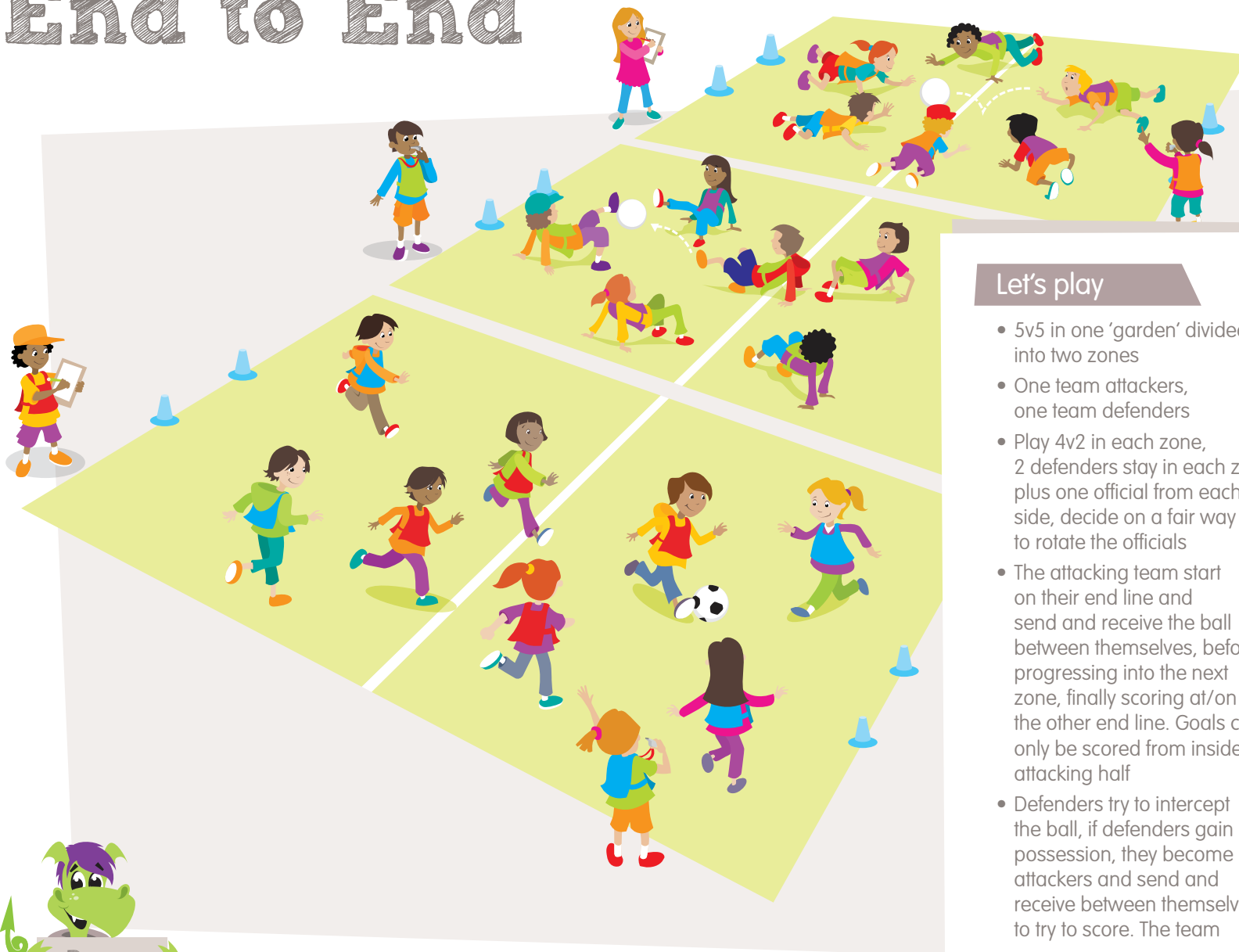


As they apply their skills

# End to End

Activity Card



## Let's play

- 5v5 in one 'garden' divided into two zones
- One team attackers, one team defenders
- Play 4v2 in each zone, 2 defenders stay in each zone, plus one official from each side, decide on a fair way to rotate the officials
- The attacking team start on their end line and send and receive the ball between themselves, before progressing into the next zone, finally scoring at/on the other end line. Goals can only be scored from inside the attacking half
- Defenders try to intercept the ball, if defenders gain possession, they become attackers and send and receive between themselves to try to score. The team that were attacking become defenders and must organise themselves safely and quickly with two defenders in each zone
- After a goal is scored, the game is restarted from the end line by the team that did not score
- Change defenders and attackers over
- Make own rules about what players can do when in possession of the ball and how long they can be in possession for? What happens if the ball goes out of the 'garden'/off the side-line? The rules for moving into the next zone, for example everyone must touch the ball before they can move into next zone, or 5 passes then onto next zone, can play go back into the previous zone?, etc.



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# End to End



## Key words

Control, balance, coordination, spatial awareness

Teamwork, strategies and tactics to outwit opponents

Accuracy, catch, throw, dodge, mark, attack – find space, defend - reduce space/options

Score, goal, points

Fast feet, fast hands, fast thinking

## Resources

Throw-down markers, cones, variety of balls, bats, stop watch, whistles, bibs/tails/team bands, score sheets/cards etc.

## Safety & Organisation

### Ensure:

- surface is safe and free from obstructions
- 'gardens' have large run off areas between them
- children wait for ball to be thrown back to them if it goes out into another 'garden'
- non-contact
- zones for less ambulant or wheelchair users as appropriate

### Opportunities to:

- develop control, balance, coordination, spatial awareness
- show greater accuracy
- work cooperatively as a team to solve problems and outwit opponents
- apply increasingly relevant skills and ideas, showing increasing efficiency and effectiveness
- cooperate with others and observe the conventions of fair play, equality and appropriate conduct

## Questions

- How did you ensure the rotation of the officials was fair?
- How well did you work as an individual/team?
- How could you improve the way you play as a team?
- How did you feel at the end of the game and why?
  - How do you think the other team felt and why?
- How did you show fair play and good sporting attitudes?
  - What else could you do next time to improve this?
- How many ways can you pass the ball?

## Changes to the activity

### Change the:

#### Space

- smaller areas harder to attack, easier to defend and vice versa for a larger area. Games with harder skills such as football, hockey and lacrosse - passing need bigger spaces. Rugby may need a wider space

### Task

- way of sending and receiving, e.g. kicking, hitting, rolling, etc.
- way of travelling as attackers and defenders, e.g. crab football, scorpion handball
- rules in relation - to possession, e.g. must run out to edge of 'garden' and back after passing ball. In defence, e.g. must run out to edge of 'garden' and back after an attempted interception or three seconds of marking, number of passes etc.
- way points/goals are scored, e.g. 3 hoops/goals to score into, etc.
- skills used on a certain cue, e.g. referee holds up a 'red' cone and this means change to football, etc.

### Equipment

- equipment used, use equipment in different ways, use non-traditional equipment

### People

- gradually increase the number of defenders allowed in each zone, until eventually defenders allowed to go anywhere. This will require excellent spatial awareness to manage when an interception is made
- verbal cues for visually impaired

