



## Contents Page

ISCA Staff Code of Conduct	2
ISCA Safeguarding and Child Protection Policy	3
ISCA Terrorism Response Policy	6
ISCA Guiding Principles	9
ISCA Top Tips	17
Packing List	18
Art	19
Cricket	20
Dodgeball	22
Drama	23
Eton Fives	28
Football	30
Hockey	31
Netball	33
Rounders	35
Rugby Union	37
Squash	39
Team-building Activities	41
Tennis	44
Ultimate Frisbee	46
Volleyball	48
Warm Up Exercises	49
How To Kill 10 Minutes	50



## ISCA Staff Code of Conduct

***ISCA staff are responsible for ensuring the programme runs smoothly and safely. ISCA staff's number one concern during the programme is the safety of the students entrusted to our care. Therefore, the following code of conduct will apply throughout the three weeks. ISCA staff are expected to:***

- Always think of the students first - are they safe, are they happy?
- Work as part of a team to ensure the students and international chaperones have a truly memorable three weeks.
- Lead sports and activities as required by the On-Campus Director.
- Supervise evening activities as required by the On-Campus Director.
- Not be under the influence of alcohol during the three-week programme, in accordance with educational policy.
- To ensure students do not follow you on social media before, during or after the programme.
- Understand and follow the ISCA chain of command.
- Be ready to follow ISCA's Terrorism Response Policy if required.
- Lead a coach during off-campus trips when required. When not leading a coach, staff will be expected to support the coach leader.
- Prepare information on the places you will be visiting, to enable you to lead a group of students independently.
- Support the language of inclusion and mobile phone policies.
- Have a working UK mobile phone for off-campus trips.
- Wake up 15 minutes before the students and ensure they are ready for the day ahead.
- Report all behavioural issues to the students' international chaperone and Head of House. More serious issues should be shared with the Programme Director and, if necessary, the Managing Director.
- Ensure that conversations when in the presence of international chaperones or students are of suitable nature.
- Support the Head of House in running the boarding houses efficiently.
- Prepare and present one 45-minute workshop on either Canterbury or Bath & Stonehenge during the three weeks.



# ISCA Safeguarding and Child Protection Policy

*A very brief guideline for adults working with children during ISCA*

## **Our Commitment to Safeguarding**

Every student should feel safe and protected from any form of abuse. The staff at ISCA are committed to safeguarding and promoting the welfare of young people and expects all staff to share this commitment.

As is stated in *Keeping Children Safe in Education (2021)*: "Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child".

The aim of this policy is to safeguard and promote the welfare, safety, health and guidance of our students and adults by fostering an honest, open, caring, and supportive climate. The welfare of our students and adults is of paramount importance.

It is important that we also take steps to keep ourselves safe. Our actions can sometimes be perceived in a way that was not intended. ISCA wants to promote safe working practices for everyone working with ISCA, whatever your job or reason to be here.

To keep yourself safe from possible allegations, please follow this advice.

## **DON'T...**

- Instigate physical contact with students unless it is appropriate and a part of an agreed reason in your job description (i.e. to administer emergency first aid).
- Respond to physical contact from students. If this occurs, or you have any other concerns about student behaviour then report it immediately to their international chaperone and their Head of House, who will then report to the Designated Safeguarding Lead.
- Give personal information to any student - for example your address, telephone or mobile phone numbers, email address, Facebook, Instagram, Snapchat or TikTok details.
- Do not accept or respond to a student attempting to give you their personal information - for example their address, telephone or mobile phone numbers, email address, Facebook, Instagram, Snapchat or TikTok details.
- Accept physical or verbal abuse from a student. Do not respond yourself but report it immediately to their international chaperone and their Head of House.
- Have a photograph taken of you on your own with a student.



### DO...

- Be aware that verbal interaction with students may be interpreted by them as being offensive or inappropriate, even if this was not your intention.
- Be aware that our student body comes from a diverse range of cultural backgrounds. Therefore, what may seem appropriate in one culture or language may not be in another.
- Report any unacceptable behaviour from a student.
- Be aware that contact made outside of ISCA with a student may also be considered inappropriate by that individual and could lead to your interaction being misinterpreted.
- Keep the door open at all times when interacting with students in their study bedroom.

### Child Protection

Adults working around young people and children or working with them must be aware of the risk of abuse by adults or other young people. At ISCA we believe that all students have the right to be safeguarded from harm, radicalisation and exploitation regardless of:

- Race, religion, preferred language or ethnicity.
- Age, gender, sexuality or disability.

If you have any concerns about a young person's safety during the three weeks of ISCA:

1. Immediately inform ISCA's Designated Safeguarding Lead – Freya Liddle
2. Write careful notes about what you have heard, witnessed or have been told. Sign, time and date all notes.

It is not the job of ISCA staff to investigate safeguarding issues or make judgements about the kinds of concern which ought to matter or not. It is the job of ISCA staff to report concerns quickly to the right person.

If you suspect abuse, a young person confides in you, or a complaint is made to you about any adult or about yourself, it is your duty to report the concern. You should also keep the matter confidential once you have spoken to the Designated Safeguarding Lead and their international chaperone.

In addition, international chaperones should also follow their own school's safeguarding procedures and report any incidents when they return to their home country and school. International school policies and reporting procedures should be followed in conjunction with the ISCA Safeguarding and Child Protection Policy.



### **Further information**

To see our full Safeguarding and Child Protection Policy, please go to the Teacher page on the ISCA website. [www.iscaschools.com/teachers](http://www.iscaschools.com/teachers)

### **ISCA Safeguarding Contact**

Mrs Freya Liddle

+44 7808 058779

[freya.liddle@iscaschools.com](mailto:freya.liddle@iscaschools.com)

### **Charterhouse Safeguarding Contacts**

Freya will seek advice and support from the Designated Safeguarding Leads at Charterhouse School, Mr John Richardson or Miss Charlotte Hughes-D-Aeth.

Mr John Richardson

+44 7833 435904

[jmr@charterhouse.org.uk](mailto:jmr@charterhouse.org.uk)

Miss Charlotte Hughes D'Aeth

+44 7827 956697

[chd@charterhouse.org.uk](mailto:chd@charterhouse.org.uk)



## ISCA Terrorism Response Policy

With the recent rise of terrorist attacks in Europe it is vital that we are all aware of our **Terrorism Response Policy**. This has been created to offer a guide as to how real or potential threats will be dealt with during the three weeks. These policies are only a guide but our response should always be '**to calmly remove our group from danger or potential danger**'. Naturally our focus is on London days but the procedure applies for all off-campus days.

As you read through our policies, we cannot emphasise enough the importance of all decisions being made in a calm and reasonable manner. Naturally the physical wellbeing of everyone on our programme is paramount but *we must not forget the importance of their mental wellbeing*. Our students are away from home, in a country they do not know with new friends from across the globe. It is vitally important that any steps we take are made in a relaxed and calm manner to shield them from any anxiety arising from a sudden and 'panicked' change of plan.

### **Decision Making Process**

All decisions on the planning of days will be made by the Senior Leadership Team. Once a decision has been made, this will be shared with the senior group leader from each school and ISCA Heads of House. Heads of Houses will then be responsible for passing this decision on to their ISCA Staff.

If a situation arises off campus the immediate ISCA response, listed below, will be implemented and then each senior ISCA coach leader will be responsible for their coach groups.

### **Senior Leadership Team**

Luke Liddle, Managing Director

Freya Liddle, Director

Michael McLaughlin, International Faculty Director

Scott Ringenbach, International Faculty Director



## **ISCA Terrorism Response**

There are two sides of this policy that everyone should be aware of:

### ***1. Threats arising when we are off campus***

### ***2. Potential threats to off-campus days***

#### **1. Threats arising when we are off campus**

By far in a way our biggest threat is an incident taking place when we are off campus, particularly during the London days. Each day has been specifically planned to minimise exposure to roads and crowded unsecure public spaces. However, if an incident does happen the following basic but easy-to-implement steps should be taken:

- All male ISCA staff and international chaperones should move between the group and the threat, creating the back of the group.
- All female ISCA staff and international chaperones should move away from the threat, creating the front of the group.
- Female ISCA staff will then lead the group away from the threat and to a safe area where the senior ISCA staff member will take control.
- All staff should remain vigilant and should always be aware of where safe areas are. Naturally we cannot list these so common sense and vigilance should be used whenever off campus. Always plan for the worst-case scenario.

Our priority after establishing our group will be linking up with the coaches who will be aware of our terrorism response policies. It is vitally important that you always have your phone to hand to receive further instruction.

#### **2. Potential threats to off-campus days**

The Managing Director and Programme Director will be in contact with security services in London before we enter the capital. This is standard procedure and has been done for the last 8 years. Naturally these checks take on a new importance in light of recent events. Staff should be aware that a hierarchy of information must exist in order to implement our response.

Each day before we go into London the Managing Director and Programme Director will make a judgement on the suitability of our trip to the capital following advice from the Metropolitan Police and JTAC (Joint Terrorism Analysis Centre). In the



event of a green light not being granted (there is a tiered daily threat level) the Senior Leadership Team will meet to make a decision on how to progress. This decision will then be shared with the senior group leaders from each school and ISCA Heads of House. Our day will adapt accordingly.

For each day we are planning to go into London we have alternative arrangements in place. This is called the ISCA Peace of Mind Programme. This will include trips to Cambridge, Leeds Castle, Brighton, Warwick Castle and the New Forest. Each day has been prepared and planned enabling us to decide, as we step onto the coach, to avoid London if necessary. Should this situation arise, it is vitally important that all staff members ensure the transition is smooth and calm. Once again, the mental wellbeing of everyone on our programme is just as important as their physical wellbeing.

### **Summary**

We are all here to ensure that each and every one of our students and international chaperones have a safe and secure three-week adventure. Whilst we should of course be aware of these policies we should not allow them to distract from what we do best: giving the students an unforgettable three-week experience.

In everything we do we should follow that oh-so-English motto:

***Keep Calm and Carry On.***



# ISCA GUIDING PRINCIPLES

## *Our Mission Objective*

The ISCA Summer Programme is a chance for students from across the globe to come together and explore British culture, history and sport whilst experiencing living at a unique and historic British boarding school. At the end of our programme, we expect our students to have achieved the following:

- Discovered the history of each place we visit, expanding their horizons and amassing knowledge that will help them in their future studies.
- Made new friendships with students from across the globe, helping them to become truly global citizens.
- Become more independent. We give the students lots of independence during the three weeks, independence they may not have experienced before. It is not unusual for parents to write to us saying how much their child 'has grown' on the trip.

## *Code of Conduct - See Page 1*

All ISCA staff follow a strict Code of Conduct.

## *Conduct with Students*

Our international chaperones are acting 'in loco-parentis' for the students from their school. It is their job to continuously count the students when we are off campus (although it is always a good idea for ISCA staff to double check). ISCA staff are expected to implement the programme during the three weeks. It is our job to ensure the programme runs as stated in the booklet.

It is essential that staff always keep a clear professional line between themselves and the students. This is a summer programme and our staff should do whatever they can to ensure each and every student has a wonderful three weeks. However, we are not the students' friends, but their teachers. A professional line must be kept at all times. Our staff are expected to treat all students and all schools the same and to try and split your time evenly between all schools where possible.

## *Safeguarding and Child Protection Policy - See Page 2*

All ISCA staff follow a Safeguarding and Child Protection Policy. For more information, go to the Teacher page on our website [www.iscaschools.com/teachers](http://www.iscaschools.com/teachers)



### Chain of Command

In order to deal with emergency situations, a chain of command must be established. This means sometimes you may be asked to fulfil a role without knowing the full context due to time limitations. Rest assured these instructions will have been passed by the relevant senior staff members and, in the case of emergency procedures, our professional advisors. The chain of command works as follows:

Managing Director -> Programme Director -> On-Campus Director -> Heads of Houses -> Tours and Activities Staff

### Behavioural Issues

ISCA staff should monitor behaviour of the students at all times and act according to common sense if no senior staff member is present. All behavioural issues should be reported to the students' chaperone and Head of House.

### Issue/Complaint Procedure

If a staff member has a complaint about a student, international chaperone or fellow ISCA staff member this should be made directly to the Managing Director. In the first instance this can be made in person and, if necessary, a written complaint can be made. All complaints are dealt with according to our employment contracts.

### Terrorism Policy - See Page 5

All ISCA Staff should be aware of the Terrorism Response Policy.

### Lost Student/Teacher

All students and chaperones are issued with ISCA wristbands and emergency cards at the start of the programme. These must be worn at all times with the exception of the two dances on campus. The emergency number is written on the wristbands. If a student/chaperone gets lost, doesn't know what time to meet, or for any reason gets separated from the group, they must call the emergency number (either from their phone or by speaking to a member of staff at the places we visit) immediately. ISCA will then be able to ensure the student/chaperone is reunited with the group. **Before releasing students for their free time remind them they must be in groups of 3 or more at all times and they should call the number if they get separated.** Also repeat the meeting point and time.



If a student/chaperone does not turn up to the meeting point the following procedure should be followed:

- Wait 5 minutes, sometimes students have been caught in a longer than expected queue in a shop / restaurant.
- After this time ask their international chaperone / fellow students to try to call them. Also ask if any student knew of their movements / shops they were planning to visit.
- If there is no sign of the students after 10 minutes, contact the ISCA Lead Teacher for that day.
- Ask another ISCA teacher to take your group to the coach pick up (if that is the next item on the itinerary) and, after being joined by other teachers, search the area for the student - ensuring at least one adult stays at the meeting point.
- If there is no sign of the student after 30 minutes, a decision will be made by their international chaperone and the ISCA Programme Director on the next steps and contacting the authorities.

It is worth stating that in the entire history of ISCA this last step has never been needed. Remind the students of their responsibilities when enjoying free time, accompany students you think may get lost / struggle to keep time and continuously remind them of the meeting point and time, as well as the emergency number.

### *First Aid Policy*

If a student has an injury during an organised activity on campus, one of the two ISCA staff members leading the activity would care for the student and take them to the ISCA Medical Officer as a first point of action.

The injury would either be dealt with by the ISCA Medical Officer or, if the injury is severe, the student could be taken to hospital. In extreme circumstances, an ambulance would be called. One member of ISCA staff and the student's international chaperone should accompany a student in case of hospitalisation.

All medical emergencies will be written in an incident book, describing date, time, who is involved, what happened, and actions taken after the event.



## COVID-19 Policy

As you are aware, the COVID-19 situation is dynamic in the UK, meaning guidance constantly evolves and changes in line with the scientific data. The guidance and measures outlined in our COVID-19 Policy has been prepared so that we could deliver our programme within current COVID-19 mitigation requirements. Please be assured that we shall carefully respond to the latest government guidance, and prioritise the wellbeing, safety and learning of all students and staff at all times throughout the programme.

To see our full COVID-19 Policy, please visit [www.iscaschools.com/teachers](http://www.iscaschools.com/teachers)

## Language of Inclusion

During ISCA we speak English at all times. English is the language that everyone on the programme can understand. Speaking English ensures that everyone on the trip can be included in conversations and will make it easier for everyone to meet new people from different countries. We know that it will be difficult for students to speak English at the start of the trip, but if we keep reminding them and be strict about the language of inclusion from the beginning, by the end they will have got the hang of it. Parents and students have signed up to this policy and parents particularly want their children to have full English immersion throughout the three weeks.

## Dress Code

### Sports & Activities Days

ISCA staff should wear the Nike ISCA shirts with standard sportswear.

### Off-Campus Days

ISCA staff should wear the ISCA polo shirts with *smart casual* wear (shorts, jeans, trousers) – **please note sports tracksuits and sports leggings should not be worn with the polo shirts.** This is a new request following feedback from some of the places we visit. If it is a particularly cold day, please wear warm layers underneath the ISCA polo shirt, rather than a jacket over the top. This helps everyone recognise you more easily.

### General Wear

When doing voluntary sports or relaxing on the campus you can wear whatever you like, whilst remembering that we are working on a summer programme for young people. Remember the mix of cultures - what may be appropriate in one culture is not appropriate in another.



## Laundry

All ISCA Staff will be given a netted bag for their laundry, so it doesn't get mixed up with the students. Laundry will be done 5 times during the programme. Please do not put anything too delicate in (cashmere/wool) as it may come out a few sizes smaller!

## In house

Each of our boarding houses is run by an ISCA Head of House. There will typically be another two or three ISCA staff in the house who all share the following key responsibilities:

- Ensuring the safety of all students and international chaperones in the house.
- Assigning a fire monitor to take a register in the unlikely event of the fire alarm sounding.
- To be awake at least 15 minutes before waking the students up in the morning.
- To wake the students up in the morning and ensure they are in their rooms at 10:30pm.
- To monitor general behaviour in the boarding house.
- To remind students of laundry days and help them return laundry to rooms.
- To monitor tidiness in students' rooms.
- To hold house meetings each evening to reflect on the day, encourage group discussion and remind students where they are going tomorrow.
- To ensure an adult is 'on duty' in the house at all times when students are present. International chaperones will help with this, but it is the Head of Houses' responsibility to ensure someone is on duty.
- To have at least 1 ISCA staff member present in the house after 10pm. If all ISCA staff are required for a meeting, an international chaperone should be asked to fill in as required.

We also strongly encourage ISCA staff to make the international chaperones feel welcome and to ask them to assist with the running of the house. Please also try and encourage a little time after the students have gone to bed to socialise with international chaperones - if they enjoy the experience, their school is going to come year after year.

It is essential that all students (and staff) get enough sleep during the programme. Lights out and peace and quiet is 10:30pm and must be adhered to. It is not fair on some students if they are trying to sleep and others are still awake. It is also not fair if students in one house are in bed at 10:30pm, whilst students in another house have a more relaxed approach to bedtimes. You should adjust your own house



meeting length to ensure lights out at 10:30pm. If you start strongly on this policy, then it will become second nature during the programme. It is far harder to be relaxed at the start and then try and pull it back.

### Dining Room

A couple of members of staff should be directing the queue at each mealtime. This is a nice way to engage with all the students but also to ensure students have a healthy, balanced meal on their plates.

Staff are encouraged to spread themselves evenly around the dining room. We do not mind a few staff sitting together but want to avoid the creation of a 'staff table'. Staff should arrive and leave the dining room at the same time as the students. The exceptions will be when after dinner meetings are required.

Mobile phones and hats are not allowed in the dining room. We want the students to socialise whilst eating, so mobile phones are discouraged.

### Coaches

If you are listed first on the duty list you are required to prepare a 10-minute talk on the coach before you arrive at the place(s) you are visiting. This should be informative and fun. You are also encouraged to hold a quiz just before you arrive back at the campus, as well as let the students know what is happening later that day. How you organise this is up to you.

Coach leaders should also have the driver's number in case of a change of plan.

Only ISCA staff are allowed to walk up and down the aisle when the coach is moving.

All ISCA staff are responsible for the following when on the coach:

- Ensuring each student is wearing their seat belt.
- Checking the coach for rubbish at the end of each day (releasing students row by row is a good way to achieve this).
- Monitoring behaviour (and noise!) on the coaches.
- Engaging with international chaperones - remember, appropriate conversations.
- Count the students each time they get back on the coach.
- Distribute packed lunches as required.



### Lunches Off Campus

You will be given a stipend for each lunch we have off campus. The idea is so you can grab a coffee and some lunch to takeaway, rather than have a sit-down meal.

### Mobile Phones

All ISCA staff must have a working mobile phone throughout the programme. Please ensure your phone is on loud and can be answered if required. Do not share your mobile phone number with the students. You may, should you wish, share with international chaperones as required.

A WhatsApp group will be created to pass on information about arrival times, changes to the schedule etc. Please keep this group for professional matters.

Under no circumstances should an ISCA staff member take any photos of the students on their own phone. This applies regardless of whether the student is in the foreground or background of a photograph. The only exception is those with ISCA phones.

### Photography

You will be asked to take the ISCA camera once or twice during the three weeks. The 'photographer' should try to take photos of the students, chaperones and ISCA staff at the various places we visit, as well as more general photos of the sites. These will be used for our social media pages but also for future promotions – so get creative! Please delete any poor-quality photos as you go along – this saves a lot of time at the end!

For safeguarding reasons, please do not take any photos of ISCA staff on their own with one student.

### Social Media

ISCA staff should not accept social media requests from students before, during or after the programme. It is strongly recommended that your social media accounts are set to private. If not, all content must be age appropriate.

Whilst staff can post photos/videos on their own social media during the programme you are not permitted to include any pictures of ISCA students, in the foreground or background. Any reference to the 'ISCA' brand, whether in clothing or by location, must be age appropriate and not bring the organisation into disrepute.



### *Blog*

The blog is a way for families to keep in touch with their child's ISCA experience. Each staff member will oversee organising the blog at least once during the three weeks. You can ask a couple of students on your coach to complete their blog on the way back to campus. They can then airdrop you the note before you get back to campus. The blog should be one or two paragraphs about where we have visited that day, things the students have experienced and more general trivia etc. The blog must be sent to Freya that evening.

### *Days Off*

Days off are indicated in the duty list. Staff are off duty from when the coaches leave in the morning, to when they return in the evening, usually 9am - 5:30pm. Staff should be waving the coaches off in the morning and welcoming them back in the afternoon.

If a student stays at the campus due to illness, ISCA staff are expected to coordinate to ensure someone is on duty at all times.

The Code of Conduct applies throughout the three weeks, regardless of whether or not you are on duty.

### *Illness*

Please try and get as much sleep as possible during the programme. Each year staff members get worn out after the first week: a combination of wanting to do everything, using your voice a lot more than usual and not getting enough sleep. If you are ill, you should let the Programme Director know as soon as possible. Cover can then be arranged.



# ISCA TOP TIPS

Below are a few top tips from staff who have done ISCA before:

- Always be contactable on your mobile phone.
- Know the meeting points and times for the day before the trip – always remember the basics.
- Make an effort to get to know the international chaperones – they have worked hard to make the trip happen over the past 12 months.
- Get lots of sleep!
- Treat all students the same and do not get into a situation where you only feel comfortable with one group.
- Be professional at all times.
- Even though you want to be friendly from the start, you have to first establish rules and expectations. It is hard to do that as a new staff member but it is important as you will then be respected more.
- Encourage everyone to speak English! Be strong on this from the start.
- Always look out for those students who may not be included by the group, ISCA is an inclusive experience – make sure you are facilitating that.
- Always have short activities / time fillers ready to go if needed.
- Something will go wrong, stay calm and a solution will be found.
- If a problem has been solved do not go around telling everyone about it! Chances are the issue was not noticed by most so there is little to be gained from you highlighting it.

As a general rule remember “Calm is Contagious” – the unexpected will happen, stay calm and a solution will present itself. There is very little that can happen that has not happened in the last 40 years!



# PACKING LIST

This is the packing list we give to students. The following list is comprehensive but not exclusive. All clothing should be machine-washable and clearly marked. Clothing is laundered free of charge but there is no ironing and we are unable to accept responsibility for items that are lost, damaged or left behind.

- 1 small, lightweight, waterproof backpack
- 1 light waterproof coat with hood
- 2 jumpers
- Hair Bands / Hair Bobbles (if required for sports)
- 4 trousers (e.g. jeans, leggings, tracksuit)
- 2 long-sleeved shirts (to wear underneath ISCA polo shirt if cold)
- 5 T-shirts
- 4 sports tops
- 2 pairs sports shorts
- 7 pairs socks
- 7 sets of underwear
- 7 pairs sports socks
- 1 water bottle - this is essential as single-use plastic cups are no longer in use in the houses
- 1 large towel (towels are not provided)
- 1 swimsuit (if you wish to swim)
- 1 pair comfortable walking shoes
- 1 pair sports trainers
- 1 pair football boots (if you have them, these are optional, but the ground can get slippy)
- 1 tube toothpaste
- 1 toothbrush
- 1 shampoo/conditioner/shower gel/soap
- 1 mouthguard for sports (again optional, we do not play 'contact' in these sports so is just a precaution if you wish)
- 1 UK travel adaptor (if needed)
- FFP2 masks** - we do not know how the COVID situation will develop but we strongly recommend these masks for the coaches



# ART

## Equipment:

- Pencils and coloured pencils
  - Paper
  - Rubbers
- 
- Give students the freedom to draw whatever they want but coax them along if they need any ideas.
  - Encourage them to draw something that has caught their eye during ISCA. For example, an iconic building or sight such as the London Eye, HMS Victory, St Paul's Cathedral, Buckingham Palace or Charterhouse. Or maybe a person who has interested them, for example their interpretation of what King Henry VIII looked like, or William Shakespeare, or Queen Elizabeth I.
  - They could even get inspiration from what's around them, for example if you're drawing outside, you could get them to draw a flower, a tree, an insect or the surrounding scenery.
  - The possibilities are endless.



# CRICKET

## *Game Overview*

Contested by two teams of 11 players, cricket involves a bowler throwing a ball at a batter, who attempts to hit the ball and run between the “stumps” to score runs.

## *Playing the game*

Before play begins, the two captains toss a coin to see which side will ‘bat’ and which side will ‘field’. All of the fielding side take their positions, but only two batters are on the field at a time. At the start of play, the batter assumes a batting stance ready to receive the first bowl. The other batter (the non-striker) stands at the opposite end of the wicket. The bowler bowls the ball (the delivery) overarm towards the striker’s wicket. If the batter does not hit the ball, the wicketkeeper usually catches it. If the striker hits the ball, the two batters then have the choice whether to run to the other end (swap places) or not. If the batter hits the ball inside the field of play and it then crosses the boundary, this counts as four runs. If the ball is hit directly over the boundary without bouncing in the field of play, six runs are awarded. After six legal deliveries have been bowled, the umpire calls ‘over’. While the batters attempt to score as many runs as possible, the fielders try to dismiss the batters by getting them bowled out, caught out, ran out or stumped.

## Activities

- Throwing and catching games.
- Teach them how to bowl correctly at an unguarded wicket.
- Show them how to do a long barrier when fielding.
- With you bowling underarm, get all the students in a line to practice hitting the ball with a bat. *N.B. You will need three fielders to help you field.*
- Then play Kwik Cricket.

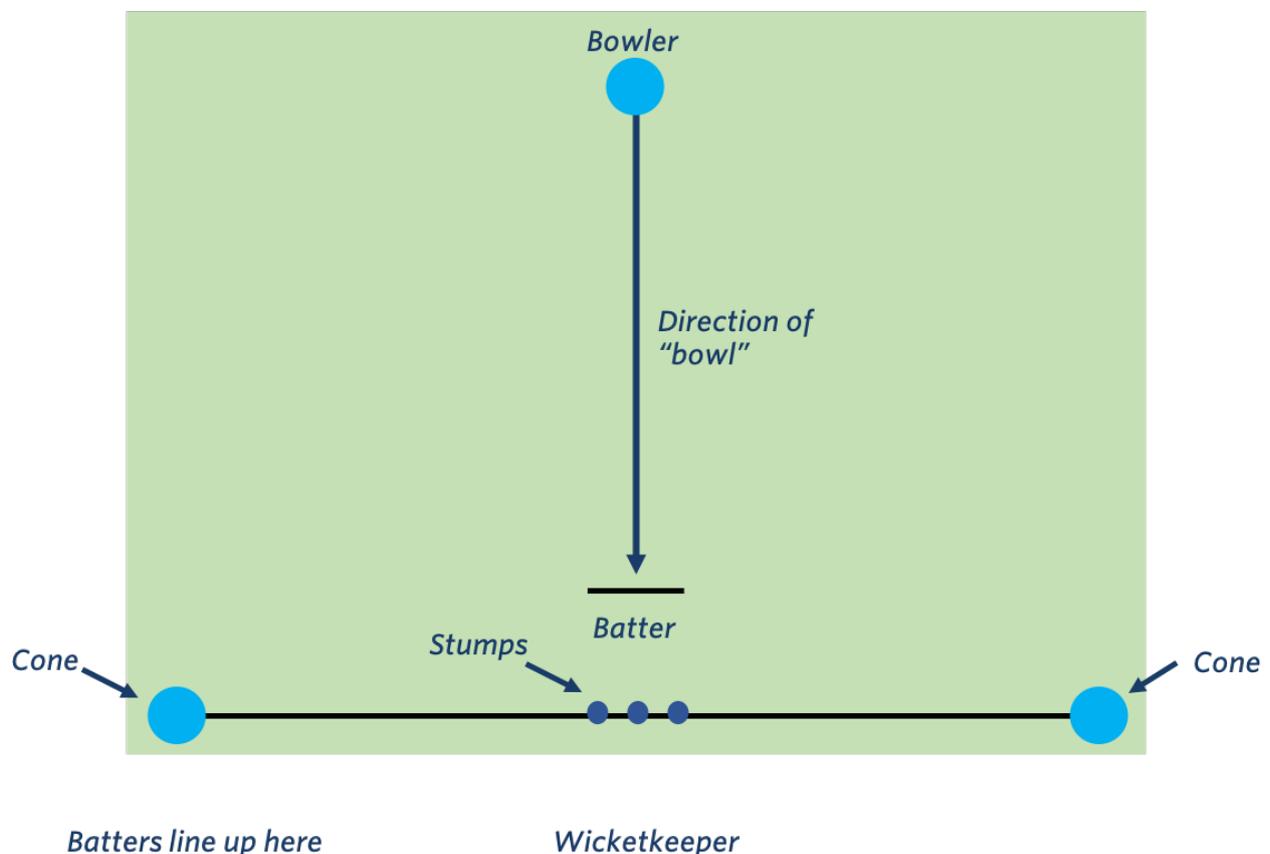
## Equipment Kwik Cricket:

- Cricket ball/Tennis ball
- Cricket set which should have a set of stumps, one bat and a wicket inside.
- Three cones. One to mark out where the bowler stands and two to mark where the batter has to run once they have hit the ball.



## Kwik Cricket

- Kwik Cricket can be played by 2 teams who take turns to bat for a set period of time e.g. 20 minutes.
- It is played using one set of stumps (wicket) and 2 cones, one of which is positioned at a distance to the left-hand side of the wicket and the other to the right-hand side of the wicket (to suit both left and right-handed players).
- Runs are scored by running around one of the cones (the batter is allowed to run more than once in order to score extra runs). The batter has to run when the ball is hit.
- The bowler has 6 balls to bowl for their turn and should bowl overarm from a minimum distance of 10 metres. After 6 balls have been played, another fielder should take a turn at bowling. *N.B. If they struggle to bowl overarm, allow them to bowl underarm.*
- The batter is out when bowled out, run out or caught out. Once out, the next batter takes their turn.
- The umpire keeps score and the team with the most runs wins.
- *To make it more difficult, you could introduce the rule whereby the batter has to run whether or not the ball is hit.*





# DODGE BALL

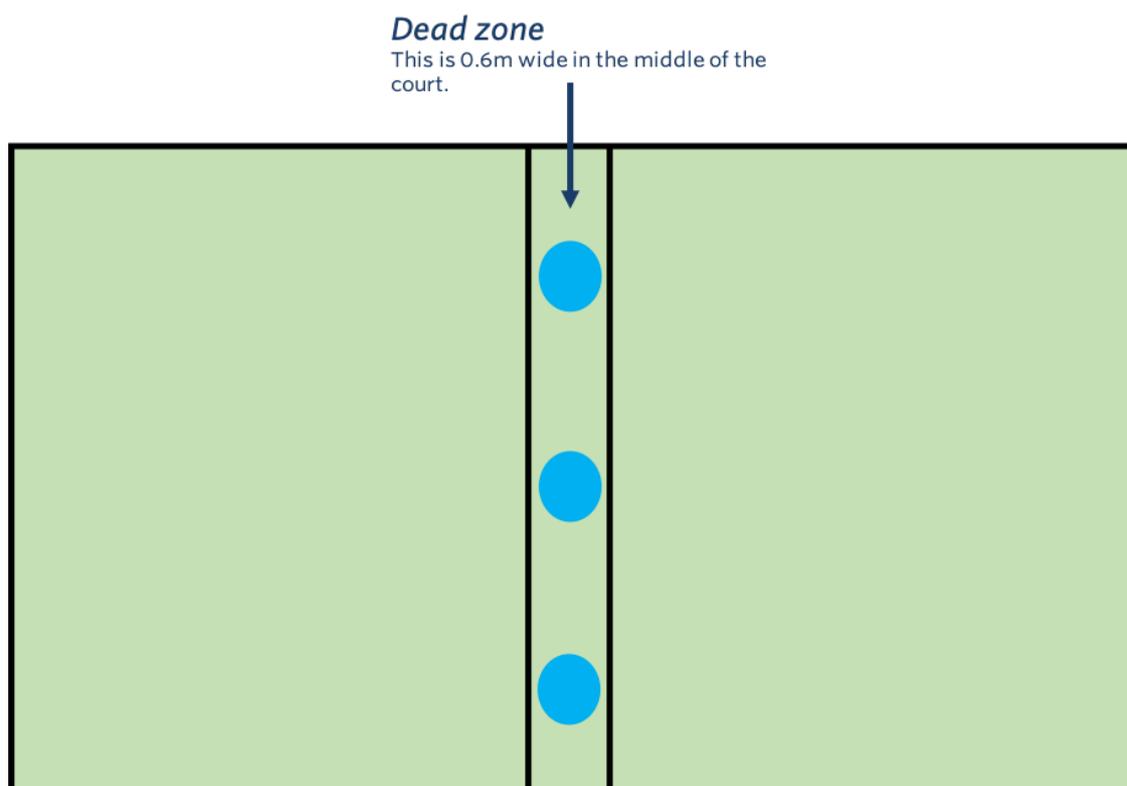
## *Game Overview*

Dodge ball is a six-a-side ball game where the object is to get opponents “out” by either hitting an opponent with a ball before it bounces, or by catching a thrown ball cleanly before it bounces. It is prohibited to hit a player on the head. A game is over when one team’s players are all “out” or if the game-playing time expires. A match consists of 5-10 rounds. If the number of players on each team is equal, one additional minute of overtime is required. Overtime continues until there is a winner.

The referee starts play by placing three balls into the dead zone. Only three players can run to collect the balls to begin the game. Players then try to hit opponents, below the shoulders, with the ball to get them out. Play is continuous as each team tries to hit their opponents. A player can re-join the game if a teammate catches a thrown ball. The ball can be passed three times between the teammates before being thrown but it must be thrown within 5 seconds. The winner is the team with the most hits.

## ***Equipment:***

- Three dodgeballs
- Cones to mark out the court
- A whistle





# DRAMA

For drama, the possibilities are endless. These are just a few examples of drama activities used in schools. You can by all means use these examples or come up with your own activities. Either way, please make sure you practice them before you run the session. These activities are also useful if we have any wet weather and need to run any on-campus days inside.

## *Activities*

### *1. Count the One, Two, Threes*

- First, put the students into pairs, facing each other and get them to keep counting one, two, three over and over again.
- Once the pair can do so comfortably, ask them to clap their hands instead of saying 'one.' They will still have to say two and three out loud. The pattern will be a clap, followed by saying two, three out loud.
- Once the pair can do this step, they have to exchange the word 'three' for the act of bending their knees. So, the pattern will be a clap, say the word 'two' out loud and then bend the knees. It has to continue like this over and over again.
- Once they can master these movements and do them properly, ask them to create their own steps and incorporate the same pattern.

### *2. The Truth and Lie Hide and Seek*

- Sit the group down in a circle.
- For the game, each person starts by saying three things about themselves. They will have to say two true things about themselves, but one lie. While doing so, they will have to try and keep their expressions as calm and natural as possible, so that the group are not able to spot the lie.
- The other students will have to try and read the facial expressions and detect the lie. Once someone gets caught, they step out of the game, while the person who found the lie wins a point.
- You can also play this as a group challenge, where one team will be the spotters and the other team has to lie. The students in the lying group can choose who will tell the lie. Once ready, the students in the lying group can introduce themselves with one sentence each. While all the students in the group will tell the truth, only one will tell a lie. The other group has to try and spot who is lying. You can keep reversing the groups into the lying and the spotting teams for each round.



### 3. *Catching the name*

Equipment:

- One ball

- Sit the group down in a circle.
- The person with the ball has to throw it at random to any other person in the circle. While doing so, the person who is throwing the ball will have to say their name out loud. For instance, if someone is throwing the ball they will have to say "Hi I'm so and so." Make sure that they are looking at the person they are throwing the ball to while saying their name. Once the other person receives the ball, they have to throw it to someone else while saying their name.
- First, let everyone get comfortable with each other and be able to practice this over and over again.
- Once they can do so, take the game to the next level. Now when someone throws the ball, instead of just introducing themselves, they will have to say their name and the name of the person they are throwing the ball to. For instance, they have to say something such as "so and so is throwing to so and so." Keep repeating the game until everyone is comfortable and can say it.
- For the next stage, the person who throws the ball has to fold their arms in front of themselves to signal that they have already played. As the tempo of the game builds up, the person who throws the ball has to be careful not to throw the ball to anyone whose arms are folded. While concentrating on the folded arms, they will also have to remember to say the right sentences.

### 4. *What are you doing*

- Someone has to take centre stage and perform an act of doing something, without saying anything out loud. You can let the rest of the group sit in a circle.
- Now another person gets up and asks what they are doing. They have to answer anything else other than what they are doing. For instance, if they are performing the action of dancing, they will have to say something else, such as "I am brushing my teeth."
- The person who asked the performer "What are you doing?" will have to start immediately acting on the action that the performer said, in this case, "I am brushing my teeth."
- Now another person will come up and ask "What are you doing?" and the game continues until everyone gets a chance to perform.



## 5. *The Voice Over*

### Equipment:

- One blindfold

- Blindfold one person at a time and let everyone else stand in a queue. Now someone goes over to the blindfolded person, disguises their voice and their tone and says something such as “who am I?”
- The blindfolded person has to guess the person’s name correctly. If their answer is correct, the blindfold passes on and so on. Make sure everyone has a turn at being blindfolded and at disguising their voice.

## 6. *The No Sense Dictionary*

- Let everyone sit down in a circle. One person starts by saying a word. The person sitting next has to come up with any word randomly, which does not have to be connected to the first word.
- For instance, the first person says the word ‘spaghetti’ and the second says the word ‘book.’ The third person has to immediately come up with a definition sort of statement which will have to include the two words mentioned earlier. They can come up with anything, as long as it is fun and creative. A fun sentence could be something such as “The spaghetti has recently been declared as one of the most delicious forms of bookmark that any book lover could use, especially while reading during a meal.”

## 7. *Freeze and Justify*

- Let everyone sit in a circle and ask any two people to stand in the middle. Say any scene out loud that they will have to enact. The key is to use a lot of hand movements, expressions etc.
- During any time that they are performing, anyone can shout out the word ‘Freeze.’ The performers will have to freeze in their act immediately.
- The person who shouted ‘Freeze’ has to get up and tap any one of the performers, who will now sit back down in the circle. The new person will have to take over the act and start a new one, by initiating the movements and communicating to the partner how the new act will proceed.
- As all this has to be done without speaking, it is a unique way to help them express themselves and communicate through their facial and body language. Make sure everyone gets a chance at performing.



## 8. *Only a Word*

### Equipment:

- One ball
  
- Use a ball to initiate the game. The idea is to build up a story where each person says only one word at a time. For instance, one person rolls the ball out by saying out a word, such as “there” or “once.”
- The person who gets the ball says another word to maintain the flow and rolls out the ball. Whoever gets the ball says the next word and so on.

## 9. *Changing Action*

- Get everyone to sit in a circle with one person sitting in the middle to start the game. The starter of the game does some action, such as clapping hands while the others watch. Now the starter says ‘change’ and starts doing another action, such as rubbing hands together.
- Everyone has to remember the previous action and start clapping their hands. Now, when the starter shouts ‘change’ and does a different action, everyone else will have to start rubbing their hands together.
- The game will continue this way where everyone has to mimic the action that the starter was doing before shouting ‘change.’

## 10. *The Fishbowl Game – An incredible game!*

### Equipment:

- One bowl
- Paper
- Pencils
- Whiteboard/A3 notepad and easel
- Marker pen
  
- First get everyone to fill out 2 slips of paper that has one thing from each category written on them: a person and a place.
- Put all of the papers into a bowl.
- Divide into two teams. Team A will select a person to go first, who will try to get their team to guess as many slips as they can in 1 minute.
- Once team A’s minute is up, they add up how many slips of paper they guessed correctly and record that many points for the round. Then it’s Team B’s turn.
- If a team hits the 1-minute mark and the clue has not yet been guessed, it goes back into the bowl.
- Once all of the slips of paper have been guessed, the round is complete and the slips all get put back into the bowl for rounds 2, 3 and 4.
- After round 4 is complete, add up the total number of slips of paper each team has guessed from each round and the team with the most points wins!



- Each round has specific rules on how you can get your team to guess the word:
  - Round 1:* Players can use words to describe the word on the piece of paper without saying any words that are a part of the answer.
  - Round 2:* Players can only use actions to get their team to guess the word.
  - Round 3:* Players can only draw pictures for their team to get the answer.
  - Round 4:* Players can only make a one-syllable noise to get their team to guess the clue.



# ETON FIVES

## *Game Overview*

This little-known ball game is played by two pairs on an unusual court that is enclosed on three sides and is about 15cm higher at the front than the back. The players can strike the ball only with their hands or wrists and must hit the ball “up” against the front wall to stay in a rally. The ball can only bounce once before each hit.

Matches are the best of 5 games and each game is won by the first pair to reach 12 points. Only the serving pair can score. Points are won if the ball hits the ground more than once, hits the front wall under the line or ledge, or leaves the court completely.

## Positions

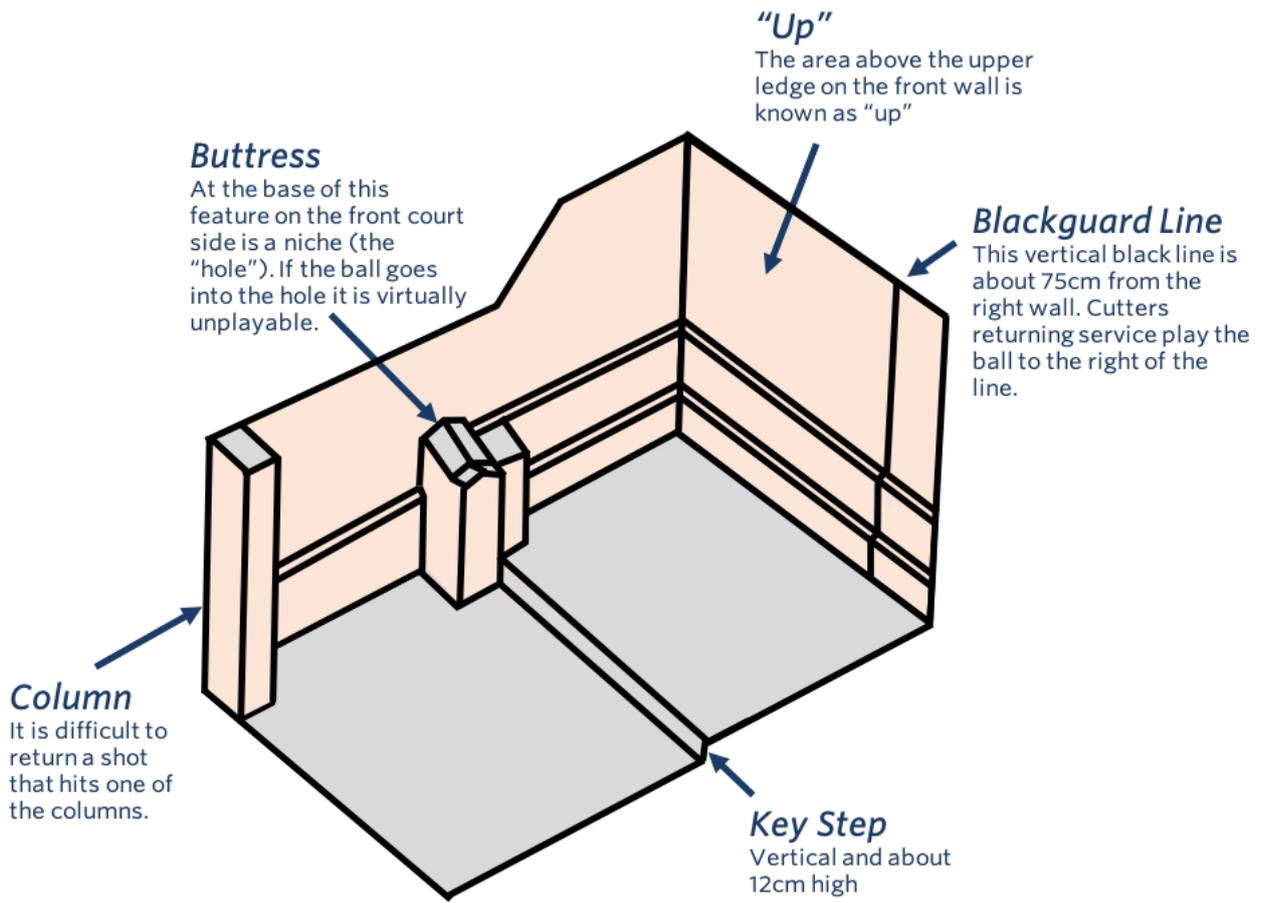
- **Server** – The server throws the ball so that it bounces off the front and right walls, landing roughly in the middle of the lower court.
- **Cutter** – This player can choose when to return a serve and can leave any number of serves un-hit. Should the cutter decide to return it, the ball will be smashed hard against the right wall and the front wall to the right of the blackguard line and above the ledge.
- **Server’s Partner** – This player tries to return any shots that the server misses.
- **Cutter’s Partner** – This player hits the ball if their partner cannot reach it.

## Activities

- First get all the students to try and hit the ball onto the back wall successfully and then try to get a rally going.
- Teach them how to serve and cut/return the ball correctly.
- Then start a game. You can score on each point.

## Equipment:

- Fives gloves
- Fives ball / tennis ball





# FOOTBALL

## *Game Overview*

The beauty – and popularity – of football lies in its simplicity: two teams of 11 players attempt to kick a ball into the opposing team’s goal.

### Activities

- Passing drills.
- Dribbling drills using cones.
- Dribbling drill using cones and then a shot on goal. Add a defender to make it more difficult.
- Shooting drills.
- Heading drills.
- Penalty shoot-out.
- Then start two small-sided games.

### Equipment:

- Cones for dribbling exercises
- A number of footballs
- Goalposts
- Bibs
- A whistle



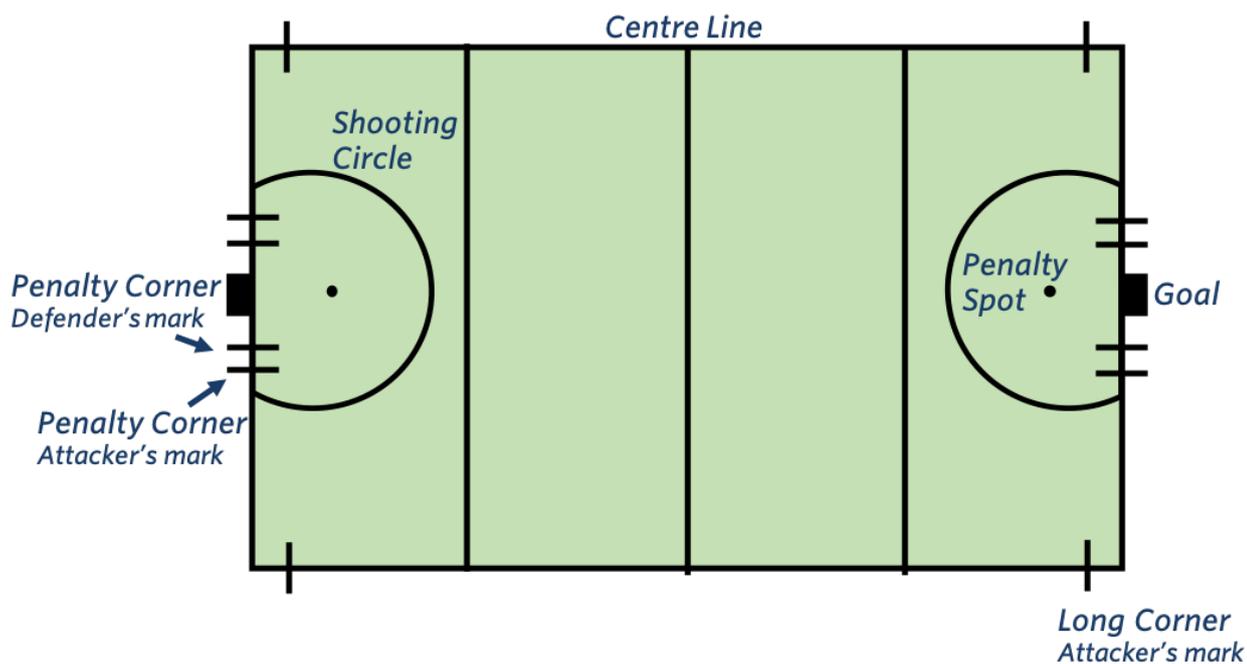
# HOCKEY

## Game Overview

Hockey is a fast-moving game in which two 11-a-side teams try to hit, push, pass, or dribble a small, hard ball into each other's goal using J-shaped sticks. The winner is the team with more goals after two 35-minute halves.

## Activities

- Passing drills – start short passes and then go longer.
- Dribbling drills using cones.
- Dribbling drills using cones with a shot on goal at the end. Add a defender to make it more difficult.
- Passing drills with a shot on goal at the end. Add a defender to make it more difficult.
- Play a game. *N.B. You may need to split the group into 4 teams and play timed games on rotation. Make it into a little tournament.*



## Basic Rules

- Start the game with a centre pass from the centre line.
- All players apart from the player taking the centre pass must be in the half of the field which includes the goal they are defending.
- Only use the flat side of your stick to hit the ball.
- Any time a foul occurs in either team's shooting circle, a corner hit will be awarded.
- The ball cannot go into the air except for when a shot is taken on goal.
- When a goal is scored, play is resumed by a centre pass from the team who did not score.



### Fouls

- The ball cannot hit your feet.
- You cannot raise the stick above your waist.
- You cannot tackle your opponent from behind.
- It is one vs. one when tackling. Once another player tries to go for the ball, a foul is called.

### Equipment:

- Hockey balls
- Hockey sticks
- Cones for dribbling exercises
- Bibs
- A whistle



# NETBALL

## Game Overview

Originally conceived as a version of basketball for women, netball rapidly became a sport in its own right and is today enjoyed by millions of dedicated players all over the world. Netball is an exciting, fast-paced game played by two teams of seven players on a rectangular court. The object is to shoot the ball from within the goal circle into a netted hoop more times than the opposition. The players may neither run with nor dribble the ball and are restricted to set zones determined on their playing position.

## Playing the game

Play begins with a pass from the centre circle. The team in possession then attempts to pass the ball into their goal circle so that either the Goal Shooter or Goal Attack may shoot for goal. Each goal scored earns one point, and play is restarted with a centre pass.

**GS** – Goal Shooter can only go in the goal circle and goal third they are attacking.

**GA** – Goal Attack can only go in the goal circle, goal third and centre third.

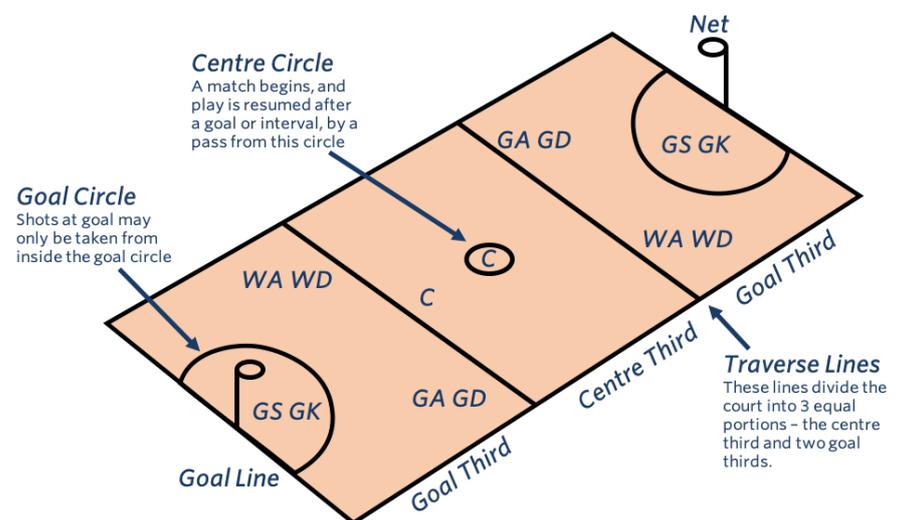
**WA** – Wing Attack is allowed in the centre third and the goal third they are attacking.

**C** – Centre provides the link between attack and defence and can go in all three thirds apart from inside the goal circles.

**WD** – Wing Defence can only go in the centre third and the goal third they are defending.

**GD** – Goal Defence can only go in the centre third, the goal third and the goal circle they are defending.

**GK** – Goal Keeper can only go in the goal third and goal circle they are defending.



## Activities

- Practice passing in pairs – chest pass, shoulder pass, bounce pass.
- Piggy in the middle – one or two people in the middle whilst the others form a circle and pass the ball around to each other, trying to not let the people in the middle intercept the ball.
- Five pass game – set up a playing area with a net at one end, each team has to throw at least 5 successful passes before their GA or GS can shoot.
- Elimination – the students line up behind a cone, facing the net. The first two students in the line have a ball. The first student has a shot, if the shooter scores, they go back to the end of the line, if the shooter misses and the next student gets their shot in, the first student is out. If the shooter misses and the next student also misses their shot, then the first person is still in.
- Play an actual game – ***remember the 3 second rule and footwork!***



### Basic rules

- The centre passes alternate between the teams, regardless of which team has scored.
- The centre pass must be caught or touched by a player standing within the centre third.
- You have to pass the ball within 3 seconds of catching it.
- A player can receive the ball:
  - With one foot grounded or jump to catch the ball and land on one foot. The landing foot cannot be moved, other than to pivot on the spot, whilst the other foot can be moved in any direction. Once the landing foot is lifted it must not be re-grounded until the ball is released.
  - With both feet grounded or jump to catch the ball and land on two feet simultaneously. You may then take a step in any direction with one foot and pivot on the spot with the other. Once one foot is moved, the other is considered to be the landing foot.
- A player cannot move into an area of the court that is not their designated position.
- A player attempting to intercept or defend the ball must be at least 3ft (0.9m) away from the player with the ball.
- The ball cannot be thrown over a complete third of the court without being touched or caught by a player.

### Equipment:

- Netball balls
- Bibs
- Whistle



# ROUNDERS

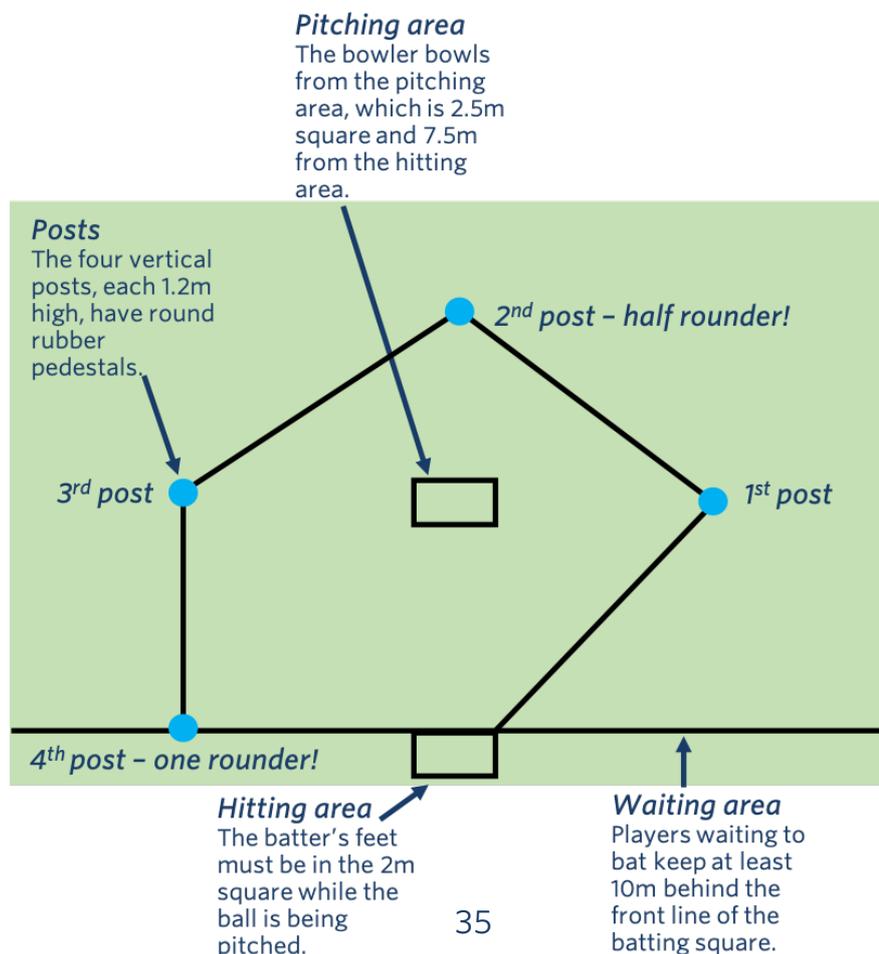
## Game Overview

Rounders is played by two teams of six to fifteen players who take it in turns to bat and field. The team that scores the most rounders at the end of a number of innings is the winner.

## Batting and bowling

The bowler bowls underarm with both feet inside the square. The ball must not bounce before it reaches the batter and must be reachable on their batting side – between the knees and the top of the head. Otherwise it is a no-ball. Batters stand in the hitting area. The batter is entitled to one good ball only. Having hit the ball, missed it, or let it pass, they must then run to at least the first post. Only one batter may be on a post at any one time. A batter is out if they strike the ball and a fielder catches it before it touches the ground, but a batter cannot be caught out off a no-ball. If a member of the bowling team touches the ball against a post before a member of the batting team reaches it, that player is run out.

A rounder is scored if a batter hits the ball and runs without stopping around all four posts before the ball can be returned to the bowler. A half-rounder is scored if the batter hits the ball and reaches second base or if they run all the way round without having hit the ball.





### Activities

- Throwing and catching games.
- Teach the students how to bowl correctly.
- With you bowling underarm, get all the students in a line to practice hitting the ball with a bat. *N.B. You will need three fielders to help you field.*

### Rules to remember

- Remind the students that they have to drop the bat once they have hit the ball and run to the first post.
- If the ball is hit behind, the batter can only run to the first post. However, once the backstop (the wicketkeeper) throws the ball across the front line, the ball is in play. The batter can then try to reach the second post to get a half rounder.

### Equipment:

- Rounders set with 4 posts, if you don't have a rounders set, mark out the pitch with cones
- Rounders bat
- Rounders ball/tennis ball



# RUGBY UNION

## Game Overview

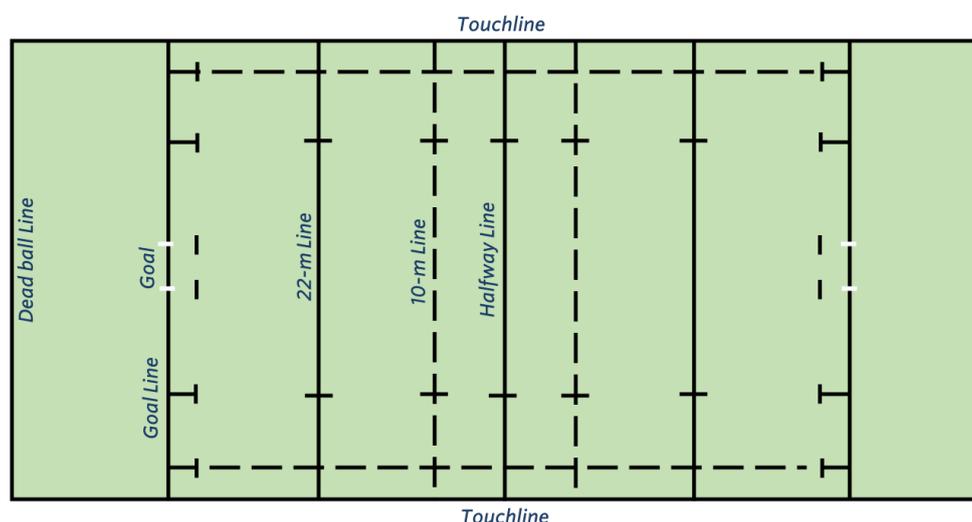
Rugby union is one of the most physically punishing of all ball sports, played under a rigorous rule code. Wearing minimal protection, two teams of 15 players clash to win possession of the ball then advance it towards the opposition's try line. After two halves of 40 minutes, the winner is the team that has the most points. You win points by scoring tries – grounding the ball in the opposition's in-goal area (worth 5 points) – or by kicking conversions (an extra 2 points), penalty kicks (worth 3 points) and drop goals (worth 3 points) between the uprights and above the crossbar of the opposition's goal posts.

A rugby team is made up of eight forwards and seven backs.

Teams gain territory by running with the ball in hand and passing it between players. **Passes must not go forward**, however kicking the ball forward is allowed. The main method of defence is tackling the player with the ball. Tackles must be made below chest height. Tackling a player without the ball is forbidden.

## Activities

- Practice passing in pairs.
- Split the group into 4 lines. The first person of line 1 runs forward with the ball and passes the ball backwards to the first person of line 2. The first person of line 2 will then run forward and pass the ball backwards to the first person of line 3 and so on. Once the first person of each line has had a pass they go to the back of their line and the passing sequence goes again with the second person of each line.
- Stay in the 4 lines and get the students to practice catching the ball. Kick the ball high in the air to each person at the front of the line.
- Again, in 4 lines, let everyone have a go at drop kicking the ball. *N.B You may need some "catchers" to help you.*
- In a small area, split the group into two and have a game of touch rugby.





## Touch Rugby

- Play starts and restarts at the centre with a “tap”. This is performed by moving the ball on the ground with the foot, free from the hands, and then picking it up. Penalties are taken by the same procedure.
- Six players in each team are allowed on the field at any one time.
- A try is scored by grounding the ball on, or behind, the try-line. One point is then awarded.
- A legal touch is on any part of the body, clothing and ball. A player must claim a touch by raising a hand and shouting “Touch”. The referee is the sole judge of the touch and has the discretion to overrule a claim.
- When touched, the player in possession must place the ball on the ground at the exact point of the touch. Play is re-started by stepping over the ball. It can be controlled with a hand or foot. This is known as a rollball. The ball may not roll more than a metre.
- The player picking up the ball may run, but if touched a changeover (rollball) occurs.
- After 6 touches, possession changes. The attacking team begins play with a rollball.
- All defending players must retreat more than 5 metres in line with the mark of touch. The defending team cannot move forward until play restarts, nor interfere with play whilst retreating.
- If the ball is dropped or if a player crosses the sideline before being touched, change of possession will occur. This is by means of a rollball.
- A penalty is awarded for the following infringements:
  - A forward pass.
  - Claiming a touch when none was made.
  - No obstruction, excessive contact will not be tolerated.
- When a penalty is awarded, the referee will advance 10 metres from where the infringement occurred. The referee must give the exact mark from where the Tap Ball must be taken. The defending team must retreat 10 metres from the mark or behind the try-line.

## Equipment:

- Rugby ball
- Bibs
- Cones to mark out the pitch if necessary
- A whistle



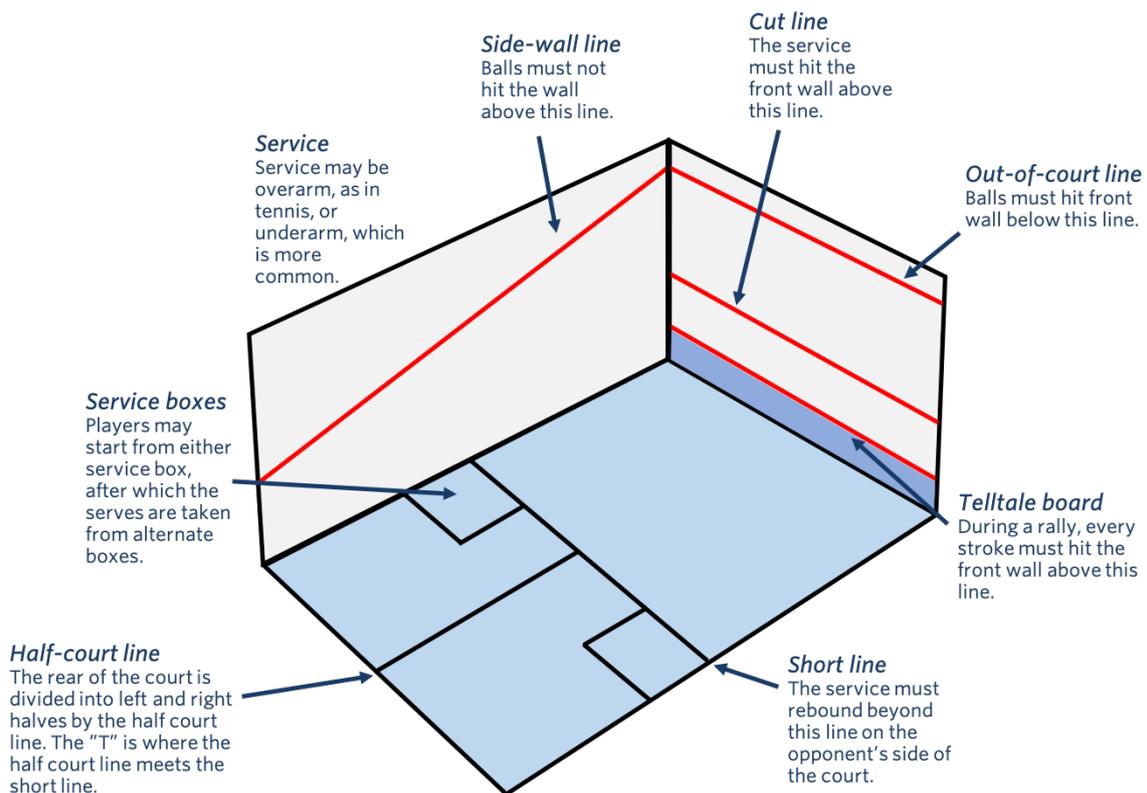
# SQUASH

## Game Overview

Squash is normally a game for two players. Matches are the best of five. There are two methods of scoring Squash. The first is called 'PAR' where you play first to 11 points and you can score a point from either yours or your opponent's serve. The second is a more traditional style where you play first to 9 points but can only score off your own serve. Opponents take it in turns to hit the ball, which may touch the ground only once between each stroke. The ball may hit the side and back walls below the out lines and must bounce off the front wall above a metal strip known as the telltale board.

The right to serve first is determined by a "racket spin". The server continues to serve until they lose a rally, after which the opponent takes service. When serving one foot must be within the service box. The ball must hit the front wall between the cut line and the out-of-court line and then bounce on the floor in the opposite half of the court beyond the short line. If a serve fails to satisfy these criteria, service immediately passes to the other player.

Points are won at the end of a rally of 'good' balls, which occurs either when one player fails to return the opponent's shot or plays a "bad" ball. A good ball is one that reaches the front wall below the out-of-court line and above the telltale board before touching the floor. Bad balls include those that bounce twice on the floor, hit the telltale board or hit the wall above the out-of-court lines.





### Activities

- Practice hitting the ball against the back wall.
- Show them how to serve correctly and get them to have a go.
- Let them have a rally (*be lenient with the out-of-court rules*).
- Play a game.

### Equipment:

- Squash racquets
- Squash balls



# TEAM-BUILDING ACTIVITIES

In the past we have used team-building activities as a way to encourage students to get to know each other quite quickly so the integration of students from different schools and countries starts straight away. These are a few examples of team-building activities used in schools.

## *Activities*

### *1. Minefield*

#### Equipment:

- 50-60 tennis balls
- 20 blindfolds
- An area that is marked off with cones, a rope or court lines.

First of all, get the students to pair up with somebody who is not in their school. Each pair is then given a blindfold and they decide between them who is going to be the one blindfolded and who is going to be the caller. Each "blind" person is put at one end of the "minefield" (this has been created by dumping the tennis balls all over the court!). When you say "GO", all of the callers try to tell their partners how to successfully navigate the minefield without touching any of the tennis balls.

If/when someone touches a "mine" (a tennis ball) make a big deal about them blowing up and remove them from the course. If there is time, have the partners switch and redo the minefield.

If the group have successfully completed the minefield twice and there is still time, then begin another minefield and introduce a new rule whereby if the blind person touches a "mine", then they have to quickly switch with their partner and let their partner start from the beginning. You can also mix things up by moving some of the balls while they're crawling along.

### *2. Hog Call*

#### Equipment:

- 50-60 tennis balls
- 30 blindfolds
- An area big enough for the group to move around obstacle free.

Hog Call is a great activity to get the students to start introducing themselves to each other. To begin with, you will need to get the students to find a partner who isn't a member of their school group. Once they've got into pairs, have them sit on the ground with their partner and come up with two things that go together (e.g. peanut butter and jelly, fish and chips, thunder and lightning). Encourage them to be



creative, but appropriate, with their choices! These two words will become their team name, one of the pair will be the first word (e.g. fish) and the other will be the second word (e.g. chips).

Next have the students stand up, put their blindfolds on and remain silent until they are moved around by the adult in charge. At this point you should place the pairs as far away from each other as possible so they will have to yell in order to find their partner. When moving each person, make sure they understand they need to move with their arms out in front of them “zombie style” to avoid any collisions. Reinforce this at the beginning of the activity.

Teams need to remain silent until they are given the “GO” signal. At which point, they are only allowed to say their half of their team name (i.e. “fish” is trying to listen for their partner yelling “chips”). Players move carefully towards each other and when they find their partner, they can celebrate and sit down next to each other and watch the rest of the group.

To make it even harder, you could always spin the students on the spot 5 times so they become a little disorientated.

### **3. *Birthday Line Up***

Get the group to stand in a straight line (side-by-side). Brief them that they will need to get in order by Birthday (by month and day). The rule is that they can no longer talk. If they do start to talk then they need to start again. If possible, use a bench for the group to stand on whilst they complete the challenge. If anyone slips off, then they must start again.

You can adapt this game to include shoe sizes, heights or animal sizes. Get the students to choose an animal without telling anyone. The only way they can reveal which animal they are is by making the noise of their chosen animal. They then have to get themselves in size order, from smallest to largest, without saying what animal they are.

### **4. *Human Knot***

To begin with get the group to form a circle. Tell them to put their right hand up in the air, and then get them to grab the hand of someone across the circle from them. Then repeat this with the left hand, ensuring they grab a different person’s hand. Check to make sure that everyone is holding the hands of two different people and they are not holding hands with someone either side of them. Now they must try to untangle themselves to form a circle without breaking the chain of hands.



Get participants to take their time in order to limit injuries. Ask the group not to tug or pull on each other and spot participants as they pass over other students. Monitor throughout the challenge and stop them if you need to.

If the chain of hands is broken at any point, they must start over again.

You may want to start off by splitting the group in half and doing the activity in smaller groups, then bring everyone together to do a huge human knot.

## 5. *Spiderweb*

### ***Equipment:***

- 2 x 15-foot pieces of rope
- A roll of twine
- Ribbons
- A small bell

### **To set this up:**

Find two trees 8 to 10 feet apart. Tie the two pieces of rope between the trees: one approximately 3 feet off the ground, the other around 6 feet off the ground. Make sure they are tight and tied well. This forms the base of your web. Now take the twine, tie it off to one side of the rope and begin to weave the twine back and forth between the ropes, weaving around itself to create a web with holes anywhere from one foot to three foot wide. Make sure you have enough holes for the number of students in the group! Finally, attach the bell to the twine, putting it to one side of the web.

### **Rules:**

Nobody may go over or under the web. Nobody may be thrown through the web. Safety is key.

### **Aim:**

The students have to get the entire group from one side of the web to the other by going through the web. Each opening in the web may only be used once; when it has been used, tie a ribbon on the twine and let it hang into that opening to signify that it has been used. If anyone hits the web while going through and makes the bell ring, the entire group must go back to the other side and start over. All ribbons are removed and they begin again.

It might be best to do it as the whole group altogether to start with, and then split the group into two teams and time each team to see which one is fastest. Then bring both teams together at the end and get them to do the spiderweb altogether for a final time.



# TENNIS

## Playing the game

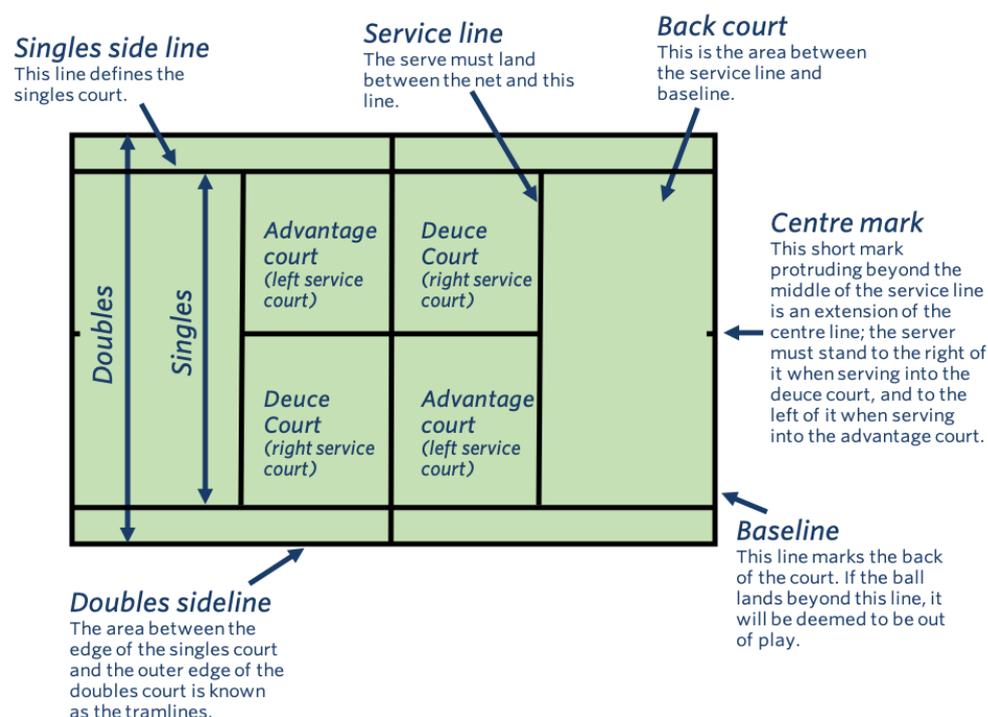
Before a match, a coin is tossed and the winner chooses whether or not to serve first and the end they wish to start the match from. Players stand on opposite sides of the net; the server (the player who puts the ball into play) begins the rally by hitting the ball over the net into the service court directly opposite. They take it from the right of the centre line and from behind the baseline. The server plays the ball from alternate sides of the centre line throughout the game, starting from the right. The receiver may stand anywhere on their own side of the net, but may not return the ball before it has bounced. After the ball is served, play continues until one player hits the ball out of play.

## Points

Each player starts with "love" (zero); one point is called "15", two points are "30", three points are "40". 40-all is known as "deuce". After deuce the player who wins the next point is said to have "advantage"; if they win the next point, the game is over. If they don't, the score goes back to "deuce". At this point, the game will only be won when one player has two successive points, the "advantage" point and the "game" point. Players change ends at the end of every odd-numbered game.

## Winning a set

Matches are the best of three or five sets. The first player to win six games wins the set, but if the games go to 5-all, the set is extended to see if a two-game margin can be achieved (7-5, for example). If, however, the score reaches six games apiece, the tie-break system might come into operation. During a tie-break game, points are scored 0-7. The first player to win seven points, provided there is a margin of two points, wins the game and set.





## Activities

- Start off by splitting the students into four groups. Two groups go with one ISCA staff member, and the other two groups with another ISCA staff member.
- In the split groups, get the students into two lines on the opposite side of the court to you. Hit a ball to the first student in each line, and they have to return the ball. Once they've returned it, they go to the back of their line.
- *You can encourage them to return with forehands, backhands, volleys etc.*
- Get the students into pairs and encourage them to play a rally within the service boxes. *They can do this in singles or doubles.*
- Once they've cracked that, get them to do a rally from the baseline.
- You could then play a round robin with the whole group.
- Finally, encourage them to play a game of singles or doubles.

## Equipment:

- Tennis balls
- Tennis racquets



# ULTIMATE FRISBEE

## Game Overview

Ultimate Frisbee is a seven-a-side game in which teams float a frisbee to team mates. A team scores a point every time one of them catches the disc inside the end zone that they are attacking. A thrower may pass the frisbee in any direction to any teammate. Ultimate frisbee is self-refereed and is a non-contact sport.

## Flicking Rules

- One member of a team throwing the frisbee into the opposition's half of the field (called the pull) starts the game.
- To score a point the frisbee must be caught in the opponents' end zone.
- Players must not run while holding the frisbee and must pass it within 10 seconds of receiving it.
- A game is won by the first team to score 17 goals.
- Half time occurs when a team scores 9 goals.
- After a goal is scored, the teams switch ends.

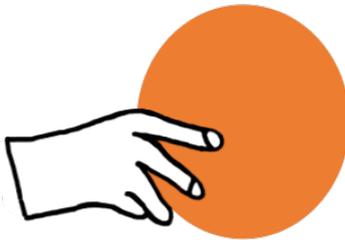
### **Basic forearmhand**

This is the default grip for a righthanded player passing the disc from his or her offside flank.



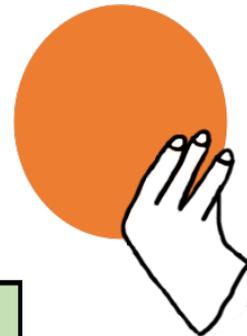
### **Control forearmhand**

Index and middle fingers make a V-sign; the thumb (hidden) points upwards like a hitchhiker's.



### **Power forearmhand**

This is one of the holds used for passes that sacrifice directional control for speed and/or distance.





### Activities

- Show them how to do a basic forehand, a control forehand and the power forehand.
- Throwing and catching warm up.
- Play a game. *You can play with any number of players in each team.*

### Equipment:

- Frisbee
- Cones to mark out the pitch
- Bibs



# VOLLEYBALL

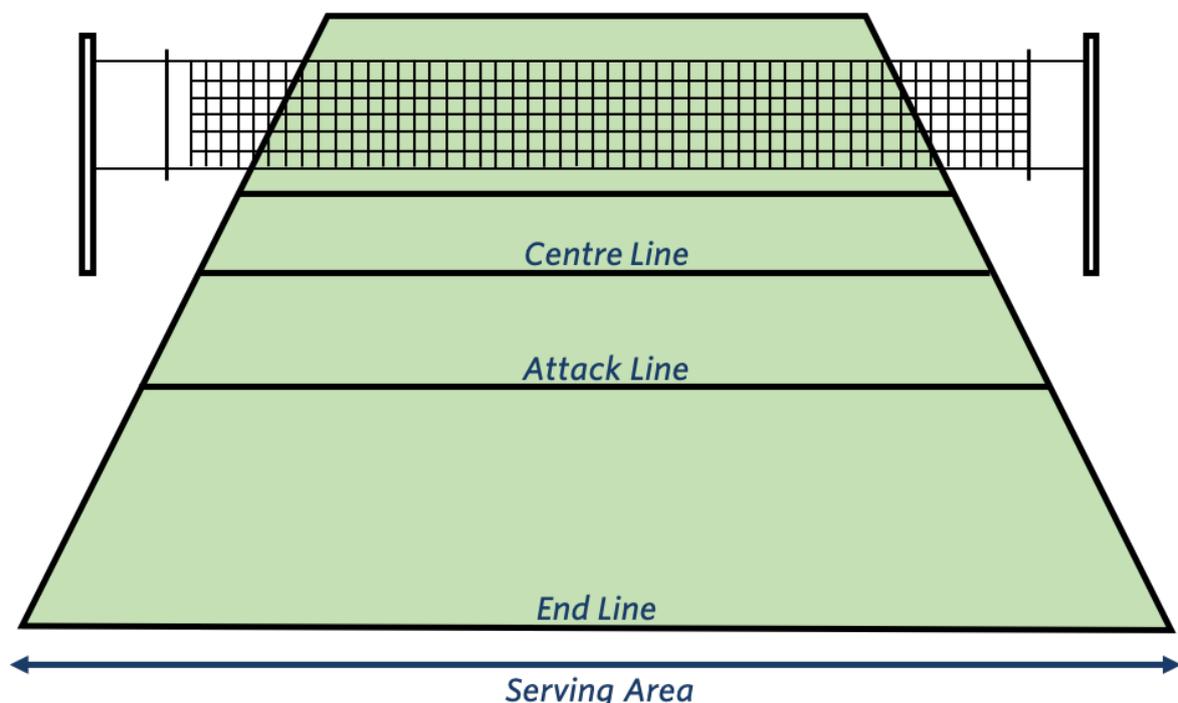
## *Game Overview*

Volleyball is played between two teams of six players. The object is to score points by hitting a ball over a net so that the opposition cannot return it before it hits the ground. Defensive players dive around the court to get their hands under the ball and push it up towards their team mates in attack, who are ready to leap high to smash it back over the net.

Once the ball is in play, each team has up to three hits to get it back over the net. As long as they do not catch or carry the ball, players can strike it with any part of their bodies, but in practice they usually use an open hand, wrist or fist. The team that wins the rally wins a point and if not serving, wins the right to do so. Matches are usually the best of five sets. In the first four games, the winner is the first to 25 points; in the fifth game, the winner is the first to 15 points. Two clear points are needed for victory.

## *Rotating Players*

The players usually move round clockwise after every time they re-gain the serve, so they all serve and take turns in every position.



## *Equipment:*

- Volleyball



# WARM UP EXERCISES

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- There are so many different exercises you can do to fill in a 5-minute warm-up routine. You could get the students to go for a jog around the pitch or do sprints and other exercises between two cones or get the students all in a circle and do exercises on the spot.
- Possible exercises include:
  - Running on the spot, high knees, star jumps, walking lunges, push ups, arm circles or arm swings, side shuffles, squats, leg swings, torso rotations, hops on the spot etc.
- Then ensure you do some stretching for 10 to 30 seconds on each side.
- Possible stretches include:
  - Side oblique stretch, calf stretch, thigh stretch, quad stretch, shoulder stretch, overhead tricep stretch, cross body tricep stretch etc.
- If you are in a circle, you could pick out individual students to lead an exercise or a stretch.



# HOW TO KILL 10 MINUTES

At some point during an on-campus day, you may need to entertain the students whilst waiting for an activity to happen. Here are a few examples which are bound to keep them amused.

## 1. *Group Juggling*

### Equipment:

- A number of balls

Start with one ball in groups of 7 or more (*ideally an odd number*). The challenge is to figure out a way to keep as many balls in the air as possible. As soon as they add a second ball, they'll see the need to communicate and problem-solve; at some point two balls will come to the same person. Setting the rule that you can't throw to the person next to you, how many balls can the group juggle? Throwing and catching one ball with two hands, the group should be able to keep the same number in the air as the number of people in the group.

Here's the most common "solution" to maximizing the number of balls in the air:

- They figure out that they have to throw to the same person every time.
- They figure out they need to keep their eyes on the person throwing to you.
- Then they may figure out that the optimum path of the ball is a star pattern.

Put groups against each other. Typically, the group that listens and integrates ideas beats a group with a dominant "leader", just as in the knot exercise.

## 2. *Teach a dance step*

- Split into teams (minimum of 3 participants in each team)
- Get them to teach each other a dance step (each team has a different step).
- They have to rotate the teacher to the other teams so in the end they all know all of the steps.

## 3. *Frown King or Queen*

- Divide the group into pairs and tell them to stand back-to-back.
- On the count of three, everyone has to face their partner, look into each other's eyes and try to frown, but without speaking.
- The first who tried to smile or laugh must sit down.
- The remaining players will pair up and the activity will continue until just two people remain.
- If two players are excellent at keeping a straight face, then you can divide those sitting down into teams. The opposite team will heckle to break down the opposing team's player.



- The last one standing will be crowned Frown Queen or Frown King.

#### 4. *Teeth*

- Get the group to sit in a circle and ask each of them to choose a fruit or vegetable.
- The aim of the game is to get them to say the name of the fruit or vegetable, but without showing their teeth. They have to speak with the lips over their teeth.
- The first player has to say their chosen fruit or vegetable two times, and another player's fruit or vegetable twice. For example, if the player has chosen Apple and they want to pass the game to someone who chose potato, then they would say, 'apple apple, potato, potato.' The second player has to say 'potato potato, celery, celery.'
- If a player shows their teeth, then the player who spots it has to tell the group by screaming 'teeth, teeth', but without showing their teeth in the process.