



be fit for life
moving alberta



UNIVERSITY OF
CALGARY



ALBERTA
BLUE CROSS

MOVE & PLAY

AT RECESS

GIVING THE GIFT OF PLAY

Over the past few years, there has been emerging research indicating that the use of painted lines on playground tarmac surfaces, can be an effective and low cost means to help increase moderate to vigorous physical activity levels in children. As part of the 50th anniversary celebration of the University of Calgary, the Faculty of Kinesiology is giving the “Gift of Play” to 50 schools in the Calgary area that are in need of a playground pick-me-up.

Our hope is that through this initiative, students will have more opportunities to play outdoors at school during recess, lunchtime and after school hours. The playground stencils and accompanying games are designed to build confidence and motivation through heart pumping and fun physical activity, contributing to the development of physical literacy and the pure enjoyment of play.

We want to thank the Faculty of Kinesiology, in particular Dr. Penny Werthner (Dean), for supporting this project and helping it come to life. We would also like to thank Catherine Tremblay, an undergraduate student in the Faculty of Kinesiology, who helped tremendously with the creation of the stencils, games, and this resource as part of a directed study course. A huge thank you to the Grade 4/5 students at Banff Trail Elementary School for all their time, creativity and energy in designing brand new games to go with the stencils that are featured in this resource. Finally, we want to thank all of the faculty, staff, students and other volunteers who graciously gave of their time to make this gift a reality – we could not have done any of this without you!

To continue the success of this project, Alberta Blue Cross has generously agreed to sponsor the Gift of Play so we can share this gift across the province of Alberta through the Be Fit For Life Network over the next 4 years. We are so grateful for their support and look forward to playing in a community near you very soon!

www.befitforlife.ca

WHAT IS PHYSICAL LITERACY?

“Physical literacy is the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life”

(International Physical Literacy Association, 2014. Canada’s Physical Literacy Consensus Statement, 2015)

WHAT ARE FUNDAMENTAL MOVEMENT SKILLS?

Fundamental Movement Skills (FMS) are movement patterns that involve various body parts. They are the foundational movements to the more specialized, complex skills used in physical activity settings.

(Government of Australia, Department of Education, 2014)

Examples

Look for these icons throughout the resource!

Stability Skills

Rolling, stopping, bending, twisting, dodging, stretching, turning

Locomotor Skills

Crawling, running, walking, skipping, gliding, chasing, jumping, shuffling

Object Manipulation Skills

Throwing, catching, kicking, dribbling, rolling, trapping
(Sport Society for Life, 2016)

The Be Fit For Life Network works collectively to inspire, educate and support Albertans to lead healthy, physically active lifestyles.

CANADIAN PHYSICAL ACTIVITY GUIDELINES

For health benefits, children aged 5-11 should accumulate at least 60 minutes of moderate to vigorous intensity physical activity daily. For more information or to view the physical activity guidelines, visit: www.csep.ca

(CSEP, 2016)

The Facts: Why use playground stencils?

Emerging research from the UK demonstrates that the use of playground stencils effectively increases children's heart rates and physical activity levels, especially with children whose current levels are low. Studies support the notion that children will play outside at the same intensity no matter the day of the week, or the season. It has also been noted that

the use of playground stencils increase pro-social behaviours amongst its users. It is our hope that by using these stencils, we can help increase physical activity levels amongst all elementary-aged children.

(Crust et al., 2012; Ridgers et al., 2006; Ridgers et al., 2007; Stratton, 2000; Stratton & Mullan, 2005)

HOW TO USE THIS RESOURCE

- This resource can be used to supplement activities in the classroom, quality physical education, and in conjunction with games enjoyed during free play.
- In the school setting, it is recommended to encourage students to use this resource as a way to promote student leadership, movement and creativity.
- These games can and should be modified as necessary.
- Playground stencils can be replicated with sidewalk chalk or tape.

Safety concerns

Always check for hazards prior to each use, and take note of modifications required in different seasons depending on the weather to ensure a safe playing environment.

Expanding the Play Area

Use chalk or tape to build upon the playground stencils or to create your own. Some ideas include:

- Make a stencil more challenging by adding numbers or shapes in or around the stencil or to assist with class activities.
- Create a brand new stencil.
- Create an adventure around the playground.
- Use a stencil to keep children active when waiting to go inside.
- Create a play space in the hallways at your school.

For examples and resources for activating your learning spaces check out: <http://www.everactive.org/twenty-first-century-spaces-for-21st-century-learners>



ENHANCING THE SOCIAL AND PHYSICAL ENVIRONMENT AT YOUR SCHOOL OR PLAYGROUND

When the four inter-related components of comprehensive school health are addressed, whole school health is supported and the well-being and success of staff and students is made possible.

The **social and physical environment** is one of the four components of comprehensive school health and can be supported using this resource.

The social environment is:

- The quality of the relationship among and between staff and students in the school.
- The emotional well-being of students.
- Influences by relationships with families and the wider community.

The physical environment includes:

- The buildings, grounds, play space and equipment in and surrounding the school.
- Basic amenities such as sanitation and air cleanliness.



The other three components of comprehensive school health are Teaching and Learning, Policy and Partnerships and Services.

Source: Ever Active Schools - <http://www.everactive.org/comprehensive-school-health> and Joint Consortium for School Health - <http://www.jcsh-cces.ca>

FOUR SQUARE





FOUR SQUARE

Equipment: None

Participants Needed: 4+

Skills Explored

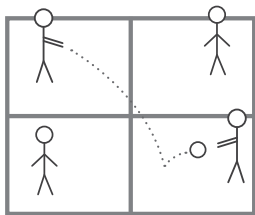
-  Walking, running, and agility
-  Throwing, catching, and bouncing

ACTIVITY DESCRIPTION

The goal of four square is to displace the participant who plays from square 1 or the “King” position. The participant playing from square 1 starts the game by serving a ball from the back corner of his or her own square into any of the other 3 squares, choosing to allow it to bounce or not to bounce in any square before the opposing participant hits the ball into another of participants’ squares. The game allows many people to play due to “misses” that may occur. “Misses” can occur when a participant does not successfully hit the ball into one of their opponents’ squares, if they hit the ball out of bounds, or if they cause the ball to land on a line except on a serve. The participant, who is

responsible for the “miss”, must exit the game and retreat back to the challenge line, allowing a participant who is waiting into the game. When this occurs, the participants rotate around the square, leaving the newest participant in square 4 and the participant who was in square 2, is now playing from square 1, the “King” position and has become the opponent to eliminate.

Source: Fastline Striping Systems | www.fastline.net



FOUR SQUARE



ONE, TWO, FOUR!

Equipment: Chalk to label squares 1-4

Participants Needed: 5-15

Skills Explored

Walking, running, skipping, hopping, and jumping

ACTIVITY DESCRIPTION

One participant is outside of the square (judge). The other participants run around until the judge shouts out a number from 1-4. If the participants are in that square, they must run around the four square before returning to play.

VARIATIONS

Label different areas on the square depending on how many participants there are. For example, if there are 12 participants playing, label 12 areas in the square (1-12). The participants run around and the judge will warn them before choosing a number that the participants need to find a spot. The judge, with their eyes closed must then shout out a number from 1-12, and the participant standing on that number must run around the four square before returning to play. Encourage a variety of movement skills when moving around the square.

Source: Banff Trail School Students

FOUR SQUARE






ROB THE NEST

Equipment: Various small objects, such as balls or beanbags

Participants Needed: 4-15

Skills Explored

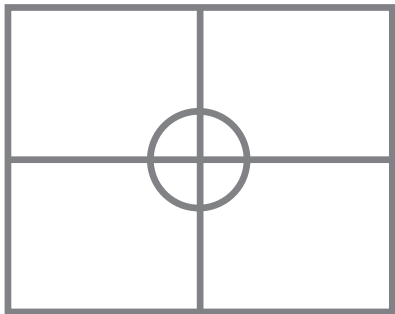
-  Walking and running
-  Bending, twisting, stopping, and balance
-  Picking up and releasing an object

ACTIVITY DESCRIPTION

Create four even teams, and place various objects in the center. Each team lines up behind each other in a single file line in a corner of the square. When all teams are ready, all participants shout “Rob the Nest!”, and then the first participant from each team runs to get an object and brings it back to their corner. Once they are back, the next participant goes, and so on. The team with the most objects at the end wins.

VARIATIONS

To make the game more challenging, teams can “rob” an object from another team instead of going to the center. The game ends after an agreed upon time limit (could be the end of recess). Encourage creativity and participant generated modifications to the game.



Modification: Add a circle in the center of the four square for this game.

FOOTSIES

Equipment: None

Participants Needed: 4-15

Skills Explored

Running, walking, hopping, jumping, and shuffling

S Bending, twisting, stopping, dodging, and balance

ACTIVITY DESCRIPTION

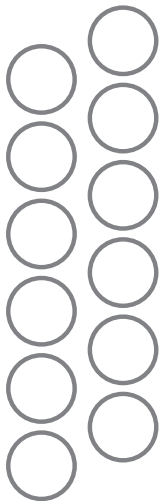
Start with four participants. Each participant stands in their agreed upon square. The goal is to tag the foot of someone else by approaching their square and stepping lightly on their foot, without getting your own foot tagged. If a participant's foot is tagged, they leave the four square allowing a new participant to enter the game and join the line to get back in.

VARIATIONS

This game can also be played by tagging each other's knees with hands, rather than stepping on each other's feet (known as knee tag).

Source: Banff Trail School Students

LEFT RIGHT OUT



LEFT RIGHT OUT

Equipment: None

Participants Needed: 1+

Skills Explored

Running, hopping, leaping, and jumping

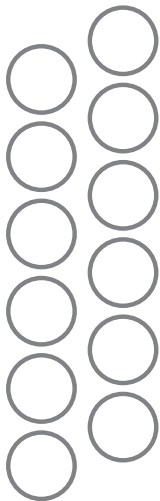
ACTIVITY DESCRIPTION

Participants must be able to hop from left to right with their right foot landing on the left side and their left foot landing on the right side of the game. Participants will then run back to the start and try again.

VARIATIONS

Have participants hop on one foot (R or L) in a straight line to the end of the stencil. For a challenge, encourage participants to skip a circle or create their own hopping, jumping or leaping pattern.

Source: Fastline Striping Systems | www.fastline.net





LONG JUMP

Equipment: None or a marker to keep track of distances jumped

Participants Needed: 1+

Skills Explored

-  Jumping, hopping, and running
-  Bending, twisting, jumping, balancing, and landing

Note: Jump = 2 feet to 2 feet, Hop = 1 foot to 1 foot (same leg), Leap = 1 foot to 1 foot (opposite leg)

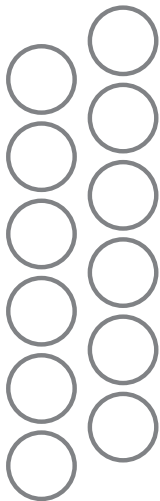
ACTIVITY DESCRIPTION

Participants can go one at a time or two at a time. Participants try to jump as far as they can into the circles.

VARIATIONS

Participants can jump off two feet or leap or hop off of one foot and land on the same/other foot. Make it into a personal challenge: participants try to beat their personal best. Circles can be used to remember how far they have jumped (e.g. three circles in).

LEFT RIGHT OUT



WEAVING SNAKE RELAY

Equipment: None

Participants Needed: 6-16

Skills Explored

Walking, running, jumping, crawling, walking/running backwards, skipping, and hopping

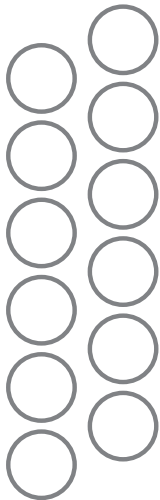
ACTIVITY DESCRIPTION

Two even teams line up in a single file line standing inside the circles. The first participant has to run around the circles, turn around, and come back before bumping the person at the start of the line up one circle and the participant standing at the end of the circle then runs to the start and weaves through the line. The first team to get through all members wins.

VARIATIONS

Participants can go through using different types of locomotor skills: running, hopping or jumping around each circle (e.g. one or two feet, alternating feet), crawling, without touching the lines, with high knees or using butt kicks.

LEFT RIGHT OUT



SPOT ON

Equipment: Beanbag or other objects to throw

Participants Needed: 1+

Skills Explored



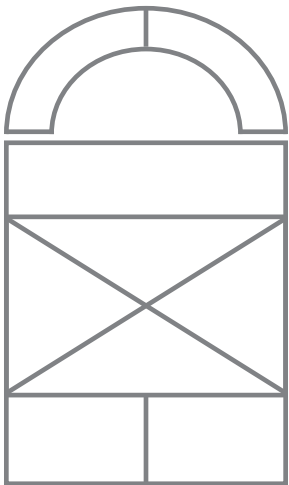
Throwing

ACTIVITY DESCRIPTION

Participants take turns tossing the beanbag into the farthest circle possible. Participants can take a step back to increase the level of difficulty.

VARIATIONS

Teach a variety of throws and proper throwing technique in physical education class so that participants can practice the skills properly on their own time at recess. Draw numbers in the circle and turn this into a math game. Have kids throw the beanbag into the circles in order to attain the answer (e.g. what is 4×3 ?, which numbers add to make 10?, what is $12 - 5$?).



HOPSCOTCH

Equipment: None

Participants Needed: 1+

Skills Explored

Jumping, running, and hopping

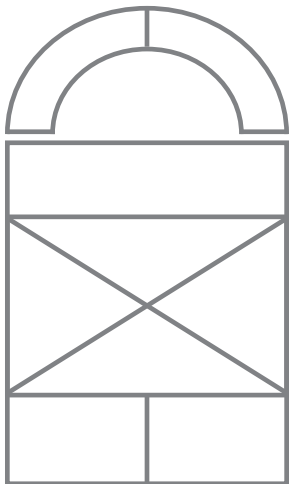
Landing, stopping, bending, and balance

ACTIVITY DESCRIPTION

This game is a variation of the traditional hopscotch and is an excellent beginner game for young children, as it allows them to learn how to hop on one foot, gain their balance and recognize the order of elementary numbers. Hopscotch is a game about throwing, hopping and balance! Using a pebble or a small object as a marker, the first participant will throw it into square 1. They must then jump over this square and proceed through the numbers until they reach the end where they have to turn around and hop back through the course. Remember when there are two numbers side by side, you can put both feet down at the same time! Once completing the course with your marker in position 1, you must

throw your rock into square 2 and proceed just as before, however this time make sure you jump over square 2 as this is where your marker is. The participant will then continue in this manner until he or she reaches the end or until this participant either misses the appropriate square with the marker, or if their foot touches a line. If either of these things happens, the participant loses their turn and the next participant has a go. The goal is to be the first participant to have successfully hopped all the way through the course. Encourage creativity; participants can get from the first number to the last in any way desired.

Source: *Fastline Striping Systems* | www.fastline.net



CALCULATOR

Equipment: None

Participants Needed: 2+

Skills Explored

Jumping and hopping

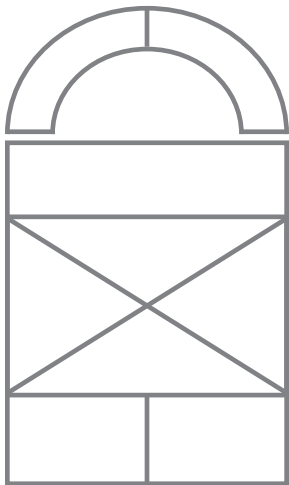
Landing and balance

ACTIVITY DESCRIPTION

Ask participants to give you the answer to a math problem. For example, if you ask them “What is $5+3$?” the student should try to jump to “8”.

VARIATIONS

Ask questions that will create success, but that still provide an appropriate challenge. To increase the level of difficulty, ask questions such as “Which two numbers add to make 9?” The participants then have to jump in only the two squares they chose (e.g. 1 and 8, 2 and 7, 4 and 5, etc).



HOP THE HOPSCOTCH

Equipment: None

Participants Needed: 1+

Skills Explored

Jumping, hopping, and skipping

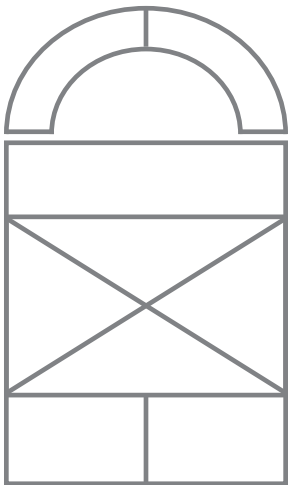
Landing, stopping, and balancing

ACTIVITY DESCRIPTION

Participants have to get from the first number to the last.

VARIATIONS

Use different fundamental movement skills as a means to get to the end (e.g. bear walk, skipping or backwards jumping). Use chalk to draw more hopscotches next to each other. Participants can then have a tournament and see who is the fastest.



BEAN BAG TOSS

Equipment: Beanbags

Participants Needed: 1+

Skills Explored



Throwing

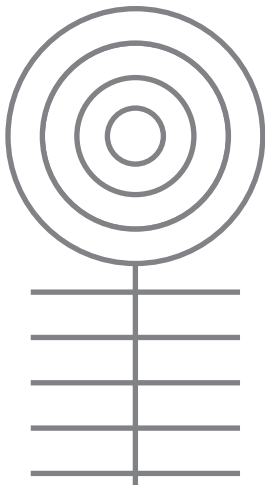
ACTIVITY DESCRIPTION

Use the hopscotch as a scoreboard for the beanbag toss. Participants can see how far they can throw the beanbag and use the numbers as a guide.

VARIATIONS

Practice a variety of throwing techniques in physical education class (e.g. underhand toss, overhand throw, side toss). Make this game cross-curricular by asking participants to do math equations when throwing the beanbags. For example, ask them to throw the bags in the squares that sum up to 9, the difference is 7, or make up 10.

Source: Adapted from <http://www.educationworld.com>



BULL'S EYE TOSS

Equipment: Beanbag or other marker

Participants Needed: 2+

Skills Explored



Throwing or kicking

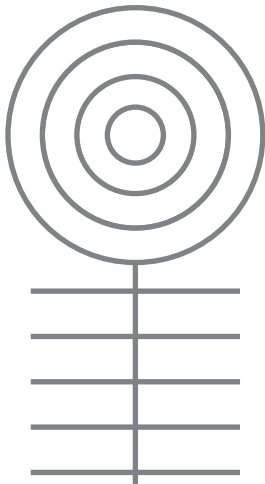
ACTIVITY DESCRIPTION

Each participant will take turns standing behind one of the lines and tossing their markers (bean bag/ball) onto the bull's eye area. The lines are numbered 1-5, each line being more difficult than the previous. Each participant can throw from the same line or depending on their skill level, can be placed on a line that will give everyone an equal chance of playing. Each participant will throw two or three markers and add up their score to see who can obtain the highest score. The goal is to obtain the highest score. Depending on the participant's skill level, encourage different types of throwing or kicking or use smaller objects (e.g. pebbles) for a greater challenge.

Source: *Fastline Striping Systems* | www.fastline.net

VARIATION

Modify the weight of each line to support the learning of math skills while adding the score of each participant. Participants can also work in teams to build a team score.



KEEP OUT

Equipment: A small ball

Participants Needed: 6-20

Skills Explored

Side step, side shuffle, and running (forwards and backwards)



Throwing and/or kicking

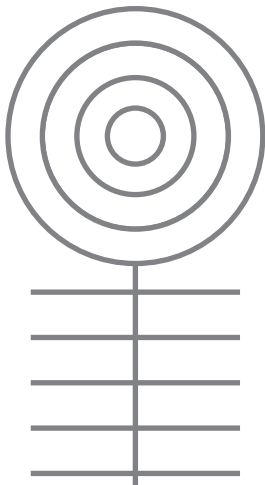
ACTIVITY DESCRIPTION

Participants make a circle around the center (size dependent on number of participants playing). One participant is on the outside of the circle. The participants forming the circle try to side shuffle around (without breaking formation), trying to prevent the participant on the outside from throwing or kicking a ball inside the circle between or through their legs (not overhead).

VARIATIONS

Have more than 1 participant on the outside trying to throw or kick an additional ball inside.

Source: Banff Trail School Students



ROB THE BULL

Equipment: A small object

Participants Needed: 6-20

Skills Explored

- L** Walking, running, jumping, crawling, walking/running backwards, and skipping
- S** Bending, twisting, stopping, and turning

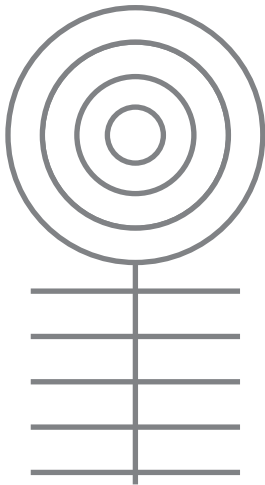
ACTIVITY DESCRIPTION

One participant is in the middle of the bull's eye protecting the object (the guardian). When they close their eyes, they will count to 20, and the other participants have to find a hiding spot in the playground. When the guardian yells, "Rob the Bull!" the other participants have a chance to run up and grab the object. The guardian has to try to tag the robbers before they have a chance to steal the object, but must not leave the stencil.

VARIATIONS

Have multiple guardians or objects depending on the size of the group.

Source: Banff Trail School Students



TARGET JUMP

Equipment: None or a marker to keep track of distances jumped

Participants Needed: 6-20

Skills Explored

Jumping, leaping, hopping, and running

S Bending, twisting, jumping, balance, and landing

ACTIVITY DESCRIPTION

Participants can go one at a time or two at a time, trying to jump, hop or leap as far as they can. Either the circles or the lines can be used as the starting point.

VARIATIONS

Participants can make it into a personal challenge and try to beat their personal best. Circles or lines can be used to remember how far they've jumped (e.g. three lines in or the second circle in).

Note: *Jump = 2 feet to 2 feet, Hop = 1 foot to 1 foot (same leg), Leap = 1 foot to 1 foot (opposite leg)*



LITTLE EXPLORERS

Equipment: None

Participants Needed: 1+

Skills Explored

Running and walking

Bending, twisting, and stopping



Throwing

ACTIVITY DESCRIPTION

Starting as a group at one circle, ask the participants to go exploring and bring back something from nature that matches the colour of the circle. When all the participants return, go over what was brought in. If applicable, have the participants throw the object onto the circle having it land on the colour. Repeat for other circles.

VARIATIONS

Bring numerous items with you of various colour and hide them around the school yard. Have participants find the objects and bring them back to the group.



TRIANGLE TAG

Equipment: Use a coloured circle as the “pylon” or centre of the game

Participants Needed: 4+

Skills Explored

Shuffling and dodging

Bending, twisting, and stopping

ACTIVITY DESCRIPTION

Form a group of 4. Have 3 participants join hands and form a circle around a coloured circle. 1 of the 3 participants is named the tagee". The fourth participant, who is not in the circle, is the tagger. The goal is for the team of 3 to use their agility and dodging skills to help the tagee move quickly and avoid being tagged by the tagger.

Participants must remain on their feet, holding hands as they move around the circle.

VARIATIONS

Have participants move in both directions, switch up positions, change the size of the group or change the way the group is connected (e.g. participants can link elbows).

Source: Adapted from Ever Active Schools - A Taste of FMS Participant Handout



BALANCE TAG

Equipment: None

Participants Needed: 4+

Skills Explored

Running, walking, dodging, and fleeing

Stopping, starting, and balancing

ACTIVITY DESCRIPTION

One participant is “it” and tries to tag all the participants running around the playground/ tarmac space. The participants can enter a “safe zone” by standing on a coloured circle in a balancing pose. If they lose their balance, they must leave the circle right away to flee from the tagger. Once another participant is tagged, they become “it”.

VARIATIONS

Change up the means of locomotion (e.g. skipping, galloping, running backwards).



WHISTLE CIRCLES

Equipment: Whistle

Participants Needed: 4+

Skills Explored

Walking, running, skipping, running backwards, shuffling, and dodging



Stopping, starting, and balancing

ACTIVITY DESCRIPTION

Participants move freely around the playground/tarmac space in the locomotion of the leaders choice while avoiding all coloured circles. The leader can blow the whistle at any time and the participants must run as fast as they can to a nearby circle. When the whistle blows again, they can resume play and start again.

VARIATIONS

Have the last participant to land on a circle become the new leader, so that leader rotates quickly. Rather than use a whistle, call out a command that the participants need to do at the circle (e.g. pose like a flamingo or karate kick).

“WHAT MAKES A GAME GOOD?”

Elements of a good game or quality activity include:

- It can be modified
- Allows everyone to play, learn and develop
- Provides exposure to new movements and new environments
- Can be built upon – skill progression that builds confidence
- Allows for creative movement
- Is FUN!

BENEFITS OF PLAY

- Stress and anxiety reduction
- Enjoyment and freedom to explore movement
- Helps to develop sense of self
- Supports the establishment of friendships and trusting relationships
- Creativity and imagination
- Strong and mobile bodies
- FUN!



CAPTAIN'S COMING!

This is a cooperation game

Equipment: Cones for boundaries (or use visual boundaries)

Participants needed: 1+

Skills Explored

-  Running, walking, galloping, skipping, crawling, and jumping
-  Bending, twisting, stopping, and landing

Activity Description: The activity is set on a pirate ship. As a group, figure out different actions that the caller (Captain) will say. When the Captain calls for

an action, the participants (pirates) must do the action as quick as possible. Examples of actions include: scrub the deck (get on hands and knees, pretending to scrub the deck), starfish (jumping in the air making your body look like a star), and run to port, stern, bow, or starboard (running to pre-determined sides of the playground – left, back, front, right, respectively).

Variations: Allow the participants to be creative and come up with their own actions. This game can become cross-curricular by naming the actions to the specific topic.

Tips: Play this game in physical education class or in the classroom at the start of the school year so participants can play this independently on their own time during recess. Use different fundamental movement skills throughout (Example: skip to stern, hop to starboard).

3 PLAYER KICK BALL

This is a striking game

Equipment: Cones for boundaries (or use visual boundaries)

Participants needed: 3-4

Skills Explored



Running



Kicking, rolling, catching, and throwing



Stopping and starting

Activity Description: To start, 1 participant is the kicker, 1 is the pitcher, and 1 is the outfielder. All

participants are all lined up with equal distance between each other. The pitcher rolls the ball to the kicker, who then kicks it to the outfielder. The pitcher follows their pitch and becomes the new kicker, and the kicker follows the ball and becomes the new outfielder. Once the outfielder catches the ball, they become the new pitcher.

Variations: Have participants in groups of 4 instead of 3 and make the 4th participant the back catcher.

Tips: Emphasize working together during this activity. Make sure each participant knows his/her role at each position. Teach proper kicking technique in class. The follow through is just as important when kicking as it is when throwing! Where your hips point is where the ball will go.

Source: SPARK PE

GET LOW


This is a cooperation game

Equipment: Playground, benches, picnic tables

Participants needed: 1+

Skills Explored

 Walking, crawling, and running

 Bending and stretching

Activity Description: This game can be played all over the playground. Participants have to crawl under as many things as they can.

Variations: To make it more fun, have the participants do the activity in partners each taking turns deciding what to crawl under or find things to climb over instead.

Tips: If participants are working in pairs, encourage them to work together, and not compete.

CAT AND MOUSE


This is a tag game

Equipment: None

Participants needed: 8+

Skills Explored

 Running, walking, and dodging

 Bending and twisting

Activity Description: In a group, ask for two volunteers to be the cat and the mouse. The other participants should form a circle and hold hands. The participant who is the mouse should stand inside the circle and the cat should stand outside the circle. The purpose of the game is for the mouse to get outside

the circle and avoid being caught by the cat. The cat cannot come into the circle but they can reach into the circle to grab the mouse. The circle participants have to try and keep the cat away from the mouse by holding up their hands to let the mouse in and out of the circle. If the mouse is caught, the mouse becomes the new cat. The old cat takes the place of a participant holding hands and another participant becomes the mouse.

Variations: Use different forms of locomotion for the cat or the mouse to move around.

Tips: Give opportunities for everyone to participate (either cat or mouse), participants in the circle are still part of the game (helping the mouse escape!).

Source: Adapted from www.kidspot.com

HOTDOG TAG

This is a tag game

Equipment: None or cones to mark boundaries

Participants needed: 8+

Skills Explored



Running



Stopping and starting

Activity Description: Choose one participant to be the tagger (hotdog), and the other to be the runner (hotdog bun). Everyone else stands in pairs (ketchup and mustard) spread out evenly throughout the playground. The object is for the hotdog to tag the

hotdog bun. If the tagger is successful, they switch roles with the runner. The runner can stand next to a pair, and bump the participant on the opposite side to become the new runner.

Variations: Partners can sit or lie on their bellies instead of standing. Use different forms of locomotion (e.g. walking, hopping, skipping, etc.). More partners can become taggers and runners (make sure the tagger is always chasing their runner).

Tips: Encourage moderate to vigorous activity for the participants. Rosy cheeks, sweat and increased breathing rate are all signs of heart-pumping fun!


BUILDERS AND DESTROYERS


This is a cooperation game

Equipment: Small pylons (20+)

Participants needed: 6+

Skills Explored

 Running and dodging

 Bending and twisting

 Striking

Activity Description: Assign half the participants as builders, and the other half as destroyers. The builders ensure that the pylons stay upright, and the destroyers try to knock them down.

Tips: Have participants work as team, for example, each participant could cover a few cones in one area or zone. Challenge participants to use other body parts to destroy or build the pylons (e.g. elbows, knees, feet).

Source: Move & Play Through Physical Literacy – Be Fit For Life Network

SHOOT AND SCORE

This is a target game

Equipment: 1 ball for every 3 students

Participants needed: 3

Skills Explored



Shuffling and running



Kicking

Activity Description: In groups of three, the participant in the middle plays goal, and the other two are in front and behind them. The object of the game is to try and kick the ball in between the legs of the middle participant (to score a goal).

Participants get five kicks each before changing roles with the participant in the middle.

Variations: Try using both feet. Give points for each goal. Have participants step back to make it more challenging or step closer to make it easier. Have the participants count how many points they can get during recess.

Tips: Make sure students are kicking low and below the waist of the other participants. Go over proper kicking technique when introducing the activity.

Source: Move & Play Through Physical Literacy – Be Fit For Life Network

DUCK, DUCK, ANYTHING

This is a tag game

Equipment: None

Participants needed: 8+

Skills Explored



Running, walking, and side shuffle



Balance, stopping, bending, and twisting

Activity Description: Similar to duck duck goose, however, instead of saying “goose”, participants must chose an action instead. The two participants then chase each other around the circle doing that action.

Variations: Instead of just having actions, try different forms of locomotion (e.g. duck, duck, gallop).

Tips: This activity is all about creativity. Have participants try new actions each round, and try not to repeat. Don't be afraid to be silly!

SHARKS AND MINNOWS

This is a striking game

Equipment: 1 ball per participant and cones to mark boundaries

Participants needed: 2+

Skills Explored



Walking, running, hopping, and shuffling



Dribbling with feet and kicking

Activity Description: In a designated playing area, participants kick their ball around. The object of the game is to keep control of your own ball while trying to knock other participants' balls out of the playing area with your feet.

Variations: Another version of this game can use basketballs to work on dribbling with the hands. To increase activity, create a second playing area. When participants lose their ball, instead of being eliminated, they go to the second area. Participants then move back and forth from the playing area when they lose their ball.

Tips: Encourage participants to kick the ball and not the legs/feet of other participants.

WALL BALL

This is a target game

Equipment: 1 tennis ball

Participants needed: 2+

Skills Explored



Running and shuffling



Bending, twisting, and balancing



Throwing, open hand striking, and catching

Activity Description: In pairs, participants must establish the perimeter of their court (must include access to a wall). The object of the game is to

eliminate your opponent by making them unable to strike or throw the ball when it is their turn. Using a brick wall, the participants take turns throwing the ball, having it hit the ground first and then rebound onto the wall. Keep the ball in motion to keep the game going!

Variations: Encourage participants to try using their non-dominant hand or adding other movements (e.g. turning before catching, or using a different size or weight of ball).

Tips: Ensure there is a line near the wall that participants cannot cross in order to ensure they aren't running into the wall.

Source: Adapted from www.playworks.org

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