



# PAINTED PLAY SPACES **PLAYBOOK OF RECESS GAMES**



**OKLAHOMA**  
Education

# Painted Play Spaces: Playbook of Recess Games

Developed through a partnership with the University of Central Oklahoma for Project SWITCH, a Centers for Disease Control and Prevention (CDC) funded project.

## Mission of Painted Play Spaces

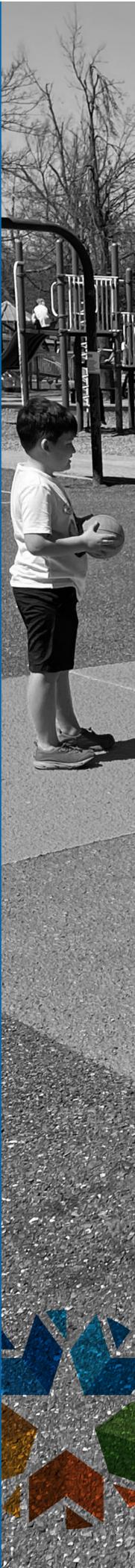
The mission of Painted Play Spaces is to enhance the play environments at school by using colorful paint and stencils to create an array of recess games on existing hardscapes, which increase physical activity and student engagement on playgrounds.

## Introduction

There are three phases to creating painted play spaces: design phase, preparation phase, and implementation phase. This playbook supports schools with the implementation phase. Before the implementation phase, make sure you have completed the design and preparation phases available in the Painted Play Spaces: *Playground Assessment and Planning Toolkit*.

## Implementation Phase

The implementation phase includes safety considerations and teaching students the games or activities that can be completed on the painted play spaces. This playbook outlines protocols for cleaning or limiting equipment and strategies for ensuring social distancing, when appropriate, on the playground. Teaching the game rules and providing practice time for students is critical for successfully implementing painted play spaces.



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## Safety Considerations

This playbook provides recess games that require no or limited equipment by using stencils to paint games on hard surface play areas (e.g., blacktop, sidewalks). It also includes traditional playground games that have been modified to eliminate or limit the use of equipment. Remember, when using equipment for the recess games, always follow [CDC guidelines](#) for cleaning and disinfecting outside areas. If CDC guidelines cannot be followed, the equipment should not be used.

Depending on your school circumstances, social distancing may be an appropriate precaution on the playground. Consider including waiting spots (6 feet apart) and arrows for travel patterns on the painted play spaces. One technique is to divide the play space into activity zones. Each zone would accommodate a certain number of students. Also, supervisors can develop a zone rotation after an amount of play time or assign groups a different play zone each day. Developing rotation and line-up procedures will allow students more space. Implementing waiting spots and activity zones can make it easier for an adult supervisor to observe all students and provide positive behavior support.

Consider an alternative recess schedule to limit the number of students on the playground at one time (i.e., group A on Mondays and Wednesdays, group B on Tuesdays and Thursdays).

## Teaching the Games

A critical element engaging students successfully in painted play spaces is ensuring students are taught the rules of the games during recess, physical education, or after-school programs. When all students play by the same rules, they will be more engaged while having fewer student-to-student conflicts. Consider allowing students to practice playing the games in a small, supervised setting, like a gym, so educators can provide feedback and teach conflict-resolution strategies. Teaching the rules and allowing time for supervised practice will help the students to be more successful. Please use the following equipment lists, game descriptions, directions, and modifications to teach students the recess games provided in this playbook.



## Dragonfly Hopscotch



**Equipment needed:** Painted play space only.

**Description:** This activity is a fun and creative way for students to incorporate math skills, while also improving their balance and coordination.

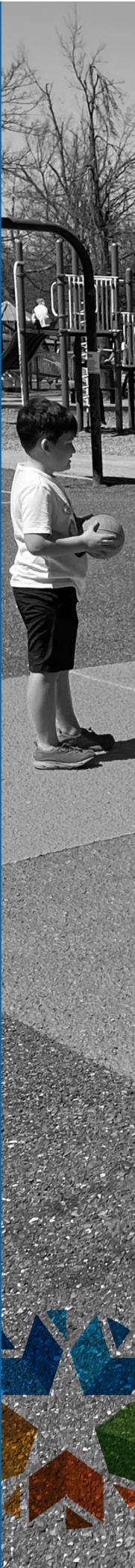
**How many can play:** Two or more players, but students should take turns.

**Directions:**

- Each player will take a turn in completing the hopscotch.
- The educator or another player will be the designated “Question Master,” and they will ask the student if they want to participate in an addition or subtraction problem.
- The Question Master will then ask a simple addition/subtraction question.
- For example, “ $2+2=?$ ” If the player going first answers “4” correctly, they will hopscotch their way to number 4.
- Students can continue answering questions until they make their way to the end.

**Modifications/teaching hints:**

- To lower the level of difficulty students can hopscotch to their favorite number.
- The teacher or designated Question Master could also call out a number and have the players jump to that number. This will incorporate number recognition.
- Students can either continue answering questions until they reach the end of the dragonfly, or if they can answer one math problem correctly, they can exit to the side and allow the next player to take a turn.
- Students can incorporate a fitness exercise into their turn if they get the answer wrong.



## Rock, Paper, Scissors Hopscotch



**Equipment needed:** Painted play space only.

**Description:** This activity is a great way for students to interact with others while participating in a competitive and creative game that incorporates math recognition skills and locomotor movements.

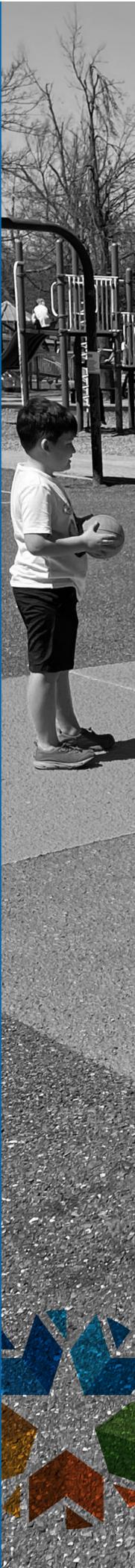
**How many can play:** Two players at a time.

**Directions:**

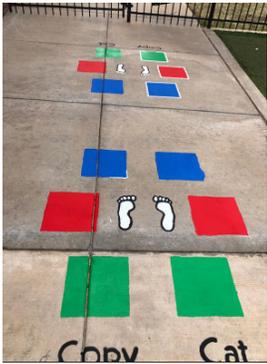
- Player 1 will go to Spot 10 (the top spot), while Player 2 will stand on Spot 1.
- Player 1 will call out a number between 1 and 9.
- Player 2 will then hop on all the numbers EXCEPT the number that Player 1 called.
- After jumping over the called spot, Player 2 will continue to make their way to Spot 9 where both players will meet and play rock, paper, scissors (R-P-S) from where they are standing.
- The winner of R-P-S will take Spot 10 spot, while the other student goes to the end of the line.
- The previous winner will start a new round by calling out a new number for the new player who begins on Spot 1.

**Modifications/teaching hints:**

- Students can jump or hop.
- Students could incorporate an exercise on the called spot rather than jumping over it.



## Copy Cat



**Equipment needed:** Painted play space only. ([Video](#))

**Description:** Fun variation of Simon Says or memory games.

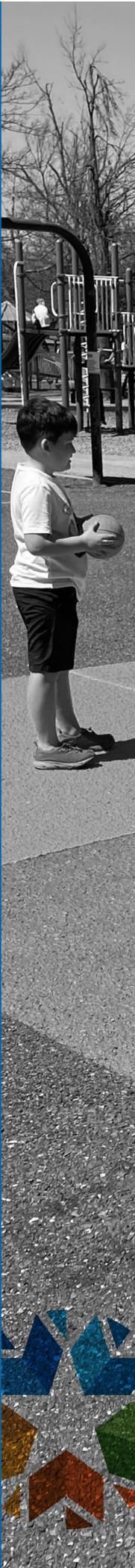
**How many can play:** Two players at a time.

**Directions:**

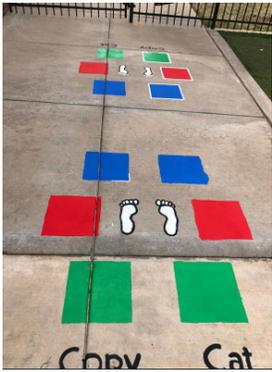
- Mirror or copy the person across from you by repeating the pattern of steps/jumps they take on the various colored spots.
- Start with one step and increase the pattern by one step after each turn.
- The game will continue until the opposing player misses a step, or steps on the wrong color spot.

**Modifications/teaching hints:**

- Students can start off slow with one repeating pattern and add one new element at a time as desired.
- The player can be encouraged to say/repeat the pattern verbally.
- To increase the level of difficulty players can add in different locomotor movements into the pattern.
- To decrease the level of difficulty students can be given one misstep.



## Monsters, Inc. (Sully Says)



**Equipment needed:** Painted play space only.

**Description:** This game is similar to Simon Says, but students will have basic moves based off the movie [Monsters Inc.](#) that they must perform.

**How many can play:** Two players at a time.

**Directions:**

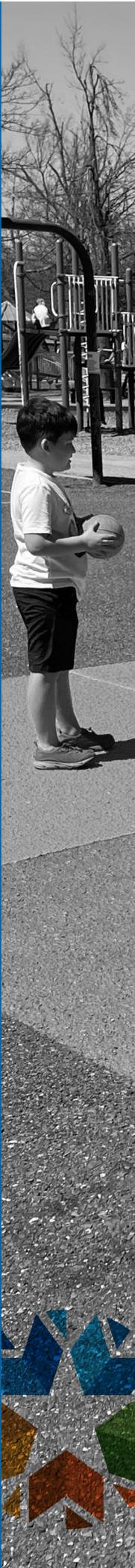
- One player will stand on each set of footprints.
- Players will take turns being “Sully”.
- The player that is designated to be Sully will say one of the movements listed below and then say the number of times they must perform it (cannot be over five times).
- The other player will then perform the called-out movement the specified number of times.
- Once that player has accomplished the task, the players will rotate.

**Movements:**

1. **Scary Feet:** running quietly to each spot until getting back to the original spot.
2. **Big Scare:** students jump with their feet apart a foot on each box with hands up above their head in a monster position.
3. **Little Scare:** students jump in the two boxes in front of them, a foot on each box and crouch down with their hands in front of their chest in a monster position.
4. **Bunk Bed Scare:** students jump in the boxes in front of them and touch their toes, then reach up and touch the sky.
5. **Closet Scare:** students will jump in the boxes behind them, then the boxes on the sides of them, then the boxes in front of them, both feet always on a box.
6. **Parents Coming:** students crouch down and try to touch their hands on the two boxes on the sides of them and hold this position.

**Modifications/teaching hints:**

- The game can be played with three students, and the third student can be Sully, who conducts monster training. Students rotate who gets to be Sully.



## Sensory Pathway

**Equipment needed:** Painted play spaces only.

**Description:** These elements can be arranged in endless patterns to provide a colorful, creative and playful way for students to build sensory pathway connections within their brains. A sensory path is a great way for kids to develop motor skills like balance, hand-eye coordination, and spatial awareness. This play space enables students to complete complex, multi-stage tasks.

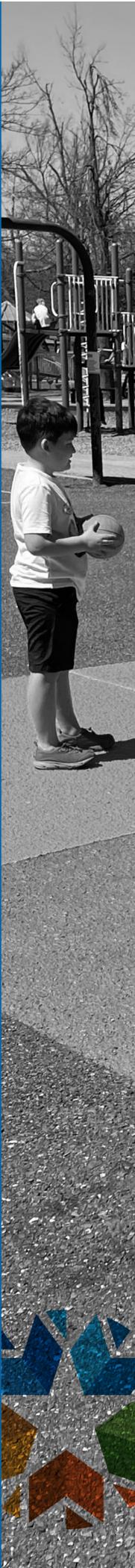
**How many can play:** One player at a time.

**Directions:**

- One student at a time would begin traveling through the Sensory Pathway.
- Once the first student gets to a certain point in the course (at least 6-8 feet away from other students), the next student can begin.
- All students who are not playing must wait on a waiting spot, which are at least 6 feet away from others.

**Modifications/teaching hints:**

- Add even more pathways to decrease student wait time and increase activity time.
- Have students complete an exercise when they return to their waiting spot marker (e.g., 15 jumping jacks, squats or push-ups).



## Components of the Sensory Pathway or Individual Activities

1. Hop stencil
2. Side jump stencil
3. Tiptoe stencil
4. Sprint stencil

### Hop



**Equipment needed:** Painted play space only.

**Description:** This is a great way to help students get their hearts pumping and encourage them to hop into a healthier lifestyle. This stencil targets balance, coordination, and agility as students hop, jump, or skip from one end of the stencil to the other.

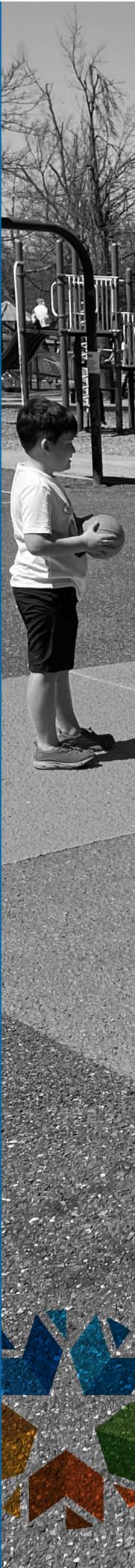
**How many can play:** One player at a time.

**Directions:**

- One player will begin hopping on each colored circle to make it from beginning to end.
- Once a player is half way through the hop sensory pathway, the next person in line can begin.

**Modifications/teaching hints:**

- Incorporate other locomotor movements to make it to the last circle:
  - o Hopping
  - o Jumping
  - o Squat jumps
  - o Single leg hops
- Encourage students to try a variety of ways to get to the circle on the opposite end such as jumping like a specific animal (e.g., bunny, kangaroo, frog, etc.).
- Allow students to move at different speeds with questions like, “How fast can they hop across?” or “Can they move in slow motion?”



## Side Jump



**Equipment needed:** Painted play space only.

**Description:** This stencil can help students develop leg strength while focusing on balance, agility and coordination. Students will jump with both feet from side to side while trying to land on the stencil footprints.

**How many can play:** One player at a time.

**Directions:**

- One player will start on one end and begin side jumping their way through the sensory pathway from beginning to end.

**Modifications/teaching hints:**

- Incorporate variations:
  - How much time does it take a student to side jump through the pathway?
  - How high can students jump while attempting to get to the next footprint?
  - One leg (hopping) vs. two legs (jumping).
  - Encourage students to incorporate their imagination and use a variety of jumping to make their way through the pathway.
  - Allow for the next person to begin once the person in front of them has made it at least half way through the pathway.



## Tiptoe



**Equipment needed:** Painted play space only.

**Description:** The goal of this stencil is to encourage students to flex their feet and tiptoe across the stencil. Students will begin on one end of the stencil and they will tiptoe their way to the end while staying balanced on the lines. Students can form a line and go one-by-one while taking turns.

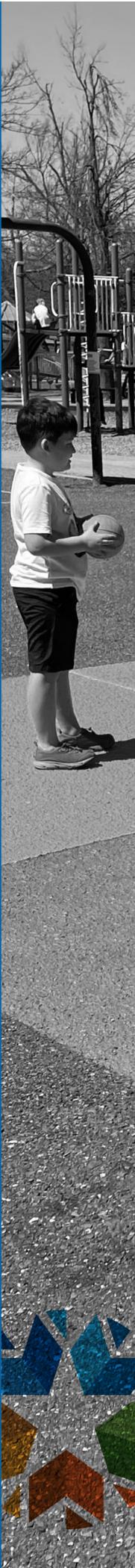
**How many can play:** One player at a time.

**Directions:**

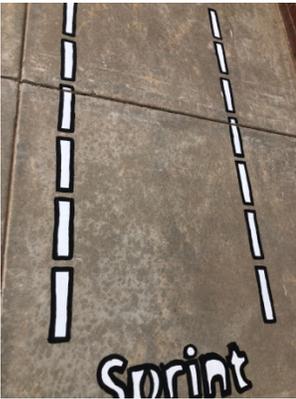
- Students will make their way through the tiptoe sensory path by flexing their feet and tiptoeing along the line from beginning to end.

**Modifications/teaching hints:**

- Time students (make it a competition to see who can complete the pathway the fastest).
- Add in different types of locomotor movement.
- Incorporate different agility ladder movements along the patterned line.
- Allow for the next person to begin once the person in front of them has made it at least half-way through the pathway.



## Sprint



**Equipment needed:** Painted play space only.

**Description:** This is a great way for students to get their heart rates up and encourage them to practice sportsmanship while social distancing.

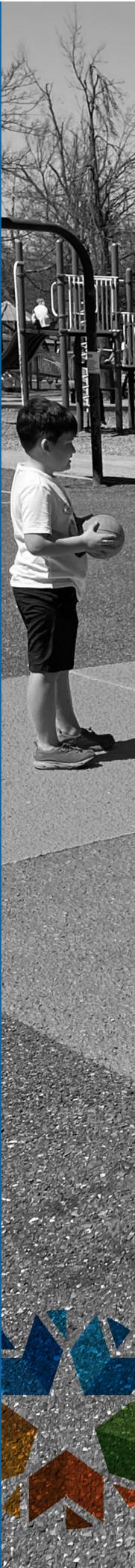
**How many can play:** One to two players.

**Directions:**

- Students will start on one side of the dotted line.
- They can either sprint by themselves or they can race with another student.
- If students decide to race one another, each student will be on a dotted line.
- The student wins if they are the first to step across where the dotted line ends.
- If a student decides to sprint by themselves, then they will start on one side and sprint to the other end.

**Modifications/teaching hints:**

- The running distance could be shorter for younger students, PreK-2, and longer for older students third grade and up.
- Incorporate other locomotor movements to make it to the end of the stencil/line:
  - Crab walking
  - Bear walking
  - Skipping
  - Galloping
  - Walking backwards
- Allow students to go at different speeds based on age and fitness skill.



## Tightrope



**Equipment needed:** Painted play space only.

**Description:** This is a great way for students to work on their balancing skills and becoming more mindful. This pathway targets balance and coordination while students focus on staying on the “tightrope” from one end of the path to the other.

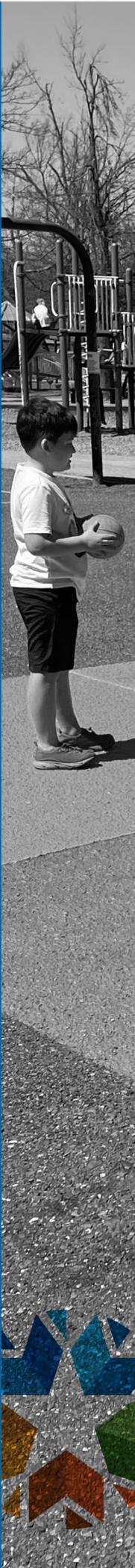
**How many can play:** One student at a time.

**Directions:**

- Students will start at one end of the pathway.
- Students will then be asked to balance on the tightrope, but following the path.
- If students lose their balance, they can keep going from where they lost balance.

**Modifications/teaching hints:**

- If a student loses balance, have them start the activity over again from the beginning. This could be for more advanced students or older students who see this movement as being easy.
- Incorporate other locomotor movements to make it from one end to other.
- Allow students to move at different speeds based on age and fitness skill.



## Fitness Stations (Jumping Jacks, Lunges, Squats)



**Equipment needed:** Painted play space only.

**Description:** These stations are good for students to get their heart rates up while encouraging them to express sportsmanship to others. These stations target muscular strength, coordination and agility. The stations are organized in a triangle shape as shown above in the picture.

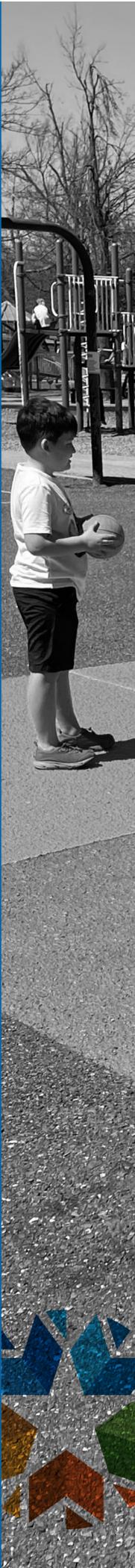
**How many can play:** One to two players.

**Directions:**

- Students can participate in this activity by themselves or with another student; however, this activity is better with two students.
- The student will stand on an exercise spot that they choose.
- If two students are playing, they will pick the oldest person's age for how many times they need to do the activities.
- The student who finishes all the activities the fastest wins the activity.

**Modifications/teaching hints:**

- The number of times students do the exercise can be changed.
- The repetitions can be the date of the day. For example, if it is December 14, students do the exercises 14 times at each station.
- The stations could be around the playground rather than having the stations all placed in a triangle shape. This could allow for more students to participate in different movements at once.
- Students will do these fitness movements at different speeds based on their age and their fitness level.



## Fitness Stations (Push-ups, Sit-ups, and Planks)



**Equipment needed:** Painted play space only.

**Description:** These stations target muscular strength and muscular endurance.

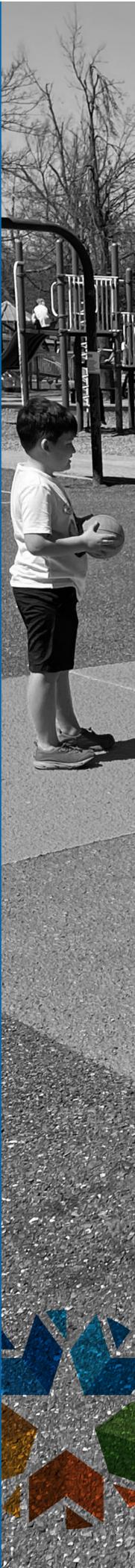
**How many can play:** Minimum of four players

**Directions:**

- Students will distance themselves in a circle around the play space area.
- Someone will be chosen as the captain and will stand 6 feet away from the play space area and close their eyes.
- Someone else will be chosen as the imposter and will raise their hand so that everyone except the captain sees who the imposter is. Everyone will sit on the ground to get ready to do one of the three exercises that is shown in the play area.
- The captain will call out one of the three exercises that everyone will perform and try to determine who the imposter is in the circle to win the game.
- The job of the imposter is to lead the other crewmates and determine the number of repetitions for each exercise. Everyone will want to pay attention to the imposter without giving away who it is and follow their lead.
- Example: The captain calls out sit ups. The imposter does 5 sit ups and everyone else does 5 and stop.
- The captain will only be allowed one guess so they must do multiple rounds before deciding whom they think is the imposter. If the captain guesses who the imposter is, the imposter becomes the captain. If the captain accuses someone else of being the imposter, then that person is the new captain.

**Modifications/teaching hints:**

- Use other actions to mimic the imposter like same facial expressions.
- The captain should not peek or try to see who the imposter is when the imposter identifies themselves to others at the beginning of the game.
- After the fifth exercise, the captain must try to guess the imposter.
- Everyone needs to take turns. Everyone can only be imposter and captain once until everyone has had their turn.



## The Grid (Modified from OPEN Resources)



**Equipment needed:** Painted play space only.

**Description:** Assign two players per grid. Players begin along one side of the grid with 6 feet of distance between them.

**How many can play:** Two players

**Directions:**

- Each level will test agility, balance, and overall ninja skills.
- The object of this activity is to step, leap, jump, or hop from spot to spot to get from one side of the grid to the other.
- Challenge Levels:
  - Level 1: Spot-to-spot using all 4 colors.
  - Level 2: Spot-to-spot using 3 colors.
  - Level 3: Spot-to-spot using 2 colors.
  - Level 4: Spot-to-spot using 1 color.
- Novice ninjas can go from spot to spot with feet partially off the landing spot. It's allowed as long as the ninja's foot doesn't touch two spots at the same time.
- Expert ninjas must go from spot to spot only touching inside landing spots – not bare floor or blacktop. Helpful tip: Print and post "The Grid Challenge" posters ([from OPEN PE Recess Matters](#)) next to the course as a reference for students.
- If students fall down, they lose their turn.

**Modifications/teaching hints:**

- Any of the four sides works as a starting point.
- Changing sides creates new challenges.
- Paint multiple grids to engage more students.



## Twister



**Equipment needed:** Painted play space only.

**Description:** This game targets coordination and agility to be able to move into the different static holds and maintain balance.

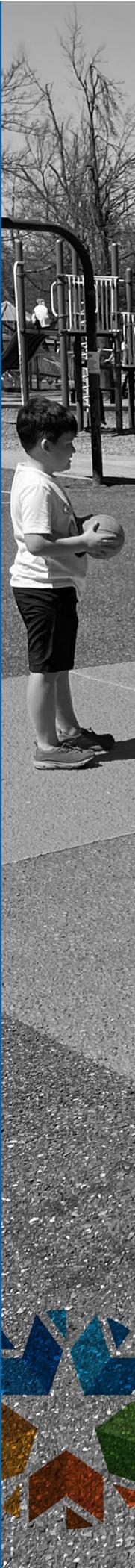
**How many can play:** Two to three students.

**Directions:**

- Students can participate in this activity by themselves or can participate in this with another student. However, this activity is better with two or three students to practice good sportsmanship.
- The students will stand on a color and one student will be calling out what the students need to do.
- For example, the student could say “left foot yellow, right hand green.” The student will then get into that position and hold it until they call another movement.
- The last student who does not fall while doing the balance movements wins the game.

**Modifications/teaching hints:**

- For those students who find this game easy, make it harder by having them do more movements at the same time.
- Students will do these balance movements in different ways based on their age and fitness level.
- Encourage students to try a variety of ways to complete their way around this stencil to make it challenging and fun.



## Figure Eight



**Equipment needed:** Painted play space only. ([Video](#))

**Description:** Everyone needs a little balance these days! Students can work on balance and motor skills with this pathway. Students will start on one end of the figure eight and begin walking on the line until they walk the entire path and finish back where they began.

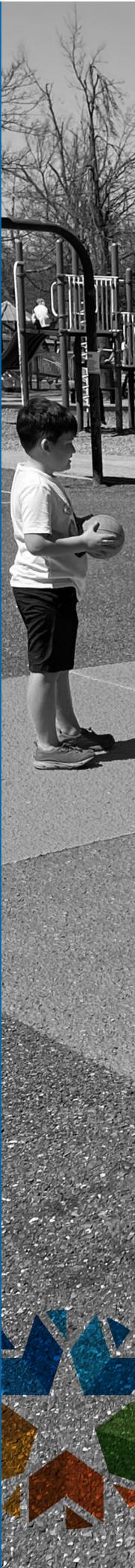
**How many can play:** One player at a time.

**Directions:**

- Players will begin on one end of the figure eight and work their way to the other end of the sensory path using a variety of movements listed below.

**Modifications/teaching hints:** (optional)

- Shuffle through the figure eight
- Walk backwards
- Jog or Sprint
- Jump, Hop, Skip, or Gallop
- Dribble a ball
- Kick a ball
- Time students to see how long it takes them to get through the stencil



## Agility Ladder



**Equipment needed:** Painted play space area only.

**Description:** This activity targets coordination and agility.

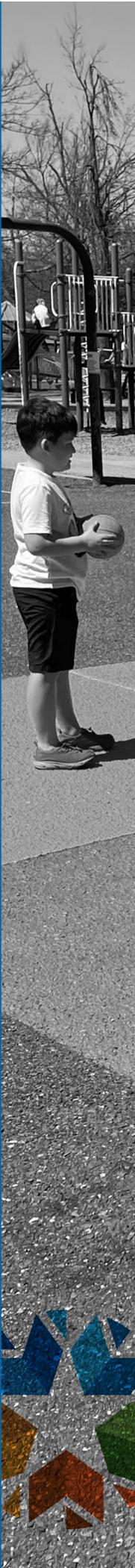
**How many can play:** One student per ladder – a captain at the end of every ladder

**Directions:**

- The captain will be the leader and stand at the end of the agility ladder with their back turned to other players.
- There will be a student at the beginning of each agility ladder that they choose, and students will follow the foot patterns.
- When the first student makes it to the end of the ladder, the next student begins.
- Everyone will continue until they are given the signal to freeze.
- At any time, the captain can call out “Freeze!”
- Everyone has to freeze on the box they are on. Then, the captain will call out one of the colors on the ground.
- Any player touching one of the colors stops the jumping sequence and doesn’t receive a point for the round.
- Students will keep track of how many times they complete a ladder and whoever completes ten agility ladders first wins the game and becomes the new captain.
- If there is a tie, students will play rock, paper, scissors to determine the captain.

**Modifications/teaching hints:**

- Have students go down and back on the ladder to count as one point.
- If there are multiple winners, increase the number of points needed to win.
- Remind students not to move after a color has been called. They have to freeze where they are standing.
- The captain should not say “freeze” every couple of seconds nor should they wait a long time to say “freeze.”
- If someone wins and they have already been the leader, continue playing the game until someone who has not been the captain wins the game.



## Dutch Jump Challenge



**Equipment needed:** Painted play space only. ([Video](#))

**Description:** This fun activity allows for students to work on their jumping skills and incorporates critical thinking skills as well.

**How many can play:** One to six players.

**Directions:**

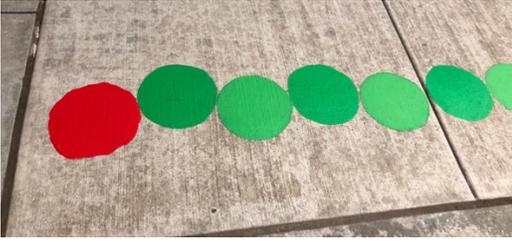
- On count one, the jumper jumps into the first two boxes. One foot in each box.
- On count two, the jumper turns his/her body right and puts both feet into the first two boxes on the right.
- On count three, the jumper turns body and comes back to the original two boxes.
- On “And,” the jumper turns body to the left and puts both feet in the first two boxes on the left side.
- On count four, the jumper turns body and comes back to the original two boxes.
- On count five, the jumper jumps forward to the two boxes in the second row. One foot in each box. The pattern continues.
- A new jumper can start when the person in front of them is finished or makes a mistake.
- If a jumper makes a mistake in the jump pattern or timing, she/he must go to the waiting spots.

**Modifications/teaching hints:**

- Students can slow down or speed up the tempo depending on skill.



## Rock-Paper-Scissors Showdown



**Equipment needed:** Painted play space only. ([Video](#))

**Description:** This painted play space is a fun and innovative way for students to incorporate exercise into a competitive rock, paper, scissors activity.

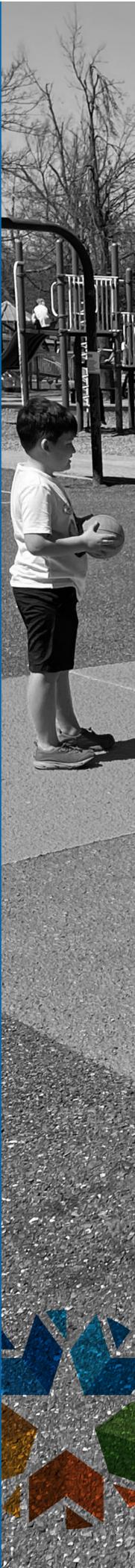
**How many can play:** Two players at a time.

**Directions:**

- Divide into equal teams.
- One student from each team goes at a time.
- Students must jump on each circle to move across the course. The goal is to make it to another teams' starting circle to earn one point.
- As the student is jumping, they will meet the other student. These 2 students play Rock, Paper, Scissors (R-P-S). The winner of R-P-S gets to continue jumping through the course.
- The student that loses then steps off of the circle and walks back to their team.
- As soon as a student steps off of a circle (off the playing course) the next person on their team can begin.
- If a student makes it to their opponents' starting circle, their team gets a point. Then, the student steps off the circle allowing the next teammate to begin and the winner goes back to the teams' waiting spots.
- All students who are not playing must wait on a marked waiting spot at least 6 feet apart.

**Modifications/teaching hints:**

- Add even more activity and have the students complete an exercise when they return to their waiting spot marker (e.g., 15 jumping jacks, squats or push-ups)
- Paint more than one R-P-S Showdown to engage more students.



## Bullseye



**Equipment needed:** Painted play space, bean bags (vinyl) or a pebble (optional). ([Video](#))

**Description:** This game is a fun way for students to work on their aim while integrating math concepts.

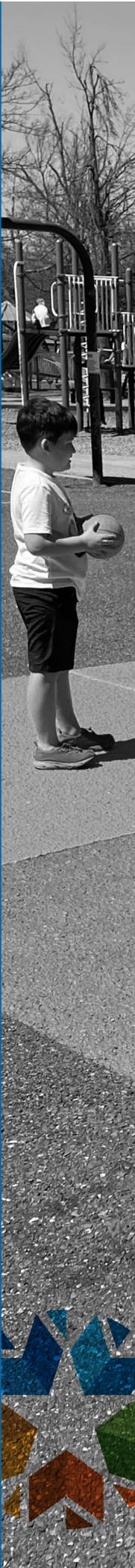
**How many can play:** Two or more players, one at time.

**Directions:**

- Each player will take turns standing behind the throw line and toss a bean bag at the bullseye.
- Each player will be given a specified number of tosses. This can vary.
- The highest score wins the game.
- The goal is to aim at a target and hit target points.

**Modifications/Teaching Hints:**

- If students are struggling, they can move up or jump to the different targets instead of throwing.
- Make a point for students hit.
- For higher difficulty, dock points if students miss the target.



## Jumping Bullseye



**Equipment needed:** Painted play space only.

**Description:** This game is a fun way for students to develop locomotor movement skills while cooperating with other students.

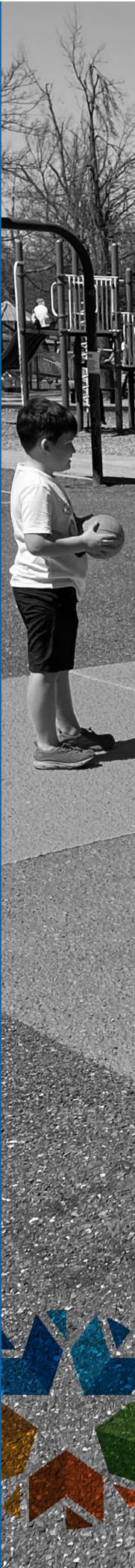
**How many can play:** Two or more players.

**Directions:**

- The first student will jump from their chosen spot, and the partner has to jump from the same starting place.
- Students will compete to see who can get the most points by jumping the farthest.
- The student with the highest score wins the game. The goal of this activity is to develop skills using locomotor movements.

**Modifications/teaching hints:**

- Students do not have to jump from the throw line as it would be very difficult to successfully jump on the bullseye, but they can choose their starting spot.



## T-Box Challenge



**Equipment needed:** Painted play space only.

**Description:** This is a great activity for students to target coordination and footwork. This play space allows for many different varieties of physical activity.

**How many can play:** Up to four people

**Directions:**

- One person will start in one of the four squares towards the middle.
- Another student, who is standing six feet away on a spot, is the “director” who will give the jumper a pattern they will perform.
- The jumper will then complete the pattern.
- If the jumper makes two mistakes, this will end their turn and the next jumper will come to the middle of the four squares.
- If the jumper gets five jump patterns in a row, he/she would become the new director.
- The director would then join the rest of jumpers and wait their turn to perform the patterns.

**Patterns for the director:**

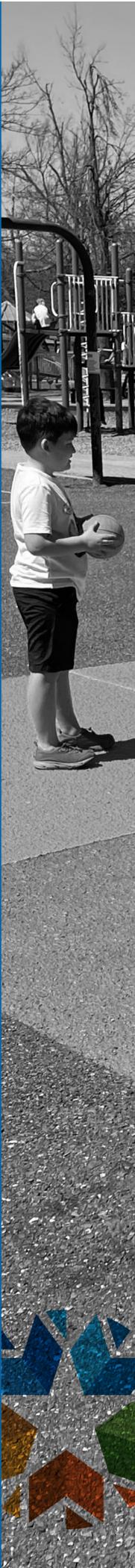
- **Tiptoe:** Stay on tiptoes and move into each of the four squares (clockwise or counterclockwise). Travel back to your original spot. Don’t step on the line.
- **Heel Walk:** Stay on the heels and move into each of the four squares (clockwise or counterclockwise). Travel back to your original spot. Don’t step on the line.
- **Hop:** Hop on one foot into each box and end back in your original spot (clockwise or counterclockwise). Don’t step on the line.
- **Crisscross:** Feet crisscross over a line and return inside the box.
- **Reverse:** Jump and turn ( $\frac{1}{4}$  or  $\frac{1}{2}$  turn) and land inside the next box. Must touch every box.
- **Rock:** One foot forward (over line) and one foot behind in original box. Move back and forth like a rocking motion.
- **Star:** Jump with both feet on each line and on the inside of each box going clockwise or counterclockwise until you are back to the original spot.
- **Bear Crawl:** Bear crawl with hands and feet on the ground and touch every box without touching the lines and return to original spot (clockwise or counterclockwise).
- **Crab Crawl:** Crab crawl and touch every box and return to original spot (clockwise or counterclockwise).

**Modifications/teaching hints:**

- Keep score, and the jumper gets one point each time they jump a pattern correctly.
- There should be a waiting area for the next jumper, and students should be distanced 6 feet apart from each other.



- Advanced students: Director may choose how many of each pattern they want the jumper to do but cannot go over five. (Ex. five crisscross jumps)
- Patterns must be taught before students can play this game.



## Four Square



**Equipment needed:** Painted play space, and one ball or deck ring. ([Video](#))

**Description:** Four Square is a four-player game that requires the elimination of other players to achieve the highest rank on the four-square court. This is done by bouncing the ball back and forth in between the four quadrants. This activity allows for students to work on their hand-eye coordination.

**How many can play:** Up to four players

**Directions:**

- The squares are numbered 1 through 4. The serve always starts from Square 1.
- Players take positions in Squares 1, 2, 3, and 4.
- The ball is served by dropping it and serving underhand from the bounce.
- If the serve hits a line, the server is out. To begin the game, the server hits the ball to Square 4.
- The player receiving the ball must keep it in play by striking the ball after it has bounced once in his/her square. They may return the ball from outside of the perimeter. They direct it to the other square with an underhand hit.
- Play continues until one person fails to return a hit or commits a foul. When someone fouls, the first child at the waiting line enters the square.
- All children advance to fill in the available square.
- **Fouls:**
  - Failure to hit a ball that bounces into one's box.
  - Playing a ball that has bounced into someone else's box.
  - Hitting the ball out of bounds or onto a line.
  - Hitting the ball into one's own box.
  - Holding the ball, catching or carrying a return volley.

**Modifications/teaching hints:**

- Four Square can be played with a ball using hands or feet.
- When using feet, students would push the ball with the instep of the foot but not the toe.
- A deck ring can be moved with student's feet instead of a ball.
- Jump Rope Four Square: Start with a student in each square with a jump rope. The player in Square 1 tells everyone when to start jumping. Whoever misses a jump first is out. Rotate like normal Four Square trying to get to the Square 1.
- Gaga Four Square: The person in the Square 1 puts the ball on ground and hits it underhanded. All players have to protect their back lines. If the ball rolls out of bounds in your square, you are out. Students rotate like normal Four Square trying to get to Square 1.



## Four Corners



**Equipment needed:** Painted play space only.

**Description:** The object of this game is to choose a number corner/colored square within the play space and attempt not to get chosen by the “Counter.” Students will perform a number of different exercises in their attempt to make it around the play space in the allotted time.

**How many can play:** Three to five players

**Directions:**

- One person will be the designated “Counter.”
- Once a Counter has been chosen, this person will then make their way to the middle of the four squares.
- The remaining players will stand along the corner edge of their square.
- The Counter will then close their eyes and count for 10 seconds.
- While the Counter is counting the remaining players that were standing in their individual corners are to skip around the entire 4-corners play space.
- Once the Counter stops counting the skipping players will stop in the square they are closest to. (Players can be in the same square.)
- The Counter must continue to keep their eyes closed and pick a numbered square (between 1-4), or a square color (blue, yellow, purple, orange).
- Whoever is in the square that is chosen will then be out.
- The game is repeated until all players are out.
- The last player standing will move to the center to take the place of the Counter.

**Modifications/teaching hints:**

- Once a square has been chosen instead of that player being “out”, they could be the next Counter.
- Allow for only one person per square at all times.
- Players count for longer than 10 seconds.
- Use a variety of movements instead of skipping: jog, walk, walk backwards, bear crawl, crab walk, jump, hop, leap, stomp, lunge, etc.



## Twenty-One



**Equipment needed:** Painted play space (including the painted spots in the key area) and one ball.

**Description:** The goal of the game is to be the first player to reach 21 points.

**How many can play:** Two to five players per game.

**Directions:**

- One player will shoot from a painted spot inside the key area. Shots made are worth two points each. A player will continue to shoot until he/she misses the shot.
- Upon missing the shot, the player will try to get the rebound before it bounces twice. If the player rebounds the ball before it bounces twice, then he/she gets a bonus shot from where the ball was caught. This bonus shot is worth one point.
- After the bonus shot, that player is finished and the next player will start shooting from a spot.
- This game continues until a player reaches exactly 21 points. Any player going over 21 points will return to 11 or 0 points.
- Students waiting their turn should be on waiting spots.

**Rules:**

- While one player is shooting, the others are waiting their turn and may not interfere with any of the shooting.
- If a player fails to get their rebound before it bounces twice, then his/her turn is over.
- The turn is over regardless of whether or not the bonus shot was made.

**Modifications/teaching hints:**

- Modify the distance of shots.
- Modify the point system.



## Around the World



**Equipment needed:** Painted play space including painted spots at each box, hash, elbow and free throw line, and one ball. ([Video](#))

**Description:** A series of shots must be made to move around the circuit to advance to the next position. The first player to make a shot at each position advances until they reach the end.

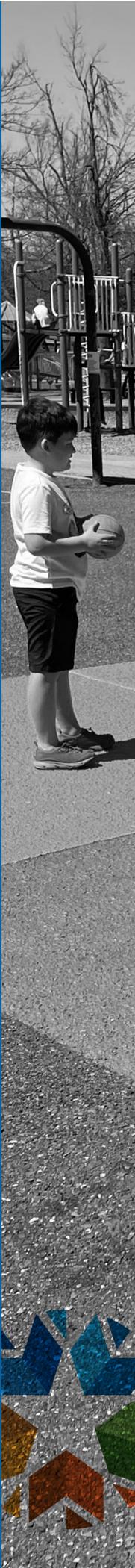
**How many can play:** One to five players - can be modified.

**Directions:**

- The first position is under the basket on the right block. The first player takes a shot from the first position. If they make it, they move to the second spot.
- The second spot is on the hash mark between the block and the free throw line (or a painted spot). If they miss the shot, it's the next student's turn.
- The third spot is the right elbow. The fourth shot is a free throw, and the fifth shot is at the left elbow. The sixth shot is on the hash mark (between the left elbow and the left block), and the last shot is on the left block.
- If a student misses a shot, they can choose to go to the end of the line.
- The player who goes to the end of the line will resume play from the spot where they missed on the previous turn.
- The first player to make a shot at all seven spots wins the game.

**Modifications/teaching hints:**

- Lower-level players can be given a “free” missed shot
- Modify the shooting spots based on the skill level acquired



## Gotcha



**Equipment needed:** Painted play space that includes a free-throw line and two balls.

[\(Video\)](#)

**Description:** This is a great activity for students to work on not only shooting, but also rebounding and passing. This painted play space also incorporates physical activity that relates to cardiovascular fitness.

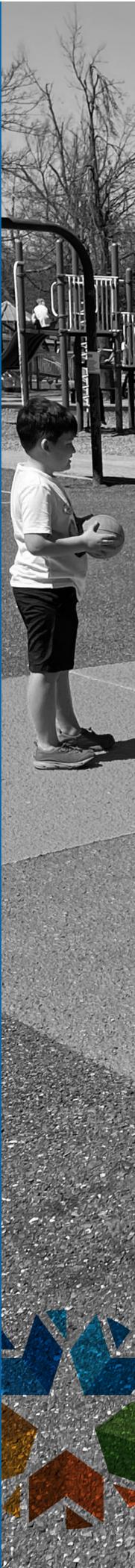
**How many can play:** Five to seven players

**Directions:**

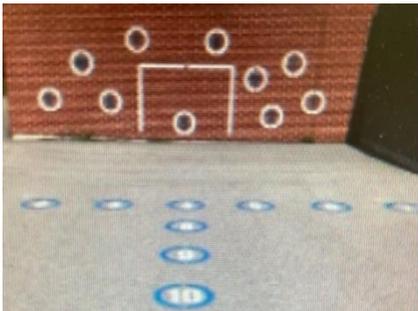
- Five to seven players are in one line starting at the free-throw line (or short line.)
- The first two students in line will have a basketball.
- The game begins when Player 1 shoots a free throw.
- If it goes in, Player 1 passes the ball to Player 3.
- Immediately after Player 1 shoots, Player 2 shoots a free throw.
- If the ball goes in, then Player 2 will pass to Player 4 and so on.
- If Player 1 misses, they must rebound and score a basket before the person next in line scores.
- If Player 2 scores before Player 1, Player 1 is out of the game. If Player 1 score before Player 2, Player 1 goes to the back of the line and continues playing.
- The last remaining player is the winner.

**Modifications/teaching hints:**

- Players can shoot closer or farther away from the goal depending on skill level.
- Incorporate exercises or conditioning activities for the eliminated players who are waiting for the next game to start.



## Wall Soccer



**Equipment needed:** One ball and painted spots on a wall and playground.

- Description: One soccer shot will be attempted at each of the five spots on the playground. Players will receive one point for each circle hit on the wall. After the five shots, the player goes to the end.

**How many can play:** One player can go at a time, but there is no limit on how many can play the game.

**Directions:**

- The first player takes a shot from the first spot.
- On a make or miss, they move to the second spot.
- The player continues to shoot at the circles on the wall from each of the five spots.
- Players will keep track of their own score.
- The first player to make seven shots wins the game.

**Modifications/teaching hints:**

- Adjust the distance from the wall.
- Use a variety of balls.
- Allow players to work in teams.
- Throw the ball instead of kicking it.

