

# **Games for Summer Fun**

## **Taken from Move Well, Move Often Programme**

### **Games suitable for Younger Classes**

#### **Traffic Lights**

Invite pupils to find a space in a large open playing area where they are not in contact with anyone else. On a signal, pupils move around the playing area in response to the following commands.

- Red: stop
- Amber: walk
- Green: run

Ensure pupils exercise caution when running. Invite them to imagine that they are inside a bubble, and if they touch anyone else, their bubble will burst and they will have to stop and spend five seconds blowing it back up again. Create your own commands for green, red and amber.

#### **Move like an animal**

Invite pupils to move freely around the playing area using the movements of a particular animal suggested by the teacher, e.g. a bunny (hopping); a seal (sliding); a snake (slithering), an emu (running); a kangaroo (jumping) or a crab (crawling). After a period of time, invite pupils to select their own animal movement and to move freely around the area. Now focus on animals running. Select a range of animals such as a cheetah, an elephant, a chicken or a hippo.

#### **Rabbit in the Burrow**

Pupils find a space in the playing area and place a hoop or cone (their burrow) on the ground, away from other pupils. On the signal, 'Run rabbits!', pupils hop around the playing area. When they hear the call 'Burrow!' they hop into any burrow as fast as they can. Repeat several times. Then remove a hoop from the playing area each time. Any pupil without a burrow runs around the outside of the playing area for one round and then joins the group again for the next game. Finish when there are two/ three hoops left.

#### **Mouse in the House**

To set up the game, spread out as many hoops (houses) as possible around the playing area, however ensure that there is less than one per pupil. Invite the pupils to adopt the role of mice and to find a space anywhere within the playing area. On a signal (play music, beat a drum) pupils must begin skipping around the area avoiding the hoops. When the music/drum stops, pupils must find a hoop and step into it as quickly as possible. After each pause, remove a hoop. As the game

progresses there will be more and more pupils sharing a hoop when the music starts. See how many pupils can fit in each hoop.

### **Creature Alley**

Arrange pupils in groups of five. Use skipping ropes, cones or chalk lines to set up an alley (two parallel lines approximately three metres apart) for each group. Scatter beanbags, spot markers and other obstacles (creatures) close together inside the alley. In turn, pupils must jump from the start of the alley to the end without stepping on the creatures. If a pupil jumps on a creature, they must return to the start and wait their turn before trying again. When the pupil gets to the end of the alley they must run around the alley and back to the start, tag the next member of the group to start their turn and crouch down to show they have successfully completed the activity

### **Duck Duck Goose**

Invite pupils to sit in a large circle. Invite one pupil to begin side stepping in a circle around the other pupils calling out the word duck for each pupil that they pass. Eventually the pupil taps a seated pupil on the shoulder and says goose. This pupil must stand up and chase the other pupil before they make their way around the circle and occupy the vacated seat. Side stepping is the only movement permitted by the pupils moving around the circle. Note: The tagger will not tap each pupil on the shoulder as they call duck as this could detract from the arm position in correct side stepping technique.

## **Games suitable for Middle Classes**

### **Rock Paper Scissors Tag**

Arrange pupils in pairs, standing one metre apart and facing each other. All pairs line up along a centre line with a safety line positioned twenty metres behind both sets of pupils. Each pair begins by performing a rock-paper-scissors routine. A rock is a closed fist, paper is a flat hand, and scissors are the index and middle fingers in a cutting position. Paper always covers rock, rock breaks scissors, and scissors cut paper. To determine a winner, pupils count to three and form a rock, paper, or scissors. The winning pupil then chases their partner toward their safety line, attempting to tag them before they are safe. Line up again and repeat the activity

### **Hopscotch**

Arrange pupils in groups of three or four. Give each group pieces of chalk and invite them to draw a Hopscotch grid. Using their grid, groups take turns to play. Each pupil throws a beanbag onto square one, hops over square one to square two and hops up through the numbers in sequence before jumping with two feet on 'Home'. They then hop back down the sequence, pick up the beanbag and hop out. Repeat by throwing the beanbag in square 2, hopping over that square, and so on.

### **Saucers and Domes**

Arrange pupils in two even groups, saucers and domes. Give each pupil a coloured cone and invite them to find a space in the playing area. Invite each pupil to place their cone on the floor according to their given name, e.g. domes place their cone on the floor the right way round and the saucers place their cone on the floor upside-down. The aim of the activity is to turn the opposing group's cone over so that saucers become domes and vice versa. On a signal, pupils begin hopping around the space, turning cones over. After a set amount of time, compare the number of saucers to domes, and play again.

### **Capture the Flag**

Use cones to set out a large rectangular area with opposite base lines. Set up a small square at the back of each half to represent a jail. Arrange pupils in two groups. Each group needs a flag (or other marker). This flag is placed at the group's baseline. The aim of the activity is to skip into the other group's territory, capture their flag and make it safely back to base without being tagged. If a pupil is tagged in possession of the other group's flag, it must be returned immediately and the game continues. Each group can also tag members of the opposing group in their territory and send them to their jail. Tagged pupils can be released from jail by a member of their own group skipping into the jail and tagging them.

### **Skipping Rope Challenge**

Pupils then attempt the following challenges.

- Turn the rope forwards over your head and jump over the rope, trying to land on the same spot that you took off from
- Jump your rope while moving forwards.
- Turn the rope backwards over your head and try jumping over it.
- Jump the rope using different types of jumps, e.g., two feet to two feet, one foot to the other foot, two feet to one foot, etc.

### **Side Stepping Musical Chairs**

Set out a chair (facing outwards) or hoop for each pupil in a large circle. Invite pupils to side step around the circle facing inwards and keeping at least an arm's distance away from their closest neighbours. It is useful to use music to encourage pupils to move to the beat and develop rhythm when side stepping. When the music stops or the teacher gives a signal, pupils must sit on a chair or jump into a hoop as quickly as possible. As the rounds progress, remove chairs or hoops so that some pupils end up without a hoop. Any pupil that does not have a hoop must side step around the playing area and wait to join the next activity.

### **Musical Statues**

Invite pupils to find their own space in the playing area. When the music is played, pupils move around the area using a locomotor skill such as walking, running, hopping, skipping, jumping etc. When a pupil encounters another pupil on their way around the area, they must dodge to avoid them. When the music stops, pupils must perform a balance and hold it for a count of five. Restart the music and alter the locomotor skill to repeat the activity.

### **Crossovers**

Invite pupils to find a space within the playing area and mark a large X on the ground using chalk or skipping ropes. While the music plays, invite pupils to perform a variety of jumps over the lines in the X. When the music stops, pupils must land in different directions so that legs land in different zones of the X.

### **Tennis Ball Challenge**

Pupils work in pairs, one throwing and the other counting. The aim is to throw the ball against the wall and catch it again as many times as possible in thirty seconds. For safety reasons ensure that groups are spaced at least three metres apart.

### **Pinball Soccer**

Arrange pupils in two groups. Line the two groups up facing each other fifteen metres apart with a line of skittles/water boles down the middle as targets. The aim of the activity is to knock over a target in the middle of the court by kicking a football at it. Ensure that there are enough footballs to keep the activity flowing and that there is an odd number of targets to decide a winner. Pupils must remain behind their kicking line at all times and the activity continues until all targets are knocked.

## **Games suitable for Senior Classes**

### **Captain's Deck**

Invite pupils to find a space within the playing area. The activity is played using the following teacher commands.

- 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.
- Attention on deck - Salute and call, "Aye, aye captain".
- Three men in a boat - The crew must form groups of three.
- Clear the deck - Everyone must have his or her feet up off the floor.

- Scrub the deck - Everyone on their knees scrubbing.
- Man overboard - Pupils must find a partner as quickly as possible.
- A Periscope - Every pupil falls on their back and sticks one leg in the air.
- Shark - Everyone must run to a designated base.
- Three maids in a row - Children form groups of three and sit in a straight line.
- Bow - Run to the front of the playing area.
- Stern - Run to the back of the playing area.
- Port - Run to the left side of the boat.
- Starboard - Run to the right side of the boat.
- Row the Boat - Each pupil finds a partner, sits face-to-face, holds hands, and pretends to row a boat.

### **Suit Shuffle**

Arrange pupils in four groups, and assign a suit of cards to each group (diamonds, hearts, clubs and spades). Each group lines up at one corner of the playing area behind a cone. In the centre of the playing area, all of the playing cards are spread out on the ground, face down. On a signal, the first pupil from each group runs into the centre of the space and turns over one card. If the card matches the suit of their group, they bring it back to their cone. If they are wrong, they turn the card back over so that it is face down again. Each pupil may only turn over one card per run. The aim of the activity is for each group to retrieve all thirteen cards of their suit, and lay them out face up in numerical order at their cone. Pupils are encouraged to communicate with each other to help turn over the correct cards.

### **Chance your Luck**

Invite pupils to find a space in the playing area with enough room to swing their arms. Roll a die. Whatever number the die lands on is multiplied by ten. Pupils then jog around the area for a count of that number. Stop, stretch, and repeat. Arrange the pupils in groups, and give them two dice per group. Invite each group to establish hopping activities on one of the dice and use the other for the number of reps, e.g. two sixes could mean the pupils have to hop from one foot to the other six times. Examples include: 1. Hop on right leg. 2. Hop on left leg. 3. Hop forwards. 4. Hop backwards. 5. Hop holding hands as a group. 6. Hop from one foot to the other. Repeat the activity until everyone has had a turn to roll the dice.

### **Beat on the Street**

Invite pupils to practise marching on the spot for a count of eight. Change the locomotor skill for each count, or turn to face another direction. When the pupils are comfortable moving to the count of eight, invite them to perform the following sequence:

- Hop forward on the right leg, clap on the eighth beat.
- Hop back the left leg, clap on the eighth beat.
- Hop on either leg but rotate 90°(quarter turn) every second beat.
- Hop forward for four beats, hop backwards for four beats. Repeat from the beginning. Once pupils are comfortable with the sequence, introduce music and dance to the beat. Invite them to add their own movements.

### **The Skipping Olympics**

Using cones set up the various challenges listed in a large open playing area. Invite pupils to compete individually and in teams in the following events.

- Skip Sprint: Using cones, set up a track of fifty metres in length with a starting line and a finish line. In groups of eight, challenge pupils to skip as fast as they can to the finish line.
- Skip Relay: Using cones, set up a large track in the school yard or field with a start/finish line and three further stations of equal distance apart. Arrange pupils in groups of four with one baton or beanbag per group. The activity is a relay, with the first pupil skipping around the track to pupil two, handing them the beanbag, who then continues to pupil three, and so on. The first group passing the finish line wins.
- Long Skip: Using cones, set up a track of approximately fifty metres. Invite pupils to skip the length of the track a number of times and challenging them to complete the distance in the fewest number of skips possible.
- Team Long Skip: Arrange pupils in groups of four. Allow each group one hundred skips to divide out between their members. The challenge is to see how far the group can skip using just one hundred skips. When one pupil finishes their allotment of skips, it may be useful to place a cone from which the next pupil can start

### **High Tide**

Arrange pupils in pairs. Each pair finds their own space in an open playing area. Give a rope to six pairs to spread out and to use the ropes as instructed. All remaining pairs move around the playing area, jumping the ropes as they go. Some challenges may include:

- The sea is low - the rope is dropped close to the floor and easy to jump over.
- The sea is high - the rope is raised to knee height so pupils must jump higher to clear it.
- The sea is rough - rope is shaken vigorously from side to side to challenge the jumper.
- The sea is flowing - gently rotate the rope similar to skipping to challenge pupils to jump through it. Regularly rotate the pupils using the ropes.

### **Snatch**

Set up a large area free of obstacles. Invite pupils to tuck a tag (tail) into their uniform at their hip. On a signal, each pupil tries to snatch another pupil's tail. Once a pupil has grabbed a tail, they tuck it

into their uniform. Pupils can only snatch one tail at a time. Even if a pupil is tail-less they continue to play. The pupil with the greatest number of tails when the teacher stops the activity wins

### **Electric Tag**

Set up a defined playing area using cones. Arrange pupils in even numbered groups, e.g. eight, ten or twelve, with one pupil as the 'chaser' and another pupil as the 'chased'. The remaining pupils find a partner and link arms anywhere inside the playing area. All pairs can move around by side stepping but must have their inside arms linked and their outside arm outstretched. The two pupils playing chase play as normal, however, the chased pupil may link arms with any pair to avoid being tagged at any time. When this contact is made, the pupil on the other end of the pair is released and becomes the chased. If the chased pupil is tagged, they become the chaser.

### **Sevens**

Arrange pupils in pairs (A and B) and allocate three metres of wall to each pair. Pupil A performs the activity while pupil B counts for them. The aim of the activity is to throw a tennis ball against the wall and catch it to complete the following challenges.

- 7: throw a tennis ball against the wall and catch it seven times.
- 6: throw the ball so that it first hits the ground then the wall and catch it six times.
- 5: bounce the ball five times on the ground without stopping.
- 4: hold your leg up and throw the ball underneath so it bounces off the wall and catch it four times.
- 3: throw the ball against the wall and as it comes back pat-bounce it three times. Repeat three times.
- 2: throw the ball and clap in front, behind and in front again before re-catching. Repeat twice.
- 1: throw the ball, turn a full circle and catch the ball. Each time a pupil drops the ball or completes the wrong sequence it is their partner's turn. Pupils take up where they left off on the next attempt.

### **Soccer Tag**

This activity combines aspects of soccer with tag. Arrange pupils in groups of three or four with one ball per group. One group begins without a ball. This group will be on and must attempt to steal a ball from one of the other groups. Once they get the ball away from another group, that group is on. As in soccer, the ball cannot be touched with their hands, so to steal the ball it is necessary to intercept a pass from another group.

### **Hoop Bounce**

Arrange pupils in groups of four, with one basketball or so bouncy ball and one hoop per group. Pupils place the hoop on the ground between them, with one pupil as the attacker and the other

three as defenders. To begin, the attacker bounces the basketball into the hoop. The aim for the other three pupils is to retrieve the ball and bounce it back into the hoop again before it touches the ground. To do this they attempt to control the ball by striking it to each other using their hand only (no catching) to get the ball within range to bounce into the hoop again. Each defender can only touch the ball once and the attacker scores a point if the ball is not successfully returned to the hoop. If the ball is successfully bounced back into the hoop, the pupil that makes the bounce becomes the attacker. Pupils will need to move around the hoop and react to a variety of bounces.