



An after-school  
learning adventure

# Recreation Games and Activities

For use in Shelters and Evacuation Centers

Brought to you by Texas AgriLife Extension Service 4-H Program

Dear Volunteer/Staff Member:

Attached is a summary of activities to conduct with the youth who are residing in temporary shelters and evacuation centers.

These activities have been taken from a larger publication used by Texas 4-H to support After School Programs. The lessons are set up in a “say and do” format. Even if you do not have a background in working with children, you can lead these activities with youth.

The activities do not require any additional supplies.

Best wishes from Texas 4-H!

## LESSON 1: What's the Difference

### Overview

Children will learn that every person is unique, but that similarities exist among people.



### Class Instruction:

#### Say

Let's sit on the floor, in a circle.

Today we are going to talk about how people are similar and how they are different. What does it mean to be similar?

To be similar means that we have things in common such as the same color of hair or eyes. What are some things that make us different?

The color of our hair or eyes, whether we are a boy or a girl, the size of our hands or feet and much more are among the things that make us different.

### Activity

Now, we are going to play a game to learn more about how we are alike and how we are different. Each of us is going to take a turn in the middle of the circle. I will start in the middle. I'm going to say something about myself. Anyone who shares that same characteristic may raise their hand! Let's give an example.

#### Do

- ▶ Wait until the children are settled in a circle, sitting on the floor.

- ▶ Allow children to answer.

- ▶ Allow children to answer.

Level  
K-2

#### Learning Objectives

Children will learn:

- To recognize similarities and differences among people
- That every person is unique
- That no two people are exactly the same

#### Codes

TEKS: Health Education  
40 Developmental

Assets: Cultural Competence;  
Self-esteem;  
Sense of Purpose

#### Life Skills Model

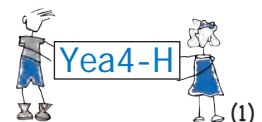
Self Esteem;  
Learning to Learn

#### Equipment/Materials

Enough floor space for the group to sit in a circle; optional activity: ink pad, balloons

#### Time Required

20 to 30 minutes



## LESSON 1: What's the Difference

Say

If I say “my eyes are \_\_\_\_\_”, everyone who has \_\_\_\_\_ eyes should raise his/her hand. After you have had your turn in the center, you will sit down, and a new person will take a turn.

Do

- ▶ Play the game as described, until everyone has had a turn in the center of the circle. With younger children, you may have to remind them periodically of the rules.

Everyone is unique. That means there is no other person in this world who is exactly like you. Even if you are a twin, your twin still has some ways in which he/she is different from you. Be proud of who you are and how different you are from everyone else! Just think of how boring the world would look if all of us looked exactly alike.

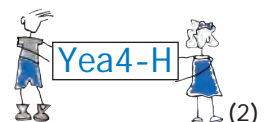
## Additional Activities

**1. Fruit Basket Turnover:** Form a complete circle, sitting in chairs. One person is in the center and has no chair. The person in the center names a characteristic, such as "I have two eyes." Everyone with two eyes exchanges seats, with the person in the center trying to get into an empty chair. The person left without a chair becomes the one to call out a characteristic of his/her own.

2. Thumbprints: Have each child place his/her thumb on an inkpad and make a thumbprint. Encourage children to study each others' thumbprints under a magnifying glass to compare and discuss their uniqueness. Discuss that each person's fingerprints are totally different from anyone else's.

**3. Balloon Thumbprints:** Give each child a balloon. Have each child make a thumbprint on the balloon before it is blown up. Have the children blow up their balloon so that the thumbprint enlarges. (The teacher may need to blow up some or all of the balloons.) Point out that fingerprints are characterized by loops, arches and whorls.

Notes:

[illegible]

## Overview

Children will learn listening skills and to follow oral directions.



## Class Instruction:

### Say

Let's stand up and form a circle. We're going to play "Simon Says." Each of us will take a turn being Simon. I'll start. When I say "Simon says bark like a dog," everybody will bark like a dog. But if I say "Bark like a dog" without first saying "Simon says," you will be out of the game. You'll have to sit down and watch the rest of the game. Okay. Let's go. Be sure to listen carefully.

As we played "Simon Says," what senses were you using?

We used our ears to listen and our eyes to watch the leader, didn't we? What happened when you watched what the leader was doing and followed him/her, but the leader didn't say "Simon Says?"

### Do

- ▶ Allow children to play the following game as time and space allows.

- ▶ Lead the group in the first few rounds of the game. Then pick a child to be the next Simon and proceed around the circle until everyone has either had a turn being Simon or has been eliminated.

- ▶ Allow children to answer.

- ▶ Allow children to answer.

Level  
K-2

### Learning Objectives

Children will learn:

- To follow oral directions
- To understand why listening is an important skill
- To practice listening skills

### Codes

TEKS: Physical Education

40 Developmental

Assets: Caring; Interpersonal Confidence

### Life Skills Model

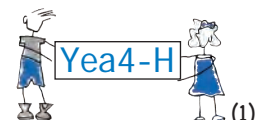
Leadership; Contribution to Group Effort; Communication; Cooperation; Social Skills

### Equipment/Materials

No materials are required, but doing the activity outdoors or in a gym is suggested.

### Time Required

30 minutes



## LESSON 2: Simon Says

### Say

We were out because we didn't listen carefully to the instructions.

Which one—listening or watching—was more important and would have helped you to play the game longer?

Listening is the most important thing to do when we play "Simon Says." Why?

If you focus on the leader's words and not his/her movements, you follow what is said and not what the leader is doing.

Let's play "Simon Says" again and really concentrate on listening to the instructions the leader gives instead of watching what is done. Remember to listen for the key words "Simon Says!"

### Do

► Allow children to answer.

► Allow children to answer.

► Play the game again.

### Notes:

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## Overview

Children will learn to work as a team, to cooperate and to follow directions.



## Class Instruction:

### Say

We're going to play "Blob Tag." Does everyone know how to play tag? How would you explain the game?

In "Blob Tag," one person starts out as "it". The "it" person will attempt to tag everyone else by tapping them lightly on the shoulder. Once "it" tags another child, the two join hands, and both become "it," creating a blob. Only the people on the end of the blob can tag other people. Does everyone understand how to play?

We'll continue until everyone has been tagged. Who wants to be "it" first?

### Do

- ▶ Allow children to play the game as time and space allows.
- ▶ Allow children to answer. Make sure everyone understands the concept of playing tag.
- ▶ Allow children to answer. Make sure they understand the game.
- ▶ Let children volunteer. Choose one child to be "it" first. Limit the playing area so the blob doesn't have to chase people throughout a huge space. A gymnasium or a playground with boundaries marked works well. When everyone has had a chance to be tagged, gather the children back together for discussion.

### Level

K-2

### Learning Objectives

Children will learn:

- Teamwork
- Cooperation
- How to follow directions

### Codes

TEKS: Physical Education

40 Developmental

Assets: Caring; Interpersonal Confidence

### Life Skills Model

Leadership; Contribution to Group Effort; Communication; Cooperation; Social Skills

### Equipment/Materials

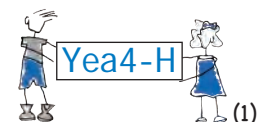
No materials are required, but doing the activity outdoors or in a gym is suggested.

### Safety Considerations

Be careful while running. Provide instructions for tagging.

### Time Required

30 minutes





## LESSON 3: Blob Tag

<u>Say</u>	<u>Do</u>
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If you were “it” during Blob Tag, raise your hand.

Did the blob have success in chasing and tagging another person when you were at the end of the line? If yes, why? If no, why?

► Allow children to respond.

When the blob did well together in tagging other people, what word can we use to describe that?

We can call that “teamwork,” can’t we? When we work together as a team, we do better and get more done. With Blob Tag, when the blob all ran in the same direction, they did better than when they tried to go in different directions.

What else made the blob successful besides teamwork?

Do

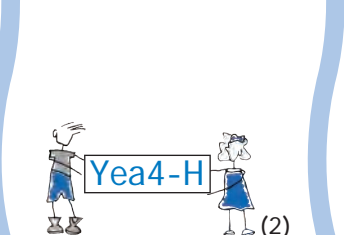
- ▶ Allow children to respond.

- Allow children to respond.  
(Some “yes” responses my include: “we all ran fast together” or “we cornered someone so that they couldn’t get around us.” Some “no” responses may include: “the blob wouldn’t run fast” or “I couldn’t keep up with the rest of the blob.”)

- ▶ Allow children to answer.  
Discuss their responses.

- ▶ Allow children to respond. Discuss their answers. (Responses to look for include: Listening to each other; cooperation (similar to teamwork); letting one person take the lead and doing what he/she said or following what he/she did.)

Notes:

[illegible]



## Say

What are some other things we do in school or in this program that need teamwork?

Let's play Blob Tag one more time and see if the blob can do a great job of working together to tag everyone faster than we did the last game!

### Variations of Blob Tag:

1. Once a person has been tagged by "it," he/she can be "untagged" by giving a high five or some similar action to an untagged person.
2. Once a person has been tagged by "it," he/she is frozen and must stay in one spot, to be untagged only by someone else crawling through his/her legs.

## Do

- ▶ Allow children to respond and discuss their answers. (Examples might include: helping each other with homework; helping the teacher to clean up the room; erasing the board; taking turns; listening when others are talking.)

- ▶ Play the game again.

## Notes:

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## Overview

Children will learn to listen, to pay attention and to follow oral directions.



## Class Instruction:

### Say

We're going to play "Over and Under." First, let's get into teams.

Here's how we play Over and Under. The first player on the team will give the bean bag or ball to the second player by passing it over his or her head. The second player will pass it to the third player by passing it under his or her leg. Continue to alternate passing the bean bag or ball over your heads and between your legs until it reaches the last player on the team. When the last player gets the bean bag or ball, he/she must run to the front of the line where the first player is standing.

### Do

- ▶ Form two teams of up to 10 youths. (If you have more than 20 children, divide the teams accordingly. If there are not enough children for two teams, use a stop watch or other timing method to time the entire group to see how quickly they can complete "Over and Under." Challenge the group to improve their time and discuss how quickly they think they can accomplish the task. This is an exercise of goal setting.)
- ▶ Give each team a beanbag or small ball. (A balloon or other object can be used if a ball or beanbag is not available.)

### Level K-2

### Learning Objectives

Children will learn:

- To follow oral directions
- How to listen and pay attention

### Codes

TEKS: Physical Education

40 Developmental

Assets: Caring; Interpersonal Confidence

### Life Skills Model

Leadership; Contribution to Group Effort; Communication; Cooperation; Social Skills

### Equipment/Materials

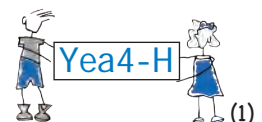
Bean bags or small balls (one for each team)

### Safety Considerations

Adult supervision is required. Make sure youths do not throw the bags or balls intentionally at someone's head.

### Time Required

20 minutes



## LESSON 4: Over and Under

### Say

The team to finish first wins.  
Does everyone understand the game?

How does the game "Over and Under" use teamwork?

Each group has to work together to pass the ball to each member of the team. What are some things each team can do to work well together?

Let's list some things that can help us work together in this game: Don't get too far apart so you can get the ball from the person in front of you quickly. Line up by size/height so that a shorter person isn't right behind a tall person; you need to be able to reach up easily and get the ball.

When the instructions were given, did all of you understand what we were going to do? If not, what was unclear? How could the instructions have been better?

Now let's play the game again.

### Do

- ▶ Make sure that all children understand the game. Give the signal to start. After you have played a round, gather the children back together for discussion.

- ▶ Allow children to answer.

- ▶ Allow children to answer. Discuss their responses.

- ▶ Allow children to answer and discuss their answers.

- ▶ Play Over and Under as many times as you wish.

### Notes:

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## Overview

Children will learn teamwork, cooperation, listening skills and how to follow directions.



## Class Instruction:

### Say

Who knows how to play "Tic Tac Toe"?

We're going to play "Three in a Row," a game that's like "Tic Tac Toe."

We're going to get into two teams. One team will be Xs, and another will be Os.

The Xs will raise their arms above their heads and cross them to make an X, and the Os will hold their arms above their heads, forming an O.

Taking turns, our team will play tic tac toe. One person from each team will step onto a spot and make the appropriate team symbol-X or O. The second team will then take a turn and step onto a spot and make their team's symbol-X or O. The teams will take turns until one team has three in a row in any direction or until all the slots are full. If no one wins, that game is marked as a tie. Does everyone understand how to play?

### Do

- ▶ Allow children to respond.

- ▶ Align polly dots (plastic disks), sheets of paper or carpet squares into a three-by-three grid of nine spots representing a tic-tac-toe board on the floor.

- ▶ Divide the group into two equal teams. If there are an odd number of children, you may have to play also.

- ▶ Demonstrate the arm actions for the children.

Level  
K-2

### Learning Objectives

Children will learn:

- Teamwork and cooperation
- Listening skills and following directions

### Codes

TEKS: Physical Education  
40 Developmental Assets: Caring; Interpersonal Confidence

### Life Skills Model

Leadership;  
Contribution to Group Effort; Communication; Cooperation; Social Skills

### Equipment/Materials

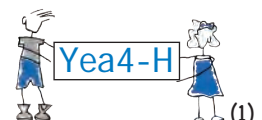
Nine polly spots or sheets of paper

### Time Required

30 minutes

### Notes:

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Say

Okay, let's begin.

How did each team decide where each person was going to stand on the tic-tac-toe board?

Which method worked better—talking as a team or making a choice by yourself?

Sometimes it works well to talk as a team and plan out what to do. The plan may work, and you may win. Sometimes the other team's choices cause a plan not to work, and you have to change your plan.

What happened (or would happen) if each person in the groups decided on his/her own which spot to take?

If your teammates made negative comments when you were taking your turn, how did that make you feel?

Do

- ▶ Make sure the children understand how to play the game.
- ▶ Continue playing several games so that each child gets to play several times.
- ▶ Allow time for children's responses. (Some may say that they discussed and made a group decision, others may respond that the person decided on his/her own which space to take.)
- ▶ Allow children to respond. (Answers will be different for different games and groups.)
- ▶ Allow children to answer. (Some responses might be "we saw a better move but they wouldn't listen to us" or "we tried to tell them to stand somewhere different.")
- ▶ Allow time for children's responses.

### Notes:

[illegible]

## LESSON 5: Three in a Row

### Say

What can we do or say differently to encourage our teammates if we see a better move?

We could talk more politely; we could make a team pact to discuss each move before a choice is made. Every day we have to make changes in our decisions to adjust to other people. Listening to others and making decisions together are good things to remember when we are working in groups. Let's all try our best to remember to be nice and respectful of all of the members of the group and to listen to each other before we make a decision.

### Do

- ▶ Allow children to give their ideas and discuss their answers.
- ▶ If time allows, let children play a few more games while practicing making decisions together and talking politely to each other.

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## Overview

Children will develop motor skills and learn cooperation and teamwork through organized play.



**Preparation:** Instructor should collect various objects (20 or so) that have a distinctive sound when dropped, such as a bell, a key, a plastic cup, etc. Hang a sheet at the front of the classroom, leaving enough room behind it so that the instructor or a child volunteer can stand and drop the objects.

## Class Instruction:

### Say

We're going to see whether you can recognize the sound an object makes when it is dropped onto the floor. I'll go behind this sheet and drop something. Then you call out what you think it is. If someone guesses right, I'll drop another object. If no one guesses, I'll keep dropping the object until you all give up. Close your eyes so you can better focus on the sounds. Help each other figure out what I've dropped.

### Do

- ▶ Go behind the sheet and drop the various objects to the floor one at a time. Ask the children what object they think has been dropped (help them out by giving them a list of the items).
- ▶ After the twenty objects have been dropped, remove the sheet and drop the items again one by one.
- ▶ Let children discuss the activity.

Is it easier to match the sounds with the objects now?

**Level**  
K-2

### Learning Objectives

Children will:

- Develop large and small motor skills
- Learn cooperation and teamwork through organized play

### Codes

TEKS: Physical Education

40 Developmental

Assets: Youth Programs

### Life Skills Model

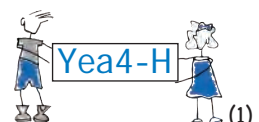
Teamwork; Sharing; Contributions to Group Effort; Cooperation; Communication; Social Skills

### Equipment/Materials

A bed sheet; various objects that have a distinctive sound when dropped, such as a bell, a key, a plastic cup

### Time Required

20 to 30 minutes





Say

Do

Notes:

## Resource

Elementary Teacher's Handbook of Indoor and Outdoor Games, Art Kamiya, Parker Publishing Company, 1985.

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### Overview

Children will develop motor skills and learn cooperation and teamwork through organized play.



### Class Instruction:

#### Say

We're going to practice making animal sounds and matching with the animals that make them. Come up to me one by one, and I'll whisper the name of an animal into your ear.

Now I want you to scatter throughout our play area.

When I say "Go," start making the noise of your animal and find the others who are making the same sound. Okay, go!

Does this tell you something about why animals make distinctive sounds?

#### Do

- ▶ Decide on three or more animals that make interesting noises. Whisper the name of one of these animals into the ear of each child playing the game. When all the children have been given their particular animals to imitate, give the rest of the instructions for the game.

- ▶ Have the children scatter.

- ▶ All the children should start making the sounds of their animals. As they continue to make the sounds, they will try to find the others of their own "species" who are making the same sound. They should eventually form into noisy groups.

- ▶ Let children discuss this idea.

Level  
K-2

#### Learning Objectives

Children will:

- Develop large and small motor skills
- Learn cooperation and teamwork through organized play

#### Codes

TEKS: Physical Education

40 Developmental

Assets: Youth Programs

#### Life Skills Model

Teamwork; Sharing; Contributions to Group Effort; Cooperation; Communication; Social Skills

#### Equipment/Materials

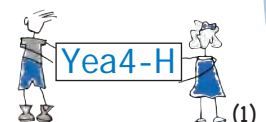
Indoor or outdoor

#### Time Required

20 to 30 minutes

#### Notes:

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## Lesson 7: Animals Everywhere

Say

Do

Notes:

### Resource

The Outside Play and Learning  
Book, Karen Miller, Gryphon  
House, 1989.

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## Overview

Children will develop motor skills and learn cooperation and teamwork through organized play.



**Class Instruction:** (Note: This game makes a good icebreaker or get-acquainted game.)

### Say

We're going to pair up with a partner.

Now I want each pair to stand back to back. Get as close together as you can.

Are you standing as close as possible?

When I say "back to back," find a new partner and get close, again standing with your elbows and knees touching. Okay, back to back!

Now stand close to your partner so your heels and your waists are touching.

### Do

- ▶ Divide the children into pairs.

- ▶ Each pair must find a way to stand close together, that is, with one child's elbow touching the partner's elbow and one child's knee touching the partner's knee.

- ▶ Check the pairs and see that they have figured out how to solve the problem of getting close together by touching elbows and knees.

- ▶ Each child should quickly find a new partner and stand back to back.

**Level**  
K-2

### Learning Objectives

Children will:

- Develop large and small motor skills
- Learn cooperation and teamwork through organized play

### Codes

TEKS: Physical Education

40 Developmental

Assets: Youth Programs

### Life Skills Model

Teamwork; Sharing; Contributions to Group Effort; Cooperation; Communication; Social Skills

### Equipment/Materials

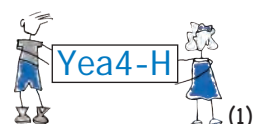
Indoor

### Time Required

20 to 30 minutes

### Notes:

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Say

When I say “back to back,” find a new partner and get close, again standing with your heels and waists touching. Okay, back to back!

You can continue the game, giving the children other ways to touch (for example, backs of heads together or palms of hands together) for as long as you like. As soon as the children solve this problem, it's back to back and so on.

Do you feel that you've gotten to know your classmates a little better by playing this game?

## Resource

Ready-to-Use Activities for Before and After School Programs, Verna Stassevitch, Patricia Stemmler, Rita Shotwell and Marian Wirth, the Center for Applied Research in Education, 1998.

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- ▶ Each child should quickly find a new partner and stand back to back.

- ▶ Allow children to discuss this idea.

Notes:

[illegible]

## Overview

Children will develop motor skills and learn cooperation and teamwork through organized play.



## Class Instruction:

### Say

Does anybody know what a centipede is?

A centipede is an insect with 100 legs! We're going to play a game called Centipede. First, let's divide into two teams.

Each team needs to line up one behind the other.

Now sit down and wrap your legs around the person in front of you. You are the body of the centipede, and your arms will be its legs. When I say "Go," I want you to lift your body with your arms only and begin to move as a group toward the finish line. If your team gets disconnected, you must again get into position with your legs wrapped around each other. Does everyone understand what we're doing?

Okay, go!

### Do

- ▶ Allow children time to answer.
- ▶ Divide the players into two teams and mark start and finish lines about 30 feet apart.
- ▶ Give the children time to get into position.
- ▶ Make sure all the children understand how to play the game.
- ▶ Play the game as many times as you wish, mixing up the teams.

Level  
K-2

### Learning Objectives

Children will:

- Develop large and small motor skills
- Learn cooperation and teamwork through organized play

### Codes

TEKS: Physical Education

40 Developmental

Assets: Youth Programs

### Life Skills Model

Teamwork; Sharing; Contributions to Group Effort; Cooperation; Communication; Social Skills

### Equipment/Materials

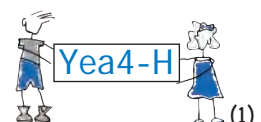
Indoor or outdoor

### Time Required

20 to 30 minutes

### Notes:

- \_\_\_\_\_
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### Say

What did we learn from playing this game?

We learned that we need to work together as a team to achieve our goal, getting to the finish line.

### Do

- ▶ Allow children to answer.

### Notes:

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### Resource

The Outrageous Outdoor Games  
Book, Bob Gregson, Fearon  
Teacher AIDS, 1984.



## Overview

Children will develop motor skills and learn cooperation and teamwork through organized play.



## Class Instruction:

### Say

We're going to play "Circus Tag." Who wants to be "it" first?

If you are tagged, you must put one hand on the place where "it" tagged you. For example, if you are tagged on your head, you must put one hand on your head and keep it there. Then you will become "it" and will try to tag someone else, all the while keeping your hand on your head. Does everybody understand how to play?

When I say "go," you will all scatter to different parts of our playing area, while "it" will try to tag one of you. Remember, if you're tagged, you become "it" and you must put your hand on the place where you were tagged, then try to tag someone else. Ready? Then, go!

Let's stop for a minute and gather around me. Where do you think is the best place to tag someone?

### Do

- ▶ Let one child volunteer to be "it."

- ▶ Make sure all the children understand how to play the game.

- ▶ Play the game for a while, then gather the children back together.

- ▶ Let children answer.

Level  
K-2

### Learning Objectives

Children will:

- Develop large and small motor skills
- Learn cooperation and teamwork through organized play

### Codes

TEKS: Physical Education

40 Developmental

Assets: Youth Programs

### Life Skills Model

Teamwork; Sharing; Contributions to Group Effort; Cooperation; Communication; Social Skills

### Equipment/Materials

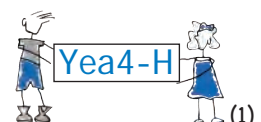
None

### Time Required

20 minutes

### Notes:

- \_\_\_\_\_
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## Say

The best place to tag another child is on the foot. Then that player has to place one hand on his or her foot and hop around trying to tag another person, making it much harder to tag someone else. Want to try the game again?

## Do

- Play the game again for as long as you wish.

## Notes:

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## Resource

Elementary Teacher's Handbook of Indoor and Outdoor Games, Art Kamiya, Parker Publishing Company, 1985

## Overview

Children will develop motor skills and learn cooperation and teamwork through organized play.



## Class Instruction:

### Say

We're going to play the Man from Mars. One of you will be the Man (or Woman) from Mars. You will stand in the middle, and everyone else will stand at one end of the playground. The person from Mars will say, "I'm the Man from Mars, I'll chase you to the stars, if you have (name a color, object, a certain birthday month, or names that begin with a certain letter)." For example, if the Man from Mars says, "If you have on red," everybody wearing red must run out on the field or playground, and the Man from Mars will chase them. If anyone is tagged before reaching the other end of the field, he or she must join the Man from Mars in the middle of the field and help tag other children. Does everybody understand the game?

Who wants to be the first Man (or Woman) from Mars?

### Do

- ▶ Make sure all the children understand how to play the game.
- ▶ Choose a volunteer. Put the volunteer in the center of the field and position the other children at one side of the playground.

Level  
K-2

### Learning Objectives

Children will:

- Develop large and small motor skills
- Learn cooperation and teamwork through organized play

### Codes

TEKS: Physical Education

40 Developmental

Assets: Youth Programs

### Life Skills Model

Teamwork; Sharing; Contributions to Group Effort; Cooperation; Communication; Social Skills

### Equipment/Materials

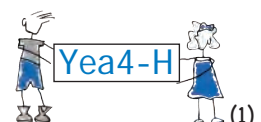
It is better to play this game outside.

### Time Required

20 minutes

### Notes:

- \_\_\_\_\_
- \_\_\_\_\_



## Say

Okay, let's play!

## Do

- ▶ Play the game as many times as you wish, giving as many children as possible a change to be part of the Mars team.

## Notes:

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## Resource

Ready-to-Use Activities for Before and After School Programs, Verna Stassevitch, Patricia Stemmler, Rita Shotwell and Marian Wirth, The Center for Applied Research in Education, 1998

## Overview

Children will develop motor skills and learn cooperation and teamwork through organized play.



## Class Instruction:

NOTE: Shoe Pile Relay works best if all the children already know how to tie their own shoes. It would be a good idea for the instructor to verify this before choosing to play this game.

### Say

We're going to have a shoe-tying relay race. Let's divide into teams and line up single file behind our starting line.

Now take off your right shoe.

On my signal, the first player on each team will run to the shoe pile and find his/her shoe. Put your shoe on and tie it. Show it to me so I can make sure you have tied it correctly. After the shoe is tied, run back to your team and tag the second player. The first team to finish the relay is the winner. Does everybody understand how to play the game?

### Do

- ▶ Divide the class into two or more groups. The groups line up behind a starting line.

- ▶ Make sure each child takes off his/her right shoe. Take the shoes and put them in a pile at the other side of the room. All shoes must be untied.

- ▶ Make sure each child understands how to play the game.

Level  
K-2

### Learning Objectives

Children will:

- Develop large and small motor skills
- Learn cooperation and teamwork through organized play

### Codes

TEKS: Physical Education

40 Developmental

Assets: Youth Programs

### Life Skills Model

Teamwork; Sharing; Contributions to Group Effort; Cooperation; Communication; Social Skills

### Equipment/Materials

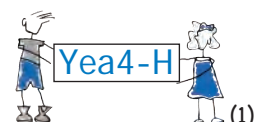
None

### Time Required

20 minutes

### Notes:

- \_\_\_\_\_
- \_\_\_\_\_



Say

Okay, go!

D<sub>0</sub>

- ▶ After you have finished playing the Shoe Pile Relay, you can try another similar relay. Instead of using shoes, have a Belt-Tying Relay. In this relay, let all the children who are wearing belts participate, running to a pile of belts and putting them on. Once a player correctly puts on his/her belt, the player runs back to his/her team. The team that finishes first is the winner.

Notes:

[illegible]

## Resource

Elementary Teacher's Handbook  
of Indoor and Outdoor Games,  
Art Kamiya, Parker Publishing  
Company, 1985

