

Fast starts

Endzone ball

Stage: Stage 2 upwards

Category: Invasion Game

Activity set-up

- Set out a playing area with end zones for every group of 8-10 students (approximately 10m x 15m).
- Groups are split into 2 teams.
- One ball per playing area.

How to play

- Students pass the ball around their team to get it into an endzone.
- Students must remain still when they have the ball.
- The ball is handed over if it hits the ground or a team scores.
- The ball can be intercepted.



Equipment

- 8 cones per group.
- 1 ball per game (tennis ball or netball).
- 1 set of bibs.

Increase/decrease challenge

- Increase the challenge by using a small ball such as a tennis ball.
- Decrease the challenge by making the playing area larger.
- Decrease the challenge by bringing in a 3ft rule when defending.

Additional variations

- Incorporate a different shaped ball such as a rugby ball.

Sample questions

- How will you stop the opposition from scoring?
- Where will you move to if your teammate has the ball?
- How will you defend someone?
- What sort of throws will you use?

Fast starts is a physical activity resource developed as a joint initiative between the NSW Department of Education and NSW Health.

Activity considerations

Qualities of a Fast Start activity

A fast start activity provides an opportunity to:

- engage in moderate to vigorous physical activity (huff 'n' puff) with minimal rules within 2 minutes
- explore and practise movement skills (fundamental and specialised movement skills and concepts, tactical and creative movement, health and fitness enhancing movement)
- reinforce an inclusive learning environment that supports positive interactions and ongoing collaboration
- become familiar with equipment and space
- use age and stage appropriate language and concepts that act as a hook to engage students
- make planning adjustments based on observations of the physical preparedness of students and the group dynamic.



Inclusion

All students, regardless of disability, ethnicity, socio-economic status, nationality, language, gender, sexual orientation or faith, can access and fully participate in learning, alongside their similar aged peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs. Considerations for teaching students from diverse backgrounds and sample adjustments can be accessed on the [Aboriginal education and communities](#), [High Potential and Gifted Education](#), [Multicultural education](#), [Disability, learning and support](#) and NESA's [Adjustments](#) pages.

Linking to other learning areas

Skills, concepts and topics from other learning areas may be embedded into activities to reinforce student learning. Examples include, counting while passing the ball, labelling movements or objects with nouns / verbs, The 'Thinking while moving' programs available on the [NSW School Sport Unit](#) website provide additional guidance of how to link physical activity with other key learning areas.

Safety considerations

Prior to the commencement of any physical activities, teachers must ensure that the following has been addressed.

Activity: ensure that the activity being undertaken is suitable for the age, maturity and experience of the students.

Student safety: ensure that students have:

- personal safety (see [sport safety guidelines](#))
- adequate protection from the sun (eg. hats and shaded areas where possible)
- regular opportunities to hydrate
- access to necessary medications such as asthma puffers.

Equipment: all playing equipment must be inspected and in good working order.

Playing area / surface: choose a playing area suitable for the activity and weather conditions on the day. Playing area boundaries must be clearly marked using field markers or similar and be free from any dangerous objects or obstructions (such as slippery surfaces, rocks, trees, benches / seats, student bags).