

Play streets!

General Recreation Handbook



ACTIVE
TRANSPORTATION
ALLIANCE



Acknowledgements

The goal of PlayStreets is to promote health and wellness by increasing access to safe play spaces for children and adults in Chicago. This great program would not be possible without the assistance of Blue Cross Blue Shield of Illinois, the City of Chicago and the Chicago Department of Public Health. Active Transportation Alliance, Local Initiatives Support Corporation - Chicago and World Sport Chicago thank all of these organizations for their vision and support in this endeavor.



**BlueCross BlueShield
of Illinois**



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Suggested Framework:
General Recreation Activities

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There are **35 GENERAL RECREATION AND FITNESS ACTIVITIES** described in this handbook. Each activity is geared towards different age groups and is designed to practice different physical and mental skills.

It is up to your organization to design a great PlayStreets event using your knowledge and expertise about your community and its resources and capabilities. Below is a suggested step-by-step framework for organizing and executing general recreation activities at your PlayStreets event. The accompanying planning template will also help to guide this process.

1

Select **ONE TO THREE ACTIVITIES** from each category to implement during your PlayStreets

- When selecting activities, try to select those that share similar equipment needs but target different age ranges and skills
- When selecting activities, keep in mind time and space constraints for your community

2

Organize **THREE TO FIVE STRUCTURED ACTIVITY CENTERS** that will rotate through a series of scheduled activities throughout the duration of your event

- Group activities that utilize similar equipment and have similar set-up and space requirements in order to minimize transition time between scheduled activities
- Map out activity centers on a diagram of your selected PlayStreets location to ensure that you have enough space to accommodate all intended activities

3

Develop a **SCHEDULE OF ACTIVITIES** for each activity center

- Allow time for each activity to be repeated two to four times
- Make sure to schedule set-up, skill instruction, and transition time
- Stagger activities so there is always something going on that will appeal to different age groups and will practice different skills

4

Order or obtain all necessary **EQUIPMENT** for selected activities

5

At the end of each event, **EVALUATE** your selected activities and **ADAPT** for next event

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Summary:
Potential Activities

Summary: Potential Activities

	ACTIVITY	SKILLS PRACTICED	GROUP SIZE	AGE RANGE	ACTIVITY LENGTH	SPACE NEEDED	EQUIPMENT NEEDED
Basic Readiness Games	Bird's Nest	Running, Teamwork, Awareness	10-20	All Ages	10-15 min.	Large Square (75' x 75')	10 Beanbags, 5 Hula hoops
	Continuous Relays	Running, Endurance, Pacing	4-30	1st-5th grades	5-10 min.	Large Square (75' x 75')	1 Baton & 2 Cones per team
	Grocery Store	Running, Agility, Awareness, Evasion	20-50	K-5th grades	10-15 min.	Large Square (75' x 75')	3-6 sets of 4 colored cones (Green, Yellow, Red, Orange, Purple, Blue)
	Lava Game	Jumping	5-30	PreK-3rd grades	10 min.	Moderate Square (45' x 45')	5-10 Hula hoops
	Leap Frog	Jumping	20-30	2nd-5th grades	15-20 min.	Moderate Square (45' x 45')	None
	My DVD Player	Running, Reflexes, Awareness	10-30	K-6th grades	10 min.	Large Square (75' x 75')	None
	Pony Express	Running, Endurance, Pacing	20-30	1st grade and older	10-15 min.	Large, open space	Chalk, 2 Cones, 2 Bean bags
	Rainbow Run	Awareness, Memory, Running	2-20	All Ages	10-15 min.	Large Square (75' x 75')	5 Hula hoops of different colors
	Sharks & Minnows	Agility, Awareness	10-100	PreK-5th grades	10 min.	Large Square (75' x 75')	None
	Simon Says	Running, Skipping, Hopping, Balance	1-30	K-3rd grades	5-10 min.	Moderate Square (45' x 45')	None
	Wonderball	Passing, Jumping Jacks, Awareness	10-30	PreK-5th grades	10 min.	Circle (30' diameter)	1 Playground ball
Tag Games	Flag Tag	Evasion, Running, Awareness	15-40	3rd-6th grades	15-20 min.	Large, open space	1 Flag per participant
	Blob Tag	Evasion, Agility, Endurance, Running	20-30	1st-5th grades	15-20 min.	Large, open space	None
	Capture the Flag	Reflexes, Evasion, Running, Awareness, Endurance	10-30	2nd-6th grades	10-40 min.	Large, open space	6 Cones, Chalk, 2 Flags
	Cones Conquest	Evasion, Teamwork	10-30	4th grade and older	10-20 min.	Large, open space	12 Cones (6 each in 2 different colors), Chalk
	Elbow Tag	Evasion, Awareness, Running	20-30	3rd-5th grades	10 min.	Large, open space	None
	Freeze Tag	Evasion, Agility, Running, Awareness	20-30	K-5th grades	15-20 min.	Large, open space	None

	ACTIVITY	SKILLS PRACTICED	GROUP SIZE	AGE RANGE	ACTIVITY LENGTH	SPACE NEEDED	EQUIPMENT NEEDED
Cooperative Games	All Tangled Up	Awareness, Cooperation	15-30	2nd grade and older	15 min.	Circle (30' diameter)	None
	Bridge Ball	Hand-eye coordination, Blocking	10-30	2nd-5th grades	10-15 min.	Circle (30' diameter)	1 Playground ball
	Giants, Wizards and Elves	Verbal Communication, Reflexes, Running	12-50	3rd-5th grades	10 min.	Large Square (75' x 75')	None
	One Fish, Two Fish, Red Fish, Blue Fish	Balance, Agility, Awareness, Throwing, Catching, Running, Reflexes	10-35	1st grade and older	10-15 min.	Large Square (75' x 75')	Chalk, 1 Small throwable object
	Quarter Football	Awareness, Running, Agility, Evasion	10-20	3rd grade and older	10-20 min.	Open Field	Chalk or 8 cones, 1 Quarter or 1 small object that will fit in a fist
	Frisbee Golf	Fine motor skills, Strength perception	10-20	2nd-5th grades	30 min.	Large, open space	1 Frisbee per team, 3-9 Baskets
	Stash It	Running, Agility, Awareness	10-50	3rd grade and older	10 min.	Large Square (75' x 75')	10 Hula hoops, 10 Balls (any kind)
Playground Games	Four Square	Ball hitting, Balance, Agility, Awareness	4-12	K-6th grades	10-20 min.	10' x 10' Square	Chalk, 1 Playground ball
	Dodgeball	Throwing, Catching, Running, Evasion, Agility, Awareness	10-30	Kindergarten and older	10-20 min.	Large Square (75' x 75')	Chalk or 6 Cones to mark boundaries, 4-6 Playground balls
	Kickball	Kicking, Catching, Running, Throwing	8-30	Kindergarten and older	10-30 min.	Open Field	Chalk, 4 Bases, 1 Kickball
	Jump Rope	Jumping, Rhythm, Timing, Balance	3-10	K-5th grades	10-20 min.	Large Square (75' x 75')	2-10 Jump ropes
	Soccer	Running, Awareness, Kicking, Endurance	8-24	2nd grade and older	10-30 min.	Open Field	1 Soccer Ball, 2 Goals, Chalk or 4 cones to mark boundaries
	Volleyball	Agility, Awareness	10-24	2nd grade and older	10-30 min.	60' x 30' Court	1 Volleyball, 1 Net, 2 Poles, Chalk or 4 cones to mark boundaries
	Flag Football	Agility, Awareness, Throwing, Catching, Running, Evasion, Endurance	8-24	2nd grade and older	10-30 min.	Open Field	1 Football, 2 Sets of Waist Flags, Chalk or 10 cones to mark boundaries
Fitness Activities	Minute Masters	Jogging, Jumping, Running	1-30	PreK and older	10 min.	2 30' x 30' stations, 2 60' x 60' stations	Whistle, Cones or Chalk to mark stations
	Flexibility Stations	Flexibility, Stretching, Balance	5-40	1st grade and older	20-30 min.	6 30' x 30' stations	None
	Chest & Arms Strengthening Stations	Push-Ups, Chin-Ups, Breathing techniques	5-40	1st grade and older	20-30 min.	3 45' x 45' stations	Mats or carpet squares, Monkey bars or pull-up bar
	Ab Workout Stations	Curl-Ups, Breathing techniques	5-40	1st grade and older	20 min.	2 45' x 45' stations	Mats or carpet squares

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Activities:
Basic Readiness Games

Activity: Bird's Nest

Group Size: 10-20

Age Group: All Ages

Length of Activity: 10-15 minutes

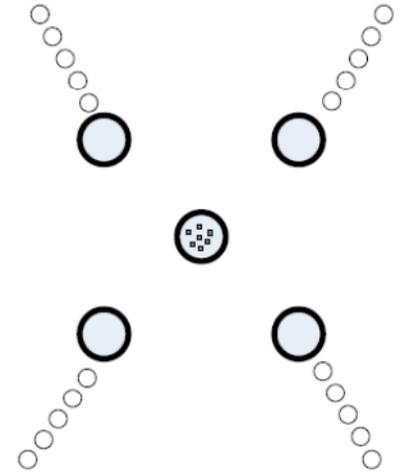
Developmental Goal: To develop teamwork and strategic thinking

Skills Practiced: Running, quick thinking, teamwork, and physical awareness

Equipment Needed: 10 Beanbags and 5 hula hoops

Set-Up:

- Arrange five hula hoops (bird nests) as shown in the diagram. Place beanbags (the cookies) in the center cookie jar.
- Divide players into four teams and each team line up behind their assigned cookie jar.



Before You Start:

- Make sure students understand the importance of safety, control and awareness
- Review the rules of the game and have students explain the game to you

How to Play:

- Each team's goal is to get six cookies in their cookie jar.
- When told to start, the first person on each team runs to center cookie jar to steal a cookie (one cookie per turn).
- Player returns to his or her line and places it in their cookie jar; then the next player goes.
- Players keep taking cookies from the center jar until empty, at which point players can steal cookies from each other's jars. Players cannot defend their cookie jar.
- Game ends when one team has six cookies.

Variation:

- Players can defend their cookie jar by tagging opponents. Once tagged the player must return to his or her line, then the next player goes.

Activity: Continuous Relays

Group Size: 4-30

Age Group: 1st -5th grades

Length of Activity: 5-10 minutes

Developmental Goal: To develop eye-hand coordination and cooperation

Skills Practiced: Running, endurance, and pacing

Equipment Needed: A baton, bean bag, or other object, two cones for each team

Set-Up:

- Place each pair of cones approximately 20' from each other (adjust the distance depending on age and fitness level).
- Keep two arms length between each set of cones. Designate one side of cones to start. Students need to be divided into teams of 4-6 people.

Before You Start:

- Each team counts off 1, 2, 3, 4, 5, 6. The odd numbers of each team stay at the start cone, the evens go to the other side. Make sure students stay in numerical order.

How to Play:

- The first team member in the line runs to the other side while holding the baton or object, handing off the baton to the next person on the other side.
 - Runners need to place baton or other object directly into the next player's hand. No throwing the object.
- Runners need to wait until it is his/her turn to go - no false starts or switching order.
- Runners need to give their best at all times. If someone is tired, s/he may slow down but continue moving.
- Runners cannot interrupt the forward progress of different teams.
- Team members continue in order until time is called.

Variations:

- Have students skip, crab walk, etc. instead of running
- Have easy obstacles while students run, like placing hula hoops to jump through, students need to do five jumping jacks before they hand off their baton, etc.

Activity: Grocery Store

Group Size: 20 - 50

Age Group: K-5th grades

Length of Activity: 10-15 minutes

Developmental Goal: To develop students' memorization skills and listening to directions

Skills Practiced: Running, agility, safe tagging, spatial awareness and evasion

Equipment Needed: At least 3 sets of cones needed (4 green cones, 4 yellow cones, 4 red cones, 4 orange cones, 4 purple cones, 4 blue cones)

Set-Up:

- Set up 3-6 sets of cones around in a given area.
- Each set of 4 cones should make a square. (The bigger the area used the more fun.)

Before You Start:

- Demonstrate safe tagging:
 - Light touch, like butterfly wings, on the back of shoulder
 - Unsafe tags: hard contact might cause the person being tagged to fall
- Remind kids to be aware of others running around them
- Assign each set of cones a fruit or vegetable that corresponds to their color
 - e.g. purple cones = grapes, yellow cones = lemons, etc.
- Make sure students can repeat what each color of cones corresponds to

How to Play:

- The leader starts as the Shopper. The Shopper will yell out, "I am going to the store to buy some... grapes!"
- All the students must then run over to the box of purple cones without being tagged by the shopper.
- If they do get tagged they become a shopper and a tagger as well.

Variation:

- Instead of starting all the kids in one box and yelling out different fruits, start them out as workers in the grocery store and the leader as the manager. If you say I need the floors swept all the students must walk around the play area pretended to sweep the floors until the leader yells, "The shopper needs... grapes!" and then the students need to make it to the grape box without being tagged.

Activity: Lava Game

Group Size: 5-30

Age Group: PreK-3rd grades

Length of Activity: 10 minutes

Developmental Goal: To develop student's ability to keep their balance and cooperation

Skills Practiced: Hopping and jumping

Equipment Needed: 5-10 Hula Hoops

Set-Up:

- Lay hula hoops in a line (either in a row or zigzag)

Before You Start:

- Demonstrate how to avoid contact with each other.
- Students should be able to repeat all rules and signals.
- Have students line up in a straight line.

How to Play:

- Create a scenario, tell the students that they are in a volcano and the only way to get out before it erupts is hopping on the stones (the hula hoops).
- One at a time, each student should run, hop, or jump through the hula hoops.
- Once a player has made it across safely have them line up at the end.
- If a student misses a hula hoop they go back to the end of the line a wait to try again.
- Game finishes once everyone has made across the lava safely.

Variations:

- For older groups, have students go 2 or more at a time.
- Lay out the hula hoops further apart once players understand the game, making it more difficult to cross the lava.
- When a player misses a hoop, they can only use 1 leg. If they miss again a hula hoop is removed and they can use both legs again.

Activity: Leap Frog

Group Size: 20-30

Age Group: 2nd-5th grades

Length of Activity: 15-20 minutes

Developmental Goal: To develop cooperation

Skills Practiced: Jumping and ducking

Equipment Needed: None

Set-Up:

- Create a start and finish line (if applicable).

Before You Start:

- Set up 2 single file lines. Space children out so there is enough room for the leap frog to land in between.
- Demonstrate safe ways to jump over people and how they should stay in a safe crouched position.
- Make sure all students understand the need for safety and cooperation.

How to Play:

- The students are now frogs trying to cross a pond with their fellow frogs.
- To stay on the lily pads they must hop in a straight line one over the other.
- The frog at the back of the line will go first.
- They will hop over the frogs in front of them (who are crouched down to make it easier for the jumping frog) until they reach the front, where they will stop.
- After the leaping frog has made it to the front of the line and is crouched down, the next frog at the back of the line will begin to jump forward.
- Frogs jump to a finish line, or you can set a number of times each frog must jump.

Variations:

- See how fast or how high each group can go.
- Make more than one line and do a relay race.

Activity: My DVD Player

Group Size: 10-30

Age Group: K-6th+grades

Length of Activity: 10 minutes

Developmental Goal: To develop students' ability to listen to directions

Skills Learned: Running, following directions, reflexes and awareness

Equipment Needed: Chalk

Set-Up:

- A rectangle of boundaries

Before You Start:

- Have students repeat back what action goes with each command.

How to Play:

- The person calling the game may call any command found on a remote control
- Play: Students begin walking towards finish line.
- FF: Students run to finish line.
- Rewind: Students move backwards.
- Pause: Students freeze.
- Slow Motion: Students move super slowly.
- Power off: Students crouch down like an egg.
- Power on: Students stand up.
- Students must react to the commands called.
- The goal is to make it all the way to the finish line.
- When a student makes a mistake s/he must do 10 jumping jacks, or another short activity, to reenter the game.

Variations:

- For younger grades start with just two or three commands and add new ones as they master the original commands.
- Students who make a mistake:
 - Join the leader on the sideline as judges
 - Remain in the game but must go back to the starting line.

Activity: Pony Express

Group Size: 20-30

Age Group: 1st-6th+ grades

Length of Activity: 10-15 minutes

Developmental Goal: To develop teamwork and cooperation

Skills Practiced: Running, endurance and pacing

Equipment Needed: Chalk, two cones and two bean bags

Set-Up:

- A very large square or rectangle

Before You Start:

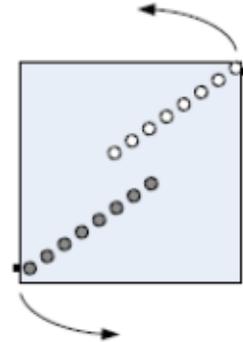
- Demonstrate safe tagging:
 - Light touch, like butterfly wings on the shoulder
 - Unsafe tags: hard contact that might cause the person being tagged to fall
- Divide the students into two teams.
- Have one team line up diagonally at one cone, and the other team line up diagonally at the other cone.
- Hand the bean bags to the first student in each line.

How to Play:

- On the leader's signal, the first student for each team begins to run counterclockwise around the square/rectangle, making sure to run completely around the lines (i.e. no cutting corners).
- After the first student has run an entire lap, s/he hands off the bean bag to the next student in line, and s/he begins to run a lap.
- The object for both teams is to catch up to the other team and tag the student running on the shoulder to score a point.
- If someone is tagged, a new round begins at each cone with the first student in line.

Variations:

- Try walking, skipping, hopping, etc. (if the space is smaller, or for younger students)
- With more advanced groups, no equipment is necessary if you have natural boundaries, and they can high-five the next person in line.



Activity: Rainbow Run

Group Size: 2-20

Age Group: All ages

Length of Activity: 10-15 Minutes

Developmental Goal: To improve memory through two approaches: 1) Color and pattern recognition 2) Directional and spatial awareness (through running)

Skills Practiced: Gross motor control, spatial awareness, memory, peripheral vision, creative thinking, and running

Equipment Needed: Hula hoops, as many as you want but at least 5 with each a different color

Set- Up:

- Set up hula hoops in random arrangement around playing area. Do not place hula hoops directly together

Before you start:

- Rainbow Run requires a lot of running so be sure to stretch out before you start this game.

How to play:

- The students will form a line at a designated starting point.
- One person is chosen to be Simon. Simon is in charge of determining the pattern the runners will run by calling out colors in an order of their choosing. The colors Simon can call depends on how many colors you have (let's assume we have the colors, red, yellow, orange, green, blue and purple).
- We have six hula hoops, one of each color. For example, Simon can call "red, green, and blue!" and the runner would have to run to those color hoops in that order. So in the case of 6 hula hoops one of each color, that number can be anywhere from one to six.
- Also, colors may be repeated. For example, Simon can call "yellow, green, blue, yellow" or "green, blue, green red." The length of the pattern can be changed at any point by the coach. This means you can start the game with a three color pattern, subsequently increasing it to five, etc.
- After the runner completes the pattern, they become the new Simon, while the previous Simon joins the runner line.

Variations:

- Add a time limit for the kids to finish the pattern in.
- For older kids, you can add in multiple hoops of the same color, and they have to figure out the fastest way to complete a given pattern.
- Keep adding colors to the pattern and see how long a pattern the group can complete in the allotted time.

Activity: Sharks & Minnows

Group Size: 10-100

Age Group: PreK-5th grades

Length of Activity: 10 minutes

Developmental Goal: To develop listening skills and a sense of boundaries

Skills Practiced: Agility and awareness

Equipment Needed: None

Set-Up:

- Set up a clearly designated rectangular play area with visible boundaries.

Before You Start:

- Once children understand what the sharks will say, what the minnows do and when and where to run when “Shark Attack!” is called, they are ready to start.

How to Play:

- Choose a few students to be sharks and everyone else will be minnows.
- The sharks stand in the middle of the play area and say “Fishy, fishy, come out and play.” The minnows slowly walk towards the sharks.
- At any time, the sharks can yell “Shark Attack!”
 - The minnows must run to the opposite boundary line without being tagged.
 - If a minnow is tagged, s/he also becomes a shark.
- When there are only one or two minnows left; they become the sharks in the next round.

Variations:

- Another option is to have minnows run back to the starting line when “Shark Attack” is called.
- You can choose different predators and preys.
- Change the consequences for getting tagged.
 - If you get tagged on the first attempt to get to the other side, you become a shark.
 - On all following attempts, if you are you become seaweed and you cannot move your feet.

Activity: Simon Says

Group Size: 1-30

Age Group: K-3rd grades

Length of Activity: 5-10 minutes

Developmental Goal: To increase listening skills

Skills Practiced: Running, skipping, hopping and balancing

Equipment Needed: None

Before You Start:

- Play a practice round to make sure students understand.
- Students are clear on the consequences when they do not follow directions.
- Students understand how to maintain safe distances between themselves.

How to Play:

- Explain that you are going to give directions to perform a specific movement or sound,
- Students should only follow your directions if you first say “Simon Says...”
- If someone follows your directions when you don’t say “Simon Says,” they receive a consequence.
- Possible consequences are:
 - Sitting out a round
 - 10 jumping jacks
 - Run a lap
- The leader can call all types of directions, i.e. touch your nose, toes, etc., stretch to the sky, run in place, jump 5 times, skip high, make silly animal noises, etc.

Variations:

- A basketball version of this is called Shaq Says which might be more appropriate for older children and basketball practice. In this game all of the commands are obviously basketball related. For example: Defense- all the players should go into a defensive position, Slide- all of the players would shuffle their feet once in the direction you move. Other commands are pass, shoot, dribble in front, around your back, between your legs, with your left hand, spin on your finger, dunk, etc.

Activity: Wonderball

Group Size: 10-30

Age Group: PreK-5th grades

Length of Activity: 10 minutes

Developmental Goal: To develop students' concentration, cooperation and eye-hand coordination skills

Skills Practiced: Passing, doing jumping jacks, and awareness

Equipment Needed: 1 playground ball

Set-Up:

- Decide on a space that is big enough for the entire class to form a circle.

Before You Start:

- Have the group sit or stand in a circle.
- Practice 5 jumping jacks (for younger ages).
- Practice passing the ball around the circle (for younger ages).
- Practice singing one round of the song.

How to Play:

- Start passing the ball around the circle while singing the wonderball song:
 - *The Song --*
The wonderball goes around and around,
to pass it quickly you are bound,
if you're the one to hold it last,
you will owe 5 jumping jacks,
you are it!
- The child who is holding the ball when the song ends gets up and does 5 jumping jacks in the middle of the circle.
- Then pick the child who is sitting the quietest to start the next round.
- You should move around the circle with the ball to make sure it gets around, a lot of kids will try to hold the ball so they will be last or won't be able to hold the ball.

play streets!

Activities:
Tag Games

Activity: Flag Tag

Group Size: 15- 40

Age Group: 3rd-6th+ grades

Length of Activity: 15-20 minutes

Developmental Goal: To develop eye-hand coordination

Skills Practiced: Evasion, running, safe tagging and spatial awareness

Equipment Needed: Any type of flag or jersey (one per student)

Set-Up:

- A basketball court sized space. Evenly space cones on the outside of the boundaries.

Before You Start:

- Provide an example of where and how to place flags (in a pocket or waist band at least $\frac{3}{4}$ of the flag showing).
- Express the need for safe and fair play, including: no flag guarding, rolling on the ground, taking flags off the ground or calling out “cheater.”
- Give students a safe way to express their needs to review the quality of the game, i.e. approaching Coach or rock-paper-scissors.
- Review boundaries and rules, ask for questions.

How to Play:

- Everyone moves within the boundaries trying to avoid the each other.
- If a player grabs a flag, they must place it on the ground.
- Once a flag is on the ground, it is considered off limits.
- When a player loses her or his flag, s/he must get down on the ground (sitting or kneeling).
- In order to get back off the ground, a player who is kneeling may grab a runner’s flag and place the flag in her or his pocket.

Variations:

- Allow students to crawl on their knees while trying to regain a flag.
- Double Flag Tag: using two flag. Both flags must be pulled before the player goes down to the ground.

Activity: Blob Tag

Group Size: 20-30

Age Group: 1st-5th grades

Length of Activity: 15-20 minutes

Developmental Goal: To develop cooperation

Skills Practiced: Evasion, agility, endurance, safe tagging and running

Equipment Needed: None

Set-Up:

- Designate a playing area large enough run in.

Before You Start:

- Ask for two volunteers, and assign both of them to be it. They become The Blob and must link elbows.
- Demonstrate safe tagging:
 - Light touch, like a butterfly wings, on the back or shoulder
 - Unsafe tags: hard contact that might cause the person being tagged to fall
- Demonstrate with volunteers how to move with a partner, how to link when you are tagged, and how to separate when there are four people in The Blob.
- Make sure the students understand the rules, boundaries and the importance of safety.
- Spread students out within playing area.

How to Play:

- When play begins, The Blob tries to tag the rest of the players.
- When someone gets tagged s/he also links elbows and becomes part of The Blob.
- When a fourth player is tagged, The Blob then separates into two separate Blobs.
- Every time a Blob becomes four players it splits; two players detach creating two separate Blobs.
- Play continues until all of the players are turned into Blobs.
- If a player runs out of bounds while trying to avoid The Blob, s/he must then connect with the nearest Blob and continue to play.
- The last two players can then become the first Blob for the next game.

Variation:

- If students are playing safely, the Blob can stay connected and continue to grow bigger and bigger until all the players are tagged. Challenge the class to stay together when they move.

Activity: Capture the Flag

Group Size: 10-30

Age Group: 2nd-6th+ grades

Length of Activity: 10-40 minutes

Developmental Goal: To develop teamwork, cooperation, strategic thinking and verbal communication

Skills Practiced: Reflexes, evasion, running, safe tagging, spatial awareness and endurance

Equipment Needed: Six Cones, Chalk and two flags

Set-Up:

- Divide the playing field in half and designate two small “zones” on both sides to hold people who are tagged. There can also be a designated circle on each side where the flag is placed.



Before You Start:

- Divide students into two teams.
- Make sure students understand all rules and know where the boundaries are located.
- Demonstrate safe tagging:
 - Light touch, like a butterfly wings, on the back or shoulder
 - Unsafe tags: hard contact that might cause the person being tagged to fall

How to Play:

- Each team tries to take the other team’s flag and return across the center line without being tagged.
- When guarding the flag zone or the holding zone, a defender must be at least 2’ away from the zone boundaries.
- If a player is tagged while on their opponent’s side they must go to the holding zone on their opponent’s side.
- If a player who has stolen the flag is tagged, the flag is returned to the flag zone, and the player goes to the zone.
- A player can be freed from the holding zone when a teammate crosses the center line and tags the player; both players then receive a free walk back to their side.
- A player can only free one teammate at a time.
- If an opposing player can get both feet into the flag zone without being tagged, they can remain there without safely (without getting tagged) before attempting to cross the center line.

Variations:

- Limit the number of players allowed in the circle at one time.
- Allow a player in the circle to throw the flag to a teammate. The flag must still be carried over the center line however.
- The players in the tagged zone can join hands and reach out of the zone to make it easier to be freed. Similarly, all players in the holding zone are freed when a player makes it across to rescue them.

Activity: Cones Conquest

Group Size: 10-30

Age Group: 4th-6th+ grades

Length of Activity: 10-20 minutes

Developmental Goal: To develop cooperation

Skills Practiced: Evasion, safe tagging, and teamwork

Equipment Needed: 12 cones divided equally into 2 colors, additional cones or chalk to mark "zone"

Set-Up:

- Use a rectangular space with a center line. Set up one zone on opposite sides of the field, this zone will be where players who get tagged can wait. Place 6 cones of one color on each side of the field.

Before You Start:

- Divide players into 2 teams. Assign each team to a side of the playing field.
- Make sure students understand all rules and know where the boundaries are located
- Demonstrate safe tagging:
 - Light touch, like butterfly wings on the shoulder
 - Unsafe tags: hard contact that might cause the person being tagged to fall

How to Play:

- Each team is trying to bring the opposing teams' cones to their side while keeping their own cones safe on their side.
- You can only carry one cone of a single color at a time (if cones are green and blue, a player can only carry one green and one blue at a time).
- If tagged while on the opposite side, the player must return the cones in his or her hands to where they came from and then go to the waiting zone on the opposite side of the field from their team.
- Players can be released from the waiting zone by being tagged out by a teammate and get a free walk back to their side.
- The game is over when one team has all of their cones plus the other team's cones on their side.

Variation:

- Tagged players do not have to return the cones, they can leave the cones where they were tagged.

Activity: Elbow Tag

Group Size: 20-30

Age Group: 3rd-5th grades

Length of Activity: 10 minutes

Developmental Goal: To develop cooperation and strategic thinking

Skills Practiced: Evasion, spatial awareness, running and safe tagging

Equipment Needed: None

Set-Up:

- Designate a playing area large enough to run in.

Before You Start:

- Have the group pair up with a partner.
- Partners should link arms at the elbows and have both hands on their hips.
- Ask for two volunteers and assign one of them to be it and the other to be the runner.
- Demonstrate safe tagging:
 - Light touch, like a butterfly wings, on the back or shoulder
 - Unsafe tags: hard contact that might cause the person being tagged to fall
- Have the students practice how to detach, who becomes the runner and who stays linked at the elbow.

How to Play:

- The student who is “it” must try to tag the “runner.”
- The “runner” must find a pair of students and link arms at the elbow.
- The person on the other side of that pair detaches and is now being chased by the person who is “it.”
- The new runner must then find another pair to link up with, in turn detaching another person.
- If the “runner” gets tagged before they can find someone to link elbows with, the “runner” then becomes “it” and chases the other person.
- The “runner” must link to another pair within 5 seconds.

Variations:

- Let both the runner and the tagger link elbows, so both have a chance to change, and more students get to play.
- Allow all students the option to be linked to a partner. If you are unattached you can get tagged.
- Any two unlinked players can decide to link together to be safe from getting tagged.

Activity: Freeze Tag

Group Size: 20-30

Age Group: K-5th grades

Length of Activity: 15-20 minutes

Developmental Goal: To develop cooperation and listening to directions

Skills Practiced: Evasion, agility, running, body awareness, safe tagging and following directions

Equipment Needed: None

Set-Up:

- Open area with boundaries

Before You Start:

- Demonstrate safe tagging:
 - Light touch, like butterfly wings on the shoulder
 - Unsafe tags: hard contact that might cause the person being tagged to fall
- Review how to give a double high-5.
- Select two students to be “it.”

How to Play:

- To begin, the students spread out within the open area, and the leader designates what movement everyone should be using (i.e. running, skipping, hopping, walking, etc.).
- If a student gets tagged, s/he immediately freezes.
- To unfreeze a player, another student must give the frozen person a double high-5.
- Neither student may be tagged while unfreezing someone and taggers cannot stand around waiting for them to finish.
- The leader should switch taggers and styles of movement.

Variations:

- Tunnel Tag: When a student gets tagged, s/he freezes with their legs spread shoulder-width apart on the ground. To unfreeze a player, another student must crawl through the player’s legs from the front.
- To unfreeze a player, another student must shake hands with the frozen player and both must share their favorite cartoon, favorite food, what they want to be when they grow up, etc.

play streets!

Activities:
Cooperative Games

Activity: All Tangled Up

Group Size: 15-30

Age Group: 2nd -6th+ grades

Length of Activity: 15 minutes

Developmental Goal: To develop verbal communication, cooperation, strategic thinking and problem solving skills

Skills Practiced: Body awareness and following directions

Equipment Needed: None

Before You Start:

- Divide the students into small groups of up to twelve people and have them form a tight circle.

How to Play:

- The students take one hand and grab the hand of anyone in the group except the people standing next to them.
- The students take their other hand and grab the hand of anyone in the group except the people standing next to them and the person they are already holding hands with.
- The challenge is to get untangled without letting go of each other's hands. Emphasize that getting untangled requires a lot of communication and cooperation.

Mid-point questions:

- Is there anything about this game that is particularly difficult?
- Has anyone discovered any secrets that might help the rest of the group get untangled?

Closing questions:

- Was this game difficult?
- How did people feel when they found it hard to get untangled?
- Did anyone get tempted to cheat and just let go of a hand?
- Shall we try the game again and time ourselves to see how long it takes to get untangled?

Variations:

- Make the groups larger.
- Add restrictions to their communication methods.

Activity: Bridge Ball

Group Size: 10-30 players

Age Group: 2nd-5th grades

Length of Activity: 10-15 minutes

Developmental Goals: To improve hand-eye coordination and strategic play

Skills Practiced: Hand-eye, blocking

Equipment Needed: 1 or 2 playground balls

Set-Up:

- Have students stand in a circle, foot to foot. Their legs should be slightly more than shoulder width apart, forming a bridge. Have students get into ready position with their hands on their knees.

Before You Start:

- Make sure students know not to reach in front of others in order to get the ball!

How to Play:

- The object of the game is for players to try to hit the ball between the other players' bridges and block balls from coming through their own bridges. Players get a letter in the word bridge each time the ball goes through their legs. Once a player has spelled bridge, the game restarts.
- Players may only hit the ball with an open palm (as with 4-square and monkey soccer). No throwing.
- They may catch the ball if it is head height. They must then hit the ball back into play.
- If a ball goes outside the circle, the player closest to it when it went out may go and get it.
- If the ball goes between a players' legs, she gets a letter toward the word bridge. That player may go get the ball and hit it back in play.

Variations:

- Instead of spelling bridge, players can turn around and play backwards once the ball has gone through their legs 1x, 2x, or however many times you decide.
- Add a ball or two once students know how to play.
- Put a player in the middle of the circle to keep the game moving faster.

Activity: Giants, Wizards and Elves

Group Size: 12-50

Age Group: 3rd -5th grades

Length of Activity: 10 minutes

Developmental Goal: To develop cooperation and group decision-making capacity

Skills Practiced: Verbal communication, quick reflexes, running and safe tagging

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.

Before You Start:

- Demonstrate movement and sound for each main character in the game:
 - The giant stands up tall with hands raised over the head and “Aargh!”
 - The wizard stands with one foot in front of the other, arms extended toward the front with the fingers wiggling and makes the sound, “Hisssss!”
 - The elves squat down and move from side to side with their arms waving about and make the sound that comes when you blow air out of your lips.
- Have the whole group practice each of the movements and sounds.
- Explain which character wins over which: giant wins over wizard, wizard wins over elf, and elf wins over giant.
- Demonstrate safe tagging:
 - Light touch, like butterfly wings, on the back or shoulder
 - Unsafe tags: hard contact that might cause the person being tagged to fall
- Number teams by 1’s and 2’s and put each team on opposite sides of the middle line.

How to Play:

- Each team huddles up on their side of the play area and chooses a first and second choice of a character to be.
- The play begins when each team moves to the middle line and the leader yells “One, two, three, what’s it going to be?” Each team flashes their first choice. Whichever team has the dominant character chases the other team 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.

Activity: One Fish, Two Fish, Red Fish, Blue Fish

Group Size: 10-35

Age Group: 1st grade through adulthood

Length of Activity: 10-15 minutes (usually with a planning break in the middle)

Developmental Goal: Problem-solving, leadership, cooperation, teamwork, non-verbal/verbal communication, conflict resolution, eye-hand coordination, strategic thinking, planning, creative thinking, listening to directions

Skills Practiced: Balance, agility, body and spatial awareness, throwing, catching, running, following directions, reflexes

Equipment Needed: Chalk and a rubber chicken, stuffed animal, cone or other small, throw-able object

Set-Up:

- A visible starting line marked by cones, paint or surface differences.

Before You Start:

- Students will be lined up on the starting line.
- The object (rubber chicken) is placed a distance in front of the starting line.

How to Play:

- The adult stands behind the object facing the students.
- The adult turns around with the students behind the adult and loudly says, "One fish, two fish, red fish, blue fish."
- The students may only move while the adult is turned the other way and is speaking the phrase.
- When the adult finishes "blue fish", s/he turns around and all students must freeze.
- If any students are caught moving after "blue fish," the whole group goes back to the line.
- If no students are caught moving, the adult turns around again and loudly says, "One fish, two fish, red fish, blue fish" and the students can move from their current spot.
- Once students get close enough to take the object from behind the adult, the students then hide it behind their backs so the adult does not know which student has the object.
- Students still may only move during the phrase, but once the object is taken, the adult gets to guess who has the object.
- If the adult guesses correctly, the object is returned and the students start over at the line.
- After incorrect guesses, the students continue moving during the phrase.
- The object is for the students to get the object back to their starting line without the adult guessing who has it.

Variations:

- Set a number of how many people must hold the object.
- Increase the distance (to lengthen game and give more opportunities).
- No throwing the object (to increase complexity).

Activity: Quarter Football

Group Size: 10-20

Age Group: 3rd-6th+ grades

Length of Activity: 10-20

Developmental Goal: To develop teamwork, listening, cooperation and strategic thinking

Skills Practiced: Spatial awareness, running, agility and evasion

Equipment Needed: A quarter or any small object that will fit inside a fist, Chalk or 8 cones to mark boundaries

Set-Up:

- A football field or a rectangle with two end zones.

Before You Start:

- Divide the students into two teams
- Demonstrate safe tagging:
 - Light touch, like butterfly wings on the shoulder
 - Unsafe tags: hard contact that might cause the person being tagged to fall

How to Play:

- Each team gets 4 tries/downs to move the quarter from one end zone to the other.
- The offensive team huddles up and chooses one student to hold the quarter.
- Both teams line up facing each other, standing shoulder to shoulder behind their respective end zones.
- The Coach or any offensive player says “hike” or “go” and the offensive team tries to get into the end zone, while the defense tries to safely tag all the offensive players.
- Once tagged, offensive players must freeze where they are. When everyone on the offensive team has been tagged or made it to the end zone, the player with the quarter raises their hand.
- If the player with the quarter makes it to the end zone without being tagged, it is a point and a turnover to the other team.
- If the player with the quarter is tagged another round/down is played. The offensive team lines up for their next try at the yard line where the player with the quarter was tagged.
- The offensive team can huddle and secretly change who is carrying the quarter each round/down.
- The defensive team lines up behind their end zone for every round/down.
- If a touchdown is not scored within four downs, it is an automatic turnover and the other team gets four tries from the where the last team ended.
- If a touchdown is scored, the defensive team gets to start with the quarter from the end zone.

Activity: Frisbee Golf

Group Size: 10-20

Age Groups: 2nd -5th grades

Length of Activity: 30 minutes

Developmental Goal: Develop cooperation and decision making skills

Skills Practiced: Fine motor skills and strength perception

Equipment Needed: Frisbees, Baskets or Buckets, Chalk, Cones

Set Up:

- Look around your space and create a mini golf layout. Find hills, divots, ramps, stairs, planter boxes, tables etc. to utilize as obstacles.
- To create a course, mark each hole with a number, 1-18. A standard golf course has 18 holes, adapt to what your space permits.
- Each hole should have a marked place to start, and a small basket where each hole ends.

Before You Start:

- Demonstrate proper Frisbee form.
- Review the course and obstacles to look out for.
- Group students into teams of 2 or 3. Each team should determine an order in which they will take turns.
- Players should be able to tell you how to play, taking turns and maintaining safety.

How to Play:

- Each team will receive 1 Frisbee.
- You may Rock Paper Scissors to determine which team will tee off first.
- The object of the game is to throw your Frisbee in the bucket in the fewest amount of tries.
- Once all teams have teed off, the team furthest from the hole should be throwing.
- If the Frisbee advances past another team, the team who is now furthest from the hole gets a turn.
- If the Frisbee fails to advance past another team, that team hits again until they are no longer the team furthest from the hole.
- Players should be taking turns throwing the Frisbee for their team.
- Each team needs to count how many throws it takes to get the ball from the tee into the hole.

Variation:

- Play a scramble. All players get to hit every time it is the team's turn. Once all have hit the team decides which ball it will use to take their next hit. All other players pick up their balls. Everyone gets to hit again from that spot where it is their team's turn. The team must use each person's hit at least once.

Activity: Stash It

Group Size: 10-50

Age Group: 3rd- 6th+ grades

Length of Activity: 10 minutes

Developmental Goal: To develop hand-eye coordination & spatial awareness

Skills Practiced: Running, agility, and spatial awareness

Equipment Needed: 10 hula hoops, 10 balls (any kind)

Set-Up:

- Designate a large play area with clear boundaries that has room for students to run

Before You Start:

- Make sure the hoops have enough space between each other.
- Inform kids to keep their head and eyes up to prevent running into another person.

How to Play:

- Hoops are scattered about the play area with 1 ball in each hoop; partners (seated) by their hula hoop.
- On your signal to begin, all players move around the play area, grabbing balls (one at a time) from other hoops (not their own) and return it to their own hoop.
- Players are not allowed to “guard” the balls in their hoop.
- First team to get 4 balls in their own hoop yell “Bingo” and a new round will begin.

play streets!

Activities:
Playground Games

Activity: Four Square

Group Size: 4-12

Age Group: K-6th+ grades

Length of Activity: 10-20 minutes

Developmental Goal: To develop eye-hand coordination and strategic thinking skills

Skills Practiced: Underhand and overhand ball hitting, balance, agility and spatial awareness

Equipment Needed: One playground ball, Chalk

Set-Up:

- A standard 4-square area is one large square, 10' x 10' divided into four 5' x 5' smaller squares and each box is labeled A, B, C, D or 1, 2, 3, 4.
- The box labeled A or 1 contains a smaller service box (1.5' x 1.5') located in the far outside corner of the square.

Before You Start:

- One student is in each square and the other students wait in line.
- The student in square A or 1 is the server, and that student controls play of the game.

How to Play:

- Play begins when the server drops the ball once into his/her square then hits it into a different square (serves the ball). The server must keep both feet in the service box until the serve is completed.
- The ball can only bounce once in any square.
- Each student needs to hit the ball with any part of their hand into an opposing student's square after it has bounced only once in their own square.
- If the ball lands on a line, or goes out of bounds before it bounces, the student who hit the ball needs to return to the waiting/cheering line for another try. If a student hits the ball and it bounces again in his/her square, s/he also needs to return to the waiting line.
- If the ball bounces more than one time before it is hit into another square, the student who let the ball bounce needs to return to the waiting line for another try.
- If the ball is returned before it is allowed to bounce, the student who returned the ball early needs to return to the waiting line.
- Anytime a student moves out of the game into the waiting line, a square is left open. The person in front of the line advances to square D or 4, and the remaining students advance to close the gaps between A or 1 and D or 4.

Variations:

- Two players can cover one square, working as a team.
- Use two 4-square courts next to each other for 8-square.
- To focus more on jump rope and hula hoops skills as well as learn the rotation order on the court, put either one jump rope or one hula hoop in each of the 4 squares, have one student step into each square, have the student in A or 1 say "go" and see how long each student can jump rope or hula hoop.

Activity: Dodgeball

Group Size: 10-30

Age Group: K-6th+ grades

Length of Activity: 10-20 minutes

Developmental Goal: To develop teamwork and eye-hand coordination

Skills Practiced: Throwing, catching, running, evasion, agility and body and spatial awareness

Equipment Needed: Chalk or 6 cones to mark boundaries, 4-6 playground balls

Set-Up:

- Set up a standard dodgeball court: 40 yard x 20 yard rectangle with a center line dividing it into 2 squares. Identify a waiting area on each side of the court along the sidelines for each team. An approximate court size for kindergarteners is 20 yards x 10 yards.

Before You Start:

- Each team has the same amount of students and is assigned to one-half of the court.
- Each team starts with one or more playground balls.

How to Play:

- After a signal to start, students throw the balls back and forth across the center line.
- All students try to avoid being hit with the ball while trying to hit the opposing teams' players from the waist down.
- If the ball hits an opposing student from the waist down (including a hand or arm that is below waist level) before the ball hits the ground, the hit student must go to the waiting zone on their side of the court.
- If a student catches a ball thrown by an opposing team's student before that ball hits the ground, the player who threw the ball goes to the waiting zone on their side of the court.
- If a student goes outside the boundaries while trying to avoid being hit, the student who dropped the ball has to go to the waiting zone on their side of the court.
- If a student goes outside the boundaries while trying to avoid being hit, s/he must go to the waiting zone on their side of the court.
- Students in the waiting zone should stay in line by the order in which they got to the zone. One student may re-enter the game when a teammate catches a ball before it bounces.
- A ball which has gone out of bounds can only be retrieved by the students on the side from which the ball went out of play.
- The round is over when one team has all the students from the other team in the waiting zone.

Variation:

- To start the game, place all playground balls on the center line. Students line up on their team's end line, and on a signal, run to the middle trying to get a ball. To ensure safety, create a buffer zone in which students cannot get hit about 4 feet from the center line for each team.

Activity: Kickball

Group Size: 8-30

Age Group: K-6th+ grades

Length of Activity: 10-30 minutes

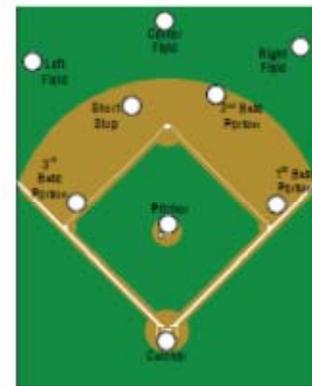
Developmental Goal: To develop teamwork, depth-perception, and eye-hand and eye-foot coordination

Skills Practiced: Kicking, catching, running and throwing

Equipment Needed: Chalk, 1 Kickball and 4 bases

Set-Up:

- A regulation kickball field is 60' x 60' between bases
- Explain the positions on the team: standard teams are 9 players each.
 - 3 base players: 1st, 2nd, 3rd
 - 3 outfield: left, center, right
 - 1 shortstop, 1 pitcher, and 1 catcher



Before You Start:

- The team who wins Ro Sham Bo chooses whether to kick or field first.
- The kicking team gets into their kicking order, and the fielding team goes to their positions.

How to Play:

- The pitcher controls the play of the game. Play begins with the pitcher rolling the ball to the person up to bat, the kicker. Play stops when the ball is thrown to the pitcher.
- Teams switch sides after three outs or nine runs are scored. Outs are granted when:
 - The kicker kicks a fly ball and it is caught before it touches the ground.
 - Note: When a fly ball is in the air, the base runners must remain on base until after the ball is caught (called tag-up) before they can advance to the next base.
 - The base player has control over the ball and a foot on the base before the baserunner reaches the base.
 - The base-runner is tagged on his/her body by a fielder with the ball before s/he arrives at the base.
 - Note: If the base-runner must advance because of another runner or kicker behind, it is called a force-out and the fielding team only has to tag the base to call an out. If there is no runner or kicker behind, it is not a forceout and the fielder with the ball must tag the base-runner.
 - One base-runner passes another.
 - A base-runner intentionally interferes with a fielder trying to recover the ball.
- A runner advances one base on an overthrow to the base player.
- A run is scored for the kicking team when a base-runner touches all 4 bases, in order, without being called out at any time.
- If the ball is kicked and rolls out of bounds before going past first or third base, it is foul.
 - Three fouls by an individual kicker equal an out.
 - If a ball is touched by a fielder before it bounces, it is a fair ball.

Activity: Jump Rope

Group Size: 3-10

Age Group: K-5th grades

Length of Activity: 10-20 minutes

Developmental Goal: To develop eye-foot coordination, cooperation and teamwork

Skills Practiced: Jumping, rhythm, timing, balance and body awareness

Equipment Needed: Jump rope(s)

Set-Up:

- For both double dutch and single rope jumping, a standard jump rope is 15 feet long.
- Waiting players form a line, or designate and follow a jumping order.
- Jump rope is the most common and widely played cooperative playground game – all active participants (turners and jumpers) need to be aware and be paying attention for the jumper to do the best job s/he can.

How to Play:

- The turners each hold one end of the rope and face each other; when turning the rope should be arced and touch the ground at one center point.
- The jumper stands in front facing one turner with the side of one foot touching the rope at the center point of the rope.
- After a jumper has completed his/her turn s/he takes the place of a turner, and the turner goes to the end of the line. Make this clear so there is not confusion about the responsibilities.
- No do-overs are allowed; once a turn has happened, the player needs to show sporting behavior and fair play by taking his/her turn turning the rope.

Activity: Soccer

Group Size: 8-24

Age Group: 2nd-6th+ grades

Length of Activity: 10-30 minutes

Developmental Goal: To develop eye-foot coordination, teamwork, verbal communication and strategic thinking

Skills Practiced: Running, spatial awareness, kicking, peripheral vision and endurance

Equipment Needed: One soccer ball and two nets/goals, Chalk or 4 cones to mark boundaries

Set-Up:

- A major league soccer field is a little larger than the size of a football field. It has a minimum width of 50 yards, maximum of 100 yards, minimum length of 100 yards, and maximum of 130 yards.

Before You Start:

- There are 11 players on each team: a goalie, defenders, midfielders, and forwards.
- First possession is awarded to the team who wins a coin flip or Ro Sham Bo.

How to Play:

- The game begins with a kickoff in the center.
- The two teams stand on opposite sides of the field and wait until the team awarded possession passes the ball forward. Once the ball has been touched forward, play begins.
- However, play cannot begin by dribbling the ball; the first touch of the game is a pass.
- When the ball goes out of play from a side boundary line, it is put back in play with a throw in.
 - This is an overhead throw using two hands with both feet remaining on the ground.
 - The throw in is given to the team who did not cause the ball to go out of bounds.
- A corner kick is awarded when the ball goes over the end boundary but not through the goal, and is last touched by a defensive player.
 - The ball is placed at the nearest corner, and the offensive team gets a free kick.
- A goal kick is awarded when the ball goes over the end boundary but not through the goal, and is last touched by an offensive player.
 - The ball is placed in front of the goal area, and the defensive team gets a free kick.
- Tripping, pushing, and deliberate use of the hands are called fouls.
 - A foul results in a free kick from the point of the foul.
 - Illegal use of the hands includes anything from just below the shoulder and down; including elbows and arms.
- A goal is scored when the ball passes through the marked goal area.
 - If the game uses cones for a goal, the shot must be below head level of the goalie.
 - Play then stops, the ball is returned to the center of the field, and the non-scoring team restarts play with a kick off identical to the one that began the game.

Activity: Volleyball

Group Size: 10-24

Age Group: 2nd-6th+ grades

Length of Activity: 10-30 minutes

Developmental Goal: To develop teamwork, verbal communication and eye-hand coordination

Skills Practiced: Agility and spatial awareness

Equipment Needed: 1 Volleyball, 1 Net, 2 Poles, Chalk or 4 cones to mark boundaries

Set-Up:

- 10-12 Players on each team, 6 on court (4 players can be used), all players rotate positions. A standard volleyball court is 60' x 30', divided by a net standing 8' high, and has lines (or cones) marking the boundaries.

Before You Start:

- Teams are placed on either side of the net. First possession is awarded to the team who wins a coin flip.

How to Play:

- Play begins with the server, serving (or hitting) the ball over the net.
- On the serve, the ball must go over the net without touching it;
 - On all other plays, the ball can be played on after hitting the net.
 - If the ball hits the net on the first serve attempt, the server gets a second attempt.
- After the ball is served, a rally begins.
 - A maximum of 3 hits is allowed per side to get the ball over the net during a rally;
 - A player can only hit the ball one time in a row.
- Only the serving team can score.
 - The serving team earns a point when the receiving team fails to return the ball in 3 or less hits or lets the ball drop within or on their boundaries.
 - A point is also scored if a returned ball lands, without being touched, outside the serving teams' boundaries
- The serve changes when the serving team fails to return the ball in 3 or less hits or lets the ball drop within or on the boundaries.
 - The change of serve is called a Side Out.
 - The serve also changes if the serving team hits or returns a ball that lands, without being touched, outside the receiving team's boundaries.
- A team rotates every time they regain the serve.
- If ball hits any part of the player's body and can still be knocked over the net in 3 or less hits, the ball is still in play.
- A game is completed when one team reaches 15 points and is ahead of the other team by 2 points.
- Serving and rallies continue until both the point score and the 2-point difference is met.
- After one game is played, teams switch sides and exchange High-5's.
- First possession is awarded to the previously lower scoring team.
- A match is completed when one team wins three out of five games.

Activity: Flag Football

Group Size: 8-24

Age Group: 2nd-6th+ grades

Length of Activity: 10-30 minutes

Developmental Goal: To develop leadership, teamwork, verbal communication, eye-hand coordination and depth perception

Skills Practiced: Agility, pivoting, spatial awareness, throwing, catching, running, evasion and endurance

Equipment Needed: One football, two sets of waist flags, and chalk or 10 cones to mark boundaries

Set-Up:

- Place cones on an open field/space to form a large rectangle, and create two small end zones on each end of field.
- Also place cones at the midfield line, and at the 5 yard line on each end of the field.

Before You Start:

- Divide students into even teams, preferably 6 on 6.
- Have two students do Ro-Sham-Bo to determine which team will have possession first.

How to Play:

- On the leader's signal, the offensive team begins at the 5 yard line.
- Teams have 4 downs to get to mid field for a first down and 4 downs to score (maximum of 8 downs per possession).
- The game is non-contact. (No blocking allowed).
- All changes of possession start at the 5 yard line, except interceptions which start at the spot of interception. (If an interception occurs in the end zone, the ball is placed on the 5 yard line).
- Passing:
 - The quarterback has 7 seconds to throw the ball.
 - There is no rushing the quarterback.
 - The quarterback cannot run the ball.
- Running/Receiving:
 - The quarterback makes direct handoffs to other players. No pitches/laterals allowed.
 - The quarterback should be aware of no run zones (5 yards from each end zone and 5 Yards on either side of midfield). The leader will let teams know when they've entered this zone.
 - Runners and receivers cannot use hands to prevent players from pulling the flag.
 - No fumbles. The ball is placed at the spot of the fumble.
 - Interceptions cannot be returned. The ball is placed at the spot of interception.
 - Two handoffs are allowed every 4 downs, no passing after a handoff.
 - Only forward passes are allowed.
- Penalties:
 - All penalties are 5 yards and a loss of down.

Play streets!

Activities:
Fitness Stations

Activity: Minute Masters

Group Size: 1-30

Age Group: preK-6th+ grades

Length of Activity: 10 minutes

Developmental Goal: To build endurance and develop an understanding of the importance of having a healthy heart

Skills Practiced: Jogging, jumping, running, dribbling, and following instructions

Equipment Needed: Whistle, Cones or Chalk to mark boundaries (Optional: Jump rope, basketball and bench)

Set-Up:

- Make four clearly designated stations.

Before You Start:

- Divide students into four separate groups and have them gather in designated areas.
- Walk through and demonstrate each station as you explain it verbally.

How to Play:

- The students in station #1 will be asked to jog in place.
- The students in station #2 will be asked to do jumping jacks.
- The students in station #3 will be asked to jog in a large circle.
- The students in station #4 will be asked to walk at a natural pace.
- At the whistle, students do their station's activity for one minute without stopping
- At the one-minute whistle, students switch stations and begin the next task for one minute without stopping.

Variation:

- For more advanced students include such activities as jumping rope continuously, dribbling a ball while on the move, and stepping up and off a low bench.

Activity: Flexibility Stations

Group Size: 5-40

Age Group: 1st -6th+ grades

Length of Activity: 20-30 minutes

Developmental Goal: To understand the muscles, flexibility, names of muscles, and why they need stretching

Skills Practiced: Flexibility, proper stretching techniques, and balance

Equipment Needed: Whistle, Chalk

Set-Up:

Chalk out an area for the stretching circuit with specific sections for each stretch. Ideally this area will be next to the school, so the students can do their forward bends with the comfort/confidence of not having anyone behind them.



Before You Start:

Make sure all students understand proper form.

Break the class into groups.

How to Play:

In this activity students will work on their flexibility with six activities: forward bend, lunge, calf stretch, sitting eagle, soaring eagle, and flamingo. Groups spend three minutes in each area.

- **Forward Bend:** This is targeted to work on your hamstrings and lower back. The muscle being stretched is the Bicep Femoris, known as the lower hamstring, and your back, the lower Latissimus Dorsi. This is a good stretch to eliminate the stiffness in the lower back and tightness in the hamstrings. Keep your knees slightly bent. Reach both arms up straight above your body. Slowly lower your arms and upper body until your back is perpendicular to your legs, making a “table” with your back. Let your arms and head hang. The goal is to hold this stretch for 60 seconds. Start with 30 seconds and add time as the students’ progress.
- **Lunge:** This is targeted to stretch the anterior hip. The muscle you are trying to stretch is called the Tensor Fasciae Latae. Extend the left leg back, knee bent, so that the top of the foot is resting on the ground. Bend your front right knee leg making sure the foot is flat and the knee is at 90 degrees. Gently lean your body forward over the front foot, keeping your back and torso straight while extending the hip. The goal is to hold this stretch for 60 seconds. Start with 30 seconds and add time as the students’ progress. Stretch both left and right legs equally.



Activity: Flexibility Stations

- **Calf Stretch:** The muscle that will stretch is called the Gastrocnemius, also known as the calf. This stretch helps prevent the possibility of pulling/tightening of the calf. Stand with one foot in front of the other, shoulder width apart, with the front foot facing forward and the back foot at a 45-degree angle. The front knee is bent just far enough so it does not go past the foot and the back leg is straight without the knee locking. Press the heel of the back leg into the floor until a stretch is felt in the calf muscle. Count to 30. Switch so the back leg is now forward and repeat.
- **Soaring Eagle:** This stretches the triceps muscles. The muscle you are trying to stretch is called the Triceps Brachii. Reach your left arm up as if you are waving to a friend, bend the elbow and drop the forearm and hand behind your head. Reach your right arm behind you, at rib height and see if you can clasp hands. Count to 30. If it is difficult for the students to clasp hands you may also introduce this stretch with foot long strips of cloths for students to hold onto until they become more flexible. Caution: Do not let students help each other grasp hands as each student should only stretch as far as they are able.
- **Sitting Eagle:** This stretches the upper back. Hold both arms out in front of you with your palms up. Cross your right arm over your left. Bring your palms up towards your face and then give yourself a high-five. Count to 60. Repeat with the left arm on top.
- **Flamingo:** The muscle being stretched is the quadriceps, the large thigh muscle. It is a good muscle to loosen up running. Stand on one foot. If balancing is a challenge, hold onto the shoulder of a partner or a wall. Also try touching your nose or forehead with one finger. Hold the other ankle with the opposite hand and raise the heel of the lifted foot to the buttocks (or as close as comfortable). Keep your body upright; do not jump while stretching. The goal is to hold this stretch for 60 seconds. Start with 30 seconds and add time as the students' progress. Stretch both left and right legs equally.



Activity: Chest & Arm Strengthening Stations

Group Size: 5-40

Age Group: 1st-6th+ grades

Length of Activity: 20-30 minutes

Developmental Goal: To understand the chest and arm muscles and how they work

Skills Practiced: Strengthening the chest area, learning proper push up and chin up position, proper breathing and movement coordination, concept of form over count

Equipment Needed: Mats or carpet squares, Monkey bars or pull-up bars, Whistle

Set-Up:

- Have a designated area for each exercise.

Before You Start:

- Ensure all students understand proper form and breathing of each exercise. This will take a lot of explanation.
- Students are ready for push-ups when they understand banana back vs. good back and how to coach each other using only one finger to touch the back corrections.
- Break the class into three groups.

How to Play:

In this activity students will work on their chest and arm muscles with three activities: bent leg push-ups, pull ups or bent arm hang, and strong arms. Groups spend three minutes in each area.

- Bent leg push-ups: Most students when trying to do push-ups cannot hold their back flat - this puts a lot of pressure on the lower back and can cause damage. To introduce this type of push up, ask the students to raise their hand if they know an adult that complains about their back (most children will). Tell them that you are teaching them this special push up that will keep them from having an aching back when they get older. Pair students up so they can coach each other on their form.
 - Show an example of a bad push up with a curved banana back, then show a good bent leg push up. Then ask the teacher to be your partner. Do a bent legged push up with first collapsed shoulders, and have the teacher touch on your back with one finger where you are collapsed, correct your form. Then again, with the middle of your back in a banana shape, have the teacher touch you where to straighten out. Explain to the students that you will have them do the same thing.
 - Have one of the pair get on his/her knees with their upper legs straight off the ground so they are tall.
 - Tell the student to put his/her hands on the ground and walk them forward until the hands are slightly forward of the shoulders.
 - Breathe in as they come down, with elbows bending out to the side until the chin almost touches the ground, then breathe out as they push back up.
 - Goals are five repetitions for 1st & 2nd grades, 10 repetitions for 3rd, 4th & 5th grades, then have the partners switch. Each student gets three turns.

Activity: Chest & Arm Strengthening Stations

- Flexed Arm Hang or Pull-Ups (pull ups for 4th+ grades only): These work the arms, chest and upper back. To do this exercise you need monkey bars and unless you have a willing teacher to assist you, you can only work with one student at a time. Have students who are waiting their turn cheer on the student whose turn it is (if class dynamics are very positive) or stretching and practicing other exercises. Students who are finished can pair up and do strong arms.
 - At the monkey bars have the student hang so the chin is above the bar, and elbows are in by the side.
 - Hold as long as possible. Make sure students are not resting the chin on the bar.
 - Goals are five repetitions for 1st & 2nd, grades and 10 repetitions for 3rd, 4th & 5th then have the partners switch. Each student should get three turns.
- Strong arms: This is really a preparation for true push-ups. It works the upper chest, back and arms. Do an example then have the students pair up, the partner watching for form and counting by one, one thousand or Mississippi. Correct form is a completely flat back, with no collapse in the shoulders. If either of these things happens, the child should stop and rest.
 - Get into bent knee push up position with the hands directly below the shoulders.
 - One leg at a time stretch out the legs straight behind, so that only the toes are on the ground.
 - Hold until tired or until there is a loss of form i.e. a collapse in the back or shoulders
 - Have the partners switch. Each student should get three turns.

Activity: Abdominal Workout Stations

Group Size: 5-40

Age Group: 1st-6th+ grades

Length of Activity: 20 minutes

Developmental Goal: To develop an understanding of the stomach muscles and how they work, when to rest, and working in pairs

Skills Practiced: Proper curl up position, proper breathing and movement coordination, strengthening the lower abdomen and an idea of form over count

Equipment Needed: Whistle, Mats or carpet squares

Set-Up:

- Set up an area with mats, carpet squares or on the padding under the play structure where students can work in pairs or small groups.

Before You Start:

- Demonstrate the proper way to do crunches and leg lifts.
- Then, have students practice proper form.
- Pair the students up.

How to Play:

In this activity students will work on their abdominal muscles with two activities: partner crunches and leg lifts. Each pair of students will spend 10 minutes in each station.

- Partner Crunches: Crunches work primarily on the upper abdomen. The partner is watching in order to count, to encourage the active student to take a break and to maintain the proper form. Correct form is when the heels never leave the ground, hands are free and not grabbing the head and the neck is not straining. If any of these things happen, the child should stop and rest. Children should go at their own pace, and not spend more than one minute for each turn.
 - Lay on the back with the knees bent, feet on the floor, arms stretched down by the sides, palms down not holding anything
 - Take a big dragon breath in, and then slowly breathe out while sliding the hands down closer to the feet by lifting the torso up off the mat. Then return the head to the floor, letting the hands slide back. Students should take one breath lying down and then repeat.
 - Goals are five repetitions for 1st & 2nd grades, 10 repetitions for 3rd & 4th grades and 15 repetitions for 5th grade, then have the partners switch. Each student should get three turns.

- Leg Lifts: The partner is watching primarily to count and encourage the active student to stay in the proper form, or take a break. Correct form is heels never landing completely on the floor and head never leaving the ground. If either of these things happens, the child should stop and rest. Children should go at their own pace, but should not spend more than one minute for each turn.
 - Lay on the back with the knees bent, lift the bottom off the ground, and then place the hands down underneath the bottom, palms facing down.
 - Take a big dragon breath in and lift the feet off the ground, bringing your knees towards your chest.
 - Slowly lower the feet towards the ground touching the heels gently then immediately bring knees back up towards the chest.
 - Breathe and then point your feet and slowly lower them to the ground, this time touching the toes gently and then immediately bringing them back up again. Repeat.
 - Goals are 10 repetitions for 1st & 2nd grades, 15 repetitions for 3rd, 4th & 5th grades then have the partners switch. Each student should get three turns.

Play streets!

Activity Adaptations for
Individuals with
Physical Disabilities

Activity Adaptations for Individuals with Physical Disabilities

While having a safe, convenient space to engage in physical activity with peers is important for all youth, it is especially important for youth with physical disabilities. When designing your PlayStreets event, it is important to keep in mind that individuals with physical disabilities may attend. As a result, you will want to make sure to include activities that are naturally integrated or easily adaptable. A summary of this information is included in the following pages for each of the activities in this handbook, but first, here are some general considerations for integrated and adapted activities:

- Many children with permanent disabilities will have already developed necessary modifications to permit their participation in certain activities. Allow these children to proceed at their own rate of involvement. If they experience difficulty or cannot make the necessary adjustments, step in and assist.
- Adaptations must be made to suit the child's abilities rather than his or her disabilities.
- Modification of rules should be encouraged and regulated to meet needs of the group, if possible.
- Try not to change a game to such a degree that the children lose sight of what they started to play.
- Some general modifications include: reducing size of playing area, using lighter equipment or modifying rules to slow down speed of play, and providing additional rest periods for all participants.

The information on the following pages summarizes which of the activities in this handbook are naturally integrated and how you can adapt select activities to be integrated, if necessary. Use this information when planning your event to ensure that you have integrated or adapted activities for all abilities.

World Sport Chicago also wishes to help as a resource with any questions you may have or additional trainings you feel your staff might benefit from in working with youth with physical disabilities in your community. World Sport Chicago also works to develop Paralympic sport programming for people with physical disabilities. Contact World Sport Chicago at any time and ask to speak with staff from the Chicago Paralympic Development Program at 312-861-4935.

Activity Adaptations for Individuals with Physical Disabilities

	ACTIVITY	ADAPTABLE OR INTEGRATED?	POTENTIAL ADAPTATIONS
Basic Readiness Games	Bird's Nest	Adaptable	Can be integrated activity if bean bags are easily reached and paths are large and clear
	Continuous Relays	No	
	Grocery Store	Integrated	Ensure pathways are large and clear
	Lava Game	No	
	Leap Frog	No	
	My DVD Player	Adaptable	Can be integrated with small changes to command responses (i.e. Instead of stand up for power on, put arms up, etc.)
	Pony Express	No	
	Rainbow Run	Integrated	Ensure pathways are large and clear
	Sharks & Minnows	Adaptable	Can be integrated if all participants walk briskly instead of run and activity area is large and clear
	Simon Says	Integrated	Ensure all directives and consequences are able to be completed by those with physical disabilities
	Wonderball	Adaptable	Can be integrated if consequence is changed to something that is able to be completed by those with physical
Tag Games	Flag Tag	Adaptable	Can be integrated if all participants walk briskly instead of run, activity area is large and clear, and consequence for losing flag is to freeze instead of sit down
	Blob Tag	No	
	Capture the Flag	Adaptable	Can be integrated if all participants walk briskly instead of run and activity area is large and clear
	Cones Conquest	No	
	Elbow Tag	Adaptable	Can be integrated if all participants walk briskly instead of run and activity area is large and clear
	Freeze Tag	Adaptable	Can be integrated if all participants walk briskly instead of run and activity area is large and clear

	ACTIVITY	ADAPTABLE OR INTEGRATED?	POTENTIAL ADAPTATIONS
Cooperative Games	All Tangled Up	No	
	Bridge Ball	Adaptable with additional equipment	Can be integrated if bridge is made by two cones (shoulder-length apart) instead of their legs
	Giants, Wizards and Elves	Integrated	Some of the character motions may not be possible to do - allow individuals to just make the character sounds
	One Fish, Two Fish, Red Fish, Blue Fish	Adaptable	Can be integrated if object is easily reached and paths to object are large and clear
	Quarter Football	No	
	Frisbee Golf	Integrated	Ensure course is easily navigated by those with physical disabilities
	Stash It	Adaptable	Can be integrated if balls are easily reached and paths are large and clear
Playground Games	Four Square	Integrated	Ensure the activity space is large and clear
	Dodgeball	No	
	Kickball	Adaptable with additional equipment	Allow those with physical disabilities to use a bat or stick to "kick" the ball when it is their turn at bat
	Jump Rope	No	
	Soccer	No	
	Volleyball	Integrated	Ensure the activity space is large and clear
	Flag Football	No	
Fitness Activities	Minute Masters	No	
	Flexibility Stations	Adaptable	Divide stations into leg flexibility and arm flexibility stations; Add 2 arm stretching stations (Triceps stretch, Arm Across Chest Stretch) so there are 4 stations each and participants can choose which group of stations to do
	Chest & Arms Strengthening Stations	Adaptable with additional equipment	Instead of push-ups and pull-ups, have stations be different weightlifting activities (i.e. bicep curls, tricep curls, etc.)
	Ab Workout Stations	No	

play streets!

SportsLaunch
Overview

SportsLaunch: Overview

As part of the PlayStreets initiative, World Sport Chicago would like to offer to provide consultation and technical assistance to bring new sports to your community.

There is a vast array of sports options out there and we hope that through our Sports Launch program, we can help lay the foundation for the youth of your community to find a sport that they love. The following is the framework through which we can help you to assess the sport needs of your community and develop sustainable, community-based youth sports programs over time:

1. **DISCOVERY** – We will meet with members of your program staff to understand if there are particular sport programs that you are interested in seeing grow and develop within your community or that you feel the youth in your community would enjoy and benefit from playing. We will then work with your staff to set-up interactive demonstrations and clinics at your PlayStreets event so kids in your community can give that sport a try.
2. **EXPLORATION** – From there, we will work with experts in the Chicago area to develop an actionable plan for bringing a sport program to your community. We will help to identify individuals in your community that will support the program and train them in developing and growing the program. We will also help you to develop relationships with the key constituents that will help your program come to fruition.
3. **TECHNICAL SUPPORT** – Once the groundwork is laid, we will continue to offer ongoing support in all sport-specific elements. We will be available to assist in training coaches, securing equipment, as well as designing the league and a framework for games and tournaments.
4. **SUSTAINABILITY** – As the final step, we will continue to support your sport program in an effort to ensure long-term viability. We will be available to assist with problem-solving around any issues that threaten the continuation of your program as well as to provide advice and connections that will help to ensure the long-term success of the sport in your community.



**SOPLAY Evaluation
Method &
Activity Level Guide**

SOPLAY Evaluation: Activity Level Guide

As an optional evaluation tool, PlayStreets partners can consider implementing the System for Observing Play and Leisure Activity in Youth (SOPLAY).

This tool is not required but is one way to assess the relative activity level of individuals in a given area at your event. The method divides your event into zones and provides a coding system to categorize them into one of three activity level categories: Sedentary, Moderate and Vigorous.

To assist your volunteers in completing this evaluation tool, the following table lists the different aspects of each of the activities detailed in this handbook and the associated activity level for that aspect.

	ACTIVITY	TASK	SOPLAY ACTIVITY LEVEL
Basic Readiness Games	Bird's Nest	Running	Vigorous
		Standing in line	Sedentary
	Continuous Relays	Running	Vigorous
		Standing in line	Sedentary
	Grocery Store	Running	Vigorous
		Standing at cones, Shoppers	Sedentary
	Lava Game	Running, Jumping	Vigorous
		Standing in line	Sedentary
	Leap Frog	Jumping	Moderate
		Crouching	Sedentary
	My DVD Player	Running (Fast Forward and Rewind), Jumping Jacks	Vigorous
		Walking (Play and Slow Motion)	Moderate
		Pause, Power off/on, Giving commands	Sedentary
	Pony Express	Running	Vigorous
		Standing in line	Sedentary
	Rainbow Run	Running	Vigorous
		Standing in line, Giving commands	Sedentary
	Sharks & Minnows	Running (During "Shark Attack")	Vigorous
		Walking (Before "Shark Attack")	Moderate
		Waiting for Sharks to start round	Sedentary
Simon Says	Running, Jumping, Jumping Jacks, Exercise commands	Vigorous	
	Walking, Balancing, Stretching, Small movement commands	Moderate	
	Sitting, Standing still, Waiting for commands	Sedentary	
Wonderball	Jumping Jacks	Vigorous	
	Passing the Ball	Moderate	
	Sitting	Sedentary	

	ACTIVITY	TASK	SOPLAY ACTIVITY LEVEL
Tag Games	Flag Tag	Running	Vigorous
		Sitting (After flag has been taken), Standing Still	Sedentary
	Blob Tag	Running	Vigorous
		Sitting, Standing still	Sedentary
	Capture the Flag	Running	Vigorous
		Guarding Flag Zone or Holding Zone, Walking	Moderate
		Sitting or Standing in Flag Zone or Holding Zone	Sedentary
	Cones Conquest	Running	Vigorous
		Walking	Moderate
		Sitting or Standing in Waiting Zone	Sedentary
Elbow Tag	Running	Vigorous	
	Standing in a linked pair	Sedentary	
Freeze Tag	Running	Vigorous	
	"Frozen"	Sedentary	
Cooperative Games	All Tangled Up	"Untangling"	Moderate
		Standing still	Sedentary
	Bridge Ball	Hitting or Blocking Ball	Moderate
		Standing still	Sedentary
	Giants, Wizards and Elves	Running, Chasing	Vigorous
		Character motions, Walking	Moderate
		Standing still, Selecting character	Sedentary
	One Fish, Two Fish, Red Fish, Blue Fish	Walking, Throwing, Catching	Moderate
		"Frozen"	Sedentary
	Quarter Football	Running, Chasing	Vigorous
"Frozen"		Sedentary	
Frisbee Golf	Walking, Throwing	Moderate	
	Sitting, Standing still	Sedentary	
Stash It	Running, Stealing balls	Vigorous	
	Sitting, Standing still	Sedentary	
Playground Games	Four Square	Hitting Ball	Moderate
		Standing in line	Sedentary
	Dodgeball	Running, Dodging, Throwing	Vigorous
		Sitting, Standing still	Sedentary
	Kickball	Running bases, Chasing runners	Vigorous
		Kicking, Catching, Throwing, Fielding	Moderate
Standing still, Waiting in line		Sedentary	

	ACTIVITY	TASK	SOPLAY ACTIVITY LEVEL
Playground Games	Jump Rope	Jumping rope	Vigorous
		Turning the rope	Moderate
		Waiting in line	Sedentary
	Soccer	Running, Dribbling, Kicking	Vigorous
		Guarding Goal, Corner/Penalty Kick	Moderate
		Sitting, Standing still	Sedentary
	Volleyball	Serving, Hitting	Moderate
		Sitting, Standing still	Sedentary
	Flag Football	Running, Chasing, Throwing, Catching	Vigorous
Sitting, Standing still, Lining up, Huddling up		Sedentary	
Fitness Activities	Minute Masters	Running, Jogging, Jumping Jacks	Vigorous
		Walking	Moderate
		Sitting, Standing still	Sedentary
	Flexibility Stations	Stretching activities	Moderate
		Sitting, Standing still	Sedentary
	Chest & Arms Strengthening Stations	Pull-Ups, Push-Ups, Strong Arms	Vigorous
		Sitting, Standing still	Sedentary
	Ab Workout Stations	Ab crunches, Leg lifts	Vigorous
Sitting, Standing still, Counting/Coaching for partner		Sedentary	

RESOURCES:

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