



Move Smart: Patterns in Play



Description: Teaches students to recognise and apply movement patterns while playing games with simple rules.

Curriculum Focus Area: Game Sense (GS)

Learning Intention	To identify and repeat simple movement patterns.
Success Criteria	I can follow and repeat a movement pattern in a group. I can create and perform a new movement pattern with my group.
Assessment Focus	Observing how students recognize and repeat movement patterns in activities.
Australian Curriculum V9 Achievement Standard & Content Description	Students perform fundamental movement skills and apply movement concepts in different movement situations. Practise fundamental movement skills and apply movement concepts in a variety of movement situations (AC9HP2M01)

Timing	Activity and Games	Equipment	Focus Question
Unofficial Start			
0-5 min	Follow My Pattern – Partner creates a movement pattern for students to follow (e.g., hop, skip, jump).	None	How do you remember a movement pattern?
Lesson Objectives			
5-10 min	Learning Intention and Success Criteria		
Minor Game			
10-20 min	Copy Cat Game: Students mimic a leader's movements to enhance focus and coordination.	None	How do you match your partner's pattern?
Major Games			
20-35 min	Pattern Relay Race: Teams complete a relay following a specific movement pattern.	Cones, markers	How can we move in patterns as a team?
35-50 min	Shape Movements Game: Players move in patterns or shapes designated by the leader.	Cones, ropes	How can we form patterns with shapes and movements?
Reflection			
50-60 min	Discuss how patterns make movements easier.		
Safety	Ensure proper space for safe movement. Use visual aids for clarity if needed.		

FOLLOW MY PATTERN

Theme focus: Pattern recognition, following instructions



1. Students work in pairs, with one partner taking the role of the leader and the other as the follower.
2. The leader creates a movement pattern, such as clapping, hopping, or spinning in a specific sequence, and performs it for their partner.
3. The follower carefully observes and then attempts to replicate the exact movement pattern as accurately as possible.
4. Partners switch roles after a few turns, ensuring that each student gets the opportunity to be both the leader and the follower.
5. This activity promotes coordination, memory, active listening, and teamwork while encouraging students to create and follow movement sequences.



QUESTIONS

- What moves did you choose?
- How did you remember the pattern?
- What made the pattern challenging?
- How did you stay in sync?



EQUIPMENT

No equipment needed for this activity.



MODIFY IT

Make it Easier:

Simplify the task by using fewer movements.

Make it Harder:

Increase difficulty by adding more complex or varied movements.



SAFETY

Clear space, avoid collisions.

STEP AND CLAP PATTERNS

Theme focus: Rhythm and movement



1. Students stand together in a group and listen to a steady beat played by the teacher (claps, drum, or recorded sound).
2. Players begin moving by stepping in rhythm, clapping, or skipping to the beat, following a basic pattern.
3. The teacher gradually changes the rhythm, and students must adjust their movements accordingly, listening carefully and responding in sync.
4. Encourage full-body engagement, balance, and coordination as students follow the beat while keeping movements controlled.
5. The challenge is for the entire group to stay in sync while following the changing rhythm, developing rhythm awareness and movement coordination.

QUESTIONS

- How can we keep a steady beat?
- What helped you match your movements to the rhythm?
- How did you adjust to a faster or slower beat?
- What was the hardest part of keeping the beat?

EQUIPMENT

Music or drum

MODIFY IT

Make it Easier:

Start with slow, simple rhythms.

Make it Harder:

Increase speed or add new movement patterns.

SAFETY

Ensure space for safe movement.

PATTERN RELAY RACE

Theme focus: Memory and Movement Patterns



HOW TO PLAY



1. Teams line up and prepare to complete a relay race following a specific movement pattern.
2. Each player performs a sequence of movements such as hopping, skipping, or jumping before tagging the next teammate.
3. If a player makes a mistake in the sequence, they restart their turn before passing the relay.
4. Teammates support and help each other remember the pattern.
5. The focus is on teamwork, rhythm, and movement coordination rather than speed.



QUESTIONS

- What was the movement pattern?
- How did you remember the pattern?
- Which part was the trickiest?
- How did your team complete the pattern?



EQUIPMENT

12 cones (for marking relay lanes), 1 whistle, 6-8 floor markers (for movement patterns).



MODIFY IT

Make it Easier:

Use simpler patterns or fewer steps.

Make it Harder:

Use more complex patterns or add steps.



SAFETY

Ensure enough space for movement.

SHAPE MOVEMENTS GAME

Theme focus: Movement patterns and spatial awareness



HOW TO PLAY



1. Arrange cones, ropes, or markers in specific patterns like zigzags, spirals, or letter shapes.
2. Call out shapes, letters, or patterns, and students must follow the designated paths.
3. Add movement variations such as walking, skipping, hopping, or crawling to increase difficulty.
4. Challenge students to memorize and complete multiple shape paths in a row.
5. The activity enhances agility, coordination, and directional awareness while keeping students engaged.



QUESTIONS

- What shape did you follow?
- How did you stay on the path?
- What was the hardest pattern to follow?
- How did you keep up with the group?



MODIFY IT

Make it Easier:

Use simpler patterns like straight lines.

Make it Harder:

Use complex patterns like spirals.



EQUIPMENT

10-12 cones, 4-6 ropes (each 3-5 metres long), chalk (optional for drawing patterns).



SAFETY

Ensure pathways are clear and avoid sharp objects.

Learning Intention	To learn and apply simple rules while playing games.
Success Criteria	I can explain and follow the rules of a group game. I can explain how rules help games work fairly.
Assessment Focus	Observing how students apply rules and demonstrate fairness during games.
Australian Curriculum V9 Achievement Standard & Content Description	Students demonstrate inclusive and fair behaviours. Follow rules, share equipment and apply inclusive practices when participating in physical activities (AC9HP2M04)

Timing	Activity and Games	Equipment	Focus Question
Unofficial Start			
0-5 min	Stop and Go – Students freeze or move based on a whistle or signal.	Whistle, markers	Why is it important to follow the rules?
Lesson Objectives			
5-10 min	Learning Intention and Success Criteria		
Minor Game			
10-20 min	Colour Zones Game: Players move to zones based on a designated color cue.	Coloured mats	How do zones help us play by the rules?
Major Games			
20-35 min	Rules Tag: Players follow evolving rules while tagging and avoiding tags.	Bibs, cones	How do rules make tag more fun for everyone?
35-50 min	Ball Pass Challenge: Teams pass a ball around while completing specific tasks.	Balls, cones	Why is it important to take turns during games?
Reflection			
50-60 min	Share thoughts on following rules.		
Safety	Monitor student interactions to ensure rules are understood and followed.		

STOP AND GO

Theme focus: Reaction time, listening skills



1. Students begin by standing in a designated starting area, waiting for the teacher to give the first command.
2. When the teacher says “Go,” students move around the play area in any manner they choose, such as running, skipping, or hopping.
3. As soon as the teacher calls out “Stop,” all students must immediately freeze in place and remain still without moving.
4. Anyone who does not stop in time must step out for one round or complete a short task before rejoining the game.
5. This activity improves reaction time, self-control, spatial awareness, and the ability to quickly respond to auditory cues.

QUESTIONS

- What helps you stop quickly?
- Did you move at the right time?
- How did you time your stops?
- What was difficult about stopping?

EQUIPMENT

One whistle for signaling starts, stops, and other cues during activities.

MODIFY IT

Make it Easier:

Allow students to move at a slower, more manageable pace.

Make it Harder:

Introduce directional changes to make the activity more challenging.

SAFETY

Ensure a clear area for movement.

RHYTHM RELAY

Theme focus: Rhythm and coordination



1. Students are divided into relay teams, and each player holds a small prop, such as a ribbon, scarf, or ball.
2. The first player moves through a relay course while swinging, bouncing, or waving the prop in time with a beat played by the teacher.
3. Players must adjust their movement and timing as the rhythm speeds up or slows down, staying coordinated.
4. Once the first player completes the course, they pass their prop to the next teammate, who repeats the sequence.
5. The challenge is to maintain rhythm and coordination throughout the relay, ensuring smooth transitions and accurate movements.

QUESTIONS

- How can props show rhythm and flow?
- What movement helped you stay in rhythm?
- How did the rhythm change the way you moved?
- What was challenging about using props?

EQUIPMENT

Ribbons or lightweight balls

MODIFY IT

Make it Easier:

Allow simple movements and slow rhythms.

Make it Harder:

Increase tempo or add more complex movements.

SAFETY

Ensure clear space for movement.

RULES TAG

Theme focus: Agility and Rule Adaptation



HOW TO PLAY



1. Players engage in a tagging game where the rules change throughout the game.
2. The instructor calls out new movement rules, such as "You can only hop," "You must skip," or "Only sideways steps allowed."
3. Players must adapt quickly to the new rules while avoiding being tagged.
4. If tagged, players freeze in place until a teammate unfreezes them with a tap.
5. The game continues until all players have had a chance to participate in different roles, emphasizing movement creativity.



QUESTIONS

- How did you follow the new rules?
- Which rule was the hardest to follow?
- How did you avoid being tagged?
- How did you adapt to the new rules?



EQUIPMENT

10-12 coloured bibs, 10 cones for marking zones, 1 whistle.



MODIFY IT

Make it Easier:

Use fewer or simpler rules.

Make it Harder:

Add more frequent or complex rule changes.



SAFETY

Ensure clear boundaries and rules.

BALL PASS CHALLENGE

Theme focus: Teamwork and coordination



HOW TO PLAY



1. Students form teams and stand in a circle or line while passing a ball to each other.
2. Each player must complete a task (e.g., clapping, spinning, or jumping) before passing the ball.
3. Increase the difficulty by requiring two actions before passing, such as clapping twice and spinning.
4. Time each round and award points based on successful, quick, and accurate passes.
5. Rotate player positions regularly to ensure equal participation and improve reflexes and coordination.



QUESTIONS

- How did you pass the ball?
- What was the hardest task?
- How did your team work together?
- How did you improve your passing?



EQUIPMENT

4-6 balls (size appropriate for students), 10 cones (to mark positions and boundaries).



MODIFY IT

Make it Easier:

Allow simpler tasks between passes.

Make it Harder:

Add complex tasks like jumping or spinning.



SAFETY

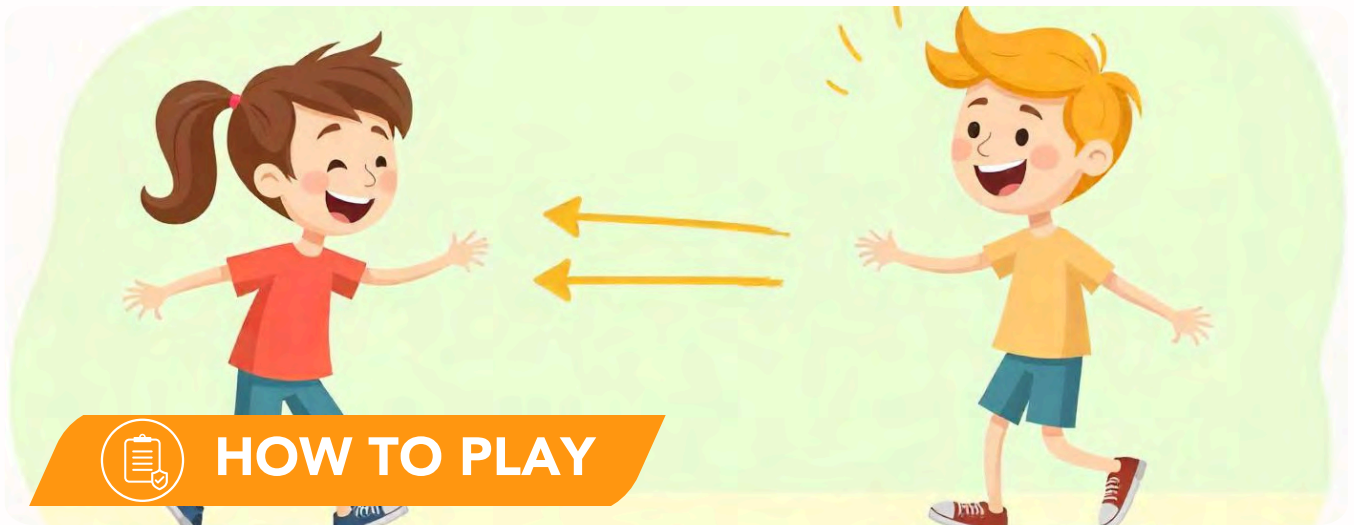
Ensure players pass safely and stay aware of surroundings.

Learning Intention	To recognize movement directions and patterns on a court.
Success Criteria	I can move in different directions based on a signal or pattern. I can react quickly to changing movement signals.
Assessment Focus	Observing how students adjust their movements based on directions and patterns.
Australian Curriculum V9 Achievement Standard & Content Description	Students perform fundamental movement skills and apply movement concepts in different movement situations. Practise fundamental movement skills and apply movement concepts in a variety of movement situations (AC9HP2M01)

Timing	Activity and Games	Equipment	Focus Question
Unofficial Start			
0-5 min	Directional Warm-Up – Students move forward, backward, and sideways based on teacher cues.	Cones	What helps you change directions quickly?
Lesson Objectives			
5-10 min	Learning Intention and Success Criteria		
Minor Game			
10-20 min	Obstacle Path: Players navigate a course with obstacles to develop agility and problem-solving.	Cones, ropes	How do patterns help you complete the path?
Major Games			
20-35 min	Zigzag Tag: Players chase and tag others while navigating a zigzag path.	Cones, bibs	How do zigzag patterns make the game challenging?
35-50 min	Pattern Dodge Game: Players avoid being tagged while following a specific movement pattern.	Soft balls, cones	How do patterns help you avoid obstacles?
Reflection			
50-60 min	Reflect on the fun of changing directions.		
Safety	Ensure clear pathways and proper supervision to avoid collisions.		

DIRECTIONAL WARM-UP

Theme focus: Agility, spatial awareness, listening skills



1. Students begin standing in an open space where they have enough room to move freely in different directions.
2. The teacher calls out movement directions such as "forward," "backward," "left," or "right," and students must immediately follow the instruction.
3. The activity continues with increasing speed, requiring students to quickly change directions and adjust their movements.
4. To add more complexity, the teacher can introduce obstacles that students must navigate around while responding to directional cues.
5. This activity helps improve agility, reaction speed, spatial awareness, and listening skills while keeping students engaged in dynamic movement.

QUESTIONS

- What direction are you going?
- How did you stay balanced?
- What helped you avoid falling?
- How did you change direction smoothly?



EQUIPMENT

No equipment needed for this activity.

MODIFY IT

Make it Easier:

Give fewer directions to reduce confusion.

Make it Harder:

Increase difficulty by adding quick directional changes or obstacles.



SAFETY

Ensure clear space and no obstacles.

EMOTION WALKS

Theme focus: Expressing emotions through movement



1. Students begin moving around the play area by walking, skipping, or dancing in their own creative ways.
2. The teacher calls out an emotion (e.g., happy, tired, excited, angry), and students must immediately change their movement style to match.
3. Players use their whole body to exaggerate the emotion—happiness may involve jumping and smiling, while sadness may include slow, slumped movements.
4. Encourage students to observe their classmates' body language and discuss how emotions are expressed through movement.
5. The game continues as the teacher calls out different emotions, allowing students to explore a variety of expressive movements and reflect on how body language conveys feelings.



QUESTIONS

- How does our body show feelings?
- What emotion was easiest to show?
- How did your face change with each feeling?
- How did others' movements help you understand emotions?



EQUIPMENT

None



MODIFY IT

Make it Easier:

Provide examples before starting.

Make it Harder:

Call out emotions faster for quick reactions.



SAFETY

Ensure players have space to move freely.

ZIGZAG TAG

Theme focus: Agility and Dodging



HOW TO PLAY



1. Players follow a zigzag path marked by cones while trying to evade the tagger.
2. Tagged players must freeze in place until a teammate frees them by tagging them back in.
3. The zigzag path encourages quick direction changes, agility, and awareness.
4. The game continues for a set time, allowing players to rotate roles frequently.
5. Everyone is encouraged to practice quick movements and dodging techniques in a fun and supportive environment.



QUESTIONS

- How did you move through the zigzag path?
- How did you avoid being tagged?
- What was your strategy for tagging others?
- How did you work with others?



EQUIPMENT

12-15 cones (for marking zigzag paths), 8-10 bibs, 1 whistle.



MODIFY IT

Make it Easier:

Widen the zigzag path.

Make it Harder:

Narrow the path or add more zigzags.



SAFETY

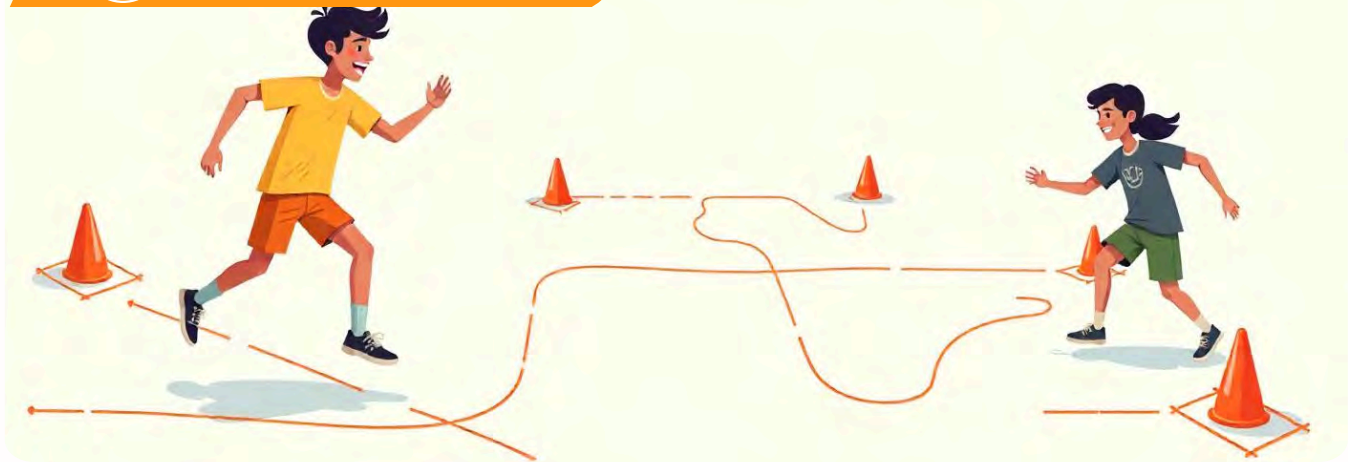
Ensure clear and safe running space.

PATTERN DODGE GAME

Theme focus: Agility and evasive movement



HOW TO PLAY



1. Students follow a movement pattern such as zigzagging, weaving, or circling while moving.
2. A tagger holding a soft ball attempts to tag students while they follow the designated path.
3. Encourage students to use quick dodging techniques like sudden stops, sharp turns, or crouching.
4. Switch taggers frequently so multiple students have a chance to be both chasers and dodgers.
5. The game enhances agility, reaction speed, and movement coordination in an interactive way.



QUESTIONS

- How did you avoid being tagged?
- What pattern did you follow?
- How did you change direction quickly?
- How did you improve your dodging?



EQUIPMENT

4-6 soft balls (foam), 10-12 cones (for marking paths).



MODIFY IT

Make it Easier:

Use slower movements and simpler patterns.

Make it Harder:

Increase speed and complexity of patterns.



SAFETY

Ensure tagging is gentle and space is clear of hazards.

Learning Intention	To combine movement patterns and rules in team games.
Success Criteria	I can work with my team to complete movement patterns in a game. I can cooperate with my team to create a sequence of movements.
Assessment Focus	Observing how students combine patterns and rules while cooperating in a group.
Australian Curriculum V9 Achievement Standard & Content Description	Students perform fundamental movement skills and apply movement concepts in different movement situations. Practise fundamental movement skills and apply movement concepts in a variety of movement situations (AC9HP2M01)

Timing	Activity and Games	Equipment	Focus Question
Unofficial Start			
0-5 min	Bounce Movement Chain – Each student adds a bounce movement to the pattern, creating a chain.	None	How can we remember the whole chain?
Lesson Objectives			
5-10 min	Learning Intention and Success Criteria		
Minor Game			
10-20 min	Relay Pattern Race: Teams complete a relay following a specific movement pattern.	Cones, beanbags	How can teams perform patterns faster together?
Major Games			
20-35 min	Team Treasure Path: Teams follow a marked path to collect treasures and complete challenges.	Cones, markers	How do patterns help us collect treasure faster?
35-50 min	Pattern Challenge Game: Players follow a series of movements or actions to complete a challenge.	Ropes, balls	How do patterns make games more fun?
Reflection			
50-60 min	Discuss team success and pattern strategies.		
Safety	Mark boundaries and ensure clear instructions for games to prevent confusion.		

BOUNCE MOVEMENT CHAIN

Theme focus: Ball control, memory, teamwork



1. The first student in the group starts by performing a simple bounce movement, such as bouncing a ball once and catching it.
2. The next student in the sequence repeats the original movement and then adds a new bouncing variation, such as bouncing twice or adding a spin before catching.
3. Each student continues the pattern by repeating the previous movements in order before adding their own unique variation to the sequence.
4. If a student forgets a part of the movement chain or performs the pattern incorrectly, they must restart their turn before continuing.
5. This activity builds coordination, memory, sequencing skills, and teamwork while encouraging creativity in movement exploration.



QUESTIONS

- What movement did you add?
- How do you remember the chain?
- How did you decide what to add?
- What helped you stay in sequence?



EQUIPMENT

6-10 small balls (10-15 cm/4-6 inches) for throwing and catching.



MODIFY IT

Make it Easier:

Use fewer movements to simplify the task.

Make it Harder:

Challenge students with longer movement sequences.



SAFETY

Ensure enough space for bouncing.

DANCE RELAY

Theme focus: Creativity and teamwork



1. Teams stand in a circle and decide the order in which they will take turns. Each player must be prepared to watch, remember, and perform dance movements when it's their turn.
2. The first player begins by performing a dance move, such as a jump, spin, or arm wave, for the rest of the group to see.
3. The next player in line must repeat the previous move and add a new movement to the sequence, making it progressively longer.
4. The sequence continues as each player repeats all the previous moves and adds their own, requiring concentration and memory.
5. Once all players have contributed to the routine, the entire team performs the full sequence together, trying to stay in sync and maintain the rhythm.



QUESTIONS

- How do we share ideas for a routine?
- What helped you remember the moves?
- How did you work with your team to create a routine?
- What was the most challenging part?



EQUIPMENT

Music player, props



MODIFY IT

Make it Easier:

Start with simple movements.

Make it Harder:

Increase the number of moves in the routine.



SAFETY

Ensure space for safe dancing.

TEAM TREASURE PATH

Theme focus: Strategy and Teamwork



HOW TO PLAY



1. Teams follow a marked path to collect hidden treasures such as beanbags or tokens.
2. Along the way, they complete physical challenges, like jumping over hurdles or balancing on one foot.
3. Players work together to decide the best strategy to collect all treasures efficiently.
4. Once all treasures are collected, teams reflect on how they collaborated and supported each other.
5. The focus is on teamwork, problem-solving, and completing the activity together.



QUESTIONS

- How did you collect the treasures?
- How did your team plan the route?
- What was the hardest challenge?
- How did teamwork help you win?



EQUIPMENT

20-30 small objects (beanbags, tokens), 12 cones for marking paths, 4-6 buckets.



MODIFY IT

Make it Easier:

Simplify the path or challenges.

Make it Harder:

Add more obstacles or challenges.



SAFETY

Ensure safe pathways and clear instructions.

PATTERN CHALLENGE GAME

Theme focus: Memory and movement sequences



HOW TO PLAY



1. A leader calls out a sequence of movements such as jumping, clapping, and spinning.
2. Students must follow the sequence in order, starting with a short pattern and adding more moves each round.
3. Teams work together to memorize and perform the full movement sequence correctly.
4. Introduce a time limit to add difficulty, requiring students to complete the sequence quickly and accurately.
5. The team that follows the sequence perfectly and in the fastest time is the most successful, reinforcing memory, coordination, and teamwork.



QUESTIONS

- What movements did you perform?
- How did you remember the sequence?
- Which movement was hardest to do?
- How did your team stay in sync?



MODIFY IT

Make it Easier:

Use shorter and simpler sequences.

Make it Harder:

Increase the number of movements in the sequence.



EQUIPMENT

4 ropes (3-5 metres each), 4-6 balls (various sizes).



SAFETY

Ensure enough space for movement and avoid collisions.

Unit Assessment Rubric

Criteria	Emerging (1)	Developing (2)	Proficient (3)	Extending (4)
Movement Patterns	Identifies simple patterns.	Follows and repeats movement patterns with improving accuracy.	Applies movement patterns in structured play.	Creates and adapts patterns for various contexts.
Rules Application	Begins to understand rules.	Follows rules with growing consistency.	Accurately follows and applies rules.	Leads peers in rule application and fairness.
Decision-Making in Movement	Starts making movement decisions.	Makes movement decisions with improving confidence.	Adjusts movements based on game strategies.	Anticipates movement needs and adapts strategies dynamically.
Safety Awareness	Begins to recognize safe movement practices.	Applies safety principles with guidance.	Consistently follows safety guidelines in activities.	Models and advocates for safety best practices.

Performance Evaluation:

- **Emerging (1):** Requires further development and teacher support.
- **Developing (2):** Progressing towards consistent performance but still needs reminders.
- **Proficient (3):** Meets expectations for coordination, balance, and teamwork.
- **Extending (4):** Exceeds expectations and demonstrates leadership and initiative in all areas.

