



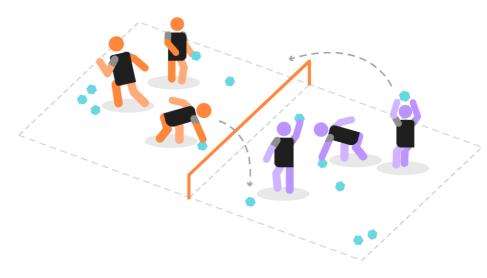
CLEAR THE YARD

1

Play in teams

2

Throw your rubbish into the other team's yard



4

Can you keep your yard clear of rubbish?

SAFETY



- Throw soft objects
- Players must not throw objects directly at others
- Be aware of others when running and bending to pick up the objects

EQUIPMENT



- Rubbish (objects to throw),
 e.g. paper balls, sponge
 balls 2+ per player in total
- Area markers, e.g. cones, tape, chalk
- Divider or markers, e.g. net, bench, cones, tape, rope

HOW TO PLAY



- Create a court (e.g. 12m x 6m); divide it by a net or no-go zone into 2 'yards'
- Play in teams; each team stays in their own yard
- Scatter throwing objects –
 'rubbish' across each yard
- Teams gather rubbish from their own yard and throw it into the opposing team's yard; only collect and throw one piece of rubbish at a time
- Keep playing for 1 minute
- Which team has fewest pieces of rubbish in their yard when you stop? Play again

PERSONAL CHALLENGE



Try different ways to throw the rubbish. What works best?

Throw one piece at a time; keep going



CLEAR THE YARD

FUNDAMENTAL SKILLS

- Agility
- · Body awareness
- Coordination
- Spatial awareness



TIPS

- · Try underarm and overarm throws
- Look where you are throwing



LIFE SKILLS & VALUES



Cooperating

Work as a team. How did you work together to be successful?

Friendship

Encourage others. What did you say or do to encourage everyone to take part and try their best?

ADAPTABLE ATHLETICS:

INCLUDE, ENGAGE, SUPPORT AND CHALLENGE

SPACE

- Increase or decrease the width or length of the yards
- Have uneven-size yards, e.g. one team's is bigger than the other team's
- Increase or decrease the height of the net/width of the no-go zone

TASK

- Use different throws, e.g. dominant hand, nondominant hand, underarm, overarm, rolling (under net)
- · Sit or kneel: each player defends their own zone
- Limit how many pieces each player can throw

EQUIPMENT

- · Start with the rubbish in one yard only
- Increase or reduce the number of objects
- Provide a ramp for a player to roll the rubbish (under the net)

- · Increase or reduce the number of players
- Have uneven-size teams. e.g. 4 v 6
- Introduce roles, e.g. some players retrieve the rubbish, some throw the rubbish





MEO DUOI CHUOT

Hold hands in a circle to make arches

The cat chases the mouse



Weave in and out

of the arches

Can the cat catch the mouse?

SAFETY



- Make sure the surface is hazard-free and non-slip
- Pay attention and maintain the arch as runners approach

EQUIPMENT



None

HOW TO PLAY



- Everyone, except 2 players, stands in a circle
- · Hold hands to form a series of arches
- One player is the mouse and starts on one side of the circle
- · One player is the cat and starts at the other side
- The cat chases the mouse, with both players weaving in and out of the arches
- · Can the cat catch the mouse?

PERSONAL CHALLENGE



As the mouse, how many arches can you run through before being caught?





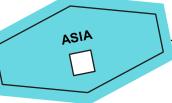
MEO DUOI CHUOT



REGIONAL GAME

Meo Duoi Chuot is a game from **Asia** where one player – the cat – chases another player – the mouse.

Do you know any chasing games that include animals? If so, teach them to your friends.



FUNDAMENTAL SKILLS



- Agility
- Coordination
- Rhythm
- Spatial awareness

()

TIPS

· Look in the direction you are running

LIFE SKILLS & VALUES



Empathy

Understand how others feel. How did you show kindness if someone found the activity difficult?

Respect

Pay attention to others. How did you show respect to the cat and mouse when you were standing in the circle?





ADAPTABLE ATHLETICS:

INCLUDE, ENGAGE, SUPPORT AND CHALLENGE

SPACE

- Chase up and down rows instead of around a circle
- Raise or lower arms to alter the height of the arches (before the runner arrives)
- Alter the distance between the cat and mouse start points

TASK

- Set a time limit or a maximum number of circuits in which the cat must catch the mouse
- Change how the cat and mouse travel, e.g. walk, sidestep, backwards

EQUIPMENT

- Use markers or slalom poles instead of people
- Give the mouse a tail, e.g. a scarf tucked into a waistband, which the cat has to capture

- Increase or reduce the number of players to make the circle smaller or larger
- Play without a chaser the cat – and time how long each mouse takes to complete the circle





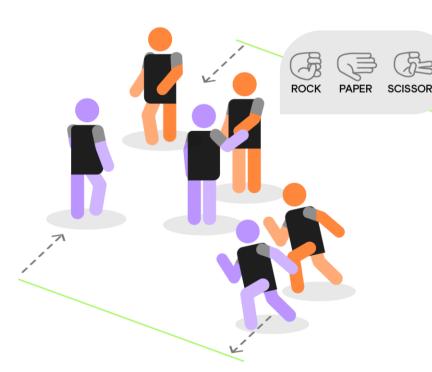
ROSHAMBO

1

Two teams face each other across the space

2

Run to meet your opponent



Play rock, paper, scissors

4

Winner tries to catch the loser

SAFETY

- Make sure the surface is hazard-free and non-slip
- Players must tag an opponent at shoulder height or below

EQUIPMENT

 Markers for each team start/safe line, e.g. cones, tape, dirt line, chalk line, rope

HOW TO PLAY



- Take part in teams
- Stand behind your team line, facing the other team
- "Go": run to meet the opposite person from the other team
- Play rock, paper, scissors using hand signals: rock (fist) beats scissors (two fingers); scissors beats paper (flat hand); paper beats rock
- The winner tries to catch the loser before they run back to their team line
- · Score a team point if you tag them before they are safe

PERSONAL CHALLENGE



Can you escape the catcher? How quickly can you turn and run?



ROSHAMBO



REGIONAL GAME

The rock, paper, scissors game is called Roshambo in **North America**.

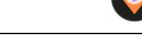
This game is played across the world. What do you call it?



FUNDAMENTAL SKILLS

- Agility
- Balance
- Coordination
- Reaction and reactive movements

TIPS



- · Lean forwards as you accelerate
- Balance your weight so you are ready to chase or escape

LIFE SKILLS & VALUES



Problem-solving

Try something different. What else did you try – individually or as a team – if you kept being caught by the chasers?

Pride

Celebrate the team effort. What did your team and team members do well, whether or not you won?





ADAPTABLE ATHLETICS:

INCLUDE, ENGAGE, SUPPORT AND CHALLENGE

SPACE

- Increase or decrease the space between the teams
- Use V-shaped team lines: most-able at narrow end and less-able at wide end
- Increase or decrease the distance between opponents when they meet

TASK

- Dictate the speed for each round, e.g. walk or run
- Replace rock, paper, scissors with other actions, e.g. animal actions
- Start running from different positions, e.g. kneel or sit to play rock, paper, scissors

EQUIPMENT

- Use a visual and audible signal for "go"
- Mark out a safe zone in the middle of the playing area in addition to the team lines

- Match opponents of similar abilities for each round
- Play as a relay two opponents meet at a time – instead of all players running at the same time
- Rotate positions so players face different opponents





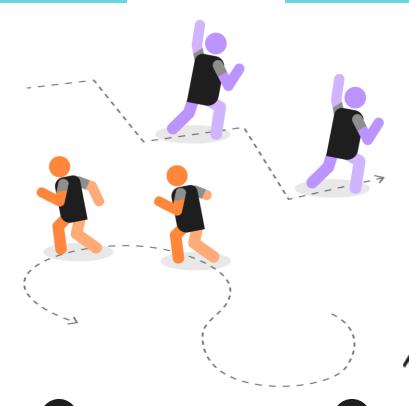
SHIFTING SHADOW

1

Play in pairs

2

One player is the leader



3

One player is the follower – the shadow

4

Shadow copies the leader's movements

SAFETY

- _____
- Look where you are going
- Watch out for other people
- Shadow stays approx. 2m behind the leader

EQUIPMENT



- None
- Optional: music or instruments to play a beat

HOW TO PLAY



- Play in pairs: one leader and one follower (the shadow)
- Leader walks around the space; keep changing speed and direction
- Shadow 'sticks' to the leader by following each movement as closely as possible

PERSONAL CHALLENGE



As the shadow, can you stick to the leader? Can you follow each of their moves as closely as possible?



SHIFTING SHADOW

FUNDAMENTAL SKILLS

- Agility
- Balance
- · Reaction and reactive movements
- · Spatial awareness

TIPS

- Be aware keep looking and listening
- Keep the space between leader and shadow



LIFE SKILLS & VALUES



Communicating

Look and listen. How did paying attention to body language help you to succeed?

Friendship

Help each other. What instructions or signals did you give to help your shadow to stick to you?



ADAPTABLE ATHLETICS:

INCLUDE, ENGAGE, SUPPORT AND CHALLENGE

SPACE

- Make the space larger or smaller – for the whole group or for specific pairs
- Allocate a zone to each pair so they avoid bumping into other people
- Change the terrain to include uneven surfaces

TASK

- Allow leaders to choose speeds and directions
- One person issues commands so both leaders and shadows must respond
- Leaders try to shake off shadows by dodging

EQUIPMENT

- Move to music or a beat
- When players improve, add obstacles for them to avoid
- Create a slalom course that each pair must navigate, with the leader choosing how

- Reduce or increase the number of pairs moving in the space at a time
- Observers act as judges and award points to pairs
- Play in trios or small teams, with shadows in a line behind the leader





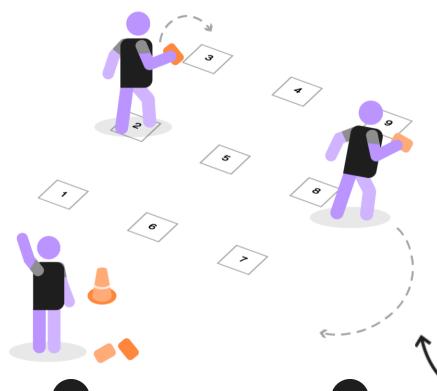
SNAKES & LADDERS

1

Take turns to play in your team

2

Throw into the square



3

If successful, carry on to the next square

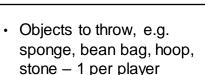
4

If unsuccessful, go back to the start and try again

SAFETY

- Players pick up unsuccessful objects and carry them back to the start
- Players run back to the start on the outside of the grid

EQUIPMENT



 Grid markers, e.g. cones, dirt-lines, chalk, ropes, carpet tiles, newspaper taped to the floor

HOW TO PLAY



- Create a grid of squares, e.g. 2.5m x 2.5m (9 x 0.5m squares)
- · Play in teams; take turns
- Throw an object into the first square; if successful, move to that square and throw into the next square (climb the ladder)
- If unsuccessful, run back to the start on the outside of the grid (slide down the snake); next player takes a turn
- Keep playing; which player will be first to get to the final square?

PERSONAL CHALLENGE



How far can you get each turn?



SNAKES & LADDERS

FUNDAMENTAL SKILLS

- Agility
- Body awareness
- Coordination



TIPS

- Focus on the square you are aiming for
- · Look where you are throwing



LIFE SKILLS & VALUES



Empathy

Listen to others. Why was it important to listen to how others felt, especially if they found the activity difficult?

Pride

Celebrate progress. How did you celebrate when someone got further on their next turn?

ADAPTABLE ATHLETICS:

INCLUDE, ENGAGE, SUPPORT AND CHALLENGE

SPACE

- Increase or decrease the size of the squares and/or the spacing between them
- Change the shape, e.g. circles instead of squares
- Create a straight or curving ladder of squares instead of a grid

TASK

- Use different throws, e.g. underarm, overarm, rolling
- Players have more than one go to throw into a square
- Players re-start from their last square instead of going back to the start

EQUIPMENT

- Change the size, weight or texture of the object
- Provide a ramp/chute for a player to roll the object if needed
- Throw onto or into targets instead of grid squares
- Use an audible signal to direct players' throws

- Play in pairs: partners carry on from where they each finished
- Have a team coach: one player shares tips after watching team members
- Players follow each other as soon as the previous player has moved on





SOCORRO

1

Play chase

2

Ask a friend for help – shout "Socorro!"



SAFE 3... 2... 1





Hold hands to avoid being caught

4

Let go after 3 seconds

SAFETY



- Make sure the surface is hazard-free and non-slip
- Chasers must tag runners at shoulder height or below
- Helpers run from behind to take hands with a runner

EQUIPMENT



None

HOW TO PLAY



- Play chase in a large space, e.g. 15m x 15m, depending on number/size of players. Chasers try to catch runners
- If you are in danger of being caught, shout "Socorro!" to ask for help
- Another player helps you by holding your hand
- · Keep running as a pair
- You cannot be caught while holding hands but you must let go after 3 seconds
- If you are caught, you replace the chaser

PERSONAL CHALLENGE



How many other players can you help during a game?



SOCORRO



REGIONAL GAME

Socorro is the Spanish word for 'help'. Spanish is one of the many languages spoken in **South America**, where this game is played.

What chasing games do you play in your country?



FUNDAMENTAL SKILLS

Agility

TIPS

- · Bilateral movements
- · Reaction and reactive movements
- Spatial awareness

- · Focus on not being caught
- Pay attention to other players when shouting "Socorro!"

LIFE SKILLS & VALUES



Cooperating

Work as a team. How did you make sure runners helped different people instead of all trying to hold hands with the same person?

Friendship

Include everyone. Who did you help as you played the game?





ADAPTABLE ATHLETICS:

INCLUDE, ENGAGE, SUPPORT AND CHALLENGE

SPACE

- Increase or decrease the size of the playing area
- Provide a safe zone within the playing area for lessmobile players
- Alter the shape, e.g. oblong instead of square

TASK

- Chasers have a set time in which to catch as many runners as possible
- If caught, the runner becomes an additional chaser
- Players holding hands can stop and rest for 3 seconds

EQUIPMENT

- Draw or put markers on the ground for runners to avoid
- Give runners a 'tail' for chasers to catch: collect the tails instead of tagging the runners

- Have more than one chaser at a time
- Runners must hold hands with two friends to be safe
- Runners join a chain of catchers when they are caught





TOLOGA

1

Set up targets on a wall or tree

2

Targets are worth more points as they go up



- Make sure the target is clear before each player throws
- Team members wait behind a line for their turn

EQUIPMENT

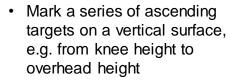


- Throwing objects, e.g. bean bags, sticks, foam javelins, balls
- Targets on surface, e.g. paper, chalk, tape

OR

Hanging targets, e.g. balloons, hoops, speed ladder

HOW TO PLAY



- Give each target points
- In small teams, players take turns to throw an object at the targets from behind a marker
- (e.g. 2-3m depending on players' abilities)
- For each round, they aim for the next target up
- Add scores to make an overall team score
- Can the team beat their score next time?

PERSONAL CHALLENGE

Can you hit a higher target next time?



10

5

3

1

Take turns to throw

4

Aim for the next highest target each turn



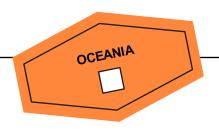
TOLOGA



REGIONAL GAME

This is a traditional game played in countries in Oceania.

What throwing games are played in your country?



FUNDAMENTAL SKILLS

- · Bilateral movements
- Body awareness
- Coordination

TIPS

- Try throwing underarm and overarm
- · Use two hands when using a chest or overhead throw

LIFE SKILLS & VALUES



Evaluating

Learn from mistakes. What did you learn when a throw was unsuccessful?

Respect

Care for the environment. How did you make sure you didn't harm anything or anyone around you?





ADAPTABLE ATHLETICS:

INCLUDE, ENGAGE, SUPPORT AND CHALLENGE

SPACE

- Stand nearer to or farther away from the targets
- · Move the targets higher or lower and/or change the spacing between them
- Make targets of different shapes or set them out in different patterns

TASK

- Throw underarm or overarm or with dominant or nondominant hand
- Choose which target to aim for, instead of ascending each time
- · Only move up a target if successful at the lower one

EQUIPMENT

- · Make fun targets with players, e.g. make animal shapes that climb a tree
- Throw round or linear objects, e.g. ball, howler
- · Change the size and weight of throwing objects

- Play as a competition between pairs: first to reach the top target wins
- Ask players to keep score for each other/the team
- Players keep throwing until they miss, then pass to the next player







TRAFFIC LIGHTS

1

From the start line, move towards the caller

2

The caller shouts traffic lights: green, amber, red

SAFETY

 Check ground is hazard-free and non-slip

EQUIPMENT

 Markers for start and finish lines, e.g. cones, tape, chalkline, dirt-line, rope

HOW TO PLAY



- One player the caller stands on the finish line, with their back to the other players
- · Players start at the opposite side of the space
- The caller shouts traffic lights: green (run forward), amber (run on the spot), red (stop)
- · Players move towards the caller while obeying the lights
- On "red", the caller turns around: if any players are seen moving, they return to the start
- First player to reach the finish line becomes the new caller

3

Stop on red – return to the start if you move



GREEN

First to reach the finish becomes caller

PERSONAL CHALLENGE

Can you stop immediately when the caller shouts "red light"?





TRAFFIC LIGHTS

FUNDAMENTAL SKILLS

- Agility
- Balance
- · Bilateral movements
- Reaction and reactive movements

TIPS

- · Run tall with your head up
- Run at a speed that means you can stop in time



LIFE SKILLS & VALUES



Creativity

Use your imagination. What shapes did you make each time you stopped for a red light? Could you keep your balance?

Determination

Keep trying. What helped you to try again if you moved and were sent back to the start?

ADAPTABLE ATHLETICS:

INCLUDE, ENGAGE, SUPPORT AND CHALLENGE

SPACE

- Increase or decrease the distance between start and finish lines
- Allow some players to start nearer the caller
- Caller stands at the centre of a circle and players move in from the edge

TASK

- Players just move forward until "red light" is called
- Caller counts down to warn players to stop, e.g. "1-2-3 red light!"
- Vary types/speed of movement, e.g. crawl, walk, run, hop, skip, jump

EQUIPMENT

- Use visual signals as well as/instead of verbal traffic lights
- Add obstacles for players to move under, over, around

- Play in trios or small groups
- Have a caller and a 'spotter'

 to see which players
 move after the
 red light
- Nominate a new caller each time if the same players keep winning





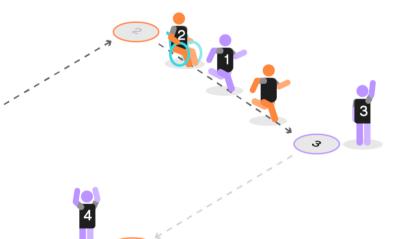
TRAVEL BY TRAIN

1

One player is the engine

2

Visit each station in turn



3

Collect another player – a carriage



Keep the train together as you travel

SAFETY



- Check ground is hazard-free and non-slip
- Do not hold on to each other
- Keep space between players

EQUIPMENT



- None
- Optional: red object to hold up as the stop signal, e.g. scarf, cone, flag

HOW TO PLAY



- · Set out a series of stations
- · One player starts as the engine
- Travel between the stations in order, e.g. 1-5
- Collect another player a carriage at each station to make a train
- Follow the person in front do not hold on to them
- Practise changing speeds as you travel between stations
- Be ready to stop when the signal turns red!

PERSONAL CHALLENGE



Can you follow the engine? Can you change direction at the right time?



TRAVEL BY TRAIN

FUNDAMENTAL SKILLS

- Agility
- Balance
- · Bilateral movements
- Rhythm



TIPS

- · Run tall with your head up
- Face the way you are running



LIFE SKILLS & VALUES



Decision-making

Think before you act. What did you need to think about when you were the engine?

Respect

Care about other people. How did you behave – as the engine or a carriage – to show you were being kind

ADAPTABLE ATHLETICS:

INCLUDE, ENGAGE, SUPPORT AND CHALLENGE

SPACE

- Increase or decrease the number of stations
- Vary the distance and angle between the stations
- Place stations in a circular or random order

TASK

- Call out station numbers randomly so players react, e.g. 1, 4, 2, 5
- Tell the players which speed to travel at
- Play competitively: time how long different trains take to complete the route

EQUIPMENT

- Use markers instead of people for the stations
- Introduce different signals, e.g. red, amber, green
- Add obstacles for the train to negotiate, e.g. under a rope to represent a tunnel

- Players practise in pairs to start; swap leader/follower
- Increase or decrease the number of carriages
- A second engine picks up another set of carriages as it follows the first engine





TREASURE CHEST

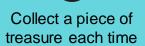
1

Set up a central treasure chest









2

As a team relay, run to the chest





4

How much treasure can your team collect?

SAFETY



- Check ground is hazard-free and non-slip
- Beware of bumping heads
- Spread the treasure out so players are less likely to bump heads

EQUIPMENT



- Start marker for each team, e.g. cone, tape, chalk mark
- Treasure, e.g. balls, bean bags, toys, sticks, stones, plastic bottles

HOW TO PLAY



- Set up a pile of treasure (the 'chest') in the centre of the space
- Set up 4 small teams, each with a base approximately 5-10m away from the chest, at each corner
- As a relay, team members take turns to run to the chest to collect one piece of treasure and return this to their base
- Either play for a set amount of time (e.g. 3 minutes) or until all the treasure has been taken
- · The team with the most treasure wins

PERSONAL CHALLENGE



Are you ready to run as soon as it is your turn to fetch the treasure?



TREASURE CHEST

FUNDAMENTAL SKILLS

- Agility
- Balance
- Coordination
- · Reaction and reactive movements

TIPS

 Get set while the previous runner picks up the treasure so you can go as soon as they return to base



LIFE SKILLS & VALUES



Evaluating

Think about strengths and challenges. What did your team do the second time to be even more successful?

Pride

Give praise. What did you say to each team member after the game to recognise their strengths?

ADAPTABLE ATHLETICS:

INCLUDE, ENGAGE, SUPPORT AND CHALLENGE

SPACE

- Increase or decrease the distance from the teams to the treasure chest
- Give each team its own treasure chest at the end of a 'track' instead of a shared one in a central space

TASK

- Give the pieces of treasure different points and add the team points at the end
- Each team member has to travel in a different way, e.g. run, walk backwards, sidestep left, sidestep right

EQUIPMENT

- Colour-code the treasure so each team selects only its own colour
- Add obstacles for runners to run around or over on the way to the treasure

- Increase or reduce the number of team members
- Some team members defend their treasure from other teams' 'thieves'
- One player the dragon defends the treasure by trying to tag runners before they reach the treasure.
 Once they have a piece of treasure they are safe.





UNDER, OVER, AROUND

1

Stand in a line, facing forwards

2

Pass the ball through your legs



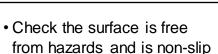
3

Pass the ball over your heads

4

Pass the ball to one side then the other

SAFETY



 Remind players to be ready to receive the ball

EQUIPMENT

 Large ball, e.g. beach ball, mini basketball, sponge ball, balloon

HOW TO PLAY



- · Stand in a queue in teams, facing forwards
- Pass the ball from the front of the queue to the back, through your legs
- · Last person runs to the front; everyone shuffles down
- This time, pass the ball overhead. Repeat
- Third time: pass the ball to your right side. Repeat
- Finally, pass the ball to your left side
- · Which team will finish first?

PERSONAL CHALLENGE



Can you face forwards and stay balanced while passing the ball?



UNDER, OVER, AROUND

FUNDAMENTAL SKILLS

- Balance
- · Bilateral movements
- · Body awareness
- Coordination



TIPS

- Use both hands to pass the ball
- Stand with feet apart to help your balance



LIFE SKILLS & VALUES



Communicating

Speak clearly and listen. How did good communication help your team to be successful?

Friendship

Help each other. How did you help your team mates? How did they help you?

ADAPTABLE ATHLETICS:

INCLUDE, ENGAGE, SUPPORT AND CHALLENGE

SPACE

- Pass the ball around a large circle of players instead of down small teams
- Increase or decrease the space between team members

TASK

- Team members alternate passes, e.g. player 1 – under legs, player 2 – overhead etc.
- Players choose how to pass the ball each time
- Run around a return marker before joining the head of the team

EQUIPMENT

- Change the size, weight or texture of the ball
- Have more than one ball in play, e.g. start a second one after the first has passed
- Start with a new ball each time; score points for how many are collected

- Increase or reduce the number of players
- Have uneven-sized teams
- Have a team captain who calls instructions, e.g. under, over, left, right





ZIG & ZAG

1

Stand in parallel lines

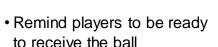
2

Bounce pass to the opposite player



Use an overhead throw for round 3

SAFETY



- Move further apart if players need more time to react
- Avoid using backward overhead throws

EQUIPMENT



- Large ball, e.g. beach ball, mini basketball, sponge ball, balloon
- · Optional: container
- Optional: line markers

HOW TO PLAY



- Stand in two parallel lines, spaced to suit the players, e.g. 2-3m
- Space players so they are offset, i.e. not directly facing each other
- Player 1 (line A) bounce passes diagonally to player 2 (line B), who bounce passes to player 3 (line A) and so on
- The last player throws the ball into a container
- Repeat, this time with a chest pass; repeat again with an overhead throw
- Can you succeed without dropping a ball?

PERSONAL CHALLENGE



Can you make a precise pass so your teammate can catch it easily?

3

Use a chest pass for round 2



ZIG & ZAG

FUNDAMENTAL SKILLS

- Balance
- Bilateral movements
- Body awareness
- Coordination



TIPS

- Use both hands to pass the ball
- Stand with feet apart to help your balance



LIFE SKILLS & VALUES



Fairness

Find ways to include everyone. What did you do to make sure everyone could take part and succeed?

Determination

Bounce back after setbacks. Why did you need to keep trying after making a mistake?

ADAPTABLE ATHLETICS:

INCLUDE, ENGAGE, SUPPORT AND CHALLENGE

SPACE

- Increase or decrease the distance between the lines and/or the spacing between players
- Play in two large concentric circles instead of small team lines

TASK

- Use one type of pass only, e.g. just chest pass
- Alternate passes between players, e.g. bounce, chest, overhead, repeat
- The team starts again if a ball is dropped
- Time how long it takes

EQUIPMENT

- Change the size, weight or texture of the ball
- Have more than one ball in play, e.g. start a second one after the first has passed
- Final player aims at a goal to score a team point

- Increase or reduce the number of players
- Players rotate after each round so the final player (goal shooter) changes each time
- One player passes to others as they move past



LILY POND



Cross the pond on lily pads

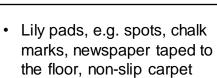
Try jumping (two feet)



- · Make sure surfaces are flat, non-slip and as shockabsorbent as possible
- Do not land on markers unless they are flat and cannot slip

EQUIPMENT

tiles



· Rewards, e.g. bean bags, balls, bottles, toys, fruit, stones

HOW TO PLAY

- · Cross the pond on the lily pads
- · Choose which way to go
- Start by jumping twofooted jumps
- Try hopping same foot to same foot

- · Players practise individually first
- Introduce a team challenge - collect a reward from the lily pad and bring it back to the team base
- · Which team can collect all of their rewards first?

PERSONAL CHALLENGE

Can you land on the lily pads without falling off?

Try hopping (one foot)

Collect your team's rewards







LILY POND

FUNDAMENTAL SKILLS

- Balance
- Bilateral movements
- · Reaction and reactive movements
- · Spatial awareness



- Swing both arms when jumping
- · Bend knees when landing



LIFE SKILLS & VALUES



Decision-making

Think before doing. How did you plan a route across the pond? What did you have to think about?

Pride

Celebrate your strengths. What did you do well during this game?

ADAPTABLE ATHLETICS:

INCLUDE, ENGAGE, SUPPORT AND CHALLENGE

SPACE

- Increase or decrease the size of the pond
- Place lily pads at varying distances and angles
- Place the rewards in the centre of the pond instead of at one end

TASK

- Players must follow a given path, e.g. only red spots
- Allow players to choose whether to jump or hop
- Step or wheel (wheelchair users) instead of jumping and hopping

EQUIPMENT

- Land next to a marker instead of on it if it is not flat and non-slip
- Remove markers as players improve
- Make the lily pads bigger or smaller

- Players take turns to go or all move at the same time
- Players follow a partner; swap leader and follower
- Collect rewards as a team challenge or as an individual one



NYANJA





One side of a line is the lake



The other side is the shore



 Make sure surfaces are flat, non-slip and as shockabsorbent as possible



• Line marking, e.g. tape, rope, dirt line, chalk line







HOW TO PLAY

- Mark a long line. On the left side is the lake. On the right side is the shore
- Players stand in a queue beside the line, all facing the front of the queue
- When the caller shouts "Lake" or "Shore", jump left or right to the correct side of the line
- Use a two-footed jump
- If players are already on the lake side of the line and the caller shouts "Lake", jump on the spot
- · Go faster!

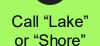




Jump to/on the correct side of the line



Can you jump to the correct side – lake or shore – each time?















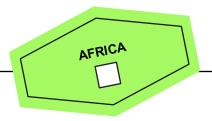
NYANJA



REGIONAL GAME

This is a traditional game played in countries across **Africa**.

What natural features from your country could you jump between, instead of lake and shore?



FUNDAMENTAL SKILLS

- Balance
- Bilateral movements
- Reaction and reactive movements
- · Spatial awareness

•

TIPS

- Concentrate on the caller, not the other players
- · Bend knees when landing

LIFE SKILLS & VALUES



Courage

Follow your beliefs. Why was it important to jump the way you thought was correct, instead of just copying other people?

Friendship

Encourage others. How did you encourage other players, especially if they made mistakes?





ADAPTABLE ATHLETICS:

INCLUDE, ENGAGE, SUPPORT AND CHALLENGE

SPACE

- Add distance by jumping between markers
- Add height by jumping over an obstacle
- Jump in and out of a square or circle instead of either side of a line

TASK

- Step or wheel (wheelchair users) over the line instead of jumping
- Jump backwards or forwards instead of side to side
- Change types of jump, e.g. two-footed, hop, step

EQUIPMENT

- Play without a line: just jump right or left
- Jump over an obstacle, e.g. raised rope, low bench, line of markers
- Jump on and off a stable obstacle, e.g. low bench

- Players take turns to be the caller
- Play in small groups instead of one large group
- Each player has a partner who observes and scores; swap roles





ON SAFARI

Choose some animals, e.g. rabbit

Agree how they move









RABBIT





Move like the animal

Seek safety from the hunter!

SAFETY

- · Make sure surfaces are flat, non-slip and as shockabsorbent as possible
- Players must replace the hoops where they started

EQUIPMENT



- Markers to mark out a 'safe zone' at one side of the space, e.g. rope, cones
- Optional: music

HOW TO PLAY



- Choose 3 or 4 animals to suit different ways to move, e.g. jump, hop, run, crawl
- Agree and practise the movements first
- Shout the name of an animal; players move around the space in the agreed way
- Keep changing the animal
- When the caller shouts "Hunter!", run to the safe zone
- Last to arrive becomes the new caller

PERSONAL CHALLENGE



Can you copy the animal movement as closely as possible?



ON SAFARI

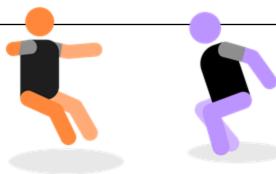
REGIONAL GAME

- Agility
- Bilateral movements
- Body awareness
- · Reaction and reactive movements



TIPS

Use your trunk muscles – core strength
 to help you to move fluently



LIFE SKILLS & VALUES



Creativity

Use your imagination. What other animals did you copy? How did they move? Make up an imaginary animal, too.

Determination

Do your best. What did you do to make the animal movements to the best of your ability?

ADAPTABLE ATHLETICS:

INCLUDE, ENGAGE, SUPPORT AND CHALLENGE

SPACE

- Increase or decrease the size of the space
- Increase or decrease the distance to the safe zone
- Alter the surface so players move differently, e.g. from tarmac to sand

TASK

- Allow players to interpret each animal movement in their own way
- Use one type of movement for all animals (e.g. all jump) or vary the movements
- Players imagine their own animal each time

EQUIPMENT

- Players move to music or a beat
- Players negotiate equipment as they move, e.g. crawl along a bench, jump over a low obstacle

- Players take turns as the caller
- Play in teams with one team (e.g. foxes) chasing the other team (e.g. rabbits)
- Teams watch each other move and guess the animal as an active quiz



REACTION WALL

1

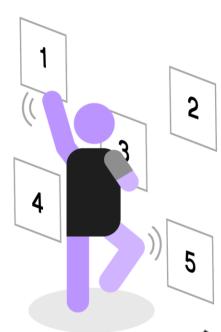
Stick 5 squares to the wall

2

Number them 1-5







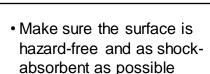
3

Caller shouts random numbers

4

Jump or reach to touch the correct square

SAFETY



 Make sure nothing is protruding from the wall

EQUIPMENT



- 5 squares of paper, numbered 1-5 or 5 different colours (or mark the squares with chalk or tape)
- Sticky tape or pins to attach the paper to the wall

HOW TO PLAY



- Stick the 5 squares to a wall in the shape of 5 on a dice
- · Player A stands near the wall, facing the squares
- Player B calls out numbers 1-5 (or colours) in a random order
- Player A responds by reaching or jumping to tap the correct square
- Play for 30 seconds then swap roles; next pair plays
- Gradually move the squares further apart and/or call the numbers/colours faster

PERSONAL CHALLENGE



Can you reach or jump further each turn?



REACTION WALL



- Agility
- Body awareness
- Coordination
- · Reaction and reactive movements



 Return to a central position after each touch to be ready for the next one



LIFE SKILLS & VALUES



Concentrating

Pay attention. What helped you to remember where each number was so you could reach it quickly?

Determination

Focus on your own ability. How did you improve your own score each time?

ADAPTABLE ATHLETICS:

INCLUDE, ENGAGE, SUPPORT AND CHALLENGE

SPACE

- Change the height of the squares from the ground
- Increase or decrease the spacing between the squares
- Change the layout and/or number of squares

TASK

- Call the numbers in order instead of randomly
- Play as a reaction game on a horizontal surface instead of a vertical one – stretching, jumping or running

EQUIPMENT

- Hang coloured balloons from an overhead line if there is not a suitable wall
- Use different types of labels, e.g. numbers, letters, colours, shapes, sports, food

- If the wall is long enough, multiple players play at once
- Play as a team relay: each player responds to a single call when they arrive at the wall



SPRONGHOEPEL

1

Take turns in a shuttle relay

2

Hop into hoop 1







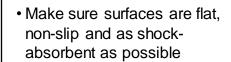
3

Step into hoop 2

4

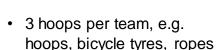
Jump with hoop 3 – like a jump rope

SAFETY



 Players must replace the hoops where they started

EQUIPMENT



 2 markers per team, e.g. cone, stick, stone, tape

HOW TO PLAY



- Set out 3 hoops for each team, approximately 1m apart
- Half the team stands behind a marker at one end; the other half stands behind a marker at the other end
- · Play as a shuttle relay
- Player A crosses the space using the hoops: hop into hoop 1; step into hoop 2; use hoop 3 as a jump (skipping) rope and do a two-footed jump
- Player B crosses back over the space, using the hoops in the same way
- · Keep the shuttle going until all team members have crossed

PERSONAL CHALLENGE



Can you keep your balance as you move into each hoop?



SPRONGHOEPEL



REGIONAL GAME

This was the earliest form of jump rope – using hoops instead of ropes – and comes from **Europe**.

Which version of jump rope do you like best?



FUNDAMENTAL SKILLS

- Balance
- · Bilateral movements
- Coordination
- Rhythm



TIPS

Bend knees when landing

LIFE SKILLS & VALUES



Fairness

Include everyone. How did you adapt the game to make sure everyone could take part?

Respect

Value other people. Which team members were best at which skills, e.g. hop, step, jump?





ADAPTABLE ATHLETICS:

INCLUDE, ENGAGE, SUPPORT AND CHALLENGE

SPACE

- Increase or decrease the distance to be crossed
- Increase or decrease the space between the hoops
- Place the hoops in a zig zag instead of a straight line

TASK

- Jump with two feet into hoop 3 instead of using it as a jump (skipping) rope
- Choose whether to hop, step, jump or push/wheel
- Use the hoop as a jump rope to cross the space, i.e. skip on the move

EQUIPMENT

- Change the size of the hoops
- Wheel through a circular (joined) rope held vertically by team mates instead of jumping rope/skipping

- Increase or decrease the number in each team
- Give each player one task, e.g. player A hops into 3 hoops, player B steps etc.
- Whole group follows a course of hoops instead of team relays



LET'S EXPLORE!

1

Create a story

2

Tell the main events



3

Interpret movements

4

Be creative!

SAFETY

- Make sure the surface is hazard-free and non-slip
- Be aware of others when moving around

EQUIPMENT

- Optional: obstacles
- · Optional: music
- Optional: children's book or film as basis of story

HOW TO PLAY

- **U**
- Use a story to guide players through a range of movements
- Tell the main events but allow players to interpret them in their own way
- Example 1: going on an expedition follow path, climb mountain, cross stream, avoid rocks, pick fruit, escape from wild animal, clear wall, etc.
- Example 2: going for a drive gear changes, traffic lights, roundabouts, sharp turns, U-turns, speed-humps, brake, collect a passenger, etc.
- Encourage creativity!

PERSONAL CHALLENGE

Can you find different ways to move for each part of the story?





LET'S EXPLORE!

FUNDAMENTAL SKILLS

- Agility
- Coordination
- · Reaction and reactive movements
- · Spatial awareness



TIPS

- · Imagine you are in the story
- · Do not just copy others



LIFE SKILLS & VALUES



Courage

Try something new. Were you bold? What different ways did you try when following the story?

Respect

Admire others. What did others do that you admired? How did you let them know that you admired them?

ADAPTABLE ATHLETICS:

INCLUDE, ENGAGE, SUPPORT AND CHALLENGE

SPACE

- Change the shape of the space to stimulate creativity
- Explore different surfaces, e.g. tarmac, sand, grass
- Players work in their own space without interacting with others

TASK

- Allow players to create their own movements so there is no 'right' or 'wrong'
- Ask players to make different movements to the same stimulus
- Ask players to suggest new stimuli or stories

EQUIPMENT

- Add obstacles that players negotiate or interact with as they move
- Use a musical instrument to encourage different speeds and reactive movements

- Players work in pairs or small groups to share and learn each other's movements
- Ask a leader to initiate a movement for other players to copy; rotate leaders





CROCODILE RIVER

1

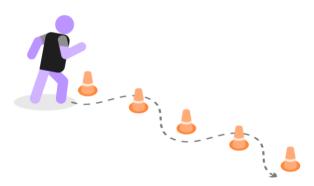
Throw to scare off the crocodile

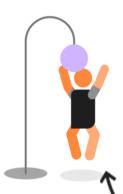


Jump across the river





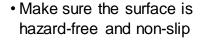




Run through the trees

Jump up to alert the giraffe

SAFETY



EQUIPMENT



- · Object, e.g. bean bag, stone
- Target, e.g. box, newspaper
- · River, e.g. mat, ropes, tape
- Trees, e.g. slalom poles, cones, chalk marks, boxes
- Giraffe, e.g. hanging balloon, mark on a wall

HOW TO PLAY



- Players take turns to save the giraffe from the crocodile
- · Set up a series of tasks, for example as follows
- · Scare off the crocodile: throw an object onto a target
- · Cross the river: jump horizontally or between stepping stones
- · Escape through trees: run a slalom course
- · Alert the giraffe: jump vertically to touch a target
- Players only progress when they accomplish each task

PERSONAL CHALLENGE



Can you achieve each task to save the giraffe?



CROCODILE RIVER

FUNDAMENTAL SKILLS

- Agility
- Coordination
- · Reaction and reactive movements
- Spatial awareness



TIPS

- · Focus on each task
- Try again if you don't succeed at first



LIFE SKILLS & VALUES



Problem-solving

Try different methods. What did you do if a method didn't work?

Pride

Focus on the positives. What worked well? Why was that successful?

ADAPTABLE ATHLETICS:

INCLUDE, ENGAGE, SUPPORT AND CHALLENGE

SPACE

- Change the size and shape of obstacles and targets
- Increase or decrease distances within and between tasks
- Lay out the tasks in different ways, e.g. linear, circular, zig zag

TASK

- Allow players to accomplish the tasks in their own way
- Players return to the start if they don't accomplish a task or save one giraffe for each task they do accomplish
- Ask players to suggest new stories and tasks

EQUIPMENT

- Change the type of obstacles for each round, e.g. under tree branches instead of around trees
- Allow each player to select an object, obstacle or target that matches their ability

- Second player starts when first moves to next task
- Team members have to accomplish one task each to save the giraffe
- Run as a continuous task: how many giraffes can the whole group save in the time?





PICK IT UP

Player A places objects on the line

Player B picks up the objects



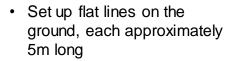
- · Watch where you are going
- Do not throw the objects

EQUIPMENT



- · Line marking, e.g. tape, dirt-line, chalk, string
- 3 objects to pick up, e.g. bean bags, sticks, toys
- Optional: 1 object to balance, e.g. bean bag

HOW TO PLAY



- · Work in pairs or small teams; players alternate roles
- · Player A walks along the line and places 3 objects on it
- · Player B walks along the line and picks up the objects

- Repeat for each player; swap roles so each player places and picks up objects
- Repeat, this time balancing an extra object on your head
- How many can you pick up without stepping off the line or dropping the object?

Can you walk along the line without stepping off? Can you bend or squat to pick up an object without stepping off the line?



Do not step off the line!



Balance an object on your head as you walk







PICK IT UP

FUNDAMENTAL SKILLS

- Balance
- Body awareness
- Coordination
- Spatial awareness



TIPS

- Keep your head as still as possible
- Look at a fixed point at eye level to help with balance



LIFE SKILLS & VALUES



Concentrating

Don't get distracted. What did you focus on to help you to succeed?

Determination

Set yourself a personal goal. What targets did you set yourself to help you to improve?

ADAPTABLE ATHLETICS:

INCLUDE, ENGAGE, SUPPORT AND CHALLENGE

SPACE

- Make the line wider, narrower or curving
- Move between tram lines instead of along one line
- Increase or decrease the length of the line and spacing of the objects

TASK

- Practise walking the line without the objects first
- Place the objects either side of the line and stretch sideways to pick them up
- Alter stride lengths, e.g. baby steps, giant steps

EQUIPMENT

- Walk along a bench or low beam instead of a flat line
- Give each team a bucket of objects and time how long they take to place and pick up them all
- Include low objects to step over as well as to pick up

- Play as a relay with each player picking up one object from a line of pre-placed objects
- Players start from both ends of the line to see who will be first to pick up the object in the middle