

# 17 Hopscotch

**TARGET LANGUAGE** A set of words the learners are familiar with

**RESOURCES** A marker for each group of players, for example, a stone or pen; chalk (or rope, masking tape, and paper cards)

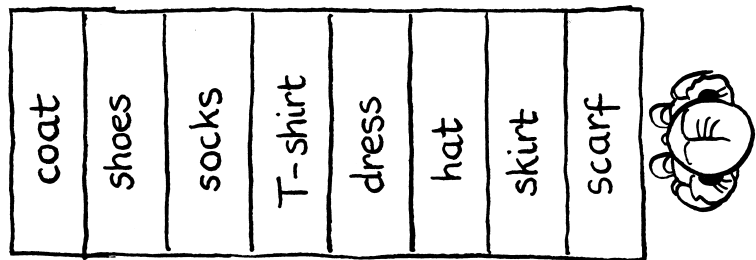
**PREPARATION** The activity works best if played on the surface where you can draw with chalk on the ground. The hopscotch court can also be made on the floor using rope, masking tape, and paper cards for pictures or words.

Prepare sets of words for the squares or sections, for example, clothes: coat, shoes, socks, T-shirt, dress, hat, skirt, scarf.

**TIME GUIDE** 10 minutes + for each activity

## Activity 1

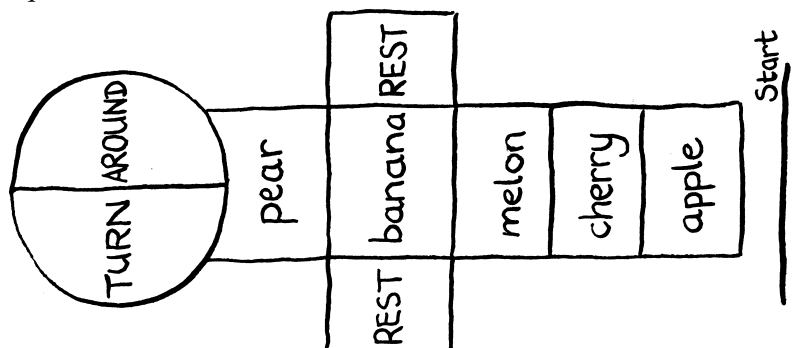
- 1 Use some chalk and draw a large rectangle on the ground. Divide it into 8–10 sections. Write one word into each section, or ask the learners to write them. For example:



- 2 Ask the learners to stand at one side of the court. Call out a word, for example 'dress'. Tell them to walk or run across the court, jumping over the square with the word and stepping on the rest of them. Make the activity more challenging by calling two words at the same time.

## Activity 2

- 1 Draw a hopscotch court on the ground. Write a word into each square.



- 2** Ask the learners if they know how to play hopscotch. Encourage a volunteer to show how to hop in or over the squares, or demonstrate the activity yourself. Comment on what you are doing. For example:

*Stand behind the line. Toss the marker. It must land in the first square.*

*You mustn't step in the square where the marker is.*

*Hop over 'Apple' to 'Cherry'. Just on one leg. Say the name of the square where you land. Then hop to 'Melon'. Next, 'Banana'.*

*Now jump to 'Rest', each leg on one side like this. Then 'Pear' on one foot again.*

*Next jump to 'Turn around' with both feet. Turn around.*

*Now hop back: 'Pear!', 'Rest!', 'Banana!', 'Melon!' 'Cherry!'*

*In 'Cherry', pick up the marker from 'Apple'. Hop to 'Apple' and out.*

*If you made no mistake, you can toss the marker again.*

*Now it must land in the second square.*

- 3** Let the learners play. If a player steps on the line, misses a square, or loses balance, his or her turn ends. When he or she plays again, the player starts where he or she last left off. The first player to complete one course for every square on the court wins the game.

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**Variations**

- 1** Use drawings instead of words in the squares.
- 2** Let the learners play the game in groups of three or four. Ask each group to draw their own hopscotch. Give each team a different set of words to write inside. Later on, you can rotate the teams and let them hop in the other courts.
- 3** Write simple directions into the squares, for example: 'Clap!' 'Kneel!' 'Wiggle!' Get the players carry out the instructions as they land in the squares. Other team members can call out the directions for the player when hopping in the court.