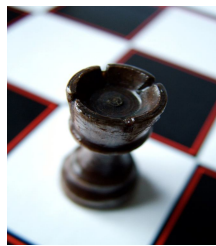




**TRADITIONAL**

**GAMES**



**COURSE**

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## Traditional Playground Games Course

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### Course Aims

- To be able to facilitate a traditional games session.
- To support adults involved in playtime to promote happier play.

### Course Objectives

At the end of the course, students will be able to:

- Summarise the playwork principles
- Specify 3 benefits of play
- Identify barriers to play
- Show skills associated with being a playworker
- Demonstrate safe and effective play
- Identify potential partners to help facilitate play
- Play a variety of traditional games

### Six Main Topic Areas

1. Playwork principles
2. Benefits of play
3. Supporting children's play
4. Safe and effective play
5. Partners and planning
6. Playing games

### What Is Play?

Everyone needs to play – it is an essential part of growing up.

Babies need people and real physical experiences in order to develop. It is how they learn about themselves and begin to understand the world around them and they will use all their senses to explore it.

Play allows children to move naturally through each stage of their development. It helps them to learn what they cannot be taught.

Play can be an activity that children do on their own or with their friends.

Play helps children to develop physically, to learn the skills they need to climb, to run and to catch balls.

Play helps children to develop their social skills by making friends and learning how to play together. They learn how to take risks, explore ideas, experiment and learn from each other.

Children have natural and spontaneous inclination to play. Children play for joy, just like adults, because playing makes them feel good about themselves.

Play is children's heritage and their play needs may vary depending on their age, ability, culture and circumstances.

The Children's Play Council defines play in the following way:

***'Play is a generic term applied to a wide range of activities and behaviours which are satisfying to the child, creative for the child and freely chosen by the child.'***

***Children's play may or may not involve equipment and have an end product. Children play on their own and with others. Their play may be boisterous and energetic or quiet and contemplative, light hearted or very serious.'***

## Traditional Playground Games Course

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### SPICE

#### Social

- Meeting friends, playing together, street play.
- Going on trips, team work in games with rules like football.
- Forming gangs, singing and music making.

#### Physical

- Having fun and being noisy, testing skills and managing risk.
- Climbing, swinging, skipping, hide and seek.
- Rough and tumble, play fighting, chasing and tag games.

#### Intellectual

- Experimenting, exploring, planning.
- Learning new skills.
- Reading, spelling, counting, singing rhymes, playing board games.
- Using everyday objects as play props.

#### Creative/Cultural

- Inventive play, making dens and camps, playing with sand and mud, making snowmen.
- Drawing and chalking.
- Arts and crafts, music and drama, experimenting with image, building self esteem.
- Exploring, celebrating and experiencing the play of different cultures.

#### Emotional

- Dressing up, playing shops, being characters from tv and stories.
- Role play to explore difficult feelings by 'acting out' difficult situations safely.

*Spice is the name given to the areas of children's development through play. It has been developed by Fraser Brown and is detailed in **Playwork: Theory and Practise – Fraser Brown 2003***

## Traditional Playground Games Course

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### Loss of Play

- The times and places where children are able to play in a large space are disappearing. More than a third of children never play outside.\*
- School Playtime is one of the few times left in many children's lives where there is an opportunity to play freely.
- Parents believe that today's children have fewer opportunities to play than they did themselves.
- There are a large number of factors that affect children's ability to play out freely and safely.

### Environmental

- Increased volumes in traffic and more parked cars have made it difficult for children to play out on the street or cross busy roads to access local play provision.
- More housing development but less play space.
- For every acre of land used for playgrounds over 80 acres are given to golf courses.\*
- Loss of playing fields and common land.
- In rural areas with relatively low population density there are few and sometimes no play provision or areas set aside where children and their families can meet and socialise. The local transport network is limited and access to neighbouring villages with play facilities is difficult.

### Social

- More parents are working so they have less time to spend with their children. Today there are more formal, regulated, play opportunities through after school clubs than free play.
- More single parents with less time to play.
- Parents fear of strangers prevents 'playing out'. 97% of children have been warned about the dangers of playing outside.\*
- Almost half of children spend more than three hours a day watching television or playing computer games rather than playing out with their friends.
- Schools have been reducing play times because of behaviour problems and replacing play with academic learning.
- Children are not getting enough exercise and are more likely to be overweight.

\*1-3 From research commissioned by The Royal Bank of Scotland Natwest 2004

\*2 Tim Gill Children's Play Council

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### Playwork Principles

These Principles establish the professional and ethical framework for playwork and as such must be regarded as a whole.

They describe what is unique about play and playwork, and provide the playwork perspective for working with children and young people.

They are based on the recognition that children and young peoples capacity for positive development will be enhanced if given access to the broadest range of environments and play opportunities.

1. All children and young people need to play. The impulse to play is innate. Play is biological, psychological and social necessity, and is fundamental to the healthy development and well being of individuals and communities.
2. Play is a process that is freely chosen, personally directed and intrinsically motivated. That is, children and young people determine and control the content and intent of their play, by following their own instincts, ideas and interests, in their own way for their own reasons.
3. The prime focus and essence of playwork is to support and facilitate the play process and this should inform the development of play policy, strategy, training and education.
4. For play workers, the play process takes precedence and play workers act as advocates for play when engaging with adult led agendas.
5. The role of the play worker is to support all children and young people in the creation of a space in which they can play.
6. The play workers response to children and young people playing is based on a sound up to date knowledge of the play process and reflective practice.
7. Play workers recognise their own impact on the play space and also the impact of children and young peoples play on the play worker.
8. Play workers choose an intervention style that enables children and young people to extend their play. All play worker intervention must balance risk with the developmental benefit and well being of children.

### Barriers to play for adults

- Bad Experiences
- Non co-operative children
- Lack of confidence, fear of looking stupid
- Not knowing games or rules
- Unsuitable environment
- Lack of equipment
- Fear of accidents/ injuries
- Lack of time
- Bad Weather
- Unable to adapt games
- Parents un co-operative
- Fear of Change

## Traditional Playground Games Course

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### Barriers to play for children

- Nowhere to play (Or football dominates)
- No one to instigate or extend play time
- No/ lack of equipment
- Children don't know how to play or ask for help
- Inappropriate play
- Bullying
- Children can't play the games or are excluded from games so feel left out
- When games are not adapted to suit children's needs, disability, health, age
- Being forced to play
- Too many rules
- Prejudice of parents restricting or discouraging children from playing
- The Weather

## Traditional Playground Games Course

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### The Benefits of Play

- Play is essential to a child's healthy development, their learning, creativity and independence.
- Play keeps children mentally and physically healthy and active.
- Play encourages thinking and problem solving skills.
- Play helps children to work out the differences between people, it helps develop social skills, builds self esteem and teaches us how to make friends and try out different and new ways of doing things.
- Play is a safe way for children to explore the world and try on new roles.
- Play helps children to explore feelings such as being sad or hurt or angry and teaches them how to come to terms with difficult circumstances.
- Play is about having fun.

### Helping Children to Play

Children don't always need equipment to play, they do need opportunities.

Play workers encourage children of all ages to play, to join in games, to have fun and do lots of different things on their own and with others.

Play workers let children make choices about what they play and who they play with. They help children create, explore, discover and take risks.

Play workers should not try and control children's play as long as it remains within safe and acceptable boundaries.

Every child has play needs that vary depending on their age, ability, culture and circumstances.

### Benefits of Playing Games to Children

#### Play is Fun

- Lots of fun and laughter with their friends which makes them feel good.
- Provides opportunities for risk and challenge.
- Promotes a happy atmosphere.

#### Social Interaction

- Gives them something to do leading to less boredom and less opportunity for bullying and bad behaviour.
- Reduces peer pressure and helps to improve relationships.
- Teaches children to co-operate and support their peers when they are trying to achieve a goal.
- Helps children to develop new friendships and respect for others.
- Helps children improve relationships with adults.

#### Physical Activity

- Teaches hand eye coordination.
- Helps motor skills and balance.
- Weight bearing exercises like skipping improve bone density which helps reduce the risk of osteoporosis in later life.
- Helps children's with weight problems enjoy exercise.
- Gentle exercise increases the heart rate helping to keep the heart and circulation healthy.

#### Intellectual Stimulation

- Helps children to think and learn new skills to try out new things.

#### Creative Cultural Expression

- Encourages children to use their imagination. They very quickly learn the games and begin to adapt them to include themes and ideas from popular culture.

#### Emotional Stability

- Gives them self esteem and sense of purpose. Playing games and having fun releases stress and anxiety. Children can find security and safety playing.

### What we need to be a good Play worker

Need:

- Have a sense of humour.
- Enjoy being with children.
- Have patience.
- Be friendly and approachable.
- Be able to work at a child's level.
- Have respect for the children.
- Be able to praise and encourage.
- Be able to work as part of a team.
- Have ability to work 'odd' hours.
- Be aware of Health and Safety.
- Have First Aid training.
- Be aware of Equal Opportunities.
- Have some knowledge and training in play.

### Some ways to build good relationships

By encouraging a child centred environment we can support children to develop and play at their own pace and in their own way. This can have a positive affect on everyone's behaviour, adults as well as children.

- Talk to children.
- Listen and respect their views.
- Allow them to choose and do things themselves.
- Be a source of ideas and suggestions.
- Be a companion in games.
- Help them learn new games.
- Be an impartial referee.
- Challenge prejudice.
- Praise.
- Encourage.
- Negotiate.
- Establish rules.
- Give responsibilities.

### **Hazards and Risks**

A HAZARD is anything that can cause harm – a fire, broken glass, dog dirt for example.

A RISK is the possibility or the chance that someone will be harmed by the hazard,

A Risk can be categorised as high, medium or low.

The Hazard can be graded according to the severity of injury it could cause which can be major, serious or slight.

## Traditional Playground Games Course

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### **Examples of Outdoor Hazards**

Dog and cat fouling, broken glass, needles, dumped rubbish, fixed playground equipment, uneven and slippery surfaces, potential access for intruders, plants and trees, the weather, children's behaviour.

### **Examples of Indoor Hazards**

Corridors, thoroughfares and doors not kept clear, temperature, lighting, broken equipment, unsafe play equipment, scissors and sharp points, slippery floors and surfaces, adults and children's behaviour, fire hazards, storage of chemicals and medicines.

### Safe and effective play

You have been given a game to play with instructions, play the game and as a group discuss the following issues:

- What space would you play this game in? identify any hazards in the areas you suggest.
  
- What safety checks would you carry out on the equipment you are using?
  
- What behaviour would you expect from the children who come to play this game?
  
- What rules would you establish for this game?
  
- What clothing and footwear would you encourage children to wear.
  
- What will you do about jewellery, hair and glasses?
  
- How would you adapt the games to be inclusive?

### Health and Safety – Skipping Games

- **Where?**

Check the ground surface is free from grit and other hazards as this can be flicked up by the rope and hurt someone.

- **Wind**

Try and find a sheltered spot. Check the wind direction. Turners should stand downwind to turn the rope. If they stand sideways the rope is more likely to twist and maybe hurt a child. Never turn the rope in a high wind as it is unlikely to turn smoothly.

- **Sun**

Check the position of the sun and make sure that children don't run into the rope facing the sun. If they did there is a risk that they would misjudge the speed that the rope is being turned and where it is.

- **The Turner**

The rope should be turned with a smooth and even rhythm, if children are turning let them practice before anyone skips.

The rope must be turned so that it can be heard touching the ground on the downward stroke. This is helpful to the skipper who will have an audible clue when to jump. If the rope didn't touch the ground there is more of a risk of tripping up the skipper.

The rope must be turned towards the skipper who is running in which reduces the risk of the skipper tripping up.

The skipper must exit the rope in the opposite direction that they ran in from. This reduces the risk of them getting caught up in the rope especially round the neck.

- **The Skipper**

Make sure they have suitable footwear, no high heels and shoelaces are tied. They should not skip with their hands in pockets, as they will need their arms free to help with balance.

Hair should be tied back or tucked in.

Glasses should be secure.

No one should be eating whilst they are skipping.

### Health and Safety – Ball Games

- **Where?**

Check there is no more than one football game in the same area.  
Check there is no grit or other hazards that can be flicked into the air by the ball if it bounces.

- **Sun**

Check the position of the sun and make sure that children aren't facing the sun.

- **Playing the games**

Make sure the ball is suitable for the game being played and the age of the children.

Make sure the ball is not thrown with force.

Make sure the children know the rules of the game before they start to play.

When playing bay games make sure you chalk all of it onto the ground, don't miss bits off to save time.

### Health and Safety – French Skipping Games

- **Where?**

Check the ground surface is free from grit or other hazards as this can be flicked up and hurt someone.

The elastic must not be stretched to full capacity, it must be able to give if mistakes are made.

As the game progresses and the elastic is moved up from the ankles up to the arms and legs put a limit of how high it should go.

With young children be aware of ability and watch over the game.

Do not let children put the elastic round their necks.

Do not let them twang the elastic or use it as a catapult.

## Traditional Playground Games Course

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### Health and Safety – Wood Equipment Games

Check the ground surface is free from grit or other hazards.

Check all wood equipment for rough edges and splinters.

Find a space for the game where it can be monitored at all times.

Do not let children throw the equipment about.

## Traditional Playground Games Course

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### Introducing Games

#### Helpful Hints

Get together a resource pack of games.

Look out for new game ideas. Books, children, parents and grandparents can all be a good source for discovering games.

#### Make a Games Chest

A large plastic box with a lid is ideal and basic equipment can be kept in it. It's always useful to keep a check list with it to keep the kit together.

#### Repetition

The secret of introducing games will be repetition. The games will have to be repeated regularly until they become well known and loved.

#### Zoning

Agree certain areas for playing games and make it clear which game is in which area.

#### Bringing out and collecting equipment

Agree a system for how this will be done.

#### Self Start Boxes

Once children know the games that can be given resource cards in a box and encouraged to play games on their own.

#### Play Experts

Promote the idea of a 'Play Expert'. Someone who is particularly good at skipping or elastics or handclapping for example. Badges with 'Play Expert' on them could be worn and children encouraged to approach them for ideas and instructions.

#### Games Stop

Introduce an area where children feel welcome and where they can go to learn or join in a game.

#### Play Budget

Setting aside money to buy and replace equipment for outdoor and indoor play is crucial.

#### Consider other sources of equipment

Not all equipment needs to be new and could be sourced from jumble sales and charity shops. Parents and Carers could all help with sourcing equipment. A wish list could be drawn up and a budget figure set.

#### Choose games you think will work well

Because you don't know your children best introduce games you think they will like. If they don't work be prepared to try another one. Choose games that are age appropriate.

### Helpful Hints

- Be prepared, plan ahead. Know your games.
- Make games age appropriate, offer a variety of games.
- Adapt games to make them inclusive.
- Explain the game clearly to the children and have them stand in front of you as you do it.
- Know where you want the children to be and ensure they also know where they should be.
- Be willing to have fun and enjoy the game even if you don't feel like it.
- If a game doesn't work be prepared to change it.
- Improvise – if you haven't got the equipment what else can you use?
- As you get to know the games adapt them to make them easier and harder.
- Listen to the children.
- If the children don't want to join in its ok. Watching is just as valid.
- Let them play at their own pace.
- Let them teach you games.
- Check equipment and the area you are using to make sure they are safe.

### What is in it for us?

#### How do we and the community benefit from investing in Play?

- Happier children leads to happier playtimes.
- More stimulated children mean less boredom and improves behaviour.
- Less stress and frustration.
- Reduction in bullying.
- Better relationships with the children.
- More respect from the children.
- More co-operation between children.
- More socialising and teamwork.
- Increased job satisfaction
- Team building.
- Less accidents.
- Improved concentration in schools.
- Greater co-operation between people within the local community.

## Traditional Playground Games Course

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### Bringing play to your centre

- As part of your holiday club
- As part of your youth club
- Set up a skipping club
- Set up a traditional games club
- Work with your local primary school to incorporate into a PE session
- Use as part of a wider programme such as history sessions or an opportunity to explore games from other cultures. (Great intergenerational opportunity)

### Who can help?

- Parents
- Grandparents
- PCSO's
- Local School
- Local cultural groups
- History society

## Traditional Playground Games Course

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### Useful Websites

[www.playengland.org.uk](http://www.playengland.org.uk)

*Play England provides advice and support to promote good practice*

[www.playworksoutheast.org.uk](http://www.playworksoutheast.org.uk)

*One of nine regional centres for playwork education and training*

[www.londonplay.org.uk](http://www.londonplay.org.uk)

[www.gameskidsplay.net](http://www.gameskidsplay.net)

*Full of songs and rhymes sent in by public worldwide.*

[www.wiredforhealth.gov.uk](http://www.wiredforhealth.gov.uk)

*Ideas for taking play into the curriculum, other links to National Healthy Schools standards.*

[www.ncb.org.uk/library/cpis](http://www.ncb.org.uk/library/cpis)

*The Children's Play Council specialist library and information service.*

[www.toyretailersassociation.co.uk](http://www.toyretailersassociation.co.uk)

*The National Toy Council, useful publications around active play and health.*

[www.bhf.org.uk](http://www.bhf.org.uk)

*British Heart Foundation – Active Playgrounds booklet can be downloaded from their site.*

## Traditional Playground Games Course

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### Rainy Day Games

- Jacks
- Cats Cradles
- Singing Rhymes eg; *ring a ring a roses, a pirates life for me, Miss Polly, the bear went over the mountain.*
- Hand Clapping Rhymes eg; *pat a cake, a sailor went to sea,, my mama told me.*
- Quiz Games – use a quiz book.
- Dice Games – games in handout.
- Pictionary – ideas in handout.
- Charades – book, play, television themes.
- Alphabet Roll.
- Playdough Cut and Guess.
- Teddy Chase
- Scavenger Hunt/Alphabet Hunt
- Neil from Norway
- Paper Games; squares, battleships, noughts and crosses, hangman.

### Games requiring a hall or more room

- Elastic Skipping
- Hoop Games – spaghetti hoops.
- Skipping
- Ball Bouncing
- Action Games eg: spud, 'duck, duck, goose!', here comes Sally, alphabet roll.
- Hop Scotch and other chalk games if marked out on lining paper or card.

## Traditional Playground Games Course

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### **Playdough cut and guess**

In advance have the names of 100 household objects written out on 100 pieces of paper. Put half into one envelope and the remaining half into another.

Divide your players into two teams. Each team gets a handful of playdough.

Each player takes it in turn to pull out the name of an object from the envelope and then helps their team guess what it is by making the shape in playdough.

The first team to guess all of their objects is the winner.

Before the game starts decide on how many objects you will have to guess.

### **Teddy Chase**

This is a circle game. To start pass a big teddy round the circle so that every one gets at least two turns. Then introduce a small teddy, the smaller the better. The idea of the game is for the small teddy to catch up with the big teddy.

### **Scavenger Hunt**

Divide the group into two teams. Each team has a shopping catalogue e.g. Argos, some scissors, glue and paper. They are given a list of twenty household objects that they must find within the catalogue. Once they have found the items, they must cut them out and stick them to the paper in order. The first team to get all their objects is the winner.

### **Alphabet Hunt**

Divide the group into two teams, each has a newspaper, a stick of glue, scissors and a sheet of plain paper. The aim of the game is to find all of the letters of the alphabet and stick them onto the sheet of paper in order. The team to complete first is the winner.

### **Neil from Norway**

Stand or sit in a large circle. One person throws a ball to someone – that person has to say their name and think of a place that begins with the same letter to say where they are from. E.g. Sam from Spain. Continue throwing the ball until everyone has had a turn.

Instead of using countries use food, cities etc.

### **Squares**

Two players mark out a grid of dots on a piece of paper 10 wide and 10 deep.

Players take it in turns to join two dots together. The player who joins the last two dots to make a square can claim that square by marking it with their initials inside it.

The aim of the game is to win as many squares as possible.

### **Pictionary Ideas**

The lion the Witch and the Wardrobe, The little Vampire, Spider man, Bed Knobs and Broomsticks, Puss in Boots, Treasure Island, Frankenstein, Count Dracula, Lost in Space, Star Wars, Little Red Riding Hood, The Simpsons, The Mask, Toy Story, Snow White, Beauty and the Beast, Lord of the Rings.

Frog, cat, dog, tree, beach, school, park, flower, spider, ladybird, butterfly, cow, pig, duck, horse, house, car, bus.

## Traditional Playground Games Course

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### DICE GAMES

#### Roll It

##### **1 or 2 dice, unlimited players**

Just roll the dice and see who gets the highest score.

#### Time Dice

##### **2 dice, 2 players 12 yellow markers, 12 red markers, a bay marked up to 12**

To start, score a one (Use one die) which you cover with a marker. Roll the dice and add the two numbers together then put a marker on that number. The aim of the game is to be the first player to cover all the numbers with the markers. If the number you roll is already covered, you miss a go.

#### Fifty

##### **2 dice, 2 or more players**

In this game you are only allowed to score if you throw a double. You do this by throwing two dice that show the same value. If a double 6 is thrown, twenty points are scored. Every other double except 3 counts as 5 points. A double 3 is very bad news as the player loses all his or her previous points. Play continues until one player has managed to score fifty points.

#### Indoor Golf

##### **3 dice, two or more players**

This is a way of playing golf without setting foot outside.

The first player throws all the dice. If all the numbers are different, this represents one stroke. The player keeps throwing until he or she scores a double. Once each player has had a turn, the player who scored a double with the fewest strokes wins the hole. As on a golf course there are eighteen holes, the player who wins the most holes wins the game.

**Notes**

**Notes**

**Notes**

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### COURSE EVALUATION FORM

Thank you for attending the training session. Please complete the course evaluation form to give us feedback on the training event.

<b>Name of Participant:</b>				
<b>Course Title:</b>		<b>Traditional Playground Games</b>		
<b>Date:</b>		<b>Venue:</b>		
<b>Overall Impression:</b>	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
I would rate this course as:				
I would rate the presentation overall as:				
<b>Course Content:</b>	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
To what extent will the content of the course help you in your work?				
<b>Course Delivery:</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
The teaching methods were appropriate				
The course was clear and understandable				
Enough time was given for feedback and discussion				
The course was aimed at the right level for me.				
<b>Course Delivery:</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
The session was well structured and organised				
The quality of materials was of a high standard				
<b>Pre Course Information/ preparation:</b>				
Did you receive relevant information before the course?			Yes	No
<b>Usefulness of course:</b>				
What was the most useful aspect of the course and why?				
What was the least useful aspect of the course and why?				
How could the course be improved?				