



**SPORT  
NEW ZEALAND**

On 1 Feb 2012, SPARC  
changed its name to Sport NZ.  
[www.sportnz.org.nz](http://www.sportnz.org.nz)

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## An Effective Warm-up and Guidelines for Safe, Effective Warm-ups

Every physical activity session should be preceded by a period of warm-up where the body is prepared gradually for the effort to follow.

### An Effective Warm-up

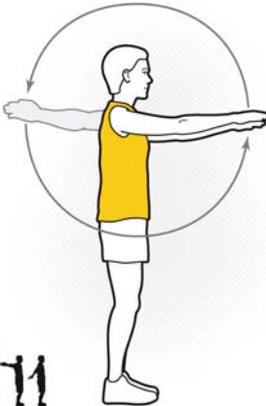
- i Allows the respiratory and circulatory systems to adapt by:
  - increasing blood flow to muscles resulting in a higher rate of oxygen exchange between blood and muscles
  - increasing body and muscle temperatures gradually
  - increasing elasticity of muscle tissue.
- ii Reduces the risk of injury to muscles and joints.
- iii Takes muscles and joints through their full range of movement.
- iv Prepares the participant psychologically to take part in strenuous activity.
- v Should be gentle and rhythmic and preferably use all the major muscle groups involved in the main activity.
- vi Begins slowly and builds up to more vigorous activity.
- vii Should include dynamic stretching and movements that are to be used in the activities to follow.

## Guidelines for Safe, Effective Warm-ups

- Begin all warming up activities in a slow, controlled manner.
- Increase the intensity gradually.
- If using children as leaders make sure they understand and adhere to the “Start slowly” principle.
- Keep the warm-ups simple.
- Modify games and activities depending on the age level, weather conditions and space available.
- Avoid games and activities that involve chasing.
- Always “warm up” thoroughly. Don’t “cheat” on the warm-up if time is in short supply.
- Sprints and tag games have no place in the early part of warm-up.

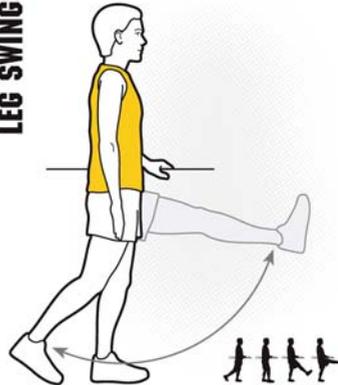
## Dynamic Stretches

### ARM CIRCLES



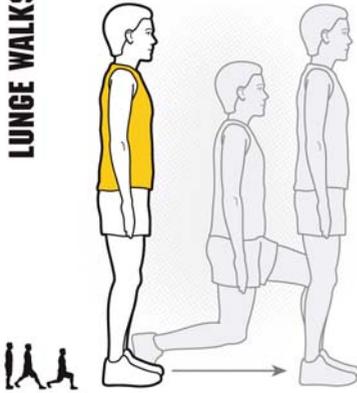
Stand with your back straight and knees slightly bent. Swing both arms around in circles, keeping your back still. If you feel tight in an area, spend more time there to loosen it up. Change direction and repeat.

### LEG SWINGS



Holding on to something, swing outside leg forwards and backwards to a comfortable height. Keep trunk and lower back rigid. Alternate legs.

**LUNGE WALKS**



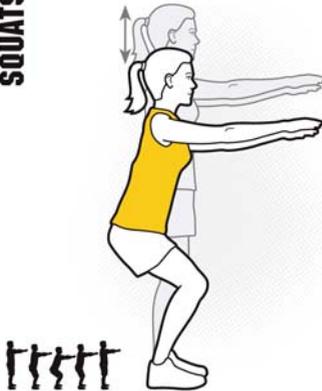
Keep your trunk upright and place feet shoulder width apart. Lunge forward. Keep knee in line with foot. Your toes should stay in front of your knee. Do five each leg.

**NECK - EAR TO SHOULDER**



Take one ear to your shoulder, repeat other side. If you feel tight in an area, spend more time there to loosen it up. Add light pressure with your hand to increase the stretch.

**SQUATS**



Keep your trunk upright and place feet shoulder width apart. Stick your bottom out and bend at hips and knees. Keep knees in line with feet, and heels on ground. Do five.

**STRETCH UP**



Reach up high, keeping one knee bent. Keep back straight and pull in abdominals. Do five each side.

## Ideas for Activity Cards and Charts

Use these charts and cards as starters only for your own “creations” – these descriptions and instructions may not be appropriate for your class, playground or equipment.

WARM-UP CHARTS – can be illustrated or stick figures drawn. They could then be used with less able readers or young children. If reading the charts is a problem use a buddy system and team up the less capable reader with a good reader.

- Suitable for – netball/tennis court  
 – hall  
 – part of soccer/rugby field  
 or – use cones to mark boundaries

### Warm-up 1 (Remember to start slowly)

1. Walk along two sides of the court.
2. Walk briskly along two sides.
3. Walk two widths pushing arms above head.
4. Walk two widths pushing arms forward.
5. Jog two widths with arms hanging by sides.
6. Jog two widths – one pushing up with arms then one pushing forward.

### Warm-up 2 (Start slowly)

1. Walk around two trees.
2. Walk along the top of a bench or form.
3. Find something circular and walk around it.
4. Jog to the nearest goalpost and back.
5. Jog with your partner to the nearest fence, taking turns at being leader and changing the speed.
6. Jog back and keep moving on the spot.

These charts could be on small cards and used as individual or paired activities.

## Follow the Leader

### Equipment

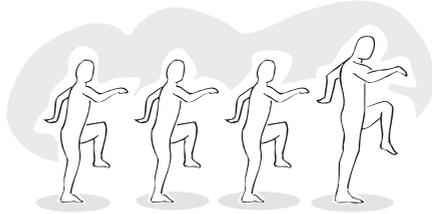
None.

### Area

Grass, hall, hard surface.

### Formation

Children form a single line, one behind the other, all facing in the same direction.



*Follow the leader*

## Instructions

- Teacher or child as leader, in front of line.
- Children follow the leader's speed, direction, arm movements, type of walk, march or jog etc.
- Activities: Walking
  - forwards, backwards, sideways
  - along a line, in circles, in curves, in a zigzag
  - low, tall
  - on toes, on heels
  - fast, slow, variations in speed
  - big steps, small steps
  - with feet close together, with feet wide apart
  - knees lifted high in front
  - legs kicked out straight in front (wooden soldier)
  - on the spot.

Add arm  
movements

- pushing arms above head
- pushing arms out to sides at chest height
- pushing arms forward at chest height
- circling arms forwards across body and backwards
- single arm punches upwards, forwards and sideways
- arms extended overhead and out to side.

## Variations

1. Jogging – use all the arm variations given for walking.
2. Children follow a leader but walk together as a group rather than in a line.
3. Divide the class into groups of 4-5 children with each group having a leader.
4. Once the children are warmed up, the activities can become more vigorous to include running, jumping, skipping, hopping and leaping.



*Change the Leader*

## Change the Leader

### Equipment

None.

### Area

Grass, hall, hard surface.

### Formation

Children form a single line, one behind the other, all facing in the same direction.

### Instructions

- Children line up in their groups of 4-5 all facing the same way, leader at the front.
- Children follow leader's actions as in "Follow the Leader".
- On whistle or signal from teacher the leader takes one step out to the side and moves to the back of the team line.
- The next person becomes the leader.
- Repeat several times until all children have been the leader.
- Activities as for "Follow the Leader".

### Teaching Points

- Encourage variations in speed and direction.
- Try combinations of all the arm movements given.
- Encourage originality.
- Extend the boundaries to include playground equipment, trees, slopes etc.

## Simon Says

### Equipment

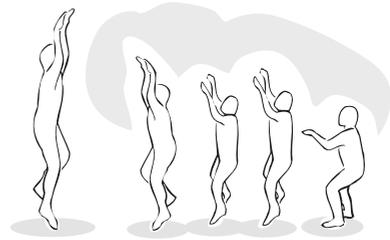
None.

### Area

Grass, hall, hard surface, classroom.

### Formation

Children freely spaced all facing the teacher or leader who stands in front of the group facing them.



### Instructions

- The teacher calls out a movement command preceded by the words “Simon Says” and demonstrates the activity.
- The children obey the command and continue with the activity until the leader gives the next command.
- If the words “Simon Says” are given with each command the children must obey and change their activity.
- If “Simon Says” is not said and a command given, then the children must stand still and make no movement.
- Any child who does change the movement either loses a point and continues, or moves to the side and continues the game.
- Leaders should give the commands in rapid succession, every now and then giving a command that is not preceded by “Simon Says”.

## Teaching Points

- Encourage originality.
- Begin all movements slowly and gradually, building up to more strenuous actions.
- Modify actions for juniors and extend the seniors with more complicated activities/instructions.



*Simon says*

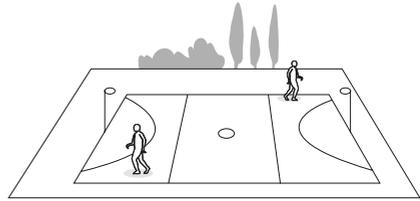
## Memory Challenge

### Equipment

None.

### Area

1. Any part of an outdoor area visible from the starting position.
2. Can be done indoors on a smaller scale.



### Formation

Children in a group near the teacher to receive the instructions.

### Instructions

- Teacher gives 2, 3 or 4 instructions (to the whole class) for activities they are to do either in the order given or in any order.
- Children must listen carefully before moving.
- Example 1. Walk to and touch 3 trees  
Then walk sideways to the oak tree  
Then jog around the oak tree and back "home".
- Example 2. Walk to and touch 3 trees  
Walk along 2 sides of the netball court  
Walk to the nearest fence  
Jog back "home".

### Variation

1. Have the children work in pairs and give 2 or 3 extra instructions.

### Teaching Point

- Keep instructions simple for juniors. Extend seniors with more complicated instructions.

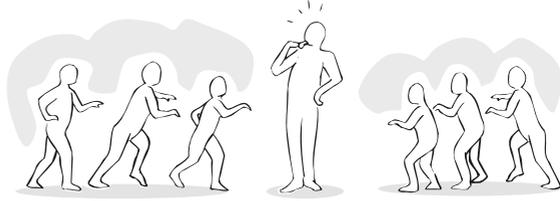
## Whistle Stop

### Equipment

None.

### Area

Hall, grass, hard surface.



### Formation

Children freely spaced.

### Instructions

- Children walk freely within a given area trying not to touch others.
- On whistle from teacher children must “freeze” on the spot.
- On signal from teacher children begin moving again.
- Vary the length of time between whistles.

### Variations

1. Change the type of movement after each stop  
e.g. – walking backwards, sideways or on tip toes  
– walking with short strides or long strides  
– walking with knees up high jogging.
2. Teacher nominates some kind of statue position which the children assume on the whistle e.g. ballerina, tall shape, stretched elastic, on one leg.

### Teaching Points

- Encourage children to move freely using all the space.
- Encourage quick reaction to the whistle.

## Slow 'n' Go

### Equipment

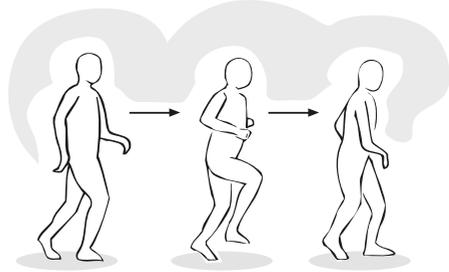
None.

### Area

Hall, grassed area, hard surface.

### Formation

Free spacing.



### Instructions

- Children begin walking anywhere within the area.
- On whistle or signal they change from a walk to a jog.
- On next whistle they change from a jog to a walk.
- Repeat several times varying the length of time between whistles.

### Variations

1. Walk forwards – on whistle walk backwards.
2. Walk low with bent knees – on whistle walk on toes.
3. Walk with tiny steps – on whistle walk with long strides.
4. Walk or jog – on whistle change direction and continue moving.

### Teaching Points

- Encourage children to move freely on their own, changing direction often.
- Encourage quick responses to the whistle.

## Vehicles

### Equipment

None.

### Area

Hall, grass, hard surface – care needed if children work on the ground.



### Formation

Free spacing.

#### Instructions

- Teacher names a type of vehicle and children move around the area imitating the vehicle.
- Change the vehicle several times.
- Suggested vehicles – bicycle, steam roller, crane, train, helicopter, car, bus, kayak.

### Variations

1. Have children work together to make the movements of one vehicle.
2. Have children move like machines or mechanical objects.
3. Have children move like an animal or insect.
4. Have children move like their favourite toy.
5. Have children move about and make the shape of individual letters, words or numbers on the ground.
6. Have children nominate their own vehicle or animal.
7. Have children work in pairs – one imitates a vehicle or animal's movement, the other child copies the movement and tries to guess what it is.

### Teaching Point

- Suggest slower movements to begin with.

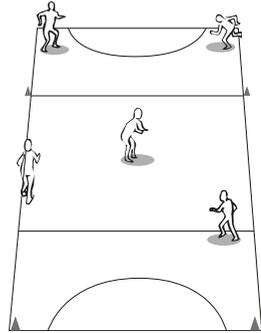
## Go Home

### Equipment

Hoops, cones, skipping ropes will be needed if no line markings are present.

### Area

Hall, hard surface with painted marking lines e.g. netball, badminton or padder tennis court. If no lines are present, use the hoops, cones and ropes scattered randomly around the area.



### Formation

Each child stands on her own easily identifiable spot called home e.g. intersection of lines, corner etc (or at cones, hoops or on a rope).

### Instructions

- Teacher nominates an activity e.g. robot walk, and children move freely about the area in the manner suggested by the teacher.
- On command “Go Home”, children return to their spot.
- Repeat using a different activity.
- Suggested activities – marching, walking, wooden soldiers, robot walk, slip step, jogging, skipping.

### Variations

Give the children an activity to do when they “Go Home” e.g.

1. Go Home and bounce on the spot.
2. Go Home and stretch high.
3. Go Home and balance on one leg.

### Teaching Point

- Encourage quick actions.

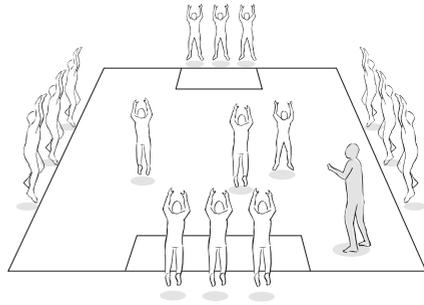
## Colours

### Equipment

Cones or hoops as markers if there are no lines to use as boundaries.

### Area

Hall, grass, hard surface lines are useful to define boundaries – about one-third of a netball court.



### Formation

Children stand around the boundary lines of court or rectangle – or make a large circle.

### Instructions

- Teacher calls a colour and an activity e.g. red – robot walk.
- All children wearing that colour move into the middle of the area and move in the way nominated.
- Children around the outside perform the same activity but stay in their places.
- Teacher may change the activity while the same group of children is in the middle or bring a second group of children into the middle by calling out another colour.
- On the call “Too dark to see”, all the children return to their places.

### Variation

1. Use hair colour or eye colour and an activity.

### Teaching Point

- Make sure all children have a turn in the middle.

## Numbers

### Equipment

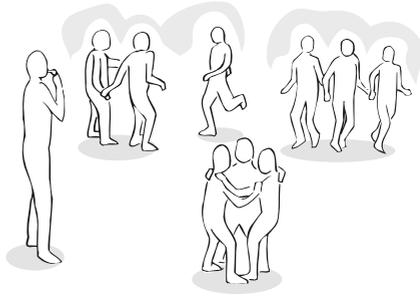
None.

### Area

Hall, grass, hard surface.

### Formation

Free spacing.



### Instructions

- Children walk freely around the area.
- Teacher calls a number from 2 to 6.
- Children quickly gather in a group of that number.
- Repeat several times varying the number with each call.

### Variations

1. Moving in different ways.
2. When the number is called teacher also nominates an activity for the group to do e.g. 4s bouncing on the spot, 3s walking in a circle.

### Teaching Points

- This is a useful organisational game to arrange children in even-sized groups.
- There is no punishment for children who are not able to get into the right-sized group. Encourage them to do better next time.

## Can You Be?

### Equipment

None.

### Area

Hall, grass, hard surface.

### Formation

Children in groups of 6 or 7.



### Instructions

- Explain to the children they will have to work together to solve the questions.
- Teacher asks a question to which the children respond with appropriate movements.
- E.g. "Can you be?" – a string of beads falling to the ground, a forest of trees blowing in the wind, a train shunting down the track, bubbles in a glass of lemonade, porridge boiling in a pot.

### Variations

1. Make the groups smaller or larger.
2. Have the children make up their own examples.

### Teaching Point

- The examples should involve movement.

## Cars

### Equipment

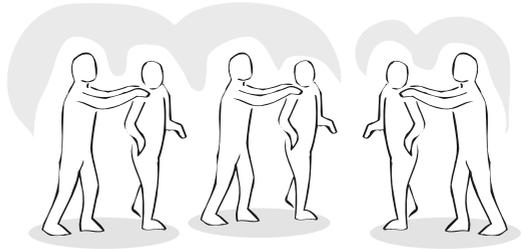
None.

### Area

Hall, grass, hard surface.

### Formation

Children in pairs one behind the other both facing in the same direction.



Cars

### Instructions

- The child at the back is the driver and puts his hands on the front child's shoulders.
- Both children begin walking with "the driver" steering and changing speed and direction.
- Change positions.

### Variation

1. This can become a trust activity. The "car" closes his eyes and must trust his partner to steer him safely about.

### Teaching Points

- Encourage children to keep away from others i.e. in their own space.
- As children become familiar with the activity, encourage moving backwards and sideways.

## Pairs

### Equipment

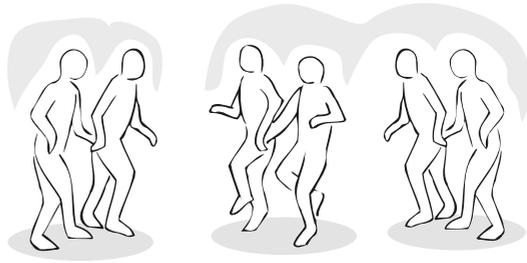
None.

### Area

Hall, grass, hard surface.

### Formation

Children in pairs with inside hands joined.



### Instructions

- Pairs walk freely about avoiding other pairs and keeping their hands joined.
- On signal from teacher the pairs speed up slightly but still at a walk.
- Teacher can signal 2-3 more increases of speed until the pairs are jogging.

### Variations

1. Both hands joined – face to face.
2. Back to back – elbows linked.
3. Have the children find one other way to move as a pair.

### Teaching Points

- Encourage co-operation and control.
- Praise pairs who can speed up and avoid contacting others.

## Here–There–Where

### Equipment

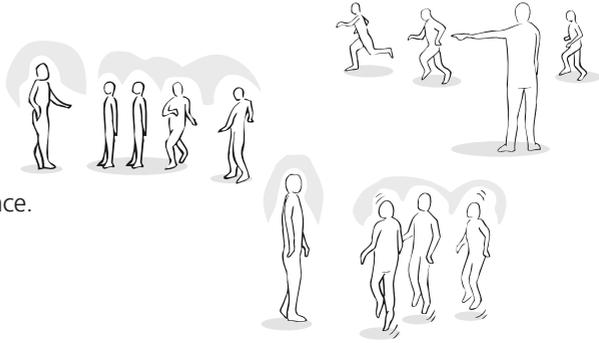
None.

### Area

Hall, grass, hard surface.

### Formation

Free spacing.



### Instructions

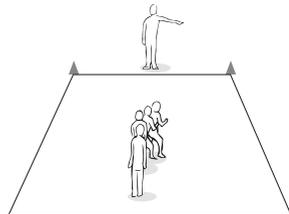
- Teacher has a choice of 3 calls to the children.
- “Here” children line up in front of teacher.
- “There” – teacher points in another direction and children start jogging in that direction.
- “Where” – children jog or bounce lightly on the spot.

### Variations

1. “Here–There–Everywhere” – same calls for “Here” and “There” as above. On call “Everywhere” the children move quickly out to one of the boundary lines where they jog or bounce on the spot.
2. Children line up in front of teacher on the “There” line. On call “Here” or “Where”, children run to that line and bounce on the spot. Add a fun element by teacher calling one line but pointing to the other line.

### Teaching Points

- Teachers and classes may develop their own responses to calls.
- The bounces on the spot are light with feet only just coming off the ground.



## Rhythms

### Equipment

A drum if available.

### Area

Hall, grass, hard surface,  
classroom if done on the spot.

### Formation

Free spacing.



### Instructions

- Teacher could clap the rhythm or have a drum or similar.
- Children move freely within the area.
- Teacher claps or drums out a steady beat to ensure that the children are walking at the same speed.
- When this has been achieved, teacher directs children to clap their hands on every 4th beat.
- Rhythm call will be "1, 2, 3" and clap.
- Once this pattern is established children are directed to jump lightly on every 4th beat as well as clapping.
- Rhythm will be 1, 2, 3 and jump.

### Variations

1. Clap hands high above head.
2. Clap hands behind back.
3. Instead of jumping on 4th beat, children could kick one leg forward e.g. 1, 2, 3 and kick.

## Walk and Circle

### Equipment

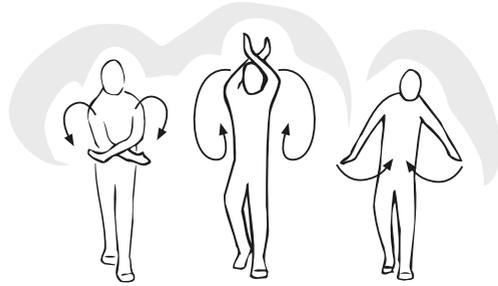
None.

### Area

Hall, grass, hard surface.

### Formation

Free spacing.



### Instructions

- Children walk freely within the area circling their arms across in front of their body.
- On teacher's command children change the direction of the circles.
- Combination of 4 circles downwards and 4 circles upwards as the walking continues.
- Teacher may need to count the timing.

### Variations

1. Walk and push arms upwards above head.
2. Walk and push arms out to the sides of the body.
3. This activity can be done on the spot or with gentle knee bends as the arms circle.

### Teaching Point

- Try background music with a steady walking rhythm.

## Big Steps–Small Steps

### Equipment

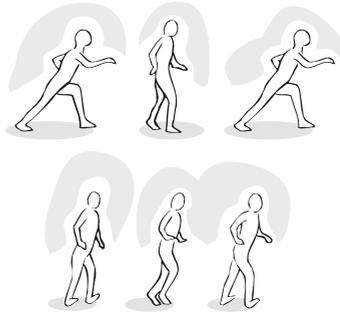
None.

### Area

Hall, grass, hard surface.

### Formation

Free spacing.

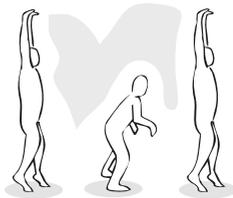


### Instructions

- Children move freely around the area at a walk or jog.
- On whistle and call from teacher “Big steps”, all children change and begin moving with long strides.
- On whistle and call from teacher “Small steps”, children continue moving but with very small steps.
- Repeat several times.

### Variations

1. Walking on heels – walking on toes.
2. Walking with arms high above head – walking with arms close to body.
3. Walking quickly – walking slowly.
4. Walking with feet wide apart – walking with feet together.



### Teaching Point

- Encourage children to exaggerate the movements e.g. very long strides and tiny steps.

## Lift and Clap

### Equipment

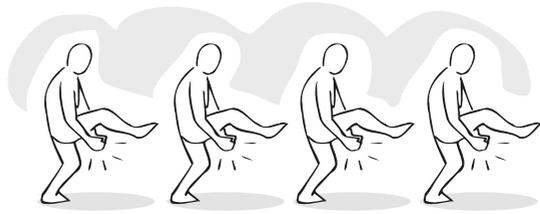
None.

### Area

Hall, grass, hard surface, classroom.

### Formation

Free spacing or in a large circle.



*Lift and clap*

### Instructions

- Children lift 1 bent leg upwards and clap underneath it, then lift the other leg up and clap underneath it.
- Teacher may need to call out the rhythm. Rhythm call "Lift and clap, lift and clap".

### Variations

1. Lift 1 knee and clap under it, then lift the other knee and clap over it. Rhythm call "Lift and under, lift and over".
2. Continue with the knee lifts but instead of clapping underneath, gently slap hands on the top of knee.
3. Combinations. Continue with the knee lifts but vary the hand patterns
  - e.g. 1 clap under left and 1 clap over right
  - 1 slap on top left and 1 slap on top rightRepeat several times until children have the pattern.
4. Children work in pairs or small groups experimenting with combinations and with travelling forwards and backwards as they do knee lifts.

### Teaching Point

- Encourage the children to keep in time.

## Hand Push

### Equipment

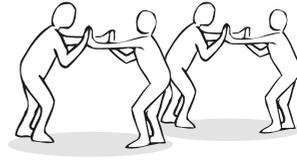
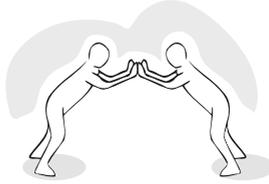
None.

### Area

Hall, grass, hard surface, classroom.

### Formation

Children in pairs, similar size and height.



### Instructions

- Partners stand facing each other, 1 foot slightly forward of the other – both knees slightly bent and body leaning forwards.
- Place palms of hands against partner's at shoulder height and push against each other's hands.
- Keeping palms together push upwards, sideways and downwards trying to maintain balance.

### Variation

1. Hand Push Off – same position as above.
  - Both partners lean towards each other and place flat hands together – count 1, 2, 3 and on 4 – push hard against each other's hands so they return to an upright position.
  - Repeat several times.

### Teaching Points

- Encourage children to work together to change the direction and speed of the arm movements.
- Can be a strength activity.

## Hand Flappers

### Equipment

None.

### Area

Hall, grass,  
hard surface,  
classroom.



### Formation

Free spacing.

### Instructions

- Begin with both hands in front of body at waist height.
- Pull both hands upwards at the same time, then push downwards.
- Pull one hand, then the other, upwards and downwards.
- Circle both wrists inwards then outwards.
- Open and close the hands i.e. spread the fingers wide then make a tight fist.
- Flap the hands up and down from the wrist.

## Variations

1. Hand circles in pairs.
  - Children find a partner and stand facing each other.
  - One child leads and changes the hand movements while her partner tries to copy her movements.
  - Change over.
2. Teach the children the actions for the “Bird Dance”.

## Teaching Point

- This is an excellent starter for cold days.



*Hand flappers*

## Side-to-Side Lunges

### Equipment

None.

### Area

Hall, grass, hard surface, classroom.

### Formation

Free spacing.



### Instructions

- Children stand with feet a little more than hip width apart and toes turned outwards and hands on hips.
- Slowly lean to one side bending that knee and pushing the opposite leg almost straight.
- Return to starting position.
- Repeat to the other side. Repeat 10-12 more times.

### Variations

1. Move in a continuous flowing action from one side to the other without stopping in the middle.
2. Make 2 lunges to one side and then 2 lunges to the other side.
3. Add some arm movements.
4. Forward lunges.

### Teaching Points

- Have the children experiment with different arm movements.
- This activity is also suitable for a cool-down/ stretch.

## Taps

### Equipment

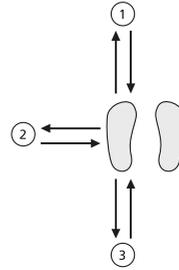
None.

### Area

Hall, grass, hard surface, classroom.

### Formation

Free spacing.



### Instructions

- Children begin standing with feet together.
- Extend right foot forward and tap the ground once.
- Extend right leg to the side and tap the ground once.
- Extend right leg to the back and tap the ground once.
- Return right foot to starting position feet together.
- Repeat with the left leg.
- Rhythm call is "Forward, side, back, together".
- Begin slowly with teacher calling; children can also call the words as it helps them learn the pattern.

### Variations

1. Add a small jump as the feet come together.
  - Call will be "Forward, side, back and jump".
2. Add a hand clap as the feet jump together.
3. Repeat the right leg twice before changing to the left leg.
4. Stand with 1 foot slightly in front of the other and tap the front toe up and down on the ground 16-20 times. Change legs, and try tapping and clapping at the same time.

### Teaching Point

- Begin slowly until the children have the pattern, then the tempo can be increased.

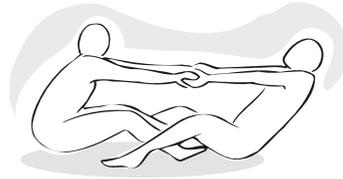
## Rowing

### Equipment

None.

### Area

Hall, grass, hard surface, classroom.



### Formation

Free spacing with children in pairs sitting on ground facing each other.

### Instructions

- Children seated on the ground as shown, hands joined and arms straight.
- Slowly alternate forward and backward rocking.
- One child leans forward; the other is leaning back.
- Maintain a steady rhythm.

### Variation

1. Children in 4s, seated in a circle facing each other with knees bent and together in the centre of the circle. Hands joined around the circle.
  - 1 and 3 lean backwards while 2 and 4 lean inwards. Then 1 and 3 lean inwards and 2 and 4 lean outwards. Repeat in rhythmic movements.

## Teaching Points

- Partners should be about the same size.
- Keep a steady rhythm without jerky movements.
- Keep bottoms on the ground.



*Rowing*

## Walking Partner Tag

### Equipment

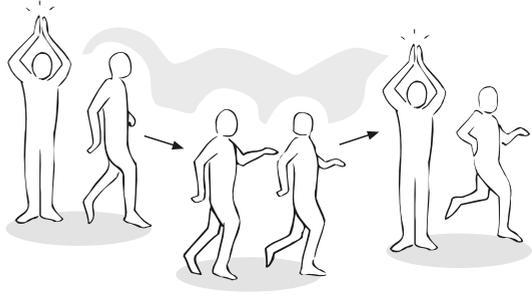
None.

### Area

Hall, grass, hard surface, classroom.

### Formation

Children in pairs.



### Instructions

- One child is first to be the tagger.
- The tagger claps 2 times above his head then chases his partner at a walk until he catches him.
- The new tagger claps twice above his head before he begins the chase.

### Variation

1. Instead of clapping twice above their heads have the taggers:
  - a. turn around on the spot
  - b. bend knees and touch fingers to the ground
  - c. do two astride jumps.

### Teaching Points

- Emphasise that this is a walking game and partners must walk to chase their partners.
- This is an excellent tag game for the activity session. Allow the children to run. Best to have a large space such as a rugby field.

## Connect It

### Equipment

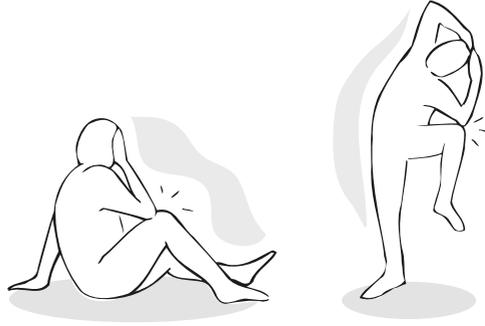
None.

### Area

Hall, grass, hard surface, classroom.

### Formation

Free spacing.



### Instructions

- Children move freely about the area.
- On whistle or teacher's signal they stop and listen. Teacher calls out 2 body parts which each child has to join together e.g. elbow to knee, hand to foot, foot to foot.
- Repeat several times using different body parts.

### Variation

1. On whistle, 2 children connect the body parts called by the teacher e.g. 2 feet – would be 1 foot from each person connected.

### Teaching Point

- Take care to make the combinations possible.

## Move It

### Equipment

None.

### Area

Hall, grass, hard surface.

### Formation

Free spacing.



### Instructions

- Children move freely about the area.
- On whistle or teachers' signal they stop and listen.
- Teacher names an "on the spot" activity for the children to do e.g. bounce on the spot, hip twisting, hand flappers.

### Variations

1. On whistle or "Stop" children invent their own "on the spot" movement.
2. On whistle children find a partner and do an "on the spot" activity together.

## Spirals

### Equipment

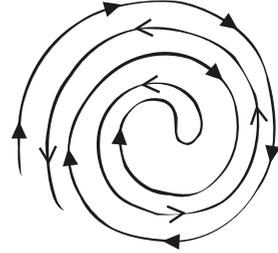
None.

### Area

Hall, grass, hard surface, classroom.

### Formation

Children in a circle, all holding hands; teacher also in the circle.



### Instructions

- Teacher drops the hand of 1 partner.
- Teacher begins walking in a circle moving on the inside of the oncoming line.
- Teacher keeps walking inwards as the circle gets smaller and a spiral is formed.
- When teacher reaches the centre of the spiral they turn around and begin moving in the opposite direction out of the spiral and in between the lines of children, keep walking until everyone is "out" of the spiral.

## Variation

1. Everyone forms a circle as above.
  - Teacher drops the hand of 1 partner and begins walking the group around the outside of the circle.
  - The last child (who was the teacher's partner) stays still and everyone is spiralling around them.
  - Teacher keeps walking around the circle until the spiral is tight.
  - The centre person leads the group out of the spiral by going under arms and through the legs of the outer circle. Great care needs to be taken to keep hands joined.

## Teaching Point

- Emphasise the need to (1) keep hands joined, (2) take care not to pull on partner's arms.

## Freeze

### Equipment

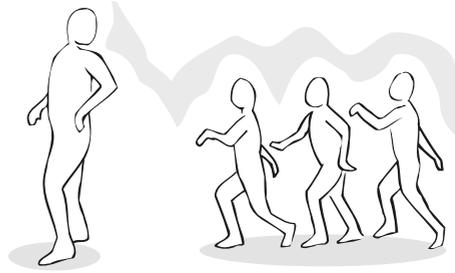
None.

### Area

Hall, grass, hard surface.

### Formation

Children in a group behind the teacher or leader.



### Instructions

- Leader walks or jogs and the group follows a short distance behind.
- When the leader turns around, all children “freeze” on the spot.
- Any children who move or who are slow to stop collect a “thaw” point.
- Repeat several times – leader can change the type of movement to skipping, slipping, galloping etc.
- Change the leader after several turns.
- Children who have “thaw” points could be asked to help put gear away.

### Variation

1. Have children in smaller groups with their own leader.