

Capture the Marker



Objective

A competitive and cooperative physical activity which requires teams to use tactics.



Equipment

- Blank Control Markers
- Enrich Interactive Map
- Cones
- Rugby tags/ sashes



Preparation

- Prior to the activity prepare your Enrich Interactive Map by adding 5 or 6 blank marker numbers onto it.
- Prior to the activity, place the blank control markers around the school site referring to the map.
- Add unique information onto the markers which teams need to capture.
- Split the children into teams of 4 or 5.
- Give each team a marker to protect in the playing space and a map.
- Place cones roughly 2 metres around each marker as a protection barrier.
- Give each child a rugby tag/sash for them to place hanging in the back of their shorts.



Instructions

- The aim of the game is for each team to try and retrieve certain information from other team's markers
- The following rules apply:
- Children can be tagged anywhere in the playing field by having their sash pulled from their body.
- If they are tagged, they must return to their teams' marker and reset.
- If a player enters the marked cone area they can no longer be tagged and are able to retrieve the marker information.
- Each team must work cooperatively and communicate effectively to retrieve all relevant information from the markers whilst avoiding being tagged.



Other information

Add dodgeballs as a tagging device.



Global Zones



Objective

Locate the world's countries
Identify the position and significance of
Equator, Northern Hemisphere, Southern
Hemisphere, Arctic and Antarctic Circle



Equipment

- Small Cones
- Two large cones



Preparation

- Set out a large rectangular playing area using small cones. Two large cones should be used to mark the halfway point of each longer side, so that the rectangle is divided into two halves with an imaginary line between these cones.
- Explain to the children that the top (north) end of the playing area is the Arctic. The broad zone below that is the Northern hemisphere. The line in the middle (indicated by the two large cones) is the equator. The next broad zone is the Southern Hemisphere. The bottom (south) end of the playing area is the Antarctic.



Instructions

- The children move around within the rectangular playing area.
- The teacher calls out either the name of a country, 'Arctic', 'Antarctic', or 'equator'.
- If the country is in the Northern Hemisphere, children must run and sit down in that zone.
- If the country is in the Southern hemisphere, children must run to that zone and jog on the spot.
- If the teacher shouts 'Arctic' or 'Antarctic', the children must run to the correct end of the playing area and hug themselves as if they are cold.
- If the teacher shouts 'Equator', children must run and stand with legs apart across the middle 'equator' line.
- If the equator runs through the country that the teacher calls out, the children must run and stand with legs apart across the 'equator' line.



Other information

- Northern Hemisphere countries:
USA, Canada, United Kingdom, Spain, Germany, France, Egypt, Turkey, Russia, Mexico, China, India
- Southern Hemisphere Countries:
Australia, Argentina, South Africa, New Zealand, Chile, Uruguay
- 'Equator' countries:
Brazil



Letter Recognition 3



Objective

Say the correct sound in response to a letter



Equipment

- Letter cards / plastic letters



Preparation

- Select sets of letters that the children are currently learning.
- You will need multiple copies of each letter in the set and there should be enough letters for each child to have a letter.
- Give each child a letter.
- They have to keep their letter hidden from the other children.
- If this game is played outside, the adult could mark out a square with cones etc for the children to move around in.
- Large group activity



Instructions

- When every child has a letter, they stand up and move around, saying their letter sound loudly, but hiding their letter.
- As they move around, they have to find and join up with children who are making the same sound.
- This continues until all of the children (or as many as possible) are in 'sound groups'
- When all the children are in 'sound groups' the adult checks with each group to make sure their letters are the same as the other children in their group.
- The adult can then collect in the letters, mix them up and give them out again so that the game can be repeated.



Pollen Grab



Objective

Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.



Equipment

- 12 Hoops (3 Red, 3 Blue, 3 Yellow, 3 Green)
- 32 Bean bags (8 Red, 8 Blue, 8 Yellow, 8 Green)



Preparation

- Set out the biggest possible square in the playground, field or sports hall, with ample room for all participants to move around safely at different speeds.



Instructions

- Divide the pupils into two different sized groups; one large (Bees), one small (Flowers) e.g. for a class of 30 children: **Group 1** (22 Children); **Group 2** (8 Children). Divide group 1 (Bees) into 4 smaller groups and sit these groups down in front 4 different coloured hoops at the edge of the playing area. Split group 2 (Flowers) into 4 smaller groups and ask them to take a coloured hoop and 4 corresponding bean bags and to find a space in the playing area away from other flowers and stand in their hoop. Inform each group of their group name i.e. Bees and Flowers.
- The Bee at the front of the line must run out to a flower and collect two pollen grains (bean bags) and return to their hive (hoop). They must deposit one bean bag and give the other to the next Bee who will then go to a different flower, deposit the bean bag and then collect two more. When returning to their hive, the Bees can only communicate with other Bees by buzzing, dancing and pointing.
- The Flowers are not allowed to leave their hoop or make noise, but they can wave their arms to attract the bees.
- The first game should be timed for around 2 - 3 minutes. After the first game, each Bee team will then count the number of pollen grains (bean bags) they have in their hive (hoop). Each Flower will count the pollen grains (bean bags) and their colours.
- After this game, you can change the roles of the children so they each have a chance to be a Bee or a Flower.
- At the end of each game, the Bees and the Flowers should have a number of different coloured bean bags. This will represent cross pollination amongst the flowers through the help of the Bees.



Other information

- For older children, mark some bean bags with a skull sticker or a black x. This could represent a pollen grain that has had pesticide used on it and could harm the bee or the whole hive.

