



PLAYWORKS

Games for Social and Emotional Learning



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About This Game Guide

At Playworks, we believe play is essential for social and emotional learning (SEL). Games have always helped children practice the life skills they need to thrive. In this game guide, the oldest game is more than 2,000 years old. The newest games, invented at Playworks partner schools, are just a few years young.

The games in this guide can be played anywhere, but we have assembled them with schools and youth-serving organizations in mind. In these settings, the challenge is not just to introduce games kids will love, but also to ensure that dozens of children can share space safely and with respect whether in a classroom, a gym, or outside.

Making playtime run smoothly often starts with game rules that prevent conflict and unsafe behaviors, without making games any less fun. Shared norms for how to tag safely, how to resolve small disagreements, and who can join in (everyone) also go a long way. The games in this guide aim to keep as many kids playing as possible for as long as possible. We have included some of our go-to facilitation tips below.

These games are indexed by the social and emotional skills they give kids the opportunity to practice. The skills we chose are informed by both well-known SEL frameworks and the on-the-ground impact we see at schools around the country.

Want more support for playtime at your school or organization? [Let us know!](#)

For more than 20 years, Playworks has helped schools and youth organizations through on-site staffing, consultative support, staff training, and most recently, online learning. We are a mission-driven nonprofit committed to the power of play, and we would be honored to support your team as well.

Play on,

The Playworks Team

Reinforcing SEL With Games

Group games and imaginative play help kids learn to manage their own emotions, collaborate with others, and solve problems. Active play not only gets heart rates up but can also be the outlet kids need to [process stress](#) throughout the day.

For years, Playworks has collaborated with social and emotional learning researchers and with staff in schools to understand how activities on the playground impact SEL. To categorize the games in this guide we drew on a number of different SEL frameworks. Then, we looked at our own strategies to hone in on skills we see consistently reinforced during play.

The six SEL categories below—self-management, positive relationships, social awareness/empathy, decision making, problem-solving, and teamwork—are those where evidence shows that the games and strategies in this guide can reinforce learning. Curious about the research behind this guide or how play can support SEL more broadly? Visit playworks.org/impact or reach out to evaluation@playworks.org.

Social and Emotional Competencies

SELF-MANAGEMENT

To regulate emotions, thoughts, and behaviors effectively in different situations and work towards setting and achieving goals. Includes managing stress, controlling impulses and motivating oneself. Games that support self-management help students learn to control physical movement, practice adherence to game rules, manage frustration or disappointment, or set small goals for completion. Games where kids rotate through, like foursquare, or low-stakes competitive games are good examples.

POSITIVE RELATIONSHIPS

To establish and maintain healthy and rewarding relationships with diverse individuals and groups. Includes communicating clearly, listening actively, cooperating, negotiating conflict constructively and seeking and offering help when needed.

Games that support positive relationships give players opportunities to practice building social bonds, communicating effectively, group interaction, and using conflict resolution strategies. Examples include games that use or teach “rock, paper, scissors” for conflict resolution; cooperative games; or games that involve sharing information about yourself.

SOCIAL AWARENESS/EMPATHY

To take the perspective of and empathize with others from diverse backgrounds and to understand social norms for behavior. Includes the ability to relate to others with acceptance and understanding. Games that support empathy encourage students to take the perspective of others or work collaboratively; include and accept everyone, including peers who are different; or listen actively and pay attention to the behavior of others.

DECISION MAKING

The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others. Games that support responsible decision making help players practice treating each other with respect and ensuring a safe environment for all. These include games that utilize strategies for safe tagging or that reinforce supportive language like, “good job, nice try.”

PROBLEM SOLVING

The ability to plan, strategize and implement complex tasks. Includes generating alternative solutions, anticipating consequences, overcoming roadblocks with ease and knowing when to ask for help. Games that support problem solving help players practice how to develop a plan, think strategically, resolve conflicts, or reflect on the result of their actions. Examples include games that involve trial and error, testing different approaches to overcome a challenge, and organizing actions over time.

TEAMWORK

The ability to collaborate and coordinate actions with others. Includes building group cohesion and trust. Games that require players to align their actions with others in a coordinated effort support teamwork. Examples include core games such as kickball, basketball, soccer or other games that focus on a common group goal. May also include successful demonstrations of youth leadership.

Game Facilitation Tips

Games are a great way to practice positive social and emotional skills, but they can also be an opportunity to pick up habits that are less than ideal.

In schools or youth organizations, the strategies that adults use to introduce games or to support students while they play can make a big difference. Below are a few of our best practices for game facilitation in these settings.

Want more tips? Go to recesslab.org for a free deep dive on these strategies. [Staff trainings](#) and [online learning](#) from Playworks can also help your team get on the same page.

Tips for Game Set Up

EQUIPMENT AND BOUNDARIES

Most games in this guide are played with things you already have, like playground balls, jump ropes, and a clear place to play. Setting and teaching [clear boundaries](#) for games ensures that the play space is safe and that students feel included.

If you have a play space without clearly marked boundaries for games, we've found that [small, flexible marker cones](#) can be used to mark corners, places to stand, or even stand-in as flags in games like Capture the Flag.

Tips for Teaching Games

START AND STOP WORDS

Most of the games in this guide end on a stop word, rather than when one team "wins." This is because at recess or free time, games like tag are often most fun (and easiest for kids to lead on their own) when they go on indefinitely. When teaching or leading a game, identify and practice "start" and "stop" words before you play. Kids can take turns picking "magic words" for the day to make this more fun. Listening for these signals also helps kids practice switching attention when needed.

SAFE TAGGING: BUTTERFLY FINGERS

Tag is safer and more fun when kids tag each other safely. One way to reinforce safe tagging is to teach players to use “Butterfly Fingers” (soft tags like a butterfly landing on a flower) and that tags only “count” in safe zones (arms, shoulders, and back). Ask a player to demonstrate butterfly tags when introducing a new tag game.

SAFE FEET: FIRE FEET

Many group games can be adapted for larger or smaller spaces simply by changing how students move. While running may work fine on a field, walking heel-to-toe, tiptoeing, or “walking like a spy” may make more sense inside. One of our favorites is “fire feet”, where players take quick, shuffling steps as if the floor is on fire. You can ask kids to practice their feet before starting the game.

CONFLICT RESOLUTION: ROCK, PAPER, SCISSORS

Rock, Paper, Scissors (also known as Jun Ken Pon, Rochambeau, or Roshambo) is a quick game kids can play to resolve minor disputes. Remind students how to play when teaching games where disagreements are likely. Or, teach a game like “Roshambo Rockstar” to help kids practice. [Learn how to play](#) or read how this game made its way from China in [200 BCE](#) to the US in the [1900s](#).

Tips for While You Play

POSITIVE LANGUAGE: “GOOD JOB, NICE TRY!”

Promote empathy and social awareness in any game by making positive language the norm. Instead of saying, “You’re out!” kids can say, “Good job, nice try!” and give other players high fives.

In addition to reminding students to use positive interactions while teaching games, adults can also model them by joining in and playing with kids. You don’t need to play for an entire recess; even joining in for a minute or two can remind players what’s expected and help kids connect with you in a new way. Check out [more tips](#) for positive language on the playground and in the classroom.

RULES AND CONSEQUENCES

When players aren’t following the rules, it can be tempting to ask them to sit out, especially if there are lots of kids to supervise. But kids with behavior challenges may

need play time the most. Instead of taking away play privileges in response to behavior issues, try other strategies:

- Start with a warning. Check that kids understand the change they need to make.
- When a consequence is needed try something active, like telling them to come back after a certain number of jumping jacks or sprints.
- If behavior does not change, tell the player to pick a different game for their break that day (assuming multiple activities are open to everyone) and tell them why without judgement.

REFLECTION QUESTIONS

When introducing a new game, consider integrating mid- or post- game questions so players can reflect on what they practiced or when they might play the game next. Try these or use your own:

- What was challenging about the game?
- What did you need to do to be successful?
- What do you think this game teaches?
- When would be a good time to play this game?
- How does this promote teamwork?
- How does this promote inclusion?

Games for Social and Emotional Learning

All Tangled Up

→ Supports Positive Relationships, Social Awareness/Empathy, Teamwork



GROUP SIZE
10–30 players



AGE GROUP
3rd–5th



EQUIPMENT
No Equipment Needed



TIME
10 minutes

Set Up

No equipment needed.

Before You Start

- Players start by standing in a tight circle—not holding hands.
- The game works best with a group of 12–15.
- Divide large groups into two separate circles, if possible.
- The object is for players to untangle themselves without letting go of any hands. At the end of the game, players should be standing once again in an open circle, without any players left in the middle.

How to Play

- Each player grabs the hand of anyone in the circle who is not standing next to them.
- Then players take their other hand and grab the hand of a second person in the circle who is not standing next to them.
- The object of the game is to get untangled without letting go of each other's hands.
- Emphasize that getting untangled requires a lot of clear communication and cooperation.
- Players may readjust their grip to be more comfortable while playing.

Variation(s)

- Add restrictions to the communication methods.
- Make it a timed activity.

Alligator Swamp Trail

→ Supports Self-Management, Social Awareness/Empathy, Teamwork



GROUP SIZE
5+ players



AGE GROUP
K–2nd



EQUIPMENT
Painted line on playground or
jump rope



TIME
5–10 minutes

Set Up

Use existing lines in the yard or use jump ropes to create lines.

Before You Start

- Make sure all players understand that the object of the game is to stay on the line (swamp trail).
- Talk about the importance of paying attention to the player in front so no one accidentally bumps into a teammate and knocks someone off the trail.

How to Play

- Tell students that you are now entering the alligator swamp. To stay safe they must stay on the line, but if they step off, they could get their foot bitten by an alligator.
- Be dramatic to make it more fun.
- Have the players follow you around the swamp and tell them when you see an alligator near them!

Variation(s)

Change the swamp into anything you can imagine (shark tank/volcano lava field).

Animal Farm

→ Supports Self-Management, Social Awareness/Empathy



GROUP SIZE

6+ players



AGE GROUP

K–3rd



EQUIPMENT

Cones or chalk for boundaries,
if needed



TIME

5 minutes

Set Up

Designate a play area with safe boundaries and room for the group to move. An area about 20 x 20 feet should be big enough.

Before You Start

- In a circle, have children count off from 1 up to 3, 4, or 5 (depending on the size of group and complexity the group can handle).
- Assign an animal for each number, and tell players what animal they are: All #1s are dogs, #2s are ducks, and so on.
- Review with the players what sound each animal makes. They could be a dog (bark), a duck (quack), a cow (moo), a cat (meow), a sheep (baa), a lion (roar), or any other animal that makes a sound.
- Make sure each player remembers his or her animal and knows its sound.
- Review safety measures: While their eyes are closed, children walk slowly with hands out in front of them.
- Optional Assign one player to be the Leader.

How to Play

- The Leader starts the game. by calling out “Animal Farm, go!” or another start phrase.
- Players shut their eyes and keep them shut.
- Players make their animal sounds, and walk slowly around the area, with their hands up to act as a bumper to find their fellow matching animals.
- Once two animals are together, they stop moving and stay together. They continue to make their animal sounds, until the rest of their group finds them.
- The game is over when everyone has found their group, or when the first group is complete and together.

Variation(s)

- Instead of numbers, give players pictures of different animals.
- Depending on the age and ability of your group, you can add more or fewer animals to make groups larger or smaller.
- After playing, have students find their animal groups later for group work during class.

Animal Tag

→ Supports Self-Management, Teamwork



GROUP SIZE
10+ players



AGE GROUP
K–2nd



EQUIPMENT
No equipment Needed



TIME
5–10 minutes

Set Up

Designate a large play area with clear boundaries and enough room for players to run around safely.

Before You Start

- Demonstrate safe and gentle tagging (butterfly tags) and appropriate tagging areas (arms, back, and shoulders).
- Review the boundaries and the consequences for going outside of them.
- Make 2 groups of players and assign each group to be an animal.
- Have groups practice making the sound of their animal.

How to Play

- The object of the game is to turn everyone into the same animal.
- Once the game begins, all players should be making animals noises and trying to safely tag players who are a different animal.
- Once a player is tagged, they become the animal of the tagger.
- The game continues until all players are the same animal.

Variation(s)

- Create more animal groups
- Choose 1-3 players that cannot be changed from their original animal (to keep the game going continuously)
- For players with hearing impairments, you could have players do animal movements with the verbal cues.

Ants On A Log

→ Supports Self-Management, Positive Relationships, Problem Solving, Teamwork



GROUP SIZE
5–10 players



AGE GROUP
1st–2nd



EQUIPMENT
No Equipment Needed



TIME
10–15 minutes

Set Up

Identify a line on the ground to play on.

Before You Start

- Have everyone stand on a line.
- Number the players.
- Make sure all players are familiar with ordinal numbers. This may be difficult early in the year for first graders.

How to Play

- Once everyone on the line is in a specific order, the object of the game is to get the whole group to switch positions on the line without falling off the line.
- The order of the players should remain exactly how it was before, only in reverse: left-to-right, 1–5 becomes left-to-right, 5–1.
- Players talk through the problem and make a plan.
- Encourage players to then act out the plan, one student at a time.

Variation(s)

- Split the players into two groups, with each group standing on a line facing the other group. The object is to have the two groups switch places while staying in the same order.
- Vary the width of the line with a wider line being easier or vary the distance of the playing area from the ground to add a challenge.

Arena Flag Tag

→ Supports Self-Management, Decision Making



GROUP SIZE
10+ players



AGE GROUP
1st–6th



EQUIPMENT
Flags, jerseys or bandanas



TIME
10–20 minutes

Set Up

- Set-up an appropriate boundary.
- Flags for each player.

Before You Start

- Each player should have their own flag.
- Provide an example of where and how to place flags (in a pocket or waist band at least $\frac{3}{4}$ of the flag showing)
- Express the need for safe and fair play including no flag guarding (holding the flag), rolling on the ground or taking flags off the ground.
- Review the boundaries of the play area and rules.

How to Play

- Everyone is "it" and moves within the boundaries trying to grab each others flags.
- If a player grabs a flag, they must place it on the ground.
- Once a flag is on the ground, it is considered off limits.
- When a player loses her or his flag, they must get down on the ground (sitting or kneeling).
- In order to get back off the ground, a player who is kneeling may grab another player's flag and place the flag in their own pocket.

Variation(s)

- Double Flag Tag which uses two flags per player. Both flags must be pulled before the player goes down to the ground.
- Team Flag tag with teams of same colored flags working together. Depending on supplies, there can be many different teams.
- Teammates can pick up a flag and give it to a player who has taken a knee.

Around the World

→ Supports Self-Management, Problem Solving



GROUP SIZE

2+ players



AGE GROUP

2nd–6th



EQUIPMENT

Basketball, Cones or Chalk



TIME

5–15 minutes

Set Up

Place cones or chalk marks around the perimeter of the basketball key.

Before You Start

- Demonstrate how a player moves to the next marker and shoots again after a successful shot.
- Demonstrate how a player, after missing their shot, moves under the basket and rebounds the ball for the next player.

How to Play

- Line players up behind first cone/chalk mark.
- The first player shoots from the first spot. If they make the basket, they advance and shoot from the next spot. The same player continues around the markers until a basket is missed.
- After the the first player misses, they rebound the ball and pass it to the next player in line.
- On each player's second, third, etc. turn, that player returns to the last place they attempted a basket and continues as before from that spot.
- A player is finished when they have successfully made baskets all the way around the court.

Variation(s)

- Once a player makes it all the way around, they may begin again from the first spot.
- Once a player makes it all the way around, they have to go backwards around the circuit.
- Player can take a second "chance" shot if they miss the first shot. If they miss the "chance" shot they go back to the first marker and start over.

Back-to-back Get Up

→ Supports Positive Relationships, Problem Solving, Teamwork



GROUP SIZE
5+ players



AGE GROUP
3rd–6th



EQUIPMENT
No Equipment Needed



TIME
5–10 minutes

Set Up

Designate an appropriate space for the group to move comfortably.

Before You Start

- Divide into pairs.
- Have everyone stand back to back.

How to Play

- Have partners cooperatively press their backs together and then have them try to sit down slowly, without the use of their hands.
- Once pairs sit down, have them try to stand back up while still pressing their backs together and moving their feet close to their bottoms.

Variation(s)

Increase the size of the group working together.

Ball Toss

→ Supports Positive Relationships, Social Awareness/Empathy, Teamwork



GROUP SIZE
10–30 players



AGE GROUP
PreK–6th



EQUIPMENT
1+ balls



TIME
10 minutes

Set Up

Gather 1 or more standard size playground balls.

Before You Start

Form the group into a circle.

How to Play

- The leader begins by passing the ball to anyone while saying the person's name out loud. It is important for the leader to remember who got the ball first.
- Each player chooses someone else to pass the ball to. They pass the ball, while saying the catcher's name out loud and sit down once they have tossed the ball, to make sure nobody gets it twice.
- Players keep passing the ball around the circle, and calling out the name of the catcher, until everyone has received the ball one time. It is important for players to remember who they passed to.
- When the last person gets the ball, they pass it back to you.
- Now without the ball, walk around the circle—following the ball's path--and have the players name who they passed the ball to.
- Once players feel confident that they remember who they passed to, try passing the ball again in the same order and see how fast they can go.

Mid-Game Questions

- Any ideas how we could get the ball to everyone faster?
- What do you think about adding a second ball?
- Should we time ourselves and then try to beat our time?

Closing Questions

- What do you think this game teaches?

- Is it fun?
- Can you think of anything that would make this game better?

Variation(s)

Catch and Throw Style, K-2 The leader passes the ball to each player in the circle. When the player catches it, everyone in the class calls out the catcher's name. Toss the ball in consecutive order around the circle until everyone has a turn.

Band Aid Tag

→ Supports Social Awareness/Empathy, Decision Making, Problem Solving



GROUP SIZE

10–50 players



AGE GROUP

K–5th



EQUIPMENT

Cones or chalk, to create boundaries



TIME

5

Set Up

- Designate a clear playing area.
- Designate a Hospital outside of the play area.

Before You Start

- Demonstrate safe and gentle tagging (butterfly tags) and appropriate tagging areas (arms, back and shoulders).
- Review what to do when tagged.
- Make sure players know where the hospital is and how to be healed—they have to do ten jumping jacks..

How to Play

- Everyone is "it."
- If a player is tagged, they must take one hand and put it either directly on the spot where they were tagged or across their body on their opposite shoulder. That hand is a band aid.
- They can continue to run around trying to tag others and avoid being tagged, but they must keep their band aid on. Now they only have one free hand for tagging.
- If they are tagged again, they must take the other hand and place it on the second spot where they were tagged. They can still run around avoiding tags with both band aids on but cannot tag others.
- If they are tagged a third time, the player has to go to the hospital and do ten jumping jacks to get back in the game. The player has now healed and can again use both hands for tagging.

Variation(s)

- Players can be treated at the hospital by counting to 20 or any number up to 500, counting by 1's, 5's, 10's, or using any counting method that is age-appropriate.
- Players can go to the hospital at any time to remove any band aids. They do not have to wait until they are tagged the second or third time.
- Vary the activities in the hospital for healing: crunches, 10 seconds of a dance move, saying a self-affirmation, or telling someone something that is great about yourself.

Bird's Nest

→ Supports Self-Management, Positive Relationships, Problem Solving



GROUP SIZE
10+ players



AGE GROUP
1st–6th



EQUIPMENT
5 hula hoops, bean bags



TIME
10 minutes

Set Up

- Arrange five hula hoops (birds' nests) about 25 feet apart in a square, with one hoop in the center.
- Place the beanbags (the eggs) in the center hoop.

Before You Start

- Explain the importance of safety, self-control, and awareness. Check for understanding.
- Review the rules of the game and have the group explain the game to you.
- Divide players into four teams.
- Have each team line up behind their assigned a birds' nest.

How to Play

- Each team's goal is to get six bean bags in their hoops.
- When told to start, the first person on each team runs to the center to grab one bean bag.
- Player returns to their line and places it in their hula hoop. Then the next player goes.
- Players keep taking bean bags from the center hoop until empty, at which point players can take bean bags from each other's hula hoops. Players cannot defend their own hula hoop.
- The round ends when one team has six bean bags.

Variation(s)

- Allow one player to defend their hula hoop by tagging opponents. Once tagged, the player must return to his or her line and the next player may go.

Blob Tag

→ Supports Positive Relationships, Decision Making, Teamwork



GROUP SIZE
10+ players



AGE GROUP
1st–6th



EQUIPMENT
Cones, if needed for boundaries



TIME
10–15 minutes

Set Up

Establish game boundaries.

Before You Start

- Ask for two volunteers. Assign both of them to be 'it'. They become 'The Blob' and must link elbows.
- Demonstrate safe tagging (gentle tags) and appropriate tagging areas (arms, back and shoulders).
- Explain the rules, boundaries and the importance of safety and check for understanding.
- Spread players out within playing area.

How to Play

- When play begins, The Blob moves together, keeping elbows linked, and tries to tag the rest of the players.
- When someone is tagged, they link elbows with the tagger, becoming part of The Blob.
- When a fourth player is tagged, The Blob can then separate into two separate Blobs.
- Every time a Blob becomes four players it can split. Two players detach creating separate Blobs.
- Play continues until all of the players become part of Blobs.
- If a player runs out of bounds while trying to avoid The Blob, they must then connect with the nearest Blob and continue to play.
- The last two players left outside of The Blob become the first Blob for the next round.

Variation(s)

- If everyone is playing safely, the 'The Blob' can stay connected and continue to grow bigger and bigger until all the players are tagged. Challenge the group to stay together when they move.
- If linking elbows is too challenging, consider linking hands.

Bob the Bunny

→ Supports Self-Management, Decision Making, Problem Solving



GROUP SIZE
10+ players



AGE GROUP
K–2nd



EQUIPMENT
Small object or ball, preferably
a toy bunny



TIME
5–10 minutes

Before You Start

- Introduce the players to Bob the Bunny, a small object or ball, preferably a toy bunny.
- Gather group of players in a circle. Have players place their hands behind their backs.
- Choose one player to be in the middle.

How to Play

- The player in the middle is trying to guess who on the outside of the circle is holding the bunny.
- To begin, the player in the middle closes their eyes while the group begins chanting in rhythm, “Bob the Bunny, Bob, Bob, the bunny!”
- As the players are chanting, start passing the bunny around the circle, keeping the bunny behind everyone's backs.
- Once the bunny is in motion, the player in the middle opens their eyes. They get 3 tries to guess who is holding the bunny. The group is still chanting and passing the bunny.
- If the player in the middle guesses correctly they change places with the player caught holding the bunny.
- If the player in the middle does not guess correctly within 3 tries they become part of the circle and a new player is chosen to go in the middle.

Variation(s)

- Player in the middle chooses how many times to chant, Bob the Bunny. keeping eyes closed the whole time.
- Play with multiple bunnies.

Bridge Ball

→ Supports Self-Management, Decision Making



GROUP SIZE
10–30 players



AGE GROUP
PreK–6th



EQUIPMENT
a dodgeball



TIME
10 minutes

Set Up

- Players stand in a circle, facing in.
- Demonstrate and have players review open-hand hitting of a ball.
- Players adopt the game stance: legs a little more than shoulder-width apart, and the sides of their feet touching those of the players on each side, creating a "bridge."
- In this foot-to-foot circle, there should be no space between players.

Before You Start

- Have everyone get into ready position—hands on knees.
- Introduce a ball into the circle. You may add an extra ball or two later in the game.
- Make sure all players know not to reach in front of others in order to get the ball.

How to Play

- Players hit the ball underhand with the goal of having it go through the legs of another player, while trying to prevent it from going through their own legs.
- Players may only hit the ball with an open palm. No throwing or catching.
- They may only catch the ball if it is head height. Then they must place the ball on the ground and hit it back into play.
- If a ball goes outside the circle, the closest player may go and get it.

Variation(s)

- Put a player in the middle of the circle to keep the game moving faster.
- Players turn around and play backwards once the ball goes through their legs.
- Players have to take a hand away once the ball goes through their legs.
- Players get a letter in the word "bridge" when the ball goes through their legs. Once a player or the group spells bridge, the game restarts or is over.

Bubbles

→ Supports Self-Management, Decision Making, Teamwork



GROUP SIZE
10–30 players



AGE GROUP
K–3rd



EQUIPMENT
Beach Ball



TIME
10–20 minutes

Set Up

Designate an appropriate area where players can sit. An indoor gym works well if you are playing with an entire class.

Before You Start

- Spread out players in an appropriate playing area, sitting on the ground. Players should sit a little more than arms-length apart from each other if possible.
- Talk about safety and demonstrate how to avoid contact with each other.

How to Play

- The object of the game is to keep the beach ball up as long as possible by hitting the ball in the air.
- Players should call the ball by saying, "mine," "I got it," and so on.
- Players can only hit the ball one time in a row.
- Players must maintain one body part on the ground: sitting, kneeling, and sitting back on heels are all acceptable postures for game play, but players should not stand up.
- Players can use any part of their bodies to hit the ball.
- For a challenge, talk about setting a school record and assign one player to keep time.

Variation(s)

- Add another beach ball.
- For more advanced groups, add challenges such as passing the ball in order around the room, seeing how many hits they can get in one minute without dropping the ball, or going out of order. Assign one or two players to sit out and count the hits.

C'mon In and Sit Down

→ Supports Self-Management, Social Awareness/Empathy, Teamwork



GROUP SIZE
10+ players



AGE GROUP
1st–2nd



EQUIPMENT
No Equipment Needed



TIME
10 minutes

Set Up

None

Before You Start

- Have players form a circle and turn to the right so that their eyes are on the back of the person in front of them.
- Have the group take a couple side-steps towards the center of the circle.

How to Play

- On the count of three everyone should sit down on the knees of the person behind them.
- If it is successful, everyone should be sitting comfortably on someone else's knees.

Variation(s)

- For older players, try walking together if the circle is tight. As the challenge gets easier, add more people to the circle and ask the players if they have any ideas to make it more difficult.

Castle Ball

→ Supports Positive Relationships, Problem Solving, Teamwork



GROUP SIZE

10–30 players



AGE GROUP

3rd–6th



EQUIPMENT

12 Hula Hoops (6 per castle),
10-12 playground balls



TIME

20 minutes or more

Set Up

- Mark boundaries for play—create a large rectangle with a line down the middle. Use cones to mark each corner or use existing lines like a basketball court.
- Split the group into two even teams.
- Demonstrate safe throws—underhand and low to the ground.

Before You Start

- Tell players that making a hula hoop castle is like building a house of cards and knocking it down. The structure will stand on its own but will fall if a ball strikes it.
- To build a castle, place one hula hoop flat on the floor and place four hula hoops inside it to form the sides. Then lay another one on the top. At least two players should collaborate to make each castle.
- Players practice building castles until they build one that stands.
- Teams signal that they are ready to play when they have built a castle and are positioned to protect it.

How to Play

- Use a signal word to begin the game.
- Players throw the dodgeballs to attempt to knock down the other team's castle.
- Players work quickly to rebuild castles that are knocked down. The other team may not throw at a castle while it is being rebuilt. Teams may need reminders that the goal is to rebuild quickly.
- Players may not cross the middle line to retrieve a ball.
- Players should pass the ball to teammates to surprise the defenders and to make sure everyone gets to throw the ball.
- In defending the castle, players should be alert, on the balls of their feet, and

cooperate with their teammates to form strategies for the best defense.

Variation(s)

- If many hula hoops are available and teams are large, have each team maintain 2 or 3 castles.
- If a lot of space is available, have multiple games going with teams of three-on-three or four-on-four.
- Let teams earn extra hula hoops to make more castles (video instructions [here](#)).
- Add additional balls.

Cat and Mouse

→ Supports Self-Management, Decision Making



GROUP SIZE

4+ players



AGE GROUP

3rd–6th



EQUIPMENT

One long jump rope



TIME

5–10 minutes

Set Up

Pick a space that will allow a large jump rope to spin safely, room for player to run around the rope and a nearby line.

Before You Start

- Review how to safely jump into a spinning jump rope.
- Demonstrate safe and gentle tagging (butterfly tags) and appropriate tagging areas (arms, back and shoulders)
- Pick two players to turn the rope.
- Pick one player to begin as the cat and one player to begin as the mouse. All other players remain in line and wait for their turn.
- Review how players will rotate roles: cat, mouse, rope turner, roper turner then back into line.
- Demonstrated how to play.

How to Play

- Players will travel in a figure eight, jumping into the rope one time, then around the turner, back into the rope one time and around the other turner.
- The mouse starts the game.
- Once the mouse has jumped out of the rope around the first turner, the cat may jump.
- The object of the game is for the cat to tag the mouse.
- Everybody rotates if:
 - If the cat tags the mouse.
 - If the mouse misses a jump.
 - If the cat misses a jump.

Variation(s)

- Allow the cat and mouse to run through the rope instead of jumping once.
- Require the cat and mouse to jump two times (or more) before running out of the rope.

Catch and Drop

→ Supports Self-Management, Positive Relationships



GROUP SIZE
2–4 players



AGE GROUP
PreK–2nd



EQUIPMENT
Standard playground ball



TIME
5+ minutes

Set Up

- Draw a Foursquare court: 10'x10' square, divided evenly into 4 squares of 5'x5'
- Clockwise, label the squares 1, 2, 3, 4.

Before You Start

- Explain that the goal of the game is to bounce the ball into another player's square.
- Demonstrate where the ball is allowed to bounce.

How to Play

- The game begins when the player in square 1 serves the ball.
- To serve the ball, the player should bounce the ball into another player's square.
- The receiving player must let the ball bounce once before catching it and tossing it into another player's square.

Play continues until the ball is:

- Bounced out of bounds
- Bounced twice before it is returned
- Is not allowed to bounce
- Bounced on a line
- When a player stops the play, they go to the end of the line and a new player enters into square 4.
- When a square is left open, the person in the front advances to the next square and the remaining players close the gap. For example, if square 1 is open the player in square 2 would move to 1, square 3 would move to 2, etc.

Variation(s)

- Give the players the option to catch the ball or to hit it with flat underhand hits to another player.

Chair Game

→ Supports Self-Management, Decision Making, Teamwork



GROUP SIZE
6–20 players



AGE GROUP
3rd–6th



EQUIPMENT
Enough chairs for every player



TIME
10–15 minutes

Set Up

Arrange chairs in a circle close together, with no gaps, facing inward.

Before You Start

- Review safety rules (no diving, no head first lunges, one person to a chair).

How to Play

- Every player should start seated in a chair in the circle.
- The leader chooses one player to stand in the middle, so one chair is open.
- The goal of the person in the middle is to sit in the empty chair.
- All seated players must work together to stop the player in the middle from sitting in the open chair.
- The player next to the empty seat tries to beat the player in the middle to it by shuffling over, creating a new empty seat. The player next to the newly-opened seat scoots over too, and so on.
- The game continues until the player in the middle makes it safely to the open seat. The leader then picks someone new to go into the middle.

Variation(s)

- Instead of chairs, have players stand at cones. This can be played outdoors and in a larger space.

Charades Relay

→ Supports Self-Management, Positive Relationships, Problem Solving, Teamwork



GROUP SIZE

10–30 players



AGE GROUP

3rd–6th



EQUIPMENT

No Equipment Needed



TIME

10–15 minutes

Set Up

- Divide group into 2 or more teams.
- Have everyone spread out so that they cannot overhear the surrounding teams.

Before You Start

- Review basics of charades.
 - One person acts out a word or phrase without speaking while the team tries to guess.
 - Show an example to the class.
- Prepare a list of items from among several categories.

How to Play

- This game is a charades race.
- Teams compete against each other to trying to be the first to guess all items on the list.
- To start, ask one member from each team to come to you. Whisper the first word into their ear and return them to their group to begin acting it out.
- Once a member of the group guesses the word correctly, someone new from that team runs to the instructor for the next word. No one can come up twice until everyone has acted out an item from the list.
- The game is over once a team completes the entire list.

Circle of Flags

→ Supports Self-Management, Decision Making



GROUP SIZE
6–30 players



AGE GROUP
1st–5th



EQUIPMENT
Two soft dodgeballs, 5 flags/jerseys, ruler, twine, and chalk



TIME
5–20 minutes

Set Up

- Make a circle approximately 30 feet across with chalk. Cut a piece of twine 15.5 feet long. Tie one end to a ruler, and the other end to a large piece of sidewalk chalk. The tying should take up about 6 inches of the twine, leaving 15 feet for the radius of the circle. Have a player stand in the middle of the designated space, while you walk out the full length of twine and draw a circle, keeping the twine taut.
- Draw evenly spaced X's all the way around the circle, one for each player.

Before You Start

- Review safety rules. Remind players to throw the ball waist-level and below.
- Remind players to only throw the ball from the outside of the circle.
- Pick 1–5 players to be in the middle of the circle, depending on the size of your group and the circle.

How to Play

- Players stand on the X's and tag the players on the inside of the circle by throwing the dodge balls.
- Each player in the middle holds a flag (use a bandana, cone, jersey, or whatever is available).
- If a player on the inside is tagged from the waist down, they hand off the flag and trade places with the player who tagged them.
- Players cannot leave the X to throw or reach in front of another player to retrieve a ball.

- If a ball leaves the circle, the player closest to the ball may go and retrieve it.

Variation(s)

- Split the class into teams, one team on the inside of the circle. Once a player is hit, they join the team on the outside of the circle (no one goes into the middle). Once everyone is on the outside of the circle, teams change sides.

Clap and Move

→ Supports Self-Management



GROUP SIZE

5+ players



AGE GROUP

PreK–K



EQUIPMENT

Cones or chalk, if needed for boundaries



TIME

5–10 minutes

Set Up

Set up a clearly designated rectangular play area with visible boundaries.

Before You Start

- Players know what signal indicates they can begin to run.
- Clap a few times with a different number (twice or six times) to demonstrate what the signal does not sound like.
- Then clearly clap three times and count out loud to show what the signal sounds like.

How to Play

- Players are listening for the signal of three claps in a row.
- When you clap three times they will run to the other side of the field without touching anyone else.
- Once the players have done this successfully several times, you repeat the game with a different method for them to get across the field (e.g. skipping, hopping or leaping).

Variation(s)

- Change the number of claps players are listening for.
- Change the rhythm of the claps so it is harder to hear the number of claps.

Clean Your Room

→ Supports Self-Management, Problem Solving, Teamwork



GROUP SIZE
2+ players



AGE GROUP
PreK–3rd



EQUIPMENT
• Dodgeballs or volleyballs
• Volleyball net, a line or a barrier as in a row of chairs



TIME
5–10 minutes

Set Up

Separate two sides of a play area with a line or net.

Before You Start

- Split the group into two teams.
- Spread the balls out over both playing sides.

How to Play

- The goal of the game is to remove all the balls from your side of the court while getting them into the others teams area.
- Once the start word is said, the players throw as many balls as they can over the net or line into the other teams area.
- Game ends when the facilitator signals for it to stop.
- Reset the balls before the next round.

Variation(s)

- Can be used to teach different types of volleyball hits. Players can only bump, set or serve the ball over.
- For more of a challenge, a player can toss a teammate a ball who then uses a volleyball skill to get the ball over the line.

Color Tag

→ Supports Self-Management, Decision Making



GROUP SIZE
10+ players



AGE GROUP
1st–3rd



EQUIPMENT
Anything with different colors
(cones, hula hoops, bean bags,
paper, etc)



TIME
5–10 minutes

Set Up

- Mark boundaries of a medium size space for all players to run.
- Evenly space the different colored items picked for the game on the outside of the boundaries.

Before You Start

- Practice doing spelling jumping jacks, spelling out the colors of the different objects while doing jumping jacks or any other designated action.
- Demonstrate safe and gentle tagging (butterfly tags) and appropriate tagging areas (arms, back and shoulders).
- Review boundaries and rules and check for understanding.
- Choose 1-3 players to start as the taggers.

How to Play

- Everyone moves within the boundaries trying to avoid the taggers.
- Each time the tagger touches a player they must say a color for that player to go to.
- When a player is tagged, that player must run to the color designated by the tagger and spell the color out loud while doing jumping jacks or designated action before returning in to the tag area.

Variation(s)

Instead of colors, set up stations with numbers. Stations with X number of bean bags and players must count the bags while doing jumping jacks.

Colors

→ Supports Self-Management, Decision Making, Problem Solving



GROUP SIZE
5+ players



AGE GROUP
PreK–2nd



EQUIPMENT
3–12 objects of different colors,
such as cones



TIME
5–10 minutes

Set Up

Place colored items throughout playing area

Before You Start

- Identify visual boundaries (coned or chalked)
- Review colors.
- Identify and demonstrate a movement for players to use, such as walking, skipping, chicken walk, galloping or running.
- Discuss how to move while being aware of others.

How to Play

- Call out a color. Every player must move to the object of that color and place one foot on the object.
- Be sure that everyone found a cone or object and that there aren't too many players on one color.
- Give players the chance to name other objects with that color. "The sun is yellow! So are our pencils!"
- Start all over with a new color.
- Try different ways to get to destinations like walking, skipping, chicken walk or galloping.

Variation(s)

- Instead of calling out a color, call out an object such as the grass. Players must run to a cone of that object's color (green).
- Indoor Modification: Modify movements so that they are safe for the area that you are using.

Concentration Ball

→ Supports Self-Management, Problem Solving



GROUP SIZE
5+ players



AGE GROUP
2nd–6th



EQUIPMENT
Dodgeball



TIME
10 minutes

Set Up

Have players form a circle with a little bit of room between each player.

Before You Start

- Explain how to make a good, underhand toss with eye contact.
- Explain that everyone has to say the person's name before throwing the ball to them.

How to Play

- Pick a theme, such as animals.
- One player starts with the ball and says an animal then says the name of someone in the circle and tosses them the ball.
- That person must say another animal and toss the ball to another person.
- Players may not repeat answers and you only have three seconds to say yours.
- If a player fails to do so, you may have them do jumping jacks or other short activity of your choice before rejoining the circle.
- Once three people get stuck you switch themes. Some examples of themes include sports, colors, fruits, singers, games and things to put in a sandwich.

Variation(s)

- For younger players you may go in a circle handing off the ball or you may try rolling it instead.

Cone Conquest

→ Supports Self-Management, Decision Making, Teamwork



GROUP SIZE
10+ players



AGE GROUP
3rd–6th



EQUIPMENT
different color cones



TIME
10–20 minutes

Set Up

Use a rectangular space with a centerline. Set up one zone on opposite sides of the field, this zone will be where players who get tagged can wait. Place 6 cones of one color on each side of the field.

Before You Start

- Divide players into 2 teams. Assign each team to a side of the playing field.
- Make sure players understand all rules and know where the boundaries are located
- Demonstrate safe and gentle tagging (butterfly tags) and appropriate tagging areas (arms, back and shoulders)

How to Play

- Each team is trying to bring the opposing teams' cones to their side while keeping their own cones safe on their side.
- You can only carry one cone of a single color at a time (if cones are green and blue, a player can only carry one green and one blue at a time).
- If tagged while on the opposite side, the player must return the cones in his or her hands to where they came from and then go to the waiting zone on the opposite side of the field from their team.
- Players can be released from the waiting zone by being tagged out by a teammate and get a free walk back to their side.
- The game is over when one team has all of their cones plus the other team's cones on their side.

Variation(s)

Tagged players do not have to return the cones, they can leave the cones where they were tagged.

Continuous Relays

→ Supports Decision Making, Teamwork



GROUP SIZE
8+ players



AGE GROUP
1st–6th



EQUIPMENT
Cones, Bean Bags or Batons



TIME
5–10 minutes

Set Up

- Place each pair of cones approximately 20 feet from each other, adjusting the distance depending on age and ability.
- Keep two arms length between each set of cones.
- Designate one side of cones to start.

Before You Start

- Explain that runners need to place the baton directly into other runners' hands. There is no throwing the object.
- Divide runners into teams of 4-6 people.
- Each team counts off—1, 2, 3, 4, 5, 6.
- The odd numbers of each team stay at the start cone, the evens go to the other side.

How to Play

- The first team member in the line runs to the other side while holding a bean bag, baton, or other object.
- The first runner in each line hands off the baton to the first runner in line on the other side and goes to the end of this line.
- This second team member runs back to the start cone and passes the baton off to the third team member and goes to the end of the line while the third member continues the pattern.
- Runners need to wait until it is their turn to go.
- Runners should run in a straight line between their team's cones.
- Team members continue in order until time is called.

Variation(s)

- Have players vary their motion: skip, crab walk, walk backwards.
- Have easy obstacles for the runners, such as placing hula hoops to jump through or having runners do five jumping jacks before they hand off their baton.

Cookie Jar

→ Supports Self-Management, Decision Making



GROUP SIZE
10+ players



AGE GROUP
K–2nd



EQUIPMENT
Cones, if needed for boundaries



TIME
5–10 minutes

Set Up

Set up a rectangular play area with enough space in between for the group to run.

Before You Start

- Demonstrate safe and gentle tagging (butterfly tags) and appropriate tagging areas (arms, back and shoulders)
- Line players up shoulder to shoulder along one of the boundary lines, making sure there is adequate space for the players to spread out.
- Practice the verbal cues so the whole group asks “Cookie Monster, Cookie Monster, are you hungry?” in unison.
- Review boundaries and consequences for going out of bounds.
- Choose a Cookie Monster (or be the Cookie Monster for the first round). Explain that everyone else is a cookie. It is almost lunchtime and the monster may be hungry.

How to Play

- The players ask, “Cookie Monster, Cookie Monster, are you hungry?”
- If the reply is “no,” they must remain in place and ask again until the reply is “yes.”
- If the reply is “yes,” they must try to run across the play area without getting tagged by the Cookie Monster.
- If tagged, players become one of the Cookie Monster's helpers for future rounds.
- Once all players have reached the safety of the other side, the next round begins in the same way.

Variation(s)

- Pick a couple of players to be the Cookie Monster.
- Modify for older kids who may not relate to cookie monster with “Boogie monster.”

Crazy Kickball

→ Supports Self-Management, Social Awareness/Empathy, Decision Making, Teamwork



GROUP SIZE
10+ players



AGE GROUP
1st–3rd



EQUIPMENT

- kickballs, bases or cones, a basket or hula hoop for balls for playing
- cones or chalk to mark fielding positions



TIME
20 minutes

Set Up

- Set up the field with all the balls at pitcher's mound.
- Mark the bases and fielding positions.

Before You Start

- On a traditional kickball field, place a large container that can hold many balls at the pitcher's mound (a hula hoop also works well).
- Mark enough outfield positions for half of the group.
- Discuss the importance of staying at one's position, calling your ball, and if necessary, passing the ball to teammates in the outfield.
- Have all players practice running the bases together as a group, calling out each base as they reach it.
- Emphasize to the runners that they need to touch each base with their foot.

How to Play

- Divide the group into kicking and fielding teams and give each player on each team a number. The numbers denote the kicking order and potentially their positions in the field.
- Kickers come up one at a time. As leader, you pitch to them. Players kick the ball into the field and run around the bases continuously for a homerun.
- While one kicker runs, the next kicker comes up to home plate and kicks the next pitch. Since there are many balls, there can be many runners going around the bases at the same time.

- The fielders retrieve the kicked balls, pass them infield placing them in the container at the pitcher's mound. Their goal is to try to keep the container full.
 - Reinforce passing the ball to each other rather than running it all the way back.
- When the whole kicking team has kicked and run the bases one time, the teams switch roles.

Variation(s)

- For older players who know the game of kickball, players can stop at any base and wait for the next kick before continuing to run.
- More than one player can be on a base at a time.
- Players can be tagged between bases and be sent back to the line.

Crooked Circle

→ Supports Self-Management, Social Awareness/Empathy, Teamwork



GROUP SIZE
10+ players



AGE GROUP
1st–2nd



EQUIPMENT
No Equipment Needed



TIME
5–10 minutes

Set Up

None.

Before You Start

- Have players form a circle and number off by 1's and 2's, remaining in the circle.
- Designate a signal to start.
- Explain the game is a challenge and discuss the concept of trust.
- Emphasize the importance of holding hands firmly but not painfully.

How to Play

- The players hold hands and when you give the signal, the 1's lean forward and the 2's lean backward.
- The challenge is to keep holding hands while maintaining balance.
- Once the group has managed to balance, bring them back to center and change roles.
- If the group has switched roles successfully, challenge them to do it with their eyes shut.
- Discuss how trust played a role in the game.

Variation(s)

- Play it in a straight line with the ends standing straight.
- Put bean bags on their heads and challenge the team to not drop the beanbag as they lean forwards or backwards.

Cut the Cake

→ Supports Positive Relationships, Decision Making, Teamwork



GROUP SIZE
10+ players



AGE GROUP
K–3rd



EQUIPMENT
No equipment is needed



TIME
5–10 minutes

Set Up

Set up appropriately sized play area.

Before You Start

- Players make a circle holding hands. This circle is the cake.
- Demonstrate the safe way to cut the cake:
 - Choose 2 players to help with the demonstration.
 - Holding hands, the 2 arms that are connected become the knife, which is used to cut the cake.
 - Force is not necessary to cut the cake. Players who are forming the cake should allow the knife to slice through without resistance.
- Check that all players understand the importance of safety and appropriate contact.
- Emphasize that players must work with their partners to be successful. One partner cannot pull the other around the circle; they should run next to each other.

How to Play

- Two players walk clockwise around the outside of the circle holding hands and decide where they want to cut the cake. To do so, they use a slicing motion with their joined arms to gently break the chosen connected hands with their arms.
- The two players whose hands were separated, step out of the circle, reconnect with each other while letting go of the people on their other sides creating a second pair outside the circle.
- The new pair runs counter-clockwise around the circle and tries to get back to the open space before the first pair.
- The first pair back rejoins the circle.
- The second pair back begins a new round and gets to cut the cake. Any tie can be solved with Rock, Paper, Scissors.
- Continue the game until everyone has had a turn.

Dance Freeze

→ Supports Self-Management



GROUP SIZE

Any size players



AGE GROUP

PreK–1st



EQUIPMENT

Audible music that can be paused



TIME

5+ minutes

Set Up

- Designate an open area free of obstacles.
- Have the radio or music player ready with an appropriate station or music selection

Before You Start

- If objects are present that cannot be moved, point them out and caution everyone to be careful not to touch another player or object.

How to Play

- Turn on the music.
- Everyone dances as the music plays.
- When the music stops, each player freezes immediately and holds that position until the music begins again.
- If a player does not freeze immediately, they must perform an action before returning to the game. For example: doing 5 jumping jacks, demonstrating a dance move for everyone, giving 5 teammates High-5s.

Variation(s)

- Players move like an animal and then freeze in an animal pose: move like a tiger, like a bird, like an elephant, like a monkey, and so on.
- Players with mobility constraints can do a sitting dance freeze by only moving their upper body. Have the rest of the class do the same by sitting on the ground and playing a Sitting Dance Freeze.

Detective Frog

→ Supports Social Awareness/Empathy, Decision Making, Problem Solving



GROUP SIZE
6+ players



AGE GROUP
PreK–4th



EQUIPMENT
No equipment needed



TIME
5–15 minutes

Set Up

Gather the players into a circle.

Before You Start

- Decide on one player to be the detective and one player to be the poison dart frog.
- The Detective can not know which player is the poison dart frog.

How to Play

- The poison dart frog is going to try and put the rest of the frogs to sleep (everyone who is not a detective or a poison dart frog.)
 - This will be done by the poison dart frog sticking their tongue out at players.
- When a frog is put to sleep they need to pretend to fall asleep.
- The detective gets three guesses to try and figure out which player is the poison frog.
 - The round ends after 3 guesses, all of the frogs are put to sleep or the detective guesses correctly.
 - The former poison dart frog becomes the new detective and the former detective secretly chooses the new poison dart frog.

Dog Chases Its Tail

→ Supports Self-Management, Social Awareness/Empathy, Teamwork



GROUP SIZE
7–20 players



AGE GROUP
1st–5th



EQUIPMENT
One Bandana



TIME
5–10 minutes

Set Up

Set up a clearly designated play area.

Before You Start

- Have players line up holding on to the waist of the person in front of them. (For their safety, Do Not allow players to hook fingers through belts or belt loops).
- Remind players to speed walk (not run).
- Have the last player in line tuck a bandana in his or her pocket so that it hangs down like a tail.

How to Play

- When the leader tells the players to begin, the front of the line will chase the end of the line, attempting to grab the bandana.
- Players in the middle can help or hinder the head or tail, depending on their whims, but should attempt to stay connected at all times. If the line breaks, the players must rejoin before the front can continue to chase the end.

Variation(s)

- Set up multiple lines of players, creating two dogs that can chase each other's tails.

Don't Get Caught With the Cookie

→ Supports Self-Management, Positive Relationships, Problem Solving, Teamwork



GROUP SIZE
10+ players



AGE GROUP
K–2nd



EQUIPMENT
10-15 bouncy balls



TIME
5–10 minutes

Set Up

A safe area with boundaries.

Before You Start

- Choose two players to be the taggers
- Give out balls (cookies) to half of the other players

How to Play

- Taggers are trying to tag all players who have possession of the ball (cookie)
- If you have the ball and get tagged, you must put the cookie back in the jar (a bag outside the boundary area)
- If you are tagged, you must go to the sideline and cheer on your teammates.
- Players can pass the cookies to each other to avoid getting tagged with the ball.

Variation(s)

- Limit the movement of players who have possession of the ball: Players can only take X number of steps or players must remain still
- Limit the way in which players can pass the ball: over-hand, under-hand or rolling.

Dragon Tail

→ Supports Decision Making, Teamwork



GROUP SIZE
10+ players



AGE GROUP
PreK–2nd



EQUIPMENT
Cones or chalk, if needed for boundaries



TIME
10 minutes

Set Up

Set up game boundaries.

Before You Start

- Demonstrate safe and gentle tagging (butterfly tags) and appropriate tagging areas (arms, back and shoulders)
- Review where players should go when they've been tagged.
- Review how to safely and gently touch someone's shoulders as part of the Dragon's tail.

How to Play

- Only one player, the Dragon, can tag other players.
- When a player is tagged, they become part of the Dragon's tail by gently placing their hands on the shoulders of the Dragon or the person at the end of the Dragon Tail and follow them around the play area.
- The Dragon continues to tag players until everyone is part of the tail.
- It is important to play the first round walking, and work your way up to faster speeds depending on players' abilities at playing safely and the space available.

Variation(s)

- Allow the person at the end of the tail to tag players along with the Dragon.
- For advanced groups, let everyone start off as a Dragon. When a Dragon is tagged they join the tail of the person who tagged them. Keep going until there is only one giant Dragon.

Drop the Cookie!

→ Supports Self-Management, Positive Relationships, Decision Making



GROUP SIZE
6+ players



AGE GROUP
1st–3rd



EQUIPMENT
Cones



TIME
5+ minutes

Set Up

Use a large play area with clear boundaries appropriate for the number of players.

Before You Start

- Show players the “cookies” (cones) and tell them "how delicious they are".
- Demonstrate safe and gentle tagging (butterfly tags) and appropriate tagging areas (arms, back and shoulders)

How to Play

- Hand out cones to about one-third of the group.
- The players who do not have cones try to tag those who do.
- When a player tags another who is holding a cone, they yell, “Drop the cookie!”
- The player who is tagged must drop it and run away, becoming a tagger.
- The tagger picks up the cone and is now a runner.

Variation(s)

- Exchange the cones for pool noodles. Players then yell, “Drop the Linguine!”
- Have the cones represent another object, such as a ball or pizza.
- Have players yell other’s names, such as, “Hey (name), drop the cookie!” to reinforce learning names.

Elbow Tag

→ Supports Self-Management, Decision Making



GROUP SIZE
20–30 players



AGE GROUP
3rd–6th



EQUIPMENT
No Equipment Needed



TIME
10 minutes

Set Up

Designate a playing area large enough to run in.

Before You Start

- Get the group into partners.
- Partners should link arms at the elbows and have both free hands on their hips.
- Ask for two volunteers. Assign one of them to be It and the other to be the Runner.
- Demonstrate safe tagging (gentle tags) and appropriate tagging areas (arms, back and shoulders).
- Have the players practice how to detach, and explain who becomes the Runner and who stays linked at the elbow.

How to Play

- The player who is It must try to tag the Runner.
- The Runner must find a pair of players and link arms at the elbow with one of them.
- The player on the other side of that pair detaches and is now the new Runner being chased by the It player.
- The new Runner must then find another pair with whom to attach, in turn detaching another player.
- If the Runner gets tagged before they can find someone with whom to link elbows, the Runner then becomes It and chases the other player.
- The Runner must link to another pair within 5 seconds.

Variation(s)

- The leader says “Switch” and the Runner becomes It.
- Let both the runner and the tagger link elbows, so both have a chance to change and more people get to play.

Farmers

→ Supports Self-Management, Decision Making



GROUP SIZE
5+ players



AGE GROUP
1st–5th



EQUIPMENT
Cones or Chalk, if needed for boundaries



TIME
5–10 minutes

Set Up

Designate a large playing area with clear, visible boundaries.

Before You Start

- Demonstrate safe and gentle tagging (butterfly tags) and appropriate tagging areas (arms, back and shoulders).
- Identify the boundaries.
- Divide the players into different groups of animals (horse, sheep, pig, etc.).
- Choose players to be Farmers (taggers) in the middle of the tag area.

How to Play

- Have the Farmers (taggers) stand in the middle of the tag area.
- The other players line up on one side of the playing area and are each given the role of one of three animals.
- The Farmers call out an animal and the respective players attempt to run to the other side of the play area without being tagged.
- If a player gets tagged, they have to sit down. As they're sitting they can try to tag another player as they run by.
- If a sitting player tags another player with the same animal as them, the tagged player will sit and the tagging player will rejoin the game.
- The Farmers can also call out, “Barnyard!” for all the animals to run across the play area.

Variation(s)

- An alternate way to get back in is to take another player's animal. For example, if you were a horse and you were sitting down and tagged a sheep, you can stand back up,

but you're a sheep now, and the player who you tagged is a horse.

- Choose different animals, even if they aren't typical farm animals.
- Have the players act the part of their animal. They can gallop like a horse, hop like a rabbit or moo like a cow.

Find a Place

→ Supports Self-Management, Social Awareness/Empathy



GROUP SIZE

4+ players



AGE GROUP

PreK–2nd



EQUIPMENT

Cones, for boundaries if needed



TIME

5+ minutes

Set Up

Set up a clearly designated play area (marked with cones if you are in a large open space).

Before You Start

Make clear boundaries of where players may choose their places to stand.

How to Play

- Have everyone find a place in the room. This will be their first place.
- Explain to the players they need to memorize where their first place in the room is.
- Players must be at least an arm's length away from the closest person to them.
- Tell everyone to find a second place in the room; this will be their second place. Remind them again to remember the first and second places they stood.
- Have everyone stand at their first place.
- On a signal, have players transition to their second place by: jumping, walking, fire feet, hopping on one foot, karate kid style, walk like giants crushing buildings, penguin walk, skipping, jumping like a frog or walking backwards.
- You may count down from ten or five seconds depending on the movement style you chose and the age group (the one foot hop and the penguin walk take longer than just walking or tip toes).

Variation(s)

- For the younger players two places would be just fine.
- Older players can play this game with up to about 4 or 5 places.
- Have everyone come up with their own ways of traveling from place to place.

Find Somebody Who

→ Supports Positive Relationships, Social Awareness/Empathy, Teamwork



GROUP SIZE

4+ players



AGE GROUP

PreK+



EQUIPMENT

No Equipment Needed



TIME

10–15 minutes

Set Up

None.

Before You Start

Review appropriate boundaries for the play area.

How to Play

- Facilitator tells the players to find somebody who _____
- This could be anything that is relatable ("who is wearing blue" or "who has the same number of siblings as you").
- Players then find one partner with that trait.
- The partners are given a question to ask each other, and both players get to share.
- After they are both done sharing the facilitator calls out a new person to find.
- The facilitator can choose how many times they find new partners.

Variation(s)

- Instead of giving questions for the partners to share, they can be given a small action to perform, like a secret handshake, fist bump, or high 5.

Flag Fake Out

→ Supports Self-Management



GROUP SIZE
8+ players



AGE GROUP
3rd–6th



EQUIPMENT

- Flags
- Cones or chalk, if needed for boundaries



TIME
5–10 minutes

Set Up

- Set up an appropriate, rectangular boundary.
- Distribute flags to each player

Before You Start

- Split the players into two teams.
- Line up the two teams single file, at opposite corners of the rectangle. One team is the Fakers and the other team is the Taggers.
- Demonstrate safely pulling flags, or demonstrate gentle “butterfly” tags on the shoulders, arms, and back if flags are unavailable.

How to Play

- Each team sends only one player at a time.
- The object of the game is for the Faker to run to the other side of the rectangle—crossing the other teams’ line—without getting their flags pulled.
- The Taggers’ team sends the first player out to try and pull the flag from the Faker before they can reach the other side.
- When the Faker makes it to the other side or is tagged then the next player in each line goes.

Variation(s)

- Each team sends out two players at a time.
- Modify the required movement: each player has to walk like a chicken, skip or leap.

Four Corners

→ Supports Self-Management, Decision Making, Teamwork



GROUP SIZE
5–60 players



AGE GROUP
1st–5th



EQUIPMENT
Cones



TIME
5–20 minutes

Set Up

- Create an area with four corners. This can be in a classroom or outside using cones.
- Number the corners 1, 2, 3, and 4.

Before You Start

- Have players split equally inside the four corners.
- One player is the Counter and is sitting or standing in the middle.
- Emphasize to players that they must move as silently as possible throughout the game.

How to Play

- The object of the game is to last as long as possible by moving quickly and silently.
- The Counter closes their eyes and counts down slowly and loudly from 10 to 0.
- During the count, all players may either stay in their corners or move to a different corner. The players' goal is to be silent so as not to be heard by the counter.
- When the Counter gets to 0, all players must be in a corner—frozen.
- Before opening their eyes, the Counter points or calls out the corner of their choice: "Corner number 2!" The Counter open their eyes to see whether anyone is in the corner.
- Any players standing in that corner must take a seat out of bounds. And any player who didn't make it to a corner must also take a seat out of bounds.
- The Counter starts again.
- Play until there is one player left. That remaining player become the Counter for the next round.

Mid-Game Questions

- What do you need to do to be successful in this game as a Counter?
- What do you need to do to be successful in this game as a Mover?

Closing Questions

- What do you think this game teaches?
- When would be a good time to play this game?

Variation(s)

- If the counter points or calls out an empty corner, all players who are sitting out may re-enter the game.
- Put a time limit on for the counter.
- Adjust the movements you want the players to be doing: hopping, tip-toe, skipping, and so on.

Four Square

→ Supports Self-Management, Positive Relationships, Problem Solving



GROUP SIZE
4+ players



AGE GROUP
1st–6th



EQUIPMENT
1 rubber playground ball



TIME
10 minutes

Set Up

- Draw a Four-Square court: 10-by-10 foot square, divided into 4 smaller squares of 5-by-5 foot each.
- Clockwise, label the squares with chalk: 1, 2, 3, 4.

Before You Start

- Explain that the object of the game is to hit the ball into another player's square.
- Demonstrate what flat underhand hits look like (open palms).
- Explain that if there is a disagreement about a play, 1 round of Rock, Paper, Scissors resolves the conflict.

How to Play

- The game begins when the player in square 1 serves the ball.
- To serve, the player bounces the ball, then hits it underhand into another player's square.
- The receiver lets the ball bounce once before hitting it into another player's square.
- Play continues until the ball
 - bounces out of bounds;
 - bounces twice before it is returned;
 - is not allowed to bounce;
 - bounces on a line.
- The player who causes any of these goes to the end of the line, and a new player enters into square 4.
- When a square is left open, the person in the front advances to the next square, and the remaining players close the gap. For example, if square 1 is open, the player in square 2 would move to 1, square 3 moves to 2, and so on. New players always enter the game in square 4.

Variation(s)

- Categories The replacement player names any category they want: animals, colors, sports, counting by 5's, and so on. Players must call out something that falls under that category when the ball comes to them. If there's a repeat or a player can't think of anything fast enough they go to the end of the line. All of the normal rules still apply.
- Example: The server announces "Colors! Purple." The next player calls out "blue" and so on.

Fox and Rabbit

→ Supports Self-Management, Positive Relationships, Social Awareness/Empathy

**GROUP SIZE**

10–30 players

**AGE GROUP**

PreK–2nd

**EQUIPMENT**

Two different colored balls,
bean bags or stuff animals

**TIME**

5–10 minutes

Set Up

None.

Before You Start

- The group forms a circle, preferably sitting down.
- Hand the balls out to two people on opposite sides of the circle.
- Announce which ball is the fox and which one is the rabbit.
- Explain that each ball is like a hot potato and should not be held for more than one second.
- Have a practice round of passing the balls around the circle.

How to Play

- The object of the game is for the fox to catch the rabbit and for the rabbit to escape the fox.
- Both the fox and the rabbit move by being passed (not thrown) around the circle in any direction.
- If a player is holding the fox, they should pass the ball to the person next to them, whoever is closer to the rabbit.
- Those players holding the rabbit should pass in the direction farther away from the fox.
- When the fox catches the rabbit, start a new round.
- If the rabbit does not get caught by the fox after a few minutes, start a countdown from 10 to end the game or start a new round.

Variation(s)

Add an extra fox.

Freeze Tag

→ Supports Self-Management, Social Awareness/Empathy, Teamwork



GROUP SIZE
6+ players



AGE GROUP
K–6th



EQUIPMENT
No equipment needed.



TIME
5–15 minutes

Set Up

Set up an appropriate boundary.

Before You Start

- Establish the boundary for the game.
- Demonstrate safe and gentle tagging (butterfly tags) and appropriate tagging areas (arms, back and shoulders)
- Designate a few players to be the taggers.

How to Play

- Taggers job is to try to freeze everyone else by tagging them.
- If a player gets tagged, they need to freeze where they are.
- In order to get unfrozen another player has to come up and double high five the frozen player.
- When a player is un-freezing another player, they cannot be tagged.

Variation(s)

- In order to unfreeze a player, players crawl through the frozen players legs.
- In order to unfreeze a player, another player has to push down on their arm and flush them like a toilet, with a flush sound effect.

Frog Catcher

→ Supports Self-Management, Decision Making



GROUP SIZE
10+ players



AGE GROUP
K–2nd



EQUIPMENT
Hula Hoops and Bean bags



TIME
10–15 minutes

Set Up

Small area with clearly marked boundaries.

Before You Start

- Tell a story about frogs: Frogs like to hang out on their lily pads when they are not looking for insects to eat.
- Scatter the beanbags around the playspace, place hula hoops at random around the play area.
- Practice safe hopping to and from their lily pads.
- Demonstrate safe and gentle tagging (butterfly tags) and appropriate tagging areas (arms, back and shoulders)
- Review counting down from 5 seconds.

How to Play

- The objective of this game is to avoid being tagged by the frog catcher.
- The leader starts as the frog catcher, waiting for the frogs to get off their lily pads.
- At your signal, have players hop to gather insects (bean bags) and have them leap back to their lily pad.
- While players are leaping around to catch insects, pretend to try and catch (tag) them.
- If a frog is tagged, the frog must drop the “insects”, go to the shore banks (on the side of the playspace) and perform a task (5 jumping jacks, sit-ups, "I'm Awesome" dances to get back into the game.
- The frogs are safe and cannot be tagged while on their lily pads. However, a frog can only stay on their lily pads for 5 seconds before the lily pad gets too heavy and starts to sink.

Variation(s)

- Have players share some of their insects with a sick neighbor frog by taking them to the other side of the pond (across the room).
- Have multiple frog catchers.

Fruit Basket

→ Supports Self-Management, Decision Making



GROUP SIZE
10+ players



AGE GROUP
2nd–6th



EQUIPMENT
No Equipment Needed



TIME
10–15 minutes

Set Up

Designate a large rectangle play area, basketball court size (or larger).

Before You Start

- Line players up and count them off into four groups: Apples, Oranges, Bananas, Grapes (any four categories you decide).
- Have each fruit group line up on a baseline of the rectangle.
- Demonstrate safe and gentle tagging (butterfly tags) and appropriate tagging areas (arms, back and shoulders)
- Choose 1-2 taggers, depending on group size.

How to Play

- The object is for players to safely cross the court without being tagged.
- The leader will call out any combination of fruit, like "Apples and Bananas!" Each team must cross if their fruit is called.
- The leader may call out between 1-4 fruits at a time or call out FRUIT BASKET which means all four groups must cross at the same time.
- If a player is tagged or makes contact with another fruit, they must turn into a Fruit Tree, meaning they are planted into the ground, not allowed to move, but still able to tag crossing fruits.
- Stepping outside of the boundaries to avoid a tag automatically makes that player a Fruit Tree.
- The last 3 player who is not a Fruit Tree or tagger become the next round's taggers.

Gaga Ball

→ Supports Self-Management, Social Awareness/Empathy, Decision Making



GROUP SIZE
4+ players



AGE GROUP
2nd–6th



EQUIPMENT
Dodge balls



TIME
5–15 minutes

Set Up

Define an appropriate play space with clear boundaries. You will need enough space for players to move around trying to hit the ball or avoid a bouncing ball.

Before You Start

- Demonstrate paddle hands and how to hit the ball with an open hand.
- Demonstrate tagging with the ball from the knee down.

How to Play

- The object of the game is to be the last person left in the play area.
- All players start by standing on the boundary of the play area.
- One designated player walks to the center and throws the ball in the air.
- Players count three bounces before they run in and can try to hit the ball with their paddle hands.
- If a player hits the ball, they cannot touch it again until the ball hits something else--either another player hits it, the ball tags another player, or the ball touches a wall.
- If a player gets tagged by the ball below the knee, they become a part of the boundary and help keep the ball in the area.
- The game is over when there is one player left or time runs out.

Variation(s)

- Use multiple balls.
- Put tables/desks on their side and create a hexagon or an octagon.

Giants, Wizards, and Elves

→ Supports Positive Relationships, Problem Solving, Teamwork



GROUP SIZE
10–30 players



AGE GROUP
3rd–6th



EQUIPMENT
Cones or chalk, if needed for boundaries



TIME
20 minutes or more

Set Up

- Define the playing area with cones in a rectangular shape.
- Divide the group into two teams

Before You Start

- Demonstrate the movement and sound for each character:
 - The giants stand with hands raised overhead and make the sound, Aaargh!
 - The wizards stand with one arm extended forward as if they are holding a wand and makes the sound, Hissssss!
 - The elves squat down, put their hands around their ears, and make the sound, Hehehehehe!
- Have the whole group practice each of the characters' movement and sound.
- Explain which character wins in a standoff: giant over wizard, wizard over elf, and elf over giant.
- Demonstrate safe and gentle tagging (butterfly tags) and appropriate tagging areas (arms, back, and shoulders).

How to Play

- Each team huddles up on their side and chooses a first and second character.
- Each team moves to the middle line, walking shoulder-to-shoulder.
- Ten the leader calls out, "One, two, three! What's it gonna be?"
- Teams flash their first choice.
- The team that flashes the dominant character chases the other team back line, trying to tag as many players as possible before they get to their line
- Anyone tagged, becomes part of the opposite team.
- If both teams choose the same first choice, the teams wait for the leader to again call out the signal, and the teams flash their second choice. If they choose the same second

choice, the teams regroup and pick two new choices.

- Play continues until all players are on the same team.

Variation(s)

- Use three different objects, movements and sounds. Possible options include: Lions, Tigers, and Bears; or Rock, Paper, and Scissors.

Going on a Picnic

→ Supports Positive Relationships



GROUP SIZE
5+ players



AGE GROUP
K–2nd



EQUIPMENT
No Equipment Needed



TIME
5 minutes

Set Up

Have the whole group sit in circle.

Before You Start

- Explain to the group that they are all going on a picnic together and are all responsible for bringing a food item.
- Give an example of a food that begins with the same letters of your first name.

How to Play

- Each person is to bring a food that begins with the first letter of their first name.
- Ask for a volunteer to go first. They are to say their name and what they are bringing to the picnic.
- The next person re-introduces the name and food of the person who went previously, then introduces themselves and their food.
- The third person to go introduces the first two people and then themselves, and so on until everyone has gone.

Variation(s)

- Try a different category ("Going to the Zoo" where each person says the name of an animal they are going to see at the zoo that begins with the same letter as their first name).
- Some letters may be more challenging and the leader can help out or encourage the use of middle or last names if needed.

Grocery Store

→ Supports Self-Management, Decision Making



GROUP SIZE
4+ players



AGE GROUP
K–2nd



EQUIPMENT
Cones



TIME
5+ minutes

Set Up

- Identify a large play area with clear, visible boundaries.
- Set up 3-6 different colored sets of 4 cones, making 3-6 squares.

Before You Start

- Demonstrate safe and gentle tagging (butterfly tags) and appropriate tagging areas (arms, back and shoulders)
- Remind the players to be aware of others running around them.
- Assign each set of cones a fruit or vegetable that corresponds to their color, so purple cones could mean grapes grapes and yellow cones could signify lemons.
- Have players repeat each color of the cones and corresponding fruit.

How to Play

- The leader starts as the Shopper. The Shopper will yell out, "I am going to the store to buy some... grapes!".
- Everyone must then run over to the box of purple cones (grapes) without being tagged by the shopper.
- If they do get tagged, that player becomes a shopper and a tagger as well.

Variation(s)

- Instead of starting everyone in one box and yelling out different fruits, start them out as workers in the grocery store and the leader as the manager. If you say, "I need the floors swept", all the players must walk around the play area pretended to sweep the floors until the leader yells, "The shopper needs grapes!". Then they need to make it to the purple cones without being tagged.

Group Count

→ Supports Positive Relationships, Problem Solving, Teamwork



GROUP SIZE
5+ players



AGE GROUP
1st–6th



EQUIPMENT
No equipment needed



TIME
5–10 minutes

Set Up

If playing in a classroom setting, students should close all books and clear their desks.

Before You Start

- Explain to the group that mistakes will be made and will help us all learn faster.
- Demonstrate with a few players how to group count up to 100, or any other age-appropriate number.

How to Play

- The group is trying to count to ten (or higher) collectively, but not chorally.
- The leader says 1 to get the game started.
- Any player then can say the next number, and so on, as the whole group makes progress toward 100.
- If any number is repeated, the group starts back at 1.
- Try to see how long it takes over a couple of days, weeks, or months. Give high fives around the group when finished.

Variation(s)

- Increase difficulty for older groups by skip-counting to a higher number. Skip-count by 5s, 10s, or 20s. For a greater challenge, skip count by 3s or 7s.

Grump's Island

→ Supports Self-Management, Decision Making, Teamwork



GROUP SIZE
10+ players



AGE GROUP
2nd+



EQUIPMENT
Cones



TIME
10+ minutes

Set Up

This game may be played outside or in a gym and most easily played on a basketball court with end lines and a center circle. If basketball court is unavailable, use cones to create boundaries.

Before You Start

- Demonstrate safe and gentle tagging (butterfly tags) and appropriate tagging areas (arms, back and shoulders).
- Explain that the two opposite ends of the basketball courts are the shorelines. The center circle is Grump's Island.

How to Play

- The players must attempt to go across the ocean, but it is “too far to swim without a break” so players must stop at the island on their way to the other shoreline.
- The island has a Grump on it who will try and tag the players as they step onto their island.
- Players must put at least one foot onto the island before they can continue on their way to the other shoreline.
- If players get tagged, they become Grumps with the initial grump..
- Grumps must keep both feet on the island at all times because "Grumps are too old to swim."
- If players successfully put one foot on the island and get to the other side, they should wait there until the next round when they will swim back.
- You may have to start counting down because players will take a long time trying to get onto the island. If players do not successfully touch Grump's island before the countdown is complete, they must become Grumps.

Variation(s)

- players must actually pretend like they are swimming by doing a swim stroke across the water.
- Grumps can hold hands and make a chain to stretch off of the island to tag others.

Heads or Tails

→ Supports Self-Management, Decision Making



GROUP SIZE
8–20 players



AGE GROUP
1st–6th



EQUIPMENT
A coin



TIME
10 minutes

Set Up

Set up an area with two far boundaries and a dividing line directly in the middle.

Before You Start

Demonstrate safe and gentle tagging (butterfly tags) and appropriate tagging areas (arms, back and shoulders)

How to Play

- Divide the group so that everyone has a partner.
- Line all of the players up on the middle line, so that they are back to back with their partner.
- Designate one side as Heads and the other as Tails.
- Flip a coin, and announce to the players what side came up.
 - If it comes up heads, all of the Heads players have to run back to their side before they are tagged by their “Tails” partner.
 - If Tails is called, the reverse happens.
- After each round, reset with partners back in the middle.

Variation(s)

To make the game more difficult, make the players run to the opposite side.

Helicopter

→ Supports Self-Management, Decision Making



GROUP SIZE
10–30 players



AGE GROUP
PreK–6th



EQUIPMENT
A Long Jump Rope-(10'-15')



TIME
5–10 minutes

Set Up

- Make a boundary in the shape of a large circle, roughly a 20 foot diameter.
- Have players stand on the outside edge of the circle.

Before You Start

- Review the concept of personal safe space when jumping over and turning the jump rope.
- Make sure the players know to stay on the outside of the circle until it is their turn to move forward.
- The leader turning the jump rope should always have the jump rope low to the ground, never above their head.

How to Play

- Players stand on the outside edge of the circle.
- The leader begins slowly turning the rope around the circle and says “Helicopter, Helicopter under my shoe, I choose a color and the color is... (insert color).”
- The players with the mentioned color anywhere on their clothes or accessories will take one step forward and attempt to jump over the rope.
- Play ends when a player stops the rope with his/her feet or ankle.
- The leader begins again with a new color.

Variation(s)

Play with a foam pool noodle.

Hi, My Name Is

→ Supports Positive Relationships, Social Awareness/Empathy



GROUP SIZE

4+ players



AGE GROUP

PreK–2nd



EQUIPMENT

If playing in a classroom, consider moving desks to the side of the room in order to create a space for this activity.



TIME

5–10 minutes

Set Up

Establish an appropriate boundary.

Before You Start

Model the greetings, and have the players say them back to you.

How to Play

- At the go word, the players face one person near them and act out this scripted greeting.
 - Player 1: Hi! My name is _____
 - Player 2: Hi! My name is _____
 - Player 1: Nice to meet you _____
 - Player 2: Nice to meet you too _____
 - Player 1: See you Later!
 - Player 2: Bye!
- After the greeting is completed, students find new players to greet, trying to get to as many as possible.

Variation(s)

- Instead of using English students can greet in any language, like sign language or Spanish.
- Players can shake hands during the entire interaction.

Home Run Tag

→ Supports Self-Management, Teamwork



GROUP SIZE
10+ players



AGE GROUP
K–3rd



EQUIPMENT
Cones or chalk, if needed for boundaries



TIME
5–15 min

Set Up

Set up a Baseball Diamond with cones.

Before You Start

- Review the boundaries inside the baseball diamond.
- Demonstrate safe and gentle tagging (butterfly tags) and appropriate tagging areas (arms, back and shoulders)
- Split group into fielders and batters using a random splitting method.
- Demonstrate how to pretend to hit a home run, by jogging and celebrating.

How to Play

- On the go word, the fielders will try to tag the batters inside the boundaries of the 4 bases of the baseball diamond.
- If a hitter is tagged, they need to go to home base and pretend to hit a home run.
- When a hitter hits a home run they jog around the diamond until they get back to home base. They can now rejoin the tag game as a batter.
- End the round after a set period of time and have the players switch roles between batters and fielders.

Hop 'n Freeze

→ Supports Self-Management



GROUP SIZE

2+ players



AGE GROUP

PreK–K



EQUIPMENT

Cones or chalk, if needed for boundaries



TIME

5–10 minutes

Set Up

Use boundaries to create an appropriate size play area.

Before You Start

- Demonstrate how to avoid contact with each other.
- Everyone should be able to repeat all rules and signals. Signals can be special words or sounds.
- Spread the group out to avoid contact and collisions.

How to Play

- Everyone must stay inside the boundaries
- On the 1st signal, the players begin hopping.
- On the 2nd signal, everyone must freeze in a balanced position (on one foot, one foot and one hand or however they landed).
- Repeat several times, adding new signals and action players must use such as galloping, skipping or leaping.

Variation(s)

- Play the game while players balance a beanbag on their heads.

House, Tree, Neighbor

→ Supports Self-Management, Social Awareness/Empathy, Teamwork



GROUP SIZE
10+ players



AGE GROUP
3rd–6th



EQUIPMENT
No Equipment Needed



TIME
10 minutes

Set Up

Form players into a circle.

Before You Start

Find a space where the players can easily form a large circle facing inward.

How to Play

- The leader of the game will stand in the middle of the circle.
- At each round of play, the leader will point toward one player who is in the circle, and say either “House,” “Tree,” or “Neighbor.”
- If the leader says “House,” the person at whom they are pointing has to crouch down, and the players on either side of them has to turn toward each other and form a roof over the house (the middle player) by giving each other a high-ten over the player’s head.
- If the leader says “Tree,” that player must stand like a tree trunk, straight and with their arms to their side. The two players on either side then form branches by facing away from each other and form arches with their arms away from the trunk.
- If the leader says “Neighbor” to a player, that player must cross their arms and hands in front of their body, reaching out their hands to the players on either side of them. The players on the sides then quickly shake the middle player’s hands.
- The speed of the game can get faster as it goes on and as players get more familiar.
- If a player makes a mistake, they can do jumping jacks or a short activity of your choice and get back into the circle, distract or cheer for the remaining players in the circle, or if it is played as a transitional game, be eliminated and go back to their seats, get a drink, wash their hands or whatever is next, one by one.

Hula Ball

→ Supports Self-Management, Decision Making



GROUP SIZE
2–10 players



AGE GROUP
1st–2nd



EQUIPMENT
Bouncy Balls and Hula Hoops



TIME
5–10 minutes

Set Up

- Set up the three hula hoops to look like Mickey Mouse’s head in the play space.
- Make sure the hula hoops are touching each other.
- Put down cones or a marker to designate the game line where the waiting players will line up.

Before You Start

- One player stands next to each hula hoop. The rest of the players wait in line.
- Encourage players to use positive language (cheer on their classmates; say “good job, nice try”) and give high-fives as players leave the hoops and go to the end of the line.

How to Play

- The object of the game is to stay in for as long as possible without making a mistake, as players try to bounce the ball into another person’s hula hoop.
 - Each player hits the ball into an opposing player’s hoop, after bouncing it only once in their hula hoop.
 - If the ball lands on a hula hoop, or goes out of bounds before it bounces, the player returns to the game line for another try.
 - If the ball bounces twice in their hula hoop, the player returns to the waiting line.
- If a player catches or holds the ball, that player returns to the waiting line.
- If the ball bounces more than once before it is hit into another hula hoop, that player returns to the game line for another try.
 - If the ball is returned before it is allowed to bounce, the player who returned the ball early needs to return to the game line.
 - When a player returns to the game line, the next player in line gets to play.

Variation(s)

- Designate a serving hoop and have players rotate (similar to Foursquare).
- Add multiple hula hoops or additional balls.

Hula Hoop Challenge

→ Supports Positive Relationships, Problem Solving, Teamwork



GROUP SIZE
10–30 players



AGE GROUP
2nd–6th



EQUIPMENT
1-2 Hula Hoops



TIME
5–10 minutes

Set Up

- The group forms a circle, holding hands.
- Demonstrate how to get your body through the hula-hoop while staying connected in the circle, still holding hands.

Before You Start

- Two players unclasp their hands so you can place the hula hoop between them. Then they grasp hands again, with the hoop between them, and their hands through the hoop.

How to Play

- The object of the game is to get the hula-hoop all the way around the circle without anyone letting go of their teammates' hands.
- Encourage the group to cheer each other on.
- Once the task is accomplished, have the group discuss successes and challenges and try again if time permits.

Variation(s)

- Time the group, to see how quickly they can do the activity.
- Play with eyes shut.
- Divide the group in two circles and have them compete.

Hungry Fox

→ Supports Self-Management, Decision Making, Teamwork



GROUP SIZE
7–30 players



AGE GROUP
K–2nd



EQUIPMENT
Chalk, cones



TIME
10 – 20

Set Up

Designate a large rectangular play area with clear boundaries and enough room for children to skip, jog or run. On one end of the rectangle have a line of chalk or cones that will be the designated safe zone.

Before You Start

- Demonstrate safe and gentle tagging (butterfly tags) and appropriate tagging areas (arms, back and shoulders).
- Ask players to practice butterfly tagging on their own upper back, shoulders, and arms so they know where safe touch is.
- Ask players: "Do we hit, grab, push or pull when using butterfly tags?" Make sure all answers to the questions are "no."
- Practice with the players starting the game. Players must ask "Hungry Fox, Hungry Fox, what time is it?!"
- Demonstrate what happens when you get tagged. Tagged players freeze and become the Hungry Fox's helpers.
- Show the children the safe line that they need to pass where the Hungry Fox cannot tag them.
- Review the boundaries, the safe zone and the consequence for going outside them (players become a Hungry Fox helper).

How to Play

- The object of the game is to avoid being tagged by the Hungry Fox.
- Players stand shoulder to shoulder on the starting line in the safe zone.
- One player or the leader begins the game in the middle of the boundaries as the Hungry Fox.
- Players ask, "Hungry Fox, Hungry Fox, what time is it?!"
- Whatever time (from 1 o'clock to 12 o'clock) the Hungry Fox says, is the number of

steps players take out of the safe zone, towards the fox.

- If the Hungry Fox says “It’s lunchtime” players must run back to their safe zone without getting tagged.
- Tagged players become one of Hungry Fox’s helpers and tag the other players.
- The last player untagged in the safe zone becomes the Hungry Fox for the next round!

Mid-Game Questions:

- Use this as an opportunity to re-teach safe tagging.
- Where do we tag our classmates?
- How are we tagging our classmates, using what kind of light fingers do we use?

Variation(s)

- Modify movement and speed of play, especially if a large group is playing. Hop like bunnies, skip, zombie walk, tiptoe etc. Younger players often do better with hops than steps.
- To increase safety, when the first person is tagged, they become the new Hungry Fox for the next round.

I Love My Neighbor

→ Supports Positive Relationships, Social Awareness/Empathy



GROUP SIZE
5+ players



AGE GROUP
K–5th



EQUIPMENT
One less chair, cone or place marker than the participants playing



TIME
10 minutes

Set Up

Position chairs, cones, or placemarkers to form a circle.

Before You Start

- Prompt players to think about what they will say if they get to be in the middle (activities they like to do, foods they like to eat, movies they like to watch, and so on).
- Briefly talk about the need for awareness of others (being aware of your surroundings and other people moving in the same space) and review Rock, Paper, Scissors, in case there is a tie.

How to Play

- Players stand in a circle where the cone/place marker marks their spot. One player will not have a cone. That person stands in the center of the circle.
- The player standing in the center begins the game by saying "I love my neighbor who..." The player completes the sentence with a fact about themselves. For example, "I love my neighbor who likes to play basketball!"; or "I love my neighbor who has brothers and sisters!" The sentence can be anything that the player likes, but must be true for that person.
- Then everyone on the circle who has that in common leaves their spot and runs to any empty spot that is not right next to them.
- The last player who cannot find an open spot changes places with the person in the center and begins a new round of the game by saying "I love my neighbor who..."

I See, I See!

→ Supports Self-Management



GROUP SIZE
5+ players



AGE GROUP
PreK–2nd



EQUIPMENT
No Equipment Needed



TIME
5 minutes

Set Up

Designate an appropriate play area with clear boundaries.

Before You Start

Make sure the players know to not make any physical contact with each other.

How to Play

- Players begin walking around in the designated area (make the walk fun; have them do a cool walk, slow-mo walk, zombie walk).
- When the leader says the words “I See, I See”, the players freeze.
- After the players freeze, they will ask the leader, “What do you see?”
- The leader will then say, “I See _____”.
- Whatever the leader says, the players act it out in the designated area.
- An example dialogue for the game:
 - Leader: “I See, I See!!”
 - Players: “What do you see?”
 - Leader: “I see a superhero flying in the sky!”
 - Players then act like superheroes flying in the sky.
- After the players have successfully acted, the leader will then repeat the phrase, “I See, I See” and the game will continue with new actions.

If You Really Knew Me

→ Supports Positive Relationships, Social Awareness/Empathy, Decision Making



GROUP SIZE
3–30 players



AGE GROUP
K–5th



EQUIPMENT
None



TIME
10–15 minutes

Set Up

Arrange chairs so that partners can face each other.

Before You Start

- Demonstrate what one round will look like.
- Lead a discussion about attentive listening.
 - Help players define what attentive listening means and what it looks like.
 - It is fully hearing what the other person is saying.
 - It is listening without interrupting and without thinking ahead about your own response while being spoken to.
 - It is facing the speaker, making eye contact, and nodding or displaying other physical responses to what is being said.

How to Play

- Group players in pairs and designate Player A and Player B.
- Player A silently listens to Player B for one minute (or shorter for younger groups).
- Player B finishes the sentence, “If you really knew me, you would know that...”
 - Players may share information about hobbies, favorites, or dislikes.
 - Player B repeats this sentence opener, completing it with the new piece of information they hear each time.
- After a minute, the roles are reversed and Player B listens while Player A shares.

Variation(s)

Other sentence stems can be used for those who might need specific direction: “On Saturday morning, I like to...”; “The funniest thing that ever happened to me was...”; “I got really embarrassed once when...”; “The biggest holiday for my family is...”.

Indoor Hopscotch

→ Supports Decision Making, Problem Solving



GROUP SIZE
1+ players



AGE GROUP
K–2nd



EQUIPMENT
Construction Paper



TIME
10–15 min

Set Up

Using construction paper, cut out shapes (triangles, circles or squares) and draw letters and/or numbers on them

Before You Start

- Lay the cut out shapes all over the floor.
- Make sure they are taped down so they do not slip when a player jumps onto them.

How to Play

- Have the players begin at one end of the room and see if they can jump from shape to shape.
- Before the player jumps on the next shape have them identify the letter or number where they are planning to jump.

Invent a Game

→ Supports Self-Management, Positive Relationships, Decision Making, Problem Solving, Teamwork



GROUP SIZE
4–50 players



AGE GROUP
3rd+



EQUIPMENT
A range of sports equipment - hula hoops, balls, cones, ropes or whatever is available.



TIME
30

Set Up

Divide sports equipment up into piles based on the amount of groups playing.

Before You Start

- Divide players into teams and place them with a pile of equipment.
- If needed, give groups examples of game ideas to get them started.
- Make sure each group has enough room to make up and practice their game.

How to Play

- Players can use all the equipment in their pile to make up their own game.
- They need to establish boundaries, rules, equipment use and any other specific information for their game. They also need to consider how to stay safe while playing the game.
- Players choose a name for their game and prepare to teach their game to the other groups.
- The groups take turns teaching and playing each of their invented games.

Variation(s)

- Change the group size to increase the communication challenge.
- Limit the types of equipment to increase the creativity challenge.

Journey Around the World

→ Supports Social Awareness/Empathy



GROUP SIZE
5+ players



AGE GROUP
PreK–K



EQUIPMENT
No Equipment Needed



TIME
5+ minutes

Set Up

None.

Before You Start

- Have players stand in their own spaces, an arm's length from other players.
- Explain to the players that you are going on a journey...AROUND THE WORLD!
- The group can go anywhere in the whole, wide world that they want.
- Remind the players to stay in their places and listen to the directions.

How to Play

- Choose one player to pick the first destination (a city, country, anywhere) and then ask another player to choose the mode of transportation you will use to get there. The transportation modes are endless: swimming, flying, floating in a bubble.
- Have all the players act out the mode of transportation in place for a few seconds before reaching your destination.
- Once you decide you have arrived, ask a few of the players what you can see or do while there and act those out accordingly. You could see some Pandas in China, go to the beach in Mexico, run away from cheetahs that are chasing you in Africa or hide from mummies in the Great Pyramids.
- Make sure every player has an opportunity to provide some input into the journey and let this be as player-driven as possible.
- Can be as short or as long as you have time for or they remain engaged.

Jump the River

→ Supports Self-Management, Decision Making



GROUP SIZE
5+ players



AGE GROUP
K–1st



EQUIPMENT
Random object to jump over.
You can use hula hoops or tape lines on the floor.



TIME
5–10 minutes

Set Up

Place an object, or two lines of tape, or jump rope on the ground.

Before You Start

Have players practice jumping by taking off from two feet and swinging their arms forward.

How to Play

- Explain to the players that they are taking a walk in the woods and may need to cross a stream or river. Players walk throughout the space and when they come to a river (rope, hoop, or tape line on floor), they need to jump over the river without getting their feet wet.
- Players work independently from the others in the group during this activity.
- The landing method is important. Players should land on two feet about shoulder width apart so they have a wide base of support.
- Players should proceed to and jump over the next river. Emphasis should be placed on landing on both feet at the same time without falling over.

Variation(s)

- Players draw or paint their own rivers on large sheets of butcher roll paper. If you would like to add a science or art element to the lessons, have them draw fish, trees and other objects in and alongside their river. Tape player's drawings to the floor and pretend that the class is going on a trip. When players reach the different rivers scattered throughout the room they must swing their arms and jump over the river, landing on the other side without falling over.

- Leaders may also want to integrate this idea with a book they read to players about rivers or ways people travel.
- Teach and practice different jumping skills, such as jumping off of one foot or jumping and landing onto one foot or another.

Key Punch

→ Supports Positive Relationships, Problem Solving, Teamwork



GROUP SIZE
10+ players



AGE GROUP
3rd–5th



EQUIPMENT
25 sequentially numbered paper plates (or other number markers), chalk or tape to mark off the playing area.



TIME
10–15 minutes

Set Up

Make a 4×6 (approx.) rectangle with tape or chalk. Place the 25 numbered plates randomly inside.

Before You Start

Allow teams a few minutes to strategize after the rules are explained.

How to Play

- Divide group into teams (groups of 5-7 work best).
- Each group has to touch the plates in order from 1-25 as fast as they can. The coach will keep track of the total time of each attempt.
- Five second penalties are given each time two people are inside of the rectangle at the same time and when a plate is touched out of order.
- Have each team set a goal time. Time each attempt, alternating between teams, but allow time to give each team 2-3 attempts. Allow shorter times to strategize between each attempt.
- All teammates must be touch plates for the team to earn the points.

Kickball

→ Supports Self-Management, Positive Relationships, Decision Making, Teamwork



GROUP SIZE
10+ players



AGE GROUP
2nd–6th



EQUIPMENT
Kickball, Bases/Cones



TIME
15–20 minutes

Set Up

This game can be played on a regular kickball field or by using four cones for bases in a large area.

Before You Start

- Establish the four bases: home plate, first base, second base, and third base.
- Demonstrate how a kicker kicks the ball from behind home plate and then runs to first, second, third bases, and finally back to home plate.
- Form two even teams.
- The team who wins Rock, Paper, Scissors may choose whether to kick or field first.
- The kicking team lines up. This will be the kicking order for the remainder of the game.
- The fielding team goes to their positions, spread out on the field, typically including a player next to each base:
a pitcher (who could also be the leader),
a catcher behind home plate and
players in the outfield.

How to Play

- The pitcher controls the play of the game. Play begins when the pitcher rolls the ball to the kicker. Play stops when the pitcher has the ball.
- The kicker kicks from behind home plate.
- If the ball rolls out of bounds before going past first or third base, it is called a foul ball and the kicker tries again.
- Kickers must run the bases in order and may stop at any base and wait to run again at the next kick. There can be only one runner on a base, and they must remain in order. No runner can pass the person in front of them.
- The kicking team scores when their runner touches all 4 bases, in order, without being tagged.

- A runner may advance one base if a fielding player overthrows the ball at a base.
- Teams switch sides after three people are tagged, or nine runs are scored.
- Tags (sometimes called outs) are granted when
 - the kicker kicks a fly ball, and it is caught before it touches the ground;

Note When a fly ball is in the air, other base runners must remain on their base until after the ball is caught (called tag-up) before they can advance to the next base;

- the base player has control over the ball and a foot on the base before the base-runner reaches the base;
- the base-runner is tagged on their body with the ball by a fielder before they arrive at a base;
- one base-runner passes another;

Note If the base runner must advance because of another runner or kicker behind them, it is called a force-out and the fielding team only has to tag the base to call an out. If there is no runner or kicker behind, it is not a force-out and the fielder with the ball must tag the base-runner;

- Four fouls by an individual kicker equal a tag.
- If a ball is touched by a member of the fielding team before it bounces, it is a fair ball.
- There is no sliding or throwing of the ball at a player.
- Winning team is determined by the number of runs by the end of play.

Knock Down

→ Supports Self-Management, Problem Solving, Teamwork



GROUP SIZE

10+ players



AGE GROUP

1st–3rd



EQUIPMENT

Dodge Balls and Cones



TIME

15–20 minutes

Set Up

- Create a large rectangular playing space with a center line using a painted line, chalk or half cones.
- About five feet behind two opposite outside boundary lines, place a row of cones evenly spaced apart.

Before You Start

- Split players into even teams; make sure each team knows which is their side
- Review boundary lines and remind them that there is no crossing of the center line.
- While this is a version of dodge ball, there is no throwing of the balls at people as cones are the only target.

How to Play

- The object of the game is to knock down all the opponents' cones before they do the same to your cones.
- Players may not cross the centerline while throwing or to retrieve a ball.
- Each team is allowed to have one person in front of each cone to protect it.
- They must, however, stay five feet away from the cone.
- If someone accidentally knocks over their own cone, it remains down.
- Once all cones are knocked down on one side, the game is over.

Variation(s)

- Vary the game by changing the number of cones and dodgeballs.
- Add traditional dodgeball rules.

Knockout

→ Supports Self-Management



GROUP SIZE
5–15 players



AGE GROUP
3rd–6th



EQUIPMENT
2 basketballs, basketball hoop,
cone



TIME
10–15 minutes

Set Up

Place one cone a few feet behind the foul line, facing the basket

Before You Start

- Review how to shoot the basketball.
- Review start and stop signals.

How to Play

- Players form one line at the cone.
- The first two players in line start with a ball.
- The object of the game is for the player who gets to the court second, to score before the player who was already there.
- On the start signal, Player #1 proceeds to the foul line and takes their first shot.
 - As soon as Player #1 attempts their first shot, Player #2 can shoot from the foul line.
 - If a player misses their first shot from the foul line, they can rebound and shoot from anywhere on the court. Players continue to shoot until one of them makes a basket.
 - Both players are trying to be the first to make a basket.
- If Player #2 makes a basket before Player #1, Player #1 is "knocked out".
 - Both players pass their balls to the front of the line.
 - Player #2 returns to the end of the line.
 - Player #1 waits until the next game.
- If Player #1 makes a basket before Player #2, Player #2 continues to shoot.
 - Player #1, passes the ball to the first person in line and goes to the end of the line.
 - The next player, Player #3 shoots from the foul line, now trying to make a shot before Player #2.
- This rotation continues until there is only one player left.

- Once a player scores or is knocked out, they pass the ball to the next person in line as quickly as possible. Passing quickly allows the next shooter the greatest chance of eliminating another player.
- Players may not touch the other player's ball at any time.

Knots On A Rope

→ Supports Self-Management, Positive Relationships, Problem Solving, Teamwork



GROUP SIZE
5+ players



AGE GROUP
3rd–5th



EQUIPMENT
Jump ropes



TIME
10–15 minutes

Set Up

Play in an open area.

Before You Start

- Tie several evenly spaced knots into the rope(s).
- Have the players grasp the rope between knots with one hand, spacing themselves evenly.

How to Play

- The object of the game is to get the knots out of the rope, without ever moving or taking the one hand off of the rope.
- Players cannot switch hands.

Variation(s)

- After a group has succeeded at the activity, give them a time limit, increase the number of knots, or make the knots more complicated to untangle.
- Blindfold a few members of the group (to enhance verbal communication and teamwork).

Land, Sea, Air

→ Supports Decision Making



GROUP SIZE
4–60 players



AGE GROUP
K–6th



EQUIPMENT
A line or an imaginary line



TIME
1–10 minutes

Set Up

Either mark a line on the floor, or just create a space where players can stand with enough space between them so they don't knock into each other.

Before You Start

For younger players, this game benefits from a quick, playful story. Once you understand how to play this game, think of a story that will help you bring this game to life for your players.

How to Play

- The leader calls out commands, such as “land,” “air,” “sea,” in no particular order.
- Players must do what the commands represent.
- When the leader calls “sea,” the players jump over the line into the sea.
- When the leader calls “air,” the players jump straight up and land back in the same spot (not crossing over into the other area).
- When the leader calls a command that matches the players’ position, the players remain standing on the ground—doing nothing. Example: Calling out “land” when the players are all standing on land already.
- The leader’s goal is to confuse the players by mixing up all the commands in any order the leader chooses.
- When a player makes a mistake, they do a fun task to get back into the game. Examples: 5 seconds of dancing, telling yourself “I’m awesome” while fist-pumping up in the air, getting a high-five from the leader, or anything else you want. Be creative!

Mid-Game Questions

- What do you need to do to last as long as possible in this game?

Closing Questions

- What kind of skills are we practicing in this game?
- When would be a good time to play this game and why?

Variation(s)

- The leader speeds up the command delivery.
- The group plays until there is one player left, then the last one standing becomes the leader of the next round.
- The leader can make up a variety of commands, based on the age and ability of the players. Examples:
 - Bridge—one foot in the land, and one foot in the sea
 - Tornado—spin in a circle one time
 - Swimmer—jump into the sea and do a swimmer’s crawl arm movement
 - Farmer—jump onto land pretend to hoe
 - Bird—jump into air with arms outstretched like a bird
- The leader could use this game as a transition for moving students into the next classroom activity: The players who make a wrong movement are then last to get a drink, get a snack, start homework, and so on.

Lava Game

→ Supports Self-Management, Decision Making



GROUP SIZE
5+ players



AGE GROUP
1st–2nd



EQUIPMENT
Hula Hoops



TIME
10–15 minutes

Set Up

Lay hula hoops in a line (either in a row or zigzag).

Before You Start

- Demonstrate how to avoid contact with each other.
- Players should be able to repeat all rules and signals.
- Have players line up in a straight line.

How to Play

- Create a scenario. Tell the players that they are in a volcano and the only way to get out before it erupts is hopping on the stones (the hula hoops).
- One at a time, each players should run, hop, or jump through the hula hoops.
- Once a player has made it across safely have them line up at the end.
- If a player misses a hula hoop they go back to the end of the line a wait to try again.
- Game finishes once all players have made across the lava safely.

Variation(s)

- For older groups, have players go 2 or more at a time.
- Lay out the hula hoops further apart once players understand the game, making it more difficult to cross the lava.
- When a player misses a hoop, they can only use 1 leg. If they miss again a hula hoop is removed and they can use both legs again.

Leapfrog

→ Supports Self-Management, Decision Making



GROUP SIZE
5+ players



AGE GROUP
2nd–6th



EQUIPMENT
No Equipment Needed



TIME
5–10 minutes

Set Up

Create a start and finish line (if applicable).

Before You Start

- Set up two single file lines. Space players out so there is enough room between players for the leap frog to land.
- Demonstrate safe ways to jump over players and how they should stay in a safe crouched position.
- Make sure all players understand the need for safety and cooperation.

How to Play

- The players are now frogs trying to cross a pond with their fellow frogs.
- To stay on the lily pads, they must hop in a straight line, one over the other.
- The frog at the back of the line will go first.
- They will hop over the frogs in front of them (who are crouched down to make it easier for the jumping frog) until they reach the front, where they will stop.
- After the leaping frog has made it to the front of the line and is crouched down, the next frog at the back of the line will begin to jump forward.
- Frogs jump to a finish line, or you can set a number of times each frog must jump.

Line of Silence

→ Supports Positive Relationships, Problem Solving, Teamwork



GROUP SIZE
3–30 players



AGE GROUP
K–5th



EQUIPMENT
No equipment needed



TIME
1–10 minutes

Set Up

All players stand and move toward the area where they will form a line during the game.

Before You Start

- Explain that this is a silent challenge.
- Demonstrate or brainstorm other ways to communicate without talking.
- Explain where the start and end of the line is for the players.

How to Play

- Verbally instruct players to silently line up in a particular order. Examples include: according to height (tallest to shortest); date of birth (from January 1 to December 31); t-shirt color (darkest to lightest); hair, eye, or shoe color (rainbow order); most to least siblings, or any other category that fits your age group.
- Players line up in silence, communicating nonverbally with the other players.
- Play as many rounds as you like.

Mid-Game Questions

- What do you need to do to be successful?
- What is the best way to communicate with each other without talking?
- How else can we line up?

Closing Questions

- What do you think this game teaches?
- When would be a good time to play this game?
- What was challenging about that?

Magic Tag

→ Supports Self-Management, Decision Making, Teamwork



GROUP SIZE

10–30 players



AGE GROUP

K–3rd



EQUIPMENT

Cones, and 2-3 pinnies, or 2-3 plain t-shirts



TIME

10 – 20 minutes

Set Up

- Designate a large play area with clear boundaries so players can run.
- Optional Give pinnies, or plain t-shirts, to the players who will be the magicians—the taggers.

Before You Start

- Demonstrate safe and gentle tagging (butterfly tags) and appropriate tagging areas (arms, back, and shoulders).
- Explain that when you are tagged, you turn into a magic wand, or freeze.
- Designate two or three magicians to start the game.
- Review the consequences for stepping outside the boundaries: you automatically become a magic wand.

How to Play

- The object of the game is to not get tagged by the magicians, who are turning everyone into magic wands.
- Magicians use butterfly tags. If a player gets tagged, they turn into a magic wand and freeze.
- Players stay frozen until two players join hands in a circle around the player and say “Abracadabra!”
- If players are not tagged, they’re avoiding the magicians and undoing the spell for the magic wands.
- Rotate the magicians so that everyone has a chance to be the magician.

Mid-Game Questions

- How can the magicians work together?
- What can the players do to be successful in this game?

Closing Questions

- How does this promote teamwork?
- How does this promote inclusion?

Variation(s)

- Change the speed for players. For example, they can skip, hop, heel-toe walk, speed walk, sticky walk, and so on.

Maze Tag

→ Supports Self-Management, Decision Making



GROUP SIZE
10+ players



AGE GROUP
1st–3rd



EQUIPMENT
Enough cones for all but 2 players



TIME
10–15 minutes

Set Up

Set up all the cones in a grid formation, in a square or rectangle with cones an equal distance away from each other.

Before You Start

- Demonstrate safe and gentle tagging (butterfly tags) and appropriate tagging areas (arms, back and shoulders)
- Use enough cones for all the players except the tagger and the runner.
- Choose one player to start as the tagger and one to start as the runner.

How to Play

- Have all players other than the tagger and runner stand by a cone in the maze.
- On the leader's signal, the tagger starts trying to tag the runner.
- To become part of the maze and avoid being tagged, the runner taps the shoulder of a player in the maze, and takes their place by the cone.
- That player now becomes the runner, until they tap another player's shoulder.
- If a player gets tagged before getting into the maze, they are now the tagger.

Variation(s)

- If the group is more advanced, eliminate the cones and have players hold their space in the maze without a visual aid.
- When the leader calls "Switch", the runner and tagger change rolls; the tagger becomes the runner and the runner is now the tagger.

Mountains and Valleys

→ Supports Self-Management, Social Awareness/Empathy, Decision Making, Teamwork



GROUP SIZE
10–30 players



AGE GROUP
K–5th



EQUIPMENT
20-30 Cones



TIME
5–10 minutes

Set Up

Place cones randomly inside the boundaries of the game. Some cones should be right side up. Some cones should be upside down, or on their side.

Before You Start

- Remind players to be careful not to run into each other.
- Remind players that the game begins and ends with the sound of your whistle.

How to Play

- Divide players into two teams, the Mountains and the Valleys.
- The Mountain Team turns cones into mountains by turning them right side up.
- The Valley Team turns cones into valleys by turning them upside down.
- Cones must be moved gently with hands only. Feet should never touch the cones.
- Play continues for about one minute, and then the leader blows their whistle.
- Count how many cones are Mountains and how many are Valleys.
- After a few rounds, teams switch roles.

Variation(s)

- When playing inside, have players place the cones on top of desks, chairs and tables.

Movement Name Game

→ Supports Positive Relationships, Social Awareness/Empathy



GROUP SIZE
5+ players



AGE GROUP
PreK–2nd



EQUIPMENT
No Equipment Needed



TIME
5+ minutes

Set Up

Have the whole group stand in a circle.

Before You Start

- Demonstrate speaking your own name loudly while doing a large movement.
- Have everyone repeat your name and movement back to you.

How to Play

- The first player begins the circle rotation by loudly saying their name while at the same time doing a movement.
- The whole group repeats back the name and movement.
- The next player says their name and does a movement of their own.
- Again whole group repeats back their name and movement.
- This call and response continues around the circle until everyone has gotten a turn.

Variation(s)

- When playing inside, place the cones on top of desks, chairs, and tables.

Multi-Ball

→ Supports Self-Management, Decision Making, Teamwork



GROUP SIZE
10+ players



AGE GROUP
1st–6th



EQUIPMENT
Kickball, Football, Frisbee
(and/or other random
equipment), cones or bases and
field positions



TIME
20 minutes

Set Up

- On a traditional kickball field, place a kickball, football, and frisbee at home-base.
- Mark the outfield with cones or chalk enough for for half of the group.

Before You Start

- Discuss the importance of staying in one's position, calling the ball and passing the ball to teammates.
- Have all players practice running the bases in a group, calling out each base as they tag it with their foot.
- Emphasize to the runners that they need to touch each base.
- Divide the group into infield and outfield teams and give each child on each team a number. The numbers denote the kicking order.

How to Play

- Kickers come up to home plate one at a time.
- Kickers kick the kickball, punt the football and throw the frisbee into the field.
- The kicker then runs around the bases continuously, more than once around if able.
- The fielders retrieve the pieces of equipment, pass them infield and return them to the Pitcher's mound.
- The runner gets a point for their team for each base that they tag before all items are returned.

Variation(s)

- Add more equipment choices.

My DVD Player

→ Supports Self-Management



GROUP SIZE
10+ players



AGE GROUP
PreK–2nd



EQUIPMENT
Cones or chalk, if needed for boundaries



TIME
10 minutes

Set Up

Use boundaries to create an appropriate size play area.

Before You Start

Have players repeat back what action goes with each command.

How to Play

- The goal is to make it all the way across the rectangle to the finish line.
- Players must react to the commands called.
- When a player makes a mistake they do 10 jumping jacks or another short activity in order to re-enter the game.
- The person calling the game may call any command found on a remote control.
 - **Play:** Players begin walking towards finish line.
 - **Fast Forward:** Players run to finish line.
 - **Rewind:** Players move backwards.
 - **Pause:** Players freeze.
 - **Slow Motion:** Players move super slowly.
 - **Power off:** Players crouch down like an egg.
 - **Power on:** Players stand up.

Variation(s)

- For younger grades start with just two or three commands and add new ones as they master the original commands.
- Players who make a mistake remain in the game but must go back to the starting line.

Mystery Creature

→ Supports Self-Management, Positive Relationships, Problem Solving



GROUP SIZE
5+ players



AGE GROUP
1st–3rd



EQUIPMENT
Small pieces of paper for each player (post-its work great), pen or pencil and tape.



TIME
5–15 minutes

Set Up

Write the names of several different animals on the small sheets of paper.

Before You Start

- You will need small pieces of paper for every player, pen, and tape (optional).
- Review with players how to frame “yes or no” questions.
- Give players ideas for clue-finding questions, such as the animal’s environment/habitat, physical traits, etc.

How to Play

- Stick an animal to the forehead of one player, not allowing them to see what’s written.
- The player then asks yes or no questions to try and guess the animal that’s been assigned, such as “Am I big?”, “Do I have scales?”, “Am I a mammal?”
- This player continues until they answer correctly, then pick a new person to go.

Variation(s)

- Play in small groups or pairs.
- The opposite way. One person gets to look at the card, while everyone else asks yes or no questions, trying to determine what’s on the card.
- Write cards with a different theme, such as Presidents of the United States or sports.

Name Touch

→ Supports Positive Relationships



GROUP SIZE
5–30 players



AGE GROUP
3rd–6th



EQUIPMENT
No equipment needed



TIME
10 minutes

Set Up

None.

Before You Start

- Have everyone say their name to the group.
- Demonstrate safe tagging and high fives.
- Players form a circle with one player in the middle.
- Players in the circle will stand with their hands out in front of them, palms up.

How to Play

- The leader begins the game by loudly saying another player's name in the circle, that player is now "it".
- The player in the middle tries to tag the person who is "it."
- The player who is "it" can say another player's name before they are tagged. The middle person needs to then try to tag the newest "it" player. The "it" player can continue to change until someone who is "it" eventually gets tagged.
- When a player get tagged before they can say a name, they will switch places with the person in the middle of the circle.
- The player who just came out of the middle will start the next round by saying the first name.

Variation(s)

- Players in the circle close their eyes while the round is being played.

Night at the Museum

→ Supports Self-Management, Decision Making



GROUP SIZE
5+ players



AGE GROUP
K–6th



EQUIPMENT
Cones



TIME
10–15 minutes

Set Up

Clear the play space of obstacles and mark clear boundaries.

Before You Start

- Talk to players about statues:
 - They don't move.
 - They don't touch each other.
 - They don't make noise.
 - But we all know they come alive and move around the museum at night, right?
- Remind players to be safe and be aware of where their friends are around them.
- Have players practice appropriate statue poses.
- Explain that the night guard will hold a pretend "Flashlight" and look for moving statues (cone, marker, anything they can pretend is a flashlight).

How to Play

- The object of the game is to move without letting the night guard see you. On the start word, everyone becomes a statue and can't let the night guard catch them moving.
- The night guard will move slowly around the room, pointing their flashlight at the statues. If the night guard shines the flashlight on a player and that player moves or laughs, they become a night guard.
- If playing this indoors/in a classroom, encourage players to be sneaky when they're moving around. You do not want the night guard to hear you moving!

Variation(s)

- For older players, this game can be combined with other games, such as silent ball, for an added challenge.

One Fish, Two Fish, Red Fish, Blue Fish

→ Supports Self-Management, Positive Relationships, Problem Solving, Teamwork



GROUP SIZE
10–35 players



AGE GROUP
1st–6th



EQUIPMENT
Small object like a stuffed animal fish



TIME
10–15 minutes

Set Up

Visible starting line

Before You Start

- Players line up on the starting line.
- The leader places an object a good distance from the starting line—at least 15 feet or more.

How to Play

- The object of the game is for the players to work as a team to get the object back to the starting line without the leader guessing who has it.
- The leader stands behind the object facing the players.
- The leader turns with their back to the players and says, "One Fish, Two Fish, Red Fish, Blue Fish."
- Players move while the leader is saying the phrase.
- When the leader finishes "...Blue Fish," the leader turns around and all the players freeze.
- If anyone is still moving when the leader turns around, the whole group must go back to the starting line.
- If no players are caught moving, the leader turns around again and says "One Fish, Two Fish, Red Fish, Blue Fish", and the players can move closer to the object.
- Once the players get close enough for one of them to take the object, all players pretend they have it, with their hands behind their backs.
- Players still may only move during the phrase—now going backwards—but once the object has been taken, the leader takes 3 guesses during each freeze, trying to find out who has it.
- If the leader guesses correctly, the object is returned, and the players start over back

at the starting line.

- If the leader guesses incorrectly, they turn around, say the phrase, and the players keep moving toward the finish line.
- This play rotation continues until either the object holder is correctly identified, or the group gets the object back to the safety line and a new round begins.

Variation(s)

- Set a minimum number of players who must touch the object before it crosses the line.
- Require that all students touch the object at least once before it crosses the line.
- Increase the distance between the object and the starting line.

Over Under

→ Supports Positive Relationships, Social Awareness/Empathy, Decision Making, Problem Solving



GROUP SIZE
10–30 players



AGE GROUP
2nd–5th



EQUIPMENT
One ball per team (teams of 8–10 players)



TIME
10

Set Up

Designate a start and finish line.

Before You Start

- Have players line up behind each other in groups of 8–10, spreading out one arm's length distance apart.
- Demonstrate how to pass the ball over someone's head then under and through someone's legs.
- Give the player in front of the line a ball.

How to Play

- The object of the game is for the group to pass back the ball either over their head or under their legs, alternating methods with each person.
- When the last person in line gets the ball, they go to the front of the line and starts passing the ball back again.
- The line should be moving forward with each person going to the front of the line.
- Play until the players reach a finishing point or until a specific number of turns.

Variation(s)

- Have players shut their eyes while they are passing and receiving.
- Play with a basketball where the players must take a shot at a basket before returning to the front of the line.
- Add dribbling challenges such as left or right hand only or pivoting before passing.
- Play with a soccer ball with similar challenges.
- Vary the way players move from the back to the front of the line.

Pacman Tag

→ Supports Self-Management, Decision Making



GROUP SIZE
10+ players



AGE GROUP
2nd+



EQUIPMENT
No equipment needed



TIME
10+ minutes

Set Up

None.

Before You Start

- This game is best played on a basketball court.
- Explain the boundaries of the game: Players can only walk or run along the lines of the basketball court.
- Demonstrate safe and gentle tagging (butterfly tags) and appropriate tagging areas (arms, back, and shoulders).

How to Play

- Depending on group size, pick one or two players to be your Pacman taggers.
- The object is to avoid being tagged by a Pacman.
- All players are ONLY allowed to move by walking/running on the lines of the court.
- When tagged, the player must sit down on the line and become a roadblock. Runners are not allowed to pass a roadblock, but a Pacman can pass.
- Players cannot jump from one line to another line.
- The game continues until there is only one or two players left, or until all others have been tagged.

Variation(s)

- Modify how they can move along the lines, such as tip toeing.
- Allow players sitting to be additional sitting taggers and switch places with a running player if they tag them while sitting.
- Have tagged people become taggers and play until everyone is a Pacman.
- Add additional Pacman people to make the game more difficult.

Partner Introductions

→ Supports Positive Relationships, Social Awareness/Empathy



GROUP SIZE
4+ players



AGE GROUP
PreK–6th



EQUIPMENT
No Equipment Needed



TIME
5 minutes

Set Up

None.

Before You Start

- Have the whole group gather in a contained area.
- Help players define what “attentive listening” means and what it looks like:
 - It is fully hearing what the other player is saying without interrupting and not thinking about another topic or how you want to respond while being spoken to.
 - It also includes facing the player who is speaking, making eye contact, nodding or other physical responses to what is being said.

How to Play

- Group players into pairs and let them decide who is A and B.
- Side A silently listens to side B for one minute (or shorter for younger groups) while side B introduces themselves, sharing anything they want to share about themselves.
- Reverse roles so side A has introduced themselves to side B.
- Gather the whole group in a circle.
- Everyone takes a turn introducing their partner, by name, to the group, sharing the information they have just collected about their partner.
- If needed, give players suggestions about what types of things to share about themselves: likes, dislikes, siblings, favorites, activities or talents.

Variation(s)

Run it like an interview session and give teams sheets of paper with different questions to ask each other.

Partner Tag

→ Supports Self-Management, Positive Relationships, Teamwork



GROUP SIZE
10–40 players



AGE GROUP
2nd–6th



EQUIPMENT
Cones or chalk, if needed for boundaries



TIME
10 minutes

Set Up

Set up an appropriate boundary.

Before You Start

- Establish the boundary for the game.
- Demonstrate safe and gentle tagging (butterfly tags) and appropriate tagging areas (arms, back and shoulders).
- Get the group into pairs.

How to Play

- Everyone is "it."
- When a player gets tagged by someone, they take a knee.
- To get back into the game, the player's partner must come and unfreeze them by giving them a high-5.
- The goal of this game is to keep you and your partner in the game as long as possible.
- If too many people are kneeling, the leader stops the round and restarts with new partners.

Variation(s)

- Instead of partners, have groups of 3 or 4 on a team.

Pizza Delivery

→ Supports Positive Relationships, Problem Solving, Teamwork



GROUP SIZE
6–20 players



AGE GROUP
3rd–5th



EQUIPMENT
Bean Bags



TIME
10–15 minutes

Set Up

Designate a starting line and a delivery spot.

Before You Start

- Divide the players into groups of four or five.
- Give each group a hula hoop.
- Model how to safely run with someone inside the hula hoop.

How to Play

- The object is to deliver all the bean bags (pizzas) to the delivery spot.
- One player begins as the “pizza,” by standing in the middle of the hula hoop with a bean bag.
- The other players begin as runners and hold onto the outside of the hula hoop.
- The team runs the pizza to the delivery spot and places the bean bag on the ground before going back to the starting line.
- Once they return from the first trip, the team switches the player that is the pizza, and makes another delivery run.
- This continues until all players have had a chance to be the pizza or until all the bean bags have been delivered.

Variation(s)

- Have players speed-walk backwards.
- Make the pizza player balance the bean bag on their head during any forward movement.
- Have the pizza player blindfolded so that the runners have to communicate to the pizza where they should be going.

Pony Express

→ Supports Self-Management, Teamwork



GROUP SIZE
10+ players



AGE GROUP
K–6th



EQUIPMENT
Boundary Markings.



TIME
5–15 minutes

Set Up

Set up an appropriately sized boundary with 4 corners.

Before You Start

- Demonstrate safe tagging (gentle tags) and appropriate tagging areas (arms, back and shoulders).
- Split the players into two teams.
- Have the teams line up at opposite diagonal corners.

How to Play

- The first person in line from each team will take off running clockwise around the outer edge of the boundary when the start word is given.
- If one player catches up with the other, they can tag the runner.
- If a player tags someone, the round resets and both runners go to the end of their lines and a new player steps up and waits for the start word.
- When a team member makes it all the way back to their team without being tagged, they high five the next person in line and the new player begins to run.

Variation(s)

- Give the teams different methods of running (like a chicken, like a ninja, like a horse, backwards).

Poop Deck

→ Supports Self-Management, Problem Solving



GROUP SIZE
10+ players



AGE GROUP
K–2nd



EQUIPMENT
Chalk



TIME
5–10 minutes

Set Up

- Create a large rectangle split into 3 equal sections using chalk or cones.
- Designate or label the sections: Poop Deck, Quarter Deck and Main Deck.

Before You Start

- Line players up on the sideline. Make sure all players have room to move safely between the decks.
- Make sure all players know where each deck is located.
- Review the importance of awareness and honesty.

How to Play

- Players line up with their toes behind the sideline.
- The Caller stands at the end-line and shouts either "Poop Deck!" "Quarter Deck!" or "Main Deck!"
- All players run to the called area.
- The last player to cross over the line sings the Awesome Song and gets back into the game.
- The Caller judges whether a player did not make it.

Variation(s)

- The last player to cross over the line becomes a Caller's assistant, calling together until the next round.
- The last player in becomes the new Caller for the next round before rejoining the other players.
- Create new commands, incorporating other skills like walking, skipping, hopping.

Pulse

→ Supports Positive Relationships, Social Awareness/Empathy, Teamwork



GROUP SIZE
10+ players



AGE GROUP
1st–6th



EQUIPMENT
Coin (for heads and tails),
bean bag or small ball



TIME
5–15 minutes

Set Up

Place a beanbag or small object on top of a chair.

Before You Start

- Get a coin with heads and tails sides.
- Split players into two even teams. Each team will make a line by holding hands with both lines facing each other.
- Review that this game is a silent game. All players except for the first two in line must have their heads down and eyes closed.
- The beanbag or small object will be at the end of the lines in-between the two teams.
- Demonstrate gentle hand squeezing and explain consequences for not doing so.

How to Play

- The objective is for a team to grab the small object before the other does by passing the squeeze "current" down one person at a time.
- The leader will flip a coin. If the coin lands tails, no reaction should occur and after a few seconds the judge should flip the coin again. In the event a team grabs the ball on a tails coin flip, that team will have a point subtracted from their total.
- If the coin lands heads, the players at the front of the line may start the current by gently squeezing the hand of the person next to them. The squeeze should get passed down the line to the final person. This final person opens their eyes and attempts to grab the ball. The team who grabs the ball first gets a point.
- After the round, the person at the front of the line will move to the end of the line and everyone will move one spot up. Everyone should have an opportunity to be the grabber as well as the initiator, depending on group size.
- Play a few rounds or until time is up.

Variation(s)

Instead of gently squeezing, players can also raise hands and perform a “wave” effect.

Push Catch

→ Supports Self-Management, Decision Making



GROUP SIZE
5–20 players



AGE GROUP
K+



EQUIPMENT
1 ball (playground or basketball)



TIME
5–10 minutes

Set Up

Have players stand in a circle.

Before You Start

- Demonstrate to players what a push and catch look like.
- Push: Push the ball away from your body using both hands.
- Catch: Catch the ball and have control over it.
- Explain that this is a game of opposites. When the person standing in the middle tells a player to "push" the ball, the player must catch the ball. When the person standing in the middle says to "catch" the ball, the player must push it away.

How to Play

- The player standing in the middle of the circle begins with the ball as the thrower.
- Explain that the thrower in the middle will go around the circle tossing the ball to each person saying "Push" or "Catch."
- If the thrower says "Push," the person receiving the ball needs to catch it. The player then tosses it back to the thrower in the middle.
- If the thrower says "Catch," the person receiving the ball needs to push it back to the thrower.
- If they do the opposite motion of the word, they remain in the game. If they do same motion as the word, they sit down until the next round.
- Example: If the thrower says "push" and the receiving player catches it, they remain in the game. If the thrower says "push" and the receiving player pushes it, they must sit down.
- Play continues until only one player is remaining.

Variation(s)

- The game can be played where the thrower can go in any order and can also incorporate snake eyes/faking out the players in the circle.
- This game can be used for various league practices like volleyball, however instead of saying “push” or “catch”, you say “bump” or “volley”.

Rainbow Racers

→ Supports Self-Management, Positive Relationships, Problem Solving, Teamwork



GROUP SIZE

6+ players



AGE GROUP

K–6th



EQUIPMENT

Six balls and six cones in the colors of the rainbow.



TIME

Rounds are ~30 seconds long. Play as many rounds as you like!

Set Up

Set up the cones and balls together in rainbow order.

Before You Start

Divide the players into six colors. The players should line up behind the cone of their color. The colors aren't teams.

How to Play

- The first person in each line picks up the ball of their color.

When the leader blows their whistle, the players throw their balls as far as possible away from the cones and lines.

Each player must then retrieve a ball of a different color, return it to the line of that new color and go to the end of that line.

- For example, the first player in the purple line throws the ball as far as they can while the players of the other colors do the same. The purple player retrieves the green ball (blue, yellow, orange, and red are also options), returns it to the first person in the green line and then goes to the end of the green line.

- The next round starts when the leader signals again.

Variation(s)

Recess Racers Relay Race:

- For this variation, six cones of each color are needed.
- Players are now on teams and instead of remaining in the new line when returning balls to the line of the corresponding color, a player who retrieves a ball of a different color collects a cone of that color and brings it back to their own team. For example, the

first player in the purple line throws the ball as far as they can and the other players do the same. The purple player retrieves the green ball (blue, yellow, orange, and red are also options), collects a green cone from the green team, returns the green cone to the purple line, hands the green ball to the first player in the purple line, and then goes to the end of the purple line.

- The first team to collect one cone of each color of the rainbow wins the round!
- You can play round by round or free-for-all in which players can throw their ball as soon as a teammate returns it to them.
- Rather than collecting a full rainbow, you could have teams go for a specific set (full house, three pairs, etc.).
- A different color ball could be added as well.
 - A black ball could allow a team to steal a cone from another team that had already been collected.
 - A gold ball could allow a team to collect a cone from a team of any color.

Rainbow Run

→ Supports Self-Management, Problem Solving



GROUP SIZE
2+ players



AGE GROUP
PreK–K



EQUIPMENT
Hula Hoops



TIME
10 minutes

Set Up

Designate a large playing area with clear, visible boundaries.

Set up hula hoops in random arrangement around playing area. Do not place hula hoops directly together.

Before You Start

- Distribute hula hoops in play area (as many as you want, but try to have at least 5 different colors).
- Rainbow Run requires a lot of running so be sure to stretch out before you start this game.

How to Play

- The players will form a line at a designated starting point.
- One player is chosen to be Simon. Simon is in charge of determining the pattern the runners will run by calling out colors in an order of their choosing
 - For example, Simon can call “red, green and blue!” and the runner would have to run to those color hoops in that order.
 - Colors may be repeated. Simon can call “yellow, green, blue, yellow” or “green, blue, green, red.”
- The length of the pattern can be changed at any point by the leader. This means you can start the game with a three color pattern and increase it to five.
- Runners run one at a time.
- After the runner completes the pattern, they become the new Simon, while the previous Simon joins the runner line.

Variation(s)

- Add a time limit for the players to finish the pattern in.
- For older players, you can add in multiple hoops of the same color, and they have to figure out the fastest way to complete a given pattern.
- Keep adding colors to the pattern and see how long a pattern the group can complete in the allotted time.
- Small groups of runners can run the course at the same time.

Red Light, Green Light

→ Supports Self-Management



GROUP SIZE
5+ players



AGE GROUP
PreK–2nd



EQUIPMENT
Chalk, if needed for lines



TIME
10 minutes

Set Up

Clearly define the playing area with a designated starting line and finish line.

Before You Start

- Go over the rules.
- When the leader says "Green Light," everyone moves towards the finish line.
- When the leader says "Red Light," everyone stops.
- Players still moving after the leader calls "Red Light" go back to the starting line.
- Demonstrate how to move and stop quickly and safely.

How to Play

- Play begins with everyone on the starting line.
- The object of the game is to reach the finish line first and become the next leader.
- The leader calls out either "Red light!" or "Green light!"
- Players move quickly to make up as much ground toward the leader as possible, before the leader calls out "Red light!"
- When the leader calls "Red light!", they turn around to try to catch players moving.
- Start a new round when the first player crosses the finish line.

Variation(s)

- Introduce new colored lights, with variations in movement towards the finish line: run on green; walk heel-to-toe for yellow light; hop, skip, tip-toe, or gallop for purple light.
- Instead of a physical finish line, players try to pass the leader. For an extra challenge, the leader can move up to 3 times, taking up to 3 big steps each time they move.
- For players with hearing impairments, the leaders can turn around facing away from the group for red light and turn around to face the group for green light.

Ro-Sham-Bo Relay

→ Supports Self-Management, Positive Relationships, Social Awareness/Empathy, Decision Making, Teamwork



GROUP SIZE
6–20 players



AGE GROUP
K–5th



EQUIPMENT
Cones, or other markers



TIME
10

Set Up

- Set out a semi-circle (U-shaped) path using cones or other markers.
- You can also use half of a basketball court.

Before You Start

- Divide players into two groups; each group in a single file line at the two ends of the U.
- Review how to play Ro-Sham-Bo (also known as Rock, Paper, Scissors).
- Make sure players know where to go when they win and lose a Rock, Paper, Scissors challenge.

How to Play

- The object of the game is for a player to make it to the start of the other team's line and earn a point for their team.
- The game begins on a signal from the leader.
- The first players in each line begin walking on the path towards each other.
- When the first two players from opposite teams meet each other on the path, they play a round of Rock, Paper, Scissors. If players tie, they do it again, until one of them wins.
- The winner continues walking in the same direction, while the other player goes to the back of their line, and the next person on that side starts walking on the path.
- Again, when the players meet on the line, they challenge each other with Rock, Paper, Scissors, until one player wins.
- The game continues, teams earning a point each time a player makes it all the way around the path to the other team's side.

Variation(s)

- Give players a different way to walk (heel-toe, tiptoes, and so on).
- Give players a theme and have them call out something from that theme as they meet on the path. For example, each side has to yell out the name of a fruit or a vegetable, or a state and capitol before they Rock, Paper, Scissors. This variation is great for teachers who want to reinforce class learning in an active way.

Ro-Sham-Bo Rockstar

→ Supports Positive Relationships



GROUP SIZE

10–100 players



AGE GROUP

2nd–6th



EQUIPMENT

No equipment needed



TIME

5–10 minutes

Set Up

Define the boundaries of the play space.

Before You Start

Review the rules to Ro-Sham-Bo (also known as Rock, Paper, Scissors).

How to Play

- Divide players into pairs.
- Players introduce themselves to each other.
- Partners play a round of Rock, Paper, Scissors (or enough rounds to break a tie).
- The unsuccessful partner becomes the winner's fan.
- The fan follows the winning partner, cheering and supporting the partner.
- The winner moves on to play another winning player, with the fans behind the winners, cheering them on.
- Each round, the winner advances to play again, collecting fans.
- The game continues until the last round of two players, each with a group of fans.
- The winner of this last round is the Ro-Sham-Bo Rockstar.

Run If...

→ Supports Self-Management, Social Awareness/Empathy



GROUP SIZE

5+ players



AGE GROUP

PreK–1st



EQUIPMENT

Cones or Chalk, if needed for boundaries



TIME

5 minutes

Set Up

Designate a large play area with clear, visible boundaries.

Before You Start

Have players line up on one side of the area, then have them identify the opposite side of the area.

How to Play

- The leader calls out, “Run if...” followed by an identifier like “you have on shoes with laces.”
- All players for whom this is true will run to the other line and wait there.
- Continue to call out identifiers. “Run if you have Velcro shoes!”, “Run if you have on sandals!” Calling out until all players have run to the other line.
- Turn-around and continue game with new identifiers back to the first line.

Notes: Be aware of what identifiers you use. Be inclusive. Avoid identifiers based on race, class, religion and gender. Easy identifiers include: food likes and dislikes, hobbies, favorite colors, what players are wearing, movies seen or birthday months.

Variation(s)

- Instead of having players run, give different movements such as hop, skip or walk like a chicken.
- When indoors, have players run, walk, hop, dance or be a chicken in place.

Running Through the Forest

→ Supports Social Awareness/Empathy



GROUP SIZE
5+ players



AGE GROUP
PreK–K



EQUIPMENT
No Equipment Needed



TIME
5+ minutes

Set Up

None.

Before You Start

- Have players stand in their own spaces, an arm's length from other players, in a grid, on line or in a circle.
- Review the concept of walking and running in place.

How to Play

- Tell the players to imagine that they are in a forest.
- Explain that the group is going to be explorers going on a walk through the forest using their imaginations.
- Have all the players walk in place while you describe the trip the group is taking through the woods. Occasionally have the players duck under branches and jump over fallen trees.
- Slowly begin to speed up the pace for the players. Maybe you hear something coming and you speed up so it doesn't catch the group. Soon the group is jogging in place instead of walking.
- Suddenly yell that there is a bear or some kind of predator chasing them and speed the jog to a run.
- Add in the branches and the fallen trees so that the players are warming up their other muscles as well by jumping and ducking.
- After the players are winded, slow them down again.
- Next you can pretend to swim across a river or climb tree or a cliff.
- Any other variation that requires movement at different speeds and loosens the body is great.
- The activity can carry on for however long and however silly as necessary.

Variation(s)

- After players are familiar with this warm-up, it's fun to have their input on the type of story to tell or journey to take, whether on the beach or a hike through the mountains.

Sardines

→ Supports Self-Management, Decision Making



GROUP SIZE
6+ players



AGE GROUP
3rd–6th



EQUIPMENT
No Equipment Needed



TIME
10 minutes

Set Up

Designate a large playing area that has places to hide.

Before You Start

- Review the rules, boundaries and the importance of safety.
- Check for understanding.

How to Play

- One player goes off to hide.
- The rest of the group counts (the leader can decide to what number to count). They then split up and go looking for the player who is hiding.
- When a player finds the hidden player, they join the hidden player in the same hiding place.
- The game is over once everyone is crammed in the same hiding place.
- The first player to find the hidden player becomes the hider in the next round.

Variation(s)

Where Did it Go Style:

- One player is designated as "it" and hides away from the group.
- The rest of the players stay at the designated "base" and sing, "Tell me where to go, tell me where to go..." for 30 seconds.
- The players then search for the hidden player.
- Whoever finds the hidden player yells, "It went over here!" All players must run back to base before being tagged by the hidden player.
- Whoever found the hidden player becomes the next "it."
- Whoever was tagged performs a specific action before returning to base for the next round (as in spinning around 5 times, 5 push ups, 10 jumping jacks).

Secret Agent

→ Supports Self-Management



GROUP SIZE
5+ players



AGE GROUP
1st–2nd



EQUIPMENT
A cone



TIME
5–10 minutes

Set Up

Designate a large playing area with clear, visible boundaries.

Before You Start

- Designate a space for the secret agent and for the spies.
- Explain the rules and what happens if they are caught moving on “Abort!” Check for understanding.
- Demonstrate how to move quickly and safely.

How to Play

- Designate one player as the secret agent. They should start standing 50 feet or more away from the other players, The Spies.
- The Secret Agent has their back towards the Spies.
- Behind the Secret Agent is a cone.
- To start each round, the Secret Agent yells, “access agent” and the Spies advance toward the Secret Agent’s cone to try to capture it.
- At any moment the Secret Agent can turn around and shout, “Abort!” at which point the Spies must freeze.
- Any Spy caught moving must sit down where they are and wait till the next round.
- The first Spy to reach the Secret Agent cone becomes Secret Agent in the next round.

Variation(s)

- Instead of sitting when caught, spies go back to the start line and continue playing.
- Use hand signals instead of words, to keep the noise down.
- If there are too many players for the room, divide into groups. Use multiple rounds.
- Indoors: Adjust how the players move; skip, hop, backwards, or heel-to-toe.

Sequence Touch

→ Supports Self-Management



GROUP SIZE
5–60 players



AGE GROUP
K–5th



EQUIPMENT
Optional cones, chalk, line



TIME
1 – 5 minutes

Set Up

Create a home base using cones, chalk or an imaginary space where players will always start and finish each task.

Before You Start

- Designate an area with objects that many players can run to and tag (basketball hoop, fence, grass, slide, jungle gym).
- Review ways to be safe while running:
 - Demonstrate how to avoid others when running towards the object to tag.
 - Remind players to keep their heads up.
 - Players do not have to always go straight. They can move side to side to avoid other players.
- Show players where the return location is after they tag all of the objects.

How to Play

- The object of the game is for players to remember and tag all of the objects that are listed as quickly as they can and return to the designated area (home base).
- When the leader says the start word, everyone must go tag the objects before returning to the same spot within 10 seconds. Objects will be based upon whatever is available in the location.
- Helpful Tip Have players repeat the instructions back to you before you say the start word.

Variation(s)

- Use as a Transition Activity: chose a style of moving appropriate for your space (walking, tiptoeing) and change the final destination (“your desk with your math book out”).

- Don't have a time limit.
- Have players touch the objects with different parts of their bodies.
- Have players touch a category of object (“something red that is not clothing”).
- Have players perform an action (“give 2 high-fives”, “give a double high-five to someone wearing red”).
- Modify the movements. Players could skip, hop, or run like an animal.
- Add basketballs or soccer balls to make this game a great skill building activity for dribbling.

Shadow, Shadow

→ Supports Positive Relationships, Social Awareness/Empathy



GROUP SIZE
10+ players



AGE GROUP
PreK–6th



EQUIPMENT
No Equipment Needed



TIME
5–10 minutes

Set Up

None.

Before You Start

- Demonstrate different ways that the players can move around the space. animal movements, dancing or sport actions.
- Choose a volunteer to be your shadow to model the game to the group.
- Designate a signal for when partners need to switch and a start and end signal for the game.
- Emphasize the importance of awareness, especially to avoid contact with the other groups.
- Have players find a partner or assign partners.
- Once every player has a partner, have them Rock, Paper, Scissors. The player who was more successful in Rock, Paper, Scissors will start out as the leader and the other player will start out as the shadow.

How to Play

- The leader picks any movement they would like to do, their shadow has to follow exactly what they do.
- When the facilitator says switch, the leader becomes the shadow and the shadow becomes the leader.
- Each pair is moving around the playing area simultaneously.

Shape Shifter

→ Supports Self-Management, Problem Solving, Teamwork



GROUP SIZE

5+ players



AGE GROUP

PreK–2nd



EQUIPMENT

No Equipment Needed



TIME

5 minutes

Set Up

Identify a space with safe boundaries that fits the entire group while standing in a circle. The group to morph into different shapes throughout game.

Before You Start

- Talk about different shapes and the amount of sides each shape has.
- Model the ways in which players move their bodies to create shapes.
- Players should not touch one another and should exhibit good listening skills.
- Demonstrate the countdown for the end each round.

How to Play

- The leader will identify a shape and the group will create that shape within a set time frame.
- Players stand straight-up, side-by-side to form the shape.
- After each round, make sure the shape has the right amount of sides and the angles are approximately accurate.
- Repeat and form different shapes.

Variation(s)

- Players form the shape without speaking.
- Players skip, hop, or move like their favorite animal while forming the shape.
- Younger players may find it easier to hold hands in order to stay in a group.

Sharks and Minnows

→ Supports Self-Management, Decision Making



GROUP SIZE
10–60 players



AGE GROUP
K–6th



EQUIPMENT
Cones or chalk for boundaries



TIME
10 – 20 minutes

Set Up

Set up a clearly designated rectangular play area with visible boundaries. The play area is divided into a large, central area with safe zones on either side.

Before You Start

- Demonstrate safe and gentle tagging (butterfly tags) and appropriate tagging areas (arms, back, and shoulders).
- Make sure players understand where it is OK to run and where the safe zones are.

How to Play

- Depending on your group size, pick a few players to be sharks and everyone else to be minnows.
- The sharks stand in the middle of the play area and say “Fishy, fishy, come out and play.” Minnows begin slowly walking towards the sharks, with a goal of getting past them to the safe zone.
- At any time, sharks can call out “Shark attack!” and run to tag the minnows using butterfly tags.
- Minnows who make it to the safe zone wait until sharks say the start signal words again. Then minnows begin to walk slowly to the opposite safe zone again.
- When minnows get tagged, they become a shark and help tag the rest of the minnows.
- The last few minnows become the sharks in the next game.

Variation(s)

- Minnows who get tagged by the shark turn into seaweed. Seaweed plant their feet to the ground and can try to tag minnows who come too close. This is a great way to keep a large group engaged.
- Change your speed limits and have players skip, speed walk, walk heel-to-toe, and so

on.

- Have sharks call out different characteristics of players. “Fish, fishy, come out and play if you are wearing the color blue” or “...if you like mustard,” or “...if you have brown shoes.” This also controls how many players are running at a time.

Shipwreck

→ Supports Self-Management, Social Awareness/Empathy



GROUP SIZE
5+ players



AGE GROUP
PreK–6th



EQUIPMENT
Cones or chalk, if needed for boundaries



TIME
5+ minutes

Set Up

- Designate an appropriate play area with clear boundaries: outside, in a gym, or in a classroom.

Before You Start

- Players line up on a clearly marked line in the middle of the playing area.
- Make sure everyone knows the commands and understands the activity they prompt.
- Start with a few commands and increase the number of commands you use as players are able to remember them.
- The object of the game is to be the last crew member standing.
- The leader explains that they are the captain of the ship and will give commands to the crew.
- The crew is sailing treacherous seas and must to work together and follow the captain's commands to survive.
- If a crew member does not follow the commands correctly or is the last to follow the command, they must go to the brig (waiting area).

How to Play

- The captain calls out commands, and the crew must obey or be thrown in the brig.
 - **Roll call:** The crew lines up at the midline of the playing area, feet together, toes on the line, salute and say "Aye-aye, Captain!" The crew holds the salute until the captain salutes and says "At ease."
 - **Crow's nest:** Players act as if they're climbing up a ladder to the crow's nest, at the top of the main mast, to lookout.
 - **Swab the deck:** Players act like they're mopping the deck while chanting, "Swab, swab, swab the deck!"
 - **Shark attack:** The Captain becomes a shark and tries to tag the crew. Those

tagged go to the brig.

- **Break time:** Active crew members run to the brig and tag as many people as possible. Those who are tagged come back in and play. Make sure everyone gets let out of the brig during break time.

- **Sailor overboard:** Crew members get into groups of three. Two crew grab hands forming a life raft and the third gets into the middle while acting like they're using a spyglass to find the sailor in the water.

- **Drop anchor:** Crew lies on their backs with legs up and acts like an anchor.

- **Pirate Crew:** closes one eye, puts up a hook finger, hobbles around like they have a peg leg and say "Aaargh!".

- **Row to shore:** Crew makes lines of 4. Players act as if they are rowing, while singing "Row, Row, Row Your Boat."

- **Chow time:** Five crew members make a small circle. All of them bend slightly toward the center, then mime eating handfuls of food while saying, "Um num num num num!!!"

- Players will inevitably be without a group on different rounds. You can either send them to the brig to perform a designated exercise (jumping jacks, push ups, star jumps), have them become swimmers who swim around the room until they hear the next direction, or wait until break time when another player will rescue them with a high-five.

Variation(s)

- Create and add new rules, especially ones that require players to form groups of 2, 3, 4, 5 and more!
- For newer players, pick two or three rules on which to focus.

Simon Says

→ Supports Self-Management, Social Awareness/Empathy



GROUP SIZE

5+ players



AGE GROUP

PreK–3rd



EQUIPMENT

No Equipment Needed



TIME

5+ minutes

Set Up

Gather your group.

Before You Start

- Explain that you are Simon.
- Demonstrate how to follow Simon's orders when they are preceded by "Simon says".
- Explain they are only supposed to follow the instructions if Simon actually says, "Simon says."

How to Play

- Players will stand on lines or in a circle near Simon.
- Simon will say to do an action like "Simon says touch your head."
- All the players must do the action if it is preceded by "Simon Says".
- If the action is not preceded by "Simon says" then the players should not do the action.
- If a player does the wrong action or does an action when Simon did not say, "Simon says," then they need to step back and do a short activity to get back into the game.
 - Short activities could include jumping jacks, I'm Awesome dances or 3 high fives.

Variation(s)

- Instead of doing a short activity to get back in the game, they can sit down, and the last person standing is the next Simon.
- Simon can touch different parts of their body than they say.
 - "Simon says touch your ears!" but Simon actually touches their nose trying to trick the players into touching their noses.

Sleepy Bunny

→ Supports Self-Management, Social Awareness/Empathy



GROUP SIZE
5+ players



AGE GROUP
PreK–1st



EQUIPMENT
No Equipment Needed



TIME
5–10 min

Set Up

Set up an appropriate boundary.

Before You Start

- Make sure the players put on their imagination caps.
- Describe to the players that they are going to all act like the animal that is given.
- Demonstrate how to go to sleep as a sleepy animal.
- Demonstrate how even though some animals have claws, they keep them to themselves.

How to Play

- The facilitator gives the group an animal to become.
- When the facilitator says, "Wake up sleepy _____!", the players all get up and start acting like the animal.
- When the facilitator says, "Sleepy _____!", the players all pretend to go to sleep.
- The facilitator after a few seconds will tell them to wake up as a different animal.

Variation(s)

Have them wake up as something other than animals.

Snake

→ Supports Problem Solving



GROUP SIZE
3–20 players



AGE GROUP
Pre K–2nd



EQUIPMENT
Several Jump Ropes



TIME
5–10 minutes

Set Up

None.

Before You Start

- Review concepts of personal safe space when turning a jump rope
- Demonstrate the skill of jumping over the rope

How to Play

- Divide players into small groups
- Give each group a rope, have two players be the turners. Everyone else will be jumpers
- The two turners will kneel or sit on the ground and move the jump rope back and forth on the ground
- The challenge is to try and jump over the rope without touching it
- After you have jumped, take the rope from the turners - so everyone gets a chance to jump

Variation(s)

- Start off slow, once players understand the concepts the turners can start moving the rope faster.

Spark

→ Supports Self-Management



GROUP SIZE
10+ players



AGE GROUP
2nd–6th



EQUIPMENT
*one disc cone or similar object
for every two players*



TIME
10–20 minutes

Set Up

Designate an open space, indoors or outdoors.

Before You Start

- Divide players into pairs.
- Within each pair, the players stand facing each, arms distance apart.
- Place a cone on the ground in between each pair of players.

How to Play

- When the adult gives the start word, each pair creates a rhythm clap without talking.
- Give the pairs of players about a minute to find a rhythm and practice their claps.
- When the adult says “Spark!,” the players stop clapping and try to be the first person to touch with one hand the cone that's in between them and their partner (if both players touch the cone at the same time, they can Rock, Paper, Scissors).
- The player who touches the cone first picks up the cone.
- The player who are holding cones walk around the space to find new partners who are not holding cones (partners who are not holding cones can stay where they are).
- The cone is placed on the floor/ground between the new partners, and the adult gives the start word for a new round.
- The new partners invent their own patterned clap.
- Game continues until each player has had at least a few different invent-a-clap partners.

Variation(s)

- Play music: when the music starts, the players start clapping. When the music stops, players stop clapping and reach for their cones.

Sports Clubs

→ Supports Social Awareness/Empathy



GROUP SIZE

5+ players



AGE GROUP

PreK–1st



EQUIPMENT

No Equipment Needed



TIME

5 minutes

Set Up

None.

Before You Start

- Have all players find their own space, with an arm's length from other players.
- Review several types of sports with players and actions for those games. Examples include Basketball, Tag, Four Square, Tennis, Football and Swimming.
- Identify a signal for a silent freeze.

How to Play

- Call out a game and model the action, all players will “play” that game by acting it out.
- Give signal to freeze.
- Repeat with different games.

Variation(s)

- Think of sports/games they'll be playing on the playground, or of sports/games they have recently learned. This is a great opportunity to remind them of games they can play at recess!

Sprout Ball

→ Supports Self-Management, Social Awareness/Empathy



GROUP SIZE
5–30 players



AGE GROUP
2nd–6th



EQUIPMENT
Soft playground balls



TIME
5–15 minutes

Set Up

Set up an appropriate boundary for the play area.

Before You Start

- Review appropriate places to hit with the dodgeball (below the waist or it doesn't count) and dodgeball throwing safety (throw gently). This game can also be played as “Sprout Tag” without using balls.

How to Play

- The players start at the edges of the boundaries in their own space.
- The object of the game is to be the last player standing.
- The ball is thrown into the air and bounces three times. On the third bounce the players can leave their spot and try to pick up the ball.
- Once a player grabs the ball, they can only take 3 steps and can only hold onto the ball for 5 seconds.
- The player with the ball throws at any player, trying to tag them from the waist down.
- If the other player is tagged, they become a “seed” by crouching down or taking a knee. Students with limited mobility can put hands on knees or use another adaptation.
- If the player is not tagged but catches the ball, the player who threw the ball becomes a seed instead.
- Seeds should point at the player who tagged them and keep an eye on them.
- Seeds can “sprout” up and keep playing when the person who tagged them is tagged.
- The game is over when all of the players have been tagged by the same player, or time runs out.

Variation(s)

- Use multiple balls. Or, play “Sprout Tag” without any balls.
- Once a player has been tagged and is sitting down, if a ball comes close enough to grab they can try to free themselves by throwing the ball at standing players.

SPUD

→ Supports Self-Management, Decision Making



GROUP SIZE
5+ players



AGE GROUP
3rd–6th



EQUIPMENT
Dodge Ball



TIME
5–15 minutes

Set Up

Set clear and appropriate boundaries.

Before You Start

- Demonstrate what it looks like to catch the ball and yell, "SPUD!"
- Demonstrate what it looks like to freeze when you hear, "SPUD!"
- Give all of the players a number.
- Demonstrate safe tagging with the dodge ball below the waist.

How to Play

- The game starts with all of the players circled up around the ball.
- The facilitator calls out a number as they throw the ball in the air.
- The player whose number is called needs to catch/get the ball.
- Everyone else whose number is not called runs away from the ball.
- When the ball is caught, the player yells, "SPUD!" and everyone else freezes.
- The player with the ball can take 3 steps towards any of the frozen players and attempt to tag them with the ball from the waist down.
- If a player gets tagged, they need to step out and do the "I'm awesome" dance and then step back in.
- After the ball is thrown, the facilitator chooses a new number and starts over.

Variation(s)

- When a player gets tagged they take a knee until the player that tagged them gets tagged.
- Instead of numbers use the players names which is easier for younger players.
- Give the players equations where the answer equals their number; players use math to figure out who catches the ball.

Steal the Bacon

→ Supports Decision Making, Teamwork



GROUP SIZE
10+ players



AGE GROUP
3rd–6th



EQUIPMENT
Bean bags



TIME
10–15 minutes

Set Up

- Designate a play area with clear boundaries and a goal line for each team.
- Play area can be indoors or outdoors such as a basketball court, field, or other large rectangular area.

Before You Start

- Demonstrate safe and gentle tagging (butterfly tags) and appropriate tagging areas (arms, back, and shoulders).
- Check for understanding by having participants repeat the rules back to you.
- Keep in mind that younger grade levels may have difficulty remembering their numbers.

How to Play

- Divide participants into 2–4 teams, depending on group size.
- Give each player a number, say 1-5; assign the same numbers, 1-5, to the other team.
- Place the bacon (bean bag or other small item) in the middle of the playing area.
- The leader calls out a number, and each player with that number runs to pick up the bacon.
- The player who gets the bacon first, runs back to their goal line, while the opposing player tries to tag them before they bring home the bacon.
- The round ends once a player with the bacon is tagged or reaches the goal line.
- At the end of the round, each player gives the other player a high five and returns back to their teams.

Variation(s)

- Use addition/subtraction, multiplication/division to call out the numbers, such as the players with the number that is equal to two plus three.

- Call more than one number at a time, and/or require players to pass the bacon once before they score.
- Place two "pieces of bacon" in a hula hoop in the center and make sure each team knows which ball and which goal is theirs.
- Soccer style Use a soccer ball as the bacon. The objective is to be the first team to kick the ball into a goal at the finish line. The leader can use 1 ball or one ball for each team.
- Basketball style Use a basketball ball as the bacon. The objective is to be the first team to score a basket in a nearby hoop. The leader can use 1 ball or one ball for each team.

Superstar

→ Supports Self-Management, Positive Relationships, Social Awareness/Empathy, Teamwork



GROUP SIZE
6–30 players



AGE GROUP
2nd+



EQUIPMENT
None



TIME
10–15

Set Up

None.

Before You Start

- Have the whole group gather in a circle.
- Put players into pairs.
- Demonstrate with a volunteer, examples of commonalities that meet the criteria.
 - "I wouldn't tell my partner that I have brown hair because they can see that. I wouldn't say that I am in elementary school because my partner already knows that. I might say, my favorite food is pizza. What's yours? What do you like to do in your spare time?"

How to Play

- Each group will have 1-2 minutes to find out how many things they have in common that:
 - They didn't already know, and
 - Are not visible
- When the time is up have players get into a circle, standing next to their partner.
- One by one, each pair will share one thing they have in common.
- After sharing their commonality, if others in the group also share that commonality they all will put their hands in the air, lunge forward, and yell "SUPERSTAR!"
- The next pair then shares their commonality and the process continues until all pairs have shared.

Variation(s)

- Have players switch partners and do a round where they have to find out what they have in common around a specific topic (sports, school and so on).
- Have players do a round where they can't speak and can only act out ideas.

Switch

→ Supports Self-Management



GROUP SIZE
5–30 players



AGE GROUP
PreK–5th



EQUIPMENT
5 Cones



TIME
10 minutes

Set Up

Create a square with four cones on each corner and one in the middle of the square. You can also use a foursquare court, pointing out the four corners and the center intersection.

Before You Start

Review how to play Rock, Paper, Scissors.

How to Play

- Players line up close to the playing area.
- The first five players in line each stand at a cone (at each corner and in the middle).
- Play begins when the player in the middle yells "Switch."
- All five players, including the player in the middle, walk quickly to find a new corner cone to occupy. Players may not stay at their cone or return to the same cone.
- If two players come to a cone at the same time, they use Rock, Paper, Scissors to determine who will stay at the cone.
- If a player does not get to a corner cone, they return to the game line.
- The next player in the line goes to the middle cone and begins the next round.

Variation(s)

- Add cones—say halfway between the corners—to make a bigger play area for more than five players.
- Use four different color hula hoops. Have the player in the middle call out a color, the caller runs to that color hula hoop. All other players have to switch hula hoops but cannot run to the color that was called out.
- Have players pick a different way to move each round (tip toes, bunny hop, etc).

Tally Ho!

→ Supports Positive Relationships, Teamwork



GROUP SIZE
10+ players



AGE GROUP
1st–2nd



EQUIPMENT
No Equipment Needed



TIME
10–15 minutes

Set Up

None.

Before You Start

- Divide players into four groups.
- Demonstrate what it looks like standing shoulder to shoulder.
- Remind players that they must stay in the same exact line order.

How to Play

- Each group creates a line, standing shoulder to shoulder. Players need to remember the order of their line.
- Each line becomes a side of the boat, making a square.
- The leader stands in the middle of the boat.
- The line that the leader is facing becomes the front of the boat. The line behind the leader becomes the back. The same goes for the right and left sides.
- These designations stay permanent throughout the game.
- Once the boat is formed the leader can turn to their right or left.
- The groups reform their lines and the boat based on the leader's new orientation.
- Once groups reassemble players grab hands, lift them in the air, and yell “Tally Ho!”
- The leader changes orientation again, and the sides of the boat must realign.

Variation(s)

- Players close their eyes and the leader moves completely out of the boat to other spots in the playing area. Players then open their eyes and reconfigure to their original positions based on the leader's new orientation.
- The leader can roll up one sleeve to help younger players differentiate between right and left sides.

Telephone

→ Supports Positive Relationships, Social Awareness/Empathy



GROUP SIZE
10–20 players



AGE GROUP
2nd–6th



EQUIPMENT
No Equipment Needed



TIME
5–15 min

Set Up

None.

Before You Start

- Practice passing whispered message.
- Have players form a circle.

How to Play

- Choose a player to come up with an appropriate message.
- That player will whisper the message to player on their right.
- The message will be whispered from player to player around the circle.
- The message cannot be repeated. Pass on what you've heard.
- The last player to receive the message will relay the message that they heard to the first player.
- Choose a new player to create a message and play again.

Variation(s)

- Have last player write the message on whiteboard.
- Instead of a message it can be a phrase or list of items.

Tetherball

→ Supports Self-Management, Decision Making, Problem Solving



GROUP SIZE
2–10 players



AGE GROUP
2nd–6th



EQUIPMENT
Tetherball



TIME
5–15 minutes

Set Up

- Secure tetherball on the pole.
- Mark line up, serve and receiving areas.

Before You Start

- Demonstrate how to hit the ball.
- Explain how to rotate into play from the line and how to jump back into the line for another turn.

How to Play

- The server starts by hitting the ball in the direction of their choice.
- The ball must be hit by receiving player before server can hit the ball again.
- The player needs to go back into the line for another turn if:
 - the player touches or grabs rope at any time,
 - the player catches the ball or throws it,
 - the player enters opposing player's area.
 - or the rope becomes wrapped tightly around pole by opposing player.

Variation(s)

- Team Tetherball: Play with two people on each side.

The Maze Game

→ Supports Self-Management, Positive Relationships, Problem Solving, Teamwork



GROUP SIZE
2+ players



AGE GROUP
1st–6th



EQUIPMENT
Hula hoops, tape, or chalk



TIME
10+ minutes

Set Up

- Create a 5x5 (or larger) grid for the maze with designated start and end spots. On a small piece of paper, create a map of the correct path the group must travel that only the leader will be able to see.

Before You Start

- Have players stand in a line alongside the maze so that all can see the maze as it's being played.
- Remind everyone that this is a silent game and they must remain silent for the entire time.
- Tell the group there is a hidden path from the start to the end of the maze.

How to Play

- As a group, their goal is to find the secret path and get everyone from the start point to end.
- Players take turns in line order and they each get a chance to guess where the path is.
- When it is their turn, a player will step into the maze at the start and begin to choose an adjacent square - either forward, to the side or diagonal to their current position.
- The player may look to their classmates for help.
- The others may signal silently, such as: signal yes by giving a thumbs up, signal maybe by giving thumbs in the middle, and signal no by giving a thumbs down.
- If the square the player entered is on the path, let them know by saying "Yes." If it is a square that is not on the path, tell them "No."
- Players continue their turn if they are correct.
- Once they step into an incorrect square, the player returns to the end of the line and it is the next player's turn.
- Once they have uncovered the secret path each person needs to go through from start to end, while everyone continues to remain silent.

Variation(s)

- Squares can be repeated in the course of the path.
- Let players make up their own silent signals instead of using the thumb method.
- Challenge players by not letting them use facial expressions or signals.

Three Lines Basketball

→ Supports Self-Management, Decision Making, Teamwork



GROUP SIZE
10+ players



AGE GROUP
3rd–6th



EQUIPMENT
Basketball, cones for lines



TIME
10–15 minutes

Set Up

Place three cones on the centerline of a basketball court.

Before You Start

- Demonstrate how to dribble, with one hand.
- Explain and demonstrate traveling (taking more than two steps without dribbling).
- Explain and demonstrate passing techniques (bounce and chest passes).
- Demonstrate shooting techniques.
- Demonstrate how to defend another player without making contact, shuffling their feet with arms up or wide.
- Explain that the ball changes teams after going out of bounds.

How to Play

- Players stand in three single-file lines, one behind each cone.
- The first player in each line steps onto the court to form a team of three (starting as defense).
- The second player in each line steps onto the other side of the court to form another team of three (starting as offense).
- The two teams play a round of half-court basketball, each trying to score a basket before the other team.
- When a point is scored, the scoring team stays on the court as the defenders and the next three in line step on the court as a team. This oncoming team plays offense.
- The team that did not score returns to the end of the lines.
- If a point is not scored after a set time, players waiting in line count down from ten.
- If neither team has scored a point by the end of the countdown, both teams leave the court and join their respective lines; two new teams step onto the court.
- If a team wins three times in a row, they earn three claps and return to the end of the line.

Variation(s)

- Players cannot dribble. In order to move the ball, they must pass.
- When players on defense rebound the ball, they must pass it one time before they can shoot the ball.
- Each player on a team must touch the ball a certain number of times before a team can shoot.

Three Lines Hockey

→ Supports Self-Management, Decision Making, Teamwork



GROUP SIZE
10+ players



AGE GROUP
2nd–6th



EQUIPMENT

- 6 Hockey Sticks
- Tennis or Wiffle ball
- Cones or Chalk for boundaries



TIME
15–20 minutes

Set Up

- Place three cones along one sideline of the play area
- Mark boundaries and create goals with cones on either end.

Before You Start

- Demonstrate how to properly hold a hockey stick (dominant hand low, nondominant hand high, blade always low).
- Demonstrate how to pass and shoot while keeping blade low (no slap-shots).
- Demonstrate how to score by shooting ball between goal cones.
- Explain that the ball changes teams after it goes out of bounds.

How to Play

- Have everyone stand in three single-file lines behind the 3 cones.
- The first player in each line steps onto the field to form a team of three.
- The second player in each line steps onto the other side of the field to form another team of three.
- One player from each team will Rock, Paper, Scissors to determine who starts with the ball.
- The two teams will play a round of hockey, trying to shoot the ball into the opposing team's goal.
- When a point is scored, the scoring team stays on the field and the next three in line step on the field as a team. This oncoming team gets possession of the ball.
- The team that did not score returns to the end of the lines.
- If a point is not scored after a set time, have players waiting in line count down from ten.
- If neither team has scored by the end of the countdown, both teams leave the field and

rejoin the lines. Two new teams step onto the field and Rock, Paper, Scissors for possession.

- If a team wins three times in a row they have earned three claps and return to the end of the line.
- Encourage the other players in line awaiting their turn to cheer on the playing teams.

Variation(s)

Alternative to the countdown from ten: players waiting in line can begin a countdown from 60 at the start of the round.

Three Lines Soccer

→ Supports Self-Management, Decision Making, Teamwork



GROUP SIZE
10+ players



AGE GROUP
1st–6th



EQUIPMENT
Soccer Ball, cones for boundaries and goals



TIME
15–20 minutes

Set Up

- Place three cones along one sideline of a field.
- Create soccer goals with cones on either end of the field or play area.
- It is helpful to use different colored cones for the different purposes.

Before You Start

- Demonstrate how to dribble, pass, and shoot the ball without using your hands.
- Demonstrate how to score a point by shooting the ball into the goal.
- Demonstrate an over-the-head throw.
- Explain that if the ball goes out of bounds anywhere on the field, it is thrown back in with both hands.
- There are no corner or goal kicks in this version.

How to Play

- Have everyone stand in three single-file lines, one behind each sideline cone.
- The first player in each line steps onto the field to form a team of three.
- The second player in each line steps onto the other side of the field to form another team of three.
- One player from each team plays a game of Rock, Paper, Scissors to determine who will kick off.
- The two teams play a round of soccer, trying to shoot the ball into the opposing team's goal.
- When a point is scored, the scoring team stays on the field and the non-scoring team returns to the end of the lines.
- The next three in line step on the field as a team. This oncoming team gets to kick off.
- If a point is not scored after a set time, have players waiting in line count down from ten.

- If neither team has scored by the end of the countdown, both teams leave the field and join their respective lines.
- Two new teams step onto the field, and Rock, Paper, Scissors to decide who will kick off.
- If a team wins three times in a row, they have earned three claps and return to the end of the lines.
- Other players in line cheer on their teammates while waiting to play.

Variation(s)

- Players must pass the ball to every teammate before they score.
- Play with just one goal.
- Alternative to the countdown from 10: players waiting in line can begin a countdown from 60 right after kickoff (to encourage a self-managed game).

Tomato

→ Supports Self-Management, Positive Relationships, Social Awareness/Empathy



GROUP SIZE
10+ players



AGE GROUP
2nd–6th



EQUIPMENT
No equipment needed



TIME
10–15 minutes

Set Up

None.

Before You Start

The whole group stands or sits in a circle.

How to Play

- One player begins as the Answerer.
- Everyone in the circle takes turns asking appropriate questions. The Answerer must answer every question with the word “tomato.”
- If the Answerer laughs or says something other than “tomato,” the player asking the question becomes the new Answerer.

Variation(s)

Change the word.

Tornado

→ Supports Self-Management, Decision Making



GROUP SIZE
10+ players



AGE GROUP
K–2nd



EQUIPMENT
ball



TIME
5–10 minutes

Set Up

Players make one big circle.

Before You Start

- Make sure the players understand the object of the game is to not have the ball.
- Players understand that only the Tornado spins, and that they must pass the ball to the player next to them.

How to Play

- A single player begins in the middle of the circle as the Tornado.
- Players pass the ball around the circle while the Tornado in the middle spins around 10 times.
- When the Tornado stops, whoever has the ball becomes the next Tornado.

Variation(s)

- Allow players to alter the direction of the ball
- Have more than one ball going at the same time.
- Alter the number of spins.

Toxic Waste Dump

→ Supports Positive Relationships, Social Awareness/Empathy, Problem Solving, Teamwork



GROUP SIZE

10–30 players



AGE GROUP

3rd–6th



EQUIPMENT

cardboard, jump rope, paper, carpet squares or anything that players can easily stand on and carry



TIME

10 minutes or more

Set Up

- A clearly marked start and finish line.
- All materials set out and ready for use.

Before You Start

- The team should come up with a strategy on how to get all of their teammates across the playing area safely without stepping in toxic sludge.
- Brainstorm strategies and give examples if needed.

How to Play

- The object of the game is to get all players from one side of the playing area to the other side without touching the floor.
- Players can only be in the toxic sludge if they are standing on an item provided.
- If players step off and into the sludge, they must return to the other side of town.
- If an item is placed into the toxic sludge without being constantly touched by a player, it is lost and the whole team must return back to the other side of town.

Variation(s)

- Everyone works together to race against a clock.
- Split the group into teams and see which team can complete the task first.
- Choose the amount of items based on the experience level of the group.
- Players figure out their plan before they start then remain silent during the game.
- Randomly blindfold or silence a few members of the group.

Transformer

→ Supports Positive Relationships, Social Awareness/Empathy



GROUP SIZE
10–60 players



AGE GROUP
1st–5th



EQUIPMENT
No equipment needed



TIME
10–15 minutes

Set Up

For younger ages, it's helpful to have the different stages of transformation posted.

Before You Start

- Establish clear boundaries.
- Explain the transformation of each stage of the game. First the egg, then the chicken, the dinosaur, the rock star and the superhero.
- With each transformation, there is a physical action. The egg is low to the ground with hands placed over the head. The chicken walks while flapping their wings and making clucking sounds. The dinosaur has arms outstretched like big jaws. The rockstar pretends to play air guitar. The superhero has arms out in the air and flies around the space.
- Demonstrate clearly the different transformations and the order in which they occur.
- Review Rock, Paper, Scissors and demonstrate one or two practice rounds of Ro-Sham-Bo as a whole, while everyone plays against the leader.
- Remind players that they can only Rock, Paper, Scissors with someone who is at the same transformation as they are. This encourages players to interact with many different players, not just their friends.

How to Play

- Everyone starts as an egg.
- The leader uses start signal and the game begins.
- Players pair up and play Rock, Paper, Scissors.
- The person who is more successful will transform into the next step, the person who is less successful stays in their same form.
- Players continue to pair up and play Rock, Paper, Scissors but only with someone who is in the same form as them.
- When a player transforms into a superhero they can fly around the play space and

play anyone they want.

- Game ends when time is up or when everyone is a superhero.

Mid-Game Questions

- Does everyone know what an egg transforms into?
- Who can a superhero play against?

Closing Questions

- Can we use Rock, Paper, Scissors to help us solve problems? How so?

Variation(s)

- Players who lose Rock, Paper, Scissors go down a stage in their transformation. For example, a dinosaur who loses transforms into a chicken. This increases the length of the game.

Triangle Tag

→ Supports Self-Management, Positive Relationships, Social Awareness/Empathy, Decision Making, Problem Solving, Teamwork



GROUP SIZE
4–80 players



AGE GROUP
2nd–5th



EQUIPMENT
none



TIME
5

Set Up

Designate a clear playing area.

Before You Start

- Divide players into groups of four with three of the four holding hands in a triangle.
- Help players choose one of the three players holding hands to be the Runner, the person to be tagged.
- Demonstrate safe and gentle tagging (butterfly tags) and appropriate tagging areas (arms, back and shoulders).

How to Play

- The player outside the circle is the Tagger, trying to tag the Runner.
- The other two players holding hands in the triangle will help to protect the designated Runner by moving in different directions.
- The tagger cannot go inside, over or under the triangle and cannot lean on the arms of the players holding hands.
- Once the Tagger has tagged the Runner or time runs out, the positions change.
- Keep an eye on the play and make sure groups are changing positions.

Ultimate Ball

→ Supports Self-Management, Decision Making, Problem Solving, Teamwork



GROUP SIZE
10–40 players



AGE GROUP
3rd–6th



EQUIPMENT
One playground ball



TIME
10–15 minutes

Set Up

Set up a large rectangle boundary, like a basketball court or small soccer field.

Before You Start

- Review where the baseline is and how to score a goal.
- Divide the group into two teams.
- Review skills need for the game, especially pivoting and passing.
- Review safe defense: with defensive players an arm's distance away, using arms that go out and up but not in towards another player.

How to Play

- Players work together to score a goal by getting the ball past the baseline on the opposite side of the court.
- Teams play Rock, Paper, Scissors to see who starts with the ball.
- Play begins on the baseline. The team on offense throws the ball down court to other players on their team.
- The person with the ball cannot move with the ball. They can pivot or pass the ball.
- The defense tries to block passes, and if the ball is blocked, intercepted, or touches the ground, the play of the game is switched and the other team now is trying to get the ball to their goal.
- If the ball crosses the baseline, game play stops and a new round begins.

Ultimate Kickball

→ Supports Positive Relationships, Decision Making, Teamwork



GROUP SIZE
10+ players



AGE GROUP
1st–4th



EQUIPMENT
Kickball, Bases/Cones



TIME
15–20 minutes

Set Up

- This game can be played on a regular kickball field or by using four cones for bases in a large area.
- Bases should be large enough to fit multiple players.

Before You Start

- Remind players to play in a position (spread out) and to call the ball.
- Encourage passing the ball by throwing it to teammates rather than running it.
- Remind players to tag softly with the ball.
- Review the order of the bases and running in a counter-clockwise direction.

How to Play

- Divide the group into two teams, a kicking team and a fielding team.
- The pitcher controls play of the game. Play begins when the ball is rolled to the kicker, and play stops when the pitcher has the ball.
- The pitcher will roll the ball to home base and the kicker.
- The kicker will kick the ball and run the bases in order. One point is scored for each runner that rounds all bases and reaches home base safely.
- There are no foul balls.
- Players can kick the ball backwards only if there is a backstop or wall behind home plate.
- There can be more than one runner on a base at any time.
- Runners may choose to stay on one base if it is unsafe to run.
- Runners can pass each other at any time.
- Runners must return to the previous base if the pitcher has the ball before they are halfway to the next base.
- Runners cannot continue running the bases and should return to their team
 - if their fly ball is caught before it bounces or

- if they are tagged while not on a base.
- Teams switch after everyone on kicking team has kicked once.

Variation(s)

Notes: This version of kickball works well because it allows the advanced players to run fast through the bases and it allows beginners to take their time and learn the game.

Under-Over Kickball

→ Supports Decision Making, Teamwork



GROUP SIZE

10–40 players



AGE GROUP

1st–6th



EQUIPMENT

Bases, Playground Ball



TIME

15–30 minutes

Set Up

Set up bases like a traditional kickball field.

Before You Start

- Practice the over/under passing together as a short group or as a relay race.
 - Over under passing is when players line up and pass the ball over the first player's head to the person behind them.
 - Then the next player passes the ball under (or between their legs) backwards.
 - Players continue passing it, alternating between over and under.
- Practice running the bases, make sure everyone touches the each base
- Divide group into two teams

How to Play

- When the ball is pitched, the first player kicks the ball and runs the bases.
- The runner goes continuously, trying to get around the bases as many times as possible.
- The team in the field retrieves the ball. Once a fielder gains possession of the ball, the team quickly lines up single file behind the player with the ball
 - The ball is then handed over the player's head to the next player in line (over).
 - The second player hands the ball through their legs (under) to the next person in line, who follows the pattern and hands the ball over their head (over).
 - The players pass the ball over and under until the last person in line has possession of the ball and yells, "Stop!"
 - The Runner then freezes where they are at and announces how many bases they have tagged.
- Have everyone on the kicking team kick then the teams switch roles.

Up, Down, Stop, Go

→ Supports Self-Management, Decision Making



GROUP SIZE

5+ players



AGE GROUP

K–2nd



EQUIPMENT

No equipment needed



TIME

5–10 minutes

Set Up

None.

Before You Start

- Have players stand up either by their seats or spread around the room/play area.
- Demonstrate the appropriate actions for Up, Down, Stop, or Go.
- On Up, players should jump, or stretch up as high as they can.
- On Down, players should squat down.
- On Stop, players should freeze.
- On Go, players should move around the play area in a specific movement (such as walking, jogging, running, skipping or hopping). If players cannot move around the play area, they should run in place.
- Players not doing the correct movement must complete a task (as in give the leader a high five) before returning to the game.

How to Play

- Call out the commands Up, Down, Stop, or Go one at a time.
- For the first few minutes, watch the group and stop when players do the wrong movement. Prompt them to complete the designated task (high five) before continuing play.
- Once well into the game, call out the commands but don't stop for those who make a mistake. They should just quickly do the task and get back in the game.

Variation(s)

Have Players do the opposite of the words: On "Up," players squat down. On "down," players stand up.

Volleyball

→ Supports Self-Management, Decision Making, Teamwork



GROUP SIZE

8+ players



AGE GROUP

3rd–6th



EQUIPMENT

Volleyball, Volleyball Net



TIME

15–20 minutes

Set Up

- A standard volleyball court is 60' x 30', divided by a net standing 8' high and has lines (or cones) marking the boundaries.
- The court size can be modified to match the players' size, strength and ability.

Before You Start

- Demonstrate how to serve (underhand and overhand).
- Demonstrate how to bump, set and spike.
- Demonstrate how to rotate positions with 4-6 on the court. All players rotate positions.
- Teams are placed on either side of the net. First possession is awarded to the team who wins Rock, Paper, Scissors.

How to Play

- Play begins with the server serving the ball over the net.
- After the ball is served:
 - A maximum of three hits is allowed to get the ball back over the net.
 - Each player can only hit the ball one time in a row.
- The serving team can score a point if:
 - the receiving team fails to return the ball in three or fewer hits or lets the ball drop within or on their boundaries
 - a returned ball lands, without being touched, outside the serving team's boundaries.
- The serve changes to the other team if:
 - the serving team fails to return the ball in three or fewer hits or lets the ball drop within or on their boundaries.
 - the serving team hits or returns a ball that lands, without being touched, outside the receiving team's boundaries.
 - This change of serving is called a "Side Out."

- A team rotates positions every time they regain the serve.
- If the ball hits any part of a player's body and can still be knocked over the net in three or less hits, the ball is still in play.
- A game is completed when one team reaches 15 points and is ahead of the other team by at least two points.
- Serving and rallies continue until both the point score and the two point difference is met.
- After one game is played, teams switch sides and exchange High-5's.

Variation(s)

- Automatic Side Outs can be granted after a server scores 5 points in a row.

Wall Ball

→ Supports Self-Management, Decision Making



GROUP SIZE
2–10 players



AGE GROUP
1st–6th



EQUIPMENT
One 4-square ball



TIME
5–15 minutes

Set Up

Find an appropriate play area with a smooth, wide wall and mark the game boundaries.

Before You Start

- Demonstrate how to hit the ball against the wall.
- Choose players to help demonstrate the game.
- Show players where to line up to wait for a turn.

How to Play

- The game begins when Player 1 serves the ball by hitting the ball towards the wall.
- The ball must bounce one time on the ground before it reaches the wall.
- Player 2 must let the ball hit the wall and bounce once before returning it.
- Player 2 can then return the ball by hitting it towards the wall, letting it bounce once.
- A player returns to the game line if the ball
 - bounces on a boundary line or outside of the boundaries,
 - hits the wall without bouncing on the ground first or never hits the wall,
 - bounces twice before it hits the wall or before it is returned,
 - or is not allowed to bounce before it is returned.
- When a player is returned to the line, a new player enters the game.
- The remaining player is the server and begins the next round.

Variation(s)

- For younger or newer players, allow them to catch and return the ball.
- After play has advanced past this basic game, players can add special rules.
- Instead of requiring a bounce, a player could allow returns without.
- Add moves between bounces: 3 claps, spinning around, or a jumping jack.

Watch Out!

→ Supports Self-Management, Decision Making



GROUP SIZE
10+ players



AGE GROUP
PreK–3rd



EQUIPMENT
Dodge Balls



TIME
10–15 minutes

Set Up

Large rectangle with boundary lines.

Before You Start

- Have all players line up on one side of the space.
- Remind them that they only become part of the boundaries when they are hit from the waist down.
- Review safety rules, including using underhand throws to below players' waists.

How to Play

- Two taggers begin in the middle of the space with four balls and shout a start word to signal players can run to the other side.
- Players then try to move across the play space to the opposite line without being tagged by a ball.
- If a player is hit with a ball while attempting to cross, they become helpers on the side boundaries and return balls to the taggers.
- Play continues until there are two players left, and the next round begins with those two in the middle.

Variation(s)

- More or fewer players can begin in the middle.
- More or fewer balls can be used depending on the desired length of time for the game.

Watch Your Back Tag

→ Supports Self-Management, Decision Making



GROUP SIZE

10–60 players



AGE GROUP

2nd–5th



EQUIPMENT

Cones or chalk for boundaries



TIME

10–15 minutes

Set Up

Designate a large play area with clear, visible boundaries.

Before You Start

- Demonstrate safe and gentle tagging (butterfly tags) and appropriate tagging areas (arms, back, and shoulders).
- Review game boundaries.
- Review Rock, Paper, Scissors.

How to Play

- Everyone playing is "it."
- If tagged, the player goes down on one knee and should watch the player who tagged them.
- The tagged player returns to the game once the person who tagged them gets tagged and takes a knee.
- If two players tag each other at the same time, they should use Rock, Paper, Scissors to determine who will go down.

Mid-Game Questions

- Are you remembering who tagged you?
- What can you do if you don't know who's tagged you?

Variation(s)

- You can make the play area smaller to make it more difficult.
- You can change the speed limit to a skip, hop, walk like a zombie, and so on.

Weather Vane

→ Supports Self-Management, Social Awareness/Empathy



GROUP SIZE
5+ players



AGE GROUP
1st–3rd



EQUIPMENT
No Equipment Needed



TIME
5 minutes

Set Up

Designate an appropriate play area with clear, visible boundaries.

Before You Start

- Point and call out the four compass directions. Have the players repeat and point out the directions: North, South, East and West.
- Practice jumping to face the compass directions as they are called.
- Be sure that everyone understands the position of the compass direction called out.
- Review boundaries.
- Have players find an open space inside the play area.

How to Play

- The leader will call out a compass direction and players have to jump in place making the necessary turn in the air to face the direction called.
- Make sure that all players are rotating in the same direction.
- If a player is already facing the compass direction that is called, they may jump or stand still without changing directions.
- If a player is facing in the wrong direction or jumping when not supposed to, have them step out and do a short activity like, jumping jacks or the I'm Awesome dance, after which they may rejoin the game.

Variation(s)

- Can be used as jump rope game with a large jump rope or small jump ropes.

Jump Whistle Style:

- Have all players face forward. Each time the leader blows the whistle, players are to jump to face their right.

- Two whistles and their backs are to you, three whistles and they are facing their left. Four whistles and they are facing the leader again.
- You can alternate the whistle blows (one, two, three, two, one, three, two, four).
- If a player is facing in the wrong direction or jumping when not supposed to, have them step out and do a short activity like, jumping jacks or the "I'm Awesome" dance, after which they may rejoin the game.

Where Are You?

→ Supports Social Awareness/Empathy



GROUP SIZE
5+ players



AGE GROUP
K–4th



EQUIPMENT
No Equipment Needed



TIME
5–10 minutes

Set Up

Gather the players in a group.

Before You Start

Have the players look around them and memorize everything that they see.

How to Play

- Everyone closes their eyes.
- One player is chosen to open their eyes, and chooses something in the nearby area for the rest of the players to point at.
- Without opening their eyes, the other players try and remember where the object is, and then attempt to point at it.
- When everyone is pointing, the choosing player calls for the rest of the players to open their eyes. One of the successful people becomes the next person to keep their eyes open.

Variation(s)

Instead of having them point, ask what color certain objects are.

Whistle Mixer

→ Supports Social Awareness/Empathy



GROUP SIZE
5+ players



AGE GROUP
PreK–6th



EQUIPMENT
• Cones or chalk, if needed for boundaries
• Whistle



TIME
5 minutes

Set Up

Designate a play area with clear, visible boundaries.

Before You Start

- Players need to be scattered within a playing area. Have them walk around without touching each other. Feel free to have them skip, hop or jump.
- Have a practice round so players can get the idea before they are put under any pressure.

How to Play

- The leader will blow a whistle a different number of times.
- When the leader blows the whistle, the players must form groups with the same number of players as whistle blows. So if the leader blows the whistle four times, the players must group themselves in groups of four.
- Players can be directed to hold hands or perform a number of physical movements once they form their group.
- Have players who were not able to form with a group step out and do an short activity like, jumping jacks or the "I'm Awesome" dance, after which they may rejoin the game.
- For the next round, groups should spread out before regrouping so the same players are not near to each other again.

Variation(s)

- Pre-K: When the leader blows the whistle, players must find a partner as quickly as possible. Remind players to let go of their partner's hand before blowing the whistle again. Repeat, asking them to find a new partner each time.

- You can challenge the more advanced players by requiring them to perform a specific task when the whistle is blown before they can form groups.
- Indoor Modifications: Instead of using a whistle, clap or snap to reduce the noise indoors.

Who Stole the Cookies?

→ Supports Positive Relationships, Social Awareness/Empathy



GROUP SIZE
5+ players



AGE GROUP
PreK–1st



EQUIPMENT
a ball



TIME
5 minutes

Set Up

None.

Before You Start

- Have the players stand or sit in a circle.
- Practice rolling the ball to players and sitting down after they rolled.
- Practice singing one round of the song.

How to Play

- The Song:
 - Group: Who stole the cookies from the cookie jar? [insert Leader's name] stole the cookies from the cookie jar!
 - Leader: Who me?
 - Group: Yes you!
 - Leader: Couldn't be!
 - Group: Then who?
- The leader will then roll the ball to a player in the circle (saying their name) and sit down.
- After the leader has said the player's name, the group repeats the same song but with the new player responding.
- Continue to roll the ball to everyone in the group and repeat the song for each player.
- The game is over when all the players have had a turn and are sitting in the circle.

Wide Goal Soccer

→ Supports Self-Management, Decision Making, Teamwork



GROUP SIZE
10+ players



AGE GROUP
1st–6th



EQUIPMENT
Soccer Ball, Cones



TIME
10–20 minutes

Set Up

- Create one large rectangular area using cones.
- Divide end zones with cones equal distance apart to create several "goals" directly next to each other.

Before You Start

- Demonstrate an over-the-head throw using both hands.
- Demonstrate dribbling, passing and shooting between goal cones without using hands.
- Demonstrate goalkeeping using hands.

How to Play

- Divide players into two teams. Then designate the appropriate number of goalies on each team based on the size of the goals.
- Have each goalie stand in front of a different goal on their side of the field. The goalie's job is to defend their goal for the team.
- Have two players play Rock, Paper, Scissors to see which team starts with the ball.
- The game begins with a forward pass from the center of the play area.
- The teams try to kick the ball across the opposite team's goal line and the other team and their goalies try to stop the goals.
- Only goalies can use their hands. Goalies kick or throw the balls from saved goals back into the field.
- After a goal is scored, the ball comes back to the center of the field and possession is granted to the non-scoring team.
- When the ball goes out of bounds, a player from the opposite team throws it into play.
- Fouls (illegal use of hands, pushing, tripping) result in a free kick from the point of foul.
- Have players switch positions (fielding or goal tending) either after a goal is scored, when a designated time limit is up, or when you give a signal.

Variation(s)

Multi-balls: once the initial game is successful, add more than one ball to the game for more involvement.

Wink-Ums

→ Supports Self-Management, Decision Making



GROUP SIZE
10+ players



AGE GROUP
3rd–6th



EQUIPMENT
Chairs (enough for 1/2 number of players plus one extra)



TIME
10–15 minutes

Set Up

Make a circle with the chairs.

Before You Start

- Demonstrate safe and gentle tagging (butterfly tags) and appropriate tagging areas (arms, back and shoulders)".
- Demonstrate how to stand behind the chair with your head down and hands behind your back.
- Demonstrate how to sit in the chair.

How to Play

- Divide the group in half. Have one group sit in the chairs and the other group stand behind the chairs.
- There should be one chair with no one sitting in it but has a player standing behind it, they are the “winker.”
- The players standing behind the chairs should have their head down and hands behind their back.
- The players sitting should look at the winker and sit all the way back in their chair.
- If the winker winks at a sitting player they need to try and sneak away from their chair and make it to the empty chair without being tagged by the player behind them.
- If tagged, players switch positions (sitting player stands behind their original chair and standing player takes a seat) and the same winker tries again. If not tagged, the player standing behind the new empty chair becomes the winker.

Wolves and Bunnies

→ Supports Positive Relationships, Problem Solving, Teamwork



GROUP SIZE
10–50 players



AGE GROUP
3rd+



EQUIPMENT
1 ball (playground, dodgeball, football, etc.)



TIME
10 minutes

Set Up

Set up boundaries. Space should be large enough to accommodate the group with space to move.

Before You Start

Demonstrate safe and gentle tagging (butterfly tags) and appropriate tagging areas (arms, back and shoulders).

How to Play

- The object of the game is for the wolves to tag all of the bunnies.
- Wolves can only tag bunnies with butterfly tags, not by throwing the ball.
- Bunnies can move all around the play area.
- Wolves can also move all around the play area as long as they do not have the ball in their hand.
- If the wolf has the ball, they cannot take any steps; they can only pivot on one foot.
- However, wolves can only tag bunnies if they have the ball in their hand.
- Wolves without the ball should strategically move around the play space trying to get closer to the bunnies so that a wolf with the ball can throw it to them when they are close enough to tag the bunnies.
- When a bunny is tagged, they immediately turn into a wolf.
- Play continues until there are only a small amount of bunnies left.
- Remaining bunnies will turn into the first set of wolves for the next round.

Variation(s)

- Use different examples of predator and prey.
- Add extra balls or balls of different sizes.

X-Square

→ Supports Self-Management, Positive Relationships, Decision Making, Problem Solving



GROUP SIZE
5–15 players



AGE GROUP
2nd–6th



EQUIPMENT
Two 4-square balls



TIME
15–20 minutes

Set Up

Requires a foursquare court: a squared divided into 4 smaller squares labelled 1, 2, 3 and 4 or A, B, C and D.

Before You Start

- One player starts in each square and the other players form a line.
- Demonstrate diagonal 2-square with a player (Square 1 hitting to Square 3).
- Review key 2-square rules.
- Review what spiking looks like and tell players that it is not allowed.
- Review the importance of staying in one's own square when player is still in the game, going to the back of the the line for another turn after an error, and entering back into the game from the line.

How to Play

- Play begins when the player in Square 1 serves the ball to the player in Square 3 while Square 2 also serves to Square 4.
- The ball must bounce and can only bounce once in the diagonally opposite square.
- The receiving players hit and return the balls back to their respective server.
- Play continues until a ball:
 - lands outside the square or in an incorrect square,
 - bounces twice before being returned,
 - is carried or held,
 - or of the two balls each other.
- The player who stopped the play returns to the end of the game line and the next player enters that square, avoiding the playing squares.
- When play is stopped for one pair, play continues and does not stop for the other pair.
- The player who stays in the playing area remains in his/her square and does not

rotate. Players who remain in the playing area will serve the ball to the new player.

- During game play, if both balls hit each other, then play is stopped for all squares. The four players return to the game line and the next four players in the waiting line enter the open squares.

Variation(s)

- Play with either one hand or two hands.
- Two players can cover one square, working as a team.

Zero, 1, 2, 3

→ Supports Self-Management, Decision Making



GROUP SIZE

4+ players



AGE GROUP

1st–2nd



EQUIPMENT

Jump Ropes



TIME

Under 10 minutes

Set Up

Large area with room for multiple jump ropes.

Before You Start

- Review the concept of personal safe space when turning a jump rope.
- Explain the concept of taking turns in a jumping order and taking turns in different roles.

How to Play

- Divide everyone into groups of four to ten, depending on the number of available ropes and skill level. Younger players may need smaller groups while older jumpers are challenged by larger groups.
- Each group gets one rope.
- The leader assigns two turners in each group and the rest form a line.
- The two turners begin by turning the rope.
- One by one, the players enter and exit the rope.
 - On their first turn, jumpers run under the rope without jumping or touching it.
 - After each jumper's attempt, they return to the back of the line.
 - On their second turn, they jump once and exit. On the third turn, jump twice, etc.
- If a jumper misses on their turn, they go back in line and continue to try the same number of jumps on their next turn, until they successfully jump and exit.
- Be sure to rotate those who are turning the rope.

Variation(s)

For more skillful and advanced jumpers, change from just jumping and exiting to doing tricks while jumping. (turning around while jumping, touching the ground while jumping, criss-crossing the feet or jumping on one foot).

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Wall Ball (1st–6th)	195	Charades Relay (3rd–6th)	38	Kickball (2nd–6th)	103
Watch Out! (PreK–3rd)	196	Circle of Flags (1st–5th)	39	Knockout (3rd–6th)	106
Watch Your Back Tag (2nd–5th)	197	Concentration Ball (2nd–6th)	45	Knots On A Rope (3rd–5th)	108
Weather Vane (1st–3rd)	198	Cone Conquest (3rd–6th)	46	Land, Sea, Air (K–6th)	109
Where Are You? (K–4th)	200	Continuous Relays (1st–6th)	47	Leapfrog (2nd–6th)	112
Whistle Mixer (PreK–6th)	201	Detective Frog (PreK–4th)	55	Line of Silence (K–5th)	113
Who Stole the Cookies? (PreK–1st)	203	Dog Chases Its Tail (1st–5th)	56	Mountains and Valleys (K–5th)	117
Wide Goal Soccer (1st–6th)	204	Elbow Tag (3rd–6th)	60	Multi-Ball (1st–6th)	119
X-Square (2nd–6th)	208	Farmers (1st–5th)	61	Name Touch (3rd–6th)	122
Zero, 1, 2, 3 (1st–2nd)	210	Flag Fake Out (3rd–6th)	65	Night at the Museum (K–6th)	123
		Four Corners (1st–5th)	66	One Fish, Two Fish, Red Fish, Blue Fish (1st–6th)	124
		Four Square (1st–6th)	68	Over Under (2nd–5th)	126
		Freeze Tag (K–6th)	71	Pacman Tag (2nd+)	127
		Fruit Basket (2nd–6th)	74	Partner Introductions (PreK–6th)	128
		Gaga Ball (2nd–6th)	75	Partner Tag (2nd–6th)	129
		Giants, Wizards and Elves (3rd–6th)	76	Pizza Delivery (3rd–5th)	130
		Group Count (1st–6th)	80		
Works for Upper Grades (3th–6th)					
All Tangled Up (3rd–5th)	12				
Arena Flag Tag (1st–6th)	18				
Around the World (2nd–6th)	19				
Back-to-Back Get Up	20				

Pony Express (K–6th)	131	Triangle Tag (2nd–5th)	187	Dog Chases Its Tail (1st–5th)	56
Pulse (1st–6th)	133	Ultimate Ball (3rd–6th)	188	Farmers (1st–5th)	61
Rainbow Racers (K–6th)	137	Ultimate Kickball (1st–4th)	189	Find Somebody Who (PreK+)	64
Ro-Sham-Bo Relay (K–5th)	142	Under-Over Kickball (1st–6th)	191	Four Corners (1st–5th)	66
Roshambo Rockstar (2nd–6th)	144	Volleyball (3rd–6th)	193	Four Square (1st–6th)	68
Sardines (3rd–6th)	148	Wall Ball (1st–6th)	195	Freeze Tag (K–6th)	71
Sequence Touch (K–5th)	150	Watch Out! (PreK–3rd)	196	Group Count (1st–6th)	80
Shadow, Shadow (PreK–6th)	152	Watch Your Back Tag (2nd–5th)	197	Heads or Tails (1st–6th)	83
Sharks and Minnows (K–6th)	154	Where Are You? (K–4th)	200	Helicopter (PreK–6th)	84
Shipwreck (PreK–6th)	156	Whistle Mixer (PreK–6th)	201	I Love My Neighbor (K–5th)	94
Spark (2nd–6th)	161	Wide Goal Soccer (1st–6th)	204	If You Really Knew Me (K–5th)	96
Sprout Ball (2nd–6th)	163	Wink-Ums (3rd–6th)	206	Land, Sea, Air (K–6th)	109
SPUD (3rd–6th)	165	Wolves and Bunnies (3rd+)	207	Line of Silence (K–5th)	113
Steal the Bacon (3rd–6th)	166	X-Square (2nd–6th)	208	Mountains and Valleys (K–5th)	117
Superstar (2nd+)	168	Zero, 1, 2, 3 (1st–2nd)	210	Multi-Ball (1st–6th)	119
Switch (PreK–5th)	170			Night at the Museum (K–6th)	123
Telephone (2nd–6th)	172	Works for Most Ages (1th–5th)		One Fish, Two Fish, Red Fish, Blue Fish (1st–6th)	124
Tetherball (2nd–6th)	173			Partner Introductions (PreK–6th)	128
The Maze Game (1st–6th)	174	Arena Flag Tag (1st–6th)	18	Pony Express (K–6th)	131
Three Lines Basketball (3rd–6th)	176	Ball Toss (PreK–6th)	21	Pulse (1st–6th)	133
Three Lines Hockey (2nd–6th)	178	Band Aid Tag (K–5th)	23	Rainbow Racers (K–6th)	137
Three Lines Soccer (1st–6th)	180	Bird's Nest (1st–6th)	25	Ro-Sham-Bo Relay (K–5th)	142
Tomato (2nd–6th)	182	Blob Tag (1st–6th)	26	Sequence Touch (K–5th)	150
Toxic Waste Dump (3rd–6th)	184	Bridge Ball (PreK–6th)	29	Shadow, Shadow (PreK–6th)	152
Transformer (1st–5th)	185	Circle of Flags (1st–5th)	39	Sharks and Minnows (K–6th)	154
		Continuous Relays (1st–6th)	47		

Roshambo Rockstar	144
Running Through the Forest	146
Secret Agent	149
Sequence Touch	150
Shadow, Shadow	152
Shape Shifter	153
Shipwreck	156
Simon Says	158
Sleepy Bunny	159
Spark	161
Sports Clubs	162
SPUD	165
Steal the Bacon	166
Superstar	168
Tally Ho!	171
Telephone	172
The Maze Game	174
Tomato	182
Tornado	183
Toxic Waste Dump	184
Transformer	185
Triangle Tag	187
Up, Down, Stop, Go	192
Watch Out!	196
Weather Vane	198
Where Are You?	200
Whistle Mixer	201

Who Stole the Cookies?	203
Wink-Ums	206

Rainbow Run (2+)	139
Snake (3–20)	160
Tetherball (2–10)	173
The Maze Game (2+)	174
Triangle Tag (4–80)	187
Wall Ball (2–10)	195
Zero, 1, 2, 3 (4+)	210

By Group Size

Small Group OK (2–4 or more)

Around the World (2+)	19
Cat and Mouse (4+)	34
Catch and Drop (2–4)	36
Clean Your Room (2+)	42
Dance Freeze (Any size)	54
Find a Place (4+)	63
Find Somebody Who (4+)	64
Four Square (4+)	68
Gaga Ball (4+)	75
Grocery Store (4+)	79
Hi, My Name Is (4+)	85
Hop'n Freeze (2+)	87
Hula Ball (2–10)	89
If You Really Knew Me (3–30)	96
Indoor Hopscotch (1+)	97
Invent a Game (4–50)	98
Land, Sea, Air (4–60)	109
Line of Silence (3–30)	113
Partner Introductions (4+)	128

Medium Group OK (5–10 or more)

Alligator Swamp Trail (5+)	13
Animal Farm (6+)	14
Ants On A Log (5–10)	17
Back-to-Back Get Up (5+)	20
Chair Game (6–20)	37
Circle of Flags (6–30)	39
Clap and Move (5+)	41
Colors (5+)	44
Concentration Ball (5+)	45
Continuous Relays (8+)	47
Detective Frog (6+)	55
Dog Chases Its Tail (7–20)	56
Drop the Cookie! (6+)	59
Farmers (5+)	61
Flag Fake Out (8+)	65
Four Corners (5–60)	66
Freeze Tag (6+)	71
Going on a Picnic (5+)	78

Concentration Ball (10 min)	45	Home Run Tag (5–15 min)	86	Forest (5+ min)	
Continuous Relays (5–10 min)	47	Hop'n Freeze (5–10 min)	87	Sardines (10 min)	148
Cookie Jar (5–10 min)	49	House, Tree, Neighbor (10 min)	88	Secret Agent (5–10 min)	149
Crooked Circle (5–10 min)	52	Hula Ball (5–10 min)	89	Shadow, Shadow (5–10 min)	152
Cut the Cake (5–10 min)	53	Hula Hoop Challenge (5–10 min)	91	Shipwreck (5+ min)	156
Dance Freeze (5+ min)	54	I Love My Neighbor (10 min)	94	Simon Says (5+ min)	158
Detective Frog (5–15 min)	55	Journey Around the World (5+ min)	99	Sleepy Bunny (5–10 min)	159
Dog Chases Its Tail (5–10 min)	56	Jump the River (5–10 min)	100	Snake (5–10 min)	160
Don't get caught with the cookie (5–10 min)	57	Leapfrog (5–10 min)	112	Sprout Ball (5–15 min)	163
Dragon Tail (10 min)	58	Mountains and Valleys (5–10 min)	117	SPUD (5–15 min)	165
Drop the Cookie! (5+ min)	59	Movement Name Game (5+ min)	118	Switch (10 min)	170
Elbow Tag (10 min)	60	My DVD Player (10 min)	120	Telephone (5–15 min)	172
Farmers (5–10 min)	61	Mystery Creature (5–15 min)	121	Tetherball (5–15 min)	173
Find a Place (5+ min)	63	Name Touch (10 min)	122	Tornado (5–10 min)	183
Flag Fake Out (5–10 min)	65	Over Under (10)	126	Up, Down, Stop, Go (5–10 min)	192
Four Corners (5–20 min)	66	Partner Tag (10 min)	129	Wall Ball (5–15 min)	195
Four Square (10 min)	68	Pony Express (5–15 min)	131	Where Are You? (5–10 min)	200
Fox and Rabbit (5–10 min)	70	Poop Deck (5–10 min)	132	Wolves and Bunnies (10 min)	207
Freeze Tag (5–15 min)	71	Pulse (5–15 min)	133	Zero, 1, 2, 3 (Under 10 min)	210
Gaga Ball (5–15 min)	75	Push Catch (5–10 min)	135		
Grocery Store (5+ min)	79	Rainbow Run (10 min)	139	If You Have 15 minutes or Fewer	
Group Count (5–10 min)	80	Red Light, Green Light (10 min)	141	Ants On A Log (10–15 min)	17
Heads or Tails (10 min)	83	Ro-Sham-Bo Relay (10)	142	Arena Flag Tag (10–20 min)	18
Helicopter (5–10 min)	84	Roshambo Rockstar (5–10 min)	144	Blob Tag (10–15 min)	26
Hi, My Name Is (5–10 min)	85	Running Through the	146	Bubbles (10–20 min)	30



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