



Huff & Puff Training Course Notes

THE HUFF & PUFF GAMESHOP ACTIVITY PROGRAMME

1. Why bother?

- To help improve the children's levels of fitness.
- Promote the concept of regular physical exercise and the importance of exercise.
- Teach them about how their body works, for example what happens to their pulse rate when undertaking physical activity.
- Improve levels of co-operation and trust / self control / greater inclusion by sharing & communicating with fellow students.
- Improve co-ordination, speed, reaction, strength, endurance, balance. It is important that children start to develop these characteristics at an early age so they can be recalled later in their active life.
- Provide more opportunities for better social interaction.
- Develop language and listening skills.
- Promote respect for their own abilities and that of others
- Stop boredom bullying / general behaviour improvement.
- Channel normal energy positively.
- Lessons in target-setting
- Help children find activities they enjoy doing
- Opportunities for creativity and adaptation
- Give more opportunities to be successful
- Stress reduction – for staff as well as pupils!
- Have **FUN** – staff as well as the children

2. Organisation.

- **Huff & Puff Notice Board** – This is a great way of keeping the children informed about what is going on in their playground. The notice board should be used as a focal point for the children to see their rules and zoning ideas. Any healthy eating posters you may have can go up there, you can display photos of the children smiling and having fun with the huff & Puff equipment. Anything that you think the children will enjoy looking at then display it. “Fun & Enjoyment”
- **Rules** – Involve the children, any staff and even the parents in developing this policy / code of conduct. This way *everyone* buys in to the general concept and the particular rules set out. Publish it and display it on the Huff & Puff board. If everyone knows the rules, it will be a lot easier to organise from day to day. Besides, children like rules as they like to know where they stand! Do not change the rules everyday, if there is a rule that is not working and is dangerous to the children then change it, but the children like to get in to a routine and they will remember the rules if they are not constantly changing. Clarify what happens on grassy areas and when. (red / green flag idea)
- **Zoning** – decide what you want; where you want it and when. What activities will be taking place and in which areas of the playground? Do you need to enhance the markings? (*See Heart Line section in main catalogue*). Again, involve the children and staff. You could have a competition to organise the zoning (draw a plan of the school and let the children come up with ideas). Display this on the Notice Board.

Playground Diagram.

RED BALL AREA	BLUE MULTI ACTIVITY	YELLOW QUIET AREA
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- **Storage** – very important part of the scheme. If dinner-times and break times are limited to a short period of time, you don't want to be lugging the equipment from one side of the school to the other. You're just wasting precious play-time and expending unnecessary energy! Store the equipment close to where you would like to give it out at play-time – anywhere that will enable you to access it quickly and safely and without fuss. You may want to use a table to place between those dishing out the equipment and those receiving it. You can call this your '*Games Shop*'
- **Equipment** – try and store it separately to the normal PE equipment. These products are meant to be associated with fun and enjoyment so that even those who shy away from PE lessons will be able to enjoy physical activity at lunch-times. Mark everything clearly so that if it gets mixed up or lost, you can easily identify it as Gameshop equipment. Resist putting the whole lot out of equipment out at the start. If you hold some of it back, you can surprise the kids with new fun equipment half way through the term simply by rotating the equipment!
- **Token** – provide each child with a token of some sort. We provide key-rings with the Gameshop pack, but you may prefer something else such as the small rubber wrist-bands. Write the child's name and class on each token and that is theirs for the term or year (however you want to work it). Most schools make a small charge per term or year which makes the shop self-sufficient; helps pay for breakages and lost items; can help introduce new items to keep interest levels high and also promotes a great sense of responsibility within the kids. If a child loses it, some schools ask them to pay for a new one. That's entirely up to the individual school. These tokens can be kept by the children individually or by the class teacher and given out when it's their turn to be involved in the Gameshop.
- **Token Board** – once the equipment has been handed over to the eager child, you will need somewhere to put that key-ring so that it can be returned to them at the end of play-time. Most schools find that a simple board with cup hooks next to a description or picture of the appropriate piece of equipment works just as well as anything. It must be stressed to the children that you can only return the key-ring if they return the same piece of equipment as they took out. Push for nice straight queues and pleases and thank yous!
- **Staffing** – use anyone that you feel is responsible that doesn't mind giving up their time! LTA's, the Head Teacher, parents, YR 10 & 11 pupils from the local secondary school that may be undertaking their JSL or CSL awards, or even your own Yr 6 pupils called play leaders. You will need an overall manager to oversee the project – someone who knows the fine art of delegation!!
- **Training** – train everyone in all processes and take your time. The Gameshop is most successful when everyone is aware of all systems in place. After school Huff & Puff training with the students, a simple run through of games and rhymes to make the children aware.
- **Assessment** – review the operation from time to time and make changes which will improve what you are doing. Learn from other schools in your area and don't be afraid to swap ideas.
- **Other ideas**
 - A workshop for the parents to allow them to see what is happening
 - Merit system to reinforce positive behaviour
 - Set targets for the children with rewards

3. Introducing Games

SAFETY – the most important aspect of leading games sessions and – more often than not – the most overlooked.

- **Safety of the surface / playing area** – this needs checking for everything from potholes and sharp objects to animal waste.
- **Safety of fixed equipment** – this may be hoops; climbing frames; fitness trails benches etc. Expect the unexpected and check every week as what might be perfect one week could be a different case the week after.
- **Safety of loose equipment** – check from time to time the products are in working order and leave no room for abuse. This is particularly important for the very young.
- **Teachers / Playleaders Equipment** – don't leave this lying around or give access to children if you really don't want them to have access. Explain the rules clearly for them.
- **Rules** – establish clear and understandable rules for all children and review them positively every so often and do not forget to display them on your Huff & Puff board.
- **Psychology** – create a feeling of safety amongst the children both physical and psychological.

- **Injury** – normally minor. If someone gets hurt, get someone to look after them – possibly another child. We all need a ‘private moment’ to recover.
- **First Aid** – understand the procedures that operate in your school.

INTRODUCTION – the way we introduce things is extremely important and will determine the way we interact and affect directly our response.

- Demonstration
- Clear instructions
- Encouragement
- Enthusiasm
- Tone of Voice
- Gestures
- All these aspects of behaviour and many more will impact on how the children behave, perform, succeed and enjoy the activities.

ACTIVITY GUIDE

PLAYGROUND GAMES WITHOUT EQUIPMENT

WHAT'S THE TIME MR WOLF?

- Firstly nominate 1 child to be the ‘wolf’ and stand him at one side of the playground. Line up all the children on the opposite side of the playground facing the wolf. Make sure that the Wolf is facing away from the other children.
- The children all chorus together:”What’s the time Mr Wolf?” The Wolf replies 1 o’clock or 4 o’clock etc., everything but 12 o’clock. Every time he replies with a time, the children take that many steps forward. E.g. If the wolf replies 5 o’clock, the children take 5 paces towards the Wolf and so on.
- When the wolf replies “Dinner-time!” he can then chase after any of the children playing and the child that he tags is then the wolf.
- If any of the children manage to make it to the Wolf before ‘dinner-time’, it is their turn to be on.

Ideas

- Try and avoid the same children being on. Perhaps it is up to the person caught to nominate somebody else to be the wolf.
- Try involving the Lunchtime Supervisors. If you intersperse them being the Wolf, you can ensure that you involve some of the less confident children.

LETTERS IN YOUR NAME

- Line the children up as in ‘What’s the Time Mr Wolf?’ except this time, the child who is ‘it’ – or the ‘caller in this case - can face the other children.
- The caller calls out a letter and if any of the children lining up have that letter in their first name or surname then they can move on the amount of paces that the letter appears in their name. E.g. Claire Sanderson has 2 em’s in it so if an e is called, I can move on 2 paces.
- The winner is the first person to reach the caller and then they can call out letters.

Ideas

- Use full names.
- Ask them to swap names with somebody else.
- Give out cards with names on so they have to read and work out which letters they can move to.
- Ensure that all children use the same size pace forward.
- Involve the Lunchtime Supervisors again to push the letters in the names of children who are always at the back.

MAY I?

- Line the children up as in ‘Letters in Your Name’.
- The children all chorus: ‘Please Mr Crocodile, may I cross the water, to see your lovely daughter, swimming in the water, May I?’
- The caller or ‘crocodile’ in this case, allows only the people wearing a certain colour, to take a step forward. The first one to reach the crocodile is the winner and they can then be the crocodile.

Ideas

- Introduce different ideas to allow people to move. Wearing a certain item of clothing; a birthday in a certain month; those with pets; those without pets! Possibilities are endless!
- Use the Lunchtime Supervisors to ensure that it's not the same people on all the time.

SHIPWRECK

- Start with a Lunchtime Supervisor as the caller. Line up all the children on one side of the playground as in the above games. Name one side of the playground 'Port' and one side 'Starboard'. When either of these is called out, then the children have to run to the relevant side of the playground. Alongside these instructions are stationary instructions such as 'Mop the Deck' when the children have to look like they're mopping. Others include 'Climb the Rigging' when the children have to make the action of climbing a ladder; 'Man the Lifeboats' sit one behind the other in 2's rowing; 'Captain's coming' they salute.
- The last person to complete any of the instructions can do some star jumps or running on the spot rather than sit out as we're trying to promote inclusion.

Ideas

- Use different settings such as a Spaceship or a desert island with appropriate stationary instructions.
- Encourage the kids to come up with ideas for the settings and then write them up and give them names.
- Let the kids take it in turns to be the caller.

BALL GAMES

One of the best things about playground games for the children is being challenged and feeling successful. One of the best things for Lunchtime Supervisors is to keep the children occupied and enjoying their physical activity. Also to be able to provide lots of variations in the games they are playing.

CONTINUOUS BALL GAME

- Introduce this game to no less than 5 children and probably wise to limit it to no more than 10. Get the children to form a circle, facing in.
- Give them one ball and tell them to keep passing to people in the circle in a random manner – no rules.
- Once this has been done for 30 seconds or more, stop them and introduce 2 simple guidelines: 1. Everyone must touch the ball only once and 2. You can't pass to the person next to you. This encourages everyone to receive the ball once and starts them thinking.
- Continue this pattern without stopping and without dropping the ball. Get the children to count the number of passes and see if they can reach 20; 30; 40; 50.
- Introduce different ways of throwing – bounce pass; high pass; chest pass; roll
- Introduce clapping before catching or passing the ball around the back or through the legs before passing it.
- Then introduce a 2nd ball and ask them to repeat the first exercise of just passing the 2 around. Here, the 2nd ball makes them react that bit quicker and they have to remember that they continue to pass and receive from the same child. Introduce a 3rd ball; 4th ball; 5th ball depending on their skill level and the number of children in the circle. Introduce different sizes and different colours and ask them to bounce the red ball or lob the small ball.

Ideas

- This exercise can be the first thing they do in the playground each day and they can keep changing the exercise the more skilled they get.
- Have several teams competing against each other and see who is the first to pass 30 passes consecutively without dropping it. Or see who is the first to get to passing 3 balls round the circle 3 times without dropping it.
- Always give praise and encouragement.

RELAYS

When there is relatively little equipment available for lots of children, team games can be introduced indoors and outdoors. Most of these can be used with balls or bats & balls.

BALL RELAYS

- Organise the children into teams of 5 or 6 (try and make them equal) and ask them to line up facing you, one behind the other in their teams.
- Give out one large ball per team and ask them to start with it at the back of the teams' line. Then get the children to turn to face the back so that the back person now becomes the first person and they are holding the ball.
- When you start the relay race, the children have to pass the ball over their head and then run around to the back of the group ready to receive it again. They continue this process until all the children are over the line you have designated as the finish line.
- Try this with passing the ball under the legs
- Try alternating
- Try twisting round and giving the ball to their right all the way through
- Try giving to the left
- Try alternating
- Finally try going over, then under, then to the right and to the left!!

Ideas

- Try to keep all the 'sporty' children out of the same team. Make them captains of each team to ensure that it isn't the same team that keeps winning.
- Don't award points seriously but you can award 1 million or 17.5 just to keep them giggling! They will also try to keep count of the obscure scores you give out!
- Award points for those trying to do it properly even if they don't win.

BAT / BALL RELAYS

Again, the common notion of playing with a bat and ball is to have 2 children with a bat each and a ball between them and try to rally it between themselves. There are many other games that can be played using more children and bats and balls.

- In the same teams as above for the Ball Relays, organise a bat and a ball per team. The first person facing you in the group starts with the bat and ball and uses it like an 'Egg & Spoon' to a finish line and back to the group. They then pass the bat and ball on to the next child. This continues until all the children have had a turn and the bat and ball are back at the start again.
- Try the same race but running backwards both there and back
- Try the same race running forwards and stopping on the finish line to bat the ball on the bat 3 times before returning
- Try the same running forwards and stopping on the finish line to bounce the ball on the floor with the bat 3 times before returning
- Try the same running forwards and stopping on the finish line to bounce the ball on each side of the bat 3 times before returning
- Try bouncing the ball all the way to the finish line on the bat and then returning
- Try bouncing the ball on the floor with the bat all the way to the finish line and back again

Ideas

- If possible you can progress onto more sport specific bat skills by striking the ball back to the child at the front of the queue from half-way back. This also tests the catching skills of the child receiving the ball.

If you would like more information and ideas, visit the following web-sites for alternative games and rhymes.

www.tsspartnership.co.uk resources TAB
www.sasp.co.uk

(Username **TSSP** Password **rabbit**)

The **STEP** Principle

Space: Change working space to make activity easier or harder

Where?
<ul style="list-style-type: none">• Level (height), e.g. a floor-based game has different requirements from a game where participants are free to move around.• Adaptation of the playing area – more space gives more reaction time, less space demands higher mobility skills, dodging, marking• Length, height of barrier• Distance travelled• Use of zoned playing area to create safe areas in catch or tag type games• Nearer to partner, further away, smaller / larger target area• Allow some players to start at different times or from different places

Task: Change Task or rule to make activity more interesting or easier / harder

Physical action(s) What?
<ul style="list-style-type: none">• Easier – simplify the game• Harder – introduce more rules• Rotate roles• Allocate specific roles, e.g. bowler, timekeeper• Change rules to aid inclusion, e.g. allow more lives for some children, count some players' scores as double• Be flexible• Try different ways of playing, e.g. seated, standing, lying• Use different targets for some children• Use distance hit rather than runs made to determine scores.

E

quipment: Change piece of equipment to make activity more interesting or easier / harder

	By type:		By varying:
With what?	<ul style="list-style-type: none"> • Balls • Bats • Mats • Hands • Turtles • Bells • Scarves • Feet • cones 	<ul style="list-style-type: none"> • Rubber-lines • Hoops • Plank • Bench • Koosh ball • Stop-watch • whistle 	<ul style="list-style-type: none"> • Size • Shape • Colour • Texture • Weight • Environment • Play surface • In / outdoor
How does it change the activity?			
Balls Lighter Larger Softer / slightly deflated Different colours	<ul style="list-style-type: none"> • Travel slower in the air and give more time • Easier to see, hit or catch • Travel slower on the floor • Children with a visual impairment may prefer one particular colour 		
Bats Larger Lighter Glove or attached bat	Easier to hit a ball (larger surface area) Easier to manipulate Enables player with impaired or absent grip to participate.		

P

eople Change number of people to make activity more interesting or easier / harder

	By type:	People with:	People in:
With whom?	<ul style="list-style-type: none"> • Independently • In groups • In pairs • In teams • With friends 	<ul style="list-style-type: none"> • Different / same roles • Different / same ability • Different / same size 	<ul style="list-style-type: none"> • Own space • Big spaces • Small spaces • Restricted spaces • Open spaces