GAMES WITH MINIMAL EQUIPMENT

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INTRODUCTION: With competing demands and a crowded curriculum, primary school teachers need quick easy games to get students active and meet the requirements of the PDHPE syllabus while also assist students in meeting their Daily Physical Activity requirements. These activities require minimal space and equipment but are fun and active. They target the fundamental movement skills which should be the focus of our PE lessons as we strive to provide a solid foundation of skill development for our young people before they leave primary school.

10 QUICK TIPS FOR SUCCESSFUL PE LESSONS

- Give clear and concise instructions to minimise waiting time and get kids moving quickly.
- Clearly define playing area/ set boundaries.
- Always start with a fun active warm-up game where kids are huffing and puffing.
- Demonstrate or ask a student to demonstrate the skill being taught
- Provide plenty of practice time on the fundamental movement skill before adding any competition.
- Progress from individual/ pair/ small group practice before applying in small sided modified games.
- Give individual skill specific feedback to students throughout lesson
- Activities should promote high activity and NO elimination.
- Modify activities so all students achieve success.
- In the cool down phase, recap on the key points of the skill being taught and encourage physical activity homework.

GROUPING STUDENTS FOR GAMES

Students do any locomotor activity around the area, blow the whistle and ask them to stand beside the closest person to them so they are now in pairs.

While in pairs ask one of each pair to sit down, they are called apples, the standing partners are called bananas (or any fruit of your choice) you now quickly have two teams.

Simply number each child off 1 or 2 for two teams or 1-4 for four teams

Play the numbers game, a variety of locomotor activities performed around the allocated space, call a number and students quickly form groups of that number. Be prepared for how you want them grouped for the next activity and make the last number you call out the group numbers you need.

FUN AND FAST MOVING WARM-UP GAMES

Cats and Dogs:

Groups of 4/5. Each group lines up in their own space with one person (dog) out the front (unattached) facing the rest of the group who are lined up one behind another with hands on
the hips of the person in front of them. The person at the front of the line is the mother cat with her kittens attached behind. The cat works to protect all of her kittens from being tagged by the dog by dodging and changing direction, and the chain cannot be broken, while the dog moves around to try to get to the back of the chain. After a couple of minutes, players change roles.

**Indians and Tee pees:**

Divide students into two equal groups. One group sits in a large circle spread out, with legs crossed, these are the Indians. The other group stands behind an Indian, feet spread wide, arms above head, these are the Tee Pees. The teacher calls Indians or Tee pees. When Indians is called, all of the Indians must crawl through their Tee pee’s legs to the outside of the circle, then stand and run clockwise around the outside of the circle to come back to their Tee pee, crawl back through the legs to finish seated legs crossed in their original position. When the teacher calls Tee Pee’s, all of the tee pees must run clockwise around the outside of the circle, to finish standing back in their original position. This is a great game for ES1 and S1.

**Rats and rabbits:**

Students line up in two lines facing the teacher. The person they are next to is their partner. There will be about 1m between the two lines. One line is called rats and the other line is called rabbits. If the teacher calls out rats, the rats have to make it to a designated line (around 15m away) before their partner tips them. Alternatively call “rabbits” and the rabbits run to a designated line on their side of the space/court before their partner tips them. As students walk back to the starting point have them perform some exercises/ dynamic stretches, e.g. walking lunges, skipping, high knees, galloping, walking on toes.

**Islands:**

Equipment: 15-20 cones, 2-4 braids.

Set-up: spread all the cones around a grid space, about 10m x 10m.

Cones should be spread in a good space, enough cones for about half to two thirds of the class. These are the islands. Choose two sharks and give each shark a braid to wear to signify they are sharks. The sharks stand in the space, this is the water. Ask the remaining players to stand at a cone (island). There should be about 5 players without a cone who must stand in the space (water). When the game starts on the teachers whistle, the players in the water have to run to a person on a cone in order to be safe from the sharks, and on an island. When a player arrives at an island, they must tap the occupant of that island on the shoulder, and this player then has to leave and run to another island tap that person on the shoulder and that new island becomes theirs until the next player taps them on the shoulder. The effect should be that students are actively running from island to island as they receive a shoulder tap. Meanwhile the sharks are trying to tag any player who is between islands and in the water. When a player gets tagged by a shark, they switch places with the shark. If the game isn’t active enough and there’s too much standing around, take some islands away and/or add another shark.
**Dome flip:**

Equipment: 30 domes, marked out grid or marked court, 15 braids.

Set up: 10m x 10m grid. 30 domes spread evenly over grid, half the right way up, and half upside down. 2 teams (one team to wear braids if you wish).

Students are divided equally into two teams, called “ups” and “downs” or “cups” and “saucers” and all students are spread along the sides of the marked grid. When the whistle blows, teams attempt to flip all of the domes to the designated way either up or down. Once a student flips a dome over they must run back to a side of the grid before they can return to flip another dome. The game continues until the teacher blows the whistle to stop. Count the number of cones up and the number down.

**ACTIVE MODIFIED GAMES FOR APPLYING THE FUNDAMENTAL MOVEMENT SKILLS**

**Chuck a Duck:**

Equipment: one object to throw (rubber duck or chicken or beanbag), 4 cones.

Set-up: divide class into 2 groups. Make a small fitness zone with 4 cones, about 4m x 4m.

FMS focus: overarm throw, sprint run, side gallop, hop, and jump.

Organise the class into two equal teams. The two teams are lined up side by side. To start the game the teacher throws the duck to one team (they don’t know which team will receive the duck to start), and the receiver then throws the duck into a space as far as possible, then the whole team runs to the fitness zone, where they perform short shuttle runs between the cones, staying together as a team, until they hear **Stop**. Meanwhile, the other team has to run to where the duck has been thrown to, line up one behind the other straight behind the duck, the leader picks up the duck and then the team performs over and under down the line until the duck finishes at the back of the line, where the last person calls **STOP**. This then signifies the end of the round and that person can then restart the whole process by immediately throwing the duck into a large space as far as they can, then the whole team runs to the fitness zone while the other team run to the duck and start over and under, etc.

- You could vary the locomotor activity to be used in the fitness zone, i.e. gallop, hop, and jump.
- Students can have responsibility to count points, e.g. how many shuttle runs completed before STOP is called.

**Frogs in a Pond:**

Equipment: flat rubber discs or small hoops, one per student.

Set-up: Organise students into teams of 4/5. Each team lined up at the end of a court or marked grid.

FMS focus: leap, hop, jump, balance.
Aim of the game is to get the King Frog (one team member) to cross the river from one side to the other (e.g. 10m). The remaining members of the team (support crew) try to get the King Frog across the specified area using lily pads (flat discs or small hoops). Support team all have one lily pad in hand to start and place these on the ground ahead of the King Frog, at a suitable distance to allow the King Frog to make a quick and safe passage across the water to beat the other King Frogs to the other side. Support crew work together to move the lily pads one at a time and make sure the King Frog can reach each and not fall into the water. Once you get to the end, return with a new round, positions swapped.

- You can choose a particular locomotor movement by which the King Frog must travel, i.e. jumping, leaping, and hopping.

Jail break:

Equipment: 6 beanbags, 8 cones.

Set up: Students are in two teams on a hard court. Each team has half the court. At the end of each half there are three bean bags (treasure) in one corner and a square set up with markers in the other corner.

FMS focus: sprint run, dodge

Students must attempt to cross into the other teams’ territory to steal the treasure (one bean bag at a time) and transport it safely back to their side of the court. If they are tipped at any time by the opposing team they must go to the opposing teams’ jail. The only way to be free is if someone from their own team makes it to the jail and holds their hand while transporting them back to their half court. If they get tipped in the process then they are also in jail. If jail starts to get full or the game is not active enough, the teacher calls “jail break”. Anyone in jail can try to escape and run back to their safe zone.

The team to successfully steal all the other teams’ treasure are declared the winners.

Feel free to add or modify your own rules to suit your students and how the game is progressing.

Endball:

Equipment: 3 large balls, braids for three small teams

Set up: Divide class into 6 teams. Two teams play against each other across ways, each game on one third of a netball court, so that 3 games are playing at once.

FMS focus: catch, vertical jump, side gallop

Two teams are playing against each other in order to get the ball over their end line. Similar to netball, students cannot step with the ball or bounce it and a defender cannot be closer than 1 metre to a student with the ball. There are no positions and to score a goal the team has to make a successful pass to a team member who must catch the ball over the end line. After every 3-4 mins, rotate teams to play a new team. To create more passing in the game you could add a rule about minimum of 5 passes or 10 passes to be made by the team before being able to pass over the end line to score.
Throwing Tball:

Equipment: 6 tennis balls, 10 cones.

Set-up: Place 6 cones along one line of grid about 1 metre apart and place a tennis ball on each cone. Mark out the fitness zone, with 4 cones, about 4 x 4m.

FMS focus: overarm throw, sprint run, gallop, jump, and hop.

Divide class into 2 equal teams. One team is the throwing team and the other team is the fielding team. The fielding team spread out in the open grid area, about 10 x 10m. Half of the throwing team stand behind a cone each and pick up a ball ready to throw, while the rest of the throwing team stand in the fitness zone ready to begin shuttle runs. On the teachers signal, the throwers all do an overarm throw to throw their ball as far as they can into the space where the fielders are standing, while the fitness zone players perform shuttle runs, as a team, in the fitness zone. Meanwhile the fielding team scramble to retrieve all of the tennis balls and return them to the cones. When all balls are sitting on the cones, the teacher calls stop and the runners tell the teacher how many laps they completed and that is the score to beat. The throwing team have another turn with throwers and runners switching places. Then, the two teams switch places and the fielders become the throwers, while the throwers become the fielders.

- If you have plenty of tennis balls, the throwers could each throw 2 balls, then there is one ball per fielder to be returned.
- You could choose any locomotor movement to practice in the Fitness zone

Observation ball:

Equipment: 5-6 soft play balls, 8 cones

Set-up: Mark out a small fitness zone with cones 2 x 3m. Designate one basketball court as the playing perimeter.

FMS focus: sprint run, dodge

Students are all individuals playing against each other. 5 or 6 soft balls are thrown into the middle to start the game. Students attempt to get a ball and roll or throw it at another student. If they hit them below the waist that person goes to the fitness zone. This is a rectangle marked out with cones to the side of the court. In the fitness zone, students perform activities set by the teacher (e.g. star jumps, sprinting on the spot, squats) until they see the person who got them out get out themselves. They can then return to the game.

Don’t forget in any of the games you play, if students are standing around too much and there’s not enough huffing and puffing, add some fitness infusion to the game, i.e. star jumps, squats or lunges, high knee lifts, shuttle relay runs, etc. A great way to increase the Active Learning Time.