Fast starts

Air ball

Stage: Early stage 1 upwards

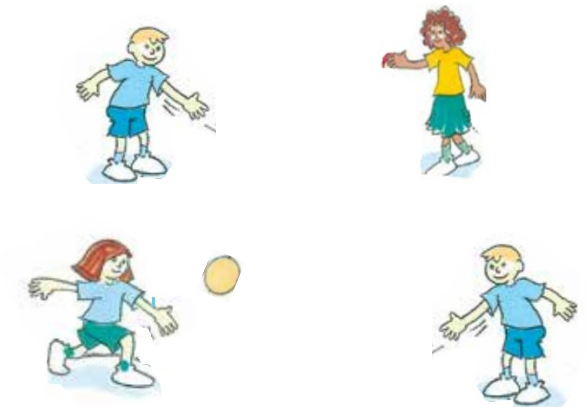
Category: Active travel/transition

Activity set-up

- Divide students into groups of 3-4.
- Provide one large soft ball per group.

How to play

- Students aim to keep the ball in the air for as long as possible by hitting it with their hands.
- Each time a student hits the ball they must perform one jumping jack before they can hit the ball again.



Equipment

- 8 markers (to set out playing area).
- 1 large soft ball per group.

Increase/decrease challenge

- Increase the number of jumping jacks to be performed before being allowed to hit the ball again.
- Change the movement to be performed (e.g. touch one of the playing area markers or perform 1 tuck jump).
- Use a smaller ball to increase or balloon to decrease the challenge.

Additional variations

- The group needs to move the ball from point 'A' to point 'B' while keeping the ball off the ground.

Sample questions

- How did you move your body to participate effectively?
- How can you use and adapt different skills in the game to improve success?
- How can you refine your strategy to be successful in the game?
- What would you do differently next time?

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NSW GOVERNMENT

Activity considerations

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- become familiar with equipment and space
- use age and stage appropriate language and concepts that act as a hook to engage students
- make planning adjustments based on observations of the physical preparedness of students and the group dynamic.



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- regular opportunities to hydrate
- access to necessary medications such as asthma puffers.

Equipment: all playing equipment must be inspected and in good working order.

Playing area / surface: choose a playing area suitable for the activity and weather conditions on the day. Playing area boundaries must be clearly marked using field markers or similar and be free from any dangerous objects or obstructions (such as slippery surfaces, rocks, trees, benches / seats, student bags).

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Fast starts

Alarm

Stage: Early stage 1 upwards

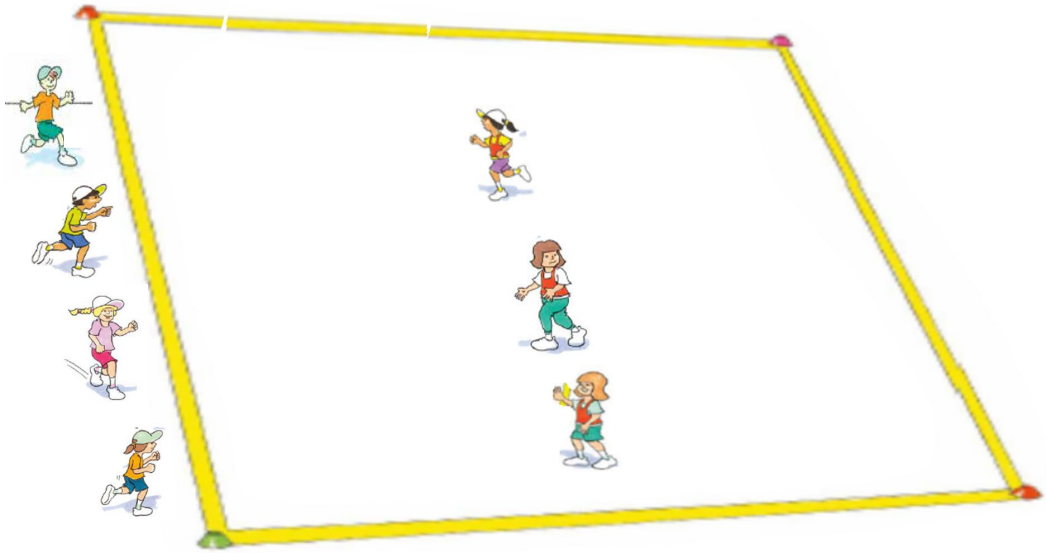
Category: Tag game

Activity set-up

- Set out the playing area (25 students = approximately 25m x 25m).
- Select three students to be taggers.

How to play

- Students stand at one end of the playing area. Students are numbered 1,2,3 or 4. The three taggers stand in the centre of the playing area.
- The taggers call out 'Number 1 alarm', signaling the students numbered 1 to skip to the opposite end of the playing area.
- The taggers attempt to tag the students skipping. If tagged, these students join the taggers. Taggers call out another number for example, Number 4 alarm'.
- The last three students who are not tagged, become the next taggers.



Equipment

- 8 markers (to set out playing area).
- 1 braid or similar for each tagger.

Increase/decrease challenge

- Vary the size of the playing area.
- Tagged players can perform movements to return to play.
  (for example, jumping jacks, tuck jumps, high knees running in place).

Additional variations

- Incorporate themes (for example, animal movements, letters of the alphabet, numbers).
- Vary the locomotor movements used.

Sample questions

- How did you move your body to participate effectively?
- How can you use and adapt different skills in the game to improve success?
- How can you refine your strategy to be successful in the game?
- What would you do differently next time?

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Fast starts

Alphabets

Stage: Early stage 1 upwards

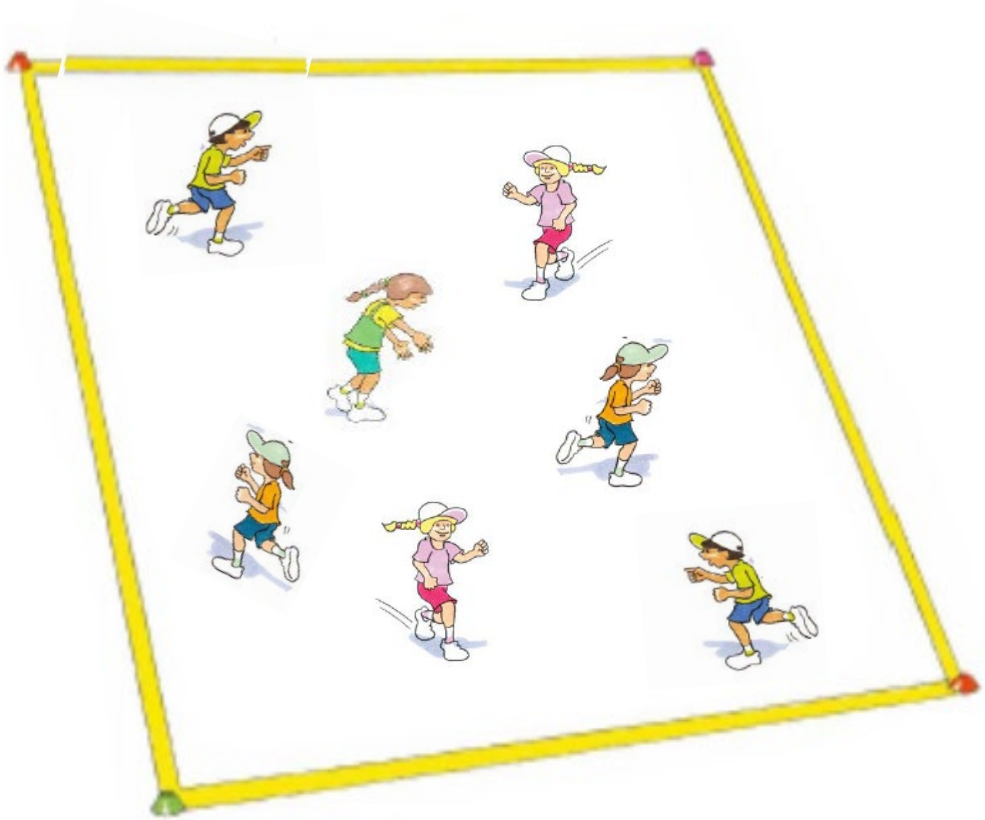
Category: Whole class

Activity set-up

- Set out the playing area (25 students = approximately 25m x 25m).

How to play

- Students move around the playing area using a nominated locomotor movement. The teacher calls out a letter of the alphabet and students form groups of three to make the shape of that letter.



Equipment

- 8 markers (to set out playing area).

Increase/decrease challenge

- Vary the number of students required in each group.
- Students must form multiple letters to make up a word.

Additional variations

- The teacher calls out a math problem and students need to make the numbers to indicate the answer.
- Vary the locomotor movements used.

Sample questions

- How did you move your body to participate effectively?
- How can you use and adapt different skills in the game to improve success?
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- What would you do differently next time?

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Fast starts

Animal walks

Stage: Early Stage 1 and Stage 1

Category: Active travel/transition

Activity set-up

- Divide students into groups (3 groups per class).
- Select a leader for each group.

How to play

- The group leader calls out a name of their favourite native Australian animal. For example, kangaroo, emu, crocodile.
- Students imitate the selected animal movements while they follow a leader to the designated playing area.



Equipment

- No equipment required.

Increase/decrease challenge

- Provide obstacles for students to avoid by moving around or over them.
- Students move at varying speeds/levels.

Additional variations

- Vary the locomotor movements used.

Sample questions

- How did you move your body to participate effectively?
- How can you use and adapt different skills in the game to improve success?
- How can you refine your strategy to be successful in the game?
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Fast starts

Backboard basketball

Stage: stage 2 upwards **Category: Invasion Game**

Activity set-up

- Playing area is a basketball half court.
- Divide students into teams of 3.
- One basketball per game.

How to play

- Students have to successfully hit the backboard and have one of their teammates the catch the rebound.
- Games go for 2 minutes.
- If no-one scores, the team who has been on twice goes off.
- Normal basketball rules apply for dribbling and defending.



Equipment

- 2 sets of bibs.
- 1 basketball per game.
- Basketball court.

Increase/decrease challenge

- Increase the challenge by having students achieve a certain number of passes before scoring.
- When students regain possession of the ball from the opposition, they have to dribble to halfway before they can start attacking.
- Decrease the challenge by allowing students to get a free shot at the backboard if they get within the key.

Additional variations

- Allow students to shoot a basket for bonus points.

Sample questions

- How will you defend when the opposition takes their shot?
- How will you know where to aim when taking your shot?
- If your teammate is taking a shot, where should you stand?

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Fast starts

Bank, river, shore

Stage: Early stage 1 upwards

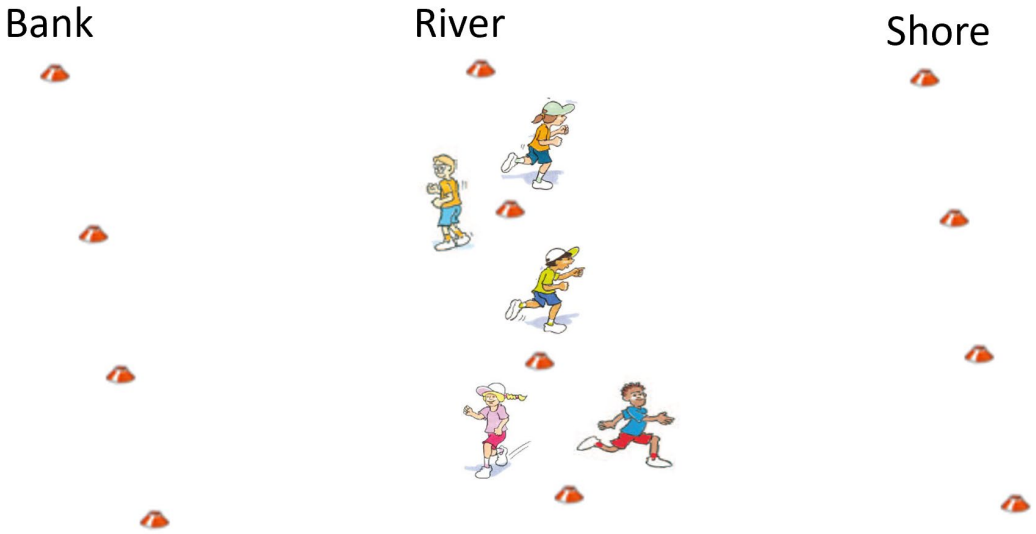
Category: Whole class

Activity set-up

- Set out the playing area (25 students = approximately 25m x 25m).
- Divide the playing area with a centre line called the 'river'.

How to play

- All students must line up along the 'river'.
- Explain to students that the marked line to left of the 'river' is the bank and the line to the right of the 'river' is the shore.
- The teacher calls out either river, bank or shore. Students must run to get to the corresponding destination as fast as possible.



Equipment

- 8 markers (to set out playing area).
- 4 markers (to set out the river).

Increase/decrease challenge

- Vary the size of the playing area.
- Vary the starting positions. (e.g. standing on one leg, crouching down).
- Perform different actions when reaching the destination (e.g. hop onto the bank, tuck jump on the river).

Additional variations

- Vary locomotor movement used to move around the playing area.

Sample questions

- How did you move your body to participate effectively?
- How can you use and adapt different skills in the game to improve success?
- How can you refine your strategy to be successful in the game?
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NSW GOVERNMENT

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Fast starts

Baton relay

Stages: Early stage 1 upwards

Category: Small group

Activity set-up

- Divide students into groups of 3-4.
- Teacher places two markers 15m apart for each group.

How to play

- Half of the group lines up behind one marker and the other half behind the other marker.
- Each group has a relay baton. On the teacher's signal, the first student in each team leaps with the baton to the other end. The baton may be a bean bag, cone or other small object.
- When they reach the other end, they pass the baton to the next student who leaps back, then passes the baton on, until each student is back to their starting position.
- Students who are waiting for a turn perform various movements (e.g. jog on the spot with high knees, squats or tuck jumps).



Equipment

- 2 markers per group.
- 1 relay baton per pair of groups.

Increase/decrease challenge

- Introduce a marker or other soft object for students to leap over before handing off the baton.

Additional variations

- Vary the locomotor movement used.

Sample questions

- How did you move your body to participate effectively?
- How can you use and adapt different skills in the game to improve success?
- How can you refine your strategy to be successful in the game?
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Fast starts

Beat the clock

Stage: Early stage 1 upwards

Category: Small group

Activity set-up

- Divide students into pairs.
- Provide two markers and one ball per pair of students.

How to play

- Students stand opposite each other (2-3 metres apart) within the playing area and place their marker on the ground in front of them.
- On the teacher's signal, the first student holding the ball throws it to their partner to catch and then both students move and swap positions after each throw.
- Students perform these activities for a set amount of time.



Equipment

- 8 markers (to set out playing area).
- 1 marker per student.
- 1 ball per pair of students.

Increase/decrease challenge

- Change the distance between students.
- Change the way the ball must be thrown (e.g. underarm, overarm, bounce).
- Change the way the ball must be caught (e.g. 2-hands, 1-hand).
- Change the object that is thrown (e.g. size of ball, an odd-shaped ball, beanbag or object).

Additional variations

- Vary the locomotor movement used to move between markers.

Sample questions

- How did you move your body to participate effectively?
- How can you use and adapt different skills in the game to improve success?
- How can you refine your strategy to be successful in the game?
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Fast starts

Captains coming

Stage: Early stage 1 upwards

Category: Whole class

Activity set-up

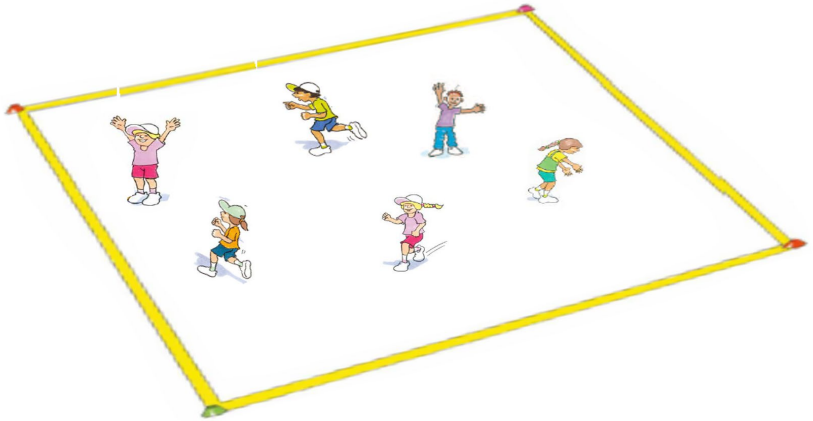
- Set out the playing area (25 students = approximately 25m x 25m).

How to play

- Students begin by moving around the playing area in any direction.
- When the teacher calls out a range of 'ship commands', students perform the action for 5-10 seconds.
- Once complete, students resume jogging until the next command is called.

Ship commands

- Bow - students run to the front of the area and perform a static balance.
- Stern - run to the back and perform a static balance.
- Port - run to the left and perform a static balance.
- Starboard - run to the right and perform a static balance.
- Climb the rigging - action of climbing the rigging.
- Scrub the deck - down on one knee and scrub the floor.
- Captain's coming - stand to attention and salute.



Equipment

- 8 markers (to set out playing area).
- Ship commands printed on cards.

Increase/decrease challenge

- Define the types of static balance.
- Vary the 'ship command' movements.

Additional variations

- Replace static balance positions with movements (e.g. jumping jacks, high knees, squat jumps).

Sample questions

- How did you move your body to participate effectively?
- How can you use and adapt different skills in the game to improve success?
- How can you refine your strategy to be successful in the game?
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Fast starts

Capture

Stage: Early stage 1 upwards

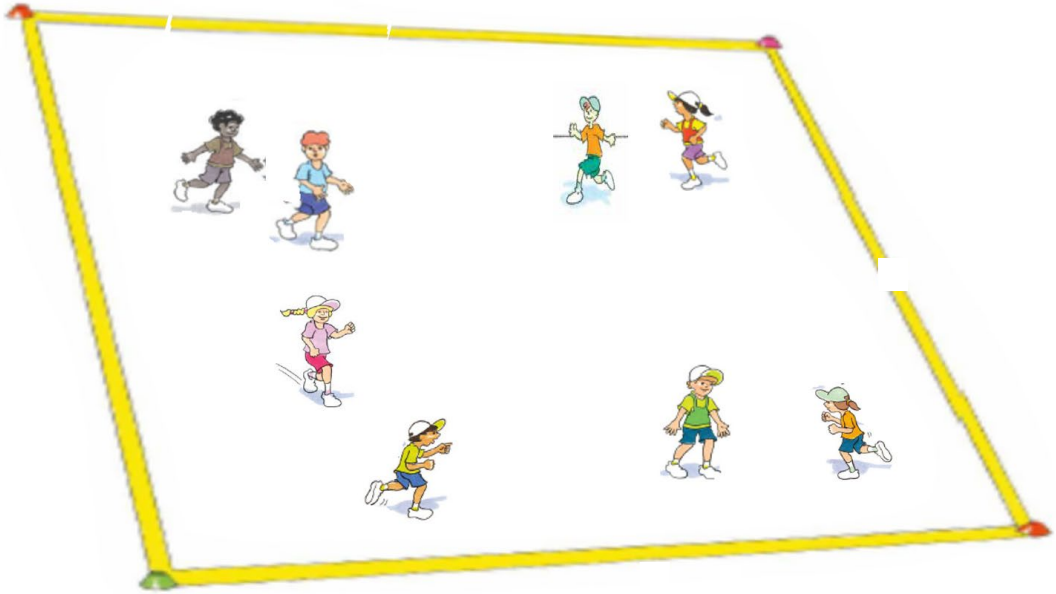
Category: Tag game

Activity set-up

- Set out the playing area (25 students = approximately 25m x 25m).
- Designate four students as taggers.

How to play

- Four students are designated taggers who each wear a different coloured braid. The rest of the students are 'free'.
- The taggers chase the students who are free and attempt to tag them.
- When a free student is tagged they then put on a braid of the same colour worn by the student who has tagged them and become a tagger.
- The aim is to tag the most students and create the biggest team.



Equipment

- 8 markers (to set out playing area).
- 4 sets of 8 braids or similar (4 different colours).

Increase/decrease challenge

- Vary the size of the playing area.
- Use equipment while moving around the playing area (eg bouncing a ball).

Additional variations

- Vary locomotor movement used to move around the playing area.

Sample questions

- How did you move your body to participate effectively?
- How can you use and adapt different skills in the game to improve success?
- How can you refine your strategy to be successful in the game?
- What would you do differently next time?

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NSW GOVERNMENT

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Fast starts

Copy cat

Stage: Early stage 1 upwards

Category: Individual/small group

Activity set-up

- Set out the playing area (25 students = approximately 25m x 25m). Divide students into pairs.

How to play

- Ask students to decide who will be the 'leader' and who will be the 'follower'. On the teacher's first signal, the leader moves around the playing area while performing different movements, while the follower attempts to replicate the movement. On the teacher's second signal, students switch roles. Examples of movements could include, running, leaping, dodging, hopping, jumping, side galloping and skipping.



Equipment

- 8 markers per group to set out each playing area.

Increase/decrease challenge

- Vary the size of the playing area.
- Use equipment while moving around the playing area (e.g. bouncing a ball).

Additional variations

- Vary the locomotor movement used to move around the playing area.

Sample questions

- How did you move your body to participate effectively?
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Fast starts

Crazy 4s

Stage: Stage 1 upwards

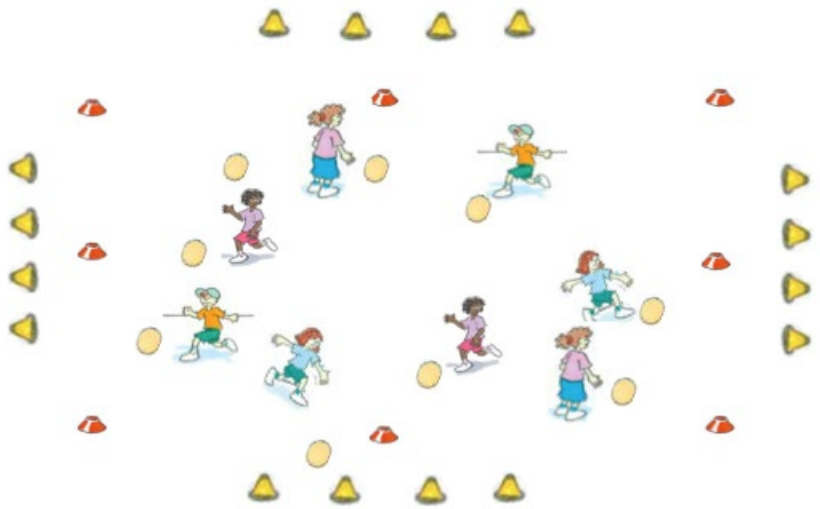
Category: Invasion/Target Game

Activity set-up

- Set out the playing area (approximately 25m x 25m).
- Divide students into 4 groups.
- Have 3-4 cones per team just outside each sideline.
- 8-12 soccer balls.

How to play

- Students aim to knock the oppositions' tall cones over by dribbling and kicking a soccer ball.
- Students must shoot from within the playing square.
- Each time a soccer ball leaves the playing area, a student can run to collect and bring back to the playing area.



Equipment

- 8 markers (to set out playing area).
- 16 tall cones (4 just outside each sideline).
- 8-12 soccer balls.
- 3 sets of bibs.

Increase/decrease challenge

- Add more tall cones to increase the number of targets.
- Move the tall cones closer or further away from the sidelines.
- Reduce the number of soccer balls being used to increase the degree of difficulty with possession.

Additional variations

- Allow one player from each team to act as a goalkeeper between the tall cones and the sideline.

Sample questions

- When will you kick the soccer ball at the cones?
- Which cones will you go for first?
- How are you going to attack and defend as a team?
- How are you going to protect your cones?

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NSW GOVERNMENT

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Fast starts

Crusts and crumbs

Stage: Early stage 1 upwards

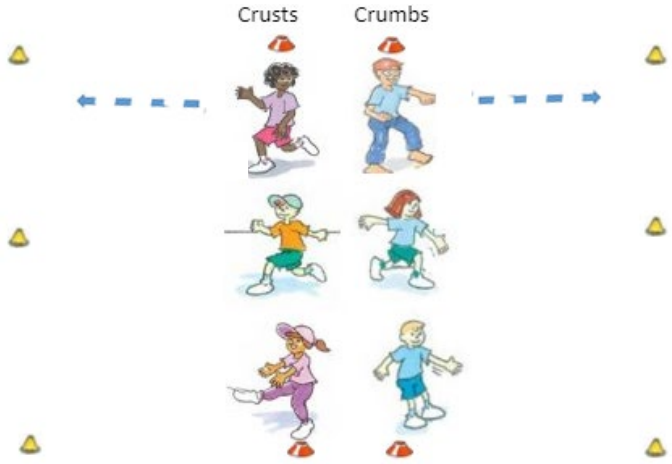
Category: Individual/small group

Activity set-up

- Set out the playing area (25 students = approximately 25m x 25m).
- Divide playing area in half and create an area (approximately 1m), called the 'no-go-zone'.
- Divide students into pairs.

How to play

- Students line up along each line and face their partner across the no-go-zone.
- The students on one line are called ‘crusts’ while their partners on the opposite line are called ‘crumbs’.
- The teacher calls out either crusts or crumbs. If crusts are called, the students on that line need to run towards their baseline while their crumb partners chase and attempt to tag them.
- After each round, students return to their line and await the teacher's call.



Equipment

- 8 markers per group (to set out each playing area).
- 8 markers (to set out the 'no man's land).

Increase/decrease challenge

- Vary the starting positions (e.g. standing on one leg or crouching down).
- Increase or decrease the distance to the baseline.

Additional variations

- Vary the locomotor movement used.

Sample questions

- How did you move your body to participate effectively?
- How can you use and adapt different skills in the game to improve success?
- How can you refine your strategy to be successful in the game?
- What would you do differently next time?

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NSW GOVERNMENT

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Adapted from Sport Australia, 2019, Playing for life

Fast starts

Defensive demons

Stage: Stage 1 upwards

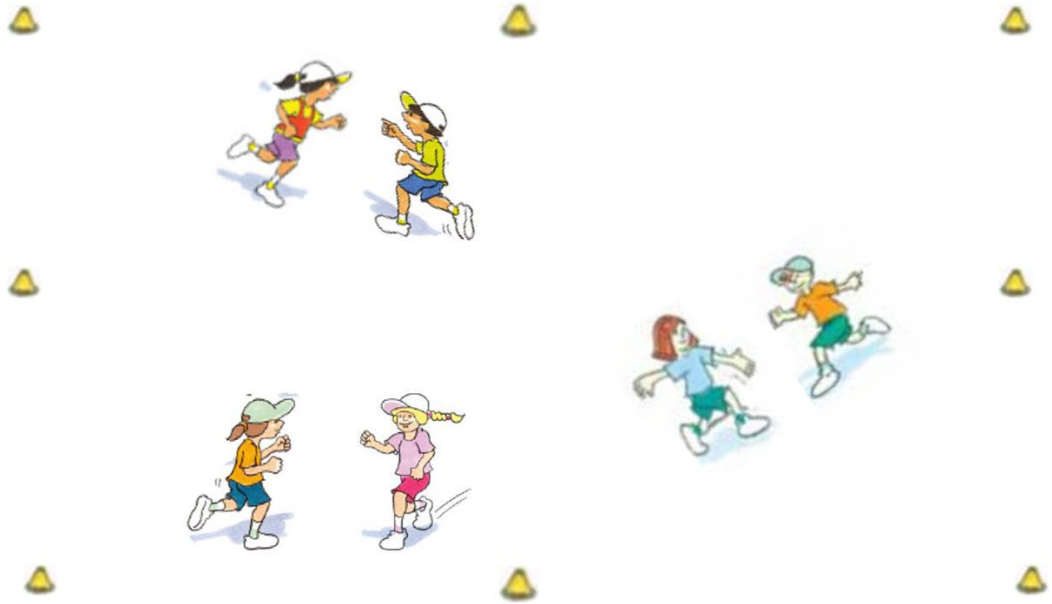
Category: Whole Class

Activity set-up

- Set out the playing area (approximately 25m x 25m).

How to play

- Students work in pairs, while one is the designated attacker and the other is the defender.
- Both students start one metre apart and facing each other.
- When a nominated player says ‘go’ (players take turns), the attacker must attempt to get past the defender without being tagged to score a point.
- Allow 30 seconds, then players swap roles.



Equipment

- 8 markers to set up playing area.

Increase/decrease challenge

- Vary the starting distance between pairs.

Additional variations

- Vary the locomotor movements.
- Add a ball to allow students to dribble (hands or feet) past their defender.
- Attackers wear a tag/braid that defenders must collect/steal.

Sample questions

- How did you move your body to participate effectively?
- How can you use and adapt different skills in the game to improve success?
- How can you refine your strategy to be successful in the game?
- What would you do differently next time?

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NSW GOVERNMENT

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Adapted from Sport Australia, 2019, Playing for life *Back to back*

Fast starts

Dribble tag

Stage: Stage 2 upwards

Category: Tag Game

Activity set-up

- Set out the playing area (25 students = approximately 25m x 25m).
- Provide each student with a ball.
- Five students are selected as 'taggers' and given a braid each.

How to play

- All students start dribbling their ball around the area using the inside, outside and soles of their feet.
- On the teacher's signal, the five taggers then attempt to tag the other students, while still dribbling their ball.
- If a student is tagged, they then swap roles and become the tagger.



Equipment

- 8 markers (to set out playing area).
- 1 ball per student.
- 1 braid or similar per tagger.

Increase/decrease challenge

- Vary the size of the playing area.
- Vary the number of taggers.
- Taggers try to kick each student's ball out of the playing area instead of tagging

Additional variations

- If a student is tagged or their ball is kicked out, they must perform a movement or activity to return to play. For example, 10 sole taps or jumping jacks.
- Students dribble the ball with their hands.

Sample questions

- How did you move your body to participate effectively?
- How can you use and adapt different skills in the game to improve success?
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Fast starts

Empty the nest

Stage: Early stage 1 upwards

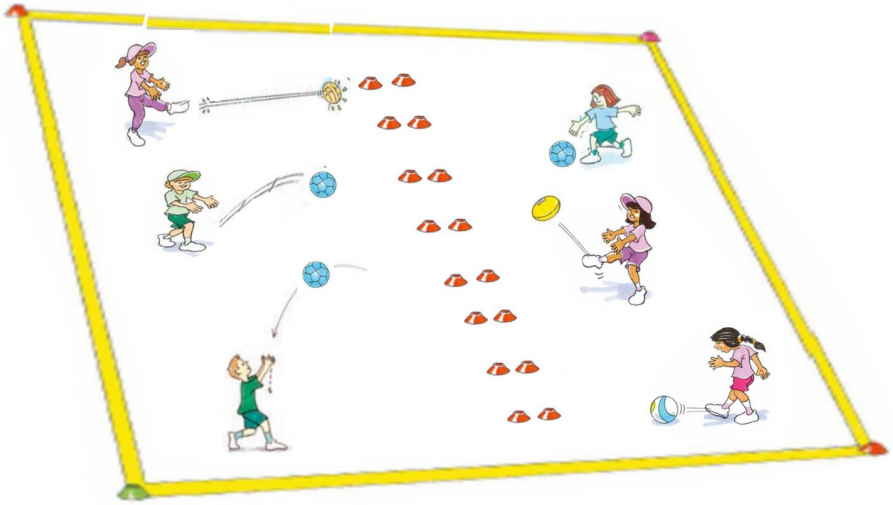
Category: Whole class

Activity set-up

- Set out the playing area (25 students = approximately 25m x 25m).
- Divide playing area at the centre with a zone (approximately 1m), called 'no-go-zone'.
- Divide students into two groups.

How to play

- Groups stand opposite each other on both sides of the ‘no-go-zone’ and each group is given the same number of balls.
- On the teacher's first signal, each group attempts to clear the balls from their side of the playing area by kicking, throwing or rolling the balls into the other group's area.
- On the teacher's second signal, all action stops then the balls are counted.



Equipment

- 8 markers (to set out playing area).
- 8 markers (to set out the 'no-go-zone).
- 1 ball per three students.

Increase/decrease challenge

- Use hands only, use feet only, vary the size of the playing area.
- Students must pass the equipment to another student before it is cleared from their playing area.

Additional variations

- Vary the equipment used. (for example, bean bags, small or larger balls).

Sample questions

- How did you move your body to participate effectively?
- How can you use and adapt different skills in the game to improve success?
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Fast starts

Endzone ball

Stage: Stage 2 upwards

Category: Invasion Game

Activity set-up

- Set out a playing area with end zones for every group of 8-10 students (approximately 10m x 15m).
- Groups are split into 2 teams.
- One ball per playing area.

How to play

- Students pass the ball around their team to get it into an endzone.
- Students must remain still when they have the ball.
- The ball is handed over if it hits the ground or a team scores.
- The ball can be intercepted.



Equipment

- 8 cones per group.
- 1 ball per game (tennis ball or netball).
- 1 set of bibs.

Increase/decrease challenge

- Increase the challenge by using a small ball such as a tennis ball.
- Decrease the challenge by making the playing area larger.
- Decrease the challenge by bringing in a 3ft rule when defending.

Additional variations

- Incorporate a different shaped ball such as a rugby ball.

Sample questions

- How will you stop the opposition from scoring?
- Where will you move to if your teammate has the ball?
- How will you defend someone?
- What sort of throws will you use?

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Fast starts

Fish in the net

Stage: Stage 1 upwards

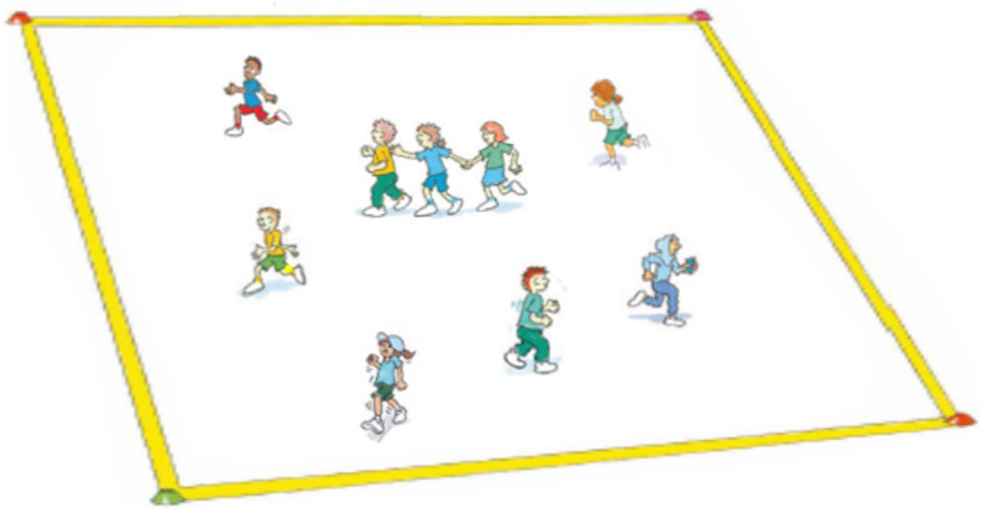
Category: Tag Game

Activity set-up

- Set out the playing area (25 students = approximately 25m x 25m).
- Select two groups of three students to act as 'nets'.
- The remainder of students will act as 'fish'.

How to play

- Students acting as nets need to link hands in a chain, while the remaining students are the fish.
- As the fish move around the area, the nets attempt to catch as many fish as possible by either surrounding or tagging them.
- When a fish is caught they link hands and join the net.
- When the net contains 4 people, split the net to become two separate nets of 2 students.



Equipment

- 8 markers (to set out playing area).

Increase/decrease challenge

- Vary the number of nets.
- Vary the size of the playing area.

Additional variations

- Have fish perform different locomotor skills when moving around.
- The net player who makes a tag switches places with the fish.
- When a fish is tagged they must perform a movement to return to play (e.g. jumping jacks, high knees running on the spot, squat jumps).

Sample questions

- How did you move your body to participate effectively?
- How can you use and adapt different skills in the game to improve success?
- How can you refine your strategy to be successful in the game?
- What would you do differently next time?

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NSW GOVERNMENT

Activity considerations

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Fast starts

Force ‘em back

Stage: Stage 2 upwards

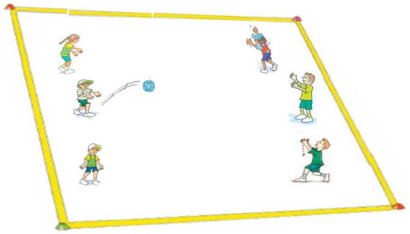
Category: Small group

Activity set-up

- Set out 2-3 playing areas (approximately 20m x 20m each).
- Clearly mark a goal line at each end of each playing area.
- Divide the students into 2-3 groups (approximately 10 students per group) and allocate each to a playing area.
- Further divide the students at each playing area into two groups.

How to play

- Each group is allocated an end of their playing area.
- Students must spread out along the goal line.
- One team is given a ball to start. A student must kick the ball towards the opposition. If caught on the full, the student can take 5 steps forward then kick back towards opposition.
- If not, the ball is picked up and kicked from where it stops.
- Students alternate turns in kicking.
- A point is scored if the ball lands across the goal line.
- The point scorer then selects a set of movements to complete (for example, 10 jumping jacks, 15 mountain climbers).
- When the movement activities are completed, each group should change ends.



Equipment

- 8 markers per group (to set out each playing area).
- 3 balls per group of students.

Increase/decrease challenge

- Increase the complexity of the three movements (e.g. jumping jacks, high plank, balance on one leg).

Additional variations

- Vary the size of the playing area Use bigger or smaller balls.
- Use non-dominant hand or foot.

Sample questions

- How did you move your body to participate effectively?
- How can you use and adapt different skills in the game to improve success?
- How can you refine your strategy to be successful in the game?
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Fast starts

Fortune

Stage: Stage 1 upwards

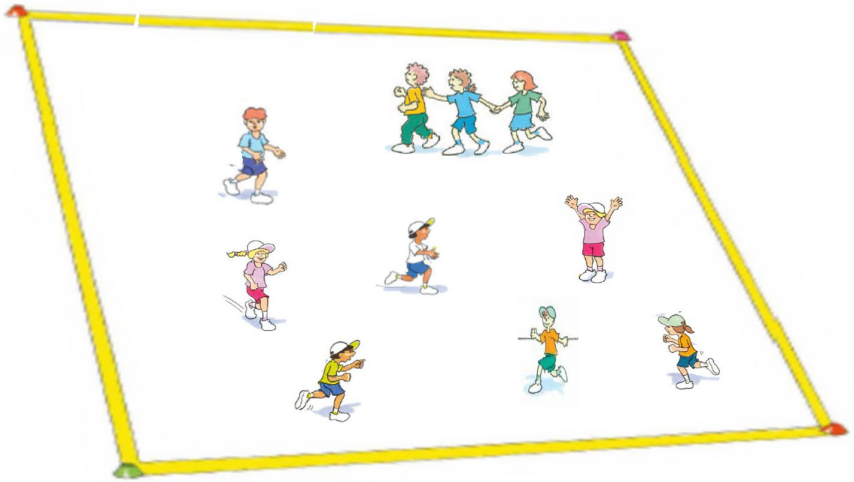
Category: Whole class

Activity set-up

- Set out the playing area (25 students = approximately 25m x 25m).

How to play

- Students scatter around the playing area. On the teacher's signal, all students start to skip around. A student is nominated to select a fortune cookie card and read the instructions to the class. All students perform the activity identified on the card. Activities could include:
    - side galloping around the outside of the playing space
    - jumping up and down on the spot five times
    - ten star-jumps
    - running to both ends of the playing area.
- When students finish the activity, they can jog on the spot until all students have finished. Skipping is resumed until the next card is called.



Equipment

- 8 markers (to set out playing area).
- Activities printed on fortune cookie cards.

Increase/decrease challenge

- Change the activities on the fortune cookie cards.

Additional variations

- Vary the locomotor movements.

Sample questions

- How did you move your body to participate effectively?
- How can you use and adapt different skills in the game to improve success?
- How can you refine your strategy to be successful in the game?
- What would you do differently next time?

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NSW GOVERNMENT

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Fast starts

Freeze

Stage: Early stage 1 upwards

Category: Small group

Activity set-up

- Set out the playing area (25 students = approximately 25m x 25m).

How to play

- Students run around the playing area until the teacher's first call is ‘freeze’.
- When freeze is called students stop, the teacher then makes a second call giving instructions as to which static balance to perform (e.g. ‘stand on one foot’ or 'one foot and one knee on the ground').
- The teacher must give direction for a different static balance to be performed each round.



Equipment

- 8 markers (to set out playing area).

Increase/decrease challenge

- Vary the size of the playing area.
- Allow students to create different static balances.

Additional variations

- Vary the locomotor movement used to move around the playing area.

Sample questions

- How did you move your body to participate effectively?
- How can you use and adapt different skills in the game to improve success?
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Fast starts

Gone fishing

Stage: Early stage 1 upwards

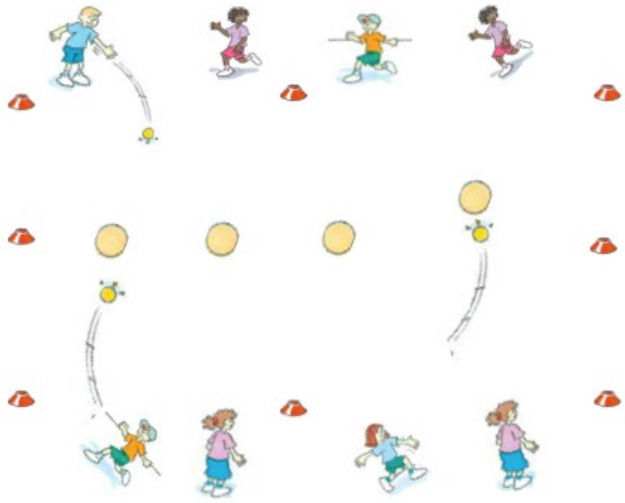
Category: Target Game

Activity set-up

- Set out the playing area known as the river (approximately 15m x 10m).
- Divide students into 2 teams.
- Have 3-4 large balls ('fish') in a line in the middle of the river.
- Approximately 1 tennis ball ('fishing rod') every 2 students.

How to play

- Students underarm the tennis balls toward the large balls aiming to push them over towards the other team.
- If the large balls cross the oppositions sideline, the throwing team receive a point and the large ball is placed back in the middle.
- Students must throw from behind their sideline.



Equipment

- 8 markers (to set out playing area).
- 3-4 large balls.
- Bag of tennis balls (half the class start with one).

Increase/decrease challenge

- Change the size of the large balls to increase/decrease the ability to hit them.
- Make the playing area smaller to increase accuracy.
- Increase the number of tennis balls being use to get more students engaged more often.

Additional variations

- Allow overarm throws.
- Have mini games with smaller areas and smaller teams.

Sample questions

- When will you throw the tennis ball?
- What will you do if the large ball is rolling toward your sideline?
- How will you stop the tennis balls when they are being rolled over to you?
- Which large balls will you aim at first?

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NSW GOVERNMENT

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Fast starts

Here, where, there

Stage: Early

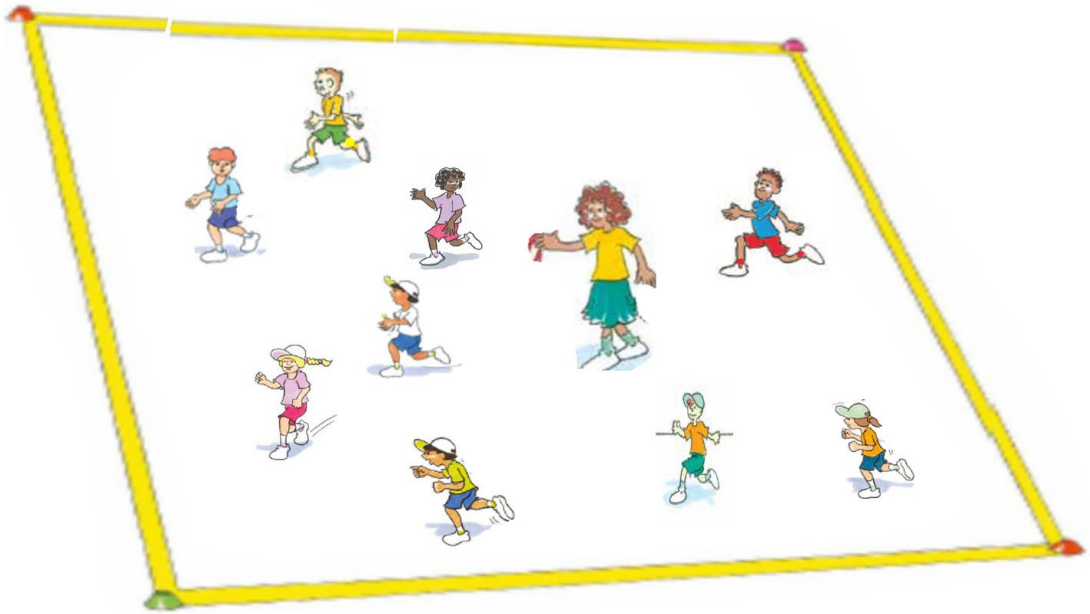
Category: Whole class

Activity set-up

- Set out the playing area (25 students = approximately 25m x 25m).

How to play

- Students run around the area and change direction by dodging.
- On the teacher's signal, one of three directions will be given:
  - Here – run to a point near the teacher.
  - Where – run to another designated point.
  - There – run in the direction where the teacher points.



Equipment

- 8 markers (to set out playing area).

Increase/decrease challenge

- Set an additional action to complete at the destination (for example, jumping jacks, high knees, running on the spot).

Additional variations

- Vary the locomotor movements.

Sample questions

- How did you move your body to participate effectively?
- How can you use and adapt different skills in the game to improve success?
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Fast starts

Home base

Stage: Stage 1 upwards

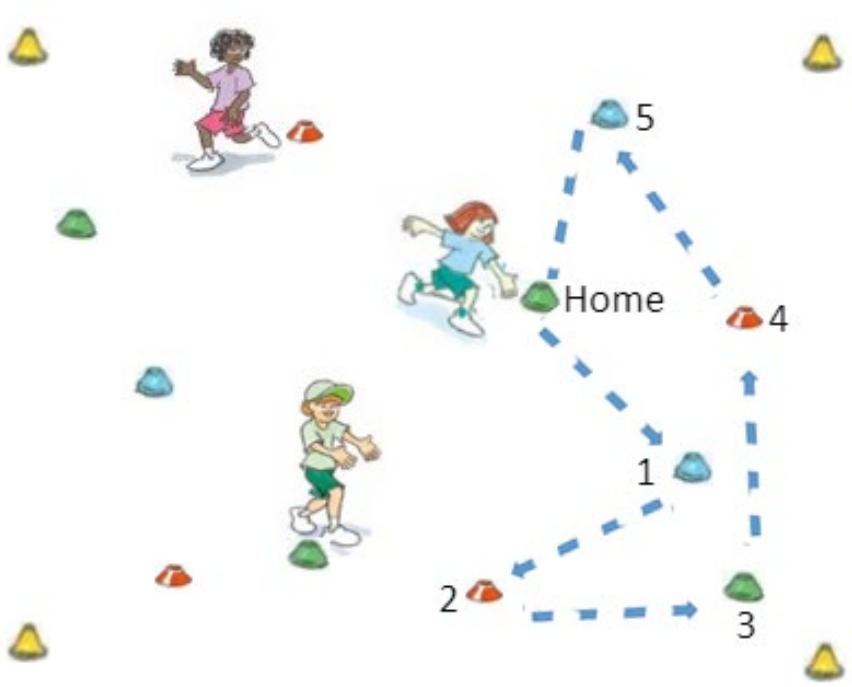
Category: Individual/small group

Activity set-up

- Set out the playing area (25 students = approximately 25m x 25m).

How to play

- Each student is given a coloured marker to place somewhere in the playing area, which they will call their 'home base'.
- On the teacher's signal, students will run around and try to touch five different markers then return to their home base.



Equipment

- 8 markers per group (to set out each playing area).
- 1 coloured marker per student.

Increase/decrease challenge

- Allocate students a higher number of markers to touch.
- Allow students to touch as many markers as possible over a set amount of time (e.g. 30 seconds).

Additional variations

- Vary the locomotor movement used.
- When a student returns to their home base they must perform a movement (e.g. jumping jacks, high knees running on the spot, squat jumps).

Sample questions

- How did you move your body to participate effectively?
- How can you use and adapt different skills in the game to improve success?
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NSW GOVERNMENT

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Adapted from Sport Australia, 2019, Playing for life.

Fast starts

Hunt the bean bag

Stage: Stage 1 upwards

Category: Tag game

Activity set-up

- Set out the playing area (25 students = approximately 25m x 25m).
- Select a small group of 'taggers' (4-5 students).
- Divide the remaining students into two groups and issue one group with a bean bag each.

How to play

- Students with and without a bean bag find a space to stand in the playing area while the taggers wait to the side.
- On the teacher's signal, the taggers aim to tag any student who has a bean bag.
- If tagged, that student will then swap roles with the tagger.
- Students in possession of a bean bag can avoid being tagged by throwing the bean bag to another student who is not in possession of a beanbag.



Equipment

- 8 markers per group (to set out each playing area).
- 10-15 bean bags.

Increase/decrease challenge

- Vary the number of taggers.
- Students can't throw their bean bag to the same student more than once during each round.

Additional variations

- Allocate points for each successful throw and catch Use various equipment (e.g. tennis balls, basketballs).

Sample questions

- How did you move your body to participate effectively?
- How can you use and adapt different skills in the game to improve success?
- How can you refine your strategy to be successful in the game?
- What would you do differently next time?

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Fast starts

Jockey and horse

Stage: Early stage 1 upwards

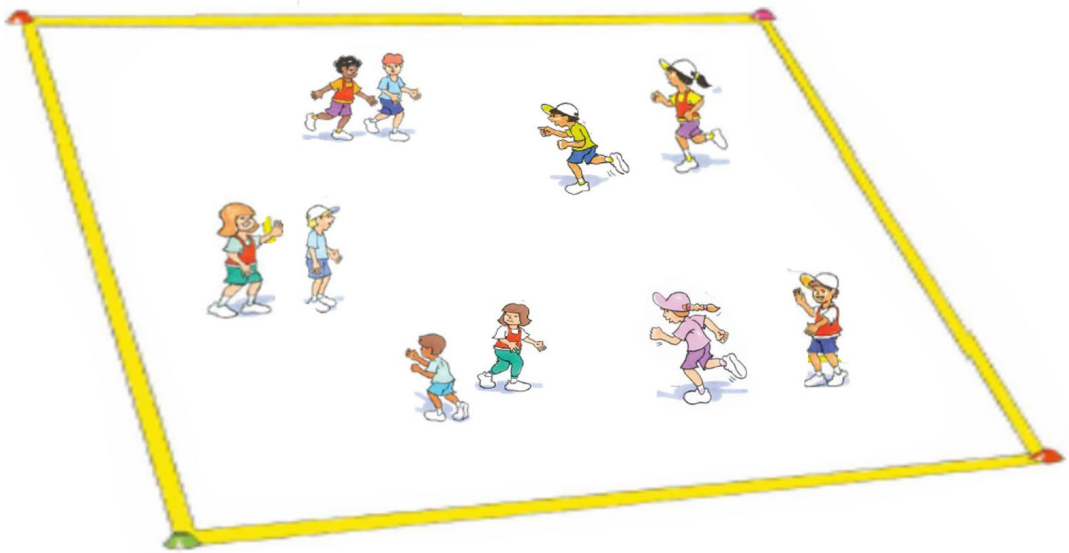
Category: Tag game

Activity set-up

- Set out the playing area (25 students = approximately 25m x 25m).
- Divide students into two groups called 'horses' and 'jockeys'.

How to play

- The horses wear coloured braids and run free around the playing area ('paddock').
- The jockeys then attempt to tag (catch) a horse and run back to a corner ('stable') with it.
- The horses try to avoid being captured by dodging the jockeys.
- As soon as each jockey gets their horse back to the stable, they swap roles and re-enter the paddock.



Equipment

- 8 markers per group (to set out each playing area).
- 1 braid or similar per pair of students.

Increase/decrease challenge

- Vary the size of the playing area.
- 'Jockeys' need to catch their 'horses' using a two-handed tag.

Additional variations

- Vary the locomotor movement used to move around the playing area.

Sample questions

- How did you move your body to participate effectively?
- How can you use and adapt different skills in the game to improve success?
- How can you refine your strategy to be successful in the game?
- What would you do differently next time?

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NSW GOVERNMENT

Activity considerations

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Adapted from Sport Australia, 2019, Playing for life

Fast starts

Leader balance

Stage: Stage 1 upwards

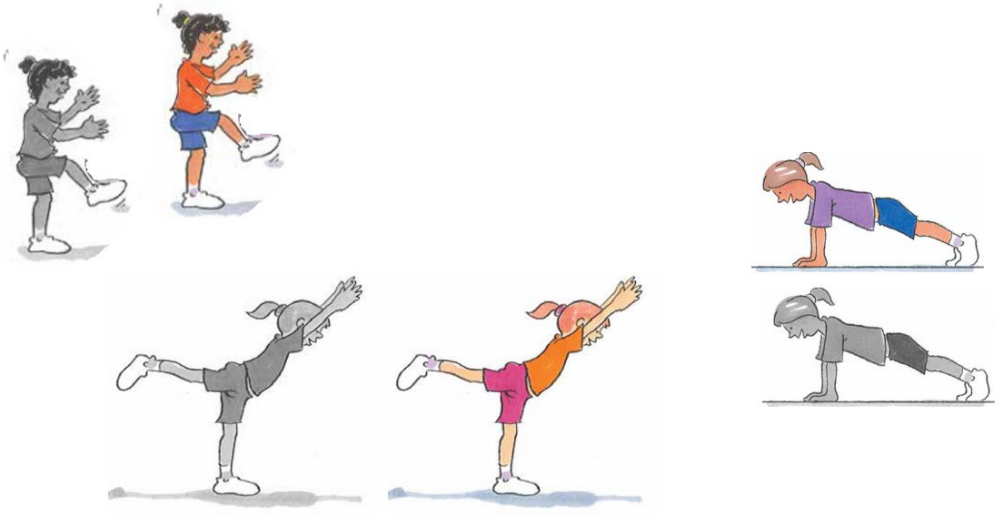
Category: Active travel/transition

Activity set-up

- Divide students into groups of 3-4.
- Select a leader for each group.

How to play

- Teacher selects a locomotor movement.
- Students follow their selected leader while performing the movement.
- On the teacher's signal the leader stops to perform different static balances (for example, one foot, two feet and knee balances).
- All students attempt to replicate this balance.
- Once the leader has performed a balance they move to the back to allow for a new leader.



Equipment

- No equipment required.

Increase/decrease challenge

- Teacher nominates the number of body parts that must touch the ground when performing the static balance (for example, five body parts may include two hands, two feet and one knee).

Additional variations

- The leader rolls a dice on the teacher's signal. The number displayed on the dice is the number of body parts required to touch the ground per student or per group.

Sample questions

- How did you move your body to participate effectively?
- How can you use and adapt different skills in the game to improve success?
- How can you refine your strategy to be successful in the game?
- What would you do differently next time?

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NSW GOVERNMENT

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Fast starts

Passing challenge

Stage: Stage 1 upwards

Category: Active travel/transition

Activity set-up

- Divide students into groups of 3-4.
- Provide each group with two pieces of equipment (for example, one ball and one marker).

How to play

- Groups form lines and pass the equipment to each other along the line using the instructions given by the teacher (for example, over the head, left-hand only or through the legs).





Equipment

- 2 pieces of equipment per group (for example, markers, bean bags, balls, hoops).

Increase/decrease challenge

- Set a time limit.
- Change the equipment.
- Select an alternative pathway for the travel.

Additional variations

- Select a student within each group that must complete a more difficult challenge each time they handle the equipment (for example, pass the equipment around their own body before passing it on to the next student).

Sample questions

- How did you move your body to participate effectively?
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Fast starts

Ready, set, go

Stage: Early stage 1 upwards

Category: Whole Class

Activity set-up

- Set out the playing area (25 students = approximately 25m x 25m).

How to play

- Students scatter in the playing area. On the teacher's signal, they start running around in the space. Students are given the following instructions to respond to:
  - Red –freeze on the spot
  - Yellow – leap around the area
  - Green – run around the area.



Equipment

- 8 markers to set up playing area.

Increase/decrease challenge

- Increase the complexity of the three movements. For example, jumping jacks, high plank, and balance on one leg.
- Decrease the complexity of the three movements. (eg. balance on one leg, clap hands, do arm circles)
- Students move in one direction only (e.g. clockwise/anti-clockwise).

Additional variations

- Vary the locomotor movements.

Sample questions

- How did you move your body to participate effectively?
- How can you use and adapt different skills in the game to improve success?
- How can you refine your strategy to be successful in the game?
- What would you do differently next time?

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Fast starts

Run on the spot

Stage: Early stage 1 upwards

Category: Whole class

Activity set-up

- Set out the playing area (25 students = approximately 25m x 25m).

How to play

- Students move around in the playing area until the teacher signals an action. The action is performed vigorously for 15 seconds. Actions can include:
  - fast jogging
  - high knees
  - heel flicks
  - swinging arms
  - jumping
  - jumping jacks
  - skipping on the spot
  - clapping hands
  - crazy dancing
  - burpees
  - push ups.



Equipment

- 8 markers (to set out playing area).

Increase/decrease challenge

- Increase the complexity of the actions.
- Vary the size of the playing area.
- Increase the amount of time allowed to perform an action.

Additional variations

- Vary the locomotor movements used between actions.

Sample questions

- How did you move your body to participate effectively?
- How can you use and adapt different skills in the game to improve success?
- How can you refine your strategy to be successful in the game?
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Fast starts

Send and run

Stage: Early stage 1 onwards

Category: Small group

Activity set-up

- Divide students into pairs.
- Provide two markers and one ball per pair of students.

How to play

- Place one marker at the starting point and the second ‘target marker’ at a distance that provides an appropriate level of throwing challenge.
- Students throw the ball at their marker for their partner to chase and return it.
- While students wait, they perform selected movements (for example, high plank, squat jumps, high knees running on the spot).



Equipment

- 8 markers (to set out playing area).
- 2 markers and 1 ball per pair of students.

Increase/decrease challenge

- Vary the distance to the 'target marker'.
- Change the way the ball is to be thrown (for example, underarm/overarm throw, roll).

Additional variations

- Vary the locomotor movement used.

Sample questions

- How did you move your body to participate effectively?
- How can you use and adapt different skills in the game to improve success?
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Fast starts

Tossing eggs

Stage: Stage 1 upwards

Category: Catching/Running Game

Activity set-up

- Set out the playing area (approximately 25m x 25m).
- Identify one sideline of the playing area as 'ship' and another as 'shore'.
- 1 tennis ball known as the 'egg' per student.

How to play

- Provide a variety of catching challenges within the playing area.
- Sporadically shout 'ship' or 'shore' and students place their egg on the ground, run to that side and return to any egg as quickly as they can.
- Remove some eggs when students are running and then hand back to students that missed out.



Equipment

- 8 markers (to set out playing area).
- Class set of tennis balls (1 per student).

Increase/decrease challenge

- Increase the challenge by offering a variety of one-handed catching challenges.
- Decrease the challenge by using larger balls.

Additional variations

- If students do not get back to a tennis ball, they have to perform a throwing challenge to the side and then can join back in.

Sample questions

- Where will you position yourself in the playing area?
- What ball will you go for when running back?
- What sort of throws will you do?

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Fast starts

Upside down

Stage: Early stage 1 upwards

Category: Whole class

Activity set-up

- Set out the playing area (25 students = approximately 25m x 25m).
- Divide students into two groups called 'builders' and 'bulldozers'.

How to play

- Each student places 1 or 2 markers out in the playing space.
- Builders place the markers the right way up and bulldozers place them upside down.
- Students return to their baseline (group zone) at each end of the playing area.
- On the teacher's signal, all students race to turn the markers over to their designated side.
- Students can only turn over one marker at a time and then return to their zone before moving to turn over another.
- The game continues for a set time until the teacher signals the end of the round.
- The markers are tallied for each team and then reset to commence again. The aim is for each team to have as many markers as possible positioned in their favour at the end of the allocated time.



Equipment

- 8 markers (to set out playing area).
- 1 additional marker per student.

Increase/decrease challenge

- Vary the size of playing space.
- Add more markers (even amount for each group).

Additional variations

- Vary the locomotor movements.

Sample questions

- How did you move your body to participate effectively?
- How can you use and adapt different skills in the game to improve success?
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Fast starts

Warriors and dragons

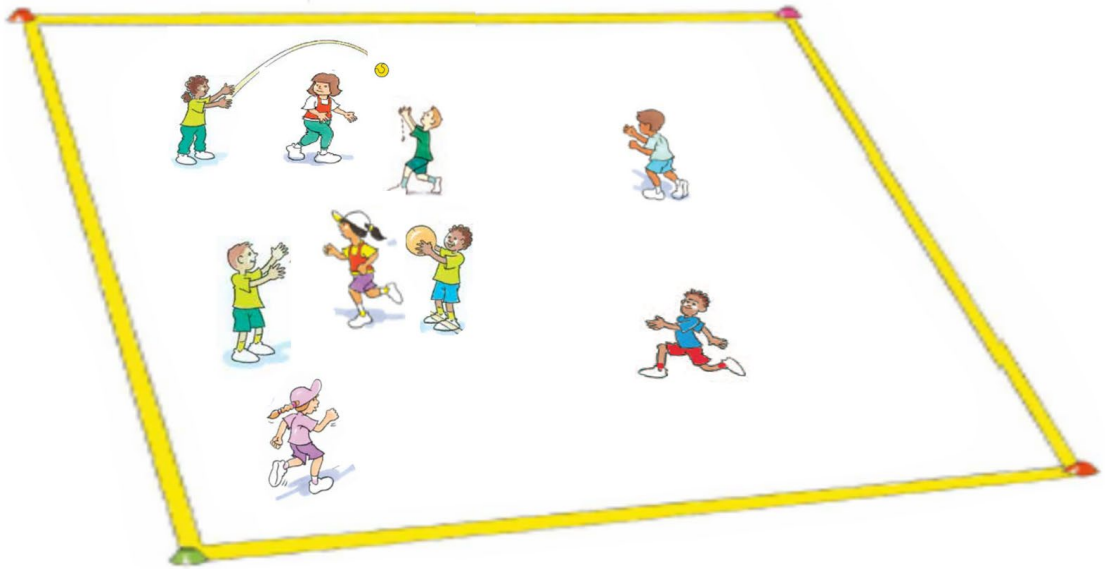
Stage: Stage 2 upwards **Category: Tag game**

Activity set-up

- Set out the playing area (25 students = approximately 25m x 25m).
- Divide students into two teams called 'warriors' and 'dragons'.

How to play

- The dragons begin to move around the playing area.
- The warriors pass the ball to each other in an attempt to tag a dragon with the ball.
- Once a dragon is tagged they become a warrior.
- While a warrior is holding the ball, they cannot move and the ball cannot be thrown. It must be held and used to tag a dragon.



Equipment

- 8 markers (to set out playing area).
- 3 balls.
- 1 set of braids or similar for at least one team.

Increase/decrease challenge

- Add a second and third ball into the game.
- Vary the size of the playing area.

Additional variations

- Vary the locomotor movements used to move around the playing area.
- Vary the type of passing (e.g. overarm/underarm throw, chest pass, bounce pass, roll).

Sample questions

- How did you move your body to participate effectively?
- How can you use and adapt different skills in the game to improve success?
- How can you refine your strategy to be successful in the game?
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Fast starts

Who is the chief

Stage: Stage 1 upwards

Category: Whole class

Activity set-up

- One student from the circle is selected to be the 'Chief' (their identity is hidden from the guesser).

How to play

- The students in the circle must copy the movements of the Chief (squats, air punches or any other movements).
- The Chief must try to keep their identity hidden by changing the movement while the guesser is not looking their way.
- The guesser has three chances to guess the identity of the Chief. When the identity of the Chief is revealed, students swap roles and continue.



Equipment

- 8 markers (to set out playing area).

Increase/decrease challenge

- The Chief attempts to change the movements quickly.
- Increase the number of guesses.

Additional variations

- Include pieces of equipment per student to include into the movements (e.g. bean bag, tennis ball).

Sample questions

- How did you move your body to participate effectively?
- How can you use and adapt different skills in the game to improve success?
- How can you refine your strategy to be successful in the game?
- What would you do differently next time?

Fast starts is a physical activity resource developed as a joint initiative between the NSW Department of Education and NSW Health.

NSW GOVERNMENT

Activity considerations

Qualities of a Fast Start activity

A fast start activity provides an opportunity to:

- engage in moderate to vigorous physical activity (huff 'n' puff) with minimal rules within 2 minutes
- explore and practise movement skills (fundamental and specialised movement skills and concepts, tactical and creative movement, health and fitness enhancing movement)
- reinforce an inclusive learning environment that supports positive interactions and ongoing collaboration
- become familiar with equipment and space
- use age and stage appropriate language and concepts that act as a hook to engage students
- make planning adjustments based on observations of the physical preparedness of students and the group dynamic.



Inclusion

All students, regardless of disability, ethnicity, socio-economic status, nationality, language, gender, sexual orientation or faith, can access and fully participate in learning, alongside their similar aged peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs. Considerations for teaching students from diverse backgrounds and sample adjustments can be accessed on the Aboriginal education and communities', High Potential and Gifted Education, Multicultural education, Disability, learning and support and NESA's Adjustments pages.

Linking to other learning areas

Skills, concepts and topics from other learning areas may be embedded into activities to reinforce student learning. Examples include, counting while passing the ball, labelling movements or objects with nouns / verbs, The 'Thinking while moving' programs available on the NSW School Sport Unit website provide additional guidance of how to link physical activity with other key learning areas.

Safety considerations

Prior to the commencement of any physical activities, teachers must ensure that the following has been addressed.

Activity: ensure that the activity being undertaken is suitable for the age, maturity and experience of the students.

Student safety: ensure that students have:

- personal safety (see sport safety guidelines)
- adequate protection from the sun (eg. hats and shaded areas where possible)
- regular opportunities to hydrate
- access to necessary medications such as asthma puffers.

Equipment: all playing equipment must be inspected and in good working order.

Playing area / surface: choose a playing area suitable for the activity and weather conditions on the day. Playing area boundaries must be clearly marked using field markers or similar and be free from any dangerous objects or obstructions (such as slippery surfaces, rocks, trees, benches / seats, student bags).

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