

# MINOR GAMES FOR PHYSICAL ACTIVITY

*A resource to support classroom teachers in  
facilitating active breaks with minimal equipment*

## Tips and Tricks for Organising and Running Practical Activities

This booklet has been developed to support you when you take your class out for an activity. You may want to discuss with your class's PE teacher about which activity might be most suitable or if there are any activities they would know from physical education. If your students already know the activity organisation and running the activity will be a lot easier.

Here are some tips and tricks that will enable you to deliver effective physical activity outside or in the gym. First you need the essentials!

### Considerations for organising a physical activity

#### *Must do's Snapshot*

- A whistle and hat for you!
- Hats for the students
- Pick your activity, then:
  - What area will we play on
  - Organise equipment needed for the activity
  - Pre-select groups or teams before you go outside to save time.
  - Classroom Organisational Tips:
    - Set your activity space boundaries using lines and/or cones,
    - Establish directions for start/stop/come in,
    - Be absolutely consistent with umpiring/decision making!
    - With new activities walk through the activities with clear directions and visual demonstrations.

#### *Must do's in-depth*

For those who need a little more help (which is fine 😊) the tips above are explained in more detail

#### What area will we play on:

- Select a suitable activity area for your activity, one is big enough for the activity.
- Consider how you will move from your classroom to the activity area. You may want to have the students move to the activity area using any routine you have to bring your students into the class after recess/lunch to create an organised sequence to and from the activity area.
- Do a quick check of the area for any safety hazards such as holes, debris/rubbish or if the surface is wet or slippery. Remove any debris or objects so the space is clear.

#### Organise equipment needed for the activity

- Check with the PE teachers to make sure you can have equipment ready to go prior to the game.

Australian Council for Health, Physical Education and Recreation (Victorian Branch)

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- Depending on what you need you may be able to keep it in a container in your class.
- Use student helpers to set up equipment for activities as soon as you arrive at the activity space or during a short warm up.
- With equipment distribution and collection- avoid having all students rushing in towards one pile of equipment. Instead direct small numbers of students to collect at a time or collect for a group/team.
- Place unused or equipment to be used later outside of the activity boundary so students do not trip over it.

### Pre-select groups or teams before you go outside to save time

- Be clear on group sizes required.
- Select your groups before going outside and keep students in the same groups across multiple lessons.
- When selecting groups consider ability levels, gender groupings and, over time, think about mixing social groups so that all students work together with others.
- Planning groups ahead of time can help minimise student off task time during movement session.
- If you find groups are not even change the groups. This can lead to fantastic discussion in class about being a good teammate, working cooperatively, how can I help my team, fairness in sport (and other activities).
- Avoid using two students as captains to select teams.
- Ideas to selecting teams may include using months of birth, colours on shoes, fruits and vegetables in lunch boxes, sport teams that are followed, favourite places in the school yard. Be creative with these ideas. The less predictable your method the more randomised your teams will be. (don't forget that teams may be uneven still at the end of this process and this is where the teacher may make educated allocations of players)

### Group Size

- The aim is to have group sizes that maximise participation. For example, while soccer is normally played as 11 v's 11 in physical education we would promote "small-sided games" of 6 v's 6 to enable the students to be more involved in the game allowing them to increase their skill level and enjoy the activity more.
- You will therefore find many of the activities suggest 5 v's 5 or 6 v's 6. When you have a class of 20 plus students this means you might need to have 2 games running at the same time.
- For teachers new to physical education this can be difficult to plan and organise. If needed be sure to ask your **physical education teacher** for some further tips on how to organise your class into small sized groups.
- However, if this does prove difficult for you use larger groups if you are more comfortable with this as some activity is better than no activity.

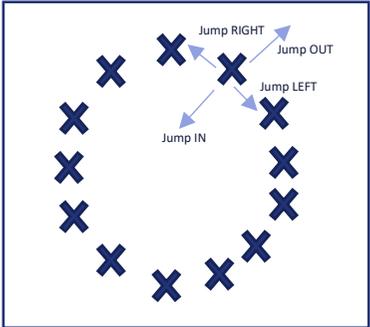
### Classroom Organisational Tips

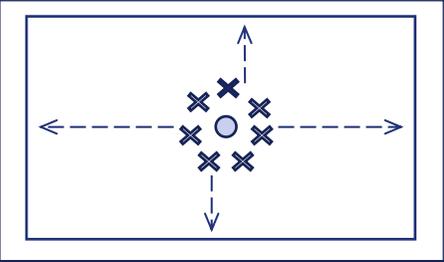
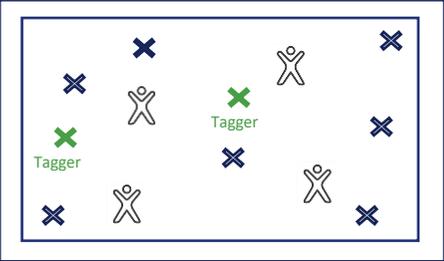
- Set your activity space boundaries using lines and/or cones
- With younger students you may want to start by having them walk/run/hop/skip around the boundaries to make sure they are clear on the boundaries.

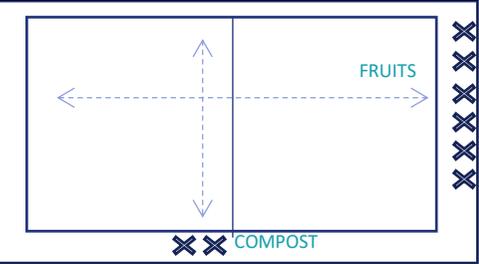
- Establish directions for start/stop/come in/hold equipment still (use the same words, phrases for different directions)
  - Practice your start and stop commands with class before leaving the classroom or in a quick warm up with students moving around the activity area listening for your start (begin moving in area) and stop commands (freeze and face teacher- STOP, LOOK, LISTEN). Also consider how you will provide the command or cue (eg: Whistle = auditory cue, one hand in air = visual cue, voice command to reinforce auditory = “STOP, LOOK, LISTEN”)
- With new activities walk through the activities with clear directions and visual demonstrations
- Use lines or markings to place students in a line for instructional purposes.
- Make use of space by modifying the playing area to make it more challenging or easier for the students. Use your cones to change the size of the playing areas
- Ensure the students aren't facing the sun, position yourself so that they are looking towards you, away from the sun.
- If it is windy make sure the students are close enough to hear you as your voice will not project as much into the wind.
- Be absolutely consistent with umpiring/decision making if playing games/sports!
- There are many ways to change/modify the games as you go. Be sure to ask the PE teacher(s) for support as needed, or students might have ideas as well. A couple of examples include:
  - The ball must be passed to all players on the team before a goal is scored.
  - Create an additional line in relays to reduce waiting time
  - Change the size of the ball to make the game easier or harder
  - Have players walk rather than run to allow the ball to be passed more accurately
- Spacing between students within activities - ensure adequate space between students/groups/physical barriers.
- Direction of activity - ensure a group that is striking or kicking an object away from buildings, other groups, away from walls/obstacles that could be run into etc.

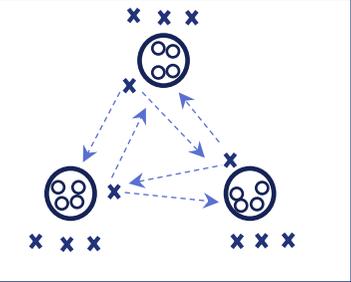
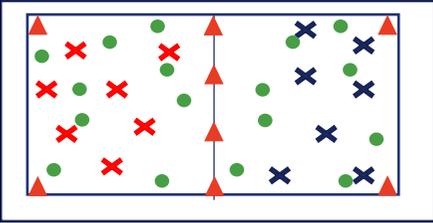
### Health and safety tips

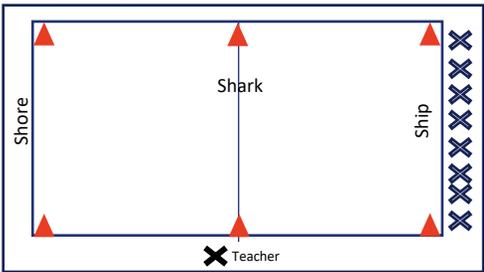
- *Clothing and footwear* – encourage your students to wear appropriate footwear and clothing for activity. Make sure all students shoes are tied properly before activity.
- *Hydration* – encourage the students to drink before, during (depending on length of activity) and after activity sessions.
- *Sunsmart* – reinforce your school's Sunsmart policy at all times.
- Visit the [Safety in Physical Education and Sport](#) Policy (Department of Education and Training Victoria)

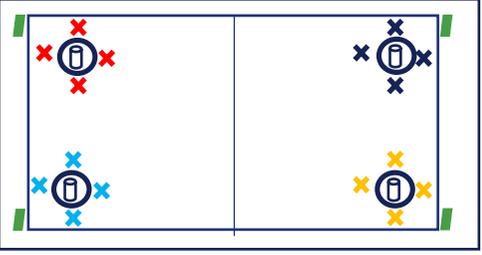
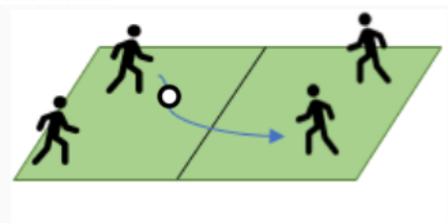
Year Level	Activity Name	Description	Questions for students
F-2	<p><b>Jump in, jump out</b></p> <p><a href="https://www.playmeo.com/activities/energizer-warm-up-games/jump-in-jump-out/">https://www.playmeo.com/activities/energizer-warm-up-games/jump-in-jump-out/</a></p>  <p><b>Equipment needed:</b> none</p>	<p>Create a circle with students (ideally holding hands but still works if not desirable). Instruct students to “say what I say, do what I do”. Teacher gives the commands to “jump left”, “jump right”, “jump in” or “jump out”. Students will respond and jump in the called direction, continue with a series of commands in 20-30 intervals, before resetting circle.</p> <p>Reform circle and introduce now that you will “say the opposite of what I sat and do what I say”. Continue with a series of commands for further 20-20 seconds intervals or until circle breaks up too much.</p> <p><b>Variations:</b></p> <ul style="list-style-type: none"> <li>• ‘Say what I say, do the OPPOSITE of what I say’.</li> <li>• Add in other commands, e.g. Jump high, jump twice.</li> <li>• Set the activity up in a line rather than a circle, can use a line on a basketball/netball court etc.</li> </ul>	<p>What did you find easy/difficult? Can you think why?</p> <p>Can you describe how your movements were influenced by others?</p> <p>How did you respond when others made a mistake? How should we respond? What might this show us about being a leader?</p>
F-2	<p><b>Everyone is it tag</b></p> <p><a href="https://www.playmeo.com/activities/running-tag-pe-games/everybody-is-it/">https://www.playmeo.com/activities/running-tag-pe-games/everybody-is-it/</a></p> <p>4-6 cones to set boundary/ court lines.: 4-6 cones to set boundary/ court lines.</p>	<p>Designate the activity area by pointing out the boundaries to class. Students to spread out in area and on the teacher’s command of “GO” everyone attempts to tag everyone else, whilst also avoiding being tagged. When tagged student must crouch down in place and wait for final student left standing.</p> <p>Teacher to reset game quickly with the command of “GO” and repeat, everyone is ‘it’ again.</p> <p>Notes: When two students tag each other at same time, both to crouch down. Teacher to spur few remaining students in action by calling “10 seconds to go...”</p> <p><b>Variations:</b></p> <ul style="list-style-type: none"> <li>• increase boundary size or decrease boundary size for more challenging game.</li> </ul>	<p>Can you describe any techniques you used to stay in the game longer? Were they successful?</p> <p>Can you describe how you tried to change direction quickly? Do you know what this skill is called? (Dodge).</p>

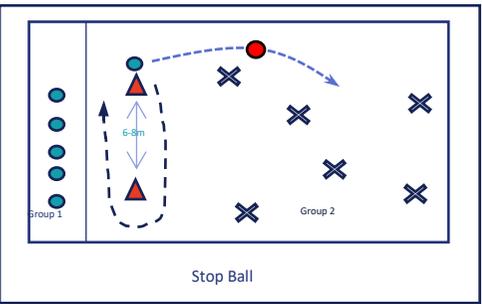
<p>F-2</p>	<p><b>Here and There</b></p>  <p><b>Equipment needed:</b> space with walls for boundaries</p>	<p><b>1. Touch all four walls:</b></p> <ul style="list-style-type: none"> <li>• (or lines) Marking the extremities of the court/playing field.</li> <li>• Complete and race back to the middle of the designated space.</li> </ul> <p>Move on to:</p> <p><b>2. Run here and there:</b></p> <p>Students start in the middle of the space and run to a set of three or four places/objects as designated by the teacher, but in any order they like. Perform three or four different variations/combinations of objects to be touched.</p> <p>Move on to:</p> <p><b>3. Start and finish in the middle:</b></p> <ul style="list-style-type: none"> <li>• As a group, students complete a series of “Shuttle Runs” in the order indicated by the teacher.</li> <li>• Use court markings (or cones) to run to various lines on a netball court (e.g. baseline at one end, then other end, then transverse line at one end and then other end).</li> </ul> <p><b>Variations:</b></p> <ul style="list-style-type: none"> <li>• Vary the distance over which students are moving.</li> <li>• Change the locomotion from run to walk, skip or gallop.</li> </ul>	<p>How does your body feel after moving?</p> <p>Can you describe how your arms help you when you are running?</p> <p>Why do you think it is important that we listen carefully to the directions given by the teacher?</p>
<p>F-2</p>	<p><b>Scarecrow Tiggy</b></p>  <p><b>Equipment needed:</b> 2 coloured sashes for ‘taggers’, Cones to mark boundary if no lines on ground.</p>	<p>Two students are given a coloured sash become the ‘taggers’.</p> <p>Students are instructed to move within the boundary given by teacher. Whoever gets tagged by the tagger students becomes a ‘scarecrow’ by standing with their legs apart and their arms out to both sides.</p> <p>They can come back into the game by another student crawling through their legs.</p> <p><b>Variations:</b> Add more taggers, vary boundary size, change locomotion.</p>	<p>Can you describe how you evaded the tagger?</p> <p>Do you think changing your speed in this game was important? Why, when did you change your speed you were moving at?</p>

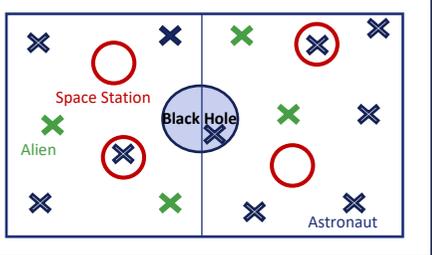
<p>F-2</p>	<p><b>Fruit Salad</b></p>  <p><b>Equipment Needed:</b> None, open space such as a basketball netball court is easiest to use with baseline and sideline markings.</p>	<p>Students are lined up on baseline. Students are given a fruit (Strawberry, apple, orange). When their respective fruit has been called, they must run to the other side of the court. Compost is for the person who comes last out of the particular fruit. When <b>'compost'</b> is called, they must run to a designated area, such as the sideline of the court. The first person from compost goes back as a fruit. When <b>'Grocery Store'</b> is called, all the compost returns to the game and run to the baseline with the other fruits.</p>	<p>Why did you enjoy this game?</p> <p>Can you think of any other categories we could use in this game next time (instead of fruit)?</p>
<p>F-2</p>	<p><b>Letter Creation</b></p> <p><b>Equipment Needed:</b> Music player/speaker if possible</p>	<p>Students are to be dancing/running/ moving to the pace of the music (if possible to play music). Teacher stops music and calls out a letter. Students must organise themselves into groups and shape themselves as a group to make that letter on the floor.</p> <p><b>Variation:</b></p> <ul style="list-style-type: none"> <li>teacher calls out a letter and a number, indicating the letter that must be created and the number of students to group together to attempt this.</li> </ul>	<p>How did you create shapes with your body? Did you bend arms/legs, twist, join with others...?</p> <p>Which letter was easy/difficult to recreate? Why?</p>

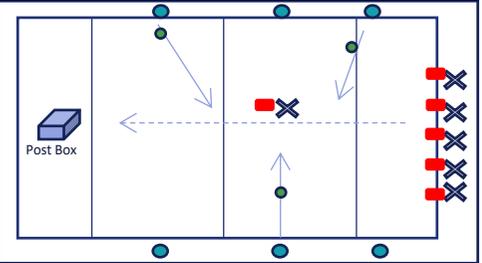
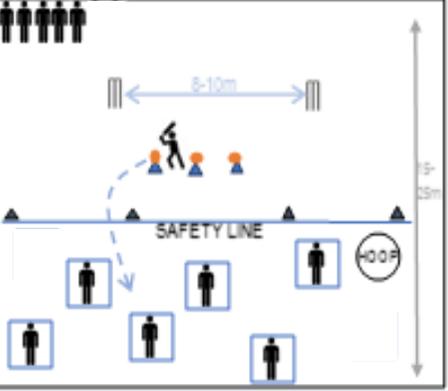
<p>F-2 3-4</p>	<p><b>Bean Bag Scramble/ Rob the Nest</b></p>  <p>1 hoop and 4 bean bags per 4 students 1 hoop and 4 bean bags per 4 students</p>	<p>Divide class into groups of 4. Each group is spaced apart with one hoop on the ground in front of group with 4 bean bags inside the hoop. On teachers signal, students take turns to collect bean bags from other hoops and place them in their own hoop. Students cannot collect more than 1 bean bag at a time nor protect the bean bags in their hoop. Allow the activity to run for a set time, then reposition the bean bags and repeat.</p> <p><b>Variations:</b></p> <ul style="list-style-type: none"> <li>• Vary distance between hoops.</li> <li>• Change locomotion between hoops.</li> <li>• Introduce a central hoop/nest that begins with all the bean bags inside it. Students race to the central hoop to collect a bean bag at a time and return to their nest. Once all bean bags are gone from central hoop students can 'steal' from other groups nest (without obstruction). Game continues for a time limit set by teacher.</li> </ul>	<p>Did your team have any strategy in this game? Did it work? Why/why not?</p> <p>Can you give an example of how your team mates positively communicated with you in this game?</p>
<p>F-2 3-4</p>	<p><b>Freeze Warm up (Stop, Look and Listen)</b></p> <p><b>Equipment Needed:</b> Cones to mark boundaries of open area (approx. 1/3 netball court).</p>	<p>Main aim: for students to understand the class rules of <b>Stop, look and listen</b> when teacher blows the whistle. Students are asked to move around within a coned area (1/3 netball court) on teaches command. Teacher will then blow the whistle and students will freeze on the spot and ensure they face the teacher.</p> <p><b>Variations</b></p> <ul style="list-style-type: none"> <li>• Changing locomotor skill (skip, hop, leap, walk, jog, sprint, move like a giraffe/bunny/animal)</li> <li>• follow the leader.</li> </ul>	<p>Why is it important that we all stop, look and listen at the same time, all together?</p> <p>What might happen if someone stopped, but wasn't looking or listening to the teacher?</p>
<p>F-2 3-4</p>	<p><b>Clean Up Your Yard</b></p>  <p><b>Equipment Needed:</b> Soft foam balls or newspaper balls, Cones</p>	<p>Set marker cones 10–15 meters apart to designate 2 areas. The groups face each other in their territory. On the command, each group bombards the other trying to accumulate as many foam balls as possible in the other group's territory. Set a distance which requires a full force overhand throw.</p> <p><b>Variations:</b></p> <ul style="list-style-type: none"> <li>• Increase the distance between territories.</li> <li>• Place a barrier between the 2 groups.</li> </ul>	<p>Can you think how this game might help improve a particular skill? (overarm throw) What sports can you think of that use the overarm skills? (fielding in cricket, javelin, serving in tennis, passes in netball...)</p>

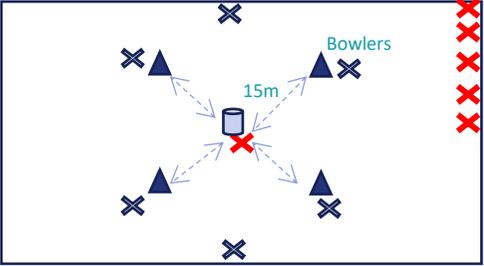
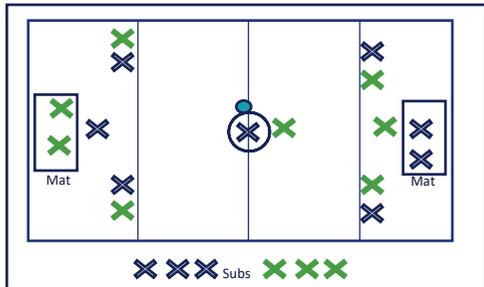
F-2 3-4	<b>The Floor is Lava</b>	Students run around the playground and wait for the command 'The Floor is Lava'. When they hear this, the students must jump on the playground and not touch the floor at all. The last person to make it to the playground is eliminated and becomes the next caller of "the floor is lava".	Do you have a favourite piece of equipment in the playground? Why is it your favourite?  Is there a way of playing in our playground that you'd like to share with others?
	Equipment Needed: Playground, objects students can stand on		
F-2 3-4	<b>Memory Tag</b>	All players are taggers. If a player is tagged the player must bob down where they were tagged but remember who it was that tagged them. When the person that tagged them gets tagged, they can stand up and continue the game. Rock, paper, scissors is a great way to settle any disputes.	How did you try and avoid being tagged? Was it successful?  What should you do if you cannot remember who tagged you? Why is this the right thing to do?
	Equipment Needed: None, open space.		
F-2 3-4	<b>Ship, Shark, Shore</b>	<p>Give all students a sash. Students are to all line up on the half court line. The baseline of the court is the 'Ship', the half court line is 'Shark' and the opposite baseline is the 'Shore'.</p> <p>Both feet must be on the line. Students must run to either 'ship, shark or shore' when called by the teacher or nominated student.</p> <p>The last student to get to the correct line hands in their sash, but they can still play. If you call the line they are already standing on and they move, they must hand in their sash.</p> <p>Last person with a sash is victorious/a true pirate!</p>	<p>What have you learnt in this game? Why is it important?</p> <p>What was your highlight of this activity?</p> <p>How could we improve or add to this game?</p>
	 <p>Equipment Needed: Open space, cones to mark boundary if not able to use a marked basketball/netball court, 1 coloured sash per student (if available, can play without)</p>		

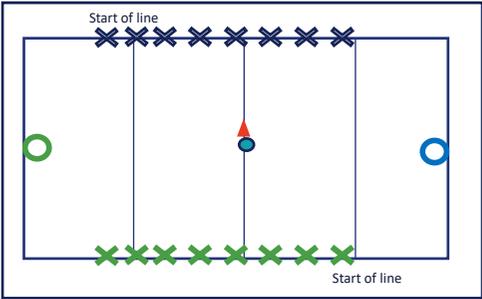
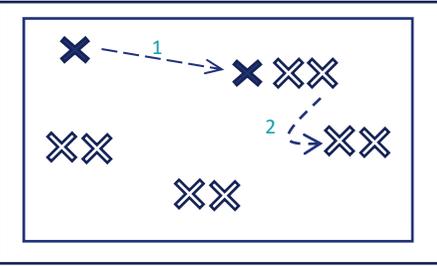
<p>3-4</p>	<p><b>Spin the pin Tag</b></p>  <p><b>Equipment Needed:</b> 4 Hoops, Sets of different coloured sashes for each team, 4 short pool noodles, 4 Bowling pins or 1L water bottle or similar.</p>	<p>Group students into teams of 4-5 and distribute the same coloured sashes to each team.</p> <p>One team member spins the bottle inside the hoop. Whoever it lands pointing at becomes the tagger.</p> <p>The tagger must grab a short pool noodle to tag the other people in their group with. When they have tagged at least 2 people from their group, all must go back to teams' hoop. First person who was tagged spins the bottle. Repeat the process.</p>	<p>How do you feel about your improvement and understanding of the game and its tactics?</p> <p>How could we improve or add to this game?</p> <p>How can you help others in this game?</p>
<p>3-4</p>	<p><b>Chain Tag</b></p> <p><b>Equipment Needed:</b> none</p>	<p>Start with two taggers. The two taggers hold hands and cannot let go. This is the first part of the chain. The rest of the students need to avoid been touched/tagged by the chain. If the chain tags you, then you become the next link in the chain and join hands with them. The game continues until all students are holding hands in one chain.</p>	<p>What was difficult about moving in a chain? What did you find helpful?</p> <p>When you were in the chain and it was becoming larger how did you work together to trap remaining people?</p>
<p>3-4</p>	<p><b>Roll tennis</b></p>  <p><b>Equipment needed:</b> 1 volleyball/ gator ball per group of 4, Cones to mark courts if no lines on ground</p>	<p>Play on a bat tennis size court with a line on floor dividing halves. 1-2 students per half with one ball. One player begins by serving ball (underarm roll) to their opponent/s. Other team must pick up ball before their baseline and roll the ball back. Rally continues until one student/team misses the ball (rolls over baseline) or ball is rolled outside the side lines.</p> <p><b>Variations</b></p> <ul style="list-style-type: none"> <li>• Students use a different ball (different weight, bounce and size).</li> <li>• Change number of players per courts (singles or doubles)</li> <li>• Hold ball for maximum 1-3 seconds before releasing.</li> <li>• Vary playing area- larger to encourage students to move more.</li> <li>• Introduce throwing/passing ball.</li> <li>• Divide a basketball/netball court into multiple mini courts and continue to play a round robin with teams rotating between courts.</li> </ul>	<p>Where were you attempting to roll your ball? Why?</p> <p>How did you have to position your body to receive the ball? (get low to catch the ball)</p> <p>Can you show me how you held your hands to catch/receive the ball? (palms face the ball).</p> <p>Why is it better to roll the ball deep in the court/closer to the sidelines of the court?</p>

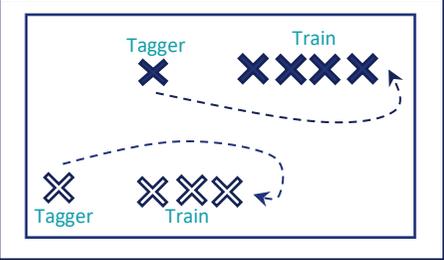
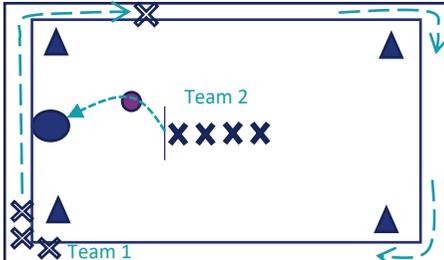
<p>3-4</p>	<p><b>Jump Tag</b>  <a href="https://www.playmeo.com/activities/running-tag-pe-games/jump-tag/">https://www.playmeo.com/activities/running-tag-pe-games/jump-tag/</a></p> <p><b>Equipment needed:</b> None, open space.</p>	<p>Gather your group into a loose circle and assign everyone a number (starting from number 1.)          Start by calling “3,2,1...JUMP” at which point everyone must jump out of the circle and remain where they land.          Explain that the first person (#1) initiates the game with one standing broad jump attempting to tag another person either while in the air or upon landing.          When the nominated ‘tagger’ jumps, the rest of the circle must jump and remain on the spot they land until the next tagger (#2) initiates their jump.          Once everyone has landed, person #2 jumps once attempting to tag someone close to them.          This process of jump and tag continues, with the role of ‘tagger’ assumed one person at a time sequentially around the circle.          Everyone who is tagged is eliminated from the game.          Game continues around the circle until all, but one person is eliminated.          Play two or more five-minute rounds.</p>	<p>Did you find any strategies to use during this activity? Did they work, why/why not?</p> <p>Is a jump when releasing from one foot or two? (Two. 1 foot to 1 foot is a leap)</p>
<p>3-4</p>	<p><b>Stop Ball</b></p>  <p><b>Equipment needed:</b> 2 cones, 1 soccer ball/football/foam ball.</p>	<p>Divide class into 4 groups. Set up 2 games of 2 teams each as shown.</p> <p>Kicking team line up 2m behind one cone, the other cone 6-10m away. A group 1 student will punt the ball into the field of play and advances to run back and forth around the two cones.</p> <p>Fielders spread out to retrieve the ball, once the ball is in the hands of a fielder, they form a column behind the retriever and pas the ball over their heads.</p> <p>When all have passed the ball, they call “Stop”. Group 1 scores 1 point each time a cone is passed. Groups change over roles once all students have punted. Vary the punting order after each innings.</p> <p>Variations: Vary the type of ball and skill. E.g. Punting an AFL football. Kicking a soccer ball. Overhand throw of a tennis ball. Striking a foam ball from a tee with a bat.</p>	<p>Can you describe where you were trying to kick the ball to in the field? Why?</p> <p>Describe a moment when you team displayed real teamwork.</p> <p>How can you support your teammates while you are waiting to kick the ball?</p>

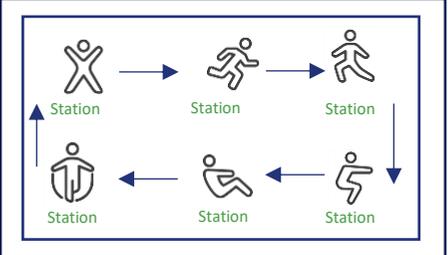
<p>3-4</p>	<p><b>Builders and Bulldozers</b></p>  <p><b>Equipment needed:</b> 1 cone for each member of team number 1.</p>	<p>Students split into two teams.            Team 1 – “Builders” – have a cone each and must stand them upright when they are knocked down.            Team 2 – “Bulldozers” – must tip the cones over using their hands only.            All players must keep moving the entire time. No standing still. Compete for set time period then stop and reverse roles. Repeat every 30 or 60 seconds.</p> <p><b>Variations:</b></p> <ul style="list-style-type: none"> <li>• Change the locomotion (running, skipping, galloping, hopping).</li> <li>• Each team uses a different form of locomotion.</li> </ul>	<p>Can you explain a reason why rules in games useful?</p> <p>How were you working as a team in this game?</p> <p>Can you explain how playing this game made you feel?</p>
<p>3-4</p>	<p><b>Astronauts vs Aliens</b></p>  <p><b>Equipment Needed:</b> 4 hoops, 4 coloured sashes</p>	<p>Choose 4-6 taggers ‘Aliens’, all the other students are ‘Astronauts’. Use the centre circle of the basketball court as the ‘Black Hole’. Scatter 4 hoops or "Space Stations" around the circle.            When an alien tags an astronaut, that player must go to the "black hole" (centre circle). The only way to escape the black hole is for another astronaut to pull them out without stepping inside the black hole.            If an astronaut wants to be safe, he/she can "hide" inside a space station (hula hoop). Only one astronaut is allowed inside a space station at a time. However, if another astronaut steps inside the space station the first astronaut must leave and return to outer space.            Switch aliens every 1-2 minutes.</p>	<p>When/why did you decide to jump into a space station?</p> <p>Did you try to communicate to others when you had been tagged and were in the Black Hole. Did it work? Why/why not?</p>
<p>3-4</p>	<p><b>Hula Huts</b></p>  <p><b>Equipment Needed:</b> 36 Hula Hoops, playground balls, Cones</p>	<p>Divide the class into two teams. Students will have 3 hula huts per team; they must construct them.            Students are to try to knock the other team’s hula huts over with playground balls whilst protecting their own.            Students cannot go passed half court to throw or retrieve balls.            When the hula hut is knocked over, students must try to rebuild.            The opposite team cannot throw a ball at their team whilst they are trying to rebuild. Use a scoreboard to count how many times a team’s hula huts get knocked down.</p> <p><b>Variation:</b></p> <ul style="list-style-type: none"> <li>• If not enough time to create Hula Huts use a large witch’s hat that is turned upside down as a target object instead.</li> </ul>	<p>Can you explain if your team had a strategy in this game?            If not, what do you think your team could try next time?</p> <p>How do you think communication can be important in this game?</p>

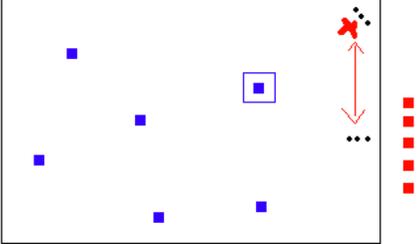
<p>3-4</p>	<p><b>Post the Letter</b></p>  <p><b>Equipment Needed:</b> Small dodgeballs, Beanbags, Bucket, Cones</p>	<p>Divide class into 4 groups of 5 or 6. Set up 2 games of 2 teams each as shown. One team attempt to 'post the letter' i.e.: take the bean bag down the court to the 'post box' (tub) without being hit by a rolled soft ball by one of the opposing team members, who are positioned on either side of the court. If 'hit, then that player must sit down and hold the 'letter' up in the air for the next player to attempt to run down to post. Swap over team roles after all players have been hit out.</p>	<p>Can you name the skill of avoiding something with a sudden movement? (Dodge)</p> <p>When did you have to dodge in this activity?</p> <p>Can you explain your team strategy?</p>
<p>3-4 5-6</p>	<p><b>Rapid Fire Cricket</b></p>  <p><b>Equipment needed:</b> Cricket Tees or Cones, 2 wickets Cones for the safe zone, Cricket bat</p>	<p>Divide class into 4 groups of 5 or 6. Set up 2 games of 2 teams each as shown.</p> <p>Batting team – The batter must hit 3-4 balls (“rapid”) in quick succession off cricket tees set next to each other on the ground, and then make as many runs (from 2 wickets) as they can before the fielding team can gather the balls and place them back upon the tees.</p> <p>Fielding team – Must start standing behind a safety zone (behind a marked area) and are not allowed to move forward to field the balls until all 4 balls have been hit off their tees.</p> <p><b>RULES:</b></p> <p>5 points deducted off batting team if a hit ball is caught by a fielder.</p> <p>5 points deducted off fielding team if they run forward before all four balls have been hit.</p> <p><b>Variations</b></p> <ul style="list-style-type: none"> <li>Fielding team picks up the balls and returns them to a hoop placed at edge of safety zone. Once all balls are back in hoop, a fielder calls “STOP”.</li> <li>Change the type of ball struck off tee (e.g. foam ball, tennis ball)</li> </ul>	<p>Where is the best place to hit/place the balls? <i>(Away from the fielders into gaps)</i></p> <p>How did you decide when you could run to the opposite wicket? <i>(Watch ball after it is hit, assess distance in relation the fielder and how much time you have to run.)</i></p> <p>How could fielders work together to return balls to the tees?</p>

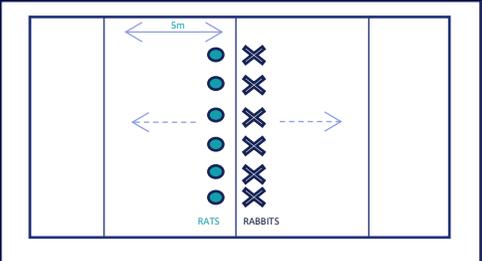
<p>3-4 5-6</p>	<p><b>Bucket Cricket</b></p>  <p><b>Equipment Needed:</b> Cricket stumps or a bucket, 4 Cones, 1 Cricket bat, 1 Tennis Ball or Joey Cricket ball</p>	<p>Divide class into 4 groups <u>of 5 or 6</u>. Set up 2 games of 2 teams each as shown.</p> <p>Put the bucket (or cricket stumps) in the middle of the playing area and position 4 markers (cones) around the 'bucket' – approximately 15m away. These positions mark the 4 areas that players can bowl from. The batter must hit the ball and then run around any of the 4 markers (cones) making it back in time to hit the next ball.</p> <p>You are out when the ball is bowled at the bin/stumps and hits it or you are caught.</p>	<p>Explain some challenges or difficulties in this game.</p> <p>How did you overcome these challenges?</p> <p>Where were you aiming to hit the ball to? Why?</p> <p>What was your highlight of this activity?</p>
<p>3-4 5-6</p>	<p><b>Mat Ball- (modified netball game)</b></p>  <p><b>Equipment Needed:</b> Mats, Netball bibs, Netball, Sashes</p>	<p>Split class into teams. Using a netball court (or similar) set up a mat in each goal 'D' at the ends of the court.</p> <p>Each team will assign 'shooters' who stand on the mat at the end of each playing area. These players represent the Goal Shooter (GS) and the Goal Attack (GA). The remaining players spread out around the court, perhaps in specific netball positions. This game is played as closely to netball as possible, the main difference being the shooting and scoring. The shooters on the mat must catch the ball on the full, without stepping off their mat to score a point for their team. Ensure that the shooters swap after each goal or a time limit. Substitute in waiting players continuously.</p> <p><i>Netball rules: No contact (3ft away), no running with ball and ball should be passed off within 3 seconds.</i></p> <p><b>Variation:</b></p> <ul style="list-style-type: none"> <li>• Can have 4 mats – two at each end.</li> <li>• Replace mats with hoops, shooters must remain in hoops to score a point.</li> </ul>	<p>How did you attempt to move away from you defender when trying to receive the ball?</p> <p>What kind of passes were most successful in your game? Why?</p> <p>Which types of passes were not successful? Why?</p>

<p>3-4 5-6</p>	<p><b>Skipping Challenge</b></p> <p><b>Equipment Needed:</b> 1 Skipping Rope per student</p>	<p>Students work in groups of 5, they must all jump rope individually as much as they can in one minute, they then need to add up total amount as a group.</p>	<p>What kind of advice would you give to a classmate if they are having some difficulty with skipping?</p> <p>How do you think you worked as a team?</p>
<p>3-4 5-6</p>	<p><b>Bench Sports</b></p>  <p><b>Equipment Needed:</b> Cones, Sashes, Goals (depending on sport), Ball depending on sport.</p>	<p>Students line up on either side of gym/basketball area. Students stand in line, when a number is called the amount of those people from the front of the line move to run around the central cone, and then attempt to go for their goal (whether it be picking up a basketball or netball to play basketball/netball to shoot a goal or a soccer ball to attempt to kick a goal etc.)</p> <p>Teacher can limit it to one attempt at goal, before active students return ball to cone/middle of court and return to the end of their lines.</p> <p>A combination of all three can also be played, you communicate a number and chosen sport.</p>	<p>What was your favourite part of this activity?</p> <p>Is there any advice for a skill from one of the sports from today you can share with your classmates?</p>
<p>5-6</p>	<p><b>Link tag</b></p>  <p><b>Equipment needed:</b> Marker cones to define boundary if using open area</p>	<p>All players stand in pairs, link one elbow each and stand with other hand on their outside hip (“teapot” stance).</p> <p>One pair separate to begin the game – player #1 runs away, player #2 chases. In order to make themselves safe, player #1 tries to link an elbow to an existing “safe” pair, before the tagger can catch them.</p> <p>Person on opposite side of that pair must then let go and run away also trying to get “safe”.</p> <p>If tagger manages to catch and tag a runner, then roles are reversed. New tagger must spin around three times to allow runner to get away.</p> <p><b>Variations:</b></p> <ul style="list-style-type: none"> <li>• Increase number of taggers (use coloured band to identify).</li> <li>• Change locomotion</li> <li>• Increase or decrease boundary size.</li> </ul>	<p>Can you think why it would be important to be paying attention to your surroundings in this game?</p> <p>Why would it be important to have good reactions in this game?</p> <p>Do you know what it is called when you have the ability to move quickly and easily? (Agility, to be agile)</p> <p>When in this game would you use this skill?</p>

<p>5-6</p>	<p><b>Loose Caboose</b></p>  <p><b>Equipment needed:</b> Marker cones to define boundary if using open area</p>	<p>Students in groups of three to five.</p> <p>“Tagger” stands at the front facing the remaining students in the group (“Train”) who are protecting the student at the back with hands on hips of person in front of them.</p> <p>Cannot hold or use arms to block the tagger, only move as a group (“Train”) laterally to protect the person on the end.</p> <p>If last player in the “Train” is tagged, they become the tagger and the previous tagger goes to the front of the “Train”.</p>	<p>How did your ‘caboose’ attempt to stop the loose caboose from joining? Was it successful? Why/why not?</p> <p>Can you describe a moment that you find this activity difficult? How did you find the resilience to keep going?</p>
<p>5-6</p>	<p><b>Golden Child</b></p>  <p><b>Equipment needed:</b> Indoor or outdoor basketball/netball court 1 basketball/netball 4 cones Coloured sashes</p>	<p>Team #1 lines up single file facing the goal with 1 x ball between them. Team #2 lines up along baseline.</p> <ul style="list-style-type: none"> <li>• On “Go”, first runner from Team #2 takes off and aims to run around the perimeter of the (1/2) court and make it back to their team before Team #1 can “shoot a goal” (throwing the ball through the ring from set distance).</li> <li>• Team #1 takes it in turns to shoot for goal.</li> <li>• If runner makes it back “home” safely, they go to end of the line and become the “Golden Child”.</li> </ul> <p>Each time Team #1 scores a “goal”, the current runner must stop, and the next runner may go and try to make it around safely.</p> <p>When a “Golden Child” runs, all players who have been stopped around the court may follow the Golden Goose and have a 2nd chance to score. Assign whatever value you like for runners making it back “home” safely.</p> <p>Swap over Teams #1 and #2.</p> <p>Variations: Split class into four teams and run two games at opposite ends of a basketball/netball court.</p> <p>Introduce dribbling a basketball to running team to increase basketball skills being used.</p>	<p>How did you encourage your team in this game? Why would this be important in a team activity?</p> <p>Could you use a strategy in this game?</p>

<p>5-6</p>	<p><b>Personal Best Activity stations</b></p>  <p><b>Equipment needed:</b> Set of task cards. Skipping ropes, mats, benches are optional.</p>	<p>Using a set of task cards (once made can be used repeatedly in other activities) to organise a set of 6-10 stations with fitness activities.</p> <ul style="list-style-type: none"> <li>• Step ups</li> <li>• Star jumps</li> <li>• Burpees</li> <li>• Squats</li> <li>• Tuck jumps</li> <li>• Dips (on bench)</li> <li>• Crunches</li> <li>• Planks/Supports</li> <li>• Skipping</li> <li>• Lunges</li> <li>• Bench jumps</li> </ul> <p>Designate an area for each activity to be performed in. Students work individually to perform as many total repetitions as they can in a set time period (e.g. 1 – 2 minutes), using at least five different exercises. Static activities (e.g. planks/ supports) count as one repetition per second held.</p>	<p>Can you explain how your body feels after completing 1-2 minutes of star jumps/crunches/squats?</p> <p>Can you name the muscles you would use when performing a _____?</p> <p>Has your breathing increased or decreased when performing at a station? Can you think why this may be? Why do you think it is important to be physically active in our lives?</p>
<p>5-6</p>	<p><b>Half-court Basketball (modified 5 v 5 basketball games)</b></p> <p>Equipment Needed: Basketball Sashes</p>	<p>You can operate two games of 5V5 at a time by basically utilizing the same amount of court space. This game reinforces zone defence (more time to set up) and cuts out quick breaks. Once the attacking team lose possession (rebound/steal), they become the defensive team (set up zone). The team gaining possession must take the ball over the centre line (or 3-point line for beginners). Until the skill level is greater, the defence cannot steal the ball off the team taking the ball back to the line.</p>	<p>What kind of skills are important to the game of basketball? Can you explain with an example why?</p> <p>Describe a piece of play where teamwork was important in your game.</p>

<p>5-6</p>	<p><b>Kick Ball</b></p>  <p><b>Equipment needed:</b> 2 Wickets, A Large dodgeball or a soft indoor soccer ball, Cones, Sashes</p>	<p>Divide class into 4 groups of 5 or 6. Set up 2 games of 2 teams each as shown.</p> <p>A kickball game is played by two teams each who try to score more runs than their opponent by running from wicket to wicket. There is a kicking team and fielding team.</p> <p>The kicking team (red) lines up to wait their turn, the fielding team (blue) spreads out in the playing area.</p> <p>The pitcher (this can be a teacher) rolls the ball towards a kicker. The kicker attempts to kick the rolled ball and run from wicket to wicket. If they miss and the ball hits the wicket they are out. If the ball has been kicked successfully, the fielding team must return it back to the teacher where it will be rolled again whether or not the kicker has returned to the wicket.</p> <p>A kicker is out when the ball hits the wicket or a fielder catches the ball before it hits the ground. After every kicker has had a shot, the two teams swap.</p> <p>Variations:</p> <ul style="list-style-type: none"> <li>Fielders need to pass it to 3 different people before they return it to the teacher.</li> <li>Create a no go zone that cannot be entered until the kicker has kicked the ball.</li> <li>One handed catches only.</li> </ul>	<p>What kind of strategies did you use while fielding/kicking? Why? Where they successful?</p> <p>How did you demonstrate teamwork in this game?</p>
<p>F-2 3-4 5-6</p>	<p><b>Bump Tag</b></p> <p><b>Equipment Needed:</b> Coloured bases/discs</p>	<p>All players are paired up standing side by side with one foot on a flat disc. <b>One</b> pair splits up and one becomes the chaser one becomes the runner. The chaser chases the runner, if the chaser catches the runner the pair switch roles. The runner can seek refuge by 'bumping' someone out of their pair, the person who gets bumped, moves off the disc and now becomes the runner.</p> <p>Once students get this, add another chaser and runner to maximize movement.</p>	<p>What kind on tactics did you use when trying to flee from the chaser? Was it successful? Why/why not.</p> <p>Why is it important to pay attention to your surroundings in this game?</p>

<p>F-2 3-4 5-6</p>	<p><b>Tails</b></p> <p><b>Equipment Needed:</b> Velcro Tags, Tails- 2 per student plus extra</p>	<p>Students wear Velcro belts with tags. Students start with two tags. They must try to get as many tails as they can from other participants. Set up a bucket of spare tails for those who run out of tails, 1 tail each. This ensures inclusion.</p>	<p>What kind of advice would you give to a classmate if they are having some difficulty with this activity?</p>
<p>F-2 3-4 5-6</p>	<p><b>Rats and Rabbits</b></p>  <p><b>Equipment Needed:</b> Cones to make lines if not in activity space with line markings</p>	<p>Students work with a partner. Partners stand with their backs to each other approximately a metre apart in two separate lines. One line is called Rats and the other Rabbits. The teacher or a designated student then calls, “Rats” or “Rabbits”. The people in the group called attempt to run over a line about 5 metres away. The partners chase and attempt to tag them before the line. All players return to centre and the game then begins again.</p>	<p>How does this activity help improve your reactions?</p> <p>Were there any ways in which you excelled in either catching or escaping your partner?</p> <p>What was your highlight of this activity?</p>