

# Fast starts

## Crazy 4s

Stage: Stage 1 upwards

Category: Invasion/Target Game

### Activity set-up

- Set out the playing area (approximately 25m x 25m).
- Divide students into 4 groups.
- Have 3-4 cones per team just outside each sideline.
- 8-12 soccer balls.

### How to play

- Students aim to knock the oppositions' tall cones over by dribbling and kicking a soccer ball.
- Students must shoot from within the playing square.
- Each time a soccer ball leaves the playing area, a student can run to collect and bring back to the playing area.



### Equipment

- 8 markers (to set out playing area).
- 16 tall cones (4 just outside each sideline).
- 8-12 soccer balls.
- 3 sets of bibs.

### Increase/decrease challenge

- Add more tall cones to increase the number of targets.
- Move the tall cones closer or further away from the sidelines.
- Reduce the number of soccer balls being used to increase the degree of difficulty with possession.

### Additional variations

- Allow one player from each team to act as a goalkeeper between the tall cones and the sideline.

### Sample questions

- When will you kick the soccer ball at the cones?
- Which cones will you go for first?
- How are you going to attack and defend as a team?
- How are you going to protect your cones?

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).