



**Special
Olympics**
Ireland



Module 3

Inclusive Activities & Games

Module 3

Inclusive Activities & Games

All primary school children spend in excess of three hours per week in the playground. Some children can feel quite isolated during this time as they lack either the social or physical skills to join in.

Playground games are an important element of the Games Strand in our **Primary School Physical Education Curriculum**. These games are great fun, require very little equipment and encourage maximum participation and success for all.

The games in this pack have been designed to encourage more inclusive playground games at break times. We have taken a selection of well known games which can be taught in the **Physical Education** class and then transferred to the playground.

The prerequisite skills to play the games are outlined over the following pages with suggested adaptations to include children with differing abilities in **every game**.

Module 3

Inclusive Activities & Games

Strand — Games

Strand Unit — Sending, receiving and travelling

Objective

The child should be enabled to:—

- Practise skills previously experienced;
- Develop a range of ball handling skills.

Strand — Games

Strand Unit — Creating and playing games.

Objective

The child should be enabled to:—

- Play playground games

Class Level — 3rd & 4th Class : Key Stage 1/2

Module 3: Lesson 6

Playground Games

Game — Target Roller

Resources — Selection of balls, Bocce sets, French boules sets and space markers.

How to Play

- Teams of three, “roller”, “fielder” and “collector”;
- Mark a line and set up two space markers as a gate;
- Place skittles or plastic bottles, filled with sand as targets beyond the gate;
- **Roller** tries to knock as many skittles as possible;
- **Fielder** sends the balls back to the **collector** keeping them away from the **roller**;
- Each child has ten balls as **roller** and they keep a count of the number of skittles they knock;

Module 3: Lesson 6

Playground Games

- Each child takes turns being **roller**, **fielder** and **collector**;
- The **roller** stands behind the roll line and rolls the ball through the gate to knock as many skittles as possible;
- The **fielder** retrieves the ball, rolls it back to the **collector** and puts all the skittles standing (if any have been knocked down);
- The **collector** stores the balls in a hoop and rolls them back to the **roller** if necessary.

Differentiation

- Pupils with co-ordination and balance difficulties may need vinyl footprints or chalk lines to remember correct stance;
- Bringing the gate nearer to pupils will help with accuracy;
- Some pupils may need physical support when rolling, such as leaning on a chair with their non-rolling hand.

Module 3: Lesson 6

Playground Games

Prerequisite Individual Skills

For Target Roller and Rollerball

1. Pair activity: Rolling different size balls to each other from crouched, sitting or standing positions



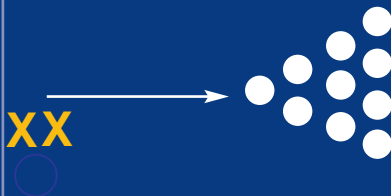
2. Progression: Increase distance between children



3. Challenge: Introduce gate (two space markers placed midway between each pair) to further develop accuracy. How many times can children roll ball through the gate in the set time.



4. Skittles: In pairs use skittles or plastic bottles partially filled with sand

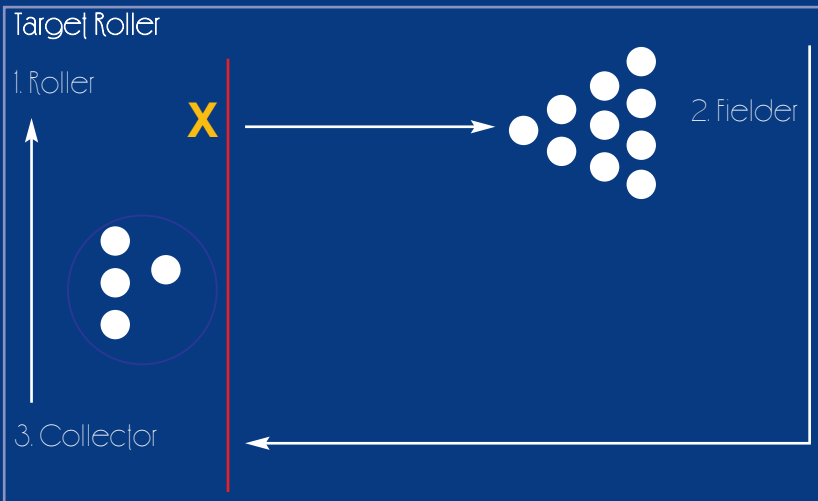


Module 3: Lesson 6

Playground Games

Differentiation for prerequisite skills

- Increase the size of the targets;
- Decrease the distance to be rolled for children who are struggling;
- Experiment with different sizes, textures and weight of balls;
- Use brightly coloured equipment or equipment that makes a noise to facilitate children with visual or concentration difficulties, eg. skittles with bells attached;
- Children with limited arm/leg movement could sit and roll a ball down a chute towards a target.



Module 3: Lesson 7

Playground Games

New Game — Rollerball

Resources — Selection of balls and space markers.

How to Play

- Four players in two pairs;
- Two red lines and two green lines are marked on the playing area;
- Children stand behind the red line to collect ball;
- Move forward to roll the ball from the green line;
- Once the ball has been rolled to the other team the child takes their place behind their team-mate behind the red line;
- How many rolls in 30 seconds.

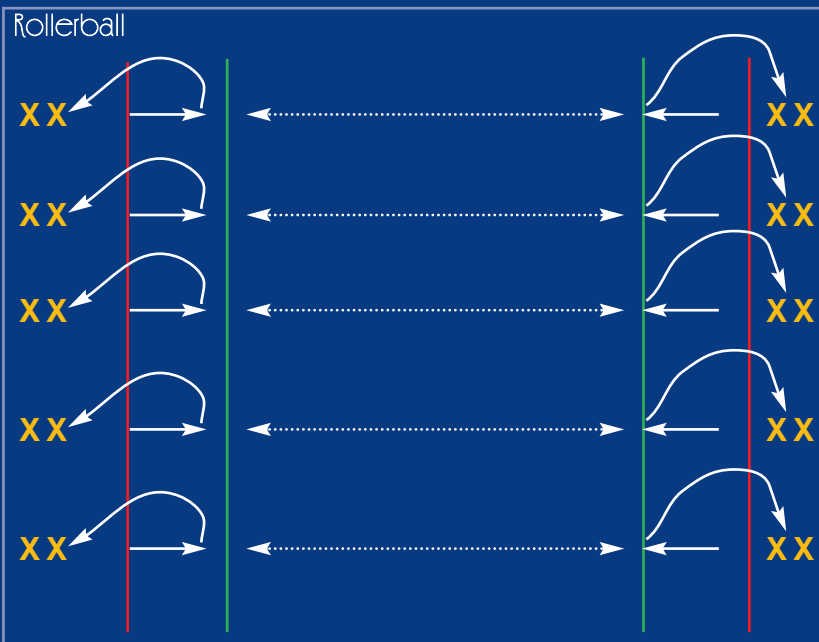
Differentiation

- Pupils with co-ordination and balance difficulties may need vinyl footprints or chalk lines to remember correct stance;
- Some children may need physical support when rolling such as leaning on a chair with their non-rolling hand;

Module 3: Lesson 7

Playground Games

- fit chalk line on the ground with an arrow might prompt the direction of the run;
- Make the activity easier using a large ball;
- Use a jingle ball for children with sight difficulties.



Module 3: Lesson 8

Playground Games

New Game — Dodge Ball

Prerequisite Skills

These are the **skills** that need to be taught during the PE lesson in order to enable all children to access the playground games at the end of each section. It is a good idea to teach the games in the PE class to ensure that children know how to play the games fairly and safely. It is important to model differentiation in our classes as this is where children learn how to organise their own games.

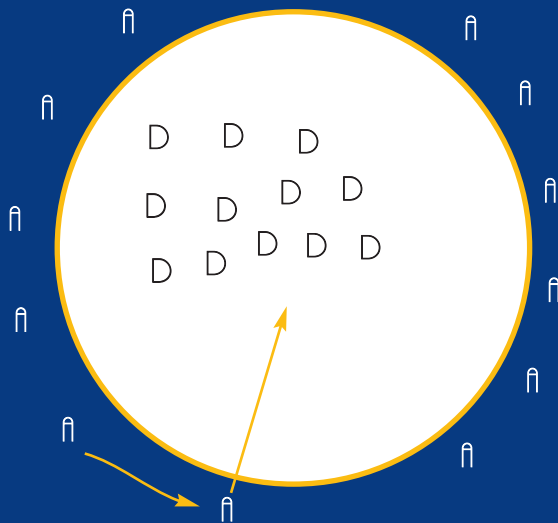
How to Play

- Mark off a space in the playground — square, rectangular or circular;
- Two teams **dodgers** and **attackers**;
- **Dodgers** stand inside the space. **Attackers** stand on the perimeter equal distances apart;
- **Attackers** start in possession of two/three sponge balls and they try to score as many points as possible in set time, eg, 1 minute by hitting **dodgers** with the ball;
- The **attackers** stand still but the **dodgers** can move anywhere within the space. The game begins when an **attacker** passes the ball to another **attacker** who tries to hit a **dodger** with the ball below the waist;

Module 3: Lesson 8

Playground Games

- A point is scored for every hit and only one hit can be registered with each throw. Rebounds do not count;
- The ball usually rebounds out of the space but if it does not, an **attacker** may go in and collect it. This is the only time an **attacker** may enter the space;
- Play continues when the **attacker** passes the ball to another **attacker**. The **dodgers** cannot leave the space to dodge the ball;
- For every infringement of the rules a point is given to the other team.



Module 3: Lesson 8/9

Playground Games

Differentiation

- **Dodgers** may need a larger area at first;
- **Attackers** may need a bigger sponge ball initially;
- Some groups might initially need to play with one ball only;
- A bell ball can be used for an extra sensory approach. Alternatively, use a ball tied within a plastic shopping bag;
- Players with mobility problems could benefit from having their own lane to move in;
- Introduce a rest zone outside the playing area if needed.

New Game — Saucers and Domes

Prerequisite Skills

*Note: Play game as taught in 1st & 2nd Class

- Play in pairs first to facilitate success in a group (paired with an adult first, then with a buddy) practicing placing markers on the ground, turning them and returning back to start.

Module 3: Lesson 9

More Playground Games

How to Play

- Each player has a space marker (when space marker is upside down it is a **saucer**, other way it is a **dome**);
- Two equal teams — one team of **saucers**, the other **domes**;
- All children place their markers in their half of playing area as **saucers** and **domes** and they line up on either side of the play area;
- On signal the **saucers** move around the entire area aiming to make as many **saucers** as possible. At the same time the **domes** are attempting to make as many **domes** as possible;
- On stop signal, markers are counted to determine winners;
- Encourage the children to come up with a few rules to make the game (a) **fair for everyone** and (b) **safe**, eg only turn one at a time, no guarding, and no carrying.

Differentiation

- Encourage team work, allowing children who have difficulty with mobility to turn space markers that are close to the start;
- Some space markers could be placed on cones for those who are unable to reach the ground.

Module 3: Lesson 10

More Playground Games

New Game — Magpies

Prerequisite Skills

- Practise simple chasing game in pairs to ensure child understands the concept of chasing, avoiding the magpies and tagging;
- Practise with a small group to make sure the player with any difficulties understands the game.

How to Play

- Players line up on one side of the play area;
- **Magpies** stand in the centre and call “Magpies”;
- Players attempt to run across to the other side of the play area without being tagged;
- Those tagged join the **magpies**;
- The last two/four children left will become the new **magpies** and the game continues.

Differentiation

- A child could be paired with an adult first, then with a buddy;
- Walk quickly, hop or jump instead of running;

Module 3: Lesson 10

More Playground Games

- Provide a den, eg a vinyl disk or chalk line for short rests of 5-10 seconds;
- Provide a peer buddy to push wheelchair if necessary (for safety ensure that the designated buddy has practised pushing and stopping and that the child in the wheelchair is comfortable with this);
- Designate a safe spot on the chair/person to be tagged — **NEVER tag a wheel.**

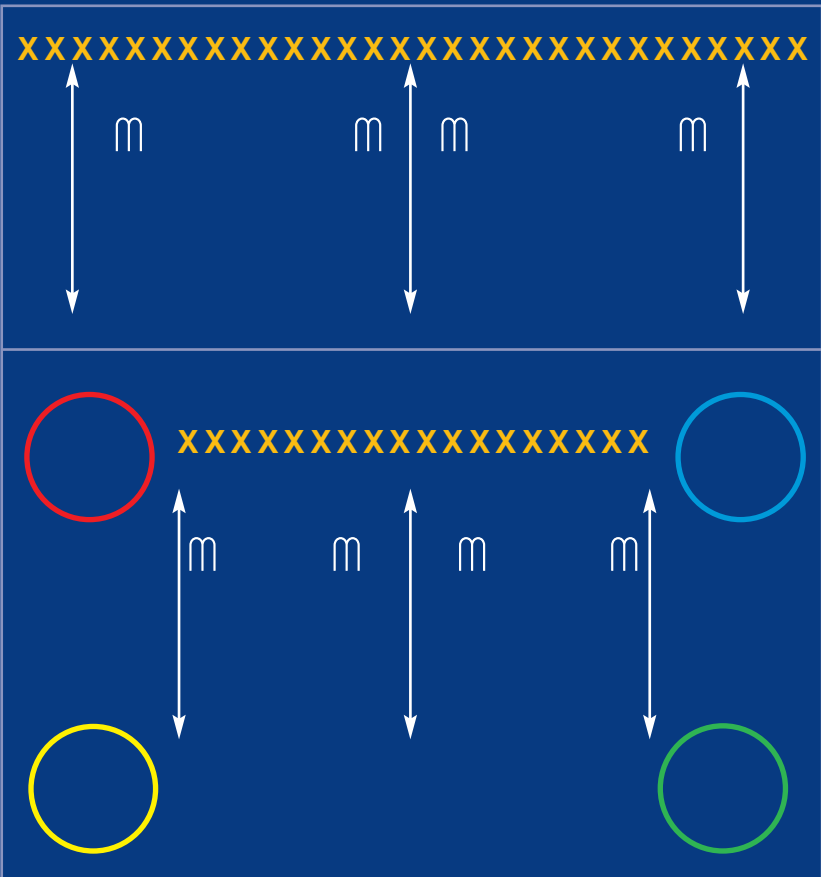
Variation: Magpies & Rings

- Select two/four **magpies** and give each one a different coloured bib. The rest of the players are **rings**;
- Each **magpie** places their nest (hoop) in a corner of the play area;
- The game is played as above except that when the **magpies** catch **rings** they take them to their nests;
- The winner is the **magpie** that caught the most **rings**.

Module 3: Lesson 10

More Playground Games

Magpies (cont)



Module 3: Lesson 11

More Playground Games

New Game — Nettles

Prerequisite Skills

- Practise with an adult first to ensure the child understands the game;
- Teach one role at a time (a) **being a player** (being ready to run, knowing where to stop), (b) **being a tagger** (practise what to say, when to run, and attempting to catch other players);
- Allow the child practise both roles, i.e. **tagger** and **player** with a small supervised group before playing in the playground.

How to Play

- Groups of twelve;
- Two **taggers** per group;
- Allocate each group their own playing area (for safety, groups must stay in designated areas);
- **Taggers** stand with arms and fingers outstretched in the middle of their area. All other players have one finger touching one of the chasers' hands;
- **Taggers** say "I went to the shop and I bought a bag of apples, sweets, nails, etc. but when the **tagger** says "I bought a bag of nettles" the chase begins and the children caught then become the new chasers.

Module 3: Lesson 11/12

More Playground Games

Differentiation

- Walk quickly, hop or jump instead of running;
- Provide a den, eg a vinyl disk or chalk line for short rests;
- Provide a peer buddy to push wheelchair if necessary. For safety ensure that the designated buddy has practised pushing and stopping and that the child in the wheelchair is comfortable with this;
- Designate a safe spot on the chair/person to be tagged — **NEVER tag a wheel.**

New Game — May I?

Prerequisite Skills

- Practise with an adult first to ensure the child understands the game;
- Teach one role at a time (a) **being a player** (practise all the moves, eg baby steps, giant steps, hops, etc.), (b) **being on** (practise what to say);
- Allow the child practise both roles with a small supervised group before playing in the playground.

Module 3: Lesson 12

More Playground Games

How to Play

- Caller stands on one side of the playing area facing the other players who stand 10-15 metres away;
- Caller says “If you have ... eg an E in your name, blue eyes, brown hair, etc. take two giant steps, baby steps, twirls, hops, bunny hops, etc.”;
- Players must say “May I?” and the caller must reply “You may” before moving. Anyone who forgets to say “May I?” returns to the start line;
- Whoever touches the caller first becomes the new caller;
- Ensure no one is left on the start line

Differentiation

- A child in a wheelchair could use small or large pushes on the wheel instead of steps;
- Provide a peer buddy to push wheelchair or measure steps if necessary (for safety ensure that the designated buddy has practised pushing and stopping and that the child in the wheelchair is comfortable with this).

Module 3: Lesson 13

More Playground Games

New Game — Hot Chocolate

Prerequisite Skills

- Practise with an adult first to ensure the child understands the game;
- Teach one role at a time (a) **being a player** (being ready to move, sneaking up, being ready to freeze, holding still), (b) **being on** (back to other players, turning around quickly, spotting anyone moving);
- Allow the child practise both roles with a small supervised group before playing in the playground.

How to Play

- Leader stands with back to the others;
- Players try to sneak up to touch the leader without being seen;
- Leader says “One, two, three, hot chocolate” and turns around. The players should then freeze;
- If the leader spots a movement by any player, then that player returns to the start;
- The first player to touch the leader becomes the new leader.

Module 3: Lesson 13

More Playground Games

Differentiation

- A child in a wheelchair could use small pushes on the wheel instead of steps;
- Provide a peer buddy to push wheelchair or measure steps if necessary (for safety ensure that the designated buddy has practised pushing and stopping and that the child in the wheelchair is comfortable with this);
- Designate a safe spot of the chair/person to be tagged — **never tag a wheel**;
- Some children may only be required to keep one part of their body still.

Variation

- Instead of “One, two, three hot chocolate⁹⁹”, the leader says “No laugh, no smile, no showing your teeth⁹⁹”.

Module 3: Lesson 14

More Playground Games

New Game — Take 5

Prerequisite Skills

- Practise with an adult first to ensure the child understands the game;
- Practise with a small supervised group before asking the child to play in the playground.

How to Play

- Four teams of three;
- Four hoops at corners of playing area;
- One hoop in middle containing 10 beanbags;
- One runner from each team at a time;
- Take only one beanbag at a time;
- The winning team is the first team to get five beanbags into their hoop.

Module 3: Lesson 14

More Playground Games

Differentiation

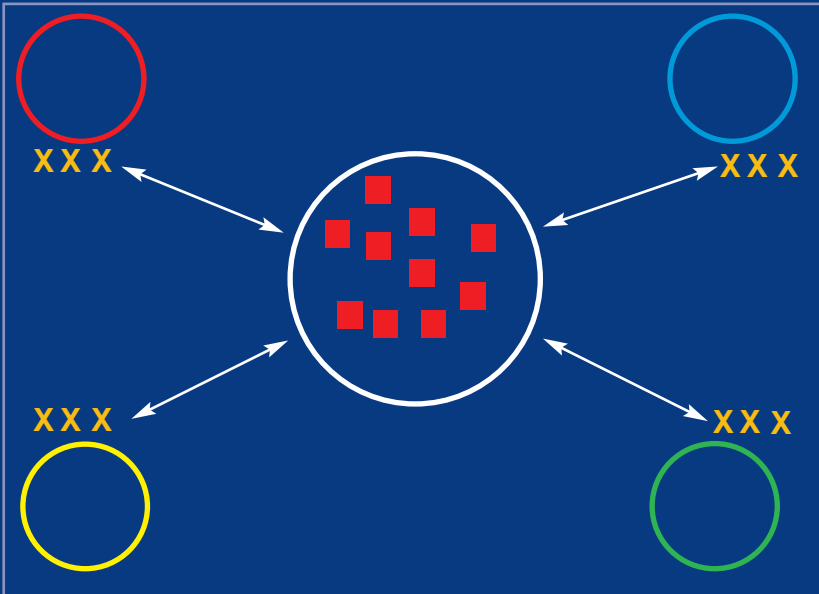
- Play as a walking game if some children have difficulty with running;
- If a child has difficulty with running all other children might hop (on one foot) or jump (with two feet);
- Place vinyl markings or a chalk line from their hoop to the centre hoop to guide children who need visual assistance;
- A peer buddy might be paired with a child to push their chair or assist as needed (for safety ensure that the designated buddy has practised pushing and stopping and that the child in the wheelchair is comfortable with this);
- The beanbags in the centre might be elevated to facilitate a child who cannot reach the ground.

Variation

- This may be used as a dribbling or soloing game where players dribble balls from centre hoop to their team hoop;
- Simplify the game using three hoops and five beanbags, if necessary (first to get three wins).

Module 3: Lesson 14/15

More Playground Games



New Game — Non-Stop Rounders

Prerequisite Skills

- Bowling through a hoop held waist-high;
- In three's batting a drop-fed ball to a fielder (see diagram 1);
- In three's batting a thrown ball to a fielder (see diagram 2);
- In three's, one holds hoop, two bowls through hoop and three retrieves ball;
- In four's, one holds hoop, two bowls, three bats, four retrieves ball.

Module 3: Lesson 15

More Playground Games

How to Play

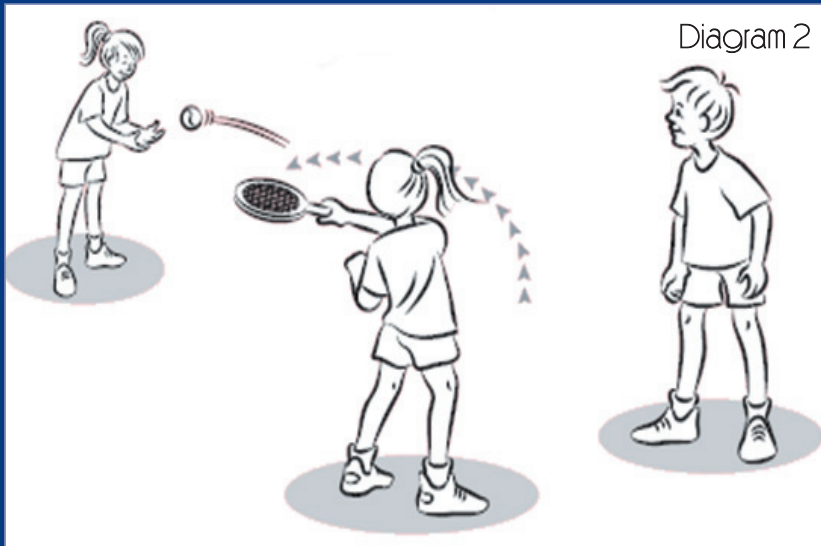
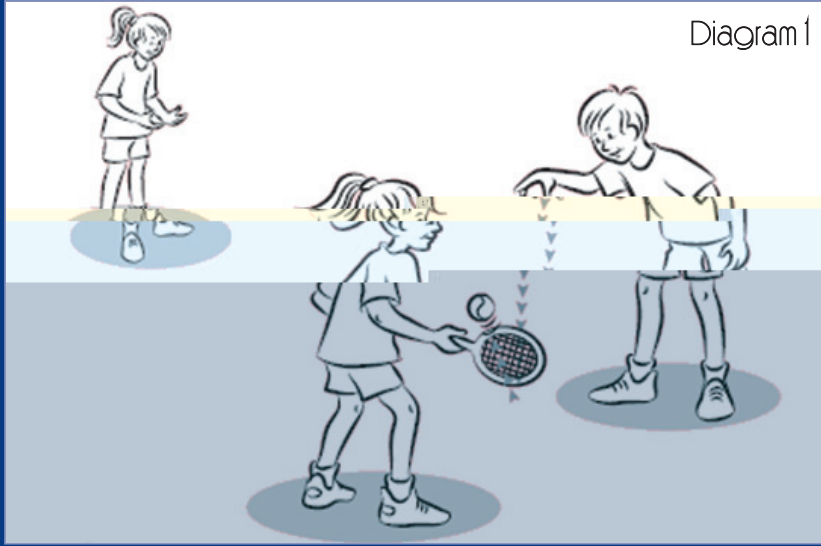
- Groups of five (see diagram 3);
- The batter receives five underarm bowls;
- To score a rounder the batter must run to the cone and back before the fielder has thrown the ball back to the bowler;
- If the ball reaches the bowler while the batter is en route he/she scores a half run or discounts that run;
- The batter cannot be called out;
- After five bowls each player moves around one place.

Differentiation

- Ball may be rolled by bowler;
- Ball may be kicked or thrown instead of batted;
- Ball can be placed on a cone instead of being bowled;
- Initially some pupils may need to run with a buddy (initially an adult) between the cones.

Module 3: Lesson 15

More Playground Games



Module 3: Lesson 15

More Playground Games

Diagram 3

