










# Games Activities - Session 4

WARM UP		
	Spread markers about the floor. Have out already small balls. Free play rolling, kicking, throwing and catching ( <i>can they also pass the small balls around different parts of their bodies?</i> ) <b>"Tidy Up"</b>	Small balls
	<b>ACTION KIDS WARM - UP SONG</b>	
	<b>"I WIGGLE MY FINGERS"</b> ( <i>Repeat from last session</i> )	
	<b>"HEAVY AND LIGHT"</b> After experimenting with heavy and light clapping, sing a nursery rhyme ( <i>the one you use to music</i> ) and establish which is <b>heavy</b> and <b>light</b> . When this is established, perform to at least one of the pieces of music ( <i>can children perform whilst moving?</i> ).	Disc A Tracks 6, 8, 10, 11, 13, 16 and 18
ACTIVITIES		
	Children choose a ball or beanbag each – roll or slide it along the ground, pick it up and try to throw it a little way into the air and catch it again ( <i>lots of practise</i> ).	Small and medium sized balls and beanbags.
	<b>"PUSHING"</b> – Follow the instructions and take out and show lots of demonstrations of different ways of pushing the equipment along the ground. Let them all try the different ideas. Can they push the equipment, then on a signal stop it and hold it very still?	Spots and Disc B 14 or 15
	<b>"STATUES"</b> Steer the ball in and out of the markers spaced about the room when the music stops, <b>stop the ball</b> and keep it still.	Disc B Track 14 or 15
	<b>"STEERING"</b> Children steer their ball / beanbag in and out of the markers spaced out on the floor. They then stand on a marker and collect 2 or 3 more markers to make their own little line of markers. Follow instructions for "steering". ( <i>NB* If there is a large number of children, the organisation of the steering trails should be structured into parallel lines for safety</i> ). ( <i>Leave out (iv)</i> )	Markers set out in a slalom.
	<b>"SCARVES"</b> Take out a scarf ( <i>possibly long ones to progress children</i> ). Move fast about the room trying out different ways of using the scarves and jumping and throwing them into the air to make them go higher. Perform to "Hokey Cokey Rock" ( <i>Put scarves away</i> )	Disc B Track 28
	<b>PARACHUTE - "STATUES"</b> Holding the parachute, children walk / skip around in one direction - stop in a shape when the music stops, then move around the opposite direction and repeat. Continue to the end of the music.	Disc B Track 14 or 15
	<b>BOUNCING POPCORN</b> - As for last session.	Disc A Track 28
	<b>JELLY FISH</b> Make a mushroom, take one step forward and sit down, pushing the parachute behind them so everyone is sitting in a 'tent' - Repeat several times then everybody shakes the tent vigorously 'like a jellyfish'	
CALM DOWN		
	<b>CREEP AND TURN</b> Encourage children to do the activity without music, then to music. "Tip-toe" to finishing place	Disc A Track 39
	<b>ACTION KIDS CALM - DOWN SONG</b>	

**WARM-UP ACTIVITY - "HEAVY AND LIGHT"**

Children clap lightly (*hardly making any sound*)

Children clap heavily (*not for too long!!*)

(*This could be repeated several times to feel the difference in weight.*) (*The two contrasting activities could be performed to a rhythm. Children could use the contrasting claps as an accompaniment to a nursery rhyme or song.*)

**(ACCOMPANIMENT: DISC A - Tracks 6, 8, 10, 11, 13, 16 and 18)**

(*Can children manage to walk as they clap? Another progression could use heavy stamping and light "tip-toes"*)

**MAIN ACTIVITY - "PUSHING"**

Children have a ball or beanbag each and gently push it along the ground with their hands. They try to keep their ball or beanbag just in front of them and under control.

Can they push their ball or beanbag with other, different parts of their bodies?

e.g. foot, knees, head, elbow etc.

(*When children are exploring within this activity the important thing is to emphasise keeping the ball or beanbag closely under control.*)

**MAIN ACTIVITY PROGRESSION - "STEERING"**

Several markers are placed in a line some distance apart from each other.

Children try to steer a ball with their hand in and out of the markers (*like a slalom*).

(*Children can steer the ball with different parts of their bodies in order to extend the activity.*)

(*To further extend it the markers could be placed closer together.*)

Two examples of extension activities are:-

- (i) Using either hands or feet children steer the ball in different directions - forwards, sideways, backwards. (*backwards should be performed with care. Show children how their hand or foot must be behind the ball to change its direction.*)
- (ii) Children extend the movement into steering the ball in and out of markers or moving sideways or backwards between them.
- (iii) Children place markers in a different pattern and create their own pathway of steering in and out of them.
- (iv) Children steer the ball in and out of the markers and then "shoot" the ball between two "goalposts" sited against a wall. (*Children could work with a partner, take it in turns to steer and shoot, and count the number of "goals" they score between them.*)

**CALM DOWN ACTIVITY - "CREEP AND TURN"**

Children walk slowly (*or creep*) in and out of each other and on a signal from the practitioner they turn around slowly on the spot. On another signal from the practitioner they walk or creep slowly again. (*This can be repeated several times.*)

**(ACCOMPANIMENT: DISC A - Track 39 could possibly be used.)**

**BENEFITS OF ACTION KIDS ACTIVITIES**

"Action Kids" activities are not only FUN but are designed to further extend the physical, creative, personal, social and emotional, communication and language, and mathematical development of children as well as their knowledge of the world. The activities contained in this action plan can, among other things, encourage children to:-

- understand the difference between "heavy" and "light" and use appropriate language to describe the actions.
- handle objects safely and with increasing control and using different body parts.
- use a range of small equipment
- show an awareness of space.
- move with control and co-ordination.
- understand the agreed rules of behaviour for games.
- take turns and share fairly.
- develop self-confidence and self-esteem.

