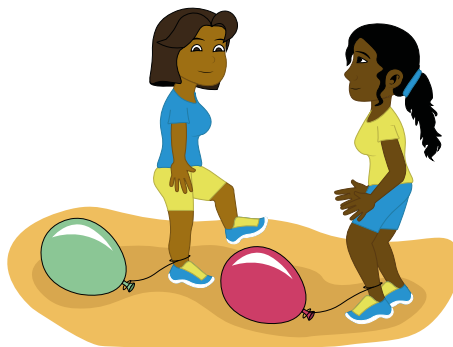
Aim of the game	Pop the balloons on the other players' ankles
Number of participants	10+
Age participants	12 – 18 years
Playing time	15 – 25 minutes
Materials	Balloons and string (one balloon and string per player), cones to mark the field

The Game

Blow up the balloons and tie a string to it. Start with a small warm up. Have players dance, fly and run around with the ball. After the warm up, identify the field and have each player tie the string with the balloon around his or her ankle. When you say 'go' the players can go ahead and pop the others' balloons by using their feet.

Tips/observations/possible variations

Make sure that they keep the game fun and safe.



6 SPORTS



Sport 3 Approach

ISA has been inspired by the football3 approach, but has transformed it into a general sport3 approach. Across the globe, people meet, form teams, agree on rules and play different type of sports, like basketball, football, Frisbee or volleyball. ISA encourages the educational potential of sports by ensuring that dialogue and fair play are integral to the game. Sports can be played by anyone, anywhere, anytime and it can be used to address any social issue. There are no referees. Instead, mediators facilitate discussions between the two teams and monitor the match.



Sport3 incorporates 'three parts'

The first part: Pre-match discussion

Prior to the match, the two teams come together to agree on the rules they want to use. Special rules are selected to tackle relevant social issues, such as increasing female involvement in sports. The discussion is facilitated by a trained mediator, e.g. a young leader, coach or teacher. The mediator uses a match form to record the rules that players have agreed on.

The second part: the match is on

Sport3 matches usually feature smaller teams (e.g. between five and seven players on each team) and are shorter (e.g. between 10 and 20 minutes). They are played on smaller and improvised pitches, on the street, at a park or on a sport field. Teams are mixed-gender and matches are played without referees. Players take responsibility for their match and comply with the rules they agreed upon. During the match, they agree among themselves on fouls, free kicks or throws and goals scored. The mediator monitors the match and intervenes only if the two teams cannot come to an agreement on their own.

The third part: post-match discussion

Following the match, the teams are brought together by the mediator to reflect on the match and how well they respected the rules. The teams have the opportunity to award their opponents fair play points based on their conduct. The mediator adds the fair play points on the match points resulting from goals or points scored to determine the final outcome.

Sport3 can be used for one-off matches and tournaments or to create a month or year-long programme. The pre and post-match discussions should ideally be used to address topics beyond the pitch, from personal issues that players face, to challenges in their communities.

(examples of) Social rules

- An assist has to come from a player of the opposite gender for a point to count
- Equal participation of boys and girls
- Both teams celebrate when a goal is scored, regardless of who scored it.
- The goalkeeper is rotated after each goal scored (e.g. between a boy and a girl).
- Both teams enter and exit the pitch holding hands as one team/displaying a banner from each team
- All players must touch the ball/frisbee at least once during the match
- Goals can be scored from all over the pitch or only past the half-way line
- There is a special joint celebration or ritual after the completion of the match

7 BASKETBALL



BASKETBALL

PASS

Aim of the game	Improve passing skills
Number of participants	2 or more, but equal number of players
Age participants	12 – 18 years
Playing time	10 – 15 minutes
Materials	1 basketball per group, 2 cones per group

The Game

Players are paired up and face one another about 2.5 metres apart. They then pass back and forth, making sure that they step towards their partner to pass and step to the ball to receive. You call the type of pass to be thrown.

The players who reach 20 passes first, are the winners.

When all pairs are finished, progress to the next step. First change pairs, then using the same set-up as above. Players shuffle from baseline to baseline, passing the ball back and forth. The speed of their movement and distance of the pass is determined by each players ability. The players who reach 20 passes first, are the winners.

Tips/observations/possible variations

Repeat the first part of the exercises, but use different types of passing techniques. So you can do chest pass, bounce pass, overhead pass or a wrap around pass.

You can also change the distance between players. If it is too difficult, make the distance smaller, if it is too easy the players can increase the distance.



• BASKETBALL •

SCARECROW TIGGY

Aim of the game	Involves everyone dribbling around trying to avoid two taggers
Number of participants	10 or more
Age participants	12 – 18 years
Playing time	10 - 15 min
Materials	1 basketball for every player, 2 bibs, 4 cones

The Game

Every player starts with a basketball and begins in the half court except two players who will be the 'taggers'.

The taggers do not have a basketball and preferably are wearing a coloured bib, so that other players can identify them.

The drill begins when the coach shouts 'GO'.

The taggers then attempt to tag each player dribbling a basketball.

When a dribbler is tagged, they must stand in the place they were tagged with their legs wide and hold the ball on top of their head. They can be freed by other dribblers by rolling the basketball through their legs.

This game never has a winner unless the taggers happen to get everyone out at one time (this does not happen often).

Every couple of minutes switch the taggers.

Tips/observations/possible variations

When a dribbler is tagged, they must stand in the place they were tagged with their legs wide and hold the ball on top of their head. They can be freed by other dribblers by bouncing the basketball through their legs, but be careful.

Change up the amount of taggers and the size of the playing space depending on how many players you have.

In case you do not have enough basketballs for every player, give the taggers a basketball and let them dribble, while they are tagging.

Another option is that the players have one or two balls and they have to dribble and pass the ball to the other players, and they cannot be tagged when they have the basketball.



• BASKETBALL •

MONKEY IN THE MIDDLE

Aim of the game	The person in the middle needs to steal the ball of the circle players.
Number of participants	10 or more
Age participants	12 – 18 years
Playing time	10 - 15 min
Materials	Cones for the field, 1 basketball per group

The Game

This basketball game helps players develop their ball handling and defensive skills. Start by dividing the players into groups of five or six. The players should form a circle and one player will stand in the middle.

To play the game, the players in the circle will practice their ball handling skills by dribbling, pivoting, and passing the ball to each other. They should only hold the ball for three seconds before passing.

The player in the middle will work on defence by trying to steal or intercept the ball. Once he/she gets the ball they become part of the circle and the person who had it last becomes the monkey in the middle.

Tips/observations/possible variations

While players are allowed to pivot, they cannot move out of their positions in the circle. Players in the circle are only allowed to use a bounce pass. You can also divide the players into groups of three, which means you have two players in the circle and still one in the middle.



• BASKETBALL •

KNOCKOUT

Aim of the game	Make free throws in order to survive, while at the same time, eliminating the other players
Number of participants	2 or more
Age participants	12 – 18 years
Playing time	15 minutes
Materials	Basketball hoop, two basketballs

The Game

The game begins with all players lined up in a straight line starting at the free throw line and extending towards half court (see diagram #1). The first two players start with a basketball.

Player one shoots a free throw. If the player misses, he/she must grab the rebound and score as fast as possible. Player one's second shot does not need to be from the free throw line. He/she can shoot a jump shot, lay-up or whatever is needed in order to score fastest.

Player two cannot shoot until after player one has shot their first free throw. The aim for player two is to score a basket before player one does. If player two misses their free throw he/she must also rebound their miss and make a shot as quickly as possible.

If player one scores a basket first, he/she goes to the back of the line (see diagram #2). If player one fails to make a basket before player two, player one is eliminated (all eliminated players stand off to the side until the game is finished).

Once player one makes a basket he/she passes the ball to the next player in line. That player tries to make a basket before player two does. If this occurs, player two is out. If player two scores first, he/she goes to the end of the line and passes their ball to the fourth player in line (see diagram #3).

The game continues like this until only one player is left standing.

Tips/observations/possible variations

A variation in the game that is different from actual basketball is that players can “bump” or “knock” the ball out of another person's hands once they have taken their free throw. This strategy is used to make the player chase after their ball and create more time for you to make a basket.



• BASKETBALL •

FINAL GAME 5-A-SIDE

Aim of the game	Playing a basketball match and score more than the opponent team
Number of participants	10
Age participants	12 – 18 years
Playing time	4 x 8-minute quarters
Materials	1 basketball and 2 basketball goals, at least 5 bibs

The Game

The game is played with 2 teams. Each team consists of 5 players on the court at a time. The object of the game is to outscore your opponent by shooting the ball into your basket and preventing them from putting the ball into theirs. The ball can be advanced up the floor with the hands only, either by dribbling or passing to teammates.

Teams are assigned a basket in which to shoot for the first half, switching ends at half-time.

Rules

- The ball may be thrown in any direction with one or both hands.
- The ball may be batted in any direction with one or both hands (never with the fist).
- A player cannot run with the ball. The player must throw it from the spot on which he catches it, allowance to be made for someone who catches the ball at a good speed if he tries to stop.
- The ball must be held in or between the hands. The arms or body must not be used for holding it.
- No shouldering, holding, pushing, tripping, or striking opponents is allowed; the first infringement of this by any player shall count as a foul, the second shall disqualify him until the next basket is made, or, if there was evident intent to injure the player, for the whole of the game, no substitute allowed.
- A foul is striking at the ball with the fist, violation of Rules 3, 4, and such as described in Rule 5.
- If either side makes three consecutive fouls, it shall count as a basket for the opponents (consecutive means without the opponents in the meantime making a foul).
- A basket shall be made when the ball is thrown or batted from the ground into the basket and stays there, providing those defending the goal do not touch or disturb the basket. If the ball rests on the edges and the opponents move the basket, it shall count as a basket.

- When the ball goes out of bounds, it shall be thrown into the field of play by the person first touching it. In case of a dispute, the umpire shall throw it straight into the field. The thrower is allowed five seconds, if he holds it longer, then it goes to the opponent. If any side persists in delaying the game, the umpire shall call a foul on that side.
- The umpire shall be the judge of players and note the fouls, notifying the referee when three consecutive fouls have been made. He shall have the power to disqualify men according to Rule 5.
- The referee shall be the judge of the ball and shall decide when the ball is in play, in bounds, which team it belongs, and shall keep time. He shall decide when a basket has been made, and keep count of the baskets along with any other duties that are usually performed by a referee.
- The side that makes the most baskets in that time shall be declared the winner. In case of a draw, the game may, by agreement of the captains, be continued until another basket is made.

Tips/observations/possible variations

Lower the baskets for U12 if possible.

Use other objects for baskets like boxes, hoops, or trash cans if there are no baskets available

Let teams and/or players score without any defence on the floor.

Play with more or fewer players on each team.

Don't allow any dribbling. Players are only allowed to pass the ball up the court.

Use a smaller court

Have shooting contests from different spots on the court.

If you are interested in the formal rules of basketball, look at www.fiba.com

• BASKETBALL •

FINAL GAME 3X3

Aim of the game	Playing a 3x3 basketball match and score more than the opponents team
Number of participants	6
Age participants	12 – 18 years
Playing time	10 minutes or 21 points
Materials	1 half-court basketball, 1 basketball and 1 basket, at least 3 bibs

The Game

The game is played with 2 teams. Each team consists of 3 players on the court at a time. Scored on basket - Launch successful free, the throw is in the arc of "no load". Defenders are not allowed to defend on the ball carrier inside the semicircle located under the basket. On attempted launch failed or missed last candid shot:

- Offensive rebound: play continues normally.
- Defensive rebound: the ball must go out beyond the line of 6m75 (in pass or dribble).
- Air ball (or the ball touches the ring or the panel): the ball must go out beyond the line of 6m75 (in pass or dribble).

On interception, the player must bring out the ball beyond the line to 6m75. After each situation, dead ball (bullet exit, fault, walking ...) the throw-in is outside the line of 6m75 facing the basket with a check ball. A player is considered outside of the line of 6m75, when it has both feet outside this line. A situation of two, the ball is to the defence. Play resumed with a check ball.

Rules

- The baskets are worth 1 point inside the semicircle and 2 points from 6.75m away. A free throw is worth 1 point.
- The match is started by a check ball (an exchange of the ball between a defender and a striker beyond the 2 point line).
- In case of a tie at the end of regulation time, after a one-minute break, the two teams play overtime. The first team to score two points wins.
- The match lasts 10 minutes or until a team scores 21 points before the end of regulation time. The clock is stopped at every whistle and during free throws. On check-ball, the clock starts when the ball is back in the hands of the attacker.
- A foul on a shooter inside the 2 point line results in one free throw. A foul on a shooter outside the 2 point line results in 2 free throws. If a foul is committed on a shooter and the shot is successful, the shooter has shot.
- A technical foul: 1 throw + possession
- An unsportsmanlike foul: 2 free throws possession +
- A non-offensive foul: 1 free throw is awarded
- After 6 team fouls: 2 free throws are taken for each fault whistled
- After 9 team fouls, two free throws from + possession even if fouled basket scored on basket.
- A player who commits two unsportsmanlike fouls will be disqualified from the game by the referees, and maybe disqualified from the tournament by the organizer.
- The time of possession on offense is 12 seconds.
- Note: If a field is not equipped with a clock, the referee of the game monitors the time, she/he announces when the countdown reaches 5 seconds. The refusal to play (no action toward the basket) is a violation.

If you are interested in the formal rules of 3x3 basketball, look at www.fiba.com

8 FOOTBALL



• FOOTBALL •

PLAYING A LONG BALL

Aim of the game	To improve playing a long ball in a game situation
Number of participants	8 or more (but need to be equal)
Age participants	12 – 18 years
Playing time	15 - 20 min
Materials	8 Cones, 1 football

The Game

6 vs 6 game, without goals.

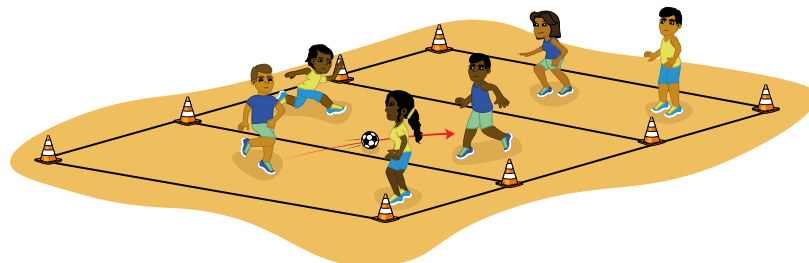
Both teams can score by playing the ball from square A to a teammate in square C, or vice versa. So, to score a goal it is necessary to play a long ball to a teammate. If this appears to be difficult, it would be advisable to decrease the size of square B or to increase the width of the field to 35 metres, in order to create more space to play the ball. A field with more width means more time and space to play the ball.

Tips/observations/possible variations

You can also play 4 vs 4 or 5 vs 5.

Play the ball at the right moment, i.e. when it is possible.

Hit the ball with the inside of the foot or with the full instep.



• FOOTBALL •

5 VS 3 POSITIONAL GAME

Aim of the game	To improve keeping possession of the ball
Number of participants	6 or more
Age participants	12 – 18 years
Playing time	15 - 20 min
Materials	4 cones for the field, 1 football

The Game

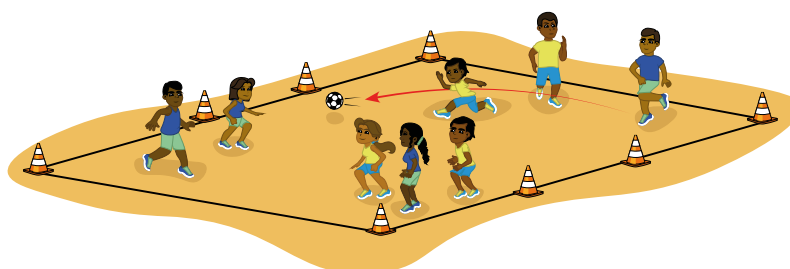
The 5-player team tries to keep possession of the ball. Making 8 consecutive passes equals 1 point. The 3-player team tries to gain possession of the ball and is able to score by dribbling over 1 of the 2 short sides. If the ball goes out from one of the 5-player teammates, then kick off from the place where it crossed the side-line. If the ball is goes out from a 3-player teammate, then put the ball into play again from the long side in order to dribble or pass to a teammate. Change teams after one of the teams has scored 5 points.

Tips/observations/possible variations

Tips:

Make sure players are continually available to receive the ball
 Let them communicate if they can receive the ball
 Play the ball over the ground and pass to feet
 Do not play the ball too gentle or on the contrary too hard

If it is too difficult for the 5-player team: passing together 6 times is 1 point
 Decrease or increase the size of the area
 If it is too easy for the 5-player team: passing together 10 times is 1 point
 Players are only allowed to touch the ball 5 times



• FOOTBALL •

1 VS 1 DEFENDING DUEL

Aim of the game	To improve defending in a 1 vs1 situation
Number of participants	2 or more
Age participants	12 – 18 years
Playing time	15 – 20 minutes
Materials	4 cones to make goals, 6 footballs

The Game

The player with the ball attempts to beat the defender and score a goal. The defence tries to prevent this by taking the ball and then scoring themselves. Join in the other queue after the duel. Forward becomes defender and vice versa. Ensure the duel takes no longer than 30 seconds.

Tips/Observation/possible variations

Variation:

Player with ball passes to the other player who receives the ball and then the duel is played. The pass can either be played on the ground or in the air.

Tips:

If you do not have enough footballs, pass the ball to the next pair.
 Approach the forward quickly but when nearby, decrease your pace.
 Stay at the front of the feet / stay low in the knees.
 Force the forward to dribble off the pitch.
 Tempt the forward to come into action by attempting a feint move or dummy.



• FOOTBALL •

4 VS4 ON A SHORT AND WIDE FIELD WITHOUT GOALKEEPER

Aim of the game	To improve decision making and therefore making the most of opportunities more quickly
Number of participants	8
Age participants	12 – 18 years
Playing time	15 – 20 min
Materials	8 Cones, 4 bibs

The Game

4 v 4 practice game. The game is played on a short but wide field with 2 large goals and no goalkeepers. In this situation it is possible to shoot at goal from every free position in the field. The other players play 3 v 3 line soccer on another field. After a while, players should switch. If 4 goals are available the same game could even be played on 2 fields. In this situation the players are continually confronted with the necessity of creating opportunities.

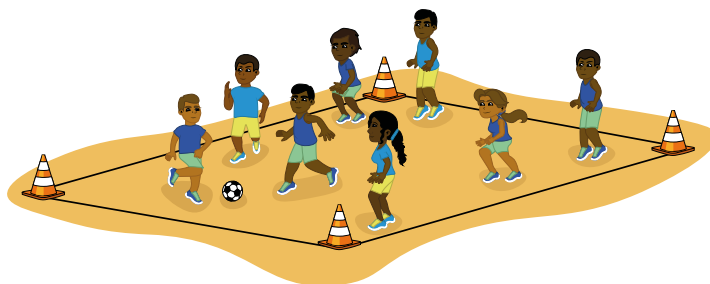
Tips/Observation/possible variations

Variation:

Scoring is only possible by means of a direct shot at goal (without receiving or dribbling the ball). So the player who has the opportunity to score has to make themselves free as much as possible. You can also play this game 5 vs 5 or 6 vs 6.

Tips:

Shoot as soon as you have the chance.
Do not hesitate, but act with a purpose in mind.
Pass the ball back if the attack is blocked.



• FOOTBALL •

FIVE-A-SIDE FOOTBALL MATCH

Aim of the game	To score more goals than your opponent during a five-a-side football match
Number of participants	10 or more
Age participants	12 – 18 years
Playing time	One game is 12 minutes
Materials	Cones to make goals and, at least 1 football, at least 6 bibs

The Game

The game is played with 2 teams. Each team consists of 5 players on the pitch at a time. The object of the game is to outscore your opponent by shooting the ball into their goal and preventing them from putting the ball into yours. The ball can be advanced up the floor with the feet only, either by dribbling or passing to teammates.

Rules

- When a foul occurs, the fouled player raises his or her hand to indicate a foul and receives a free kick.
- Matches are five-a-side.
- Substitutions are unlimited and can be made at any time
- All free kicks are indirect
- If the ball goes out, the teams must decide who has possession
- Fair play is a must – no fouls, no slide tackles and no insults; respect for teammates, opponents and the mediator is key.
- The offside rule does not apply
- Two boys and two girls must be outfield players at all times (or, if your teams have an even number of players, then an equal number of boys and girls must be on the pitch all times).
- Matches are 12 minutes long – no breaks and no change of ends
- If a player goes to ground, the match is stopped and the opposing player should give them a hand up.

If you are interested in the formal rules of football, look at www.fifa.com

9 FRISBEE



• FRISBEE •

THROWING

Aim of the game	Throw the Frisbee on the cones
Number of participants	8
Age participants	12 – 18 years
Playing time	10 – 15 min
Materials	Cones, 4-8 Frisbees

The Game

Make 2 teams of 4 players! The game starts when the first team is ready. All the participants of the first team have a Frisbee and the coach counts down: “3-2-1!”

The players are only allowed to throw the Frisbee when the coach has counted down to 1.

All throwers throw at the same time.

The throwers team must stay behind the line.

The other team also need to stay behind their line when the opposite team is throwing.

Each cone that is k down is worth 1 point!

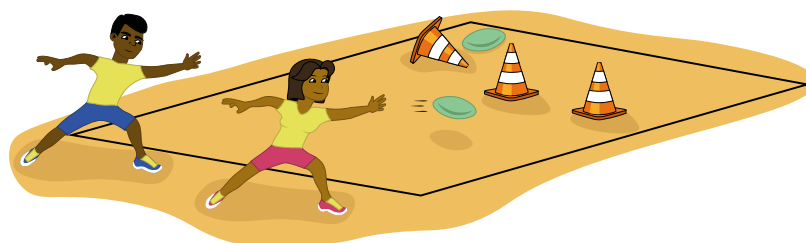
Tips/observations/possible variations

Make sure that they keep the game fun and safe.

Use smaller cones to make it more difficult.

Every cone is 2 points, but when the opposite team catch a Frisbee they have 1 point too!

You can also play 2 vs 2, 3 vs 3.



• FRISBEE •

THROW AND CATCH

Aim of the game	Throw and catch the Frisbee
Number of participants	6 or more
Age participants	12 – 18 years
Playing time	10 – 15 min
Materials	6 Cones, 3 Frisbees

The Game

Make groups of three. Two of the groups stand at 1 cone and the other person stands at the cone in front of the other two players.

The first player throws the Frisbee to the player at the other side, who catches the Frisbee with both hands. The first player runs to the other side as well and stands behind the second player. The second player throws the Frisbee to the third player and will run to the other side.

When your team have caught the Frisbee 10 times, you move the cone 1m backwards and start again. After 10 times, you move the cone 1m backwards again and play 10 times more. The first team to complete the drill, wins.

Tips/observations/possible variations

Make the starting dimensions of the field smaller or larger.
Change the amount of catches to less or more catches.



• FRISBEE •

HOT BOX

Aim of the game	To throw the Frisbee on the cones
Number of participants	4 or more
Age participants	12 – 18 years
Playing time	10 – 15 min
Materials	4 cones for the field, 4 cones for the hot box, 1 Frisbee

The Game

Make two teams. You can have a minimum of two players for each team as long as there are an even amount of players.

One team starts as the offensive team and the other the defensive team. Toss a coin to determine which team will have the Frisbee first.

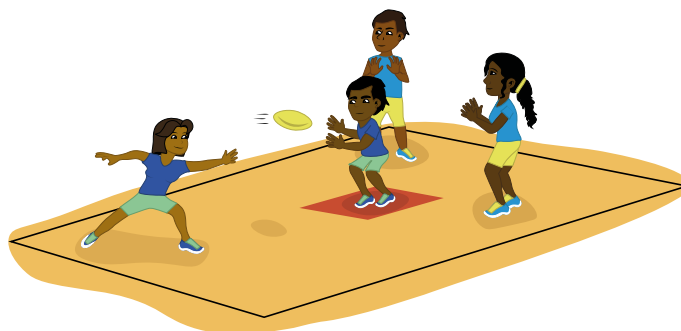
The aim is to catch the Frisbee while in the hot box to score a point. When a team gains possession of the Frisbee, they must complete a pass outside the hot box before they can attack the goal.

After scoring, the scoring team retains possession of the Frisbee and must move the Frisbee out of the hot box before they can score again.

Tips/observation/possible variations

Players should only be allowed to hold the Frisbee for 10 seconds; if they are unable to pass the disc within that time, the possession of the Frisbee changes to the opposite team.

Set a passing-limit before a team can score (this makes the game more similar to Ultimate). In other words say: “both teams have to complete 6 successful passes before you can score, and you cannot immediately pass it back to the person that passed to you.”



• FRISBEE •

CHAMELEON 3 VS2

Aim of the game	To throw the Frisbee 5 times to your teammates without losing it to the opponents
Number of participants	5
Age participants	12 – 18 years
Playing time	10 – 15 min
Materials	Cones, Frisbees, bibs in three different colours

The Game

Make two pairs and another person the chameleon. The aim of this game is to throw the Frisbee 5 times to your team mates, without losing it. The opposite team should attempt to steal the Frisbee in order to throw 5 times to their teammates without losing it.

- The chameleon always belongs to the team who possesses the Frisbee.
- If your teammate does not catch the Frisbee, the opponent team gets possession of the Frisbee.
- If your team completes 5 throws, you score 1 point and the opponent gets possession of the Frisbee.
- When a team scores 2 points, change positions. So another player becomes chameleon and other teams are formed.
- You are not allowed to walk with the Frisbee, and you can only have one defender in front of you. You can use all techniques.

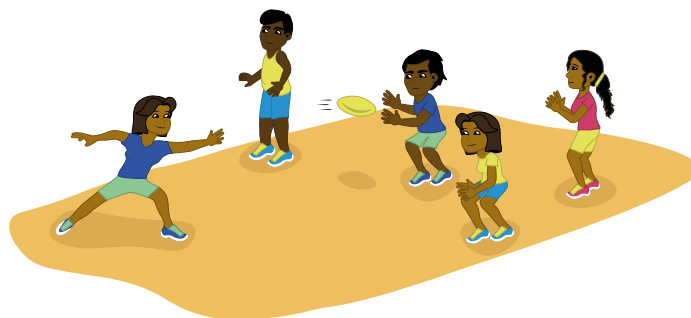
Tips/observation/possible variations

You can just use the forehand technique or the backhand.

You can change the dimensions of the field into a smaller field or a larger field.

If it is too easy, change the 5 times into 7 or 10 times to gain 1 point.

If it is too difficult, change the 5 times into 3 or 4 times to gain 1 point.



• FRISBEE •

ULTIMATE FRISBEE

Aim of the game	For the team with the disc to pass it up the field to others on their team and complete a pass into the end-zone and score.
Number of participants	10-15
Age participants	12 – 18 years
Playing time	20 – 25 min
Materials	Cones, Frisbees

The Game

Before the game, captains will meet up, discuss rule changes and do a coin toss for possession of the Frisbee. The winner of the toss will either choose which side of the field to begin or to receive first possession of the disc. Seven members from each team will go to their end zone lines. Neither team can cross the end zone line until the disc has been thrown. The team with the disc will raise the disc high when they are ready. If the other team is ready they will raise a hand symbolizing they are ready for play. The defending team will then first throw the disc to the other side, to start the game or to start a new point.

If the disc lands out of bounds then the other team has an option to “Brick.” This means they can take it from where the disc went out on the side-line or bring the disc to the Brick Mark. If the disc lands in bounds and rolls out then it must be taken from where it went out, they cannot Brick.

If a receiving player drops the Pull (throw) then there will be a turnover. If the catch is made then play will resume.

Every point thereafter will start the same way.

Rules

- **Initiate Play:** Each point begins with both teams lining up on the front of their respective end- zone line. The defense throws (“pulls”) the disc to the offense. A regulation game has seven players per team
- **Scoring:** Each time the offense completes a pass in the defense’s end zone, the offense scores a point. Play is initiated after each score.
- **Movement of the Disc:** The disc may be advanced in any direction by completing a pass to a teammate. Players may not run with the disc. The person with the disc (“thrower”) has ten seconds to throw the disc. The defender guarding the thrower (“marker”) counts out the stall count.
- **Change of Possession:** When a pass is not completed (e.g. out of bounds, drop, block, interception, stalled), the defense immediately takes possession of the disc and becomes the offense.
- **Substitutions:** Players not in the game may replace players in the game after a score and during an injury timeout.

- Non-contact: No physical contact is allowed between players. Picks and screens are also prohibited. A foul occurs when contact is made.
- Fouls: When a player initiates contact on another player a foul occurs. When a foul disrupts possession, the play resumes as if the possession was retained. If the player committing the foul disagrees with the foul call, the play is redone.
- Self-Officiating: Players are responsible for their own foul and line calls. Players resolve their own disputes.
- Spirit of the Game: Ultimate stresses sportsmanship and fair play. Competitive play is encouraged, but never at the expense of respect between players, adherence to the rules, and the basic joy of
- If you are interested in the formal rules of ultimate Frisbee, look at <http://www.usultimate.org/rules/>

Tips/observations/possible variations

The size of the field can change, as long as both sides of the field are equal.

Treat others how you expect to be treated. Since Ultimate Frisbee lacks referees it is up to each player to make fair and un-bias calls. The spirit of the game is the overall sportsmanship and respect that players have for one other and the rules of Ultimate.

10 VOLLEYBALL



• VOLLEYBALL •

PASSING CHALLENGE

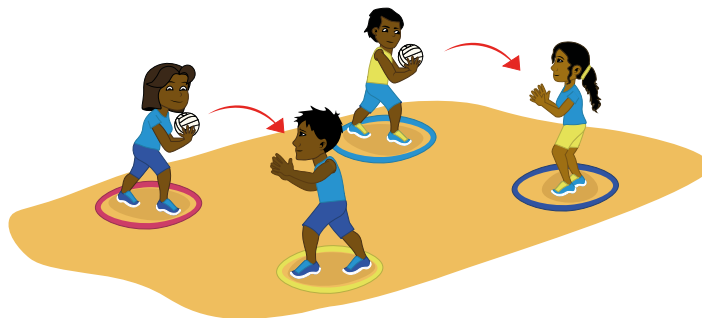
Aim of the game	Improve passing skills by passing the ball as a team
Number of participants	4 or more
Age participants	12 – 18 years
Playing time	10 – 15 min
Materials	1 volleyball per group (beach volleyballs or balloons are also allowed), 2 cones

The Game

Split players up into groups of five to eight and challenge each group of players to see how many times they can pass the volleyball to other players in the circle without letting it hit the ground. Beach volleyballs or balloons can also be substituted for a regular volleyball depending on the age and skill level of the players. Older players can also do the same challenge but instead of passing they will set the volleyball to other players.

Tips/observations/possible variations

A variation of the passing challenge is to pair players up and see how many passes they can complete back and forth without the ball touching the ground. If there are not enough players to create a circle of players working in pairs will work just as well and allow players to work on their passing technique.



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POPCORN

Aim of the game	To work on players setting ability
Number of participants	6 – 12
Age participants	12 – 18 years
Playing time	10 – 15 min
Materials	Cones for the field, 6 bibs

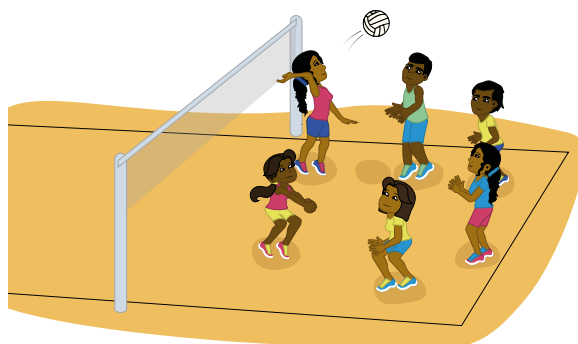
The Game

Split players up into two teams with all players on one side of the court. One team begins by setting the ball in the air, the opposite team must be the next one to set the ball. If they do not and the ball touches the ground the team that last set the ball earns a point.

The teams will continue to set the ball after the opposing team until an illegal set occurs or the ball touches the ground. Players are only allowed to set the ball. Each set must be above the height of the net and a legal set to count. The first team to twelve points wins.

Tips/observations/possible variations

A fun variation of this drill is to remove a player from the team that was unable to successfully return a set. A team wins the game if they have all of their players left on the court. For example, if two teams of four are competing and the blue team as demonstrated in the diagram fails to return a set from the black team they would lose a player. Play would resume 4 vs 3 and continue until one team loses all of its players.



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SMASHBAL • KING OF COURT

Aim of the game	Capture the opponents flag and bring it back to your territory
Number of participants	4 – 8
Age participants	12 – 18 years
Playing time	10 – 15 min
Materials	1 volleyball court, or 2 poles and 1 rope, 1 volleyball

The Game

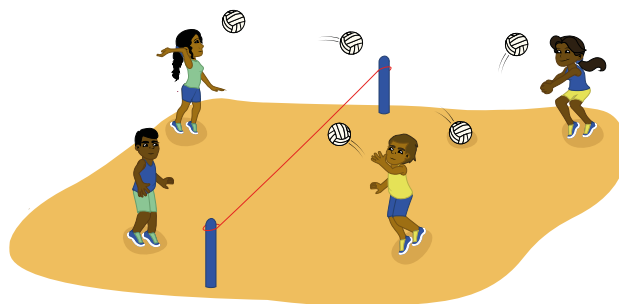
The volleyball net must hang on the floor or use two poles with a rope, which does not hang higher than 1.5 metres above the floor. The aim is to hit the ball over the net and for the opponent to catch the ball, the ball can either bounce once or you can directly catch the ball. After catching the ball, you throw the ball to your teammate, who will hit the ball to the opponent's team. Continue this until the ball is dropped. If the the opponent drops the ball in their half, you earn 1 point. The first team to score 10 points, wins. Change teams after each game.

Tips/observations/possible variations

You can play, 2 vs 2, 3 vs 3, 4 vs 4

You must directly catch the ball rather than touch the floor first.

Play using time instead of points, e.g. play for 10 minutes.



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SERVE

Aim of the game	To score points by serving in the hula hoops
Number of participants	4 – 12 players
Age participants	12 – 18 years
Playing time	10 – 15 min
Materials	Volleyball net, cones, 8-16 hula hoops, each player has 1 volleyball

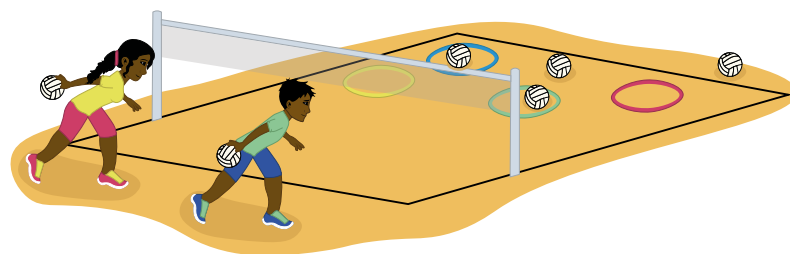
The Game

Set up four to eight hula hoops in various locations on both sides of the court. Every player will stand behind the end line and attempt to serve their volleyball underhand and land them inside the hula hoop. Assign different point values for each hula hoop and have players keep track of their own score. Emphasise beating their own personal best and challenge players to earn more points each time they complete the game. After players hit their ball they must track it down and return behind the end line to serve again. Give players a predetermined amount of time to serve into the hula hoop and count down the last ten seconds to add an additional thrill.

Tips/observations/possible variations

You can also make a team challenge. So, all players have to keep track of their own score and at the end of the game the count all the scores of their team. The team with the highest score wins.

If you do not have hula hoops, you can also use buckets.



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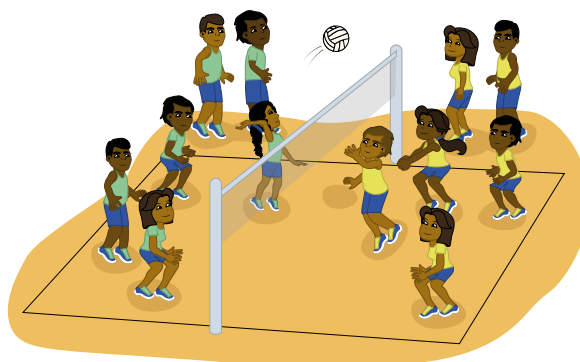
VOLLEYBALL GAME

Aim of the game	Playing a volleyball game, first score 25 points with a minimum lead of two points
Number of participants	12
Age participants	12 – 18 years
Playing time	20 – 25 min
Materials	Volleyball net, 1 volleyball

The Game

Playing a volleyball game 6 vs 6

The game is played with 2 teams. Each team consists of 4 players on the court at a time. The object of the game is to first score 25 points with a minimum lead of two points.



Rules

A hit is any contact with the ball by a player in play.

The serve is the act of putting the ball into play, by the back-right player, behind the back line.

The team is entitled to a maximum of three for returning the ball.

A player may not hit the ball two times consecutively.

The ball may touch any part of the body.

The ball must not be caught and/or thrown.

The playing court is a rectangle measuring 18 x 9 m.

A set (except the deciding 5th set) is won by the team which first scores 25 points with a minimum lead of two points. In the case of a 24-24 tie, play is continued until a two-point lead is achieved.

There must always be six players per team in play.

The ball is in play from the moment the ball is served

If you are interested in the formal rules of volleyball, look at the fivb.org

Tips/observations/possible variations

- You can also play by time instead of first scoring 25 points.
- Vary the number of players per team in play. Instead of the official number of 6 players, you can also play 2-2, 3-3, 4-4 or 5-5
- You need to hit the ball three times for returning the ball.
- After three serves you rotate positions
- The second ball can be caught in order to throw or play a set up

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HOW TO ADAPT AN ACTIVITY



How to adapt an activity

When, for example, you are playing tagging sports & play activities and it's not going too well, you have to observe the playing group and make changes to one of the following four possible aspects:

1. The playground (with the youth in it)

The tagger and the runner make the most effort. The hunted runner can be replaced regularly because the tagger can hunt other runners. The tagger has the most effort in the sports & play activity. You should not let this last more than 1 minute, after which you have to appoint another tagger. Children from different ages can run at different speeds, or understand the rules of the sports & play activity differently. For instance, a six year old can be happy being tagged, while a 12 year old can be angry that he got tagged.

Set off a playing area with cones to indicate where the children are not allowed. Children cannot leave this playing field. The bigger the group, the more playing fields you will need, and the faster they run, the more space they can handle.

Running back and forth is easier than playing in a free space. If the children are 6 or 7 years old, then playing in a free space is often too difficult and they will run through the space aimlessly. If you give them a direction to run in, then it is much easier and safer.

2. The rules of the sports & play activity

When you start to play, do not give more rules than necessary. Your explanation then remains short and the children can start playing quickly. For example, if you want to do a run and cross sports & play activity then you start the activity by letting them run from one end to the next. Then, you put one tagger in the sports & play activity that tries to tag a runner. You can expand the sports & play activity by adding a second tagger. By adding rules you can make the activity more difficult, but sometimes you won't get to it because the children do not understand and are 'happy' every time they get tagged. When children react like this, it indicates that a tagging sports & play activity is still too difficult. Adjust your choice of sports & play activity to the current circumstances.

3. The tasks of the players

When you give children multiple tasks, the sports & play activity becomes more difficult and - if they can handle it - more challenging. In a simple sport & play activity of, for example, tag; the runner's task is simple: they want to be where the tagger isn't. If you're the tagger then your only role is to tag someone. In a tagging sports & play activity where the tagged can be freed by another runner, the tagger has the same task as before, but the runners have an extra task, which is freeing the tagged runners.

For example: when a tagged runner crosses his arms and stands with wide open legs, then another runner can free him by crawling under his legs. This makes the sports & play activity a lot more complicated. Young children can handle fewer tasks in a sports & play activity than older children.

4. The equipment

Always use a bib to mark the tagger. Indicate the number of children that are tagged with cones (or something else visible). That way, you don't create a discussion about how many children are tagged. By doing this you use equipment to maintain the rules. You can also use equipment to adapt the sports & play activity. For example, if the tagger uses a ball instead of his hands to tag a runner, then the sports & play activity gains a different dimension. You can also use two balls instead of one - two balls are harder to dodge than one.

12 RESOURCES



Resources

Magnificent 5

http://www.ideafit.com/files/497_Magnificent_7_Glick.pdf

Warming Up games

<http://www.primaryresources.co.uk/pe/pdfs/warmupgames.pdf>

Games

<https://www.playmeo.com/activities/ice-breakers-get-to-know-you-games/name-tag-mania/>
(premium account also available)

Games using decks of cards:

<https://commandokiddz.wordpress.com/2014/09/07/three-great-pe-games-using-playing-cards/>

Tagging games

<http://www.ultimatecampresource.com/site/camp-activities/tag-games.page-1.html>

Dodgeball

<http://playdodgeball.org/easy-dodgeball-rules/>

Frisbee

<http://www.frisbeesport.nl/cms/files/documenten/Leesgeefmap Kennismaken met Ultimate.pdf>

https://www.samba.org/ultimate/pre_gman/games.html - hotbox

<http://ultimatefrisbeehq.com/rules-of-ultimate/>

Running

<https://www.iaaf.org/disciplines/relays/4x100-metres-relay>

Basketball

<http://www.my-youth-basketball-player.com/rules-of-basketball-13.html>

<http://www.basketballforcoaches.com/basketball-drills-and-games-for-kids/> - DribblingDrills

[http://www.fiba.com/documents/2016/01/29/3x3 Rules of the game 2016 table.pdf](http://www.fiba.com/documents/2016/01/29/3x3_Rules_of_the_game_2016_table.pdf)

<http://www.kids-sports-activities.com/basketball-basic-rules.html>

Volleyball

<http://www.101volleyballdrills.com/fun-volleyball-drills-the-top-7/>

Football

Dimensions pitches

<http://www.greenfields.eu/football-pitch-dimensions/>

Football 3 handbook

<http://www.streetfootballworld.org/sites/default/files/football3%20Handbook.pdf>



international
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colophon

text

International Sports Alliance (ISA)

design & layout

VrijeStijl.com

photography

International Sports Alliance (ISA)

illustration

International Sports Alliance (ISA)

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contact isa

Marathonloop 1
5235 AA 's-Hertogenbosch

073 64 94 256
info@isa-youth.org
www.isa-youth.org

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