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’.

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.
Beat the ball

A batting team, a fielding team and 4 bases. A bowled ball is hit into the field. The batter runs around the bases while the fielders pass the ball around the bases in the opposite direction. Many variations are possible. (Play 5 v 5.)

**What to do**

**BATTERS**
- The batter hits a bowled ball (underarm throw, one bounce).
- All batters attempt to run around the bases as a group to the finish position (1–2–3–4).
- The ball must be hit within the boundary area, otherwise the hit is re-taken.
- The batter is not out if the ball is caught on the full.

**FIELDERS**
- Initially, fielders must stand at least 1m away from a base in the outfield.
- A fielder retrieves the ball. This is the signal for the other fielders to run to a base. The ball is passed in the direction fielder–3–2–1–4.
- The last fielder to receive a pass calls ‘STOP!’.
- A penalty applies if ‘STOP!’ is called too early – the batters receive a point irrespective of position.

**Scoring**
- One point is scored for the batting team if the batter reaches home before the fielders pass the ball around the bases.
- An extra point is scored if the ball passes through the ‘bonus gate’.

**Learning Intention**
Beat the ball is a striking and fielding game that gets everyone involved. The game encourages teamwork and thoughtful placing of the ball by the batter.
Beat the ball

Coaching
> Use player role models to emphasise effective batting and fielding plays.
> Variations allow adaptation to a wide range of player ability levels.

Game rules
> Batting action – throw or kick into the field of play.
> Bowling action – self feed, cooperative feeder, hit from a batting tee, an overarm bowl.
> Fielders vary the pass – allow any pass or vary the pass between fielders. Include novelty passes, e.g. under a leg.

> Rolling – use rolling or kicking to pass between fielders.

Distance between fielders – vary the distance and position, e.g. all fielders along the line.

Hitting direction – add a bonus gate. The batter receives a bonus point if the ball goes along the ground and through the gate.

Scoring variations
– One point for each base before ‘STOP!’ is called.
– Batter can run around bases more than once.
– If the ball beats the batter home, the fielders get one point.
– Batter is out if ball is caught on the full.

Equipment
> Use different bats – allow player choice.
> Use different balls – e.g. size 3–4 soccer ball for kicking option.
> Use a batting tee – if required.

Playing area
> 4 bases – increase or decrease the separation.
> Outer field size – increase or decrease.

Safety
> Batters must drop and not throw the bat.
> Batters should hit below head height.
> Fielders must not interfere with running batters.
> Fielders should call ‘mine!’ when fielding the ball.
> The batter should know where the ball is at all times.

ASK THE PLAYERS

Fielders
> ‘Where is the best place to stand?’
> ‘How can you be ready to back-up if a team-mate misses a ball?’

Batters
> ‘Where is the best place to hit the ball?’
> ‘What do you do if the fielders have your “best place” covered?’
**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.

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**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.

ASK THE PLAYERS

> How can we make this activity more active?
> How can we alter the activity to make sure everyone is involved?
> What challenges could you set if you were “Simon”?

TEACHING TIPS

> Ensure that players are using correct techniques for each of the movement skills that are nominated.

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.
3 players form the net by holding hands. They catch others by surrounding them. Caught players join the net and the game continues. (Play with 6 or more.)

**What to do**
- Establish boundaries.
- Nominate 3 players to be the net. Other players disperse. Start the game on a signal.

**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*.

**Change it**
- Vary the size of the playing area.
- Vary the methods of locomotion.
- *Larger groups* – start with two or more 3-person nets.
- *Free players* – pair off and have to evade the net by running in pairs.

**Hospital tag**

A nominated player tags any other player. The tagged player becomes the new tagger but has to hold the part of the body that was tagged. (Play with 6 or more.)

**What to do**
- Establish boundaries.
- Nominate a player to be the tagger – disperse the other players over the playing area.
- Start the activity with jogging.

**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*.
- Encourage players holding a body part to be on the lookout for other players.

**Change it**
- Every player has to mirror the tagger who is holding a body part (i.e. hold the same body part as the tagger). Players will have to be extra alert because everyone else looks like a tagger!
Flip it

2 groups. Each player has a marker. Half the players place their markers with the round side up and the other half with the round side down (dish up). On a signal, players run around trying to flip over the other group’s markers to match their own.

What you need

- A marked playing area
- One dome shaped marker per player or alternative (e.g. skittles or cones)

What to do

- Divide the players into 2 groups, see Form a group and Birthday groups for group formation ideas.
- Play for a set time, e.g. 45 seconds.

Scoring

- Whichever group has the most domes or dishes standing at the end wins.
- If a skittle is used, it only needs to be knocked over (not placed upside down!). It is much easier to knock over skittles, than to flip over markers, so start with fewer skittles than there are players. Don’t forget to count the starting number!

Change it

- Playing area – bigger or smaller.
- Separation – vary the separation between markers.
- Teams – partition the playing area and have smaller teams, e.g. 4 v 4.
- Uneven numbers – use the first round as a basis for changing numbers.
- Flip and run – flip the marker and run to a corner.
- Vary the locomotion.

Safety

- Players should adopt actions to avoid bumping heads – look short and look long.
- Use a ‘braking’ activity – as a player approaches a marker, they do something to slow down, e.g. jump and clap.
- In a confined area, restrict players to walking.

ASK THE PLAYERS

- How did you know which dome you should head for to turn over/up?
- How did you avoid running into other players?
- Demonstrate different ways that you can warn other players that you are going to change direction or stop.
- Why is it important to know when someone is going to change direction or stop?

LEARNING INTENTION

The focus of this activity is on spatial awareness and peripheral vision e.g. knowing where other players are in relation to the direction they are moving.
Follow the line

A designated player tries to tag players who are moving around a court area following the lines. Once tagged, players form ‘force fields’ for the remaining players. (Play with 8–30.)

What you need

- An indoor/outdoor playing area marked by lines that intersect with one another, or tape/chalk for line markings

What to do

- Designate one player as the tagger. All other players are scattered around the court on a line.
- On your signal, players begin to move around the court, following the lines.
- The tagger tries to tag players by following the lines.

- Once a player is tagged, they must sit down in the spot they were tagged and become a ‘force field’. This means they stop any players from getting past, except for the tagger.
- ‘Force fields’ cannot move.
- The game continues until all players have been tagged.

Change It

- Use cones or bins to be ‘force fields’ at the start of the game.
- Introduce a player who can free ‘force fields’.
- Introduce more than one tagger.
- Vary the locomotion movement in which players travel (e.g. hopping, jumping, lunges, side step, grapevine).

Safety

- When players are ‘force fields’, make sure their hands are off the ground.
- The tagger must tag gently between the shoulders and the waist.

ASK THE PLAYERS

- When tagging, what’s the best way to corner and tag a player?
- When running away from a tagger, where is the best place to run to?

LEARNING INTENTION:
Follow the line is an energiser or warm up that requires students to avoid being tagged by nominated player whilst running along the lines of the court.
Form a group

Players run around in random directions avoiding body contact with other players. The coach calls a number and players form groups of that size.

What to do

**SETTING UP**

➤ Mark an area free of obstructions – disperse the players.

**PLAYING**

➤ Start with slow jogging.

➤ Try several group sizes before you get to the number you would like for a subsequent activity, e.g. start by calling 2s, then 6s, and finally the group size you want, such as 4s – you may wish to add a ‘new people in the group’ rule for the second and third calls.

➤ As an option, use some bright music as a backdrop. Stop the music and call the number for the group size.

**Change it**

➤ **Vary the locomotion** – e.g. short bursts of running, hopping and fast walking before calling a group size.

➤ Players have to run to the nearest boundary and touch it with their feet before forming the group.

➤ Walk rather than run.

➤ Use at least 2 large zones – this will channel players into a zone. Call ‘freeze’ – players freeze on the spot. Now call the group size – players closest to a player whose mobility may be restricted form a group.

**Safety**

➤ Choose an area away from walls and other obstructions.

➤ Players should be familiar with space and other player awareness activities.

➤ Start with slow running.

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**LEARNING INTENTION**

*Form a group* combines running with cooperative throwing and catching. It also requires players to be aware of others and emphasises ‘space finding’. See cards All-in tag and Look out for others!
Frogs and lily pads

Players continuously jump from lily pad to lily pad using a two-foot takeoff and landing technique. (Play in groups of 4–8.)

What you need

> A 10m x 10m square marked out by 4 cones (the pond)
> Hoops to be used as lily pads

What to do

> Randomly distribute the hoops inside the pond, making sure they are not too far away from each other (i.e. jumping distance).
> Players jump from lily pad to lily pad and see how many they can land on in a given amount of time, e.g. 60 seconds.
> If there is more than one frog on the lily pad, it will sink. If a player jumps onto a lily pad with another player already on it, the original player must immediately find another lily pad to jump onto.
> Players may jump into the pond as well as onto the lily pads.

Scoring

> See how many lily pads players can land on in 60 seconds.

Change It

> Have more or less lily pads than players.
> Players can jog in between jumping on lily pads or in pond.
> Players can take off from one foot but should always land on two feet.
> Introduce a tagger. Players must jump around the pond and avoid the tagger. Players are safe if they are standing on a lily pad, but as soon as another player jumps on that lily pad the original player must find a new one. If a player is tagged, they become the new tagger.

Safety

> Encourage players to look before they jump, so they don’t collide with other players.
> When using low boxes, a player cannot jump onto it when there is another player already there.
> Players must be careful to land in the centre of the box so they don’t tip it over.

TEACHING TIPS

> Swing arms behind and then forward to propel yourself up and forward when jumping
> Bend your knees as you land to cushion yourself
> Land on both feet at the same time to maintain your balance

LEARNING INTENTION:

Frogs and lily pads is a fun warm up activity that introduces (and allows players to practise) the correct jumping technique, which is a fundamental skill for many other activities. It can be followed by activities that further extend spring and landing or rotation skills.
ENERGISER

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.

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!

**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.

### 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.

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

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

**LEARNING INTENTION:**
*Frozen tag* is a fun energiser that develops core strength. It also requires players to be aware of others.
**What you need**

- Sufficient bean bags for each team, markers to designate lanes and boundaries
- Establish boundaries.

**PLAYING**

- Players can steal bean bags one at a time from any player opposite.
- Bean bags cannot be stolen if the owner is standing there. An alternative is to have a ‘no guarding’ rule.

**Scoring**

**Individual game:** the first player to accumulate 5 bean bags is the winner.

**Team game:** all the players on one side of the square are a team. When any one player scores 5, the game stops. All the bean bags on that side are tallied and the side with the most bean bags is the winner.

**Change it**

- Set a time limit, e.g. 30 seconds.
- Give a bonus point to the team that scores the first individual 5 points.
- Vary the size of the playing area.

**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!*
- Emphasise safety when players cross over each other’s paths.
- After depositing a bean bag, players should check for other players before running back.

**ASK THE PLAYERS**

After some initial play, try the team game and ask the teams to individually discuss strategies for stealing the maximum number of bean bags – play and stop again to share strategies.

**LEARNING INTENTION**

*Get the Bean bag* builds on introductory space and player awareness activities and develops locomotor skills.
Hearts–clubs–diamonds–spades

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.
**Here, there, nowhere**

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!

**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.

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**Untie the knot**

Each player holds the hands of 2 different players. The aim is to untangle the knot without letting go! Encourages communication and cooperation.

**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. Once the knot is formed students have to work together to untangle the knot.

**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**
*Untie the knot* is a cooperative activity that develops critical and creative thinking as groups try to solve the movement challenge.
**How many bean bags?**

Players work in pairs. One player from each pair runs to a central point to collect one ball at a time and throw the ball back to their team-mate at their base and then tag the next player. The aim is to collect the most number of balls.

**What you need**
- 15–20 balls of different size
- 4 cone markers for each playing area
- Chalk or removable tape

**What to do**
- Form 4 groups of 2 for each game area
- Use an activity such as *Form a group* to group the players.

Use other combinations as required, e.g. 6 groups of 4 or 5, but adjust the playing space so it is not too crowded.

**Playing the game**
- Teams collect as many balls as possible in the allotted time, e.g. 60 seconds.
- When all the balls have been removed from the centre, the coach calls ‘STOP!’

**Variation**
- Replay the game, allowing all players to simultaneously collect and deposit balls without passing balls to a team-mate.

**LEARNING INTENTION**
*How many bean bags* can be used as a warm up for catching, throwing and fielding skills.
**Coaching**

- Encourage players to communicate with their team-mates.
- Fielding requires chasing, retrieving, changing direction and returning. Warm-up activities like Start out CP2a help to develop agility.
- Replace the ‘throwing back to home base rule’ with ‘run back to home base and hand the ball over’.
- **Work in pairs** – roll the ball back to home base, receiving player calls the direction if a player has limited vision.
- Mobility-restricted players can be stationed at a base and receive thrown balls.

**Game rules**

- First group to collect 5 balls.
- Vary the locomotion – e.g. springing from 2 feet. You may need to reduce the time for collecting (e.g. 30 seconds).
- Vary the method of transporting the ball – e.g. use legs to hold the ball, carry the ball under the armpit, hold the ball above the head.
- Require a fun activity before returning to home base, e.g. figure of ‘8’ with the ball between the legs.

**Equipment**

- **Easier** – use soft balls, bean bags or a suitable light object, e.g. a teddy bear.
- **Harder** – a mix of balls, which might include a light medicine ball, a large exercise ball or a rugby ball.

**Playing area**

- **Smaller space** – makes it more ‘crowded’.
- **Larger space** – achieves increased activity levels.

**Safety**

- Players should be familiar with space and other player awareness games with activities such as *Here, there, nowhere*.
- Players should look out for other players. Pause the game to remind players if necessary.

**How many bean bags?**

- Use a braking activity to slow players as they approach the circle.
- The circle in the middle should be large enough to avoid head collisions as shown.

**ASK THE PLAYERS**

- ‘How do you avoid collisions?’
- ‘What can you and your partner do to gather the most balls?’ (e.g. players raid agreed bases)
- ‘Which pass will help you return most balls to your partner?’
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.
Loose carriage

Players in groups of 3 form a train (engine and 2 carriages). A few ‘loose carriages’ (taggers) are dispersed and try to join the end of a train. If successful in joining, the loose carriage calls ‘GO’ and the engine uncouples and becomes a loose carriage.

What to do

SETTING UP
> Form into groups, see e.g. Form a group.
> Disperse trains (groups) and ensure sufficient distance between trains and loose carriages.

PLAYING
> Call ‘go!’ and each of the trains move safely around the playing area trying to avoid the loose carriage from joining the end of their train.

Change it
> Have more carriages in a train.
> Use more or fewer loose carriages.
> Change the size of the playing area.
> If space is restricted, slow down the loose carriages by having them hop, fast shuffle or spring from both feet.
> Provide ‘safe zones’ for trains – allow a 5-second rest. Loose carriages have to keep running.

Safety
> Choose an area away from walls and other obstructions.

LEARNING INTENTION
Loose carriage is an activity that develops cooperative behaviours as students work together to move around the playing area without ‘uncoupling’.
Low 5s – High 5s

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.

Safety

> 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 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 (eg: 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.
Number change

While standing in a circle, players try to change positions before the middle player takes their spot. (Play with 6–10.)

What to do

- Players are given a number and form a circle in random order.
- One of the players is ‘it’ and stands in the centre of the circle and calls out any two numbers. These two players try to swap places before the player who is ‘it’ takes their place.
- The player who fails to find a vacant position in the circle becomes ‘it’.

Change it

- Two people are ‘it’ and in the centre of the circle.
- Vary the locomotion players use when changing positions (e.g. skipping, hopping, jumping).

Safety

- Make sure there is no physical contact (e.g. pushing) when players are changing places.

Skip to my lou

Players challenge themselves to skip within a time limit.

What you need

- 1 skipping rope per player

What to do

- On your signal, players skip for 1 minute, doing a single two-footed jump.
- Each time, players should be aiming to beat their last score.

Change it

- Jump on 1 leg instead of 2; jump rope while running; jump in time to music; criss cross the feet while jumping; criss cross the rope in front of the body before jumping over it.

Partner up: have participants pair up, with 1 player turning the rope while they both jump it.

Safety

- Make sure players hold the ends of the rope and that they have their elbows bent and close to their body.
- Have players jump on the balls of the feet, with their feet together and knees slightly bent.

Scoring

- What is the highest number of skips you can get in 1 minute?

LEARNING INTENTION:

Number change is a fun warm up activity that encourages quick thinking and requires teamwork and cooperative play.

Skip to my lou is an introductory skipping game that also helps players learn the correct jumping and landing technique. It can be followed by a more difficult skipping activity or other springing and landing exercises.
Pairs passing

Players form pairs. On the signal players pass to each other for 30 seconds. At the end of 30 seconds the player without the ball moves to form a new pair. Passing starts again.

What you need

- 2 cones per pair or alternative such as skipping ropes or tape
- Indoor or outdoor playing area with pairs of cones 60 centimetres apart, distributed as shown
- 1 medium-sized ball per pair

What to do

- Pairs distribute themselves and wait for the signal ‘go’.
- Pairs pass to each other at their own rate for 30 seconds.

Change over

- At the end of 30 seconds the player without the ball moves to find another player with a ball. The activity is repeated.

Scoring

- Not scoring is an option.
- Score as many passes as possible in 30 seconds but don’t ask pairs to call out their scores.
- Try beat your partner’s best score.

Change it

1. Move from cones to cones – the aim is to pass through every pair of cones. Walk or run to cones depending on player abilities. Extra pairs of cones will avoid congestion.
2. Catch and do something – e.g. catch, bounce and throw to partner or catch, throw high, catch and return.
3. Add to variation 1 – players attempt to intercept other pairs’ balls – interceptors must be moving for the intercept to count. No body contact.

Note – Ball cannot be taken out of the hands of a player.

LEARNING INTENTION

Pairs passing links to activities requiring throwing and catching, and builds to running while throwing, catching and evading other players. A useful lead-in to games like basketball, netball and football codes.
Pairs passing

**Equipment**
- Use different balls – vary size, shape, density and hardness.

**Coaching**
- Ask the players how they can ensure everyone is included.
- Highlight good examples of throwing and catching. Ask the group why they think the pair has been chosen as a role model.

**Game rules**
- Vary the type of pass. Ask class for suggestions after providing options.
- Do the activity in 3s – adjust cones so players don’t bump into each other.

**Playing area**
- Bigger or smaller
- Change the distance between pairs of cones.

**Safety**
- Ensure adequate space for number of players.
- Players should have completed space/player awareness activities before playing.

**ASK THE PLAYERS**

**Throwers**
- ‘What can you do to ensure you get more passes?'

**Catchers**
- ‘What can you do to help your partner?’
Partner tag

Players are paired off. On a signal, one player, the tagger, tries to tag the other player. At the same time, all the other pairs are doing the same thing – taggers are trying to tag their partners.

What to do

**SETTING UP**

> Form pairs, see *Form a group.*
> Allow the players to decide which partner is the tagger.

**PLAYING**

> The tagger counts to 5 to give the other player time to get away.
> If space is restricted, or on the first occasion, restrict movement to a fast shuffle (2 feet on the ground or pretty close to it).
> When a person is tagged, roles swap – don’t forget the count to 5.

**Change it**

> Vary the locomotion.
> Change partners.
> Add a challenge – e.g. the player being chased could try to run to each boundary line before being tagged (boundaries should be away from walls).

> **Equalise players** – e.g. long walking steps followed by knee to chest could be used to restrict the mobility of players.

**Safety**

> Choose an area away from walls and other obstructions.
> Other player awareness is very important; see *All-in tag* and *Look out for others!*, which might be played first.
> If performed in a pool, the activity should not come within one metre of a wall – call ‘STOP’ if necessary.

**Learning Intention**

*Partner tag* can be used as a warm up game to develop spatial awareness and locomotor movement skills.
LEARNING INTENTION:

Pick some spots, join the dots is an activity that aids decision-making, spatial recall, spatial length and distance. It is a good introduction to many dance activities.

Players identify a set number of spots (spatial placements) around the room, then devise ways of linking or sequencing the various spots with different types of travel.

What you need

> Optional: Music player and music

What to do

> Players walk around the room and identify and name 4 spots e.g. 1, 2, 3, 4.
> Call out a sequence e.g. 1, 2, 4, 3.
> Players then link the spots called.
> Vary the way players move between spots e.g. running, skipping, jumping, animal walks.

Change it

> Increase the number of spots.
> Identify harder ways of moving from one spot to another (e.g. turning).
> Change the sequence e.g. even numbers 2, 4, 6, 8, followed by odd numbers 1, 3, 5, 7.
> Halve the amount of space and adjust the direction and distance of established spots.
> Allow players to repeat the same spatial pattern until they can remember it.
> Introduce music.

Safety

> Players must be aware of others when moving between spots.
> Start with slow walking before experimenting with variations in travel speed or style.

Ask the players

> How many different combinations can you make with 4 spatial placements?
> What kinds of things do you do to remember exactly where the spots (spatial placements) are in the room?
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 a group, players make a basic shape in the middle of the room then skip clockwise. When the music stops, players run away from the basic shape. When the music starts again, players run back together and form another basic shape.

**What you need**

- Music player and music

**What to do**

- Call a shape e.g. a circle, square or rectangle.
- In a group, players make the nominated shape in the middle of the room, and the music begins.
- Players start skipping clockwise while the music is playing.
- When the music stops, all players run away from the shape.
- Call another shape e.g. a square.
- The music starts again and players run to the middle to form the new shape.
- Players begin skipping anti-clockwise.
- Repeat this pattern.

**Change it**

- Vary the method of travel around the shape and away from the shape, according to ability (e.g. walking or sliding the feet instead of skipping, or hopping instead of running).
- Divide players into groups of 5 or 6 to make more shapes.
- Have one shape move inside the other shape, moving in the opposite direction.
- Vary the time between movement in the shape and free movement into open space.

**Safety**

- Start off slowly then gradually increase the pace.

**Ask the players**

- What do you need to do to maintain the shape?

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**LEARNING INTENTION:**

*Shapes in space* is an activity that teaches the use of formal and random spatial patterns, the cooperative use of common space, decision-making and kinetic recall.
A cooperative game. A ball is thrown to a catcher. The thrower runs to take the place of the catcher and the catcher in turn runs to join players at the thrower’s line. (Teams of 3 or more.)

**What to do**

**SETTING UP**
- One ball per team of players
- Markers or tape to identify 2 lines about 3 metres apart

**PLAYING**
- Player 1 throws the ball to Player 2 and then runs to Line B.
- Player 2 throws the ball to Player 3 and then runs to Line A.
- Repeat this pattern until the ‘stop’ signal is given.

**Change it**
- A player with limited mobility or passing ability (player 2) could start at line B with a team-mate (player 3). The first throw is sent to player 2, who passes it to player 3.
- The game continues with player 3 running back to line A with the ball and player 4 passing to player 2 and running to line B to repeat the pattern.
- Throw at any time between lines A and B – *underarm* and *slow* is better.

**Safety**
- Vary the locomotion between lines (e.g. *Hopping*, *skipping* and *jumping*).
- **Other** – vary the distance between the lines, vary type of pass, roll the ball, use preferred or non-preferred hand.
- Vary the type of ball.

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**LEARNING INTENTION**

*Shuttle ball* combines introductory throwing and catching with agility. See also *Run the circle*.
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.
Stork tag

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.

Scoring

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

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.

Learning intention

Stork tag combines running with cooperative throwing and catching. It also requires players to be aware of others and emphasises ‘space finding’.
**MOVEMENT EXPLORATION**

**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:**

**Letters that are harder to form are:**

**What players think**

- 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?

**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.

**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 in 3s stand on the points of a triangle and roll a ball to one another. (Play with 3 or more.)

**What to do**

**SETTING UP**
- Players spaced 3–5 metres apart.
- Any ball and surface suitable for rolling.

**PLAYING**
- The ball is rolled along the sides of the triangle.
- Experiment with ways of trapping the ball – foot, hands.

**Change it**
- **Roll and perform an activity** – how many side-to-side run/lunge combinations can you perform? Cones are used to mark the agility-run area – start with a small area.
- **Through the gate** – 2 cones are used to make a ‘gate’. The gate may be placed closer to one player depending on ability.

**Scoring**
- Not scoring is an option, alternatively how many times ‘around the world’ in 30 seconds?

- Vary the – size of triangle, speed of ball, size of ball, scoring method, type of activity performed after release, size and placing of the gate.
- Use eye shades and a ‘goal ball’, which makes a noise when it rolls, add an interesting dimension to the activity and will include children with limited vision. Encourage communication between team-mates.
- A player with limited balance can use a chair. A player with poor hand function can use a rolling ramp.

**Safety**
- Do not throw balls.

**LEARNING INTENTION**
This is a beginning rolling and trapping activity that leads to fielding skills. By adding an activity to be performed after release the intensity of the activity can be increased.
What happens?

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.