

MotoLab

100 PE Activities

LOWER SECONDARY



Illustrated teaching manual

100 two-sided activity cards

Instructions, objectives, equipment and timings

Game diagrams, variations and inclusion

FROM ACTIVITY CARD TO LESSON

How to use this volume



Choose the activity

Use the contents to find the card and open it with one click. Check the school stage, purpose and objectives to observe. Choose an activity suited to the group and available space.



Prepare the space

Check equipment, pupil numbers and group organisation. Read the setup instructions and consult the diagram. The diagram shows positions and directions; working dimensions are given in the text.



Explain and lead

The front gives equipment, duration and game instructions. The back contains setup, objectives, lesson timing and variations. Demonstrate the task, run a brief trial and follow the stated turns.



Adapt and observe

Choose participation options and an appropriate variation. Use the card's criteria to observe understanding, control and cooperation. Finish with brief feedback and tidying the equipment.

Reading and printing. Each activity occupies two consecutive pages. Cards begin on page 7: with double-sided printing, the front and practical guide remain on the same sheet. The contents shows the first page number; bookmarks take you straight to the card.

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THE CODE LADDER

Lower secondary year 1 / Coordination and motor control

PLAYERS

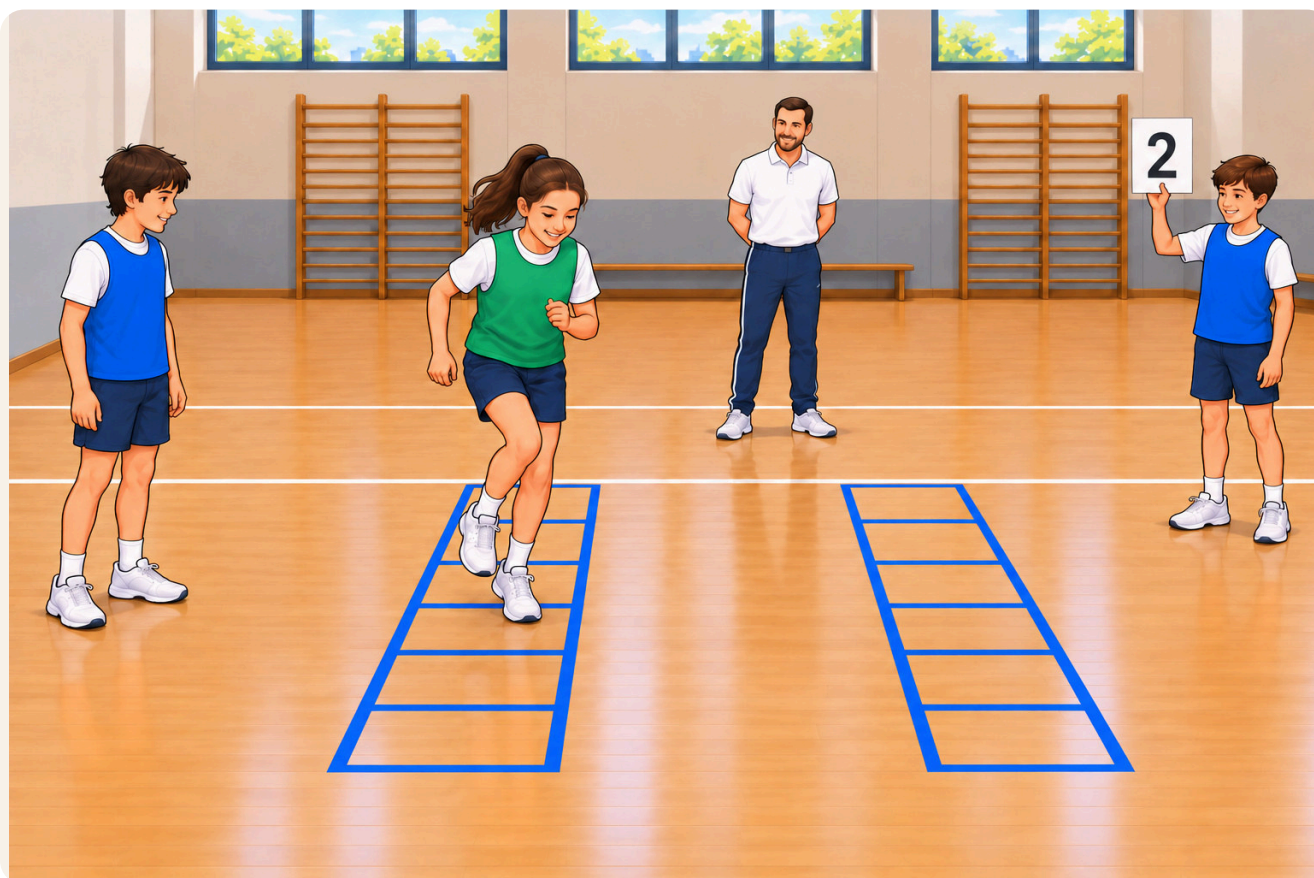
24 / 6 groups of 4

DURATION

20 minutes

EQUIPMENT

Tape for 6 grids; 6 cards



THE CHALLENGE

Match a code to a footwork sequence. One clear grid per performer; accuracy across 6 squares, without a speed competition.

How to play

- 1 Try walking code 1: one foot placement in each square. Then try code 2: both feet enter the same square in succession.
- 2 The signaller shows the card before the start. The performer completes the grid at a controlled pace; an observer counts correctly completed squares out of 6.
- 3 The fourth partner recovers and prepares the turn. After each crossing, rotate between performing, signalling, observing and recovery. Return along the outside edge.
- 4 In the second block, the code changes after the third square, with a brief stop only. Compare correct foot placements in two attempts using the same combination.

THE CODE LADDER

Read before entering the activity area

SET UP THE AREA

Mark 6 grids of 6 squares, about 40 cm wide and 3 m long. Leave 1.5 m between grids and an outside return route. Cards: 1 = one foot placement per square; 2 = two alternating foot placements per square. Rotate roles within the group.

OBJECTIVES TO OBSERVE

Purpose: Match a code to a footwork sequence.

- Perform two footwork sequences.
- Match number and task.
- Control stopping and restarting.

Leading a 20-minute lesson

0-3 Explain, demonstrate and practise the task

3-9 First block with rotations and brief feedback

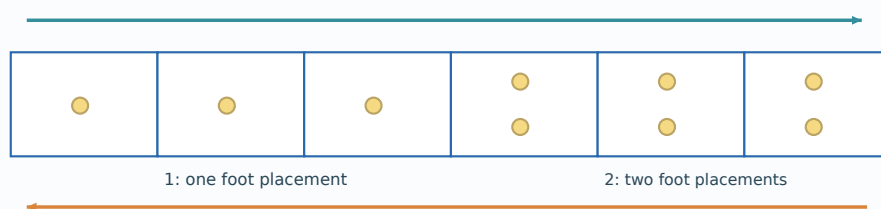
9-11 Break, comparison and choice of variation

11-17 Second block with the chosen variation

17-20 Final check and tidying up

ACTIVITY DIAGRAM

DIAGRAM NOT TO SCALE



Grid of 6 squares | Change after square 3 with a stop | Yellow = example foot placements

Example of both codes: one foot placement or two consecutive foot placements per square.

ADAPT THE CHALLENGE

Easier: Use 4 larger squares and just one card per turn.

Harder: Combine 1-2 without stopping once both sequences are fluent.

PARTICIPATION AND INCLUSION

Adjust square width; for mobility aids, match the code to one or two short advances, retaining recognition and sequencing.

Feedback: observe independence, response to reminders and help needed.

MANAGEMENT AND CHECKING

One clear grid per performer; accuracy across 6 squares, without a speed competition.

DRIBBLING AND SCANNING

Lower secondary year 1 / Coordination and motor control

PLAYERS

24 / 12 pairs

DURATION

20 minutes

EQUIPMENT

12 balls; 12 sets of cards 1-3



THE CHALLENGE

Look up while dribbling on the spot. Keep the card visible and away from the bounce. Assess correct readings alongside ball control.

How to play

- 1 Practise dribbling on the spot for 30 seconds with your preferred hand, at about waist height. Your partner waits in front, ready to show a card.
- 2 During each turn, your partner shows 3 cards, one every 8-10 seconds. Say the number while looking up and maintaining control of the ball.
- 3 Swap roles after 30 seconds; another 30 seconds allow for handing over the ball and feedback. Complete 3 turns per role in the 6-minute block.
- 4 In the second block, choose your preferred hand or alternate hands. Record correct readings out of 3 and losses of the ball; compare only attempts with the same choice.

DRIBBLING AND SCANNING

Read before entering the activity area

SET UP THE AREA

Give each pair an area of about 3 x 3 m, a suitable dribbling ball and three large cards 1-2-3. The card-holder stands 2 m from the performer, outside the bounce.

OBJECTIVES TO OBSERVE

Purpose: Look up while dribbling on the spot.

- Dribble without always looking at the ball.
- Read three distant signals.
- Adjust bounce rhythm.

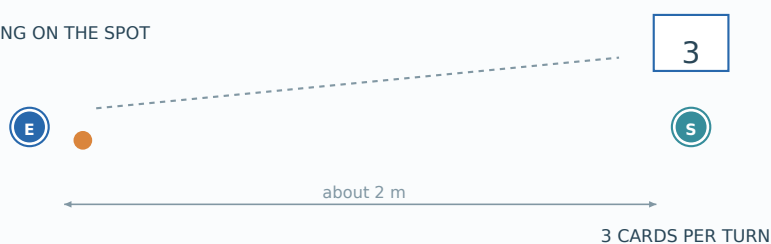
Leading a 20-minute lesson

- 0-3** Explain, demonstrate and practise the task
- 3-9** First block with rotations and brief feedback
- 9-11** Break, comparison and choice of variation
- 11-17** Second block with the chosen variation
- 17-20** Final check and tidying up

ACTIVITY DIAGRAM

DIAGRAM NOT TO SCALE

DRIBBLING ON THE SPOT



E = performer | S = signaller | Grey line = direction of gaze

Top view of a pair. The card is in front of the performer, outside the bounce.

ADAPT THE CHALLENGE

Easier: Briefly stop the ball to read, or bounce and catch.

Harder: Change hands after each number read, staying in the same area.

PARTICIPATION AND INCLUSION

Use large, easy-to-control balls; scanning can accompany hand-to-hand transfers while seated, with a spoken or pointing response.

Feedback: observe independence, response to reminders and help needed.

MANAGEMENT AND CHECKING

Keep the card visible and away from the bounce. Assess correct readings alongside ball control.

CROSSOVER RHYTHM

Lower secondary year 1 / Coordination and motor control

PLAYERS

24 / 12 pairs

DURATION

20 minutes

EQUIPMENT

24 markers; rhythmic signal



THE CHALLENGE

Coordinate cross-body taps while keeping a beat. Raise the knee to a comfortable height. Assess 8 taps in the intended order and a steady rhythm.

How to play

- 1 Try 4 same-side taps, then 4 cross-body taps: right hand to left knee and left hand to right knee, alternating.
- 2 Your partner gives 8 steady beats; the performer makes one tap per beat while marching on the spot. Then swap roles and repeat.
- 3 After two sets, compare side order and continuity. Restart slowly from the first tap if you lose the sequence; there is no penalty.
- 4 In the second block, link 4 same-side taps and 4 cross-body taps. Count correct taps out of 8 over three sets and identify which change needs more attention.

CROSSOVER RHYTHM

Read before entering the activity area

SET UP THE AREA

Each pair has two markers about 2 m apart. The teacher sets a slow beat by clapping. Start marching on the spot; lift the knee only to a comfortable height.

OBJECTIVES TO OBSERVE

Purpose: Coordinate cross-body taps while keeping a beat.

- Distinguish same side and opposite side.
- Keep a steady beat.
- Link two tapping sequences.

Leading a 20-minute lesson

0-3 Explain, demonstrate and practise the task

3-9 First block with rotations and brief feedback

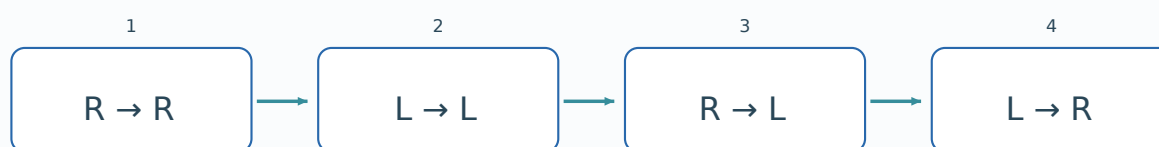
9-11 Break, comparison and choice of variation

11-17 Second block with the chosen variation

17-20 Final check and tidying up

ACTIVITY DIAGRAM

DIAGRAM NOT TO SCALE



4 same-side taps, then 4 cross-body taps / one beat per tap

First symbol = hand | Second symbol = knee | R = right, L = left

Hand-knee codes: same sides first, opposite sides afterwards.

ADAPT THE CHALLENGE

Easier: Stand still and make one tap at a time on command.

Harder: Add a pause on the fourth beat, retaining the other beats.

PARTICIPATION AND INCLUSION

Perform seated, or replace knee taps with two accessible targets; pair the beat with a visual signal.

Feedback: observe independence, response to reminders and help needed.

MANAGEMENT AND CHECKING

Raise the knee to a comfortable height. Assess 8 taps in the intended order and a steady rhythm.