The idea behind this toolkit is to help parents, teachers, camp leaders or any recreation professional understand and execute games and activities that will help increase the physical literacy of children ages 0 - 12 in our region. These games are in keeping with the Long Term Athlete Development (LTAD) model. We are focusing on the first three stages of the LTAD:

**Active Start – Children ages 0 to 6**

**FUNdamentals – Children ages 6 to 9**

**Learn To Train – Children ages 9 to 12**
Healthy Kids
Community Challenge Toolkit

Active Start and FUNdamentals develop important movement skills, including:

- Throwing
- Catching
- Jumping
- Striking
- Co-ordination
- Kicking
- Agility
- Balance

Learn to Train further develops fundamental sport skills also known as the ABCs of movement:

- Agility
- Balance
- Coordination
- Speed
Strategies, Modifications, and Accommodations for Success

Changing what is expected is modifying. Giving supports to help achieve what is expected is accommodating.

Strategies for Inclusion:

• Assign “peer helpers” to act as guides or supports
• Use positive reinforcement
• Include written and oral language strategies (lists, visual schedules or pictures for those that cannot read or have trouble with oral directions)
• Be mindful of cultural differences and language barriers

• Provide ongoing prompts and visual cues
• Use a variety of equipment to modify the game
• Use explicit and repeated instructions
• Allow time to complete tasks
• Allow for flexibility and be patient
• Break up tasks into smaller steps
• Celebrate the process!
Suggested modifications and/or accommodations to consider for physical activity

Equipment Modification and/or Accommodations:
• Use lighter, larger, or slower moving equipment
• Shorten sticks, lower goals
• Move targets, start and finish lines closer
• Use brightly coloured ball or balls that make sound
• Use a ramp to assist with throwing and/or kicking a ball
• Lower nets or don’t use nets

Skill Level Modification and/or Accommodations:
• “Wheeling” can be substituted for running
• Allow children in wheelchairs to place ball in lap
• Allow child to use a noodle to tag people
• Use lead up activities to prepare a child
• Simplify tasks

Rule Modification/accommodations:
• Allow extra tags, so child is not out right away
• Allow child to use hands (in soccer)
• Add an extra goal keeper to assist the child
• Reduce the size of the playing area
• Change a competitive game into a cooperative game

If you need help finding the right accommodation or modification, speak with your team to brainstorm more solutions together! Every child is unique, every situation is unique!

*Information on inclusion and accommodation adapted from Ophea, Steps to Inclusion resource.*
Gimme five

**Line up** all players in a single file or a circle.

**The group leader** decides which “high five” will be performed.

**Players start slowly**, perform the “high fives” with increasing speed until someone breaks the chain.

**The group leader** can switch the activity performed once the chain has been broken.

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**Equipment needed**
- Open activity space

**Skills developed**
- Hand eye co-ordination
- Listening
- Balance
**Gimme five**

**Options**
- High Five – over shoulder
- Low five - by knees
- Under five - under legs
- Five on the side - turning left or right
- Jump five, etc…be creative!

**What to encourage**
Participation, creativity

**Safety considerations**
Ensure that each participant is able to perform all movements. Ensure that fives are given hand to hand, no hitting other parts of the body.

**Variations**
A ball or other small item can be passed around instead of giving high fives for more advanced participants. Try passing one handed or with eyes closed.
Gather several piles of a variety of items and place the piles side by side at one end of the play area.

The group leader will choose several different exercises such as hopping (like a frog), slow walk (like a turtle), leap (like a squirrel).

Divide the players into teams, line the teams up on the side of the play area opposite the piles.

The group leader will call out the item and the exercise, players will have to perform the exercise all the way to the correct pile, grab one item, run it back to the leader and will be told the next exercise.

The player informs the next person in line of the new exercise and the game continues until all members have completed their exercise.

Equipment needed
Rocks, sticks, acorns, pinecones, anything that can be found in nature

Skills developed
- Coordination
- Running
- Memory
- Jumping
Children ages 0-6

Squirrel relay

What to encourage
Creativity.

Safety considerations
Ensure activity space is clear of obstacles.
Do not choose items that are sharp or heavy.

Variations
Instead of making piles at the end of the play area, piles could be spread throughout the activity space.
Players need to find the correct pile before bringing the item back.

Activity created for Huron Natural Area; can be adapted for use on any playground.
**Active Start**

Children ages 0-6

**Land, sea, air**

**Players line up** behind a line (created with chalk, drawn in the dirt or other) shoulder to shoulder with a bit of elbow room, feet together.

**The group leader** ensures that the players are aware of the various options that can be called (see other side). Then, the group leader calls out land, sea or air and the players respond appropriately.

**If a player** puts their feet in the wrong spot, that player must run or walk and touch a pre-determined spot before returning to the line to play.

**Equipment needed**
Open activity space, sidewalk chalk

**Skills developed**
- Developing gross motor skills
- Jumping
- Changing body shape
Land, sea, air

Options
Land - one big step across the line
Sea - jump with feet together across the line
Air - jump with feet together as high as possible, straight up, landing in the same spot.

What to encourage
Challenging balance by keeping arms closer to the body.

Safety considerations
Ensure that participants are a safe distance apart to avoid accidentally hitting or bumping each other. All participants must be physically able to perform the actions.

Variations
Bridge, Flamingo, Spin – play the game the same as above using the new commands:
Bridge – one foot behind and one across the line
Flamingo – stand on one foot
Spin – staying in your spot, spin in a circle on the spot
Animal Tag

**Active Start**
Children ages 0-6

Decide on two or three different animals (depending on size of group).

Each player must move around in the pre-determined play area making their animal noise tagging people who are making a different animal noise than them.

When a player is tagged they turn into the animal of the person who tagged them.

The object is to turn all the players into the same animal.

Once all players are making the same animal noise, the game is complete.

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**Equipment needed**
Open activity space

**Skills developed**
- Running
- Agility
- Co-ordination
- Listening
**Animal Tag**

**Options**
- Dog – woof
- Bird – tweet
- Cat – meow
- Snake – hiss, etc…

**What to encourage**
Participation, co-operation, active movement


**Safety considerations**
Ensure all participants are giving each other enough space to avoid collisions.

**Variations**
Make one participant from each animal group ‘untouchable’ meaning that they cannot be turned into another animal, effectively keeping the game going until the group leader determines it is over.

Try doing an African safari theme with lions, elephants, etc…

For individuals with a hearing disability, have the players make animal actions instead of noises.
**Active Start**

Children ages 0-6

Gorilla climb

Set up an **obstacle course** in your open space using equipment and or obstacles that are available.

**Encourage participants** to walk through the course like a gorilla and when they reach an obstacle, they go over, under, or around it.

**Obstacle Course Ideas**
Hills, chairs or benches, tables, baseball backstops, soccer goal posts, playground equipment.

**Skills developed**
- Balancing
- Stretching
- Climbing
- Running

**Equipment needed**
Open activity space
**Gorilla climb**

**What to encourage**
Participation, active movement, experimentation with different movements, co-operation between participants.

Continue activities that strengthen muscles and bones, like climbing, at home as part of a child’s weekly physical activity routine.

**Safety considerations**
Make sure obstacles are age appropriate and do not pose a risk for the participants.

Space out the participants so they do not run into each other.

**Variations**
Explore creative play and have each participant choose their own path through a section of the route.
**Island hopping**

**Place one hoop** for each participant around the open activity space; this will be their “island”.

**Encourage the participants** to move through the “ocean” (space between the hoops) freely.

**Begin telling a story** about swimming in the ocean using the words from the list below. Participants perform the actions when you call them out.

**Island Activity List**
- Shark = running
- Waves = jumping
- Swim = walk while moving your arms
- Island = hopping into your hoop
- Jellyfish = dodging

**Equipment needed**
Open activity space, hoops

**Skills developed**
- Dodging
- Jumping
- Hopping
- Running
Island hopping

What to encourage
Participants to make their jumping and hopping big by driving their arms into the air.
Participation and creativity of movement.
Co-operation by sharing islands.
Read *Mr. Seahorse* by Eric Carle.

Variations
Once on the “island,” have them stand on one foot because they stepped on a pointy seashell.
For younger participants, use a follow-the-leader concept.
Add Starfish = star jump or lie on their “island” sunbathing.

Safety considerations
Space free of obstruction.
Participants must have eyes open and heads up while moving.

This activity has been adapted from the Be Fit for Life Network’s Move & Play through Literacy cards. www.befitforlife.ca
Active Start
Children ages 0-6

Road trip

While music is playing, have participants move around the space “driving” their cars.

Call out the various words (see list) to which the participants perform the following actions.

List of Movement Options
Red = stop
Green = go
Yellow = slow down
Windshield Wipers = sway arms back and forth
Brake = balance on one foot
Window = roll down window and wave to the pedestrians
Speed Bumps = jump
Bumpy Ride = gallop

Equipment needed
CD player and music, open activity space

Skills developed
Balancing
Galloping
Jumping
Active Start

Children ages 0-6

Road trip

What to encourage
Free movement, imagination.

Safety considerations
Ensure the space is clear of obstructions, heads up, eyes open

Variations
Play Red Light, Green Light
- Red = balance
- Green = run
- Yellow = hop

Act as different types of transportation: planes, trains, automobiles

This activity has been adapted from the Be Fit for Life Network’s Move & Play through Literacy cards. www.befitforlife.ca
Each child has a beanbag that they must place somewhere in the open activity space. This item will become a train station.

Participants form a train behind the leader.

Participants follow their leader walking from station to station saying “Woo woo” or chugging.

After the route is established, try other forms of locomotion.

Movement Ideas
Walk, run, hop, skip, jump, crawl, bear walk

Equipment needed
Open activity space, beanbags

Skills developed
- Skipping
- Leaping
- Jumping
- Hopping
Train station

What to encourage
Exploratory movement, positive, welcoming environment, sharing.
The use of a child’s own personal items (for example, teddy bears) to create their own train route.

Safety considerations
Ensure space is open and free of obstructions.
Remind participants to keep eyes open while moving through the activity area.

Variations
Encourage participants to experiment with their speed control. Have the train chug slowly up a hill (walking slow), then quickly down (galloping), crouch down through a tunnel, and step lightly over a bridge.
This activity can also become a transition for movement from one area to the next.
**Cat and mouse**

**Gather players** in a large circle.

**Choose one person** to be ‘it’ outside the circle and one person to be ‘it’ inside the circle.

**The players** making up the circle join hands and spread out so they are an arm’s length apart, they will then let go of each other’s hands.

**The object of the game** is for the player on the outside of the circle to tag the player on the inside of the circle within one minute. The ‘it’ players will weave in and out of the circle.

**As they go** through a ‘gate’ it will close, leaving less options for the outside player to tag the inside player.

**Equipment needed**
- Open activity space

**Skills developed**
- Speed
- Agility
- Co-ordination
Cat and mouse

What to encourage
Creative ways of evading and obtaining the tag, participation

Variations
Try a timed version with a gate closing after a pre-determined amount of time (every five or 10 seconds)

Safety considerations
Ensure the circle participants do not drop their arms on top of the cat or the mouse
Ensure that the cat is not hitting the mouse in the process of tagging
Try to make sure that the circle is big enough for the mouse to have enough room to move freely to avoid being tagged.

Adapted from Bare Naked Games by CIRA Ontario
Players will get into pairs and stand heel to toe, facing each other with the toes of their front feet touching those of their partners foot.

The partners will then play a game of ‘rock, paper, scissors’, the winner will move their front foot behind their back foot again touching heel to toe.

The loser will move their front foot to touch the toes of the winner’s front foot while leaving their back foot in the same spot.

The partners will continue playing until one partner loses their balance or is unable to stretch any further.

Equipment needed
Open activity space

Skills developed
AGILITY
BALANCE
COORDINATION
Options
Rock – closed fist
Paper – flat hand
Scissors – two fingers mimicking scissors.
Rock smashes scissors, paper covers rock, scissors cut paper.

What to encourage
Keeping your balance.

Safety considerations
Ensure that the pairs of participants are a safe distance from each other to avoid falling into each other.

Variations
Try balancing on your front heel and back toe for more of a challenge.
Try balancing on one foot, loser of each round has to hop backwards once and remain balancing on one foot.
Snap!

**Players arrange** themselves in a circle.

**Each person** puts their left hand to the side, palm up, and their right hand to the side with one fingertip touching the palm of the person beside them.

**The group leader decides** on a SNAP word and communicate to the group what the SNAP word is (eg. TIME).

**The group leader** then tells a story and the players must listen carefully. When they hear the SNAP word (eg. Once upon a TIME…), the players to grab the finger of the person beside them while at the same time, ensuring that their finger does not get SNAPPED!
## Snap!

### Tips
Remain focused on both your hands, focusing on one or the other could get you snapped!

### What to encourage
Focus and concentration.

### Safety considerations
Remind participants not to pull too hard on each other’s fingers.

### Variations
Try making a circle with two fingers, the person beside puts a finger in the middle of the circle. Get your finger out before the circle closes!
**Climb, crawl, stop**

**The group leader** asks all the players spread to out around the natural play structure.

**The group leader** will call out climb, crawl or stop!

**Once the group leader** calls out the command, the players must perform the action as quickly as possible.

**If you get caught** in a "stop" position over or under the play structure, you are out of the game.

**The last person** in the game wins!

**Equipment needed**
- Natural play structure

**Skills developed**
- Jumping
- Running
- Climbing
- Balance
Climb, crawl, stop

List of movements
Climb – climb over a piece of the structure
Crawl – crawl under a piece of the structure
STOP! – stop wherever you are.

What to encourage
Challenge the participants to choose a different part of the play structure each time.

Safety considerations
No pushing on or under the play structure!

Variations
Keep the game going. Everyone plays until the group leader decides the game is over.

Activity created for Huron Natural Area; can be adapted for use on any playground.
Children ages 6-9

Obstacle course

Map out a course over, around and through the natural play structure.

Divide the participants in to two teams.

One participant from each team must get through the obstacle course and return to the start, tagging the next person in line.

Once the next person has been tagged, they may go through the obstacle course. This continues until all participants have run the course.

The team whose players complete the obstacle course first, wins.

Equipment needed
Natural play structure

Skills developed

- Running
- Coordination
- Climbing
- Balance
Obstacle course

Tips
Try having the participants complete a challenge as a team before the winning team is announced, especially if it’s a close game!

What to encourage
Fair play

Safety considerations
Ensure that the rules are laid out for the participants before hand
Ensure that no players are pushed or pulled, especially while climbing the structure

Variations
Choose one of the participants to decide the next route for the obstacle course

Activity created for Huron Natural Area; can be adapted for use on any playground.
Split participants into two groups, the flip-flops and the movers.

The participants who flip-flop must find space within the playing space and get into position.

Those participants who are the movers must travel around the playing space crawling under all the flips and jumping, leaping, or stepping over all the flops they encounter.

Flip-Flop Description
Flip = downward facing dog
Flop = crab or bridge position

Equipment needed
Open activity space

Skills developed
- Balancing
- Bending
- Jumping
Flip flop

**Tips**
Full body activities are great ways to get participants warmed up and moving!

**What to encourage**
Keeping your core tight. A strong core helps with stability skills.
Land in a controlled and safe manner. To absorb their body weight.

**Safety considerations**
For those participants who feel uneasy about jumping or leaping over participants, have them dodge around the flops instead.

**Variations**
Try having the movers move using a locomotor skill such as galloping or skipping.
Try it outdoors or in the snow!

This activity has been adapted from the Be Fit for Life Network’s Move & Play through Literacy cards. www.befitforlife.ca
Float the pond

Have all the participants line up at one end of the designated play area with their two lily pads. The goal of this game is to get to the other side of the “pond” without falling in the water.

To do this, the participants must always be standing on their lily pads and will need to stand on one foot while they reach down and move the other lily pad ahead. Then, they can step on that lily pad and continue this pattern to the other end.

Equipment needed
Open activity space, two pieces of paper shaped like lily pads (circles) per person.

Skills developed
COORDINATION
TWISTING
STRETCHING
**Float the pond**

**Tips**
Stay in control of body movement to prevent falling in the "water".

**What to encourage**
Balance. Challenging yourself by increasing the distance between the lily pads.

**Safety considerations**
Make sure participants allow enough room to safely step on their lily pad.

**Variations**
Change the lily pad theme to whatever fits the season! Use hearts if it’s near Valentine’s Day, maple leaves near Canada Day, flowers for spring, and so on.
Make the “lily pads” bigger or smaller to change the difficulty
Add a co-operation component by having participants work in pairs with three “lily pads” to cross the “river”

This activity has been adapted from the Be Fit for Life Network’s Move & Play through Literacy cards. www.befitforlife.ca
Mirror mirror

Have the participants pair up. In each pair, one will be the “mirror master” and the other will be the “mirror image.”

Partners will face each other and the “mirror master” starts moving however she or he likes and the “mirror image” must try to copy this movement as best as they can.

Have participants switch tasks after a length of time.

Equipment needed
Open activity space

Skills developed
- Running
- Skipping
- Hopping
- Spinning
FUNDAMENTALS
Children ages 6-9

Mirror mirror

Options
Jump (tuck, star, jumping jack), stork stand, spin, skip, walk or run on the spot, push-up or plank position. Don’t forget facial expressions.

What to encourage
Participants to memorize a 30-second routine.

Safety considerations
Carefully watch your partner.
Be aware of your surroundings.
Make sure all participants are aware of each other and are cautious of others’ activities.

Variations
Play a similar version of this game called “Simon Says” where all participants attempt to mirror one individual.
For younger age groups, incorporate animal movements.
Encourage participants to try challenging, different, and even silly movements!

This activity has been adapted from the Be Fit for Life Network’s Move & Play through Literacy cards. www.befitforlife.ca
**Ocean motion**

**Have everyone line up** on one side of the open activity space.

**Choose one participant to be “it”**. This participant will take care of the ocean. They will be able to move along the line in the middle of the open activity space, field, or gym that is marked off with the pylons. The participant is unable to move off of this horizontal line.

**Everyone else waits** for the participant that is “it” to yell, “Ocean motion!” All participants then try to cross the ocean without being tagged by “it”.

**If tagged, participants find a space** along the horizontal line and help “it”. Eventually a wall of people will be built in the middle, making it harder for participants to cross. This is a good point to start a new game.

**Equipment needed**
- Open activity space,
- two pylons or spot markers

**Skills developed**
- Running
- Dodging
Ocean motion

Tips
Maintain control of movement so that you can dodge people in the middle without falling over.
Push off when transitioning between directions.
Adding the element of creativity may engage more participants.

What to encourage
Encourage participants to walk or run with safety in mind; discourage jumping over the participants in the middle.

Safety considerations
Discourage participants in the middle from linking arms or holding hands in an attempt to create a chain and hold people back.

Variations
Use different forms of movement when trying to pass the middle such as running backwards, hopping and side shuffling.
A great activity to do on the ice or in the water as well.

This activity has been adapted from the Be Fit for Life Network’s Move & Play through Literacy cards. www.befitforlife.ca
Each participant starts on the end line with a ball.

On the whistle, participants begin to sprint.

When you call out instructions, participants must come to a complete stop as quickly as possible and complete the activity that is called out. For example, when they hear “head on the ball,” they will come to a complete stop, put their ball on the ground, and touch their head to it.

Call the Ball Instruction List examples
Sit on the ball, right/left foot on the ball, right/left hand on the ball, right/left elbow on the ball, right/left knee on the ball, move the ball on the floor between your ankles, move the ball around your waist, attempt to spin the ball on your finger.
LEARN TO TRAIN
Children ages 9-12

Call the ball

What to encourage
Focus on the instructor’s voice to hear instructions and react quickly

Safety considerations
Remind participants to focus on their direction of travel.
Remind participants to come to a complete stop without sliding on the floor.

Variations
Depending on the level of your participants, this activity can be completed as a progression:
Start with stopping on a marker, with the same instruction at each marker. Progress to stopping at each marker, with random stopping instructions. Take away the markers and have them stop on your voice command.

This activity has been adapted from the Be Fit for Life Network’s Move & Play through Literacy cards. www.befitforlife.ca
Cross the pond

Place **skipping ropes** as a boundary on the floor (two to three ropes, or about three metres across for a group of five or six players), or use predetermined boundaries. Place coloured pylons throughout the inside of the pond as “stepping stones”.

Have participants try to make it to the other side of the pond without spending more than three seconds on any one stepping stone. Leader to call out the method used to cross.

**Options:** Leap (push off from one foot and land on the opposite foot), hop (take off and land on the same leg), jump (two-foot take-off, two-foot landing), progress to **a leap** with two-foot landing (push off from one foot and land on two feet).

**Equipment needed**
Open activity space, flat pylons, two or three skipping ropes, or a predetermined boundary such as a basketball key or circle.

**Skills developed**
- Hopping
- Leaping
Cross the pond

Benefits
Osteoporosis is a weakening of the bones and is common in people as they age. Studies have found that weight-bearing exercise like jumping, running, and brisk walking can help keep our bones strong.

This activity assists in learning the skills necessary for long jump and triple jump.

Safety considerations
Alternate feet throughout activity to avoid overuse of one side.

Clean floor to prevent slips.
Do not overcrowd the “pond”.

Variations
Colours could represent challenges when crossing the pond. For example, green means shark, so stay away! Red is hot lava, so you can only stay there for one second.

If you do not have room for a pond, create a winding river to fit the available area.

This activity has been adapted from the Be Fit for Life Network’s Move & Play through Literacy cards. www.befitforlife.ca
Choose a length of line marked out on the court.

Each trip (to the end and back) is a different exercise. Can be a race between children or a timed event (try to beat your own time!)

First trip: Use the line like a balance beam, walk quickly over/across the entire length.

Second trip: Hop back and forth from foot to foot without either foot touching the line.

Third trip: Side shuffle down the line, both feet must stay on the line.

Fourth trip: Walk heel to toe, quickly down the line. Make sure the heel of your foot touches the toe of the other on every step.

Equipment needed
Indoor gym space, with court markings on the floor.

Skills developed
- Balance
- Focus
Line ‘em up

What to encourage
Focusing on following the directions of the activity (as opposed to “winning”). If the activity calls for something specific, encourage the children to make sure they do it every time.

Safety considerations
On gym floors, shoes can sometimes stick or catch. Watch for children tripping. Always ensure the equipment and area you are using are safe and free of obstructions.

Variations
When creating circuit stations, ensure that options include activities that strengthen muscles, challenge cardiovascular fitness, and create opportunities to work on flexibility and range of motion.

In a school gym, there are usually mats around. You can incorporate them into the activity.

Options
Create as many trips down the line as appropriate for the age and ability of the children involved.
X marks the spot

**Preparation:** Leaders will have to take a look at the court lines on the floor and remember the colours of the various lines and which ones cross over and intersect with others.

**Give each child** an equal number of pylons.

**Call out two colours** of lines that intersect (preferably combinations that have multiple locations).

**Children must run,** find a location that matches the colours called, place their pylon down on it and run back.

**Continues** until all pylons are placed.
LEARN TO TRAIN
Children ages 9-12

X marks the spot

Options
Could be individual timed competition or done in teams.

Safety considerations
Make sure the children watch as they are running so as not to run into each other while searching.

Variations
Pick a colour of line and have the children place a pylon on all four corners of that court.

if playing with teams, have each child first retrieve the pylon placed by his teammate before returning and receiving the next colour combination to look for. Helpful if you only have a limited number of pylons.
Two players of roughly equal size sit facing each other on the ground with the soles of their feet together.

The players hold on to each other’s hands and pull themselves up into a standing position.

Once the pair is able to accomplish this, the group can try adding one person at a time until the team is no longer able to pull themselves up to a standing position.
Helping hands

Tips
Try locking hands together securely and work as a team.

What to encourage
Control and balance, problem solving to successfully complete the game.

Safety considerations
Remind participants to place their feet and hold their hands in a way that will not injure other participants.

Variations
Once teams are able to successfully complete the game, try it using only one hand!
Group all players into partners and have all the players create two circles, one inside and one outside with the players, in partners, facing each other.

The director of the game will say ‘go’ and each circle will move in opposite directions, one left, one right.

The director will call out ‘king’, ‘knight’ or ‘joust’ and players will try to find their partners and assume the correct pose as quickly as possible.

The last pair to assume the correct pose gets a point and the pair with the lowest score at the end of the game is the winner.

Equipment needed
Open activity space

Skills developed
- Balance
- Coordination
- Listening
King, knight, joust

List of movements
King - one player sits on the other player’s knee.
Knight - one player is on their hands and knees while the other player sits on, or straddles the horse.
Joust - one player stands and lifts their partner, or one of their partner’s legs, off the ground.

What to encourage
Swift transition and stable movements.

Safety considerations
Remind participants to only execute movements that are within their partner’s range of motion.

Variations
Queen: one player sits on the other player’s knee and waves;
Princess: one player gets a piggy back from another player and giggles;
Maid: one partner goes down on one knee and pretends to shine the other player’s shoe.

Adapted from Bare Naked Games by CIRA Ontario
**Action!**

Think of a setting (such as a park or a skate park) to draw objects from. Ensure all players are aware of the poses. Players can find their own space in the play area.

The group leader will call out an object and the players will need to assume the pose as quickly as possible.

The last person to assume the pose and be perfectly still must do five push-ups, sit ups, squats etc…

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**Equipment needed**
- Open activity space

**Skills developed**
- Balance
- Coordination
- Listening
Action!

List of movements
Park setting example:
Tree: stand up with arms above head;
Bench - one person goes down on one knee, another person sits or squats above the knee;
Walk - participants walk around;
Bird - participants flap their arms and jog around;
Squirrel - participants run around using tiny steps;
Seesaw - participants find a partner, hold hands and squat one at a time;
Merry-go-round - participants will link arms with one other person and skip or jog in a circle.

What to encourage
Creativity and movement experimentation.

Safety considerations
Ensure that participants have enough space to execute the movements.

Variations
These can be sport specific such as soccer (kick, throw in, high knees), baseball (swing, run the bases, catcher), etc…
Yoga

Find your own space in the activity area.

Perform all poses in sequence, repeat several times until desired length of session is reached.

Ensure poses are held for several seconds each and transitions between poses are smooth.

Leader should perform all poses prior to game to ensure children are familiar with each pose. (Examples of some poses are on the back of this card.)

Equipment needed
Open activity space, yoga or other soft mat (if on hard surface)

Skills developed
- Balance
- Coordination
- Fine Motor Control
Yoga

What to encourage
Deep breathing and mental focus during your five minutes of shavasena or relaxation pose (lying flat on your back with arms and feet stretched out).

Safety considerations
Ensure all participants are listening to their bodies and not stretching too far.

Variations
Other yoga routines may be substituted depending on exercise focus.