

# Lumps Levels C and D

STAY  
ACTIVE

To build teamwork, quick thinking, and energy by having students move in different ways and then quickly form groups of a specific number when called by the teacher.



## Learning Intentions

**Develop teamwork and collaboration**

Students aim to work with others to form groups quickly.

**Encourage physical activity:**

Students aim to move in different ways to stay active and energised.

**Enhance quick thinking and agility:**

Students aim to listen carefully and react quickly to instructions.



## Success Criteria

I can move with energy during the movement phase.

I can form groups of the correct number when called out.

I can work together and support my peers when finding groups.



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**Duration:** 10 minutes

## Objective

To build teamwork, quick thinking, and energy by having students move in different ways and then quickly form groups of a specific number when called by the teacher.

## Players

Suitable for any number of students (ideally 10 or more).

## Materials

- No materials required.

## Setup

- Clear a space in the classroom, gym, or outdoor area so students can move safely.
- The teacher is the caller and gives the movement and grouping instructions.
- If there are uneven numbers try to have a staff member join in to make it even numbers, this ensures students are not left out when an even number is called.

## Gameplay / Activity Steps

### Step 1: Movement Phase

- Students move freely around the space as instructed (e.g., hop, skip, jog, march).

### Step 2: Group Formation

- The teacher calls out a number (e.g., "four!").
- Students must quickly form groups of that number.

### Step 3: Excess Students

- If someone cannot find a group, they complete a fun challenge before rejoining.
- Examples:
  - 5 star jumps
  - 5 squats
  - Count backwards from 10
  - Tell the group a funny joke

### Step 4: Repeat

- The teacher calls out a new number, and the students move again before forming new groups. Encourage students to find new groups with different students in them to encourage socialisation.

### Step 5: Ending the Game

- The game ends after a set time, or after several rounds.



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## Reflection Prompts

- “How did we work together to form groups quickly?”
- “What was fun about moving in different ways?”
- “Why is it important to listen carefully to instructions?”
- “How could you show kindness during this game?”

## Winning the Game

- **Non-Elimination Version (recommended):** Everyone succeeds by joining groups and completing challenges. There are no winners or losers in this game.

## Variations

- **Team-Building Edition:** Use the game to form groups for the next activity or lesson.
- **Fitness Edition:** Add more challenging movements like bear crawls, lunges, or high knees.
- **Outdoor Edition:** Play outside to give students more space to move quickly.

## For Wheelchair Users / Accessibility

- Replace movements with accessible options (e.g., rolling, arm circles, clapping).
- Ensure group formations are inclusive and accessible.
- Students can signal group membership with a gesture (e.g., raising a hand) if moving quickly is difficult.

## Notes for Inclusion

- Encourage students to help peers who need support finding a group.
- Accept different ways of moving (small steps, rolling, crawling) so everyone can participate.
- Celebrate teamwork, effort, and creativity rather than speed alone.

