

Dodging

Description

Dodging involves quick, deceptive changes in direction to evade, chase or flee from an opponent. When dodging, knees are bent and the body shifts rapidly in a sideways direction.

As applied to sport, the skill of dodging is evident in moving the shoulders, head, eyes or other body parts to deceive or 'fake' the opposition as a way of: getting free to receive a pass (e.g. in soccer); 'getting around' your opponent (e.g. to score a basket in basketball); or avoiding being tagged in a tag game.



Applying movement principles

Balance: Centre of gravity is low and close to the base of support. This is achieved by bending the knees for better balance. Dodging occurs as the body shifts rapidly to one side.

Application of force: To gain maximum force, knees need to be bent, with a low body position so that extension of the powerful muscles in the legs can be directed through the body in a sideways direction.

Learning cues

Dodging

- head up
- low body position
- plant one foot and quickly change direction (plant and go)
- step/lean one way, go the other (fake)
- move quickly
- bend knees to stop

Chasing

- watching the hips of the runner in front to anticipate what their next move will be

Learning phases

Discovering phase

Activities in this phase focus on children enjoying discovering dodging through different pathways, levels and speeds, and with others. Characteristics of dodging at the discovery phase are:

- movements are stiff and segmented
- knee bend is minimal and weight is on one foot only
- feet often cross
- no deception or fake is evident.

Developing phase

Children practise dodging skills and evading an opponent in simple tag games. Characteristics of dodging at the developing phase are:

- movement is increasingly coordinated and there is some deception
- children tend to dodge in one particular direction
- upright stance is less frequent and feet occasionally cross
- there is a little spring in the plant and go.

Consolidating phase

Children at this phase consistently apply dodging skills and other fundamental skills in a variety of contexts in a changing and dynamic environment. Activities presented include the use of strategy to solve problems in different scenarios. Characteristics of dodging in this phase are:

- knees are bent and body leans forward
- movements in all directions are smooth, quick and coordinated
- children fake with their head and shoulders.

Overview

Learning phase	Activity name	Movement skills/concept	Suggested group size	Suggested space	Page
Discovering	Exploring Dodging	Dodging, space awareness and changing speed.	1	Hard or grass area	48
	'Make-believe' Dodging and Chasing	Running fast, changing direction and changing speed.	1	Hard or grass area	49
	Dodgems	Dodging, swerving, evading, changing direction and moving in general space.	4-5	Hard or grass area	50
Developing	Shadow Partner	Chasing, dodging, change of direction and speed, moving in general space and relationships (with others).	2	Hard or grass area	51
	Octopus	Dodging to avoid stationary targets, changing direction and speed.	5-10	Hard or grass area	52
	Freeze and Count Tag	Dodging and faking to avoid a chaser, space awareness, changing direction and speed.	6	Hard or grass area	53
	Tamariki Tag	Dodging to avoid a moving chaser, space awareness, changing direction and speed.	8+	Hard or grass area	54
	Ball Tag	Chasing to tag others with a ball, dodging and evading a tagger.	4	Hard or grass area	55
Consolidating	Fox and Geese	Dodging, swerving, evading and relationships (with others).	4-5	Hard or grass area	56
	Partner Dodge	Dodging and chasing, space awareness, change of direction and speed, and relationships (with others).	8+	Hard or grass area	57
	It's a Goal!	Dodging a defender, moving in general space, changing direction and speed.	2	Hard or grass area	58
	Pirate's Treasure	Dodging, defending, attacking and space awareness.	5	Hard or grass area	59
	Take the Pin	Chasing and fleeing and quick change of direction.	2	Hard or grass area	60
	Snatch the Flag	Dodging, chasing, evading and space awareness.	6	Hard or grass area	61
	Circle Dodge Ball	Dodging, swerving, evading and throwing at a moving target.	6-7	Hard or grass area	62

Discovering Dodging

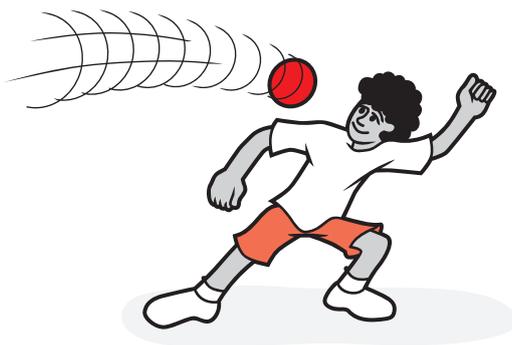
Exploring Dodging

Movement skills/concepts

Dodging, space awareness and changing speed.

Set-up

Children are spread out in a defined grass or hard surface area.



Praise
dominates

Activity

Who can dodge ...? (or Can you dodge ...?)

- from a high/low level, high to a low level, low to a high level
- in different directions, sideways, left/right, backwards/forwards
- as quickly/slowly as you can, with alternating fast and slow dodges
- smoothly/roughly
- keeping at a medium level
- with a great force

Can you see ...?

- head up – to see where they are going
- low base of support

You could ask ...

Which ways of dodging were easy? What made it easy?

Which ways of dodging seemed awkward? What made it awkward?

Variations

Add start and stop signals: On the signal 'Go', children run in any direction; when a whistle (or any other signal) is called, children stop as quickly as they can.

Travel around stationary objects: Include objects to dodge (e.g. cones, chairs, balls, ropes, hoops – consider safety in your choices). Children travel as quickly as they can through the general space while avoiding the objects and others.

Travel in different pathways: On a signal, children move only in a curved or straight pathway. On a whistle (or any other signal), change to a different pathway (e.g. circle, figure 8, zigzag).

'Make-believe' Dodging and Chasing

Movement skills/ concepts

Running fast, changing direction and changing speed.

Set-up

Children are scattered in the general space of a defined grass or hard area.



Activity

On a signal, children try to catch a 'make-believe' partner. Partners may be very quick so children will need to work hard to catch up with them.

This time, children make believe they are walking a dog and, suddenly, the dog gets off the leash. Children run as quickly as they can to try to catch the dog. Ready and action!

This time, children make-believe they are a famous pop star walking down the main street of town and the paparazzi have just spotted them. Children run to get away from them. Ready and action!

Can you see ...?

- head up
- fast arms
- fast legs
- quick moves
- plant and go

You could ask ...

Which make-believe scenario did you enjoy the most?

What did you do to make the scenario seem real?

Variations

Add other 'make-believe' scenarios: For example, a sports star ready to score the winning goal or try.

Slow it down: Perform the scenario in slow motion.

Dodgems

Movement skills/concepts

Dodging, swerving, evading, changing direction and moving in general space.

Set-up

Large balls, quoits, frisbees.

Each group of four–five is in a marked square (5 x 5 metres); each player has a ball/quoit/frisbee.

Children
modify activity
to increase
challenge



Activity

Each player holds their ball/quoit/frisbee in front like a steering wheel, and walks around without touching the other players (dodgems) in the square. Keep moving for 1 minute.

Repeat activity increasing the speed – skipping, jogging and running.

Can you see ...?

- head up
- quick moves
- safe traffic
- plant and go

You could ask ...

How does your body swerve to avoid another 'dodgem'?

Why is it important to have your head up?

Variations

Add obstacles: Include other obstacles (e.g. cones) to evade.

Create pathways: Set-up a pathway of cones for the dodgems to move in and out of and around.

Developing Dodging

Shadow Partner

Movement skills/concepts

Chasing, dodging, change of direction and speed, moving in general space and relationships (with others).

Set-up

Bases e.g. softball bases or coloured discs.

Large, defined grass or hard area with a number of bases/discs scattered on the ground.

Children in pairs, one the leader and the other the shadow, are spread out in the area.



Activity

The shadow follows the leader and imitates all their movements, keeping as close to the leader as possible. The leader challenges their shadow by trying to get away from them. Change roles and repeat.

Start off in the same way again but, on a given signal (e.g. whistle), the leader tries to get to one of the bases/discs before their shadow tags them. Change roles and repeat, but this time with fewer bases/discs spread out across the area.

Can you see ...?

- quick moves
- plant and go
- faking
- shadow watching the leader's hips

You could ask ...

Leaders: What can you do to make it hard for your shadow to keep up with you?

Chasers: What can you do to keep up with your leader?

Variations

Vary locomotor skill: Start with walking, then move on to skipping, galloping, jogging, hopping and running.

Vary set-up: Increase or decrease the area size or the number of bases.

Tandem tag: Partners link arms and play the game with another pair. One pair is the leader and the other pair is the shadow.

Octopus

Movement skills/concepts

Dodging to avoid stationary taggers, changing direction and speed.

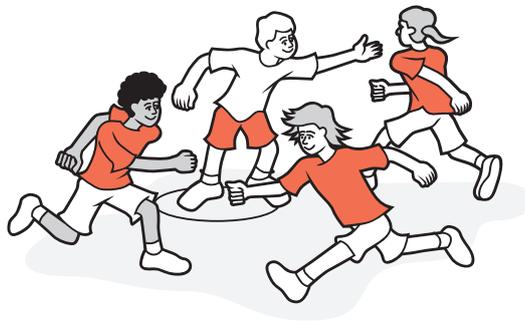
Set-up

Bases (e.g. softball bases or circular discs).

Defined grass or hard area with a starting line and bases/discs scattered an arm's length apart on the ground.

Two teams of approximately five–ten each: the taggers must keep both feet on the base.

*Is everyone
involved?*



Activity

The objective is for the dodgers to cross the area without being touched by any of the taggers. The taggers must keep both feet on the base. Reverse roles.

Can you see ...?

- knees bent, staying low
- plant and go
- looking ahead
- faking
- quick moves

You could ask ...

Dodgers: How can you avoid being tagged?

Taggers: What can you do to tag the dodgers?

Variations

Vary locomotor skill: Walk, skip, gallop or leap.

Hospital tag: When a dodger is touched, they pretend they are stung and lose the ability to use that body part. For example, if touched on the leg, the dodger tries to cross the area by hopping.

Tagger challenge: Instead of tagging anywhere on the body, the taggers have to tag the left knee of the dodgers with their right hand.

Freeze and Count Tag

Movement skills/concepts

Dodging and faking to avoid a chaser, space awareness, changing direction and speed.

Set-up

Bands/bibs.

Defined grass or hard area, approximately 10 metres square.

Groups of six: two chasers with a band/bib each, and four runners.



Activity

Chasers have 1 minute to catch all the runners. If tagged, a runner has to freeze and count to 10 out loud before starting to run again. The object is for the chasers to have all the runners frozen at the same time.

Can you see ...?

- *runners*: plant and go
- *chasers*: watching hips

You could ask ...

Chasers: How can you work together to catch all the runners?

Runners: What do you need to do to avoid being caught?

Variations

Vary locomotor skill: For example, play by walking, leaping or crawling.

Fitness tag: When tagged, instead of freezing, runners do a chosen exercise, (e.g. five push-ups or sit-ups).

Tamariki Tag

Movement skills/concepts

Dodging to avoid a moving chaser, moving in general space, changing direction and speed.

Set-up

Bands/bibs.

Children are spread out in a defined grass or hard area. Two to three children are taggers (each with a band/bib), the other children are the fleers.

Are all children involved in the activity?



Activity

The taggers run after the fleers. If tagged, a fleer stands still and waits for someone to free them by giving a 'high five'. Nobody may tag a fleer who is giving someone a 'high five'.

Can you see ...?

- quick moves
- plant and go
- watching hips

You could ask ...

Taggers: How can you work together to catch the fleers?

Fleers: What can you do to avoid being tagged?

Variations

Vary the method of freezing and unfreezing: For example, fleers are frozen and unfrozen by being tagged on an identified body part (e.g. right shoulder).

Ball Tag

Movement skills/concepts

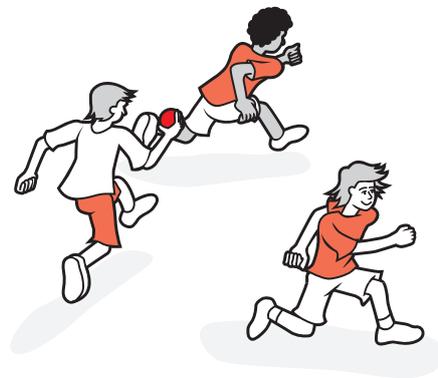
Chasing to tag others with a ball, dodging and evading a tagger.

Set-up

Small balls or beanbags.

Marked squares, 10 x 10 metres, on a grass or hard surface area.

Groups of four occupy a square: one player is the tagger and has the ball; the others are dodgers.



Activity

The tagger runs to tag the dodgers with the ball. Once a dodger is tagged, that player becomes the tagger with the ball.

Can you see ...?

- head up, looking around
- quick changes of direction
- balance

You could ask ...

Tagger: What strategies will you use to tag a dodger?

Dodgers: How can you avoid being tagged?

Variations

Vary direction: On a call, players change direction with sideways or backwards steps.

Consolidating Dodging

Fox and Geese

Movement skills/concepts

Dodging, swerving, evading and relationships (with others).

Set-up

Hard or grass area.

Groups of four–five: one is the fox and the others are the geese standing in a line, with each player holding onto the waist of the player in front.

Are all
children
enjoying
themselves?



Activity

The fox tries to tag the last goose in the line. The geese move around to avoid the fox and keep their last goose safe. A goose takes the place of the fox if they:

- break the line by letting go
- are tagged as the last goose in the line

Can you see ...?

- working as a team

You could ask ...

Geese: How can you work together to protect the goose at the back?

Fox: How will you get around to tag the goose at the back?

Variations

Modify for a large group: Two or three children are foxes and the remainder of the class are in linked lines of four or five geese each. Foxes may move around the area, trying to tag the last goose in any line.

Partner Dodge

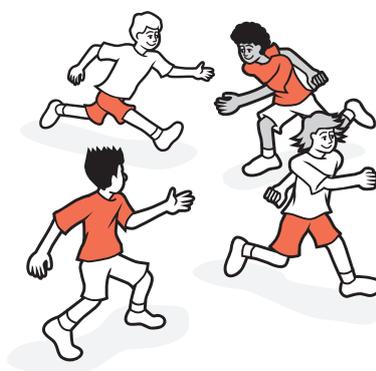
Movement skills/concepts

Dodging and chasing, space awareness, changing direction and speed and relationships (with others).

Set-up

Defined grass or hard surface area with a starting line.

Two teams, one of taggers and the other of dodgers: each tagger is paired up with a dodger of similar ability on the opposite team. Taggers are spread out inside the defined area; dodgers line up on one side of the area.



Activity

On a signal, the dodgers try to get across the defined area without being tagged by their partner. Dodgers can be tagged only by their partner. When dodgers are tagged or if they get to the other side, they return to the starting line by going around the outside of the boundaries, and then they continue to travel across the area, evading their partner, until they hear the stop signal. Change places with partners and repeat.

Can you see ...?

- head up
- quick moves
- plant and go
- faking

You could ask ...

Dodgers: How can you use other dodgers to avoid being tagged?

Taggers: What strategies can you use to catch your partner?

Variations

Decrease the area: Halve the size of the area. Does this make it easier for the tagger or for the dodger?

Add scoring rules: For example, taggers earn one point per tag.

It's a Goal!

Movement skills/concepts

Dodging a defender, moving in general space, changing direction and speed.

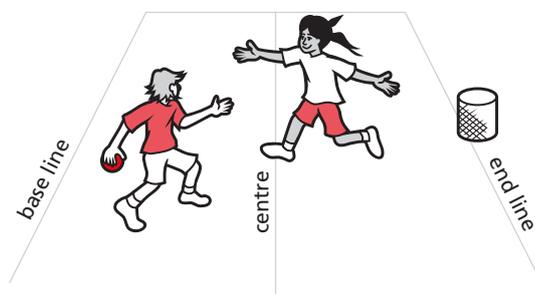
Set-up

Balls or another throwing implement, bin, markers.

On a defined grass or hard court area, three lines (base, centre and end) are marked out, approximately 5 metres apart. A bin is placed on the end line.

Children in pairs, one ball runner and one defender, with one ball/implement per pair.

Let the
children play



Activity

The ball runner's task is to score by placing the ball in the bin without being tagged by their defender. The ball runner starts on the baseline and the defender on the centre line. Children change roles and repeat.

Can you see ...?

- *Ball runner:* quick moves, faking
- *Defender:* watching hips

You could ask ...

Ball runners: How can you use other players in the area to avoid being tagged?

Defenders: Which part of the ball runner should you focus on to anticipate the direction they will move in?

Variations

Vary equipment and skill: For example, dribble a soccer ball to score a goal by crossing the end line.

Vary line distance: Increase/decrease the distance between lines to make it easier/harder for runner/defender.

Vary area layout: Place a 'no tag' area around each bin.

Pirate's Treasure

Movement skills/concepts

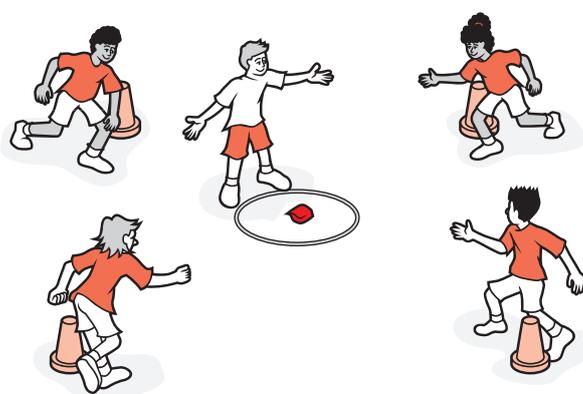
Dodging, defending, attacking and space awareness.

Set-up

Hoops and beanbags.

A defined playing area, approximately 10 metres square, has a hoop in the centre with a beanbag (treasure) inside it.

Groups of five: one pirate and four sailors.



Activity

The pirate's task is to protect their treasure from the sailors. The sailors have 2 minutes to steal the treasure (beanbag) and take it outside the square without being touched by the pirate. If a sailor is touched while carrying the treasure, that sailor must return to the outside of the square and try again. The pirate cannot go inside the hoop. Change roles and repeat.

Can you see ...?

- *Pirate*: watching hips
- *Sailors*: quick moves, faking, plant and go

You could ask ...

Sailors: How can you work together to steal the treasure?

Pirate: There is only one of you and four sailors. What strategies can you use to keep an eye on the sailors?

Variations

Vary number of pirates: Include another pirate to defend the treasure.

Include another treasure site: In a group of 8, two pirates defend their treasure in two different hoops.

Take the Pin

Movement skills/concepts

Chasing and fleeing, and quick change of direction.

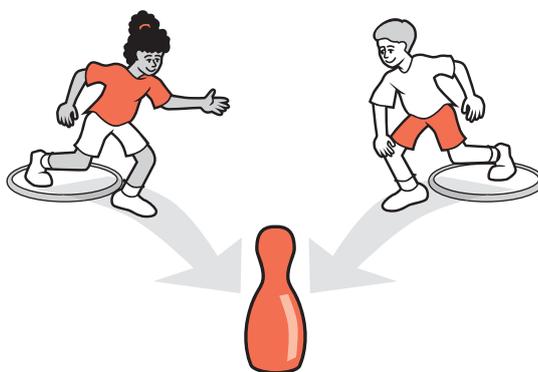
Set-up

Children in pairs, with two bases/discs and one bowling pin per pair.

Set-up the pin between the two bases, approximately 3 metres from each one.

One of the pair stands on each base.

Are all the
children
succeeding?



Activity

Each player tries to snatch the bowling pin and return to the base without getting tagged. The player who snatches the pin first is the 'snatcher' and the other becomes the 'tagger'. If the snatcher is tagged before reaching their base then the pin is returned to the centre. Start on signal.

Can you see ...?

- quick moves
- plant and go

You could ask ...

What can you do to get a quick start?

Snatcher: What are some ways you can evade your chaser?

Variations

Vary the distance: Increase or decrease the distance between the pin and the bases.

Snatch the Flag

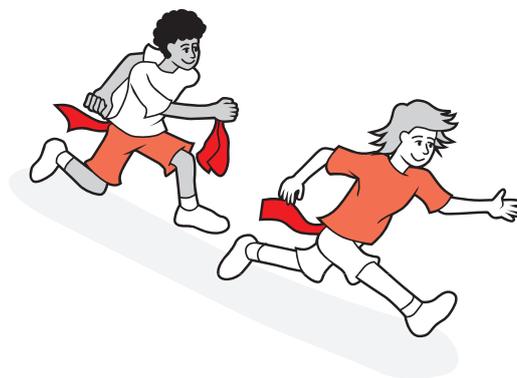
Movement skills/concepts

Dodging, chasing, evading and space awareness.

Set-up

Flags/bands/scarves.

Groups of six: players each have a flag/band/scarf attached to their waist and are spread out in a defined grass or hard surface area.



Activity

The task is for children to take as many flags/bands/scarves as they can from other players while protecting their own. When a flag/band/scarf is snatched, it is attached to the body. A point is received for every flag taken before time is called.

Can you see ...?

- faking
- plant and go
- quick moves
- watching hips

You could ask ...

How can you protect your own flag?

What strategies can you use to take flags off other players?

Variations

Vary object: Use clothes pegs and attach to clothing.

Vary number and area: Increase the number of children playing and increase the size of the area.

Circle Dodge Ball

Movement skills/concepts

Dodging, swerving, evading and throwing at a moving target.

Set-up

Large, soft balls.

Groups of six–seven: a dodger stands in the centre of a marked circle, the others are throwers standing around the outside of the circle in a grass or hard surface area.



Activity

The dodger tries to keep away from the ball. The throwers try to hit the dodger below the knees. They can pass anywhere to catch the dodger off guard. Each person has a turn as the dodger.

Can you see ...?

- *Throwers:* passing fast to keep the dodger swerving and turning
- *Dodger:* using quick feet with quick reactions

You could ask ...

Dodger: How can you avoid being hit by the ball?

Throwers: What type of throw will you use to hit the dodger below the knees?

Variations

Increase number of dodgers: Include two or three dodgers in the middle of the circle.

Vary area of circle: Increase or decrease the circle size.