

Additional Action Break Options

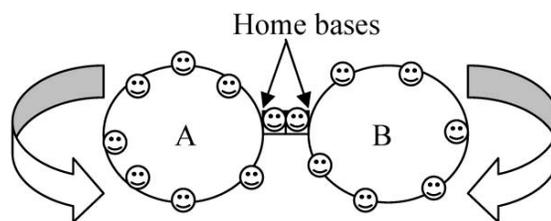


Action Break Options

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

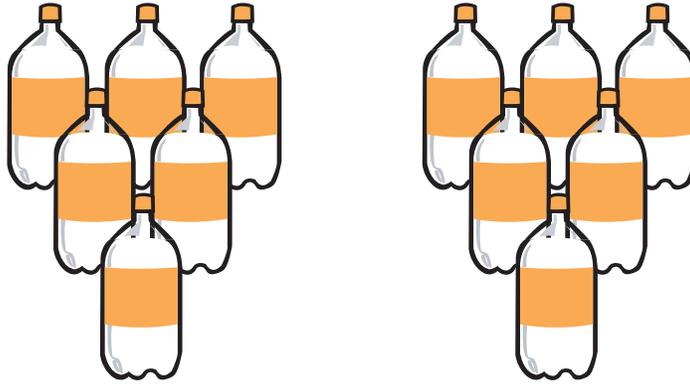
1. PLACE two “home bases” (you can use sheets of white paper or newspaper, carpet squares, or folders) about 2 feet apart.
2. ASK each youth to state his or her name. TELL youth they should try to remember each others' names.
3. DIVIDE group in half (the game will still work if the two groups have an 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 names. 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 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 6–12 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. 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; the next person will then take his or her turn trying to knock down the bottles. Each bottle that is knocked down wins 1 point for the team.
6. 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.

ACTION BREAK OPTIONS

2. DIVIDE the youth into two groups. (If there is an uneven number of youth, join one group yourself or, if 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 the 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 the 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 School'

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.
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 Zone	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 slicks”
Pot Hole	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

¹ 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.

ACTION BREAK OPTIONS

Clothes Relay

1. **GATHER** two equal sets of oversized (large for the youth) clothes. Make sure each set contains equal items. For example:
Set 1: Pair of men’s pants, dress shirt, overcoat, hat, sunglasses, pair of shoes
Set 2: Women’s skirt, blouse, overcoat, hat, sunglasses, pair of shoes
2. **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). **PLACE** each set of clothes in front of the first person in each group.
3. **DECIDE** on a turn-around point at the other end of the room and **TELL** youth where the turn-around point is located.
4. **TELL** the 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 turn-around 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 turn-around 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 classmates. 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.¹

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

- 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 care giver for the youth during the hours of the Media-Smart Youth program
- The administration and responsibility of medications and aids where applicable
- Actions required to ensure the successful integration of the youth into the program

General changes that may help to engage youth with disabilities:

- ◆ 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 of the 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.

¹ Trip, 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 July 17, 2005 from http://www.aahperd.org/aaalf/pdf_files/pos_papers/inclusion_position.pdf.

ADAPTING PHYSICAL ACTIVITIES

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 orthopedic impairment:

- ◆ 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.

Options for including children with hearing impairment:

- ◆ 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, please visit:

- ◆ The National Center on Physical Activity and Disability at http://www.ncpad.org/fun/fact_sheet.php?sheet=285§ion=1831 or http://www.ncpad.org/fun/fact_sheet.php?sheet=121 or you can call them at: 1-800-900-8086.
- ◆ PE Central at <http://pecentral.org/adapted/adaptedmenu.html> or you can call them at: (540)953-1043.

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

