

## RECESS RESOURCES

### Group Management

Recess staff has a role to ensure game stations are running successfully and students are actively engaged. Keep kids positively engaged and on track with these strategies:

1. ***Building a Connection:*** Whether it is through get-to-know-you games, one-on-one conversations, secret handshakes, or silly claps and cheers, a connection helps develop the mutual respect needed to experience positive group behavior.
2. ***Attention Getters and Signals:*** Playful attention getters and other signals add fun to your program while making it easier to see and hear instructions needed to accomplish the next task.
3. ***Transitions, Openings, and Closings:*** Transitions can make or break a day! Adding a check-in to the beginning and end of recess can make all the difference, as can adding a simple game, such as follow the leader, to move from one space to another.
4. ***Learning Style:*** Whether visual, auditory, or kinesthetic, people learn best from a variety of learning styles. So when leading a group, don't just tell them your instructions, show them. Have them practice with their movements.
5. ***Rules and Expectations.*** If you have clear and simple rules and consistent follow through with those rules, students know what to expect—which creates a safe environment for everyone to succeed.
6. ***Weather.*** Wind-chill and Heat Index... can be confusing unless you know the meaning of the words. Refer to the *Weather Guidelines for Children* on page 12 for more information.

### Building a Connection

#### **Spread positivity:**

1. Provide specific feedback, such as “*Great throw!*” or “*I love how you’re trying your hardest*”.
2. Silly fist bumps, such as the explosion or jelly fish, are fun and build a connection with kids.
3. High fives are simple and contagious.
4. Use fun claps for groups to appreciate others, such as the strong clap, whoosh clap, and/or fireworks clap.

5. **Motivator:** The children! Of course, the students are your motivation to have a fun, safe and inclusive recess. You're building great relationships with your students each and every day!

### **Cheers to build team spirit:**

1. **Banana cheer** - at the end of recess is a fun way to finish out the play time.

*Bananas of the world: UNITE*  
*Peel banana; Peel peel banana*  
*Peel banana; Peel peel banana*  
*Peel banana; Peel peel banana*

*Shake banana; Shake shake banana*  
*Shake banana; Shake shake banana*  
*Shake banana; Shake shake banana*

*Go bananas! Go Go bananas!*  
*Go bananas! Go Go bananas!*  
*Go bananas! Go Go bananas!*

2. **Who rocks** - is also a great way to complete a group recess game, such as kickball.

Leader: *Who rocks the house?*

Students: *The (insert grade or mascot) rocks the house*

Leader: *And when they rock the house they say*

Students: *Hold on! Wait a minute! Put a little spirit in it!*

3. **Dynamite** - is also a fun cheer to lead.

Leader: *Our (insert grade or mascot) is what?*

Students: *Dynamite!*

Leader: *Our (insert grade or mascot) is what?*

Students: *Dynamite!*

Leader: *Our (insert grade or mascot) is tick, tick, tick, tick, tick, tick, tick, tick (8)*

Students: *Boom! Dynamite!*

### **Cool downs:**

1. **Volcano breaths** - have student take deep breathes to cool down before returning to class.
2. **Recess hats → Classroom hats** - have student take off their imaginary recess hats and put on their imaginary classroom hats to create a mental transition.

## Attention Getters and Signals

Recess supervisors are in charge of hundreds of children's safety -- both physical and emotional. Create a place for every student on the playground while having a great time by inserting fun games and cheers.

The following are tools to use on the playground to create a great space for all kids to make group management easier:

1. ***Match me*** - have everyone do the same action as yourself. Examples:
  - Touch your nose
  - Put your hands on your hips
  - Touch your right knee
  - Touch your left ear
2. ***If you hear my voice...*** - follow this statement with an action. Examples:
  - Clap once
  - Do the Queen's wave
  - Snap four times
3. ***Rhythm clap*** - clap in a rhythm and have the kids repeat that same rhythm.
4. ***When I say \_\_\_\_, you say \_\_\_\_*** - use any two words, such as *When I say recess, you say rocks. Recess, rocks!*
5. ***Call and Response*** –
  - Leader says “*alligator, alligator*”, the students call back “*chomp, chomp*” while making a chomping motion with their arms.
  - Leader says “*all set*” and students call back “*you bet*”.
6. ***Magic Word*** – The game will begin/end when I say the word, “fantastic”. (Note: Students may choose a word of the day.)
7. ***Countdown*** – Raise your hand in the air and count down from 5, 4, 3, 2, 1, freeze. Have students freeze as their favorite superhero, letter of the alphabet, vegetable, etc.
8. ***Circle Up*** – with chicken wings, Velcro toes, in 10, clap, 9, clap....

### ***Transitions***

Recess staff can be strategic in monitoring behavior and encouraging participation by standing between or behind the student line-up.

1. Follow the leader
2. Roshambo Rock Star (rock, paper, scissors)  
Group students into pairs. Play a round of Roshambo. Student who does not win becomes the winner's supporter/cheerleader, following the winner and chanting "Go \_\_\_\_\_!" The winner moves on to play another winning student. Each round, the winner advances to play again, and the non-winners and any previous cheerleaders are now all cheering for that winner. The game continues this way until it is down to two players and the whole group is cheering!
3. Boom Chicka Boom  
*I said a boom chicka boom*  
*I said a boom chicka boom*  
*I said a boom chicka boom*  
*I said a boom chicka boom*  
*I said a boom chicka rocka chicka rocka chicka boom*  
*I said a boom chicka rocka chicka rocka chicka boom*  
*Oh Yeah, Oh Yeah,*  
*Alright, Alright,*  
*One more time, one more time*

Add variations (broom sweep-a broom; totally chicka, totally chicka).  
End with a quiet/whisper style.

4. Re-enforce positive behavior. Example: "Jimmy is doing a great job of lining up and keeping his hands to himself at a level zero".

### ***Openings***

1. Repeat recess rules and expectations at the beginning of recess.
2. Print and display rules and expectations on bulletin boards, on cafeteria walls and/or in hallways leading to recess.
3. Remind students about *Game of the Week*. See Game of the Week reference sheet included on page 13.  
*Game of the Week* is a great way to introduce new games for recess to add even more options and teach students valuable skills. PE teachers can serve as a resource for game and activity ideas.

## ***Closings***

1. Sequence Tap/Touch: Call out several things to tap/touch one time and line-up.  
Example: “*When I say “Go” touch one time something green, a bench, and a sidewalk then line-up*”.
2. Whistle signals can be useful:
  - 1 = freeze
  - 2 = Gather equipment and line up
  - 3 = Quiet and ready to transition

## **Recess Games**

**Visuals** are a great way to support key elements of a successful, stress-free recess. Post a map of games including the boundaries/space, rules, instruction reminders, and include an area for the *Game of the Week*.

***Buddy Bench*** – See Buddy Bench reference sheet.

- Have a seat on the *Buddy Bench* if you cannot find any game to join.
- If someone invites you to play, say yes and join them.
- Students on the bench can invite each other to play.

## ***Equipment***

- Store equipment and supplies to ensure that every person and grade level has access to needed items.
- Is there TOO MUCH equipment to where behavior becomes chaotic and unsafe for others to play near an area?
- Have student managers (Junior Leaders) bring equipment out, set-up, and also ensure that all equipment makes it back to where it is stored. Student managers can also help lead games. See *Youth Leadership Program (page 14)* and the *SPARK Help Wanted* reference sheet (page 15).

## ***Game Ideas***

1. ***Switch*** is a simple rotational game for students of all ages. See *Switch* reference sheet, page 17. Cones should be aligned into a square shape with a marker directly in the center. Five students stand next to a cone. The center player has an arm in the air. When they drop it, the player says “switch” and all players run to the new cones.
2. ***Around the World*** is a basketball shooting game in which kids take turns.  
Prior to beginning, students designate points on the basketball court to shoot baskets. Taking turns player one shoots. If the ball goes in the basket player one advances to the next spot. Each player takes a turn. However, if player one does not make the shot they wait to take another turn at that spot.

3. ***Kick Ball (3 on 3)***

Equipment: Soft rubber or foam-type ball; five cones; one whiffle ball.

How to Play: The children form two groups of three. Four cones are set up in a diamond shape (distance depends on the ability of the players), with a fifth cone placed in the middle with a whiffle ball on top of it. One team is the kicking team and stands at home plate. The other team is the fielding team and stand in the field. One of them holds the ball. The player with the ball (pitcher) rolls the ball to the kicker. The kicker kicks the ball between first and third base and begins running around the bases. When he/she returns to home plate, the next teammate in line begins running. The kicking team takes turns running, trying to score as many runs as possible until the fielding team gets them out. The three fielders work together to get the ball and knock the whiffle ball off the cone (by throwing, rolling or tapping) to stop the kicking team from scoring. When the whiffle ball is knocked off, the kicking team is out. A kicked ball caught in the air is an out. All three kickers and all three fielders have a turn.

4. ***Four Square*** is a fun rotational game that children love to learn. Rules:

- The ball must bounce once and only once in a square before played.
- Player in square one starts the game by serving the ball underhand.
- Ball must be played if it bounces in your square.

Recycled if:

- Ball bounces twice in a square before it is played.
- Ball is played before it bounces in a square.
- Ball hits line or outside of boundaries.
- Player catches, holds, or bubbles the ball.

5. ***Everyone's It!***

Establish boundaries. Everyone is "it".

Demonstrate safe tagging. Light touch on back between shoulders and hips. No hitting. Object of this game is for students to tag and keep a running count in their mind of everyone they touch.

No one stops playing and no one freezes when tagged.

Variation: when tagged three times go out of bounds and do 10 jumping jacks, then return to tagging.

6. ***Watch Your Back***

Establish boundaries. Everyone is "it".

Demonstrate safe tagging. Light touch on back between shoulders and hips. No hitting. Object of the game is to tag as many people as possible without getting tagged. If a student is tagged they take a mental picture of who tagged them and drop to one knee and freeze.

When the individual who tagged the student is tagged, they can begin tagging again.

7. ***Team Touchdown***

Equipment: Foam ball or soft object; 4 cones.

How to play: Players are divided into two teams (2, 3 or 4 on a team are best).

The playing field is set up as a rectangle approximately 30 to 40 yards long and 15 to 20 yards wide. The cones are used to mark the corners of the rectangle. The object of the game is to move the ball down the field and throw it to a teammate who is standing in the opposing team's end zone. The end zone is the area at the end of the rectangle past the cones. Players cannot run with the ball, but are allowed to pivot (as in basketball). No contact is allowed. The ball cannot be grabbed or knocked out of an opponent's hands. If the ball lands on the ground the team that had possession last loses possession. The other team picks the ball up and begins moving down field. Thrown passes can be intercepted by the opposing team. One point is scored for each touchdown. Once a team scores a touchdown they drop the ball on the ground and then get ready to play defense. The other team picks up the ball and begins moving on offense. The game is continuous.

8. ***I Love My Neighbor***. Everyone stands in a circle. One person begins in the middle and says something that is true about themselves, for example "I love my neighbor who loves playing four square at recess", or "I love my neighbor who has been to the zoo". If that statement is also true for you, student must move from their spot in the circle. The person who doesn't make it to a spot gets to say the next statement. Tip: this game is easier with place markers, such as cones or chairs for those in the circle.
9. ***Name Touch***. Standing in a circle, go around (twice) and have everyone say their name so that others can remember it. One person becomes the tagger in the center of the circle. Everyone in the circle hold out the hands palms up. Begin with one person in the circle saying the name of another person in the circle. The tagger must gently, like a butterfly, tag the hand of the person whose name was called before that person calls out another person in the circle. If the player is tagged or a player calls the name of someone not in the circle, they must switch with the person in the center.
10. ***If You Really Knew Me...*** In groups of two, take turns speaking and listening. For sixty seconds, the speaker shares as many statements beginning with "If you really knew me" as they can while the other listens, maintaining eye contact but not speaking. Statements could range from "If you really knew me, you would know I'm the oldest of three children" to "if you really knew me, you would know I like the color red." It sounds simple and easy, but a full minute can be challenging!

**11. *Don't Throw Garbage in Your Neighbor's Yard***

Equipment: 16 students; 16 bean bags; 4 hula hoops

How to play: Divide the children into four teams, and assign each team to a hula hoop "base", with each base set in a corner of the playing area. Players need to keep other teams from getting bean bags into their yard, or hula hoop, while trying to get their bean bags into their neighbor's yard. Only one bean bag can be carried at a time, and the players can toss or set their bean bags into the other hula hoops. Whoever has the least amount of bean bags in their yard when the game is over, after about ten minutes is the winner. Group Count. Teach patience and counting by having a group of children take turns counting. They must count as high as they can, but may not go in a specific order. Every child remains silent unless they are saying a number. If two people say a number at the same time, the group must start back at one.

12. ***Roshambo Evolution*** Every student starts as an egg and turns to a neighbor to play Roshambo (rock, paper, scissors). The winner becomes a chicken. Then each chicken finds another chicken and eggs find other eggs and so on. A chicken becomes a dinosaur. Dinosaurs become rock stars. And rock stars become superheroes.

13. ***Meet Me In the Middle*** The object is to warm up major muscle groups and cooperate with a partner. See *Meet in the Middle* reference sheet, page 18. Students find a partner. Move to stand on the opposite end line from your partner. On signal, jog to meet your partner in the middle, do the task called. Return to original line. Each time a new task will be added to the old task. Do the first task first, then add the 2<sup>nd</sup> and 3<sup>rd</sup> and so on until sequence has been completed.

- High five right hand
- High five left hand
- Jump on right foot
- Right elbow to left knee

**14. *Go for the Gold***

Equipment: A beanbag or small, soft object

How to play: The children play this game in pairs. Each pair stands facing each other approximately 30 to 40 feet apart with a beanbag placed on the ground between them. The line where each player stands is his or her safety line. There are two objectives to this game: 1) to grab the beanbag and run to the safety line before your partner can tag you; or 2) tag your partner before he/she can get to his/her safety line with the beanbag. The game begins with both players holding up a closed fist, showing the opponent all five fingers and the palm of his/her hand; it indicates he/she is ready to begin. When Player B opens his/her hand it is the signal for the game to begin. At this point both players run to the middle where the beanbag is lying on the ground. The players can both attempt to grab the beanbag or wait for their opponent to grab it, and then try to tag them. If the grabber is tagged before reaching his/her safety line, the tagger gets a point. If the grabber makes it to the safety line with the beanbag, he/she gets a point. After a point is scored, the players place the beanbag back in the middle and return to their safety line. On each turn the players alternate who will open their hand first to indicate they are ready to begin and who will open their hand second to indicate the start of the game.



**15. Quick Beanbag Challenges- Great Indoor Recess Ideas**

Reference *Indoor Recess Design* sheet, page 16.

- Throw a beanbag in the air, turn around, and catch it again.
- Throw the beanbag up and backwards over your head and try to catch it behind your back or on your head.
- Throw the beanbag in the air, clap your hands once, and catch it. Hop on one leg and catch. Now try clapping your hands twice, then three times, and so on. How high can you go?
- Throw the beanbag in the air and clap your hands under your right leg before catching it. Now try with your left leg. Now clap behind your back. Invent some more challenges.
- Throw the beanbag up, jump, and try to catch it. Jump twice. Jump three times!
- Throw it up, kneel down and try to catch it.
- Throw and catch with just your right hand, then with just your left.
- Try throwing it up and catching it with your eyes closed!
- Balance the beanbag on your right foot, then throw it up and catch it from there. Can you do it with your left foot too? Can you throw the beanbag up and catch it on your left foot?
- Can you run with a beanbag balanced on your head? Can you jump? Can you twist around? Can you kneel down and stand up again, or sit down? Can you climb the stairs? Can you do any of these things with two beanbags balanced on your head? Or three?
- Try balancing a beanbag on each shoulder while you walk, run, jump etc.
- Sing one of your favorite songs or rhymes while you throw the beanbag up and catch it, or pass it round a circle of children.
- Set up a variety of hoops, containers and targets and have some throwing practice. How far can you throw the beanbag? Does it make a difference if you throw over-arm or underarm?

- ***Toss Across***

Equipment: 1 Beanbag per pair of students.

How to play: Play toss across just like you would a water balloon toss game. Start out by pairing up all of the children. Give each pair of children one bean bag. Have all of the children line up and face one another. Now tell them to take two steps back. When you say, "Go," each student must toss the bean bag to their partner. Any partner that does not catch the bean bag is out and must move to the designated area for missed catches. All of the children who still remain must take two more steps backward. Say, "Go," and have the children toss the bean bag back to their partner. This continues on until only one pair of children remains in the no missed catch area.

- ***Bean Bag Bowling***

Equipment: Milk jugs, paper towel rolls, empty soda bottles, paper cups or similar object, bean bags

How to play: Have children try to knock them down by throwing bean bags at them. The objects are either be stacked in a pyramid — paper cups work well for this — or lined up in a row. Whoever knocks over the most objects wins the game.

- ***Tic-Tac-Toe***

Equipment: 9 Beanbags

How to play: Draw a tic-tac-toe board on poster board. Toss the beanbags on the board to get three in a row.

# Buddy Bench

## Plan

What will you do at recess?

Who can you play with?

What all can you play?

## Look

Is there anyone to play with? If so, ask to join!

## Try it

Have a seat if you cannot find anyone to join.

If somebody invites you to play, join them.

(If you use the bench, you must say yes to whoever invites you to play.)

People on the bench can invite each other to play.

## Play

If the Buddy Bench has made you a new friend, ask to play again.

" The bench should not be used by the same people every day. It is a tool to help make and keep friends."

## Be Caring

Remember to check the bench to see if somebody needs a buddy.



## Understand the Weather

### Wind-Chill



- 30° is *chilly* and generally uncomfortable
- 15° to 30° is *cold*
- 0° to 15° is *very cold*
- -20° to 0° is *bitter cold* with significant risk of frostbite
- -20° to -60° is *extreme cold* and frostbite is likely
- -60° is *frigid* and exposed skin will freeze in 1 minute

### Heat Index



- 80° or below is considered *comfortable*
- 90° beginning to feel *uncomfortable*
- 100° *uncomfortable* and may be *hazardous*
- 110° considered *dangerous*

All temperatures are in degrees Fahrenheit Weather Guidelines for Children

## Weather Guidelines for Children

Wind-Chill Factor Chart (in Fahrenheit)

		Wind Speed in mph								
		Calm	5	10	15	20	25	30	35	40
Air Temperature	40	40	36	34	32	30	29	28	28	27
	30	30	25	21	19	17	16	15	14	13
	20	20	13	9	6	4	3	1	0	-1
	10	10	1	-4	-7	-9	-11	-12	-14	-15
	0	0	-11	-16	-19	-22	-24	-26	-27	-29
	-10	-10	-22	-28	-32	-35	-37	-39	-41	-43

Comfortable for out door play

Caution

Danger

Heat Index Chart (in Fahrenheit %)

Air Temperature (°F)	Relative Humidity (Percent)											
	40	45	50	55	60	65	70	75	80	85	90	95
80	80	80	81	81	82	82	83	84	84	85	86	87
84	83	84	85	86	88	89	90	92	94	96	98	100
90	91	93	95	97	100	103	105	109	113	117	122	127
94	97	100	103	106	110	114	119	124	129	135		
100	109	114	118	124	129	130						
104	119	124	131	137								

## Weather Guidelines for Children

Watching the weather is part of a child care provider's job. Planning for playtime, field trips, or weather safety is part of the daily routine. The changes in weather require the child care provider to monitor the health and safety of children. What clothing, beverages, and protections are appropriate? Clothe children to maintain a comfortable body temperature (warmer months - lightweight cotton, colder months - wear layers of clothing). Beverages help the body maintain a comfortable temperature. Water or fruit juices are best. Avoid high-sugar content beverages and soda pop. Sunscreen may be used year around. Use a sunscreen labeled with SPF-15 or higher. Read and follow all label instructions for the sunscreen product. Look for sunscreen with UVB and UVA ray protection. Shaded play areas protect children from the sun.

**Condition GREEN** - Children may play outdoors and be comfortable. Watch for signs of children becoming uncomfortable while playing. Use precautions regarding clothing, sunscreen, and beverages for all child age groups.

INFANTS AND TODDLERS are unable to tell the child care provider if they are too hot or cold. Children become fussy when uncomfortable. Infants/toddlers will tolerate shorter periods of outdoor play. Dress infants/toddlers in lightweight cotton or cotton-like fabrics during the warmer months. In cooler or cold months dress infants in layers to keep them warm. Protect infants from the sun by limiting the amount of time outdoors and playing in shaded areas. Give beverages when playing outdoors.

YOUNG CHILDREN remind children to stop playing, drink a beverage, and apply more sunscreen. OLDER CHILDREN need a firm approach to wearing proper clothing for the weather (they may want to play without coats, hats or mittens). They may resist applying sunscreen and drinking beverages while outdoors.

**Condition YELLOW** - use caution and closely observe the children for signs of being too hot or cold while outdoors. Clothing, sunscreen, and beverages are important. Shorten the length of outdoor time.

INFANTS AND TODDLERS use precautions outlined in Condition Green. Clothing, sunscreen, and beverages are important. Shorten the length of time for outdoor play.

YOUNG CHILDREN may insist they are not too hot or cold because they are enjoying playtime. Child care providers need to structure the length of time for outdoor play for the young child. OLDER CHILDREN need a firm approach to wearing proper clothing for the weather (they may want to play without coats, hats or mittens), applying sunscreen and drinking liquids while playing outdoors.

**Condition RED** - most children should not play outdoors due to the health risk. INFANTS/TODDLERS should play indoors and have ample space for large motor play. YOUNG CHILDREN may ask to play outside and do not understand the potential danger of weather conditions. OLDER CHILDREN may play outdoors for very short periods of time if they are properly dressed, have plenty of fluids. Child care providers must be vigilant about maximum protection of children.

## Understand the Weather

The weather forecast may be confusing unless you know the meaning of the words.

**Blizzard Warning:** There will be snow and strong winds that produce a blinding snow, deep drifts, and life threatening wind chills. Seek shelter immediately.

**Heat Index Warning:** How hot it feels to the body when the air temperature (in Fahrenheit) and relative humidity are combined.

**Relative Humidity:** The percent of moisture in the air.

**Temperature:** The temperature of the air in degrees Fahrenheit.

**Wind:** The speed of the wind in miles per hour.

**Wind Chill Warning:** There will be sub-zero temperatures with moderate to strong winds expected which may cause hypothermia and great danger to people, pets and livestock.

**Winter Weather Advisory:** Weather conditions may cause significant inconveniences and may be hazardous. If caution is exercised, these situations should not become life threatening.

**Winter Storm Warning:** Severe winter conditions have begun in your area.

**Winter Storm Watch:** Severe winter conditions, like heavy snow and ice are possible within the next day or two.

# **Game of the Week!**


**Meet Coach at**

**\_\_\_\_\_** (location)  
**and get ready to have fun!**

- Don't forget to tell all your friends to come and play.**
- Finally, remember to give lots of high fives!**





### What is a Junior Leader?

Staff is providing guidance and support that will help Jr. Leaders with their own personal development, increased ownership over the playground and an understanding that they often have the answers or know how to find the answers to problems on their own.

## Youth Leadership Program



### Why use Junior Leaders?

- Personal development for staff and students
- Students actively carry out concept of citizenship in their school
- Increased youth participation on the playground
- Youth ownership over the playground rules and structure
- Support for adults on the playground
- Less adult time spend solving small challenges



### Who & how to choose?

- Students who are leaders
- Students who staff feel need to take positive steps towards personal growth
- Use recruitment forms (p. 22 & 23 of handout)

**Duties of Jr. Leaders: See page 10 of handout**



See more at:

<http://www.playworks.org/>

### Implementation levels/Suggestions:

- o Start one day a week with Jr leaders
- o Nominate students to lead within their own grade level to lead recess
- o If principal and students are willing, Jr. leaders could swap lunches..for example: 5th grade and 3rd grade recess are back to back. A 5th grade Jr. leader can eat lunch with 3rd grade as well as facilitate at 3rd grade recess
- o Jr leaders can make up (ahead of time) the 20-30 minutes of work/class time they may miss by leading recess for other grade levels.

## SPARKabc's RECESS HANDBOOK

# HELP WANTED!

### Recess Game Leaders needed

We're looking for students interested in leadership, responsibility, and fun!

#### What is a Game Leader?

- ✓ Someone who wants to improve our school community
- ✓ Someone who cares for all students
- ✓ Someone who is trustworthy and dependable
- ✓ Someone who has a positive attitude at school
- ✓ Someone who completes classroom assignments
- ✓ Someone who can communicate positively with other students
- ✓ Someone who is a problem-solver
- ✓ Someone who can work without constant supervision
- ✓ Someone who takes pride in themselves and our school

#### What does a Game Leader do?

- Game Leaders set-up equipment and make sure that it's put away properly.
- Game Leaders introduce new games to students.
- Game Leaders conduct and monitor other students in a variety of games and activities at Activity Areas designated for Recess.
- Game Leaders are on constant lookout for conflicts or for students who might be left out.
- Game Leaders help create an active, peaceful, and safe playground during recess.

***On the back of this page, write an essay expressing why you would make a great Game Leader. The essay must contain references to many of the above qualities.***





## Indoor Recess Design

### Indoor Recess

1. Students need at least 60 minutes of physical activity everyday.
2. Define the rules for when recess is indoors or outdoors.
3. If students have the right clothes for the weather, they CAN play outside.
4. Admin, teachers and staff need to work together and be creative



### What space is available?

**Auditorium:** Use each section--Stage, Seats, Aisles--for different games

**Classrooms:** If you can't move the desks, pick games that kids can play in the space like Up-Down-Stop-Go, Simon Says or Four Corners <[www.playworks.org/games](http://www.playworks.org/games)>

**Hallways:** Clear this with administration and inform surrounding classrooms. Great for quiet variations of your favorite games.

**Gym:** The ideal space for indoor recess. Check with your PE teacher's schedule and figure out a way to share the space.

**Library:** Talk to your Media Center Staff to work out the best way to have recess in this space. Play object touch and silent Hide 'n Seek.

**PREPARING A PLAN for the entire school before inclement weather hits is CRITICAL!**

### Back Up Plan(s):

Perhaps the indoor recess location will be used for an assembly, book fair or other special event. Always come up with a back up plan (or two) for indoor recess. It's a good idea to be prepared! Communicate the back up plan with all staff.

### KEEP IN MIND...

1. Communication is key for a successful indoor recess.
2. Formulate back up plans in case things change.
3. Make sure your indoor play space stays safe.
4. Keep the indoor recess procedures consistent.



### See indoor games at:

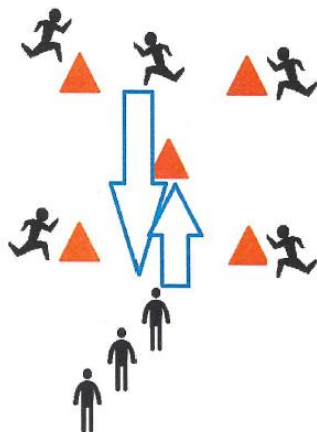
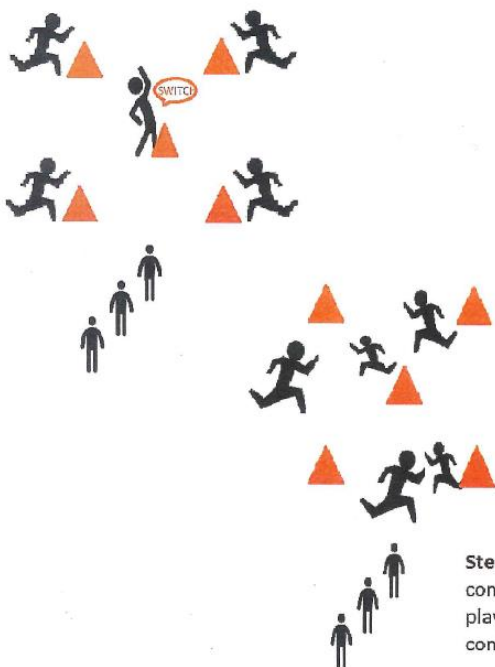
<https://goo.gl/GYCOFo>  
<https://goo.gl/nkamvT>





## Switch by Playworks

**Step 1:** 5 people stand next to a cone. Cones should be aligned into a square shape with a marker directly in the center. Center player has arm in air. When they drop it, the player says, "switch" and all players run to a new cone.



**Step 3** : While the player sent to the center cone would typically be the next one to say "switch", there is a line, so the player would proceed to the end of the line. The next person in the recycle line will now join the game at the center cone.



**Step 4: Repeat!**



## Ready...

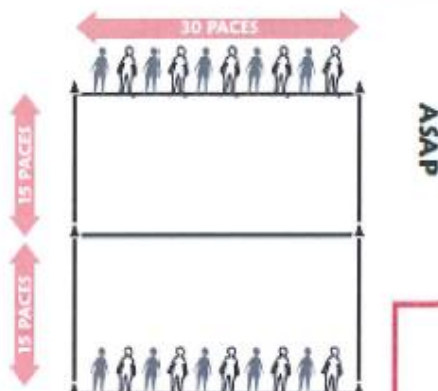
- 6 cones (for boundaries)
- Music and player (optional) Suggestion: *Let's Get Ready to Rumble* by Michael Buffer on *Jock Jams Vol. 1*

## Set...

- Create a large (30X30 paces) activity area with 2 cones forming a midline.

## GO!

1. The object of *Meet Me in the Middle* is to warm up major muscle groups and cooperate with a partner.
2. As you enter the activity area, find a partner. Move to stand on the opposite endline from your partner.
3. On signal, jog to meet your partner in the middle, do the task I call, then return to your original line.
4. Each time you meet in the middle, I will add a new task to the old tasks. Do the first task first, then add the 2nd, the 3rd, and so on, until you've sequenced them all.
5. (Below is an example:)
  - High-five R hands
  - High-five L hands
  - Jump and turn 360°
  - Jumping high-ten
  - Elbow turn R and L
  - Do sa do
  - Create your own (Add 1-4-Fun)



### CHALLENGES

- ★ How many tasks can you sequence without forgetting any?
- ★ Can you add your own twist to the tasks?

### CUES

- ★ Keep adding on to the first task.
- ★ Work with your partner to remember the tasks in order.
- ★ Be gentle with your partner.