



HOPSCOTCH RPS

Social & Emotional Learning Competencies: (adapted from CASEL.org)

- **Self-Management:** Impulse control. Students demonstrate the ability to control their emotions and actions as they win and lose points.
- **Relationship Skills:** Cooperate and negotiate conflict. Students demonstrate the ability to follow activity rules and etiquette, and calmly and constructively discuss game disputes.

EQUIPMENT NEEDED:

- Hopscotch course

ORGANIZE:

- **Space:** Paint or create a traditional hopscotch course.
- **Students:** Players begin in a line at the start of the course.

HOW TO PLAY:

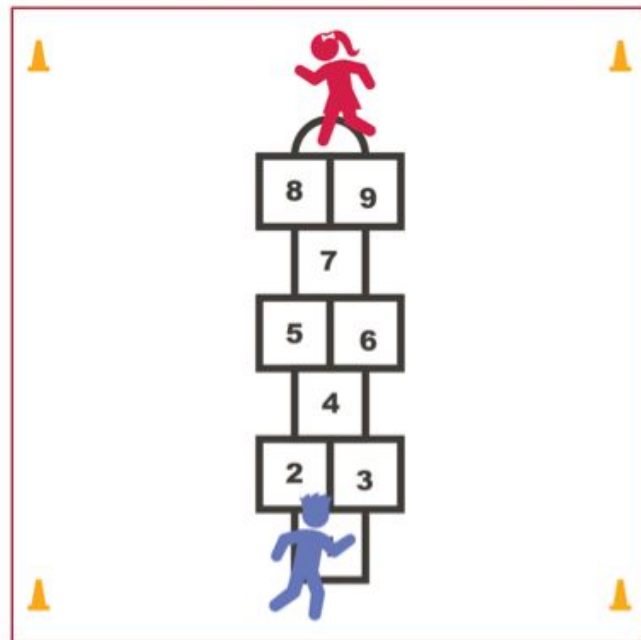
- **The Object:** To win as many games of Rock, Paper, Scissor (RPS) as possible and to stay at the top of the hopscotch course as the Hopscotch RPS Champion.
- **The Process:** To start, 1 player will hop the course. When they get to the final space, stop and turn around. The next player will then hop through the course and stop at the final row of 2 spaces.
- The players then play a game of RPS. The winner gets to stay at the top of the course as the Hopscotch RPS Champion. The other player jogs back to the end of the line to wait for another turn.

HELPFUL TIP:

- Add some more physical activity by having the Hopscotch RPS Champion do jumping jacks while the challenger hops out to play RPS.

SEL DISCUSSION STARTERS:

- What does self-control look like?
- How can you demonstrate self-control during recess?





HOPSCOTCH (traditional)

Social & Emotional Learning Competencies: (adapted from CASEL.org)

- **Self-Management:** Impulse control. Students demonstrate the ability to control their emotions and actions as they win and lose points.
- **Relationship Skills:** Cooperate and negotiate conflict. Students demonstrate the ability to follow activity rules and etiquette, and calmly and constructively discuss game disputes.

EQUIPMENT NEEDED:

- Hopscotch course, beanbag or other tossable item

ORGANIZE:

- **Space:** Paint or create a traditional hopscotch course.
- **Students:** Players begin in a line at the start of the hopscotch course. The 1st player in the line has a beanbag.

HOW TO PLAY:

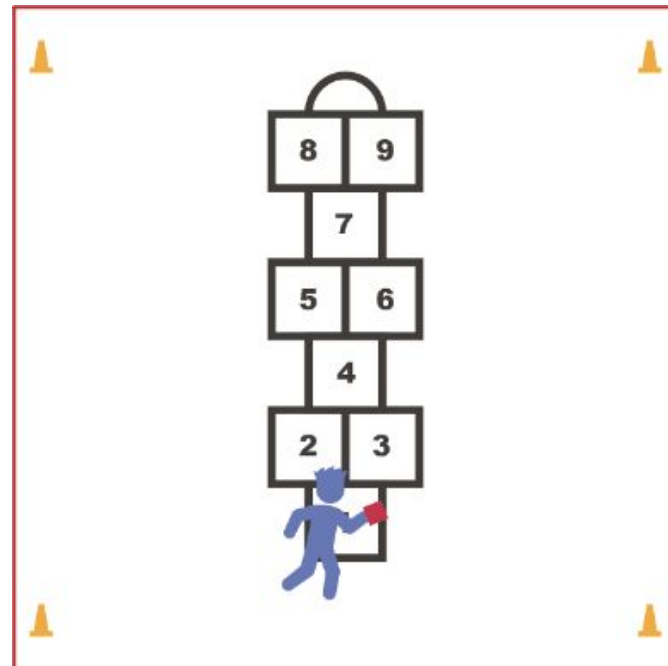
- **The Object:** To toss the beanbag into each square in numerical order, jump the course to pick it up, and then jump back home without touching a line or losing your balance.
- **The Process:** Toss the beanbag in square 1. Tosses must land in the square without touching a line or sliding out. If either of those things happen, the turn is over.
- Jump over the square with the beanbag and with feet straddled on boxes 2 & 3 (follow the course pattern). Continue through the course to the final safe space, hop and turn 180 degrees, and then hop back. When you get to the boxes next to your beanbag, stop pick it up without losing balance, and then hop out of the course.
- If you make it through, toss again in box 2 and repeat the course. Continue your turn until you make a bad toss or touch any line. After a fault, it's the next player's turn. Start with the last square completed on your next turn.

HELPFUL TIP:

- Play in groups of 2–4. If possible, give each player a beanbag.

SEL DISCUSSION STARTERS:

- What does “following the rules” mean? How does following the rules help us have more fun during a game?





FOUR SQUARE

Social & Emotional Learning Competencies: (adapted from CASEL.org)

- Relationship Skills: Communication. Students resolve game conflicts using positive language.
- Self-Management: Impulse control. Students demonstrate the ability to control their emotions and actions as they win and lose points.

EQUIPMENT NEEDED:

- Four Square court, 1 playground ball

ORGANIZE:

- **Space:** Paint or create a Four Square court.
- **Students:** 4 students take their place in a square. The others line up at least 5 steps behind the 1-square. The ball begins in the 4-square.

HOW TO PLAY:

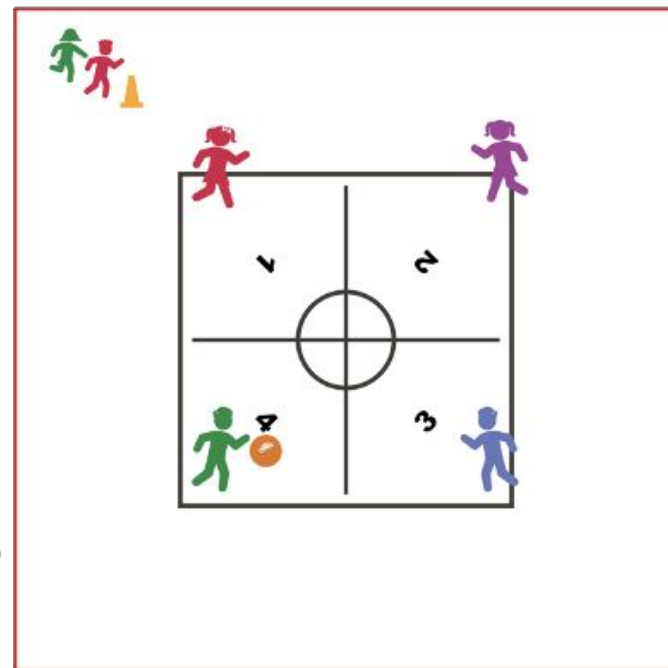
- **The Object:** To eliminate players in higher squares so you can advance up to the 4-square.
- **The Process:** Begin with a diagonal serve from 4-square to 2-square. Server serves the ball off a bounce. Serves must bounce in the receiving square, then the player in the 2-square hits the ball into any square. Now the ball is in play. Server and receiver each get 1 fault in order to put the ball in play.
- When a ball bounces in a square, the owner of the square must hit it fairly into another square. If the player does not hit the ball before a 2nd bounce, or they hit it out of bounds, the player is out and returns to the line behind 1-square. The ball must be hit, not caught or carried into play.
- Outside lines are in bounds; inside lines are out of bounds. If a ball hits an inside line, the player who hit the ball is eliminated. Play continues until time runs out. The player in 4-square at that time is the winner.

HELPFUL TIP:

- Think About Safety! Create a safe zone around each court 5–8’ wide that is free of clutter and other players.

SEL DISCUSSION STARTERS:

- What does positive conflict resolution look like? What does it sound like?
- How does the ability to resolve conflicts in a positive way affect how much fun you have?





WINDOW BALL

Social & Emotional Learning Competencies: (adapted from CASEL.org)

- Relationship Skills: Teamwork and communication. Students work with a teammate using positive words of encouragement. They also resolve any game conflicts using positive language.
- Responsible Decision-Making: Responsibility. Students demonstrate consideration for the well-being of oneself and others.

EQUIPMENT NEEDED:

- Four Square court, 1 playground ball, 4 large cones

ORGANIZE:

- **Space:** Paint or create a Four Square court. Cones in the corners.
- **Students:** Students in teams of 2 or 4. Each team along 1 side of the court. Play R,P,S to see who starts with the ball.

HOW TO PLAY:

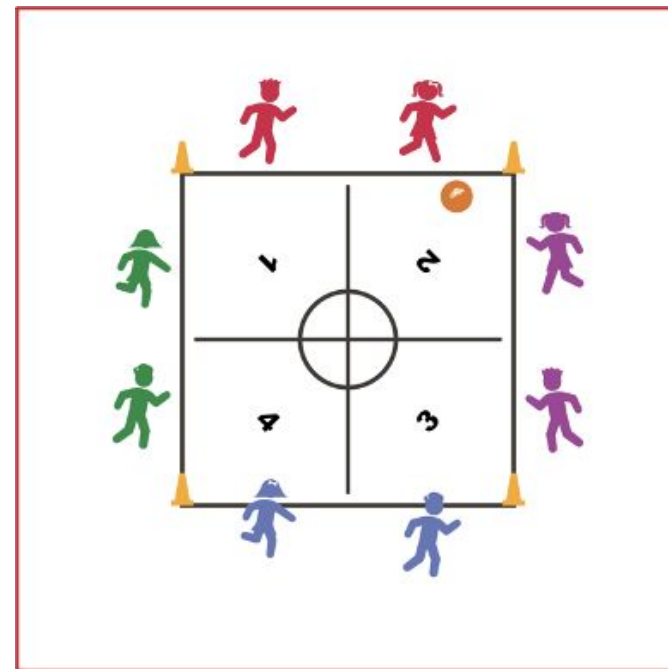
- **The Object:** To score points by rolling the ball through an opposing team's window (between the cones).
- **The Process:** Play begins with a rolling serve. From that point, all strikes on the ball are made with an open hand so that the ball rolls on the ground. Balls that bounce or travel through a window in the air do not count. Play is stopped and a rolling serve restarts the action.
- Defend your window with an open hand. Balls cannot be blocked or kicked with feet.
- When a team is scored on, they restart play with another rolling serve.

HELPFUL TIP:

- If bouncing or inappropriate striking becomes an issue, modify this activity by allowing students to catch the ball and roll the ball without striking.

SEL DISCUSSION STARTERS:

- What does it look like and sound like when you are being a good teammate?
- How do positive and encouraging words affect the relationship with your teammate?





SLAM BALL

Social & Emotional Learning Competencies: (adapted from CASEL.org)

- **Self-Management:** Impulse control. Students demonstrate the ability to control their emotions and actions as they win and lose points.
- **Relationship Skills:** Cooperate and negotiate conflict. Students demonstrate the ability to follow activity rules and etiquette, and calmly and constructively discuss game disputes.

EQUIPMENT NEEDED:

- 1 hula hoop or painted circle, 1 playground ball

ORGANIZE:

- **Space:** Place a hoop or paint circle in a safe and open space.
- **Students:** 2 players stand on opposite sides of the hoop. (Pairs can share by standing perpendicular at 1 hoop.) 1 player starts with a ball.

HOW TO PLAY:

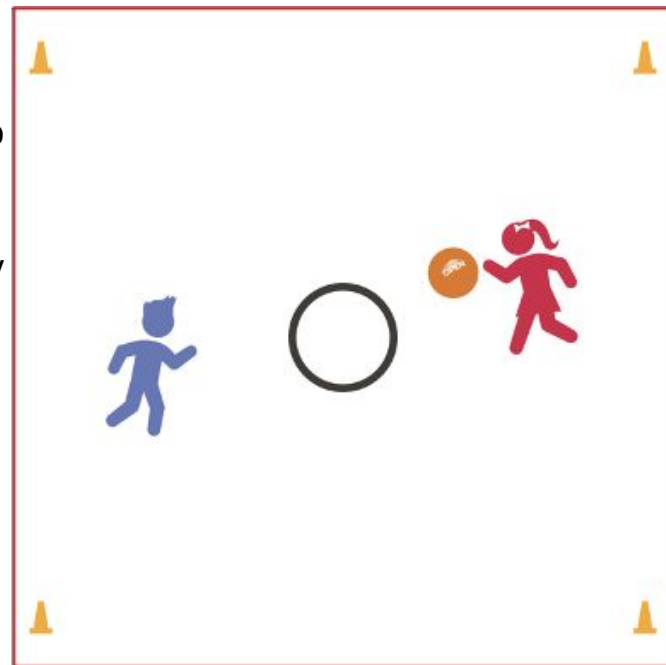
- **The Object:** To throw and catch the ball. The ball must bounce inside the hoop.
- **The Process:** Play begins with a throw that bounces fairly inside the hoop. It cannot touch the hoop. If the receiver catches it, play continues, and they attempt to bounce the ball back.
- Here are all of the ways you can score points:
 - Ball is thrown well but not caught (point for thrower)
 - Ball does not hit inside the hoop (point for receiver)
 - Ball hits inside the hoop, but doesn't bounce at least 1 step outside of the square (point for receiver)
 - Ball hits and bounces over the head of the receiver (point for receiver)
- If 2 pairs are playing at 1 hoop and balls hit each other, it's a *slam*. Players then swap opponents.

HELPFUL TIP:

- Introduce as a cooperative game. Teams score points for every good throw and successful catch that is made.

SEL DISCUSSION STARTERS:

- What does good sportsmanship look like? What does it sound like?
- How does good sportsmanship affect how much fun you have?





CONTINUOUS WALL BALL

Social & Emotional Learning Competencies: (adapted from CASEL.org)

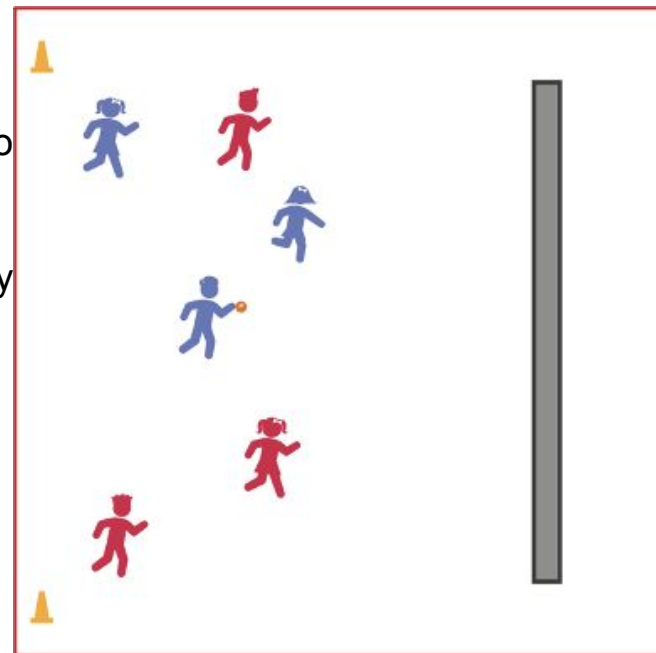
- **Self-Management:** Impulse control. Students demonstrate the ability to control emotions and actions.
- **Relationship Skills:** Cooperate and negotiate conflict. Students demonstrate the ability to follow activity rules and etiquette, and calmly and constructively discuss game disputes.

EQUIPMENT NEEDED:

- Brick wall with large open space, 1 small and soft rubber bounce ball

ORGANIZE:

- **Space:** Clear the area next to a large brick wall.
- **Students:** Players stand facing the wall, 1 student with the ball.



HOW TO PLAY:

- **The Object:** To catch a ball thrown at a brick wall. If someone catches the ball before it hits the ground, the thrower is out. If a ball is caught after 1 bounce, the catcher becomes the new thrower.
- **The Process:** Play begins with a throw that bounces off the wall. If a player tries to catch a ball and they touch the ball but miss the catch (drop it), that player must run and touch the wall before another player picks up the ball, throws it at the wall, and it hits the wall. The runner must beat the ball to the wall. If not, they're out.
- When players are out they must watch the game closely. When the player who got them out makes an error and goes out, they can reenter the game and start again.

HELPFUL TIP:

- Monitor Wall Ball to be sure students do not throw the ball at each other. If they do, that player cannot play again for 1 full recess period. If the problem continues, the player cannot play Wall Ball during recess.

SEL DISCUSSION STARTERS:

- What would you include a list about Wall Ball safety? How does safety affect how much fun you have?
- Let's create a list of consequences for unsafe or unsportsmanlike Wall Ball behavior.