



Activity

Resource Book



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Air Words

Outcomes

Appropriate Contact

Communication

Resilience: overcoming setbacks and failures

Teaching Cues

“Stay Patient”

“Don’t get frustrated if you or your partner doesn’t get it right straight away”

“You can trace as many times as you like”

Organisation

Line A- X X X X X X

Line B- O O O O O O

To be done in a quieter area such as the kitchen.

Building Blocks

Social Skills- Communication

Friendships- Communication

Time

10 minutes

Description

- There are two lines, Line A and Line B.
- Line A is given a word as many letters long as there are group members (eg. if there were 5 kids, then words such as hands and footy could be given).
- Silently and in turns, line A traces their letter for their partner in line B. This can be in the air or on their back. Staff can clarify this before they start the activity.
- Once the person in line B understand what letter their partner has just traced for them, they nod, and the next person in line A begins tracing their letter for their partner.
- Once all of the kids have gone through tracing their letters, they call them out to see if they got the word right.
- Give both lines a chance to do both tracing and guessing.
- Swap partners so that the children get a chance to work with different people each time.

Framework Outcomes:

1.1 Children feel safe, secure and supported

1.4 Children learn to interact in relation to others with care, empathy and respect

2.3 Children become aware of fairness

4.2 Children use a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating

5.1 Children interact verbally and non-verbally with others for a range of purposes

Alphagetti

Outcomes

Movement- body awareness, statics (balance and flexibility)
Cognitive- creativity
Social- co-operation, interaction, listening, respect, group work

Teaching Cues

Encourage children to move as quickly as possible to their groups to prevent them from taking their time and excluding people from their group. We want the children to grab the people closest to them so that no one feels like they are being left out.

Organisation

Children are in groups of two or more and each group is to have their own space.

Time

5-10 minutes

Building Blocks

Social skills- communication
Friendships- communication
Teamwork and Leadership- leadership
Emotional Dependence- leadership and communication

Description

- Each group has to perform an action such as running, skipping, hopping or doing dance moves. These moves will be determined by staff and groups will be performing the actions moving around the whole area they are in.
- Staff will randomly call out a number and a letter.
- Children then need to get into a group that is the size of the number called out by the staff. For example, if the staff call out a three the children will need to get into groups of three. Children will then need to use their bodies to form the shape of the letter called out. For example the staff member might call out, "Show me how you can use your two bodies to make an A" or "Can you each make a C with your body?"
- Once all of the groups have formed the correct group size and letter, staff will get them to perform a different action to repeat the activity.

Framework Outcomes:

1.1 Children feel safe, secure and supported

2.3 Children become aware of fairness

4.1 Children develop dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity

5.1 Children interact verbally and non-verbally with others for a range of purposes

Balancing People

Outcomes

Gross Motor Skills
Teamwork
Communication

Teaching Cues

Remind children to be safe with other children in the space.

Organisation

Children are working in pairs and have their own space within the area you are using.

Time

5-10 minutes

Building Blocks

Developmental Appropriateness- gross motor skills
Teamwork and Leadership- social skills and communication

Description

- Kids working in pairs will take turns trying to gently push each other off balance with a constant force from the same direction. They can try this in the three different positions of standing up straight with their arms above their head, standing with their knees slightly bent and their arms by their side and bent at the waist and knees with feet apart and arms spread slightly forward. Children can try to find which position is the most stable.
- Now they can try bending over again, first with one hand on the ground and then with two hands on the ground. Children can try to find which position is more stable.
- They can then test their static balance by standing with one foot resting on their other knee and closing their eyes. They can time how long they can stay without moving their feet or overbalancing.

Framework Outcomes:

- 1.1 Children feel safe, secure and supported
- 1.4 Children learn to interact in relation to others with care, empathy and respect
- 2.3 Children become aware of fairness
- 5.1 Children interact verbally and non-verbally with others for a range of purposes

Balloon Sandwich Race

Outcomes

Teamwork
Social Skills
Communication

Teaching Cues

Cheer children on
Encourage children to work together

Organisation

A start line and a finish line at opposite ends of a large room for the race.

Time

5-10 minutes

Building Blocks

Social skills- communication
Teamwork and Leadership- social skills and communication

Description

- Divide players into teams of two.
- Give each team one equally sized blown up balloon.
- For the first race, players must sandwich the balloon between their stomachs as they make it from one end of the room to the finish line at the other.
- Other body parts that can be used for follow up races include holding the balloon between their backs or between their shoulders.
- The first team across the finish line wins.
- Children could also race individually by placing the balloon between their knees and racing.

Framework Outcomes:

1.4 Children learn to interact in relation to others with care, empathy and respect

2.3 Children become aware of fairness

4.2 Children use a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating

5.1 Children interact verbally and non-verbally with others for a range of purposes

Beat the Clock

Outcomes

Gross Motor Skills
Social Skills
Friendships
Communication
Listening
Attention

Teaching Cues

Encourage children to communicate.
Encourage children to listen to instructions.

Organisation

All children need to be in one big circle.

Time

5-10 minutes

Building Blocks

Developmental Appropriateness- gross motor skills
Social Skills- social skills and communication
Friendships- social skills and communication

Description

- As a whole group form one big circle and start with one person holding a ball.
- The first round should be with the staff member playing to help demonstrate the game. To play the game the child holding the ball needs to walk across the circle to give the ball to someone else. Once they pass off the ball the child takes the place of the person they gave the ball to. This continues until everyone in the circle has been given the ball. Children should be encouraged to communicate who has had the ball and who hasn't so that they can do it faster.
- The second round could involve the children being timed to see if they can get the time limit lower and lower each time.
- The third round could involve the children having to say the name of the person they are passing the ball to as they give it to them.
- The fourth round could involve adding in a second ball of a different colour. This would require the children to communicate with each other as to which coloured ball they have had and which one they still need to get. Each child has to get one of each colour before the group can finish being timed.

Framework Outcomes:

1.1 Children feel safe, secure and supported

2.1 Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation

2.3 Children become aware of fairness

5.1 Children interact verbally and non-verbally with others for a range of purposes

Beep Beep the Roadrunner

Outcomes

Gross Motor Skills
Movement
Teamwork

Teaching Cues

Vary the locomotion moves the children need to do eg. hopping, skipping, jumping.

Organisation

Put down carpet squares in a square or diamond formation with teams of 3 lined up at each carpet square.

Time

5-10 minutes

Building Blocks

Developmental Appropriateness- gross motor skills
Teamwork and Leadership- leadership and communication
Social Skills- communication

Description

- One player in the team starts in front of the carpet base and the others stand behind the base in a line.
- On “go” the first player in each group runs around, touching all the bases on the inside corner and returns to their team. Once they return the next player starts running.
- Once they have had some practices, staff can set a time limit. The team with the most bases touched in that time can be awarded the “Beep Beep Award”.

Framework Outcomes:

1.1 Children feel safe, secure and supported

2.3 Children become aware of fairness

3.2 Children take increasing responsibility for their own health and physical wellbeing

5.1 Children interact verbally and non-verbally with others for a range of purposes

Buzzer

Outcomes

Social Skills

Dramatic Social and Physical Play

Teaching Cues

Encourage children to be imaginative and explorative of the different ways they can move their body.

Organisation

Each child will need their own space in the area being used for this activity.

Time

5-10 minutes

Building Blocks

Social Skills- social skills

Dramatic Play- social and physical skills

Description

- Tell the children to act as an animal and give them 10-15 seconds to act as that animal.
- Blow the whistle and tell the children to act as another character or animal. Repeat this until you can't think of any more animals or characters.
- Some examples of animals to act as include a bear, a giraffe, an elephant, a cat, a dog, a rabbit, a lion, a monkey etc.
- Some examples of characters to act as include a clown, the queen, Michael Jackson, pirate, explorer, actor etc.

Framework Outcomes:

1.1 Children feel safe, secure and supported

1.3 Children develop knowledgeable and confident self-identities

3.1 Children become strong in their social and emotional wellbeing

4.1 Children develop dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity

5.1 Children interact verbally and non-verbally with others for a range of purposes

Capture the Flag

Outcomes

Gross Motor Skills
Movement
Teamwork

Teaching Cues

Encourage teams to play honestly.

Organisation

Divide an area such as an oval or court into two opposite areas and mark these out with cones. Divide the children into two teams. Have each team place their flags somewhere in their area.

Time

5-10 minutes

Building Blocks

Social skills- communication
Teamwork and Leadership- leadership and communication
Developmental Appropriateness- gross motor skills

Description

- Once teams are in their area and have hidden their flag somewhere in their area the game can begin.
- Players will run into the opposing team's area and try to capture their flag. Players from the other team will try to tag them when they do this as this will make them frozen.
- If players get tagged and are frozen they can become free by their own team mates crawling through their legs.
- Players will try to cross the border to the other team's side, capture their flag and get back to their own side without being tagged.
- Each team will have their flag hidden somewhere along the back border of their area and will try to intercept and tag any opposing players who try to sneak across to get their flag.
- The winning team is the one who captures their opposing team's flag and gets it back to their own side without being caught.

Framework Outcomes:

1.1 Children feel safe, secure and supported

1.4 Children learn to interact in relation to others with care, empathy and respect

2.3 Children become aware of fairness

4.2 Children use a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating

5.1 Children interact verbally and non-verbally with others for a range of purposes

Greetings and Expressions Charades

Outcomes

Acknowledging Others
Appropriate Responses
Reading Expressions and Moods

Teaching Cues

Encourage children to use different ways of showing emotions such as using words, actions, tones etc.
Encourage children to work with different groups of children throughout.

Organisation

Have children working in small groups. Have the child performing the action standing in front of the others who are trying to guess.

Time

5 minutes

Building Blocks

Social skills- communication
Friendships- communication and social skills
Emotional Dependence- communication

Description

- One child performs an expression or greeting to the other members of the group who need to try to correctly guess what they are acting out.
- Some expressions to be used for this game include happy, sad, angry, scared, excited, surprised etc.
- Some greetings to be used for this game include hello, goodbye etc.
- Once children have performed with one group they can swap groups so that they get the chance to work with lots of different children they might not normally work with.

Framework Outcomes:

- 1.1 Children feel safe, secure and supported
- 1.3 Children develop knowledgeable and confident self-identities
- 1.4 Children learn to interact in relation to others with care, empathy and respect
- 5.1 Children interact verbally and non-verbally with others for a range of purposes

Cheer Squad Rock, Paper, Scissors

Outcomes

Social Skills
Teamwork
Friendships

Teaching Cues

Encourage children to cheer on the children that are remaining in the game once they get out.

Organisation

Children will play this game in pairs.

Time

5-10 minutes

Building Blocks

Social skills- communication
Teamwork and Leadership- social skills
Friendships- social skills

Description

- Within their pair children will play rock, paper, scissors until there is a winner.
- Once there is a winner that child must find another child who has won in another pair and play rock, paper, scissors against them. Whoever loses becomes the winner's cheer squad, so they have to cheer for this person with whoever this person verses next.
- If a person with three cheerers loses to someone else, they all become cheerers for that winner.
- Eventually it will come down to two people with the whole group cheering them on.
- Just a reminder that rock breaks scissors, scissors cuts paper and paper covers rock.

Framework Outcomes:

1.1 Children feel safe, secure and supported

1.4 Children learn to interact in relation to others with care, empathy and respect

2.3 Children become aware of fairness

5.1 Children interact verbally and non-verbally with others for a range of purposes

Cone Invaders

Outcomes

Gross Motor Skills
Teamwork
Communication

Teaching Cues

Ensure children are being safe while participating in this activity.

Organisation

Children will be divided into two teams. Their areas will be at opposite ends of the area being used such as an oval or a court. In the middle of the two team areas there will be a big group of cones laid out facing up and down.

Time

5-10 minutes

Building Blocks

Teamwork and Leadership- leadership, communication, gross motor skills and social skills.

Description

- Once children are split into their teams, assign one group to be turning the cones up and the other team to be turning the cones down.
- One person from the team at a time will run into the middle and turn one of their team's cones over. They will then run back to their team and tag the next team member to run into the middle.
- Allow five minutes and then count the cones to see which team has the most turned up or down.
- To change up the game you can assign a movement to the teams that they have to do to get to the cones in the middle such as hopping, skipping, walking or jumping.

Framework Outcomes:

1.1 Children feel safe, secure and supported

2.3 Children become aware of fairness

5.1 Children interact verbally and non-verbally with others for a range of purposes

Cops and Robbers

Outcomes

Social Skills
Teamwork
Gross Motor Skills
Communication

Teaching Cues

Remind children to be careful not to give away who the cop is.
Remind robbers they need to say everybody freeze for players to stop moving.
If robbers are struggling the staff may give them some hints.

Organisation

There needs to be one or two robbers chosen and one cop chosen. This activity can be done in any room or small area.

Time

10-15 minutes

Building Blocks

Social Skills- gross motor skills and social skills
Teamwork and Leadership- social skills, gross motor skills and communication
Developmental Appropriateness- gross motor skills and social skills

Description

- Once the robbers have been chosen they need to leave the room. Pick a cop from the children that are left and then the robbers can return to the room.
- Everyone runs around in the space until the robbers yell "everybody freeze" and then all the players need to freeze.
- Robbers can ask five questions to find the cop. For example a question might be, "Sally are you the cop?" Sally might say no. They the robbers might ask if the cop is a boy or a girl. If the cop is a boy then the robbers can go up to one of the boys and ask if they are the cop. If they say no then the robbers can ask one last question such as if the cop is shorter than them. Depending on the answer they can then go up to one last child and ask them if they are the cop.
- If the robbers don't find the cop then the cop can reveal themselves. The cop and a player of their choice then become new robbers.
- Some variations include picking someone to be a booby trap and if they are chosen then the robbers automatically lose, having robbers tag players while they are running around instead and changing the number of guesses.

Framework Outcomes:

1.1 Children feel safe, secure and supported

2.3 Children become aware of fairness

4.2 Children use a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating

5.1 Children interact verbally and non-verbally with others for a range of purposes

Crash Cricket

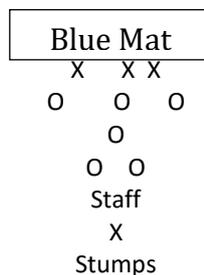
Outcomes

Interaction
Assertiveness
Age Appropriate Actions- rough housing, not overreaction
Coordination Skills
Gross Motor Skills

Teaching Cues

Make sure children are throwing the ball between shoulders and knees.
Encourage children to play honestly and not be sore losers.

Organisation



Time

As long as the children remain engaged and interested.

Building Blocks

Social Skills- communication and gross motor skills
Teamwork and Leadership- Leadership, communication and gross motor skills
Developmental Appropriateness- gross motor skills and communication

Description

- Staff to make two teams, ensuring they are even in terms of ages, skill level, etc.
- One team is batting and one team is bowling. You will need to use one soft foam ball, one plastic cricket bat and one big blue mat.
- The staff member bowls to the batter; if the batter hits it they must run and try to get to the blue mat at the opposite end of the hall.
- The fielding team can only get batters out by hitting them with the ball between the knees and the shoulders when the batter is trying to run to the blue mat.
- The batting team gets one run for every child that makes it from hitting the ball to the blue mat and back.
- Teams swap batting and fielding once all of the batters are out.

Framework Outcomes:

- 1.1 Children feel safe, secure and supported
- 1.2 Children develop their autonomy, interdependence, resilience and sense of agency
- 1.4 Children learn to interact in relation to others with care, empathy and respect
- 2.3 Children become aware of fairness
- 5.1 Children interact verbally and non-verbally with others for a range of purposes

Dance (Stomp and Clap and other movement songs on CD)

Outcomes

Gross Motor Skills
Movement

Teaching Cues

Model movements with children so that they are more inclined to participate and to make the moves easier for them to get the hang of.

Organisation

Each child will need to have their own personal space to dance in within the room.

Time

5-10 minutes

Building Blocks

Developmental Appropriateness- gross motor skills

Description

Play the movement song on the CD and model the dance moves for the children as the music plays. The songs include:

- Jump
- Stand up, sit down
- Ants in your pants
- Hop and freeze
- My whole body can move

Framework Outcomes:

1.1 Children feel safe, secure and supported

1.3 Children develop knowledgeable and confident self-identities

4.1 Children develop dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity

5.1 Children interact verbally and non-verbally with others for a range of purposes

David and Goliath Dodgeball

Outcomes

Teamwork
Gross Motor Skills
Movement
Communication

Teaching Cues

Encourage teams to play honestly. For example, if the ball hits them they need to go and sit out straight away.

Organisation

The children need to be split into two even teams and the teams need to have an equal playing area on opposite sides of the room.

Time

10-15 minutes

Building Blocks

Teamwork and Leadership- leadership, communication, gross motor skills and social skills.

Description

- There are two dodgeballs in use, one for each team.
- Players throw dodge balls to try and hit their opponents to get them out. If a player is hit by a ball before the ball hits the ground that player is out. If a player throws the ball and the ball is caught by an opponent before it hits the ground, the person who threw the ball is out. The last team with a player still in is the winner. At least one referee is needed.
- The David and Goliath twist involves a Goliath for each team being assigned prior to the round of play. Only the referee is to be told who the Goliath is. Anytime the Goliath gets out, either by being hit or by having a thrown ball caught, the whole team goes down and is out. This makes for quick rounds and an added twist.

Framework Outcomes:

1.1 Children feel safe, secure and supported

1.2 Children develop their autonomy, interdependence, resilience and sense of agency

2.3 Children become aware of fairness

5.1 Children interact verbally and non-verbally with others for a range of purposes

Dioramas

Outcomes

Leadership
Interaction
Communication
Sharing

Teaching Cues

Allow all children to contribute in some way.
Ensure children are taking it in turns when making bits of the diorama.

Organisation

Have a large table with the materials set up on it and spaces for all the children to sit around and help to make it.

Time

As long as is needed to complete making the diorama.

Building Blocks

Teamwork and Leadership- leadership and communication
Friendships- communication

Description

- Children will work together in one large group to create a large themed diorama. Some themes include dinosaurs, space, Christmas, pirates, sports, around the world and jungle.
- Once the diorama is completed it will be left at OSHC to be used for display purposes.

Framework Outcomes:

1.1 Children feel safe, secure and supported

2.1 Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation

4.1 Children develop dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity

4.4 Children resource their own learning through connecting with people, place, technologies and natural and processed materials

Dodgeball

Outcomes

Gross Motor Skills
Movement
Teamwork

Teaching Cues

Encourage teams to play honestly. For example if the ball hits them then they need to remove themselves from the game as they are out.

Organisation

The children need to be split into two even teams and the teams need to have an equal playing area on opposite sides of the room

Time

10-15 minutes

Building Blocks

Teamwork and Leadership- leadership, communication, gross motor skills and social skills.

Description

- Each team will be given a ball and they will use them to hit players on the other team.
- If a player on the other team catches a ball you have thrown before it touches the ground you're out.
- Balls must be thrown at the waist level or below for a player to get out when they get hit.
- When only a few children are left in the game, make the playing field smaller.
- Play continues until one team's players have been totally eliminated or time is up.

Framework Outcomes:

1.1 Children feel safe, secure and supported

1.2 Children develop their autonomy, interdependence, resilience and sense of agency

2.3 Children become aware of fairness

5.1 Children interact verbally and non-verbally with others for a range of purposes

Don't Fall in the Water

Outcomes

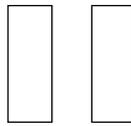
Communication
Teamwork
Social Skills

Teaching Cues

The blocks can be limited to make it more challenging for older children.
Help children when it is needed, especially if young children are playing.

Organisation

This activity needs to be done in a large area so that there is plenty of room for the blocks.



Children stand around the boxes

Time

5-10 minutes

Building Blocks

Social Skills- communication
Teamwork and Leadership- communication and social skills

Description

- Split children into two evenly sized groups and arrange the blocks in the room.
- Explain that the blocks are islands and they are safe places. The floor is the sea and there are lots of sharks in the water. No one should touch the floor throughout the activity or else they will get eaten.
- Instruct the children to get into alphabetical order (according to their first name) with A's starting at one end moving through to Z's at the other end of the block.
- The children should help each other move sensibly and safely over the blocks.
- When the children accomplish this, try out some variations including arranging the children by surname, age, height and birthdays as well as getting them to try and do it without talking.

Framework Outcomes:

1.1 Children feel safe, secure and supported

1.2 Children develop their autonomy, interdependence, resilience and sense of agency

1.4 Children learn to interact in relation to others with care, empathy and respect

4.2 Children use a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating

5.1 Children interact verbally and non-verbally with others for a range of purposes

Dunny Flusher

Outcomes

Communication
Teamwork

Teaching Cues

Designate the boundaries of your playing area to avoid any confusion.
Make sure children stand with their feet far apart enough for another child to crawl through their legs.
Encourage free players to unstick other players by pulling their arm down like flushing the toilet.
Encourage children to say “help” so that the free players know to unstick them.

Organisation

There will need to be a few children who are the taggers.
This activity can be done in a large area where the children have plenty of room to run around.

Time

10-15 minutes

Building Blocks

Social Skills- communication
Teamwork and Leadership- communication, social skills and gross motor skills

Description

- The taggers will run around trying to tag children so that they become stuck and have to freeze where they are.
- When children get tagged they will need to freeze where they are as they then become the ‘dunny flusher’.
- Children that are stuck may need to yell “help” so that other free children know to unstick them.
- Children that are free will need to pull down the arm of a frozen child to flush the toilet and free them.
- Start the game over and choose new taggers when everyone except one last child are frozen in place or the child that has been the tagger for a while wants to swap.

Framework Outcomes:

- 1.1 Children feel safe, secure and supported
- 2.3 Children become aware of fairness
- 3.2 Children take increasing responsibility for their own health and physical wellbeing
- 5.1 Children interact verbally and non-verbally with others for a range of purposes

Fruit Salad

Outcomes

Gross Motor Skills

Social Skills

Attentiveness

Teaching Cues

Ensure to have a strong, loud and clear voice so that children can easily hear and understand what is being called out.

Organisation

The children all need to be organised in a circle and one child needs to be nominated as 'in' and that player will stand in the middle of the circle.

Time

5-10 minutes

Building Blocks

Social Skills- gross motor skills and social skills

Description

- Divide all of the players onto three or four groups of different fruits by going around the circle and naming each child either apple, orange, pear or banana (depending on the amount of children).
- The one child who is chosen or the staff member who is 'in' calls out the name of one of the fruits assigned to children. If he/she calls out apples, everyone who is named that fruit must get up quickly and change places in the circle. The players who are not apples remain seated. The person who is 'in' tries to sit in an empty spot whenever players get up to swap positions. If they manage to find a new spot somewhere in the circle, the player left without a spot is now the one that is 'in'.
- If the person who is 'in' calls out "fruit salad" then everyone in the circle has to get up and change places.
- If there are enough chairs in the area you are using, then chairs can be used to form the circle that children sit in.

Framework Outcomes:

1.1 Children feel safe, secure and supported

2.3 Children become aware of fairness

5.1 Children interact verbally and non-verbally with others for a range of purposes

Golden Child

Outcomes

Gross Motor Skills
Teamwork

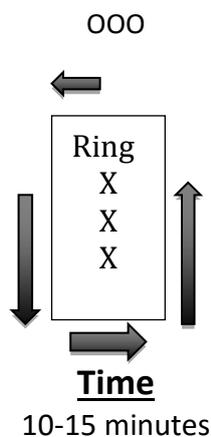
Teaching Cues

Shooting Technique- the ball rests in the fingers not the palm of the hand. Bend shooting elbow into a 'goose neck' position and flick the wrist.

Tactics- maybe the child who is the fastest runner in the team should run as the golden child.

Organisation

Split children into two teams. One of which will be the shooters and the other will be the runners.



Building Blocks

Teamwork and Leadership- leadership and gross motor skills

Description

- When the game starts the running team go one at a time running around the designated area, which could be half a court or a full court.
- The shooters take it in turns to shoot a basketball into a hoop. Every time they score the runner has to stop where they are.
- The running team gets a run for every person who makes it all the way around the court.
- Depending on numbers, one or more children are the 'golden child' and can bring back runners with them as they pass them running around the court.
- All of the runners need to make it all the way around the court for that team to win.

Framework Outcomes:

1.1 Children feel safe, secure and supported

1.4 Children learn to interact in relation to others with care, empathy and respect

2.3 Children become aware of fairness

Guard the Nest

Outcomes

Social Skills
Attention
Honesty

Teaching Cues

Ensure that children are being honest about being noticed by other children if they were moving.

Organisation

One player who is the eagle is to stand on one line at the end of a court and all the other children need to line up on the line at the opposite end of the court to the eagle.

Time

5-10 minutes

Building Blocks

Social Skills- communication and social skills

Description

- Select one player to be the eagle and stand on one end line of the court to guard the nest.
- The other players start on the opposite end line. The eagle turns their back to the players and begins counting to five out loud.
- Players begin to sneak towards the eagle, who will quickly turn to face the oncoming players and give them the eagle-eye to try to catch anyone moving.
- Players must stay very alert and freeze immediately before the eagle turns around.
- A player caught moving must fly back to the start line.
- The first player to cross the eagle's end line without being caught becomes the new eagle and the game then starts again.

Framework Outcomes:

1.1 Children feel safe, secure and supported

2.3 Children become aware of fairness

4.2 Children use a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating

5.1 Children interact verbally and non-verbally with others for a range of purposes

Hot Potato

Outcomes

Gross Motor Skills
Honestly
Responsibility

Teaching Cues

Encourage children to be honest and if they are out then they need to be responsible and remove themselves from the game.

Organisation

This activity is to be carried out with all children in a circle, either seated or standing up.

Time

5-10 minutes

Building Blocks

Social Skills- gross motor skills, social skills and resilience
Developmental Appropriateness- social skills and resilience

Description

- Select one child or staff member as the caller. They will control when the hot potato is in play and when it must be held.
- Begin play by giving the hot potato to someone in the circle. This person must then pass off the hot potato (a beanbag or ball) as quickly as possible either in an orderly manner around the circle or by throwing it across the circle to another player.
- Avoid conflict by having the caller keep their eyes shut. When they call out "stop" whoever is left with the hot potato is eliminated and must leave the circle. If they have their eyes shut then they will not be tempted to pick any specific person to be stuck with the ball or bean bag.
- Continue to play and eliminate players until only one is left. The last player in the circle is the winner and may move on to become the caller in the next round.
- To make the game more difficult you can get children to throw the ball with one hand and then eventually catch with one hand.

Framework Outcomes:

1.1 Children feel safe, secure and supported

2.3 Children become aware of fairness

4.2 Children use a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating

5.1 Children interact verbally and non-verbally with others for a range of purposes

"I Can" Collage

Outcomes

Fine Motor Skills
Self Esteem

Teaching Cues

Ask children questions about what they can do and what they like to do to get them thinking about things they can put on the collage.

Organisation

This activity should be carried out in a room where there are tables and chairs that can get messy. Some materials will need to be provided for the children such as paper, scissors, magazines, glue and pencils.

Time

As long as children remain interested and engaged.

Building Blocks

Social Skills- communication
Developmental Appropriateness- fine motor skills and communication

Description

- Supply the children with several magazines and ask them to find pictures that represent their skills and accomplishments, for example they may have learned to ride a bike or have learned to brush their teeth recently.
- Have the children glue their pictures onto their piece of cardboard and help them to write short captions to the pictures they choose to stick on such as "I can ride a bike".

Framework Outcomes:

- 1.1** Children feel safe, secure and supported
- 1.3** Children develop knowledgeable and confident self-identities
- 2.2** Children respond to diversity with respect
- 3.1** Children become strong in their social and emotional wellbeing

In the River, On the Shore

Outcomes

Social Skills

Teaching Cues

Be clear if mixing up the words to trick the children. For example you may say “in the shore” instead of “on the shore”.

If you have older children in the group allow them to be the instructor of the group.

Organisation

X X X X X X X X X X

On the Shore

In the River

Time

5-10 minutes

Building Blocks

Social Skills- social skills

Description

- Get some masking tape to put down as the line on the floor.
- Have all of the children stand on one side of the line.
- Explain to the children that one side of the line is called on the shore and the other side of the line is called in the river.
- The children follow the commands of the staff member by jumping over the line onto the side that applies to what has been said.
- The players get out if they are not listening and jump to the wrong side.
- To trick children call out “in the shore” and “on the river” and the players that jump to the wrong side and get tricked are out.

Framework Outcomes:

1.1 Children feel safe, secure and supported

2.3 Children become aware of fairness

4.1 Children develop dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity

5.1 Children interact verbally and non-verbally with others for a range of purposes

Indoor Cricket

Outcomes

Gross Motor Skills
Teamwork
Communication
Interaction
Assertiveness
Coordination Skills

Teaching Cues

Encourage children to play honestly and not be sore losers.
Cheer all children on.

Organisation

There needs to be two teams and each team needs to have eight fielders, plus a bowler and two batsmen.

Time

10-15 minutes

Building Blocks

Social Skills- communication
Teamwork and Leadership- leadership, communication and gross motor skills
Developmental Appropriateness- gross motor skills and communication

Description

- Put together the teams. You will need eight fielders per team, plus a bowler and two batsmen. The batsmen are the ones who score runs and the bowler is the one who throws the ball. Smaller teams, consisting of six fielders, are also possible as long as the length of the game and the number of innings are also reduced. For example instead of 16 overs, the number is reduced to 12.
- The field will have marked points to show the half-way pitch which the batsmen must reach in order to score a run or point.
- Once the bowler throws the ball, the batsmen can start a run in the hopes of scoring a physical run, which is worth one point if they reach the half-way pitch, two points if they reach the striker's end and three points if they reach the back net. These areas need to be marked out by staff so that the players know where they are. Bonus points are awarded for runs that follow on from the original, basic full run.
- Once the first team of children have all had a bat, then swap with the other team. The winner of a match is the team with the highest score, including runs and bonus points.

Framework Outcomes:

1.1 Children feel safe, secure and supported

1.4 Children learn to interact in relation to others with care, empathy and respect

2.3 Children become aware of fairness

Islands

Outcomes

Gross Motor Skills
Teamwork
Social Skills

Teaching Cues

If children are in hoops and are unsure of where to go, help to guide them.
Ensure children are being safe.

Organisation

```
  O   O   O
XXX XX XXX
    O
    X
  O   O   O
XX XXX XX
```

Time

5-10 minutes

Building Blocks

Social Skills- social skills and gross motor skills
Developmental Appropriateness- gross motor skills and social skills

Description

- Scatter hoops of varying sizes around the area.
- Call out an instruction for travelling around the hoops (not going in them yet though) such as run, skip, hop, jump or gallop.
- When you call out a number, that is how many children must get inside each hoop.
- Children must not push other children out of the hoop even if they have too many.
- All parts of the body must be inside the hoop.
- If too many children or not enough children are in a hoop then all of those involved are out.
- To not allow others to sneak into their hoop, when they have enough children can lift up their hoop around them.

Framework Outcomes:

1.4 Children learn to interact in relation to others with care, empathy and respect

2.3 Children become aware of fairness

4.2 Children use a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating

5.1 Children interact verbally and non-verbally with others for a range of purposes

Just a Minute

Outcomes

Communication
Focusing skills

Teaching Cues

Ensure children stay on topic. If they start struggling on what to say, begin counting down from 5.

Organisation

This activity should be carried out in a quieter area. A stopwatch will be needed.

Time

5-10 minutes

Building Blocks

Social Skills- communication and social skills

Description

- Select a child and ask them to talk about a particular subject for one minute, ie sport, food etc. If they say “um” during their talk then they have to start over or sit down and give another child a try.
- Once all children have had a turn, form them into pairs to talk about a subject to their partner for a minute. They can compete to see who can talk for the longest without saying “um” or running out of things to say.

Framework Outcomes:

1.1 Children feel safe, secure and supported

1.4 Children learn to interact in relation to others with care, empathy and respect

2.3 Children become aware of fairness

4.3 Children transfer and adapt what they have learned from one context to another

5.1 Children interact verbally and non-verbally with others for a range of purposes

Keep your Closet Clean

Outcomes

Gross Motor Skills
Teamwork
Communication

Teaching Cues

Be mindful of children not throwing objects at teammates or children on the other team.

Organisation

Children need to be divided into two even teams. There needs to be a centre line marked out with tape. Each team's closet is the area on their side of the centre line. A stopwatch, balls and bean bags will be needed.

Time

5-10 minutes

Building Blocks

Teamwork and Leadership- gross motor skills, leadership and social skills

Description

- An equal number of small objects (bean bags and balls) need to be scattered around each team's area.
- The staff member will call out "keep your closet clean" and players will gather and throw, one at a time, the objects into the opposition team's closet.
- At the end of the time limit (60 seconds) the staff member will count the number of objects in each closet. The closet with the fewest number of objects wins.
- A variation could be to use kick balls and players can kick or hit them with their hand to get them out of their closet.

Framework Outcomes:

- 1.1 Children feel safe, secure and supported
- 1.3 Children develop knowledgeable and confident self-identities
- 2.3 Children become aware of fairness
- 4.3 Children transfer and adapt what they have learned from one context to another
- 5.1 Children interact verbally and non-verbally with others for a range of purposes

3 Legged Race

Outcomes

Communication
Teamwork

Teaching Cues

Cheer on children
Ensure children are being safe
Team children up that are similar in height/ability

Organisation

Children will need to be organised into pairs, and each pair will need a ribbon or bandana.
Use an area with a substantial amount of room.

Time

10-15 minutes

Building Blocks

Social Skills- communication
Teamwork and Leadership- communication
Friendships- communication

Description

- Form children into pairs. Using a bandana or ribbon, staff will assist children to tie one member of the pair's right ankle to the other member's left ankle.
- When the staff member calls go, all of the pairs who are assembled side by side at the starting line will start racing towards the finish line. The first pair who crosses the finish line wins.
- Children could then change pairs for a new race or as a bit of a challenge could try to race in teams of three.

Framework Outcomes:

- 1.1 Children feel safe, secure and supported
1.4 Children learn to interact in relation to others with care, empathy and respect
2.3 Children become aware of fairness
5.1 Children interact verbally and non-verbally with others for a range of purposes

Limbo

Outcomes

Gross Motor Skills

Teaching Cues

Instruct children to keep their belly button upwards and not to let their hands touch the floor or their body touch the rope. They need to go under with their feet first and their head last.

Organisation

There will need to be two children holding either end of a skipping rope as the limbo bar.

Time

5-10 minutes

Building Blocks

Social Skills- gross motor skills and social skills

Description

- Two children will hold the rope starting at their waist height.
- Children will take it in turns to limbo under the rope. They will be trying to go under the rope without touching it and with only their feet touching the ground.
- Once everyone has gone under the rope it will be lowered.
- Continue with the activity until there is only one player remaining after the others get out from either touching the rope with a part of their body or touching the ground. The last child remaining is the winner.
- Variations include having the children holding the rope make it sway up and down and side to side to make it more challenging.

Framework Outcomes:

1.1 Children feel safe, secure and supported

2.3 Children become aware of fairness

4.2 Children use a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating

5.1 Children interact verbally and non-verbally with others for a range of purposes

Make the Statue Laugh

Outcomes

Social Skills

Teaching Cues

Demonstrate the activity to the children first.

Help the chosen child to make the other children laugh if they are struggling.

Organisation

This activity needs to be done in a room with a large area for the children to move around and have their own space.

Time

5-10 minutes

Building Blocks

Social Skills- social skills

Emotional Dependence- leadership and social skills

Description

- For this activity children will move around the room and at some point the staff member will call out “freeze”.
- One child will be assigned as “it” and they will be the class clown and try to make the rest of the children break character and laugh when they are in “freeze” position.
- The first child to laugh becomes “it” for the next round.

Framework Outcomes:

1.1 Children feel safe, secure and supported

2.3 Children become aware of fairness

3.1 Children become strong in their social and emotional wellbeing

4.4 Children resource their own learning through connecting with people, place, technologies and natural and processed materials

5.1 Children interact verbally and non-verbally with others for a range of purposes

Marks Up

Outcomes

Gross Motor Skills

Teaching Cues

Help children who are unsure of how to kick a football. Explain and demonstrate how to point the ball down on an angle, point your toes where you want the ball to go and following through with your foot at about shoulder height.

Organisation

This activity should be done in a large outdoor space like the oval and one football will be needed.

Time

10-15 mins

Building Blocks

Developmental Appropriateness- gross motor skills

Description

- Select one child to kick the football into the group that all the other children playing will be standing in at the other end of the oval.
- Whoever marks the ball cleanly in the group will swap with the person who kicked it.
- If a child does not want a turn to kick the football they are able to choose someone to take their place and kick the ball.

Framework Outcomes:

1.1 Children feel safe, secure and supported

2.3 Children become aware of fairness

3.2 Children take increasing responsibility for their own health and physical wellbeing

4.3 Children transfer and adapt what they have learned from one context to another

5.1 Children interact verbally and non-verbally with others for a range of purposes

Minefield

Outcomes

Listening
Teamwork
Communication

Teaching Cues

If the course seems too easy introduce more items, or if it seems too hard remove some items.

To increase the difficulty, you can have other people calling out. That way the blindfolded person must try to focus on their partner's voice amidst all the other voices trying to distract them from the task.

Be cautious of blindfolded people bumping into each other. The instructor can float around the playing area to try and help avoid collisions.

Organisation

Can be done in any area with a large amount of space.
You will need cones, a stopwatch and blindfolds.

Time

10-15 minutes depending on the number of children involved

Building Blocks

Social Skills- communication
Teamwork and Leadership- communication
Friendship- social skills and communication

Description

- Form children into pairs. One person in the pair is blindfolded and cannot talk throughout the activity.
- The other person can see and talk, but cannot enter the playing field or touch their partner.
- Time children to see who can get to the other side of the mines course the fastest.
- If a child hits a mine they either need to restart the course or receive a time penalty.
- Allow children to swap roles and go back through the minefield.

Framework Outcomes:

2.3 Children become aware of fairness

4.2 Children use a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating

4.4 Children resource their own learning through connecting with people, place, technologies and natural and processed materials

5.1 Children interact verbally and non-verbally with others for a range of purposes

Moon in the Spoon

Outcomes

Interaction- use of humour
Listening to Others
Problem Solving

Teaching Cues

Don't give hints to the children.

Organisation

X X X
X X X
X X Staff X

Time

5 minutes or as long as the children remain interested

Building Blocks

Social Skills- communication
Emotional Dependence- communication

Description

- The staff get the kids to sit in a circle with one child holding a spoon.
- That kid says "I can see the moon in the spoon", then passes it on to the next kid in the circle.
- Each child needs to say "I can see the moon in the spoon", and the staff member will either say "yes you can" or "no you can't". If the child says "thank you" when receiving the spoon, then the staff member will say yes, if they don't say thank you the staff will say no.
- Keep going around the circle until the children pick up what is going on.

Framework Outcomes:

1.1 Children feel safe, secure and supported

1.4 Children learn to interact in relation to others with care, empathy and respect

4.2 Children use a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating

4.3 Children transfer and adapt what they have learned from one context to another

5.1 Children interact verbally and non-verbally with others for a range of purposes

Musical Hoops

Outcomes

Gross Motor Skills
Social Skills
Attentiveness

Teaching Cues

Ensure to have a strong, loud voice so that children can hear and understand what is being called out.

Organisation

For this activity staff will need to have music and scatter hoops around the playing area.

Time

5-10 minutes

Building Blocks

Social Skills- gross motor skills and social skills

Description

- Children will move around the hoops doing a specified locomotor activity such as running, skipping, walking or side stepping while the music is playing.
- When the game starts there should be one less hoop than the children playing.
- When the music stops everyone needs to find a hoop to stand in.
- Kids will have to double up in a hoop if they don't find their own hoop. Every time the music starts again a hoop should be removed. Eventually the whole group will try to fit into one or two hoops dependent upon class size and ability.

Framework Outcomes:

1.1 Children feel safe, secure and supported

1.4 Children learn to interact in relation to others with care, empathy and respect

2.3 Children become aware of fairness

4.4 Children resource their own learning through connecting with people, place, technologies and natural and processed materials

5.1 Children interact verbally and non-verbally with others for a range of purposes

Musical Statues

Outcomes

Dramatic Play- physical
Freedom of Expression

Teaching Cues

Encourage children to dance, for example, tell them to keep moving, shake their hips or groove.

Organisation

This activity should be done in an area with lots of space to move around and music will be needed.

Time

5-10 minutes

Building Blocks

Social Skills- dramatic play and physical play

Description

- Have the children move all around the room dancing while the music is playing. Children are free to dance or run around until the music stops.
- Once the music stops children are to freeze where they are and not move at all.
- The child who is caught moving first is out of the game and can help with the judging.
- If all of the children do an excellent job of keeping still just restart the music.
- When one child remains they are the winner.

Framework Outcomes:

1.1 Children feel safe, secure and supported

1.3 Children develop knowledgeable and confident self-identities

3.1 Children become strong in their social and emotional wellbeing

4.1 Children develop dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity

Mystery Words

Outcomes

Listening Skills
Recall Skills
Logical/Lateral Thinking

Teaching Cues

If the children are struggling, give them a few more examples of words that are acceptable. Stress that they must listen to what other people have said, and think about which words have been allowed and which words haven't.

If there is a large group of young children, you may need to give an example of a word every 3-4 children rather than waiting for the whole group to have a turn.

Organisation

Staff
X X
X X
X X
X X

Time

Dependent on how long it takes children to work out each round.

Building Blocks

Social Skills- communication

Description

- Staff will come up with a specific rule which the children then have to work out.
- For example, the rule might be that each word has to have two consecutive letters in it, for example choose or jogger.
- The children then take it in turns to ask if they can say the word they come up with. If the word has consecutive letters in it then the staff will say yes and if it doesn't then they will say no.
- Children will keep taking it in turns until most of them catch onto what the rule is.
- Other examples could be matching the first letter of your word to the last letter of the previous word, or easier ones such as each word starting with the same letter or having words that rhyme.

Framework Outcomes:

1.1 Children feel safe, secure and supported

2.2 Children respond to diversity with respect

4.2 Children use a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating

4.3 Children transfer and adapt what they have learned from one context to another

5.1 Children interact verbally and non-verbally with others for a range of purposes

Number Basketball

Outcomes

Gross Motor Skills
Teamwork
Resilience

Teaching Cues

Encourage children to support their teammates.
Ensure children are being safe.
Call numbers clearly and also more than one number can be called at once.
Children must bounce every step.
Remind children there is no contact.

Organisation

Children will need to be divided into two equal teams and one basketball will be required.

Time

10-15 mins

Building Blocks

Teamwork and Leadership- gross motor skills, social skills and resilience

Description

- Split the children into two equal teams and give each child a number.
- Each team will line up on opposite sides of the court with the ball placed in the middle.
- Staff will call out a number and those players must sprint onto the court and play a one on one match. However more than one number can be called at a time making it more than one on one.
- Each game should continue until a goal is scored or the ball goes out of bounds. There can be a certain time limit allocated for each game such as 30 seconds.

Framework Outcomes:

1.1 Children feel safe, secure and supported

2.3 Children become aware of fairness

4.3 Children transfer and adapt what they have learned from one context to another

5.1 Children interact verbally and non-verbally with others for a range of purposes

Number Hockey

Outcomes

Gross Motor Skills
Teamwork
Communication

Teaching Cues

Encourage children to support their teammates.
Ensure children are being safe.

Organisation

Children will need to be split into two even teams. A soft ball, a timer and paper and sticky tape to make sticks will be needed.

Time

10-15 minutes

Building Blocks

Teamwork and Leadership- gross motor skills, social skills and communication

Description

- Children will need to be split into two even teams and each child will need to be given a number.
- Each team will line up on opposite sides of the field with the ball placed in the middle.
- Staff will call out a number and the players with that number must then sprint onto the field and play a one on one match. However more than one number can be called at a time making it more than one on one.
- Each game should continue until a goal is scored or the ball goes out of bounds. There can be a certain time limit allocated for each game such as 30 seconds.

Framework Outcomes:

1.1 Children feel safe, secure and supported

2.3 Children become aware of fairness

4.3 Children transfer and adapt what they have learned from one context to another

5.1 Children interact verbally and non-verbally with others for a range of purposes

Number Soccer

Outcomes

Gross Motor Skills
Teamwork
Communication

Teaching Cues

Ensure children are kicking the ball and not using their hands.
Encourage children to support their teammates.

Organisation

Children will need to be split into two even teams. A soccer ball and a timer will be needed.

Time

10-15 minutes

Building Blocks

Teamwork and Leadership- gross motor skills, social skills and communication

Description

- Children will need to be split into two even teams and each child will need to be given a number.
- Each team will line up on opposite sides of the field with the ball placed in the middle.
- Staff will call out a number and the players with that number must then sprint onto the field and play a one on one match. However more than one number can be called at a time making it more than one on one.
- Each game should continue until a goal is scored or the ball goes out of bounds. There can be a certain time limit allocated for each game such as 30 seconds.

Framework Outcomes:

1.1 Children feel safe, secure and supported

2.3 Children become aware of fairness

4.3 Children transfer and adapt what they have learned from one context to another

5.1 Children interact verbally and non-verbally with others for a range of purposes

Obstacle Course

Outcomes

Coordination
Teamwork
Communication
Trust
Gross Motor Skills

Teaching Cues

Be specific and give short, direct instructions.

Make sure the navigators don't get too silly and make their partner hurt themselves or do things their partner won't be able to do safely.

Organisation

Children can start off in pairs and then do it in bigger groups. This activity should be done on the playground.

Time

10-15 minutes

Building Blocks

Teamwork and Leadership- gross motor skills, social skills and communication
Social Skills- communication
Friendships- communication
Developmental Appropriateness- gross motor skills and communication

Description

- Staff will need to set up the obstacle course if they want to do it in the gym using gym equipment, or will need to do a quick risk assessment if using the playground.
- Children can start off in pairs and each can take it in turns of leading them through the obstacle course.
- Children can then move into bigger groups and take it in turns of being the leader and taking them around the course.
- The activity can then be done in pairs with one child being blindfolded and the other helping to lead them and navigate them through the obstacle course.

Framework Outcomes:

1.2 Children develop their autonomy, interdependence, resilience and sense of agency

1.4 Children learn to interact in relation to others with care, empathy and respect

4.2 Children use a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating

5.1 Children interact verbally and non-verbally with others for a range of purposes

Rabbits, Hares and Foxes

Outcomes

Teamwork
Communication
Appropriate Contact
Coordination

Teaching Cues

Remind children to plan where they are going to run.
Encourage safe interaction.

Organisation

This activity is to be done in a large area so that the farmers can be positioned all throughout the space.

Time

10-15 minutes

Building Blocks

Communication- social skills
Developmental Appropriateness- gross motor skills

Description

- Children will all line up on one side of the room.
- Depending on the group size, two children can be picked to be the wolves and everyone else can start as rabbits.
- The wolves call out to the rabbits to begin and they all must run across to the other side.
- The wolves try to tag the rabbits as they run across. When a child is tagged for the first time they become a hare and keep running.
- When a child is tagged for the second time they become a farmer and they must stand where they were tagged. From this position they can try to reach to tag others.
- The wolves will continue to call out for either rabbits or hares to run across until everyone is caught.

Framework Outcomes:

2.3 Children become aware of fairness

4.2 Children use a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating

5.1 Children interact verbally and non-verbally with others for a range of purposes

Racing Block Bikes

Outcomes

Gross Motor Skills
Teamwork
Social Skills

Teaching Cues

Encourage children to support their teammates.

Organisation

Wafer blocks will need to be used for this activity and children will need to be divided into teams and allocated 5-6 blocks to use.

Time

5-10 minutes

Building Blocks

Teamwork and Leadership- gross motor skills, leadership and communication
Social Skills- gross motor skills, social skills and communication

Description

- Once children are divided into groups and are given their blocks they will work together to build a bike.
- Once the bike is built they will construct a race track using cones and any other appropriate materials.
- Once the track is built allow the children to race their bikes. They could do this individually or as a whole team.

Framework Outcomes:

2.3 Children become aware of fairness

4.1 Children develop dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity

4.3 Children transfer and adapt what they have learned from one context to another

Replicas

Outcomes

Communication
Teamwork
Problem Solving
Cognitive: Memory
Leadership

Teaching Cues

Try to help children come up with different ways to remember what they have seen.

Organisation

Staff will need to make a creation using lego pieces and children will need to be split into two teams.

Time

As long as necessary

Building Blocks

Social Skills- communication
Teamwork and Leadership- leadership

Description

- Staff make a creation using lego and the children are sorted into two groups by staff.
- Each group will attempt to make an exact replica of what the staff have made.
- They will get to look at the creation for 30 second prior to beginning the activity, and then get three more 30 second periods spread out during the activity to see it.
- Other than these periods they cannot see the creation.
- In between these periods each group will work on their replica, trying to copy its colours.

Framework Outcomes:

2.1 Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation

2.3 Children become aware of fairness

4.1 Children develop dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity

5.1 Children interact verbally and non-verbally with others for a range of purposes

Rob the Nest

Outcomes

Gross Motor Skills
Teamwork
Communication

Teaching Cues

Vary the method of locomotion- skip, hop, jump, gallop, walk, run
Remind children that only one child at a time from each team can enter the playing field.

Organisation

Team 1 Team 2

Nest

Team 3 Team 4

Time

5-10 minutes

Building Blocks

Teamwork and Leadership- leadership, social skills and communication

Description

- The aim of the game is to collect the required amount of balls as set out by the staff member before the activity starts. For example, you may need four to win.
- To collect the balls, one player from each team sprints to the middle and collect a ball from the “nest”. They then take the ball back to their area using a predetermined dribble move.
- Only one ball can be taken from the “nest” at one time.
- When there are no balls remaining in the “nest”, players can steal balls from the other teams’ areas. Teams cannot stop their balls from being stolen and only one ball at a time can be stolen.
- If a player does not complete the dribble move while in control of a ball, their team loses the ball and it is returned to where it was taken from.

Framework Outcomes:

1.1 Children feel safe, secure and supported

1.4 Children learn to interact in relation to others with care, empathy and respect

2.3 Children become aware of fairness

4.2 Children use a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating

5.1 Children interact verbally and non-verbally with others for a range of purposes

Rope Circles

Outcomes

Leadership
Teamwork
Communication

Teaching Cues

Encourage children to work together as a team.

Organisation

The ropes will need to be of four different lengths and made into circles starting off large and becoming smaller.

Time

5-10 minutes

Building Blocks

Teamwork and Leadership- leadership and communication

Description

- Tie each of the lengths of rope into a circle and lay them on the ground. Have all of the players get inside the largest circle. No body part may be outside of the rope.
- Once the group successfully completes one rope, have them move onto the next smaller sized circle.
- With each decrease in size, the group will have to be more creative to fit.
- The players will have to work together and leaders will emerge to help organise the group to successfully complete the task.

Framework Outcomes:

1.1 Children feel safe, secure and supported

1.4 Children learn to interact in relation to others with care, empathy and respect

2.3 Children become aware of fairness

4.1 Children develop dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity

4.4 Children resource their own learning through connecting with people, place, technologies and natural and processed materials

5.1 Children interact verbally and non-verbally with others for a range of purposes

Rough Housing

Outcomes

Appropriate Contact
Motor Skills

Teaching Cues

Remind children of all the rules.
Be strict in enforcing the rules and they may try to bend the rules and take it too far.

Organisation

Staff



Time

As long as the children remain interested. Call it off if they begin to get restless or it becomes too much.

Building Blocks

Developmental Appropriateness- gross motor skills

Description

- Wrestling- children face off one on one and must be on their knees. They place their hands on each other's shoulders and attempt to push their opponent to the ground. They cannot pull on their shirts or grab them anywhere other than on top of their shoulders.
- Knee Taps- children face off in pairs standing about 30cm away from each other. When the staff member says go, each child must attempt to tap their opponent on the back of their knees. They must be agile and move around each other in order to achieve this.
- Push Up, Push Off- children face off, both in the push up position. Each child then attempts to slap the other's arm in order to make them lose balance and fall to their stomach.
- Crane Rage- children find a partner and face off about 10cm away from each other. They must stand on one leg, with the goal of pushing their opponent off balance so they have to touch their leg that is up to the floor.

Framework Outcomes:

- 1.1 Children feel safe, secure and supported
- 1.4 Children learn to interact in relation to others with care, empathy and respect
- 2.3 Children become aware of fairness
- 5.1 Children interact verbally and non-verbally with others for a range of purposes

Ship to Shore

Outcomes

Listening
Motor Skills
Core Strength

Teaching Cues

After a couple of attempts to getting to each end and hitting the deck, mix it up. For example whilst players are running towards the shore, change the direction to ship or whilst they are running they can hit the deck.

Organisation

This activity can be done anywhere with a large amount of space and four cones will be needed as markers.

Time

5-10 minutes

Building Blocks

Developmental Appropriateness- gross motor skills, social skills and communication

Description

- Nominate one end of the playing area to be ship and the other to be shore. You can also have a shark as the halfway point between ship and shore.
- Have children line up at any end, then shout out to the players where to go.
- Run through these places several times with children so they understand what they need to do.
- Add in actions for the children to do to make it more difficult. Some of these include hit the deck in which players need to get on their stomachs, captains coming in which children need to stand and salute, captains girlfriend in which children make a woo woo sound and shake their hips, swab the deck in which players lie on the ground and scrub the floor, submarine in which children lie on their backs with one leg in the air and man the lifeboats in which players find a partner, sit down on the floor with them and pretend to row.

Framework Outcomes:

1.1 Children feel safe, secure and supported

3.1 Children become strong in their social and emotional wellbeing

4.1 Children develop dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity

5.1 Children interact verbally and non-verbally with others for a range of purposes

Silent Dynamite

Outcomes

Gross Motor Skills
Honesty
Responsibility
Social Skills

Teaching Cues

Encourage children to be honest and if they are out they need to remove themselves from the game.
Ensure all players are being silent.

Organisation

This activity should be done in a smaller area and one soft ball will be needed.

Time

5-10 minutes

Building Blocks

Social Skills- gross motor skills, social skills and resilience
Developmental Appropriateness- social skills and resilience

Description

- Choose one person out of the group to be the “Caller”. The caller will give a special command to the group. This might start with a regular toss and catch. The rest of the people who are spread out around the room then toss and catch the ball to one another silently.
- If a person talks during the game that person has to go in the middle. The caller can change the command at any time. Examples of some commands include: catch with elbows, catch with thumbs, throw with your opposite hand and spin around three times before throwing.
- When a person playing cannot complete the task and drops the ball, that person stands or sits in the middle. The people in the middle can try to swat down or catch the ball. If a person successfully catches the ball they can get back in the game.
- The game is over when there is only one person left in the game.

Framework Outcomes:

1.1 Children feel safe, secure and supported

2.3 Children become aware of fairness

4.3 Children transfer and adapt what they have learned from one context to another

5.1 Children interact verbally and non-verbally with others for a range of purposes

Snatch it

Outcomes

Gross Motor Skills

Teaching Cues

Vary the method of locomotion-skip, rabbit hops, gallop, frog jumps, etc.

Organisation

This activity should be done in a small area, and a small object such as a beanbag is needed.

Time

5-10 minutes

Building Blocks

Developmental Appropriateness- gross motor

Description

- Kids are put into groups of 3.
- 2 players are positioned behind a line, opposite each other; each 6-10feet away from an object in the centre.
- The third player is off to the side, out of the way.
- When the third child calls “snatch”, the other two run out to try and grab the object and get to their own line before being tagged by the other.

Variation:

- Start within a few steps of the bottle to minimize running speed being a factor.
- Use instructor to call “Snatch” only using a child if there is an odd number of participants.

Framework Outcomes:

1.1 Children feel safe, secure and supported

2.3 Children become aware of fairness

4.4 Children resource their own learning through connecting with people, place, technologies and natural and processed materials

5.1 Children interact verbally and non-verbally with others for a range of purposes

Snakes and ladders

Outcomes

Gross Motor Skills
Social skills
Attentiveness
Listening and coordination

Teaching Cues

Remind children to listen out for their number.
Inform children that they will be racing with their partner.
Make sure when the pairs sit down, their feet are touching and lying flat on the ground.
Remind children when stepping over children's legs that they need to be safe and careful and not silly.

Organisation

Draw a line down the centre of the playing area with sticky tape, and should be played in a small area.

Time

5-10 minutes

Building Blocks

Social Motor Skills- gross motor, social skills
Developmental appropriateness- gross motor, social skills

Description

- Draw a line down the centre of the playing area using sticky tape.
- Divide or ask the children to form themselves into pairs (if have an odd number, the spare kid can assist the game leader by shouting the numbers. After a time swap the spare kid into the game).
- Each person sits up facing their partner, legs out straight and feet touching. Each pair should have their heels on the line.
- Number each pair from one upwards, making sure they remember their number and who they are sitting with and between.
- The game leader (staff member), calls out a number, e.g. 4.
- Pair number 4 stands. Keeping to the side they were sitting on, each kid runs down the line by stepping over the legs of the pairs.
- Each runner then runs up the outside of the line of pairs (again keeping to the side they were originally sitting on) towards the game leader.
- Each runner touches the game leader's hands at the top of the line. Then they run down the middle of the line by stepping over the legs of the other pairs until they return to their original positions and sit down.
- The game leader then calls out another number and that pair repeats the process.
- Once children understand the game, get a child to be the game leader to call out the number.

Framework Outcomes:

1.1 Children feel safe, secure and supported

2.3 Children become aware of fairness

4.4 Children resource their own learning through connecting with people, place, technologies and natural and processed materials

5.1 Children interact verbally and non-verbally with others for a range of purposes

Soccer

Outcomes

Gross Motor Skills
Teamwork
Communication

Teaching Cues

Ensure children are kicking the ball and not using their hands.
Encourage children to support their teammates.

Organisation

1 ball and a few cones.
This game can be played in any large space

Time

10-15 minutes

Building Blocks

Social Skills- gross motor, communication
Developmental appropriateness- gross motor, communication
Teamwork and leadership- leadership communication, gross motor.

Description

- Divide children into two equal teams.
- Set up goals with the cones.
- Get a captain or child from each team to do rock, paper, scissors to see which team starts with the ball.
- Each of the teams aim is to kick the ball into the opposing team's territory and score a goal.
- Each team has to maximize its number of goals.
- Players cannot touch the ball with their hands, and can only dribble the ball by kicking it with their legs or other parts of the body. Only the goalkeeper can use his or her hands.
- Consider the penalty corners that are crucial for both of the teams. A penalty kick is offered to the offense team when the defence team makes a foul, especially closer to the goal-making area or the team kicks the ball out of the boundaries which then the ball is given to the opposing team.
- Asses the performance of both teams. The team that scores the maximum number of goal wins.

Framework Outcomes:

1.1 Children feel safe, secure and supported

1.4 Children learn to interact in relation to others with care, empathy and respect

2.3 Children become aware of fairness

5.1 Children interact verbally and non-verbally with others for a range of purposes

Jump

Outcomes

Creativity
Public exposure and self esteem
Interaction with peers
Audience participation skills

Teaching Cues

Make sure that children are not inappropriate in the way they are touching others when moulding, or in the way they position others.

Organisation

```
xxxx
  X   X
X   X   X
  X   X
Staff  xxxx
```

Time

As long as interest is maintained.

Building Blocks

Social Skills- communication, dramatic play social
Emotional dependence- communication, dramatic play social
Friendships- social skills, dramatic play social

Description

- Children sit in a circle, with one kid standing in the middle.
- Another child (or staff) moulds the child in the centre into a shape.
- The kid in the centre plays out a situation depending on the shape they are in.
- After an appropriate amount of time (15 secs-1 minute), staff yells out “Space jump!” and chooses a child.
- The child in the centre freezes in place, and another child will come into the middle, take up the same position of the previous participant and acts out a new scene. The previous participant then sits down.
- This continues until all children have had a chance to be in the middle.
- You could put two or more children in the middle to act out the scene; in this case they would take the lead of one of the kids.

Framework Outcomes:

- 1.1** Children feel safe, secure and supported
- 2.3** Children become aware of fairness
- 3.1** Children become strong in their social and emotional wellbeing
- 5.1** Children interact verbally and non-verbally with others for a range of purposes

Sports circuits

Outcomes

Coordination

Teamwork

Physical conditioning- strenuous activities likely to be done at high school.

Teaching Cues

Help children with technical skills.

Give constant encouragement to all children

Organisation

XO XO XO

S S S

XO X

O

S Staff S

XO XO

S S

Time

1 min for each circuit.

Building Blocks

Developmental appropriateness- gross motor skills

Teamwork and leadership- leadership, gross motor

Description

- Staff to set out a series of activities that build general aerobic fitness and coordination in activities that will be required for sports at high school.
- A number of stations will be set out, and children will work with a partner, staying at each station for 1 minute before moving to the next one.
- Have music playing to help keep the kids motivated.

Sports: Badminton, Soccer (weaving), gold (hole in one).

Framework Outcomes:

1.4 Children learn to interact in relation to others with care, empathy and respect

2.3 Children become aware of fairness

3.2 Children take increasing responsibility for their own health and physical wellbeing

4.3 Children transfer and adapt what they have learned from one context to another

5.1 Children interact verbally and non-verbally with others for a range of purposes

Spot the difference

Outcomes

Interaction with others
Memory

Teaching Cues

Its best to start with changes that are pretty obvious: for example take a shoe off, turn a jumper inside out, putting hair in a pony tail. As children get better at the game, you can make the changes more subtle; for example roll up one sleeve higher than the other.

Organisation

To be done in a quieter area, drama room or junior play station.

Time

10-15 minutes, depending on the number of children.

Building Blocks

Social Skills- communication
Emotional dependence- communication, social skills
Friendships- social skills, communication

Description

- One person from the group (child A) leaves the room or puts on a blindfold.
- Someone else in the group (child B) changes their appearance in some way.
- Child A returns to the room or takes blindfold off and is asked to say what has changed. The next child leaves, and so on.

Framework Outcomes:

1.1 Children feel safe, secure and supported

3.1 Children become strong in their social and emotional wellbeing

4.2 Children use a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating

4.4 Children resource their own learning through connecting with people, place, technologies and natural and processed materials

5.1 Children interact verbally and non-verbally with others for a range of purposes

Sticky balls

Outcomes

Social skills
Friendships
Resilience

Teaching Cues

Remind children only have one minute to complete task.
Encourage children to persist with task.
Encourage other children to cheer on peers.

Organisation

This game requires 1 table, double-sided sticky tape, marbles and a timer and should be played in the drama room.

Time

5-10 mins

Building Blocks

Social skills- social skills, resilience
Friendships- social skills

Description

- Set up one strip of double-sided sticky tape, placed along the far edge of the table.
- Give child x5 marbles, when the clock starts, the player may begin to roll one marble at a time at the double sided tape using their designated rolling hand.
- To complete the game, players must have 5 marbles stuck to the tape within the 60 second time limit.
- If you have younger children, give less marbles.

Framework Outcomes:

1.1 Children feel safe, secure and supported

1.4 Children learn to interact in relation to others with care, empathy and respect

2.3 Children become aware of fairness

4.4 Children resource their own learning through connecting with people, place, technologies and natural and processed materials

5.1 Children interact verbally and non-verbally with others for a range of purposes

Story conga

Outcomes

Listening to others and responding appropriately
Teamwork
Memory, attentiveness
Interaction
Limiting distractions- ignoring unnecessary stimuli

Teaching Cues

Staff can prompt kids to try and help them remember.
Teach then tools to help them remember- eye contact with the speaker, listening intently, ignoring other distractions

Organisation

This can be done in a quieter area first (6/7 room, kitchen), but then build up to doing it in a noisier area to make it harder for children to remember, therefore making them work harder at only focussing on necessary information.

Time

5-10 mins

Building Blocks

Social skills- communication
Friendships- social skills
Teamwork and leadership-social skills, leadership

Description

- Kids sit in a circle, staff can be involved.
- One child starts the story, which can be about anything e.g. "I went to the shops and I bought an orange".
- The next child has to remember all the parts of the story before theirs, plus add their own section e.g. "I went to the shops and I bought an orange, apple and a broom".
- When a child gets it wrong, a new story is started.
- A variation on the game could be instead of remembering previous people's statements, the group takes it in turns in creating a different story e.g. "Today I was at school and I had PE". "Then we played basketball and I got hit in the face". "Then I went to the office to get an ice pack". Etc.

Framework Outcomes:

1.1 Children feel safe, secure and supported

4.1 Children develop dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity

4.4 Children resource their own learning through connecting with people, place, technologies and natural and processed materials

5.1 Children interact verbally and non-verbally with others for a range of purposes

Stuck in the mud

Outcomes

Communication
Teamwork

Teaching Cues

Designate the boundaries of your playing area to avoid any confusion.

Make sure children stand with their feet far enough apart for another child to crawl through their legs.

Encourage free players to un-stick other players by crawling between their legs.

Encourage children to say 'help' or 'I'm stuck in the mud' so the free players can un-stick.

Organisation

Can be done anywhere with a large space i.e. hall, drama room and junior play space.

X X X
(freeplayers)

X X (this child is it)

(stuck in the mud)

X X X
X X X

Time

10-15 mins

Building Blocks

Social skills- communication

Teamwork and leadership-social skills, communication, gross motor

Description

- Select one child to be 'it', this child will try to tag the other children.
- Have the children freeze in place when they are tagged, they are now 'stuck in the mud'.
- Children that are stuck may need to say 'help' or 'im stuck in the mud'.
- Start the game over once everyone except one last player that are frozen in place, or that the child that has been it for awhile.
- Choose a different child to be it when the game has finished.

Framework Outcomes:

1.1 Children feel safe, secure and supported

2.3 Children become aware of fairness

5.1 Children interact verbally and non-verbally with others for a range of purposes

Super heroes and villains

Outcomes

Gross motor
Teamwork
Communication
Interaction

Teaching Cues

Designate the boundaries of your playing area to avoid any confusion.
Make sure children stand with their feet far enough apart for another child to crawl through their legs.
Encourage free players to un-stick other players by crawling between their legs.
Encourage children to say 'help' or 'I'm stuck in the mud' so the free players can un-stick.

Organisation

Can be done in a small or large place- hall or drama room.

Time

5-10 mins

Building Blocks

Social skills- communication, gross motor
Teamwork and leadership-social skills, gross motor, communication

Description

- Same concept as stuck in the mud.
- Select two children (one to be the villain and one to be the super hero), once chosen villain ask that child to leave the room to choose a hero. Ask the villain to come back into the room.
- Begin the game (the child who is the villain will try to tag the other children).
- Have the children freeze in place when they are tagged.
- Children that are frozen need to have their hand up in the air so the super hero can hi five them so they are not frozen anymore or may need to say 'help me super hero'.
- Start the game over if the villain finds out who the super hero is and gets tagged, or the child that has been it has been for awhile.
- Choose a different child to be it when the game has finished.

Framework Outcomes:

1.1 Children feel safe, secure and supported

2.1 Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation

2.3 Children become aware of fairness

4.2 Children use a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating

5.1 Children interact verbally and non-verbally with others for a range of purposes

Teamwork activities

Outcomes

Communication
Teamwork
Motor skills
Coordination
Friendships

Teaching Cues

Hoop relay: to make course more complex can add cones for children to guide hoop around obstacle.

Tunnel ball: instead of ball going through legs, ball can be passed over the head of the first player, under the legs of the second player and so on (teams with younger children may need some help) alternating down the line. The first team to go through all their players win the game.

Captain Ball: encourage children –cheer them on.

Zig zag ball: help kids with technical skills.

**During all teamwork activities give encouragement to all children-cheer them on!

Organisation

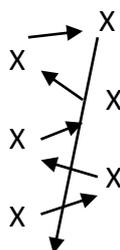
To be done in a large space ie hall.

Hoop relay 1x hulla hoop for each team.

Tunnel ball balls (amount depending on how many teams there are)

Captain ball (amount depending on how many teams there are)

Zig zag ball



Time

5-10 mins

Building Blocks

Social skills- communication, teamwork, gross motor

Friendships- communication

Teamwork and leadership-communication, leadership, gross motor

Developmental appropriates- gross motor

Description

Hoop relay

- Establish the race course- a straight line to a goal (chair) and back.
- Form children into teams (3 or more), line up single file and give a hulla hoop to each starting team member.

- When the race begins, the first player from each team rolls the team's hoop (using hand) along the line or around obstacles (cones) before returning to the starting line and passing the hoop to the next player.
- The race continues until all of the players on one team complete the course.

Tunnel ball

- Form children into teams with three or more participants.
- The children need to stand in a one file line with legs shoulder width apart to form a tunnel.
- The player at the head has the ball. This player stands and rolls through their own legs and the tunnel made by other players to the last player in the line.
- The last player then runs to the top of the file and tunnels the ball through in a similar way down to the new end player.
- When everyone has had a turn, the first player runs to the top of the file and continues on to a set finishing line.
- If the ball goes out of the tunnel made by the players standing or is missed by the catcher at the end, the player responsible retrieves the ball and the game continues.
- The ball must pass through the legs of all players except the end player.

Captain ball

- Form children into teams with three or more participants.
- The front player (the captain) faces the rest of their team.
- The captain throws the ball to the first player of their team, who catches it and throws it back before sitting down.
- The captain then throws the ball to the second player and so on.
- The final player of the team catches the ball and runs to the front of the team to become the new captain. As this is done the cold captain becomes the first catcher and the rest of the team stands up.
- Again, the teams need to go through all their players and the first team with all their players sitting down wins.

Zig zag ball

- Kids form two teams.
- Each team has two lines, with children staggered so they look like a zigzag.
- The objective is to pass a ball from one end of the group to the other, alternating between each line.
- Once the ball gets to the end of the line, that child runs it back to the beginning and starts over again,
- First team to get through everyone in their group is the winner.
- You can use a basketball, footy, soccer ball etc. and do multiple times.

Framework Outcomes:

1.1 Children feel safe, secure and supported

1.4 Children learn to interact in relation to others with care, empathy and respect

2.3 Children become aware of fairness

5.1 Children interact verbally and non-verbally with others for a range of purposes

Team games

Outcomes

Gross motor
Teamwork
Communication
Friendships

Teaching Cues

Model activities to children.

Be clear when giving instructions.

**During all teamwork activities give encouragement to all children- cheer them on!

Organisation

A large space is needed i.e the hall.

Staff set up the course in the hall using balls, noodles x2 and hoops.

Cones (to mark where noodles stand).

Time

10-15 mins

Building Blocks

Social skills- communication, gross motor

Teamwork and leadership- communication, leadership, gross motor

Developmental appropriateness- gross motor

Friendships- communication

Description

Tunnel ball

- Form children into teams with three or more participants.
- The children need to stand in a one file line with legs shoulder width apart to form a tunnel.
- The player at the head has the ball. This player stands and rolls through their own legs and the tunnel made by other players to the last player in the line.
- The last player then runs to the top of the file and tunnels the ball through in a similar way down to the new end player.
- When everyone has had a turn, the first player runs to the top of the file and continues on to a set finishing line.
- If the ball goes out of the tunnel made by the players standing or is missed by the catcher at the end, the player responsible retrieves the ball and the game continues.
- The ball must pass through the legs of all players except the end player.

Jumpy springs

- Arrange kids into two rows.
- Arrange 10 hoops in a line in front of each group.

- The first child in each group retrieves a ball and has to jump from hoop to hoop while holding the ball between their knees (small kids may run back holding the ball in their hands).
- When the child finishes, can pass the ball to the next child in line, and proceeds to the end of the line.

Noodle Javelin

- Children are to stand in their teams.
- Instruct children to throw noodle like its a javelin.
- Mark noodle with a cone.
- Throw noodle like its a javelin (may need to demonstrate to children).

Framework Outcomes:

1.1 Children feel safe, secure and supported

1.4 Children learn to interact in relation to others with care, empathy and respect

2.1 Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation

2.3 Children become aware of fairness

5.1 Children interact verbally and non-verbally with others for a range of purposes

Ten pin bowling

Outcomes

Gross motor
Teamwork

Teaching Cues

Remind children proper technique of how to place fingers in a bowling ball-two middle fingers and thumb in hole.

Demonstrate to children in holding, gripping, swinging and releasing the ball.

Begin to instruct children how to bowl- take one step, bring the ball straight out in front of you. When you take your second step, swing the ball back. On the third step, the ball should be coming forward. The final step should occur at the same time as the ball's release.

Encourage children to cheer on or say 'well done' to their teammates.

Organisation

To be done in a small area-drama room, junior play space

Bowling ball (or a ball)

pins

Time

5-10 mins

Building Blocks

Social skills- communication

Teamwork and leadership- communication, leadership, gross motor

Description

- Divide children into teams.
- Set pins up accordingly.
- Allow each child on the team to have a go.
- Record their scores if possible.

Framework Outcomes:

1.1 Children feel safe, secure and supported

1.4 Children learn to interact in relation to others with care, empathy and respect

2.3 Children become aware of fairness

5.1 Children interact verbally and non-verbally with others for a range of purposes

Time bomb

Outcomes

Gross motor

Attentiveness

Resilience- able to accept when out during the game

Teaching Cues

Remind children to be attentive in this game because if they drop the ball they are out. Children are not allowed to throw ball back to the person who previously had the ball.

Organisation

To be done in a smaller space i.e. drama room, junior play space

1x ball

Time

5-10 mins

Building Blocks

Developmental appropriateness- gross motor, resilience

Description

- Gather players in a circle, either seated or standing up.
- Select one player or the staff member as the caller. They will count down from 5 and the child who is holding the ball after 5 seconds is out or can count down from 5 if the child holds onto the ball for too long.
- Children can only throw or walk over to a person to pass the ball.
- Children are not allowed to throw ball back to the person who previously threw the ball to them.
- Begin play by giving the time bomb to someone in the circle.
- This child must then pass the time bomb as quickly as possible either in an orderly manner around the circle or by throwing it across the circle to another player.
- Once counted down from 5 and the child still holds onto the ball while they count. Continue to play and eliminate players until only one is left. The last player in the circle is the winner and may move on to become the caller in the next round of the game.
- To make the game more difficult you can get children to throw the ball with one hand then eventually catch with one hand.

Framework Outcomes:

1.1 Children feel safe, secure and supported

1.4 Children learn to interact in relation to others with care, empathy and respect

2.3 Children become aware of fairness

4.4 Children resource their own learning through connecting with people, place, technologies and natural and processed materials

5.1 Children interact verbally and non-verbally with others for a range of purposes

The Wacky Walk

Outcomes

Gross motor

Teaching Cues

Be clear when instructing children to change movements.
Model movements with children.

Organisation

To be done in a smaller space i.e. drama room, junior play space

Time

5-10 mins

Building Blocks

Developmental appropriateness- gross motor

Description

Instruct to children various gross motor movements-if have young ones may need to demonstrate.

- **Crab Crawl**- Walk on hands and feet.
- **Duck Walk**- point toes outward.
- **High-stepping**- exaggerated high steps.
- **Knock Kneed**- hold knees together, **spread feet apart**.
- **Moon Walk**- aka Michael Jackson
- **Pigeon-Toed**- point toes inward
- **Wobbly Gestures**- bend, twist body with hands flailing

Framework Outcomes:

1.1 Children feel safe, secure and supported

1.4 Children learn to interact in relation to others with care, empathy and respect

3.1 Children become strong in their social and emotional wellbeing

5.1 Children interact verbally and non-verbally with others for a range of purposes

This Blows

Outcomes

Social Skills
Friendships
Resilience

Teaching Cues

Remind children only have one minute to complete task.
Encourage children to persist with task.
Encourage other children to cheer on peers

Organisation

Balloons (amount depending on children)/ straws
Move a table into the drama room
Red plastic cups (can be found in kitchen)
Timer

Time

5-10 mins

Building Blocks

Social Skills- social skills and resilience
Friendships- social skills

Description

- The player has to blow up a balloon or blow through the straw and use the air in the balloon/straw to blow 15 cups off the table.
- The balloon/straw can be blown/up as many times as necessary to accomplish this task in 60 seconds.

Framework Outcomes:

1.1 Children feel safe, secure and supported

2.3 Children become aware of fairness

4.1 Children develop dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity

5.1 Children interact verbally and non-verbally with others for a range of purposes

Throw, Throw Throw!

Outcomes

Gross motor
Teamwork
Communication

Teaching Cues

Remind children to not throw objects at teammates or children on other team.
Remind children there is a one minute time limit.

Organisation

To be played in a large space- drama room/hall
5-10 balls (depending on amount of children) or bean bags

Timer

Draw a line down the centre of the room with masking tape to separate groups

Time

5-10 mins

Building Blocks

Teamwork and leadership-gross motor, leadership, social skills, communication

Description

- Divide children into two separate teams (evenly as possible).
- Play for a period eg 30 seconds/one minute.
- When clock begins children throw balls across other side.
- Encourage different strategies, change the way they throw balls iw from sitting on the floor, throwing between legs, backwards or vary method of locomotion- duck walk, dog walk, camel walk, frog jumps, rooster hop etc.
- The team with the fewer balls win.

Framework Outcomes:

1.1 Children feel safe, secure and supported

1.4 Children learn to interact in relation to others with care, empathy and respect

2.3 Children become aware of fairness

5.1 Children interact verbally and non-verbally with others for a range of purposes

Topics

Outcomes

Listening
Communicating
Memory

Teaching Cues

Children cannot repeat a name if other child has already said.
Give children a time limit to answer if starting to struggle count down from 5.
Once one child is out then select another child.

Organisation

To be done in a quieter area, ie drama room.

Time

5-10 mins

Building Blocks

Social Skills- social skills, communication.

Description

- Select two children.
- Flip a coin to see who goes first or pick a number that you're thinking of etc.
- Either staff or allow children to decide on a topic such as names of chocolate bars, football teams, zoo animals etc.
- Selected children are to take turns in saying a name such as mars bar, Cadbury, Crows, Geelong Lion, Penguins.

Framework Outcomes:

- 1.1 Children feel safe, secure and supported
- 2.3 Children become aware of fairness
- 3.1 Children become strong in their social and emotional wellbeing
- 4.3 Children transfer and adapt what they have learned from one context to another
- 5.1 Children interact verbally and non-verbally with others for a range of purposes

Traffic Lights

Outcomes

Gross motor
Leadership
Communication

Teaching Cues

Vary the locomotor moves ie hopping, skipping, jumping, side stepping

Organisation

To be done in a large area ie hall.drama room
Groups of 6-10
One 'Traffic Light' for each group stands 10-15 meters in front of others

Time

5-10 mins

Building Blocks

Emotional dependence- Leadership, communication

Description

- When 'traffic light' calls out 'green light' the others run toward the leader. The 'traffic light' can call out green light as often as they want. As long as the green light is being called, the runners move forwards.
- On 'red light' they stop as quickly as possible.
- Last person to stop moving takes 2 giant steps backwards.
- First person to reach the traffic light becomes the new traffic light.
- **Variation:** vary the method of locomotion to hopping or jumping instead of running.

Framework Outcomes:

1.1 Children feel safe, secure and supported

1.4 Children learn to interact in relation to others with care, empathy and respect

2.3 Children become aware of fairness

4.4 Children resource their own learning through connecting with people, place, technologies and natural and processed materials

5.1 Children interact verbally and non-verbally with others for a range of purposes

Treasure Chest

Outcomes

Gross motor
Teamwork
Communication

Teaching Cues

Encourage children to work together to make a plan to steal the treasure.

Organisation

To be done in a large area ie drama room/hall
Groups of 5 (1pirate- 4 sailors), bean bag, hoop
Mark a square play area for each group with a small circle in the middle and a beanbag inside.

X – sailor

X X

Sailor sailor

X- sailor

Time

5-10 mins

Building Blocks

Social Skills- social skills, gross motor
Teamwork and leadership- gross motor, social skills, communication.

Description

- Sailors try to steal the “treasure” (bean bag) from the circle and return outside the boundaries without being tagged by the pirate.
- Pirate projects the treasure but cannot go in the circle with it.
- Establish time line (1-2 minutes) to see how many times sailors can steal the treasure.

Framework Outcomes:

1.4 Children learn to interact in relation to others with care, empathy and respect

2.3 Children become aware of fairness

4.2 Children use a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating

5.1 Children interact verbally and non-verbally with others for a range of purposes

Two lies, one truth

Outcomes

Listening to others and responding appropriately.
Memory, attentiveness.
Interaction
Limiting distractions- ignoring unnecessary stimuli.

Teaching Cues

Get children to think of things where it is not easy to tell which is the lie and which is the truth.
“Does... sound like something this person would do?”

Organisation

XO XO
XO
XO XO
Staff

This activity can be done in a quiet area such as 6/7 room or kitchen

Time

Let each child go with at least three different partners.

Building Blocks

Social Skills- communication
Friendships- social skills

Description

- Kids sit by themselves for two minutes, and think of two things they could make up as a lie about themselves, and one thing they can share that is truthful.
- They then get into partners, tell each other three facts and try to guess which of the facts is the truthful one.
- Once they have guessed each others, all the kids can get with new partners and repeat the activity.

Framework Outcomes:

1.1 Children feel safe, secure and supported

2.2 Children respond to diversity with respect

4.1 Children develop dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity

5.1 Children interact verbally and non-verbally with others for a range of purposes

Wacky Obstacle Course

Outcomes

Coordination
Gross motor

Teaching Cues

Ensure to give children clear instructions on what to do.

“Be specific”

“Give short, direct instructions”

Ensure children are being safe

Organisation

Staff to setup obstacle course/stations in the hall using hoops, skipping ropes, balls, punching bag, cones, balancing beam. Adequately space each of the equipment out.

If possible time children and record results.

Time

10-15 mins

Building Blocks

Developmental Appropriateness- Gross Motor

Description

- **Hoops:** Put hoops in one row slightly behind or ahead of those in the row next to it. Use this setup as a track for the children to run through, stepping only inside the hoops in the right row with their right feet, and only in those in the left row with their left feet.
- **Skipping ropes:** In this next station, children are to pick up a skipping rope and skip through three times (if you have young ones they can try, but if struggle can move to the next station).
- **Ball:** Next station have children pick up the ball and shoot for goal.
- **Punching bag:** Children have to punch the bag once.
- **Cones:** Setup cones so kids can weave with a ball.
- **Balancing Beam:** Children have to walk across and then run past line to complete the course.
- Record time of each child if you can.

Framework Outcomes:

1.1 Children feel safe, secure and supported

2.3 Children become aware of fairness

4.1 Children develop dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity

4.3 Children transfer and adapt what they have learned from one context to another

5.1 Children interact verbally and non-verbally with others for a range of purposes

What's the time Mr Wolf

Outcomes

Gross motor
Social skills
listening

Teaching Cues

Ensure children are being safe.

Ensure child who is wolf is loud when speaking.

Variation: if the wolf touches child, they become part of the wolf pack and help him/her to catch "Dinner".
The last remaining child gets to be the wolf in the next round.

Organisation

To be done in a small area: drama room, JP, junior play space

Time

5-10 mins

Building Blocks

Social Skills- social skills, gross motor

Description

- One child is the wolf, he/she will stand with their back turned to the others.
- The other children call out 'What's the time Mr Wolf' and the wolf turns to face the others and shouts out a time e.g. 10 o' clock.
- The other children would then take 10 steps toward the wolf.
- The children will take the same amount of steps toward the wolf as the amount of hours in the wolf's time e.g. 2 o'clock = 2 steps etc.
- The wolf will then turn his/her back to the group again for them to yell 'what's the time mr wolf'.
- When the group gets close to the wolf the next time the group yells 'what's the time mr wolf' the wolf will say 'dinner time' and run after the group who are running back to the start line and hopefully catch one of the group who will then be the wolf.

Framework Outcomes:

1.1 Children feel safe, secure and supported

2.3 Children become aware of fairness

4.3 Children transfer and adapt what they have learned from one context to another

4.4 Children resource their own learning through connecting with people, place, technologies and natural and processed materials

5.1 Children interact verbally and non-verbally with others for a range of purposes

Wii competition

Outcomes

Age appropriate activities
Interaction with others
Fine motor skills

Teaching Cues

Get children to think of things where it is not easy to tell which is the lie and which is the truth.
“Does... sound like something this person would do?”

Organisation

To be done in 6/7 room.

Time

As long as kids remain interested

Building Blocks

Friendships- social skills, communication
Developmental appropriateness- fine motor skills
Teamwork and leadership- communication

Description

- Have groups of kids play Wii games.
- Play games that have kids play in teams, such as Mario Kart, or Wii Sports.
- If there are more than four kids, they can get in partners and take turns.

Framework Outcomes:

- 1.1 Children feel safe, secure and supported
- 1.4 Children learn to interact in relation to others with care, empathy and respect
- 2.3 Children become aware of fairness
- 4.3 Children transfer and adapt what they have learned from one context to another
- 5.1 Children interact verbally and non-verbally with others for a range of purposes

Wink Murder

Outcomes

Social Skills

Teaching Cues

If have young children in group they may need some help.
Give the detectives cues such as look at the children's faces.

Organisation

To be done in a small area i.e. JP, junior play space

Time

5-10 mins

Building Blocks

Social skills-social skills

Emotional dependence- leadership, social skills

Description

- Select one child to be the wink murderer and the other one to be the detective. Ask the detective to leave the room before choosing the wink murderer.
- Once the detective comes back into the room the detective moves to the middle of the circle. That players goal is to determine who the murderer is as quickly as possible.
- The murderer kills people by winking at them. When a player is killed, he should lay down or leave the circle.(Many players like to make the killing dramatic, for example, pretending they've been shot)
- The detective has three chances to guess who the murderer is. If the detective does not guess correctly, he remains the detective for the next round. If the detective does guess right, the murderer becomes the detective for the next round.

Framework Outcomes:

1.1 Children feel safe, secure and supported

2.3 Children become aware of fairness

4.2 Children use a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating

5.1 Children interact verbally and non-verbally with others for a range of purposes

Zig Zag Ball

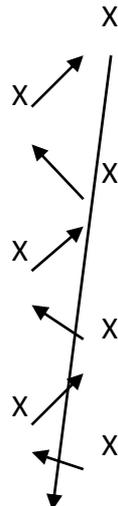
Outcomes

Teamwork
Interaction
Coordination

Teaching Cues

Help kids with technical skills.
Give encouragement to all kids

Organisation



Time

5 mins

Building Blocks

Developmental appropriateness- gross motor skills
Teamwork and leadership- communication, leadership, gross motor

Description

- Kids form two teams.
- Each team has two lines, with children staggered so they look like a zig zag.
- The objective is to pass a ball from one end of the group to the other, alternating between each line.
- Once the ball has got to the end of the line, that child runs with it back to the beginning and starts over again.
- First team to get through everyone in their group is the winner.
- You can use a basketball, footy, soccer ball etc. and do it multiple times.

Framework Outcomes:

1.4 Children learn to interact in relation to others with care, empathy and respect

2.3 Children become aware of fairness

5.1 Children interact verbally and non-verbally with others for a range of purposes

Guess the Number

Outcomes

Listening
Gross motor
Attention
Social Skills

Teaching Cues

Be clear when giving instructions of the game.
Help children when needed (especially if you have young ones).
Ensure children are being safe.
Encourage children to play honestly.

Organisation

To be done in a smaller space- drama room/hall
Give each corner of the room 1 to 4 (shown below), or they can be names something such as food/flowers.
You can use pieces of paper to write the numbers down.

1	2
3	4

Time

5-10 mins

Building Blocks

Social skills-social skills, gross motor
Developmental appropriateness- gross motor

Description

- Aim of the game is not to get caught at a number when it is called and be the last one.
- Number of participants: 5 or more.
- Pick one child to be the caller. They have to be blindfolded or close their eyes. Everyone else is the runners.
- Everyone running has until the caller counts up to 20 to run to one of the corners.
- The caller then shouts out the number/thing of one of the corners.
- Whoever is in the corner is out.
- Continue this way until there is only one child left.

Variations:

- To increase difficulty and keep more active, you could also number the middle of the walls (numbers could be stuck on the walls or coloured dots eg

1	2	3
8		4
7	6	5

- The runners could have less time to reach the corner ie 15/10 seconds.
- Could use the equipment on the playground instead, choose equipment carefully (be mindful of children running to certain equipment, eg if the slide was one, the rule could be they would just have to touch the slide).

Framework Outcomes:

1.1 Children feel safe, secure and supported

2.3 Children become aware of fairness

4.2 Children use a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating

5.1 Children interact verbally and non-verbally with others for a range of purposes

Movement Songs

Outcomes

Listening
Gross motor

Teaching Cues

Model movements in front of children.
Sing along to songs

Organisation

To be done in a small area i.e, junior play space
Need a CD and CD player

Time

5-10 mins

Building Blocks

Social skills-social skills, gross motor
Developmental appropriateness- gross motor
Friendships- social skills

Description

Movement songs:

- If you're a kid- Follow song instructions/actions ie if you're a kid sit down.
- Jump- involves a lot of jumping.
- Stand up, sit down turn around- this song gets faster as you go.
- My Whole body can move- Follow songs instructions/actions.
- Ants in your pants- fun song to dance to; follow songs instructions ie dance like you have ants in your pants or a bear in your hair.
- Rainbow (High 5 musical hoops).

Framework Outcomes:

- 1.1 Children feel safe, secure and supported
- 1.4 Children learn to interact in relation to others with care, empathy and respect
- 2.3 Children become aware of fairness
- 3.1 Children become strong in their social and emotional wellbeing
- 5.1 Children interact verbally and non-verbally with others for a range of purposes

Ducks and Cows

Outcomes

Listening
Social Skills

Teaching Cues

Remind children to be safe in space while eyes are closed ie no running
Be clear when giving instructions of game
Help children when needed (especially if you have young ones)

Organisation

Large space needed

Time

5-10 mins

Building Blocks

Social skills-social skills, communication
Friendships-Communication, Social Skills
Emotional Dependence-Communication

Description

- Divide children into two smaller groups.
- Players close their eyes while a staff member can go around the room tapping children on their shoulders designating them either a duck or a cow.
- On a given signal, players keep their eyes closed and must find other members of their duck or cow team by “mooring” or “quacking”.

Framework Outcomes:

1.1 Children feel safe, secure and supported

1.4 Children learn to interact in relation to others with care, empathy and respect

2.3 Children become aware of fairness

4.1 Children develop dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity

5.1 Children interact verbally and non-verbally with others for a range of purposes

Ghost

Outcomes

Social Skills
Listening

Teaching Cues

Remind children to be safe in space
Be clear when giving instructions of game

Organisation

Do me done in a smaller area- ie the drama room

Time

5-10 mins

Building Blocks

Social skills-social skills

Description

- Three or four players are chosen to be the ghosts.
- The rest of the group needs to scatter across the playing space and choose a spot to stand in.
- All the players need to close their eyes.
- The ghosts will roam about the playing space.
- They will try to eliminate the others by standing close behind they players for 10 seconds without them knowing.
- If this happens, the ghost will tap them on their head as they will sit down quietly.
- If a child suspects a person behind them, they would ask, 'Is there a ghost behind me?' If they are right then they become a ghost.
- If they are wrong they are out and should sit down.

Framework Outcomes:

1.1 Children feel safe, secure and supported

1.4 Children learn to interact in relation to others with care, empathy and respect

2.3 Children become aware of fairness

4.4 Children resource their own learning through connecting with people, place, technologies and natural and processed materials

5.1 Children interact verbally and non-verbally with others for a range of purposes

Back to Back Tag

Outcomes

Communication
Teamwork

Teaching Cues

Remind children to be safe in space as are running around holding hands
Be clear when giving instructions of game

Organisation

Large space needed- Drama room/hall

Time

5-10 mins

Building Blocks

Social Skills-Communication Gross Motor
Friendships- Communication
Developmental Appropriateness- Gross Motor, Communication

Description

- Choose two children to hold hands and start off as being “it”. They can try to tag any other player but they can only use their free hands.
- When they tag someone, that child joins onto them by holding hands.
- Other players can only be tagged with one of the two free hands.
- Players are safe from being tagged if they find another player and stand back to back with them.
- They can stand back to back and be safe for only 10 seconds before they can be tagged.
- The game continues until everyone is tagged.

Framework Outcomes:

1.1 Children feel safe, secure and supported

1.4 Children learn to interact in relation to others with care, empathy and respect

2.3 Children become aware of fairness

5.1 Children interact verbally and non-verbally with others for a range of purposes

Mat Ball

Outcomes

Communication
Teamwork
Leadership
Gross Motor

Teaching Cues

Remind children to be safe in space as are running around
Be clear when giving instructions of game
Encourage teams to play honestly

Same rules of dodgeball, getting hit below waist is out, catching the ball on the full.

Extra rules; automatic home run, out if you hit the ceiling while playing indoors. Safe, if you get hit above the waist with a thrown ball.

Organisation

Do be done in a large area- hall
Three bases (gym mats) Set up like a baseball game
1x ball
Big mat for home plate
Fielders can be anywhere in the playing field

Time

10-15 mins

Building Blocks

Teamwork and leadership- Leadership, communication, gross motor, social Skills, resilience
Friendships-Resilience

Description

- The objective of Mat Ball is similar to kickball in which there are two opposing teams, each trying to score by kicking the ball and then running the bases (representing by mats) successfully. The team with the most runs scored is declared the winner.
- You have one pitcher that rolls the ball over the home plate area or to the kicker.
- The batter (kicker) gets three attempts. Once they kick the ball, they run towards first base. They are out when: the ball is caught in the air, get hit by a thrown ball as they run the bases.
- A player continues to run the bases as long as their team is up. However, they stop once they reach the home base, can have more than one player on a mat.
- The regular batting line up can be used or altered. Players are only required to bat in order on the first go around. After that, you can mix it up or keep the same batting order. The main object is to keep the children running the bases. No stealing of bases is allowed. No lead offs either. A player that leaves the base before the ball is kicked is out.
- You can add extra rules like an automatic home run, out if you hit the ceiling while playing indoors. Safe, if you get hit above the waist with a thrown ball.

- Runners go back to their original bases only a foul ball or if the ball hits the ceiling. Three fouls is an out and if you hit the ceiling is an automatic out. Once the pitcher has the ball, you may not run anymore.

Framework Outcomes:

1.1 Children feel safe, secure and supported

2.3 Children become aware of fairness

3.2 Children take increasing responsibility for their own health and physical wellbeing

4.4 Children resource their own learning through connecting with people, place, technologies and natural and processed materials

5.1 Children interact verbally and non-verbally with others for a range of purposes

Cooperative Dodgeball

Outcomes

Communication
Teamwork
Leadership
Gross Motor
Friendships

Teaching Cues

Remind children to be safe in space as are running around
Be clear when giving instructions of game
Encourage children to play honestly

Organisation

To be done in a large area- hall/drama room.
3-4 softballs
Cones to separate the room

Time

5-10 mins

Building Blocks

Teamwork and leadership- Leadership, Communication, Gross Motor, Social Skills, Resilience
Friendships- Resilience

Description

- Similar to traditional dodgeball, yet there are no eliminations.
- Two equal teams take either side of the area, with a centre line of cones separating them. Three to four balls are placed along this centre line.
- At a given signal, players run to retrieve the balls, and the play begins. To get the player 'out'. You hit them below the waist with the ball, or catch a ball that they have thrown. Once a player is 'out', however, he/she joins the opposing team, and is now a member of that team.
- Players can block throws by deflecting with a ball in their hands, but if a player from the opposite team catches the rebounding ball before it bounces, the throw still counts as an out/or catching a ball on the full.
- Any ball hitting multiple players, without ever touching the ground, sends all of those players to the opposing team. If a player is hit but his/her teammate catches the ball before it hits the ground, the thrower is then forced to change teams, and the player who was hit remains.
- Play ends when all players have been brought onto one side of the gym.

Framework Outcomes:

- 1.1 Children feel safe, secure and supported
- 1.4 Children learn to interact in relation to others with care, empathy and respect
- 2.3 Children become aware of fairness
- 3.1 Children become strong in their social and emotional wellbeing
- 5.1 Children interact verbally and non-verbally with others for a range of purposes

Freeze Dodgeball

Outcomes

Gross Motor
Resilience

Teaching Cues

Remind children to be safe in space as are running around
Be clear when giving instructions of game
Encourage children to play honestly

Organisation

To be done in a large area- hall/drama room
Equipment: 4-6 balls

Time

5-10 mins

Building Blocks

Developmental appropriateness- Gross Motor, Resilience

Description

- Three to four players start with a ball.
- Other players scatter about.
- At the signal, the bombarding starts. Players who are hit must freeze in place.
- Although their feet are frozen to the ground, they can move every other part of their body.
- In order to become 'unfrozen', these players must grab stray balls (without moving their feet) and hit players who are still active.
- A successful hit unfreezes the thrower, and freezes the target. Play continues until just one player (or two, or ten, does not matter) remains.

Framework Outcomes:

1.1 Children feel safe, secure and supported

1.4 Children learn to interact in relation to others with care, empathy and respect

2.3 Children become aware of fairness

5.1 Children interact verbally and non-verbally with others for a range of purposes

Base Running Dodgeball

Outcomes

Gross Motor
Resilience

Teaching Cues

Remind children to be safe in space as are running around
Be clear when giving instructions of game
Encourage children to play honestly

Organisation

To be done in a large area- drama room

Equipment: 4-6 soft balls, rubber bases (or mats or carpet sample) or other flat objects which can be used as bases

Time

5-10 mins

Building Blocks

Developmental appropriateness- Gross Motor, Resilience

Description

- The bases are spread out around the room.
- Four or less depending on number of children. Volunteers begin as throwers; other players arrange themselves throughout the room. Once signal is given, any runner who does not reach a base is a fair target; a runner is only safe if he/she is on a base.
- However, if a new runner comes and gets on a base, the occupant of that base must now move off, and reach another base for safety.
- Since there are less bases than runners, the runners are constantly moving to get on a safe base, which forces those on base to move in turn.
- If a thrower hits a runner, that runner is now a thrower, and the thrower is now a runner. There is now clear-cut stopping point; victory might be measured by how few times a player is hit overall.
- Ball must hit children below waist.

Framework Outcomes:

1.1 Children feel safe, secure and supported

1.4 Children learn to interact in relation to others with care, empathy and respect

2.3 Children become aware of fairness

5.1 Children interact verbally and non-verbally with others for a range of purposes

Block Dodgeball

Outcomes

Gross motor
Resilience

Teaching Cues

Remind children to be safe in space as are running around
Be clear when giving instructions of game
Encourage children to play honestly

Remind children to not have blocks in a confined place otherwise more than likely to get out as well as get cornered.

Organisation

To be done in the hall.
Equipment: blocks in hall, balls (3x or less).

Time

5-10 mins

Building Blocks

Developmental appropriateness- Gross Motor, Resilience

Description

- Choose 3 or less players.
- Everyone else has 30 seconds to use blocks to build barriers, to which they can hide around.
- Other players cannot move blocks after that time limit.
- Players with balls can only take three steps and then throw ball at a child. Players cannot run with ball.
- Can only get children out from hitting them below the waist.
- People who are not it cannot pick up a ball or they are then out.
- When a player catches the ball on the full, 2 players can go back into the game.

Framework Outcomes:

1.1 Children feel safe, secure and supported

1.4 Children learn to interact in relation to others with care, empathy and respect

2.3 Children become aware of fairness

5.1 Children interact verbally and non-verbally with others for a range of purposes

Scramble

Outcomes

Gross Motor
Resilience

Teaching Cues

Remind children to be safe in space as are running around.
Be clear when giving instructions of game.
Encourage children to play honestly.

Organisation

Equipment: 1 ball

Time

5-10 mins

Building Blocks

Developmental appropriateness- gross motor, resilience

Description

- Scramble is an every-player-for-him/herself variation which starts with a staff member throwing ball up in the air.
- The first player to possess the ball becomes the attacker and attempts to eliminate all the other players. Can only eliminate players by hitting them below the waist.
- No other player is allowed to possess the ball unless it is the result of a catch on the full, in which case the attacker is eliminated.
- Every player that the attacker eliminated returns to the game, and the catcher becomes the new attacker.
- The player who successfully eliminates all other opponents is the winner (attackers never come back in).

Framework Outcomes:

1.1 Children feel safe, secure and supported

1.4 Children learn to interact in relation to others with care, empathy and respect

2.3 Children become aware of fairness

5.1 Children interact verbally and non-verbally with others for a range of purposes

Hungry Lions

Outcomes

Gross Motor
Communication
Teamwork

Teaching Cues

Remind children to be safe in space as are running around.

Be clear when giving instructions of game.

Make sure children stand with their feet far enough apart for another child to crawl through their legs.

Encourage free players to unstuck other players by crawling between their legs.

Encourage children to say “help” or “i’m stuck” so the free players can unstuck them.

Organisation

To be done in a small area i.e Junior Playspace

Time

5-10 mins

Building Blocks

Developmental appropriateness- Gross Motor
Friendships- Communication
Social Skills-Communication
Teamwork and leadership- Communication Social skills, Gross Motor

Description

- This is a variation of stuck in the mud.
- Choose one or two players to be the lions. Everyone else is an antelope.
- The game starts when the party organiser shouts “feeding time!”.
- The lions must chase the antelopes and try to catch them.
- When a lion catches an antelope, the antelope must stand still and straddle his legs.
- The other antelopes must try to free the captured antelopes by crawling between their legs.
- The lions have won if all the antelopes have been captured.

Framework Outcomes:

1.1 Children feel safe, secure and supported

1.4 Children learn to interact in relation to others with care, empathy and respect

2.3 Children become aware of fairness

4.3 Children transfer and adapt what they have learned from one context to another

5.1 Children interact verbally and non-verbally with others for a range of purposes

Monkey Tag

Outcomes

Gross Motor
Social Skills

Teaching Cues

Remind children to be safe in space as are running around.
Be clear when giving instructions of game.
Encourage children to play honestly.
Can model to children how to behave like a monkey.

Organisation

To be done in the junior play space

Time

5-10 mins

Building Blocks

Developmental appropriateness- Gross Motor
Social Skills-Social Skills

Description

- This game is played similar to freeze tag, except when the child is tagged, instead of freezing, he acts like a monkey.
- Choose a child to be the Monkey (it)
- The game begins with the player who is the monkey chasing the others around the room.
- When she tags another player, she turns that player into a monkey.
- The tagged player must now stay in the spot where he was tagged and start acting like a monkey by jumping up and down, making monkey gestures and howling like a monkey.
- The game continues until every player has a turn as the monkey.

Framework Outcomes:

1.1 Children feel safe, secure and supported

1.4 Children learn to interact in relation to others with care, empathy and respect

2.3 Children become aware of fairness

4.3 Children transfer and adapt what they have learned from one context to another

5.1 Children interact verbally and non-verbally with others for a range of purposes

Paper Snowball Fight

Outcomes

Communication
Social Skills
Friendships

Teaching Cues

Be clear when giving instructions of game
Provide suggestions to what children can write on their piece of paper

Organisation

To be done in the junior play space or lodge
Materials: Paper and pencils

Time

5-10 mins

Building Blocks

Social Skills- Communication, Social Skills
Friendships- Communication

Description

- Give each child a piece of paper and ask them to write their name and three or less fun things about themselves such as favorite food, colour, toy, movie, tv show.
- Have them crumple the paper into a snowball.
- Depending on amount of children divide the group into two teams on opposite sides of the room and let the snowball fight begin. Set a time limit such as 10 seconds for children to throw paper.
- When you call stop, each child is to pick up the nearest snowball and find the child whose name is inside or read out what it says to the group.

Framework Outcomes:

- 1.1 Children feel safe, secure and supported
- 1.4 Children learn to interact in relation to others with care, empathy and respect
- 2.2 Children respond to diversity with respect
- 3.1 Children become strong in their social and emotional wellbeing
- 5.1 Children interact verbally and non-verbally with others for a range of purposes

Domino Race

Outcomes

Communication
Social Skills
Friendships
Teamwork and leadership
Resilience

Teaching Cues

Be clear when giving instructions of game
“Build your dominos close so they are more likely to all fall”
“Work together as a team to build a great wall”
“Don’t get frustrated if it stops, just start again”

Organisation

Junior play space, lodge or chill out room
Materials: Dominos
X= Dominos

X	X
X	X
X	X
X	X
X	X

Time

10 mins

Building Blocks

Social Skills- Communication, Social skills ,Resilience
Friendships- Communication, Social skills, Resilience
Teamwork and leadership- Communication, Resilience, Social skills
Developmental appropriateness- Fine motor

Description

- Split children up into two teams and have them build a domino wall as fast as they can with the dominos supplied.
- Once they have built the wall let the domino effect begin with the first domino wall to be completely knocked over by the winner.
- If the dominos stop falling before they get to the end the children need to start their wall again from the start.

Framework Outcomes:

- 1.4 Children learn to interact in relation to others with care, empathy and respect
4.1 Children develop dispositions such as curiosity, cooperation, confidence, creativity, commitment,
4.3 Children transfer and adapt what they have learned from one context to another
5.1 Children interact verbally and non-verbally with others for a range of purposes

Celebrity Heads

Outcomes

Interaction
Communication
Sharing
Fine motor skills

Teaching Cues

Allow all children to contribute
Ensure children are taking in turns in being the person that chooses the celebrity.
For preschoolers, it could be adapted to be "Which TV character am I?" (Dora, Wiggles etc) asking questions such as 'Am I on TV?' 'Am I alive?'.
If children are struggling start to give them some clues.

Organisation

Drama room or lodge
What you need: White board & white board markers

Time

10-15 mins

Building Blocks

Teamwork and leadership- Communication
Social skills- Communication, Social Skills, Literacy, Fine motor skills
Developmental appropriateness- Fine motor skills, Literacy, Communication

Description

- Either get children to stand or sit in front of whiteboard
- Have one child (or more) write on the board a celebrity. This could be from a movie the children like or could even be a tv show or movie.
- To find out the celebrity name, each player takes turns asking questions about their celebrity. Such as "Am I female?" or "Am I short?" am i a tv show?
- Each child can ask as many questions as they want until they get a "No" answer, then it goes to the next person and so-on.
- To win the game, a player must be the first to guess the identity of the celebrity.
- **Notes:** For preschoolers, it could be adapted to be "Which TV character am I?" (Dora, Wiggles etc) asking questions such as 'Am I on TV?' 'Am I alive?'

Framework Outcomes:

- 1.1 Children feel safe, secure and supported
- 1.4 Children learn to interact in relation to others with care, empathy and respect
- 2.3 Children become aware of fairness
- 3.1 Children become strong in their social and emotional wellbeing
- 4.1 Children develop dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
- 5.1 Children interact verbally and non-verbally with others for a range of purposes

Playground Twister

Outcomes

Listening/looking- social skills

Gross motor

Quick thinking

Teaching Cues

Tell the children to play twister as they regularly would, but to pay attention as you will be calling out colours and body parts (ie. "left arm, red").

Suggest that children are not allowed to be touching the same piece of equipment as another child.

Give time limit-if child is struggling begin to count down as children are to touch the correct colour and body part to the play equipment as fast as they can.

Organisation

JP or Oval Playground

Time

10:15 mins

Building Blocks

Social skills- ,Social skills, Gross motor

Developmental appropriateness- Social skills, Gross motor

Description

- Tell the children to play twister as they regularly would, but to pay attention as you will be calling out colours and body parts (ie. "left arm, red").
- When you call out a colour, every child has to find a piece of playground equipment of that colour and touch it with the correct body part as fast as they can.
- The last child to touch the designated colour is out.

Framework Outcomes:

1.1 Children feel safe, secure and supported

1.4 Children learn to interact in relation to others with care, empathy and respect

2.3 Children become aware of fairness

3.1 Children become strong in their social and emotional wellbeing

4.3 Children transfer and adapt what they have learned from one context to another

5.1 Children interact verbally and non-verbally with others for a range of purposes

Hopscotch

Outcomes

Friendships
Gross motor

Teaching Cues

Be clear when giving instructions.

Get children to draw the hopscotch as 1,2 & 3 in a line, then 4 & 5 next to each other, then 6 on it's own and then 7 & 8 next to each other at the top.

Remind children to throw object accurately because if your stone lands on the wrong number, you miss a turn.

Organisation

JP/ oval playground, courts
Materials: Chalk

Time

10-15 mins

Building Blocks

Friendships- Communication, Social skills
Developmental appropriateness- Gross motor

Description

- Use chalk to draw a hopscotch pattern on the ground such as 1,2 & 3 in a line, then 4 & 5 next to each other, then 6 on it's own and then 7 & 8 next to each other at the top.
- To play, you throw/drop your stone on the next no (1, then 2, then 3, etc up to 8). It's important that you throw accurately because if your stone lands on the wrong number, you miss a turn.
- Assuming your stone lands on the right number, you have to hop the sequence, on one foot, missing that square. The only time you can put two feet down is on 4/5 and 7/8, and only if your stone isn't on one of them.
- If you put your second foot down (other than on 4/5 or 7/8 when your stone isn't on them), you have to pick up your stone and try again next time.
- At 7/8 you turn around and hop back, picking up your stone on the way, without putting your second foot down.
- When through 8 successfully, you repeat at the top of the set, starting at 8 and working your way back down.
- The first to do the lot, both up and back is the winner.

Framework Outcomes:

1.1 Children feel safe, secure and supported

1.4 Children learn to interact in relation to others with care, empathy and respect

3.1 Children become strong in their social and emotional wellbeing

5.1 Children interact verbally and non-verbally with others for a range of purposes

True and False

Outcomes

Communication
Listening
Gross Motor
Leadership
Teamwork

Teaching Cues

Remind children to be safe in space as are running around.
Be clear when giving instructions of game.

Organisation

Chillout Room, Junior Playstation

Time

10-15 mins

Building Blocks

Teamwork and leadership- Communication, Gross motor, Social skills
Developmental appropriateness- Gross motor
Social Skills- Social skills, Communication, Gross Motor

Description

- The player are divided into 2 equal teams standing on either side of a centre line.
- One of these is the "True" team and the other is the "False" team.
- Each team has a goal on either side of the centre line.
- When the leader gives a true statement, such as "Grass is Green", the true players run for their goal, chased by the false team.
- If tagged, the members of the true team become members of the false team run for their goal.
- The team that has the most players at the end of the playing time is the winner.

Framework Outcomes:

1.1 Children feel safe, secure and supported

1.4 Children learn to interact in relation to others with care, empathy and respect

2.3 Children become aware of fairness

4.3 Children transfer and adapt what they have learned from one context to another

5.1 Children interact verbally and non-verbally with others for a range of purposes

Tomato

Outcomes

Listening to others and responding appropriately
Memory, attentiveness
Interaction
Communication

Teaching Cues

Be clear when giving instructions of game
Try to get children to think of other questions and not repeating the same
Can change the answer instead of tomato to something else such as monkey

Organisation

Chillout room, junior playstation, PJ
Everyone sits in a circle

Time

10-15 mins

Building Blocks

Social skills- Communication
Friendships-Social skills

Description

- Everyone sits in a circle. One person who is it stands in the centre of the circle. This Person is called "It".
- Each person asks the person who is "it", an appropriate question. The only answer to every question has to be answered as "Tomato".
- The first person to make the centre person (It) laugh wins a try in the middle.
- Ex: What colour is your hair? Tomato. What do you brush your teeth with? Tomato.
- (Obviously other funny Questions can be used for variety)

Framework Outcomes:

- 1.1 Children feel safe, secure and supported
- 1.2 Children develop their autonomy, interdependence, resilience and sense of agency
- 1.4 Children learn to interact in relation to others with care, empathy and respect
- 3.1 Children become strong in their social and emotional wellbeing
- 4.3 Children transfer and adapt what they have learned from one context to another
- 5.1 Children interact verbally and non-verbally with others for a range of purposes

Twister

Outcomes

Listening
Communication
Gross motor
Leadership

Teaching Cues

Be clear when giving instructions of game.
Ensure children are being safe as are running.
Encourage children to use a variety of characteristics.
For example, all children wearing green, wearing red socks or having a name ending with the letter "n."

Organisation

Chillout room/ junior playstation/lodge
Materials: Twister

Time

15-20 mins

Building Blocks

Social skills- Social skills
Developmental appropriateness- Gross motor

Description

- It is played on a large plastic mat that is spread on the floor or ground.
- The mat has four rows of large coloured circles on it with a different colour in each row: red, yellow, blue and green.
- A spinner is attached to a square board and is used to determine where the player has to put their hand or foot.
- The spinner is divided into four labelled sections: right foot, left foot, right hand and left hand.
- Each of those four sections is divided into the four colours (red, yellow, blue and green).
- After spinning, the combination is called (for example: "right hand yellow") and players must move their matching hand or foot to a circle of the correct colour.
- In a two-player game, no two people can have a hand or foot on the same circle; the rules are different for more players.
- Due to the scarcity of coloured circles, players will often be required to put themselves in unlikely or precarious positions, eventually causing someone to fall.
- A child is eliminated when they fall or when their elbow or knee touches the mat. There is no limit to how many can play at once, but more than four is a tight fit.

Framework Outcomes:

- 1.1 Children feel safe, secure and supported
- 1.4 Children learn to interact in relation to others with care, empathy and respect
- 2.3 Children become aware of fairness
- 3.1 Children become strong in their social and emotional wellbeing
- 5.1 Children interact verbally and non-verbally with others for a range of purposes

Red Rover

Outcomes

Listening
Leadership
Resilience
Communication
Gross motor

Teaching Cues

Be clear when giving instructions of game and calling out movements (some children may need assistance with left and right)

Organisation

Hall/ Oval

Time

10-15 mins

Building Blocks

Social skills-Social skills
Developmental appropriateness- Gross motor, Resilience
Teamwork and leadership- Communication

Description

- Two lines form the starting and ending spots.
- The children line up at the back of the room or between cones
- The caller tells children with varying characteristics to come over.
- For example, all children wearing green, wearing red socks or having a name ending with the letter "n." Once identified, the children run to the finish line.
- If get tagged children need to go to spot where got tagged and stay in that spot, they can tag other children however can not run
- Can change it other gross motor movements ie call out animals. "RED ROVER, RED ROVER, send BUNNIES right OVER!" and they all hop over however the child that is it also has to be that animal and use the same gross motor movements.

Framework Outcomes:

1.1 Children feel safe, secure and supported

1.4 Children learn to interact in relation to others with care, empathy and respect

2.3 Children become aware of fairness

5.1 Children interact verbally and non-verbally with others for a range of purposes

Duck, duck, goose

Outcomes

Listening
Leadership
Resilience
Communication
Gross motor

Teaching Cues

Be clear when giving instructions of game

Organisation

JP/junior playstation
Kids sit in a circle

Time

10-15 mins

Building Blocks

Social skills- Social skills
Developmental appropriateness- Gross motor, Resilience
Teamwork and leadership- Communication

Description

- In this game, children sit down in a circle facing each other.
- One child is "it" and walks around the circle. As they walk around, they tap people's heads and say whether they are a "duck" or a "goose".
- Once someone is the "goose" they get up and try to chase "it" around the circle. The goal is to tap that child before they are able sit down in the "goose's" spot.
- Then the goose becomes it for the next round. The person in the middle can't leave until another person is tagged and they are replaced.
- Does not always have to be duck and goose, can change ie to fruit

Framework Outcomes:

- 1.1 Children feel safe, secure and supported
- 1.4 Children learn to interact in relation to others with care, empathy and respect
- 2.3 Children become aware of fairness
- 4.3 Children transfer and adapt what they have learned from one context to another
- 5.1 Children interact verbally and non-verbally with others for a range of purposes

Minute to win it- Chandelier

Outcomes

Cognitive-strategic thinking
Listening
Resilience

Teaching Cues

Be clear when giving instructions of game that children only have one minute to complete task

Organisation

JP/Lodge/ Oval Playground
Need Paper plates and Cans

Refer to video on Toshiba laptop if want to show children game or to view yourself (Folder is on the desktop title minute to win it games)

Time

5-10 mins

Building Blocks

Developmental appropriateness- Resilience

Description

- Stack four layers of cans, with paper plates in between.
- Refer to video on Toshiba laptop if want to show children game or to view yourself (Folder is on the desktop title minute to win it games)

Framework Outcomes:

1.1 Children feel safe, secure and supported

1.4 Children learn to interact in relation to others with care, empathy and respect

2.3 Children become aware of fairness

5.1 Children interact verbally and non-verbally with others for a range of purposes

Minute to win it: Defying gravity

Outcomes

Cognitive-strategic thinking
Listening
Resilience

Teaching Cues

Be clear when giving instructions of game that children only have one minute to complete task

Organisation

Lodge/Chillout room
3 balloons

Time

5-10 mins

Building Blocks

Developmental appropriateness- Resilience

Description

- Tap 3 balloons to keep them off the ground for one minute.
- Refer to video on Toshiba laptop if want to show children game or to view yourself (Folder is on the desktop title minute to win it games) .

Framework Outcomes:

1.1 Children feel safe, secure and supported

1.4 Children learn to interact in relation to others with care, empathy and respect

2.3 Children become aware of fairness

5.1 Children interact verbally and non-verbally with others for a range of purposes

Minute to win it: Floatacious

Outcomes

Cognitive-strategic thinking
Listening
Resilience

Teaching Cues

Be clear when giving instructions of game that children only have one minute to complete task

Organisation

Lodge

REQUIRED ITEMS

- Plastic plate
- 5 empty soda cans, tabs removed—LOOK IN GREEN BIN UP NEAR FRIDGE (SHOULD BE CANS IN THERE TO USE)
- Large bowl

Refer to video on Toshiba laptop if want to show children game or to view yourself (Folder is on the desktop title minute to win it games)

Time

5-10 mins

Building Blocks

Developmental appropriateness- Resilience

Description

- In a big bowl of water, balance a tower of 5 empty soda cans on top of a plastic plate.
- Bowl should be almost entirely filled with water.
- Plate is placed to right of bowl, and cans are placed to the left of bowl.
- When clock starts, player places plate on water's surface in bowl.
- To complete game, all 5 soda cans must be stacked on top of plate and remain standing for 3 seconds.
- Instructions and blueprint videos on this site are provided for practice and entertainment purposes only. Games played on the show are subject to rules provided to contestants and game levels may vary depending on quantities, distances or other considerations required for successful completion.

Framework Outcomes:

1.1 Children feel safe, secure and supported

1.4 Children learn to interact in relation to others with care, empathy and respect

2.3 Children become aware of fairness

5.1 Children interact verbally and non-verbally with others for a range of purposes

Minute to win it: Junk in the trunk

Outcomes

Cognitive-strategic thinking
Listening
Resilience

Teaching Cues

Be clear when giving instructions of game that children only have one minute to complete task

Organisation

Can be done in all areas

REQUIRED ITEMS

- 6 ping-pong balls
- 1 empty tissue box
 - 1 belt

Refer to video on Toshiba laptop if want to show children game or to view yourself (Folder is on the desktop title minute to win it games)

Time

5-10 mins

Building Blocks

Developmental appropriateness- Resilience

Description

- Jiggle a box that is attached to your waist filled with ping-pong balls until the box is empty.
- Fill the tissue box with ping-pong balls, then attach tissue box to the back of belt. Put on the belt with the tissue box sitting at the small of the back.
- When the clock starts, player may begin moving body to shake the ping-pong balls out.
- Player's hands or arms may not touch the box or belt.
- Player may only touch the floor with his or her feet.
- To complete the game, player must get all 8 ping-pong balls out of the box within the 60-second time limit.
- Instructions and blueprint videos on this site are provided for practice and entertainment purposes only. Games played on the show are subject to rules provided to contestants and game levels may vary depending on quantities, distances or other considerations required for successful completion.

Framework Outcomes:

1.1 Children feel safe, secure and supported

1.4 Children learn to interact in relation to others with care, empathy and respect

2.3 Children become aware of fairness

5.1 Children interact verbally and non-verbally with others for a range of purposes

Minute to win it: Moving on up

Outcomes

Teaching Cues

Organisation

Lodge/JP/Oval Playground

REQUIRED ITEMS

- 39 blue cups
- 1 red one

****COLOUR OF CUPS CAN BE DIFFERENT!!!! IE 39 YELLOW CUPS ONE PINK**

Refer to video on Toshiba laptop if want to show children game or to view yourself (Folder is on the desktop title minute to win it games)

Time

5-10 mins

Building Blocks

Developmental appropriateness- Resilience

Description

- Player must hold a stack of blue cups with 1 red cup at the bottom. Player must move cups 1 at a time from the top to the bottom of the stack, trying to cycle the red cup back to the bottom of the stack.
- Set up the stack of cups so that there's 1 red cup with 39 blue cups stacked on top of it. (Use cups from stack attack. Use two different colours and then choose 1 different coloured cup.
- When the clock starts, player may grab a single cup from the top of the stack and place it on the bottom of the stack.
- Player must use 1 hand to grab each cup, and must alternate hands with each cup.
- If more than 1 cup is removed at a time, player must place all cups that are outside of the stack back on top of the stack before continuing.
- Player must play the game from a standing position.
- To complete the game, the red cup must be placed on the bottom after travelling through the stack, and the stack must be held in 1 hand at the red cup within the 60-second time limit.
- Instructions and blueprint videos on this site are provided for practice and entertainment purposes only. Games played on the show are subject to rules provided to contestants and game levels may vary depending on quantities, distances or other considerations required for successful completion.

Framework Outcomes:

1.1 Children feel safe, secure and supported

1.4 Children learn to interact in relation to others with care, empathy and respect

2.3 Children become aware of fairness

5.1 Children interact verbally and non-verbally with others for a range of purposes

Minute to win it: Tweeze me

Outcomes

Cognitive-strategic thinking
Listening
Resilience

Teaching Cues

Be clear when giving instructions of game that children only have one minute to complete task

Organisation

JP/Lodge/Oval playground

EQUIPMENT

- Tweezers
- Five Tic Tacs (or any other small objects)

Refer to video on Toshiba laptop if want to show children game or to view yourself (Folder is on the desktop title minute to win it games)

Time

5-10 mins

Building Blocks

Developmental appropriateness- Resilience

Description

- Players use tweezers to relocate five Tic Tacs (or any other small objects) from one bowl to another.
- Refer to video on Toshiba laptop if want to show children game or to view yourself (Folder is on the desktop title minute to win it games)

Framework Outcomes:

- 1.1 Children feel safe, secure and supported
- 1.4 Children learn to interact in relation to others with care, empathy and respect
- 2.3 Children become aware of fairness
- 5.1 Children interact verbally and non-verbally with others for a range of purposes

Hungry Hippos

Outcomes

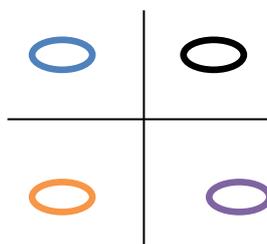
Coordination Skills
Gross Motor
Resilience

Teaching Cues

Be clear when giving instructions of the game.
Remind children to be safe in space as are running around.
Children need to be honest, if they get tagged they need to go into the corresponding hoop.

Organisation

Oval/hall/junior playstation
Set up area with 4 different coloured hoops in four corners of the room



Use four sashes (try to correspond with hoop colour if possible)

Time

5-10 mins

Building Blocks

Developmental appropriateness- Resilience, gross motor
Teamwork and Leadership- Gross motor

Description

- Choose 4 (depending on amount of children, can choose 2 instead) children to be hungry hippos
- Children that are chosen to be hungry hippos are to wear sashes.
- Other children that are not hippos need to run around the room (can also vary gross motor movements ie skipping, jumping, crawling).
- If hippo wearing a green sash tags someone they then need to go into that corresponding green hoop.
- The game continues until everyone is in a hoop
- The least hippo with amount of people in hoop is taken away and they are to join the rest of group
- Continue the game until one hippo is left.

Framework Outcomes:

- 1.1 Children feel safe, secure and supported
- 1.4 Children learn to interact in relation to others with care, empathy and respect
- 2.3 Children become aware of fairness
- 5.1 Children interact verbally and non-verbally with others for a range of purposes

Keep Offs

Outcomes

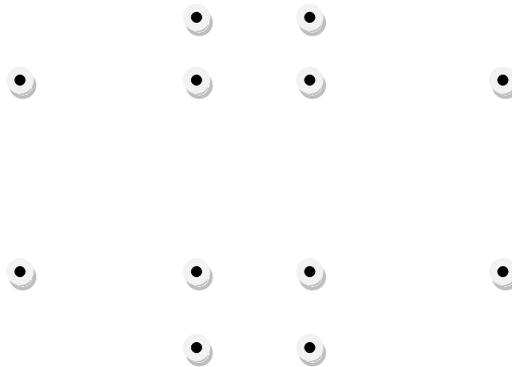
Interactions
Coordination skills
Gross motor
Resilience
Teamwork and leadership

Teaching Cues

Be clear when giving instructions of the game.
Remind children to be safe in space as are running around.
Encourage children to work as a team.

Organisation

Oval/Hall
Set up area with 12 cones in the below shape.



Divide children into two teams. Bibs are good to decipher what team is what.

Equipment:

- 12 cones
- 1 ball(football, soccer ball, rugby ball, netball, basketball etc depending on variation being played)
- Bibs

Time

10-15 mins

Building Blocks

Developmental appropriateness- gross motor
Social Skills- communication, gross motor, resilience
Teamwork and leadership- communication, gross motor, resilience

Description

- Divide children into two teams. Use bibs for each team.
- The idea of this game is to work on the children's agility, spatial awareness, teamwork and communication.
- Either flip a coin to decide which team is to start with the ball, or make the children do a jump for the ball (similar to a ruck contest in football).

- Children are to move and run and not let the ball be turned over by the other team. The aim is to have children get the ball to their goals and get it to their player in the goal area.
- When the ball is intercepted, it is a turn over and the other player gets the ball from where it was contested.
- Each goal is worth 1 point.
- The game can go until the desired number of points are scored in which the staff member has assigned.

Variations

- Instead of tackling, touching the back or shoulder of the opposition for a turnover could be an option.
- Using different ball depending on skill level etc. It is designed for football, but it can be anything.
- Amount of passes before a goal is scored can be changed. This gets more people involved.
- Instead of running, hopping or jumping could be the option. Gets children laughing and having a bit of fun.

Framework Outcomes:

1.1 Children feel safe, secure and supported

1.4 Children learn to interact in relation to others with care, empathy and respect

2.3 Children become aware of fairness

3.1 Children become strong in their social and emotional wellbeing

5.1 Children interact verbally and non-verbally with others for a range of purposes

Smurf Tag

Outcomes

Coordination
Gross motor
Resilience

Teaching Cues

Be clear when giving instructions of the game.
Remind children to be safe in space as are running around.
Children need to be honest, if they get tagged.

Organisation

Oval, Hall, Junior Playstation,
One child is the tagger (Gargamel) and the others are smurfs

Time

5-10 mins

Building Blocks

Developmental appropriateness- gross motor, resilience
Teamwork and leadership- communication

Description

- One child is Gargamel (the attacker/tagger) and all other children are smurfs
- Smurfs must run away from Gargamel singing the happy smurf song
- Gargamel must tag as many smurfs as possible
- When tagged, smurfs must jump up and down on the spot and shout 'help me' repeatedly
- Other un-caught smurfs can set caught smurfs free by joining hands with another smurf around the caught smurf. They must jump in a circle holding hands and shout "be free" two times
- Variations: Add another tagger, Gargamel's cat
- 30 second time limit on being caught if Gargamel attacker needs more challenge
- Vary gross motor skills ie skipping, jumping, crawling.

Framework Outcomes:

- 1.1 Children feel safe, secure and supported
- 1.4 Children learn to interact in relation to others with care, empathy and respect
- 2.3 Children become aware of fairness
- 3.1 Children become strong in their social and emotional wellbeing
- 5.1 Children interact verbally and non-verbally with others for a range of purposes

What are you doing?

Outcomes

Cognitive- concentration
Listening
Resilience
Imagination
Social skills

Teaching Cues

Be clear when giving instructions of the game.
Give children pointers on what they could do.
Actions cannot be repeat

Organisation

Chillout room, junior playstation, JP
Children stand in a circle

Time

5-10 mins

Building Blocks

Developmental appropriateness- resilience, dramatic play: physical
Social skills- social skills, dramatic play: physical, social, cognitive

Description

- The group stand in a circle. One person begins to mime an activity, for example, moving the lawn or posting a letter.
- The person next to him or her asks, “what are you doing?” and the first person is obliged to say something different from what he/she is actually doing (for example, “i’m frying an egg”). The second person must then mime the first person’s answer until the third person asks “What are you doing?” at which point he/she must make up another lie for the third person to act out.
- This game can go round the circle twice before you stop it – unless the children are particularly inventive.
- The person acting MUST STOP until he or she has answered the question.
- The new person MUST START IMMEDIATELY when the answer is heard.
- The answer MUST NOT be what the person is doing, but, for convenience, it should also NOT be something that LOOKS LIKE what the person is actually doing.

Framework Outcomes:

1.1 Children feel safe, secure and supported

1.4 Children learn to interact in relation to others with care, empathy and respect

3.1 Children become strong in their social and emotional wellbeing

4.1 Children develop dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity

5.1 Children interact verbally and non-verbally with others for a range of purposes

Sniper

Outcomes

Gross Motor
Coordination Skills
Resilience

Teaching Cues

Be clear when giving instructions of game.
Give children tips on where to aim and throw ball.
Make sure children are aware of space.

Organisation

Need to use large space for children.
Need 2 soft balls to begin the game- may incorporate more as you go along

Time

5-10 mins

Building Blocks

Developmental appropriateness- resilience, gross motor

Description

- One child is it and needs to sit in the centre of the floor (can use a hoop for the child to sit in).
- The child is not allowed to move from the hoop, unless to collect the ball, however cannot throw ball at another child, until back in the hoop.
- Child then needs to throw a ball at children waist below.
- If other children running around are hit by the ball, they then need to sit on the floor where the ball hit them and can become the snipers helpers, however these children are not able to leave their post to collect a ball.
- Continue game until all children have been hit (or most).

Variations

- Change gross motor movements (instead of running, children could hop, skip , jump etc).

Framework Outcomes:

- 1.1 Children feel safe, secure and supported
1.4 Children learn to interact in relation to others with care, empathy and respect
2.3 Children become aware of fairness
5.1 Children interact verbally and non-verbally with others for a range of purposes