

**OTHER GAMES:****ABC Basketball****(K-8) (10-15 Minutes)****(2 Basketballs, 1 Net)**

This game needs to be played by a basketball hoop. Children sit in a large circle and pass two basketballs around the circle in the same direction (like hot potato) while singing the alphabet. The two people that have the balls when the group gets to the letter Z must race to the basket and try to make a shot before the other one. Once a player makes a basket both take their seat in the circle and the game begins again. You can create two small groups, each with one basketball, and have a race to try to get everyone on each team to sink a basket before the other team.

Alphabet Dash**(4-6) (15-20 Minutes)****(Paper & Markers, or Playing Cards)**

Have children create index cards with the letters of the alphabet on them. Make sure the letters can't be seen from the other side of the paper. (The Leader can have these created already or can use a deck of playing cards). This can be a relay race between two teams (two sets of cards) or can be done in one group. Line the players up in a line while the leader spreads the cards out randomly at the other end of the playing area face down. The players need to bring the cards back in order (A to Z) one by one to the leader. The catch is that they have to run to pick up the cards one player at a time and they can only pick up one card at a time. If they don't pick up the A card on the first attempt they need to yell out the letter they picked up so the rest of the group knows what card that was and remembers for later. The person then has to run back to the line and tag the next person to attempt to find the A card and so on until it is found. Once it's found they run it over to the leader and the next person has to find the B card. If the players use their memory and communicate with their team they can do this quickly without picking up the same incorrect card more than once. Once all cards are found, shuffle the deck and spread them out again for another round. Relay races between two teams are fun and challenging and you can really test the players by making them do the alphabet backwards.

Bean Bag Checkers**(K-6) (10-150 Minutes)****(Beanbags, Chalk)**

Have the students draw large checker boards (8x8 square grids) on the asphalt using chalk. (In checkers, there are black and white squares and the game is only played on one of them. An easy way, instead of wasting chalk to color in every second square, is to simply put an 'X' through the squares that the game will not be played on.) They should get lots of bending and stretching in during this activity. Then give them each 12 (8 would work too) colored beanbags. Make sure there are only two colors so they can easily identify their pieces. The students must walk and pick up a piece and walk to the next square to drop it. To jump over an opponent's piece they must physically jump over it. And to make their checker piece a 'King Piece' they (should have extra bean bags available) can add a beanbag to the square so there are two. This will help distinguish which pieces are 'Kings' and which ones are regular pieces. (This game can also be played with flat pylons too, if there are not enough beanbags of the same color.)

Bean Bag Toss Relay**(K-6) (15-20 Minutes)****(Beanbags, Hoops)**

Divide into teams of four. Each team will have 20 beanbags. The first child hops, jumps, or runs a predetermined distance to the pile of beanbags and throws five into the hoop laying a set distance away then runs back to the start and the next student goes. Continue until the last person returns. The team counts the number of beanbags they successfully threw in to the hoop and the activity is repeated to try to improve the score. Try this activity using two or more hoops as targets with different point scores. The team with the higher score wins. Use various objects, such as beanbags, tennis balls or rings.



Beat the Bunny

(K-6) (5-10 Minutes)

(Large Ball, Small Ball)

Sit in a circle. The bunny (a small ball) is started first and is passed from person to person around the circle. When the bunny is about half way around, the farmer (a large ball) is started in the same direction. The farmer can change directions to try and catch the bunny, but the bunny can only change direction after the farmer does so. Start the game over once someone has both the farmer and the bunny. For an even more challenging game, have the children turn around with their backs toward the middle of the circle; they will not be able to see when the farmer is approaching until it's too late!

Bucket Ball

(K-6) (15-20 Minutes)

(Small foam ball, Two Buckets)

Divide into two teams. Mark out an area with two end lines and a centre line. Place a bucket on the end lines of each of team's play areas (large garbage cans work well). The point of the game is for the children to pass the ball (no kicking) amongst their team-mates and try to successfully get the ball in the opposing team's bucket. Establish rules such as children are not allowed to run while in possession of the ball, or they may only take three steps while in possession of the ball, defensive players are not allowed within 3 feet of an opposing player, players can only hold the ball for 5 seconds, if the ball is dropped or knocked down it becomes the other team's possession.

Capture the Flag

(K-6) (15-20 Minutes)

(Flags, Coloured pinnies, Pylons, Hoops)

Divide into two teams. Give each team 10 flags to spread out around the field (different colour for each team). Each team is on their side of the field wearing different coloured pinnies. Place a hoop on the far back side of each area. Children try to capture their opponent's flags and make it safely back to their side without being tagged; however, if they are touched on the other team's half of the field, they must drop the flag and go to the opposing teams goal area and remain there as a prisoner. Assign an activity for them to do while they are prisoners (e.g., jumping jacks). To be set free, a team-mate will need to try and rescue their team-mate by tagging them while they are waiting in the hula hoop. If they are rescued, both team-mates receive a "free run" back to their side. The teacher may also call a "jail break" where prisoners from both sides are granted "free run" back to their side. The game is over once a team captures all 10 flags from the opponents. Use fewer than 10 flags if time is limited or for smaller groups.

Do As I Say... Not As I Do

(4-6) (5-10 Minutes)

(No Equipment)

Have the group form a circle but remain standing so they can see things out. Select a person to start the game. The first person SAYS one thing he/she likes ("I like to jump up and down"), but DOES another action (flaps his/her arms). The second person DOES what was just SAID (jumps up and down), but SAYS something he/she likes ("I like to rock climb"). This pattern continues around the circle until someone copies what was DONE instead of what was SAID or DOES what they SAY themselves. Once this happens, give this person a second to reset and have them start the game over.

Fairway Frisbee

(K-6) (20 Minutes)

(Frisbees, Hoops, Cones)

Set up a disc golf course with as many holes (hoops) as you wish. Children take a disc, start at the tee (cone) and toss the disc towards the hole. The object is to have the flying disc land inside the hoop. Count the number of "strokes" needed to land the disc inside the hoop. To include more people create teams of 3-4 and run a Texas scramble or "best toss" type event. Each student tosses the disc towards the hole. Students then decide which disc is closest to the hole. Team-mates retrieve their disc, go to where the best toss landed, and take the second "stroke" (toss) from there.



Field Circuit

(K-6) (15-20 Minutes)

(Skipping Ropes, Hoops, Pylons, Etc.)

Children are going to create a circuit of activities. Split the students into groups of 2-4, spread them around the playing area, and have them create a challenge that will be a component of the overall circuit. Examples of stations: One: Lay two lanes of three hoops each on the grass an even distance apart. Students are to hop from one hoop to the next. Complete twice. Two: Set out a course using six pylons. Students are to run zigzag through the pylons twice. Three: Lay skipping ropes in pairs across the grass. Students are to jump over the lines of skipping ropes. Complete 10 times. Four: Lay down three skipping ropes on the grass or mark with pylons (a start line, a change line and a finish line). They should be 10 metres apart. Students start hopping on their left foot at the start line. They switch to their right foot at the change line and continue hopping to the finish line. Complete three times. When each component is ready have the students in each group explain what is needed to be done at their station and then have all the students complete the entire circuit one by one as quickly as possible.

Group Knot

(4-6) (5-10 Minutes)

(No Equipment)

Have the campers stand in a tight circle, with their hands in the center. Then have them grab other hands at random. Make sure each hand is only holding onto one other hand and that all hands are being held. The puzzle is for the whole group to work together to get themselves untangled by stepping over and crawling under arms. Nobody can let go! (Sometimes you'll find that the group has actually formed several smaller circles.) If the group is too large, have two or three smaller circles to begin with.

Hopscotch

(K-6) (10-15 Minutes)

(Chalk, Beanbags)

The first player throws the marker to square number one. They hop on one foot over square number one, continue through the hopscotch, picking up their marker on the way back. The marker is then thrown to square two. They hop on one foot to square one, hop over square two and hop through the hopscotch, picking up their marker on the way back. Players lose a turn by stepping on a line, hopping into a square occupied by another marker, touching the ground with any part of their body other than their feet, touching another player's marker, tossing their marker into the wrong square or having it fall on a line or outside the hopscotch markings.

Hopscotch Circuit

(K-6) (15-20 Minutes)

(Chalk, Beanbags)

Students work together in groups of 2-3 to create a hopscotch game following the rules of basic hopscotch. The group determines the layout of the hopscotch pattern, how to move through the pattern (hop, jump, straddle left foot, right foot), in what direction to move (forward, backward, sideways) and any special rules. A group member remains at their own game to explain their hopscotch to the other teams as each group rotates through all the games in the circuit.

Human Chair

(K-8) (5-10 Minutes)

(No Equipment)

All the students stand facing in one direction, one behind the other with their hands on the shoulders of the people in front of them. The objective of the activity is to sit at the same time on the knees of the people behind them. The last person tries to hold this position on his or her own. Upon the direction "1-2-3 sit," everyone sits down at the exact same time to create a stable human chair.

Variation: Have the person at the back of the line kneeling on one knee to make it easier or have the students create a circle with everyone sitting at the same time.



I'm going on a Picnic...

(K-6) (5-10 Minutes)

(No Equipment)

The first person starts the game by saying, "I'm going on a picnic and I'm taking..." That person starts with the letter "A". The second person says, "I'm going on a picnic and I'm taking..." then repeats what the first person is bringing and adds something starting with the letter "B". This continues around with everyone starting with the first part of the sentence and repeating what the previous people brought and adding the next letter of the alphabet. See how many letters you can get to before someone forgets to pack an item already said. Once someone messes up you can either start over at "A" or continue with the letter they messed up with. You can also play, where each person brings an object that starts with the first letter of their name to make it a fun introduction name game (or use their names).

Mini-Soccer

(K-6) (15-20 Minutes)

(Pylons, Soccer Balls)

Divide students into groups of 2-4. Have students play in a small activity area (one-quarter of a gymnasium or field). Each team has one pylon for a goal, which the other team must hit with the ball in order to score a goal. Have the students try to hit the pylons to score a goal while defending their own goal. There are no goalies in this game. Once a student from one team scores, the other team gets the ball and immediately starts playing from in front of their goal. Stop the game after a few minutes to allow for teams to discuss strategy and to switch which teams are playing each other. Make a rule that every player on the team must touch the ball before a goal can be attempted.

Variation: This can be done with other sports (like hockey) to work on skills such as passing, teamwork, and fair play.

Pass it on

(K-6) (15-20 Minutes)

(Pylons, Various Equip)

Divide students into groups of 4-6. Have every group play against every other group. Tell students that the aim of the game is to pass the object between members of the offensive team 5 times without allowing the object to hit the ground or be intercepted. If the offensive team makes 5 passes in a row, the object is placed on the ground and the offensive team gets one point. The defensive team immediately becomes the offensive team, takes the object, and starts playing. Once a student has possession of the object, he or she may not run or take any steps. He or she has 5 seconds to pass to a student on the same team. Students may pivot to move away from a defender. The defensive team tries to intercept or knock down the object. If the object is intercepted or hits the ground, the defensive team becomes the offensive team. After a few minutes, stop the game, and allow the teams to discuss strategy. Restart the game with students playing against different teams. Use different objects to increase the difficulty; beanbag, tennis ball, football, Frisbee, rubber chicken, etc.

People to People

(K-6) (5-10 Minutes)

(No Equipment)

Pair up in groups of two and stand back to back. Make sure participants introduce themselves to one another. Then the leader will say different combinations that the group has to try to get to while staying back to back (right hand to right hand, left foot to right foot, head to head, right hand to left leg, etc...). The pairs must maintain all called combination until they switch partners. Once the leader says People to People they will then go switch partners. If you have an odd number of participants, the odd person is the leader. Once pairs switch, the odd person out is the new leader.



Playground Challenges (K-3) (20-30 Minutes) (Playground Equipment)

Consider the abilities and challenges of the students and create personalized playground challenges. Consider a supervised visit to the playground when fewer students are present, allowing the students to explore the apparatus more safely. Have students line up side by side along the edge of the playground equipment. On a signal, students move onto the playground equipment to complete a challenge and then return. Challenges may include:

- run around two objects or pieces of equipment
- go under three objects or pieces of equipment
- step or jump over four objects or pieces of equipment
- complete an up and down on four things (mount or dismount)
- hang from four things in the playground holding body weight for a count of four
- make two bridges on the playground – one tummy up and the other tummy down.

Modify challenges for some students and allow the assistance from a buddy or aide.

Have the students develop a sequence using the challenges; e.g., run to the equipment and go around one thing, jump over one thing and mount and dismount from something else.

Playground Circuit (K-6) (20-30 Minutes) (Playground Equip, Various Equipment)

Organize a walk or run through the schoolyard playground. On a signal, have the students walk or run through the schoolyard, encountering obstacle challenges that they complete before continuing on their way. Mark the course and set up obstacle challenges, such as:

- Monkeying Around – select a specific number of times the monkey bars need to be completed.
- Ground Zero – involves getting from one area of the playground to another without touching the ground.
- Slide Run – involves climbing up the slide and sliding down a desired number of times.
- Capture the flag – involves finding an object that is hidden somewhere or at the end of a set course and returning it to the beginning by doing the course backwards.

Older students or parent volunteers may be used at obstacle challenges to ensure that the obstacles are reset or assistance provided if needed. For larger groups, split into competing teams or double the sets of obstacles to decrease overcrowding and move students quickly and safely through the obstacles.

Variation: Additional obstacles or tasks can be included at any check point to increase the challenge and to add variety, ex. 20 hula-hoop rotations, 3 basketball shots sunk, 10 skips on a jump rope.

Pylon Power (K-6) (15-20 Minutes) (Pylons, Dodge Ball)

Divide students into teams of 4–6. Divide the activity area into smaller areas, using pylons to create boundaries, so that several games can be played at the same time. Each game involves two opposing teams. Set up four pylons at each end of each of the game areas. Explain to students that the object of the game is for each team to try to hit and/or knock over the other team’s pylons. However, before the ball may be thrown at a pylon, it must be passed five times from one teammate to another. Members of the opposing team attempt to intercept passes, but they may not guard the pylons or stand still in front of them. If a member of the opposing team successfully intercepts a pass, the ball goes to the opposing team. Once a student catches the ball, he or she may not take any more steps. A student can be in possession of the ball for a maximum of 3 seconds. If the student holds the ball for longer than 3 seconds, it must be given to the other team. If the ball touches the ground, it goes to the opposing team. The game is over when all of a team’s pylons have been hit and/or knocked over. Switch teams often.

**Scissors****(K-6) (5-10 Minutes)****(2 sticks, or 2 pencils)**

This is a neat trick to have in your bag for those down times when everyone is getting bored. Unfortunately, you cannot do it more than once with the same group. If you do not have a pair of scissors, use two sticks, two pencils or anything which can simulate open or closed scissors. Have the group "sit on their butts" (no kneeling) in a tight circle so they can all see and hear each other very clearly. Make sure everyone is sitting on their bottoms and not kneeling. While passing the scissors to the person on their right, the leader says "I receive the scissors (either open or closed) and I pass them (either open or closed)". The person receiving repeats the statement while passing to the next person. The leader (and anyone else who has caught on to the trick) announces if each part of the statement is right or wrong. Continue until everyone can pass the scissors correctly. The trick has nothing to do with the scissors. Open and closed refer to whether the person's legs or feet are crossed (Closed) or straight (Open) when receiving and passing. Make sure the children understand not to spoil the secret; they can only say "correct or incorrect" at the end of each statement. Some may get both statements correct and not even know why.

LIST OF GAMES SOURCED FROM:

Daily Physical Activity: A Handbook for Grades 1–9 Schools (Edmonton, AB: Alberta Education, 2006)
www.education.alberta.ca/media/318500/handbook.pdf

Daily Physical Activity Catalogue of Activities: Kindergarten to Grade 9 British Columbia Ministry of Education (website)
www.bced.gov.bc.ca/dpa/pdfs/k-9_physical_activities.pdf

Ultimate Camp Resource (website)
www.ultimatecampresource.com/site/camp-activities/camp-games.html

Daily Physical Activity in Schools: Grades 1 to 3 (Toronto, ON: Ontario Education, 2005)
www.edu.gov.on.ca/eng/teachers/dpa1-3.pdf

Daily Physical Activity in Schools: Grades 4 to 6 (Toronto, ON: Ontario Education, 2005)
www.edu.gov.on.ca/eng/teachers/dpa4-6.pdf