School Resource

Everything you need to know about implementing Active April in your school.
Premier’s Active April

What is Premier’s Active April?
Premier’s Active April encourages Victorians to participate in 30 minutes of physical activity a day during April. It’s fun, it’s free and it’s part of the Victorian Government’s commitment to promote the important role of physical activity in achieving healthy and active communities.

Establishing the importance of physical activity during childhood can help ensure lifelong participation with resulting health, social, economic and environmental benefits for individuals and communities.

In 2017, Premier’s Active April is set to be even bigger and better.

Why this resource for schools?
From Monday to Friday children spend the majority of each day at school. This resource has been designed to assist teachers to encourage their children to become involved in Active April and to use this initiative to build regular activity into their lifestyle on a permanent basis. Teachers play a critical role in enabling their children to be more active and this resource provides the teacher with:

• Information about the importance of physical activity.
• Practical ideas to develop active classrooms and schools.
• 30 simple activities ready to go – each linked to the Victorian Curriculum.
• Information for parents.
The importance of physical activity and schools

Childhood is a critical time for establishing the skills, knowledge, behaviours and attitudes necessary for an active and healthy life. Enabling your children to be physically active at school can positively impact all areas of their development and encouraging them to be active at home can further enhance these benefits. Many of the potential benefits to children of regular physical activity are listed in Figure 1.

When choosing to support Premier’s Active April consider the following:

• When schools have increased physical education, recess and other physical activity opportunities academic performance and readiness may actually improve. There is no evidence supporting a negative effect on academic performance when children are able to be more active at school.

• Children who are more active in school may be more physically active after school.

• During the school day boys and girls often sit without breaks, more than they do at any other time during the week.

Teacher awareness of Australia’s Physical Activity & Sedentary Behaviour Guidelines can reinforce their important role in reinforcing activity and reducing sitting and other sedentary behavior. The following apply to children 5–12 years old and to young people 12–17 years old:

Physical Activity

• For health benefits, children and young people should accumulate at least 60 minutes of moderate to vigorous intensity physical activity every day.

• Children and young people’s physical activity should include a variety of aerobic activities, including some vigorous intensity activity.

• On at least three days per week, children and young people should engage in activities that strengthen muscle and bone.

• To achieve additional health benefits, children and young people should engage in more activity – up to several hours per day.

Sedentary Behaviour

To reduce health risks, children and young people should minimise the time they spend being sedentary every day. To achieve this:

• Limit use of electronic media for entertainment (e.g. television, seated electronic games and computer use) to no more than two hours a day – lower levels are associated with reduced health risks.

• Break up long periods of sitting as often as possible.

Teachers and schools who promote and become involved in Premiers Active April will observe such positive outcomes in their students that they will see the benefits of continuing “Active April” throughout the year.

Figure 1: Potential benefits of physical activity

<table>
<thead>
<tr>
<th>Physical Benefits</th>
<th>Social Emotional Benefits</th>
<th>Intellectual Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Healthier heart and lungs</td>
<td>Improved self-esteem</td>
<td>Improved academic function</td>
</tr>
<tr>
<td>Stronger bones and muscles</td>
<td>Reduced stress and anxiety</td>
<td>Enhanced memory and learning</td>
</tr>
<tr>
<td>Improved motor skills</td>
<td>Increased motivation for physical activity</td>
<td>Better school performance</td>
</tr>
<tr>
<td>Improved body composition</td>
<td>Greater sense of belonging</td>
<td>Improved concentration</td>
</tr>
<tr>
<td>Improved overall health status</td>
<td>Improved social connectedness</td>
<td>Improved mental awareness</td>
</tr>
</tbody>
</table>
How to build the activity into your weekly timetable

When planning your week, list those times when your class is already active in programs such as physical education, sport, PMP, or planned lunchtime activities. Then set as a priority to get your class active on the other days of the week. Because children often accumulate their activity in short bursts building in multiple opportunities for “bursts” of activity can be just as beneficial (and easier to build in) than planning for longer sessions. Figure 2 provides an example of how you could plan your week.

Building Student Incentives to be more active

Students and teachers should work together to develop ideas to be more active. Listed below are ideas to consider:

- Award class or house points for registration to Active April and for each day they achieve their 30 minutes of activity.
- Track students’ progress on the Active April Activity Tracker and wall chart and create friendly competition between students and classes.
- Nominate class or house captains to organise activities before school, at lunchtime, or during class time.
- Have older students organise activities for younger classes.
- Reward students at various activity milestones with certificates from the Active April Trophy Cabinet.
- Use a pedometer to track movement and inspire students to increase their activity.
- Contact a local sporting club or recreational facility to run a lunchtime activity session.
- Organise vouchers or prizes from local sporting facilities, recreational facilities or sporting goods stores.
- Organise family vouchers or discounts for the month of April from local sporting and recreational facilities.
- Send an invitation home for parents or grandparents to run an activity for a class, grade level or whole of school – you may be surprised at what you will get!
- Organise staff vs student games at lunchtimes.
- Class vs class games or house competitions at lunchtime.
- Zumba, aerobics or dance sessions at lunchtime.
- Whole school aerobics – lunchtime or during assembly.
- Whole school walk at the start of each school day, or each grade level go at a planned time.
- Host an ‘amazing race’, treasure hunt or a special orienteering competition.
- Host a skipping competition – creative group routines or a ‘jump off’.
- Organise ‘old school’ activities for during recess and lunchtime e.g. elastics, hopscotch, 4 square, downball, egg and spoon races.
- Run a fitness challenge circuit – design/prepare fitness challenge cards.
- Play fitness bingo or fitness monopoly games.
- Encourage/promote active transport – award prizes for students who ride, walk or scoot to school.
- Each class should have it’s own bucket of simple equipment to use for planned breaks or impromptu activities (the PE teacher can help with this).
- Theme day – where children dress as their favourite sport star.
- Activity choice day – students work in pairs to select the activity idea for the day.
- Students or classes can develop posters about being active and post these around the school.
- Put down line markings e.g. 4 square, bat tennis, wall targets, to encourage activity.

Figure 2: Example weekly plan

<table>
<thead>
<tr>
<th>Day</th>
<th>Activities</th>
</tr>
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<tbody>
<tr>
<td>Monday</td>
<td>Morning walk and talk 15 minutes. Afternoon – choose a game (e.g. Playground Challenge)</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Physical education 50 minutes</td>
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<tr>
<td>Wednesday</td>
<td>School sports 60 minutes</td>
</tr>
<tr>
<td>Thursday</td>
<td>Mornings stretches 10 minutes. Lunchtime game 15 minutes. In-class energiser 5 minutes</td>
</tr>
<tr>
<td>Friday</td>
<td>Morning – choose a game (e.g. 5 passes). Afternoon – choose a game (e.g. Team Pursuit)</td>
</tr>
</tbody>
</table>
Cross-curricular links

Consider how you could incorporate physical education and physical activity in other aspects of the curriculum. A few examples are listed below. Students could:

• develop a poster about a favourite activity.
• write a letter home about the importance of being active.
• search for information about a different sport or recreational activity of their choice.
• talk in class about the sports or games they play outside of school.
• research recreational and sporting clubs and facilities within five kilometres of their school.
• keep a daily journal of activities and how they feel.
• keep a log of individual time spent being active and add up total time of all students in the class.

In-class energisers

In class energisers are activities completed inside the classroom where the teacher plans a short break in classroom work to have the children complete a simple movement or activity at their desk, next to their desk or moving slowly around the room. This can be as simple as standing and doing some stretches, keeping a balloon up around the class, doing imaginary skipping next to your desk or a short dance using a YouTube dance video. Please see the Resource Activities for some easy to use examples.

Examples of in-class energisers

Most teachers have a range of activities they can readily use to break up long periods of sitting (sedentary time). These activities serve to energise and re-focus students and can have health benefits. A few examples are:

1. Brain Energiser – My Bonnie
My Bonnie lies over the ocean/
My Bonnie lies over the sea/
My Bonnie lies over the ocean/
Oh bring back my Bonnie to me/
Bring back, bring back/
Bring back my Bonnie to me, to me/
Bring back, bring back/
Bring back my Bonnie to me.

This energiser requires each child to stand up and sing this old rhyme. Whenever they sing a word starting with “M” they clap their hands. Whenever they sing a word starting with “B” they sit down or stand up.

Have your class find other rhymes or songs they can do this with, and have them decide on different movements.

2. Figure 8s

a. Find a piece of paper or eraser and stand up.
b. Grab the object with your right hand.
c. Pass the paper around/between your legs in a figure 8 pattern. You will have to grab and release the object between hands each time around a leg. Try this as fast as you can.
d. Change directions and try not to look at the object.

3. Rocks, Paper, Scissors, MATH

a. Stand up and find a partner, or group of three.
b. Face your partner and both say “Rocks, Paper, Scissors, MATH”. When you say MATH put out between 1 and 4 fingers. No thumbs allowed. Hold your fist flat so fingers are clearly displayed.
c. Person who adds and says the number of fingers displayed correctly is the winner.
d. Best of five rounds then swap groups.

Energiser Links

To find additional energisers just google, “energisers”, “brain breaks”, “classroom brain breaks” or similar terms and you will find many, many simple ideas you can use with your students to get them active.

• http://www.slideshare.net/vickthorr/100-energizers
• http://www.realclassroomideas.com/167.html
• https://www.responsiveclassroom.org/article/quick-lively-energizers
Selecting your activities

Activities within this resource are designed for ease of implementation. When you do select activities from this resource consider:

- Choosing activities that you feel comfortable teaching.
- Selecting a small number of activities to trial and when your class responds positively to an activity repeat it during later class times.
- Where you have a physical education specialist ask them what activities would work best with your class. Ask the specialist to include some of the activities in their class. You could then observe how the activity is conducted and your class would already be familiar with the activity when you teach it.

Activity resources:

introduction

To assist in linking the activities to the Health and Physical Education domain within the Victorian Curriculum each of the activities has been linked to one or more of the focus areas within the Movement and Physical Activity Strand. Depending on the grade you are teaching you may choose to link the activity to one of the content descriptors or achievement standards your students are working towards.

Please follow this link for additional information:


These key focus areas for Movement and Physical Activity are:

- Active play and minor games
- Challenge and adventure activities
- Fundamental movement skills
- Games and sports
- Lifelong physical activities
- Rhythmic and expressive movement activities.

Teaching tips related to implementing Premier’s Active April

When organising your physical activity sessions

- Check the area for any safety hazards such as pot holes, glass or if the surface is wet or slippery.
- Save time and establish a clear start and stop command.
- Clarify the boundaries of the activity area. Use lines where possible or cones as needed.
- Decide what equipment you require and collect it before you start.
- If using groups, be clear on group sizes required. Consider selecting groups before leaving the classroom.
- Think through the directions and/or demonstrations before the activity so that you know exactly what you will tell/show your class.

Health and safety tips

- Clothing and footwear – encourage your students to wear appropriate footwear and clothing for activity.
- Hydration – encourage the students to drink before, during (depending on length of activity) and after activity sessions.
- Sunsmart – reinforce your school’s Sunsmart policy at all times.
Activities

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Activity

Playground Challenge

Key focus
- Active play and minor games.
- Fundamental movement skills.
- Rhythmic and expressive movement activities.

Key safety
Safe and appropriate use of equipment, one student at a time in crowded areas.

Time
10 – 15 minutes.

Location
Outside – playground.

Equipment
Playground equipment.

Description
- Students work in pairs to play “Follow the Leader” around the playground.
- One person has a turn at being the leader for a set period of time, while their partner follows. Teacher indicates when to swap roles (e.g. every 30, 60 seconds).
- Students explore correct use of equipment including opportunities to climb, swing, balance, slide, crawl, walk, hang and jump.

Progressions/modifications
- When students can safely use equipment the teacher can set an “Obstacle Course” using the playground equipment. Students take turns to complete “Obstacle Course” against the clock to record a personal best time, continuously for a set time period, or as teams in a relay format.
Key focus
- Active play and minor games.
- Fundamental movement skills.

Time
5 – 10 minutes.

Location
Indoor (e.g. gym/hall) or outdoor (e.g. courts, oval, yard).

Equipment
None.

Key safety
Student spacing, floor surface, objects within activity area.

Description
1. Touch all four walls:
   - (or lines) Marking the extremities of the court/playing field.
   - Complete and race back to the middle of the designated space.
   Move on to:

2. Run here and there:
   - Students start in the middle of the space and run to a set of three or four places/objects as designated by the teacher, but in any order they like.
   - Perform three or four different variations/combinations of objects to be touched.
   Move on to:

3. Start and finish in the middle:
   - As a group, students complete a series of “Shuttle Runs” in the order indicated by the teacher.
   - Use court markings (or cones) to run to various lines on a netball court (e.g. baseline at one end, then other end, then transverse line at one end and then other end).

Progressions/modifications
- Vary the distance and order of movement between objects/lines to be touched.
- Vary mode of locomotion from run to walk, skip or gallop.
Activity
Do the Locomotion

Key focus
- Active play and minor games.
- Fundamental movement skills.
- Rhythmic and expressive movement activities.

Description
- Students in pairs (group of three if odd numbers). Each pair has a #1 and a #2.
- Form two parallel lines – #1’s and #2’s facing each other across the centre of the space.
- Students go up and back (each person going in opposite direction to partner on their turn) using various forms of locomotion as indicated by the teacher (e.g. running, skipping, hopping, jumping, leaping, side stepping, grapevine, galloping).
- #1’s go first and then #2’s go, copying the #1’s. Tag partner at the centre line each time to swap.

Progressions/modifications
- Ask students to move like a: kangaroo, horse, emu, frog, rabbit etc. (works well with younger students).
- Perform as a relay (e.g. in pairs, 3’s or 4’s as an “Up and Back” or “Shuttle Relay”).
- Decrease distance to be covered for Early Years groups.

Time
5 minutes.

Location
Indoor (e.g. gym/hall) or outdoor (e.g. courts, oval).

Equipment
Marker cones if using a space without lines marked.

Key safety
Student spacing, floor surface, objects within activity area.
Activity

Face Off

Suggested year levels
<p-6 General

Key focus
- Fundamental motor skills.
- Participation in physical activity.
- Competitive games.

Time
5 – 10 minutes.

Location
Indoor (e.g. gym/hall) or outdoor (e.g. courts, oval).

Equipment
Marker cones if using a space without lines marked.

Key safety
Student spacing, floor surface, objects within activity area.

Description
- Students in pairs (group of three if odd numbers).
- Each pair starts shoulder to shoulder facing opposite directions in the centre of the space.
- Race away from each other to a designated point (e.g. end line of court/cones).
- Turn and run back to opposite side of the space to designated point (e.g. end line of court/cones).
- Turn and race back to middle/starting point to finish, aiming to beat your partner.

Progressions/modifications
- Change mode of locomotion (e.g. skipping, hopping, side-stepping etc.). Observe to make sure students use the locomotion form correctly.
- Race multiple times in pairs (e.g. “Best of 3” or change partners each time)
- Decrease distance for Early Years groups.
Activity
Partner Challenges

Key focus
- Active play and minor games.
- Fundamental movement skills.
- Games and sports.
- Rhythmic and expressive movement activities.

Time
5 – 10 minutes.

Location
Indoor (e.g. gym/hall), outdoor (e.g. courts, grass area).

Equipment
None.

Key safety
Student spacing, floor surface, objects within activity area, safe body contact.

Description
Three parts, students in pairs:

1. Partner Shuttle Runs:
   - Start at end of designated area (e.g. Netball court) – one behind the other.
   - Runner #1 goes first (up and back) and tags #2 who follows #1’s lead.
   - Continue – starting at nearest line and moving successively to lines furthest away etc.
   - Repeat – start at line furthest away and work successively to start/finish line.

2. Knee Boxing:
   - Aim is to tag your partner/opponent’s knees (with an open hand) as many times as possible in set time period.
   - Students can move to avoid contact but can’t run away – set small area per pair.
   - No holding, kicking or turning your back on your partner/opponent.

3. Under and Over (floor surface needs to be checked):
   - #1 holds body in “Bridge” (or “Front Support”) position.
   - #2 crawls under #1, who then lowers to push up position (or belly for younger students).
   - #2 jumps over #1 who then returns to “Bridge” position and so on.
   - Repeat five times and swap roles. Perform two to three sets for older students.

Progressions/modifications
- Swap partners in these activities and repeat.
- Have two pairs join together to make groups of four and have students crawl under all three people and then jump over all three (one at a time) before repeating.
Bean Bag Scramble

**Key focus**
- Active play and minor games.
- Fundamental movement skills.
- Games and sports.

**Time**
5 – 10 minutes.

**Location**
Indoor (e.g. gym/hall), outdoor (e.g. courts, grass area).

**Equipment**
1 x hoop and 4 x bean bags per team of four students.

**Key safety**
Student spacing, floor surface, objects within activity area.

**Description**
- Students split into teams of four with hoops placed randomly in the space.
- Each team’s hoop has four bean bags placed in it.
- On “Go”, students can steal bean bags from other team’s hoops (one at a time only) and return them to their own hoop, before setting off again to steal more.
- Students must keep moving and cannot guard their own hoops.
- Allow game to run for a set period of time.

**Progressions/modifications**
- Have hoops set up in square or circle formation with an extra hoop in the centre where bean bags are also placed at the commencement of the game for anyone to steal.
- Have additional bean bags in each hoop if available.
- Vary the mode of locomotion (e.g. hop, jump, gallop, skip) used to travel around area.
Activity
Riverbank. Riverbed.

Key focus
• Active play and minor games.
• Fundamental movement skills.
• Games and sports.
• Rhythmic and expressive movement activities.

Description
• All students stand single file facing the front next to a line marked on the ground.
• One side of line – “Riverbank”. Other side – “Riverbed”.
• Teacher indicates which side the group needs to be on by calling out either, “Riverbank” or “Riverbed” in an attempt to eliminate students.
• Students are “out” if they: land on the line, are in the wrong place, are too slow to move.
• Once eliminated, a student must complete a physical task (e.g. 10 x star jumps, 5 x hops or 1 x lap of the courts) and then rejoin the game.
• Aim of the game is to stay in as long as possible or limit the number of times eliminated.

Progressions/modifications
• Add in an extra instruction to increase difficulty (e.g. “Reverse” – where all students must jump and turn 180 degrees on the same side of the line that they’re on when called).

Time
5 – 10 minutes.

Location
Indoor (e.g. gym/hall), outdoor (e.g. courts).

Equipment
None.

Key safety
Student spacing, floor surface, objects within activity area.

“Riverbank”

“Riverbed”
**Builders and Bulldozers**

**Key focus**
- Active play and minor games.
- Fundamental movement skills.
- Games and sports.

**Time**
5 – 10 minutes.

**Location**
Indoor (e.g. gym/hall), outdoor (e.g. courts, grass area).

**Equipment**
1 x cone for each member of Team #1.

**Key safety**
Student spacing, floor surface, objects within activity area.

**Description**
- Students split into two teams.
- Team #1 – “Builders” – have a cone each and must stand them upright when they are knocked down.
- Team #2 – “Bulldozers” – must tip the cones over using their hands only.
- All players must keep moving the entire time. No standing still.
- Compete for set time period then stop and reverse roles. Repeat every 30 or 60 seconds.

**Progressions/modifications**
- Change the mode of locomotion from running to skipping, galloping, hopping, etc.
- Have the two teams each use a different mode of locomotion.
Activity
Chain Tag

Key focus
• Active play and minor games.
• Fundamental movement skills.
• Games and sports.

Time
5 – 10 minutes.

Location
Indoor (e.g. gym/hall) or outdoor (e.g. courts, oval).

Equipment
Marker cones if using a space without lines marked.

Key safety
Student spacing, floor surface, objects within activity area.

Description
• From the whole class/group – select two or three “taggers” who begin individually to chase the rest of the group.
• Taggers chase the group to make a tag and then join hands with the person they have caught to form a “chain”.
• When there are four students in a “chain” – split into 2 and 2 and keep going until all the group have been caught.

Progressions/modifications
• Change the mode of locomotion from running to skipping.
• Increase or decrease size of playing area, have fewer or more taggers to make it more difficult or easier.

Suggested year levels
p-6
Tag Games
**Key focus**
- Active play and minor games.
- Fundamental movement skills.
- Games and sports.

**Time**
5 – 10 minutes.

**Location**
Indoor (e.g. gym/hall) or outdoor (e.g. courts or oval).

**Equipment**
Marker cones if using a space without lines marked.

**Key safety**
Student spacing, floor surface, objects within activity area.

**Description**
- All players stand in pairs, link one elbow each and stand with other hand on their outside hip (“teapot” stance).
- One pair separate to begin the game – player #1 runs away, player #2 chases.
- In order to make themselves safe, player #1 tries to link an elbow to an existing “safe” pair, before the tagger can catch them.
- Person on opposite side of that pair must then let go and run away also trying to get “safe”.
- If tagger manages to catch and tag a runner, then roles are reversed. New tagger must spin around three times to allow runner to get away.

**Progressions/modifications**
- Add extra tagger/s by having them carry a colour band or bean bag for identification. Upon making a successful tag, the colour band/bean bag is dropped and the new tagger must pick it up before beginning to give chase.
- Change the mode of locomotion from running to skipping.
- Increase or decrease size of playing area, have fewer or more taggers to make it more difficult or easier.

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**Activity**

**Link Tag**

Suggested year levels
2-6

Tag Games
Activity

Octopus (or Red Rover)

Key focus
- Active play and minor games.
- Fundamental movement skills.
- Games and sports.

Time
5 – 10 minutes.

Location
Indoor (e.g. gym/hall) or outdoor (e.g. courts, oval).

Equipment
Marker cones if using a space without lines marked.

Key safety
Student spacing, floor surface, objects within activity area.

Description
- Students start at one end of the playing area, behind a “safe” line.
- Begin with two students as taggers in the centre of the space (can move freely in the space to tag).
- Taggers call out a letter and any of the runners whose first name begins with that letter must run immediately, aiming to make it across the space safely (ie. without being tagged).
- Once that player/s has been caught or reached the other side, taggers call out, “Octopus” (or “All Over Red Rover”) and all remaining players then attempt to run and reach the opposite side safely.
- Any student who is tagged, stands at the spot where they were tagged and assists the taggers to tag/eliminate remainder of the group from a stationary position (ie. cannot move their feet).
- Continue until everyone has been caught.

Progressions/modifications
- Change the mode of locomotion from running to skipping.
- Increase or decrease size of playing area, have fewer or more taggers to make it more difficult or easier.

Suggested year levels
p-6
Tag Games
Activity

Partner Tag

Key focus
- Active play and minor games.
- Fundamental movement skills.
- Games and sports.

Time
5 minutes.

Location
Indoor (e.g. gym/hall) or outdoor (e.g. courts, oval).

Equipment
Marker cones if using a space without lines marked.

Key safety
Student spacing, floor surface, objects within activity area.

Description
- Set clear boundaries.
- All students in pairs, #1 spins around three times to allow #2 to run away.
- #1 chases #2 until they make a “tag”.
- Roles are reversed whilst #2 spins around and #1 runs away.
- Repeat continuously for set period of time.

Progressions/modifications
- Use bean bags or colour bands – especially for younger students, to make the taggers obvious. When a tag is made, tagger drops the item to the ground and new tagger must pick it up before chasing.
- Change the mode of locomotion from running to skipping.
- Increase or decrease size of playing area to make it more difficult or easier.
Activity

Train Tag

Key focus
- Active play and minor games.
- Fundamental movement skills.
- Games and sports.

Time
5 minutes.

Location
Indoor (e.g. gym/hall) or outdoor (e.g. courts, oval).

Equipment
Marker cones if using a space without lines marked.

Key safety
Student spacing, floor surface, objects within activity area.

Description
- Students in groups of three to five.
- “Tagger” stands at the front facing the remaining students in the group (“Train”) who are protecting the student at the back with hands on hips of person in front of them.
- Cannot hold or use arms to block the tagger, only move as a group (“Train”) laterally to protect the person on the end.
- If last player in the “Train” is tagged, they become the tagger and the previous tagger goes to the front of the “Train”.

Progressions/modifications
- Person at the end of the “Train” lets go and is not joined to the group but must still try to avoid being tagged.
- Change tagger every 30, 60 seconds, counting the number of tags made in that time.

Tag Games
**Tail Tag**

### Key focus
- Active play and minor games.
- Fundamental movement skills.
- Games and sports.

### Time
5 – 10 minutes.

### Location
Indoor (e.g. gym/hall) or outdoor (e.g. courts, oval).

### Equipment
Marker cones if using a space without lines marked, colour bands.

### Key safety
Student spacing, floor surface, objects within activity area.

### Description
- Each student has one or two colour band/s (“Tail/s”) – tucked into back of shorts/pants.
- Set clear boundaries.
- On “Go”, players can only “steal” one tail at a time from others and must tuck it in immediately whilst still moving.
- Cannot hold them in your hand and run, nor stop and tuck them back in.
- Continue for set period of time.

### Progressions/ modifications
- Change the mode of locomotion from running to skipping.
- Increase or decrease size of playing area to make it more difficult or easier.

---

**Suggested year levels**

p-6

**Tag Games**

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Premier’s Active April
School Resource
Activity

Team Tag

Key focus
- Active play and minor games.
- Fundamental movement skills.
- Games and sports.

Time
5 – 10 minutes.

Location
Indoor (e.g. gym/hall) or outdoor (e.g. courts, oval).

Equipment
Marker cones if using a space without lines marked, colour bands or bibs.

Key safety
Student spacing, floor surface, objects within activity area.

Description
- Group divided into two teams – each with set of different colour bands.
- Team #1 chases Team #2 attempting to tag all the members in a time frame of 30 seconds.
- Count the number of “free” players at the end of the time period.
- Swap over and repeat.

Progressions/modifications
- Change the mode of locomotion from running to skipping.
- Increase or decrease size of playing area to make it more difficult or easier.
- Time how long it takes for Team #1 to eliminate all of Team #2. Swap and compare.
- Instead of players staying “out” when tagged, they must run over to the teacher who counts the number of tags made and keeps score for both teams. Players then rejoin the game.
Key focus
• Active play and minor games.
• Fundamental movement skills.
• Games and sports.

Time
5 minutes.

Location
Indoor (e.g. gym/hall) or outdoor (e.g. courts, oval).

Equipment
Marker cones if using a space without lines marked.

Key safety
Student spacing, floor surface, objects within activity area, students only able to crawl from one side to set tagged players free (to avoid collisions).

Description
• Begin with two students as taggers in the centre of the space (can move freely in the space to tag).
• On “Go” taggers chase other players aiming to tag them and have them stop and stand still where they were caught.
• Once tagged a player must stand in a “Scarecrow” pose (arms outstretched and feet apart) and wait until they are set free by another player.

Progressions/modifications
• To be set free, another player must crawl under the legs of a tagged player from the back to the front.
• Taggers cannot tag a player who is crawling through to set another player free.
• Change the mode of locomotion from running to skipping.
• Increase or decrease size of playing area, have fewer or more taggers to make it more difficult or easier.

Suggested year levels
p-6

Tag Games

Activity
Scarecrow Tag
Activity
Tag Ball

Key focus
- Active play and minor games.
- Fundamental movement skills.
- Games and sports.

Time
15 minutes.

Location
Indoor (e.g. gym/hall) or outdoor (e.g. courts, oval).

Equipment
Large playball, netball or basketball, cones, colour bands or bibs.

Key safety
Student spacing, floor surface, objects within activity area.

Description
- Divide class into teams of four to six. Run two games if possible. Play a "Round Robin" format.
- One team has possession of the ball and must pass it between them until they can TAG (not throw at) an opposition player with the ball.
- Can't tag the same player twice in a row.
- No running with the ball and no body contact.
- Count the number of tags in a set time period.
- Swap team roles over and try to beat opposition score.

Progressions/
modifications
- Once tagged, a player goes out of play until the taggers drop the ball, at which time one player at a time can re-enter the game. Aim is to eliminate the entire opposition.
- Increase or reduce size of playing area to make it more difficult or easier.

Suggested year levels
2-6
Ball Games
Key focus
- Active play and minor games.
- Fundamental movement skills.
- Games and sports.

Time
15 minutes.

Location
Indoor (e.g. gym/hall) or outdoor (e.g. courts, oval).

Equipment
Large playball, netball or basketball, cones, colour bands or bibs.

Key safety
Student spacing, floor surface, objects within activity area.

Description
- Divide class into teams of four to six. Run two games if possible. Play a “Round Robin” format.
- One team begins with possession of the ball and aims to make five successive passes in order to score a point. Ball is then handed to opposition and they take possession, aiming to make five passes.
- Opposition aims to force a turnover to gain possession and then aims to complete five passes in order to score a point.
- Turnover occurs when opposition intercept the ball, the ball goes out of play or attacking team scores a point.

Progressions/modifications
- Increase or reduce size of playing area to make it more difficult or easier.
- Have a designated player on each team who is worth two towards the five passes each time they receive the ball. Must use at least three or four players when reaching five passes.
- Use a different size/shape ball (e.g. tennis ball, football, vortex or “frisbee”).
Activity

Golden Runner

Key focus
- Active play and minor games.
- Fundamental movement skills.
- Games and sports.

Time
5 – 10 minutes.

Location
Indoor (e.g. gym/hall) or outdoor (e.g. netball or basketball courts).

Equipment
1 x basketball, netball or large playball, 4 x marker cones per game.

Key safety
Student spacing, floor surface, objects within activity area.

Description
- Team #1 lines up single file facing the goal with 1 x ball between them.
- Team #2 lines up along baseline.
- On “Go”, first runner from Team #2 takes off and aims to run around the perimeter of the (1/2) court and make it back to their team before Team #1 can “shoot a goal” (throwing the ball through the ring from set distance).
- Team #1 takes it in turns to shoot for goal.
- If runner makes it back “home” safely, they go to end of the line and become the “Golden Runner”.
- Each time Team #1 scores a “goal”, the current runner must stop and the next runner may go and try to make it around safely.
- When a “Golden Runner” runs, all players who have been stopped around the court may follow the Golden Runner and have a 2nd chance to score. Assign whatever value you like for runners making it back “home” safely.
- Swap over Teams #1 and #2.

Progressions/modifications
- Divide class into four even teams.
- Play a “Round Robin” format.
- Run two games if possible. Play games at each end of the court, using the goal rings.
**Activity**

**Downball**

**Suggested year levels**
2-6

**Ball Games**

**Key focus**
- Active play and minor games.
- Fundamental movement skills.
- Games and sports.

**Time**
10 – 15 minutes.

**Location**
Indoors or outdoors where there is adequate wall space.

**Equipment**
Rubber high bounce, playballs or tennis balls.

**Key safety**
Adequate space between groups.

**Description**
- Players in groups of four to eight if possible.
- Ball is served down into the ground before it hits the wall and bounces back into play.
- Next player hits the ball down into the ground with an open palm so that it bounces only once before hitting the wall and comes back into play. Ball can be hit on the full by next player.
- Players are out if: they are closest to the ball and it bounces twice, their shot bounces twice before hitting the wall or hits the wall on the full, or they are hit on the full by another player's shot.

**Progressions/modifications**
- Mark a “minimum height” line on the wall that ball must be hit above.
- Play elimination until there is one “winner” each round, then re-start a new game.
- If enough wall space, play 1 vs 1 or 2 vs 2 (like tennis or squash).
Activity
4 Square

Key focus
- Active play and minor games.
- Fundamental movement skills.
- Games and sports.

Time
10 – 15 minutes.

Location
Outdoors – use existing court markings if available.

Equipment
Rubber high bounce, playballs or tennis balls.

Key safety
Floor surface, adequate space between groups.

Description
- Students play in groups of four – although if insufficient courts are available, have extras able to “sub in” to the game as players go “out”.
- “King” serves by hitting the ball down into own square and then into another player’s square, aiming to get them out.
- Players are out if they hit the ball into another player’s square on the full or don’t successfully hit a ball (before 2nd bounce) that has been played legally into their square.
- Players move up in order from “Dunce” to “Jack” to “Queen” to “King” as players “above” them are put out.

Progressions/modifications
- Allow students to play their own version/specific rules.
- Add extra squares if possible.

Suggested year levels
2-6
Ball Games
**Key focus**
- Active play and minor games.
- Fundamental movement skills.
- Games and sports.

**Time**
10 – 15 minutes.

**Location**
Indoor (e.g. gym/hall) or outdoor (e.g. courts, oval).

**Equipment**
Marker cones if using a space without lines marked, large playball, netball, basketball or volleyball.

**Key safety**
Student spacing, floor surface, objects within activity area.

**Description**
- Use a space approx. size of 1/3 of netball or 1/2 basketball court.
- Game is played as individuals trying to get others “out”.
- One player starts with the ball and must pass it backwards over their head.
- Another player must then catch it after it has bounced only once in the designated area.
- That player must also pass it backwards over their head from where they caught it.
- Keep repeating.
- Players are out if they are closest to the ball and it bounces twice, drop the ball when attempting to catch it (i.e. ball bounces twice), touch the played ball before it bounces, played ball lands out of bounds.
- When players are “out”, have them perform an exercise task (e.g. 15 star jumps, 10 bounces of spare ball before rejoining the game). The aim then becomes to stay “in” for as long as possible before being eliminated.

**Progressions/ modifications**
- Run two or three games at the same time (and have more involvement for students).
- Have students move from one game to the next as they are eliminated.
- Use two or more balls per game, a smaller ball or two different size balls per game.
Activity
Ladder Relay

Key focus
• Active play and minor games.
• Fundamental movement skills.
• Games and sports.

Time
10 minutes.

Location
Indoor (e.g. gym/hall) or outdoor (e.g. courts, oval).

Equipment
None.

Key safety
Student spacing evenly within team, floor surface, objects within activity area.

Description
• Students divided into teams of six to eight. Teams line up parallel.
• Students sit with legs out straight and feet together, evenly spaced apart.
• Lead runner runs and leaps over each team member’s legs and races back up behind the team to return to their spot and sits down.
• Next runner can go when previous runner sits down.
• Each runner must go successively, leaping over each team member and going around both ends of the line, until last runner returns and sits down.
• Make sure students complete correctly at controlled pace and watch legs carefully.

Progressions/modifications
• Change the mode of locomotion from running to hopping or jumping.
• If students become well skilled, the teacher can make it a race.

Suggested year levels
p-6
Relay Games
**Activity**

**Clock Relay**

**Key focus**
- Active play and minor games.
- Fundamental movement skills.
- Games and sports.

**Time**
10 minutes.

**Location**
Indoor (e.g. gym/hall) or outdoor (e.g. courts, oval).

**Equipment**
Marker cones (if desired).

**Key safety**
Student spacing evenly within teams, floor surface, objects within activity area.

**Description**
- Students divided into teams of five and number off each team member.
- Runners move to their starting place (at different “legs”).
- Race is divided into four “legs” (can be same or different distances).
- #1 runs to #2, #2 to #3, #3 to #4 and #4 to #5 (who is at the original starting point for #1). #1 has now moved to the 2nd leg.
- Each runner runs a leg then rests until their turn to complete the next leg.
- Race is over when all runners are back where they started.

**Progressions/modifications**
- Change the mode of locomotion from running to skipping.
- Have more or less runners per team (as long as there is one more team member than there are legs of the race).

**Suggested year levels**
3-6

**Relay Games**
Activity
Team Pursuit

Key focus
- Active play and minor games.
- Fundamental movement skills.
- Games and sports.

Time
10 – 15 minutes.

Location
Indoor (e.g. gym/hall) or outdoor (e.g. courts, oval).

Equipment
Marker cones, colour bands or bibs.

Key safety
Space – cones and students evenly spread out, floor surface.

Description
- Similar to track cycling event, two teams chase each other around a track (e.g. square or rectangle) and try to eliminate the opposition by tagging them or overtaking them.
- Once “out” runners move to the centre of track and can recover before next race.
- Race for a set period of time (team with most runners left wins) or until one team is eliminated.

Progressions/ modifications
- Change the mode of locomotion from running to skipping.
- Increase or decrease the distance of each leg to make it more difficult or easier.
- Set up two separate courses and/or have four teams compete against each other in a “Round Robin” format.

Suggested year levels
2-6
Relay Games
Key focus
- Active play and minor games.
- Fundamental movement skills.
- Games and sports.

Time
10 minutes.

Location
Indoor (e.g. gym/hall) or outdoor (e.g. courts, oval).

Equipment
Marker cones.

Key safety
Space – cones and students evenly spread out, floor surface.

Description
- Divide students into three teams – numbered off.
- Teams (A, B and C) start at different points and run in direction of the arrows.
- Once at Team C starting point, complete the remaining part of the pattern (in this case an inverted V), to return to Team A starting point and get back to OWN starting point by following the pattern.
- For safety – runners start one after the other in numerical order until all runners are going. Teacher calls each runner/number to go. Watch out for other runners as you intersect.
- First team to get all runners back to starting point “wins”.

Progressions/modifications
- Change the mode of locomotion from running to skipping.
- Have two lots of cones set up and race Group 1 vs Group 2 with each team divided into three separate starting points.
- Vary distance of each intersect.

Activity
Big M

Suggested year levels
3-6

Relay Games
Activity
Castle Run

Key focus
• Active play and minor games.
• Fundamental movement skills.
• Games and sports.

Time
10 minutes.

Location
Indoor (e.g. gym/hall) or outdoor (e.g. courts, oval).

Equipment
None.

Key safety
Space, floor surface, students spread out evenly within their teams in a large circle.

Description
• Students form a large circle and lie face down with legs outstretched and feet together. (Can also be done sitting up with feet into circle).
• On “Go” – designated starting runner gets up, runs anti-clockwise and leaps over every student successively until returning to their place to lie down again.
• Each subsequent student gets up and follows the previous student around the circle and back to their own place.
• When last student finishes and lies down, the race is over.
• Have students complete correctly under control before making it a race.

Progressions/modifications
• Can be done as one group against the clock, two teams against each other or even two laps.

Suggested year levels
2-6
Relay Games
Activity
Chain Relay

Key focus
- Active play and minor games.
- Fundamental movement skills.

Time
5 – 10 minutes.

Location
Indoor (e.g. gym/hall) or outdoor (e.g. courts, oval).

Equipment
Marker cones.

Key safety
Space, floor surface, students running facing the same direction, not dragging others.

Description
- Students divided into teams of four or five and numbered off.
- Lines or cones at both ends to indicate start and turning point.
- For each team – #1 runs up around cone and back to collect #2 (holding their hand).
- They both go up and then back to collect #3 and so on until all four or five runners are joined together and run up and back as a group.
- #1 then drops off back at the start. #2, #3, #4 and #5 run up and back.
- #2 drops off next then #3 and #4 until #5 is left to run up and back on their own to complete the race.

Progressions/
modifications
- Change the mode of locomotion from running to skipping.
- Team members must link elbows rather than hold hands.
Activity
Chair Challenge

Key focus
• Active play and minor games.
• Lifelong physical activities.

Time
5 – 10 minutes.

Location
Classroom.

Equipment
Chairs.

Key safety
Adequate space, one student to hold chair for partner.

Description
• Students aim to perform as many repetitions in a set period of time of any/all of the following exercises:
  - Push ups
  - Dips
  - Step ups
  - Crunches
  - Squats
• Select only those exercises that students are able to complete correctly. Teach correct technique and show helper how to stabilise chair.

Progressions/
modifications
• Perform a circuit of activities as quickly as possible (i.e. set number of each activity).
• Perform maximum number of reps for one activity at a time in 30, 60 seconds.
• Keep a journal or personal record for the duration of Premier’s Active April.
Key focus
- Active play and minor games.
- Lifelong physical activities.

Time
5 minutes.

Location
Indoor (e.g. gym/hall) or outdoor (e.g. oval, yard).

Equipment
Activity cards or markers, skipping ropes and benches (optional).

Key safety
Adequate space, correct technique to be used.

Description
- Buy or create a set of activity cards/markers to indicate any of the following exercises:
  - Step ups
  - Star jumps
  - Burpees
  - Squats
  - Tuck jumps
  - Dips
  - Crunches
  - Planks/Supports
  - Push ups
  - Skipping
  - Lunges
  - Bench jumps
- Select 8-10 exercises from the list above and have an area for each activity to be performed in the available space.

Activity

Personal Best

Students work individually to perform as many total repetitions as they can in a set time period (e.g. 1 – 2 minutes), using at least five different exercises.

Static activities (e.g. planks/supports) count as one repetition per second held.

Progressions/modifications
- Students aim to complete a total of 100/150/200 repetitions (using a minimum of five different exercises) racing against the clock to record a “personal best” score.
- If time is limited select a few exercises to complete.

Suggested year levels
3-6

Fitness Games

Dips
Squats
Step ups
Crunches
Push ups
Tuck jumps
Planks
Lunges
Skipping
Burpees
Bench jumps
Star jumps
Appendix
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Premier's Active April starts today!
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### Week 1 Activity Time per Day

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### Week 2 Activity Time per Day

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## Record Keeping: Class Profile

### Week 3

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**Student Name**

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Premier's Active April
School Resource
Record keeping: Class Profile

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Week 5: Activity time per day
References and resources

- Active play everyday available from www.kidsatplay.act.gov.au
- Designed to Move: A Physical Activity Action Agenda www.designedtomove.org