



## MATHS BALL 17807

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1 x Maths Ball

### SUGGESTIONS

The suggestions supplied are intended to be a starting point for your activities only. Adapt the activities suggested to meet the needs and abilities of your clients. If these activities are inappropriate or too difficult, modify them to suit.

#### 1. CO-OPERATIVE RELAYS

Organise players into equal teams of 4 to 6.

Line them up in relay race formation behind a starting line (shown below as |):



Team 1

XXXX(X)(X) |

^

Team 2

XXXX(X)(X) |

^

Team 3

XXXX(X)(X) |

^

Team 4

XXXX(X)(X) |

^

#### 1a. Maths Relay with one Maths Ball

Before each round of racing begins, the person supervising the activity will specify an instruction to be followed e.g. jumping, push-ups etc. The Maths Ball will then be rolled in front of the players to show how many times the instruction must be followed. For example, if the supervisor says 'step to the left' and the Maths Ball shows 5 when it's rolled, players will step to the left 5 times (5 repetitions).

The race begins on the supervisor's cue. Upon this cue, players go to the cone (shown above as ^) as fast as they can and then complete the correct number of repetitions. Once these have been done the player moves back to the team and the next player begins.

Suggested progression: In round 2, roll the Maths Ball twice and total up the numbers for the number of repetitions to be carried out. Continue in this way, e.g. in round 3, roll the Maths Ball 3 times etc. The + and – signs can be ignored if desired or used if the Maths Ball is rolled several times – i.e. to add or subtract the following number rolled to work out how many repetitions should be carried out.

#### 1b. Maths Relay with several Maths Balls

Use one Maths Ball per team.

Place the Maths Ball by each cone. This time, on the cue, the player rolls the Maths Ball as they get to the cone and then carries out the number of repetitions indicated by the Maths Ball.

2. Race for the Right Answer

With the players still in relay teams as before, place a large piece of paper on the floor behind each cone and Maths Ball. On the cue, the player goes to the Maths Ball, rolls it and records the number on the piece of paper. The next player then adds the number they roll to the previous number and so on. For example, if the first player rolls a 5 and the second player rolls a 3, the second player writes 8 on the piece of paper. If the third player rolls a 2, he or she writes 10 on the paper and so on. Again, you can choose to use the + and – signs according to players' abilities.

As an alternative, the second player can write their number under the first player's number and so on leaving the last player or all the players to add these up e.g.:

$$\begin{array}{r} 5 \\ 3 \\ \underline{2} \\ 10 \end{array}$$

3. Sport Specific Skill Practice

Roll the Maths Ball to obtain a target number for the practice.

e.g. number of successful football passes

Roll the dice twice or more as skills improve to obtain a higher target

4. Number coded exercises

Assign an exercise to a number

e.g. 1 = jumping jacks

2 = sit ups

3 = push ups

4 = squats

5 = skips

6 = leg lifts

Write these on easily seen pieces of paper.

Roll the Maths Ball to see which exercise has to be done.

Note: 6 is distinguishable from 9 by the little line.