

Additional Locomotor Activities to Try

These additional games and activities develop locomotor and a variety of other fundamental skills.

Overview

Activity name	Movement skills/concept	Suggested group size	Suggested space	Page
Cooperative Musical Hoops	Skipping, walking or jumping and relationships (with others).	8+	Hard or grass area	103
Big A, Little A	Jumping, landing, quick reactions, running fast and evading others.	8+	Hard or grass area	104
Capturing the Treasure	Dodging, running, evading an opponent, honesty and strategy.	8+	Hard or grass area	105
Simple Tag	Running, dodging, space awareness (varying directions and levels), evading a tagger.	8+	Hard or grass area	106
Here, There, Where	Running, jogging, skipping, hopping, jumping and quick moves.	8+	Hard or grass area	107
Mouse Trap	Running, dodging, change of speed and relationships (with others).	15	Hard or grass area	108
Turtles and Snakes	Jumping for distance, landing, leaping, hopping, walking, jogging and space awareness.	10-15	Hard or grass area	109
Mahunga and Kumu Tag	Running, dodging, changing direction and speed, space awareness and relationships (with others).	10-15	Hard or grass area	110
Fish Gobbler	Running, dodging, space and body awareness and relationships (with others).	10+	Hard or grass area	111
Safety Bases	Dodging, running, chasing, evading, changing direction and relationships (with others).	10	Hard or grass area	112
Hunt the Bean Bag	Running, dodging, throwing and catching, space awareness, and relationships (with others and objects).	10+	Hard or grass area	113

Cooperative Musical Hoops

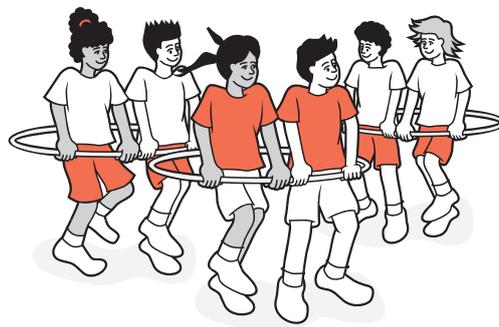
Movement skills/concepts

Skipping walking or jumping, and relationships (with others).

Set-up

Hoops, background music.

In a defined hard area, children in pairs stand inside a hoop, holding it at waist height.



*Be culturally
aware and
sensitive to
others*

Activity

Each pair skips around the area to the music, staying inside the hoop while moving in the same direction and at the same pace. When the music stops, each pair joins another pair by stacking the hoops together and getting inside them. Groups continue to combine with others in this way until as many children as possible are inside the stacked hoops.

Can you see ...?

- children moving cooperatively
- making space to share the hoop

You could ask ...

How can you fit everyone in the hoops?

Variation

Modify use of hoops: Hoops are stationary on the floor and the children skip around and jump inside when the music stops. One hoop is removed each time the music stops. Children work together to ensure that everyone (or some part of everyone) becomes part of the remaining hoop.

Vary locomotor skills: Try walking or jumping.

Big A, Little A

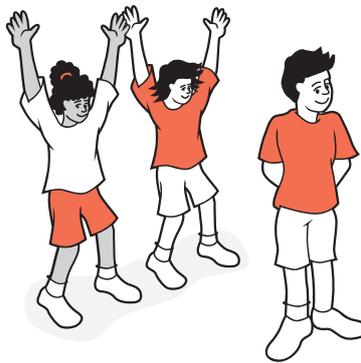
Movement skills/concepts

Jumping, landing, quick reactions, running fast and evading others.

Set-up

Any suitable surface with a line marked.

Most of the children stand along the line, while one or more 'cats' stand out in front with their backs turned to the main group.



Are all
children
involved?

Activity

Children chant: 'Big A, little A' while stretching tall then crouching; 'Bouncing B' while jumping on the spot; 'Cat's in the cupboard and can't see me' as they creep up to the cats. On 'me', the cats turn and chase the others back to the line, trying to catch as many as they can.

Can you see ...?

- fun
- jumping lightly
- jumping quietly

You could ask ...

What did you do to land quietly and softly?

How can you avoid being caught by the cats?

Variations

Vary jumps: Do big jumps for 'Big A', small jumps for 'Little A'.

Capturing the Treasure

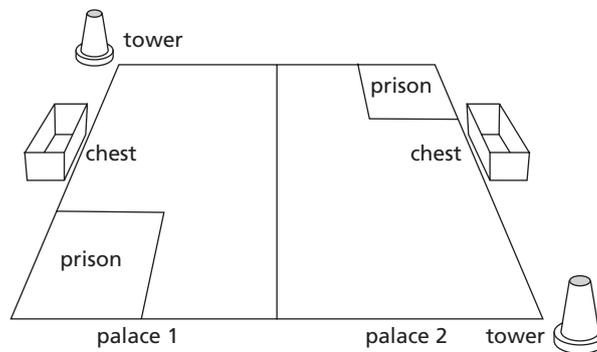
Movement skills/concepts

Dodging, running, evading an opponent and strategy.

Set-up

A large hard or grass area is divided in two: one area is marked 'palace 1' and the other 'palace 2'. Each palace has a prison, a palace tower (holding the other team's treasure) and a treasure chest (to return own team's treasure to) at the end of the area.

Two even teams, each starting in their own palace area.



Activity

Each member of both teams gives a piece of personal property (e.g. pencil, shoe, clip, belt, sun hat) to place in the palace of the opposing team.

The aim of the game is for each team to recover its treasure from behind enemy lines and return it to its own treasure chest without being taken prisoner.

A player is taken prisoner when tagged by the enemy anywhere outside the player's own palace. When caught, the captor escorts the player by the hand to the prison. Prisoners are released if they are tagged by one of their own team members.

Any player who successfully reaches the enemy's palace tower without being caught selects one item to carry home to their treasure chest. Players carrying an item are given safe passage back to their playing area.

The game continues until one team regains all of its lost treasure.

Can you see ...?

- fair play
- honesty – owning up to being tagged
- strategy

You could ask ...

How will your team work together to recover the treasure and stop the other team from retrieving theirs?

What are examples of fair play in this game?

Simple Tag

Movement skills/concepts

Running, dodging, space awareness (direction and levels) and evading a tagger.

Set-up

Bands for taggers.

Small groups are scattered around within a defined grass or hard area. One or more children in each group are the taggers and wear a band.

Children
modify activity
to increase
challenge



Activity

Taggers try to tag another player. When a player is tagged, they get the band and the game continues.

Can you see ...?

- eyes open for safety
- plant and go (dodging)
- quick moves
- faking (leaning one way and going the other)

You could ask ...

What type of movement skills can you use to avoid being tagged?

Where in the defined area could you run to avoid being tagged?

Variations

Vary rules: Any player is safe when they assume a particular position, (e.g. balancing on one foot, crouching or standing back to back with another child).

Vary role of taggers: Two or three players are assigned to be 'it' for a certain time (as set by the coach/teacher). If another player is tagged, that player forms a bridge; they can be set free if another free player crawls under the 'bridge' without being tagged.

Here, There, Where

Movement skills/concepts

Running, jogging, skipping, hopping, jumping and quick moves.

Set-up

Hall, or grass or hard area.

Children line up in front of the teacher/coach.

Activity

The coach/teacher has a choice of four calls:

- 'There' while pointing in any direction – children start jogging/skipping/hopping/jumping in that direction
- 'Where' – children jog or bounce/jump lightly on the spot
- 'Here' – children run/skip/jump back to their original spot
- 'Everywhere' - children run wherever they like in the area.

The calls are given rapidly in any order and children see how quickly they can respond.

Can you see ...?

- quick reactions
- balance
- light bouncing

You could ask ...

What were your favourite actions in this activity?

What can you do to react quickly?

Variations

Modify activities: Children line up in front of the coach/teacher on a 'There' line. Other lines are named 'Here' and 'Where'. On a call of 'Here' or 'Where', children run to that line and bounce on the spot. Add a fun element by calling one line but pointing to another line. Children must run to the line called.

Mousetrap

Movement skills/concepts

Running, dodging, change of speed and relationships (with others).

Set-up

Grass or hard area.

Groups of approximately 15: five are mice outside a circle, formed by the others holding 'the 'trap'.



Activity

When the coach/teacher calls:

- 'Open trap', the circle players raise their hands to head height and hold them in this position and the game begins
- 'Run, little mice, run!', the mice run freely in and out of the circle
- 'Snap', the circle players lower their joined hands, and any mice caught inside the circle must join the circle players.

Continue until all mice are caught. Choose new mice and repeat the game.

Can you see ...?

- head up
- quick moves
- running lightly
- faking (stepping/leaning one way but going the other)

You could ask ...

Mice: What could you do to avoid getting caught in the mousetrap?

Variations

Modify rules: Always have five mice playing; if two are caught, immediately replace them with two new mice before the next call.

Change animal: Children become a different animal and move in that fashion (e.g. walk like a crab, trying to avoid a crab trap).

Turtles and Snakes

Movement skills/concepts

Jumping for distance, landing, leaping, hopping, walking, jogging and space awareness.

Set-up

Discs/bases, hoops and ropes.

Hard or grass area scattered with turtles (hoops) and snakes (ropes).

Groups of approximately 10–15: all players stand on a base as the starting position.

Activity

On a start signal (e.g. a clap), children move around the area, jumping over the snakes and leaping over the turtles. On a stop signal (e.g. two claps), children return to their home base.

On the start signal, children move around the area, now hopping over the snakes and jumping over the turtles. Then they try doing this backwards, continuing until the signal to stop.

Can you see ...?

- head up
- landing softly
- bending knees

You could ask ...

What do you need to do to make it easier to jump, leap or hop?

What makes it hard to get over the snakes or turtles?

Variations

Vary objects: Use beanbags, quoits, box tops.

Play tag: Have two taggers. A player is safe if they are inside a hoop (one person in a hoop at a time).

Mahunga and Kumu Tag

Movement skills/concepts

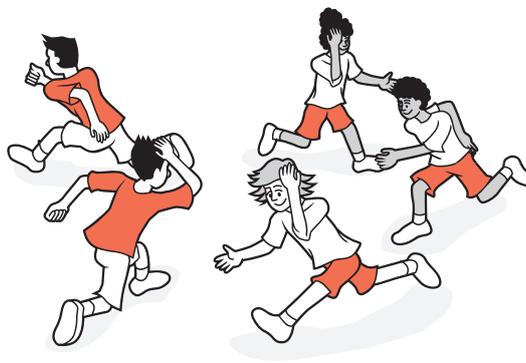
Running, dodging, changing direction and speed, space awareness and relationships (with others).

Set-up

Defined grass or hard area.

Large group of approximately 10–15: half are Mahunga (Heads), who run with one hand on their heads, and half are Kumu (Butts), who run with one hand on their bottoms.

Is everyone involved?



Activity

Both Mahunga and Kumu must attempt to tag each other. When a Kumu is tagged by a Mahunga, they become a Mahunga - and vice versa.

The game finishes when the entire group is either Mahunga or Kumu, or when the coach/teacher declares that the winners are Mahunga or Kumu, based on which side has more participants.

Can you see ...?

- teamwork
- fast running
- faking
- plant and go

You could ask ...

How can you work as a team to 'capture' the others?

How can you work as a team to avoid being tagged?

Variations

Vary skill: Include a variety of locomotor skills, (e.g. walking, jumping, hopping, skipping).

Vary body parts: Incorporate different body parts, (e.g. pakahiwi – shoulder, puku – stomach).

Fish Gobbler

Movement skills/concepts

Running, dodging, space and body awareness and relationships (with others).

Set-up

Defined hard or grass area.

Children in large groups are spread out in a defined area. A child or the coach/teacher is the fish gobbler.

Activity

The fish gobbler calls out directions and actions that the children react to.

Calls and actions include:

- 'Ship', pointing in one direction – children run towards the wall or the edge of the area pointed to
- 'Shore', pointing in one direction – children run in opposite direction
- 'Sardines' – everyone runs to the middle to make the tightest group possible
- 'Crabs' – children pair up and, back to back with their partner, bend over and reach under their own legs to hold hands
- 'Fisherman all' – children sit on someone's knee
- 'Fish gobbler!' – children drop to the floor on their stomachs and link arms, legs and bodies together. The fish gobbler moves around to check that all children are linked together – if anyone is not, they link arms with the fish gobbler.

The game ends when all children are linked to the fish gobbler or ready to move on to another game.

Can you see ...?

- children working together
- quick reactions
- enjoyment
- heads up, looking around

You could ask ...

How can you be safe from the fish gobbler?

Can you think of an action for a new call: 'Fishing net'?

*Adults join
in with
this game*

Safety Bases

Movement skills/concepts

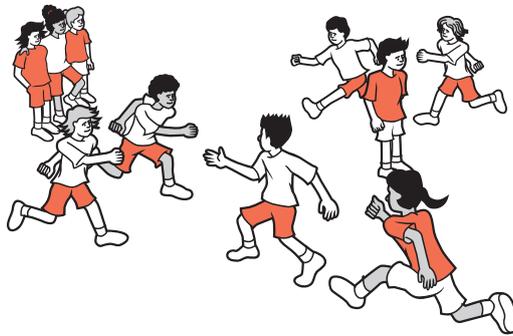
Dodging, running, chasing, evading, changing direction, and relationships (with others).

Set-up

Hoops (safety bases) scattered in a large defined hard or grass area.

Two teams of 5 players each: one team of runners and one team of taggers, who begin at opposite ends of the area.

Have children solved the problem?



Activity

The object of the game is for the runners to cross the space without being touched by the taggers. The runners are safe when they are inside one of the hoops. Runners have a set time (e.g. 1 minute) in which to cross the area. Teams then switch roles and repeat the activity.

Can you see ...?

- children working together
- plant and go
- quick reactions

You could ask ...

Runners: When do you use the safety bases?

Taggers: How can you use the safety bases to tag a runner?

Variations

Vary rules on hoops: Only one person at a time is allowed in a hoop; vary the length of time allowed in hoops; vary the number of hoops.

Change scale: Increase the size of the group and the area.

Vary the locomotor skill: For example, walk, hop or skip.

Hunt the Beanbag

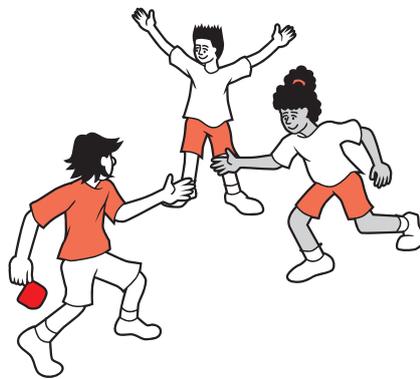
Movement skills/concepts

Running, dodging, throwing and catching, space awareness and relationships (with others and objects).

Set-up

Beanbags.

Children spread out in a defined grass or hard surface area: one is a tagger and half of the remaining group have a beanbag each.



Activity

The tagger aims to tag any player who is in possession of a beanbag. If tagged, that player becomes the new tagger. No one is allowed more than one beanbag in their possession at any one time.

Can you see ...?

- head up
- quick moves
- plant and go

You could ask ...

If the tagger looks like catching you, what could you do to avoid being captured?

Variations

Increase number of players: Have more than one tagger and more of the other players.

Vary the locomotor activity: Players can hop only or jump only.

