Saskatchewan
Parks and Recreation
Association

# CREATING
# **QUALITY**
# PROGRAMS

A Manual to Support the
After-School Time Period

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## Introduction

**Risk Assessment**

This process is used to identify potential hazards related to your program and determine the potential degree of risk associated so that you can avoid potential loss to the program. This type of risk management demonstrates a quality standard of programming and planning.

By assessing the magnitude of risk (Low, Medium or High) you are able to determining the probability that this hazard will occur. Part of the risk assessment process requires you to identify countermeasures for each potential risk that you have identified, showing that you have considered and implemented a plan that will prevent losses or reduce the impact to the program, if a loss occurs. If the risk is low, it is understood that the counter measure in place outweighs the expectation of potential loss, if the hazard occurs.

Some considerations for program risk assessment:

- Is the indoor/outdoor space safe for the participants
- What are the procedures if someone has an accident
- What could go wrong with the activity
- Are there potential hazards with the equipment
- Are the Leaders knowledgeable and trained, and do they have the skills to deliver a safe program or to deal with issues

**Operational and Legal Requirements**

This section outlines the considerations for starting an after-school program with relation to legality and liability. Whether you are a licensed or an unlicensed program, ownership must be taken to ensure that you understand and obtain all of the legal requirements that allow you to care for children and/or operate an after-school program, understanding that these requirements can change often. The information in this section is simply a guide and was correct at the time of printing.

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**Start-up Procedures – Community and Schools**
These documents identify potential steps that could be used to begin an after-school program.  Consider the people you may want to talk to, space and facilities you would like to use, children you would like to target, people required to support and implement the program, recognizing that your approach within a community or school setting may have to be different.

## Start-up Procedures for Programs within a School Facility

1.  Meet the principal or designated lead teacher and explain how your After-School Time Period (ASTP) program may work and the benefits of partnership working or delivering the program in the school.

2.  With the principal or with other staff you have already identified in the school as possible partners, choose an age group to target.  Select times when the space is free.

3.  Meet teachers, janitors and classroom assistants to explain what ASTP is to the whole school.  Ask teachers if they can suggest any parents who may want to be involved with ASTP, including help with promoting the program.  Teachers may also send a note home to parents that they may identify as possible volunteers.  If they are interested, contact the parent and explain the ASTP program.  If possible, attend parent evenings or open evenings and bring displays with ASTP information and photos on them.  Also, bring equipment, game cards and activity sessions to capture the parent's attention.

4.  Arrange a time to meet, either collectively or individually, with whoever is interested in the ASTP program.  Explain that it is new, fun, exciting and does not need to be a major commitment.  Enlist these volunteers to attend training.  Lots of confidence building with your volunteers and staff is needed at this point.

5.  Decide on the appropriate training for your Leaders.  Run the training session and ensure the evenings are fun, enjoyable, informative and most importantly, that people feel confident in their ability to deliver ASTP sessions.  On the last evening, discuss with each school's facilitators when they would like to start and if they are happy with the age group, day, time and venue.  Stress that their level of involvement is entirely their decision.  You may have paid staff to deliver programs, but regardless, if they are volunteers or paid staff, they should take part in the training.

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6. Meet with the school principal or class teacher to agree on times to visit classes to promote ASTP sessions, if possible.  If not, prepare a note for the class to send home.  Write to facilitators, thanking them for attending the training session.

7. If necessary, make up promotional material and participant Consent Forms for the forthcoming session.  Take these to the school during the class visit or ask teachers to distribute to the targeted age groups.

8. Visit a class during school hours to tell the children about a new club they can be part of.  Bring equipment and cards to show them, tell them it is for all abilities it is fun, that they can play with friends, and so on.  Give out flyers with dates and times and explain the need to fill out Consent Forms.  Ask the teacher to collect these for you.  These class visits should happen one (1) to two (2) weeks before the sessions start.  Visit the class seven (7) days before the start date, with all the flyers and posters. Then return one (1) to two (2) days before the start date to see what the response is and remind children about the club.

9. Teachers can help with reminding the children about the club.  They can also put flyers on the classroom wall and on the school notice board, where possible.

10. Prepare ASTP folders, including:  Registration Forms, Accident Report Forms, Consent Forms, child protection information and emergency contact numbers for the facilitators.

11. Prepare equipment bags and tools, if necessary.

12. Be in attendance for the entire first session and visit on week 2, depending on the Leaders.  Leading some of the sessions may be an option also.  By week 3 or 4, the Leaders are much more confident and are usually happy to run the session on their own.  The level of support needed can vary, but it is always a good idea to be around for the first two (2) weeks, even if it is just to answer questions or help organize.  Parents may also have questions at this time.

13. After the initial period, tell the facilitators when you will be around next and ask them what, if anything, they want you to do when you're at the sessions.  In between times, regularly keep in touch with them by phone or short letters, just reinforcing what a good job they are doing and answering any questions they may have.

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14. Depending on the program, ask all facilitators for suitable evenings to provide midterm training.  These evenings cover aspects of practical ideas on their programs, how they are running and include an exchange of ideas.  They can learn new warm-up games and skills practices, and get advice on discipline, bullying and other issues.  After the training session, take notes and give facilitators a handout of the areas covered.

15. Keeping current with statistics, monitoring and evaluating, is very beneficial.  Each term, compile information from registers and report input information into a Master Evaluation Form or Tool.  Deliver other evaluations, where appropriate, such as participant surveys, parent questionnaires or in-class testing.  It is good to do a mid-program evaluation to determine how the Leaders are doing, if the participants enjoy the sessions, or if any program requirements need attention.  Evaluation procedures will be determined by the objective of the program.

16. Constantly update the school, teachers and parents about the success of the ASTP program and use this to encourage more leaders or volunteers to come forward. You can do this by submitting articles to school newsletters, the local paper or by placing them on notice boards.  Always stress the value of the facilitators and ensure that they are supported.  Listen to their suggestions and ideas about the program and how it could be improved.

## Coordinator Start-up Procedures within a Community Facility

1. Meet the facility coordinator and explain the mind-set behind the After-School Time Period (ASTP) and how the program works.

2. With the staff identified as possible Leaders, choose age group(s) to target and times when the facility is available.

3. Meet the facility staff and explain what the ASTP is.

4. Ask municipalities, community organizations and schools to see if they can suggest any parents, students, volunteers or coaches who may be interested in being involved with ASTP, including advertising on notice boards or in newspapers, if appropriate.

5. Attend local events and promote the ASTP program using display boards with lots of program information and photos on them.  Also, bring a bag of equipment, game cards and/or activity sessions and capture your target 'Leader' audience as they are wandering around.  Provide a signup sheet for those interested, so you can contact them.

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6. Arrange a time to meet, either collectively or individually, with the people interested in the ASTP program. Explain that it is new, fun, exciting and does not need to be a major commitment. Enlist these volunteers and staff to attend training. Lots of confidence building with your volunteers and staff will be needed at this point.

7. Ensure that training evenings are fun, enjoyable, informative and most importantly, that people feel confident in their ability to deliver ASTP sessions. On the last evening, discuss with each school's facilitators when they would like to start and if they are happy with the age group, day, time and venue. Stress that their level of involvement is entirely their decision. Ensure that everyone is aware of their role in the program.

8. Meet with the facility organizer and schedule times for the program.

9. If a Liability Agreement or Use of Facility Agreement needs to be in place, ensure this is signed or prepared.

10. Prepare participant Consent Forms for the upcoming session and, if necessary, promotional materials, such as: posters, letters, radio and newspaper advertisements. Distribute these materials to your target audience.

11. Depending on the target audience, decide if the program is going to be drop-in or if registration is required.

12. Decide how the Consent Forms will be returned and to whom. If registration is needed, how will they register?

13. Send a letter, email or call to confirm registrations and prepare an information sheet for participants and parents so they know what to bring.

14. Prepare ASTP folders, including: Registration Forms, Accident Report Forms, Consent Forms, child protection information and emergency contact numbers for the facilitators.

15. Prepare equipment bags and tools, if necessary.

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16. Be in attendance for the entire first session and visit on week 2, depending on the Leaders.  Leading some of the sessions may be an option, too.  By week 3 or 4, the Leaders are much more confident and are usually happy to run the sessions on their own.  The level of support needed varies, but it is always a good idea to be around for the first two (2) weeks, even if it is just to answer questions or help organize.  Parents may also have questions at this time.

17. After the initial period, let the facilitators know when you will be returning and ask them what, if anything, they want you to do when you're at the sessions.  Stay in touch with them by phone or brief letters to reinforce what a good job they are doing and answer any questions they have.

18. Depending on the program, ask all facilitators for suitable evenings for midterm training.  These evenings cover aspects of practical ideas on their programs, how they are running and include an exchange of ideas.  They can learn new warm-up games and skills practices, and get advice on discipline, bullying and other issues.  After the session, take notes and give facilitators a hand-out of the areas covered.

19. Keeping current with statistics, monitoring and evaluating, is very beneficial.  Each term, compile information from registers and report input information into a Master Evaluation Form or Tool.  Deliver other evaluations, where appropriate, such as: participant surveys, parent questionnaires or in-class testing.  Do a mid-program evaluation to determine how the Leaders are doing, if the participants are enjoying the sessions or if there are any program requirements needing attention.  Evaluation procedures will be determined by the objective of the program.

20. As needed, update facility staff, community partners, parents and Leaders about the success of the ASTP program, and use your success to encourage more Leaders, participants or volunteers to come forward.  This may be done by submitting articles to school newsletters, the local paper, or by placing them on notice boards.  Always stress the value of the facilitators and ensure they are supported.  Listen to their suggestions and ideas about the program and how it could be improved.

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## Operational Legal Requirements and Good Practice Guidelines

### *Licensing*

You do not require a license to operate a program if the circumstances of the program include the following:
- If the program is for school aged children.  If the program operates for less than two (2) hours per session and no more than three (3) times per week for children not of school age

### *Childcare*

The Child Care Act, 2001, does not apply to you if your program meets the following criteria:
- If the program is for children aged 5 years and older
- If the program operates for two (2) hours or less

### *Insurance & Liability*

Good practice suggests that you should ensure that you have insurance for your program to keep yourself and the children safe.  This also covers you for any liability related to facility damage.  Many brokers offer competitive rates for recreational programming.
- Possessing your own liability insurance for your program provides a higher chance that you will be granted access to a number of different facilities, including schools
- Some organizations will grant access to facilities even though you do not have your own insurance.  This will either be covered by the facility or the organization operating the program

### *Police Checks*

It is strongly recommended that all staff/volunteers who have access to children and youth get a Criminal Record Check from their local police station.  This increases the quality of your program and in many instances, is a requirement for insurance policies.  Criminal Record Checks are free of charge for volunteers and carry a small fee, in some cases, for those staff who are employed.
- Any staff member who will be left alone with children and youth to deliver a program should have a Criminal Record Check
- Those volunteers, students and staff who will be working under a supervisor may not need to go through a Criminal Record Check.  This will be at the discretion of the organization, although it is advisable to have all staff checked

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### *Facility Rental/Access Agreements*
Facility Access:
- If a facility has granted you access, ensure that both parties sign an agreement
- Many verbal agreements are in place, but it is good practice to formulate even a basic agreement, so that you can keep it for your record in the event of any discrepancies
- When signing a facility agreement (rented or free access):
- Make sure you are aware who is responsible for liability.  Are you covered by insurance as part of the agreement or do you require your own
- Ensure that you understand the terms of the facility agreement

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| **Example Risk Assessment** | Name: _____ |
|---|---|
| Facility: _____ | Signature: _____ |
| Activity: _____ | Assessment Date: _____ |

Location: _____     Leader/Coordinator(s): _____

| Task/ Activity | Potential Hazard | Who Might Be Affected | Risk Low/Med/ High | Existing Controls | Further Possible Action |
|---|---|---|---|---|---|
| ASTP | Piano<br>• Trip or Fall | Participants | M | Qualified coach/volunteer supervising session<br><br>Area blocked off with cones | Ongoing training |
| | Wall Heaters | Participants | M | Area blocked off with cones | Caging for heaters |
| | Disco Lights on Ceiling | Participants | L | Balls are not allowed to be thrown/passed/kicked above a certain height<br>Coach notification to participants | Caging |
| | Fire Extinguishers | Participants | M | Area blocked off with cones<br><br>Coach notification to participants | Placement of different areas in hall |
| | Steps attached to Stage | Participants | L | Area directly in front of stage in hall blocked off with cones | Use of only half of hall |
| | Pillars | Participants | M | Class supervised by qualified coach/volunteer<br>Area marked out for activity within pillars on walls | Use of only half of hall |

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**Blank Template Risk Assessment**

Facility: _____

Activity: _____

Location: _____       Leader/Coordinator(s): _____

| Task/ Activity | Potential Hazard | Who Might Be Affected | Risk Low/Med/ High | Existing Controls | Further possible action |
|---|---|---|---|---|---|
|  |  |  |  |  |  |

# Section 2:
# Staff Requirements

In this section you will learn:

- ✔ Leader Roles and Availability Checklist
- ✔ Leader Roles and Responsibility Checklist

## Leader Roles and Availability Checklist

When trying to engage Leaders and staff members for your programs, volunteer or paid, it is important to determine their availability so that you can plan your program appropriately.  Programs do not run without staff and so where possible, it may be appropriate to determine availability before planning which days you will run your program.  By outlining all potential opportunities to be involved in the program, you may increase the number of people who you engage.

Some people may not be confident enough to lead activities, but happy to support the program in other ways.  This role may develop as they become part of the program and become more familiar with the roles.  Staff members are more likely to be engaged in the program, if they enjoy what they are doing.  It is also important, as a program provider, to continue to revisit the role of your staff members to see if they would like to try something else.

## Leader Roles and Responsibility Checklist

Ensure that staff members are aware of their role in the program.  This may be different to what they have been used to.  A checklist may simply be used by the program provider to outline what is expected of them.  These expectations may differ from staff person to staff person, depending on their role in the program.  Having guidelines in place reduce the variance in practice and interpretation of the job.  Policies and procedures increase the quality assurance of your program.

# Section 2: Staff Requirements

## Leader Roles and Availability Checklist

**Name:** _____

**What days of the week are you available for ASTP programs?** Please check all that apply.

Monday ☐

Tuesday ☐

Wednesday ☐

Thursday ☐

Friday ☐

**Do you have a preference for a particular age group?** Please check all that apply.

5 to 8 years ☐

9 to 12 years ☐

13 to 18 years ☐

Any ☐

**What would you feel comfortable doing?** Please check all that apply.

Deliver Physical Activity and Games ☐

Assist Main Leader ☐

Organizational Tasks (registrations, snacks) ☐

Main Leader ☐

Program and Activity Planning ☐

Other (please specify): _____

# Section 2: Staff Requirements

## Leader Roles and Responsibility Checklist

**As a Leader, Volunteer or Coach working with the ASTP, you are responsible for the following:**

1.  Taking registrations at the start of each session and recording the number in attendance.  These numbers may be required to be returned to the appropriate Program Coordinator, as requested.

2.  Planning and delivering the session according to the required outcome of the program.

3.  The safety of the participants during the session.

4.  Ensuring that the equipment provided and space used is safe, before and during the session.  Do not use the equipment if it is faulty.  Report the damage of any facility-based equipment to the onsite Supervisor.  If the problem persists, contact the appropriate Program Coordinator.  Immediately report any damage to equipment provided by the Program Coordinator/organizer.

5.  You must have prior written approval from the appropriate Program Coordinator/organizer if you use your own equipment for the session.

6.  Maintain class discipline during the session.  For more information on this subject, refer to conflict resolution guides and bullying and discipline procedures.

7.  Recording the progress of participants, where it is appropriate.

8.  Ensure that timesheets, if applicable, are submitted on the agreed dates.

9.  Record and report any accidents involving participants, staff or yourself that occur during the session to the Program Coordinator/organizer.  They will keep this information on file.

10. If unable to deliver your session, contact the Program Coordinator organizer immediately.  If it is possible to find a replacement, do so and notify the Program Coordinator/organizer of your replacement.  In emergency situations, where you are the only person delivering the session and you cannot make it, contact the Program Coordinator/organizer or contact the facility and advise them that the session is cancelled.

11. Ensure that you are dressed in appropriate attire for delivering your session.  Keep in mind that you are perceived as a role model to your participants at all times.

12. Training for any other appropriate functions relating to the continued success of the sessions, such as attendance at child protection or in-service training may be required.

***This checklist requires you to be flexible and may be subject to change.***

# Section 3:

# Volunteer Development Support Tools

In this section you will learn:

- ✔ Action Planning
- ✔ Recruitment Process
- ✔ Training and Education
- ✔ Recognized Training Programs for Leaders
- ✔ Ongoing Support
- ✔ Volunteer Recognition
- ✔ Staff Turnover and Sustainability
- ✔ Leader Recruitment Letter for Parents Example
- ✔ Volunteer Thank You Letter Example

## Introduction

Sport and recreation make up the biggest part of Canada's voluntary sector. Volunteers create and sustain programs and make a vital contribution to the needs of the community. Voluntary work is an enormous source of social capital and contributes directly to the growth and development of social networks and social cohesion within our communities.

People can often be unaware of volunteer opportunities within their local community and the surprising benefits the role provides, when managed well. Many volunteers often feel their dedication and commitment goes unrecognized. This level of appreciation is a key consideration for programs that want to recruit and retain good volunteers.

Appropriate recruitment, training and support are vital to the quality and sustainability of a volunteer network.

# Section 3:
# Volunteer Development Support Tools

## Action Planning

Before looking at recruiting volunteers for your programs, start with a simple action plan to determine the program characteristics.  This will help identify suitable volunteers.

Things to consider:
- What is the program for?  It may be necessary to provide a brief summary of your program
- Where is it held
- What type of activities will be involved
- What time does the program run from
- Who are the participants
- Will you need volunteers?  If so, how many volunteers will you need for each session
- What role do you need your volunteers to play?  Examples: Leader, Coordinator, helper
- How long do you plan to run the program for (number of weeks)
- What is the length of each session (number of hours)
- What type of training will be offered to the volunteer
- Who will deliver the training? List some of the tasks that would need to be performed

## Recruitment Process

Once you know who your program participants are going to be and what type of program you would like to run, identify who may be suitable to assist with the program.

*Why do People Volunteer?*

When asked their reason for becoming a volunteer and their feelings on the benefits they gain by volunteering, volunteers rarely mention that it's the work itself.  The predominant reasons for becoming a volunteer are:
- To help the community
- To use skills in a new setting
- To be with family or friends

In order to recruit volunteers effectively, clubs and organizations need to emphasize the opportunities that volunteering provides for social contact, to be community minded and to do something worthwhile. Volunteers may have different levels of availability and time commitments.  Is there a role for them to assist where they can?  Is there an opportunity to work a rotational system to allow for flexibility within the program?

# Section 3:
# Volunteer Development Support Tools

*Who to Target?*

- Parents/Grandparents of participants
- Educational Assistants
- Teachers
- High School Students
- College/University Students
- Local Community Coaches/Instructors
- Young Professionals
- Retired individuals

*Welcome Diversity*

Welcome diversity among your recruits as this encourages a true community approach to the delivery of your program.  Various cultures, age groups and genders may have different ideas about volunteering, work habits, communication patterns, social roles and other issues that need to be treated empathically. Diversity within your program will often enhance the creativity of participants and staff.

*Promoting for Recruitment*

- Word of Mouth  (ask someone, volunteers recruiting other volunteers)
- Posters
- Letters Home to Children
- Radio
- Email Distribution List
- Local Facilities
- Community Events
- Notice boards
- Parent Councils
- Libraries and Churches
- Local Organizations
- Local Councils
- School Newsletters
- Parent Evenings at the School
- Sport/Recreation Events

Tip:  When trying to find volunteers, focus on promoting the benefits of volunteering.  Some examples include promoting the social, physical or professional benefits of being involved with the program.

# Section 3:
# Volunteer Development Support Tools

*When to Recruit Volunteers*

- Recruiting can be done on an ongoing basis
- Schedule recruitment campaigns at regularly specified intervals each year
- Link recruiting campaigns with a particular local event in the community
- Recruit a few weeks before the program is due to start.  Wait until you have volunteers before you schedule a program

*Screening Volunteers*

According to Volunteer Canada, there is a formal screening process that can be followed for the recruitment of volunteers.  Visit the following website for more information on this process: http://volunteer.ca/content/screening.

For a more informal approach to recruitment, you may want to interview potential volunteers who will give you insight into their motives and potential fit for your program and at the same time, give you an opportunity to discuss job descriptions and roles and responsibilities.  This can be as formal or informal as you need it to be.

*Police Checks*

Obtaining Criminal Record Checks on potential volunteers is a common practice as part of appointing volunteers to work with children in the After-School Time Period that they are screened with a Criminal Record Check.  Recognize also, that the checks are valid to the date of the report and expire after this time.

## Training and Education

In order to increase the quality of programs and the experience for both volunteers and participants, the training related to your program should be scheduled.  This will give the Trainers confidence and support to be able to deliver or assist with the program activities.

Orientation is an important step in the volunteer process.  New volunteers are welcomed to the program and should be given details about their position, the logistics of how the program will operate and introduced to key people, where applicable.  For example, a newly appointed Group Leader needs to know where the equipment is stored, how to access it, what times the facility is open, what to do in case of an emergency, and so on.  A well-designed orientation process can alleviate stress on new volunteers, make them feel welcome and may reduce the likelihood of turnover.  During the training or orientation process, you should make time to give an overview of the ASTP program and some policies and procedures relevant to your program, such as:

# Section 3:
# Volunteer Development Support Tools

- Program Information – Times/Dates
- Proposed Activities
- Other Volunteers/Staff
- Location of Equipment and Resources
- Session Plans
- Emergency Procedures
- Roles and Responsibilities of the Volunteer
- Risk Assessment
- Facility Procedures
- Registration Process
- Evaluation Process
- Any participant information that has to be collected as part of the evaluation process

## Recognized Training Programs for Leaders

- HIGH FIVE® Principles of Healthy Child Development
- Take The Lead!
- Play Leadership
- RespectED
- FUNdamental Movement Skills

Tip:  Always provide an evaluation form for your training sessions so that you can adapt any further training based on the feedback received.  Plan for refreshments as part of the training and make it fun and interactive.

## Ongoing Support

Providing ongoing support is a fundamental principle of volunteer management to ensure that volunteers are delivering the program objectives. The role of the volunteer may change, too.  They may wish to take on more or less responsibility as the program develops and it is a best practice to communicate with the volunteers regularly to ensure you are meeting their needs.

# Section 3:
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Some best practices for ongoing support include:
- Regular visits to the program
- A follow-up call or email after a session may also be appropriate to receive feedback on how the program went that day and to see if the volunteer needs any other information or resources to assist in the next session

- Administer evaluation forms/surveys midway and at the end of your program
- Provide feedback to your volunteers on their delivery style or participation.  This ensures the participants and the volunteers are getting the most out of the program
- If there are areas the volunteers want to work on, you can suggest training in specific areas
- Treat your volunteers as co-workers and avoid taking advantage of the free assistance
- Assign volunteer tasks based on personal preferences, temperament, education and skills
- Ensure your program is well-planned and coordinated
- Provide appropriate guidance and direction
- Listen to and be respectful of your volunteers

## Volunteer Recognition

There is no set guideline for recognizing volunteers.  Each program should recognize the individual in a way that suits the volunteer's personality and level of engagement

Volunteer.ca suggests a number of ways to recognize volunteers.  Follow this link for more details:
www.volunteer.ca/content/volunteer-recognition

Some opportunities to recognize volunteer engagement include:
- Local Volunteer Recognition Event (social night, BBQ, activity, awards)
- 'Thank You' Letters
- Honorariums/Gifts
- Certificates
- Newspaper Articles
- 1-2-1 Feedback
- Participant Engagement (i.e. 'thank you' cards, songs , activity developed by program participants)
- National Volunteer Week

# Section 3:
# Volunteer Development Support Tools

## Staff Turnover and Sustainability

Volunteer retention is difficult to maintain therefore, you should expect recruitment to be an ongoing process.  Depending on the motivation of the volunteer, their time in the program will vary.  Support the volunteers as much as you can while they are a part of the program.  This will help ensure that their experience is a positive one, regardless of the time they can commit.
You should be aware of the signs of volunteer dissatisfaction, such as poor attendance and look for opportunities to change their role, if they still want to be part of the program.  Volunteers are more likely to continue with a program if they feel supported and valued.  Appreciate the time that they have managed to give to the program, regardless of their reasons for discontinuing.

For more information related to Volunteer Development visit www.volunteer.ca.

# Section 3:
# Volunteer Development Support Tools

## Leader Recruitment Letter for Parents Example

Tel:
E-mail:
Our Ref:
Date:

Dear Parent / Guardian:

**Re:      After-School Time Period (ASTP) Program Leaders and Helpers**

As part of the_____, we would like to emphasize the importance of active lifestyles. We are looking to form a new after-school program for the P1 to P3 children, which is run by parents and the local community that focuses on being active and having fun.  In order to begin our program, we are looking for volunteers to assist with the after-school program at_____.  There is a variety of activities to offer for the children including:_____.

We are providing training for those interested in assisting with the programs and would encourage you to come along and be part of our new after-school program.  No previous experience is necessary.  The dates of the training are below.  If you are interested, please contact me by phone at _____, or by email at _____.

**ASTP – Leader Training Dates**

| Venue | Date | Time |
|---|---|---|
| Oman High School | Wednesday 28/1/15 | 6:30 p.m. – 8:30 p.m. |
| | Wednesday 4/ 1/ 15 | 6:30 p.m. – 8:30 p.m. |

I look forward to hearing from you.

Kind regards,

Name: _____

Title: _____

# Section 3:
# Volunteer Development Support Tools

## Volunteer Thank You Letter Example

Date


Name
Address 1
Address 2
Postal Code:


Dear Volunteer:

**Re:      Volunteering in the After-School Time Period (ASTP) Program**

We would like to thank you for your hard work over the past year.  The commitment and effort from all of our volunteers has been excellent and the children have enjoyed being part of the program, as I hope you have too.  Our program could not operate without the support of our volunteers and we want to remind you that your efforts not only provide opportunities for our children, but serve our community as well.  We look forward to our program growing again next year.

Enjoy the summer break and I hope you can join us during the next block of programming.

Kind regards,


Name: _____

Title: _____

# Section 4:
# Program Information

In this section you will learn:

- ✔ Program Permission Slip and Information Sheet
- ✔ Parent Confirmation Letter of Registration
- ✔ Procedures for Parents

## Introduction

It is important to have a set of procedures and program policies in place when implementing a program. This ensures that you set a precedence to which parents, participants, leaders and facilitators can refer to.

Many programs operate differently, so it is important to communicate the program requirements and expectations of the parents and participants in an information sheet at registration or at the start of the program.  This ensures that everyone is aware of what is involved in the program from the beginning and allows the opportunity to ask questions.

# Section 4:
# Program Information

## Program Permission Slip and Information Sheet

### Active/Homework/Boys Fun Club After-School Program

We are starting a fun, active after-school program that your child may wish to take part in.  The class is open to participants ages 5 to 7.  It will give children the chance to play with friends, be active and have fun.

While taking part in the program, your child will be covered by _____ Insurance Policy.  At all times, participants will be under the supervision of a fully qualified Leader.

A summary of the arrangements are given below.  If your child would like to take part in the program, please sign the return slip below and return it to_____.  Spaces will be offered on a first come, first serve basis.

### Summary of Arrangements for ASTP (ages 5 to 7)

**Location:** _____          **Dates:** _____

**Days:** _____          **Time:** _____

**Dress Required for Activity:** _____

**Emergency Staff Contact:** _____          **Telephone:** _____

---

**Please complete and return to:** _____ **by** _____

Participant Name: _____ Age: _____

I agree to the above child attending the ASTP.

Signed: _____ Date: _____

Relationship: _____ Emergency Telephone: _____

Will your child be collected from class?   Yes      No

Any relevant medical conditions: _____

Any relevant food allergies: _____

# Section 4:
# Program Information

## Parent Confirmation Letter of Registration

**Parent Confirmation Letter of Registration**

Date:

Name
Address 1
Address 2
Postal Code

Dear Parent/Guardian:

**Re:      After-School Time Period Program (ASTP) Program**

I am writing to inform you that your child has been registered for the ASTP at _____ on _____

The class begins the week of _____ and ends the week of _____ .

Please contact the Program Coordinator if your child cannot attend the class.  If it is your wish that your child is not photographed for any press coverage, please let us know.  We have attached a copy of our 'Procedures for Parents' document, for your information.

Please ensure that your child comes prepared with appropriate clothes for indoor activity, a water bottle and a snack.

If you have any questions, please contact me by telephone at _____ , or by email at _____ .

Yours sincerely,

Name: _____

Title: _____

# Section 4:
# Program Information

<div style="background:black;color:white;">

## Procedures for Parents

</div>

To ensure effective communication and the safety of all children attending the after-school program, it is important that the following procedures are adhered to:

**If your child is *not* attending the After-School Time Period (ASTP):**

- You must phone                  by       a.m. so that the program staff can notify the Leaders
- Failure to notify program staff may result in your child's place at ASTP being reviewed
- If your child is on the ASTP register, but has not attended ASTP and has not informed the program staff of their non-attendance, the ASTP program Leader will phone the emergency contact immediately to inform you of the situation

**Collecting Children after ASTP**

- All children should be collected by a responsible adult from the main entrance after the ASTP has ended at       p.m., unless program Leaders have been notified otherwise
- You should inform the program staff if the regular person is not collecting the child so they can pass the information on to the ASTP program Leaders to make them aware of the changes
- Please inform the program Leader when collecting your child so that all children are accounted for

**Cancellation of ASTP**

- If for any reason, the ASTP program has to be cancelled, parents will be notified, as soon as possible by letter
- If the program is cancelled on that day, the program staff will contact all parents so they can make arrangements for their child after school

If you have any further questions, please contact *the* Program Coordinator by email at
                  , or by telephone at            

# Section 5:
# Program Evaluation Tools

In this section you will learn:

- ✔ Example Training Evaluation Form
- ✔ Program Evaluation Form – Leader
- ✔ Program Evaluation Form – Parent/Guardian
- ✔ Program Evaluation Form – Participant

## Introduction

Evaluation is a process that critically examines a program.  It involves collecting and analyzing information about a program's activities, characteristics and outcomes.  Its purpose is to make judgments about a program, to improve its effectiveness and/or to inform programming decisions.

Evaluation enables you to demonstrate your program's success or progress.  The information you collect allows you to better communicate your program's impact to others, which is critical for public relations, staff morale and attracting and retaining support from current and potential funders.

Developing and implementing such evaluation systems, complex or simple, has many benefits and should be looked at positively.  Any feedback is good feedback.  Determine what you want to measure and develop appropriate tools that will allow you to effectively assess your program needs.

# Section 5:
# Program Evaluation Tools

## Example Training Evaluation Form

In order for us to evaluate the training and improve it for future deliverers, please complete the following form.  Feel free to add comments in the spaces provided as your feedback is invaluable to us.

**Questions (please circle - 1 Very Good, 2 Good, 3 Okay, 4 Poor and 5 Very Poor):**

1.   Have you enjoyed the training?    Yes       No

2.   How would you rate the overall                                          1        2        3        4        5
     location of the training sessions?
     Comments: _____

     How would you rate the date and time                               1        2        3        4        5
     of the training sessions?

     If you answered with a 4 or 5, please state a more
     convenient date and time: _____

3.   Do you feel you have had adequate training in the following areas?

     _Fill in with topic of your choice_____Yes     No

     _Fill in with topic of your choice_____Yes     No

     _Fill in with topic of your choice_____Yes     No

     _Fill in with topic of your choice_____Yes     No

     _Fill in with topic of your choice_____Yes     No

4.    How would you rate the overall quality of the training?
                                                                         1        2        3        4        5

If you have any additional comments, please make them below. Thank you for taking the time to complete this form. _____

_____

_____

Contact Details Provided Here

# Section 5:
# Program Evaluation Tools

## Program Evaluation Form - Leader

In order for us to evaluate the success of the program, we would appreciate it if you could complete the following form.

**Personal Details**

Name: _____     Program: _____

Term (please circle): Autumn     Winter     Spring     Summer

Grades of children who attend: _____

**Statistics**

| Week | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|------|---|---|---|---|---|---|---|---|---|----|----|----|
| Date |   |   |   |   |   |   |   |   |   |    |    |    |
| No. of Children |   |   |   |   |   |   |   |   |   |    |    |    |

**Questions (please circle – 1: Very Good, 2:  Good, 3: Okay, 4: Poor and 5: Very Poor):**

1.  How would you rate the training evenings as       1     2     3     4     5
    preparation for delivering the sessions?

    Comments: _____

    _____

2.  Are there any areas of the training you would
    like to see more focus on?                        Yes       No

    If yes, what? _____

3.  Was there anything additional you would like to   Yes       No
    see included in the training?

    If yes, what? _____

# Section 5:
# Program Evaluation Tools

4   How would you rate your experience as a Leader?          1      2      3      4      5

Comments: _____

5.   How appropriate was the equipment?                      1      2      3      4      5

Comments: _____

_____

6.   How useful were the session plans?                      1      2      3      4      5

Comments: _____

_____

7.   How would you rate the facilities you used for          1      2      3      4      5
     the delivery of the sessions?

Comments: _____

_____

8.   How would you rate the support you received             1      2      3      4      5
     from the coordinator/program supervisor?

Comments: _____

_____

9.   How would you rate the support you received             1      2      3      4      5
     from the school (if applicable)?

Comments: _____

_____

If you have any additional comments, please make them below. **Thank you** for taking the time to
complete this form. _____

_____

_____

_____

Contact Details Provided Here

# Section 5:
# Program Evaluation Tools

## Program Evaluation Form – Parent/Guardian

In order for us to evaluate the success of the ASTP program, we would appreciate it if you could complete the following form by _____. Feel free to make comments in the spaces provided as your feedback is invaluable to us.

Name: _____ Program: _____

Term (Please circle): Autumn      Winter      Spring      Summer

**Questions** (please circle):

1.  Has your child enjoyed the after-school program?                          Yes      No

    Comments: _____

2.  Do you think your child has benefited from the sessions?                  Yes      No

    Comments: _____

3.  Would you be interested in helping or supporting the sessions             Yes      No
    in any way?

**If yes, please fill in your name and telephone number:**

Comments: _____

4.  Are there any improvements you would like to see made to
    the program?                                                              Yes      No

    Comments: _____

5. Would you be interested in signing your child up again?                    Yes      No

    If no, please state why: _____

    If you have any additional comments, please make them below. **Thank you** for taking the time to complete this form. _____

    _____

    _____

    _____

# Section 5:
# Program Evaluation Tools

## Program Evaluation Form – Participant

Name: _____

School/Club: _____

Term (please circle):  Autumn     Winter      Spring      Summer

What Grade are you in? _____

**Questions** (please circle):

1.   Did you have fun at the after-school program?      Yes            No

2.  Which activities did you enjoy the most? _____

3.  What other activities or games would you like to try at the after-school program?

    _____

    _____

    Is there anything else you would like to tell us? _____

    _____

    _____

    _____

    _____

Contact Details Provided Here

**Coordinator**
**Organization**
**Address**
**Email**
**Telephone**

# Section 6:
# Programming Tools

In this section you will learn:

- ✓ Example Register
- ✓ Awards Certificates
- ✓ Session Plan 1
- ✓ Session Plan 2
- ✓ Incident Report Form
- ✓ Emergency Contact Information

## Introduction

### Awards Certificates

Reinforcement of positive behaviour and recognition of improvement should be a key component of any program. Awards certificates are a great way to reward participants for a job well done. Developing different fun certificates or charts is a simple way to recognize the efforts of your participants.

Participants can be responsible for developing the certificates as part of a program activity or they can be involved in determining what types of things participants have to do to receive a certificate of achievement. At some point, all participants should be rewarded.

### Example Registers

Registering everyone before you begin the session allows the Leader to be aware of who all is in attendance and be aware of the numbers in the group so that they can adapt lesson plans, if necessary. At this time, the Leader also has the opportunity to communicate with the participants to make sure they are ok and determine if they have any concerns before the session starts.

The information collected, as part of an ongoing attendance record, can also be used to evaluate your program. Program statistics, such as the number of participants per session, average number of different participants throughout full program and perhaps, even the breakdown of female and male participants, can all be useful information for organizations. You may want more girls or boys attending, or simply to report on how well attended your program was. It is also a good opportunity to assess seasonal fluctuations in attendance. By using this information, along with feedback from your participants and parents, you can advocate the success of your program and make necessary changes to improve your program.

# Section 6:
# Programming Tools

**Session Plans**

Effective planning is an essential element of quality programming.  There are various types of plans that can support your program.  A **program plan** is usually a generic overview of what you want to achieve from your entire program.  For example, what is the purpose of your program and how will you achieve it?  A **session plan** is an outline of what you would like to happen during your session and a **weekly plan** is something that can also be implemented, with a broader view of the program for the week.

Two (2) example session planners are provided in this document.  Types of information that could be included in your session plan include: activities planned, timing of each activity, age of group, any goals for the session, equipment needed and any awards that will be given out.  In addition, it may be good practice to accompany the session plan by preparing strategies on how you may deal with particular issues in your session, such as conflict, inappropriate behaviour and participant requests for activities.

**Incident Report**

An incident report form is usually filled out in order to record details of an unusual event that occurs at the facility or program, such as an injury or conflict.  The purpose of the incident report is to document the exact details of the occurrence while they are fresh in the minds of those who witnessed the event.  This information should be kept on file and may be useful in the future when dealing with liability issues stemming from the incident.  In the event that an unusual incident does occur, the best method is to complete the relevant forms and inform parents/facility owners and coordinators of the incident.

**Emergency Contact Information**

We never know when we'll need emergency contact details.  Whether for medical attention or another important incident, it is significant that your program Leaders, are able to contact someone on behalf of a participant.  It is also essential that the program Leaders are aware of where to find this information and in which scenario they are supposed to use the information.  With all of this considered, any medical/health information obtained, as part of the program, should be kept confidential.

# Section 6: Programming Tools

## Example Register

Name of Community/Club**:** _____

Coach: _____  Term: _____  Age: _____

| Name of Participant | Contact Number | Transport Home | | 17/1/14 | 31/1/14 | 14/2/14 | 21/2/14 | 07/3/14 | 21/3/14 |
|---|---|---|---|---|---|---|---|---|---|
| | | **Walk** | **Pick up** | | | | | | |
| | | | | | | | | | |
| | | | | | | H | | | |
| | | | | | | O | | | |
| | | | | | | L | | | |
| | | | | | | I | | | |
| | | | | | | D | | | |
| | | | | | | A | | | |
| | | | | | | Y | | | |

# Section 6:
# Programming Tools

**Awards Certificates**



Who's been the star

at our TOP Play

After-School  Club

this week?

SKILLS AWARD



Who's been the star

at our TOP Play

After-School Club

this week?

BEHAVIOUR AWARD

# Section 6: Programming Tools

## Session Plan 1

Coaches:_____ Age Group: _____

Date: _____ Time: _____

| Session/Time | Description | Coaching Points |
|---|---|---|
| **Warm Up** | | |
| **Skills** | | |
| **Games** | | |

# Section 6: Programming Tools

## Session Plan 2

Date: _____

| | Activity | Organization |
|---|---|---|
| **Warm Up Activities** | | |
| **Group Activities /Games** | | |
| **Concluding Activity** | | |
| **Equipment Required** | | |
| **TOP Star Awards** | | |
| | Skill | Behaviour |

# Section 6: Programming Tools

## Incident Report Form

Program: _____

Leader: _____ Student: _____

Date: _____ Time: _____


Describe the incident. What happened?

_____

_____

_____

_____

_____


Who else witnessed the incident?

_____

_____


Why did this happen?

_____

_____

_____


What could have been done to avoid the incident?

_____

_____

_____

_____


Student signature: _____

# Section 6: Programming Tools

## Emergency Contact Information

| Emergency Information Card | | | | | | |
|---|---|---|---|---|---|---|
| Grade/Class | | Home Room | | Business Phone | | |
| Student's Name | | | | Date of Birth | | |
| Address | | | | | | |
| Home Phone | | Emergency Contact Phone | | | | |
| Where can the parents/guardians be reached if not at home? | | | | | | |
| Father's Name | | Mobile Phone | | Office Phone | | |
| Mother's Name | | Mobile Phone | | Office Phone | | |
| Two (2) neighbors or relatives who can be reached if parents/guardians cannot be reached | | | | | | |
| (1) Name | | Mobile Phone | | Office Phone | | |
| (2) Name | | Mobile Phone | | Office Phone | | |
| Address | | | | | | |

# Section 7: Behaviour Management

In this section you will learn:

- ✔ Setting Program Boundaries
- ✔ Reward Positive Behaviour
- ✔ Consequences
- ✔ Dealing with Conflict
- ✔ Addressing Bullying

## Introduction

The aim of all ASTP programs should be to ensure the safety and enjoyment of all participants and staff in the group.  Children differ in their physical, emotional and social skills, and leaders should be aware of this.

Programs should promote participation for all and at the same time, encourage children to grow and learn. Effective session planning and behaviour management are fundamental principles in achieving this goal.

## Setting Program Boundaries

- Gather group together and set some group/program rules at the first session
- Identify some goals/values for the program
- Make it an interactive activity to be enjoyed
- Have flip chart paper and pens and kids can have fun making up rules or procedures for the program. For example, what we do and where to go when they all come into the program
- Agree what behaviour is acceptable and what is not
- Guide the group to identify some consequences if they do not stick to the rules These may vary depending on which rule is broken
- Agree on what is acceptable behaviour if they are allowed to engage in 'free play'

## Reward Positive Behaviour

You may want to introduce a rewards scheme to manage and encourage good behaviour and helpfulness, such as:

- Helping set up equipment
- Taking the register
- Playing cooperatively with each other
- Helping each other
- Trying hard

# Section 7:
# Behaviour Management

Rewards could include:
- Monthly/weekly star chart
- Daily certificates/weekly/month end rewards
- Children can vote for each other (may cause issues) or Leaders can also vote
- Have a behaviour or effort certificate
- Different rewards depending on budget/time of allocation

Once you have identified what behaviour is acceptable and what is not, children are able to identify where the boundaries are.  This also ensures that they can identify fairly, when they have broken a rule or behaved inappropriately according to the program rules.  There is a difference between a child who behaves poorly by breaking the Code of Conduct or not respecting the values set by the group, and a child that is causing harm to the group, individuals or themselves.

There are many ways that you can decide to notify a child if they have broken the rules or not.  For example, include the distribution of:
- Red and Yellow cards

If they break the rules, issue them with a warning (yellow card) and then a red if the problem progresses or if a major rule has been broken (i.e. bullying, fighting, etc.).  The cards can go home to the parents too, it can outline why their child has been issued with a card.  You can even introduce green cards, as well so that everyone goes home with a card.

Parents may ask why they got the card and it will be explained that green is played well, listened, etc. and so parents are also aware when their child has stepped out of line.  This will allow any major incidents to be observed on an ongoing basis so it doesn't come as a big shock.  Leaders can make a note of who received what card and why.  That way, a record is kept.

Other consequences could include:
- Time out from the activity
- An apology to the whole group
- Assignment to another activity or task
- More serious consequences, such as:
  - A letter to the parent
  - Talking to them at end of class
  - Suspension from the next week

# Section 7: Behaviour Management

Engage the children, as much as possible:
- Ask the children why they are behaving this way
- They may not like the activity.  Somehow, part of the planning should include asking the participants what types of things they like to do and try to accommodate that, as well
- Some participants may not even recognize that their behaviour is inappropriate

If consequences have to be imposed, bring the whole group together and talk about the program rules and point out to the individual which rule they broke and why and what their consequence should be.  This reinforces to the entire group the behaviour that is tolerated based on what everyone agreed.  Promote teamwork and a sense of ownership to the program.

It is good practice to notify parents at the start of the program that the children have agreed on a Code of Conduct.  Ensure parents are aware of consequences that have been set by the group and instances when consequences will be enforced.  Make sure that the school/facility organizer is also on board to support, where applicable.

## Dealing with Conflict

Conflict can usually be recognized as an incident between two (2) people.  A disagreement can occur over something as simple as not adhering to the activity rules.

Children will look to the Leader to resolve their conflict.  Encourage them to work it out themselves if it is safe to do so.  Reinforce the Code of Conduct and consequences, if necessary and prompt them to agree on the issue and find a solution to the conflict together.  Receive feedback from those involved to ensure that the conflict has been resolved and invite them to tell you how they dealt with the situation.  Inform parents, if necessary.  Provide positive feedback to the participants on how well they did at resolving the issue.

If you need to support the resolution process, ensure that you engage the participants in doing so.  This can be in line with the rules that are already set in place for the group.

# Section 7:
# Behaviour Management

## Addressing Bullying

Bullying is a more serious issue and the program coordinator or organization should have a protocol in place to manage instances that are believed to fall under the bullying category.

**As a Leader:**

- Start an Anti-Bully Policy with:
- Zero Tolerance
- Clear expectations from the beginning of the program about behaviour
- Discuss with the group what they think bullying behaviour is
- One-to-one conversations, with both the bully and the victim
- Encourage support and open communication
- Reinforce appropriate social behaviours
- Give every child an opportunity to shine
- Appropriate consequences for bully behaviours
- Encourage kids and Leaders to trust their instincts–to talk!
- Remember that you have many other participants in the program that also need your attention

**To Support the Bullied:**

- Give positive reinforcement
- Listen
- Be empathetic
- Be there and comfort them
- Provide resources, if they are available
- Provide advice to confront the bully
- Encourage them (let them know that it's not their fault)
- Encourage them to stay with positive peers
- Provide anti-bullying programs
- Ask RCMP to talk with kids about bullying
- Confront the bully
- Engage parents, where appropriate

# Section 7:
# Behaviour Management

**To Help the Bully:**
- Role reversal (so the bully could see how victim feels)
- Ask why behaviour is happening (i.e. to draw attention)
- Ask if the bully is being mistreated, either at home or on the playground
- Ask if bully needs to talk (support)
- Try to find positives about child–encourage them
- Invite them to be in a role of responsibility that requires them to support others in the class
- Teach social skills

**To Empower the Observer:**
- Encourage them to stand up for children who are being bullied
- Encourage them to recognize when someone is being mistreated
- Approach parent/teacher
- Be a part of the solution, not the problem
- Try to make friends with the individual being bullied

Children have excess energy and therefore, their focus has to be channelled appropriately. All programs will differ and will vary depending on the age of the group.

Some examples of activities to manage this energy and behaviour may include:
- Allowing free play at the beginning of a session. This may also be appropriate in the middle of a session or before a break
- Designating appropriate space for the children to be active
- Identifying appropriate warm up games
- Finishing the session with some quiet time or circle games, or arts and crafts and cool down games
- Schedule games that promote cooperation and teamwork
- Plan for activities that don't require winners and losers
- Plan for activities that include everyone in some way
- Allow the children to become part of the planning process–identify favourite games
- Encourage participants to drink water–designate a water bottle area and schedule water breaks
- Encourage participants to mention what they enjoyed about the session

HIGH FIVE® Principles of Healthy Child Development and RespectED are recognized programs which give Leaders the skills, knowledge and resources to plan safe, fun and active programs. SPRA offers quality training and education for Leaders working with children in the recreation sector. To learn more about our programs and services, visit www.spra.sk.ca.

# Section 8:
# Physical Activity and Games

In this section you will learn:

- ✔ Cooperative Games
- ✔ Parachute Games
- ✔ Punctuation Gymnastics
- ✔ Team Games
- ✔ Fun Physical Activity Games

## Introduction

It is good practice to incorporate physical activity into your after-school program, wherever possible. Physical activity brings about many physical, mental and social benefits for young people.  The Canadian Physical Activity Guidelines recommend that children and youth get at least 60 minutes of moderate to vigorous physical activity each day.  There are lots of opportunities for learning through physical activity.

## Cooperative Games

Cooperative games are a great way to engage children actively while also helping to build social skills and friendships. Games have a non-competitive edge and are a great opportunity to encourage children to be physically active in a fun environment.   Some of the circle games in this section are slower paced games and good for bringing the group together to create a more relaxed and calming environment before the end of a session or to manage behaviour.

How Do You Do?
- Players form a standing circle
- One player walks around the outside and taps a player on the shoulder
- They shake hands three times and run in opposite directions around the circle
- When they cross over, they stop and shake hands again three times before running back to the empty space
- The last player back to the space continues to walk around the outside and the game continues

# Section 8:
# Physical Activity and Games

**Band Leader**
- Players form a circle
- One player is chosen to stand outside the circle with their back turned to the group and one player in the circle is chosen as the 'Band Leader'
- The Band Leader starts to make movements and all other players copy the movements. They can change this as often as they like
- The player on the outside then enters the circle and tries to pick out the Band Leader
- When the Band Leader is caught, they then take a turn standing out of the circle while a new Band Leader is selected

✂------------------------------------------------------------------------------------------------------------------------

**Time Bomb**
- Players stand in a circle with one player standing in the middle
- The players in the circle pass the ball (no throwing) around in a clockwise direction
- The player in the middle silently counts to 30.  When reaching 20, they raise their right arm in the air, then at 25, raise their left arm in the air and at 30, clap their hands three times
- When 30 is reached, the player holding the ball must sit down with legs stretched straight out together pointing to the player in the middle
- Players on either side of the seated players must jump over the legs before passing the ball on
- The game continues until only two players are standing and jumping over the other players' legs before 30 is reached

*Changes to the game:*
- Make the game faster by only counting to 15

✂------------------------------------------------------------------------------------------------------------------------

**Sheep Pen**
- Players form a standing circle with one player in the middle
- Players in the circle join hands and move around to stop the player in the middle trying to escape
- The player in the middle tries to get out of the circle
- When the player is successful, they change places with a player in the circle and the game continues

*Changes to the game:*
- Make the circle bigger
- Make the circle smaller with less players
- Have two players trying to escape at the same time

# Section 8:
# Physical Activity and Games

**Swap Seats**
- Place hoops in a circle, as shown in diagram
- Each player sits in a hoop with one extra player sitting in the middle of the hoops
- The player in the middle calls out "Swap Seats if you are………."  This could be anything, i.e. wearing trainers
- All players who match the call, including the player in the middle, then find an empty hoop
- The player who does not manage to find a hoop is in the middle to call out the next "Swap Seats!"

*Changes to the game:*
- Players can hop, jump or skip between hoops when swapping seats

✂-----------------------------------------------------------------------------------------------------------------------------------

**Opposites**
- Players form a standing circle and one player stands in the middle
- The player in the middle throws the ball to the players in the circle and says "catch" or "head"
- The players have to do the opposite command
- If correct, they become the player in the middle, if wrong, they have to sit down
- The game continues until one player is left, then all players stand up and start again

*Changes to the game:*
- Add another player in the middle and another ball

✂-----------------------------------------------------------------------------------------------------------------------------------

**Leggy Ball**
- Players stand in a circle with legs apart and feet touching the player to either side
- One ball is moved inside the circle as players use their hands to try and roll the ball through the legs of another player and stop it from going through their own
- If a ball goes through a players legs, they must turn round and play backwards
- If a ball goes through a second time, while the player is playing backwards, they must sit down
- If a player hits the sitting down player, they must also follow turning backwards, then sitting down rule
- The game continues until one player is left standing

*Changes to the game:*
- Add more balls to the game

# Section 8:
# Physical Activity and Games

**Drop the Beanbag**

- Players form a standing circle with hands cupped behind their backs
- One player runs around the outside of the circle with the beanbag
- While the player is running, the players in the circle chant "Drop the beanbag, drop the beanbag" while stamping their feet
- The beanbag is dropped into the hands of any player and the two players run around the circle trying to get back to the empty space before the other
- The player who does not make it back first gets the beanbag and the game starts again

*Changes to the game:*

- Give the beanbag a name

✂--------------------------------------------------------------------------------------------------------------------

**Simpsons**

- Players stand in a circle with one player in the middle
- Players around the circle are given the names of characters from the Simpsons (i.e. Marge, Homer, Bart, Lisa or Maggie) by the player in the middle
- The player in the middle shouts out one or more of the Simpson character names
- The players with those names then run out around the circle, back through their space and touch the player in the middle
- The first player back becomes the player in the middle and the game continues

*Changes to the game:*

- Use other popular character names from children's films or television (i.e. Disney)

✂--------------------------------------------------------------------------------------------------------------------

**Toe Fencing**

- Mark out a playing area with the cones and choose a caller
- When the caller shouts "Pairs", players must find a partner and face them with both hands on their partners shoulders
- Both players then try to touch the other players toes with their feet in order to score a point
- The caller shouts "Time"
- The player with the most touches wins
- Both players then jog away until the caller shouts "Pairs" to face an new opponent

*Changes to the game:*

- Only allow players to try touching their opponent with their right foot

# Section 8:
# Physical Activity and Games

**Hospital Tag**

- Mark out a playing area using the cones
- Choose a player to be the chaser
- All other players run around the playing area
- If caught, the player must hold the part of the body tug by the chaser, as if the player has an injury
- If caught a second time, the player must hold the part of the body with their other hand and keep running
- If caught a third time, the player sits out to recover from their injuries

*Changes to the game:*

- Add more chasers to make the game harder
- Increase the number of injuries players can get before sitting out

✄-------------------------------------------------------------------------------------------------------------------------------------------

**Triangle Tag**

- Mark out a playing area using the cones
- Players get into groups of four
- Three of the players form a triangle by holding hands
- The player outside the triangle then picks one of the three to chase
- The players in the triangle then try to protect the chosen player by turning the triangle to the left and right keeping their hands held together
- When caught, the player replaces the catcher
- The catcher is not allowed to put their hands inside the circle

✄-------------------------------------------------------------------------------------------------------------------------------------------

**Bomb Tag**

- Mark out a playing area with the cones
- Choose a player to start with the Bomb (ball) and a caller
- The player with the Bomb tries to tag other players by touching the players with the ball below the shoulders – they must not throw the bomb, as it will explode
- If a player is tagged, they must then take the Bomb and try to tag other players
- When the caller shouts "Bang" the Bomb explodes and the player with the Bomb must pretend to be blown up

*Changes to the game:*

- Add more Bombs to make the game faster
- If you have been blown up you have to count to 30 before you can play again

# Section 8:
# Physical Activity and Games

**Blob Tag**

- Mark out a playing area using the cones
- Choose a player to be the catcher 'Blob'
- All other players find a space away from the Blob
- When a player is caught, they join hands with the Blob to make it bigger
- The Blob continues to get bigger until there is one person left
- The players in the Blob must never let go of their hands

*Changes to the game:*

- Have more than one Blob to make the game harder
- Reduce the size of the playing area to make it harder to escape the Blob

✂---------------------------------------------------------------------------------------------------------------------------------------

**Cat and Mouse**

- Mark out a playing area with the cones
- Choose a player to be the 'Cat' who wears the bib
- All other players are 'Mice' and tuck their bibs into their trousers or skirts so it is hanging out like a tail
- The Cat must try and pull the tales from the Mice
- Once a Mouse has had its tail pulled out, they must put the bib on and become a Cat
- The last Mouse left is the winner

*Changes to the game:*

- Make the playing area smaller to make the game more difficult for the Mice

✂---------------------------------------------------------------------------------------------------------------------------------------

**Twin Tag**

- Mark out a playing area with the cones
- All players get a partner and link arms or take each other's hands
- Choose a pair to be the chasers
- The chasers catch people by tagging them, partners must keep their arms linked at all times
- If a pair of players are caught, they must face each other and hold hands to create a bridge shape (arc)
- In order to be freed, another pair must run under the bridge

*Changes to the game:*

Pick more pairs of players to be chasers to speed up the game

# Section 8:
# Physical Activity and Games

**Beetle Tag**
- Mark a playing area out with the cones
- Choose a player to be the catcher
- All other players are 'Beetles'
- If a Beetle is caught, they must lie on their back and wiggle their arms and legs in the air
- The Beetle on their back can only run again after another Beetle rolls them off their back
- Keep changing the player who acts as the catcher

*Changes to the game:*
- Add more catchers and reduce the playing area to make it more difficult for the Beetles

✂--------------------------------------------------------------------------------------------------------------------------

**Harry Potter Tag**
- Mark out a playing area with the cones
- Choose a player to be the chaser from Slytherin House
- All other players are Harry Potter from Gryffindor House and find space away from the chaser
- The chaser has to tag Harry Potter with a golden snitch (small ball) but cannot throw the snitch
- If a player is caught they must crouch down on the ground on their broomsticks till another Harry Potter gives them a high five to break the spell

*Changes to the game:*
- Add more chasers to make the game faster
- Make the playing area smaller to make the game harder

✂--------------------------------------------------------------------------------------------------------------------------

**Jail Break**
- Mark out a playing area using the cones and mark in a jail in one corner
- Choose one player to be the 'Police Officer' (catcher) and all other players are 'Thieves'
- The Police Officer has to catch the Thieves by throwing a ball and hitting them below the waist or touch them with the ball
- If the Thieves are caught, they must go to jail
- If the ball runs loose and a Thief picks it up and throws it into the jail, all the caught Thieves can go free
- If the Police Officer catches all the thieves the game is over

*Changes to the game:*
- Add more Police Officers to make the game faster
- Put a Prison Guard in front of the jail to make it harder to free the Thieves

# Section 8:
# Physical Activity and Games

**Taxi Tag**

- Mark out the playing area using the cones
- Choose one player to be the 'Police Car' (chaser) and one player to be the 'Taxi' (being chased)
- All other players must get a partner and find a space (they are Parked Taxis)
- The Parked Taxis must link arms side-by-side and not move
- The Police Car must chase the one taxi that is not parked and try to catch it, if successful they change roles
- The Taxi being chased can park at any time by linking arms with one of the Parked Taxis, this means they cannot be caught
- At this point, the player on the other side of the Parked Taxi must break off and be chased by the Police Car

*Changes to the game:*

- Add more Police Cars and Taxi's that are driving

✂-------------------------------------------------------------------------------------------------------------------------

**Scooby-Doo Tag**

- Mark out the playing area using the cones
- Choose one player to be the 'Ghost'
- All other players 'Scooby-Doo' find a space away from the Ghost
- If caught, the player has to jog on the spot and bark like Scooby-Doo
- To be freed, another player must run over and give the caught player a Scooby snack

*Changes to the game:*

- Add more chasers to make the game faster
- Make the playing area smaller to make the game harder

✂-------------------------------------------------------------------------------------------------------------------------

# Section 8:
# Physical Activity and Games

**Shark Attack**
- Place hoops on the ground to represent islands
- Choose a player to be the 'Shark', the other players are 'Swimmers'
- All the players including the Shark, pretend to swim around the islands
- When the Shark shouts " Shark Attack!" all the Swimmers have to run onto an island to be safe
- If a player is caught, they become a Shark, too
- The Shark then shouts "Swimmers in the sea" and everyone goes back in the water again until the next Shark Attack!
- The last player caught is the winner

*Changes to the game:*
- If there are a lot of players, start with more Sharks
- After a few Shark Attacks, take away some islands so that it is more difficult for the Swimmers to escape the Shark

✂------------------------------------------------------------------------------------------------------------------------

**Jungles on Fire**
- Choose a player to be the 'Hunter'
- The other players line up and are named then grouped by the Hunter so that each player becomes an animal, either a lion, tiger, bear or monkey
- The Hunter stands in the middle of the play area facing the animals
- The Hunter calls out the name of an animal and they have to run past the Hunter to the Den on the opposite side
- If the Hunter catches an animal, then they become a Hunter, too
- The Hunters then call over another group of animals
- If the Hunter shouts out "Jungle's on Fire!" all the animals must cross to the opposite side

*Changes to the game:*
- Call out pairs of animals at the same time
- Make the different animals move in different ways

# Section 8:
# Physical Activity and Games

**People 2 People**

- Mark out a playing area, one player is the caller
- All players jog around the area
- When the caller shouts out a body part, all players need to find a partner, as quickly as possible
- If the call is 'heads', the players must gently put their heads together

*Changes to the game:*

- The caller can shout out different numbers of groups ( i.e. four right hands together, three left heels together)
- Instead of body parts, the caller can shout letters or numbers and the players must work together to make the bodies in the group into the shape of the letter/number

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**Tag Team**

- Organize the players into two lines (Teams A and B) all facing the same direction
- Make sure there is a fair running distance between each team
- A player from Team A is chosen to travel across to Team B and tag someone
- The player from Team B then chases the player from Team A back to their team
- If the Team B player catches them, player from Team A must join Team B
- If they don't catch them, they just stay with their Team A

*Changes to the game:*

- Players could hop, crawl, jump
- You may choose more people to play at one time

✂----------------------------------------------------------------------------------------------------------------------------

**Stoney**

- Choose a player to be 'Stoney'
- Everyone lines up facing away from Stoney with their eyes closed
- Stoney walks up and down the line chanting, "Stoney, Stoney…" at some point Stoney places the ball in someone's hand
- When Stoney reaches the end of the line they tell everyone to turn round
- All players must keep one foot on the line as they wait to see who has the ball
- The player with the ball must then run to a chosen area without being caught by the rest of the group
- If the player with the ball is successful, they become Stoney, if not the caller picks a person

*Changes to the game:*

- You could have more than one Stoney

# Section 8:
# Physical Activity and Games

**Mr. Wolf**
- Choose a player to be 'Mr. Wolf'
- The other players stand in a line about 20 steps away from the wolf
- The players and the wolf then say:
- Players: "What's the time Mr. Wolf?"
- Mr. Wolf: "One o'clock!"  The players then take one step forward and say…
- Players: "What's the time Mr. Wolf?"
- Mr. Wolf: "Six o'clock"
- The players then take six steps forward
- Mr. Wolf keeps calling times and players move closer
- When Mr. Wolf says, "Dinner Time!", the children have to run back to the start line as Mr. Wolf chases them
- If you get caught then you become Mr. Wolf

*Changes to the game:*
- For older children, change the times to the 24 hour clock

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**Mother Sea**
- Mark out an area to be the 'Sea' with four hoops on the outside
- Choose a player to be 'Mother Sea'
- The other players split into four groups called the dolphins, octopuses, fish and sea horses.  Each group stands with one foot on their home base which is the hoop
- Mother Sea calls the group into the Sea and then commands the waves:
    - Calm Sea = players walk on tip toes
    - Choppy Sea = players bob up and down
    - Rough Sea = players jump up and down swinging their arms
    - Tide Turns = players should run back to their home bases chased by Mother Sea
- Anyone caught, helps Mother Sea catch the others when the tide turns again

# Section 8:
# Physical Activity and Games

**Poison**
- Mark out a circle with the cones
- Choose a player to be the 'Bottle'
- The other players stand around the Bottle with one hand touching the Bottle, all inside the circle of cones
- The players shout, "What's in the bottle when the cork goes pop?"
- The Bottle replies either 'water', 'wine' or 'vinegar'
- The players shout again, "What's in the bottle when the cork goes pop?"
- If the Bottle ever says "Poison", the other players must run to the outside of the circle without being caught
- The player caught becomes the Bottle
- If a player takes their hand off the Bottle before "Poison" is shouted, that player becomes the Bottle

*Changes to the game:*
- The Bottle can call out items that begin with the letter 'P' to confuse the other players (i.e. pepper, perfume, potatoes, etc.)
- Make the players move away from the Bottle in different ways (i.e. backwards, hopping, skipping, etc.)

✂-------------------------------------------------------------------------------------------------------------------------

**Octopus**
- Choose a player to be the 'Octopus'
- All other players must line up opposite the Octopus
- The aim of the game is get across the 'Sea' without the Octopus catching the players
- The players cannot cross the sea until they chant, "Octopus, Octopus can we pass your deep blue sea today?"
- The Octopus replies, "Only if you have (i.e. blue eyes)", then all players with blue eyes can pass without the Octopus chasing them
- All other players then have to make it to the other side with the Octopus running to chase them
- If caught, the players become 'Seaweed' where they can catch players, but only from a standing position
- The last player left is the winner

*Changes to the game:*
- Add more Octopuses to make the game more difficult
- Make a larger playing area for an easier game

# Section 8:
# Physical Activity and Games

**Snakes in the Grass**
- Choose a player to be the 'Snake'
- The other players stand in front of the Snake with one hand touching the Snake
- The Snake then shouts, "Snakes in the garage!", for example
- When the Snake eventually shouts, "Snakes in the grass", the children must run away without being caught
- If the Snake catches a player, they become a Snake, too
- The last person left is the winner

*Changes to the game:*
- If there are a lot of players, start with more Snakes
- Make the players run further from the Snake to make the game harder

✂-------------------------------------------------------------------------------------------------------------------------

**Port/Starboard**
- Choose a player to be the caller
- Choose four different areas to run to (i.e. four lines or walls and name them either 'Port', 'Starboard', 'Bow' and 'Stern')
- All players line up at the 'Stern' and run to the areas as shouted by the caller
- If the caller shouts the area the players are already at, all players must stand still

*Changes to the game:*
- For younger players, mark areas with coloured cones: blue area, red area, green area, yellow area
- Add in different actions for calls, such as 'Captain's coming', 'Scrub the deck', 'Man overboard', 'Cook's in the kitchen',  'Climb the rigging'

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**Cups and Saucers**
- Split the players into two teams
- Lay out 20 marker cones with 10 sitting normally (saucers) and the other 10 upside down (cups)
- The two teams stand around the outside of the cones
- The aim of the game is for 1 team to turn over as many saucers, as possible while the other team turns over as many cups, as possible
- When 'Stop' is shouted, both teams must return to their starting position
- The team with the most turned over wins

*Changes to the game:*
- Add more cones to the game
- Increase the playing area to make it harder

# Section 8:
# Physical Activity and Games

## Parachute Games

**Making a Mushroom**
- Ask the players to crouch down on the ground holding the parachute at a coloured section (not by the handles)
- Count back from three and then shout, "Mushroom!"
- The players must then stand up and throw their hands above their head and hold them there, keeping hold of the parachute
- The parachute will create a mushroom effect

**Fruit Basket**
- Ask the players to make a Mushroom (see above)
- Once the Mushroom has been made, let the players know each section of the parachute represents a fruit, Red Section = Strawberry, Green Section = Apple, Yellow Section = Banana and Blue Section = Blueberry
- Take turns to call out different fruits
- Players standing at the colour of the fruit called must run under the parachute, shake hands with somebody and run to another place

**Popcorn**
- The parachute acts as the 'Popcorn Machine' and the small balls are the 'Popcorn'
- Start the Popcorn Machine by asking all the players to shake the parachute as hard as they can.  Holding onto the different sections (not the handles)
- Throw the small balls (Popcorn) onto the parachute (Machine)
- Time how long it takes to bounce all the Popcorn onto the floor

**Para-Ball**
- Players stand around the parachute holding it at waist level by the sections (not the handles)
- Place a soft-ball in the middle of the parachute
- Divide the players standing around the parachute into two halves, which makes two teams
- Using the parachute, each team tries to bounce the ball over the heads of the other team
- If the ball is successfully bounced over the heads of the other team, a point is scored

# Section 8:
# Physical Activity and Games

**Mexican Wave**
- Ask players to crouch around the parachute holding on to the parachute at the coloured sections (not by the handles)
- Place a ball on top of the parachute
- Players stand up in sequence and try to start a Mexican Wave
- Try to get the ball to roll around the parachute on the crest of the wave

**Keepy Uppy**
- Ask players to lift the parachute up and down
- Place a ball in the centre of the parachute and try to throw it up into the air
- Start with a small throw and build it up
- How high can you get the ball off the parachute

**Cat and Mouse**
- Ask all the players to sit down
- The parachute should then be covered over the players legs, held at the coloured sections and shaken
- Appoint a 'Cat' that gets on top of the parachute and kneels in the middle
- Pick two or three 'Mice' who go below the parachute and crawl around hiding from the Cat
- The Cat has to tag the Mice who are hiding below the parachute
- As soon as a Mouse is tagged, they return to the rest of the group who are still shaking the parachute
- When the Mice are caught, pick new players and start again

**Sharks and Lifeguards (Jaws)**
- Ask all the players to sit on the ground
- The parachute should then be covered over the players legs, held at the coloured sections and shaken
- Pick a player to go under the parachute and pretend to be 'Jaws
- Jaws moves around under the parachute and looks for some 'Swimmers' (players) to pull under the parachute.  If pulled under, they also become Jaws
- At the same time, pick a couple of players to be the 'Lifeguards' who stand on the outside of the parachute
- If the Lifeguards see a Swimmer being pulled under, they must run around and save them
- It is important to stress that if the Lifeguard starts to save a Swimmer, the Shark must move onto another person

# Section 8:
# Physical Activity and Games

**How Do You Do?**
- Ask all the players to stand up and hold the parachute at waist height at the coloured sections (not the handles)
- Pick a player to walk around the parachute and tap another person on the shoulder
- The two players then have to shake hands and run in opposite directions around the parachute
- When they meet half way around the parachute, they have to shake hands again
- The first one back to their place is the winner

**Climb the Mountain**
- Ask all the players to make a Mushroom and then crouch down on the ground with the parachute
- The parachute will fill up with air and look like a 'Mountain'
- The players will all be sitting at different colours around the parachute
- If you shout, "Red", all the players holding onto a red section have to crawl onto the parachute and touch the middle
- It is very important to stress that players should not jump or run onto the parachute. This can be very dangerous
- Continue to shout out different colours to continue with the game

**Tent**
- To create a 'Tent', ask all the players to make a Mushroom and then pull the parachute behind their backs and sit on it
- This will create a Tent, it also helps to pick a player to be the tent pole in the middle

**The Simpsons**
- Ask the players to stand around the outside of the parachute and hold it at waist height at the coloured sections (not the handles)
- Give the players a name from the Simpsons (i.e. Homer, Bart, Lisa, Marge or Maggie)
- If 'Bart' is shouted, for example, all the children named Bart must run clockwise around the parachute and back to their space
- Continue to shout out different characters to continue with the game

# Section 8:
# Physical Activity and Games

## Punctuation Gymnastics

**? ; " ! . ? , " ! . ?**

**Capital letter at the start of a sentence: Children stand up and sit down.**

**Capital letter at names, places, etc.: Children jump up.**

**Comma:  Circle the arm**

**Speech marks:  Click fingers to open and to close speech marks.**

**Exclamation mark:  Place palms of hands together, reach straight up, back down again and then clap.**

**Question mark:  Draw a large question mark in the air and then clap.**

Full stop: Sit back down then clap.

- Write a sentence on the board with very little punctuation
- Read through the sentence doing the actions as you come to that particular piece of punctuation
- Ask the children to suggest a correction or additional piece of punctuation
- Read through the sentence doing the actions as you come to all the bits of punctuation
- Keep building up the sentence until all the punctuation is marked in.  Read through the sentence after new additions and doing the actions

Feel free to add in your own rules or change the actions!

# Section 8:
# Physical Activity and Games

## Team Games

**Non-Stop Dodge**

How to play:

- Split the hall or playing area into four sections using benches or marker cones
- One team stands in one of the middle sections, while the opposite team stands in the other one (see diagram)
- Each team starts with two or more sponge balls, which participants throw at opponents, trying to hit them below the waist.  Opponents try to avoid being hit by dodging out of the way
- If any participants are hit below the waist, they must go to the 'Hit Area' behind the other teams sections
- These players can throw any balls that land in that area back to their team
- The first team to capture all their opponents wins

Safety tips:

- Use low throws to avoid people being hit in the face
- Use soft balls only
- Don't allow players to stand on benches

Player
who has
been hit

Player who has
been hit

Hit Area
section
1

section
2

section
3

Hit Area
section
4
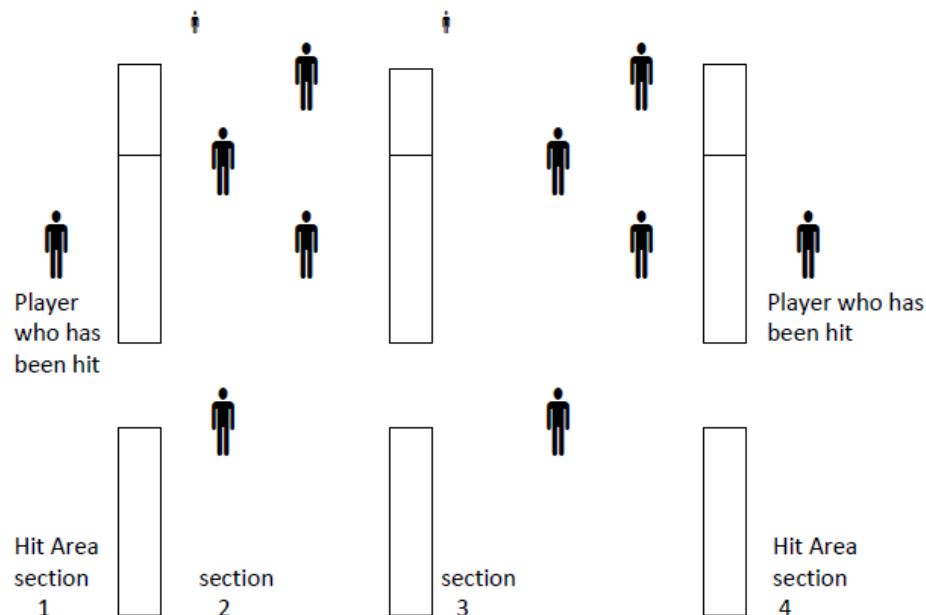
# Section 8:
# Physical Activity and Games

**Hoop Dodge**

Equipment – selection of foam ball and a hoop for each person playing.
* Set up and area, as shown in the diagram and split players into Team 1 and Team 2
* The two teams stand at opposite ends of the playing area or court inside a semi-circle (i.e. The 3 point line on a basketball court)
* Place half the hoops in front of Team 1's area and the other half in front of the opposing teams area
* The player's numbers after a team has been selected, a sequence of numbers is shouted out. Players from the selected team run to the opposition half picking up balls on the way and throw them at their opponents, trying to hit them below the waist
* After throwing, participants should return to their own area
* If an opponent is hit, they have to stand inside a hoop in front of their teammates
* These 'Hoop Defenders' can block any balls thrown at the rest of the team, but must remain in their hoops at all times. If they catch the ball, they are back in the game
* If a team has all their players in hoops, the opposing team wins

Safety tips:
* Allow low throws (only below the waist)
* Only use soft balls
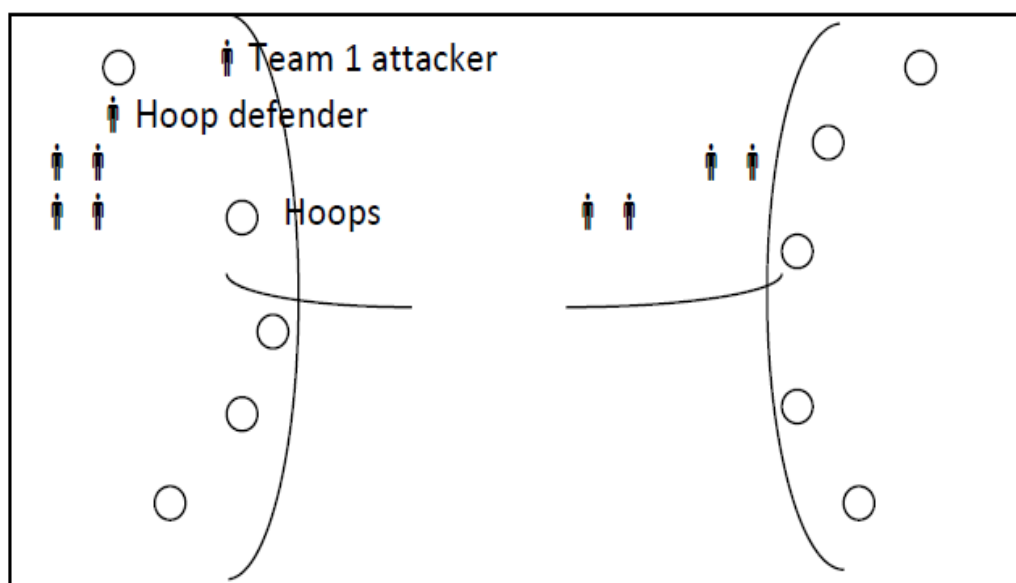
# Section 8:
# Physical Activity and Games

**Dodge Ball**

How to play:
- Split the players into two teams and the playing are into halves with a zoned out area in the middle, as shown in the diagram below
- The aim of the game it for player to get their opponents out by hitting them with a ball below the waist
- If a player is hit by the ball, they must stand at the side of the playing area
- If a player catches a ball before it bounces, they can bring back in one of their players who had been knocked out of the game earlier
- During the game a player who is out is nominated to run up the zoned area.  This person is called the 'Golden Boy/Girl'.  The first team to hit Golden Boy/Girl will get back all the players from their team who have been knocked out of the game
- Stop the game every 5-10 minutes.  The team with the least amount of players out wins that round

Safety tips:

- Allow low throws (only below the waist)
- Only use soft balls
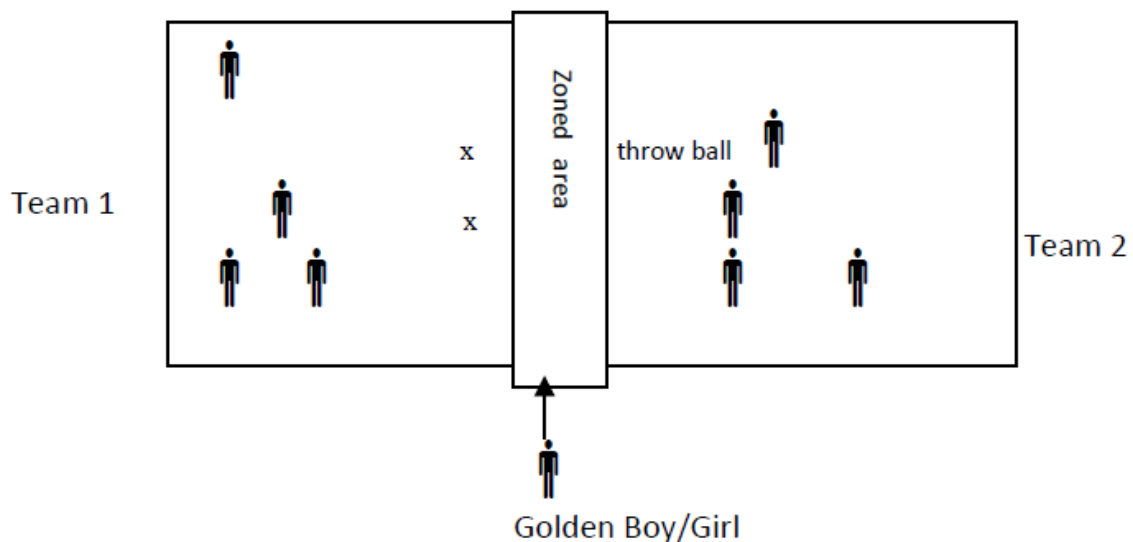
# Section 8:
# Physical Activity and Games

**Invasion**

How to play:

- Split the players into two teams. The teams can be named after the colour of sashes or bibs they will be using
- The playing area should be set up as shown in the diagram.  Each team should have three hoops set up at their end of the playing area
- One hoop keeps spare sashes/bibs another is called the 'Trophy Cabinet' and the final one is named the 'Storage Area'
- When the game begins, participants try to steal items from their opponents
- They can take a sash from an opponent's waist or try to steal a ball or beanbag from their opponent's Storage Area
- They must not take anything from the hoop containing the spare sashes/bibs or from the opposing team's Trophy Cabinet
- Any items taken from the opponents should be placed in the Trophy Cabinet.  Participants should only be in possession of one stolen item at a time
- Any player in possession of a stolen item is out of the game.  This means they cannot take a sash/bib from an opponent, but cannot have their own sash/bib taken either
- Any player who has had their sash/bib taken is also out until they go to their hoop where the spare sashes/bibs are and take another one
- The following points are awarded during a game:
    - One point is awarded for each sash/bib taken
    - Five points are awarded for each beanbag
    - Ten points are awarded for each ball taken
- Each team gets a selection of soft balls.  The aim of the game is to hit your opponent with the ball below the waist
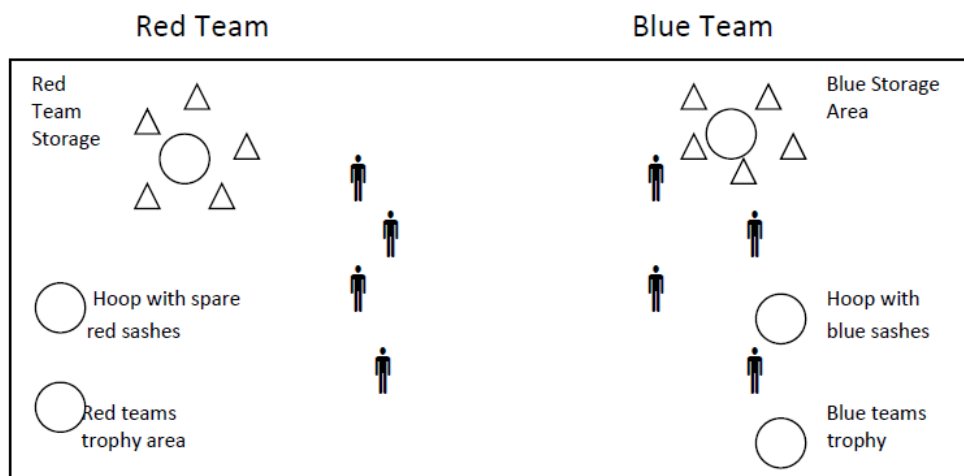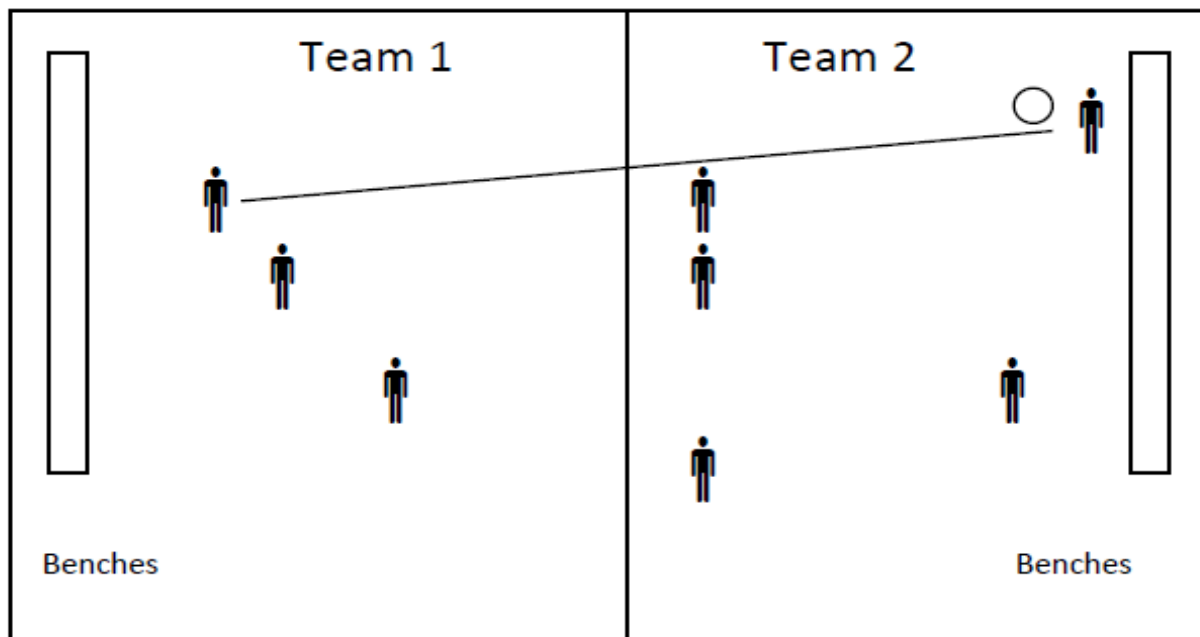
# Section 8:
# Physical Activity and Games

**Bench Ball**
- Split players into two teams and split the playing area into halves, as shown on the diagram below
- If a player is struck by the ball below the waist, they must walk over to the opponents playing area and stand on their bench
- To be released from standing on the bench, the players still active in the game must throw the ball from their playing area to their player standing on the opposition's bench. The player on the bench must catch the ball without it touching the ground or them leaving the bench
- Stop the game approximately every five minutes and the team with the least players out, wins that round

Safety Tips:
- Low throws permitted for getting players out (only below the waist)
- Only use soft balls

# Section 8:
# Physical Activity and Games

**Stealers**

- Participants should be split into four teams.  Each team sits behind a hoop (see diagram); one other hoop should be place in the middle
- Participants on each team should be given a number (i.e. 1 to 5).  It helps if the smallest players are given the smallest numbers and tallest players are given the largest number
- The middle hoop should have a selection of beanbags or balls within it.  If the items have been given a value, it will make the game more exciting (i.e. beanbags are worth 10 points while the golden ball might be worth 25 points)
- When a player's number is called, they should run to the hoop in the middle and retrieve a beanbag or ball and take it back to their hoop.  They should then return to the middle and take another item.  Players should only take one item at a time
- When the caller shouts, "Steal', players can also take items from their opponents, as well as the item from the hoop in the middle.  Only one item can be taken at any one time and the other participants cannot stop the nominated players stealing from their hoop
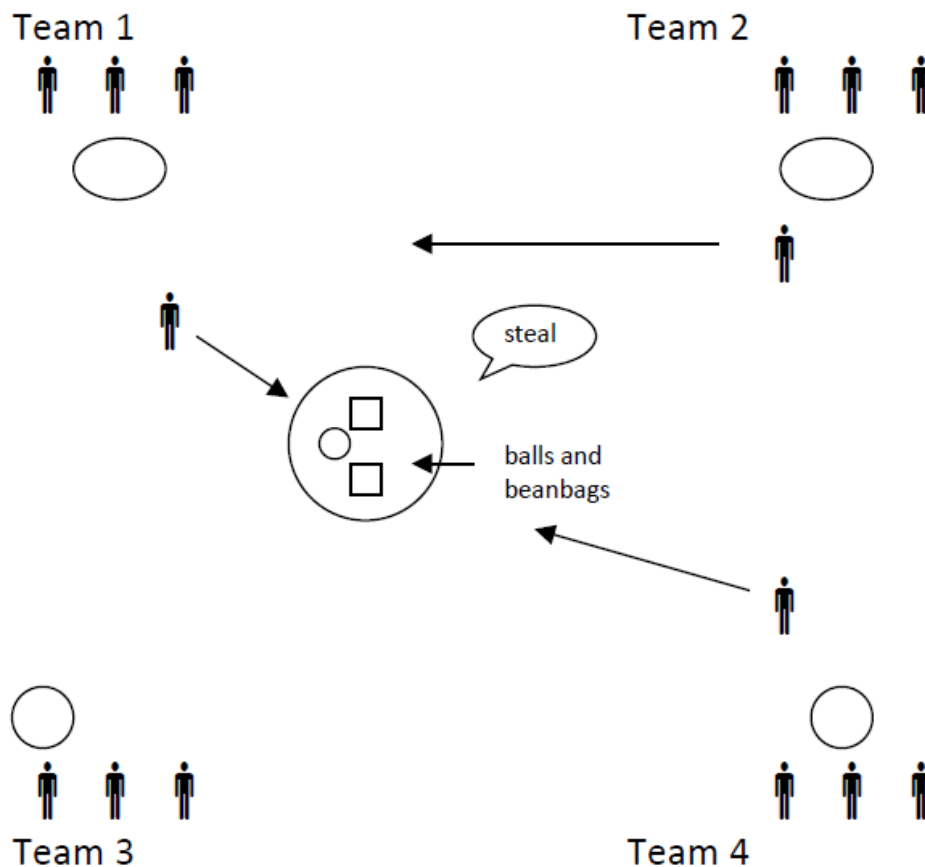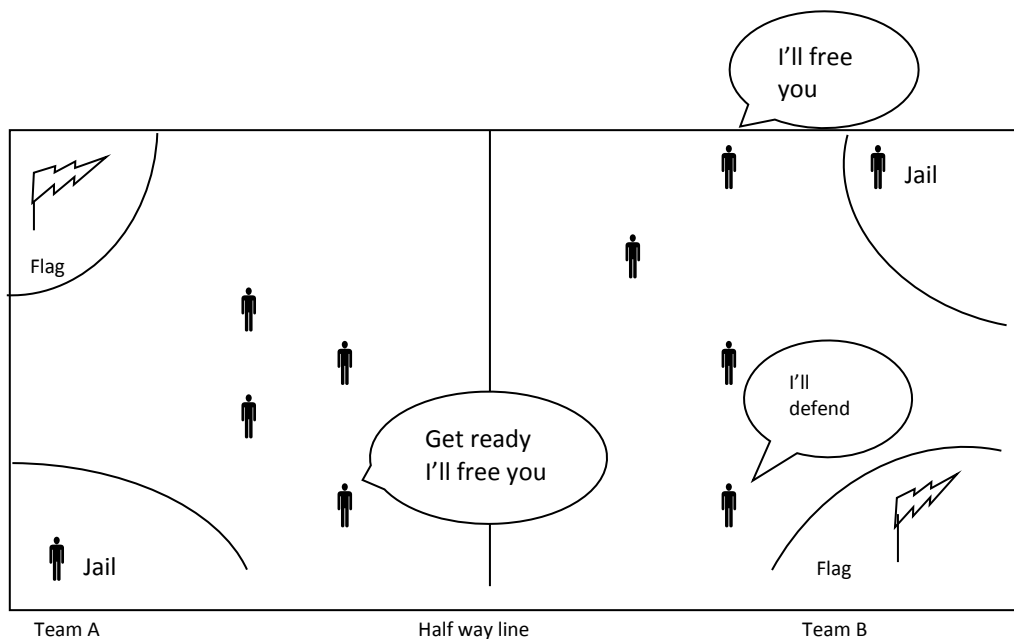
# Section 8:
# Physical Activity and Games

**Steal the Flag**

- Split players into teams and the playing area into two separate halves.  Each half should have a Flag positioned at one point and a Jail at another (see diagram)
- The aim of the game is to get into your opponent's half and to steal their Flag and bring it back to your half of the playing area
- During the game, players cannot be tagged if they are in their own half.  However, if a player steps into the opponent's area, they can be tagged
- In order to win the game, one or more players must go into the opponent's half without being tagged and bring the Flag back to their half of the playing area
- If a player is caught with the Flag in the opponent's half at any time they, must return it and go to Jail
- Each time after the Flag has been successfully stolen, award a point to that team and re-start the game.  The team with the most points at the end of the game is the winner
- Any player caught in the opponent's half must go to the Jail.  The only way to be let out of Jail is if a player from your own team runs to the Jail and gives you a 'High Five'.  A player cannot set one of their own team mates free if they have been caught trying to free them

# Section 8:
# Physical Activity and Games

## Fun Physical Activity Games

### 1.1    Warm-Up Activities

**Tag Games:**  There will be catchers in a group who are trying to tag the runners. When they get caught they will have to carry out an action in able to get free.

- **Toilet Tag**: Stand with arms out wide and to the side.  Free runners must flush their arms down to get free
- **Tunnel Tag**: Stand with legs wide apart.  Free runners must crawl under to get free
- **Turtle Tag**: Must lie on back with legs and arms in the air.  Free runners must roll them over to get them free
- **Airplane Tag**: Stand with arms out wide and to the side.  Free runners have to run under their arms
- **Scooby-Doo Tag**: Jump up and down, hand up in the air.  Free runners must give them a 'High Five' (Scooby snack) for them to be free
- **Cops and Robbers**:  Run to a specific area, which is cones marked out with, by coach (Jail).  Must stay in there until a free runner comes by to give them a 'High Five' to free them
- **Harry Potter Tag**:  The catchers will have a sponge ball.  The only way they can catch a runner is by touching them with the sponge ball anywhere on the body.  The person caught has to sit on the ground with their feet in the air and spin three times using only their hands.  They are then automatically free
- **Tails Tag:**  People in the group will have bibs tucked into shorts, like a tail. People without tails have to try to steal them.  If they manage to steal a tail, they have three seconds to tuck it in and run from the catchers.  When the coach shouts, "Stop", the people with tails in are the winners
- **Chain Tag**:  In this game you start with only one catcher.  When the catcher tags someone, they then link hands with the original catcher to make a pair.  When they catch someone, they join and so on and so on, until there is a long chain of catchers

### 1.2    Fun Games

**Spaceships:**  There are two different coloured cones spread out throughout the hall.  Half will be laid upside down.

Rules:  Each team will have their own coloured cones that they are working with.  The object of the game is to try and get your coloured cones sitting the right way up.

Example:  Red will try and turn as many of their red cones up the right way, but also trying to turn the other team's cones upside down (vice versa for opposite team).

# Section 8:
# Physical Activity and Games

**Dragon's Den:**  There is one person in the centre of the hall (Dragon) and everyone else is standing up at the top of the hall.  They have to try to run from one end of the hall to the other without the Dragon catching them.  If they get caught, they must join the Dragon in the middle.  Conditions can be made when there are lots of Dragons in the middle (i.e. hopping on one foot or have to move in crab position).

**King of the Ring:**  All participants will dribble the ball within a ring area.  When coach shouts, "King of the Ring", you have to try to kick out as many player's balls, out the ring, as possible.  If your ball is kicked out the ring, you are out the game.  Last person in the ring is the winner!

**Steal:**  (challenging game)
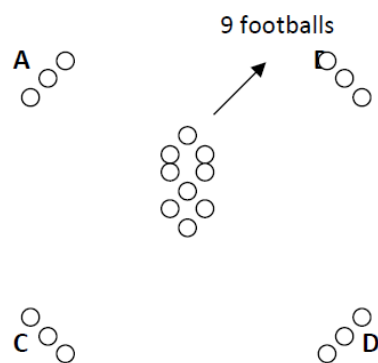


9 footballs

There are 4 teams with approx. 2-5 people in a team.  Each team member is numbered 1,2,3,4...One person from each team will go at the same time.  They have to run into middle, steal a ball and place it on their team's cones.  Once all the balls from middle are gone, they can steal from other teams.  Team with 3 balls sitting on their cones is the winner.
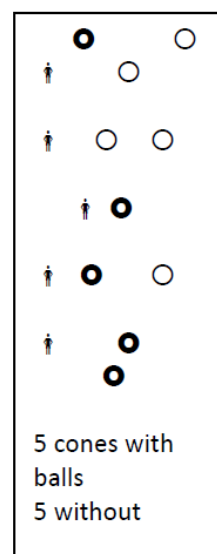
**Pirates and Soldiers:**

Pirates



5 cones with balls
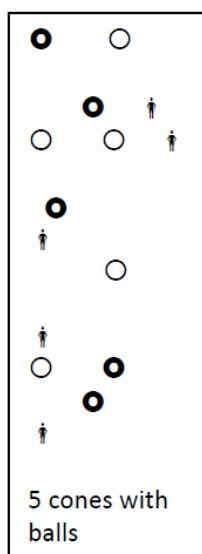
There are cones at one end of hall, half with footballs on top and the same at the other end. The group will be split into 2 teams 'Pirates' and 'Soldiers'. Each team will stand in front of their cones at either end of hall. They have to try and steal one football at a time from opposite team. When coach shouts, "Stop", team with most balls back at their cones is the winner!
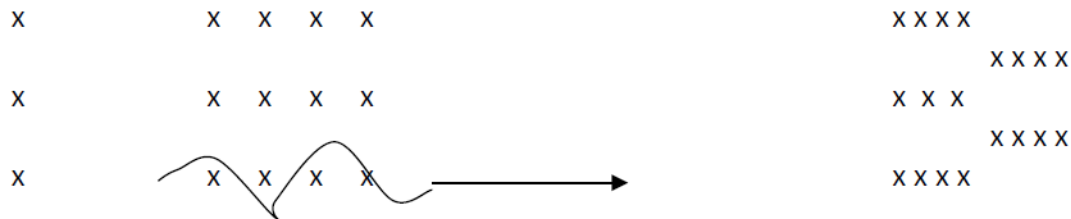
Soldiers



5 cones with balls
5 without

# Section 8:
# Physical Activity and Games

## 1.3   Race
Messy Room

```
X              X   X   X   X                            X X X X
                                                            X X X X
X              X   X   X   X                            X  X  X
                                                            X X X X
X              X   X   X   X   ➝                        X X X X
```

1)   Each team will move in and out cones
2)   Then they need to collect a cone from the mess at top of the hall and bring it back to their team.  The team with most cones is the winner


## 1.4   Cool-Down/Calming Games

**Head and Shoulders:**  Stand with your partner (approx. two feet apart) with a ball in the centre.  The coach will shout out different parts of the body and they must touch them on command, but when the coach shouts, "Ball', the first person to grab their ball is the winner.  Each winner will play one another until there is only one winner!

**Duck, Duck, Goose:**
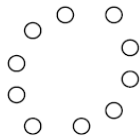
Children sit in a circle.  One child will tap each kid on the head saying, "Duck", when they move round the circle.  If they tap someone and say "Goose", that person has to chase them round the circle until they come back to their space. If caught, they go around the circle again. If not, the catcher becomes the chaser.

**Honey Pot:**     Honey Pot (beanbag)
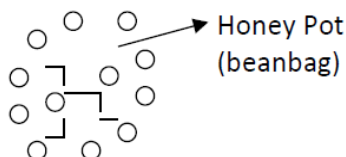
Children sit in a circle.  One person crouches in the middle with eyes closed and beanbag sitting at their feet (Bear).  Coach will choose one child to steal the beanbag.  Person in middle has 3 guesses to identify who stole the Honey Pot.

# Section 8:
# Physical Activity and Games

**Simon says:**  Participants copy everything that Simon (coach) says or does.  If Simon doesn't say it and the participants do it, then they are out the game.  Last person standing is winner!

## 2.1    Warm-up/Skill Practice

**Follow the Leader:**  Person with the ball will be the leader, person without ball will follow.  When coach shouts different commands, they will then have to follow them.

*'Change'*    *Leader stops ball and swap places with follower*

*'Nutmeg'*   *Leader will stop ball and face follower.  Follower will open their legs and Leader will pass ball through.  Follower will turn to retrieve the pass and will automatically become the Leader*

*'Twister'*    *Leader and follower will go back-to-back passing the football side-to-side round them.  When coach shouts, "Stop", the person with ball will become the Leader*

*'Over and Under'*    *Leader and follower will go back-to-back passing ball over the top and under through the legs. When coach shouts, "Stop", the person with ball will become the Leader*

**Traffic Lights:**  Everyone has a ball and dribbles.  When coach shouts commands, they must be followed.

*'Green'*            *Dribble*

*'Yellow'*           *Jogging on the ball*

*'Red'*              *Stop*

*'Roundabout'*     *Stop ball and run round it, as fast as possible*

*'Motorway'*        *Everyone stops their ball and begins running in and out of all the footballs at high speed*

*'Change'*          *Stop ball and switch places with someone else*

*'Tunnel'*           *Dribble ball near a bench/wall.  Pass ball against the wall and let it run through their legs then turn and begin dribbling*

*'Park the car'*    *Everyone lies stretched out on the floor with the ball in his/her hands*

**Anatomy Dribbling:**  Everyone dribbles with ball, when coach shouts a part of the body; they must stop or control the ball with that specific part.

# Section 8:
# Physical Activity and Games

**Windows:** Make a circle in the hall with everyone in pairs. Number them 1 or 2.  Number 1s will start on the outside of circle with a ball and number 2s will begin in the centre of the circle without a ball.  The people in the middle are working.  They go to all the people on the outside to receive a pass and then pass back.  (Cannot move around in a circle direction must run across circle when receiving a pass from someone different). The coach will then shout, "Change"', the number 1s go out and the number 2s go in. The skill can change from pass to a header, volley, control with knee then pass, etc.

**Steal:** (challenging game)
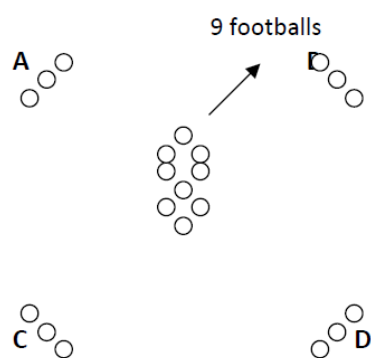


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## 2.2    Shooting Drills

**Crossbar Challenge:**  Pick a spot in the hall that is quite far away from the goals.  From this spot, kick the ball and try to hit the crossbar.  First person to hit the crossbar wins.

**Long Shootie:**  This game can be used when you have low numbers in your session.  Split the participants into two teams using the half way line as a barrier not to cross.  Participants then try to score into the opposition's goal from their own half of the hall.

Participants only have three touches per team to score without crossing the half way line.  If the ball crosses the halfway line, the other team gains possession.

# Section 8:
# Physical Activity and Games

**Number Game**: Split the participants into two teams. Give each player a number that should correspond to the number of a player on the opposing team. Numbers should be allocated based on participant's ability. Line both teams up on opposite wall, closest to their home goal. Coach then shouts out a number and drops the ball in the middle of the hall. Whoever scores first wins.

**Pass and Shoot:**
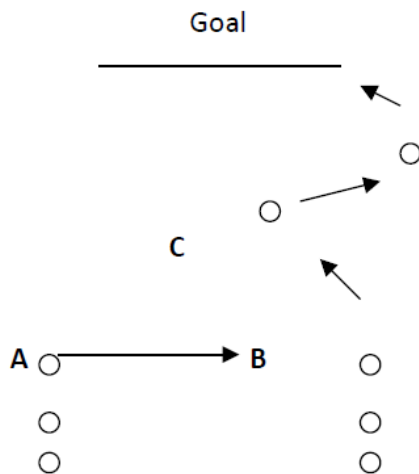


Two equal lines of participants starting from the half-way line. The ball is passed from A to B. B then passes it to C who passes back. B then shoots at the goal. B and A change lanes.

## 2.3   Cool-Down

**Hand Ball:** Jogging around the hall, passing ball with hands from person-to-person. Can introduce, after passing the ball they can then jump up, touch toes, crouch, etc.

**Network:** Jogging in and out of scattered cones introducing different movements: skipping, hopping, side-stepping, jumping over cones, jogging backwards, etc.

**Head/Catch:**
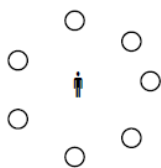


Everyone will stand in a circle. Coach will be in the middle. Coach will feed the ball to the outside players. When coach shouts, "Catch", the person must "Header" the ball and vice versa.

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