

# Ideas to get kids moving in the classroom and beyond!

## Mathematics

### Measurement

- What are some of the ways to measure things in the playground without using a measuring instrument? For example, estimate the length of the netball court then measure it in paces. Discuss why your measurement might be different from your friends'.
- Estimate the time it would take to run around the school building or the field. Then do it. How close is it to your estimate?
- Estimate how far you can walk in two minutes. Now do it. How long did it take? Try the same walk on another day. Can you walk any further in two minutes than you did last time? Compare your results. Turn them into a graph.
- Follow directions to move or walk towards northwest, northeast, southwest and southeast as well as north, south, east and west.
- How many times does your heart pump each minute when you are resting? Run around for five minutes and then count how many times your heart pumps in one minute. What do you notice?
- List the things you would do if you had five minutes of free time. Now, try and do all those things within five minutes. How much did you get done? Did you overestimate or underestimate what could be achieved?
- How many times can you take your shoes and socks on and off in one minute?
- How many hops make a metre? Can you stretch your legs or arms for one metre? Can you jump one metre in the sand?
- How long can you hold one kilo of weight in one outstretched hand?
- Pass a ball around a circle. Call out counting patterns as you pass (e.g.

multiples of two, five and seven). When the teacher calls 'stop' reverse the direction. If you get good at this you can introduce a second ball, and try to catch up to the first ball.

- How many lengths can you swim in two minutes?

### Number

- Skip and count in twos, fives, sevens and tens.
- "30 Count" - In pairs facing each other, the aim is to count as far as 30, alternating the count between you, but instead of saying the number when it is a multiple of 3 or a number with the digit three in it, you do a squat. Level it up: start in squat position and rise up from squat.
- Set go! - In pairs face your partner, both hide one hand behind back, on 'Go!' both reveal hand with chosen number of fingers held out; first person to add up the number of fingers wins that round. Level it up: play two handed addition, or make it multiplication
- Clap/dance/skip times table songs.
- Estimate then check: how many times can you clap your hands, tap your foot or blink your eyes in 15 seconds?
- Make large number cards (zero to nine) to wear. Can you make 27? Get a partner. What is the biggest, smallest number you can make with your partner?

### Geometry

- Use your body to make a circle. See if you can make a square with a partner. How many different body shapes can you make on your own, in pairs, or in groups? How can you change your body shape by stretching, twisting or bending?
- Walk or skip around different shapes drawn on the concrete.
- Throw a ball in the air and describe its flight path.

Try to make the same flight path a number of times.

- Do different dance routines in clockwise and anticlockwise directions.
- [Whano whano](#) – exploring mirror image through movement

## Statistics

- Walk around the school and collect objects. Count them. Divide them into categories. Display and discuss the results.
- Gather data and display in activity graphs e.g. number of step-ups that different students can do in one minute; compare pedometer measurements.

## Algebra

- What patterns can you make by using physical activity? Try jumping, twisting, walking backwards. Work out a pattern and teach it to a partner.

## Science

- Walk around the school and find examples of weathering and erosion caused by people's actions (e.g. at popular meeting points and on tracks across banks or grassed areas). Climb a hill or explore places in the local area to observe erosion. Make a map or list of the areas and add explanations of the causes of weathering and the effects.

At the beach: find as many different types of living things as possible. Sketch these and classify them into types of living things. While the beach may seem barren at first, see what you can find under rocks or logs and by digging in the sand.

- Bounce balls from different heights. How high or low do they bounce? Why?
- Investigate the effect of different wheels on the speed of a skateboard.

### In the swimming pool

- Experiment with floating and sinking objects. Predict which objects will float and which will sink. Dive to the bottom and get the ones that sink. Use objects such as empty ice cream

containers, pieces of polystyrene, a plastic bottle filled with water, or an empty drink bottle.

## English

### Written language – writing

- Complete a physical activity such as riding a bike or scooter, shooting a goal or skipping with a partner. Then write instructions about how to do it, or explain how to do it by giving instructions.
- Writing directions. Explore ways to get from the classroom to a set place in the school such as from the classroom to the top of the fort. Write directions on how to get there and get a partner to follow the directions. Are they successful? What needs to be more clearly explained?
- Create a dance. Types of dance could include line dance, tap dance, break-dance or folk dance. Write instructions or create action cards with diagrams of the steps used to form the dance.
- Use active writing methods e.g. water/chalk on concrete.
- Use large alphabet mats to jump on or a keyboard painted on concrete for letter and sound recognition to spell words, practise letter formation etc.

### Writing relay

**Equipment:** Small blackboard or paper on a board and a piece of chalk per team.

Each team has a small blackboard or paper on a board placed 20 metres away and a piece of chalk. On a signal the teacher calls out a word or object. The first child runs and begins writing/drawing. The teacher allows five seconds then calls 'stop'. The child returns back to line and passes the chalk to the next child. They run and continue to draw/write starting from where the first child finished.

### Written language – reading

- Teacher reads most of a suitable text such as a fairy tale. Even though the end of the story may be known, work in small co-operative groups to develop a new/different ending to the story using as much physical activity as possible. Students act out their endings to the class.
- Read a book that includes lots of movement and get kids to explore and demonstrate the movements. For example

'Going on a Bear Hunt', explore going over things or under things.

- Actions to show understanding – use physical actions at appropriate times to show understanding of some language features of a text:
  - Jump on the spot five times when you come to a verb.
  - Hop on your left foot when you find a comma.
  - Clap under your legs when you come across speech marks.

Teacher's note: This activity can be done with small groups or a whole class. It may be better to do on the second reading of a piece of text when the students are more familiar with the story.

### Oral language – speaking and listening

- Action syllables. Choose some words (names are a great place to start). Think about your name and put a movement to every syllable in your name.
- For example: Adrian – stamp, jump, turn – the stamp is for 'Ad', the jump is for 'ri', and the turn is for 'an'. Each member of the group could repeat each person's name and action.
- Name exercising. This is a great game for helping to learn names. Students sit in a circle. The first student does an exercise or active movement while saying their name. Then the next person plus the first person has to repeat the first person's name and action and then do one of their own. Then the first, second and third person repeat the first and second person's names and actions and then add one of their own. The game continues until everyone has had a turn.
- Give and follow directions. In pairs, with one person blindfolded and the other giving directions. You could use directions in te reo – huri ki te taha mauī, haere ki mua etc.
- Listen to a poem or story. Identify, discuss and explore words and visual images in the text that may be expressed through movement. Create a movement sequence.

### Visual language – viewing and presenting

- Watch a ceremony or performance by,

for instance, a kapa haka group, either personally or on film. Discuss the verbal and visual features e.g. in poi performance, terms such as twirl, rhythm, traditional, modern, waiata, and melody might be appropriate. Learn a movement, song or other element used in the ceremony.

- Handwriting with large movements: in the air, on different surfaces around the classroom, outside.

## Technology

- Toys and games: what makes a good toy or game?  
Design and make a toy or game to promote physical activity.
- Sports equipment and clothing: investigate and identify the features; interview people to determine their needs; select a task and design and develop a solution.
- Participate in organising and preparing a hangi.
- Explore and develop play equipment.

## Social Studies

- School Olympics Day: work in teams, create your own flag, anthem, and learn about the country you are representing.  
  
Register to access free educational resources from the New Zealand Olympic Committee at <http://www.olympic.org.nz/education/>
- Create your own country: what is your national dance? National game?
- Play games from around the world e.g. kilikiti from Samoa, bocce from Italy, ulu maika from Hawaii and games specific to the Paralympics such as boccia and goal ball (see <https://paralympics.org.nz/>).
- Play a game such as softball, or examine a cultural dance or song and examine the roles that people have, and how they fulfil those particular roles.
- Share and participate in dances from other cultures. Encourage community members to come and join in/share their knowledge. Demonstrate and explore active features of various cultures e.g. Māori haka, Samoan sāsā, Chinese dragon dance.

- Visit a marae and participate in a pōwhiri.
- Walk to places of interest in the local community. Examine how particular groups view and use places and the environment.
- Work together to create or obtain resources for the school e.g. working bee to create a new garden, sponsored fun run to raise money for new playground area.

## The Arts

### Drama

- Use the sea as a theme. Create an environment using body shape and movement. In groups, move as creatures through the environment.
- Improvise dramas on a common play/games/sport theme e.g. scoring a goal, winning a gold medal, playing fairly.
- Mirror image. Students pair up. One performs an action and the other mirrors them as if they were in front of a full length mirror. Students could try actions such as:
  - jumping and scratching underarms like a gorilla (they could make the sound effects too!)
  - bouncing a ball and scoring a goal
  - playing the drums or air guitar
  - riding a giraffe.

Swap roles after an appropriate time.

- Taniwha, Tamariki and Tui. Class divides into two teams that face each other. There are three options:
  - Taniwha – stomp feet and make swimming actions with arms.

- Tamariki – jump and pretend to throw and catch a ball in the air.
- Tui – flap arms like wings while moving feet quickly on the spot.

Each team decides which of the three options their team will present to the other team, and faces the other team again performing their action.

At the count of three, both teams move towards one another and display the selected action to the other team. Award points to the winning team.

Taniwha wins over Tamariki, Tamariki wins over Tui, Tui wins over Taniwha. Teams can work out five 'plays' in advance, if there is time, and the winner each time takes one person from the other side. Other options could be: scissors, stone and paper, or giants, wizards and elves.

- When sharing a poem or story, add active movements, voice, and sound effects to enhance the mood. (Based on drama ideas from *The Arts in the New Zealand Curriculum*.)
- In small groups, create a drama that uses body shapes to represent weather and its qualities, with one member of the group narrating a story that describes the moods and contrasts of weather.

Explore alternative endings to a story or real-life event. In groups, role-play and share these endings, and talk about why some alternatives were preferred over others. (Based on drama ideas from *The Arts in the New Zealand Curriculum*.)

### Music

- Make a movement sequence expressing ideas arrived at from listening to a piece of music.
- Use body percussion to make sounds and music.

## Using te reo Māori

### Useful words

This is a starting point for teachers. In some tribal areas these words may be slightly different so it may be appropriate to consult with your local iwi.

Timata	Start	Āta haere	Go/walk carefully
Ki runga	Up	Hikoi	Walk
Ki raro	Down	Pekepeke	Jump
Ki mua	In front	Hitoki	Hop
Ki muri	Behind	Oma	Run
Ki roto	In	Pakipaki	Clap
Ki waho	Out	Kanikani	Dance
Ki waenganui	In the middle	Hurihuri	Turn
Haere ki te taha matau	Move to the right	Tahi, rua, toru	One, two, three,
Haere ki te taha mauī	Move to the left	Whana	Kick
Haere ki mua	Move forward	Piu	Skip
Hoki ki muri/hoki atu	Move backward	Takahi	Stamp
Haere tonu	Keep going	Tākere	Swing
Kia tere	Be quick/hurry up	Waiata-à-ringa	Action song
Taihoa	Wait	Whakakori-à-tinana	Exercise to music
Kia tau	Stop	Mahi tākaro	Games
Kia tūpato!	Warning/watch out!		
Neke atu	Move away		
Neke mai	Move to me		
Huri ki te tahamaui/matau	Turn right around to the left/right		

## Body parts

Body	Tinana
Head	Upoko
Nose	Ihu
Lips	Ngutu
Mouth	Waha
Teeth	Niho
Chin	Kauae
Throat	Korokoro
Neck	Kakà
Back	Tuarà
Chest	Uma/Poho
Stomach	Puku
Waist/hip	Hope
Backside	Nono/Whero/Tou
Arm/hand	Ringa
Elbow	Tuke
Finger	Matimati
Leg/foot	Waewae
Knee	Pona/Turi
Ankles	Rekereke
Toes	Matiwae

## Numbers

Tahi	1
kua	2
Toru	3
Whà	4
Rima	5
Ono	6
Whitu	7
Waru	8
Iwa	9
Tekau	10

## Aerobics with Māori commands

Using music with a good beat, call out an action in Māori and demonstrate. Students could then repeat and do the action. Once students have learned the vocabulary and actions they could take turns at leading the exercise.

(Based on *Te Reo Kori*, Volume 1, Ngarangi Naden, Kimihia Resources 1990.)

## Action poi story

Read a story or poem to the class e.g. a Māori legend such as How Maui Caught the Sun. On the second reading, select two pages for the students to improvise their own poi dance. Students could show their actions to others, who could copy their patterns.

## Ràpà - forming groups

Students move around a set area. Vary the way they move e.g. moon walking, side stepping. When a number is called in Māori students get into groups of that size.

## Te Ngahere - the forest

Divide the class into groups of approximately four to five students. Each group chooses a name of a New Zealand native tree e.g. kauri, rimu, tōtara, nikau, kahikatea, mātuka, ngaio.

The class forms a circle with group members spread randomly throughout the circle. One person in the circle calls the name of a tree that the group has chosen. All group members in that named tree group must change places. The centre person tries to steal a place. Whoever misses out takes the centre and calls another group's tree, all of whom must change places etc.

(Based on *Te Reo Kori*, Volume 2, Ngarangi Naden, Kimihia Resources 1991.)

## Kowhaiwhai patterns

Show students kowhaiwhai patterns and drawings. Discuss their significance and meaning. Look for common or distinct features in each drawing. Ask the students to suggest ways of moving that could emphasise the shapes and design.

Split students into groups of four to five. Give each group a copy of a kowhaiwhai pattern. Students look closely at the whole shape of the pattern, space, design, rhythm. Develop a movement pattern to reflect and emphasise the kowhaiwhai.

Try to think about:

- space – using all the space or a little
- lines – curved or straight
- flow – isolated movements or linked
- sequence – beginning, middle, end
- height – movements low and high.

Students could share their movement patterns with others.

(Based on *Te Reo Kori*, Volume 2, Ngarangi Naden, Kimihia Resources 1991.)

## Health and Physical Education

The following are a small selection of quick and easy physical activities that use little or no equipment, that could be used to explore the strands and underlying concepts of the Health and Physical Education learning area, as well as the key competencies, of The New Zealand Curriculum. Many of these activities only require 10-15 minutes.

We use some extra symbols here so that you can quickly see which suggestions may suit your class:



Games that build support, trust and caring in a group. These games are fun, involve everyone, and focus on co-operation rather than competition. Teachers and other adults can play too.



Games that do not require any equipment.

## Balloon high

**Equipment:** One balloon per student.

Each student has a balloon. On command they hit the balloons into the air. The object of the game is to keep all the balloons up for as long as possible. Students may tap any balloon to keep it up and if a balloon touches the ground, it may be picked up and tossed again. To stop the game, students stand very still and allow all the balloons to float to the ground while trying to avoid being touched by the balloons.

## Beanbag circuit

**Equipment:** One beanbag per student and 10 to 20 extra for Station Three, two buckets, markers, two to three empty milk containers with a little sand or water in them or skittles. If you don't have enough bean bags, use balled-up socks or similar.

Divide the class into five equal groups. Explain each activity. Allow students to keep their beanbags and take them from one station to the next.

Station 1: Students stand three metres away from the bucket and take turns to underarm throw the beanbag into the bucket. Distance can be reduced or increased depending on year level and ability.

Station 2: Students stand at markers set and throw and catch in order as instructed by the teacher.

Station 3: Students work in pairs to make letters or words with the beanbags on the ground.

Station 4: Students attempt to knock over milk containers filled with a little sand from three metres away.

Station 5: Students attempt to walk with the beanbag balanced on their head over a distance of 10 metres and if successful place the beanbag in the bucket at the end.

## Body co-ordination

**Equipment:** None.



Students lie on their backs, feet out and arms by their sides (not too close) and follow directions:

- Raise their right arm and left leg.
- Raise their left arm and right leg.
- Raise two arms.
- Raise two legs.
- Pat forehead with right hand and rub tummy with the left hand and vice versa.
- Make a circle in the air with the left leg.

## Chair aerobics



**Equipment:** Music and chairs.

Everyone sits in their chairs. One person starts the aerobics by making up an action. Everyone else copies the action. Working around the room the next person changes the action and everyone copies.

Use music with a good beat to encourage creative ideas and enthusiasm.

Practise sequences as a class. See if everyone can move in time to the music.

Students could work in groups of four to six and come up with their own chair aerobics sequences to music. They could share this with whānau, and with others in school or they could go on a class visit to a local retirement village and work with the elderly.

Types of actions might include:

### Arms

- Punching left/right/both arms above the head, straight in front, down to the ground (making hand into a strong fist).
- Punching alternate arms across the body (twist waist at the same time).
- Making circles with arms – forwards, backwards, slow, fast (fingers stretched).
- Arms on shoulders making circles, up and down, in and out so elbows touch.
- Holding arms out in front with straight arms, flexing fingers in and out.
- Arms on hips, twisting in chair.
- Clapping arms above head – keep arms straight.
- Clapping hands together and then on knees (make patterns).

### Legs

- Heel, toe taps – left, right, both at same time.
- Knee lift – left, right, both at same time.
- Bend and straighten left/right/both legs.
- Start with knees together and swing legs out to the side.
- Pretend to ride a bike with feet off the ground.
- Pretend to walk with feet off the ground.
- Lifting leg to cross opposite knee.



## Legs and arms

- Punching arms in the air and jogging knees at the same time.
- Arms straight – opposite arm/knee touches (great for the brain).
- Jogging moving arms and legs (fast/slow).
- Opposite arms/legs – bend and straighten, both at same time.

## Behind chair

- Get out of your chair and move around it!
- Swap chairs.
- Stand behind it and bob up and down.
- Straight side leg, back leg lifts.
- Knee lifts – see if you can lift your knee right up to the back of your chair.
- Lift opposite arm and leg to the side.
- Up onto your toes with arms up.
- Reach behind/in front, left arm, right arm, both.
- Arms on shoulders making circles.

## Crocodile, snakes and scorpions

**Equipment:** 10 to 15 hoops.



Spread hoops on the ground (depending on the size of the group). Students move freely in the set area listening for instructions from the teacher or game leader. When they call out:

- > **Crocodiles!** Students get inside a hoop (there can be more hoops than students)
- > **Snakes!** Students stop very still
- > **Scorpions!** Students jump and shake the scorpions from their bodies
- > **Go!** Students continue moving freely in the set area.

The aim of the game is to save everyone from the crocodiles by moving quickly into a hoop when 'Crocodiles!' is called and helping others to do the same. As the game continues, hoops are removed gradually, making it more difficult for students to reach safety from the crocodiles.

## Variation

Different ways of moving can be used e.g. crawling, galloping, side-stepping etc.

Possible questions

- How can we help others to save them from the 'crocodiles'?
- What are some encouraging words we can use?
- How does it feel when everyone is safe from the 'crocodiles'?

Teacher's note: Remember to use an inclusive method of choosing taggers, game leaders or groups.

(Adapted from Active Australia Schools Network.)

## Dragon



**Equipment:** None.

In groups of five to six, students get in a line with their hands on the waist of the person in front of them. The first person in the line (the head) has to try and touch the back person (the tail) while everyone keeps their hands on the person's waist in front of them. The people in the middle try to keep the head from touching the tail. At the end the tail becomes the head.

## Elbow tag



**Equipment:** None.

Split the students into three groups. One group is the taggers. The other two groups pair up by linking arms. They put their 'free' hand on their hip with their elbow bent.

The taggers have their hands on their hips and try to tag the pairs using their elbows. If they do, they latch on and the person on the other side of the pair (whose elbow wasn't tagged) becomes a tagger.

## Bumper car variation

Played in the same way as elbow tag, but the pairs are linked with one person in front of the other. The person at the back has their hands on the waist of the person in front.

The taggers tag the back of the pair by putting their hands on their waist and the person in the front becomes a tagger.

## Ultimate tag

**Equipment:** None.

This tag game is unique in that everyone is a 'tagger'. On your 'go!' everyone is trying to tag someone, while also trying to avoid being tagged. When a person is tagged they have to crouch down and watch carefully the person who tagged them. When (if) their tagger is tagged by someone else, they are free to get up and continue trying to tag someone.

The aim is to be the last tagger standing.

The difficulty of the game depends on the space/boundaries being used.



## Human letters



**Equipment:** Ropes.

Form larger groups and when the teacher calls out a simple word, students co-operate to form the word with their bodies. Co-operation is important here. Usually students work on a low level such as lying on the ground.

Challenge older students to support one another and work on other levels. By using ropes between students to join sides, they can form three-dimensional shapes.

This is a good activity to photograph to increase students' motivation and creativity. It can also be done with numbers and shapes.

## Funky basketball steps

**Equipment:** Music and a basketball for each pair or student.



### The Dude Walk

Students practise dribbling their basketball to the music using their coolest walk.

Remind students to practise using their non-preferred hand and to watch where they are going.

### It's Just Dribble

Students practise dribbling up around a partner and back, then chest pass the ball – partners repeat the movement – all in time with the music.

### Slam Dunks

Students jog around a designated area, dribbling to the music. When the music stops (or on a designated signal) students set up a slam dunk or set shot.

### High Fives

Students jog around in a designated area, dribbling. When the music stops or on a signal, they find the closest person, stand side on and facing the opposite direction to each other and do a vertical jump and give their partner a high five.

## Jump the stream

**Equipment:** Two ropes.

Lay two ropes to create an imaginary stream of water. The stream should be narrow at one end, increasing the width gradually towards the other end. Students start at the narrow end of the stream, jumping across the stream (two-foot take off, two-foot landing) and working their way to the wider end.

## Knots



**Equipment:** None.

A pair of students turns their back on the group or closes their eyes (the 'untanglers').

Everyone else stands in a circle holding hands. Without letting go they twist about and step over and under arms to make a big knot. The 'untanglers' are asked to open their eyes and untangle the others or to direct the others to untangle themselves.

