



be fit for life  
moving alberta



UNIVERSITY OF  
CALGARY

# MOVE & PLAY

AT RECESS

### GIVING THE GIFT OF PLAY

Over the past few years, there has been emerging research indicating that the use of painted lines on playground tarmac surfaces, can be an effective and low cost means to help increase moderate to vigorous physical activity levels in children. As part of the 50th anniversary celebration of the University of Calgary, the Faculty of Kinesiology is giving the “Gift of Play” to 50 schools in the Calgary area that are in need of a playground pick-me-up.

Our hope is that through this initiative, students will have more opportunities to play outdoors at school during recess, lunchtime and after school hours. The playground stencils and accompanying games are designed to build confidence and motivation through heart pumping and fun physical activity, contributing to the development of physical literacy and the pure enjoyment of play.

We want to thank the Faculty of Kinesiology, in particular Dr. Penny Werthner (Dean), for supporting this project and helping it come to life. We would also like to thank Catherine Tremblay, an undergraduate student in the Faculty of Kinesiology, who helped tremendously with the creation of the stencils, games, and this resource as part of a directed study course. A huge thank you to the Grade 4/5 students at Banff Trail Elementary School for all their time, creativity and energy in designing brand new games to go with the stencils that are featured in this resource. Finally, we want to thank all of the faculty, staff, students and other volunteers who graciously gave of their time to make this gift a reality – we could not have done any of this without you!

As a legacy to this project, we have distributed a stencil kit (paint can be purchased separately) from this project to each of the Be Fit For Life Centre’s across Alberta. Please contact your local Be Fit For Life Centre if you would like to borrow a stencil kit to enhance your outdoor play environment.

[www.befitforlife.ca](http://www.befitforlife.ca)

## WHAT IS PHYSICAL LITERACY?

“Physical literacy is the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life”

*(International Physical Literacy Association, 2014. Canada’s Physical Literacy Consensus Statement, 2015)*

## WHAT ARE FUNDAMENTAL MOVEMENT SKILLS?

Fundamental Movement Skills (FMS) are movement patterns that involve various body parts. They are the foundational movements to the more specialized, complex skills used in physical activity settings.

*(Government of Australia, Department of Education, 2014)*

## Examples

*Look for these icons throughout the resource!*

### **Stability Skills**

Rolling, stopping, bending, twisting, dodging, stretching, turning

### **Locomotor Skills**

Crawling, running, walking, skipping, gliding, chasing, jumping, shuffling

### **Object Manipulation Skills**

Throwing, catching, kicking, dribbling, rolling, trapping  
*(Sport Society for Life, 2016)*

***The Be Fit For Life Network works collectively to inspire, educate and support Albertans to lead healthy, physically active lifestyles.***

### CANADIAN PHYSICAL ACTIVITY GUIDELINES

For health benefits, children aged 5-11 should accumulate at least 60 minutes of moderate to vigorous intensity physical activity daily. For more information or to view the physical activity guidelines, visit: [www.csep.ca](http://www.csep.ca)

*(CSEP, 2016)*

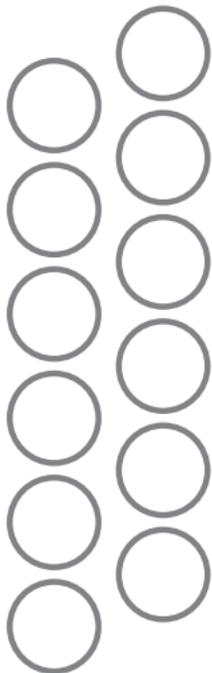
### The Facts: Why use playground stencils?

Emerging research from the UK demonstrates that the use of playground stencils effectively increases children's heart rates and physical activity levels, especially with children whose current levels are low. Studies support the notion that children will play outside at the same intensity no matter the day of the week, or the season. It has also been noted that

the use of playground stencils increase pro-social behaviours amongst its users. It is our hope that by using these stencils, we can help increase physical activity levels amongst all elementary-aged children.

*(Crust et al., 2012; Ridgers et al., 2006; Ridgers et al., 2007; Stratton, 2000; Stratton & Mullan, 2005)*

## LEFT RIGHT OUT



## LEFT RIGHT OUT

**Equipment:** None

**Participants Needed:** 1+

### Skills Explored

 Running, hopping, leaping, and jumping

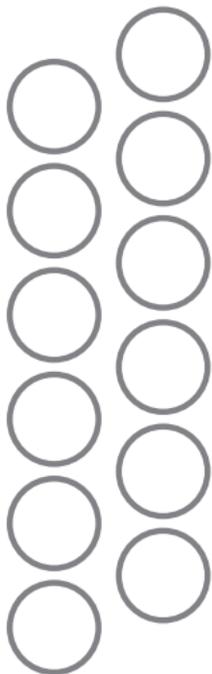
### ACTIVITY DESCRIPTION

Participants must be able to hop from left to right with their right foot landing on the left side and their left foot landing on the right side of the game. Participants will then run back to the start and try again.

### VARIATIONS

Have participants hop on one foot (R or L) in a straight line to the end of the stencil. For a challenge, encourage participants to skip a circle or create their own hopping, jumping or leaping pattern.

*Source:* Fastline Striping Systems | [www.fastline.net](http://www.fastline.net)



## LONG JUMP

**Equipment:** None or a marker to keep track of distances jumped

**Participants Needed:** 1+

### Skills Explored

-  Jumping, hopping, and running
-  Bending, twisting, jumping, balancing, and landing

**Note:** Jump = 2 feet to 2 feet, Hop = 1 foot to 1 foot (same leg), Leap = 1 foot to 1 foot (opposite leg)

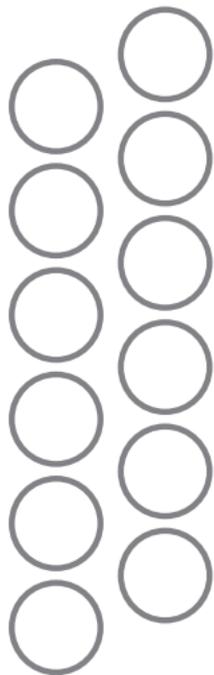
### ACTIVITY DESCRIPTION

Participants can go one at a time or two at a time. Participants try to jump as far as they can into the circles.

### VARIATIONS

Participants can jump off two feet or leap or hop off of one foot and land on the same/other foot. Make it into a personal challenge: participants try to beat their personal best. Circles can be used to remember how far they have jumped (e.g. three circles in).

LEFT RIGHT OUT



## WEAVING SNAKE RELAY

**Equipment:** None

**Participants Needed:** 6-16

### Skills Explored

- Walking, running, jumping, crawling, walking/running backwards, skipping, and hopping

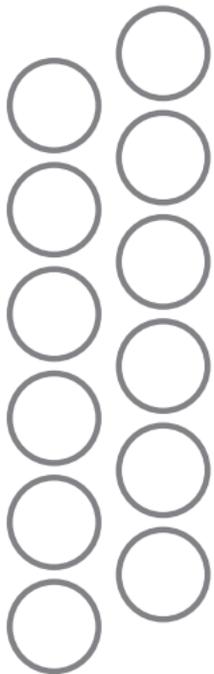
### ACTIVITY DESCRIPTION

Two even teams line up in a single file line standing inside the circles. The first participant has to run around the circles, turn around, and come back before bumping the person at the start of the line up one circle and the participant standing at the end of the circle then runs to the start and weaves through the line. The first team to get through all members wins.

### VARIATIONS

Participants can go through using different types of locomotor skills: running, hopping or jumping around each circle (e.g. one or two feet, alternating feet), crawling, without touching the lines, with high knees or using butt kicks.

LEFT RIGHT OUT



## SPOT ON

**Equipment:** Beanbag or other objects to throw

**Participants Needed:** 1+

### Skills Explored



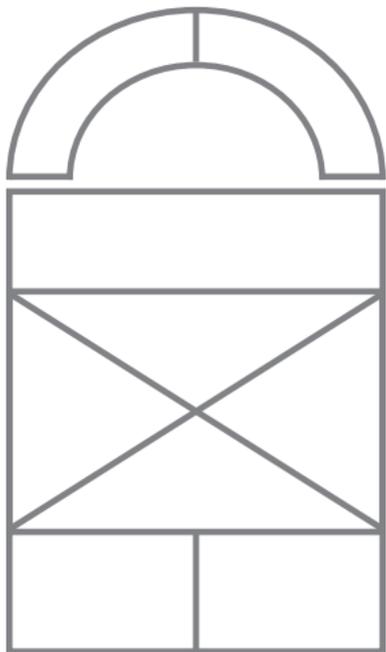
Throwing

### ACTIVITY DESCRIPTION

Participants take turns tossing the beanbag into the farthest circle possible. Participants can take a step back to increase the level of difficulty.

### VARIATIONS

Teach a variety of throws and proper throwing technique in physical education class so that participants can practice the skills properly on their own time at recess. Draw numbers in the circle and turn this into a math game. Have kids throw the beanbag into the circles in order to attain the answer (e.g. what is  $4 \times 3$ ?, which numbers add to make 10?, what is  $12 - 5$ ? ).



## HOPSCOTCH

**Equipment:** None

**Participants Needed:** 1+

### Skills Explored

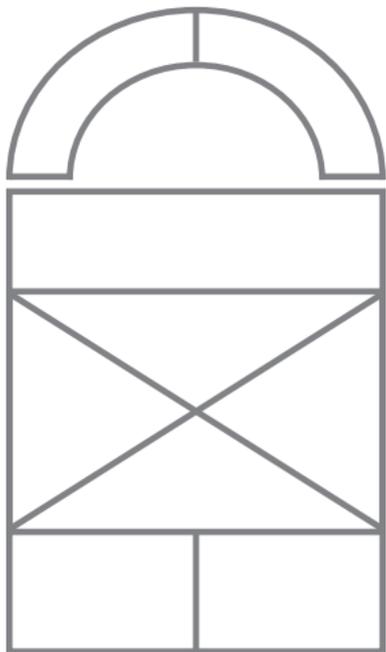
-  Jumping, running, and hopping
-  Landing, stopping, bending, and balance

### ACTIVITY DESCRIPTION

This game is a variation of the traditional hopscotch and is an excellent beginner game for young children, as it allows them to learn how to hop on one foot, gain their balance and recognize the order of elementary numbers. Hopscotch is a game about throwing, hopping and balance! Using a pebble or a small object as a marker, the first participant will throw it into square 1. They must then jump over this square and proceed through the numbers until they reach the end where they have to turn around and hop back through the course. Remember when there are two numbers side by side, you can put both feet down at the same time! Once completing the course with your marker in position 1, you must

throw your rock into square 2 and proceed just as before, however this time make sure you jump over square 2 as this is where your marker is. The participant will then continue in this manner until he or she reaches the end or until this participant either misses the appropriate square with the marker, or if their foot touches a line. If either of these things happens, the participant loses their turn and the next participant has a go. The goal is to be the first participant to have successfully hopped all the way through the course. Encourage creativity; participants can get from the first number to the last in any way desired.

**Source:** *Fastline Striping Systems* | [www.fastline.net](http://www.fastline.net)



## CALCULATOR

**Equipment:** None

**Participants Needed:** 2+

### Skills Explored

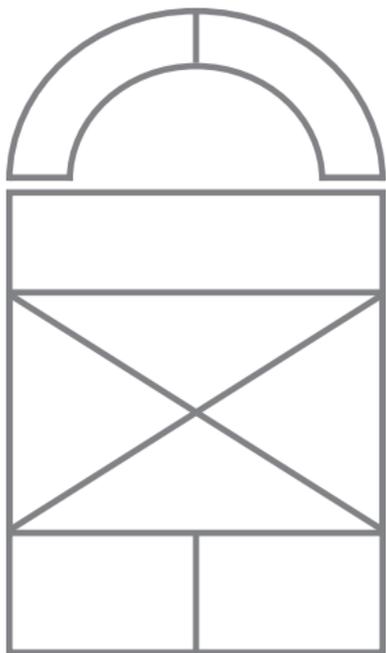
-  Jumping and hopping
-  Landing and balance

### ACTIVITY DESCRIPTION

Ask participants to give you the answer to a math problem. For example, if you ask them “What is  $5+3$ ?” the student should try to jump to “8”.

### VARIATIONS

Ask questions that will create success, but that still provide an appropriate challenge. To increase the level of difficulty, ask questions such as “Which two numbers add to make 9?” The participants then have to jump in only the two squares they chose (e.g. 1 and 8, 2 and 7, 4 and 5, etc).



## HOP THE HOPSCOTCH

**Equipment:** None

**Participants Needed:** 1+

### Skills Explored

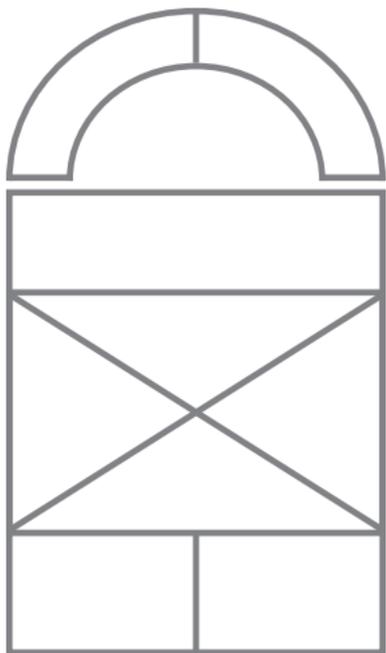
-  Jumping, hopping, and skipping
-  Landing, stopping, and balancing

### ACTIVITY DESCRIPTION

Participants have to get from the first number to the last.

### VARIATIONS

Use different fundamental movement skills as a means to get to the end (e.g. bear walk, skipping or backwards jumping). Use chalk to draw more hopscotches next to each other. Participants can then have a tournament and see who is the fastest.



## BEAN BAG TOSS

**Equipment:** Beanbags

**Participants Needed:** 1+

**Skills Explored**



Throwing

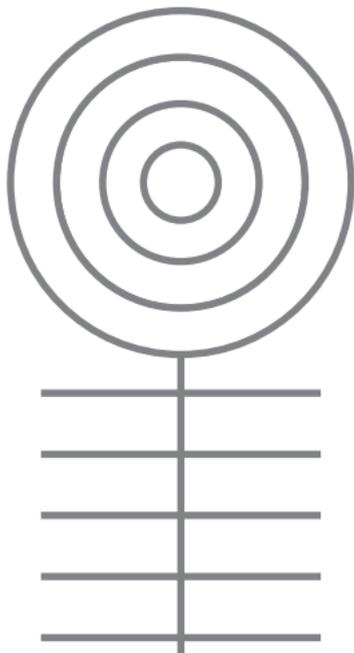
### ACTIVITY DESCRIPTION

Use the hopscotch as a scoreboard for the beanbag toss. Participants can see how far they can throw the beanbag and use the numbers as a guide.

### VARIATIONS

Practice a variety of throwing techniques in physical education class (e.g. underhand toss, overhand throw, side toss). Make this game cross-curricular by asking participants to do math equations when throwing the beanbags. For example, ask them to throw the bags in the squares that sum up to 9, the difference is 7, or make up 10.

*Source:* Adapted from <http://www.educationworld.com>



## BULL'S EYE TOSS

**Equipment:** Beanbag or other marker

**Participants Needed:** 2+

### Skills Explored



Throwing or kicking

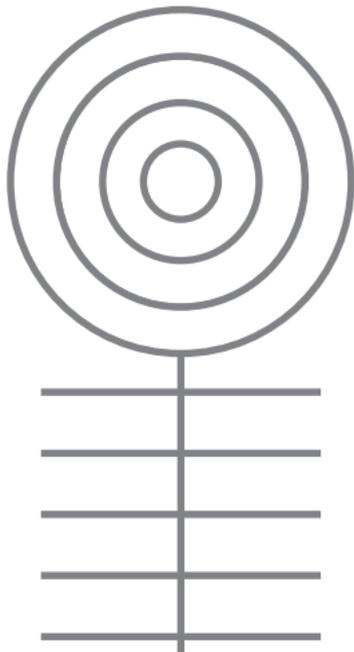
### ACTIVITY DESCRIPTION

Each participant will take turns standing behind one of the lines and tossing their markers (bean bag/ball) onto the bull's eye area. The lines are numbered 1-5, each line being more difficult than the previous. Each participant can throw from the same line or depending on their skill level, can be placed on a line that will give everyone an equal chance of playing. Each participant will throw two or three markers and add up their score to see who can obtain the highest score. The goal is to obtain the highest score. Depending on the participant's skill level, encourage different types of throwing or kicking or use smaller objects (e.g. pebbles) for a greater challenge.

**Source:** *Fastline Striping Systems* | [www.fastline.net](http://www.fastline.net)

### VARIATION

Modify the weight of each line to support the learning of math skills while adding the score of each participant. Participants can also work in teams to build a team score.



## KEEP OUT

**Equipment:** A small ball

**Participants Needed:** 6-20

### Skills Explored

-  Side step, side shuffle, and running (forwards and backwards)
-  Throwing and/or kicking

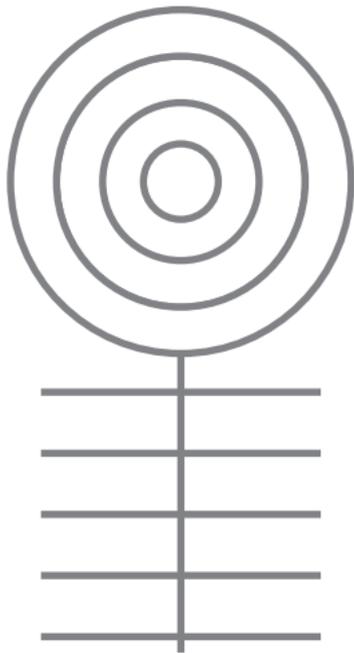
### ACTIVITY DESCRIPTION

Participants make a circle around the center (size dependent on number of participants playing). One participant is on the outside of the circle. The participants forming the circle try to side shuffle around (without breaking formation), trying to prevent the participant on the outside from throwing or kicking a ball inside the circle between or through their legs (not overhead).

### VARIATIONS

Have more than 1 participant on the outside trying to throw or kick an additional ball inside.

*Source: Banff Trail School Students*



## ROB THE BULL

**Equipment:** A small object

**Participants Needed:** 6-20

### Skills Explored

- L** Walking, running, jumping, crawling, walking/running backwards, and skipping
- S** Bending, twisting, stopping, and turning

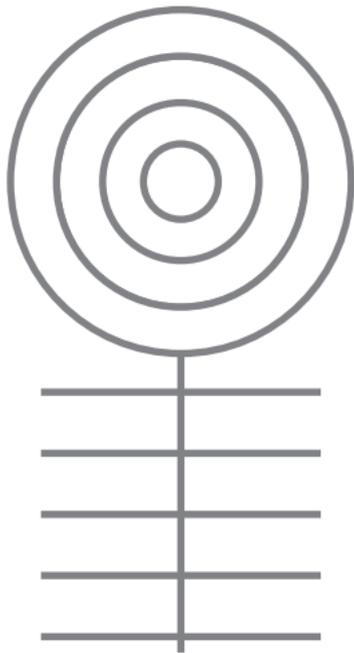
### ACTIVITY DESCRIPTION

One participant is in the middle of the bull's eye protecting the object (the guardian). When they close their eyes, they will count to 20, and the other participants have to find a hiding spot in the playground. When the guardian yells, "Rob the Bull!" the other participants have a chance to run up and grab the object. The guardian has to try to tag the robbers before they have a chance to steal the object, but must not leave the stencil.

### VARIATIONS

Have multiple guardians or objects depending on the size of the group.

*Source: Banff Trail School Students*



## TARGET JUMP

**Equipment:** None or a marker to keep track of distances jumped

**Participants Needed:** 6-20

### Skills Explored

- L** Jumping, leaping, hopping, and running
- S** Bending, twisting, jumping, balance, and landing

### ACTIVITY DESCRIPTION

Participants can go one at a time or two at a time, trying to jump, hop or leap as far as they can. Either the circles or the lines can be used as the starting point.

### VARIATIONS

Participants can make it into a personal challenge and try to beat their personal best. Circles or lines can be used to remember how far they've jumped (e.g. three lines in or the second circle in).

**Note:** *Jump = 2 feet to 2 feet, Hop = 1 foot to 1 foot (same leg), Leap = 1 foot to 1 foot (opposite leg)*

## **“WHAT MAKES A GAME GOOD?”**

Elements of a good game or quality activity include:

- It can be modified
- Allows everyone to play, learn and develop
- Provides exposure to new movements and new environments
- Can be built upon – skill progression that builds confidence
- Allows for creative movement
- Is FUN!

## **BENEFITS OF PLAY**

- Stress and anxiety reduction
- Enjoyment and freedom to explore movement
- Helps to develop sense of self
- Supports the establishment of friendships and trusting relationships
- Creativity and imagination
- Strong and mobile bodies
- FUN!

CONNECT WITH US



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[www.ucalgary.ca/knes](http://www.ucalgary.ca/knes)



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#UCGiftofPlay

**THANK YOU!**

MOVE & PLAY AT RECESS

## MOVE & PLAY RESOURCE SERIES

The Be Fit For Life Network offers a variety of resources to support recreation leaders, coaches, teachers and anyone getting people moving to provide fun, engaging activities!

To learn more visit [www.befitforlife.ca](http://www.befitforlife.ca)



**MOVE & PLAY**  
Through Physical Literacy



**MOVE & PLAY**  
Through Winter, Eh?



**MOVE & PLAY**  
Through Traditional Games



**MOVE & PLAY**  
the Inclusive Way

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