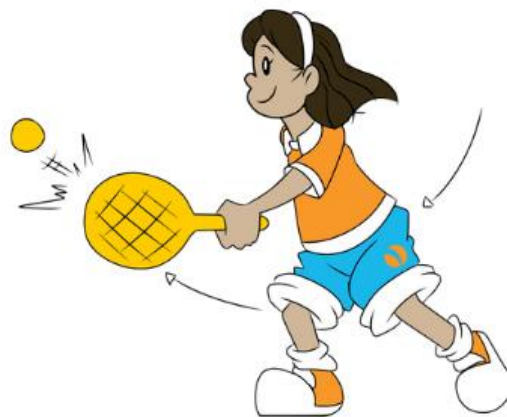
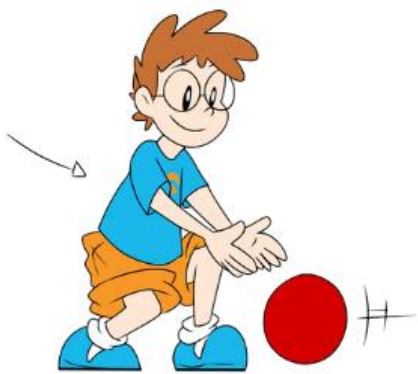


FUNDAMENTAL MOVEMENT SKILLS & GAMES DAY



**Resource for schools of games that will
be played on the day.**

Fundamental movement skills (FMS) / games day

Resource for schools

1. Overview of Nuku Ora FMS games and ability for progression
2. Fruit market (Nuku Ora)
3. Builders and bulldozers (Nuku Ora)
4. Waspital (Nuku Ora)
5. Who shall pass (Nuku Ora)
6. Hop, skip, jump (Nuku Ora)
7. Not in my garden (Nuku Ora)
8. Mario party (Nuku Ora)
9. Shooting stars (Nuku Ora)
10. Runners versus passers (Nuku Ora)
11. Taxi (Nuku Ora)
12. Statues & Pacman (Capital Basketball)
13. Tricky touchdowns (Touch NZ)
14. Giant's treasure (Touch NZ)
15. Five ball smash (Cricket Wellington)
16. Snowball tag (Cricket Wellington)
17. Knee tag & Fives (Hutt Valley Netball)
18. Ball familiarisation (Kelly Sports)
19. Crazy kickers (Kelly Sports)



Equipment needed...

For the following activities, you only need balls (any variety is fine), cones/markers and hula hoops.

You can use other equipment to extend these activities using some of the differentiation techniques highlighted in each game.

Each activity has been broken down into the key aspects that comprise it...

AKA (Also Known As) Some activities can be the same or similar to others, but are known by different names around the world, so any alternative names are listed.

Objective The purpose or the context of the activity and the main skills that will be developed. Using the curriculum links can help to shape your objective to meet the specific needs of your students, or a particular Achievement Objective (AO) in the HPE Curriculum.

How to play Specific instructions for setting up and facilitating each activity. The instructions are designed to be detailed enough without being over-complicated or confusing. Some instructions refer to the images relating to the same activity which provide extra clarity, especially for those visual learners out there!

Differentiation – Space, Task, Equipment, People

In this instance, the [STEP](#) principle is applied to differentiate the activities.

Space Where the activity can be held and how the space can best be manipulated.

Task The purpose, context or rules of the activity. Includes ways to support learning needs at both end of the spectrum. You can keep activities fresh by shifting the movement or learning focus, allowing students to keep building on their existing understanding.

Equipment Examples of how you can add basic equipment to extend learning and skill development within each activity. One or two suggestions will be included, yet there will be heaps of ways to build upon the existing activity!

People Group numbers for optimal logistics and/or how students can undertake different roles within the activity e.g. referee, coach.

Alternatively, the **TREE** (Teaching Style, Rules, Equipment, Environment) or **CHANGEIT** (Coaching Style, How you score/win, Area, Numbers, Game rules, Equipment, Inclusion, Time) principles can equally be applied to differentiate each activity.

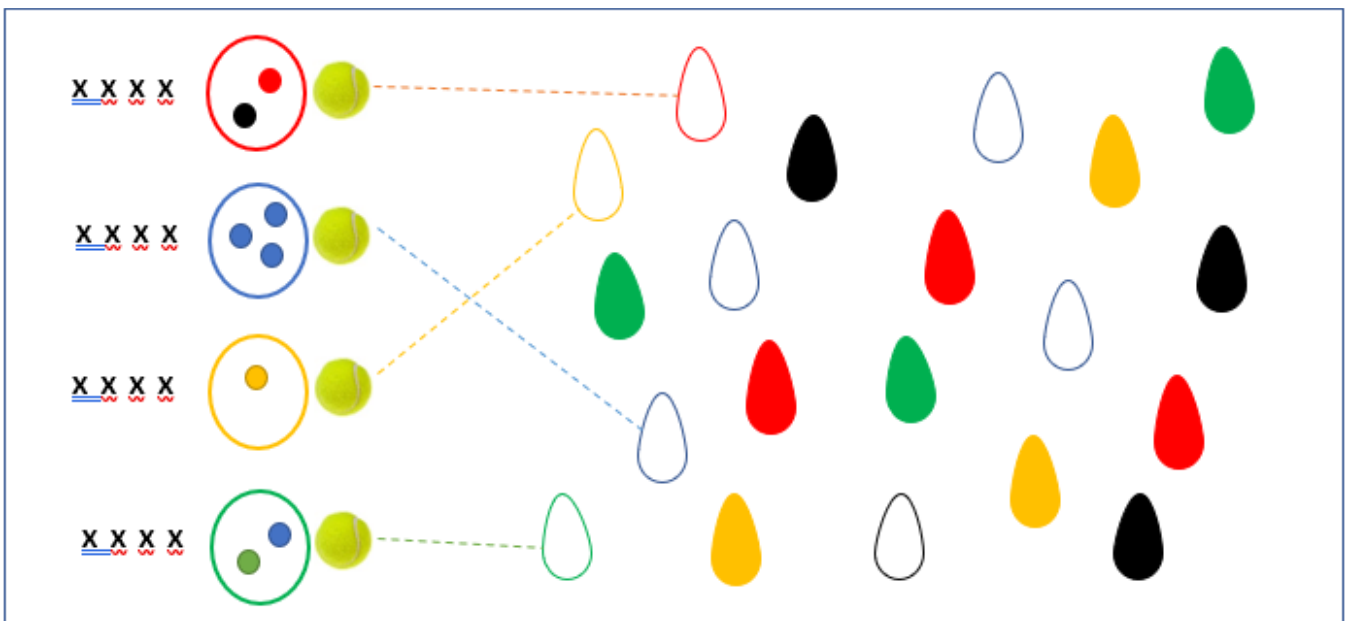
Curriculum links The links on the following activities are related to the Level 2 AOs in the New Zealand HPE Curriculum. These can easily be adapted for Level 1 and Level 3 AOs too, which covers the majority of Primary and Intermediate School Students. These links should go hand-in-hand with your learning objective, as it provides the context for using each activity.

***TTT* (Top Teacher Tip)** What makes each activity unique... What context may be the most effective... The one key message explaining why the activity is great!

ALL ACTIVITIES SHOULD HAVE A PREP TIME OF ≤5MIN

FRUIT MARKET

Objective Collect the fruit by hitting the different colours with your ball!



How to play

- Students split into teams – one hula hoop acts as the fruit basket and one ball per team
- The first person in each team starts with feet inside the hula hoop. They throw/roll their ball to hit the designated “fruit” (cones)
- If one or more cones are hit, the student can collect the cone(s) along with their ball and return to their fruit basket
- Play until all fruit has been collected
- The team with the most points wins the round
- Students can disperse the cones again ready for another round

Space – This is a great “wet weather” game to use in the school hall

Task – Change the throwing/rolling action, Teams must collect one of each colour (nutrition focus), teams must hit the cones on the full (physical challenge)

Equipment – Change the throwing or target objects e.g. beanbags and hula hoops

People – Allow a “sweeper” to stand behind the targets and return the ball to their team quicker

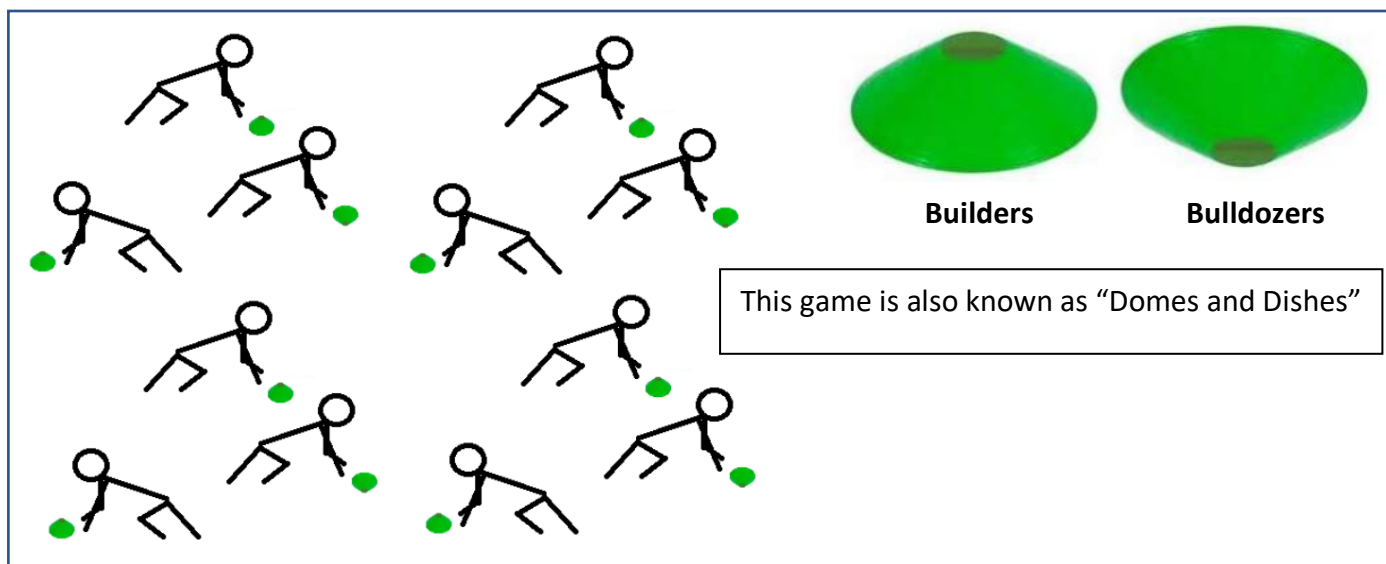
Curriculum links – Fruit market must be one of the most flexible activities around to ensure ALL students have a positive learning experience (A2, B2, B3, B4). The teacher can easily manipulate the game to relate to the concept being explored in that particular session. For example, bonus points can be given to the best displays of teamwork and encouragement (C1, C3). There are many more links to other AOs that could be explored through this activity.

TTT You can apply so many concepts to this single game! Nutrition, Teamwork, Resilience are three to name just a few...

BUILDERS & BULLDOZERS

Objective Work as a team to be the best builders or bulldozers in all of the land!

FMS Skills Running, Agility, Speed



How to play

- Split the group into two teams standing opposite sides of the playing area
- Each student places one cone down in the playing area and returns to their team
- One team is assigned to be the 'builders' (turn cones upright), the other team are the bulldozers (turn cones upside down)
- Play round for a set time (usually between 1-2 minutes)
- Players can only touch one cone at a time and can only use their hands to turn the cones
- Once a cone is turned, the player must move away from it and continue playing. Players are not allowed to guard or protect cones.
- Players cannot block or impede other players in any way.
- When the end of the game is signalled, players must stand up and be still immediately. Players may not turn cones after end of game.
- Rule breaking can be discouraged through individual time outs, deduction of team points or instant disqualification at adult's discretion

Space – Probably best played indoors or with heavy cones when thinking about the Wellington wind!

Task – Change the rules around communication, movement, how to turn the cones...

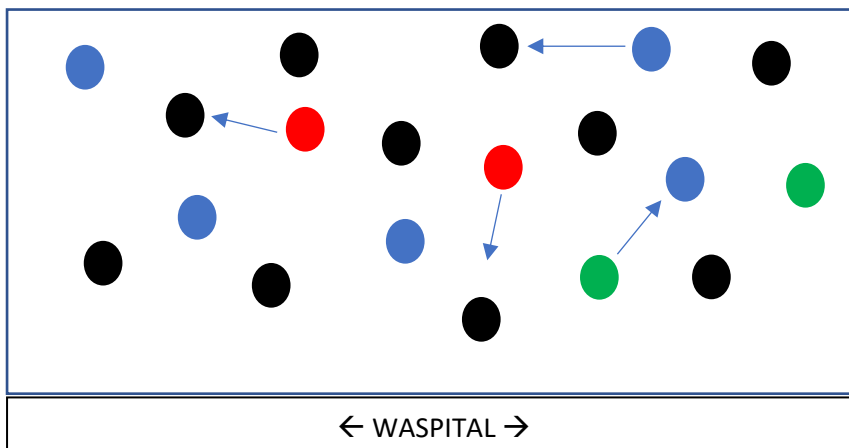
Equipment – You can use the concept of 'building' and 'bulldozing' with any other equipment!

People – One way to change the game is to have half the group off at any one time e.g. girls playing, boys off. Every time the whistle goes, the players swap as fast as they can with their team-mates.

Curriculum links – This game is a crowd favourite involving lots of movement, participation and competition (A2, B1, B2, B4). Communication is an important tactic to use (C3) and the concept of building and bulldozing can lead to inquiry learning about the environment (D1, D2, D3)

WASPITAL

Objective A short story told through a game of three rounds – put fair play and honesty into practice, experiencing different player roles during the game.



● = human

● = wasp

● = doctor

● = pest control



How to play

- Sit the students down and ask which two words combine to make 'Waspital'.
- **Round 1:** Assign some students to be "wasps". They must chase the humans and sting (tag) them with their ball. Each human starts with two "band-aids" (hands) and must use one up to cover each sting they receive from a wasp. If a human has used up both their band-aids and is stung again, they must go to the "Waspital" to make themselves better (perform an exercise). Once the exercise is complete, they re-join the game. **Kindness could be giving up a band aid to help a friend who has none!**
- **Round 2:** Tell the students there is good news and bad news. Bad news = Waspital is closed – all band aids have been used up. Good news = two emergency doctors are here to help. So if a human is stung, they sit down, but a doctor can tag them to get them back into the game. Wasps cannot sting doctors. Make sure wasps from round 1 give their ball to somebody new.
- **Round 3:** We need something to get rid of the wasps, so pest control have been called. They must chase the wasps and tag them to sit them down. Only another wasp can save a wasp who is sat down. All other rules remain from Round 2. If all wasps are tagged, the game is complete.

Space – Increase or decrease the playing area, create safety zones using hula hoops...

Task – Change the attributes/rules for each character, allow tagging by throwing the ball...

Equipment – Use different equipment to complete the 'waspital' challenge with

People – Develop one of the existing characters, or add a new character to the game

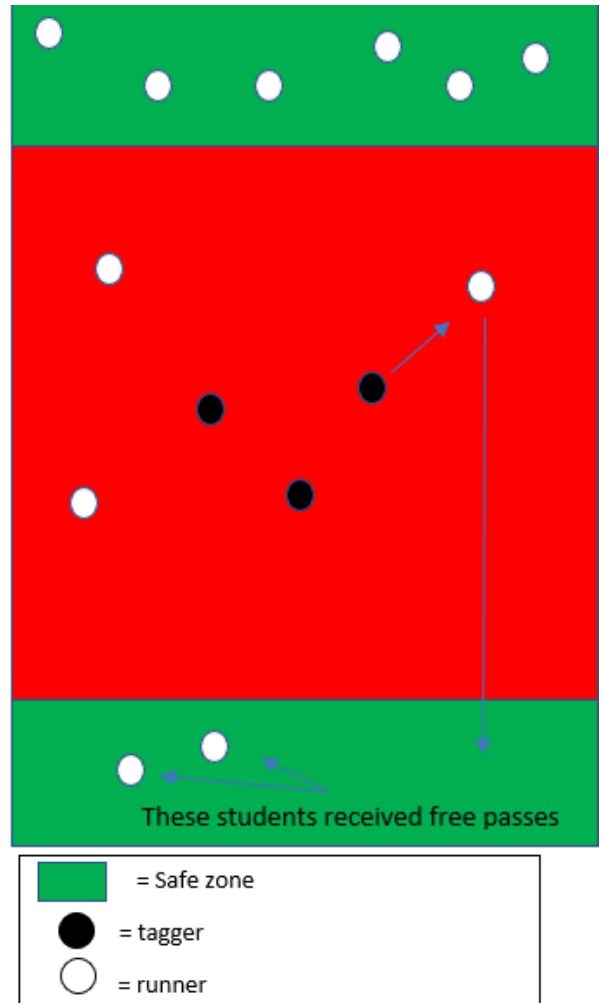
Curriculum links – There is a fantastic cross-curricular opportunity playing 'waspital' by telling the story as you progress through the game. With the game involving 'band-aids' there is an easy link to discuss safety management (A3). The game has a strong aspect of kindness and teamwork (C1) and can be adapted to maximise participation and skill progression (A2, B1, B3, B4).

WHO SHALL PASS?

Objective Enjoy getting active in this simple tag game with endless variations!

How to play

- Student stand behind the line on one side of the playing area
- Nominate one or two taggers to start the game (teacher may want to start the first round)
- The round starts with the taggers calling out “Who shall pass?”
- The runners respond, “We shall pass!”
- A tagger can then give out a free pass to anybody fitting the criteria
e.g. “You shall pass if you are born in August”
- All students born in August get a free pass to the other side of the playing area – they are through to the next round
- All other students must get to the other side without being tagged
- If tagged, join the tagging team
- Repeat until there are a few remaining winners, but use modifications to change the game slightly each round (See STEP)



Space – Increase/reduce the playing area. Create safety zones within the tagging (red) area. Split taggers into zones e.g. girls in the front half, boys in the back half...

Task – Change the physical movement e.g. hopping, jumping

Equipment – Taggers can use pool noodles or balls to tag students with. Use hula hoops for safety zones

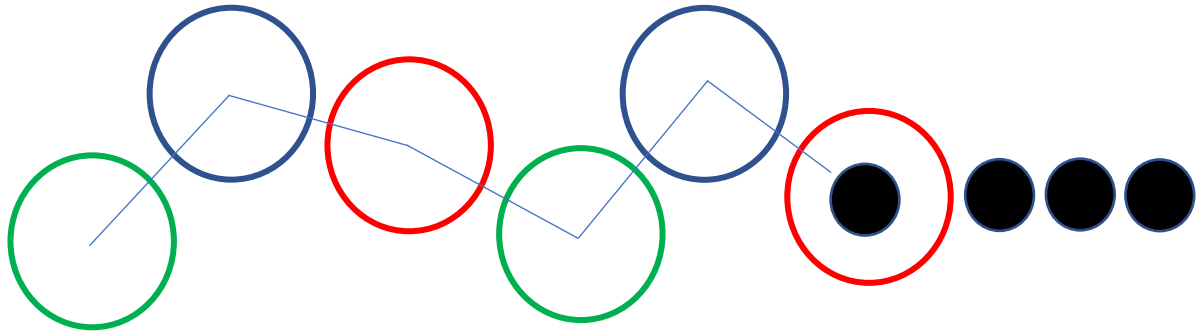
People – Assign different roles and rules to individuals or groups e.g. scarecrow/octopus taggers – keep your feet still and you can only reach out with your arms.

Sliding doors (can only shuffle sideways along the playground lines)

Curriculum links – This simple game has so much potential to be adapted to focus on many of the HPE Achievement Objectives. However, the game has a strong focus on being active and having fun (A2, B1, B2, B3, B4).

TTT – Inclusion is probably the main advantage of this activity – it can be tinkered and tailored to allow all students to have an enjoyable experience!

HOP, SKIP & JUMP

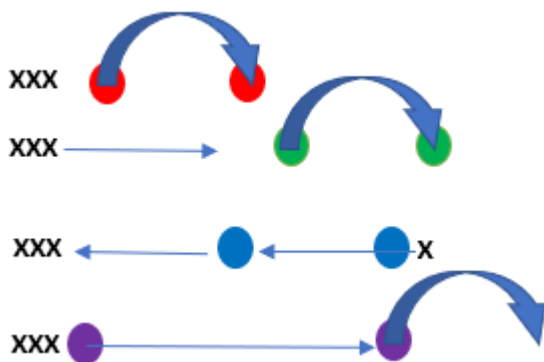


Students line up behind the first hoop. One at a time, they attempt to get through the course to score points
Rules: go through each hoop, try not to touch the edges of the hoops, try to only put one foot down in each hoop
STEP: Change the course/difficulty by moving the hoops, change the task e.g. hopping or jumping through the hoops



Students line up a few steps behind the first skipping rope. One at a time, they attempt to skip over the three ropes in three steps.

Rules: Try to put only one foot down between each hoop. Land on two feet after the third hoop.
STEP: Each round, progress to make the ropes a little further apart from each other. Change the type of jump to a hop, or to full triple jump technique of hop, skip, jump.



Students line up in teams behind their coloured cones. To start the race, the first student in line holds one cone and performs a standing two-footed long jump. They place the cone down behind their feet, before running back to tag the next jumper. The second jumper takes the second cone with them to where the first jumper landed. They jump from this cone to make a new marker. On the way back, they must remember to pick the other cone (old marker) up and return to the next jumper. Repeat this process until all team have jumped over the finish line. Allocate points for fairness, teamwork and race results.

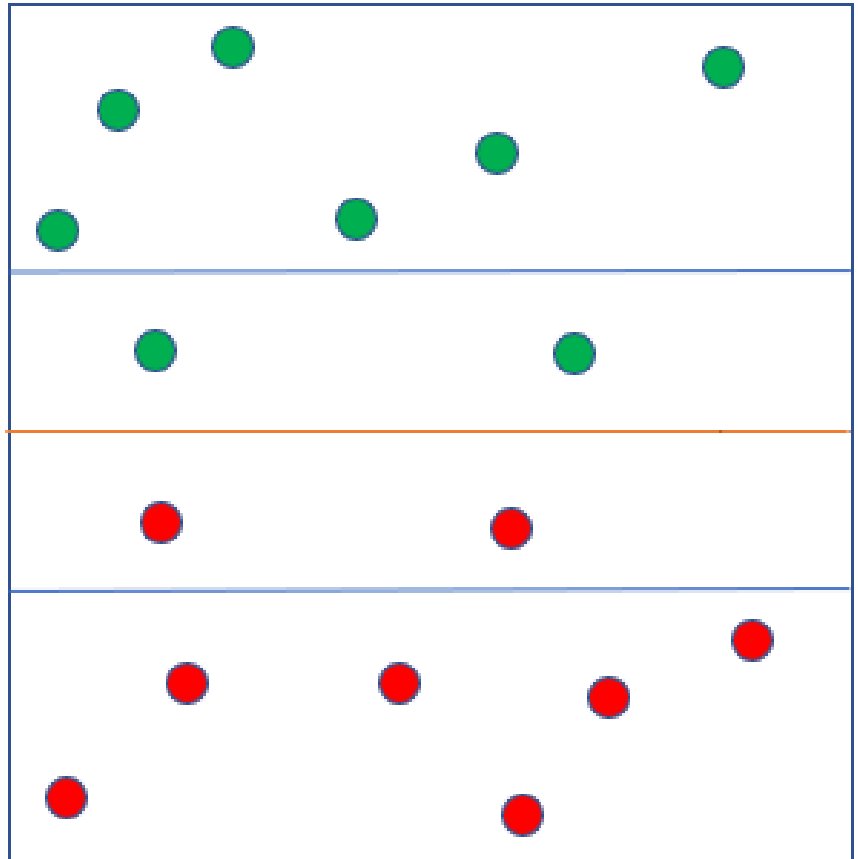
Rules: Cone must be placed behind the back marker of the body after landing.
STEP: Change the type of jump to a hop, skip, or running jump. Use hoops instead of cones as markers.

“NOT IN MY GARDEN!”

Objective Work as a team to clear the litter from your garden. Play fairly and be honest.

How to play

- Split students into two teams, separated by a “garden fence” as shown in the picture
- Students are not allowed to enter the opponent team’s garden
- Empty the “rubbish” (balls) into both gardens
- On the “go” signal, students throw/roll the rubbish over the fence into the other team’s garden. When the whistle is blown to finish the game, students must either freeze with hands on heads, or sit down
- Count the amount of rubbish in both gardens. The team with the least rubbish in their garden is the winner



Space – Add in an extra zone to split the garden into “front” and “back” - students must stay in their assigned area

Task – Change the type of throw allowed. Limit students to not be able to move when they are holding a ball. Students can only throw one ball at a time. Add a “rubbish bin” target at the back of the garden – if students hit this, they win the round automatically.

Equipment – Change the type of object to be used as litter. Assign extra points to specific coloured balls e.g. blue balls are toxic waste, so double points.

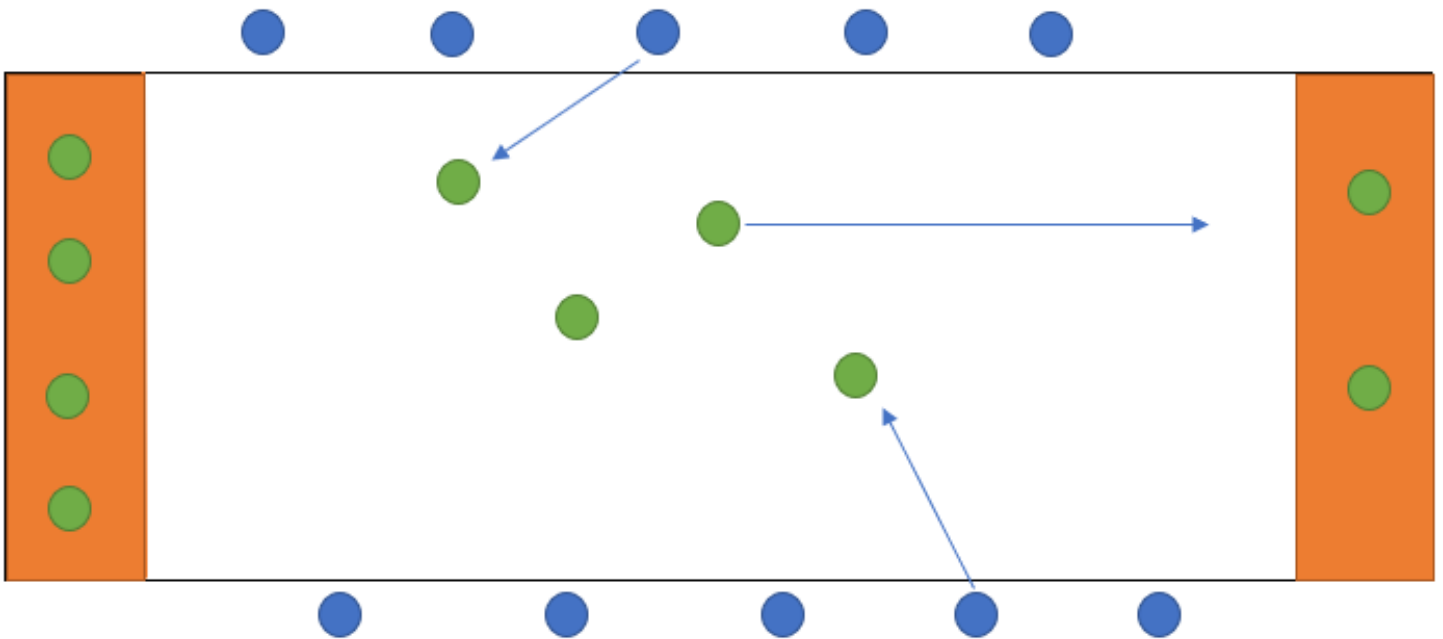
People – This game is so inclusive, as everybody is taking an active part, but you could create some different characters to add to the game.

Curriculum links – D4 People and the Environment (challenging each other to do the right thing if we see rubbish on school grounds, not just leave it to somebody else), C1 Relationships (teamwork & communication) B3 Science & Technology (modified equipment), A3 safety management (following rules and playing safe)

MARIO PARTY



Objective Run, jump, dodge and throw your way through this “super” fun game!



How to play

- Players are allocated a character from Super Mario Bros. (Mario, Luigi, Yoshi, Donkey Kong, Princess Peach, Bowser)
- Bowsers are to begin as the throwers from the sides of the playing area (blue)
- The leader calls out one of the character’s names – all students who are that character must run to the other (orange) safety zone, without being hit by one of the balls that the Bowsers have thrown. If hit, a player becomes a Bowser
- If “Mario Party” is called, all players must run across. Repeat rounds until there is a winner

Space – Make the space larger or smaller, add “safe zones” into the play area

Task – Team vs team: play with no elimination, but Bowsers score a point for every hit they get. Switch after a set number of rounds

Change the type of throw/roll allowed...

Equipment – Change the throwing object

People – Change the theme of the game depending on your student’s interests!

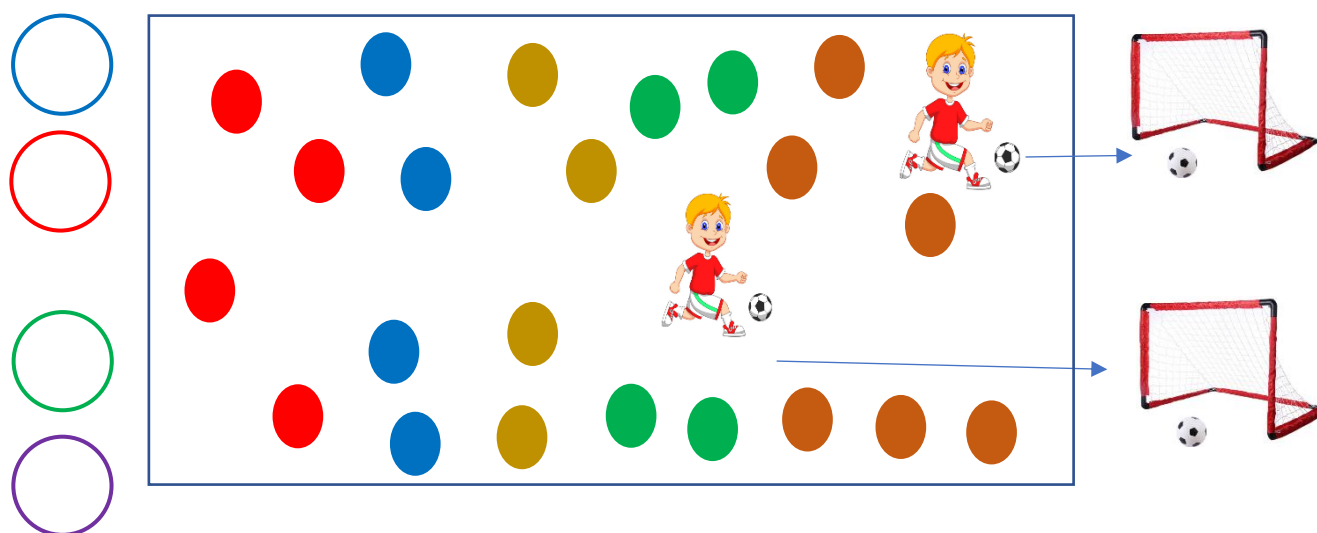
E.g. Christmas theme – Santa, Rudolph...

Curriculum links – This activity develops a range of fundamental movement skills (B1). By adapting the activity, all students can enjoy being active and safe throughout (A2, A3, B2, B3, B4).

SHOOTING STARS



Objective Shoot for the stars in this striking soccer activity!



How to play

- Set up the playing area as shown. Each team has one hula hoop and one football
- One member of each team dribbles the ball and stops it next to one of the coloured cones. They take a shot at either of the goals from the cone.
- If a goal is scored, they can collect the coloured cone along with their ball and return to their team. If the shot is missed, they just collect their ball and return it to the next player
- Play the game out until all cones have been collected. Extra points can be awarded for effort, encouragement, honesty and skills displayed

Space – Increase/Decrease the size of the playing area, or distance from the goals

Task – Change the type of shot, dribble or pass. Award higher points for more difficult shots e.g. red cones = 5pts, blue = 4pts...

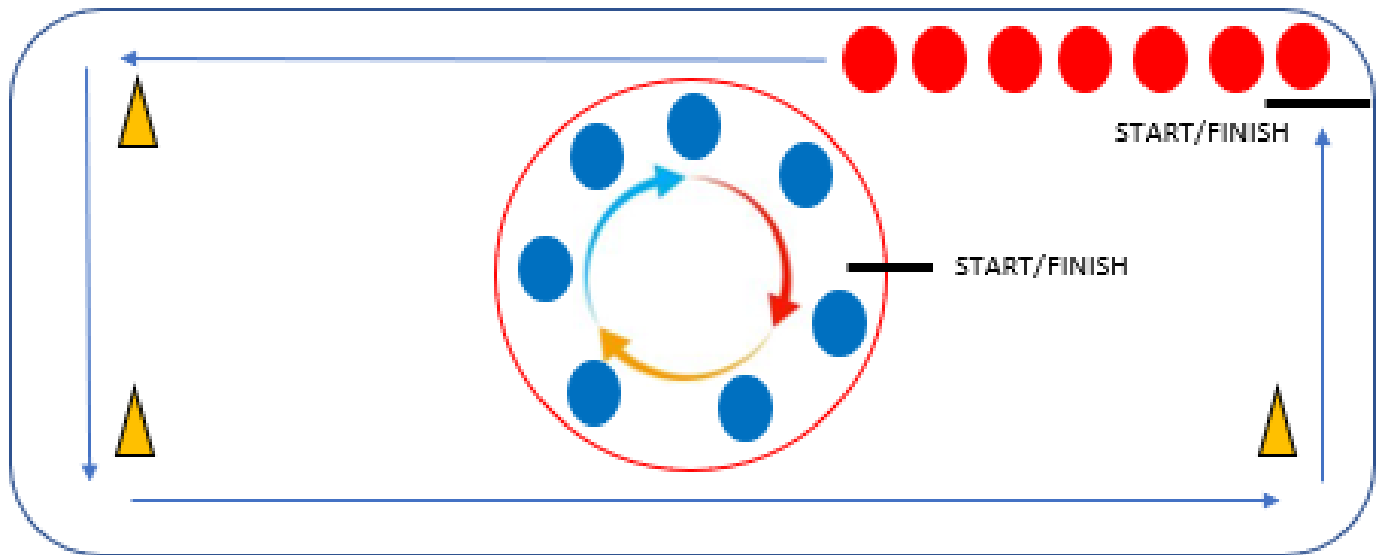
Equipment - Change the type of ball, add obstacles to the dribbling element of the game. Change the size or type of goal

People – Add a goalkeeper/defender to block shots from going in the goal. Allow team members to wait behind the goals to collect stray shots quicker

Curriculum links – Whilst the game has a fundamental skill development focus (B1), there can be many links made to having a positive attitude (B2) and displaying social skills such as honesty, encouragement, teamwork etc. (D1, C1).

RUNNERS VS PASSERS

Objective Work together to be the first team to finish, can you deal with the pressure?!



How to play

- Split students into two equal teams – one team starts as the ‘runners’, the other team as the ‘passers’
- On the ‘GO’ signal, the runners set off around whatever course is laid out for them. At the same time, the passers begin passing the ball through their team. Once the passers have completed their challenge, they all shout ‘STOP’! If any runners have not yet finished, then the passers win the point. However, if the runners have already finished, they receive the point
- Change teams over and play several rounds making small adaptations/progressions

Space – Reduce or increase the size or shape of the passing/running spaces

Task – Change the running movement, the number or type of passes e.g. over and under in a straight line as opposed to round in a circle

Equipment – Change the object passed around, add obstacles to the running course...

People – Change the number of people in each team, nominate different leaders to start the running & passing, put communication limits on team members...

Curriculum links – This activity is sure to get the students excited and cheering each other on (A2, B2). It can be adapted to include A variety of movement skills (B1) and social skills (C3, D1). It’s a high-pressure game and good learning conversations can happen once you see the reaction of others when a ball is dropped or when the runners are waiting for their final team-mate to finish.



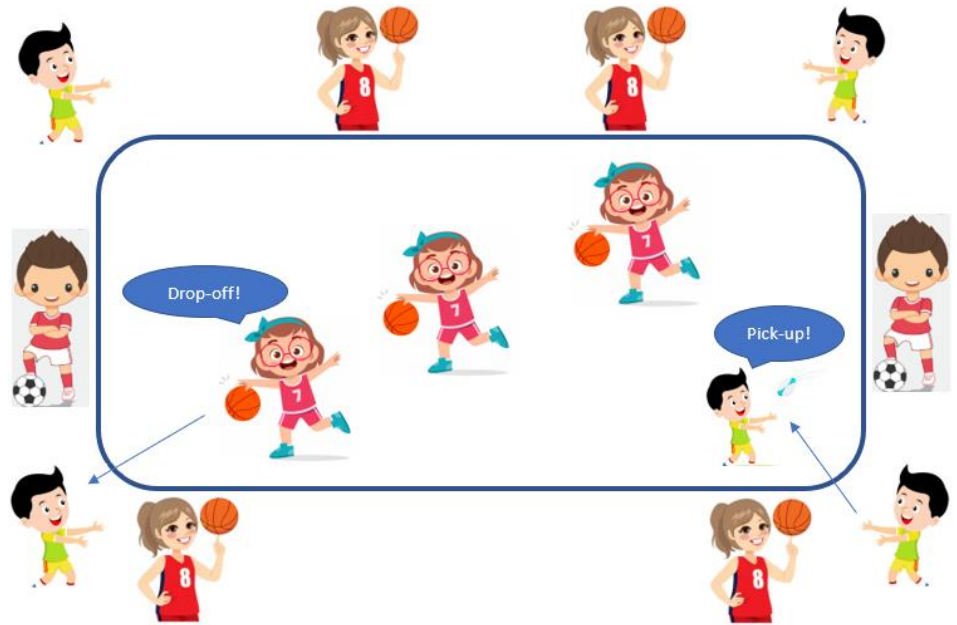
TAXI!



Objective Earn some dollars by 'picking up' and 'dropping off' different sports equipment around the playing area.

How to play

- Set up a large rectangular playing area as shown
- Split the group into two – one group will be the taxi drivers, the others will be on the outside the playing area taking pick-ups and drop-offs
- On the 'GO' signal, taxi drivers find a ball to 'pick-up'. They must dribble the ball to somebody else outside the area who doesn't have a ball in their possession at that time



- On arrival, they 'drop-off' the ball and high five that person (the signal for collecting \$1)
- They then find another ball to 'pick-up', collecting as many dollars as they can within the time limit
- Whilst the outside players are waiting for a driver to pick their ball up, they can practice some skills
- Swap the drivers and outsiders over so everybody gets a turn

Space – Increase/decrease the size of the playing area

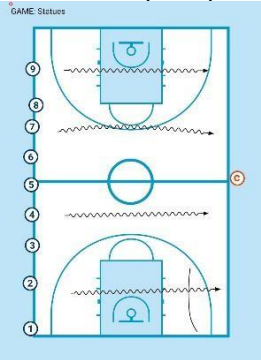
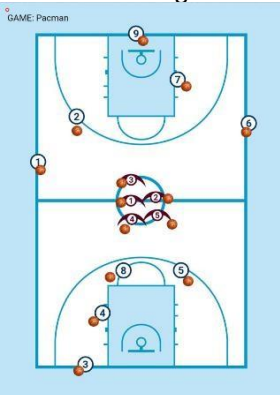
Task – Change the way you travel, pick-up or drop-off. Add tasks for the outsiders to do whilst they wait for a pick-up or drop-off. Add a rule of \$1 fine for every 'crash' taxi drivers encounter with other drivers...

Equipment – Change the balls/equipment used to pick-up and drop-off, add in extra obstacles that are equivalents of traffic lights, roundabouts e.g. travel around a hula hoop, stop at a red cone...

People – You could add the role of a policeman/woman who monitors 'crashes', safety of the 'roads' and 'excessive speeding'

Curriculum links – *Taxi* is a great game using a variety of equipment (B3) to build fundamental movement skills (B1) within a real-life context (A2, B2, B4). There are great links to road safety (A3) and can lead to deeper learning about the safety in and around the school environment (D1, D3)

Date: 7 April 2021	Age: Year 3 and 4 Bounce - Mini - Pro - All Star	Equipment Required: 4-6 large cones, 5-6 bibs Ball per player, Bball court lines or Chalk
Session #: 1		
Duration: 25		

Session Focus:		
Success Criteria - Ball Control: Dribbling and ball handling - Starting and Stopping with control, Balance - Team Work: Taggers (Ghosts) – Decision Making: Pacman - choosing a path to avoid a tag		
Timing	Introduction and Lesson Overview:	Teaching Points
3 mins	Introduce coaches Quick overview of lesson and rules	Engage audience with questions
4 - 9	Skill Development: Dribbling - (ball per player) Intro to Dribbling: Stationary Dribbling <ul style="list-style-type: none"> a. Strong hand (can you bounce 10 in a row?) b. Weak hand (can you bounce 10 in a row?) c. 123 – ABCs (3 dribbles in one hand, 3 dribbles in other hand) d. 123-ABCs + Call out Numbers (coach holds up fingers, players to call out the number). Forces players to dribble with eyes up 	Dribbling POE's <ul style="list-style-type: none"> - Ball in Finger tips, - Keep below waist, - eyes up)
9 - 13	Warm Up Game: Statues - (ball per player) Played in a grid about the size of a full bball court. All players lined up along sideline. Aim of the game is to be first to the other sideline. Players 'GO' on coaches whistle and 'STATUE' (Freeze) on a double whistle. If players lose ball or lose balance while a statue, they go back to the start. Progressions: <ul style="list-style-type: none"> • Weak hand only • Alternate hands when dribbling • Stop and balance on 1 foot only • Coach to use visual signal only i.e.arm up (go) or down (stop) - forces eyes up 	<ul style="list-style-type: none"> - Dribbling fundamentals while in motion - Two-foot Jump Stops 
13 – 23	Play: Pacman (ball per player) Nominate 4-6 ghosts (provide bibs) and everybody else is a pacman. All players must only travel along the lines of the basketball court. Ghosts start in the centre and work together to tag out all the pacmen. When tagged, you are eliminated and must sit down off the court. Last pacman wins. Progressions: <ul style="list-style-type: none"> • Designate different lines for different movements or dribbling (eg. sliding / skipping, L) hand etc) 	<ul style="list-style-type: none"> - Dribbling fundamentals while in motion - Change direction, Avoid Ghosts) - Team work (ghosts) to trap pacmen - Decision making 
23 - 25	Cool Down / Review: Balls placed back in ball area Have a seat Session Recap: What did we learn! What games did we play? What sorts of movement occurred in the games? What basketball skills did you use in the games? How do you dribble with control?	



Tricky touchdowns

Fundamental movement skills:

- run
- evasion (side-stepping, agility)
- dodge
- effecting a touch-down

FOUNDATION TOUCH NZ COACHING COURSE

Tricky touchdowns

One at a time attacking players with a football enter the playing area and quickly choose one of two possible lines to run over before being tagged by a defender. Players change roles frequently. Play with up to ten players per game.

LESSON 1

- > GET INTO IT
- > 15 MINUTES

SKILL FOCUS

- > Evasion (side stepping);
- effecting a touch;
- touchdowns

EQUIPMENT

- > 1 x football per player on attacking team; 6 x marker cones

What to do

- > Organise players into two groups at diagonal points of the playing area.
- > Attackers line up behind a cone or marker with a football each.
- > A defender can only enter a playing area once an attacker has entered the area.
- > One point = attacker runs over a selected line without being touched.
- > An attacker and defender must quickly move out of the game as soon as the attacker is either touched or runs over the selected line.
- > Swap roles when all attackers have had a turn.



Tips

- > Each play between an attacker and defender should last no longer than ten seconds.
- > Look for role models who push hard off the foot to step and evade a defender.

Change it

- > Two points = attacker scores a touchdown by grounding the ball on or over the scoreline (even if they are touched as they place the ball down).
- > An acting half standing near the attackers can pass the ball to the attacker who then enters the playing area on the run.

5 BALL SMASH!

EQUIPMENT

- 5 Balls (Tennis or Soft Balls)
- 5 Tees (or cones)
- 2 Stumps
- 1 Bat

FUNDAMENTAL MOVEMENT SKILLS

Locomotor Skills

- Running and dodging

Manipulative Skills

- Striking with an implement

Objective

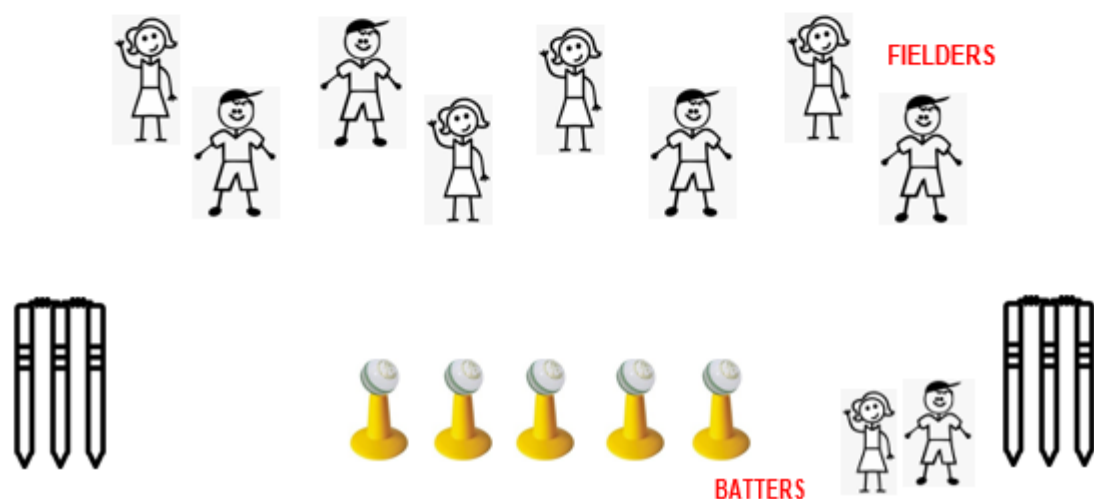
Smash the ball and RUN! Gain as many runs as you can for your team.

Tactical

Fielding—teamwork. Batting—manipulate where you hit the ball (away from fielders)

How to PLAY

- Split group in to two teams: Batters and Fielders.
- Batters—Hit 5 balls from the tee then run between the wickets. Each time you reach a wicket = 1 run. Stop running once all 5 balls are on the tees and fielders yell "STOP". Next batters turn.
- Fielders—Gather all 5 balls and place on the tees in between the wickets. Yell "STOP" once all balls have been retrieved. Fielders cannot retrieve balls until all 5 balls have been hit off the tees.
- Once all batters have completed their turns teams swap over. Batters become fielders, fielders become batters.



SNOWBALL TAG

EQUIPMENT

- Balls (Tennis or Softball)
- 4 Cones (or marked lines)

FUNDAMENTAL MOVEMENT SKILLS

Locomotor Skills

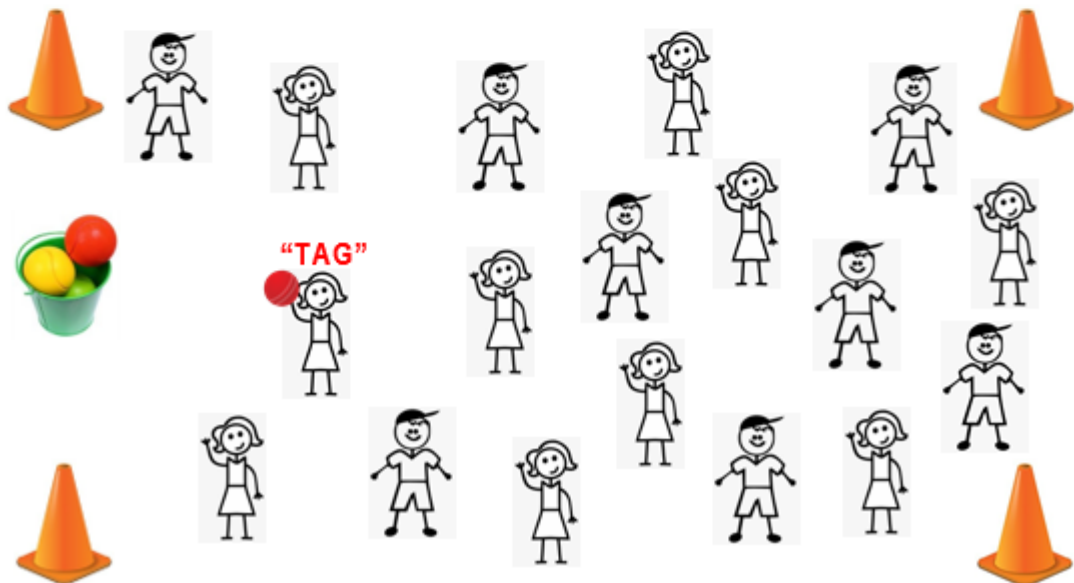
- Running and dodging

Objective

Avoid being tagged.

How to PLAY

- Create a zone which all players need to stand in.
- The teacher gives a ball to one student. They are the tagger that everyone must avoid!
- The tagger will run around trying to “tag” the other players, who cannot run outside of the area. The tagger must tag below shoulder and above knee height. Tag must be soft—no throwing!
- Once tagged, players retrieve a ball from the bucket and become a tagger too.
- The last player tagged is the winner.



Fundamental Movement

Skills:

Run, agility, pass, throw, catch, intercept (defence).



Knee Tag

No. of players: In pairs

Area: Small area

Equipment: Nil

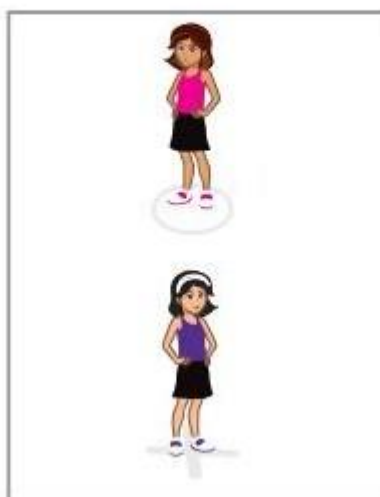
Aim:

To try and tag your partner's knees as often as possible, while avoiding your own knees being tagged.

- In pairs, get in a squat position, facing each other. Encourage players to stick bottom out and bend in hips.
- Partners try to tag each other's knees, while trying to avoid being tagged. This helps to develop change of direction and dodging.
- Players cannot turn and run away from their partner.

Challenge:

- Work to tag your partner three times in a row.



Fives

No. of players: 2 groups of 5

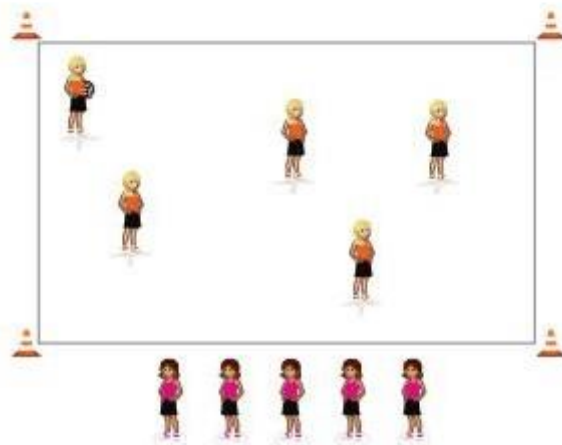
Area: 5m x 5m

Equipment: 1 ball, cones

Aim:

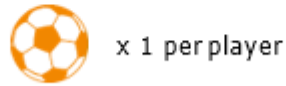
For your group to be able to continue to get five passes as the defence pressure grows. On every fifth successful pass, another defence enters the area. Use your dodges to beat the defence.

- The orange group starts inside the area, while the pink group lines up outside the area.
- The ball is passed between the orange group, who work to complete five successful passes.
- Once five passes have been achieved, one player from pink group is added as defence.
- The orange group work to complete another five passes.
- If successful, add another player from the pink group to increase the defence pressure.
- Continue until all players from both groups are involved.
- If a turnover occurs, the groups swap roles and the activity restarts.

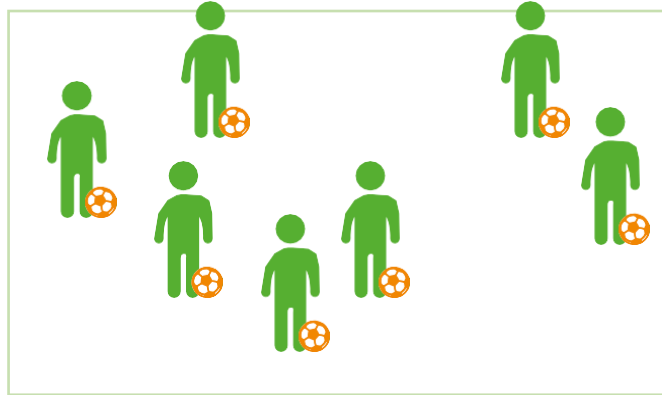


INDIVIDUAL SKILLS | BALL FAMILIARISATION

EQUIPMENT



SET-UP



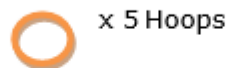
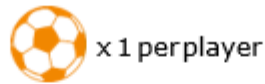
PLAY

1. Players dribble around a set area and follow commands given by coach at random:
 - Trap the ball under your foot
 - Trap the ball with the inside of your foot
 - Trap the ball with the outside of your foot
 - Trap the ball with your non-dominant foot
2. Once players have followed the instruction, instruct them to continue dribbling.
3. Repeat with varying commands so players get comfortable with each method for trapping the ball.

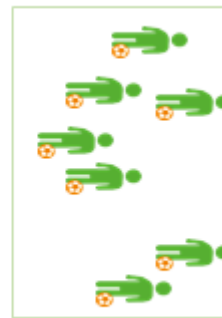
Prompt Questions:

- Which part of the foot is best for trapping the ball?
- Which part of the foot is best for dribbling the ball?
- How does it feel when you dribble/trap the ball using different parts of your foot?

EQUIPMENT



SET-UP



PLAY

1. Choose four players that will start as the crazy kickers (Behind the hoops)
2. The rest of the class are the trappers, who are out in the outfield.
3. Each crazy kicker will have 2 – 3 balls (enough for one ball per trapper to bring back)
4. Crazy Kicker can kick the balls anywhere once the coach/teacher calls "go"
5. After the crazy kickers have kicked all the balls out, they must turn and run to the cone and back to their hoop as many times as possible before the trappers kick the balls to their hoops.
6. The trappers dribble a ball each back to the hoops in front of each crazy kicker.
7. Now it's time to choose new crazy kickers.