

„Man only plays when he is in the fullest sense of the word a human being, and he is only fully a human being when he plays.” (Friedrich Schiller)



# Games and activities

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„You can discover more about a person in an hour of play than in a year of conversation.”  
(Plato)

## 1. The notion and forms of play

Pál Detre says: „Play is an activity the direct target of which is to win a competition and also to show and act out real or imaginary actions as perfectly as possible. It is a free action that is not connected to material interests and takes place according to rules stated beforehand and precisely, and are compulsory to all the participants. The activity is carried out in a place (play-field) and time specially for that purpose. Play is always accompanied by different tokens of sensibility, which work as factors encouraging for further activities.” According to Rubinstein: „Play is one of the most exciting phenomena in life, which is a seemingly pointless activity yet necessary.” Necessity of play in people’s lives is undoubted. Just think of a young child whose main activity is play. With its various effects play itself supports both children’s physical abilities and personal development. When children play, they seek for joy. They do not play to learn something but for the joy itself, because it is wonderful to play. However, it is not only children who love playing but also adults. Desire to play accompanies people throughout their lives. That is because they want a world without discrimination, where everyone is equal and has the same rights, and which is free from nervousness, hustle and rush. Taking part in games, the activity itself gives joy to people, as it satisfies their desire for pursuits and people can fulfill their dreams, ambitions and needs. Completing game acts successfully and gaining victory provide even more motivation to experience pleasure again.

The main aim of play in the competition is to win at the cost of fight. Play models a life situation, as the fight, the race condition, winning or bearing failure all prepare us for everyday struggles of our market economy, where one can try themselves with no stakes. That is why it has a great significance in children’s personality-shaping and socialisation.

Giving the definition for „play” („játék” in Hungarian – *added by the translator*) is not so simple. In the dictionary we can find numerous different meanings of it – the action or activity (in English „play” or „game” – *added by the translator*), the object one uses when playing (in English „toy” – *added by the translator*), the Olympic Games the greatest sports event etc.

These meanings include the aspects of „play”:

- entertaining,
- source of pleasure that comes from its nature,
- evokes positive emotions,
- competitive, its goal is to win,

- activity with not any interest,
- spontaneous, optional, autotelic activity,
- symbolic activity mixing reality and fiction,
- not work activity,
- its tools become symbolic,
- not merely physical but complex activity.

According to the Pedagogical Lexicon „play” is an activity that is done for itself without aiming at any other thing. It is also accompanied by the feeling of joy. „It is the activity of humans and animals, who, unlike working or studying, solely play to get pleasure out of it.”

This might have been the reason for the wrong approach which emphasized that anyone playing did not do a useful activity. As a result we often think of playing as something purposeless. Nevertheless, similarly to its notion, the function of „play” is also complex. „Play” can truly be an aimless activity people do just for fun, but functional or even creative as well. Depending on the functions of „play” we can come across various classifications. Let us have a closer look at how psychology and pedagogy classify games.

Psychological classification of games:

- sensory games
- movement games
- intellectual games

Pedagogical classification of games:

- creative (role) games
- constructive games
- rule games
- didactic games
- movement games
- sports games

Since the denomination of „play” has gained ground in PE and sport too, games can be classified as:

- folk games
- school games
- PE games
- running and tag games
- fight games
- sports games

Without being exhaustive, in this book we intend to present mainly those movement games that are adaptable in PE classes and can be used as free time activities. All the games are beneficial and provide memorable recreation.

## 2. The conception and development of play

„Play” is nearly the same age as mankind. Like most of sports movements, it possibly emerged from people’s practical activities. According to the outcomes of cultural historical, ethnographical and sports historical researches we can assume a close connection between the primitive and ancient forms of „play” and the combat operations and work activities of our ancestors. A similar connection may have been between the tools used for playing and their combat and working tools.

Boomerang, for example, is now a modern toy, which is not easy to throw. It needs practising, which is the very game. It depends on the quality of the tool and the accuracy of throwing whether the boomerang returns to us. Both of these factors used to be vital for our ancestors. The making of a boomerang and practising the technique had a significant role in successful hunting. Young hunters once learned those complex actions granting the survival of the community during play and playful practice. In the battle for getting food cavemen, who were getting more and more skillful, started to prepare tools. It also became necessary to learn to use them. So cavemen acquired using the tools properly while practising. During different activities like hitting the target it became clear who the smarter was. They used the acquired experience in hunting. The elderly and experienced warriors taught the youngsters how to prepare and use the tools. On the basis of that appeared the manhood initiation ceremony, which aimed at presenting work and combat techniques and tactics.

The skills, abilities and experience they had got could be made use of in hunting and on the battlefield. Out of the movement forms that served to prepare young people for adulthood emerged physical trainings like hunting, dances and the movement forms of farming. These basic common elements can be detected up till now in our children’s games and also in PE games. In chase and escape games such as running and combat games the goal is to beat the other participants let it be a body fight or just a kind of a hit-out game. Hunting games also contain similar elements e.g. fishing at Lake Balaton, deer or hare hunting.

During its evolution „play” gradually transformed, nevertheless it preserved its original function. In children’s games preparation for work and life can be detected up to this day. Young boys still go hunting, while girls stay at home to clean the house, do the cooking and look after the babies. Children still learn and get prepared for life while playing. By today the function of „play” has become differentiated and so it has got a substantial way of entertainment, education and spending leisure time.

„Play” has been part of everyday life of mankind since the very beginnings. However, its role, which depended both on what place children took in society and on the ideology of the time, was different in every particular era and society.

In *prehistoric societies* everybody, even children did their bit when it came to work. „Play” for kids meant to imitate the activities of their parents or older siblings. Later on appeared the reduced and safer variants of the original tools, which functioned both as working tools and toys.

*Ancient nations* put military preparations in the first place, thus play activities kept their martial preparatory role. Besides this entertainment function appeared, and moreover, relation between play and culture revealed itself. People also recognised development effectiveness of „play” in education.



1. picture. Ancient games

With the development of society the role of „play” came to the front and „play” became means of education.

Noted philosophers and educators contributed to the recognition of the importance of „play”. Plato (427–347 BC) considered „play” a vital device for preparing somebody for life. He thought that a well chosen game was indispensable because, in his opinion, people’s inclinations revealed themselves in games. Aristotle (384–322 BC) emphasized the significance of „play” from different sides and said that games can help prevent idleness and laziness. At that age young children cannot be involved in any other activities but games. In his view „play” should not be too tiring but cannot be too convenient either. Another great thinker Cicero (106–43 BC) also made the case for „play” but he connected it not only to childhood. He thought it to be part of life as a whole and believed that „play” helped people undo everyday problems. Quintilian (c. 35–116 AD) was the first who applied playful teaching as didactic principle. He suggested that children should not do any other activities but play up to 6-7 years of age. He recognised games as an important device of teaching and realised that during games children learn a lot because „play” is learning.

In the *Middle Ages* „play” was viewed very narrow-mindedly, that it was needless and un-availing. At most it could be used for military preparations. Children were not allowed to play because they were considered small adults, whose upgrowth had to be urged. As a result they could be made active participants in society very soon. As for „play” these statements do not correspond to reality except for the period of the early Middle Ages. Medieval culture was much more playful than today.

In the painting *Children’s Games* by Pieter Bruegel (1559–60) you can see nearly eighty games.<sup>4</sup> The picture lets us have a glimpse of the time when „play, dance and music were the language of happy folks both in palaces and hovels”. „Play” was a life element both for kids and grown-ups and as the most important cohesive force it pertained to every day. Therefore adult people also took part in games.

„Play” then gains its outstanding place in the pedagogical system of Comenius (1592–1670) and it becomes the most significant device of educating children. He wrote the first professional book on educating little children entitled *Mother School*. In his work Comenius wants to show parents the right way of child-rearing to be followed. He thinks that the duty of parents is to satisfy their children’s desire for doing things and you must not restrict them:



„... if a child wants to play with something not harmful, you rather give a hand than impede or discourage them since inactivity does damage both to body and soul.”

Comenius classifies games and offers them suitably for particular life chapters. In the first year he recommends nursing, clapping, singing and using rattles. Then up to 4 years he emphasizes movement games played together with parents.

He considered games important in youth too, as „... play is beneficial both to the health of body and soul growth, (...) we should play that our games are a prologue to serious activities.”

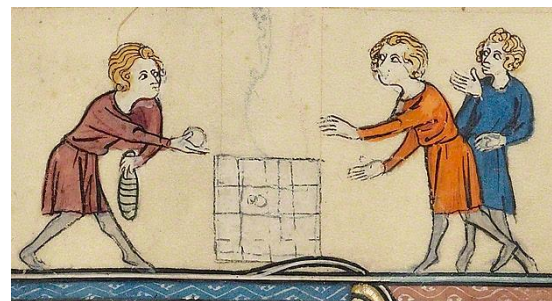
In J. J. Rousseau's (1717–1778) approach „play” also appears together with movements. In his view when bringing up children they should be made capable to „feel freedom in their movements”. He says that „play” is not an aid but a fundamental element of learning. One celebrated pedagogue in the 19th century F. Fröbel (1782-1852), similarly to Plato, thinks of „play” of an individual as the indicator of their subsequent actions: „The source of all good is „play”. Children playing with all heart, self-actively, quietly and persistently to the extent of physical fatigue will surely become adults working selflessly with all heart, quietly and persistently for their own and for others' sake.” He defines a series of play activities which he provides with various tools such as balls or cubes.

Fröbel's pedagogical theories on „play” generated lots of debates in the past and still do these days. Guts Muths (1759-1839) an educator from Germany first systematized physical education principles and created professional materials of PE. He built his movement system upon ancient Greek body culture. His philosophy was to develop body and soul harmoniously. In his book published in 1793 he wrote about the play of the young and grown-ups and he emphasized how it meets their demands, its role in overcoming boredom and in relaxation, and also its competitive role.

At the end of the 19th century, by watching children's personalities and actions, different schools of reform pedagogy appeared. Although with different emphasis, child centered kindergartens and schools started but applying „play” in their programmes (Maria Montessori, Célestin Freinet, Rudolf Steiner – Waldorf-pedagogy). As more and more attention was paid to „play” activity becoming pedagogically significant too, various theories turned up. Those



2. pictures. The Massacre of the Innocents in a breviary, French, about 1320–25.



3. picture. Medieval Children's Game



play theories were searching for answers to the aim, motives, main point, formation, development and to its role in humans' lives. The best known ones were:

- Esthetic play theory, which considers „play” an autotelic activity where senses and imagination play a dominant role. The most famous representatives of the theory were F. Schiller, W. Wundt and Samu Szemere.
- Biological theory the followers of which focused on the analysis and importance of the physiological effects of games. Among the representatives of the theory we have to mention H. Spencer, M. Lazarus, K. Groos, S. Haal, M. Montessorri and S. Freud. Freud and his followers presumed the probability of failed wishes and desires coming true in play.
- The representatives of cultural historical theory considered „play” a fundamental element of human culture. J. Huizinga and E. Thorndike are the most famous of the fathers of the theory.
- The representatives of pedagogical and psychological theory like S.L.Rubinstein or J. Piaget approached the topic from the point of view of psychical development and educational opportunities. They highlighted the educational and personality development



4. picture. Various children's games in the 18 th century

influence of games.

„Nothing can manifest people’s personalities  
more clearly than game.” (Leo Tolstoy)

### 3. The role of play in man’s life

Children learn about their environment and get experience by playing. Psychology says that you can get to know someone playing. This is very true because when people play unrestrainedly, their characters are revealed. In „play” everybody shows a real picture of themselves. As children go through a development, their play activities change too. As they get more mature their play becomes more organized and meaningful.

In babyhood we cannot speak about conscious play actions. This period is ruled by reflex and instinctive processes, therefore mainly hand play and grasping reflex are worth mentioning. A child starts playing truly at about the age of 1. They look at and twiddle objects and throw them away. Motion, crawling, then walking extend the child’s room for movement, so their play activities also multiply by leaps and bounds. Early childhood is the period of build and destroy games. Children use objects in action and manipulation with objects has great influence on the development of their play activity too. At first perceptive, movement and experimental games dominate, later at kindergarten age the main role is taken by creative games and roleplay. Rule games appear as well, and movement games become even more important. At this age children move and act tirelessly. Their main activity is play, which is itself entertainment, learning and a primary need for them.

At school children focus on learning, which is much more organized and tied to rules than play. Especially in the first two years of junior classes educators are advised to keep an eye on setting apart enough time to play because switching from kindergarten play to learning at school is a really serious change in a child’s life. Play also significantly affects school integration and forming the relation to learning. Games at school are applied:

- in PE lessons,
- during breaks,
- in afternoon activities (day-care or student sports clubs),
- on excursions,
- during school holidays,
- performance events.

Play is something very magical for children not only in the kindergarten and early school years but later on as well. Play cannot be restricted to the activity of nursery or junior school children. Everyone loves playing, young and old alike. Everybody should find the most suitable and convenient activities for them among games.

## **The role of movement games in personality development**

Play is one of the most efficient devices in education. Besides physiological effects it improves such pedagogical, moral and mental features that are indispensable for the integration in society. During play activity mental, moral and volitive features are improved and the objectives of community and individual education are realized as well as the curriculum aims.

Play has a vital role in the development of physical and spiritual health of the youth. Its multifarious movement forms and locations (water, open-air, classroom) allow wide and many-sided development. Play improves fastness of organism, promotes the development of the movement and skeletal system, the nervous, circulatory and respiratory systems and also the functional features of the whole organism. Due to their various movement forms the health care and health development function of games is complex. Movement activities during play improve the movement culture of pupils, increase their bearing capacity and help develop physical health. Feeling joy, which accompanies play, influences both physical and spiritual development in a positive way. Thanks to play children's demand for exercise, sport and games rises and by strengthening it love for moving may last a lifetime. Play deepens a positive emotional attitude to movement activities and physical education. It helps spend free time effectively and form an approach. All this will certainly come true if the educational process takes place with a conscious, planned and methodologically appropriate pedagogical guidance.

Play is also an efficient device for promoting mental development. By concentrating on the game, their partners, the opponents and observing the rules during play children's attentiveness improves and as a result their mental abilities reach higher levels. Their scene recognition capability, judgement, initiative, organizing ability, imagination and memory also develop. All of these support mental development.

During play children are taken by intensive emotional impacts. Play gives joy, satisfaction and sense of achievement. Success and making achievements are one of the most important ambitions in people's lives. In play this desire is obtainable. Success is key to being active and self-confident. Having a sense of achievement is a factor that provides confidence and activates people the most. Achievements in play largely affect personality development. The emotions during play are mostly positive. However, occurring negative impacts are likewise generating. Children have to learn to control their emotions and be able to process both success and failure. Play teaches them to endure and handle intensive emotional impacts.

Apart from health education, physical, mental and moral education play fills a significant part in esthetic education too. It improves boldness, self discipline, willpower, ability to fight and decide, endurance fatigue, adaptability and realistic self-assessment. In team games working together and achieving common goals support team work and the experience of belonging to community. Interdependency generates helping the others, improves the formation of social relationships, facilitates socialization and tolerance, being attentive to and responsible for one another. Play also supports education for independence, work, activity and discipline. Discipline is not only a device of education but also its achievement. Play improves the conditions of conscious education for discipline. These conditions are the following: self-control, true

self assessment, rules, knowledge and acceptance of requirements and capability of adaptation to community.

During play people move joyfully, which results in reducing superfluous energy such as for example aggression. Moving with joy plays role in the development of additional personality traits like fighting fear, observing rules, concentration and aiming, which is overcoming troubles, empathy and failure tolerance.

The social relevance of games is that thanks to transfer effect the positive personality traits can be taken over to other areas of life. Transfer effects of such personal characteristics prevail like demand level, performance level, self assessment, achievements in community or failure.

A further benefit of play is that it provides excellent opportunities for educators to get to know their pupils since unrestrained play reveals the children's characteristic features, value system and their relation to mates and community.

**CAUTION:** Educational impacts of play will predominate if they are under proper pedagogical control.

„Man is only completely a man when he plays.”  
(Friedrich Schiller)

## 4. Methodology of education of play

### Methodology of teaching play

As we have mentioned before play gives educators an opportunity to manage educational and teaching tasks and at the same time we attain positive changes in the personality development of pupils. To make this happen teaching play must take place in accordance with proper methodological aspects which are the following:

- take advantage of educational possibilities arising during the education of play
- specify the educational aims (development of persistence, willpower, public spirit etc.)
- teach varied games to provide diverse training
- take into account the abilities and age characteristics of pupils
- observe gradualism concerning games too
- put the game with the biggest exercise stress in the centre part of the lesson
- when teaching games follow the order of how the games and the material in curriculum build upon one another
- make lesson plans that contain the organization, teaching and carrying out the games
- decide about the game you want to use during making the curriculum
- take into consideration if the game you make your pupils play is
  - a warm-up
  - a main exercise in the centre part of the lesson
  - for practice
  - for applying the acquired knowledge or
  - a final activity in the lesson
- when teaching a new game always handle it as main task
- be familiar with the role of the game, how it affects the organism and also with its stress characteristics
- always devote enough time to playing and
- be aware of the steps of teaching play.

### Methodological steps of teaching play

**Choosing the game.** We have to pay attention to several aspects when choosing the game like the goal of the lesson, the abilities of the pupils, their age, the training tasks, the material conditions and the weather. The goal of the lesson is very significant, therefore games have to be chosen according to that and connected to the lesson materials and contents. When choosing



the game assure a many-sided training and the educational aims. Teachers can freely decide what game they want to play but at the same time they have to watch the aspects above.

**Preparation of the play-field and the playing device.** The criteria of teaching games in an effective way are the necessary devices, equipment and play-field. Some of the physical education games can be played without devices but most games need some kinds of playing devices (ball, marker tape, buoy etc.). It is very important to prepare the necessary devices before the lesson. Play-field is an area suitable for teaching games, which is either outdoors or in a gymnasium. If it is an open-air place, prepare the area by settling the play-field, drawing the track lines and arranging the place. In a classroom we can use the existing lines, a buoy, a footstool, an exercise bench or other equipment too. Settle a proper size play-field to ensure proper strain and to reach the aim of play. If we make a bad choice, the pedagogical and health value of play reduce.

**Team formation.** The success of play largely depends on the right and well-proportioned formation of the team. We know several kinds of team formation. One of them is when *the teacher appoints the teams*. This is recommended to be chosen if the teacher already knows the abilities of the pupils and forms the teams according to those abilities. Another possibility is called random team formation, one kind of which is when the pupils line up in single file according to size and every other pupil takes one step ahead. As a result, we have randomly formed two groups. Depending on how many teams we need we can do the same by developing twin, triple etc. columns. *Pupils can form teams themselves* too. The third kind of team formation is the so called „mixed” type when the teacher assigns two team leaders, who then choose their team members. Here, especially with adolescent girls, you should make sure they form decently strong teams and that they do so without the main focus on friendship. Another kind of mixed choice is when the team leaders carry on choosing the members to a certain number and the rest of the players are dispensed by the teacher.

The fourth kind of team formation is when we work with *unvaried teams*. Those teams are either formed earlier, e.g. at the beginning of the school year, or the teams formed in the main part of the lesson stay together. These teams work together for a longer time, and a big advantage of them that we do not have to organize new teams in every single lesson and we can save time.

**Choosing the team leaders and the starting players.** Various methods of choosing team leaders are known. They are assigned by the teacher, who certainly gives reasons for why those very students have been chosen. (Reasoning might as well be a sign for the pupils, which makes them aware of how they can become team leaders too.) One of the aspects can

1. *Choosing the game*
2. *Preparation of the play-field and the playing devices*
3. *Team formation*
4. *Choosing the team leaders and the starting players*
5. *Assigning helpers*
6. *Putting players in the play-field*
7. *Presenting the main rules*
8. *Explanation*
9. *Naming the game*
10. *Description of the game*
11. *Telling the tasks*
12. *Setting the conditions of winning and the end of the game*
13. *Reporting adequate solutions and advice*
14. *Giving the playing devices to the players*
15. *Presentation, trying the game*
16. *Starting and controlling the game*
17. *Finishing the game*
18. *Assessment*



for example be the pupils' achievements in the previous game. Choice takes place either by drawing lots or volunteering, but also the team members can pick their leader themselves.

In numerous games such as tag games we do not need a leader but a starting player. Their choice can happen as mentioned previously.

**Assigning helpers.** The teacher can assign helpers for certain stages of the game, e.g. for counting points or scores. Exempts from physical education can also be involved in play as helpers.

**Putting players in the play-field.** The players are placed in the field according to the nature of the game. Here are some of the variants of line-ups:

- in scattered configuration, e.g. in tag games
- in single or double files, e.g. in run across games
- the teams opposite each other, e.g. in team games
- in circle, double circle
- in column, e.g. in file movement competitions

**Explanation.** One of the criteria of successful play is a true exposition of the game. You explain the game by giving information and telling about the rules. During or after the explanation asking for confirmation will help the teacher see if the game is clear for everyone. The explanation should be brief, understandable, distinct and straightforward. It should be provided in a logical order as follows:

- Naming the game. Before starting it, tell the pupils what you are playing.
- Describing the game.
- Exposition of the game.
- Determination of the criteria of winning and of finishing the game.
- Providing effective keys and advice to play the game more efficiently.

**Giving the playing devices to the players.** You should give the players the playing devices needed before starting the game, right after its exposition, otherwise pupils' attention will be drawn off the explanation. Handing out should be quick, organized and carried out within disciplined frameworks.

**Presentation, trying the game.** When teaching a new game, especially if it is complicated, a simple explanation might not be satisfactory and the players will need a presentation or even to try playing the game. Depending on the game its presentation can take place with either the help of the teacher, a pupil or a team. Trying the game is also a kind of presentation. It is special in the sense that it is not the complete game but only a part of it and is necessary to make sure everybody understands the game. We also confirm the rules and if the game seems to be too difficult or too simple, we can ease or harden the rules. We have the opportunity to modify or change the makeup of the teams as long as we consider one of them too strong to the other(s).

**Starting and controlling the game.** This phase in fact means playing the game itself and the teacher or the helpers measure time, give points, check on distances or targets depending on the type of game. If basic deficiencies or faults should occur during play, it is well advised to stop the game and correct them. Anyway, adequate instructions can be given while playing. Definiteness and consistency make a good leader. Although the content requirements of leading the play are identical, its technique depends on the game. The teacher has to

- monitor the course of the play and the players continuously,
- referee impartially, fairly and objectively,
- stick to the rules and
- pass judgement firmly and categorically.

During controlling the play the whistle signals applied in sport games are usually used. They are the following:

- one blast indicates the start of game or foul,
- two blasts is for goals or scoring,
- three blasts means the end of the game and
- repeated intermittent blasts is a warning notice to players to interrupt the game.

***Finishing the game.*** The players finish playing when play time is over, unless the rules say something else. The end of the game should always be indicated very clearly by a blast signal, by saying that the game is over or in file movement competitions by having the last pupil back in their team. In traditional lessons play normally takes 15 minutes. However, the pupils' demands should also be taken into consideration. Anyway, never let the pupils play until they become fed up with the activity. Right after finishing the game but before the assessment the playing devices have to be collected, which similarly to their distribution should be quick, organized and disciplined.

***Assessment.*** Never miss the assessment at the end of play. Do not only present bald facts, always tell the pupils why that particular player or team won and in what they did better than their opponents. It is also recommended to give advice to losers on what things they should pay attention to if they want to win too. Another important aspect is praising the pupils performing well. Talk about positive things and show how pupils can play the game better and more successfully. Give the players the opportunity of expressing their own opinions in sports manner.

„Play is one of the most exciting phenomena in life, which is a seemingly pointless activity yet necessary.” (Rubinstein)

## 5. Compilation of games

Providing enough momentum to children has an exceptional significance in their lives. Play as movement activity improves not only children’s physical but also their emotional, mental and social development. We should give them proper place and time to perform various movement activities. Different tag and running games, ball games, file movement competitions and relay races, fight games support the development of movement coordination and bring children the joy of play at the same time.

In this chapter we would like to present a few games next game breakdown:

- running and tag games
- file movement competitions
- relay races
- fight games
- classroom games
- outdoor games
- winter games
- water games

### Running and tag games

In running games pupils complete the play tasks by running.

#### *Fire, water, aeroplane*

To the extent that it is possible try to play the game in as spacious a field as you can. During play the children run and move freely in the appointed field and after the command „fire”, „water” or „aeroplane” shouted by the teacher, pupils have to either stop and place themselves in a posture determined for each command before starting the game or run to the particular place in the play field.

#### *Squirrel with no house*

We draw circles in the play field at least 1 m far from one another but we



5. picture: Squirell with no house

can as well put hoops on the floor. There has to be one circle or hoop fewer than the number of the children. The game starts at a signal, after which the children begin to run leaving their starting points and try to occupy each a hoop or a circle. The one that doesn't succeed will be the squirrel with no house and he or she restarts the game by saying: „Squirrels, get out of your houses, one, two and three!” Hearing this the squirrels in „houses” must rush to find new ones for themselves.

### *Swapping places*

In this game the participants are divided into 4 groups with an equal number of pupils in each group. All the 4 teams have their own houses in the play field. The players of a team are distinguished from those of other teams with tapes or T-shirts of the same colour. At the beginning of the game the teams stand in the houses in the four corners of the room. The teacher says two tape or T-shirt colours naming two of the four teams this way, e.g. White! Black! Then the game is started by blowing a whistle. After the blast the two teams swap their houses running. The team who reach the other house faster get a point. Be careful to call new teams each time. They who collect the most points will be the winners.

### *Run home*

Using a rope we make a circle around a buoy, which will be the home. The children run outside the circle in the direction of run. At the whistle signal of the teacher the pupils jump into the territory of home.

### *Chase me like I'm escaping*

At the beginning of play we assign „it”. The pupils escaping are doing so applying a movement form chosen by them. „It” has to copy that because the escaping pupils are allowed to be chased and then caught by using the same movement form.

### *Statue tag*

We assign „it”. At a signal the other children begin to escape. The one that is caught by „it” stops immovably like a statue. As play moves on, there will be more and more „statues” and the escaping children try to dodge „it” zigzagging between the „statues”.

### *Squat tag*

Assigned „it” is chasing after the other children. When somebody is caught, „it” squats. New „it” also squats when catches someone. With more and more squats in the play field still active players have to be able to sidestep them.

### *Straddle tag*

At the beginning of play „it” is assigned. The others are placed all over the room. The game starts at a signal. When „it” catches someone they stop and stand in straddle right there. If anybody among the other children gets through the straddle legs of a previously caught pupil, they will get free from capture.

### *”It” with no pair tag*

The children make pairs except one who is „it”. The others have to flee taking each other by hand. The child touched by „it” will become new „it”. Former „it” joins the remaining member in the pair and they start escaping together.

### ***Hat tag***

Assigned „it” has a hat on the head while chasing after the other players. When „it” catches someone, the hat is put on the head of new „it”.

### ***Getting the tape***

Give every participant a tape and tell them to tuck it into the waistline of their pants. Warn the pupils to let at least 20 cm of the tape hang out. The goal of the game is that the players get as many tapes as they can within limited time. The one having the biggest number of tapes will win the game.

## **File movement competitions**

File movement competitions are team movement games where the members of the teams complete the playing tasks together at the same time. They are basically team competitions which therefore can be carried out by teams with an identical number of members in them alone. The number of the members in one team is optional but depends on the particular playing task.

File movement competitions provide children with the experience of community togetherness and fighting for each other. They can be classified as follows:

- file movement competitions by swapping places
- file movement competitions by detouring files
- file movement competitions to fixed distances

### ***File movement competition by swapping places***

Form two teams with an identical number of members. The teams stand in columns, one opposite the other, at the two ends of the play field. Hearing the whistle signal the two teams have to run over to the baseline at the other end of the field and so they swap places. The team that gets to the opposite end faster and stands there in column and in good order will be the winner. We can make the task more complicated by placing buoys or other different obstacles in the field.

### ***Column running across***

We form teams with an identical number of members. According to the age and abilities of the participants assign an arrival place. The teams are standing behind the start line having at least 3-7 m space between the columns. They start running towards the arrival place hearing the teacher's whistle and after getting there they turn round and line up in closed shape. The team who first reach the arrival place and line up behind the start line in order will win the game.

### ***Hopping column***

The players are divided into teams of 8-10 members. The distance between start line and finish should be 10-15 m. The participants are told to stand at the start line behind one another holding shoulders. At whistle they begin to hop on two feet watching to keep on holding shoulders. If the column splits, the players have to settle and then can go on hopping towards finish. The winner will be the team that reaches finish first.

### *File movement competition with one detour*

The whole class play in teams of 8-10. The teams stand up in columns with 3-4 m space between them. Opposite the teams buoys indicate the end of the play field. The first players of the teams start at whistle, complete the task which is to go round the buoy at the end of the field and then run back to their starting point. The winner team is the one that can line up in their original order the fastest. You can make the competition more exciting by adding various tasks, e.g. carrying balls or other devices, etc.

## **Relay races**

There are games where the members of teams carry out the playing tasks one by one, one after the other. Such team movement activities are called relay races. Applying this form of activities we can use suitable ideas and devices to develop children's conditional and coordinational abilities distinctively.

### *Forms of relay races:*

- relay race with one detour
- relay race with playing devices
- relay race with complex tasks
- relay race with facing teams in columns

Relay can be made by touching or by passing a playing device. Similarly to file movement competitions the assessment of relay races is done by giving points.

### *Run passes*

The teams are divided into two parts who stand up facing each other. 10-12 players a team take part in the game. After the whistle the first player runs to the other side, where they relay their co-players in the way previously told by us and stands at the end of the file. The winner team is the one whose players are the fastest to swap places.

### *Possible tasks:*

- run passes
- hopping
- jumping
- run passes by carrying balls
- run passes by overcoming obstacles

### *Go round the object*

Similarly to run pass relays this game can be played with 10-12 players a team. The teams stand up in full force behind the start line with 3-4 m of space between them. We place an object to go round opposite the teams in a distance of 15-20 m depending on the age of the participants. At whistle the first players begin to run to go round the object from the left hand side. After that they run back to relay the next member of their team in an arbitrary manner. The winner is the team whose last player has gone round the object and has run back to their team the earliest. The tasks in this game may vary on the basis of how players perform them (carrying balls, objects or even their partners) and be exciting and cheerful.



### *Go round the file*

This game differs from the previous ones that running back the pupils here go round their own files as well, and they relay the next player from behind. The teams divided into two stand up facing each other. At signal the first player runs round the object placed behind the file of his/her own team and then they relay the ones at the start line from behind. Having done that they stand at the end of the file.

## **Fight games**

These are games where fights against each other prevail. They support to develop self-control, fighting efficiency, self-regulation, stamina and willpower. Playing such games pupils become more self-confident and energetic. They foster sporting behaviour, acquiring control of aggression and learning conflict management. Besides being exceedingly suitable to develop motoric skills, they have remarkable educational values as well. Fight games help reduce redundant energy, regulate madness, anger and other negative feelings, and through this they assist to acquire self-control.

Specialized literature speaks about a number of forms of division of fight games. According as how many pupils participate in the fight, there can be pair, group and team games. Another classification could be on what abilities the game develops. So we have games improving power, the speed of reaction or movement (speed of action), fitness and sense of balance. If we use devices in the fight, we speak about games played with devices (toys, stick, hoop, rope, ball). Games with no devices are another group of fight games. We can also identify groups on the basis of where we have the fights (on tatami, gymnastics mats, in a gymnasium or classroom, outdoors or in water). We can make groups of these games and the tasks applied according to the movement materials of which sport they contain.

### *Snake*

The children are hand in hand like a chain. The first player in the chain starts the run at command. He or she continuously changes speed and directions moving like a snake. All the children in the chain make efforts to follow the movements minding to hold hands tight. If the chain tears, the player who has fouled stands out of it. The winner is who is able to follow the first player longest.

### *Centipede (kneeling)*

The pupils stand in single column, then they take a kneeling support position. Everybody gets the ankles of their partners in front of them. At command, under the direction of the pupil at the front, everyone moves like a centipede. Those who cannot go after and hold the feet of the ones in front of them drop out of the race.

### *Centipede (standing up)*

The task is the same as in the previous game, but here the players mustn't kneel. They straddle with stretched legs.

### *Living bridge*

The pupils stand up in two single files. They take a kneeling support position with shoulders tightly attached one to the other's next to. Starting from the right, the pupil kneeling at the side crawls over the backs of his/her own team on all fours. After crawling over the last pupil they take the kneeling position. The race goes on until all the pupils have crossed the bridge.

### *Hopping column*

The pupils stand in single column and with their left hands they take their partners' shoulders in front of them. At the same time, with their right hands they grasp their partners' ankles stretched back. As a result the pupils in the column are standing on the left leg. At command they all start hopping forward. All who let go the hold of the ankles or shoulders of the ones in front of them drop out of the race.

### *Carry my Lady to London*

Pupils of nearly the same weight form groups of threes. Two of them take each other's wrists, the third pupil sits on their hands and is carried by them embracing their shoulders in the assigned territory back and forth.

### *Carry your partner arm in arm*

In groups of threes the middle pupils hang on the arms of the other two in the groups. They pull up their knees while the wing ones carry their partners arm in arm in the play field.

### *Log rolling*

The pupils stand in pairs. One of them lies on the belly, while the other kneels down at the side of the partner and tries to roll him/her like a log over the play field.

### *Rolling sidelong in pairs catching ankles*

The pupils form pairs. One of them lies down on the back raising and holding the arms forward. The partners grasp each other's ankles with the second pupil in push-up position. They begin to roll over the place together.

### *Touch it 1*

We find a playing area, which can be a circle or four gymnastics or tatami mats pushed together. The pairs are standing facing each other and at the signal of the teacher they try to touch each other as many times as they can in a fixed time (30 seconds). Touch points are anything but heads or loins. The one who can touch the partner the more times will win.

### *Touch it 2*

The pupils fight with polyfoam rods. The goal is to touch their partners with the rods as many times as they can. The players can run within a fixed area. They can touch their partners' legs, backs, busts or arms.

### *Bonk on the head*

We assign a play field. The player who leaves the field gets a penalty point. The pairs are facing each other and at the teacher's signal they make attempts to bonk each other on the head with inflatable balloons. The balloon is both for hitting and shuffling off. The winner is who bonks the partner on the head the more times in 30 seconds. The touch point is vertex.



6. picture. Bonk on the head

### ***Touching shoulders***

The fighters are standing face to face, within their reach. Their task is to touch their opponents' shoulders as many times as they can in a fixed time. Moving aside in the assigned area is allowed to any direction. Touching the head results in losing points.

### ***Touching thighs***

Everything goes on similarly to the preceding exercise except for the touch point which is the thighs. Change the start position, e.g. the task has to be carried out with the left hand, holding hands and keeping on holding them.

### ***Pull the wrist***

The opponents are facing each other, both in push-up position. The task is to force the opposer to lie on the belly by pulling out their wrists.

### ***Wrestling sitting cross-legged***

The fighters are sitting face to face cross-legged about 40 cm from each other. The task is to offset the opposer from the sitting position by pressing or pushing their bodies.

### ***Balance dance***

The opponents are standing on one leg facing each other, hand in hand. By making pulls or pushes with their hands they make attempts to force each other to put down the other legs. They are also allowed to hop to any direction to intensify the pulls and pushes. A more complicated form of this exercise is when one has to make the other jump over a dividing line between them.

### *Getting behind*

The opponents are standing face to face and both of them have the task to get behind the partner. They can choose any strategy but they are permitted to attack over the waist.

### *Fight for sitting position 1*

The fighters are sitting face to face straddled, with their feet touching. The task is to pull up the partner from the sitting position by pressing the trunk back and pulling the arms forcefully. (The legs must not be bent.) Start with claw grip asking the players to use all their fingers one by one.

### *Chase contest*

The partners are sitting in tuck position with their backs to each other. Their arms are folded. At a signal „A” starts to reach a particular place. After a zippy stand up and turn over „B” tries to follow „A” and catch and lift him/her up before „A” hits the target.

### *Fight for sitting position 2*

The opponents are lying next to each other on their backs in the opposite direction. Their arms are crossed over the chest and their knees touch each other uplifted. At signal the fighters reach the arms forward trying to sit up and making attempts to withhold the opponent of sitting up. (Warn the pupils to be careful not to bump heads.)

### *Cockfight*

The partners are nearly of the same height and power in the pairs. They are standing on one leg, face to face, with folded arms. At the teacher’s signal hopping on one leg they make attempts to throw their partners off balance. Pushing each other with their shoulders they try to make the opponent put down the other leg.

Here are the main rules:

- pushing is allowed with shoulders only
- rude players and the ones who violate the rules get penalty points

### *Cockfight in squat position*

The game differs from the previous one that the players here are in squat position. At the teacher’s signal they begin to hop on two legs trying to throw the others off balance or push them over.

### *Squat jostling*

The players are squatting facing each other with their hands in front of their chests and palms to their partners. At the signal of the teacher they start hopping on two feet and try to throw the others off balance by hitting the palms of their partners pushing them slightly. Body fight is forbidden, the players are only allowed to use their hands.

### *Jostling with a ball*

The players are squatting facing each other and holding rubber balls in their hands kept in front of their chests. At the signal of the teacher they begin to hop and try to throw the partners off balance or push them over. While doing this only the balls can touch. The players can make small pushes with the balls to overbalance the others.

### *Henfight for eggs*

This game is very similar to the previous one. The difference is that the players here are placed closer to each other and are sitting on a big ball. The „hens” are holding the rubber balls tight between their legs, just like „sitting on their eggs”. The purpose is to get the others’ eggs or to throw them off the big balls.

### *Pull over the line*

We fix a dividing line in the play field. The pairs are standing face to face on the two sides of the line. They take each other’s hands and at the signal of the teacher they make an attempt to pull their partners over the line to their own half.

### *Tug of war*

We draw a dividing line in the play field. The players are standing on the two sides of the line facing each other and holding a rope or belt. At the signal of the teacher and with the help of the rope or belt they try to pull their partners over the line to their half. While doing so they are not permitted to touch each other.

### *Push over the line*

We fix a dividing line in the play field. The players are standing on the two sides of the line. Behind the players and 3 metres from the dividing line on both sides we draw other two lines. The players aim at pushing their opponents over the back lines. The ones who step over the back line with one foot are defeated.

### *Cross over the bridge*

The pairs are standing on gymnastics benches facing each other. They are standing in the middle of the benches holding balls in their hands. With the balls held in front of their chests the players make slight pushes on their partners’ balls trying to throw them off balance and make them step off the bridge. Those who stay firm can cross over the bridge that is they win. The players must not push their partners strongly or touch them anywhere but at the touch point which is the ball.

### *Pull off the ball*

The pairs are sitting on big medicine balls facing each other and grabbing a rope or a belt. At the signal of the teacher the players try to pull their partners off the balls with the help of the rope. The loser in each pair is the one who rolls off the ball or touches the ground with hand.

### *Push into the circle*

In the play field we fix a circle of radius 5-8 m depending on the place and the number of players. At a signal the players make attempts to push their partners into the circle.



7. picture Pull over the line



### *Push out of the circle*

In the play field we fix a circle of radius 8-10 m depending on the number of players and the place. The players are placed inside the circle and their aim is to push their partners out of the circle. The pupil who last stays in the circle is the winner.

### *Take the tape*

The pairs are standing hand in hand facing each other. We put a tape on the ground or on a gymnastics stool behind both pupils 3 metres from them. At a signal the players have to pull the partners until they reach the tapes behind them. The winner is the one who gets the tape.

### *Hunting for grasshoppers*

The play field is a surface covered with a large sized mat. The players are hopping like grasshoppers sitting on fitballs. Holding hands the pairs have to pull each other off the balls.

### *Piros pacsi Hits on the hand*

The pairs are standing facing each other with their hands in front of their chests. One is keeping their hands with palms up, the other puts theirs on with palms down. The player whose hands are underneath tries to hit the other's backs of the hands. When he/she succeeds, they swap the roles.

- A more complicated form of the game is when both players attack and defend at the same time. Here they have their one hand with palm down and the other with palm up. (They attack with one hand and defend with the other.)

## **Classroom games**

Among games there are many that can be played in a classroom. Even a couple of minutes play or exercise may revive the pupils. These activities help grab their attention again and they have a positive effect on their concentration, classroom behaviour, discipline and performance.

### *One more move*

We stand in circle. The leader of play begins with a simple move, e.g. touches his/her nose. The player standing next to the leader repeats that movement and adds a new one thus he/she touches the nose and then says gives his/her head a scratch. The third player repeats the first two moves and then adds one new. All the players keep on like this.

### *Sculpture game*

The teacher asks a member of the group to be the sculptor. He/she stands with his/her back to the group for a short time while the other players move freely shouting „The sculptor has gone!” After a while the sculptor turns around and the others chill in optional poses. The



8. picture. Classroom games



sculptor picks the „sculpture” he/she likes the best, who will be the „new sculptor”. The game goes on in the same way.

### *What is it in the end?*

The gamemaster whispers the pupil sitting right next to a word or a sentence. The pupil whispers on what he/she has heard. It goes on like this to the end of the game, when everybody say what word they heard. The funny thing about it that the final word or sentence might be absolutely different from the original one.

Another variant: One of the pupils leaves the room. After coming back the group all at once say a monosyllable very quickly. That word must be caught properly by the player. If the pupil does not manage he/she tries again until finally guesses the word.

### *Arm wrestling*

This game is especially popular with boys and men as show of force. However, representatives of the gentler sex can also match their biceps power. Two players are sitting face to face usually with their right elbows on the table. Their arms are bent at elbows and they grab their hands. The other hands are lowered by the body. At a signal the players make attempts to press the opponent's back of hand to the flat surface of the table. The judge is watching not to lift their elbows up. The winner is the one who manages to push the hand of the partner onto the surface of the table.

### *Fishing from bottles*

The player has a string on the waist. At the end of the string there is a nail hanging down to the ham or a bit lower than that. We place a bottle about 5-6 m from the start line. The contestant comes up to the bottle, stands up with the back to it and starts trying to put the nail into the bottle. They can watch behind themselves to see the nail and the bottle but they are not allowed to use their hands. The teacher measures the time of each pupil using a stopwatch timer. The one who completes the task in shortest time will win.

### *Chair game*

We put one chair fewer in the play field than the number of the players. The chairs are in circle with their backs to one another. To the sound of music the players are moving around dancing. When the music stops, they sit down. The one who cannot find a seat drops out. These pupils can be involved in moving the chairs or playing/stopping the music.

### *My head, my shoulder, my ...*

The words of the saying: „my head, my shoulders, my knees, my ankle”. We say this twice and then: „my ears, my nose, my eyes, my mouth”. Saying these parts of the body we point to the concrete one. Tell the pupils to say and point to them faster and faster. (The English version of this game is „Head and shoulders, knees and toes” being sung by the pupils when pointing to the parts of the body. – *added by the translator*)

### *How many times did the clock strike?*

The pupils are sitting in their desks. One pupil in each row of desks stands up in front. They are the „clocks”. The other pupils are numbered. In front of the rows we put number tags. When the teacher asks „How many times did the clock strike?”, the pupil at the front desk starts counting out loud and claps at each number. When they say the last number, squat

down, which shows the time. When a pupil sitting in the desk hears his/her number, comes up to the „clock” to collect the number tag and then sits back. If that is a good pupil, the group earns a point. The winner group is the one with the most points.

### *File movement competition with passing objects*

The pupils sitting in one row of desks belong to the same team. On the first desk we put the object (rubber ball, small ball, pensil case, cap etc.) to be being passed. At a signal the pupils start passing the playing object aback, over to the one sitting behind them. When the latter-most pupil gets it, the object is raised high. In every row of desks there is equal number of pupils. The form of passing the object can be modified as follows:

- ball is being rolled along under the desks (the ball can be touched with hands alone)
- rolling a ball along under the desks (the ball must be rolled with feet)
- passing on the object standing by the desks
- passing the object by turning right

### *Target throwing contest*

The pupils sitting in one row of desks belong to the same team. In every row of desks there is equal number of pupils. The contest is held between rows. In front of each row we put a target (paper bin, cardboard box, hula-hoop, ring of scarf etc.) at a particular distance. The pupils sitting in the first desks are given 3 objects each (foam rubber ball, paper ball, paper plane etc.). They have to be thrown into the target object. If the first players succeed, they stand up, collect the objects and place them on the first desks. Meanwhile the others sitting behind them move one desk forward. When all the players have hit the target and all have sat down in their original places, the game is finished. We give points for hitting and speed too.

### *One minute games*

We can adapt a number of those popular games in classroom depending on the object and place demands. The tasks and instructions can be found on the Internet: <http://1percesnyersz.hu/feladatok/>

## **Outdoor games**

On outings and in outdoor activities diverse topography, flora and vast land provide excellent opportunity to play in the open air.

### *Numbers war*

This is a very popular game of children which needs big room, therefore it is often played on outings and hikings. Two teams play using their flags made before starting the game. The teams have to take the flags with them and guard them. If the enemy seize the flag, they win the war. Each player has a card with a four-digit number on it, which they fix on the forehead with a rubber band. All the cards are alike and of the same size with both teams. The players



9. picture One minute games

memorize their own numbers, which they must wear all the fight long. The numbers are not allowed to be hidden by hand. The aim of the game is to read the numbers of the opponents out loud. The players can hide their numbers from the enemy by turning away quickly or jumping behind a tree to press their foreheads to the trunk. Where there are no trees they can simply press their foreheads to the ground or defend themselves using other smart, mostly natural ways. The numbers must not be changed. The players whose numbers are read fall in combat and are caught in a compound. The winner team are who manage to read all the numbers of their enemy.

### *Foot tennis*

This game is very popular too. It is played by teams of 2 or 4. The ball is brought into play by kicking it from the end line. The starting player drops the ball on the ground and when it springs up he/she kicks it over to the enemy's receiving field. On the receiving side the ball can touch the ground only once and after that it has to be sent back with foot, head or body. The points can be counted according to the rules in volleyball. One game goes on until one of the teams score 15 points. It is possible to aim at 2 or 3 won games. (The Swedes count the scores according to the rules in table tennis and it is optional how many times the players touch the ball.)

### *Petanque*

This is a game of Italian origin. A boule is thrown to be the target and it has to be hit with the other boules. Petanque can be played singles (one player against one, with 3 boules for each player), doubles (two players against two, with 3 boules for each of them) and triplets (three players against three, with 2 boules for each player).

Petanque boules are made of metal except for the brightly painted one. That is the target boule called the jack and made of wood or plastic. The first boule to throw in the game is the jack. The starting team throw it in the way that it cannot touch anything or anybody. The jack must be thrown to a distance of 6-10m from the circle and at least 1m from the end of the terrain or any obstacle. The purpose of the game is to cast your own boules as close to the jack as you can. Always the weaker team or player takes turn as long as they still have boules to cast. At the end of the round the winning team receives one point for each boule that it has closer to the jack than the best-placed boule of the opposition. To win the game you have to score 13 points.

The opponents try to land the big boul (bocsa, becce) as close to the small one (pallino) as possible. This is mostly done by rolling. The players decide who begins the game and from which direction by lot. The first player is let to take turn after turn as long as he/she rolls closer than the others or until runs out of the bouls. When all the players remain with no bouls, the referee judges which big boul is the closest to the small one and also counts the big bouls of the player in the better position nearer than the nearest big boul of the opponents. Those big balls of the better player will score points. Whenever a player considers it too hard to get a better roll than the opponent's, they have the opportunity to hit the opponent's big boul out. They can do so if before the hit they announce which boul they have chosen. The play goes on until someone, who will be the winner, scores 12 or 15 points. In single play the participants have 4 big bouls each, in doubles and triples they play with 2 bouls per player i.e. 4 and 6 in whole.

### ***Horseshoe throwing***

This game is not wide-spread but it is one of the most exciting target throwing games. For the play field we need a 14-m-long and 1,83-m-wide yard or garden. For younger pupils casts from shorter distances are also allowed. As playing objects horseshoes of horses will do instead of ones specially produced for this purpose. The ground of the field can be wet clay, sludge, sand or plastic prepared in a way that the horseshoe does not bounce or slide on the surface after the cast.

Course of the game: The contestants throw their horseshoes from the two ends of the field towards the poles on other sides. The players try to cast the horseshoes as near the poles as they can. The competition keeps on until each player or pair scores 50 points or until one player or pair scores 40 points.

### ***Freesby***

This form of entertainment is another activity that improves the players' target throwing abilities. However, while the target point in horseshoe throwing is a flat area, freesby is cast towards a partner moving, which needs high skill.

### ***Swing bowling***

The stand shaped as gallows can be easily made from iron (bar, pipe). 9 wooden pins, a bowl, a frame where the pins are placed, all can be bought in toy shops. Swing bowling needs low investment, little space, so it can be played in smaller yards or gardens too. It can either be played individually or in a team. Each contestant completes 40 hits – 20 full, 20 flush. The players first perform the full and then the flush hits. (Full hit: after every hit all the pins are set up again. Flush: the players perform hits until all the pins tumble down.)

### ***Hit the dice***

We place a dice (numbered 1-6) on a brick or fix it, e.g. put it in front of a wall. The thrower has to hit the dice and when it falls off or moves out of its original position the player scores points according to what the upper face of the dice shows. Before starting the game the players agree on how many points they have to score to win. The winner is who scores that amount of points e.g. 21, 33, 40 etc. the soonest.

### ***Throwing boules***

The players put optional number of boules in a circle of radius 20-30 cm and agree on the order of throwing by lot. Each player gets 3-5 boules. From a given distance the first thrower casts his/her boule into the circle and tries to shoot out as many boules from the circle as he/she can to have them. If they cannot manage to shoot out any boules, their throwing boule stays in the circle. The game finishes when all the boules have been shot out of the circle. The player who has the most boules is the winner.

## **Winter games**

Winter games like skiing, cross-country, winter hiking, skating, games in the snow or on the ice are all exceptionally healthy. Outdoor sport activities in winter have significant physiological benefits. They boost your body's resistance power, strengthen your immune system and increase fitness. On the other hand in winter activities classes we should observe accident pro-

tection specifications even more carefully. Mind injury prevention, proper clothing and equipment.

### *Building a snowman*

In winter building a snowman is a very popular builder activity of children.

### *Playing with snowballs*

The best known and simplest winter game is snowballing. As this is a spontaneous winter activity, we need to know how to apply it in an organised way. For snowballing and related games only fresh, stick fast snow is suitable. We should choose the play field with special care so that the snowballs missing the point do not risk body safety or cause harm.

### *Throwing distance with snowballs*

Who can throw further with right and left hands in standing position or a giant ball held over the head with two hands? Who can throw a snowball farther running?

### *Target throwing with snowballs at fixed targets*

- The fixed targets can be logs or poles with signs of the height on them.
- Target throwing to concentric circles drawn on a fence.
- Who is able to hit the hat of the snowman?
- Throwing into a circle or square in the snow made from plastic tape, branches or sledges.

### *Sledging*

Children's favourites are wooden sledges with metal face runners.

### *Tossing the sledge*

- The players have to toss the sledges placed at the start sign as far as possible. Who can toss them farther?
- After optional running who can from a given sign toss the sledge farther?
- The two tasks above can be played with a change, with one pupil sitting on each sledge.
- Sledge tossing relay. Teams fitting the size of the practising place in numbers can compete. The first member of the team lined up behind the relay line tosses the sledge, and then runs up to it to push it again. He/she runs back to their team and passing a scarf relay the next player. They run to the sledge, toss it once and so on.



10. picture Sledging games

### *Pulling the sledge*

This is a race where the participants pull an empty sledge back and forth in a given area by getting around something. The race can also be completed by two pupils pulling one sitting on the sledge.



This task can involve snowballing too. The pupil sitting on the sledge takes a kit of snowballs for the „trip” and makes attempts to hit the „horses” of the opposition. If he/she manages to hit their legs, they have to move out of the race. The winning coach is that runs home first.

### *Roman cart*

This task demands skillfulness and sense of balance. The coachman has to balance on two sledges pulled one by the other with one of his/her legs on one sledge and with the other leg on the other sledge.

### *Pushing the sledge*

The tasks here can be as varied as with pulling, moreover, complex tasks can be given as well.

- The pairs compete in a given length. One of them is pushing the other sitting on the sledge. At a signal they swap places and roles.
- Relay race by getting around a sign. The sledge must be pulled as far as the sign and then pushed back. If there are enough sledges, it is a better choice to organise a file movement competition, with fewer sledges a relay race.
- Sledging race with ski poles. The pupils sitting on sledges are allowed to ride with the help of ski poles only. All the other conditions of the race are similar to those described above.



11. picture Sledging games

### *Sledging on a slope*

The sledge speeded up on a slope can be reigned or stopped by two basic ways. Learning and applying them is not very difficult, but to become well-skilled we should make pupils do plenty of tasks and activities.

### *Sliding distance contest*

Who can slide farther sitting on a sledge down the slope? Doing the same after running lying in a prone position on the sledge.

### *Braking contest*

The task is to stop the sledge as quickly as possible the way as mentioned above. First the pupils can stop at any place, then at a sign put in the snow and finally at the teacher's whistle. Whose stopping distance is shorter?

### *Relay race*

After sledging down an assigned area and going around a sign, the next pupil has to pull the sledge back. Certainly those participants gain advantage that are able to stop the sledge closer to the sign and turn back immediately to return to the relay point.



### *Emergency braking*

The pupils must be sliding as far as a sign on the slope with raised legs. Reaching the sign they start braking. Who can stop in the shortest distance?

### *Relay with swapping places*

Two pupils sit on one sledge. We have put two signs on the slope and the pupils have to stop the sledge between the signs and swap places. (The one who was sitting in front will be sitting back.) After swapping places they carry on sledging down the slope. The purpose of each pair is to get back to the start line the soonest after going round the finish point. On their way back to the start they must of course pull their sledge.



12. picture Skating games

### *Skating*

Skating is a sport that can be practised from a very young age. Do not worry to let children of 3-4 years of age try it on ice. Kids have basic level skills needed for skating and their abilities can be improved in many ways.

### *Tag games on ice*

Among tag games we can find several ones which are suitable for doing skating activities. Special care is needed for quick movements on the ice and also to avoid collisions. Single and double tag games, „nest” tag or „cross” tag games, timer tag games can all be adapted to activities on the ice applying the general rules of tag games.

### *Relay races – file movement competitions on ice*

Such races and competitions are fully applicable to developing both speed and skillfulness. They can be played with or without sporting goods and be part of bigger races or competitions.

The rules are the same as those of relay races.

### *Hurdle-races on ice*

When designing or constructing hurdle fields we should try to invent tracks as varied and exciting as possible and so adapt them to the ice rink. It is very important to choose goods that slip away on the ice with ease, therefore we can prevent accidents in case of falling over. The height of the hurdle to jump over should not be more than 30 cm. The height of the „gate” consisting of two poles and a rod and used for passing under its rod is 80 cm, and it has a width of 120 cm. Individual race has to be completed in given time and the contestants run the distance one by one. In a race like this we can transform the whole field or the bigger part of it into a hurdle field with more stops.

### *Relay races on a hurdle field*

The members of the team perform the task one by one, relaying each other

- on fields with hurdles to jump over or with „gates” to pass under;

- through hurdles and on the way back with repetition of the task or speedskating passing the hurdles;
- through gates and a channel made out of gymnastics mats held up with two gymnastics stools (pupils are sitting on the stools).

## Water games

*Water is very beneficial to health even if we do not move in it. On the other hand water environment has high risk of accidents so it demands special care and caution to organize and carry out water games. To make them enjoyable and avoid casualties or not to say tragedies we must be aware of the different hazards and also the steps of prevention and all the safety issues.*



13. picture Water games

Similarly to other ones water games can also be classified according to numerous aspects such as the function of the game, the number of players, their age or abilities, the sports goods applied or the depth of the water. Let us see some of the water games without being exhaustive.

### *Running games in water*

The pupils walk then run back and forth from one side of the pool to the other in the water. The activity can be varied, for example while moving the participants can carry a smaller or bigger ball, a board or a buoy keeping them over or balancing them on the top of their heads, balancing them on their hands as a waiter or balancing an object on the board.

### *Shark tag*

This game is advised to be played with pupils who can swim. The shark fin can be a board or a swimming cap put between the „two legs of the shark”.

### *Hat tag*

It is given a water polo cap or a straw hat. The player caught by the „hat man” puts on the cap or hat and becomes it.

### *Octopus tag*

It keeps two boards or swim noodles in hands, which are the extended arms of the octopus. These are used by it to touch the players escaping.

### *Relay games in water*

- Running or swimming by handing over the device.
- Running and carrying a board in different ways e.g. on the top of the head or like a waiter.
- Carry my lady to London.
- Running by imitating birds, other animals, objects, ships etc.

- Carrying the others (one person) by pulling or pushing (more than one person).
- Transporting a tower built out of boards. It can be played either with a given number of boards or in a way that everyone adds one more board to the tower at the relays.

### *Mind the ball*

Various forms of carrying the ball can be performed during running, walking or swimming depending on the skills of the pupils participating. It is possible to control the ball in the water with chest, hand, head or even nose.

### *Fire – water – aeroplane*

Here this game is played in water. At „aeroplane” the players have to hide under a board drifting in the water and then to emerge from the water with the help of arms and head but staying in entrenchment.

Another way of playing this game is when at „fire” the players dive underwater, at „water” they crawl „ashore” and at „aeroplane” find shelter under a sports equipment drifting in the water.

### *„Shark is coming, hide in the safe zone”*

While walking in the water the players slip into a hoop without touching it by hand or lifting it. They do so on their own or at a signal. We can motivate them playfully by shouting e.g. „Shark is coming, hide in the safe zone.” More than one pupil might as well slip into one hoop.

### *Treasure hunt*

Treasure (dipping objects, toys, rubber balls, keys, plastic bottles filled with water, tins etc.) is hidden at the bottom of the pool for the pupils to find. Everyone should get at least one treasure item.

- The pupils can also be standing by the pool and throw their own treasure into the water. Their task is to find it underwater.

### *Find the missing half*

Take as many slippers as the number of the players and give each of them one slipper randomly. Everyone puts on their one slipper and goes to find the missing half. (The slippers must be cleaned for water use.)

### *Construction*

The children form pairs and each pair gets 5 cans of liver paste. Using the cans they have to build a tower at the bottom of the pool. The game can be varied and so played in teams, combined with running, as a competition or to time etc.

- Children have to build a can pyramid at the bottom of the pool and then transport the cans placed on a board to the other end of the pool to rebuild the pyramid there.

### *Mind the ship*

The players blow a light object e.g. a table tennis, small plastic or inflatable beach ball, a balloon or a plastic bottle top from one side of the pool to the other. They navigate the „ship” to the harbour. The ship may be caught in a storm or even get wrecked. If it sinks, the sea diver will dredge it up. The diver can either be the player or we can assign a couple of divers.

### *Battle of ships*

The children (4-5) are standing in circle. In the middle of the circle there are small light bottle tops or balls. At signal all the participants start blowing the objects at the same time trying to blow them as far from themselves as they can. Who blows away all the objects from nearby him/her will win. The same game can be played that we put the balls in a hoop in the middle. Nobody can touch either the hoop or the balls. At signal the players begin to blow the balls. The aim is to blow the balls away from us that they reach the hoop in front of the other players.

### *Find the slipper*

The pupils are in groups in small circles. While one pupil is putting on slippers, another one is standing in the circle with eyes closed. At signal the pupil in the circle dives and looks for the one in slippers. If he/she guesses, they swap the roles. It can be played with a board or other device that the pupils can stand on.

### *Games with balls*

With ball games we can use a number of different balls: inflatable, dipping, floating, small or big, water, rubber, sponge, tennis or table tennis balls. Choose the ball according to the task.

The advantage of the games with inflatable beach balls is that they are light and do not cause injuries. After the class we can deflate them so they occupy a small place.

- Hitting with one or more balls.
- Getting points.
- Keeping the ball in the air in pairs or groups.

Plays with balls floating on the water:

- Collecting balls individually or in groups. Throw a big amount of balls into the pool for the children to collect. After that they can carry the balls to a previously fixed place.
- Target throwing at a moving basket (box, hula hoop or swimbelt).
- Who can collect more balls (individually, in pairs or in groups)? The forms of catching balls can be varied too, e.g. in pairs hand in hand, keeping the balls between two hands. The teams are allowed to gather balls of a particular colour alone, the boys the blue ones, the girls the red ones etc.
- Escape from the ball. Two teams are in the two halves of the pool divided by a rope. The purpose of the game is have as few balls as possible in the half of a team. They can play to time or until all the balls get from one half to the other.

### *Surf games and games with sponge carpets*

These big floating objects are children's fancied toys. Teacher's control over the activities is needed for security reasons as there is danger of getting stuck under the objects.

- The objects are used as a safe zone in running and tag games but the pupils can run carrying the surf board or the sponge carpet (rather in groups).
- Transporting people or other objects on the devices.



14. picture Water games with balls

- Balancing plays – applying the equipment for standing on, running over or sluing round them.
- Relay races.
- Carrying the devices in different ways.
- Swimming or rowing sitting on the equipment.

### *Swimbelt games*

The swimbelt is an excellent toy, which can be applied in various water games. We have already highlighted its role in connection with function games. Therefore this time we want to list ones that were not mentioned there. Most of the hula hoop games can be played with a swimbelt too.

- Relay races.
- Running and tag games.
- Throwing at a target or each other or combined with jumps or other movement forms.
- Jumping over the swimbelt, catching it by hand during a jump or jumping into it.
- Various jumps with even 4-5 belts put one on the other.
- Squirrel with no house.
- Come out through the hole. (Pupils come up to the surface through each hole; finding holes at signal).
- Running and tag games. Single players or pairs carry the devices.
- Balancing plays. Rowing in a sitting position.

### *Tag games*

- Simple tag.
- Elephant tag.
- „Are you afraid of sharks?” This game is the adaptation of the one called „Are you frightened of bears?” for an activity in water. The pupils have to get from one end of the pool to the other while being watched by one or more sharks in the middle trying to catch them.
- Hold where you have been caught.
- Chase me like I’m escaping.
- Fishermen tag, Balaton fishermen.
- Nest tag. The pupils form nests in pairs. The nests will be the safe zones for the ones escaping from it.
- Straddle tag. The pupils caught by it stand with legs apart. The others still in play can free them by swimming between their legs.
- Frog in the water. The children who are the swimming-spiders are standing in circle. One of the players, the frog, is in the middle of the circle. The spiders start teasing the frog by saying a playsome rhyme: „*Frog, frog, ribbit, ribbit, you would catch me if you could.*” The frog stands it for a while, but then suddenly attacks. The one first caught will be the next frog.

### *File and relay races*

- Running forward and backward, with turns or a somersault or doing other tasks.
- With advanced pupils by swimming (kicks, breast stroke etc.).



- Playful tasks (swimming backward).
- Carrying or pulling each other in pairs or groups.

### *Swimming file races*

We can include various forms of swimming according to the ability levels of the pupils. Depending on the task, the depth of the water and the skills of the players they can play in both shallow or deep water.

- Swimming by clinging together. Mostly by doing swimming kicks in a horizontal position on your stomach or back depending on what the pupils are able to do. A more complicated task is to do the same with strokes (free style or back stroke, with good swimmers breast stroke or perhaps butterfly) as here the children have to synchronize their movements.
- Swimming with a board (with various kicks).
- One of the pupils is standing on the surf board and the others have to take him/her to the other side. The activity can be made simpler by allowing the player on the board to be sitting or lying on it.
- File competition with swimming between legs apart. After each pupil done the swimmer must come up to breathe.

### *Swimming relay races*

With advanced pupils according to their ability levels we can include different forms of swimming in the relay. Swimming relays can be carried out both in shallow and deep water. The form of the play also depends on the depth of the water.

- By swimming (with kicks or breast stroke depending on the pupils' abilities).
- Swimming with foot or palm flippers.
- Swimming with a board, with different kicks, relay by passing the board over.
- Swimming with a board squeezed between thighs (with one, two or perhaps three boards).
- Swimming relay by carrying boards. The swimmers have to carry as many boards as possible. Instead of boards we can use other devices too, e.g. balls or foot buoys, etc.
- Swimming with breast stroke arm movements sitting on a board or a ball in vertical body position.
- Combined swimming. The children have to swim various strokes in one distance.
- Mixed swimming, fast arm movements, breast stroke with legs or vice versa.
- Cling swimming. Two pupils cling together by holding one hand and swim this way. We can tell them the stroke or can let the children decide themselves.

### *More complicated relay races with hurdles*

They can be swimming or running relays, in shallow or deep water. At one or more points of the race the players have to pass over hurdles.

- Swimming through a hula hoop. The hoop is placed in the pool vertically using a plastic bottle and short string as weight. In deep water we can place the hoops at different heights.
- Swimming with hurdles. The children have to get over a polyfoam board which can also be replaced by a surf board.

- Crossing water among drifts of ice. We put as many objects in the pool as we can. The pupils have to accomplish the distance getting through them.
- „*Do not touch the sleeping shark.*” It is played the same as in the previous activity except for not being allowed to touch the floating objects (drifts of ice). The players that have touched one must start the race again or get point deduction.
- Combined hurdles. We place more different hurdles some of which have to be passed over underwater, while the others crawled over.

## **Fight water games**

### ***Pull, push if you can***

The children are holding each other's shoulders and at a given signal they make attempts to shift the partner from their standing position. Pushes and pulls are both allowed.

### ***Cavalry battle***

The players are sitting on balls in a vertical position keeping themselves balancing with hands. The aim is to push or pull the enemy off the „horse”. Those overcome can sit on the „horse” again to play on.

### ***Cavalry battle with horse robbery***

Played similarly to the previous game but here we use boards instead of balls. The purpose of the game here besides pulling the enemy down is also to seize the „horse” of the enemy. Who manage to take the others' „horses” can sit on. If someone gets more than one „horse”, they will be sitting on more. The players staying with no „horse” are allowed to return to play and seize a „horse” for themselves after completing a penalty task (5 push-ups, getting out of the water, 3 sit-ups etc.).

### ***Take the ball***

Each player has a ball and they aim at collecting as many balls as they can in 30 seconds. Everybody guards their own balls and at the same time they try to take the others'. The game can be played with any type of ball. Good swimmers can play in deep water as well.

- If we do not have enough balls for all the players, they are asked to stand on the edge of the pool until we throw the balls into the water. At signal getting balls begins.

### ***Cockfight in pairs in water***

The „cockerels” are hopping on one foot with hands on their hips. Their aim is to unbalance the other „cockerel”.

### ***Water rugby in shallow water***

The game is water polo and rugby combined. Two teams are fighting for points. The goal line is a 3-4m-wide-lane fixed at the wall of the pool or the entire end wall of the teaching pool. At start the players are standing at the goal line by the two end walls of the pool. The play begins at signal when the children start running or swimming towards the ball placed in the middle of the playing area. The ball can be passed in any way, by running or swimming

with it. The players must not leave the pool. A team scores when a player places the ball on the goal line using both hands.

#### ***Water rugby in deep water***

In the deep water variation of the play we found a playing area the size of which depends on the number and the age of the players, who have to move in the water swimming.

#### ***Water polo***

Two teams with 7 players in each (six fielders and a goalkeeper) fight to score goals. Depending on their age and ability level we can simplify the rules.

#### ***Water basketball***

This is one of the youngest of water team sports. 5 players against 5 fight in water for points. Depending on ability level it can be played to basket both in small and deep water.

#### ***Water basketball in small water***

This water ball game differs from the original basketball the most. The playing area depends on the number of the team members, who play with a water polo or rubber ball. All water ball games including this one are advised to be played with teams of a small number of players as the purpose is to make them move as much as possible so that they are not cold and touch the ball as often as they can. The recommended number of players is 2-2 or 3-3. The basket can be a water basket, but we ourselves can make one using a hula hoop or asking a player to be a „live basket”.

#### ***Water basketball using hoops***

We place hula hoops on the edge of the pool. To score points the players have to put the ball in them. For the start the participants are standing at the goal line by the two end walls of the pool. The play begins at signal when the children start running towards the ball in the middle of the pool. The ball can be passed over in any way, the pupils are allowed to run or swim with it. However, they cannot leave the pool. The play is very similar to water rugby.

#### ***Water basketball on shore***

The hula hoop can be held by one of the players too who is at the edge of the pool holding the hoop as basket in a horizontal position. The player that has taken the ball can attack. The one holding the basket is also a member of the team attacking and he/she is replaced by somebody else after 2-3 scores not to be cold. The basket is stiff, which means that the player holding it cannot move. If he/she takes a step towards the ball being thrown to the basket, the score is not counted. The players can pass over the ball in any way (running or swimming) but they are not allowed to leave the pool.

- A variant of the previous play can be the one with a moving basket. That means that the player holding the hoop can be moving within a given area (1-2 m along the edge of the pool). He/she can move the basket too.
- Players also can form a basket using their hands. The rules are the same but the basket is one of the players, who belongs to the attacking team. Various forms of play can be performed with the basket either in the water or on the shore. Both can be played with a fixed or a moving basket.

### *Water volleyball*

This is the simplified variation of original volleyball, which is adapted to water in a smaller playing area and with fewer players. The size of the playing area is limited by the size of the net. Water volleyball nets are available at shops, but we can also apply a rope expanded above the water. The ball too can be either a rubber ball or an inflatable beach ball.

### *Water hockey*

Underwater hockey is a team sport where two teams of six chase after a hockey ball with a bat. Water hockey differs from ice hockey in many ways, as the players here play under the water with flippers on feet, wearing swimming goggles and breathing with the help of a snorkel. This play needs excellent swimming skills, therefore only good swimmers should participate. To simplify it we can narrow the playing area and reduce the number of the players. Water hockey is playable in shallow water too.

## 6. Questions and tasks

1. Give the definition of „play”.
2. How can games be classified?
3. What role does „play” have in people’s lives?
4. According to what methodological aspects should games be taught?
5. Demonstrate the phases of teaching play.
6. What are running games?
7. What are tag games?
8. What is the difference of substance between file movement and relay games?
9. What kind of touch based fight games do you know of?
10. What sledge games are you familiar with?
11. What kind of water polo team games do you know?

## 7. Glossary

**Creative plays:** Children observe the activities of the people in their surroundings and during play they make attempts to perform particular elements of those activities. They take the theme of the play from the surroundings and replace real objects by toy ones. In the first phase of the development of creative plays the action itself prevails and then playing the role comes to the fore.

**Running games:** These are school plays when the pupils complete the tasks by running.

**Tag games:** Movement games where the tag's task is to touch the player escaping. After that they usually swap the roles.

**Folk play:** Every nation has its special plays that reflect the lifestyle, customs, range of ideas and feelings of the people living there. The plays contain work procedures of villains, shepherds, hunters, fishermen, but battles, wars, military actions and fights of outlaws and pandours also appear.

**Movement games:** The significant element of the activity is movement.

**Sports games:** Internationally as well unified ball games (handball, basketball, volleyball, football).

**Physical education games:** Movement games which are applied to accomplish didactic and educational tasks of physical education in school.

**File movement competitions:** Movement team competitions where the play task is completed by the members of a team together and at the same time.

**Rule games:** They are formed with the development of creative plays, with which they have a lot in common. However, they have an essential difference that what prevail in rule games are the task and the rule and not the action or the role.

**Role play:** During play the child undertakes roles which often reflect the activities of adults or puts on a job function (doctor, bus driver, soldier) or a family role (mother, father).

**Relay races:** Team movement plays where the members accomplish the task one by one relaying each other.

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