



# Inclusive Games

for Early Childhood Education



# NCHPAD

The logo graphic consists of a stylized white figure of a person with arms raised, positioned below the letters 'PAD' of the word 'NCHPAD'. The figure is composed of simple, flowing lines.

For questions about this resource, please send an email to [email@nchpad.org](mailto:email@nchpad.org)

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# Introduction



Children playing organized games and engaging in physical activity every day is an important aspect of a healthy lifestyle. The benefits are numerous and can improve many areas of one's health in positive ways. Establishing healthy lifestyle patterns at an early age is paramount for youth to carry those same habits into adulthood. The same is true for youth with a disability. Some of the benefits gained by engaging in physical activity are:<sup>4</sup>

- Improvement in bone, muscle, joint, and heart function
- Better posture and balance
- Maintaining a healthy weight range
- Increase in energy level
- Increase in self-confidence and social skills
- Improved concentration
- Improved motor skills
- Understanding sportsmanship and leadership skills

The World Health Organization (WHO) defines physical activity as any bodily movement produced by skeletal muscles that requires energy expenditure.<sup>2</sup> Activities like everyday chores, active play, and organized exercise or sports all constitute physical activity. This movement can fall into one of three categories: light, moderate, or vigorous. The Physical Activity Guidelines for Americans, 2nd edition, issued by the U.S. Department of Health and Human Services, recommends that children and adolescents ages 6 through 17 years get 60 minutes (1 hour) or more of moderate-to-vigorous physical activity daily. Unfortunately, most children fall well below this level. The Centers for Disease Control and Prevention (CDC) reports that less than 24% of kids ages 6-17 achieve the recommended sixty minutes each day.<sup>3</sup>

To improve the percentage of children who achieve the recommended sixty minutes of physical activity daily, we must continue to find creative and innovative ways to encourage our children to choose a more active lifestyle, engage in fitness-oriented opportunities, and participate in active play through games or free play. Free, unstructured play happens when a child is not following any rules or guidelines, such as building forts, pretending to be a superhero, or fingerpainting.<sup>1</sup> In other words, free play is led by the child in the direction that they choose. This kind of play allows children to move their bodies to build their strength and endurance and work on fine and gross motor movements. Secondary to the physical aspect is the cognitive and social development gained through free play. Structured games and activities, like the games found in this resource, can also spark creativity when children are allowed the freedom to make their own rules or even come up with their own game. This gives them buy-in to the game, engages them in the game, and makes it more fun!



This resource was developed as a quick guide to a variety of inclusive games and activities for Pre-K and elementary-aged children. These games can be played in a classroom setting, small space, or an outdoor playground area. Each page is designed to show the objective of the game, skills used, and any equipment needed. It will also include ideas for variations of the game, and tips for making the game more inclusive for children with disabilities.

**Those who might benefit from this resource are:**

- Teachers
- Coaches
- Recreation facilities (YMCA's, Parks and Recreation centers)
- Afterschool programs
- Early childcare providers
- Caregivers or babysitters

# Inclusion Strategies



## General Recommendations

- Know your participants (talk with parents, guardians, or caretakers to gather helpful information).
  - Does the child use a mobility device?
  - Does the child have any limited movements?
  - Is the child verbal or non-verbal?
  - Can participants follow directions in a group setting?
- Always provide clear and simple instructions (use pictures, large print, show them an example of the activity with 1-2 step instructions).
- Keep the safety of all children a priority.
- Allow all children to be as independent as possible and maintain success.
- Research disability-specific information. Ensure that you or your staff has ongoing training about disability-related topics and inclusion. Check out [NCHPAD's e-Learning platform](#) to access free virtual trainings.
- Let the children create their own inclusive game OR give ideas on how to make games they have played before more inclusive to all children.
- HAVE FUN!

Some children will require adaptations to the activity to complete the task. Hopefully, the provider would include the adaptations based on the children's needs. If the adaptations are not provided, ask the child how he or she would perform that task or skill. For example, a child that uses a wheelchair can do arm marching movements instead of marching in place. When creating adaptations, it is important to consider the space, the equipment, instructions, and the skill or activity at hand.

## Space Adaptations

- Always ensure all spaces are open, clear of mobility impediments, and that pathways and other routes are unbroken, seamless, slip-resistant, and feature occasional seating and balance options (e.g., chairs, couches, handrails).
- Modify play areas by making them smaller or larger. For example, a child that uses a mobility device such as crutches may need a smaller area to avoid fatigue while a child that uses a wheelchair might need a larger area to be able to move efficiently.
- Provide a hard surface that is relatively flat for children to be able to move efficiently while using a wheelchair.

## Equipment Adaptations

- Adapting target sizes and locations (e.g., lower a basketball goal, move a throwing target to the ground if a participant is only able to roll an item at the target).
- Provide additional or modified equipment (e.g., for a throwing activity, multiple kinds of projectiles baseball, bean bag, balloon, etc.).
- Use various types of balls (e.g., different sizes, colors, textures, weights).
- Use lighter, softer, or larger balls that are easier to catch.
- Provide ground targets for children who may only be able to accurately roll objects.
- Provide grip devices (e.g., athletic tape, Ace bandage, Velcro cuff) for children who do not have the grip strength to hold

## Instruction Adaptations

- Provide simple and basic instructions. Ensure that the child comprehends the instructions given by asking for understanding. Ask the children to repeat the instructions to you instead of asking them: “Do you understand?”
- The provider can demonstrate the movement, task, or skill to provide a visual learning opportunity.
- Make sure all tasks have been demonstrated previously by visual cards, demonstrations, or verbal instructions.

## Skill Adaptations

- Use pads/floor markers for children to locate their designated spots.
- Pay attention to the amount of sensory input in a small space (noise, lighting, amount of people moving at once, etc.).
- Provide padding such as a non-abrasive rug or rubber tile when transitioning during floor activities.
- Allow children to perform the dance or other types of movement in a seated position.
- Allow extra time to complete a skill such as completing a pass or hitting a ball with a bat.
- Choose music with a slower tempo when performing rhythm or choreographed routines.
- Allow children to clap hands or tap feet instead of jumping.
- Practice slower or less complex rhythms/movements before moving to more complex rhythms/movements.



## References

1. How to encourage free play. (n.d.). Retrieved April 12, 2021, from <https://www.scholastic.com/parents/family-life/parent-child/how-to-encourage-free-play.html>
2. Physical activity. (n.d.). Retrieved April 12, 2021, from <https://www.who.int/news-room/fact-sheets/detail/physical-activity>
3. The Child & Adolescent Health Measurement Initiative (CAHMI). 2016 National Survey of Children's Health. Data Resource Center for Child and Adolescent Health;2016.
4. U.S. Department of Health and Human Services. Physical Activity Guidelines for Americans, 2nd edition. Washington, DC: U.S. Department of Health and Human Services; 2018.



# Warm-Up

## GAMES





# Apples to Oranges

## Game Objective

to be the last player remaining in the circle

## Skills

to be the last player remaining in the circle

## Equipment

apple and orange (real or plastic), slips of paper, container for the slips of paper, music

## Play

- On separate slips of paper, write the following: BEFORE the apple, THE apple, AFTER the apple, BEFORE the orange, THE orange, AFTER the orange.
- Place the slips of paper in a container and mix them up.
- Have the group of players stand or sit in a circle.
- Give one player the apple and another player across the circle the orange.
- Start the music.
- When the music starts, players will begin passing the apple and orange around the circle until the music stops (remind players that there will be no throwing or tossing of the fruit -must make a clean pass to the person next to them).
- When the music stops, the leader will pull out a slip of paper and read it to the group.
- Whichever player is the one called out, that player is “out” of the game and moves away from the circle.
- Continue with remaining players.
- The last player remaining in the circle is declared the winner.

## Variations

- Change the way the fruits are passed: under the leg, around the head or back, twirl around then pass, do an exercise before passing.
- Instead of a player being “out”, they must go to a “dance zone” and move until the round is over.

## Inclusion Tip

- Use a drum beat instead of music, use red/orange beanbags for easier gripping, have all players seated in a circle using chairs or seated on the ground.
- Use start/stop visual supports to cue the music.



# Silly Simon Says

## Game Objective

to correctly mimic the actions from the leader

## Skills

following directions, listening, focus, body movement and spatial awareness

## Equipment

None

## Play

- Have players form 2 parallel lines (across from each other).
- The leader will call out actions like the classic Simon Says game.
- If they do not do what Simon Says, or they do what he does not say do, those players move to the other line.
- This will continue until Simon Says the game has officially ended!
- No one gets “out”, and it is everyone –vs- Simon.

### There are only 8 instructions given by Simon:

- Right hand up
- Right hand down
- Left hand up
- Left hand down
- Both hands up
- Both hands down
- Clapping hands (hands out front but no clap yet)
- Clap X (X= any number chosen before the game begins) number of times

## Variations

- Come up with your own actions or allow the players to pick the actions that they are going to mimic.



# Clump

## Game Objective

be the last player to successfully move from group to group

## Skills

counting, teamwork, communication, variety of locomotor skills

## Equipment

none (music is optional)

## Play

- Have all players spread out around the playing area (not too close).
- When the music starts, players will begin moving around the playing area.
- At some point, the leader will call out a number.
- Players must race to form groups of that number.
- Ex: “FIVE” .... Players must gather in groups (or clumps) of 5.
- All players who are left without a group will head to the Dance Zone.
- Continue calling out numbers until you have 2 players left – they are declared the Winners!

## Variations

- Dance Zone = dancing or movement until the round is over.
- Exercise Zone = players must continue to perform sets of an exercise until round is over.
- Change up the movement as players move around the playing area (locomotor skills).

## Inclusion Tip

- Have a large playing area to accommodate players utilizing mobility devices.
- In addition to calling out the number, use a sign with the corresponding number.
- Use start/stop visual supports to cue the music.



# Drop the Sheet

## Game Objective

correctly call out the names of players on the opposing team

## Skills

peer/name recognition and teamwork

## Equipment

a dark colored bed sheet or large tarp

## Play

- Create two teams and have two staff hold the sheet (or thick blanket) separating the teams so that neither team can see each other.
- To begin play, one player of each team will stand very close to the sheet. When the sheet drops, the first players to correctly call out the name of the other teams' player standing on the other side of the sheet wins the round.
- The group may strike different humorous poses to distract the attention of the other team's person. The team who wins the most rounds wins the game.

## Variations

- The player who did NOT call out the other players' name first during the round must leave their team and join the other team. The first team to lose all their players loses the game.
- If outside, have players who do not call out the name first or call an incorrect name toss a cup/ bucket of water at the other player, silly string, or perform an exercise to rejoin their team!

## Inclusion Tip

- Instead of guessing who the player is on the other side of the curtain have them guess a pre-determined number, geometric figure or object. You can provide clues to help the players guess.
- If using an "exercise zone", include seated and standing options.



# Elbows Knees Cup

## Game Objective

be the first player to knock the cup off the cone

## Skills

striking, reaction time and listening

## Equipment

Solo® cups, cones

## Play

- Players try to be the first one to knock the cup off after listening to a series of commands.
- Set up a line of cones along a line like a sideline of court, mid court line, etc.
- Balance a Solo® cup on top of each cone.
- Have players go to cone (2 at each across from each other).
- Give a list of instructions to touch: “Head, toes, elbows, toes, ears, hair, CUP!”
- On “cup”, players try to be the first one to knock the cup off the cone.
- Reset the cup.
- All players move one cone to the left and play resumes with new partner.

## Variations

- Have players partner up with a cone in the middle. The winning partner continues on and finds a new partner, while the losing partner goes to a “Dance Zone” or “Exercise Zone”.

## Inclusion Tip

- If a child’s reach is limited, give players an object to use to knock the cup off cone (pool noodle, racket, etc).
- Use large objects to be knocked off instead of the cups.
- Allow players to touch the cup instead of knocking it.
- Allow players to knock the cups by hitting it with a part of their mobility devices (ex. wheelchair caster wheel or the tip of a crutch).



# Fruit Salad

## Game Objective

to successfully move from space to space

## Skills

locomotor movements

## Equipment

poly spots, parachute (optional)

## Play

- Have everyone stand on a poly spot (or hold a parachute edge), arranged in a circle facing inwards. Select one person to be in the middle and remove his or her poly spot from the circle. For parachute, everyone is on the outer edge and leader is the caller.
- Explain the rules: The player in the middle needs to say something that applies to at least 2 people in the circle-for example, “Anyone who has a pet”, “Anyone who is wearing jeans”, “Anyone who has a brother or sister”, “Anyone wearing the color purple”. If the player’s statement applies to someone in the circle, that player must move from his or her poly spot and race to a different spot. If the player says “Fruit Salad”, then everyone needs to move to a different spot.
- The player in the middle tries to get to the poly spot first. There will be one person left without a poly spot- this player will be the next person in the middle of the circle. The remaining child starts a new round by saying a different statement.

**Note: Players cannot move to spots on their immediate left or right.**

## Variations

- Change the locomotor movement pattern between spots.

## Inclusion Tip

- Players who use a mobility device are “safe” if their device is over a poly spot (ex: wheelchair).



# Hagoo

## Game Objective

to have the most players on your team

## Skills

spatial awareness, eye contact, and concentration

## Equipment

2 cones

## Play

- Separate the group into two even teams and stand in two separate lines (shoulder to shoulder) facing each other.
- The two groups should be about three or four feet apart.
- The players at the opposite ends of each line are opponents. You can designate the ends of the lines with a cone.
- The players at the cone will step out of the lines, so they are facing each other and looking down the middle of the two rows (like an old cowboy shoot off).
- They will both say, “Hagoo,” and start to move down the row toward each other.
- They must not break eye contact, and their object is to get to the opposite end of the line without laughing or smiling.
- When the players pass each other, they must continue to maintain eye contact.
- If a player breaks eye contact, laughs, or smiles, they then must join the end of the line of the opposing team.
- The teams can do any silly things to make the opposing player laugh, but they must be careful not to make their own player lose concentration.
- The teams may not touch another player.
- This process will continue until everyone has had a turn. The team with the most players at the conclusion of the game wins.

## Variations

- Change the locomotion pattern down the line.

## Inclusion Tip

- Allow children to use verbal expression such as an animal roar to make other children laugh.
- Allow enough space for students using mobility devices to walk, push or roll down the lines.





# Rock, Paper, Scissors, Blob

## Game Objective

be part of the last remaining “blob”

## Skills

locomotor movements, follow directions

## Equipment

none

## Play

- Players start in individual “blobs”.
- When the leader starts the game, players will move around the playing area and challenge other players in Rock, Paper, Scissors.
- The losing player of the match will then join the winner to form a bigger “blob”.
- The winner takes their “blob” around to face others in Rock, Paper, Scissors – only the blob leader will play Rock, Paper, Scissors.
- Any “blob” that wins will absorb the entire losing blob.
- A “blob” challenge that ends in a TIE results in both blobs exploding and all connected players go back to individual blobs.
- When play ends, the largest blob remaining wins the game!

## Variations

- Players use different locomotor movements around the playing area for each round.

## Inclusion Tip

- Have the children say out loud their choice for Rock, Paper, Scissors in addition to the corresponding gesture.



# The Reaction Game

## Game Objective

successfully complete each action the leader calls out

## Skills

reaction time, following directions, and striking

## Equipment

cones

## Play

- Have players partner up, or have groups of 3-4 players.
- Place a cone in the middle of each group or pair.
- The leader will call out certain actions (found in list below) that the players must perform (similar to Simon Says).
- Players complete the actions in their groups and-continue the action until the next one is called out.
- If the leader yells out “GO”, the players must try to be the first person in their pair or group to touch their cone – they will earn 1 point. You can get creative with the trigger word!
- The game continues for a certain amount of time.
- Switch partners or groups occasionally.

## Variations

- Play the game using music. As the music plays, the pairs or groups move around their cone. When music stops, they try to be the first player to touch the cone.
- **Actions:** touch toes, arm circles, rub stomach, pat head, warrior pose, clap 10 times fast, make a silly face, give a high-5, spin around, reach to ceiling, boxing punches, pretend to surf, wave hands in the air, crank a lawnmower, pretend to swim, climb a rock wall, brush teeth, dance, pretend a bee is chasing you, row a boat, play tennis, shoot a free throw, throw a frisbee, swing a bat, be a statue, flip a pancake, ride a horse, big yawn, hug yourself, play drums, pretend to fish, dribble basketball, touchdown dance, karate chop, play guitar, juggle, pretend to melt, shovel snow, right hand up, left hand up, both hands up, saltue

## Inclusion Tip

- If reach is limited, give players an object to use to knock the cup off cone (pool noodle, racket, etc). Use large objects instead to be knocked instead of the cups.
- Allow players to touch the cup instead of knocking it.
- Allow players to knock the cups by hitting it with a part of their mobility devices (ex. Wheelchair caster wheel or the tip of a crutch).

# Low-Energy

GAMES





# Airport

## Game Objective

be the team to score the most points at end of the game

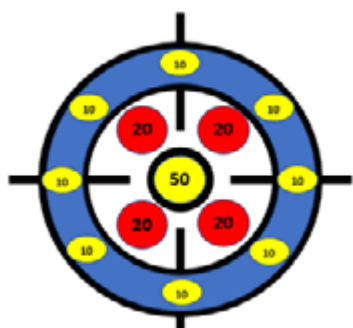
## Skills

accuracy and tossing

## Equipment

paper airplanes, floor tape for bullseye

## Play



- This game is for 2 or more players.
- Divide players into 2 equal teams, one team on each side of the bullseye.
- Tape off circles in the center of playing area like a bullseye, points vary with each circle.
- 50 pts center, 20 pts next circle, 10 pts outer circle (see diagram below).
- You may also tape off some other areas for bonus points.
- Each player gets 1 paper airplane (use colored paper to distinguish teams).
- Teams must stand at least 10' away from target area (tape off a throwing line).
- On "GO", players will fly their plane into the target area.
- Count each team's points / play multiple rounds.

## Variations

- Add smaller taped areas outside the main bullseye with higher point values to create more of a challenge.

## Inclusion Tip

- Allow tossing from a line closer to target, assign a point value to the area around the bullseye (allows players to earn points for their team) – or have players who do not reach the bullseye roll a die to earn 1-6 points.



# Beanbag Boccia

## Game Objective

be the team that collects most points in each round

## Skills

accuracy, tossing and teamwork

## Equipment

beanbags

## Play

- Divide group into teams of four (more or less depending on number).
- Each team is given four identical beanbags (e.g. all of the same color and one for each player), and one different beanbag (which will serve as the jack).
- Teams decide which team will throw first.
- The starting team throws the jack beanbag.
- The first player from that team throws their beanbag trying to get it as close to the jack as possible.
- The second team's first player throws and the teams continue to alternate throwing until all eight players have thrown their beanbag.
- The team who threw the closest beanbag to the jack wins a point.
- If that same team also threw the second closest beanbag to the jack, then they win a second point (and so on for up to a maximum of four points).
- Only one team can score points per round.
- Players then collect their beanbags and the jack, and the team who did not score that round gets to start the second round.
- Play short games to 7 and have teams play a best-of-three series before moving on to a new opponent.

## Variations

- Replace the "jack" beanbag with a marker (cone, frisbee, or poly spot).

## Inclusion Tip

- Have players slide the beanbag rather than toss.
- Allow use of a ramp (long piece of PVC pipe cut in half lengthwise).



# Beat the Card

## Game Objective

be the team to collect most points by successfully keeping a ball in the air for certain number of hits

## Skills

hitting, passing, running, teamwork

## Equipment

volleyballs or beachballs, deck of cards

## Play

- Divide the players into several smaller groups (5-7 players).
- Groups may spread out around the playing area.
- Have a deck of cards face down in the center circle.
- Each group gets a volleyball or beach ball.
- On “GO”, one player from each team runs to the middle and grabs a card to take back to their team.
- Once a team has a card, they are to try and make that many complete passes.
- Number cards and face cards (face cards will be numbers 11-13) – No ACES.
- If the team successfully completes the number of passes, they keep that card.
- If not, they return the card to the bottom of the deck and get another card.
- Rotate the player who gets to pick a card from the deck.
- Play until all cards are gone.

**Scoring: winner is team with most cards / total of all points on cards / who has most of a suit / who has a certain card (ex: 5 of clubs) / total up all red or black cards**

## Variations

- Change the movement pattern to include a variety of locomotor movements.
- Include an exercise players must do prior to card selection.

## Inclusion Tip

- Include seated versions of exercises, allow use of an implement to hit ball (pool noodle racket, bat, etc).
- Place the cards on a table (or seat of a chair) instead of the floor for easier pick up.
- Tape the cards to larger objects to pick up items such as a cone or large dice.
- Allow players to catch/throw the ball instead of hitting it.
- Use lightweight, large and bright color balls.



# Card Suit Pickup

## Game Objective

be first team to collect all the cards of their teams' suit from deck of cards

## Skills

locomotor skills

## Equipment

decks of cards, chairs, or table

## Play

- Divide players into 4 equal teams, each one representing diamonds, spades, clubs, or hearts.
- Teams will try to collect cards of their own suit by hustling to their deck and grabbing a card, one player at a time. The first team to collect all the cards of their suit wins.
- Teams start lined up in relay format along one edge of the gym, each across from a deck of cards.
- On the signal, the first person in line moves (runs, pushes, scooter board, etc.) to their deck of cards and flips over the top card.
- If the suit of the card matches that team, the player brings it back to his team. If it does not match, it goes next to the deck of cards.
- Players take turns in relay style until all cards of suit are found.
- First team to get all cards in their suit wins!

## Variations

- Change the movement pattern to include a variety of locomotor movements, include an exercise players must do prior to card selection.

## Inclusion Tip

- Place the cards on a table (or seat of a chair) instead of the floor for easier pick up.
- Tape the cards to larger objects to pick up items, such as a cone or large dice.



# Four Corner Tenzi

## Game Objective

collect the most points, or has the correct token in their possession at the end of the game

## Skills

fine motor skills, following patterns, and locomotor movements

## Equipment

dice, 4 tables, Task sheets, poker chips/tokens or other scoring objects

## Play

- Place a table in each corner of the playing area.
- Place several dice (depends on the table number) at each table.
- Makes sure each table has a task sheet for that corner.
- Each player will participate at their own pace.
- Spread the kids out at the tables to start the game – assign starting tables.
- On 'GO" players will begin the task at the table where they start.
- When the task is done, the player will pick up (1) game chip.
- Once completed, they will move to the next table (all players move in the same direction).
- Play for a certain amount of time or when all tokens have been collected.
- Scoring can be based on: total number of chips collected, chips of a certain color (how many red only? Black only?), assign point values for the different colors, etc.

## Tasks

### Table #1:

1 die used

Die must land on a 1

### Table #2:

2 dice used

Dice must land on 2s

### Table #3:

3 dice used

Dice must land on 3s

### Table #4:

6 dice used

Dice must land on 6s

## Variations

- Have players perform different locomotor skill between tables, for scoring use: poker chips, tokens, beads, colored bracelets, plastic stadium cups, etc.

## Inclusion Tip

- Use a cup or frisbee (upside down) for rolling dice.
- Have a visual at each station for the number of dice to be used and what they should land on.
- Make sure dice are easy to reach by all students at each table.





# Porcupine

## Game Objective

be the team with the most clothespins on team porcupine

## Skills

grasping, pinching, following sequence, quick choices, team work and strategy

## Equipment

bucket of clothespins

## Play

- Divide the group into even teams.
- Have the teams stand next to each other in single file team lines.
- Pick a player (or leader) from each team to be the porcupine.
- The porcupines will stand just past the bucket in front of their team.
- On “GO”, the first 2 players from each team will play Rock, Paper, Scissors with each other.
- The loser goes to the back of their team line.
- Winner will go to the bucket of clothespins and pick 2.
- They will then run to their porcupine and pin the clothes pins on their shirt.
- While this is going on, the next 2 players will play Rock, Paper, Scissors right away – keep it moving.
- Continue play for certain amount of time or until no more clothespins.

## Variations

- Play the same way, but the winners can choose to either add 3 clothespins to their porcupine, OR remove 2 from any opponent’s porcupine (go back in bucket).

## Inclusion Tip

- Make sure the bucket of clothespins can be reached by all players (place on small table or chair).
- Players with decreased hand dexterity may place clothespins at feet of their porcupine OR have porcupine hold a small cup or bucket (rather than clipping clothespins).
- Use large clothespins or use clothespins made out of fabric that sticks to Velcro®. Use a vest or pinnie made out of Velcro®.



# Perfect Pass

## Game Objective

collect the most points by successfully completing passes to teammates

## Skills

running, throwing, catching, and teamwork

## Equipment

hula hoops or poly spots, cones, object to throw (football, baseball, frisbee) beanbag, snowball)

## Play

- Start by placing down a bunch of hula hoops/poly spots around the gym floor, the more the better.
- Create teams of 3-5 players who start lined up behind cones in a relay-style setup at one end of the playing area.
- Give each team a type of ball (depending on which type of sport or throw you would like to practice).
- When the game starts, the first person from each team runs to a hoop/spot on the floor and stands in it, waiting to receive a pass from the second person in their team's line.
- For each clean catch, that player can bring the hula hoop/poly spot back to their home base and add it as a point to their team's total.
- If the catch is NOT made, then the hoop/spot stays put = 0 points earned.
- The next player (the one who threw the first pass) goes out to a hoop to catch another throw from the third person in line.
- The game continues until the end of allotted time.
- Teams try to get the most points by collecting the most hoops/spots or try to beat their own best score each round.

## Variations

- Have different hoops worth different points, or have players grab a card from a deck (numbers only) and total points at the end.

## Inclusion Tip

- Players who use a wheelchair may roll over a poly spot.
- Designate a player to help pick up the poly spot from the floor to assist those who may be unable to reach floor from a seated position.



# Islands

## Game Objective

be the last player remaining by choosing correct islands

## Skills

locomotor movements, fitness, and dancing

## Equipment

cones, 1 die (giant inflatable, foam, or regular)

## Play

- Place 6 cones around the playing area numbered 1-6.
- These will be the “islands”.
- At the beginning of the game, players will pick an island to start on.
- The leader will roll 1 die.
- Whatever number lands face up, that island has sunk into the ocean and those players are “out”.
- Players who are out must come over to the sideline (Dance Zone, Exercise Zone, etc.)
- Give remaining players 20-30 seconds to change to another island.
- The player who survives is declared the winner!

## Variations

- Allow the players an opportunity to save their island by rolling a die and landing on a number selected by the players on the sinking island.

## Inclusion Tip

- If using an “exercise zone”, include seated and standing options.

# High-Energy GAMES





# Dice Tag

## Game Objective

continue to reach the safe zone on each play OR have the largest team at the end of play

## Skills

running, tagging, dribbling (optional) and fitness skills

## Equipment

pinnies, 2 large foam dice

## Play

- Divide the group into 2 teams.
- Give each team a colored pinnie for easy identification (unless changing teams).
- Each team will line up along a line close to mid court – maybe have 2 feet or so between.
- All players will face inward, with a foot (or wheelchair caster on the line).
- The leader will roll a large foam die (or 2 dice) down the center.
- Depending on how you play, one team will chase the other team, trying to tag players before crossing a designated “safe” line.
- Those who get tagged before reaching the safe zone must come to the side and do an exercise to return, or play where they join the other team.
- If a player runs, wheels, pushes, or rolls to the opposite way and it was not their team’s number, they must also join the other team or perform an exercise to return.
- Play for allotted amount of time.

## Variations

- One team is designated odd numbers and the other is designated even numbers (add 2 dice together, multiply numbers, etc.)
- Designate a color to each team and use a die that shows colors instead of numbers.
- Have players dribble a ball when moving.

## Inclusion Tip

- Have all players use scooter boards to move.
- Have teams play in pairs by locking elbows (students who use chairs may have a partner push).
- Teams toss balls or use pool noodles to tag (toss balls below the waist only – wheelchairs must be hit on the big wheel).



# Food Group Blitz

## Game Objective

to make it across playing area without being tagged

## Skills

running, chasing, tagging, and knowledge of food groups

## Equipment

Pinnies (4 colors: red, yellow, blue, green), scooter boards and chef hats (optional), half pool noodles

## Play

- Pick 1 player to be in the center as the “Chef” (for larger groups you can have more than 1 chef).
- The rest of the players will line up along baseline or side of playing area.
- Give each player a pinnie (or colored wrist band – to help identify their team), Chefs can get chef hats. The pinnies represent each food group:

**RED** = Meat/Protein

**BLUE** = Milk/Dairy

**YELLOW** = Grain

**GREEN** = Fruits/Veggies

- On “GO”, a Chef will call out a type of food (bread, cheese, chicken, apples, etc.).
- All players with the corresponding color pinnie will attempt to cross to other baseline without getting tagged by Chef. Chefs may only tag with a pool noodle.
- If a player gets tagged, they must go to the “BLENDER” area and dance/exercise until the round is over OR you can play where they go to middle and become a Chef.
- Play until only 1 player is left!

## Variations

- Allow tagged students to leave the “BLENDER” after performing an exercise to re-enter the game.

## Inclusion Tip

- Use a pool noodle to tag players.
- Have all players use scooter boards.
- Post large visual cues or posters for students to remember the food groups and the representative colors.



# Four Corners

## Game Objective

be the last remaining player at the end of game

## Skills

running, walking, understanding colors

## Equipment

cones (numbered 1-4 or 4 different colors)

## Play

- Use 4 colored cones (different colors), and place in each corner of the playing area.
- Choose one player from the group to be the “Caller”.
- The “Caller” will stand with back to the playing area, and at a distance.
- Put eyeshade, mask, or bandana to cover the “Caller’s” eyes.
- All other participants will then scatter around the playing area and pick one of the corners to go to.
- Once they have chosen their “corner” they must freeze.
- The caller then loudly calls out a color.
- Players standing in that corner are “OUT” and must go to center of playing area.
- Center court may be the “Dance Zone”, “Exercise Zone”, etc.
- The players remaining will scatter again, and caller calls out another color.
- Play continues until 1 player remains!

## Variations

- Use different locomotor skills when moving to the corners.
- Use different items to identify the corners (fruit, numbers, etc.).
- Play music for a dance zone for players who are “out”.

## Inclusion Tip

- Have a display (poster, sheet of paper, beanbags, etc.) of the 4 colors used at each corner (players can pick).



# Lucky Number

## Game Objective

to collect as many cards as possible by knocking over pins

## Skills

rolling and accuracy

## Equipment

18 bowling pins (can use poly spots, cones or paper plates), deck of cards (numbers 2-10), balls to roll

## Play

- Scatter the bowling pins on opposite sides of the gym or playing area.
- Place a playing card under each pin.
- Players may go in pairs or play solo (depends on group size).
- Each player gets a ball and begins behind a designated start line.
- On whistle, players roll their ball and try to knock over a pin.
- If no pin is knocked over, player retrieves their ball and returns to start line.
- They may go again if solo, or play goes to partner.
- If they DO knock a pin over, they run and grab their ball and the card under the pin.
- The pin stays down.
- If using poly spots or paper plates: If the ball is rolled over the top of the plate or poly spot, the player will bring the poly spot/paper plate and card back to their home base.
- Players bring card back to their start point.
- Once all pins are down, that round is over!
- After the round, the leader will call out a number (2-10). Teams who have that card in their stack are the winners – may have multiple winners for the round!

## Variations

- Can use cones/poly spots/paper plates, etc. instead of bowling pins.

## Inclusion Tip

- Allow the use of a ramp (large PVC pipe cut in half lengthwise) or push ball off of lap.
- Allow closer throwing line, play with partners (the partner can assist with picking up card from under pin).





# Oscar's Garbage Can

## Game Objective

be the Oscar who has the fewest number of balls in their garbage can at the end of round

## Skills

throwing/tossing, accuracy and running

## Equipment

gym mats (to make a circle), balls, poly spots

## Play

- Create a circle with the gym mats. This is the “garbage can” (large enough for 1-3 players to get inside) in center of playing area – stand blue mats on end.
- Spread poly spots around the playing area.
- Choose 1 player to be Oscar inside the garbage can, all other players spread around the area and stand on a poly spot.
- On “GO”, players begin throwing the soft balls (trash) into the garbage can.
- If a piece of trash goes into the garbage can, Oscar tosses it back out.
- Players may only toss the trash from a poly spot.
- Play continues for designated amount of time (1-2 minutes).
- When time is up, count the number of pieces of trash remaining inside the garbage can.
- Player with the least amount in their trash can is declared the winner!
- Switch out who gets to be Oscar or add multiple Oscars to the garbage can if large enough.

## Variations

- Change the way you toss the ball (underhand, overhand, backwards), remove the poly spots but create a “no throw zone” around the garbage can.

## Inclusion Tip

- Play in pairs.
- Create a shorter garbage can (place mats on sides rather than on ends) for ease of tossing balls out and have players seated in the garbage can.
- Allow tossing from closer poly spots for more success.



# War Card Game

## Game Objective

win rounds to collect cards and be the team with the most cards at end of play

## Skills

locomotor movements and understanding higher and lower numbers

## Equipment

1-2 decks of cards (depends on group size)

## Play

- Scatter decks of cards along both ends of playing area.
- Have players partner up and stand across from their partner at midcourt line or center of playing area. This creates 2 teams.
- On “GO”, players move quickly to their own baseline and grab one (1) card.
- They race back to midcourt and find their partner.
- Partners then play each other by flipping their cards over at the same time.
- Highest card wins BOTH cards (players hold cards they have won).
- Players race back and get another card.
- Continue playing until all cards are gone.
- Team with most cards at the end wins.

## Variations

- Players may play against another player instead of just their partner.
- Use different locomotor movements when getting cards.
- Can also score by totaling all card numbers (give a value to face cards), red cards only, total of one suit, etc.

## Inclusion Tip

- Scatter cards on a table at the end of playing area for easier pick up.
- Tape the cards to larger objects to pick up such as a cone or large dice.

## Feedback Cards

These cards are examples of positive feedback and encouragement for the children. Cut out the dotted line, write the student's name and distribute these cards to share positive feedback messages with your children. You can distribute these cards during the games or at the closing of the game session.



**Terrific!**

Name \_\_\_\_\_



**Brilliant!**

Name \_\_\_\_\_



**Fantatsic!**

Name \_\_\_\_\_



**Marvelous!**

Name \_\_\_\_\_



**Awesome!**

Name \_\_\_\_\_



**Excellent!**

Name \_\_\_\_\_



**Magnificent**

Name \_\_\_\_\_



**Outstanding!**

Name \_\_\_\_\_



**That's Correct!**

Name \_\_\_\_\_



**That's it!**

Name \_\_\_\_\_



**That's nice!**

Name \_\_\_\_\_



**That's right!**

Name \_\_\_\_\_



**Very good!**

Name \_\_\_\_\_



**Well done!**

Name \_\_\_\_\_



**Good job!**

Name \_\_\_\_\_



**I love it!**

Name \_\_\_\_\_



**Great stuff!**

Name \_\_\_\_\_



**I'm impressed!**

Name \_\_\_\_\_



**That's more like it!**

Name \_\_\_\_\_



**Much better!**

Name \_\_\_\_\_



**You're doing well!**

Name \_\_\_\_\_



**You're getting there!**

Name \_\_\_\_\_



**I'm proud of you!**

Name \_\_\_\_\_



**You've improved!**

Name \_\_\_\_\_



**Keep up the good work!**

Name \_\_\_\_\_



**You've just about got it!**

Name \_\_\_\_\_



**Nothing can stop you now!**

Name \_\_\_\_\_



**You're on the right track!**

Name \_\_\_\_\_



**You're getting better every day!**

Name \_\_\_\_\_



**That's coming along nicely!**

Name \_\_\_\_\_



**One more time and you'll have it!**

Name \_\_\_\_\_



**You did great today!**

Name \_\_\_\_\_