

# Come on out and PLAY



## Planning and Preparing for Unplanned, Child-Led Play



This booklet is a resource for families, communities, youth, and after-school groups etc., who want to support children and young people to enjoy self-directed 'play' in their gardens, on the street, garden, apartment precincts or open green spaces.

The booklet also includes ideas for making your gardens and community spaces more child friendly and playful.

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## PART 1: Play



### Children's Right to Play

In 1992, Ireland ratified the United Nations Convention on the Rights of the child. Dublin City Council has developed its own play policy, plan and strategy that include a vision and principles that demonstrate local authority response and commitment to achieving the full implementation of this right, to ensure all children and young people living in and visiting Dublin city can play.

**Article 31 of the convention** states that:

*Parties recognise the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.*

*Parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity.*

### What is play?

UNCRC GC Article 31; the child's right to play, defines play as:

***"Children's play is any behaviour, activity or process initiated, controlled and structured by children themselves; it takes place whenever and wherever opportunities arise".***

Play is an essential part of every child's life. It is vital for the enjoyment of childhood as well as for social, physical, intellectual and creative and emotional, development, and their overall health and well-being. When children are asked about what they think is important in their lives, family, playing and friends are usually at the top of the list.

The effects of traffic, stranger danger, and over scheduled activities and car dependent lifestyles are placing increasing negative effects on children's play and play environments and their everyday freedoms to move around in their local areas.

### Why play?

Play is what children and young people do when they follow their own ideas and interests, in their own way and for their own reasons. Through play, children learn about themselves and the world around them. Play helps children develop confidence, build resilience, self-esteem and creativity. Every child and young person deserves the chance to play, and opportunities to play are everyone's responsibility from parents, guardians, carers to provider, local authorities and governments. It is adults responsibility to advocate in whatever way they can to help protect and promote children's opportunity to play in their local area.



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## WHO WE ARE...



## Dublin City Council Parks & Landscape Services - Play Development

Dublin City Council aims to create a city that is child friendly and actively supports and encourages the development of a wide variety of good quality opportunities for children and young people's play.

Dublin City Council has appointed a Play Development Officer whose role it is to:

- Raise Awareness of Play and promote its value and importance in the lives of children and young people.
- Implement the city's policy, plan and strategy on children and young people's play.
- Provide resources to communities who are trying to improve and increase opportunities for their children and young people to play.

National Playday and other city play events are coordinated by Dublin City Council Play Development. Playday was adopted by the Department of Children and Youth Affairs as a as a National event in 2008. The event is celebrated by cities and counties nationwide through various city and county councils - National Local Play and Recreation Network (LAPRN).

Playday wouldn't be the fantastic campaign it is without the hundreds of Playday organisers throughout Ireland.

Dublin City Council's Play Policy, Play Plan and Play Strategy (currently in draft) are underpinned by UNCRC Article 31; the child's right to play and includes the following vision and mission:

### Our Vision

*Dublin Will be a child-friendly and playful city where all children and young people can enjoy and fully exercise and enjoy their right to play*

### Our Mission

*We will adopt a city-wide coordinated approach to provide high quality play opportunities for children and young people*



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## PART 2: National Playday



### A little bit of History - National Playday

2020 has seen onslaught of COVID 19 which has brought the unprecedented tragedy and restrictions worldwide. This has had an enormous impact on children's freedoms and placed numerous constraints on their right to play. Now more than ever the children and young people's right to play needs to be acknowledged, upheld and supported to ensure that their voices are not lost within economic and social fall out of this global pandemic.

Since 2005, Dublin City Council has held an annual event to celebrate Article 31 by hosting National Playday at Merrion Square Park. Playday became a national event in 2008 and traditionally takes place on the first Sunday in July. Many of the activities this event promotes involves very limited costs. National Playday also highlights low cost games including penalty shoot-outs, relays, skipping, and obstacle courses alongside imaginative and creative elements of play such as messy play, art, making it possible for a playday to happen any day!

### Playday 2020 - Effects of COVID 19 Restrictions on children's play

The series of events during 2020 in relation to the Coronavirus Pandemic has meant sadly that this event will not take place as a public event for this year. Due to current Government, guidance regarding social gatherings and physical distancing Dublin City Council are unable to host our annual National Playday 2020 event in our city's beautiful parks. However, we will continue to **celebrate United Nations Convention on the Rights of the Child (UNCRC) Article 31; the child's right to play** and National Playday by providing some play ideas to support families to enjoy their own 'DIY playday' at home and continue to experience the ordinary magic of play everyday!

The challenge for Dublin City Council has been to provide an alternative event that will continue to support and encourage to play, especially outdoors. Therefore for National Playday 2020 we will continue to celebrate National Playday by turning technology inside out to get children back outside to... **Play for Play's sake!**

In order to support communities and families to celebrate Article 31 at home, Dublin City Council are hosting a fun-filled VIRTUAL PLAYDAY that promises lots of fun and activity to support playful communities and families playing at home to celebrate UNCRC Article 31; *the child's right to play!*



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Let's play  
Inside Out

## LET'S PLAY INSIDE OUT!

Saturday 4<sup>th</sup> July 2020

From 1.00pm - 5.00pm

Just log into DCC Playday Web Page

[bit.ly/DCCPlayDay](http://bit.ly/DCCPlayDay)

The event will allow children and young people to meet some old and new *playday friends* in our 'how to' videos for ideas to play at home, in your garden, local park or green, precinct, street, halfway up the stairs or wherever you can play!

The 'playspace' videos will support children to create their own play spaces and games and enjoy the fun and excitement of building a den, hide n seek, playing with the arts, magic, creating stories, dress up and lots more.

So for 2020, let's bring the sound of children playing outside back to Dublin's streets, neighbourhoods and parks by making the 'right to play' reality everyday!

This year's Playday Booklet for 2020 which has been produced to accompany this virtual event is filled with tips and ideas for playing communities and families to 'play' at home.

### So let's play inside out...

We will do our best to help you!

We believe any family and/or community can improve their play environments for local children and young people with a small amount of effort and that it can have great results and positive outcomes for everyone. In this booklet we want to look at the idea of supporting children's play and extend their freedom, variety and experiences when playing. And even improve your open outdoor spaces for play. This is not a prescriptive formula but a list of hints, questions and ideas to encourage parent/guardians/community groups to ensure that children and young people have the freedom to enjoy what comes naturally - playing!

### Getting started

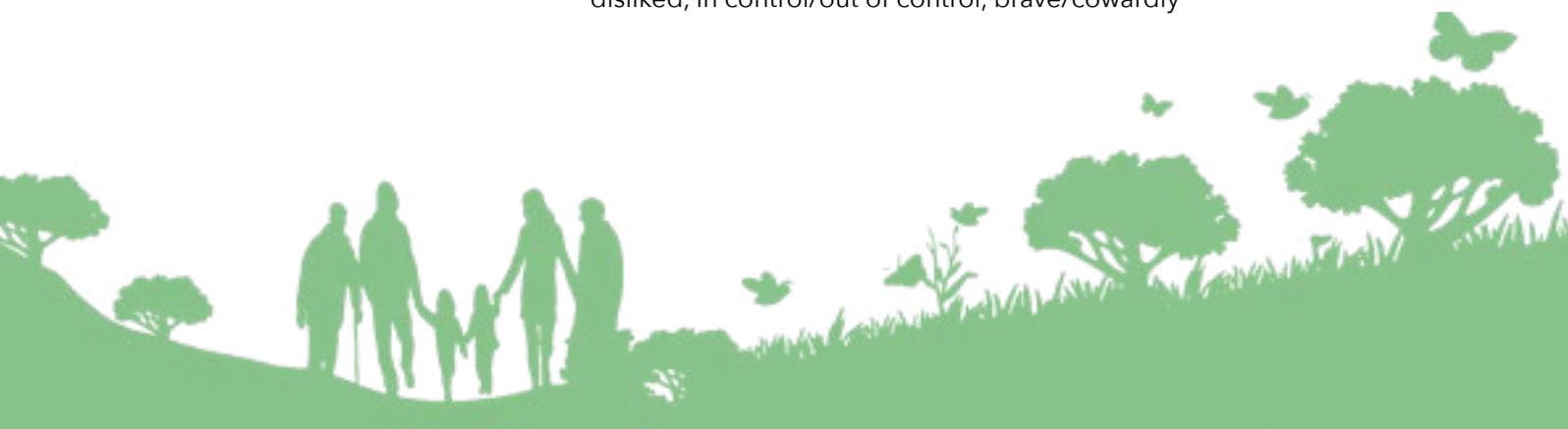


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What we as adults will try to do is create a rich play environment for children and young people in our care by providing a variety of play opportunities near home, in our gardens, local streets, apartment precinct, local greens and park. The following criteria for a rich play environment are adapted from those given in *Play Environments: A question of quality* (PLAYLINK, 1996) by Bob Hughes. The examples given for each section below are not the only possible options for meeting the different criteria but indicate ways in which those criteria could be met. As we move on into 'how to' for play activities we hope to realise some of these play experiences:

<b>A varied and interesting physical environment</b>	Objects and equipment at different levels, spaces of different sizes, places to hide Trees and bushes as well as artificial elements that have been made Places to inspire mystery and imagination
<b>Challenge in relation to the physical environment</b>	Activities which test the limits of children's capabilities and provide some rough and tumble Sports and games, chasing
<b>Playing with the natural elements - earth, water, fire, air</b>	Campfires, digging, playing snowballs, flying kites
<b>Movement, e.g. running, jumping, rolling, climbing, balancing</b>	Beams and ropes, soft mats, bike riding, juggling equipment, ladders, space
<b>Manipulating natural and fabricated materials</b>	Materials for art, cooking, making and mending of all kinds Building dens, making concoctions, using tools, having access to bits and pieces of various kinds
<b>Stimulation of the five senses</b>	Music-making, places where shouting is fine, quiet places Different colours and shapes, dark and bright spaces, cooking on a campfire, rotting leaves, a range of food and drink, objects that are soft, prickly, flexible, large and small
<b>Experiencing change in the natural and built environment</b>	Experiencing the seasons through access to the outdoor environment; opportunities to take part in building, demolishing or transforming the environment
<b>Social interactions</b>	Being able to choose whether and when to play alone or with others Opportunities to negotiate, cooperate, compete and resolve conflicts. Being able to interact with individuals and groups of different ages, abilities, interests, genders, ethnicities and cultures
<b>Experiencing change in the natural and built environment</b>	Dressing up, role-play, performing, taking on different kinds of responsibility
<b>Experiencing a range of emotions</b>	Opportunities to be powerful/powerless, confident/scared, liked/disliked, in control/out of control, brave/cowardly



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## MESSY PLAY

### Sand, gloop bubbles and playdough



#### Safety Advice:

- Ensure sand pits are supervised at all times and children don't throw sand.
- Ensure gloop and play dough areas are supervised and children don't throw or try to eat play dough.
- It is best for adults to make the gloop and play dough and have them ready for children to play.
- Try to keep the play dough and gloop separate.
- When making different colours of gloop and play dough, try to keep the different colours separate for as long as possible although the children will eventually experiment and mix the colours.

#### Equipment:

**Sand:** Sand Pits, Sand and Play Toys

**Gloop:** Plastic Trays, Water Container, Cornflower, Food Colouring

**Play Dough:** Basins, Flour, Salt, Food Colouring, Rollers, Cutters etc.

## Messy Play Activities:

### Sand Play

Toy animals, insects etc., anything works in a sand pit e.g. small toys as they become treasure to be found in the sand.

#### Health & Safety:

At night or when not in use, cover sand box with lid or piece of plywood or if using plastic sheet, bring the four corners together and tie with rope or twine to keep the sand safe during the night.

To disinfect use regular antiseptic spray, rake through sand and leave open to air for a couple of hours before use.

**Note:** be mindful of individual child's allergy to disinfectants/cleaning agents.

### TIP

If you don't have a sand pit use a large sheet of plastic or cover sheet for DIY/Painting **OR** use an inflatable swimming pool!



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## Play Dough

### To make the play dough:

- Add some food colouring to a small quantity of water.
- Have 2 cups of plain flour ready in a bowl, add the coloured water and mix together to make the dough.

### Equipment:

Provide rollers, cutters, plastic cutlery, plastic scissors, potato masher, old pots etc., pastry cases, muffin tins, ice pop sticks for children to play with.

### Health & Safety:

Ensure that nobody eats the playdough when pretending it is cake etc.



## Bubbles



### To make the bubbles:

Fill large bucket  $\frac{3}{4}$  way with water, add in equal amounts of fairy liquid and glycerine together in a large bucket and add a table spoon of cornflour (optional but supposed to make bubbles stronger). Children can use the wire handles or hoops to make giant bubbles.

**Note:** Bubbles can discolour grass so if possible it would be better if this activity was organised on the path or tarmac area.

### Health & Safety:

Ensure that nobody drinks the mixture e.g. when using straws!

## Gloop

### To make the gloop:

- Add some food colouring to a small quantity of water. Have 2 cups of cornflour ready in a bowl, add the coloured water and mix together to make a thick paste. Add water if it's too thick.
- When mixture is ready, transfer to the plastic trays.
- Grab a handful and quickly roll the mixture into a ball by rubbing both hand together. The mixture will form a hard ball in your hands but keep rolling it around!
- Pass the ball to someone else while still rolling it in your hand.
- Watch the ball dissolve and trickle through the persons fingers!
- Mess around with the mixture and enjoy the gloopy mess!

### Health & Safety:

Ensure that nobody drinks the mixture e.g. when using straws!



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## CREATIVE PLAY



### Safety Advice:

- Ensure that an adult is present at all times and supervising children using scissors.
- Ensure that paint and glue are not left unattended.
- If possible use small tables and chairs for younger children.
- Provide easy access to materials and equipment to prevent children from stretching across tables, and climbing on chairs.

### TIP

Solid paint blocks available from Evans Art and Evans Educational for quick set up and reusable painting materials - same result in colour but possibly less tactile experience!

### Materials & Equipment:

- Tables
- Paint, paint brushes, pallets and water containers
- Paper
- Crayons, colouring pencils or markers
- Glitter
- Scissors, glue, paper plates.
- Line and pegs for displaying art work
- Old magazines for collage
- Glitter - a must

## Arts and Crafts Activity:

Painting, drawing, making cards, collage, potato prints, sponge painting, tracing, colouring in, stained glass windows. Look up 'Recreate Ireland' website for arty crafty tips and ideas!

### Potato Prints

- Potato (cut into thick slices) paper, pencil, paperclip. three seconds.
- Pat the potato stamp dry with a paper towel.
- Use a wet paintbrush to apply the paint to the stamp.
- Slowly lift the potato from the paper.
- Firmly press the stamp onto a piece of paper for about three seconds.
- Repeat to make a pattern.
- **Check out your awesome print!**



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## Paint Wall

Get an old sheet, preferably cream or white or other light colour - single or double

Tie the sheet at each corner between two points e.g. trees, pillars etc. or use your clothes line for top and use chairs etc. to stabilise the bottom.

Mix paints, give children the brushes and off we go!

For more great arts ideas go to **RECREATE IRELAND** at <https://recreate.ie/>

## SMALL PLAY

### List of Equipment:

- Tent(s)
- Mat(s)
- Blocks
- Figurines (small action figures)
- Car Mat
- Bag of toy animals
- Cars
- Dress Up Clothes

## TIPS

### for Action Figures

Pound shop bag of soldiers or packs of counting teddies work just as well and much cheaper

## TIPS

### for dress up

Don't forget to use old clothes, hats, handbags, etc.



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## STREET GAMES



### Safety Advice:

- Allocate a large area for these games. Most of these games are played by children themselves but require adult supervision.
- Ensure skipping is allocated space away from where children will be running.
- Ensure children throwing frisbees are aware of the dangers of throwing them when others are around.
- Ensure constant adult supervision for marbles as young children may put them in their mouth or throw them.

### List of Equipment:

- Skipping Ropes
- Frisbees
- Large gym balls
- Hopper balls
- Hula Hoops
- Swing ball
- Giant Jenga
- Giant Connect 4
- Chalk
- Marbles
- Pump

## Obstacle Course

Obstacle Course using items that will get the children crawling, running, jumping, hopping etc. Add some fun by adding fun clothes, boots or hats that the children have to put on at different stages.

## Street Soccer

Another take on obstacle course but using a soccer ball create a course using chairs, boxes, crates, old guttering, whatever you can get a hold of but do make sure it's all safe, no sharp edges etc. Great activity to get kids refining street soccer skills just like all the other soccer greats!



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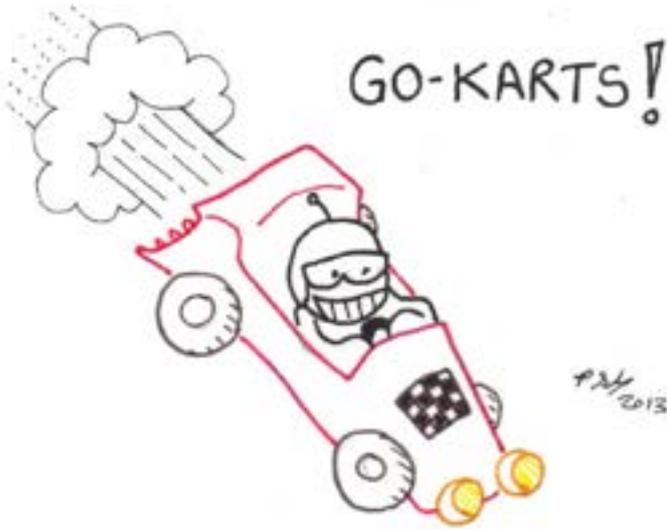


## Dens & Go Carts - Things to do with loose parts?

Tap into your old skills with memories of building dens and making go-carts.

This is an old and new and different idea is to get children to make a major item or structure like a go-cart or a den. This can be done in a day or play session or over a period of time adding to and modifying the structure as new ideas (mainly from the children) and more materials come into the play space. When the go-carts are finished there is also the opportunity to hold a race.

Don't worry if the children break up dens or deconstruct carts, it's all part of the 'play' and sometimes the fun is in the making so maybe make another one tomorrow!



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## IN THE GARDEN!

### Some playful gardening to stimulate the senses



**Plants attract wildlife**, including bees, butterflies and birds like Hebe, Buddleia and many more. Get planting your butterfly garden and maybe some fairies will even move in...!

**Eucalyptus tree** will grow large and fast and is pretty near indestructible. While not supporting much wildlife it is a great tree to climb - if you have the space, now is the time to plant one!

**Large logs** can be used to carve out play items like boats or trains - if your're handy that way, otherwise the imagination can turn the log into anything.....

Develop your own garden or help to create a 'play garden' at your school, crèche, or estate e.g. community play garden, for a fraction of the cost of purchased play equipment or depending on your space some of these things can be don in a planter box, flower pot, whatever!, the joy is in planting and watching things grow!

**Old logs** that are left to rot will be of great interest to children because of the wildlife around them. Pile up various pieces of wood and make a insect hotel! This could teach them something about nature's life-cycles. Good place to play with toy animals, dolls and figurines too!

**Bird table** and bird bath to attract small birds preferable set in a quiet corner of the garden.

**A labyrinth** (sunken with one-way in and one way out) or a maze (grown or built so people are not visible inside while they try to find the centre)

**Willow** can be woven to create tunnels, chairs etc. probably best planted in winter bit give it a go!

**A seated area** in a quieter part of the garden would be used to take time out, look at things in more detail and talk.

**Seek out a local gardener/friend** who is interested and good at gardening and may be interested and willing to give some time. Then be nice to her or him!!



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**Seed Bombing** - make some seed bombs with clay, compost and wildflower seeds and do some 'Geurilla Gardening' by lobbing 'seed bomb' in random places that attract wildlife too.

**Sensory Planting** that connects with children through the senses can include:

**Sight** - Plants that have different colours in clumps if the space allows, could use deep reds with grey or any interesting combination. Include trees or shrubs with good autumn colour.

**Touch** - Plants that have various textures that encourage touch like the 'lamb's ears' or ones with rough or crinkly leaves.

**Taste** - Plants that provide something to eat like raspberries, strawberries, herbs or even apples!

**Smell** - Plants that have scents, which could include lavender, curry plant, herbs and many more.

**Sound** - Plants that will make sounds in the wind like bamboo and long grasses.

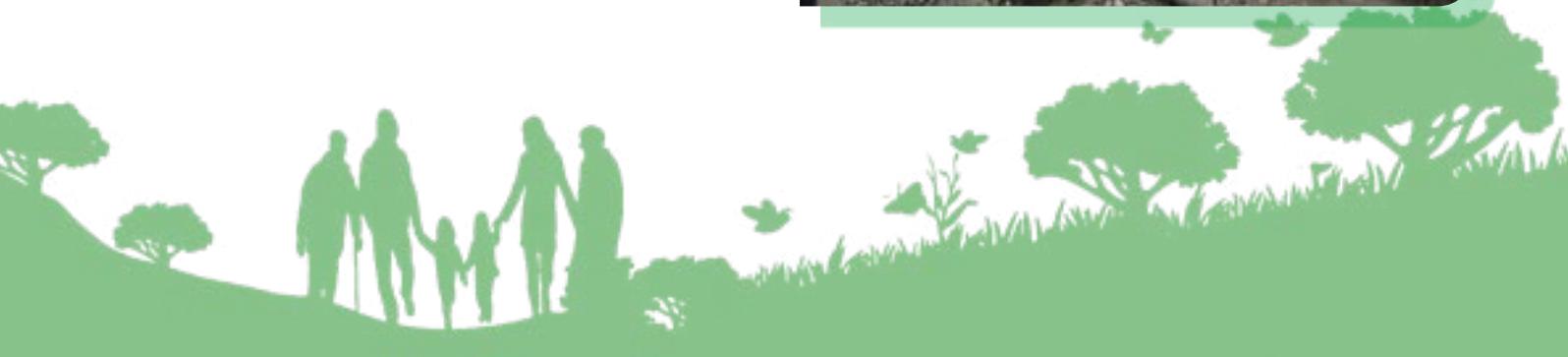


## Dinosaur or fairy garden:

Using an old container that is not too deep so foliage can be accessible plant some tropical plants, shrubs and wildflowers to create magical or wild setting where children can play with small figurines of animals, dinosaurs, fairies, action figures. Add some shells, rocks and small branches you might find on the ground, pine cones etc. to add more for the imagination, wondering and wandering...!

**A water feature** that can be used for play - that could include dams and small canals, older children could make it themselves.

**A sand pit** needs to be specific sand, installed and maintained correctly (make sure the pack states play grade sand - usually available Smyths Toystore, Argus & Tesco).



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## **PART 3: Playday Games Fun Inc. Games Resource**



### **Fun Inc. Background Information**

The key purpose of DCC Play Development implementing this initiative (Fun Inc.) is to promote play opportunities for children in their local streets and neighbourhoods. Incorporating activities that provide opportunities to learn old and new games and develop skills to play these games independent of adult involvement will provide children with more free play experiences and encourage them to play outdoors more often. These games learned and enjoyed can then be passed on as was traditionally done in previous generations.

Additionally, other aspects of children's development will be enhanced through being afforded this type of play opportunities e.g. problem solving and negotiation skills, resilience, developing the senses, social interaction, understanding and respect for each other and generally playing out and making friends. The many varied activities that can happen in an outdoor environment provides children and young people with a wide range of choices of what, where and how they 'play' in their local streets and neighbourhoods.

### **Fun Inc. Play Support**

This Booklet provides resources that will support various play settings and families to enjoy an outdoor fun and games sessions for children and young people for the duration of up to 2 hours. These sessions are to be delivered in a playful manner parent/guardians. Fun Inc provides activities such as simple traditional games that children love i.e. rounders, dodge ball, skipping, chasing games and much more. This programme caters for children between the ages of 4-12 years, in groups of up to 30 children.



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## Important Notes to Remember:

- The two-hour schedule shown below is just an example to provide a variety of games and activities. Please note you can work out a play session to suit your own time schedule as parents are working from home etc. Half hour slots of different or the same games will work just as well!  
**2 hour Sessions:** full programme schedule  
**20 - 30 min sessions:** Select 1 game from each category to create shorter games sessions to suit the purpose of the service you are providing.
- The maximum number of children per session is approximately **30 but this can also suit smaller groups and families.**
- The Parent/Guardian/Playworker should work as much as possible to deal with all eventualities during play sessions. It should also take into account that these sessions are with a familiar group of children e.g. family members, friends etc.
- In order to help activities run well, please ensure that both adults facilitating and children and young people understand that **it is required that the project leaders who are not leading the games provide additional support by being present during the sessions and addressing challenging behaviour, overflow of numbers of children, etc.**
- Although the Fun Inc Play Resource is aimed at participants aged approx 4 - 12 years, **it is also important to note that younger children under 4 years may require additional adult supervision should they want to participate.** The Parent/Guardian/Playworker, will need a resource pack of street play equipment that can be used by younger children i.e. skipping ropes, balls, etc.

**Fun Inc.** assists in developing an awareness of the concept and importance of play in local communities and assists in developing a more cohesive approach to play which supports and increases a sense of belonging for children and young people within their local community alongside building connections and mutual respect for 'people' and 'place'.

## Fun Inc. Session Resources

### Fun Inc. Bag

Things you may have at home (if not improvise and/or just use what you have)

Large inflatable Ball

Small Balls

Bubbles

Parachutes

Sponge Balls

Racquets

Hula Hoops

Soft Balls

Chalk

Football

Skipping Ropes

Yo-Yos

Volleyball

Frisbees

Tug-O-War

Basketball

Bean Bags

Rope



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## FUN INC. SESSION PLAN:

### Preparation

- **Review age group and number of children participating.**  
(This can be done daily or weekly. The Parent/Guardian/Playworker can take turns to do this.)
- **Decide if group requires being split or divided into two groups**  
**Note:** this is probably not necessary if playing as a family!

### Session details

- **Arrive on site e.g. garden, precincts, park or local green space**  
(15 - 20 minutes prior to start time)
- **Assess how the space can be used and Prepare equipment**

### Introduction

(5 minutes) The Parent/Guardian/Playworker introduce themselves to children and young people and brief introduction to Fun Inc or simply say 'Lets play some games!' Establish some ground rules about respect and taking turns (very brief). i.e. everyone is here to have a good time so we will respect each other and enjoy taking part in activities.

- **2 or 3 Fun Inc Co-operative Games**  
(25 minutes)
- **Rest**  
(5 - Minutes) Toilets, drinks etc. or group change
- **2/3 Parachute Games or use an old sheet**  
(20 - 30 Minutes) cat n mouse, fruit bowl, colours

- **Rest**  
(5 - 10 Minutes) time for Group change over Toilets, drinks etc.
- **Team Game**  
(15 minutes) Musical Hoops
- **Free Play**  
(15 minutes) Skipping ropes, chalk, hula hoops etc.
- **Parachute Games/Street Games**  
(20 - 30 minutes) Repeat as above - suggestion; good to end with fruit bowl or mushroom where everyone sings a song to keep the parachute up and - everyone is involved)



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## LETS GET STARTED!



## Ice Breaker Games

### Name Game

#### Materials: 2 - 3 Balls or beanbags

Leaders introduce themselves then ask children to say each other's name. Leader starts and tries to remember a child's name and throws the ball to them shouting 'Jason'. 'Jason' tries to remember someone else and the game goes on. When game is going well leader can introduce a second ball and then a third.

### Animals A

Part 1 - Leader whisper to each child an animal name i.e. 'farm' animals so that there are two of each animal. Then everyone must be blindfolded or close their eyes if blindfolds are not available. Leader tells everyone to make their animal sounds and move around to find their partner.

Part 2 - Leader whisper to each child an animal name i.e. 'Jungle' animals so that there are two of each animal. Then everyone must be blindfolded or close their eyes if none available. Leader tells everyone to make their animal sound to find their partner.

## Team Games

### Stuck in the Mud

One person on, as they catch a victim they are stuck

### Turtle Tag

Chasing game only when kids get caught they have to lie on their back and some one has to rub their tummy to free them.

### Chain Tag

One chaser, once they catch a person they hold hands and so on until every one is caught.

## Numbers

Every one runs around, leader calls out number and kids have to run into groups of that number.

## Body Parts

Every one runs around, this time leader calls out a body part and kids have to find a partner and put that part together. I.e. nose to nose

## Rounders

Rules vary from one area to another so it is usually best to go with what has been agreed locally.



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## Relay, Group & Team Games

Bean bag, boat race, under over relay with a ball etc.

### Obstacle Races Parachute Games

Mushroom where children all sit underneath, cat and mouse, colours- children each have a colour leader calls a colour and children have to go underneath it to get to a different colour.

### Musical hoops

Place some hula hoops on the ground or mark large circles (2 - 3 ft in diameter) in chalk approx. 2 meters apart in random locations e.g. not straight lines.

Get some music going and get the children to run around or dance around if small space (to avoid collision). Stop the music without warning and children have to quickly get into their own circle (Max 2 children per circle). If the music stops and person has no circle they are out or in small groups the winner who wins the most rounds out of 5, 6, or 7.



### Chain Tag

One chaser, once they catch a person they hold hands and so on until everyone is caught.

### Snatch the Bacon

*Minimal contact but 'bacon' will need to be cleaned each time e.g. with antiseptic wipes.*

Place a tea towel tied in a knot (*or soft object better option for easy cleaning*) in the centre of the space - this is the 'bacon'. Make two teams of equal numbers and match players opposite each other with the same number. Line up players on either side of space and equal distance from 'bacon'. Call out number e.g. '1' each number '1' player stealthily gets to the 'bacon' and tries to pick it up without the other tipping them lightly on the back before they can get back to their space. If you are tipped while holding the 'bacon' and not in your place, the other team get the point, this game requires some cunning and trickery!

### Stuck in the Mud

*Minimal contact*

One person on, as they catch a victim they are stuck in the mud until nearly everyone is stuck in the mud and one person is left - they are the winner!

### Turtle Tag

*Minimal contact*

Chasing game only when kids get caught they have to lie on their back and some one has to rub their tummy to free them.

### Numbers

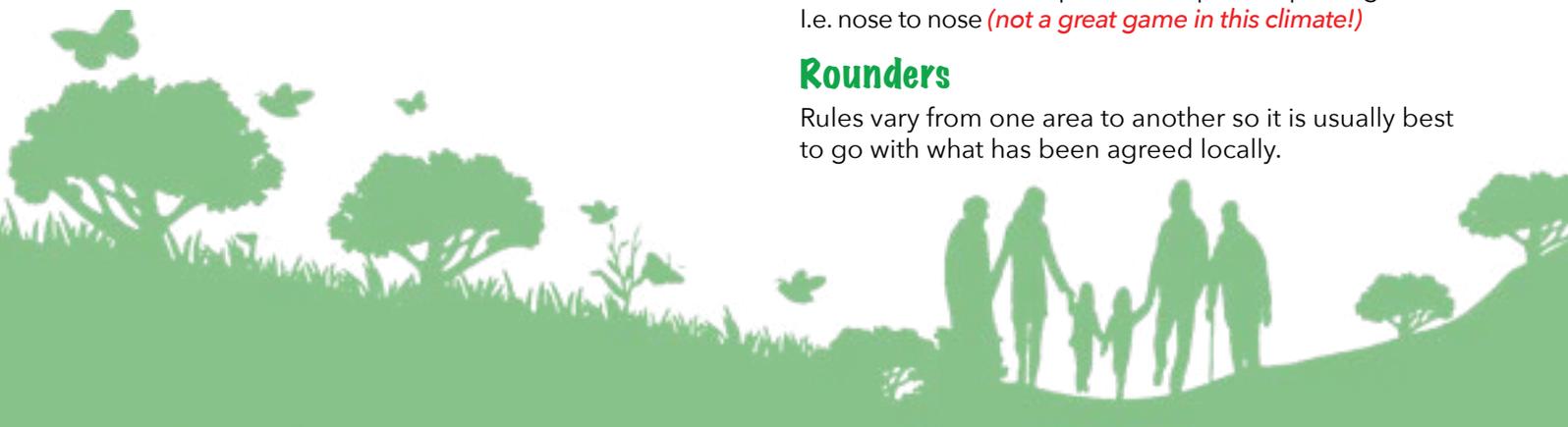
Every one runs around, leader calls out number and kids have to run into groups of that number. If you are not in a group of the correct number, the full group or individuals are out. Doesn't matter if you're out as the next game will take place soon and it's only a game!

### Body Parts

Every one runs around, this time leader calls out a body part and kids have to find a partner and put that part together. I.e. nose to nose (*not a great game in this climate!*)

### Rounders

Rules vary from one area to another so it is usually best to go with what has been agreed locally.



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## Parachute Games

**If you don't have a parachute which you probably won't, use an old bed-sheet!**

### Ball Game

Everyone holds the parachute at waist level and place a large ball on top of it. Roll the ball around the edge of the parachute clockwise and then anti-clockwise. The aim of this game is not to let the ball roll off the edge. (Alternatively the game can be played with small balls)

### Colour Game

Everyone holds onto the parachute and while it is in the air, the leader calls a colour. Anyone holding that colour of the parachute must run underneath the parachute and swap places with another person holding the same colour.

### Mushroom Game

Everyone holds onto the parachute and pulls it up high. Once it reaches its peak, while still holding onto the parachute, everyone brings the parachute down behind them and sits on the piece they have been holding, making sure to keep the air inside. This creates a mushroom effect. While inside, children could sing a song or tell a joke. (singing works best as oxygen keeps the mushroom inflated)

## Traditional Games

### Stuck in the mud

Elect a person "to be on" and chase everyone. Once a person is caught they must remain "stuck" in this position. To be released another player must crawl under their legs without being caught. The game continues until everyone is caught.

### Turtle Tag

Select a person "to be on" and chase everyone. Once a person is caught they must lie down with their legs in the air. To be released another player must rub their tummy. The game is over when everyone is caught.

## Group Knot

Game starts by all participants forming a tight group from a large circle. Each player must close their eyes and then reach forward with their hands and grab any two hands they can find. Participants open eyes and find hands intertwined. As a group they must try to untangle themselves into a large open circle. You cannot break links or let go.

## Four Corners

Four players stand in a corner each while a fifth player stands in the middle. The players in the corners must try to swap corners without the middle player getting into a corner. If the fifth player gets into the corner the other player becomes the middle player.

## Duck, Duck, Goose

All children sit in a circle. One child is chosen "to be on" and goes around gently tipping heads and saying duck, duck, the person they choose as their "goose" must chase them around the circle, while the duck must get back to the goose's original spot without being caught.

## Musical Statues

Children run around while the music plays. Once the music stops, everyone must freeze. Those caught moving in the silence can be eliminated.

## Numbers

Children run around, as a number is called, they must run to get into the number announced. Those left can either be eliminated or perform a task, such as 5 jumping jacks.

## Rats and Rabbits

The group is divided into two. One group is called "Rats" and the other group is called "Rabbits". Both group's line up shoulder to shoulder, two arm lengths apart. When the leader calls "Rats" then the rats chase the rabbits to a designated spot. If a rabbit is caught by a rat before they reach the safety zone then they now join the rats. The game continues like this until one group has little or no members left in their group.



# Come on out and PLAY



## Red Rover

The children divide into two teams. They stand in lines facing each other with a wide space between the lines. The players must hold hands or wrists and then the players on one team call out: "Red Rover - red rover - we call "Suzie" over. Then the child who was called must run toward the opposing line and try to break the handhold between two of the children. If they fail they join the strong side. If they break the ranks, they can take one of the player's captive back to their original line. The team that gets the most players wins.

## Simon/O'Grady Says

### *Minimal contact*

A player is selected as "Simon/O'Grady" and the other players must do what Simon tells them to do when directed but only when the direction is prefixed by "Simon Says". If a player does not follow Simon's commands they are out. However if Simon gives a command without saying "Simon says" players should not follow the command and if they do they are out. The winner is the last person "out".

## Red Letter

Players stand in a straight line shoulder to shoulder. The leader stands with their back to the group a reasonable distance away. The leader picks a red letter, for e.g.. E and tells the group. The leader then starts calling out different letters from the alphabet. If the letter called out is in an individual's name they can take a step forward, unless it is the red letter. When the red letter is called out nobody can move and if they do they must return to the start. If a person has two or more of the letter called in their name they can take the corresponding number of steps. The person who reaches the leader first is the winner.

## Wink Murder/Killer Wink

### *Minimal contact*

Children sit in a circle and each child is handed a card. One card has an "M" for murderer, one a "D" for detective and all other cards are marked with an "X". The cards are dealt out ensuring nobody sees each other cards. Only the detective will stand up in the middle of the circle, letting everybody know who they are and trying to identify the murderer. The murderer can "Kill" people by winking at them; the victim must then dramatically "die". The detective has 3 guesses to identify the murderer. The game ends when the murderer has been identified or the detective runs out of guesses.

## Chinese Whispers

Children sit closely together in a circle. A leader is selected who begins a "Chinese whisper", the longer the sentence the better. The leader whispers the "Chinese whisper" to their neighbour and then each child "Chinese whispers" to the next. The child who is whispering can only do so once and is not allowed to repeat. If the recipient does not understand them, the recipient must continue with what they think they have heard. When the whisper reaches the last child in the circle the sentence is said out loud.

## Blind Man's Buff

This game should be played in a large area. One player is selected to be "it" and is then blindfolded. The blindfolded player is often spun around and counts to 10 before searching for the other players. Players may hide or try to trick the blindfolded player to change direction. A player is caught if "it" tags them. The tagged player then becomes "it".



Come on out and  
**PLAY**



## Skipping Games



You will need one long rope e.g. thick clothesline or hemp rope. One person at each end of the rope 'turns the rope' usually clockwise and children jump in to start game from the right side of rope. The trick is to jump in under the rope and start skipping. When only beginning you can get children to 'stand' in until they develop skipping and timing skills so that they are able to 'jump in' and 'jump out' of the rope. When the child makes a mistake that stops the skip or flow of the game they come out and get back on the end of the line and the next child takes a turn. However if you are only beginning you can give a couple of 'chances' to help with developing skipping skills. Be careful not to turn the rope too hard and watch out for the meanies who 'pull or chuck' the rope!



# Come on out and PLAY



## Chase

(One skip at a time for each player. Player has to jump in on time and try not to miss a loop)

*"Chase, chase, follow and keep it,  
If ye don't keep it, if ye have the take the rope.*

*Chase, chase, chase the baldy elephant,  
That never told a lie on (Name)  
That was (Name)."*

All children in the game sing the rhyme and repeat over and over as other children take their turn.

Play game until only one player left who didn't miss a loop - or it can be two or more loops until skills are developed!

## I had a box of chocolates

*"I had a box of chocolates  
I left them on the shelf.  
Would you believe?  
Would you believe?  
It walked away itself.  
It might have been a fairy,  
It might have been a queen,  
It might have been a little girl  
All dressed in green."*

One child jumps in and skips while all children sing the rhyme. If child stops the rope by making mistake, they go out and next person takes a turn and so on...

## Jinny on the telephone

*"Jinny on the telephone,  
Miss your loop you're out.  
O - U - T spells OUT"*

One child jumps in and skips while all children sing the rhyme. Child jumps out at end 'o-u-t' - next child's turn and so on...

## Drip, drop

(One skip at a time for each player. Player has to jump in on time and try not to miss a loop)

*"Drip, drop, the sailors on the sea,  
Ask Annie Oakley to buy Lyons tea.  
If she doesn't buy Lyons tea,  
We will take her off T.V.  
With your I must not miss a loop-ee-o.*

*Drip, drop, drop, the sailors on the sea,  
Ask your mother to buy Lyons tea.  
If she doesn't buy Lyons tea,  
Please take the rope from me.  
With your I must not miss a loop-ee-o."*

One child jumps in and skips while all children sing the rhyme. If child stops the rope by making mistake, they go out and next person takes a turn and so on...

## Two little dickie-birds

*"Two little dickie-birds (or blackbirds)  
Sitting on the wall.  
One named Peter,  
The other named Paul.  
Fly away Peter,  
Fly away Paul.  
Come back Peter,  
Come back Paul."*

Two children skip together and skip away from each other at 'fly away' and skip back close together for 'come back'. Then next two children take a turn and so on...

## Two little sausages

*"Two little sausages  
Frying on the pan.  
One got burned,  
And the other said - scam!  
Two little sausages  
Frying on the pan.  
One went pop  
And the other went BANG!"*

Two children skip together and all sing the rhyme, first child jumps out at 'SCRAM' next child jumps out at 'BANG'. Then next two children take a turn and so on...



# Come on out and PLAY



## Somebody under the bed

*"Somebody under the bed  
Whoever can it be,  
I feel so very nervous  
I call for (Name) in.  
(Name) lights a candle,  
Nobody there.  
I die didily1 I, and  
Out goes she."*

One child jumps in and skips while all children sing the rhyme. The name of the person called is usually the child next in line. They jump in and join the other child and skip together until the end of the rhyme, the first child jumps out at the end of the rhyme and the second child begins again calling in the next child and so on...

## Teddy bear, teddy bear

*"Teddy bear, teddy bear,  
Tip the ground.  
Teddy bear, teddy bear,  
Twirl around.  
Teddy bear, teddy bear,  
Show your shoe.  
Teddy bear, teddy bear,  
That will do.*

*Teddy bear, teddy bear,  
Go up the stairs.  
Teddy bear, teddy bear,  
Say your prayers.  
Teddy bear, teddy bear,  
Put out the light.  
Teddy bear, teddy bear,  
Say good night - GOOD NIGHT!"*

One child at a time skips and all sing the rhyme. As child does each of the actions that 'teddy bear does e.g. show off shoe! Child jumps out at 'goodnight' Then next child takes a turn and so on...

## Bluebells

*"Bluebells, cockle-shells,  
Ee-ver, eye-ver, over,  
Mammy in the kitchen,  
Doing a bit of stitching.  
In comes the beggar-man  
And out goes I."*

This just requires lightly swinging the rope from side to side and child jumps right and left of rope. All children sing the rhyme as each child has a turn one at a time - good for very young to get used to skipping.

## Charlie Chaplin

*"Charlie Chaplin went to France,  
To teach the ladies how to dance,  
And this is the way he taught them:  
First you do your cross-bars,  
Then you do your kicks.  
Then you do your twirl-around,  
And then you do your splits."*

One child at a time skips and all sing the rhyme. At cross-bars, child must cross their feet; at kicks, she must kick out one leg; at twirl-around she must twirl right around, skipping all the time; at splits, she stops with the rope between her feet.



# Come on out and PLAY



WE NEED ACTIVITIES IN THE PLAY AREA FOR  
YOUNG PEOPLE OF ALL AGES ...



## I'm a little girl guide

*"I'm a little girl guide  
All dressed in blue,  
These are the actions I can do:  
Salute to your officer,  
Bow to your queen,  
And run around the corner  
Before you're seen.  
(or To buy an ice-cream.)"*

One child at a time skips and all sing the rhyme. At each action child must do the action. At 'run around the corner' child jumps out of rope, runs around one child that is turning the rope and jumps back in to finish rhyme. Then the next child takes a turn and so on...

## Jelly on a plate

*"Jelly on a plate,  
Jelly on a plate,  
Wibbly, wobbly, wibbly, wobbly<sup>1</sup>,  
Jelly on a plate.*

*Sausage on the pan,  
Sausage on the pan,  
Turn it over, turn it over<sup>2</sup>  
Sausage on the pan.*

*Money on the floor,  
Money on the floor,  
Pick it up, pick it up<sup>3</sup>,  
Money on the floor,*

*Robbers in the house,  
Robbers in the house,  
Will you kick them out<sup>4</sup>,  
Kick them out,  
Robbers in the house."*

One child at a time skips and all sing the rhyme. At each action child must do the action e.g. 'wibbly wobbly' etc. Then the next child takes a turn and so on...

## TIP

Google for archive footage to get an idea of tunes for rhymes for traditional and skipping games to see how the 'actions' are done and skipping skills are practiced!



