MOVEMENT EXPLORATION

3 hands, 2 feet

Pairs hold hands and run randomly around the room then, on your call, perform a specified balance.

What you need

> 1 scatter mat per pair or a soft grassed area

What to do

> On ‘GO!’, pairs move freely around the room holding hands until they hear your signal.
> Call out combinations including any of the following: feet, bottom, shoulders, knees, hands, backs, elbows.
> Players find a mat and assume the position called, e.g. if you call out ‘THREE HANDS, TWO FEET!’, pairs form a balance with only these number of body parts touching the ground.
> Players hold their position for a set time, e.g. 10 seconds.
> Players must always be in contact with one another to maintain balance.

Change It

> Balance with a partner who is a different size.
> Introduce equipment (such as hoops, balls and bean bags) that must also be used in the balance.

Safety

> Make sure players are performing their balance on their mat or soft grass.
> Do not allow players to use their head as a balance option.

> Ensure players securely ‘brace’ one another with appropriate hand grips (e.g. the monkey grip or Roman grip). These must be firm and strong.
> Match participants appropriately.
> Make sure players are controlling their exits from the balance.

Ask the players

> Is it easier to balance closer to the ground or further away?
> How many body parts do you need to have in contact with the floor to feel balanced?
> Can players of different sizes counter-balance?

Learning Intention:

3 hands, 2 feet extends players’ ability to hold a basic shape and introduces making and holding shapes in groups, which is needed for many balancing activities. It can be followed by an activity such as Mini pyramids which further develop this skill.
All-in tag

Everyone tries to tag everyone else! Players who are tagged continue to tag others from a crouch position. (Play with 8–30.)

What to do

> Establish a playing area.
> Players tag whoever is nearest.
> Tagged players crouch and can continue to tag others, but can’t change position.

Change it

> A player with limited mobility may have to be tagged twice. Alternatively, use a ‘buddy’ pairing for all players – both players in a pair have to be tagged within 5 seconds. Vary the locomotion according to the ability of the players.

> Walk, shuffle, skip, jump...
> Statues – the coach signals ‘statue’ and all the running players have to freeze in a one-legged statue. Play resumes after 5 seconds on the signal ‘go’.

> Repeat the statue freeze when about half the players have been tagged. On the signal ‘go’, all the crouchers become runners and the runners become crouchers.

Safety

> When you are playing indoors, boundaries should be away from walls or free-standing objects.
> Players can only tag with their hands, NOT their feet.

LEARNING INTENTION

All-in tag builds on introductory spacial awareness activities (see the walking and shuffling variations). Space and player awareness is important for all indoor and outdoor games and sports.
In pairs, players are back to back and pass a ball to one another. (Play with 4 or more.)

**What to do**
- With one ball per pair, players pass the ball back and forth.
- Ball must change hands completely.
- Explore different passes – make up new ones. A pool provides extra scope for inventiveness.
- After exploration – set a time period, e.g., number of passes in 20 seconds.
- Highlight successful passes. Ask children to show their successful passes.

**Change it**
- Swap partners.
- **Easier** – passer or receiver can move feet around.
- **Harder** – move apart.
- Move apart and introduce new passes or positions – e.g., rolling along ground, bounce pass.
- Match players for size in back-to-back activities.

**Safety**
- Waist-height water for the pool option.

**ASK THE PLAYERS**
- Which technique allowed you to make the most successful passes?
- Ask students to demonstrate to the rest of the class.
- How did you cooperate with your partner to pass the ball without dropping it?

**TEACHING TIPS**
- Encourage students to try passing over, under and around their body.
- Remind students about balancing technique (e.g., wide base of support, low centre of gravity) when attempting the counter-balance examples.

**LEARNING INTENTION**
This activity supports students to practise upper body stretching, balance and ball handling skills.
Players try balancing different objects to see which shapes are easiest to balance.

What you need
> Various balancing objects, such as balancing poles (made from rolled up newspaper and sticky tape), feathers (easier), shoes, plastic chairs, baseball caps and broom handles (harder)

What to do
> Players balance various objects to see which shapes are easiest to balance.
> Players use different body parts to balance the objects, such as the palm or back of their hand, or their knee, foot, elbow or chin.

Scoring
> How long can you hold a balance for?

Safety
> Check there is enough space between players/groups and that players are away from walls or obstacles.
> When balancing objects on the head, the chin or the forehead are the safest places. Objects balanced on the nose can slip and fall into the eye.
> Players should not run around while balancing objects.

Ask the players
> What objects balance the best, or the worst?
> How could you ‘act’ to make your balancing act look dangerous and exciting? (e.g. pretending that an object is very heavy or very precious and cannot be dropped or broken).

Change it
> Emphasise the need to look out for others (i.e. leave lots of space for balancing activities).
> Players try walking or lying down and getting back up again while trying to balance their object.
> Players ‘jump’ the balancing object from one body part to another (e.g. one hand to another).
> Players work in pairs to pass balanced objects to each other using the ‘jump’ method.

LEARNING INTENTION:
Balancing act is an introduction to balancing objects, which encourages spatial awareness. It combines well with plate-spinning activities.
The whole group walks around the movement space. A nominated player stops, puts their hands in the air and yells out ‘CATCH ME’. Once the group has arranged themselves behind the player, the player then goes into a stiff body position and the group holds them, supports them down to the ground, and helps them up again. (Play in groups of 8-10.)

What you need

- Floor mats, crash mats or scatter mats.

What to do

- The whole group walks around the room.
- Tap one player on the shoulder who then stops, puts their hands in the air and yells ‘CATCH ME!’.
- The player then goes into a stiff body position and the group holds them, supports them down to ground, and then helps them back up.
- The group tells a player if their body position is too floppy.

Change it

- Vary the locomotor movement that players use when moving around the area (e.g. skipping, hopping, jumping).

Safety

- The teacher will need to be physically involved in all catches at the beginning to ensure the safety of the children being lowered to the ground.
- Use a surface such as crash mats or scatter mats to ensure a soft landing space.

ASK THE PLAYERS

- How can you make sure the balance is safe?
- What is the best body position to have when being caught and balanced by others?
- How can you include everyone?
- When you are supporting a student to the ground, what is the best position to have your hands and body in so that it is safe?
- What parts of your body do you need to tighten in order to hold a stiff body position?

LEARNING INTENTION:

Catch me! is a cooperative warm up activity that also makes players aware of core stability and how to hold a basic shape. This helps to develop the muscle control required for static and dynamic balances.
Circle fun

Players explore different circular movements with different body parts in different directions.

What you need

> 4 x individual posters with the following written on them: left leg, right leg, left arm, right arm
> Wall space or other space to display the posters
> Cards with the following words written on them:
  - large circles clockwise standing up,
  - large circles anti-clockwise standing up,
  - small circles clockwise standing up,
  - small circles anti-clockwise standing up,
  - large circles clockwise sitting down,
  - large circles anti-clockwise sitting down,
  - small circles clockwise sitting down,
  - small circles anti-clockwise sitting down
> Music and music player

What to do

> When the music starts, players move freely around the room.
> When the music stops, players move to a poster of their choice.
> Randomly select a card from your deck and call out the action.

> Players perform the nominated action for 10 seconds using the body part on the poster.
> After 10 seconds, the music starts and players continue to move freely around the room.
> Players must choose a different poster to go to each time the music stops.

Change it

> Make sure players have time to determine the correct direction of movement and avoid going too quickly.
> Encourage players to alternate from right-side movements to left-side movements so that the body is used evenly rather than on the dominant side only.
> Vary the type of music to keep the activity engaging for players.
> Vary the locomotion e.g. hop, skip, animal walks, free choice.

Safety

> Check there is enough space for all players to perform the selected skills/activities.

TEACHING TIPS

> Remind students how to maintain body control when balancing e.g. spread their feet shoulder width apart or spread their arms out wide if they are standing on one leg.

LEARNING INTENTION:
Circle fun is an activity that practises specific directions in circular movements and raises awareness of body parts.
One or two taggers try to tag other players who must perform a corkscrew up and down to become free again. (Play with 8 or more.)

What to do
> When you say ‘GO!’, one or two taggers try to tag other players.
> Once tagged, a player must stop moving.
> To become free, they must bend their knees and slowly turn in one direction towards the floor (like a corkscrew), finishing in a crouched floor position, and then reverse this action to a standing position.
> The game stops after a set period of time or when all the runners are tagged.
> Change runners and taggers frequently.

Change it
> Players choose other up/down body turns to free themselves.

Safety
> Have markers on the wall for players to use as a spotting aid when spinning.
> Avoid too much spinning.
> Make sure the floor covering does not inhibit players’ movement for floor spins e.g. carpet can restrict movement.
> Choose an area away from walls and other obstructions.

ASK THE PLAYERS
> What body position made it easiest to spin downwards?
> How could you use your arms to help you balance?
> Was it easier to go in one direction than the other when spinning downwards? Why do you think it might be easier to go in one direction?

TEACHING TIPS
> Keep your upper body above your knees when rotating downwards and upwards.
> Hold your arms out wide to help maintain your balance.
> Rise up on to the balls of your feet to make rotating downwards easier.

LEARNING INTENTION:
Cork screw tag develops static and dynamic balance skills and locomotor skills.
Using the rules of ‘Simon says’, call out commands for players to perform various fundamental movement skills and movement patterns.

**What to do**

- Ask players to demonstrate various fundamental movement skills or movement patterns e.g. hop on one foot, skip, or tap their head and rub their tummy.
- Players should only follow your instructions when you say ‘Everybody’.
- Mix up the calls and the speed of the calls.
- Do not eliminate players.

**Change it**

- Vary the movement requirements according to player ability or mobility.
- Add equipment, such as balls, hoops or skipping ropes.
- Introduce music and dance patterns.

**Safety**

- Make sure the playing area is free of obstructions.
- Make sure there is enough space between players to safely perform the activity.

**LEARNING INTENTION:**

This activity develops locomotor and non-locomotor skills and can also be used to practise co-ordination activities. It is a good warm-up activity or energiser.
**Frost and Thaw**

One player is *Frost* and is the chaser. Another is *Thaw*. *Frost* tries to tag as many of the other players as possible. Once tagged, they must freeze on the spot. *Thaw* can melt these players by touching them. They can then rejoin the game. (Play with 6 or more.)

**What to do**

- Establish boundaries.
- Start with running.
- Encourage frozen players to call out for *Thaw*.

**Change it**

1. **Vary the travelling skills** – all players have to use the chosen locomotion.
2. **Two Frosts** work together but must hold hands throughout – encourage players to choose their own partner.
3. **Harder for Thaw** – one *Thaw* but two *Frosts* moving independently.
4. **Harder for Frost** – one *Frost* with two *Thaws* moving independently.

**Safety**

- If indoors, boundaries should be away from walls or freestanding objects.
- Players should be familiar with space and player awareness activities such as All-in tag and *Look out for others!*

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**Fun on the spot**

A quick energiser. 3 or 4 running on the spot variations are called. The emphasis is on short bursts of fun.

**What to do**

**SETTING UP**

- You need an unobstructed playing area.

**PLAYING**

- Players are dispersed.
- Call the variations – short burst, e.g. 15 seconds each.
- **Random fun** – players can start with easy ‘all over the place’ jogging and on the call of a ‘fun on the spot’ variation do the nominated on-the-spot activity.
- When players get to know the variations, have them call the variation.

**Safety**

- Choose an area away from walls and other obstructions.
- If *Fun on the spot* is combined with random running, ensure players have completed space/player awareness activities, e.g. All-in tag and *Look out for others!*

**Change it**

- Fun on the spot can be adapted to an arms-only activity, if necessary.

**LEARNING INTENTION**

These activities can be used as warm up activities or energisers to develop body and/or spatial awareness and to encourage physical activity breaks.
**Nose and toes tag**

Three taggers try to tag other players, who must hold their nose and toes if tagged.

**What you need**
- 3 bibs for the taggers

**What to do**
- When you say ‘GO!’, three taggers try to tag other players. Once tagged, a player must hold the toes of their left foot with their right hand. To become free, they must pass their left arm under their left knee and touch their nose.

**Change it**
- Players only hold the toes of their left foot for 3 seconds and are then free.
- Increase the number of taggers.
- Players have to balance on their non-preferred leg.

**Safety**
- Players need to get their balance before trying to touch their nose.
- Make sure the playing area is free of obstructions.

**Ask the players**
- What’s the easiest way to touch your nose?
- Which leg do you have the best balance on?

**LEARNING INTENTION:**
*Nose and toes tag* requires players to be aware of others and emphasises ‘space finding’. It also develops players’ balance and coordination skills.

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**Frozen tag**

One or two taggers try to tag other players, who must hold a static balance for five seconds.

**What to do**
- When you say ‘GO!’, one or two taggers try to tag other players. Once tagged, a player must hold the particular static pose that you call out.
- To become free, they must hold this position for 5 seconds.
- Static holds could include front support, rear support, stork stand, crab support, straddle stand.

**Change it**
- Vary the way in which players can be freed e.g. other players could touch them, crawl underneath them, or step over the top of them.

**Safety**
- Players need to maintain core stability in the static position.

**Ask the players**
- Which balances are easier to hold?

**LEARNING INTENTION:**
*Frozen tag* is a fun energiser that develops core strength. It also requires players to be aware of others.
By selecting cards from a deck, players try to score as many points as possible by moving around the room performing various skills and activities. (Play with 6–30.)

What you need

- A deck of playing cards
- 4 posters with playing card suit symbols
- 4 posters with pictures or descriptions of various skills/activities
- Wall space or another area to display the posters
- Music and a music player

What to do

- When the music begins, players run to the middle of the room and pick up one card each from the deck. They then run to the wall that matches the suit of the card.
- Each wall has a selection of skills/activities e.g., at the ‘hearts’ wall, the card might read ‘cartwheels, jumping jacks, wall handstands’.
- Players choose one of the skills and perform it the number of times indicated by the playing card.
- Once the skill is completed, the player keeps hold of the card and runs to the middle to select another one and repeats the process.

Change it

- Play the activity in pairs.
- Only have one skill to perform at each station.
- Increase the difficulty of the skills at each station.
- When players return to a wall they have already visited, they must perform a different activity.

Scoring

- Play for a set amount of time, or until all cards in the deck have been taken.
- Players score 1 point per card collected.

Learning Intention:

Hearts–clubs–diamonds–spades adds a different element to a drill that might otherwise be boring. It can be used to introduce players to simple skills or incorporate more complex ones and is applicable to any sport, particularly gymnastics, dance, circus and martial arts.
On a call from the teacher, players run towards the teacher (here), away from the teacher (there) or do an activity on the spot (nowhere). (Play with 6 or more.)

What to do
- Establish a playing area – larger for children learning space-player awareness skills.
- Explain the calls.
- Start slowly, e.g. shuffling, crazy walks, tip-toes.

Change it
- Add extra calls, e.g. ‘high-5s’ – children ‘high-5’ three other children; feet must be off the ground when hands touch. Call a ‘balance’ – on one leg, one leg and one hand, two hands and one leg...
- Use different travelling skills – hop, skip, long steps, jumps, high steps.

Calls
- ‘Here’ – players run toward the teacher.
- ‘There’ – players run away from the teacher.
- ‘Nowhere’ – players bounce on the spot.

Safety
- If indoors, boundaries should be away from walls or freestanding objects.
- Players should be familiar with space and player awareness activities such as All-in-tag and Look out for others!

What to do
- Ask students in groups of 8-10 to stand in a circle and place their hands into the centre of the circle and join hands with two different people.

Change it
- Add rope – provide short (60–80 centimetres) pieces of rope for each player. This will spread players out.

Safety
- Disentangle slowly, one at a time if necessary, and communicate.

LEARNING INTENTION
Here, there, nowhere builds on introductory awareness activities. Depending on the “calls” that you make, students can practise locomotor skills and static and dynamic balances.

LEARNING INTENTION
Untie the knot is a cooperative activity that develops critical and creative thinking as groups try to solve the movement challenge.
Hoop stretch

Players explore balancing with different body positions while stretching from inside a hoop.

What you need

> 1 piece of chalk, skipping rope or hoop per player

What to do

> Players stand in a hoop or a marked circle.
> Players make a body position with both feet inside the hoop and both arms outside of the hoop.
> They hold the position for a set time, then stand up and repeat using a different position where feet are inside and hands outside the hoop.

Safety

> Check there is enough space between players.
> Start with a short duration for balances and increase the holding time as the activity proceeds.
> Do not bounce in any stretch position.

Change it

> Have 2 hands on the floor and 1 foot off the floor.
> Put 1 hand on the floor and 2 feet on the floor.
> Have 1 hand off the floor and 1 foot off the floor.
> Move a raised foot or hand.

ASK THE PLAYERS

> How many different balances can you make from inside the hoop?
> Which body parts are you stretching with each balance?
> Does one limb feel more flexible than the other?

LEARNING INTENTION:

_Hoop stretch_ can be used as a warm up activity to develop balancing skills.
Look out for others!

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 in to other students or objects. Effective player and space awareness is a key preventive skill and should be continually reinforced.
A quick energiser. Players perform the nominated ‘low 5s’ or ‘high 5s’ with 4 other players. (Play with 8 or more.)

What to do

SETTING UP
> An area free of obstacles
> Players dispersed over the playing area

PLAYING
> If it is the first time the activity is performed, call on different pairs to demonstrate the choices.
> **Call the action** – remember players do it with 4 other players. If different ‘low 5s’ variations are executed, that’s fine.
> **Challenge** – how quickly can you do it?

Change it
> Choose an appropriate option from those shown – feet/hands combinations are useful.
> Try eyes closed (or use eye shades), players use voice, clapping or tapping to find one another and locate hands/feet.

> **Call a name** – players call to someone on the opposite side of the playing area. Be prepared for some noise!
> **Birthday 5s** – find someone born in February, March or April, etc.

Safety
> Choose an area away from walls and other obstructions.
> Encourage soft contact when hands or feet come together.
> If the activity starts with random running, players should have completed space awareness activities.

**LEARNING INTENTION**

Low 5s – High 5s is a warm up activity that develops cooperative behaviours and can be used to develop locomotor and balancing skills depending on the combinations used.
Players stand in a circle, and one player (the leader) demonstrates a particular skill. Each player in turn around the circle repeats this skill. Slowly introduce more skills.

What to do

- Nominate a player to lead.
- The leader demonstrates one skill (e.g. kicking, blocking, passing, shooting, throwing).

Change it

- The next player in the circle repeats the movement and adds a movement of their own.
- The next player adds another movement, and so on.
- Each player needs to remember the previous pattern.

Safety

- Make sure there is enough space between players to avoid contact.

LEARNING INTENTION:

Mexican wave develops understanding of the movement elements of time and moving in relation to other people.
In groups of 4, players build a mini pyramid. One player is on top of two others, and one player is a spotter. Once they are in position, players in the pyramid put their heads up to the audience and yell 'HO!'.

**What you need**
- Floor mats for each group

**What to do**
- Players form groups of 4 and nominate 2 players as a base, 1 player as the flyer and 1 player as the spotter.
- Two base players form the bottom of the pyramid and are side-by-side on their hands and knees, with their wrists directly under their shoulders, their knees directly under their hips, with their feet and back flat.
- With the assistance of the spotter, the third player (the flyer) forms the same position but on top of the base.
- The flyer stands at the back of the bases, with a foot between each of the inside legs (calves) of the bases.
- The flyer carefully places their hands on the inside shoulder of each of the bases, then places their knees gently and carefully on the base's lower hip and bottom area (not on the spine).
- When in position, all 3 players put their heads up to the audience and yell 'HO!'!
- Change roles and repeat.

**Safety**
- Use a surface such as acromats or scatter mats.
- Check there is enough space between players/groups and that players are away from walls and obstacles.
- Reinforce straight line rules (i.e. hands under shoulders, flat backs, knees under hips, flat feet, no toes tucked under).
- Always have smaller players on top and a larger player on the bottom, or have players of a similar size working together.
- Players on top should not put weight onto the base player's spine.
- Make sure the group stays focused.
- Spotters must never take their eyes off the flyer.
- Take care in guiding the flyer down — one foot down first, then climb off carefully.
- If anyone feels uncomfortable or unsure about performing the pyramid, don’t make them.

**LEARNING INTENTION:**
*Mini pyramids* is an activity that develops teamwork and encourages safe entry and exit for balancing activities.
Players dance freely around the room. When the music stops, players must freeze and form a statue.

**What you need**

- Music player and music

**What to do**

- The music starts and players dance freely around the room.
- When the music stops, players must freeze and form a statue (e.g., tree, stork, airplane).
- Players discuss different statues and choose a favourite one. All students perform the statue that was chosen as the favourite.
- Players repeat and copy a statue from another player in the room the next time the music stops.

**Change it**

- Encourage players to hold the body position for different lengths of time.
- Slow down the pace of the music to allow greater body control when forming statues.
- Players form groups of three and form a statue together.

**Safety**

- Check there is enough space between players.

**Ask the players**

- What are the different ways you can dance around the room?
- How can you make interesting statues?
- How can you use different body parts to make different shapes and statues?
- How can you make sure that you are able to hold your position of the statue once the music stops?

**LEARNING INTENTION:**

Musical statues is an energiser that develops balance skills whilst students respond to a musical stimulus.
Pirate’s gold

The pirate’s crew try to steal the gold from the pirate and make it home without being tagged. (Play with 4–30.)

What you need

> An item that can be used as the gold e.g. a bean bag, ball or skittle

What to do

> One player, the pirate, stands with their back to the group (the pirate’s crew). The gold is placed on the ground 1 metre behind the pirate.
> The pirate’s crew line up across the starting line, 15 metres behind the pirate.
> When the pirate’s back is turned, the pirate’s crew approach the gold.
> When the pirate turns around, the pirate’s crew must freeze. If the pirate sees any of the crew moving, they call out their names. These crew members return to the starting line, and begin again.
> When the pirate turns back around, the game continues.
> The first crew member to reach the gold picks it up and tries to run back to the starting line before being tagged by the pirate.
> Swap pirates after each game.

Change It

> Vary the type of locomotion movement of the pirate’s crew e.g. skipping, hopping or jumping.
> Ask players to freeze in different positions or balances.

Safety

> Make sure players don’t dive onto the treasure in their attempt to steal it.
> When the pirate is tagging a crew member, they must tag gently between the shoulders and the waist.

Ask the players

> What’s the best way to hold a position and not move?

LEARNING INTENTION:

Pirate’s gold is an introductory activity that acts as a warm up for players as well as allowing them to practise holding a basic shape.
In pairs, players try to ‘break’ their partner’s basic shape and test for ‘loose body’.

**What you need**
- Any suitable flat surface, including mats, the floor or a soft grassed area
- Optional: bean bags, small balls

**What to do**
- Players work in pairs.
- One partner lies on the ground and assumes the basic shape of either a tuck position or a banana. The other partner tests for a ‘loose body’, trying to ‘break’ their partner’s shape.
- In the ‘tuck position’, players tuck their legs up to their stomach and their partner tries to push their legs to the ground.
- In the ‘banana position’, players make the shape of a banana and their partner tries to push their legs and shoulders to the ground.

**Change It**
- Add equipment such as bean bags or balls between players’ knees.

**Safety**
- Players are learning how to maintain ‘core’ stability. It is important that the player who is ‘breaking’ or pushing the player making the shape does this with care, using gentle actions only.
- Make sure there is enough space between players.
- Ensure players do not arch their backs.

**Ask the players**
- What muscles do you have to hold tight to make sure your partner doesn’t ‘break’ you?

**Scoring**
- Players score by getting their partners to break their shape as many times as they can in 1 minute.

**LEARNING INTENTION:**
*Spaghetti bodies* is a short, simple activity that makes players aware of their core stability and how to hold a basic shape. This helps to develop physical abilities associated with muscle control, focusing on the lower back and abdomen. It also helps to reduce the chance of injury and forms the basis of many other activities.
Splitting pairs

If a class is already divided into pairs, this activity allows the coach to form 2 new groups. If the 2 new groups are too big, they can be split using this fun activity. (Play with 8 or more.)

What to do

SETTING UP
> Players are already in pairs from a previous activity.

PLAYING
> Call an action such as ‘reach under your knee and join hands while standing on one leg’.
> The first person to perform the call from each pair form group 1 and the other half form group 2.
> Four groups – repeat the previous step.

If there is a dispute about who was first, ask for a repeat and add an extra level of difficulty, e.g. do it with eyes closed.

Change it
> Choose an activity that is appropriate for all members of the group.
> You can substitute less demanding activities.

Learning Intention
Splitting pairs is a fun group management tool that allows the teacher to move from one formation to another whilst students practice non-locomotor movements.
In pairs, players explore different ways of doing turns – ¼ turn (90 degrees), ½ turn (180 degrees), full turn (360 degrees, with spotting) and other turns on the spot in a clockwise and anticlockwise direction.

What you need
> A smooth surface to allow spinning

What to do
> Players form pairs, standing about 2 metres apart, facing one another.
> Player A turns a full circle by performing 4 ¼ turns, while Player B holds up a number of fingers.
> On each quarter turn, Player A calls out the number of fingers Player B is holding up.

Scoring
> Players receive one point each time they call out the correct number of fingers their partner is holding up.
> Player A performs 4 ¼ turns while maintaining eye contact (spotting) with Player B.
> ¼ turn (90 degrees) to the right, looking over left shoulder
> ¼ turn to the right, looking over left shoulder
> ¼ turn to the right, change to looking over right shoulder
> ¼ turn to the right, now looking straight at Player B.
> Repeat in the opposite direction (anti-clockwise).
> Swap roles.

Change it
> Player B holds up coloured cards rather than fingers.
> Have markers on the wall for players to use as a spotting aid.
> Jump ¼, ½ and full turns.

Safety
> Make sure the floor covering does not inhibit players’ movement for floor spins e.g. carpet can restrict movement.
> Avoid too much spinning.

ASK THE PLAYERS
> How does spotting help? What should you do as spotter?
> What are the different ways you can do a ¼ turn?
> How can you combine them?
> Can you add other movements, such as arms, or travel?

LEARNING INTENTION:
Spot turns is an activity that focuses on dynamic balance and locomotor skills to perform simple movement sequences such as jumping, hopping and twisting.
Stone, bridge and tree

A relay race using various static and locomotion movements. (Play in teams of 6–8.)

What you need

- An indoor/outdoor playing area 20 metres in length
- A starting cone for each team and three cones spaced 5 metres apart

What to do

- Teams of 6–8 players line up behind their starting cones.
- When you say 'GO!', the first player runs out to their first cone and forms a stone.
- The second player jumps over the ‘stone’, and then runs to the second cone to form a bridge.
- The third player jumps over the ‘stone’, crawls under the ‘bridge’, and then runs to the third cone to form a tree.
- The fourth player jumps over the ‘stone’, crawls under the ‘bridge’, runs around the ‘tree’ and back to take the place of the ‘stone’. The ‘stone’ takes the place of the ‘bridge’. The ‘bridge’ then takes the place of the ‘tree’, who then runs to the end of the line.
- The game finishes when all players have had a turn at each of the positions.

Change it

- Players stand upright with their legs wide apart to form the bridge.
- Players jump over the stone’s legs instead of their lower back.
- Players skip to the stone, leap to the bridge and run to the tree.

Safety

- Make sure the ‘stone’ participant has their head securely positioned before others jump over them.

Ask the players

- How do you stop yourself getting giddy when you move quickly between low and high positions?

Learning Intention:

Stone, bridge and tree is a fun warm up activity that combines movement with the chance to practise holding static body positions. This helps to develop physical abilities associated with muscle control, especially in the lower back and abdomen, and forms the basis of many other activities.
Taggers chase runners. If runners are tagged, they have to stand on the spot in a stork stand. A tagged runner can be freed by a fellow runner by exchanging a ball with an underarm throw. Either a stork or a free runner can throw the ball. (Play with 8 or more.)

**What to do**

**SETTING UP**
- 2 or more taggers wear bibs.
- Half the runners have balls – which can be different shapes and sizes.
- Establish a playing area with markers. Ensure there are no obstructions.

**PLAYING**
- The game stops after a set period of time or when all the runners are tagged.
- Change runners and taggers frequently.
- Runners – if the ball is dropped in the underarm pass, both players become storks.
- The ‘no drop’ catching rule requires players to work cooperatively, as both thrower and catcher have a stake in the outcome. For players still learning to throw and catch, allow one bounce.

**Change it**
- All runners with balls – to free a stork, both stork and runner have to successfully throw and catch their balls, otherwise both become storks.
- Tag-free islands, bounce pass or non preferred hand pass, size of playing area, replace the stork with another position, e.g. sit with legs tucked and off the ground.
- Use tag-free islands and, depending on the mobility of the player, allow different amounts of time on the island, e.g. as needed or for the duration of the game.

**Safety**
- Choose an area away from walls and other obstructions.
- Enforce the underarm throw and build up speed from a slow speed.
- Ensure players have completed other space awareness activities, e.g. All-in tag and Look out for others!
- Use Change it to accommodate different player abilities.

**Scoring**
- How many consecutive passes without the ball touching the ground?
- No scoring is an option.

**LEARNING INTENTION**
*Stork tag* combines running with cooperative throwing and catching. It also requires players to be aware of others and emphasises ‘space finding’.
Players lean against a wall in a ‘seated’ position and do a variety of ball-handling activities.

**What to do**

**SETTING UP**
- Free wall space without obstructions
- **Individual activity** – one medium-sized ball each
- **Pairs activity** – one ball per pair
- **Group activity** – one ball per group

**PLAYING**
- Try the activities shown.
- These activities can be demanding on the ‘skiing muscles’ (quadriceps) – start with 15–20 second bursts.
- Mix up individual, pair and group (‘down the line’) activities to provide rest breaks.
- Players can be grouped in small teams of 3–4 and compete against each other or pairs can compete against other pairs...

**Scoring**
- How many consecutive throws/catches in a set time?
- Not scoring is an option.

**Change it**
- This activity can accommodate different ability levels – use a chair if required.
- Vary the type of ball, distance between players and type of pass, e.g. in ‘down the line’ the distance between some of the players can be adjusted for throwing variations.

**Down the line** – try all mixed up, players try to make every pass different.

**Pairs activity** – after one throw and catch, partners quickly change places.

**A second ball between the knees** works the ‘horse-riding muscles’ (adductors).

**Safety**
- Ensure no attachments on the wall space used.
- Start with gentle passes and throws.

**LEARNING INTENTION**

Take a seat allows students to practise balancing, catching and throwing skills and apply them in different movement situations.
Team alphabet

Players move randomly around the floor until a letter of the alphabet is called. They then must form groups in the shape of the letter. (Play with 8–30.)

**What to do**

- Players move randomly around the room using a locomotion skill that you call out (e.g., skipping, hopping, jumping).
- Call out a number and a letter and players must form a group of this number and then, using various balancing techniques, form the shape of that letter.
- Call out 'TEAM ALPHABET!', players resume moving around until you call the next number and letter.
- Letters that are easier to form are: A, C, D, E, F, H, I, K, L, N, T, U, V, Y, Z
- Letters that are harder to form are: B, G, J, M, O, P, Q, R, S, W, X

**Change It**

- Suggest players form letters while lying on the floor.

**Safety**

- If players are elevated when forming letters, make sure the group lowers them down safely to avoid injury and that the activity is performed on a mat.
- Match players appropriately, especially if any weight-bearing action is likely.

**Ask the players**

- What letters are easiest to form?
- How can your group best work together to form the letter?
- What is the safest way to exit a letter when players in your group are up high?

**LEARNING INTENTION:**

*Team alphabet* extends players’ ability to hold a basic shape and introduces making and holding shapes in groups, which is needed for many balancing activities. It can be followed by an activity such as *Mini pyramids* which further develop this skill.
Players experiment with movements by pretending they have lost movement of a particular body part.

What you need

> Music and music player

What to do

> Players move freely around the room in time with the music.
> When the music stops, call out a particular body part e.g. knees.
> When the music re-starts, players move around the room pretending they cannot move this body part e.g. players walk without bending their knees.

Change it

> Eliminate the flexibility of hips, ankles, wrists or spine.
> Ask players to perform a range of scenarios without the use of particular body parts e.g. eating an ice cream without bending their elbows, or crossing a road without turning their head.
> Ask players to perform a range of tasks without using particular body parts e.g. ask players to try to sit down without using their knees.

Safety

> Make sure movements suit players’ movement capacity.

Ask the players

> What happens if you try to move without the use of a particular body part e.g. knees or neck?
> What did it feel like when you were asked to sit down without using your knees?

LEARNING INTENTION:

What happens? is an activity that teaches the importance of particular body parts in body stability and movement mobility.