THE HEALTH PROMOTING PLAYGROUND

Ideas for marking your school playground
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The Health Promoting Playground was first published by Health Promotion Wales, Sports Council for Wales and Play Wales in 1994. Since that time it has been used widely in Wales, the rest of the UK and in Europe.

The activities suggested in that first publication are still valid, particularly as schools pursue actions within local healthy school initiatives as part of the Welsh Network of Healthy School Schemes.

Interest in the document has resulted in this reprint, which is also available on www.healtheschool.org.uk

Thanks are still due to those individuals and schools who contributed to the first edition:

Sue Bowker; Jo Clarkson; Debra Makin; David Potter; Beverly Noon; Judith Davies; Sue Allerston; Maureen Harvey; Elaine Perry; Mick Petts; Wayne Jenkins; the governors, staff and pupils of Llanharry and Creigiau Primary Schools.
Primary school playgrounds provide the space for children to take part in both curricular and extracurricular physical activity of all kinds. Playgrounds also provide opportunities for children to explore their environment, to participate in both structured and unstructured creative play, and encourage children to develop the skills of social interaction at a range of levels. Time spent in the playground accounts for about 20 per cent of the time spent in school by primary school children. It is important, therefore, to encourage constructive use of this time.

This publication is based on work in one pilot school which aimed to:

- Promote children’s active enjoyment and use of the school playground;
- Increase participation in active games and play;
- Stimulate positive social behaviour, interaction co-operation between children;
- Reinforce and support classroom teaching particularly in relation to physical education and health education;
- Provide relevant activities and opportunities appropriate to the primary age group;
- Stimulate children to use their environment creatively.

The development of an attractive and stimulating playground environment is one positive step which schools can take towards promoting the health of their pupils.

**What does this publication include?**

This publication provides schools with the information needed for them to plan and mark their own playgrounds by drawing on the experience of the pilot school.

It gives advice to schools on the process involved, and for every marking used in the pilot school gives detailed technical specifications, and suggestions for games and activities which could be used with the marking.
THE PLANNING PROCESS

1 Identifying who should be involved

A number of people associated with the school could be involved in discussions about the development of the playground. A variety of groups may have particular expertise to offer such as:

- headteacher;
- teaching staff;
- non-teaching staff;
- governors;
- parents.

Advice could be sought from a number of other local or national bodies, e.g.
sports organisations such as Sports Council for Wales;
play organisations such as Play Wales;
LEA advisers with responsibility for play, early years, PE, health.

In the pilot and trial schools we found it useful to work with a fairly small group, about six people, representing staff and governors. Expertise from outside the school was sought when necessary.

2 Securing commitment to the project

Successful implementation will only be achieved if all individuals likely to be involved are committed to the project. Some individuals may be very keen on the project and it may be necessary for them to explain the benefits to other people. Discussions could be undertaken at meetings of staff, governors, and parent teacher associations.

A commitment to a playground project should be signalled within the school development plan.

3 Measuring the playground

A drawing of the playground should be available for the project group to work with. The ideal drawing would be a 1:200 scale plan. Advice on how to draw a scale plan may be obtained from within the school, or it may be necessary to get expert help.

In the pilot school a freelance designer was used to draw the plan. The school which trialled the process managed to identify a parent with experience as an architect who was able to draw the plan. In both schools children were involved in measuring the playground. This activity contributed to their work in mathematics.
4 Identifying what happens already

Children may use certain areas of the playground for specific games. It is important to identify these in advance of planning and marking the playground. It is advisable to avoid marking areas which are already well used, or to incorporate markings which will enhance the games already being played in that area. This information could be obtained by:

- asking groups of children what games they play and where;
- observing play during break times and lunch times.

It may be possible to involve lunch time supervisors in this information gathering exercise.

Any areas which are recommended not to be marked as a result of these discussions should be blocked out on the plan being used by the project group.

5 Accessing children’s ideas

Pupils will have a wealth of ideas for games and markings for the playground. It can be very useful to tap into these ideas, although it should be explained to the children that it probably won’t be possible to include all of their ideas on the finished plan. The ideas could be obtained in the following ways:

- Pupils could be asked to draw or list their ideas as a classroom exercise; or to share their ideas in class discussion;
- A competition could be held in which pupils submit designs with a commitment to reproducing one suitable design on the playground;
- Pupils could be provided with chalk and invited to draw their suggestions in the appropriate place on the playground.

6 Producing a plan

The plan should be produced using the information gained from observation and talking to the pupils; by looking at published suggestions for markings; and by consulting people locally with experience in the field.

Individual items should be drawn to 1:200 scale. These items can then be incorporated onto the playground plan.

Schools may consider leaving some areas unmarked for less structured play and may also need to be cautious about the distribution of markings on court areas.
Schools may wish to plan the playground with scope for the pupils to develop the markings in chalk at various times e.g. open-ended roadways, compass and clock faces without the points marked.

It is a good idea to walk the playground with the draft plan to gain a better impression of exactly where markings should be placed. When walking the playground ensure that there are no jagged edges or brackets which could cause injury. The planning should include their removal or covering with suitable material.

The draft plan should be made available for comment by staff, pupils, parents and governors. A plan could be pinned on the staffroom wall with a request for comments. Similarly pupils could have the plan explained to them by the class teacher and their comments invited.

7 Costing the markings
The project group will need to decide on the colours to be used for each design and calculate the total amount of paint to be used. The technical specifications given later in this publication will help with this. Details are given of the amount and type of paint used for each of the markings in the pilot school.

Schools may wish to employ an outside contractor to cost and implement the plan.

In the pilot school the painting was undertaken by volunteers and took four to five days. The school which trialled the process used a contractor to do the painting. Contractors may be identified through organisations such as the Sports Council for Wales, through local grounds and maintenance bodies or by personal recommendations from schools who have already implemented the process.

8 Implementing the plan
If schools decide to undertake the marking themselves then they will need to gather a group of volunteers to do the painting.

Making templates
It may be necessary to develop templates for some items such as footprints. This can be achieved by cutting the shape out of plastic (overhead transparencies are ideal) or lino. e.g.
Later in this publication some footprint shapes are provided. These could be cut out and projected onto a wall to the appropriate size using an overhead projector. This image can then be traced onto paper and used to make a template as above.

**Getting started on the marking**
The first task is to outline all the markings in chalk or wax crayon to ensure that the overall plan is acceptable on the ground.

**Drawing lines, squares and circles**

To draw a straight line, mark the end points of the line and stretch a piece of chalked string between these points. Flick the string once and this will leave a lightly chalked line which can then be painted.

To draw a line parallel to the first, use the length of the first line and the distance required between lines to calculate the length of the diagonal.

Cut two strings the length of the diagonal and attach one string to each end of the first marked line. Pull the strings taut across the diagonal until they reach the end points of a line parallel to the first. Mark these points and stretch a chalked string across them as above.

This method of drawing a parallel line could also be used to draw the first line parallel to a fixed structure, e.g. a wall.

To draw a circle hammer a 4" nail in the centre point. Determine the radius of circle required and cut a string this length. Attach one end of the string to the nail and tie a piece of chalk to the other. Keep the string taut and use the chalk to draw a circle.

**Painting**
The surface must be completely dry before painting starts and obviously a period of prolonged rain will interrupt the marking process. The pilot school was painted during the school summer holiday. This provided a dry spell and also avoided the problem of painting whilst the children are playing outside.
Once a tin of paint is opened it is best to paint all the areas needing that colour, and then to start on a new colour. Try to ensure that paint is applied thickly enough to fill the furrows in the tarmac. Aim for a level surface of paint.

When using spray paint, hand paint the edges and then spray within this perimeter.

9 Equipment
Some equipment may be needed to make maximum use of the playground markings, e.g. soft balls, beanbags, skipping ropes, draught/chess pieces.

Some of these items could be designed and made within technology lessons, e.g. draughts could be made from sealed biscuit tins; chess pieces could be made from dishwasher or washing liquid containers, with the design of individual chess pieces painted on the side or with papier mache heads. If items of playground equipment are to be purchased then it is important to select items which meet the British Standard.

10 Using the markings
This publication gives suggestions for games which have been or could be, used with the markings applied in the pilot school.

These games could be used in other situations. It is suggested that individual games are photocopied and stuck onto postcards as a ready reference in the playground.

Lunchtime supervisors have an important role to play in helping children to use the markings; to introduce games to them; and to help and encourage them to develop games of their own.

11 Training
Schools may wish to provide training for their lunchtime supervisors to coincide with the development of the playground markings.

Statistics show that the majority of accidents to children in schools (60 per cent) happen in playgrounds, and these are usually behaviour-related. The best control is adequate supervision.

If training is to be offered then the following are among the issues to be considered by school:

- content and duration of training sessions
- sources of help
financing the training.

The number and length of training sessions provided will depend on the existing use of lunchtime supervisors in the school. Schools may wish to provide sessions which explore the following:

- the role of the lunchtime supervisor
- strategies to encourage good behaviour
- strategies to prevent, and deal with, bad behaviour
- hints on organising games sessions.

The sessions may be organised using expertise available within the school; alternatively help may be sought from advisory teams or play specialists. The content and style of the sessions should be negotiated with the supervisors.

Schools should consider paying the supervisors for additional time spent in school to undertake training.
ORGANISING A GAMES SESSION

The following guidelines may help the school when developing training linked to organising games sessions in the playground.

**Getting started**

To start a games session, invite children to join in - in other words, they are welcome to play but don't have to. Your words and actions should assure them that it's going to be fun.

Use a game that everyone knows first, so that things get going straight away. Start slowly with an interactive game that's not too active.

Be inviting and clear. Have a clear idea of good starting games - if they are games you enjoy playing, your enthusiasm will be contagious.

**Presenting games**

1. Describe the game structure and rules as clearly and simply as possible. Do it in a fun way, encouraging participation and playfulness.

2. Combine description with demonstration.

3. Say the name of the game and any fantasy in the game. Explain the aim, and fit it into a familiar category (for example, tag).

4. Make sure everyone can see and hear you. Stand at the edge of a circle rather than in the middle.

5. Ask for questions.

6. Always extend an invitation to play 'Let's play' rather than 'You're going to play'.

7. Always ask for a volunteer to be 'It'. If no one volunteers, do it yourself. On the other hand make sure all players get a chance to be the focus of attention, if they want to be.

8. Some games require a degree of psychological risk-taking, putting one player on the spot. You should be a model by behaving playfully and being a little bit silly.

9. Some games involve physical risks. Identify them and reduce the chances of injury by saying 'I don't want anyone to get hurt so let's all ...'

10. Always look for opportunities to make a game more fun - add fantasy, chanting, singing, change the name to the latest fad, etc.

11. Encourage participation, effort and satisfaction rather than winning.
Choosing sides
Choosing sides should never be traumatic (which happens when you are chosen last).

Make choosing sides a game in itself:

- give everyone the name of an animal; they have to find the rest of their team by making only animal noises/movements.
- players born on odd days on one team, evens on another.
- in a circle or line, counting 1,2,3, 1,2,3 . . .

Be prepared to move players round if teams need to be made more even.

Player leader
When the game gets going, you play too. Watch how the game is going and step in to make changes if necessary, but keep a low profile.

If a game is becoming unsafe, stop it and remind everyone that it’s supposed to be for fun. Usually stopping the momentum of a game is enough to slow things down.

While you play encourage fantasy, for example ask players to make noises, describe what they look like, etc.

Develop a repertoire
Keep a list of 10-12 games which you really enjoy and have experience in leading. Six will probably be enough for an hour of play. Add a new game now and then, but don’t try to play a whole session with games you’ve never played before.

Think about what each game is doing to your group. Alternate very active games with quieter games to allow players a rest. Remember that tiredness can create safety hazards.

Also try to alternate games played in opposing lines (which fragments group focus) with circle games (which develop group awareness).

Variety is essential.

Adapting games
Unless you are playing a full game, i.e. 15 a-side rugby, 7 a-side netball, etc, with their own clearly defined sets of rules, you should feel free to modify games and sports.

Modify a game if it isn’t working, or to meet the specific abilities of the group, or just for fun.

Modifying a game successfully will depend on your observation skills - watch carefully to see what is wrong.
If a game isn't working, it is usually because of an imbalance in the challenge. The following modifications may help:

- Use different equipment - large sponge balls and bean bags are easier to catch than plastic balls. However, smaller bats and rackets will help younger children.
- Reduce playing time of sports - few children can cope with full-length games.
- Keep groups small - this will enable more participation, and gives players more chance to learn and practice skills.
- Change the boundaries - a smaller playing space will help games like ‘Tag’ to take place more quickly.
- Add more equipment (balls, etc) or take some away.
- Change method of locomotion - hopping rather than running, playing on hands and knees, etc.
- Change the number of teams.
- Reduce goal space, height of netball ring etc - or increase it.
- Change the aim of the game.
- Make more players ‘It’.

In general making a game slower, smaller and easier will make it more suitable to diverse abilities. If abilities are more evenly matched, increase the challenge.

Fit the game to the players, not the players to the game.
Using the playground markings

The following pages give details of the markings placed onto the playground in the pilot school. Suggestions for games and activities linked to the markings are also included. These games are a selection derived from the school and from other sources. They do not represent an exhaustive list, but rather are intended to start schools thinking about activities.
Technical specifications
Centre circle 3ft diameter (using centre circle of netball court). Chalk in 2 further circles: one of 2m diameter, one of 3m diameter. Divide into eight equal sections through centre point extending lines through all circles and aligning N and S to compass points. Chalk in N.S.E.W, triangles to join on edge of inner circle with apex on outer circle line. Repeat for other compass points extending to 2m line. Colour using two alternate colours.

PE skills developed
• To respond to ideas and instructions of others.
• To develop and refine increasingly complex directional sequences.
• Practise and develop basic actions of running, throwing and catching.
• To work individually and with others.
• To plan and navigate routes.
<table>
<thead>
<tr>
<th>TITLE</th>
<th>Port and starboard (North and South)</th>
<th>Buried treasure</th>
<th>Rotate-a-ball</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIM</td>
<td>To follow directions quickly</td>
<td>To find the buried treasure</td>
<td>To keep passing/catching the ball</td>
</tr>
<tr>
<td>PLAYERS</td>
<td>6-30</td>
<td>1-6</td>
<td>8 - one on each of the eight compass points</td>
</tr>
<tr>
<td>RULES</td>
<td>Someone is chosen to call instructions. Run through the instructions so that everyone knows them. When the caller shouts instructions everyone must follow them quickly. Slow players are out (for the count of 50).</td>
<td>Instruction cards give directions from the centre of the compass to another point on the playground where 'treasure is buried'. Instructions should relate to footsteps to be taken in particular directions, e.g. three steps N, then five steps N.E. etc. Pupils are given cards of instructions to follow, and must report back to the supervisor with the position of the buried treasure.</td>
<td>Instruction cards, prepared in advance</td>
</tr>
</tbody>
</table>
Technical specifications
Any size determined by space available. Shape based on badminton/short-tennis outline.
Lines 6cm in width.

PE skills developed
- Use of space.
- Hand-eye co-ordination.
- Devising rules and scoring systems.
- Fair play, sportsmanship, co-operation, teamwork.
### Volleyball

**Title:** Volleyball  
**Aim:** To keep the ball off the floor  
**Players:** 4 or more  
**Equipment Needed:** Lightweight ball  
**Rules:** Using one centre dotted line as a net and a lightweight ball, players try to keep the ball off the ground in their half of the court and score by the ball landing on the court in their opponents half. Players may not 'stop' the ball eg. by catching it. They must punch the ball and are allowed to play it to their own team before it goes over the net.  
**Variations:** Restrict the number of touches per teams. Allow the ball to bounce (once). Keep the ball high by only allowing play above head height.

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### Four Way Badminton

**Title:** Four way badminton  
**Aim:** To keep the ball off the floor in your area  
**Players:** 4  
**Equipment Needed:** Lightweight bats/rackets; shuttlecock or lightweight ball  
**Rules:** Place one player in each area of the court. Dotted lines form two-way netting. Player 1 starts with the ball, and hits it to any other player (over a net). The ball continues to be played from one area to another (in any order) until it hits the ground. Players start with 10 points each and lose one point each time they miss the ball. The player who misses restarts the game.

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### Line-touch

**Title:** Line-touch  
**Aim:** To catch and tag other players  
**Players:** 4 or more  
**Rules:** One volunteer is 'on-it'. All players must stay on the lines, and player who is 'on-it' has to 'tag' other players who then change places and are then 'on-it'. As players change-over, new 'catcher' has to count to five before they can start.

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### Thunderball

**Title:** Thunderball  
**Aim:** To hit a moving target  
**Players:** 6 or more  
**Equipment Needed:** Softballs  
**Rules:** Players divided into two equal teams. One team stands with players on each corner square of the court, the other team stands in the centre area with a soft ball each. Players in the first team have to move from one corner to the next in a clockwise direction, avoiding balls thrown by other teams. 'Safe' areas are in the corner squares and only one player at a time is allowed to be there, for the count of five. As players are 'out' they join the other team. Balls can be collected as they rebound off walls, or must be thrown back in if they go outside the area. Teams change-over when all players are 'out'.
Technical specifications
Outer circle, radius 1m. Inner circle radius \( \frac{1}{2} \)m. Divide outer ring into eight equal areas.
Centre circle: Use line marking paint (yellow).
Outer ring: use excess paints.

PE skills developed
• To improve hand-eye co-ordination.
• To judge distance and speed with a variety of objects.
• To improve throwing technique and accuracy.
• To react quickly to stimuli.
• To practice the skills of attacking and defending.
### Dragon's Jewels

**Title:** Dragon's Jewels  
** AIM:** Dragon: to keep the jewels  
Other players: to steal the jewels  
** Players:** 4-12  
** Equipment Needed:** Item to act as jewels  
** Rules:** A jumper, cloth (or similar) is placed in the middle of the inside circle to act as the jewels. Ask for a volunteer to be the dragon to guard the 'jewels'. Other players stand outside the dartboard. At a signal they try to steal the jewels, but must not be tagged by the dragon. If tagged, they are 'frozen' until the jewels are stolen. The successful thief becomes the next dragon.

### Darts

**Title:** Darts  
** Aim:** To be the first to score 180 by throwing a beanbag  
** Players:** 2 or more  
** Equipment Needed:** Three beanbags  
** Rules:** Chalk numbers on the dartboard pattern. Use 50 in the centre, and 5, 10, 15, 20 in alternate sectors around the circle, leaving the other sectors blank. Set a throwing point about 2m from the centre of the circle. The first player throws the beanbags onto the circle and records his/her score. It is then the turn of the next player. Play continues until one player reaches the score of 180.

### Duck Duck Goose

**Title:** Duck Duck Goose  
** Aim:** To get back into the circle  
** Players:** 6-12  
** Rules:** Players sit around the edge of the circle, evenly dispersed, except one player who volunteers to be the duck. The duck walks along the outside of the circle (gently) tapping the head of each player as they pass and saying 'duck, duck, duck'. When ready, the duck says 'goose' while tapping a seated player. The duck runs around the circle in one direction, while the goose jumps up and runs in the opposite direction. The first to get back to the empty place in the circle stays there, while the last player becomes the new duck. Don’t let any player remain as the duck more than two times in a row; make sure players are chosen who haven’t had a go.

### Poison

**Title:** Poison  
** Aim:** To not touch the poison, but make as many others do so as possible  
** Players:** 6-12  
** Equipment Needed:** Football  
** Rules:** The group holds hands in a circle around the dartboard with a football in the centre circle. The football is poisonous to touch. Players try to drag and pull other players to touch it but avoid touching it themselves. Once touched, the poisoned player stays in the circle, but faces outwards, trying to poison as many others as possible.

### Darts

**Title:** Darts  
** Aim:** To be the first to score 180 by throwing a beanbag  
** Players:** 2 or more  
** Equipment Needed:** Three beanbags  
** Rules:** Chalk numbers on the dartboard pattern. Use 50 in the centre, and 5, 10, 15, 20 in alternate sectors around the circle, leaving the other sectors blank. Set a throwing point about 2m from the centre of the circle. The first player throws three beanbags onto the circle and records his/her score. It is then the turn of the next player. Play continues until one player reaches the score of 180.
Technical specifications
Size of court dependent on space available.
Goal area: 2m x 1m of 50 x 100 PSE tanalised soft wood, primed, undercoated and glossed white.
Fix to wall with 6mm wall plugs.
Goal area: Use line marking paint (white).

PE skills developed
• To understand the principles of attack and defence in invasion games.
• To improve skills of sending, receiving and travelling with a ball.
• To devise games, developing rules and scoring systems.
• To perform actions with control using different parts of the body or with implements.
<table>
<thead>
<tr>
<th><strong>TITLE:</strong></th>
<th>Save</th>
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<tbody>
<tr>
<td><strong>AIM:</strong></td>
<td>To stop balls from going in 'goal'</td>
</tr>
<tr>
<td><strong>PLAYERS:</strong></td>
<td>Any number</td>
</tr>
<tr>
<td><strong>EQUIPMENT NEEDED:</strong></td>
<td>Sponge footballs</td>
</tr>
<tr>
<td><strong>RULES:</strong></td>
<td>Place one player in goal to 'save' a shot kicked from the penalty spot. Put players around semi-circle with a ball each and increase number of goal-keepers. Use sticks and balls. Run to collect the ball and shoot immediately. Roll ball towards edge of area, collect a moving ball and shoot.</td>
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<tr>
<td><strong>VARIATIONS:</strong></td>
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<th><strong>TITLE:</strong></th>
<th>Pass and shoot</th>
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<tr>
<td><strong>AIM:</strong></td>
<td>To throw a ball into the goal</td>
</tr>
<tr>
<td><strong>PLAYERS:</strong></td>
<td>Equal teams</td>
</tr>
<tr>
<td><strong>EQUIPMENT NEEDED:</strong></td>
<td>Dividing players into attackers and defenders. Defenders start on edges of the goal area. Attackers start outside the area with a ball. Players can move anywhere, throwing the ball to their team. No player can hold the ball for more than three seconds. When attackers are within sight of goal they can shoot by throwing the ball into the target. Change sides following a goal, or an agreed number of goals.</td>
</tr>
<tr>
<td><strong>RULES:</strong></td>
<td>Add a goalkeeper who can catch the ball and throw it back up the pitch.</td>
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<td><strong>VARIATIONS:</strong></td>
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<tr>
<th><strong>TITLE:</strong></th>
<th>Fish, chips and peas</th>
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<td><strong>AIM:</strong></td>
<td>To get to the ball first and score a goal</td>
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<tr>
<td><strong>PLAYERS:</strong></td>
<td>6 plus a caller</td>
</tr>
<tr>
<td><strong>EQUIPMENT NEEDED:</strong></td>
<td>Football</td>
</tr>
<tr>
<td><strong>RULES:</strong></td>
<td>Three players stand opposite each other, spread out along the side edges of the pitch. A player on each team takes a name - fish, chips, or peas. A ball is placed between the teams in the middle of the pitch. A volunteer calls out one of the three names, both players run for the ball, try to gain possession and score a goal for their team.</td>
</tr>
<tr>
<td><strong>VARIATIONS:</strong></td>
<td>Add extra players, vinegar, salt etc. Add a goal keeper.</td>
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<td><strong>AIM:</strong></td>
<td>To score a goal</td>
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<tr>
<td><strong>PLAYERS:</strong></td>
<td>Any number</td>
</tr>
<tr>
<td><strong>EQUIPMENT NEEDED:</strong></td>
<td>Sponge football</td>
</tr>
<tr>
<td><strong>RULES:</strong></td>
<td>Using a sponge ball put one volunteer into the 'corner' of the pitch. Other players start against the edges of the playing area. The ball is thrown in towards the front of goal, players run in and 'head' the ball into the goal. Missed shots mean a change of thrower.</td>
</tr>
<tr>
<td><strong>VARIATIONS:</strong></td>
<td>Add a goalkeeper. Have teams playing in different directions (avoid crossing over another team).</td>
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<td>Football</td>
</tr>
<tr>
<td><strong>RULES:</strong></td>
<td>Three players stand opposite each other, spread out along the side edges of the pitch. A player on each team takes a name - fish, chips, or peas. A ball is placed between the teams in the middle of the pitch. A volunteer calls out one of the three names, both players run for the ball, try to gain possession and score a goal for their team.</td>
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<tr>
<td><strong>VARIATIONS:</strong></td>
<td>Add extra players, vinegar, salt etc. Add a goal keeper.</td>
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<tr>
<th><strong>TITLE:</strong></th>
<th>Head-a-goal</th>
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<tbody>
<tr>
<td><strong>AIM:</strong></td>
<td>To score a goal</td>
</tr>
<tr>
<td><strong>PLAYERS:</strong></td>
<td>Any number</td>
</tr>
<tr>
<td><strong>EQUIPMENT NEEDED:</strong></td>
<td>Sponge football</td>
</tr>
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<td><strong>RULES:</strong></td>
<td>Using a sponge ball put one volunteer into the 'corner' of the pitch. Other players start against the edges of the playing area. The ball is thrown in towards the front of goal, players run in and 'head' the ball into the goal. Missed shots mean a change of thrower.</td>
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<td><strong>VARIATIONS:</strong></td>
<td>Add a goalkeeper. Have teams playing in different directions (avoid crossing over another team).</td>
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</table>
Technical specifications

Foot sections: 25cm x 35cm with rounded ‘ends’.

Body sections: 35cm x 35cm (variable).

Overall length: Head to tail 8.5m.

Head length: 70-80cm; greatest width 70cm.

Antenna length: 50cm.

Number stencils: 15cm x 15cm.

Paint: 2 litres bulk paint (yellow), 2 litres bulk paint (red).

PE skills developed

• To remember, select and repeat a range of simple and complex movements.
• To adjust to actions of others.
• To develop sequences of actions which can be repeated.
• To link movements with balance and control.
• To develop the skills of judgement and anticipation.
• To react quickly to changing circumstances.
**Islands**

**AIM:** To jump quickly onto the correct space

**PLAYERS:** 5-20

**RULES:** Ask for a volunteer to be the ‘caller’. The ‘caller’ describes a space (on the fortpede) to run to. For example: ‘yellow space’ or ‘red space with a 2 in it’ or ‘number ending in 7’. Players quickly run to a space that fits the description. As many as can fit onto the space can be on it. Don’t exclude the ones who are last.

---

**Portaball**

**AIM:** To move a ball along fortpede in rising numbers

**PLAYERS:** As many as possible

**NEEDED:** Tennis balls

**RULES:** Players choose a number and stand on it. The player on the lowest number starts with the ball. The one at the head calls a number and the ball is thrown to that space. The player nearest to that number has to catch the ball; from then on, the previous thrower calls until the ball reaches the head. The last player runs with the ball to number at the tail. All others move up the fortpede to a new number. Repeat.

---

**Conga**

**AIM:** To be able to follow the actions of the leader

**PLAYERS:** As many as possible

**RULES:** Ask for a conga leader. All players line up behind the leader, with hands on waist of the person in front. The leader goes along fortpede (in any direction) with different movements (hopping on red sections only; conga spirals; not stepping on fortpede; hands in air; etc). Encourage chanting/singing/whistling/humming/other noises.

---

**Follow my leader**

**AIM:** To follow the actions of the leader

**PLAYERS:** 2 or more

**RULES:** Ask for a leader. The leader moves along the fortpede in a way of their choice e.g. jumping, bunny jumping, striding, hopscotch type movement. Other players follow using the same movement. Players take it in turn to be the leader.
**Technical specifications**
Squares: 30cm x 30cm.
Centre square 60cm x 60cm divided into four triangles.
Number stencils 15cm x 15cm.
Starting from centre square mark squares outwards on three sides.
Paint edges in different colours.

**PE skills developed**
- To move in a variety of patterns.
- To travel from one or two feet and from one foot to the other.
- To remember, refine and repeat actions with accuracy.
- To co-ordinate movement at different levels including balance.
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<th>TITLE</th>
<th>Aim</th>
<th>Players</th>
<th>Rules</th>
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<tbody>
<tr>
<td>Hopscotch</td>
<td>To be the first to complete all the numbers</td>
<td>2 or more</td>
<td>The first player throws a small stone onto number one. (s)he then moves along the grid placing one foot on the single squares and both feet on the double square until number 10 is reached, without stepping on the square holding the stone. The player then turns round and moves back in the same way, picking up the stone when (s)he reaches it. The stone is then thrown onto number 2 and the moves repeated. Play continues until the player reaches 10, or misthrows the stone. It is then the turn of the next player.</td>
</tr>
<tr>
<td>Crazy</td>
<td>To follow number instruction</td>
<td>4</td>
<td>One player starts as 'caller' on number 10, the others start at the end of each line of numbers facing the 'caller'. The 'caller' shouts a number which others must move on to. The 'caller' continues to call different numbers and gradually increases speed until a player cannot keep up. The player 'out' then switches to become the new 'caller'.</td>
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<tr>
<td>One legged hopscotch</td>
<td>To be the first to complete all the numbers</td>
<td>2-4</td>
<td>Played as regular hopscotch, except that players hop on one leg only. Players take it in turn to throw an object (stick, stone, etc.) into number 1. If it lands completely in the square, they hop into the square containing the stone, pick it up (still on one leg) and hop out. The next players then take their turns. Players continue through the numbers first to complete all the numbers wins.</td>
</tr>
<tr>
<td>Search-around</td>
<td>To be the first team to collect items for each number</td>
<td>3 or more (or teams)</td>
<td>A 'volunteer' is chosen to name readily available small items. Each team starts on one 'arm' of the hopscotch. The volunteer calls out an item which the team have to collect and return to their section of the hopscotch. The first team back wins. The game can be extended to collect one item per number on the hopscotch. The items are placed on the right number.</td>
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Technical specifications
Outer circle 1m diameter
Centre ‘dot’ 5cm diameter
Use line marking paint (green and red).

PE skills developed
• To develop basic actions of running, throwing and jumping.
• To judge and respond appropriately to a variety of situations including judging distance.
• To develop skills of propelling objects to set targets.
• Hand-eye co-ordination.
**GAMES IDEAS**

**Tiddlywinks**
- **Title:** Tiddlywinks
- ** Aim:** To be the most accurate flicker
- **Players:** 2 - 6
- **Equipment Needed:** Tiddlywinks or alternatives
- **Rules:**
  - Start the game on the outside ring - who will be the first to get to the inside circle?
  - Start in the middle - who can get outside the circle first?
  - What sort of things will flick? Jam jar lids, bottle tops, etc.

**Marbles 1**
- **Title:** Marbles 1
- ** Aim:** To knock marbles out of the inner circle
- **Players:** 2 - 4
- **Equipment Needed:** Marbles
- **Rules:**
  - Agree the number of marbles each to be risked (6 is a good starting number). Put half inside the inner circle. Take turns flicking or rolling one of your remaining marbles into the inner circle from outside the outer circle. You keep any marble that is knocked out of the outer circle. Your shooting marble is forfeited (unless it comes back outside when shooting). Players can choose any marbles within the inner or outer ring at which to shoot.

**Jacks**
- **Title:** Jacks
- ** Aim:** To pick up the jacks without missing a catch of the ball.
- **Players:** 1 - 4
- **Equipment Needed:** Set of jacks and ball
- **Rules:**
  - Bounce a ball; pick up one jack and catch the ball before it bounces again; do the same and pick up two jacks, then three, four, five, six.
  - When a player fails to pick up the desired number of jacks it is the next player’s turn.

**Marbles 2**
- **Title:** Marbles 2
- ** Aim:** To be the last player to knock all the marbles into the inner circle
- **Players:** 2 - 4
- **Equipment Needed:** Marbles
- **Rules:**
  - Start with an equal number of marbles. Players take turns flicking or rolling a marble into the inner circle from outside the outer circle. When players have used all their marbles, they take turns flicking in the marbles which haven’t yet gone into the inner circle. If a player gets a marble into the inner circle, they have another turn; however, if a player gets a marble in, but in doing so knocks another out, their turn ends. The player that gets the last marble into the inner circle keeps all the marbles. Can be played in teams.

**Variation:**
- Players can’t put their feet inside the outer circle.
Technical specifications
Chessboard: 8 squares by 8 squares. Each square 30cm x 30cm.
Maze: Chalk-in 4 squares around chess board. Leave spaces of 50cm between each new square. On paper, determine routes through the maze and transfer to playground marking.

PE skills developed
• To travel through complex routes in a variety of ways.
• To devise and develop games and strategies.
• To remember and repeat successful strategies.
• To follow instructions with accuracy.
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<th>EQUIPMENT</th>
<th>RULES</th>
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<tr>
<td>Crystal maze (a trust game)</td>
<td>To successfully complete the maze</td>
<td>2 played in pairs</td>
<td>Chalk</td>
<td>Mark out (with chalk) the route that must be taken through the maze. One member of the pair is blindfolded and has to journey through the maze on verbal instructions from their partner (who must stand outside the maze and not touch the blindfolded player). Obstacles can be placed in the maze that they have to go over or under. Place a treasure at the end of the maze and then take them back through.</td>
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<tr>
<td>Snakes and ladders</td>
<td>To be the first to reach the top of the board</td>
<td>Two or more</td>
<td>Chalk, dice</td>
<td>First number all the squares using chalk, starting with number One in the bottom left square. Draw some ladders and snakes reaching up and down the grid. The first player throws a dice and moves the number of spaces indicated. If (s)he lands at the bottom of a ladder then (s)he moves to the top of the ladder. If (s)he lands at the top of a snake then (s)he goes down the snake. Players take turns to throw the dice and move.</td>
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<td>Draughts (or chess)</td>
<td>To be the last player able to move 2, or two teams</td>
<td>Draughts or chess pieces</td>
<td>Follow the rules of draughts, using giant draughts made from tins as the playing pieces.Chess can also be played using giant chess pieces which have been purchased, or designed and made in school.</td>
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<td>To trap an opponent (checkmate) 2 per game</td>
<td>Players start on opposite sides of the chessboard. Using coloured squares only, they move one square at a time in any direction. Players move alternately until the loser is trapped, i.e. any move by the winning player will mean that the two players are on the same square.</td>
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Technical specifications
Chalk circle, radius 1m.
Using excess paint, in shades of brown and gold, paint ‘twigs’ in bands of criss-crossed colours to cover circle edges (approx 1/2 litre).
Place ‘eggs’ and paint using white paint; speckle with excess colours.

PE skills developed
• To develop and respond to their own ideas for games.
• To play and refine games considering rules.
• To respond to instructions of increasing complexity.
**Magpie (stealing eggs) game**

**AIM:** To save the eggs

**PLAYERS:** 6-12

**EQUIPMENT NEEDED:** Three beanbags or alternatives

**RULES:** Three beanbags are placed on the eggs in the nest. Two parent birds guard the nest and tag any magpies that try to steal their eggs. Tagged magpies freeze. The parent birds win if there are any eggs left when all magpies are frozen. The magpies win if all the eggs are stolen.

---

**I sat in the nest**

**AIM:** To remember the sequence of names

**PLAYERS:** 5-12

**RULES:** Players sit in a circle. The first player begins by saying ‘I sat in the nest and saw . . .’ (names a bird). The second player repeats ‘I sat in the nest and saw . . .’ (naming the first bird and adding another). Play continues with each player having a turn in which (s)he names all the birds mentioned adding another. Play continues until a player forgets a bird, or places them in the wrong order, when (s)he is out. Play continues until only one player is left.

---

**Chinese whispers**

**AIM:** To correctly pass on the message

**PLAYERS:** 5-12

**RULES:** Players sit or stand in a circle. One player thinks of a message of 5-10 words, and whispers it once only into the ear of the next player. The message is then whispered round the circle. The last person to receive the message tells it out loud; the original player tells the original message.

---

**Ring-a-Ring-o’ Roses**

**AIM:**

**PLAYERS:** 3-10

**RULES:** Players sing the traditional chant and fall down on the last word. On the second verse, they jump up on the last word.

‘Ring-a-ring-o’roses, a pocket full of posies, Atishoo, Atishoo, we all fall down.

‘Fishes in the water, fishes in the sea, we all jump up with a one, two, three!’
Technical specifications
The outer circle is the netball circle extended outside the court.
The inner circle has diameter 2m less than outer circle.
Add sundial markings in appropriate position.

PE skills developed
• To co-ordinate actions and implements.
• To explore and develop different responses to tasks.
• To experience sustained activity on own and/or with others.
• To link actions together to maintain activity levels.
• To practice and develop the skills of receiving and sending objects.
**Group juggling**

**AIM:**
To keep the juggling going as long as possible

**PLAYERS:**
3 - any number

**EQUIPMENT NEEDED:**
Foam footballs

**RULES:**
Group stands in a circle. On the first go, one ball is thrown across the circle from one player to another. Players must remember who they threw it to. They must always throw the ball to the same person - make sure everyone gets the ball only once - then it returns to the original person. Start again, a bit faster and add more balls. If dropped, the closest person picks up the ball and throws it to their ‘catcher’.

---

**Protect the legs**

**AIM:**
To hit the ‘batsman’ below the knee with the ball.

**PLAYERS:**
Any number

**EQUIPMENT NEEDED:**
Plastic bat/racket and sponge ball

**RULES:**
One player takes a plastic bat/racquet and stands in the centre of the circle with the bat protecting their legs, feet together, and is not allowed to move his feet. Other players stand outside the circle with a sponge ball. The ball can be passed around players or aimed at the target area below the batsman’s knees. The batsman hits the ball away and fielders must play from where they collect the ball outside the circle. Change batsman whenever (s)he is ‘out’.

---

**How do you do?**

**AIM:**
Racing game - to finish first

**PLAYERS:**
8-20

**RULES:**
Players stand in a circle with one player walking around the outside. This player taps the shoulder of someone in the circle and says ‘How do you do?’ The tapped player responds ‘very well, thank you’. The question and answer repeated twice more (three times in total). The two then run, in opposite directions around the outside of the circle. When their paths cross, they stop and repeat the question and answer another three times, then race back to the vacant space in the circle. The last one back starts the game again.

---

**Cat and mouse**

**AIM:**
Save the mouse from the cat; or to catch the mouse.

**PLAYERS:**
8-20

**EQUIPMENT NEEDED:**
A foam football (cat) and a bean bag (mouse).

**RULES:**
The ‘cat’ chases the ‘mouse’. The cat can only move around the circle by being passed left or right, from hand to hand. The mouse can travel in this way as well, but can also be passed across the circle. When you get good at the game, add another cat.
Technical specifications
Using man-hole cover as central square extend each side by one metre.
Paint lines (white).
Paint manhole cover using metal paint (blue).

PE skills developed
• To find ways of travelling.
• To co-operate with others in developing combined responses to tasks.
• To develop, refine and repeat actions to achieve common ‘goals’.
• To increase the range of actions including stopping, dodging, changing direction and judging distance and speed.
**Catch the dragon’s tail**

**AIM:**
Head of dragon: to catch other dragon’s tails; tail of dragon: to keep their tail.

**PLAYERS:**
9-24

**EQUIPMENT NEEDED:**
Material to act as a ‘tail’

**RULES:**
Divide players into three or four teams. Each team lines up, one behind another, with hands on waist of the person in front. Front player becomes the dragon’s head; player at the back is the tail and tucks a sock, cloth, tea towel (or similar) into waistband or belt so that it hangs down (as a tail). The dragons’ heads face each other at the noughts and crosses corner points. At a signal, the dragons’ heads (always keeping attached to their bodies) chase the tails of the other dragons and try to pull their tails. Continue until all tails are caught.

---

**Blind dragon**

**AIM:**
Head of dragon: to catch other dragon’s tails; tail of dragon: to keep their tail.

**PLAYERS:**
9-24

**EQUIPMENT NEEDED:**
Material to act as a ‘tail’

**RULES:**
As in ‘Catch the dragon’s tail’ except that all dragons’ heads are blindfolded (or eyes firmly closed); the rest of the dragon must give instructions to the head (left, right, faster, etc). Make sure before starting that players know left from right.

---

**Gladiators**

**AIM:**
To place items on centre square.

**PLAYERS:**
8, four gladiators and four contenders

**EQUIPMENT NEEDED:**
Four beanbags

**RULES:**
Gladiators stand on corners of grid and rotate with hands and arms out sideways. Each contender has to move through the middle sections to place a beanbag on the coloured square without being touched by the arms.

**Noughts and crosses**

**AIM:**
To complete a line of three noughts or three crosses.

**PLAYERS:**
10, two teams of five people

**RULES:**
One team are ‘noughts’
One team are ‘crosses’
Play as paper noughts and crosses but with members of the teams acting as the ‘noughts’ and ‘crosses’. Alternatively two people can play using one colour bean bags as ‘noughts’ and a different colour bean bag as ‘crosses’.
Technical specifications
River: keeping perspective paint in appropriate colours.
Island: paint in shades of green.
Lily pads: shades of green.

PE skills developed
- To practise and develop movements including balance and different ways of travelling.
- To anticipate and time actions in a range of circumstances.
- To vary movements by changing speed, level and direction.
- To develop and understand rules and concepts.
<table>
<thead>
<tr>
<th>TITLE</th>
<th>Description</th>
<th>AIM</th>
<th>PLAYERS</th>
<th>EQUIPMENT</th>
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<tbody>
<tr>
<td><strong>Willow in the wind</strong>&lt;br&gt;(needs adult supervision)</td>
<td>To gently move the willow in the wind.</td>
<td>8-12</td>
<td>This is a quiet trust game. One player stands in the middle of a circle of players as the island. Those in the circle stand shoulder to shoulder, very close together with hands facing out, chest high, standing with one foot behind the other. The middle (willow) player stands very stiffly with feet together and arms crossed over chest and eyes closed. The players in the circle gently push the willow away from them, creating a gentle swaying motion. After a minute, get a new willow.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Ladders</strong></td>
<td>To be the first team to complete the ladders.</td>
<td>8-30</td>
<td>Divide into two teams. Teams sit facing each other with legs extended straight and both feet touching the soles of a member of the opposite team. At a signal the first player of each team stands up and runs down, stepping between the line of legs and returning to their original space along the outside of the line. When the first player sits down, the second starts until all players have gone. First team to complete wins.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Octopus</strong></td>
<td>To cross the river without being tagged.</td>
<td>6-30</td>
<td>Foam football&lt;br&gt;An octopus stands in the river holding a foam football. Other players stand 10 feet back from the river bank, all players on one side. The octopus calls &quot;Octopus, octopus, swim in my river&quot;. Players try to cross to the other bank without being tagged by the ball; octopus throws the ball to tag. When a player is tagged, they become an octopus, but must stand where tagged, with eyes closed, but may tag with their hands. Mark boundaries of &quot;safe&quot; zones on both sides to avoid arguments. Continue until all players are tagged; last to be tagged is the new octopus.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>May we cross your golden river?</strong></td>
<td>To cross the river without being tagged.</td>
<td>6-30</td>
<td>One player is selected as the farmer. (s)he stands on the island. All other players stand on one side of the river. The players shout: &quot;Farmer, farmer, may we cross your golden river?&quot; The farmer replies: 'Not unless you've got the colour...'. All those with the colour somewhere on them can cross freely. The other players then run across with the farmer trying to catch them. If a player is caught (s)he must help the farmer. Play continues until all players are caught.</td>
<td></td>
<td></td>
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Technical specifications
Using existing court markings chalk 1m outside.
From centre point of baseline, measure radius of circle markings and extend, using chalk, behind "base" line.
Draw another circle diameter 2m less, inside original (island). Mark off roadways using solid lines on edges and dotted lines to indicate stopping points (in any direction).
Traffic lights: circles 30cm diameter.
Some lines can be left to be extended by pupils using chalk markings.
Road markings: Paint white.
Edges: Paint green.
Traffic lights: Use excess spray paint or gloss.

PE skills developed
• To understand some of the principles of safety.
• To respond quickly and with control to changing circumstances.
• To anticipate actions.
**Making a road network**

**AIM:** To extend the road markings

**PLAYERS:** 2-10

**EQUIPMENT NEEDED:** Chalk

**RULES:** Pupils are provided with chalk and invited to extend the road markings around the playground. Various other markings can be incorporated into the road scheme, e.g. the marble ring can become a roundabout.

---

**Cats and dogs**

**AIM:** To avoid being tagged but to tag as many other players as possible.

**PLAYERS:** 8-30 (two teams and a caller)

**RULES:** Decide on safe boundaries for the game. Players are in two teams on either side of the road. One team are ‘cats’ and have a safe place on the roundabout. The other team are ‘dogs’ and have a safe place on a roundabout drawn at the other end of the road. A caller calls ‘cats’ or ‘dogs’. If ‘dogs’ is called then the ‘dogs’ chase the ‘cats’ and try and catch them before they reach their safe place. Any players caught join the other team for the next go.

---

**Road safety**

**AIM:** To understand road safety

**PLAYERS:** 2-30

**RULES:** Use the roadway for practical experience of crossing roads, understanding traffic lights, going round roundabouts etc. Children can pretend to be pedestrians or parked or moving cars etc. Contact your local road safety officer for detailed suggestions for the use of a marked roadway.

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**Motorcycle scrambling**

**AIM:** To become a motorcycle

**PLAYERS:** 1:30

**RULES:** Everyone chooses a (pretend) motorcycle, they can differ from a scooter to a big bike. Players hold onto handlebars and mount and start the bike. Make the motorcycle noises. Motorcycles use the roadway (and other parts of the playground) to ride fast, slow, loud, quiet, in the garage (noughts and crosses area), etc. Choose a leader to describe how to ride.
Technical specifications
Man-hole cover: ½ can metal paint (light green).
Equilateral triangle, sides 60cm: ¼ litre.
Square, sides 60cm: ¼ litre.
Circle, diameter 1m: ¼ litre.
Star, fits circle of diameter 1m: ¼ litre.
Spiral, fits circle diameter 1m: excess colours.

PE skills developed
• To find ways of travelling within and between shapes.
• To adapt actions to meet the needs of changing situations.
• Practise and develop basic actions in running and jumping.
• To devise and experience games and competitions made up by pupils themselves.
• To explore different ways of controlling a ball.
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<th>Aim</th>
<th>Players</th>
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<tbody>
<tr>
<td>Sharks and sprats tag</td>
<td>Not to be tagged</td>
<td>8-30</td>
<td>Ask for one or more (depending on numbers) to be tagger(s). Set boundaries with cones or similar, with shapes inside boundaries. Shapes are 'safe havens' for those being chased, but players can only stay in shapes until the count of five. Players can run or jump between different shapes, but can be tagged while not in (or over) shapes. Tagger(s) try to touch players; when they do tag someone, they change roles; player touched is the tagger; former tagger is chased.</td>
</tr>
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<tr>
<td>Captain Scarlet</td>
<td>To hit the targets before your opponent</td>
<td>2-8</td>
<td>Bean bags</td>
<td>Set a throwing line at the end of the line of shapes. Each player/team takes it in turns to throw a bean bag to land in each target area. As areas are 'hit' players move to a different target. Any 'extra' hits result in either one 'hit' taken away from the other team in that area, or a minus point for your own team. Players keep score by using chalk-marks, pen/paper or various loose items placed on the floor.</td>
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<tr>
<td>Dodge and dribble</td>
<td>To keep possession of the ball</td>
<td>Any number</td>
<td>Football</td>
<td>One defender stands on each of the shapes. Others line up, one behind the other with a ball. First attacker has to dribble the ball through the spaces between each shape. Defenders may try to reach the ball but cannot leave the shape. The ball is passed back and the next attacker goes.</td>
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<td>Lion</td>
<td>Not to be the lion</td>
<td>5</td>
<td></td>
<td>The 'lion' stands on the end shape, with his/her back to the other players. The other players each stand on a shape and call out 'Lion, lion turn round'. When the 'lion' turns round they must move to another shape. The 'lion' tries to catch one of them while they are off the shapes. The first player to be captured becomes the 'lion'.</td>
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**Technical specifications**
Chalk two to three semicircles on wall, radius 1m, 1½m and 2m. Using string drawn taut from centre point divide outer area into sections.
Wickets: using centre point as a guide, paint in vertical centre stump to edge of 1m circle. Paint outer stumps 10cm away.
Paint: Different colours as required, 1 litre total.

**PE skills developed**
- To develop fluency and timing in hitting an object.
- To improve hand-eye co-ordination.
- To respond quickly to actions of others.
- To demonstrate a range of responses to actions of others.
- To improve skills of sending and receiving a ball.
- To develop a simplified version of striking games.
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<th>RULES</th>
<th>VARIATION</th>
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<tbody>
<tr>
<td>Target shoot</td>
<td>To hit a target</td>
<td>Any number</td>
<td>Two soft balls</td>
<td>Divide players into teams with a ball per team. Determine a ‘running track’. First player on each team has to hit one of the coloured target areas on the semi-circle by kicking a soft ball from a stationary position on a line. Once they have successfully hit the target, they retrieve the ball, place it back on the start position, run the track and ‘tag’ the next player. Repeat until all the team are successful.</td>
<td>Extend so that targets change each time the team has been successful.</td>
</tr>
<tr>
<td>Gauntlet</td>
<td>To hit/defend a target</td>
<td>4 or more, divided into two teams</td>
<td>Soft ball</td>
<td>The throwing team stand behind a pre-determined line and aim to take points by throwing the ball to hit the target. The defending team start on opposite corners of the court, level with the target. Players defending run one at a time across the target zone trying to stop the ball hitting the target. As one completes the journey without stopping they ‘tag’ the next defender who runs in the opposite direction. Points scored for both ‘saves’ and target ‘hits’.</td>
<td>Add more balls, use varied size of balls.</td>
</tr>
<tr>
<td>Bounce and hope</td>
<td>To bounce a ball into a target</td>
<td>1 or more</td>
<td>Tennis ball</td>
<td>Mark an area about ½m away from the wall in the centre of the area, number the target areas - outer ring: higher numbers at the bottom; inner semi-circle. One point. Hit wicket, no points. Players start from a throwing line, bounce the ball on the marked area on the floor to rebound onto the target areas. Players aim for highest score.</td>
<td>Players must catch the ball before it hits the ground again to add scores together.</td>
</tr>
<tr>
<td>Tip and run</td>
<td>Striking and fielding game</td>
<td>At least two</td>
<td>Bat and lightweight ball</td>
<td>Batsman stands in front of the wicket, bowler bowls ball overarm/underarm to hit the wicket. Batsman must try to hit the ball and must run to a prearranged marker level with the bowler. Runs are scored only when the ball has been hit. Bowler may rebowl the ball as soon as (s)he is back to the bowling line. Player is ‘out’ if the ball hits the ‘stumps’ or is caught.</td>
<td>Two batsmen who start at opposite ends of the pitch. Both must run. Use of hand rather than bat.</td>
</tr>
</tbody>
</table>
FOOTPRINT TEMPLATES
FOOTSTEPS LINKING MAIN FEATURES

NUMBERED FOOTSTEPS: COUNTING GAMES/POSITIVE & NEGATIVE Nos.

WALKING IN A LINE

JUMPING

HOPPING ON ONE FOOT & CHANGING FOOT

ADDITIONAL ACTIVITY: CHILDREN INVITED TO MAKE SOUNDS

BIRD

DOG

DUCK

HEDGEHOG

HORSE

ROE DEER

RABBIT

PIG

CHICKEN

BIG & SMALL STEPS

WIDE STEPS

NARROW STEPS
APPENDIX 1

Further reading


Health Education Authority. 1990. Happy Heart 1: Resources for 4-7 year olds. London: Thomas Nelson and Sons Ltd.


Health Education Authority. Happy Heart’s Playground Games Pack. London: Thomas Nelson and Sons Ltd.


