Players run in random directions in a defined area. Players are made aware of the fact that the activity is focused on learning to play safely in the presence of others.

What to do

Setting up

> Define the playing area – a key step in any player/space awareness activities.
> Disperse the players.

PLAYING

> Players move around, mindful of other players, the boundaries and the surface. For example, if playing outdoors, are there any holes in the ground?
> If indoors, an option is to use a backdrop of music.
> Change the locomotion – e.g. run, walk, hop, skip, gallop.

Change it

> **How many ways can you...?** – every locomotion has its variations, e.g. for *running*, vary the speed, length of stride, noise made by feet, body low or high, funny variations, on the spot, height of knees, height of feet at the back, direction, arm position, clap in various positions.
> **Run and balance** – players run randomly as above. The coach calls ‘freeze!’ and the players have to balance – either one of their own choice or a nominated balance (e.g. balance on 1 to 4 body parts).

> **Run and groups** – the coach calls a number (e.g. ‘5!’) and players quickly form groups of 5. A fun variation is to call a number and body part, e.g. ‘5 hands!’ . Players come together with 5 hands touching. Use the final number called for the next activity – this assists in a quick transition.

Safety

> Choose an area away from walls and other obstructions.
> Start simply – add new challenges over time.
> Start with a slow locomotion (walking if necessary).
> Only add variations when players demonstrate effective space and other player awareness. For first-time players, this may take several sessions.

**LEARNING INTENTION**

*Look out for others!* is an important prerequisite to ensure that students are able to move around a playing area without running into other students or objects. Effective player and space awareness is a key preventive skill and should be continually reinforced.