



# Active Playgrounds

## Playground Games for Primary Schools

By encouraging children to take part in physical activity and active games we can help them develop good habits, which will prove invaluable throughout their lives.





# Contents

Introduction	2
<b>Section 1: General Guidelines</b>	3
Ways to Adapt Activities for Children with Special Needs	6
Fundamental Movement Skills	9
<b>Section 2: Activating the Playground</b>	12
<b>Section 3: Playground Markings Games</b>	16
<b>Section 4: Skipping, Hula Hoop &amp; Elastics</b>	25
<b>Section 5: Catching games</b>	32
<b>Section 6: Relay games</b>	41
<b>Section 7: Ball games</b>	48
<b>Section 8: Fun games</b>	59
<b>Section 9: Frisbee games</b>	66
<b>Section 10: Parachute games</b>	70
<b>Section 11: Clapping and rhyming games</b>	74
Useful websites	79



## Introduction

Schools are an important setting that can provide support to improve the health and wellbeing of children and young people. Research has shown that health and education are inextricably linked. The Health Promotion and Improvement Department, HSE, work through the Health Promoting School model to support a whole school approach to health and wellbeing. A Health Promoting School is defined by the World Health Organisation as “a school that constantly strengthens its capacity as a healthy setting for living, learning and working<sup>(1)</sup>.”

Being physically active is a core component of good health and well-being. Physical activity and play is essential for physical, psychological, emotional, and social health and should be seen as part of everyone’s daily lifestyle whether young or old. By encouraging children to take part in physical activity and active games we can help them develop good habits, which will prove invaluable throughout their lives.

The National Guidelines on Physical Activity for Ireland recommend that children and young people should be active for at least 60 minutes a day every day<sup>(2)</sup>. The evidence is that four out of five children are not sufficiently active for health benefits<sup>(3)</sup>. One of the preliminary key performance indicators for Healthy Ireland the National framework for improved Health and Wellbeing 2013-2025<sup>(4)</sup> is an increase in the proportion of the population undertaking regular physical activity across each life stage. To support this, the Healthy Ireland National Physical Activity plan<sup>(5)</sup> aims to increase the number of people taking regular exercise by 50,000 every year for the next ten years.

On average, children spend almost half of their day in the school environment so it is important that all opportunities to encourage and promote physical activity during that time are utilised.

Many schools are already taking positive action to promote physical activity and physical education. Walking to school, physical education and organising activities during and after school can all contribute to a child’s daily physical activity. Break-time in the schoolyard is an ideal time for pupils and teachers to incorporate at least 30 minutes of physical activity into their daily lives.

The purpose of this resource is to increase play and physical activity during school break times, and increase child participation. This resource provides many ideas for activities and games using playground markings and other playground games. It has been written for teachers/supervisors who wish to give children some enjoyable, safe, varied and fun school break-times.

The games outlined in this resource are more task focused as opposed to performance focused and are aimed at increasing enjoyment, motivation and adherence in pupil involvement and learning. The games are aimed at group and individual participation using playground markings and games. They can be simplified or progressed depending on the age and ability of the children. Many of the games can be adapted for indoor play, using similar equipment as well as music.

## Section 1

# General Guidelines for Planning Activities



Before you start, consider the following:

- Players age and gender
- Level of skill
- Experience
- Level of ability
- Children with special needs
- Equipment available
- Space available
- Number of players



## Ask yourself these questions when selecting a game/activity:

What are the rules of the game?

How much time is available to play the game?

What equipment will I use?

How many individuals will play?

How many individuals will be in each group/team?

How will I organise the individuals?

How will I manage the game for example what start/stop signals will I use (whistle, hand signals etc.)

Try to group players according to their physical size and age. Aim to keep waiting time to a minimum for players. Emphasize competition against self when competition seems natural.

## Use STEP to adapt games

**Space:** The playing space can be increased or decreased to make the game more difficult or easy, for example, in tag games it is harder to tag players in a larger space. (Indoor/outdoor)

**Task:** The task can be changed, for example, by changing the action to using two hands instead of one to catch/throw, use the non-dominant hand to bounce the ball.

**Equipment:** Changing its size, shape and texture can modify equipment. For example, using a softer or larger ball can help make a task easier or decreasing the size of the racquet face can make it harder.

**People:** The people can be modified to make the game more inclusive for participants, for example, make teams smaller such as playing 5 a-side soccer instead of the traditional 11 a-side.



## Safety Tips

It is important to make play fun, enjoyable and as safe as possible to encourage continuous involvement, so your school should have some safety guidelines put in place. The following are some suggestions:

- Make sure space is big enough for the activities you wish to carry out, for example, for basketball the out of bounds line is not right at the wall.
- Make sure surfaces are suitable for the activities, for example, in the soccer field that there are no bumpy areas.
- Ensure regular maintenance of equipment and take out of action immediately any piece of equipment that is faulty and report it to the principal/supervisor.
- Before beginning activities make sure they are explained clearly and that the rules are emphasised.
- With new activities begin at a low level and progress when necessary.
- Do not allow children to use equipment inappropriately, use them only for their purposes, for example, using skipping ropes inappropriately can be dangerous.
- Be aware of what the children are doing and stop the activity immediately if there is any game going on that could cause an accident.
- Make sure children are dressed suitably for the activity, i.e. long loose clothing when on climbing equipment can be dangerous.
- If one area is very popular, then consider a “rota” system to give equal access and opportunity to all pupils.



# Ways to Adapt Activities for Children with Special Needs

Being physically active is as important for children with special needs as it is for any child. Almost all games or activities can be modified to allow children with special needs to participate. The following are some considerations for possible adaptations/modifications for inclusion of children special needs in activities.

## What method of communication will you use?

- Consider how the child communicates (verbal, sign language, pointing to pictures).
- Verbal cues, demonstrations, physical assistance can be used (if permission is given).
- Also consider what starting/stopping signals (for example, hand, whistle, coloured cards) you will use.

## Can you vary the level of difficulty?

- Change the organisation of activity, the way the information is presented, duration, length of activities.

## What type of support does the child require?

- Moral
- Technical
- Physical assistance

## Can you vary the number of players?

- For example, vary the class format & size, play games such as two-on-two basketball.

## Can you vary the field of play?

- Make the area wider/narrower as needed; shorten distance for children with movement problems.



## Ways to adapt activities

Below are some suggestions on how to adapt activities for children with disabilities.

### Children with limited strength:

- Lower targets.
- Reduce weight/size of striking implements, balls.
- Reduce distance/playing field.
- Allow student to sit or lie down while playing.
- Use deflated balls or suspended balls.
- Decrease activity time/increase rest.
- Reduce speed of game/increase distance for students without disabilities.

### Children with limited balance:

- Lower centre of gravity.
- Keep as much of the body in contact with the surface as possible.
- Widen base of support.
- Increase width of beams to be walked.
- Extend arms for balance.
- Use carpeted rather than slick surfaces.
- Teach student how to fall.
- Provide a bar/chair to assist with stability.





## Children with limited co-ordination and accuracy:

- For catching and striking use larger, lighter, soft balls.
- Decrease distance ball is thrown and reduce speed.
- For throwing activities, use smaller balls.
- In striking and kicking use a stationary ball before trying a moving ball.
- Increase the surface of the striking implement (decreasing as a sign of progression).
- Increase size of target. (decreasing as a sign of progression).
- In bowling-type games use lighter, less stable pins.
- Optimise safety.

## Some ideas for adaptations:

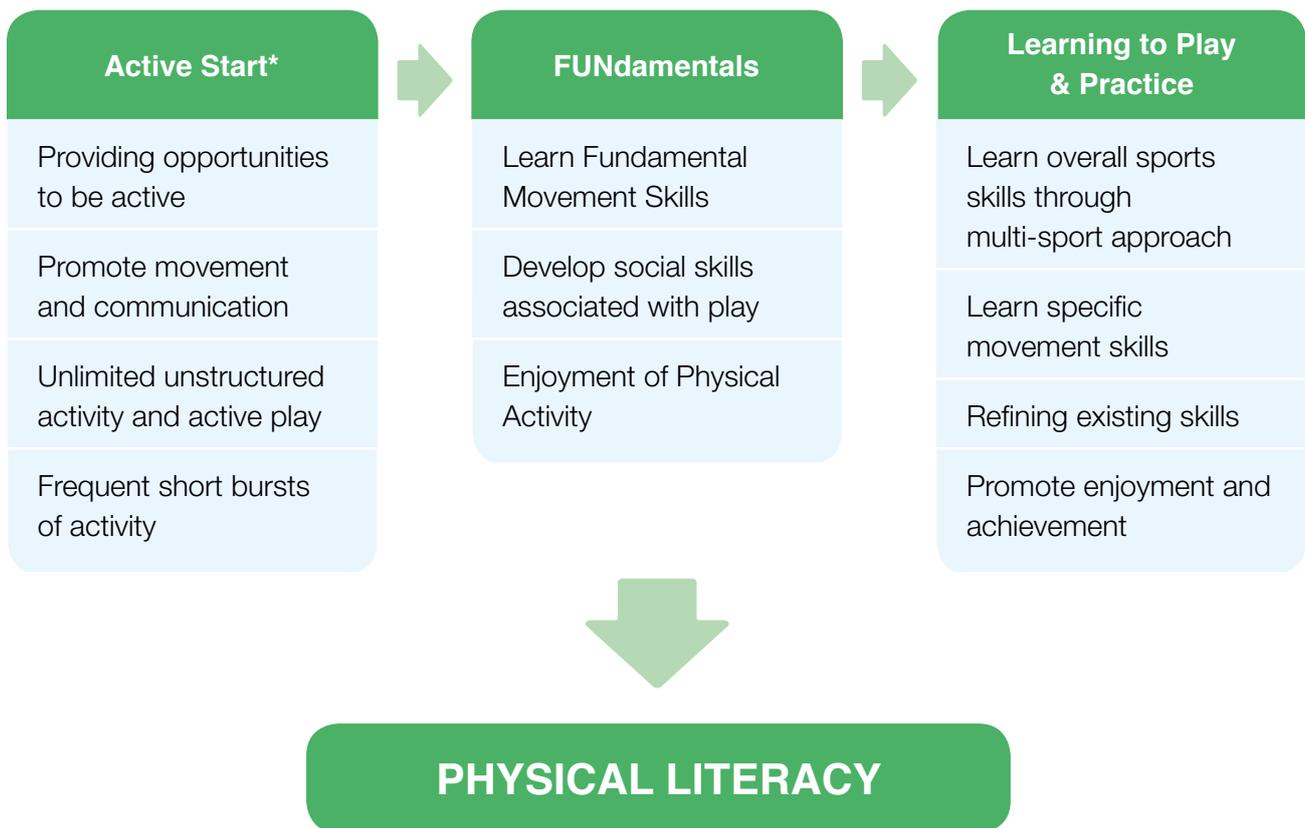
- Provide clear demonstrations for children to follow.
- Wheelchair users can move in different ways, for example, zigzag, both arms pushing, one arm at a time, and turning in a circle.
- Work with a buddy, one picking up, one putting in box, then change.
- Place object on higher level if floor pick up is too difficult, for example, chair or a box.
- Use flash cards for hearing impaired children.
- Allow more space between markers.
- Use brighter markers or link some markers with a tactile trail for visually impaired children.
- Bean bags or koosh balls may give some children more success in balancing.
- A slower moving ball or balloon/balloon ball gives more reaction time.
- Use a lighter throwing object, for example, koosh ball.
- Modify rules of the game.
- Ensure practices are inclusive and allow time for repetition.



# Fundamental Movement skills: Building Blocks for Lifelong Activity

Regular physical activity is an essential element of a healthy lifestyle – for both children and adults. We know that active children are far more likely to grow to become active adults than children who are not routinely active. In order for this to occur, children first need to be taught the fundamentals of movement and need to be supported to develop a positive attitude to physical activity in a fun environment.

A framework known as LISPA - Lifelong Involvement in Sport and Physical Activity – explains that an individual's involvement in activity progresses through a series of phases<sup>(6)</sup>. The first phases of these are vitally important, as they are the foundations for the development of physical literacy. Similar to learning numeracy and literacy in the classroom **Physical literacy** is what gives a child the tools they need to take part in a range of everyday activities, games and sport. It is during the years 0-8 that they are most likely to occur. The important first phases are 1. Active Start 2.FUNdamentals, and 3. Learn to Play & Practice.





## Fundamental Movement Skills (FMS)

Developing basic movement skills is as important for a child's health and ability to do everyday tasks now and as they get older, as it is for their performance in sport.

The sequence in which children learn these skills is similar. While there can be gender differences in some activities, for example boys tend to develop the overarm throwing skill quicker than girls, both girls and boys need to be given opportunities to develop all skills.

The first 8 years is the best time for a child to develop these skills.

FMS are generally grouped into 3 categories:

1. Locomotor (movement)
2. Body Control (stability)
3. Object Control (manipulative).

Locomotor (Movement) skills	Body control (Stability) skills	Object control (Manipulative) skills
Walking	Balancing on one foot	Catching
Running	Walking on a line or a beam	Overhand throw
Jumping (for distance, for height, one leg to another)	Climbing	Underhand throw
Hopping	Rolling (forward roll, log roll)	Punt kicking (kicking ball from hands)
Leaping	Twisting	Striking with an implement
Skipping	Turning	Two handed striking
Swinging	Rotating	Hand dribbling (repeatedly bouncing a ball with one hand)
Side stepping	Landing	Foot dribbling
Dodging	Stopping	Kicking
Galloping	Bending	Chest passing
Climbing	Stretching	
Crawling		



## Considerations Incorporating Fundamental Movement Skills into Daily Activities

The best time for children to learn fundamental movement skill is in the first 8 years but the younger they are the more likely they are to reach a good level of competency.

- The number one focus of fundamental movement skill is always fun and enjoyment.
- Children do not pick up fundamental movement skill naturally as part of their normal growth and development.
- Children do not learn fundamental movement skill at the same rate.
- The sequence in which they learn fundamental movement skill is similar for most children.
- It takes between 240 and 600 minutes of instruction time to become proficient in one fundamental movement skill.
- When choosing what skills and how many skills to focus on in any one year, consider the age and stage of development of the child, and the school plan for P.E.
- The focus of your teaching should be on one or two components of the target skill, e.g. high knee lift in running.
- There can be gender differences in some activities, for example, boys tend to develop the over arm throwing skill quicker than girls.
- For object control development it is important that the objects are an appropriate size/weight. A stock of a variety of sized balls is essential and balloon games are a great, inexpensive way to develop object control also.



## Section 2

# Activating the Playground



### Playground Rules

Consult with children to create rules so that the playground is a safe and happy place for all to use.

### Timetable

Consider creating a timetable in order to give all classes a chance to use the different facilities, yard zones and equipment available.



## Games Equipment Box

Have a Games Equipment Box available for the students to use.

- Equipment such as skipping ropes, balls, beanbags, hoops etc. can be included in the equipment box.
- Designate specific areas in the playground for activities using equipment.
- Laminate descriptions of activities that can be played using the various pieces of equipment (see playground games card box below).
- Assign different pairs each week that will be responsible for distributing and collecting the equipment.
- Have a rota of who will use the equipment each day.
- Ask parents to bring in any games or pieces of equipment that are no longer used at home that may be useful in the school.

## Playground Games Card Box

This should include:

- Cards on which different playground games are described.
- Cards produced by pupils which describe games they have developed themselves.

Ideas to facilitate the use of playground game cards include:

- Organise regular competitions for the best game developed by a pupil.
- Promote games that require no teacher direction and no special equipment.
- Designate a certain break-time each week for any games and/or activities that require teacher supervision.
- Place laminated copies of the cards on classroom windows with the games description facing outwards to allow more than one group at a time to use a card.

## Active Playtimes on Specific Days

Specific days can be selected to focus on being more active and to encourage the use of the playground markings. Over time, this should reinforce pupil interest and stimulate further participation. Plans (for example, the activities, when and where etc.) must be formulated and agreed by all staff. Encouraging activity at break times requires some preliminary setting up but the effort will be well worth the rewards. Some supervision may be needed at lunch times and lunchtime supervisors are ideal to do this.



## Friendship stop

A Friendship stop is a designated area of the playground where children can go when they have lost their friends or have no one to play with. Other students are encouraged to regularly stop by and pick up the children that have no one to play with. In schools that have Lunch Time Pals part of their job can be to include children from the Friendship stop in the various activities happening in the playground.

## Lunch Time Pals (LTP's)

The school could set up Lunch Time Pals (LTPs)

- This involves a number of 5th and 6th class students organising fun activities for break time for other students to participate in.
- Each LTP is given separate controlled activities to implement, for example, parachute games, obstacle courses, skipping etc.
- The LTP's in charge should wear a bib/hat to distinguish them so everyone knows who is in charge for that session.

## Lunchtime Pals are Cool!

**Here in Scoil Aisèirí Chríost Farranree we are very proud of our 'Lunchtime Pals Programme', which has been running for a number of years and has been a huge success. Every lunch time a group of Lunchtime Pals (LTP's) from 5th and 6th classes set up exciting, enjoyable activities in the yard which the children from 1st to 6th can participate in and enjoy.**

Each LTP is assigned to a particular game. These activities are controlled and do not involve running so they are safe for everyone. Activities include skipping, tag ball, basketball shooting, circle game, parachute, obstacle race, etc. Our LTP's are instantly recognizable by their characteristic red hats.

The LTP's have a very important job as they oversee the games, organise the equipment and ensure that any child who is on her own can go to the 'Friendship Stop' to meet other friends to play with, and they will also help to include them in a game. A fortnightly rota allows each LTP to take charge of a different activity regularly.

**The aim of the Lunchtime Pals is to ensure that:**

- No bullying can take place in the yard
- Elimination of boredom
- That the children interact together co-operatively
- That no children feel isolated
- Behavioural improvement
- That the children are active and participating in activities they enjoy
- Friendships are fostered.

**Our school recognises and promotes the value of healthy, active lunch times every day for our students!**

**Maireád Coakley**, Health Promoting Schools Coordinator, Scoil Aisèirí Chríost Farranree, Cork.



## Zoning

- In the majority of schools there is more than one yard or field to play on. To make these playing areas more efficient and safe zoning the playground is a good idea. Zoning the playground allows different activities to occur at the same time. The playground does not have to be very big once the space is managed different activities can take place.
- The playground could be zoned into three sections and identified using different colours.
  - **Red** – Formal Activities: These activities would be invasion games like football, basketball, and soccer etc. These games are usually based on set rules.
  - **Green** – Informal Activities: These would be activities that the children wish to play and create themselves. The playground markings would be in this area where the children can use them individually or with a group. The need for equipment in this zone may be very little.
  - **Yellow** – Quiet Zone: In this zone there could be seating, a garden, an area to write with chalk etc. These activities are less physically active but give children an opportunity to have some quiet time to themselves or to sit and talk with friends.

## Modifying Games

It is important to realise and remember that even though children may be the same age, they develop very differently. They may vary in physical size, ability, mentally etc, so it is important that we can modify play to suit everyone. Modifying games can be easily done and will result in play being more fun and involve everyone. Games can be modified by,

- changing the size of the playing area.
- having mixed ability teams to make them more balanced
- changing the pace of the activity, so instead of running, skip etc.
- practicing skills without equipment or changing the size of equipment first, for example, use a larger ball to make an activity easier.
- increasing or reducing the amount of time practicing an activity.
- changing the number of participants on teams, for example, 5 a side soccer.

Section 3

# Playground Markings Games



## Hopscotch

### Traditional Hopscotch

**Equipment needed:** A hopscotch diagram or chalk if necessary; an object, for example, a bean bag for a marker

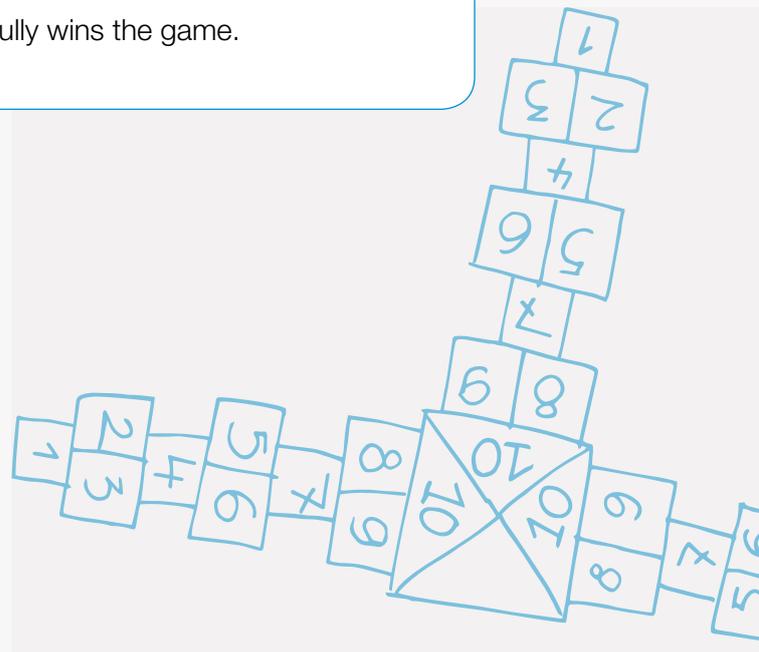
**Number of participants:** 1+

**Activity level:** Moderate

**Movement skills:** Balance on one foot, jumping, hopping

#### How to play:

- The 1st player throws a marker into box number 1.
- The player then hops on one foot to the end of the court, hopping over the square that contains the marker. This same player, once in the last box, turns and hops back again. They must stop at the second box, balance on one leg and pick up the marker from the first box and hop out.
- If this player is successful in their first turn, he would then proceed to throwing the marker inside box 2 and so forth. Players should take turns to avoid too much standing around, always starting where they left off, until someone has successfully navigated all the spaces.
- A player forfeits a turn and must return to the back of the line whenever any of the following fouls have been committed: (1) failure to throw the marker fully inside the intended box; (2) stepping on a line; (3) hopping into a box that contains the marker; (4) using hands to support oneself while picking up a marker.
- The first player to complete the course successfully wins the game.





## Hopscotch

### Search Around

**Equipment needed:** 3 hopscotch diagrams or chalk if necessary; three baskets, containing 10 different items, for example, beanbags, small balls, rings, sticks etc.

**Number of participants:** 2+

**Activity level:** Moderate

**Movement skills:** Balance on one foot, jumping, hopping

#### How to play:

- Two or three small teams can play this at any onetime. Each team has there own hopscotch area.
- An additional pupil acts as a 'caller'. The caller writes a list of numbers down from 1 to 10, with a readily available item beside each one.
- Three baskets should be placed a set distance away from each hopscotch area, from which each item must be collected.
- Each team starts on number 1 of their hopscotch area. The 'caller' calls out the first item on the list. Each team has to collect and place it on number 1. Once it has been placed, a member of the team can ask the 'caller' for the next item to be placed on number 2.
- The procedure is followed until each numbered square contains an item. The first team to collect all 10 items is the winner.

#### Progressions:

The 'caller' could also call out actions, for example, hop on right leg only, left leg only.

## Hopscotch

### Statues

**Equipment needed:** A hopscotch diagram; chalk if necessary; small objects, for example, a bean bags, number cards

**Number of participants:** 2+

**Activity level:** Moderate

**Movement skills:** Balance on one foot, jumping, hopping

#### How to play:

- Two or three teams can play this game at any one time. An additional pupil acts as the caller. Each team has there own hopscotch area, and starts on number 1.
- This game is played as regular hopscotch. The trick of this game is when the 'caller' calls out 'statues' the player(s) must freeze on the spot for a couple of seconds until the 'caller' shouts out 'hopscotch' again. If a player moves, he/she has to start again. The first team that finishes is the winning team.

#### Progressions:

The 'caller' calls out a number from a card. The player must put the beanbag on that number, as played in regular hopscotch.



## Activity Circuit

**Equipment needed:** Activity circuit markings, ball, hoops and cones

**Number of participants:** 1+

**Activity level:** Moderate

**Movement skills:** Balance, jumping, hopping, skipping, running

**Players:** 1+

### How to play:

Encourage the children to follow the trail of instructions around the circuit. For example:

- **Stepping Stones:** The children should move from one step to the next, walking on tip-toes or jumping with both feet.
- **Jumping lines:** When the children reach the jumping lines they should try and jump as far as they can to the base line. The Children should be encouraged to improve on their jumping distance each time.
- **Balance Beam:** The children walk along the balance beam with one foot in front of the other, trying not to walk outside of the beam. Squiggly line/ running line: Encourage the children to run along the line as quickly as they can. Teachers could suggest running with arms outstretched like a plane, or pretend that the line is a tight rope and practice balancing skills.
- **Hop/ frog prints:** The children jump with both feet together along the prints. Hopping along the frog prints on one foot and back on the other is another way to play.

- **Skip/foot prints:** The children skip along the prints. Ask the children to imagine they are skipping with a rope, circling their arms each time they skip.
- **Slalom:** When the children reach the slalom course they should jump alternately from side to side in the middle of the line. Persuade the children to pretend they are skiing, keeping both feet together and knees bent.

### Progressions:

- **Balance Beam:** Children should try walking backwards, on their tip toes or hopping on one foot.
- **Hop/ frog prints:** If the circuit has different animal prints encourage the children to keep their feet on the prints (not jumping) and move like animals, making the sounds of the animals if they wish.
- **Slalom:** Suggest completing the circuit in pairs or 3's. Try bouncing a ball or balancing a beanbag around the circuit. The teacher could try placing obstacles (beanbag, items that are difficult to move) around the course. The children avoid the obstacles by jumping over them or running around them.



## Compass

### Compass Relay

**Equipment needed:** Chalk, non-slip mat, watch and a ball

**Number of participants:** 4+

**Activity level:** Moderate

**Movement skills:** Running, turning, with progressions: hand dribbling, skipping and hopping

#### How to play:

- All eight points of the compass are used in the relay. Each player completes the relay individually.
- A starting point is agreed just outside one of the outer points. A mark is placed in the centre of the compass with chalk or a non-slip mat.
- One player starts at the starting point on the other players count. He/she must run to the centre of the compass and out to each of the points.
- The trick is that you must return to the centre before you head for each point. The others players may use a watch or count themselves how long it takes each player to complete the game. The fastest player wins.

#### Progressions:

Bouncing a ball, skipping, hopping etc can be suggested instead of running.

**Please be advised that some compass markings may be too small to play the following games on.**

## Compass

### Compass Tig

**Equipment needed:** None

**Number of participants:** 6+

**Activity level:** Moderate

**Movement skills:** Running, turning, dodging

#### How to play:

- One child volunteers to be the 'navigator'. The navigator stands in the centre of the compass and calls out different compass points.
- The children must run for that point on the compass, without being caught by the navigator.
- The navigator can only move from the centre to catch the other players once a compass point has been shouted. When a player is caught, they become the new navigator and the game continues.

#### Progressions:

The game may be played in the same way as a clock tig i.e. a player is standing on each of the compass points. The navigator shouts out two compass points. The children standing on those two points must swap places without being caught. Any player caught, becomes the new navigator.



## Compass

### Compass Ball

**Equipment needed:** 8-10 beanbags or small balls

**Number of participants:** 9 (ideally)

**Activity level:** Low

**Movement skills:** Throwing and catching

#### How to play:

- Players stand one on each of the compass points. A soft ball or beanbag is given to one of the players standing on one of the outer points i.e. north, south, east or west.
- Each player on the outer points should stand still. The players on the inner points should move in a clockwise direction. The ball or beanbag is thrown to the inner points, caught by the nearest player and passed out to the outer players. The players should all change position if the beanbag is dropped.

#### Progressions:

To make the game more demanding, introduce more balls or beanbags. Try rotating the players on the outer points and keeping the inner points still.



### Toe the line

**Equipment needed:** None

**Number of participants:** 9+

**Activity level:** Moderate

**Movement skills:** Running, with progressions: skipping, hopping, leaping, side stepping, galloping, jumping, crawling.

#### How to play:

- Divide the children into equal groups. Each group is a compass point.
- The compass point becomes the group's base. The children should move all around the compass, changing direction and altering pace.
- The group leader calls 'Toe the Line' and the children should quickly form a line (standing one behind the other) back in their own base.

#### Progressions:

Introduce conditions into the game – 'toe the line height'; players should make their line with the smallest person in their group to the front.

Other conditions such as age, shoe size, colour hair, born in the month of... could also be included.

Keep the children moving in a variety of ways around the compass in-between each 'toe the line' instruction, for example, hopping, skipping, leaping etc. during the game, add an extra challenge and change the team's bases to other compass points.



## The Maze

### Crazy Maze

**Equipment needed:** Bean bags, rings

**Number of participants:** Up to 4

**Activity level:** Moderate

**Movement skills:** Running, walking, bending, turning

#### How to play:

- Place a number of items randomly in the maze, for example, beanbags and/ or rings.
- Each player selects an entrance into the maze, which becomes his or her home base.
- The players aim is to collect as many beanbags/rings from the maze and bring them back to their bases. Only one item at any time can be collected from the maze.
- The players cannot step over or reach over any line to collect the beanbags/ rings. The player with the most at the end is the winner. Players must change their starting position each time they play.

#### Progressions:

By adding more beanbags/rings to the maze it is possible to add more players. The game can be played in teams, taking turns collecting the beanbags/rings from the maze.

## The Maze

### Wolf and Rabbits

**Equipment needed:** None

**Number of participants:** Up to 5

**Activity level:** Moderate

**Movement skills:** Running, walking, dodging, turning

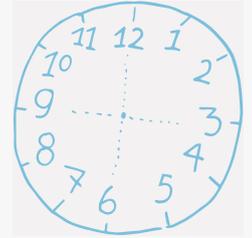
#### How to play:

- One child volunteers to be the 'wolf'. The wolf stands in the middle of the maze.
- The other players are the 'rabbits', and they each stand at an entrance to the maze.
- The aim is for the rabbits to cross the maze without being caught by the wolf. When a player is caught, he/she becomes the new wolf.

#### Progressions:

The game may be played without the wolf. The rabbits enter the maze at one entrance and exit at another. The first rabbit to leave the maze is the winner.





## The Maze

### Collect the Treasure

**Equipment needed:** Treasure – objects such as bean bags, rings, blindfolds

**Number of participants:** 2+

**Activity level:** Moderate

**Movement skills:** Balance, walking, turning

#### How to play:

- Place an item in the centre of the maze, for example, beanbag/ring. This is the treasure.
- Ask the children to get into pairs. One member of the pair is blindfolded or closes their eyes really tightly. The blindfolded player must journey through the maze by verbal commands by their partner. For example, 'two steps forward, turn right/left'. The player calling the instructions stands outside the maze and cannot touch the blindfolded player.
- The aim is to guide the blindfolded player through the maze, to collect the treasure and bring it back through the maze again. Players then swap roles and play the game again.

#### Progressions:

Once the children are happy with being guided by their partner, it may be possible to place obstacles in the maze. The blindfolded player should be carefully guided over or around the obstacles.

## Activity Clock

### Clock Tig

**Equipment needed:** None

**Number of participants:** 13

**Activity level:** Moderate

**Movement skills:** Running, walking, dodging

#### How to play:

- 12 players each stand on a number on the clock face with one player in the centre. The centre child becomes the 'time lord'.
- The 'time lord' shouts out two numbers between one and twelve and the players standing on those two numbers must swap without being caught by the 'time lord'.
- If a player is caught, they become the new 'time lord'. It is important that a player is not the 'time lord' for more than three times in a row. At any time, the 'time lord' can turn the clock either backwards or forwards. For example, if the clock goes back two hours each player must move two numbers in an anti-clockwise direction.

#### Progressions:

If there are less than 12 players, the children should randomly select a number. Instead the 'time lord' could call out a colour. All the players wearing that colour must run to another number without being caught.

The 'time lord' shouts out a letter of the alphabet and any player with the chosen letter in their name must run to another number. If a player is caught, they become the new 'time lord'.



## Four Square

**Equipment needed:** Ball, chalk if necessary

**Number of participants:** 4 at a time

**Activity level:** Moderate

**Movement skills:** One and two handed striking

### How to play:

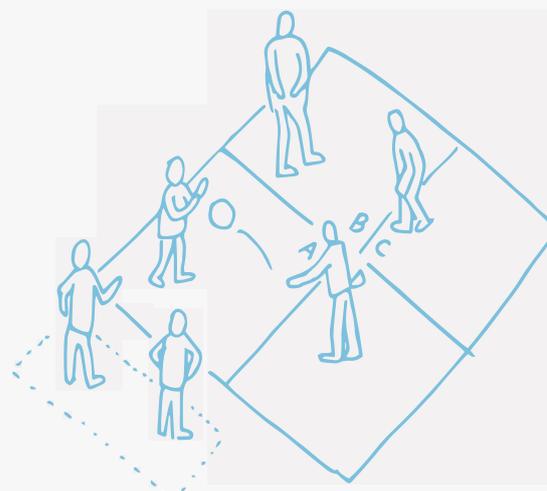
- The four square court can range from 8' by 8' for the junior classes to 16' by 16' for the senior classes. The court consists of four equal squares, with each labelled A, B, C and D. The server's square is normally marked off with a line drawn diagonally across the A square.
- Each player assumes a standing position in one of the four squares. The server (A) starts the game by bouncing the ball once behind the serving line and, with an open hand, bats it into another square. Play continues until a fault has been committed by one of the four players.
- A fault is any one of the following: (1) stepping over the line while serving; (2) hitting a ball out of bounds; (3) hitting a line with the ball; (4) failing to return a hit made to your square; (5) or using an overhand throw or fist to hit the ball.
- When a fault has occurred, the players change positions. If the server (A) commits a fault, he moves to square D, D moves to C, C moves to B and B becomes the new server. The objective is to move up a square after each fault and eventually become the server. If the game is being played with more than four players, the one who commits a fault leaves the court and joins the line of players waiting to get back into the game.

## Doubles Four Square

**This is the same game of Four Square but with two players (partners) at each square with one in the square and the other waiting outside the square.**

As soon as the partner inside the square hits the ball, he quickly gets out and his partner (who is waiting outside the square) steps into the square prepared to hit the next ball. Partners continue this switching off throughout the game.

Regular Four Square rules are used so if one partner commits a fault both partners go to the end of the waiting line. This is a great variation of Four Square for those times when the number of courts is limited.



## Section 4

# Skipping, Hula Hoop and Elastics



## Skipping Skills

There are many different skipping skills some that focus on footwork, arm-work or both and which can be carried out alone, with a partner or in a group. Once a range of these basic skills (for example, double foot and alternate foot variations) have been mastered, there is a tremendous scope for pupils to combine skills, adapt and create their own ideas.

For any skill practices, pupils should aim to:

- Develop good skipping technique.
- Keep the bounces low, knees slightly bent and heels in frequent contact with the ground (in order to minimise the impact).
- Keep elbows in at waist level, close to the sides of the body and perform small circular turning actions with the lower arms while keeping the wrists firm.
- Practise new skills without a rope first.



# Skipping challenges

The following are a few examples of skipping challenges adapted from the *Jump Rope for Heart Manual* (British Heart Foundation).

## Skill-based challenges:

- Can you travel while you skip?
- Can you skip turning the rope backwards?
- How many two-footed jumps can you perform?
- Can you perform the cross-over (crossing your arms in front of the body) while skipping?

## Low impact (rope-swinging activities):

- Can you swing the rope to the left and then to the right?
- Can you circle the rope horizontally low to the ground and step over it as it approaches each leg?
- Can you swing the rope to the side then open it out to jump over it?
- Can you circle the rope above your head while performing any stepping actions?

## Endurance challenges (as fitness and skill levels improve, the length of time given for these activities can be gradually increased):

- How many repeated skips (without tripping) can you perform forwards?
- Can you skip for one minute without a rest?
- How many repeated skips can you perform with a partner?



# Skipping Games

The following games are examples adapted from the British Heart Foundation *Jump Rope for Heart Programme* and can be introduced to pupils in a single lesson. Pupils can then be encouraged to continue playing these games or adapting them during playtimes.

**Equipment needed:** Long rope (14ft)

**Number of participants:** 3+ (2 needed as turners)

**Activity level:** Moderate

**Movement skills:** Skipping and jumping

## (i) Under the Moon:

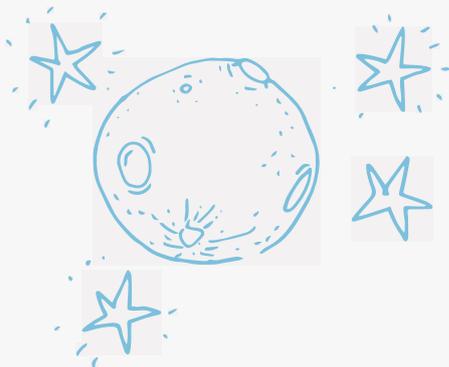
- Turners turn the rope towards the skipper. Skipper stands close to one of the turners. (Try to ensure that pupils are aware of the need to change the turners regularly).
- As the rope passes in front of the skipper and brushes the floor, rotating up and away from him/her, the skipper runs under the 'moon'.
- The skipper then continues running around the turners in a figure of eight to run 'under the moon' again.
- Encourage skippers to enter and exit the rope on a diagonal. Skippers run through the rope and exist close to the other turner.

## (ii) Over the Stars:

- Turners turn the rope away from the skipper. As the rope clips the floor and starts moving towards the skipper, the skipper jumps 'over the stars'.

## (iii) Under the Moon & Over the Stars:

- Skippers combine the above by running 'under the moon' and run to the side of the other turner to then 'jump over the stars'.
- Skippers can continue with this figure of eight pattern, entering and exiting the rope from both sides.





### Follow the Leader:

- A leader can enter the rope, perform a move and exit.
- Four or five pupils can follow the chosen leader by taking it in turns to enter the rope and repeat the leader's move.

### Postman:

- One pupil starts by jumping into the turning rope and skips singing the tune below:  
*"Early in the morning at half past eight,  
 I heard the postman knocking at the gate,  
 1, 2,3,4,5,6,7,8,9,10  
 Postman, Postman drop your letter,  
 Lady, Lady pick it up and out you go"*

### Girl Guide:

- One pupil starts by jumping into the turning rope and skips singing the tune below. The pupil who is skipping must do the actions while skipping:  
*I am a girl guide dressed in blue,  
 These are the actions I must do,  
 Salute to the Captain, Bow to the Queen,  
 Twist right around and count to fifteen,  
 1,2,3,4,5,6,7,8,9,10,11,12,13,14,15.*

### Criss-Cross:

- The skippers are split into two groups of three or four pupils. Group "A" stands by one turner, group "B" stands by the other turner on the same side.
- The groups enter the ropes alternately in a criss-cross fashion. The first skipper in group "A" jumps the rope, exits on the diagonal and runs around to join group "B".
- Immediately he or she exits the rope, the first skipper from group "B" enters the rope. He or she jumps the rope once, exits on the diagonal and runs to join group "A".
- The skippers from each group take it in turns to jump the rope and run round in a figure of eight to join the other group.
- A simpler version would be to allow the skipper to jump the rope three or four times before they exit the rope. Decreasing the numbers of jumps in the rope therefore makes the game more difficult.

### Birthdays

*All in together, friends  
 Never mind the weather, friends,  
 When it's your birthday, please run in!  
 January, February, March, April...etc*





## All In Together

*All in together, boys and girls  
(everyone runs into the rope and starts skipping)*

*Never mind the weather, boys and girls*

*When I count to twenty,  
the rope must be empty  
One, two, three, four, five, twenty  
(everyone runs out of the rope)*

*When I count ten,  
the rope must be full again  
One, two, three, four, five...ten  
(everyone runs back in)*

*When I count two,  
you must touch your shoe  
One, two...*

*When I count four,  
you must touch the floor  
One, two, three, four...*

*When I count six,  
you must do the splits  
One, two...four, six  
(jump in the air with legs apart)*

## Teddy Bear

*Teddy bear, teddy bear, turn around  
Teddy bear, teddy bear, touch the ground.  
Teddy bear, teddy bear, tie your shoe  
Teddy bear, teddy bear, switch a roo  
Teddy bear, teddy bear, reach up high  
Teddy bear, teddy bear, touch the sky  
Teddy bear, teddy bear, turn off the light  
Teddy bear, teddy bear, say good night*





## Creating Skipping Routines

Setting a class the task of devising and performing a routine in a future lesson can be a challenging and guaranteed way of ensuring that older children will have to work collaboratively at a task in their own time. The playground will give them an ideal opportunity to get together and practice their task.

**When setting the task in the lesson there are several points to consider:**

- Encourage pupils to practice their moves/combinations without a rope first and on their own.
- Pupils can practise the routine in time with a partner and then in small groups.
- The complexity of the routine should be determined by the age and skipping ability of the pupils.
- Simple, well-executed routines are far better than more complicated ones with many mistakes.

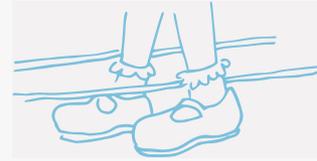
## Hula Hoop Games

### Hula Hoop Challenges

The addition of hula hoops at break time can also present exciting and fun challenges for children. Below are a few challenges:

- **Eggbeater (Hula Hoop Challenge)**  
Spin the hoop like a top or eggbeater. Time how long you can make it spin. See how many times you can run around the hoop before it falls.
- **Around & Around (Hula Hoop Challenge)**  
Hula hoop around your waist, legs, neck and arms: See how long you can keep it going. Try hula hooping with two or more hoops at the same time. See if you can switch arms while hula hooping!
- **Jump Your Hula Hoop! (Hula Hoop Challenge)**  
Use your hoop like a jump rope: Can you jump forward? Backwards? How many times can you jump without a mistake?
- **Spin it! (Hula Hoop Challenge)**  
Put a backward spin on the rope and make it roll back to you: How far can you roll it and still have it roll back to you?





## Elastics

**Equipment needed:** French elastics or a long piece of tied together trouser elastic

**Number of participants:** 3+ (2 needed to hold the elastic)

**Activity level:** Moderate

**Movement skills:** Jumping, hopping

### How to play:

To play elastics at least 3 people are required, 2 to hold the elastic and 1 to jump. The 2 players holding the elastic face each other approximately 5 feet apart and stand with feet shoulder width apart; the elastic is then placed around the player's legs roughly half way between the ankle and the knee. The diagrams show the position of the feet in relation to the elastics, with one change per syllable of the chant.

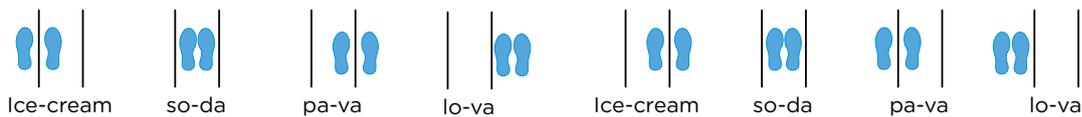
### IRELAND, ENGLAND, SCOTLAND, WALES

Ireland, England, Scotland, Wales, Inside, Outside, Inside, Scales



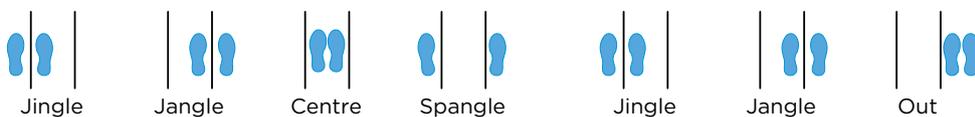
### ICE CREAM SODA PAVALOVA

Ice-cream so-da pa-va-lo-va



### JINGLE JANGLE

Jingle Jangle Centre Spangle – Jingle Jangle Out



### BANANA SPLIT

Banana Split, Banana Split, Banana, Banana, Banana Split!



## Section 5

# Catching Games





## Prison Wall

**Equipment needed:** None

**Number of participants:** 8+

**Activity level:** Moderate

**Movement skills:** Running and dodging

### How to play:

- Two parallel lines are drawn across the middle of the designated area about a metre apart and this is known as the 'Prison Wall'.
- One player (or two) stands between the lines and may not go beyond them.
- The other players have to run across the wall without being touched.
- If they are touched, they must join the catchers on the wall.

## Farmer, Farmer, May We Cross Your Golden River

**Equipment needed:** None

**Number of participants:** 8+

**Activity level:** Moderate

**Movement skills:** Running and dodging

### How to play:

- One pupil is named as the farmer and stands in the middle of a designated area on the playground while the others stand about 10 metres away.
- The players call out, 'Farmer, farmer, may we cross your golden river?'
- The farmer replies, choosing a colour, 'You may not cross unless you are wearing BLUE'.
- The players who are visibly wearing this colour (even if it is only part of a garment) can cross the river in safety.
- Those players who are not wearing the colour have to run across the gap without being caught by the farmer.
- If a player is caught, he or she can either sit out or help the farmer.
- The last person to be caught then becomes the farmer.



## Man from Mars

**Equipment needed:** None

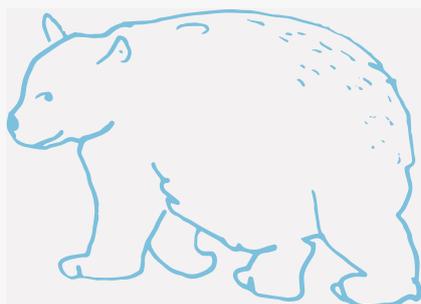
**Number of participants:** 8+

**Activity level:** Moderate

**Movement skills:** Running and dodging

### How to play:

- Select one player (the “Man from Mars”) to stand in the middle of the playing area facing the lined players (the “earthlings”).
- The game begins with the earthlings chanting: “Man from Mars, Man from Mars. Will you take us to the stars?” The Man from Mars then replies, “Only if you are wearing \_\_\_\_ (a colour is said).”
- The earthlings with that coloured clothing may walk safely to the other side. Those without that colour run to the side and try to avoid getting tagged. Tagged players join the Man from Mars in the centre of the playing area.



## Little Brown Bear

**Equipment needed:** None

**Number of participants:** 8+

**Activity level:** Moderate

**Movement skills:** Running and dodging

### How to play:

- Select one player to stand in the middle of the playing area and start as the “Little Brown Bear.” The other players are to line up on a sideline and face the “Little Brown Bear”.
- The game begins when the Little Brown Bear calls out: “Who’s afraid of the Little Brown Bear?” The other players respond “Not I.” The Little Brown Bear then says: “Then I want you to ‘skip’ to the other side!”
- The players then must skip to the other sideline (where they are safe) while the Little Brown Bear attempts to tag them. Tagged players become helpers and join the Little Brown Bear in the middle.
- Helpers (and the Little Brown Bear) must travel the same way as the fleeing players. The Little Brown Bear should call out a different way to travel each time (galloping, running, hopping, spinning, tip toeing, going backwards, heel toe walking, pretend hula hoop walking, high knee marching, robot walking, etc...). The game ends when all the players have been caught.



## Snatch the Bacon

**Equipment needed:** Soft object e.g. bean bag, jumper

**Number of participants:** 12+

**Activity level:** Moderate

**Movement skills:** Running and dodging

### How to play:

- Divide the players into two equal sized teams.
- Each team takes up position along an “end-line” at opposite sides of the playing area. Allocate each player on both teams a number so that one player from each team has the same number, for example, 1 to 6.
- A soft object, beanbag, jumper etc is used as the piece of bacon and is placed in between the two teams.
- When the leader calls a number, for example, 3 the player from each team with that number moves towards the cone and tries to snatch the “piece of bacon” and returns with it to their end line without being tagged by their opposite number.
- If a player succeeds in snatching the bacon, his/her team is awarded one point.
- The bacon is then placed back into the centre point to continue the game.

## Rats and Rabbits

**Equipment needed:** None

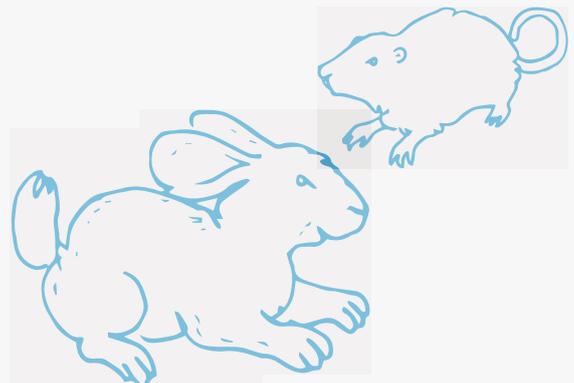
**Number of participants:** 12+

**Activity level:** Moderate

**Movement skills:** Running and dodging

### How to play:

- Divide the players into two teams and form parallel straight lines so that each player is one meter behind the other, and one meter distant from a player from the opposing team.
- Each team should be an equal distance from an end line on their side of the playing area.
- The players on one team are called Rats and the other called Rabbits.
- On the call “Rabbits” the players with that name run to their end line before being tagged by their “Rat” opponent. On the call “Rats” the reverse applies.
- When players are tagged they must join the team they have been tagged by.





## Sharks and Barracudas

**Equipment needed:** None

**Number of participants:** 12+

**Activity level:** Moderate

**Movement skills:** Running and dodging

### How to play:

- Divide into two groups, one group are the Sharks, the other group are the Barracudas.
- Set up two lines of cones, one at each end of the hall.
- Place one group at the lines at different ends of the hall. The sharks have a leader which faces the barracudas while the rest of the sharks face the wall. The barracudas start walking towards the sharks, when barracudas are near enough to the sharks the leader shouts "barracudas".
- The sharks turn around and try to catch the barracudas before they reach the line they started from. If the sharks catch a barracuda they become a shark. The sharks must try to catch all the barracudas.
- Playing area must be free from obstacles, and the lines must be away from the walls in order to avoid collisions.

## What time is it, Mr Wolf?

**Equipment needed:** None

**Number of participants:** 6+

**Activity level:** Moderate

**Movement skills:** Running and dodging

### How to play:

- One person is chosen to be Mr. Wolf and stands with their backs to the other players.
- The rest of the group stands at the other end of the playing area to Mr Wolf.
- All players call out – what time is it Mr. Wolf?
- Mr. Wolf may call out a time such as 3 o' clock, all players then take this many steps towards Mr. Wolf, then ask the question again.
- Mr. Wolf may call "dinner time" at which point they turn and chase the other players back to their starting point.
- If Mr. Wolf catches a player before they get back to their starting point they become the new Mr. Wolf.



## Stuck in the mud

**Equipment needed:** None

**Number of participants:** 6+

**Activity level:** Moderate

**Movement skills:** Running and dodging

### How to play:

- One person is chosen as the tagger and tries to tag the other players.
- Once tagged players have to stay in one position.
- To be released another player must crawl between their legs.
- Game continues until everyone is caught or tagger is changed.

## Dragons Treasure

**Equipment needed:** Small pieces of equipment – bean bags, rings, balls etc.

**Number of participants:** 6+

**Activity level:** Moderate

**Movement skills:** Running and dodging

### How to play:

- Small pieces of equipment are needed for the Treasure.
- One person is the dragon and they sit with their back to the others.
- The treasure is spread out behind the dragon's back. From the home line players try to take the treasure.
- Players must freeze when the dragon turns around. If players are seen moving they return to the home line.
- Dragon chases players when they have taken the treasure. The players must try get home safely with the treasure without being tagged by the dragon.





## Catch a Thief

**Equipment needed:** 6 beanbags and cones to mark the jail are needed.

**Number of participants:** 9+

**Activity level:** Moderate

**Movement skills:** Running and dodging

### How to play:

- Divide the group into two equal teams, each team having half of the playing area. Place 3 beanbags on the back line on each side.
- Mark out the jail using the cones; make a jail in each half. Players try to capture the other team's beanbags and return back to their own side of the playing area without being tagged, they add that beanbag to their back line.
- A player who is tagged by the opponent's side must go to jail. A team mate may rescue a prisoner by going into the jail, taking the prisoner's hand, and running the prisoner back to their side of the playing area.
- If rescuer and prisoner are tagged, they both become prisoners. Only one prisoner may be rescued at any one time. The first team to capture all of the opponent's beanbags wins.

## Colour Tag

**Equipment needed:** A number of different coloured hula hoops

**Number of participants:** 9+

**Activity level:** Moderate

**Movement skills:** Running, dodging with progressions hopping, jumping, skipping

### How to play:

- Different coloured hoops are placed around the playing area away from walls with adequate space from one another.
- The leader chooses a person to be "on". The person who is on must call out two colours, for example, red and blue.
- The people in these hoops must change places without pushing other players.
- While they are changing places the person "on" must tag one of the other players. The person he/she tags is now "on".
- If this game is being played with a large group, a second person can be chosen to be "on".
- When players are changing hoops they can do so while hopping, jumping or skipping.

## Duck, Duck, Goose

**Equipment needed:** None

**Number of participants:** 9+

**Activity level:** Moderate

**Movement skills:** Running and dodging

### How to play:

- In this game, players sit down or stand in a circle facing each other.
- One person is “it” and walks around the outside of the circle. As they walk around, they tap the player’s heads and say whether they are a “duck” or a “goose”. Once someone is the “goose” they get up and try to chase “it” around the circle.
- The goal is for the “goose” to catch “it” before they are able sit/stand in the “goose’s” spot. If the goose is not able to do this, they become “it” for the next round and play continues.
- If they do catch “it”, the person tagged has to sit in the center of the circle.
- Then the goose becomes “it” for the next round. The person in the middle can’t leave until another person is tagged and they are replaced.

## Scarecrow Tag

**Equipment needed:** None

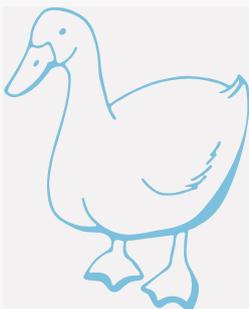
**Number of participants:** 12+

**Activity level:** Moderate

**Movement skills:** Running and dodging

### How to play:

- Select two players to be taggers. On a signal from the leader, the taggers chase and tag other players. Once tagged a player becomes a “scarecrow” standing completely still with feet wide apart and arms held out.
- The tagged player must remain still until another player runs a full circle around them. This action frees the player to move about again. The aim for the tagger is to freeze all players in the scarecrow position.
- Taggers should be changed often to avoid players getting bored.
- Instead of players running a circle around the tagged players, they can crawl under their legs.





## Animal Tag

**Equipment needed:** None

**Number of participants:** 12+

**Activity level:** Moderate

**Movement skills:** Running and dodging

### How to play:

- Divide the group into two equal teams with each team standing on a sideline.
- The leader goes to one group and they quietly decide on a particular animal they would like to imitate. This group then moves, like that animal, all the way over to within 5'-6' of the other group.
- The group watching now tries to guess which animal they are imitating. If they guess correctly, they chase the first group back to its line, attempting to tag as many as possible. If tagged, a player must join that team. The groups then reverse roles and alternate this pattern throughout the game.

## Laugh Tag

**Equipment needed:** None

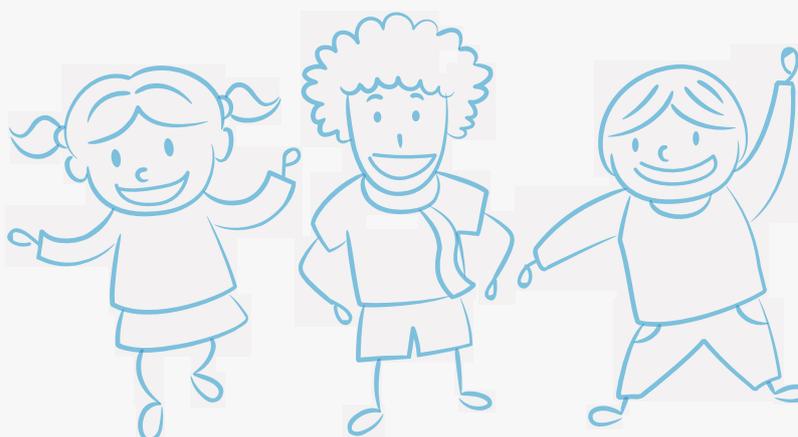
**Number of participants:** 12+

**Activity level:** Moderate

**Movement skills:** Running and dodging

### How to play:

- Select three taggers. On a starting signal, the taggers attempt to tag as many players as possible.
- If tagged, a player puts his hands on his hips and stands with a sad look on his face.
- A tagged player can play again if a free player comes up to him and makes a funny face or does something which causes him to smile and/or laugh. Play is continuous.



Section 6

# Relay Games





## Gear Gather Relay

**Equipment needed:** Depending on no. on each team, for example, six players = 6 pieces of equipment (for example, ball, bib, shuttle cock, beanbag, and racquet)

**Number of participants:** 12+

**Activity level:** Moderate

**Movement skills:** Running

### How to play:

- Create a number of equipment bundles with the same type and number of pieces in them and there should be enough for each person on the team i.e. six player = 6 pieces of equipment.
- Divide group into a number of teams. Teams should then stand along the end line with players from each team lined up behind each other. Each team faces an equipment “bundle” placed at the turning point.
- On the start signal the first player from each team goes to the bundle and returns with one piece of equipment. This piece is handed to the second player who carries it with him/her to the bundle, picks up another piece and returns to the third player etc. The last player returns with all pieces of equipment.

## Circle Pass Relay

**Equipment needed:** A ball per team

**Number of participants:** 12+

**Activity level:** Moderate

**Movement skills:** Throwing and catching

### How to play:

- Divide the players into a number of small teams (4-5 per team). Each team forms a circle in its own space. In each team the players face outwards and stand approximately 1m apart.
- Have a ball for each team.
- Player number 1 in each team passes the ball to the next player and so on, around the circle. When the ball reaches the “last” player, he/she runs round the outside of the circle and on returning to his/her place, the ball is again passed round until it arrives at the new player, who runs round the circle.
- The game continues until all players have run the circle.

### Progressions:

- Join the small teams together and add a second ball to the group.
- Have the balls begin at the first players once again. When the balls reach the last players they both run around the circle.
- To progress the game further, the last players may race each other around the circle. The winner stays in the game.

## Circle Relay

**Equipment needed:** None

**Number of participants:** 12+

**Activity level:** Moderate

**Movement skills:** Running

### How to play:

- All players stand in a circle, a distance of one meter apart.
- The leader issues each player with a number 1 to 3.
- The game begins by the leader calling a number out loud i.e. 1, 2 or 3.
- On this command all players with the number sprint around the outside of the circle and return to their starting position.
- Each player will, of course, find him/herself hotly pursued by another player.
- The aim of the game is for each player to attempt to tag the player in the front without being tagged from the player behind.



## Tunnel Relay

**Equipment needed:** A ball per team

**Number of participants:** 10+

**Activity level:** Moderate

**Movement skills:** Passing and running

### How to play:

- Team players line up behind each other with legs apart – thereby forming a “tunnel”.
- Each team is given a ball.
- On a start signal the lead player passes the ball under his/her legs to the second player.
- The second player assists the ball onwards and so on to the end of the line. When the ball arrives through the tunnel to the last player, he/she runs to the front and starts the ball under the legs again.
- The race ends when the lead player has returned to the front of the line.

### Progressions:

- When the ball reaches the end of the line have the last player pass it back to the front by passing it over their heads, the last player then runs to the start of the line and receives the ball again and starts again by passing it through their legs.



## Corner Relay

**Equipment needed:** Cones

**Number of participants:** 8+

**Activity level:** Moderate

**Movement skills:** Running with progression hand dribbling, skipping, hopping etc.

### How to play:

- Set up cones in a square formation. Divide the group into two teams of equal numbers.
- Both teams line up behind one another at two diagonal corners of the square.
- When the leader shouts, “go” the first member of the team has to run anti-clockwise around the four corners.
- When he/she arrives back at base he/she tags the next person to go.
- The first team to complete the course wins.

### Progressions:

- Have players hop, skip or jump the course.
- Have the players bounce a ball; use a skipping a rope etc.

## Take it back

**Equipment needed:** A large number of objects e.g. bean bags, balls, rolled up skipping ropes, cones etc.

**Number of participants:** 12+

**Activity level:** Moderate

**Movement skills:** Running, bending, turning

### How to play:

- Divide the group into four teams. Set up cones in four-corner relay pattern (square) each team facing diagonally to another team.
- Place a large number of objects in the centre of the square. The object of the game is for players to get as many objects as they can from the centre area back to their team. On the start signal, one player at a time from each team runs out to the objects, picks one up and returns.
- After tagging the returning player’s hand, the next player leaves. Play continues until all objects are gone. The team with the most objects is the winner.

### Progressions:

- Change the movement e.g. skipping/hopping.
- Return the objects only using the feet.
- Return the objects one at a time, game continues until all the equipment is put back in the centre.
- If space allows, place the cones at a further distance from one another.

## Run, Hop, Skip Relay

**Equipment needed:** Cones

**Number of participants:** 12+

**Activity level:** Moderate

**Movement skills:** Running, hopping and skipping

### How to play:

- Divide the group into teams. Adequate space must be allowed for players to move about.
- Set out 3 markers/cones for each team at different points along a straight line.
- The first person runs to the 1st marker and back then high fives their teammate.
- After each person has run to the first marker they must then hop to the second marker and back.
- All players must then skip to the third marker and back.
- Each player in a team must be sitting to win.

## Together Relay

**Equipment needed:** Foam ball

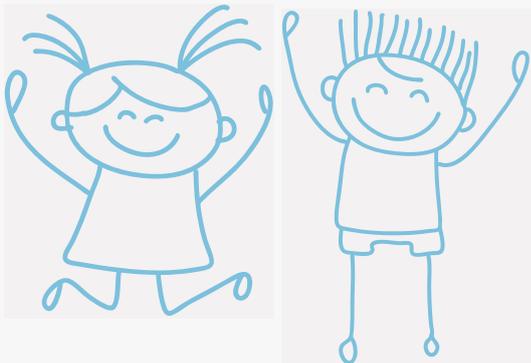
**Number of participants:** 8+

**Activity level:** Moderate

**Movement skills:** Walking, Running

### How to play:

- Divide group into two teams – each team with an even number of members.
- Teams arrange themselves in pairs of similar size.
- The lead pair from each team holds a foam ball between the back/bottoms or hips and shoulders.
- They are not allowed to touch the ball with their hands.
- On the start signal, the lead pair from each team moves quickly (with the ball) to the agreed turning point and return to pass the ball onto the next pair.
- If the ball is dropped on route the pair returns to the beginning and start again.
- The first team to successfully complete the course is the winners.





## Racquet and Ball Relay

**Equipment needed:** A racquet and ball per team

**Number of participants:** 8+

**Activity level:** Moderate

**Movement skills:** Running, striking with an implement with progression, hopping, jumping, skipping etc.

### How to play:

- Divide the group into two/three teams.
- Each group has a racquet and a ball.
- They must bounce the ball on the racquet up to a cone and back to the start.
- Once they have passed the ball and racquet to their teammate they must sit down.
- Each group must have everyone sitting when they are finished.
- Players may also run, hop, skip or jump their way through the course.
- A bat, hurley or hockey stick may also be used.

## Dribbling the Ball Relay

**Equipment needed:** A ball per team, cones

**Number of participants:** 8+

**Activity level:** Moderate

**Movement skills:** Hand dribbling

### How to play:

- Divide the group into teams, each team gets a ball.
- Place cones along the floor 1m apart beginning at one end and finishing at the opposite end.
- Divide each team again; put half of the team at one end of the cones and the other half at the opposite end.
- Each player must bounce the ball in between the cones.
- Once they get to the other side, they must give their teammate a high five and pass the ball.
- Their teammate then dribbles the ball back to the start, high fives the awaiting teammate and then passes it.
- All teammates must be sitting when the game ends.
- Players may also dribble with their feet, use a hurley, hockey stick or a bat.



## Cross the river relay

**Equipment needed:** Two hula hoops per team

**Number of participants:** 8+

**Activity level:** Moderate

**Movement skills:** Balancing, stretching, bending and leaping

### How to play:

- Divide the group into teams each team gets two hula hoops.
- They must get across the playing space (river) having the whole team in the hoop at the one time.
- They can only use one hoop at a time.
- Hoops may only be moved if they are empty. Between the two ends of the playing area (banks of the river) players must be inside a hoop at all times.
- First team to finish is the winner.

## Action Relay

**Equipment needed:** A hula hoop and a large ball per team

**Number of participants:** 8+

**Activity level:** Moderate

**Movement skills:** Running, throwing, catching and hand dribbling

### How to play:

- In teams of three or four, one behind each other, stand behind the end line. One hoop and a large ball is needed for each group. Line up the hoop and the ball opposite the group.
- On the signal, first pupil runs up, jumps into the hoop spins it around, takes it over the head and puts it on the floor, runs back to the end of the line, repeat by all in the team.
- Run up, spin hula hoop around body 3 times replace on the ground and run back.
- Run up to the line, throw ball against the wall or in the air 5 times, return to the end of the line.
- Run up, bounce ball three times in the hoop and run back.

Section 7

# Ball Games



## Queenie I O!

**Equipment needed:** Tennis ball or similar size foam ball

**Number of participants:** 6+

**Activity level:** Low

**Movement skills:** Throwing and catching

### How to play:

- Elect a thrower and call them Queenie.
- Queenie stands with their back to the other players who spread out around a designated playing area.
- Queenie throws a ball over their head to them.
- The other players must catch the ball and hide it behind one of their backs.
- They then call out the verse: Queenie I O, whose got the ball, Is she tall or is she small?
- Queenie then has to turn around and guess who has the ball
- If they guess correctly, they stay as Queenie but if not the person with the ball becomes Queenie

## Donkey

**Equipment needed:** Ball

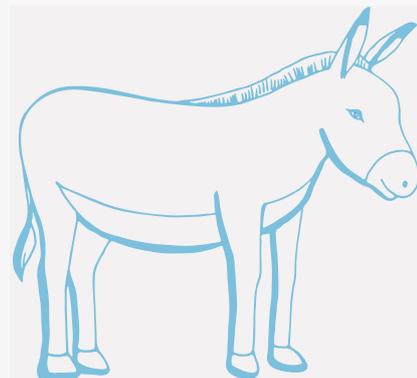
**Number of participants:** 2+

**Activity level:** Low

**Movement skills:** Throwing and catching

### How to play:

- Everyone stands in a circle
- Players must throw the ball to one another without dropping it.
- Every time a player drops it they get a letter from the word “Donkey” for example first drop – D, second drop O etc.
- The first person to get the whole word is called “Donkey” and the game begins again.





## Sevens

**Equipment needed:** Tennis ball or similar ball

**Number of participants:** 1+

**Activity level:** Low

**Movement skills:** Throwing and catching

### How to play:

- An individual, pairs or small group can play sevens.
- Mark out a line a few feet away from a wall, players must stand behind this line when playing.
- The game begins with player number 1 throwing the ball against the wall and catching it with two hands, they must try to do this 7 times without dropping it, if they drop it they must let the next player go and wait for their next turn to try it again.
- Once a player completes 7 throws catching with two hands they then go on to the next level, which could be throwing the ball against the wall clapping hands and catching with both hands. Again they must complete this 7 times to go to the next level. The players can decide what task must be completed for each level and how many levels they will have, the following are some examples:
  - Throw and catch with right hand
  - Throw and catch with left hand
  - Throw under leg catch with one hand
  - Throw turn around catch with 2 hands
  - Throw, let the ball bounce once and catch with both hands
  - Bounce the ball at the wall and catch

## Possession Ball

**Equipment needed:** Ball, bibs

**Number of participants:** 8+

**Activity level:** Moderate

**Movement skills:** Throwing and catching

### How to play:

- Divide the group into evenly matched teams.
- Give one team the ball.
- They must pass the ball to one another and keep it away from the other teams.
- Players are not allowed to move with the ball.
- The ball is given to the other team – if the ball is dropped or if the other team intercepts the ball.

## Wall Ball

**Equipment needed:** Ball, bibs.

**Number of participants:** 8+

**Activity level:** Moderate

**Movement skills:** Throwing and catching

### How to play:

- The group is divided into two evenly matched teams and if necessary, at least one team is allocated coloured bibs.
- Start the game by giving the ball to one team. The objective is for team members to pass the ball amongst one another, keep possession from the other team and ultimately get the ball into the hands of a player who is close enough to the end wall to touch the wall with the ball.
- The reward is a point for the team. The ball is then handed over to the other team whose objective is to score a point by touching the opposite wall.
- Make sure this is a non-contact game.

## Pass and Catch

**Equipment needed:** Ball per team

**Number of participants:** 8+

**Activity level:** Low

**Movement skills:** Throwing and catching

### How to play:

- In groups of four in a circle, combine the following catches in sequence, if a player drops the ball before finishing the sequence he/she starts at the beginning.
- Emphasize co-operation and accurate passing so that players can catch in the different position.
- Pass and catch with one/two hands.
- Pass and catch with one/two knees on the floor.
- Pass and catch while sitting on the floor.





## Target ball

**Equipment needed:** Ball, bibs and target

**Number of participants:** 8+

**Activity level:** Moderate

**Movement skills:** Throwing and catching

### How to play:

- Divide the group into teams and define a playing area, if necessary allocate coloured bibs to one or both teams.
- Start the game by giving the ball to one team. Their objective is to pass the ball to one another and keep possession from the other team and get the ball into the “catch target ring”.
- Players are not allowed to move with the ball in their possession.
- A point is awarded for every basket scored.
- The ball is given to the opposing team if: the ball is dropped, intercepted by opponents or leaves the playing area.

## Burned

**Equipment needed:** Ball and cones

**Number of participants:** 10+

**Activity level:** Moderate

**Movement skills:** Throwing, catching and running

### How to play:

- The game is very similar to rounder's; the main difference is that a bat is not used, instead the ball is thrown by the batting team. The group is divided into two teams. Team A (fielding) is inside the playing area, Team B (batting) is at the base-line.
- The objective of Team A is to prevent the players of Team B from scoring a ‘run’ which is scored whenever a player manages to go around the perimeter from base to base, without being burned. If a player completes a full lap without stopping at any base, the team scores 3 runs.
- The first player of Team B (B1) throws the ball into the playing area and starts running from one base to the next.
- The players aim is to get as far as possible around the bases before players from Team A succeed in catching the ball and passing it to their team captain-who always stands next to the ‘burning point’.
- The captain has to put the ball down to this point and shout “burned” at which point B1 must have stopped at one of the bases. If they have, they are safe. If they are caught between bases they have to queue up again and start over without scoring.
- Play resumes when the next player of Team B throws the ball in and start running. At the same time B1 can continue to run the lap. The game continues with the next player in the queue. Change position of teams when all players have thrown the ball in once.



## Gusties

**Equipment needed:** Tennis ball or similar size foam ball

**Number of participants:** 8+

**Activity level:** Moderate

**Movement skills:** Throwing, catching and dodging

### How to play:

- Teams have equal numbers of players on the court and two players each in the end zone. If the game is played with fewer people, one player in each end zone is fine. The game begins with a jump ball.
- Players may not hold the ball longer than two seconds. A player may take no more than two steps and may not dribble the ball.
- The referee awards the ball to opponents on a rule violation. Players may not touch the ball while it is in opponent's hands.
- All areas are considered in bounds. The ball may be bounced off the wall and be caught to advance the play or score in the end zone.
- After a goal, the team not scoring starts play with a throw in from its end zone. Throwing the ball to a teammate who is in the end zone scores one point and shooting a basket counts two points.

## Crazy Soccer Rounder's

**Equipment needed:** Ball and cones

**Number of participants:** 10+

**Activity level:** Moderate

**Movement skills:** Throwing, catching and running

### How to play:

- Team A= Kickers & Team B= Fielders.
- Pitcher from the fielding team B rolls the ball to number 1 Kicker who kicks the ball as far as possible and then runs round the marker out cones.
- Any player on the fielding team can get the ball and all the teammates line up behind him/her.
- The front player rolls the ball back between the legs of teammates. Last on team holds ball in the air and shouts stop.
- If the kicker gets home first, he/she scores a point.
- If fielders finish first they score a point.
- Change over takes place when each member of team has kicked.



## Dodge ball

**Equipment needed:** Two balls or more per team

**Number of participants:** 8+

**Activity level:** Moderate

**Movement skills:** Throwing and dodging

### How to play:

- Divide the group into two teams of equal numbers. Each team forms a line facing each other. Each team has playground balls for ammunition. The other team scatters about between the lines of the first team.
- The first team then throws balls at team two. If a member of team two is hit below the shoulders, he/she is out and must stand aside.
- Team two throw the balls back at team 1 to try get them out by hitting them.
- A player can return to play if their team mate catches the ball before it touches the ground.
- Only one player can be saved at a time.
- The aim of the game is to get all players on opposite team out.

### Progressions:

- Dodge ball can be played in a circle (circles are painted onto the playground). Group is once again divided into two teams.
- One team is inside the circle and the other half spread out around the outside. A soft ball is thrown at the players inside the circle.
- The team inside the circle is allowed to run around where ever they want, but they cannot go outside the circle.
- The ball can only be used to hit the team inside the circle below the waist. If a ball is thrown and hits someone above the waist, the thrower has to stop playing. If a player in the center is hit, they become one of the players outside the circle.
- The game is over when only one person is left inside the circle.
- If a person is hit they must sit down and remain in a cross-legged position unless they can snag a thrown ball, at which point they are armed and back in the game.



## Lapper

**Equipment needed:** Ball and cones

**Number of participants:** 10+

**Activity level:** Moderate

**Movement skills:** Kicking, catching and running

### How to play:

- Divide the players into two teams (A & B). Team A stand at the baseline closely side by side. Players from team B spread out all over the playing area.
- The first player from team A throws or kicks the ball in and starts running around his team. The team counts aloud how many laps he/she completes.
- Meanwhile team B must retrieve the ball, queue up very close to each other and pass the ball over their heads. When the ball reaches the last player in team B he/she runs to the front of the queue and all players shout "Stop".
- This is the signal for the person on team A to stop running. The game recommences with a second player from team A throwing/kicking in the ball and continues until all players have thrown in the ball.
- At this point both teams change position. Add up all the laps completed by each team – the winner is the team with the most laps.

## Runners and Ragers

**Equipment needed:** Ball and bibs

**Number of participants:** 10+

**Activity level:** Moderate

**Movement skills:** Throwing and catching

### How to play:

- Each team has five players on the court; the remaining players are on the sidelines. The ten players play basketball as normal.
- The only exception is that a court player may only pass to a sideline player, and the sideline players may only pass to the court players.
- Sideline players are not allowed to dribble and can only hold the ball for only five seconds.
- After five minutes the court players go to the end of the sideline and five new players take the court. Scoring is the same as in basketball.



## Spud

**Equipment needed:** Ball

**Number of participants:** 6+

**Activity level:** Moderate

**Movement skills:** Throwing and catching

### How to play:

- Players stand in a circle facing 1 player who is holding the ball in the centre of the circle. Before starting, each of the players should have an assigned number.
- The game starts with the circle players jogging clockwise around the centre player. At any time, the centre player can toss the ball up in the air and call out a number. The player whose number is called attempts to catch the ball by the second bounce, and yells "Freeze" to the fleeing circle players.
- All the players must then stay motionless in their positions. The player with the ball is allowed up to three steps toward a player in order to hit him below the waist, to tag him.
- If successful, the thrower becomes the circle player for the next round. If unsuccessful, the game starts again with the original centre player.

## 3-on-3 Soccer

**Equipment needed:** Ball cones and bibs

**Number of participants:** 6

**Activity level:** Moderate

**Movement skills:** Foot dribbling, side stepping, dodging, running

### How to play:

- This game is played much like regular soccer except that there are only three players on a team and the field is smaller (about 40' by 60' is ideal). Cones can be used for goal markers. One player for each team should start in the goalie position with the other two players at midfield.
- The game begins with one team kicking off. Teams try to score by kicking the ball through the opponent's cones.
- A kickoff follows each score, with players rotating positions. Rotating allows equal opportunities to play both goalie and forward.
- Regular soccer rules apply to scoring, hand violations, out of bounds and rough play.



## Bull in the Ring

**Equipment needed:** Ball

**Number of participants:** 12+

**Activity level:** Low

**Movement skills:** Throwing and catching

### How to play:

- Form groups of 6-8 players with each group standing in a circle formation. Assign one player to stand in the middle and be the “bull.”
- On a starting signal, the players pass a basketball back and forth among themselves while, at the same time, the “bull” attempts to touch or intercept it.
- If a ball is touched by the “bull,” then the player who last touched it switches places and becomes the next “bull.” Players can not throw a pass to the player to either side of them, nor can they throw it to the player who threw it to them.

## Half-Court Basketball

**Equipment needed:** Basketball ball, basketball net

**Number of participants:** 6+

**Activity level:** Moderate

**Movement skills:** Throwing, catching, running, dodging, chest passing and hand dribbling

### How to play:

- Playing half court basketball could allow for two games to be played on one basketball court, resulting in more children being actively involved at once. Played like regular basketball, the out-of-bounds lines include the standard lines plus the centre line. Teams can play three-on-three, four-on-four, or five-on-five.
- The game begins with a jump ball at the free throw line. After that, regular rules apply except: (1) when the offensive team scores, the opposing team will throw the ball in from out of bounds at the centre line; (2) if the defensive team gets possession of the ball, they must dribble or pass it past the free throw line before scoring. Scoring is the same as in regular basketball.





## Horse

**Equipment needed:** Basketball ball and net

**Number of participants:** 2+

**Activity level:** Low

**Movement skills:** Throwing, hand dribbling

### How to play:

- Played with one basketball net, players decide between themselves who will shoot first. The game begins with the first shooter taking a shot from anywhere on the court. If the ball goes in, the other shooter must make it from that same spot. If the second shooter misses, the letter "H" is assigned. If he makes it, no letter is given.
- When the first shooter misses a shot, the second shooter then gets the chance to make a shot, which must be duplicated. The letters H-O-R-S-E are assigned to players that miss shots that must be duplicated. The first player that has H-O-R-S-E spelled against him loses.

## Handball

**Equipment needed:** Ball

**Number of participants:** 2-4

**Activity level:** Low

**Movement skills:** One /two handed striking

### How to play:

- The server starts the game by bouncing the ball on the ground and, as it comes up, hitting it at the wall. The ball must bounce back over the serving line to be considered legal. A server has two tries to make a legal serve. The opponent tries to hit the served ball back against the wall. The ball can be hit after it bounces or while still on the fly.
- The players attempt to hit the ball back and forth continuously until one fails to hit it, or hits it out of bounds, or else hits it over the wall. If the server makes the mistake, the serve goes to the other player. If the player receiving the serve makes the error, the server is awarded the point. Players can only score points when they are serving.
- Doubles can also be played. The procedure is essentially the same except that the partner closest to the ball returns it. Scoring is the same as in singles play.

Section 8

# Fun Games





## Red light, Green Light

**Equipment needed:** None

**Number of participants:** Depends on space; unlimited

**Activity level:** Moderate

**Movement skills:** Running, stopping

### How to play:

- One person is the leader.
- The rest of the group stands at the other end of the playing area to the leader.
- When the leader shouts green, they all run.
- When the leader shouts red they must stop and freeze.
- If the leader spots anybody moving, they have to go back to the start.
- Once a person reaches the end she/he becomes the leader.

## Circle Hoop

**Equipment needed:** None

**Number of participants:** Depends on space; unlimited

**Activity level:** Moderate

**Movement skills:** Body control skills

### How to play:

- The entire group forms a circle and joins hands.
- The leader introduces, for example, a red hula hoop into the circle
- The object of the game is to circle the hoop around the group without breaking hands.
- This is done by each player making their way through the hoop.
- An extra hoop which is of a different colour, for example, a blue is then added to the circle
- This time the leader announces that the blue has to catch up with the red hoop.

### Progressions:

- Split the group into two teams and give each group a hoop
- The first team to rotate the hoop in a full circle wins



## Here, there, where, everywhere

**Equipment needed:** Cones

**Number of participants:** Depends on space; unlimited

**Activity level:** Moderate

**Movement skills:** Running, jumping, hopping

### How to play:

- Place four cones on the floor to make a large square shape.
- Four corners are named 'here', 'there', 'where', 'everywhere'. Players move around the coned area, using running, jumping, hopping etc. on the call 'here' or 'there' etc, they must move to that corner as fast as possible.
- Make it harder by adding in a ball and players must bounce or tap the ball while getting to the corner. Change corner names to e.g. North, South, West, East or place names such as Dublin, Paris, London and New York.
- If a player runs towards the wrong corner then he/she must stand out and do an activity, for example, 20 jumping jacks or 10 shuttle runs and then join back in.

## Simon Says

**Equipment needed:** None

**Number of participants:** Unlimited

**Activity level:** Moderate

**Movement skills:** Hopping, jumping etc.

### How to play:

- One person is nominated as the leader "Simon".
- "Simon" calls out an action such as "Sit down" and all the participants must do the action.

### Some example actions:

- Sit Down
- Stand up
- Lie on your back/tummy
- Hop on one leg
- Jump up and down
- Shake one foot/feet

When Simon calls out an action he must use the phrase "Simon says..." if Simon calls an action without using this phrase it's an invalid action and anyone that does the action is out of the game.





## Captain Sailor

**Equipment needed:** None

**Number of participants:** Depends on space; unlimited

**Activity level:** Moderate

**Movement skills:** Running and turning

### How to play:

- One player is chosen as the captain. S/he calls out orders to the rest of the players who are the crew.
- If a player does not follow an order correctly, s/he is out they then go to the side line and do an activity e.g. 20 jumping jacks or 10 shuttle runs and then join back in. (The captain makes this decision.)

### Orders:

**To the ship** – run to the captain's right.

**To the island** – run to the captain's left.

**Hit the deck** – lay down on your stomach (or if players don't want to get dirty, they can crouch down)

**Attention on deck** – salute and yell, "Aye, aye captain!" – Players may not move now until the captain gives the order of, "At ease!" (I.e. even if the captain gives a different order such as "to the ship" the crew must continue to remain at attention until told "at ease")

**Clear the deck** – everyone must have their feet up off the floor

**Scrub the deck** – everyone on their knees scrubbing

**SHARK!** – Everyone must run to a designated base (multiple bases can be used). The last player to the base is out.

**Sick turtle** – Everyone falls onto their backs and wave's hands and feet in the air.

**Bow** – Run to the front of the boat

**Stern** – Run to the back

## All those who!

**Equipment needed:** Chairs or cones

**Number of participants:** Depends on space; unlimited

**Activity level:** Moderate

**Movement skills:** Dodging, turning

### How to play:

Participants sit in a circle on chairs or stand at a marker/cone

- One player takes up central position within the circle and he/she is labeled the caller.
- The caller then calls "All those who", for example, have blue eyes.
- Anyone, to whom this command applies, must swap places.
- The middle person (the caller) must then try to get a seat/marker as they swap
- The person left without a seat/marker must take the position of the caller in the centre and begin the game again.

### Progressions:

- When the game is being played by a large group the number of callers can be increased to two. Another chair/marker would also be removed.



## Follow my call

**Equipment needed:** None

**Number of participants:** Depends on space; unlimited

**Activity level:** Moderate

**Movement skills:** Turning, jumping, hopping, running

### How to play:

- Start by walking around the perimeter of the playing area. All players are invited to follow, keeping a distance of at least two feet between themselves and the player in front of them.

- On commands from the leader the rest of the group must perform certain actions. Sample commands and actions may include:

**Clap** – Clap hands to side

**Turn** – Turn quickly and walk in the opposite direction

**Jump** – Jump from two feet

**Touch** – Touch ground with both hands bending at the knee

**Bellies** – Lie on bellies and rise again

**Back** – lie on backs and rise again

**Skip** – Skip forwards

**In skip** – Face inward and skip

**Out skip** – Face outward and skip

**Jog** – Jog slowly

## Beans

**Equipment needed:** None

**Number of participants:** Depends on space; unlimited

**Activity level:** Moderate

**Movement skills:** Stretching, hopping, skipping, jumping, running

### How to play:

- Players stand in a space large enough to allow them to extend their arms and legs.
- The leader introduces the children to a variety of different beans and the corresponding actions. Once children are familiar with the beans and their actions invite them to move around the space in different ways, for example, walking, skipping and then randomly call a bean type to which they do the corresponding action.

<b>Bean Type</b>	<b>Action</b>
<i>Runner bean</i>	Jog
<i>Jelly bean</i>	Wobble and shake your body
<i>Hot bean</i>	Hop from 1 foot to the other
<i>Jumping bean</i>	Jump and bounce
<i>Broad bean</i>	Spread arms and legs out wide
<i>Beans on toast</i>	Crouch down and curl up like a bean
<i>Frozen bean</i>	Shiver and shake
<i>Human being!</i>	March around

- Allow players to develop new beans and actions.



## Ship, Sea, Shore

**Equipment needed:** None

**Number of participants:** Depends on space; unlimited

**Activity level:** Moderate

**Movement skills:** Running, turning – with progressions jumping, hopping, hand and foot dribbling

### How to play:

- Players line up one after another.
- All players are standing on the ship.
- One the right of them is the sea and on the left of them is the shore.
- The leader calls out sea, ship, shore in any order, the players then have to run to the designated area.
- Players that run to the wrong area are out. The game continues until there is one or no players left.

### Progressions:

- Make it harder by adding in a basketball or football, dribble with right hand towards ship and left hand only towards shore.
- Players must go to the designated area by skipping, jumping, hopping etc.

## Fishes in the Sea

**Equipment needed:** None

**Number of participants:** Depends on space; unlimited

**Activity level:** Moderate

**Movement skills:** Running, jumping, hopping, skipping etc.

### How to play:

- Players stand in a circle. They are alternately named Cod, Haddock, Plaice and Salmon.
- One player is chosen to be the Fisherman. This person is the caller and stands in the middle of the circle.
- When a fish name is called, all the players in that category move around the outside of the circle in a clockwise direction until they reach their places again. They are instructed on how to move with various directions.

### For example:

- **Cod** – high tide,
- **Salmon** – coral reef

### Movement ideas:

- **High tide** – move quickly
- **Low tide** – move slowly
- **Fisherman about** – crouch down low to avoid the nets.
- **Sharks** – walk backwards.
- **Coral reef** – jump
- **Tide turns** – change direction

The last person back to their place becomes the Fisherman.



## Mother May I?

**Equipment needed:** None

**Number of participants:** Depends on space; unlimited

**Activity level:** Moderate

**Movement skills:** Progressions can add a variety of movement skills such as hopping skipping etc.

### How to play:

- One player is 'Mother'.
- The other players line up and face Mother about ten meters away.
- Mother selects one of the players and says something like, '... (name of player), you may take five giant steps.' That player then responds with, 'Mother, may I?' Mother replies, 'Yes, you may.'
- Mother then addresses another player and the game continues until one of the children reaches Mother. Whoever makes it to Mother first becomes Mother for the next round.
- Does this sound simple? It is! Except that in the excitement of the game, someone is bound to take their steps without asking, 'Mother, may I?' When that happens, Mother reminds the player of her manners and the player is sent back to the beginning of the line.

### Progressions:

Here are some ideas for the different ways children can move.

- **Scissors step** – jump while crossing your feet, then jump while uncrossing them.
- **Banana step** – lying down with feet at current spot, marking where the top of your head was and getting up there for new spot.
- **Bunny hop** – a hop.
- **Baby steps** – small steps.
- **Giant strides** – giant steps.

For an older children's variation, try this one: 'Fourth cousin once removed on my father's side, may I?'

## Section 9

# Frisbee Games





## Disc Football

**Equipment needed:** Frisbee

**Number of participants:** 10+

**Activity level:** Moderate

**Movement skills:** Throwing and catching

### How to play:

- Frisbee football is an all-passing football game.
- The kick-off is conducted by the kicking team throwing the Frisbee down field to the receiving team.
- The receiving team must catch the Frisbee in the air, or pick it up off the ground to advance it.
- A fumbled Frisbee is considered a foul and possession goes to the other team for a free throw.
- Passing and catching the Frisbee is the only way to advance down the field.
- A touchdown is worth one point in Frisbee football.
- A touchdown must be behind the touchdown line.
- After each point, the kick off must happen again.
- Games can have two halves, four quarters – It's up to you!

## Disc Baseball

**Equipment needed:** Frisbee and cones

**Number of participants:** 10+

**Activity level:** Moderate

**Movement skills:** Throwing, catching and running

### How to play:

- The game is played like baseball with players divided into two teams, a field team and a batting team.
- The batter steps up to the plate and tosses the Frisbee somewhere into the field. He/she then takes off for first base.
- After three outs, the teams switch sides.
- The team with the most runs after nine battings is the winner.





## Frisbee Golf

**Equipment needed:** Frisbee

**Number of participants:** 2+

**Activity level:** Low

**Movement skills:** Throwing (& aiming)

### How to play:

- Set up a Frisbee golf course.
- Create teams with a maximum of 4 players in each team.
- The tee is the throwing area to begin play at each hole and is usually an area marked with a throwing line.
- After the initial throw from the tee, the player whose disc is the farthest from the target is the first player to make the second throw. This throw is made from the position where the disc came to rest.
- Every hole has specified boundaries. When a disc lands outside the boundaries, a penalty of one throw is given and the next throw is taken from where the disc left the playing field.
- Any unplayable lie (for example disc landed in water) can be re-taken from a better position with a one-throw penalty.
- The putt is the final throw at the target from a short distance away. The hole is completed when the disc reaches the target (hits pole or tree, falls in the basket, etc).
- During play, the thrower who had the lowest score on the previous hole makes the tee off. The lowest score throws first. If there is a tie, go back to the previous hole until a thrower is determined.
- Fair play is an important aspect of all Frisbee sports. Frisbee golf is played without a referee. The players are responsible for fair and honest game play.
- Do not make distracting noises or motions when other players are making their throw.

### Terms

- **Hole in One** – made in one throw
- **Fore** – protect your head
- **Pin** – hole or object that is made or hit
- **Away** – player farthest from the hole
- **Lie** – where the disc lands and stops
- **Putt** – any short toss to the pin

## Bocce Disc

**Equipment needed:** Bocce discs or Frisbees

**Number of participants:** 2+

**Activity level:** Low

**Movement skills:** Throwing (& aiming)



### How to play:

- Game can be played as singles or as doubles teams, the aim of the game is throw your disc nearest the target.
- One player selects the target, near or far. Individuals/teams alternate throws.
- A player's throw may knock another team's disc out of the way.
- After all discs have been thrown, players move to the target to see which disc is closest to the target.
- If playing singles, the player with the disc closest to the target scores 1 point.
- If playing doubles, if Team A has one disc closer than any of the other teams, Team A gets 1 point. If Team A has 2 discs closer than any of the other teams, Team A gets 2 points. Only one team can score at each target.
- The first individual/team to score 15 points is the winner.

Section 10

# Parachute Games





## General Safety Precautions

- In order to provide a better grip and to avoid injuries (often caused by children getting their hands caught in the handles) get children to take hold of the parachute with both hands and roll the edges towards the centre a few times. Removing the handles altogether might be a good idea.
- Instruct children to hold the edge of the chute at all times unless invited to let go.
- Ensure children look where they are going at all times. Give clear movement directions especially when the children move around/under the chute.
- Take special care with children with restricted movement especially on any backward movements.
- In all activities use clear signals and directions for lifting, deflating etc. so that all children can respond at the same time.
- Stress the need for teamwork in order to receive good results.

## Familiarisation Activities

- Spread the chute on the ground and invite children to spread evenly around the outside of it.
- Invite children to take hold of the parachute with both hands and roll the edges towards the centre a few times.
- Invite children to make ripples by wriggling their wrists. Waves will result from wrist action, and full arm action causes tidal waves.
- Inflate the chute by inviting all children to lift their hands high above their heads count 1, 2, 3 – “Lift”.
- After inflating the chute, it can be deflated by pulling the edge to the ground and allowing the air to gradually spill out of the centre hole.

## Warm up activities

- Stretch the chute and then walk/skip/run clockwise and then anticlockwise
- Kneel down and shake the chute gently and then stronger and stronger. Continue the “ripple and waves” while coming to a standing position.
- On a signal, inflate the chute. Repeat a number of times



## Mountain

- Make a mountain by inflating the chute and quickly pulling it to the ground and kneeling on the edge.
- Allow the mountain to deflate naturally.

## Big Bola

- Make a mountain and start pushing the trapped air around in Mexican wave fashion.
- An air bubble eventually forms – try to keep the bubble circling

## Giant Wave

- Divide the group in three sub-groups.
- While the first group moves the chute up, the second moves it half way down and the third brings it all the way to the floor.
- By alternating positions they can produce a very co-ordinated and co-operative wave.

## Umbrella Exchange

- Number the children 1/2/3.
- Inflate the chute and call out one of the numbers.
- All children with that number let go and run under the chute to another position before the chute falls.
- The group's job is to keep the chute in the air until everyone has made it safely to their new position.

## All those who...

- Similar to Umbrella Exchange except that on inflation calls such as “all those wearing red”.

## Exchange Task

- When the chute is inflated invite two players to move under the parachute, meet in the middle, shake hands and return to their places – before the chute comes down.

## Bouncing Ball

- A ball is placed in the middle of the chute. Invite the group to lift and lower the chute so that the ball bounces up and down as high as possible.

## Air Conditioning

- The children take turns (alone or in small groups) to lie on their backs on the floor under the chute, with their heads toward the centre.
- The other participants begin to make waves – fanning those below.

## Team Ball

- Divide the group into two teams.
- Place two balls of different colours in the chute and allocate one ball to each group.
- Invite each team to keep their own ball in the chute while trying to toss the other team's ball out.



## Popcorn

- Start with everybody holding the chute stretched out.
- Throw as many soft balls as you can find on to the chute.
- Then see how quickly they can bounce them off with out letting go of the chute. Alternatively you can have half of the children trying to bounce the balls off and half trying to keep them on.

## Roller Ball

- Everyone holds the chute tight. Place a large ball near the edge.
- Try to make the ball roll around the edge of the chute.
- To do this, someone starts the ball rolling.
- As it comes towards you, you lower the edge you are holding, and as it goes past you raise your edge.
- When all the children do this in synchronisation, it creates a kind of wave going round the edge of the chute, which pushes the ball in a smooth steady circle.
- It cannot be done without concentration and co-operation, but it is very rewarding for a group to eventually achieve the correct motion.
- Once you have mastered the correct motion try changing the direction or speeding up.

Section 11

# Clapping and Rhythm Games





**Equipment needed:** None

**Number of participants:** Unlimited, depends on space available.

**Activity level:** Low

**Movement skills:** No specific movement skills are developed however these activities are good for developing overall balance and coordination.

## Pass it on

- Get children to sit in circle
- Nominate one child to start the rhythm (clap hands twice).
- The next child picks up this rhythm and passes it on to the next child.
- This continues until the rhythm has been passed onto everyone in the circle and gets back to the child who started it.
- The leader then adds a rhythm to the first one (e.g. clap hands twice, stomp feet twice etc.).
- The same thing happens as the first time (pick it up and pass it on).

### Progressions:

- You can add in actions to change the way the rhythm is being passed e.g. “press the breaks” and the rhythm stops and goes back the way it came.

## Keep the beat

- Everyone is sitting in a circle/in a row.
- One child starts the rhythm.
- Everyone in the group joins in copying what the leader is doing. When the leader changes the beat everyone else must do the same and keep up.

### Progressions:

- To make this more challenging you can control the beat and give the children 5 seconds after you change to get in beat
- If the children haven't got the new beat after the 5 seconds then they must sit on their hands.
- Those who have to sit on their hands can help the leader catch the others who are not in beat.



## Pair Claps

- Divide the group into pairs facing each other.
- Each pair follow the routine called out by the teacher/leader e.g.
  - clap your own hands twice
  - clap partners hands once
  - clap your own hands twice
  - clap partners hands twice
  - clap your hands once
  - clap partners left hand
  - clap your own hands once
  - clap partners right hand
  - tap your own shoulder
  - clap partners hands
  - Clap opposite hands etc.
- Get pupils to make up their own routine and show the class.

## Hot cross buns

- Divide group into pairs facing each other.
- Teach them the rhyme hot Cross buns first:
 

*Hot Cross buns,  
Hot cross buns,  
One a penny,  
Two a penny,  
Hot cross buns.*
- Then teach the actions to go with the rhyme:
 

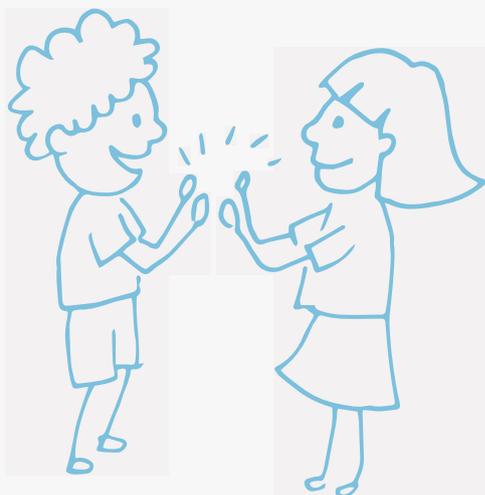
*Hot Cross buns,*  
(clap hands together with partner 3 times)

*Hot cross buns*  
(cross hands and tap your shoulders 3 times)

*One a penny,*  
(clap right hands together)

*Two a penny*  
(clap left hands together)

*Hot cross bun.*  
(Cross hands and tap your shoulders 3 times)





## Miss Mary Mack

- Divide group into pairs facing each other

- First teach them the rhyme:

*Miss Mary Mack, Mack, Mack all dressed in black, black, black  
with silver buttons, buttons, buttons  
all down her back, back, back  
She asked her mother, mother, mother  
for fifty cents, cents, cents  
to see an elephant, elephant, elephant  
jump over the fence, fence, fence  
He jumped so high, high, high  
he reached the sky, sky, sky  
and didn't come back, back, back  
til the fourth of July, ly, ly*

- Arm Actions:

*Miss* – (Clap your own hands together)

*Ma* – (Clap partners' right hand with your right hand)

*Ry* – (Clap your own hands together)

*Mack. Mack, Mack* – (Clap partners hands three times in a row)

*All* – (Clap your own hands together)

*Dressed* – (Clap partners' left hand with your left hand)

*In* – (Clap your own hands together)

*Black, black, black* – (Clap partners hands three times in a row)

*With* – (Clap your own hands together)

*Sil* – (Clap partner's right hand with your right hand)

*Ver* – (Clap your own hands together)

*Buttons, buttons, buttons* – (Clap partners hands three times in a row)

Etc.



## Double, Double This

- Divide group into pairs facing each other.
- Firstly teach them the rhyme:
 

*Double, double this, this*  
*Double, double that, that*  
*Double this*  
*Double that*  
*Double, Double this and that.*
- The clapping routine is as follows (routines may vary amongst people)
  - For “double” clap your own hands together.
  - For “this” turn palms towards yourself and tap backs of hands with the backs of partners hands
  - For “that” clap palms of hand with partner

### For example:

*Clap, clap, back of hand, back of hand*  
*Clap, clap, palms, palms,*  
*Clap, back of hand,*  
*Clap, palms,*  
*Clap, Clap back of hand, palm*

## High Low Jack a Lo

- Divide groups into pairs facing each other.
- Teach children the rhyme first.
 

*My name is high low, jack a lo*  
*Jack a lo, High Low*  
*High Low, Jack a lo, Jack a lo, Hi*
- For the clapping action partners begin with palms together like as if praying fingers facing out
- For “My name is” ( keep hands like as if praying fingers facing out and brush past partners hands three times).
- Hands now parted with left hand held straight out touching the back of partners left hand.
- The right hand is the hand that is always moving.
- Right hands then meet like a “high 5” action.
- High for hi, low for low and at the centre for jack.
- For the last high try to tap the other person on the forehead before they tap you.

### For example:

Brush past partners hands three times:

*High, low, centre, low*  
*Centre, low, high, low*  
*High, low, centre, low*  
*Centre, low, try tap forehead of partner*

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**For more clapping games visit**

[www.cocojams.com](http://www.cocojams.com)

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# Useful Websites

Get Ireland Active a dedicated website for physical activity information including the benefits of being active, how to get started, tips to stay motivated and a comprehensive resource section. You can use the site to search for physical facilities in your area. [www.getirelandactive.ie](http://www.getirelandactive.ie)

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The Professional Development Service for Teachers (PDST) The aim of the PDST is to provide high quality professional development and support that empowers teachers and schools to provide the best possible education for all pupils/students. [www.pdst.ie](http://www.pdst.ie)

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The Irish Primary P.E. Association (IPPEA) is an association dedicated to heightening awareness of PE issues in primary schools and it aims to promote physical activity in an educational context. [www.irishprimarype.com](http://www.irishprimarype.com)

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The Irish Heart Foundation is the national charity fighting stroke and heart disease. The website has a section dedicated to its schools programme [www.irisheart.ie](http://www.irisheart.ie)

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The Active School Flag was launched by the Department of Education in 2009. It is a non-competitive initiative which seeks to recognise schools (both primary and post primary) that provide quality PE, co-curricular physical activity and sports programmes for their students. [www.activeschoolflag.ie](http://www.activeschoolflag.ie)

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Be Active After School Activity School Programme is a HSE supported after school physical activity programme aimed at primary school teachers with parental support for the delivery in school. [www.beactiveasap.ie](http://www.beactiveasap.ie)

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Sport Ireland (formally the Irish Sports Council) aims to plan, lead and co-ordinate the sustainable development of competitive and recreational sport in Ireland. This website provides a link to your Local Sports Partnership. [www.sportireland.ie](http://www.sportireland.ie)

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Healthy Ireland is a Government-led initiative which aims to create an Irish society where everyone can enjoy physical and mental health, and where wellbeing is valued and supported at every level of society. [www.healthyireland.ie](http://www.healthyireland.ie)

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CARA is a national organisation which provides a collaborative and partnership platform throughout Ireland to impact on enhancing sport and physical activity opportunities for people with disabilities. [www.caraapacentre.ie](http://www.caraapacentre.ie)



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[www.getirelandactive.ie](http://www.getirelandactive.ie)