

# GAMES



## RESOURCES AND HINTS FOR LEADING GAMES

### RESOURCE BOOKS

Games for Girl Scouts Girl Scouts of the USA. 1990

The New Games Book Headlands Press 1976

More New Games Headlands Press 1981

The Cooperative Sports & Games Book: Challenge Without Competition Pantheon Books 1978

The Second Cooperative Sports & Games Book Pantheon Books 1982

Playing games gives girls a chance to be active and noisy, learn teamwork and fair play, learn to win or lose good-naturedly, be both leaders and followers and to have fun.

When teaching games:

Pick games based on the ages, interests and abilities of the girls. Have a plan for picking teams or sides if necessary.

Consider the size and kind of play space available, checking for any possible hazards. Establish boundaries.

Choose games based on the purpose you want the games to serve, i.e. get-acquainted, quiet, active, cooperative, competitive.

Collect necessary equipment before you begin.

Know the game well before trying to teach it.

Briefly describe the game, giving the basic rules. (You may want to demonstrate with a small group.)

## GET ACQUAINTED GAMES

### **Name Train**

Form a circle. One becomes “locomotive”. Locomotive “chugs” around inside of circle and stops at a person. “Hi! I’m Alice”. “I’m Kathy,” Locomotive exalts the group to cheer 5 times “Kathy! Kathy! Kathy! Kathy! Kathy!” Kathy puts hands on hips of Alice and off they go to get another “car.” “Hi! I’m Alice”. “I’m Dot”. Locomotive chants name with group 5 times. Dot holds Kathy’s hips and Alice now becomes “caboose” and Kathy is locomotive. Locomotive chugs around and the next person becomes the caboose after every cheer until all are part of train.

### **Linda Lemon**

Girls make up a circle. Tell the girls they are going shopping to purchase something they like but it must begin with the same letter as their first name. First girl might say, “My name is Linda and I’m going to the store to buy a lemon”. Next in line says, “My name is Marge and I’m going to the store to buy a lemon and a mango”. Third girl might say, “My name is Naomi and I’m going to the store to buy a lemon, a mango and a nightshirt.”

### **THUMBNAIL SKETCH**

Each girl chooses a partner. During a three-minute period they try to learn 5 things about their partner by asking and answering questions such as “Do you have pets?” “What’s the funniest thing you have ever done?” “Where are you from?” “What is your name?” Each girl then presents a thumbnail sketch of the other girl back to the rest of the group.

### **PENNY PENNY**

Girls stand or sit in a circle, left arm extended with hand cupped, and pass with their right hand the object going around the circle (penny, rock, etc) The girl in middle must determine where the object is. Song is: PENNY PENNY FROM ONE HAND TO ANOTHER. IS IT FAIR? IS IT FAIR TO KEEP (NAME OF GIRL IN MIDDLE) STANDING THERE?

## COOPERATIVE GAMES

### **STAND UP** 2-100 participants

Two people sit on the ground back to back, knees bent and elbows linked. Try to stand up together. Try variations with 3, 4 or more people to see if you can stand up together.

### **CATCH THE DRAGON'S TAIL** 8 - 30 participants (You'll need a bandanna)

Pick a "head" person and a "tail" person. The "tail" puts a bandanna in her pocket. All other players form a line in between the "head" and the "tail" with arms around the waist of the person in front. The "head" leads the front section of the line around so that she can grab the bandanna. The rear section of the dragon does not want the "head" to catch the tail (bandanna), so they attempt to avoid the "head". Cooperation is needed to keep the dragon in one piece and to avoid the "head". For the next round, the "head" takes the bandanna and becomes the "tail". A variation is two dragons trying to catch each other's tails.

### **SPIDER'S WEB** 8-10 participants (You'll need foam balls of different sizes or bean bags or tennis balls)

Everyone stands in a circle and holds up her non-catching arm. "IT" starts by tossing a ball to someone across the circle from her. That person catches the ball with both hands, then tosses it to someone across from them who has her arm up. The ball goes back and forth to form a pattern until it comes back to "IT". (When a girl catches a ball she takes her arm down.) The second time around you do the pattern by memory. After a few rounds, "IT" adds another ball and a few rounds after that a third ball of a different size or a bean bag. After a few rounds reverse the pattern.

### **KNOTS** 5-12 participants

Stand in a circle shoulder to shoulder. Each player places her hands in the center of the circle and takes hold of the hands of two people, other than those standing next to her. The group must work together to untie the knot without releasing hands. The object is to untie the knot to form one large or two small interconnecting circles.

### **FOX AND SQUIRREL** 5-99 participants (You'll need 1 small foam ball and 2 large foam balls)

Stand in a circle. Start by passing a small foam ball, the "squirrel", around the circle. As you pass it to the next person say "squirrel". Next begin passing 2 larger foam balls, the "foxes", in either direction around the circle. As you pass these, say "fox". The object of the game is to capture (tag the person holding the "squirrel") the "squirrel" with one or both of the "foxes". The "squirrel" can fly (the "foxes" cannot), so you can toss it across the circle to get away from the "foxes". "Foxes" can go either direction around the circle and can change directions. Be careful NOT to be caught holding the "squirrel" when the "fox" is passed to you!

### **ENERGY** 5-25 participants

Stand or sit in a circle holding hands. The Leader begins the ENERGY by means of a hand squeeze passing from person to person. Pass it one way around the circle, then pass it the other way. Next try passing two pulses around the circle in opposite directions at the same time. Then try with eyes closed. Next pass multiple pulses in less and less time.

## ACTIVE GAMES

### BLOB TAG

Have everyone divide into groups of 2 who then hold hands. Have designated boundaries. Select one of these groups to be IT. On "GO," the IT group attempts to tag any of the other twosomes. If they do tag them, without letting go of hands, the tagged group needs to link to the IT group, thus making a foursome. The game continues until the IT group swallows up the rest of the smaller groups and IT becomes one big blob.

### ISLANDS

Place a few Frisbees on the ground and have everyone start prancing around them while clapping or singing. When the Referee signals "Islands", everyone runs to touch a Frisbee. The last person touching a Frisbee is out. When the group gets smaller, remove an "Island". VARIATION: If any two people touch while running to an "Island," they are out also.

### BRUSSEL SPROUTS

One player starts as the center of the Brussel Sprout. This starts in slow motion. When they tag another person they link arms and continue. Each additional player tagged becomes part of the Brussel Sprout. During the game any player can shout out "Lima Bean!" and the game increases in speed. When it is called out again it again slows down. The Brussel Sprout can also call out "Carrot!" When this is done, everyone in the Brussel Sprout unlinks arms, jumps in the air, turns themselves around, and links arms again. This continues until all are part of the Brussel Sprout.

### BEACH BALL BOOGIE

Everyone finds someone to dance with. Give about  $\frac{3}{4}$  of pairs a beach ball. They need to link their bodies by holding the beach ball between them without using hands. When the music starts unlinked pairs dance while linked pairs try to find a pair without a beach ball and to pass it to them without using hands. If one partner wants to go with the ball, that's O.K.

### STEAL THE FLAG

Two equal teams face each other 50 yards apart. Both teams have a flag, such as an old piece of cloth or a rag hidden behind their line. Object of the game is to get opponent's flag back across your own line without being tagged. If tagged, you become a prisoner of the other team and must return the flag. You can tag the opponent only when they are behind your line. Winner is the team who gets the flag back or tags all the other team players. VARIATION: You can recapture your teammates that are prisoners by tagging them.

### SQUIRREL IN THE TREE

Arrange all but one (IT) of the players in groups of three around the play area. Two girls in each of the groups face in and hold hands high to form a tree. The third stands inside the raised hands and becomes the squirrel. IT wanders among the "trees." At a signal, all the squirrels and IT must run to get into a new tree. The one left out becomes IT. And the game continues. Squirrels must find new trees, they cannot return to a tree they just left. After several rounds allow the squirrels and trees to change places.

### **SPOT THE LION – AN AFRICAN GAME**

Divide the group into teams of 5 to 8 people. Give each team its own corner or place. On signal the girls scatter and stand with their eyes shut. Leader runs around tapping each girl lightly on the back. On one girl she puts a piece of tape and unknown to that girl she becomes the “lion”. When every one has been tapped, the leader shouts “the Lion is Loose!” All girls open their eyes and run about seeing if they can spot the lion. When a girl spots the lion, she heads back to her team’s corner without trying to arouse the suspicion of the lion. If a girl thinks she is the lion (no girl is allowed to touch her back to see if she is the lion), she heads to the center of the room and roars loudly. When this happens all girls freeze. If the girl is the lion, the game ends. If not, the game continues for one more minute before time is called. The team with the most players in their corner is the winner.

### **JAMAQUACK**

Put a third of group in center of the circle. These are the jamaquack. They reach over and grab their ankles. They start in the center of the circle with their heads touching. On the count of three they close their eyes and start quacking and moving backwards toward the outer circle. The rest of the group has formed a “pen” by holding hands. When the quacking starts, one couple drops their hands to form a gateway for the jamaquack to get out of the pen. As the jamaquack move out toward the circle, the pen players can quietly bump them back into the pen by slightly bending their knees. Once a jamaquack finds its way out the gateway they can stand up, open their eyes and quack for the rest of the flock to follow.

### **BARNYARD BEDLAM**

You need a paper bag for each group and a bag of peanuts\* in shells. Scatter the peanuts through a large meadow or playing field. Divide the group into teams. Each group must represent a barnyard animal and must practice making the noise of that animal. Each team selects a captain to carry the team bag. Explain the boundaries of the search area. At a signal the teams rush to the area with the scattered peanuts. If a peanut is spotted, the team member must stand and make only the noise of the animal and point to the peanut. Only the captain can pick it up and put in the bag. Play until all the peanuts are picked up. Have each team count its peanuts to determine the winner.

***\*Be sure to check for nut allergies.***

## QUIET GAMES

### MAGIC CIRCLE

Circles of string are placed upon the ground. Girls are divided into teams and given a few minutes to list all the things they see in their circles. The team that lists the most items wins.

### GOSSIP

Players are sitting around the circle and the leader whispers a brief sentence to neighbor on the right who passes it on and this goes around the circle until it reaches the leader again. The leader then says it aloud and gives the original gossip.

### JAN-KEN-PO

This Japanese game is a version of the traditional rock-paper-stone. Two or more girls start by swinging closed fists in downward motion saying “jan-ken-po”. On the third downward motion they show frog (scissors), snake (paper), or slug (stone). Repeat the downward motion saying “ai kono sho” and showing same or different hand motion. Frog chops snake. Snake eats slug. Slug slimes frog. Do this until only one remains.

### RAIN

Everyone sits in a circle with their eyes closed (optional). The leader starts by rubbing her hands together. The person to the right of the leader listens for this sound and then joins in, then the next person to the right, until everyone is doing it. The sound this rubbing makes is much like a soft spray of rain. When all are rubbing their hands, the leader than starts a new sound—finger snapping. The rain is gaining in intensity. Each player must continue to rub hands until she hears the person on their left change sounds. After finger snapping has gone all the way around, the leader starts the next sound—hands slapping thighs. Finally hands slapping thighs plus stomping feet. To end the rain storm, completely reverse the activities. The last sound to be passed is a silence as each person, one by one stops rubbing hands.

### NATURE SOUNDS

The group is given five minutes to see who can make the longest list of things they heard in the woods during the five minutes.

## CAMPFIRE ACTIVITIES

### NOSEBAG SKITS

You need pre-assembled bags of assorted objects and clothing that can be used in skits. Kitchens are a good source for objects.

Divide group into teams. Each team is given a bag with an item for each girl in it. Girls are given 5 to 10 minutes to create a skit using all items in bag.

### THE BEAR HUNT

Take a seated position in front where all can see you. Narrate as follows:

**Would you like to go on a bear hunt? Watch me and do all the things I do and repeat after me all the things that I say.**

**Here we go.** Start rhythmic slapping on knees with hands.

**We're going on a bear hunt.** Response.

**OH OH – There's a bridge – Can't go around it – Can't go under it – Must go over it! Through the Gate.** Clap hands. Back to rhythmic slapping on knees with hands.

**OH OH – There's a bridge – Can't go around it – Can't go under it – Must go over it! All set!**

**Let's Go!** Beat fist on chest. Back to rhythmic slapping on knees with hands.

**OH OH – There's a swamp – Can't go over it – Can't go around – Must go through it! All Set?**

**Let's Go!** Hold nose, swim with one arm. Back to rhythmic slapping on knees with hands.

**OH OH – There's a river – Can't go around it – Can't go under it – Must go over it! All set?**

**Let's Go!** Swim with both arms. Back to rhythmic slapping on knees with hands.

**OH OH – There's a tree. Let's climb it!** Alternate reaching up and pulling down arms as if climbing.

**OOOOOO! There's a Cave. Let's Explore it!** Alternate starting at shoulder and pushing up arm as climbing down the tree. Back to rhythmic slapping on knees with hands.

**OOOOOO! It's dark in the cave.** Slow down slapping on knees.

**Stop slapping knees. What's this? – It looks like a bear – It feels like a bear – IT'S A BEAR!!!**

Quickly repeat in reverse order all the motions. **Whew! Now you have been on a bear hunt!**

### BUZZ

The game is started at any place in a circle with the players numbering off consecutively.

"Buzz" is said every time there is a 7 in the number or a multiple of seven. 7 –"buzz", 14— "buzz", 17—"buzz" etc. If a player does not say buzz at the right time, she must drop out of the game.

### CAMPFIRE MOTIONS

Players sit in a circle. "IT" goes away while those in the circle decide on a leader. All take the same position as the leader and perform the same motions as the leader. "IT" returns to the circle and has three guesses to guess who is the leader. When the leader is discovered, the leader then becomes "IT".



## FLASHLIGHT STUFF

This is a fun game plus it keeps all those flashlights from being shined in your eyes – or played with during quiet moments at campfires.

You need:

1. A good, bright flashlight (cylindrical type).
2. Lots of enthusiasm!
3. Girl Scouts with their own flashlights.
4. Night time.

Have one person in front of the group with a flashlight in her hand and asking the group to do everything she does. And here's what she does and says:

1. "Put your flashlight in your right hand.: (Leader does it.)
2. "Turn your flashlight on !"
3. "Point your flashlight at the sky."
4. "Make BIG circles."
5. "Make little circles."
6. "Point your flashlight at your toes!"
7. "At your elbows!"
8. "Point it behind you!"
9. "Change your flashlight to your other hand."
10. "Point it out to the side."
11. "Make squares with it."
12. "Put your hand over your flashlight."
13. "Put it under your chin – and grin."
14. "Point your flashlight at the sky."
15. "Write your name with it."
16. "Write my name with it."
17. "Shine your flashlight at the campfire."
18. "Shine it at my (leader's) feet."
19. "Hold it in both hands."
20. "Make GIANT circles with it."
21. "Put your flashlight in your right hand."
22. "Turn your flashlight off."
23. "Put it on the ground beside you and leave it there until you are excused!"

Make up your own movements. Keep it fast, with short instructions. Have fun!

## OTHER GAMES

### NATURE SCAVENGER HUNT

This does not emphasize collecting. Rather, girls record and describe each object as it is found. Can be done individually, in pairs or groups while hiking. This can be a timed event or tell girls to take their time discovering things along the hike. Sample list:

- \*Largest thing
- \*Smallest thing
- \*Something yellow
- \*The coolest place
- \*The hottest place
- \*An eroded trail
- \*The oldest item
- \*The newest item
- \*The prettiest thing
- \*Something with six legs
- \*A seed
- \*A sun trap (this could be a rock or a green leaf, for example)
- \*Something that doesn't belong in nature
- \*A compound leaf
- \*Something round
- \*Something important in nature
- \*Something soft
- \*Something hard
- \*A chewed leaf
- \*Something perfectly straight
- \*Something that's makes noise
- \*A camouflaged animal or insect
- \*Something that changed the environment

### WIDE GAMES

Wide games have been a part of Girl Guides and Girl Scout programs for many years. They are fun and a challenging way to move a large group of people through a series of activities that are tied together by a common theme. They are called wide games because they generally cover a larger area than other games and they usually last longer. In fact, a wide game may last an hour or a day, depending on the objectives and the group.

Wide games are often used to teach or test knowledge or develop teamwork among girls. They can be competitive or noncompetitive. Generally they follow a specific theme from station to station, beginning and ending with large group assemblies. The theme helps pull unrelated activities together or helps determine the activities chosen (a "lost in the wilderness" theme might focus on camp craft skills).

Activities can be from Girl Scout program materials, with earned awards acknowledged, or they can be linked to other girl interests, developmental needs, or community resources. Activities related to the theme can be used during the passage from one station to the next. These might involve decoding a secret message or looking for specific objects along the way.

The development of the wide-game theme can be very simple or can involve a lot of creativity, including make-believe, role-playing, costumes and secret orders. Make-believe is usually well received by Daisy and Brownie Girl Scouts. When fantasy is used with Junior Girl Scouts or older girls, an element of humor or role-playing needs to be present. Above all, the development of a theme should add to the fun and spirit of the activity.

### Steps In Planning A Wide Game

- \*Decide who the audience is for the wide game. What are the ages, program level, interests, abilities and needs of the girls? How many people are involved? Establish objectives that take all of this into account.
- \*Determine the planning group and how girls can be involved in the development and presentation of the wide game.

\*Select a theme and activity that will tie into objectives. Decide how many stations are needed, and if there are activities needed between stations. Every station can be active every rotation, or some stations can be idle during some of the rotations. Do not have more groups than active stations.

\*Find a site for the wide game. This might be a camp, a park, a school ground, a large indoor facility, or a neighborhood. Use *Safety-Wise* as a guide, and be sure that there are adequate sanitary and drinking water facilities. Visit the site to finalize the selection.

\*Chart a time schedule and flow for group activities. Your total time estimates should include an equal time for each activity period (activities need to be created to happen in the same time span): an opening and closing time period; time for moving between stations; time for any snacks, meals or breaks: and consideration for the age and ability of your group.

\*Plan the activities for each station. Activities need to stand alone, as groups will be arriving at each activity in a different rotation. Make the props, gather the costumes, and get the materials needed. This can be done by committee, a troop, or those responsible for the station. Activities can be planned for the groups between stations. If the game is competitive, decide on a scoring system and appoint a judge/arbitrator. Planners who know the game should not be participants.

\*Determine who is responsible for the overall logistics, registration (if needed), safety, and leadership. Plan an opening activity and a closing activity to set the tone and to pull it all together.

### **Ideas For Wide Games and Special Events**

\*Bicycle gymkhana

\*Career

\*Contemporary issues

\*Crafts

\*Ecology

\*Environmental Problems/Action

\*Folktales

\*Games

\*Geography

\*Getting to Know Your Camp

\*Health and Fitness

\*Hobbies

\*Juliette Low's Birthday

\*Local History

\*Multicultural Influences

\*Music

\*Nature at Night

\*Nature Study

\*Olympic Games

\*Outdoor Education

\*Outdoor skills

\*Safety

\*Sensory Awareness

\*Specific Holidays

\*Specific Try-Its, Badges, or Interest Projects

\*Sports

\*Swimming Skills

\*Trail Signs

\*Thinking Day

\*WAGGS

\*Walkathon

# LUMMI STICKS

This game comes to us either from the Indians of North America or the natives of the South Sea Islands. The Indian tribe would chant as the contestants threw their sticks. The first warrior to miss had to give a forfeit. The South Sea Islanders used bamboo sticks. Sticks are made from 12" length broom handles or dowels. Partners sit on the ground facing each other. Sing the verse for each of six movements. After some practice, try to watch each other's eyes not the sticks.

MA - CO - AY (mau - coo - a)      KO - TA - O (koo - tay - oh)      WI - CA - WI (way - coo - ee)      TAN - LA (tan - yah)

Note: This phrase is repeated one note lower, then the whole chant is repeated with each new combination of skills.

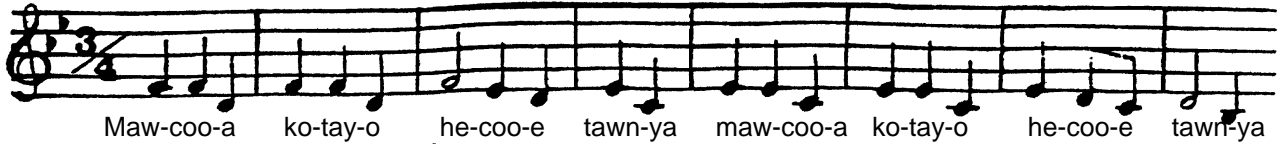
## Key of Skills:

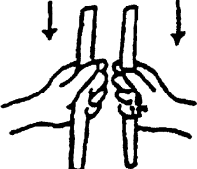
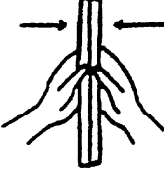
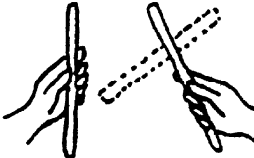
- A. Hit the ends of the sticks on the floor. (vertical position)
- B. Hit your own sticks together.
- C. You and your partner hit diagonally right sticks.
- D. You and your partner hit diagonally left sticks.
- E. You and your partner throw each other your right-handed stick.
- F. You and your partner throw each other your left-handed stick.
- G. Throw both of your sticks at the same time. (one set through the middle)
- H. Hit the opposite end of the sticks, from which you are holding on the floor, in front of you horizontally.
- I. Flip the sticks in the air and catch them both at the same time.
- J. Hit the sticks on the floor at your sides.
- K. Flip the sticks at your side.
- L. Cross your arms and hit the sticks on opposite sides of you.
- M. Throw both arms in the air above your head.

- |      |                             |                         |                        |
|------|-----------------------------|-------------------------|------------------------|
| I.   | (hands on middle of sticks) | A,B,C,A,B,D             | Repeat                 |
| II.  | (hands on middle of sticks) | A,B,E,A,B,F             | Repeat                 |
| III. | (hands on middle of sticks) | A,B,E,F                 | Repeat, Repeat         |
| IV.  | (hands on middle of sticks) | A,B,G                   | Repeat, Repeat, Repeat |
| V.   | (hold on middle of sticks)  | H,I,E,B,E,F             | Repeat                 |
| VI.  | (hold on middle of sticks)  | J,K,J,H,I,A,B,E,A,B,F,A |                        |
| VII. | (hold on middle of sticks)  | I,J,H,I,A,B,E,A,B,E,A,M |                        |

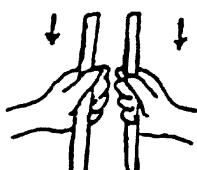
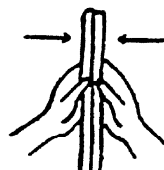
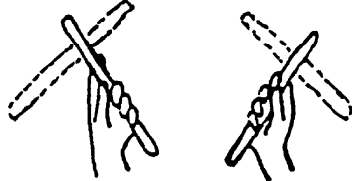
Make up your own variations. Good for ages 8 through 15 and the young at heart.

Another verse you can use with lumni sticks:

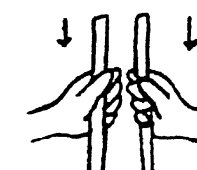
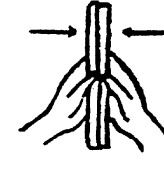
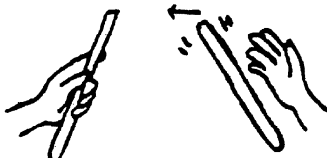


1.  a. Tap down  b. Tap sticks together  c. Tap partner's stick with right stick

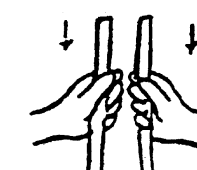
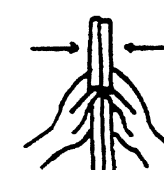
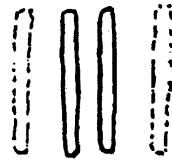
d. Repeat steps a. and b. Tap with left stick.

2.  a. Tap down  b. Tap sticks together  c. Tap both


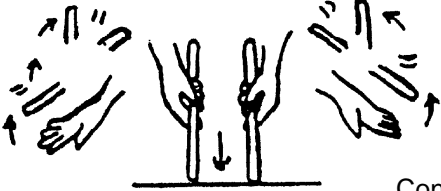
d. Repeat steps a, b, c.

3.  a. Tap down  b. Tap sticks together  c. Throw right stick to partner's right hand


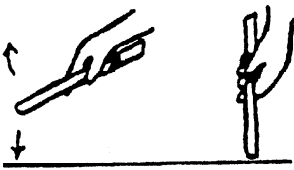
d. Repeat steps a. & throw left stick.

4.  a. Tap down  b. Tap sticks together  c. Throw both sticks to center. Partner throws to outside.

d. Repeat steps a, b, c.

5.  Tap-Flip-Tap  Tap-Flip-Tap

Continue as in #2 or #4.

6.  Tap-Flip-Tap right hand  Tap-Flip-Tap left hand

Continue as in #1 or #3.

## PARACHUTE GAMES

### USING THE PARACHUTE

#### 1. Fundamental Grips

Overhand Grip — palms down

Underhand Grip — palms up

Crossover Grip — right over left, palms down

#### 2. Ribs

Most chutes have 'ribs' or nylon ropes extending from the center hole, evenly spaced. Players should stand around the chute, one hand on each side of the rib for best action.

#### 3. Forward Bend

As the title indicates, players bend forward after placing one foot forward for support, then bend from the waist placing upper torso over edge of chute just prior to inflation — arms and head down.

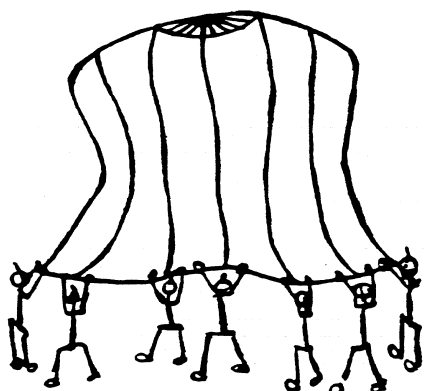
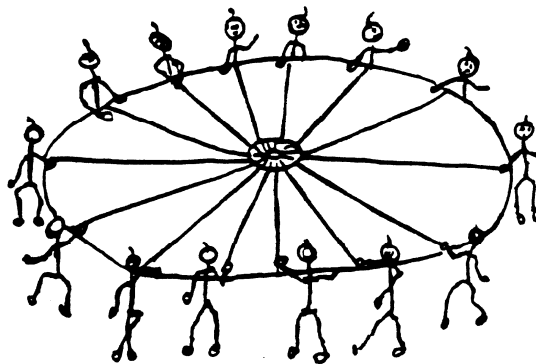
#### 4. Inflation/Deflation

After preliminary forward bend, players lift the parachute in unison. Importance of unison action should be stressed for maximum results in both inflation and deflation.

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### MERRY-GO-ROUND

Various locomotion activities can be initiated using the merry-go-round method. They can skip, hop, run, jump, slide, walk, leap, or gallop around in a circle, alternating levels of the chute in raising and lowering movements as well as direction. Combinations and progressions of the locomotion activities are at the discretion of the leader with unlimited possibilities at hand.



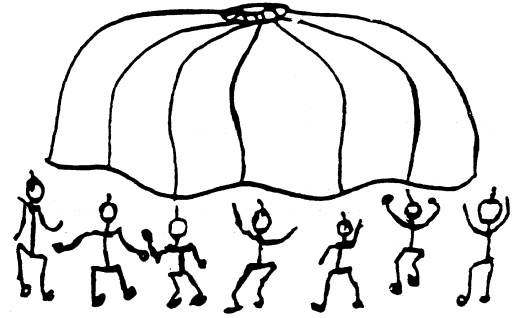
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### MUSHROOM

Players inflate the parachute and take three steps forward. They quickly lower the chute and sit, kneel or lie down under it while holding the edges down. A variation might be to imitate the making of igloos, pointing out to the players that if they all keep the edges of the "igloo" down tightly, the only air that can escape is through the "chimney."

### FLY-AWAY

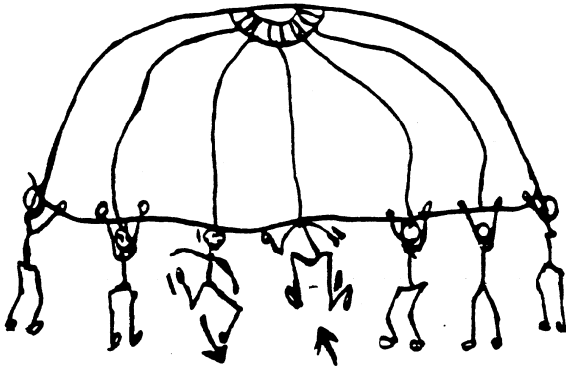
With the chute inflated, the players take one step forward. On command, they release the chute and it remains suspended in the air for several seconds. On command, the players grab the edge of the chute again. Care must be taken that the chute is not released too soon.



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### NUMBER EXCHANGE

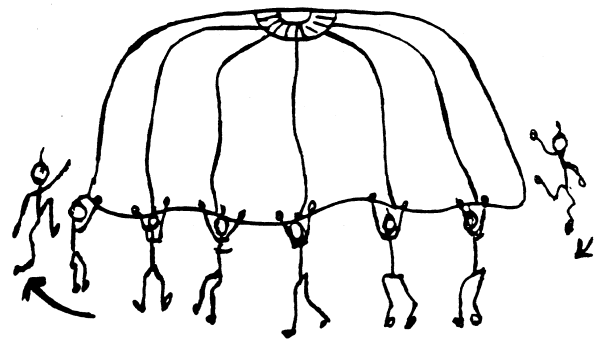
Form teams that have an equal amount of girls. The players on each team count off consecutively. The parachute is inflated and one or two numbers are called. The players on each team whose numbers are called exchange places and teams under the chute. Running, skipping, hopping, walking or any other locomotion movements can be used in this game. The heights of the chute can be varied to make the exchanging of places more difficult.



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### NUMBER RACE

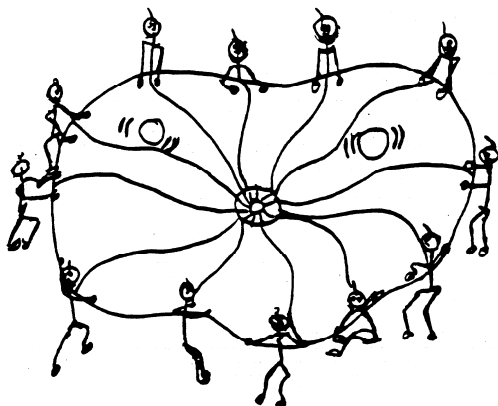
The players on each team count off consecutively. The parachute is inflated and the leader calls a number. The players on each team whose number is called must travel around the outside of the chute and return to her place before the center of the chute touches the floor. One point is scored every time a player accomplishes this feat. Running, skipping, hopping, walking or any other locomotion movements can be used in this game.



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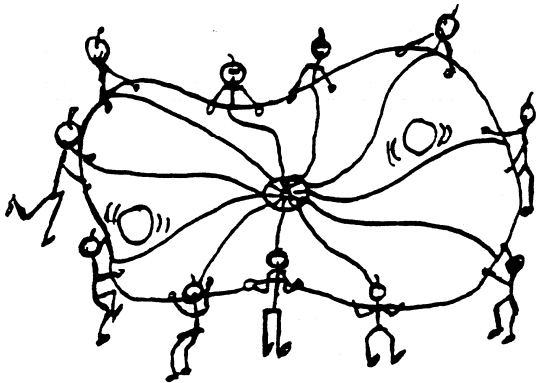
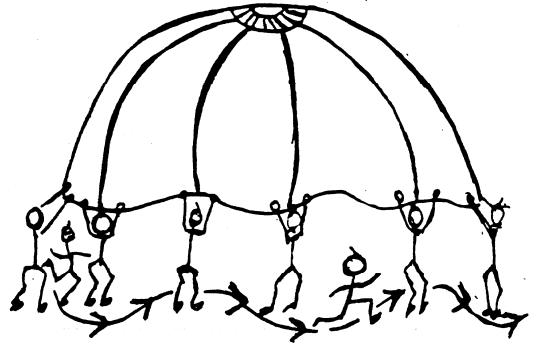
### CENTER BALL

Divide girls into two teams. Two plastic balls are placed on the chute which is held waist high. Each team tries to shake its ball into the center pocket and keep the other team from putting its ball in the center pocket. A team earns two points every time it puts its ball in the center pocket.



## MOUSETRAP

Six or eight players are selected to be mice. The other players inflate the parachute and the mice run in and out between the players holding the chute. When the leader yells "run across", the mice attempt to run across the circle before the players holding the chute traps them. The mice that are caught are eliminated and the game continues until there is a winner.



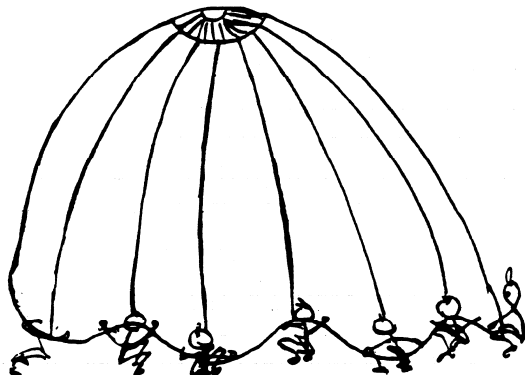
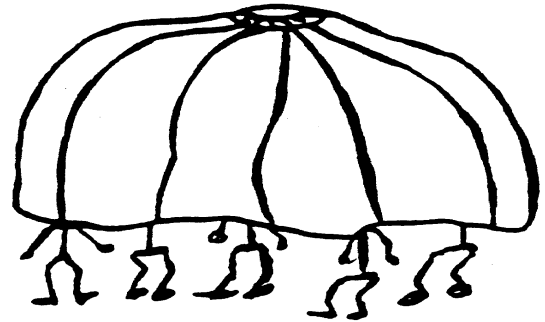
## BALL SHAKE

Divide girls into two teams. Two balls are placed on the chute which is held waist high. Each team tries to shake the other team's ball off the chute. One point is scored every time a team shakes the opponent's ball off the chute. No points are scored if a team shakes its own ball off on its side of the chute.

Variation: Use one ball which must roll off opponent's side to score point.

## GHOST TOWN

Starting in the forward bend position, players inflate the chute on command. They take three steps toward the center, stand still, let go of the chute, and allow it to settle down on them.



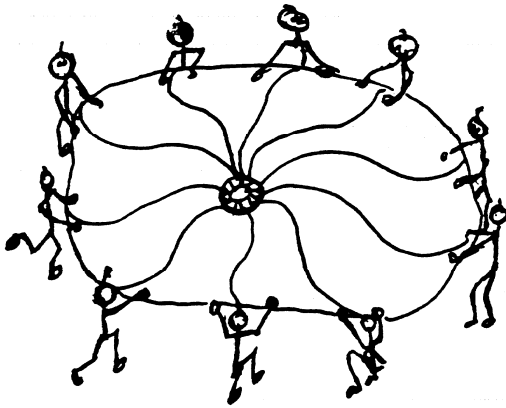
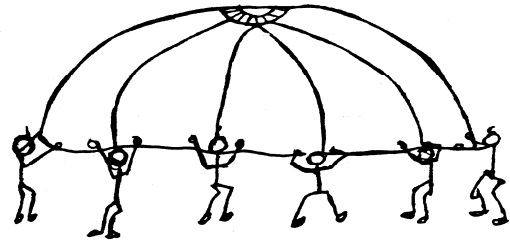
## SUNFLOWER

Players inflate the parachute and take three steps forward. They quickly lower the chute to the ground and kneel on the outside edges. All join hands and on command they alternately lean in and out to represent a sunflower opening and closing. This activity is dependent upon enough players to completely surround the parachute.



## TENTING

Players start in the forward bend position. When the command “inflate” is given, they lift the chute and take three steps forward. Stepping forward allows for an extended upward lift of the chute.



## OCEAN WAVES

Players will immediately learn to make “ocean waves” by shaking the parachute up and down – beginning slowly and gradually increasing tempo. While making “waves” they will pull back as they shake the chute. Control is an important factor in making slow rolling waves, while some players may have to kneel because of the tendency to jump up and down in the excitement of this activity.

### ADDITIONAL IDEAS:

1. Isometrics – Many isometric exercises can be done with the parachute. Try some of the following, then make up some of your own.
  - A. Hold the chute waist high, keep it as tight as possible and roll in toward center. Teams can compete to see which one reaches the center first.
  - B. Facing away from the chute and using an overhead grip, lean forward and pull as hard as you can.
  - C. Face the parachute and pull as hard as you can, using both overhand and underhand grips for variation.
  - D. Face away from the chute, bend over and grasp the edge between your legs. Using both the overhand and underhand grip. Lean forward and pull as hard as you can.
2. Adapted Games – Many games lend themselves for adaptation to the parachute. For example, here’s one normally played without the chute but can easily be adapted. Try adapting some of your own!
  - A. Horse and Jockey

Players are paired off and standing evenly around the chute with the “horse” holding the chute waist high and legs in a straddle position. The “jockey” is in a squat position facing the horse. On a signal all jockeys scramble between the horse’s legs and speed away to the right, running all the way around the chute and back to their horse. In the meantime, the horses have inflated the chute and then placed themselves on all fours, still holding the chute so the jockeys can mount their horse as they return back to the starting place. The first jockey to run around the chute and mount her horse is declared the winner. Partners can then exchange places.

B. Variation : Horse and Jockey

After “horses” have inflated the chute, have them step inside, continue to hold the chute and place edges on floor. “Jockeys” must find correct “horse” before mounting.

3. Rhythms. Since many rhythms are by nature in a circular formation, the parachute lends itself very well to Rhythm adaptations. In some instances it helps to overcome the stigma of “dancing” since the outcome seems to appear very different. Some rhythms that can be adapted are:

- A. Hokey Pokey
- B. Carrousel
- C. Green Sleeves

Rhythm routines can also be devised from demonstration purposes. Your ingenuity and creativity have unlimited boundaries if you just let your imagination go.

GOOD LUCK AND GOOD PARACHUTING!

