



Rainy

Day Games

classroom-based physical activities for rainy days



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Juniors

## Over, under, around, and through

### No equipment

#### How to:

Student's line up around the perimeter of the room (can also be done standing at desks).

Teacher or student decides on a pattern where students go over, under and through imaginary or real objects.

Lead the line of students around the room, following this pattern.

Example 1 – Over a road of sticky peanut butter, under a cherry tree, around an ice cream cone and through a sea of jelly.

Example 2 – Over a turtle, under a big dog, around the large elephant and through a giraffe's legs.

### Examples:

#### **Over**

steep mountain  
wiggly bridge  
the ocean  
thorny bush

#### **Under**

dog  
water  
limbo stick  
your desk

#### **Around**

large rock  
your desk  
camp fire  
bed of a  
sleeping giant

#### **Through**

deep, dark cave  
haunted house  
a swamp  
long tunnel

## As if

### No Equipment

#### How to:

Teacher reads a sentence to the class and the students act it out for 30 seconds.

- Jog in place **as if** a big scary bear is chasing you
- Walk forwards **as if** you're walking on a hot pavement
- Jump in place **as if** you are popcorn popping
- Reach up **as if** picking cherries from a tree
- March in place and play the drums **as if** you are in a marching band
- Paint **as if** the paint brush is attached to your head
- Move you feet on the floor **as if** you are skating
- Shake your body **as if** you are a wet dog

#### Option:

Brainstorm more action words with the children to create other sentences

## Wiggles

### No equipment

Students jog in place while doing the following activities on teachers signal:

- Wiggle their fingers
- Then their fingers and wrists
- Then their fingers wrists and forearms
- Then their fingers wrists, forearms and elbows
- Then their fingers wrists, forearms, elbows and shoulders
- Then their fingers wrists, forearms, elbows, shoulders and rib cage
- Then their fingers wrists, forearms, elbows, shoulders, rib cage and hips
- Then their fingers wrists, forearms, elbows, shoulders, rib cage, hips and knees
- Then their fingers wrists, forearms, elbows, shoulders, rib cage, hips, knees and head

### Options:

Start from toes and work your way up

Repeat activity without jogging as a cool down

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## Roll the dice

**Equipment:** 1 or 2 die

### How to:

Create an activity for numbers one to 6 e.g.

1. Hop on the spot
2. Do a 360 degree jump on the spot
3. step ups on to their chairs
4. star jumps
5. scissor jumps
6. touch their toes

One child rolls the die and all children complete the relevant actions.

### Option:

Roll two dice; children subtract the smaller number from the larger to work out the action.



## Stop and scribble

**Equipment:** Piece of paper and pencil for every two students

**How to:**

Teacher calls out a physical activity:

- Jumping
- Twisting
- Jogging
- Star jumps
- Hopping
- Knee lifts
- Playing air guitar
- Marching

Students begin activity and continue until the teacher calls out a spelling word.

Student's freeze and partners work together to try to spell the word correctly on a piece of paper.

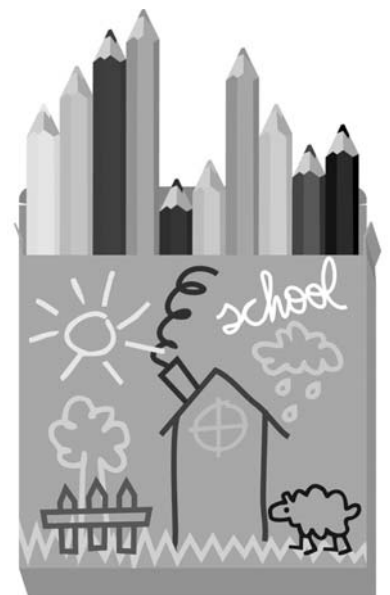
After 10-15 seconds teacher calls out a new activity

Continue until all spelling words are used.

As students cool down, teacher can write correct spellings on the board for the students to check.

**Option:**

Complete activity outside using chalk instead



## Air writing

**No equipment**

**How to:**

Students begin by moving in place or around the room:

- Jumping
- Marching
- Hopping
- Twisting

Teacher calls out a letter, number, word or shape and students stop activity.

Students will draw the letter, number, word or shape in the air using their hand, arm, leg, head, elbow, knee, bottom or any combination of body parts until the teacher calls another activity.

Students continue new activity until teacher calls out another letter, number, word or shape.

## It's a zoo in here

**No equipment**

**How to:**

Teacher or students select an animal:

- Monkey
- Sheep
- Snake
- Elephant
- Kangaroo
- Lion
- Bird

Students imitate the way the animal walks or moves beside their desks or around the room for at least 30 seconds.

Students continue until teacher signals to move like the next animal.

**Option:**

Make cards with animal names for children to read, include pictures for the juniors.



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## Traffic lights

**No equipment**

**How to:**

Teacher calls out a colour or holds up a card of that colour

GREEN – children move freely about an area.

ORANGE- hop, skip, jog, or jump on the spot.

RED – must stop and balance



## Beanbag circuit

**Equipment:** Bean bags, buckets, hoops, cones

**How to:**

Teacher can set up a variety of bean bag activities around the classroom.

- Throwing into bucket underarm
- Throwing to each other in two lines
- Walk with beanbag on head around cones (move sideways, backwards, on tip toes)
- Throw bean bags into hoops

**Option:**

Use language to place bean bag; behind a chair, on top of a bookshelf, under a desk, beside the teachers chair etc

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## Mirror mirror

**No equipment**

**How to:**

This is a good warm up or cool down activity.

The children have to move exactly like you, like a reflection in the mirror.

Begin with slow movements e.g. tilt head to the side/forward, shrug shoulders

Add more difficulty as children master the game

Flexibility: Reach for toes, roll arms

Strength: Rise up onto the balls of your feet, stretch your arms high, lunge forward, bend to the side

Aerobic fitness: jog in place, jump and move arms in place, hop on the spot.

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## Simon says

**No equipment**

**How to:**

A teacher or leader gives commands "Simon says do...." Everyone is to only do what "Simon Says"

Those who act on the command "Do this" are out and must do an activity that was chosen before the game e.g. 10 star jumps then they can join back in.

Make the "Simon says" movements as active as possible e.g., hop, jump, bend etc



Middle/Senior

## The 12 days of fitness

### No equipment

#### How to:

Children sit in a circle.

Using the statement 'I went to the park and I did ...' each student will take a turn saying a number and an action.

All students will act out each activity and must repeat the numbers and activities previous to them.

#### Example:

- 1 stork stand (balance on one leg)
- 2 muscle poses
- 3 scissor feet (feet apart then cross in front, feet apart then cross in back)
- 4 jumping ropes (imaginary skipping)
- 5 hula hoops (imaginary)
- 6 kicks to the front
- 7 punches in the air
- 8 Jogs in place
- 9 butt kicks
- 10 knee lifts
- 11 rope climbs
- 12 star jumps

#### Option:

Name game - the first person does an active movement and says their name. The next person repeats the first name and action then says their own name and adds an action etc

## Morning routine

### No equipment

#### How to:

Students begin the day with a series of activities lasting 30 seconds or more.

- Star jumps
- Knee lifts
- Flap arms like a bird
- Hopping
- Scissors (feet apart then cross in front, feet apart then cross in back)
- Skipping (on the spot)

Follow each activity with a basic stretching movement.

- Reach for the sky
- Rotate ankles
- Roll shoulders
- Scratch you back
- Reach out wide
- Hold stretches for 10-30 seconds

Repeat a different simple activity followed by a new basic stretch as many times as desired.

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## Math match

### Equipment: Number/sum cards

- Students move around the room or complete on the spot (walking, jogging, hopping, and skipping)
- On a signal they each take a card and try to find the person who is their match (e.g. Question card  $4 \times 3 = \underline{\quad}$ , answer card 12)
- When they find their match partners complete a fitness task together (e.g. 5 chair step-ups), return the cards then continue their movement.
- Redistribute cards while they are moving

## Space mission

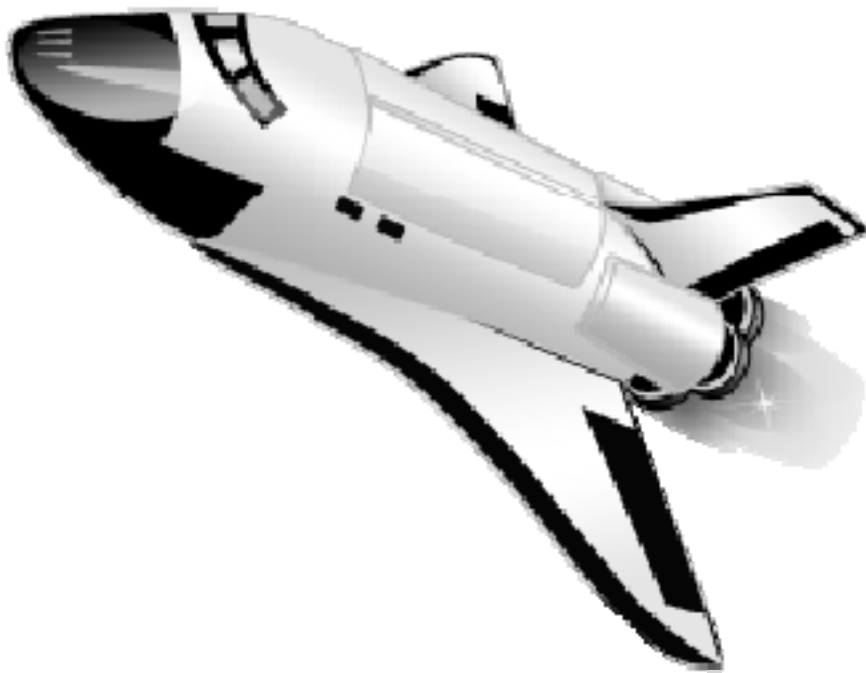
### No equipment

Students to find their own space.

As each command is called students participate in the accompanying action.

Command examples may include:

- Blast off – jump as high as you can with both legs
- Meteor shower – hop on alternate legs
- Space Travel – running on the spot
- Lunar landing – run (or walk) 3 steps and stop, run (or walk) 3 steps and stop
- Steering Wheel – run (or walk) in a zig zag path
- Out of gas – crawl on stomach on the floor
- Recreation time – walk around the space
- Red Alert – run to the nearest corner and do jumping jacks



## Kiwi tour

### No Equipment

#### How to:

Teacher leads the class on a virtual tour of New Zealand (or Waikato).

Students move for at least 20 seconds for each of the actions.

Here are some ideas, add some of your own.

- March across the Auckland Harbour Bridge
- Surf in the Tasman Sea
- Climb a Kauri tree in the Kauri forest
- Pretend you are a Shortland Street actor and wave to all your fans
- Flex your muscles like an All Black
- Stomp the grapes in Marlborough
- Roller blade around the Wellington Harbour
- Ski on the Remarkables
- Climb Mt Cook, the highest peak in NZ.
- Crawl through the sand at Farewell Spit
- Act like a Monkey at Hamilton zoo



Teacher can use a wall map to point out specific landmarks or areas.

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## Caught in the act

### No equipment

#### How to:

- Choose a student to be the observer, ask them to leave the class
- Choose a leader. The leader will lead the class through activities they make up. The activities should be as active as possible
- Spread the class out/ or stand in a circle
- Ask the observer to come back into the class
- All children perform the activity with out looking at the leader, when the leader changes they change too
- The observing student must try and guess who the leader is

## Space jam

### No equipment

#### How to:

Teacher reads the story to the class and the students identify each verb or 'action' word.

Teacher pauses during reading while the class acts out each verb in place for 15-20 seconds

"Hello, my name is Zippy and I live in a space station. Today I will lead you on a tour through space. First, we need to **put on** our moon boots. They will allow us to **walk** through space. The first stop will be Mercury, the closet planet to the sun. Mercury is very hot., so, OUCH, be careful and **step quickly** so your feet do not get burned. Mercury also has many craters. On the count of 3, let's jump into a crater and **see** what we can find. 1-2-3, **JUMP! Climb** out of the crater so we can **march** to Venus. Venus is the second planet from the sun. This planet has very strong winds and volcanoes. See if you can **walk** through the wind without **blowing over**. A lot of the surface of Venus is covered with lava, and here comes some... **RUN!** The next stop is earth, the third planet from the sun. Seventy-one percent of the Earth's surface is water, so **hop** in and start **swimming**. See if you can do **freestyle** and **backstroke**. Our next stop will be Mars. Mars is known as the red planet. The largest mountain in space, Olympic Mons, is located on Mars. See if you can **climb** to the top! Jupiter is the fifth planet from the sun. It is made up of mostly gas and you can see clouds when you look at this planet. **Find** a cloud and see if you can **float** on it. Our next stop is Saturn, the sixth planet from the sun. It has a rocky core and there are areas of ice throughout the planet. There are also rings of gases around Saturn. WHOA, there is a huge piece of ice, **be careful** and **slide** across it. **Hop** on one of the rings surrounding Saturn and **spin** around in circles. Uranus is our next stop. It has a small rocky core. Can everyone **tiptoe** across Uranus **watching** out for the ice? Next, let's visit Neptune. Neptune has four rings and large storms with fast winds. It also has 13 moons. Quick **duck!** Here comes a moon, **move to the left** so you do not get hit. Pluto is our next stop. It is the smallest planet and is a cold planet because it is furthest from the sun. **Shiver** and **rub** your hands together to stay warm. This ends our tour of space. **Grab** a partner and **hop** back to the space station.

#### Option:

Read story books that have possible actions the children can do e.g. we're going on a bear hunt.

## Lights, camera, action

### Equipment:

Obstacle course (set up cones/hoops for children to run/jump through to get next question from Answer master)

Laminated action cards (see ideas below)

Answer master (teacher)

### How to:

Put children into even groups of 4-5

Each child must have a turn at getting the answer from the answer master (Similar to canta maths) and then act out the animal, action or hum the rhyme.

If the team answer correctly the other child in the team must take the laminated card back through the obstacle course to get the next card from the master

Only 1 child can go through the obstacle course at one time

Anyone caught giving out answers will get a 10 second penalty for their team (don't give out cards to teams in the same order)

### More huff n puff:

Whilst the next child is going to get the next card the other team members must continue to do the action/mimic the animal or hum the rhyme

Humdinger

Action

Animal

1. Humdinger: Baa baa black sheep...
2. Action: Running
3. Action: Star Jump
4. Humdinger: Twinkle twinkle little star...
5. Act like an animal: Dog
6. Act like an animal Pig
7. Humdinger: Incy wincy spider
8. Action: Hop
9. Act like an animal Elephant
10. Action: Skip
11. Act like an animal Cat
12. Humdinger: National anthem
13. Act like an animal Horse
14. Action: Turn
15. Action: Twist
16. Act like an animal Donkey
17. Act like an animal Mouse
18. Action: High knees
19. Action: Sprint
20. Humdinger: Mary had a little lamb



## Evolution aka ultimate person

### No equipment

#### How to:

Everyone starts out as an egg and places their hands above their heads.

They move around the room to find another egg then 'Rock paper, scissors'. The winner becomes a chicken, placing their arms as wings (and making chicken noises) and the loser stays an egg.

The chicken then looks for another chicken and the egg looks for another egg. When you win as a chicken you become a dinosaur, placing your hands out and taking big steps like a dinosaur. If you lose as a chicken you drop down to an egg.

Dinosaurs then find other dinosaurs where they will play to become ultimate people.

Ultimate people put their hands over their heads like superman and look for other ultimate people. If you lose as a dinosaur you go back to being a chicken, looking for other chickens.

If the Ultimate person loses to another ultimate person they go back to a dinosaur and if they win they stay as ultimate people.

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## Elephant, palm tree, taniwha, toaster

### No equipment

#### How to:

Children move around the classroom (walk, hop, side step etc)

A caller will then call out Elephant, Palm tree, Taniwha, or Toaster.

Children quickly move into groups of 3 and coordinate their actions to make the object

Elephant- the middle person is the trunk, outside people are the ears

Palm tree- Middle person is the tree trunk, outside people bend away from the trunk and wave like branches

Taniwha- the middle person makes a circle with their arms to create the head, one outside person makes a 'V' with their arms to create a jaw, the other is the tail.

Toaster- two people link hands with their arms straight in front. The third person jumps up and down inside their arms.

#### Option:

Children get into pairs and do what the caller says e.g. back to back, finger to toe, hand to hand, hand to knee, elbow to ear





## Table kosh

**Equipment:** kosh ball, bean bag, screwed up paper or similar

**How to:**

Put a tissue box, or similar, in the middle of a table.

Players stand on each side with a throwing object and take turns to hit the box off the table.

Score points for every time the box drops off the table on their opponent's side.

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## Human knot

**No equipment**

**How to:**

Children in groups of up to 12 members, spread out in a circle.

All members lift their right hand and take hold of somebody else's right hand, other than the person directly beside them.

Then take the left hand of someone, other than the person directly beside them.

Without letting go hands try to get back into a circle

**Option:**

Children can be facing inwards or outwards.



## Wha'cha'doin?

### No equipment

#### How to:

In a circle one child starts miming an activity e.g. riding a bike (whole class to join in to keep them active).

The person to their right asks "What 'cha'doin?"

The person 'riding a bike' answers with an action other than riding a bike e.g. "playing hop scotch"

The person who asked the question now mimes this new move (and the whole class) and the person to their right then asks "What 'cha'doin?"

Continue this way around the circle and encourage children to choose active actions

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## Pattern ball

**Equipment:** 6 to 8 Kosh balls, bean bags or soft balls

#### How to:

Children stand in a circle.

Tell children they will need to remember who they throw to/receive from

Throw the ball around the circle to different people to form a pattern, when a child has received the ball cross their arms to show they have received it.

After the ball has come back to the beginning send it through the same pattern one more time to be sure everyone has remembered it.

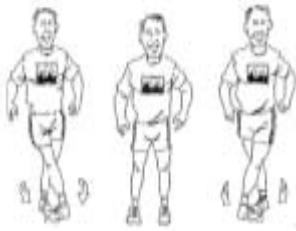
As the children continue to repeat the pattern slowly add in more balls, all following the same pattern.

#### Option:

Once the pattern is established see if the children can reverse it

**Circuit cards – 30/40 seconds on each activity**

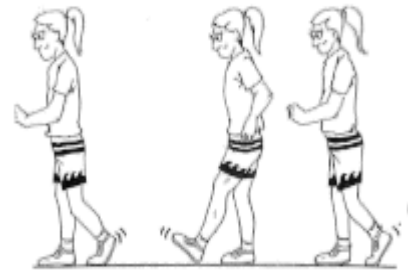
**Criss Cross Feet**



**Heel Kicks**



**Heel and Toe Taps**



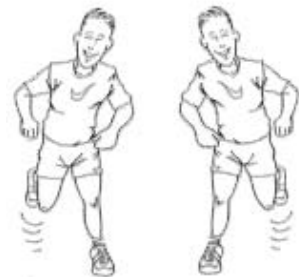
**Knee Lifts**  
Jumping



**Heel Digs**  
no jump



**Heels out Back**



**Pendulum Swings**



**Asride Jumps**



**Straddle Jumps**



## Chair aerobics

**Equipment:** 'Get into it', 'Jump rope for heart' or any other music CD and chairs

**How to:** Everyone sits in their chairs. One person starts the aerobics by making up an action. Everyone else copies the action. Working around the room the next person changes the action and everyone copies. Use music with a good beat to encourage creative ideas and enthusiasm. Practice sequences as a class. See if everyone can move in time to the music.

Types of actions might include:

### Arms

- Punching left/right both arms above the head, straight in front, down to the ground (making hand into a strong fist).
- Punching alternate arms across the body (twist waist at the same time).
- Making circles with arms – forwards, backwards, slow, fast (fingers stretched).
- Hands on shoulders making circles, up and down, in and out so elbows touch.
- Holding arms out in front with straight arms, flexing fingers in and out.
- Arms on hips, twisting in chair.
- Clapping arms above head – keeping arms straight.
- Clapping hands together and then on knees (making patterns).

### Legs

- Heel, toe taps – left/right/both legs.
- Knee lift – left/right/both legs.
- Bend and straighten left/right/both legs.
- Start with knees together and swing legs out to the side.
- Pretend to ride a bike with feet off the ground.
- Pretend to walk with feet off the ground.
- Lifting leg to cross over opposite knee.

### Legs and arms

- Punching arms in the air and jogging knees at the same time.
- Arms straight – opposite arms/knee touches (great for the brain).
- Jogging moving arms and legs (fast/slow)
- Opposite arms/legs – bend and straighten, both at same time.

### Behind the chair

- Get out of your chair and move around it.
- Swap chairs
- Stand behind and bob up and down.
- Straight side leg, back leg lifts.
- Knee lifts – see if you can lift your knee right up to the back of the chair.
- Lift opposite arm and leg to the side.
- Up onto your toes with arms up.
- Reach behind/in front, left arm, right arm, both.
- Arms on shoulders making circles.

All Levels

## Pass it on - UNO style

**Equipment:** UNO cards

**How to:**

Form a circle around the perimeter of the room

Teacher hands out one card to each student

Students perform the activity that corresponds to the colour on their card, for 10-15 seconds: e.g.

- Blue: jump to the sky
- Red: squats
- Yellow: hopping
- Green: star jumps

Teacher says “pass it on” and students pass their card to the person on the right and complete the activity that corresponds to their new card. Other activities could be- twisting, scissors, step ups, jog, march

**Options:**

For a wild card the student can choose their own activity from the list, or brainstorm some other activities for them to choose from before the game.

Teach colours in Maori.

If you don't have UNO cards use a traditional deck of cards



## Sports galore

### No equipment

#### How to:

Standing at desks

Teacher calls out sports skills for the students to mimic for at least 10-15 seconds

- Swimming underwater
- Shooting a jump shot
- Running through tyres
- Batting a cricket ball
- Downhill skiing
- Swinging a golf club
- Kicking a soccer ball
- Passing a rugby ball
- Spiking a volleyball

#### Options:

Teacher can also integrate skills into word problems e.g. If Tane made 5 jump shots (students act out) and 2 went in the basket, how many did he miss?



## Litter box

**Equipment:** Paper

**How to:**

Students in partners (or individually).

Have partners ball up a piece of paper and place it on the floor.

Ask the partners to pick up the paper using the body parts called out.

- Elbow and elbow
- Foot and foot
- Knee and knee
- Forearm and elbow
- Foot and elbow
- Knee and elbow
- Forehead and back of hand
- Toe and finger



**Option:**

Could be done as a team relay activity where students hop around their desks with the paper between the body parts and pass the paper ball to the next teammate. The last person hops to the rubbish bin and puts the paper ball in the bin.

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## Corner warm up

**No equipment**

**How to:**

Best in a large classroom

Divide students into teams of 5.

One student from each group goes into each corner with 2 students from each team in corner #1.

On a signal one student from each team leaves corner #1 and speed walks to corner #2 to tag their team mate. After being tagged that student speed walks to the next corner.

Students continue moving from corner to corner until the 5th student tags the first.

The first student begins another lap increasing speed slightly. Students move from a speed walk to a slow jog, to a faster jog, to skipping to galloping.

While waiting for their turn students can run on the spot, do wall pushups, a wall sit, roll shoulders, hips and ankles, or do gentle stretches.

Allow the last lap around the room to be a less vigorous way of travelling so that students can cool down.

**Option:**

Give each team different coloured objects which they must pass on to their team member



## Artist relay

**Equipment:** white board or large pieces of paper, felt pens or crayons

**How to:**

Put the children in teams of 4 or 5. The aim is for the team to create a picture. The teams are given a theme e.g. beach, theme park, playground, sports game, the park, farm, food

One team member comes up to the board or piece of paper and, for a set amount of time (e.g.: 30 -60 sec), draws on their paper along the lines of the theme.

While a team member is drawing the rest of their team is performing a chosen activity which has already been demonstrated by the drawer before they take their turn to draw. At the end, enjoy the picture and move onto the next activity.

Movement ideas:

- Hopping
- Walk around chair
- Triceps dip
- Star jump
- Stand up, sit down
- Lift chair (use chair aerobics)



**Options:**

Start with a squiggle on the paper and the teams decide what to make it into. In teams one member draws a simple picture e.g. apple. When a team member guesses what they are drawing they swap over

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## Cat and mouse (circle beanbag /ball pass)

**Equipment:** bean bag, small or medium ball

**How to:**

Children stand in a circle. Beanbag = mouse. Ball = cat. Start with just mouse and pass around the circle from person to person. Then add the cat. Try and get the cat catching up with the mouse. You can call a change of direction. To increase the challenge try passing the cat behind their backs and/or add more mice.



## Red handed

**Equipment:** 2 x bean bag type objects

**How to:**

8- 10 children stand in a circle formation, arms length apart. The 2 objects are passed around the circle (pass quickly). The aim is to not get caught with 2 objects at once (red handed).

**Options:**

Add more objects

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## Seated volleyball

**Equipment:**

Balloon/up-ball or soft ball, elastic or line of chairs

**How to:**

Clear a space in the room and set up a row of chairs or string up elastic to create a 'net'.

Children in two teams sit on their bottoms on either side of the net

Play like normal volleyball except players must have one cheek on the ground at all times.

Points are scored by the winner of the rally (if it goes out, touches the floor, is hit twice in a row by the same person, a player moves off their bottom).

Rotate players positions

Can play that first team up to 25 points wins or as suits



## Te Ngahere – the forest

### Equipment:

Chairs

### How to:

Divide the class into groups of approximately 4 to 5 children.

Each group chooses a name of a New Zealand native tree e.g. Kauri, Rimu, Totara, Nikau, Kahikatea, Manuka, Ngaio

The class forms a circle with group members spread randomly throughout the circle. (Use chairs with one less than class number)

One person stands in the centre and calls the name of a tree

All group members in that named tree group must change places.

The centre person tries to steal a place.

Whoever misses out takes the centre and calls another group's tree name.

### Similar Option:

**Big Wind Blows-** One child is the Big Wind and stands in the middle.

Whoever they 'blow on' has to move. Instead of blowing they call out "the big wind blows on everyone who..." and then add their own description, for example "on everyone who wears black socks", or "on everyone who plays a sport".

Everyone who fits the description must get up and change places.

The Big Wind must try to find a chair too and whoever is left standing becomes the new Big Wind.

If the Big Wind calls "Hurricane" then everyone has to change seats.



## Bonnie

### No Equipment

#### How to:

Everyone stands in a space or circle with their arms raised

Sing "My Bonnie Lies Over the Ocean"

With every word that starts with "B" children change position by moving from raised arms to touching toes.

Stay in that position until the next word that starts with "B" then return to raised arms position.

#### Option:

Stand at chairs and sit down/stand up at "B" words

## Machine

### No Equipment

#### How to:

Children are in teams.

One person begins with a mechanical noise and motion and continues to repeat this.

Other team members connect themselves to the machine when they see a place where they would fit.

#### Option:

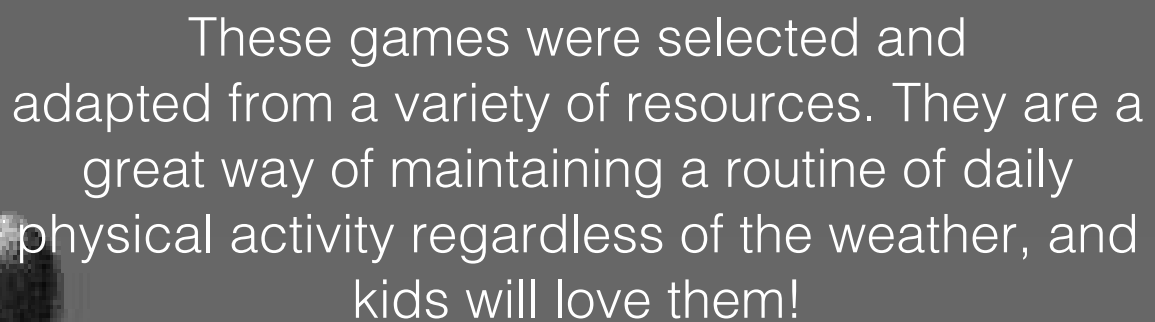
Teacher or students decide on a purpose for a machine and then create from there

# Notes



# Notes





These games were selected and adapted from a variety of resources. They are a great way of maintaining a routine of daily physical activity regardless of the weather, and kids will love them!



**sportwaikato**  
*out there and active*