



Games of Low Organization

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Facilitating Friends?

Do you believe it is our roles as future educators to help facilitate the friendships of our students?



Why we should care?

Our role as educators, is to promote social integration in our school community. We should be fostering friendships, social acceptance and full participation from all of our students to create an inclusive environment. According to Hutchinson et al. (2012), “when children do tasks with friends, they interact more, pay more attention to equity rules and discuss mutually beneficial outcome more”, as educators we should be stressing the importance of friendship with our students.

WHAT CAN YOU DO?

Figure 8.4 by Hutchinson et al. (2012)

“1) During the early years at school, you can provide a structured and supervised social program that can help children practise relationships

2) In middle childhood, it helps to provide activities that encourage pro-social interaction during unstructured times of the day when some children may be excluded. At this age, children choose friends on the basis of personality and interests and friendships become increasingly stable. Boys may form gangs, while girls tend to form small intimate group.

3) During preadolescence, helping and confiding replace playing and many student need assistance with conversational skills. Involving students in co-operative and collaborative activities throughout these elementary and middle school years give you an opportunity to teach social skills as part of regular curriculum activities”



As former students in elementary, we all know the importance of spending time with friends at recess. We propose the use of low-organization activities that promote full participation to help increase feelings of belonging among our students during lunch hour. This workshop will introduce you to some games as well as give you an opportunity to share some activities that you are familiar with that you think could be implemented on a school playground.

It isn't hard to do!

There are so many resources available to us! The following is a list provided by CIRA Ontario (2015).

“CIRA Ontario stands for Canadian Intramural Recreation Association of Ontario. CIRA Ontario is an incorporated, non-profit organization whose mission is to encourage, promote, and develop active living, healthy lifestyles and personal growth through intramural and recreation programs within the education and recreation communities”

<http://www.ciraontario.com/home>

Additional Resources:

50 Grrreat Transition Games

50 Games with 50 Tennis Balls

Active Playgrounds

A Round of Circle Games

Bang for your Buck

Circle Games

Dances Even I Would Do

Everybody Move! Daily Vigorous Physical Activity

Extra Ordinary Games

Why Paper & Scissors Rock

Winter Play

World's Greatest Dodge ball Games

Great Games by Great Kids

Great Gator Games

Hoops & Hoopla

Just Another Great Games Book

Oodles of Noodles

OUT of the BOX

PlayDay MayDay

Ready, Set, Relay

Scoters & Hoops

Tag, Tag, and Even More Tag

Tick Talk- Beat the Clock

Rock Paper Scissors Train

Grade Level: K-6

Equipment: None

Instructions: In a open space students will scatters around and find a partner. They will then play three rounds of rock/paper/scissors with their partner. The student who loses two out of the three rounds will then stand behind the winner and start the 'train'. The train will then walk around to other students and the first student in the train will play three rounds of rock/paper/scissors with another student train. Every time a student wins the opposing team will join the back of the winning teams 'train' . The game will end when there are only two trains left and they play the last round of rock/paper scissors.

Toilet Tag

Grade Level: K-6

Equipment: None (colored vest if needed)

HIGHLIGHTS: Running, Evading, Safety in large group movement. Any exercise

Instructions: Select 1-3 students to be the "its" (the "its" can be identified with colour vest). To start the game, the "its" stay close to the teacher and the rest of the class scatters around. Give the go signal, and the "its" will attempt to tag the players. When a player is tagged, he/she must assume a toilet position (one knee on the ground and the other knee up, one arm straight out to the side). The tagged player must remain frozen in this position until they are rescued by another player. To be rescued, a player must sit on the knee of the frozen player, grab their straight arm and make a WHOOSH sound while pulling the arm down (pretending to flushing the toilet). Once a player flushes the toilet of a frozen player, the frozen player is freed. The game ends when a certain time limit has been met or when all players are frozen.

Differentiation: To add more exercise to this game, have newly freed players perform an exercise before re-joining the game.

Dance Tag

Age: 7-9

Equipment: None (colored vest if needed)

HIGHLIGHTS: Running, Evading, Safety in large group movement. Any exercise

Instructions: “One person is “it”; once they tag someone that person must start doing a dance movement. In order to unfreeze them, another student must come and copy their dance move for 5 seconds. This will unfreeze the child who got tagged”. It should only be played in a large, open space like the gym or at recess so that the students are able to run around with a lesser chance of injury. It is important that students have proper footwear on when they are playing this game to avoid injury

Differentiation: You could simplify the game by instructing students to copy the dance movement once to unfreeze their peer, rather than performing the action for 5 seconds .You could extend the game by changing the rules so that 2 (or more) other students must copy the dance move to unfreeze their peer (10).

Steal the Bacon

Age: 8-12

Equipment: Bean bag (pylons & pinnies)

Instructions: Create two lines of pylons parallel to one another spaced approximately 25 feet apart. Players are divided into two teams approximately and teams line up on each of the lines created by the pylons. Each team member is given a number. The instructor throws a bean bag into play and then calls a number. These two participants race to secure the bean bag. The person that gets the bean bag tries to get back to their line before the other person tags them. If the person does get tagged, there is no score. If the person gets back behind his or her teams line before he is tagged, his team gets a point. The team with the most points wins.

Simplification: students just have to be the first person to make it to the bean bag to get a point. Call out the numbers sequentially not in random order.

Extension: call more than one number at once (use two bean bags). Students on the same team can pass the bean bags back and forth or one student can take both bean bags. This means that teams can each score a point, no team can score at all, or one team could score both points. Or call out a number and a type of locomotion the players must use to get to the bean bag. Once they retrieve it, they can use whatever locomotion necessary. Or play the game in partners - Students must stay attached to their partner at all times