

# Guide for the Organization of Children's Camps



# CHILDREN'S CAMP HANDBOOK

CHURCH OF THE NAZARENE

DISCIPLESHIP MINISTRIES

MESOAMERICA REGION



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## INTRODUCTION

Children's camp is a fundamental tool and one of the most useful methods of Christian education. It creates community, encourages compassion, and shapes habits and behaviors that promote friendship; camp can be a source of energy to strengthen self-esteem, develop humility and improve the quality of relationships in a group of children.

This ministry leads to the affirmation of spiritual values that are usually repressed in daily life. It is a time to find God in nature, to meet others and learn to accept situations, opinions and different ways of thinking.

Children's camp is an excellent opportunity to evangelize those who don't know Jesus, to build up believers and help them to grow to "the whole measure of the fullness of Christ"; to have fun in a beautiful environment and to train and form committed leaders that love to teach and disciple children.

Hiking, cooking on the fire, spending time with friends, Bible studies, and swimming – all of these can help shape children and leaders into more Christ-like campers. They will get lots of exercise, whether they're running on the field or playing in the water. They will use every bit of their energy as they learn to appreciate their abilities, their characteristics, and cultures that are different from their own. Their personalities will be rounded out, and in many cases, a friendship made at camp will last throughout the years. They will also gain a new perspective as they are away from home, which will help their emotional independence from their parents grow.

There's a wide variety of kinds of camps. Each camp will depend on the group participating, the local culture and the location. However, we can't lose sight of the fact that Children's Camp should be a time of excitement for the campers, where they can have fun, as well as get to know Christ for the first time or deepen an existing relationship with Him, the true source of peace and joy. Their experiences at camp should help them to develop a strong reliance on the Lord, to face the problems of life, and give them the assurance of what HE will do through them.

Share your enthusiasm at Children's camp!

Emphasize the importance of this ministry as an opportunity to win, challenge and instruct children for Christ in a way that can't be done in other activities!

## ORGANIZING THE CAMP

### The Organizing Committee and Their Roles

**Camp Committee:** Formed by three or four people coordinating the event. Additional people may be added to the committee if needed. Here is a description for each of the committee member's functions.

#### **Administrator:**

Manages everything related with administration and publicity. They should be present at all meetings of the committee. They will serve as secretary, keeping record of the agreements made in every meeting. Along with the committee, they will select the camp leaders and staff and send them an invitation. Create a directory of the personnel and keep an archive (copies of all documents and forms of the event). Stay in touch with the

camp speaker and plan for their travel expenses and a love offering. Look for donations in order to lower the cost of camp. Advertise for the camp. It should be attractive, continuous and at the appropriate time (not too early or too late) for the churches to plan. This person will also be in charge of name tags and meal cards.

### **Treasurer**

This person is in charge of managing all the finances for the camp including income and expenses. This person should work with the logistical person of the committee to make the food menu and motivate local churches to donate to the camp. They will calculate the total cost of the event, making sure there's a cushion for unexpected expenses. It is important to keep receipts and notes of all the expenses.

### **Logistics Coordinator**

This person is in charge of the kitchen and coordinating the logistics of the camp. They will oversee the purchase all the food, teaching material and additional purchases. They will recruit people to set up camp if it isn't already. They will work with people to organize things like a sound system, tables and chairs, a refrigerator, an oven, etc.. The purchase coordinator and the kitchen coordinator are under their supervision.

### **Program Coordinator**

This person will coordinate all the workshops, services, programs, songs and the training that may take place for the leaders. Under their supervision are the workshop coordinator, sports coordinator and other leaders. This person will also work with the quizzing director and craft teachers.

All four people are responsible for the event and all the personnel. They make the decisions and arrangements for the camp.

## **THE STAFF**

It's recommended to have no more than 30 people on the staff. This may include the following:

- Camp committee (4)
- Purchase coordinator (1)
- Nurse (1)
- Kitchen coordinator (1)
- Kitchen personnel (6)
- Camp leaders (10)
- Sports and social coordinator (1 person with the support of the leaders)
- Workshops (3) for different ages or any other division system you use.
- Sound system (1)
- Chaperones: sent by the local churches. 2 adults for the first 10 kids, with an additional Chaperone for every 10 kids over that. Although they are not counted with the staff, they can help in any of the needed areas. (i.e. sports, kitchen, crafts, etc.).

## **THINGS TO CONSIDER**

The first thing to consider is when and where the training will take place.

- It's recommended to do it at the camp, one day before the kids arrive, to avoid extra expenses.

It should be noted that the personnel are expected to pay for their registration. The only ones exempt of this are the kitchen staff, the District SDMI representative, the District Superintendent and, if the committee decides, a special rate can apply to pastors.

Each member of the staff should know their duties and what is expected of them. They should also know their work area.

There should be at least three people in charge of registration and they are to deliver any money received to the finance coordinator at the conclusion of registration.

The recommended age for the campers is from four to eleven years old. For the youngest it is important to make sure than they can fend for themselves and are potty trained.

Every day at the end of the activities, the committee will meet with the staff and the chaperones (chaperones should take turns attending this meeting, the children should never be left alone) to evaluate the day, discuss any problems, suggest solutions and have a devotional time together.

## **THE KITCHEN**

Take some time to consider:

- Who will be in charge of the kitchen? This person is the key to the financial health of the camp. This person will be responsible to make wise decisions and insure proper use of resources and food. This is an area where we cannot skimp, but it is easy to misspend and waste and can lead to failure of the whole event.
- Who is on the kitchen staff? They should be prudent people, good cooks, willing to serve but also good under pressure and patient enough to work with children.
- How many meals are you are planning to have?
- How many people will eat every day?

Carefully plan the menu. It should be something nutritious and that children like. Keep it simple is sometimes the best idea.

### **Menu Suggestions**

If you don't know what to prepare, you can use some of these suggestions:

- Scrambled eggs with bacon, sausages, etc.
- Sandwiches
- Stew: With finely chopped vegetables that are familiar to the children. If you add chicken, you may want to serve it shredded or if you choose beef, use ground beef or finely chopped pieces.
- Beans
- Juice: Seasonal fruit or powder
- Cookies
- Seasonal fruit

- Cereal
- Hot dogs
- Hamburgers
- Hot cakes
- Any typical meal
- Soup
- Rice
- Bread in small portions

It is recommended to serve milk and fruit at least three times over the week. Avoid coffee and soda.

Try to keep the carbohydrate consumption low, don't exceed the maximum which is twice a week (i.e. breads, cookies, etc.)

Make sure you have enough drinking water for the whole week (from the tap if available or bottled). Keep it visible and easily accessible for the children.

Check ahead of time to make sure the camp facilities have everything you need. If they don't, make sure you bring the necessary kitchenware with you so that you have everything you need. Labeling everything you bring is a good idea to avoid confusion at the end of camp.

On the last night of camp it is always a fun surprise to offer a nice supper. Plan your budget to include this. You can make it extra special by decorating the dining area with balloons or other decorations, and include a special cake or desert. Use your imagination! The sky (and your budget) is the limit.

## **SPECIAL ACTIVITIES**

- Walk/Hike: To see the camp, to find something that you won't find in the city, to study and enjoy nature.
- Campfires: With a spiritual emphasis, or a talent show or musical show.
- Sports: Try to get everyone involved, having instructors for those who don't know the game. Keep the teams balanced. Play a variety of games.
- Games: treasure hunt, relay, athletic competitions (soccer, baseball), bible quizzing and any other game you know. Include energetic and relaxed games.
- Handcrafts: Try to use elements from nature and recyclable materials, developing the children's creativity according to their age.
- Have a contest for: punctuality, willingness to help, cleanest cabin/tent, etc.
- Singing: during lunch time, morning devotions, Bible studies, workshops or on walks.

## **SUGGESTIONS FOR GAMES**

- Make sure everybody (at least the majority) wants to play the game.
- Explain the rules in a simple and clear way.
- Make sure the game is suitable for the area.
- Make sure the leaders know the game. (Teach them ahead of time if you need to.)
- Choose games that are age appropriate and that the children like.
- Finish the game when the kids start to show tiredness or boredom.
- Do not play games at bed time.

# CHILDREN'S CAMP HANDBOOK

## **ANNEX**

### **BIBLE STUDIES:**

It is recommended to have one lesson per day.

(These are just examples; you can adapt them or change them appropriately.)

## Lesson 1

**Theme:** Looking for God in Camp

**Bible Scripture:** Proverbs 2:4-10

**Purpose:** For the children to find pleasure being in God's presence during camp.

### **Introduction:**

Tell the following story: Once, Keith Severin and his son Adrien, who was seven years old, decided they would devote at least fifteen minutes every day throughout the year to find "treasures". An article in the local newspaper reported on their daily search in all kinds of weather to see what they could find.

A year later, the collection of coins, golf balls, bottles, newspapers and recycled cans, among other miscellaneous items that had been found and collected, was valued at one thousand dollars! Of course, in the process they enjoyed many hours of fun and fellowship and the treasure search brought them closer.

What can we learn from this story?

1. The father and son had fun together.
2. For how long? A year.
3. What can we do here at camp? Well, lots of things, but the Bible tells us that we can search for "treasures" as well. From this story it's interesting to think that if we set apart fifteen minutes every day to study the Bible we can find treasures.
4. What could we discover? Let's see what the Bible says: *"and if you look for it as for silver and search for it as for hidden treasure, then you will understand the fear of the LORD and find the knowledge of God."* (Proverbs 2:4-5 NIV). (You can use different versions that have simpler language that children will understand easier.)
5. What good comes from looking for the knowledge of God? (You'll find the answers in verse six and on.)
6. What does it mean to fear God?

**Application:** The growth of the children into the likeness of Christ will occur gradually, day by day, we will be transformed through the reading of the Word of God and through obedience to God. Plus, think of the joy and pleasure of spending time with our Heavenly Father during this camp.

**Conclusion:** To have fellowship with God, we begin with a voluntary surrender, we continue through discipline to discover the treasure of wisdom and fear of the Lord our God and we consecrate ourselves to the Lord who gives us eternal life.

Finish in prayer.

## Lesson 2

**Theme:** The Lost sheep

**Bible Scripture:** Luke 15:1-7

**Purpose:** To teach that God loves children and wants to save them

Introduction: Start by asking the following questions:

- |                             |                     |
|-----------------------------|---------------------|
| Have you ever seen a sheep? | What are they like? |
| What do they sound like?    | How big are they?   |

Leave time for discussion and allow the children to respond. Lead the discussion to address the fact that sheep constantly get lost because they don't have good vision. That's why they need a shepherd. Let's talk about our Shepherd, Jesus.

1. The Shepherd's Teaching (Verse 1-2)

- a. His teachings on love and compassion attracted listeners who were sinners. But there was also a group that was always criticizing Jesus, the religious leaders called Pharisees and scribes.
- b. His message brought hope for those who were lost because of their short sightedness. They were like sheep, only seeing a couple of feet ahead. According to these verses, what kind of sheep would hear the teachings of the Shepherd? \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

2. The Shepherd's Job (Verses 3-5)

- a. There were 100 sheep in the flock and the Shepherd's job was to take care of all of them, every day.
- b. His job was to feed them, give them shelter and keep them safe. He would count them every day. But, one day he noticed that there was one missing and because he loved it so much he decided to leave the other 99 and he went to look for the lost sheep. He didn't care about how far he'd have to go, how long it would take, what the weather was like or about any other obstacle. He just wanted to find the lost sheep. What happened then?

3. The Shepherd's Joy (Verses 6-7)

- a. He took it in his arms. He was so happy and went to tell all his friends and neighbors. "Come and join the celebration! I found my lost sheep".
- b. He told them about the successful adventure on the mountain and how he came back home carrying the lost sheep on his shoulders.

**Application:** Notice that in the scripture reading the angels in heaven rejoiced with the Shepherd of the story. Why? Because we are that one sheep, lost in the mountains because of our disobedience to God. We choose to do things our own way and run away from our good Shepherd, Jesus.

Why does he look for us then? Because we are in danger! The enemy/Satan wants to hurt us! He wants to bring suffering and destruction. But Christ, our good Shepherd, gave His life on the cross for his sheep and he died to free us from sin and to bring us back to the fold (a place of protection) of Salvation.

**Conclusion:** Let me tell you something: There's a party in Heaven when you decide to invite Jesus into your heart!

Invite the children to pray and ask Jesus to come into their lives and to ask Him for forgiveness for all those times when they disobeyed their parents and God. He promises that he will take care of and protect them. Pray for all the children who asked to receive Christ.

## Lesson 3

**Theme:** Caring for God's Creation

**Bible Scripture:** Genesis 1:1-31; 2:15, Psalms 24:1

**Purpose:** To show children that God's creation is a gift and we all have the responsibility to take care of it because it benefits us all.

**Introduction:** The Bible says "The earth is the Lord's, and everything in it, the world, and all who live in it" (Psalms 24:1).

That's true. But He left to his creation, that's us, the responsibility to take care of it. This care involves putting trash where it belongs, not polluting rivers and oceans, and planting new trees where they are needed.

### 1. Why should we take care of God's creation?

- a. Because God created all existing things on our planet: He made light, day and night, the skies and the stars, land and sea, plants and fruit trees, the animals and fish.
- b. In Genesis 1:27-28, we read that God created people in His image and likeness, and blessed them and gave them the responsibility to govern the Earth responsibly.
- c. "God saw all that he had made, and it was very good." (Genesis 1:31). Therefore we should see creation the same way. To be created in his image and likeness means that we are called to take care of the Earth and to be responsible for our actions.
- d. Earth is one of the most beautiful planets God has made. It has lakes and volcanoes, mountains, animals and plants, the sea and all kinds of fish.
- e. When we fail in our responsibility to care of God's creation by destroying plants, contaminating rivers, not properly getting rid of our trash or burning forests, etc., there are severe consequences. Today, we are experiencing Global Warming and as a result, many fish, birds and other animals are dying.
- f. Ask the children: What can we do to keep our planet clean?
  1. \_\_\_\_\_
  2. \_\_\_\_\_

The leader can bring recycling bins or colored bags and teach the children to sort their trash (paper, plastic, glass, etc...) and then show them where to put their trash.

### 2. God made us responsible.

- a. In Genesis 1:28-31 we read that God in His love for us considered us responsible enough to care for his creation.
- b. He gave us animals and plants to feed us. But plants are not just food; they also give us shade and provide wood to build houses.
- c. Animals also help us with our daily work in the field, as transportation, and as pets to be our companions.

- d. The responsibility and purpose that God has for His creatures is seen clearly in the Scripture: “The Lord God took the man and put him in the Garden of Eden to work it and take care of it.” (Genesis 2:15)
- e. In this verse, God instructs man to work the soil, plant trees and other plants i.e. vegetables, flowers, etc. and take care of them.
- f. Finally God also told man to “guard” the Earth. It’s good to know that God provided for our needs. By taking care of our planet, we receive benefits. Example: If we cultivate plants and trees and take care of them, we’ll have wood for building and cooking, paper, clean water sources, clean air, and fruit, among other things. Also, by taking care of the planet we bring glory to God. Creation itself gives testimony of the greatness and power of God and His love for us.

**Conclusion:**

As we learned in this lesson, God made the Earth and He also made us. Therefore, to show our gratitude we should protect the Earth and take care of it. As children of God, our behavior should be an example to everyone else. God not only made us, He gave us the responsibility to take care of His creation.

## REGISTRATION FORM

Children's camp 201\_\_

Date \_\_\_\_\_ Registration fee \_\_\_\_\_

Full name \_\_\_\_\_ Age \_\_\_\_\_

Contact Phone Number \_\_\_\_\_

Church you attend: \_\_\_\_\_

Member (Y) (N)

Visitor (Y) (N)

Do you want to participate in the talent show? (Y) (N)

What's your talent? \_\_\_\_\_

Do you want to participate in a specific sport? \_\_\_\_\_

Do you have any medical condition? (Y) (N) Explain if Yes? \_\_\_\_\_

Are you taking any medication? (Y) (N)

Which medication(s)? \_\_\_\_\_

At what time(s) do you take these medications? \_\_\_\_\_

Do you know how to swim? (Y) (N)

Name of your leader: \_\_\_\_\_

Who registered you? \_\_\_\_\_

## **RULES FOR THE COMMITTEE AND STAFF**

Children's Camp 201\_\_

1. Stay at Camp from the beginning of the activities and until all activities are completed.
2. The chaperones need to stay in their assigned areas.
3. Kitchen personnel should wear hair nets and aprons.
4. Do not bring babies and children under 4 years old.
5. Do not bring your spouse or any family members if they are not working at camp.
6. Do not bring valuables. The committee won't be responsible for them.
7. Always have a spirit of cooperation, respect and willingness to do the tasks you are assigned to.
8. Follow the schedule and activities for each day.
9. Wear appropriate clothing at all times.

Best Regards,

THE CHILDREN'S CAMP COMMITTEE

## **RULES FOR CAMPERS**

Children's Camp 201\_\_

1. Do not bring valuables like rings, necklaces, bracelets, etc. The committee will not be responsible for them.
2. Each camper is responsible for their own belongings and is expected to respect others belongings.
3. You are expected to show consideration and respect to each other. Do not offend anyone verbally or physically.
4. Wear your ID tag all the times.
5. Notify any member of the staff if you are feeling ill: fever, vomiting, diarrhea, etc...
6. Do not stay in your dorm during activities unless you have a chaperone's approval.
7. You are expected to participate and be on time to all activities: worship, meal time, recreation, workshops, etc.
8. Appropriate clothing is required when attending Chapel services.

Best Regards,

THE CHILDREN'S CAMP COMMITTEE

## SCHEDULE EXAMPLE

### **WEDNESDAY**

2 to 3 p.m.	Come see . . . “The Clowns of Grace!”
3 to 4 p.m.	Energized? ... let’s play some games!
4 to 5 p.m.	It’s hot! ... Time to go to the pool!!
5 to 6 p.m.	And now to the showers!
6 to 7:30 p.m.	See you at Chapel to worship together!
7:30 to 8:30 p.m.	Hungry yet? Great! Race to the dining room!
8:30 p.m.	Popcorn? check! Soda? check! Movie time!
10 p.m.	Night night!

### **THURSDAY**

7 to 7: 45 a.m.	Cock-a-doodle-doo! Get up! Get up! Get up!! Shower time!
7:45 to 8 a.m.	Meet with your team and share what God has done for you.
8 to 9 a.m.	Can you guess what’s for breakfast?
9 to 9:30 a.m.	Hurry! See you at the chapel!
9:30 to 11 a.m.	Learn this lesson . . . And be free!
11 a.m. to 12 pm.	Follow the clues with your team . . . this is a Super-rally!
12 to 1 p.m.	Who’s your favorite team? Quizzing!
1 to 2 p.m.	Mmmm! you’re gonna love today’s lunch . . . it was made with love!
2 to 3 p.m.	Are you in the talent show? Use this time to practice!
3 to 4 p.m.	Go get your shorts on and let’s play soccer (or basketball or . . .)!
4 to 5 p.m.	To the water, all you Ducks . . . Don’t forget your lifejackets!
5 to 6 p.m.	The shower is calling you! Don’t run away!
6 to 7:30 p.m.	See you at the chapel to worship together!
7:30 to 8:30 p.m.	Our last supper here!
8:30 to 10 p.m.	Awards Presentation and Talent Show!
10 p.m.	Sweet dreams!

### **FRIDAY**

7 to 7:45 a.m.	Morning!! Ready for the last day? Don’t forget to pack!
7:45 to 8 a.m.	Let’s pray with our Friends & promise to be faithful to Jesus!
8 to 9 a.m.	Let’s get that belly fed!
9 to 9:30 a.m.	Operation ANT . . . everything must be in order!
9:30 a.m.	It’s time to go Home! Have a great trip! God bless you always!

**Until next year!**

## ALTERNATIVE ACTIVITIES

### RALLY

DESCRIPTION: In this game each team follows a sequence of activities.

Make sure you have enough card sets for each team. Every card set is made of 10 cards of resistant cardboard or anything similar, they must have a number to identify them. The instructions for each station go on one side and the other side can be decorated.

ORGANIZATION:

1. The leader will define ten stations that will be visited by each one of the teams.
2. There will be a judge for each station
3. The group will be divided into teams of 6 people.
4. A drawing will be held to determinate the name/character (animal, color, team name, etc.) each team will represent.
5. There will be a captain for each team.
6. The judge at each station will have a card for each team, making sure there aren't two cards for the same team at the station.
7. The cards must be spread out on a table, on a cardboard box or in a circle drawn on the ground, to make them visible and easy to recognize.
8. The challenges are the same for each team but they are to be done in a different order.

GAME DYNAMIC:

1. The game is to go to the different stations and successfully do what is marked on each card with the goal of completing them all in progressive order, one through ten.
2. At the set signal, the team runs to a station and asks the judge if they have their next card. i.e. "Do you have card number 3?" The judge will search and if he has it then he will ask for the previous card to check that the team is following the right order. If he doesn't have the card then the team needs to go to a different station until they find the right one.
3. Once checked that the team is at the right station, the judge hands them the card and the team must do the challenge marked.
4. The judge will determine if the children complete the task well and if they do they will earn that station's card.
5. At the end of the game, each team must have ten cards with the same figure. The winner will be the team that collects all of their cards in the right order first. If the rally is done against the clock, the winner will be the team that collects the most cards in the right order.
6. The challenges shouldn't be harder than what the contestants can do nor exceed personal intimacy boundaries. Some examples are:
  - Roll a tire 10 feet and roll it back
  - Sing a song jumping
  - Walk 3 steps forward, 3 steps back and turn 2 times to solve a riddle
  - Play a rhythm game.
  - Sing "Jesus Loves Me"

## **FUN CIRCUIT**

**DESCRIPTION:** In the fun circuit the teams must run a course/a circuit and perform, in the shortest time possible, the activities identified at each station.

### **ORGANIZATION:**

1. This activity can be done at a school or on a field.
2. Each team is made up of 4 children.
3. A draw will be done to decide the order in which the teams will participate
4. Have a place for the teams to be spectators and not interfere with the team that is participating.
5. Select judges for each station. (Can be children)
6. The group leader will be in charge of keeping track of the time it takes for each team to complete their task.
7. Be always open to suggestions from the children on activities for the stations

### **MATERIALS:**

- 3x30 ft. plastic sheet (1x10m)
- A rope
- Screws
- A big bowl
- 10 marbles
- Flour
- A bandana
- Large bowl of water
- Empty bottle
- 2 rolls of toilet paper (per team)
- Tires
- 4 poles

### **STATIONS:**

1. Tie the rope between two trees (or poles). Children should cross, hanging on the rope without touching the ground. If anyone touches the ground they must start over.
2. Using the poles, hang the plastic sheet 2 ft. (60 cm) from the ground. The team must crawl under it.
3. Pour the flour into the big bowl and hide the marbles in it. The team needs to find all the marbles without using their hands.
4. Have the team sit in a row, one behind the other and as close as possible. At the beginning of the line they should find a bowl of water and a cloth. The first one in line will dip the cloth in the water and pass the cloth, over their head, to the child behind them. The cloth should go through the entire team the same way and at the end of the line there will be a bottle where the last one will squeeze the water out of the cloth into the bottle. They need to do this until half of the bottle is full.
5. Wrap one person of the team in toilet paper (like a mummy).
6. The team must navigate through six tires, placed one after another, carrying the "mummy". They can't touch the ground, only the tires.

## **BE THE OBSTACLE!**

**MATERIALS:** None

### **Station 1:**

The Eights: One child is standing with legs spread apart and the other goes underneath them in a figure 8.

**Station 2:**

Bridges: One child gets on the ground on their hands and knees, forming a “bridge” while another child goes over and under the “bridge” without touching the “bridge”.

**Station 3:**

Planets: While one of the children stands still, the other runs around him. Then they switch.

**Station 4:**

The well: One of the kids squats and makes a circle with his arms “the well” and the other child passes through “the well” without touching his partner. They do this three times and then they switch places and repeat.

**OBJECTIVE:**

- To explore possibilities of movement
- To enhance body control
- To facilitate body contact and communication

**WHAT TO WATCH FOR:**

1. That the children do not touch the child who is the obstacle.
2. That the children alternate positions every three repetitions.
3. That there is no shoving.

**PASS THE BALL!**

**MATERIAL:** Plastic balls

**Station 1:**

With One foot: Sitting in a circle the children need to pass the ball using just one foot.

**Station 2:**

With the hands: Sitting in a circle the children need to pass the ball around their backs using just their hands.

**Station 3:**

With the head: In a circle and on hands and knees, the children need to pass the ball using their heads.

**Station 4:**

With only one hand: In a circle and on hands and feet (facing up), the children need to pass the ball under the arc formed with their bodies using only one hand.

**OBJECTIVE:**

- Encourage ball control by passing it with different parts of the body and in different positions.
- To strengthen the idea of team work and cooperation

**WHAT TO WATCH FOR:**

1. That the children pass the ball with the named body part, i.e. hands, feet, 1 hand.
2. That the children don't change position when passing the ball

## **MY BODY IN MOVEMENT!**

**MATERIAL:** Hula hoops, obstacles, mats, sacks/old pillow cases and tires

### **Station 1:**

Hula hoops: Place 5 hula hoops on the ground. Each child will have to go through every hoop. The child will stand in the center of the hoop and pass their entire body through the hoop by pulling it up over their head.

### **Station 2:**

Obstacles: Each child will need to pass the obstacles first over and then under.

### **Station 3:**

Rolling: On each mat the children will perform a different roll or flip.

### **Station 4:**

The tires: Each child will need to roll the tire along a marked path.

### **Station 5:**

Zig-zag: In the sacks, each child will need to complete the marked path.

### **OBJECTIVE:**

- To strengthen motor coordination
- Exercise movement patterns in different combinations
- Become aware of their own potential

### **WHAT TO WATCH FOR:**

1. Continuity of their movements.
2. Let the children report back about their experiences.

## **BEAT THE BALL**

**PLAY AREA:** A 3m (10 ft.) diameter circle, free of obstacles.

**MATERIAL:** Plastic balls (One for every 8 children)

**DESCRIPTION:** To return to the starting point before the ball circulates to all the team members.

1. Form a circle with the members of the team. Give the ball to one of the children in the circle.
2. Place a child outside of the circle and next to the child with the ball.
3. The children who form the circle start passing the ball while the child outside the circle runs around the circle in the opposite direction that the ball is being passed.
4. Take turns so everyone gets to run around the outside, against the ball.
5. The children in the circle can't leave their position.
6. Those in the circle must pass the ball to the next team mate without skipping anyone in the circle.

### **OBJECTIVE:**

- To develop space-time perception through races and reaction movements.
- To strengthen the team spirit

## **WHAT TO WATCH FOR:**

1. That the ball passes quickly by each person participating.
2. Body control: that the children racing the ball avoid colliding with the children who form the circle.
3. That the children passing the ball are in control of the ball as they pass it.

## **AFTER HIM**

**PLAY AREA:** A square of 20m (60 ft.) per side, free of obstacles.

**MATERIAL:** None

**DESCRIPTION:** Call out the name of a child, then everyone will chase after that child, trying to catch/touch/tag them. The child being chased must call out another child's name to avoid being caught. Then everyone chases the new child.

1. Spread out the group across the marked area.
2. Call out the name of the child that will be chased first.
3. Explain that before being caught/touched/tagged by any of his teammates, the chased child is to call out the name of another child. The new child is now the child everyone will try to catch/tag.
4. If the child is tagged before they are able to say another child's name, they must leave the game for a while, but they can return after the set amount of time (i.e. 1 minute, until the count of 60, etc...).
5. Try playing the game at different speeds; jogging, jumping, running, etc...

## **ADDITIONAL INSTRUCTIONS:**

1. Participants must call out the name of another teammate before they are caught.
2. Participants must not repeat the same child's name twice.
3. Participants must not leave the enclosed area; if they leave the area, they will be "frozen" from the game for a set amount of time (i.e. 1 minute).

## **OBJECTIVE:**

- Develop the reaction time and attention through the activity of being chased.
- Encourage mutual acceptance of all teammates.

## **WHAT TO LOOK FOR:**

1. The reaction (saying another child's name) to being chased must happen smoothly.
2. The child being chased must not be suspicious of being caught.
3. Do not omit any names; make sure all of the children's names are called out.
4. Make sure that all children are chased after.

## **FROZEN**

**PLAYING AREA:** A square of 25 m (80 ft.) per side, free of obstacles.

**MATERIAL:** None

**DESCRIPTION:** This is a game of chase/tag in which the participant, before being caught, must adopt a stationary position that the chaser must imitate.

1. Organize the group into pairs. Each pair/team will have a member named "A" and a member named "B".

2. At the given signal, "A" must run and will be chased by "B". To avoid being caught, "A" must adopt the same position that mimics "B"; then "A" can escape.
3. Once in a stationary position, "B" cannot move until you finish counting out loud to three.
4. When "B" comes into contact with "A" before "A" is in a stationary position, the roles change.

#### **INSTRUCTIONS:**

1. Player "A" must quickly adopt any position and cannot move until "B" starts counting.
2. Player "B" may move around until they finish counting out loud to three.

#### **OBJECTIVE:**

- To explore motor skills through performing fast movements.
- To adopt balancing postures.
- To develop attitudes of tolerance.

#### **WHAT TO LOOK FOR:**

1. That the children move quickly to catch their teammate and not get caught.
2. That the child being chased adopts different positions of balance whenever they stop.
3. That the child being chased maintains the stationary position until the count to three is finished.

### **THE PASSES**

**PLAY AREA:** Unobstructed Schoolyard

**MATERIAL:** A plastic ball and jerseys to differentiate teams.

**DESCRIPTION:** The game involves making a determined number of passes between players of the same team, while the other team tries to stop them.

1. Divide the group into two teams.
2. To start the game, throw the ball to the floor. Players must try to recover the ball for their team after allowing the ball to bounce three times.
3. The first team to get the ball must try to complete the determined number of passes from hand to hand, between them, while the other team tries to stop them.
4. The number of passes needed to win will be determined at the beginning of the game and each pass must be counted out loud.
5. When a team takes possession of the ball, start counting the number of passes out loud.
6. Determine that when one team completes the sequence of passes, they win.
7. If a team loses position of the ball, when they get the ball back, they will continue their count from where they left off. For example: If a team has 3 passes and the other team gets the ball and makes 2 passes and the first team gets the ball back, the next pass will be their 4th pass. They continue until they reach the pre-determined number of passes.
8. The winning team is the first team to complete the preset number of passes.

#### **INSTRUCTIONS:**

1. At the beginning of the game, children must try to recover the ball for their team after it has bounced three times.
2. The ball cannot be passed back to the child who just had it. It must go to someone else first.
3. Do not hold the ball for more than three seconds.
4. Do not leave the established area of play.
5. Do not bounce the ball.

**OBJECTIVES:**

- To develop strategic thinking.
- To foster the ability in children to find peers who are in a better position to complete the pass.
- To encourage good communication in the group.

**WHAT TO LOOK FOR?**

1. That children pass the ball to teammates who are open (in an open area), without being opposed by those close to them.
2. That they develop game strategies and ball handling.

**TOUCH-TOUCH**

**PLAY AREA:** Unobstructed Schoolyard

**MATERIAL:** Jerseys to differentiate each team.

**DESCRIPTION:** Participants chase and dodge their peers without getting caught.

1. Divide the group into two teams. Half of each team is placed in the center of the area and the other half is placed on its assigned base line or wall.
2. At the given signal, those placed in the base must run to the opposite base trying not to be touched by those who are placed in the area. When touched, participants become "prisoners."
3. The object of the game is to make "prisoners" of the opposing team and take them to your own base.
4. Teams will have to leave their base continuously; you cannot stay at your own base for more than three minutes.
5. The "prisoners" will form a chain, holding hands, from the base of the opposing team.
6. "Free" players try to save their teammates by getting past the opposing team members and touching their teammate(s) that are part of the chain; once a teammate is "touched", all the prisoners are "free".

**INSTRUCTIONS:**

1. Children who are on the bases may not stay there longer than three minutes; they must be constantly trying to catch the other team.
2. The "prisoners" must form the chain extending their arms so they can be freed all at once.
3. Children who are in the middle cannot get leave the designated area to catch the others.

**OBJECTIVES:**

- To foster team cooperation.
- To create strategies to pursue, dodge, and free their comrades.
- To encourage teamwork.

**WHAT TO LOOK FOR:**

1. That the children perfectly identify their base to take the prisoners to.
2. That the "free" members help their teammates.
3. That the children run fast, dodge, and try not be caught.
4. That the "prisoners" form the chain so that they can be released faster.

## **RESCUE THE FLAG**

**PLAY AREA:** Unobstructed Schoolyard - Divide the field down the middle, using a rope or by drawing a line, making two equal sides.

**MATERIAL:** Two flags, Jerseys to differentiate each team.

**DESCRIPTION:** Each team must rescue his flag, which is placed at the end of the opposing teams' field.

1. Divide the group into two teams with equal number of members and give the jerseys.
2. Place each team in their respective area. Place each team's flag at the end of their opposing team's field.
3. At the appointed signal, teams will go to the opposite field to try to rescue their flag.
4. The child who is touched by the opposing team will be "frozen" and must remain still until one of his teammates comes to free him. They are free when a teammate touches them on the shoulder.
5. The winning team is the first team to reach the area where their flag is and rescues it.

### **INSTRUCTIONS:**

1. Participants must begin to try to rescue their flag at the agreed signal.
2. Whoever gets touched ("frozen") must remain motionless until being freed.
3. For a "frozen" child to be released, a teammate must touch them on the shoulder.
4. The winning team is the first team that rescues their flag.

### **OBJECTIVES:**

- To develop strategic thinking to plan and organize the rescue of the flag.
- To understand the members of your team.

### **WHAT TO LOOK FOR:**

1. That team members respect the rules.
2. That the children remain in the playing field.
3. That the children develop strategies to "invade" the opposing teams' field.

## **BALL HUNTERS**

**PLAY AREA:** A 20m (60 ft.) square area to play, free of obstacles.

**MATERIAL:** Five plastic balls.

**DESCRIPTION:** The "hunters" try to "touch" the rest of the players with the ball.

1. Organize the group and elect five players who will be the "hunters".
2. The "hunters" try to hit the other players with the ball. Whoever is hit by the ball will fall to the ground.
3. All of the players, excluding the 5 "hunters" will move around the designated area, trying to avoid being touched by the ball.
4. The game ends when all participants are on the ground.
5. Restart the game by choosing other players to be the "hunters".

### **INSTRUCTIONS:**

1. Being hit by "hunters" ball, players should drop to the ground and not get up until all players are on the ground.
2. Players will move throughout the designated area; leaving it is prohibited.

**OBJECTIVES:**

- To increase skills in running, throwing a ball and evading the ball.
- To develop self-confidence.

**WHAT TO LOOK FOR:**

1. That the players experiment with different ways of navigating the playing area, throwing a ball and evading the ball.
2. That the players avoid being hit by the ball.
3. That the chosen “hunters” hit the other players with the ball.

**FREEZE BALL**

**PLAY AREA:** A square of 15m (50 ft.) per side, free of obstacles.

**MATERIAL:** Five plastic balls

**DESCRIPTION:** The 5 child who are “it” try to hit the other players with the ball. Once a child is hit by a ball, he must remain motionless “frozen” until another player “frees” his teammate by passing between his legs.

1. Select five teammates to be “it”. Give a ball to each of the five children chosen.
2. At the given signal, those who are “it” chase the rest of the players, throwing the ball, trying to hit the players with the ball.
3. When a player is hit by the ball, he must “freeze”, standing with feet apart.
4. A “frozen” player may be “freed” if a fellow player passes between his legs.
5. The game ends when everyone is “frozen”.

**INSTRUCTIONS:**

1. The players being chased must wait for the signal to start; the children who are “it” can then begin to throw their balls.
2. Once touched by the ball, children should be “frozen”.
3. Those “frozen” cannot move until “freed” by a teammate.
4. The game ends when everyone is “frozen”.

**OBJECTIVES:**

- To develop body control when running.
- To throw a ball and avoid being hit by a ball.
- To promote the idea of working as a group, cooperatively.

**WHAT TO LOOK FOR:**

1. That the players run quickly.
2. That the players avoid the ball.
3. That those throwing the ball, hit the players they aim for.
4. That the “free” players release the “frozen” players.
5. That the child who are “it”, throw the ball and move with fluidity.

## **THE SAVING HUG**

**PLAY AREA:** A square of 10m (30 ft.) per side, free of obstacles.

**MATERIAL:** None

### **DESCRIPTION:**

1. Participants must embrace each other to avoid being caught by the pursuer or pursuers.
2. Designate one or two boys or girls who will be “chaser(s)” and will chase the rest of the players.
3. Those who are “chasers” will chase the player and try to catch them. The players can hug another player, in this way the “chasers” cannot catch them.
4. When a player is caught, that player becomes a “chaser” and the “chaser” becomes a player.

### **INSTRUCTIONS:**

1. The “chaser” starts chasing at the designated signal.
2. To be saved, the players must hug another player.
3. All children must stay in the designated area.
4. When a player is caught, they immediately become a “chaser”.

### **OBJECTIVES:**

- To increase the running and dodging skills.
- To promote cooperation between peers.
- To develop mutual acceptance in the group.

### **WHAT TO LOOK FOR:**

1. That the children run from the “chaser(s)” and quickly hug another player.
2. That the children avoid collisions and shoving.
3. That the children will indiscriminately hug any teammate.
4. That the children are alert at all times and they are aware of who the “chaser(s)” are.

## **THE WALL**

**PLAY AREA:** A square 30 m (90 ft.) x 10 m (30 ft.) divided with a line down the middle.

**MATERIAL:** None

**DESCRIPTION:** Players are placed on “the Wall” (line) to prevent the rest of the children from getting past them. Those not on “the Wall” try to get past untouched.

1. Choose two players to be placed on the center line; they become “the Wall”. They will try to make sure that no one passes by.
2. Place the rest of the players equally on both sides of “the Wall”.
3. At the given signal, everyone must run and try to pass through “the Wall”. Meanwhile, “the Wall” should prevent other players from passing through.
4. When a player gets touched, they are “captured” and become part of “the Wall” making it more difficult for the rest of the players to get past.

### **INSTRUCTIONS:**

1. Players must begin trying to pass through “the Wall” at the signal.
2. Players must pass through “the Wall” without being touched by “the Wall”.
3. Players should count out loud the number of times they get through “the Wall”.

4. When a player is caught by “the Wall” they become part of “the Wall” and help stop other players from passing through.
5. The winner is the player that passes through “the Wall” the most times without being caught.

**OBJECTIVES:**

- To promote strategic thinking, to watch for open spaces and to avoid being caught by “the Wall”.
- To increase the awareness of open space between the players defending the wall.
- To encourage teamwork.

**WHAT TO LOOK FOR:**

1. That the players look for open spaces to pass through “the Wall.”
2. That the players perform agile moves to avoid being touched.
3. That the players who get through “the Wall” count out loud.
4. That the players that are “the Wall” keep the other players from passing through “the Wall.”
5. That the players avoid pushing and colliding with each other.

**HOT AIR**

**PLAY AREA:** An area of 10 meters (32 ft.) square is divided into four zones of 2.5 m (8 ft.) each.

**MATERIALS:** A balloon for each team, each team should have a different color.

**DESCRIPTION:** Each team passes the balloon from their zone to another zone. The balloon must be hit with a certain body part, i.e. only the left hand, only with your head, etc... without touching the ground.

**INSTRUCTIONS:**

1. Divide the group into four teams.
2. The balloon must be hit with the designated body part, and may not to be hit more than once consecutively by a player.
3. Players are not to enter other teams’ zones. They must stay in their assigned zone.
4. The balloon must not touch the floor.
5. When a team lets the balloon hit the floor, the teams rotate zones.

**OBJECTIVE:**

- To be able to hit a balloon with different body parts.
- To become aware of your body.

**WHAT TO LOOK FOR:**

1. That the players avoid letting the balloon hit the floor.
2. That the players hit the balloon with the designated body part.
3. That all team members hit the balloon.
4. That all team members work to cover all areas of their zone.

**1-2-3**

**PLAY AREA:** An area of 15 m (50 ft.) x 15 m (50 ft.), free of obstructions.

**MATERIAL:** None

**DESCRIPTION:** Children, in teams of three, complete their task before the other teams.

1. Divide the children into teams of three.
2. Place the teams in rows behind a starting line. Set a distance of 8 m from the starting line to a finishing line.
3. The first player on each team will run; the second player will hop with their feet together; the third player will crawl.
4. At the signal, the first player must run to the finish line and back; once back they must touch the palm of the 2nd player, who then hops to the finish line and back; once back they must touch the palm of the 3rd player who then crawls to the finish line and back.
5. The winners are the first team of three to have all their players complete their turn.
6. The players may propose different ways to move, i.e. skipping, doing summer saults, etc...

**INSTRUCTIONS:**

1. Players must start their turn at the appointed signal.
2. Each player must perform the movement they were assigned, i.e. running, hopping, etc.
3. The players cannot leave their starting line until they have been touched by the previous teammate.

**OBJECTIVES:**

- To experience various forms of movement.
- To cooperate with their teammates.
- To develop their attention span.

**WHAT TO LOOK FOR:**

1. That the children participate by performing the movement given to them.
2. That the children control their bodies while performing their movement.
3. That the children act cooperatively.
4. The inventiveness of children by proposing various forms of movement.

**THE RAY**

**PLAY AREA:** A square of 15 m (50 ft.) x 6 m (20 ft.), divided with a line down the middle.

**MATERIAL:** A plastic ball

**DESCRIPTION:** Players try to hit member of the opposing team with the ball; when a child is hit he switches teams.

1. Divide the group into two teams with an equal number of members on each team. Place one team on each side of the middle line.
2. The game begins with the ball being thrown up in the air.
3. The team in possession of the ball throws it at the opposite field trying to hit a player.
4. If a player is hit, they become part of the team that hit them.
5. Restart the game with the ball in the possession of the team that was attacked.
6. The teams take turns throwing the ball.
7. The game ends when everyone is on one team, or, if time runs out, the team with the most players.

**INSTRUCTIONS:**

1. Players are free to move about their side of the playing field as long as they don't leave it.
2. Players who are touched by the ball become part of the other team.

**OBJECTIVES:**

- To develop skills to dodge and throw a ball.
- To encourage the acceptance of all the members of the group.

**WHAT TO LOOK FOR:**

1. That the players avoid being touched by the ball.
2. That the players find different ways to throw the ball.
3. That all the players get to throw the ball.

**THE ROLE**

**PLAY AREA:** An unobstructed area of 20 m (60 ft.)

**MATERIAL:** A plastic ball

**DESCRIPTION:** The game is to complete passes, calling out the name of the child to whom the pass has been directed, while the other team tries to intercept the ball.

1. Create two teams with the same number of players on each team.
2. Do a coin toss to decide which team starts.
3. Whoever has the ball starts the game by calling out the name of the teammate who will try to catch the ball.
4. If the teammate mentioned does receive the ball, he names another teammate who will throw the ball, and so on.
5. If the opposing team manages to intercept the ball, they begin the sequence of pass.
6. A team receives a point when they complete three consecutive passes.
7. The winning team is the team that makes the most points.

**INSTRUCTIONS:**

1. Players must name the child that will catch before throwing the pass.
2. Players must not push or hit.
3. The player named should look for an open space to receive the ball.

**OBJECTIVES:**

- To increase body control to throw and catch a ball.
- To encourage communication within the team.

**WHAT TO LOOK FOR:**

1. That the players can control their bodies to throw and catch the ball.
2. That the players try to prevent the opposing team from intercepting the pass.
3. That the players complete passes.
4. That the player named makes feints to catch the ball to his team's advantage.

**A COOPERATIVE GAME**

**PLAY AREA:** An area of 20 m (60 ft.) x 10 m (30 ft.) without obstacles.

**MATERIAL:** A plastic ball number and two cardboard boxes.

**DESCRIPTION:** Children try to get the ball into the box on the opposing team's side; the child, who gets the ball in, then switches to the other team.

1. Form two teams with an equal number of players.
2. Begin the game with a jump ball between two opposing players (like basketball).
3. The child throwing the ball in the box becomes part of the opposing team.
4. The game ends after a preset time and the team that has the most players wins.

**INSTRUCTIONS:**

1. The rules are the same as those of basketball with the variants mentioned.
2. Do not immediately return the ball to the player that just got the ball in the box.

**OBJECTIVES:**

- To develop motor skills to run, throw, bounce, and shoot the ball with precision.
- To encourage the integration of players.

**WHAT TO LOOK FOR:**

1. That the players will prevent the opposing team from scoring.
2. That the players get the ball in the opposing team's box.
3. That the players learn to control their bodies to run, throw, bounce, and shoot the ball.
4. That the players pass the ball to all teammates.

**RACKETS!**

**MATERIAL:** Cardboard rackets, sponge balls, and plastic bottles.

**STATION 1**

In the air. Players must make the ball reach their partner without touching the floor.

**STATION 2**

Knock over the tower. Couples hit the ball trying to knock over the plastic bottle.

**STATION 3**

The chopped. Players must get the ball to their partner bouncing the ball only once.

**STATION 4**

The wall. Players must make the ball hit the wall so that the ball gets to their partner.

**OBJECTIVES:**

- To practice eye-hand coordination.
- To control movements and skills.
- To promote the idea of team and teamwork.

**WHAT TO LOOK FOR:**

1. That the children only hit the balls with the rackets.
2. That the children take into account the trajectories that the ball will most likely hit before they hit the ball.
3. That the children execute rapid movements of their entire body.

## **LET'S PLAY...!**

**MATERIAL:** Balloons, ball, strips of cloth/ribbons, sticks/poles

### **STATION 1**

The dominated. Children hit the ball with different parts of the body without letting it fall.

### **STATION 2**

The spin. Throw the balloon into the air, spin around 1 time, and catch the balloon before it falls to the ground. Question: What's another way you can do this?

### **STATION 3**

The Ribbons. Each child moves their ribbon(s) freely seeking to achieve their own form of exercise.

### **STATION 4**

Hitting slowly. Children hit the balloons with the sticks without letting them fall to the ground. Question: What is the best way to hit the balloon?

### **OBJECTIVES:**

- To discover and explain three different ways to implement this exercise.
- To develop confidence and assertiveness.

### **WHAT TO LOOK FOR:**

1. That the children discuss their experiences.
2. That the children count the times they continually hit the ball/balloon in each exercise.
3. That the children ask, each time that they meet a goal, "Will I make one more?"
4. That the children have control of the implements, i.e. stick, ribbon, ball, etc...

## **EXPLORING MATERIAL**

**MATERIAL:** Plastic balls, sponge balls, bandanas, hoops, tires and goals. (Like soccer goals)

### **Station 1:**

The bandana and the ball: The children must throw and catch the ball with the cloth.

### **Station 2:**

The hoop and the ball. One of the children tries to get the ball through the hoop his partner is holding. Switch roles after a few minutes.

### **Station 3:**

The tire and the ball: Place a tire between two children. They must pass the sponge ball to their partner through the middle of the tire.

### **Station 4:**

The ball and the goal: Same as the station 3 but instead of tires use a goal.

### **OBJECTIVE:**

- To develop basic ball skills – throwing and catching.
- To work in teams of 2.

**WHAT TO WATCH FOR:**

1. Have the Children perform the exercises with the distance between them being greater each time.
2. Make sure that the ball passes through the hoop, tire and goal.

**THE HOOPS**

**MATERIAL:** A hula hoop (per person)

**Station 1:**

The children try to toss the hoop so it lands around a pole/stake (throwing) in the fewest attempts possible.

**Station 2:**

The children make the hoop spin for as long as possible using different parts of the body, i.e. ankle, wrist, waist, etc....

**Station 3:**

The children throw the hoop into the air. When it comes down, the children should be positioned so that their body is encircled by the hoop.

**Station 4:**

The children roll the hoop, guiding it in different directions, possibly through a small obstacle course.

**OBJECTIVE:**

- To stimulate control over different parts of the body
- Emphasize movement patterns: throwing
- To develop confidence and security in themselves

**WHAT TO WATCH FOR:**

1. That the children use different parts of the body.
2. That the children use both hands in the various exercises.