



Nambucca Heads Morning Movement Program

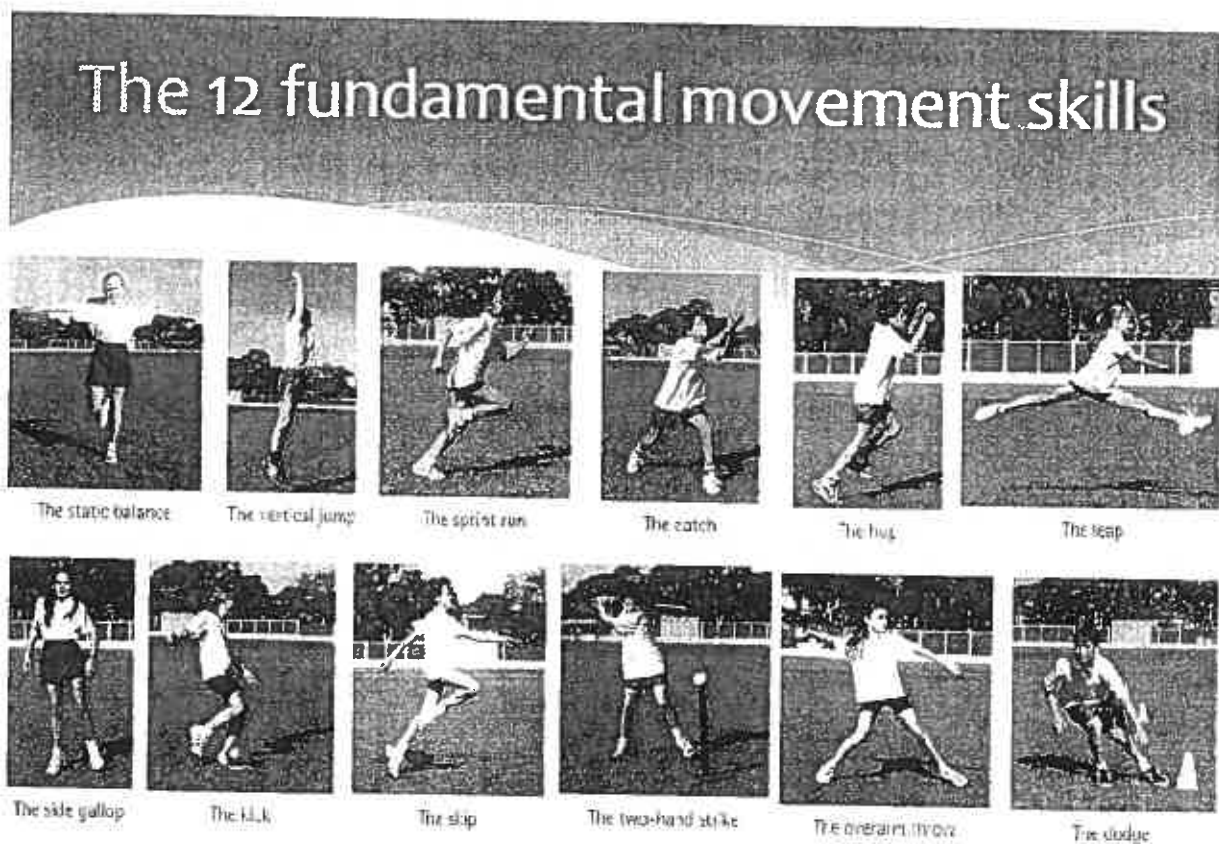
The program is designed to teach the 12 fundamental motor skills in a fun practical way.

Focus on one skill for the week: teach the skill in its simplest form and then try one or two activities each day. There are links on how to teach each skill on the term Planner (You Tube) and activities can be found on the Bluearth website (under schools section) – Teacher Resource Centre. www.bluearth.org/teachers-resource-centre-login

Register and Log in with your email address for the online resource. A basic hard copy will also be available.

Each class will have their own equipment and will be responsible for maintaining it.

Have fun and join in the activities yourself and ask students reflective questions to reinforce learning.



Chapter 1

Introducing fundamental movement skills

What's in this chapter?

This chapter introduces fundamental movement skills and answers some of the questions commonly asked about teaching them.

This chapter includes information and guidance for including fundamental movement skills in your PDHPE and sport programs, together with information on how students learn and develop these skills.

- the catch
- the hop
- the side gallop
- the skip
- the overarm throw
- the leap
- the kick
- the two-hand strike
- the dodge.

These twelve skills were selected because together they represent a solid foundation for the development of specialised skills, enabling students to participate in a wide range of physical activities.

What are fundamental movement skills?

Fundamental movement skills are the building blocks for movement. They are the skills which children need to participate successfully in all types of games, physical activities and sports. Examples of these skills can be frequently seen in popular games and activities played by children in the school playground.

Fundamental movement skills are sometimes categorised under three headings:

- locomotor skills, such as the run, jump, hop, skip, gallop, leap and dodge
- non-locomotor skills, such as the static balance, bend, sway, twist and turn
- manipulative skills, such as the catch, throw and kick.

Twelve fundamental movement skills are presented in this resource. They are:

- the static balance
- the sprint run
- the vertical jump

Why teach fundamental movement skills?

The development of fundamental movement skills is an important step towards ensuring lifelong involvement in physical activity. Without proficiency in skills like throwing, catching, kicking, leaping and balancing, students are less likely to explore the range of options available to them to establish and maintain active lifestyles. The development of movement skills occurs sequentially, with proficiency in fundamental movement skills forming the basis for the development of more advanced sport-specific skills.

Research shows that children who are competent in fundamental movement skills are more likely to enjoy sports and activities and to develop a lifelong commitment to physical activity. Research also suggests that children who do not

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6	<p>2 Hand Strike - propel an object using both hands</p> <p>https://www.youtube.com/watch?v=d6shCkvjTmo</p>	Trunk rotations Noodle Tag Chop wood, Partner throws, Hit off Tees, Rapid Fire	<ul style="list-style-type: none"> -Watch ball, Side on -Hands close together -Take bat away -Step forward -Extend arms 	(Middle) - Noodles, Gator Skins balls, Tennis balls
7	<p>Vertical Jump - jump as high as possible</p> <p>https://www.youtube.com/watch?v=Y-cs8F6hryw</p>	Rocket Jumps, Safety Jumps, Bridge Jumping, Jump onto and off steps/bench, Precision, Mark wall with chalk, Partner high catch, BBall rebounds	<ul style="list-style-type: none"> -Bend knees - Look up, throw arms up, soft land -Rocket - ready for take-off! - Explode up 	(Cola/Middle/behind staff room)
8	<p>Hopping / Skipping - develop coordination and timing, wait bare on one leg. Maintain balance while moving</p> <p>https://www.youtube.com/watch?v=AjGHUMnb3Zc</p> <p>https://www.youtube.com/watch?v=Qsd9WKtyNk4</p>	Fwd/Bwd, Cone Weaves, Drop Off Relay, Chain Tag, Shadows, Arches Tag, Hop On spot, Over Line/Cone, Relay up/down hill, Hopscotch/Hoops	<ul style="list-style-type: none"> -Step and hop on same leg -Light springy steps -Opposite knee and arm 	(Bottom) Cones/Markers Hoops
9	<p>Balancing - prerequisite for all movement skills - reduction in falls</p> <p>https://www.youtube.com/watch?v=UJf5pUz7jI</p> <p>https://www.youtube.com/watch?v=VROnIUkeCE0</p>	Slow step/Beanbag Balance Postures - Tree, Raised leg (Neutral, Open, Rotated) Eagle, Superman, Crow/Crane, Slide Plank, Partner Balances	<ul style="list-style-type: none"> -Stand tall long spine -Look at something in front -3 Points of support in foot 	(Hall/Library/Classroom/ anywhere) Beanbags
10	<p>Sprinting - move as fast as possible</p> <p>https://www.youtube.com/watch?v=2hU04IFAr7Q</p> <p>Leaping (jump over obstacles)</p> <p>https://www.youtube.com/watch?v=M9RtdlcOdxE</p>	Running Fwd/Bwd/Speeds/Distances, Numbering the Lines, Everybody's It, Octopus, Farmer Sam, Grand Prix	<ul style="list-style-type: none"> -Look straight ahead with long spine -Knee forward and away -Arms fwd/bwd -Quiet feet 	Bottom (Oval) Cones/Markers

<https://www.bing.com/search?q=sprinting+videos+for+teachers&form=PRAUEN&httpsmsn=1&ref=0fe4bd6eafb6411da4fbd5ea64cfc6a#>

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Week	Intention/Skill	Program Activities	Cues/Language	Equipment
1	<p>Catching - absorb and control force of an object with the hands</p> <p>https://www.youtube.com/watch?v=EPi7KFwwiJI</p>	<p>Ball handling, Partner Catch (Tennis Ball), Catch 10, Catching Tennis, Beat the Ball, Keeping Off, Pacman, Slide Pass Slide,</p>	<p>-Hands size of ball/object -Watch the ball into hands -Soft hands/Give with ball</p>	<p>(Top) Tennis balls/Beanbags Gator Ball/ Small Basketballs</p>
2	<p>Throwing - propel an object from hand</p> <p>https://www.youtube.com/watch?v=1mdyMVezRGc</p>	<p>Throw into ground, Throw at target/come/line, Rapid Fire, Beat the Ball -small groups (square), Bombardment, Star Wars/Dodge Ball</p>	<p>-Side On, Point at target -Hand Higher than Shoulder (stretch the string away) -Step forward and throw at target</p>	<p>(Top) or middle Tennis balls, Cones/ markers</p>
3	<p>Kicking - propel an object from foot Leaping (jump over obstacles)</p> <p>https://www.youtube.com/watch?v=ha3vUqH654w https://www.youtube.com/watch?v=M9RtdIcOdxE</p>	<p>How many steps? Leap to other side (various distances) Trap/pass partner Explorer ball Cone Weaves/Relay Keepings off (piggy in middle) Kick the Kan (Cola/Hall)</p>	<p>-Lean Fwd, Reach Fwd - Scissors -Jump the river -Watch the ball/head over ball -Step next to ball - inside of foot -Trap - sole of foot</p>	<p>(Bottom) Gator balls, Soccer balls</p>
4	<p>Dodging - body control, change direction</p> <p>https://www.youtube.com/watch?v=ies4MplIXfHA</p>	<p>Cone Weaves, Space Hunters, Hero, Octopus, Foxes and Rabbits, Hunter, Capture the Flag</p>	<p>-Look straight ahead -Use outside of foot, bend knee to lower and push off</p>	<p>(Middle/Cola) Cones/Markers Colorbands/Bibs</p>
5	<p>Side Gallop - move sideways</p> <p>https://www.youtube.com/watch?v=D812EVCdy0w</p>	<p>Cone weaves, Line to Line Relay, Drop Off Relay, Mirroring partners, Shadows, Line Tag, Screen Tag, Freight Train</p>	<p>-Body to face front -Step together step together -Soft knees/springy steps</p>	<p>(Top) Cones/Markers</p>

Static balance



About the skill

Balance is an essential prerequisite of almost all movement skills. A static balance is defined as being able to maintain a stationary position throughout the movement. The static balance on one foot is an important non-locomotor skill that is used in gymnastics, dance, diving and many team sports. The ability to perform a stationary balance for a specific period of time has been linked to a reduced risk of suffering from falls, which may lead to bone fractures in older individuals.

Skill components



1. Support leg still, foot flat on the ground.
2. **Non-support leg bent, not touching the support leg.**
3. **Head stable, eyes focused forward.**
4. **Trunk stable and upright.**
5. No excessive arm movements.

(Introductory components marked in bold)

Important considerations

It is expected that most children will demonstrate proficiently the introductory components of the static balance by the end of Kindergarten. By this time students should have gained control over their trunk and shoulder movements (components 3 and 4) prior to control over the arms (component 5).

Students are also likely to gain control over muscular movements of the hip and knee (components 2 and 4) before they gain control over feet movements (component 1).

Because young children are top heavy, they have more difficulty balancing, especially when they have to perform additionally a manipulative skill, such as catching an object. A major reason why some children drop objects is because of their need to regain the static balance lost while catching the object.

Proficient demonstration of the fine-tuning components can generally be expected by the end of Year 3.

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Raised Leg Pose

- Begin in mountain pose (1)
- Breathe in and on exhalation, lift right leg to hold foot in right hand.
- Left hand on waist – extend right leg
- Reverse the process to come out of pose
- Repeat on other side

Benefits

- Improves balance and flexibility
- Improves core strength

Beginners Advice

- Start sitting down with left leg tucked into body
- Work on keeping heart up and spine long
- Breathe into the parts of the body that feel discomfort
- Hold ankle instead of foot
- Let silence be the teacher

Challenge

- See how long you can hold without compromising the pose
- Hold only the big toe of the raised foot

Adjustments / What to look for

- Be aware of maintaining the length, watch for "slump" in shape
- Leg to front – neutral, leg to side - open



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OPEN SINGLE LEG BALANCE

- Start in Mountain Pose (1)
 - On inhalation raise both arms to the side until they are parallel to the ground - palms facing down
 - Bend forward from the pelvis balancing on the right leg in an arabesque position whilst raising the left leg parallel to the floor
 - Place the right hand down to the floor slightly to the outer edge of the right foot
 - Extend the left arm vertically up turning the chest and face of the pelvis away from the floor
 - Press the inner right foot to the floor whilst continuing to turn the chest outwards
 - Hold for as long as your resolve allows and repeat on the other side
-

Benefits

- Stretches the hips and groin muscles,
- Strengthens the abdomen, ankles, thighs, buttocks, and spine
- Improves coordination and sense of balance
- Stills the mind

Beginners Advice

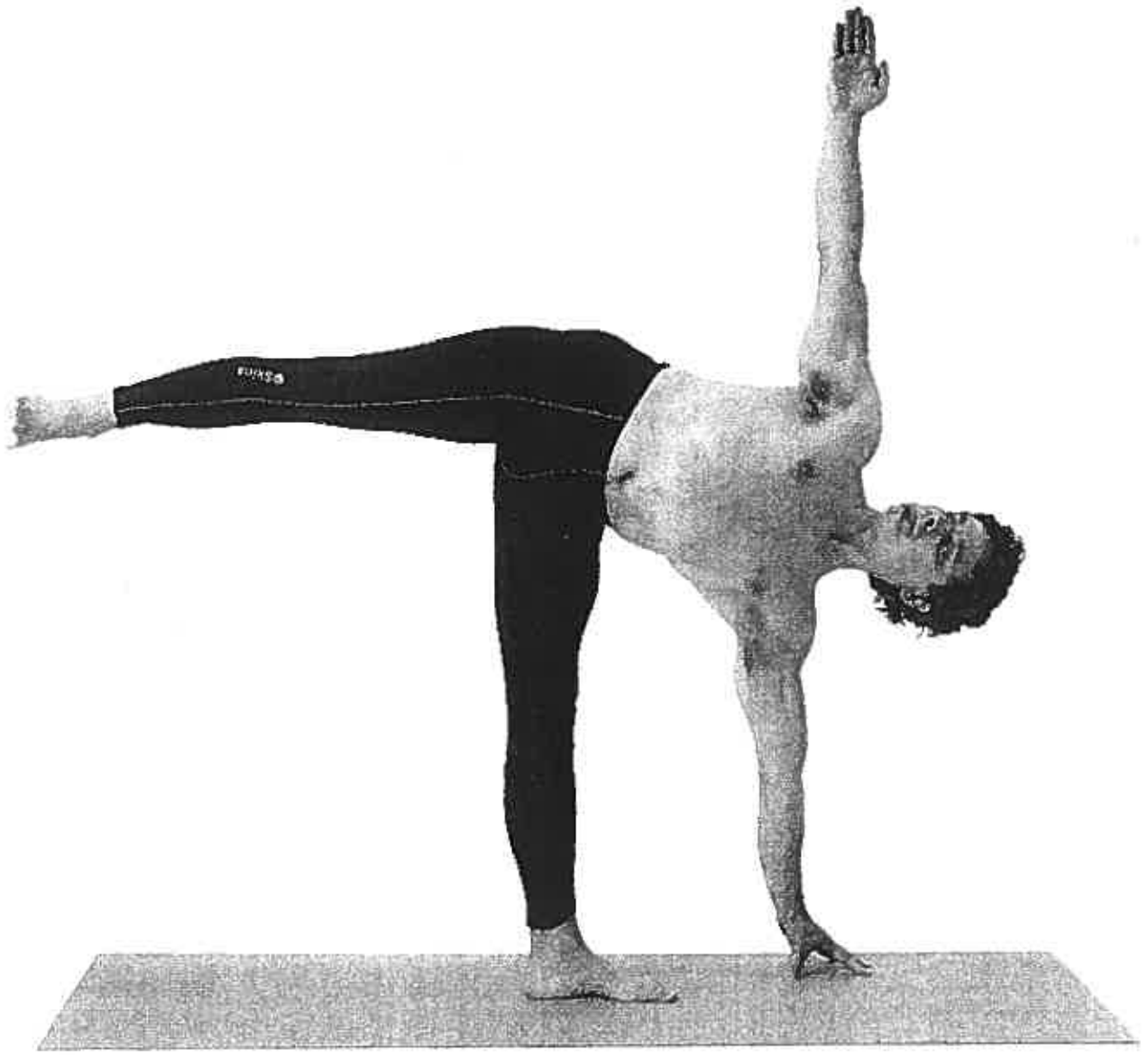
- Get your balance with one hand on the ground before you attempt to turn your head to look at your fingers
- Do the pose near a wall and bring the foot to the wall when you lift it
- Make movements small and slow to maintain balance and quality
- Use a block to rest your hand on until your flexibility increases
- Breathe deeply and come out of pose with control

Challenge

- Turn your head to look at your fingertips
- Try getting into or holding the pose with your eyes closed.
- See how long you can hold this pose without compromising the quality of your posture or getting distracted by outside influences

Adjustments / What to look for

- Try to create distance between the right and left hands and between the head and the tailbone
- Use the breath to steady and soften into the pose.



TREE POSE

- Standing in Mountain Pose.
- Slowly raise and bend your left leg, taking the heel to the inside of your upper thigh with toes pointing toward the ground. To assist the leg into the thigh, use your left hand.
- Maintain the balance by pushing the raised foot into the inner thigh. The aim is to take the left knee out toward the side whilst keeping the hips facing forward.
- Balance can be assisted by focussing on a spot, one metre in front of the support leg.
- Once balance has been achieved, take the hands to prayer position in front of the chest and raise them overhead. The hands can then separate and palms face each other. As in Standing Overhead Arms.
- Create length from the top of your fingers to the base of the support foot.
- After a few breathes, come out of the pose with control, and repeat using the other leg.

Benefits

- Improves balance
- Proprioception particularly through the support leg
- Creates stability in the mind
- Calms emotions
- Indicator of our distractions by mirroring our ability to balance

Beginners Advice

- If balance is challenged, take one foot to rest on the top of the supporting leg's foot. Once, or if stability occurs, take the foot higher up the support leg.

Challenge

- Remain in this posture for more breaths and try to deepen the posture with each exhalation.
- Repeat the posture a few times to challenge the mind and body, attempting to allow the two to unite.
- Alternative arm positions:
- Prayer position above the head;
- Arms outstretched over head with palms facing in
- Look up to the sky through the palms, or the thumbs in prayer position.

Adjustments/What to look for

- Shoulders 'crunching' up near the ears. Allow the shoulders to relax and the shoulder blades to slide down the back.
- Sinking into the lower back. Lift up through the spine, creating length.
- Work on rotating the bent leg hip to the outside, whilst maintaining balanced hips. This can be achieved by pressing into the support leg.
- The pose requires a solid foundation so the support leg must be strong and straight.
- Grabbing the ground with the support leg toes. Allow the toes to relax and work on grounding down with the knuckle of the big and little toe, and the mid-point of the heel

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EAGLE POSE

- Begin in Mountain Pose (1) and place hands on hips
- Bend at the knees, raise left leg over the right leg and hook left foot behind right calf
- Release hands from hips and scoop the left arm under the right elbow with the left hand gripping the right thumb
- Keep the elbows at shoulder height with little fingers away from face, look forward and extend head towards the ceiling
- Repeat pose starting on the opposite foot, swap arm positions as well.

BENEFITS

- Improves balance and flexibility
- Accesses shoulders and hips
- Stabilises thighs, knees and ankles
- Calms the mind

BEGINNERS ADVICE

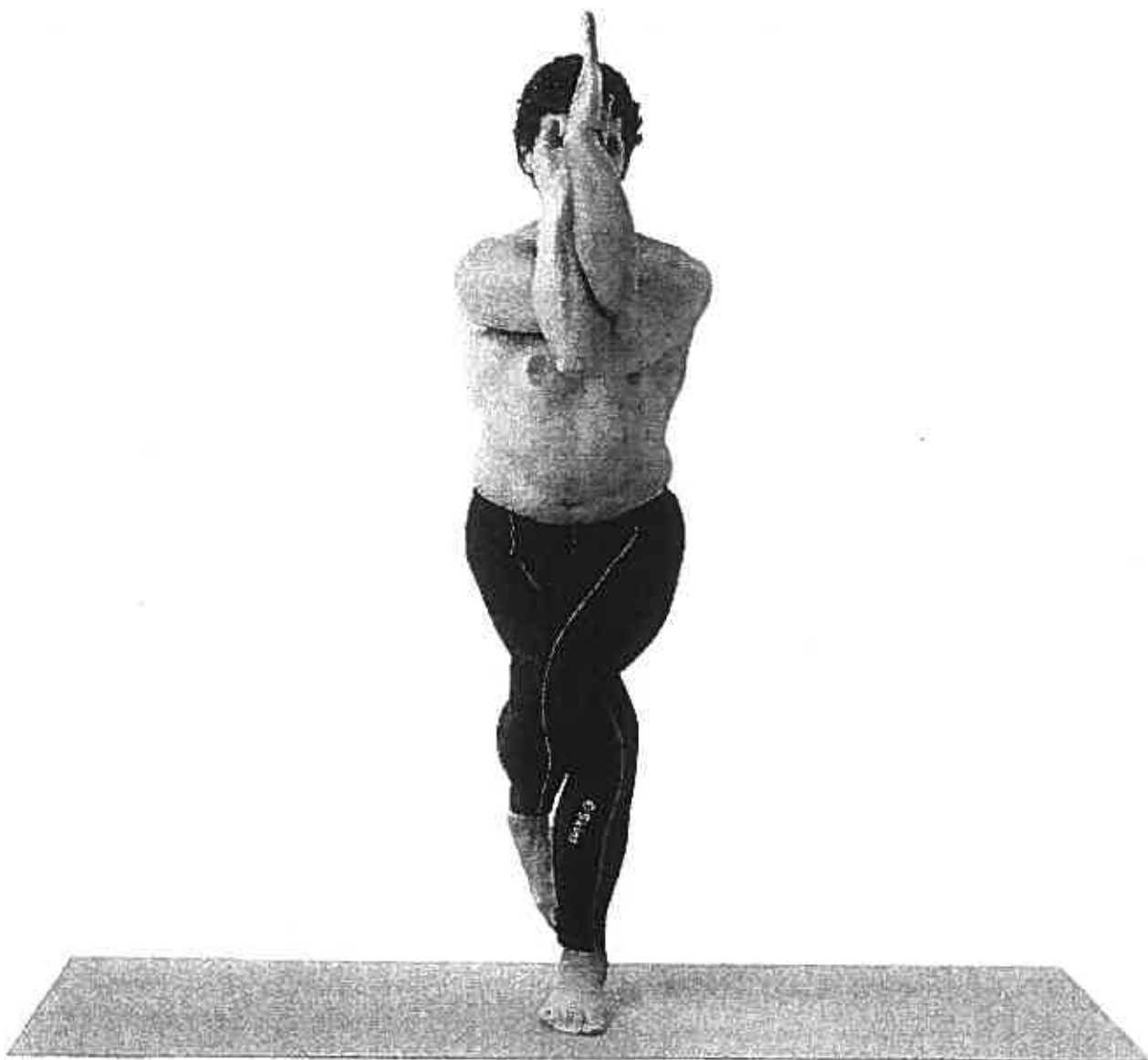
- Keep eyes on a stationary point or use a wall to assist balance
- Take leg and or arm as far into the pose as you can – flexibility will improve over time
- Try Pretzel with Eagle Pose (51) as a lead in

CHALLENGE

- Be still and calm, breathing to any tension
- Having even pressure across the sole of foot, not grabbing with the toes
- Coming out of the pose as gracefully as getting into it

ADJUSTMENTS / WHAT TO LOOK FOR

- Symmetry and balance
- On the side the leg is on top the arm is under
- The spine is long and the head is still
- Gather as you inhale and lengthen as you exhale – soft face.



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Crane Pose

- Squat with your feet close together, working your heels to the floor.
- Place your hands shoulder width apart on the ground between your knees. Spread your fingers without tension.
- Move your trunk forward and rest the inside of your knees as high as possible on your upper arms.
- Bend elbows and come up on to ball of the feet.
- Lift your toes off the floor and balance by distributing your weight evenly through your palms.
- Aim to keep feet together.
- Lower your feet to the floor and relax.

Benefits

- Upper body strength and balance.

Beginners Advice

- Raise one foot at a time.
- Elbows bent pushing in to crease of knee.
- Slow rhythmical breathing.

Challenge

- To challenge the posture, straighten the arms.
- Bring knees higher up the arms.
- Increase time in the posture.

Adjustments / What to look for

- Controlled movement back the floor.
- Soft face.



Sprint run



About the skill

The sprint run is a locomotor skill characterised by a brief period where both feet are simultaneously off the ground (called the flight phase). The ability to perform a sprint run is fundamental to many games, sports and everyday activities. Examples include sprinting in athletics, a fast break in soccer or hockey, running to bases in softball and tee-ball or even just running for a bus, which can be performed better with a proficient running technique. A proficient running technique can improve speed and endurance, which in turn may also enhance health-related fitness by improving cardiorespiratory endurance.

Skill components



1 4 5 6



2



3

1. Lands on ball of the foot.
2. Non-support knee bends at least 90 degrees during the recovery phase.
3. **High knee lift (thigh almost parallel to the ground).**
4. **Head and trunk stable, eyes focused forward.**
5. Elbows bent at 90 degrees.
6. **Arms drive forward and back in opposition to the legs.**

(Introductory components marked in bold)

Important considerations

Children are ready to demonstrate proficiently the introductory components of the sprint run by the end of Kindergarten and the fine-tuning components by the end of Year 3. Most children display proficient running patterns by the time they enter Kindergarten.

Developing runners may hold their elbows high for protection, in case they fall. This limits their ability to drive their arms forward and backward in opposition to the legs. These children should not be observed as proficiently demonstrating component 6. It is important for children to practise running as fast as possible when learning the sprint run so that all components can be evident. If young children are having difficulty coordinating running, it may be beneficial to focus on improving their balance (static then dynamic) and leg strength first.

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FARMER SAM

- Students line up on one side of a designated area. 'Farmer Sam' waits in the middle (Coach or teacher initially; it can then be a student once they understand the concept of the game).
- The students begin by singing "Farmer Sam, Farmer Sam, can we cross your muddy old dam?" Farmer Sam replies with, "Only if you are wearing shorts/ are wearing glasses/ have pink on / can hop across the area / have a birthday in September etc."
- If the students match the description given, they can safely walk across the dam area. If not, once the safe students have all crossed, Farmer Sam calls out "go" and the others must try and get across without being tagged by Farmer Sam.
- If caught, students stay in the middle and assist Farmer Sam in catching others.
- Repeat until all students have been caught.

Equipment: Cones

Area Required: Basketball size area

Benefits

- Persistence
- Teamwork
- Agility
- Creativity
- A great activity with younger grades.

How to explain the activity

- Create a story around the farmer and his dam and clearly explain the boundaries.
- Practice the song – a good song is a good game.

Cues for debrief / reflection

- What happened to the game as more people were caught?
- How could we make the game easier or more challenging?
- How does luck play a part in Farmer Sam?

How to vary the activity

Vary the size of the dam.

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OCTOPUS TAG

- Create a court approximately the size of a basketball court
- Three participants are nominated as the taggers (Octopus)
- The rest of the group (Fish) assemble at one end of the court
- When the taggers signal the group attempts to get to the other side of the court without being tagged
- If tagged they become taggers (Seaweed) and must remain standing on the spot where they were tagged, they may move their arms to try and tag others
- The game ends when all fish have been turned to seaweed

Equipment:

- Cones to define the area if necessary

Area Required:

- A basketball court or similar – any open space

Benefits

- Teamwork/Group-work (How am I working with others to achieve the goal?)
- Fun
- Speed and agility
- Decision Making
- Body Control
- Challenge

How to explain the activity

- We are going to have three Octopus in the court
- They will be trying to catch the Fish – the rest of the group – who are trying to get to the other side
- The Fish run when the Octopus give the signal
- When a Fish gets tagged they become Seaweed and cannot move their feet
- Seaweed can tag other fish by moving arms only

Cues for debrief / reflection

- What did you like about the activity?
- Were any parts of the game challenging?
- How did you feel when you were the Octopus? Any challenges?
- How did you feel when you were a Fish?
- What was it like being Seaweed?

How to vary the activity

- Vary the court size
- Vary the number of taggers (Octopus)
- Allow Seaweed to pivot on one foot

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EVERYBODY'S IT

- Every person in this game is 'IT', hence the name
- When tagged in the course of the game, you squat down
- You can be brought back into the game by other non tagged players tapping you on the head/shoulder or high five or by some other action
- If two players tag simultaneously or you are not sure who got who first, you shake hand and say 'nice to meet you' and then continue playing
- Players who are shaking hands cannot be tagged at this time

Equipment: None

Area Required: Any free space where there is room to run and evade. Court or marked area on an oval is ideal

Benefits

- Honesty and acceptance (Did I get tagged?)
- Patience (How long did I wait to get freed?)
- Compassion (Am I going to free my classmates?)
- Control (How am I tagging others?)
- Co-operation (We tagged at the same time, do we shake hands?)
- Resilience (Can you keep running?)

How to explain the activity

- In most tag games we have one or two people who are 'it'. In this game every person is 'it'. This means that if you get tagged, you squat down and wait. You can come back into the game if someone 'frees' you by tapping you on the head or by giving you a high five. The same happens if you tag someone, they will squat down
- If you tag someone at the same time that they tag you, shake hands and say 'nice to meet you'. While you are doing this, nobody can tag you. Then you keep playing
- You have two main jobs in this game. Tag as many people as you can and remember to free people as well to keep them in the game

Cues for debrief / reflection

- How did it feel to have every person in the class tagging?
- Did you remember to free lots of people as well as tagging?
- How did it feel when you were tagged and squatting down?
- Did you tag someone at the same time as they tagged you? What did you do then?
- What else did you enjoy about this game?

How to vary the activity

- Alter the way in which you can be tagged
- Vary the playing space to incorporate more challenging environments – trees, playgrounds or

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NUMBERING THE LINES

- Number the four sides of a rectangular area 1,2,3,4.
- The rectangular area should be no larger than a basketball court
- The Coach will call out a side and an action (e.g. run to 1, skip to 3).
- The Coach can also call out the command to run in circles or to perform any other movement without moving to a side (e.g. Run in circles, 5 push ups, 3 star jumps).
- The actions do not have to be completed before another command is given.
- The calls may be random and include some surprises.
- Keep the students moving for 3 minutes which is a substantial warm up.

Equipment: Nil

Area Required: Basketball, tennis, netball court or rectangular sized grassed area.

Benefits

- Strategy (What was the quickest way to move?)
- Honesty (Did I try my best?)
- Co-operation (Did I avoid collisions?)
- Listening (How was my attention to instruction while moving?)
- Awareness (How do I avoid rubbish being thrown?)
- Movement (speed, agility, efficiency)

How to explain the activity

- Use a visual demonstration of the activity for instruction.

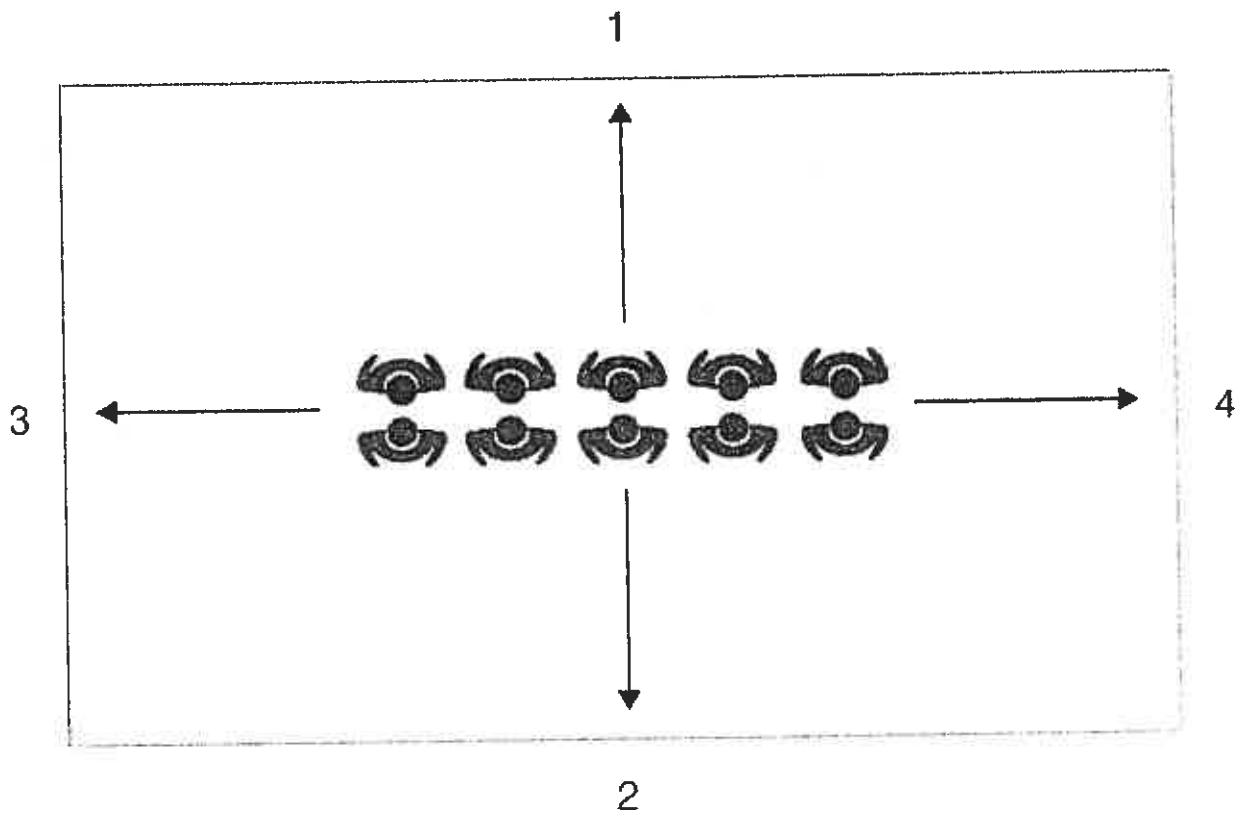
Cues for debrief / reflection

- What was my strategy for movement?
- What was my strategy for listening?
- What did it feel like when you became tired?
- Did I try my best?
- What did you notice about your body?
- How do you feel?

How to vary the activity

- Use cones, trees, goal posts etc for points of reference.
- Use landmarks for the lines instead of numbers.
- Split the group into two or more groups to allow for recovery and encouragement.

Please note diagram page 77 Bluearth Manual



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GRAND PRIX

- Lay out a grand prix track (circle or oval of hoops approx 20 m around).
- Arrange students into teams of 2 or 3 and have them stand in the 'pits' (hoops).
- On the go signal, the first student from each team runs a lap of the track, tags the second student, and so on.
- During the run, call out a number of different challenges to those currently on the track.
- Some examples are :
 - Out of petrol: Students reduce speed to a slow walk until they are told their tanks have been refilled
 - Flat tyre: Students get down on all fours but lift one 'tyre' (arm or leg) in the air to be fixed. Once you say it's fixed, they are free to keep running.
 - Oil spill: Students spin around twice whilst running.
 - Car Crash: Students jog on the spot until told their car has been repaired.

Equipment: Hoops/cones; sashes

Area Required: Basketball court or similar sized area.

Benefits

- Attention/concentration
- Speed
- Agility

How to explain the activity

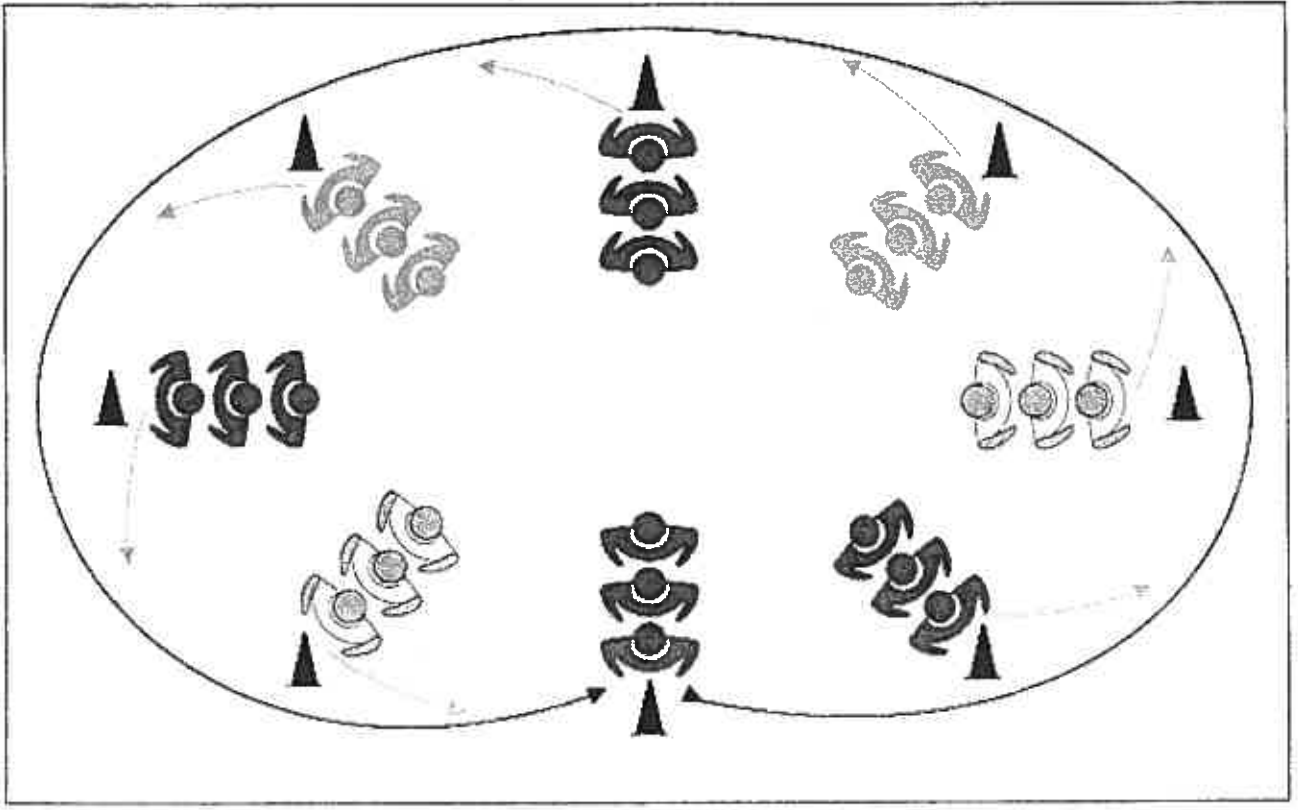
- Get the students involved in suggesting what might happen on the track and what movement might represent it.
- Start with one or two challenges and increase options with familiarity.

Cues for debrief / reflection

- How can you avoid other cars on the track?
- How does it feel running the corners and how does it feel running the straight? Any differences you notice?

How to vary the activity

- Change the direction students run on the track.
- Use a sash as a 'seat belt' that students pass over to next runner to wear whilst running.
- Be imaginative and challenging with the movements.



Skip



About the skill

Skipping is a rhythmical locomotor skill that is basic to many children's games. It is also fundamental to good footwork in numerous sports, such as basketball, netball and touch, and many forms of dance.

Skill components



1



3



4



2



5

1. Shows a rhythmical step-hop.
 2. Lands on ball of the foot.
 3. Knee of support leg bends to prepare for hop.
 4. **Head and trunk stable, eyes focused forward.**
 5. **Arms relaxed and swing in opposition to legs.**
- (Introductory components marked in bold)

Important considerations

Children are ready to demonstrate proficiently the introductory components of the skip by the end of Year 1 and the fine-tuning components by the end of Year 4. The skip is a more difficult skill to learn, compared with the side gallop. Children should be able to hop and side gallop before learning to skip.

The skip should be taught as a rhythmical movement, with the focus on developing the step-hop rhythm, rather than performing the movement with speed.

Hop



About the skill

Hopping is a continuous rhythmical locomotor skill, characterised by taking off and landing on the same foot. It is used in many dance forms, in athletics in the triple jump and in many playground games, such as hopscotch. It is a good indicator of being able to maintain balance while moving, which is often referred to as dynamic balance.

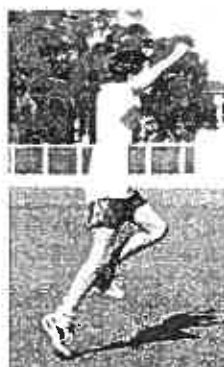
Skill components



1 2 3



5



1 2 3



4

1. Support leg bends on landing, then straightens to push off.
2. Lands and pushes off on the ball of the foot.
3. **Non-support leg bent and swings in rhythm with the support leg.**
4. **Head stable, eyes focused forward throughout the jump.**
5. Arms bent and swing forward as support leg pushes off.

(Introductory components marked in bold)

Important considerations

Children are ready to develop the introductory components of the hop by the end of Year 1 and the fine-tuning components by the end of Year 4. Hopping is a more developmentally advanced skill than jumping, as a higher level of dynamic balance and strength is required, and it is a continuous skill, performed on only one leg. Between the ages of five and seven, children show marked improvement in speed, control and technique. Students should initially be taught to hop normally and rhythmically before you emphasise speed, distance or height.

Hopping is very fatiguing, so ensure that opportunities for practice are short and intermixed with other activities. This gives the students a chance to recover adequately between practice sessions.

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SKIPPING FORWARD AND BACKWARD

- Set cones up in two (2) parallel lines about 10 metres apart.
- Skip to opposite line and return.
- Keep your head up and eyes fixed on a point in front of you.
- As you skip drive your knee and opposing hand forward and up.
- Be light on your feet and aware of how your body is moving.
- Quality not quantity, it is not a race.
- Proceed to skipping backwards, all the time keeping your focus on a fixed point.
- There should be an even tempo and ease of movement.
- Participants should be balanced over the centre of their feet.

Benefits

- Coordination.
- Focus.
- Balance.
- Body awareness.
- Fluidity of movement.

Beginners Advice

- If the movement is rushed or participants are struggling, encourage them to slow the movement down.
- In its simplest form hop followed by a step followed by a hop followed by a step.

Challenge

- Skip as high as you can.
- Skip as long as you can.
- Pause between each hop and step in the movement.

Adjustments / What to look for

- Going backwards should look the same as the skipping forwards, only the body travels in the opposite direction.
- Divide the class into pairs. Have one group skip while their partners watch. This allows for some recovery and gives partners the opportunity to provide feedback and get more of an understanding of the movement.

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DROP OFF RELAY

- Whole class is split into groups of 5 or 6
- A cone is placed at the start and at the drop off point 5-10m
- First person in the team runs out and around the cone then comes back and links up with second person (holding hands)
- Together they run to the cone and the first person 'drops off', while the partner goes back for another member of the team
- This continues until all members are across
- The last runner must do a solo lap after having been brought across.

Equipment: Cones

Area Required: Open flat space

Benefits

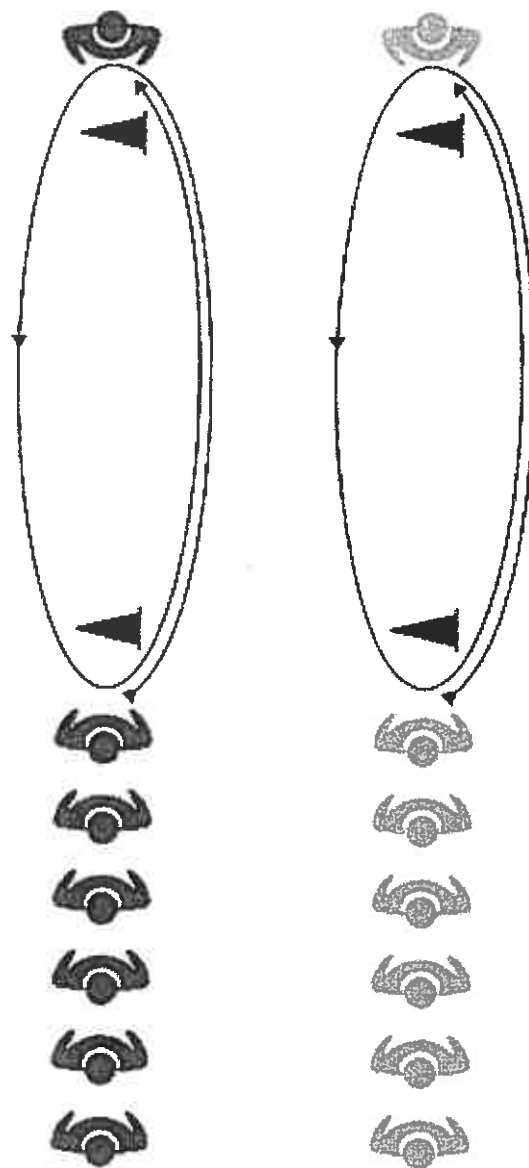
- Speed
- Cooperation
- Fun

Cues for debrief / reflection

- What was it like running with someone else?
- How could you do this better?

How to vary the activity

- Change the method of moving; skip, hop etc
- Vary the length and the shape of the course
- Change starting / finishing positions; lying down, bridge etc



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CHAIN TAG

- Movement activity which requires students to move whilst linked to other students
- Played like a normal game of tag except that each time a player is tagged they join hands with the tagger
- Once the fourth person is tagged the chain breaks into two sets of two players and they continue. This means that there is only ever three 'links' (people) in a chain.

Equipment: Cones to define the area

Area Required: Any space. Whole class participation.

Benefits

- Teamwork/Group-work (How am I working with others to achieve the goal?)
- Fun
- Body awareness
- Decision Making
- Body Control
- Communication

How to explain the activity

- As above

Cues for debrief / reflection

- What did you like about the activity?
- What parts of the game were challenging? Enjoyable? (This may bring up 'personal space' and moving whilst linked)
- How did you feel when you were the chain? Any challenges? Strategies?
- How did you feel when you were being pursued?
- Did you have any strategies to elude/chase other students

How to vary the activity

- Be creative with the movement with which people can move in the space. e.g. walking/skipping
- Two students begin as taggers. Chains do not split but continue to form two longer chains.
- Ask the student for their feedback on how the game could be modified, or any ideas they have to change it.

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Arches Tag/Sydney Harbour Bridge Tag

- Movement activity which allow students to move in pairs in a space and avoid being caught by the taggers.
- Students in pairs move randomly in a designated fashion (e.g. running, skipping etc) in the designated area.
- The taggers, who are also in pairs, are wearing sashes to be identified. The aim is for the taggers to catch as many pairs as possible with the intention of tagging everyone to stop the game.
- Once tagged the caught pair stand facing each other with both hands held high, forming a shape that resembles an 'arch' or the Harbour Bridge.
- The caught couple are released when another free pair runs underneath the arch.
- Pairs must stay linked at all times.

Equipment: Cones to define the area, sashes

Area Required: Any space. Whole class participation.

Benefits

- Teamwork/Group-work (How am I working with my partner to achieve the goal?)
- Fun
- Body awareness and control
- Decision Making and communication

How to explain the activity

- As above – you may wish to use the name of a local bridge or structure.

Cues for debrief / reflection

- What did you like about the activity?
- Were any parts of the game challenging? (This may bring up 'personal space', moving with another person with hand held)
- How did you feel when you were the tagger? Any challenges?
- How did you feel when you were pursued and or tagged?
- Was it important to free those who had been tagged?

How to vary the activity

- Be creative with the movement that the group have to use to move in the space. e.g. crawling/skipping
- Change the way the pairs are connected and change the shape that they must make once they are tagged.
- Make the taggers single people instead of pairs.
- Ask the student for their feedback on how the game could be modified, or any ideas they have to change it.

Dodge



About the skill

The dodge is a locomotor skill that involves a high degree of balance and stability. It is an extension of the side gallop and sprint run and incorporates dynamic, fluid and coordinated movement to change direction. It is common to many playground games and activities and is an important skill in the majority of team sports.

Skill components



1



2



3

1. Changes direction by bending knee and pushing off the outside foot.
2. Change of direction occurs in one step.
3. **Body lowered during change of direction or in the direction of travel.**
4. **Eyes focused forward.**
5. Dodge repeated equally well on both sides.
(Introductory components marked in bold)



4



5

Some important considerations

Children are ready to demonstrate proficiently the introductory components of the dodge by the end of Year 2 and the fine-tuning components by the end of Year 5. Students need to perform this skill at speed in order to be able to demonstrate component 1.

Non-locomotor movements, such as bending, twisting, turning and swaying, are all good lead-up activities for the dodge. Children should practise dodging on both sides initially, although it is not unusual for them to be more proficient on one side. When teaching the dodge, get students to specifically attempt to dodge markers as opposed to running around them. Touching markers with the outside foot can also assist in the development of this skill.

Students will be more successful at dodging if they are given opportunities to experiment with their base of support. Students can vary their base of support by changing their feet positions from close together to wide apart. When changing direction, they should lower their body weight (centre of gravity), and push off the outside foot.

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SPACE HUNTERS

- Students continually move around in the nominated area hunting for space.
- The space will come and go as the group moves, the hunt is continuous.
- Start with walking and gradually increase the tempo.
- The idea is never to contact another person – if you are truly looking for space contact will never happen.
- On a whistle or call the group will freeze and outstretch their arms to check if they have their own space.
- Encourage students to move through the middle of the space for extra challenge.
- The idea is not to touch or bump anyone and have the group evenly distributed in the space when the freeze command is given.

Equipment: Nil

Area required: varies between full/half/third/quarter of a netball court

Benefits

- spatial awareness
- agility and anticipation
- focus and endurance
- trust and honour
-

How to explain the activity

- ask students to move around in the nominated area searching and hunting for open space
- when they hear the whistle or your voice they freeze and outstretch their arms to check if they have their own space
- remind them that the idea is not to touch or bump anyone
- Nominate how you want them to move: running, walking, hopping, skipping etc...

Cues for debrief / reflection

- Hands up if you were able to not touch anyone?
- What did you notice about the different movements?
- What did you notice about the area?
- Where were you looking or focusing on?
- Were you confident that everyone was trying to find space?

How to vary the activity

- Try spinning when passing someone or moving backwards.
- Make the space smaller as they progress and try it with walking, sprinting, hopping and skipping.

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FOXES AND RABBITS

- Have group sit together in pairs and spread out over basket ball court
- Nominate one person to be a fox and their partner to be a rabbit
- The fox chases the rabbit weaving through other seated pairs
- When the fox tags the rabbit they swap roles
- If a rabbit gets tired they may sit down next to any other pair – the outside person of the pair becomes the new rabbit
- Add other foxes and rabbits as understanding is developed

Equipment: cones to mark area – can use sashes to designate fox and rabbit

Area Required: basketball court size

Benefits

- Awareness and attention
- Speed and agility
- Resilience
- Transition from still to capacity

How to explain the activity

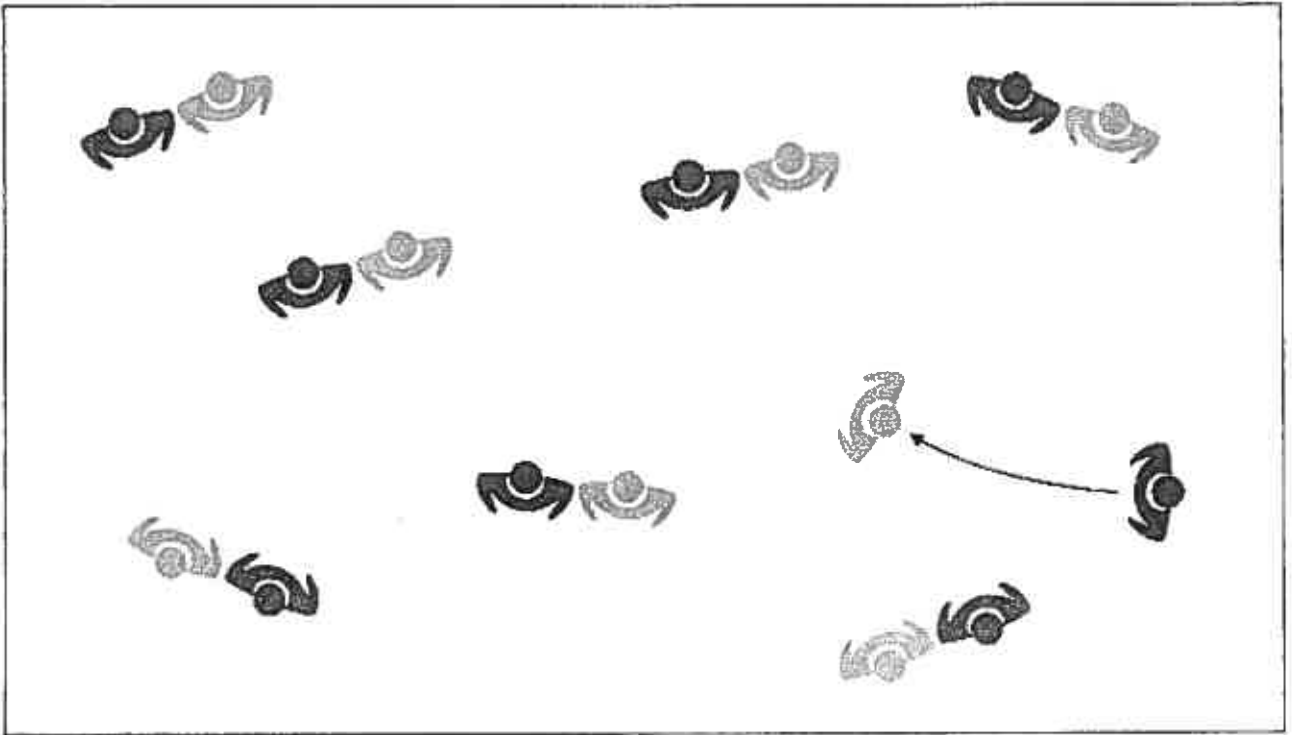
- Pairs must sit side by side and be evenly distribute around the playing space
- Nominate one rabbit and one fox – the fox chases the rabbit
- When the fox tags the rabbit they swap roles
- If a rabbit gets tired they may sit next to another pair
- The outside person of that pair is the new rabbit
- We will introduce more foxes and rabbits as we go

Cues for debrief / reflection

- How did it feel trying to catch your rabbit?
- How did it feel being a fox?
- Did you give up when you were chasing?
- How could we make this better?

How to vary the activity

- Increase or decrease the playing space
- Try it in silence
- Vary the start position – e.g. have pairs lying on the ground
- Give sash to the foxes who have to hand it over when they change roles
- Create an opportunity for the fox to change



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DOG POUND

- An area is marked out, usually a large square or rectangle with a circle in the middle. The area should be large enough for all to run freely but not so large that it becomes difficult for the dog catcher.
- Start off with two or three dog catchers who wear a sash/colour band.
- The dog catchers chase the dogs (everyone else in the class) and attempt to tag them.
- Once a dog is tagged the dog catcher says "got you fido" and escorts the dog to the dog pound (circle in the centre).
- Dogs in the pound squat and may be freed by other free dogs running through the pound and tagging them.

Equipment: Cones, Sashes/colour bands.

Area required: Any indoor or outdoor space large enough to allow whole class to run freely.

Benefits

- Spatial Awareness (did I run into anyone?).
- Agility (How was I best able to avoid being caught?).
- Cooperation (How did it feel to be caught/catch someone? /what did I do once I was caught or I caught someone?).
- Discussion Making (Who should I chase? /Where should I move to?)

How to explain the activity

- We're all dogs that have escaped from the dog pound.
- The people with the sashes/colour bands on are the dog catchers. They are going to chase us.
- If a dog catcher tags you they will say "got you fido". They will then walk you back to the pound in the middle of our area.
- The dogs are not allowed to resist the dog catcher.
- If a dog catcher tags you, but forgets to take you to the pound, you are free to keep running.
- If you run outside our area, it is the same as being tagged and you must go straight to the pound.

Cues for debrief/reflection

- Did I run into anyone?
- How was I best able to avoid being caught?
- How did it feel being caught?
- How did it feel to catch someone?
- What did I do once I was caught?
- What did I do once I caught someone?
- Who did I chase?
- Where did I move to?

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CAPTURE THE FLAG

- Divide the group into two teams, each uses one half of the playing space as home base
- Create a circle of cones 3m diameter inside each end of the playing space and place the flag (ball, bean bag any piece of equipment) in it
- The aim of the game is to get through the other teams half and capture the flag
- When you are in the other teams half you can be tagged by defenders which means you go to prison – prisons are the area behind the base line at each end
- If you are in the flag circle you are safe from taggers
- To get out of prison one of your team mates must make it through the other teams half without being tagged reaching the prison then walk you back to your half
- Whilst walking back you are immune from tagging

Equipment: Cones, Sashes, flag

Area Required: Any large open area. Split playing area into two equal halves with a halfway line and a prison within the playing area at each end.

Benefits

- Strategy (How will I avoid being tagged / how will I tag others?)
- Speed and agility (Quick changes in direction)
- Risk taking (Will I risk being tagged to help free others?)
- Team work

How to explain the activity

- We have two teams who are each trying to capture the other teams flag
- When you are in the other teams half you can be tagged and sent to prison
- To get out of prison one of your team mates has to get through the opposition half and into the prison – you then link up and walk back to your half to play again
- While walking back from prison you cannot be tagged

Cues for debrief / reflection

- What strategies did you use?
- Did you focus more on protecting yourself or trying to free others? Why?
- What strategies did you find worked when trying to free others?
- How did it feel when you were stuck in prison for long periods?

How to vary the activity

- Vary the number of flags
- Introduce more than two groups with designated jails for each team. Teams simply start by their jail rather than having a halfway line.
- Make the aim not only to capture the flag but bring it back to your half, if you get tagged in possession of the flag it has to go back to the circle and you go to prison

Side gallop



About the skill

The side gallop or slide is a unique locomotor movement skill in that the individual is moving sideways while the body and sometimes eyes are facing forwards. It is a basic locomotor pattern used in many sports and games, such as softball, basketball, touch and racquet sports. It is also used extensively in dance.

Skill components



3 5



2 4



1 3 4

1. Smooth rhythmical movement.
2. Brief period where both feet are off the ground.
3. **Weight on the balls of the feet.**
4. **Hips and shoulders point to the front.**
5. **Head stable, eyes focused forward or in the direction of travel.**

(Introductory components marked in bold)

Important considerations

Children are ready to demonstrate proficiently the introductory components of the side gallop by the end of Year 1 and the fine-tuning components by the end of Year 4. Children are generally able to side gallop before they can skip. In the side gallop, the same leg is always leading, whereas the skip involves a change of lead legs with every step-hop sequence.

The side gallop should be taught as a rhythmical movement rather than as a speed movement.

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LINE TO LINE RELAY

- Whole class is split into groups of 4 - 8
- Set up cones 6-10m apart for each group
- The group starts side by side in the middle of the cones
- On the command each group moves sideways to the cone and then back to the other cone for a designated number of trips
- Only the end person needs to touch the cone

Equipment: Cones

Area Required: Open flat space

Benefits

- Speed
- Cooperation
- Fun

Cues for debrief / reflection

- What was it like running with the group?
- Did you manage to keep linked at all times?
- How could you do this better?

How to vary the activity

- Change the method of moving to karioka step (coord' agility #4)
- Vary the length of the course



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Screen Tag

- Working in groups of four; three students stand in a circle holding hands, the fourth on the outside of this circle.
- On the word "GO", the student outside the circle attempts to tag a nominated student who is part of the circle.
- The other two members of the circle try to stop this happening by spinning the circle and getting their bodies in the way.
- Students change roles frequently.

Equipment: Nil

Area Required: Any cleared area large enough for students to move freely.

Benefits

- Co-operation / teamwork (how can we work together in the circle to prevent being tagged?)
- Persistence (Will I keep trying to catch that person?)
- Strategy (How will I catch the nominated person?)
- Agility (Quick changes in direction to catch the circle off guard.)

How to explain the activity

- In your groups of four (games such as Five Noses can help to organise groups), three people need to join hands and form a circle.
- Once you have done this, choose one person in the circle as the target. When I say "GO", you have to do everything you can to stop the person outside the circle from tagging the target.

Cues for debrief / reflection

- Did I work effectively with other people in the circle?
- How was I best able to tag the target?
- What did the circle need to do to prevent the target being tagged?

How to vary the activity

- Increase the number of students in the circle.
- Students must hop at all times.

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FREIGHT TRAIN TAG

- Working in groups of 3-5 one student is the tagger and attempts to join the end of the train by either tagging the last student, or running to join the end of the train.
- Students form a line where they hold the hips of the player in front of them. All students in the line are facing the same way.
- The tagger stands alone facing the front of the Freight Train.
- Once the tagger is successful in tagging or joining the back of the train, the front student becomes the tagger.

Equipment:

- Nil

Area Required:

- Any space.
- Whole class participation.

Benefits

- Teamwork/Group-work (How am I working with others to achieve the goal?)
- Fun
- Body awareness
- Decision Making
- Balance
- Body Control
- Communication

How to explain the activity

- As above

Cues for debrief / reflection

- What did you like about the activity?
- Were any parts of the game challenging? (This may bring up, working with a group to avoid being tagged, protecting the back of the train,
- How did you feel when you were the tagger? Any challenges? Strategies?
- How did you feel when you were at the back of the train? Did you do anything to avoid being tagged?
- What was it like to be in the middle of the train?
- Which job was the most challenging? Why?

Catch



About the skill

Catching is a manipulative skill that involves being able to absorb and control the force of an object with a part of the body, preferably the hands. The ability to catch proficiently is important to most sports and games that involve an object, for example, cricket, football codes, netball, basketball, rhythmic gymnastics and playground games.

Skill components



1



2

3

4



5



6

1. **Eyes focused on the object throughout the catch.**
2. **Feet move to place the body in line with the object.**
3. **Hands move to meet the object.**
4. **Hands and fingers relaxed and slightly cupped to catch the object.**
5. **Catches and controls the object with hands only (well-timed closure).**
6. **Elbows bend to absorb the force of the object.**

(Introductory components marked in bold)

Important considerations

Children are ready to demonstrate proficiently the introductory components of the catch by the end of Kindergarten and the fine-tuning components by the end of Year 3.

It is strongly recommended that, when introducing the catch in PDHPE and sport, small objects are used.

Learning to catch using a big object and then progressing to a smaller object may be detrimental to the development of a proficient catching technique. This is because it encourages the use of the chest and arms to help trap the object. This may be difficult to change at a later stage. Furthermore, it has been shown that children catch smaller balls better than larger balls.

Research suggests that it takes, on average, five years for a child to progress to proficiency in this skill, irrespective of gender. Differences in proficiency levels of boys and girls are due to environmental factors, such as lack of opportunities to practise and lack of exposure to activities which include the catch.

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SKILL ACTIVITIES



BALL HANDLING

General Coaching Points

Ball handling activities aim to develop students underlying ability to control and use balls. Touch, feel and awareness are developed by combining activities such as bouncing, catching and hitting with correct movement patterns. The majority of these activities are conducted in pairs.

- Throw and Catch; start slowly and simply, hands like a 'book' for catching, throw is as important as the catch, one hand, change hands, vary distance, increase speed (SEE Partner Throw / Catch below)
- Two Ball Drill; keeping control throw or bounce two balls simultaneously to each other
- Lateral Movement with Catch;
- Step 1 - The stationary "Thrower" passes ball to the "Catcher" who returns the ball immediately before moving laterally 1 – 2m to a cone and then returns to the centre for the next pass. Repeat throw and catch and move laterally to the other side. Continue for 10 passes.
- Step 2 - "Thrower" passes the ball to the side of "Catcher" moving laterally to cones 1 – 2m from a central point to facilitate a catch, the "Catcher" then returns the ball to "Thrower" and changes direction in one fluid movement to catch on the other side. Repeat for 10 catches.
- Step 3 - The "Catcher" begins in the centre of 2 cones 3m apart, waiting for the "Thrower" to lob the ball to one of the cones. The "Catcher" moves to take the ball on the full, immediately returning the ball back to the "Thrower" and moving to the middle of the cones for the next pass. Repeat for 10 catches. "Thrower" to facilitate an opportunity to catch by making their throws wide but high/slow
- Low / High Drill; bring your partner forward to catch low and backward to catch high, return ball as quickly and smoothly as possible, challenge your partner
- Half Volley Catches; throw the ball in a direction just outside of your partner's feet so they have to catch as a half volley (on the bounce). Use lateral and low/high drill
- Dribbling; dribble with alternating hands and bounce pass to partner, dribble two balls while moving
- Catch 100; place hoops or cones in two lines 5 – 10m apart, each hoop should be opposite a hoop in the other line, place a different type of ball in each pair of hoops, one student goes to each hoop and, on the signal commences throwing to partner counting the catches, every 15 seconds put balls back in hoops and move down the line – aim is to count to 100
- See 6. Juggling in this section

Equipment

- Tennis balls, gator balls, bean bags, any appropriate to the skill level

Benefits

- Develops coordination, communication and anticipation
- Challenges individuals at their own level
- Promotes empathy

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EXPLORER BALL

- Divide the group into four teams
- Use half a basketball court and have one team on each side of the space
- Give a piece of equipment to ¼ of the students
- Those with equipment run into the centre of the space and have to off load the equipment as quickly as possible to another student on the sidelines
- After off loading equipment run back to sideline
- Use whatever means possible to attract attention

Equipment: gator balls, bean bags, tennis balls etc.

Area Required: square about half basketball court size

Benefits

- Awareness and attention
- Control
- Co-operation
- Resilience
- Accuracy
- Anticipation

How to explain the activity

- Evenly distribute the group around the playing space
- Get someone's attention, voice, eye contact etc prior to passing equipment
- Try and off load equipment as quickly as possible with care

Cues for debrief / reflection

- How did it feel trying to get someone's attention?
- Did any equipment hit you when you weren't expecting it?
- Did you get a variety of equipment?
- How could we make this better?

How to vary the activity

- Increase or decrease the playing space
- Try it in silence
- Use more equipment

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PACMAN

- An area is marked out – often in a square or rectangle shape. The space should allow room for all to move within it but not so big that the Pacmen will be too challenged
- Start with 2 or 3 or 4 'Pacmen' who wear a sash/colour band
- Pacmen pass a soft ball around the space trying to get close enough to reach out and tag 'intruders' with the ball still in their hand
- When the Pacman has the ball they cannot move their feet. When they don't have it they can move as they wish
- When the Pacmen tags an 'intruder' they collect a sash from the side of the playing area and join the Pacmen as another tagger
- The game continues until every free player has been tagged
- More balls may be added as the number of Pacmen increases

Equipment: Cones to define space. Soft balls for tagging

Area Required: Section of or entire court. Any other coned off area, indoor or outdoor relative to size of group

Benefits

- Strategy (What was your strategy as a Pacman? / as an intruder?)
- Honesty (Did I get tagged? / Did I move my feet with the ball to tag? / Did I step outside the boundary?)
- Co-operation (Am I including others?)
- Teamwork (How am I using others to achieve the goal?)
- Awareness (How do I most effectively move to tag others? / How do I move skilfully to avoid being tagged?)

How to explain the activity

- We are all going to be 'intruders' within this space. We are free to move as we want to without going outside the area
- We also have a number of 'Pacmen' who will wear sashes - their job is to get close enough to us to be able to reach out and tag us with the ball. The ball must be in their hand when they tag us
- However, if they have the ball in their hands, they cannot move. They can pass the ball and then move to a new space
- Our job is to avoid being tagged by the ball for as long as possible
- If we do get tagged we get a sash and help the Pacmen out
- We keep going until every Intruder has been tagged and we may get more balls to help us as we get more Pacmen

Cues for debrief / reflection

- What was my strategy as a Pacman?
- What was my strategy as an intruder?

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BEAT THE BALL

- The passing team begin passing the ball in a zigzag fashion up and down the line. Each time the ball returns to Player 1 a point is scored.
- Simultaneously a player from the running team runs around the outside of the designated area, and tags the next player waiting to run.
- When every member of the running team has run, they call out 'STOP'. This signifies to the passing team to cease throwing the ball.

Equipment: Basketball, Gator or any appropriate ball, cones.

Area required: Rectangular area relevant to the players competencies. Ideal in groups of 6-8 for maximum participation.

Benefits

- Strategy (What was your strategy as a thrower? / Runner?)
- Co-operation (Am I including others? /How?)
- Teamwork (How am I using others to achieve the goal?)
- Skill-Passing, Agility, Sprinting, Ball handling

How to explain the activity

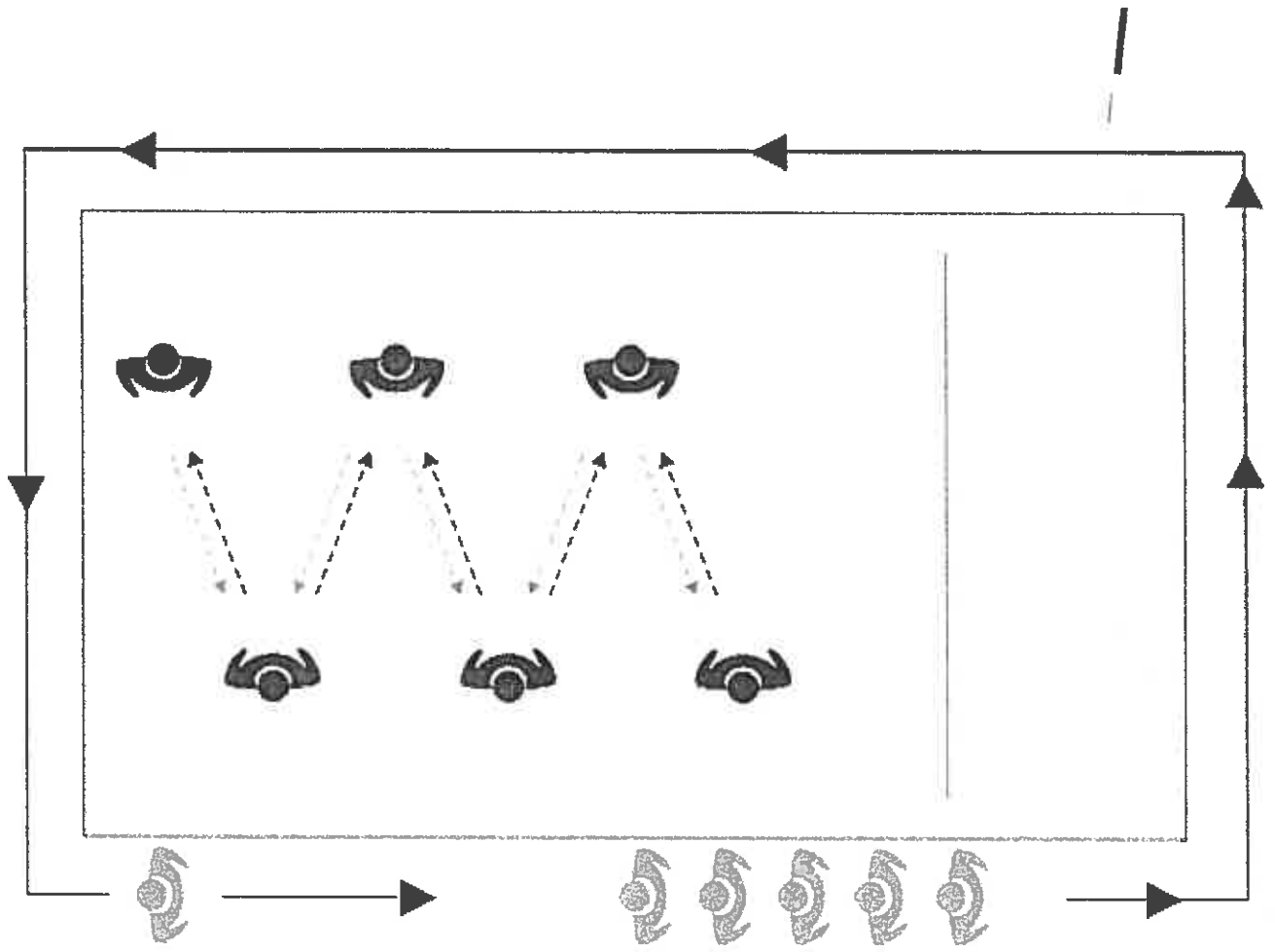
- We are going to work in groups of 6-8 where our aim is to attempt to accurately pass the ball as many times as possible before everyone in the running team completes their lap around the area.
- The running team will run one at a time, and move around the outside of the cones as fast as they can. Once they have reached the next runner they must tag them and that player moves off. Once all runners have run around the cones then everyone in the team calls out 'STOP'.
- The passing team are in two lines facing each other in a zigzag formation. They begin to throw when the runner takes off. The ball is thrown in a zigzag way across the lines, up and down continually until the running team call out 'STOP'. Every time the ball reaches the player who started the game with the ball, a point is scored.
- The teams then swap tasks, then go again.

Cues for debrief/reflection

- What did you have to do with your body to run around the area? (look ahead, move fast, use of arms legs)
- What did you have to do as a thrower to pass and catch effectively? (attentive body, eyes looking at thrower, eyes on target when throwing)

How to vary the activity

- Use different types of movement e.g. - skipping, running backward.
- Use alternative balls for throwing.
- Have teams attempt to beat their own score.



Overarm throw



About the skill

The overarm throw is a manipulative skill frequently used in many sports, such as cricket, softball and baseball. The action is also used in athletics with the javelin, with the overhead serve and smash in tennis, volleyball and badminton and passes in netball and basketball.

Skill components



1 2 3



4



5

1. **Eyes focused on target area throughout the throw.**
2. **Stands side-on to target area.**
3. **Throwing arm moves in a downward and backward arc.**
4. **Steps towards target area with foot opposite throwing arm.**
5. **Hips then shoulders rotate forward.**
6. **Throwing arm follows through, down and across the body.**

(Introductory components marked in bold)



5



6

Important considerations

Children are ready to demonstrate proficiently the introductory components of the overarm throw by the end of Year 1 and the fine-tuning components by the end of Year 4.

Objects need to be thrown with force, so that components 3, 5 and 6 will develop. For this reason, it is not recommended to teach throwing and catching together, especially if students are working with partners. Immature techniques can be seen in students who have not had the opportunity to throw frequently and hard when learning the skill. To minimise the danger of objects thrown with force, use bean bags, scrunched up paper, soft foam balls or scarves.

The objects used for throwing need to be of a size which allows them to be comfortably grasped in the individual's fingers (not the palm of the hand). If the object is too large it will force the student to resort to an immature throwing technique. If students are having problems balancing when throwing, instruct them to raise their non-throwing arm and point it to the target area.

When focusing on specific components of the throw, ensure that the whole movement is practised. Any pause or breaks in the sequence will cause speed to be lost. Even the follow-through greatly determines the speed of the throw.

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NOT IN MY BACK YARD

- Place equipment randomly on each side of the centre line of a basketball or similar court.
- Use different types of equipment such as tennis balls, Frisbees, bean bags, soccer balls etc.
- Divide students evenly between the two sides.
- Once the whistle goes, the aim is to try and get as much of the 'junk' out of your 'backyard' and into the other team's 'backyard' (i.e. over the line).

Equipment: Any and many pieces of sports equipment as available

Area Required: Basketball, tennis, netball court or any sized grassed area.

Benefits

- Strategy (What was the quickest way to remove the junk?)
- Honesty (Did I follow the rules? Did I try my best?)
- Co-operation (Am I including others?)
- Teamwork (How am I using others to achieve the goal?)
- Awareness (How do I avoid rubbish being thrown?)
- Movement (speed, agility)
- Skill development (throwing, catching)

How to explain the activity

- Tell a story of 'opposing parties' in the same street. E.g. Mick has a party next door to Cam and they both want to clean up their mess.

Cues for debrief / reflection

- What was my strategy for speed?
- What was my strategy for throwing?
- Is this a team game? An individual game?
- What did it feel like when you became tired?
- Did I move around a lot or did I stay in the same spot?
- What are effective ways to move around and throw at the same time?
- What did you find challenging about that game?

How to vary the activity

- Use different cues for different equipment
 - Tennis balls – roll
 - Bean bags placed on head and tipped over the fence without using hands
 - Gator skin – kick
 - Frisbee - throw
- Use only left or right hand or indicate that some students can only use their hands and some only their feet.

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KEEP THE BASKET FULL

- Choose 2 students to be the 'throwers' and the rest of the class to be the 'retrievers', who spread out around the area.
- 'Throwers' each have a 'basket' or hoop with bean bags or balls in it.
- On the signal, the 'throwers' have to try to empty the hoop as quickly as possible by throwing items out one at a time, with the intention of emptying their basket.
- The 'retrievers' fetch the items that have been thrown out of the hoop and return them as quickly as possible, one at a time, by running them back in and placing them back into the basket. With the intention of 'Keeping the Basket full'.
- Game ends once both hoops have been emptied or the time has expired.

Equipment: Bean bags, Tennis Balls

Area Required: Half to full Basketball Court sized area

Benefits

- Throwing
- Teamwork
- Initiative
- Resilience

How to explain the activity

- If you are concerned with the 'retrievers' being hit by Bean Bags or Tennis Balls, set up gates through which the 'retrievers' must enter before placing their collected item back into the hoop. Ask the 'throwers' not to throw in this direction.
- To reduce crowding around the hoops, each 'thrower' has two hoops...one that is being emptied and one that is being refilled. The items can only be returned to the hoop that the 'thrower' is NOT standing at and the 'thrower' cannot change hoops until they have emptied the one they are at.

Cues for debrief / reflection

- How could the items be returned more efficiently?
- How could the basket be emptied more efficiently?

How to vary the activity

- More or less 'throwers'.
- Only use left hand or right hand.
- Blindfold the 'throwers' or some of the 'retrievers' to increase cooperation/collaboration.

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SNOWBALL TAG

- One person begins with a 'snowball' (tennis ball)
- Their job is to try and tag someone else with the snowball – the snowball must stay in the hand
- The tagged person then gets a snowball and now there are two taggers
- The game 'snowballs' until every person has been caught

Equipment: Tennis balls / cones to define area if needed

Area Required: Any size area depending on age group. Basketball court size as a minimum up to whole oval or bigger if the group is up for it.

Benefits

- Strategy (How will I evade the tagger? / how will I catch and tag others?)
- Co-operation / Teamwork (How can I work with others to catch and tag people?)
- Resilience (When I am tired or in a tight situation will I continue to try my best?)
- Persistence (Will I do everything within my power to avoid getting tagged? Will I keep trying until I catch that person?)
- Acceptance (Do I accept being tagged as being just part of the game?)

How to explain the activity

- One person starts with a snowball, they are the tagger. Their job is to run around and try and get close enough to tag us with the ball in their hand
- If we get tagged we come in to where the bag is and we get a ball, our job then is to help that person out and tag other people
- We keep going until every single person has been tagged and has a tennis ball
- It's important to realise that once we are tagged our game is only half over and we need to keep going until every person has been tagged

Cues for debrief / reflection

- What was my strategy as the tagger?
- What was my strategy to get and stay away from the tagger?
- Is this an individual game or a team game?
- Did you give equal effort to evading and to tagging?
- What was challenging about that game the longer it went on?

How to vary the activity

- For a quick restart play reverse snowball tag. The last person to be tagged remains without a ball. They then try to tag all those people who have a ball. Instead of collecting a ball, they return it to the bag and help out the tagger. Game goes until all balls have been returned
- Good activity to either give out or collect tennis balls
- Play the game on lines of a court, or in more challenging environments i.e. playground
- Use other pieces of equipment to tag: i.e. bean bags

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STAR WARS

- Create two teams who start at each end of a netball court.
- The court is divided into thirds, each team has a home third and the centre third is neutral where anyone can go.
- Teams are trying to throw Gator Skin balls at each other to hit players on the other team.
- Once hit a player must squat down and wait to be freed.
- Each team has two Jedi's who can free those who have been hit and get them back in the game
- Players have the option to dodge balls or catch them

Equipment: 2- 6 Gator Skins or other soft balls

Area Required: approximately a netball court with a team at each end

Benefits

- Throwing
- Catching
- Agility
- dodging and cooperation

How to explain the activity

- Each team has a designated area at each end and a neutral zone in the middle. When the game starts any player can move around the court in their area or neutral zone but not in the other team's area.
- Each team chooses two secret Jedi's who have the power to free team mates.
- Each team is trying to throw the Gator Skin or soft ball at the other team to hit them below the shoulders.
- When hit a player must Squat down and is frozen.
- If the Jedi is hit they lose their power to free.
- If a player catches a throw from the other team then that thrower must squat down and wait to be freed by a Jedi.
- When all players in one team are squatting then the game ends.
- The aim is to keep the identity of the Jedi's hidden for as long as possible.

Cues for debrief / reflection

- What strategies did you use to keep the identity of the Jedi hidden?
- What did you notice about the game?
- What areas can we improve on?

How to vary the activity

- More than two Jedi's.
- Players can only hold a ball for 5 seconds.
- Jedi's can use a tennis ball or bean bag to roll or throw to team members to free them. The player with the tennis ball or bean bag is the new Jedi.
- Ask the group how rules and intentions for this activity can be improved.

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HERO

Divide the class into two teams – Shooters and Runners.

Set up two lines of cones approximately 4m apart.

The runners are trying to score as many points as possible by running from end to end dodging soft balls and Frisbees.

The shooters are trying to stop runners by throwing soft balls and Frisbees to hit them below the shoulders.

Swap roles after designated time.

Equipment: Colour Bands, Gator Skins, Cones and Frisbees

Benefits

- Throwing
- Speed
- Agility
- cooperation

How to explain the activity

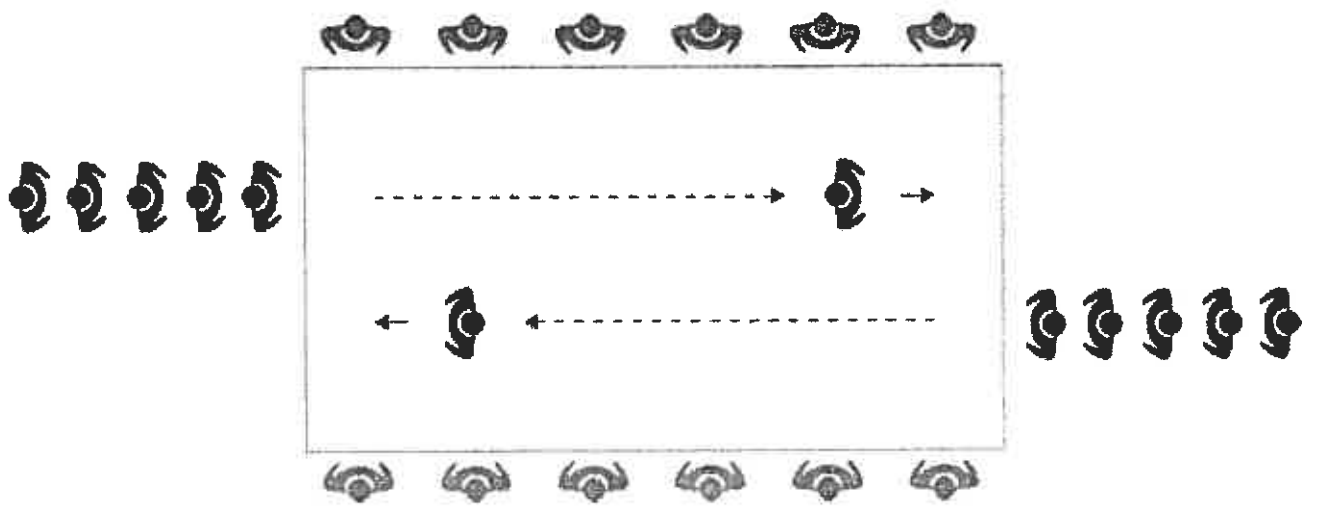
- Split class into two teams – “shooters” and “runners” (one team in colour bands).
- Shooters are armed with gator skins and Frisbees and stand on outside line of netball court.
- The running team is split between each end – runners in turn attempt to run the gauntlet to the other end.
- Shooters are trying to stop runners from getting to the other end by throwing balls and Frisbees at runners.
- Shooters can collect equipment but must be behind the line or cones before can throw.
- If runners are hit they have to hop, if they are hit again they have to crawl and if they are hit a third time they have squat and be rescued by another runner going the same direction by holding hands to the end.
- Hero's can rescue as many hit runners as they like.
- 2 points can be scored when runners make it across and 5 when they save hit runner.

Cues for debrief / reflection

- How did it feel running through the middle?
- What strategies did you use?
- How many hit runners did you rescue? Where did shooters have to aim?
- Did shooters only shoot from behind the line?

How to vary the activity

- Shooters can use opposite hand or be hopping on one leg when throwing.
- Runners can run in larger numbers.
- Runners can squat when hit first time to promote more team work through more rescues.
- All runners from one end with bean bags at the other to be collected. If hit you have to drop the bean bag and hop etc.



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BOMBARDMENT

- Set up a square area with cones, about the size of half a basketball court.
- Place a gatorskin ball in the middle of the square (you may like to place it on a cone to stop it rolling away).
- Divide the class into four groups and stand them on each side of the square.
- Each student has a tennis ball.
- Groups throw the tennis balls at the gatorskin ball in the middle and try to knock it over the line opposite.
- Only tennis balls may touch the gatorskin ball.
- Any tennis ball coming out of the square may be used by the side it came out on.
- No-one is allowed into the middle of the square during the game. Anything in the square is stuck until the end of the game.
- Game ends when the gatorskin ball touches a line or rolls outside the square.

Equipment: Tennis balls (one per player), Cones, Gatorskin Ball.

Area required: Half a Basketball Court or equivalent indoor or outdoor area.

Benefits

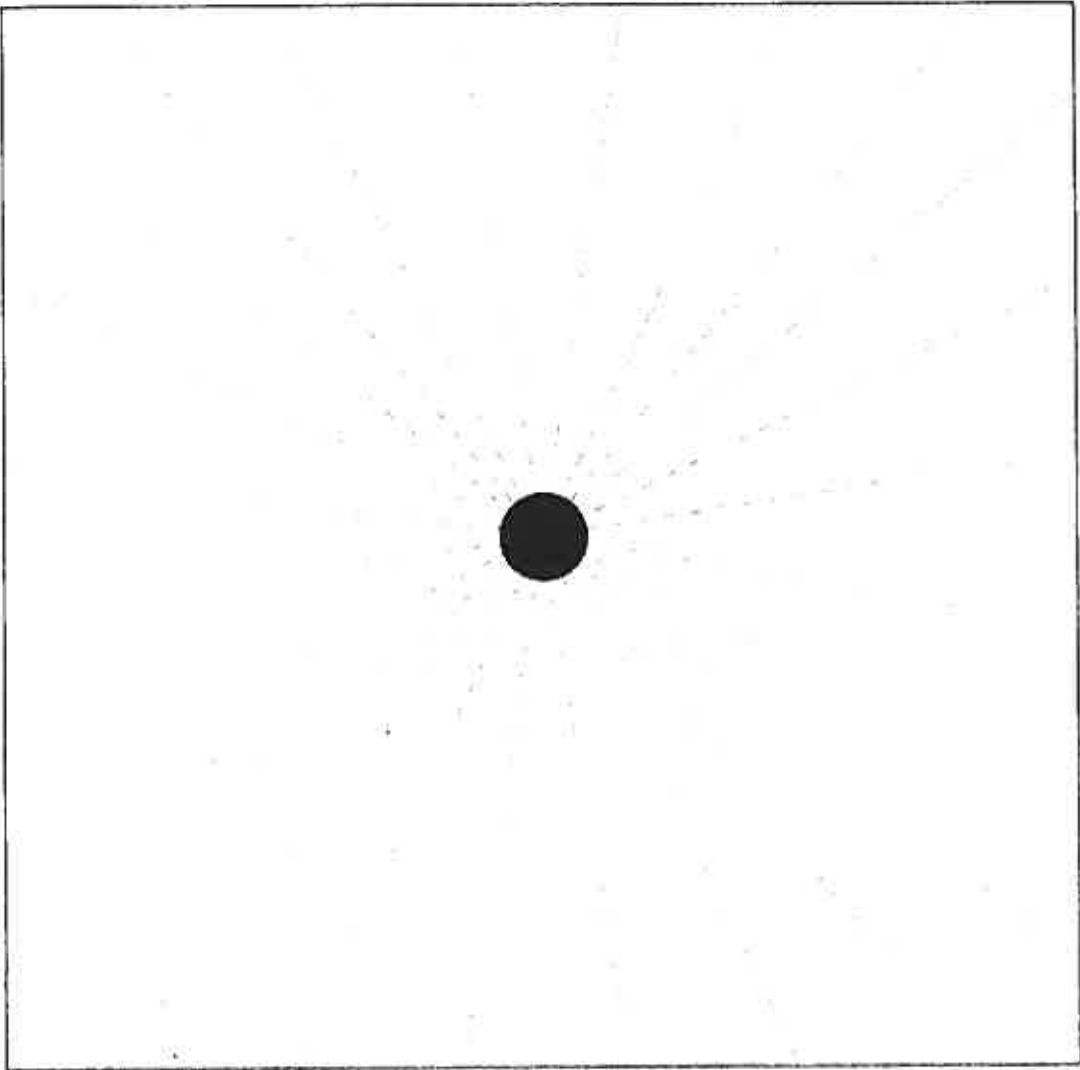
- Anticipation (Did I throw the tennis ball at the gatorskin ball? Or did I throw it to where I thought it would be?).
- Cooperation (How did I best work with my team to knock the ball over the line?).
- Hand Eye coordination (What was my most effective throw? Why?).
- Teamwork (Did my team work out a strategy for the game?).

How to explain the activity

- Our objective is to use our tennis balls to knock the centre ball over the opposite line.
- You may throw your ball at anytime once you hear the word "go".
- Tennis balls may only be thrown.
- No one is allowed inside the square during the game. Anything that remains in the square is stuck there until the end.
- Any tennis ball that comes out of the square may be used by the team that is on the side that the ball came out on.
- The game ends when the ball touches a line, a person or rolls out of the square.

Cues for debrief/reflection

- Did I throw the ball to where I thought the gatorskin ball would be?
- How did I best work with my team to knock the ball over the line?
- What was my most effective throw? Why?
- Did my team workout a strategy for the game?



Two-hand strike



About the skill

The two-hand strike is a manipulative skill in which force is applied to an object using an implement, in this case a bat. It forms the foundation to more advanced games and sports-specific skills, such as: the strike in T-ball, baseball and softball; the drive in cricket and hockey; the golf swing; and ground strokes in racquet sports, handball and volleyball. Because of the variability of ball tosses, performing the two-hand strike from a T-ball stand is the focus in this resource. Although these striking actions may differ slightly in performance, the same mechanical principles apply to both.

Skill components



1 2 3



4



5

1. Stands side-on to target area.
 2. Eyes focused on the ball throughout the strike.
 3. **Hands next to each other, bottom hand matches the front foot.**
 4. Steps towards target area with front foot.
 5. Hips then shoulders rotate forward.
 6. Ball contact made on front foot with straight arms.
 7. Follows through with bat around the body.
- (Introductory components marked in bold)



6



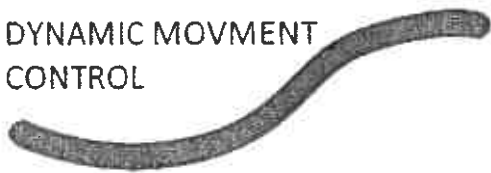
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Important considerations

Children are ready to demonstrate proficiently the introductory components of the two-hand strike by the end of Year 2 and the fine-tuning components by the end of Year 5. The two-hand strike is the most complex of the twelve fundamental movement skills in this resource.

Initial instruction should focus on velocity rather than accuracy. A contributing factor to success with this skill is ensuring the bat is not too long or heavy and the tee not too high. If younger students are having difficulty, you could commence instruction using the hand as the implement, starting with slow moving objects such as beach balls or balloons. Have students progress to a small, short-handled implement that can be held comfortably in one hand, such as a paddle bat, then on to a longer implement requiring two hands for control.

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CONTROL**



TRUNK ROTATION

- Stand with your feet comfortably apart and explore the ground with the soles of your feet. Find a stable base
- Soften your knees, lengthen your spine relax your shoulders and arms
- Take awareness to your 'centre' just below your belly button
- Initiate movement from this point slowly at first, allow your pelvis, shoulders and spine to rotate and create movement for your arms
- Push into the ground and gradually increase torsion allowing your hands to slap your body and letting your head follow the leading hand
- Follow your instinct – maintain long spine and firm contact with the ground. Breathe into the motion and when you are ready gradually decrease intensity until you come to a stop.
- With eyes closed notice the feeling in your body, check your feet, revisit long spine, and breathe into the new feeling

Benefits

- Improves posture
- Mobilizes spine
- Relieves lower back tightness
- Relieves neck tightness
- Calms the mind

Beginners Advice

- Allow arms to be like ribbons

Challenge

- Allow slapping hands to massage body
- Increasing the forces through the feet will intensify the rotational forces
- Feel full freedom of each vertebrae

Adjustments / What to look for

- Alternative position - hinged at hips
- Set up as per 1 above bend forward at your hips until your trunk is parallel to the ground and your arms are hanging freely
- Make sure your spine is long avoiding undue flexion

Cricket Victoria's Coaching Clips: Team Rapid Fire

- 'Team Rapid Fire' is a modified game for youngsters
- Team Rapid Fire is a game played in two teams, one batting and one fielding
- Teams can have between 4-12 players, depending on numbers and equipment available
- Half the players from the batting team strike a ball off the tee one after the other and then complete runs between two markers (or stumps) until the fielding team return the balls to their original position
- The other batting team members waiting to bat are to count a team mate's runs so the score can be determined
- The fielding team cannot cross the designated safety line until all balls have been hit
- They may physically carry the balls back in or throw to team mates
- The fielding team shouts 'HOWZAT' once all the balls have been returned to their original position on the tees, signalling the batters to stop running
- Batting team players then swap from being batters to 'run-counters' for their team mates
- Once all batters have batted once, the two teams swap over
- Depending on time, teams may have several batting innings each, with the team with most runs scored declared the winner
- Ideally, teams have three batting innings each, to maximise opportunities to bat
- Coaches may use Teams Rapid Fire as a fun way to focus on different batting shots – drives, sweeps, pull shots and on fielding – ground fielding, catching and throwing
- Get into your Rapid Fire Teams and remember to enjoy your cricket!!!



Kick



About the skill

The kick is a manipulative striking skill characterised by producing force from the foot to an object. The stationary place kick is the focus of this skill and involves kicking an object which is still. It is basic to kicks used in all football codes. It is also important for foot-eye coordination. The stationary place kick has been chosen as it is the most widely-used kick by primary school children, is the easiest in which to develop proficiency, and is more closely related to lead-up activities and modified games than other kicks.

Skill components



1 2 3 4



5



6

1. **Eyes focused on the ball throughout the kick.**
2. Forward and sideward swing of arm opposite kicking leg.
3. **Non-kicking foot placed beside the ball.**
4. Bends knee of kicking leg at least 90 degrees during the back-swing.
5. Contacts ball with top of the foot (a "shoelace" kick) or instep.
6. Kicking leg follows through high towards target area.

(Introductory components marked in bold)

Important considerations

Children are ready to demonstrate the introductory components of the kick proficiently by the end of Year 2 and the fine-tuning components by the end of Year 5. The kick is one of the last fundamental movement skills in which students will demonstrate proficiency.

Component 6 is largely dependent upon the amount of force being produced during the preparation and propulsion phases of the kick. Students should be instructed to kick the ball as hard as possible, concentrating more on velocity than accuracy, and be given plenty of opportunities to practise in order to develop proficiency.

Placing the ball on a low tee or a bean bag can enable students to get their kicking foot under the ball and make contact with their shoelaces or instep.

Beach balls, balloons or foam-filled balls are ideal to use when introducing the kick. They are large and soft and can be kicked forcefully without causing injury or travelling a great distance.

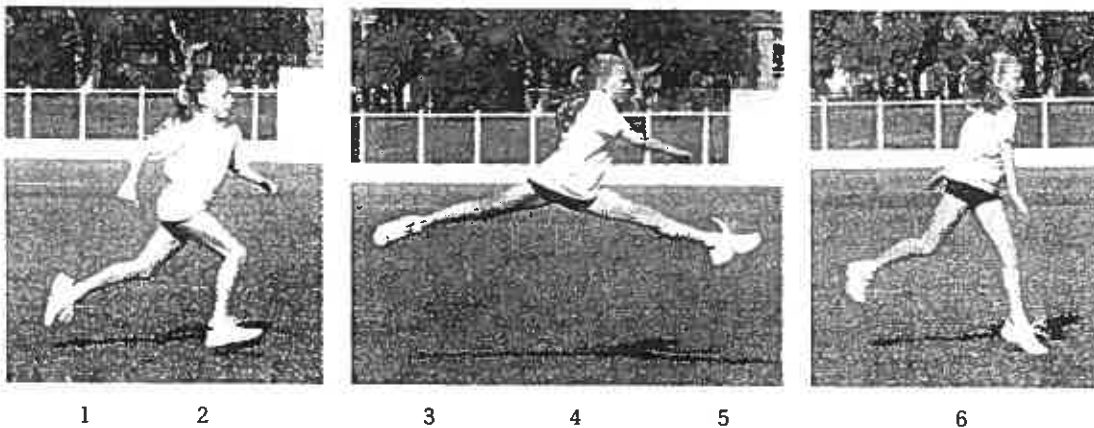
Leap



About the skill

The leap is a locomotor movement characterised by a take-off on one foot, a long flight phase and a landing on the opposite foot. Although it is an extension of the sprint run, it differs in that it is a discrete skill with a clear beginning and end point. It is basic to everyday activities, such as jumping over low obstacles, playground games such as hopscotch, and various team activities. The leap is also used in gymnastics and dance and is specific to events such as hurdling and the triple jump in athletics.

Skill components



1. **Eyes focused forward throughout the leap.**
 2. **Knee of take-off leg bends.**
 3. Legs straighten during flight.
 4. Arms held in opposition to the legs.
 5. **Trunk leans slightly forward.**
 6. Lands on ball of the foot and bends knee to absorb landing.
- (Introductory components marked in bold)

Important considerations

Children are ready to demonstrate proficiently the introductory components of the leap by the end of Year 2 and the fine-tuning components by the end of Year 5. The leap is a more complex skill to master than other locomotor skills because of the amount of force needed to perform it proficiently.

Students are generally not capable of force until 10-11 years of age. With this increase in the production of force comes the ability to acquire a longer flight phase, which allows time for the student to reach forward with the opposite arm to the lead leg, and straighten legs during flight (components 3 and 4).

Some children may be able to perform the landing (component 6) during Stage 1. However this would need to be rechecked later, as growth and maturation will result in greater force being produced and, therefore, more force to control on landing. When students have become proficient in the leap, the next step is to ensure that the landing is of a good quality when combined with other skills, such as the catch.

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KICK THE CAN

- Each person in the group has a 'can' (plastic marker cone)
- Balance the cone upside down somewhere on the playing area away from the edge and other players
- Players then kick balls around trying to knock the cones down that belong to other people
- If your cone is knocked over you pick it up and replace it with another from a designated point
- Feet only are to be used and you may not knock over another cone with your foot
- You cannot kick the ball once your cone has been knocked over
- You may rejoin the game once you have set your new cone back down

Equipment: Cones / Balls for kicking (soft if inside)

Area Required: Any space with room enough for balls to be kicked around. Outdoor works well. Indoor is especially good with appropriate walls for rebounding off and avoids excessive retrieval of balls

Benefits

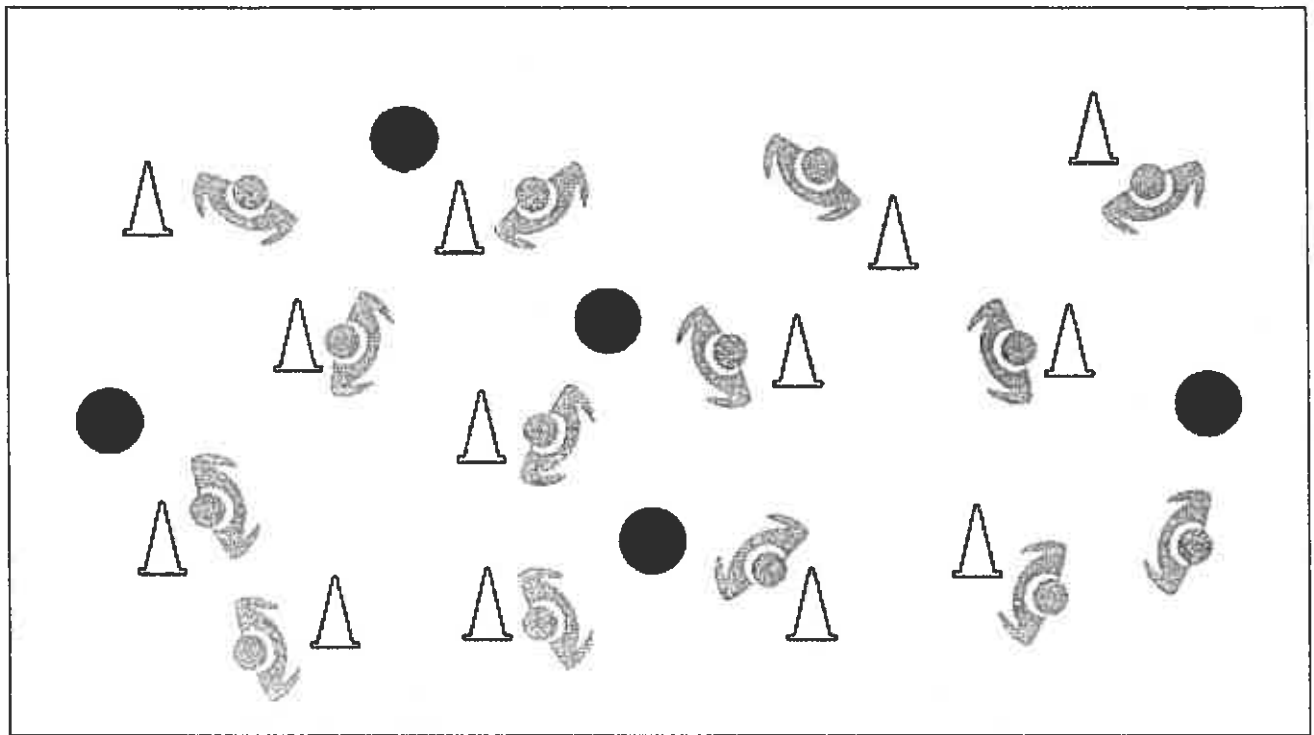
- Honesty (Did my cone get knocked over?)
- Acceptance (Did I knock my own cone over?)
- Control (Am I aiming or just kicking and hoping?)
- Strategy (How am I going about this game?)
- Appropriate Risk Taking (Do I stay and defend at all costs or do I take a risk and leave my cone to try and knock over another's?)
- Team Work (Do I leave my cone to retrieve a ball to keep the game flowing?)

How to explain the activity

- Each person will get a cone and set it up in this upside down shape (demo)
- You must place it somewhere on the court but at least a metre from another cone or the sidelines
- Once everyone has set up their cone we will start kicking the balls around
- You have two main jobs - (1) try and defend your cone from getting knocked over and (2) try and kick the ball so that it knocks over somebody else's
- If your cone does get knocked over (or if you knock your own cone over with your foot) you need to pick it up and run over to where the cones are and get a replacement cone
- Once you place your new cone back down you are back in the game
- While you are replacing your cone you are not able to kick any of the balls that are in play

Cues for debrief / reflection

- How did it feel to have your cone knocked down?
- How did it feel to knock someone else's cone over?
- What was the consequence of that happening?
- What strategy did you employ in that game, how did you go about playing?
- Did you ever take a risk and leave your cone to retrieve a ball, tackle someone with the ball or try to knock another person's cone down?



Vertical jump



About the skill

The vertical jump is a locomotor skill that involves being able to jump as high as possible. It is the basis for jumps used in gymnastics, some forms of dance and a range of sports, such as basketball, volleyball and Australian Rules Football. It is similar to the standing broad jump in terms of its phases, components and preparation and landing. Because the vertical jump is related to a wider range of sports, games and physical activities, it is considered to be a more fundamental movement skill than the standing broad jump.

Skill components



1 2



3 4



5 6

1. **Eyes focused forward or upward throughout the jump.**
2. **Crouches with knees bent and arms behind the body.**
3. Forceful forward and upward swing of the arms.
4. Legs straighten in the air.
5. Lands on balls of the feet and bends knees to absorb landing.
6. **Controlled landing with no more than one step in any direction.**

(Introductory components marked in bold)

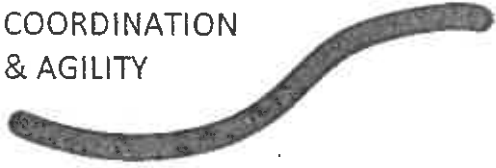
Important considerations

Children are ready to demonstrate proficiently the introductory components of the vertical jump by the end of Year 3. Components 3 and 4 are usually the last to develop and may take a longer period of time to develop for some students.

A good crouch (component 2) is a prerequisite to components 3 and 4. It is important when students are learning the skill to practise jumping as high as possible, in order to have enough momentum to move through the take-off, flight and landing phases.

In order for a student to demonstrate component 6 proficiently, components 3 and 4 must also be present. Younger students may not have a problem controlling their landing (component 6) because of the small amount of force they produce. However, once growth and development begin, more force can be produced during the jump and students will subsequently have more force to control on landing.

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TUCK JUMPS

- Jump from a standing position with a quick spring, raising the knees as high as possible.
- Weight on balls of feet, driving with arms.
- Smooth, even jumps.
- Feet together or hip width apart.
- Short ground contact time.

Benefits

- Balance.
- Control.
- Resilience.

Beginners Advice

- Feel light.
- Quiet feet.

Challenge

- Eyes up.
- Eyes closed.
- Repeat until control is lost.

Adjustments / What to look for

- Land softly, minimal foot noise.
- Long spine, chest up, don't collapse at hips.
- Cushioning through ankles, knees and hips.

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MOVEMENT CHALLENGES
& GAMES**



Bridge Jumping

- Students work in pairs to achieve the challenge
- Student 1 gets into Childs Pose (see core movement) on the ground
- Student 2 then performs a standing jump over Student 1 and lands on the other side of Student's 1 body
- Student 1 then forms Downward Facing Dog and Student 2 crawls under
- Repeat this process 5-8 times and swap roles

Equipment: Nil

Area Required: space for all students appropriate for crawling

Benefits

- Develop jumping skills
- Improve Agility
- Improve Flexibility
- Cooperation with partner
- Encourage communication
- Practice core movement poses

How to explain the activity

- Ask everyone to find a partner and sit together in the designated space ready for a demonstration
- Either ask a student to be your partner for the demonstration, or ask a pair to demonstrate the activity
- Demonstrate as above
- Student 2 jumps from two feet over Student 1 to land on the other side, then crawls on hands and knees under Student 1
- When Student 2 has completed 5 – 8 repeats you will swap roles.

Cues for debrief / reflection

- What was my aim with this activity, achievement, cooperation, speed, good performance?
- How well did I make the quick change in movement/height?
- What did I feel when my partner was jumping over and going under me?
- What did I feel before I had to jump over my partner?
- How well did I focus on performing the activity to my best?

How to vary the activity

- Student 2 holds a ball and dribbles it when they crawl under the "bridge"
- Explore different types of take off jumps over the crouching partner
- Explore performing the activity at different speeds
- Perform the activity with different partners