



Sample activities

This section contains a number of sample activities you can use to start off your daily physical activity program.

‘mix and match’

The format allows you to ‘mix and match’. You can flip through the introductory activities to find one you like and then do the same for the main activities and the concluding/calming down activities.

The introductory activities are in the green section, main activities in the red section, and concluding activities in the blue section.

<p>Counting game</p> <p>Equipment: Markers</p> <p>Designate the area with markers. Students move around in the designated area in specified manner, eg walking, jogging, skipping, hopping and galloping.</p> <p>On a signal the teacher holds up a number of fingers or calls out a number. Students make a group of that number. When a group is complete, everyone in the group sits down to indicate that their group is complete. When all groups are complete the game begins again. This is a great game to use when organising groups for the next activity as the finishing number called can be the number of groups you require for the next activity.</p> <p style="text-align: right;">28a</p>
<p>Hoop or base activities</p> <p>Equipment: Hoops</p> <ul style="list-style-type: none"> Leap from hoop to hoop. Jump with two feet from hoop to hoop. Hop from hoop to hoop. Jump into hoop and lift hoop up over body and place on ground in front of body. Roll hoop to partner. Skip with a hoop by stepping through the hoop and bringing the hoop behind the body and over the head. <p style="text-align: right;">28b</p>
<p>Toe roll</p> <p>Equipment: Nil</p> <p>Pairs lie flat on their stomachs with toes touching. They attempt to pencil roll together without losing contact with their partner's toes.</p> <p style="text-align: right;">28c</p>

Symbols

Symbols have been used to allow integrated and indoor activities and activities with little or no equipment, to be located quickly.

	Indoor activity Activities suitable for indoors		Student - Team 1		Beanbag
	No equipment Activities requiring little or no equipment		Student - Team 2		Ball
	Integrated activities Activities that easily contribute to outcomes across the curriculum		Hoop		Bottle
			Marker		Direction
			Barrel		Rope
			Bucket		Ladder
			Beam		Hurdle

Fundamental movement

Equipment: Nil



Running, horizontal jumping, hopping, jumping for height, skipping and leaping are all fundamental movement skills, that can be practised with or without equipment. Some individual activities **without equipment** are:

- Musical running, children run around the area in time to the music.
- Jumping forwards, backwards, sideways, from line to line.
- Count how many hops or jumps it takes to get to a designated spot.
- Try hopping with your hands on your hips, on your head, behind your back. What works best?

- Jump like a frog, squat with legs apart, arms in between.
- Step and hop on alternate feet. This will lead to skipping.
- Combine movements, run, skip, jump, and walk.
- Skip at different speeds, in a circle. Can you skip backwards?

29a

Beanbag activities

Equipment: One beanbag per student



- Balance a beanbag on different parts of your body.
- Move around while balancing the beanbag on different body parts.
- Walk with the beanbag on your head.
- Can you sit down without letting the beanbag fall from your head?
- Throw the beanbag up to face level and catch. Make a basket with hands ie little fingers together.
- Can you throw and catch the beanbag five times in a row?
- Can you throw the beanbag, clap, and then catch it again?
- How many times can you clap while the beanbag is in the air?

- Sit down on the ground throw the beanbag in the air and attempt to stand to catch.
- Throw the beanbag in the air, then turn around on the spot and catch.
- Hold the beanbag between your knees and jump up and down without dropping it.
 - Work with a partner and throw and catch the beanbag.
- As you throw and catch the beanbag with your partner call out the letters of the alphabet or count to 20.



- Throw the beanbag to land in a hoop at a designated distance.
- Work in small groups to keep one beanbag up in the air without letting it touch the ground.

29b

Follow the leader

Equipment: Nil



Works well with music.

Divide class into four or five groups. Designate a leader. Leader moves around area with rest of group following copying the leaders actions.

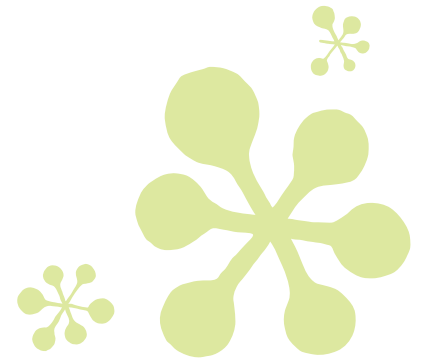
29c

Variation: North, south, east, west

Equipment: Nil



Teacher instructs children on where north, south, east, west are in relation to play area. Teacher calls one of the directions and a method of movement. Children move as instructed eg hop west, jump north etc. Incorporate NW, SW, NE, SE.



30a

I love to
get active.
It's fun and
it's good
for me!

30b

Variation: Partner pull up

Equipment: Nil



Children work in pairs and sit down facing each other, with the soles of their feet on the floor, toes touching. Partners reach forward to grasp hands. By pulling together, both come up to stand and return to sitting position again. Try the same skill with groups.

30c

Here there where?

Equipment: Nil



On the call of 'Here' students move toward teacher, on 'There' teacher points to the area where students need to move towards and when teacher calls 'Where' students hop on the spot. Movement method can be changed each time the game is played so as skipping, jumping, galloping, leaping and running are incorporated.

31a

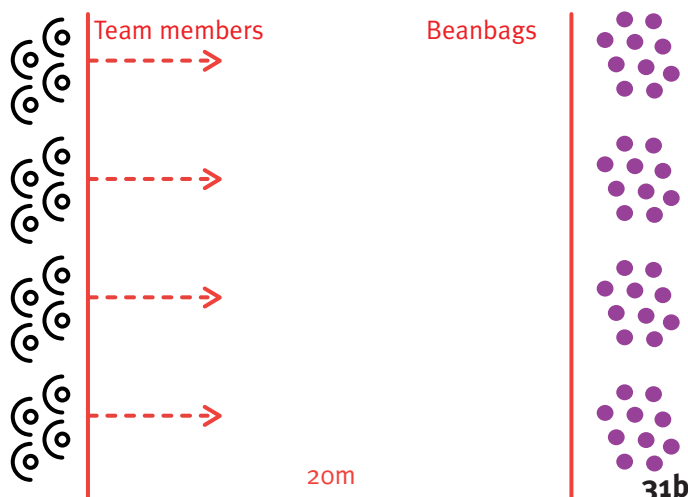
Beanbag games: Add them up

Equipment: Two beanbags per student, more if you have them.
Paper on clipboard and a pencil for each group



Groups of four.

All the beanbags are placed 20 metres away spread so each team can gain access to them. Teacher calls out a number (eg 'eight'). Groups run together to collect that number of beanbags. Each student must carry at least one beanbag. When they get back to their starting position the group tally their beanbags, writing on their paper the sum eg I+II+III+II =8.



Partner back up

Equipment: Nil



Children work in pairs and sit back-to-back, knees at chest. Link elbows and on 'go', without moving feet, push against partner to stand.

Try to stand without elbows linked.

Work in groups to do the same activity.

Try to sit down again with elbows linked.

31c

Variation: Moving to music

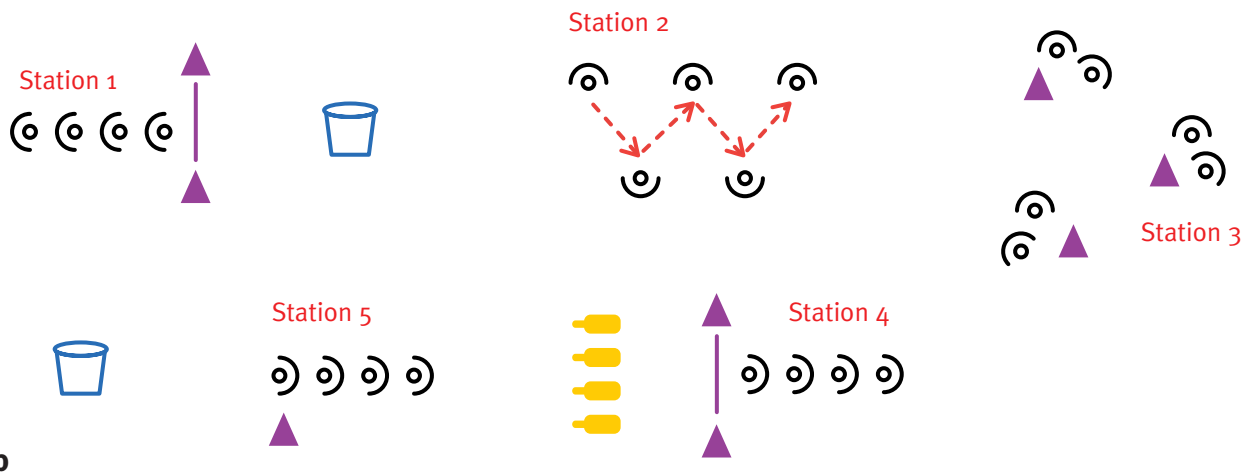
Equipment: CD/cassette player



Select music that the children are firstly familiar with and then unfamiliar with and direct them to move around in time to the music. Encourage movement on low, medium and high levels.

32a

Diagram: Beanbag circuit



32b

Variation: Balances



Children can work in pairs or groups to form a balance using the required number of bases (points touching the ground eg feet, knees, elbows, etc).

32c

Moving to a beat

Equipment: Tambourine or drum



Designate area. Students move around the area in time to the beat of a tambourine. Vary the speed of the beating to incorporate a number of movement types.

33a

Beanbag circuit

Equipment: One beanbag per student and 10 to 20 extra for Station 3, two buckets, markers, two to three empty milk containers with a little sand or water in them or skittles



Divide class into five equal groups. Explain each activity. Allow students to keep their own beanbag and take it from one station to the next.

Station 1 Students stand three metres away from bucket and take turns to underarm throw the beanbag into the bucket. Distance can be reduced or increased depending on year level and ability.

Station 2 Students stand at markers set and throw and catch in order as instructed by teacher.



Station 3 Students work in pairs to make letters or words with the beanbags on the ground.

Station 4 Students attempt to knock over milk containers filled with a little sand from three metres away.

Station 5 Students attempt to walk with the beanbag balanced on their head over a distance of 10 metres and if successful place the beanbag in the bucket at the end.

33b

Balances

Equipment: Nil



Challenge children to balance in a variety of ways using the number of bases (points touching the ground eg feet, knees, elbows, etc.) as directed by teacher. Encourage students to work on different levels - low, medium and high. See if students can hold their balance for a count of 10 or balance with their eyes closed.

33c

Variation: Big and small

Equipment: Nil



Direct students to make their body as small as a mouse, as big as an elephant, as still as a rock, as tall as a tree. Include speeds of change from one position to the next, ie change very slowly from a rock to an elephant. While children are imitating the size or shape of items/animals they could also move as that item/animal moves. Scamper like a mouse, roll like a rock, sway as a tree does in the wind.

34a

Variation: Partner activities with small ball

Equipment: One ball per group of students



- Work with a partner and throw and catch the ball. Use an underarm throw.
- Bounce the ball to your partner.
- Throw the ball to land in a hoop or bucket at a designated distance.
- Work in small groups of three to keep one ball up in the air without letting it touch the ground.
- Tap the ball along the ground using your hand.
- Roll the ball to a partner. They roll it back again.
- Roll the ball along the ground to hit a target, eg kanga cricket stumps.
- Pairs stand back to back. Pass the ball under the legs then over the head, then twist to give the ball to partner on the right and then on the left. Keep feet flat on the ground.
- Pairs face one another and place the ball so your foreheads hold it. Attempt to walk without letting the ball fall. What other ways can you and your partner carry the ball without using hands?
- Bounce the ball individually or with a partner in time to a rhyme.

34b

Variation: Words

Equipment: Nil



Ask students to think of some words that come to mind about daily physical activity. Children may brainstorm a number of words that could later be put together to form sentences or maybe a story. Younger children could collect pictures of people being active in a variety of settings.

34c

Animal movements

Equipment: Nil



Students move around the area as the designated animal. Eg bunny hop, seal slide, snake, tiger, kangaroo, crab, etc. Have students choose their own animal to move like.

35a

Small ball activities

Equipment: One ball per child, markers



- Move the ball from hand to hand. Do this at a low level (near knees), medium level (near waist) and high level (up above your head).
- Pretend you are wrapping yourself up like a mummy. Wrap the ball around the body from the ankles all the way up to your head.
- Wrap the ball around one leg then the other.
- Throw the ball up to face level and catch. Catch with the fingers spread and pull into the body.
- Throw the ball up with the right hand and catch with both hands. Throw the ball up with the left hand and catch with both hands.
- Can you throw it up with one hand and catch it with one hand?
- Can you throw and catch the ball five times in a row?
- Can you throw the ball, clap, and then catch it?
- How many times can you clap while the ball is in the air?
- Sit down on the ground throw the ball in the air and attempt to stand to catch it.
- Throw the ball in the air, then turn around on the spot and catch.
- Hold the ball between your knees and jump up and down without dropping it.
- Bounce the ball with two hands and catch. Push the ball down with the fingers.

35b

Spelling ball

Equipment: One ball per pair



Pairs pass the ball between them each time they throw the ball they call out the next letter in the alphabet. Call out spelling words for them to spell as they throw and catch. Counting patterns can also be practised this way.

35c

Variation: Traffic lights

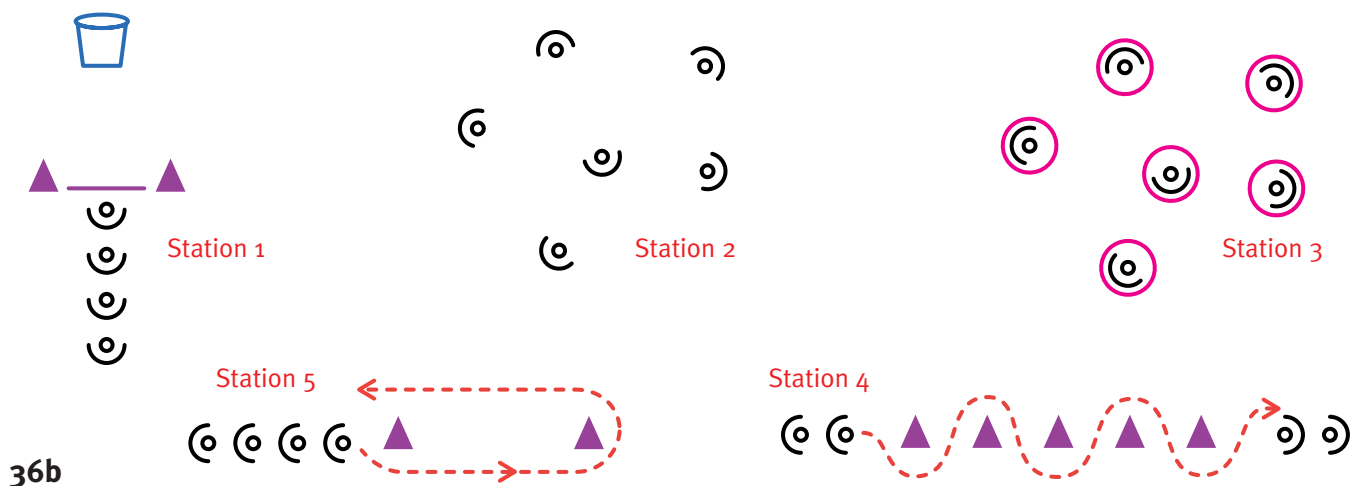
Equipment: Markers



Designate area. When teacher or student leader calls GREEN, students move freely in area. On ORANGE, students hop, skip, and jog on the spot. On RED students stop and perform a balance until lights change.

36a

Diagram: Ball circuit



Variation: Under and over

Equipment: Five balls



Divide class into five groups.

Students stand in a line and pass the ball under their legs or alternately over their heads, back to the next person. When the ball gets to the end of the line the last person moves to the front of the line as in tunnel ball.

36c

Walk a bit

Equipment: Markers



Designate area-using markers. Students walk randomly in the area making sure that they do not touch anyone else. On a signal (whistle or spoken word) change direction, change the mode of movement to jog, hop, skip, gallop, jump, leap etc. Emphasise the need to use all of the designated area and not to follow or touch anyone else.

37a

Ball circuit

Equipment: Children have a ball that they keep with them for the entire circuit.
Eight markers, six hoops, one bucket



Station 1 Target throw. Stand three to four metres from a bucket. Throw the ball underarm into the bucket. Retrieve ball, return to back of the line (one bucket, one marker).

Station 2 Count how many times you can bounce the ball on a hard surface in the allocated time.

Station 3 Stand in a hoop. Without leaving the hoop, throw and catch the ball as many times as possible in the allocated time (six hoops).

Station 4 Bounce the ball in and out of the markers set in a linear fashion (five markers).

Station 5 Gently kick the ball up and around the marker and return to line (two markers).

37b

Circle ball pass

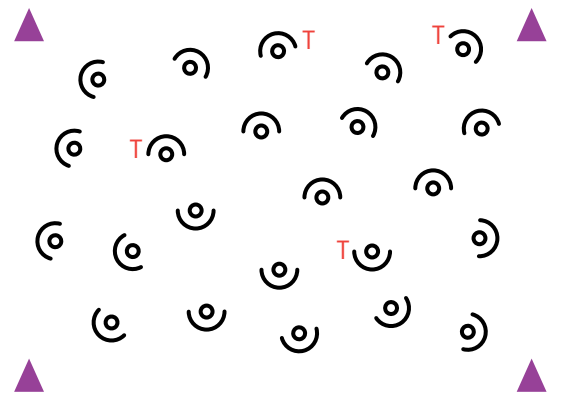
Equipment: Two balls



Students stand shoulder to shoulder in a circle. Pass a ball around the circle as fast as possible. Count the passes as you go. This is good to practise counting patterns. If stop is called children stop and change direction. Add another ball to the circle on the opposite side. Starting at the same time see if students can catch up to the second ball.

37c

Diagram: Poison ball tag



38a

T indicated tagger

Variations: Rob the nest



Variation 1

Instead of balls in the nest, maths problems written on cardboard could be placed in the middle. On the first trip, they pick up a problem eg 7×5 and on the next trip they try to find the answer. The team that has the most completed problems wins. Make sure you provide plenty of questions and answers and numerous copies of each. Alternatively place words in the middle and the team works to make a sentence or group words into verbs, nouns, adjectives etc.

38b

Variation 2

Instead of balls in the centre try laminated letters or numbers. Students collect a letter each time they go to the centre and attempt to make their name or a spelling word. If their name is complete they can help someone else on their team.

Variation: Beat the ball

Students can work in pairs in designated area. One rolls the ball and the other attempts to stop it before it goes out of the area.

38c

Poison ball tag

Equipment: Four balls, four markers



Students stand in designated area. Four students have a small soft ball, these students are the taggers. Other students move around area and taggers roll the ball to tag them. Tagged student freezes with legs astride until another player crawls under legs to free them.

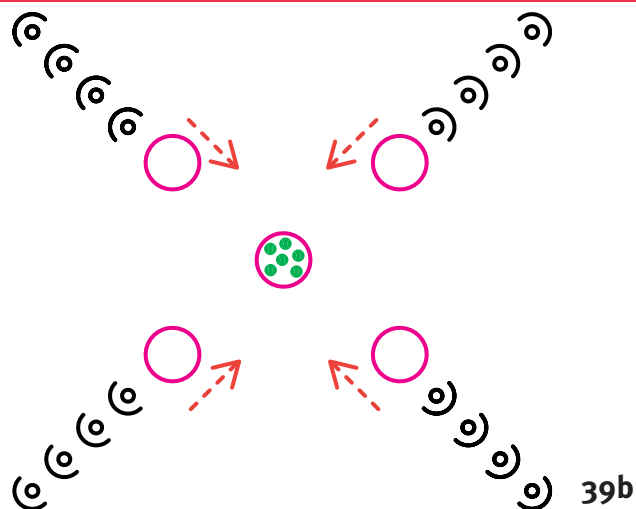
39a

Rob the nest

Equipment: Five hoops, at least one small ball per child

Divide class into four groups, each group has a hoop placed in a corner of the playing area. All the balls are in the hoop in the centre of the square.

Players in relay fashion move to the centre and collect a ball and bounce it on the way back to their nest. Every now and again the teacher calls 'rob the nest'. At this time students, in turn and one at a time, may rob other group nests and return balls to their own. Players cannot protect the balls in their nest from other teams.



Beat the ball

Equipment: One ball per child, markers

Each student has a small ball and stands in the designated area. On signal students roll the ball underarm in the area and attempt to stop it before it goes out of the area. Start by having students stop the ball with their hands, then trap it using their feet.

39c

Variation: Train

Equipment: Nil



Students are in pairs.

Students move around designated area holding onto their partner's waist or with their hands on their partner's shoulders. As they move they attempt to link up with other pairs to increase the size of their train. The train conductor (teacher or student) can see if the train can go slowly up a hill, quickly down the other side, backwards and low through a tunnel.

40a



I love to
get active.
It's fun and
it's good
for me!

40b



Variation: Mirror partner

Equipment: Nil



Children in pairs.

Standing facing one another, one student moves their hands with their palms facing their partner. The partner mirrors the actions. Partners change roles. Try moving other parts of the body.

40c

Popcorn

Equipment: Nil



Students move around a designated area, jumping or hopping. With each jump they call out 'pop'. When they come near to another piece of popcorn they join together and continue to 'pop' and stick with other popcorn pieces. Large groups can form a circle with arms around shoulders, a mass of popcorn.

41a

Small racquet activities

Equipment: One small racquet and one tennis ball per student



When holding the racquet, grasp it as you would hold a frying pan, with your palm facing upwards. Keep the wrist rigid.

- Can you balance a tennis ball on your racquet?
- Can you walk balancing the ball on the racquet?
- Try to sit down without letting the ball fall from the racquet.
- Try turning around in a circle.
- Put the ball on the ground and move it around using your racquet, always keep the racquet in contact with the ball.
- Can you bounce the ball on the racquet? You will need to keep your racquet flat.
- Pretend that your racquet is the frying pan and the ball is a pancake. Flip the pancake over.
- Hit the ball up with the racquet and catch the ball with your other hand.
- Hit the ball in the air let it bounce once and then catch it with your other hand.

41b

Simon says

Equipment: Nil



Teacher or student leads. Each time the direction begins with 'Simon Says', students are to carry out the direction. If the student/teacher does not say 'Simon Says' students are not expected to carry out the direction. Do not eliminate students who are caught out.

41c

Variation What's the time Mr Wolf?

Equipment: Nil



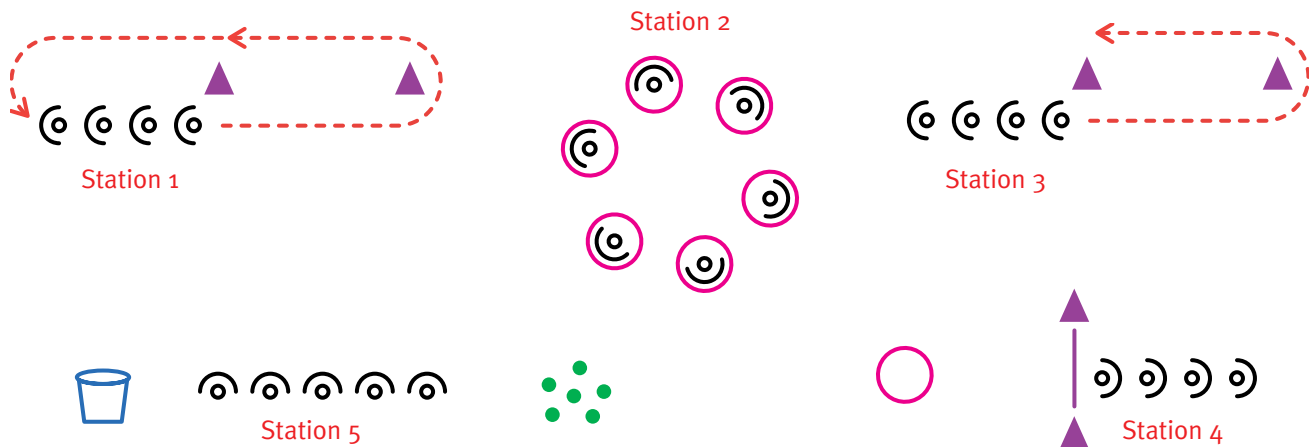
Students stand side by side at a line on one side of a field. Teacher or selected student.

(Mr Wolf) stands about 10 to 15 metres away. Students call 'What's the time Mr Wolf?'

Mr Wolf replies with a time. When the reply is 'dinnertime' the children attempt to cross to the other side of the field without being caught by the wolf. If tagged, the student joins the wolf as a chaser.

42a

Diagram: Racquet circuit



42b

I love to
get active.
It's fun and
it's good
for me!

42c

Crocodile, crocodile

Equipment: Coloured bibs or sashes



Students stand side by side at a line on one side of the field. Selected student or teacher is the crocodile and stands about 10 to 15 metres away. Students call 'crocodile, crocodile may we cross your golden river?' Crocodile replies 'only if you wear a certain colour' to which students reply 'what colour is that?' The crocodile selects a colour. The students who can show that they are wearing that colour may pass to the other side without being chased. The crocodile then calls 'crunch, munch I need my lunch'. The remaining students run to the other side. Any students tagged remain in the centre with crocodile and help chase during the next round.

43a

Racquet Circuit

Equipment: Seven hoops, markers. Each student has one small racquet and a tennis ball



Divide the class into five groups.

Station 1 Balance the ball on the racquet and walk up around the marker and back to the line, relay fashion (two markers).

Station 2 Stand in a hoop and attempt to bounce the ball up and down on the racquet (six hoops).

Station 3 Place the ball on the ground and hit the ball gently up and around the marker and back again (two markers).

Station 4 Place the ball on the ground and strike it in an attempt to get it into a hoop set five metres away (one hoop, one marker).

Station 5 Stand in a line shoulder to shoulder. Start with all the balls at top of the line. First child in the line picks up the ball places on the racquet and without touching it with hands again transfers it to the next student's racquet. This continues all the way down the line, until it is dropped in a bucket at the end of the line.

43b

Relaxation

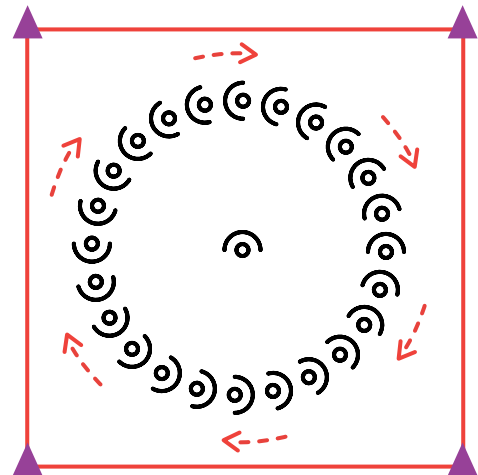
Equipment: Nil



Students lie on their backs with arms by their sides, legs together not touching anyone else. Direct the students to close their eyes and imagine that they are in a place they like to be. While thinking of their special place ask them to bend their toes squeezing tightly for two to three seconds then relax. Systematically work up through the body parts directing students to tense and relax each one. Legs, hands, arms shoulders, face. Once whole body has been tensed and relaxed, allow students to lie quietly and sit up slowly at their own pace.

43c

Diagram: Frog in the pond

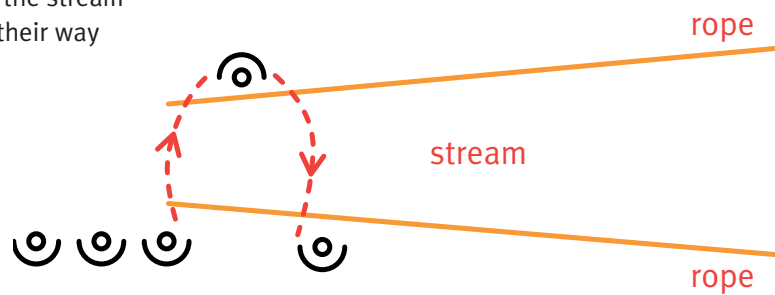


44a

Variation: Jump the stream

Jump the stream

Lay two ropes to create an imaginary stream of water. The stream should be narrow at one end increasing the width gradually towards the other end. Students start at the narrow end of the stream jumping across the stream (two foot take off, two foot landing) working their way along to the wider end.

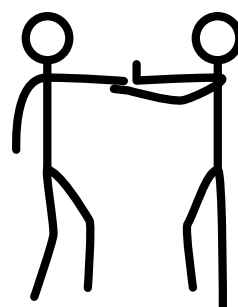


44b

Variation: Palm push



Stand upright, one foot forward, palms on partners. On 'go' attempt to move your partner off balance.



44c

Frog in the pond

Equipment: Four Markers



Students form a circle inside a large area designated by four markers.

A student is nominated to be the frog and sits in the middle of the circle of students. The frog sits on the lily pad while the students skip in a clockwise direction around the frog. They call 'frog in the sea can't catch me'. At any time throughout the song the frog can chase the others. First caught becomes the frog.

Students are 'safe' once they reach the boundary. Make sure the markers are far enough apart to give the frog a chance to catch someone.

45a

Rope activities

Equipment: Rope

- Criss-cross walking – start standing on one side of the rope and cross outside foot over top of rope so as legs are crossed, continue to do this alternating feet crossing the rope, feet do not touch the rope.
- When criss-cross walking is mastered try to incorporate right hand touching left leg as it crosses the rope and left hand touches right leg as it crosses the rope.
- Walk along the rope.
- Walking backwards along the rope.
- Jumping from side to side along the rope.
- Carry your beanbag on your head as you walk along the rope.
- Carry your beanbag between your knees as you jump across the rope.
- Use ropes to practise hand over hand pulling action.
- Try skipping with the rope.
- Make a letter of the alphabet or a number with your rope.

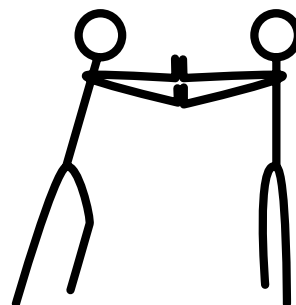
45b

Palm push

Equipment: Nil



Students work in pairs and stand opposite their partners. Place palms together, take one or several steps back and lean on each other to maintain balance. Then attempt to push each other back up to standing position. Feet do not move.

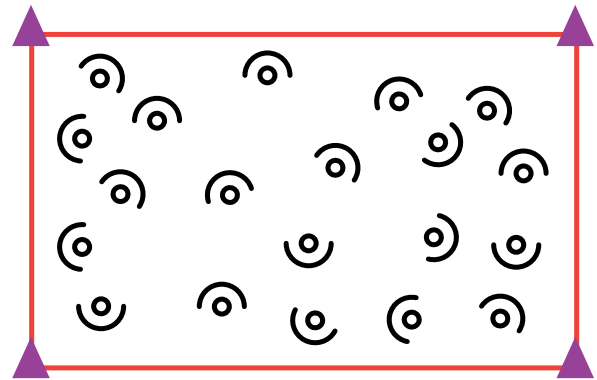


45c

Variation: Collecting tails

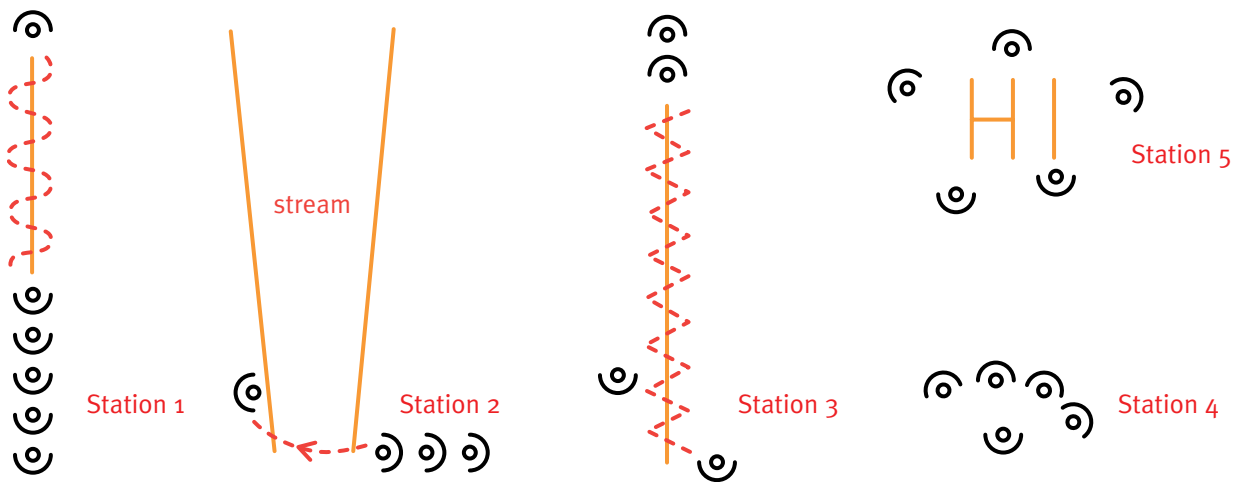


Change the methods by which students travel eg reduce the playing area and have them hop or skip. For older students increase the playing area.



46a

Diagram: Rope circuit



46b

Variation: Body movements



For younger students gradually introduce left and right commands until they are confident. Do movements separately, rather than two combined.

46c

Collecting tails

Equipment: One tail per student, markers



Students each have a 40 to 50 centimetre piece of material tucked into the back of their shorts as their tail (can also use bibs). Students spread out in the designated area and on a whistle blast, attempt to collect as many tails as possible.

- Tail must be hanging out of back of shorts at least 30 centimetres.
- Students cannot hold on to their own tail when running.
- Students who have accidentally fallen over are not to have their tails taken until they are up and moving again.

- Tails cannot be collected from other students' hands ie the ones that have already been collected.
- Students are not permitted to leave the designated area.
- When the whistle is blown a second time, all students return to the teacher.

47a

Rope circuit

Equipment: Four long ropes, 12 individual ropes

Divide class into five groups.

Station 1 Criss-cross walk along the length of the rope wait at the other end until all students have completed and then return using criss-cross walk (one long rope).

Station 2 Jump the stream. Two ropes placed on the ground. Students start at the pointed end and using a two-foot takeoff and two foot landing jump from one side of the stream to the other, without falling in (two long ropes).

Station 3 Jump from side to side along the length of a long rope (one long rope), and return using the same jumping style.

Station 4 Try to skip with an individual skipping rope (six individual ropes).

Station 5 With individual ropes work as a team to make a word using the ropes (six individual ropes).

47b

Body movements

Equipment: Nil

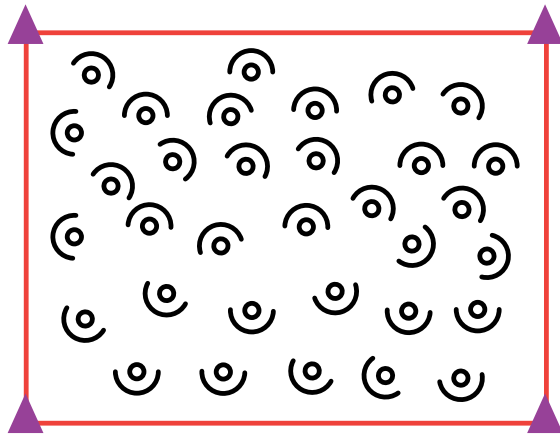


Students lie on their backs, feet out and arms by their sides. Teacher directs them to:

- Move right arm and left leg together (for younger students, do the movements separately until all students are confident with left and right).
- Make a circle in the air with right foot.
- Rub tummy and pat head.
- Touch left knee with right hand.
- Change body positions eg lie on your tummy, right side left side.

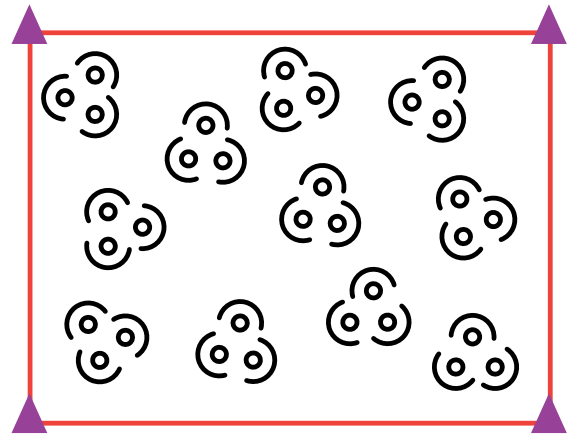
47c

Diagram: Counting game



48a

Teacher
signals "3"



I love to
get active.
It's fun and
it's good
for me!

48b

Variation: Big snake

Equipment: Nil



Students in pairs.

Students lie flat on their stomachs and hold the ankles of their partner. Without letting go, pairs slither around the area until they join up with another pair. This continues until one large snake is formed. At various lengths see if students can roll over, so they are lying on their backs, without breaking the snake.

48c

Counting game

Equipment: Markers



Designate the area with markers. Students move around in the designated area in specified manner, eg walking, jogging, skipping, hopping and galloping.

On a signal the teacher holds up a number of fingers or calls out a number. Students make a group of that number. When a group is complete, everyone in the group sits down to indicate that their group is complete. When all groups are complete the game begins again. This is a good game to use when organising groups for the next activity as the finishing number called can be the number of groups you require for the next activity.

49a

Hoop or base activities

Equipment: Hoops

- Leap from hoop to hoop.
- Jump with two feet from hoop to hoop.
- Hop from hoop to hoop.
- Jump into hoop and lift hoop up over body and place on ground in front of body.
- Roll hoop to partner.
- Skip with a hoop by stepping through the hoop and bringing the hoop behind the body and over the head.

49b

Toe roll

Equipment: Nil



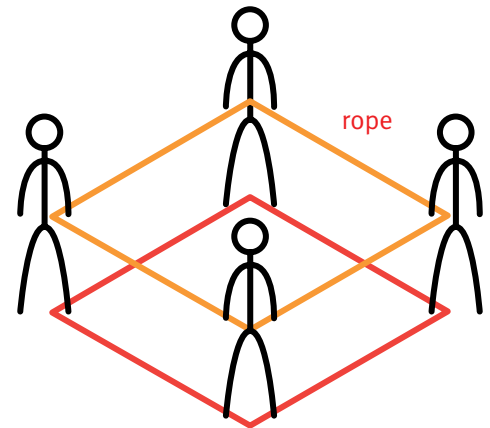
Pairs lie flat on their stomachs with toes touching. They attempt to pencil roll together without losing contact with their partner's toes.

49c

Variation: Human letters



Form larger groups and when the teacher calls out a simple word, students cooperate to form the word with their bodies. Cooperation is important here. Usually students work on a low level ie lying on the ground. Challenge older students to support one another and work on other levels. By using ropes between students to join sides, three-dimensional shapes can be formed. This is a good activity to photograph to increase students motivation and creativity. This can also be done with numbers and shapes.



50a

Variation: In and out the windows



Stand the ladder horizontally on one edge and fix with a rope or hold steady. Students crawl in and out the windows created by the ladder rungs.



Ladder is held or secured at both ends to remain standing on one edge

50b

Variation: Body coordination

Equipment: Nil



Students lie on their front, feet out and arms by their sides (not too close).

- Ask them to raise their right arm and left leg.
- Then raise their left arm and right leg.
- Then two arms; two legs.

Students lie on their left side, and so on.

Students lie on their right side, and so on.

50c

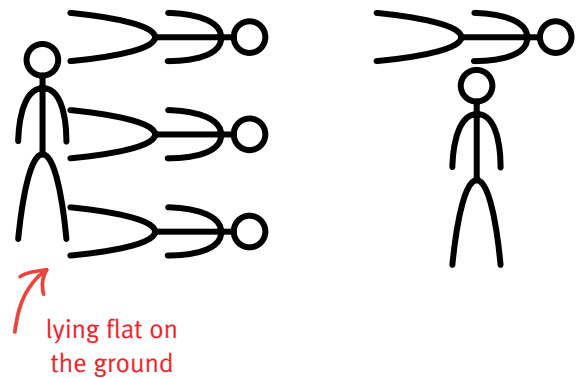
Human letters

Equipment: Nil



Play music while children are making their letters.

Students are placed in groups of three. Students move freely around the designated area. On teacher's signal, students find their other two team mates and sit as a group of three. Teacher indicates a letter of the alphabet for the three to make with their bodies. E T H K L M N F V Z O all work well.



51a

Ladder activities

Equipment: Rope ladder or a running ladder. Simple low markers could be used instead



- Bunny hop along ladder, hands on the rungs, feet hop between the rungs.
- Jump between the rungs of the ladder, two-foot takeoff, two-foot landing.
- Bunny hop along ladder, hands on the rungs, both legs jump across the ladder from one outside edge to the other.
- Walk backwards along the rungs of the ladder.
- Walk backwards along the edges of the ladder.
- Crab walk along the ladder.
- Find different ways to move along the ladder.
- Bounce a ball between the rungs as you walk along.
- Bounce a ball either side of the ladder while walking along the rungs.
- Balance a beanbag on your head whilst walking along the rungs.
- Walk blindfolded along the rungs.
- Place the ladder between two A frames over mats on a grass area. Crawl along the ladder, walk along the ladder. What other ways can you cross?
- Students pretend that they are climbing the ladder. Encourage cross patterning with left leg and right arm working together and right leg and left arm working together.

51b

Body coordination

Equipment: Nil



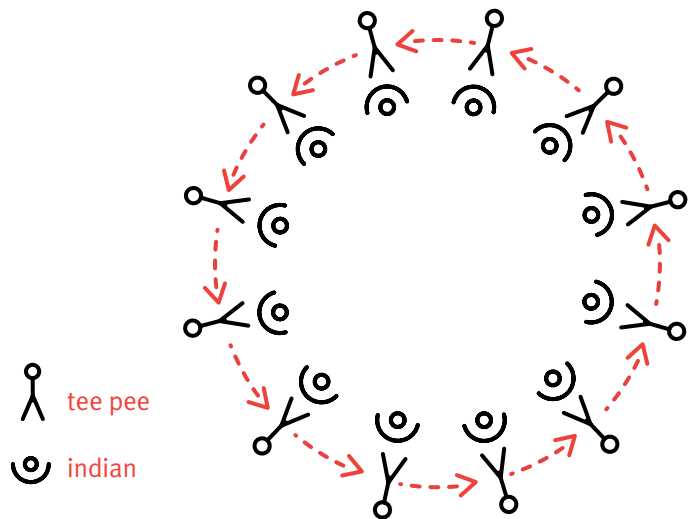
Students lie on their backs, feet out and arms by their sides (not too close).

- Ask them to raise their right arm and left leg.
- Then raise their left arm and right leg.
- Then two arms; two legs.
- Pat forehead with right hand and rub tummy with the left hand and vice versa.
- Make a circle in the air with the left leg.

51c

Diagram: Tee pees and Indians

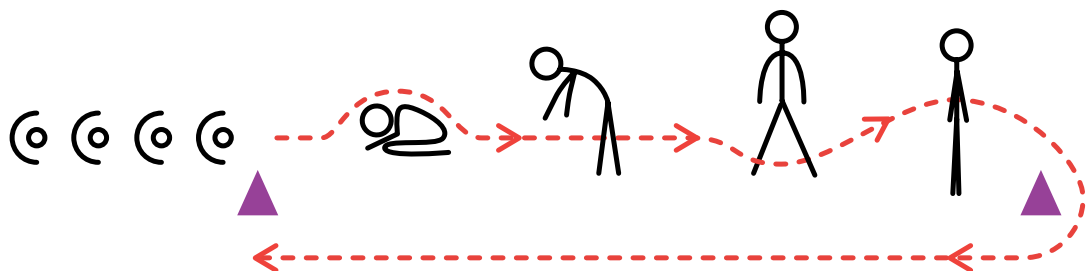
52a



I love to
get active.
It's fun and
it's good
for me!

52b

Diagram: Over, under, through, around



52c

Tee pees and Indians

Equipment: Nil



- Start with a partner.
- Form a circle with each pair standing one in front of the other facing the centre of the circle.
- The student in the front or in the inner circle sits down cross-legged in front of their partner and is the Indian.
- The student standing at the back has legs astride and is the tee pee.
- On the signal, the Indians turn and crawl through the legs of their partner and out of their tee pee.
- Run in an anti-clockwise direction around the circle and crawl back through the legs of their partner to again sit in front of their tee pee.
- First Indian back is the winner. Change Indians and tee pees around.
- With younger groups it is advised to walk through the first round so they understand which way to run.

53a

Balance beam activities

Equipment: Balance beam or equivalent



This beam sits just off the ground ie about 15 cm high.

- Walk along the beam with eyes focused on teacher at the end of the beam.
- Side step along beam – feet do not cross.
- Skip along the beam.
- Hop along the beam.
- Walk along the beam stepping over obstacles as you go, eg small witches hats or a broom between two markers. Make sure it is not too high.
- Bounce a ball either side of the beam as you walk.
- Walk blindfolded across the beam.
- Walk halfway along the beam turn 360 degrees then continue to the end.
- Walk halfway along the beam turn 180 degrees then continue to the end walking backwards.
- Walk halfway along the beam, bend down to pickup a beanbag, place the beanbag on head and continue to the end.
- Walk backwards along the beam.
- Grape vine step across the beam (side on) – call ‘step behind, step’.
- One child begins at both ends of the beam. Try to cross to the other side of the beam without knocking your partner off the beam.
- Walk across the beam stopping to pick beanbags up on either side of the beam as you go.

53b

Over, under, through, around

Equipment: Nil



Divide class into teams of eight. Four team members act as the obstacles for the race and the other four are the runners. First student crouches down low (rock), second holds a push up position (bridge), third stands legs astride (cave) and the fourth stands up straight (tree). First runner runs and jumps over the rock, crawls under the bridge, through the cave and around the tree back to tag the next runner. When all runners have had a turn, change the runners to be the obstacles.

53c

Variation: Hoop tag

Equipment: Five hoops, markers, braid

Place four or five hoops in the designated area. Identify two taggers. Students move in the area but cannot be tagged while standing in a hoop. Students may only remain in the hoop until they count to ten and then they must leave. Students who are tagged collect a braid from the teacher and become taggers.

Variation 2: Join on tag

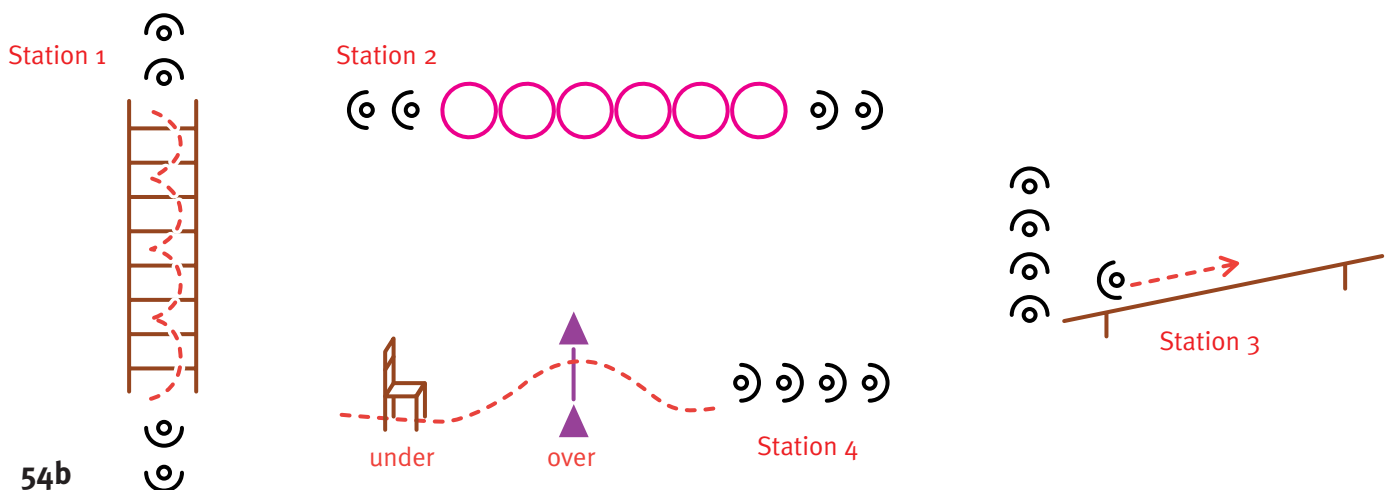
Equipment: Markers



Two taggers are chosen. Students move around the designated area and when tagged they join hands with the tagger and help to tag others. Eventually two long lines of taggers are formed. Stress that students need to keep heads up to see where others are.

54a

Diagram: Perceptual motor movement circuit



I love to
get active.
It's fun and
it's good
for me!

54c

Balance tag

Equipment: Markers, tag / braids (can be a piece of ribbon, cloth or a bib)



Mark out the boundaries with the markers. Two chasers are identified with a tag or braid tucked into their clothing. Students move in the designated area. Taggers attempt to tag them but cannot do so if they are balancing on one leg in stork stand. As soon as balance is lost the student must run again. Students tagged collect a tag / braid from the teacher to indicate that they are also a tagger. Teacher may designate a variety of balances for this game becoming more difficult as students balance skills develop.

55a

Perceptual motor movement circuit

Equipment: Ladder, low beam, six hoops, two one-metre rulers, four witches hats



Incorporate any of the skills learnt in beanbag, rope, hoop, ball and ladder into a circuit. This is only an example. You can add more stations to make it more interesting and challenging, and to lower the number of students in each group to give them more turns.

Divide class into four groups.

Station 1 ladder. Bunny hop along the ladder by having your hands on the rungs and your feet in between rungs.

Station 2 hoops. Hop from hoop to hoop.

Station 3 low beam. Walk along the beam, turn 360 degrees and continue to the end.

Station 4 over and under. Jump over the obstacle and crawl under the next, return to end of line.

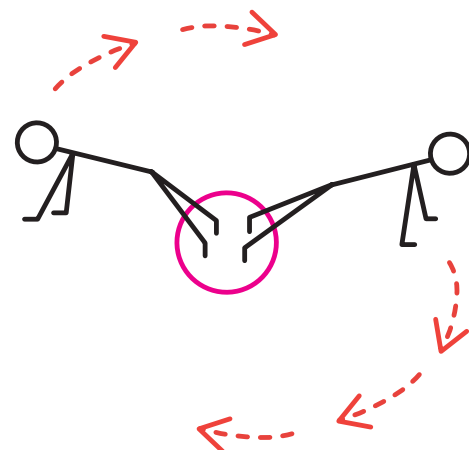
55b

Windmill

Equipment: One hoop per pair



Students take up a push-up position with their feet in the hoop with a partner set up on the opposite side of the hoop. While keeping their feet in the hoop, move (like a spoke of a wheel) one hand at a time around the outside edge of the hoop. See if you can catch up to your partner, who is moving in the same way and in the same direction.



55c

I love to
get active.
It's fun and
it's good
for me!

56a

Variation: Cyclone coming

Equipment: Parachute



Explain that a big storm is on its way and the wind is very strong.

Students are given an occupation name (occupations of people who may help in a very large storm) eg fire fighter, doctor, police, emergency worker, nurse etc.

Students move the parachute from shoulder height to above their heads to depict the wind. Teacher calls out one of the occupations and that group of students must let go of the parachute and travel under the parachute to the other side, where they can take hold again. Only allow four students to move at once to avoid collisions.

56b



56c

I love to
get active.
It's fun and
it's good
for me!

Parachute activities : Let it fly

Equipment: Parachute



Students are spread around the outside of the parachute holding on with their hands clenched.

Students wave the parachute up and down at the same time to establish a rhythm. On the teacher's signal let go of the parachute so it flies up into the air.

This activity works well when there is no wind or in an undercover/indoor area. Students need to release the parachute all at the same time.

57a

Weather

Equipment: Parachute



Explain that the parachute is a lake or swimming pool. Explain how different weather conditions change the water in the lake or swimming pool.

Students move the parachute to demonstrate different weather conditions as the teacher calls the changes – calm, windy, storm, etc. Movement of waves at the beach could also be used.

57b

Mushroom

Equipment: Parachute



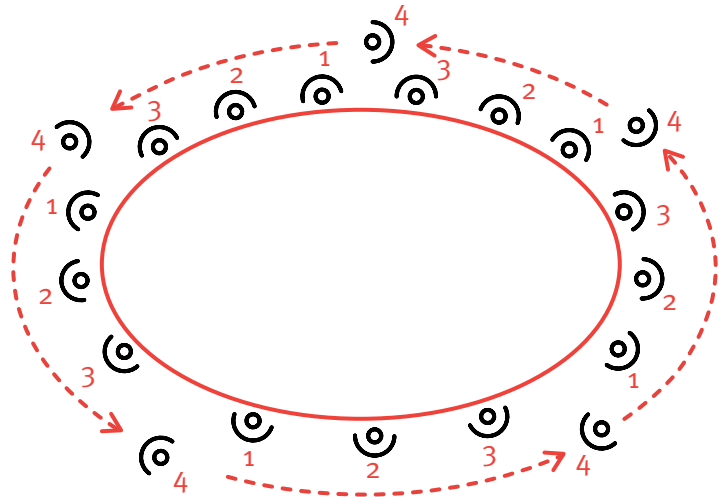
Students move their arms up and down in the same rhythm.

When the parachute is moving up and down fluently, the teacher instructs students 'on a count of three, sit down pulling the parachute back over your head and down to the ground'.

The students are now sitting inside the parachute, which makes a mushroom shape over their circle. Try it several times.

57c

Diagram: Running parachute



58a

Parachute ping-pong

Equipment: Parachute and four balls



Two teams on opposite sides of the parachute, one holding one side of the parachute, one holding the other.

Place four balls (two different colours or types) on the parachute. Teams attempt to keep their team's ball on the parachute and bump the other team's ball off the parachute. Mix the teams up around the edges and play again. Place more balls on the parachute.

58b

Flying saucer

Equipment: Parachute, one ball



Place one ball on the parachute. Students attempt to roll the ball around the rim of the parachute without letting it fall off. Students need to work together to raise and lower the chute to keep the ball rolling.

58c

Running parachute

Equipment: Parachute



Students stand at edge of parachute holding it with only the left hand so as to face in an anti clockwise direction. Number students off one to four all the way around the parachute, so the numbers are evenly spaced. On 'go' and still holding the parachute, students all jog around in circular fashion. Teacher calls a number. The group of that number let go of the parachute and run faster around the parachute to take the next vacant place on the parachute edge.

59a

Parachute basketball

Equipment: Parachute and 10 small soft balls



If your parachute has a hole in the middle this one will work.

Divide the class into six groups, numbered one to six. Alternatively you could name them after basketball teams. One team is nominated to 'shoot baskets'. Each person in the team who is shooting stands with two soft balls around the outsides of the parachute about four to five steps back. On 'go' the team attempts to gently throw their ball to get it through the centre hole in the parachute. Balls that fall off the parachute can be collected and thrown again. The team has one minute to shoot as many baskets as possible. When time is up they return the balls to the parachute and the next team is set up.

59b

Beanbag popcorn

Equipment: Parachute and any number of beanbags



Place all the beanbags on the parachute.

Students bounce the beanbags up and down attempting to keep them on the parachute. Then see if the students can bounce them off the parachute. Time how long it takes to get all the beanbags off the parachute.

59c

Variations: One hand tap



With both hands behind your back, use other body parts to tap the balloon to a designated spot. Hands may be used if the balloon drops to the ground.

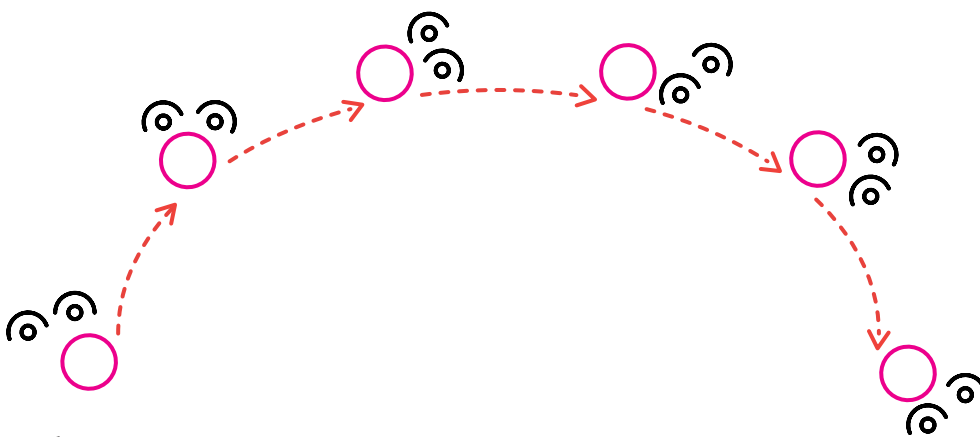
Each student has two balloons and must tap them alternately to a designated spot attempting to do it without the balloons touching the ground. Try the same thing with one hand behind your back.

Balloon games

Great for wet or very hot days. Make sure you have plenty of balloons. Fuller balloons stay in the air longer and are more susceptible to changing air currents but they are better for students with slower reflexes. The less air you put in the balloon the less time it stays in the air and are better for students with more advanced skills.

60a

Diagram: Balloon basketball



60b

Variation: Keep it up



Rather than numbering students one to five, try using other number patterns, depending on what they are doing in class eg seven, 14, 21, 28, 35. Each child has a number and the team must work in either ascending or descending order, calling out the numbers as they go. The same could be done with spelling words.

60c

One hand tap

Equipment: Each student has one balloon



Ask students to put the hand that they write with behind their backs. This hand may not be used. Students use their non-dominant hand to tap the balloon to a point nominated by teacher. If the balloon drops they may pick it up and continue.

Balloon games

Great for wet or very hot days. Make sure you have plenty of balloons. Fuller balloons stay in the air longer and are more susceptible to changing air currents but they are better for students with slower reflexes. The less air you put in the balloon the less time it stays in the air and are better for students with more advanced skills.

61a

Balloon basketball

Equipment: One balloon for each pair, eight to ten hoops



Set the hoops up around the edges of the area. Each pair has a balloon between them and must bat the balloon between each other, attempting to keep it off the floor. Working in a clockwise direction, each time they come to a hoop on the ground one student in the pair picks up the hoop and the other must bat the balloon through the hoop. After placing the hoop down they continue to next hoop, batting the balloon between them. Pairs could keep score (or you could have an umpire) by awarding five points for successfully negotiating each hoop and taking one point off each time the balloon touches the ground.

Balloon games

Great for wet or very hot days. Make sure you have plenty of balloons. Fuller balloons stay in the air longer and are more susceptible to changing air currents but they are better for students with slower reflexes. The less air you put in the balloon the less time it stays in the air and are better for students with more advanced skills.

61b

Keep it up

Equipment: One ball or balloon per group



Groups of four or five. Each group attempts to keep their ball or balloon off the ground for as many hits as possible. Students can be numbered in their group so each student has a turn at hitting the ball.

Balloon games

Great for wet or very hot days. Make sure you have plenty of balloons. Fuller balloons stay in the air longer and are more susceptible to changing air currents but they are better for students with slower reflexes. The less air you put in the balloon the less time it stays in the air and are better for students with more advanced skills.

61c

Variations: Balloon high



Introduce the rule that you may not touch the same balloon twice in a row or that alternate hands must be used when tapping the balloons.

Reduce the number of balloons so that there is only one per five students. Try to make the balloons different colours. Time how long the group can keep the balloons in the air without letting them touch the ground. Students may not tap the same balloon twice in a row. As the students get better add another balloon.

62a

Balloon tennis

Equipment: One sausage balloon and one round balloon for each student



The students hit the round balloon with the sausage balloon like a bat and a ball.

Variation 1

Each pair has only one round balloon and attempt to hit it backward and forward to one another using their sausage balloon.

Variation 2

Partners face one another and hold the two sausage balloons at either end. Place the round balloon on top of this cradle and attempt to move to a designated spot. If the round balloon drops from the cradle it may only be picked up using the sausage balloons.

62b

Variation: Group balloon hit



Each group has two balloons to negotiate to the designated spot and still must hit in numerical order.

Each group of three hold hands to form a small circle (interlocking fingers). The group moves with hands held, tapping the balloon in the numerical order designated, to a particular spot without letting the balloon fall to the ground.

62c

Balloon high

Equipment: One balloon per student



Each student has a balloon. On command all balloons are hit up into the air. The object of the game is to keep all the balloons up for as long as possible. Students may tap any balloon to keep it up and if a balloon touches the ground, it may be picked up and tossed again. To stop the game, students stand very still and allow all the balloons to float to the ground. Try not to let the balloons touch you.

Balloon games

Great for wet or very hot days. Make sure you have plenty of balloons. Fuller balloons stay in the air longer and are more susceptible to changing air currents but they are better for students with slower reflexes. The less air you put in the balloon the less time it stays in the air and are better for students with more advanced skills.

63a

All on one side

Equipment: One balloon, volleyball net or line to cross



Groups of six. The object of the game is to get your team to the other side of the net and back as many times as possible in the time frame. Using a balloon for a ball, each player hits the balloon to another player in the team. As soon as they have hit the balloon they move under the net to the other side. The last player taps the balloon over the net to the other side and scoots under and the process is repeated. As the team gets better, try two balloons at once.

Balloon games

Great for wet or very hot days. Make sure you have plenty of balloons. Fuller balloons stay in the air longer and are more susceptible to changing air currents but they are better for students with slower reflexes. The less air you put in the balloon the less time it stays in the air and are better for students with more advanced skills.

63b

Group balloon hit

Equipment: One balloon per group of three children



Students allocate a number for each child in their group, either 1, 2 or 3. Students hit the balloon in this order while making their way to a designated spot.

Note: groups can be allocated different areas to move to, to avoid congestion.

Balloon games

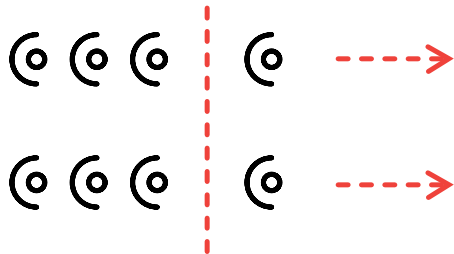
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63c

Variation: Number game



Instead of numbers have the letters of words in piles at the far end. Students stand in a line to form the word. This could also be done for countries around the world.



64a

Variation: Water relay

Equipment: Buckets and paper or plastic cups



Give each team a bucket of water at the starting line. On 'go' signal the first child fills the cup and takes it to an empty bucket, 20 metres away. They empty their cup into the bucket and return the cup to the next student in line. Set a time limit for teams to fill their bucket. The team with the most water in their bucket is the winning team.

This activity would work well after a measurement lesson. Students measure how many cups full of water it takes to fill the bucket. They could then carry out the relay and compare the results estimating how much water their team spilt.

Note! Often the children get wet! Each team has a cup filled with water. The cup of water acts as the baton for the relay. At the end of the race check how much water each team has in their cup.

64b



64c

Number game

Equipment: Three sets of cards numbered one to 10



Divide the class into three teams. Place the cards 20 metres away, one set per team. Each student runs down to pick up a card, and then runs back to the starting place. The students arrange themselves in numerical order, ascending or descending.

65a

Dressing relay

Equipment: Enough adult size clothes for each team



Each team has a pair of adult-size shorts and a shirt. First student runs to line where clothes are lying, gets dressed and continues back to team where he/she undresses giving clothes to the next student who gets dressed and runs up to the line and back. Continue until all students have dressed and undressed.

65b

Artist relay

Equipment: Small blackboard or paper on a board and a piece of chalk per team



Each team has a small blackboard or paper on a board placed 20 metres away and a piece of chalk. On a signal teacher calls out a word or object. First child runs and begins writing/drawing. Teacher allows five seconds then calls stop. Child returns back to line and passes the chalk to the next child. They run and continue to draw/write starting from where the first child finished.

65c

Diagram: Crusts and crumbs

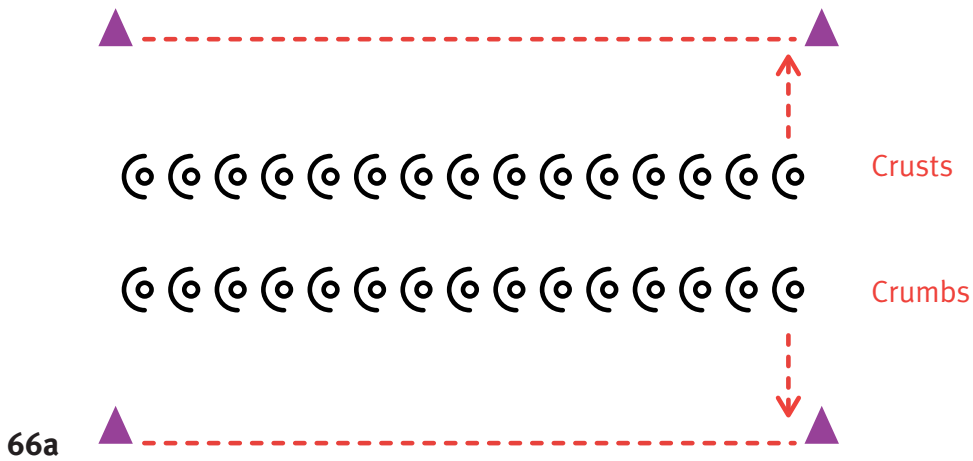
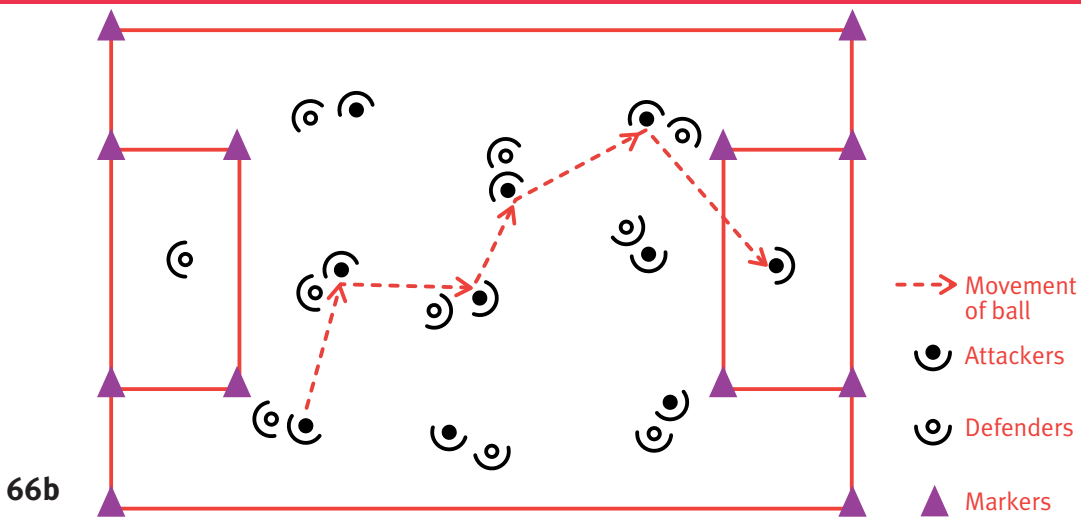


Diagram: End ball



Crusts and crumbs

Equipment: Lines or markers to run towards



Students pair up with someone of similar running pace to themselves. Students stand beside their partner, one pair behind the other. The team on one side are the 'crusts' and the other side are the 'crumbs'. When the teacher calls 'crusts', the 'crusts' turn and run to the line closest to them and their partner in the 'crumbs' line attempts to catch them before they get to the line. Each time they catch their partner they score a point. If the teacher calls 'crumbs' the 'crumbs' run to their closest line while the crusts chase. Students need to run in a straight line. Change starting position to make it more difficult, eg sitting, lying on your stomach etc.

67a

End ball

Equipment: One medium size ball and 12 markers

Divide the class into two teams, and designate the area (a rectangle field slightly bigger than a basketball court is good; for older children make the field larger). Mark the goal area - a box approximately three meters wide by two meters deep. The object of the game is to pass the ball to team mates and advance it to the goal area where a person from their team will be standing. If the team mate in the goal area catches the ball on the full, (without it touching the ground), a goal is scored.

Start with basic rules.

- Must make three passes before passing to player in goals.
- Can only take three steps with the ball.
- Defending players must be a metre away from the person with the ball.
- No players from either team are allowed in the goal area except the goal catcher.
- Modify the rules to suit the children's skills, eg allow children to bounce the ball five times to advance, allow them to punt kick the ball on the last step to the goal catcher.

67b

Progression ball

Equipment: One marker and one ball (any size or shape) for every two students

Students stand in pairs, an equal distance from a marker.

Throw a ball to a partner.

- If the ball is caught, that person takes a step backward.
- If the ball is dropped, that person takes a step forward.

- If the throw does not reach the partner or is too wide, the thrower takes a step forward.
- The winner is the one who is the greatest distance from the marker when the game stops.

67c

Variation: Water under the bridge

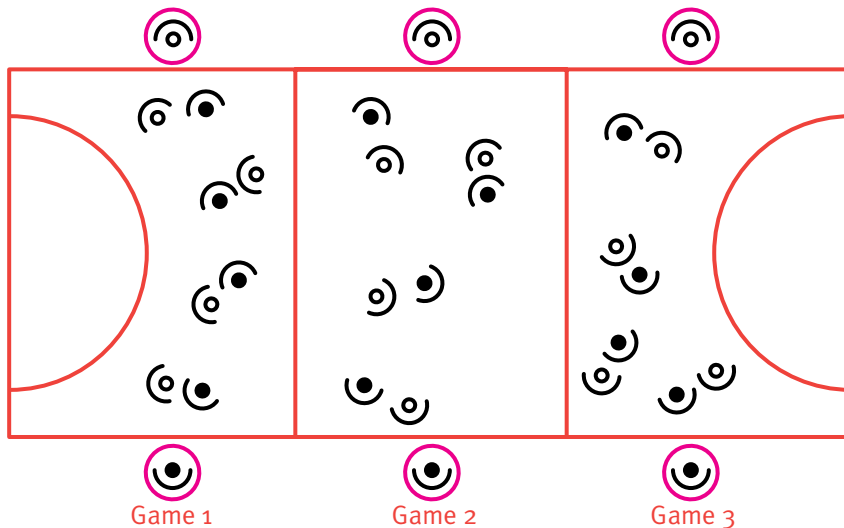
Equipment: Nil



Students are in pairs. Pairs skip holding hands around a designated area. One pair is selected as the chasers. When another pair is caught, they stand facing one another with hands held above their heads to form a bridge. This pair must stay still until freed by another pair skipping under the bridge.

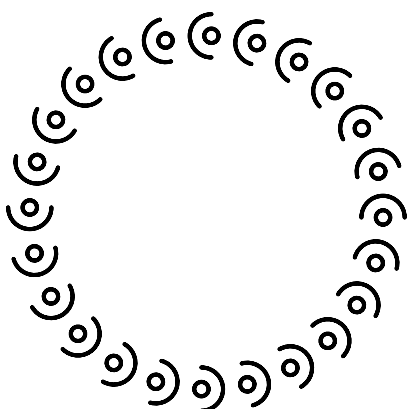
68a

Diagram: Netball end ball

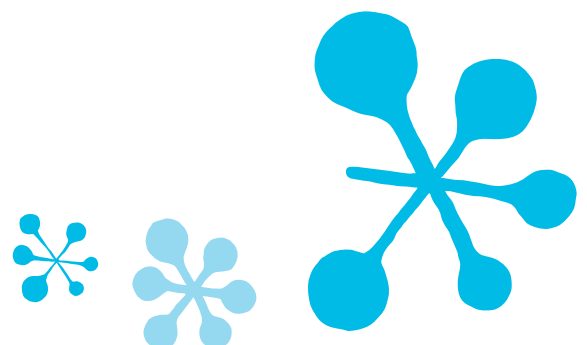


68b

Diagram: Knee sit



68c



Stuck in the mud

Equipment: Nil



Designate an area and have all the students stand within the boundaries. Select two taggers. Students run around in area trying to avoid getting tagged (you may wish to establish some tagging rules for safety). If tagged they stand still, legs astride. Students who have not been tagged can free them by crawling between their legs. Change taggers when everyone is tagged or after a few minutes to give some variety.

69a

Netball end ball

Equipment: Six hoops, three netballs

Divide class into six even teams. Two teams play in each third of a netball court, or a rectangular area divided into three equal areas, playing across the court. One player from each team stands in a hoop placed at each end, and is the catcher. Each team attempts to get the ball to their catcher by throwing it to team mates. You cannot take more than one step with the ball. If the catcher catches it on the full (without the ball touching the ground), that team receives one point and the other team take possession from beside the hoop.

69b

Knee sit

Equipment: Nil



Students stand in a circle facing in a clockwise direction with the toes of each child touching the heels of the student in front of them and hands on the hips of the person in front. After a count of three, all students sit SLOWLY onto the knees of the student behind to form a sitting circle. The person behind can use their hands to guide the person in front.

69c

Variation: Keep the basket full

Vary the method by which the students collect the balls, ie skip, hop or jump, to collect the balls. Vary the method by which the children return the balls, ie dribble the ball back, either kicking or bouncing, carry the ball between the knees, work with a partner and throw and catch the ball to each other on the way back

70a

Variation: Ball passing versus team running

Use different skills eg kicking and trapping.
Use different type and size ball.

70b

Variation: Speed pass



Count the number of passes, go back to zero or deduct 10 when the ball is dropped.

70c

Keep the basket full

Equipment: At least one small ball per child and container to put them in

Teacher has a basket full of small balls. Students spread out in area. Teacher throws the balls, one by one, into the area and students return the balls to the basket in an attempt to keep the basket full. Vary the method of movement.

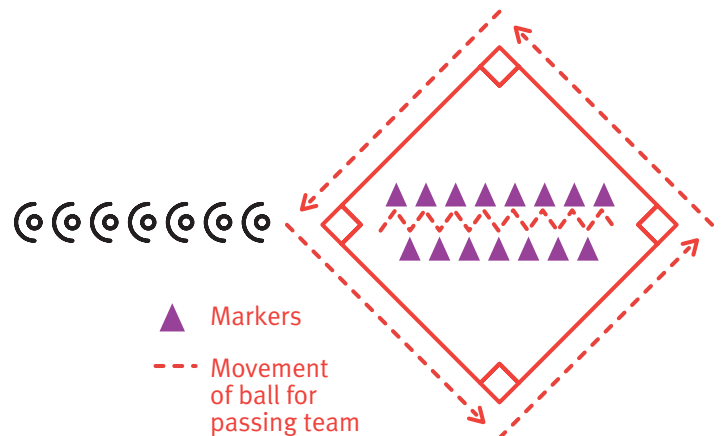
71a

Ball passing versus team running

Equipment: One ball, four bases, 15 markers (for a class of 30)



Set up bases as for softball diamond. The markers are set up inside the diamond an equal distance from one another. Divide the students into two teams: Team one running, team two passing. The running team acts as the timer for the passing team. On 'go', the running team run to the bases one at a time in relay fashion. The next runner cannot start until the first runner returns to home base. The passing team pass the ball from player to player counting the number of successfully caught passes until the last runner has finished and yells, 'stop'. Teams change over and the passing team attempts to make more passes.



71b

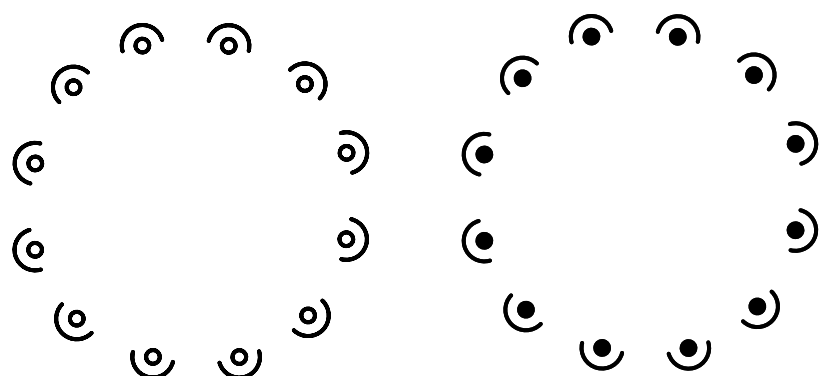
Speed pass

Equipment: Two balls, any size or shape



The class is divided into two or more teams.

- Each team forms a circle.
- Each team passes the ball around the circle as fast as they can.
- Each time the ball passes the starting point the team gets one point.
- Every player must touch the ball.
- If the ball is dropped, that turn starts again from the new starting point.



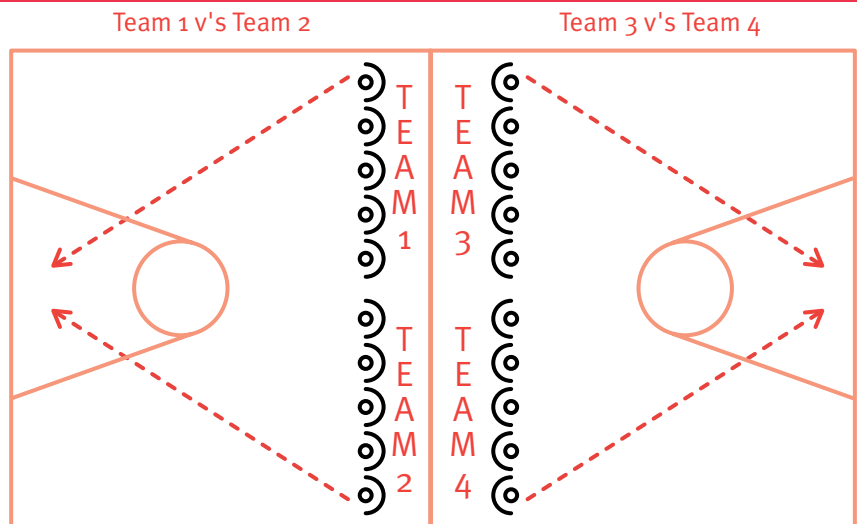
71c

Diagram: Fly



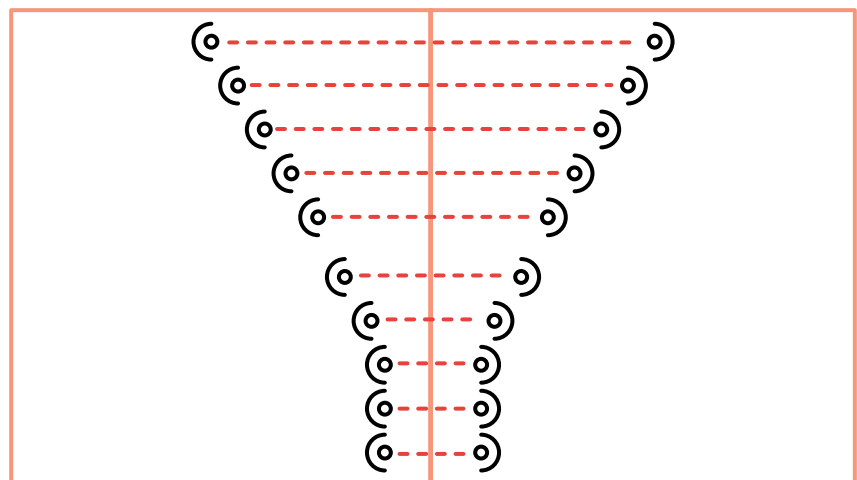
72a

Diagram: Basketball challenge



72b

Diagram: Throw and catch challenge



72c

Fly

Equipment: 10 sticks or rulers



Lay the sticks out about 30 centimetres apart in a straight line on grass. Students line up and leap over sticks, placing one foot between each stick. If they successfully reach the end they can take one more step and call for one of the sticks to be moved to the place where they landed. The game continues until only one person can complete the course.

Once students are familiar with the rules of the game two games could be set up with the teacher standing between the two to allow for more participation.

73a

Basketball challenge

Equipment: Four basketballs and one basketball court



Divide the class into four teams standing on the half way line shoulder to shoulder. Number each student from one to seven (ie for 28 students). Place one basketball on the ground in front of each group. The teacher calls out a number between one and seven. The four students with that number pick up a basketball and dribble it down to the basket, then take one shot and retrieve ball. If shot is successful the student earns two points for their team. The student who successfully dribbles back to their place and puts the ball on the ground in front of their team, earns one point for their team. Designate a scorer on each team to keep tally of their group's points.

73b

Throw and catch challenge

Equipment: One basketball, open flat area



Partners face each other and stand in one line at the centre of a basketball court. The object of the game is to pass and catch with your partner as many times as possible without dropping the ball. The challenge is, each time you pass the ball to your partner you must take one step away from your partner, thereby increasing the distance of the pass. Your partner does the same. If the ball is dropped you and your partner sit down on the spot where you made your last throw and catch. The winning pair is the pair who has made the longest pass without having dropped the ball.

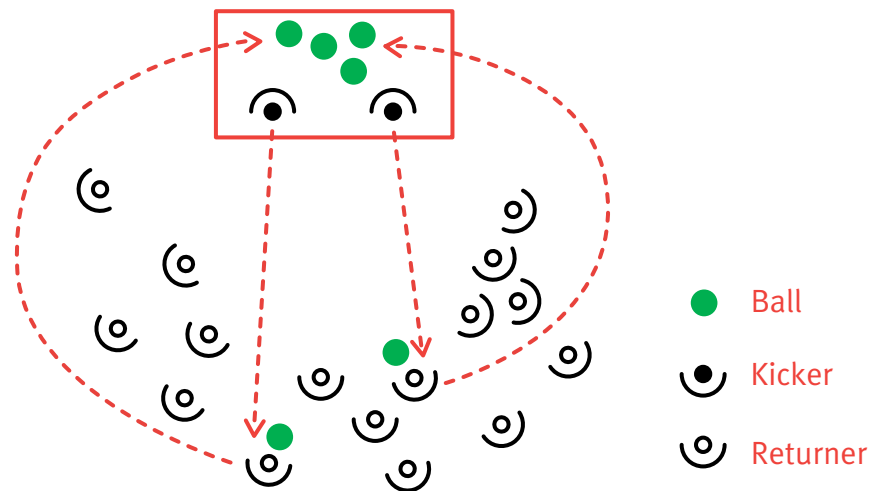
73c

Variation: Thief

This game can be played using soccer balls or hockey sticks and tennis balls to practise other dribbling skills.

74a

Diagram: Empty the square



74b

Variation: Long, long, long jump



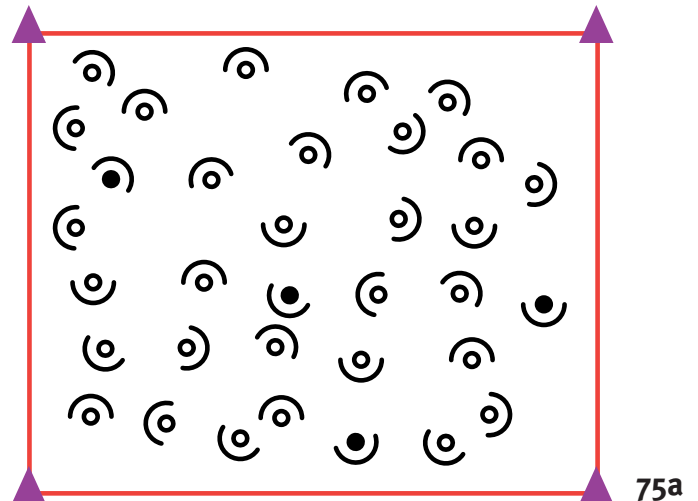
Teams could measure each jump, record and add each jump to gain their team's total. If this was done for each round the children would then have data that could be graphed in the classroom.

74c

Thief

Equipment: One ball per student – except thieves

Designate two to five thieves. Students work in a designated area or grid. Each student bounces the ball in the area and the thieves attempt to steal their ball. If a ball is stolen the two students swap roles, the thief continues to bounce and the student who had it stolen becomes a thief.



Empty the square

Equipment: Four markers and six soccer balls

Balls are placed in a five to 10 metre square. Two students are selected to be the kickers and stand in the square. Other students spread out on the field. Students in the square attempt to kick all the balls out of the square. They may only kick in one direction. Other students field the balls and dribble them back to the square in an attempt to keep the square full of balls. Students returning the balls should take them to the back of the square so as not to be hit by other balls being kicked. Change kickers regularly.

75b

Long, long, long, jump

Equipment: Nil

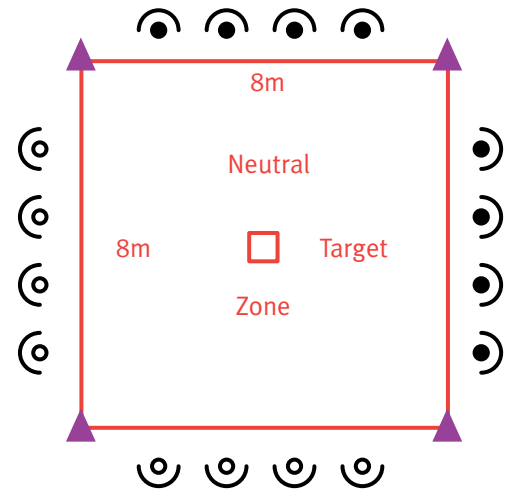


Groups of four to six.

As the name suggests, the object of the game is jump as far as possible as a group. The first student starts at the starting line and using a one-foot take off and a two-foot landing, without a run-up, jumps as far as possible. The next student starts from where the first landed and jumps using the same method, the third student starts where second lands, and so on until the whole team has jumped. Teams can either compare their team's effort with the other team or attempt to beat their own team distance in round two.

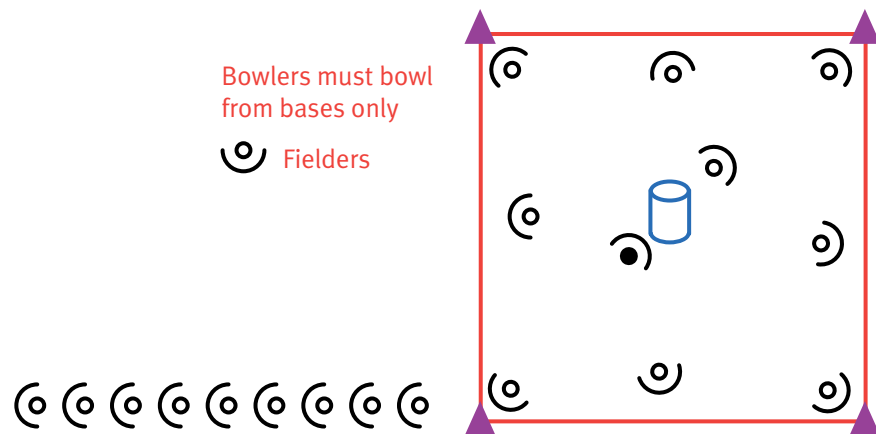
75c

Diagram: Ripper run out



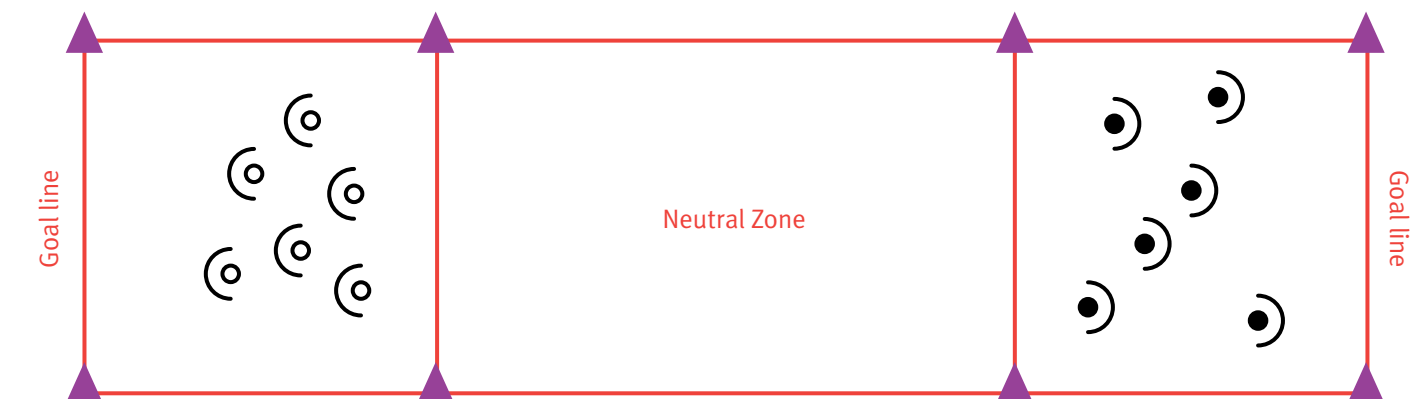
76a

Diagram: Circular continuous cricket



76b

Diagram: Roll a goal



76c

Ripper run out

Equipment: 12 soft small balls, four markers and plastic cricket wickets for a target

Two teams of six to eight players setup on the outside edge of a square. Players attempt to hit the target in the centre of the square. Each time the target is hit, a point is scored. Balls must be thrown from behind the line of the markers and any balls landing in the neutral area cannot be retrieved until the game is stopped for this purpose. Start with underarm throws and change to overarm throws in later games.

77a

Circular continuous cricket

Equipment: One tennis ball, two cricket bats, four markers or bases and a central wicket (a clean garbage tin works well)

Place the wicket in the centre of the square, marked at four corners by markers or bases. Divide the class into two teams, one batting and one fielding. Allocate four students to bowl (only one ball) from the corners of the square. The batting team stand in a line outside the square. The batter stands at the wicket in the centre of the square facing the bowler with the ball. The batter must move around the wicket to face the bowler with the ball depending on which bowler the fielding team throw the ball to. The batter must run around the bowler who bowled the ball, if the ball is hit.

Bowling is continuous and the next batter must be ready

to move in with the spare cricket bat as soon as the wicket is taken. Batter may only be caught out or bowled.

77b

Roll a goal

Equipment: Eight markers and six soft balls



Teams of six to eight. Each team begins with three to six soft small balls. The aim is to get the ball across the other team's goal line by rolling it below knee level. Score one point for each ball that crosses the line. Players cannot retrieve a ball if it stops in the neutral zone.

The size of the grid depends on the skill level of the players.

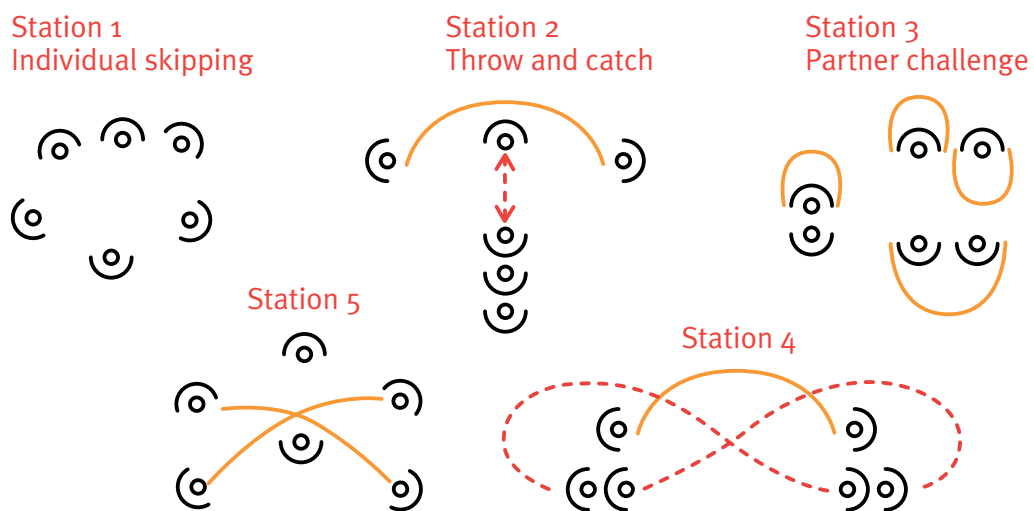
77c

Variation: How long?

Vary the mode of movement over 100 metres and have children estimate and time each other while skipping, hopping or jumping. Students can then graph each mode of movement.

78a

Diagram: Jump rope circuit



78b

Variation: Knots

Start with smaller groups and gradually increase the size of the groups to increase the interaction required to solve the problem.

78c

How long?

Equipment: One stopwatch



Each students estimates how long it will take to run 100 metres, 200 metres and 400 metres. Student's estimates are recorded and actual times recorded to see how close they were to their estimate. Students can then graph their results.

79a

Jump rope circuit

Divide class into five groups. A circuit of five stations can include the skills that the students are already aware of. The following is an example:



STATION	ACTIVITY	EQUIPMENT (for class 30)
1. Individual skipping	One rope per child. Students practise their individual skipping skills, forwards, backwards, crossover, alternate feet skip etc.	Six individual ropes
2. Long rope, throw and catch	Students take turns to jump in the long rope facing side on. Another student throws a ball to the jumper to catch and return. Rotate rope turners so all students have a turn at the activity.	One long rope One ball
3. Partner challenge	Pairs of students work out as many ways as possible to jump with their partner. This may be with one rope or two.	Six individual ropes
4. Long rope Figure of eight	Figure of eight. Students line up standing beside one of the rope turners. They enter the rope, skip once and exit on the other side, running around the back of the other rope turner, then stand beside them and wait until all students have jumped through.	One long rope
5. Egg beater	Two long ropes are crossed. Skipper enters the rope and skips where the two ropes meet. Attempt to have five skips then take an end of one of the ropes so the next person can have a turn.	Two long ropes

79b

Knots

Equipment: Nil



Groups of eight to 10 students stand in a circle formation. All place their hands towards the middle of the circle. Each student takes hold of two different people's hands, making sure that they do not have the hand of the students either side of them. The group then works to untangle the circle without letting go of hands.

79c