

# Outdoors: The Ultimate Playground



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# Get Ready!

## Let's Begin

Children all over the world have one thing in common, they love to play! For them, play is about having fun! Children enjoy hopping, skipping, jumping, running, bending, balancing, throwing, catching, chasing and hiding. However, play is also a way for them to express themselves, to learn social skills and to work out the stress in their daily lives.



The **benefits of physical activity** go beyond fun. Adopting an active lifestyle at a young age can decrease the chances of developing heart problems, hypertension, osteoporosis, Type 2 diabetes and cancer. Regular physical activity strengthens bones, builds muscle, works the heart and contributes to a healthy body weight and lifestyle.

Playing with peers in our diverse community gives children an opportunity to integrate their racial, ethnic and cultural awareness. Games allow them to practise teamwork and leadership skills through decision making, communication, time management, problem solving, conflict resolution and goal setting. Learning these skills builds a feeling of confidence, which encourages them to engage in new challenges. Mastering these challenges builds self-esteem and provides a foundation of strong **social and life skills** for their future.

**Outdoors: The Ultimate Playground** is a **toolkit** developed by Toronto Public Health in consultation with various community agencies, childcare centres and physical activity experts, and adapted with permission by the Middlesex-London Health Unit. It includes **50 different games for boys and girls between the ages of 6 and 12**. These games were selected to encourage children's participation in physical activity during all **four seasons** of the year. Be creative when using this toolkit! There are no hard and fast rules. Feel free to change or adapt the activities and suggestions in a way that works well for you and the children.



No two children are the same. **Ability Adaptation Guidelines** provide suggestions for changes that can give children with personal challenges an opportunity to participate. Other suggestions may come from parents, friends and the children. Trial and error, with attention to safety, often is the best way to get all children of all abilities involved in interactive fun.

We encourage you to allow children the freedom to change the games if their creativity guides them to do so and safety is not compromised.

Fun! Enjoyment! Curiosity! Excitement! Health Benefits! All can be linked effortlessly. By using this toolkit, children can play freely outside, use their imaginations and develop a life-long love of physical activity!

Users of **Outdoors: The Ultimate Playground** should exercise their own judgement to determine the appropriateness of the games and to identify safety measures that need to be considered before children play the games. The City of Toronto and Toronto Board of Health disclaim any and all liability arising from injuries incurred by participants who use this resource.

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Toronto Public Health would like to thank the following agencies and their staff for their valuable input: Active Living Alliance, Adventure Place, Canadian Intramural Recreation Association (Ontario), Hughes Child Care Centre, Ontario Physical and Health Education Association, Kids Haven Community Childcare, The Learning Enrichment Foundation and Variety Village - Outreach Department.

Artwork: Joe Weissmann.

Design: Murielle Weissmann

# Get Ready!

## How to Use “Outdoors: The Ultimate Playground” Toolkit

This toolkit is divided into eight colour-coded sections. Three sections provide background materials. Five sections contain games.

### 1. Get Ready!

- Outlines the benefits of physical activity and terms used.
- Games and skills chart lists: what’s needed to play each game and the skills children will develop.
- Most games can be modified to suit different skill levels using the **Ability Adaptation Guidelines**.

### 2. Get Set!

- Lists stuff you’ll need and how you can make it.
- Tips on dressing for the seasons and sun protection.
- Safety.

### GO PLAY! 50 games in five categories

- Each category has a different coloured section. The games are in a grab and run format on plastic cards, colour-coded with the section, easy to take outside and then return to their place.
- Each card contains what’s needed to play the game, number of players, suggested ages, equipment, directions, Skimbols (skill development symbols).
- **Ability Adaptation Guidelines** give suggestions for making changes related to players’ skill levels/ability challenges.

### Get ready! Get set!

Choose a game and go play in the great “Outdoors: The Ultimate Playground”

### 3. Go Play Ball!

### 4. Go Play Group Games!

### 5. Go Play Hopscotch!

### 6. Go Play Rope Games!

### 7. Go Play Tag!

### 8. Get More Info and Add Games!

- Bibliography
- Add more info and games



# Get Ready!

## Glossary of Terms

**Cardiovascular Endurance** – the ability of the heart and lungs to sustain prolonged activity requiring large muscle movement

**Communication** – the exchange of thoughts/messages by verbal/nonverbal means

**Cool Down Activity** – slower paced activity, like walking/stretching done at the end of vigorous activity; it allows the heart rate to slow down

**Developmentally Appropriate Games** – games that are consistent with the level of skill development of the children

**Fair Play** – participating with integrity, respecting others (playmates, opponents) and game rules

**First Aid Principles** – the sequence of events recommended in an emergency situation; check your organization's first aid guidelines

**Flexibility** – the ability to move a person's joints through their full range of motion without discomfort or pain

**Injury** – damage (harm/hurt/wound) to the body by an external force

**Healthy Lifestyles** – behaviour patterns promoting optimal health

**Modifying Task** – changing activities/intensity of a game to change the degree of difficulty for players

**Movement Skills** – the activities that are the foundation of all physical activity and include:

- Locomotion/travelling skills – those used to move the body from one point to another (e.g., walking, running, galloping, jumping, skipping, hopping, climbing)
- Manipulation skills – those which give/receive force to and from objects (e.g., throwing, catching, collecting, kicking, punting, dribbling, volleying, striking)
- Stability skills – those that have the body remain in place but permit movement around its horizontal/vertical axis (e.g., balancing, bending, stretching, twisting, turning)

**Muscular Endurance** – the ability to perform repeated muscular contractions/hold a contraction until fatigue sets in

**Muscular Strength** – the ability to contract muscles to overcome resistance and exert force

**Non-loco-motor skill** – movement that is performed from a relatively stable stationary base such as stretching, balancing, turning

**Physical Activity** – using muscles to move the body by using energy

**Physical Fitness** – qualities, which help define capacity for physical work (e.g., flexibility, agility, co-ordination, strength, balance, cardio-vascular endurance and muscular endurance)

**Skimbols** – picture symbols that represent the physical activity movement skills, social skills and ability adaptations used in a game



Locomotion/  
Travelling



Manipulation



Stability



Social Skills



Ability  
Adaptations

**Social Skills** – inter-personal skills used by children playing together (e.g., communication, planning strategies, decision making, logical consequences, problem-solving, negotiation, compromise, organizational skills)

**Variations** – changes that increase/decrease the difficulty of a game or other ideas to give variety to the game

**Vigorous -Intensity Physical Activity** – physical activity that will cause children to sweat and be 'out of breath'

**Warm-up Activities** – activities done to prepare the body for more active playing and to reduce the chance of injury (e.g., fast/brisk walking)

# Get Ready!

## Ability Adaptation Guidelines

### CONSIDERATIONS

### SUGGESTIONS (Involve players and get agreement on changes)

#### Action

- Varying skill levels among players' can provide a healthy challenge. However, extreme differences create inequities and a child may lose interest and quit.
- Aim to decrease the impact of ability differences/create a fair activity for all players.

- Before playing, decide what changes can be made to accommodate players' varying skill levels.
- Define all terms:
  - what is the action or how to do it, number of times ball goes around, series of actions, how players or marker move through the grid.
  - bounce, roll, throw, pass, hit, miss, fault, crouch, jump, step.
- Decide what help is needed - work on one skill at a time, have player stand in to jump, to hold/hit with a racquet (if grasp is weak, wrap a tensor bandage around the racquet and the player's hand, hit with a large arm movement).

#### Boundaries/ Space

- Clearly marked boundaries help players follow rules and encourage safe play.
- It is difficult for players with visual/physical challenges to stay within boundaries.
- Paths and spaces between players must be wide enough for children with equipment to travel safely and to allow for turning.

- Have players using an assistive device (wheelchair/walker) keep a wheel or leg of the walker within the boundaries.
- Increase space between players by having children touch fingers instead of holding hands.

#### Equipment

- Equipment that is suitable for all players allows more children to participate in a game.

- Consider ball size, softness and bounce (a large, soft ball is easier to catch than a small, firm one).

#### Pace of Play/ Travel

- Challenges in locomotion/travel, manipulation and stability skills impact fairness/equity.
- Guidelines may permit a player to use a different skill to promote equity in moving.

- Increase the time allowed for activities.
- Players can travel in various ways/at different speeds (walk, hop, take small steps).
- Change speed of play (turn ropes slower/allow more turns between jumpers).
- Increase challenge by increasing the number of times around bases/circle.
- Changing the distance between bases/the length of the field.
- Partner to share the challenges (1 to hit and 1 to throw/run).

Most children will have the skills necessary to play the games. Some do not, so we have introduced to most games **Ability Adaptation Guidelines**. These are key words to help you decide what changes can be made to a game so children with varying levels of motor and/or cognitive skills can participate safely. All situations that may arise are not covered above.

## Ability Adaptation Guidelines

### CONSIDERATIONS

#### Pairing

- Partnering with another player, for stability, allows children with ability challenges to safely and successfully participate in ball, tag and group games. Consider the effect of excitement on a player's movement and social skills.

#### Safe Tagging/Hitng

- The act of tagging or being hit by a thrown ball can frighten a player and put them at increased risk of injury from falling.

#### Safety

- Ability challenges may affect a child's reaction time, increasing the risk of injury.
- Providing support during a challenge promotes the development of physical and social skills, builds confidence and fosters self-esteem.
- Consider the effect of excitement on players' social skills.

#### Scoring

- Ability challenges may give an unfair advantage to some players and lead players to quit.
- Changing aspects of a game can provide equal opportunity and still provide a challenge for other players without boring some players.
- Discussing these considerations provides an opportunity for children to learn empathy.

#### What ends a turn?

- A player's skill improves with practise, encouragement and support; inequity in skill levels affects fair play for everyone; playing rather than competing provides practise.

### SUGGESTIONS (Involve players and get agreement on changes)

- Have players with different skills form a pair (running-stability/catching-throwing/hitting-running).
- One player pushing another player in a wheelchair. A player in a wheelchair must be in control of their chair at all times.

- Decide how tagging will be done and select safe tag spots/zones.
- Use tag flags (small bits of cloth hanging from a pocket in a designated spot on the body).
- Select a softer ball to decrease impact of a hit and to make catching easier.
- All hitting with balls must be below the waist. Select a safe hit spot/zone.
- For players using assistive devices select a hit/tag area (small wheels on wheelchair/spot on a walker).

- Get to know all players' ability levels.
- Select actions that can be done safely (run through, pairing).
- Hula hoops may create a safety hazard for players in wheelchair/walkers.

- Set time limits if excitement leads to excessive aggressiveness/bullying.
- Decide how to score (contact with ball may count as a hit).

- Change distances to be travelled, pace of play, actions.
- Set guidelines. Give more time.
- Make allowance for players' ability (an effort for an action may count as a hit).

Most children will have the skills necessary to play the games. Some do not, so we have introduced to most games **Ability Adaptation Guidelines**. These are key words to help you decide what changes can be made to a game so children with varying levels of motor and/or cognitive skills can participate safely. All situations that may arise are not covered above.

## Games and Skills Chart

Activity	Ages	#Players	What's Needed	OA – Open Area	LOA – Large Open Area	HSA – Hard Surface Area	SC – Sidewalk Chalk	Locomotion Travelling	Manipulation	Stability	Social Skills	Ability Adaptations
												
Ball Games	1. Beat the Ball	6-8	5+	OA, 1 large ball				•	•	•	•	•
	2. Circle Pinball	8-12	8+	OA, 1 large bouncy ball				•	•	•	•	•
	3. Crocodile Island	6-10	6-12	OA, any ball, sidewalk chalk, long rope, variations – hula hoops				•	•	•	•	•
	4. Four Square	8-12	4+	HSA, 1 bouncy ball				•	•	•	•	•
	5. High – Low Bounce	6-8	4	HSA, 1 bouncy ball, 1 long rope				•	•	•	•	•
	6. Human Bowling	8-12	6+	HSA, 1 ball, sidewalk chalk, tape				•	•	•	•	•
	7. One, Two, Three, O' Leary	7-10	1	HSA, 1 bouncy ball				–	•	•	–	•
	8. Paper Tennis	8-12	Groups of 2	OA, paper ball, racquet				•	•	•	•	•
	9. Two Ball Wall Ball	9-12	1	HSA, with wall, 2 balls each				•	•	•	–	•
	10. Wandering Ball	8-12	10+	OA, 1+ balls				•	•	•	•	•
Group Games	1. Airborne	8-12	4-6	OA, hacky sack, beach ball				•	•	•	•	•
	2. Alaskan Baseball	6-12	10+	LOA with 4 bases, 1 large ball				•	•	•	•	•
	3. Circle Point Dodge Ball	6-12 or 9-12	16+	LOA, 1 medium-large soft ball, watch/timer				•	•	•	•	•
	4. King's Court	9-12	16+	LOA, 4–6 balls, boundary markers				•	•	•	•	•
	5. Mouse Trap	6-8 or 9-12	10+	OA				•	–	•	•	•
	6. Paths and Trails	6-8 or 9-12	20+	LOA, 1 tag flag				•	•	•	•	•
	7. Red Light Green Light	6-8	4+	OA				•	–	•	•	•
	8. Rock, Paper, Scissors	8-12	8+	LOA, tag flags				•	•	•	•	•
	9. Scout	9-12	16-24	LOA, 1 ball				•	•	•	•	•
	10. Soccer Baseball	8-12	10+	LOA with 4 bases, soccer ball				•	•	•	•	•
	11. SPUD	6-10	8+	OA, 1 large bouncy ball				•	•	•	•	•
	12. Starboard Port	6-8 or 9-12	10+	LOA, boundary markers				•	–	•	•	•
	13. Sticks and Stones	6-10	8+	LOA, boundary marker, tag flags				•	•	•	•	•
	14. The Wizards' Challenge	6-8 or 9-12	4+	LOA, boundary markers, 2–4 large balls, 6–8 tennis balls, 6–8 pylons, hula hoops/ropes				•	•	•	•	•
	15. What Time is it Mr Wolf?	6-8	4+	OA, tag flags				•	•	•	•	•

## Games and Skills Chart

Activity	Ages	#Players	What's Needed	OA – Open Area	LOA – Large Open Area	HSA – Hard Surface Area	SC – Sidewalk Chalk	Locomotion Travelling	Manipulation	Stability	Social Skills	Ability Adaptations
												
<b>Hopscotch Games</b>	1. Boggy Marsh Hopscotch	6-10	2+	SC, HSA, no markers				•	–	•	•	•
	2. Discover the Universe	6-10	2+	SC, HSA, marker/player				•	•	•	•	•
	3. Dragon Hopscotch	6-10	2+	SC, HSA, marker/player				•	•	•	•	•
	4. Earth to Sky Hopscotch	6-12	2+	SC, HSA, marker/player				•	•	•	•	•
	5. Everyone's Hopscotch	6-10	2+	SC, HSA, marker/player				•	•	•	•	•
	6. Neighbourhood Hopscotch	8-12	3-6	SC, HSA, 4 + small bean bag markers/player				•	•	•	•	•
	7. Snail Hopscotch	6-8	2+	SC, HSA, marker/player				•	•	•	•	•
	8. Village Hopscotch	8-12	2+	SC, HSA, no markers				•	–	•	•	•
<b>Rope Games</b>	1. Banana Split	6-8	5+2 skilled	HSA, 1 long rope				•	•	•	•	•
	2. Cat and Mouse	8-12	3+	HSA, 1 long rope				•	•	•	•	•
	3. Catch Me	9-12	3+	HSA, 1 long rope				•	•	•	•	–
	4. Eevey Ivy	6-12	3+	HSA, 1 long rope				•	•	•	•	–
	5. Follow Me	9-12	8+	HSA, 1 long rope				•	•	•	•	•
	6. Helicopter	6-7	2+	HSA, 1 short rope				•	•	•	•	•
	7. Snake	6-7	3+	HSA, 1 long rope				•	•	•	•	•
	8. Stack'em Up	6-12	8+	HSA, 1 long rope				•	•	•	•	•
	9. Weave	9-12	8+	HSA, 1 long rope				•	•	•	•	•
	10. Yogi	6-12	3+	HSA, 1 yogi rope				•	•	•	•	•
<b>Tag Games</b>	1. Chain Tag	6-12	10+	OA, tag flags				•	•	•	•	•
	2. Cops and Robbers	8-12	5+	OA, tag flags				•	•	–	•	•
	3. Dragon's Tail Tag	6-8	6+	OA, tag flag				•	•	•	•	•
	4. Fox and Geese	6-12	4-8	OA, tag flags				•	•	•	•	•
	5. Go!	6-10	14+	OA				•	•	•	•	•
	6. High Five Tag	6-8	5+	OA, tag flags				•	•	•	•	•
	7. Sharks and Minnows	6-8	6+	OA, boundary markers, tag flags				•	–	•	•	•

# Get Set!

## Be Creative - Make Your Own Stuff!

### Bean bag

#### What's needed

- 2 pieces of fabric about 12 x 12 cm (5 x 5 inches) per small bean bag
- Pins
- Needle and thread
- Rice, dried beans or peas for the filling



#### What to do

- Pin wrong sides of fabric together.
- Sew pieces of fabric together about 1 cm (1/2 inch) in from the edges, leaving an opening in the middle of the last side that is at least 5 cm (2 inches) wide.
- Trim the tips off all 4 corners.
- Turn the square right side out.
- Pour rice, dried beans or peas into the opening to fill about 3/4 full.
- Pin and then sew the opening closed.
- Decorate.



### Hopscotch marker

#### What's needed

- A small stone
- Non-toxic acrylic paint (optional)
- Pictures cut out from magazines or wrapping paper (small enough to fit on your stone)
- White glue, water and waxed paper
- Paint brush or cotton swab



#### What to do

- Wash and dry stone.
- Paint the stone and let it dry on the waxed paper (or leave the stone unpainted).
- Apply glue to the back of your picture and place the picture on the stone.
- Using a paint brush or a cotton swab cover the entire stone with a mixture of white glue and water (3 parts glue to 1 part water).
- Let the rock dry. Use a hairdryer to speed up the drying process.
- Apply another coat of the glue-water mixture to the entire rock and place it back on the waxed paper to dry.



## Be Creative – Make Your Own Stuff!

### Racquet and ball

#### What's needed

- A coat hanger
- Nylon panty hose or knee highs
- Tape
- Tin foil or paper



#### What to do

- Stretch a coat hanger into a diamond shape. Bend the hook into a loop.
- Pull the nylon over the hanger as tightly as possible and wrap the excess nylon around the loop to make a handle.
- Cover the handle with tape.
- Scrunch up piece of tin foil or paper for the ball.



### Sidewalk chalk

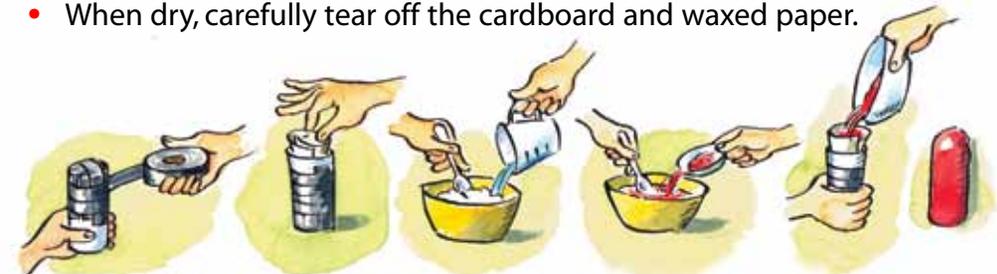
#### What's needed

- A cardboard tube (toilet paper roll)
- A plastic bowl for mixing ingredients
- Waxed paper
- Duct tape
- 60 mL (3/4 cup) warm water
- 360 mL (1 1/2 cups) Plaster of Paris
- 30 – 45 mL (2 – 3 tablespoons) powdered tempera water-based paint



#### What to do

- Seal 1 end of cardboard tube with tape. Stand it on a flat surface with the open end up.
- Line inside of tube with waxed paper (to keep the Plaster of Paris from sticking to the cardboard).
- Pour water into bowl and slowly add the Plaster of Paris. Stir.
- Mix in the powdered paint.
- Pour the Plaster of Paris mixture into the tube. Tap the sides of the tube to release air bubbles.
- Let stand for 1 – 2 days to dry.
- When dry, carefully tear off the cardboard and waxed paper.



## Be Creative - Make Your Own Stuff!

### Yogi Rope

It's easy to make your own Yogi Rope using elastic bands or sewing elastic.

### Yogi: Elastic Band Rope

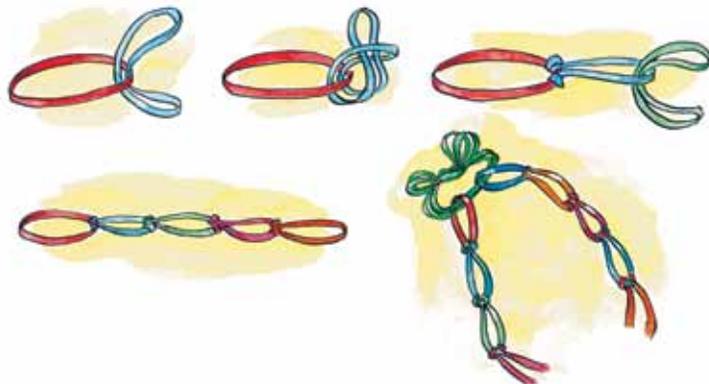
#### What's needed

- At least 40 elastics. Thicker elastics are stronger and coloured elastics are more unique.



#### What to do

- Open an elastic band to form a circle.
- Put one end of a 2nd elastic through the open circle. Loop one end of the 2nd elastic through the other end and pull tight.
- Repeat the same step with a 3rd elastic. Continue adding elastics in this way until the rope is at least 145 cm (58 inches) long.
- Use 1 more elastic placed through the 1st and last elastics and tie a knot to join the 2 ends.



### Yogi: Sewing Elastic Rope

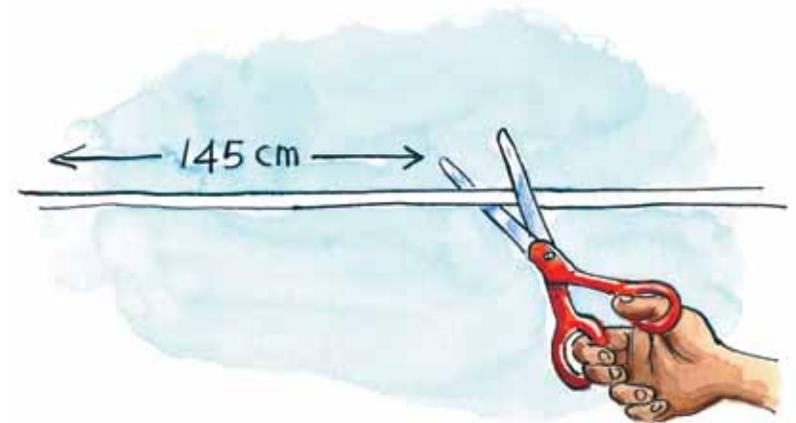
#### What's needed

- Sewing elastic approximately 1 cm (1/4 inch) wide



#### What to do

- Measure and cut elastic so it is at least 145 cm (58 inches) long.
- Tie the ends together in a knot.



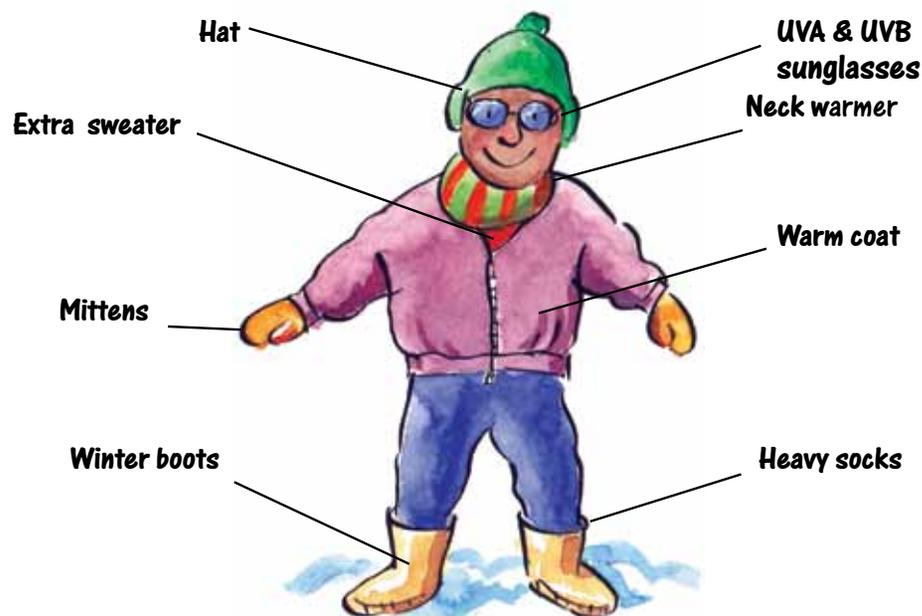
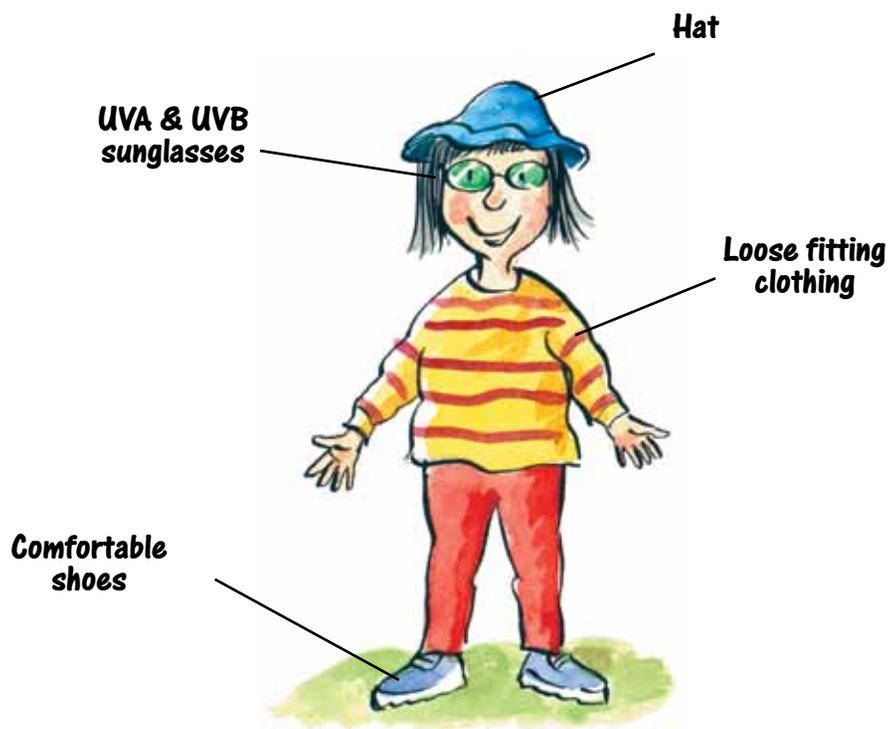
# Get Set!

## Get Dressed!

### SUMMER DAYS

Dressing properly for sunny, cloudy, hazy and foggy days will help prevent sunburns.

- Protect the skin – wear clothing that is light-coloured, loose fitting and tightly woven.
- Wear a hat with a wide brim or backflap to protect the head, face, ears and neck.
- Put on UVA & UVB protective sunglasses.
- Comfortable, soft soled shoes like sneakers are better than sandals.
- See **Sun Safety Smarts**.



### WINTER DAYS

Dressing for the cold helps prevent the loss of body heat.

- Wear a hat that also protects the ears (40 - 50% of body heat is lost through the head).
- Add a neck warmer or scarf tucked into a coat.
- While playing the body perspires. Clothing gets wet and the body can become chilled when activity is slowed down. A layer of clothing that can be put on or taken off, as activity levels change, decreases the amount of sweating and minimizes chilling.
- Layer clothing by putting on an extra sweater, sweat-shirt or a T-shirt, long underwear or leggings under regular clothing. Top with a warm coat, snow pants and mittens or gloves.
- On windy days wear a windproof outer layer.
- Wear heavy socks and roomy winter boots with good treads.
- Remember sunglasses and sunscreen on sunny days, especially when there is snow.

# Get Set!

## Stuff You'll Need!

*"In selecting play equipment, remember that the most inspiring, durable and valuable play element of all cannot be bought. It comes in the form of other children - playmates."*

(Terry Orlick)

Make it easy, put together a playground bag/box filled with play equipment. Always consider the abilities of the players, everyone's safety and the amount of support and/or supervision the players may need.

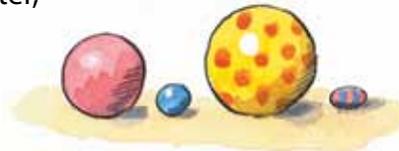
### Ropes

- Use a rope that is the right length for the player. The ends of the rope should reach the player's armpits when they are standing on the center of the rope.
- Skipping ropes vary in length: single 213 cm (7 feet), double 487 cm (16 feet).
- Yogi ropes – form a loop. The most useful length is 244 cm (8 feet). The shortest rope to use is 145 cm (58 inches).



### Balls

- Before selecting balls consider how they will be used in the game and the abilities of the players.
- Consider size, shape, degree of softness, bounce-ability.
- Playground utility balls – vary in size from 18 – 22 cm (7 – 8 1/2 inches) and may be already inflated or need inflating.
- Wall bouncing balls – 6.5 cm (2 1/2 inches) diameter, high bounce quality.
- Other possibilities – beach balls, foam footballs, hacky sack (foot bags), koosh balls – about 9 cm (3 1/2 inches) diameter, soccer balls, tennis balls.



### Boundary markers

- Pylons, bean bags or whatever you like as long as there is no danger of injury if a player falls on them.



### Other stuff

- Hula hoops, bean bags, sidewalk chalk, hopscotch markers, tape/rope for marking boundaries, tag flags.



### Equipment

- Use whatever you already have. Contact parents for resources/ideas. Try some creative fund raising.

## Sun Safety Smarts!

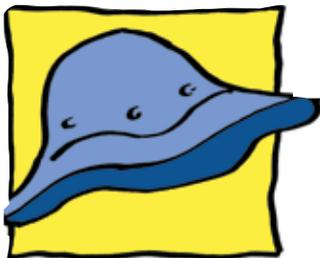
### Encourage children to be sun safe when outside

- Reduce time spent in the sun between 11 a.m. to 4 p.m.
- Plan outdoor activities so children are not in direct sunlight (when it is strongest).
- Keep babies under 1 year of age out of direct sunlight.



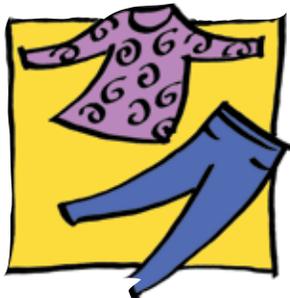
### Look for shade

- Look for or create shaded areas (under a tree, canopy or in the shade of a building).



### Cover up

- Wear a hat made of tightly woven material with back flap or a brim 7.5 cm (4 inches) wide to help shade eyes, ears and neck areas.
- Long-sleeved shirts and long pants (or knee-length shorts) are recommended.
- Cover up even on cloudy days.



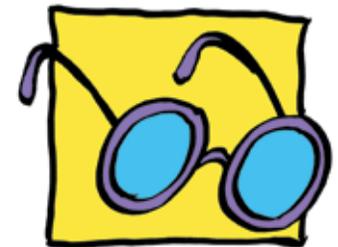
### Tips for getting the most from sunscreen

- Choose sunscreen with SPF 15 or higher that protects from both UVA & UVB.
- If children are going to be outside for longer than 2 hours, choose a SPF of 20 – 30.
- Read and follow the manufacturer's recommendations. Check for the expiry date. Do not use after this date.
- Apply sunscreen 30 minutes before going out.
- Apply sunscreen generously to clean dry skin. Don't forget ears, nose, back of neck and backs of legs.
- Reapply every 2 – 3 hours, after perspiring and swimming.
- Test for allergic reaction when first using a sunscreen. Apply a small amount on inner forearm for 2 – 3 days. Check for adverse reaction.
- Sunscreens are not recommended for infants under 6 months of age.



### Wear sunglasses

- Sunglasses worn by children should be unbreakable and 100% UVA & UVB protective.



## Play Safely!

### 1. Inspect the play area before starting any activity

- Walk over the entire play area checking carefully for things that may cause injury during play. Teach the children to help.
- Removal of hazardous objects (e.g., broken glass, hanging ropes, sharp objects, discarded needles, condoms, animal excrement, holes in the ground) is the responsibility of the adult.



### 2. Set boundaries

- Review boundaries for safe playing areas and make sure players stay within the space.
- Set boundaries away from roads and free from cross traffic, both pedestrian and vehicular.



### 3. Proper equipment

- Use equipment that suits the game and ability of all players.
- See **Stuff You'll Need!**
- Play on a flat surface for skipping games.
- Keep all equipment in a good state of repair and with no sharp edges.
- Set rules for using ropes to help minimize the risk of injuries or problems. Help players understand the dangers of tying ropes to fences, equipment or other players. Supervise rope use.
- Avoid playing with balloons; they are not environmentally friendly and some children have allergies to latex.
- Set rules for using equipment safely; involve the players.
- Set guidelines for throwing/kicking balls (safe hit spots/zones – no hitting above the waist).



### 4. Clothing

- Wear clothing appropriate for the weather. See **Get Dressed!**
- Games may need to be modified if children wear glasses or use assistive devices.



### 5. Body

- Always do warm-up exercises. Start with gentle muscle stretches. Then have children walk slowly at first, then faster so their heart rate increases.
- Help players stay well hydrated by having them drink a few gulps of water (every hour) before, during and after all activity.



### 6. Adequate knowledge

- Before playing a game review the rules. Decide as a group, all changes that will make the game fair for all players. This will help avoid potential conflict. See **Ability Adaptation Guidelines**.
- Select activities that suit the ability level and skill sets of all the children playing. Modify games to provide a successful experience and a bit of a challenge. See **Games and Skills Chart** and **Ability Adaptation Guidelines**.



### 7. Supervision

- Provide adequate, active adult supervision for all players according to their individual needs and the overall number of the children playing.



## Play Safely!

### 8. Medical

- Have accurate, up-to-date medical/allergy information (asthma, bee stings or food) for each child and current emergency contact information.
- Make sure supervising staff are trained in First Aid and have immediate access to a complete First Aid Kit and emergency help.
- Staff must be prepared to act appropriately when an injury occurs (e.g., cuts, bruises, strains, sprains, broken limbs, concussions).
- Do not let a child play through an injury.



### 9. Social

- Consider the effect of excitement on children for potential conflict and possible bullying or excessive aggressive behaviour.
- Be aware of children who are impulsive and intimidating and also those who withdraw to the sidelines.
- Encourage fair play and integration of all children, including those with ability challenges; provide support as needed.
- Teach rules of safe play: wait for your turn, no name calling or putdowns, no breaking equipment or hurting others.



### 10. Sun safety

- Be sun smart. Protect skin from the sun as much as possible with hats, sunscreen, clothing, sunglasses and by playing in shaded areas.
- See **Sun Safety Smarts!**
- Staff – Be a sun safety role model.



### 11. Outdoor safety

- Protect everyone's health during heat & smog alerts. Reschedule activities, drink lots of fluids, wear loose fitting clothes, have rest breaks, play in the shade or move indoors.
- For information about exercising during heat & smog alerts see **Get More Info and Add Games!** or [www.toronto.ca/health](http://www.toronto.ca/health)



### 12. Mosquitoes

- Don't play near mosquito breeding areas. Wear light-coloured, long-sleeved shirt, pants, shoes, socks and use insect repellent.
- If insect repellent is needed, always put sunscreen on first. Wait for 30 minutes and then apply the insect repellent.
- Do not use insect repellent on children under 2 years old.
- For information about West Nile Virus see **Get More Info and Add Games!** or [www.toronto.ca/health](http://www.toronto.ca/health)



### 13. Lightning

- Don't play outdoors if a thunderstorm is anticipated.
- If caught outdoors, in a field away from indoor shelter, immediately kneel on the ground with feet together. Place hands on knees and bend forward. This is better than lying flat.



# Go Play Group Games!

## Airborne



### What's Needed

- 4 – 6 players, ages 8 – 12
- 1 hacky sack/beach ball
- an open area

### Show to Play

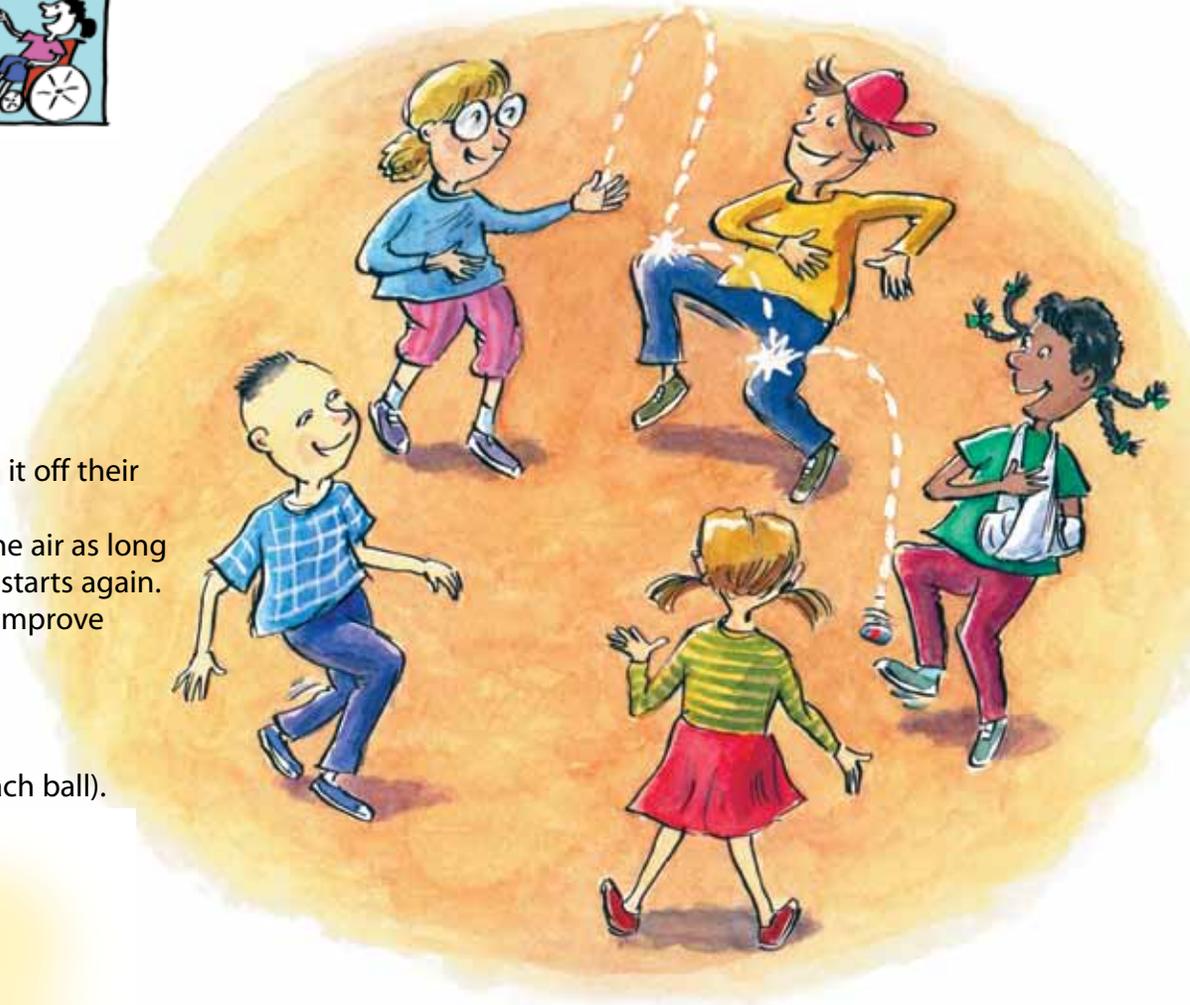
- Players stand in a circle.
- The hacky sack is tossed up and players take turns hitting it off their body parts (no hands).
- The goal of the game is to try to keep the hacky sack in the air as long as possible. When the hacky sack falls to the ground, play starts again.
- The players count the number of hits they get and try to improve their score.

### Variations

- For younger children use different balls (tin foil/paper/beach ball).

### Ability Adaptation Guidelines

- Decide before playing:
  1. Action – What is a hit?
  2. Boundaries.
  3. Scoring.



# Go Play Group Games!

## Alaskan Baseball



### What's Needed

- 10+ players, ages 6 – 12
- 1 large ball
- a large open area with bases

### How to Play

- Set up a baseball diamond (3 bases and 1 home plate). Divide the players into 2 teams: the Batters and Outfielders.
- The Batters line up at home plate. The first Batter is “up” and kicks or throws the ball from home plate into the field. He then travels around the bases, followed by his team while the Outfielders move to get the ball.



- The Outfielder, who gets the ball, stops and holds the ball over his head while his team-mates line up behind him. The ball is passed over the head of 1 player and under the legs of the next. When the ball reaches the end of the line, the Outfielders quickly sit down and yell, “Stop!”
- When the Batters hear, “Stop!” they must stop and count their score. They score 1 point for each player who crosses home plate.
- The Batting Team continues at bat until every player has been “up”, then they become Outfielders.



### Ability Adaptation Guidelines

- Decide before playing:
  1. Action – how to throw/pass.
  2. Boundaries/distance to travel.
  3. Pace of play/travel.
  4. Pairing.
  5. Scoring.

# Go Play Group Games!

## Circle Point Dodge Ball



### What's Needed

- 16+ players, ages 6 – 8 or 9 – 12
- 1 medium to large soft ball and a watch or timer
- a large open area

### How to Play

- Choose a Caller. Divide the rest of the players into 2 teams. 1 team forms a large circle around the other team.
- The Caller yells, "Go!" and begins to time 2 minutes.
- Players in the outer circle throw the ball and try to hit the players inside the circle. Players inside the circle try to avoid being hit.
- A point is scored for every hit that lands below the waist. The Caller keeps score.
- At the end of 2 minutes, the Caller yells, "Stop!" and the teams change positions.
- The team with the most points wins the game.

### Variations

- Basic Dodge Ball – 2 teams, no Caller. When a player in the centre is hit, he joins the outer circle. The last player in the centre is the winner.



### Ability Adaptation Guidelines

- Decide before playing:
  1. Equipment – ball (type/size/softness).
  2. Safe hitting/hit spot.

# Go Play Group Games!

## King's Court



### What's Needed

- 16+ players, ages 9 –12
- markers for boundaries and jails
- 4 – 6 large balls
- a large open area with a centre line

### How to Play

- Divide the players into 2 teams. Mark out a large rectangular playing area with a centre line and a jail at each end. Have each team line up in their jail at opposite ends of the playing area.
- The game begins with the balls being thrown into the centre of the playing area. The players from both teams race to get the balls.
- The goal of the game is to hit the players from the other team below the waist with a ball. When a player is hit, she goes to the opponent's jail.
- From the jail players can pick up loose balls or catch balls thrown by their team-mates and hit the opponents from the backside. When a player in jail gets a ball and hits an opponent, she rejoins her team.
- If a player catches a ball that is thrown at him by the opposite team, then the thrower goes to jail.
- The game ends when 1 team has no one left.

### Variations

- With fewer players use fewer balls.

### Ability Adaptation Guidelines

- Decide before playing:
  1. Action – what is a catch?
  2. Equipment – ball (type/size/softness).
  3. Pace of travel/play.
  4. Pairing.
  5. Safe hitting/hit spot.



# Go Play Group Games!

## Mousetrap



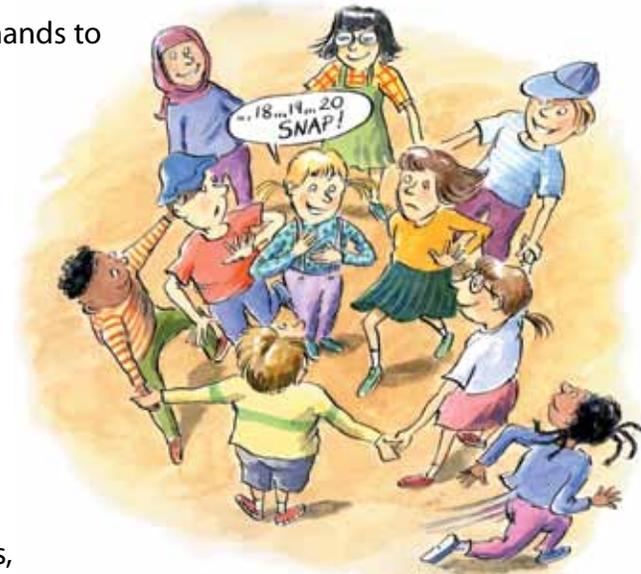
### What's Needed

- 10+ players, ages 6 – 8 or 9 – 12
- an open area



### How to Play

- 5 – 6 players join or touch hands to make a circle called the Mousetrap.
- 1 player is the Cat and stands in the middle covering her eyes.
- The other players are Mice. The Mice run in and out of the Mousetrap as the players forming the Mousetrap randomly raise and lower their arms.
- In the meantime, the Cat counts silently to 20. On the count of 20 the Cat yells, "Snap!" and opens her eyes. The Mousetrap players quickly lower their arms trapping some of the Mice. These Mice then join the circle of Mousetrap players.
- The game continues until there is 1 Mouse left. This player becomes the Cat.



### Ability Adaptation Guidelines

- Decide before playing:
  1. Boundaries/space.
  2. Pace of play.
  3. Pairing.

# Go Play Group Games!

## Paths and Trails



### What's Needed

- 20+ players, ages 6 – 8 or 9 – 12
- 1 tag flag
- a large open area

### How to Play

- 1 player is the Forest Ranger, 1 is the Bear and 1 is the Caller.
- The other players divide themselves into 4+ rows and stand arms length apart with joined hands.



- When the players in rows face the Caller, they form paths. When they turn to the side and join hands with the new players beside them, they form trails.
- The Caller yells, "Paths!" then, "Trails!" several times to get the players used to turning quickly and grasping the hands of their new partners.
- The game begins with the Bear facing the paths and the Ranger behind the paths. When the Caller shouts, "Go!" the Ranger chases the Bear through the paths. After 10 – 15 seconds the Caller shouts, "Trails!" causing the players to turn. The Ranger chases the Bear down the trails.
- The game ends when the Ranger tags the Bear.

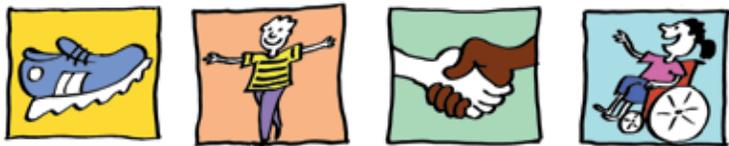


### Ability Adaptation Guidelines

- Decide before playing:
  1. Boundaries/space.
  2. Pace of play (time for changing paths to trails).
  3. Safe tagging.

# Go Play Group Games!

## Red Light Green Light



### What's Needed

- 4+ players, ages 6 – 8
- an open area

### How to Play

- 1 player is the Traffic Cop. Other players line up on a starting line that is at least 25 giant steps away from the Traffic Cop.
- The game begins when the Traffic Cop turns her back to the other players and calls out, "Green Light!" On this command, players try to move as quickly as possible toward the Traffic Cop.
- When the Traffic Cop hears the players approaching, she calls out, "Red Light!" and quickly turns around to face the players. At this time, players must stand still.
- If the Traffic Cop catches any player moving, she sends that player back to the starting line.

- The Traffic Cop turns away and calls out, "Green Light!" again.
- The first player to reach the Traffic Cop wins and becomes the Traffic Cop.



### Ability Adaptation Guidelines

- Decide before playing:
  1. Pace of play (Traffic Cop can count to 5 before turning around).
  2. Pairing.

# Go Play Group Games!

## Rock, Paper, Scissors



### What's Needed

- 8+ players, ages 8 – 12
- tag flags (optional)
- a large open area

### How to Play

- All players learn the symbols and their meanings:  
Rock = a closed fist. Rock breaks scissors, rock wins.  
Paper = a hand held flat. Paper covers rock, paper wins.  
Scissors = 2 fingers, slightly open. Scissors cut paper, scissors win.



Rock



Paper



Scissors

- Divide the players into 2 teams. Each team huddles in their safety zone at opposite ends of the field and secretly decides on the symbol they will throw at the other team.
- The teams move to the middle of the field and stand facing each other across a centre line.
- All players chant, "Rock, Paper, Scissors" and then throw their team's symbol. If both teams throw the same symbol, teams need to re-huddle and decide on another symbol.

- The team that throws the winning symbol chases the other team and tries to tag them before they reach their safety zone.
- Players that are tagged, change to the other team.
- The game ends when all the players are on 1 team.



### Ability Adaptation Guidelines

- Decide before playing:
  1. Pace of play.
  2. Pairing.
  3. Safe tagging.

# Go Play Group Games!

## Scout

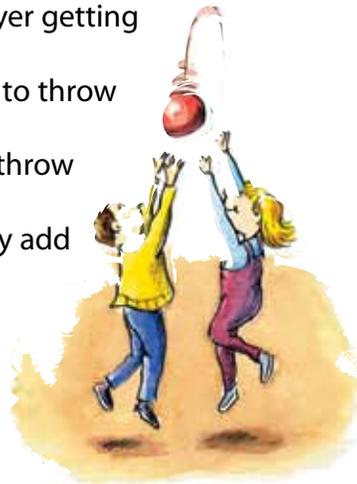


### What's Needed

- 16 – 24 players, ages 9 – 12
- 1 ball
- a large open area

### How to Play

- Divide the field in half. Divide the players into 2 teams, 1 on each side of the field.
- 1 player from each team is a Scout and stands behind the opposing players on the opposite side of the playing field for the jump ball. For the rest of the game a Scout can move any place within the opposing players' field.
- Play begins with a jump ball in the centre of the field. (2 players from opposite teams stand facing each other; the ball is tossed up in the air between them. The player getting the ball passes it to any team player.)
- Players pass the ball to their team players and try to throw it to their Scout.
- The players from the other team try to block this throw without body contact.
- Every time a team gets the ball to their Scout, they add another Scout, until they have 3.
- As soon as a team has 3 Scouts, points can be earned. 1 point for every successful throw to 1 of their Scouts.



- After each point earned, a jump ball is held at centre field and play continues.
- Players must stay on their own side. If a player crosses the centre line or the ball goes out of boundaries, play stops and the other team gets the ball.
- The first team to score 10 points wins.



### Ability Adaptation Guidelines

- Decide before playing:
  1. Action – how to catch/throw/pass/block/jump for the ball.
  2. Pairing.

# Go Play Group Games!

## Soccer Baseball



### What's Needed

- 10+ players, ages 8 – 12
- 1 soccer ball
- large open area, 4 base markers

### How to Play

- Divide the players into 2 teams: Batters and Outfielders. Mark 3 bases and a home plate.
- The rules are similar to baseball except that the players use a soccer ball. The ball is rolled by the Pitcher and kicked by the Batter.
- The Pitcher rolls the ball towards the Batter (standing at home plate). The Batter kicks the ball into the outfield within the 1st and 3rd baselines.
- The Batter immediately starts to run to as many bases as possible. A Batter is safe if he gets to the base before the ball.
- The Outfielders try to get the Batter out by getting the ball (run it, throw it or kick it) to the base before the Batter.
- If the Batter misses kicking the ball or kicks it out of bounds, it is a strike. After 3 strikes the Batter is "out" and another Batter goes to bat.
- A Batter is also "out" if an Outfielder does any of the following:
  - a) Catches the kicked ball before it touches the ground.
  - b) Touches the Batter with the ball when the Batter is not touching a base. If a Batter is running to 2nd or 3rd base and there is not another Batter on the



base behind him, he can try to return to that base. The Outfielders will try to touch him with the ball to get him "out".

- When 3 Batters are "out", the teams change positions.
- A point is scored every time a Batter crosses home plate. The team with the most points wins.



### Ability Adaptation Guidelines

- Decide before playing:
  1. Action – how to move ball/what is an out?
  2. Boundaries.
  3. Pace of play/travel.
  4. Pairing.

# Go Play Group Games!

## Spud



### What's Needed

- 8+ players, ages 6 – 10
- 1 large bouncy ball (soft)
- an open area

### How to Play

- Players form a circle and 1 player is selected to be It. All the other players are given a number.
- The player who is It stands in the middle of the circle and tosses the ball straight into the air while calling out a number.

- The player whose number is called tries to catch the ball. All the other players, including It run away from the ball.
- When the ball is caught the player yells, "Stop!" and the other players must stand still.
- The player with the ball takes 3 large steps and tries to hit 1 of the other players below the waist. The first time a player is hit he gets an "S", the first letter of the word SPUD. If no player is hit then the thrower gets an "S".
- Each time a player is hit or a thrower misses, 1 of them earns another letter.
- When a player gets a letter, he becomes It and all players return to the centre of the field. Play starts again.
- Once a player has all the letters that spell out SPUD, they are out of the game.
- The last player left is the winner.

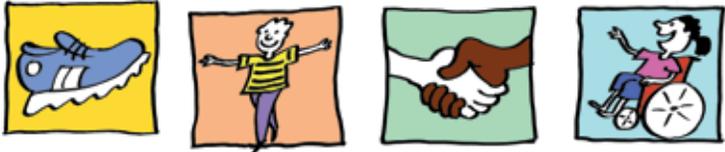


### Ability Adaptation Guidelines

- Decide before playing:
  1. Action – What is a catch/hit/step?
  2. Pairing.
  3. Safe hitting/hit spot.

# Go Play Group Games!

## Starboard Port



### What's Needed

- 10+ players, ages 6 – 8 or 9 – 12
- markers for boundaries
- a large open area

### How to Play

- 1 player is the Captain.
- Mark off 4 boundary lines about 6 m (20 feet) away from the Captain: bow is in front of the Captain; stern is behind; starboard is to the right; port is to the left.
- To begin the game, all the players join the Captain in the middle of the playing area.



- The Captain shouts out either, "Bow, Stern, Starboard or Port". All the players run as fast as they can to the area that is called. The last player to reach the area is out of the game.
- The Captain then calls out another area and the game continues with 1 player being eliminated each time.
- The Captain may call out the name of the area where the players are already standing. Anyone who starts to run is out.
- The Captain may also shout, "Planes overhead!" at which point, all players must crouch down to the ground. The last person to crouch down is out.
- The last player left is the winner.



### Ability Adaptation Guidelines

- Decide before playing:
  1. Action – What is a crouch?
  2. Boundaries/space.
  3. Pace of play/travel.
  4. Pairing.

# Go Play Group Games!

## Sticks and Stones



### What's Needed

- 8+ players, ages 6–10
- markers for boundaries/goal lines
- tag flags (optional)
- a large open area

### How to Play

- Mark a large rectangular area with 2 goal lines about 10 – 20 m (30 – 60 feet) apart.
- 1 player is the Caller. The other players are divided into 2 teams: Sticks and Stones.
- Teams line up and face each other 1 m (3 feet) apart in the centre of the field.
- The Caller yells, "Sticks!" or "Stones!" using a "St-t-t-t" sound so neither team knows who is going to be called.
- If "Sticks!" is called out, the Sticks chase the Stones. If "Stones!" is called out, the Stones chase the Sticks.
- The players who are being chased must run past the opposing team and across the goal line at the opposite end of the field, without getting tagged. Once they cross the goal line, they are safe.
- Anyone who is tagged must join the other team.
- The game continues until all of the players are on 1 team.



### Ability Adaptation Guidelines

- Decide before playing:
  1. Boundaries/space.
  2. Pace of play/travel.
  3. Pairing – effect of excitability on stability.
  4. Safe tagging.

# Go Play Group Games!

## The Wizards' Challenge



### What's Needed

- 12+ players, ages 6 – 8 or 9 – 12
- 2 – 4 large balls (soft)
- 6 – 8 tennis balls and 6 – 8 pylons
- 2 hula hoops or ropes
- a large open area with boundary markers

### How to Play

- Divide the field in half. Divide the players into 2 teams, 1 on each side of the field.
- Place 3 – 4 pylons in a straight line at each end of the field. Rest a tennis ball on the top of each pylon.
- Make a sacred circle (with a hula hoop or rope) in front of each row of pylons.
- 1 player from each team is a Wizard and stands in their team's sacred circle.
- Place the large balls on the centre line of the playing field.
- The game begins when a Wizard yells, "Let the game begin!" Players race to get the balls and must stay on their side of the field.
- Players then try to hit players on the other team and knock the tennis balls off the pylons.
- If an opponent's ball hits a player, he becomes "frozen" and must sit down. He cannot participate until freed by his own Wizard.
- A Wizard frees their frozen team players by leaving the sacred circle and tagging them. If the Wizard is hit by an opponent's ball, while out of the sacred circle, he vanishes.
- A team wins when the other team's players are all frozen, all their tennis balls are knocked off the pylons or their Wizard has vanished.



### Ability Adaptation Guidelines

- Decide before playing:
  1. Pace of play.
  2. Pairing.
  3. Safe hitting/hit spot.

# Go Play Group Games!

## What Time is it Mr. Wolf?



### What's Needed

- 4+ players, ages 6 – 8
- tag flags (optional)
- an open area

### How to Play

- 1 player is the Wolf and stands with their back to the other players. The other players line up on a starting line that is at least 25 giant steps away from the Wolf.
- The game begins when the players call out, "What time is it Mr. Wolf?" and the Wolf yells back a time (e.g., "10 o'clock!"). For 10 o'clock the players take 10 steps towards the Wolf, then ask the time again. The Wolf responds with another time and the players take the corresponding number of steps.
- This continues until the players get close to the Wolf.
- At anytime, the Wolf might answer, "Dinnertime!" and turn around and chase the players as they run back to the starting line.
- If the Wolf tags a player, they become the Wolf and the game begins again.

### Ability Adaptation Guidelines

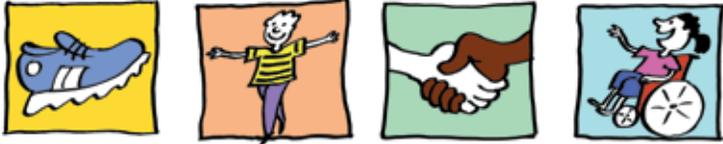
- Decide before playing:
  1. Boundaries.
  2. Pace of play/travel.
  3. Pairing – effect of excitability on stability.
  4. Safe tagging.



# Go Play Group Games!

# Go Play Hopscotch!

## Boggy Marsh Hopscotch



### What's Needed

- 2+ players, ages 6 – 10
- a hard surfaced area and sidewalk chalk

### How to Play

- Draw a grid (as shown) big enough for the players. The circles are the stepping stones and the space between is the Boggy Marsh, infested with leeches and water snakes. The players must get through the Boggy Marsh without falling in. The stepping stones must be placed close enough together so a player can hop on 1 foot from 1 stone to the next.
- The first player starts on stepping stone 1 and hops on the same foot all the way to stepping stone 14. When she gets to 14, she turns and hops back.
- If she survives, she begins again jumping only on the odd numbered stones. Her next challenge is to hop only on the even numbers.
- If the player lands on the stepping stone with both feet or 1 foot touches the Marsh, her turn is over.
- The first survivor to complete all stages is the winner.



### Ability Adaptation Guidelines

- Decide before playing:
  1. Action – how to move through the grid.
  2. Boundaries/space.
  3. Pairing.
  4. What ends a turn?

# Go Play Hopscotch!

## Discover the Universe



### What's Needed

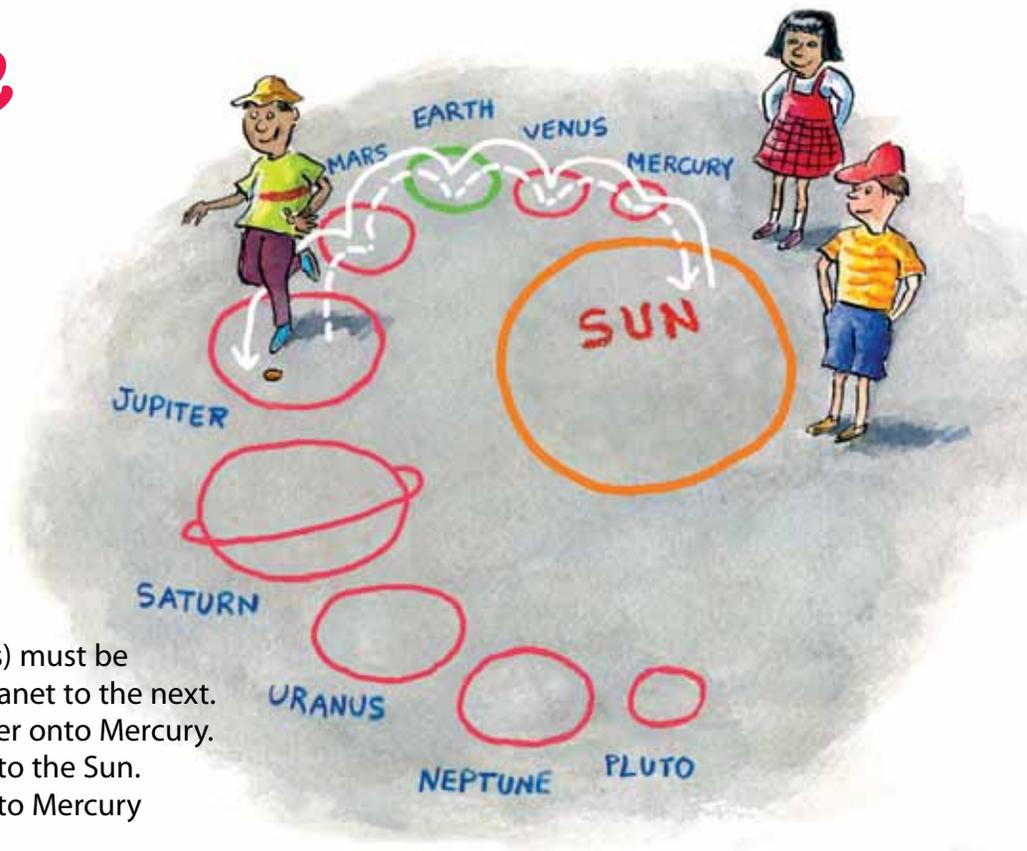
- 2+ players, ages 6 – 10
- a stone/marker per player
- a hard surfaced area and sidewalk chalk

### How to Play

- Draw a grid (as shown) big enough for the players. The planets (circles) must be placed close enough together so a player can hop on 1 foot from 1 planet to the next.
- The first player begins by standing on the Sun and throwing his marker onto Mercury. He hops from the Sun to Mercury, picks up his marker and hops back to the Sun.
- The player then throws his marker onto Venus. He hops from the Sun to Mercury to Venus, then picks up his marker and hops back to the Sun.
- Play continues through all the planets.
- If the player throws his marker on the wrong planet, misses a planet, touches the ground with his other foot or hand or lands on a line, his turn is over and the next player begins.
- All players to complete the routine are winners.

### Ability Adaptation Guidelines

- Decide before playing:
  1. Action – how to move through the grid.
  2. Boundaries (the grid can be a big circle with the planets inside).
  3. Pairing.
  4. What ends a turn?



# Go Play Hopscotch!

## Dragon Hopscotch



### What's Needed

- 2+ players, ages 6 – 10
- a stone/marker per player
- a hard surfaced area and sidewalk chalk

### How to Play

- Draw a grid (as shown) big enough for the players. The shaded areas between 4 & 5 and 7 & 8 are called Dragons.
- The first player throws his marker onto square 1. He jumps on 1 foot over square 1 onto square 2 and continues through the grid to square 10.
- A player must jump over any space containing his marker.
- The player continues his turn, throwing his marker onto squares 3 to 9.
- If his marker lands:
  - a) on a Dragon, he must move back to square 2.
  - b) inside the Heart in square 6, he can move his marker directly to square 9.
- In square 10, he turns around and can change feet. He continues back through the grid, bending to pick up his marker on the way back.
- If a player throws his marker on the wrong square, lands in a square holding his marker, touches the ground with his other foot or jumps on a line, his turn is over.
- All players to complete the routine are winners.

### Ability Adaptation Guidelines

- Decide before playing:
  1. Action – how to move through the grid.
  2. Boundaries/space.
  3. Pairing.
  4. What ends a turn?



# Go Play Hopscotch!

## Earth to Sky Hopscotch

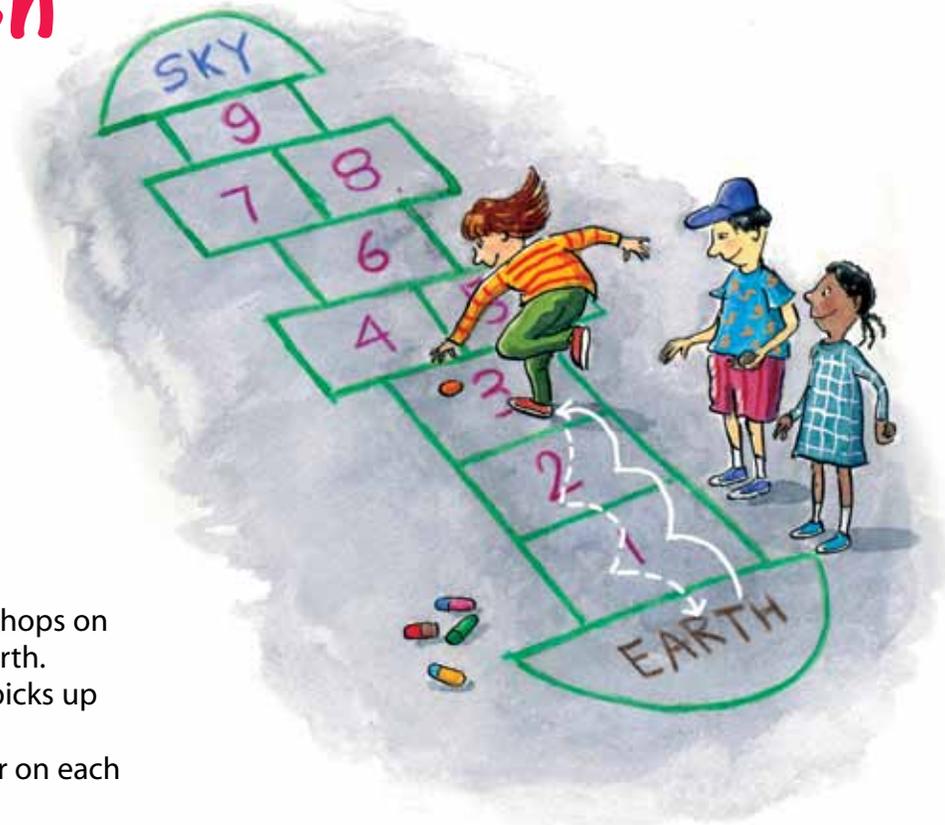
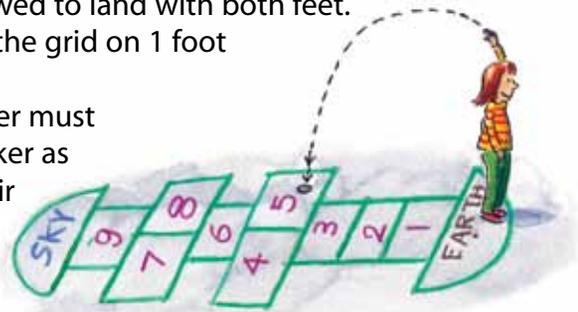


### What's Needed

- 2+ players, ages 6 – 12
- a stone/marker per player
- a hard surfaced area and sidewalk chalk

### How to Play

- Draw a grid (as shown) big enough for the players.
- The first player stands on Earth and throws his marker onto square 1. He hops on 1 foot onto square 1, picks up his marker, then turns and hops back to Earth.
- The player throws his marker onto square 2, hops onto square 1 then 2, picks up his marker, turns, then hops back on square 1 to Earth.
- The player continues through the hopscotch grid by throwing his marker on each square until he has completed the grid by getting to the Sky.
- If the player throws his marker on the wrong square, touches the ground with his other foot or hand or lands on a line, his turn is over.
- Once the grid is completed, the player stands on Earth with his back to the Sky and throws the marker over his shoulder. If the marker lands on a square, this square becomes free. On a free square, the player is allowed to land with both feet.
- The player now turns around and hops through the grid on 1 foot except for the free square.
- If the marker does not land on a square, the player must hop through the grid on 1 foot carrying the marker as decided by the other players. This may be on their head, hand or foot.
- All players to complete the routine are winners.



### Ability Adaptation Guidelines

- Decide before playing:
  1. Action – how to move through the grid.
  2. Boundaries.
  3. Pairing.
  4. What ends a turn?

# Go Play Hopscotch!

## Everyone's Hopscotch



### What's Needed

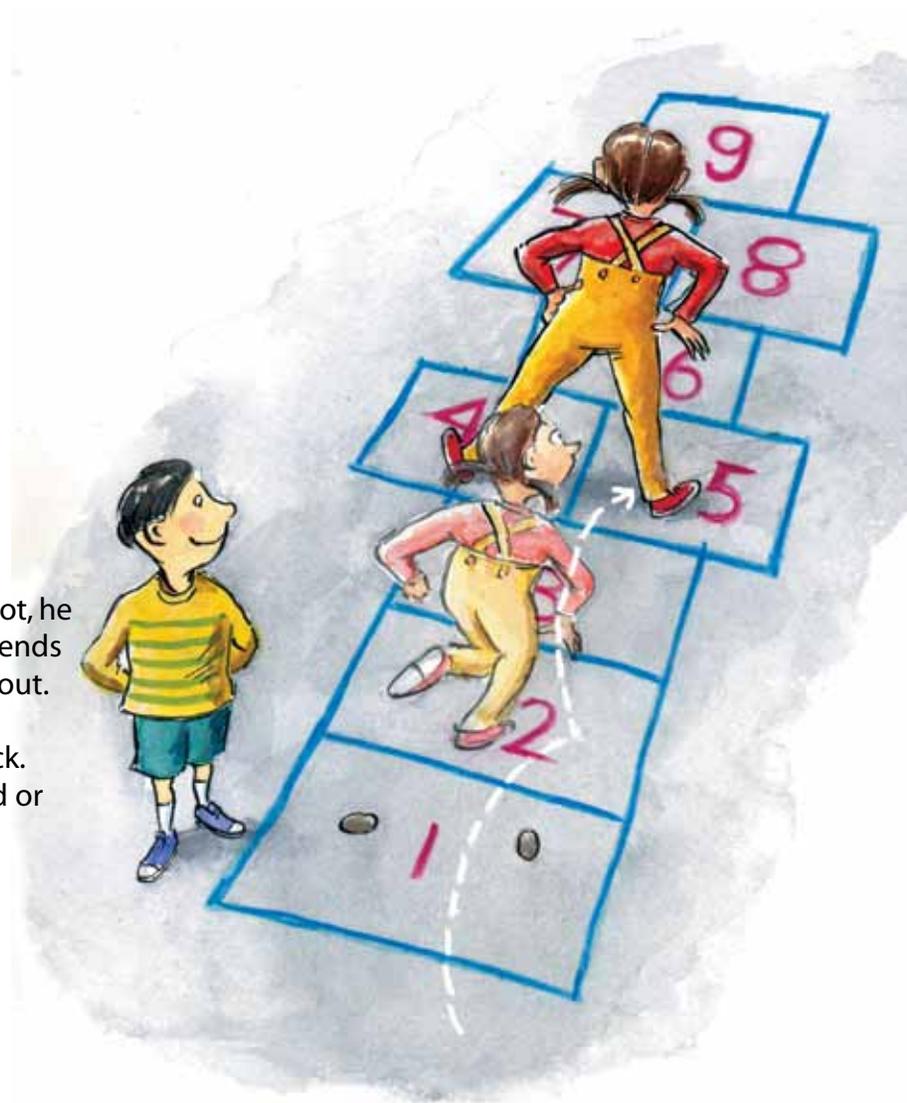
- 2+ players, ages 6 – 10
- a stone/marker per player
- a hard surfaced area and sidewalk chalk

### How to Play

- Draw a grid (as shown) big enough for the players.
- All players place their markers on the square 1.
- The first player jumps on 1 foot over square 1 onto square 2. Using the same foot, he jumps through the grid. He then turns and comes back. At the last square, he bends to pick up his marker without touching any others, jumps over the square and out.
- The next player then throws his marker onto square 2, jumps on square 1 over square 2 and continues through the grid, picking up his marker on the way back.
- If he throws his marker on the wrong square, touches the ground with his hand or his other foot or jumps on a line, his turn is over.
- Once the player completes the whole grid he places his marker on the back of 1 hand and jumps through the grid and back without dropping the marker.
- All players to complete the routine are winners.

### Ability Adaptation Guidelines

- Decide before playing:
  1. Action – how to move through the grid.
  2. Boundaries/space.
  3. Pairing.
  4. What ends a turn?



# Go Play Hopscotch!

## Neighbourhood Hopscotch

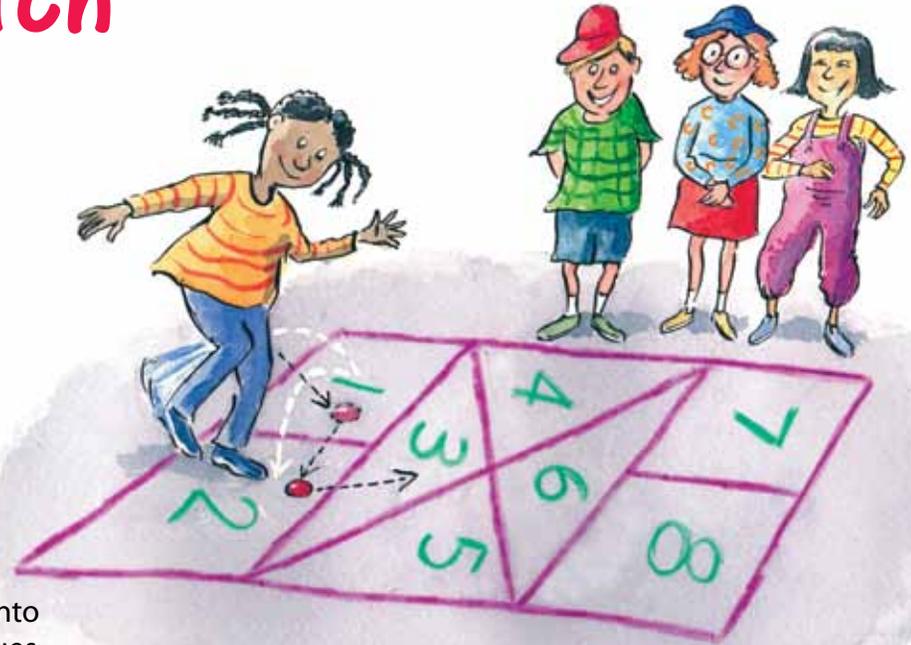


### What's Needed:

- 3 – 6 players, ages 8 – 12
- 1 game marker and 4+ small bean bag markers per player
- a hard surfaced area and sidewalk chalk

### How to Play

- Draw a grid (as shown) big enough for the players.
- The first player throws her game marker onto space 1. She hops on 1 foot onto space 1, then kicks this marker with her other foot onto space 2. She continues through the grid until the marker has been kicked into each space.
- When the player has reached space 8 she stands with her back to the grid and throws a house marker over her head into the playing area. The space on which it lands becomes her house where, on her next turn, she may stand on both feet and rest.
- Once the player has thrown her house marker, her turn is over and the next player begins. Using his game marker, the next player works his way through the grid, trying to get a house.
- A player loses his turn if he kicks his marker onto the wrong space, touches the ground with both feet or lands on a line. If this happens, his marker remains in the grid. On his next turn, he begins from this spot.
- The game continues with each player taking turns going through the grid and adding houses.
- The winner is the player who has the most houses.



### Ability Adaptation Guidelines

- Decide before playing:
  1. Action – how to move through the grid.
  2. Boundaries/space.
  3. Pairing.

# Go Play Hopscotch!

## Snail Hopscotch



### What's Needed

- 2+ players, ages 6 – 8
- a stone/marker per player
- a hard surfaced area and sidewalk chalk

### How to Play

- Draw a grid (as shown) big enough for the players.
- The first player begins by throwing her marker onto space 1. She hops on 1 foot onto this space, bends to pick up her marker and hops out.
- The player then tosses her marker onto space 2, hops on space 1 then 2, picks up her marker and hops back to the start.
- The player continues through the grid by throwing her marker onto each space until she has completed all 10 spaces.
- If the player throws her marker on the wrong space, touches the ground with her other foot or hand or lands on a line, her turn is over.
- All players to complete the routine are winners.

### Variations

- As the jumper lands on her space with the marker, she stands on 1 foot and counts out loud up to the number of the space on which she is standing.



### Ability Adaptation Guidelines

- Decide before playing:
  1. Action – how to move through the grid.
  2. Boundaries/space.
  3. Pairing.
  4. What ends a turn?

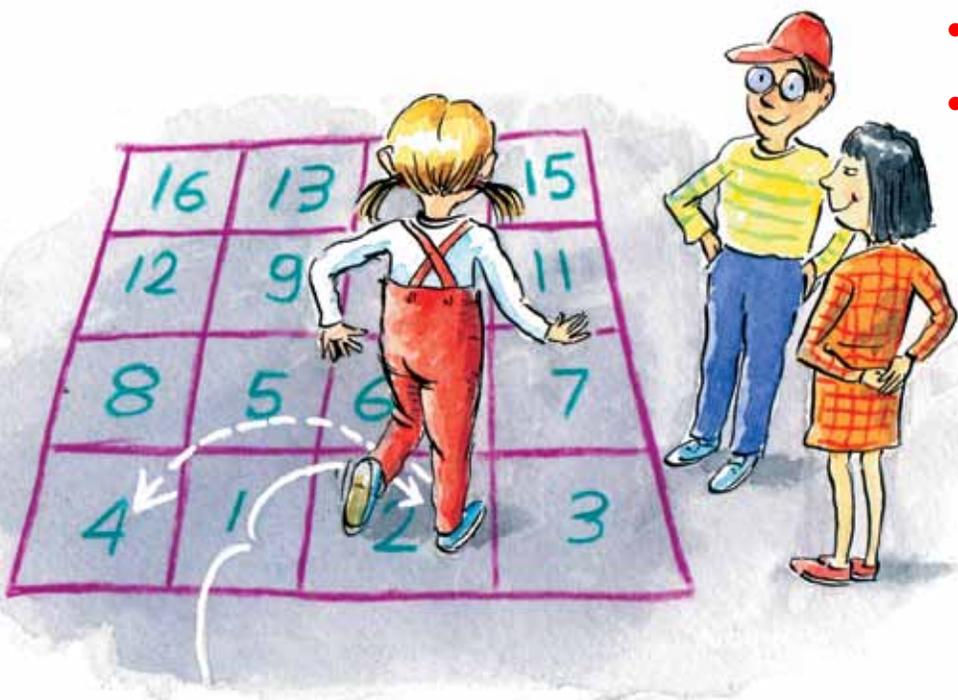
# Go Play Hopscotch!

## Village Hopscotch



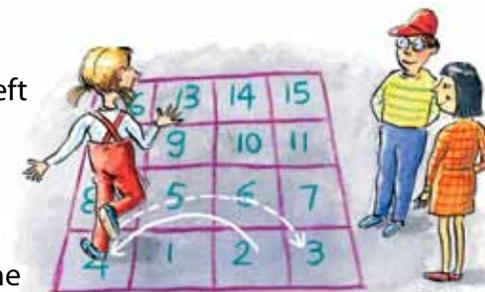
### What's Needed

- 2+ players, ages 8 – 12
- a hard surfaced area and sidewalk chalk



### How to Play

- Draw a grid (as shown) big enough for the players.
- The player begins by hopping with the left foot onto square 1 followed by the right foot onto square 2. Then left on 4, right on 3. Left on 1, right on 2. Then out of the grid.
- If successful, the player continues with the next row. Left on 5, right on 6. Left on 8, right on 7. Left on 5, right on 6. Left on 4, right on 3. Left on 1, right on 2. Then out of the grid. This continues until the player completes the 16 squares.
- If the player touches the ground with both feet or lands on a line, his turn is over.
- All players to complete the routine are winners.



### Ability Adaptation Guidelines

- Decide before playing:
  1. Action – how to travel through the grid.
  2. Boundaries/space.
  3. Pairing.
  4. What ends a turn?

# Go Play Rope Games!

## Banana Split



### What's Needed

- 5+ players, ages 6 – 8 and 2 experienced Enders
- 1 long skipping rope
- a hard surfaced area

### How to Play

- 2 players called Enders turn the rope (at a suitable speed), first in 1 direction and then in the other direction. Everyone else is a Jumper and forms a line in front of the skipping rope.
- The first Jumper runs under the rope as it comes towards her, turns quickly and runs back under the rope when it reverses direction.
- The second Jumper joins the first Jumper and they repeat the run through.
- Continue to add a Jumper, 1 at a time.
- The game ends when the rope is touched or a Jumper misses her turn. When this happens, the Jumper changes places with an Ender.

### Ability Adaptation Guidelines

- Decide before playing:
  1. Pace of play.
  2. Pairing.
  3. Safety.
  4. What ends a turn?



# Go Play Rope Games!

## Cat and Mouse



### What's Needed

- 4 players, ages 8 – 12
- 1 long skipping rope
- a hard surfaced area

### How to Play

- 2 players called Enders turn the rope (at a suitable speed). 2 players are jumpers: 1 is a Cat and the other is a Mouse. The Cat and the Mouse stand beside 1 of the Enders.
- The Mouse starts the game by running in, jumping once and running out. She then runs around an Ender and gets ready to jump back in.
- As soon as the Mouse runs out, the Cat runs in and must jump once. He then runs out and around the Ender, trying to tag the Mouse. The Mouse jumps back in trying to escape.
- If the Mouse touches the rope or is tagged by the Cat, she changes place with 1 of the Enders. That Ender then becomes the Cat, the Cat becomes the Mouse.

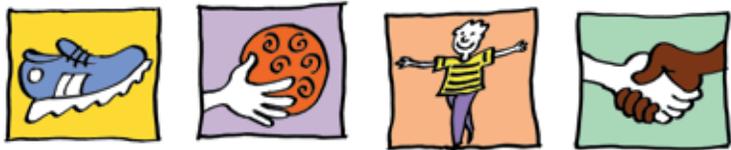


### Ability Adaptation Guidelines

- Decide before playing:
  1. Actions – How to catch the mouse?
  2. Pace of play/travel.
  3. Pairing.
  4. Safety.
  5. What ends a turn?

# Go Play Rope Games!

## Catch Me



### What's Needed

- 3 players, ages 9 – 12
- 1 long skipping rope
- a hard surfaced area

### How to Play

- 2 players called Enders stand facing the same direction and turn the rope. A third player is the Jumper.
- The Enders must try to keep up with the Jumper as she moves around the playing area jumping the rope.
- There is no winner in this game. It is just fun and challenging.

### Variations

- The Jumper may change the way she moves (hops on 1 or 2 feet, skips or jumps backwards). The Enders must copy her actions.



# Go Play Rope Games!

## Eevey, Ivey



### What's Needed

- 3+ players, ages 6 – 12
- 1 long skipping rope
- a hard surfaced area

### How to Play

- 2 players called Enders turn the rope. The third player is the Jumper.
- Enders slowly swing the rope back and forth chanting, while the Jumper jumps over the rope.
- Everyone says the rhyme:

*Blue bells, cockle shells, Eevey, Ivey, over.  
My mother sent me to the store.  
And this is what she sent me for:  
Salt, vinegar, mustard, pepper.*

- When the word "over" is said the Enders turn the rope in a full turn and the Jumper continues jumping.
- The Enders then start to turn the rope a little faster on each word: salt, vinegar, mustard. When they say "pepper" they turn the rope as fast as they can.
- The Jumper counts the number of "pepper jumps" . When the Jumper misses, she changes places with 1 of the Enders.



# Go Play Rope Games!

## Follow Me

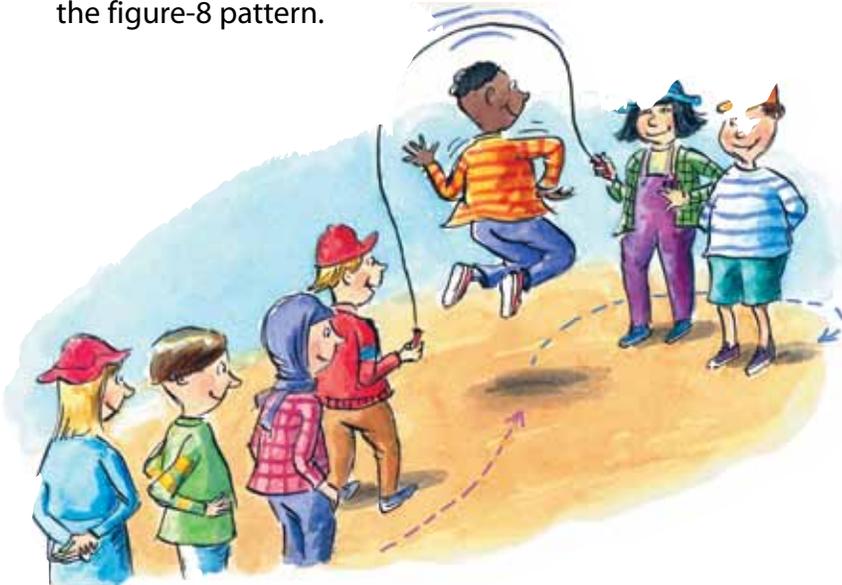


### What's Needed

- 8+ players, ages 9 – 12
- 1 long skipping rope
- a hard surfaced area

### How to Play

- 2 players called Enders turn the rope (at a suitable speed).
- Everyone else is a Jumper. Jumpers form a line beside 1 of the Enders.
- The first Jumper is the Leader. He jumps the rope once, runs out and around the other Ender, ready to come in again. This starts the figure-8 pattern.



- Each Jumper must copy the Leader and tries to run in without missing a turn of the rope. This will vary with the ability of the players.
- The Leader then runs in and may choose to do an action (touching the ground, jumping on 1 foot or stride jumping).
- Then each Jumper must run in and copy the action done by the Leader.
- This continues until a Jumper misses her turn or touches the rope. She then stands to 1 side while the others continue.
- The jumping will get faster as there are fewer Jumpers.
- The game is over when there are 3 Jumpers left.



### Ability Adaptation Guidelines

- Decide before playing:
  1. Actions – what can be done safely?
  2. Pace of play.
  3. Pairing.
  4. What ends a turn?

# Go Play Rope Games!

## Helicopter



### What's Needed

- 2+ players, ages 6 – 7
- 1 long skipping rope
- a hard surfaced area

### How to Play

- All players except 1 are Jumpers.
- 1 player, called the Helicopter Pilot, stands in the middle of the Jumpers and holds 1 end of the rope.
- The Pilot slowly turns around spinning the rope along the ground (at a suitable speed). All Jumpers jump over the rope as it comes by.
- Change the Pilot often to minimize dizziness.



### Ability Adaptation Guidelines

- Decide before playing:
  1. Pairing.

# Go Play Rope Games!

## Snake

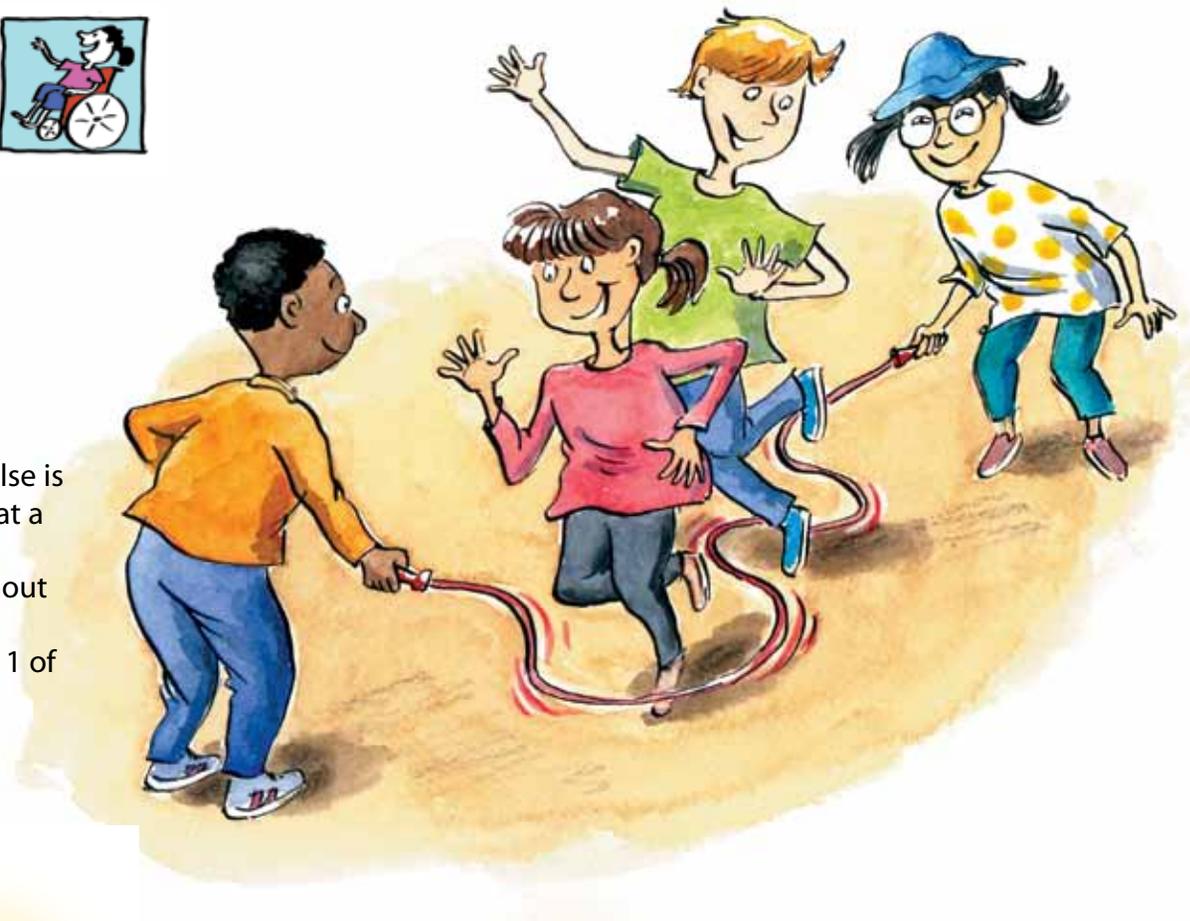


### What's Needed

- 3+ players, ages 6 – 7
- 1 long skipping rope
- a hard surfaced area

### How to Play

- 2 players called Enders hold the rope ends. Everyone else is a Jumper. The Enders wiggle the rope back and forth (at a suitable speed) so it looks like a snake.
- Jumpers take turns trying to jump over the snake without touching it.
- If a Jumper touches the snake, he changes places with 1 of the Enders.



### Ability Adaptation Guidelines

- Decide before playing:
  1. Actions – what can be done safely?
  2. Pairing.
  3. What ends a turn?

# Go Play Rope Games!

## Stack'em Up



### What's Needed

- 8+ players, ages 6 – 12
- 1 long skipping rope
- a hard surfaced area

### How to Play

- 2 players called Enders turn the rope. Everyone else is a Jumper. Jumpers form a line beside 1 of the Enders.
- As the Enders slowly turn the rope, the first Jumper jumps in and calls out, "Number 1!" The Jumpers continue to jump in, 1 after another, calling out their number.
- The goal is to have as many players as possible jumping at the same time before a player misses a jump or touches the rope.
- Everyone is a winner.



### Ability Adaptation Guidelines

- Decide before playing:
  1. Pairing.
  2. Safety – number of players to jump safely together.
  3. What ends a turn?

# Go Play Rope Games!

## Weave



### What's Needed

- 8+ players, ages 9 – 12
- 1 long skipping rope
- a hard surfaced area

### How to Play

- 2 players called Enders turn the rope (at a suitable speed).
- Everyone else is a Jumper. Divide the Jumpers into 2 groups. Each group lines up on the same side of the rope beside an Ender.
- As the rope turns, the Jumpers from each end alternate taking turns running in, jumping, running out and joining the back of the other line.
- Jumpers continue this criss-cross pattern until a Jumper misses his turn or hits the rope. If this happens, that Jumper is out of the game.
- The last 3 Jumpers are winners.

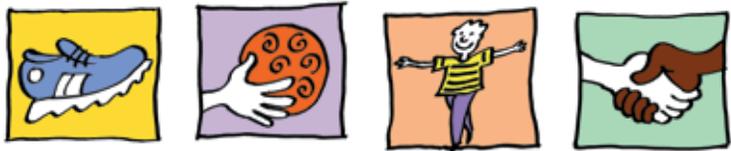


### Ability Adaptation Guidelines

- Decide before playing:
  1. Actions – what can be done safely?
  2. Pace of play (number of turns between Jumpers).
  3. Pairing.
  4. What ends a turn?

# Go Play Rope Games!

## Yogi

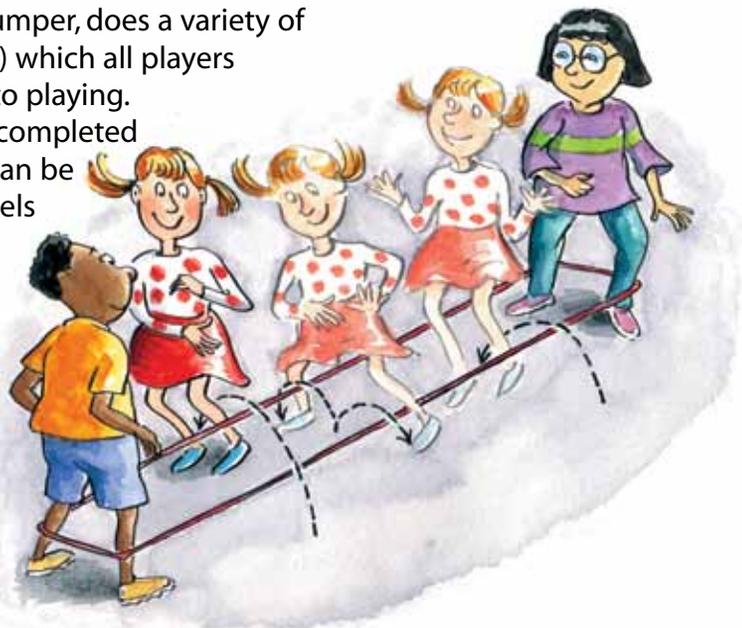


### What's Needed

- 3 players, ages 6 – 12
- 1 yogi rope
- a hard surfaced area

### How to Play

- 2 players stand 1.5 m (4 feet) away from each other with legs shoulder width apart. The Yogi rope is held at the ankles of the 2 players to form a rectangle.
- The third player, the Jumper, does a variety of actions (see Variations) which all players have agreed on prior to playing.
- Once the Jumper has completed the routine, the rope can be moved to different levels on the body (calf, knees, thighs, hips, waist).
- The Jumper repeats the routine until they miss the intended jump. Then the Jumper changes places with 1 of the other players holding the rope.



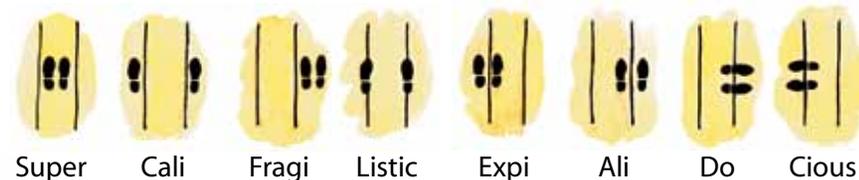
### Variations

- Players make their own routines by combining different moves to different rhymes.
- The player recites the chant, jumps in and places their feet when they land according to the routine. When they say the second line they can create new actions, do them in reverse or make up new ones.

Example:

*Super, Cali, Fragi, Listic, Expi, Ali, Do, Cious  
Even though you like the word it really sounds pre co cious!*

Super	into centre of the rope with feet together
Cali	feet straddle both ropes
Fragi	both feet on 1 side of the rope
Listic	with 1 foot on each rope
Expi	feet straddling left rope
Ali	feet straddling right rope
Do	jump, turn so both feet land together on right rope
Cious	jump, turn and land so both feet land on left rope



# Go Play Tag!

## Chain Tag



### What's Needed

- 10+ players, ages 6 – 12
- tag flags (optional)
- an open area

### How to Play

- 1 player is It. When a player is tagged by It, the 2 players hold hands and become It. They run holding hands, trying to tag other players.
- Each time a player is tagged, she joins the It chain but only the 2 players on the ends can tag other players.
- The chain can be as long as the children want or they can break it into 2 parts when it becomes 4 players long. These pairs are now It.
- The game ends when all players are tagged.

### Variations

- Instead of running, the players may choose to hop, skip, jump or choose whatever movement they want.



### Ability Adaptation Guidelines

- Decide before playing:
  1. Pace of travel.
  2. Pairing.
  3. Safe tagging.

# Go Play Tag!

## Cops and Robbers



### What's Needed

- 5+ players, ages 8 – 12
- tag flags (optional)
- an open area

### How to Play

- Divide the players into 2 teams: Cops and Robbers. If there is an unequal number of players on each team, there should be more Robbers.
- The Cops have a jail they must guard. The jail can be a tree or any other marker.
- To start the game, the Cops stand at the jail and count to 10 while the Robbers run away. The Cops then try to tag the Robbers. If a Cop tags a Robber, the Robber must go to jail.
- A Robber can get out of jail if another Robber who is not in jail tags him. If a Cop sees a Robber being freed, the Cop yells, "Jailbreak!" to alert the other Cops. They try to recapture the Robber by tagging him.
- The game ends when all the Robbers are caught. The Cops and Robbers switch sides.

### Variations

- Children enjoy playing girls against boys.

### Ability Adaptation Guidelines

- Decide before playing:
  1. Pace of play.
  2. Pairing.
  3. Safe tagging.



# Go Play Tag!

## Dragon's Tail Tag



### What's Needed

- 6+ players, ages 6 – 8
- tag flag
- an open area

### How to Play

- Players stand in a line and form a Dragon by putting their hands on the hips of the person in front.
- The front person is the Head of the Dragon and the back person is the Tail.
- The Head tries to touch its own Tail. The Tail tries to avoid being caught.
- When the Tail is caught, the Head goes to the back of the line to be the new Tail. The second player in the line becomes the new Head.
- The game continues.



### Ability Adaptation Guidelines

- Decide before playing:
  1. Pace of play.

# Go Play Tag!

## Go!



### What's Needed

- 14+ players (an even number), ages 6 – 10
- an open area

### How to Play

- 1 player is It and 1 player is the Runner. Everyone else links 1 arm with a partner and stands in pairs in a large circle. It and the Runner stand outside of the circle.
- The game begins when It calls out, "Go!" and starts to chase the Runner around the circle.
- The Runner may, at any time, link up with 1 of the pairs.
- When the Runner joins a pair she yells, "Go!" and the player on the other end of the pair lets go and becomes the new Runner.
- If It tags the Runner they switch roles.



### Ability Adaptation Guidelines

- Decide before playing:
  1. Pace of play.
  2. Pairing.
  3. Safe tagging.

# Go Play Tag!

## Fox and Geese



### What's Needed

- 4 – 8 players, ages 6 – 12
- tag flags (optional)
- a snowy open area/a surface that can have a path marked out

### How to Play

- In the snow, tramp out a path in the shape of a wheel 4 m (18 feet) across with at least 6 spokes leading from a centre point to the outside circle. The centre of the circle where all spokes meet is the safe zone. The pathways (outer circle and spokes) need to be wide enough to suit the needs of the children playing.
- 1 player is the Fox and stands in the safe zone. Other players are Geese and stand on the edge of the circle.
- To begin, the Fox yells, "Run, Geese, run!" and tries to tag the Geese as they run away. Everyone must stay on the pathways.
- When a Goose is in the safe zone, he cannot be tagged. There can be only 1 Goose in the safe zone at any time. When another Goose enters the safe zone, the first Goose must leave.
- If a Goose steps off the pathways or is tagged she becomes the Fox.

### Variations

- Allow as many Geese in the safe zone as there is room.
- For 6+ players – draw an adjoining wheel for more travel space.

### Ability Adaptation Guidelines

- Decide before playing:
  1. Pace of travel.
  2. Pairing.
  3. Safe tagging.



# Go Play Tag!

## High-Five Tag



### What's Needed

- 5+ players, ages 6 – 8
- tag flags (optional)
- an open area

### How to Play

- 1 player is It and tries to tag all the other players.
- Players run away to avoid being tagged.
- If a player is tagged, he must stop running and hold up 1 hand. He is not allowed to move until he gets a "high-five" from another player, then he is free to run again.
- The game is over when all the players have been tagged.

### Variations

- Friendly Tag – Played the same way except the free player gives a handshake instead of a "high-five".
- Good Job Tag – When a player gets tagged, he must start to do jumping jacks (can be arms only). He can stop jumping only when another player pats him on the back and says, "Good job!"
- Freeze Tag – When a player is tagged, he must stand with legs apart and can only start running again if a free player crawls between his legs.

### Ability Adaptation Guidelines

- Decide before playing:
  1. Action – what to do when tagged/how to free a player.
  2. Pace of play.
  3. Pairing.
  4. Safe tagging.



# Go Play Tag!

## Sharks and Minnows



### What's Needed

- 6+ players, ages 6 – 8
- tag flags (optional)
- an open area
- boundary markers

### How to Play

- Mark clear boundaries at ends and sides of the playing field. 1 end is the ocean, the other the lagoon.
- 1 player is the Shark and stands in the middle of the field. All other players are Minnows and line up in the lagoon.
- The Shark shouts, "Minnows Beware!" and all of the Minnows run toward the ocean.
- The Shark can move anywhere within the marked space to try and tag the Minnows.
- When a Minnow is tagged she becomes another Shark and starts to tag Minnows.
- All the Minnows who reach the ocean are winners.

### Ability Adaptation Guidelines

- Decide before playing:
  1. Pace of travel.
  2. Pairing.
  3. Safe tagging.



# Go Play Tag!

# Go Play Ball!

## Beat the Ball



### What's Needed

- 5+ players, ages 6 – 8
- 1 large ball
- an open area

### How to Play

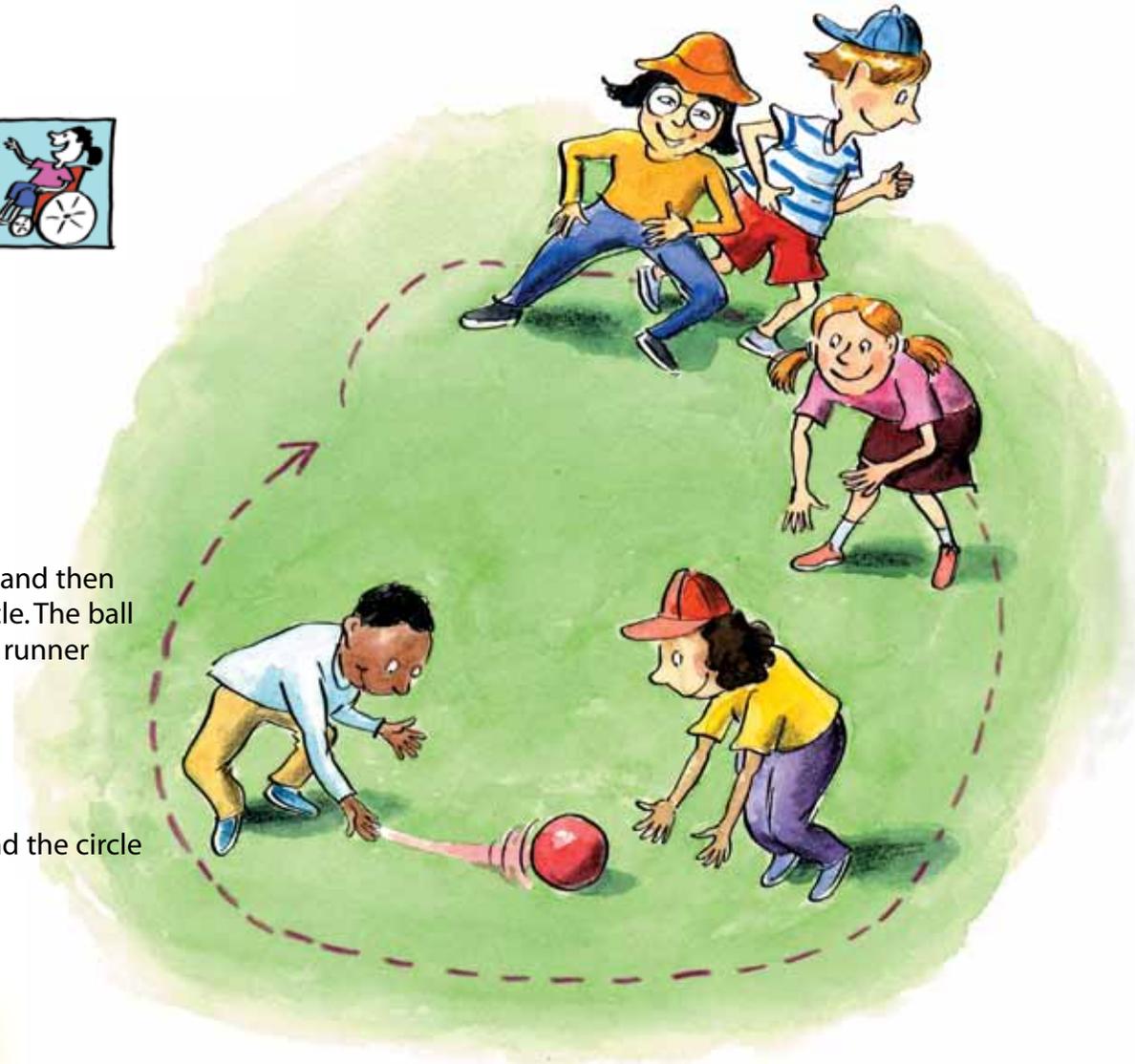
- Players stand in a circle.
- 1 player rolls or passes the ball to the player next to him and then runs in the opposite direction around the outside of circle. The ball continues to be rolled or passed around the circle as the runner races back to his spot trying to beat the ball.
- Each player takes a turn running around the circle.

### Variations

- Continue rolling the ball. Have runners start to run around the circle as soon as the player to their right returns to base.

### Ability Adaptation Guidelines

- Decide before playing:
  1. Action – how to pass/number of times ball passes.
  2. Equipment – ball (type/size).
  3. Pace of travel.



# Go Play Ball!

## Circle Pinball



### What's Needed

- 8+ players, ages 8 – 12
- 1 large bouncy ball
- an open area

### How to Play

- Players called Flippers stand in a circle facing outward with their feet wide apart and touching a foot of the players on each side. 1 player stands in the middle as the Moving Target. 1 Flipper holds the ball.
- Flippers bend down and swing their arms between their legs like flippers on a pinball machine. They try to hit the Moving Target with the ball. Flippers can hit, catch or throw the ball. The Moving Target avoids getting hit.
- If the Moving Target is hit, she changes places with the Flipper who threw the ball.

### Variations

- Team Stride Ball (for younger children): Players stand facing inward. The player in the centre holds the ball and tries to roll it outwards between the legs of the players. The players in the circle try to stop the ball by using only their hands. If the ball rolls through a player's legs, she changes places with the centre player.

### Ability Adaptation Guidelines

- Decide before playing:
  1. Action – how to catch/hit/throw the ball.
  2. Equipment – ball (size/softness).
  3. Safe hitting/hit spot.



# Go Play Ball!

## Crocodile Island



### What's Needed

- 6 – 12 players, ages 6 – 10
- 1 ball (soft)
- chalk/hula-hoops/long skipping rope/tape
- an open area

### How to Play

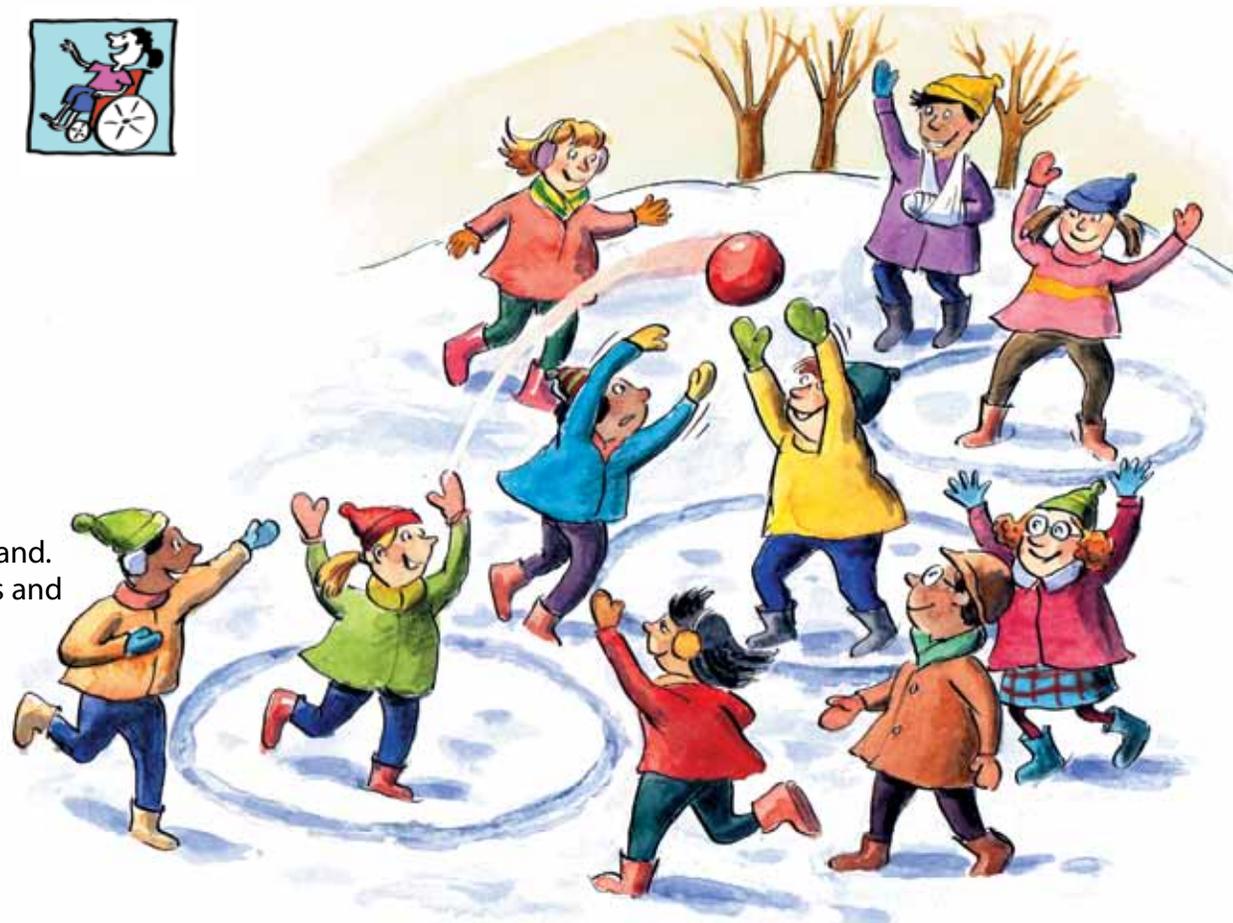
- Make 3 islands (circles) on the ground with chalk, hula-hoops, rope or tape. 1 player stands on each island. They are the Castaways. Other players are Crocodiles and stand around the islands.
- The Castaways throw the ball to each other without stepping off their island. The Crocodiles try to get the ball.
- If a Crocodile gets the ball they change places with the Castaway who threw the ball.

### Variations

- Change number of players, size of circles, size of balls.

### Ability Adaptation Guidelines

- Decide before playing:
  1. Action – how to catch/pass.
  2. Equipment – ball (type/size).
  3. Safety – accessible circles.



# Go Play Ball!

## Four Square



### What's Needed

- 4+ players, ages 8 – 12
- 1 large bouncy ball
- a hard surfaced area and sidewalk chalk

### How to Play

- Draw a large square and divide it into 4 equal squares about 3 m x 3 m (9 feet x 9 feet). Number squares 1 to 4 clockwise.
- A player stands in each square. The player in square 1 is the Captain.
- The Captain starts by dropping the ball. When it bounces back, she hits the ball underhanded with an open palm into another square.
- The player receiving the ball lets the ball bounce once before hitting it into another player's square.
- The game continues until a player fails to return the ball or commits a fault. A fault occurs when a player:
  - a) Fails to hit the ball after it lands in her square
  - b) Hits the ball with a fist or hits it overhand
  - c) Causes the ball to land on a line
  - d) Allows the ball to touch any part of the body other than the hands
  - e) Catches or carries the ball
  - f) Does not follow the Captain's variations (see Variations)
- The player who commits a fault is out and other players move up to the next square. A new player enters the game by going into square 4. If there are no other players, then the player who committed a fault moves to square 4.
- The Captain then starts the game again.

### Variations

- The Captain decides the variation before play starts.
  - Highsies: Bounce above waist.
  - Lowsies: Bounce below waist.
  - Other hand: Bounce with the other hand.
- Captain chooses a letter. Players call out a word that starts with that letter as they hit the ball.
- Players catch the ball before bouncing/throwing it into another player's square.
- Change type or size of ball.

### Ability Adaptation Guidelines

- Decide before playing:
  1. Action – how to pass/return ball. What is a fault?



# Go Play Ball!

## High-Low Bounce



### What's Needed

- 4 players, ages 6 – 8
- 1 large bouncy ball and 1 long rope
- a hard surfaced area

### How to Play

- 2 players hold the ends of the rope in a tight straight line close to the ground. The other 2 players stand facing each other on opposite sides of the rope. 1 of them holds the ball.
- To begin the game, the player with the ball bounces it over the rope to the other player who tries to catch the ball.
- The players continue to bounce the ball back and forth over the rope.
- After each successful catch, the rope is raised slightly higher.
- The players change places when a catcher misses the ball or the rope has been held as high as possible.

### Variations

- Use smaller balls as skills improve.

### Ability Adaptation Guidelines

- Decide before playing:
  1. Action – how to bounce/catch the ball. What is a miss?
  2. Equipment – ball (type/size).



# Go Play Ball!

## Human Bowling



### What's Needed

- 6+ players, ages 8 – 12
- 1 large ball
- a hard surfaced area and chalk/tape

### How to Play

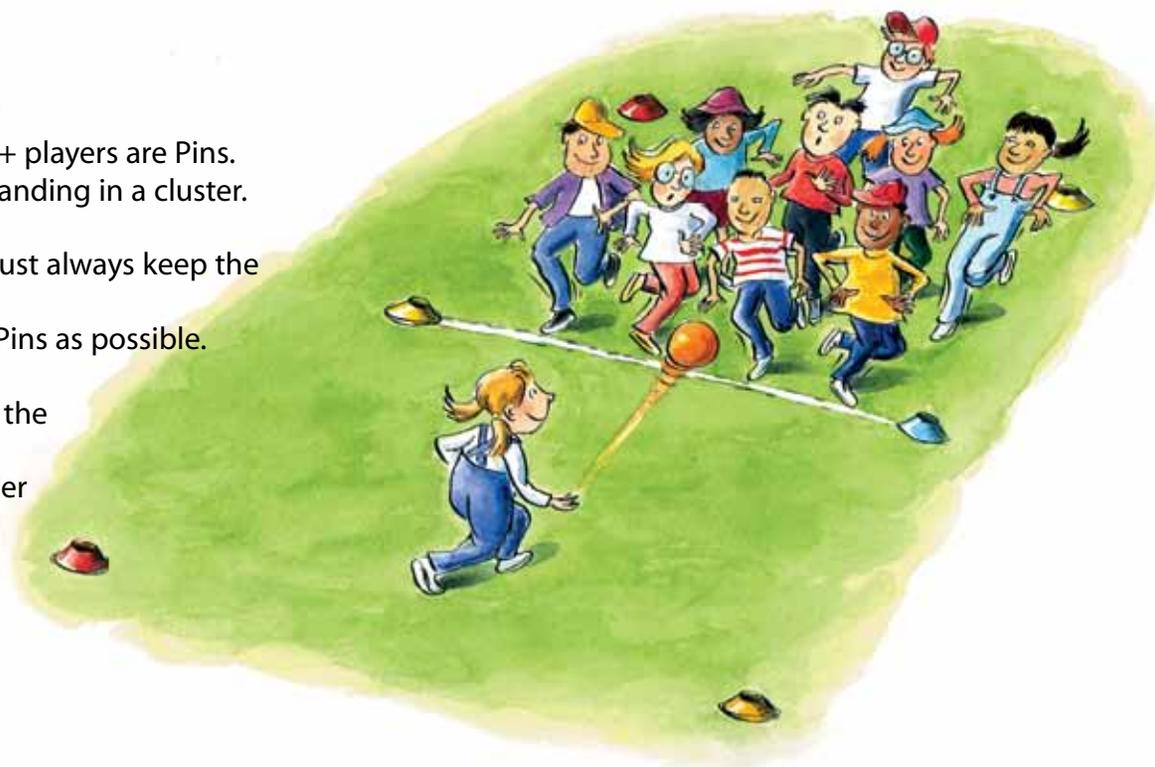
- 1 player is the Bowler and 1 is the Ball Return. The other 4+ players are Pins.
- Make a line a few metres away from where the Pins are standing in a cluster. The Bowler stands behind the line away from the Pins.
- Pins can pivot on 1 foot in order to avoid being hit, but must always keep the pivot foot on the ground.
- The Bowler has 3 rolls of the ball and tries to hit as many Pins as possible. He gets 1 point for each Pin hit.
- All Pins hit by the ball are out and move off the field until the next Bowler's turn.
- The Ball Return gets the ball and gives it back to the Bowler after each roll of the ball.
- After the Bowler finishes his turn (has rolled 3 balls), he becomes the Ball Return.
- The Ball Return becomes a Pin. The first Pin out becomes the Bowler.
- Play continues until all players have been a Bowler. The winner is the player with the most points.

### Variations

- Change the number of Pins or number of rolls the Bowler is allowed.

### Ability Adaptation Guidelines

- Decide before playing:
  1. Action – how to roll/what is a hit?
  2. Boundaries/space.
  3. Equipment – ball (type/size).
  4. Safe hitting/hit spot.



# Go Play Ball!

## One, Two, Three, O' Leary



### What's Needed

- 1 player, ages 7 – 10
- 1 bouncy ball
- a hard surfaced area

### How to Play

- The player bounces the ball on the ground and chants the following rhyme:
- When the player says, "O'Leary" in the rhyme, he does one of the following: bounces the ball under a lifted leg, claps his hands or twirls.

*One, two, three, O'Leary... Four, five, six, O'Leary...  
seven, eight, nine, O'Leary... Ten, O'Leary, Catch me!*

### Variations

- Larger ball can be used for younger children.
- Games can be played alone or together in small groups.

### Ability Adaptation Guidelines

- Decide before playing:
  1. Action – how to bounce/catch the ball/do other actions.
  2. Equipment – ball (type/size).



# Go Play Ball!

## Paper Tennis



### What's Needed

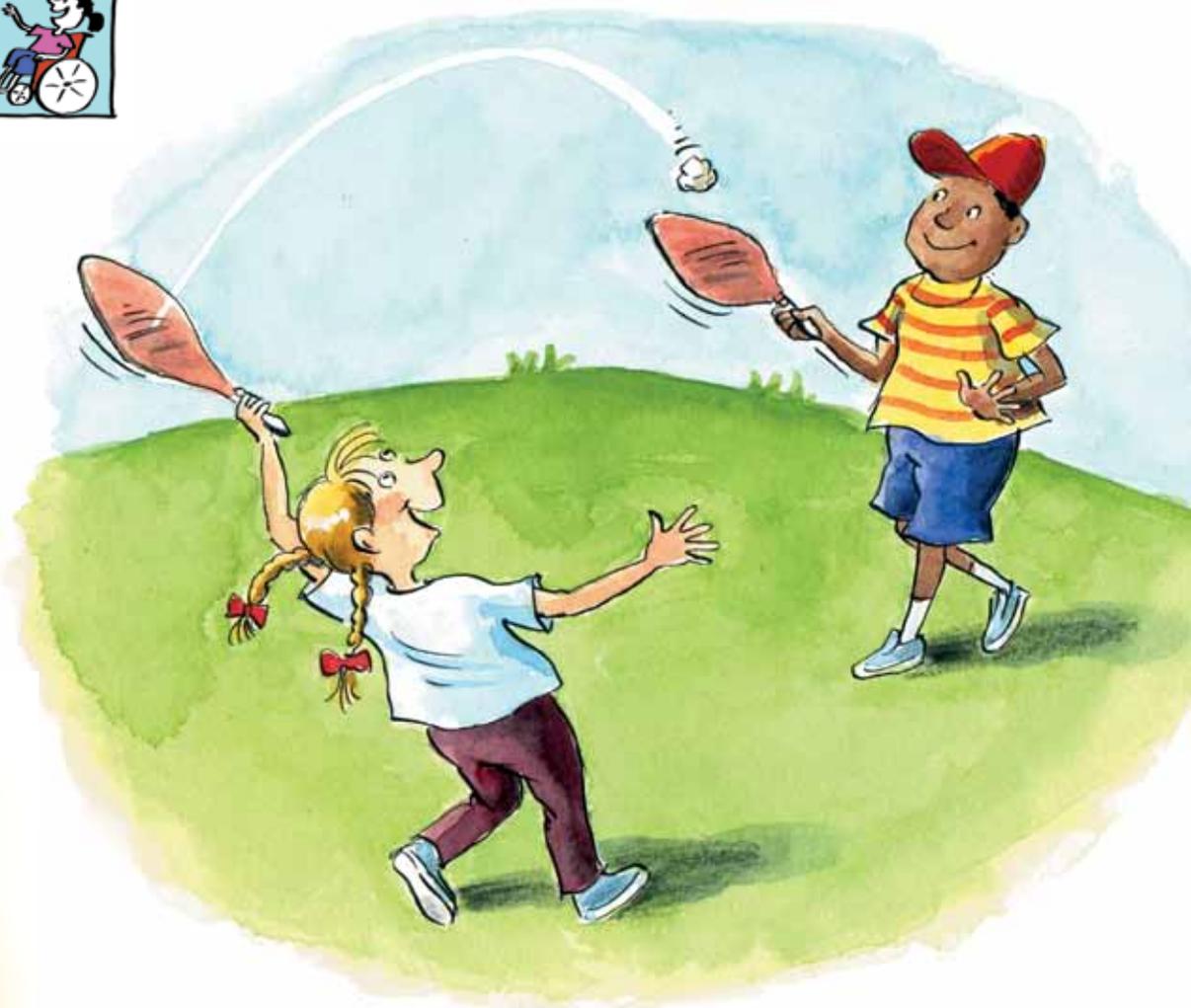
- 2+ players, ages 8–12
- 1 coat-hanger racquet (see Get Set! Be Creative)
- 1 lightweight ball (sponge/crumpled paper)
- an open area
- a tensor bandage may be needed for ability adaptation

### How to Play

- Each player has a racquet and ball.
- Players try striking the ball in different ways (overhand/underhand), trying to keep the ball up in the air.
- Players can hit the ball back and forth with a partner.

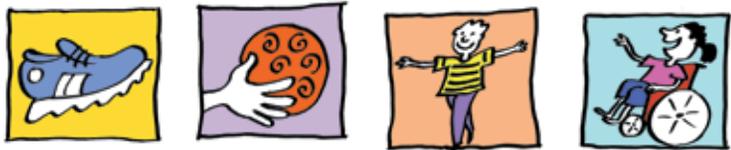
### Ability Adaptation Guidelines

- Decide before playing:
  1. Action – how to hold/hit with the racquet.
  2. Equipment – ball (type/size).
  3. Pairing.



# Go Play Ball!

## Two Ball Wall Ball



### What's Needed

- 1 player, ages 9 – 12
- 2 balls per player (tennis)
- a hard surfaced area with a wall

### How to Play

- Each player has 2 tennis balls and holds 1 in each hand.
- The player tosses 1 ball against the wall. As it returns, she tosses the second ball against the wall and catches the first ball with the other hand. She continues this throw and catch until she misses a ball. The balls must not hit the ground.
- Players count the number of times they catch the balls.

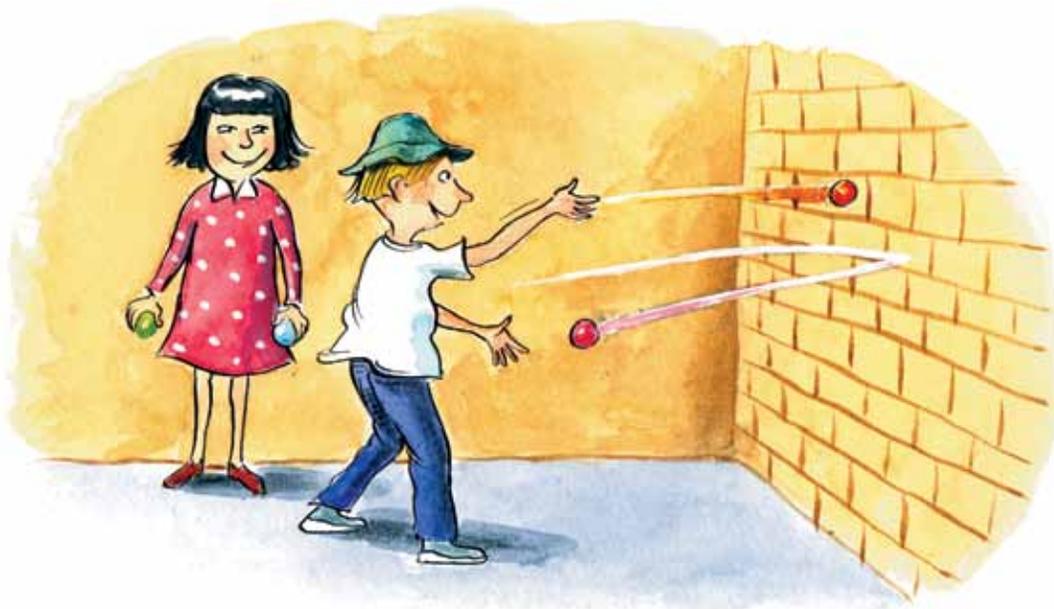


### Variations

- Change number of balls or hands used to throw or catch.
- Let the balls bounce once before catching and do an action (clap, twirl) before catching.

### Ability Adaptation Guidelines

- Decide before playing:
  1. Action – how to catch/throw.
  2. Pairing.



# Go Play Ball!

## Wandering Ball



### What's Needed

- 10+ players, ages 8 – 12
- 1+ balls
- an open area

### How to Play

- Players form a circle with 2 players in the middle.
- Balls are thrown across the circle while the 2 players in the middle try to catch the ball.
- If the ball is caught by a player in the middle, she changes places with the player who threw the ball.
- If a player throws the ball and nobody catches it, that player joins the middle players.

### Variations

- For a larger group have more players in the circle and use extra balls.



### Ability Adaptation Guidelines

- Decide before playing:
  1. Action – how to throw/catch.
  2. Boundaries/space.
  3. Equipment – ball (type/size).

# Get More Info and Add Games!

## Physical Activity Web Sites

<b>Organization</b>	<b>Web site</b>	<b>Description</b>
Active Living Alliance for Canadians with a Disability	<a href="http://www.ala.ca">www.ala.ca</a>	National organization. Resources and activities to include people with disabilities.
Canadian Fitness and Lifestyle Research Institute (CFLRI)	<a href="http://www.cflri.ca">www.cflri.ca</a>	Research and information to promote well being through physically active lifestyles. Current statistics and information about fitness.
Canadian Intramural Recreation Association (CIRA)	<a href="http://www.ciraontario.com">www.ciraontario.com</a>	Promotes physical activity through intramural and recreation programs.
Ontario Physical and Health Education Association (OPHEA)	<a href="http://www.ophea.net">www.ophea.net</a>	Provides leadership, advocacy, resources and projects for physical activity and health.
Parachute	<a href="http://www.parachutecanada.org">www.parachutecanada.org</a>	Amalgamation of Safe Communities Canada, Safe Kids Canada, SMARTRISK and ThinkFirst Canada. Parachute's injury prevention programming and advocacy efforts are designed to help Canadians reduce their risks of injury.
Middlesex London Health Unit	<a href="http://www.healthunit.com">www.healthunit.com</a>	Physical activity information and resources for school aged children.
participACTION	<a href="http://www.participaction.com">www.participaction.com</a>	Information to encourage physical activity for children and families.
City of London	<a href="http://www.london.ca">www.london.ca</a>	Offers information on a range of municipal programs and services.
Canadian Society for Exercise Physiology (CSEP)	<a href="http://www.csep.ca">www.csep.ca</a>	Canadian Guidelines for Physical Activity and Sedentary Behaviour.

# Get More Info and Add Games!

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