

Organisation of Games

1. Invite children to join in, they are welcome to play but don't have to. Your actions and words should indicate that it will be fun to join the games session. If you enjoy playing games your enthusiasm will be contagious.
2. Use a simple game with few instructions or a game everyone knows to start with so as to get things going straight away
3. It is important to state the rules clearly and slowly and check that each is understood, perhaps even practised. It is a good rule to say no more than 3 sentences in one go. Have a trial once all the rules have been explained.
4. Make sure every one can see you and hear you. It is better to stand at the edge of the circle rather than in the middle.
5. Describe the games structure and rules as clearly and simply as possible. Do it in a fun way, encouraging participation and playfulness.
6. Combine description with demonstration.
7. Say the name of the game and any fantasy involved in the game. Explain the aim and fit it into a familiar category e.g. tag.
8. Ask for questions.
9. Always ask for volunteers to be 'it'. If no one volunteers do it yourself. On the other hand make sure everyone get a chance to be the focus of attention if they want to be.
10. Some games involve a element of psychological risk taking, putting one player on the spot. You should be a model by behaving playfully and being a little bit silly.
11. Some games involve physical risks. Identify them and reduce the chances of injury by saying "I don't want anyone to get hurt so lets all.....".
12. Always look for opportunities to make games more fun by adding fantasy, chanting, singing, change the name to the latest fad, etc.
13. Encourage participation, effort and satisfaction instead of winning. Create a climate of praise encourage children to notice when someone has done well. That is well for them and not well by the standard of winning or losing. E.g. when a shy, quiet joins in or when a physically less able child succeeds at a task they haven't been able to do before.
14. Remember you are the group leader. When the game gets going join in but watch how the game is going and be ready to step in to make changes if

necessary, but keep a low profile. If the game is becoming unsafe stop it straight away and remind everyone of the purpose of the game that it is for fun.

15. Build up a repertoire of games and gradually introduce new ones. Alternate very active games with quieter games to allow players a rest. Also try and alternate games played in opposite rows with circle games.
16. Feel free to modify, adapt and change games if it isn't working or to make it more fun. To successfully modify a game will depend on your observation skills – watch carefully to see what is wrong.
If a game isn't working it is usually because of an imbalance in the challenge. The following modifications may help:
Use different equipment, larger balls or sponge balls or bean bags all are easier to catch than plastic balls. Smaller bats and rackets will help younger children. Keep groups small – this will enable more participation and gives players more of a chance to learn and practise new skills.
Change the boundaries a smaller space will help games like tag to take place more quickly.
Add more equipment (balls etc.) or take some away
Change the mode of locomotion – hopping rather than running.
Change the number of teams.
Change the aim of the game.
Make more players 'it'.

In general making the game slower, smaller and easier will make it suitable for diverse abilities. If abilities are evenly matched, increase the challenge.

Fit the game to the players not the players to the game.