

# Fast starts

## Force 'em back

Stage: Stage 2 upwards

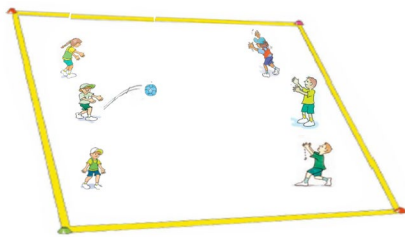
Category: Small group

### Activity set-up

- Set out 2-3 playing areas (approximately 20m x 20m each).
- Clearly mark a goal line at each end of each playing area.
- Divide the students into 2-3 groups (approximately 10 students per group) and allocate each to a playing area.
- Further divide the students at each playing area into two groups.

### How to play

- Each group is allocated an end of their playing area.
- Students must spread out along the goal line.
- One team is given a ball to start. A student must kick the ball towards the opposition. If caught on the full, the student can take 5 steps forward then kick back towards opposition.
- If not, the ball is picked up and kicked from where it stops.
- Students alternate turns in kicking.
- A point is scored if the ball lands across the goal line.
- The point scorer then selects a set of movements to complete (for example, 10 jumping jacks, 15 mountain climbers).
- When the movement activities are completed, each group should change ends.



### Equipment

- 8 markers per group (to set out each playing area).
- 3 balls per group of students.

### Increase/decrease challenge

- Increase the complexity of the three movements (e.g. jumping jacks, high plank, balance on one leg).

### Additional variations

- Vary the size of the playing area Use bigger or smaller balls.
- Use non-dominant hand or foot.

### Sample questions

- How did you move your body to participate effectively?
- How can you use and adapt different skills in the game to improve success?
- How can you refine your strategy to be successful in the game?
- What would you do differently next time?

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).