### Additional Locomotor Activities to Try

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

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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.

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.

**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**

Are all children involved?
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.

**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.

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’?
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.

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.