

6

Challenge Games



Challenge game skills

Challenge games are those in which players solve a particular problem or complete a challenge task. Players can either work individually or as part of a team. Challenge games provide the opportunity to focus on skills, including problem solving, managing risk, and working as a team, that are inherent to active and safe engagement in games as well as enjoying the sense of belonging and being challenged.

Challenge game skills	What this is	What it looks like – Success criteria
Fair and ethical play	It means always playing within the spirit of the game to ensure fairness, inclusion, and enjoyment for everyone involved.	<ul style="list-style-type: none"> • Players play within the rules of the game. • They resolve conflicts peacefully within the group and resist defaulting to the teacher to resolve the conflict. • They follow directions and the agreed rules for safety and play. • They show respect for their opponents, fellow players, referees, supporters, and teachers through their gamesmanship, verbal comments, and body language.
Involvement	It means being an active participant, willing to try new activities when opportunities arise and enjoying the sense of challenge they encounter.	<ul style="list-style-type: none"> • Players participate with positive attitudes. • They show willingness to try new activities and experience new things. • They are able to effectively communicate that they understand the importance of effort. • Players focus on self-improvement and personal needs. • They try to be innovative and creative in the way that they participate. • When they are fully involved, players display enjoyment, laughter, and pleasure.
Problem solving	It means that individuals and groups engage in a process in which they consider, evaluate, and solve the problems that they encounter.	<p>The group demonstrates successful problem solving, which generally involves the following steps:</p> <ol style="list-style-type: none"> 1. Defining the problem 2. Generating possible solutions 3. Selecting and trialling solutions 4. Evaluating and identifying effective solutions.
Self-direction	It means that individuals are aware of their own needs and take responsibility to achieve these.	<ul style="list-style-type: none"> • Group members are able to set and explain their own goals. • They are motivated to practise with minimal teacher prompting. • Individuals are able to work independently with others. • They use effective strategies to resist peer pressure. • They have developed and are following a plan that will enhance their wellbeing (hauora). • They are able to articulate their plan to enhance their hauora.

Challenge game skills	What this is	What it looks like – Success criteria
Safety	It means that individuals are aware and take action to decrease the possible psychological, emotional, and physical harm to themselves and others involved in an activity.	<ul style="list-style-type: none"> • The group uses equipment and space appropriately. • They play safely with others. • They are supportive, encouraging, and helpful to others. • They keep themselves physically, socially, and emotionally safe. • They show respect and use the ACC Sportsmart principles towards people, equipment, facilities, and the environment. • They are able to identify the difference between real and perceived risk.
Caring and helping others	It means having the ability to go beyond oneself to provide help, leadership, and encouragement to others also engaged in an activity.	<ul style="list-style-type: none"> • Players recognise and are attentive to the needs and participation of others. • They demonstrate compassion and empathy for others. • They contribute as members of a team or group. • They take initiative to lead others to achieve success.

Some of the games in the challenge and cooperative games categories could be interchanged, depending on your teaching focus. For example, in challenge games you might focus on problem solving, whereas in cooperative games you could be focusing on group work, active listening, and/or assertiveness.

Challenge games	Page
6.1 Bucketball Bucketball challenges children to imagine that they need to get essential survival equipment back from a deep divide or crevasse. It is a great game for helping children to understand that there may be different solutions to movement problems. It encourages creative thinking, experimentation, and teamwork. Guided discovery	148
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6.4 Traffic Jam A game of strategy and thinking where 2–4 teams need to use logic and sequencing to effectively exchange places and navigate the pattern and the bumps. Problem solving	154

<p>6.5 Four Circle Ball</p> <p>The game is like Four Square with a twist. In this game, you can shift your hoop after each hit to add an extra dimension and challenge to playing.</p> <p>Strategy and tactics</p>	156
<p>6.6 Parkour Pairs</p> <p>This game challenges children to see their environment in new ways and to be creative in how they navigate it by moving around, across, through, over, and under its features.</p> <p>Parkour</p>	158
<p>6.7 Gymnastic Softball</p> <p>This is a fun team game that combines gymnastics with softball. The challenge is to strategise when and why to move a base with how to move and stop safely on gymnastics equipment.</p> <p>Risk</p>	160
<p>6.8 Michael's vs Magic's</p> <p>The challenge in this game is being able to catch or evade a partner while dribbling a ball. It is a low-stakes, fun game that is easy to set up and play. It encourages involvement and helps develop social inclusion in an enjoyable way.</p> <p>Social cohesion</p>	162
<p>6.9 Whano Whano</p> <p>Whano Whano is a fun challenge game where children jump into positions with their feet and try to outwit their opponent to score points. Whano Whano was traditionally used by Māori to train for leg strength and to predict an opponent's movements for defence.</p> <p>Fun</p>	164
<p>6.10 Pass the Pulse</p> <p>This fun challenge game can be played with any number of children using either their hands or their feet to direct the game.</p> <p>Alertness</p>	166

6.1 Bucketball

Bucketball challenges children to imagine that they need to get essential survival equipment back from a deep divide or crevasse. It is a great game for helping children to understand that there may be different solutions to movement problems. It encourages creative thinking, experimentation, and teamwork.



EQUIPMENT

For each group of 3–4:



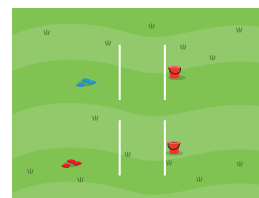
Distance markers - cones



Bucket (1)



Bean bags (4)



LEARNING FOCUS

This game focuses on the idea that there can be different solutions to a problem. Encourage children to invent and explore as many different solutions as they can devise for solving the problem. To do this, focus on problem solving, brainstorming, testing ideas, and exploring alternatives.

SET UP AND PLAY

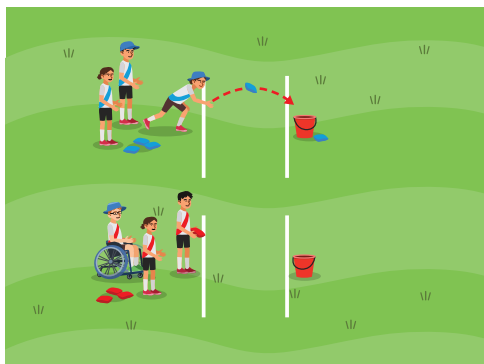
Set up:

- Divide the children into groups of two or three.
- Define the playing area by marking two lines 1–2 metres apart. One line will be the near side of the crevasse, the other the far side. (Don't place the lines too far apart because many of the solutions require the children to jump across the crevasse).
- Place a bucket on the far side of the crevasse and the bean bags on the near side.
- Give each group 3–5 bean bags or balls to get into the bucket.

Play:

- Outline the problem that the children need to solve: "Without falling into it the crevasse, get all the bean bags or balls into the bucket on your side of the crevasse." (*Posing the problem like this allows for different solutions that don't always involve throwing.*)
- The game begins from behind the near side.
- Children can jump between the two lines as part of their problem solving.
- The players are only allowed on the sides of the crevasse and can't stand in the middle.
- The idea is to come up with a number of different solutions to this movement problem.
- Once they have solutions, they can pick their best and trial it against the other teams.

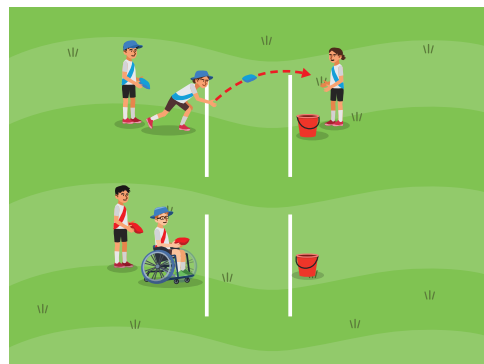
PROGRESSIONS Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



Step One:

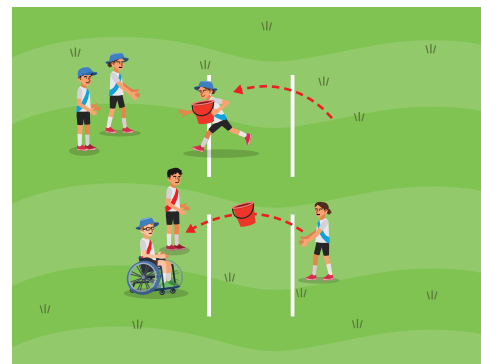
Allow plenty of time for teams to find different solutions to the movement problem.

1. Throw the bean bags into the bucket across the jumping distance to land in the bucket.
2. Send a good jumper to the far side, who throws the bean bags into the bucket. They jump back with the full bucket.



Step Two:

Then get each team to show their solution. There will be a number of solutions. Then ask the debrief questions.



Step Three:

There are more solutions to this game.

3. Send a good jumper to the far side, throw them the bean bags to land in the bucket. They throw the full bucket back and then jump back to the starting area.
4. Send a good jumper to the far side, throw them the bean bags to place in the bucket. They jump back with the full bucket back and then jump back to the starting area.

LEARNING QUESTIONS

- What was your initial strategy to solve this movement problem?
- Did you plan that, or did it just happen that way?
- How many other strategies did you try to solve this movement problem? Overall which was your group's most effective strategy? Why?
- What did you learn about solving movement problems in different ways from watching the other group's strategies?

REFLECTION

After the activity, can the children:

- demonstrate a number of different solutions to this movement problem?
- explain the strategy they used to come up with their first solution?
- decide which solution shared by the groups was the most effective and explain why that was?
- relate this activity to exploring a number of different ways to solve movement problems posed by games?
- explain the value of exploring a number of different ways to solve problems posed in any context?



Guided discovery

Guided discovery is a teaching approach that involves setting a problem and encouraging children to discover solutions using inquiry and experimentation. The emphasis for the teacher or coach is on setting movement problems and guiding children through questions and prompts to solve the problem. Some problems have only one solution, while others can have many effective solutions. Problems that can be solved with different solutions help stimulate creativity and produce carefully considered decision making. Solving movement problems involves exploration using teamwork and the individual strengths of each member of the team.

Some guidelines for using guided discovery include:

1. Set problems that require creativity, inquiry, and experimentation.
2. Resist the urge to provide the answer and instead prompt the children to problem-solve.
3. Encourage children not to accept the first solution but to experiment and find more.
4. Remember that diversity brings intelligence to a group. Have mixed groups that combine their strengths and views.
5. Share and discuss their different solutions and decide on the best ones.

Refer to introduction page 9 for information on guided discovery.

6.2 Push 'n' Pull

This is a fun challenge where children try to push or pull their partner in an enjoyable competition. It can be a good introductory activity as well as an opportunity to teach about working with a partner, responsibility, and mutual respect.



EQUIPMENT



Cones



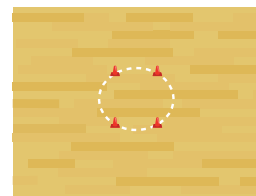
Large balls



Hockey stick



Mats (one each per group)



LEARNING FOCUS

This game focuses on enabling close contact (touching, feeling, sensing) with another person to teach about:

- *care and risk*: trust and responsibility, choice, playing safely
- *movement mechanics*: exploring concepts such as force, stability, balance, and strength
- *body awareness*: feeling, sensing, and moving in relation to someone else.

SET UP AND PLAY

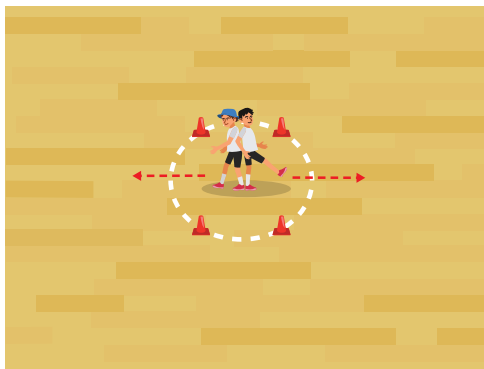
Set up:

- Emphasise that the goals are taking care of each other and doing each other no harm.
- Divide the children into pairs of equal physical size and strength.
- Define the 'dojo' or playing area with cones. It may be a circle or square.
- Have different equipment on hand to change the nature of the challenge when needed.

Play:

- The players stand inside the circle or square (on the dojo). The objective is for each player to force their partner out of the dojo by either pushing or pulling them.
- Emphasise the importance of taking care of your partner.
- Players must stay in contact with each other during the challenge. Do not break the contact.
- Vary the challenge. This can be done by getting each player to push on a ball, pull on a stick, push while back-to-back, or pull while hopping.

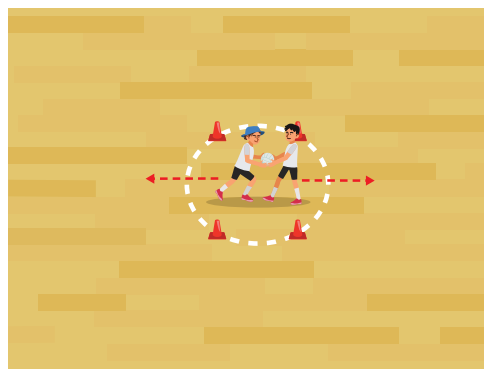
PROGRESSIONS *Using the following progressions, think about simplifying, shaping, focusing, and enhancing.*



Step One:

Start by outlining the need to play safely and responsibly. Emphasise the need to take care of your partner and do no harm.

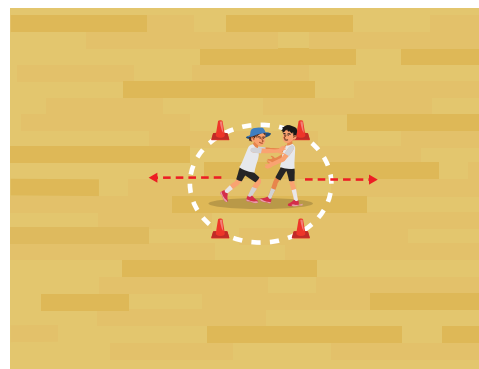
Children begin with some simple pushing activity. They go back to back and try to push the opponent out of the playing area.



Step Two:

An alternative is the challenge of trying to pull the partner over a line. Introduce a ball or bat as the object each is pulling on.

Once again, point out the risks and ask how these should be managed.



Step Three:

Variations can increase the complexity and difficulty of the task. For example, having children hop on one leg, or using different types of equipment to push and pull on.



CONCEPT CLINIC

Twist, toss, and tumble play

Play involving the physical contact of pushing, pulling, and wrestling is a very normal part of childhood. It is important to the emotional, physical, perceptual and ethical development of children. Often there is a fear that it will get out of hand and lead to fighting or someone getting hurt. However, fighting is more a sign of behavioural or relationship issues, whereas twist, toss, and tumble play is a normal aspect of the physical contact of pleasurable play. The objective in twist, toss, and tumble play is to engage in physical contact involving pushing and pulling one another in a safe environment with agreed rules so no one gets hurt. All children can benefit from well-structured twist, toss, and tumble games. Key learning outcomes include the development of:

1. Awareness and embodied understanding of concepts like boundaries, force, stability, pressure, balance, leverage, and weight
2. Movement coordination, agility, strength, and power
3. Confidence, self-esteem, and understanding of individual limitations
4. Cooperation, sensitivity, responsibility, fair play and communication skills
5. Tactical options and exploiting the movements of opponents, sensing opportunity
6. Fun and enjoyment of movement.

LEARNING QUESTIONS

- What rules did you and your partner agree on so that the game was fair, safe, and enjoyable for both of you?
- How did you feel about the nature of the physical contact in this game? Did you enjoy the game? Why or why not?
- Was pushing or pulling a more effective way to get your partner off the dojo?
- What did you learn about leverage and unbalancing your partner?
- What strategies did you use to force your partner off the dojo?
- What do you understand as the difference between strength and power?

REFLECTION

After the activity, can the children:

- negotiate and agree on safe rules and practices to make the activity enjoyable and successful for both partners?
- understand and explain the threshold between enjoyable twist, toss, and tumble wrestling and fighting?
- explain the emotions they experienced playing this game?
- identify the physical and perceptual cues required to be successful at this game?

Did the game reflect any gender differences? Can you see how this game could be used to talk about and break down gender stereotypes rather than reinforce them?

6.3 Points and Patches

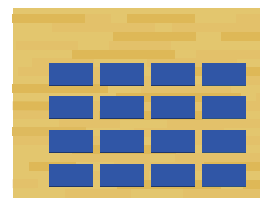
This is a challenge game that encourages exploration of different ways to balance. It can be an introductory activity to other games or to other movement skills.



EQUIPMENT



Gymnastic mats (15–20)



LEARNING FOCUS

Points and Patches encourages children to explore how to balance in different ways using different body parts. The focus here is for children to experience holding a position by:

- balancing on different parts of their bodies (narrow body parts and flat body parts)
- creatively exploring movement (twisting, curling, stretching)
- performing on the ground as well as on equipment – as static holds combined with other actions (roll and hold a balance).

SET UP AND PLAY

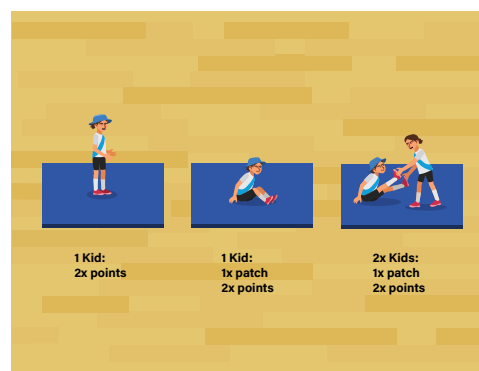
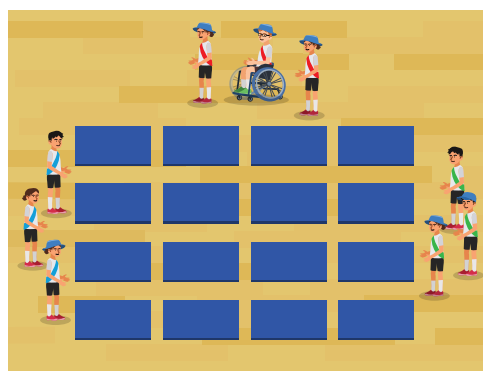
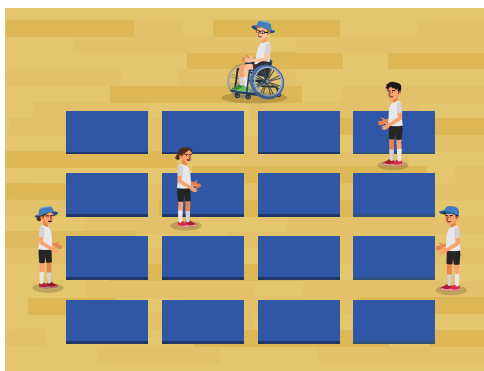
Set up:

- Lay out the mats to help define the activity space.
- Explain that patches are large body parts to balance on (e.g., back, stomach) and points are small body parts to balance on (feet, elbows, hands).

Play:

- Start by having the children walk around the mats without touching them.
- The teacher then calls out a balance challenge, e.g., one patch and three points.
- Children move to the closest mat and hold a balance that matches the challenge.

PROGRESSIONS Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



Step One:

Begin by having children walk around the mats. The teacher calls out a challenge, and the children move to the closest mat and hold the balance. After a few seconds, ask the children to walk again and call out a new challenge.

Step Two:

Have a set of cards that list a range of Points and Patches challenges. Working in pairs, the children collect one card and take it to a mat. The children then work their way through the different challenges, sometimes working by themselves and sometimes as a pair. Once finished, they can exchange the card for a new one.

Step Three:

Using the cards, have the children work in pairs or groups of three to create as many solutions as possible to each of the balance challenges. From the list of possible solutions, get them to work out how to flow or transition from one balance to the next. They can then perform this for the teacher or class.

LEARNING QUESTIONS

- When were you most creative in this activity, and why do you think that was?
- Why is balance important when you are active?
- What do you do to make yourself more stable in different positions?
- What spatial information do you use to sense where your body parts are in space?
- Can you think of three games or sports that you enjoy where balance is important?
- Why is balance important in movement?
- Can you be balanced and in motion at the same time? What is this called? (Dynamic balance)

REFLECTION

After the activity, can the children:

- balance on different body parts (narrow body parts and flat body parts)?
- creatively explore movement (balancing, twisting, curling, stretching)?
- perform balances on the ground as well as on equipment – as static holds combined with other actions (roll and hold a balance)?
- Show an improvement in the way they balance?
- Explain games and activities where balance, both dynamic and static, play an important part and why this is?



Balance

Balance is a core attribute to all foundational movement. It is a kinaesthetic awareness, or the ability to know where your body parts are in three-dimensional space. Balance is required for every movement we make. When we walk, run, bike or swim, having good balance is core to performing each activity.

Some of the important factors involved in developing balance include:

1. *Body awareness:* sensing where your body parts and limbs are oriented in space and how this affects your movement and stability.
2. *Coordination:* involves having the entire body working efficiently together in harmony. It is about having control so that you don't stumble or fall.
3. *Stability:* involves understanding how posture and body position can provide strength and stability to movement. Concepts important here include knowing how to lower your centre of mass and to widen the base of support to improve stability.

6.4 Traffic Jam

Traffic Jam presents a problem that is a real challenge to solve. It requires the whole team to problem-solve how to effectively exchange places, navigate the pattern, and find the solution.



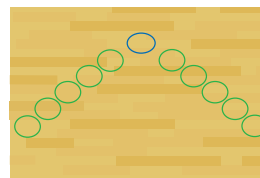
EQUIPMENT



Hoops (20) or rubber circles
or circles drawn with chalk



Bean bags (10 each of 2 colours)



LEARNING FOCUS

The focus in this game is on working collaboratively to solve a novel problem. As there is one key solution to this problem, it requires children to experiment with sequencing (correct ordering of movement) to solve the problem through a variety of increasingly more complex progressions.

SET UP AND PLAY

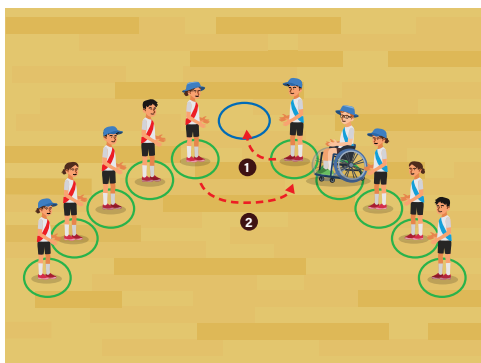
Set up:

- The playing area can be either indoors or outdoors.
- Divide into two teams of 5–10 children.
- Arrange hoops or use chalk-drawn circles, as in the diagram, for the number of children in the teams.
- Place the bean bags from one team in the hoops at one end. Place the other team's bean bags in the hoops at the other end. Leave the middle hoop free.

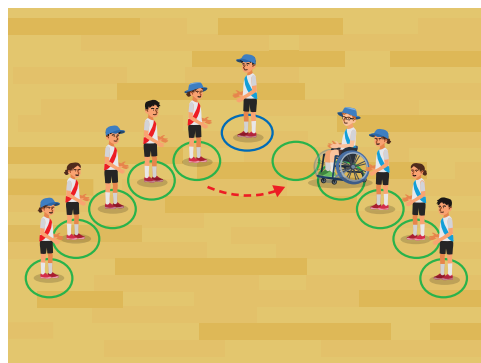
Play:

- The challenge is to get the bean bags of the same colour to the other end by moving a bean bag forward into an empty hoop. The bean bags cannot be moved backwards or sit in an occupied hoop.
- Teams take turns to move the bean bags. If they get stuck, the other team resets the bags and takes over.
- Only one person can move a bean bag at a time into an empty hoop.
- The solution depends on finding the correct pattern for moving the bean bags.

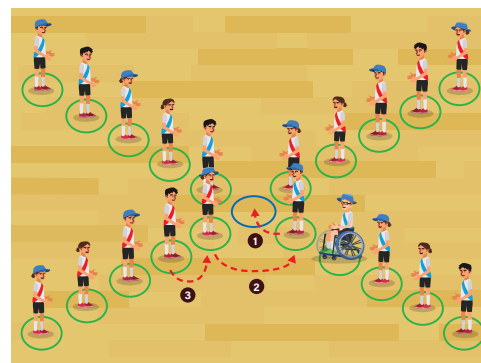
PROGRESSIONS Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



Step One:
Start by outlining the challenge and rules. Allow the children time to problem-solve and work out the solution. Don't set it up as a race. Rather, encourage discussion and collaborative problem solving.



Step Two:
Replace the bean bags with players standing in the hoops. Arrange the hoops at 90 degrees so that both teams, and especially the children at the end of the teams, can see each other.
After a couple of attempts, suggest that the children rearrange their teams to give the children at the back the opportunity to play at the front of the teams.



Step Three:
Increase the difficulty by adding more hoops, bean bags, and/or players. This new arrangement still needs one empty hoop in the middle, and again take turns with only one person moving or moving one bean bag at any one time.

LEARNING QUESTIONS

- What were the strengths and weaknesses of how your group collaborated to solve Traffic Jam?
- Did you solve this as a team? Was everyone listened to, or did one or two people dominate the problem solving?
- What could be done differently or more effectively in your group next time?
- What cooperative teamwork qualities did you demonstrate in the activity?
- What is the solution to this problem?
- Did you find the solution by trial and error, or did you work it out?
- Could you repeat the solution if you were asked to do this again?

REFLECTION

After the activity, can the children:

- problem-solve as a team by engaging in a process in which they consider, evaluate, and solve the movement problem they encountered?
- work effectively as a group and evaluate their group-work skills?
- demonstrate that they understand and have learned the sequence by repeating the solution the next day or week?



Problem solving

Being able to solve problems is a part of everyday life. Children learning how to solve problems by themselves or as part of a group is one of the key outcomes in challenge games. The goal is to resist giving up or getting frustrated when they encounter a challenge and instead learning to manage their emotions, think creatively, and persist until they find a solution.

Problems can be very complex, so it helps to have a good process to solve them. It's useful to have children follow and reflect on the four basic steps to solving a problem:

1. *Define the problem:* Take a moment to understand the problem and what is expected in this situation. Is the problem open-ended (many possible solutions) or closed (only one solution is possible)?
2. *Generate solutions:* Look at the issue from different perspectives, 'thinking outside the box', using creativity, and brainstorming ideas.
3. *Select and trial:* Identify possible solutions and implement them to test their feasibility.
4. *Evaluate:* Narrow the possible solutions down to a list of probable solutions. The important concept here is to encourage multiple solutions rather than just seek single solutions.

6.5 Four Circle Ball

This game is like Four Square with a twist. In this game you can shift your hoop after each hit to add an extra dimension and challenge to playing.



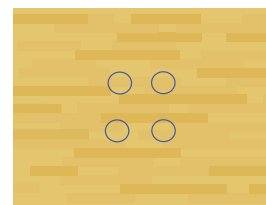
EQUIPMENT



Hoops (4)



Balls (1 per group)



LEARNING FOCUS

The focus of Four Circle Ball can be on several things. It is a game that helps develop strategic play, as well as encouraging tactical hitting and moving of the hoop. At the same time, it is also a game that teaches children to work collaboratively in order to referee themselves and play fairly.

SET UP AND PLAY

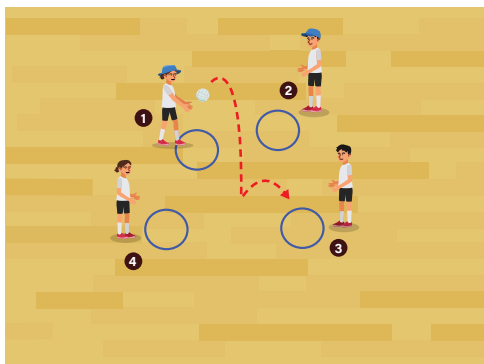
Set up:

- Groups of 4, each standing behind a hoop
- Label hoops from 1–4.
- Each group has one ball.

Play:

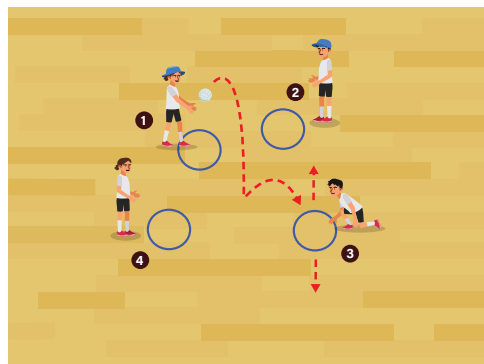
- Start each point with the hoops arranged in a circle and touching.
- Players hit the ball into another hoop with their hands until it bounces outside a hoop. Losing player moves to hoop 1 and everyone moves up one hoop.
- After each hit, the player can shift their hoop before the next person hits the ball. This is important because it makes scoring too difficult if people are allowed to shift their hoop after the ball is hit.
- After the play finishes, restart by bringing the hoops back to the middle and touching again.

PROGRESSIONS Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



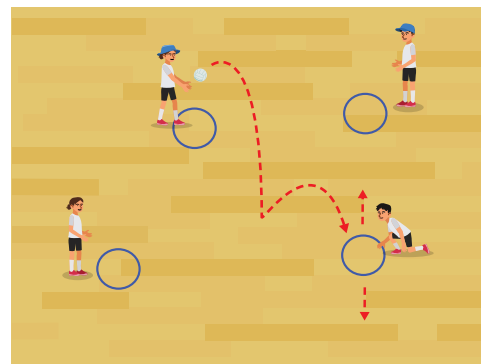
Step One:

Start by playing Four Circle Ball with the four hoops. Number the hoops 1–4, and the objective is to move up to hoop 4 and stay there. After each play, the losing player moves to hoop 1 and the others move up one hoop. This will help players understand the nature of the game. Check to see if the children know the rules and strategies.



Step Two:

Modify the game by introducing the rule that players can shift their hoops immediately after they hit the ball. They can move the hoop backwards or sideways. After each point, start again by having all the hoops back in the middle and touching.



Step Three:

Challenge the group to see how far apart they can get their hoops. This transforms the game from a competitive game into a cooperative game. Ask the children to think about what things they can do to help their team-mates to be more successful with their hits.

LEARNING QUESTIONS

- What strategy did you develop to get to hoop 4? Was it successful? Why or why not?
- What tactics can you identify that other group members are using in the game?
- How did your group develop a plan to play this game successfully and fairly?
- Were there any disagreements that the group needed to resolve?
- Are there any rules that your group changed during play? How did they improve the game?
- Which form of the game – competitive (steps one and two) or cooperative (step three) – did you enjoy most? Why was that?

REFLECTION

After the activity, can the children:

- understand how having a strategy relates to having a game plan for playing?
- understand and explain the relationship between having good strategies and using effective tactics to be successful?
- explain the strategy and tactics they used and saw others use to be successful in this game?
- identify the next steps in their learning (around understanding strategy, tactics, playing fairly so everyone enjoys the game, or moving to successfully catch and throw) for playing Four Circle Ball type games?
- understand and demonstrate how to negotiate rule changes to make the game a cooperative challenge instead of a competitive game?



Strategy and tactics

The terms ‘strategy’ and ‘tactics’ apply to working effectively in many areas of life. Strategy is an overarching plan or set of goals. Tactics are the specific actions or steps you undertake to accomplish your strategy. Both reduce the effects of chance and increase the effectiveness of your actions.

Playing games provides an excellent opportunity for children to think about how using strategy and tactics can improve their success. When a new game is introduced, develop children’s tactical awareness through questioning and reflecting on ‘what works’. By understanding the tactical options, children can begin to build team strategy.

Good strategy requires players to focus on a goal and anticipate obstacles to reaching that goal. Strategy involves:

1. a plan that is designed to coordinate your own actions in order to maximise your strengths and take advantage of your opponent’s weaknesses
2. a sequence that outlines the series of tactics that achieve the desired result. Tactics can also be employed to confuse, mislead or distract an opponent
3. a perspective that reflects a mindset regarding actions that lead to a distinct way of behaving.

6.6 Parkour Pairs

This game challenges children to see their environment in new ways and to be creative in how they navigate it by moving around, across, through, over, and under its features.



EQUIPMENT



Mats



Cones



LEARNING FOCUS

The focus is about encouraging children to see the potential of moving in a known environment in creative, aesthetic, and agile ways. Some of the movements that can be explored include:

- vaulting over obstacles
- jumping and landing safely
- hanging and swinging.

The focus can also be on the difference between real and perceived risk, including the basics of safety management, involvement, problem solving, self-direction and caring for others.

SET UP AND PLAY

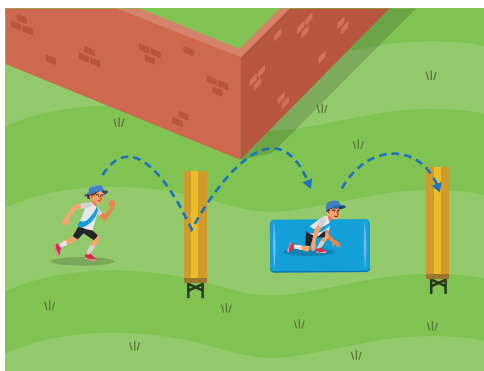
Set up:

- Divide children into pairs of equal physical size and strength.
- Choose an area that provides opportunities for children to interact with the built and natural environment. This may be the school playground, hall, or gymnasium.

Play:

- Explore the environment by finding different ways to navigate it by moving around, across, through, over, and under its features.
- One partner becomes the tracer, who invents and leads a movement. The partner then becomes the disciple, who copies and follows the tracer's actions.
- This game is not about speed or playing tag. Rather, encourage creativity and exploration of movement and the environment.
- Emphasise that the goals are taking care of each other and doing no harm to themselves or the environment.

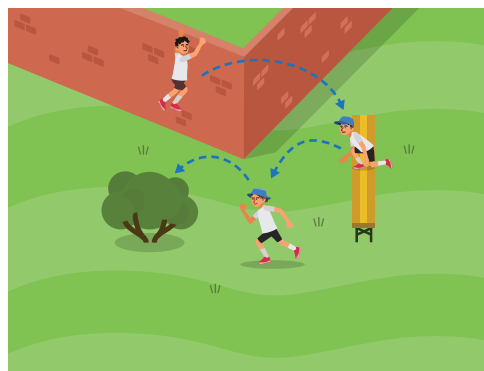
PROGRESSIONS Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



Step One:

Start by setting up a low-obstacle environment to navigate.

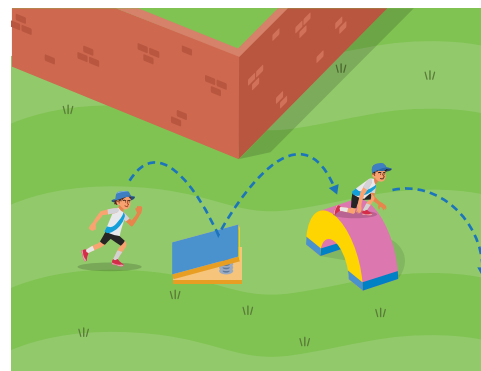
Encourage children to explore moving over the equipment, concentrating on learning what their bodies can do, learning to move with balance and control, and learning how to land safely from low heights.



Step Two:

Explore the local environment, looking for interesting features and obstacles.

Set the challenge of navigating an obstacle in different ways. Explore ways of moving such as jumping, rolling, hanging, vaulting, and springing.



Step Three:

Variations can increase the complexity and difficulty of the movements being performed. For example, have the pairs develop a sequence of movements. They could also explore the aesthetics of the movement. They can be challenged to assist others or be assisted by others to experience new movements.

LEARNING QUESTIONS:

- What is the parkour course that you and your partner have planned?
- What are the most novel, adventurous, or creative ways of moving that you tried?
- Were the activities that you included in your course challenging enough?
- What did you learn about performing movements from your course?
- What would you need to consider about safety to take others around your course?
- If you were to play Parkour again, what would you change and keep the same in your course?

REFLECTION

After the activity, can the children:

- plan a safe Parkour course around the playing area that challenges and excites them?
- consider and share safety and challenges on their course?
- participate in pairs around a Parkour course in the school grounds?
- perform the movements required in their course design, such as jump, swing, and, roll and land safely?
- understand the difference between real and perceived risks on the courses they have designed?
- show enjoyment and exhilaration from this type of movement challenge?

Did you notice any stereotypical behaviours in the way that different children participated that could be addressed through discussion and/or in future lessons?



Parkour

Parkour is a way of moving that involves seeing one's environment in a new way, and navigating it by moving around, across, through, over and under its features. Parkour is about blending the agility involved in climbing, jumping, running, and balancing with creative freedom, expression, and challenge to overcome obstacles to movement. It improves physical fitness, social skills, creativity, and resilience. It is an open-ended activity that allows for experimentation and individual expression.

Many locations provide the opportunity to practise parkour because the natural and built environment include many interesting obstacles to play on and with. These could be natural elements, such as rocks or trees, or man-made features, such as low walls or sturdy furniture. Initial lessons may involve creating the environment that allows opportunities for climbing, jumping, swinging, rolling, and running. Risk-taking is a big part of parkour's appeal, and it's also healthy for children. So in addition to encouraging agile and creative movement, parkour also provides an opportunity for children to learn some basics, like how to jump, swing, land, roll, and fall safely.

6.7 Gymnastic Softball

This is a fun team game that combines gymnastics with softball. The challenge is to strategise when and why to move a base with how to move and stop safely on gymnastics equipment.



EQUIPMENT



Benches (2)



Box top



Mini trampoline



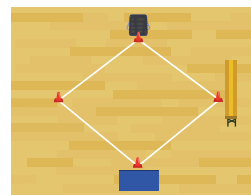
Mats



Cone



Tennis balls (3)



LEARNING FOCUS

In this game, children will be moving over and on equipment. While the game is fun, it provides an opportunity to focus on moving with speed while staying safe. Therefore, it is important to allow the children to explore the set-up of the gymnastic equipment and bases in their own time. Discuss aspects of landing and moving safely around the equipment and identify the risks involved that the children need to plan for.

SET UP AND PLAY

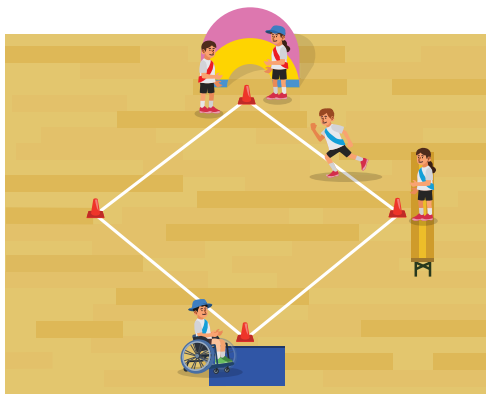
Set up:

- Set up a 4-base diamond using different equipment for bases to jump on.
- Put safety mats around each piece of equipment.
- Have 2 teams – batting and fielding, with 3 balls.

Play:

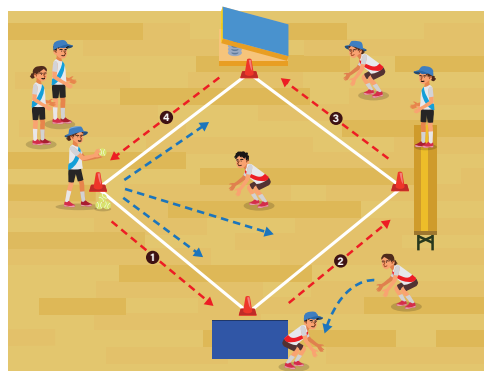
- The fielding team spreads out in the playing area.
- The first batter throws the 3 balls from home base and runs to the bases.
- Fielders retrieve the balls and throw them to the pitcher, who calls “Stop”.
- If runners are not on a base when the pitcher calls “stop”, they are out and return to the back of the line.
- The next batter takes their turn.
- Runners are safe on a base and must get to home base to score a run.
- After 5 outs, the teams swap over.

PROGRESSIONS Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



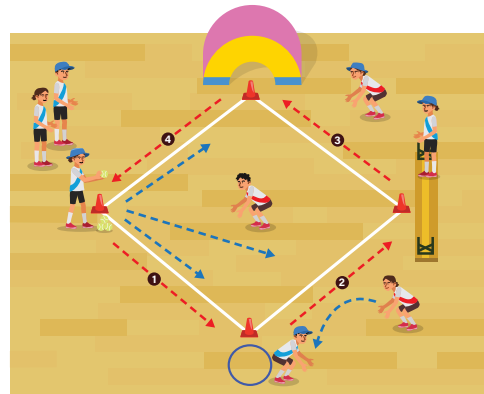
Step One:

Allow the children to move around and explore the set-up of the gymnastic equipment and bases in their own time. Discuss aspects of landing and moving safely around the equipment. Players return to the base that they were on.



Step Two:

Allow as many batters on each base as needed. Children return to the base that they were on for the second innings.



Step Three:

Encourage the children to design different layouts of the game and to develop possible rule changes.

LEARNING QUESTIONS

- What should the class and your teacher check to ensure that the gymnastic equipment is safe to use for this game?
- What criteria did you use to select and set up each base in a safe way?
- Could you move around the bases on the equipment safely?
- Is there anything in the set-up or rules that you would change?
- What are the three questions that you should always ask yourself before playing this game?
- Can you give an example of another game or activity where you could use these three questions to decide if it is safe for you to participate?

REFLECTION

After the activity, can the children:

- land and move safely around the equipment?
- identify any risks posed by the game and develop a plan to reduce these to a safe level?
- know and use the two-step process and three questions they should ask themselves to make safe decisions about moving around gymnastic equipment to play this game?
- make a decision to be able to participate safely in this game?
- give examples of where they could apply the two-step process to other risk-taking behaviours?



Risk

Teachers and coaches have an obligation to provide safe learning environments that are free from physical, social, emotional, and cultural harm. At the same time, children need to learn how to keep themselves safe in a variety of different situations. Children need to have the opportunity to take risks, make mistakes, and grow developmentally from those experiences. As they grow older, they need to learn to take responsibility for recognising hazards, evaluating consequences, and making choices about how to appropriately engage with or avoid the hazard.

The two-step “Could I, Should I” strategy helps children think about risk and risk-taking behaviour by asking:

1. “What COULD go wrong?” and “How COULD you stop that from happening?” This helps children to recognise and evaluate hazards.

Based on the answers to these questions, you then ask them to ask themselves:

2. “Should I?” This places the responsibility for keeping safe on the participant and helps them develop the skills to manage and mitigate the risks involved.

For further information, refer to SNZ’s resource safeguarding children resource <https://sportnz.org.nz/integrity/> and /or ACC Sportsmart Principles www.accsportsmart.co.nz

6.8 Michael's vs Magic's

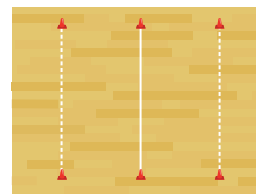
The challenge in this game is being able to catch or evade a partner while dribbling a ball. It is a low-stakes, fun game that is easy to set up and play. It encourages involvement and helps develop **social inclusion** in an enjoyable way.



EQUIPMENT



Basketballs (1 per player)



LEARNING FOCUS

The focus in this game is on encouraging children to be involved in a simple activity that is fun and allows multiple opportunities to interact with a partner.

Focus children on:

- what makes this game fun to play for everyone
- being involved and social inclusion
- listening, anticipating, and being agile.

SET UP AND PLAY

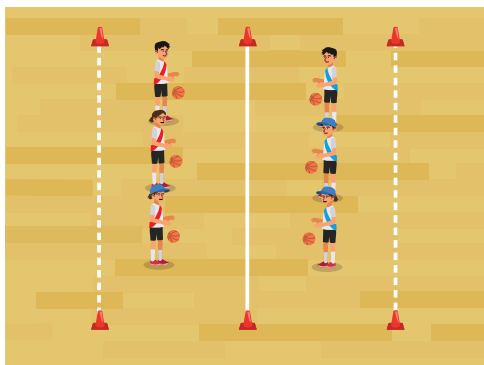
Set up:

- Use a hard surface area where balls can bounce.
- Create two small teams on either side of a line.
- Each team has a safe line at a distance from the centre line.
- Each child has a ball that bounces.
- One team is the Michael's (Jordan) and the other team is the Magic's (Johnson).

Play:

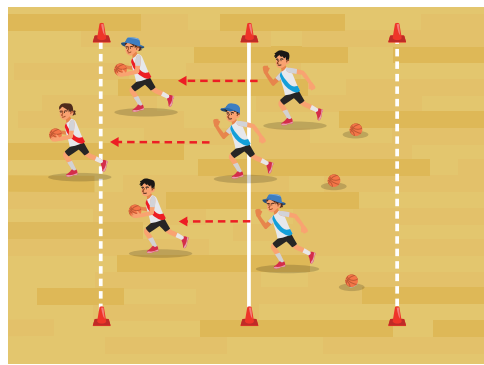
- Players dribble the ball around the area on their side of the line.
- The teacher calls out either "Michael's" or "Magic's"
- If the call is "Michael's", all of the players in that team pick up their ball and run with it over the safe line before they are tagged by the Magic's.
- On the call of Michael's, the Magic's drop their ball and try to tag the Michael's before they get over their safety line. The opposite happens for a call of Magic's.
- When a player is caught, they join the opposing team.
- The game continues until one side has no more players.

PROGRESSIONS Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



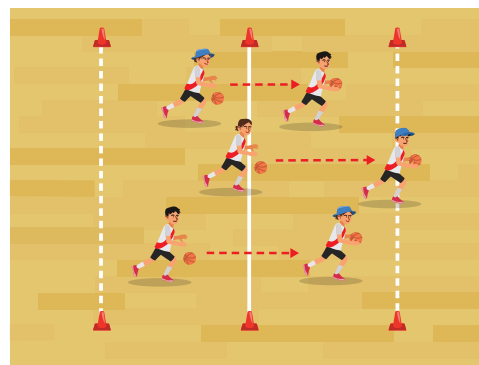
Step One:

Allow two-handed bouncing and progress to one-handed dribbling even if the children are mostly stationary. The child who loses control of their ball makes the call of either Michael's or Magic's.



Step Two:

Progress to moving and dribbling before dropping the ball to chase. Align players with a partner in the opposite team that they have to chase. Change partners every couple of rounds of the game by asking the Michael's to move one position along the line.



Step Three:

Progress to chasers having to chase while still dribbling the ball. Restart the game each time by having the players move one place along the line to match up with someone new.

LEARNING QUESTIONS

- What makes this game fun to play for everyone?
- Did you enjoy interacting with lots of different partners in this game, or would you prefer to stay with the same partner? Why?
- Did you change the way you interacted with different partners in the game?
- Can a game be both competitive and enjoyable? Why or why not?
- Were there any rules that your team would suggest changing to make the game more enjoyable for everyone to play?
- Did you feel that you belonged to your team?
- What strategies were you trying to evade the taggers and keep your ball under control at the same time?

REFLECTION

After the activity, can the children:

- express enjoyment and fun while playing this game?
- show an increased sense of belonging in the class from working with multiple classmates?
- show bonding with children that they haven't previously worked with?
- suggest ways to make this game fairer and more enjoyable for all to play?
- suggest other ways or other games they could play to increase a sense of belonging in the class?



Involvement

Social cohesion is more than encouraging children to get on with each other in cooperative activities. It is a collective understanding, developed, demonstrated, and valued by a group with shared social behaviours around fairness, inclusion, and belonging. Social cohesion develops when children feel a sense of belonging and group bonding. They share a sense of responsibility and commitment towards common goals that are positive for the group and wider society. Those common goals generally include inclusive, empathetic behaviours, where individuals share collective ways of acting.

Games can provide authentic contexts to build social cohesion. Fairness and ethical play build children's shared loyalties and commitment to collective goals. Fairness and equity do not mean that games should exclude competition. Competition is good for children as long as the rules and play are socially just and inclusive. Both competitive and cooperative games can provide contexts for children to experience fun and joy, and a sense of belonging. Teachers and coaches should avoid elimination games, use strategies that make teams fair and equitable, and set games up to develop social bonding through enjoyment and fulfilment.

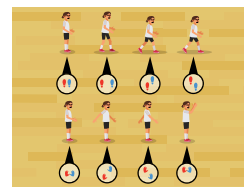
6.9 Whano Whano

Whano Whano is a fun challenge game where children jump into positions with their feet and try to outwit their opponent to score points. Whano Whano was traditionally used by Māori to train for leg strength and to predict an opponent's movements for defence.



EQUIPMENT

No equipment required



LEARNING FOCUS

The focus is on children having fun as they learn more about Māori culture and why Māori traditionally used games like this. Whano Whano is an authentic context to *appreciate and use te reo Māori*:

- whano – a verb meaning ‘to begin, proceed’
- counting in te reo Māori.

SET UP AND PLAY

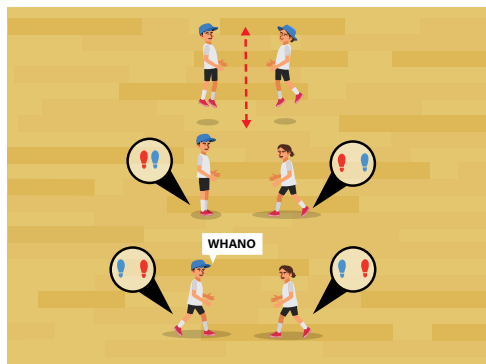
Set up:

- Children work in pairs and stand opposite each other.

Play:

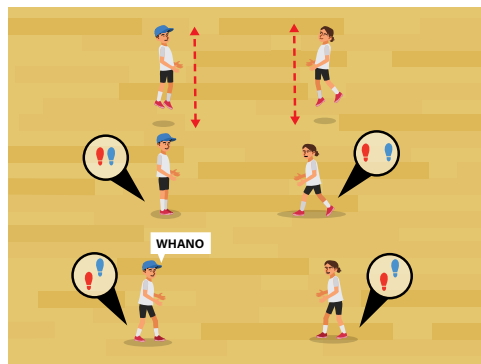
- One partner calls, “Whano” and they both jump into the air and land in one of four feet positions.
- Positions include: Feet apart or together, right or left foot forward.
- If both players’ feet land in the same position, the first player to call “Hī” wins the point.
- If a player calls “Hī” but the feet do not match, their partner gets the point.
- If players both call “Hī” at the same time, the loudest caller wins the point.
- Children should be encouraged to jump as high as possible and perform leg movements in the air to give them more time to read their partner’s landing position.

PROGRESSIONS Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



Step One:

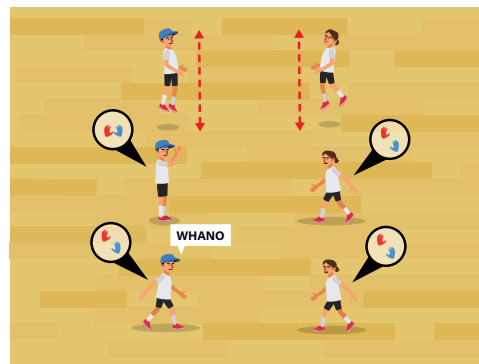
With younger children, start with just two of the feet positions. Then practise the other two before combining them in the game.



Step Two:

Play with the four feet positions. Use te reo Māori:

- tahi – one
- rua – two
- toru – three
- whā – four



Step Three:

Include two to four hand positions as well as the feet positions.

LEARNING QUESTIONS

- What was the traditional purpose of this game for Māori?
- Do you think it was also a fun game for Māori?
- What made this game enjoyable, pleasurable, and/or amusing for you?
- Why is fun an important aspect of your hauora/wellbeing?
- What other activities do you really enjoy and have fun in? Why is that?

REFLECTION

After the activity, can the children:

- demonstrate fun and pleasure in challenge activities such as Whano Whano?
- explain how having fun enhances their hauora?
- use te reo Māori words for counting and calling?
- tell you the games that they really enjoy and why that is?

Are these games that you regularly use? Are they mostly competitive or cooperative activities? What does that tell you about the children's interests?



Fun

Fun is both an end in itself and an important component of undertaking any learning activity. Playing to have fun is a great objective and an important aspect of why children play. In other words, it is quite OK to let children play and have fun.

Fun is an intrinsic sense of enjoyment, pleasure, and amusement. It is linked to happiness, laughter, and positive health outcomes. However, adults often contrast fun with the concept of hard work and achievement. It is important to remember that fun is not the opposite of hard work and that finding ways to make any activity fun can actually enhance levels of achievement.

Ensuring that games are fun will help to:

- keep children actively engaged, participating, and willing to persist at an activity
- make learning easier since it is being driven by enjoyment and interest
- expand learning through encouraging collaborative activity, creativity, and problem solving
- improve children's health by reducing stress, affirming a sense of self, building friendships and social skills, and encouraging more physical activity
- enhance social cohesion by building closer bonds, trust and friendships.

6.10 Pass the Pulse

This fun challenge game can be played with any number of children, using either their hands or their feet to direct the game.



EQUIPMENT

No equipment required



LEARNING FOCUS

This game provides an attention and coordination challenge as individuals have to focus on lifting their hands to stay in sync with the pattern.

Focus the children on:

- identifying the relevant performance cues and ignoring the distraction of irrelevant information
- reading the playing environment and responding accordingly to coordinate effective movement actions
- keeping their attention focused throughout the game
- reading the pattern and anticipating their turn playing tactically.

SET UP AND PLAY

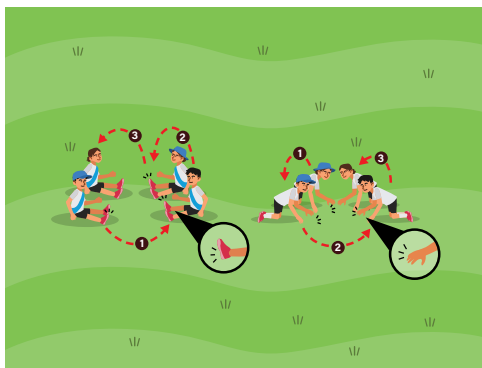
Set up:

- 5–10 children form a circle on their hands and knees.
- Children put their left hand over the next player's right hand so their hands are crossed in the circle.

Play:

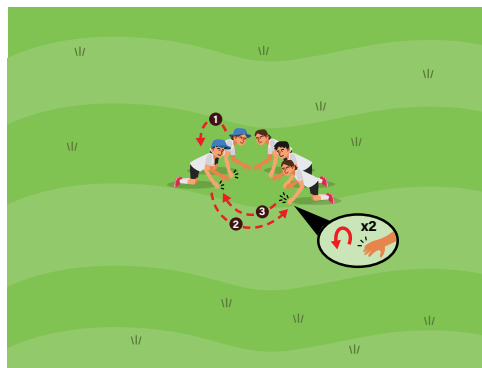
- Start the pattern clockwise by tapping one hand once on the ground.
- Players tap the ground with the appropriate hands in order, even though it won't be each of their hands one after the other.
- To go anti-clockwise – a player taps their hand twice when their turn comes.
- If a player mis-taps, they take that hand out of the circle and start the pattern again with their other hand.
- When both hands are out, the player forms a new circle and once others join them, starts a new game.
- Eventually there will only be one person left in the original circle.
- Change places and start a new game.

PROGRESSIONS Using the following progressions, think about simplifying, shaping, focusing, and enhancing.



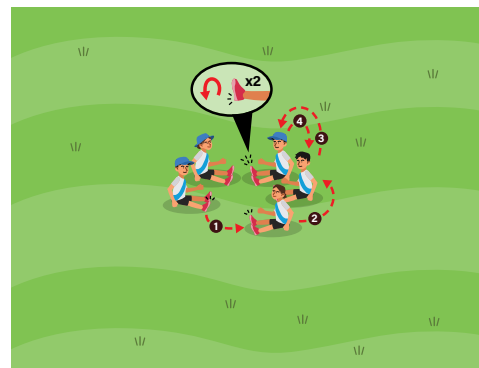
Step One:

Simplify for younger children by playing with hands uncrossed and the pattern going in one direction only. Shape by playing with hands crossed in one direction only. Play the game using feet only – again uncrossed for younger children.



Step Two:

Play the game on hands and knees, using both hands. Have the pattern able to go in both directions. One tap means that the pattern goes clockwise, and two taps means the pattern goes in the other direction. Speed up the pattern up.



Step Three:

Play the game sitting in a circle but use feet instead of hands to pass the pulse around the circle. Increase the speed of the game.

LEARNING QUESTIONS

- What were the important cues to concentrate on to play this game?
- What did you and the group do to focus on these?
- What distractions, if any, did you experience that made it hard to keep the pattern going?
- How could you give feedback to the group to improve the number of hand taps you can achieve as a group in this activity?
- Was the group focused and engaged in the activity? Did this improve your ability to keep the game going?
- How does being focused and attentive improve your ability to keep the pattern going?

REFLECTION

After the activity, can the children:

- focus their attention on performance cues that are important to the task?
- filter out distractions to perform the task at a high level?
- improve their attention and focusing skills with subsequent attempts at the task?
- sustain appropriate levels of alertness in this game?
- work collaboratively to participate in this movement task?
- provide constructive feedback when evaluating the group's performance and speak up when they have suggestions about how to improve the functioning of the team?



Alertness

Alertness is the state of active attention and being aware of one's surroundings. Being alert is essential to learning and performance. As children move or get involved in an activity, they must be able to attend to relevant information and ignore things that may distract their focus of attention. Moving skilfully involves learning to search and utilise key information sources in the environment. With experience and practice, children learn to attend to and concentrate on the things that matter. They then coordinate effective actions and movement solutions. Children who can sustain appropriate levels of alertness are characterised as being attentive, motivated, or fully engaged in learning activities, when practising a skill, solving a problem, collaborating with peers, or supporting others.

Some strategies to develop and strengthen children's alertness include:

1. Create interesting, challenging activities that are matched to the children's abilities and arouse curiosity.
2. Provide choice so that children can undertake activities they are interested in and can take responsibility for.
3. Guide children to explore and discover relevant information for informing movement actions.
4. Limit distractions and unnecessary sources of information that may divide the child's attention.