



THE POWER OF PLAY

TRAINING PACKET



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***For complete list of games and curriculum please visit our website at www.sports4kids.org.**



Introducing Sports, Play, and Physical Activity

There is amazing potential to use sports, play and physical activity as a catalyst for fostering the physical, social and emotional development of children. There is also the reality that many children will have experiences on school playgrounds and within organized youth sports that are significantly detrimental to their health and well being. Unhealthy competition or sporting behavior, lack of access due to socio-economic status, or exclusion based upon gender or ability, are just a few of the issues that can impact a child's experience.

The Sports4Kids Training Packet is designed to offer coaches, educators, or any adult planning to implement a youth sports and physical activity program a guide to inspire all children to play and be physically active. The materials provided in this packet are intended to coincide with the Sports4Kids Power of Play workshop.

Sports4Kids Core Values

HEALTHY PLAY

Sports4Kids Definition of Healthy Play: To both occupy oneself in amusement, sport, or other recreation and immerse oneself in physically, emotionally and socially positive behavior.

INCLUSION

Sports4Kids Definition of Inclusion: Actively encouraging and ensuring dynamic participation from all children, staff members and involved community members regardless of abilities and/or past experiences.

RESPECT

Sports4Kids Definition of Respect: Commitment and willingness to show consideration or appreciation.

HEALTHY COMMUNITY

Sports4Kids Definition of a Healthy Community: A group of people and/or surrounding area to which one feels a positive emotional, physical, or social connection for various reasons.



Youth Sports and Physical Activity Statistics

If a girl doesn't play sports by the time she is 10 years old, there is less than a 10% chance she will be playing by the time she is 25 (90% chance she will not be playing). (Women's Sports Foundation, 2002)

“Children notice gender differences from the age of two years as they are able to understand words like boy, girl, lady, and guy, and apply these labels to themselves and by preschool age, their comprehension of gender images and behavior is solidifying. This can be changed by informing girls and boys that they can play with all kinds of toys, wear all sorts of clothes and enjoy a wild range of activities from sports to the arts. (“Gender Wise. (Child psychology in identifying gender differences).” Working Mother (Feb. 2006): Thomas Gale)

Currently, many schoolchildren are given less free time and fewer physical outlets at schools as many school districts responded to the No Child Left Behind Act of 2001 by reducing time committed to recess [and] physical education in an effort to focus on reading and mathematics. This change may have implications on children's ability to store new information, as children's cognitive capacity is enhanced by a clear-cut and significant change in activity. A change in academic instruction does not offer a physical release. (American Academy of Pediatrics Kenneth R. Ginsburg MD, MS Ed, and the Committee on Communications and Committee on Psychosocial Aspects of Child and Family Health The Importance of Play in Promoting Healthy Child Development and Maintaining Strong Parent-Child Bonds (October 9, 2006))

Lifelong health-related habits, including physical activity and diet, are often established in childhood. (Physical Activity and Good Nutrition – Essential Elements to Prevent Chronic Disease and Obesity, Centers for Disease Control and Prevention, 2001)

Many boys and girls find organized sports to be a safe and healthy alternative to risky behaviors during the afterschool hours, the peak times for youth violence and victimization, when many children and youth are unsupervised. (Fight Crime: Invest in Kids, Newman, S.A., Fox, J. A., Flynn, E. A., & Christeson, W. (2000))

The Youth Risk Behavior Survey found that children who play on sports teams are less likely to carry a weapon to school

In 1971, fewer than 300,000 high school girls participated in high school sports. During the 1997-98 school year, 2.5 million high school girls played sports through their high schools. This is 10x the number in 1971. Title IX passed in 1972.

45% of youth say they have been called names, yelled at, or insulted while playing. 22% said they had been pressured to play while injured, and an additional 18% said they had been hit, kicked, or slapped while participating. Not surprisingly, the dropout rate of all children from organized sports is said to be 70%. (Fixing Kids' Sports Peter Cary U.S. News & World Report (June 7, 2004))

A study reviewing school reading text found that boys were represented in physical activities 65% of the time while girls were represented 35%. In addition, boys dominated throwing and catching activities while girls dominated dance and swing-set activities (Henschel-Pellet, H.A., Physical Activity Gender-Role Stereotyping: An Analysis of Children's Literature, Research Quarterly, 72, No.1 3/2001).

According to an Oxygen/ Markle Pulse poll, 56% of women agree with the statement that seeing successful female athletes makes them feel proud to be a woman (Marketing to Women, March 2001)

Effective sports programs should focus on meeting the physiological, cognitive, social, and behavioral needs of youth participants, even if the program focuses solely on sports and has no other components. Though the benefits of physical activity and sports are similar for girls and boys, many positive physiological and socioemotional effects are specific to females, including reduced risk of cancer, osteoporosis, and depression. (President's Council on Physical Fitness and Sports, 1997, 2001)

84% percent of parents say they have witnessed "violent parental behavior" toward children, coaches, or officials at kids' sports events. 80% of parents say they have been victims of such behavior. (Fixing Kids' Sports Peter Cary U.S. News & World Report (June 7, 2004))

More than 60% of boys and girls said that - more than anything else - coaches should give everyone a chance to play. Giving everyone a chance to play ranked above teaching new skills (27%) and even winning (9%). (www.kidshealth.org)

The number one reason kids participate in sports is "fun." (It's no longer a spectator sport: eight ways to get involved and help fight parental violence in youth sports. Dennis M. Docheff and James H. Conn. Parks & Recreation 39.3 (March 2004): p62 (9).)

Steps for Creating Safe and Inclusive Environments for Play

1. Choosing the Type of Game

Introducing non-traditional games, specifically games that do not have existing stereotypes for participation, can provide a greater chance to create opportunities where all children will feel welcome and encouraged to play and be physically active. Identify games to teach initially that have the best chance of engaging all children to play.

Tips:

- Games that are high energy, with minimal time waiting or watching others perform.
- Games where skill level does not impact accessibility or enjoyment.
- Games where the focus is placed on enjoyment of participation, being active, and developing sense of community through cooperation and teamwork
- Minimize the role of competition and keeping tally of a score.

2. Adult Participation

Taking an active role in playing games with children, rather than solely facilitating the game, creates opportunities for adults to model healthy behavior. Adult participation also supports engaging children who may be nervous to play alone or try a new game. Adults being active in playing games, particularly games that have common assumptions around “who can play,” can help break down stereotypes on playgrounds so that all children to feel included and to participate.

Tips:

- Play in games that you are not highly skilled at to promote the idea that ultimate goal is to have fun playing in games
- Play game or sport that is not socially connected to your gender
- Model how to get “out” and how to play team games in healthy manner

3. Laying Foundation for Inclusion and Respect

Taking pro-active steps to create an environment that promotes inclusion and respect is the best means to decrease potential challenging behaviors or conflicts. Adults should develop healthy strategies to prevent and/or work with situations where children are being excluded or disrespected.

Tips:

- Set the stage for having fun! Review rules and expectations prior to starting game.
- Create Team Names: encourage peer and team support and cheering
- When choosing teams or groups use methods that do not single out a student’s gender or ability or create situations where students are selected by “captains”
- Do not separate children by gender when choosing teams or creating lines for warm ups.

4. Intervening and Interrupting Unhealthy Situations

In creating safe and inclusive environments for play, it is essential for adults to feel confident and capable of intervening and interrupting situations where children are being teased and/or excluded. Remember that it can take just one unchecked incident in a child's life to influence their perception and willingness to engage in play and physical activity.

Tips:

- Develop strategies to prevent and work with situations where children are being excluded or disrespected that are both healthy and effective for the child and adult.
- When dealing with challenging behavior, focus on the behavior rather than the individual. Never label a child as “bad.”
- Use calm and respectful tones when you are talking to children /students, even if you are upset.

5. Positive and Inclusive Language

Remember to consider the underlying messages you are giving students through the language you use with them. Without intending to do so it is easy to exclude, ostracize or hurt individuals through your choice of words. It is imperative to not use gender-typed language. Equally important is to intervene clearly and decisively in the face of any bias or discrimination you encounter. We need to be aware of how our language and words can impact the accessibility and healthy experiences for children.

Tips for Inclusive Language:

- Use the word “player” versus the traditional “man” when talking about strategy and positions. Use the term sporting behavior to replace sportsmanship.
- Be prepared to intervene clearly and decisively in the face of any bias or discrimination you encounter.
- See “Steps for Inclusive Language for examples

Steps for Inclusive Language

Gender

You Guys

“Ok, I want all you guys who want to play basketball to line up on the baseline...”

Alternative: “Ok, I want everyone who wants to play basketball to line up on the baseline...”

“You guys did a great job in the game today”

Alternative: “You all did a great job in the game today”

Making exception for girls

“In order to be fair and make sure everyone touches the ball, a girl must receive one pass in a series in order for the point to count”

Alternative: “To work on our teamwork and passing, 5 passes must be made to different players before a team can score a point”

“You are allowed to pick your own teams but they have to be co-ed. Each team must let at least one girl be on their team in order to play.”

Alternative: “You are allowed to pick your own teams, but each team must have at least 3 players of each gender on their team.”

Competition

Winner and Losers

“The team that wins gets to keep playing, the team that loses has to leave the court.”

Alternative: “The team that scores keeps playing, the team that doesn’t returns to the line ready for their next turn”

“OK... red team is up by 5 points so they are winning. Blue team you have to play better or you are going to lose”

Alternative: “OK...great job both teams, continue to give your best, don’t give up, and keep working as a team.”

Choosing Teams

“You are the best at this sport, so you can be the captain”

Alternative: “Line up on the yellow line and count off in twos....1’s over here, 2’s over there”

“You three cannot be on the same team because you are better at Kickball than everyone else”

Alternative: “Before the kickball game we are going to play a fun game of Whistle mixer/Animal Farm”

Facilitation Strategies for Teaching Games

SIGNALS

Signals are any sound or body movement that initiates an action for a group. Common signals are a whistle, clapping, two fingers raised in the air or a verbal cue. Some signals are used to stop action, some to start action and some to focus attention. Others are used to create breaks and transitions between activities. Having a clear signal or set of signals is imperative when working with groups of children in school and after school settings.

Tips for Using Signals

- Stay consistent with the expectation of the signal. If the adult begins to talk with only half of the group following the signals and getting focused, students will be less likely to follow when signal is given at a future time. Keep providing the signal until you get the desired response.
- When appropriate be comfortable being silly, energized, and animated.
- Match the signal to the environment. Know when to use louder sounds and animated movement or quieter signals and responses.

Here is a list of suggested Signals:

1. “Clap once if you can hear my voice. Clap three times if you can hear my voice. Clap ten times if you can hear my voice.” While students are clapping you take a grandiose bow and say, “Thank you, thank you very much, thank you,” as though they were applauding you.
2. “Match Me”-You put up a particular number of fingers and have students match the number you have put up. You change it several times until you have their attention.
3. Have students echo a rhythm you initiate with claps or stomps or a mixture of both until everyone is doing it together and you have their attention.
4. Raise your hand if you can hear my voice. Put your hands on your hips if you can hear my voice. Squeeze your earlobes if you can hear my voice etc....until everyone is focused.
5. Same as above except you just ask them to tell you how many fingers you have up. You change it several times, each time asking, “How many fingers do I have up now?” until you have their attention.
6. “Toes on the Line”: Count down from five-Say “I want to see everyone with their toes on the white line, ready to play and focused on me before I finish counting down from five. Here we go, 5-4-3-2-1. Great job!”
7. Use your whistle to get attention. Different number of toots or short and long toots can mean different things. One whistle means freeze...two whistles mean line up, etc.

CLASS GAME TIME HOME BASE SHEET

BASIC WARM-UP

- Put the name of each child in your class into a box prior to the first Class Game Time. This will be their Home Base for the year.
- Practice with the students during the first several classes any of the games that help them remember where their Home Base such as “Whistle Mixer.”
- Use the Home Base as a tool when transitioning to a different game, back into the classroom, or just to refocus the class before giving further directions.
- See Readiness Games section in Sports4Kids curriculum for more ideas on utilizing home base.

Closings

Closing Cheers

1. **Group Cheer:** Your classes or your after school program can each make up a cheer of their own for the end of a session or you can have a set cheer. For example “Sports4Kids Hey!” Be creative. Add body movements or rhythms. Get funky.
2. **Who Rocks...We Rock!:** Leader starts with “Who Rocks, Who Rocks, Who Rocks?” and group responds with “We Rock, We Rock, We Rocks!” Repeat 3 times and each time raise the volume and energy level.
3. **I Am Somebody:** Get students in a circle kneeling on one knee with the other foot on the ground and their fist on the ground. You start the circle by saying “I am somebody” and the students echo you. You repeat it two or three times while they echo. Then you have the students go around the circle each saying “I am (something positive)”. For example a student might say, “I am smart.” Or “I am fast.” Or “I am a leader.” Everyone echoes back what each student says and it goes all the way around the circle with each person getting a chance. When it gets back to you, you say “I am somebody” several times building energy and then have them stand up and you say goodbye. This one is hard at first but once it is familiar it is a gem.
4. **1 we got the power....2 a little bit louder...3 I still can't hear you...4 more more more! 1 we got the power...**

Closing Games

1. **Ro-Sham-Bo Championship:** (pg 15)
2. **This is My Nose:** The group forms a circle, standing shoulder to shoulder. The Game Leader starts in the center, walks up to a player in the circle, points to his or her own elbow and says, “This is my nose.” The player must point to his or her nose and say, “This is my elbow.” The Game Leader goes up to another player, points to another body part and misnames it. In order to move out of the middle, the center person must make a player in the circle mess up and say or point to the wrong body part. When this happens, they trade places. **Functional Space:** cafeteria, gym, classroom
3. **Line of Silence:** (pg 30)
4. **Silent Ball:** Students should spread out in playing area. Leader counts down, “3, 2, 1, Silent.” If students talk or make noise after countdown, they are out. Students pass a ball to one another in the play area. If a student drops the ball, he/she is out. If a student makes a bad pass, he/she is out. Play continues until only one student remains. Last student to remain in gets to be first to throw the ball in the next round. All students who were out can return to play at the start of a new round. If game is progressing slowly, add to challenge by limiting time to throw, having all students take steps back, keep one hand behind back at all times, etc. **Functional Space:** cafeteria, gym, classroom, auditorium

Sports4Kids: Movement Modalities

Ice Breakers

Ice breakers are an effective and fun way to begin building community among your students. The most basic of these games help students familiarize themselves with each others' names. Other games encourage children to share information about themselves. These exchanges help students build relationships with their classmates as they get to know each other. Participation in these ice breakers also help students feel more comfortable engaging in further games and activities.

Readiness

Games from this section help to build a foundation of basic skills that both develop capacities in the individual students as well as establish a common movement vocabulary for an entire group. Body awareness is easily learned through teaching children to make shapes, circles, triangles or lines with their bodies as well as moving high and low, practicing spinning or running through groups without touching. Children learn about appropriate effort by practicing different speeds: slow, fast, in between or by playing with the concept of weight, heavy, medium and light. Awareness of the environment is taught at the beginning level through observation games and challenges.

Tag Games:

Fun and accessible to most students, tag can teach a number of basic movement skills that lead toward other more complex games and sports. Tag games range from simple ones that teach agility and evasion to more elaborate ones that teach cooperation, teamwork, and strategic thinking.

Cooperative Games

Cooperative games are organized activities focused on having fun, team building, and often learning important lessons. Sometimes called 'new games', cooperative games combine fun with active learning about problem solving, communication style, decision-making and group dynamics. These games give children the chance to step out of their usual mindset about winning and losing. Rather than measuring success by how much better one group is than another, these games emphasize a whole group tackling a challenge together. Such external challenges ask the individuals participating to look past their own self-interest and uncover the joy of working together. They are also great for leveling the playing field so all students can equally approach a physical movement activity.

*Playground Game and Traditional Sports games can be found on our website at www.sports4kids.org

Ice Breaker Games

FIND SOMEBODY WHO

How Many Children Can Participate? 3-25

What Age Group Is It For? K-5

Length of Activity? 10-15 min

Goal: To share with and learn different pieces of information about ones peers. To realize commonalties amongst groups

Skills Practiced: Speaking skills, listening skills

Equipment Needed: none

Set-Up: Have the whole group gather in a contained area

Description: Instructor begins by saying, “Find somebody who...” filling in the blank (has the same number of brothers and sisters as you, shares the same favorite color as you, was born in the same month as you, is the same or similar height as you, etc.) When students find their partner they are to decide who is side A and who is side B and then clasp hands in the air so the teacher knows they are ready. Instructor specifies a particular piece of information A and B are to share with each other (ex. If you could be any animal what would it be and why? What is one thing you would change about the school to make it a better place to be? If you could have a magical power what would it be? How do you know somebody is being a good friend?). After each person has had a chance to speak the instructor begins a second round of “Find Somebody Who...” Three rounds is optimal.

Demonstrations: None are necessary

How Will You Know Children Understand And Are Ready To Start?

The students are ready to play when they are all gathered in an area

Variation(s)

Instead of having the shares be verbal shares, give group challenges (ex. Figure out how to support each other’ weight with both partners balancing on one foot, do the C’Mon In and Sit Down Game- see the Cooperative Games section) or lead them in partner stretches.

Ice Breaker Games

RO SHAM BO CHAMPIONSHIP

How Many Children Can Participate? 10-50

What Age Group Is It For? 3-5 grades

Length of Activity? 5-10 minutes

Goal: To interact with other people and learn each other's names.

Skills Learned: Ro Sham Bo, verbal and non-verbal communication, following directions.

Equipment Needed: none

Set Up: Gather/line up the group, explain the rules and have them partner up to begin.

Description: Have each partner group introduce themselves and play a round of Ro Sham Bo (or enough rounds to break a tie). The student who does not win becomes the winner's cheerleader, following them and shouting 'Go _____!'. The winner moves on to play another winning student. Each round, the winner advances to play again and the non-winners and any previous cheerleaders are now all cheering for that winner. The game continues this way until it is down to two players and the whole group is cheering for one or the other.

How Will You Know Children Understand And Are Ready To Start? When they are partnered up, they know Ro Sham Bo, and who to cheer for.

Variations:

Readiness Games

TIP IT OVER, PICK IT UP (AKA Mountains and Valleys)

How Many Children Can Participate? 10-30

What Age Group Is It For? K-3

Length of Activity? 5-10 minutes

Goal: To follow directions and remember a task .

Skills Learned: listening, coordination, awareness

Equipment Needed: A contained area, square or circle, 20-30 cones.

Set-Up: Place cones randomly inside the boundaries of the game, organize student into two groups.

Description: Explain to the students that they are in two teams and each team has a very important job. One team is known as the “Tipper overs”, the other team as the “Picker uppers”. The “Tipper overs” must tip over all the cones, the “Picker uppers” need to stand the cones up. Students have one minute to tip or pick up as many cones as they can. Explain that all cones must be tipped or picked up gently, with one hand, their feet should never touch the cones. During the game hands and feet should be kept to themselves, be aware of other students. When you blow the whistle all students must freeze and put their hands in the air. Make it very clear that no cones can be touched after the whistle is blown. Count how many cones are tipped and how many are standing. After the first round switch the teams, so each team gets a chance to do the other job.

How Will You Know Children Understand And Are Ready To Start? When students know their team, their job and how to play while keeping their hands to themselves.

Readiness Games

Whistle Mixer

How Many Children Can Participate? 15-30

What Age Group Is It For? K-5

Length of Activity? 10-15 minutes

Goal: To enhance students' listening skills

Skills Learned: How to move and think quickly to sound cues

Equipment Needed: whistle

Set-Up: Have students scattered within a playing area. Have them walk around without touching each other. Feel free to have them skip, hop, jump, etc.

Description: The leader blows the whistle a specific number of times. If s/he blows the whistle four times the students must pair up in groups of four (five whistles=groups of five, etc.). Students can be directed to hold hands or perform a number of physical movements. Those students who were not able to form with a group will go to the "waiting area" and be out just one turn. Have a practice round so students can get the idea before they are put under the pressure of sitting out a game.

How Will You Know Children Understand And Are Ready To Start? When the students can repeat back to you how the game is played.

Variation(s):

Students who are more advanced could be challenged to perform a specific task when the whistle is blown.

Tag Games

TRIANGLE TAG

How Many Children Can Participate? 4-80

What Age Group Is It For? 2-5

Length of Activity? 5 minutes

Goal: To develop strategic thinking and verbal communication.

Skills Learned: verbal communication, evasion, teamwork.

Equipment Needed: none

Set-Up: Students must be broken into groups of four with three of the four holding hands in a circle.

Description: Explain that one of the three players holding hands is the “runner”, the person to be tagged. The player outside the circle is the “tagger”, trying to tag the runner. The other two players holding hands in the circle will help to protect the designated runner by moving the circle in different directions. The tagger cannot go inside the circle and s/he cannot lean on the arms of the people holding hands. Be sure to remind the group about safe tagging. Once the tagger has tagged the runner, the positions change. Keep an eye on the play and make sure groups are changing positions.

How will you know if children are ready to start?: Once students are in groups and know what their initial roles are, they are ready to play.

Variations:

- Tornado Tag – have the two players who are protecting the runner keep their eyes closed.

Tag Games

EVERYONE'S IT

How Many Children Can Participate? 10-30

What Age Group Is It For? 1-5

Time of Activity? 10 minutes

Goal: To build stamina and develop an understanding of the importance of having a healthy heart.

Skills Learned: running, evading, counting.

Equipment Needed: none

Set-Up: Establish boundaries.

Description: The object is for students to tag and keep a running count of everyone they touch in three minutes. Students are awarded one point for every person they tag. No one is "it" and no one stops playing or "freezes" when tagged. Confine all of the students to a relatively small, safe area so that constant motion is encouraged. Demonstrate how to tag someone using your fingertips without pushing or hurting the other person.

How Will You Know Children Understand And Are Ready To Start? When they can show you how to tag correctly and tell you where the boundaries are located.

Variations:

- You can change the amount of time that the students play and the location of the boundaries.
- If a student is tagged it counts against her/his score.

Cooperative Games

GIANTS, WIZARDS, ELVES

How Many Children Can Participate? 12-50

What Age Group Is It For? 3-5

Length of Activity? 10 minutes

Goal: To teach individual awareness and group decision-making.

Skills Learned: verbal communication, listening, quick reflexes, running

Equipment Needed: none

Set-Up: Have clearly designated boundaries at the back and the sides of the play area, evenly distanced from a middle line. Circle the group up and have them watch the demonstration. After the demonstration, number teams by ones and twos and put each team on opposite sides of a middle line.

Description: Demonstrate the movement and the sound for each of the three main characters in the game. The giant stands up very tall with hands raised over the head and makes the sound, “Aaargh!” The wizard stands with one foot in front of the other, arms extended toward the front with the fingers wiggling and makes the sound, “Hissssss!” The elves squat down and move from side to side with their arms waving about and making the sound that comes when you blow air out of your lips. Have the whole group practice each of the movements and the sounds. Once the whole group has the movement and sounds down, explain which of the three wins over which other of the three. The rules are giant wins over wizard, wizard wins over elf and elf wins over giant. Explain that each group should huddle up and choose a first and second choice of the three. Explain that the play begins when each team moves to the line and the leader yells, “One, two, three, what’s it gong to be?” and each side flashes their first choice. Whichever side has the dominant pick then chases the other side back to their rear boundary line. Anyone who is tagged before getting to that rear line becomes part of the opposite team. Explain also that if both teams choose the same first choice, the leader calls out the signal phrase and the teams change to their second choice. If they choose the same second choice, the teams regroup and pick two more.

Mid-point questions: How is the group deciding which one to choose? Is everyone involved in the decision-making? Is there anything your team wants to change so that the decision is being made differently?

Closing questions: What is the main skill this game teaches? Is there any way you would change this game to make it better, a more intense learning opportunity or more fun?

Variations: This game can be varied by choosing three different objects, movements and sounds that teams can pick. A couple of good options are Baseball/Football/Basketball with the sounds, ‘steerike’, ‘huthuthuthut’ and ‘swooooooosh’ or Lions, Tigers and Bears with roars, growls and snuffles.

Cooperative Games

EVOLUTION

How Many Children Can Participate? 10-40

What Age Group Is It For? 4-5

Length of Activity? 10-15 min

Goal: To interact with many different people

Skills Practiced: following directions, non-verbal communication

Equipment Needed: none

Set-Up: Have the whole group gather in a contained area

Description: Explain the evolution of all life in our group goes in this order: First the egg, then the chicken, the dinosaur, rock star, superhero. Each phase of evolution has a corresponding action – egg is low to the ground with hands over head, chicken walks like a chicken and clucks, dinosaur has arms outstretched like big jaws, etc. Everyone begins as an egg. Players mix up, pair up and play Ro-Sham-Bo. The person who wins evolves to the next step. Players pair up again, only with someone who is in the same stage of evolution. The winner advances to the next step, the loser goes down a step. If the losing player is already an egg s/he remains an egg. When a player evolves all the way to a superhero, s/he is finished and can fly around the area until all the players are also superheros, or time is called.

Demonstrations: Be sure to demonstrate clearly the different steps and order of evolution. Be sure that everyone knows how to play Ro-Sham-Bo. Be clear about what happens when a player wins or loses the Ro-Sham-Bo. Remind players that they can only do Ro-Sham-Bo with someone who is at the same stage of evolution, this encourages students to interact with many different people, not just their friends.

How Will You Know Children Understand And Are Ready To Start?

The students are ready to play when they are all gathered in an area and know all the stages of evolution..

Variation(s)

Allow players who lose Ro-Sham-Bo to remain at their current stage of evolution – this makes the game go a little faster.

Cooperative Games

TALLY HO!

How Many Children Can Participate? 15-50

What Age Group Is It For? 2nd-5th

Length of Activity? 10 min

Goal: To develop an understanding of cooperation

Skills Learned: agility, strategic thinking, teamwork

Equipment Needed: none

Set-Up: Group will need to be divided into smaller groups of 4-12, once the description is done, the students will be lined up in a set order to make an even box around the leader.

Description: The leader explains that this game is a test of cooperation and speed. Explain that the students will be lined up in a set order in a box around the leader. Explain that the challenge will be to get quickly back in order whenever the leader scrambles them up. Explain that the leader will change directions and then the groups need to quickly reorganize back into their original positions. Demonstrate so that everyone understands the correct alignment. After the leader moves and the groups reassemble, they should grab their lines hands, lift them in the air and yell “Tally Ho!”

Mid-point questions: What is any group doing to move quickly? Is there anything holding any group up? Does anyone have a suggestion for what could move a group faster? Is the group ready for more of a challenge?

Closing Questions: Did any group improve their speed as the game progressed? What was fun about that game? Did it teach any lessons? What might you do to improve the game?

Variations: Once the group has got the hang of it, the leader can actually move completely out of the center of the square of people to any other spot in the playing area. Then the challenge for the group is to figure out where their original spot is from a different orientation.

Physical Activity Instruction: LESSON PLANNING SHEET

Date ___/___/___

Time Estimated: 40 minutes

Ice Breakers & Warm Ups	Time	Notes
<p>Game(s)</p> <p>Equipment Needed</p>	10 min	<p>Remember to...</p> <p>What worked...</p> <p>Changes for next time...</p>
Lead-up Game		
<p>Game(s)</p> <p>Equipment Needed</p>	10 min	<p>Remember to...</p> <p>What worked...</p> <p>Changes for next time...</p>
Focus Game		
<p>Game(s)</p> <p>Equipment Needed</p>	15 min	<p>Remember to...</p> <p>What worked...</p> <p>Changes for next time...</p>
Cool Down and Closing		
<p>Game(s)</p> <p>Equipment Needed</p>	5 min	<p>Remember to...</p> <p>What worked...</p> <p>Changes for next time...</p>