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**An instructional manual of games and creative activities for
physical education and recreation**

Van Vactor, Michael Dwain, D.A.

Middle Tennessee State University, 1991

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**An Instructional Manual of Games and Creative Activities
for Physical Education and Recreation**

Michael Dwain Van Vactor

**A dissertation presented to the
Graduate Faculty of Middle Tennessee State University
in partial fulfillment of the requirements
for the degree Doctor of Arts in the
Department of Physical Education**

May 1991

An Instructional Manual of Games and Creative Activities
For Physical Education and Recreation

APPROVED:

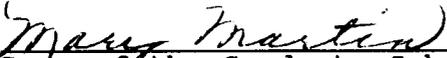
Graduate Committee:


Major Professor


Committee Member


Committee Member


Head of the Department of Health, Physical Education,
and Recreation


Dean of the Graduate School

Michael Dwain Van Vactor

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ABSTRACT

An Instructional Manual of Games and Creative Activities for Physical Education and Recreation

Michael Dwain Van Vactor

Purposes of this dissertation were three-fold:

(1) design a games manual that will help change the way professional physical educators and recreators view play, (2) present in one source leadership concepts and 145 varied and exciting games complete with clear and concise instructions, and (3) format the manual in such a way as to be congruous with the time frame of a college quarter or semester system if used as a course in a college curriculum.

The manual is intended for use by the instructor as well as the student of games and activities. It is divided into six sections comprising various leadership material and techniques for the games professional. The manual is complemented by the use of 117 photographs and 6 diagrams to help the instructor/student grasp the mechanics of the game quickly.

The first two sections include information such as:

(1) the introduction for the best use of the manual, (2) the developing of a games philosophy, and (3) the leadership material for presentation in a classroom environment. It includes information such as the 12 decision-making categories that will aid the instructor/student in changing

Michael Dwain Van Vactor

games to meet intended needs. Also included is information such as: essentials for leadership, creativity, prizes and awards, motivation, and safety factors. These two sections include introduction and competencies information, as well as questions for review at the end of each section.

Sections Three through Six include a total of 145 inactive, active, cooperative, and initiative games and activities. Each of the inactive games, active games, and cooperative games and activity sections include an introduction along with information on equipment needed, formations, actions, and leadership suggestions based upon experiences. The section on initiative games includes an introduction along with equipment needed, objectives, rules, and leadership suggestions.

The manual is supported by a very extensive appendix section, including information on course aids, refreshment suggestions, game sheets, and suggested evaluation materials. The manual provides a complete course for use in the curriculum of any physical education or recreation department.

ACKNOWLEDGMENTS

The author wishes to express appreciation to the many people who contributed to the completion of this manual. It is through their assistance and cooperation that this manual has become a reality.

The writer wishes to thank his wife, Amanda, for her love, support, patience, and understanding during the pursuit of this manuscript.

The author would like to express his deep appreciation to his major professor, Dr. A. H. Solomon, for his enthusiastic support, encouragement, and guidance.

The author would like to thank Dr. Martha Whaley for the idea and for her help and support in the undertaking of this project.

The writer wishes to thank Dr. Charles Babb for his professional advice and thought-provoking questions.

Thanks also go to Mark Fraley, Outward Bound, and Frank Fly for their help in securing and developing a photo consent and release form for participants who appear in the photographs.

Special thanks go to the Fall 1989 Games Program Class at Middle Tennessee State University and the staff of Saturn's Excel Program, whose name appear on the photo

consent and release forms in Appendix B at the end of this manuscript.

The writer would like to express a special thanks to Jack Ross and his staff at Photographic Services at MTSU for the excellent work they did with the photographs contained in this manual. The writer would also like to express a special thanks to Judy Clayton for her work in helping to format this manuscript.

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CHAPTER 1

Introduction

Games and their pleasurable effects are enjoyed by players of all ages, occupations, ethnic, social, and cultural groups. Whether games are the outgrowth of a natural activity, or contests contrived to accomplish a particular goal or objective, or diversions engaged in for fun and enjoyment, they continue to motivate, interest, challenge, excite, inspire, and provoke young and old. (Ball, 1976, p. 42)

Harbin (1983) states, "fun, like many of the best things in life, grows as we share it with others" (p. 19).

Ball (1976) also indicates that "gaming activities have been a source of instruction and entertainment for centuries" (p. 42). To give credence to this statement, he further advocates that "anthropological studies have described some of the gaming devices used by Neanderthal men and that early historical accounts tell of the gaming activities of Phrygian and the Mycenaean societies" (Ball, 1976, p. 42). Gaming activities have been part of all cultures throughout the history of mankind. Capel (1986) avows games offer a full range of experiences from interaction of individuals within groups, to action and reaction between groups or individuals, to solitary play.

Avedon and Sutton-Smith (1971) state:

The term game is used by children and adults with recreative intent; by military strategists and businessmen to apply to logistic and industrial applications; by health personnel to rehabilitative devices; by anthropologists to

cultural forms; by psychiatrists to diagnostic procedures; by behavioral scientists to research tools; by educators to curriculum materials; and by recreation personnel to program content.
(p. 2)

Statement of the Problem

In the games and activities area of physical education and the games program area of recreation, there is no one source of both leadership concepts and a compilation of games for use in a college course that meets the present needs of the curriculum. Therefore, this manuscript suggests games that may be taught by physical education or recreation professionals to students in a physical education or recreation curriculum. In addition, this manuscript will focus on changes, rule adjustments, and adaptations that may be made to the given games in order to accommodate different groups' size, age, skill level, and need.

Definition of Terms

1. Game--a form of play, amusement, recreation, sport, or frolic involving specific rules, sometimes utilizing a set of equipment, sometimes requiring skill, knowledge, and endurance (Avedon & Sutton-Smith, 1971). Or, as Bedwell (1977) puts it, an activity in which it is agreed that participants will follow a set of rules to obtain a desired end. The end point may simply be the solution of a given problem to everyone's satisfaction, and it is not necessary that the game be competitive or produce a winner.

2. Group--"two or more individuals in face-to-face interaction, each aware of his/her membership in the group, each aware of the others who belong to the group, and each aware of their positive interdependence as they strive to achieve mutual goals" (Johnson & Johnson, 1987, p. 8).

3. Group dynamics--what happens in groups in terms of social interaction (Kraus, 1979).

4. Initiative games--a problem-solving task that aids in integrating individual personalities within a group (Darst & Armstrong, 1980); "a lesson in determination, teamwork, and planning to accomplish a given task through the use of both the physical and mental" (Simpson, 1974, pp. 1-2); an exercise or problem-oriented approach that is useful in developing each individual's awareness of decision-making, leadership, and the obligations and strengths of each member within a group (Rohnke, 1977).

5. Play--an integral part of life itself; it is instructive, spontaneous, and natural (Westland & Knight, 1982); "a form of activity, found both in animals and humans, that places emphasis on competitive, exploratory, or 'make-believe' forms of ritualized behavior; a highly important form of human developmental experience" (Kraus, 1979, p. 37).

6. Social recreation--those recreation program activities and experiences that bring people together for

relaxed sociability and friendly interchange in group settings (Kraus, 1979).

7. Recreation--"consists of activities or experiences carried on within leisure, usually chosen voluntarily, either because of the satisfaction and pleasure one gains from them or because one perceives certain personal or social value to be derived from them" (Kraus, 1984, p. 266).

Purpose

The purpose of this manuscript was to develop leadership material for presentation in a physical education games and activities course or a recreation games program course with 145 games that can be played within the framework of a semester.

During the class, leadership concepts were presented and discussed. The student observed how games should be presented and played, as well as led five to six games during the semester. During the student's presentation of the games, he/she was supervised and evaluated by the instructor to help the student become a more effective and dynamic games leader.

The manuscript presented those games that proved to be dynamic with varied populations. Another goal was to select games that constitute a high degree of active involvement for all participants, yet require little or no equipment. Many of the games included suggested a cooperative rather than a competitive spirit. Also, ways of creating,

adapting, and changing games were discussed so as to develop an atmosphere of encouragement, fun, growth, and creativity.

CHAPTER 2

Review of Literature

As noted in Chapter 1, gaming devices and activities have been a part of most cultures throughout the history of mankind. "Games draw from many academic disciplines, are available at various levels of reality, and touch a large number of social and cultural issues and concerns" (Ball, 1976, p. 42).

Dauer and Pangrazi (1989) insist that "games are a laboratory where children can apply skills in a meaningful way" (p. 487). Greneski (1989) relates that games can have an impact on the development of social behavior in young children--either positive or negative, depending upon the structure of the game. Harrison (1976) postulates that "adults need to play as much as children do, if not more; since adults do not have the natural energy-releasing connections to each other that children do" (p. 2).

As evidenced by Prud'homme (1990), Fisher (1990), and Chipkin (1990), business will be using more team-building initiative games and role-playing exercises in the future to build teamwork, group cohesiveness, leadership, and risk-taking skills. Rice (1974) asserts that business firms use games to test management decisions.

Elkins (1990), in a general session paper entitled "Trends of the '90's" presented at the AAHPERD National

Convention and Exposition held in New Orleans, suggests that employers will focus more on their employees' well-being in the future. He believes games will play an increasing role in decreasing workplace barriers and help employees work better together, thereby creating an atmosphere of support, empowerment, teammanship, group cohesiveness, and job satisfaction.

Rice (1974) advocates that games in education provide enrichment for brighter students and motivation for the academically disenchanted, give slower students the experience of success, and serve as educational levelers within a classroom structure. She also states that some games help students learn to recognize and perform processes and understand sequences. "Games are always instructive, but they are rarely didactic" (Bousquet, 1986, p. 466).

Avedon and Sutton-Smith (1971) and Coleman (1969) find that rule-governed games can teach decision-making skills, encourage individual goal-oriented behavior, promote reflective thinking strategies, and help a child to assimilate new logical abilities, as well as persist at a task longer if it is in the form of a game. Kennedy and Newman (1976) maintain that children, when playing chance games, learn to follow rules, learn to take turns, learn to work toward a goal, and learn to cooperate with other players. Observation skills, personality skills, and social

problem-solving skills can also be developed through the playing of games (Kennedy & Newman, 1976).

In looking at competitive games, Foley (1979) reports:

Our children's games seem to be a reflection of some of the not so humane aspects of our overall cultural profile. Western games are rigid, judgmental, evaluative, highly organized, and excessively goal oriented. Since games provide one of the primary social learning opportunities for children and other individuals, what is learned in a game is often reflected in other areas of an individual's life. (p. 12)

Orlick and Botterill (1975) state that "when the games people play become more important than the people themselves, competition can begin to have a destructive impact on society" (p. 28). Orlick (1977, September) expresses:

What has happened to our games? They have become marred by destructive competition, destructive aggression, sadistic rivalry, dehumanization, fear of failure, feelings of rejection, cuts, drop-outs, wounded self-concepts, a lack of fun, and a loss of love for activity. Our children have become casualties to competitive insanity. Some children have come to believe that they are not good enough to be accepted as a player (even for fun) while others have long forgotten what it is to play for fun. The games children play have become more important than the children themselves. (p. 33)

Orlick (1977, March) expounds that extensive research has demonstrated that competition can and often does become irrational and self-defeating, such as what players will do to "win" becomes increasingly inhuman, but that experience in cooperating can overcome irrationality in competitive children. Orlick (1977, September) contends that

contemporary games are partially responsible for the cooperation void which exists in the lives of our children and youth.

What are cooperative games all about? Foley (1979) declares:

They are about involvement, acceptance, cooperation, and sharing! They are games where everyone plays, everyone wins, and no one loses. They are playing with rather than against. They are games designed to necessitate, enhance, and reinforce positive social values and behavior. (p. 12)

Sobel (1983) refers to cooperative games as cooperative play; she details what she sees cooperative play to be:

Cooperative play consists of games and activities that the participants play together, rather than against one another, just for the fun of it. Through this kind of play, we learn teamwork, trust, and group unity. The emphasis is on total participation, spontaneity, sharing, the joy of play, acceptance of all players, playing our best, changing rules and boundaries to suit the players, and recognizing that every player is important. We don't compare our differing abilities and past performances, we don't emphasize winning and losing, results and standings. (p. 1)

Foley (1979) and Orlick (1977, September) relate that there are four basic components of a successful cooperative game--cooperation, acceptance, involvement, and fun. Foley (1979) claims that cooperative games increase involvement in and enjoyment of the activity, thus, raising the participant's participation level.

Orlick (1978) insists:

The beauty of these games lies in part in their versatility and adaptability. For the most part

cooperative games require little or no equipment and virtually no outlay of cash. They can be used with a wide range of populations and in a variety of physical settings. Anyone can play them, almost anywhere. The rules, or non-rules, of the specific games need not be strictly adhered to. You can work out your own specific details. You don't need a certain kind of ball to play with or a definite kind of field to play on. You don't even need to play in predetermined positions or for pre-set time periods. These things really don't matter. The important thing is the concept behind the games. (p. 4)

Orlick (1982), continuing the dialogue, explains the concept of cooperative games:

The concept behind cooperative games is simple: People play with one another rather than against one another; they play to overcome challenges, not to overcome other people; and they are freed by the very structure of the games to enjoy the play experience itself. (p. 4)

Studies by Orlick (1982) assessing the social impact of well-designed cooperative games programs consistently showed an increase in cooperative behavior in games, in free play, and in the classroom for individuals involved in these programs. Orlick (1978) expresses that "children nurtured on cooperation, acceptance, and success have a much greater chance of developing strong self-concepts" (p. 9). Kohn (1987) declares that "children who learn cooperatively-- compared with those who learn competitively--learn better, feel better about themselves, and get along better with each other" (p. 54). Could this also be true for adults?

Orlick (1982) relates that the "magic" of cooperative games revolves around several real freedoms that aid in

nurturing cooperation, good feelings, and mutual support. Those freedoms are: freedom from competition, freedom to create, freedom from exclusion, freedom to choose, and freedom from hitting.

George Leonard (1975), author of the Ultimate Athlete, exclaims:

Enough, enough! By all means let us cherish the traditional sports for their many beauties, their unplumbed potential, and for the certainty they afford. But we have signed no long-term contract to suffer their extremes. The time has come to move on, to create new games with new rules more in tune with the times, games in which there are no spectators and no second string players, games for a whole family and a whole day, games in which aggression fades into laughter--new games. (p. 112)

"New Games" bases its philosophy of games on a similar concept; creative play--Play Hard, Play Fair, Nobody Hurt.

"New Games" activities are a combination of cooperative and semi-competitive type games.

Fluegelman (1976) alleges:

No one had really foreseen what beauty and power could be created by people at play in an atmosphere that encouraged spontaneity and participation. People could center on the joy of playing, cooperating, and trusting rather than striving to win. You can choose to compete because competition is fun, not because you're concerned with who wins. If you've all played hard and enjoyed it, then you've all won. You can change the rules if you don't like them. So long as you all agree on what's fair, you can make the game into whatever you want it to be. Or you can invent a new one. (pp. ii, 10, 13)

Walsh (1982) avers that "New Games" helped humanize the play experience for people of all ages in the United States,

England, Canada, Australia, Germany, and Japan. Bedell (1982) advocates that:

what research is increasingly showing is that those facets of ourselves--our imagination, sense of fantasy, and playfulness--are critical aspects of our mental health and creativity; we have to give attention to that playful self, that crazy kid within us. (p. 24)

A game is only as good as the game's ability to meet intended goals from the playing of the game. To meet intended goals, the most basic being that the game should be fun, the game may need to undergo changes or adaptations. Morris and Stiehl (1989) state that the game should fit the intended purposes, values, teaching styles, resources, and, of course, the players.

Harris (1970) asserts that originality and adaptation are encouraged in the use of any games information. Therefore, contends Harris (1970), "ideas and styles change--a fine old idea can be dusted off, given a new name, a modern twist, a current tune, or an up-to-date feeling, and it is a potential success" (p. iii).

Fluegelman (1976) insists that one take the "New Games" and play them, change them, have fun with them. Fluegelman (1981) asserts that "most games can be adapted for more or fewer players, or made more or less active, simply by altering the rules a bit--if a game isn't right for you, change it!" (p. 10).

Harrison (1976) identifies three reasons for changing games: (1) if there is limited equipment (such as a badminton set), a rotation system will allow for more than four people to play; (2) if the games leader wants to lessen the effects of competition, a rotation system will retain the accumulation of points and a winning side because the participants will have played on both sides of the net, eliminating their being pitted against one another; (3) if the games leader wants to encourage students to work together cooperatively, the opportunity to create new rules invites more interaction among the students.

Lichtman (1990) presents five principles which can be used as the basis for the creation of activities. They are as follows:

- (1) "hybrid models" where two or more standard games or sports are integrated . . . ;
- 2) innovative equipment where equipment or materials that are not typically associated with games or sports settings become the focal point around which a game is developed . . . ;
- 3) altered mobility or use of limbs which requires the participant to use their limbs in different ways . . . ;
- 4) modified use of standard equipment whereby the piece of equipment is used differently . . . ;
- 5) modification of the goal or change in player configuration. (pp. 6-7)

The importance to note in this type of endeavor is that the game participants have the opportunity to devise their own activities and use their own creativity or imagination.

Graham (1977) shares the following points for helping participants design their own game: (1) begin gradually,

change one thing at a time; (2) constantly remind oneself that if the participants are to learn to make significant and meaningful decisions about game-playing, they must be accountable for their decisions; (3) although one can encourage the participants to assume the responsibility for safe play, safety is ultimately the game leader's responsibility--unless working with adults and this may be fully transferred; (4) participants should be expected to call their own violations--out-of-bounds, etc.; (5) always retain the dynamic quality of the game--any rule can be changed; and (6) be patient--good group decisions may take time.

The "game analysis" concept (Morris, 1980) went beyond "New Games" by providing games leaders with a framework from which games could be designed and altered. However, the "games discovery" concept (Kraft, 1987) applies a problem-solving teaching method to games. Explained by Kraft (1987):

In this approach, the games leader initiates the task by presenting a situation. The formulated situation acts as a starting point and a challenge for the participants. The situation initiates the decision-making process as participants create a method of play or a new game. The game decisions must accommodate the situation within limits. The optimal end result of this process is the creation of an original game. The games discovery notion goes a step beyond the modification or variation of a traditional game. (p. 420)

Thus, making changes within a game requires focus on many different areas from which decisions may be made. These decision-making categories may include: (1) game formation or organizational patterns; (2) motor skills; (3) equipment; (4) scoring; (5) rules, limits, and restrictions; (6) outcomes, purposes, or goals; (7) physical contact; (8) number of players; (9) movement; (10) number per side; (11) playing space; and (12) social interaction (Kraft, 1987; Morris, 1980).

Orlick (1978) avers that:

When various groups of children have been given opportunities to create their own "fun" games, none of them has ever created games of hitting (such as football), games where large numbers of children are eliminated, games with a lot of set boundary lines, or games where other children were put down. (p. 86)

Changes in games structure, utilizing the 12 categories listed above, can make most any game more fun and enjoyable for all participants.

Another type of game that utilizes group problem-solving as a task is initiative games. Simpson (1974) gives this definition:

An initiative game is usually a clearly defined physical and/or mental task which a group is required to do. The initiative game is so designed as to challenge the physical and mental abilities of the participants within a group. In most instances, the initiative game requires the joint effort of the members of the group if the task is to be completed. It is a lesson in determination, teamwork, and planning. Initiative games may take place either outdoors or indoors. Some initiative games require special props and/or

settings, while others do not and can be done almost anywhere.

The initiative game activity is a problem-oriented approach where a question is presented and no answer given. How are you going to do it? What is your plan? These questions must be answered. The group must find the solution; and does so through planning, trying, initial failures, and finally achieving. The initiative game activity supports the idea of learning by doing rather than by talking about it. (pp. 1-2)

Although borrowed from the outdoor education/ experiential education learning concept, initiative games should find their way into the physical education and recreation games and activity arena as a result of more focus on active learning. As one can identify, initiative games combine decision-making qualities with the physical in the problem-solving context.

CHAPTER 3

Methods and Procedures

Chapter 3 will describe the organization format this manuscript will follow. Each section and how that section fits into the scheme of the manuscript will be identified. Sections One and Two will include an introduction to the given area and present a list of competencies to be learned by the student. Sections Three, Four, Five, and Six will offer suggested changes and adaptations to the games in order to meet the varied needs of different population groups. Documentation will be included throughout, and pictures will accompany the games, where possible. This will help to show group formation, as well as help the prospective games leader gain a working knowledge of the game sooner.

This dissertation is a non-traditional dissertation submitted for the Doctor of Arts Degree. Thus, the dissertation will differ from the Doctor of Philosophy type dissertation. As a result of this being a non-traditional dissertation for the Doctor of Arts Degree, the appendixes for the manual will appear with the manual. The appendixes for the dissertation will appear at the end of the dissertation.

Section One

Section One will address the games philosophy and ways the course may be set up. A proposed course syllabus, course outline, and course requirement examples will be given in Appendix A.

Section Two

Section Two will disclose the notes on leadership. The presentation notes will encompass the areas of: an introduction to the games program; the essentials for leadership in a games program; the necessity of creativity and the ability to adapt and change games to fit the population, need, purpose, or theme; ways of forming partners; having fun at any cost; judging group process, judging group and individual reaction; prizes and awards; motivation; invitations; build-up; decorations and atmosphere; refreshments; clean-up; the use of assistants; and safety factors to be considered when offering games to any group.

Section Three

Section Three will include sedentary activities. These are activities that can either be played with others or alone. This area includes those activities that are mental in nature, along with those activities that are low activity based.

Section Four

Section Four will be made up of games that are active and have a bit of competition involved. This section will encompass some traditional active games, such as warm-up activities, stunts, get-acquainted activities, mixers, as well as semi-competitive games and games of newer origin.

Section Five

Section Five will deal with cooperative-based games. These games will key into the process of groups working together for the fun of the experience in lieu of the values and purposes of cooperative games.

Section Six

Section Six will focus on group initiative games that can be played both indoors and outdoors. This part will use those group initiative games that require little, if any, props to accomplish. Since the future will probably see more groups taking advantage of group initiative activities, it is quite appropriate that the physical education and/or recreation practitioner know not only how to set up the games, but how to get the most from them.

Appendixes A, B, C, and D

Appendix A will contain examples of a proposed course syllabus, course requirements, a course outline, and a student-teaching schedule. Appendix B will contain games program refreshment suggestions. Appendix C will encompass the game board sheets and aids, plus additional

pencil-and-paper games. Finally, Appendix D will supply the leader with suggested evaluation materials for use in a classroom setting.

Bibliography

Following the Appendixes will be the Bibliography. The Bibliography will be found at the end of the manual and will include the references and works cited in preparing this document.

MANUAL

SECTION ONE: Games Philosophy

Introduction and Competencies

To be able to use games effectively, one must first understand games concerning the impact and influence they have on and for the individual or group. Understanding games and their uses enhances one's abilities to be better games leaders, whether in or out of the classroom environment.

The following manual should help to amplify the skills of present and future games leaders. This manual should also help equip the games leader with the knowledge base needed to be a most effective leader of games and group dynamics. The manual has been developed over years of experience and tested in the classroom, as well as the world beyond the classroom.

Competencies to be gained from this chapter include:

- Definition of games;
- An understanding of the use of games;
- A discernment of the use of games in different arenas;
- An overview of competitive games;
- A perception of cooperative games and "New Games";
- Development of an attitude for change in the philosophy of games;
- The art of keeping creativity in the change process;
- The 12 decision-making categories that may be considered in altering any game;

-A cognizance of initiative games.

Developing a Games Program Philosophy

Games and their pleasurable effects are enjoyed by players of all ages, occupations, ethnic, social, and cultural groups. Whether games are the outgrowth of a natural activity, or contests devised to accomplish a particular goal or objective, or diversions engaged in for fun and enjoyment, they continue to motivate, interest, challenge, excite, inspire, and provoke young and old. (Ball, 1976, p. 42)

Harbin (1988) states, "fun, like many of the best things in life, grows as we share it with others" (p. 19).

Ball (1976) also indicates that "gaming activities have been a source of instruction and entertainment for centuries" (p. 42). To give credence to this statement, Ball (1976) further advocates that "anthropological studies have described some of the gaming devices used by Neanderthal men and that early historical accounts tell of the gaming activities of Phrygian and the Mycenaean societies" (p. 42). Gaming activities have been part of all cultures throughout the history of mankind. Capel (1986) avows games offer a full range of experience from interaction of individuals within groups, to action and reaction between groups or individuals, to solitary play.

Definition

Avedon and Sutton-Smith (1971) state:

The term game is used by children and adults with recreative intent; by military strategists and businessmen to apply to logistic and industrial applications; by health personnel to rehabilitative devices; by anthropologists to cultural forms; by psychiatrists to diagnostic

procedures; by behavioral scientists to research tools; by educators to curriculum materials; and by recreation personnel to program content.
(p. 2)

Uses of Games

"Games draw from many academic disciplines, are available at various levels of reality, and touch a large number of social and cultural issues and concerns" (Ball, 1976, p. 42). Dauer and Pangrazi (1989) insist that "games are a laboratory where children can apply skills in a meaningful way" (p. 487). Greneski (1989) relates that games can have an impact on the development of social behavior in young children--either positive or negative, depending upon the structure of the game. Harrison (1976) postulates that "adults need to play as much as children do, if not more; since adults do not have the natural energy-releasing connections to each other that children do" (p. 2).

As evidenced by Prud'homme (1990), Fisher (1990), and Chipkin (1990), business will be using more team-building initiative games and role-playing exercises in the nineties to build teamwork, group cohesiveness, leadership, and risk-taking skills. Rice (1974) asserts that business firms use games to test management decisions.

Elkins (1990), in a general session paper entitled "Trends of the '90's" presented at the AAHPERD National

Convention and Exposition held in New Orleans, suggests that employers will focus more on their employees' well-being in the future. He believes games will play an increasing role in decreasing workplace barriers and help employees work better together, thereby creating an atmosphere of support, empowerment, teammanship, group cohesiveness, and job satisfaction.

Rice (1974) advocates that games in education provide enrichment for brighter students and motivation for the academically disenchanted, give slower students the experience of success, and serve as educational levelers within a class structure. She also states that some games help students learn to recognize and perform processes and understand sequences. "Games are always instructive, but they are rarely didactic" (Bousquet, 1986, p. 466).

Avedon and Sutton-Smith (1971) and Coleman (1969) find that rule-governed games can teach decision-making skills, encourage individual goal-oriented behavior, promote reflective thinking strategies, and help a child to assimilate new logical abilities, as well as persist at a task longer if it is in the form of a game. Kennedy and Newman (1976) maintained that children, when playing chance games, learn to follow rules, learn to take turns, learn to work toward a goal, and learn to cooperate with other players. Observation skills, personality skills, and social

problem-solving skills can be developed through the playing of games (Kennedy & Newman, 1976).

Competitive Games

In view of competitive games, Foley (1979) reports:

Our children's games seem to be a reflection of some of the not so humane aspects of our overall cultural profile. Western games are rigid, judgmental, evaluative, highly organized, and excessively goal oriented. Since games provide one of the primary social learning opportunities for children and other individuals, what is learned in a game is often reflected in other areas of an individual's life. (p. 12)

Orlick and Botterill (1975) state that "when the games people play become more important than the people themselves, competition can begin to have a destructive impact on society" (p. 28). Orlick (1977, September) expresses:

What has happened to our games? They have become marred by destructive competition, destructive aggression, sadistic rivalry, dehumanization, fear of failure, feelings of rejection, cuts, drop-outs, wounded self-concepts, a lack of fun, and a loss of love for activity. Our children have become casualties to competitive insanity. Some children have come to believe that they are not good enough to be accepted as a player (even for fun) while others have long forgotten what it is to play for fun. The games children play have become more important than the children themselves. (p. 33)

Orlick (1977, March) expounds that extensive research has demonstrated that competition can and often does become irrational and self-defeating, such as what players will do to "win" becomes increasingly inhuman, but that experience in cooperating can overcome irrationality in competitive

children. Orlick (1977, September) contends that contemporary games are partially responsible for the cooperation void which exists in the lives of our children and youth.

Cooperative Games

What are cooperative games all about? Foley (1979) declares:

They are about involvement, acceptance, cooperation, and sharing! They are games where everyone plays, everyone wins, and no one loses. They are playing with rather than against. They are games designed to necessitate, enhance, and reinforce positive social values and behavior. (p. 12)

Sobel (1983) details what she sees cooperative play to be:

Cooperative play consists of games and activities that the participants play together, rather than against one another, just for the fun of it. Through this kind of play, we learn teamwork, trust, and group unity. The emphasis is on total participation, spontaneity, sharing, the joy of play, acceptance of all players, playing our best, changing rules and boundaries to suit the players, and recognizing that every player is important. We don't compare our differing abilities and past performances, we don't emphasize winning and losing, results and standings. (p. 1)

Foley (1979) and Orlick (1977, September) relate that there are four basic components of a successful cooperative game--cooperation, acceptance, involvement, and fun. Foley (1979) claims that cooperative games increase involvement in and enjoyment of the activity, thus, raising the participant's participation level.

Orlick (1978) insists:

The beauty of these games lies in part in their versatility and adaptability. For the most part cooperative games require little or no equipment and virtually no outlay of cash. They can be used with a wide range of populations and in a variety of physical settings. Anyone can play them, almost anywhere. The rules, or non-rules, of the specific games need not be strictly adhered to. You can work out your own specific details. You don't need a certain kind of ball to play with or a definite kind of field to play on. You don't even need to play in predetermined positions or for pre-set time periods. These things really don't matter. The important thing is the concept behind the games. (p. 4)

Orlick (1982), continuing the dialogue, explains the concept of cooperative games:

The concept behind cooperative games is simple: People play with one another rather than against one another; they play to overcome challenges, not to overcome other people; and they are freed by the very structure of the games to enjoy the play experience itself. (p. 4)

Studies by Orlick (1982) assessing the social impact of well-designed cooperative games programs consistently showed an increase in cooperative behavior in games, in free play, and in the classroom for individuals involved in these programs. Orlick (1978) expresses that "children nurtured on cooperation, acceptance, and success have a much greater chance of developing strong self-concepts" (p. 5). Kohn (1987) declares that "children who learn cooperatively-- compared with those who learn competitively--learn better, feel better about themselves, and get along better with each other" (p. 54).

Orlick (1982) relates that the "magic" of cooperative games revolves around several real freedoms that aid in nurturing cooperation, good feelings, and mutual support. Those freedoms are: freedom from competition, freedom to create, freedom from exclusion, freedom to choose, and freedom from hitting.

New Games

George Leonard (1975), author of the Ultimate Athlete, exclaims:

Enough, enough! By all means let us cherish the traditional sports for their many beauties, their unplumbed potential, and for the certainty they afford. But we have signed no long-term contract to suffer their extremes. The time has come to move on, to create new games with new rules more in tune with the times, games in which there are no spectators and no second string players, games for the whole family and a whole day, games in which aggression fades into laughter--new games. (p. 112)

In lieu of "New Games," Fluegelman (1976) bases this philosophy on a similar concept; creative play--"Play Hard, Play Fair, Nobody Hurt." "New Games" activities are a combination of cooperative and semi-competitive type games. Bedell (1982), quoting Nancy Kretz, the New Games Foundation Director, states, "Playing fosters a sense of community and breaks down all sorts of artificial barriers and hierarchies" (p. 23).

Fluegelman (1976) alleges:

No one had really foreseen what beauty and power could be created by people at play in an atmosphere that encouraged spontaneity and participation. People could center on the joy of

playing, cooperating, and trusting rather than striving to win. You can choose to compete because competition is fun, not because you're concerned with who wins. If you've all played hard and enjoyed it, then you've all won. You can change the rules if you don't like them. So long as you all agree on what's fair, you can make the game into whatever you want it to be. Or you can invent a new one. (pp. ii, 10, 13)

Walsh (1982) avers that "New Games" helped humanize the play experience for people of all ages in the United States, England, Canada, Australia, Germany, and Japan. Bedell (1982) advocates that:

what research is increasingly showing is that those facets of ourselves--our imagination, sense of fantasy, and playfulness--are critical aspects of our mental health and creativity; we have to give attention to that playful self, that crazy kid within us. (p. 24)

Toward Making Game Changes

However, a game is only as good as the game's ability to meet intended goals from the playing of the game. To meet intended goals, the most basic being that the game should be fun, the game may need to undergo changes or adaptations. Morris and Stiehl (1989) state that the game should fit the intended purposes, values, teaching styles, resources, and, of course, the players.

Harris (1970) asserts that originality and adaptation are encouraged in the use of any games information. Therefore, contends Harris (1970), "ideas and styles change--a fine old idea can be dusted off, given a new name, a modern twist, a current tune, or an up-to-date feeling, and it is a potential success" (p. iii).

Fluegelman (1976) insists that one take the "New Games" and play them, change them, have fun with them. Fluegelman (1981) asserts that "most games can be adapted for more or fewer players, or made more or less active, simply by altering the rules a bit--if a game isn't right for you, change it!" (p. 10).

Harrison (1976) identifies three reasons for changing games:

1. If there is limited equipment (such as a badminton set), a rotation system will allow for more than four people to play. A similar example may be that of rotation ping pong where all the players surround the table and rotate around the table, picking up the paddle to hit the ball, in turn as it is hit over the net. The object is not to score points, but to keep everyone playing by keeping the ball in volley across the net.

2. If the games leader or teacher wants to lessen the effects of competition, a rotation system will retain the accumulation of points and a winning side because the participants will have played on both sides of the net, eliminating their being pitted against one another. The ping pong rotation example above serves well again.

3. If the games leader or teacher wants to encourage students to work together cooperatively, the opportunity to create new rules invites more interaction from within the group.

Lichtman (1990) presents five principles which can be used as the basis for the creation of activities. They are as follows:

(1) "hybrid models" where two or more standard games or sports are integrated to make a new game (example: foot-basket--played with basketball rules, but with a football, with the exception of dribbling); (2) innovative equipment, where equipment or materials that are not typically associated with games or sports settings become the focal point around which a game is developed (example: a tin can); 3) altered mobility or use of limbs which requires the participant to use their limbs in different ways (example: elbow tag); 4) modified use of standard equipment whereby the piece of equipment is used differently (example: a frisbee used as an enlarged hockey puck which players propel with their feet); 5) modification of the goal or change in player configuration (example: the use of a hula hoop hung over the metal brace of a basketball goal yielding two options for scoring or using four goals in soccer). (pp. 6-7)

The importance to note in this type of endeavor is that the game participants or students have the opportunity to devise their own activities and use their own creativity or imagination.

Graham (1977) shares the following points for helping participants or students design their own game: (1) begin gradually, change one thing at a time; (2) constantly remind oneself that if the students are to learn to make significant and meaningful decisions about game-playing, they must be accountable for their decisions; (3) although one can encourage the participants to assume the responsibility for safe play, safety is ultimately the game

leader's responsibility--unless working with adults and this may be fully transferred; (4) participants should be expected to call their own violations--out-of-bounds, etc.; (5) always retain the dynamic quality of the game--any rule can be changed; and (6) be patient--good group decisions may take longer.

The "game analysis" concept (Morris, 1980) went beyond "New Games" by providing games leaders with a framework from which games could be designed and altered. However, the "games discovery" concept (Kraft, 1987) applies a problem-solving teaching method to games. Explained by Kraft (1987):

In this approach, the games leader initiates the task by presenting a situation. The formulated situation acts as a starting point and a challenge for the participants. The situation initiates the decision-making process as participants create a method of play or a new game. The game decisions must accommodate the situation within limits. The optimal end result of this process is the creation of an original game. The games discovery notion goes a step beyond the modification or variation of a traditional game. (p. 420)

The Decision-Making Categories

The decision-making categories, the categories that should be considered in altering any game, may include: (1) the game formation or organizational patterns; (2) motor skills; (3) equipment; (4) scoring; (5) rules, limits, and restrictions; (6) outcomes, purposes, or goals; (7) physical contact; (8) number of players; (9) movement; (10) number

per side; (11) playing space; and (12) social interaction (Kraft, 1987; Morris, 1980).

Of significant interest, Orlick (1978) avers that:

When various groups of children have been given opportunities to create their own "fun" games, none of them have ever created games of hitting (such as football), games where large numbers of children remain inactive (such as baseball), games where children were eliminated, games with a lot of set boundary lines, or games where other children were put down. (p. 86)

Initiative Games

Another type of game entering the arena in physical education is that of initiative games. Initiative games require group problem-solving and physical energy to accomplish a given task or objective (Darst & Armstrong, 1980). Simpson (1974) gives this definition:

An initiative game is usually a clearly defined physical and/or mental task which a group is required to do. The initiative game is so designed as to challenge the physical and mental abilities of the participants within a group. In most instances, the initiative game requires the joint effort of the members of the group if the task is to be completed. It is a lesson in determination, teamwork, and planning. Initiative games may take place either outdoors or indoors. Some initiative games require special props and/or settings, while others do not and can be done almost anywhere.

The initiative game activity is a problem-oriented approach where a question is presented and no answer given. How are you going to do it? What is your plan? These questions must be answered. The group must find the solution; and does so through planning, trying, initial failures, and finally achieving. The initiative game activity supports the idea of learning by doing rather than by talking about it. (pp. 1-2)

More will be given on initiative games in the chapter that will bear that name. The future should be a most innovative time for the use of these games, both in and out of the classroom.

Manuscript Objectives

There are two major objectives of this manuscript. One is to change the way physical education and recreation specialists view games. This challenge should allow these specialists to view games from a prospectus that rules are only guidelines that can and should be changed to meet intended outcomes, such as the creation of an atmosphere of encouragement, fun, growth, and creativity, thereby accommodating different participants' size, age, skill level, abilities, disabilities, and needs.

To assist in this endeavor, focus will be given to the 12 decision-making categories which include: (1) the game formation or organizational patterns; (2) motor skills; (3) equipment; (4) scoring; (5) rules, limits, and restrictions; (6) outcomes, purposes, or goals; (7) physical contact; (8) number of players; (9) movement; (10) number per side; (11) playing space; and (12) social interaction (Kraft, 1987; Morris, 1980).

The second of these objectives is to compile in one source both leadership concepts and a representation of 145 exciting games for use in a college course that meets the present needs of the curriculum and the community.

The Course Set-up

The manual of Games and Creative Activities for Physical Education and Recreation should be used in a physical education games and activities course or a recreation games program course. Wherever used, it should include a broad spectrum of games suitable for various groups. Therefore, the primary focus of this course should be to make learning fun and involve the student as much as possible in broadening his/her base of game possibilities for various populations. In order to accomplish this, the instructor should deal with the first half of the semester in a different way than the last half of the semester.

The first half of the semester should be utilized in the teaching or presenting of game philosophy and leadership techniques. This usually works best when the instructor shares presentation material for the first 20-30 minutes and then moves to the playing of one, two, or three games. This will make the learning fun and will give the students something to look forward to after the sharing of information.

All presentation information is completed around mid-term, and the students are tested over this information. After the mid-term examination, the semester, as stated, changes format. The instructor sets up a teaching schedule (see Appendix A) where each student will be required to teach four or more times, depending on class size, between

mid-semester and the end of the semester. In other words, the format moves from the instructor presenting information and teaching games to the students taking the information learned and applying it in the teaching of games under the supervision of the instructor.

It is through this supervised, developmental training that the student has the opportunity to acquire the skills for planning, preparing, organizing, and directing a variety of games (see Appendix D). Through this process of active learning, the student acquires a firm knowledge base concerning the characteristics, needs, interests, and abilities of a large spectrum of people in the playing of the 145 games.

This manual provides easy-to-follow procedures for the games leader. It is hoped that the simplicity of the layout of this manual will make this course a joy to teach and a joy for the students to learn. For more information relating to course structure, the reader is referred to the proposed course syllabus, course requirement examples, course outline, and student-teaching schedule found in Appendix A.

Questions for Review

1. How are games used in society?
2. What are some elements games teach or encourage?
3. What are the freedoms to be achieved from the playing of cooperative games?

4. What are "New Games"?
5. What are the 12 decision-making categories that may be considered or employed in altering any game?
6. What are initiative games?
7. How important is a games philosophy? Why?
8. Discuss the differences between competitive and cooperative games.
9. Why is the need to change from the competitive games philosophy important?
10. What reasons can be given for the need to change games?

SECTION TWO: Leadership

Introduction and Competencies

The need for a solid games philosophy is of major importance to the physical education or recreation specialist. It should allow the specialist to identify what one wants to happen before the game, during the game, and the feelings of the participants after the game.

The methods of leadership in conducting a solid games and activity program must also conform to one's game philosophy. Although many of the methods of leadership are seemingly common-sense techniques, these may easily be overlooked if attention is not drawn to them.

Therefore, the competencies to be learned from this chapter include:

- An introduction to the games and activity program;
- The essentials for leadership in a games and activity program;
- The necessity of creativity and the ability to adapt and change games to fit the population, need, purpose, or theme;
- Ways of forming partners;
- Having fun at any cost;
- Judging group process;
- Judging group and individual reaction;
- Prizes and awards;
- Motivation;

- Invitations;
- Build-up;
- Decorations and atmosphere;
- Refreshments;
- Clean-up;
- The use of assistants;
- Safety factors to be considered when offering games to any group.

Introduction to the Games and Activity Program

By definition, a games and activity program should be an occasion where people get together for fun and fellowship--to play, to dance, to laugh, to learn, to compete in the spirit of a game, or to join in the theme of a party. By making proper adjustments, the program could be made appropriate for any age level or levels.

The program of games may be any length, from 30 minutes to a three-hour dance. It may be any size in relevance to the number of participants. Yet, all engaged in the games and activity program have the same general interest of sharing time together in one or more activities.

The host or hostess wants the participants to say, "with all sincerity" as they leave, "I had a wonderful time." The host or hostess will, therefore, in most instances, be the leader and must be what Harris (1970) refers to as "the relaxed leader." The relaxed leader, contends Harris (1970), is "one who is aware of leadership

techniques for planning well, choosing and arranging materials carefully, and conducting activities for the enjoyment of all" (p. iii), based upon their physical and mental abilities or disabilities.

Essentials for Leadership

What makes a leader in a games and activity program? In planning, starting, and guiding group activities, the leader of a games and activity program must be aware of the essentials required to conduct the program successfully. Therefore, according to various resources as listed, a leader should:

1. Be clear in one's thinking and prepared (Harbin, 1983; Weiskopf, 1982).
2. Lead with confidence (Harris, 1970).
3. Learn groups of games, instead of individual games, by their formation, objects or implements, or patterns to save considerable planning time (Kraus, 1979).
4. Select appropriate activities. A leader should consider the groups' interests and social experience, the player's attire, the play area, the availability of the equipment and/or supplies, and the objectives that are to be achieved through the playing of the game (Harbin, 1983; Harris, 1970; Weiskopf, 1982).
5. Appoint committees or assistants whenever needed (Harris, 1970).

6. Discuss the plans with the committees or assistants, obtain suggestions and comments, and assure that each individual understands his/her responsibilities (Harris, 1970).

7. Give confidence to the group, as well as get the confidence of the group (Kraus, 1979).

8. Like people, understand people, and be patient-- after all, physical education and recreation are people-oriented professions/disciplines.

9. Be understanding of people's needs and desires for fun and wholesome recreation (Kraus, 1979; Weiskopf, 1982).

10. Recognize that there are individual differences. What one six-year-old may be able to do, another may not be able to do; nor are brothers and sisters the same; avoid comparing a brother to a brother, etc.

11. Recognize that what works in one group of eight-year-olds may not work with another group of eight-year-olds, and what works with one group of eight-year-olds on one day may not work with the same group on another day.

12. Understand the rules of the games before presenting them (Kraus, 1979).

13. Assemble and check supplies and equipment needed to play the games. In games requiring players to write, pencils should be provided. In situations where tables are not available for writing, the leader should provide a

magazine, a sheet of cardboard, or a card for each person. All equipment should be ready, but not kept where the participants can handle them prior to the game (Edgren & Gruber, 1963; Harbin, 1983).

14. Prepare in advance any material that needs to be used in playing the games: lists, diagrams, or other items. When duplicate lists are needed for playing the game, a copy should be made on a blackboard, dry erase-board, or a large sheet of paper so that the lists are clearly legible to all players. Individual copies for the players should be made in advance, or the players can prepare their own lists if the leader directs (Kraus, 1979).

15. Have the starting lines, ending lines, boundary lines, and goal lines drawn for relays or other activities requiring markings. If it is not possible to draw them in advance, the leader should ask an assistant or someone from the group to draw them. The leader should not attempt to draw lines, control the group, and teach a game at the same time. The use of cones for changing the boundaries, should the group decide, is a good portable mechanism to employ (Harris, 1970).

16. Use some signal to secure the players' attention and to start and halt activities when necessary. Such signals are a raised hand, a chord on the piano, a whistle, or a verbal direction. Use of different signals for the

starting and for the halting of an activity may be employed (Harris, 1970; Weiskopf, 1982).

17. Get the players into the basic formation or group needed to start the game. The leader should then position himself/herself so everyone can hear and see. If outside, the leader should be attentive to where the sun is and stand so that he/she is looking into the sun and not the group. The leader should not give directions to any group until he/she has everyone's attention (Edgren & Gruber, 1963; Weiskopf, 1982).

18. State simply and clearly the directions for playing the game (Weiskopf, 1982).

19. Use illustrations when they are helpful in teaching a game (Reader's Digest, 1971).

20. Ask the members of a committee, assistants, or persons in the group to demonstrate how a game is played when this will help teach the activity. The leader should be sure that all participants know how to play the game. It may be necessary at times to practice prior to demonstration (Reader's Digest, 1971).

21. Ask for questions to clear up any uncertainty about playing the game (Weiskopf, 1982).

22. Give verbal cues during the set-up as to how long the game will run, such as how many minutes or until a certain goal or score is reached; or verbal cues may be given during the last few minutes, such as a two-minute

warning or stating how many seconds to go until time is called (Kraus, 1979).

23. Keep suggestions regarding playing procedure at a minimum once the game has started (Edgren & Gruber, 1963; Reader's Digest, 1971).

24. Move from one activity to the next while the players are still enjoying the previous activity. This involves judgment on the leader's part, and that judgment comes from experience. By so doing, the game energy stays high, and the participants do not become bored with a game running too long (Blankenbaker, 1974; Dauer & Pangrazi, 1989; Edgren & Gruber, 1963; Weiskopf, 1982).

25. The games leader should make sure that all participants have a chance to participate in those games that require taking turns. A good policy for games in which numbers are called is to write them down on a card. Caution should be used in games that eliminate participants. If participants must be eliminated, try to make it for one or two turns only. Another solution is to have play continue until a few participants are eliminated. Then declare the rest of the players winners (Blankenbaker, 1974; Dauer & Pangrazi, 1989).

26. Have flexibility in the program. More activities should be planned than are needed so that there are alternative games or substitute activities ready to use. The leader should be prepared to adjust and insert a

substitute activity if the one planned seems inappropriate. Bring the program to a close with enjoyment at its peak (Dauer & Pangrazi, 1989; Harbin, 1983; Harris, 1970; Reader's Digest, 1971).

27. Evaluate your games and activities once they have been played. Did you accomplish what you planned? What would you do differently the next time (Edgren & Gruber, 1963)?

A leader following the previously stated guidelines, while incorporating the 12 decision-making categories for changing a game, should be able to arrive at desired results with any group. The leader should identify, before starting, what the desired results are for the game or program. This is important so as to be able to evaluate the process at a later time.

Creativity

Creativity is an important element for the leader in a games and activity program to develop and utilize. Creativity is an element that must be worked at and is not as much inspirational as many people think. A simple formula for creativity is as follows:

Creativity = 90% perspiration + 10% inspiration.

Harris (1970) relates this well when she states: "Ideas and styles change; therefore, a fine old idea can be dusted off, given a new name, a modern twist, a current tune, or an up-to-date feeling, and it is a potential success" (p. iii).

Many of the techniques this manual will present are common-sense practices--not meant to insult one's intelligence, but to be used as a checklist for a games and activity program or for general knowledge. As the information is shared, one should challenge oneself to identify with and develop the techniques that will make their implementing of a games and activity program, whether in a physical education program, a personal program, or a recreational program, a true success and a fun experience for all concerned.

Ways of Forming Partners

In some games, two people or partners may be needed so that the activity may be started. The author will identify four ways of forming partners here that may be used to form partners. The first one is matching, whereby the advance preparations call for words to be written on paper or cardboard--bold and legible. These are cut apart, half distributed to the men, and the corresponding half to the ladies. Partners are matched up, and dancing, the game, or other activity proceeds when everyone has found a partner.

MATCHING--Partners may be found by matching:

1. Affinities--"Salt and/pepper" .. "Hat and/coat" .. "Hand and/glove."
2. Athletes and sports--"Football/Knute Rockne" .. "Baseball/Ty Cobb."

3. Authors and books--"Mark Twain/Tom Sawyer" ..
"Poor No More/Ruark."
4. Famous couples--"Romeo/Juliet" .. "Abe Lincoln/
Mary Todd."
5. Famous people and reminder--"Betsy Ross/flag" ..
"Strauss/waltz."
6. Famous quotes and authors--"The British are coming/
Paul Revere."
7. International cities and countries--"Athens/Greece"
.. "Rome/Italy."
8. Playing cards--face cards and numbers, i.e.,
"Ace of Spades/Ace of Hearts."
9. Pictures cut in half--use cartoons, the funny
pages, flowers, birds.
10. Questions and answers--"Who invented the
steamboat/Fulton."
11. Quotations--"Cold as/ice" .. "Fit as/a fiddle"
.. "Neat as/a pin."
12. Split advertisements--"When it rains/it pours."
13. Split proverbs--"Too many cooks/spoil the broth."
14. States and capitals--"Tennessee/Nashville" ..
"Missouri/Jefferson City."
15. State nicknames--"Tar Heel State/North Carolina"
.. "Garden State/New Jersey."
16. Words that rhyme--"Cat/hat" .. "Boy/toy" ..
"Book/look."

17. Words with definitions--"Coin/metal money" ..
"Hat/head covering."

18. Words or titles of songs--"God Bless/America" ..
"My Funny/Valentine."

The second way of forming partners is to bring lines together as illustrated below (Harris, 1970):

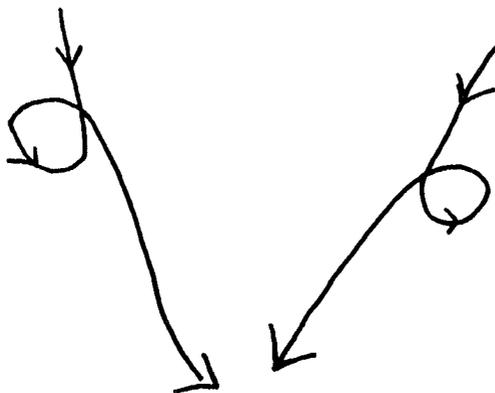


Diagram 3.2.1. Bringing Lines Together

The third way of forming partners from a mass formation is to have any two people standing side by side to join hands to form partners (Harris, 1970). And the fourth way is to use partners resulting from a previous game or activity (Harris, 1970).

Having Fun at Any Cost

Harris (1970) believes that having fun at any cost, however, is questionable, particularly when it involves:

- 1) roughness, pushing, pulling, tugging, shoving, and in general, rushing through games or mixers in a sloppy fashion, leaving people hot, tired, and uncomfortable;

- 2) embarrassment of guests in front of others in a manner that makes them the butt of a joke or emphasizes some short-coming;
- 3) shabbiness or crudeness in stunts, skits, or entertainment which is not wholesome or in good taste;
- 4) poking fun at a minority group, offending specific religions, races, or handicapped individuals;
- 5) cheating or getting around the rules in such a way as to give individuals or a group of individuals an advantage in relays and contests. The "anything goes" spirit has spoiled many a good activity. (p. 13)

Advanced Planning Based on Experience

Harris (1970) also maintains the following:

- 1) Get-acquainted games and mixers require about three minutes action time for each game. This is the average length of one 45 rpm record and has been found to be a good estimate of the interest span for enthusiastic participation.
- 2) Most pre-party activities should take ten to fifteen minutes while the guests are arriving.
- 3) Game time may be controlled by announcing in advance a definite time to stop or by determining a score to end the play.
- 4) Average time for skits is three to ten minutes. If there are a series of skits, it is wise to limit each group to five minutes.
- 5) Tricks and puzzles keep people guessing for a correct solution. The group will usually remain interested through about five to eight repetitions or attempts.
- 6) A noisy game will become tiresome for some, even though others would enjoy it for a substantial length of time. A fifteen-minute limit is usually best. (pp. 6-7)

Judging Group Progress

In judging group progress, Harris (1970) avers that:

- 1) If people are collecting things, six to eight items is about right (exception: scavenger hunt).
- 2) If people are exchanging beans, handshakes, etc., eight to ten contacts is about right. If exchanging partners, four to six changes (exception: musical mixers).

- 3) If replacing the person who is "IT" or the "Leader," five to six changes is about right.
- 4) If taking turns, each team should have two to four turns depending on the number of teams.
- 5) If groups are working together on a project, such as dressing up a model for a fashion parade, they need about ten minutes. The leader can shorten or lengthen the time one to two minutes, depending on how the teams are progressing. It is good to warn them one minute before calling time. (p. 7)

Judging Group and Individual Reaction

Harris (1970) shares the following information when a leader is judging group and individual reaction:

- 1) Action games involving running or dodging can sustain real interest about three to five minutes for adults, a bit longer for children. Hunting and running games can continue longer; these will remain interesting if the person who is "IT" or the "Hunter" is changed frequently. The leader can judge time somewhat by the changes. If one person has been "IT" three times, it is probably time to stop. If this occurs early in the game, the leader or group may choose to make a substitution or a rule change.
- 2) For children, it is wise for a leader to have several games in which five to six get to be "IT" in each game, rather than to repeat one game enough times to give each child a turn.
- 3) Some games will go on spontaneously for ten to twenty minutes and possibly remain mentally stimulating for longer. However, the program leader should watch for signs such as one participant in the top position too long, one individual repeatedly breaking the rhythm or being on the spot, or the game getting too serious and less lively. When these signs occur, it is a good indication to stop the game and move on or make some changes using the twelve decision making categories.
- 4) Some groups may request that an activity be repeated. If this happens the time allowed should be shortened.
- 5) If the game is not working out due to misinterpretation of a rule or directions, the leader should stop the game, briefly clarify the error, and then start the game again. Or

the decision to rectify the rules, etc. could be turned over to the team.

- 6) If the game is not going well or the group seems disinterested, the leader should stop the game and go on to another activity, or allow the group to identify what would make the game fun and interesting for the game to continue. (pp. 7-8)

Prizes and Awards

Prizes and awards, according to Harris (1970), are not strong motivating factors in a games program. The fun of the game is far stronger and is usually a sufficient reward. However, a clever or funny prize or surprise can add to the enjoyment.

With children, the idea of a prize is disappointing to those who do not win. A far more satisfactory plan is to let them enjoy a game without awarding a prize and to follow the game with a type of activity, such as a fishing pond where every child gets a turn at hooking a prize.

With adults, the fun of the game, the opportunity to get the body moving, and the opportunity to have fun with others in a good wholesome game or activity should be sufficient. A good games and activity leader will attempt to use cooperative games more than competitive games, thereby increasing the fun element and keeping everyone playing.

Bedell (1982) states that:

what research is increasingly showing is that those facets of ourselves--our imagination, sense of fantasy, and playfulness--are critical aspects of our mental health and creativity; we have to

give attention to that crazy kid within us.
(p. 24)

Let the award be the opportunity to play and enjoy oneself,
to engage in activity, and to be with others.

Motivation

Harris (1970) expresses that the motivation of people, particularly adults, to participate enthusiastically is affected by many factors. The following are some that the games and activity leader can control through careful planning (Harris, 1970):

- 1) Appropriateness of the occasion.
- 2) Enthusiasm initiated by advertisement or invitation to the games.
- 3) Friendliness of the welcome.
- 4) Stimulation of group response to the first activity.
- 5) Individual's ability to become a part of the group and join in the spirit of the game or activity; the program.
- 6) Suitability of the activities to the group.
- 7) Novelty or creativity of the ideas in relation to the theme--if this is appropriate.
- 8) Timing and flow of activities.
- 9) Feeling of ease in participation, resulting from a well-planned program of activities.
- 10) Genuine fun had with others.
- 11) Leaving the games and activities with a feeling of wanting more. (p. 12)

The most essential requirement is that the leader believes in what he/she is trying to do and works with the group to help them have a good time. However, a leader should not force or embarrass those on the sidelines to join in if they do not wish.

Invitations

If invitations are used, Harris (1970) explains that they can set the tone for the whole games and activity program. Harris (1970) insists that the invitation is the initial contact with the group and should stimulate or create a desire to come. Whether written or oral, it should have some element of mystery, surprise, gaiety, or curiosity.

It should clearly state the date, time, place, theme, dress, and whether the guest is to bring anything or contribute. It should also indicate if a reply is necessary and where, if required, the reply should be sent--RSVP (phone number or address). The invitation should be made at least one week in advance; sometimes it may be wise to get it out two or three weeks in advance.

Build-up

"Build-up" refers to the publicity and whoever is responsible for it. The purpose is to keep interest alive and to stimulate the participants to be so interested that they look forward to the games and activity program.

Harris (1970) maintains it may start even before the invitations are issued to arouse curiosity and may continue right up until the day of the event. A clever campaign will create a variety of posters, announcements, newspaper articles, skits, fun devices, and surprises to build up excitement for the big event. The build-up should restate,

at least once, the date, time, place, and specifications of the games program, get-together, or party. It should keep with the theme, if there is one.

The more people there are talking about the program, the greater the participation. If people "simply don't want to be left out," the build-up has been good.

Decorations and Atmosphere

Harris (1970) proclaims that whatever the reason for the get-together, some decoration can always be appropriate. Harris (1970) contends decorations may be done in many different ways, from flowers to balloons to streamers to a complete theme, but the most important point is that they need not be elaborate or expensive.

Harris (1970) alleges that sometimes the clever little touches that accent the theme get the most notice, comment, and praise. However, Harris (1970) believes the host or committee should never spend hours on details a group will neither see nor appreciate. Harris (1970) continues: "decorations should be appropriate in relation to the budget, the size of the place where the activity is to be held, and the theme that is chosen for the program" (p. 19). Guests, upon arrival and as a pre-party activity, can make the bulk of the decorations and have fun doing it if the materials and samples are laid out in a convenient work area (Harris, 1970). Assembly crews made up of guests can put up the decorations while others are arriving.

Harris (1970) explains:

Lighting is one of the most effective means of creating atmosphere. . . . Lamp light or warm light in contrast to bright, glary light is most desirable and inviting. Fire light attracts. Dimness stimulates singing and dancing. Spot lights accent only certain attractive details. Moving and flickering light is exciting, and cut-outs and silhouettes are good conversational pieces. . . . Arrangement of furniture is another important detail in creating atmosphere. A large room with a single line of chairs along the walls is probably the coldest, most frightening experience a leader can allow. (p. 19)

The best way to arrange the furniture, declares Harris (1970), is such that it is natural and easy for participants and guests to get together and talk. Having furniture that can easily be moved may accomplish this. Another way is to have no furniture at all, if this is appropriate for the dress and the age. Simply allow the individuals to sit on the floor, around a fire, or in front of a fireplace. Whatever the arrangement, take the time to think it through so the stage is set for real fun.

Cautions on Decorations

Harris (1970) shares the following list of cautions with decorations:

- 1) Thumb tacks, nails, etc., are undesirable in most places since they cause permanent defacing of woodwork, wood paneling, and furnishings.
- 2) Scotch tape, masking tape, and string are handy items, but must be removed completely at the end of the program. When left on woodwork, ceilings, or floors over forty-eight hours, they may damage the finish and become difficult to remove.

- 3) All items used in decorating should be removed afterward. (p. 20)

Simplicity is the key word in establishing atmosphere and mood. One need only remember the KISS principle--keep it simple stupid--in time, effort, and costs.

Refreshments

A good leader will take advantage of the opportunity to have the refreshments blend with the program theme. Harris (1970) contends that there is no reason why the refreshment time should not be part of the regular flow of activities for the occasion. "Plans should be made to lead into the serving of refreshments and also lead back to the program activities which follow, if there are any" (Harris, 1970, p. 20).

What is served, how it is served, and the arrangement of the participants for serving require planning in relation to time allowed for serving and clearing away. Also, the comfort of the participant, while holding and eating what is served, along with the companionship which can be enjoyed during refreshments, should be considered.

Try to avoid guests having to stand in line for refreshments, as well as guests having nowhere to set a cup while they eat. Also, avoid the use of the flimsy paper plates when possible.

Harris (1970) asserts:

Eating can be good fun. People can have fun in the preparation of food and refreshments. Some examples are turning an ice cream freezer (even in

our age of automatics), popping popcorn, cooking shish kebabs over charcoal, or the complete dinner cooked in the sand on a beach.

Exotic things are fun, but something as simple as punch and cookies can be a pleasure if seating is congenial. If the group is not too large, they might be assigned the job of getting something ready, setting up tables, carrying out food, serving coffee or tea, cutting cake, or putting up chairs or benches. (p. 20)

There are many types of refreshments that can be used at a social occasion. For a list of refreshment suggestions, consult Appendix B.

Clean-up

The assigning of a committee or person to clean up is of vital importance. Harris (1970) insists:

It can be a time when those who have worked together in planning the program enjoy sharing the fun, laughs, and good fellowship of clearing it away. A large group can do the job quickly, and friends of the people on clean-up will often want to help.

Advance planning will facilitate the clean-up by making available wastebaskets, brooms and mops, ladders, dish washing materials including hot water, and boxes in which to carry things away. One person in charge should direct the others and check off a list of "musts" including garbage disposal, ashtrays, fireplaces, windows, lights, and doors. The person in charge should make sure all decorations and masking tape is taken down. And last, a good games and activity leader will have a little treat for the clean-up crew. (p. 21)

Use of Assistants

The appointing of assistants can be a very worthwhile task on the part of the games and activity leader when needed. Harris (1970) shares the following list of duties an assistant can perform in a games and activity program:

- 1) Serve as host or hostess.
- 2) Take guests' wrap.
- 3) Hand out name tags.
- 4) Distribute materials for pre-program activity.
- 5) Direct people into pre-program groups or activities.
- 6) Fill in where a partner is needed.
- 7) Help people into designated formations and even up teams when necessary.
- 8) Set up equipment for the next game.
- 9) Distribute materials for a game.
- 10) Dispose of materials and equipment when a game is finished.
- 11) Serve as judge for races and contests.
- 12) Change records or notify the leader when volume needs adjusting.
- 13) Serve as demonstrator (a large group such as 150 will require more than one demonstrator).
- 14) Motivate through enthusiastic participation.
- 15) Help set up and serve refreshments.
- 16) Help pick up and put away afterwards.
- 17) Help with parking, if needed. (p. 11)

Safety Factors

Harris (1970) expresses, a good leader will be aware of safety factors and take precautions to avoid accidents which may result from the following:

- 1) slippery floors or loose small rugs.
- 2) furniture or equipment that is in the way.
- 3) overcrowding of teams where they may bump, trip, or injure others.
- 4) pencils, paper, etc., left on the floor from a previous game.
- 5) carelessness with candles, fire, and matches.
- 6) water, punch, or anything spilled on the floor.
- 7) traffic crossing in front of a target area of any kind (i.e.: darts, balls being thrown).
- 8) inappropriate use of sharp instruments, scissors, etc.
- 9) blocking passage with string or cord which may not be seen.
- 10) use of materials that will damage or stain floors or clothing.

- 11) throwing of objects which may result in glass breakage or injury. (p. 14)

Questions for Review

1. What is a games and activity program?
2. What are the essentials for leadership in a games and activity program?
3. What are some ways of forming partners?
4. What are the red flags to watch for in a group having fun at any cost?
5. How long should get-acquainted type games take?
6. How many times should the person who is "It" or the "Leader" be replaced in a game?
7. What elements should an invitation include?
8. What roles can assistants play?
9. What are the safety factors that should be considered in offering a games and activity program?

Areas for Discussion

1. Discuss prizes and awards in a games and activity program.
2. Discuss build-up and its importance to the program.
3. Discuss the factors affecting motivation for people to participate enthusiastically in a games and activity program.
4. Discuss the different lighting situations and how they affect a program.

5. Discuss the arrangement of furniture for a games and activity program.
6. Discuss decorations concerning their relevance to the games and activity program.
7. Discuss cautions with decorations.
8. Discuss refreshments and their use with the games and activity program.

SECTION THREE: Inactive Games

Introduction

The following is a compilation of inactive games.

Harris (1970) contends that:

Inactive games usually do not require physical activity and are usually played sitting down. They are suitable for programs where people are dressed up and would not enjoy games which make them hot, tired, or uncomfortable. (p. 35)

Harris (1970) states these may be quiet or guessing games, shouting or noisy games, rhythm games, dramatic games, speed games, or creative action games. Inactive games are appropriate for mixed-age groups. They are usable for a small number of friends or a large number of strangers divided into smaller groups. They are welcome as a rest from more active games or mixers or may be used as a pre-program activity while participants are arriving. Additional pencil-and-paper games may be found in Appendix C.

BALLOON BASKETBALL

Balloon Basketball (Harris, 1970) is a team game played with teams facing each other or with the chairs turned toward the team's goal. The ideal number per team is five to eight.

EQUIPMENT: One balloon blown up to a size of six to eight inches and enough chairs to seat each member of the team.

FORMATION: Have team members seat themselves in their chairs about three to four feet from the opposing team. The

distance between players on the same team should be approximately one to one and one-half arm's length. One member of each team will then position themselves at his/her team's goal end with his/her arms held in a circle to make the basket.

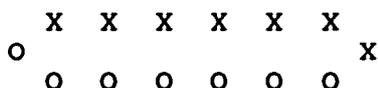


Diagram 3.3.1. Team Formation for Balloon Basketball

ACTION: Start the game by having each player, using only one free hand, turn his/her chair to face their goal. The second hand must hold onto the seat of the chair at all times. The balloon is put into play by the leader at an equal distance from the goals, with the object being to move the balloon against the other team and be able to put the balloon through the basket made by their team member for a score. The person standing and serving as the basket must stand straight or rigid with no movement. The team could determine if the person who is the basket could help in the score. Once a score has been made by a team, all members of that team rotate in such a manner that the person who was standing and serving as the basket now takes the first chair with everyone shifting one place; the last person without a chair now becomes the basket. If the balloon goes out of

play, it is placed back in play by the leader. Play is continued until a predetermined number of points or time is reached.

LEADERSHIP SUGGESTIONS: Have extra balloons prepared should one burst. Let participants determine as many rules as possible. For example, if the basket helps in the score-- one point is scored; if not, two points are scored. Game could be made more or less difficult by the size of the balloon. Number of players per side could be decreased to allow more opportunities for all players.

BALLOON FOOTBALL

Balloon Football (Harris, 1970) is a team game played by having the players face each other while seated in chairs. The ideal team number is 5 to 10 members per team.

EQUIPMENT: Several balloons blown up to a size of six to eight inches. A chair may be used for each participant on each team, or participants may sit on the floor as in the plate below.

FORMATION: Team members sit facing each other about four to five feet apart, with a distance between players on the same team being approximately one to one and one-half arm's length. If chairs are used, each player must keep one hand either on the seat or the back of the chair.

X X X X X X X
O O O O O O O

Diagram 3.3.2. Team Formation for Balloon Football

ACTION: A balloon is put in play by the leader by tossing it between the two teams. The teams score by hitting the balloon over the heads and out of reach of their opponents such that it touches the floor behind the opposing team. Each "touchdown" scores a predetermined amount of points. Game ends when a predetermined amount of points or time limit has been reached.

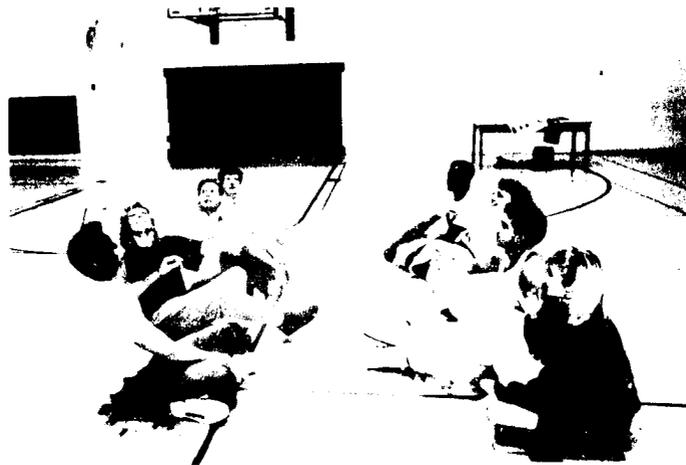


Plate 3.3.1. Participants Playing Balloon Football

LEADERSHIP SUGGESTIONS: Have more balloons than needed should one burst. Vary the number of balloons in play to add more involvement by both teams. Move the team's chair forward or back to account for skill level. Vary the size of the balloons to the motor skills of the participants or to increase difficulty. Vary the number per side so as to allow more playing time for each team member.

BATTLESHIP

Battleship (Harris, 1970) is a pencil-and-paper game whereby two players oppose each other. It has been called a table game, but may also be played while lying down as shown by the participants in the plate below.

EQUIPMENT: Pencil or pen and game sheet (see example in Appendix C).

FORMATION: Each player places his/her four ships (cruiser, destroyer, battleship, and aircraft carrier) anywhere within his/her home port, using the number of squares required for each of the four ships (see game sheet). Ships may be placed horizontally, vertically, or diagonally.

ACTION: One player starts the game by calling three shots, i.e., A-1, H-6, and D-3, which he/she records on his/her enemy port chart by series 1-1-1, 2-2-2, etcetera. The other player records these shots on his/her home port chart and reports the number of hits made by his/her opponent. A hit may be recorded by encircling that series to help in planning strategy later. Next, the second player gets three

shots, and the game continues until one player sinks all of his/her opponent's ships or time is called, whereby the player with the greatest number of hits wins.



Plate 3.3.2. Participant Marks Shots Called in Battleship

LEADERSHIP SUGGESTIONS: A game sheet is needed for each player. This game could be made a team event with teams competing against teams, but doing so limits individual play. Points could be scored by hits.

BROOM GAME

The Broom Game is a game where the essence is placed on watching and listening; then each participant tries to copy in order to be able to play the game.

EQUIPMENT: A broom, stick, or bat.

FORMATION: Place a group of 8 to 12 participants in a circle either standing or seated on the floor or ground.

ACTION: The leader begins the game by clearing his/her throat and saying, "This is the way you play the Broom Game." After stating this, the leader does a series of moves with the broom and passes it to the next individual in the circle to their right. As this person reaches out to take the broom, the leader asks: "Can you play?" This person takes the broom and says, "This is the way you play the Broom Game" and does the different motions with the broom, then passing it to the person on their right asking, "Can you play?" If this person has cleared his/her throat before saying, "This is the way you play the Broom Game," the leader states that this person can play the Broom Game. This continues until most or all have caught on to the key. As the broom comes around full circle, the leader may begin to make the clearing of the throat more pronounced so as to give the mystery away.

LEADERSHIP SUGGESTIONS: Be careful with the broom motion so as not to hit someone. Substitute a stick or any object if a broom is not available.



Plate 3.3.3. Can You Play the Broom Game?

FARMERS AND THE PIG

The game, the Farmers and the Pig (Harris (1970), is considered a table game suitable for two to five players. It requires some strategy and thinking moves ahead.

EQUIPMENT: Four disks of the same color, one different-colored disk, and a game sheet (see Appendix C).

FORMATION: Place the four disks representing the farmers in spaces as indicated. Place the one disk that will represent the pig in the space as indicated on the game sheet.

OBJECT: The farmers try to pen the pig so he cannot get by.

ACTION: The diagonally lined spaces are considered brush. The farmers can only move forward, while the pig can move forward or backward. All moves can only take place on the

white spaces and not through the brush. All moves are one space at a time. The game commences with the pig making the first move. The farmers win if they pen the pig; the pig wins if he can get by all four farmers.

LEADERSHIP SUGGESTIONS: Vary the rules by allowing the farmers to move backwards or by allowing the pig or the farmer to be able to make two moves instead of one. Allow one person to make the farmers' moves and one to be the pig. You can also allow teams to represent the pig and the farmers for a collaborative effort.



Plate 3.3.4. Strategy is the Key in Farmers and the Pig

FIRST IMPRESSIONS

First Impressions (Harris, 1970) is considered a pre-party activity or defroster--"game(s) designed to bring about intermingling and fellowship" (p. 70). It works well with any number of participants over 15.

EQUIPMENT: Enough note cards, size 8-inches by-10-inches, and pencils for all participants. Pins or tape to secure the note cards to participants' backs.

FORMATION: A card is pinned to the back of each participant.

ACTION: Each participant circulates around the room, writing on others' cards their first impression of them and allows others to write on his/her card their impressions.



Plate 3.3.5. The Use of Participants' Backs in First Impressions

LEADERSHIP SUGGESTIONS: Harris (1970) contends:

Most of the fun comes from the humorous, exaggerated, or elaborate descriptions some people will write. The descriptions should not be insulting or embarrassing, however. After allowing ten to fifteen minutes, everyone is called together, and someone is chosen to read his neighbor's card. Few people enjoy reading their own. With a small group of about fifteen all the cards can be read, but for a larger group, only a few. One may divide a large group into smaller groups so all cards can be read--a leader is needed for each group. It is always more fun if people are not too literal in their descriptions. The leader may give the participants the idea by writing the first one about herself--such as: "cool," "what a doll," or something in the current teen jargon. (p. 17)

FOX AND SQUIRREL

The game, Fox and Squirrel (Fluegelman, 1976), is a game that works well with children and adults. Any number of participants can play, but to keep the action going with a large group increase the number of foxes and squirrels.

EQUIPMENT: Two balls of different colors or sizes for every 10 to 12 people.

FORMATION: Have participants make a circle; they may sit or stand.

ACTION: Designate one ball the fox, the other the squirrel. Start the squirrel by passing it from player to player; now start the fox. Start with some simple rules, like the fox and the squirrel can both change direction at any time, but that they cannot skip a person in the circle. The object is not to get caught with both the fox and the squirrel at the same time.



Plate 3.3.6. Group Enjoys Game of Fox and Squirrel

LEADERSHIP SUGGESTIONS: Allow extra foxes in the circle by increasing the number of balls designated the fox. Allow the squirrel to be tossed across the circle or skip individuals.

HORSE RACE WITH CARDS

The game, Horse Race with Cards (Harris, 1970), is considered a table game for four players. Due to the elaborateness of the game set-up, the author will consult Harris' instructions:

- EQUIPMENT:**
- 1) 1 deck of cards--take out 32 cards: 4 Aces plus seven of each suit (2, 3, 4, 5, Jack, Queen, and King).
 - 2) A race track sheet about 5' x 1 1/2', marked off in four lanes about 20 squares long.
 - 3) Envelopes of beans for each player for the pay-off to the winner.

FORMATION: The target is laid out on a long table. At the starting end of the table the four Aces are laid out, 1 in each lane to represent the racing horses. One player for each horse comes up to move the horses along as

the leader turns the cards, which indicate the move for the horse of that suit.

ACTION:

The leader shuffles the prepared deck of cards and lays it in front of him face down. Then he begins the race by turning one card up, and the appropriate horse (of the same suit) is moved according to the rules. This continues until one horse wins the race. Rules:

- 1) Card 2, 3, 4, 5, moves horse that many squares forward for appropriate horse.
- 2) Jack means one move backwards.
- 3) Queen means two moves backwards.
- 4) King moves horse of its suit to the lead position, changing places with the lead horse. (p. 65)



Plate 3.3.7. Horse Race with Cards Game Played on Gym Floor

- 5) The winner of the race will receive as many beans from each other player as the number of squares he was behind.
- 6) When the leader runs out of cards there is a new shuffle and the process begins again until one horse wins the race.

LEADERSHIP SUGGESTIONS: Seven cards of each suit may be taken from four decks of cards. This provides more cards to turn and generally one can get through the game without shuffling again. This game can be played with teams if there are more people. (Harris, 1970, p. 65)

IT'S IN THE BAG

The game, It's in the Bag (Harris, 1970), is considered a contest or pre-party type game. It may be played with any number of players and various age groups.

EQUIPMENT: One object in each of 10 paper bags (the bags are closed and numbered). A card and pencil for each participant.

FORMATION: The bags are dispersed around the room so that participants may circulate and make their guesses as to what the bags contain.

ACTION: At the start of this game, each participant is given a card and pencil and asked to circulate about the room, feeling the bags, and writing on their card what they think is in each of the 10 bags. During this exercise, the bags cannot be undone or pressed so hard that the bag bursts.

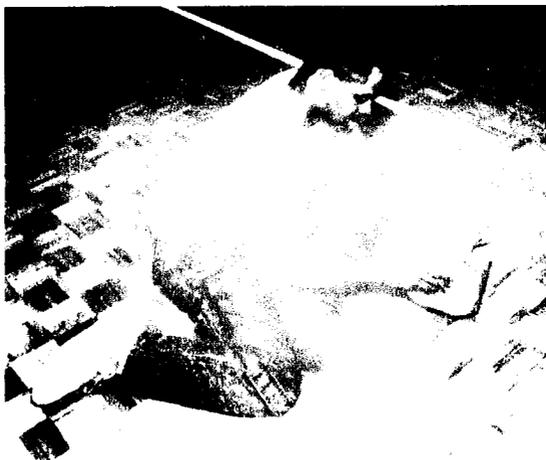


Plate 3.3.8. Participant Feels Bag to Identify Contents

LEADERSHIP SUGGESTIONS: Usually 10 to 15 minutes is ample time for this activity if the group is not too large. Once time is called, the bags are opened to reveal their contents. At this time participants check cards to see how many they guessed correctly. Examples of things for use in the bags may include: golf tee, whistle, ping pong paddle, archery finger tab, badminton bird, ski goggles, shotgun shell, pair of pliers, baseball glove.

LAUGHING GAUNTLET

The activity, Laughing Gauntlet or Hagoo (Fluegelman, 1976), is an activity that works well with most any age group from six years up. It can be played with groups the same age or in mixed-age groups.

EQUIPMENT: None.

FORMATION: The group divides itself or is divided by the leader into two groups of approximately equal size. The two groups form lines, facing each other while standing about three to four feet apart. This forms the "gauntlet." Two players, one from each line or team, stand at opposite ends of the gauntlet and face each other.

ACTION: With a bow and an invitation of "Hagoo," which means "come here" in the language of the Tlingit Indians of Alaska (Fluegelman, 1976), the two players walk toward each other, passing in the middle and continuing to the end while maintaining eye contact and trying not to smile. Meanwhile, the members of the gauntlet are making faces and throwing funny remarks, trying to get the participants to smile or laugh. Bodily contact is not allowed by the members of the gauntlet or by the participants walking the gauntlet. The participant who walks the gauntlet and maintains a stone face, without cracking a smile, rejoins his/her team. But if the participant walking the gauntlet laughs or smiles, he/she joins the other team. The game continues until all have had a chance.

LEADERSHIP SUGGESTIONS: The leader may place a time limit on the game. If group is extremely large, divide into two or more gauntlets. Ten on a team is a good number to begin this activity.



Plate 3.3.9. Participant Cracks Up While Walking the Gauntlet

LICENSE PLATE GAME

The License Plate Game is an excellent game to help adults get better acquainted. It definitely increases social interaction among participants as the guessing begins.

EQUIPMENT: A piece of paper with a logo of your state and a pencil.

FORMATION: A circle works well for this game so all can see each other.

ACTION: On the piece of paper with the outline of the state, the participant writes what they would want their own personalized license plate to be, example: B'PACKER. Once everyone has completed the task, the leader gathers the

pieces of paper, and the group tries to guess to whom each belongs.

LEADERSHIP SUGGESTIONS: On the bottom half of the piece of the paper, a second assignment may be to list something unique about oneself that differs from anyone else in the group.

LION HUNT

The game, Lion Hunt (Bryant & Oliver, 1967), works well with children, ages three to eight, because they love a hand-rhythm activity with leader and group response. This activity can be used with groups of 20, larger if all children can see and hear. This activity can be used to enhance a leader's bag of tricks on rainy days.

EQUIPMENT: A copy of the lyrics, if not committed to memory. A copy of the lyrics may be found in Appendix C.

FORMATION: A circle works well, but could also be done in offset rows.

ACTION: The leader establishes a hand-rhythm in 4/4 tempo and instructs the group to repeat everything he/she says and everything he/she does. He/she instructs them to be his/her echo and a copy cat.

LEADERSHIP SUGGESTIONS: The leader should make sure all can see and hear so all can be involved. The leader should speak lyrics clearly so children can understand. This can be a good activity to enhance children's listening skills

and monitor how well children really understand what someone has said to them.



Plate 3.3.10. All Heads Are Turned Toward the Leader for Cues

LUMMI STICKS

The game, Lummi Sticks (Harris, 1970), is considered to be a rhythm game suitable for most ages with any number of pairs. In younger children it helps develop hand and eye coordination. Once learned, a group may enjoy this activity for a long period of time.

EQUIPMENT: A pair of sticks for each player.

FORMATION: Harris (1970) lists three formations for this activity; they are as follows:

FORMATION I: A large circle is formed of any number of players sitting on the floor with their feet out of the way. One stick is in each hand.

The sticks are held vertically with the thumb and fingers. Rhythm: (see chant below).

Count 1--Tap down end of stick on the floor.

Count 2--Clap sticks together.

Count 3--Throw right-hand stick easily to the next player on the right and immediately, with the right hand, catch the stick which is coming from the player on the left.

This is the action for a right-hand pass around the circle. The same action may be taken to the left, with the left hand throwing and catching. When the circle can keep this going to one side or the other for eight measures or through the chant, then change from right to left and alternate on the eight measure pattern.

LEADERSHIP SUGGESTIONS: Circles of six to eight will learn faster than a large circle because so much dropping of sticks slows up the progress. The leader may show a large group but have them break into smaller circles to practice. If the group can learn the chant and sings, the song rhythm will help them learn the stick rhythm.

FORMATION II: Two players sit facing each other with room between them to maneuver sticks. Same rhythm as above:

- 1) Tap end down, clap together, toss with right hand diagonally across to the right hand of the person opposite (sticks pass in the air). If stick is tossed upward, the catcher can get it as it starts to drop. Catch is made with right hand.
- 2) Tap down, clap together, toss with left, diagonally left.
- 3) Tap down, clap together, toss right, toss left.
- 4) Tap down, clap together, toss right, toss left, toss right, toss left.
- 5) Tip head of stick forward and tap, flip (turning up and over), tap down, clap together, toss right, left, right, left.
- 6) Tip head of stick outward and tap, flip (turning inward), tap down, clap together, toss right, left, right, left.
- 7) Combine 5 and 6.
- 8) Use all of the above maneuvers, tossing sticks clockwise in a square pattern. For example, the left stick is thrown across, the right stick is thrown to the left hand, and the other person's stick is caught in the right hand, all in one count.

9) Do the same, only shifting and going counterclockwise.

FORMATION III: For two pairs, they sit in a circle and each works with the person opposite him. Couple one starts at the beginning of the chant, and couple two starts four measures later. All the actions given above for pairs may be used.

STICKS: May be made from broomsticks cut to 18 inch lengths, rounded at the ends. They may be painted and marked in pairs by a design or colored circles.

CHANT:

Ma ku a, Ko ta o, a ku i ta na

Ma ku a, Ko ta o, a ku i ta na

MELODY FOR THE CHANT: May be found in Appendix C. (pp. 114-115)

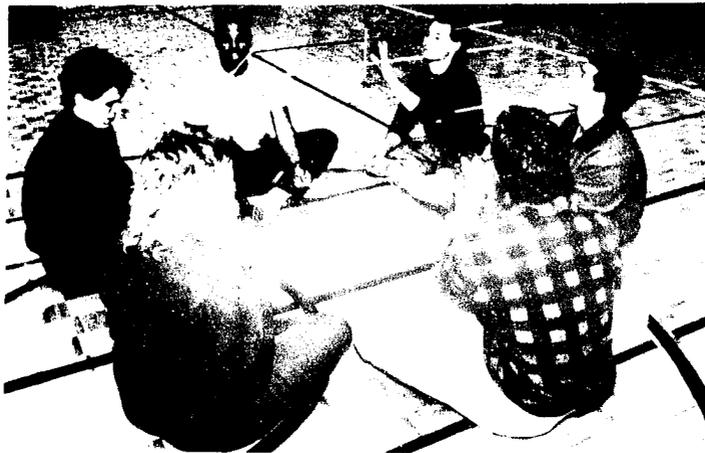


Plate 3.3.11. Group Forms Circle for Game of Lummi Sticks

LEADERSHIP SUGGESTIONS: Allow the group to come up with their own chant and/or rhythm (Fluegelman, 1976). Chanting holds the activity together, while giving it order and

atmosphere. The group should feel they can either speed up or slow down the action to achieve the desired results.

ODD OR EVEN

The game, Odd or Even (Harris, 1970), is considered a defroster to help people get to know others. The game can be played with any number and works well with teens and older individuals.

EQUIPMENT: As many envelopes or sacks of beans as participants. Each envelope should contain 25 beans.

FORMATION: Each participant is given an envelope of beans. There's no designated formation.

ACTION: Each participant is asked to circulate around the room, offering to one participant at a time the chance to guess the number of beans in his/her clenched hand. He/she approaches the person and says, "Odd or Even." If the person guesses right, the person gets the beans. However, if the person guesses incorrectly, he/she must give that person that amount of beans. The object is to collect the most beans in a 10-minute time frame.

LEADERSHIP SUGGESTIONS: The leader should monitor how participants are doing with their bean numbers, and if necessary, call time earlier than planned or extend the time.

PAPER BAG DRAMATICS

The game, Paper Bag Dramatics (Edgren & Gruber, 1963; Frankel & Frankel, 1956), is an excellent way to bring out

the creativity in a group. It is a game in which the team must come up with a skit based upon the groups' mental resources, as well as what they find in a bag.

EQUIPMENT: A paper bag, a pack, or a suitcase containing a large assortment of items. One bag for each group of 7 to 10.

ACTION: The game is played by dividing a larger group into teams of from 7 to 10 participants. Each group or team is then given a paper bag, a pack, or a suitcase containing a large assortment of items. Each team is given 10 minutes to prepare a skit, using the objects in the bag. Now stand back and get ready for some good wholesome fun and laughs.

LEADERSHIP SUGGESTIONS: Make sure the group understands they're to keep their skit wholesome and in good taste. Be sure to put different items in each bag used or put the same items in all bags and watch the difference in the creativity of each group, using the same basic resources.

PARIS FASHIONS

The game, Paris Fashions (Harris, 1970), is regarded as a defroster. It is a good game for those in their teens or older and designed for any number of participants.

EQUIPMENT: A bag for each group which contains some of the following: old newspapers, roll of tissue, crepe paper, pins, and scotch tape.

FORMATION: Form groups of five or six participants.

ACTION: The leader instructs the groups to take 10 minutes to dress up an individual in the latest Paris fashion, using the resources found in their bag. Also, each group should prepare an advertisement for this fashion and model their newly created fashion. If music is available, play it during the modeling. If possible, have a panel of judges determine the winner.

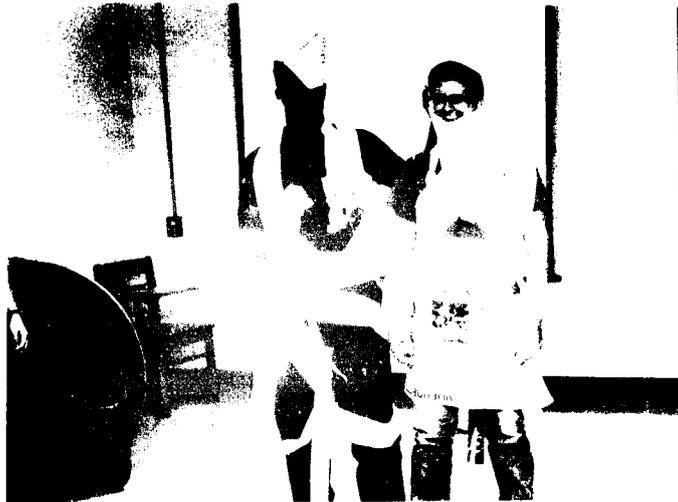


Plate 3.3.12. Teams Present Their Representative in Paris Fashions

LEADERSHIP SUGGESTIONS: Keep preparation time in check and don't let it go too long. Try to make the resources given in the bag varied and easy to work with for all groups that will use them.

PEOPLE ON A STRING

The game, *People on a String* (Harris, 1970), is considered an inactive group relay. It works well with most age groups except the very young.

EQUIPMENT: One ball of string with a spoon tied on it for each team.

FORMATION: Divide teams evenly with no more than 10 per team. Team members may stand one behind the other or side-by-side. The first player in the line has the ball of string with the spoon attached.

ACTION: On the leader's signal, each team starts the spoon down the line by the first person in the line dropping it down his/her shirt and on down through the pants. The second person must now work the spoon with the string up their pants and out their shirt while the first person unwinds the string from the ball. This continues until the spoon with the string has gone through all members of the team and the team is connected by the string. At this point, the process is reversed while the first person rewinds the string as the spoon comes back up the line. The team that finishes first is the one that has the spoon and all the string rolled back on the ball and sits down.



Plate 3.3.13. "Whoa, This Thing is Cold"

LEADERSHIP SUGGESTIONS: This activity works best when participants are dressed in play clothes; otherwise, the leader should use discretion according to the dress of the participants. The spoon should be tied tightly so it will not come off the string. The leader or participants can determine a ruling before the game as to how they will handle a spoon coming untied during this relay; i.e., group starts over or simply reties the spoon and continues. With a large enough ball of string, there is no reason why a larger group could not be allowed to play.

PERSON BINGO

The activity, Person Bingo, is an excellent way for a group who doesn't know each other to get acquainted. It is a good activity to break down barriers and get people moving and talking while having fun.

EQUIPMENT: Person Bingo game sheet is found in Appendix C, one copy and one pencil or pen for each participant.

FORMATION: There is no directed formation; the participant is free to rove and collect signatures in the various blocks on the game sheet.

ACTION: Once game sheets and writing instruments have been distributed, participants are allowed to rove around the room, collecting signatures from other participants who can fill the box based upon the information asked. For example, at the top of the game sheet, it will read "Find someone who . . ."; and one of the boxes may read "is wearing the color red." Therefore, the participant finding this person would have that individual sign that box. Depending upon the size of the group, a time limit may be set.

LEADERSHIP SUGGESTIONS: Be general in the descriptions placed in the boxes. This game works well because it can easily be set up to accommodate any type group and be fine-tuned to a specific group. For example, if the activity is used with a church social, one of the boxes may be to find someone who is a church deacon.

PING PONG BALL FOOTBALL

The game, Ping Pong Ball Football, called Ping Pong Ball Blow by Harris (1970), is an inactive game-room type activity. It can be enjoyed by most all ages in teams of six to eight people.

EQUIPMENT: Ping pong ball and a table.

FORMATION: Have teams line up on opposite sides of the table.

ACTION: With teams lined along the sides of the table facing each other, the game is started by the leader placing the ping pong ball in the middle. The object is for one team to blow the ping pong ball to the opposite side of the table and off the edge for a score. If the ball goes off the ends of the table, the ball is restarted in the middle. Players may not lean on the table and must keep their hands behind their back. Play is continued to a predetermined score.

LEADERSHIP SUGGESTIONS: The leader should have extra ping pong balls should a ball break. Allow the teams to make the rules as they wish.



Plate 3.3.14. Teams Trying to Move the Ball

POCKET SCAVENGER HUNT

The activity, Pocket Scavenger Hunt (Harris, 1970), is a game for teenagers and up. It can be used with most any number of participants divided into teams of equal numbers determined by the leader/participants.

EQUIPMENT: A list of articles to be requested during the activity.

ACTION: The leader will ask for a specific object from their list. Participants will check their pockets, purses, or wallets for the item. The first person to find the object and hold it up scores a point for his/her team. Play is continued until a predetermined amount of points is scored.

LEADERSHIP SUGGESTIONS: This activity may be played with no concern for points or may even be used as a relay with a runner and a designated place where items are to be placed. A list of items may include: a driver's license, a 1978 nickel, a stick of gum, a letter, a pen with colored ink, a nail file, a shiny penny, a credit card, a social security card, a hair clasp, a pocket knife, or a safety pin.

POTATO GOLF

The activity, Potato Golf, is an activity for all ages. It can work well as a rainy-day activity. Depending on the number of participants, team or individual scoring can be used. The number of tries can be decided by the leader or the participants.

EQUIPMENT: A potato and putter (may be a cane or a curved stick) for each set of circles drawn or taped on the floor. Tape three circles on the floor, one inside the other, and label the inside circle 15, the middle circle 10, and the outside circle 5. Six feet from the circle, make a starting line.

ACTION: From the distance of six feet, a player putts the potato with the implement at hand. Score is determined by where the potato stops. No score is made if the potato stops on a line. Determine the number of tries per person or per team and record scores.

LEADERSHIP SUGGESTIONS: Time permitting, allow the participants the opportunity to agree on the rules and

scoring for the game, as well as whether it should be an individual or team activity. Experiment with oranges, lemons, turnips, and other items that would roll differently.



Plate 3.3.15. Participant Putting a Potato

RAIN

The activity, Rain (Fluegelman, 1981), is a hand-rhythm activity similar to the Lion Hunt activity. It works well with any number of participants and with most age groups and is an excellent rainy-day activity.

EQUIPMENT: None.

FORMATION: Have the group form a circle either sitting or standing.

ACTION: With the group sitting in a circle, facing inward with eyes closed, each person will repeat the sound that the person on their right is making. The leader starts the sound by rubbing his/her palms back and forth together. The person on the leader's left joins him/her and then the person on their left and on and on, with the sound of drizzle intensifying. Once this sound has made full circle, everyone rubbing hands back and forth together, the leader replaces his/her sound with a snapping of fingers which emanates a steady patter of rain. This, in turn, is picked up by the person on their left and continues on around the circle. Once this sound has gone full circle, the leader begins to clap his/her hands which is picked up by the person on the left and on and on. This signifies a heavier rain. Once this sound comes back around to the leader, the leader begins to slap his/her thighs, signifying the storm building. Once this has gone full circle, the leader changes to feet-stomping to signify thunder. As this comes back around, the leader changes back to the rubbing of the palms back and forth together to lead back to a drizzle. Then on the last round, the leader stops the rubbing action and places his/her hand on the person to his/her left. This is done, in turn, until there is silence and the group is instructed to open their eyes.

LEADERSHIP SUGGESTIONS: If the person on your left does not get the signal, gently nudge them each time you switch.

Allow the group to come up with other alternatives for a storm's sounds.

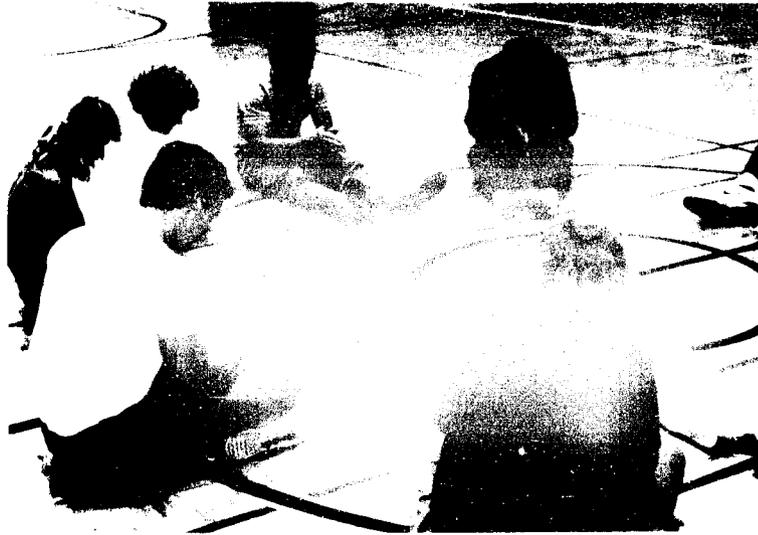


Plate 3.3.16. Group Performing Rain

RED HANDED

The activity, Red Handed (Fluegelman, 1976), is an activity for most any age level. It works well with mixed groups and most any size group.

EQUIPMENT: A marble, buckeye, acorn, or anything round that can be passed hand-to-hand.

FORMATION: Have the group assemble in a standing circle facing inward.

ACTION: One person is designated to be the person in the middle who will try to catch the person in the circle "red

handed" with the object being passed. To start the game the person in the middle closes their eyes and counts to five. During this time, the item to be passed was started by the leader. Once the person in the middle opens his/her eyes, they try to locate the person who may have the item being passed. All the while the passing is continuing. The person in the middle may ask a person in the circle to stop and show one hand, then both hands. If the person in the middle catches the person with the item, that person is in the middle. If not, then the game continues until he/she is able to catch a person with the item.



Plate 3.3.17. Which Hand Is It In?

LEADERSHIP SUGGESTIONS: If the group is large, the leader may divide into smaller groups or simply put more items in the circle to be passed. The game could be made more exciting by having more than one person in the middle or by having more than one item being passed.

ROAD MAP

The activity, Road Map (Harris, 1970), is a game for all ages of reading ability. It can be used either individually or with teams, depending on numbers.

EQUIPMENT: Enough state or United States maps to satisfy the needs of the numbers and pencils, one for each individual or team.

FORMATION: Individuals or teams can be on tables or on the floor randomly placed. Teams will need to elect a captain.

ACTION: The leader calls out a city on the map from a predetermined list. The first individual or team to correctly find, circle, and raise their hands scores a point. If played as a team, the team captain would be the one to raise his/her hand. Game continues until a predetermined score is reached by an individual or team.



Plate 3.3.18. "Are You Sure It's on the Map?"

LEADERSHIP SUGGESTIONS: The leader should be in a position to see all teams clearly. One may need to identify how a tie will be handled if two teams should raise their hands at the same time.

STRONG MAN STUNT

The activity, Strong Man Stunt (Harris, 1970), can be used as a stunt, a contest, or added to the mock track meet as an event. It works well with most age groups where the fine motor skills have developed.

EQUIPMENT: One double-size sheet of newspaper per participant.

FORMATION: If the group is small, all may participate. If the group is large, the group may be divided into smaller groups, and a member of each group chosen to participate. This activity may be used as a series of activities in a

myriad of games whereby points would be scored. For example, this activity could be used in the mock track meet activity. Once participants are chosen, he/she stands holding the strongest arm out to the side at shoulder height. He/she is then given the paper to hold by the corner.

ACTION: At the leader's signal, the participants attempt to wad the paper into a wad, while keeping his/her arms straight out. Upon accomplishing this feat, the individual steps forward and holds the paper up over his/her head.

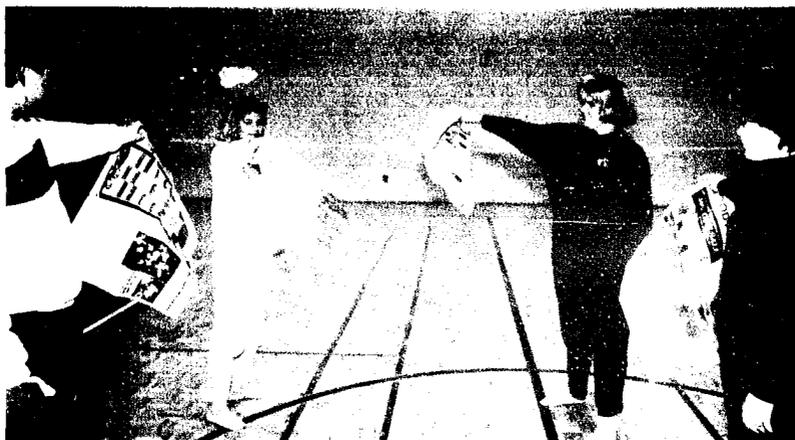


Plate 3.3.19. Participants Try the Strong Man Stunt

LEADERSHIP SUGGESTIONS: A smaller sheet of paper could be used for smaller participants. Cheering by team members is highly desired.

THUMPER

The activity, Thumper (Harris, 1970), is an activity based upon creativity and memory. It is a game especially enjoyed by children, as well as grown-ups.

EQUIPMENT: None.

FORMATION: The group will sit or stand in a circle facing each other. Each player decides on an action or sign with their hands which will be their sign or signal. Many groups choose animal signs.

ACTION: Harris (1970) describes the action below:

The game begins by everyone slapping his thighs in a quick, steady rhythm. Then the first player says, "What's the game?" The group answers, "Thumper." First player: "How do you play it?" Group answers, "With your hands." The first player then gives his signal plus the signal of another player. That player must immediately repeat his own signal plus that of another. Action continues until someone misses; then that person starts out as the leader, and the slapping begins again. (p. 107)

LEADERSHIP SUGGESTIONS: After playing this game for awhile, the participants may choose to change their signs. Allow the group to be creative and possibly stand while playing. Participants may choose to be more creative with their sign by adding body movement or sound.



Plate 3.3.20. Participant Giving a Sign in Thumper

SECTION FOUR: Active Games

Introduction

The activities that follow are a compilation of active games. Harris (1970) contends:

Active games are running, tagging, hunting, dodging, hitting, and throwing games which involve team or individual play of a more active physical nature. They are most often used outdoors or in a large indoor space. People are generally dressed in play or sport clothes with proper shoes for active participation. The atmosphere should be casual, with more emphasis on sharing fun than on a high degree of skill. Competition should be friendly. Active games are popular with all ages, and it is usually desirable that leadership be the indirect type. (p. 35)

Some of the games included in Section Four may also involve dancing, jumping, pulling, or tugging. The active games that follow have been taken from many sources and should serve the classroom instructor or games leader well.

AMOS MOSES

The line dance, Amos Moses or Hulley Gulley, is an individual activity performed to the record "Amos Moses" by Jerry Reed. It is enjoyed by all ages and is easily taught. It can be enjoyed by a large number of people at the same time.

EQUIPMENT: A record player and the record "Amos Moses" by Jerry Reed.

FORMATION: People position themselves in rows or lines in a gymnasium or on a concrete or asphalt pad outdoors.

ACTION: Once the music has started, all individuals on cue place the right heel forward and touch, then bring the right foot back and stand on it. Next, place the left heel forward and touch, then bring the left foot back and stand on it. The next part is the grapevine step. This is done by stepping on the right foot toward the direction you are facing and turning slightly to face the left. Next, step with the left foot behind the right foot while still moving in the same direction. Turning to face forward, step forward with the right foot turning to face the right one-quarter turn. Then step to the side on the left foot. Repeat until the record ends.

LEADERSHIP SUGGESTIONS: Teach the steps before asking the group to do the motion to music. Once the music is started, the leader may need to walk the individuals through it or call out the steps.

BALL AND CHAIN

Ball and Chain or Balloon Busting (Donnelly, Helms, & Mitchell, 1958) is an activity designed to be played indoors. It is a desirable activity for those 10 years and up. Boys seem to enjoy it more than girls due to its highly competitive nature.

EQUIPMENT: A balloon, six to eight inches in size when inflated and a piece of string two to three feet in length.

FORMATION: Each player is given a balloon and a piece of string. Each participant is instructed to blow up his/his

balloon and tie off the end with a knot. Next, the player ties a string to the end of the balloon at the knot. Then the player ties the other end of the string to one ankle.

ACTION: On a signal, while defending their own balloon, each tries to pop the others' balloon. Once a participant's balloon has been popped, he/she is out of the game. The winner is the last remaining player with his/her balloon still inflated.



Plate 3.4.1. Participants Engaged in Ball and Chain

LEADERSHIP SUGGESTIONS: The leader should monitor safety and watch for any unnecessary roughness. Tennis shoes should be worn by all.

BALLOON SWAT

The activity, Balloon Swat or Swat Tail, is another balloon game which is designed for children 10-years-old and up. And, like Ball and Chain, it is liked more by boys than girls due to its highly competitive nature.

EQUIPMENT: A balloon, six to eight inches in size when inflated, a string four feet in length, old newspapers, and rubber bands.

FORMATION: Each participant is given a balloon, a piece of string, a newspaper, and two to three rubber bands.

Participants are instructed to blow up the balloons and tie the end of the balloon. Next, the player ties the string to the knot in the balloon. The participant then ties the string around his/her waist, allowing the balloon to hang away from the waist by about four to six inches in the back. Each participant then takes his/her newspaper and rolls it and puts the rubber bands on so it stays rolled.

ACTION: On a signal, each player tries to bust others' balloon while defending his/her own. If his/her balloon is busted, he/she is out. The winner is the last one to remain with his/her balloon intact.

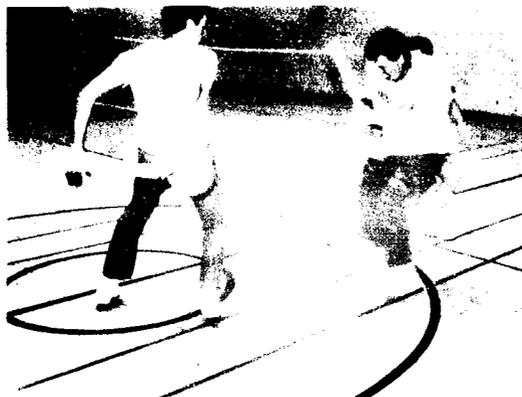


Plate 3.4.2. Participants Playing Balloon Swat

LEADERSHIP SUGGESTIONS: The leader needs to monitor for safety and unnecessary roughness. Allow the participants to make some rules that may make the game safer.

BATAKA BAT BASEBALL

The activity, Bataka Bat Baseball, is a super indoor game for a rainy day where limited space is the norm. The game's use of a bataka sponge bat and sponge ball makes for limited flight and impact. It can be enjoyed by most all ages and by various numbers.

EQUIPMENT: A bataka sponge bat and a sponge ball, three to six inches in diameter, and bases.

FORMATION: The set-up can be the same as regular baseball where the teams are divided and the number of bases can be determined by the participants.

ACTION: Participants play the game the same as baseball, unless they choose to vary the rules. Rules, such as the ball may be thrown at the runner or the batter may be granted only two or four strikes instead of the traditional three, are examples of decision-making areas within a game.



Plate 3.4.3. Bataca Bat Baseball with a Sponge Ball

LEADERSHIP SUGGESTIONS: The leader may allow participants the opportunity to completely establish the rules of the game and vary the equipment, motor skills used, playing space, and scoring.

BOFFING

The activity, Boffing (Fluegelman, 1976), is a fencing type action. It is fun for all ages and can be enjoyed either indoors or out.

EQUIPMENT: Boffers or boffing swords (triangular-shaped polyethylene foam wedges with plastic handles--marketed under the same name) are used as dueling swords, plastic goggles, and doughnut-shaped, polyethylene ear protectors.

FORMATION: Two opponents facing each other with boffers held high, ready for the signal to begin.

ACTION: The signal to begin is given, and the action is that of fencing. The rules encourage that all hits be made between the shoulder and waist and discourage wild swiping and pounding. Points may only be awarded for those well-placed taps by the end of the sword that produces a pop.



Plate 3.4.4. Squaring Off in Fencing Game of Boffing

LEADERSHIP SUGGESTIONS: The leader should make sure eye and ear protection is in place. Otherwise, allow the participants to chart their own course with the rules.

BOLA

The activity, Bola (Fluegelman, 1976), is a game borrowed from Argentina where they use a bola to lasso their cattle. It is similar to jump rope, but involves a lot more people. Most ages will enjoy this game.

EQUIPMENT: To make a bola, stuff a rubber softball in a tube sock and tie a knot in the sock just above the ball. Now tie a piece of clothesline rope, 15 feet in length, securely to the sock.

FORMATION: Have one person lying on their back in the center of a circle, with the rest of the participants standing staggered around him/her.

ACTION: The person lying on his/her back begins to twirl the rope like a lasso, letting out more and more rope. The participants begin to jump the rope as it comes around to them. If the participant doesn't jump high enough, he/she gets caught, and the rope wraps around their legs, and they fall to the ground. No problem, just undo the rope and get ready to go again. After everyone begins to get the hang of it, the twirler may really get the rope zinging.



Plate 3.4.5. Group Takes Places Around the Swinging Bola

LEADERSHIP SUGGESTIONS: The leader may suggest skipping the rope while holding hands with a partner or while the entire group holds hands. Allow the group to come up with other options.

BUTT OFF

The activity, Butt Off (Fluegelman, 1981), is a movement designed for two people. It can be played with any number of participants since partners continue to switch. It can be played with most any age as long as attention is paid to pairing up with someone the same size. It is a game where strategy and balance come into play.

EQUIPMENT: None.

FORMATION: The leader instructs each participant to choose a partner approximately equal in size and place their hips

together. Both partners should try to gain as solid a footing as possible, with feet spread about shoulder-width apart.

ACTION: Each pair counts to three, then tries to push his/her partner off-balance by use of his/her gluteus maximus. Strategy comes into play by anticipating the partner's push and giving with the action in such a way that it pulls the partner off-balance. The object is for the partner to push or pull their partner enough off-balance to cause them to move a foot. When this happens, the other person scores a point. Play continues until one partner scores three; then a new partner is found, or a new game is started.

LEADERSHIP SUGGESTIONS: Play should be on a resilient surface to help break a fall should participants lose their balance and fall. The game could be modified by allowing the hips to be away from each other until the count of three, thereby creating a bumping action in trying to knock the partner off-balance.



Plate 3.4.6. Participants Playing Butt Off

CATCH THE BAT

The activity, Catch the Bat, is a game of agility and listening. Children, ages 7 to 12, will enjoy this indoor or outdoor activity.

EQUIPMENT: A baseball bat or a wand.

FORMATION: A circle of 8 to 14 people; if the group is larger, divide into smaller groups. Players number off around the circle.

ACTION: One player stands in the center and balances the bat or wand with the fingertips. The center player calls a

number as he/she releases the bat. The number of the player called must catch the bat before it hits the floor or the ground, or they are in the middle. If this person catches the bat before it hits the ground, this person returns to the circle, and the person in the center tries another number.



Plate 3.4.7. Ready Position for Catch the Bat

LEADERSHIP SUGGESTIONS: Reverse the action; if the person whose number was called catches the bat before it hits the floor or the ground, they will go to the center to call the next number. If the bat is not caught, they must return to the circle, and the person who was in the middle calls

another number. Be careful that the middle person doesn't push the bat to the floor as they call a number.

CATCH THE DRAGON'S TAIL

The activity, Catch the Dragon's Tail (Fluegelman, 1976), is a great active game designed for a group from 8 to 14 people. It requires a good wide-open space and can be enjoyed by participants from 6 to 60 years of age.

EQUIPMENT: One handkerchief per dragon.

FORMATION: Have the group line up, one behind the other, with arms around each other's waist. The last person in this line will tuck a handkerchief in the back of his/her pants.

ACTION: On a signal, the dragon begins chasing its own tail. The object of the game is for the head of the dragon to grab the handkerchief. However, the tail is not going to be caught if it can help it. Therefore, the middle is not sure what is going on. When the head catches the tail-- everyone wins!



Plate 3.4.8. Head of Dragon Tries to Catch the Tail

LEADERSHIP SUGGESTIONS: Once the head catches the tail, allow the head to become the new tail, and the second person in the line becomes the new head. If more than one dragon can be formed, allow each dragon to chase the other's tail.

CENTIPEDE RACE

The activity, Centipede Race (Edgren & Gruber, 1963), is a competitive-based game. It can be played with teams numbering 4 to 12 and with participants, ages six to adulthood.

EQUIPMENT: None.

FORMATION: Divide group into two or more teams of equally numbered participants. Each team sits down behind a given

line and places their feet in the lap of the player in front of them. Front player will have feet extended on the line.

ACTION: On a signal, the teams move toward an opposite line, while maintaining their feet in the lap of the person in front of them. The first team to reach the predetermined line wins.



Plate 3.4.9. Participants Race for the Finish Line

LEADERSHIP SUGGESTIONS: With a large group a relay could be set up around a cone at a determined distance from the starting line. Play clothes are essential for this exercise. For a more cooperative-based form of this game, see Centipede in the Cooperative Games section.

CRAB SOCCER

The game, Crab Soccer, is a very active game which possesses a lot of possibilities. It can be played with most ages simply by changing the equipment. Approximately 10 per team is a good number to use. If more participants are available, try to have two or more games going on different playing areas.

EQUIPMENT: An earthball, cage ball, or beach ball to meet the needs of the group playing the game. Cones may be needed for goals, or the goal could possibly be the end boundary lines of the playing area or a mat hanging on a wall.

FORMATION: Divide group into approximately 10 per team. Identify the boundaries, the goals, how balls kicked out-of-bounds will be handled, such as thrown back into play at that point or square off in the middle, and whether hands may be used in play. Participants will be on their backs in a crab-style using their feet most of the time. Locomotion to the ball will need to be addressed, such as rolling, getting up and running, or crab walk only.

ACTION: Ball is put into play in the center of the playing area, and the two teams maneuver the ball by kicking it with their feet against the opposing team. When a score is made, the ball will be brought back to the center of the playing area for a square-off to restart play. Play continues to a predetermined score.



Plate 3.4.10. Crab Soccer

LEADERSHIP SUGGESTIONS: The leader should monitor for safety and unnecessary roughness. The leader should help participants decide on safe play decisions. The leader should take the needs and abilities of the group into consideration when choosing the appropriate ball to use with a group. Variations could include allowing participants to stand but not use their arms or allow them to stand and use the arms.



Plate 3.4.11. Body Soccer

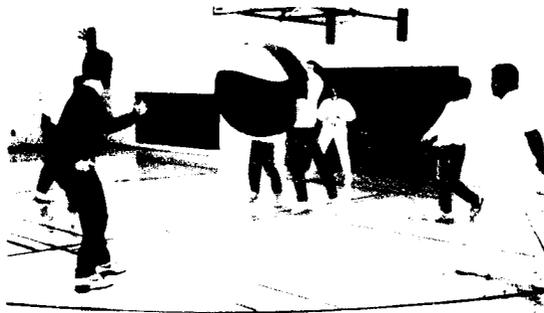


Plate 3.4.12. Body Soccer with Hands

CROWS AND CRANES

The activity, Crows and Cranes (Dauer & Pangrazi, 1989), is a game based upon listening and then running and dodging. It requires a large area, such as a playground or a gymnasium, and no child is eliminated in the play.

EQUIPMENT: None.

FORMATION: Two goals line are drawn about 50 feet apart. Children are divided into two groups--the crows and the

cranes. The groups come to the center where they face each other about five feet apart.

ACTION: The leader calls out either "Crows" or "Cranes" with an exaggerated cr-r-r-r-r sound to heighten the anxiety. If "Crows" is called out, the crows chase the cranes to their goal line. Likewise, if "Cranes" is called, the cranes chase the crows to their goal line. If a participant is caught by the opposing team, he/she must return with that team to their side. The team that has the most players at the end of the game is the winner.



Plate 3.4.13. The Rush for the Goal Line in Crows and Cranes

VARIATIONS: Dauer and Pangrazi (1989) offer the following variations:

1. Instead of facing each other, the players stand back to back, about a foot apart, in the center.
2. The game can be played with the two sides designated as red and blue. An object painted red on one side and blue on the other can be thrown into the air between the teams, instead

- of having someone give calls. If red comes up, the red team chases, and vice versa.
3. Blue, Black, and Baloney. On the command "Blue" or "Black," the game proceeds as described. On the command "Baloney," no one is to move. The caller should draw out the bl-l-l-l sound before ending with one of the three commands.
 4. Another variation is to have the leader tell a story using as many words beginning with cr- as possible. Words that can be incorporated in a story might be crazy, crunch, crust, crown, crude, crouch, cross, croak, critter. Each time one of these words is spoken, the beginning of the word is lengthened with a drawn out cr-r-r-r sound. No one may move on any of the words except crows or cranes.
(p. 517)

FIND IT IN THE PAPER

The activity, Find It in the Paper (Harris, 1970), is a relay-type game. It is designed for individuals seven years and older and can be played with any number of teams.

EQUIPMENT: A complete newspaper of the same date for each team and a pair of scissors.

FORMATION: Teams of six to eight are positioned 20 feet from a table on which the newspaper and scissors are placed.

ACTION: The leader calls the name of an ad, an article, or a picture. The first player sprints to the table and hunts through the paper for the item called, cuts it out, and hands it to the leader. The first person to place the item in the leader's hand wins a point. The game is played to a predetermined number of points.



Plate 3.4.14. Participants Searching Paper for Article

LEADERSHIP SUGGESTIONS: Magazines may be used if enough of the same issue can be obtained for each team. Monitor safety with scissors, especially with the younger participants. The leader may designate just tearing the item out. Be careful not to select items that are back-to-back in the same paper. Be clear in the request of item.

FOUR SQUARE

The activity, Four Square (Dauer & Pangrazi, 1989), is an excellent exercise for individuals from eight years and older. It is played with groups of any age with a composite of five to seven. If the group is larger, divide and draw more squares. Squares may be drawn on a hard surface with

chalk, on a grassy area with powdered chalk, or taped on a gymnasium floor.

EQUIPMENT: A playground ball or volleyball and a Four Square court (see diagram below).

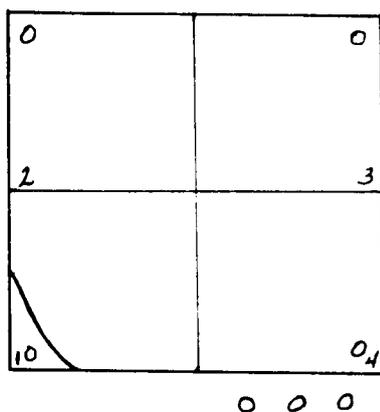


Diagram 3.4.1. Diagram for Four Square Court

FORMATION: A four-feet by four-feet court is drawn with four squares; each square is two-feet by two-feet. Each square is numbered one through four as in the above diagram. Four players each take a square with, the others waiting outside square four. The server will always be the number-one square. Each player stands with his/her feet on the two outside boundary lines facing inward.

ACTION: The object is to work one's way around the squares and stay in the number-one square the longest or acquire the

most points. Dauer and Pangrazi (1989) explain the action below:

The ball is served by dropping and serving it underhanded from the bounce. If the serve hits a line, the server is out. The server can hit the ball after it has bounced once in his square. The receiver directs it to any other square with an underhand hit. Play continues until one player fails to return the ball or commits a fault. Any of the following constitute a fault: 1) hitting the ball sidearm or overhand; 2) landing a ball on a line between the squares (a ball landing on an outer boundary is considered good); 3) stepping into another square to play the ball; 4) catching or carrying a return volley; or 5) allowing the ball to touch any part of the body except the hands. When a player misses or commits a fault, he/she goes to the end of the waiting line and all players move up. The player at the head of the waiting line moves into square four. (p. 533)

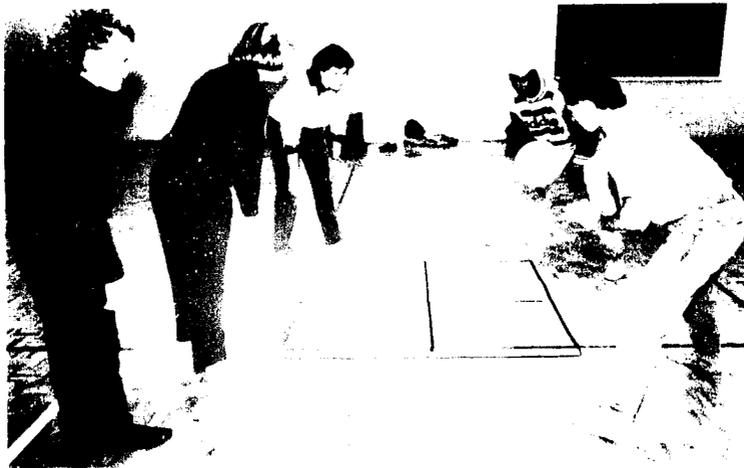


Plate 3.4.15. The Intensity of the Game Shows in the Face

LEADERSHIP SUGGESTIONS: The game is relatively easy to set up anywhere. The size of the squares can be increased as

player's skill level increases or to vary the game. The size of the ball can be varied to make the game more or less difficult. The game can be changed by varying the method of moving the ball; for example: a partially closed fist, one-handed or two-handed, back of the hand, the elbow, the knee, or the foot (Dauer & Pangrazi, 1989).

HUMAN PINBALL

The activity, Human Pinball (Fluegelman, 1976; Torbert & Normandeau, 1977), is a game where humans get to become the flippers in a giant pinball. This activity promises plenty of action and fun for ages 10 and older.

EQUIPMENT: One 10-inch playground ball or volleyball per circle.

FORMATION: A circle of 14 to 20 players seems the most ideal. Have all participants but one stand facing outward. All of these individuals now bend at the waist and swing their arms between their legs--these are the flippers. The one participant left is the one in the middle of the circle--the target.

ACTION: Once a ball is given to a flipper, the flipper flips the ball at the person inside the circle, trying to hit him/her. If the flipper hits the person, that flipper gets a point. That person now comes inside the circle and becomes the new target. If the flipper misses, the ball is picked up by another flipper, and this person tries to hit the moving target. If the ball goes out of the circle, the

target scores a point. Play could go on forever with such possibilities of winning free games.

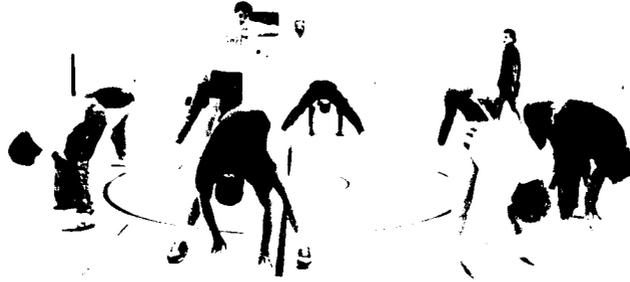


Plate 3.4.16. The Participant Dodges a Flipped Ball

VARIATIONS: Allow more than one target in the middle or allow more balls for the flippers to throw at the target(s). Try it with a larger circle, implementing more balls and more targets.

HUNKER HAWSER

The activity, Hunker Hawser (Fluegelman, 1976), is a test of strategy in give-and-take between individuals. It is a partner event and is a game for those aged 10 and older.

EQUIPMENT: A piece of rope about 15-feet long and two pedestals, about 6 inches high and 12 inches in diameter, per team.

FORMATION: Participants hunker (squat while staying on their feet; knees in the front) on their pedestals about six

feet apart, with the rope outstretched between them. The extra rope is coiled between each pedestal.

ACTION: On a signal, each participant begins taking in the excess rope. The object is to make your opponent lose his/her balance by either giving them rope or tightening the rope.

LEADERSHIP SUGGESTIONS: For safety reasons, spotters behind the persons hunkered on the pedestals may be a good idea. Use a rope at least one inch in diameter.

VARIATIONS: Try a circular rope and hunkerers around it or try the game with a three-way rope or a four-way Hunker Hawser.

LEMONADE

The activity, Lemonade (Harris, 1970), is a game similar to Crows and Cranes. It can be played with any number of children five years of age and older. It is a creative game because the teams must think up a trade and act it out.

EQUIPMENT: None.

FORMATION: Harris (1970) sums it up by saying:

Players are divided into 2 teams. Each team gets together and thinks of a trade which they may wish to pantomime (washing dishes, painting, mowing the lawn). It is decided which team will start first. The playing area is set. Each team has a back base line and a forward restraining line. The two restraining lines are at the center of the play area, 3 to 5 feet apart. (p. 127)

ACTION: Team One, who in this case will start the action, advances to the center of the play area, where they are met by Team Two, who will do the guessing. The following dialogue unfolds:

Team One: "Here we come."

Team Two: "What's your trade?"

Team One: "Ice cream and lemonade."

Team Two: "Show us some if you're not afraid."

Harris (1970) contends:

The team who advanced then proceeds to go through the pantomime action showing their trade. The opposing team tries to guess what it is. As soon as they have called out the correct answer, the pantomime team dashes back to their base line, trying to avoid being caught by the pursuers. If they are tagged, they must go over to the opposite side, which has the next turn to pantomime. (p. 127)

The team with the most players at the end of play is determined the winner.



Plate 3.4.17. A Team Pantomimes While the Other Guesses

MOCK TRACK MEET

The activity, *Mock Track Meet* (Harris, 1970), is like a small field day. It can be accomplished in a relatively small, open space, such as a classroom with the desks cleared away. It works best with individuals nine years of age and older.

EQUIPMENT: Strings about five-feet long with a marshmallow on one end, paper plates, large sheets of paper placed on the wall, colored markers, a measuring tape, a stool, a bottle, straws in a paper cover, a table, feathers, pennies, blown-up balloons (different colors), bean bags, toothpicks, and lifesavers.

FORMATION: Divide into teams as equal as possible. The meet has 10 events; therefore, teams will choose who they want to compete in each event. The tenth event is a relay and will involve all team members. Points for each event, as well as first, second, and third place, will need to be arrived at by the leader and/or the participants. A scoreboard or chalkboard should be set up to record the points per team.

ACTION:

(1) 100-Yard Dash--The strings with the marshmallows attached at one end are tied at the opposite end to the tops of chairs, one for each team. On a signal, a member of each team chews his/her way up the string to the marshmallow.

The first to reach the marshmallow and take it in his/her mouth wins.



Plate 3.4.18. 100-Yard Dash

(2) Discus Throw--The paper plate becomes the discus, and each participant from a team is allowed to throw it as far as one can with any underarm motion. The one that goes the farthest wins.

(3) High Jump--First, each participant competing in this event takes a marker of a different color and reaches as far up the wall as possible and marks on the paper provided. Next, the individual is given two tries to jump as far as possible and mark above the mark made while standing. The

distance is then measured between the standing mark and the farthest jumping mark. The greatest distance wins. Participants should compete one at a time. The stool is needed here for the measurer to stand on.



Plate 3.4.19. High Jump

(4) Mile Race--Each participant kneels with a bottle in hand. On a signal, all at the same time, each spins his/her bottle on the floor. The bottle that spins the longest wins.

(5) Javelin Throw--Each participant is given a straw with a cover. The participants are instructed to tear one end of the paper cover off and place this end of the straw in their mouth. On a signal, the participants blow the cover off the straw for the farthest distance.



Plate 3.4.20. Javelin Throw



Plate 3.4.21. Broad Jump

(6) Broad Jump--This can be done either at a table or on the floor. Participants bring their face to a line either on a table or the floor. A feather or a napkin, as is used in

the plate below, is placed in front of them, and on a signal each with one breath tries to blow the feather as far as possible. The feather that travels the farthest wins.

(7) Two-Mile Race--Each participant lies flat on their back. A penny is placed on each participant's nose. On a signal, without moving the head, each participant tries to wiggle the penny off his/her nose. The first to wiggle the penny off the nose wins.



Plate 3.4.22. Two-Mile Race

(8) Shot Put--Each participant stands at a line where he/she is given a balloon. On a signal, the participant throws the balloon overhand as far as possible. Farthest throw wins. Participants cannot hold the balloon where it is tied.



Plate 3.4.23. Shot Put

(9) Pole Vault--Each participant kneels or lies down on their stomach with their hands on a line. A bean bag is placed between the heels of the feet. On a signal, the participant tosses the bean bag over his/her head for the most distance (may need to demonstrate this one). Farthest throw wins.

(10) Relay--Each team lines up single file, one behind the other. Each participant is given a toothpick to place in their mouth. On the first participant's toothpick, a lifesaver is placed. On a signal, the first player turns around to the participant behind him and attempts to pass the lifesaver from his/her toothpick to the second participant's. This continues down the line until all have passed the lifesaver. To finish the game, the last person must run to the beginning of the line and pass the lifesaver to the person who started the relay. Once this is complete, the team sits down. First team to sit wins. If a lifesaver

is dropped, a new one must be obtained, and the relay restarted. Many lifesavers may be needed for this one.

LEADERSHIP SUGGESTIONS: Be creative, substitute other events appropriate to needs or age level of the group. The leader will need assistants with this activity to set up and help run the activity smoothly.

NEW VOLLEYBALL

Volleyball is an activity that can be played by partners up to as many as 10 to 15 per side. This manuscript will present six different ways that vary from the normal play of the game. Regular volleyball rules can be used, or the participants can make up their own.

EQUIPMENT: A volleyball net, a volleyball, a beach ball, and a 48-inch to 60-inch cage ball or earthball.

FORMATION: Teams positioned on each side of the net, as in regular volleyball.

ACTION:

(1) Beach Ball Volleyball--The use of a beach ball slows the action in a regular game of volleyball. Rules can stay the same, as with regular volleyball, or be changed to accommodate the group. This is a good activity for the disabled or the very young who don't have a high degree of coordination or are just learning the game.



Plate 3.4.24. Beach Ball Volleyball

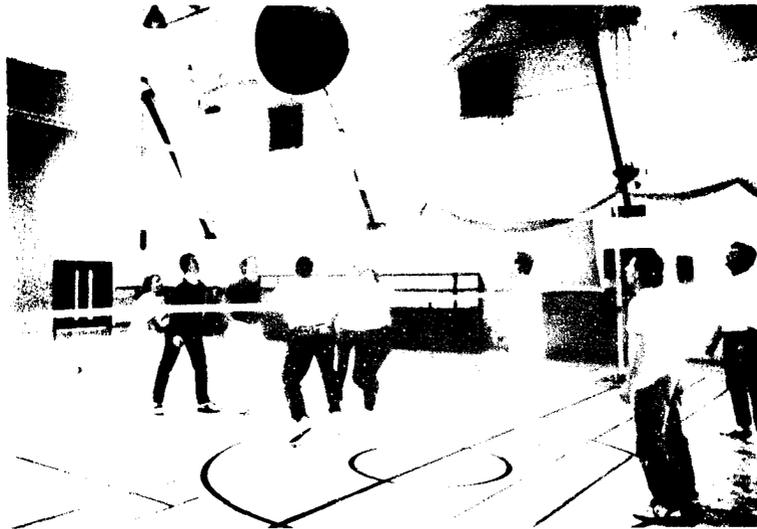


Plate 3.4.25. Earthball Volleyball

(2) Earthball Volleyball--The use of an earthball or cage ball from 48 inches to 60 inches in diameter is used in place of a volleyball. Teamwork is the essence, and rules

can be changed as the group becomes more comfortable with a ball of this size.

(3) Each Player Hits--In this game each player must hit the ball at least once before it is volleyed back across the net. This keeps everyone involved.

(4) Rotation Volleyball--In this game each player rotates after they have served to the other side of the net to become a member of the other team. This procedure eliminates teams, and everybody wins.

(5) Volleyball with a Bounce--This game is played with a regular volleyball, beach ball, or earthball. However, one bounce is allowed per side before the ball is volleyed back across the net.

(6) Collective Score Blanket Ball (Orlick, 1977, September)--Blanket Ball is played by having two teams attempt to toss a beach ball or a large cage ball back and forth across the net, using only a blanket. Cooperation is important in this game, both from the standpoint of catching the ball in the blanket to getting the ball over the net so it can be caught by the other team in their blanket.

LEADERSHIP SUGGESTIONS: Allow the group to be creative and make the rules, set the boundaries, and determine the number per side according to their needs.

PEOPLE TO PEOPLE

The activity, People to People (Fluegelman, 1976), is an excellent circle-type mixer activity. It is a game in which no one is eliminated and can be done with a group numbering 14 to about 150.

EQUIPMENT: None.

FORMATION: The group will need to form a circle, and everyone will need a partner except for the leader.

ACTION: The leader positions himself/herself in the middle of the circle and explains that the game has a rhythm which is accomplished by all snapping their fingers. Then the leader will name two body parts, such as head to shoulder, which the group will repeat three times while holding these body parts together with their partner. After the group has repeated the body parts three times while holding them together with their partner, the leader will name two more body parts, such as hand to knee. Again, each partner will touch and hold their body part to their partner's body part named for a repeating of the parts by the group three times. This continues by the leader once to twice more, using other body parts. Then the leader says, "People to People." At this point, everyone walks to the middle and finds a new partner and returns to the circle. The catch is the leader who had no partner now takes a partner, and the person without a partner becomes the new leader and starts the game again. This game works well through about 3 to 10 leader

changes. The group may want to do a team hug or applaud themselves at the end of the game as an act of celebration.



Plate 3.4.26. Hand to Foot

LEADERSHIP SUGGESTIONS: For safety reasons, contract with the group to be sure and walk, not run, to and from the center once "People to People" is called. Also, the leader needs to remember when calling out body parts, directions are kept clean and wholesome.

PILO POLO

The game, Pilo Polo, also referred to as Spongee Polo, is a highly active, highly competitive team game. Of many games taught over the years by the author, this one is the favorite of most groups.

EQUIPMENT: One sponge ball about four to six inches in diameter and 12 plungers (a plastic shaft with a handle on

one end and a closed cellular foam mallet on the other), six per team.

FORMATION: The playing area and boundaries are set according to the size and ability of the participants. For college-age students, a gymnasium is used, with two cones set at each end approximately six to eight feet apart to be used as goals. If an outside area is used, gauge according to needed boundaries.

ACTION: The game is played similarly to the game of soccer or hockey, whereby the object is to get the ball through the team's goal for a score. Each team decides which goal will be theirs, and a square-off of two participants, one from each side, is done in the middle of the playing area. Some basic rules may include: (1) the mallet must stay below the waist, and if the ball goes out of bounds, it may be thrown back in by the leader or squared off at the center; and (2) time by quarters, periods, and halves may be set by the leader and/or participants, or a predetermined score may end the game once a team reaches it. Notice in the plate below that the mat on the wall is the intended goal.

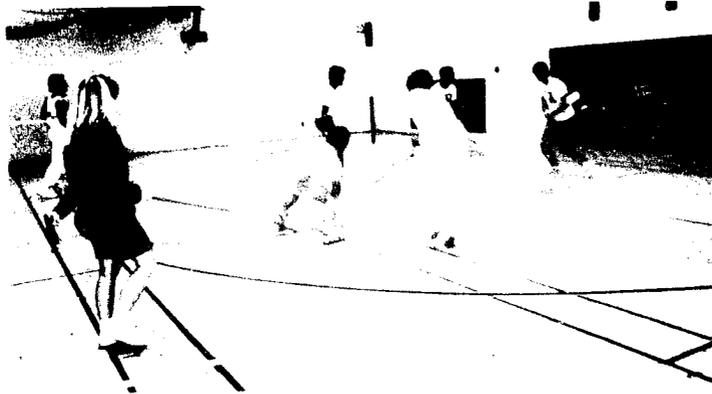


Plate 3.4.27. A Goal is Scored in Pilo Polo

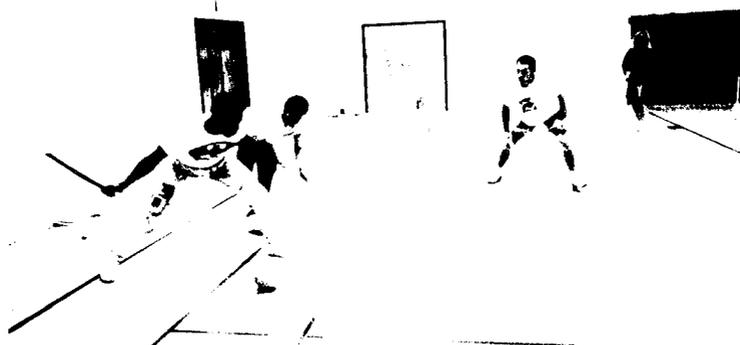


Plate 3.4.28. A Participant Prepares to Hit the Ball

LEADERSHIP SUGGESTIONS: Monitor for safety and unnecessary roughness; although the mallets are a soft material, they will sting if a player gets in the way of one.

PIN GUARD

The activity, Pin Guard (Harris, 1970), is a game designed for up to 20 individuals aged nine years and older. It is a game based on agility and throwing.

EQUIPMENT: An Indian club, bowling pin, plastic soda bottle, or a milk carton and a volleyball, beach ball, or a sponge ball.

FORMATION: Have the participants form a circle. A person is selected to be "It" and guard the pin in the center of the circle. To make the game more or less difficult the size of the circle can be varied.

ACTION: The object is for "It" to guard the pin and keep it from being knocked down while members of the circle throw a ball at it. The person who succeeds in knocking down the pin becomes the new "It" or guard of the pin. Points could be awarded to the "It" for missed shots, and points could be taken away if the "It" knocked over the pin while guarding it.

LEADERSHIP SUGGESTIONS: Softer items, such as the ones listed in the equipment list, could make the game safer. The circle diameter could be varied, as previously stated. More than one person could guard the pin. More than one ball could be used by the circle players to try to knock the pin down.

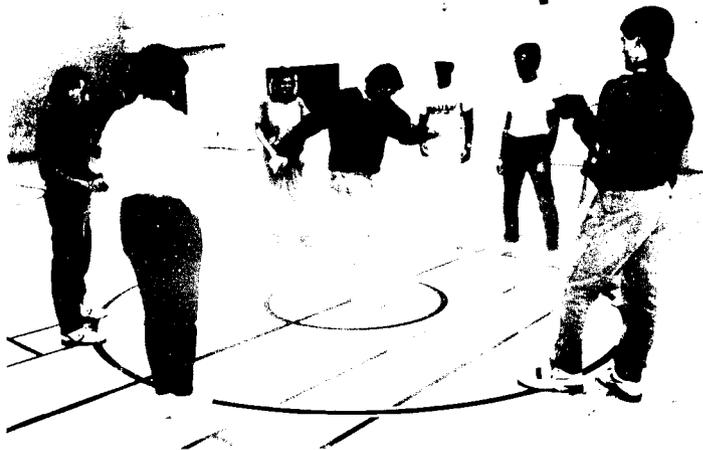


Plate 3.4.29. Participant Defends the Pin from a Thrown Ball

PING PONG BALL BASEBALL

The activity, Ping Pong Ball Baseball (Harris, 1970), uses improvised equipment and can be played in a limited space. The activity works well with a group of 8 to 20 players, ages seven years and older. It is a good rainy-day activity.

EQUIPMENT: Ping pong balls, bases, and a few rolled-up newspapers.

FORMATION: Arrange the bases like a regular baseball field or to suit the needs of the team. A team may choose to have three, five, or any number of bases.

ACTION: The game may be played along the same lines as regular baseball, with a team at bat and a team in the field, or changed to meet the needs of the group. However

played, it can be great fun. Rules, such as no strikes and no sliding, may need to be implemented by the team.

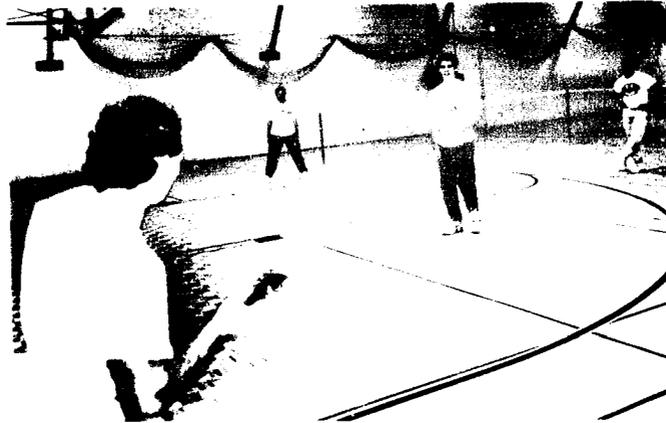


Plate 3.4.30. Group Enjoys Game of Ping Pong Ball Baseball

LEADERSHIP SUGGESTIONS: Be sure to have extra ping pong balls, as they are sure to get broken. A rotational system could be used, whereby players rotate from the field to bat. Allow the players to make the decisions as much as possible.

POISON PASS

The activity, Poison Pass (Harris, 1970), is a good exercise to help a group get acquainted that may not know each other. It is designed for individuals, ages 10 years and older, and for any number of participants in groups of three.

EQUIPMENT: A peppy tune on a record player or tape deck and a bean bag or tennis ball to pass in each group of six.

FORMATION: Groups are arranged in three's, with three's facing three's. The groups of three's will hook elbows to help them stay together as a unit. The leader will give a bean bag or tennis ball to the right-hand person traveling in a counterclockwise direction. This same person will always carry the bean bag when the group moves.

ACTION: Harris (1970) explains:

When the music starts, all three's zig-zag around the room as in a grand right and left. All sets start to the right, passing first group, then go left passing second group, etc. When the music stops, all three's stop, facing another three. They quickly learn the names of all six in their group, and as the music plays again, they pass the bean bag around the little circle of six as fast as they can. When the music stops this time, whoever has the bean bag is "It" and must say the names of those in his circle to the rest of the group. When the music starts, the game is repeated from the zig-zag. (p. 33)



Plate 3.4.31. Individual Repeats Everyone's Name

LEADERSHIP SUGGESTIONS: The leader may step in as an extra for a team which is short a member. A couple of walk-throughs before the music begins is a good idea.

SNOW BLIND

The activity, Snow Blind (Fluegelman, 1981), is a game in which everyone gets an opportunity to be the blind snowman, and no one is eliminated. It can be played with most any number, but is best if groups are kept to around 20. It can be enjoyed by kids from ages six and older.

EQUIPMENT: One boffer (see explanation under game Boffing).

FORMATION: Participants can go anywhere within a given set of boundaries. One person is chosen to start off as the snowman, and he/she arms himself/herself with a boffer. Because he/she is snow-blind, he/she must keep their eyes closed. The rest of the participants squat on the ground with eyes open, waiting for the start of the action.

ACTION: The blind snowman begins the action by stating: "Snowman, snowman, all in white, blinding everyone in sight." While the snowman is chanting, the participants may move anywhere within the boundaries. But once the snowman stops the chant, all must freeze in a crouching position. Now the participants repeat the chant while the snowman blindly moves about by sound, trying to tag a participant with the boffer. Once a participant is tagged, they become snow-blind or the blind snowman, and the person who was the blind snowman stands behind him/her with hands on their

waist. This continues until everyone is tagged and in a line with hands on the waist of another person. Once everyone is snow-blind, the group can open their eyes and celebrate.



Plate 3.4.32. Snow Blind

LEADERSHIP SUGGESTIONS: Blindfolds could be used with children if they have trouble keeping their eyes closed. Boofing action should be that of a gentle sweep. This game could be used to get the group into a line formation for a game to follow.

SOCK RACE

The activity, Sock Race (Harris, 1970), is considered a stunt or relay type game. It could be used as an event in the Mock Track Meet. It is designed for participants, ages 10 years and up, and is recommended for groups of six participants per pile of socks.

EQUIPMENT: A large pile of worn-out socks or stockings and a pair of gloves per each participant.

FORMATION: Blindfold five to six participants, allow them to put on their gloves, and seat them within reach of a large pile of socks.

ACTION: On a signal and for a predetermined amount of time, each participant tries to put on as many socks as possible on his/her feet within the time limit.



Plate 3.4.33. Participants Engage in Sock Race

LEADERSHIP SUGGESTIONS: The predetermined amount of time can be two to six minutes, based upon group need. To add variation, spin the participants to disorient them from the pile of socks. They then have to find the pile before they can begin. For the disabled or individual with limited

motion, the hands of another individual could be used instead of the feet. This activity can be a lot of fun to watch.

SPOKE RELAY

The activity, Spoke Relay, also referred to as Human Hurdle, is a game that can be played either as a single game by a small group or a relay game by a larger group which is then broken into smaller groups. It works well with children, ages 10 and older.

EQUIPMENT: None.

FORMATION: First, have the group of up to 14 individuals form a circle. If the group is larger, divide and make smaller circles. Have group members lie down on their backs with their heads pointing to the middle where the hub would be on a wheel. Designate one person to start the action.

ACTION: On a signal, the person who has been designated to start the activity will jump up and step or hurdle in a clockwise direction over each participant (spoke in the wheel). When he/she reaches his/her place, he/she lies back down and tags the person on the right. This continues until all have hurdled the other players. If being used as a relay, the first team to finish would be declared the winner.



Plate 3.4.34. Participants Enjoying Spoke Relay

LEADERSHIP SUGGESTIONS: Make sure there is ample room for the person's feet to step between bodies. Help the group to be safety-conscious during the playing of this game. Have participants in the spoke place their hands on their chest for safety. Try the game with larger groups as long as safety can be maintained.

STAND OFF

The activity, Stand Off (Fluegelman, 1976), is a partner event for balance. It can be played by participants ages 12 years and older. Since it is a game that works more on thinking strategy than the physical, it can work well with mixed groups. It can be played most anywhere, anytime.

EQUIPMENT: None.

FORMATION: Participants divide themselves into groups of two. The two players stand face-to-face on a level surface about one arm's length apart. The players' feet can be side-by-side, together or shoulder-width apart. The players present their hands with palms facing their partner.

ACTION: When the players are ready to begin, one makes contact with his/her palms against the palms of their partner. The object is to make your partner lose his/her balance while maintaining your own. If one partner moves one or both feet while the other partner remains stationary, a point is scored for the person who remains stationary. If one partner falls into the other partner, a point is scored for the person fallen into. If both partners lose their balance, no point is scored. It is permissible to dodge or absorb the partner's energy, thereby causing him/her to lose their balance. The game may be played until a person has three wins; then partners change and try again.

LEADERSHIP SUGGESTIONS: The leader should choose a resilient surface for this game to be played. A variation could be where the participants actually touch palms throughout the game with no sudden motions allowed.



Plate 3.4.35. Stand Off

STEAL THE BACON

The activity, *Steal the Bacon* (Reader's Digest, 1971) or *Snatch Ball* (Donnelly et al., 1958), is a game designed for a group from 8 to 20 in number and ages eight years and older. It is a good game of strategy and quickness.

EQUIPMENT: A large handkerchief, a ball, a cap, or a plastic bottle.

FORMATION: Divide the group into two equal teams. Have each group line up facing each other about 20 to 30 feet apart. Assign each player in each line a number starting from one and going up as far as needed. Now have one line arrange themselves so that the corresponding number is diagonally opposite to the other line. A handkerchief or

ball is placed in the middle of the lines (see diagram below).

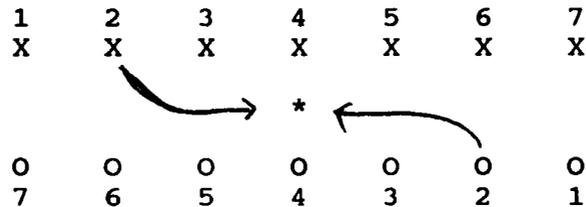


Diagram 3.4.2. Team Formation for Steal the Bacon

ACTION: The leader calls out a number at which time the players with that number run to the center to try to retrieve the handkerchief or ball without being tagged by the other player. If the player who steals the ball can get back to his/her team's goal without being tagged, he/she scores a point for his/her team. However, if the opponent tags the player who "stole the bacon" before he/she gets back to his/her line, he/she scores a point for his/her team. Play can continue until a predetermined score is reached.

LEADERSHIP SUGGESTIONS: The leader should call numbers at random. Care should be taken so that all numbers are called with equal frequency.

TAG VARIATIONS

The game, Tag, has many variations, and this manuscript will share five broad variations that can be used with

children, as well as adults. As with any Tag game, a large area is needed for the runners and the "It."

(1) Animal Tags--(a) The Rabbit Squat Tag where players save themselves by assuming a squat position; (b) the Frog Tiptoe Tag where all players, including the "It," must walk on tiptoes instead of running (may want to designate a rest area); (c) the Bear Ankle Tag where a player is saved by touching his/her hands to his ankle; (d) the Monkey Nose and Toes Tag where a player saves himself/herself by touching his/her nose with one hand and his/her toes with the other; (e) the Penguin Reverse Tag where all players walk or run backwards; if tagged, that person becomes the new "It"; and (f) the Stork Tag where a runner must stop and stand on one foot to save himself/herself.



Plate 3.4.36. Stork Tag

(2) Elbow Tag (Fluegelman, 1981)--This game is played by having the group divide up into pairs or partners and designating one person to be "It" and one person to be the runner. The participants who have partners link elbows with that partner, while keeping his/her outside elbow out with hand on the waist. The runner who is trying not to be caught by "It" can link an elbow with an existing pair and yell, "Go" to the Person who is now the third or outside person. Once "It" tags someone, the roles are reversed, and the old "It" becomes the runner. Variations to this could be that the "It" could also grab an outside elbow and that the outside person now becomes the new "It." Pairs can be placed in a circle or be randomly placed about a field. Allow the group to come up with other variations. This is considered a good game for mixed ages, children through adulthood.



Plate 3.4.37. Participants Playing Elbow Tag

(3) Go Tag (Fluegelman, 1976)--The game starts by everyone squatting in a line, with every other player facing the opposite direction. Next, think of the area around the line as an oval track; this is where the game will take place. The person at one end of the line will be the runner, and the person at the other end will be the chaser. The runner starts around the track, he or she may run in either direction; the chaser now starts either clockwise or counterclockwise, but once the direction is started it can't be changed.

The object is still for the chaser to catch the runner, but the chaser can work with other people in the line. The chaser does this by tapping one of the squatters and saying, "Go." Fluegelman (1976) states that the tapped player steps forward to begin the chase, while the old chaser takes his/her spot in the line. The result is that the entire line becomes an aid to the chaser, whereby he/she may "cross over the center of the line and change the direction of the chase" (p. 53). Once the runner is caught, he/she assumes a place at the end of the line, and the chaser takes his/her place. The person at the other end of the line assumes the chaser position.



Plate 3.4.38. Participants Playing Go Tag

(4) Hug Tag (Fluegelman, 1976)--Played as any other Tag, but the only time a runner is safe from "It" is when he/she is hugging another person. Time limits of three to seven seconds could be set, or the safe zone is three people hugging, or four, or five.

(5) Triangle Tag (Fluegelman, 1981)--Played by having individuals form groups of four. One of these four chooses to be the chaser; the other three form a triangle by joining hands and facing inward. Now one of the members of the triangle chooses to be the target for the chaser. The object is for the chaser to tag the target person in the triangle. However, the other two members of the triangle cooperate to protect the target from the chaser by moving and shifting so as to make it difficult for the chaser. The target may not be tagged across the triangle or on the hand or arm. Variations include trying the game with four or

five, having two chasers, or placing the target inside a triangle or quadrangle.



Plate 3.4.39. Individuals Enjoying Triangle Tag

TOE FENCING

The activity, Toe Fencing (Fluegelman, 1976), is a partner event designed for players, ages eight to adulthood. It can be used as a good get-acquainted game.

EQUIPMENT: None.

FORMATION: Have each person take a partner, stand face-to-face, and hold hands.

ACTION: The object is to try to tap the top of the toes of your partner while not getting your own tapped. When one person scores three on their partner, it is time to switch partners.

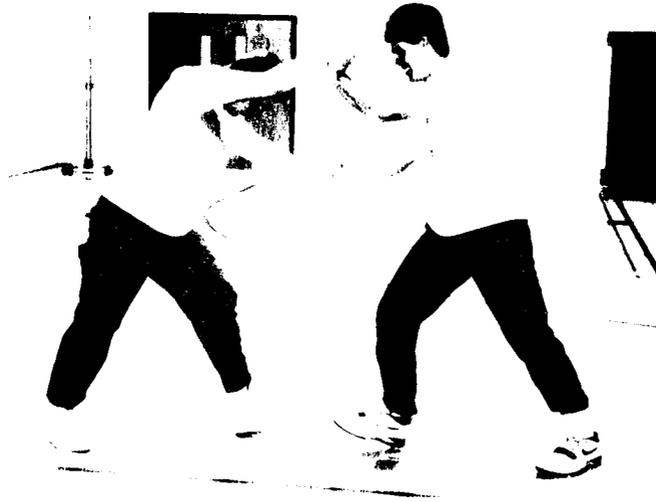


Plate 3.4.40. Toe Fencing

LEADERSHIP SUGGESTIONS: Make sure everyone is equally clad in the foot department; better yet, have everyone take off their shoes. Remember, the name of the game is Toe Fencing, not toe stomping.

ULTIMATE NERF

The activity, Ultimate Nerf (Fluegelman, 1981), is an active "object passing, goal-scoring team game" (p. 53). It can keep a group of adults and children having fun for an entire afternoon.

EQUIPMENT: A Nerf ball (a soft foam ball).

FORMATION: Divide the group in half for the purpose of two teams. Mark off boundaries and set goals.

ACTION: Fluegelman (1981) describes the action below:

It starts with one team "kicking off" the ball to the opposing team, whose members can run anywhere

on the field but cannot run with the ball--they can only catch and pass it. If a passed ball is dropped, thrown out of bounds, or intercepted, the other team immediately takes possession at that spot, and the direction of play shifts. Offensive and defensive players must stay about an arm's length apart. (p. 53)



Plate 3.4.41. Fast-Paced Game of Ultimate Nerf

LEADERSHIP SUGGESTIONS: Variations may include: substituting a frisbee, a paper plate, a small football, or a bean bag; or changing the mode of locomotion to wheelchairs, running backwards, crab walking, or bicycles; or making the playing field larger or smaller; or by changing how close a player may be guarded; or requiring a certain number of passes among team members before a goal can be counted scored; or as Fluegelman (1981) suggests, "by keeping score by the quality of play rather than the quantity of the goals" (p. 53).

WINK

The activity, Wink (Fluegelman, 1981), is a game designed for about 12 to 30 individuals, from teenagers to young adults. It should be played outside or on a resilient surface. Participants should be dressed in play clothes.

EQUIPMENT: A frisbee.

FORMATION: A double circle with one extra person without a partner. All, except one, take a partner and seat themselves in a circle facing inward with the partner in front sitting cross-legged. The other partner kneels behind their partner. The odd person is the person who starts the game and is called the winker. The winker has a frisbee placed in front of him/her.

ACTION: The game starts when the winker winks at one of the participants inside the first circle, who now becomes the "winkee." The object of the game is for the "winkee," while being restrained by the partner behind them, to attempt to tag the frisbee in front of the winker within six seconds, which is counted off by the other participants. If the "winkee" tags the frisbee in the time frame, the "winkee" becomes the partner of the winker and takes the position behind the winker. Now the person without a partner becomes the winker. If the "winkee" cannot tag the frisbee in front of the winker in the six-second time limit, the winker stays the winker and tries again. Game continues for several exchanges.

LEADERSHIP SUGGESTIONS: Safety considerations are important; allow the group to set the safety parameters, if possible. If a person believes the game is too rough, they must feel it's permissible to leave it. It should not become a game of brut force, but of gentle restraint. Loose pants are not the best attire for this activity. Variations may include: if the "winkee" is tagged several times by their partner in their escape, then the "winkee" cannot become the winker's partner; or the frisbee could be placed closer to the middle of the circle. Allow the group to come up with alternatives to meet the group's needs.

SECTION FIVE: Cooperative Games

Introduction

The important aspects about cooperative games are as Foley (1979) shares:

They are about involvement, acceptance, cooperation and sharing! They are games where everybody plays, everyone wins and no one loses. They are playing with rather than against. They are games designed to necessitate, enhance and reinforce positive social values and behavior.
(p. 12)

Add to these aspects the element of fun, and the values and purposes of cooperative games become clear. Most cooperative games require little or no equipment in order to play the games. This can be a plus for programs with limited budgets.

The games that follow are a compilation of those games that elicit cooperation and teamwork, as well as fun and good social interactions. Use of the 12 decision-making categories: (1) game formation; (2) motor skills; (3) equipment or implement; (4) scoring; (5) rules, limits, and restrictions; (6) outcomes, purposes, or goals; (7) physical contact; (8) the number of players; (9) the movement; (10) the number per side; (11) the playing space; and (12) the social interaction (Kraft, 1987; Morris, 1980) should allow a games specialist to change the game as needed; now, on to the games!

A WHAT?

This is a game designed for a group from 12 to 20. It is not physically challenging since the group will stay in a circle formation, but it will be funny and mentally challenging as the group tries to keep up with the dialogue the game presents.

EQUIPMENT: Any two objects that are different in nature and small enough to be passed by the group.

FORMATION: The group forms a circle, either sitting or standing, with the leader as a member of the circle. The leader shows the group two objects (example: a pen and a comb). The leader holds up one object at a time and tells the group that the first object is a "watch." The leader then holds up the second object and tells the group that this object is a "witch." The leader explains to the group that the objects will be passed, one, the "watch," clockwise, the other, "the witch," counterclockwise.

ACTION: The leader starts with the "watch," passing it to his/her left or clockwise and states, "this is a watch!" The individual on his/her left replies, "a what?" The leader replies, "a watch!" The individual on the leader's right then replies, "oh, a watch" and turns to present the "watch" to the person on their left, saying, "this is a watch!" The person on their left replies, "a what?" at which time the person passing the "watch" turns back to the leader and says, "a what?"; and the leader replies, "a

watch!" This reply goes back down the line on the leader's left-hand side until it reaches the person accepting the "watch" and the person replies, "oh, a watch!" and presents the "watch" to the person on his/her left. This continues around the circle, with "a what?" coming back to the leader each time and "a watch" going out.

Meanwhile, the leader starts "the witch" on his/her right side, using the same dialogue, questions, and replies. The object of the game is to pass the two objects all the way around the circle until they come back to the leader. After the group understands the game, explain that the group must keep both objects moving all the time. Somewhere in the middle of the circle as the objects cross, the game will gain in confusion and laughs.

LEADERSHIP SUGGESTIONS: The leader may choose to implement a practice run to make sure the participants understand the game. The leader may use any two objects at hand that would be easily passed by the group. Allow the group to come up with alternatives.

AMOEBEA RACE

The activity, Amoeba Race (Fluegelman, 1976), is one of people getting close. It is designed for those who are teenagers or older.

EQUIPMENT: None.

FORMATION: The group, using as many as desired, forms a large, huddled mass--hence, the cell or amoeba. The outside

individuals link arms with their backs to the circle--they create the cell wall. Next, hoist a small individual up and allow him/her to sit on the shoulders of those in the middle--this person represents the cell nucleus.

ACTION: Not that just getting into this formation has not been fun and some action involved, but now the amoeba will move as a unit. An obstacle course may be set up around trees, chairs, or cones. It will take a lot of teamwork to accomplish such a mass undertaking one mind or goal. Once the group has gotten somewhat efficient, they may want to try other possibilities.



Plate 3.5.1. An Amoeba with a Nucleus Wandering About

LEADERSHIP SUGGESTIONS: The leader should monitor safety. Usually, if the group stumbles, it will create the domino effect, and the group will go down easily. Allow the group to come up with alternative possibilities.

BLOB

The activity, Blob (Fluegelman, 1976), is an activity that can be played with mixed groups, ages five to adulthood. It can be played with any number of participants, preferably in a large, outdoor area.

EQUIPMENT: None.

FORMATION: The group is scattered about the playing field with boundaries having been set. One person is designated as "It."

ACTION: As in the game of Tag, the "It" tries to catch other players. But instead of the role being reversed, with the tagged person becoming "It" and the person who was the "It" becoming a "runner," the person tagged links hands with the "It" and continues to corner and tag others who join their group, all linked at the hands. Only the outside hands can tag players. The object is to have all linked together in a line at the end of the game. The name Blob comes from the fact that in order for the group to catch some of the players they may have to surround or corner him/her to tag them.

LEADERSHIP SUGGESTIONS: The leader or the participants may decide that the blob may divide and force the runners into the other part of the blob so they can be caught. This game can be a lead-up to the Amoeba Race above. Allow the group to come up with other alternatives.



Plate 3.5.2. The Blob Closes In

BODY SURFING

The activity, Body Surfing (Fluegelman, 1981), is a great game for a group over seven in number. It works well with mixed groups over the age of six. This game should be played outside or on a resilient surface.

EQUIPMENT: None.

FORMATION: The group first lines up facing the leader. The leader instructs everyone to lie face-down, side-by-side, on the ground.

ACTION: The game begins with the first person in the line kneeling, then launching himself/herself face-down with arms outstretched perpendicularly onto the backs of the group lying on the ground. At this point the group begins to roll, carrying the body surfer along on a wave of people. Once the first or even a little before the first person gets to the end or the "beach," a second person starts. Once the first person reaches the end of the wave, he/she then becomes part of the wave.



Plate 3.5.3. Body Surfing

LEADERSHIP SUGGESTIONS: The wave will continually creep forward; thus, a long area is needed that is safe for rolling bodies. All jewelry, belt buckles, and objects in pockets should be removed.

BUG TUG

The activity, Bug Tug (Fluegelman, 1976) or Human Tug of War (Edgren & Gruber, 1963), errs a bit on the fringe of competition. However, it will stimulate a group, ages 10 to adulthood, when equally matched. The game can be played from two up in number.

EQUIPMENT: None.

FORMATION: A group is divided into two equal groups and instructed to stand back-to-back along a designated line. Next, while one group stands still, the other group takes one small side-step toward the right. This should offset

the two groups who were standing back to back. Now, each person should be standing so that two people are behind them, one on each side. Each person now bends over and crosses his/her arms between their legs and grabs hands with two other people on their left and right. The participants on the ends will grab only one other person.

ACTION: On a signal, each group begins to pull in the direction they are facing.

LEADERSHIP SUGGESTIONS: The leader may try this activity one-on-one first, then move the participants into groups. Variations may include the individuals or groups pushing instead of pulling with a line on the other side of the group, or the group may pull in a side motion against the other group pulling in the opposite direction.



Plate 3.5.4. Bug Tug: Ready



Plate 3.5.5. Bug Tug: In Action

BUILDING MATCHES

The activity, Building Matches (Harris, 1970), is an activity based upon very delicate, deliberate placement of matches being stacked. It can be played with any number, but is best when the groups are kept small to allow for more involvement by each participant. The game can be accomplished by mixed groups in limited space.

EQUIPMENT: Fifty wooden stick matches and a bottle per team.

FORMATION: Each team gathers around their bottle with a match in hand.

ACTION: Each person in an established sequence places a match on the top of the bottle, lengthwise. The group continues to build upward until the stack of matches cannot support its own weight and comes toppling down. The object

is to see how many matches a group can balance on top of the bottle and how high they can build their stack.



Plate 3.5.6. Groups Participating in Building Matches

BUMPA QUACK

The activity, Bumpa Quack (Pecos River Learning Center, 1985) or Jamaquack (Fluegelman, 1981), is a game designed for a group from 20 to 200. It works well with mixed-age groups and can be played in any large area.

EQUIPMENT: None.

FORMATION: The group is divided into two equal teams, with one group randomly inside the circle formed by the other

team. The Pecos River Learning Center (1985) describes the game below:

You in the middle get the opportunity to be bumpa quacks. Now, you may be wondering just what exactly is a bumpa quack. Bumpa quacks are creatures originally from the land down under. They do everything upside-down and backwards. They walk like this. (Show the group by walking bent over holding your ankles.) Bumpa quacks are truly pathetic creatures, not only do they walk upside down and backwards, but they are also blind. And what sound do you suppose a bumpa quack makes? That's right. They make a weird quacking noise. So here's what it looks like-- upside-down, walking backwards, totally blind making this weird quacking noise. (Demonstrate to group.) Now, your group of bumpa quacks has been penned in by this circle of evil meanies (the crowd boos) and you need to all get out. (p. 7)

ACTION: The way this works is once you've become bumpa quacks, a couple of gates will open in the pen. You must find the gates by bumping your way around the circle until you go backwards and you can bump no more. At this point, someone will tap you on the shoulder, which means you are outside the circle and are no longer a bumpa quack. Once out, your job is to help the rest of the bumpa quacks escape. You do that by standing outside the gate and quacking as loudly as possible so that the remaining bumpa quacks will hear you and know where the gate is. Once all the bumpa quacks have escaped, the game is over. Reverse the roles and have the meanies become the bumpa quacks and the bumpa quacks become the meanies. Allow them to applaud in group celebration.

LEADERSHIP SUGGESTIONS: Allow those who cannot grab their ankles to grab their knees. Ask meanies to bump gently in helping the bumpa quacks to find the gates. Ask bumpa quacks to agree that they will not stampede toward gates once they hear loud quacks.



Plate 3.5.7. Group Playing Bumpa Quack

CATERPILLAR

The activity, Caterpillar (Fluegelman, 1976), is a game for all ages and mixed groups. It is similar in formation to the activity, Body Surfing, previously described.

EQUIPMENT: None.

FORMATION: The group forms a line and lies on their stomachs closely together. Smaller people should sandwich in between larger people.

ACTION: The first person on one end starts to roll over their neighbors and continues "over the corduroy road of bodies" (Fluegelman, 1976, p. 117) until they get to the end of the line. Once they have reached the end, they lie on their stomach and move close to the last person. After the first person has rolled over five to eight people, the second person may start, or second person may wait until first person reaches the end. The game continues until all have rolled over the group.



Plate 3.5.8. Caterpillar

LEADERSHIP SUGGESTIONS: Have the group keep their heads down to eliminate heads bumping. The group may wish to try the activity going up hills or down hills. The group may

wish to divide into smaller groups and have a race. Allow the group to consider other options.

CENTIPEDE

The activity, Centipede, is an activity similar to Caterpillar Over the Mountain (Orlick, 1978). It is designed for ages from 10 years to adult. It should be played in play clothes on a resilient surface.

EQUIPMENT: Chairs, cones, mats, boards, or bottles to make obstacles to go over, under, or around.

FORMATION: Participants may stay in one large team or divide into smaller teams. Participants sit single-file, with each participant, except the first, placing their feet in the lap of the person in front of them.

ACTION: On a signal, the group moves as a unit around an obstacle course.

LEADERSHIP SUGGESTIONS: The group may want to help in arranging the course while considering different obstacles. Instead of placing their feet in the lap of the person in front of them, participants may elect to put their hands on the feet of the person behind them while they put their feet on the floor. Participants may wish to go on all fours, like a bear, connected by holding onto the person's ankles in front of them (Orlick, 1978).

COOKIE MACHINE

The activity, Cookie Machine (Fluegelman, 1981), is a game more designed for children, but one that adults also

enjoy. It is designed for a group of at least 20. It is good for mixed ages.

EQUIPMENT: None.

FORMATION: All, except one--the cookie, line up in two lines facing each other, shoulder-to-shoulder. These folks will form the oven. All participants in these two lines will bend their elbows, placing their palms up. The forearms of the persons in one line should alternate with the forearms of the persons in the other line. The individuals in these lines should place one foot forward and one back for better stability. The arms will serve as a conveyor belt down the middle of the oven.

ACTION: The person, as they go through the oven, will elect what type of cookie they choose to be. This individual then lies across the oven, and the individuals in the lines will chant his/her cookie preference as they pass him/her down the oven to the end. Since no one likes broken cookies, someone should be at the opposite end to lower the cookie to the ground or floor. The cookies may pass through the oven on their stomach or their back.

LEADERSHIP SUGGESTIONS: The individuals forming the oven should remove any jewelry, such as watches and rings. If the cookie is wearing glasses, these should be removed, along with anything large in the pockets or a belt buckle. The leader should be alert to safety, making sure the oven can handle the cookie's weight by arranging the individuals

properly in the line, as well as watching the end of the oven where the lowering will take place.



Plate 3.5.9. Cookie Machine

EARTHBALL GAMES

With different size cage balls, from 48 inches to 60 inches in diameter, sometimes referred to as earthballs because of their size or because of a map of the world painted on the outside covering, Fluegelman (1976, 1981) and Orlick (1982) have come up with a myriad of different games

and activities for all ages. A large, outdoor area or gymnasium is needed for earthball games.

EQUIPMENT: Earthballs, cage balls, or beach balls from 36 inches to 60 inches in diameter and a volleyball net.

FORMATION AND ACTION will be combined for the different earthball games that follow:

(1) Ball Crawl (Fluegelman, 1976)--This game is accomplished by having everyone surround and stabilize the ball and spot--place arms in the air slightly bent so as to support a fall if the crawler was to lose his/her balance--while a person crawls on top of the ball and either lies or stands on their knees.



Plate 3.5.10. Ball Crawl

(2) Earth Pass or Volley--This game is performed by having everyone form two lines approximately three feet apart and simply pass the earthball, hand-to-hand, down the line with the hands outstretched above the head. This could lead into a gentle volley of the ball back and forth and down the line, or the activity could evolve into a collective earthball volleyball game with the addition of a volleyball net or makeshift net.

(3) Down Under (Fluegelman, 1981)--This game is performed by having the participants kneel or stand in a circle. The participants see how fast they can pass the earthball around the circle.

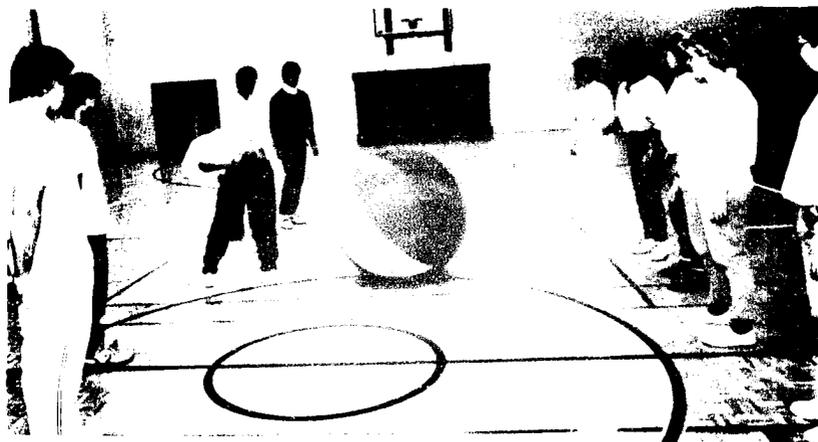


Plate 3.5.11. Hemisphere Haunch

(4) Hemisphere Haunch (Fluegelman, 1981)--This game is performed by having the group stand and make a circle, placing their side or hips toward the center. The ball is

moved inside the circle by use of a bumping action of the hips. A variation would be to have the ball inside a double circle, where the two circles would face each other at a distance of four to five feet apart and move the ball around the circle by a hip-bumping motion.

(5) Orbit (Fluegelman, 1976)--This game is executed by having the group divide into two teams. The first team lies in a circle on their backs with their heads in the middle, like a spoke with the heads at the hub. They raise their feet perpendicular to the ground. The second team surrounds them, standing and facing inward at a distance of whatever is needed to keep the ball in the circle. The team with their feet in the air can only hit the ball with their feet, while the circle standing can only hit the ball with their hands. The object is for both teams to keep the ball aloft or in "orbit" within the confines of the circle.

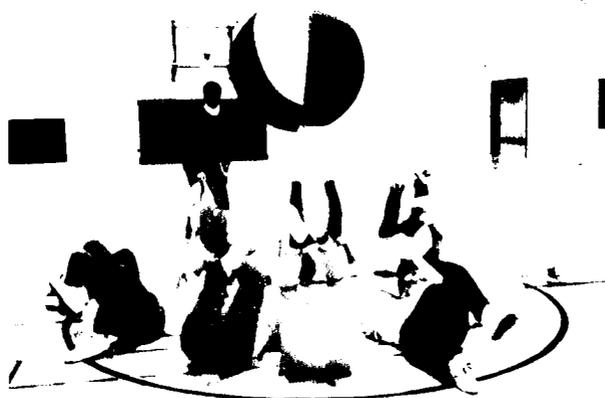


Plate 3.5.12. Orbit

(6) Planet Pass (Fluegelman, 1976)--This game is reached by having the group divide into two groups. These two groups form two lines and lie on the ground with their heads either touching or alternated side-to-side along a line (see plate below for clarification). The participants then raise their hands, and the earthball is started at one end down the row of hands, thus, "passing the planet." If the group is small, the first persons in the line, after passing the ball, then get up and run to the opposite end so as to keep the planet moving along. If the ball should come away from its axis, a gentle tap with the foot is permitted to bring it back to the hands. A good variation would be to try it in a circle, thereby putting the planet on its own rotation.



Plate 3.5.13. Planet Pass

(7) Polar Rock or Polar Route (Fluegelman, 1981)--This game is achieved by joining hands with another person across the

top of the earthball and simply rocking or "see-sawing" back and forth.

(8) Roll Over--This game is achieved by having the players lie in a straight line, either on their stomachs or their backs; heads could be all the same way or alternated. The leader simply rolls the "earth" over the participants lying on the floor or ground.

(9) Space Chase (Fluegelman, 1976)--This game is attained by having the group divide into two smaller groups and forming two circles, one inside the other. The participants face each other at a distance of four to five feet between them. A person then runs inside the circle while the earthball is propelled by the members of the circle. The object is to have the earthball tag the person running in front of it. A variation could include reversing this scenario so that the runner now tries to catch the earth as it is propelled around the circle by the group. This game is only recommended for teenagers and older due to the size of the earthball. However, a large beach ball could be used for younger or disabled participants.

(10) Train Roll (Orlick, 1982)--This game is played by having the children divide into two teams and lie single-file in a parallel line with the other team at a distance two feet apart. The leader takes the ball and rolls it down the track formed by the children.

LEADERSHIP SUGGESTIONS: Concerning safety, Orlick (1982) points out that when earthballs are used with children, the children should remain stationary while the ball moves to eliminate some of the dangers, such as sprained wrists, sprained ankles, or a child falling down and not being able to be seen. Of greater importance to safety--an earthball should never be turned loose with a group of children who are unsupervised. Have fun, but insure that the games are safe and appropriate for the participants. This can be done by either varying the size of the ball or using a large beach ball in place of the earthball.

HUMAN SPRING

The activity, Human Spring (Fluegelman, 1981), is a motion based upon trust and challenge. It is a partner event and can be played with any number of participants. It should be accomplished on a resilient surface.

EQUIPMENT: None.

FORMATION: Each participant chooses a partner approximately his/her size and stands facing each other about two arm's lengths apart, with feet at shoulder-width. The participants' hands are held in front of them, palms facing toward their partner.

ACTION: When both partners are ready, each leans forward and places their palms together. They then spring back to an upright position. Having accomplished that feat, they each take a small step backward and try again. Play

continues until the partners believe they have reached their limit, and they switch partners.

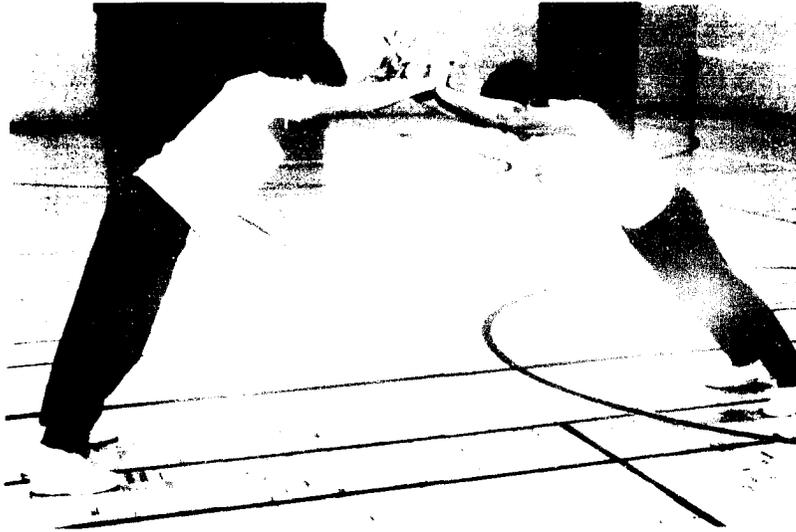


Plate 3.5.14. Human Spring

LEADERSHIP SUGGESTIONS: For partners who really want to push the limits with this game, spotters could be used to maintain more safety. This would also bring about more trust and opportunity for the human springs, and the roles could be changed.

LAP GAME

The activity, the Lap Game (Fluegelman, 1976) or the Lap Sit, is an activity for any number of people to attempt. It requires a lot of cooperation to accomplish and is a lot

of fun, even if the group is unsuccessful in its beginning attempts.

EQUIPMENT: None.

FORMATION: The leader will instruct everyone to get in a large circle facing toward the center. Next, the leader will instruct the group to turn to their right or left and get toe-to-heel with the person in front of them.

Participants will want to square themselves as much as possible with the person both in front and in back of them. Now have everyone place their arms on the person's shoulders in front of them.

ACTION: At this point, a test sit may be done to identify if everyone has knees under their backside. A test sit should be just that, a down-and-up movement, taking no longer than three seconds. Depending on what the participants found in the test sit, make adjustments. Now the group is ready to try a group sit. On the count of three, each person will sit in the lap of the person behind him/her. If the circle is successful, all should be able to put their hands in the air and clap in celebration. If the group is unsuccessful, a domino effect takes place, in which many or all end up on the ground. No problem, just make needed adjustments and try again.

LEADERSHIP SUGGESTIONS: A resilient surface is needed such as the ground in the outdoors free of rocks or debris. Depending on the age and ability of the group, more test sits may be needed. Once the group is successful, a group back rub, either in the sitting position or in the standing position, could take place.



Plate 3.5.15. Lap Game



Plate 3.5.16. Group Back Rub in Group Celebration

LOG ROLL

The activity, Log Roll (Orlick, 1978), is a game similar to Body Surfing. A few minor variations have been made and are shared below. This endeavor works well with at least seven participants over the age of six. It can work well with mixed-age groups if safety is monitored. The game should be played outside or on a resilient surface.

EQUIPMENT: None.

FORMATION: The group lines up facing the leader. The leader instructs everyone to lie face-down side-by-side on the ground.

ACTION: The game begins with the first person in the line kneeling, then launching himself/herself, backside up with

arms at the sides or folded across the chest, perpendicularly onto the backs of the group (the logs) lying on the ground. At this point the group begins to roll, carrying the person along. Once this person reaches the end of the rolling logs, he/she becomes one of the logs, and the next person starts. Game continues until all have been carried along on the logs.

LEADERSHIP SUGGESTIONS: Since the logs will continue to creep forward, a long area is needed that is safe for rolling bodies. All jewelry, belt buckles, and objects in pockets should be removed.



Plate 3.5.17. Log Roll

PARACHUTE GAMES

Orlick (1982) states: "Parachute games provide for the maximum participation by all members of the group. The very

dynamics of moving the parachute means that cooperation is a must" (p. 208). Parachute games are designed for groups of all ages and groups that number in size from 10 to 40 people. If the group is larger, try to divide and use more parachutes.

Parachutes are large (24 feet to 28 feet in diameter) circular pieces of canopy, usually made of silk or nylon, with handles on the outside and a hole in the middle for air to pass through. Chutes are available through surplus stores, sports equipment supply outlets, or by making your own. The commercial ones are usually quite colorful and draw people to them out of curiosity.

EQUIPMENT: Parachute, one or more; a large earthball or beach ball; several (10 to 20) light balls or bean bags; and a box.

FORMATION AND ACTION will be given with the games listed below:

(1) Air Conditioner (Fluegelman, 1976; Orlick, 1982)--This game is usually played when a lower activity and some cooling is needed after a high-activity parachute game. The game is achieved by dividing the group in half and allowing half to go under the chute, while the other half ripples and gently fans the chute. Once this has taken place for a few minutes, the two groups swap positions.

(2) Alligator (Care, 1989) or Swamp Chute (Fluegelman, 1981)--In this game the participants hold onto the edge of

the parachute, while sitting down with their legs extended under the chute. One participant crawls under the chute, while the others make small waves in the swamp. The participant under the chute "attacks" another participant on the outside edge of the chute and pulls them under the chute. During the "attack" the person being pulled under makes sounds of terror and excruciating pain. Now there are two alligators preying on the other participants. Soon there are four, and the game continues until everyone is an alligator under the chute.



Plate 3.5.18. Alligator

(3) Blooming Flower (Dauer & Pangrazi, 1989)--This game is played by having the participants loft the chute, make a dome, and then kneel on the edge of the chute. The participants then either hold hands or put their hands in the air, with their arms raised, and lean in and out as a flower blooming.

(4) Cat and Mice (Fluegelman, 1981)--This game is realized by having the group divide into two groups. One group will sit, while holding the parachute at waist level, making ripples and gentle waves. The second group will decide who will be the mice and go under the chute and who will be the cat and crawl around on top of the chute to catch the mice. Try to allow all who want a turn the opportunity. Allow more cats to crawl on top as a variation.



Plate 3.5.19. Cat and Mice

(5) Chute Ball (Fluegelman, 1976) or Ball Circle (Dauer & Pangrazi, 1989)--This game is performed by having the group grasp the chute at waist height, with either an underhand or overhand grasp and making waves (explained below). A large beach ball or earthball is then thrown into the chute. The object is to roll the ball around on top of the chute by either lowering or raising the grip on the chute.

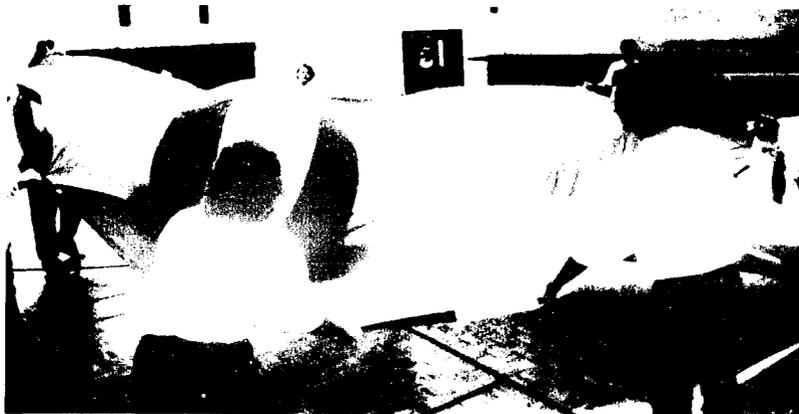


Plate 3.5.20. Chute Ball

(6) Chute Flap (Fluegelman, 1981) or Shaking the Rug (Dauer & Pangrazi, 1989)--This activity is accomplished by first having the participants stationed around the chute, with the chute held at waist level, then having the participants make small ripples, flaps, or shaking of the rug. This can be built on by having the group make medium ripples and then by having them make large ripples. Once achieved, the process could be done in reverse. Variations to this include: this game could be built up as a billowing storm that builds in intensity and then returns to a quiet, peaceful lake again; or the group could divide into two groups, and while one shakes the chute, the others could walk on waves, clouds, or bubbles (Orlick, 1982).

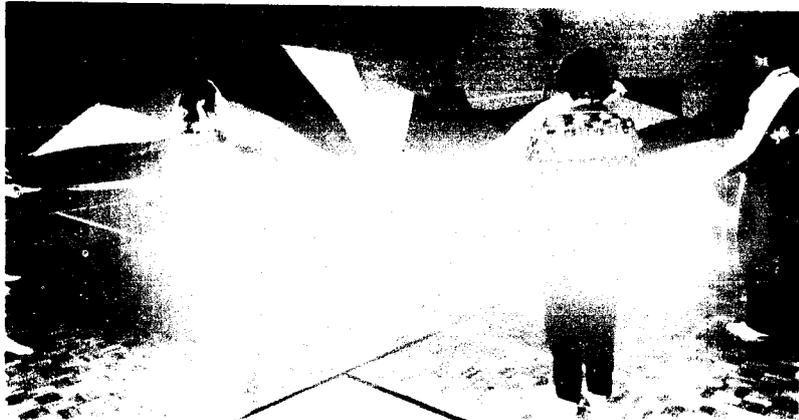


Plate 3.5.21. Chute Flap

(7) Drifting Cloud (Orlick, 1982)--This activity is attained by having the group grasp the chute at waist level, while standing and lifting the chute slowly upward until arms are fully extended. Then, the participants simply let go of the chute, all at the same time, and let the chute drift down on top of them. This could make a good closing activity after a games session with the parachute.

(8) Hole-in-One--The participants grasp the chute at waist level, and 5 to 10 small, plastic balls or bean bags are placed on top of the chute. The object is, by cooperative group effort and maintaining the grasp on the outside of the chute, to make all the balls go through the hole in the middle into a box below.



Plate 3.5.22. Group Preparing for Hole-in-One

(9) Hot Potato (Care, 1989) or Hand Ball in the Round (Fluegelman, 1981)--This game is accomplished by having the participants lie on their backs underneath the chute with their heads toward the center and the edge of the chute tucked under their hips. This will help to keep their legs supported upright. Now, with the hands, start a nerf ball around the circle as fast as possible.



Plate 3.5.23. Hot Potato

(10) Jaws (Care, 1989)--The chute is held at waist level by the participants positioned around it. During this activity the participants holding the chute will create a gentle ripple, like small waves of the ocean. One player is chosen to be the shark and go underneath the chute. As the shark swims, it puts one hand with fingertips extended up on its head and touching the chute canopy, thus resembling the fin of a shark. The object of the game is for the shark to move toward someone and grab their leg, taking them under the chute. The person being attacked may scream at being the victim. This person takes the place of the shark, and the game continues.



Plate 3.5.24. Jaws

(11) Kite Run (Dauer & Pangrazi, 1989)--This game is realized by the participants, all on one side of the chute, holding the chute in one hand and running with the chute

following along, aloft, like a kite, behind. The leader may point for the group to change directions.

(12) Leg March (Care, 1989)--The participants sit on the floor or ground, with their legs extended under the chute. The chute is grasped by either an overhand or underhand grip, while the participants scoot forward and then back. As the participants move back, they pull the chute tight.



Plate 3.5.25. Leg March

(13) Mushroom (Dauer & Pangrazi, 1989)--The group starts with the chute laying on the floor or the ground. The group, located around all sides, kneels, picks up the chute, stands, and raises it overhead. As the group does this, the chute fills with air, and the group walks toward the center with four or five steps. The arms are held overhead while the chute deflates around them.



Plate 3.5.26. Mushroom



Plate 3.5.27. Number Exchange

(14) Number Exchange (Care, 1989; Dauer & Pangrazi, 1989)--
 This game is performed by having the group spread out around the chute and count off by three's or four's. The chute is inflated by the participants, and the leader calls a number. All participants with that number must exchange positions before the chute comes billowing down. Allow the chute to

float down and not be brought down by the group. Watch for mid-chute collisions.

(15) Pick 'Em Up (Care, 1989)--This game is played by having the group seated around the edges of the chute. Two participants are chosen to be in the middle on the chute with 10 to 20 light balls. The object is for the two participants to pick up as many of the bouncing balls as possible while the group shakes the chute. This may be done using a box to put them in or just using the participants' hands. This could be tried with one to three participants on the chute at one time.



Plate 3.5.28. Pick 'Em Up

(16) Popcorn (Orlick, 1982; Fluegelman, 1981)--This game is achieved by placing 10 to 20 socks filled with cloth, light plastic balls, badminton birds, nerf balls, beach balls, or bean bags on top of the parachute. The participants, either

standing or sitting, flap the chute to start the popping of the kernels. The object is to keep all kernels in flight and on the chute. However, a popcorn picker may have to be recruited to pick up those that stray.

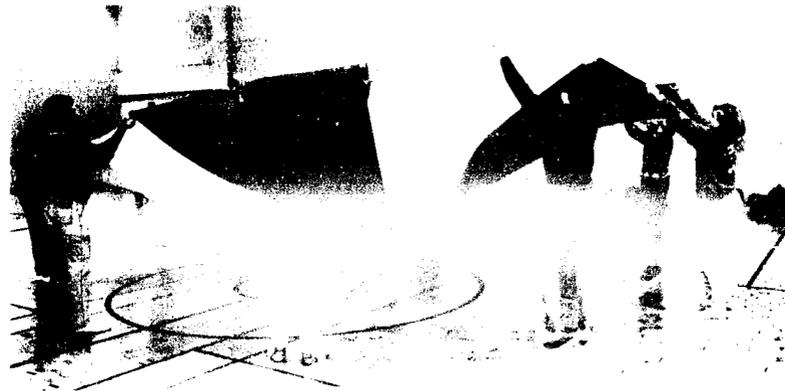


Plate 3.5.29. Popcorn

(17) Row Boat (Care, 1989) or "Paracalisthenics"

(Fluegelman, 1981)--This game is engaged in by having the participants seated around the outside edges of the chute, with their legs extended under the chute. The participants then bend down, as in a toe-touching exercise, and then pull back on the chute, pulling it tight. A variation might be for the group to divide into two groups and position themselves opposite the other. One group lies back, and it pulls the other group up and vice versa.

(18) Run for Fun (Care, 1989) or Carousel--The participants number off in three's or four's. The participants hold the chute at waist level with one hand and slowly run or jog

around. The leader calls a number, and all with that number leave the chute and run to take the next open space.

PEOPLE PASS

The activity, People Pass (Fluegelman, 1976), is a game similar in nature to the Cookie Machine. It is an excellent game for kids of all ages, the more participants the better.

EQUIPMENT: None.

FORMATION: Have everyone form a double line, facing forward, as close together as possible.

ACTION: Hoist someone up on the end and pass them along on the hands of outstretched arms until they reach the other end. Once the participant has reached the other end, gently lower them and continue the process with another individual.

LEADERSHIP SUGGESTIONS: The leader should monitor safety and make sure the area is clear of things that may trip those in the line. The closer the group stands, the more the weight of the participant being passed can be distributed. For adults, having the group sit down with their legs spread out in a "V" shape may be a better way for a group to handle a larger person, as well as allow the group to operate more safely.



Plate 3.5.30. People Pass

PEOPLE PYRAMIDS

The activity, People Pyramids (Fluegelman, 1976), is a super activity for a group, ages 9 to 25. If the group is larger, divide them into smaller groups. Mixed-age groups can do this well because the group usually works out the best solution.

EQUIPMENT: None.

FORMATION: The group assembles in an area with a good resilient surface.

ACTION: The group will build a people pyramid or human pyramid by stacking humans on all fours on the backs of others. Groups identify strengths and weaknesses and work out a strategy to accomplish the feat. Group may fall into itself before successfully accomplishing.

LEADERSHIP SUGGESTIONS: Vary the activity by having the group build a Spanish version, which is a round pyramid. It may look like the Leaning Tower of Pisa, but after all, it's in good fun. The leader should monitor for safety and question the group when necessary concerning safety decisions.



Plate 3.5.31. Spanish Version of a Pyramid

PILE UP

The activity, Pile Up (Fluegelman, 1981), is a chair- or pile-switching game that can be played on the floor or with chairs. It is a good mixer for those teenagers or older, in groups of 10 to 25.

EQUIPMENT: Chairs, if desired.

FORMATION: Participants are seated in a circle, on chairs if being used.

ACTION: Each participant or the leader poses questions to the group that can be answered yes or no. For each question that a participant can answer yes, he/she moves one seat to the right. For each question that a participant can answer no, no movement is made. When a participant moves over to a chair or a position that is already occupied, they simply sit in the lap of the participant already there. The object is to continue to ask questions until all are piled in the same pile or chair. To make the game more difficult, a rule may be made that obvious questions cannot be asked.



Plate 3.5.32. Pile Up

LEADERSHIP SUGGESTIONS: Game can be made appropriate for most any group by the use of qualifying questions. Monitor safety if chairs are used. Allow the group to think of other alternatives.

PRUI

The activity, Prui (Fluegelman, 1976), is a good mixer or get-acquainted game. Prui is pronounced proo-ee. It can

be used with teenagers and older persons in a group of most any number above 12.

EQUIPMENT: Blindfolds or bandannas; or just have the group be honest and keep their eyes closed during the playing of the game.

FORMATION: Participants may be standing randomly about an open space.

ACTION: Begin the game by putting the blindfolds in place or having the participants close their eyes and begin moving around, shaking hands and saying or asking, "Pru?" The object of the game is to find the Prui and attach yourself by holding hands. The leader will appoint the Prui, who may open their eyes, but may not speak. Therefore, a participant knows he/she has found the Prui if he/she shakes a person's hand and gets no reply in return or if he/she runs into a chain of participants. At this point, the participant goes to the end of this line and connects himself/herself at which time they may open their eyes or remove their blindfolds. The game should end when everyone has joined hands.

LEADERSHIP SUGGESTIONS: The leader should make sure the area is clear of chairs or anything that could be walked into or trip a participant. The leader may need assistants to aid in keeping participants in an area so they don't stray away blindly.



Plate 3.5.33. Prui

RATTLERS

The activity, Rattlers (Fluegelman, 1976), is a low-activity game designed for most all ages from eight years and older. The best results are achieved with groups numbering 12 to 16; larger groups may be divided.

EQUIPMENT: Two rattles--may be made from coffee cans, racquetball cans, or tennis ball cans with rocks, marbles, or coins inside.

FORMATION: The group sits in a circle or hour-glass configuration to start the game; this becomes the snake pit. Two participants are blindfolded and each given a rattle; these become the snakes. One of the blindfolded participants is designated the pursuer, the other the pursued. To identify where the other is, either rattler may shake his/her rattle at any time, and the other must answer by shaking his/hers. However, the pursuer is allowed only three shakes to locate his/her prey, while the pursued can

rattle as much as he/she chances. The participants forming a circle may keep involved in the game by changing the shape of the snake pit, helping the rattlers keep track of the number of shakes, and helping the rattlers to stay in the snake pit.

LEADERSHIP SUGGESTIONS: Maintain the activity at a low level to eliminate the rattlers from moving too fast and tripping over a participant in the circle. The circle participants may make chants or other snake-charming cheers during the game.



Plate 3.5.34. Rattlers

SCHMERLTZ

The activity, Schmerltz (Fluegelman, 1976), is an activity designed for a group of 10 to 20. The age group for this game would start at approximately 10 years.

EQUIPMENT: One or more schmerltzes, which may be made by placing a rubber baseball or softball in a tube sock and tied with an overhand knot near the ball.

FORMATION: The group is divided into two teams of approximately equal size. The teams stand 15 feet apart.

ACTION: The game is begun by one team winding up and tossing the schmerltz underhanded to the other team. The only legal way to catch a schmerltz is by grabbing it out of the air above the ball as close to the tail as possible with only one hand. A point can only be scored for the tosser's team if it is caught by the other team.



Plate 3.5.35. Schmerltz

LEADERSHIP SUGGESTIONS: It's a good idea to make the schmerltzes for use with this game and get two, three, or more going at the same time. Allow the teams to be creative, possibly catching the schmerltz between the legs or behind the back. Play the game with four teams, set up like a giant square with each tossing schmerltzes.

SHOE FACTORY

The activity, Shoe Factory (Fluegelman, 1981), is a game for a group from 12 to 25 participants. The game works well with mixed groups of all ages. Fluegelman (1981) states, "this game is an amazing feat" (p. 143).

EQUIPMENT: None.

FORMATION: The group forms a circle and sits down with everyone facing the center. Everyone now takes off both shoes and tosses them into the middle of the circle.



Plate 3.5.36. Everyone Awaits Signal

ACTION: On cue, the group stands and takes three giant steps toward the center of the circle and selects two different shoes, neither of which is his/her own. Next, each person slips into the shoes he/she has chosen, as best

they can, and begins to search for the people who have the mates to the shoes they have. This is all done while chanting, "shoe, shoe, shoe." Once each person finds the mates to the shoes he/she has, then each person stands next to that shoe's mate with the foot that matches it, while doing likewise with the other shoe. Once everyone has located all shoe pairs and everyone is standing awkwardly in them, each participant simply slips out of the shoes he/she is wearing and finds his/her own pair.



Plate 3.5.37. Shoe Factory End Result

LEADERSHIP SUGGESTIONS: If a person's foot is too large for the shoe they have chosen, have them wear it on the toe only.

SIGHTLESS SCULPTURE

The activity, *Sightless Sculpture* (Fluegelman, 1981), is a game designed for groups of three participants. It can be accomplished by large groups divided into smaller groups. The game will best serve individuals, ages 12 and older.

EQUIPMENT: Blindfolds, if believed to be needed.

FORMATION: The leader will have a group divide into smaller groups of three per group. Within each of these groups, each of the three participants will decide who will be the artist, who will be the model, and who will be the clay. The leader will designate that the artist and the clay must close their eyes and keep them closed or be blindfolded throughout the activity. The model may keep his/her eyes open.

ACTION: The leader will request that the model strike a creative pose that can be held easily for five minutes. The object is for the artist to grapple the model, as needed, to identify what configuration the model possesses, and to mold the clay in the exact duplicate. Once the artist believes he/she has the pose duplicated, the artist and the clay remove their blindfolds to check the work. The positions may then be traded within the group of three, or new groups may be formed.



Plate 3.5.38. Sightless Sculpture

LEADERSHIP SUGGESTIONS: Fluegelman (1981) suggests: "How about trying some super-sized group sightless sculptures using a multitude of models, colossal clumps of clay, and an army of artists?" (p. 77). In this activity, the three-member team may serve as a warm-up for a group Sightless Sculpture activity.

SKIN THE SNAKE

The activity, Skin the Snake (Fluegelman, 1976), is an exercise designed for a group size of 12 to 25. It can be played with most ages. However, a large area is needed as the activity progresses.

EQUIPMENT: None.

FORMATION: The leader arranges the group in a single-file line, one behind the other, with feet slightly more than shoulder-width apart. The participants bend over slightly, putting their right hand back between their legs and their left hand forward. The participants then grasp hands, right to left, all the way down the line.

ACTION: When all are ready, the last person steps backward and lies down. The person in front of him/her, still holding hands, does likewise. The rest of the group waddles backward, keeping their hand-holds and straddling bodies until they too lie down. Once the last person's head in the group touches the ground or floor, the process is reversed, and the "skinning of the snake" takes place.

LEADERSHIP SUGGESTIONS: The leader should make sure that the area used will be large enough to accommodate the group's backward movement and stretched-out process. If this activity is played outdoors, the leader should make sure everyone is dressed for it.

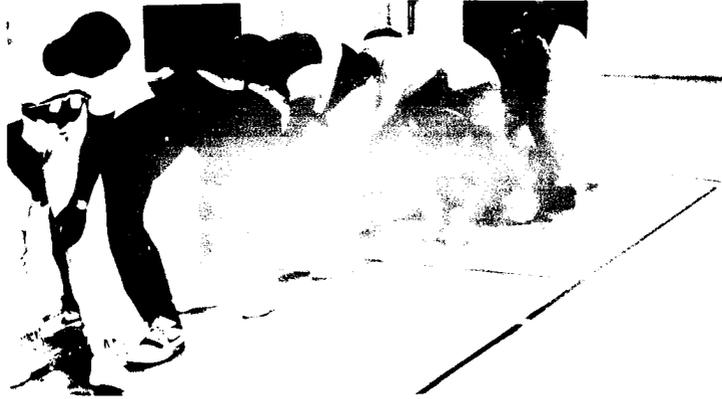


Plate 3.5.39. Skin the Snake

SPEED RABBIT

The activity, Speed Rabbit, is a game designed for participants, ages 10 and older. It can be played well with mixed groups from 12 to 25.

EQUIPMENT: None.

FORMATION: For this game, the group is requested to form a circle, with the person who will start the game in the center.

ACTION: The person in the center of the circle points to a person in the circle and yells out an animal. At that time, the person pointed at and the persons to his/her left and right have 10 seconds to make the animal, as well as the animal sound. If the three-person group is unable to accomplish the task, the person originally pointed at comes

to the middle to call the next animal. If the three-person team makes the animal, the person in the middle then points to someone else and yells out another animal. The person in the center of the circle will perform the count.

LEADERSHIP SUGGESTIONS: A demonstration is of utmost importance with this game. An example might be an elephant, whereby the people on the sides of the person pointed at form the ears, with their hands stretched toward the center person like a big "C," and the middle person uses his/her hands as the trunk. The leader may ask that the person in the center of the circle be creative in the animals they call. Variations may include trying the activity with a larger group and having more than one person in the center of the circle pointing and calling out animals or the use of a double circle and only two people involved in making the animal. If the two-person team was unsuccessful, the person in the first circle moves to the center; the person in the back circle moves to the front circle; and the person who was in the center now assumes the vacated position in the second circle.

SPIRALS

The activity, Spirals (Fluegelman, 1976), is an excellent game to use in between more physically demanding games to give the group a second to catch their breath. It is a low-activity based game that can be performed by a group numbering 15 and upward to a very large number, space

permitting. It can be played with mixed-age groups from eight years and up.

EQUIPMENT: None.

FORMATION: The leader has the group form a circle and join hands.

ACTION: On a cue, one person releases the hand of the person on one side and begins walking around the outside of the circle, pulling the group behind him/her. The other person who broke hands will remain stationary and become the center point. The group begins to spiral and wrap itself around the stationary person, tighter and tighter, until all are wrapped or coiled about the center. At this point, the group could simply unwind; or better yet, the center person, while still holding hands, ducks down and crawls through the jungle of legs. All follow behind until the group is unwound and standing in a circle again.

LEADERSHIP SUGGESTIONS: If the group will be crawling, a resilient surface is advised. Also, the participants should be in proper clothing for the best involvement on their part.



Plate 3.5.40. Group Begins to Spiral



Plate 3.5.41. A Spiraled Group

STAND UP

The activity, Stand Up (Fluegelman, 1976), is a game that may begin with two people playing it and graduating up to a very large number. It is a game that can be played with those 10 years and up and with mixed-age groups.

EQUIPMENT: None.

FORMATION: The leader should have the participants divide into two's to begin. Each set of two sits on the ground or floor with their backs to each other, their elbows locked, and their legs bent.

ACTION: When both partners are ready, they simply stand. Once accomplished by the two, have the groups try it with three, four, and work themselves up to where they can have the whole group involved in a group stand up.



Plate 3.5.42. Two Attempt Stand Up



Plate 3.5.43. A Group Attempts Stand Up

LEADERSHIP SUGGESTIONS: This game is best played on a resilient surface since some falling may take place before a group succeeds. The key is for the participants to sit close and firm and execute at the same time.

TAFFY PULL

The activity, Taffy Pull (Fluegelman, 1981), is a game designed for a group numbering 12 to 20. It can be played most anywhere at any time where a small, open space can be found. It can be played with mixed groups with no difficulty.

EQUIPMENT: None.

FORMATION: The leader has the group divide itself into two groups of approximately equal size. One group will surround the other group. The group that is surrounded will become

the taffy, and the team surrounding them will become the taffy pullers. The taffy team will all sit down and by means of intertwining their arms and legs with solid holds stick themselves together.

ACTION: The object is for the taffy pullers to pull, firmly, but gently and smoothly, the taffy apart. For this to be accomplished it may take two, three, or more to pull some of the sticky taffy away from itself. Once a piece of the taffy is pulled away, it becomes part of the taffy-pulling group. Once all the taffy has been pulled apart, the teams reverse roles.



Plate 3.5.44. Taffy Pull

LEADERSHIP SUGGESTIONS: The leader should have the participants remove any jewelry, watches, or belt buckles before the activity. The taffy team may want to decide what flavor taffy they are and chant this while the taffy pullers try to pull them free. Remember that taffy should be pulled smoothly and gently, or it may break.

TEXAS HUG

The activity, the Texas Hug, is an activity that can be used to energize a group, to provide a lower-based activity for a group, or in group celebration. It can be accomplished by a group from eight years and older to any number, from 12 to infinity, space permitting.

EQUIPMENT: None.

FORMATION: The leader has the group form a circle with everyone facing the inside. The group steps toward the center of the circle until everyone is shoulder-to-shoulder. Each person in the group places his/her arms around the waist or shoulders of the individuals on each side.

ACTION: On cue, the leader has the group place their right foot out in front of them and then step onto that foot. This tightens the circle, and everyone groans as a result of the Texas group hug.



Plate 3.5.45. Texas Hug

LEADERSHIP SUGGESTIONS: The leader may want to touch base with the participants to make sure there are no physical limitations that this type of activity could aggravate.

WILLOW IN THE WIND

The activity, Willow in the Wind (Fluegelman, 1981), is an excellent activity to develop trust within a group or team. The exercise can be performed by individuals from ages seven to adulthood and by a very large group divided into smaller groups.

EQUIPMENT: None.

FORMATION: A group from 10 to 15 forms a tight circle, with one foot slightly ahead of the other for stability and with elbows bent and palms facing toward the middle of the circle. One member of the group is in the middle of the circle (the willow), with their eyes closed and their arms folded across their chest. The person in the middle is instructed to keep their feet together and their body somewhat rigid, but relaxed.

ACTION: Once the circle is ready, the willow lets himself/herself go and begins to sway in the wind by leaning into the hands of the participants in the circle. The willow is gently caught and then pushed away. This works best when continued for a 20-second time limit per person. The leader should allow everyone to experience being the willow.

LEADERSHIP SUGGESTIONS: For safety reasons, positioning of individuals in the circle for weight distribution may be important when larger willows are in the middle of the circle. The leader may have the group create a gentle breeze sound as the willow comes their way during this exercise. The willow should always be supported by at least two people in the circle.



Plate 3.5.46. Willow in the Wind

YURT CIRCLE

The activity, Yurt Circle (Fluegelman, 1981), is a game designed for a group numbering 10 to 24. Fluegelman (1981) states: "the name of this game is derived from that ingenious Mongolian nomads' tent in which the roof pushes against the walls in perfect equilibrium, keeping the structure standing" (p. 123). This game works best with individuals who are all about the same size.

EQUIPMENT: None.

FORMATION: The leader has an equal-numbered group arrange themselves in a circle facing inward. The group should be standing almost shoulder-to-shoulder, holding hands. The group then starts at one point, with one person saying, "in"

and the next saying, "out"; this continues around the circle until everyone is either an "in" or an "out."

ACTION: On a signal, the "ins" lean in, and the "outs" lean out, while keeping their feet stationary. If the "ins" and the "outs" have alternately been placed, the circle should be supporting itself. Now, on another signal, the "ins" will lean out, and the "outs" will lean in. The group may want to repeat the transition of roles a few times once they have gotten more adept.



Plate 3.5.47. Yurt Circle

LEADERSHIP SUGGESTIONS: The leader may choose to position individuals within the group so the circle evens out the weight. The leader may choose to hold the group less time

in the in/out position if stress is placed upon members of the group.

SECTION SIX: Initiative Games

Introduction

Earlier, the author quoted Simpson's definition of initiative games. To further complement that definition and to introduce initiative games to one who has never used them, Rohnke (1984) explains them in the following way:

Initiative exercises offer a series of clearly and often fancifully defined problems. Each task is designed so that a group must employ cooperation and some physical effort to gain a solution. Some problems are more cerebral than physical and vice-versa.

This problem-oriented approach to learning can be useful in developing each individual's awareness of decision-making, leadership, and the obligations and strengths of each member within a group. Participants engage the problem in groups to take advantage of the combined physical and mental strengths of a team. These initiative problems also can be employed to promote an individual's sense of his own competence, and they also serve to help break down some of the stereotypes which exist so comfortably in our social network. (p. 95)

Objectives of Initiative Games

Initiative games have much to lend to a physical education or recreation curriculum because of the combined learning in the cognitive, affective, and psychomotor areas. Depending on the organization and administration of initiative games, Darst and Armstrong (1980) outline the following objectives that initiative games can have:

- I. Cognitive Objectives (Knowledge)
 - A. The students will gain knowledge about themselves, e.g., strength, endurance, leadership behaviors, decision-making behaviors, and cooperation behaviors.
 - B. The students will gain knowledge about other people, e.g., strength, endurance,

- leadership behaviors, decision-making behaviors, and cooperation behaviors.
- II. Affective Objectives (Attitudes or Feelings)
 - A. The students will trust other people in the group, e.g., falling backwards into the arms of others.
 - B. The students will make decisions based upon group consensus.
 - C. The students will cooperate with other members of the group in completing the games.
 - D. The students will communicate with other members of the group in completing the games.
 - III. Psychomotor Objectives (Physical Skills)
 - A. The students will develop a variety of motor skills, e.g., strength, flexibility, agility, balance, coordination, and endurance.
- (pp. 68-69)

The author, based upon his experience with initiative games and adventure education, adds the following to the Affective Objectives:

- E. The students may experience a sense of belonging.
- F. The students may experience helping others or being helped by others.
- G. The students may experience personal feelings about risk, fear, height, balance, speed, fun, and adventure.

Guidelines in Presenting Initiative Games

Both Darst and Armstrong (1980) and Rohnke (1984) give a series of instructions for presenting or introducing initiative games to a group. Their recommendations are as follows:

1. Make sure the problem-solving task chosen is within the group's ability and that it is age-appropriate (Darst &

Armstrong, 1980; Rohnke, 1984). Within the group's ability means that physically and mentally the group will be able to handle the challenge. Age-appropriate means that the game is neither beyond or below the difficulty levels for a particular age group. Some of this can be handled by the way the task is positioned or the language used in a sharing problem-solving event with a given group.

2. Make sure the given area is safe and that if materials or resources are at hand, they are used. Rohnke (1984) states this as a "safe and convenient place" (p. 95). while making use of existing trees or whatever possible.

3. Make the rules and procedures clear before the problem is attempted by the group; avoid wordiness and more rules than are necessary (Rohnke, 1984).

4. Present the problem-solving task with its parameters and allow the group to get started (Darst & Armstrong, 1980); allow them the opportunity to succeed or fail, remembering that interaction is the important process (Rohnke, 1984).

5. Instructors should present problem-solving tasks or initiative games in a manner that is comfortable for them; the choice of whether to use a story to introduce the initiative game is their decision (Rohnke, 1984).

6. Spotting should be used anytime a participant's feet are off the ground. Spotting is a safety technique or stance used by other participants where the legs are

slightly bent, with one leg ahead of the other and the hands are up to create a shock absorber. The idea behind this technique is that if a participant should fall, the group of spotters will share the weight or load and break the fall of the participant and thereby avoid an injury.

7. Rohnke (1948) states that if a participant breaks a ground rule, the instructor should know how he/she plans to handle the infraction. The instructor should act immediately with the handling of the infraction, whether it be a time penalty or requiring the group to start over. Strictness must be adhered to by the instructor; otherwise, the game may lose its effectiveness.

8. Try to keep the group number small, 12 to 15, or 20 at the most. "If too many people are involved, ideas and good intentions may be shunted aside in favor of loudness and individual popularity" (Rohnke, 1984, p. 96).

9. One of the most important learning considerations about initiative games is that after the game has been attempted, succeeded, or failed, it should be discussed by all who were involved (Rohnke, 1984) so the learnings can be transitioned into the group's team development.

The discussion can examine what decisions were made and by whom; who had ideas that were not expressed, or that were expressed but not heard. The discussion may focus on the roles of males and females . . . or move naturally into a comparison of the cooperative processes which characterize . . . our society in general. Verbalization of the groups' experience and reaction to a common

task is often enlightening to the group and to the instructor. (Rohnke, 1984, p. 96)

Initiative Game Debriefing Topics

After the game has been attempted, the instructor's role becomes one of facilitating the discussion. The participants should be seated in a circle so all can see each other. The atmosphere should be that in which all believe they can say what's on their mind without feeling intimidated.

To open the group with discussion, Pecos River Learning Center (1985) shares five general debriefing questions that may be asked. They are as follows:

- 1) How did it go?
 - 2) What was most challenging for you?
 - 3) What did you do well/not so well?
 - 4) What did you learn?
 - 5) How can this experience be related back to your job, family life, or the real world?
- (p. 30)

While gathering the learnings from the experience, much more can be brought out that may have occurred during the process. Rohnke (1984) shares the following list of debriefing topics that may help the facilitator get the most from a group-sharing session:

- 1) Leadership & Followership: Who were the chiefs and who were the indians? How many were there? How many were necessary?
- 2) Group Support: What is it? Where does it come from?
- 3) Peer Pressure: Does it have a negative or positive effect?
- 4) Negativism-Hostility: How do you handle it? Why is it there? How can one deal with it?

- 5) Efficiency/Quality: The step beyond just doing it. What made the exercise quality or efficient?
- 6) Competition/Cooperation: Against self, teams, a nebulous group or record? How can we cooperate and communicate better? Will this affect the results?
- 7) Spotting: Why is it essential? Who are the spotters on the job or in your world?
- 8) Sexism: Who plays what role?
- 9) Carry Over/Transition: Do these fabricated problems have real life significance?
- 10) Fear, Physical, & Psychological: Fear of height? Failure? Looking bad?
- 11) Joy--Pleasure: At the heart of it all--the *raison d'être*. Was it fun? Was it an adventure found challenging? (p. 96)

As one can clearly see, debriefing the process is of utmost importance. Again, the author points out success is nice, but it's the process that the session should focus on. If the group failed, be careful not to let the group beat up on themselves, but identify the learnings in how they can better themselves.

ACID RIVER

The initiative game, Acid River (Pecos River Learning Center, 1985), is a great problem-solving initiative. It is usually set in a time frame of 30 to 45 minutes, based upon the group's size.

EQUIPMENT: Two strings 25-feet long to serve as the banks of the river, a cup of water to serve as the cure for the common cold, four concrete half-blocks to serve as pylons, and three 2-inch by 6-inch by 8-foot boards.

FORMATION: See the diagram below for the set-up explanation of the acid river problem-solving exercise. **The story:** You

are a group of scientists who have been doing exhaustive research for years on a cure for the common cold when a tragedy occurs. There has been a toxic spill up the canyon from the teams' present location, and now there is a toxic/acid river between your team and civilization. The river is rising, and the cure and all of you will be killed if you don't get out of there because the area where you are standing is becoming an island and will soon be underwater. The only resources your team has are three planks and the use of four FIXED pylons located in the river.

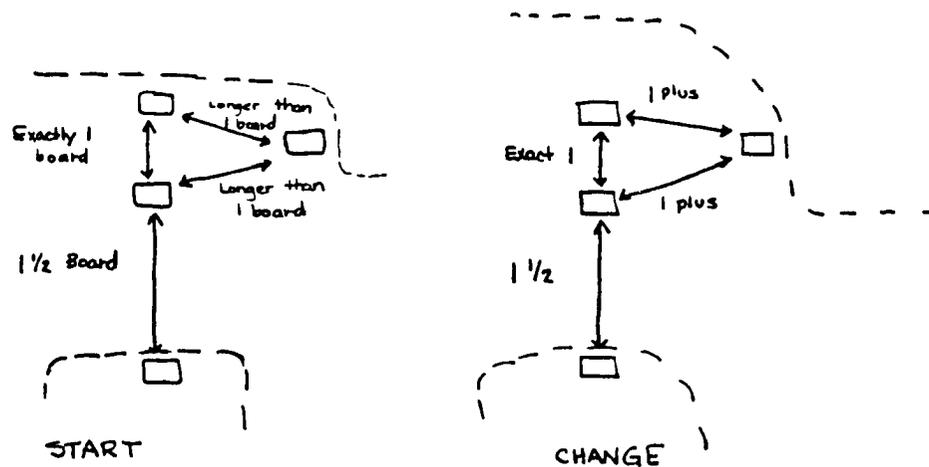


Diagram 3.6.1. Acid River Set-up, With Change

OBJECTIVE: The objective is to get everyone from one side of the river to the other with all their faculties intact.

RULES: No jumping from plank to pylon or plank to land for safety reasons. If a plank stays in the water longer than three seconds, that resource can be lost to the group. The

boards will not float; thus, they cannot be laid in the water and run across. Environmental changes are occurring as the river rises. There will be bank changes, such as the area where the group is starting from is becoming an island due to the rising river. Blinding and muting may occur from toxic water being splashed.



Plate 3.6.1. Acid River

LEADERSHIP SUGGESTIONS: An added challenge for the group is to take the planks with them, as they may encounter additional acid rivers. This may be gaged by how the group is doing time-wise and the ability of the group to handle this additional stress. The leader should watch for splinters, participants throwing boards, boards cracking under too much weight or too many people on a board, fingers between boards where they may be pinched, and participants holding boards while others cross.

BIRTHDAY BOARD

The initiative game, Birthday Board (Pecos River Learning Center, 1985), is a relatively simple game. It needs very little equipment or time.

EQUIPMENT: Enough 2-inch by 6-inch boards for each member of the group to have a place to stand when participants are placed in a single row.

FORMATION: Lay the boards on the floor or the level ground. If boards are not available, use a log, a piece of string, a piece of tape, or a line. Have the group line up on the boards.

OBJECTIVE: The objective is for the group to align themselves on the board according to birthdays. The leader should designate one end of the boards as January 1 and the opposite end of the line as December 31.

RULES: This is a non-verbal exercise; therefore, no talking will be allowed. The group is to realign themselves without anyone touching the ground.

LEADERSHIP SUGGESTIONS: Identify how an infraction of the talking rule will be handled or how an infraction of the touching-the-ground rule will be handled. An example might be having them get back on the board as soon as possible or the group has to start over. Debriefing may include points about what types of communication worked, even though the exercise was nonverbal. A variation of this game could be the use of animals whispered to each participant while on the board, whereby the group must arrange itself from largest or tallest to the smallest.



Plate 3.6.2. Birthday Board



Plate 3.6.3. Variation of Birthday Board Using Animals

BLIND POLYGON

The initiative game, the Blind Polygon (Rohnke, 1984), is a simple game that can be used with groups from 9 to 20 in number. It requires a relatively small space to accomplish the task. It can be played with a group, ages 10 years and older.

EQUIPMENT: A string or rope long enough that all may have both hands on it. If a rope is not available, have the group hold hands. Use blindfolds or bandannas for all participants.

FORMATION: The leader has the participants form a circle. Each participant is given a blindfold to put on and then a rope to be held by both hands in front of the individual.

OBJECTIVE: The object is for the group to make a triangle, a square, or a rectangle with their bodies.

RULES: No member of the group may take their hands off the rope for more than five seconds. Once the group thinks they have the figure, they may remove their blindfolds and check their work.

LEADERSHIP SUGGESTIONS: If a rope is not available, have the group hold hands. The leader should keep comments to a minimum when setting up this activity and also while the group makes their attempts at solutions.



Plate 3.6.4. Blind Polygon

DATA PROCESSING

The initiative game, Data Processing (Fluegelman, 1981), is a game similar to the Birthday Board. It works well with mixed groups and with groups up to 25 in number. EQUIPMENT: A log, board, string, or line for the group to stand. Blindfolds, if required by the leader.

FORMATION: The group will stand on the board or line in a random order.

OBJECTIVE: The objective is for the group to arrange themselves in order according to height, shortest on one end and tallest on the other.

RULES: The task must be accomplished either with the group blindfolded or with their eyes closed. The task is also non-verbal.



Plate 3.6.5. Data Processing

LEADERSHIP SUGGESTIONS: All rules are at the discretion of the leader's experience or choice. Variations could include having the group arrange themselves alphabetically by the states of their birth, by first names, or by last names.

KNOTS

The initiative game, Knots (Fluegelman, 1976), is an activity that is recommended for groups of 10 to no more than 14 in number. It is good for mixed groups, appropriately dressed, and for all ages beginning at seven years.

EQUIPMENT: None.

FORMATION: The leader has a group from 10 to 14, an even number if possible, face one another in a tight circle. Each person holds out their right hand and grasps the right hand of someone across the circle from them as if they were shaking hands. Then each person extends the left hand and grasps the hand of someone else, such that each person is holding two different hands.

OBJECTIVE: The objective is for the group to unwind themselves from their tangled situation so that a hand-in-hand circle is formed.

RULES: The physical hand-in-hand contact that you have with your partner cannot be broken in order to facilitate an unwinding movement. Sweaty palms may pivot on one another, but skin contact may not be broken.



Plate 3.6.6. The Forming of a Knot



Plate 3.6.7. The Untangling of a Knot

LEADERSHIP SUGGESTIONS: If the group is struggling with a "knot" for longer than the leader wants, or there is time for, Knot First Aid may be offered as an honorable out. This is done by the group deciding amongst them which grip needs the aid, whereby a pair of hands needs to separate, then re-grip. Or the aid could be in the form of having a permanent separation of one grip, whereby the group operates from two different ends. If the leader is using this game with larger groups, this may indeed be necessary.

NOAH'S ARK

The initiative game, Noah's Ark (Pecos River Learning Center, 1985), is an activity designed for a group from 10 to 24 in number. It can be used with mixed groups of various ages.

EQUIPMENT: Blindfolds for all participants and two chairs.

FORMATION: Participants, blindfolded, should be divided into two equal teams and randomly placed in a large, open area. To the first team a different animal will be whispered in their ear. To the second team, a different and corresponding animal to the first team will be given.

OBJECTIVE: The objective is twofold. First, each member of the first team must find their corresponding animal from the other team by only making that animal's sound. Once the animals have located their animal mate, they are to arrange themselves by two's, from the smallest to the largest, by

using only their animal sounds at the entrance to the ark which is formed by the two chairs.

RULES: This is a non-verbal exercise; therefore, no talking, just animal sounds can be verbalized. Once the chairs are located, they cannot be tapped or drummed to alarm the team of their location. Blindfolds must be kept in place until the end of the exercise when the group realizes they have accomplished their goal.

LEADERSHIP SUGGESTIONS: The leader should make sure the area is free of obstacles which could cause tripping. If infractions occur, the leader may decide how they should be handled, or if they should be handled immediately. Or discussion on the infractions could take place during the debriefing time to follow.

SPIDER'S WEB

The initiative game, Spider's Web (Rohnke, 1984), is an activity that requires a few props. It can be used with a mixed group, ages seven to adulthood.

EQUIPMENT: A web with at least 12 openings, large enough for all participants to be able to pass through. The web can be constructed between two trees or any upright poles. It should be approximately one foot off the ground, and the top of the web should be no higher than six feet. Twenty pieces of string, five inches in length.

FORMATION: All the participants will start on one side of the web.

OBJECTIVE: The objective of this initiative game is to move your entire group through a rope web without touching any of the sides of an opening. If someone touches the side, it will be important for them to retreat so as not to be eaten by the spider. Focus of the group is directed toward the commitment and the necessity of working together. Depending on the group number and the number of holes in the web, all holes may not be used.

RULES: Specify the number of times an opening can be used by the participants; i.e., if the web has 10 openings and the team has 16 participants, each hole may be used twice. For safety, the mention of physical limitations is a must. Participants cannot touch the web or the uprights or trees supporting the web in any way. This includes clothing and hair. If a participant touches and is less than half-way through an opening, the group should carefully bring the person back through and start again. If a participant touches and is more than half-way through an opening, the group should go ahead and pass the participant through and allow the participant to walk around and try again.

Participants cannot go above or below the web or around the trees on a legal pass. Participants cannot change the size of the holes. Diving through the web is not permitted. No more than one person should pass through at one time.



Plate 3.6.8. Spider's Web

LEADERSHIP SUGGESTIONS: If working with adults, have the team appoint: (a) a quality person and (b) a safety person. The quality person will be in charge of tying off holes after participants have passed through them with the string provided. They will watch for movement and touches within the web. The safety person will watch for unsafe practices by their team. If the initiative activity is being used with children, the leader will assume these positions. The leader should not allow the top openings to be used until at least three people can spot on the opposite side. The first two participants and the last two participants to go through should be spotted by the leader(s), but not physically touched; "spot but don't support." The leader should watch out for participants being passed when they have touched the

web. Groups sometimes have a tendency to rush here and lower the person to the ground rather fast, if not almost dropping the person. Use of a bell on the web could be used to signify a touch. A time limit could be placed on the group to induce stress. Blinding and muting can be done to bring about changes in dynamics of leadership within the group. Safety and spotting must be monitored throughout this activity.

TRUST FALL

The initiative game, the Trust Fall (Rohnke, 1977), is a very effective trust exercise for a group of no less than 14 to 25. It works well with both a group who is new to one another or a group in which most of the participants have known each other over a period of time.

EQUIPMENT: A ladder, stump, or platform approximately four to five feet off the ground.

FORMATION: Group may be randomly positioned around the leader while the exercise is explained, but once a climber starts up the ladder, the group bunches up tight (spotter's position), with hands held above their heads, arms bent at elbows, and legs slightly bent, and eyes focused on the climber.

OBJECTIVE: The objective is to create a safe, supportive, and trusting space in which all participants can "let themselves go." With this exercise, safety is of the utmost importance--great spotting and focus by the group is a must.

RULES FOR THE CATCHERS: Catchers should remove caps and jewelry that may impede sight or be in the way as the person falls, i.e., watches, large rings, earrings. Catchers should position themselves in an elliptical shape for catching a falling participant. The elliptical shape works best because most of a person's weight is in the torso. The group should call out, "Elbow check" to make sure each catcher's elbows are clear of hitting someone. Each catcher should assume the spotter's stance spoken of in the formation above. Catchers should be focused on and accountable to the climber/faller at all times once they step off the ground. This will become more evident once the commands are viewed below.

RULES FOR THE CLIMBER/FALLER: For safety reasons, the climber should remove anything that may protrude from the pockets or that may come dislodged while falling, i.e., combs, glasses, wallets, knives, or caps. The climber should not climb until a ready command is given by the catchers (see below). Once the climber is at the top of the place from which he/she will fall, the climber will place his/her hands above the head and grab the thumb of one hand with the other hand. The climber will keep his/her body rigid while falling to distribute the weight evenly. Once the climber has fallen and been caught above the heads of the catchers, the climber may then be lowered to chest or waist level. Here, the climber may be gently and quietly

rocked for a 10-second count before being lowered feet first to the ground. Once the person's feet are on the ground, the group may want to come in for a group hug in celebration.

COMMANDS: The climber, before climbing, will ask the group, "Spotters ready?"; and the spotters will reply, "Spotters ready!" The climber will then say, "climber's name, climbing"; and the group will respond, "Climb on, climber's name." Once the climber is ready to fall, the climber again asks, "Spotters ready?"; and the group replies, "Spotters ready!" At this point, the climber states, "climber's name falling"; and the catchers reply, "Fall on climber's name!" And the climber falls into the hands of the accountable team below.

LEADERSHIP SUGGESTIONS: A cradling and rocking motion may or may not be used, depending on the group. It is a calming element to the climber who, for the most part, has probably stepped out of his/her comfort zone. The leader may choose to have a ladder beside the climber's ladder so he/she can look down on the group of catchers and have them fill in any open spaces. In this position, the leader can physically support the climber/faller while the participant/faller positions his/her hands in preparation for the fall. The leader should make sure that the spotters rotate periodically so the weight is shared by all somewhat equally. It is a good idea to make this a non-verbal

activity, except for the commands. Having one or two people stand at the back of the group and support the group by buttressing is a good idea since a group, upon making a catch, sometimes has a tendency to take a step backwards. Commands should be given loudly and positively.



Plate 3.6.9. The Trust Fall

WARP SPEED

The initiative game, Warp Speed (Rohnke, 1989), is a great game of strategy and positioning for a group. It

works best with a group in number from 12 to 30. It can bring teams and age differences together in a great problem-solving task.

EQUIPMENT: A hacky sack, sepal sack, bean bag, or tennis ball; a digital stopwatch; and a timer.

FORMATION: The leader should have the group form a circle, with the leader being one of the members of the circle. The circle should be one in which the participants are a comfortable distance apart. The ball is tossed across the circle to a participant, and this participant is instructed to toss the ball back across the circle to another participant. This continues to establish a sequence. Thus, everyone must remember who they received the ball from and who they threw to. Each person can only touch the ball once. In establishing this, it is a good idea to have the participants in the group that have not received the ball yet to hold their hands up in a receiving position.

OBJECTIVE: Once the group has established a sequence, the objective is for the group to continue to better their time by coming up with more creative ways that the ball can be moved faster, while staying within the constructs of the three basic rules.

RULES: (1) The ball must begin and end with the leader; (2) the ball must be touched by everyone; and (3) the ball must follow the established sequence.

Once the group has established a person-to-person sequence, ask the timer to stand by for a group passing of the ball through the sequence for time. Once a time is gotten, challenge the group to cut that time in half. A time limit can be given for the group to discuss solutions. Once the group has used the time and makes an attempt, qualify the attempt to identify if the action has stayed within the three stated rules. If so, challenge the group again to cut that time in half. Again, give them time to discuss solutions, time their attempts, and qualify their actions. Depending on what the time is, the leader may challenge them again to simply reduce that time.

LEADERSHIP SUGGESTIONS: The leader should not be a part of the problem-solving discussions nor should they entertain too many questions. Most questions can be referred back to the original three rules. Allow creativity to flow and watch the times drop.

APPENDIXES

APPENDIX A

Proposed Student Course Syllabus

Course Requirement Examples:

Special Event--Rainy Day

Special Event--Field Day

Special Event--Carnival Program

Example of the Card Format for the Games Box

Course Outline for the Games Program

Student Teaching Schedule

5. Development of a games philosophy and knowledge of different types of games.
6. Knowledge and practice of desirable qualities for becoming a games leader.
7. Awareness of responsibility for safety of individuals when conducting a games program.

III. Required Text: An Instructional Manual of Games and Creative Activities for Physical Education and Recreation

IV. Course Requirements

1. Reading and discussion of related materials.
2. Participation in and direction of activities.
3. Compile:
 - a. a bibliography of related information
 - b. a notebook of games and notes
 - c. a game box
 - d. three special events programs as listed below:
 - (1) rainy day program
 - (2) field-day program
 - (3) carnival-type program
4. Improvise games, utilizing equipment made from things not specially manufactured.
5. Field Trip: Plan and direct a program of games for a special group.

V. Student Attendance Policy

Students are expected to attend classes. Roll will be checked daily. More than three absences will negatively affect one's grade.

VI. Testing and Grading Procedures

1. Written test relative to topics covered.
2. Interest, attitude, and class attendance.
3. Evaluation of demonstrated skills in leadership.
4. Evaluation of the quality of special assignments.

VII. Brief Topical Outline

1. Type of Games.
 - a. Inactive games and pencil-and-paper games
 - b. Active games and cooperative games
 - c. Initiative games
2. Contribution of games to the goals of physical education.
 - a. Characteristics for quality leaders in a games program
 - b. Safety and legal liability
 - c. Special populations/special events
 - d. Resources

VIII. Evaluation

	<u>%ages</u>	<u>Points</u>	<u>Due Dates</u>
Mid-Term Exam	20%	100 pts.	
Leadership Skills	10%	50 pts.	
Participation/ Attitudes	5%	25 pts.	
Field Trip	10%	50 pts.	Fri. Oct. 20
Notebook	20%	100 pts.	Wed. Dec. 6
Bibliography	10%	50 pts.	Fri. Oct. 6
Games Box	15%	75 pts.	Fri. Dec. 1
Special Events	<u>10%</u>	<u>50 pts.</u>	Fri. Sept. 1
	100%	500 pts.	

IX. Evaluation Breakdown

450 - 500 = A

400 - 449 = B

350 - 399 = C

300 - 349 = D

Below 300 = Failure

APPENDIX A**Course Requirement Examples****Special Event--Example of Rainy Day Program Offerings**

Broom Ball

Floor Hockey

Mock Track Meet

Baking

Making Cookies

Making Nutritious Snacks

Making Foreign or Cultural Dishes

Making of Decorations

Movies

Quizzes

Reading

Making of Decorations for an Upcoming Holiday

Numerous Arts and Crafts Projects

Finger Painting

Sculpture

Drawing

Needlework

Macrame

Sewing

Building a Bird House

Carving

Making Folklore Items

Painting by Number

Ceramics

Planning of Future Events or Special Programs

Computer Exercises and Games

Board Games and Table Games

Backgammon

Checkers

Chinese Checkers

Monopoly

Pictionary

Trivial Pursuit

Cleaning or Repairing of Equipment

Exercise

Logio-Perceptual (Mental Type) Games

Learning New Games, space-provided

Coloring

Learning New Personal and Personality Skills

APPENDIX A

Course Requirement Examples

Special Event--Organization of a Field Day Event

1. Send invitations to individuals expected to participate and, if necessary, identify that they need to respond in order to know the number to expect.
2. Publicize the event through word-of-mouth, skits, radio, newspaper, newsletter, or whatever means provider feels will work the best to meet the intended clientele.
3. Make a diagram of the layout of the events so as safety areas and space requirements can be identified.
4. Make a master schedule as to times that the different events will be run.
5. Identify and assemble all equipment needed for the events. Be sure to have a voice amplifier if the event is large in numbers or covers a large area.
6. Identify and assemble all prizes needed for the events.
7. Compile detailed directions of exactness of how each activity or event is to be run.
8. Identify and assign assistants to events and areas of their abilities.
9. Make sure sufficient assistants will be on hand to help set up and break down events as needed and at the close of the field day program to get equipment returned to its proper location.

Special Event Program

Example of Field Day Events

1. Pilo Polo--With determined goals and boundary lines, six individuals per team try to score goals with pilo polo sticks and a sponge ball. Game is played similar to hockey or soccer; rules can be flexible.
2. Crab Soccer--With an earthball or a 48-inch cage ball, groups of six individuals per team try to score goals through cones set up at different ends of the field. Participants move only on all-fours with backside toward ground--no standing allowed.
3. Broom Ball--A game similar to hockey, but played in a gym with brooms and a sponge ball. Boundaries and goals are determined before play.
4. Bataca--With the use of bataca bats (sponge bats held in both hands), participants try to knock their opponent off a log or bar high enough that the participants' feet cannot touch the ground. Exercise safety with a resilient surface and spotters.
5. Earthball Volley--With the use of a 48-inch cage ball or a larger ball, teams of six to eight volley the ball across a volleyball net for points.
6. Obstacle Race--Participants run through a series of obstacles, whereby they may have to climb, crawl, jump, zig-zag, roll, or dive in an attempt to reach the finish line ahead of an opponent or the clock.

7. Egg Toss--With the use of water-filled balloons or eggs, participants square off with a partner and begin tossing the balloon or egg. For each successful toss, the participant moves back one step, making the distance farther each time for the next throw. Once the egg or balloon is dropped and busted, the participants are out. The winners are determined by the last to go out at the longest distance.
8. Pie-Eating Contest--Participant to eat the most pies in a determined amount of time wins.
9. Pie Throwing--Throwing pies at a person's head protruding through a wall from a determined distance.
10. Boffing--New Game in which the participants fence with polyethylene swords. Make sure eye protectors and ear protectors are used.
11. Basketball Dribble Relay--Done through cones or obstacles by teams as a relay to determine a winning team.
12. Wheelbarrow Race--Two people pair up, one on his hands with his feet in the hands of the other partner who is standing. On a signal, they race against others for a determined finish line.
13. Three-Legged Race--With two people as partners, one leg of each is strapped or tied together in order that the two must coordinate their walking. On a signal, they race against others for a determined finish line.

14. Sack Race, Two-Person Sack Race, Three-Person Sack Race--Individual or individuals get(s) into a burlap or feed sack, and on a signal they race against others for a determined finish line.
15. Duck Walk Race--Person must bend over and grasp his/her ankles and, on a signal, race for a determined finish line, while holding their ankles.
16. Baby Bottle Sucking Contest--With enough baby bottles with nipples for each member of a team, a signal is given, and each team member turns the baby bottle up and begins sucking the nipple. First team member to suck all the contents from the bottle wins for his/her team.
17. Wind Up--Two people are tied together at their waists with 25 feet of string. At the signal, the object is to see who can wind up their string the fastest. First to do so wins.
18. Tricycle Race--With individuals seated on a tricycle, a signal is given, and they race for a finish line.
19. Kite-Flying Contest--With manufactured or homemade kites, rules are determined for a kite-flying contest.
20. Bicycle Rodeo--A number of safety and obstacle type stations are set up for bicyclists in order to determine their skill level or points.
21. Tug-O-War--Two teams, as equally matched as possible, square off on opposite ends of a rope. The object is

to pull the opposing team through water, mud, or across a determined line.

22. Softball Throw--Determine who can throw a softball the farthest.
23. Green Submarine Hunt--Grease a watermelon with petroleum jelly, place it in the water at a depth of about waist height for your participants; and on a signal, they start from the shore to retrieve the watermelon. Person who gets the watermelon back to shore wins. (The watermelon will float.)

APPENDIX A

Course Requirement Examples

Special Event--Example of Carnival or Midway Program

1. Add Them Up--Balloons with numbers in them, three darts.
2. Inner Tube Toss--Ringing of a stake with an inner tube from a 10-foot distance. Three tries. Determine points for a ringer.
3. Basket Softball--Throw softballs in a basket from a determined distance.
4. Hole-in-One--Use of putter and golf ball to try to make hole-in-one over a hilly distance.
5. Sink the Boat--Tub of water, plastic boats, golf balls.
6. Humpty Dumpty--Small items sitting on a shelf. Try to knock them off with a paddle with a rubber ball on a rubber band.
7. Bobbing for Apples--Apples in a tub; bob for who can come up with an apple.
8. Sharp Shooter--With tennis racket and three balls, try and hit balls through a hole in a board.
9. Rope Climb--See who can climb a rope the highest.
10. Put Out the Fire--Water pistol and candles from a determined distance.
11. Fish Pond--Fishing pole with a clothespin on the end. Everyone who fishes "hooks" a prize. Person behind

sheet clips a bag of candy or toys to the pin when it is lowered over the sheet.

12. Grab Bag--Person pays money or token at booth and gets a chance to grab a bag from a large tub of small brown bags containing candy or small toys.
13. Bean Bag Toss--Toss bean bags from a determined distance into holes in a board for points. Certain amount of points wins different prizes.
14. Wheel of Fortune--Place a token on a number; if the needle lands on your number, you win a prize. Can also be done with colors.
15. Card Toss--Try to throw cards into a hat at a distance of 5 to 10 feet.
16. Ping Pong Ball Toss--Small rings six to nine inches in diameter in front of line. Place bushel baskets three feet beyond rings. Throw the balls through the ring into the baskets.
17. King-Size Jacks--With the use of 1 tennis ball and 15 crumpled ping pong balls, drop tennis ball from eye level and pick up ping pong balls as jacks.
18. Sling Shot Shooting--Put crackers on a string with clothespins and, using sling shots with marbles from a predetermined distance, try to break the cracker.
19. Accurate Frisbee--From a determined distance, try to throw three frisbees through a hula hoop or similar ring.

20. Shoe Kick--Place a bucket six feet away or more and try to kick your shoes into the bucket.
21. Milk Carton Football--Bushel baskets, milk cartons. Try to kick the cartons into the bushel baskets.
22. Cast Off--With rod and reel and only a sinker on the line, try to cast the sinker into a bushel basket.
23. Ring the Bell--With a pea shooter, try to ring the bells on the line from a distance of 10 to 15 feet.
24. Pop the Ball--Put a ping pong ball on the top of a coke bottle at a distance of five to seven feet and, with the use of a water pistol, try to pop the ball off the bottle in a time limit of 15 seconds.
25. Cake Walk--Participants pay for a chair; when all chairs are full, the leader starts the music, and all must get up and walk. When the music stops, everyone must hurriedly find a chair. A number is drawn from a hat; the person's chair number (place numbers on the back of the chair) drawn wins a cake.
26. Pitch Shot--Set a bushel basket about 15 to 20 feet from the line and try to chip as many plastic golf balls into the basket as possible in five tries. Award points for successful chips.
27. Basketball Free Throw--Three shots from a determined distance at a goal. Score points for successful baskets.

28. Shooting Gallery--With a BB gun, contestant tries to knock over small, plastic objects for points. Maintain safety!
29. Peanut or Popcorn Catch--With five peanuts or five kernels of popcorn, participant throws the peanut or popcorn in the air and tries to catch it with his/her mouth.
30. Dunking Tank--With a large tank of water and a trigger-rigged target, participants try to hit the target in order to dunk the person sitting above tank.

APPENDIX A

Example of the Card Format for the Games Box

Name of Game	
Type of Game:	Age Group:
Equipment Needed:	Number of Players Needed:
Action (explanation of the game):	
Leadership Suggestions:	

Suggested Categories for the Games Box:

(include table of contents)

Defrosters
Stunts
Get Acquainted
Mixers
Ballroom Novelties
Patio and Game Room
Table Games
Card Games
Tricks and Puzzles
Party Relays
Inactive Games
Active Games
Skits
Special Events

APPENDIX A

Course Outline for the Games Program

HPERS _____

- Day 1 Coverage of the Syllabus
Games: Person Bingo, Poison Pass, Odd or Even
- Day 2 Introduction to the Games Program Philosophy
Games: Knots, Skin the Snake, Caterpillar
- Day 3 Types of Games and Essentials for Leadership
Games: Rattlers, Fox and Squirrel, Schmerltz
- Day 4 Essentials for Leadership Continued and Creativity
Games: Stand Off, Pocket Scavenger Hunt
- Day 5 Ways of Forming Partners
Games: Find It in the Paper, Trust Fall
- Day 6 Having Fun at Any Cost
Games: Birthday Board, Noah's Ark
- Day 7 Advanced Planning Based on Experience
Games: Spoke Relay, People Pyramids
- Day 8 Judging Group Progress
Games: Human Pinball, Catch the Dragon's Tail
- Day 9 Judging Group and Individual Reaction
Games: Red Handed, Centipede Race
- Day 10 Prizes and Awards, Cooperative Games
Games: Ball and Chain, Balloon Swat
- Day 11 Motivation; Evaluation Information on Syllabus
Games: Butt Off, License Plate Game

APPENDIX A

Student Teaching Schedule

HPERS _____--The Games Program

List of Games and Dates to be Taught by Student

<u>Date</u>	<u>Student</u>	<u>Game</u>
Fri. Oct. 20 Day 21	Brenda Roger Kim Brian	Ultimate Nerf Building Matches Paris Fashions Body Surfing
Mon. Oct. 23 Day 22	Hal Mike Phillip Vicki	FAVORITE GAMES WEEK
Wed. Oct. 25 Day 23	Beth Paul Windie Adrian	EVERYBODY BRINGS IN THEIR FAVORITE GAME AND PRESENTS IT
Fri. Oct. 27 Day 24	Brenda Roger Kim Brian	TO THE CLASS. MUST BRING A COPY OF GAME FOR INSTRUCTOR.
Mon. Oct. 30 Day 25	Hal Mike Phillip Vicki	Wink Hug Tag Shoe Factory Texas Hug
Wed. Nov. 1 Day 26	Beth Paul Windie Adrian	People Pass Speed Rabbit Lemonade Bumpa Quack
Fri. Nov. 3 Day 27	Brenda Roger Kim	Steal the Bacon Catch the Bat Potato Golf
Mon. Nov. 6 Day 28	Brian Hal Mike Phillip	Go Tag Crows and Cranes Triangle Tag Stand Up

Wed. Nov. 8 Day 29	Vicki Beth Paul Windie	Battleship Farmers and the Pig Rain Sock Race
Fri. Nov. 10 Day 30	Adrian Brenda Roger	Elbow Tag Spirals Paper Bag Dramatics
Mon. Nov. 13 Day 31	Kim Brian Hal Mike	Horse Race with Cards People on a String Sightless Sculpture Human Spring
Wed. Nov. 15 Day 32	Phillip & Vicki Beth	Mock Track Meet A What?
Fri. Nov. 17 Day 33	Paul Windie Adrian Brenda	First Impressions Lion Hunt Road Map People to People
Mon. Nov. 20 Day 34	Roger Kim Brian Hal	Warp Speed Blob Snow Blind Amoeba Race
Wed. Nov. 22 Day 35	Mike Phillip Vicki	Yurt Circle Pin Guard Data Processing
Fri. Nov. 24	THANKSGIVING BREAK	
Mon. Nov. 27 Day 36	Beth Paul Windie	Pile Up Thumper Lummi Sticks
Wed. Nov. 29 Day 37	Adrian Brenda Roger & Kim	Animal Tag Four Square New Volleyball
Fri. Dec. 1 Day 38	Brian Hal Mike Phillip	Strong Man Stunt Cookie Machine Log Roll It's in the Bag
Mon. Dec. 4 Day 39	Vicki & Beth	Parachute Games

Wed. Dec. 6
Day 40

Winnie
Paul
Adrian

Earthball Games
Blind Polygon

Fri. Dec. 8
Day 41

PARTY AND FINALE OF FAVORITE GAMES

APPENDIX B

Games Program Refreshment Suggestions

APPENDIX B

Games Program Refreshment Suggestions

Carrot sticks	Cider
Celery sticks	Root beer
Apple wedges	Soft drinks
Broccoli with dip	Kool-Aid
Cauliflower with dip	Hot chocolate
Chili	Corn chips
Beans and cornbread	Dips (assorted)
Cold-cut sandwiches	Cookies
Oranges	Milk
Tangerines	Cake
Pears	Tacos
Plums	Burritos
Watermelon	Sausage balls
Cantaloupe	Punch
Kiwi fruit	Coffee
Bananas and strawberries	Tea
Coconut	Cheese
Nuts	M & M's
Crackers	Chex mix
Ice cream	Pretzels
Fudge	Corn dogs
Brownies	Hot dogs
Popcorn	Hamburgers

Shish-ka-bobs
Vegetable tray
Pies
Cupcakes
Pizza
Chinese foods
Potato chips
Triscuits
Bar-b-que
Chicken wings
Chicken fajitas
Nachos with cheese
Ritz crackers
Tuna salad
Taco salad
Chicken salad
Peanut butter and jelly
Baked potatoes with toppings
Fried or broiled fish
Other assorted finger foods

APPENDIX C

Game Sheets and Aids for Inactive Games

Additional Pencil-and-Paper Games

APPENDIX C

Game Sheets and Aids for Inactive Games

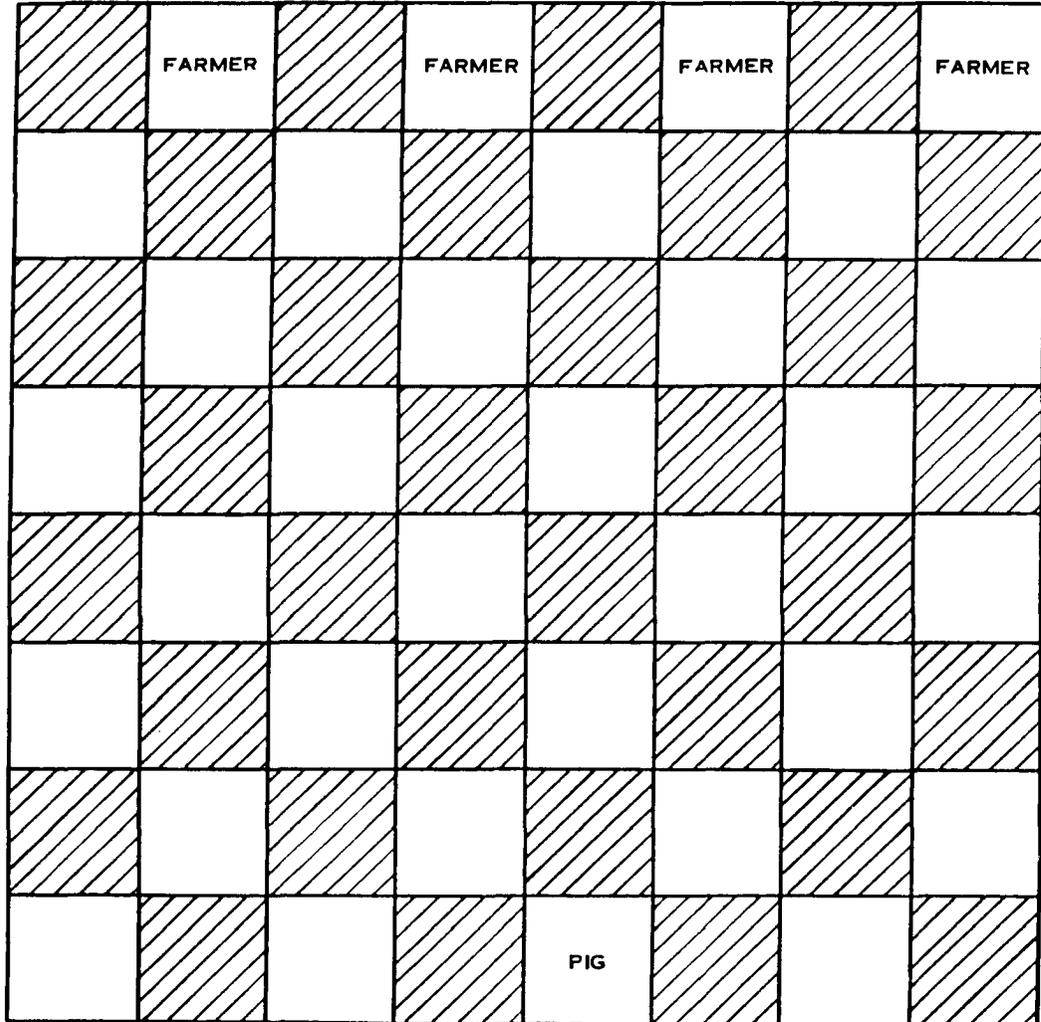
Battleship (Harris, 1970)

The image displays the components for a Battleship game sheet. On the left, four ship icons are shown with their respective names: CRUISER (a small ship), DESTROYER (a medium ship), BATTLESHIP (a large ship), and AIRPLANE CARRIER (a ship with a flat deck). To the right of these icons are two 10x10 coordinate grids. The top grid is labeled 'ENEMY PORT CHART' and the bottom grid is labeled 'HOME PORT CHART'. Both grids have columns labeled A through J and rows labeled 1 through 10.

APPENDIX C

Game Sheets and Aids for Inactive Games

Farmers and the Pig (Harris, 1970)



APPENDIX C

Game Sheets and Aids for Inactive Games

Let's Go on a Lion Hunt (Bryant & Oliver, 1967)

(A Hand-Rhythm Activity)

Instructions to the group: "Repeat everything I say and do. Be my echo and a copycat as we play this game." The hand rhythm sets a 4/4 tempo of dialogue.

Leader

Let's go on a lion hunt.

O.K.?

Let's go.

(Hand rhythm: slap knees with one hand and then the other to pantomime high steps.)

Walking through the jungle.

Looking for a lion.

Oh look.

There's a river.

Can't go around it.

Can't go under it.

Let's swim through it.

O.K.?

Let's go.

(Hand rhythm: Make swimming strokes with hands.)

Walking through the jungle.

Looking for a lion.

Oh look.

There's a bridge.

Can't go around it.

Can't go under it.

Let's cross it.

O.K.?

Let's go.

(Hand rhythm: Pantomime is to beat one fist and then the other on the chest.)

Group

Let's go on a lion hunt.

O.K.

Let's go.

Walking through the jungle.

Looking for a lion.

Oh look.

There's a river.

Can't go around it.

Can't go under it.

Let's swim through it.

O.K.

Let's go.

Walking through the jungle.

Looking for a lion.

Oh look.

There's a bridge.

Can't go around it.

Can't go under it.

Let's cross it.

O.K.

Let's go.

Walking through the jungle.
 Looking for a lion.
 Oh look.
 There's a field.
 Can't go around it.
 Can't go under it.
 Let's go through it.
 O.K.?
 Let's go.

(Hand rhythm: Brush hands together in hand-rhythm tempo.)

Walking through the jungle.
 Looking for a lion.
 Oh look.
 There's a puddle.
 Can't go around it.
 Can't go under it.
 Let's jump it.
 O.K.--Let's go.

Back up--Run--Jump.

(Hand rhythm: Run--hand rhythm on legs speeds up to a fast tempo. Jump--raise both hands in a high arch, then come down with both hands.)

Walking through the jungle.
 Looking for a lion.
 Oh look--there's a cave.
 Can't go around it.
 Can't go under it.
 Let's go in.
 O.K.--Let's go.
 Be brave--Let's go.

(Slow down hand movement and lower voice. Whisper, and players should whisper answer back.)

It's dark in here.
 I can't see anything.
 Oops!--What's this?

It's big--(move hand as if you were moving your hand across the lion's back).

It has lots of fur--(players rub their own hand in their hair).

It has big eyes--(move hand in small circle in front of you).

It has sharp teeth--(move hand as if you were feeling of a sharp tooth).

It has a long tail--(trace a lion's tail on the floor).

Walking through the jungle.
 Looking for a lion.
 Oh look.
 There's a field.
 Can't go around it.
 Can't go under it.
 Let's go through it.
 O.K.
 Let's go.

Walking through the jungle.
 Looking for a lion.
 Oh look.
 There's a puddle.
 Can't go around it.
 Can't go under it.
 Let's jump it.
 O.K.--Let's go.

Back up--Run--Jump.

Walking through the jungle.
 Looking for a lion.
 Oh look--there's a cave.
 Can't go around it.
 Can't go under it.
 Let's go in.
 O.K.--Let's go.
 Be brave--Let's go.

It's dark in here.
 I can't see anything.
 Oops!--What's this?

It's big--(move hand as if you were moving your hand across the lion's back).

It has lots of fur--(players rub their own hand in their hair).

It has big eyes--(move hand in small circle in front of you).

It has sharp teeth--(move hand as if you were feeling of a sharp tooth).

It has a long tail--(trace a lion's tail on the floor).

It has a big nose--(act as if you can feel the lion's nose).

SHOUT, "It's a lion! Run!" Rapid hand rhythm.

With rapid hand movements, reverse and go back through each obstacle crossed during the trip. Example: Jump the puddle, run, through the field, run, cross the bridge, run, swim the river, run.

Wheww!

Let's don't go on a lion hunt.

Not today--maybe tomorrow.

But not today--we're tired.

Wheww!--(heads down to rest)

(Hand rhythm: Tempo slows and stops)

Wheww!

Let's don't go on a lion hunt.

Not today--maybe tomorrow.

We're tired.

Wheww!

This is a good activity for a break from studying or as a small part of a classroom physical education lesson. Mastering the rhythm and skills required for this activity are well worth the time.

APPENDIX C

Game Sheets and Aids for Inactive Games

Lummi Sticks--Chant with Music (Harris, 1970)

MELODY TO CHANT

MĀ KŪ Ā. KŌ TĀ Ō. Ā KŪ Ī TĀ NĀ
 (ma koo aye) (koh ta oh) (aye koo ee) (ta na)

MA KŪ Ā. KŌ TĀ Ō. Ā KŪ Ī TĀ NĀ
 (ma koo aye) (koh ta oh) (aye koo ee) (ta na)

APPENDIX C

Additional Pencil and Paper Games

Person Bingo

Find someone who....

Has blue eyes	Is wearing blue jeans	Has a nice smile
Plays a musical instrument	Enjoys cooking	Likes to dance
Is wearing tennis shoes	Is left handed	Has blonde hair
Is wearing a class ring	Is from out of state	Has a pet

APPENDIX C

Additional Pencil and Paper Games

College Entrance Exam (Rohnke, 1984)

IDENTIFY THE FOLLOWING:

ANSWERS

1. 	2. <u>MAN</u> BOARD	3. <u>STAND</u> I
4. <u>WEAR</u> LONG	5. R O ROADS D S	6. T O W N
7. LE VEL	8. <u> </u> M.D. PH.D. M.S.	9. <u>KNEE</u> LIGHTS
10. /R/E/A/D/I/N/G/	11. CYCLE CYCLE CYCLE	12. <u>IIIII</u> O O O
13. CHAIR	14. DICE DICE	15. T O U C H
16. <u>GROUND</u> FEET FEET FEET FEET FEET FEET	17. <u>MIND</u> MATTER	18. HE'S/HIMSELF
19. ECNALG	20. DEATH LIFE	21. <u>G.I.</u> C C C C
22. 	23. <u> </u> PROGRAM	24. J U YOU S ME T

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____

APPENDIX C

Additional Pencil and Paper Games

College Entrance Exam Answers

1. Sandbox
2. Man overboard
3. I understand
4. Long underwear
5. Crossroads
6. Downtown
7. Bi-level
8. Three degrees below zero
9. Neon lights
10. Reading between the lines
11. Tricycle
12. Circles under the eyes
13. High chair
14. Paradise
15. Touchdown
16. Six feet below ground
17. Mind over matter
18. He's beside himself
19. Backward glance
20. Life after death
21. G.I. overseas
22. See-through blouse
23. Space program
24. Just between you and me

APPENDIX C

Additional Pencil and Paper Games

What is Your L. Q.? (Leisure Quotient)

Match the term in the left column with the leisure activity in the right column.

Primer	_____	A. Canoeing
Plinker	_____	B. Bicycling
Leaner	_____	C. Poker
Hinder	_____	D. Basketball Officiating
Chip	_____	E. Shotguns
Barbless	_____	F. Bowling
Switchbacks	_____	G. Ceramics
Free-Style	_____	H. Guitar Playing
Charging	_____	I. Fishing
Capo	_____	J. Backpacking
Turkey	_____	K. Tennis
Palette	_____	L. Archery
Philately	_____	M. Sailing
Love	_____	N. Horseshoes
J-Stroke	_____	O. Target Practice
Derailleur	_____	P. Painting
Nock	_____	Q. Frisbee
Neck Reign	_____	R. Horseback Riding
Wake	_____	S. Racquetball
Kiln	_____	T. Stamp Collecting
Parry	_____	U. Ice Hockey
Check	_____	V. Boxing
Coming About	_____	W. Skiing

What is Your L. Q.? (with answers)

Match the term in the left column with the leisure activity in the right column.

Primer	<u>E</u>	A. Canoeing
Plinker	<u>O</u>	B. Bicycling
Leaner	<u>N</u>	C. Poker
Hinder	<u>S</u>	D. Basketball Officiating
Chip	<u>C</u>	E. Shotguns
Barbless	<u>I</u>	F. Bowling
Switch Backs	<u>J</u>	G. Ceramics
Free-Style	<u>Q</u>	H. Guitar Playing
Charging	<u>D</u>	I. Fishing
Capo	<u>H</u>	J. Backpacking
Turkey	<u>F</u>	K. Tennis
Palette	<u>P</u>	L. Archery
Philately	<u>T</u>	M. Sailing
Love	<u>K</u>	N. Horseshoes
J-Stroke	<u>A</u>	O. Target Practice
Derailleur	<u>B</u>	P. Painting
Nock	<u>L</u>	Q. Frisbee
Neck Reign	<u>R</u>	R. Horseback Riding
Wake	<u>W</u>	S. Racquetball
Kiln	<u>G</u>	T. Stamp Collecting
Parry	<u>V</u>	U. Ice Hockey
Check	<u>U</u>	V. Boxing
Coming About	<u>M</u>	W. Skiing

APPENDIX D

Suggested Evaluation Materials:

**Mid-Term Examination
Leadership Evaluation Form
Notebook Evaluation Form
Field-Trip Checklist**

APPENDIX D

Mid-Term Examination

The Games Program

I. Multiple-Choice. Directions: Choose the best answer for each of the following questions and mark your answer in the space provided on the left-hand side of the paper (2 points each--24 points).

- _____ 1. The least desirable way to gain a group's attention is how?
- a. with a raised hand
 - b. by the use of a whistle
 - c. by a verbal signal
- _____ 2. The best time to end a game is when?
- a. while everyone is still having fun
 - b. when everyone has become bored with the game
 - c. when time runs out
- _____ 3. "New Games" are based upon the concept of what philosophy?
- a. win at all costs
 - b. play hard, play fair, nobody hurt
 - c. separating by age groups
- _____ 4. A good leader in physical education or recreation should what?
- a. be tactful
 - b. like people
 - c. be understanding
 - d. all the above
- _____ 5. Don't give directions to any group until what has taken place?
- a. you have everyone's attention
 - b. everyone is seated
 - c. everyone knows what is going on

- _____ 6. The least desirable way to get people into groups is to have them do what?
- a. count off
 - b. be divided by the leader
 - c. draw numbers from a hat
- _____ 7. In judging group progress, if people are collecting things, how many items are sufficient?
- a. 10-15 items are about right
 - b. 15-20 items are about right
 - c. 6-8 items are about right
- _____ 8. Game time may be controlled how?
- a. by announcing in advance a definite time to stop
 - b. by determining a score to end the play
 - c. by allowing the group to play until they are bored
 - d. both a and b
- _____ 9. Pre-party activities should take how much time?
- a. 20-30 minutes
 - b. 10-15 minutes
 - c. 15-25 minutes
- _____ 10. Some groups will request an activity be repeated; if this happens, the activity time should be handled how?
- a. shortened
 - b. lengthened
 - c. left the same as before
- _____ 11. Creativity is broken down into two elements; these are what?
- a. aspiration and perspiration
 - b. perspiration and exasperation
 - c. inspiration and perspiration
- _____ 12. To create a flow of activities in the games program, an experienced leader will do what?
- a. move from an active game to an inactive game, then back to an active game
 - b. do all active games back-to-back
 - c. do all inactive games back-to-back

II. Short Answer and Listing. Directions: Be brief and concise, place your answer in the space provided. (36 points)

A. Identify 10 duties an assistant can perform. (20 points)

B. List six safety factors of which a good leader will be aware. (12 points)

C. Identify what the KISS principle is. (4 points)

Corrected Test or Key

Name _____

Mid-Term Examination

The Games Program

I. Multiple-Choice. Directions: Choose the best answer for each of the following questions and mark your answer in the space provided on the left-hand side of the paper (2 points each--24 points).

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 - b. do all active games back-to-back
 - c. do all inactive games back-to-back

II. Short Answer and Listing. Directions: Be brief and concise, place your answer in the space provided. (36 points)

A. Identify 10 duties an assistant can perform. (20 points)

- 1) Serve as a host or hostess.
- 2) Take guests' wrap.
- 3) Hand out name tags.
- 4) Distribute materials for pre-party activity.
- 5) Direct people into pre-party groups.
- 6) Fill in where a partner is needed.
- 7) Help people into designated formations and even up teams.
- 8) Set up equipment for the next game.
- 9) Distribute materials for the game.
- 10) Dispose of materials and equipment when a game is finished.
- 11) Serve as a judge for races and contests.
- 12) Change records or notify the leader when adjustment is needed.
- 13) Serve as a demonstrator.
- 14) Motivate through enthusiastic participation.
- 15) Help set up and serve refreshments.
- 16) Help pick up and put away afterwards.
- 17) Help with parking if needed.

B. List six safety factors of which a good leader will be aware. (12 points)

- 1) Slippery floors or loose, small rugs.
- 2) Furniture or equipment that is in the way.
- 3) Overcrowding of teams where they may bump, trip, or injure others.
- 4) Pencils, paper, etc., left on the floor from a previous game.
- 5) Carelessness with candles, fire, or matches.
- 6) Water, punch, or anything spilled on the floor.
- 7) Traffic crossing in front of a target area of any kind (example: darts)
- 8) Inappropriate use of sharp instruments, scissors, etc.
- 9) Blocking passage with string or cord which may not be seen.
- 10) Use of materials that will damage or stain floors or clothing.
- 11) Throwing of objects which may cause glass breakage or injury.

C. Identify what the KISS principle is. (4 points)

Keep It Simple Stupid in explanation, decorations, planning, and implementing a games program.

III. Discussion. Directions: Read the question and organize your answer in the space provided. If more space is required, use the back of this test instrument.

A. Discuss competition as it relates to a games program, bringing into play the handling of awards and prizes. (10 points)

In the implementing of a games program, one should strive more toward the use of cooperative play than competitive play--the reason being that, as a leader, one wants everyone to enjoy playing for play's sake. The reward should be in the playing of the game, the opportunity to socialize and have fun with others, and the opportunity to get the body moving without the fear of elimination.

Prizes and awards are not strong motivators in the games program, but if one plans to use awards and prizes with children, make sure everyone gets a prize. This can be a clever or funny prize or something simple, like candy, gum, or fruit.

B. Discuss decorations, atmosphere, and refreshments. (20 points)

In most games program offerings, decorations are appropriate and help to set atmosphere. The decorations should stay within the budget, be appropriate to the size of the place of the social event, and should be appropriate to the theme of the program. The making of decorations and the setting up of the decorations can be an excellent pre-party activity for early arrivers. Be sure to use tape or string over the use of thumb tacks or nails in putting up decorations and be sure all decorations are removed after the games program is over.

Atmosphere can be set by lighting and the arrangement of furniture. Lighting does much to set the mood. Lamplight or warm light in contrast to bright, glary light is most desirable and inviting. Firelight attracts. Dimness stimulates singing and dancing. Spotlights accent only certain details. Moving or flickering light is exciting, and cutouts and silhouettes are good conversational pieces.

The arrangement of furniture is very crucial since it can set the mood or the way a group socializes or doesn't socialize. The best arrangement of furniture is in such a way that it is natural and easy for guests to get together and talk.

Refreshments should keep with the theme of the games program and should be planned to be a part of the flow of activities. Utilize assistants and guests in making the final preparation for serving and in the actual serving. Try to avoid such things as: guests standing in line for refreshments, having to hold their food with no place to sit, and the use of flimsy plates. Eating can be good recreation. Capitalize on this by the use of making ice cream; popping of popcorn; grilling of hot dogs, hamburgers, or shish-ka-bobs; and making an atmosphere where good conversation can evolve naturally.

- C. Discuss the five questionable criteria for having fun at any cost. (10 points)
- 1) Roughness, pushing, pulling, tugging, shoving, and in general rushing through games or mixers in a sloppy fashion, leaving people hot, tired, and uncomfortable.
 - 2) Embarrassment of guests in front of others in a manner that makes them the butt of the joke or emphasizes some shortcoming.
 - 3) Shabbiness or crudeness in stunts, skits, or entertainment which is not wholesome or in good taste.
 - 4) Poking fun at a minority group, offending specific religions, races, or handicapped individuals.
 - 5) Cheating or getting around the rules in such a way as to give individuals or a group of individuals an advantage in relays and contests. The "anything goes" spirit has spoiled many a good activity.

APPENDIX D

Leadership Evaluation Form

1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10
 Poor Needs Work Fair Good Excellent

- (1) Preparation _____
- (2) Enthusiasm _____
- (3) Clarity of Explanation _____
- (4) Demonstration _____
- (5) Space Requirement _____
- (6) Limitations/Adaptations Needed for a Special Group _____

Additional Instructor Comments:

APPENDIX D

Notebook Evaluation Form

100 Points

- _____ Notes
- _____ Compiling of Games Played in Class
- _____ Teaching Evaluation Sheets
- _____ Assignments Graded and Returned
Bibliography
Field Trip
- _____ Handouts

APPENDIX D

Field Trip Checklist

The field trip exercise is a program of games, planned and directed for a special group. The group is to be chosen by the student, and the program of games may be done independently, in pairs, or in a group of three students working together. In the write-up of the field trip for the instructor, certain items should be noted. The following is a checklist of those items.

- _____ Was there a theme for the games program?
- _____ Where was the program held?
- _____ For whom was the program held?
- _____ When was the games program held?
- _____ What was the age of the participants?
- _____ Was the program held indoors or outdoors?
- _____ Were invitations sent, or how was the group notified of the games program?
- _____ Were the guests to bring anything?
- _____ Were pre-party activities used? If so, what were the activities?
- _____ Were decorations used? If so, what were the decorations?
- _____ Was there a budget? If so, how much was it?
- _____ Were refreshments provided? If so, what did they consist of?

_____ What were the activities used in the games program?

_____ Was a clean-up crew utilized?

_____ What was the student's evaluation of the games program? What would he/she change if they were to do the program again?

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END OF MANUAL

CHAPTER 4

Summary, Discussion, Suggestions, and Recommendations

Summary

This study was accomplished between August 1988 and May 1991. The information presented in this manuscript was tested with two games program classes at Middle Tennessee State University during the time frame given above. The purpose of this study was to compile in one volume a games philosophy and to suggest leadership materials appropriate for presentation in a physical education games and activity course or a recreation games program course. Included are 145 games that can be played within the framework of a normal semester. Based upon the writer's review of the literature, a section on games philosophy, as well as a section on leadership with games and activities, has been provided. Games were divided into four categories: inactive, active, cooperative, and initiative.

The information for each section is documented where appropriate. Diagrams and plates have been provided, where available, to help the prospective games leader grasp the mechanics of the game sooner. Information for each game is structured to include the following: (1) an introductory paragraph including the suggested age and proper use of the game, (2) equipment needed, (3) formation(s), (4) action, and (5) leadership suggestions. Leadership suggestions are

a combination of the information provided by sources reviewed in the literature and the author's years of experience teaching games programs at various levels.

Discussion

The reader or user of this manuscript should note that the games contained in the previous sections were selected from the sources located by the writer. These sources may not have been the original source of a given game, but the source based upon the writer's selected review of the literature. Therefore, the writer wishes to leave no impression that the person or persons listed are necessarily the person or persons who originated the game. To trace the origin of each activity would have been time-consuming and an historical dissertation in itself.

In viewing the games, one may identify that a certain game could have appropriately been placed under more than one section heading. For example, most all of the initiative games could also have been placed in the cooperative games section. The author subjectively chose to place the games in the section that seemed best suited to their intent and purpose.

It is the writer's opinion that the effectiveness of this manuscript lies in the proper use of it. It was designed from years of games teaching and two and one-half years of compilation of the games information, the games, and the accompanying pictures or plates.

The information contained in this manuscript was intended for use in a college course in the discipline of physical education, recreation, or education. However, the information may be useful to the elementary, middle, or secondary school physical education specialist, as well as the classroom teacher. It may also hold positive results for the organization and development division or the personnel systems training division in the business community where these games and creative activities may be applied as energizers between classroom learnings or as activities to promote team dynamics and team development in the private sector.

The author found that exposing students to inactive, competitive, cooperative, and initiative games in a games course was important to a solid games program. This exposure brought about a solid games philosophy and a solid understanding of the games and their varied uses. This understanding should come in the form of recognizing that changes can be made in an attempt to make games more cooperative and humane.

For most college students, the competitive element is deeply ingrained. However, the purpose of this manual is not to change the individual completely, but to expose, to broaden, and to allow them opportunities to openly look at differences in these games, what happens during the game,

and what lasting elements remain after the game has been played.

Suggestions

Several points of interest developed as a direct result of this study. They are as follows:

1. When using these games with a college-aged population, the leader should ask the students to approach and play the cooperative-based games with an open mind. It is important for the instructor to recognize that cooperative-based games may be a new concept to many students.

2. Allow the students the opportunity to make the game flexible based upon the 12 decision-making categories given below. The instructor may request that the games first be played as instructed in the manual, then variations be allowed and attempted.

Recommendations

The author recommends this manuscript be used as a source for games instructors, students, and professionals based upon needed flexibility, intended purpose, and the needs of the group. The author further suggests that the 12 decision-making categories be used in the structuring and carrying out of the games program. They are: (1) game formation or organizational patterns; (2) motor skills; (3) equipment; (4) scoring; (5) rules, limits, and restrictions; (6) outcomes, purposes, or goals; (7) physical contact; (8)

the number of players; (9) the movement; (10) the number per side; (11) the playing space and boundaries; and (12) the social interaction (Kraft, 1987; Morris, 1980).

This manuscript should be of interest to college teachers as a possible text in the games and activities area of physical education and the games area of recreation, as well as a possible manual of activities for use in and outside the classroom environment with education professionals. It should also be of great interest to the recreation games specialist, as well as the business consultant who works with people and helps build teams.

The author desires that the compilation of this manuscript will prompt other writers to use, promote, and further investigate the games and activities area and their varied uses, whether that be in the profession of education, recreation, or the business world.

APPENDIXES

APPENDIX A
Blank Photo Consent and Release Form

APPENDIX A

Blank Photo Consent and Release Form

PHOTO CONSENT AND RELEASE

I hereby authorize and give full consent to M. Dwain Van Vactor to copyright or publish all photographs in which I, (print name)

_____ appear, while a participant in any and all programs under his direction or a participant in a program under other auspices. I further agree that M. Dwain Van Vactor may transfer, use or cause to be used these photographs for any and all exhibitions, public displays, publications, commercials, art and advertising purposes without limitation or reservation.

I hereby waive any right that I may have to inspect and/or approve the finished product or the advertising copy that may be used in connection therewith, or the use to which it may be applied.

I hereby release, discharge, and agree to waive M. Dwain Van Vactor from any liability be virtue of any blurring, distortion, alteration optical illusion, or use in composite form, whether intentional or otherwise that may occur or be produced in the taking of said pictures or in any processing tending towards the compilation of the finished product.

I also understand that there is no residual income connected in any way to this campaign, now or in the future.

Signature

Date

Address: _____

Parent or Guardian, if under 18: _____

Witness: _____

APPENDIX B

**Middle Tennessee State University Research
Ethics Committee Approval Letter**

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APPENDIX B

Middle Tennessee State University Research
Ethics Committee Approval Letter

TO: Mr. Michael Dwain Van Vactor
HPERS

FROM: Peter Heller *ph*
Chair, MTSU Research Ethics Committee

RE: Review: Use of Human Subjects

Date: April 15, 1991

The purpose of this memo is to inform you that the MTSU Research Ethics Committee has favorably evaluated your research proposal entitled, ". . . Instructional Manual . . ." in terms of its ethical utilization of human subjects. Best of luck on the successful completion of your project.

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