



Blind Sports Australia

Introduction

At Blind Sports Australia we believe that every person with or without a vision impairment (VI) has the right to participate in sport and physical activity. We understand there are often hurdles and barriers that need to be overcome in order for each and every person who is blind or vision impaired to have the same access to sport and physical activity.

These activity cards have been created with the specific purpose to assist anyone who is delivering sport and physical activities with support, ideas and guidance on how to create an inclusive environment that welcomes people with a vision impairment.

Each activity card provides the following information about the activity:

- Content descriptions
- Physical literacy elements
- Learning intention
- Activity focus
- Equipment required
- What to do
- Questions to ask participants
- Tips to change the game (to make it easier or harder)
- Tips for safety

Communication tips and ideas

It is important to understand the needs of a person with a vision impairment. Do not be afraid to ask questions to obtain as much information as you can that will aid in coaching and delivery. To overcome any safety issues with young children, discuss options with the child's parents, guardians or carers beforehand.

- Use the person's name to gain attention.
- Use clear, accurate verbal instructions and check they understand them
- Make sure the participant knows when you have finished and are moving away from them
- Make sure the area in which you are working is free of obstacles and clutter
- Supply any written information (if necessary) in a suitable format such as audio recording large print or braille copy
- Agree a method of communication (for example, specific words or gestures) that works for both you and the person with the vision impairment and review it as needed
- Ask a person who is blind or with a vision impairment if they need to be guided at all and if and how they prefer to be guided
- Some people prefer to hold the guide's elbow while walking half a step behind as this gives information about direction and slope



Blind Sports Australia

Guiding Principles for Supporting Blind or Vision Impaired Participants

Participants who are blind or vision impaired may rely on a sighted guide to access sports facilities. Without access to a guide, participation can be challenging. Organisations like Vision Australia connect participants with trained volunteers who assist as sighted guides, enabling them to take part in sports.

Key Guidelines for Guiding:

- **Introduce yourself** and ask if they need assistance
- Offer your **elbow or shoulder** for guidance
- Ask which **side they prefer** to be guided on
- For children, discuss guidance with their **parents or carers** beforehand
- Walk **one step ahead**, and check if the pace is comfortable
- **Communicate constantly**, describing upcoming obstacles like steps or changes in surface
- **Guide towards chairs** by placing their hand on the chair's back
- Ensure the person is **behind you in doorways** for safety
- Keep your **guiding arm still** and relaxed
- Provide enough **space** for them to manoeuvre around obstacles

Inclusive Sports and Games

Use adaptive equipment and creative modifications to include blind or vision-impaired participants in sports activities. These adaptations also give sighted participants the chance to experience activities without vision.

Suggested Activities:

- **Ball Tracking:** Participants wearing blindfolds or simulation glasses sit or stand in a circle and roll an audible ball to each other. Increase difficulty with bounce passes, throws, or kicks
- **Obstacle Course:** Set up a course with cones or markings. Pair a sighted guide with a blindfolded participant, using running tethers or verbal instructions to navigate the course
- **Blind Basket:** Participants aim to throw an audible ball into a central goal (like a basket or bin) from a circle. Play individually or in teams, with the highest score winning

Safety Considerations:

All activities should focus on smooth, safe, and enjoyable participation, avoiding speed or competition.

1

Learning Intention

Use this game to develop balancing and movement skills for different sport applications

INDIVIDUAL ALPHABET



2

What you need

- Gym mats - 1 mat each player
- Alphabet letter print outs in large clear font

3

What to do

- Work individually
- Instructor: "I'm going place a letter on your mat. Try to use your body to make the shape of this letter"
- Give each individual a letter and change the letters after each balance
- Use only these letters which are easy to form: A, C, F, I, K, L, T, U, V, Y, Z.

1

Skill Focus

Balance, Movement, Flexibility, Strength

PAIRS ALPHABET



2

What you need

- Gym mats - 1 mat each player
- Alphabet letter print outs in large clear font

3

What to do

- Work in pairs
- Instructor: "I'm going place a letter on your mat. You and your partner need to work together to make this shape using your bodies"
- Change letters after each balance
- Start to introduce these letters which are harder to form: B, D, E, G, H, J, M, N, O, P, Q, R, S, W, X

Space . Task . Equipment . People . Speed

Alphabet Game

Use the S.T.E.P.S principles to modify the game.
Below are some suggestions or try your own!



Space

- Ideally play indoors where there are no distractions to allow players to concentrate on balancing
- If gym mats are not available, game can be played on a soft surface such as carpet or grass if an indoor surface is unavailable



Task

- Vary the time that players need to hold the balance
- Make it easier by allowing players to lie on the Floor to make the letter
- Stage 3: Change the group number, e.g. call out '1 player make the letter L' or '3 players make the letter H'
- Use different locomotor movements to move around e.g. hopping, skipping



Equipment

- Introduce a piece of equipment to avoid body contact if appropriate. For example, players can hold opposite ends of a scarf or bean bag instead of holding hands (if safe to do)
- Introduce simulation glasses or blindfolds to increase the challenge for players



People

- Provide one on one coaching during the game
- Use visual aids to support your coaching such as large print outs of the letters
- Use appropriate physical contact to support players with balancing and to ensure safety
- Pair players with similar ability level



Speed

- Consider whether removing shoes is required
- Balances need to be appropriate to ability level of players
- Play on soft surface or use gym mats
- Do not let players balance on their head
- Make sure players move out of the balance slowly (do not just let go).
- If incorporating lifting into the game, use staff helpers to closely supervise and provide physical support where required



Ask the players

- What skills does this game develop?
- How can you work with your partner to hold the balance?
- Which letters were the most difficult?

BLV Movement Activity

1

Learning Intention

Use this game to develop balancing and movement skills for different sport applications

STORK TAG



2

What you need

- Markers
- Bibs for taggers

3

What to do

- Ask players to spread out around the playing area, select one player to be the tagger
- TO THE TAGGER: "Run around and try to gently tag all the players who are moving"
- TO EVERYONE ELSE: "Run around and try to keep away from the tagger. If you get tagged, you need to freeze and stand like a stork. Players who are not tagged can free (thaw) someone who is standing like a stork by giving them a high 5"

Balance Tag

1

Skill Focus

Balance, Movement, Flexibility, Strength

TREE TAG



2

What you need

- Markers
- Bibs for taggers

3

What to do

- Ask players to spread out around the playing area select one player to be the tagger
- TO THE TAGGER: "Run around and try to gently tag all the players who are moving"
- TO EVERYONE ELSE: "Run around and try to keep away from the tagger. If you get tagged, you need to freeze and perform a tree pose. Players who are not tagged can free (thaw) someone who is standing like a tree by giving them a high 5"

Space . Task . Equipment . People . Speed

Balance Tag

Use the S.T.E.P.S principles to modify the game.
Below are some suggestions or try your own!



Space

- Ideally play indoors and minimise distractions
- Make the playing area bigger to allow players to spread out
- Or smaller to increase the intensity of the game
- Can be played on a soft surface such as carpet, if an indoor surface is unavailable a grass surface is best



Task

- Add more taggers
- Players perform different locomotor movements e.g. skipping, hopping
- Change the balance that players need to perform within each game, e.g. balance on 1 leg only
- Rotate 'thaw' by swapping roles with the player they free



Equipment

- Introduce a piece of equipment to avoid body contact if appropriate. For example, players can use a coloured sash (if safe to do)
- Introduce simulation glasses to increase the challenge for players



People

- Provide one on one coaching during the game
- Use clear, accurate verbal instructions and check players understand them



Speed

- Ensure playing area is free from hazards and obstructions
- If indoors, make sure boundaries are well clear of walls
- Players need to be aware of those around them to avoid collisions
- Start with slow movement such as walking or jogging. Build up spatial awareness skills before getting players to run at speed
- Balances need to be appropriate to ability level of players



Ask the players

- What skills does this game develop?
- What muscles are you using to hold the balance?
- What balance exercise would you like to do next?

1

Learning Intention

To practice identifying (tracking) the direction of movement of the bell ball

CIRCLE BALL



2

What you need

- Goalball (ball with internal bells) or alternative audible ball (see equipment)
- Eyeshades or blindfolds (can also use vision simulation glasses)

3

What to do

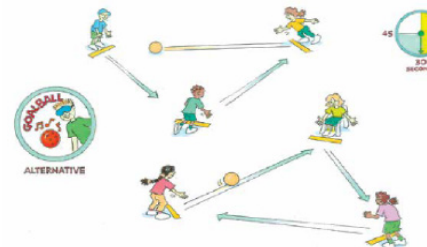
- Players stand in a circle, legs apart, outside shoulder width
- Players score a point by rolling the ball across the circle and through the legs of another player. The ball must be rolled – no kicking
- Players use their hands to defend between their legs (goal)
- If the ball is successfully rolled between the legs of another player you receive 1 point

1

Skill Focus

Defending, rolling, throwing, shot placement

TRIANGLE BALL



2

What you need

- Players spaced 3-5 metres apart in the shape of a triangle
- Goalball (ball with internal bells) or alternative audible ball (see equipment)
- Eyeshades or blindfolds (can also use vision simulation glasses)

3

What to do

- Players in groups of 3 stand on the points of a triangle and roll an audible ball to one another
- The player receiving the ball calls the word 'here' 3 times to allow the ball thrower to know where they are before releasing the ball
- The player releasing the ball calls 'ready, rolling' to allow the receiver to know where the ball is coming from

Space . Task . Equipment . People . Speed

Use the S.T.E.P.S principles to modify the game.
Below are some suggestions or try your own!

Goalball variations



Space

Circle ball

- Vary the circle size by changing the number of players.
- Use a smaller circle as players' skills improve

Triangle ball

- Not scoring is an option, alternatively how many times 'around the world' can players get in 30 seconds
- Increase or decrease the triangle size



Task

Circle ball

- Appoint a referee to determine scores and some 'fielders' to return the ball to the circle
- Encourage players to use their listening skills

Triangle ball

- Players can only release the ball after the 3rd 'here' has been called



Equipment

- Alternatives to a goalball could be an audible bell ball, or rice in an inflatable ball
- These goalball style game can be introduced by playing without eyeshades



People

- Provide one on one coaching during the game
- Use clear, accurate verbal instructions and check players understand them
- Pause the game and get players to take off blindfolds for any demonstrations



Speed

- Emphasise playing with control, without throwing the ball in the air. This is particularly important if playing near other players
- Players should be careful not to 'bump heads' as they bend forward in Circle ball



Ask the players

- What skills does this game develop?
- How can you defend your 'goal' and ensure the ball doesn't go through your legs?
- What cues can you use to identify which direction the ball is moving?
- How could you work as a team to defend your 'goals' when playing the team version?

1

Learning Intention

To practice identifying the direction of movement of the bell ball whilst blindfolded.

2

What you need

- Suitable indoor playing area
- Goalball (ball with internal bells) or alternative audible ball (see equipment)
- Eyeshades or blindfolds (can also use vision simulation glasses)

3

What to do

- Players stand in a circle, legs shoulder width apart, outside of feet touching
- Players score a 'goal' by rolling the ball across the circle and through the legs of another player
- The ball must be rolled - no kicking
- Players use their hands to defend their 'goal'
- Players can play from a seated position

Circle Ball (Goalball)

1

Skill Focus

Defending, rolling, throwing, shot placement

CIRCLE BALL (GOALBALL)



Space . Task . Equipment . People . Speed

Circle Ball (Goalball)

Use the S.T.E.P.S principles to modify the game.
Below are some suggestions or try your own!



Space

- Vary the circle size by changing the number of players
- Use a smaller circle as players' skills improve
- Use a whistle and voice to let the players know what is going on
- For beginners, play without eyeshades initially
- Encourage players to use their listening skills



Task

- Appoint a referee to determine scores and some 'fielders' to return the ball to the circle
- Try a team version of the game with players arranged alternately around the circle
- Introduce a 'time in possession' rule, e.g. 3 or 5 seconds after which the ball must be passed



Equipment

- Alternatives to a goalball could be a audible bell ball, or rice in an inflatable ball
- This goalball style game can be introduced by playing without eyeshades
- Use lighter, larger balls for beginners.
- Audible equipment can be purchased through [BSA equipment store](#)



People

- Provide one on one coaching during the game
- Use clear, accurate verbal instructions and check players understand them
- Pause the game and get players to take off blindfolds for any demonstrations



Speed

- Emphasise playing with control, without throwing the ball in the air
This is particularly important if playing near other players
- Players should be careful not to 'bump heads' as they bend forward in Circle ball



Ask the players

- What skills does this game develop?
- How can you defend your 'goal' and ensure the ball doesn't go through your legs?
- What cues can you use to identify which direction the ball is moving?
- How could you work as a team to defend your 'goals' when playing the team version?

1 Learning Intention
To attack and defend effectively as a team through cooperation and teamwork

2 What you need

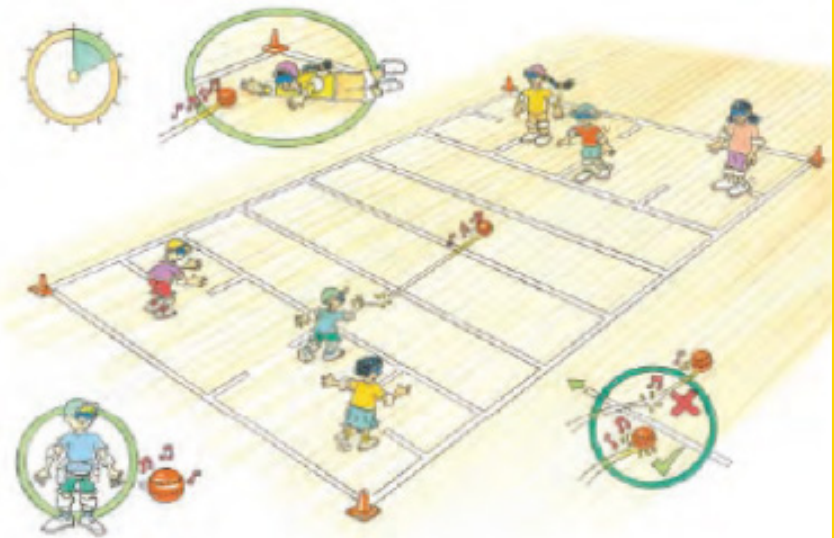
- Markers to distinguish each teams goal line
- Suitable indoor playing area, a volleyball court is the ideal size playing area
- Goalball (ball with internal bells) or alternative audible ball (see equipment)
- Eyeshades or blindfolds (can also use vision simulation)

3 What to do

- 2 teams comprising of 3 players line up at opposing ends of the volleyball court
- To score a goal, a player must roll or bounce the ball down the length of the court, past the opposing defenders, and across the opponents goal line
- Opponents listen for the oncoming ball and attempt to block it with their hands or feet
- Once they are able to stop the ball and take control of it, they become the offensive team
- 3 features that distinguish goalball from other games:
 - ball contains an internal bell that assists players to locate it during play
 - the playing area has tactile markings to assist players to determine where they are on the court
 - players wear eyeshades which makes it possible for everyone to play equally

1 Skill Focus
Defending, rolling, throwing, shot placement

GOALBALL



Space . Task . Equipment . People . Speed

Use the S.T.E.P.S principles to modify the game.
Below are some suggestions or try your own!

Goalball



Space

- Ideally play indoors on a volleyball sized court
- Use a whistle or voice to let the players know what is going on
- For beginners, play with out eyeshades initially
- Ensure sufficient distance between teams for sound quality
- Clear any obstacles from the area of play and ensure participants are aware of them



Task

- Ball must touch the floor before passing the middle of the court to ensure it is being rolled, allowing the defending team to hear it
- The ball must be rolled back within 10 seconds (remove this time limit for beginners)
- Players can take no more than 2 consecutive rolls allowing each player a chance to roll the ball



Equipment

- Alternatives to a goalball could be a bell ball, basketball wrapped in a plastic bag or rice in an inflatable ball.
- Goalball can be introduced by playing without eyeshades
- Use lighter, larger balls for beginners.
- Audible equipment can be purchased through [BSA equipment store](#)



People

- Provide one on one coaching during the game
- Use clear, accurate verbal instructions and check players understand them
- Pause the game and get players to take off blindfolds for any demonstrations



Speed

- Use elbow, knee and hip pads (if available) on hard surfaces
- Beginners should stay on their feet, or kneel if this is comfortable
- Official goalballs are quite heavy (1.25kg), ensure sufficient space when playing and use lighter balls with beginners
- If mats are used for players to lie on, be careful of awkward deflections of the ball
- If eyeshades are used, ensure they are used by only one player (for hygiene reasons)



Ask the players

- How can you modify your shot to get past your opponents and score a goal?
- What do you need to be aware of when taking a shot?
- What do you need to be aware of when your opponent is taking a shot?
- What position should you have your body in to reduce the chance of your opponent scoring a goal?
- How can you work as a team to stop your opponent from getting a goal?

1

Learning Intention

To attack and defend effectively as a team through cooperation and teamwork

SQUASH



2

What you need

- Swish bats and balls (or table tennis alternatives)
- Rebound sides (or similar)
- Eyeshades or blindfolds (can also use vision simulation glasses)

3

What to do

- Push a table against a wall. Players sit next to each other
- Mark a dividing line up the centre of table if necessary
- Players hit alternatively off the wall or sides.
- Players score by hitting the ball over the end of the table on their opponent's side

1

Skill Focus

Defending, shot placement, striking

OCTOPOLY



2

What you need

- Swish bats and balls (or table tennis alternatives)
- Rebound sides (or similar)
- Eyeshades or blindfolds (can also use vision simulation glasses)

3

What to do

- Use a multi-sided table to include more players
- Play individually or in teams
- Players score by hitting the ball over the end of the table on their opponent's side

Space . Task . Equipment . People . Speed

Swish variations

Use the S.T.E.P.S principles to modify the game.
Below are some suggestions or try your own!



Space

- Use activity to explain about the game of swish
- Discuss with players how they would like to play
- Use narrower tables or play individually initially
- Increase or decrease the goal size



Task

- Allow multiple hits for players of different abilities
- Players can score through any other player's 'goal'



Equipment

- Slightly raise the end of the table nearest the wall to assist the ball to roll back towards the players e.g. use coasters
- Use balls that move at different speeds



People

- Provide one on one coaching during the game
- Use clear, accurate verbal instructions and check players understand them
- Pause the game and get players to slow down to demonstrate correct actions



Speed

- Emphasise playing with control, without swinging the bat in the air
- This is particularly important if playing near other players



Ask the players

- How can you work as a team to score more points?
- What techniques did you use to score points?
- What action is best to use to make a more accurate shot?
- Where did you aim to knock over the most skittles on your first shot in Polyskittles?

1

Learning Intention

To practice striking and returning shots with accuracy along the table top.

2

What you need

- Swish bats and balls (or table tennis alternatives)
- Table tennis table or any large table (see equipment)
- Attach rebound sides to the table using materials such as wood or cardboard
- Protective glove can be worn on bat hand
- Eyeshades or blindfolds (can also use vision simulation glasses)

3

What to do

- Aim is to hit the ball over the opponent's end of the table, or cause them to play a fault by lifting the ball off the table surface
- Played as singles or doubles. Each player has 5 serves, then the serve goes to the opposition player (or rotates alternately for doubles)
- First player to 11 points wins
- Play begins with the server playing the ball off any side
- Strokes can then be played directly or off the side.
- Players can't touch the ball more than once with the bat before returning it to their opponent's end

1

Skill Focus

Defending, shot placement, striking

SWISH

Space . Task . Equipment . People . Speed

Swish

Use the S.T.E.P.S principles to modify the game.
Below are some suggestions or try your own!



Space

- Ensure sufficient distance between matches for sound quality
- Reduce the width of the end line by adding shorter sides to the table to cater for different abilities, or if two players play against one



Task

- Play first to 11 or 21 points with or without a two-point advantage
- Modify the multiple touch rule for players of different abilities
- Allow players to serve directly to their opponent
- Play without blindfolds for beginners



Equipment

- Any small flat-edged bat, plastic or wooden rulers may be used as an alternative
- Small or medium sized pet bell balls can be used as an alternative before progressing to a standard showdown ball
- Audible equipment can be purchased through [BSA equipment store](#)



People

- To improve technique or anticipation of the ball movement:
- encourage players to keep the bat steady and in front of their body
 - rest the bat on the table surface if necessary to provide more stability
 - encourage players to listen carefully for the speed and direction of the ball.



Speed

- Avoid striking the sides with the bat
- Ensure rebound sides are correctly clipped or taped onto the table
- Ensure adequity protective gloves are available for use



Ask the players

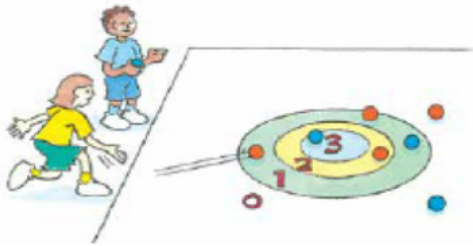
- What skills does this game develop?
- How can you defend your 'goal' and ensure the ball doesn't go through?
- How can you change the angle of the bat to keep the ball on the table?
- What action is better to use to improve control of the ball?
- Where should you aim to try and score points against your opponent?

1

Learning Intention

Placing ball close to the target and displacing opponents' balls to deny access to the target.

TARGET BOWLS



2

What you need

- 8 soft balls, 4 per player (different colour per team)
- Circle target (can use chalk to draw on the ground)
- Eyeshades or blindfolds (can also use vision simulation glasses)

3

What to do

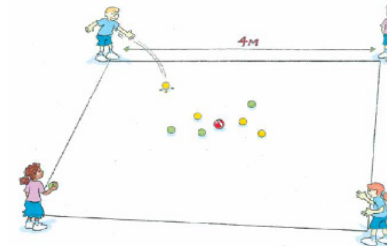
- All players roll their balls one at a time from the same starting point to get as close to the centre as possible.
- Only the ball closest to the target scores, or all 8 balls score: 8-7-6-5-4-3-2-1
- Players can use a caller to assist with direction and distance

1

Skill Focus

Rolling, shot placement.

CORNER BOWLS



2

What you need

- 8 - 16 soft balls, 2 - 4 per player (different colour per team)
- Target or ball in the centre of the square (different colour to playing balls)
- 4mtr by 4 mtr square with identified start point.
- Eyeshades or blindfolds (can also use vision simulation glasses)

3

What to do

- All players roll their balls one at a time from their starting point to get as close to the centre target or ball as possible
- Play individually or in teams

Space . Task . Equipment . People . Speed

Use the S.T.E.P.S principles to modify the game.
Below are some suggestions or try your own!

Non-bias Bowls



Space

Target bowls

- Look-swing-release. Keep it smooth!
- Highlight to the whole class good examples of rolling

Corner bowls

- Use activity to explain about the game of bowls



Task

Target bowls

- Only one player rolls the ball at a time

Corner bowls

- Players score by getting closest to the target



Equipment

Target bowls

- Players can use a caller to assist with direction and distance

Corner bowls

- Use balls that move at different speeds



People

Target bowls

- Have adequate space between games

Corner bowls

- Increase or decrease the square size



Speed

- Emphasise playing with control, without throwing the ball in the air. This is particularly important if playing near other players
- Only one player rolls the ball at a time
- Have adequate space between games



Ask the players

- What do you do if your opponent's ball is closer to the target than yours?
- How can you work with your partner to restrict your opponent's scoring opportunities?
- How can you and your partner get the most balls next to the target?
- Is it better to roll a ball short of the target or past the target?



BLV Sport Activity

1

Learning Intention

Placing ball close to the target (Jack) and displacing opponents' balls to deny access to the target.

2

What you need

- 8 - 16 soft balls, 4 per player (different colour per player/team)
- Target ball 'jack' (different colour to playing balls)
- Game can be played as 1v1 or 2v2 team matches
- Eyeshades or blindfolds (can also use vision simulation glasses)

3

What to do

- Only one player rolls the ball at a time
- Only the ball closest to the target scores, or all 8 balls score: 8-7-6-5-4-3-2-1
- Blindfolded players can use a caller to assist with setting
- Up feet, direction and distance of the 'jack'

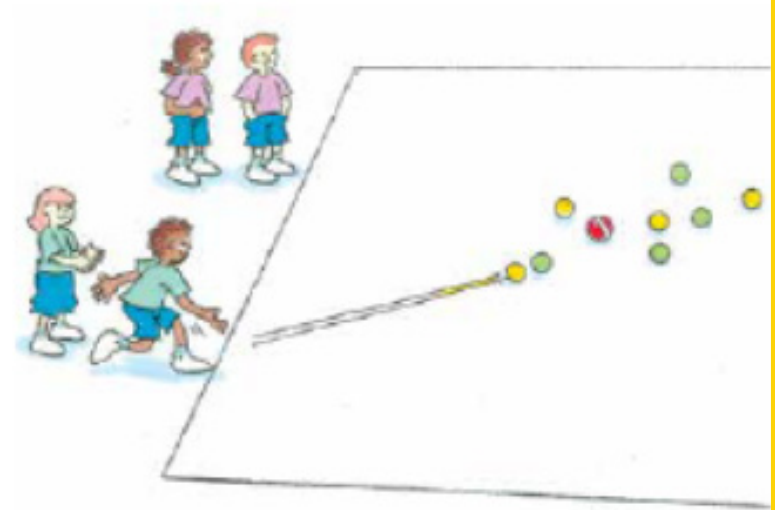
Non-bias Bowls

1

Skill Focus

Rolling, shot placement, how to score.

NON-BIAS BOWLS



Space . Task . Equipment . People . Speed

Non-bias Bowls

Use the S.T.E.P.S principles to modify the game.
Below are some suggestions or try your own!



Space

- Look-swing-release. Keep it smooth!
- Highlight to the whole class good examples of rolling technique
- Use activity to explain about the game of bowls.



Task

- Only one player rolls the ball at a time
- Players score by getting closest to the target, each ball closest to the 'jack' equals 1 point
- Play first player to 11 or team to 21



Equipment

- Players can use a caller to assist with direction and distance
- Use balls that move at different speeds
- Use different coloured ball to denote the 'jack'
- Can use a mat as the starting point for players to roll from



People

- Have adequate space between games
- Increase or decrease the square size



Speed

- Emphasise playing with control, without throwing the ball in the air
This is particularly important if playing near other players
- Only one player rolls the ball at a time
- Have adequate space between games



Ask the players

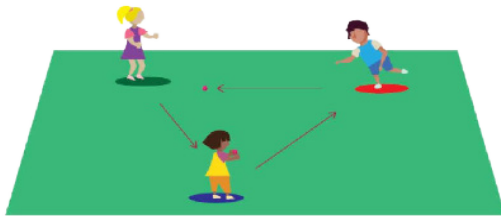
- What do you do if your opponent's ball is closer to the target than yours?
- How can you work with your partner to restrict your opponent's scoring opportunities?
- How can you and your partner get the most balls next to the target?
- Is it better to roll a ball short of the target or past the target?

1

Learning Intention

To practice bowling the ball to and through a target using communication skills and learning how to track the ball.

TARGET BOWLING



2

What you need

- Bell cricket ball (can adjust to soft bell ball any size)
- Coloured circle markers (can use chalk to draw on the ground)
- Eyeshades or blindfolds (can also use vision simulation glasses)

3

What to do

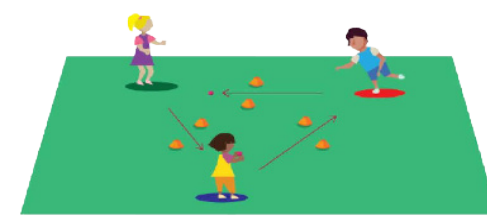
- Player 1 will bowl the ball to player 2 on the red dot
- Player 2 will then bowl the ball to player 3 on the green dot
- Player 3 will bowl it back to the start [player 1]

1

Skill Focus

Bowling, ball placement, communication.

TARGET TRIANGLE BOWLING



2

What you need

- Bell cricket ball (can adjust to soft bell ball any size)
- Coloured circle markers (can use chalk to draw on the ground)
- Target bright markers (simulate cricket stumps)
- Eyeshades or blindfolds (can also use vision simulation glasses)

3

What to do

- This time you need to bowl the ball through the cones to your teammates
- You get 1 point if your ball goes through the middle of the cones without touching them
- Count how many points your team can get before I call

Space . Task . Equipment . People . Speed

Cricket Variations

Use the S.T.E.P.S principles to modify the game.
Below are some suggestions or try your own!



Space

- Vary the distance based on experience levels
- Look-swing-release. Keep it smooth!
- Highlight to the whole class good examples of bowling
- Use activities to explain about the game of Cricket



Task

Target bowling

- Only one player bowls the ball at a time

Corner bowling

- Players score by bowling through the cone gates or alternatively to a target, simulating bowling on a cricket ground



Equipment

- Players can use a caller to assist with direction and distance if they are using blind fold
- Use balls that move at different speeds and are preferably audible
- Use bright coloured targets



People

- Have adequate space between games
- Increase or decrease the square size
- Use visual aids such as picture cards to show the skill you want players to perform
- Use other players to demonstrate the correct technique



Speed

- Emphasise playing with control, without throwing the ball in the air. This is particularly important if playing near other players
- Only one player bowls the ball at a time
- Have adequate space between games
- Play must stop before a player can retrieve a ball from another group's playing space



Ask the players

- What should you do with your feet when you bowl the ball?
- How do you make sure the ball stays on the ground and not in the air?
- How can you stop the ball from rolling past you?
- How can you make this more difficult?

1

Learning Intention

Listening to the direction of the ball before striking, bowling to a target and communicating, fielding the ball.

2

What you need

- Bell cricket ball (can adjust to soft bell ball any size)
- Coloured circle markers (can use chalk to draw on the ground)
- Cricket bat (can use wooden or plastic bat)
- 2 x cricket stumps (can use target cone)
- Eyeshades or blindfolds (can also use vision simulation glasses)

3

What to do

Bowler

- Only one player rolls the ball along the ground at a time, from behind a marked line

Fielders

- Fielders must stand on their marked spot in the field
- All fielders must have one foot on their marker at all times during the game
- If a fielder stops the ball at any time during the game the opposition batter does not score

Batter

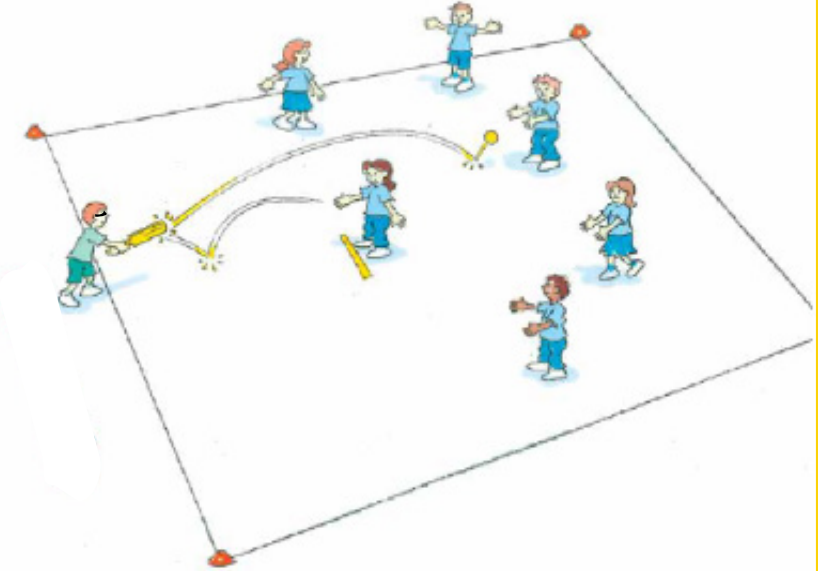
- The batter must wear a blindfold or simulation glasses. They can use a caller to assist with setting up feet, direction and distance of the bowler
- The batter must strike the ball along the ground
- 1 point is scored for every time the batter gets the ball past the fielders without them stopping the ball

1

Skill Focus

Batting, bowling, fielding, shot placement.

CRICKET



Space . Task . Equipment . People . Speed

Use the S.T.E.P.S principles to modify the game.
Below are some suggestions or try your own!

Cricket



Space

- Highlight to the whole class good examples of bowling and batting technique
- Use activity to explain about the game of Cricket
- Vary the distance of the field based on experience levels



Task

- Only one player rolls the ball along the ground at a time
- Batters score 1 point by getting the ball past the fielders
- Play team vs team, each player receiving 1 turn at batting (highest score wins)



Equipment

- Players can use a caller to assist with direction and distance
- Use balls that move at different speeds
- Use flat markers for fielders to maintain position
- Can use a mat as the starting point for players to roll from



People

- Have adequate space between games
- Increase or decrease the square size



Speed

- Emphasise playing with control, without throwing the ball in the air. This is particularly important if playing near other players.
- Only one player rolls the ball at a time
- Have adequate space between games
- Only the batter should be blindfolded or wearing simulation glasses



Ask the players

- What information do you require from your caller as a batter?
- How can you work with your team to restrict your opponent's scoring opportunities?
- How can you navigate the field while being blindfolded as a batter?
- What is the best way to bowl the ball to the batter?