

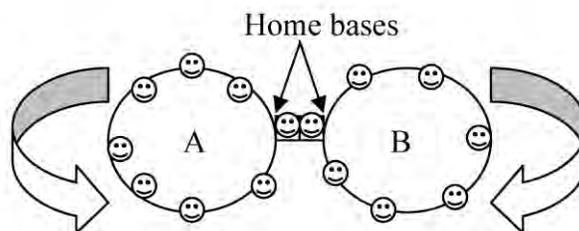
B Appendix B Additional Action Break Options

Action Break Options

If you have extra time or are looking for substitute *Action Break* activities, then try some of these fun, easy, low-equipment games. They're sure to get everyone's hearts pumping and mouths smiling!

Name Bases

1. **PLACE** two "home bases" (you can use sheets of flipchart paper or newspaper, carpet squares, or folders) about 2 feet apart.
2. **ASK** each youth to state his or her name. **TELL** youth they should try to remember each other's names.
3. **DIVIDE** the group in half (the game will still work if the two groups have an uneven number of youth). One half will be Group A, and the other half will be Group B.
4. **ASK** each group to form a circle. The two circles should be next to each other and "touch" at the home bases.

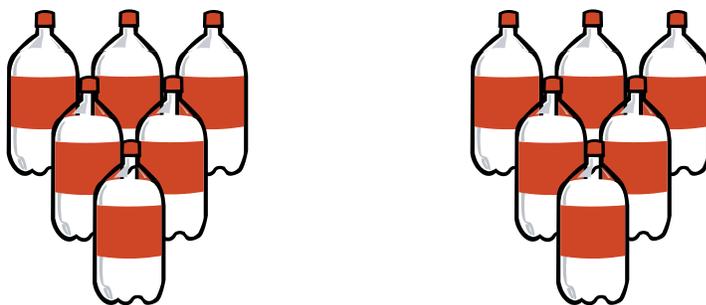


5. **TELL** all youth that when you give the signal, Group A will rotate in a counterclockwise direction and Group B will rotate in a clockwise direction.

6. **TELL** the groups that when you say “stop,” everyone should stop moving and the youth on the two home bases should face each other and call out each other’s name. **TELL** the youth that the one who calls out the correct name first will be allowed to bring that one person on the other team into his or her circle.
7. If neither youth knows the other’s name, they both should call out their own names one at a time. **SAY** “go” again to restart the game.
8. When all names have been learned, the game is over.

Frisbee™ Bowling

1. **FILL** 12 2-liter soda bottles with about 1 cup of water or sand each (to weigh them down). **MAKE SURE** the caps are tightly screwed onto the bottles.
2. **SET UP** the bottles in two pyramid formations (like bowling pins) at one end of the room, about 3 feet apart, so the point of each pyramid is facing the rest of the room.



3. **DIVIDE** the youth into two groups. (If there is an uneven number of youth, the first person on the team with the least youth should go twice—first and last).
4. **ASK** each group to line up about 6 to 12 feet away (depending on the size of the room) from the bottle “pins.”
5. **ASK** the first youth in each line to throw a Frisbee™ at the pins to try and knock them down.
6. **TELL** youth that after they knock down their pins, they must run to the pins to reset them as fast as possible, run back to the line, and tag the next person in their line. Then the next person will take his or her turn trying to knock down the bottles.
7. **EXPLAIN** that each bottle knocked down wins 1 point for the team.
8. **TALLY** the points as youth in both groups take turns. The team with the most points wins.

Crocodile Race

1. **ESTABLISH** a finish line with a string or other marker.
2. **DIVIDE** the youth into two groups. (If there is an uneven number of youth, **JOIN** one group yourself; or, if that is not possible, **ASK** one youth to volunteer to judge at the finish line. **MAKE SURE** there are at least two rounds so that all youth can participate as part of the crocodile.)
3. **ASK** each group to stand in a straight line at the opposite end of the room from the finish line.
4. **ASK** youth to put their hands on the hips or shoulders of the person in front of them.
5. **ASK** everyone to crouch down at the same time so that they are still on their feet, but are bending their knees as far as possible, and still holding on to the person in front of them. **TELL** them they are now two long crocodiles.
6. **TELL** youth that each crocodile must race to the other side of the room by waddling in the squat position. The first crocodile to reach the finish line without breaking apart wins. If the room is not big enough to have a race, **SET UP** two sets of obstacles for each crocodile to weave around.

Driving School²²

1. **TELL** youth to hold their hands in front of them as if they were holding the steering wheel of a car.
2. **SAY** “green light,” and **TELL** youth to pretend they are “automobiles” by walking at a normal pace around the room.
3. Every 30 to 45 seconds, **CALL OUT** the following commands in column A, and immediately follow the command with the corresponding instruction in column B.

²² Adapted from: *FlagHouse CATCH curriculum*. (2002). The Regents of the University of California and FlagHouse, Inc. The development and evaluation of the CATCH materials were funded by grants from the National Heart, Lung, and Blood Institute, National Institutes of Health, U.S. Department of Health and Human Services.

4. **TELL** youth that they cannot touch each other at all—if they do, they are considered part of a collision. Automobiles that “collide” must report to the Body Shop (an area off to the side) before they may resume participating. While in the Body Shop, those involved in the collision must:
- ◆ Do “repair work” (such as 10 jumping jacks or sit-ups).
 - ◆ Shake hands with each other, and say, “I’m sorry, please drive safely!”

Column A	Column B
Green Light	Walk at a normal pace
Yellow Light	Move slowly
Red Light	Stop
School Zone	Skip
Neighborhood	March
Highway	Run
Reverse	Move backward making beeping sounds
Emergency Vehicle	Move to the side of the activity area and wait for the next command
One Way	Move clockwise
Oil Slick	Make quick turns to avoid pretend “oil slick”
Pothole	Leap
Tunnel	Duck down as you walk
Flat Tire	Hop on one foot
Traffic Jam	Move closer to other youth and shuffle your feet slowly

Clothes Relay

1. **DIVIDE** the youth into two groups (if there is an uneven number of youth, the first person on the team with the least youth should go twice—first and last).
2. **PLACE** a set of clothes in front of the first person in each group. (Note: You may find clothes to use in this activity from home or a local thrift store. Each set should have the same number and type of items—such as a shirt, sweater, and pair of pants—and each item should be large enough for each youth to put on over their own clothes.)
3. **DECIDE** on a turnaround point at the other end of the room, and **TELL** youth where the turnaround point is located.
4. **TELL** youth that when you say “go,” the first person from each team must put on all the clothes in their set (over their own clothes), run to the designated turnaround point, run back to the team, take off the clothes, and hand them to the next player—who must put all the clothes on before he or she runs to the turnaround point and back.
5. The first group to have each member complete the relay wins.

More Ideas!

- ◆ **Dance: ASK** youth to create a 5-minute dance routine and teach it to three or more workshop participants. Dance styles may include line dancing, salsa, hip-hop, break dancing, pop, cheerleading, or anything else the youth enjoy.
- ◆ **Favorite Games: PLAY** the youth’s favorite games, such as Hot Potato, Red Rover, Mother May I, Limbo, or the Hokey Pokey.
- ◆ **Obstacle Course: HAVE** youth help design and build an obstacle course around the room. **LEAD** youth under desks, around trash cans, over yardsticks, etc.
- ◆ **Beach Walk: HAVE** youth calculate how many miles away a favorite destination spot (such as a beach) is from your site. **HAVE** the youth walk around a track or neighborhood before each lesson to accumulate those miles. Once the group has accumulated enough miles to have “made it to the beach,” **HOLD** a beach party.
- ◆ **Elbow Walk: TELL** youth to travel around the room while leading with a particular body part of their choice—an elbow, knee, ear, head, or stomach. After several minutes, **TELL** them to freeze in place and then **ANNOUNCE** a different body part with which they now must lead. **INVITE** youth to take turns leading the game by calling out different body parts.

Adapting Physical Activities for Youth with Disabilities

*Students with disabilities must be actively engaged participants in meaningful learning experiences—not just in the physical proximity or space. For example, inclusion is NOT a student with a disability playing catch with a teaching assistant or peer while the rest of the class is engaged in a game activity such as basketball. The best inclusive environments offer a variety of activities at different levels of difficulty so ALL students can be involved in learning.*²³

If one or more youth in your program have a disability, arrange a discussion with their parent/guardian before the program starts. This discussion should include:

- ◆ A full explanation of the youth’s disability
- ◆ Information regarding the management of the youth’s disability within school-related and other physically active programs that involve youth without disabilities
- ◆ The amount of support given by a parent/guardian/primary caregiver for the youth during the hours of the Media-Smart Youth program
- ◆ The administration and responsibility of medications and aids when applicable
- ◆ Actions required to ensure the successful and safe integration of the youth into the program

General changes may help to engage youth with disabilities; for example:

- ◆ Place the youth with the disability close to you or a responsible member of the group for one-on-one assistance if necessary.
- ◆ If possible, modify the activity so that all youth are doing the same thing, so the youth with the disability doesn’t feel different.
- ◆ Create more space between students by having them spread out.
- ◆ Eliminate the concept of an individual or team “winner.”
- ◆ Eliminate outs/strike-outs.
- ◆ Reduce the number of actions required to complete the relay or activity.
- ◆ Give continuous verbal cues and support.

²³ Tripp, A., Piletic, C., & Babcock, G. (2004). *A Position Statement on Including Students with Disabilities in Physical Education*. American Association for Active Lifestyles and Fitness. Reston, VA. Retrieved February 14, 2012, from <http://www.eric.ed.gov/PDFS/ED497146.pdf>.

Options for adjusting time for youth with disabilities:

- ◆ Disregard time limits.
- ◆ Vary the tempo.
- ◆ Slow the activity pace.
- ◆ Lengthen the time allowed.
- ◆ Shorten the time allowed.
- ◆ Provide frequent rest periods.

Options for including children with physical disabilities:

- ◆ Reduce field size or relay length.
- ◆ Simplify paths/obstacles.
- ◆ Play on a surface that allows easy use of wheelchairs, walkers, and crutches.

Options for including children with visual impairments:

- ◆ Increase the size of the ball.
- ◆ Use a brightly colored ball.
- ◆ Use a rattling or whistling ball.

Options for including children with hearing impairments:

- ◆ Learn a few hand signals or sign language.
- ◆ Assign a partner/helper as an aid.

For additional resources on adapting physical activities for youth with disabilities, visit:

- ◆ The National Center on Physical Activity and Disability at http://www.ncpad.org/fun/fact_sheet.php?sheet=285 or http://www.ncpad.org/fun/fact_sheet.php?sheet=121
- ◆ PE Central at <http://pecentral.org/adapted/adaptedmenu.html>

**Remember to focus on what the youth CAN DO
rather than on what they CANNOT DO.**