



Leader's Training Guide

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Introduction

This Leader's Guide is a companion to the "**After School Gets Moving**" DVD program. It is a resource for after school program directors to train after school program staff, paraprofessionals, and volunteers who work in after school programs serving children in grades K-5. Together, the DVD and Leader's Guide show how to promote more safe and healthy physical activity in after school - particularly in environments where space and other resources are limited.

The "**After School Gets Moving**" DVD presents a two-part staff development program.

DVD Part 1: Training for After School Staff: explains why movement matters so much to children's health; explores challenges that get in the way when incorporating more physical activity in after school; and presents strategies to help overcome obstacles.

DVD Part 2: Game Guide consists of easy-to-follow, visual demonstrations to help staff learn how to play and lead a variety of games.

Vida Health Communications, Inc. developed "**After School Gets Moving**" with contributions from leading experts in child development, exercise and physiology, and after school program administration under Grant 2R44HD049919-02 from the Eunice Kennedy Shriver National Institute for Child Health and Human Development and Grant 2R44DP049919-02A2 from the Centers for Disease Control and Prevention.

Playworks, a national nonprofit organization that supports learning by providing safe, healthy and inclusive play and physical activity throughout the school day, was Vida's partner in producing the DVD. Playworks sends trained, full-time coaches to low-income, urban schools, where they transform recess and play into a positive experience that helps kids and teachers get the most out of every learning opportunity throughout the school day. For more information, visit www.playworks.org

The National Institute on Out-of-School Time (NIOST) served as the program evaluator for "**After School Gets Moving**". Through research, training, education and program development, NIOST advances out-of-school time policy development, increased quality standards, professional recognition, and community action. Visit NIOST at www.niost.org



Learning Objectives and Approach

When it comes to promoting more physical activity so that children might be spared the consequences of childhood obesity and other health problems, urban after school programs face significant challenges. For many, space and resources are limited. **"After School Gets Moving"** is specifically designed with the needs of such programs in mind.

The learning objectives of the DVD training are for viewers to:

- learn about the role that increased physical activity plays in children's health, social behavior, moods and thinking skills;
- identify challenges and barriers to increased physical activity in their own after school program;
- learn how to introduce and facilitate more movement into children's after school time in safe, developmentally sound and emotionally supportive ways;
- become more comfortable being active alongside children.



Instructional Materials Needed

- This Leader's Guide manual
- The *After School Gets Moving* DVD
- Audio-Visual Equipment for the DVD
 - DVD player and television monitor **or** a computer with DVD drive connected to a monitor or projector
 - Remote Control for DVD player (optional)
- Power cords, power strips
- Name tags and magic marker
- Copies of the handouts to give participants



Preparing to Lead a Training

The beginning of the school year or summer, during staff orientation, is a great time to conduct your "**After School Gets Moving**" training. However, *any time of year* is appropriate to increase staff awareness and capacity to promote physical activity during after school. Program directors could use the training as a refresher for continuing staff, to incorporate into any certification training, or to include in counselor-in-training curriculum.

1. Ideally, **After School Gets Moving** training would take place with a group or even the entire after school staff so that peers can learn from and plan with each other. However, the DVD is also easy for individual staff to view on a laptop or desktop computer.
2. If possible, provide healthy snacks and a comfortable room set up for your screening of the DVD. Consider sitting in a circle or around a table so that follow-up conversation and brainstorming can occur easily.
3. Make photocopies of articles in the Appendix of this Leader's Guide if you wish to lead a discussion about the scientific evidence that supports the importance of promoting more physical activity.
4. *Preview the entire DVD before you watch it with your staff* so that you can prepare comments, questions and activities that are particularly relevant to your group.
5. It is possible to conduct both parts of the **After School Gets Moving** training in a single half-day staff development session. If time is limited, plan to show and discuss **DVD Part 1: Training for After School Staff** on one day and then, in the next professional development opportunity you have, facilitate discussion around **DVD Part 2: Game Guide**.

Time required:

- Viewing and discussion of DVD Part 1: Training for after school Staff - *45 - 60 minutes.*
- Viewing and discussion of DVD Part 2: Game Guide - *60 - 90 minutes.*



Leading a Training With Your Staff

Part 1: Training for After School Staff

- Prior to screening *DVD Part 1: Training for After School*, inform your audience that what they are about to see in Module 1 includes:
 - an overview of recent science about the impact of childhood obesity and related chronic illnesses on young children;
 - discussion of principles of healthy child development that support increased active play in after school;
 - ways to assess and remove obstacles to promoting more physical activity in your after school program.
- Encourage participants to write questions and comments for later discussion.
- As the DVD is running, pay close attention to the reactions of your group. These reactions can clue you into topics for follow-up.
- Once you arrive at Module 2: "Challenges and Solutions", you may want to pause the program to consider the material covered in Module 1 as it relates to your after school program. You might ask staff:
 - What was your reaction to learning that 70% of overweight children are at risk for heart disease, asthma, sleep apnea and Type II diabetes?
 - How did you react to learning that physical activity can be related to better concentration and mood stability?
 - How might you help children and their parents see the benefits to spending more time moving in after school?



Leading a Training With Your Staff (cont'd)

Part 1: Training for After School Staff

- Following Module 2, “**Challenges and Solutions**”, engage trainees in a discussion of the challenges presented and see if you can elicit solutions specific to your program. You might ask:

Challenge #1: Kids’ resistance to trying new things

1. What is the hardest part of getting your youth to try new physical activities?
2. Share a story of a young person who successfully tried a new game or physical activity. What happened and how did you help this person overcome their resistance?
3. What strategies do you use now to overcome this challenge? What strategies could you try in the future?

Challenge # 2: Children’s different learning styles, personalities and backgrounds

1. What is the toughest part of dealing with children’s different learning styles when you engage them in physical activity?
2. What successful strategies do you use to value individual learning styles and still get the group to play together?
3. How could you include cultural awareness into physical activity games?

Challenge #3: Staff example

1. What differences do you notice in your youth when you play games with them and when you supervise from a distance?
2. What strategies do you use to manage fatigue when your youth have physical activity time?
3. What creative ways can you think of to participate yourself that don’t make you uncomfortable?



Leading a Training With Your Staff (cont'd)

Part 1: Training for After School Staff

Challenge #4: Limited space

1. What indoor and outdoor spaces do we currently use to play games?
2. What spaces could we potentially use if we did some work to clear them out/clean them up?
3. What modifications could you use for games that don't "fit" into our spaces at first glance?

Challenge #5: Scheduling

1. What scheduling difficulties do you have?
2. What tricks do you use to help you manage the schedule?
3. Are there any changes that we can make together that would help us fit in game time?



Leading a Training With Your Staff (cont'd)

Part 2: Game Guide

DVD Part 2: Game Guide demonstrates how to learn and teach a variety of games. Since doing is the best way to learn physical activities, we encourage you to try the games out with your staff. It is critical to practice and demonstrate some of the games as part of the training session. Our research suggests that staff will be more likely to incorporate games that they practice during the training. This will also help the whole group learn a new game quickly and it might just be fun. The **DVD Part 2: Game Guide** is grouped into three game categories: Ball Games, Tag Games and More Movement Games.

- Before screening **DVD Part 2: Game Guide** with your staff, let them know you plan to get staff up and moving following the viewing so they can try out some of the games they will see. Be sure to prepare the space accordingly ahead of time.
- Introduce **DVD Part 2: Game Guide** by letting your audience know that it provides:
 - easy-to-follow demonstrations of games especially appropriate for urban after school programs with limited space and/or equipment;
 - depictions of staff of all ages, backgrounds and sizes actively involved in play with young children;
 - modeling of inclusive, non-competitive games that children love to play;
 - visual examples of strategies for capturing children's attention, encouraging safety and reinforcing fairness in play.
- Encourage staff to jot down the names of games they think they might most like to try. Then use that list to determine games you will play together as a staff after the screening and to use first with children.



Leading a Training With Your Staff (cont'd)

Part 2: Game Guide

- Following screening of **DVD Part 2: Game Guide** you might ask:
 1. What game do you think will work best with your youth?
 2. What game are you nervous about trying with your youth? How could you modify this game so that it might work with your youth?
 3. What spaces do we have in the building that we could use for physical activity?
 4. What goal can we set as a group to incorporate more physical activity into our program? Could we each agree to try one new game per day? Per week?
 5. Review strategies to ensure physical safety. What steps does the program need to take to clear play areas (no matter how small) of any hazards? What systems will staff use to define play boundaries? Can all staff name the locations of water fountains and best sources of shade outdoors? Are all staff familiar with emergency procedures to follow in case of injury? Does everyone know where the first-aid kits are?
 6. Discuss ways to support the young people's social and emotional development in playing the games. Ask staff to name some of the ways they already encourage youth to respect themselves, others and equipment/property. Ask staff to share ideas for ways to create teams in ways that do not single children out by gender or ability. Ask staff for effective strategies for intervening when a young person is being teased or excluded.
 7. Brainstorm together about good ways to capture children's attention to start a game.
 8. Identify which games may be best for making transitions from one space to another, or from sitting time to more active play.



Lesson Plan For An After School That Got Moving!

Schedule	Activity	Space	Equipment
2:15-2:25 Opening & Sign-In:	Check In	Cafeteria	N/A
2:25-2:40 Snack	Healthy Snack	Cafeteria	N/A
2:40-2:45 Transition	Sequence Touch • Touch Something Red • Touch Something Green • Line up at door	Cafeteria into hallway outside of room 22	None
2:45-3:15 Physical Activity	Mountains and Valleys	Hallway outside of room 22	25 paper plates
3:15-4:00 Homework	Homework	Classroom 22	N/A
4:00-4:05 Energizer	Shake Out	Classroom 22	None
4:05-4:10 Transition	Match Me/Follow the Leader	Classroom 22 into Club Choice rooms	None
4:10-4:50 Club Choice	Arts and Crafts Computers	Various classrooms	N/A
4:50-4:55 Transition	Shake Out/Follow the Leader	Various classrooms into Cafeteria	None
4:55-5:25 Physical Activity	Triangle Tag AND/OR Bird's Nest	Cafeteria	3 cones Nests (buckets, boxes or crates); Food (balls, stuffed animals or other soft objects)
5:30 Dismissal	Parent Pick Up	Front entrance	N/A



“Poster Quotes” Activity to Conduct with Youth

Have youth make posters using the following reminders about why physical activity is so important! Don't forget to hang them where parents and community members easily see them.

- How much should you move each day? 1 hour!
- When I exercise more, I concentrate better!
- When I'm confident playing games it helps me be confident in the classroom
- Playing games builds healthy self-esteem
- Playing games motivates me
- When I'm playing games I'm also learning patience, teamwork, and how to take turns
- Because I move more, I'm less likely to get sick when I'm grown up

Try making up your own!



Text Descriptions of Games in *DVD Part 2: Game Guide*

The following pages contain text descriptions of the games in *DVD Part 2: Game Guide*. They are for staff to use as quick memory refreshers after they have viewed the DVD. Staff can also make photocopies of their favorite games or make laminated cards to hang on a ring in play spaces.

The Game Guide is grouped into three game categories: Ball Games, Tag Games and More Movement Games.

- **Ball Games** are games that use a ball (pages 14 to 18).
- **Tag Games** are games that involve tagging (pages 19 to 25).
- **More Movement Games** are games that don't fall into any category but will still keep your youth moving and may sometimes use equipment like cones (pages 26 to 37).



Ball Games

Medic Dodge Ball

Developmental Goal: To develop cooperation skills and strategic thinking

Skills Practiced: Throwing, catching, evasion and teamwork

Equipment Needed: Soft balls

Boundary markers (any objects to mark the two team sides)

Goals of Game:

- Avoid being hit by the ball
- Hit as many players on the other team, below the waist, as you can
- The medic's goal is to return as many of her teammates to play as possible

Start Signal: After your huddles, I'll say, "Ready, Set, Dodge!"

Basic Rules:

1. Each team chooses a secret "medic"
2. You must stay on your side of the play space and throw balls across the dividing line
3. You can only throw balls to hit the other team below the waist
4. If you're hit, you must sit down. You can't throw balls but you can still pass balls to your teammates
5. The medic can tag her sitting teammates and they return to regular play

Call and Response for Game Rules:

- Where are you allowed to hit other players?
- What happens when you're hit with the ball?
- How do you stand back up after you're hit with the ball?

Remember, these are just suggestions—don't be afraid to change the game so that it works best for your youth!



Ball Games

Monkey Soccer

Developmental Goal: To develop an understanding of moving a ball towards a goal and teamwork

Skills Practiced: Passing, shooting and following directions

Equipment Needed: Goal Markers (backpacks, cones)
Ball
Team identifier (pinnies, fabric to tie around one team's wrists, headbands)

Goals of Game:

- To score in the other team's goal
- To defend your goal

Start Signal: I'll drop the ball in the middle of the court

Basic Rules:

1. Use your hands instead of your feet
2. Try to get the ball through the other team's goal posts
3. If there are three teams, the third acts as a boundary line
4. When a goal is scored, rotate which two teams are on the court

Call and Response for Game Rules:

- How do you move the ball?
- When do the teams switch?

Remember, these are just suggestions—don't be afraid to change the game so that it works best for your youth!



Ball Games

Steal the Bacon

Developmental Goal: To develop teamwork, listening skills, and number recognition

Skills Practiced: Running, body and spatial awareness, following directions

Equipment Needed: Two balls or objects to throw into the baskets

Goal of Game:

- Try to make the first basket when your number is called

Start Signal: If you hear me shout out your number, you go!

Basic Rules:

1. I'll shout a number
2. The two young people with that number run and try to make the first basket

Call and Response for Game Rules:

- What number are you listening for?
- How are you going to cheer on your team?

Remember, these are just suggestions—don't be afraid to change the game so that it works best for your youth!



Ball Games

Wall Ball

Developmental Goal: To develop basic ball-handling skills and eye-hand coordination

Skills Practiced: Underhand and overhand ball hitting and agility

Equipment Needed: Playground ball
Boundary Markers (chalk or objects)

Goal of Game:

- To return the ball to the other player as many times as possible without letting it go out of bounds or bounce twice

Start Signal: When I say, “Ready, Bounce!”

Basic Rules:

1. The ball must bounce one time on the ground before it reaches the wall
2. The receiving player must let the ball hit the wall and bounce once before returning it
3. When the ball bounces outside of the boundaries, bounces twice without being hit, or hits the line, the player who hit it goes to the back of the line
4. When you go to the end of the line, the next player joins the game

Call and Response for Game Rules:

- Where does the ball have to hit before you can return it?
- What happens if you hit the ball out of bounds?

Remember, these are just suggestions—don’t be afraid to change the game so that it works best for your youth!



Ball Games

4 Square

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

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

Equipment Needed: Boundary Marker (chalk or tape)
Ball

Goal of Game:

- To move up from square 1 to square 4

Start Signal: When I say, “Serve away!”

Basic Rules:

1. The ball can only bounce once in any square
2. Each young player hits the ball into another player’s square after it has bounced once in their own square
3. If the ball is allowed to bounce more than once or goes out of bounds the player who hit the ball rotates to the end of the line
4. Anytime a player moves out of the game the person in front of the line jumps into square 1 and the rest of the players move up one square

Call and Response for Game Rules:

- What moves will make you go to the end of the line?
- When someone comes out of the line back into the game, what does everyone else do?

Remember, these are just suggestions—don’t be afraid to change the game so that it works best for your youth!



Tag Games

Blob Tag

Developmental Goal: To develop cooperation

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

Equipment Needed: none

Goals of Game:

- The blob's goal is to turn every player into a blob
- Everyone else's goal is to get away from the blob

Start Signal: I'll pick the first blob and then say "3,2,1 GO!"

Basic Rules:

1. One player is the "blob"; he moves to tag other young people
2. Once tagged, the players link arms with the original blob and they move together to try and tag other young people
3. When the blob is made up of 4 players, they split and become 2 separate blobs.

Call and Response for Game Rules:

- Who is the blob?
- How do you turn into a blob?
- What happens when the blob is 4 people?
- How do you safely tag?

Remember, these are just suggestions—don't be afraid to change the game so that it works best for your youth!



Tag Games

Elbow Tag

Developmental Goal: To develop cooperation and strategic thinking

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

Equipment Needed: none

Goals of Game:

- The tagger's goal is to tag someone as quickly as possible
- The runner's goal is to avoid the tagger and stay safe

Start Signal: I'll say "Partners ready? Runner...Go!"

Basic Rules:

1. To escape the tagger and be 'safe', the runner must link arms with one of the pairs
2. Once the 'runner' links arms with the member of an already established pair, the third member is launched into the role of the 'runner' to be chased
3. If the tagger successfully tags the 'runner' these two players switch roles.

Call and Response for Game Rules:

- When are you safe from the tagger?
- What happens when you're tagged?
- How do you safely tag?

Remember, these are just suggestions—don't be afraid to change the game so that it works best for your youth!



Tag Games

Hula-Hoop Tag

Developmental Goal: To develop teamwork and strategic thinking

Skills Practiced: Evasion, spatial awareness, running

Equipment Needed: Hula-hoops

Goals of Game:

- The kicker's goal is to get the hoop to touch as many shoes as possible
- Everyone else's goal is to avoid the hula-hoop and get as many people back into the game as possible

Start Signal: I'll drop the hoops on the ground

Basic Rules:

1. The hoop stays flat on the ground while one or two 'kickers' kick it across the floor, trying to hit everyone else's feet
2. If the hoop hits your feet, move to the end of the line
3. When one of your teammates jumps into the middle of a hula-hoop with both feet and without touching it, and shouts the magic word, the first person in line goes back into the game

Call and Response for Game Rules:

- What happens when the hula-hoop hits your feet?
- When do you go to the line?
- How do you know when you can get out of line and back into the game?

Remember, these are just suggestions—don't be afraid to change the game so that it works best for your youth!



Tag Games

Magic Tag

Developmental Goal: To develop cooperation

Skills Practiced: Agility, evasion, and safe tagging

Equipment Needed: none

Goals of Game:

- The tagger’s goal is to turn as many people into magic wands as possible
- Everyone else’s goal is to avoid the tagger and turn as many magic wands back into regular players

Start Signal: I’ll shout “Abra” and you shout “Cadabra”

Basic Rules:

1. The tagger chases all other players
2. Once you’re tagged, you turn into a “magic wand”
3. If two other players link arms around the wand and shout “abra-cadabra” the wand turns back into a regular player

Call and Response for Game Rules:

- How do we tag safely?
- What happens when you’re tagged?
- How do you free magic wands?

Remember, these are just suggestions—don’t be afraid to change the game so that it works best for your youth!



Tag Games

Maze Tag

Developmental Goal: To develop strategic thinking

Skills Practiced: Spatial awareness, evasion, safe tagging and agility

Equipment Needed: Tape or chalk to mark boundaries on the ground

Goals of Game:

- The tagger’s goal is to tag as many people as possible
- Everyone’s goal is to stay on the maze lines on the ground

Start Signal: When I say, “Ready....Go!”

Basic Rules:

1. You can only walk on the tape on the ground
2. If you get tagged or fall off the lines, do 5 jumping jacks and then get back on the gridlines and keep moving!

Call and Response for Game Rules:

- What kind of tags do you use?
- When you get tagged what do you do?

Remember, these are just suggestions—don’t be afraid to change the game so that it works best for your youth!



Tag Games

Sharks and Minnows

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

Skills Practiced: Agility and awareness

Equipment Needed: Boundary markers (backpacks, cones or other objects)

Goals of Game:

- The shark's goal is to eat as many fish as he can.
- The fish's goal is to swim safely across the ocean to the other side of the reef

Start Signal: When I say, "Fishy fishy cross my ocean!" your job is to run to the other side of the reef!

Basic Rules:

1. If you make it to the other side of the reef without getting tagged, you are safe
2. If you get tagged or step out of the boundaries by the shark then you turn into seaweed and you can't move your feet but you get to help the shark and tag the other fish
3. If you are the shark or seaweed, you are going to use butterfly tags on your friends

Call and Response for Game Rules:

1. When I say 'fishy fishy cross my ocean!' what do you do?
2. When I say 'swim,' point to where you run
3. What type of tags are we using?
4. What happens if you get tagged?

Remember, these are just suggestions—don't be afraid to change the game so that it works best for your youth!



Tag Games

Triangle Tag

Developmental Goal: To develop strategic thinking and verbal communication

Skills Practiced: Evasion, teamwork and safe tagging

Equipment Needed: Center marker (cone or other object)

Goals of Game:

- The tagger’s goal is to tag the runner three times
- The runner’s goal is to avoid the tagger
- The defender’s goal is to protect the runner from the tagger

Start Signal: When I say, “Get ready...Begin!”

Basic Rules:

1. The runner and the defenders hold hands and stand around a center marker, as if it were an imaginary pole
2. The defenders try to protect the runner by spinning, changing directions and speeding to avoid the tagger
3. The tagger cannot reach over or under or break through the other players’ hands
4. Once the runner is tagged three times, players switch roles

Call and Response for Game Rules:

- Can the tagger break through or go over/under arms?
- What happens when the runner gets tagged 3 times?
- How do we safely tag?

Remember, these are just suggestions—don’t be afraid to change the game so that it works best for your youth!



More Movement Games

Bird's Nest

Developmental Goal: To develop teamwork and strategic thinking

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

Equipment Needed: Nests (buckets, boxes or crates)
Food (balls, stuffed animals or other soft objects)

Goals of Game:

- The bird's goal is to get as much food into your team's nest as you can
- The eagle's goal is to get as much food into the central nest as you can

Start Signal: I'll say, "Birds ready?" and you'll say, "Birds ready!" and flap your arms.

Basic Rules:

1. The first player from each team runs to the central nest and picks up one piece of food, which they bring back to their Team Nest
2. Only one player from each team can be away from the nest at a time
3. Once all of the food is depleted from the center nest, you can use your turn to take one piece of food at a time from the other team's nest
4. If you use eagles, they take food from the team nests and put it back into the central nest

Call and Response for Game Rules:

- How many birdies can be away from the nest at a time?
- What happens when the food in the central nest is gone?
- Where do eagles get food?

Remember, these are just suggestions—don't be afraid to change the game so that it works best for your youth!



More Movement Games

Freeze Dance

Developmental Goal: To develop spatial awareness

Skills Practiced: Endurance and reflexes

Equipment Needed: Music, and something to play music on

Goal of Game:

- To freeze as quickly as you can when the music stops

Start Signal: When the music starts

Basic Rules:

1. When the music starts, you dance
2. When the music stops, you freeze in whatever position you're in
3. If I'm holding up a drawing, you freeze in whatever position the drawing shows

Call and Response for Game Rules:

- What do you do when the music starts?
- What do you do when the music stops?
- If I'm holding up a drawing, what position do you have to freeze in?

Remember, these are just suggestions—don't be afraid to change the game so that it works best for your youth!



More Movement Games

Mountains and Valleys

Developmental Goal: To follow directions and remember a task

Skills Practiced: Listening, coordination and awareness

Equipment Needed: Cones or paper plates

Goals of Game:

- The Mountains Team's goal is to flip the cones into mountains
- The Valleys Team's goal is to flip the cones into valleys

Start Signal: When I say, "Mountains Ready? Valleys Ready?"

Basic Rules:

1. Move around the space flipping cones to either mountains or valleys
2. Stay on your feet
3. Keep your heads up

Call and Response for Game Rules:

- What do mountains look like?
- What do valleys look like?

Remember, these are just suggestions—don't be afraid to change the game so that it works best for your youth!



More Movement Games

Ro Sham Bo Relay

Ro Sham Bo is another name for ***Rock Paper Scissors***.

Developmental Goal: To develop listening skills

Skills Practiced: Speed walking, running and Ro Sham Bo

Equipment Needed: Boundary markers

Goal of Game:

- To get from one line to the start of the opposite team's line.

Start Signal: When I say, "Ready, set, go!"

Basic Rules:

1. The first players in each line begin speed walking on the path towards each other
2. When you two encounter each other on the path, you stop and Ro Sham Bo until one player wins
3. The winner continues walking on the path in the same direction, while the other side allows their next player to start walking on the path

Call and Response for Game Rules:

- When I say, "ready, set, go" what do you do?
- When you don't win ro sham bo, where do you go?
- How do you play ro sham bo?

Remember, these are just suggestions—don't be afraid to change the game so that it works best for your youth!

NOTE: At the end of the Ro Sham Bo Relay game on the video, you can see how to explain Ro Sham Bo. Or see written instructions on the next page.



More Movement Games

Ro Sham Bo Instructions

Two players face each other and count off "Ro...Sham...Bo...Show" at the same time.

On "Show" each player flashes one of three hand symbols:

Rock: a tightened fist

Paper: a flat hand

Scissors: two fingers making scissors

One player wins the Ro Sham Bo based on which symbol they show:

Rock beats (crushes) Scissors

Paper beats (covers) Rock

Scissors beat (cut) Paper

If players flash the same symbol, they Ro Sham Bo again until one player wins.

At the end of the Ro Sham Bo Relay game on the video, you can see how to explain Ro Sham Bo.



More Movement Games

Running Through the Forest

Developmental Goal: To develop young people’s imaginations, creative thinking and listening to directions

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

Equipment Needed: None

Goal of Game:

- To act out the movements that happen in the story

Start Signal: When I say, “Put on your imaginary hiking boots and let’s go!”

Basic Rules:

1. Make suggestions for what you’d like to do or see in the forest
2. Act out the movements as the story is told

Call and Response for Game Rules:

- What are we going to see on our trip through the forest?

Remember, these are just suggestions—don’t be afraid to change the game so that it works best for your youth!



More Movement Games

Sequence Touch

Developmental Goal: To develop memorization skills

Skills Practiced: Evasion and spatial awareness

Equipment Needed: None

Goals of Game:

- To touch objects in the correct sequence
- To manage transitions more easily

Start Signal: When I say, “Ready, go!”

Basic Rules:

1. Touch the three colors in the order I give you
2. When you’ve touched all the colors, get in line

Call and Response for Game Rules:

- What colors are we touching?
- How do we safely move around the space at the same time as everyone else?

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More Movement Games

Shadow Shadow

Developmental Goal: To develop creative thinking and social comfort

Skills Practiced: Agility, body awareness and reflexes

Equipment Needed: None

Goal of Game:

- Follow your partner's movements as closely as possible

Start Signal: When I say, "Leaders ready? Shadows ready? Go!"

Basic Rules:

1. Partner B follows Partner A's movements as closely as possible
2. Switch leaders

Call and Response for Game Rules:

- Who is Partner A?
- When I say, "Switch," what happens?

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More Movement Games

Shake Out

Developmental Goal: To energize and develop teamwork

Skills Practiced: Following instructions, quick thinking and physical awareness

Equipment Needed: None

Goal of Game:

- To shake out our bodies and energize

Start Signal: When I say, “Ready...And...Go!”

Basic Rules:

1. Youth shake out their right arm, then left arm, then right leg, and then left leg as quickly as possible
2. Shake on every count up to 16
3. Once you’ve cycled through each limb counting to 16, cut the count in half, to 8, then 4, then 2

Call and Response for Game Rules:

- What number do we count to?

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More Movement Games

Shipwreck

Developmental Goal: To increase children’s listening skills, endurance and awareness

Skills Practiced: Running, balancing, physical awareness, memory, verbal and non-verbal communication, co-operation, evasion

Equipment Needed: None

Goal of Game:

- To follow Captain’s commands as quickly as you can

Start Signal: When I say, “The Captain has arrived!”

Basic Rules:

1. The captain shouts instructions
2. Follow them as quickly as you can

Call and Response for Game Rules:

- What happens when I say, “rowboat”?
- What happens when I say, “lighthouse”?
- What happens when I say, “swab the deck”?
- What happens when I say, “Captain’s coming”?

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More Movement Games

Switch

Developmental Goal: To develop active listening capability

Skills Practiced: Agility and conflict resolution

Equipment Needed: Bases (cones or other markers)

Goal of Game:

- To get to an open base before the other players

Start Signal: When I say, “Caller ready? Go!”

Basic Rules:

1. The first player in line goes to stand on the caller’s base and shouts, “Switch!”
2. Once you hear “Switch,” run to a new base
3. If you’re left without a base, go back to the line and the player at the front becomes the caller
4. If you get to the base at the same time as someone else, play *Ro Sham Bo* to decide who stays

Call and Response for Game Rules:

- What do you do when you hear “Switch?”
- What do you do if you get to the base at the same time as someone else?
- What happens if you’re the last one without a base?

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More Movement Games

Up Down Stop Go

Developmental Goal: To develop young people’s concentration and listening skills

Skills Practiced: Body and spatial awareness, running in place and following directions

Equipment Needed: None

Goal of Game:

- Do the opposite of the command that you hear me call out

Start Signal: When I take a deep breath and say, “...Go!”

Basic Rules:

1. When I say “up” you touch the ground
2. When I say “down” you reach up high
3. When I say “stop” you run in place
4. When I say “go” you freeze

Call and Response for Game Rules:

- What do you do when I say “up?”
- What do you do when I say “down?”
- What do you do when I say “stop?”
- What do you do when I say “go?”

Remember, these are just suggestions—don’t be afraid to change the game so that it works best for your youth!

