



Active Insight: Evidence in Action

Tip #297



Creative Equipment Use

Overview

Creative equipment use in Years 3–6 supports students to apply movement skills in varied contexts. This enhances engagement, problem-solving, and confidence. Flexible use of resources maximises learning opportunities and supports wellbeing through dynamic, inclusive, and meaningful physical activity opportunities. Exploring different ways to use familiar equipment also encourages creativity, adaptability, and active participation while helping students transfer skills across a range of lesson contexts.

Key Teaching Ideas

Encourage students to explore different uses for equipment. Design activities that promote creativity and adaptability. Align tasks with learning goals. Support inclusive participation, enabling students to engage, experiment, and develop movement skills in diverse and engaging ways. Use collaborative challenges and flexible task design to encourage problem-solving, build confidence, and help students apply skills across varied lesson contexts.

Practical Application

- Use hoops as targets or zones supporting varied skill applications
- Use cones to design games and creative movement challenges effectively
- Use balls for multiple skill tasks enhancing coordination and engagement
- Create equipment circuits supporting varied movement and skill development opportunities
- Encourage student-designed activities promoting creativity and ownership in learning

Next Steps

Encourage creative thinking in lessons. [Game Sense](#) and [Fundamental Movement Skill](#) approaches support exploration, engagement, and meaningful skill development through varied equipment use.

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).

The Fundamental Movement Skills approach is informed by foundational motor development research (Gallahue & Ozmun, 2006), contemporary physical education pedagogy (Graham et al., 2013), and the Australian Sports Commission's emphasis on developing movement competence and confidence through fundamental movement skills as a foundation for lifelong physical activity and sport participation.

