

Creating Safe, Respectful, Responsible Playgrounds and Fun

*A Playground Handbook
Including Rules for Commonly Played Games*



Los Angeles Unified School District
Division of Special Education - Behavior/LRE



This Playground Handbook has been developed to support elementary school teams in creating safe, respectful, responsible and fun playgrounds. Behavior Support staff in the Division of Special Education, are fortunate to be able to visit a variety of schools throughout the District and observe best practices on playgrounds. A special thank you goes out to all of these schools.

Special recognition goes out to Krista Bella, District Behavior Specialist. Her passion, persistence and perseverance made this handbook what it is.



NOTE: The Playground Handbook is a “work in progress,” and additional material will be added, when appropriate, based on the needs of the schools in the Los Angeles Unified School District.

Look for updates on the Behavior Support (Division of Special Education) website <http://achieve.lausd.net/page/4137>.

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Introduction

Recess and lunch are an important part of the school day for all our students. Activity breaks may enhance participation and learning in the classroom in addition to the benefits gained from physical activity. During activity breaks children learn how to cooperate, compete constructively, assume leader/follower roles, and resolve conflicts by interacting in play. This time can be very positive for children skilled at playground activities, but very lonely and isolating for those less skilled. Unstructured time can also be particularly challenging for students with behavior challenges and difficulty with social communication.

The purpose of this handbook is to help elementary school teams structure their playground supervision and activities in order to create a positive playground environment for *all* students. Preventing problems before they occur is the best way to ensure children will have fun participating during recess and lunch. When adults and students have a common understanding of school-wide rules and expectations, playground games and activities are planned and taught, and responsible behavior is consistently reinforced, playgrounds will be a safer place to play, more inclusive, and will result in less office discipline referrals and injuries.



Improving Playground Structure

When you look around the playground during recess and lunch do you see students participating in organized activities? How many? Is it just a few, or whole classes playing together? Are students being kind and courteous to each other? Is there a lot of “tattling” going on? Are students allowed a variety of activities and access to necessary equipment to play? Do you see adequate supervision staff? Are adults interacting positively with children? Consider using the team approach to create a shared vision for how an ideal playground looks, assess the current state of your playground, and to determine what steps will increase overall playground structure. This handbook can be a tool for your team to consider as you take steps to make your playground a positive place for kids to play, socialize and learn.



Playground Observation/Map

As the team is observing student behavior and identifying patterns of play, it is also important to map out the physical layout of the yard as well. Identify areas that may be unsafe for kids to congregate, places difficult to observe by playground supervisors, and areas of the yard that may be underutilized or overcrowded. Are the benches used to help facilitate play, or are they dangerously in the way? With this information, school teams can create a map of play areas that will assist with developing rules and expectations, assigning appropriate play areas and supervision, teach the necessary rules of the games included in the area, and make it an overall safer place for kids to play.

Assigning Playground Areas

Once your team has mapped the yard including the play activities in each area, consider separating the yard in sections with various activities per section. The number of sections will be determined by the number of groups to be

assigned. Some schools assign areas by grade level, others with high enrollment and staggered play times can assign certain class groups. The important thing to remember is that children have different interests and skill levels. Not everyone in the first grade will participate in handball for an entire week, so consider different activities and games that can be played near each other when assigning areas.



Another important consideration when assigning areas is the developmental appropriateness of the activities located in the areas. Children in first and second grade have social-emotional characteristics and motor skill development different from fourth and fifth graders. First and second graders will find it challenging to cooperate in organizing a game of kick ball on their own, and may become angry and frustrated when things don't go their way. Some younger students admire the superheroes of the day and love to engage in role play, including running, chasing, and tagging each other. Many schools prohibit this type of "tag" game due to safety concerns. There are many "tag" games that can be played at the Multiple Game Court or Tag Game Areas (see chapter 6). "Tag" may be more acceptable by simply allowing imaginative play with some rules and guidelines to keep kids safe, and containing the activity in an appropriate area. Fourth and fifth grade students will not have the same interest in activities like hopscotch and four square. Having students complete an interest survey will provide the school team with good information about playground preferences for all ages **(See appendix A-Student Playground Interest Survey)**.

If assigning areas is new to your school you should be prepared for some resistance to this change. The purpose of assigning areas is not to confine students to an area with activities they may or may not have any experience or interest in doing, but to increase their exposure and access to organized games

and activities. The next chapter discusses the importance of teaching the games and developing skills needed to participate in commonly played games. This will increase student motivation to participate, but consider also having a safe place on the yard for kids who choose not to participate in organized activities.

Many schools have an alternative play area at recess, lunch playtime, or both, monitored by an adult that offers children the options to play board games, caroms, and/or card games. Children have an opportunity to socialize and practice social skills such as turn taking, compromising, and winning and losing appropriately in a safe, structured environment.



Equipment

The proper equipment must be made available for all games included in the assigned areas. This can be done by distributing a set of playground balls, jump ropes, bean bags, etc., to each class and giving the students the responsibility of taking the equipment out and returning it daily. “Ball Monitor” can be a highly sought after duty for many kids. This works well when students are responsible and staff members ensure the equipment is accounted for daily.

Other schools choose to have all the equipment housed in one place and checked out daily. One school has a large rolling metal cart that transports all the playground equipment (including jump ropes, hula hoops, beanbags, etc.) with an adult responsible for handing out the equipment to an “area leader”, and collecting everything at the end of play time. For larger schools, equipment can be distributed by grade level. Another school color-coded playground balls by grade level which made it easier for kids to keep track of their own equipment. Permanent markers are a good way to mark equipment with class or room identification, but needs to be re-written often as it will rub off with use. Have

your playground team consider whatever works best for your school to minimize the loss of equipment.

Many playground balls are lost because they are accidentally kicked over the fence. Schools should have a plan where students can inform an adult that a ball has gone over the fence, and an adult can retrieve the equipment in time for the next recess or lunch play time. If students are reprimanded when they accidentally hit or kick a ball over the fence, they are not likely to inform an adult about what happened, and no one will know to follow up and retrieve the equipment. Lack of equipment should not be the reason students are not enjoying organized games on our playgrounds.





Playground Rules and Expectations

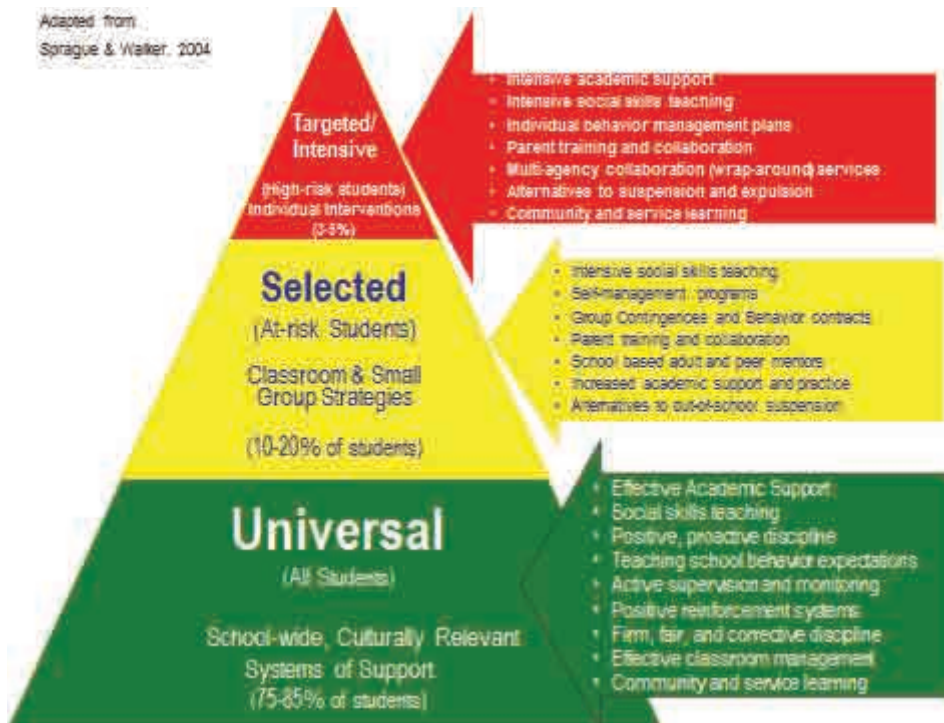
The only way to be sure children know exactly what is expected of them on the yard is to explicitly and systematically teach rules and expectations. School staff often feel that “children should know better”, or “they know the rules, they are just choosing to not follow them.” While that may be true at times, a commonly understood, taught, and reinforced set of rules and expectations by all playground supervisors helps to create a culture of consistency and improve overall behavior. Consistent expectations create a predictable and less stressful school environment and allow for effective correction of behavior errors that teach the student the “right way” (Sprague & Golly 2013).

Multi-Tiered Systems of Support- (School-Wide Positive Behavior Intervention and Support)

School-Wide Positive Behavior Intervention and Support (SWPBIS) is a systems approach for establishing the social culture and individual behavior supports needed for schools to achieve both social and academic success for all. It is based on research that indicates the most effective discipline systems use proactive strategies designed to prevent discipline problems. Before consequences are given, students must first be supported in learning the skills necessary to enhance a positive school climate and avoid negative behavior.

Multi-Tiered System of Supports (MTSS) is a term used to describe an evidence based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention is delivered to students in varying intensities (multiple tiers) based on student need.

Adapted from
Sprague & Walker, 2004



Tier 1 (Universal) is what “ALL” students get in the form of instruction (academic and behavior/social emotional) and student support. Tier 2 (Selected) is what “some” students receive, and Tier 3 (Targeted/Intensive) is for the “few” students in need of intensive support, in addition to Tier 1 instruction, and based on individual need. LAUSD Bulletin 6269.0, Multi-Tiered Systems of Behavior Support for Students with Disabilities, includes a Multi-Tiered Implementation Assessment (MIA), a tool used by school teams to assess the fidelity of implementation of a Multi-Tiered System of Behavior Support at each level on a regular and ongoing basis.

Positive, proactive discipline, teaching behavior expectations, active supervision and monitoring, positive reinforcement systems and firm, fair, and corrective feedback are critical elements of Tier 1 (Universal) supports for *all* students. When strong Tier 1 supports are in place on our playgrounds they can be a safe, fun, and inclusive place for all kids to play and learn together

Developing Playground Rules

Schools should have a School-Wide Positive Behavior and Intervention Support team in place to support the implementation of a multi-tiered approach, review data, and engage in problem solving to address behavior. Attachment E, the Rubric of Implementation, in LAUSD Bulletin 6231.0 on School-Wide Positive Behavior Intervention and Support (SWPBIS), will be another useful tool for your team to determine steps needed to fully implement Tier One instruction and support.

SWPBIS teams develop school-wide rules for all common areas, ensure rules are posted, and establish procedures for ongoing teaching of the rules and reinforcing compliance consistently. When developing school-wide rules, consider establishing consistency by addressing all forms of behavior with overarching ideas around desirable behavior in schools such as, “Be Safe, Be Respectful, Be Responsible”. Positively list three to five behavior expectations for each “big idea” and each common area (See school sample below).

Elementary Example

Our School Rules:	Be Safe	Be Responsible	Be Respectful
Cafeteria/ Cafetorium (Rainy Day)	<ul style="list-style-type: none"> ☆ Walk ☆ Sit at your assigned table ☆ Keep food to yourself 	<ul style="list-style-type: none"> ☆ Wait patiently in line for your food ☆ Clean up all trash ☆ Stay seated until dismissed 	<ul style="list-style-type: none"> ☆ Use quiet voices ☆ Follow directions ☆ Keep your hands and feet to yourself
Yard	<ul style="list-style-type: none"> ☆ Stay in assigned area ☆ Walk to and from area ☆ Keep hands and feet to yourself 	<ul style="list-style-type: none"> ☆ Use bathroom and get water before the bell ☆ Bring all equipment needed to the yard 	<ul style="list-style-type: none"> ☆ Follow rules of the game ☆ Play fairly ☆ Everyone can play
Bathroom	<ul style="list-style-type: none"> ☆ Flush toilet and wash your hands ☆ Keep your feet on the floor ☆ One person to a stall 	<ul style="list-style-type: none"> ☆ Use the bathroom and then leave ☆ Return to your classroom promptly ☆ Conserve supplies (toilet paper, water, soap) 	<ul style="list-style-type: none"> ☆ Give people privacy ☆ Keep bathrooms clean

The overarching rules should be a match to your school. You may choose something other than the three big ideas above. The important thing is to have

consistency school-wide. When completing your school matrix, it is important to choose your 3 to 5 positively stated rules for each big idea for the playground carefully because these rules are going to be the foundation for teaching and correction.

Effective Behavioral Expectations:

- Create a culture of consistency and competence
- Include all students for teaching
- Use positively stated expectations
- Target all forms of behavior
 - Safe
 - Respectful
 - Responsible
- Should be known by all students and adults

Once you have your rules for the playground established it is not enough to include them on a matrix with all the other common area expectations in one place. Signs with playground rules should be posted in multiple places around the yard and visible to students and staff.



Many schools have a long list of rules that the students may or not be aware of. The best way to determine if the students at your school know the school rules and expectations is to ask them!

Teaching Rules

Often times rules and expectations, including playground procedures, are reviewed at the beginning of the year and not re-visited. Rules and expectations should be taught throughout the year in a variety of ways. Consider some of the following ideas to support student learning:

Behavior Fair- Have students rotate to all common areas where they review and discuss the posted rules and expectations for each area as a group. Student leaders make great teachers and can lead the discussion.

(Appendix B- Sample Procedure Fair Schedule)

Assemblies- Focus on playground procedures and expectations in a school-wide assembly. This can be done multiple times throughout the year based on need.

Behavior Lesson Plan- Consider creating a common lesson plan for all teachers to use in their classroom. Time should be set aside to teach social behavior and school expectations using the same strategies they would use for teaching reading, math, or science.

Allow for practice- Consider frequent role play and practice where the behavior occurs.

Video- Have students and staff create a video including review and discussion of behavior expectations.

Model- Model expected behavior with students and adults.

It is also important to inform students about why the rules and expectations are important. Elicit discussion about safety, fairness, and including all students in activities as part of the lesson and review of rules and expectations related to the playground.

Reinforcement

How are students acknowledged on the playground and other common areas when they are following the school rules? What type of behavior, positive or negative, gets the most attention during unstructured time in common areas of your school? Research shows that the behavior that gets the most attention is the behavior you will see the most! That is why it is important to create a system of reinforcement that all adults on campus can easily use to support positive behavior.

Student recognition can happen in the form of a “Caught Doing the Right Thing” type of ticket or card that all adult staff members are ready to give to students following the rules in all common areas. Students should be recognized for choosing appropriate behavior anywhere on the campus, especially on the playground where safety and fairness are often compromised by those not following the rules. Any recognition system should be tied to an additional positive reward or recognition. Some schools have monthly drawings at assemblies and provide a special activity or privilege for students chosen. Be creative and choose an incentive that both works for your school and is appealing to students. Teachers can add additional incentives for their students tied to the school-wide reinforcement system as well.

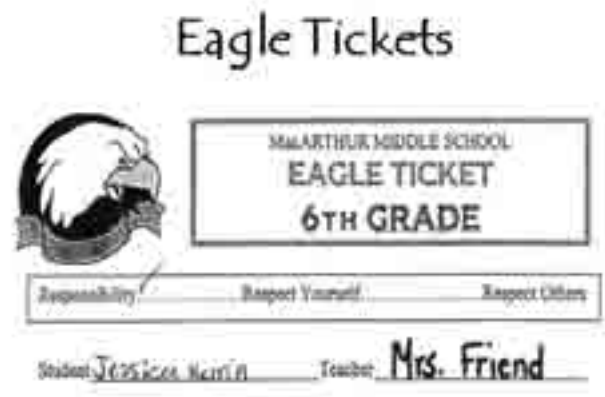


This class sticker chart was used to keep track of how many times students were “Caught Being Good” in the common areas. This allowed the teacher an opportunity to make the recognition system even more powerful by charting and rewarding students separate from the schoolwide drawing.

Some reminders for implementing a Schoolwide Reward System:

- The system should be school-wide (for all students).
- Recognition should be public to model for others.
- Use recognition and rewards that students want.
- Reward teachers and other school staff as well!
- Increase reinforcement before difficult times.
- Re-teach behaviors if things don’t go well.
- Deliver rewards unpredictably (You never know when you get a surprise!).

School Samples of Positive Recognition/Reinforcement



Consider increasing motivation for adults who acknowledge students following the rules of the yard by including their name on the ticket or card. Administration can increase staff “buy in”, or likelihood of taking the time to acknowledge students doing the right thing, if their behavior is acknowledged as well. When monitoring and reinforcing staff members for consistently following the plan to reinforce positive behavior, the chance that they will continue to do so consistently increases.

The defining feature of a pro-active discipline plan is the focus on behavior expectations. That is, the overall emphasis becomes establishing the behaviors we want the students to display versus the traditional focus on eliminating undesirable behaviors. That is not to say that undesirable behavior is ignored or not addressed (chapter 5, “Playground Supervision”, addresses correction procedures). Rather it is a question of the primary focus which is to promote and establish expected behavior on a schoolwide basis (Colvin, 2007).

Let's Get Physical



Recess and Physical Education (PE) are important, but different, parts of the school's program. Participation in physical activity and organized games during recess and lunch is an important component and goal of PE. However, recess and lunch are not part of a structured instructional Physical Education program. According to the National Association for Sport and Physical Education (2000), the goal of the Physical Education program is participation in health enhancing physical activity for a lifetime, and the Physical Education instructional program provides the skill base for participation.

Physical Education

In 2008 LAUSD's Board of Education unanimously adopted both a resolution establishing Physical Education instruction as a priority and The California Model Content Standards for Physical Education K-12. With the current emphasis on health related fitness and its link to academic achievement, it is important to examine Physical Education programs and ensure they are in compliance with Federal and State mandates as well as District policy. You can find excellent resources related to elementary school Physical Education at lausd.net by clicking on offices, then Physical Education. There you will find links to Bulletin 4656.2 "Elementary Physical Education Programs", sample bell schedules, information on appropriate practices, California Physical Education Standards K-12, the California PE Framework and Scope and Sequence.

The California Education Code for Physical Education, and LAUSD district policy, requires a minimum of 200 minutes of Physical Education each 10 days, exclusive of lunch and recess. How can this time be used to teach the motor skills children need to feel competent and increase motivation to play organized games during recess and lunch?



Practicing Necessary Motor Skills

When students are resistant to initiate academic tasks, teachers have to ask, “Is it a *can’t* or a *won’t* issue?” If there is an academic skill deficit, academic interventions are used to support the student and decrease the resistance to initiate the task. Do we have the same consideration when students are choosing not to participate in organized activities on the yard? There are many factors that affect motivation to participate in organized games, but we can’t ignore the fact that some students choose not to play because they just don’t feel they are “good enough” and do not want to expose themselves to failure and ridicule.

The Physical Education program should teach the specific skills needed to play various games on the yard. Students need to have ample opportunities to practice certain skills before they can be mastered. This means that larger groups should be broken into smaller groups and additional playground equipment should be provided to ensure continued practice. For example, if kicking a ball rolled toward you is a motor skill being taught, having the whole class play a game of kickball for a half hour is not going to teach that specific skill when students may only have one or two turns at best in a typical game. Instead, consider a drill with groups of three rotating pitching, kicking, and retrieving the ball. Students who love the game of kickball and are strong in kicking, catching, and running will make opportunities to play whenever possible, whereas others may *want* to play, but do not have the confidence to practice among stronger kids. This is where teachers can make a difference by providing physical education time to allow practice of basic motor skills needed to play.

Teaching and Practicing Organized Games

Another factor that may impact student participation is whether or not they know the rules of the organized games played on the yard. Students need to be taught how to play games with a set of agreed upon rules (Chapter 6 includes rules for commonly played games). Organized games should be systematically taught and practiced with adult oversight and feedback. This will increase the likelihood that games will be played appropriately during unstructured times. When teachers take the time to oversee students practicing organized games as a whole class and providing encouragement and feedback, they are also showing that they value appropriate physical play and cooperation.

Constant teaching and reminding of specific game rules for commonly played games will also make it more difficult for some strong players, who may make up their own rules to suit their needs, to rule the courts.



Forming Teams

Teachers can further remove barriers to student participation by forming teams in ways that preserve the dignity and self-respect of every child. For example, a teacher can privately form groups or teams by using knowledge of students' abilities in ways that will facilitate learning. Groups or teams may also be formed by grouping clothing colors, birthdays, and favorite activities.

Teams formed by student "Team Captains" publicly selecting one child at a time, sometimes alternating gender, exposes some children to embarrassment. Avoid also pitting "boys against girls," as this emphasizes gender differences rather than cooperation and working together. When adults leave it up to students to select teams or partners on their own, there is no way to ensure that no children are left out.



Positive Play for All

Social Value of Play

Playing alone is enjoyable for some of our students, and most children spend *some* time alone at play, even when others are around. However, as children get older, they tend to play together more and more, and being good at movement skills and socializing is important for playing with others. Doing well in playground games and activities is important to having friends. Competence in doing activities such as running, playing tag, and throwing or kicking a ball is strongly and positively related to social acceptance. Skilled children are often the most valued friends on the playground, and children without movement competence or communication skills are less likely to be socially accepted (Watkins, 2010).

Skilled children become informal playground leaders and gain experience in decision making and choice making that may not be available to children who are less skilled. For example, athletic boys in elementary school typically assume dominant roles in activities on the playground at recess. They often control who can and cannot participate in games, whereas children who are left out of an activity have no say in who does, or does not, take part. Exclusion leads to even less practice of the skills required for inclusion.



Including Children with Disabilities

We often conclude that all children can automatically play on the playground, and if they are not doing so it is simply because they don't want to. There are many children who are isolated and inactive during recess not because they want to be, but because they lack the skills needed to join an activity, or fear the psychological price of rejection. Teaching motor skills needed to participate in playground activities and explicitly teaching the rules of commonly played games may go a long way to increase participation, but schools need to also consider specific needs of our students with disabilities.

Children with mild to moderate disabilities are often intentionally left out of playground activities, and this exclusion is hurtful and damaging to their feeling of self-worth. Some are deliberately excluded because their movement and social skills do not measure up to the expectations of their peers. Some students receive Adaptive Physical Education (APE) services to allow for gross motor skill instruction. Teachers are encouraged to consult with APE providers assigned to the school for information on drills and practice techniques that can support students with motor skill deficits.

While for most students the playground is a great place to have fun and interact with peers, for the 1 in 68 kids with autism spectrum disorder (ASD), and many others, the playground can be a place that causes stress, a sense of failure, and isolation. ASD and other disabilities can hinder a child's ability to exhibit the social skills needed to initiate or join in an activity. Below are just some strategies effective in improving children's social involvement shared by The Autism Intervention Research Network- Behavior Health (AIR-B), Kretzmann, Locke, & Kasari (2013).



Transitioning to an engaging activity:

Play a game or scenario during the transition that will have children engaged with peers as they arrive on the playground. For example, transition children in pairs with a conversation topic, play “Follow the Leader” or “Simon Says” on the way to the playground, or have the students pretend to be animals or characters as the group walks together.

Support Peer Engagement

Observe children at play. Actively seek a target student that may be experiencing difficulty. If the target student has difficulty finding an activity or game, initiate a game with the target child and a group of children. Be energetic and model having fun!

Follow the Child’s Choice of Activity

This will ensure the child will be motivated to interact. Build off the student’s strengths and show interest in the activity the child has chosen.

Facilitating Engagement

Ensure all participants understand the game/activity rules. Participate in the game until the game gets rolling. Model appropriate playground behavior. Praise children’s positive behaviors.

Social Skills Instruction

Offer direct instruction on appropriate social skills. Use specific instruction limited to what is most useful in the moment. Use visuals as needed (e.g. draw a picture, use pictures, etc.). Address issues immediately and briefly.

Facilitate Peer Conversations

If a child has difficulty engaging in conversation, provide topics to talk about. During times when children have opportunities to converse, instruct them to talk to each other. Example: “Now is the time for you to talk to each other.” Offer topics of discussion to the group, not just the target student. For example, “Here are some fun things for you and your friends to talk about”. Move away so the kids aren’t tempted to talk to you. If needed move back and prompt them to ask other questions and praise children who are having good conversations.

Sustaining Engagement

Model appropriate social behavior (e.g. good sportsmanship, praise, being flexible, etc.). Monitor activity while students are engaged and step in when needed. Provide specific praise for participation. If needed, use reinforcers that are motivating for the target child and peers to increase the amount of time spent engaged with peers. If needed, directly address a behavior with the target child by pulling him aside for a quick minute. It is important to address “inappropriate” behavior immediately, so the target child knows what he/she should correct in order for the game to continue smoothly.

See **Appendix C-Playground Engagement States**, and **Appendix D-Boosting Peer Engagement**, adapted from *Recess Matters* by the Autism Intervention Research Network-Behavioral Health for helpful resources to identify current engagement states and provide strategies to boost engagement. Use these links to find additional evidence based practices:

<http://autismpdc.fpg.unc.edu/evidence-based-practices>

http://airbnetwork.org/tools_guidelines.asp

Unstructured Play

Although much of this handbook contains information on how to *increase* playground structure to increase overall participation and safety, it is important to remember that recess and lunch play time is ultimately *unstructured* play time for students. That is, students should have a choice as to what type of activity they want to join, if any. Although our goal is to increase access, desire, and physical readiness to participate in organized activities, we cannot force students to participate in an activity they have no interest in, and if we try, we can expect to deal with an increase in behavior challenges.



Children have very active imaginations and often create fun games which are not included in the school rule book. As long as they are safe, and follow the agreed upon behavior expectations for the yard, consider allowing such games to take place in a designated, clearly defined, safe area. There are primary “tag” courts that may serve as an appropriate place for such games to take place.



Crucial Role of Recess in School

Recess should never be withheld as a punishment, as it serves as a fundamental component of development and social interaction that students may not receive in a more complex school environment (American Academy of Pediatrics, 2009). Studies also conclude that minimizing recess can negatively affect academic achievement, as growing evidence links recess to improved physical health, social skills and cognitive development.

The American Academy of Pediatrics Policy includes the following statements about the role of recess in schools:

1. Peer interactions during recess are a unique complement to the classroom. The lifelong skills acquired for communication, negotiation, cooperation, sharing, problem solving, and coping are not only foundations for healthy development but also fundamental measures of the school experience.
2. Recess is a complement to, but not a replacement for, Physical Education. Physical Education is an academic discipline. Whereas both have the potential to promote activity and a healthy lifestyle, only recess (particularly unstructured recess) provides the creative, social, and emotional benefits of play.
3. Recess is a necessary break in the day for optimizing a child's social, emotional, physical, and cognitive development. In essence, recess should be considered a child's personal time, and it should not be withheld for academic or punitive reasons.

(Release date December 31, 2015)

Playground Supervision

“A chronic source of playground problems is inconsistency of adults.”

-Randy Sprick

It is essential that schools provide adequate adult supervision during unstructured time on the yard, and it is equally important to provide ongoing training and support around behavior management for all supervisors. An excellent training tool, “Systematic Supervision” by Iris Educational Media, is available to schools. To obtain a copy of the training DVD contact the Behavior Department, through the Division of Special Education.

On the Move

Effective supervisors are on the move, not standing still. They also do not need to be clustered with other adults. The best way to maximize supervision is to spread adults over assigned areas. This is where your map or layout of the yard comes in handy, as one can easily see the activities that take place in each area and assign adults as needed. Adult supervisors should walk around their assigned area keeping an eye on all students and activities within their area. If there are known problem areas or particular challenges around certain activities, supervisors should consider targeting their movement and scanning around the area of need. Supervisors should also move in unpredictable, random patterns so students cannot predict their movements, but move purposefully with a plan to visit all areas (Smith & Sprague, 2009).

Enforcing Playground/Game Rules

As playground supervisors are scanning and moving, they are also responsible to enforce the agreed upon playground rules. The best way to remind and teach the rules is to acknowledge compliance. The more students observe others receiving positive attention for following the rules, the more likely others will follow the rules as well.

What behavior gets the most attention on your playground?



Is it positive or negative behavior?

Expect to see more of the behavior that gets the most attention. When adults are purposeful in acknowledging appropriate behavior, the overall climate on the yard switches to a more positive one, with mutual respect between adult supervisors and students.

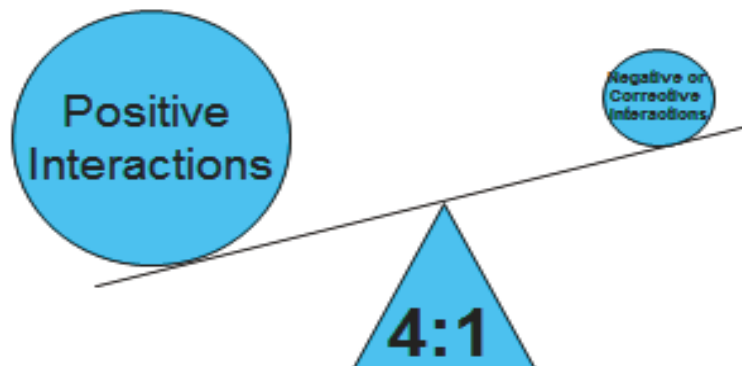
Adults also have to enforce the rules for some commonly played games. The previous chapter discusses that some games are made up by the students themselves, and the agreed upon rules do not break any overall playground rules. However, some children will bend the rules for common games like kickball and handball in a way that does not promote fair play and equitable participation. For example, a handball player can tap “catchies”, “friendsies”, or a number of other made up rules that will ensure that the player will never get out. There are skilled players at schools across the District that are always playing their game of choice, never waiting their turn, because they have been allowed to make the rules up as they go. This makes it difficult for others to get their fair turn and the practice needed to improve their own skills. If a child does not feel confident in their ability to play a certain game, but has an interest in trying, they are less likely to do so if one or a few people “rule the game” in a way that unfairly prohibits others from getting their fair turn.

In order to enforce game rules, all supervisors should always have a copy of the rules for commonly played games during recess and lunch. Print and copy Chapter 6 of this handbook and distribute to all supervisors and classroom teachers to ensure a common understanding of the rules to be taught and reinforced.

Making Connections with Children

The best way to connect with children out on the yard is to acknowledge them in a positive way. Positive contact does not have to be contingent on appropriate behavior. Know and use student names and try to get to know their interests, strengths and weaknesses. This will help supervisors to identify when students are acting differently and may need help in some way. Supervisors can serve as models of friendly and open communication for students. Adults should consider how many of their interactions with students are reactive/corrective (a result of misbehavior) versus proactive/positive (friendly interaction- just because).

Adults will often have to correct students not following yard or game rules. They should always consider the 4:1 Rule. Consider following up any corrective interaction with at least four positives. The first positive should happen when the student first responds to the correction. For example, if a supervisor reminds a student that he has to follow the rules and get back in line to wait for his turn, they should acknowledge compliance right away. They may say something like, "Thanks for getting back into line quickly." The supervisor should keep a close eye on the student and look for additional opportunities to catch the student doing the right thing, and follow up with additional positive interactions.



Reinforcement

Chapter 2 discusses school-wide reinforcement procedures for appropriate behavior in all common areas. Consistent reinforcement on the yard during recess and lunch play time can be a very powerful tool to change behavior. Supervisors should have copies of whatever the agreed upon recognition system

is and consistently provide to students for following the rules. The recognition can be in the form of a “Caught Being Good” type of ticket, and should be tied to a reward or a chance to earn a reward, which students are interested in. Consider reinforcing adults for acknowledging appropriate behavior as well. Classroom teachers can make reinforcement of schoolwide procedures even more powerful by finding additional ways to reward their students who were “caught being good” on the playground.

Responding to Misbehavior

What are some of the problems seen most often on the playground? Where does misbehavior happen the most? How are staff supervisors correcting misbehavior? What behavior constitutes an office referral? How are students referred to the office? And most importantly, if all the yard supervision staff were asked these questions, would they respond the same? Yard supervisors need ongoing opportunities to discuss what is happening on the yard, their job responsibilities, and behavior management strategies.

When responding to misbehavior, it is important for adults to remain non-emotional and objective. Response to behavior should be non-critical and consistent with all children. Understanding that all misbehavior provides a teaching opportunity, consider creating a type of “Think Sheet” or “Reflection Form” to help facilitate learning. Upper elementary students can be given a form used to write down what happened, who was involved, and what they can do differently next time.



The primary elementary example below is appropriate for younger students who may or may not be able to describe the situation writing words.

Aragon Avenue Elementary School

 <p>Draw a picture showing what you did.</p>	 <p>Draw a picture showing what you should have done.</p>
<p>In the future you will...</p> 	
<p>Behavior with testing body</p> <p>Score: _____</p> <p><input type="checkbox"/> Acceptable</p> <p><input type="checkbox"/> Unacceptable</p>	<p>With your teacher</p> <p>_____</p> <p>_____</p>

Use of this type of form provides playground supervisors an alternative to sending students to the office for low level behaviors. Any “reflection form” should be shared with the student’s classroom teacher so they can follow up. Teachers can also use these forms as a way to keep data on playground behavior. Any form of this type is meant to be a tool to support students in making better choices, not to evaluate writing skills.

There are usually a few students who regularly test the rules, and the supervisor. As hard as it may be at times, the best way to handle these students is to always take the “innocent until proven guilty” approach. Treat them respectfully every day and get to know them on a personal level. Adult interest and attention may create a lasting change. When it comes to children, we often get what we expect. So, persistently expect the best from everyone.

Some situations are too serious to be handled by a supervisor acting alone. Any rough or dangerous behavior may need to be handled with immediate back-up from another supervisor. All supervisors should know the procedure to get each other's attention when needed. The most severe consequences for dealing with playground misbehavior that poses a serious threat to safety is to remove the child from the playground. When doing so it is important for the supervisor to escort the student to the office and complete a referral form.

Any reflection or office referral form provides a written record of what took place as well as a request for the classroom teacher or administrator to follow up. These forms should state the facts in a neutral and objective way, free from opinion and emotional language. Data on discipline referrals should be continually monitored to assess the effectiveness of playground procedures.



Consider providing each playground supervisor with a clipboard that holds the following:

- A copy of the playground rules, and rules to commonly played games.
- Recognition cards or slips (e.g. "Caught Being Good").
- Behavior "Reflection Form" or "Think Sheet".
- Office referral form for egregious behavior or nurse referral.
- Writing utensils.

Use of Student Leaders

Students make excellent playground leaders and can also perform some of the duties adult supervisors do, such as teaching the rules of commonly played games and reinforcing and acknowledging appropriate behavior. Student “Play Leaders” can use the same reinforcement system that adults use (e.g. “Caught Being Good” ticket).

An adult (preferably a member of the School Wide Positive Behavior Support Team) will have to take the time to meet with Play Leaders regularly to ensure they understand the expectations for the job. Students need to be reminded to acknowledge positive behavior and leave correction procedures to the adults. Play Leaders also need to be reminded to acknowledge different individuals acting appropriately instead of the same students who always “do the right thing”. Although you are likely to get natural student leaders to volunteer, consider others for whom recess games are considered a strength, but have never been considered for a leadership role before. A fifth grade student who may have a difficult time controlling his or her anger when they lose at their favorite game might be an excellent teacher when paired with younger students. Sometimes the most unlikely students become the best role models when empowered with an important leadership role.

Although it takes a lot of work to organize play leaders, it is well worth the time and energy when you see students taking pride in their extremely important role of teaching and reinforcing appropriate behaviors on the yard. Click on the link below and then click on the Tier One Interventions and Support tab to read a sample of how one school utilized play leaders.

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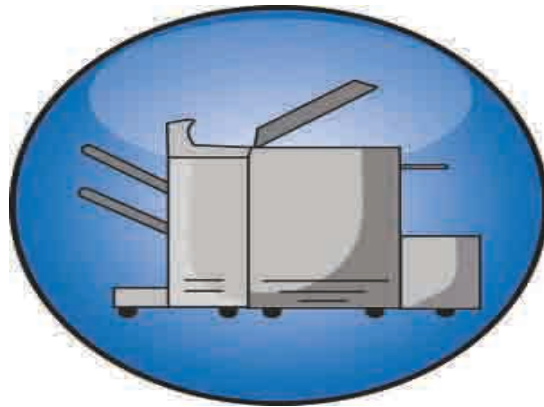


Rules for Commonly Played Games

The following chapter includes rules for commonly played games for certain areas on the yard. Many of these are games that students are very familiar with, and some may be new to them. Some areas on the yard are underutilized because kids have not been taught various games that can be played there. These rules were taken directly from LAUSD's Elementary Physical Education Teaching Guide 3-6, and Games for Kids K-2nd. Refer to this resource for even more great games and information about teaching motor skills.

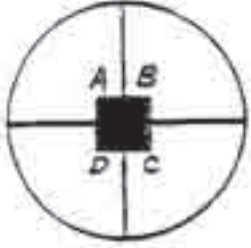
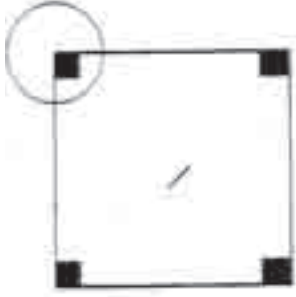



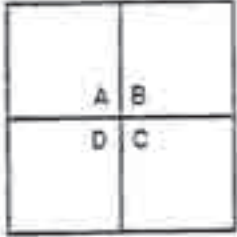
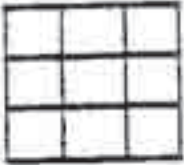
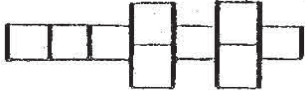
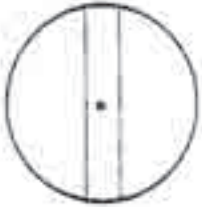
You may have already established rules that differ from those included in this chapter. Consider changing or simplifying the following rules to meet your school's needs. These rules will be available in Word format (under Tier One Supports) at the following link:

[HTTP://ACHIEVE.LAUSD.NET/PAGE/4137](http://achieve.lausd.net/page/4137)

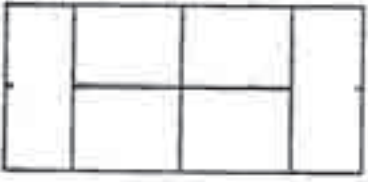
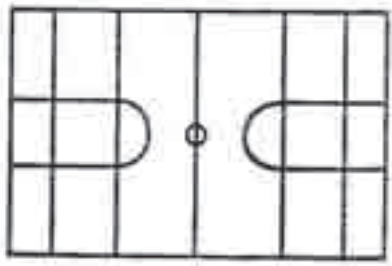
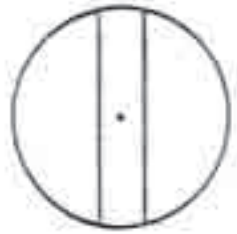
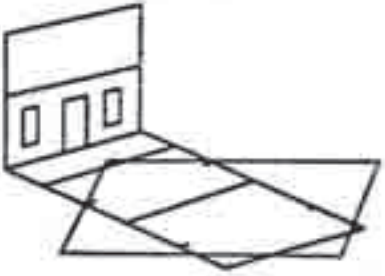
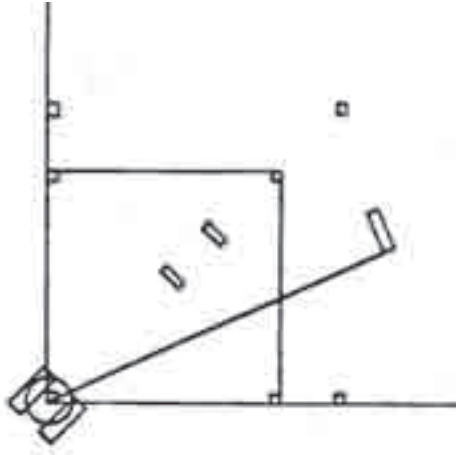
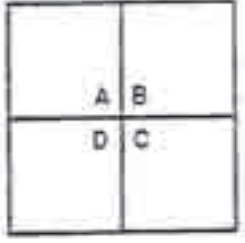


***Make a copy of this chapter for all
playground supervisors***

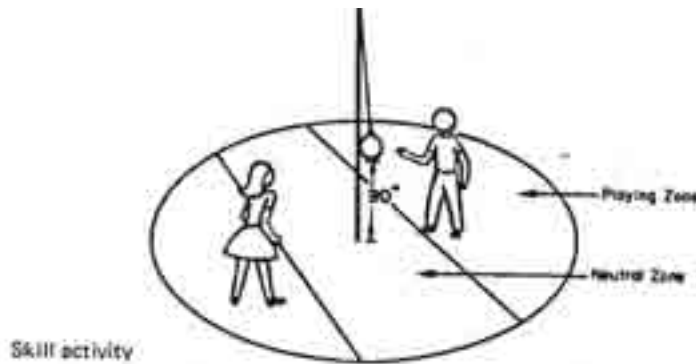
Activity by Area (K-2nd)

 <p><u>Primary Circle</u> (K-2nd)</p> <p>Bounce Ball Circle Throw Tunnel Ball</p>	 <p><u>Primary Diamond</u> (K-2nd)</p> <p>One Base Line Up Kickball Beginning Fistball</p>	 <p><u>Tag Game Court</u> (K-2nd)</p> <p>Uncle Sam Grab Bag Race Freeze Tag Center Tag Roll Dodgeball</p>
 <p><u>Ladder Court (K-2nd)</u></p> <p>Bean Bag Hop Hop Along and Jump Around Eleven Points Ladder Challenge</p>	 <p><u>Skills Game Court</u> (K-2nd)</p> <p>Leader Ball Exchange Dodgeball</p>	 <p><u>Four Square (K-2nd)</u></p> <p>Four Square Four Corners</p>
 <p><u>Square Hopscotch(K-2nd)</u></p> <p>Hit the Middle</p>	 <p><u>Hopscotch (K-2nd)</u></p> <p>Hopscotch</p>	 <p><u>Tetherball</u> (all)</p>

Activities by Area (3rd-5th)

 <p><u>Volleyball Court (3rd-5th)</u></p> <p>Volleyball Prisoner's Ball</p>	 <p><u>Basketball Court (3rd-5th)</u></p> <p>Basketball Horse</p>	 <p><u>Tetherball</u></p> <p>(all)</p>
 <p><u>Handball Diamond (3rd-5th)</u></p> <p>Diamond Handball One Bounce Handball One Bounce Team Handball</p>	 <p><u>Diamond (3rd-5th)</u></p> <p>Kickball Fistball</p>	 <p><u>Four Square</u></p> <p>Four Square</p>

Tetherball



Supplies: Tetherball

Area: Tetherball Court

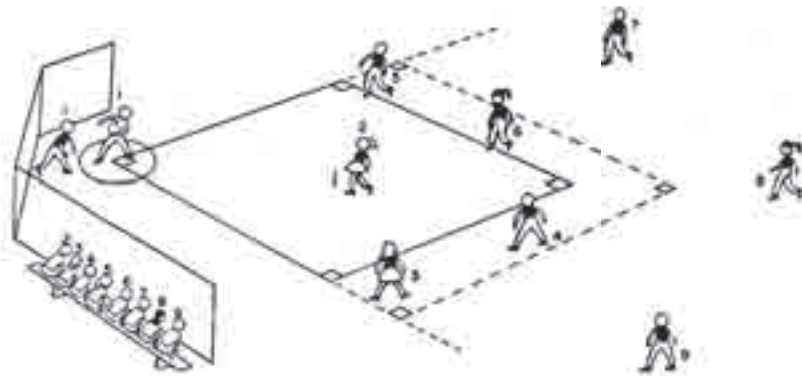
Players: Two players per game

Rules:

1. One player is selected to serve.
2. The server's opponent is given a choice of the side of the court on which to play and the direction in which the server will serve the ball.
3. To start a game, the server bats the ball around the tetherball pole. The ball is struck with an open or closed hand. As the ball travels around the pole, the server attempts to hit it again and again in the direction of the original serve to wind it around the pole.
4. The opposing player tries first to unwind the rope and then to wind the rope around the pole by hitting the ball back in the opposite direction. The ball is not actually in play until the server's opponent has touched it.
5. When two players are of equal ability and play continues beyond a reasonable length of time without a score, it is suggested the number of times a ball is struck be 30 hits (total by both players). If there is not a winner at this point, both players retire.
6. The player who winds the rope completely around the pole is the winner.

7. When one of the following violations is committed, play stops and the game is forfeited to the opponent:
 - a. Hitting the ball with any part of the body other than the hands.
 - b. Holding or catching the ball during play.
 - c. Touching the pole with the body.
 - d. Hitting or catching the rope.
 - e. Stepping inside the neutral zone.
 - f. Winding the rope completely around the pole on the serve before the opponent has an opportunity to hit the ball at least once.

Fistball



Supplies: 8-1/2 inch rubber ball

Area: Softball diamond

Players: Two teams with nine players on each

Rules:

1. Players on each squad are numbered consecutively and assume positions designed in the illustration.
2. The hitting squad:
 - a. Sits on the hitters' bench in batting order. The batting order of the players is indicated in the illustration. Each player on the batting squad should receive a turn to hit before the squad retires to the field, regardless of the number of outs.
 - b. Any player who leaves the bench for an unauthorized reason loses his or her next turn at bat, whether this is during the present inning or the next inning.
3. Hitter
 - a. The hitter may strike the ball directly off the hand, on the toss, or off the bounce.
 - b. The hitter goes to first base when he or she hits a fair ball between the first and third baseline.
 - c. The hitter is out when he or she:
 - (1) Is thrown out at first base when the ball is caught by the first base player who then touches the base before the runner arrives.
 - (2) Is tagged with the ball before reaching first base

Progressive Dodgeball



Supplies: Utility ball

Area: Multiple games court

Players: Two teams with ten or fewer on each

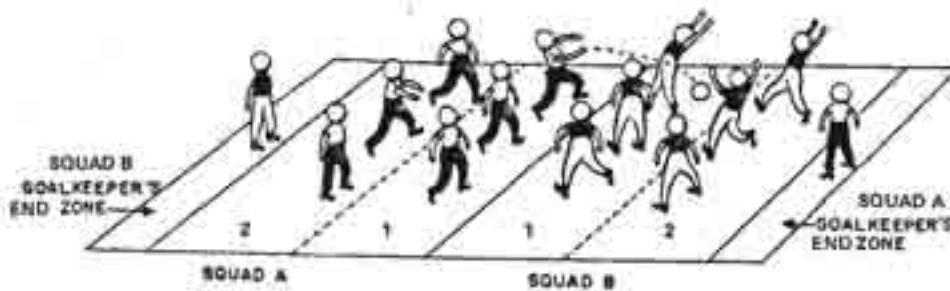
Safety: Instruct throwers to hit the dodgers below the waist

Rules:

1. Squads A and B divide in half and take the zone positions indicated in the illustration. The players remain in their respective zones during play.
2. The referee gives the ball to a player on squad B in zone 1. On signal, this player throws the ball in an attempt to hit a player on squad A in zone 2 below the waist.
 - a. When the ball misses a squad A player, it is retrieved by the squad B player in zone 3, who throws the ball back at the squad A player in zone 2.
 - (1) If the squad B players in zone 3 fail to field the ball and it rolls into zone 4, the ball may be retrieved by the squad A players in this zone and thrown at the squad B players in zone 3.
 - (2) When the ball leaves the court boundaries, it is retrieved by the nearest player, brought back to his or her zone, and put into play. The retriever may pass the ball to a fellow squad member in his or her zone who is in a better position to hit the dodgers.
 - b. When the ball hits a squad A player (below the waist), a point is scored for squad B. The player who is hit stays in the game.

- c. To resume play, the player on squad A who was hit throws the ball at the squad B players in zone 3. The squad A players in zone 4 retrieve the ball and throw it back at the squad B players in zone 3. Thus squad A has an opportunity to score.
3. Players must stay in their respective zones during play. When a player does step out of his or her zone, play stops, and the ball is given to a player on the opposite squad.
4. Rotation: Whenever the leading score is divisible by 2, players on each squad exchange zone positions. Squad B players in zone 1 exchange with the squad B players in zone 3, as the squad A players in zone 2 exchange with the squad A players in zone 4.
5. Scoring:
 - a. One point is awarded to a squad each time one of its players legally hits a player in zones 2 or 3 with the ball.
 - b. The first squad to score 11 points wins the game.

Soccco



Supplies: Utility ball

Area: Multiple Game Court

Players: Two teams of nine or fewer each

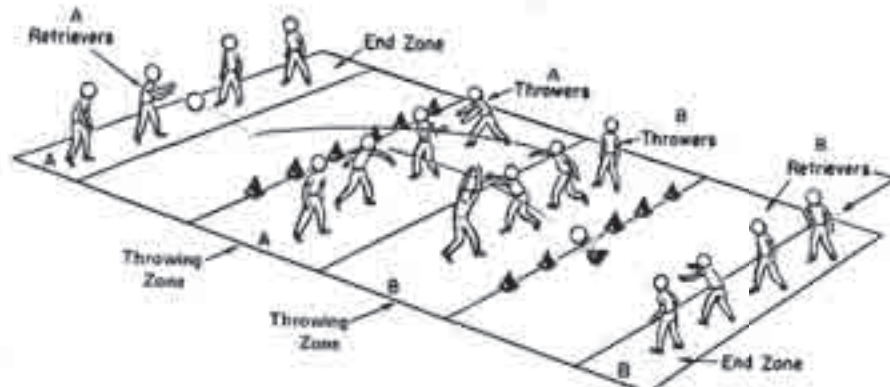
Safety: Instruct throwers to hit the dodgers below the waist

Rules:

1. Players are labeled A and B and take positions in their zones as shown in the illustration. A player from each squad is assigned to the squad's end zone to play the goalie (goal-keeper) position.
2. To start the game, the referee gives the ball to the goalie on one squad. On a signal from the referee, the ball is thrown at the players on the opposing squad in an attempt to hit a player with a ball in flight.
3. The throwing squad and its goalie throw the ball back and forth, trying to hit players on the dodging squad without losing possession of the ball.
4. When a ball thrown by a goalie passes through both squad zones and is retrieved by the opposing goalie, the throwing squad becomes the dodging squad.
5. When a ball in flight strikes a dodging player below the waist, that player leaves the squad zones and becomes a goalie. A player is not out if the ball touches the ground before hitting the player or if the ball hits above the waist. A player hit above the waist is given possession of the ball, and play is resumed.

6. A dodging player may try to catch a thrown ball rather than dodge it. If the catch is successful, this player and squad then become throwers. The player does not become a goalie when the ball is caught in flight.
7. Play is resumed as before by giving the ball to a goalie of the squad that was hit.
8. When the ball goes out-of-bounds, it may be retrieved only by the goalie nearest to it. This goalie must pass to another goalie on the same squad. If there are no other goalies, the goalie must put the ball back in play.
9. A player becomes a goalie when that player is hit below the waist by a ball in flight, steps outside his or her own zone, or tries to catch a ball in flight and fails.
10. When only three players remain in the squad zone, the original goalie enters the zone and becomes a dodging player.
11. Play continues until there are no players on one of the squad zones.

Bombardment



Supplies: Two utility balls, 12 traffic cones

Area: Multiple game court

Players: Two teams with nine or fewer on each

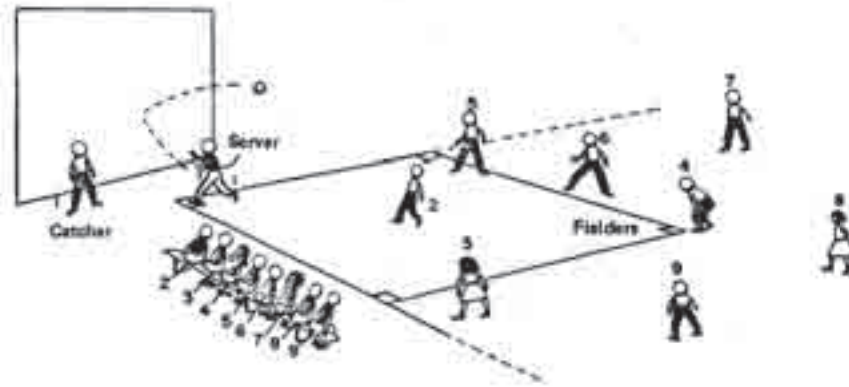
Safety: Alert players to the danger of being struck by moving traffic cones

Rules:

1. Players on squads A and B take the positions shown in the illustration.
2. To start the game a thrower on each squad is given a ball. On signal, the balls are thrown at the traffic cones located in the opposing squad's court.
3. Balls that miss a traffic cone are fielded by the retrievers and relayed to a thrower, who in turn makes a throw at the other squad's traffic cone.
4. When a ball leaves the court boundaries, the nearest player (thrower or retriever) retrieves it, returns to the place where the ball left the court, and resumes play. At no other time during play will the throwers leave the throwing zone, nor will the retrievers leave the end zone.
5. When a cone is knocked down, play stops and the cone is set upright. Players on both squads rotate, throwers exchanging positions with retrievers.

6. Scoring: A point is scored by a squad each time a traffic cone on the opposite court is knocked over by a ball or a defensive player. The first squad to score 11 points wins the game.

Diamond Handball



Supplies: 8-1/2 inch

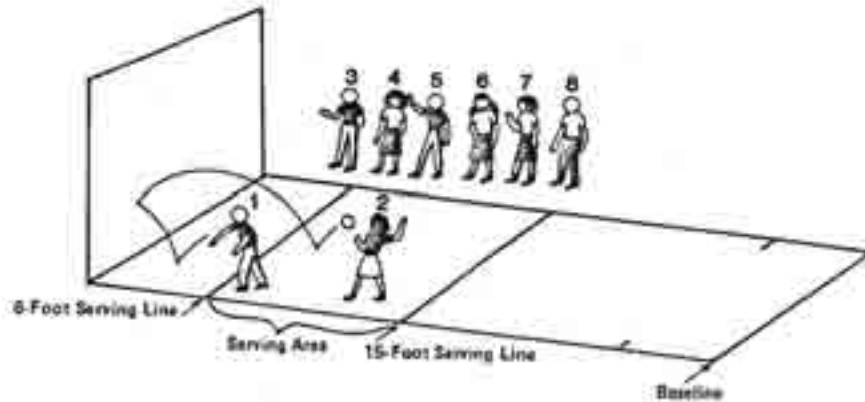
Area: Diamond handball court

Players: Two teams with nine or fewer on each

Rules:

1. The rules of softball apply with the following changes:
 - a. Fielding squad: The player who occupies the “pitcher” position acts only as a fielder. The play stops and the base runner may not advance when the catcher has the ball.
 - b. Serving squad: The player who is “up” stands on home base and serves the ball against the wall. If the serve rebounds into fair territory, the server runs for first base, becoming a base runner. The base runner may not try and advance to the next base while the catcher has possession of the ball. The base runner must not leave the base until the served ball hits the wall of the handball court. The base runner may advance to another base only when the server hits a fair ball.

One-Bounce Handball



Supplies: 8-1/2 inch rubber ball

Area: Handball court

Players: Two players at a time (four if playing doubles)

Rules:

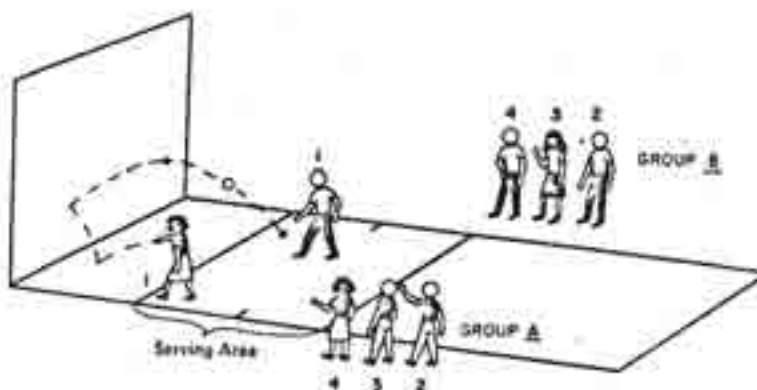
1. Players form line and the first two players play each other. Players waiting in line must remain outside of the boundary lines.
2. Player number 1, standing in the service area, serves the ball using the overhand bat serve.
 - a. The ball is directed toward the court surface, causing it to bounce against the handball wall and rebound into the serving area between the six-foot line and the fifteen-foot line.
 - b. The server is allowed two trials to make a good serve. The receiver must return any correct serve on the first bounce.
3. Player number 2 receives the ball on the bounce and returns it to the court surface. The ball must be hit before it bounces twice.
4. After the serve, the ball may rebound into any part of the court and may be hit on the fly.
5. Play continues as the ball is alternately hit by players 1 and 2 until a violation occurs.
6. Play stops and the violating player leaves the court when one of the following violations is committed:
 - a. A good serve is not made in two trials.
 - b. The ball does not rebound into the serving area on the serve.

- c. The ball is hit after it bounces twice.
- d. One player intentionally interferes with another player.
- e. A player is struck by a ball which rebounds off the wall; however, when a batted ball strikes the opponent prior to hitting the wall, play starts over.
- f. The ball rebounds outside the court boundaries. Liners are considered good.
- g. The ball hits the ground and wall simultaneously (a pop-up).
- h. The player who commits a violation must move to the last position in line.
- i. Accidental interference is a hinder. All hinders are replayed.
- j. To resume play, the continuing player serves to the new player.

Teaching Suggestions:

1. To prevent domination of the game, players may be limited to three consecutive wins, after which a player must retire to the end of the line.
2. One-bounce handball can be played as doubles.

One-Bounce Team Handball



Supplies: 8d 1/2 inch rubber

Ball Area: Handball court

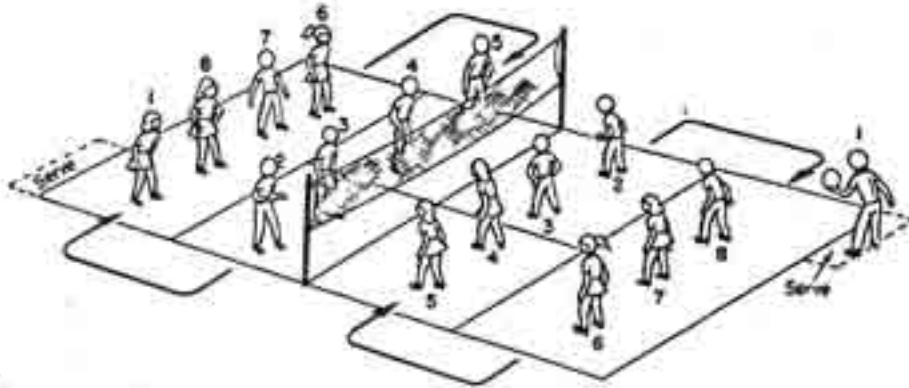
Players: 4d 6 in each group

Rules:

1. Players on each team count off and take positions as shown in the illustration.
2. To start the game, the first player on team A stands in the serving area and serves the ball.
 - a. To serve the ball the player uses the overhand serve, directing the ball toward the court surface and causing it to bounce against the handball wall. The ball must then rebound into the serving area.
 - b. The server is allowed two trials to make a good serve. The receiver must return any good serve of the first bounce.
3. Player 1 on team B receives the ball on the bounce and returns it to the court surface. The ball must be hit before it bounces twice. After the serve, the ball may rebound into any part of the playing court and may be hit on the fly.
4. The play continues as the ball is alternately hit by the same server and receiver.
5. Play stops when one of the following violations is committed:
 - a. A good serve is not made in two trials.
 - b. The ball does not rebound into the serving area on the serve.
 - c. The ball is hit after it bounces twice.
 - d. A player intentionally interferes with the play of another player.

- e. A player is struck by a ball which rebounds of the wall; however, when a batted ball strikes the opponent prior to hitting the wall, play starts over.
 - f. The ball rebounds outside the court boundaries. Liners are considered good.
 - g. The ball hits the ground and the wall simultaneously (a pop-up).
 - h. Accidental interference is a “hinder.” All hinders are replayed.
6. The player who commits a violation must move to the last position in his or her team. The next player on that team moves into the game.
 7. To resume play, the continuing player serves to the new player.
 8. A server cannot make more than three consecutive points before retiring to the last position in his or her team’s line. At this time, the next player on the team moves into play and the other players rotate forward one position on the side.
 9. Scoring: Only the server’s team can score; when a receiver commits a violation, the server earns a point for his or her team. A server who commits a violation loses the serve for his or her team and moves to the end of that side’s line, but no points can be scored here. The team with the most points at the end of the game is the winner.

Volleyball



Supplies: Volleyball and net

Area: Volleyball Court

Players: Two teams of none or fewer for each

Rules:

1. Players on each squad take positions as shown in the illustration.
2. To start the game, player number 1 on the serving squad serves the ball to the receiving squad.
 - a. The server stands behind the baseline in the right-hand corner of the court and serves the ball directly over the net.
 - b. The server is allowed only one serve. Exception: If the ball hits the top of the net and falls into the opponents court (net ball), the server is allowed another serve.
3. To return the ball, a player is governed by the following rules:
 - a. A receiver is allowed to volley the ball only once to send it into the opponent's court or to a teammate in a better position to volley it over the net.
 - b. The ball may not be volleyed by more than three different players on the same squad before it is sent over the net.
 - c. The ball may hit the net on the return.
 - (1) If it falls into the opponent's court (net ball), it is good and must be played by the opposing squad.

- (2) If it falls into the court from which it was volleyed, it may be played, provided that it was not volleyed by more than two different players before it hit the net and has not yet hit the surface of the court.
4. The game continues as the ball is hit back and forth over the net.
 5. Violations: When committed by the serving squad, the serve is lost (side out); when committed by the receiving squad, the serving squad scores a point. Violations include:
 - a. Failing to make a good serve.
 - b. Allowing the ball to hit the court surface.
 - c. Returning the ball in any manner other than blocking and batting the ball into the air. (Balls may not be caught and thrown or allowed to bounce.)
 - d. Volleying the ball by more than three different players on the same squad.
 - e. Volleying the ball so that it touches the ground outside the boundaries, (a ball other than the serve hit outside the court boundaries may be played, provided that it has not hit the ground.)
 - f. Failing to return the ball over the net.
 6. Rotation: Before a squad serves after a side out, each player on the squad rotates clockwise one position. In this way everyone has a chance to serve.
 7. Scoring: Only the serving squad scores points. A total of 11 points constitutes a game. Exception: If the score becomes 10 all, one squad must get two points ahead to win.

Teaching Suggestions:

1. It should be stressed that players stay in their designated positions on the court.
2. Better teamwork will result if the players in the back row relay the ball to players in the front row who in turn hit the ball over the net.
3. When the ball is not in play, it should be returned to the serving team by rolling it under the net to the server.
4. The distance from the service line to the net may be adjusted according to the ability of the players.

Prisoner's Ball



Supplies: Volleyball and net

Area: Volleyball Court

Players: Two squads with eight players each

Rules:

1. Players on each squad take positions as shown in the illustration.
2. The game starts as one of the players on squad A calls out the name of any player on squad B and throws the ball over the net.
 - a. When the ball is caught by any member of the receiving squad, the player whose name was called is saved. Play resumes as the player who caught the ball calls out the name of the player on the opposite squad and throws the ball back over the net.
 - b. If the served ball is not caught by a member of the receiving squad, the player whose name was called becomes a prisoner of the serving squad and goes to its prison. Both squads rotate, and the ball is returned to the player who threw the ball for another turn.
 - c. If the ball lands outside the boundaries of the court or touches the net, it is dead. The ball is then given to any player on the opposite squad to throw back.
 - d. If a player takes more than one step with the ball, or touches the net with any part of his or her body, the ball is automatically given to the opposing squad.
3. Each squad may recover its prisoners in the following way: A player throws the ball over the net and shouts "prisoner" instead of the name of a player on the opposing squad. If the ball is not caught, the prisoner who has been

in prison the longest must be released. The prisoner returns to his or her original position with the squad. Both squads rotate, and the ball is returned to the thrower for another turn.

Kickball



Supplies: Kickball, soccer ball, or utility ball

Area: Softball diamond

Players: Two teams with nine players each

Safety: The ball is not to be thrown at a runner under any circumstance.

Rules:

1. Players on each squad are numbered consecutively and assigned to positions indicated in the illustration.
2. The kicking squad:
 - a. Remains seated on the kickers' bench until the pitcher is holding the ball at the pitcher's plate and the ball is dead. The kicking squad automatically receives an out if any of its members leaves the bench for an unauthorized reason.
 - b. Sits on the kickers' bench in kicking order. The kicking rotation continues in each inning where it left off in the previous inning.
3. Pitcher:
 - a. Begins with both feet on the pitching plate.
 - b. Delivers the pitch while taking one step forward.
 - c. Rolls the ball to the kicker.
4. Kicker:
 - a. Stands with both feet inside the circle and tries to kick any ball that rolls through the circle.

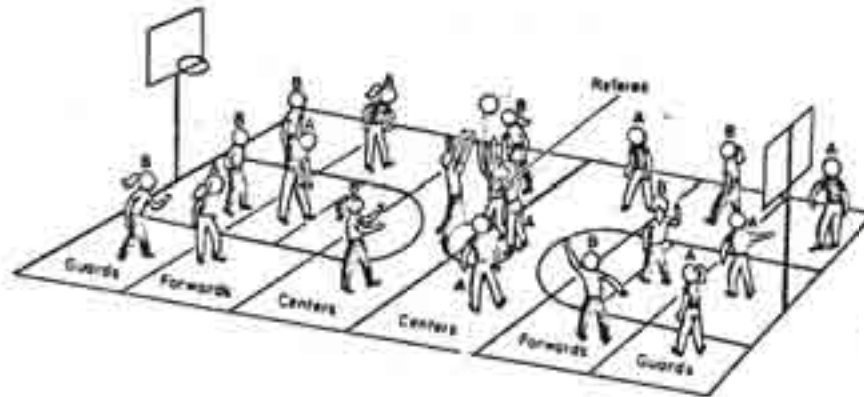
- (1) If the kicker fails to kick the ball which rolls through the kicking circle, a strike is recorded against him or her. (Liners are good.)
 - (2) If four balls are pitched which do not enter the kicking circle, the ball is given to the kicker for a free kick. The kicker can put the ball anywhere within the circle to make his kick.
- b. Advances to first base when he or she kicks a fair ball.
- c. Is out when he or she:
- (1) Has three strikes.
 - (2) Is thrown out at first base.
 - (3) Is tagged with the ball before reaching first base. (A fielder is not to throw the ball at the runner in an attempt to put him or her out.)
 - (4) Kicks a fair or foul ball that is caught on the fly.
 - (5) Does not have his or her supporting foot inside the kicking circle while kicking.
 - (6) Kicks a foul ball on a free kick.
5. Base Runner:
- a. When traveling bases, the base runner:
- (1) May advance to the next base (at his or her own risk) after a fly ball is caught, provided the previously occupied base is re-tagged before advancing.
 - (2) Must advance to the next base when forced to do so by another base runner.
 - (3) May advance only one base on an overthrow or passed ball (at his or her own risk).
 - (4) May “steal” the next base (at his or her own risk) after a pitched ball enters the kicking circle or passes adjacent to the kicking circle.
- b. Is out when he or she:
- (1) Leaves the base before the ball enters the kicking circle.
 - (2) Is forced to run to the next base and arrives after a fielder holding the ball touches the base.
 - (3) Leaves the base before a fly ball is caught, if a fielder tags him or her, or that base, before he or she can return to the base.
 - (4) Is hit by a kicked ball before the ball is touched by a fielder.

- (5) Intentionally interferes with a member of the fielding team who is in the act of recovering the ball.
 - (6) Is tagged by a fielder when off the base.
 - (7) Fails to touch a base while running, and the fielder tags him or her or that base before he or she can return to the base.
 - (8) Passes another base runner.
 - (9) Touches a base which is occupied by another base runner and is tagged with the ball.
6. Length of game:
- a. Each game will be five or seven innings (or what time allows).
 - b. When there is not sufficient time to play a complete game, the score reverts to the score in effect at the end of the last completed inning.
7. Scoring: A run is made by the kicking squad each time a squad member circles the bases and reaches home safely.

Teaching Suggestions:

- 1. Fielding players should throw the ball to a fielder (for a better chance of retiring the runner) and not hit or kick the ball.
- 2. Fielding players must throw the ball to the pitcher after the play is made and not hit or kick the ball.
- 3. A tenth player may be used as a rover in the outfield.

Basketball



Supplies: Basketball

Area: Basketball court

Players: Two teams of five players.

Safety: Teach methods of guarding that eliminate excessive body contact between players. Condition players to move the ball out from under the basket and its immediate area to avoid congestion and accidents.

Rules:

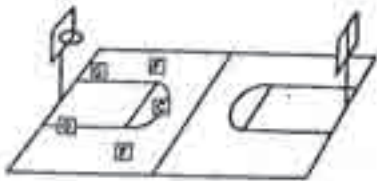
1. To start a game, players take positions as shown in the illustration. Each team has one center, two forwards, and two guards.
2. Play starts as the referee tosses the ball into the air between the two opposing centers in the center circle. The centers attempt to tap the ball to one of their players.
3. After receiving the ball tapped from the center, the player tries to move the ball toward his/her team's basket by passing it to another player, dribbling it, or both.
4. The opposing team tries to intercept the ball and return it in the direction of its own basket. The ability of the team to intercept the ball can be improved by using the zone defense (see teaching suggestions).
5. The ball may be passed to any teammate in any section of the court.
6. When the ball goes out-of-bounds, it is given to an opponent of the player who last touched the ball. It is then thrown to a teammate from the point at which it went out-of-bounds.

7. Any player on the team may shoot for a goal.
8. When a basket is made, play is stopped. The ball is then put into play from behind the end line by a guard of the opposing team. The ball is passed to a teammate and play resumes as before.
9. Fouls: Any player who trips, pushes, holds, charges, or has unnecessary body contact with an opponent is charged with a foul.
Penalty: One or two free throws.
 - a. If a player is fouled when engaged in play other than shooting, one free throw is awarded that player at the free throw line. If the free throw is unsuccessful, the ball is in play.
 - b. When a player is fouled while actually shooting, two free throws are awarded the fouled player at the free throw line. If the second free throw is unsuccessful, the ball is in play.
10. Violations: A violation is charged when any player takes more than one step with the ball without dribbling (traveling), double dribbles the ball, steps on or over a boundary line while in possession of the ball, kicks the ball, caused the ball to go out-of-bounds, or delays the game by keeping the ball in his/her possession for more than five seconds while closely guarded.
Penalty: Play is stopped, and the referee gives the ball to an opposing player, who puts it in play from out-of-bounds, nearest the point of infraction, by passing it to a teammate.
11. When the ball is stopped by two opponents who have one or both hands on the ball at the same time, a “jump ball” is called. To continue play, the referee tosses the ball into the air between two players at a free throw line or in the center circle, whichever is close. The two players, facing each other and their own baskets, jump for the ball and attempt to tap it to a teammate.
12. Scoring: One point is scored for each successful free throw. Two points are scored for each basket made during play
13. Length of game: Two eight-minute halves are suggested.

Teaching Suggestions:

Two basic formations are suggested to make team efforts in the game of basketball more effective:

1. Zone Defense formation



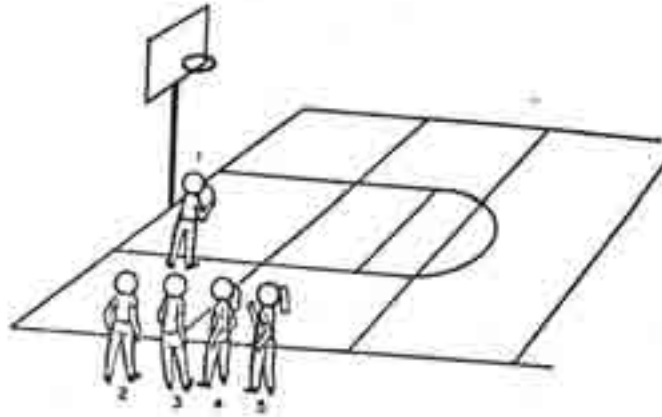
- Whenever a team loses the ball, its players immediately drop back into the zone defense formation near their opponent's goal or basket, as shown in the diagram.
- Defensive players hold their positions and attempt to intercept the ball or recover a rebound from the backboard.
- Whenever a defensive player recovers the ball, his/her team immediately moves into a formation for offensive play.
- Players should have drill practice in returning to this formation before using it in a game situation.

2. Offensive play formation



- Whenever a team recovers or receives a ball, the two guards bring the ball down the court in the direction of their team's basket or goal by passing the ball between them or dribbling it. The forwards and center move into the offensive formation as diagrammed.
- The guards, after passing the ball back and forth, should then attempt to pass it to one of their forwards or to the center.

Horse



Supplies: Basketball

Area: Basketball

Players: Five or fewer

Rules:

1. Players are numbered and take positions as shown in illustration.
2. Player number 1 shoots for a basket from any place on the court. This should be played half court. If the shot is made, the other players, in order, must attempt to duplicate it.
3. The player who misses “breaks the chain” and is given the letter “H” the first letter in the word “HORSE”.
4. The next player in order shoots. If the shot is successful, the other players who follow must duplicate the shot. If the shot misses, this player is also given the letter “H”.
5. This sequence continues, each player who misses a shot getting a letter. Once the player has been given an “H,” his or her next miss will get them an “O”, the next miss an “R”, and so on. When a player receives all five letters, “HORSE”, the game is over.
6. The player who has accumulated the fewest letters when the game is over is declared the winner. When two or more players conclude the game with the same low number of letters, the tie is played off by shooting for a basket.

Teaching suggestions:

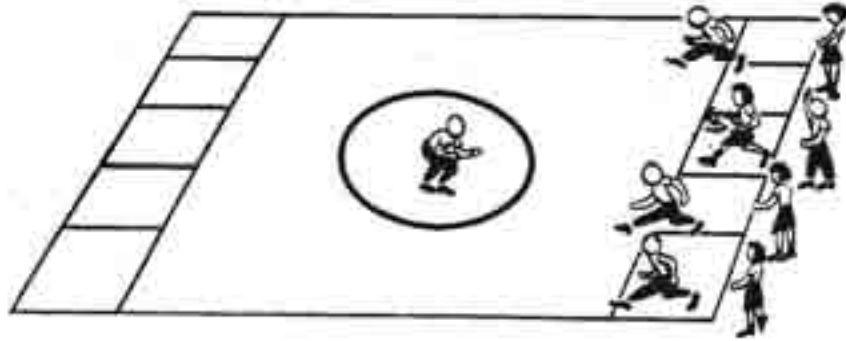
1. After the children become proficient at the game of Horse, a variation of the game called Horse Last may be played. All the rules of Horse are used except for Rules 5 and 6. Rules 5 and 6 are changed to read:

Rule # 5- This sequence continues until a player misses a shot. Then he or she receives a letter. When a player receives the letters H-O-R-S-E, he or she is eliminated from the game.

Rule #6- When all players except one acquire the letters H-O-R-S-E, the last player to do so is considered the winner.

2. The letters O-U-T for Out, may be substituted to have a shortened version of the game HORSE. There is also a game called Out Last. The rules for Out and Out Last are the same as the Horse and Horse Last.

Uncle Sam



Supplies: None

Area: Tag game court

Players: Eight to twelve

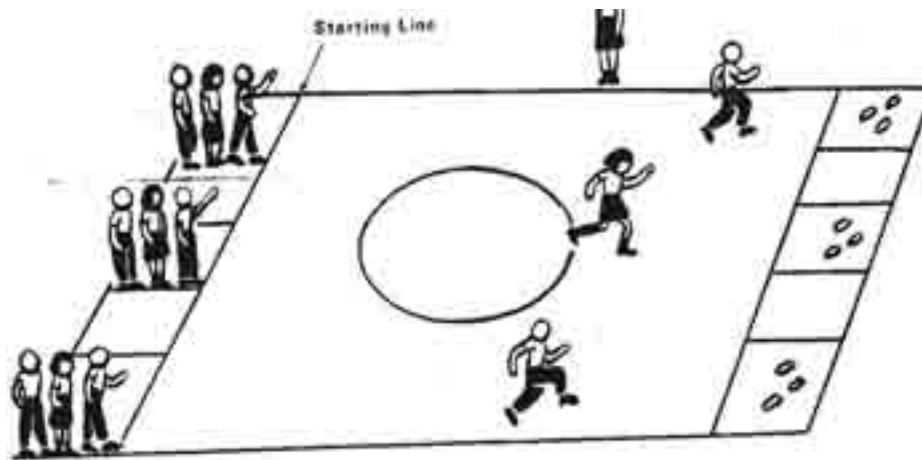
Rules:

1. One player, Uncle Sam, stands alone in the center of the court.
2. The other players stand behind the line at one end. They chant, "Uncle Sam, Uncle Sam, may we cross your river dam?"
3. Uncle Sam replies, "Yes, you may if you're wearing blue" (or any color).
4. The children wearing that color run to the other end of the court, and Uncle Sam tags as many as possible.
5. Those tagged stand in the center and help tag the others as the play continues with a new color.
6. When all the players are tagged, the last one tagged becomes Uncle Sam for a new game.

Variation:

Uncle Sam may choose his/her successor.

Grab Bag Race



Area: Tag game court

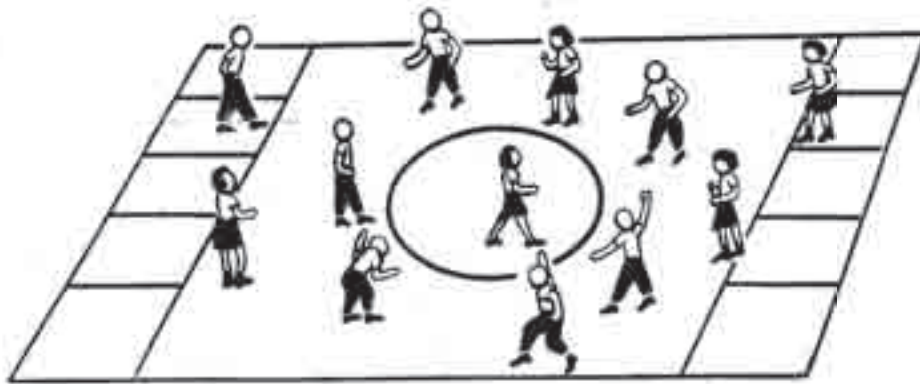
Supplies: Nine beanbags

Players: Three, six, nine, or 12

Rules:

1. The players are divided into three or more groups which take positions as shown. Three beanbags are placed in the end square of the tag game court opposite each group of runners.
2. The first child in each group steps up to the starting line. The leader says, "One for the money, two for the show, three to get ready, and four to go."
3. At the word "Go," the three runners race up to the squares; each takes a beanbag and returns with it to the starting line, places it on the line, and immediately returns to retrieve the second bag and then the third.
4. The player first having all three bags stacked on the starting line wins the race.
5. Give each child in each group a turn.

Freeze Tag



Supplies: None

Area: Tag game court

Players: 12

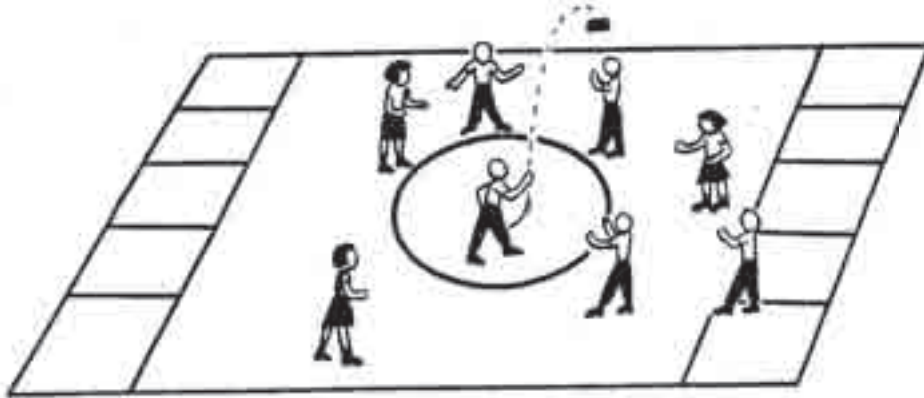
Rules:

1. Players are scattered inside the playing area. One of the players is "It."
2. "It" tries to tag as many children as possible. To each child tagged, "It" says "Freeze!". That child must a position as though frozen.
3. Any player who runs outside the court is frozen.
4. "It" continues until all players have been frozen. The last player frozen is "It" for the next game.

Variation:

When some players have been frozen, other players who are not frozen try to Dodge "It" touch the frozen players, and say, "Melt." When melted, these players in turn can touch and melt other frozen players.

Center Tag



Supplies: One beanbag, or 6 or 13 inch ball

Area: Tag game court

Players: Eight to twelve

Rules:

1. Players stand evenly spaced around a circle, facing the center. One player stands in the center holding a beanbag.
2. The center player throws a beanbag to one of the circle players, and then runs away from the circle but not outside the court.
3. The player to whom the beanbag was thrown must catch it, place it in the center of the circle, and then chase the one who threw the beanbag. If the chaser tags the thrower, the chaser then becomes the thrower for the next throw.
4. The player who threw the beanbag tries to return to the circle and touch the beanbag without being tagged. If the thrower succeeds in doing this, he/she has another chance to throw the beanbag and run.

Teaching Suggestion:

After two turns, the thrower should choose someone to take his/her place.

Leader Ball



Supplies: 9 inch ball

Area: Skill game court

Players: Nine to 13

Rules:

1. Children line up in two lines. A ball is given to one child, the leader, who stands in the other half of the court with his back turned toward the players.
2. The leader starts the game by tossing the ball overhead toward players.
3. The first child in each line runs forward and tries to catch the ball before it bounces.
4. If either of the first players is able to catch the ball, both must go to the end of their lines. The ball is tossed again, and the second players in each line try to catch it.
5. The player who catches the ball becomes the new leader, and the other player must go to the end of his/her line.
6. The retiring leader takes his/her place at the end of the other line.

Teaching Suggestions:

If children are unable to catch the ball before it bounces, allow them to catch it after the first bounce.

Variation:

Instead of tossing the ball overhead, the leader rolls the ball back between the legs.

Roll Dodgeball



Supplies: 9 or 13 inch ball

Area: Skill game court or primary circle

Players: 12 or fewer

Rules:

1. The dodger stands in a two-foot square located in the center of the skill game court; the remaining players line up at either end of the court.
2. To hit or dodge, a thrower must stand with both feet outside the court. The thrower rolls or throws the ball with an underhand throw at the dodger and tries to hit him/her below the knees.
3. The players on either end of the court take turns rolling and throwing the ball at the dodger.
4. The dodger may dodge in any fashion, providing he/she does not leave the square. He/she may jump, dodge, twist, or turn to avoid being struck by the ball.
5. If any part of the dodger's body touches the playground surface outside the two-foot square, the dodger must exchange places with the last thrower.
6. When a thrower hits a dodger, that thrower then becomes the new dodger, and they exchange positions.
7. The game continues until each player has had an opportunity to be the dodger.

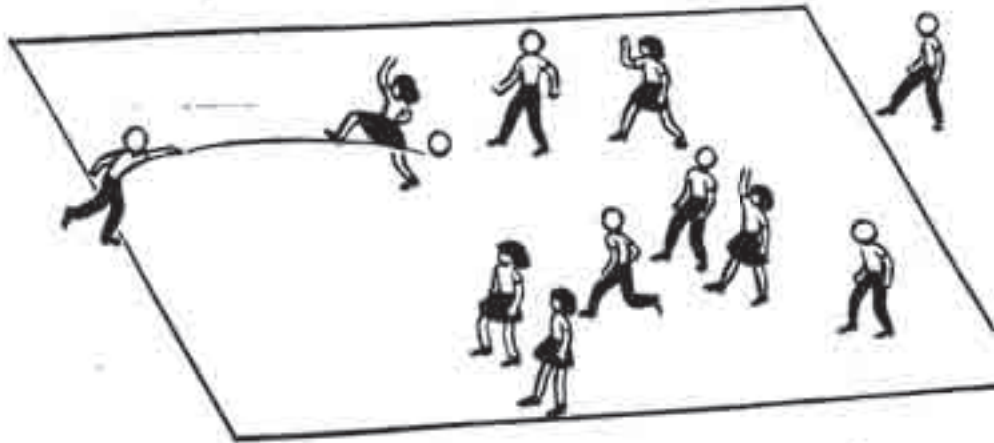
Teaching Suggestions:

To make it easier for beginning players to hit the dodger, line them up along the sides of the skill game court rather than on the ends.

Use three dodgers to increase participation and activity.

If players are not skilled, they can be stationed on all four sides of the court, rather than on two sides only.

Exchange Dodgeball



Supplies: 9-inch ball

Area: Skill game court

Players: 12 or fewer

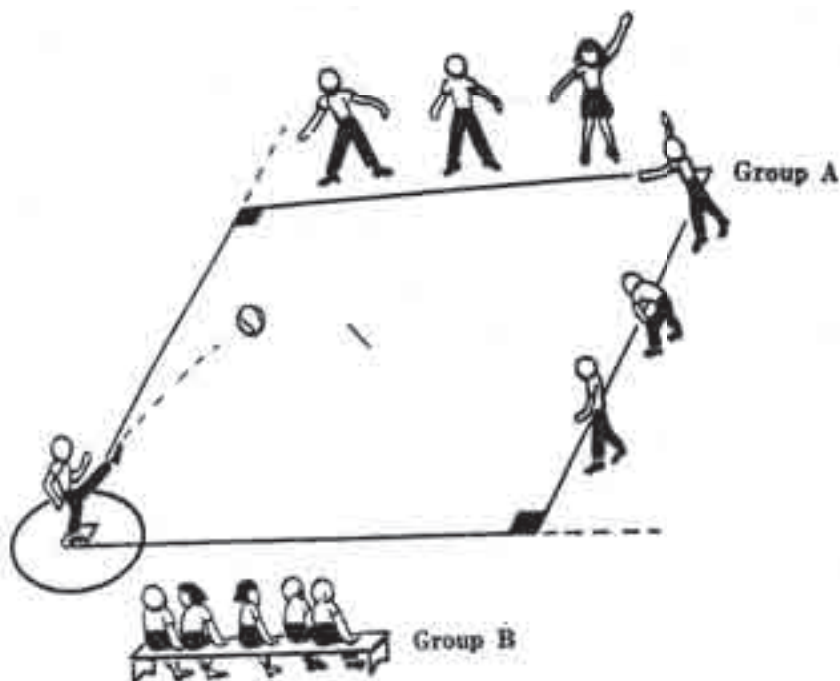
Rules:

1. Two players are chosen to be "It." Each one stands behind one of the court end lines. The remaining players are scattered about the playing area.
2. The leader gives the ball to an "It," who throws it at one of the players in the center. The ball must be thrown from behind the end line.
3. If the ball hits any center player below the waist, he/she exchanges places with the one who threw it.
4. Any player who steps outside the court becomes "It," and must exchange places with the "It" whose end line is closest to the place where the player stepped out.
5. The ball must always be recovered by one who is "It" and taken to his/her position in back of the end line before it can be thrown again.

Variation:

Use two players outside at each end.

One Base



Supplies: Soccer ball or 8-inch utility ball and batter's bench

Area: Primary diamond

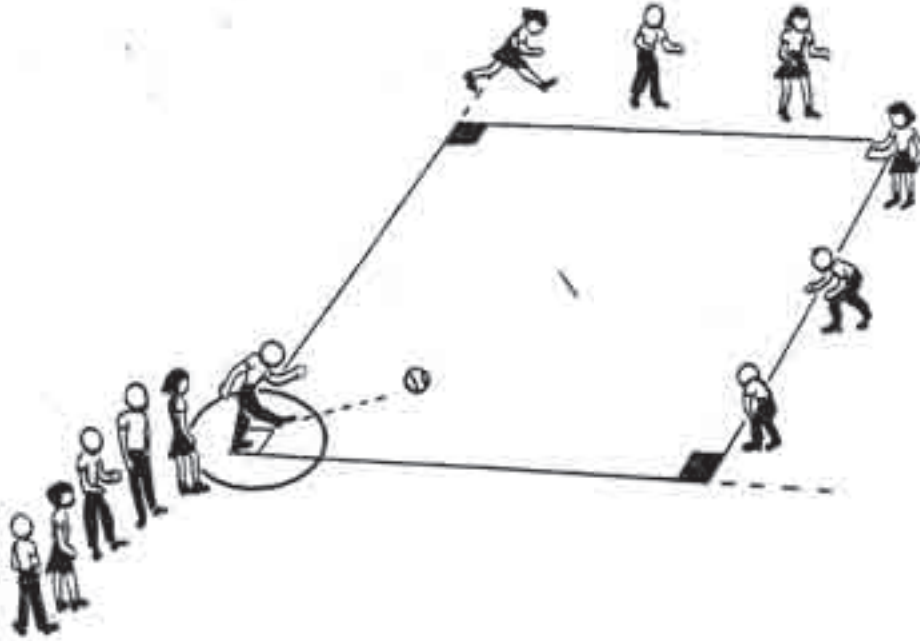
Players: Two groups with six or fewer in each group

Rules:

1. Groups A and B take the positions shown above.
2. To start the game, the first player of Group B stands at home base, kicks the ball into the infield or outfield, and starts to run to first base and back home.
 - a. The kicker must stay outside the circle when kicking the ball.
 - b. The kicker is out when the fielder catches the ball on the fly or a fielder, while carrying the ball, touches second or third base with one foot, bounces the ball on the base, and catches it before the runner reaches home base. The runner is not out if the fielder touches first base. The kicker is also out if he/she has three unsuccessful kicks or foul balls. A ball landing first in foul territory is considered a foul ball.

3. The runner scores a run for his/her team by running to first and home before being put out by a fielder on the opposing team.
 - a. Fielders must stand in the outfield until the ball has been kicked.
 - b. Fielders should not interfere with the base runner by standing on first base or near the baseline between home and first base.
4. Play continues until each player in Group B has had an opportunity to kick the ball. At this time Group A becomes the kickers and Group B the fielders.
5. The game continues until every player of Group A has had an opportunity to kick the ball, regardless of the number of outs made by the group.

Lineup Kickball



Supplies: Soccer ball or 8 inch utility ball

Area: Primary diamond fielders

Rules:

1. Kickers line up behind home plate. The ball is placed on home plate. The first kicker kicks the ball forward into the infield or outfield. If the first kick lands in foul territory, the kicker may have a second try. A fair ball is one that lands in the infield or the outfield between the first and third baseline.
2. Fielders are scattered in the outfield. Any member of the fielding team can field the ball. The player fielding the ball stands and holds it in the spot where he/she recovered it, while the remaining fielders run to line up in single file behind the ball holder.
3. A kicker who kicks a fair ball and runs to first base and back to the end of the line of kickers before being put out, makes a point for the kicking team.
4. A kicker who is out gives the ball to the next kicker and goes to the end of the kickers' line. Outs are made when a fly ball is caught, the fielding team lines up behind the teammates with the ball before the kicker runs to first base and back to the end of his/her line, or the kicker kicks two foul balls.
5. Each player of the kicking team has a turn to kick before changing sides.

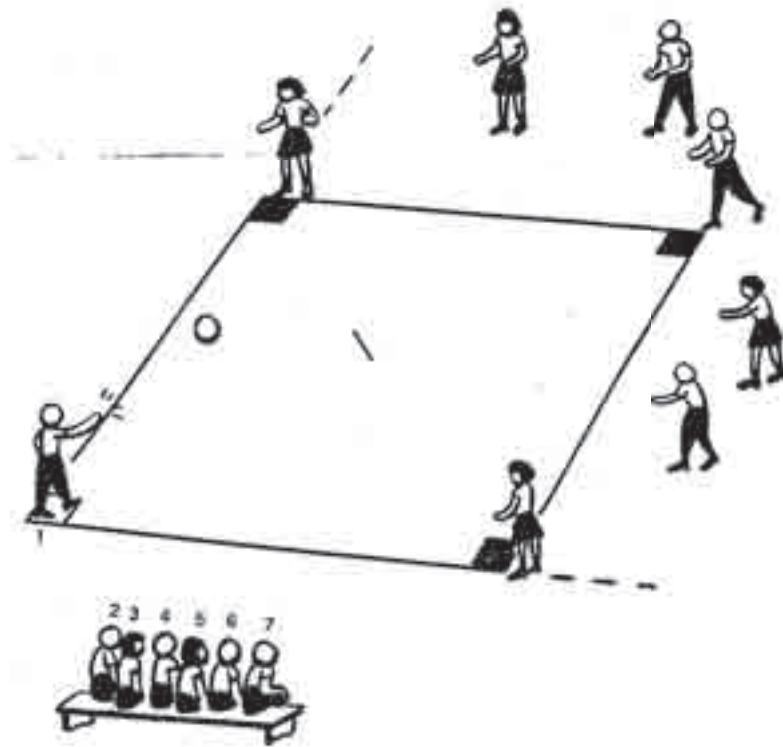
Teaching Suggestions:

1. Encourage fielders to play their own area and to avoid taking balls headed directly toward a teammate.
2. For safety, be sure that all players stand at least 30 feet from kicker.
3. When presenting the game for the first time, have a “walk through” explaining and demonstrating the game.

Variation:

Put the ball into play by batting it with the hand instead of kicking it. This game can be called Lineup Fistball.

Beginning Fistball



Supplies: 9 or 13 inch ball and batter's bench

Area: Primary diamond

Players: Two teams; seven to ten on a team

Rules:

Fielding Team

Players of the fielding team are placed in the field outside the baseline.

Batting Team

1. Members of the batting team are numbered consecutively and take their turns batting in rotation throughout the game.
2. The first batter faces the direction in which the ball is to be batted and either (1) holds the ball in one hand and hits it into the field of play with the other or (2) tosses it into the air and hits it. If it is a fair ball, he/she runs to first base, second, third, and home.
3. A batter who bats a foul ball must try again and keep trying until he/she hits a fair ball or is put out.

4. The batting team continues to hit the ball until every member of the team has had a turn.

Outs (This game differs from Fistball proper in that three outs do not retire a side). A batter is out when a fly ball is caught, he/she passes any base without touching it, or a fielder with the ball in his hands tags home base before the batter reaches it.

Definitions:

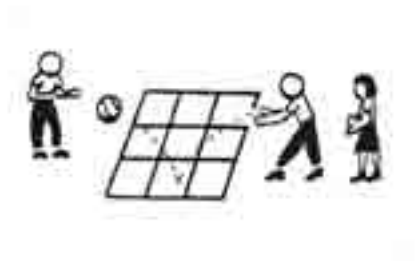
A fair ball is any batted ball that lands in fair territory or is caught or touched by anyone in fair territory.

Fair territory is that territory between lines from home base through first base and from home base through third base.

A foul ball is any batted ball that lands in foul territory or is caught or touched by any person in foul territory.

Foul territory is that territory outside of the lines from home base through first base and from home base through third base. The location of the ball, not the player, determines whether the ball is fair or foul.

Hit the Middle Squares



Supplies: 9 or 13 inch ball

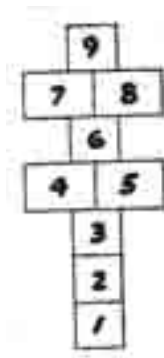
Area: Square hopscotch diagram

Players: Two to six

Rules:

1. Two players stand on either side of a square hopscotch diagram.
2. One player bounces the ball into the middle square of the row of squares at his/her left.
3. The second player catches the ball and returns it, bouncing it again in the same square.
4. The first player then moves to the next row of squares and again bounces the ball into the middle square. The second player catches the ball and returns it in the same way.
5. The first player bounces the ball in the middle square in the row of squares at his/her right, and the second player bounces it back.
6. Both players then move to their right counterclockwise and face another side of the diagram. They repeat bouncing and catching the ball in each of the three middle squares.
7. They again move to the right and continue until they have played facing all four sides of the diagram.
8. If a player misses or fouls, the next waiting payer takes his/her place.
9. The misses and fouls are:
 - To fail to bounce the ball into the center square.
 - To fail to catch the ball after the first bounce.
 - To step into the diagram.

Hopscotch



Supplies: A place marker for each player (may be a small bean bag, a flat stone or any other object which can be thrown easily and does not roll).

Area: Hopscotch diagram

Players: Two to four

Rules:

1. The first player hops into the single squares consecutively. When the player reaches spaces 4 and 5, he or she places the left foot in 4 and the right in 5. He/she does the same in spaces 7 and 8. After the player reaches space 9, he/she faces about, still on one foot, and returns, reversing the steps.
2. If the player is able to return to the starting position without committing a foul, he/she throws their place marker into space 1.
3. The player then leaps over the space containing his/her space marker and proceeds as before to space 9 and back, until he/she reaches space 2. While standing on one foot in space 2, the player picks up their place marker, and then hops into space 1 and out of the diagram. The player then throws their place marker to space 2.
4. The player proceeds as before, hopping over the space containing the place marker, on the way to space 9 and returns, hopping until he/she reaches space 3. The player then stops, stoops and picks up the place marker, and hops into space 2 and 1 and out of the diagram.
5. A player must also always hop over the space in which another's place marker is located. Each player continues until he/she commits a foul.

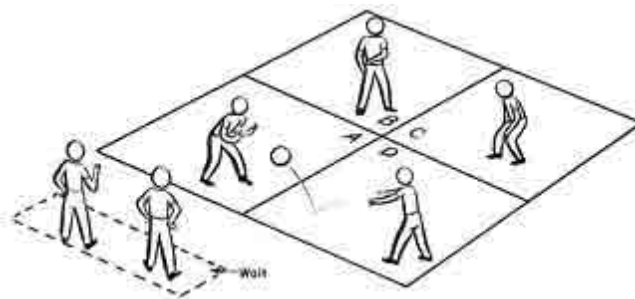
A foul is committed when a player fails to toss the space marker in the correct space, throws the space holder onto a line, hops on a line, puts the raised foot down (except in spaces 4/5 and 7/8), or changes from the foot on which he/she started after landing in spaces 4 and 5 or 7 and 8.

Four Square

Equipment: 10" or 13" playground

Area: Four square

Players: Four players at a time



Rules:

There are two sets of lines on the court. "Outside lines" are the outermost edges of the entire court, while "inside lines" refer to the line dividing individual squares of the court that cross in the center.

Outside lines are in-bounds. If a player bounces the ball onto any outside line, it is still in play. However, if the ball bounces outside of the outside line, it is out of bounds and the player that last hit it is eliminated.

Inside lines are out-of-bounds. If a player hits a ball onto any inside line then that player is out. This applies to ALL inside lines, not just the lines that border her square. If a ball touches an inside line, the player that hit it last is eliminated.

The ball is always served from the highest ranked square to the lowest square. Squares one and four are positioned diagonally across the court. The server must drop the ball and serve from the bounce. The ball must be allowed to bounce once in the receiving square, and then the receiving player must hit the ball into another square of his or her choice. After the receiver touches the ball, the ball is in play.

Each time the ball bounces in a square, the owner of that square must hit the ball into another square. This repeats until a player makes a mistake and is eliminated.

Each time a player is eliminated, that player leaves the court and all players advance to the higher alphabetical square. The lowest ranked square is then filled with a new player. All eliminated players leave the court and wait for their next turn to join in the lowest square.

Players enter in square "D".

Four Corners

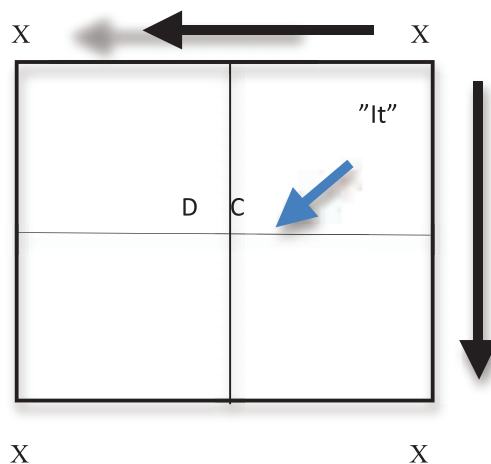
Area: Four Square

Equipment: None

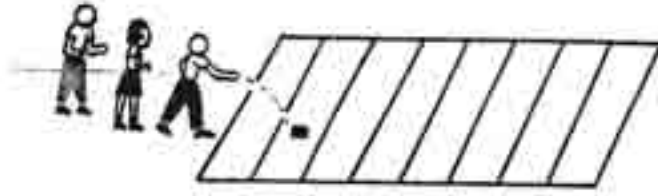
Players: 5 - 8 players

Rules:

1. Four players take a spot on the four corners of the four square court.
2. The person that is "It" stands in the middle ready to tag a corner player and obtain a spot for himself/herself on an outside corner.
3. Play begins when a corner player leaves his/her corner and everyone has to move and go to a new corner. Only one person may occupy a corner at a time.
4. When the corner player moves to a new corner, then the person who is "It" tries to beat a corner player out for a spot.
5. When "It" beats a corner player to a spot, then he/she is out of the center and is no longer "It."
6. If a corner player gets beaten to a new corner, he becomes "It."



Beanbag Hop



Supplies: A beanbag

Area: Ladder diagram

Players: Two to six

Rules:

1. Players take turns. The first player stands facing the diagram and tosses the beanbag into the first space.
2. The player hops into the first space, picks up the beanbag, and hops back out of the diagram.
3. The player then tosses the beanbag into the second space, hops into the first space, then into the second space, picks up the beanbag, hops again into the first space, and out of the diagram.
4. The player continues, following the procedure, through the eight spaces.
5. When the player reaches the end of the diagram, he/she starts back in the same way except using the opposite foot.

Eleven Points

Equipment: Some type of marker (beanbag/puck/small stone)

Area: Ladder Court

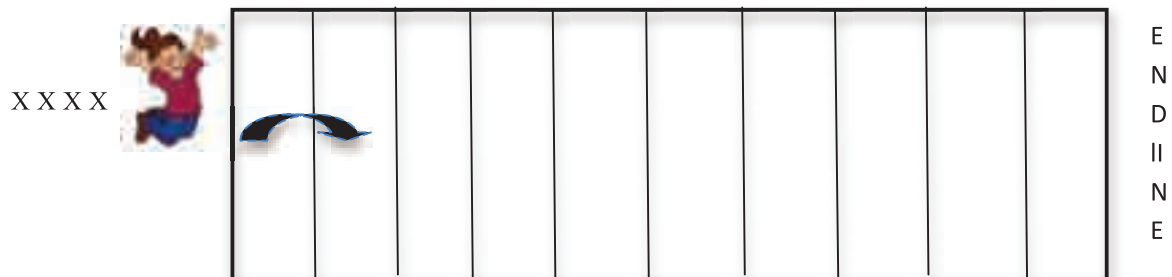
Players: 2 - 6 players

Rules:

1. Starting with both feet on the endline, the first player jumps as far as possible and puts the marker down where he/she lands, and then gets out of the way.
2. The next player follows the same procedure, and so on until everyone has had a turn.
3. Once everyone has had a turn the first player jumps from his/her marker and moves the marker to where he/she lands.
4. Players continue jumping in order.
5. When a player reaches the endline, he/she gains 11 points, then returns to the endline (each time the endline is reached, a player gets 11 points)
6. The first one to get 110 points is the winner.
7. All jumps must be made from a standing position, take-off and land from two feet.

Variations

Each rectangle can be given a point value. Students are given a number and they must try and reach that total in the least number of jumps



Ladder Challenge

Equipment: Some type of marker (beanbag/puck/small stone)

Area: Ladder Court

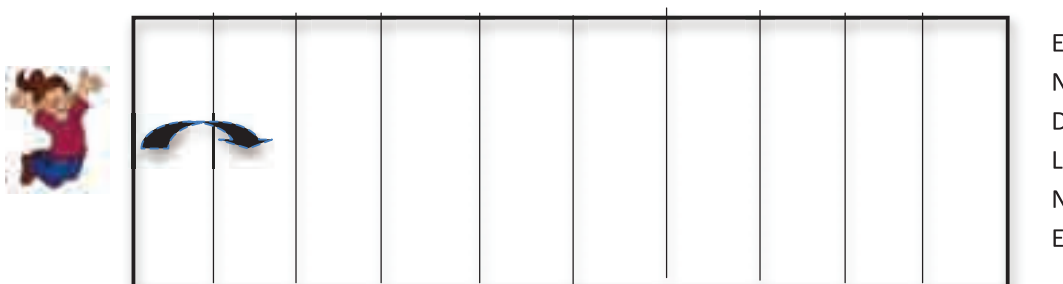
Players: 2 - 6 players

Rules:

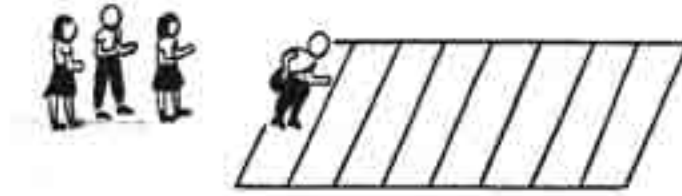
1. First, you hop up and back, hopping in each square and you can't put your other foot down even when you are turning around to come back.
2. The next time you skip every other square.
3. Then you skip two squares and then three and so on. It gets harder and harder.
4. The winner is the one who can skip the most number of squares without missing.

Variations

- If you say at the beginning "no hands" then nobody can touch the ground with a hand for balance.
- If you say at the beginning "no toesies" which means you can't put out a toe to touch the ground for balance.
- If you say at the beginning "no leg foot" it means you can't balance by throwing a leg to one side.
- You can use variations of different skills (hop/jump/leap)



Hop Along and Jump Around



Supplies: None

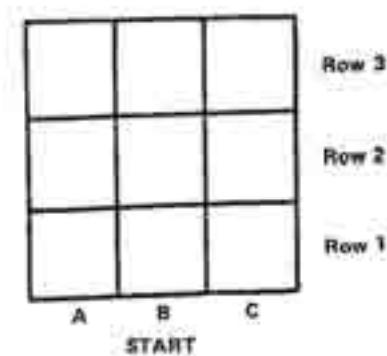
Area: Ladder diagram

Players: Two to six

Rules:

1. Players take turns.
2. Space 1- The first player stands at the end of the diagram, facing it. He/she jumps into the first space, landing on both feet. Then the player jumps again in the first space, making a half turn, and lands facing the starting position, then hops out of the diagram.
3. Space 2- The player next hops into the first space and jumps, landing on both feet, into the second space. He/she jumps again in the second space, making a half turn, and lands facing the starting position, then hops through the first space and out of the diagram.
4. Spaces 3-8- The player continues in the same way through the eight spaces of the diagram.

Square Hopscotch



Supplies: None

Area: Square hopscotch diagram

Players: Two to four

Rules:

1. The first player jumps into Space B of Row 1, landing on both feet. He/she then jumps again, spreading the feet apart and landing with the left foot in Space A and the right foot in Space C in Row 1. On the next jump he/she lands with both feet back again in Space B of Row 1. He then jumps backward out of the diagram, returning to the starting position.
2. The player then jumps over Row 1 and repeats the routine described in Row 2. He/she then jumps backward into Space B, Row 1, and repeats the same three jumps in Row 1, then backward out of the diagram, returning to the starting position.
3. Next the player jumps over both Rows 1 and 2, landing with both feet in Space B of Row 3. He/she then repeats the described jumps in Row 3, jumps backward and does the same in Row 2, and finally backward again into Row 1. Then he/she jumps backward to the starting position, moves to the right, and faces the adjacent side of the diagram.
4. From the new starting position, the player repeats the jumps described for the first starting position, then, following this procedure, continues to the right around the four sides of the diagram until he/she commits a foul.
5. The first player to finish is the winner.

Bounce Ball



Supplies: One or two 9 or 13 inch balls

Area: Primary circle

Players: 8 to 12

Rules:

1. The children form a circle. One child stands in the center with a ball.
2. The center player then bounces the ball to the other circle players in turn.
3. After having bounced the ball to everyone in the circle, the center player chooses another child to be the center player and returns to a place in the circle.

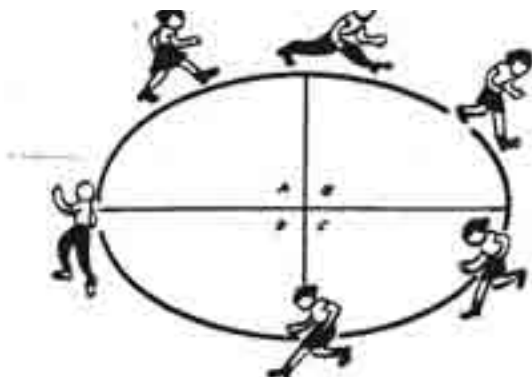
Teaching Suggestion:

The children will enjoy the game more if they have had the experience of bouncing and catching in two's and three's.

Variation:

Adding another center player and another ball increases activity and interest.

Freeway



Supplies: None

Area: Primary circle

Players: Three to six

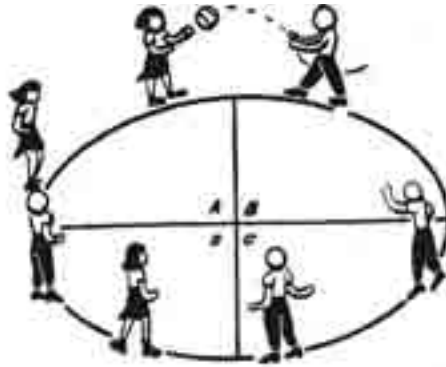
Rules:

1. Children space themselves around the outside of a circle, the “freeway.” They start running, or if they wish, skipping in the same direction around the freeway.
2. Each player must maintain a moderate speed and keep a safe distance behind the player ahead. Any player who is unable to maintain the speed on the freeway must leave by taking a turnoff.
3. Players must not pass, but must maintain in file formation.
4. Players may re-enter the freeway when there is a break in traffic.

Variation:

Children may tag the runner ahead if his/her pace is too slow. The player tagged must leave the freeway.

Circle Throw



Supplies: Primary circle

Players: 7 to 12

Rules:

1. Children form a circle facing the center with a space of six feet or more between players.
2. The ball is given to one circle player who tosses it to any other player in the circle.
3. It need not be tossed in any special order, but it should be passed only to children who are watching the ball.

Variation:

1. Any player failing to catch the ball must sit down, and the winner is the player who is able to stand the longest. When all are seated, the game may be played in a sitting position.
2. Any player failing to catch the ball must return the ball to the player who tossed the ball to him/her, then proceed to “skip” or “hop,” etc. around the outside of the circle, returning to original place while the game continues to progress.

Tunnel Ball



Supplies: 9" or 13" ball

Area: Primary circle

Players: About 12

Rules:

1. All players but one stand on a circle facing the center. Each player stands in a natural stride position, the legs forming a "tunnel."
2. The extra player stands in the center of the circle, ball in hand.
3. The center player tries to roll the ball so that it will pass out of the circle between the feet of a circle player, that is, through one of the tunnels.
4. Circle players must keep their feet far enough apart for the ball to pass easily between them.
5. The circle players may not try to stop the ball with their feet or legs but only with their hands as they try to prevent it from passing outside the circle. A circle player who is successful in stopping the ball changes places with the center player.
6. If the center player rolls a ball between the feet of a circle player, the latter must recover the ball and roll it back to the center player.

Teaching Suggestions:

Encourage children to roll the ball quickly and to use force in the action.

Appendices

Appendix A- Student Playground Interest Survey

Appendix B- Sample Procedure Fair Schedule

Appendix C- Playground Engagement States

Appendix D- Boosting Peer Engagement

Appendix A- Student Playground Interest Survey

Playground Survey

Grade Level _____ Teacher _____

List three areas or games you enjoy the most on the playground.

Is there a game you would like to play, but have not learned the rules or skills needed to play? If so, what game or activity?

Mark YES or NO for the following questions	YES	NO
1. I feel safe on the playground.		
2. I feel safe in the restrooms.		
3. I know the rules for the playground.		
4. Other students know the playground rules.		
5. Students act respectfully toward each other.		
6. Students act respectfully toward adults.		
7. Adults treat students fairly.		
8. Students know to go to an adult for help.		
9. Adults treat students with respect.		
10. It is easy to make friends on the playground.		

Appendix B Sample Procedure Fair Schedule

Track A

Date: Friday, March 28, 2008

Time: 8:30 – 9:30

Please check the schedule listed below to see when and where you are to arrive with your class. We will be giving an overview of the correct procedures for each of the common areas below. Please be prompt and stay with your class.

	Kinder	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
8:30 – 8:40	Playground	Library	Hallway & Stairways	Bathrooms	MPR	Cafeteria
8:40 – 8:50	Cafeteria	Playground	Library	Hallway & Stairways	Bathrooms	MPR
8:50 – 9:00	MPR	Cafeteria	Playground	Library	Hallway & Stairways	Bathrooms
9:00 – 9:10	Bathrooms	MPR	Cafeteria	Playground	Library	Hallways & Stairways
9:10 – 9:20	Hallways & Stairways	Bathrooms	MPR	Cafeteria	Playground	Library
9:20 – 9:30	Library	Hallways & Stairways	Bathrooms	MPR	Cafeteria	Playground

MPR R

Cafeteria R

Playground R

Bathrooms –

Hallways & Stairways –

Library –

Stations will be set up at each area (playground, library, hallways & stairways, bathrooms, MPR, and cafeteria). A banner with the core school rules (Be Safe, Be Respectful, Be Responsible) and behavioral expectations will be posted in each area. Each class will follow the schedule above and participate in the rule following activities in each area. Each area's activities will last approximately 10 minutes.

Appendix C- Playground Engagement States

Playground Engagement States	
Solitary/Isolated (Alone)	The child appears uninvolved with peers and plays alone with no other children.
Onlooker (Watching)	The child has a one-way awareness of another child or group of children who is farther away than 3 feet.
Parallel	The child and peer are engaged in a similar activity but there is no social behavior.
Parallel aware	The child and peer(s) are engaged in similar activity and mutually aware of each other.
Joint engagement	The child and peer(s) direct social behavior with one another (e.g. the child and peer(s) offer objects, have a conversation, exchange turns in an activity like reading a comic book, drawing, origami, etc.).
Games with rules	The child participates in an organized game, with at least one other child, with clear rules and/or engages in fantasy or pretend play with clearly defined roles set by the child or his/her peers.

Adapted from Kasari Research Group UCLA for the Autism Intervention Research Network on Behavioral Health (AIR-B) For info go to www.asdweb.org

Appendix D- Boosting Peer Engagement

Engagement States	Help Within the Current State	Boost to a Higher State	Strategies to Avoid
Solitary	Adult engages with child to assess reason for solitary state. Listen to the child then offer support.	Recruit a peer to ask child to play. Give friendly direct instruction telling the child to engage with peers. Provide an appealing and developmentally appropriate activity to draw the child to parallel position with peers.	Avoid benching or isolating a child during social times. Avoid pushing a child into an activity as opposed to inviting them and drawing them in.
Onlooker	Model being interested and focused on peer's activities. Use language like "Look at Jimmy," or "What are they going to do next?!"	Recruit a peer to invite the target child to join in play. Encourage the target child to play with peers or to ask a friend to play.	Avoid embarrassing the peer by making them feel that they must perform. Avoid reinforcing this state as preferred, i.e. don't let the child only watch all the time.
Parallel	Support good social positioning; reinforce parallel play verbally or with other reward.	Join into play with the child. Cue child to notice peers.	Avoid being overly directive or positioning yourself in such a way that blocks children's view of one another. Avoid helping too much.
Parallel Aware	With well-timed comments, verbally highlight to the children that they are playing next to each other. Praise their play skills. Add elements to the play to keep it exciting.	Ask peers if they can demonstrate play moves or games for each other. Verbally prompt target child to watch the peer. Model focusing on the peer's activities.	Avoid interjecting too many comments or adding information that might obscure the children's awareness of each other. Don't overly focus on the play objects.
Joint Engagement	Provide an environment that makes playing with peers easy. Clearly state that playing well with friends at school is the goal: Fade back and support from a distance as children maintain successful peer engagement.	Prompt the children to make a game out of what they are doing, i.e. taking turns setting goals. Teach children the rules and pragmatics of popular games. Provide equipment and scaffold efforts by children to advance engagement.	Avoid interrupting play and over-managing behavior that might be less-skilled or a bit rough. Instead, allow the children to set the tone for what is fair and fun as much as possible.
Game with Rules	Help the children get the game started and clarify the game rules, turn taking, etc. Play with the children for a few minutes and model appropriate behaviors. Fade out. Cheer them on.	Overlay a pretend play element onto the game. Add a component that draws out personal disclosures. Fade out of the activity to allow for maximum peer engagement and check back periodically.	Avoid dominating play as an adult. Don't stop the flow of play between peers. Avoid implementing overly punitive measures when children exhibit rough behavior.

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- LAUSD Policy Bulletin No. BUL-6231.0, "Discipline Foundation Policy: School-Wide Positive Behavior Intervention and Support," passed February 14, 2014.
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- National Association for Sport and Physical Education, Council on Physical Education for Children. (2000). *Appropriate practices for elementary school physical education*. <http://www.cahperd.org>.
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Useful Links

LAUSD- Positive Behavior Support

Behavioral resources, strategies, and information about multi-tiered systems of support.

<http://achieve.lausd.net//site/Default.aspx?PageID=4137>

Autism Intervention Research Network on Behavioral Health

Lists effective and sustainable evidence based practices that will serve a broad community base and to improve outcomes for all children with ASD.

<http://airbnetwork.org/toolsguidelines.asp>

The National Professional Development Center on Autism Spectrum Disorder

Lists evidence based practices (EBP's) for students with autism spectrum disorder.

<http://autismpdc.fpg.unc.edu/evidencedbaseddpractices>

LAUSD- Physical Education Home Page

Resources available for elementary, middle, and senior high. Elementary resources include the policy bulletin, sample bell schedules, *Appropriate Practices for Physical Education*, and the physical education state standards and framework.

<http://achieve.lausd.net/Page/7764>