

GAMES LIBRARY

GAMES AND ACTIVITIES LIBRARY: INJECTING SOME FUN

THE RECESS PROJECT IS INCLUSIVE. ALL GAMES AND ACTIVITIES OFFER ACCOMMODATION FOR PARTICIPATION. ENCOURAGE CHILDREN TO PARTICIPATE FULLY IN WHATEVER WAY WORKS BEST FOR THEM.

AND ALWAYS REMEMBER TO ENSURE QUIET AREAS, QUIETER ACTIVITIES, AND ROOMS FOR CHILDREN WHO NEED OR PREFER QUIET, SOLO TIME.

These games and activities are suggestions only, games that we used and are most popular with the students. Please use your professional judgement with respect to safety, cultural beliefs, and children's preferences. Please select, use, and/or modify any activities.

As well, not all games have a suggestion for a modification. Those that are provided are intended as examples - and the list is not meant to be exhaustive. Please consult further resources as necessary depending on your circumstances and student needs.

Our general rule when offering guided activities is that 'if everyone who wants to play can't play, then let's play something else.' Be creative and involve the students in generating ideas. Where there's a will, there's a way.

CLASSROOM GAMES

These classroom games encourage students to learn about each other, work together, make new friends, communicate effectively, and enjoy themselves within the safe space of the classroom. These games are great for indoor recess.

EMPIRE

Equipment: Paper, pencils, bucket/container.

Directions: Ask all the children to sit in a circle and give them each a piece of paper and a pencil. The person leading the game picks a topic (favourite animal, favourite movie, favourite superhero, for example). The children write their responses on a piece of paper without showing anyone, and put their papers into a hat/bucket. Next, the Leader pulls out a piece of paper from the hat, and reads the response. The first child who raises their hand guesses whose response it is. If the child guesses correctly, the person who wrote the paper must sit behind the child who guessed them. If the child guesses incorrectly, the person guessed gets a turn to guess who might have written the paper. The point of the game is to have all the children in the circle sitting behind someone (the winner), ultimately building an “Empire”.

Modifications/Accommodations: If visually impaired/low vision or non-literate younger children are playing, each child can whisper their response in the Leader’s ear; the Leader writes the responses down, and places in the bucket.

STOP THE BUS

Equipment: Paper, pencils.

Directions: Divide the children into groups of three to four. Give each group a piece of paper and a pencil. The Leader identifies five categories - for example, movies, books, school subjects, superheroes - and the students write these categories down on their paper in columns. The Leader then calls out a letter. The group must find and write down a word that starts with the letter for each category. The first group to have all categories filled stands up and yells, “Stop the bus!” This group reads their answers aloud. Any other group that has written the same words, that group must cross out the words that are the same. The team gets as many points as they have categories filled out. Repeat the game by changing the categories or the letter!

Modifications/Accommodations: Children with mobility challenges may just raise their hands or shout, “Stop the bus!”

HEADS UP SEVEN UP

Equipment: None.

Directions: Select seven children to be “it” for the game. The other children must sit at their desks with their heads down or cover their eyes. When you say GO, the seven who are “it” walk around the class and each tap one child gently on the shoulder. Tapped children raise their hands but keep their heads down. When the seven who are “it” have tapped one student each, they return to the front of the class. Then, all the children can lift up their heads (or open their eyes) and the tapped children guess which of the seven people at the front of the classroom tapped them. Children who guess correctly, become “it.” Children who guess incorrectly continue to sit at their desks.

Modifications/Accommodations: If children use a mobility device, Leaders can offer to help them get around the desks, or offer to tap their child of choice.

TEN

Equipment: None.

Directions: Have the children stand in a straight line. In order, each individual can either say one number or two numbers, when it is their turn (up to the number 10, in order). For example the first person may say “1”, the second person may say “2, 3”, the third person could say “4” and so on. The person who has to say the number “10” is out and must sit down. The next person in line then starts the game again. The last person standing is the winner.

Modifications/Accommodations: If a child is in a wheelchair, the group can sit in a line or a circle.

MUSICAL CHAIRS

Equipment: Chairs (one fewer than the number of children playing), children’s music and speakers.

Directions: Arrange the chairs in a circle, facing outwards, with the players standing outside of the circle. Have one less chair than number of players (10 players = 9 chairs). When the music starts, the players walk around the circle. When the music stops, the players must sit in a chair as quickly as they can. The person who left standing (without a chair) is out of the game. Then another chair is removed and the game continues. The last person sitting is the winner.

Modifications/Accommodations: Children in wheelchairs or with an assistive mobility device put their hand on the chair and to indicate they were there first.

FREEZE DANCE

Equipment: Speakers and children's music.

Directions: Play the music and ask the children to dance. After a few seconds (or a minute), pause the music and yell, "Freeze!" All of the children must freeze when the music stops. If children move, they are out.

Modifications/Accommodations: If a child does not feel comfortable dancing, they can control the music.

CHAIN REACTION

Equipment: None.

Directions: Leaders or a designated child write a category on the chalk/whiteboard, for example, Animals. The first student must name a specific example in the category: Dog. The second child must name another specific example, but the example must start with the last letter of the first person's animal: Dog ends in a "G", so the next student may say Giraffe. The third person must name an animal that begins with the last letter of the second person's animal: Elephant, and so on. One at a time, students are eliminated, as many will have difficulty finding a new animal to say.

TOWER BUILDING

Equipment: Newspaper, masking tape, object.

Directions: Put the students into groups, and allot a time for the task. Together they build a tower using only newspaper and one strip of tape. The goal is to create the tallest tower in a certain amount of time without taping it down. Another challenge is adding weight to each tower to see whose tower can hold the most.

IT

Equipment: None.

Directions: The point of the game is for the child who is "It" to identify the Big Cheese. Have the children sit or stand in a circle. Select one student to be "It" and have them stand in the middle of the circle and cover their eyes while Junior Leader chooses a Big Cheese who stays in their place. The Junior Leader chooses the Big Cheese, and tells the children not to look directly at the Big Cheese, because then "It" might guess who that person is. "It" opens their eyes. Then the Big Cheese starts the game by doing different actions: nodding their head, reaching their arms up, or making circles with their hands. All the children follow along exactly, but without looking directly at the Big Cheese. The "It" child turns slowly around, trying to figure out who the Big Cheese is. (The Big Cheese should try to change actions when "it" is not looking at them.) "It" gets three guesses. If "It" does not guess correctly, the Big Cheese becomes the new "It." If they guess correctly, choose two other children to be "It" and the Big Cheese.

CONCENTRATION

Equipment: None.

Directions: Ask the children to partner up and face each other standing about an arm's length apart. Both children always clap three times after each word or phrase. One of the partners stamps their feet twice and says, "Concentration." (Clap three times) "No hesitations." (Clap three times), "Or repeats" (clap three times), "I'll go first" (Clap three times), "You will follow" (Clap three times), "Category is" (Clap three times), "Types of animals" [or countries, colors, pets, flowers, fruit, cars, etc.] (Clap three times). Then the other child could say, "Cheetah" (Clap three times). The first child could say, "Buffalo" (Clap 3 times) and so on. The game continues until someone is unable to name a different animal. Another category is chosen by the winner and the game begins again.

Modifications/Accommodations: Children with mobility devices can sit for this game.

FRIENDSHIP BRACELETS

Equipment: Beads, string.

Directions: Have students make each other friendship bracelets. The children can share why they chose each bead, and what makes a good friend. Try to ensure each child receives a bracelet so no one feels left out.

WHERE ARE YOU FROM?

Equipment: Human cut-outs, markers/pencil crayons, string, world map.

Directions: Give students a blank person cut-out. They are to make the cut-out into an image of themselves, keeping in mind their cultural heritage. The Leader mounts a world map, and students can tape their person up to it. Children use the piece of string to connect the person with the map, showing the location of their heritage in the world.

CIRCLE GAMES

These circle games encourage students to learn about each other, to learn to work together, make new friends, to communicate effectively, and to have fun. Guided by the support of Junior Recess Leaders, they encourage inclusion, effective communication, cooperation, strategic thinking, and problem solving skills. These games can be played inside or outside and provide a safe space for students to connect with each other.

PULSE

Equipment: None.

Directions: The children hold hands in a circle. Leader selects one person to start the pulse. That person squeezes the hand being held to their left. When the receiver feels the squeeze on their right hand, they must then squeeze their left hand. The pulse then travels around the circle back to the beginning. To add an extra challenge, the Leader can time how long it takes for the pulse to come back to the beginning.

Modifications/Accommodations: Leaders can send a whisper around the circle, with each child whispering a sound in the next person's ear.

TELEPHONE

Equipment: None.

Directions: The children sit in a circle. One person is in charge of whispering a message in the ear of the next person. That child then whispers the message to the person beside them. Each child whispers the message to the next. The last child to receive the whispered message must state the sentence they heard. Leader asks the first child for the original message. The change in the message is astounding!

KEYS

Equipment: Small ball, toy or keys.

Directions: One child sits in the middle of the circle with eyes closed, and the Junior Leader places a small item beside the child. The Junior Leader chooses another child from the group. This child, in turn, picks someone in the circle to reach for the item as quietly as possible, and before the person in the middle realizes. If the person in the middle hears a noise, they must point to the direction that the sound is coming from (without looking), to catch the person. The person who gets caught then goes in the middle.

FLINCH

Equipment: A soft ball.

Directions: All the children stand up in a circle with their arms crossed over their chest. One person is in the middle of the circle with a soft ball and must either (1) throw the ball to someone or (2) pretend to throw the ball to someone. If the person in the middle chooses option (1) and the child does not catch the thrown ball, they must sit down, now out. If the thrower chooses option (2) and the person on the receiving end flinches, they are out and must sit down. Leaders should rotate the children frequently, so they each have a turn being in the middle.

ANIMALS

Equipment: None

Directions: Children sit in a circle, except one child who sits in the middle. Each child in the circle says aloud an animal they want to be. The purpose of the game is to finish a brief sentence about their animal eating another person's animal before being touched by the person in the middle. Leader chooses a child to start. So for example, the starter child says "Pig" (their animal) eats "cow" (another child's animal). The child whose animal was picked (cow) must then quickly say "Cow" (their animal) eats "Donkey" (another person's animal) before getting touched by the person in the middle. If the child gets touched before completing the sentence, they then becomes the person in the middle.

HOT POTATO

Equipment: Ball (or any other object that the children can easily hold).

Directions: Have the children sit or stand in a circle. Leader or a chosen child begins by passing the object around the circle (as quickly as possible) while singing, "Hot Potato, pass it on, pass it on, pass it on, Hot Potato pass it on...you are out!" The child left holding the ball at "Hot Potato" when the song stops is out.

POISON FROG

Equipment: None.

Directions: All of the children sit in a circle. One person stands outside the circle and closes their eyes, while the Leader chooses a "Poison Frog" from the circle group. Then the child standing outside of the circle enters the middle of the circle. The "Poison Frog" child sticks their tongue out to the children in the circle, one at a time, but without being caught by the child in the middle. The "poisoned" child (the Poison Frog has stuck their tongue out at them) must fall back and lie on the ground. The person in the middle must try to figure out who the Poison Frog is quickly, before all the circle members have been poisoned.

HUMAN PINBALL

Equipment: Soft ball.

Directions: Everyone sits in a circle. Leader selects one child as the pinball; this child stands in the middle of the circle. The circle children roll/toss the ball gently at the child in the middle, trying to gently hit the person from the knees down. If the child is hit, they switch spots with the child who hit them. However, the ball cannot be stopped at any time and must be kept moving.

HUMAN PRETZEL

Equipment: None.

Directions: The children must stand in a circle and grab the hands of two children across from them. The children must then work together to untangle themselves without letting go of their hands.

Modifications/Accommodations: One child can stand out the outside and suggest how the children can untangle themselves.

CLAPPING GAME

Equipment: None.

Directions: The children stand in a circle and place their right hand over their neighbour's left hand. One child begins by clapping the hand of their neighbour, who then claps the hand of their neighbour, and so on around the circle. As they clap, the children sing, "Stella ella ola, clap, clap, clap, says, chigo, chigo, chigo, chigo, chap, says chigo, chigo, blow, blow, blow your nose, say one, two, three, four, five." The child whose hand is clapped on the number five is out, unless they pull their hand away quickly enough without being clapped. Then, the child who missed their neighbour's hand is out and sits away from the circle.

Modifications/Accommodations: If children have trouble with fine motor skills, Junior Leaders can offer to hold their hands and help them move their hands.

DOGGY, DOGGY

Equipment: A small item/ball/stuffed animal, etc.

Directions: The children must sit in a circle with their eyes closed and their hands behind their backs. One person is chosen to sit in the middle of the circle; they also covers their eyes. A Junior Leader or another child then walks around the outside of the circle with the small item while everyone sings, "Doggy, Doggy, who's got your bone? Somebody took it from your home... guess who... it could be you... it could be the monkey from the zoo." During the song, the Leader or child places the item behind any singer's back. After the song is over, the person in the middle opens their eyes, and has three tries to guess who has the item behind their back. The person who has the item then goes into the middle and the game is repeated.

LOW PHYSICAL ACTIVITY GAMES

These low-physical activity games encourage students to learn about each other, to learn to work together, make new friends, to communicate effectively, and to have fun. Guided by the support of Junior Recess Leaders, these games encourage inclusion, effective communication, cooperation, strategic thinking, and problem solving skills. These games can be played inside a gym or outside on the playground. They provide a safe space for students to connect with each other and engage in moderate levels of physical activity.

WAX MUSEUM

Equipment: None.

Directions: One child is the security guard and must walk around the museum. All the other children are the wax statues and can change frozen positions when the security guard is not looking. Any child caught moving is out.

GRAVEYARD

Equipment: None.

Directions: The children lie down motionless on the ground. The goal is for the graveyard security guard (a child the Leader chooses) to walk around and try to make the children laugh without touching them. If the children laugh they also become a graveyard security guard.

Modifications/Accommodations: The children can freeze sitting instead of lying down, so children who use wheelchairs can remain in their chairs.

SIMON SAYS

Equipment: None.

Directions: Choose one child to be “Simon,” whom the rest of the children stand and face. “Simon” then different actions, prefaced by “Simon says.” “Simon says, touch your chin” or “Simon says, jump up and down.” When the words “Simon says” precede the action, the children must follow exactly. But if “Simon” gives a direction, like “Stop,” or “Touch your nose,” without the “Simon says,” the children must continue with the previous action. Any child changing action without “Simon says” preceding it, is out.

CHALK

Equipment: Chalk.

Directions: The children can draw pictures and design games using chalk. allow children to color on their own, and/or encourage the children to work together in teams or pairs to draw a complete picture. Drawing an obstacle course can increase physically-active play.

Modifications/Accommodations: Offer any child with a visual impairment to work with you to do “hand over hand” drawing: children put their hands over the Leaders’ and tell leaders what they want to draw.

TAG GAMES

These tag games reduce stress, and encourage students to engage in physically active play, and have fun together. Guided by the support of Junior Recess Leaders, they encourage inclusion, effective communication, cooperation, strategic thinking, and problem solving skills. These games can be played inside a gym or outside on the playground. They provide a safe space for students to learn a range of different types of tag, to connect with each other, and engage in higher levels of physical activity.

EVERYBODY IS 'IT'

Equipment: None.

Directions: Everyone is “it.” All the children run around, and if they get touched by anyone they are out and must sit down.

SHADOW TAG

Equipment: None.

Directions: Select one person to be “It.” “It” run around trying to jump on the other children’s shadows. If their shadow has been touched, the child must freeze. The children can be unfrozen by having another child tap their arm. Make sure to tell the children how important it is to be honest in this game and pay attention for the arm tap.

BLOB TAG

Equipment: None.

Directions: Someone is chosen to be “It.” If a child get touched by the person who is “It,” that child must hold the “It” person’s hand and continue to tag people. The object of the game is for the “blob” (people who are “It”) to keep growing.

TOILET TAG

Equipment: None.

Directions: Someone is chosen to be “It.” A child touched by “It” must freeze and hold out their index finger with the elbow touching their side (to form the toilet handle). When another child pushes the touched child’s finger down, they have been “flushed” and can rejoin the game.

LINE TAG/PACMAN

Equipment: Lines on the courts, field or gym.

Directions: Someone is chosen to be “It.” The rest of the children go run on the lines that are on the ground (and cannot step off the lines). Once a player has been tagged, they also become “It.”

TV TAG

Equipment: None.

Directions: Someone is chosen to be “It.” When the person who is “It” gets close to the child, the children are able to crouch down (in order to avoid being touched) but only if they call out a name of a TV show. If the child has already said the particular TV show or forgets the name of a show, they become “It.”

ZOMBIE TAG

Equipment: None.

Directions: Someone is chosen to be “It”. Everyone walks around slowly like zombies, trying not to get tagged by the person that is “It.” If they are tagged, they must join the head zombie in being “It.” The entire game is played walking.

RUNNING GAMES

Running games boost circulation and reduce stress. Guided by the support of Junior Recess Leaders, these games encourage inclusion, effective communication, cooperation, strategic thinking, and problem solving skills. They can be played inside a gym or outside on the playground. They provide a safe space for students to learn a range of different types of running games, to connect with each other, and engage in higher levels of physical activity.

RED LIGHT, GREEN LIGHT

Equipment: None.

Directions: Choose a leader. When the leader calls out a certain colour, the children are required to complete the action. Red Light: stop; Yellow Light: walk; Green Light: run; Purple Light: jump up and down; Blue Light: sit down; and Black Light: super fast. The children act as instructed.

OCTOPUS

Equipment: None.

Directions: All the children stand on one side of the field, and one child is selected to be the Octopus. Once the Octopus yells, “Octopus” all the children must run to the other side of the “ocean” without getting touched by the Octopus. Children touched by the Octopus must stop where they are, sit down, and become seaweed. The seaweed can spread their arms out and touch people from where they are as the other children run across the ocean. The game is played until only one person is left to cross the ocean.

WHAT TIME IS IT MR. WOLF?

Equipment: None.

Directions: Select one child to be Mr. Wolf, who stands with their back to the rest of the children. The children stand in a line and call out, “What time is it Mr. Wolf?” to Mr Wolf’s back. Mr. Wolf replies, “It is (...) o’clock.” The children step closer to Mr. Wolf, depending on the time (for example, if Mr. Wolf says it’s 4 o’clock, children step four steps closer to Mr. Wolf). However, when Mr. Wolf yells, “Lunchtime!” Mr. Wolf can turn around and try to catch the children, who must run back to their starting point as quickly as they can. The first child touched by Mr. Wolf becomes Mr. Wolf.

CHICKEN, CHEESE, AND HAM

Equipment: Chalk.

Directions: The Junior Leader draws three chalk lines. The left line is called “Chicken,” the middle line is “Cheese,” and the right line is “Ham.” Choose a captain. The children stand on any of the lines and the captain calls out one of these three foods. The children must then run to that specific line. As the children are running to a line, you can yell out another food and they switch and run to that new line. The goal is to not be the last person to reach the line. If you are last, then you are out.

HUCKLE BUCKLE

Equipment: None.

Directions: The children must find partners and stand across from one another (about the width of a basketball court). One child leads the game by yelling out actions, such as “finger to hip.” Immediately, partners must run towards each other and one partner must touch their finger to their partner’s hip. Whenever the calling child says “Huckle-Buckle,” the children must run towards each other, go back-to-back with their partners, and sit down. The last pair to perform the action is out.

STREETS AND ALLEYS

Equipment: None.

Directions: The children stand in three or four straight lines, arms outstretched to touch the arms of the children lined up beside them. Assign one as “the cat” and another as “the mouse.” “The cat” must tag “the mouse” while running through the pathways formed by the children touching arms. If the Caller shouts, “Streets,” the children must create horizontal lines with their arms. If “Alleys” is called, the children must turn their bodies to create vertical lines. As everyone shifts between Alleys and Streets, the pathways keep changing, making it hard for “the cat” to catch “the mouse.”

ACROSS CANADA

Equipment: None.

Directions: Children line up against a wall. One child is “It,” and, back to the children, calls out various colours. Children wearing the called colour may walk across to the other wall without getting touched. When “It” calls, “Across Canada,” the rest of the children must run across without being tagged. Children tagged, must join the child who is “It.”

SKIPPING SONGS AND ACTIVITIES

The skipping songs and activities offer moderate levels of activity, and encourage students to engage in effective communication, cooperation, strategic thinking, and problem solving. These activities can be played inside a gym or outside on the playground. They provide a safe space for students to learn a range of different types of games and new songs, and to connect with each other.

SPORTS CAR

Equipment: Skipping ropes, various sizes.

Directions: The children skip along to the song, “Had a little sports car number 68, ran around the corner (children can jump out, run around to the other side and jump back in), slammed on the breaks, bumped into a lady, bumped into a man, bumped into a police man... man oh man, policeman caught me and put me in jail and all I had was ginger ale...how many bottles did I have? 10, 20, 30, 40, 50.... etc.” (Turn rope faster and faster, as the numbers get higher.) Keep going until the people miss the rope and their turn is over.

STRAWBERRY SHORTCAKE

Equipment: Skipping ropes, various sizes.

Directions: The children skip along to the song, “Strawberry shortcake, huckleberry pie...who’s gonna be your lucky guy: A, B, C, D...etc.” The children sing until a child lands on a letter. Then the child picks a name that corresponds to the letter. Children can turn the rope faster when they reach the end of the alphabet or sing the alphabet again.

ALL IN TOGETHER

Equipment: Skipping ropes, various sizes.

Directions: Sing “All in together, birds of a feather: January, February, March, April, May, etc.” (Each child has to jump in during the month they were born).

ICE CREAM

Equipment: Skipping ropes, various sizes.

Directions: The child skips while the rest of the children sing, “Ice cream, soda pop, cherry on top, who’s your good friend, let’s find out; Goes A! B! C! etc.” Keep going until the child stops on a letter and then pick a name.

CINDERELLA

Equipment: Skipping ropes, various sizes.

Directions: While skipping the children sing, “Cinderella dressed in yellow, went upstairs to kiss her fellow, by mistake kissed a snake, how many doctors will it take? 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, etc. (Go to 20 then go down to the next line.)

Cinderella dressed in blue, went upstairs to tie her shoe, made a mistake and tied a knot, how many knots will she make? 1, 2, 3, etc.

Cinderella dressed in green, went downtown to buy a ring, made a mistake and bought a fake, how many days before it breaks? 1, 2, 3, etc.

Cinderella dressed in lace, went upstairs to fix her face, oh no oh no, she found a blemish, how many powder puffs until she’s finished? 1, 2, 3, etc.

Cinderella dressed in silk, went outside to get some milk, made a mistake and fell in the lake, how many more until she gets a break? 1, 2, 3, etc.

BACK TO BACK

Equipment: Skipping ropes, various sizes.

Directions: A pair of students skips together, and tries to complete the appropriate actions: “Back to back, face to face, shake your partner’s hand and switch place.”

SKIPPING ROPE GAMES

Skipping Rope games boost circulation and reduce stress. Guided by the support of Junior Recess Leaders, these games encourage inclusion, effective communication, cooperation, strategic thinking, and problem solving skills. They can be played inside a gym or outside on the playground. They provide a safe space for students to learn a range of different types of skipping activities, to connect with each other, and engage in higher levels of physical activity.

RUN THROUGH

Equipment: Skipping ropes, various sizes.

Directions: While the skipping rope is being turned, have the children run through the rope without stopping.

SNAKE

Equipment: Skipping ropes, various sizes.

Directions: Have the rope on the ground, and wiggle it back and forth. Call out different colours, and the children wearing the particular colour called out try to jump across the rope (snake) without touching it. If they touch it, they're out.

DOUBLE DUTCH

Equipment: Skipping ropes, various sizes.

Directions: Children spin two skipping ropes simultaneously but in opposite directions. The skippers must skip twice as fast to skip over both of them at once.

CONGA LINE

Equipment: Skipping ropes, various sizes.

Directions: Hold the rope up high and have the children limbo underneath it. After every child has completed that level, move the rope down a few inches. The children must try to limbo underneath the rope without touching it. They must bend backwards and not let the rope touch any part of them.

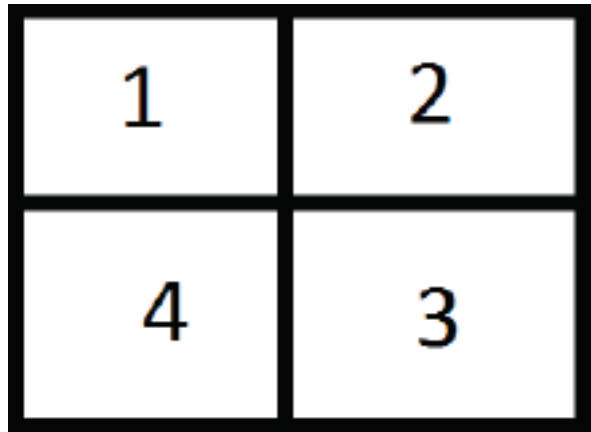
PAVEMENT GAMES

The pavement games boost circulation and reduce stress. These games encourage students to engage in moderate levels of physically active play, and to have fun together. Guided by the support of Junior Recess Leaders, they encourage inclusion, effective communication, cooperation, strategic thinking, and problem solving skills. They are designed to be played outside on the tarmac. They provide a safe space for students to learn a range of different types of games and to connect with each other.

FOUR SQUARE

Equipment: Large, bouncy ball (soccer ball, basketball etc.), chalk to draw the large square (or the square may be permanently painted on the blacktop).

Directions: Each player stands in one of the four squares. The player in square 4 serves the ball, by bouncing it in their square once and then hitting it towards one of the other squares. The player in the receiving square then hits the ball into any of the other squares. The players must continuously hit the ball into another player's square. If a player hits the ball and it misses another player's square, or if the player does not hit the ball before the second bounce, that player is "out." When a player is out, the other players move up in ranking, and the "out" player moves to the last square (or to the end of the line if there are more than four players). The object of the game is to move up to square number 4 and hold this server's position.



Accommodation/Modification: With eight or more players, two players can play for each square. Each time a player hits the ball into another square, they jump out of the court and the square partner jumps in. The two players keep trading places each time the ball is hit.

WALL BALL

Equipment: Small, bouncy ball/tennis ball.

Directions: player throw the ball against the wall and another player try to catch the ball without dropping it. All the remaining players must form a line behind the two individuals throwing and catching the ball. If the player trying to catch the ball fumbles or drops the ball, this player must run as fast as they can and touch the wall before the next player (waiting in the line) throws the ball against the wall. If the player does not run fast enough to touch the wall, they receive a letter from the word, “wall-ball” (or another other word of choice). Once a player has received all the letters of the chosen word, that player is out.

BASKETBALL OR COURT GAMES

Basketball and court games listed encourage students to engage in higher levels of physically active play. These games boost circulation and reduce stress. Guided by the support of Junior Recess Leaders, these games encourage inclusion, effective communication, cooperation, strategic thinking, and problem solving skills. They can be played inside a gym or outside on the playground. They provide a safe space for students to learn a range of different types of basketball and court games, and to connect with each other.

BASKETBALL

Equipment: Basketball nets, pinnies, basketball.

Directions: The game includes two teams, a basketball court, and two nets. Because the players are in teams, use pinnies to help keep the game organized. The goal of the game is to shoot on the opposing team's net while protecting one's own net. The players are required to dribble the ball and pass to their classmates. The team with the most points (scored by getting a ball in the basket) wins the game. It is important that the Junior Recess Leaders make equal teams, and discuss fair play.

DRILLS

Equipment: Pylons, basketballs.

Directions: Include the following drills:

- Chest pass
- Bounce pass
- Around pylons
- Shooting
- One handed
- Both hands

CLAP PASS

Equipment: Basketball.

Directions: The children stand in a circle and pass the ball. Each receiving child must clap their hands together before catching the ball. To make it more difficult, children can try to clap twice in between passes.

OVER UNDER

Equipment: Two balls.

Directions: The children stand in two lines, facing forward. Starting at the front of the lines, the children pass the ball over one person and under the next person until the ball reaches the end of the lines. The team that gets the ball to the end of the line first, wins.

AROUND THE WORLD

Equipment: Basketball.

Direction #1: Two teams are stationed at two basketball nets. Each team must keep track of the number of times the ball goes into its basket. Everyone lines up in front of each basketball net and the first person from each line must attempt to shoot. If the players get the ball in the net, they receive one point. If the players miss the shot, they do not receive a point. After every shot, the ball is passed to the next person in line. After everyone has two teams compare the number of points they have earned.

Direction #2 (variation): The game requires two or more players. The players must determine shooting positions (for example: centre/straight shot in front of the net, shot from the right side of the net, shot from the left side of the net, etc.). The players must attempt to shoot from each different position. When a player makes a shot from a particular position (for example: centre/straight), they may advance to the next position (right side). The players keep advancing to the next shooting position, until they miss a shot. Players who miss a shot, must start over at the initial position. The first person to make a successful shot from the last, most advanced position, wins the game.

SHOOT-OUT

Equipment: Basketballs.

Directions: The players keep track of how many times in a row they can get the ball into the net without missing.

SOCCER OR FIELD GAMES

Soccer and field games encourage students to engage in higher levels of physically active play, boost circulation and reduce stress. Guided by the support of Junior Recess Leaders, they encourage inclusion, effective communication, cooperation, strategic thinking, and problem solving skills. They can be played outside on a field. They provide a safe space for students to learn a range of different types of soccer and field games, and to connect with each other.

SOCCER

Equipment: Pylons, pinnies, soccer ball.

Directions: Soccer includes two teams, a large field and two goal posts. The goal of the game is to score on the opposing team's net.

DRILLS

Equipment: Pylons, basketballs.

Directions: Include the following drills:

- Passing the Ball
- Stopping the Ball
- Shooting
- Running with the Ball
- Kicking
- Corner Kicks
- Throw-ins

SHOOT-OUT

Equipment: Soccer balls, two nets, pylons

Directions: Split the children up into two teams. Each team lines up, facing its opponent's net. When Junior Leader says, "Go," the first person from each line/team tries to score on the opponent's net. After the first person shoots on the opponent's net, they then retrieve the ball and hand it to the next person in line. This game is a race; thus, the first team to score 10 goals against the opponent's net/goalie wins.

WORLD CUP

Equipment: One net, soccer ball, pylons.

Directions: Create teams (or have the students choose groups) of three to four people. Each team selects a country as the team name. Teams can make flags, too, if players have extra time. One goalie guards the net, and all of the teams play against one another, attempting to score on the net. During each round, the last team to score on the net is out of the game. Teams keep playing until only one team is left.

CRAB SOCCER

Equipment: Soccer ball, two nets.

Directions: This game is played similarly to soccer, except players must walk like a crab: face up, on their hands and knees.

ONE GOAL

Equipment: Two pylons, soccer ball.

Directions: Set up two pylons to be a net in the middle of the field. Create two teams. One team tries to score on one side of the net (pylons), and the other team must score on the opposite side of the net (pylons).

MONKEY SOCCER

Equipment: Two nets, one soccer ball.

Directions: This game is played the same way as soccer, but the players can use only their arms, not their feet.

SPEED BALL

Equipment: Two nets, one soccer ball.

Directions: The goal of the game is to score on the opposing team's net. Split the children up into two teams. When the soccer ball is on the ground, the players must use their feet to pass the ball. When the ball gets hit up into the air, the game becomes a handball game. When it becomes a handball game, the players can only take three steps with the ball, and then they must pass the ball.

4-NET SOCCER

Equipment: Four soccer balls, four nets.

Directions: Split the children up into four teams, each team with a net. The goal of the game is to score on any of the other three nets, while protecting one's own net. The first team to score 10 goals wins.

SOCCER BASEBALL

Equipment: Field or baseball diamond, four bases, one Nerf ball.

Directions: The game is played like baseball. Split the children up into two teams, and set up the field like a baseball diamond. Use a soft ball. The pitcher must (underhand) roll the ball to the "batter" and the "batter" must kick the ball (instead of hitting the ball with a bat). The remainder of the game is played exactly like baseball, with "three strikes and you're out."

LARGE SCALE GAMES

The large scale team games encourage larger groups of students to engage in higher levels of physically active play, boost circulation and reduce stress. Guided by the support of Junior Recess Leaders, these games encourage inclusion, effective communication, cooperation, strategic thinking, and problem solving skills. They can be played outside on a field or on the tarmac. They provide a safe space for students to learn a range of different types soccer and field games, and to connect with each other.

ULTIMATE FRISBEE

Equipment: Pinnies, Frisbee, 2 nets.

Directions: Split the group into two teams. This game is played like soccer, except players are throwing a Frisbee not kicking a ball. Players may not run with the Frisbee, and are required to pass/throw it. The players are also able to intercept passes. If a player drops the Frisbee anyone can grab it. The goal of the game is to throw the Frisbee in the opposing team's net.

HANDBALL

Equipment: Two nets, Soccer ball/Nerf ball.

Directions: This game is played like soccer, except the children must use their hands rather than feet to pass and shoot the ball. The players must take three steps before passing the ball. The goal of the game is to get the ball in the net.

CAPTURE THE FLAG

Equipment: Two nets, field, and two items to be a flag.

Directions: Form two teams, and position the teams on opposite sides of the field. Create a middle line as the dividing zone between the two teams. Each team hides its flag on its own side of the field. The goal of the game is to get the other team's flag, and bring it back to the other side of the field without being tagged. If players get tagged, they must go into the other team's "prison" (an area located on the opposing team's side). To get out of prison, one of the prisoner's team members must come and touch the prisoner. A touched prisoner gets a free walk back to their own side. If the leader of the game yells "jailbreak," everyone is free from jail and can re-join the game.

JACKPOT

Equipment: Field, footballs.

Directions: One child stands facing the group a bit of a distance away. This child must kick or throw the ball up into the air towards the group, while yelling out a number (10, 9, 90, etc.). The player who catches the football receives the allotted number of points. The player who reaches exactly 100 points is the winner. Players cannot accumulate over 100 points or they go bankrupt and must start again. The thrower can also call out, “Bankrupt,” and anyone who catches the ball loses all their points.

STONES

Equipment: Four hula hoops, with an equal amount of equipment in each (bean bags, etc.).

Directions: Create four teams, in four quadrants of the field/pavement. Each team must protect its own equipment and gather equipment from the other teams without being touched. Players who get touched must go to a central prison and cannot get back into the game until a leader yells, “Jailbreak.” If a team loses all of its equipment, it must join the team that gathered the majority of its equipment. This combined team’s space becomes larger and they have more players. The point of the game is to be the last team standing.

MANHUNT

Equipment: Pinnies/bandanas.

Directions: Large game of tag played on the field. One student is assigned to be “It,” while the rest hide. Set boundaries to ensure they stay on property. Children tagged also become “It.” The pinnies can be used as markers of who is “It.” The goal is to be the last person on the field.

RAPID FIRE

Equipment: Hula hoops, bean bags, pylons.

Directions: Divide students into two teams and have them stand in a line about an arm’s length apart, all facing forward. Place a hula hoop at the front of the line with bean bags inside it, and another at the back of the line without bean bags. Students at the front of the line grab a bean bag pass it down the line. The team with all the bean bags in one hoop first wins.

ALIEN INVASION

Equipment: Pylons, pinnies, hula hoops.

Directions: Set up pylons and hula hoops randomly on the field. One team is called 'Aliens' and one team 'Humans'. The Aliens knock down as many pylons as possible, while the Humans keep putting them up. The Aliens go into the hula hoops as a safety zone to avoid getting caught by the Humans. If Aliens get touched by the Humans, they get frozen. They get unfrozen when a team member tapstheir arms.

SKIRMISH

Equipment: Buckets, plastic chips, Nerf balls.

Directions: Divide students into two teams, each team with its own side of the gym. Each team gets a bucket containing equal number of plastic chips, and three Nerf balls. Have a few students on each team stay on their side while the rest spread out. The students in the end zones toss balls to their teammates on the court. When a teammate successfully catches the ball, they remove a chip from the opposing team's bucket, places it in their team's bucket, and trade places with the student who threw the ball. The team that loses all of its chips first, loses the game.

VARIATIONS OF DODGEBALL

Dodgeball games are the most requested and most beloved of games among all ages. Dodgeball games boost circulation and reduce stress, and encourage students to engage in higher levels of physically active play. They can be played outside on a field or tarmac, or inside in a gym. These games provide a safe space for students to learn different types of Dodgeball games, and to connect with each other.

DODGEBALL

Equipment: Many Dodgeballs.

Directions: To begin the game, divide the children into two teams, and have the two teams line up against opposite walls. Place all of the balls in the middle of the room. When the leader yells, “Go,” each team must race to the middle of the room and grab the Dodgeballs. The team members must throw the balls at the opposing team to get them “out.” Simultaneously, players must attempt to avoid being hit by the Dodgeballs, because if hit, the player is out. The last person/team standing is the winner. Instruct the children to aim only for below the waist. If players hit someone above the waist, they are out (to avoid injury).

FIREBALL

Equipment: Many Dodgeballs.

Directions: A few players stand along the side of the field with the Dodgeballs. Their job is to hit the running players with Dodgeballs, again from the waist/knees down. When the leader says “Go” the players must run across the field without being hit by a ball. If players get hit, they must join the people on the side of the field and throw balls at the players. The goal of the game is to be the last person standing.

BACKBOARD DODGEBALL

Equipment: Played in the gym or on a basketball court, Dodgeballs.

Directions: Form two teams, and follow the same rules as a regular game of Dodgeball.

However, when the opposing team hits the backboard of the basketball net on the other team’s side, one of the opposing team’s players, who is out, can come back into the game. When someone scores in the net, the entire team can come back into the game. The goal of the game is to get the entire team out.

DOCTOR DODGEBALL

Equipment: Many Dodgeballs.

Directions: Form two teams and follow the same rules as a regular game of Dodgeball. Give each team time to choose a person secretly to be the “doctor.” When a player gets hit with the ball by the opposing team, they must sit on the ground. The secret “doctor” can touch their hit player, and that person can stand up and re-join the game. The point of the game is to find out who the opposing team doctor is, and get the doctor “out.” When the doctor is “out,” the players cannot rejoin the game.

PINBALL

Equipment: Pylons or pins, Dodgeballs.

Directions: This game is played like Dodgeball. To set up the game, divide the children into two teams and place each team on either side of the field/gym. Then scatter the pylons/pins on each team’s side. The object of the game is to knock down the opposing team’s pylons/pins. Once all the pylons/pins are down on one team’s side, the opposing team becomes the winner. *This game may be preferable to Dodgeball at some schools because it doesn’t involve the students hitting one another with balls.

SCIENCE EXPERIMENTS

These experiments are very popular and can draw crowds of children, making it difficult for children to see and engage. To avoid this frustration, consider having a sign-up sheet, and/or holding several sessions of the same experiment.

INVISIBLE INK

Equipment: Two tablespoons of pure lemon juice and cotton swabs.

Directions: Pour the lemon juice into a small dish. Soak the end of a cotton swab in the lemon juice and use it to write a secret message or a picture on a piece of paper. To read or see your secret message, hold the paper near a warm light bulb. The heat will turn the invisible writing brown and you can see it.

DIET COKE AND MENTOS ERUPTION

Equipment: Diet Coke, Mentos.

Directions: Do this outside: This is a reaction between Mentos candy and Diet Coke. The experiment involves dropping several Mentos candies (usually 5–8) into a bottle of Diet Coke resulting in an eruption occurring because of rapidly expanding carbon dioxide bubbles on the surface of the Mentos. When Mentos are dropped into pop, the gellan gum and gum arabic of the Mentos dissolve. This disturbs the water connection, so that it takes less work to expand and form new bubbles. Each Mentos candy has thousands of tiny pores over its surface. These tiny pores function as nucleation sites, perfect places for carbon dioxide bubbles to form. As soon as the Mentos enter the Diet Coke, bubbles form all over their surface. They sink to the bottom, causing carbon dioxide to be released by the carbonated liquid with which they come into contact along the way. The sudden increase in pressure pushes all of the liquid up and out of the bottle. It looks like a mini explosion.

LAVA IN A CUP

Equipment: A clear plastic cup, $\frac{1}{4}$ cup vegetable oil, 1 teaspoon salt, water, food colouring.

Directions: Fill the cup about $\frac{3}{4}$ full of water and add about 5 drops of food colouring (orange or red). Slowly pour the vegetable oil into the cup. Now sprinkle the salt on top of the oil. Watch blobs of lava move up and down in the cup (you can keep adding teaspoons of salt to keep the effect going so all kids can see it happening).

PAPER MACHE ERUPTING VOLCANO

Equipment: Cardboard, empty water or pop bottle, masking tape, paper mache paste, strips of newspaper, vinegar, dishwasher detergent (Dawn or Palmolive), baking soda, red food colouring.

Directions: Start by placing the bottle in the centre of a piece of square cardboard. Secure it in place using the masking tape. Use strips of cardboard to form your mountain shape by taping one end to the top of the bottle and the other end onto the square piece of cardboard so it descends out at an angle. Dip one newspaper strip at a time into the paper mache paste. (Mix one part water to two parts flour in a large bowl and stir well). Stick the strip over the volcano form and smooth it down with your fingers. Repeat until the form is completely covered. They should all be over-lapping and running in different directions. Let dry for a day. The kids can paint the next day, and the day after do the volcano.

For the Eruption: Fill volcano with warm water and 4-5 drops of red food colouring. Add 6 drops of detergent (helps trap the bubbles for better lava). Add 2 tablespoons of baking soda. Slowly pour vinegar in and watch it erupt!