



# Active Insight: Evidence in Action

## Tip #288



## Reducing Waiting Time

### Overview

Reducing waiting time in Years F–6 supports students to participate actively and apply movement skills consistently. Minimising inactivity improves engagement, learning time, and wellbeing. Efficient lesson design ensures students remain involved, confident, and developing skills through continuous and meaningful physical activity across varied and structured learning environments. Purposeful organisation, active rotations, and clear routines also help maximise participation opportunities and maintain student motivation throughout movement learning and play.

### Key Teaching Ideas

Structure lessons to maximise activity and minimise waiting. Use small groups and multiple stations. Avoid long queues. Maintain quick transitions, supporting continuous participation and helping students remain engaged while developing skills and confidence in active learning environments. Use efficient organisation and purposeful task design to keep all students involved, motivated, and applying movement skills throughout the lesson.

### Practical Application

- Use station-based setups ensuring multiple students are active simultaneously always
- Implement small-sided games reducing waiting and increasing engagement opportunities
- Provide parallel activities keeping all students involved in meaningful tasks
- Use quick rotations maintaining flow and consistent activity throughout lessons
- Design continuous play formats minimising downtime and supporting engagement levels

### Next Steps

Plan lessons to reduce inactivity. [Game Sense](#) formats support continuous engagement and ensure students remain active throughout learning experiences effectively.

*The Game Sense model is informed by [Teaching Games for Understanding](#) (Bunker & Thorpe, 1982), the [Game Sense approach](#) (Light, 2013), and contemporary skill acquisition research including ecological dynamics (Davids & Renshaw).*

