

Fast starts

Gone fishing

Stage: Early stage 1 upwards

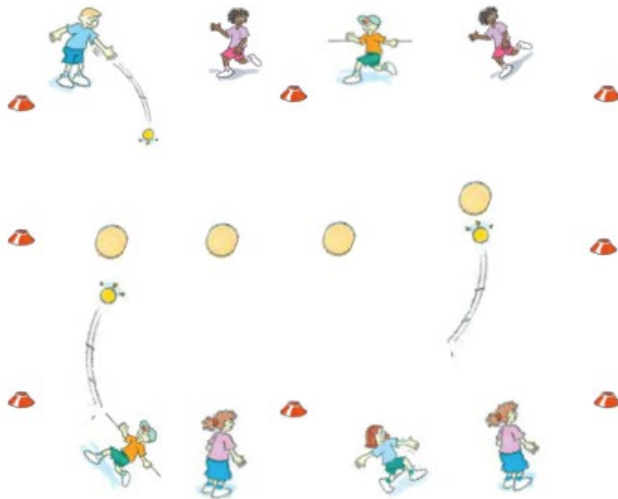
Category: Target Game

Activity set-up

- Set out the playing area known as the river (approximately 15m x 10m).
- Divide students into 2 teams.
- Have 3-4 large balls ('fish') in a line in the middle of the river.
- Approximately 1 tennis ball ('fishing rod') every 2 students.

How to play

- Students underarm the tennis balls toward the large balls aiming to push them over towards the other team.
- If the large balls cross the oppositions sideline, the throwing team receive a point and the large ball is placed back in the middle.
- Students must throw from behind their sideline.



Equipment

- 8 markers (to set out playing area).
- 3-4 large balls.
- Bag of tennis balls (half the class start with one).

Increase/decrease challenge

- Change the size of the large balls to increase/decrease the ability to hit them.
- Make the playing area smaller to increase accuracy.
- Increase the number of tennis balls being used to get more students engaged more often.

Additional variations

- Allow overarm throws.
- Have mini games with smaller areas and smaller teams.

Sample questions

- When will you throw the tennis ball?
- What will you do if the large ball is rolling toward your sideline?
- How will you stop the tennis balls when they are being rolled over to you?
- Which large balls will you aim at first?

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 NESAs [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).