

#1 Kool-Aid Quench

Goal

Fill a cup with Kool-Aid, using a brigade. Teamwork. Fun.

Materials

- ❖ Kool-Aid, pitcher (2)
- ❖ Cups (one for each child).
- ❖ (Optional) Scripture (John 4:7-26) about Jesus being Living water.

Instructions

1. Form two teams. Each team has a pitcher of Kool-Aid, and every child has a cup.
2. One person on each team gets a cup marked with a “fill line” and is at the end of the brigade.
3. The game starts when each team starts pouring from the pitcher into the first child’s cup. That child pours into the second child’s cup, who then pours into the third child’s cup. And so on, until the child on the end gets their cup filled to the “fill line” and drinks the Kool-Aid.

Adaptation options

- ❖ Pouring may be a challenge for some kids. They might be good to have as the ones who drink the Kool-Aid for their team. Or, they could be the ones to hold the cup and call out when the cup is filled to the “fill line”.
- ❖ If Kool-Aid is an issue (because of food dye, or as a liquid) you could use ice cubes instead. Then rather than drinking it, the goal is just to

fill the cup. You could have the brigade pouring one ice cube at a time, or even do it without cups (just use hands), in which case the ice melting is an added challenge!

#2 Pip-Balloon

Goal

Keep your balloon in the air! Fun.

Materials

- ❖ Balloon for each child (air-inflated; NOT helium!).
- ❖ (Optional) Cards that have all the same colors as the balloons. (You could use Uno® cards, if you use balloons that match the colors on them, or use index cards you color to match the balloons you have.)
- ❖ (Optional) Music

Instructions

1. Give every child a balloon. Or, pair kids up into groups of two or three. Give each pair/group a balloon.
2. When you say “go” or start the music, they all try to “pip” their balloon to keep it in the air, not letting it fall to the ground.
3. When you say “stop” or stop the music, everyone has to hold their balloon.

Alternative ways to play:

1. If a balloon hits the ground the child is “out”.
2. When you draw a color-card, all the kids with that color balloon are “out”.
3. Talk to kids about the experience of being “out” when they dropped the balloon, and/or when their color was chosen. How did it feel? How can we help “pip” each other up when we feel “out”? Colossians 3:12-13 has a few ideas you could explore.

Adaptation Options

- ❖ Kids who have limited mobility, use a wheelchair or other assistive equipment may prefer to do this game with a partner.
- ❖ If using their arms is difficult, you could try having all the kids blow on the balloons to keep them in the air instead of “pipping” them with their hands. Or have kids use their feet to “pip”.
- ❖ There may be children for whom this game will be difficult, and they may wish to be the “DJ” who starts and stops the music at your signal, and/or pick the card to see what color is “out”.

#3 Balloon-Spoon Relay

Goal

Be the first team to carry the balloon through the relay. Fun.

Materials

Balloons (one for each team)

Plastic spoons

Some way to mark the relay race “track”

Instructions

1. Mark and show the kids the relay “track”
2. Split the group into teams.
3. Give each team a balloon, and every child a plastic spoon.
4. When you signal (say “go” or blow a whistle) the start of the relay race, one child from each team carries the balloon down the track in their spoon, until they complete the track and pass the balloon to the next child on their team.
5. The first team to have every child carry the balloon through the track wins.

Adaptation options

- ❖ Kids may choose hold their spoon in their hands, or you may have them hold the spoon in their mouth (as a challenge, or if some kids are not able to use their arms or hands).
- ❖ Have the relay race in pairs, so that the balloon is being lightly tossed back and forth between two kids on the same team to get through the track.
- ❖ There may be kids who prefer to be “cheer-leaders” for their team rather than do the relay. Allow them to be in a specific place (1/2 way through the track, perhaps) where they encourage their teammates. You could provide them with a flag, bandana some ribbon or other visual that matches their team’s balloon color so that can wave it as they cheer.

#4 Traffic Cop

Goal

Kids use various transportation options to navigate the “street” safely at the direction of the “traffic cop”. Practice safe “driving”. Experience being the one trying to keep everyone safe.

Materials

- ❖ Bikes, scooters, pogo sticks, skateboards, wheelchairs, etc. -whatever kids can bring or you can use.
- ❖ Sidewalk chalk (if on a paved area), or spray chalk (if on grass) to mark the “roads” or use an area in a park that has intersecting sidewalks, and use cones or something else to mark where the “traffic zone” is for this activity.
- ❖ (Optional) Have a “traffic cop uniform” such as an orange vest or a hat.
- ❖ (Optional) Music or a timer.
- ❖ You may want to have a whistle, or determine hand signals the “traffic cop” will use to signal “drivers”. Or, you can use “stop” and “go” signs (such as red and green ping-pong paddles, or paper plates on sticks)

Instructions

1. Mark out your Traffic Zone and “park” all of the transportation options (you might want a “parking lot”)

2. One child gets to be the “traffic cop” to help all the drivers not crash in the intersection.
3. You can set a timer or play music to indicate when that child’s turn as “traffic cop” is over.
4. Let every child have the opportunity to be “traffic cop”

Adaptation Options

1. This can be a great way for a child who uses a wheelchair to be part of the traffic. It would be great to have another wheelchair as an option for other kids to use. Kids who use crutches, walkers or other equipment may have an adaptive bike they would be willing to share for this activity.
2. Some kids may need a chair to sit in to be the “traffic cop”.
3. If a child has a visual impairment, you will want to use sounds rather than signs to signal the traffic. As drivers, perhaps have each child choose a noise for their “vehicle” so the child can hear the traffic more easily.

#5 Traffic Light

Goal

Be the first to tag the traffic light. Get out the energy!

Materials

Just kids!

(Optional) a vest that is red on the back and green on the front

Instructions

1. One child (or the leader) is the “traffic light” and everyone else is at the starting line.
2. The game begins when the “traffic light” faces everyone, calling out “green light”. All the kids move as fast as they can toward the “traffic light”.
3. When the “traffic light” turns around and calls “red light” everyone must stop. Anyone caught still moving has to go back to the starting line.
4. The first child to tag the “traffic light” wins and gets to be the “traffic light”.

Adaptation options

- ❖ By wearing a vest that is red on the back and green on the front, the traffic light is more visible for kids who may not hear well or process auditory information as quickly as visual information.
- ❖ Kids who do not do well in race situations may prefer to be “spotters” or “police” who identify those who are moving while the “light is red”.
- ❖ Provide “lanes” in which all the racers must stay, to avoid touching one another in their rush to reach the traffic light.
- ❖ Allow different starting places for kids based on their height, running ability, etc. (equal is not always fair).

#6 Shadow Tag

Goal

Contactless tag. Get out the energy! Fun.

Materials

- ❖ Just kids!
- ❖ (Optional) Music or a timer

Instructions

1. Determine who will be “it” first.
2. Instead of tagging anyone, the person who is “it” tags someone else’s shadow.
3. Anyone who’s shadow gets tagged is “it” until they tag someone else’s shadow.

Adaptation options

- ❖ Some kids may do well knowing how long this game will last, so a timer could be helpful.
- ❖ Some kids will need a visual boundary for how far they can run for this game.
- ❖ Kids who do not see well may not see other kids’ shadows unless it is very bright out, and there are no other shadows (trees, etc.).
- ❖ Some kids may need a “referee” to help determine whether they have been tagged since they will not have the physical touch to help them process that they have been tagged.

- ❖ Using the “no tag-back” rule can be helpful so that one child is not constantly being “it” again and again.
- ❖ By using a timer or music, you can stop the game if someone is “it” for a long time, or you can create “team tag” so that there are always at least two people “it” helping each other.

#7 Foot Relay

Goal

Get your pile of items to the other end of the line! (Team building)

Materials

- ❖ A set number of small items (no bigger than a loaf of bread). Nothing sharp. It is fun to have a variety of items. Possible items: a shoe, a roll of toilet paper, a ball, a pencil case, a water bottle, a stuffed animal, a toy sand shovel, a squirt gun.

Instructions

1. Have the kids in a line, lay on the ground so that their feet touch the shoulders of the next child.
2. The child closest to the pile of items picks up the first item with his/her feet, and relays that item to the child behind.
3. Pass the items down the line of kids until the whole pile has been transferred to the other end.



Adaptation options

- ❖ This game does not use hands! For kids who may not be strong with their legs, allow them to use hands.
- ❖ This game can easily be done in teams if you have multiples of each item so that each team has a pile of items. If the abilities of one team are different than another team, you could lessen the number of items for one team.
- ❖ Some kids may prefer to be a cheer leader, and to count the items in the pile as they come in.