

RECESS MANUAL



MIAMI-DADE COUNTY PUBLIC SCHOOLS
PHYSICAL EDUCATION AND HEALTH LITERACY

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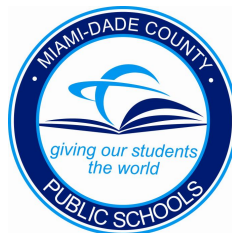
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RECESS MANUAL

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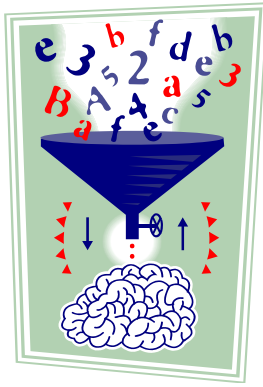
INTRODUCTION

Miami-Dade County Public Schools, in addressing the importance of physical activity in the academic process, will begin implementation of recess to ensure that all children receive the minimum requirements of daily physical activity. Pending approval at the August 17, 2005 School Board meeting, beginning August 2005, recess will be scheduled for a minimum of 15 minutes, not to exceed 20 minutes, at least three times a week for a total of 45 minutes per week in all grades, Pre-Kindergarten through five.

Recess, while separate and distinct from physical education, is an essential component of the total educational experience for elementary aged children. Recess provides children with opportunities to engage in physical activity that helps to develop healthy bodies and enjoyment of movement. It also allows elementary children to practice life skills such as conflict resolution, cooperation, respect for rules, taking turns, sharing, using language to communicate, and problem-solving in real life situations. Furthermore, recess facilitates improved attention and focus on learning in the classroom.

According to various national organizations, recess is considered an important component of a child's physical and social development. Inactivity is further considered a major risk factor for heart disease and it is now evident that patterns of inactivity begin at early ages. As a result of parents working outside the home, safety issues, and other factors, a growing number of children have limited time to participate in unstructured play in their neighborhoods. They spend more time watching TV, playing computer games, and/or participating in other sedentary activities. The result of this inactivity, coupled with poor nutritional habits, is that more children are overweight and obese, showing early signs of heart disease, diabetes and other serious health problems. The involvement of young children in daily physical activity during school hours is critical for their current and future health.

Recess also provides the opportunity for students to develop and improve social skills. During recess, students learn to resolve conflicts, solve problems, negotiate, and work with others without adult intervention. Cognitive abilities may also be enhanced by recess. Studies have found that students who do not participate in recess may have difficulty concentrating on specific tasks in the classroom, are restless and may be easily distracted. In addition, recess serves as a developmentally appropriate strategy for reducing stress. Contemporary society introduces significant pressure and stress for many students because of academic demands, family issues, and peer pressures. (National Association for Sport and Physical Education, 2001)



COGNITIVE BENEFITS OF RECESS

An overview of related research showed that recess is beneficial to children in several ways: including brain development, learning, health and physical development, social and emotional adjustment, and language development. The findings are summarized below:

- The cerebellum, the area of the brain responsible for voluntary physical movement is connected by neurons to all parts of the cortex, the area of the brain responsible for higher order thinking. Nearly 80 studies have suggested a strong correlation between the movement and memory, spatial perception, language, attention, emotion, nonverbal cues, and decision-making (Jensen, 1998).
- Kinoshita (1997) found that physical activity stimulates the release of a chemical, called BDNF (brain-derived neurotrophic factor) that enhances the ability of neurons to communicate with one another. It also enhances one's mood and assists in long-term memory formation.
- The brain operates on a 90-110 minute cycle (Klein & Armitage, 1979; as cited in Jensen, 1998) and at the ebb portion of the cycle, a mental rest is in order. Rossi and Nimmons (1991; as cited in Jensen, 1998) found that mental breaks of up to 20 minutes several times a day increased productivity.
- People learn better when new material is presented over discrete time periods with a change in activity between learning periods (Toppino, Kasserman, & Mracek, 1991). Children need a more pronounced break in activity, such as engaging in physical activity between sedentary learning periods (Pellegrini & Bjorklund, 1997).
- Studies have shown that children who engage in more physical activity throughout their school day perform better than those who spend more time in instruction (cited in Jensen, 1998).
- Studies have shown that elementary school age children are more attentive to their teachers and schoolwork after they have had recess (Jarrett, Maxwell, Dickerson, Hoge, Davies, & Yetley, 1998; Pellegrini & Davis, 1993; Pellegrini, Huberty & Jones, 1995).
- Physically active children have greater aerobic endurance and muscular strength while inactive children weigh more and have higher blood pressure than active ones (American Heart Association [AHA], 1999).

- The burst of high-intensity physical activity noted in children's behavior during the first 6 to 7 minutes of recess (Pellegrini & Davis, 1993) enhances their muscle growth, aerobic endurance, gross motor coordination, and the growth of the heart, lungs, and other vital organs (Clements, 2000).
- Physically active children are more likely to become physically active adults, continuing the related health benefits (AHA, 1999).
- Research has shown that through play on playgrounds, children develop social and emotional skills, increased imagination and creativity, increased discovery, reasoning, and manipulative skills (Rogers & Sawyers, 1988). Positive social relationships in school also facilitate learning, students' positive association with school (Sprengrer, 1999), and academic achievement (Pellegrini, 1992b).
- The playground during recess is one of the few places where children can actively confront, interpret, and learn from meaningful social experiences (Jambor, 1994). Jarrett and Maxwell (2000) report that educators and counselors theorize that in organizing their own games, children learn respect for rules, self-discipline, control of aggression, develop problem-solving skills, practice leadership, and resolve conflicts.
- Recess is the only time during the school day when children can determine and organize the direction of their own activities (Ladd & Price, 1993). This period of self-determination provides children with a sense of control and positive self-esteem. According to Jensen (1998), a lack of control over events is related to impaired problem-solving abilities.
- Students permitted to play freely with peers learn how to resolve and avoid conflicts. They also develop skills for seeing others' points of view, a necessary element that leads to accommodating others (Rogers & Sawyers, 1988).
- When playing outdoors, children engage freely in language. Competent language skills enhance students' abilities to further develop good reading and writing skills (Waite-Stupiansky, 1997).

A review of research has overwhelmingly found recess to benefit elementary school-age children. While the myriad benefits of recess could be met in other ways, there is no other single venue that can provide all of them. Recommendations for children's daily physical activity have been developed by several professional organizations and regulatory agencies. These include: The Centers for Disease Control and Prevention (CDC), the National Association for Sport and Physical Education (NASPE), the National Association for the Education of Young Children (NAEYC), and the American Association for the Child's Right to Play (IPA USA).



GUIDELINES FOR RECESS

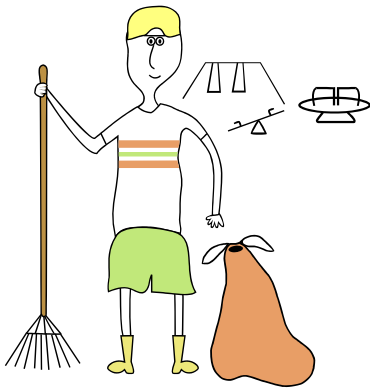
Based on a review of literature, and best practices, the following guidelines are provided to ensure a safe and productive implementation of recess.

- Pending School Board approval, beginning August 2005, MDCPS will implement recess for a minimum of 15 minutes, not to exceed 20 minutes, at least three times a week in all grades, Pre-Kindergarten through five. This is in addition to the regularly scheduled physical education instructional classes, which provide a sequential instructional program.
- Recess should not replace physical education. Recess is unstructured playtime where children have choices, develop rules for play, and release energy and stress.
- Schools will develop general safety and supervision procedures for recess and for safe and proper use of all playground equipment. Playgrounds not meeting specifications should not be utilized until requirements are met.
- Principals should use his/her discretion to develop schedules that provide for supervised daily recess in grades Pre-Kindergarten through five.
- Recess will be conducted outdoors when weather permits. In the case of inclement weather, appropriate recess activities will be conducted indoors.
- Physical education teachers, or District support staff, will provide technical assistance to classroom teachers in grades pre-Kindergarten through five to assist with the implementation of the recess period.
- Recess should not be viewed as a reward, but a necessary educational support component for all children.
- Students should not be denied recess as a punishment or to make up work.
- Children should accumulate 30-60 minutes of physical activity on all, or most, days of the week. This should be periods of moderate to vigorous activity in several bouts of age appropriate physical activity lasting 15 minutes or longer each day. The 30-60 minutes of physical activity is a combination of recess, physical education, and out-of-school activities.
- Adults should intervene when a child's physical or emotional safety is an issue. Bullying or aggressive behavior must not be allowed and all safety rules should be enforced.

CONTRACT ISSUES

Please make sure to take the following into consideration as you prepare for recess:

- A certified teacher must always supervise children
- Classroom teachers must maintain planning periods
 - Planning time occurs during art, music, and physical education
 - Spanish and Media are NOT planning times
- Teachers must have 30-minute duty free lunch
- Working hours cannot be extended



GUIDELINES FOR THE INSPECTION OF PLAY AREAS

To maintain student safety at all times, it is recommended that school personnel inspect the play area and playground equipment at the beginning of each day, ensuring that it is safe and ready for use. This responsibility will be assigned by the school principal and assisted by the physical education teacher(s).

Daily inspection of the play area and playground equipment will include the following:

- Inspect play area for holes, broken glass, other objects, ants, and other insects.
- Remove litter and debris from the student play area.
- Inspect playground equipment and fall zones for worn or damaged equipment and unsafe landing surfaces.
- Inspect fences for protruding wires
- Inspect trees for broken or hanging branches.
- **ALL NEEDED ACTION AND REPAIRS SHOULD BE REPORTED TO THE PRINCIPAL IN WRITING. BE SPECIFIC ABOUT WHAT EQUIPMENT IS IN DISREPAIR.**
- Additional information regarding recess safety procedures can be secured from The American Association for the Child's Right to Play, http://www.ipausa.org/recess_procedure.htm



SUGGESTIONS FOR PLAYGROUND SAFETY AND SUPERVISION

- *FOLLOW ALL MIAMI-DADE COUNTY PUBLIC SCHOOL REPORTING PROCEDURES IN CASE OF AN ACCIDENT OR ILLNESS.*
- Report to the principal any injuries or illnesses that occurred during recess.
- All playing areas should be inspected daily to insure that they are free from broken glass, rocks or other safety hazards.
- Allow for sufficient space between playing groups.
- Encourage and reinforce good behavior during recess.
- Do not permit students to retrieve balls outside of the supervised play area, which may go into the street or other unsafe areas.
- No eating of any kind or chewing gum should occur during activities.
- In order to participate in any activity, proper footwear should be worn at all times.
- Teach students to stay away from animals that wander into the playing area.
- Maintain visual supervision at all times.
- Be alert at all times.
- Do not become distracted talking to students or other adults.
- Refrain from using a fence for a turning line in races or relays.
- Students must leave the field area during thunder, lightning or rain.
- Students should go inside when lawn equipment is in operation.
- Teach students to terminate activities when a designated signal is given.
- No contact sports are permitted.
- Equipment should be used for intended purposes.

TECHNIQUES TO MAINTAIN APPROPRIATE BEHAVIOR

- Establish a routine for students when entering and leaving the playground area.
- Establish a starting and stopping signal for activities.
- Establish a routine for distributing and collecting equipment.
- Establish a quick way for selecting partners, teams, and groups.
- Make sure students are on task.
- Establish class rules and have them posted.
- Establish consequences for breaking rules.
- When leading students to and from the playground area stay behind students and have occasional stopping points.
- Always be consistent when adhering to rules and procedures.
- Always be in position to observe the entire class.

TECHNIQUES TO DECREASE INAPPROPRIATE BEHAVIOR

- Desist – a verbal statement that tells a student to stop doing something.
- Time-outs – withdrawal from group for a specified amount of time.
- Behavior Contract – formal agreement between teacher and student.
- Phone call or letter to parents – describing or listing specific violations.
- Involving the Administration – as a last resort.





RULES FOR PLAYGROUND EQUIPMENT USE

Balance Beams

- (a) Only one person on the beam at a time.
- (b) Travel in the same direction.
- (c) Do not use when wet.

Climbing Bars

- (a) Keep at least one hand on the bars at all times.
- (b) Hold bars with the thumb locked around the bar to meet opposing fingers.
- (c) Climb down from bars; do not drop or jump off.

Horizontal or Arched Ladders

- (a) Only one person on the equipment at a time.
- (b) Travel in the same direction.
- (c) Hold bars with the thumb locked around the bar to meet opposing fingers.
- (d) Do not stand or sit on the top of the ladder.
- (e) Do not hang by legs.

Horizontal Bars

- (a) Only one person on the bars at a time.
- (b) Keep at least one hand on the bars at all times.
- (c) Hold bars with the thumb locked around the bar to meet opposing fingers.
- (d) Do not stand or sit on top of the bars.
- (e) Do not hang by legs.

Fire Poles

- (a) Only one person on the pole at a time.
- (b) Slide down the pole; do not jump.

Parallel Bars

- (a) Only one person on the bars at a time.
- (b) Travel in the same direction.
- (c) Do not stand on the bars.

Slides

- (a) Only one person on the slide at a time.
- (b) Slide down feet first.
- (c) Do not stand or walk on the slide.
- (d) Climb up rungs or steps; do not climb up the slide.

SAMPLE AGE APPROPRIATE ACTIVITIES FOR RECESS



SPATIAL AWARENESS GAMES

NAME OF ACTIVITY: HOOP TAG

Have students get in groups of 4, inside a hula-hoop, held waist high. Select one group to be the taggers. When the teacher gives the signal, all groups must move simultaneously, and try to avoid the taggers. If a group is tagged, they must perform a selected locomotor movement for a prescribed number of repetitions and then return to the game. After a few minutes, select a new tagging group and play again.

NAME OF ACTIVITY: CITY DRIVE

Give each student a hula-hoop and have him or her stand inside. Students will pretend they are driving around the city. Students are expected to drive their cars safely, in their own personal space, without bumping into others. If they are not safe drivers, they will be asked to go to driving school and perform an exercise and then return to the game.

CUES:

- Can you drive in a zigzag pattern?
- Can you drive in a curved pathway?
- Can you drive forward, backward, or sideways?
- Can you drive at a low level or a high level?
- Can you drive while hopping, skipping or jumping?



SMALL GROUP GAMES

FOUR SQUARE/BOX BALL

Space: Hard Court

Equipment: Playground balls or tennis balls

Formation: Four players, one in each square, no more than six players per square

Description: The player in square No. 1 is the server and must stay behind this line when serving. The serve always starts from the No. 1 square. The server serves the ball underhand to any of the other players; they must return it underhand to any other player without missing, hitting the ball wrong, or letting it go out of the four squares. Whoever causes the ball to miss goes out of the game and a new person enters into the No. 4 square (or the person who missed goes to the No. 4 square). Everyone else moves up one square. The object of the game is to get into the No. 1 square and stay there as long as possible.

CIRCLE STRIDE BALL

Space: Field Area or Hard Court

Equipment: Volleyballs

Skills: Batting a ground ball with the hands without bending the knees

The players stand in stride position in a circle, with feet touching neighbor's feet. (No more than six students per circle). The object of the game is to bat the ball, which is placed on the ground in front of a player, in such a manner that it will pass between the feet of another player. Players may use fist or open palm.

Players attempt to prevent the ball from going between their feet by batting it toward another player. Anyone who permits the ball to go out between their own feet has a point scored against them.

Players may not bend their knees or move their feet in guarding their territory. Anyone doing so has a point scored against them.

The player with the fewest points at the end of the playing time is the winner.

HOP-SCOTCH

Space: Hard Court

Equipment: A beanbag, pebble, bottle-cap or similar flat object

Skills: Tossing at a target, hopping on one foot.

It is best to play the game with a very small group, three or four, so that students do not have to wait too long for a turn. Each player should have some object to toss which he/she can identify.

The first player throws the object into the number one block. If successful in getting it inside the lines, the player hops **over** this block and then hops into every block in order. Where there are two blocks side by side, go into both at the same time; that is, jump and land with one foot in each box. Upon reaching the end blocks, the player jumps into the air, turns about where the object is. The player then picks up the object, hops into this block and hops out. The player throws the object into the number two block, hops into another one, hops over two and continues as before. Each time the player starts over, the object is thrown into the next higher block. Play continues until a “miss” is made by any of the following:

- Tossing the object so that it lands on a line or in the wrong box
- Stepping on a line
- Putting down the other foot, except in double blocks
- Changing feet
- When a player misses, except on the first toss into block one, the object is left in the block where it was when missed.
- The first player to get the object to the end block is the winner, provided each person in the group has had at least one turn.

There are many different variations of Hop-Scotch. Any of the above or similar patterns may be used. The directions given here are the ones most commonly used by Miami-Dade County students.

TETHER BALL

Space: Hard Court

Equipment: Tether ball attached to a rope and a 10' portable volleyball standard

Skills: Batting a ball with the open hand

Space: A circle 20' in diameter divided by a center line

Players stand in opposite sides of the circle.

The server chooses on which side of the court to stand and the direction the server intends to serve the ball.

The server starts the game by tossing the ball into the air and striking it with an open hand or fist. As the ball travels around the pole, the server tries to hit it again and again in the direction of the original serve.

The opponent tries to hit the ball back in the opposite direction and wind the rope around the pole. The ball is not considered in play until the server's opponent hits the ball. This makes it impossible for the server to win the game by winding the ball completely around the pole before the opponent has had a chance to strike it.

The player who first winds the rope completely around the pole so that the ball touches the pole above the five foot foul line wins the game.

FOULS (causing the game to go to the opponent):

- Hitting the ball with any part of the body other than the hands or forearms.
- Stopping continuous play by holding or catching the ball.
- Touching the pole with any part of the body.
- Stepping out of the playing zone.
- Throwing the ball.

The winner of the game becomes the server for the next game.

A set consists of two games won out of three.

RELAYS



VARIATIONS

Ball Bounce Relay - bounce a large rubber ball while walking to the turning line, then pick up the ball and run back.

Overhead Relay - the first person passes a ball over their head to the next person. It is passed to each player in turn. EVERYONE must handle the ball. The last person runs to the turning line, crosses it, runs back and stands in front of their own team, behind the starting line (the team keeps moving back to make room) and passes the ball overhead to the next person. This continues until all are back in their original places. It is a foul if the ball is passed without all players having handled it. A foul disqualifies the team.

Over and Under Relay - this is like the Overhead Relay except that alternate players pass the ball between their legs instead of over their head.

Under the Leg Relay - the ball is rolled by the first player through the legs of the entire team. The last player in line picks the ball up and runs around the designated marked line and returns to the front of their line and continues rolling the ball until all players have finished their turn.

Roller Coaster Relay - three students join hands and run together to a marked line and return to the starting line. The first: "Roller Coaster" returning wins. Each team of three students represents a "Roller Coaster". This "Roller Coaster" is disqualified if any of the three students separate (drop hands). The technique of turning without dropping hands must be taught before starting. One student should be designated as the leader to lead in the turning of the "Roller Coaster".

Driving the Pig to Market - the first player in each line holds a broomstick, or Indian Club. A soccer ball is placed on the starting line. On the starting signal, the first player pushes the ball (pig) with the stick or club, until the ball passes over the starting line. Then the player picks up the "pig", carries it back, places it on the starting line, hands the club to the next person, and goes to the end of the line. This continues until everyone has "driven the pig to market" and returned to place in line.

Fetch and Carry Relay - draw a 2' circle about 15 inches front of the starting line. 15' beyond that, draw another circle. In the nearest circle, place 3 beanbags, deck tennis rings or other objects. The first player in each line runs to the first circle and, one at a time, carries the three beanbags to the other circle and places them in it. Then that player runs back and tags the second player. The second player runs to the far circle and one at a time replaces the beanbags in the first circle. This continues until each has had a turn and returned to their own position.

Put and Take Relay - the first person in each line has a beanbag or other object. On the starting signal, that person runs forward and “puts” the beanbag on the ground just behind the goal line, then runs back and tags the second person. The second person runs forward and “takes” the beanbag back to the next player. This continues with alternate players “putting” and “taking” the beanbag.

Obstacle Relay - identical obstacles are set up in front of each team. An Indian Club can be used to turn around, a rolled up mat to jump over, a ball to bounce three times, and so on. Let the students think of their own obstacles.

Human obstacles are fun, too. There might be one to run around, one standing straddle whose legs the runner would crawl between, and so on.

Relay for Skill Practice - most of the game skills can be practiced in relay formation. This gives the students an opportunity to practice their skills and have fun at the same time.

In using relays, have starting lines and finish lines clearly marked. There might be an official “Marker” appointed in each class to take care of such details.

SIMPLE RELAY

Space: Field Area

Equipment: Cones

Skills: Turning and running in the opposite direction, observing relay rules.

The teams line up in single file behind the starting line. There should be the same number on each team. On the starting signal, the first person in each line runs forward, crosses a marked line or runs around a cone, turns around, runs back, tags the extended hand of the second player, and goes to the end of the line.

The 2nd person in line then runs to the marked line or cone and back, tags the 3rd person and goes to the end of the line. This continues until everyone is back into their starting place. When the last person returns to the line, everyone in line raises their hand to show that the team is finished. The first team finished is the winner.

It is a foul:

1. For any player other than the first one to run before being tagged.
2. For a runner to turn back before crossing the finish line.

One foul disqualifies a team. It is difficult for students to control the impulse to run too soon, or turn back too soon, but if the rules are enforced and the teams are disqualified every time there is a foul, the students will soon learn!

RESCUE RELAY

Space: Field Area

Equipment: Cones

Skills: Running with a partner

Formation: Relay formation

The 1st person in each line runs to the goal line, then runs back and grasps the hand of the 2nd person in line and runs with the person to the goal line. The 1st person remains there and the 2nd person goes back and gets the 3rd person. They run together to the goal line, then the 2nd person stays there (behind the 1st person) while the 3rd person goes back to get the 4th. This continues until each player in turn has been escorted (by the person in front of them) to safety. The first team to get lined up behind the goal line is the winner.

Teach the rescuer to turn before they grasp the hand of the next person, otherwise they may fail to grasp the hand which will be on the inside when they are side by side, making it difficult to run.

ATTENTION RELAY

Space: Field Area

Equipment: Cones

Skills: Running, circling a marker, stopping quickly

Formation: Six or Seven teams lined up in relay formation

Divide the class into six or seven equal teams, no more than 5 students per team. The teams line up in relay formation. Players in each team are numbered consecutively from front to back.

The leader says "Attention - number 5 (or any other number)!" All number 5's then run out of the line to the right, run forward and around the cone on the turning line, back to their own line, keeping to the right, around the end of the line back into their own line. The first number 5 to come to attention in their own place gains a point for their team.

Numbers should be called at random, sometimes calling a number twice in succession, so that students must pay attention throughout. Care should be taken, however, to see that all get an equal number of turns to run.

The team with the most points has "paid the best attention" and is the winner.

HOOP GUARD

Space: Field or court area

Equipment: 1 hula-hoop and 3 beanbags per group

Divide students into groups of three. Each group has a beanbag and hula-hoop. One player is on defense and will stand about 4-6 feet in front of the hula-hoop. The other two players are on offense and each will stand side by side on a poly spot about 4-5 feet apart and 4-5 feet from the defensive player. The offensive players will pass the beanbag back and forth and attempt to score a point by throwing the beanbag into their opponent's hoop. The defensive player can deflect or catch the beanbag, but if it drops into the hoop, the offense scores a point. When the offensive team has completed their 3 attempts, rotate positions and play again.

TIC TAC TOE RELAY

Divide students into groups of 9. Set up hula hoops in tic tac toe formation for each group. Have each group stand behind a cone next to their set of hoops. Teacher calls out various formations such as: vertical, diagonal, horizontal and all play. The first team to get in the stated formation is the winner.



LARGE GROUP GAMES

SHARKS

Place a number of hula-hoops around the playing area. Students are scattered throughout area and performing a specified locomotor movement. When the teacher yells “shark” students must quickly find an island [hoop] to stand in. More than one student may stand in a hoop. As the game continues hoops will be removed. Students’ work cooperatively to ensure all students safety finds a hoop space. Remove only enough hoops to keep the game safe.

Variation: Choose one student to be the shark and he/she will try to tag others before they find an island. All students who are tagged also become sharks.

SHAPE UP

Place circle, stars, squares, etc. of different colors in the playing area. Students spread out in playing area and perform a specified locomotor movement. On the teachers signal each student picks up a shape. The teacher will ask the students to find someone with the same shape, same color, same shape and color, different shape etc.

HIGH FIVE RECALL

Partners face each other 15-20 ft. apart. Using a locomotor movement students meet in the middle and give each other a high five and return to line. The teacher then calls out a new locomotor movement. The student must do previous movement and then new movement. This continues using various locomotor movements and repeating all calls.

NUMBER HUDDLE

Students stand in a scattered formation. The teacher will roll foam dice. Students will form a huddle matching the number on the dice. If dice are not available the teacher will clap her hands and students must form groups matching the number of claps.

PASSING BY

Cones are scattered around the playing area. The challenge is to use various locomotor movements see how many different cones each student can touch in a set amount of time. Add poly spots and have students circle a cone and touch a poly spot. You may also divide the class into two groups. One group will be the tree cutters and will push the cones over while the other will be the tree planters and will put them back up. At the end of a set amount of time see which group is the winner.

CAPTURE 4

Place 25-30 beanbags or deck tennis rings in the center of the field. Place 8-10 hoops equal distance from the center. Line up three students behind each hoop. The first student runs to the center and retrieves an object and places it in their hoop. The next student has the option of retrieving an object from the center or from another team's hoop. Students may retrieve only one object at a time. The first team to place 4 objects in their hoop is the winner.

THROW AND RUN CHALLENGE

Divide class into groups of 3. Each group will choose 4 cones and a ball to throw. The 4 cones need to be set down as if on a line approximately 20-30 feet apart. Two cones will be used for the throwers and two cones for the runner. The runner's cones should be a few feet closer. On the signal, the throwers begin to play catch, counting how many throws they make. Also at the signal, the runner counts how many times he/she can run back and forth from cone to cone. After 30-40 seconds have students stop and compare scores and then rotate positions.

GROUP SOCCER

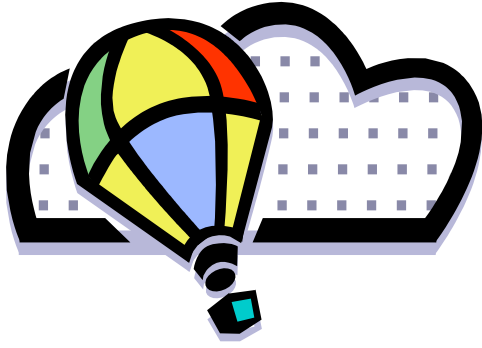
Divide class into groups of 3 and give each group a ball. In an area approximately 75 square feet make four goals. The object of the game is to have each group link arms and try to score as many goals as possible in 2-3 minutes. Before a goal can be scored all members must kick the ball.

WINNERS' COURT

This game can be played using either box ball or volleyball skills and with or without a net. There are 3 teams of 6 in this game. One side of the court is the winners' court and all serves will come from this side. The server will be about 15-20' from the center of the court. Team 1 will start in the winners' court and will serve to team 2. Team 3 will be on the sideline next to team 2. The sideline team should always be next to the receiving team because that is where the sideline team will always enter the game. If the receiving team wins the point they will go to the winners' court and serve to the team that was on the sideline. If the winners' court team wins the point they will stay and the sideline team takes the place of the receiving team.

CROSSOVER

Divide class into two teams. One team [the runners] begins at one end of a designated area, and the other team [the taggers] is at the other end. On the signal, the runners try to cross over the other team's end line without being tagged. Hoops are spread out in the designated area and may be used as safety hoops [no tagging]. If a student is tagged before getting to a safety hoop or crossing over the end line they must return to the starting line. Play the game for 2-3 minutes then switch roles.



PARACHUTE ACTIVITIES

“RIPPLES AND WAVES”

To make “ripples,” put the class into a circle around the parachute. Have the children grasp the edges firmly with both hands, palms down, and at waist level. Now, shake the parachute vigorously! (This is a good warm-up). To make “waves,” have half the class raise its end of the parachute while the other half of the class lowers its end of the parachute. Repeat with each half of the class doing just the opposite of what they did before.

Variation: Students number off starting with “1.” As the ripples and waves are formed, teacher calls out a number or series of numbers to run under and across to the other side.

“MERRY-GO-ROUND”

Have the children grasp the parachute with one hand and all face the same direction. On your signal, the class will go around in a circle using whatever form of locomotion you call out. On your next signal, the class will pivot in the opposite direction, re-grasp with the other hand, and continue.

“THE UMBRELLA”

Begin with the parachute flat on the floor. The class is in the stoop position grasping the edges of the parachute. On the signal, everyone - without moving his or her feet - stands up pulling the parachute off the floor and raising their arms to full extension overhead. The parachute will billow overhead like a big umbrella. Keep the arms extended and do not let go or walk around toward the center.

“POPCORN”

Follow the same procedures as in “Ripples and Waves”, except that any number of balls are thrown on top of the parachute. The bouncing balls will sound and look like popping popcorn. (This gives the arm and shoulders a good workout).

“BATTLE BALL”

Use the same formation as in “Ripples and Waves.” Divide the class into two teams such as the Greens and the Blues. Place one ball in the center of the parachute. On the signal “Go,” both teams try to shake and bounce the ball off the parachute on the other team’s side.

“CHANGE PARTNERS”

Number the class off into fours (1-2-3-4) and follow the instructions given for making the “umbrella.” When the parachute is in the full extension overhead, call any number from 1 to 4. The numbers called will change places with each other by running under the umbrella to their new positions. When the numbers just called are in their new positions, repeat the same process again and call different numbers to change this time. Repeat until all the numbers have been called. Later, you can have the children perform different locomotor skills (skipping, jumping, hopping, etc.) as they change positions.

“THE FLOATING CLOUD”

Follow the same procedures as in making an umbrella. When the students’ arms are in full extension and the parachute is in the full umbrella position, on your signal the class will turn loose at the same time and let the parachute glide to the floor.

“THE MOUNTAIN”

Have the students follow the same procedure for making an umbrella. When the parachute is in its peak position, have the children pull the edges of the parachute to the floor and place their knees on the edge of the chute and hold their arms in the air.

“INSIDE THE MOUNTAIN”

Follow the same procedure for making a mountain. When the chute is in its peak position, have the class pivot in place (turn halfway around), kneel down, and pull the parachute down in front of them. Keep the knees on the edge of the parachute to keep the air inside.

“NUMBER CHANGE”

Use the same procedure for making the “mountain.” When the children pull the parachute over them, have them sit on the edges and lean back against the parachute. The children are numbered off 1-2-3-4. When a number is called, these children will change places by crawling under the parachute.

“PEEK-A-BOO”

Use the same procedure for making “inside the mountain,” except the children will lie on their stomachs with their heads inside the parachute and their forearms on the edges. On the signal “Out,” everyone at the same time will poke their heads outside the parachute. On the signal “In,” they pull their heads back in.

“THE WAVE”

To make the wave go smoothly all around the circle is a real team effort in timing and staying alert. Begin with everyone holding on to the parachute and in a stoop position. On the signal “Begin,” an appointed student (A) stands with his or her arms straight overhead. The person (B) next to the appointed student begins his or her stand when (A) is halfway up. When (B) is standing tall, (A) should be halfway down and (C) should be halfway up. Continue this motion, person to person, all the way around the circle. This takes practice, but is a lot of fun.

“HOT AIR BALLOON” (Mushroom)

Use the same procedures as in the umbrella. As the students stand and raise their arms to full extension, they should all walk toward the center 4 to 5 steps. The parachute will billow up toward the ceiling like a big balloon. As the chute starts to deflate, they move back to their starting position.

“HOOP BALL”

Using the same formation as in “Ripples and Waves”, divide the class into two teams. Each team will have a different color ball. Place a hula-hoop and each ball in the center of the parachute. On the signal “Go,” each team will try to shake the parachute and bounce their ball through the hula-hoop. Points may be awarded each time a team’s ball goes through the hoop.

SHORT JUMP ROPE ACTIVITIES



INTRODUCTION

Jump rope has become one of the most popular cardiovascular fitness activities. It can be performed indoors or outdoors, requires a minimum amount of space, is inexpensive and very simple to use. Rope jumping can be adapted to meet the needs of the highly skilled athletes as well as the needs of participants with some physical limitations.

GENERAL JUMPING HINTS

- Hold rope loosely, using thumb and index finger for control.
- Elbows remain in at waist level with arms extended sideways at about a ninety degree angle.
- The body should remain erect but flexible.
- Use circular wrist motion to turn the rope.
- Jump on the balls of the feet with a soft landing. Flat-footed landings can cause ankle, knee and shin problems.

BEGINNING ROPE JUMPING

- It is not uncommon for beginning participants to experience difficulty handling the ropes.
- Difficulties may involve snapping, slamming or whipping the rope or using only one arm.
- There are a variety of teaching techniques that can be used to help participants experience early success. The following step-by-step progression can be used, or any one of the following procedures may help the participants:
 - Turning the rope over the head of the jumper and catching it under the toes.
 - Holding the rope stationary, jump forward and backward over the rope.
 - Swinging the rope slightly, jump backward and forward over the rope.
 - Increasing the swing gradually until a full turn of the rope is attempted.
 - Holding the hands together on one side, swing or twirl the rope.
 - While swinging the rope to one side, jump in place as rope touches the floor.
 - Turning a long rope, the turner matches the rhythm of the jumper. Standing next to a jumper, outside the rope, a participant matches the rhythm of the jumper.
 - Jumping to the sound of the rope as it touches the surface.
 - Exploring individuals' ideas.

SUGGESTED STUNT PROGRESSION

- The participants may want to try each stunt first without the rope.
- The participants can try the stunts with the rope when they feel they are ready (stunts are easily learned after basic skill is experienced).
- A teacher or skilled participant's demonstration helps when the student is told what to look for in the demonstration.
- The participants analyze the skill.
- The skill is demonstrated again.

MOTIVATION

THERE ARE VARIOUS WAYS TO MOTIVATE INTEREST IN ROPE JUMPING, SUCH AS:

- Using music, it should have a good strong beat.
- Observing videotapes, films, slides, film strips.
- Watching a well-known, respected athlete.
- Attending a competitive event.
- Attending workshops.
- Having a jump rope demonstration team perform at your school.
- Studying printed materials, such as technique posters, charts, books, and pamphlets that include pictures.

BASIC STUNT (SIDE SWING)

- Twirl rope to one side
- Repeat on the opposite side
- Twirl rope alternately from side to side
- Teaching Hints: Keep hands together, keep feet together

BASIC JUMP (SINGLE BOUNCE)

- Jump on both feet
- Land on balls of feet
- Teaching Hints: Keep feet, ankles and knees together.

DOUBLE SIDE SWING AND JUMP

- Twirl rope to left side
- Twirl rope to right side
- Jump over rope
- Teaching Hints: Keep hands together on side swings, keep feet together.

SINGLE SIDE SWING AND JUMP

- Twirl rope to left side
- Jump over rope
- Twirl rope to right side
- Jump over rope
- Teaching Hints: Keep hands together on side swings, keep feet together.

SKIER (SIDE TO SIDE)

- Jump left
- Jump right
- Teaching Hints: Feet move laterally 4-6" to each side; keep feet together.

BELL (FORWARD AND BACKWARD)

- Jump forward
- Jump backward
- Teaching Hints: Feet move 4-6" forward & backward as a bell clapper; keep feet together.

STRADDLE (SPREAD TOGETHER)

- Jump to a straddle position
- Return to basic bounce
- Teaching Hints: Spread feet shoulder width apart.

SCISSORS

- Jump to stride position with left foot forward.
- Jump and reverse position of feet.
- Teaching Hints: Feet 8-12" apart.

WOUNDED DUCK (ALTERNATE TOES/HEELS TOGETHER)

- Jump, toes and knees touch, heels spread
- Jump, heels touch, toes and knees spread
- Teaching Hints: Alternate toes touching and heels touching.

CROSSOVER (CRISS CROSS)

- Cross arms and jump
- Open rope, basic bounce
- Teaching Hints: Cross right arm over left, cross left arm over right.

FULL TURN (ONE COMPLETE CIRCLE WITH ROPE IN FRONT)

- Turn body left, with right turn of rope
- Side swing right, body turns right
- Full turn body makes full turn to right
- Jump rope forward
- Teaching Hints: Follow rope, rope and body may turn left.

HEEL TO HEEL

- Jump and touch left heel
- Jump and touch right heel
- Teaching Hints: Heels touches are forward.

TOE TO TOE (ALTERNATE TOE TOUCH)

- Hops on left foot, touch right toe
- Hops on right foot, touch left toe
- Teaching Hints: Keep body over weighted foot.

FORWARD 180 (HALF TURN ROTATING ROPE FROM FORWARD POSITION TO BACKWARD JUMPING POSITION)

- Side swing left, half turn of body right
- Jump over backward turning rope
- Teaching Hints: Follow rope, rope and body may turn left.

BACKWARD 180 (TURN KEEPING ROPE FRONT OF FACE)

- Jump backward, turning rope
- Half turn of body left, facing rope
- Jump rope forward
- Teaching Hints: Follow rope, rope and body may turn left.

HEEL-TOE (ALTERNATE HEEL-TOE TOUCH)

- Hop on left foot, touch right heel forward
- Hop on left foot again, touch right toe backward
- Repeat on opposite side
- Teaching Hints: Repeat directions sideward and backward.

KICK SWING (ALTERNATE KICK OR SWING FEET, FORWARD, SIDEWARD, BACKWARD)

- Hop on left foot, swing right leg forward
- Hop on right foot, swing left leg forward
- Teaching Hints: Repeat directions sideward and backward.

PEEK-A-BOO (ALTERNATE TOE TOUCH SIDEWAYS)

- Hop on left foot, touch right toe right
- Hop on right foot, touch left toe left
- Teaching Hints: Keep feet close to floor.

DOUBLE PEEK-A-BOO (DOUBLE TOE TOUCH SIDEWAYS)

- Hop on left foot, touch right toe right about 6"
- Hop on left foot again, touch right toe right about 12"
- Teaching Hints: Keep feet close to floor. Repeat with opposite foot

360 (COMBINE FORWARD 180 AND BACKWARD 180)

- Execute forward 180 and backward 180 in a continuous sequence
- Repeat 2 or more times
- Teaching Hints: Follow rope.

TWIST (ROTATE HIPS FROM SIDE TO SIDE)

- Jump and rotate hips right
- Basic jump
- Jump and rotate hips left
- Teaching Hints: Advanced twist, execute nos. 1 & 3 in a continuous sequence.

CAN CAN (KNEE-UP-TOUCH KICK)

- Hop on right foot, left knee up
- Hop on right foot, touch left toe
- Hop on right foot, kick left leg
- Basic jump
- Teaching Hints: Knee lift and kick are waist high, repeat on opposite leg.

SIDE SWING CROSSOVER (ALTERNATE SIDE TURN-CROSS-SIDE TURN-CROSS)

- Twirl rope on right side
- Criss cross
- Twirl rope on left side
- Criss cross
- Teaching Hints: On criss crosses, right arm crosses, over left, left arm crosses over right.

DOUBLE UNDER (2 ROTATIONS OF ROPE WITH ONE JUMP)

- Whip rope to increase speed
- Rope passes under feet twice during one jump
- Teaching Hints: Jump higher than normal at first.

GRAPEVINE

- Step right on right foot
- Left foot crosses behind right
- Step right on right foot
- Kick the left leg forward

Teaching Hints: Each step is taken over the rope, repeat to the left, have students say “step, behind, step, kick.”



DOUBLE DUTCH/LONG JUMP ROPE ACTIVITIES

ROPE LENGTH

K-2	10'-13'
2-3	13'-15'
4-5	16'

HOW TO TEACH TURNING

Have the student start with their individual ropes. Working with a partner, students will make small circles inward using a 1-2 count. The hands do not cross the midline of the body. To start the ropes, students should pull them tight and begin to form small circles. The ropes do not touch the ground until they can turn the correct rhythm with the ropes tight.

DRILLS

- Turn fast, turn slow
- Switches - one person turns and then the other
- Have one turner change levels, then the other
- Walk in a circle in both directions, keeping the center of the rope on the same spot
- Turn as fast as they can for a certain number of turns
- Example: turn 200 times counting with 1 hand

STARTING THE ROPES

- Teach students how to turn "Ready, set, go"
- "Ready Rope" - this rope is on the ground
- "Go Rope" - this rope is to the side
- On "Ready", set the rope on the ground. On "Go," start the rope that is to the side.

ADD A JUMPER IN THE CENTER

When the students can turn "Ready, Set, Go" then let them start the rope with a jumper inside. The jumper must jump single bounce. By starting the jumper inside, the teacher is only introducing 1 skill. Do not start students with running in and jumping. Have them learn to jump from a cold start.

TEACH ENTERING AND EXITING

The jumper stands beside the shoulder of the turner. The jumper runs in diagonally and jumps in the center of the ropes. It is a good idea to have the center of the rope marked and a spot or line on the floor that marks the center. Jumper enters the ropes when the back rope is on the ground. The exit is made diagonally from the entrance at the opposite turner's shoulder.

DOUBLE DUTCH TRICKS

The most important thing in double Dutch is turning the rope. Ninety-five percent of double Dutch is turning. The shorter the rope, the easier it is to turn. The footwork from any single rope trick can be done in double Dutch. Manipulatives may be used. Ex: balls, hula hoops, single ropes, juggling scarves/balls. Gymnastics works well in double Dutch. Ex: round-off front handspring, back handspring. Strength tricks - push ups, frogs, crab, handstand. Double under - "Pop-ups," speed, turner involvement.

LONG ROPES

36' ropes are fun to use in class and with a team. Try to see how many people can jump at one time and for how many jumps.

DOUBLE IRISH

- Turn the ropes outward instead of inward as in double dutch.

EGG BEATER

- Two ropes, four turners
- Each turner stands in the corner of an imaginary square
- Two ropes cross in center of square
- Start the rope turning, and then turn the bottom rope in the same direction and at the same time
- Jump with a double bounce

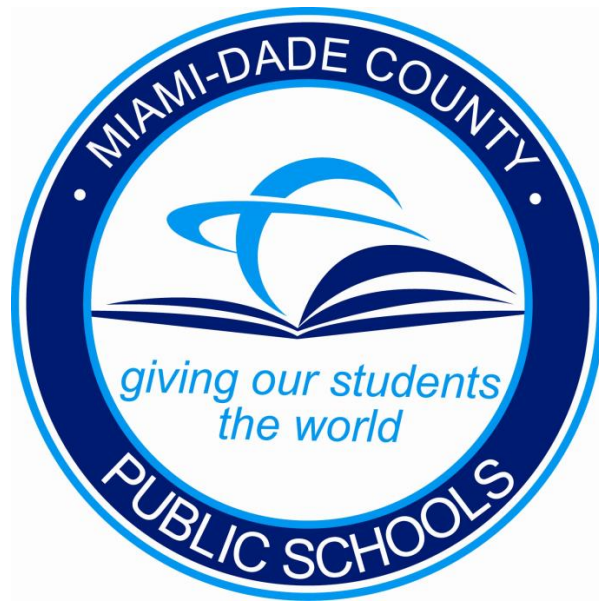
GAMES WITH TURNERS

Figure eight around turners; run in; jump once; run around turner, go back in; jump; run around other turner

Running through ropes without jumping (run through)

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