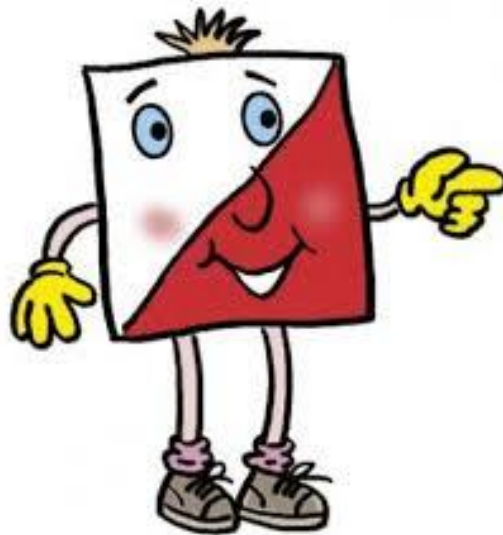


Outdoor and Adventure



Warm up Games

Ref: PSSI Lesson Plans – Warm Up Bank



Sun and snowballs

The sun and the snowballs have to run and chase all the other children.

If you are tagged with a blue beanbag you have to freeze.

You can only be released by being tagged with a yellow beanbag.

Rat tail

The chasers try to catch as many bibs/braids as possible in the allowed time (one minute).

The chasers count the number of bibs/braids they have collected between them.

Continue the game with different chasers.

Tails (variation on rat tail)

On a signal from the teacher each child tries to rob another's tail.

A child is eliminated when his tail is robbed and he must yield up to the robber all the tails he has gained before being caught.

While the robber is collecting the tails from a child who has been tagged, nobody may rob him.

The player with the most number of tails at the end is the winner.

Shramrocks and leprechauns

The leprechauns chase the shamrocks. When tagged, a shamrock must hand over the space marker.

To continue in the game a shamrock goes to the teacher for another space marker.

After a period, the teacher blows the whistle.

The leprechauns count the number of markers they have collected between them. If the number is greater than the number of children in the class the leprechauns win. If not the class wins.

Crusts and crumbs

One team are the crusts and the others the crumbs.

The teacher calls either *crusts* or *crumbs*.

If *crusts* is called all crusts run to their base line, crumbs chase them and tag them.

Any crusts caught become crumbs and join that line.

Walking and Team

Cooperative Challenges

[Ref: www.pdst.ie/primary/peadmin](http://www.pdst.ie/primary/peadmin)



Walking Activities

1. Domes

The above activities can be done making cards. But they can also be stuck to the underside of cones. E.g. Famous people. Children walk around and pick up a cone, look at the underside which has the name of a famous person written on a sticker. Must find their matching partner.

2. Power Rangers

Partner walking activity for infants. Beanbags scattered around the playground. The beanbags are aliens and the power rangers must collect the aliens. Power rangers must always have 1 hand joined with their partners and they must both have the same colour beanbag. Partners walk hand in hand until they both have collected 1 beanbag each. Their beanbags must be the same colour. They can then send the aliens into space using the parachute

3. Shipwreck

Hoops (islands) placed around play area (ocean). The children (ships) sail around the ocean, there is no contact allowed and they cannot go near an island. When teacher calls "shipwreck" children must find a hoop to stand in. Repeat a number of times reducing the number of islands each time. Object is for the children to work out the best way to fit as many as possible into the hoop.

Cooperative/Team Challenges

Ref: www.pdst.ie/primary/peadmin; Hunting the Griz - Tasks and Challenges

1. Pattern Ball

A ball is thrown from one person to the other in the circle until each person in the circle has received the ball once. No-one should be passed the ball more than once. The group must then remember and repeat the pattern. Two/ three balls might be introduced to the circle or the pattern might be repeated backwards.

2. Trust activities

Many trust activities including blindfolds included in the PSSI disc. Always work in pairs to begin with. One blindfold per pair. Learning the correct procedure for left, right and stop is important. The blind fold can be introduced into many of the activities to increase the difficulty levels.

3. Blind animals

Get in pairs and decide what animal you are going to be. Then go to different ends of a pitch/hall and put on a blindfold. You must find your partner by both of you making the sound of the animal.

4. Quoit/ Ring Pass

Practice in pairs initially, then in groups of 4 or 5.

The group must pass a quoit by foot to partner's foot without it touching the ground. Once passed, that player moves to end of line to receive it again in turn. (Sender needs to raise foot higher than receiver's who keeps heel on ground with their toe pointing up). Have a race between the different groups. The first group to get everyone passed the end line wins!

5. Caterpillar Walk

In groups of 5 or 6, each group must use a number of floor spots to move as a group by passing one spot along the group and then stepping on it. Nobody can touch the floor/ground. Race the groups against each other between a starting and finishing line. Can the group move with two less spots?

6. Frogger!

The class are divided into groups consisting of at least three children. They line up at one sideline facing into the court area. Each group has two same coloured floor spots. The object is for one member of the group ('sad frog' – can't swim) to move across the 'pond' without getting wet. The helpers (tadpoles) are to continually move the lily pads forward so the frog has a place to jump. The two tadpoles can swim so they are allowed in the water. Once across, they must come back again from the opposite side with a new frog until all have had a go at being the frog. If a frog puts a leg into the water, that frog must start again from the edge of the pond. Remind the tadpoles to place the lily pads within jumping distance, but not too near...this can be a co-operative race!!!

Orienteering Challenges

Junior Classes



➤ Introduction to control cards (PSSI infants Lesson 1)

Strand Unit:	Equipment Needed:	Reference:
<p>Strand Unit: Orienteering</p> <ul style="list-style-type: none"> Identify areas of the hall, playing field or school site: <ul style="list-style-type: none"> begin to find the way – front, back, left and right; follow directions – forwards, backwards, left and right. Introduce control cards: <ul style="list-style-type: none"> find the picture (control) and record it simply. <p>Strand Unit: Walking</p> <ul style="list-style-type: none"> Find and record controls outdoors. 	<ul style="list-style-type: none"> Sign – three large XXX (to mark the front of the room). Five cones, 15 crayons on strings (five colours – three of each) – double amount if dividing the room in half. Control cards – one for each child with their names written on, one enlarged card and one teacher's master control card. Five pictures of animals, laminated. Photocopiable samples of all necessary resources can be found at the end of this lesson. 	<ul style="list-style-type: none"> Primary School Curriculum (1999) Physical Education, page 23. Physical Education Teacher Guidelines, pages 91-93.

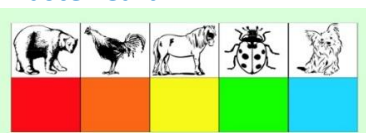
Set Up:

- Split the hall in two.
- Place five cones on each side.
- Under each cone, place a picture of an animal and a crayon making sure the crayon corresponds to the colour on the master card

Activity:

1. Show the class an enlarged control card.
2. Talk about the pictures. Walk to any cone. Demonstrate how to look underneath and find the animal.
3. Now point to the same animal on the control card and show the empty box underneath.
4. Demonstrate how to take the crayon from the cone, colour that box and replace the crayon under the cone.
5. Repeat as often as you feel necessary.
6. The children now work in pairs, half the class working in each side.
7. Give each child a control card/answer sheet.
8. Tell them to go to each cone in turn, colour the correct boxes on the control card and come back to you when finished.

Master Card:



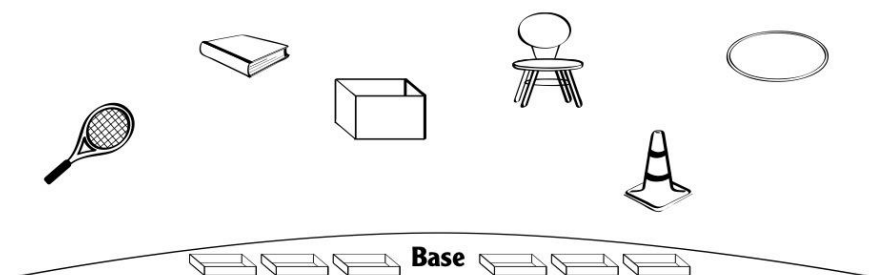
(Red/orange/yellow/green/blue)

➤ Photo star orienteering - Stage One (PSSI infants Lesson 2)

Strand Unit:	Equipment Needed:	Reference:
<p>Strand Unit: Orienteering</p> <ul style="list-style-type: none"> Identify areas of the hall, playing field or school site: <ul style="list-style-type: none"> introduce Photostar orienteering; go to features identified by pictures, find the control and record it simply; teach the discipline of returning to base. Reinforce control cards. <p>Strand Unit: Walking</p> <ul style="list-style-type: none"> Find an object in a confined area of the school site with simple clues. 	<ul style="list-style-type: none"> Six pictures of common school items – four copies of each. Labelled boxes for sorting and storing pictures. One enlarged control card for demonstration and one control card per child. One teacher's master control card. Crayons on strings (or in boxes). Sign XXX – as in lesson 1. Photocopiable samples of all necessary resources can be found at the end of this lesson. 	<ul style="list-style-type: none"> Primary School Curriculum (1999) PE Page 23 PE Teacher Guidelines Pages 91 - 93

Set Up:

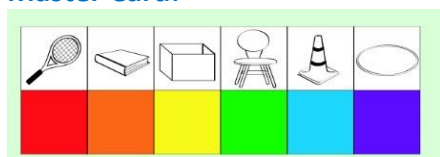
- Place the 6 objects in the hall as shown in the image below. You will need a box, a book, a racket, a chair, a cone and a hula hoop.
- Download pictures of each object and make four copies of each object.
- Have six boxes lined up at the base line. Place each set of pictures in each box.
- Place the corresponding crayons at each object.



Activity:

- Show the children an enlarged control card and relate the pictures to the items.
 - show the children one picture of an item
 - discuss what/where it is
 - walk the class to the item in the picture, i.e. the control and
 - demonstrate how to colour the box under the picture of that item on the control card, and replace the crayon.
- Return to base. Demonstrate how to replace the picture carefully in the correct box and take a different one. Repeat this demonstration as often as you feel is necessary.
- Show the children the pictures on the boxes.
- Ask a few children to demonstrate which boxes to put pictures in.
- Give each pair a picture and ask them to walk around the perimeter of the area. On a given signal, e.g. whistle, they must walk and stand beside the item.

Master Card:



(Red/Orange/Yellow/Green/Blue/Purple)

➤ Use of control cards (PSSI 1st/2nd Lesson 1)

Strand Unit:	Equipment Needed:	Reference:
<p>Strand Unit: Orienteering</p> <ul style="list-style-type: none"> Identify areas of the hall or school site: <ul style="list-style-type: none"> engage in activities to encourage the child to begin to find the way; reinforce work done in Infants – forwards, backwards, left and right; go to features identified by pictures; find the control (symbol) at that feature and record it on their control card. 	<ul style="list-style-type: none"> Sign – Three large XXX (to mark the front of the room). Eight numbered cones and eight shapes. Control cards, pencils or crayons. Eight controls for development, each with a different coloured crayon hanging from it on a string (available at the end of Lesson 1). Teacher's master control card. Photocopiable samples of all necessary resources can be found at the end of this lesson. 	<ul style="list-style-type: none"> Primary School Curriculum (1999) PE Page 33, 34 PE Teacher Guidelines Pages 91 - 93

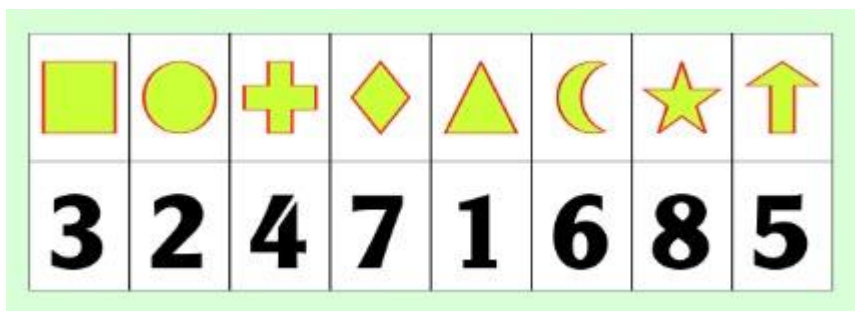
Set Up:

- Divide the hall in two halves.
- Stick the numbers 1 – 8 on 8 cones. Do this twice so you will have two sets of cones.
- Put out the two sets of cones – a set in each half.
- Place a shape under each cone – refer to the master copy for correct arrangement

Activity:

1. Show the class a control card and discuss the shapes on it.
2. Walk to a cone and point out the number on it.
3. Lift the cone to reveal the shape underneath.
4. Point to the same shape on the control card and demonstrate how to fill in the number from the cone in the box under that shape.
5. Repeat as often as you feel is necessary.
6. Place the children in pairs. Give each child a control card and a pencil.
7. They continue to work until all boxes are filled in.
8. Using your master copy, check from time to time that the children are coping.

Master Card:



Orienteering Challenges

Middle Classes

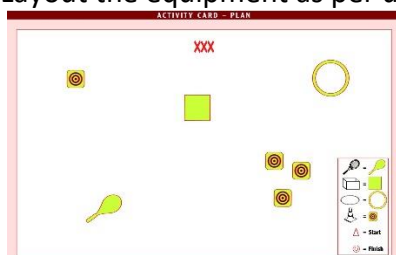


➤ Snake walk/follow a route (PSSI 1st/2nd Lesson 3)

Strand Unit:	Equipment Needed:	Reference:
Strand Unit: Orienteering <ul style="list-style-type: none"> • Find objects or areas by following a simple plan: <ul style="list-style-type: none"> • follow a snake walk; • lead another child around a course; • the second child records the route on an unmarked plan; • introduce map to ground orientation/spatial awareness; • teach the language, e.g. around, behind, between and outside. 	<ul style="list-style-type: none"> • Sign – Three large XXX (to mark the front of the room). • One enlarged laminated copy of plan of venue. • Unmarked plans. • Snake walks – one per pair. • One copy of the same snake walk per child – samples provided. • Beanbags. • Equipment in plan. • Photocopiable samples of all necessary resources can be found at the end of this lesson. 	<ul style="list-style-type: none"> • Primary School Curriculum (1999) PE Page 33, • PE Teacher Guidelines Pages 91 - 93

Set Up:

- Gather equipment: 4 tall cones, one hula hoop, one racket, one box, beanbags.
- Layout the equipment as per unmarked plan.



Activity:

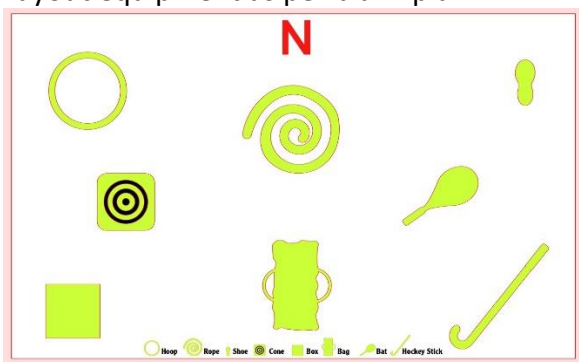
1. Discuss the enlarged plan of equipment layout with the class, relating the drawings to the items.
2. Point to an item on the plan and ask a child to stand there. Repeat until you have related all the drawings to the items.
3. Lay a trail of beanbags around and through the equipment. Line the children up in twos and ask them to follow you around the trail.
4. Sit them down again. Select a child to walk the route with the other children calling out directions.
5. Draw the route taken onto the plan. Draw to indicate the start and to indicate the finish.
6. Collect the beanbags, erase the route on your plan and lay out a different route.
7. Repeat this activity as often as you wish choosing different children each time to walk the route.

➤ Snake walks 2 (PSSI 3rd/4th Lesson 2)

Strand Unit:	Equipment Needed:	Reference:
<p>Strand Unit: Orienteering</p> <ul style="list-style-type: none"> Undertake a journey, following a chosen route and marking it on a plan. Choose a route and lead a partner who draws the route taken on a plan. 	<ul style="list-style-type: none"> Equipment: one hula hoop, one rope, one box, one shoe, one tall cone, one racket, one hockey stick. Unmarked plans – two per child Snake walks Pencils Paper clipboards 	<ul style="list-style-type: none"> Primary School Curriculum (1999) PE Page 33, 34 PE Teacher Guidelines Pages 91 - 93

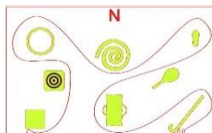
Set Up:

- Gather equipment.
- Layout equipment as per blank plan.

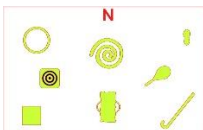


Activity:

- Give each child a plan with a snake walk marked on and ask them to follow it.



- Swap plans and repeat as often as necessary.
- Give each child a plan with no route marked.



- The teacher slowly takes a route around the equipment while the children draw the route onto their plans.
- The children can repeat this activity in groups of four or five. One child follows a marked route, i.e. snake walk and their group draws the route taken onto unmarked plans.
- On completion they compare their plans to the original.

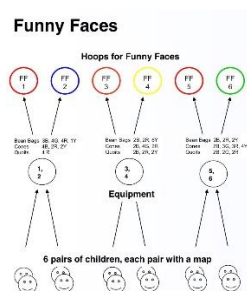
Funny Faces: www.britishorienteering.org.uk Tri-O pack Pages 6 - 13

Objectives:	Equipment Needed:	Reference:
<ul style="list-style-type: none"> To understand the concept of a map or plan. To reinforce the concept that a map is like a picture. To understand the use of symbols and a key. To develop spatial awareness of the relationship of shapes to each other by transferring information on a plan to reality. 	<ul style="list-style-type: none"> Bean Bags – 9 yellow, 4 green, 8 red, 7 blue Quoits – 2 yellow, 2 green, 8 red, 4 blue Cones – 6 yellow, 7 green, 7 red, 8 blue Hula hoops – 1 yellow, 1 green, 3 red, 1 blue 3 extra hoops Funny face maps 1 - 6 	www.britishorienteering.org.uk Tri-O pack Pages 6 - 13

Aim: Use the equipment indicated and map key to create the Funny Face accurately using information on the map.

Activity:

- Set up equipment as shown. Put out extra if available to allow for mistakes.



- Explain to children the concept of the word 'symbol'.
- Arrange children preferably in pairs so they don't have long to wait for a turn.
- First child in each pair is given a Funny Face map, runs to their pile of equipment, selects the right piece for No 1 on their map, then places it in appropriate place in their Funny Face hoop.
- The child then runs back and hands map to other person. Continue till Funny Face is complete (12 items), placing each item in the correct number order as shown on the map.
- If preferred, the pair can work as one unit throughout, in which case place the equipment store hoop on the Start line.
- Pairs can swap over and try another 'Face'

Orienteering Challenges

Senior Classes



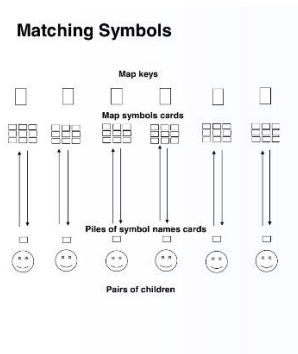
Matching Symbols: www.britishorienteering.org.uk Tri-O pack pages 18 - 28

Objectives:	Equipment Needed:	Reference:
<ul style="list-style-type: none"> To learn the basic orienteering symbols and colours. To encourage cooperation and discussion. 	For each pair/team <ul style="list-style-type: none"> map key set of laminated symbol and words cards. Each A4 sheet contains 4 symbols or words which need to be cut up and laminated separately to produce 16 word cards and 16 symbols cards. 	www.britishorienteering.org.uk Tri-O pack Pages 18 - 28

Aim: To match up the map names symbol cards correctly with the corresponding map symbol cards.

Activity:

- Set up as shown. A key of symbols can be placed just beyond the cards for consultation if the children are unsure of the symbols.



- First child in pair or team picks up a name card, runs to the symbol cards, and returns with the correct matching card.
- Each returning runner places the 2 cards (symbol and name) next to each other beside the team for easy checking.
- Runners then take it in turn to run to pick up a card, return, match it and so on until all the cards have been matched up.
- Leaders to check cards are correctly matched when finished.

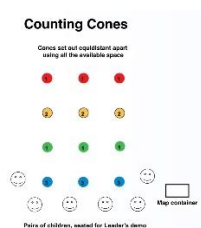
Counting Cones: www.britishorienteeing.org.uk Tri-O pack pages 39 - 46

Objectives:	Equipment Needed:	Reference:
<ul style="list-style-type: none"> To teach the skills of map orientation. To encourage cooperation 	<ul style="list-style-type: none"> 12 cones; 3 each of red, blue, yellow, green. laminated demo maps. laminated sets of maps 1-6 Answer sheet. Recording sheet. Sticky labels for cones, numbered as shown. Container for maps. 	www.britishorienteeing.org.uk Tri-O pack Pages 39 - 46

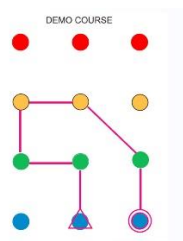
Aim: To practice the skills of orientation and recognition of Start and Finish symbols.

Activity:

1. Seat groups around blue end of set up cones.



2. Give children a copy of the demo map. Make sure they have it orientated.



3. Leader explains map orientation, Start triangle, Finish double circle, then walks the route, orientating map. Children (seated) follow Leader's route on the map with their finger.
4. Give each pair a map (1-6).
5. Each pair stands at their start, shown by the red triangle on the map.
6. Explain that they will follow the route on their map from Start to Finish, adding up the numbers on the cones as they go along and keeping the map orientated correctly.
7. When finished, check the answer with the Leader, then take a different map and try a different course.

Photo Star Orienteering: (Adapted from PSSI 5th/6th Lesson 2 Point-to point Orienteering)

Strand Unit:	Equipment Needed:	Reference:
Orienteering: <ul style="list-style-type: none"> • Undertake photo star orienteering – visiting all controls and returning to the base point after each control and marking the control card 	<ul style="list-style-type: none"> • Ten photos (4 copies of each) • Ten hula hoops • Ten control cards • One clipboard; one pencil and one answer sheet per pair of children • mastercard 	<ul style="list-style-type: none"> • Primary School Curriculum (1999) PE Page 57 - 59 • PE Teacher Guidelines Pages 91 - 93

Set Up:

- Take ten photos of specific areas around your school – inside and outside.
- Make four copies of each photo.
- Place each set of the ten photos in ten hula hoops at the base line.
- Place one control card at each photographed location.

Activity:

- Give each pair of pupil's one answer sheet, one clipboard and one pen/pencil.
- Show the children an example of a photo and an example of a control card. Highlight the number on the photo and the information on the control card. Demonstrate how to record the information in the correct answer box on the answer sheet.
- Explain that once one photo is completed, you return to the hall, replace the photo and proceed to the next photo, returning every time to the hall. Hence the name Photo Star.
- The first team to collect all their answers are the winners.



Primary Outdoor and Adventure

Possible Timetable for After School Workshop

<p>3:30</p>	<ul style="list-style-type: none"> • Tea/Coffee • Sign in • Introduction
<p>3:40 10min</p>	<p>Warm Up Games</p> <ul style="list-style-type: none"> • Sun and Snowballs • Rat tail /Tails • Shamrocks and leprechauns • Crusts and Crumbs
<p>3:50 10min</p>	<p>Walking Activities</p> <ul style="list-style-type: none"> • Domes • Shipwreck
<p>4:00 20min</p>	<p>Cooperative Team Challenges</p> <ul style="list-style-type: none"> • Pattern Ball • Trust Activities • Blind Animals • Quoit/Ring Pass • Caterpillar Walk • Frogger
<p>4:20 20 min</p>	<p>Junior Orienteering Challenges</p> <ul style="list-style-type: none"> • Introduction to control cards (PSSI infants Lesson 1) • Photo star orienteering - Stage One (PSSI infants Lesson 2) • Use of control cards (PSSI 1st/2nd Lesson 1)
<p>4:40 20min</p>	<p>Middle Orienteering Challenges</p> <ul style="list-style-type: none"> • Snake walk/follow a route (PSSI 1st/2nd Lesson 3) • Snake walks 2 (PSSI 3rd/4th Lesson 2) • Funny Faces (British Orienteering Tri-O Pg 6-13)
<p>5:00 20min</p>	<p>Senior Orienteering Challenges</p> <ul style="list-style-type: none"> • Matching Symbols (B. O. Tri-O Pg 18-28) • Counting Cones (B. O. Tri-O Pg 39 - 46) • Photo Star Orienteering (PSSI 5th/6th Lesson 2)
<p>5:20 10min</p>	<p>Finish Up</p> <ul style="list-style-type: none"> • Fill in/collect evaluation forms • Distribute travel expense forms • Promote future workshops

Resources List

Warm Up Games	<ul style="list-style-type: none"> • Sun and Snowballs 	<ul style="list-style-type: none"> • Yellow bean bags • Yellow bibs • Blue bean bags • Blue bibs
	<ul style="list-style-type: none"> • Rat tail /Tails 	<ul style="list-style-type: none"> • Bibs
	<ul style="list-style-type: none"> • Shamrocks and leprechauns 	<ul style="list-style-type: none"> • Green Bibs • Space Markers
	<ul style="list-style-type: none"> • Crusts and Crumbs 	<ul style="list-style-type: none"> • Space Markers • Tags • Tag belts
Walking Activities	<ul style="list-style-type: none"> • Domes 	<ul style="list-style-type: none"> • Cones • Matching Cards
	<ul style="list-style-type: none"> • Shipwreck 	<ul style="list-style-type: none"> • Hula Hoops
Cooperative Team Challenges	<ul style="list-style-type: none"> • Pattern Ball 	<ul style="list-style-type: none"> • One ball per group
	<ul style="list-style-type: none"> • Trust Activities 	<ul style="list-style-type: none"> • Blindfolds • Bean bags
	<ul style="list-style-type: none"> • Blind Animals 	<ul style="list-style-type: none"> • Beanbags
	<ul style="list-style-type: none"> • Quoit/Ring Pass 	<ul style="list-style-type: none"> • Quoits
	<ul style="list-style-type: none"> • Frogger 	<ul style="list-style-type: none"> • Floor Spots
	<ul style="list-style-type: none"> • Caterpillar Walk 	<ul style="list-style-type: none"> • Floor Spots
Junior Orienteering Challenges	<ul style="list-style-type: none"> • Introduction to control cards (PSSI infants Lesson 1) 	<ul style="list-style-type: none"> • 10 cones • 2 sets of 5 animal control cards • Clipboards • Crayons • Answer sheet • Master card
	<ul style="list-style-type: none"> • Photo star orienteering - Stage One (PSSI infants Lesson 2) 	<ul style="list-style-type: none"> • box • book • racket • chair • cone • hula hoop • 4 copies of each object picture • crayons • 6 boxes

		<ul style="list-style-type: none"> • Clipboards • Answer sheet • Master card
	<ul style="list-style-type: none"> • Use of control cards (PSSI 1st/2nd Lesson 1) 	<ul style="list-style-type: none"> • 2 sets of 8 cones (1-8 on each cone) • 8 shape controls • Pencil • Clipboard • Answer sheet • Master card
Middle Orienteering Challenges	<ul style="list-style-type: none"> • Snake walk/follow a route (PSSI 1st/2nd Lesson 3) 	<ul style="list-style-type: none"> • 4 tall cones • one hula hoop • one racket • one box • beanbags • clipboards • blank plans • pencils • erasers
	<ul style="list-style-type: none"> • Snake walks 2 (PSSI 3rd/4th Lesson 2) 	<ul style="list-style-type: none"> • one hula hoop • one rope • one box • one shoe • one tall cone • one racket • one hockey stick • Unmarked plans – two per child • Snake walks • Pencils • Paper • clipboards
	<ul style="list-style-type: none"> • Funny Faces (British Orienteering Tri-O Pg 6-13) 	<ul style="list-style-type: none"> • Bean Bags – 9 yellow, 4 green, 8 red, 7 blue • Quoits – 2 yellow, 2 green, 8 red, 4 blue • Cones – 6 yellow, 7 green, 7 red, 8 blue • Hula hoops – 1 yellow, 1 green, 3 red, 1 blue • 3 extra hoops • Funny face maps 1 - 6

Senior Orienteering Challenges

- Matching Symbols (B. O. Tri-O Pg 18-28)

For each pair/team

- map key
- Set of laminated symbol and words cards. Each A4 sheet contains 4 symbols or words which need to be cut up and laminated separately to produce 16 word cards and 16 symbols cards.

- Counting Cones (B. O. Tri-O Pg 39 - 46)

- 12 cones; 3 each of red, blue, yellow, green.
- laminated demo maps.
- laminated sets of maps 1-6
- Answer sheet.
- Recording sheet.
- Sticky labels for cones, numbered as shown.
- Container for maps.

- Photo Star Orienteering (PSSI 5th/6th Lesson 2)

- Ten photos (4 copies of each)
- Ten hula hoops
- Ten control cards
- One clipboard; one pencil and one answer sheet per pair of children
- Master Card

Some further warm-up games for junior classes (Ciara Delaney)

Sundae 99

Scatter the cones around the hall. Place tennis balls on top (99) or under (sundae) each cone. One team needs to make 99s by placing the tennis balls on top of the cones, one team needs to make sundaes by placing the tennis balls under the cone (the tennis ball being the ice-cream!).

Bingo Relay

Place cones in a shuttle relay formation with one jigsaw piece or bingo card under each cone. Children take turns to run out around all the cones, select one card/piece and bring it back to base. When all the pieces have been collected, work as a team to make the jigsaw or match up the bingo cards.

Find your match

Scatter cones around the hall. Place matching pairs (objects/cards/buttons) under each cone. Children run freely around the cones. On the whistle, stop at a cone. On the second whistle, reach down and collect the object from under your cone. On the third whistle, find your match! (another child should have the matching object). When you've found your partner, jog in pairs around the perimeter of the cones.

Follow the trail

Set up four groups: red, green, yellow, blue. Make a trail of poly spots in each colour, leaving from and returning to each base. Allow two colours to cross over each other at two points in the trail (eg red opposite blue cross over and yellow opposite green cross over – this way two groups never meet the other two groups). Guide the children through the trails using a variety of instructions.

Listening game

Hands up, hands down, hands in, hands out. Children do what you say, try to catch them out by saying hands up and keeping your hands down.