

Parachute Games

Self-Led Session Instructions






Use these instructions with the Scout Adventures Parachute Games kit to run a 90-minute session for a group.

What are Parachute Games?

Parachute Games are simple games where the group completes a series of fun activities using a parachute as the centre of the activity.

Basic Session Structure

We suggest you split the session up into the sections below – this will take you about 90 minutes – of course you can change the plan to suit whatever you need!

Session section	Timing
 Part 1 – Introduction and Warm Up An introduction to the session and how it works.	20 minutes
 Part 2 – Parachute Games Explain and play your chosen Wide Games.	60 minutes
 Part 3 – Wrapping up Use these last 10 minutes do a cool down activity.	10 minutes

What's in the box?



1 x Large Play Parachute



Selection of balls and objects



Selection of Blindfolds

Please pack the kit away neatly into the boxes when you're finished to help the next group using the equipment.

Suggested Session Plan

Part 1–Introduction and Warm up

Time: 20 minutes



Before you start

- Collect the Parachute Games box ready for you session.
- Check the contents of the kit against the list at the start of this document
- Read through the games and select two that you'd like to run with your group.
- Choose where to run the activity. You'll need a large, flat area clear of any obstructions or hazards.

Warm Up

Play one of the games from the “Warm Up games for big groups” section to get everybody moving active.

Part 2 – Parachute Games



Time: 5 minutes each (60 mins total with some breaks)

Overview: Select a game from the included list and explain it to the group. Some games focus on hand eye coordination, others on being active and working together.

You can switch between parachute games and some more of the bigger warm up games if you think you need a quick burst of activity.

Part 3 – Wrapping up

Time: 10 minutes

Overview: Individuals choose their favourite game, and think about why they liked it and what skills they used.

You might want to run a short cool down or stretching activity, or provide a transition into the next part of your programme.



Warm up games for big groups

Knights, princesses and cavaliers

Equipment: None

- Divide your group into pairs and get them to spread out across an open space.
- Demonstrate the three positions they need to know (shown below).
- The leader shouts out a position, and the last pair to get into the correct position is out!
- Continue the game until there's just a winning pair left.



Knights



Princesses



Cavaliers

The Star Game

Equipment: Cones

- Split your group into 4 – 8 different teams. Each team should have the same number of people.
- Place a cone on the floor and arrange your teams like spokes coming out of the cone. Each team should be stood in in a straight line looking towards the cone.
- The person in each team nearest the cone is number one, the second is number two and so on.
- The leader shouts a number. That person in each team must run to the back of their spoke and crawl through the legs of all their team mates to the cone. The first person to the cone wins!

Giant Rock Paper Scissors

Equipment: None

- Split your group into two teams. Each group huddles at either side of a field and chooses whether they will be rock, paper or scissors for the round.
- The two teams line up facing each other in the centre of the field, a couple of meters apart.
- The leader counts down from 3, and on 0 the two teams make their shape (rock, paper or scissors).
- Rock beats scissors, scissors beats paper, and paper beats rock.
- The winning team chase the losing team back to their side of the field. Whoever they manage to tag has to swap teams.
- The winning team is the one with the most people at the end of the game.



Rock



Paper



Scissors

Chain Tag

Equipment: None

- Define a large playing area, and chose one person to be “it”.
- That person must tag someone else, when they are tagged they hold hands to forma chain. The chain now try to tag someone else until only one person is left free.
- You can make the playing areas progressively smaller as the games goes on to speed it up!

Parachute Games

Popcorn

Place a number of beanbags, small balls, or cotton balls onto the parachute. Shake to make them pop up like "popcorn".

Ball Roll

Have the children try to roll the balls into a particular colour section of the parachute (without losing any off the side!) then switch quickly to a different colour.

Making Waves

Children can make small, medium, or large movements to make various types of "waves." You can incorporate a story about a ship on the sea, weather, etc. &/or use your voice as a tool to emphasize directives.

Merry-Go-Round

Children turn their bodies sideways and hold the chute with one hand. They then walk around in a circle, making a "Merry-Go-Round." For variety, children can hop, skip, jump, etc. You can stop music as a cue to reverse and go the other direction.

Poison Snakes

Place three or four jump ropes onto the chute. Shake the parachute to keep the snakes from "biting" (touching) you.

Parachute Tag

Lift the parachute high into the air. Call out two children's names. They must trade empty spots by running under the chute, before it comes down on them.



Mushroom

Standing, lift the parachute waist height. Count to three - with "one" and "two" being small practice lifts. On three, all lift the chute overhead, and crouch down pulling the parachute edges down as well. This creates what looks like a "mushroom."

The Wave

Children put their hands up, one after another, in order – creating a synchronized "wave" like in the stands at a baseball game.

Rollerball

Try to keep a ball rolling only along the outer edge of the parachute around the circle. As it comes toward you, cooperatively lower your edge. Just past you, raise it.

All Change

The Teacher calls out birthday months, pre-assigned numbers, colours, etc, and those children swap places under the chute before it falls, and run to an empty space.

Shark Attack

Everyone sits with legs stretched out underneath the chute, which is held chest-high. One or two children are the "sharks" and crawl around under the parachute and try to grab people's legs to pull them under the chute. The "captured" is now the "shark".

See-Saw Pull

From a sitting position, have children pull the parachute back and forth in a cooperative see-saw motion.



Shoe Shuffle

Count off. All of a selected number take off one shoe and throw it in the middle. On the count of three, raise the chute, and the designated children have to run under and find their shoe before the chute comes down.

Bouncing Balls

Have one or two children under the chute trying to hit the balls as they touch the surface, knocking them off the parachute (from underneath.)

Flying Saucer

All take one step forward upon lifting the chute in the air. Upon command, all let go, and watch as it slowly floats.

Ball in the Bucket

Break into two or more "teams." Each team will have a different coloured ball (or balls.) They will try to keep their colour ball from going into the middle circle, while trying to get the other teams' colour of ball(s) into the hole.

Turtle

The parachute becomes a giant turtle shell with everyone underneath it on hands and knees. Everyone must cooperate and work together to get the turtle to move about.

Parachute Volleyball

Split into two sides of the parachute. One side tries to knock the ball off of the other side (half of chute), right past the other "team."

The Canopy

Squat down with parachute flat on the ground. On the count of three, stand up and stretch arms above head, creating a canopy.

Parachute Tag

Lift the parachute high overhead. Call one child's name and have her run (skip, hop, twirl or crawl) to the other side before the parachute comes down and tags her.

Parachute Run

Have the children take turns running on the parachute as it lies on the ground, while the other children make waves. See how long the children can manoeuvre on the waves before falling down. The length of turns can be determined by songs that the children choose to sing (i.e. everyone's turn lasts the length of one song).

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Parachute Games – Risk Assessment

This risk assessment covers the significant hazards associated with instructing and supervising a Parachute Games session. As the supervising adult you may need to supplement this with specific knowledge of individuals in your group – for instance any health condition.

You will also need to dynamically risk assess as you supervise the activity. CLAP is a useful tool to help you supervise and provide dynamic risk assessments:

- C** Communicate – give your group clear simple instructions and check they have understood the key points of the information,
- L** Line of sight – set boundaries and rules to ensure that you can see your group when they take part in activities with medium rated hazards.
- A** Avoid – Look for existing hazards and anticipate developing hazards, then take action early to avoid these becoming a risk to your group.
- P** Positioning – Try to move to the place where you can be the most effective in managing risk. This will change throughout the activity.

Severity Factor & Remaining Risk Assessment

Please pay particular attention to the "Medium" residual risk rating - these are items you must take action over during your activity.

Level	Severity Description	Residual Risk Description
Low.	Minor Injury requiring no treatment, or simple first aid.	Control have reduced the severity and/or likelihood of occurrence to minimal levels.
Medium.	Injury would require the participant/worker to stop continuing the activity/task; medical treatment is beyond the skills of a basic first aider.	Control measures have reduced severity and/or likelihood to an adequate level but hazard still requires dynamic risk assessment & conscious consideration.
High.	Injury would require expert medical attention and/or result in fatality.	Control measures are not sufficient to reduce the severity or likelihood to an acceptable level.

Example Risk Assessment – Self-led Wide Skills

Hazards	Who may be harmed?	Foreseeable Severity	Control Measures in Place	Residual Risk
Injury or accidents associated with remotely supervising a group over a large area (lost, entering prohibited areas)	All	Medium	<ul style="list-style-type: none"> ○ An activity safety briefing should be delivered to help orientate participants and identify any specific hazards. ○ Choice of playing area should be suitable to the group, game and weather. ○ Before playing the venue checked as being clear of avoidable hazards. ○ Clear responsibilities should be given to all supervising adults. 	Low
Unsupervised use of equipment	Any	Medium	<ul style="list-style-type: none"> ○ All activity equipment and venues will be left safe and secure when unattended. ○ Players should be briefed not to enter activity areas. 	Low
Injury from boisterous play – e.g. Running into other players	Players	Medium	<ul style="list-style-type: none"> ○ Games played over a short distance so low speed, adults to remind and encourage players to be vigilant. ○ Players must be briefed on how to suitably tag each other and reminded that a simple hand tag is sufficient. ○ Players breaking this rule should be reprimanded or asked to sit out. 	Medium
Injury resulting from environmental/weather conditions	All	Low	<ul style="list-style-type: none"> ○ If thunder is heard or lightening seen then apply the 30:30 rule. If the gap between thunder and lightning (flash to bang) is less than 30 seconds then move to safety for 30 minutes. Repeat with each new thunder/lightening. ○ Leader of the session to make participants aware of the ground they will be working on and brief them on any hazards. This should take into consideration their surroundings e.g. trees and fences, slippery or wet ground, and the how easy it is for participants to see and move across the area. This activity can be played indoors if weather is bad. ○ Supervising adults should be prepared to dynamically change or adapt the activity. 	Low

			<ul style="list-style-type: none"> ○ Participants should have suitable clothing, including suitable footwear for the conditions and task (consider grip, closed toes, ankle support as necessary) ○ Supervising adults should be vigilant for conditions related to the weather conditions and take appropriate action - e.g. hypothermia, dehydration. 	
Health issues including personal injury or illness	All	Medium	<ul style="list-style-type: none"> ○ Supervising adults must make themselves aware of any significant medical requirements and will ensure that any essential medication is accessible. ○ An adequate warm up will be carried out and repeated if necessary. Activities will be varied to avoid excessive strain. 	Low
Choice of games incompatible with conditions/location	Participants	Medium	<ul style="list-style-type: none"> ○ Supervising adults to consider the environmental conditions (weather, areas, hazards, light levels), equipment available and objectives of the group when planning sessions and select games which are appropriate to conditions. ○ Supervising adults should continually monitor conditions and be prepared to end or adapt the session if conditions are likely to increase risk. 	Medium
Injuries resulting from poor visibility at dusk or night. (if played at these times)	Participants	Medium	<ul style="list-style-type: none"> ○ Supervising adults to brief participants on the hazard of low light and the need to be vigilant for hazards. ○ Supervising adults to monitor conditions and make dynamic decisions about adapting ongoing play. ○ Any significant hazards or obstructions in the playing areas to be pointed out to participants. 	Low
Becoming entangled in the parachute	Participants	Low	<ul style="list-style-type: none"> ○ Supervising adults to provide clear instructions and set rules for games which keep the parachute under control. 	Low
Objects thrown from parachute hitting people.	Participants	Low	<ul style="list-style-type: none"> ○ Only lightweight objects to be used on parachute (balls, bean bags or similar items) 	Low

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Self-led Parachute Games

Minimum requirements

If you choose not to follow the structure in this guide then you must as a minimum follow the requirements set out below.

Supervision and Leadership



Please note it's a self-led session – as the adult in charge you are responsible for the supervision of your group, including ensuring the safety of all participants. You should complete a risk assessment for your activity.

Supervision, Equipment

Please read the following guidelines for use during your session.

- Scout Adventures may curtail the session at any time if it is deemed unsafe.
- Ensure equipment is suitable for your needs, and you understand how to operate it correctly.
- Participants should be supervised in line with your risk assessments.
- Suggested group size for this activity is 12 or per your risk assessments.
- Please report any damage to the equipment at reception.

Safety Requirements

- Ensure that you carry out the activity on suitable flat ground, away from, activity bases etc, and that you check the area thoroughly for hazards.
- The supervising adults must ensure general safety precautions and supervision are in place – e.g. Clear instructions, checking understanding.
- After your session please return equipment to a member of staff.

Help and Assistance

If you have any questions about these guidelines please ask a member of staff before commencing the activity. Please contact the Duty Manager if you need assistance.

Visual reminder of key controls



Check the location prior to use for hazards.



Brief your group on safety rules and hazards



Consider weather conditions and light levels



Supervise your group at all times.