



Active Insight: Evidence in Action



Tip #1127: Activating Indoor Spaces

Overview

Indoor learning spaces can be highly effective settings for developing movement competence, movement skills and broader skills when planned with intent. Small equipment, clear zones and purposeful task design let teachers deliver movement-rich lessons even when outdoor space is limited. Thoughtful use of time, progression and inclusion supports learners to practise, adapt and transfer skills across contexts while maintaining safety and engagement. This tip gives practical, curriculum-aligned strategies teachers can use immediately to make indoor lessons active and purposeful.

Key Teaching Ideas

Structure short, sequenced tasks that allow repeated skill practice and variation which supports skill acquisition and cognitive engagement as outlined in the HPE learning area. Use activity stations and movement pathways to target specific fundamental movement skills while differentiating by task constraint, equipment size or complexity to develop movement competence and physical literacy. Embed assessment for learning through quick observational checklists and student reflection prompts to monitor progress and inform adjustments. Ensure safety, inclusive participation and clear transition routines so sessions are efficient and respectful of indoor limits.

Practical Application

- **Progressive Zone Design:** Divide the space into coloured zones that represent difficulty levels. Students start in a comfortable zone then attempt a higher challenge after demonstrating a successful trial such as a more difficult throwing target or narrower balance path, enabling scaffolding and independence.
- **Movement Minute Bursts:** Use two to four minute high-engagement bursts inserted between classroom activities, such as locomotor patterns, animal walks, quick reaction games, to maintain vigour and consolidate movement patterns without needing large space or setup.
- **Laminated Task Cards:** Prepare laminated task cards with demonstrations, key cues and extension options for pairs or trios so teachers can circulate to observe and give targeted feedback. Cards reduce verbal instruction time and increase active practice in confined spaces.



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- **Pathway Puzzles:** Lay down tape to create intersecting pathways and assign movement modes which can include skipping, side-steps, crab walks and challenges such as collecting a token or avoiding cones to promote spatial awareness, sequencing and problem-solving while managing flow and collisions.

Next Steps

Resources on activating indoor spaces for HPE are available at [Active Education Australia](https://activeeducationaustralia.edu.au).
[Anywhere PD](#) covers micro-session design and task card strategies for confined learning spaces.

References and Research

1. Kuczala, M. (2015). *The Kinesthetic Classroom: Teaching and Learning Through Movement* — How integrating purposeful movement into learning environments enhances engagement, cognitive development and student learning.
2. Australian Sports Commission. (2019). *Australian Physical Literacy Framework* — How varied movement experiences develop physical, psychological, social and cognitive capabilities that build confidence, competence and lifelong participation.
3. Australian Curriculum, Assessment and Reporting Authority. (2022). *Australian Curriculum: Health and Physical Education (Version 9.0)* — How planned movement experiences develop movement competence, personal and social capability, and support learning through movement across a range of settings.