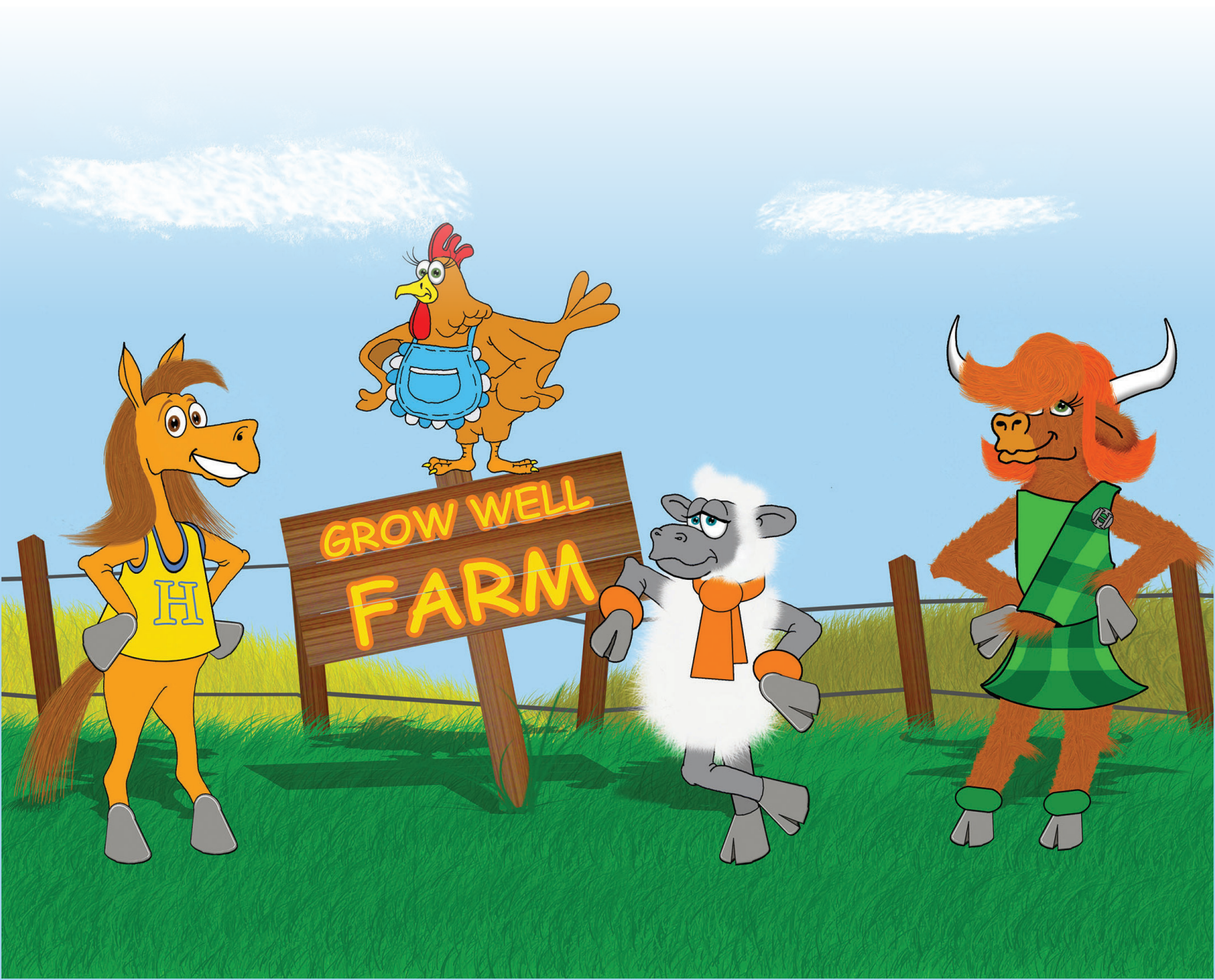




# GROW WELL CHOICES EARLY YEARS GAMES GUIDE



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# ABOUT THE GAMES GUIDE

This games guide has been developed to help you to reinforce learning through playing games. It details how to deliver the games. Many of these games are regularly played in early years establishments, but have been adapted to link with the Grow Well Farm story. It is suggested that the instructions are read carefully before running the games.

## Building on the Games

**Additional activities:** suggestions for some changes to the games have been included to add variety.

**Progression:** some games include suggestions to build on the learning e.g. increasing the intensity of the games.

Games may be adapted if being run in small spaces e.g. change running to hopping.

### Disclaimer

The aim of Grow Well Choices Early Years (GWC EY) is for children to have fun and be physically active during the games. Please ensure that appropriate measures are in place to ensure safety of the children. It is the responsibility of the early years establishment to ensure the health and safety of children.

## EQUIPMENT

The table below lists equipment required to deliver Grow Well Choices Early Years (GWC EY) games. It also indicates if the equipment is 'optional' or 'essential' to running the game. No equipment is required to run games that are not listed in the table. Ideally the games are played in a large space – in or outdoors.

	GAME	EQUIPMENT	ESSENTIAL OR OPTIONAL
1	Traffic Lights	Coloured card	Optional
2	Eatwell Guide Game & Relay	Eatwell guide mat	Essential
		Faux (plastic) food and/or cards with pictures of food	Essential
	Corners Game	Coloured cones/cards x 5 (green, yellow, blue, pink, purple)	Essential
		Card with pictures of food	Optional
	Food Frenzy	Parachute	Optional
3	Teeth Attack	Coloured card x 2 (green & red)	Optional
		Pictures of specified items	Optional
	Skittles	Skittle or empty bottles to represent skittles	Essential
		One ball or some beanbags per team	Essential
	Rabbit in a Hole	Large hoops (number dependant on class size)	Essential
4	Barn Stations	Coloured card x 2 (green & red)	Optional
		Pictures of specified food/drink	Optional
	Stop and Go	Coloured card x 2 (green & red)	Optional
		Pictures of specified food/drink	Optional
	Food Frenzy	Parachute	Optional
	Beanbag Relay	Large hoops x 2 (green & red)	Essential
		Beanbags (green & red) - enough per child per team	Essential
5	Healthy Balance Relay	Large hoops x 4 per team	Essential
	Tent Game	Parachute	Essential
		Scrunched up scrap paper (represent breakfast)	Essential
		Balls (represent popcorn)	Essential
	Tag/Tails	Tails per mouse	Essential
6	Toss the Caber	Hoops/baskets - number depends on class size	Essential
		Nets - equal number to hoops/baskets	Essential
		Beanbags/soft ball	Essential
	Tug-O-War	Rope/skipping rope x 1	Essential
		Mat x 1	Essential
	Hurdles	Mat with Velcro hurdles if available Alternatively - mat with low obstacles	Essential

# Session 1 – Be Active Together



## The objectives are to:

- ★ reinforce learning about being active and leading a healthy lifestyle
- ★ promote physical activity
- ★ help children to observe changes to their body when being active (e.g. heart beating faster, feeling hot and thirsty)
- ★ support children to recognise that being active can be fun

Please refer to page 2 for equipment needed for this session.

Pretend the games hall/outdoor area is the Grow Well Farm.

## INTENSITY GAME

Ask the children to:

- find a space on the Grow Well Farm. Make sure they can spread their arms without touching anyone, and then feel their hearts (beating slowly at rest)
- walk around the farm, then stop to feel their hearts (beating faster)
- jump about like Lewis the Lamb, then stop to feel their hearts (beating even faster)
- gallop around the farm like Hamish the Horse, then stop to feel their hearts (beating really fast)

Suggested questions to ask the children:

- Do you know why your heart is beating fast?
- How do you feel?
- Lewis felt hot when he was active – do you?
- What did the animals drink when they were hot?

Reinforce the message from the story – drink water after being active

## TRAFFIC LIGHTS

- Ask the children to find a space on the Grow Well Farm, large enough that they can spread their arms without touching anyone
- Each colour of the traffic lights represents a different activity:
  - **Red** = the children sit down and pretend to drink water like the Grow Well Farm animals
  - **Yellow** = the children bounce on the spot like Lewis the Lamb
  - **Green** = the children gallop around the farm (in a safe manner) like Hamish the Horse (if possible lay out cones for the children to run around in a clockwise direction)
- To play the game call out the colours randomly or hold up coloured cards randomly or use a combination of both

**Additional activities:** ask the children to feel their heart intermittently

## DUCK/DUCK/GOOSE = LEWIS/LEWIS/HAMISH

- Ask the children to sit in a big circle
- One person will go around the outside of the circle tapping children on the head while saying Lewis (the Lamb) or Hamish (the Horse)
- If the child is tapped on Lewis – they remain sitting
- If the child is tapped on Hamish – they gallop around the circle like Hamish the Horse trying to tag/catch the person that tapped them on the head
- If the chaser catches the child – the chaser sits down and the child caught now goes round tapping the children on the head
- If the chaser does not catch the child – the child not caught sits down and the chaser continues going round tapping the children on the head
- If the chaser does not catch the next child – the adult in charge should swap the children around to make sure all children get a turn

**Additional activities:** feeling heart when sitting, then feeling heart once they run around the circle

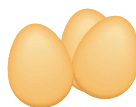
## ACTIONS GAME

- Ask the children to find a space on the Grow Well Farm. Make sure they can spread their arms without touching anyone.
- Call out the following actions for the children to perform:
  - bounce around the farm like Lewis the Lamb
  - gallop around the farm like Hamish the Horse
  - practice tug-o-war like the Grow Well Farm animals
  - practice Highland dancing like the Grow Well Farm animals
  - run around the farm like the Grow Well Farm animals
  - throw like the Grow Well Farm animals
  - sit and pretend to drink water like the Grow Well Farm animals
  - lie down and pretend to sleep like the Grow Well Farm animals

**TO REINFORCE KEY MESSAGES AND PROMOTE CONTINUITY, THIS ACTIONS GAME  
COULD BE REPEATED AT THE START OF THE NEXT SESSION**



## Session 2 – Eat well TOGETHER



### The objectives are to:

- ★ reinforce learning about healthy eating
- ★ promote physical activity

Please refer to page 2 for equipment needed for this session.

Pretend the games hall/outdoor area is the Grow Well Farm.

### ACTIONS GAME FROM PREVIOUS SESSION

- Ask the children to find a space on the Grow Well Farm. Make sure they can spread their arms without touching anyone.
- Call out the following actions for the children to perform:
  - bounce around the farm like Lewis the Lamb
  - gallop around the farm like Hamish the Horse
  - practice tug-o-war like the Grow Well Farm animals
  - practice Highland dancing like the Grow Well Farm animals
  - run around the farm like the Grow Well Farm animals
  - throw like the Grow Well Farm animals
  - sit and pretend to drink water like the Grow Well Farm animals
  - lie down and pretend to sleep like the Grow Well Farm animals

### Eatwell Guide

Before you start playing the eatwell guide game, show the children an eatwell guide mat. Explain to them that the eatwell guide is split into five segments to represent the five food groups. The size of each segment represents the average amount of food we need to eat from each food group for a healthy, balanced diet. Please refer to Session 2, 'Eat Well Together', in the Teaching Guide for a more detailed explanation.

### EATWELL GUIDE GAME

- Consider seating the children in a circle around the eatwell guide so that they can see where food is placed on the eatwell guide mat
- Ask the children to pick up one card/food at a time and place it on the correct segment of the eatwell guide mat
- Engage in discussion about where the food is placed on the eatwell guide mat
  - Cards showing food high in sugars, fat and salt are placed together beside mat (see appendix 6 for eatwell guide)

**Progression:** deliver this game in a relay format with the mat at one end of the farm

## CORNERS GAME

- Ask the children to find a space on the Grow Well Farm. Make sure they can spread their arms without touching anyone.
- Assign each corner of the farm a colour that represents the sections of the eatwell guide i.e. green = fruit and vegetables; yellow = bread, pasta, rice, cereal, potatoes (starchy foods); blue = milk and dairy; pink = meat, fish, beans (protein foods). Use cones in the corners or coloured paper on the wall to represent the colours. Pictures of food could also be used.
- To play the game:
  - ask the children to run/skip/jump around the farm in a clockwise direction like the Grow Well Farm animals
  - call out the colours and/or hold up coloured cards
  - children are to run to the appropriate corner when the colour is called out. If children run to a wrong corner explain, but keep them in the game.
  - keep children active by calling out more colours

**Progression:** instead of calling out colours, call out foods that are mentioned in the Grow Well Farm story e.g. eggs laid by Hazel the Hen go in the pink section.

**Progression:** use the middle of the farm to represent the foods high in sugars, fat and salt. Follow instructions as above.

## FOOD FRENZY

- Ask the children to sit or stand in a big circle
- Assign each child a vegetable from the story (start with only two selections, e.g. carrots and turnips)
- Call out the name of a vegetable, the children need to swap places with someone of the same vegetable, e.g. carrots, all the children who are carrots swap places or run around the outside of the circle and back to their own space.

**Additional activities:** a parachute can be used as an aid in this game. Ask the children to hold on to the parachute and when their vegetable is called out they run under the parachute to swap places.

**Progression:** introduce a third vegetable from the story

## ACTIONS GAME

- Ask the children to find a space on the Grow Well Farm. Make sure they can spread their arms without touching anyone.
- Call out the following actions for the children to perform:
  - dig up the potatoes like Hamish the Horse
  - stir the soup like Hazel the Hen
  - sit and eat a meal like the Grow Well Farm animals
  - skip around the farm like the Grow Well Farm animals

**TO REINFORCE KEY MESSAGES AND PROMOTE CONTINUITY, THIS ACTIONS GAME COULD BE REPEATED AT THE START OF THE NEXT SESSION**





## The objectives are to:

- ★ reinforce learning about oral health
- ★ promote physical activity

Please refer to page 2 for equipment needed for this session.

Pretend the games hall/outdoor area is the Grow Well Farm.

## ACTIONS GAME FROM PREVIOUS SESSION

- Ask the children to find a space on the Grow Well Farm. Make sure they can spread their arms without touching anyone.
- Call out the following actions for the children to perform:
  - dig up the potatoes like Hamish the Horse
  - stir the soup like Hazel the Hen
  - sit and eat a meal like the Grow Well Farm animals
  - skip around the farm like the Grow Well Farm animals

## TEETH ATTACK

- Split the farm into two sides
- One end of the farm is called teeth attack, the other side of the farm is called teeth protect
- Call out a variety of items which have been mentioned in the Grow Well Farm story (examples are provided below)
- If the name called out is something which helps our teeth stay clean, strong and healthy, the children should run to the teeth protect side of the farm
- If the name called out is something which could harm teeth, the children should run to the teeth attack side of the farm
- Coloured cards (e.g. green cards for 'protect' and red cards for 'attack') could be put on the wall opposite ends of the farm. Alternatively, pictures of the examples below could be used at opposite ends.

Teeth attack words	Teeth protect words
Fizzy drinks	Straw
Chocolate	Brush teeth
Sweets	Toothpaste
Cakes	Toothbrush
Biscuits	2 minutes
Ice lolly	Dentist
Sugar	Water
	Milk

## SKITTLES

- Divide the children into teams
- Line up a row of skittles for each team
- Provide each team with balls to roll at skittles or beanbags to throw at skittles
- Explain to the children that the skittles represent teeth and the ball or beanbag represents food or drinks which contain a lot of sugar (e.g. sweets or soft drinks). The more teeth (skittles) that the sugary food or drinks (ball/beanbag) hit, the more likely they are to fall down.
- Start the game by asking one child at a time per team to roll a ball/throw a beanbag at the skittles to knock them over
- Ensure safety by explaining to the children that any throwing needs to stay low and directed at the skittles
- The children keep going until all the teeth have fallen down or until each child has had a turn

## RABBIT IN A HOLE

- Ask the children to find a space on the Grow Well Farm. Make sure they can spread their arms without touching anyone.
- Place a few large hoops around the farm, enough that will accommodate the number of children in the class
- Start the game by asking the children to run around the farm in a safe manner
- Call out a variety of items, some that help keep teeth clean, strong and healthy, e.g. milk, toothbrush, toothpaste etc. and some that are not friendly to teeth, e.g. sweets
- When the item called out is not teeth friendly (e.g. sweets) the children should jump into one of the hoops and sit down. This action represents them hiding from the things that are not friendly to their teeth.
- When the item called out is something that helps keep teeth healthy (e.g. straw, milk, water, toothbrush, toothpaste) the children stay out of the hoops

## DUCK/DUCK/GOOSE = LEWIS/LEWIS/HAMISH

- Ask the children to sit in a big circle
- One person will go around the outside of the circle tapping children on the head while saying Lewis (the Lamb) or Hamish (the Horse)
- If the child is tapped on Lewis – they remain sitting
- If the child is tapped on Hamish – they gallop around the circle like Hamish the Horse trying to tag/catch the person that tapped them on the head
- If the chaser catches the child – the chaser sits down and the child caught now goes round tapping the children on the head
- If the chaser does not catch the child – the child not caught sits down and the chaser continues going round tapping the children on the head
- If the chaser does not catch the next child – the adult in charge should swap the children around to make sure all children get a turn

**Additional activities:** feeling heart when sitting, then feeling heart once they run around the circle

## ACTIONS GAME

- Ask the children to find a space on the Grow Well Farm. Make sure they can spread their arms without touching anyone.
- Call out the following actions for the children to perform:
  - brush your teeth like the Grow Well Farm animals
  - sit and pretend to have a drink using a straw like the Grow Well Farm animals
  - sit and pretend to eat a meal like the Grow Well Farm animals

**TO REINFORCE KEY MESSAGES AND PROMOTE CONTINUITY, THIS ACTIONS GAME  
COULD BE REPEATED AT THE START OF THE NEXT SESSION**

## Session 4 – Feeling Peckish



### The objectives are to:

- ★ reinforce learning about healthier snacks
- ★ promote physical activity

Please refer to page 2 for equipment needed for this session.

Pretend the games hall/outdoor area is the Grow Well Farm.

### ACTIONS GAME FROM PREVIOUS SESSION

- Ask the children to find a space on the Grow Well Farm. Make sure they can spread their arms without touching anyone.
- Call out the following actions for the children to perform:
  - brush your teeth like the Grow Well Farm animals
  - sit and pretend to have a drink using a straw like the Grow Well Farm animals
  - sit and pretend to eat a meal like the Grow Well Farm animals

### Snack choices for the farm animals

To explain about the various snack choices we can make, sit the children in a circle with food in the middle (e.g. real food, plastic food, pictures or wrappers). Through discussion the children could sort the food into 'super' snacks (green snacks) or 'only so often' snacks (red snacks). To keep the message simple and easy to understand, at this stage we do not discuss the 'so so' snacks (yellow snacks). A full list of snacks is included in the homelink worksheet for this session to support parents/carers make informed decisions around snack provision. A full list of snacks can also be found in Appendix 7 in the Teaching Guide.

Examples of 'super' snacks	Examples of 'only so often' snacks
Milk - Lewis the Lamb had milk for snack	Pancake with chocolate
Slice of toast - Hazel the Hen had toast for snack	Crisps
Plain yoghurt - Heather the Highland Cow had yoghurt for snack	Sweets
Carrot - Hamish the Horse had carrots for snack	Fizzy juice
Vegetables	Ice-cream
Fruit	Chocolate covered biscuits
Bread	
Plain popcorn	

## BARN STATIONS

- Ask the children to find a space on the Grow Well Farm. Make sure they can spread their arms without touching anyone and then pretend they are in the barn on the Grow Well Farm.
- Assign one side of the barn for the 'super' snacks and the other side for the 'only so often' snacks
- Ask the children to skip/jump/run around the barn
- Call out "stop" and say "for snack today, I'm going to have ..." (see examples on previous page)
- When a 'super' snack is called out, the children run to the 'super' snack side of the barn, wave their arms in the air and smile broadly
- When an 'only so often' snack is called out, the children run to the other side of the barn and pretend to sweep the barn

**Additional activities:** use coloured cards at each side of the barn or place pictures of food at each side of the barn to assist the children.

## STOP AND GO

- Ask the children to find a space on the Grow Well Farm. Make sure they can spread their arms without touching anyone.
- Ask the children to run around the farm in a safe manner
- Call out either green or red for 'super' or 'only so often'
- When you call out green ('super' snacks) the children continue running around
- When you call out red ('only so often' snacks) the children should stop running and stand still
- Call out the colours randomly, hold up coloured cards randomly, or use a combination of both

**Progression:** introduce the 'so so' (yellow) snacks (examples in Appendix 7 in the Teaching Guide)

**Progression:** call out the name of the snack and not the colour – children to stand still for 'only so often' snack, jog on the spot for 'so so' snack and run for 'super' snack.

## FOOD FRENZY

- Ask the children to sit or stand in a big circle
- Assign each child a snack (start with two selections e.g. 'super' snack and 'only so often' snack)
- Call out the name of a vegetable, the children need to swap places with someone of the same vegetable, e.g. carrots, all the children who are carrots swap places or run around the outside of the circle and back to their own space.

**Additional activities:** a parachute can be used as an aid in this game. Ask the children to hold on to the parachute and when their snack is called out they run under the parachute to swap places.

**Alternative:** assign each child a snack colour e.g. green (which represents 'super' snacks) or red (which represents 'only so often' snacks)

## BEANBAG RELAY

- Divide the children into two teams
- Place coloured hoops at one end of the farm (green and red to represent 'super' and 'only so often' snacks). Pictures of food could be placed beside the hoops (see examples given in the start of this session or Appendix 7 in the Teaching Guide).
- Assign a colour to each team - red or green
- Provide each team with a selection of beanbags the same colour as the hoops at the other end of the farm
- Ask the children to pick up one beanbag at a time and place it in the same coloured hoop at the opposite end of the farm
- Explain to the children that only one child at a time runs up with their beanbag
- The next child does not start with their beanbag until the previous child has returned
- Once the child has had their turn, ask them to sit down so it is easy to identify when each team is finished

**Additional activities:** introduce balancing beanbag/side stepping/hopping to get to the end

**Additional activities:** go in reverse – once all beanbags have been dropped off in the hoops, ask the children to run/hop etc. to go back to collect them all

**Progression:** reinforce that the different colours of hoops and beanbags represent different snacks

## ACTIONS GAME

- Ask the children to find a space on the Grow Well Farm. Make sure they can spread their arms without touching anyone.
- Call out the following actions for the children to perform:
  - walk to the dentist like Lewis the Lamb
  - sweep/hover the barn like the Grow Well Farm animals
  - sit down and pretend to have a snack or meal like the Grow Well Farm animals
  - brush your teeth like the Grow Well Farm animals

**TO REINFORCE KEY MESSAGES AND PROMOTE CONTINUITY, THIS ACTIONS GAME  
COULD BE REPEATED AT THE START OF THE NEXT SESSION**



## Session 5 – Healthy Balance



### The objectives are to:

- ★ reinforce learning about energy balance
- ★ promote physical activity

Please refer to page 2 for equipment needed for this session.

Pretend the games hall/outdoor area is the Grow Well Farm.

### ACTIONS GAME FROM PREVIOUS SESSION

- Ask the children to find a space on the Grow Well Farm. Make sure they can spread their arms without touching anyone.
- Call out the following actions for the children to perform:
  - walk to the dentist like Lewis the Lamb
  - sweep/hover the barn like the Grow Well Farm animals
  - sit down and pretend to have a snack or meal like the Grow Well Farm animals
  - brush your teeth like the Grow Well Farm animals

### HEALTHY BALANCE RELAY

- Divide the children into teams (if it is a large class, smaller relay teams will ensure the children remain active for longer)
- Place four hoops/cones along the length of the farm in front of each team, ensuring good spacing between each hoop
- You may wish to place pictures of the different actions next to the hoops to remind the children
- The children need to travel (run/skip/hop/jump) between each hoop/cone:
  - Hoop/cone 1 – lie down to perform a sleeping action
  - Hoop/cone 2 – pretend to brush teeth
  - Hoop/cone 3 – sit down and pretend to have something to eat or drink
  - Hoop/cone 4 – do something active, e.g. star jumps
- For safety only one child per team completes the relay at any one time
- The next child does not start until the previous child has returned
- Once the child has had their turn, ask them to sit down so it is easy to identify when each team is finished

## TENT GAME

- The children pretend they are on the Grow Well Farm getting ready for a day's work
- Set out a parachute and place scrunched-up paper in the middle of the parachute to represent breakfast
- Step 1 – ask the children to lie down with their legs under the parachute and pretend to be asleep
- Step 2 – shake the parachute until all the paper is shaken off. This represents waking up and having breakfast.
- Step 3 – ask the children to go in pairs, one pretends to be the driver of the tractor and the other one is sitting at the back. Their task is to stay together and dig up potatoes (pick up papers) and put them in a sack (in a bucket or bag).
- Step 4 – ask the children to return to the parachute for a snack after their hard work. Place soft balls in middle of the parachute and ask the children to shout pop, pop, pop as they shake the parachute – balls represent plain popcorn ('super' snack).
- Step 5 – when all the popcorn has gone, continue to hold onto the parachute and walk round waving the parachute slowly pretending they are rolling bails of hay
- Step 6 – it's been a busy day so, after eating the evening meal and brushing their teeth, they are ready for bed. Ask the children to take the parachute over their heads and tuck under their bottoms.

## TAG/TAILS

- Provide all but one child with a tail
- Explain to the children that the person with no tail is the tag or catcher. The catcher will try to get a tail from another child. If anyone loses their tail to the catcher, then they become a catcher and need to try to get a tail.
- Start the game by asking the children to run around the farm in a safe manner (if possible lay out cones for the children to run around in a clockwise direction)

**Additional activities:** if there is one catcher, then it is likely fewer will be caught. Vary the ratio of catchers to non-catchers to demonstrate balance or imbalance.

## STUCK IN THE MUD

- Ask the children to find a space on the Grow Well Farm. Make sure they can spread their arms without touching anyone.
- Choose a child (alternatively an adult) to be the chaser
- Explain to the children that:
  - they will run around the farm trying not to be tagged by the chaser
  - if the chaser tags them, the child who has been tagged must stand still (freeze) with their feet apart
  - the child can be unfrozen when another child runs under their arms or between their legs
- Start the game with one chaser, ensuring safety as the children run around the farm

**Additional activities:** change the chaser frequently

**Additional activities:** introduce more chasers to show that the more chasers there are, the more balanced the game is

## ACTIONS GAME

- Ask the children to find a space on the Grow Well Farm. Make sure they can spread their arms without touching anyone.
- Call out the following actions for the children to perform:
  - lie down in bed and sleep like Lewis the Lamb
  - run around the farm like Lewis the Lamb
  - skip around the farm like Hazel the Hen and Lewis the Lamb
  - practice Highland dancing like Hazel the Hen and Lewis the Lamb
  - sit down and pretend to eat a snack or meal like the Grow Well Farm animals
  - brush your teeth like the Grow Well Farm animals

**TO REINFORCE KEY MESSAGES AND PROMOTE CONTINUITY, THIS ACTIONS GAME  
COULD BE REPEATED AT THE START OF THE NEXT SESSION**

## Session 6 – GOING TO THE GAMES

### The objectives are to:

- ★ reinforce learning about key healthy lifestyle messages - stay active, eat well, keep teeth clean and go to (your own) bed early
- ★ promote physical activity
- ★ have fun playing Highland Games

Please refer to page 2 for equipment needed for this session.

Pretend the games hall/outdoor area is the Grow Well Farm.

### ACTIONS GAME FROM PREVIOUS SESSION

- Ask the children to find a space in the field. Make sure they can spread their arms without touching anyone.
- Call out the following actions for the children to perform:
  - lie down in bed and sleep like Lewis the Lamb
  - run around the farm like Lewis the Lamb
  - skip around the farm like Hazel the Hen and Lewis the Lamb
  - practice Highland dancing like Hazel the Hen and Lewis the Lamb
  - sit down and pretend to eat a snack or meal like the Grow Well Farm animals
  - brush your teeth like the Grow Well Farm animals

### HIGHLAND GAMES CIRCUIT

- Set out 4 circuits in the hall or outdoors to represent the activities the animals performed at the Highland Games
- Allow a set time per circuit to ensure all children get to have a turn at each station
- Station 1 – Highland Dancing (Hazel the Hen)
  - Demonstrate some Highland dancing for the children to do, e.g. Pas de Basque or Highland Fling
  - Alternatively allow the children to make their own interpretation
- Station 2 – Toss the Caber (Heather the Highland Cow)
  - Set out an equal number of hoops/baskets to nets
  - Within each hoop/basket put in a variety of beanbags/soft balls
  - Ask the children to pick up a beanbag/soft ball and throw it into the net, then move along to the next hoop/basket and net
- Station 3 – Tug-O-War (Hamish the Horse)
  - Set equal number of children on each side of the rope, standing on a mat
  - Each team pulls on the rope in opposite directions
  - Have this station supervised by an adult for support

- Station 4 – Hurdles (Lewis the Lamb)
  - If available, use a mat with the Velcro hurdles
  - Alternatively set out on a mat low obstacles for the children to jump over
  - Run as a relay, where only one child at a time performs the task. The next child does not go until the previous child has returned.

**If you are restricted for space, consider running games listed one station at a time instead of setting up all the stations.**

**Additional activities:** any other games that are usually seen at the Highland Games or sports day can be played, e.g. toss the wellington boots to see who can throw the furthest

## **ACTIONS GAME**

- Ask the children to find a space in the field. Make sure they can spread their arms without touching anyone.
- Call out the following actions for the children to perform:
  - sit down and eat a picnic like the Grow Well Farm animals
  - walk back to the farm carrying your medals like the Grow Well Farm animals
  - group together to get your photo taken like the Grow Well Farm animals
  - jump on the spot and continue to stay active like Heather the Highland Cow
  - sit down and continue to eat well like Hamish the Horse
  - brush your teeth like Hazel the Hen to keep them looking good
  - lie down and sleep in your own bed like Lewis the Lamb



This publication is available online at [www.nhsgrampian.org/GrowWellChoices](http://www.nhsgrampian.org/GrowWellChoices)

CGD 160317